

*The 30th Annual Meeting of The Florida
Association for Behavior Analysis*



2010 OFFICIAL CONFERENCE PROGRAM



*The Southeast's Premier Behavior Analysis
Conference for 30 Years*

Oct. 6-9, 2010

Hilton in the Walt Disney Resort

Lake Buena Vista, Florida

DEADLINE FOR PRE-REGISTRATION: September 20, 2010



Florida Institute of Technology
High Tech with a Human Touch™

Introducing an innovative way to **EXPAND YOUR KNOWLEDGE OF ABA**



In addition, earn Type 2 continuing education units to maintain BACB® certification (BCBA® or BCaBA®).

Convenient and flexible learning from the comfort of your home!

Online workshops always provide the best seat in the house!

OFFICE OF
STRATEGIC INITIATIVES
professional development programs
Behavioral Science and Technology

Available Workshops:

Florida Tech ABA Guru Series

- BEHP 1010:** Ethical and Legal Considerations for the Behavior Analysis Practitioner
- BEHP 1012:** It Is Not All About Reinforcement or Is It? Discriminating Between Motivating Operations and Discriminative Stimuli: A Conceptual Analysis of the Operant Four-term Contingency

Distinguished Behavior Analysts Series

Charles "Bud" Mace, Ph.D., BCBA-D

- BEHP 1016:** Why People Often Make Bad Choices and What to Do About It: Important Features of Combined Schedules of Reinforcement
- BEHP 1018:** A Behavioral Approach to Attention Deficit Hyperactivity Disorder (ADHD)
- BEHP 1020:** Basing Treatment on the Real Cause of the Problem: Function-Based Treatment

Mark L. Sundberg, Ph.D., BCBA-D

- BEHP 1024:** B.F. Skinner's Analysis of Verbal Behavior: Part 1
- BEHP 1025:** B.F. Skinner's Analysis of Verbal Behavior: Part 2
- BEHP 1026:** Applications of Verbal Behavior: Language Assessment
- BEHP 1027:** Applications of Verbal Behavior: Language Intervention
- BEHP 1028:** A Tutorial of B.F. Skinner's Verbal Behavior (1957)
- BEHP 1029:** How to Conduct Language Assessment & Intervention Using the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)
- BEHP 1030:** Verbal Behavior: From Theory to Practice: B.F. Skinner's Analysis & Mark Sundberg's Assessment and Intervention via the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)

History of Behavior Analysis Series

- BEHP 1023:** Inside the Box—An Interview with Dr. Jack Michael

Train the Practitioner

- BEHP1022:** Train the Practitioner (*this course is to train individuals to work with parents and educators and is offered in a slightly different format*)

**For more information about specific programs
visit <http://aba.fit.edu> or call (321) 674-8382**

Want referrals from Insurance Companies ...without the hassle?

Insurance companies need professionals like you to treat their members, but there are numerous time-consuming processes involved in working with them. The purpose of Wellspring Autism Network is to alleviate those challenges and get you credentialed with insurance companies so you can get authorized insurance referrals of children that have ASD in your area.

Join the Network and enjoy the following benefits:

- **Minimize administrative paperwork** (we do it for you!)
 - We manage the credentialing and contracting process and handle most of the paperwork for you.
 - We handle the referrals, eligibility and authorizations for you.
- **Reduce your workload** by letting us do the claims billing and reconciliation for you
- **Increase number of clients** (we'll send you qualified health plan referrals in your area)
- **Increase profit margins** by learning proven methods of expanding your practice without expanding your workload.

Wellspring Autism Network is a consortium of the best independent providers in the nation that use Applied Behavior Analysis (ABA) to treat children with Autism Spectrum Disorders and related behavioral disorders.

1-888-51-NETWORK

www.WellspringAutismNetwork.com


wellspring
autism network

Leading Autism Management



FABA Executive Committee

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Al Murphy, PhD (850) 770-2251

Incoming Executive Director

Kevin Murdock, PhD 2010-2011

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Secretary-Treasurer/Media Coordinator

Jon S. Bailey, PhD 2007-2010

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Raymond Miltenberger, PhD 2007-2010

Kevin D. Jackson, PhD 2007-2010

Karen Wagner, PhD 2008-2011

Cathy Williams 2008-2011

Stacie Neff 2009-2012

FABA Committee Chairs

2010 Conference Program Committee

Al Murphy, PhD (850) 770-2251

Jon Bailey, PhD (850) 321-3186

Kevin Murdock, PhD (813) 273-7216

Local Arrangements

Karen Wagner, PhD (321) 639-9800

Newsletter & Publications

Cathy Williams

FABA Local Chapters

Ray Miltenberger, PhD (813) 974-5079

Legislative

Mary Riordan, PhD (850) 422-3539

Office Managers

Leigh Stehlik (850) 222-2332

Audio-visual Coordinator

Brent Martin

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About FABa

FABA, in its 30th year of existence, is recognized as the premier state-wide organization for the promotion and support of Behavior Analysis. This is not surprising given that our initial keynote address was delivered by the late B. F. Skinner, the first recipient of the American Psychological Association's life-time achievement award, and because of our history of attracting the most influential people in the field. These have included such notables as B. F. Skinner, Fred Keller, Jack Michael, Glenn Latham, Todd Risley, Scott Geller, Don Baer, Ivar Lovaas, Catherine Maurice and Aubrey Daniels.

The purpose of the **Florida Association for Behavior Analysis** is to promote the use of effective and humane behavior analytic procedures in education, business, industry, government, and training in rehabilitation facilities throughout the State of Florida. This goal is achieved by providing a professional organization that members can look to for support and continued education as the field of Behavior Analysis develops and expands. The Association meets the needs of its members by organizing an annual state-wide conference for the exchange of ideas and data-based research related to Behavior

Analysis, Behavior Therapy, Performance Management, and Behavior Management programming. In addition, the Association publishes the **FABA** quarterly Newsletter focusing on guidelines, new facilities, and new effective programs for treatment in Florida. To assist members in their search for information, FABA also publishes Directory that lists all members, their special areas of interest and expertise, and the Proceedings of each year's conference.



Florida Association for Behavior Analysis

*Dedicated to the Ethical, Humane, and
Effective Use of Behavior Principles*

Membership Information

Who Can Be a Member of FABA?

Membership is open to all persons interested in or actively engaged in teaching, research, and/or application of the principles and procedures of behavior analysis. Membership is not restricted to residents of the State of Florida. There are three classes of membership:

Professional or Full Member

This category is for any individual with training directly related to or involving behavior analysis whose full time professional commitment includes teaching, research, and/or practice in behavior analysis.

Sustaining Member

Sustaining Members are Professional/Full Members who pay greater dues as a show of financial support to the organization.

Student, Parent, or Direct Care Member

This category is for any individual pursuing formal training in the discipline of behavior analysis but not yet gainfully employed therein on at least a half-time basis. Also, parents of children who are recipients of behavioral services, and direct care staff may be members in this category. Members in this category are non-voting and may not hold elective office.

What is the Membership Year?

For dues purposes, the membership year is September 1 to August 31. For practical purposes this means that when you register for the conference and pay your membership dues, you will be a member for that conference and the period of time until the next year's conference.

Please visit:

www.BehaviorCanChange.com

***FABA's New Consumer Information Website Dedicated to
Spreading the Word about Applied Behavior Analysis!***

Conference Registration Information

General Registration Information

Registration is required to attend or present at any sessions or to participate in any meetings. All registrants will receive name badges which serve both as identification and receipt of any dues and fees paid to attend the conference.

Badges should be worn to all sessions as FABAs Hosts will be present at meeting rooms to ensure that attendees have registered.

Advance Registration

Avoid Hassles! Advance registration is recommended to allow the Program Committee to estimate the number of attendees for the Conference, and is highly recommended for Pre-Conference Workshops. Those who register in advance will receive confirmation by e-mail.

Save Money! On-site registration fees are higher to reflect the added personnel and facility costs incurred by FABAs. Moreover, only those who register in advance will be eligible for **Reduced Group Rates**. Professional members from the same facility may reduce their registration fees by \$5.00 each if 4 or more individuals apply via **Advance Registration** as a group (*i.e., all registrations in one envelope*).

Save Time! Avoid long lines by registering in advance and using the **Advanced Registration Desk** at the conference to pick up your badge and materials.

Don't Delay! REGISTER ON-LINE NOW Canceled registrations will receive a 50% refund. Space is limited in workshops, and those not accepted will be refunded 100% of the workshop fee.

DEADLINE For Advance Conference Registration:

www.fabaworld.org

No Later Than September 20, 2010



Save Time! Save Money! Avoid Hassles! Register Today!

Annual Membership Dues

Professional Members - PhD/EdD Level:	\$50
Professional Members - MA/MSLevel:	\$35
Professional Members - BA/BS Level:	\$25
Professional Members - Non-degreed:	\$15
Student or Direct Care Level:	\$15
Sustaining Members:	\$100

Conference Registration Fees

ADVANCE REGISTRATION	2-DAY CONF.	1-DAY CONF.
FABA Professional Members	\$137	\$90
Student/Direct Care Members	\$85	\$56
Non-Members	\$205	\$135

REMEMBER: To receive the Advance Registration rates your form and fees must be Postmarked by September 20, 2010

ON-SITE REGISTRATION	2-DAY CONF.	1-DAY CONF.
FABA Professional Members	\$ 164	\$ 108
Student/Direct Care Members	\$ 102	\$ 67
Non-Members	\$ 246	\$ 162

Registration Desk Hours

Tuesday	Oct. 5	5:00 PM - 7:00 PM
Wednesday	Oct. 6	7:30 AM - 7:00 PM
Thursday	Oct. 7	7:30 AM - 6:00 PM
Friday	Oct. 8	8:00 AM - 5:30 PM
Saturday	Oct. 9	Location and Time TBA

FABA'S 2011 Conference Site

September 21-24, 2011

Hilton Daytona Beach Ocean Walk Village

100 N. Atlantic Avenue • Daytona Beach, FL 32118 (386) 254-8200

Toll Free Registration: **1-866-536-8477**

We are returning to the popular Hilton Daytona Beach Ocean Walk Village located on the world's most famous beach. The hotel offers relaxation and comfort in our spacious newly renovated guestrooms. All feature Florida tropical decor, with scenic views of the Atlantic Ocean or sunset views--the ultimate get-away whether traveling for business or pleasure. Each guestroom features in-room movies, hair dryer, radio-alarm clock, two telephones, voicemail, high speed internet access, Sony Playstation games, remote control television with premium cable, iron/board and coffee maker.



Directions to the Hotel

From North: Take I-95 South to Daytona Beach Exit 261-A. Go East on International Speedway Boulevard. (Route 92) 6.5 miles. Turn left (*north*) on Atlantic Avenue (A1A). Hotel is five blocks on the right.

From South: I-95 North To Daytona Beach Exit 261. East on International Speedway Boulevard. (Route 92) 6.5 miles. Turn left (*north*) on Atlantic Avenue (A1A), and the hotel is five blocks on the right.

From West: I-4 east to I-95 North Exit 261. East on International Speedway Boulevard. (Route 92) 6.5 miles. Turn left (*north*) on Atlantic Avenue (A1A), and the hotel is five blocks on the right.



Hilton
Daytona Beach
Oceanfront Resort

100 North Atlantic Avenue | Daytona Beach, Florida 32118
386.254.8200 | 386.253.0275 fax

FABA 2010 On-Site Registration Form

Name (Last Name, First Name, Middle Initial)

Mailing Address

_____ Street

_____ City _____ State _____ Zip

_____ County

Agency for Persons with Disabilities District _____

Telephone #

Work (_____) _____

Home (_____) _____

Fax (_____) _____

Email _____

Conference Name Badge

_____ Print your name as you wish it to be typed on your badge

_____ Print your affiliation

Highest Degree Held

Degree _____ Year Received _____

Major Area _____

Conferring Institution

PRIMARY DISCIPLINE

Please Check the box that most closely describes your area(s) of expertise and list your specialty;

- ☐ Developmental Disabilities/Autism
- ☐ Education/Special Education/School Psychology
- ☐ Mental Health/Behavior Therapy
- ☐ Organizational Behavior/Staff Management/IO
- ☐ Head Trauma
- ☐ Training
- ☐ Graduate Training
- ☐ Animal Training
- ☐ Other: _____

If you are Certified, please indicate your status

- ☐ BCBA ☐ BCaBA

Professional Licenses

Please list any professional licenses you hold

BCBA/BCaBA Certificate # _____

Local FABA Chapter Information

Do you belong to a local chapter? _____

If so, which one? _____



Registration Form
Continues on Back

One goal of the FABA Executive Committee is to provide you with access to other behavior analysts as well as information regarding training, educational, job and research opportunities plus related products and services. To achieve this goal, FABA may provide your name and address to other individuals and organizations via the FABA Membership Directory. Note: This does not imply FABA endorsement.

- ☐ Yes, include me in the FABA Membership Directory.
- ☐ No, do not include me in the FABA Membership Directory.

