

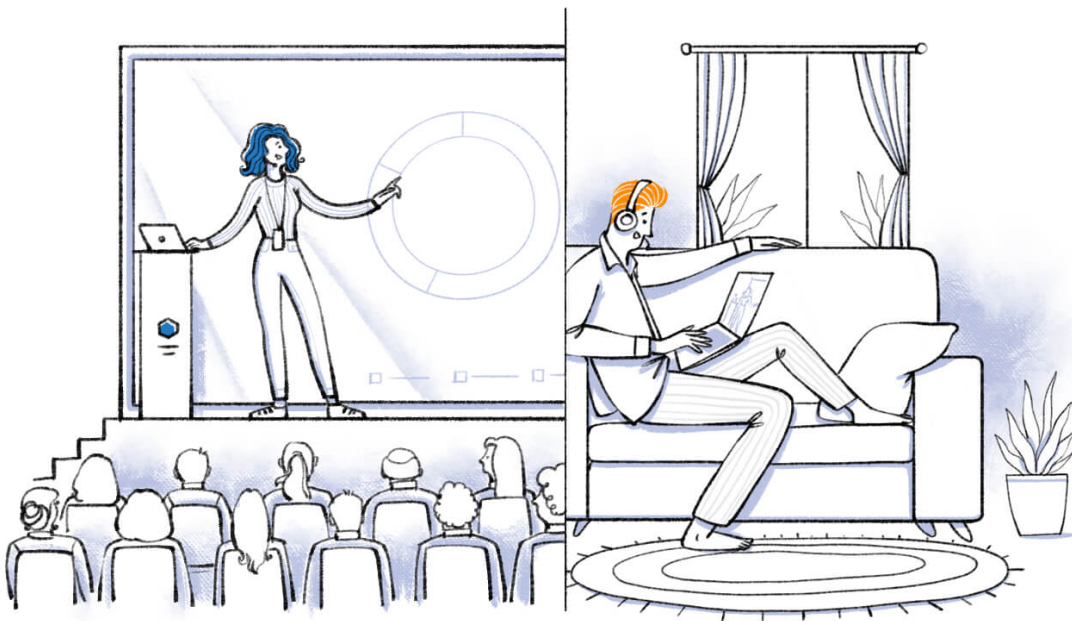
2022 ANNUAL CONFERENCE

DECEMBER 1ST AND 2ND, 2022

2 Days of CEUs!

Join us and learn from our amazing keynote speakers! This year, **#ONTABACon2022** is hybrid. The ONTABA Conference will be held both in-person and virtually Thursday December 1st and Friday December 2nd, 2022.

This amazing two-day event will include Keynote Speakers, Symposium Presentations, Poster Presentations, Annual General Meeting, Awards, and a great opportunity to network!



@ONTABA

In this brochure you will find:

- Conference Guidelines
- ONTABACon 2022 Schedule
- Invited speakers
- December 1, 2022 Schedule of events
- December 2, 2022 Schedule of events
- Poster details
- Our Vendors
- Thank you!

CONFERENCE GUIDELINES FOR ATTENDEES

We are thrilled to be offering our first ever hybrid ONTABACon. Aligned with the Behavior Analyst Certification Board's Ethics Code and the vision of ONTABA, we ask that all attendees understand and respect the differences of others, strive to support a psychologically safe and inclusive space for all, engage in respectful conversation, look to disseminate accurate knowledge, and keep messaging respectful and non-partisan. Overall, learning and exchange of knowledge is at the forefront of the ONTABACon.

A few other items to keep in mind:

- 1) We are committed to making this conference accessible to all attendees;
- 2) Please do not record or live stream any of the speakers' presentations. Note that not all presenters have consented to being recorded and those that have given consent have only given consent to be recorded by ONTABA.
- 3) Some speakers may have specific requests not to take pictures of their slides. We ask that attendees respect any specific speaker requests. If the speaker does not specify any limitations to picture taking, attendees are welcome to take **pictures only** of the talks and share them on social media. Pictures may also be taken by ONTABA of presentations including the front rows of attendees during the talks. These pictures may be posted on ONTABA and other social media outlets. If attendees don't want to be in the pictures, we ask that you avoid seating in the first 4 rows of the audience. We would love to see your moments on social media, please consider using #ONTABACon2022 when posting.
- 4) The schedule for the conference for both in-person and virtual attendees is located on the WHOVA app. To download and use the WHOVA app on your device, please follow instructions that were emailed to you. Additional instructions available [here](#)
- 5) During the conference, attendees will have access to several exhibitors showcasing their products, services, and educational opportunities. They will be eager to engage with those looking for innovative solutions in the field of behaviour analysis. We welcome all stakeholders and community partners so that we can come together and move forward in the right direction toward equitable access to ABA services in Ontario. We look forward to engaging with everyone.
- 6) We are grateful to have the support of various sponsors this year. Please note that conference sponsorship does not imply endorsement, authorization, or affiliation of any sponsor organization by or with ONTABA.
- 7) This year we have 12 students volunteering with the conference. They will be available to assist attendees with a variety of tasks, answer questions, and support the conference. Please kindly approach volunteers for assistance when board members are not available.
- 8) Attendees can collect CEUs via CEUHelper. [Click here](#) for instructions on how to use CEUHelper. Attendees should ensure that the app is downloaded and an account is created prior to the conference.
- 9) Coffee and tea will be served each morning. Wine and cheese will be offered during the poster session. There will not be dinner for the AGM instead there will be a break after the AGM and prior to the poster session for attendees to grab dinner.

And most importantly, enjoy the conference! Connect with fellow colleagues and share your thoughts on social media using the hashtag **#ONTABACon2022**

ONTABACon 2022 SCHEDULE

Schedule subject to change

Thursday December 1, 2022

Time	*Rm 201-202	Rm 203 AB	Rm 203 CD	Rm 204	
8:00- 9:00 am	Registration / Coat Check	Presenters test Equipment	Student Network Area	Vendor/Sponsors Set-up	
9:00 – 9: 20 am	Opening Remarks (20min)			Vendor/Sponsors	
9:20- 10:35 am	<u>Invited Speaker (1.5 CEU)</u> Patrick McGreevy				
10:35 – 10: 50 am	Break (15 mins) *CEU Check-in		Network Area		
10: 50 – 11:50 am	<u>Symposium 1 (1 CEU)</u> PECS(R)pers: Evaluation of Two Caregiver PECS Training Models	<u>Symposium 2 (1 CEU)</u> Is #ABA being Ratioed? Follow us to find out			
11:50- 12:00 pm	*CEU Check-in/out	CEU Check-in/out	CEU Check-in/out		
12:00 – 1:00 pm	<u>Symposium 3 (1 Supervision CEU)</u> Not your average research symposium: A collection of recommendations as informed by recent experimental and meta-analytic work	<u>Symposium 4 (1 CEU)</u> Acceptance and Commitment Theory – Caregiver Coping Skills and Effects on Implementation of Behavioural Interventions	Network Area		
1:00-1:10pm	CEU Check-out	CEU Check-out	CEU Check-out		
1:10 – 2:30pm	Lunch	Lunch	Lunch		Lunch
2:30 – 3:30 pm	<u>Paper 1 (1 CEU)</u> An Evaluation of FCPBS & CBT in the Treatment of Anxiety Related Problem Behaviour for a Child with ASD and Intellectual Disability	<u>Paper 2 (1 CEU)</u> Assess before you ACT	<u>Paper 3 (1 Ethics CEU)</u> Avoiding Ableist Language from a Neurodivergent BCBA Perspective		Vendor/Sponsors
3:30 – 3:40 pm	CEU Check-out/ Check-in	CEU Check-out	CEU Check-out		
3: 45 – 5:00 pm	<u>Invited Speaker (1.5 CEU)</u> Mahshid Ghaemmaghami				
5:00 – 5:10 pm	CEU Check-out			Vendor/Sponsor Take-down	
5:10 – 6:30 pm	AGM			Poster Set-up	
6:30 – 7:00 pm	Break (30 mins)				
7:00pm – 8:30pm			Network Area	Poster Session	
8:30pm				Poster Take-down	

