



The Ontario Association for Behaviour Analysis, Inc.

The 2019 Annual Conference

November 14th & 15th, 2019



Metro Toronto Convention Centre

Rooms 203, 205 and 206

North Building

255 Front Street West

Toronto, Ontario, M5V 2W6



Conference 2019 – Schedule

Schedule subject to change



Thursday November 14 th , 2019		Friday November 15 th , 2019	
7:30 – 9:00	Registration (coffee & tea)	8:00 – 9:00	Registration (coffee & tea)
9:00 – 9:15	Opening Address	9:00 – 9:15	Awards
9:15 – 10:30	Invited Speaker: Dr. Adrienne Perry (1.5 CEU) (206ABCDEF)	9:15 – 10:30	Invited Speaker: Dr. Jonathan Tarbox(1.5 CEU) (206ABCDEF)
10:30– 10:50	Break		
10:50 – 11:50	Concurrent Sessions (Rms 203AB, 203CD, 205 CD, 206ABCDEF)	10:30 – 10:45	Break
11:50 – 12:50	Concurrent Sessions (Rms 203AB, 203CD, 205 CD/206ABCDEF)	10:45 – 12:00	Invited Speaker: Dr. Thomas Szabo(1.5 CEU) (206ABCDEF)
12:50 – 1:50	Lunch (off site)	12:00 – 1:30	Lunch (off site) *See info on Townhall below*
1:50 – 2:30	Ignite! Sessions (Rm 206ABCDEF)	1:30 – 2:30	Concurrent Sessions (Rms 203AB, 203CD, 205 CD, 206ABCDEF)
2:30 – 3:45	Invited Speaker: Dr. Thomas Szabo (1.5 CEU) (Rm 206ABCDEF)	2:30 – 3:30	Concurrent Sessions (Rms 203AB, 203CD, 205 CD, 206ABCDEF)
3:45 – 4:00	Break		
4:00 – 5:15	Invited Speaker: Dr. Nicole Luke (1.5 CEU) (Rm 206ABCDEF)	3:30-3:45	Break
5:15 – 5:30	Break	3:45– 5:00	Invited Speaker: Dr. Jonathan Tarbox(1.5 CEU) (Rm 206ABCDEF)
5:30 – 7:00	AGM (Desserts, coffee, tea and water) (Rm 206ABCDEF)	5:00 – 5:15pm	Closing Remarks

7:00 – 8:30	Poster Session (Wine and Cheese Reception) (RM 205 AB)		
8:30 – Midnight	Behaviour Social (off-site)		
	*water stations are available in each room		*water stations are available in each room

*Townhall will be held in room 206ABCDEF beginning at 12:30pm to allow for those who wish to attend to grab a quick lunch first.

Invited Speakers:

Dr. Thomas G. Szabo, PhD, BCBA-D

Talk 1: (1.5 CEU)

Using RFT to Promote Moral Thinking, Ethical Conduct, and Effective Activism

ABSTRACT

BF Skinner’s aim was to develop a comprehensive science of human behavior so that we could effectively tackle the most complex of our world’s problems. In Skinner’s day these problems were pollution and the threat of nuclear annihilation. Today we face similar threats compounded by global terrorism and extremism. Even within the day to day of behavior analysis, we struggle with changes to public policy and funding that portend to eliminate our jobs and devastate families with whom we work. It is time we bring the science of learning and behavior to bear upon these problems. Relational frame theory is an account of human language and cognition that applied behavior analysts can use to develop a variety of repertoires that inch learners toward moral thinking and ethical conduct. Viewed in this light, there is importance to the things you do with your children, schools, workplaces, and public domains where you strive to influence voters and policymakers. Principles of verbal learning can be used to influence outcomes for lasting effect. In this talk, I will present a bridge from direct to indirect contingency management with learners of all ages. I will introduce a technology for evoking ethical conduct and constructive activism that serves to reinforce all of us, rather than a select few. I will share data and offer recommendations for future action.

Talk 2: (1.5 CEU)

Diversity, Love, and ACT: Lessons from Skinner (1945)

ABSTRACT

In “The Operational Analysis of Psychological Terms,” Skinner proposed that the science of behavior needs a contingency analysis of the contexts in which scientists use terms. A term is valid only when it increases the scientist’s capacity for prediction and influence, and not merely when it produces socially mediated reinforcers such as the approval and agreement of other scientists. Years later, Skinner continued to evolve

contingency analysis in terms of Darwinian theory, which involves variation, selection, and retention. In this talk, I will argue that the pragmatic aims of ABA hinge upon these two conceptual advances and that Acceptance and Commitment Training (ACT) offers practitioners a way to harness Skinner's conceptual horsepower in service of helping others. In the ACT approach, ABA workers start where service recipients are on a continuum of verbal learning and talk with them about what they value most. About love. Family. Pain. Laughter. Building this kind of connection with stakeholders in ABA is neither unprofessional, nor is using common sense language an invitation to mentalism. It is the catwalk from unworkable essentialism to pragmatic contextualism. Later in this talk, I will offer conceptual analyses of love and diversity, two topics that are at the forefront of our field's current attention and I will connect the conceptual with the pragmatic by sharing single case design data from our work with parents and children.