Annual Membership Dues

- ☐ Sustaining/Full Member\$100
- ☐ Professional/Full Member: Ph.D/EdD\$50
- ☐ Professional/Full Member: MA/MS\$35
- ☐ Professional/Full Member: BA/BS\$25
- ☐ Professional/Full Member: Non-degree\$15
- ☐ Student (You will need to show I.D. on-site) ...\$15
- ☐ Direct Care/Parent (non-degree)\$15

On-Site Conference Registration	Two-Day	One-Day	Circle One
<input type="checkbox"/> FABA Professional Members	\$164.00	\$108.00	Thurs or Fri
<input type="checkbox"/> FABA Student/Direct Care/Parent Members	\$102.00	\$ 67.00	Thurs or Fri
<input type="checkbox"/> Non-Members	\$246.00	\$162.00	Thurs or Fri

Wednesday Workshops

Workshop #1 \$64 (9:00 AM - 12:00 PM)
3 CEs, Baker Wright, Asperger's Disorder: More Effective Programming

Workshop #2 \$64 (9:00 AM - 12:00 PM)
3 CEs Andrew J. Houvouras IV, Roll Em: Video Self Modeling

Workshop #3 \$64 (9:00am-12:00pm)
3-CEs, Bailey & Burch, BACB Ethics 2.0: New Additions

Workshop #4 \$64 (9:00am-12:00pm)
3-CEs, Teresa Daly, Analytic Approach to Treating Children and Teens with Eating Disorders

Workshop #5 \$64 (9:00am-12:00pm)
3-CEs, Vincent J Carbone, Increasing Vocal Verbal Behavior in Children with Autism

Workshop #6 \$64 (9:00am-12:00pm)
3-CEs, Mae R Barker, Starting Out Right: Early Intervention Techniques for Children with Developmental Disorders

Workshop #7 \$64 (9:00am-12:00pm)
3-CEs, Lori Stuart, Bryan Crisp, & Jason Cone, Implement a Successful Behavioral Intervention

Workshop #8 \$64 (1:30pm-4:30pm)
3-CEs, Ennio C Cipani, Addressing Problem & Replacement Behaviors

Workshop #9 \$64 (1:30pm-4:30pm)
3-CEs, Cynthia P Rekort & Melanie Wagner, Manage the Mand with The Lucky 7 Game

Workshop #10 \$64 (1:30pm-4:30pm)
3-CEs, Karin Torsiello & Tom Sharpe, Principles and Practice of Expanding Behavior Services

Workshop #11 \$64 (1:30pm-4:30pm)
3-CEs, Keith D Allen, Behavioral Parent Training

Workshop #12 \$64 (1:30pm-4:30pm)
3-CEs, Jeannie Golden, Emotional & Immoral Behaviors of Children

Workshop #13 \$64 (1:30pm-4:30pm)
3-CEs, James W Partington, Developing Advanced Verbal Behavior

Workshop #14 \$64 (1:30pm-4:30pm)
3 CEs, Christine Reeve & Susan Kabot, Designing Appropriate and Effective Educational Programs

Workshop #15 \$64 (1:30pm-4:30pm)
3-CEs, Dawn A Bailey & Kim D Greene, Push Away from the Table

Saturday Workshops

Workshop #16 \$64 (9:00am-12:00pm)
3-CEs, Tom Sharpe & Karin Torsiello, , Software Tools for Direct Observation

Workshop #17 \$64 (9:00am-12:00pm)
3-CEs, Robert J Wallander, Functional Behavioral Assessment

Workshop #18 \$64 (9:00am-12:00pm)
3-CEs, Chrystin Bullock, Setting Up a Beginning Verbal Behavior Program

Workshop #19 \$99(9:00am-12:00pm)
3-CEs, Christy A. Allgood & Marty Sevenich MacPhee, Applying the SPIDER Framework for Environmental Enrichment

This fee includes a large donation to the Disney wildlife conservation fund and transportation to and from the backstage entrance to DAK. For this special event, the same fee applies to family members (age 16 or older). Regular park admission is not included in this fee. Contact the Hilton Disney store for discounted afternoon regular admission tickets and details on the free bus return service.

Make Check Payable to FABA or charge to your credit card:

- ☐ MasterCard
- ☐ Visa
- ☐ Discover
- ☐ American Express

If paying by credit card, please fill in the following:

Your Name as it appears on the card: _____

Card # _____

Expiration Date: _____ Signature _____

please provide CVS code (3 digit security code from back of card) here: _____

If the address listed on the front of this form is NOT the actual billing address for this credit card, _____

If paying by Purchase Order please attach the PO form and put the number here: _____

REFUND POLICY and CANCELLATIONS

50% of Registration, Only If Notification is received at least One Week Prior to conference date. Those not accepted for workshops will receive 100%. FABA is not a state agency and cannot accept state journal transfers. Checks, Money Orders or Credit Cards Welcome.

Registration Fees

Membership Dues \$ _____

Conference Registration \$ _____

Workshop #s _____ Fee TOTAL \$ _____

FABAPAC (Political Action Committee) Donation, \$25 suggested \$ _____

FABA 2010 T-shirt @ \$14; Size: S ____ M ____ L ____ XL ____ XXL ____ \$ _____

FABA 2010 Coffee Mug @ \$7 \$ _____

Total Payment Enclosed \$ _____

Continuing Education Information

Board Certified Behavior Analysts & Board Certified Associate Behavior Analysts

(Approved events are denoted by BA. Those with Professional/Ethical content are denoted PEL)

BCBAs and BCaBAs will be able to obtain CEs at the rate of \$10 per hour if paid at the Conference or \$12 per hour if remitted later. There is no additional fee for BCBA/BCaBA CEs for the Wednesday and Saturday Workshops.



Speech/Language Pathologists

(Approved events are denoted by SLP)

FABA is an approved provider by CE Broker and will offer continuing education for SLPs at the rate of \$10 per hour.

Licensed Psychologists and School Psychologists

(Approved events are denoted by PSY)

Florida Licensed Psychologists will be able to earn CEs through an arrangement with Adapt Behavioral Services.

Clinical Social Workers, Mental Health Counselors, Marriage and Family Therapists, and Nurses

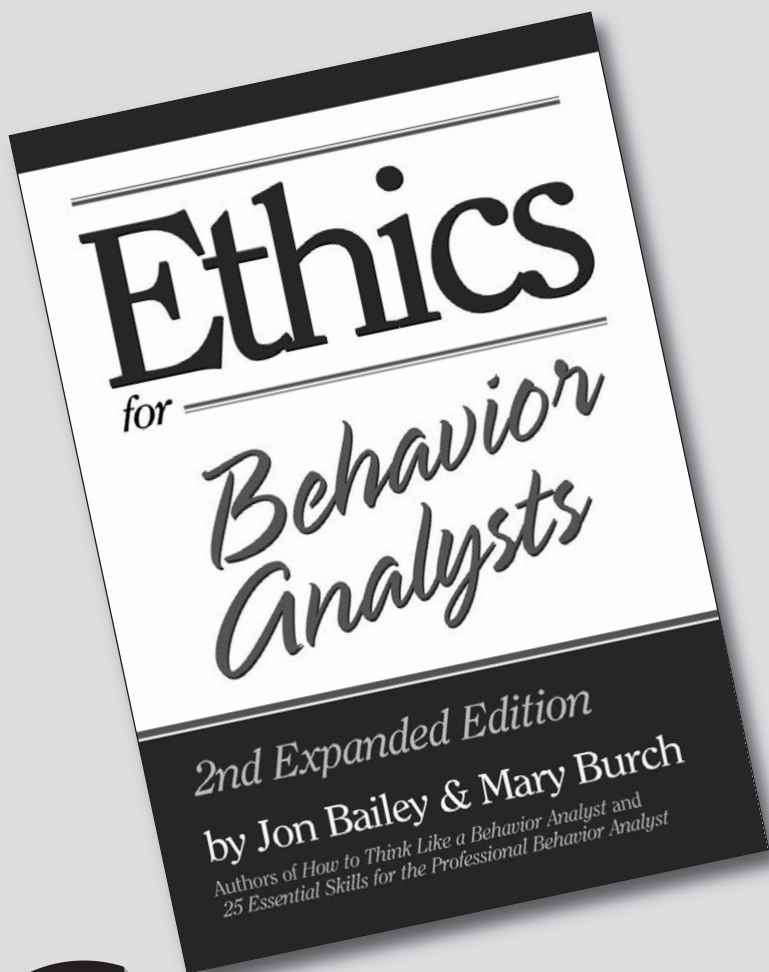
(Approved events are denoted by MH)

FABA is working with Adapt Behavioral Services to provide Continuing Education for these professionals.

As separate costs are incurred from each of the Continuing Education-Granting agencies, those with multiple certifications/licensures must remit fees for each type of CE/U sought.



Coming: **March 2011**



**20%
DISCOUNT**
USE CODE ONLINE:
HYJ82

Second Expanded Edition

www.routledgebehavioralhealth.com

Conference at-a-Glance

Tuesday

5:00 PM - 7:00 PM

International
Ballroom South

Registration Desk Open

Wednesday

- 15 Expert-Led CE Workshops to Choose From 9:00 AM-4:30 PM
- NEW! Speed Networking 6:30-7:00 PM
- Hospitality Suite 7:00-11:00 PM

Thursday

- Book signing from 5:00-6:00 PM
Mary Burch, PhD, *CITIZEN CANINE*
E. Scott Geller, PhD, *The Courage Factor*
Clive D. L. Wynne, PhD, *Do Animals Think?*
- Keynote Address, E. Scott Geller 11:00 AM
- Poster Session plus NEW! Poster Bingo 5:00-6:00 PM
- Gala 30th Anniversary, Cash bar and great music 6:00-8:00 PM

Friday

- Presidential Address 11:00 AM
- FABA Business Meeting 12:00 PM

Saturday

- 4 Great Workshops to Choose From

Earn FABA \$\$\$ By Volunteering

Support FABA while earning credits toward BA CEU fees and Behavior Counts items from the FABA Store. Volunteers may serve in such capacities as Session Hosts, or assisting to set up and break down the Store. Anyone who is interested should contact **Dawn Bailey**.

(850) 933-4742 phone



Tuesday Events

5:00 PM - 7:00 PM

**International
Ballroom South**

Registration Desk Open

Wednesday Events

7:30 AM - 7:00 PM

**International
Ballroom South**

FABA Store Open

6:30 PM - 7:00 PM

Grand Foyer

Speed Networking!

Exciting New FABA Event!

Welcome to FABA Speed Networking. Have you heard of Speed Dating? Speed Networking is similar except we are making Behavior Analysis connections in 2.5 minute intervals. This is a structured networking opportunity; maximize your time for maximum introductions. You will meet in a social atmosphere to introduce yourself to as many people as time allows. Bring your business cards or other printed materials you wish to share with your fellow Behavior Analysis Networkers. We recommend you bring a pen to jot down important info on the cards.

See you there!

Rules in General

Core Concept: Develop an "Elevator Pitch" that is a brief statement about yourself as a behavior analyst that is catchy, concise, and creatively content rich

Basics: Be nice – Smile –Share info!

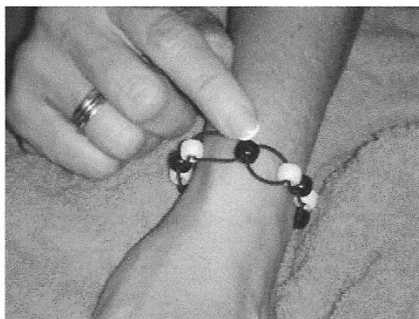
Introducing

Datawear... Jewelry You Can Count On!

**Collect data
easily.**

**Collect data
fashionably.**

**Bracelet counters
for Behavior
Analysts, Teachers,
Students, Parents**



**Many Styles Now Available at the
FABA Store and at
www.datawear.org**

Preconference Workshops

Workshop #1 (9:00 AM - 12:00 PM)
3 CEs, BA, SLP, MH, PSY

Camellia/Dogwood

Baker Wright, Behavior Management Consultants

Asperger's Disorder: More effective programming for challenging behavior problems and prompt dependency

Individuals with Asperger's disorder display a variety of maladaptive behaviors at home, at school and in community settings. These individuals often respond differently to common social reinforcers and punishers. Successful treatment extends from an understanding of this specific disability, the powerful role the environment plays and how social and academic behaviors are commonly reinforced or punished. The first part of this workshop will address each of these areas. Additionally, these individuals are commonly dependent on others for a variety of daily needs associated with daily living skills, social interactions and academic work. Parents and teachers often find themselves repeating instructions, reminders or rules without any apparent learning of these routines or guidelines. Participants will learn how to best transfer prompts from people to self-managed prompts such as lists, electronic reminders, etc. This workshop includes informative and energetic presentation materials, group activities and learning-by-doing activities so information learned can be easily applied in a variety of settings.

By the end of this workshop, participants will be able to:

1. Recognize key diagnostic behaviors symptomatic of Asperger's Syndrome.
2. Recognize certain environmental components that are common triggers for challenging behaviors exhibited by individuals with Asperger's Syndrome.
3. Better assess and treat challenging behaviors exhibited by individuals with Asperger's in the community and in school settings.
4. Learn strategies and accommodations for reducing prompt dependency in school settings.
5. Learn strategies and accommodations for reducing prompt dependency in community and home settings.

Skill Level: Intermediate

Dr. Wright provides behavior services for Leon County Schools, the Devereux Statewide Inpatient Psychiatric Program for adolescents, in addition to behavioral services through Medwaiver and Medicaid ITOS programs for individuals with a wide array of developmental disabilities and behavior difficulties. He serves as the director of clinical family services with BMC, which includes at home consultation with parents of children with behavior difficulties (with and without developmental disabilities) with a specialty in behavioral treatment for children with Asperger's Disorder.

Workshop #2 (9:00 AM - 12:00 PM)
3 CEs, BA, MH, PSY

Kahili/Lily

Andrew J. Houvouras IV, Applying Behavior Concepts & Patrice Strange

Roll 'Em: Video Self Modeling Made Fun and Easy

The use of technology has opened up incredibly powerful ways for professionals to affect behavior change and foster social skill development. One of the newer methods is Video Self Modeling (VSM). Based on both social learning theory and ideas of modeling, the history and data will be shared with attendees. Using computers, video camera, case studies, data, video vignettes and lecture, the presenters will teach attendees 6 easy steps to create potentially effective videos. In addition, incorporating other ideas like reinforcement, existing to motivating operations and script fading will also be discussed as ways to accentuate and facilitate behavior change using VSM.

Note: Participants are encouraged to bring fully charged laptop computers and video cameras.

By the end of this workshop, participants will be able to:

1. Define what VSM is.
2. To explain the importance of VSM.
3. Describe 3 different ways to fade scripts.
4. Put together a story board.
5. Provide a definition of Video Self Modeling.

Skill Level: Introductory

Andrew Houvouras received his master's degree in Clinical Psychology from Marshall University. He currently serves as a behavior analyst for Brevard County Public Schools and provides training in behavior analysis via the Florida Institute of Technology and Applying Behavior Change Concepts.

