

autism

**CONFERENCE
2017**

**Sheraton Puerto Rico Hotel & Casino
San Juan, Puerto Rico
January 31–February 2, 2017**

BOOTH 28

MAKING PROFOUND, POSITIVE DIFFERENCES IN PEOPLE'S LIVES EVERY DAY.

Behavior Analyst Positions at Easterseals Bay Area in Northern California

It's an exciting time to join Easterseals Bay Area. We're an innovative and caring team who are helping to transform the industry and expand access to behavioral health services for individuals with developmental disabilities.

Easterseals Bay Area is a leader in providing comprehensive, evidence-based evaluation and treatment for individuals from birth through young adulthood, diagnosed with autism spectrum disorder (ASD).

We offer innovative Applied Behavior Analysis (ABA) programs, as well as training, support and education services to create life-changing solutions for those with ASD and their families.

Open Positions

Clinical Managers – BCBA or Licensed individuals who provide behavior analytic services and program supervision for individuals with ASD. This includes the development of individualized ABA programs, and management of Program Supervisors and their direct reports.

Program Supervisors – Supervises ABA programs for individuals and assists in conducting assessments for clients with ASD, ages 14 months and older. The position also supervises a team of direct care staff.

Benefits

Full-time salaried positions/vacation & sick paid time off/ paid holidays, medical/dental/vision insurance/403B retirement plan/ health savings account (HSA)/flex spending account (FSA)/tuition reimbursement/employee referral bonuses.

To set up an interview, send your resume to
recruiter@esba.org

Please come visit us at our
ESBA Booth 28

Visit our website and apply online:
www.easterseals.com/bayarea

Looking for BCBA-D, BCBA, BCaBA

Easterseals Bay Area | Corporate Office
391 Taylor Boulevard, Suite 250
Pleasant Hill, CA 94523

T. (925) 849-8999



Welcome to ABAA's 11th Annual Autism Conference! This conference will feature topics developed specifically for practitioners, scientists, and parents of children with autism. Additionally, a poster session will offer conference attendees the opportunity to review the foremost autism research being conducted around the world.



Acknowledgements

Program Committee

Wayne W. Fisher, Ph.D.	Co-chair
Ruth Anne Rehfeldt, Ph.D.	Co-chair
Richard W. Malott, Ph.D.	CE review
Maria E. Malott, Ph.D.	Program and Conference Management

Conference Planning and Assistance

Annette Arkush, Aaron Barsy, Jennifer Burson, Lin Davis, William Dolak, Sarah Granlund, Jean Herbrandson, Holly Lee, Hadley Moore, Dale Power, Stephen Rafferty, Raiza Robles, Joseph Romeo, Majda Seuss, Paul Shafer, Eddie Soh, Laura Stephenson, and Andrew York

Design

Martin Burch and Aaron Barsy

ABAA Executive Council

M. Jackson Marr, Ph.D.	President
Michael Dougher, Ph.D.	President-Elect
Martha Hübner, Ph.D.	Past President
Cynthia Anderson, Ph.D.	Applied Representative
Mark Galizio, Ph.D.	At-Large Representative
Christina A. Alligood, Ph.D.	At-Large Representative
Peter R. Killeen, Ph.D.	Experimental Representative
Ingunn Sandaker, Ph.D.	International Representative
Christina Peters, MS	Student Representative
Lorraine Becerra, MS	Student Representative-Elect
Kenneth W. Jacobs, MS	Past Student Representative
Maria E. Malott, Ph.D.	Chief Executive Officer

Program Content

© 2017 Association for Behavior Analysis International. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means without the written permission of the Association for Behavior Analysis International. All advertisements are accepted and published on the representation of the advertiser and its agency that they are authorized to publish the entire contents thereof and that, to the best of their knowledge and belief, all statements made therein are true. Publication of any content or acceptance of advertisements in this flyer does not imply endorsement by ABAA. The opinions, beliefs, and viewpoints expressed by the various authors and speakers in this flyer and during the conference do not necessarily reflect the opinions, beliefs, and viewpoints of ABAA or official policies of ABAA.

Video Recording Policy

Please be aware that ABAA prohibits audio and video recording of conference events by any person or entity other than ABAA.

Photo Release Policy

While at the ABAA 10th Annual Autism Conference, attendees may be photographed by an ABAA-approved photographer. The Association for Behavior Analysis International reserves the right to use the attendee's likeness in any and all of its printed or electronic publications. Attendees may not make monetary or other claims against ABAA for the use of said photograph(s).

Convention Services

Visit the registration desk, located in the San Juan Foyer, to purchase continuing education (CE) credits or register for future events. Visit the CE desk, also in the San Juan Foyer, for more information about CE, questions about the poster session, and to learn more about ABAA membership benefits and services.

Bookstore

San Juan Foyer

Tuesday, January 31 12:00 p.m.–8:00 p.m.

Wednesday, February 1 7:00 a.m.–8:00 p.m.

Thursday, February 2 7:00 a.m.–1:30 p.m.

The bookstore will feature a signing with Drs. Mark Dixon, R. Douglas Greer, Bobby Newman, Mark L. Sundberg, and Jonathan Tarbox. Other titles will be available for purchase and shipping. Please visit the bookstore counter for details.

Continuing Education

ABAA is a Type 2 ACE provider for the Behavior Analyst Certification Board (BACB), is approved by the American Psychological Association (APA) to sponsor CE for psychologists, and is approved by the Qualified Applied Behavior Analysis Credentialing Board (QABA) to offer CE for those with Applied Behavior Analysis Technician or Qualified Autism Services Practitioner credentials. ABAA maintains responsibility for this programs and its content. To receive CE credit, please follow these steps:

- Download ABAA's CE scanner app for iOS or Android (search your app store for "ABAA CEU Scanner").
- Complete the user profile and select CE type(s).
- Scan QR codes as you enter and exit each session.
- Connect to the Internet to automatically sync with ABAA's database.
- Pay for the CE package at the registration desk or online: \$70 for ABAA members; \$80 for nonmembers.

CE type(s) available are indicated in the session details on the following pages, in the online program, and in the conference app. Not all sessions are approved for all CE types.

Scans made more than 5 minutes after session start time or earlier than 5 minutes before session end time will not be accepted.

Target Audience

The target audience for each invited presentation includes certified behavior analysts, behavioral consultants, behavioral therapists, applied behavior analysis technicians, clinicians, educational consultants, psychologists, qualified autism services practitioners, special education teachers, and individuals working with children with autism or other developmental delays.

Jobs

Be sure to stop by the ABAA Career Central Booth in the San Juan Foyer to find out who's hiring, schedule interviews, and post your résumé. You can find additional listings at www.abainternational.org/jobs.

Hybrid Career Fair

Looking for that great new opportunity? Participate in the conference Career Fair!

- **Online Career Fair: January 18–February 15**—Register *free* at www.abainternational.org/events/autism/puertorico2017/career-fair; log in to your portal, sign up for the career fair, and upload a résumé.
- **On-Site Career Fair: February 1, 5–6 pm**—Bring your résumé! Look for a list of participating companies at Career Central Booth or check out the mobile app for updated listings. Interview rooms will be available Tuesday and Wednesday from 8 am–8 pm and Thursday from 8 am–3 pm.

program overview

Tuesday, January 31

8:00 a.m.–8:00 p.m.

San Juan Foyer
Registration Open

9:30 a.m.–12:20 p.m.