Dr. Jonathan Tarbox, PhD, BCBA-D

Talk 1: (1.5 CEU)

Acceptance, Values, and Committed Action: An Introduction to Implementing ACT Inside ABA Service Delivery

ABSTRACT

B.F. Skinner always envisioned behavior analysis as a comprehensive science of all human behavior, including private events. In recent decades, behavior analysts have begun to address the complex overt and covert behaviors of typically developing adults as derived relational responding and have developed procedures for producing substantial changes in socially meaningful overt behaviors, via intervening on the clients' verbal repertoires that interact with such overt behaviors in complex ways. Most of this work has been done under the umbrella of Acceptance and Commitment Therapy (ACT). The goal of interventions based on ACT is to disrupt control of maladaptive behaviors by rigid and ineffective rules, particularly rules that describe short-term negative reinforcement contingencies and reorient behavior to be controlled to a greater degree by rules describing longer-term positive reinforcement contingencies. Although ACT was originally developed as a behavior analytic approach to treating traditional psychological disorders, it is based on a behavior analytic interpretation of the role of complex verbal behavior in overt behavior change. It is therefore equally applicable to bringing about valued behavior change in any behavioral situation in which a person's verbal behavior might be relevant to their overt behavior change. This presentation will provide a behavioral conceptual analysis of three ACT components: 1) Values, 2) Acceptance, and 3) Committed action. In addition, many practical examples will be provided for how one can incorporate these procedures into one's existing daily practice of applied behavior analysis.

Talk 2: (1.5 CEU)

Get Out of Your Mind and Change Your Behavior: Using Defusion, Self-as-Context, and Mindfulness to Enhance ABA Services

ABSTRACT

This presentation will begin by providing a behavioral conceptual analysis of defusion, self-as-context, and present moment attention from the Acceptance and Commitment Training (ACT) literature. We will then move on to reviewing recent data on using component and composite ACT procedures to produce substantial behavior change. We will then describe how these same procedures can be used to enhance the effectiveness and meaningfulness of what we do daily in our ABA practice. We will conclude with a discussion of how to implement ACT while staying within the scope of practice of behavior analysis.

Dr. Nicole Luke, PhD, BCBA-D

Talk 1: (1.5 CEU)

Behaviour Analysis in Educational Settings: Consulting and Supervision with the Whole School Instead of Just the Child

ABSTRACT

This talk briefly outlines the history of behavioural services in schools. It looks more closely at supervision in a unique role as a consultant which differs from one in which the behaviour analyst is a direct supervisor and addresses challenges with supervision of the client's behaviour change program as well as supervision of teachers and support staff who may be implementers of those behaviour change programs. It covers some case studies of behaviour consultation and discusses the elements of supervision special to consultative roles as a behaviour analyst. This talk reviews the author's experiences as a behaviour consultant in school settings and discusses a proposed model for supervision and consultation in education.

Dr. Adrienne Perry, Ph.D., C. Psych., BCBA-D

Talk 1: (1.5 CEU)

ABSTRACT

Re-thinking the Place of Research in Advancing Behaviour Analysis

As behaviour analysts, we pride ourselves on being research-oriented. It's a big part of how we define our identity and see ourselves as being different from other professions or disciplines. We value data for making clinical decisions, big and small. We strongly espouse using only evidence-based approaches with our clients. When we're stumped about something, we turn to the research literature. The first statement in the BACB Code is, "*1.01. Behavior analysts rely on professionally derived knowledge based on science and behavior analysis when making scientific or professional judgments in human service provision, or when engaging in scholarly or professional endeavors*". During our education and supervised experience, we learn about and implement our own research studies. Our field has its own set of special research methods, single-

case research designs, with their own rigour and elegance (even though not well understood by others). The purpose of this talk is to help us critically evaluate our knowledge and assumptions about research in a broader way, using examples from Ontario autism research and from the literature in various areas. What is research ultimately? What research methods are appropriate (and which are not) for addressing different kinds of questions or for different purposes or different audiences? (individual client treatment decisions, understanding basic processes, testing theories, assessing client opinions, comparing techniques, evaluating an agency's interventions, informing government policy, etc. etc.). How do we get the right people to know about and understand our research and use it to guide practice and inform policy? Although there are no simple answers to such questions, there is value in grappling with them in such a way that can benefit our field.