Please visit . . .

The FABBA Store On-line
www.FABBAWorld.org

Workshop #3 (9:00 AM - 12:00 PM)
3 CEs, BA, PEL, MH, PSY

Salon I

Jon S. Bailey, FSU, BMC, Inc. & Mary R. Burch, BaileyBurch Workshops

BACB Ethics 2.0: Understanding the new additions to the code of ethics

Some changes were made to the BACB Guidelines for Responsible Conduct over the past summer. Changes included adding “risk-benefit analysis”, “seeking a medical consultation” under some circumstances, and enhanced language for dealing with ethical violations by behavioral and non-behavioral colleagues. There is also new language on the ethics of providing “media-based services” which requires some discussion as well as a recommendation that BCBAs employ a Declaration of Professional Services as part of their practice. In this 3-hr workshop, we will present and discuss these changes, and more, to the code of ethics, and provide suggestions for updating your professional behavioral skills.

By the end of this workshop, participants will be able to:

1. Describe risk-benefit analysis and how it applies in everyday behavioral practice.
2. Discuss circumstances under which a medical consultation is appropriate.
3. Outline techniques for providing ethical services when using media-based methods.
4. Outline the advantages of using a Declaration of Professional Practice with clients.
5. Describe ways of dealing with non-behavioral colleagues who present ethical challenges.

Skill Level: Advanced

Drs. Bailey & Burch offer workshops on Ethics for Behavior Analysts and 25 Essential Skills for Professional Behavior Analysts. The workshops are based on their combined 65 years experience in applied behavior analysis.

Dr. Bailey received his PhD from the University of Kansas and is currently Professor Emeritus of Psychology at Florida State University where he was on the graduate faculty for 38-years and produced a record 63 PhDs. He is currently Co-Director of the FSU Panama City Masters Program in Applied Behavior Analysis.

Mary R. Burch, Ph.D is a Board Certified Behavior Analyst®. She is also a Certified Applied Animal Behaviorist. With more than 20 years experience in Developmental Disabilities, Dr. Burch has been a special education teacher, a behavior specialist, a unit director in a 54-bed residential DD facility, a QMRP, and a consulting behavior analyst.

Workshop #4 (9:00 AM - 12:00 PM)
3 CEs, BA, MH, PSY

Salon II

Teresa Daly, University of Central Florida

Taking a Behavior Analytic Approach to Treating Children and Teens with Anorexia Nervosa and other Eating Disorders

Most of the psychological community appears to be content to accept that eating disorders are a phenomenon that will negatively impact a person for an average of seven years, and require ongoing psychotherapeutic treatment. The presenter will illustrate why this is unacceptable, and in many ways, unethical, if a more behavioral approach is effective. An alternative, empirically demonstrated behaviorally-based program of parent training, coaching and goal setting will be described. This workshop will address issues related to Eating Disorders (particularly *Anorexia Nervosa*), and illustrate how and why behavior analysts should become involved in the treatment of this expanding group of children and teenagers. Diagnostic and behavioral indicators, physical symptoms, courses and traditional treatment modes and outcomes will be described and compared with behavioral strategies. Pharmacological, medical, nutritional and occasional psychological collaboration strategies and outcome measures will be addressed. While the workshop is designed for behavior analysts information may also be used by parents who are otherwise unable to access a behavioral approach to eating disorders.

By the end of this workshop, participants will be able to:

1. Describe mentalistic models of the causes of eating disorders, and the research base (or lack thereof) for these models and their subsequent treatments.
2. Identify behaviors consistent with anorexia nervosa and related eating disorders.
3. Describe the components of the Maudsley Program and other behavioral treatments for anorexia nervosa.
4. Set appropriate behavioral goals for individuals with eating disorders and families and teams working with these individuals and methods of evaluating outcomes.
5. Describe important components of behavioral contracting and program fading for families pursuing behavioral treatment of anorexia nervosa.

Skill Level: Intermediate

Dr. Daly received her bachelor's degree from SUNY - Binghamton, and graduate degrees from the University of Massachusetts with a specialization in developmental disabilities. She is a Licensed Psychologist and Board Certified Behavior Analyst-Doctoral with extensive experience. Dr. Daly currently serves as the Director for the University of Central Florida Center for Autism & Related Disabilities.

Workshop #5 (9:00 AM - 12:00 PM)
3 CEs, BA, SLP, MH, PSY

Salon III

Vincent J. Carbone, Carbone Clinic

Increasing Vocal Verbal Behavior in Children with Autism

A subset of children with autism fail to acquire vocal verbal behavior. Researchers in the field of behavior analysis have provided practitioners with experimentally derived methods that are effective in increasing vocal productions in this population of individuals. The purpose of this workshop is to provide an overview of the behavior analytic methods that have been shown to increase vocal production in some children with autism. Experimental data and published reports will be presented in support of the methods discussed. Video demonstrations and case studies will be presented as illustrations of implementation in clinical settings.

By the end of this workshop, participants will be able to:

1. List the benefits of alternative communication to increase vocal productions.
2. Describe the role of mand training to develop vocal productions.
3. List the benefits of phonetic transcription to increase vocal productions.
4. Describe the role of echoic training to increase vocal productions.
5. Describe the role of shaping vocal behavior to increase vocal productions.

Skill Level: Intermediate

Dr. Carbone received his doctoral degree from Nova-Southeastern University. He is the Director of the Carbone Clinic in Valley Cottage, New York. He provides courses in Applied Behavior Analysis for the Pennsylvania State University and Simmons College. Dr. Carbone has been instrumental in teaching others about the verbal behavior approach and published on this topic. He currently serves on the Editorial Board for several professional journals.



Wednesday and Saturday Workshop Attendees:

Keep your workshop certificates. They are your ONLY proof of continuing education credits earned in workshops.

The price of Behavior Analysis CEs earned in workshops is included in the price of the workshop itself.

**Workshop #6 (9:00 AM - 12:00 PM)
3 CEs, BA, SLP, MH, PSY**

Salon VI

Mae R. Barker, Florida Autism Consultants and Educational Services

Starting Out Right: Research-Supported Early Intervention Techniques for Children with Autism and Other Developmental Disorders

This workshop is intended for behavior analysts and other practitioners providing early intervention to children with autism and other developmental disorders from birth to 3 years of age. This workshop will provide a detailed overview of research-supported educational and behavioral interventions for this population.

By the end of this workshop, participants will be able to:

1. Name specific research-supported early intervention techniques for children with autism from birth to 3 years.
2. Describe how the VB-MAPP can be used for assessment of the young child.
3. Plan with families to determine intervention objectives.
4. State specific ways to train parents in intervention techniques.
5. State specific resources that they can access following the workshop for further support and information.

Skill Level: Intermediate

Mae Barker, PhD, BCBA-D is Senior Behavior Analyst of Florida Autism Consultants and Educational Services and Clinical Director of the UF-Jacksonville Center for Autism and Related Disabilities. She additionally teaches ABA courses at the University of North Florida. In the past, Dr. Barker has served as an in-home behavior therapist, residential care staff, and as a behavioral specialist in schools. In workshops, she shares information from her experiences and the research literature with the goal of improving outcomes for individuals with developmental disabilities. After completing her doctorate at FSU and working with Behavior Management Consultants for 6 years, she moved to Jacksonville in 2004. Since then, she has worked ardently to increase awareness of ABA through presenting in the community, organizing a local chapter, meeting with key stakeholders, assisting UNF in creating an ABA course sequence, and teaching ABA courses.

Please visit:

www.BehaviorCanChange.com

***FABA's New Consumer Information Website Dedicated to
Spreading the Word about Applied Behavior Analysis!***

Workshop #7 (9:00 AM - 12:00 PM)
3 CEs, BA, MH, PSY

Salon VII

Lori Stuart, Behavior Consultation & Psychological Services, PLLC, Bryan Crisp, Marriage and Family Therapist & Jason Cone, Behavior Consultation & Psychological Services

How to get all parties involved to implement a successful behavioral intervention: It's all about the MO

The motivating operations in effect of all parties involved are important implications to consider when developing an intervention or intervening with a client. This, however, can easily be forgotten because the analyst is so focused on the client. Our approach is to also analyze and determine the MO's, their effects, and methods to change them for teachers, parents, and professionals that are involved with the client. We have found that even with what should be the appropriate intervention in place, procedures may not be implemented as planned and the intervention designed for the client may not be successful without determining the current MO of those involved.

By the end of this workshop, participants will be able to:

1. Have an overall understanding of the two defining effects of MOs: Value-altering effects and behavior-altering effects.
2. Describe current MOs across teachers, parents and professionals during intervention developing and implementation.
3. Discuss MOs as significant antecedent variables for analysis across teachers, parents and professionals working with clients in need for an intervention.
4. Understand that events and MOs during interventions have different value and behavior alternating effects, not just on the client's responses, but on the teachers, parents, and professionals responses while working with the client.
5. Share strategies for changing the MOs of teachers, parents and professionals during intervention events.

Skill Level: Intermediate

Lori Stuart is the founder, director and co-owner of Behavior Consultation & Psychological Services, PLLC. She received her MA degree in Psychology from East Carolina University, with a concentration in Applied Behavior Analysis in 1998, and is a licensed Psychological Associate in the state of North Carolina.

Jason Cone is the co-owner of Behavior Consultation & Psychological Services, PLLC. He received his MA degree in Clinical Psychology from East Carolina University, with a concentration in Applied Behavior Analysis, and he is a licensed Psychological Associate in the state of North Carolina.

Bryan Crisp works as a Licensed Marriage and Family Therapist. He is a clinical member of The American Association of Marriage and Family Therapists.

Workshop #8 (1:30 PM - 4:30 PM)

Camellia/Dogwood

3 CEs, BA, SLP, MH, PSY

Ennio C. Cipani, National University

Addressing Problem & Replacement Behaviors in Children with Autism Spectrum Disorders

This workshop will cover a function-based diagnostic system for operant problem behaviors exhibited by children classified under the autism spectrum disorders. A four category diagnostic system for classifying problem behaviors (direct access; DA 1.0, direct escape; DE 3.0, socially mediated access; SMA 2.0, socially mediated escape; SME 4.0), as well as sub-categories under each category (e.g., SME 4.1, unpleasant social situations) will be presented. A brief overview of functional behavioral assessment methods will also be covered as these related to the above system. A brief amount of time in this workshop will be devoted to functional treatment incorporating some form of differential reinforcement contingencies.

The remainder of the workshop will cover the three category system for diagnosing the current strength and breadth of the replacement behavior in the repertoire of the client/child. Too often, assumptions about the replacement behavior being in the repertoire and proceeding solely with a change in contingencies are made, with less than desirable results. Assessing whether the relative absence of a desirable behavior is due to a mis-directed contingency, or is a skill that is not currently in the repertoire of the child, has significant implications for treatment design.

By the end of this workshop, participants will be able to:

1. Identify the four major diagnostic categories of problem behavior.
2. Identify the factors involved in deciding the function and diagnostic category of problem behavior.
3. Identify several major functional behavioral assessment methods and generate a plan for conducting such an assessment method with a specific problem behavior (particularly analogue and in-vivo experimental analysis).
4. Identify the three diagnostic categories for assessing the strength and breadth of the current replacement behavior in the repertoire of the client.
5. Generate a treatment plan that addresses the functional components for the target problem behavior and the replacement behavior for socially and non-socially mediated problem behaviors.

Skill Level: Intermediate

Ennio Cipani, PhD., is a full professor at National University, licensed psychologist in California, and owner of Cipani & Associates, a behavioral and educational consulting firm. He has authored numerous books, articles and chapters on the application of behavioral principles.

Workshop #9 (1:30 PM - 4:30 PM)
3 CEs, BA, MH, PSY

Hibiscus/Iris

Cynthia P. Rekort, Behavior Change Consultants, LLC & Melanie Wagner, Behavior Change Consultants, LLC

Manage the Mand with The Lucky 7 Game

In this presentation we will report on a motivational intervention for teaching replacement behaviors with typical children as well as children and adults with autism or other developmental disabilities in family homes, group homes, and school settings. The intervention, The Lucky 7 Game, is designed to provide practice in the skill areas of Asking the Question (i.e., manding), Accepting “No,” Waiting and Sharing. These are core socialization skills that many individuals with behavior challenges have not yet learned. These skills are replacement behaviors for many individuals whose challenging behaviors are a function of social positive reinforcement and social negative reinforcement. The Lucky 7 Game is based on principles and procedures in Applied Behavior Analysis. Individuals who have learned to gain access to reinforcers through challenging behaviors, typically lack motivation to learn alternative replacement behaviors. The Lucky 7 Game incorporates motivating operations and behavioral momentum in order to teach the core alternative skills. The Lucky 7 Game also programs for positive change through the use of demand fading. Finally, programming for generalization to the natural environment is also emphasized. In our applied practice, several individuals have shown decreases in challenging behaviors as well as increases in replacement behaviors. Several applications will be presented; however, the focus will be on one individual’s case study.

By the end of this workshop, participants will be able to:

1. Learn and apply principles and procedures involved in a motivational intervention for teaching replacement behaviors.
2. Apply behavioral principles for individuals who have learned to gain access to reinforcers through challenging behaviors, and who lack motivation to learn alternative replacement behaviors.
3. Learn and apply skills in teaching clients to: Ask the Question (i.e., mand), Accept “No,” Wait, and Share.
4. Practice using motivating operations and behavioral momentum in order to teach the core alternative skills.
5. Practice game set up and role play of a game session.

Skill Level: Intermediate

Ms. Wagner received her master’s in Special Education from Johns Hopkins University. Ms. Rekort is a BCaBA and is a behavior specialist with Pinellas County Schools. Both presenters are allied with Behavior Change Consultants.

Workshop #10 (1:30 PM - 4:30 PM)
3 CEs, BA, MH, PSY

Kahili/Lily

Karin Torsiello, Behavior Basics, Inc. & Tom Sharpe, Behavior Basics, Inc.

