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SCHEDULE OF EVENTS

Friday, October 18, 2019

8:00-8:50	Registration and Check-In
9:00-10:20	Invited Speaker - Dr. Jon Bailey - <i>Real Life Ethical and Supervision Dilemmas for BCBA's and How to Deal With Them</i>
10:30-11:50	Invited Speaker - Dr. Michael Dorsey - <i>The Assessment and Treatment of Self-Injurious Behavior</i>
12:00-1:30	Lunch on your own
1:30-2:20	Presentations/Symposia
2:30-3:20	Invited Speaker - Dr. Jennifer Fritz - <i>The Role of Precursors in Assessment, Treatment, and Caregiver Training</i>
3:20-3:45	Coffee Break
3:45-5:35	Presentations/Symposia
5:35	Closing Remarks/LaBAA Award/Lobbyist's Update
6:00- 7:30	Poster Session/Conference Social

Saturday, October 19, 2018

8:00-8:50	Registration and Check-In
9:00-10:20	Keynote Address - Dr. Aubrey Daniels - <i>ABA, Who Needs It?</i>
10:30-11:50	Invited Speaker - Dr. Peter Gerhardt - <i>ABA and Programming for Competent Adulthood in ASD</i>
12:00-1:30	Lunch on LaBAA
1:30 - 5:00	Supervision Workshop
1:30-3:20	Line Tech Track
3:30-4:00	Coffee Break
4:00-4:50	Presentation - Dr. T.V. Joe Layng - <i>Teaching Complex Relations Among and Between Stimuli</i>
5:00	Closing Remarks

LaBAA Member Meeting immediately following close of conference

Thank you to the members of the 2019 Conference Committee:

Daniel NoackLeSage, Chair, Jeanne Donaldson, Co-Chair,
Janice Huber, Katie Jenkins, Grant Gautreaux, Derek Shanman, Renee Cole,
Channing Langlinais, Lindy West, Erica Lozy, Holly York, Tricia Clement, Catherine
Heard, Al Tuminello, Mandi Bonvillain, Delilah Mendes de Gouveia, Meagan Timko,
Katie Barlow, Izzy Riofrio, Rebecca Mandel-Blasio, Courtney Wright

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for an account and sign in and out with your mobile device!

FRIDAY OCTOBER 18

8:00am - 8:50am: Registration and Check In

Event 1

Room: Napoleon B & C

9:00am- 10:20am Ethics Presentation - Invited Speaker

1.5 Type 2 Ethics CE Offered: CE Instructor: Jon S. Bailey, PhD, BCBA-D

Chair: Alison Ruby



Real Life Ethical and Supervision Dilemmas for BCBAs and How to Deal with Them

Jon S. Bailey, PhD, BCBA-D (Florida State University)

Board Certified Behavior Analysts have one of the most complex but also the most rewarding careers ever imagined. Their basic task is to analyze the behavior of clients that are assigned to them, design an evidence-based treatment plan based on a functional analysis of the client's behavior, and then see to it that the plan with is carried out with a high degree of fidelity. Oh, yes, the BCBA must also make sure that the environment (school, home, community) where the treatment is to take place is actually suitable for treatment; it must be safe, clean and free of distractions and the caregivers must be capable of and cooperative with the treatment. There are many complications along the way including that RBTs need to be trained and monitored to implement the plan and at some point the parents or caregivers also need to be trained so that the BCBA can phase themselves out and allow the natural environment to take over. Ethical dilemmas come at the BCBA from many sides: from the RBTs, the client and client family, from colleagues and the administration of the company where the behavior analyst works. In this talk I will discuss some of these ethical dilemmas and provide some strategies to cope with them. If there is time I will take questions from the audience.

Event 2

Room: Napoleon B & C

10:30am- 11:50am Presentation - Invited Speaker

1.5 Type 2 CE Offered: CE Instructor: Michael Dorsey, PhD, LABA, BCBA-D

Chair: Meara McMahon, BCBA



The Assessment and Treatment of Self-Injurious Behavior

Michael F. Dorsey, PhD, LABA, BCBA-D (Amego Inc.)