Social Night at The Loose Moose
(146 Front St W, Toronto, ON M5J 1G2)

Friday December 2, 2022

Time	*Rm 201-202	Rm 203 AB	Rm 203 CD	Rm 204	
8:00- 9:00 am	Registration / Coat Check	Presenters test Equipment	Student Network Area	Vendor/Sponsors Set-up	
9:00 – 9: 20 am	Opening Remarks (20min)			Vendor/Sponsors	
9:20- 10:35 am	<u>Invited Speaker (1.5 CEU)</u> Mary Jane Weiss				
10:35 – 10: 50 am	Break (15 mins) *CEU Check-in	CEU Check-in	CEU Check-in		
10: 50 – 11:50 am	<u>Paper 4 (1 Ethics CEU)</u> Recognizing Bias	<u>Paper 5 (1 CEU)</u> Teaching Interprofessional Collaboration through Experiential Learning with Behavioural Psychology, Business and Engineering Students	<u>Paper 6 (1 CEU)</u> Intervening to Prevent Unwanted Touching of Museum Displays		
11:50 – 12:00pm	CEU Check-out	CEU Check-out	CEU Check-out		
12:00 – 12: 15pm	Award Ceremony				
12:15 – 1:25 pm	Lunch	Lunch	Lunch		
1:25 – 1:30pm	CEU Check-in	CEU Check-in	CEU Check-in		
1:30pm – 2:30 pm	<u>Symposium 5 (1 CEU)</u> The Development of Meaningful Skills in Applied Behaviour Analysis	<u>Symposium 6 (1 CEU)</u> ACT at Work and School: Outcomes of on-line interventions	<u>Paper 7 (1 CEU)</u> Functional Analysis and Treatment of Hoarding in a Youth with Autism Spectrum Disorder		Vendor/Sponsors
2:30- 2:40 pm	CEU Check-in/out	CEU Check-in/ out	CEU Check-in/ out		
2:40- 3:40 pm	<u>Symposium 7 (1 CEU)</u> Applied Research in Action	<u>Symposium 8 (1 CEU)</u> Pediatric Feeding Disorders	<u>Symposium 9 (1 CEU)</u> Development of the Group Living Compatibility	Vendor/Sponsor Take-down	
			Assessment Tool: Identifying Factors Predicting Autistic Roommates Compatibility from Literature, Experts, Adults on the Spectrum and Caregivers		
3:40 – 3:50 pm	CEU Check-out	CEU Check- out	CEU Check- out		
3:50 – 4:00pm	Break CEU Check-in		Network Area		
4:00– 5:15 pm	<u>Invited Speaker (1.5 CEU)</u> Peter Gerhardt				
5:15 – 5:20 pm	CEU Check-out				
5:20 – 5:30 pm	Break				
5:30 – 5:45pm	Closing Remarks				

Thank you to our Keynote Speaker sponsors

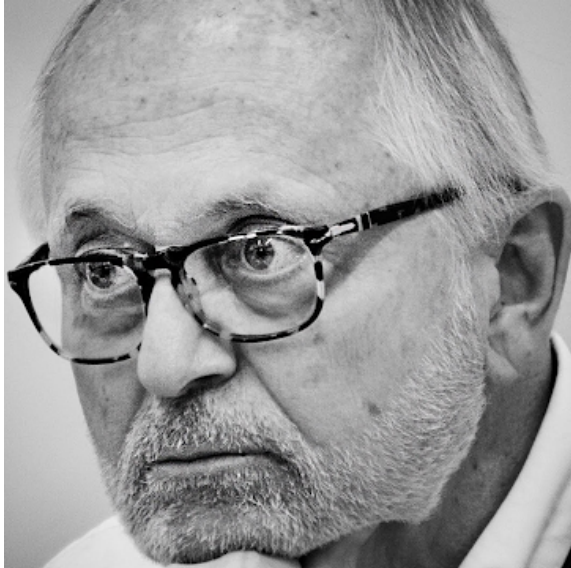
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INVITED SPEAKERS

Dr. Patrick McGreevy

1.5 CEUs



Dr. McGreevy received B.S. and M.A. degrees in Psychology and Special Education, respectively, from the University of Iowa. He was a special education teacher for eight years, working with children and young adults with moderate-to-severe developmental disabilities. He received the Ph.D. degree in Education from Kansas University under the guidance of Ogden R. Lindsley. He has served on the faculties of the University of Missouri-Kansas City, Louisiana State University, the University of Central Florida, and the Florida Institute of Technology. He is the author

of *Teaching and Learning in Plain English*, an introduction to Precision Teaching, and the founder and first editor of the *Journal of Precision Teaching and Standard Celeration Charting*. He is the author of ten journal articles and a book chapter on teaching verbal behavior. He is the first author of *Essential for Living*, a functional skills curriculum, assessment, and professional practitioner's handbook based on B. F. Skinner's analysis of verbal behavior for children and adults with moderate-to-severe disabilities.

Dr. Mahshid Ghaemmaghani

1.5 CEUs



Dr. Ghaemmaghani has been applying the principles of behavior analysis to produce meaningful changes in the lives of children and adults with and without developmental disabilities in both home-based and center-based settings for over 10 years. She received a Master of Applied Disability Studies with an ABA specialization from Brock University, Canada (2011) and a Ph.D. in Behavior Analysis from Western New England University (2016) under the supervision of Dr. Hanley. Dr. Ghaemmaghani served as an Associate Professor of Psychology at the University of Pacific (2016-2019), advising master's level student in ABA, before

joining FTF Behavioral Consulting as the Clinical Director and Senior Consultant (2020 to present) to a range of organizations and professionals, including schools, in-home and outpatient clinic providers, and residential programs on issues related to severe problem behavior, sleep-related problem behavior, and selective eating. Dr. Ghaemmaghmi has published articles in peer-reviewed journals related to assessment and treatment of problem behavior and has presented in various national and international conferences on ways to design and enhance the effectiveness of behavior analytic assessment and treatment procedures. In particular, Dr. Ghaemmaghmi's research has focused on effective ways to build a repertoire of tolerance for interruptions to reinforcement that rely on differential reinforcement of skills including appropriate and functional communication, toleration, and cooperation in complex social contexts. Prior to starting her studies at Western New England, Dr. Ghaemmaghmi was the Clinical Supervisor in charge of the implementation and evaluation of the Provincial Early Intensive Behavioral Intervention Program for children with autism in Northern Ontario, Canada. This experience provided her with an appreciation for issues surrounding successful transition of treatment across settings and has inspired her interest in maximising practicality, social acceptability, and generality of treatment procedures and effects in order to enhance their real-life implementation and effectiveness.