Principles and practice of expanding behavior services to the serving of mental health and social service populations

This workshop will provide background and introduction to a model of service delivery designed to expand behavior services into mental health and social service populations. Specific recommended principles and practice of in home and onsite services are next detailed for mental health and social services (MASS) populations; using active responding and audience generated case studies as the primary workshop venue. Specific discussion over the principles and practice of broadening the service delivery focus of behavior analysts across the larger clinical psychology milieu, including bipolar disorder, oppositional defiance disorder, reactive attachment disorder, depression, Asperger's syndrome, attention deficit hyperactivity disorder, among others are then provided. Participants will be provided with all workshop presentation materials and a complimentary copy of a 6-Part, DVD-based, caregiving video series.

NOTE: Laptop computer use is encouraged. Participants should bring fully charged laptop computers.

By the end of this workshop, participants will be able to:

1. Articulate a range of mental health and social services client characteristics from a behavioral perspective, using active responding and personal illustrations as workshop focus.
2. Articulate and apply a range of recommended behaviorally based treatment practices to specific mental health and social services characteristics and situations, and will be held accountable via active responding.
3. Develop an operational business model to support thoroughgoing mental health and social services behavior service provision, and will engage in such via workshop activities.
4. Develop and implement recommended procedures and practices to record and store an ongoing evaluative database in the mental health and social services domain, and will engage in such via workshop activities.
5. Recruit service contracts within the mental health arena.

Skill Level: Intermediate

Karin Torsiello received her master's degree from the Florida Institute of Technology in 2000. Tom Sharpe holds a doctorate, has held a full-time tenure track position for the past 19 years, has held full professor rank, has published research in *JABA*, *School Psychology Quarterly*, *JOB*, *Education and Treatment of Children*.

Workshop #11 (1:30 PM - 4:30 PM)
3 CEs, BA, MH, PSY

Salon I

Keith D. Allen, Munroe-Meyer Institute

Behavioral parent training: What to do and how to do it

Parents usually are the most influential people in a child's life. So when child issues such as noncompliance, aggression, and acting out occur at home and school, it is often important for parents to take on a primary role in their resolution. This workshop will provide practitioners with the knowledge they need to take an evidence-based approach to training parents to solve these problems. An evidence-based approach promotes effective practice, improves patient outcomes, and enhances public health. The workshop will include a review of the criteria for identifying the best research in behavioral parent training, a critique of the empirical support for well established and for not-so-well established but popular programs, a review of the behavioral principles underlying these programs, and a discussion of how to translate that research to practice in ways that will promote adherence.

By the end of this workshop, participants will be able to:

1. Describe and contrast the core components of the empirically supported parent training programs.
2. Describe the behavioral principles that serve as the foundation of the empirically supported parent training programs.
3. Critically evaluate alternative parent training programs.
4. Understand behavioral strategies for improving parent adherence.
5. Understand how to use clinical expertise to modify the programs to meet individual parent/child needs.

Skill Level: Intermediate

Dr. Allen's work with children is well known by readers of the Journal of Applied Behavior Analysis. He has published more than 80 articles in *JABA* as well as numerous other professional journals. Dr. Allen earned his PhD. from West Virginia University. He currently holds Professor status at the Munroe-Meyer Institute for Genetics and Rehabilitation and the University of Nebraska Medical Center Department of Pediatrics.

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www.FABAWorld.org

Workshop #12 (1:30 PM - 4:30 PM)
3 CEs, BA, MH, PSY

Salon II

Jeannie Golden, East Carolina University

Emotional & Immoral Behaviors of Children: What Are They, How Are They Learned & How Can They be Treated?

Many children in the child welfare system develop severe behavioral and emotional problems due to early abuse/neglect and multiple placements/caregivers. Often, the treatment focus follows the medical model with the assumption that behavioral symptoms are the result of underlying psychopathology. Instead, behavior analysts conduct observations of behavior in a variety of settings to determine the effect of various stimulus conditions and setting events, functional assessments to determine the causes and maintainers of various behavioral symptoms, and careful analysis of learning histories to determine the efficacy of various reinforcers and punishers. Immoral and emotional behaviors may be related to learning histories and contingencies that are not observable in the immediate environment. Feelings may be establishing operations for the salience of particular reinforcers and punishers. Certain adult and peer behaviors may be discriminative stimuli for particular reinforcers and punishers in these children's learning histories. The presenter will discuss the impact that learning history has on current behavior and ways to develop effective behavioral treatments that take this into account. Case examples will be provided, along with opportunities to get feedback on the cases of participants.

By the end of this workshop, participants will be able to:

1. Describe the learning histories of children with emotional and immoral behaviors.
2. Describe how to conduct functional assessments of emotional and immoral behaviors.
3. Describe several behavioral techniques that can be used to alter emotional and immoral behaviors and the limits of typical interventions.
4. Suggest alternative interventions that can be used to alter emotional and immoral behaviors.
5. Name several environmental supports necessary to implement these alternative interventions and describe how to apply these techniques.

Skill Level: Intermediate

Dr. Golden received her PhD in Psychology from Florida State University. She is a professor in the Department of Psychology at East Carolina University. A frequent and popular presenter at FABA, she was recognized with a Lifetime Membership award in 1994.

Workshop #13 (1:30 PM - 4:30 PM)
3 CEs, BA, SLP, MH, PSY

Salon III

James W. Partington, Behavior Analysts, Inc.

Developing advanced verbal behavior in children with autism necessary for describing experiences and developing friendships

Children with a diagnosis of autism have significant delays in communication and social interaction. Consequently, their parents often feel disappointed by their inability to participate in daily interactions that most families take for granted, such as storytelling, laughing together, discussing the day's events, and speaking with their child about his or her thoughts and feelings. To develop these interaction skills, it is usually necessary to teach a variety of specific advanced language skills that are often not adequately addressed in many intervention programs. Some of these skills include being able to describe and answer questions about events as they are happening (i.e., What are we doing? Who is here? Where are we?). Another important set of skills is to be able to ask peers and family members for information (e.g., "Where is the playground? When can we go to the playground?). Additionally, the child also must be taught to remember and describe what they are told about their peers (e.g., "What is Joe's favorite video?"), and describe recent past events, (e.g., "Who sat next to you at lunch today? What did he bring for lunch?"). Intervention programs that develop these types of skills can improve a child's ability to establish and maintain meaningful friendships.

By the end of this workshop, participants will be able to:

1. Identify deficiencies in a learner's language and social skills that interfere with the child's ability to engage in conversations with peers and family members.
2. State three strategies to help children with autism engage in conversation about how they've engaged in activities with peers.
3. Describe a variety of advanced manding skills that are necessary for a child to be able to engage in conversations with others.
4. Identify the difference in methods used to develop a child's ability to engage in intraverbal behavior that involves transitory environmental stimuli and events versus constant verbal stimuli.
5. Describe methods to teach children with autism to attend to nonvocal verbal stimuli that are important to social interactions.

Skill Level: Intermediate

Dr. Partington is the clinical director of Behavior Analysts, Inc. and author (with Dr. Mark Sundberg) of *Teaching Language to Children with Autism and Other Developmental Disabilities* and *The Assessment of Basic Language and Learning Skills (The ABLLS)*. He provides consultation worldwide on teaching language to children with autism.

Workshop #14 (1:30 PM - 4:30 PM)
3 CEs, BA, SLP, MH, PSY

Salon VI

Christine Reeve, Nova Southeastern University & Susan Kabot, Nova Southeastern University

Designing Appropriate and Effective Educational Programs For Students with Autism and Related Disabilities

This workshop will focus on:

1. Effective design of the physical environment to prevent challenging behaviors and increase engagement in instruction.
2. Development of practical schedules that both incorporate the needs of individual students while working for the class as a whole to produce high levels of engagement.
3. Design of educational programs through the use of the Comprehensive Autism Planning System (CAPS) and Teaching Plans that identify goals, instructional strategies, and data collection systems.
4. The use of a data collection system designed to meet the practical needs of the classroom while providing needed information for adapting instruction based on student performance.
5. The management of staff time to maximize engagement in the classroom with the students.

The workshop will be appropriate for teachers and other classroom team members who work with students with autism or related disabilities, behavior analysts who consult and work with educational teams, and other school personnel and administrators who work with teachers to provide appropriate and effective educational environments.

By the end of this workshop, participants will be able to:

1. Identify characteristics of autism spectrum disorders and discuss methods for accommodating characteristics that impact classroom functioning.
2. Design the physical environment and floor plan of the classroom to maximize student participation and prevent challenging behaviors.
3. Use visual cueing and activity schedules to help manage classroom routines.
4. Develop teaching plans or CAPS plans for a student that identify how each goal will be taught and assessed within the classroom routine and how students will be supported in the general education curriculum.
5. Identify research bases for strategies used within the classroom and discuss them with other professionals and parents using common language.

Skill Level: Intermediate

Dr. Reeve is the Director of Academic Programs at Nova Southeastern University. She provides consultation and training to school districts in Florida, Georgia, Tennessee, Ohio and other states to support educational programming for students with disabilities.

Workshop #15 (1:30 PM - 4:30 PM)
3 CEs, BA, SLP, MH, PSY

Salon VII

Dawn A. Bailey, Behavior Management Consultants, Inc. & Kim D. Greene, Behavior Management Consultants, Inc.

Push Away from the Table: Innovative and Effective Teaching Strategies for Community Settings

While behavior analysts know that the most effective teaching strategies for individuals with autism include a combination of intensive teaching (or discrete trial methods) and natural environment teaching, it is still often the case that most training takes place at a table or in a child's classroom or home. A primary reason for this is the difficulty and amount of "front end" work required to contrive and/or control for teaching situations adequately in community settings. This workshop will provide attendees with descriptions and instructions for implementing research-based interventions to teach a wide variety of social skills in community settings including structured play dates, successful summer camp inclusion, social clubs, and more.

By the end of this workshop, participants will be able to:

1. Identify several challenges and key components of successful community-based treatment.
2. Recognize readiness indicators in children for community-based training.
3. Identify relevant components of observational learning training activities.
4. Describe behavior analytic strategies used in naturalistic settings and develop a program for a successful play date at the park.
5. Discuss problems with prompting in naturalistic settings and pre-teaching strategies that can reduce the need for prompting in naturalistic settings.

Skill Level: Intermediate

Dr. Bailey received her PhD from Florida State University. She has served as a behavior analyst with Behavior Management Consultants for more than 10 years and as a FABA Office Manager for 9 years. Her research and applied interests include the impact of motivating operations and teaching strategies for individuals with autism or other disabilities.

Dr. Kim Lucker-Greene is currently the Director of Services for Northeast Florida for Behavior Management Consultants, Inc. She has over 20 years experience designing behavioral programs for a variety of populations, including persons with emotional disorders, autism and other developmental disabilities. Dr. Lucker-Greene has created and presented a series of workshops on teaching language & social skills, and behavioral assessment & intervention for the past 10 years.

She has been a consultant to school districts, private families and state agencies in the state since 1993 and has built a team of 14 highly skilled behavioral consultants to provide services in the North Florida area.

6:30-7:00 PM **NEW! Speed Networking**

Grand Foyer

7:00 - 11:00 PM **Hospitality Suite**

Salon VII

Hospitality Suite

Wednesday, October 6th at 7pm

Come Celebrate:

FABA turns 30!

Jose Martinez-Diaz Turns 60!

Dave Wilder Turns 40!



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**Behavior Analysis Student Association
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Thursday Events *Thursday Morning*

7:00 AM - 8:30 AM	Grand Foyer	Continental Breakfast
7:00 AM - 7:00 PM	Iris	Speaker Ready Room
7:30 AM - 6:00 PM	International Ballroom South	Registration Desk and FABA Store Open
8:00 AM - 5:00 PM	Hibiscus	Job Placement Service

Thursday Program

8:00 AM - 9:30 AM Camellia/Dogwood Symposium BA

Assessment and Successful Interventions in Autism: Three Examples

Chair: H. Allen Murphy, Florida State University at Panama City

Discussant: Timothy R. Vollmer, University of Florida

A Comparison of DRA + Escape Extinction versus NCR + Escape Extinction to Treat Food Selectivity

Janelle Alison, Florida Institute of Technology, David A. Wilder, Florida Institute of Technology, Ivy Chong, Florida Institute of Technology, Ashley Lugo, Florida Institute of Technology, Jessica Pike, Florida Institute of Technology & Rachel Lewis, Florida Institute of Technology

An Evaluation of a Common Autism Treatment: The Weighted Vest

Amanda Bosch, University of Florida, Cara L. Phillips, University of Florida, Timothy R. Vollmer, University of Florida, Alison Nyman, University of Florida, Andrea Zawoyski, University of Florida & Danielle Broome, University of Florida

The Use of Time-Out with Differential Reinforcement of Incompatible Behavior to Reduce Automatically Reinforced Head-Hitting

Kari M. Woznick, Florida State University at Panama City & H. Allen Murphy, Florida State University at Panama City

8:00 AM - 8:50 AM Salon I Paper BA, MH, PSY
On Clinical Behavior Analysis as Evolution but not PSY Revolution within American Psychology

J. Christopher McGinnis, McGinnis Psychology Group of Fort Myers

8:00 AM - 8:50 AM Salon II Paper BA
Practice and implications for BCBA professional preparation: Lessons learned from university and service delivery perspectives.

Tom L. Sharpe, Educational Consulting, Inc. & Karin Torsiello, Behavior Basics, Inc.

8:00 AM - 8:50 AM Salon III **Paper** BA, MH, PSY
Call 911! Behavior Analysts in Special Populations
Ken Winn, Florida Agency for Persons with Disabilities

8:00 AM - 9:20 AM Salon VIII **Symposium** **BA**
Essential Skills for Behavior Analysts: Consultation & Collaboration with Schools

Chair: Jeannie A. Golden, East Carolina University

The Behavior Analyst Consulting with a Child and Family Support Team
Albee Ongsucu, East Carolina University & Jeannie Golden, East Carolina University

Behavioral Counseling: It's Not an Oxymoron

Albee Ongsucu, East Carolina University & Jeannie Golden, East Carolina University

Behavior Analysis: Impact on the Tutors & Tutees

Albee Ongsucu, East Carolina University & Jeannie Golden, East Carolina University

Behavioral Consultation: Identifying & Altering Motivating Operations

Lori Stuart, Behavior Consultation & Psychological Services, Jason Cone, Behavior Consultation & Psychological Services & Bobbi Emmers, Behavior Consultation & Psychological Services



Lose Your Notes?