Individuals diagnosed with intellectual and developmental disabilities (IDD) frequently exhibit self-injurious behavior (SIB). Self-injurious behavior (SIB) refers to a class of behavior, which results in physical harm to the individual (Tate & Baroff, 1966) who engages in the behavior. The prevalence of SIB among individuals diagnosed with IDD has been estimated between 5% to 41% (Cooper et al., 2009), with common averages reported at 27.7% diagnosed with autism spectrum disorder (ASD; Soke et al., 2016). The resulting injury often comes in the form of tissue damage, such as contusions or abrasions (Hyman, Fisher, Mercugliano, & Cataldo, 1990; Iwata, Pace, Kissel, Nau, & Farber, 1990). However, other types of damage can result from SIB as well, including fractures, physical deformities, detached retina or blindness, and in extremely severe cases, death (Minshawi et al., 2014). Previous research has examined the published literature on behavioral treatments of SIB from 1964-2016. Results suggested that these treatments were highly efficacious at decreasing

SIB, particularly when based on the results of a functional assessment. A behavior analytic model of SIB proposes that the etiology of this class of problem behavior is based on socially mediated or automatically reinforcing contingencies (i.e., learned behaviors). Based on the individual's history of reinforcement, different environmental variables such as attention (Vollmer, Iwata, Zarcone, Smith, & Mazaleski, 1993), escape (Barrera, Violo, & Graver, 2007), or access to tangibles (Hagopian, Wilson, & Wilder, 2001) may reinforce SIB. Automatic reinforcement may also act to maintain SIB; however, it can be difficult to determine the exact variables contributing to this type of behavior (Piazza et al., 2000; Vollmer, 1994). The purpose of this presentation is to review the historical and ethical issues involved in the treatment of this socially significant, yet controversial class of behavior.

12:00 - 1:30pm - LUNCH ON YOUR OWN

Event 3A

Room: Napoleon B & C

1:30pm - 2:20pm Presentation

1.0 Type 2 CE Offered: CE Instructor: Jeanne Donaldson, PhD, BCBA-D, LBA

Chair: Katie Jenkins, BCBA, LBA

Overused and Understudied: Time-Out from Positive Reinforcement and Token Reinforcement Systems

Jeanne Donaldson, PhD, BCBA-D, LBA (Louisiana State University)

Time-out from positive reinforcement and token reinforcement systems share similar histories with respect to research trajectories. Research demonstrating the effectiveness of both procedures at changing behavior peaked in the 1970s and demonstrated the strength and versatility of time-out and token systems across varying populations, settings, and responses. However, little research followed up to examine the underlying mechanisms and specific conditions under which time-out and token systems are most effective. Despite our relatively limited understanding of these procedures, they are widely used (and misused) in practice by parents, teachers, and clinicians. In this talk, I will make the case that now is the time for a closer examination of time-out and token systems and present data from my research highlighting recent findings in both domains.

Event 3B

Room: Napoleon A1, A2, A3

1:30-2:20pm Presentation

1.0 Type 2 CE Offered: CE Instructor: Alfred Tuminello, BCBA, LBA

Chair: Alfred Tuminello, BCBA, LBA

1) What You Suspected Is True: Lifting the Curtain behind Authorization Denial Practices

Alfred Tuminello, BCBA, LBA (Touchstone ABA)

The 100+ page *Wit v. United Behavioral Health* (2019) federal court decision shines a bright light on the processes behind prior authorization request approvals and denials, including diving into considerations made by insurers that may lead to denials even when services are medically necessary. In this presentation, we will discuss the case findings, numerous details regarding the internal processes and policies of insurers that affect authorizations, as well as tips for preparing authorizations.

2) Louisiana Medicaid and ABA

Rene M. Huff, JD

An overview of the Louisiana Medicaid ABA program, including emphasis on recent updates to the program.

Event 4

Room: Napoleon B & C

2:30-3:20pm Presentation - Invited Speaker

1.0 Type 2 CE Offered: CE Instructor: Jennifer N. Fritz, PhD, BCBA-D, LBA

Chair: Erica D. Lozy, BCBA



The Role of Precursors in Assessment, Treatment, and Caregiver Training

Jennifer N. Fritz, PhD, BCBA-D, LBA (University of Houston - Clear Lake)

Precursors are behaviors that occur before and are correlated with the subsequent occurrence of problem behavior. Several studies have evaluated approaches for identifying precursors and all have shown benefits in terms of risk reduction when precursors are the target of behavioral assessment. In other words, when consequences are provided following precursors instead of severe problem behavior during a functional analysis (FA), the severe behavior typically occurs less often. In addition, studies that have conducted independent FAs of precursors and severe problem behavior have demonstrated correspondence in the results of the assessments (i.e., the same function is identified by each FA). This presentation will discuss the author's research on precursor identification, how information about precursors also can be used to inform treatment of problem behavior maintained by social and automatic reinforcement, and how precursors might be important in teaching caregivers valuable skills.