Concurrent Sessions

THURSDAY

Concurrent Sessions #1 - 10:50am – 11:50am

Presentation #1 (1.0 CEU)

Symposium: **Consent and Capacity: Tips and Resources for Behaviour Analysts in Ontario**

Presenters: **Rosemary Condillac PhD, BCBA-D and Andria Bianchi PhD, Bioethicist**

Abstract:

In Ontario, the largest groups of ABA service recipients are people with a variety of neurodevelopmental disorders (e.g. autism, down syndrome, intellectual and developmental disabilities) or cognitive impairments (e.g., acquired brain injuries, dementia). Behaviour analysts are often expected to make decisions about whether a patient/client or their designate has the capacity to offer valid consent for service involvement, assessment, and intervention, yet there are limited resources to assist behaviour analysts in making these determinations.

In this interactive and collaborative presentation, a Psychologist/BCBA-D and Bioethicist will provide interdisciplinary perspectives on this fundamental component of practice. First, we will review key features of consent and capacity including the requirements of the BACB Professional and Ethical Compliance Code (BACB, 2016), relevant legislation (e.g. Health Care Consent Act), practice guidelines (e.g., Developmental Disabilities Primary Care Initiative, 2011), the existing literature (e.g., Rieske, Babbitt, Neal & Spencer, 2017), and other ethical considerations. The goal is to provide an overview of consent and capacity, along with practical tips and resources to help behaviour analysts to strengthen their knowledge and skills, while developing an awareness of their limitations in obtaining valid consent at key points in service delivery. Case examples will be used to illustrate important areas of consideration when deciding if the

requirements for valid consent have been met in particular cases, and what to do in Ontario when issues of capacity for consent are present.

Presentation #2
(1.0CEU)

Symposium: **Increasing Adaptive Behaviors Across Populations**

Chairperson: **Kendra Thomson Ph.D., BCBA-D**

Presenter 1 Title: The Effects of a Self-Management Treatment Package on Physical Activity in University Students with Depressive Symptoms

Abstract:

Depression is a highly prevalent condition with proportionally higher rates shown among university students than the general population. Previous research consistently demonstrates that engaging in physical activity improves symptoms associated with depression. Self-management techniques offer an effective, cost-efficient approach to teaching individuals to engage in increased physical activity. This study included four adults with chronic depressive symptoms, three of which have a clinical depressive disorder, and two of these three have other comorbid mental health disorders. The effects of a self-management treatment package on walking behaviour was examined. The treatment package included goal-setting, self-monitoring, and feedback. Secondly, the extent to which increased engagement in physical activity affects self-reported depressive symptoms and sleep duration and quality were examined. All data were collected using the Fitbit Flex™. A changing-criterion design embedded within a concurrent multiple baseline across participants design was used in which each successive criterion was increased above the mean performance frequency in the previous phase by a value between 5-15%. The results demonstrate that goal-setting, self-monitoring, and feedback was somewhat efficacious at increasing walking in all participants. Findings also suggest that increased walking may be associated with increased sleep duration. Collateral effects on self-reported depressive symptoms are currently being analyzed.

Presenter 2 Title: Evaluating Schedule Thinning in Functional Communication Training Using Chained Schedules and Multiple Schedules

Abstract: Functional communication training is designed to decrease problem behavior while increasing a functionally equivalent alternative communicative response (FCR; Carr & Durand, 1985; Durand & Carr, 1991). Although effective, this procedure tends to produce high rates of the FCR that may not be manageable for parents or teachers (Fisher, Kuhn, & Thompson, 1998; Lalli, Casey, & Kates, 1995). The purpose of this evaluation was to evaluate the effectiveness of two common strategies (chained schedules and multiple schedules) to thin the schedule of reinforcement for the FCR with a young child with autism spectrum disorder whose problem behavior was multiply controlled. We found that FCT + EXT produced an immediate decrease in problem behavior in both contexts. We successfully thinned the schedule of reinforcement in each context and combined both into a singular session format to match a typical therapy session. Results will be discussed within the context of troubleshooting, improving the practicality of this intervention for parents and teachers, and future research.

Presenter 3 Title: Response Class Covariation During Resurgence Following FCT
Abstract: Resurgence occurs when a previously extinguished behavior recovers when a more recently reinforced behavior is placed on extinction. The purpose of this investigation was to examine target response resurgence while simultaneously measuring the occurrence of nontargeted responses. Three children who displayed multiple topographies of problem behavior participated. In Experiment 1, all three participants displayed target response resurgence accompanied by the emergence of nontargeted forms of problem behavior. In Experiment 2, we examined the covariation between target response resurgence and the emergence of other, nontargeted responses. Results indicated the emergence of nontargeted responding during extinction may represent response variability and that more intense problem behaviors could emerge during interventions that use extinction.