Miramar Ballroom
**WORKSHOP: Language Assessment in Early
Intervention for Children With Autism: Identifying
Treatment Priorities***
BACB/PSY/QABA CE
Mark Sundberg, *Sundberg & Associates*

12:00 p.m.–8:00 p.m.

San Juan Foyer
Bookstore Open

12:30 p.m.–2:00 p.m. Break

12:40 p.m.–1:30 p.m.

Miramar Ballroom
CPT Training Update
BACB/QABA CE
Wayne W. Fisher, *Munroe-Meyer Institute,
University of Nebraska Medical Center*

2:00 p.m.–4:50 p.m.

Miramar Ballroom
**WORKSHOP: Effective School Consultation: Getting
in the Door, Staying in, and Making a Difference***
BACB/PSY/QABA CE
Cynthia Anderson, *May Institute*

4:00 p.m.–8:00 p.m.

2nd Floor Foyers
Exhibits Open

6:00 p.m.–7:00 p.m.

San Juan Foyer
Author Signing
Mark R. Dixon, *Southern Illinois University*
R. Douglas Greer, *Columbia University Teachers
College and Graduate School of Arts and Sciences*
Bobby Newman, *Room to Grow*
Mark L. Sundberg, *Sundberg & Associates*
Johnathan Tarbox, *FirstSteps for Kids*

6:00 p.m.–8:00 p.m.

San Juan Grand Ballroom
Poster Session and Cash Bar

**separate registration fees required*



**The Institute of
Professional Practice, Inc.**

**A leader in services for children and adults
with Autism Spectrum Disorder
Founded in Applied Behavior Analysis**



Programs & Services

- ABA Therapy and Consultation
- Private Day Schools
- Respite & Residential Arrangements
- Vocational Training
- Early “Parent to Child” Training
- Public School Classroom Partnering
- Clinical Consultation & Training
- Diagnostic Assessment

Visit Career Opportunities at www.ippi.org

Wednesday, February 1

7:00 a.m.–8:00 p.m.

San Juan Foyer
Registration and Bookstore Open

8:15 a.m.–8:30 a.m.

San Juan Grand Ballroom
Opening Remarks
Ruth Anne Rehfeldt, *Southern Illinois University*

8:30 a.m.–10:20 a.m.

San Juan Grand Ballroom
SYMPOSIUM: Teaching Complex Language and Cognition to Individuals With Autism
BACB/PSY/QABA CE
Ruth Anne Rehfeldt (chair), *Southern Illinois University*

Assessing and Training Derived Relational Responding in Children With Autism
Ian T. Stewart, *National University of Ireland, Galway*

Key Social Reinforcers for Social and Verbal Development
R. Douglas Greer, *Columbia University Teachers College and Graduate School of Arts and Sciences*

Moving Beyond Skinner's Basic Verbal Operants to Promote the Emergence of Advanced Knowledge in Persons With Autism Using Relational Frame Theory
Mark R. Dixon, *Southern Illinois University*

Recent Research on Teaching Executive Function Skills to Children With Autism
Jonathan J. Tarbox, *FirstSteps for Kids*

Contributing Author

Lisa J. Stoddard (FirstSteps for Kids, Inc.)

9:00 a.m.–1:30 p.m.

2nd Floor Foyers
Exhibits Open

10:30 a.m.–11:00 a.m. Break

Please enjoy complimentary coffee and pastries in the San Juan Foyer.

11:00 a.m.–11:50 a.m.

San Juan Grand Ballroom
Evidence for Neural Circuitry Dysfunction in Autism Spectrum Disorders
Sophia A. Colamarino, *John and Maria Goldman Foundation; Stanford University School of Medicine*

12:00 p.m.–1:30 p.m. Lunch break

Registrants are invited to enjoy a complimentary lunch on the 4th Floor, Sundeck Terrace. Please note that your badge is required for entry.

1:30 p.m.–2:20 p.m.

San Juan Ballroom
The Concept of Automatic Reinforcement: Implications for Assessment and Intervention
BACB/PSY/QABA CE
Timothy R. Vollmer, *University of Florida*

Miramar Ballroom
Effective Strategies for Promoting Complex Social Play in Children With Autism
BACB/PSY/QABA CE
Thomas S. Higbee, *University of Nebraska Medical Center*

2:30 p.m.–3:20 p.m.

San Juan Ballroom
Improving the Efficacy and Practicality of Functional Communication Training
BACB/PSY/QABA CE
Brian D. Greer, *Munroe-Meyer Institute, University of Nebraska Medical Center*

Miramar Ballroom
Graphical Practices in Behavior Analysis: Adverse Effects of Nonstandard Line Graphs
BACB/PSY/QABA CE
Richard M. Kubina Jr., *Pennsylvania State University*

3:00 p.m.–6:00 p.m.

2nd Floor Foyers
Exhibits Open

4:00 p.m.–4:50 p.m.

San Juan Ballroom
Augmentative and Alternative Communication for Individuals With Autism Spectrum Disorder
BACB/PSY/QABA CE
Mark O'Reilly, *The University of Texas at Austin*

Miramar Ballroom
Sex Education for Individuals Diagnosed With Autism Spectrum Disorders: What to Do, What to Avoid
BACB/PSY/QABA CE
Bobby Newman, *Room to Grow*

5:00 p.m.–6:00 p.m.

2nd Floor Foyers
Career Fair




AngelSense


Peace of Mind for Parents

The Most Accurate GPS Designed Exclusively for Children and Adults with Autism

See Special Offer on the AngelSense Website
www.angelsense.com
Toll-Free 1-888-999-2023


Get Text Alerts for Any Unexpected Location Your Child Visits


GPS is Wearable and Non-Removable, Addresses Sensory Sensitivities


Missing Child Alert, Listen In, Smart Search and More



100% Satisfied or Refunded | 30-Day Money Back Guarantee

program overview

Thursday, February 2

7:00 a.m.–1:30 p.m.

San Juan Foyer
Registration and Bookstore Open

8:00 a.m.–12:00 p.m.

2nd Floor Foyers
Exhibits Open

8:15 a.m.–8:30 a.m.

San Juan Grand Ballroom
Opening Remarks
Ruth Anne Rehfeldt, *Southern Illinois University*

8:30 a.m.–9:20 a.m.

San Juan Grand Ballroom
How Is It That People With Autism in Peru are Economically and Meaningfully Supporting Their Families?
BACB/PSY/QABA CE
Liliana Mayo, *Centro Ann Sullivan del Peru*

9:30 a.m.–10:20 a.m.

San Juan Grand Ballroom
Observational Learning and Children With Autism: Clinical Applications Across the Age Span
BACB/PSY/QABA CE
Bridget A. Taylor, *Alpine Learning Group*

10:30 a.m.–11:00 a.m. Break/prize drawing
Please enjoy complementary coffee and pastries in the San Juan Foyer while the passport prize drawing winners are announced.

11:00 a.m.–11:20 p.m.

San Juan Grand Ballroom
Behavior Analytic Services in Puerto Rico: Hard Work, Bright Future
Marta Riviere, *Arcoiris de Esperanza*

11:30 a.m.–12:50 p.m.