Dr. Mary Jane Weiss

1.5 CEUs



Mary Jane Weiss, Ph.D., BCBA-D, LABA is the Associate Dean of Applied Behavior Analysis and Director of the Ph.D. Program in ABA at Endicott College, where she has been for 11 years. She also works with the research and training teams at Melmark. She has worked in the field of ABA and Autism for over 35 years. She received her Ph.D. in Clinical Psychology from Rutgers University in 1990 and she became a Board Certified Behavior Analyst in 2000. She previously worked for 16 years at the Douglass Developmental Disabilities Center at Rutgers University. Her clinical and research interests center on defining best practice ABA techniques, integrating compassionate care and cultural

responsiveness into ABA service delivery, exploring ways to enhance the ethical conduct of practitioners, training staff to be optimally effective at instruction and at collaboration, and maximizing family members' expertise and adaptation. She serves on the Scientific Council of the Organization for Autism Research, is on the board of Association for Science in Autism Treatment, is a regular contributor to the ABA Ethics Hotline, is on the editorial board of Behavior Analysis in practice, and is an advisor to the Cambridge Center for Behavioral Studies. She is a regular presenter at national and international conferences and is a frequent member of service committees for a variety of organizations.

Dr. Peter Gerhardt

1.5 CEUs



Dr. Gerhardt, Ed.D., is the Executive Director of the EPIC School in Paramus, NJ. Dr. Gerhardt has over 40 years of experience utilizing the principles of Applied Behavior Analysis in support of adolescents and adults with autism spectrum disorders in educational, employment, residential and community-based settings. He is the author or co-author on a number of articles and book chapters on the needs of adolescents and adults with ASD and has presented nationally and internationally on this topic. Dr. Gerhardt serves as Co-Chairman of the Scientific Council for the Organization for Autism Research and is on numerous professional advisory boards including the Cambridge Center for

Behavioral Studies. He currently serves as adjunct faculty in the Institute for Behavioral Studies at Endicott College. Dr. Gerhardt received his doctorate from Rutgers, The State University of New Jersey's Graduate School of Education.

*Thank you to our Sponsor on Location sponsor and
Social Night sponsor*

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SCHEDULE OF EVENTS - THURSDAY DECEMBER 1, 2022

INVITED SPEAKERS

Dr. Patrick McGreevy, Ph.D., BCBA-D

Issues and Procedures that are not Part of the Mainstream of Behavior Analysis

ABSTRACT

Dr. McGreevy will describe 18 issues or practices in Applied Behavior Analysis that are evidence-based, but are not part of mainstream practice. These issues and practices include, teaching to fluency, using non-echoic vocal-verbal prompts with nonverbal skills, and emphasizing arbitrary, rather than identical, matching.

1.5 CEUs

Time of presentation: **9:20 - 10:35 am**

Room number: **Rm. 201-202**

**This event will be live streamed via the Whova app*

Dr. Mahshid Ghaemmaghani, Ph.D., BCBA-D

Towards Trauma-Informed, Compassionate Applied Behavior Analysis: Key Values & Assumptions

ABSTRACT

A contemporary and trauma-assumed version of applied behavior analysis for consideration when working with autistic persons or those with intellectual disabilities, especially when problem behavior is probable, will be described. The values at the forefront of this compassionate ABA approach and their compatibility with the core components of Trauma-Informed Care will be explained along with their implications for how to respond to both mild and severe forms of problem behavior.

1.5 CEUs

Time of presentation: **3:45 - 5:00 pm**

Room number: **Rm. 201-202**

**This event will be live streamed via the Whova app*

CONCURRENT SESSIONS

Paper Presentations

**In no particular order*

Presentation 1

Paper: An Evaluation of FCPBS & CBT in the Treatment of Anxiety Related Problem Behaviour for a Child with ASD and Intellectual Disability

Authors: Monica Millar, MA, BCBA, Dr. Joe Lcusyhyhyn Ph.D., BCBA-D and Dr. Krista Johnston, Ph.D., R.Psych

Presenter: Monica Millar, MA, BCBA

1 CEU

**This event will be live streamed via the Whova app*

A fair proportion of children with Autism Spectrum Disorder (ASD) and a mild intellectual disability (ID) may experience anxiety-related problem behaviour. This study evaluated the effects of a Family Centered Positive Behavior Support (FCPBS) approach enhanced with Cognitive Behavior Therapy (CBT) on child behaviour during the steps of an anxiety hierarchy in a valued family routine in the community. The study included an 11-year-old girl with ASD, ID and anxiety-related problem behaviour and her mother. The setting selected and defined in collaboration with the child's mother was a park routine in which the child manifested a fear of playing near or with other children in a playground at the park. Dependent variables included: (a) child problem behaviour, (b) child positive engagement, (c) parent and child ratings of child's level of anxiety; and (d) parent rating of social validity. The study employed an experimental, single case changing criterion design and a clinical case study design across two phases, baseline and intervention. Results documented a functional relation between the implementation of FCPBS enhanced with CBT and steps achieved by the child within the anxiety hierarchy. There was also showed a precipitous decrease in problem behaviour and increase in positive engagement associated with implementation of the intervention phase. Social validity results indicated that the child's mother viewed the FCPBS approach enhanced with CBT to be important and acceptable in regard to family goals, plan procedures, and child outcomes. Results are discussed in terms of their relation to the literature, unique contributions, implications, limitations and future research.

Presentation 2

Paper: Assess before you ACT

Authors: Kerry-Anne Robinson, M.Ed., BCBA & Judit Albitz, M.Sc., BCBA

Presenters: Kerry-Anne Robinson, M.Ed., BCBA & Judit Albitz, M.Sc., BCBA

1 CEU

The use of Acceptance and Commitment Therapy (ACT) has gained popularity within the Applied Behaviour Analytic (ABA) community and ACT-based strategies and curricula have increasingly been integrated into ABA interventions. This presentation will discuss the importance of assessment and function-matched interventions for both direct and indirect-acting contingencies. Case study examples will be presented that demonstrate the use of the comprehensive functional assessment process, described in Szabo & McComas (in preparation) and McComas & Szabo (in preparation) and the resulting behaviour support plans. Specific skill development programs to address indirect-acting contingencies that contribute to target behaviour will be shared and discussed. Barriers and challenges with assessment and treatment of indirect-acting contingencies with individuals with Autism Spectrum Disorder and strategies to overcome them will also be discussed.

Presentation 3

Paper: Avoiding Ableist Language from a Neurodivergent BCBA Perspective

Author: Amanda Modrovsky

Presenter: Amanda Modrovsky

1 CEU (Ethics)

Ableism is a term that has been popping up in pop culture what exactly does it

mean? Ableist language refers to any language that creates or demonstrates a dichotomy of superiority/inferiority in regard to physical, intellectual and mental ability regardless of being intentional or not intentional. However, until we are aware of what words are potentially harmful, we are contributing to the continued marginalization of the very individuals we serve and have the collective goal of increasing their quality of life. The presentation goes into ethical considerations to consider as behavior analysts, an overview of Bottema-Beutel, et. al. (2021). Within her article the social versus the medical model are described as the author goes into further detail about the implications of the medical versus the social model. The presentation will go into the words that the author of the article identified as potentially ableist and their potential replacements. Lastly, I go into my hypothesis about why ableist language is still being used and factors to consider in terms of ableism in our practice of Behaviour Analysis

Symposiums

Symposium 1

Symposium: **PECS(R)perts: Evaluation of Two Caregiver PECS Training Models**

Chairperson: Dr. Julie Koudys

Discussant: Dr. Mary Jane Weiss, Dr. Mary Jane Weiss, Ph.D., BCBA-D, LABA

1 CEU

**This event will be live streamed via the Whova app*

Presentation 1: Evaluation of a Brief Telehealth PECS(R) Caregiver Training

Author: Melissa Elliott (Presenter), Julie Koudys, Jeffrey Esteves, Krysten Spottiswood, Amanpreet Randhawa, and Kate Rolfe

Abstract: The Picture Exchange Communication System (PECS®; Bondy & Frost, 1994) is an augmentative and alternative communication system designed to teach functional communication. Research indicates that PECS is an evidence-based communication approach for children and youth with autism spectrum disorder (ASD). Despite substantial PECS research, little is known about how to train caregivers to teach and support their child's PECS use. Without caregiver involvement, system abandonment is likely; reducing the opportunity for socially valid child communication outcomes. This study explored the results of a brief (i.e., two week) telehealth PECS caregiver training involving group didactic training (i.e., PECS Level 1 Training) and individual sessions using behavioral skills training (BST) and general case training (GCT). Six caregivers of children with ASD participated. A multiple baseline across behaviors design was used to explore the impact of training on caregivers' PECS implementation accuracy for phases 1-3B. Results indicate that all caregivers' PECS implementation accuracy improved, and outcomes generally maintained at follow-up. Overall, results indicate that a relatively brief telehealth training, using BST and GCT, may enhance caregiver PECS implementation skills. An analysis of common errors, phase accuracy, and rate of mastery will be presented. Limitations, future research directions, and clinical implications will be shared.