Presentation #3
(1.0CEU)

Symposium: An interdisciplinary approach to behavioral programming: How to play nice with others

Chair Person: Stacie Dertinger, M.ADS, BCBA

Presenter 1 Title: Beating boredom with purposeful activity: Combining therapeutic recreation and behaviour analytic interventions to maximize client outcomes

Abstract: In the context of providing rehabilitation, recreation and occupation can be used to describe all the ways a person occupies their time including engaging in meaningful activity and productive leisure activities (Ball & Fazil, 2012). Providing meaningful engagement is a vital component of supporting individuals with acquired brain injury reduce challenging behaviour (Ball & Fazil, 2012). Integrating recreation into residential settings shifts the focus of front-line staff from traditional care-taking jobs to active engagement in their recreation, leisure and programming tasks (Mansell et al., 2002). Recreation therapy in a group model can increase social interaction and stimulate engagement in even the most behaviorally complex clients. By providing recreational engagement through dedicated day programs, clients can enhance communication, negotiation, problem solving, and tolerance and listening skills which have a profound impact on their community success.

Through hands on breakout groups, delegates will identify and use specific tools or strategies to decrease behaviours caused primarily by boredom, identify benefits to working collaboratively with an interdisciplinary team and understand the research supporting the positive impact recreation therapy has on behavioural interventions. All behaviour serves a function and working collaboratively, we can assess that function, find positive replacement activities to increase wellness, independence and quality of life for all clients. By tackling boredom and working in a collaborative manner, we can maximize positive outcomes for clients and minimize the need for formalized

Presenter 2 Title: An interdisciplinary approach to non-compliance: Creating holistic behavioural intervention plans for client centred programming

Abstract: Whether you call it non-compliance, refusal to follow requests or non-adherence, understanding the motivating factors behind non-compliance may mean

taking a deeper look at root causes with an inter-disciplinary team ensuring all care approaches combine into one holistic program.

At its core, non-compliance can have emotional-psychological, medical and behavioural components that maintain it, so an inter-disciplinary approach to treating non-compliance may be the most effective method. Through a review of two case studies our panel will discuss how an interdisciplinary approach involving nursing, social work and behaviour therapy produces holistic behavioural treatment plan.

In case study one, diagnoses of acquired brain injury, borderline personality disorder, and chronic pain made compliance with rehabilitation programming difficult. Inter-disciplinary collaboration produced interventions that focused on leveled rehabilitation choices, non-contingent reinforcement and avoidance of triggering language, while appreciating impulsive decision making and need for immediate gratification that come with these diagnoses to enhance client outcomes.

In case study two, an indigenous man with a history of addiction and transient lifestyle following his brain injury resulted in little compliance with rehabilitation. A collaborative approach between behaviour therapy and social work produced culturally competent care and an understanding of how a history of trauma can shape daily decisions. A diagnosis of Wernicke's disorder and historical treatment non-adherence lead to a compliance-shaping program in an effort to create comfort with rehabilitation.

An inter-disciplinary approach provides an understanding of the root causes of non-compliant behaviour expanding beyond stimulus-response relationships to create individualized, holistic program plans for client centred care.

Presentation #4 ***(1.0CEU)***

Paper: Ready, Set, AIM!

Presenters: Kim Trudeau-Craig, MSc.ABA, RP, BCBA and Katarina Fischer, MADS, BCBA

Abstract: AIM (Accept, Identify, Move) is a behaviour analytic curriculum for social-emotional development in children (Dixon & Paliliunas, 2018). The curriculum is designed for children and adolescents who experience social issues/deficits, challenging behaviours, and who find it difficult to navigate the daily struggles of life (Dixon & Paliliunas, 2018). It combines mindfulness, Acceptance & Commitment Therapy, and Applied Behaviour Analysis to focus on positive behaviour growth and to develop psychological flexibility. The six core processes of the ACT Hexaflex (Hayes, 2005) are taught as part of the AIM curriculum which also includes a focus on mindfulness and incorporates applied behaviour analytic procedures.

This presentation will review the use of AIM with three clients to increase their psychological flexibility, and in one case, to reduce collateral behaviours. Three participants have been receiving weekly AIM sessions in order to increase their psychological flexibility with the goal of reducing rigid thinking patterns, inflexible behaviour, negative self-talk and/or verbal and physical aggression. Scores from each of the client's Children's Psychological Flexibility Questionnaire Report (Individual and Caregiver) will be provided and data from the collateral behaviours being tracked will also be presented. Treatment components being used with the three clients will be

reviewed. The presentation will demonstrate how AIM can be used across clients of different ages and diagnoses. It will review whether the AIM sessions have had an effect on increasing psychological flexibility in all clients, and in the case of one of the clients, whether a reduction in collateral behaviours was also seen.