San Juan Grand Ballroom
SYMPOSIUM: Training Parents and Technicians to Implement Behavioral Protocols With High Integrity
BACB/PSY/QABA CE
Wayne W. Fisher (chair), *Munroe-Meyer Institute, University of Nebraska Medical Center*

Developing Early Social Skills in Children With Autism: Training Parents and Professionals to Implement Social Skills Protocols
Rebecca P. F. MacDonald, *New England Center for Children*

Training Parents to Implement Treatments for Pediatric Feeding Disorders
Cathleen C. Piazza, *Munroe-Meyer Institute, University of Nebraska Medical Center*

A Review of Best Practice Strategies on the Kennedy Krieger Institute's Neurobehavioral Unit: Improving Direct Care Performance and Caregiver Participation
Lynn G. Bowman, *Kennedy Krieger Institute and Johns Hopkins University School of Medicine*

A Review of Best Practice Strategies on the Kennedy Krieger Institute's Neurobehavioral Unit: Improving Direct Care Performance and Caregiver Participation
Lynn G. Bowman, *Kennedy Krieger Institute and Johns Hopkins University School of Medicine*

Contributing Author

Samantha Hardesty (Kennedy Krieger Institute)

1:00 p.m.–1:15 p.m.

San Juan Grand Ballroom
Closing Remarks
Wayne W. Fisher, *Munroe-Meyer Institute, University of Nebraska Medical Center*



WE'LL HELP YOU

COVER

YOUR BOTTOM LINE... ABA professionals work hard to achieve their goals and attain success. We at Huntington Insurance, Inc. understand how important a sound professional liability insurance program is to your reputation and your career. We take it a step further by passing along our knowledge of risk management and recommending proper insurance coverage for your specific needs. We have been serving the professional liability insurance needs of ABAI members since 2009. Give us a call toll free at: 866-318-5028 and ask for Mike Dercoli or Gina Maher. You can also contact us by email at: abai.us@westminster.global or go to www.abainternational.org to learn more about the ABAI professional liability insurance program through Huntington Insurance, Inc.

Log into your ABAI portal account today and get your quote for Professional Liability Insurance! Full members of ABAI receive a 10% discount on their premiums.



Insurance products are offered by Huntington Insurance Inc. a subsidiary of Huntington Bancshares Incorporated and underwritten by third party insurance carriers not affiliated with Huntington insurance, Inc. Insurance products are: NOT FDIC INSURED BY ANY FEDERAL AGENCY NOT OBLIGATIONS OF. DEPOSITS OF. OR GUARANTEED.

poster session

Tuesday

6:00 p.m.–8:00 p.m.

San Juan Grand Ballroom

1. Using Drugs to Improve the Behavior of People With Autism Spectrum Disorder: A Skeptical Appraisal (BPN; Applied Research) ALAN D. POLING, Kristal E. Ehrhardt, and Anita Li (Western Michigan University)

2. Comparing the Relationship Between Psychological Flexibility and Rigidity in Adults With Autism and Adults Without Disabilities (EAB; Applied Research) DAVID LEGASPI (Southern Illinois University), Andrea Mazo (Southern Illinois University, Carbondale), Daniel Spohr (St. Louis Community College), and Ruth Anne Rehfeldt (Southern Illinois University, Carbondale)

3. Behavioral Effects of Variable Delays to Reinforcement on Choice Responding: Systematic Review of the Literature (EAB; Basic Research) CAYENNE SHPALL and Terry S. Falcomata (The University of Texas at Austin)

5. Assessing Language Growth of Toddlers With Autism Using a Standardized Measure Following Intensive Behavioral Intervention (EDC; Applied Research) JENNIFER WOLFSON-CHERON, Erin Michaud, and Judy Southey (New England Center for Children)

6. Does Presenting Nontarget Information in the Antecedent or Consequent Event Make a Difference? (EDC; Applied Research) SERAY OLCAY GUL (Hacettepe University) and Elif Tekin-Iftar (Anadolu University)

7. Enhancing Assessment and Treatment of Challenging Behaviors in Autism Using Physiological Monitoring (EDC; Applied Research) JOHANNA F. LANTZ, C. Matthew Northrup, Theresa Hamlin, Tania Villavicencio, and Kalyn Bertholf (The Center for Discovery)

8. Effects of Paraprofessionals' Fidelity of Implementation of Peer Support Arrangements: Lessons Learned (EDC; Applied Research) HEARTLEY B. HUBER (College of William & Mary)

9. Evaluating the Effectiveness of Online Versus In-Person Training: Extension of Video Observation Training (EDC; Applied Research) NOOR YOUNUS SYED (Hawthorne Foundation, Inc.; Teachers College, Columbus University), and Amanda W. Doll and Tina Marie Covington (Hawthorne Country Day School)

10. Focus Groups as a Starting Point for Systemic Interventions: Valuable or Non-Empirical Waste of Time? (EDC; Applied Research) RYAN JAMESON MARTIN (National Autism Center at May Institute), Sharon Hodges and Rocky Haynes (University of South Florida), Sheri Grace (Appalachian State University), Caryn Stark and Tristram Smith (University of Rochester Medical Center), Rose Iovannone (University of South Florida; Florida Mental Health), and Cynthia M. Anderson (National Autism Center at May Institute)

11. From Early Intervention to Kindergarten Classroom: What Strategies Promote Continued Gains? (EDC; Applied Research) DAISY BUENO and Kerry Pecho (Illinois State University), Jocelyn Kuhn (University of Wisconsin - Madison), and Rochelle Schatz (Indiana University-Bloomington)

12. Functional Communication Training and Demand Fading Using Choice Making (EDC; Applied Research) REGAN WESTON, Tonya Nichole Davis, Abby Hodges, Lauren Uptegrove, and Kristen Williams (Baylor University) and Kelly M. Schieltz (The University of Missouri-Columbia)

13. Inclusive Paraprofessional Implementation of Video Prompting to Teach Academic Skills to Elementary Students With Autism (EDC; Applied Research) VICTORIA KNIGHT and Emily Kuntz (Vanderbilt University)

14. Increasing Attending to Group Directives by Fading Antecedent Stimuli: Compliance as a Covariant (EDC; Applied Research) ROBYN M. CATAGNUS (The Chicago School of Professional Psychology) and Elizabeth Hughes Fong (Saint Joseph's University)

15. School WORK: Measurement for Effective Implementation Practices in Autism Spectrum Disorder (EDC; Applied Research) NAOMI SWIEZY and Tiffany Neal (HANDS in Autism, Indiana University School of Medicine)

16. Social Story Intervention Efficacy on Social Interaction of Students With Autism Spectrum Disorder (EDC; Applied Research) MUHAMMED KARAL and Pamela Wolfe (The Pennsylvania State University)

17. Structural Analysis to Inform Peer Support Arrangements for High School Students With Autism (EDC; Applied Research) HEARTLEY B. HUBER (College of William & Mary)

18. Teaching Textual Verbal Behavior to Children With Autism Spectrum Disorder Through Matching-to-Sample and Recombination of Morphological Units (EDC; Applied Research) IRIS PONS (Starbright Academy) and Celia Nogales-Gonzalez (ABA Life)

19. Understanding Autism and Collaboration Skills: Evaluation of Asynchronous Presentations for Postsecondary Students (EDC; Applied Research) RANGASAMY RAMASAMY and Jazarae McCormick (Florida Atlantic University)

20. Accelerating Learning and Leveraging Outcomes for Learners With Autism: The Implications of Implementing LiftEd, a Mobile Application for Data Collection on Student Learning and Staff Training (EDC; Service Delivery) JOANNE HILL-POWELL and Andrew Hill (LiftEd, Inc.), Anjalee Nirgudkar (Behavior Analysts of New Jersey), and Heather Peltack (Caldwell University, Parsippany Troy-Hills School District)