Presentation 2: Evaluation of a Hybrid PECS(R) Caregiver Mediated Training Package

Author: Jeffrey Esteves (Presenter), Julie Koudys, Melissa Elliott, Adrienne Perry, Amanpreet Randhawa, and Claire Shingleton-Smith

Abstract: For children with developmental disabilities who do not develop speech,

alternative and augmentative communication systems may be helpful. Among the available systems, The Picture Exchange Communication System® (PECS®; Bondy & Frost, 1994) is one of the most commonly used and best studied. However, little is known about effective and efficient approaches to train caregivers to implement PECS. This study evaluates the effectiveness of a telehealth/in-person hybrid training model to teach caregivers of children with a developmental disability to implement PECS. Nine families participated in a 6-week hybrid training package to learn phases 1-3B of PECS. Caregivers participated in two days of group didactic training (i.e., PECS Level 1 Training), as well as two training sessions a week for four weeks (i.e., one telehealth and one in-person session weekly). Telehealth sessions used behavioral skills training and general case training. Telehealth sessions involved caregivers role playing with the trainer, while in-person sessions involved caregivers receiving live coaching with their child. Caregiver PECS teaching accuracy and child PECS performance were assessed across five time points. Results demonstrate substantial improvements in parent PECS teaching accuracy and child PECS performance. Clinical implications and future directions for PECS parent training research will be discussed.

Symposium 2

Symposium: Is #ABA being Ratioed? Follow us to find out

Chairperson: Albert Malkin

Discussant: Kendra Thomson

1 CEU

Presentation 1: # Exploratory Analysis Of Sentiment Toward ABA on Twitter

Author: Albert Malkin, Priscilla Burnham Riosa, Laura Mullins, Kristi Thompson, Allison Kretschmer, Chee Wan

Abstract: Naturalistic observation of verbal behaviour on social media is a novel method of gathering data on the acceptability of topics of social interest. In other words, online social opinion is a modern-day measure of social validity. We sought to gain an objective understanding of online discourse related to the field of applied behaviour analysis. We conducted an analysis of Twitter posts related to Applied Behavior Analysis (e.g., #ABA, #BehaviorAnalysis, #appliedbehaviouranalysis). Our initial sample consisted of 110,008 Tweets from the past ten years (2012 – 2022). We selected a random subset (n = 12,000) for further analysis using a stratified sampling procedure to ensure that Tweets across years were adequately represented. Two observers were trained to code Tweets for relevance and sentiment toward the field. We will discuss trends regarding the valence (i.e., positive, negative, neutral) of relevant ABA Tweets toward the field in the broad context of observed Tweets. We will suggest some potential paths forward.

Presentation 2: Vibe check on TikTok #ABA: Voices, themes, and sentiments

Author: Rosemary A. Condillac, PhD., C.Psych., BCBA-D and Emily Bulten, BA(Hons)

Abstract: The field of Applied Behaviour Analysis (ABA) is gaining attention on social media, but the kinds of attention are quite variable. In this study we explored videos with #ABA and related hashtags (e.g. #abatherapy, #appliedbehavioranalysis, etc.) to objectively record the sentiments, the speakers, and the common themes being expressed about our science. Videos not

specifically related to ABA were excluded from analysis. Using a 3-point scale to measure valence (Negative, Neutral, Positive), two coders analyzed a random sample of 1000 relevant videos, and grouped these data by speaker (ABA professional, Autistic person, Parent/family member of ABA recipient, and other professionals) to identify trends. The video content was reviewed and coded into emerging themes. To examine potential maintaining variables the number of comments for each post were recorded and a randomly selected, representative number of comments were coded for valence. Finally, the number of likes for each video were recorded. We will provide an overview of our results and recommendations for behaviour analysts and allies to change the vibe on TikTok.

Symposium 3

Symposium: **Not your average research symposium: A collection of recommendations as informed by recent experimental and meta-analytic work**

Authors: Dr. Laura E. Mullins, Victoria Scott (presenting author) & Dr. Alison D. Cox

Chairperson: Nazurah Khokhar

Discussant: Dr. Kendra Thomson

1 CEU, Supervision

**This event will be live streamed via the Whova app*

Presentation 1: Training program for community service providers who support adults with intellectual disabilities: Meta-analysis of single-case research
Author: Dr. Laura E. Mullins, Victoria Scott (presenting author) & Dr. Alison D. Cox
Abstract: Many adults with intellectual disabilities supported in residential services engage in challenging behaviour that interferes with their quality of life and can negatively affect their support systems. Research on training direct support professionals to address challenging behaviour is essential in generating efficacious and effective training approaches. The current meta-analysis uncovered 16 single-case design studies that evaluated staff training effects in the context of community agency personnel supporting adults with intellectual disabilities who engage in challenging behaviour. We endeavoured to investigate the relationship between specific training delivery type (e.g., active support, behavioural-based, and mindfulness) and service provider performance, as well as service user outcomes. This review also aimed to explore which training components (i.e., in-situ and feedback) coincided with the largest change in service provider performance. Descriptive analysis outcomes suggested that active support, behavioural-based, and mindfulness training may be associated with improved service provider performance and service user improvements. Regression analysis outcomes suggested that in-situ training (training in the natural environment where the skills will be used) may be associated with improved service provider performance (i.e., larger effect sizes), indicating that training location may be an important consideration. Interestingly, feedback was associated with poorer service provider performance (i.e., smaller effect sizes). We provide possible explanations for this surprising outcome, discuss clinical implications, and propose recommendations for future research.

Presentation 2: Exploring characteristics of interventionist training associated with improved learner outcomes: A meta-analysis

Author: Brianna M. Anderson (presenting author), Autumn Kozluk, Marie-Chanel M. Morgan, Melissa MacDonald, Dr. Jonathan E. Friedel and Dr. Alison D. Cox

Abstract: Previous research evaluating behavior skills training and performance

feedback has largely examined factors influencing interventionist performance outcomes. However, to our knowledge, researchers have yet to compile existing literature to specifically explore characteristics associated with improved learner outcomes in the context of interventionist training research. After compiling and coding all relevant research, we conducted a regression analysis to examine the relationships between improved interventionist performance, interventionist training approach (behavioral skills training versus performance feedback in isolation), behavior domain (skill acquisition, behavior reduction, or both used in combination), and interventionist type on outcomes for learners. Results suggested that, while interventionist performance was significantly correlated with improved learner outcomes, the training approach used was not. Behavior domain reliably predicted learner outcomes. Namely, training interventionists on protocols featuring both skill acquisition and behavior reduction was associated with better outcomes for learners. Finally, interventionist type reliably predicted learner outcomes. That is, behavior therapists were positively correlated with better learner outcomes, as evidenced by larger effect sizes. By contrast, post-secondary students were correlated with the poorest learner outcomes (i.e., smaller effect sizes). We discuss potential clinical implications, including how these results may inform agency training decisions; as well as make recommendations for future research.