Concurrent Sessions #2 - 11:50am – 12:50pm

Presentation #1 (1.0CEU)

Paper: Let's Save the World with Applied Behaviour Analysis: A Closer Look at the Climate Crisis and What We Can Do About It

Presenters: Meaghen Shaver, MSc, BCBA, Pamela Shea, MADS, BCBA

Abstract: Scientific evidence clearly supports the existence of climate change, attributes this change largely to human behaviour, and warns that these changes will produce rapid and potentially catastrophic changes (Houmanfar, & Mattaini, 2015, Lehman & Geller, 2004; Luke, Roose, Rakos, & Mattaini, 2017; Thompson, 2010). Research has provided insight into changing individual's pro-environmental choices using both consequence and antecedent strategies (Bacon & Krpan, 2018; Wansink & Love, 2014; Kongsbac et al., 2015; Baca-Motes, Brown, Gneezy, Keenan, & Nelson, 2012; Arieley, Bracha, & Meier, 2009). One area of research involves nudges, which are a collection of tools which make purposeful changes in the choice architecture and influence the behaviour of individuals (Lehner, Mont, & Heiskanen, 2015). In this talk, the climate crisis will be identified, and a variety of recent research articles related to changing human behaviour in the direction of more sustainable actions will be presented. Increasing plant based foods, and conserving energy in residence rooms are two upcoming research projects that will be described, in the context of a college campus community.

Presentation #2 (1.0CEU)

Paper: Behavior Analysis and Music Interventions: Rethinking the Effects of Music on Stereotypy for Children with Autism and on Running for Typically Developing Humans

Presenter: Jennifer L. Cook, BCBA

Abstract: The effects of music on human behavior has been studied across a variety of areas within psychology. Two areas in particular, music psychology and sports psychology, may have developed some erroneous conclusions about music's effects by using flawed or incomplete analyses. A behavior analytic review of this topic across both disciplines highlights that the effect of music may be either overstated or incomplete. First, Rapp, Brogan, and Cook (2018) commented on a review by Schwartz et al. (2017) describing an incomplete summary of the effects of music on vocal and motor stereotypy for children with autism. Rapp et al. included additional studies meeting Schwartz et al.'s criteria, thus altering some of the original paper's final conclusions. Second, Cook & Miltenberger (in progress) reviewed the sports literature on the effects of music on running, and discovered potential erroneous conclusions that

may have been formed by using subjective measures and lumping the effects of music across varied exercise topographies. As a result, Cook and Miltenberger concluded that a behavior analytic evaluation may be useful in answering questions as to why runners often listen to music. Beyond this literature review, Cook & Miltenberger conducted the first large-scale survey of 557 runners to determine some behavioral and motivational factors that may influence runners. The results of this survey were then evaluated to inform upcoming behavior analytic experimental studies on the effects of music on running.

Presentation #3
(1.0CEU)

Paper: The effectiveness of safe extinction of escape-motivated severe aggression in individuals with developmental disorders and severe behaviour disorder.

Presenters: Dr. Bruce Linder, Ph.D., C. Psych., BCBA-D and Deanna Minervini, M. ADS., BCBA

Abstract: A substantial research literature has established the prevalence of escape-motivated aggressive behaviour in children, adolescents and adults with developmental disabilities. A small subgroup, perhaps about 3-5 percent, can be defined as observer, in that there is substantial daily risk with limited effectiveness of positive reinforcement programming only (PRO) and psychopharmacologic treatments. This talk will expand upon Linder & Salameh (2014) by reviewing the outcome of 25 consecutive cases (75% with ASD) in which a form of escape-extinction called safe extinction (SE) was implemented. SE involved typical escape extinction and differential reinforcement of alternative behaviour with contingent physical interventions and preventative mechanical restraints added to maximize safety. Results show that in a 4-hour assessment period, an average reduction of aggression of 80% was observed with 7 (28%) individuals showing one or no extinction burst at all with an average length of first extinction of 34 minutes. Consistent use of mechanical restraint aides in the extinction procedure was associated with 26% lower durations of first extinctions, illustrating the importance of control over escape from typical hand-over-hand procedures. The effectiveness of SE-based treatment will be reviewed in over 10 long-term cases in community living agencies and in specialized treatment homes. The ethical and technical issues of using intrusive programming procedures will be discussed. The results of a 2-day comparative assessment procedure involving PRO vs SE with 3 cases will also be reviewed.

Presentation #4
(1.0CEU)

Symposium: Sex, Money, and Behaviour Analysis: Applications of Behavioural Economics

Chairperson: Karl Gunnarsson, M.Sc., BCBA

Presenter 1 Title: Behavioural Economic Analysis of Demand for Regulation of Behaviour Analysts in Ontario to Inform Public Policy

Abstract: The Ontario provincial government has announced their intent to regulate the field of behaviour analysis in the province. Regulated health professions require fees to

operate a regulatory body, which implies that professionals interested in participating in the field must pay fees to do so. The purpose of this study is to evaluate the price elasticity of potential fees related to participating in a regulated health profession by behaviour analysts in Ontario. The current study will present preliminary findings based on a sample of behavior analysts in Ontario and discuss implications for regulation of field.