21. Autism, Aggressive Behavior, and Positive Behavior Supports: Predictive Components Leading to Quality Behavior Intervention Plans (EDC; Service Delivery) SARA BAILLIE (Trinity Christian College; Gwynedd Mercy University)

22. Closing the Gap Between Interventionist Procedural Fidelity and Caregiver Achievement in Implementing ABA Strategies With Young Children With Autism (EDC; Service Delivery) AMANDA SPIESS (Treatment and Research Institute for Autism Spectrum Disorder)

23. Comparison on the Effectiveness of Two Quantity Discrimination Interventions Strategies for a Child With Autism (EDC; Service Delivery) IRMARIE CRUZ-LÓPEZ and Daniel L. Gadke (Mississippi State University)

24. Developing District-Wide Programs for Students With Autism Spectrum Disorders Through the Puerto Rico Autism Project: A Case Study (EDC; Service Delivery) AIMEE H. DEARMON and Cami Algaier (STAR Autism Support)

Tuesday (continued)

- 25. Examining Secondary Special Educators' Competencies in Serving Transition-Aged Students With Autism Spectrum Disorders** (EDC; Service Delivery) XIUCHANG HUANG, Xiaohan Chen, and Manal Alsheef (Duquesne University)
- 26. Increasing Social Interaction in Students With Autism via a Peer Mentoring Curriculum in Public Schools** (EDC; Service Delivery) JULIYA KRASNOPOLSKY (Melmark New England), Brittany Hill (Lawrence Public Schools), Heidi Gomez (Melmark New England), and Kristin Pas (Lawrence Public Schools)
- 27. The Potential Analysis of the Impact of Video Modeling to Teach Social and Communication Skills to Individuals With Autism Spectrum Disorders: A Meta-Analytic Investigation** (EDC; Service Delivery) BRIAN DANIELSON, Matthew Erickson, Eric Joseph Bieniek, Ashlea Rineer-Hershey, and Robert Isherwood (Slippery Rock University)
- 28. The Use of Say-It and Move-It Phonemic Segmentation Activity With Reinforcement for a Child With Autism** (EDC; Service Delivery) IRMARIE CRUZ-LÓPEZ and Daniel L. Gadke (Mississippi State University)
- 29. A Systematic Review of Evidence-Based Interventions for Students With Autism Spectrum Disorders in School Settings** (EDC; Theory) RYAN JAMESON MARTIN and Cynthia M. Anderson (National Autism Center at May Institute)
- 30. Females in Behavioral Intervention Literature: A Meta-Analysis of Single-Case Research** (EDC; Theory) ANASTASIA KOKINA, Rachel E. Robertson, Sarah Lapinski, Rachel Schwartz, and Miguel Ampuero (University of Pittsburgh)
- 31. Social Skills Modeling for Adolescents ASD Eligible and Positive Social Interaction in Cafeteria** (TBA; Applied Research) WILLIAM WOODS (University of Oregon)
- 32. A Multicomponent Autism Awareness Training for Typically Developing Peers** (CSS; Applied Research) SARAH PELANGKA (University of California Santa Barbara; Know IEPs?)
- 33. Age Appropriate Opportunities With Peers in High School to Reduce Inappropriate Attention Seeking Behavior in a Student With Autism** (CSS; Applied Research) TAMRA L ZANCA (University of West Florida)
- 34. The Experience of Grandparenthood Among Grandparents of Children With Autism in the Arab-Bedouin Society** (CSS; Applied Research) HAGAR BINOUN-CHAKI (Ben-Gurion University of the Negev)
- 35. Community-Based Applied Behavior Analysis: An Integrated Summer Camp for Young Children With Autism and Peers** (CSS; Service Delivery) NATALIE FLEECE WILLIAMS, Kelly Reed, Lindsay Wagner, and Lorie Jeffers (Island Therapy Solutions)
- 36. Enhancing Social Skills for Adolescents and Young Adults With Developmental and Autism Spectrum Disorder** (CSS; Service Delivery) DORIS ADAMS HILL and Sacha T. Pence (Auburn University)
- 37. Improving Social Integration for Children With Autism in Mainstream Community Programs: Can Brief Typical Peer Training Work?** (CSS; Service Delivery) MARSHA MARZOUCA, Lyndsey Wagstaff, Caitlyn Winger, Diana Christian, Sarah Potvin, Teddy Kanter, and Amanda C. Azarbeh (Tyndale University)
- 38. Evaluation of the Quality of the Implementation of a Pilot Project for the Assessment of ASD and IDD** (CSS; Service Delivery) MELINA RIVARD, Marjorie Morin, and Diane Morin (Université du Québec à Montréal) and Céline Mercier (Université de Montréal)
- 39. Quality Evaluation of Services Trajectory as Perceived by Immigrant Families With Young Children With Autism Spectrum Disorder** (CSS; Applied Research) MELINA RIVARD and Marie Millau (Université du Québec à Montréal) and Céline Mercier (Université de Montréal)
- 40. State of Autism Services in Costa Rica** (CSS; Service Delivery) E. AMANDA BOUTOT (Texas State University) and Kylan S. Turner and Samuel DiGangi (Arizona State University)
- 41. Increasing Training Efficiency for Registered Behavior Technicians: A Methodological Comparison** (OBM; Applied Research) LAUREN LESA LANIER (Endicott College; Collaborative Autism Resources and Education, LLC) and Janet A. Schaefer (Collaborative Autism Resources and Education, LLC)
- 42. Using Competency Based Training to Remotely Train Therapist on Discrete Trial** (OBM; Applied Research) Isabel Leon and GRACE ECKO JOJO (Simmons College)
- 43. A Performance Management Intervention for Behavior Technicians in the Delivery of Applied Behavior Analytic Services** (OBM; Applied Research) DAVID HUGHES and Chum Newcomb (Continuum Autism Spectrum Alliance)
- 44. Improving Teacher Performance: Implementing Behaviorally Anchored Rating Scales in a Public School Setting** (OBM; Service Delivery) ALICIA FALLER (Commonwealth Autism)
- 45. A Review of Interventions to Teach Motor Imitation in Children With Autism Spectrum Disorder** (AAB; Theory) NICOLETTE SAMMARCO-CALDWELL, Mark O'Reilly, Michelle Kuhn, and Laci Watkins (The University of Texas at Austin)
- 46. A Comparison of the Effects of Low- and High-Tech Activity Schedules on Task Engagement of Young Children With Autism** (CBM; Applied Research) Susan Jarmuz-Smith (Foreside Behavior Associates; The Chicago School of Professional Psychology; University of Southern Maine; Arcadia University), LISA JADE (Foreside Behavior Associates; University of Southern Maine), and Elizabeth Hughes Fong (Saint Joseph's University)
- 47. Effectiveness of and Parent Satisfaction With a Family-Based Behavioral Intervention for Children With Autism** (CBM; Applied Research) TINA DU ROCHER SCHUDLICH (Western Washington University)
- 48. Feasibility of Implementing and Assessing Acute Behavioral Interventions in an Inpatient Setting for Children and Adolescents With Autism Spectrum Disorder** (CBM; Applied Research) SARAH MARLER (Vanderbilt University Medical Center), John E. Staubitz (TRIAD, Vanderbilt Kennedy Center), A. Pablo Juárez (Vanderbilt University Medical Center), Zachary Warren (Vanderbilt University), Lily Altstein and Eric Macklin (MGH Biostatistics Center), and Kevin Sanders (Vanderbilt University Medical Center)

poster session

Tuesday (continued)