3:20-3:45 Coffee Break

Event 5A

Room: Napoleon B & C

3:45pm-5:35pm Presentation - Symposium

2.0 Type 2 CE Offered: CE Instructor: Jeanne Donaldson, PhD, BCBA-D, LBA

Chair: Jeanne Donaldson, PhD, BCBA-D, LBA

Discussant: Scott P. Ardoin, PhD, BCBA

Title: School-Based Behavior Analysis

1) The Effects of Paired Kinesthetic Movements on Literacy Skills Acquisition with Preschoolers Erica D. Lozy, BCBA (Louisiana State University)

Students who fail to acquire foundational literacy skills during preschool are more likely to read below grade level average at elementary school and are at a heightened risk for future school failure, poverty, early mortality, and crime (NELP, 2008). The purpose of this study was to compare the effects and maintenance of and preference for paired kinesthetic movements (KM) to a traditional drill (TD) procedure on letter-sound correspondence and word recognition with 6 preschool children. In 6 of 11 evaluations, participants mastered the KM set first. In 5 of 6 evaluations, participants mastered the KM and TD sets with little differentiation between the number of sessions. No participant mastered the control set. Maintenance data demonstrate a

higher number of correct responses for the KM condition across all weeks. Preference varied across participants and was not always consistent with the more effective intervention.

2) A Comparison of Good Behavior Game Team Sizes in Preschool Classes

Sarah Holmes (Louisiana State University)

Disruptive behavior in the classroom is associated with a host of other problems (e.g., lost instructional time, teacher burnout). The Good Behavior Game (GBG) is an effective intervention to reduce disruptive behavior across all grade levels, including preschool. The GBG involves multiple components, including dividing the class into teams. In the current study, we compared one-, two-, and five-team versions of the GBG. Following an initial phase of standard teacher contingencies (no GBG), we used a multielement design in which GBG versions and a standard teacher contingencies condition alternated across days in 4 preschool classes. Following the intervention comparison, we examined teacher and paraprofessional preference for the GBG and the various team size versions using a concurrent chains arrangement. In all classes, all versions of the GBG consistently reduced disruptive behavior below standard teacher contingencies, but we observed no difference between GBG versions. The different team arrangements produced differences in the likelihood of all or no students earning the reward. In general, the teaching staff in 3 classes preferred the two-team version, and the paraprofessional in 1 class showed no clear preference. These findings support the use of the traditional version of the GBG in which the class is divided into 2 teams.

3) A Community-Based Randomized Comparison of Speech Generating Devices and the Picture Exchange Communication System for Children with Autism

Shawn Gilroy, PhD, BCBA-D, LBA, NCSP (Louisiana State University)

Extensive research has established the Picture Exchange Communication System (PECS) as evidence-based practice for establishing functional communication in nonverbal and minimally verbal children with autism. However, despite strong preference of both families and users to utilize high-tech augmentative and alternative communication systems, such as tablet-based speech-generating devices (SGDs), definitive evidence on the relative effectiveness of SGDs versus PECS for communication training is lacking.

Objectives: To determine the relative effectiveness of SGD versus PECS based communication intervention in a community-based intervention setting, we conducted a randomized controlled trial directly comparing the impacts of SGDs and PECS to an Education As Usual (EAU) comparison control in specialist schools for children with autism in Ireland. **Methods:** Nonverbal and minimally verbal students diagnosed with Autism Spectrum Disorder were randomized at the classroom level to receive 2 months of communication intervention via SGD (n=15) or via PECS (n=13), versus EAU (n=13). Experimental change measures were scored from a live interaction previously developed to index unprompted communicative functions, including mands, intraverbals, and tacts, which was administered to all participants at both pre- and post-training.