*Questions about
certification should be
directed to the BACB at
www.bacb.com*

8:00 AM - 9:20 AM Salons VI-VII **Symposium** **BA**

Recent Research on Skills Training for Individuals with Autism and Developmental Disabilities

Chair: Timothy Weil, University of South Florida

Evaluation of Video Modeling to Teach Abduction Prevention Skills to Children Diagnosed

Danielle Godish, University of South Florida & Raymond G. Miltenberger, University of South Florida

Teaching Social Skills to Adolescents with Asperger's and High Functioning Autism: An Evaluation of Video Self-Modeling and Behavior Skills Training

Krystal M. McFee, University of South Florida, Raymond Miltenberger, University of South Florida, Ashley Breedon, University of South Florida, Ivan Deveaux, University of South Florida, Jennifer Rodriguez, University of South Florida & Jackie Fishman & Ashley Carpenter, University of South Florida

Evaluating the Effectiveness of the Travel Assistance Device on the Bus Riding Behavior of Individuals with Disabilities

Arica J. Bolechala, University of South Florida, Raymond Miltenberger, University of South Florida, Sean Barbeau, University of South Florida & Marcy Gordon, University of South Florida

An Assessment of a Naturalistic In-Home Training Protocol to Establish Joint Attention Responding with Children Diagnosed with Autism Spectrum Disorders

Heather L. Burris, University of South Florida, Timothy Weil, University of South Florida, Victoria A. Fogel, University of South Florida & Danielle Sutton, University of South Florida

9:00 AM - 9:50 AM Salon I **Paper** **BA, MH, PSY**

Selection of different arrangement of responses in the Prisoner's Dilemma Game

Clarissa P. V. Nogueira, Universidade de Brasilia, Laercia Abreu Vasconcelos, Universidade de Brasilia, Dyego de Carvalho Costa, UnB and UNT & Nayla Cristina Santiago da Silva, Universidade de Brasilia

9:00 AM - 9:50 AM Salon II **Paper** **BA, MH, PSY**

The Effect of Eating Rate on Food Consumption

Michael Kellen, Nova Southeastern University, Nathan Azrin, Nova Southeastern University & Lukas Varga, Student

9:00 AM - 9:50 AM	Salon III	Paper	BA, PEL
Legislative and Public Policy Update			
Mary M. Riordan, Behavior Management Consultants, Inc., Eric Prutsman, Prutsman and Associates, Gretchen Thwing, Advoserv & Kevin Murdock, Hillsborough County Public Schools			

9:30 AM - 10:50 AM	Camellia/Dogwood Symposium	BA
Staff Training and Management: Recent Research with Parents, Teachers, and Staff		

Chair: Raymond G. Miltenberger, University of South Florida

Evaluation of Behavioral Skills Training for Teaching Functional Assessment and Treatment Selection Skills to Parents

Rachel Graves, University of South Florida, Raymond Miltenberger, University of South Florida, Victoria Fogel, University of South Florida & Shannon Koehler, University of South Florida

Increasing Independence among Children Diagnosed with Autism Using a Brief Embedded Teaching Strategy

Stephanie Toelken, University of South Florida & Raymond Miltenberger, University of South Florida

Using Staff Management Procedures to Improve Staff Adherence with a Toileting Program at an Intermediate Care Facility for Individuals with Developmental Disabilities

Paula Matos, University of South Florida & Raymond Miltenberger, University of South Florida

Consistency of Preference for Rewards among Staff in Settings Serving Individuals with Autism and other Developmental Disabilities

Kristin Myers, Florida Institute of Technology, David A. Wilder, Florida Institute of Technology & Byron Wine, AdvoServ

Florida Association for Behavior Analysis

***Dedicated to the
Ethical, Humane, and Effective
Use of Behavior Principles***

9:30 AM - 10:50 AM Salon VIII

Paper

BA, PEL, MH, PSY

Ethics for All

Joseph J. Mora, Private practice, Haydee Toro, Agency for Persons with Disabilities & Sarah Robinson, Agency for Persons with Disabilities

9:30 AM - 10:50 AM Salons VI-VII

Symposium

BA, SLP

Procedures for Teaching Verbal Behavior to Children with Autism and Other Developmental Disabilities

Chair: Vincent J. Carbone, Carbone Clinic

Discussant: Merrill Winston, Professional Crisis Management Association (PCMA)

Using Joint Control Training to Teach a Child with Autism to Tact Yes and No

Kristin M. Albert, Carbone Clinic & Vincent J. Carbone, Carbone Clinic

The Role of Joint Control in Teaching Listener Responding to Children with Autism and Other Developmental Disabilities

Kaitlin G. Causin, Carbone Clinic, Vincent J. Carbone, Carbone Clinic,

Kristin M. Albert, Carbone Clinic & Laura Peterhoff, Carbone Clinic

Increasing the Vocal Responses of Children with Autism and Developmental Disabilities Using Manual Sign Mand Training and Prompt-Delay Procedures

Vincent J. Carbone, Carbone Clinic, Emily J. Sweeney-Kerwin, Carbone Clinic, Vivian Attanasio, Verbal Behavior Institute & Tamara Kasper, Center for Autism Treatment

9:45 AM - 10:45 AM Grand Foyer

Coffee Break



**VOLUNTEERS
NEEDED**

***We Can't Do It
Without You!***

10:00 AM - 10:50 AM Salon I

Symposium

BA

Applications Within Clinical Behavior Analysis

Chair: Timothy Weil, University of South Florida

The Treatment of a Dog Phobia Through a Treatment Package Involving Exposure, Values Identification, and Rule Governed Behavior

Timothy Weil, University of South Florida, Paula Chan, University of South Florida, Erin Zandecki, University of South Florida & Krystal McFee, University of South Florida

Delivery and Evaluation of a Standard Behavioral Protocol in Rural Primary Care via Telemedicine to Treat Sleep Problems in Children With Angelman Syndrome.

Keith Allen, Munroe-Meyer Institute, University of Nebraska Medical Center, Brett Kuhn, Munroe-Meyer Institute, University of Nebraska Medical Center & Kristi DeHaai, Munroe-Meyer Institute, University of Nebraska Medical Center

10:00 AM - 10:50 AM Salon II

Paper

BA

Is That A Wolf In My Parlour?

Johnny Angel, PTS INC & Introduction: Jon Bailey, Florida State University

10:00 AM - 10:50 AM Salon III

Paper

BA, MH, PSY

The Calamities, Comedies, and Chaos of Consulting

Karen E. Flotkoetter, Summit Autism Services & Jamie M. Hughes, Summit Autism Services

FABA Poster Competition

Thursday Evening: 5:00 - 6:00 PM

Grand Foyer

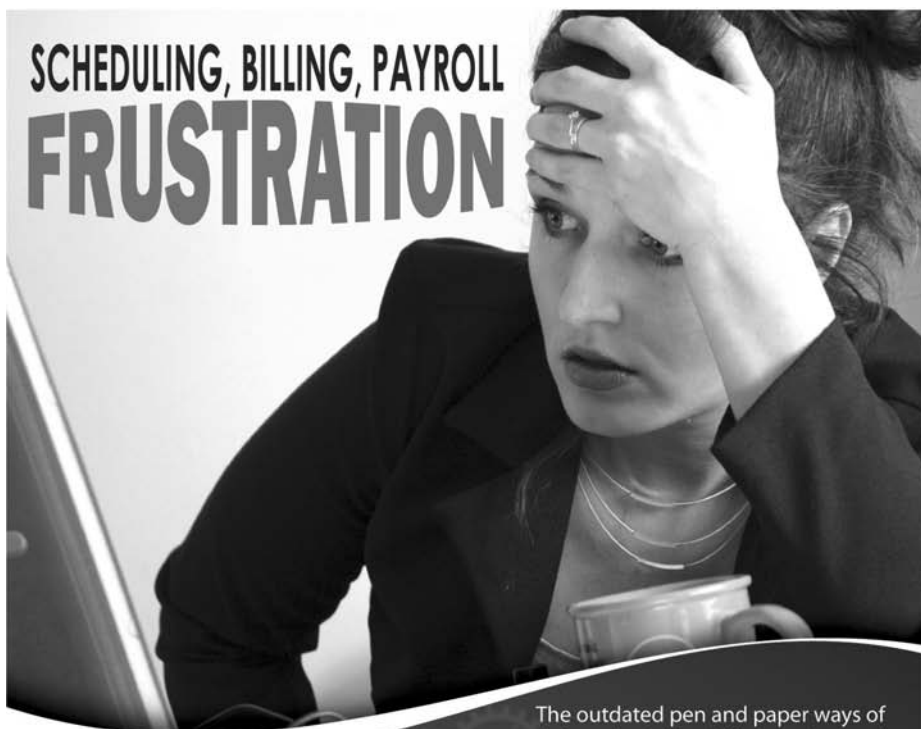
Posters Will Be Judged and Awards Will Be Given in Four Categories:



- *Research Design*
- *Display*
- *Clinical Application*
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General Session

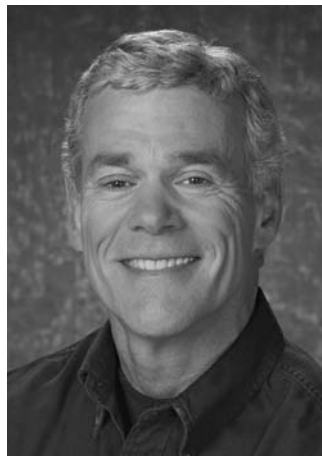
Welcoming Comments

KEYNOTE ADDRESS

E. Scott Geller, PhD

Alumni Distinguished Professor,
Virginia Tech

Senior Partner, Safety Performance Solutions



How to Develop an Actively-Caring Culture:

Cultivating Courage, Compassion, and Self-Motivation

Followed by:
Community Award Presentations

About Our Keynote Speaker

E. Scott Geller, PhD

E. Scott Geller, Alumni Distinguished Professor and Director of the Center for Applied Behavior Systems at Virginia Tech (VT) has authored 31 books, 43 book chapters, 38 training manuals, 203 magazine articles, and over 350 research articles addressing the development and evaluation of behavior-change interventions to improve quality of life. His extramural grant funding, totaling more than \$6 million, has involved the application of behavioral science to benefit corporations, institutions, government agencies, or communities in general.

He is a Fellow of the American Psychological Association, the Association for Psychological Science, and the World Academy of Productivity and Quality Sciences. He is past Editor of the *Journal of Applied Behavior Analysis* (1989-1992), current Associate Editor of *Environment and Behavior* (since 1982), and current Consulting Editor for *Behavior and Social Issues*, the *Behavior Analyst Digest*, the *Journal of Organizational Behavior Management*, and the *Journal of Safety Research*.

In 1982, Scott Geller received a teaching award from the American Psychological Association, and since then won every university teaching award offered at VT. In 2001, VT awarded him the University Alumni Award for Excellence in Research. In 2002, VT honored him with the Alumni Outreach Award for exemplary real-world applications of behavioral science; and in 2003, he was awarded the University Alumni Award for Graduate Student Advising. In 2005, Dr. Geller was awarded the Virginia Outstanding Faculty Award by the State Council of Higher Education. Last May 2007, he received the Lifetime Achievement Award from the International Organizational Behavior Management Network, and last year Dr. Geller was honored with the APF 2009 Gold Medal for Life Achievement in Psychology in the Public Interest, from the American Psychological Association. At the APA 118th Annual Convention in August, Division 25 will honor Dr. Geller with the Outstanding Applied Research Award.

ThursdayAfternoon:

1:30 PM - 2:50 PM Salon I

Symposium

BA

Secrets to Success: Applied Behavior Analysis with Families

Chair: Jeannie Golden, East Carolina University

Motivational Techniques for Increasing Family Participation in Educational Activities

Bobbi Emmers, Behavioral Consultation & Psychological Services & Jeannie Golden, East Carolina University

Family Fair: Effects on Children who Participate in Educational & Fun Activities

Albee Ongsucu, East Carolina University & Jeannie Golden, East Carolina University

Family Fair: Effects on Parents who Participate in Educational Sessions

Jeannie Golden, East Carolina University & Albee Ongsucu, East Carolina University

Behavioral Marriage & Family Therapy: Factors for Successful Interventions

Bryan Crisp, Private Practice

1:30 PM - 2:20 PM Salon II-III

Paper

BA

CITIZEN CANINE: How to Train 500,000 Dogs Behaviorally

Mary R. Burch, American Kennel Club & Jon S. Bailey, Florida State University

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1:30 PM - 2:50 PM Salon IV

Symposium

BA

An Evaluation of Factors Affecting Behavioral Assessment and Treatment in Autism and Developmental Disabilities

Chair: Timothy R. Vollmer, University of Florida

Discussant: Anibal Gutierrez, University of Miami

An Evaluation of Repetitive Behavior in Typically Functioning Adults and Implications for Functional Analyses with Developmentally Disabled Children

Amanda Bosch, University of Florida, Timothy R. Vollmer, University of Florida, Ashley Breeden, University of South Florida, Alison Nyman, University of Florida, Andrea Zawoyski, University of Florida & Danielle Broome, University of Florida

An Evaluation of Repetitive Behavior in Typically Functioning Adults and Implications for Functional Analyses with Developmentally Disabled Children

Jolene R. Sy, University of Florida & Timothy R. Vollmer, University of Florida

An Evaluation of Repetitive Behavior in Typically Functioning Adults and Implications for Functional Analyses with Developmentally Disabled Children

Jeanne M. Donaldson, University of Florida, Jolene R. Sy, University of Florida & Timothy R. Vollmer, University of Florida

1:30 PM - 2:50 PM Salon V

Invited Address **BA, MH, PSY**

Childhood headaches are a pain: Behavioral contributions to a solution

Keith D. Allen, Munroe-Meyer Institute & Introduction: Janet Montgomery



Lose Your Notes?