49. Methods for Quantifying Medical and Financial Benefits of Acute Behavioral Response During Inpatient Hospitalizations for Children With Autism Spectrum Disorder (CBM; Applied Research) SARAH MARLER (Vanderbilt University Medical Center), John E. Staubitz (TRIAD, Vanderbilt Kennedy Center), A. Pablo Juárez (Vanderbilt University Medical Center), Zachary Warren (Vanderbilt University), Lily Altstein and Eric Macklin (MGH Biostatistics Center), and Kevin Sanders (Vanderbilt University Medical Center)

50. Parent-Implemented Intervention for a Child With Behavior Problems: Promoting Self-Monitoring Based on the Three-Term Contingency (CBM; Applied Research) SHOJI OKAMURA (Hyogo University of Teacher Education) and Tomoko Ohwaki (Koyano-sato School for Special Needs Education)

51. Parent Experience of Early Autism Diagnosis: A Comparative Study Between Central Scotland and Massachusetts (CBM; Service Delivery) RUTH ELIZABETH GLYNNE-OWEN (University of Edinburgh Blue Sky Autism Project)

52. A Hybrid Social Skill Program Model for Serving Children Through Young Adults (CBM; Service Delivery) AMANDA C. NICOLSON (California Autism Center; Learning Group) and Angeline Molina and Tessa Gagliardi (California Autism Center)

53. Replacing Food Stealing With Waiting: Mealtime Feeding of a Child With Autism and Intellectual Disability (CBM; Service Delivery) EVAN MICHAEL BRADLEY (Devereux Advanced Behavioral Health; Philadelphia College of Osteopathic Medicine) and Juan Carlos Lopez (Devereux Institute of Clinical & Professional Training & Research)

54. The Positive Approaches to Reduce Restrictive Interventions Project: Preliminary Analysis and Results (CBM; Service Delivery) ERIC JOSEPH BIENIEK (Slippery Rock University) and Ann K. Ellison (Barber National Institute)

55. Educational Therapeutic Strategies That Apply Abart Techniques (DEV; Applied Research) CESAR BLUMTRITT (Denali CRT, LLC.) and Maria F. Bermudez (Denali CRT, FoundArt Academy)

56. Interaction Between Heart Rate and Environmental Variables During Self Injury: Measurement Inside the Skin (DEV; Applied Research) KAITLIN ROSS, Gloria M. Satriale, Lauren Enrion, Rickiesha March (Preparing Adolescents and Adults for Life), and Thomas L. Zane (University of Kansas, Department of Applied Behavioral Science)

57. Examining Caregivers' Ability to Effectively Administer Intervention Strategies to Fidelity in Spanish-Speaking Versus English-Speaking Families of Children With Autism Spectrum Disorder (DEV; Service Delivery) MARIE MARTINEZ, Ashley Vogel, Alacia Stainbrook, A. Pablo Juárez, and Zachary Warren (TRIAD, Vanderbilt Kennedy Center)

58. Token Economy to Reduce Aggression in a Residential Setting (DEV; Service Delivery) TIMOTHY TEMPLIN (Hoosier ABA)

59. A Comparison of Antecedent Activities for Increasing Engagement During a Small Group Activity in a Child With Autism Spectrum Disorder (PRA; Applied Research) ELIZABETH POKORSKI, Erin E. Barton, Jennifer Ledford, Abby Taylor, Elisabeth Anna Johnson, and Heather Winters (Vanderbilt University)

60. Assessment of Parental Acceptability and Preference for Behavioral Interventions for Childhood Feeding Problems (PRA; Applied Research) MELISSA VAZQUEZ and Mitch Fryling (California State University, Los Angeles)

61. Behavioral Intervention to Bring the Completing Tasks to a Student With Autism Spectrum Disorder (PRA; Applied Research) SHINZO ISAWA (Hyogo University of Teacher Education)

62. Compound-Schedules Approaches to Noncompliance: Teaching Children When to Ask and When to Work (PRA; Applied Research) JOSEPH MICHAEL LAMBERT (Vanderbilt University), Anne Clohisey (Doyle) (Thompson Center for Autism and Neurodevelopmental Disorders), and Sylvia Barrows and Nealetta Houchins-Juarez (Vanderbilt University)

63. Differential Reinforcement as Intervention Strategy to Develop Socially Appropriate Behaviors and the Effect of Extinction (PRA; Applied Research) SERGIO LARA (Fundación Universitaria Konrad Lorenz)

64. Increasing Social Interactions of a Preschooler With Autism Through Technology-Delivered Tactile Prompts and Video Modeling (PRA; Applied Research) KATHLEEN MCCABE-ODRI, Nicole Pease, and Nicole M. Rzemysk (Partners in Learning, Inc.)

65. Parenting a Child With Autism: An Exploration of Parental Dyadic Coping (PRA; Applied Research) SARAH POTVIN, Lindsey Lee, Caitlyn Winger, Teddy Kanthers, Diana Christian, Marsha Marzouca, and Amanda C. Azarbehi (Tyndale University)

66. To What Extent Are Special Educators Using the Evidence to Influence Practice? (PRA; Applied Research) VICTORIA KNIGHT and Emily Kuntz (Vanderbilt University), Heartley B. Huber (College of William and Mary), Erik Carter (Vanderbilt University), and A. Pablo Juárez (Vanderbilt University Medical Center)

67. Using Desensitization Techniques to Decrease Problem Behaviors in Children With Autism at the Dentist (PRA; Applied Research) KATHLEEN MCCABE-ODRI, Lauren DeGrazia, Jennifer Cornely, and Lori Lorenzetti (Partners in Learning, Inc.)

68. Using Low Intensity Pivotal Response Treatment for Parents of Toddlers With (or At Risk for) Autism: A Scotland-Based Study (PRA; Applied Research) RUTH ELIZABETH GLYNNE-OWEN (University of Edinburgh; Blue Sky Autism Project)

69. A First Look at Cultural Barriers Impacting Service Delivery for Children With Autism (PRA; Service Delivery) Rocío Rosales, ASHLEY AREVALO, Alberto Leon, and Richard W. Serna (University of Massachusetts Lowell) and Carol Curtin (University of Massachusetts Medical School)

70. Camp Jigsaw: A Free Summer Camp at Mississippi State University for Adolescent Males With Autism that Serves as a Capstone Experience for Graduate Students in Special Education (PRA; Service Delivery) Sandy Davis Devlin, HUNTER ANDREWS, and Matthew Collier (Mississippi State University)

71. Collaborative School-Home Approach: Generalization of Skills Across Settings for an 8-Year-Old With Autism (PRA; Service Delivery) JULIYA KRASNOPOLSKY, Barbara O'Malley Cannon, and Catherine Judkins (Melmark New England)

Tuesday (continued)

72. Clinic to Home: Programming for Generalization of Function Based Treatments (PRA; Service Delivery) R. JUSTIN BOYD, Shawn Patrick Gilroy, D'Andre Bruce, Haley Ford, and Aila K. Dommetrup (Kennedy Krieger Institute, Neurobehavioral Unit) and Julia T. O'Connor (Kennedy Krieger Institute)

73. Evaluating the Effects of Stimulus Order and Placement During Discrete Trial Teaching (PRA; Service Delivery) JULIA FERGUSON (Autism Partnership Foundation); Joseph H. Cihon (Autism Partnership Foundation; Endicott College); and Justin B. Leaf, John James McEachin, Ronald Leaf, and Mitchell T. Taubman (Autism Partnership Foundation)

