An Overview of Assessment and Treatment for Children with Autism Using the PEAK Relational Training System

Presented by
Mark Dixon, Ph.D., BCBA-D

Wednesday, February 21st, 2018, 9:00am – 12:00pm
Twin City Quarters
Winston-Salem, NC

Objectives:
At the completion of this workshop, participants will:
1. Describe the 4 PEAK modules, how they are distinct learning modalities, as well as how they should be integrated together into assessment and treatment approaches.
2. Describe how to deliver ABA to children with autism that includes relational frame training.
3. Identify at least two published research articles on derived relational responding for children with autism.

The Presenter
Mark Dixon, Ph.D., BCBA-D
Dr. Mark Dixon is a professor of behavior analysis and therapy and a board certified behavior analyst. He is the bestselling author of the PEAK Relational Training System and ACT for Children with Autism and Emotional Challenges. Mark has written over 200 peer-reviewed journal articles and delivered countless presentations about how behavior science can change the world. He has also served as the Editor of Behavior Analysis in Practice and The Analysis of Verbal Behavior, and the Associate Editor for Journal of Applied Behavior Analysis and Journal of Organizational Behavior Management. Mark's world-renowned research and clinical work on complex human behavior has received uninterrupted constant external funding for the past 18 years. His work has been featured in Time, Newsweek, This American Life, Bill Nye Saves the World, and other global media outlets.

Workshop Level: Intermediate

Continuing Education Credit:
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Register online now at www.nc-aba.com
Precursor Functional Analysis

Presented by
Carole Van Camp, Ph.D., BCBA-D
University of North Carolina at Wilmington

Wednesday, February 21st, 2018, 9:00am – 12:00pm
Twin City Quarters
Winston-Salem, NC

Objectives:
At the completion of this workshop, participants should be able to:
1. Describe methods to determine reliable precursor behaviors.
2. Design precursor functional analysis conditions.
3. Develop function-based treatments based on the results of precursor functional analysis.

The Presenter
Carole Van Camp, Ph.D., BCBA-D

Dr. Van Camp received her Ph.D. from Louisiana State University under the direction of Dorothea Lerman, Ph.D. She completed her Internship with University of Florida and The Department of Children and Families, Behavior Analysis Services Program, where she later became Director of Research. She is currently an associate professor at the University of North Carolina Wilmington. She has published research on the topics of functional assessment and function-based treatments in the Journal of Applied Behavior Analysis and Behavior Therapy. Her research on caregiver training in child welfare has been published in Research on Social Work Practice. Her current research is in the area of assessment of physical activity in children, translational evaluations of reinforcer preference and reinforcer strength, and assessment and treatment of problem behavior. Dr. Van Camp teaches undergraduate and graduate courses in Applied Behavior Analysis, and is the Director of the Severe Behavior Program at the Center for Pediatric Behavioral Health, a training clinic affiliated with UNCW.

Workshop Level: Intermediate

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NCABA 29th Annual Conference
(3-hour Session; Wednesday Afternoon)

Hour #1: A Structured Intervention to Increase Response Allocation to Instructional Settings in Early Intervention
Tom Cariveau, Ph.D., LP, BCBA-D

Hour #2: The Importance of Derived Relational Responding for Teaching Language to Children with Autism
Mark Dixon, Ph.D., BCBA-D

Hour #3: Multi-Level Coaching: A Behavior-Analytic Approach to Professional Development
Charles Wood, Ph.D., BCBA-D

Wednesday, February 21st, 2018, 2:00pm – 5:20pm
Twin City Quarters
Winston-Salem, NC

Objectives:
At the completion of this 3-hour session, participants should be able to:

(Hour #1)
1. Describe methods for arranging instructional environments using differential reinforcement and demand fading procedures without the use of physical guidance.

(Hour #2)
1. Define what derived relational responding is, and how it can be applied to persons with autism.
2. Write the differences in application techniques between mand/tact/interverbal training and the teaching of relational frames
4. Identify at least two published research articles on derived relational responding for children with autism.

(Hour #3)
1. Describe multi-level supports (i.e., coaching) to enhance professional development for teachers or therapists.
2. State how data can be used to determine and evaluate the support needed for teachers or therapists.