*Questions about certification
should be directed to the
BACB at www.bacb.com*

1:30 PM - 2:50 PM Salon VI **Symposium** **BA**

Recent Research on Compliance in Young Children

Chair: David A. Wilder, Florida Institute of Technology

Discussant: F. Charles Mace, Nova Southeastern University

The Effect of Preference and the Availability of Similar Toys on Compliance Among Preschool Children

Janelle Allison, Florida Institute of Technology, David A. Wilder, Florida Institute of Technology, Hwee Lan Teo, Florida Institute of Technology, Ashley Flynn, Florida Institute of Technology & Kristin Myers, Florida Institute of Technology

Further Evaluation of Rationales to Increase Compliance among Preschool Children

Kristin Myers, Florida Institute of Technology, David A. Wilder, Florida Institute of Technology, Katie Nicholson, Florida Institute of Technology, Janelle Allison, Florida Institute of Technology & Anthony T. Fischetti, Florida Institute of Technology

An Analysis of Prompting Levels Necessary to Achieve Compliance

Anthony T. Fischetti, Florida Institute of Technology, David A. Wilder, Florida Institute of Technology, Janelle Allison, Florida Institute of Technology, Katie Nicholson, Florida Institute of Technology & Kristin Myers, Florida Institute of Technology

1:30 PM - 2:50 PM Salon VII **Paper** **BA, MH, PSY**

Components of Sensitivity Training for Typical Peer Models

Michelle L. Chrzczonowski, MS, BCBA, Center for Autism Resource and Education, Kirstina Ordetx, Ed D, Center for Autism Resource and Education & Mac Ordetx, Trained Peer Model

2:30 PM - 3:20 PM Salon II-III **Invited Address** **BA**

A Behavior Analyst Goes to the Dogs

Clive D. L. Wynne, University of Florida & Introduction: Kevin Jackson

2:30 PM - 3:20 PM Salon V **Invited Address** **BA, MH, SY**

Discounting and Addictions

Gregory J. Madden, Utah State University & Introduction: Janet Montgomery

2:45 PM - 3:45 PM Grand Foyer **Soda Break**



3:00 PM - 3:50 PM	Salon I	Paper	BA, MH, PSY
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Comparing The Effectiveness of Behavioral Contracts That Use Function-Based Reinforcers Versus Highly Preferred Items
Dánica Simmons, Human Development Center, Inc. and University of South Florida, Kimberly Crosland, University of South Florida & Valeria Parejo, Human Development Center, Inc.

3:00 PM - 4:20 PM	Salon IV	Paper	BA, MH, PSY
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Punishment is NOT a negative procedure
Merrill R. Winston, PCMA, Inc. & Laraine Winston, PCMA, Inc.

3:00 PM - 4:20 PM	Salon VI	Symposium	BA
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Contemporary Issues in Child Behavior Management
Chair: Timothy R. Vollmer, University of Florida
Discussant: F. Charles Mace, Nova Southeastern University

Evaluations of the Overjustification Effect
Kerri P. Berard, University of Florida, Timothy R. Vollmer, University of Florida & Amanda Bullard, University of Florida

An Evaluation and Comparison of Timeout Procedures with and without Release Contingencies
Jeanne M. Donaldson, University of Florida & Timothy R. Vollmer, University of Florida

An Evaluation of Preference for Reinforcement or Response Cost Conditions
Cristina M. Whitehouse, University of Florida, Timothy R. Vollmer, University of Florida & Rocio Cuevas, University of Florida

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Thursday Afternoon:

3:00 PM - 4:20 PM Salon VII Symposium BA

Research Examining Aspects of Autism Treatment for Determining Best Practice Standards

Chair: Celeste Harvey, Florida Institute of Technology

Discussant: Eb Blakely, Florida Institute of Technology

An Evaluation of Discontinuous and Continuous Measurement Procedures in the Skill Acquisition of Children with Autism Spectrum Disorders

Ashley Lugo, Florida Institute of Technology

The Efficacy of Computer Instruction as a Supplementary Tool in Intensive Behavioral Intervention Programs

Geneviève Katherine Coxon, Florida Institute of Technology & Rachel Lewis, Florida Institute of Technology

Effect of Choice of Preferred Activity on Social Behavior in Children with Autism

Tara Olivia Loughrey, Florida Institute of Technology & Natalie Homa, Florida Institute of Technology

The effects of food deprivation on preference for food and leisure items

Meighan Adams, Florida Institute of Technology, Eb Blakely, Florida Institute of Technology & Mark Harvey, Florida Institute of Technology

4:00 PM - 4:50 PM Salon II-III Paper BA

A Behaviorally Designed Dance for Couples

Nathan H. Azrin, Nova S.E. University, Victoria Besalel Azrin, Independent Practice & Rachel D. Azrin, Sunrise Community -Developmental

4:00 PM - 4:50 PM Salon V Invited Panel Discussion BA

Current Trends and Future Directions in Applied Behavior Analysis

David Wilder, Florida State Institute of Technology, Scott Geller, Virginia Tech, Keith Allen, Munroe-Meyer Institute and the University of Nebraska Medical Center, Greg Madden, Utah State University & Clive Wynne, University of Florida

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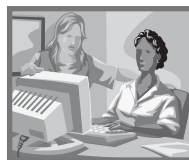
Chair: Kevin Jackson, FABA Member at Large

1. **Improving Quality of Adult Day Care programming through activity program restructuring** – Roz Prescott, Easter Seals Florida, Inc. & Suzanne Caporina, Easter Seals Florida, Inc.
2. **Improving in-store credit card promotion using performance management techniques** – Tara O. Loughrey, Florida Tech, Genevieve Coxon, Florida Tech & Alana Bellizzi, Florida Tech
3. **An Evaluation on the Effectiveness of Response Interruption-Redirection and Differential Reinforcement as a Treatment for Object Mouthing** – Tabitha A. Ramming, Florida Institute of Technology
4. **Improving the Bottom Line at a Local Mexican Restaurant** – Jesse Slappey, Florida State University, Nikki Shriver, Florida State University & Chiara Cunningham, Florida State University
5. **Keep Off the Oats: Effects of a Simple Sign to Protect the Beach** – Tania Gonzalez, Florida State University at Panama City, Kelley Roberts, Florida State University at Panama City & Al Murphy, Florida State University at Panama City
6. **A Comparison of Textual Prompts and Differential Reinforcement to Increase Conversational Verbal Behavior** – Lauren A. Cherryholmes, AdvoServ, James F. McGimsey, Ph.D., AdvoServ & Kimberly Ecott, M.S., AdvoServ
7. **An analysis of point topography and learning in domestic dogs' (*Canis lupus familiaris*) point following behavior** – Nathaniel J. Hall, University of Florida, Monique A. R. Udell, University of Florida, James Morison, University of Florida & Clive Wynne, University of Florida
8. **An Evaluation of Repeated Exposure as a Treatment for Food Selectivity** – Genevieve K. Coxon, Florida Institute of Technology, Janelle A. Allison, Florida Institute of Technology, Leny Velasquez, Florida Institute of Technology & Aimee Collier, Florida Institute of Technology
9. **An Investigation of the Effect of Task Clarification and Reduction of Response Effort in a Law Enforcement Training Setting** – Daniel C. DeRosa, Florida Tech, Samuel Yoffe, Florida Tech, Kristin Myers, Florida Tech, Robert Long, Florida Tech & David Wilder, Florida Tech

- 10. Assessing aggression differences between captive wolves and wolfdogs over seasonal variability** – Lindsay R. Mehrkam, University of Florida
- 11. Decreasing Response Latency Utilizing Visual Forced Choice** – Kerri Krauss, Foundations Therapy, Inc., Ashley Fiorilli, Foundations Therapy, Inc., Ivy Kaplan, Foundations Therapy, Inc. & Laura Lategan, Foundations Therapy, Inc.
- 12. Establishing Stimulus Control Through Visual Prompts in Conjunction with DRI to Decrease High Rates of Visual Self-Stimulatory Behavior** – Gina M. Ballone, Brilliant Minds, Kassi VanderPloeg, Brilliant Minds, Jim Blanchett, Brilliant Minds, Alicia Naff, Brilliant Minds & Jacquelin Jackson, Brilliant Minds
- 13. Evaluating the Effects of Matched and Unmatched Stimuli on Nail Biting in Typically Developing Children** – Andrea Zawoyski, University of Florida, Amanda Bosch, University of Florida, Timothy R. Vollmer, University of Florida & Danielle Broome, University of Florida
- 14. Evaluation of an Energy Reduction Program** – Elizabeth J. Wilkes, Furman University, Katie Tanner, Furman University & Jeanine Stratton, Furman University
- 15. Experience influences the human-oriented behavior of shelter dogs** – Monique A. R. Udell, University of Florida, Nicole R. Dorey, & Clive D. L. Wynne, University of Florida
- 16. First and Last Impressions** – Katie Nicholson, Florida Institute of Technology, Megan Boyle, Florida Institute of Technology, Michelle Nielsen Olsen, Florida Institute of Technology, Catalina Rey, Florida Institute of Technology & David A. Wilder, Florida Institute of Technology
- 17. Increasing the Accuracy of Vocal Approximations for Mastered Sign Mands: Using Time Delay, Echoic Prompting, and Differential Reinforcement** – Laura L. Kulikowski, Behavioral Consulting of Tampa Bay, Inc. & Jamie L. Granatino, Behavioral Consulting of Tampa Bay, Inc.
- 18. Investigating Experimental Control Over Various Gazing Responses in Domestic Dogs (*Canis lupus familiaris*)** – Jessica M. Spencer, University of Florida & Clive D. L. Wynne, University of Florida
- 19. The Effects of Jackpots on Responding and Choice in Domestic Dogs** – Kristy Muir, University of North Texas & Jesus Rosales-Ruiz, University of North Texas

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Friday Events



7:00 AM - 8:30 AM	Grand Foyer	Morning Coffee	
7:00 AM - 7:00 PM	Iris	Speaker Ready Room	
8:00 AM - 4:00 PM	Hibiscus	Job Placement Service	
8:00 AM - 5:30 PM	International Ballroom South	FABA Store and Registration Desk Open	
8:00 AM - 8:50 AM	Salon III	Paper	
Behavior Analyst Certification Board: Introduction and Application Christine L. Ratcliff, Behavior Analyst Certification Board & Ira Ehrlich, Behavior Analyst Certification Board			
8:00 AM - 8:50 AM	Salon VI	Paper	BA, SLP, MH, PSY
Training staff to create mand opportunities for typically developing infants and toddlers Karly L. Cordova, Nova Southeastern University & Yulema Cruz, Nova Southeastern University			
8:00 AM - 8:50 AM	Salon VII	Paper	BA, MH, PSY
First Step to Success: An Application of Positive Behavioral Intervention in the Classroom W. Carl Sumi, SRI International & Nasrin Erfanian, SRI International and Suncoast Behavioral Services			
8:30 AM - 9:20 AM	Salon I	Paper	BA, PEL, MH, PSY
When Capitalism Meets Behavior Analysis Jon S. Bailey, FSU, BMC, Inc.			



Wednesday and Saturday Workshop Attendees:

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8:30 AM - 9:50 AM

Salons IV-V

Symposium

BA

Research on Assessment and Treatment of Severe Problem Behavior

Chair: Brian A. Iwata, University of Florida

Prevalence of Problem Behavior Maintained by Multiple Sources of Reinforcement

Gracie A. Beavers, University of Florida & Brian A. Iwata, University of Florida

False-Positive, Tangible Outcomes of Functional Analyses

Griffin W. Rooker, Kennedy Krieger Institute & Johns Hopkins University School of Medicine, Brian A. Iwata, University of Florida, Jill M. Harper, University of Florida, Tara A. Fahmie, University of Florida & Erin M. Camp, Autism Concepts, Lanexa, KS

Test-Specific Control Conditions for Functional Analysis Methodology

Tara A. Fahmie, University of Florida, Brian A. Iwata, University of Florida, Angie C. Querim, University of Florida & Jill M. Harper, University of Florida

Assessment and Treatment of Covert Self-Injury

Meagan K. Gregory, Florida Institute of Technology, Griffin W. Rooker, Kennedy Krieger Institute & Johns Hopkins University School of Medicine, Brian A. Iwata, University of Florida & Angie C. Querim, University of Florida

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Friday Morning:

9:00 AM - 9:50 AM Salon II **Paper** **BA**
Animal Welfare-What Is it and How is it Measured:
Eduardo J. Fernandez, University of Washington and Woodland Park Zoo
(*also, NSF Fellow*), James C. Ha, University of Washington & Introduction:
Mary Burch

9:00 AM - 9:50 AM Salon III **Paper** **BA, MH, PSY**
In God We Trust: All others must take data
Ken Winn, Florida Agency for Persons with Disabilities

9:00 AM - 9:50 AM Salon VI **Paper** **BA, SLP, MH, PSY**
Using normative data on the development of critical language and social skills to develop language-based interventions for children with autism
James W. Partington, Behavior Analysts, Inc.

9:00 AM - 9:50 AM Salon VII **Paper** **BA, MH, PSY**
Data Collection, Integrity Checks, and Social Validity for a Tier One Intervention
Dawn A. Bailey, Behavior Management Consultants, Inc. & Maxin L. Reiss, Behavior Management Consultants, Inc.