74. Immediate Effects of a One Day Training on Writing Behavior Support Plans (PRA; Service Delivery) ALISSA ANNE CONWAY, Cody Morris, Jessica E. Frieder, and Jonathan C. Baker (Western Michigan University)

75. Michigan Medicaid Applied Behavior Analysis Services and Systems: An Innovative Approach (PRA; Service Delivery) BRIANNA ELSASSER and Morgan VanDenBerg (Michigan Department of Health and Human Services)

76. Relation between High School Transition Planning and Access to Adult Services for Individuals on the Autism Spectrum (PRA; Service Delivery) LAUREN EATON, Caroline Hubbard, Natalie Ridgely, Gracie Greenberg, and Katherine Edwards (Itineris)

77. The University of Arizona SALT Center: Social Transition Supplemental Program (PRA; Service Delivery) PAUL F. BASTEDO (The University of Arizona: SALT Center)

78. Using the Program for the Education and Enrichment of Relational Skills to Assist Students With Disabilities in Obtaining and Maintaining Appropriate Friendships: An Adaptation (PRA; Service Delivery) MATTHEW COLLIER, Sandy Davis Devlin, Kenneth Coffey, and Hunter Andrews (Mississippi State University)

79. Social Validity: A Focus on Treatment Acceptability (PRA; Theory) Breanna Marie Mosca and DEBRA BERRY MALMBERG (California State University, Northridge)

80. Descriptive Tacting: Teaching a Student With Autism to Tact Color + Noun (VRB; Applied Research) SARA ANN FRALEY CARDONA and Kendra McDonald (The Aurora School; Open Door Learning Center; STEP-Up)

81. Establishing Cross-Model Verbal Behavior Skills in Children and Adolescents With Autism (VRB; Applied Research) MEGAN GALLIFORD, Lindsey Renee Ellenberger, Sarah Cheyanne Ashe, Jordan Belisle, and Mark R. Dixon (Southern Illinois University)

82. Evaluating the Effects of Tact Training in Two Languages on the Acquisition of Tacts and Untrained Listener Responses (VRB; Applied Research) ALBERTO LEON, Ashley Arevalo, and Rocio Rosales (University of Massachusetts Lowell)

83. Teaching Children With Autism Spectrum Disorder to Perform Multistep Requesting Using an iPad (VRB; Applied Research) NOUF ALZRAYER and Devender Banda (Texas Tech University)

84. Teaching Echoic Rehearsal to Establish First-Trial Performance in Completing Two-Step Instructions (VRB; Applied Research) MEGAN E. VOSTERS and Kevin C. Luczynski (Munroe-Meyer Institute, University of Nebraska Medical Center)

85. Teaching the Meaning of "Different": Establishing Derived Relational Responding in Patterns of Coordination and Distinction (VRB; Applied Research) SIRI MING and Ian T. Stewart (National University of Ireland, Galway)

86. The Application of Relational Frame Theory in the Assessment and Treatment of Learning Deficits of Children With Autism (VRB; Applied Research) BECKY BARRON, Ayla Schmick, Dana Paliliunas, Caleb Stanley, and Mark R. Dixon (Southern Illinois University)

88. Behavioral Dentistry: Recommendations for Research and Practice (DDA; Applied Research) Adam Carter and KIMBERLEY L. M. ZONNEVELD (Brock University) and Mitch Fryling (California State University, Los Angeles)

89. Combined Functional Analysis and Treatment of Problem Behavior in Identical Twins With Autism Spectrum Disorder (DDA; Applied Research) AILA K. DOMMESTRUP, R. Justin Boyd, Haley Ford, Julia T. O'Connor, and Patricia F. Kurtz (Kennedy Krieger Institute)

90. Effectiveness of Parent-Child Interaction Therapy for Two Children With Autism and Expressive Speech (DDA; Applied Research) JESSICA VANORMER, Ashley Greathouse, and Kimberly Zlomke (University of South Alabama)

91. Evaluation of the Effectiveness of Treatment Packages Used to Reduce Elopement in Children With Autism (DDA; Applied Research) NOEMI TREVINO, Ana Ramirez, and Kattie Guerrero (University of Texas - Rio Grande Valley); Ivette Andrade (Sharyland ISD); and Zina A. Eluri (University of Texas - Rio Grande Valley)

92. Long-Term Functional Utility of Augmentative/Alternative Communication System Use in Adolescents With Autism Spectrum Disorder (DDA; Applied Research) KRYSTEN ELIZABETH THOMPSON and Julie Koudys (Brock University) and Adrienne M. Perry (York University)

93. Multiple-Stimulus Without Replacement Preference Assessment: Reducing the Number of Sessions to Identify Preferred Stimuli (DDA; Applied Research) DAVID M. RICHMAN (Texas Tech University), Laura Melton Grubb (The Shafer Center), Layla Abby (Trumpet Behavioral Health), and Lucy Barnard-Brak (Texas Tech University)

94. Resurgence of Problem Behavior Following Functional Communication Training With High- and Low-Preferred Mand Modalities (DDA; Applied Research) KAYLA CROOK, Joel Eric Ringdahl, and Maggie Ann Molony (University of Georgia) and Wendy K. Berg (The University of Iowa)

95. The Boss Hat: Treating Destructive Behavior Reinforced by Increased Caregiver Compliance With the Child's Mands (DDA; Applied Research) TODD M. OWEN, Wayne W. Fisher, Jessica Akers, and Ashten Grasmick (Munroe-Meyer Institute, University of Nebraska Medical Center)

poster session

Tuesday (continued)

96. The Effect of Play Activity on Social Interaction of Children With Autism Spectrum Disorder: Quantifying With Motion Capture System (DDA; Applied Research)

TAKUYA ENOMOTO (JST CREST; Keio University, Advanced Research Center), Airi Tsuji and Soichiro Matsuda (Artificial Intelligence Laboratory, Tsukuba University), Satoru Sekine (Graduate School of Human Relations, Keio University), Kenji Suzuki (Artificial Intelligence Laboratory, University of Tsukuba), and Jun'ichi Yamamoto (Department of Psychology, Keio University)

97. Treatment Options for Challenging Behavior Maintained by Mand Compliance in Children With Autism (DDA; Applied Research)

ANA RAMIREZ, Kattie Guerrero, Noemi Trevino, Leonilo Gonzalez, Lorie Zamarripa, and Zina A. Eluri (University of Texas - Rio Grande Valley)

98. Using Mindfulness, Defusion, and Behavioral Skills Training on Job Interviews for Individuals With Intellectual Disabilities (DDA; Applied Research)

ANDREA MAZO, Kaitlyn Brazeau, Samantha Smalley, Samuel Nathan Krus, Ruth Anne Rehfeldt, and LaDonna Henson (Southern Illinois University, Carbondale)

99. Using Script Fading and Video Modeling as a Treatment Package to Teach Reciprocal Play Skills to Children With Autism and Developmental Delays (DDA; Applied Research)

Lia Bechtold and KANDRA WISEMAN (S.E.E.K Arizona)

100. Computer Automated Steering Logic for Teaching Picture-Aided Communication Prerequisites to Nonverbal Children (DDA; Basic Research)

WILLIAM J. MCILVANE (University of Massachusetts Medical School), Joanne Kledaras (Praxis, Inc.), and Christophe Gerard (University of Massachusetts Medical School)

101. An Evaluation of Group Contingencies to Decrease Disruptive Behavior in the Academic Setting (DDA; Service Delivery)