The Presenters
Hour 1: Tom Cariveau, Ph.D., LP, BCBA-D Tom Cariveau is currently an assistant professor in the department of psychology at the University of North Carolina Wilmington. He received his doctoral degree in school psychology from the University of Oregon under the mentoring of Dr. Tiffany Kodak and completed a predoctoral internship and postdoctoral fellowship under the mentoring of Dr. Alice Shillingsburg at the Marcus Autism Center and Emory University School of Medicine in Atlanta, Georgia. During his postdoctoral fellowship, he was fortunate to receive a training fellowship from the Autism Science Foundation under the advising of Dr. Larry Scahill. Tom's interests are in methods to increase the efficiency of skill acquisition programs for individuals with autism and other developmental disabilities, social validity of practices, and understudied populations (e.g., females with autism spectrum disorder, individuals who are "minimally verbal", etc.).

Hour 2: Mark Dixon, Ph.D., BCBA-D Dr. Mark Dixon is a professor of behavior analysis and therapy and a board certified behavior analyst. He is the best-selling author of the PEAK Relational Training System and ACT for Children with Autism and Emotional Challenges. Mark has written over 200 peer-reviewed journal articles and delivered countless presentations about how behavior science can change the world. He has also served as the Editor of Behavior Analysis in Practice and The Analysis of Verbal Behavior, and the Associate Editor for Journal of Applied Behavior Analysis and Journal of Organizational Behavior Management. Mark's world-renowned research and clinical work on complex human behavior has received uninterrupted constant external funding for the past 18 years. His work has been featured in Time, Newsweek, This American Life, Bill Nye Saves the World, and other global media outlets.

Hour 3: Charles Wood, Ph.D., BCBA-D Dr. Charles Wood is a Professor and Doctoral Program Coordinator in the Department of Special Education and Child Development at UNC Charlotte. Dr. Wood earned his undergraduate degree in Psychology from Western Michigan University and master’s and doctoral degrees in Special Education and Applied
Behavior Analysis from The Ohio State University. His teaching and research interests included multi-tiered academic and behavioral interventions, instructional design, and single-case research.

**NCABA: 3-hour session; Wednesday Afternoon (continued)**

**Workshop Level:** Basic to Intermediate

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NCABA 29th Annual Conference
(3-hour Session; Thursday Afternoon)

Hour #1: Translational Research and Stimulus Equivalence: A Case Study in the Benefits of Integrated Basic and Applied Science
Carol Pilgrim, Ph.D.

Hour #2: No Less Worthy: Recommendations for Behavior Analysts Treating Adults with Intellectual Disabilities with Dignity
Dennis Reid, Ph.D., LP, BCBA-D

Hour #3: Conditioning Preferences for Choice-Making Opportunities through Histories of Differential Reinforcer Quality and Magnitude
Jeffrey Tiger, Ph.D., BCBA-D, LBA

Thursday, February 22nd, 2018, 1:30pm – 4:50pm
Twin City Quarters
Winston-Salem, NC

Objectives:
On completion of the session, participants will be able to:
(Hour #1)
1. Describe the basic stimulus-equivalence paradigm.
2. Provide examples of emergent performances that result from equivalence approaches in addition to reflexivity, symmetry, and transitivity.
3. State the potential applied implications of an expanded definition of equivalence.

(Hour #2)
1. Identify two common ways behavior analysts talk about people with IDD that are often perceived as representing a lack of dignity
2. Describe a multi-cultural “Golden Rule” for treating people with IDD with dignity.
3. Describe two common ways that practitioners promote segregation of adults with IDD that reflect a lack of dignity.

(Hour #3)
1. Identify relevant learning histories that may lead to preference towards or away from choice-making opportunities.

The Presenters
Hour 1: Carol Pilgrim, Ph.D. Dr. Carol Pilgrim received her Ph.D. from the University of Florida in 1987 with a specialization in the Experimental Analysis of Behavior. She is currently Professor of Psychology at the University of North Carolina Wilmington, where she has been honored with a Distinguished Teaching Professorship (1994-1997), the North Carolina Board of Governors Teaching Excellence Award (2003), the Faculty Scholarship Award (2000), and the Graduate Mentor Award (2008). She received the Chancellor’s Teaching Excellence Award and the College of Arts and Sciences Excellence in Teaching Award in 1992, the ABAI Student Committee Outstanding Mentor Award in 2006, and the ABAI Distinguished Service to Behavior Analysis award in 2017. Her research contributions include both basic and applied behavior analysis, with an emphasis in human operant behavior, relational stimulus control, and the early detection of breast cancer. Dr. Pilgrim has served as editor of The Behavior Analyst, associate editor of the Journal of the Experimental Analysis of Behavior and The Behavior Analyst, co-editor of the Experimental Analysis of Human Behavior Bulletin, and as a member of the editorial boards of those and several other journals. She is a Fellow of the Association for Behavior Analysis International and of Division 25 of the American Psychological Association. She has served as President of the Association for Behavior Analysis, the Society for the Advancement of Behavior Analysis, Division 25 of the American Psychological Association, and the Southeastern Association for Behavior Analysis. Additionally, she has been Member-at-large of the Executive Council of ABA and Division 25, and member of the Boards
NCABA: 3-hour session; Thursday Afternoon (continued)