Results: The groups did not differ on either chronological age or levels of communication at intake. Statistical analyses further indicated significant increases in rates of total communication in both the SGD and PECS groups, each compared with the EAU condition, which was driven by significant increases in overall communication from pre-training to post-training in both conditions. Further analyses indicated that neither total communication nor manding differed for the SGD versus PECS conditions. **Conclusions:** The results of this study provide experimental evidence indicating that school-based implementation of communication intervention via SGD and via PECS are each effective for establishing basic functional communication skills, with each modality providing

significant improvements above and beyond education as usual. Critically, these effects were driven by significant increases in rates of manding in both conditions, and communication improvements did not differ between the high-tech and low-tech intervention conditions. Taken together, these results provide further support for both high-tech and low-tech augmentative and alternative communication intervention strategies as evidence-based practice for establishing basic functional communication skills for children with autism.

4) Teacher Acceptability of Intervention Language in Behavioral Consultation

Meara McMahon, BCBA (University of Georgia)

Effective communication is a vital component to school-based behavioral consultation. Behavioral consultants, such as behavior analysts and school psychologists, are responsible for drafting behavior intervention plans, delivering accessible training, and providing concise and consumable feedback to teachers. Professionals' reliance on technological descriptions to communicate behavior principles and procedures may yield poor social validity and hinder the consultant-consultee relationship. In this study, we recruited 164 teachers through Amazon Mechanical Turk and administered a survey to evaluate the social acceptability of technical and non-technical language used in behavioral consultation across a variety of student populations and gain information about teachers' experiences with behavioral consultation. Teachers rated non-technical language as more socially acceptable than technical language, with the exception of reinforcement (reward), and rated reinforcement (reward) and shaping (flexible learning) as the most acceptable terms. A large discrepancy between ratings for escape extinction (follow-through training) and chaining (teaching a sequence of responses) also showed differences in ratings among teachers who reported experience working with a behavioral consultant identifying as Board Certified Behavior Analysts. Implications will be discussed for the provision of behavioral consultation services.

Event 5B

Room: Napoleon A1, A2, A3

3:45pm-4:35pm Presentation

1.0 Type 2 CE Offered: CE Instructor: Julie Riley, BCBA, LBA

Chair: Jodie Waits

1) Dispatches from LASARD

Julie Riley, BCBA, LBA (Louisiana Autism Spectrum and Related Disabilities (LASARD)
Project LSUHSC Human Development Center)

The Louisiana Autism Spectrum and Related Disabilities (LASARD) Project is funded by the Louisiana Department of Education (LDOE) to provide training and coaching to educators of students with ASD in public schools across Louisiana. The LDOE has rolled out a series of initiatives that affect schools' ratings and their access to certain funding. In this presentation, participants will learn the basics of these initiatives which should be of interest for behavior analysts working with and for school districts.

2) Working Together: Examples of Collaboration between School Psychologist and Behavior Analysts

Carmen Broussard, PhD, LP (Touchstone ABA)

Students enrolled in the school setting receive services from many different professionals. In addition, the roles of professionals may differ across different schools. School psychologists and behavior analysts are uniquely trained to facilitate the development, implementation, and monitoring of evidence-based interventions to improve behaviors. Opportunities for collaboration occur when a student is served by both a school psychologist and a behavior analyst. This discussion will provide examples of collaborative strategies implemented in classrooms.

Event 5C

Room: Napoleon A1, A2, A3

4:45pm-5:35pm Presentation

1.0 Type 2 CE Offered: CE Instructor: Janice Huber, BCBA, LBA

Chair: Janice Huber, BCBA, LBA

1) The Louisiana Coalition for Access to Autism Services (LCAAS): Serving Providers and Families to Advocate for Greater Access to Autism Services

Rebecca Mandal-Blasio, PhD, BCBA-D, LBA (Autism Spectrum Therapies) and Ryan Templet (Advanced Strategies, Inc.)

Rebecca Mandal-Blasio, the Louisiana Clinical Director for Autism Spectrum Therapies, and Ryan Templet, a governmental affairs expert with ASI, will provide an overview of how and why LCAAS was formed and the access improvements that the organization has helped achieve on behalf of autism therapy providers and families of children with autism. Ryan will also preview the organization's advocacy achievements to date and provide insight into the future legislative landscape.