Presentation 3: A pyramidal approach for training parents of children with Autism Spectrum Disorder Rapport Building Skills

Author: Dr. Alison Cox, Nazurah Khokhar (presenting author), Samantha Wallbank (presenting author), Dr. Kendra Thomson, & Dr. Priscilla Burnham-Riosa

Abstract: Applied behaviour analysis is a helping profession often relying on implementers (e.g., parents, caregivers, direct care staff) to deliver treatment. Presently, an impressive corpus of evidence exists suggesting behavioural skills training (BST) is an effective teaching approach in the context of developing caregiver skills (Brock et al., 2017). By contrast, employing BST to teach rapport building skills to caregivers supporting young learners with autism spectrum disorder (ASD) has not been amply investigated (Lugo et al., 2017) even though quickly establishing rapport may improve learner outcomes in the context of an intensive behavioral treatment settings (Shillingsburg et al., 2019). The current study employed a pyramidal training approach. First, we taught a group of instructor therapists (ITs) rapport building skills (using BST). Then, we taught them how to enact BST to train another person. Finally, we assessed whether these ITs could effectively enact BST to teach parents rapport building skills (using BST). We also monitored child behaviour across study phases to monitor for collateral behavioural changes observed (e.g., approach responses). Preliminary results suggest ITs demonstrated mastery after training across all targeted skills. Parent-participants also demonstrated mastery after completing training. The results from both groups also suggest skills were maintained one month after the final training session had been completed.

Symposium 4

Symposium: Acceptance and Commitment Theory – Caregiver Coping Skills and Effects on Implementation of Behavioural Interventions

Chairperson: Paul Szikszai, MA, BCBA and Dr. Kenneth Fung MD FRCPC MSc
FAPA DFCCA

Discussant: Tina Gandhi, MSW, RSW

1 CEU

Presentation 1: Acceptance and Commitment Theory – Caregiver Coping Skills and Effects on Implementation of Behavioural Interventions

Author: Tina Gandhi (Surrey Place), Paul Szikszai, Johanna Lake (CAMH)

Abstract: Acceptance and Commitment Therapy (ACT) (Magnacca, Thompson and Marcinkiewicz, 2022) is an evidence-based intervention that has been more routinely used in recent years as a means of supporting caregivers in the implementation of behavioural interventions, as well as in shaping caregivers' abilities to cope with challenging behaviour. Surrey Place collaborated with CAMH to implement a caregiver ACT group in 2019. Additionally, Surrey Place's TREADD program has been piloting the use of pre and post measures to measure the use of ACT in the context of parent and family counselling. Across these initiatives, we looked at pre and post measures of caregiver perceptions of their ability to cope in relation to the challenging behaviour displayed by children with autism. Our findings (from F-COPES and QRS) indicated a significant reduction in caregiver stress and an increase in the ability to cope across the caregivers.

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Seneca



Ignite

SCHEDULE OF EVENTS - FRIDAY DECEMBER 2, 2022

INVITED SPEAKERS

Dr. Mary Jane Weiss Ph.D., BCBA-D, LABA

Effective Collaboration: Building Bridges, Breaking Barriers, and Enhancing Outcomes

1.5 CEUs

**This event will be live streamed via the Whova app*

ABSTRACT

Autism is a complex disorder, necessitating comprehensive care. To meet the complex needs of individuals with ASD, multiple professions must work collaboratively and in an interdisciplinary framework. Working with individuals from other disciplines involves addressing differences in worldview, in the definition of evidence, and in the concept of evidence-based practice. This can make decisions about assessment and intervention discrepant, and the gulfs in view can be difficult to close. The successful navigation of these challenges leads to more effective team processes and thus improved outcomes for clients. Some flexibility and interpersonal skills are needed, and clinicians need to appreciate the expertise of allied professions. Understanding differences of perspective and treatment requires openness to the process and recognition of the improved outcomes that stem from successfully integrated treatment. Resources that can assist in collaboration include position statements on interventions, evidence-based categorizations of treatments, and decision making tools and trees. This presentation will highlight the resources and skill development that can prepare behavior analysts for successful interprofessional collaboration that will maximize outcomes for individuals served, for practitioners, for organizations, and for the field.

Time of presentation: **9:20 - 10:35 am**

Room number: **Rm. 201-202**

**This event will be live streamed via the Whova app*

Dr. Peter Gerhardt, Ed. D.

Changing the Behavior of Behavior Analysts to Improve Outcomes in Autistic Adults

1.5 CEUs

ABSTRACT

Baer, Wolf and Risley (1968), noted that competently applied behavior analytic interventions should result in strong, socially important, and generalizable outcomes which, in this case, should mean positive adult outcomes in ASD. Unfortunately, despite an emphasis on evidence-based intervention in ASD, adult outcomes remain poor “for almost any outcome you choose.” (Roux, et al, 2015, p. 8). While there may be several reasons for such continued poor outcomes, the potential of applied behavior analysis to support more positive adult outcomes has yet to be fully explored or realized. This presentation will provide an overview of a set of recommended behavior changes for behavior analysts working with

learners with ASD. Central to this is the better understanding and application of the process by which meaningful skills can be identified and targeted for acquisition.

Time of presentation: **4:00 - 5:15 pm**

Room number: **Rm. 201-202**

**This event will be live streamed via the Whova app*

CONCURRENT SESSIONS

Presentation 4

Paper: Recognizing Bias

Author: Shayna Gaunt, MA, BCBA and Shira Karpel, MEd, BCBA

Presenter: **Shayna Gaunt, MA, BCBA and Shira Karpel, MEd, BCBA**

1 CEU, Ethics

**This event will be live streamed via the Whova app*

The Ethics Code for Behavior Analysts, 2022 Edition, states that we need to be aware of our personal biases that may interfere with the effectiveness of our professional work (1.10). However, many biases are unconscious, operating at a level that we don't even know we hold, so how do we recognize these biases? This webinar will teach us various types of biases, how to recognize them, and most importantly, how to conquer them. Real-life examples will be discussed.

Presentation 5

Paper: Teaching Interprofessional Collaboration through Experiential Learning with Behavioural Psychology, Business and Engineering Students

Authors: Pamela Shea, M.ADS., BCBA, Dr. Kaela Shea, PhD. Biomedical Engineering, Dr. Ragni Dogra, Ph.D economics

Presenter: **Pamela Shea, M.ADS., BCBA, Dr. Kaela Shea, PhD. Biomedical Engineering, Dr. Ragni Dogra, Ph.D economics**

1 CEU

Research has indicated that interprofessional collaboration improves client outcomes, enhances work life, optimizes costs, and allows professionals to tackle complex situations with increased knowledge and creativity. The inherent barriers and challenges of developing effective interprofessional teams has been documented in literature. Interprofessional education (IPE), focusing on teaching future clinicians with the capacity to effectively work collaboratively, requires a more defined pedagogy supported by quantitative research. This research provides two experiential learning projects to teach interprofessional collaboration within behavioural psychology, engineering, and business students. Within study one interprofessional teams were presented with complex cases and teams created a functional assessment and developed a function-based treatment using technology developed by the engineering students. Within study two, community stakeholders, provided interprofessional teams with community-based challenges. Students worked collaboratively to analyze the reason why the challenge existed, and created innovative solutions based on behavioural economics. Significant

increases in the Interprofessional Collaborative Competency Attainment Scale were found. Student reflections were analyzed.