9:30 AM - 10:20 AM Salon I **Paper** **BA, PEL, MH, PSY**
I Should Have Been an Accountant: Barriers, Burn Out, and Other Surprises for New BCBAs!
Emily N. Dickens, MRDP/ APD, Matt Potak, Behavior Analysis Solutions, Inc. & Kevin Jackson, MRDP/ APD

10:00 AM - 10:50 AM Salon II **Paper**
Tamarins, Turtles and Trash: Innovative methods to help communities conserve endangered species
Anne Savage, Senior Conservation Biologist, Disney's Animal Kingdom

9:45 AM - 10:45 AM Grand Foyer **Coffee Break**



10:00 AM - 10:50 AM Salon III **Paper**
Behavior Analyst Certification Board: FL-CBA Information Session
Gerald L. Shook, Behavior Analyst Certification Board & Christine L. Ratcliff, Behavior Analyst Certification Board

10:00 AM - 10:50 AM Salon VI **Symposium** **BA**
Interventions in Autism: Moving Toward More Naturalistic Approaches

Chair: Kim Lucker, Behavior Management Consultants, Inc.

Discussant: Mae Barker, Center for Autism and Related Disabilities

Successful Transition into an Inclusion Setting: an Integrated Approach

Angela Bradberry, Behavior Management Consultants, Inc. & Tammie Harvey, Macclenny Elementary

Replacement of Token Economies: A Teacher Friendly Method of Maintaining Student Success through Schedules

Merrill Martin, Behavior Management Consultants, Inc. & Liz Horst, Behavior Management Consultants, Inc.

“Wow, this is fun!”: Increasing independently initiated functional play skills

Heather Mumshaw, Behavior Management Consultants, Inc., Crystal Thompson, Behavior Management Consultants, Inc. & Nicole Torres, Behavior Management Consultants, Inc.

10:00 AM - 10:50 AM Salon VII **Paper** **BA, MH, PSY**
Behavior Analysts Working In Florida School Districts

Kevin Murdock, Hillsborough County Public Schools, Andrew J. Houvouras, IV, Brevard County Public Schools, Ellen Kincaid, Flagler County Public Schools, Laura McGill, Indian River County Schools & Jayne Ness-Lee, Orange County Public Schools

10:00 AM - 10:50 AM Salons IV-V **Paper** **BA**
Back to the Future: A Conversation Hour with Jack Michael on the History of Behavior Analysis

Jack Michael, Western Michigan University & Jon Bailey, Florida State University

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General Session

PRESIDENTIAL ADDRESS:

Opportunities Knock: Spread Behavior Analysis!

Jan Montgomery, MS, BCBA

ABA Technologies, Inc.



Jan Montgomery studied under Dr. Raymond Miltenberger receiving her M.S. in 1988. She's worked to improve behavioral repertoires for over twenty years in North Dakota, New Hampshire, New Jersey and Florida with populations of individuals with developmental disabilities, traumatic brain injuries and caregivers and children in Child Welfare. Her career has included both behavior analytic and executive leadership positions.

Highlights of her career include working at a head injury rehabilitation program where she directed a secure unit for violent offenders, chairing LRC committees, consulting with group homes, and providing training via workshops. For ten years, she worked with dependent children and caregivers with the Positive Parenting group based on Dr. Latham's work. She served as Senior Behavior Analyst and Director of Curriculum and Training for this program. Currently, she works as a lead co-instructor with ABA Technologies in conjunction with Florida Institute of Technology providing online ABA coursework.

Followed by:
Service Award Presentations

12:30 - 1:30 PM

Lunch on Your Own

1:30 PM - 2:50 PM

Salon I

Symposium

BA, SLP

Recent Advances in Teaching Verbal Behavior and Complex Discriminations

Chair and Discussant: Timothy Weil, University of South Florida

Increasing Response Effort to Improve Discrimination Training for Children with Autism

Anibal Gutierrez, University of Miami, Melissa N. Hale, University of Miami, Aaron J. Fischer, Louisiana State University, Lauren E. Anderson, University of Miami, Jennifer S. Durocher, University of Miami & Michael Alessandri, University of Miami

The Differential Outcomes Effect (DOE): Facilitating Verbal Conditional Discriminations

Michelle Olson, Florida Institute of Technology, Mark Harvey, Florida Institute of Technology, Ansley Hodges, Florida Institute of Technology & Eb Blakely, Florida Institute of Technology

Intermediate-Level Verbal Behavior Training: The Effects of Matrix Training on Intraverbal Responding

Katie Nicholson, Florida Institute of Technology, David A. Wilder, Florida Institute of Technology, Daniel DeRosa, Florida Institute of Technology & Leny Velasquez, Florida Institute of Technology

1:30 PM - 2:20 PM

Salon II

Paper

BA

Empirical Evaluations of Environmental Enrichment at the Zoo: Putting the “E” in SPIDER

Christy A. Alligood, Disney’s Animal Kingdom Education and Science, Andre J. Daneault, Assistant Curator of Ectotherms, Disney’s Animal Kingdom Animal Operations & Anne Savage, Senior Conservation Biologist, Disney’s Animal Kingdom Education and Science

1:30 PM - 2:50 PM

Salon III

Paper

BA, PEL, MH, PSY

Ethical Issues in Communication

Haydee Toro, Agency for Persons with Disabilities & Sarah Robinson, Agency for Persons with Disabilities

1:30 PM - 2:20 PM

Salon VI

Paper

BA, SLP, MH, PSY

Social Interactions in Children with Autism: Results of Pairing Studies

Chrystal Munoz, Florida Autism Center, Chrystin Bullock, Florida Autism Center & Cerissa Sykes, Florida Autism Center

Friday Afternoon:

1:30 PM - 2:30 PM Salon VII **Symposium** **BA**
Behavior Analysis Applications with Health Related Behaviors

Chair: Raymond G. Miltenberger, University of South Florida

Further Analysis of Exergaming for Increasing Physical Activity among Elementary Students

Rachel Graves, University of South Florida, Raymond Miltenberger, University of South Florida, Victoria Fogel, University of South Florida & Shannon Koehler, University of South Florida

An Internet-based group contingency management program to promote smoking cessation

Steven Meredith, University of Florida & Jesse Dallery, University of Florida

1:30 PM - 2:20 PM Salons IV-V **Paper** **BA**

The Outstanding Scientific Contributions to the Field of Behavior Analysis Award presented to Dr. Murray Sidman

Murray Sidman, Retired & Brian Iwata, University of Florida

2:30 PM - 3:50 PM Salon II **Paper** **BA**

Help Me Help You!: Behavioral Husbandry at Disney's Animal Kingdom

Marty Sevenich MacPhee, Curator of Behavioral Husbandry, Michelle Skurski, Zoological Manager of Behavioral Husbandry, Lisa Davis, Zoological Manager of Behavioral Husbandry at Disney's Animal Kingdom Animal Operations with Introduction: Kevin Murdock

2:30 PM - 3:20 PM Salon VI **Paper** **BA, SLP, MH, PSY**

Stimulus over-selectivity: The case of restricted stimulus control

Ennio C. Cipani, National University

2:30 PM - 3:50 PM Salons IV-V **Invited Address** **BA, SLP, MH, PSY**

Applied Behavior Analysis for Children with Autism: State of the Science

Tristram Smith, University of Rochester Medical Center

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3:00 PM - 3:50 PM Salon I **Ignite**

The Language of Behavior Analysis

Karen Wagner, Behavior Services of Brevard, Inc/UMASS Lowell

Problem Behavior? Replace It!

Cynthia Rekort, Behavior Change Consultants, LLC

Confusion About Response Cost: Is Response Effort A Penalty

Joshua Pritchard, Florida Institute of Technology

Anosognosia and the Case of the Over-Confident Behavior Analyst

Jon Bailey, FSU & BMC

Learning Empathy the Hard Way

E. Scott Geller, Virginia Tech

3:00 PM - 3:50 PM Salon III **Paper** **BA, PEL**

Behavior Analyst Certification Board: Status and New Developments

Gerald L. Shook, Behavior Analyst Certification Board & Christine L. Ratcliff, Behavior Analyst Certification Board

3:30 PM - 4:20 PM Salon VI **Paper** **BA, MH, PSY**

Behavioral Training for Siblings of Children with Autism

Jamie Hughes, Summit Autism Services & Karen Flotkoetter, Summit Autism Services

4:00 PM - 5:00 PM Salon II **Animal Training Panel and
Special Interest Group Meeting**

4:00 PM - 5:00 PM Salons IV-V **Paper** **BA**

O. Ivar Lovaas (1927-2010): Celebration of a Pioneer's Life

Tristram Smith, University of Rochester Medical Center, Jon Bailey, Florida State University & James Partington, Behavior Analysts, Inc.

Postconference Workshops

Saturday Morning:

Workshop #16 (9:00 AM - 12:00 PM)
3 CEs, BA, MH, PSY

Kahili/Lily

Tom Sharpe, Educational Consulting, Inc. & Karin Torsiello, Behavior Basics, Inc.

Software tools for direct observation: Hands on learning of the BEST tools for BCBAs, clinical practitioners, and faculty researchers.

This workshop provides hands on application of a user friendly software package compatible across Microsoft, MAC, and Apple platforms designed to collect and analyze behavioral data for evaluation and feedback applications in direct observation client settings. Audience active responding and hands on learning format are prioritized. Materials are particularly useful to graduate students, behavioral psychologists, BCBA professionals, and experimental analysts -- all interested in analyzing complex configurations of behaviors which are emitted at high rates, overlap in time, and are context dependent. Discussion includes an introduction to (a) recommended procedures when collecting time-based data, and (b) computer-generated behavior descriptions, graphic displays, statistical analyses, and reliability comparisons when engaged in staff training and assessment of data integrity. Workshop participants will exit with software-based data collection and analysis competencies. Participants will be provided with all workshop presentation materials, a copy of the complete software package on CD ROM, and a pdf file summary copy of a compatible research methods text published by Sage Publications.

By the end of this workshop, participants will be able to:

1. Discuss the principles and practice of discrete and sequential behavior analysis methods.
2. Apply a range of computer-based data collection, reliability, and measurement techniques to their particular behavior analysis interests.
3. Understand and apply a range of computer-based descriptive and statistical data analysis techniques in relation to discrete and sequential measurement sets.
4. Construct a variety of behavior graphs and apply appropriate analysis techniques to the graph types covered, and in relation to research and behavior service application examples.
5. Describe observation system construction, data recording and analysis, and evaluation and feedback techniques for service delivery settings.

Skill Level: Intermediate

Karin Torsiello received her master's degree from the Florida Institute of Technology in 2000. Tom Sharpe holds a doctorate, has held a full-time tenure track position for the past 19 years, has held full professor rank, has published research in *JABA*, *School Psychology Quarterly*, *JOB*, *Education and Treatment of Children*. :

Workshop #17 (9:00 AM - 12:00 PM)
3 CEs, BA, MH, PSY

Salon I

Robert J. Wallander, eLearning Advancements

Functional Behavioral Assessment:

This workshop is designed to assist both the novice and experienced practitioner to prepare, execute, and report results that comprise useful functional assessments of behavior. Participants will review practical methods for gathering the clinical data according to the level of assessment attempted: informant, descriptive, or experimental. Examples taken from real world cases will be presented to workshop attendees for their analysis and design of sessions intended to acquire essential information for performing an assessment. Furthermore, participants' clinical repertoire will expand through applying stock phrases and descriptions during exercises that require them to 'author' impressions and recommendations like those demanded by everyday practice. In summary, this teaching event is intended to advance the verbal repertoire about behavior function and treatment. In addition, skills essential for performing assessments in an efficient manner that captures critical data on referring behavior function will be demonstrably advanced.

By the end of this workshop, participants will be able to:

1. Discern and describe the three levels of assessment.
2. State strategies for designing the outset of an assessment based on preliminary information.
3. Apply advanced terminology from verbal behavior concepts and from literature on motivative operations.
4. Demonstrate how to keep the assessment data collection phase dynamic and interactive between the three standard levels versus a linear and stolid approach.
5. State the indications an assessment's goals are met with sufficient information is gathered and analyzed.

Skill Level: Introductory

Dr. Wallander is a Board Certified Behavior Analyst who earned his PhD from the Florida State University and now has a private practice in which he utilizes functional behavioral assessments to target his client's problem behaviors. He has contracted with the Shapiro Developmental Center, Tallahassee and Panama City Development Centers, and Residential Opportunities, Inc. He has also taught several courses at the Florida State University and presented at both FABA and ABAI.

Workshop #18 (9:00 AM - 12:00 PM)
3 CEs, BA, SLP, MH, PSY

Salon II

Chrystin Bullock, Florida Autism Center

Setting up a beginning verbal behavior program: Environmental and clinical concerns

Parents, teachers, and ABA staff coming from residential or non-VB backgrounds often flounder when creating an intensive verbal behavior program. Many programs do a great job teaching children to RESPOND, but fall flat in encouraging INITIATION. This presentation will discuss ways to encourage children to initiate; including setting up the environment for learning, types of mands and how to teach them; data collection for verbal behavior programs, and clinical tactics and pitfalls. Verbal behavior transfer procedures will be discussed in less depth, as will be information about selecting appropriate forms of communication for new learners and encouraging vocal language from non-vocal learners.

By the end of this workshop, participants will be able to:

1. Identify good and poor aspects of a physical environment for verbal behavior training.
2. Differentiate between mands, tacts, intraverbals, and echoics.
3. Demonstrate good clinical skill in teaching the mand.
4. Be able to choose appropriate mode of communication for the learner.
5. List 3 - 5 potential strategies for encouraging vocal language from a non-vocal child.

Skill Level: Introductory

Ms. Bullock received her Master of Science in Applied Behavior Analysis from the Florida Institute of Technology. She currently serves as Executive Director/Owner of the Autism Consulting Network and the Florida Autism Center.



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**Workshop #19 (9:00 AM - 12:00 PM)
3 CEs, BA**

Disney Animal Kingdom

***Christy A. Alligood, Disney's Animal Kingdom Education and Science & Marty
Sevenich MacPhee, Disney's Animal Kingdom Behavioral Husbandry***

**What an Enriching Web We Weave: Applying the SPIDER framework
for environmental enrichment**

Special workshop: Disney Animal Kingdom (DAK) invites you to a special training presentation and backstage event planned just for FABA members and their family members (age 16 and older) who want to learn about DAK's operant training techniques, enrichment, research, and conservation programs.