2) Louisiana Behavior Analyst Board

Lloyd Boudloche, Jr., EdD, BCBA-D, LBA, Chair; Courtney Wright, MEd, JD, Vice-Chair; Alfred Tuminello, Jr, BCBA, LBA; Renee Cole, BCBA, LBA; Calvin Cryer, BCBA, LBA; Scott Williamson, BCBA, LBA; Consumer Board Member -vacant; Rhonda Boe, Executive Director, Savannah St. Pierre, Clerk, and Callie Henry, Clerk (Louisiana Behavior Analyst Board)

The 2019 Louisiana Behavior Analyst Board Update and Panel Discussion will include updated information regarding Licensed Behavior Analysts, State Certified Assistant Behavior Analysts, and Registered Line Technicians. Laws, rules, and regulations will be discussed, along with common questions that have been received by the Board from practitioners throughout the state, over the last year.

5:40 - 6:00 LaBAA Award, LaBAA Lobbyists Update



Event 6 Napoleon Foyer

6:00pm - 7:30pm - Poster Session/Conference Social

- 1) *The Effects of Non-Contingent Reinforcement Breaks on Problem Behavior*
Maddi Benoit, RBT and Sierra Savoie, BCBA, LBA, CABAS Teacher II (Touchstone ABA)
- 2) *Decreasing Food Selectivity and Increasing Food Repertoire for a Child with Autism*
Alaina B. Guidry, Jake Crifasi, Jr, and Taylor Mardis DeWoody, BCBA, LBA (McNeese Autism Program)
- 3) *ABA in Public Schools - A Collaborative Model*
Chad Honeycutt, MEd, BCBA, LBA, Brian Myers, MEd, BCBA, LBA, Lauren Ross, MEd, SLP, CCCP, Terry Royer, OTR/L, and Marin Swinton, OTR/L
- 4) *The Effects of a Match to Sample Treatment Package on a Setting the Table Program Using Picture Prompts*
Houston Keppinger, RBT and Sierra Savoie, BCBA, LBA, CABAS Teacher II (Touchstone ABA)
- 5) *Using a Rule Governed Algorithm for Increased Line Technician Analysis of Instructional Problems and Decreased Clients' Learn Units to Criterion*
Kelly King, BCBA, LBA, CABAS Teacher II and Dolleen-Day Keohane, PhD, BCBA-D, LBA, SBA, AssocRS (Touchstone ABA)
- 6) *The Effects of a Precision Teaching (PT) Procedure on the Fluency of Vocal Verbal Behavior and Accuracy of Written Verbal Behavior across Adults Working with Children with Autism Spectrum Disorder and Other Developmental Delays*
Angie Moran, BCBA, LBA, Jaclyn White, BCaBA, NCC and Gabrielle Chenevert, RBT (Touchstone ABA)
- 7) *A Comparison of Three Intraverbal Training Procedures on Increasing Intraverbal Responses for Two Children with Autism*
Brandy Rebstock, BCaBA (Touchstone ABA)
- 8) *The Effects of Task and Reward Preference on Accumulated Rewards*
Alison Ruby (Louisiana State University), Carole Van Camp, PhD, BCBA-D, Taylor Harrison and Kelsea Thomaier (University of North Carolina, Wilmington)
- 9) *The Effects of a Peer-Yoked Contingency on Observational Learning and the Acquisition of Block Imitation*
Sierra Savoie, BCBA, LBA, CABAS Teacher II and Grant Gautreaux, PhD, BCBA-D (Touchstone ABA)
- 10) *Improving Reinforcer Assessments for Children with Autism Using Behavioral Economics*
Jodie Waits, Shawn Gilroy, PhD, BCBA-D, NCSP, LBA and Cassie Feck, MS (Louisiana State University)

Past Recipients of the LaBAA Award for Distinguished ABA Advocacy

2016: Vondra Etienne-Steib, Director of Special Education, St. James Parish

2017: Joanne Robbins, PhD, Principal and Associate Director, Morningside Academy

2018: Rhonda Boe, Executive Director of the Louisiana Behavior Analyst Board

Past Student Poster Competition Winners

2015: Audra Braughton (University of West Florida)

2016: Victoria Verdun (Teachers College, Columbia University)

2017: Celia Charles and Kourtney Gautreaux (Behavioral Intervention Group)

2018: Cheyne Galan and Kirsten Kidder (McNeese State University)

Saturday, October 19



Event 7

Room: Napoleon B & C

9:00am - 10:20am Keynote Address

1.5 Type 2 CE Offered: CE Instructor: Jeanne Donaldson, PhD, BCBA-D, LBA

Chair: Sarah Holmes

ABA, Who Needs It?