Presentation 6

Paper: Intervening to Prevent Unwanted Touching of Museum Displays

Author: Reilly Fullerton, Dr. Thomas Zane, Dr. Vincent Francisco, Dr. E. Scott Geller

Presenter: Reilly Fullerton

0.5 CEU

Museums struggle with visitors touching artworks, sometimes causing extensive damage. No known empirical study counted the frequency of visitors touching art displays, nor tested 9 strategies for preventing such damaging behavior. This field study employed an alternating treatments design to evaluate the behavioral impact of three sign conditions designed to alleviate this problem: a Directive sign that specified the behavior to avoid, a Rationale sign that informed visitors why they should not touch the display, and a Rationale plus Graphic sign that added an attractive supporting visual. The signs were double-sided, thereby applying an observing response component that directed visitors to move around the sign to see the message on the back, which presumably increased the probability of visitors reading and complying with the prompt. Systematic behavioral observations indicated that the three signs were equivalently effective in decreasing display touching. None of the visitors who emitted the observing response touched the exhibit.

Presentation 7

Paper: Functional Analysis and Treatment of Hoarding in a Youth with Autism Spectrum Disorder

Author: Heather Sheen, Tricia Vause, Nicole Neil, Brianna M. Anderson, and Maurice Feldman

Presenter: Brianna M. Anderson

1 CEU

Excessive collecting and hoarding behaviors are frequently reported in youth with autism spectrum disorder (ASD), but studies have not used behavior analytic interventions based on functional analysis. In the current study, a functional analysis was implemented and results were used to inform a multicomponent treatment package for a 12-year-old girl with ASD who engaged in interfering hoarding behavior. Based on the results of the functional analysis which confirmed that the hoarding behavior was maintained by automatic reinforcement and access to attention, response interruption and redirection (RIRD) plus differential reinforcement of other (DRO) and alternative (DRA) behavior were implemented using a multiple baseline across behaviors design. Results showed that the multicomponent treatment package was successful in reducing hoarding behavior. Social validity measures of treatment efficacy indicated reduction in symptom severity, improvements in family quality of life, and high consumer satisfaction. Additionally, treatment outcomes were maintained over a two-month period. This study shows the potential utility of using functional analysis-based treatments for interfering hoarding behavior in youth with ASD.

Symposiums

Symposium 5

Symposium: The Development of Meaningful Skills in Applied Behaviour Analysis

Chairperson: Peter Gerhardt

Discussant: Brian Mason

1 CEU

**This event will be live streamed via the Whova app*

Presentation 1: The Effects of a Treatment Package to Writing Meaningful Goals

Author: Shanna Bahry, PhD., BCBA-D, LABA, SLPA

Abstract: While the field of applied behavior analysis is in a position to affect meaningful change in the outcomes of clients on the autism spectrum, it is currently coming short of doing so. This presentation will provide a brief overview of currently available tools that may be used to guide the development of skill acquisition goals and curricula and a discussion on why these tools alone are insufficient. Initial data will be presented from a treatment package aimed at guiding the goal writing of practitioners and students of behavior analysis to help increase the inclusion of goals that are meaningful, socially valid, and highly individualized in order to positively impact the trajectory of a client with autism.

Presentation 2: Examining Ways to Improve the Writing of Meaningful Goals to Improve Outcomes for Adults with Autism Spectrum Disorder

Author: Natalie Driscoll Ph.D., BCBA, LABA

Abstract: Safety is an important consideration for determining placement and level of supervision for people with disabilities who are recipients of adult services. The importance of safety for the population of adults with disabilities will be discussed. This presentation will provide a brief review of existing safety literature, qualitative findings from a series of semi structured interviews with content experts, and an overview of safety interview training materials. Additionally, quantitative findings from the behavioral skills training will be shared including the results of the study and measures of social validity.

Presentation 3: Teaching Component Skills Related to Sexuality Safety to Individuals with Autism

Author: Jessica Cauchi, Ph.D., BCBA-D., CPBA-AP

Abstract: Sexuality education is extremely important for persons with autism spectrum disorders (ASD). While there is much research supporting the need for sexuality education for people with autism, there is little experimental demonstration of teaching about sexuality for this population. This presentation will review a study which used an adapted alternating treatment design with control to evaluate two teaching methods (discrete trial teaching and behavioural skills training) to teach three children with autism two component skills related to sexuality safety. An in-situ probe was used to assess demonstration of skill in a natural environment setting. While all participants acquired both skills in teaching settings, in either teaching modality, in-situ probes of skill were demonstrated with variability and inconsistency for all participants. Future directions related to in-situ responding, as well as teaching component sexuality skills are suggested.

Symposium 6

Symposium: **ACT at Work and School: Outcomes of on-line interventions**

Chairperson: Allison Kretschmer

Discussant: Rosemary Condillac

1 CEU

Presentation 1: ACTing in Higher Education: A Comparison of Personalized and All ACT Process Online Modules

Author: Albert Malkin, Jina Kum, Emily Erb, Eli Cwinn, and Sarah Caimano

Abstract: Graduate students face pressure to maintain academic performance and manage distress in the face of both demanding educational programs and their day-to-day lives. This study evaluated the effectiveness of variations of Acceptance and Commitment Training (ACTr) protocols delivered asynchronously in increasing psychological flexibility and academic outcomes. Variations of ACTr were based on a pre-test of psychological flexibility for the purpose of matching intervention components to student characteristics during a portion of the academic semester. Participants were randomly assigned to one of three groups: 1) active treatment control group (study tips); 2) an experimental group (typical ACTr - 6 processes); and 3) a second experimental group (personalized ACTr - a focus on either open, aware, or engaged components). Differences in group outcomes on the CompACT, the Acceptance and Action Questionnaire-II (AAQ-II; Bond et al., 2011), Perceived Stress Scale (Cohen, et al., 1983), and a 6-item social validity questionnaire will be presented. Additionally, we evaluated the influence of the above variations by examining student artifacts (e.g., quiz scores, assignment scores, etc.), and the acceptability of their experience in the study. The current work extends the research on both typical and personalized approaches to ACTr with respect to the measures above. Further, we evaluated the feasibility of conducting ACT via a process-based approach online. Such findings will allow future ACT researchers to make the best use of the limited time students have to engage with much needed support services.

Presentation 2: Effects of Prosocial to Improve Group Functioning among Developmental Support Agencies Management Teams During the Pandemic

Author: Dr. Laura Mullins, Sabrina Palmer, Dr. Priscilla Burnham

Abstract: The Coronavirus pandemic presented agencies supporting adults with developmental disabilities with additional challenges in safely providing quality support, leading to increased stress among management teams. Prosocial is a process-based group intervention that uses Acceptance and Commitment Training to promote effective group functioning and psychological flexibility. Using a quasi-experimental (waitlist-control) design, we aimed to evaluate the effects of a 4-session virtually-delivered Prosocial intervention on the group functioning of two management teams ($n_1=12$, $n_2=7$). Direct observations of goals and engagement were conducted during weekly management meetings. Survey data on well-being and group functioning were collected before and after Prosocial. Direct observations and content analysis of open-ended survey questions indicated progress toward the goals and improved group functioning and collaboration. However, the team's group functioning ratings showed no significant improvements. Social validity data on participants' experiences suggested that Prosocial was beneficial and feasible. Given that this study is one of the first formal empirical evaluations of Prosocial, we will describe the successes, challenges, and recommendations for future administrations of Prosocial.