Hour 2: Dennis Reid, Ph.D., LP, BCBA-D  Dr. Dennis Reid has over 40 years of experience as a clinician and supervisor in educational, residential, and community support settings for people with intellectual and developmental disabilities, and has consulted with human service agencies in the majority of states of the United States as well as Canada, Australia, and New Zealand. He has published over 140 refereed journal articles and book chapters focusing on applied behavior analysis and authored or co-authored 12 books. In 2007, he was awarded Fellowship status in the Association for Behavior Analysis International and in 2006 received the American Association on Intellectual and Developmental Disabilities International Research Award. Dennis is the founder and current director of the Carolina Behavior Analysis and Support Center in Morganton, North Carolina.

Hour 3: Jeffrey Tiger, Ph.D., BCBA-D, LBA  Dr. Tiger is an associate professor of psychology at the University of Wisconsin-Milwaukee and will soon be joining the faculty of Marquette University to serve as the director of a new Masters and Doctoral Program in Behavior Analysis. He completed his Ph.D. in Behavioral Psychology at the University of Kansas under the guidance of Greg Hanley and a postdoctoral fellowship at the University of Nebraska Medical Center with Wayne Fisher. Dr. Tiger is a Board Certified Behavior Analyst and licensed behavior analyst in the state of Wisconsin. He has served on the board of editors of Behavior Analysis in Practice and the Journal of Applied Behavior Analysis (JABA) and is a current Associate Editor for JABA. He also received the BF Skinner New Researcher Award in 2012, awarded by Division 25 of the APA. Dr. Tiger’s research emphasizes the development of effective intervention practices for individuals with developmental disabilities, while extending our knowledge of the basic processes that result in behavior change. Some examples of his research include evaluating the value of choice-making opportunities, developing stimulus control over social behavior through multiple schedule arrangements, and teaching braille related skills to individuals with and without visual impairments.

Workshop Level: Basic to Intermediate

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NCABA 29th Annual Conference
(3-hour Session; Friday Morning)

Hour #1: Assessment and Improvement of Staff Performance Problems in Human Service Settings
David Wilder, Ph.D., BCBA-D

Hour #2: Show Me the Money: Incentivizing Health Promotion
Wendy Donlin Washington, Ph.D.

Hour #3: Establishing Clinical Standards and an Ethics Network
Linda LeBlanc, PhD, BCBA-D; Michigan Licensed Psychologist

Friday, February 23rd, 2018, 8:30am – 12:00pm
Twin City Quarters
Winston-Salem, NC

Objectives:
On completion of the session, participants will be able to:
(Hour #1)
1. Describe the purpose of a tool used to assess performance problems among staff members in human service settings.

(Hour #2)
1. Describe behaviors that are directly correlated with important health outcomes.
2. Describe effective intervention techniques for changing health behavior.

(Hour #3)
1. Describe a process for identifying best practices in a critical clinical process.
2. List at least two possible strategies or tools that could be used to facilitate ethical behavior in a human services organization.

The Presenters
Hour 1: David Wilder, Ph.D., BCBA-D David Wilder is a Professor and Chair of the on-campus programs in the School of Behavior Analysis at the Florida Institute of Technology in Melbourne, Florida. Dr. Wilder has published over 70 peer-reviewed journal articles and has served as an Associate Editor for the Journal of Applied Behavior Analysis (JABA) and the Journal of Organizational Behavior Management (JOBM). He is also on the editorial boards of Behavioral Interventions, Education and Treatment of Children, and Behavior Modification. He has served as President of the Florida Association for Behavior Analysis (FABA) and the Organizational Behavior Management Network and is a recipient of the outstanding scientific contributions to behavior analysis award from FABA. Dr. Wilder has consulted at the individual and organizational level to businesses, schools, private homes, hospitals, group homes, and day treatment centers and is a Board Certified Behavior Analyst - Doctoral (BCBA-D).