Presenter 2 Title: Gender Differences in Sex Discounting in a Community Sample

Abstract: This presentation will discuss data gleaned from the assessment of domain-specific discounting in the general population. Delay and probability discounting procedures were used to assess decision making on hypothetical sexual and monetary outcomes (e.g. sex now/for sure with a less-preferred sexual partner or sex later/with a chance with a highly-preferred sexual partner). All participants also completed surveys related to sexual risk and indicated a preference for specific hypothetical sexual partners, based on looks, using a multiple stimulus without replacement preference assessment procedure. All participants were recruited using Amazon Mechanical Turk Human Intelligence Tasks. Subsequently, participants were directed to the Qualtrics online survey platform to complete all questionnaires. Implications of the findings including gender differences, demographic variables, and the relationship between self-reported risky sexual behavior and sexual and monetary discounting will be discussed. Additionally, limitations will be highlighted, along with considerations regarding the practical use of discounting tasks using online questionnaire platforms.

Presenter 3 Title: Delay Discounting and brain injury: An avenue for behavior analysts

Abstract: Brain injury is the leading cause death and disability in western society, and in most cases creates a lasting impact on both the person afflicted and the persons ' close environment and its society (Costa et al., 2015). Delay discounting literature indicates that discounting is a trans-disease process that correlates with various socially significant problem behaviors (Bickel et al., 2012). Although, the literature on discounting procedures is promising, few experiments have been conducted with brain-injured people (Gunnarsson et al., 2018). Despite this, researchers have demonstrated that delay discounting effectively distinguish between brain-injured and non-injured people. What is lacking within the discounting literature base is information regarding temporal stability and links to socially significant problem behavior, in addition there is scarcity of clinical interventions where discounting rates have been improved (Hamilton et al., 2015). In the current presentation the author will present data from current research on temporal stability of delay discounting rates in a community-based sample that was collected across 6 weeks and the correlation to functional assessment outcomes (QABF), a pilot study on the application to improve discounting rates, and how disorderly discounting can be problematic. Implications for therapy and future research are discussed.

FRIDAY

Concurrent Sessions #3 - 1:15pm – 2:15pm

Presentation #1 (1.0CEU)

Panel: Ethics and Using Technology in Research and Services for Persons with Intellectual and Developmental Disabilities

Presenters: Courtney Bishop BCBA, Joseph Robertson MA, Rebecca Ensor BCBA, Dr. Kendra Thomson BCBA-D, Lisa Wittingham BCBA, Deanna Flagg

Moderator: Dr. Priscilla Burnham-Riosa, Ph.D., BCBA-D

Abstract: The use of technology has changed the behaviours, preferences, and habits of individuals. The use of technology is a growing interest in behaviour analytic research and service provision, showing immense clinical potential across populations and settings. Technology can provide access to services and support for individuals in remote areas at lower costs (e.g., telehealth) as well as increase the independence of clients by transferring stimulus control or prompting from a practitioner to a device (e.g., tablet, smartphone, or watch). Ultimately, including technology in teaching people with developmental disabilities has the potential to improve their quality of life. The findings from two distinct community-based projects have indicated that training staff via telecommunication platforms and prompting through electronic devices can be effective; however, best practices regarding the ethical use of these interventions remains limited. As technology is currently implemented in clinical and community settings, it is critical to discuss the ethical obligations of BCBAs and other community practitioners who are responsible for implementing and supervising this practice. The purpose of this panel is to identify and address various clinical, applied, and ethical issues observed while conducting two community-based research projects involving the use of technology with people with developmental disabilities. Considerations will be given to: competency of practice, confidentiality and privacy, supervision and training, praxis, and generalization beyond research.

Presentation #2 (1.0CEU)

Paper: ASSESSING THE ASSESSMENT OF ASSESSMENT: AN INTERACTIVE PRESENTATION OF A STUDY EVALUATING THE OPEN-ENDED FUNCTIONAL ASSESSMENT INTERVIEW FOR SEVERE BEHAVIOURS

Presenter: Shany Biran, IMBA, BCBA, M.Ads

Abstract: Recently, the use of open-ended interviews has become more commonly adopted in applied clinical practice, despite no studies evaluating the psychometric properties of such assessments. In this interactive presentation we will explore a recently published research study to evaluate the usefulness of the Hanley Open-ended Functional Assessment Interview for severe problem behaviours. Participants will be divided into small groups and presented with materials and discussion questions that put YOU in the seat of the researcher/behaviour analyst who is tasked with interpreting assessments, and designing Functional Analyses.

In the study, we evaluated the interrater reliability and concurrent validity of the open-ended functional assessment interview. We compared the results of assessments

conducted separately by two raters with a common caregiver and subsequently conducted functional analyses in an attempt to validate hypotheses generated from the interviews. We will discuss the study findings as well as the design of the study in the context of best practices for assessment and treatment for severe behavior disorders.