Keynote Speaker Aubrey Daniels, PhD (Aubrey Daniels International)

Presenter Bio: Dr. Daniels is a thought leader and internationally recognized expert on management, leadership, safety and workplace issues, and is considered an authority on human behavior in the workplace. As founder and chairman of the board of directors of his consulting firm, Aubrey Daniels International, he and his staff help organizations employ the timeless principles of behavioral science to re-energize the workplace. Dr. Daniels was the founding editor of the Journal of Organizational Behavior Management and continues to serve on the editorial board. Dr. Daniels is a best-selling author; his books are widely recognized as international management classics. His numerous awards include the Lifetime Achievement Award from the Organizational Behavior Management Network and the Outstanding Service Award from the International Association for Behavior Analysis, which also named him a 2005 Fellow. Daniels received his doctorate from the University of Florida, where he also earned his master's degree and was a member of Phi Beta Kappa. He received his undergraduate degree in psychology from Furman University. Daniels has been honored by both Furman University and the College of Health Professions at the University of Florida as Alumnus of the Year.

Abstract: This presentation will explore the many applications of Applied Behavior Analysis and speak to its effectiveness. Although ABA has demonstrated its effectiveness everywhere it has been faithfully applied, with the exception of autism, it is relatively unknown by the public. What are we doing wrong? This session will explore issues relating to the state of the practice of behavior analysis and discuss implications for training practitioners.

Event 8

Room: Napoleon B & C

10:30-11:50am Presentation - Invited Presenter

1.5 Type 2 CE Offered: CE Instructor: Janice Huber, BCBA, LBA

Chair: Jodie Waits



Applied Behavior Analysis and Programming for Competent Adulthood in ASD

Peter Gerhardt, EdD (The Epic School)

Baer, Wolf and Risley (1968), noted that competently applied behavior analytic interventions should result in strong, socially important, and generalizable outcomes which, in this case, should mean positive adult outcomes in ASD. Unfortunately, despite an emphasis on evidence-based intervention in ASD, adult outcomes remain poor. While there may be several reasons for continued poor outcomes, the potential of applied behavior analysis to support more positive adult outcomes has, obviously, yet to be fully realized. This workshop will provide an overview of the challenges that may contribute to this “outcome-deficit” including translating effective behavior analytic intervention from the clinic to the community and our continued failure to target social valid behavior sets relevant to life as an adult.

12:00 - 1:30pm LUNCH on LABAA

There will be a coffee break during event 9A from 3:30 - 4:00

Event 9A

Room: Napoleon B & C

1:30pm-5:00pm Supervision Workshop

3.0 Type 2 Supervision CE Offered: CE Instructor: Grant Gautreaux, PhD, BCBA-D, LBA

Chair: Derek Shanman, PhD, BCBA-D, LBA

ABA Supervision in Public Schools: Getting it Right before We Get Sent to Detention

Grant Gautreaux, PhD, BCBA-D, CABAS Asst. Research Scientist (Nicholls State University), Nicole Luke, PhD, CABAS Asst. Research Scientist (Brock University), Derek Shanman, PhD, BCBA-D, CABAS Assoc. Behavior Analyst (Nicholls State University)

A survey of behavior analytic journals reveals over 300 tactics from the applied literature that have direct impact on education and learning outcomes Integrity driven ABA services can develop and expand a learner driven science of teaching for all children and a science of practice that provides superior education based exclusively on scientific procedures. ABA goals support the acceleration of children’s learning, the ability to learn in new ways, and to acquire the ability to learn independently. Behavior analytic principles and tactics apply to all aspects of the school environment. Areas such as: math interventions; reading tactics; FBAs, BIPs, classroom management, Response to Intervention, class participation, self- management, problem solving, language development, social skills, instructional delivery and much more all have overwhelming evidence to support behavior analytic based programming. Despite the overwhelming evidence to