Hour 2: Wendy Donlin Washington, Ph.D. Dr. Donlin is an experimental psychologist with primary interests in the Experimental Analysis of Behavior, and Applied Behavior Analysis, especially as they apply to substance abuse, health and behavioral pharmacology. Her recent research publications focus on contingency management interventions to change the frequency and intensity of health-related behaviors. For example, several studies have examined how to use monetary reinforcers to increase physical activity. Additionally, she is interested in studying the behaviors associated with drug use, especially electronic cigarettes.

Hour 3: Linda LeBlanc, Ph.D., BCBA-D; Michigan Licensed Psychologist Linda A. LeBlanc, Ph.D., BCBA-D, Licensed Psychologist is the President of LeBlanc Behavioral Consulting. She previously served as a professor at Claremont McKenna College, Western Michigan University and Auburn University and as the Executive Director of
Trumpet Behavioral Health. She has published over 100 articles and book chapters on topics such as behavioral treatment of autism, technology-based behavioral interventions, behavioral gerontology, supervision and mentorship, and systems development in human services. Dr. LeBlanc is an Associate Editor for Behavior Analysis in Practice and the Literature Review Editor for Education and Treatment of Children. She has previously served as an Associate Editor for The Analysis of Verbal Behavior and the Journal of Applied Behavior Analysis. She is the 2016 recipient of the American Psychological Association Nathan H. Azrin Award for Distinguished Contribution in Applied Behavior Analysis.

NCABA: 3-hour Session; Friday Morning (continued)

**Workshop Level:** Basic to Intermediate

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The Behavior Analyst as Supervisor: Creating Advanced Supervision and Mentoring Repertoires
Presented by
Linda LeBlanc, Ph.D., BCBA-D
Friday, February 23rd, 2018, 1:30pm – 4:30pm
Twin City Quarters
Winston-Salem, NC

Objectives:
On completion of the workshop, attendees will be able to:
1. List the 5 recommended practices for supervision.
2. Describe several critical components of an effective supervision contract.
4. Identify behaviors that contribute to a positive long-term supervisory and mentoring relationship.

The Presenter
Linda A. LeBlanc, Ph.D., BCBA-D, Michigan Licensed Psychologist
Dr. LeBlanc is the President of LeBlanc Behavioral Consulting. She previously served as a professor at Claremont McKenna College, Western Michigan University, and Auburn University and as the Executive Director of Trumpet Behavioral Health. She has published over 100 articles and book chapters on topics such as behavioral treatment of autism, technology-based behavioral interventions, behavioral gerontology, supervision and mentorship, and systems development in human services. Dr. LeBlanc is an Associate Editor for Behavior Analysis in Practice and the Literature Review Editor for Education and Treatment of Children. She has previously served as an Associate Editor for The Analysis of Verbal Behavior and the Journal of Applied Behavior Analysis. She is the 2016 recipient of the American Psychological Association Nathan H. Azrin Award for Distinguished Contribution in Applied Behavior Analysis.

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Teaching Tolerance to Delayed Reinforcement to Individuals with Severe Problem Behavior
Presented by
Jeffrey Tiger, Ph.D., BCBA-D, LBA

Friday, February 23rd, 2018, 1:30pm – 4:30pm
Twin City Quarters
Winston-Salem, NC

Objectives:
On completion of the workshop, participants will:
1. Identify how typical delayed reinforcement procedures promote problem behavior re-emergence.
2. Describe contingencies to arrange during delays to positive reinforcers to promote delay tolerance.
3. Describe contingencies to arrange during delays to negative reinforcers to promote delay tolerance.

The Presenter
Jeffrey Tiger, Ph.D., BCBA-D, LBA Dr. Tiger is an associate professor of psychology at the University of Wisconsin-Milwaukee and will soon be joining the faculty of Marquette University to serve as the director of a new Masters and Doctoral Program in Behavior Analysis. He completed his Ph.D. in Behavioral Psychology at the University of Kansas under the guidance of Greg Hanley and a postdoctoral fellowship at the University of Nebraska Medical Center with Wayne Fisher. Dr. Tiger is a Board Certified Behavior Analyst and licensed behavior analyst in the state of Wisconsin. He has served on the board of editors of Behavior Analysis in Practice and the Journal of Applied Behavior Analysis (JABA) and is a current Associate Editor for JABA. He also received the BF Skinner New Researcher Award in 2012, awarded by Division 25 of the APA. Dr. Tiger’s research emphasizes the development of effective intervention practices for individuals with developmental disabilities, while extending our knowledge of the basic processes that result in behavior change. Some examples of his research include evaluating the value of choice-making opportunities, developing stimulus control over social behavior through multiple schedule arrangements, and teaching braille related skills to individuals with and without visual impairments.

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