Presentation #3
(1.0CEU)

Paper: Applied Behaviour Analysis in the Courthouse Supporting Individuals with Developmental Disabilities through a Justice Clinical Lens

Presenters: Vicky Simos M.ads, BCBA, Marnie McDermott MSW, RSW, Courtney Hutson BA, MA

Abstract: Following the 2016 Ombudsman of Ontario report, the Community Networks of Specialized Care created a refreshed mandate to provide individuals with high support and complex care needs access to specialized supports and services. In response, the role of the Dual Diagnosis Justice Coordinator (DDJC) was improved by strengthening cross-sector partnerships; and providing a clinical lens to better support individuals with developmental disabilities. The role of the DDJC is to assist the individual to prepare for all aspects of their court matter using a biopsychosocial approach and principles of Applied Behaviour Analysis when needed. The DDJC works with other court support staff, justice professionals and the individual to ensure they receive the supports they require to experience the justice system in a fair and equitable manner. This process will be highlighted and operationalized by reviewing a case example of a single subject, A-B design. Johnny is a 28 year old male diagnosed with autism, intellectual disorder with moderate severity and bilateral visual impairment who was charged with assault causing bodily harm to a group home staff. This case study will outline the creation and implementation of a Behaviour Intervention Plan (BIP) implemented in the group home and later generalized to the courthouse and fitness assessment appointment. At baseline Johnny engaged in target behaviours when attending his court appearance for his fitness assessment to be ordered. After implementation of the BIP, Johnny was able to attend his court appearances and his fitness assessment appointment in the absence of target behaviours.

Presentation #4
(1.0CEU)

Paper: Application of Behavior Analytic principles to support inclusion of Students with ID on a College Campus

Presenter: Philip Kanfush, BCBA-D

Abstract: Since the enactment of the Workforce Innovation and Opportunity Act in July, 2014, the special education and adult service communities have struggled to find meaningful ways to prepare students with disabilities for inclusion in their communities through employment and social involvement. The proposed presentation will review the theoretical foundations of behavior analytic principles and report the use of those behavior analytic instructional principles to achieve statistically significant gains among students at one PA college.

Concurrent Sessions #4 - 2:15pm – 3:15pm

***Presentation #1
(1.0CEU)***

Symposium: Clinical Research in the Real World: Experimental Control vs Community Chaos, Insights for Behaviour Analysts

Presenters: Sherena Bassier M.Ed. BCBA, Taylor Manuge, BA, BST, Tanya Makela MA., BCBA

Presenter 1 Title: Experimental Community Research in Action

Abstract: Research supports the use of function-based positive behavior interventions based on ABA with persons with Intellectual disabilities to decrease challenging behavior, and increase adaptive skills and individual and caregiver quality of life (Didden, Korzilius, van Oorsouw, & Sturmey, 2006; Feldman et al., 2002; Feldman & Werner, 2004; Matson & Coe, 1992). There is a need for more controlled research evaluating the implementation of ABA based Behaviour Support Plans in unpredictable community settings compared to controlled clinical environments (Chartier, McGowan, Ng, et al., In Press). This current study is experimentally evaluating the effects of BSPs that are compliant with the MCCSS Quality Assurance Measures (QAM). This presentation will provide an overview and rationale for this ongoing study.

Presenter 2 Title: Preliminary Results: Discoveries & Deviations

Abstract: The effects of Behavior Support Plans are impacted by a variety of factors. Support and living arrangements, the use of intrusive measures, type and severity of challenging behavior, adaptive skills, staff-client interactions, quality of life, costs and staff satisfactions, all play a role in change. This presentation will review the preliminary multiple baseline results, other contextual variables and participant data analysis.

Presenter 3 Title: Control vs. Chaos: A Practical Analysis

Abstract: Despite funding, a sound methodological plan, a strong clinical research team, enthusiasm, and supportive community agencies, there have still been many obstacles along the way. This presentation will provide an overview of the 'community chaos' encountered, and general challenges related to conducting research in the community. Practical insights to better prepare fellow researchers/clinicians and Behaviour Analysts when conducting experimental research within the unpredictable real world will be discussed.

Research supports the use of function-based positive behavior interventions based on ABA with persons with Intellectual disabilities to decrease challenging behavior, and increase adaptive skills and individual and caregiver quality of life (Didden, Korzilius, van Oorsouw, & Sturmey, 2006; Feldman et al., 2002; Feldman & Werner, 2004; Matson & Coe, 1992). There is a need for more controlled research evaluating the implementation of ABA based Behaviour Support Plans in unpredictable community settings compared to controlled clinical environments (Chartier, McGowan, Ng, et al., In Press). This current study is experimentally evaluating the effects of BSPs that are compliant with the MCCSS Quality Assurance Measures (QAM). The study examines

the effects of QAM BSPs related to various support and living contexts, the use of intrusive measures, challenging behavior, adaptive skills, staff-client interactions, quality of life, costs and staff satisfaction. Despite funding, a sound methodological plan, strong clinical research team, enthusiasm, and supportive community agencies, there have still been many obstacles along the way.