support ABA interventions in schools few behavior analysts have education, training and experience specific to school based applications. Providing effective supervision in a school setting may occur across three main areas of service delivery: 1) supervision of technicians directly providing clinical ABA services to clients in school settings; 2) supervision of teachers or school staff who are obtaining experiential hours for behavior analytic certification or licensure; 3) supervision of school staff as an external behavior analytic consultant. Each of these key areas also incorporates medically necessary and educationally relevant ABA interventions. We will report some critical attributes related to the implementation of ABA in a school setting. We will identify considerations relevant to the current state laws, analyze stakeholder data from previous applications, establish a theoretical shift for working with schools holistically and identify effective tools to utilize during school supervision.

Event 9B

Room: Napoleon A1, A2, A3

1:30pm-3:20pm Line Technician Track

There are no CEUs for this event.

Chair: Melissa Raymond, BCBA, LBA

1) *Promoting a Culture of Client Dignity*

Liz McCollum-Lord, BCBA, LBA (Within Reach)

Dignity is one of those abstract concepts that we all know is important, but we may not be able to fully explain why. In this presentation we'll take a look at some principles of Applied Behavior Analysis that will allow us to operationally define dignity. Then we'll look at practical client dignity issues and how to approach these issues while upholding the RBT ethics code. By the end of the talk, attendees should be able to talk about what dignity is, why it is important, and committed actions they can take to support client dignity in their work.

2) *Understanding Social Significance in ABA Programing: Considerations into Incorporating Social Significance*

Linda Johnson, BCBA, LBA and Jennifer Jolly, BCBA, LBA (Milestones Behavioral Services, LLC)

In the field of Behavior Analysis, emphasis is placed on Discrete Trial Training and relatively short-term behavior goals during registered behavior technician (RBT) and registered line technician (RLT) training. Through fostering an understanding of social significance and the long-term goals of daily programming, RBTs and RLTs can grow and be better equipped in their roles. Social significance provides a backbone for individual programing, and guides short-term behavior goals to create changes in quality of life long-term. This presentation will review social significance in the literature and tie short-term and long-term goals into daily programming for clients. It will also emphasize the importance of understanding how and why social significance guides the implementation of goals in common programs such as language programs, imitations programs, adaptive programs, and behavior reduction programs. Each program will be reviewed for social significance and short-term and long-term goals will be analyzed and discussed.

Event 10

Room: Napoleon A1, A2, A3

4:00pm-4:50pm Presentation

1.0 Type 2 CE Offered: CE Instructor: Derek Shanman, PhD, BCBA-D

Chair: Courtney Mauzy

Teaching Complex Relations Among and Between Stimuli

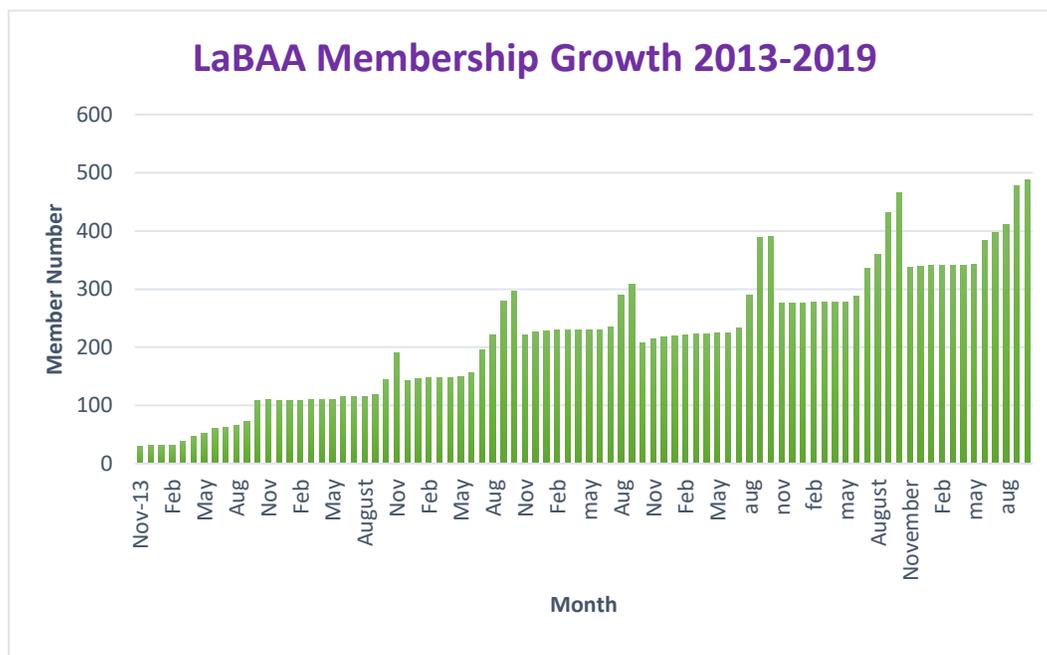
T.V. Joe Layng, PhD (Generategy, LLC)