SHELBY LYNN MCGREW, Antonio Knight, Reeve Morton, and Daniel L. Gadke (Mississippi State University)

102. Behavioral Interventions in a Crisis Home Setting: A Case Study (DDA; Service Delivery)

RUBY JADE LEWIS (Benchmark Human Services) and Mirari Elcoro (Armstrong State University)

103. Successful Transition from a School Age Program to the Adult World for Students With Disabilities: The WE CAN Program and Plan of Action (DDA; Service Delivery)

NOOR YOUNUS SYED (Hawthorne Foundation Inc.; Teachers College, Columbia University) and Kim Arruda (Hawthorne Country Day School)

104. The Effect of Behavioral Social Skills Training on Social Skills Related to Employment by an Autistic Adolescent (DDA; Service Delivery)

SHINYA YAMAMOTO and Shinzo Isawa (The Hyogo University of Teacher Education)

105. Watch Me Wash My Hands: Using Video Self-Modeling to Teach Handwashing Skills (DDA; Service Delivery)

DIANA CHRISTIAN, Caitlyn Winger, Lyndsey Wagstaff, Marsha Marzouca, Teddy Kanter, Sarah Potvin, and Amanda C. Azarbehi (Tyndale University)

106. A Comparison of Alternative Activities Within a Multiple Schedule During Functional Communication Training (Applied Research)

Ashley Marie Fuhrman, Brian D. Greer, BILLIE RETZLAFF, Wayne W. Fisher, Amanda Zangrillo, and Melissa Swartzmiller (Munroe-Meyer Institute, University of Nebraska Medical Center)

107. A Comparison of the Effects of a Contingency-Saliency and an Error-Correction Procedure on Acquisition of Receptive-Identification Skills (Applied Research)

AMBER JOHNSON, Jessica Niemeier, Amber R. Paden, and Wayne W. Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center)

108. Adolescents and Adults With Autism: Effects of Preferred Staff on Affect and Productivity (Applied Research)

JESSICA ZAWACKI, Gloria M. Satriale, and Daniel Albrand (Preparing Adolescents and Adults for Life)

109. An Evaluation of Conditional Manding Using a Four Component Multiple Schedule (Applied Research)

JESSICA AKERS (University of Nebraska Medical Center)

110. An Evaluation of Vocalizations During Functional Analysis, Functional Communication Training, and Maintenance (Applied Research)

MAGGIE ANN MOLONY, Joel Eric Ringdahl, Kayla Crook, and Karla Zabala (University of Georgia)

111. An Examination of the Metacontingency Utilizing Activities With Embedded Interlocking Contingencies in Individuals With Autism and Intellectual Disabilities (Applied Research)

Megan Fufts, CHRISTINA L. CHANCEY, Samantha Lee Kohn, Mariela Castro, William Root, and Ruth Anne Rehfeldt (Southern Illinois University, Carbondale)

112. Assessment and Treatment of Severe Skin Picking and Lip Biting: A Clinical Case Study (Applied Research)

DIANA GINNS (Kennedy Krieger Institute; Johns Hopkins University) and Amanda Goetzel, Bo Kim, Griffin Rooker, and Jonathan Dean Schmidt (Kennedy Krieger Institute)

114. Behavioral Momentum: Comparison of the Effects of Functional and Arbitrary Reinforcers on Manding Responses by Individuals With Autism (Applied Research)

MEGHAN HERRON (Easter Seals Southern California), A. Duff Lotfizadeh (Easter Seals Southern California; California State University, LA), and Henry D. Schlinger (California State University, LA)

115. Combining Free- and Forced-Choice Procedures to Decrease Resistance to Change (Applied Research)

JESSICA NIEMEIER and Wayne W. Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center), Jennifer Felber (Summit Educational Resources), and Amber R. Paden (Munroe-Meyer Institute, University of Nebraska Medical Center)

116. Correspondence Between Preference Assessment Outcomes and Stimulus Reinforcer Value for Social Interactions (Applied Research)

TONYA NICHOLE DAVIS, Abby Hodges, Regan Weston, Kristen Lenae Padilla-Mainor, and Stephanie Gerow (Baylor University)

117. Decreasing Self Injurious Behaviors by Teaching Children With Autism to Wait for Preferred Items (Applied Research)

MAN FUNG LAM (State University of New York at New Paltz), Rachel Cagliani (University of Georgia), and Katie Smith and Jennifer Lenz Alexander (Comprehensive Behavior Change)

118. Functional Analysis: Varying Levels of Procedural Integrity (Applied Research)

TINO LOVULLO, Hanna C. Rue, and Andrea L. Ridgway (Autism Spectrum Therapies)

Tuesday (continued)

119. Increasing Learning Opportunities Presented to Children With Autism Using Fluency-Based Instruction With Modeling and Feedback (Applied Research) CHRISTINA BAROSKY (Bierman ABA; Simmons College) and Nicole LeMaster (Bierman ABA)

120. Parent-Implemented Trial-Based Functional Analysis for Children With Autism (Applied Research) STEPHANIE GEROW (Baylor University), Mandy J. Rispoli and Emily Gregori (Purdue University), Lisa Rodriguez Sanchez (Texas A&M University), and Tonya Nichole Davis (Baylor University)

121. Psychosocial Outcomes in Adolescents With Autism Who Received Intensive Behavioural Intervention as Young Children (Applied Research) JULIE KOUDYS (Brock University) and Adrienne M. Perry, Hilda Ho, and Meisha Charles (York University)

122. Promoting Caregiver Transfer of Treatment Effects During Functional Communication Training (Applied Research) CHRISTINA SIMMONS, Brian D. Greer, and Wayne W. Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center)

123. Reducing Resurgence of Destructive Behavior Following Functional Communication Training Using Behavioral Momentum Theory (Applied Research) Wayne W. Fisher and Brian D. Greer (Munroe-Meyer Institute, University of Nebraska Medical Center), Ashley Marie Fuhrman (University of Nebraska Medical Center), Valdeep Saini (Upstate Medical University), and CHRISTINA SIMMONS (Munroe-Meyer Institute, University of Nebraska Medical Center)

124. Reduction of Aberrant Behavior of 8-Year-Old-Boy With Autism Through Differential Reinforcement of Other Behavior With Escape Extinction (Applied Research) LINDSEY SNEED and Delinah Lopez (Easter Seals Bay Area)

125. Teaching Complex Social Skills Using Video-Based Group Instruction for Adolescents With Autism Spectrum Disorder (Applied Research) DAISY WANG (Autism Spectrum Therapies)

126. Teaching Daily Living Skills to Individuals With Autism: A Comparison of Two Instructional Methods (Applied Research) JENNIFER WERTALIK (The Pennsylvania State University)

127. Teaching Student Behavior to Low Verbal Behavior ASD Children Using Alternative Reinforcement (Applied Research) REBECA BENASSI; Camila Zampier; Patricia Diniz; and Fernanda Magalhães and Josiane Knaut (Associação Brasileira de Psicologia e Medicina Comportamental; Universidade Positivo)

128. The Influence of Low-Intensity Behavior Interventions on Language Acquisition in Children Diagnosed With Autism (Applied Research) PAULA POMPA-CRAVEN (Easter Seals Southern California)

129. The Use of Video Modeling to Increase Greetings in Children With Autism (Applied Research) Mindy Miles, MONA R. FULUVAKA, Heather Bernstein, and Rebecca Roberts (Miles ABA Services)