Symposium 7

Symposium: **Applied Research in Action**

Chairperson: Thurka Thillainathan

Discussant: Dr. Alison D. Cox

1 CEU

**This event will be live streamed via the Whova app*

Presentation 1: Treating Severe Problem Behaviour: A Description of Individualized Outcomes and Systematic Fading of Intensive Supports

Author: Angeline Savard and Meghan Dunnet

Abstract: Demographic research suggests up to 14% of individuals with intellectual and developmental disabilities who engage in challenging behaviour enact more intense and dangerous behaviours (i.e., severe). For this subset of the clinical population, service delivery and access to social supports may be negatively affected, while the use of only antecedent and reinforcement-based interventions may not be sufficient to produce sustained, near-zero rates of challenging behaviour. Further, prolonged application of interventions that do not reduce severe challenging behaviour immediately may increase the risk of potential injury for clients and their caregivers. To mitigate this risk in these instances, the application of restrictive programming (e.g., punishment, therapeutic restraint) may need to be considered. Unfortunately, research on the topic of fading intensive support is limited. Thus, our objectives were three-fold. First, to describe the results of a combination intervention featuring differential reinforcement with escape extinction afforded by the application of therapeutic restraints and decelerative strategies for a large adolescent male with high-risk, frequent challenging behaviour. Second, to describe the systematic process employed to fade intensive supports and thus, address the relative dearth in literature on the topic of effectively fading restrictive programming. Finally, to emphasize the participant's impressive improvements in academic engagement and skill acquisition across the intervention.

Presentation 2: Program Evaluation of a Specialized Treatment Home for Adults with Severe Challenging Behaviour

Author: Thurka Thillainathan and James Padua

Abstract: High-risk problem behaviours can preclude the individuals who engage in them from meaningfully participating in everyday activities due to associated risks (e.g., substantial injury to self and others, extreme property destruction, outward physical aggression targeting others). These behaviours also often necessitate repeated, frequent support from emergency response personnel. Unfortunately, research featuring adult participants who engage in severe problem behaviour is relatively scarce compared to research featuring child participants (Cox et al., 2021). In addition, problem behaviour literature tends to emphasize efficacy (e.g., does the intervention work) more often than effectiveness (e.g., does it work in 'real world' settings, for whom and under which parameters). The current project is a systematic program evaluation conducted to explore the effectiveness of a comprehensive behavioural treatment package at reducing severe challenging behaviour and generating adaptive skills. By employing a retrospective consecutive controlled case series design, the participating service agency and researchers (i.e., the current study) demonstrate applied research in action. That is, this project exemplifies a successful partnership resulting in the execution of important, and sometimes hard to study

phenomenon. Finally, a discussion featuring preliminary study results provide an opportunity to disseminate clinical outcomes adding much needed content to a relatively understudied area (i.e., adults with intellectual and developmental disabilities who engage in severe challenging behaviour).

Symposium 8

Symposium: **Pediatric Feeding Disorders**

Chairperson: Kimberley Zonneveld

1 CEU

Presentation 1: On the Efficacy of Treating Escape-Maintained Inappropriate Mealtime Behavior

Author: Victoria Scott, Valdeep Saini, Micaela Totino

Abstract: Inappropriate mealtime behavior (IMB) is a type of feeding challenge within the broader class of food refusal behavior. Although there have been some single-case studies examining the extent to which behavioural interventions can aide in reducing IMB, the relative efficacy and generality of these studies is unclear. The purpose of this systematic review was to critically analyze the efficacy of interventions for the treatment of IMB through a meta-analysis of single-subject experimental designs. We identified 38 studies involving 307 cases in which IMB was treated with a behavioral intervention. Results indicated that combined escape extinction and non-escape extinction interventions had greater effect sizes than escape extinction alone or non-escape extinction alone. Escape extinction alone had greater effects sizes compared to non-escape extinction alone. However, escape extinction alone resulted in a higher percentage of negative side effects compared to non-escape extinction alone and combined interventions. We discuss the implications of these findings and provide recommendations for future research.

Presentation 2: Evaluation of Sequential Presentation plus Non Removal of the Spoon to Treat Food Refusal in a Young Child

Author: Christina Medeiros, Fumi Kashiwado, Madeline Ban, Mark Scopazzi, & Kimberley Zonneveld

Abstract: Feeding treatments based on applied behavior analysis have extensive empirical support. One such treatment, called sequential presentation, is a type of differential reinforcement of alternative behavior procedure that involves providing a preferred food contingent on consumption of a nonpreferred food. When paired with an extinction procedure, such as nonremoval of the spoon in which the feeder prevents escape or avoidance of food by placing the spoon on or close to the child's lips until they safely accept the food into the mouth, consumption increased. We used a reversal design to evaluate the effects of sequential presentation plus nonremoval of the spoon on the acceptance and consumption of nonpreferred food in a young child with feeding difficulties. Following success with this treatment, we implemented demand fading and taught the child to feed himself with age-appropriate utensils. Results will be discussed within the context of treatment implications, limitations, and lessons learned.

Presentation 3: Effects of Choice, Reinforcement, and Shaping without Reinforcement on the Consumption of Nonpreferred Foods in a Young Child with Feeding Difficulties

Authors: Samanta Kuno & Kimberley Zonneveld

Previous researchers have found that upward of 90% of inappropriate mealtime behavior (e.g., refusal in the form of head turning; batting the spoon; gagging) is maintained, at least in part, by escape from food or drink presentation. As such, it is not surprising that escape extinction procedures (e.g., nonremoval of the spoon, re-presentation, physical guidance) are often used in conjunction with antecedent-based procedures and/or positive reinforcement-based procedures. However, escape extinction procedures may be associated with increases in the frequency of inappropriate mealtime behavior (i.e., extinction burst). To mitigate these possible extinction-induced behaviors, we evaluated the effects of a procedure consisting of choice, reinforcement, and shaping without escape extinction with one child diagnosed with autism spectrum disorder. This treatment package produced an increase in consumption of all targeted nonpreferred foods. Results will be discussed within the context of limitations and treatment implications.

Symposium 9

Symposium: **Development of the Group Living Compatibility Assessment Tool: Identifying Factors Predicting Autistic Roommates Compatibility from Literature, Experts, Adults on the Spectrum and Caregivers**

Discussant: Dr. Laura Mullins

1 CEU

Presentation 1: Exploring Factors Influencing Compatibility of Roommates on the Autism Spectrum: A Scoping Review

Author: Amanda Bailey, Dr. Laura Mullins

Abstract: Many adults on the autism spectrum live in group-based settings. While the person should be central to the decision regarding placements, there are limited resources to aid in determining potential roommate compatibility. Challenging behaviours and placement breakdowns can often occur when social and environmental factors are not considered. This scoping review explores the current research on the factors that influence the compatibility of roommates on the autism spectrum. Following the Preferred Reporting Items for Systematic Reviews and Meta-analyses extension for Scoping Review (PRISMA-ScR) guidelines, 41 resources were reviewed to identify issues that influenced roommate compatibility and living arrangements. A deductive content analysis was used to identify areas within six subdomains: general house details, health needs, sensory, lifestyle, social interaction, and behavioural profile. Initial results suggest the highest supported subdomain was social interaction and the least 15 represented subdomains include health needs and lifestyle. The literature also suggested additional subdomains to consider, including the importance of one's culture and balancing the right to make choices while considering safety. This scoping review will be used to inform an assessment to guide the placement decisions of prospective housemates and improve the transition process.