Presentation #2
(1.0CEU)

Symposium: **Services for Adults with Autism: How innovative use of ABA has improved community integration for Adults across Ontario**

Chairperson: **Ahmed Mirza**

Presenter 1 Title: Innovative use of functional Analysis and Differential Reinforcement to manage Pica in Adult with Autism Spectrum Disorder in a Day Support Program Setting

Abstract: Researchers investigated the utility of trial-based functional analysis (FA) to determine the function and address Pica in an Adult with Autism in a Day Program Setting. Investigators conducted functional analysis interviews with caregivers and staff, followed by assessment, and designing differential reinforcement of alternative procedure with a changing criterion design based on the function of Automatic Reinforcement. Discussion continues on the utility of FA in unique settings with limited staff and resources, and how behaviour analysis treatment can best support community integration for older individuals with Autism.

Presenter 2 Title: Fading instructions to tasks and FCT for escape within an adult day program setting

Abstract: Following instructions and steps for task completion is an essential skill for adults within the work force (e.g., following a to-do list, filling customer orders) and social settings (e.g., playing board games, making a meal) in many cases. In this case study an adult within an adult day program setting was not able to tolerate instructions and transitions from preferred tasks to work tasks. Initially the use of differential reinforcement of appropriate requests was used to decrease verbal protests, whining, stomping, and throwing of items. Differential reinforcement alone was ineffective at maintaining lower rates of the challenging behaviour. Observations indicated that challenging behaviour persisted within transitions from preferred activities. An instructional fading component was added to increase tolerance of instructions and functional communication to not do the task was honoured on a VR3 schedule. Discussion will include the transfer and generalization of these skills to the community and possible job skills.

Presenter 3 Title: A Replication of a Demand Assessment with an Individual with Autism and Severe

Abstract: In a study by Roscoe, Rooker, Pence & Longworth (2009), a demand assessment was conducted. Results indicated that presenting a client with different types of demands could determine the aversive effects of each demand and which demands specifically evoke problem behaviour. The primary aim of this assessment was replicate and evaluate the utility of a demand assessment in an applied setting to determine a set of demands to use with demand fading procedures. Following a

standard Functional Analysis that determined escape as a function of aggression and property destruction, a demand assessment was conducted with the participant. The demand assessment determined a hierarchy of demands from least aversive to most aversive. Results determined a hierarchy of aversive demands; the least aversive demands were then used to systematically fade into daily programming. The demand assessment conducted required was feasible to complete within the applied setting, however resources used was likely more than other applied settings. The current case study extends previous research on the assessment of problem behavior maintained by escape from demands in a more applied setting and discusses a framework for use of idiosyncratic assessments to increase treatment efficacy.

Presentation #3
(1.0CEU)

Paper: Using Acceptance and Commitment Training to Change the Overt Behavior of Parents of Children with Autism: A Replication Study

Presenter: Leticia Toro, M.A., BCaBA

Abstract: The purpose of this study was to replicate an Acceptance and Commitment Therapy-based study conducted by Gould, Tarbox, and Coyne (2018) to increase values-directed behaviors in parents of children with Autism. A single-case study was implemented to examine the effect of a 6-session intervention package on the frequency of a parent's overt behaviors. The participant showed significant increases in values-directed behaviors as training sessions progressed. Follow-up data will be collected 12 weeks after training completion. The results reported by Gould et al (2018) were successfully replicated. This study provides empirical support for the implementation of ACT-based interventions to support parents of children with Autism.

Presentation #4
(1.0CEU)

Paper: Functional Analysis modifications to achieve differentiated results

Presenter: Morgan Ross, M.ED., BCBA

Abstract: Functional Analysis is considered the most precise source of information when assessing the function(s) of severe problem behaviour, serving as the standard of scientific evidence by which other assessment alternatives are evaluated (Cooper, Heron and Heward, 2007). Since Iwata introduced comprehensive functional analysis in 1982, research shows a distinct increase in published studies using Functional Analysis and concomitant increases in reinforcement-based interventions and decreases in punishment-based interventions (Pelios, Morren, Tesch, & Alexrod, 1999, Kahng, 2002). Despite the positive impact on the field, many clinicians encounter barriers in applied settings which prevent them from using formal functional analyses regularly (Hanley, 2012, Roscoe, Phillips, Kelly, Farber, & Dube, 2015). This presentation provides an overview of standard Functional Analysis (i.e. Iwata 1982), including key characteristics and some of the evidence-based modifications that can be applied. Using examples from a day treatment program serving youth with ASD and severe challenging behaviours, this presentation will demonstrate how to analyze data and

design functional analyses to provide solutions to common barriers and promote differentiated results. By focusing on the flexibility of the functional analysis methodology, this presentation aims to provide solutions to common obstacles and increase the utility of functional analysis within applied settings.