Environmental enrichment strategies are often implemented in zoological settings with the goal of setting the stage for optimal animal health, learning, and behavior. At Disney's Animal Kingdom, the SPIDER framework for environmental enrichment is used to design, implement, and evaluate these strategies. In this onsite workshop at Disney's Animal Kingdom, participants will learn about environmental enrichment and applications of the SPIDER framework in the zoological setting, with the goal of translating the framework to their own work settings. The workshop will include a classroom portion as well as a backstage animal experience. During the classroom portion, participants will engage in interactive skillbuilding activities involving goal-setting, data collection, and evaluation. During the backstage experience, participants will see various examples of SPIDER framework applications at Disney's Animal Kingdom. Participants must be age 16 years or older. The backstage experience will include an outdoor component.

Costs: \$99 This fee includes a large donation to the Disney wildlife conservation fund and transportation to and from the backstage entrance to DAK. For this special event, the same fee applies to family members (age 16 or older). Regular park admission is not included in this fee. Contact the Hilton Disney store for discounted afternoon regular admission tickets and details on the free bus return service.

By the end of this workshop, participants will be able to:

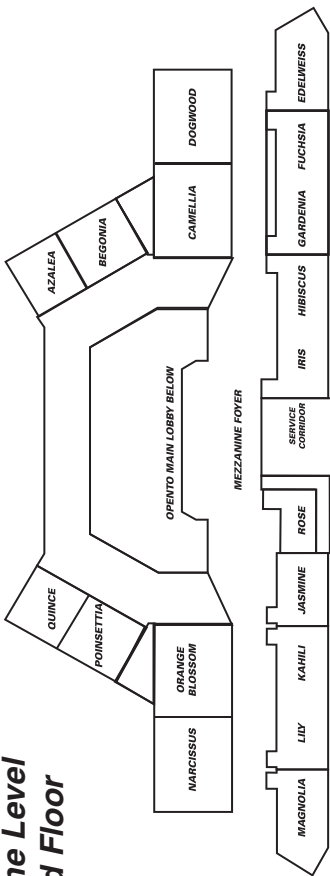
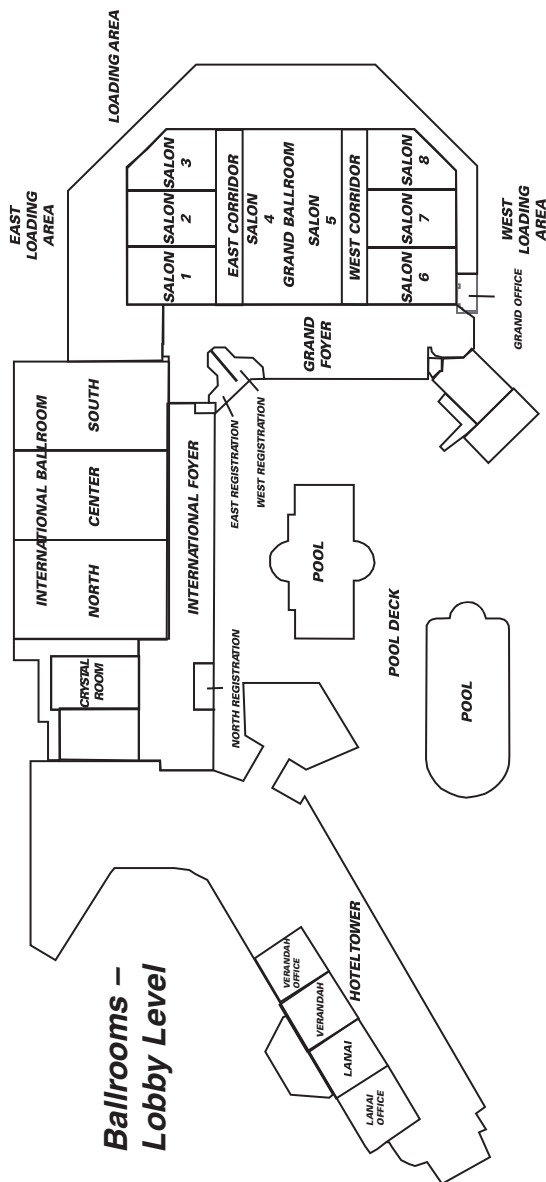
1. Give a definition of environmental enrichment.
2. State at least three common goals of environmental enrichment strategies, and translate those goals into observable behaviors.
3. List the six components of the SPIDER framework.
4. Describe the opportunities and challenges associated with each component of the SPIDER framework.
5. Give an example of an application of the SPIDER framework to an animal or human environment.

Skill Level: Introductory

Dr. Alligood is a BCBA-D and received her PhD from WVU. Her background includes work with developmentally disabled children, schools, and equivalence relations. She is now leading a major project on endangered Key Largo woodrat behaviors and conducting research on enrichment and animal welfare.

Marty Sevenich MacPhee is the Curator of Behavioral Husbandry at Disney's Animal Kingdom Animal Operations. She has many years of experience in behavioral training with exotic zoological species.

Meeting Room Locator



**Mezzanine Level
- Second Floor**



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THURSDAY MORNING

Room	8-8:30	8:30-9	9-9:30	9:30-10	10-10:30	10:30-11	11-12:30
Salon I	Clinical Behavior Analysis as Evolution w/in Am. Psychology <i>McGinnis</i>		Different Arrangement of Responses Prisoner's Dilemma <i>Nogueira, Vasconcelos, Costa & da Silva</i>		Applications in Clinical Behavior Analysis <i>CHAIR: Weil; Chan, Zandeck, McFee, Allen, Kuhn & DeHail</i>		
Salon II	Practice & Applications for Prof Prep: Lessons Learned <i>Sharpe & Torsiello</i>		The Effect Of Eating Rate On Food Consumption <i>Kellen, Azrin & Varga</i>		Is That A Wolf In My Parlour? <i>Angel, Intro: Bailey</i>		
Salon III	Call 911! Behavior Analysts in Special Populations <i>Winn</i>		Legislative and Public Policy Update <i>Riordan, Prutsman, Thwing & Murdock</i>		The Calamities, Comedies, and Chaos of Consulting <i>Flotkoetter & Hughes</i>		
Salons IV-V							Keynote Address
Salons VI-VII	Research on Skills Training <i>CHAIR: Weil; Godish, Miltenberger, McFee, Breedon, Deveaux, Rodrigez, Fishman, Carpenter, Bolechala, Barbeu, Gordon, Burris, Weil, Fogel & Sutton</i>			Teaching Verbal Behavior to Children with Autism and Other Developmental Disabilities <i>CHAIR: Carbone; Albert, Carbone, CAusin, Peterhoff, Sweeney-Kerwin, Attanasio & Kasper</i>			
Salon VIII	Skills for Behavior Analysts: Collaboration with Schools <i>CHAIR: Golden; Ongsucu, Golden, Stuart, Cone & Emmers</i>			Ethics for All <i>Mora, Toro & Robinson</i>			
Camelia/ Dogwood	Assessment & Interventions in Autism <i>CHAIR: Murphy; Alison, Wilder, Chong, Lugo, Pike, Lewis, Bosch, Phillips, Vollmer, Nyman, Zawoyski , Broome, Woznick & Murphy</i>			Staff Training & Management: Research w/ Parents, Teachers & Staff <i>CHAIR: Miltenberger; Graves, Miltenberger, Fogel, Koehler, Toelken, Matos, Myers, Wilder & Wine</i>			
Hibiscus	Job Placement Services						
Iris	Speaker Ready Room						
International Ballroom South	Registration Desk and FABA Store Open						
Grand Foyer	Exhibits						

THURSDAY AFTERNOON

Room	1:30-2	2-2:30	2:30-3	3-3:30	3:30-4	4-4:30	4:30-5
Salon I	Secrets to Success: ABA with Families <i>CHAIR: & Golden Emmers, Golden, Ongsucu & Crisp</i>			Comparing Effectiveness of Behavioral Contracts Using Function-Based Reinforcers vs Highly Preferred Items <i>Simmons, Crosland & Parejo</i>			
Salons II-III	CITIZEN CANINE: How to Train 500,000 Dogs Behaviorally <i>Burch & Bailey</i>		A Behavior Analyst Goes to the Dogs <i>Wynne & Intro: Jackson</i>			A Behaviorally Designed Dance for Couples: <i>Azrin, Azrin & Azrin</i>	
Salon IV	Factors Affecting Behavioral Assessment & Treatment in Autism and Developmental Disabilities <i>CHAIR: Vollmer; Bosch, Vollmer, Breeden, Nyman, Zawoyski, Broome, Sy & Donaldson</i>			Punishment is NOT a negative procedure <i>Winston & Winston</i>			
Salon V	Childhood headaches are a pain: behavioral contributions to a solution <i>Allen & Intro: Montgomery</i>		Discounting and Addictions <i>Madden & Intro: Montgomery</i>			Current Trends and Future Directions in Applied Behavior Analysis <i>Wilder, Geller, Allen, Madden & Wynne</i>	
Salon VI	Research on Compliance in Young Children <i>CHAIR: Wilder; Allison, Wilder, Teo, Flynn, Myers, Nicholson & Fischetti</i>			Contemporary Issues in Child Behavior Management <i>CHAIR: Vollmer Berard, Vollmer, Bullard, Donaldson, Whitehouse & Cuevas</i>			
Salon VII	Components of Sensitivity Training for Typical Peer Models <i>Chrzczonowski, Ordetx, D & Ordetx</i>			Research on Aspects of Autism Treatment for Best Practice <i>CHAIR: Harvey; Lugo, Coxon, Lewis, Loughrey, Homa, Adams, Blakely & Harvey</i>			
Hibiscus	Job Placement Services						
Iris	Speaker Ready Room						
International Ballroom South	Registration Desk and FABA Store Open						
Grand Foyer	Exhibits						

FRIDAY MORNING

Room	8-8:30	8:30-9	9-9:30	9:30-10	10-10:30	10:30-11	11-12:30
Salon I		When Capitalism Meets Behavior Analysis <i>Bailey</i>		I Should Have Been an Accountant: Barriers, Burn Out, and Other Surprises for New BCBA's! <i>Dickens, Potak & Jackson</i>			
Salon II			Animal Welfare: What is It and How is It Measured? <i>Fernandez, Ha & Intro: Burch</i>	Tamarins, Turtles and Trash: Innovative methods to help communities conserve endangered species <i>Savage</i>			
Salon III	Behavior Analyst Certification Board: Introduction and Application <i>Ratcliff & Ehrlich</i>		In God We Trust: All others must take data <i>Winn</i>		Behavior Analyst Certification Board: FL-CBA Information Session <i>Shook & Ratcliff</i>		
Salons IV-V		Research on Assessment and Treatment of Severe Problem Behavior <i>CHAIR: Iwata</i> <i>Beavers, Iwata, Rooker, Harper, Fahmie, Camp, Querim & Gregory</i>			Back to the Future: A Conversation Hour with Jack Michael on the History of Behavior Analysis <i>Michael & Bailey</i>		General Session Presidential Address FABA Service Awards Business Meeting
Salon VI	Training Staff to Create Mand Opportunities for Typically Developing Infants and Toddlers <i>Cordova & Cruz</i>		Normative Data in Development of Language and Social Skills <i>Partingto</i>		Moving To More Naturalistic Approaches <i>CHAIR: Lucker</i> <i>Bradberry & Harvey</i> <i>Martin & Horst</i> <i>Mummaw, Thompson & Torres</i>		
Salon VII	First Step to Success: An Application of Positive Behavioral Intervention in the Classroom <i>Sumi & Erfanian</i>		Data Collection, Integrity Checks, and Social Validity for a Tier One Intervention <i>Bailey & Reiss</i>		Behavior Analysts Working In Florida School Districts <i>Murdock, Houvouras IV, Kincaid, McGill & Ness-Lee</i>		
Hibiscus	Job Placement Services						
Iris	Speaker Ready Room						
International Ballroom South	Registration Desk and FABA Store Open						
Grand Foyer	Exhibits						

FRIDAY AFTERNOON

Room	1:30-2	2-2:30	2:30-3	3-3:30	3:30-4	4-4:30	4:30-5
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Salon II	Empirical Evaluations of Environmental Enrichment at the Zoo: Putting the “E” in SPIDER <i>Alligood, Daneault & Savage</i>		Help Me Help You!: Behavioral Husbandry at Disney’s Animal Kingdom <i>MacPhee, Skurski, Davis & Intro: Murdock</i>			Animal Training Panel and Special Interest Group Meeting	
Salon III	Ethical Issues in Communication <i>Toro & Robinson</i>			Behavior Analyst Certification Board: Status and New Developments <i>Shook & Ratcliff</i>			
Salons IV-V	Outstanding Scientific Contributions to Behavior Analysis Award presented to Dr. Murray Sidman <i>Sidman & Iwata</i>		Applied Behavior Analysis for Children with Autism: State of the Science <i>Smith</i>			O. Ivar Lovaas (1927-2010): Celebration of a Pioneer’s Life <i>Smith, Bailey & Partington</i>	
Salon VI	Social Interactions in Children with Autism: Results of Pairing Studies <i>Munoz, Bullock & Sykes</i>		Stimulus over-selectivity: The case of restricted stimulus control <i>Cipani</i>		Behavioral Training for Siblings of Children with Autism <i>Hughes & Flotkoetter</i>		
Salon VII	Behavior Analysis Applications with Health Related Behaviors <i>CHAIR: Miltenberger Graves, Miltenberger, Fogel, Koehler, Meredith & Dallery</i>						
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Iris	Speaker Ready Room						
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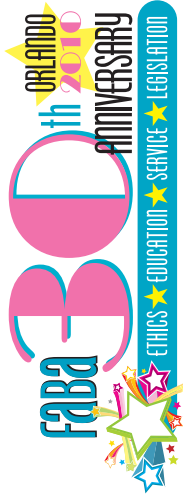
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FLORIDA ASSOCIATION for BEHAVIOR ANALYSIS**

**Hilton in the Walt Disney Resort
Lake Buena Vista, FL • October 6-9, 2010**

Deadline for Advance Registration: September 20, 2010