Treatments of the tact often do not extend beyond the simple tact. Skinner (1957), however, described the abstract tact where the speaker's behavior is guided by a subset of stimulus properties. The abstract tact "chair" is guided not by a specific piece of furniture, but by features of that stimulus. Layng (2014; 2019) has described such guidance as an "intradimensional" tact. Abstract tacts also include behavior under control of relations between stimuli, such as distant, larger, opposite, same, different, me, you, to believe, etc. Layng (2014; 2016; in press) describes these relations as "interdimensional" tacts. Stimuli sharing no defining features may be grouped to gather through procedures that link tact's. This presentation will describe how these relations may be analyzed and sequences designed for their effective teaching, often without using match-to-sample procedures. It will be argued that these procedures may more closely resemble how these relations are acquired outside the laboratory than do the match-to-sample preparations often found in the laboratory. Further, it will be shown how such interdimensional tacts form the basis of "autoclitic frames," whereby interdimensional relations can guide both speaker and listener behavior in completely novel situations, such as, "Y believes X will..." No hypothetical arbitrarily applicable relational operant is required to understand or teach these relations.

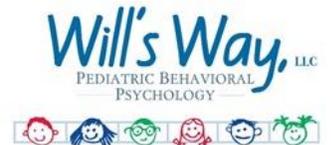
Please turn in your Evaluation Form to the Registration Desk

THANK YOU!

Please join us for the LaBAA Member Meeting in Napoleon B & C immediately following the close of the conference



Please visit our 2019 Exhibitors



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FranU now offers three options for students seeking careers in Applied Behavior Analysis.

Option 1 is for students who have already been granted a bachelor's degree. This option requires successful completion of 15 credit hours of didactic coursework in ABA, which may be completed in as little as 1 year. Students may also elect to enroll in an optional 16 credit hours of BCBA supervised internships. Didactic courses are based on the 5th Edition Task List delineated by the BACB. Internships are based on the Standards for Supervision for BCaBAs set forth by the BACB.

Option 2 is primarily for degree-seeking students. This option allows students to embed ABA courses and internships into a 120-credit hour degree plan. Successful completion of the degree plan results in students receiving both a Bachelor of Arts degree in Psychology and a certificate in ABA.

Option 3 is an 8-week online Registered Behavior Technician™ (RBT®) training course offered January, June, and August of each year.

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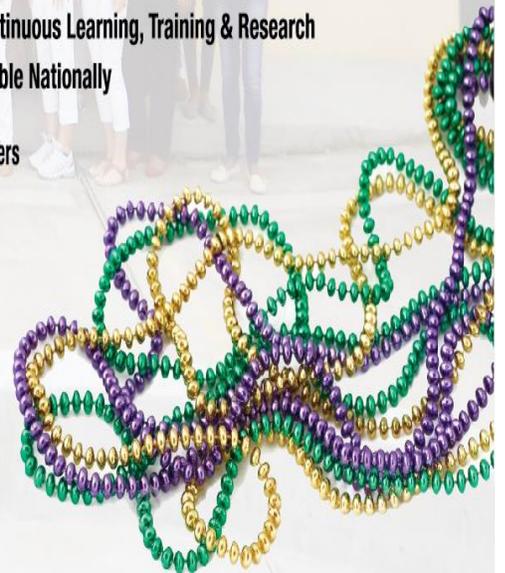
Butterfly Effects, headquartered in Deerfield Beach, Florida, is one of the largest national providers of in-home and center-based ABA Therapy for clients on the autism spectrum.

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