Presentation 2: Exploring Factors Influencing Compatibility of Roommates on the Autism Spectrum: Consensus Among Expert Clinicians and Senior Leaders

Authors: Emily Wykes, Amanda Bailey, Dr. Laura E. Mullins, Carmela Campanella-Borraccia, Dr. Sue VanDeVelde-Coke & Dr. Jan Frijters

Abstract: Evidence-based practice calls for integrating clinical judgement, the best

available evidence, and client values and characteristics in professional decision-making (Slocum et al., 2014). Since there is no standardized measure to assess compatibility and inform supportive living placements for adults on the autism spectrum, experts often rely heavily on their clinical and professional experiences. To capture these relevant experiences, a virtual questionnaire was sent to experts in the developmental field, including Board Certified Behaviour Analysts (BCBA) at a Master or Doctoral level, psychologists, researchers, and persons in senior leadership positions (e.g., Managers and Directors). Experts were asked to evaluate and provide feedback on the GCAT items, scoring, and administration and suggest additional areas of compatibility. To establish consensus, a Content Validity Ratio (CVR; Lawshe, 1975) was conducted on all expert responses (n = 56) and compared across groups of experts (leadership vs. clinical groups; less or more than ten years of experience). Overall, several items of the GCAT exceeded the Lawshe minimum values (Ayre & Scally, 2013) for experienced clinicians and leaders (representing five of the six subdomains, including general house details (e.g., access to a yard), sensory profile (e.g., sensitivity to noise and smells), health and safety (e.g., restriction around furniture and kitchen), social (e.g., others touching personal items), and behavioural profile (e.g., the likelihood of verbal and physical aggression). Interestingly, the leadership group agreed with each other the most and years of experience in the field also appeared to be a relevant factor in establishing consensus.

Presentation 3: Exploring Factors Influencing Compatibility of Roommates on the Autism Spectrum: Perspectives of Self-Advocates and Families

Authors: Carmela Campanella-Borraccia, Amanda Bailey, Dr Laura E Mullins, Carmela Campanella-Borraccia, Dr. Sue VanDeVelde-Coke & Dr. Jan Frijters

Abstract: Adults should have a say in their homes and where they live (Autistic Self Advocacy Network, 2016). When the person cannot directly communicate their preferences, others may act as an informant in this decision-making process. Ideally, these individuals should know the person well, like their family members (Browning & Jones, 2002; McCoy et al., 2020). Self-advocates and families have the essential knowledge about a person's daily life patterns, preferences, behaviours, and physical needs. These perspectives are valuable to collect when supporting the housing transition of autistic adults. Therefore, the perspectives of 14 self-advocates and 17 family members of adults on the spectrum were obtained through virtual 16 focus groups (7 per focus groups participant group). Participants were given the option to respond using the chat function or with their microphone to semi-structured questions about what is important about where autistic adults live and what they look for in a roommate. We also asked about the importance of each domain and subdomain. Examples, prompts, and alternative phrasing of subdomains were provided when necessary to increase accessibility and generate conversation. Preliminary deductive content analysis of the focus group transcripts suggested that each subdomain of the GCAT is essential to consider when transitioning adults on the spectrum into group living. They also provided additional examples related to this unique population.

POSTERS

In-Person Posters

Examining the Presence of Applied Behaviour Analysis within Behavioural Gerontology: Education, Advocacy and Dissemination

Kristin Grant, Jisan Phillips

Translating Behavioural Momentum to Athlete Performance

Dr. Valdeep Saini & Micaela Totino

When the student becomes the teacher: Using shaping and rapport building within Skill Based Treatment to decrease self-injurious behaviour and increase skill repertoires

Mackenzie Quain, Amanda Black

A Step Towards Independence – Medication Administration

Vincent Sacco, Tevin Shadd, Ahmed Mirza, Kerry-Anne Robinson

The Effects of an Intensive Toileting Procedures to Develop Independent Toileting Skills for A Child with Autism Spectrum Disorder

Nicole Bajcar, Meaghan Robbins-Dreni, Joan Broto, and Sarah Lee

Teaching Graduate Students in Behaviour Analysis to Work With Individuals with Disabilities Using Synchronous Virtual Reality

Avery Keith, Brittney Sureshkumar, Nicole Bajcar, Nicole Luke

Using a behavioural treatment package to address a student's escape-maintained problem behaviours from instructional demands in a child with autism spectrum disorder

Brandon Taguibao, BST, Judit Albitz, M.Sc., BCBA, & Olivia Ng, MA, BCBA

Getting 'my way': a single-case study in a modified classroom setting

Sonia Stellato and Danielle Flood

Equivalence-Based Instruction, Instruction

Albert Malkin, Eric A. Jacobs

Teaching language skills to an adolescent with autism using Language for Learning via AAC

Kerry-Anne Robinson, M.Ed., BCBA & Sahar Omed, DSW, RB

The Effects of Parent-Mediated Matrix Training to Teach Children with Autism to Tact Noun-Verb Combinations Using an Augmentative and Alternative Communication (AAC) Device

Tyler Jane Button and Ling Ly Tan

Increasing Oral Hygiene in a 51-Year-Old Individual with an Intellectual Disability Using a Task Analysis and Token Economy

Danika Westman, Marie-Line Jobin, Sarah Walmsley

Virtual Posters

Decreasing Vocal Outbursts of a 15-Year-Old Boy Using Break Cards and a Token Economy

Lindsay Thoman and Pamela Shea

Development and Pilot of a Brief Behaviour Consultation Model

Adam Carter, Rebecca Ensor, Joseph Robertson, Faye Harpe

An Evaluation of Behaviour Skills Training to Teach Error Correction Procedures to Instructor Therapists

Nicole Bajcar, Joan Broto, Sarah Lee, Meaghan Robins-Dreni

Interdisciplinary and Ethical Considerations for Increasing Oral Food Consumption

Rebecca Ensor, Kiley Lortie, Pamela Ketheeswaren

Learning Analytics in an Online Graduate Behavior Analysis Course: An examination of operant demand, motivating operations, and active learning

Albert Malkin, Promise O. Tewogbola, Allison Kretschmer, Eric A. Jacobs, Jina Kum

Making a Difference Online: A Review of Successful Remote Caregiver Training in Applied Behaviour Analysis

Charles Haugh, Richard Stock

Creating a competency self-assessment tool

Joey Robertson

Exploring the relationship between praise type preference and personality characteristics

Anna Gaeva, Michael G. Palmer

Energy Efficiency: Preliminary Research into Tenant and Landlord Perspectives and Evidence-Based Interventions

Courtney Tullach and Pamela Shea

Trends in Practicum Experiences (McNeely et al. 2022)

Taylor McNeely

Toward a Better Understanding of Meaningful Differences in the Adapted Alternating Treatment Design

Paige O'Neill

Comparing the Effectiveness of the Everyday Speech Curriculum versus Behavioural Skills Training to Teach Engaging in Appropriate Conversation to a Child with Autism Spectrum Disorder

Michelle Luong, Jacqueline Gigan, Leticia Toro

Increasing the Use of an AAC Device in a Grade 7 Student Using a Social Story and Positive Reinforcement to Decrease Elopement

Ashley Roy Davies and Pamela Shea

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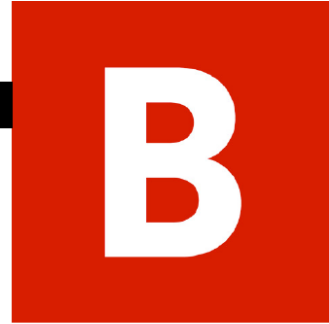


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ONTABA would also like to thank:

- The **volunteers** who helped to make the conference a success:

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- The **Blind Peer Reviewers** for their review of the papers, symposiums, and posters featured across ONTABACon 2022!

ONTABA would like to thank the behaviour community and those who submitted material for posters and presentations. Your interest and commitment to this process allows us to put on a conference that showcases work from our local behavioural communities in areas across Ontario.