130. Using Stimulus Fading to Facilitate Discrimination of a Multiple Schedule During Functional Communication Training (Applied Research) JESSICA AKERS (University of Nebraska Medical Center); Wayne W. Fisher, Brian D. Greer, and Ashley Marie Fuhrman (Munroe-Meyer Institute, University of Nebraska Medical Center); and Melissa Swartzmiller (Central Michigan University)

131. Using Video Modeling to Teach Sociodramatic Play With Children With Autism Spectrum Disorder (Applied Research) ANDREA CLEMENTS (Munroe-Meyer Institute, University of Nebraska Medical Center); Claire Turbes (University of Nebraska Omaha; University of Nebraska Medical Center); and Kendall Lanning, Sydney Readman, and Wayne W. Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center)

132. Utilizing Technology to Fade Staff Involvement and Facilitate Skill Maintenance (Applied Research) LAUREN ERION, Rickiesha March, and Gloria M. Satriale (Preparing Adolescents and Adults for Life) and Thomas L. Zane (Institute for Behavioral Studies; Preparing Adolescents and Adults for Life)

133. A Review of Interventions for Increasing Parallel, Associative, and Cooperative Play in Young Children With Autism Spectrum Disorder (Theory) MICHELLE KUHN, Mark O'Reilly, Laci Watkins, and Nicolette Sammarco-Caldwell (The University of Texas at Austin) and Katherine Ledbetter-Cho (Texas State University)

134. Has Behavior Analysis Found Its Heart? Assessing Social Validity Trends in the *Journal of Applied Behavior Analysis* (Theory) JOSEPH H. CIHON (Autism Partnership Foundation; Endicott College), Julia Ferguson (Autism Partnership Foundation), Kara Reagon (Beacon Services of Connecticut), and Norma Torres and Justin B. Leaf (Autism Partnership Foundation)

135. Reducing Problem Behaviors Among Children Diagnosed With Autism Spectrum Disorder: Extinction Procedures or Functional Communication Training (Theory) A Review of Literature (Theory) DESIREA SATTERWHITE (Autism Therapeutic Services)

136. The Effects of Bilingualism on Language Development and Executive Functions in Autistic Children (Theory) ELVIN ALVAREZ (Albizu University; Miami Cerebral Palsy Residential Services, Inc.)

137. A Direct Assessment to Identify Communication Modality Preference for Students With Autism (Service Delivery) LAUREN HASKINS (Virginia Association of Behavior Analysis) and Scott Sparrow, Katherine Rawles, and Cresse M. Morrell (Virginia Institute of Autism)

138. A Multi-Modal Training Package to Improve Parent and Staff Instruction in an Outpatient Setting (Service Delivery) SHONNET R. BRAND, Roxanne Michel Bristol, Tonya LeAnn Lambert, and John W. Prickett (Virginia Institute of Autism)

139. Acceptance and Commitment Therapy Workshops: Increasing Staff Interactions and Happiness Indices in Adults With Autism Spectrum Disorder (Service Delivery) WILLIAM ROOT, Christina L. Chancey, Donnell McCauley, and Ruth Anne Rehfeldt (Southern Illinois University, Carbondale)

poster session

Tuesday (continued)

140. Comparing the Efficacy of Peer Versus Staff Models on Observational Learning in Adults With Developmental Disorders: Implications for Skill Acquisition in Individuals With Autism Spectrum Disorder (Service Delivery) Mariela Castro, CHRISTINA L. CHANCEY, Ruth Anne Rehfeldt (Southern Illinois University, Carbondale)

141. Effectiveness of a Home-Based Modified Incidental Teaching Strategy to Improve Compliance (Service Delivery) CARLY CRESSMAN (University of Manitoba; University of Winnipeg; St. Amant Research Centre), Jessica Summers (University of Manitoba), and Toby L. Martin (St. Amant Research Centre)

142. Effectiveness of Listening While Reading on a Child With Autism (Service Delivery) CHATHURI ILLAPPERUMA and Daniel L. Gadke (Mississippi State University)

143. Examining the Implementation of the Registered Behavior Technician Certification: Benefits, Limitations, Practicalities, and Implications (Service Delivery) CRESSE M. MORRELL and Ethan S. Long (Virginia Institute of Autism)

144. Experimental Functional Analysis: Generalization from Traditional to Trial-Based Analysis (Service Delivery) HANNA C. RUE, Andrea L. Ridgway, and Tino LoVullo (Autism Spectrum Therapies)

145. Further Analysis of a Web-Based Program for Training Italian-Speaking Parents to Implement Early Intensive Behavioral Intervention (Service Delivery) ANDREW PIERCE BLOWERS, Megan E. Vosters, Maegan D. Pisman, Kevin C. Luczynski, and Wayne W. Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center) and Erica Scandurra, Alessandro Dibari, and Daniele Rizzi (Associazione Abruzzese Liberi Bambini dall'Autismo)

146. Stay, Play, and Talk: A Peer Mediated Social Skills Program for Children With Autism Spectrum Disorder and Other Social-Communication Difficulties and Their Peers (Phase IV) (Service Delivery) SHERI MALLABAR, Kimberly Maich, and Megan Nicole Henning (Brock University)

147. Reducing the Instances of Public Sexual Behavior in an Adolescent Male Diagnosed With Autism (Service Delivery) LINDSAY WARD and Kara Lynne Jorgensen (The Homestead)

148. Teaching Gestures as a Form of Nonverbal Communication (Service Delivery) Adrienne Schultz, LINDSAY WARD, and Leah Miljkovic (The Homestead)

149. Using Concrete Manipulatives to Solve Divisions With Remainder on a Child With Autism (Service Delivery) CHATHURI ILLAPPERUMA and Daniel L. Gadke (Mississippi State University)

150. Values Clarification Workshops for Direct Care Staff Working With Individuals With Intellectual Disabilities and Autism Spectrum Disorder (Service Delivery) Mariela Castro and WILLIAM ROOT and Ruth Anne Rehfeldt (Southern Illinois University, Carbondale)

151. An Exploration of ABA Services in the Midwest (Service Delivery) KIMBERLY MARTELL and Neelima Duncan (Ball State University)

152. Behavior Analysis Training System at Western Michigan University (Service Delivery) RICHARD W. MALOTT (Western Michigan University)

153. Southern Illinois University, Carbondale: Distance Learning and Clinical Supervision for Full-Time Employees Working With Children With Autism (OBM; Service Delivery) MARK R. DIXON, Ruth Anne Rehfeldt, Jordan Belisle, Dana Paliliunas, William Root, and Andrea Mazo (Southern Illinois University, Carbondale)

ABAI DENVER 2017

43rd Annual Convention

May 25–29

Colorado Convention Center
www.abainternational.org



REGISTER NOW!

www.abainternational.org/events/annual-2017



Come Grow With Us!

A leading provider of ABA therapy.

Autism Home Support Services (AHSS) is seeking bright & compassionate Board Certified Behavior Analysts.

AHSS is the proven, quality ABA agency that provides one of the best professional experiences in the industry.

Why join AHSS?

- > High energy environment
- > Strong clinical focus for diversity of therapy programming & generalization
- > Ethical service delivery
- > Insurance and operations support which allow clinical team to focus on case and treatment management
- > Industry leading technology support
- > Professional development environment
- > Outstanding peers to collaborate with and support
- > Flexibility to work virtually and independently
- > Whole child and family approach
- > Committed to best practices for client



**Autism
Home
Support
Services**

Illinois | Michigan | Colorado

**Contact us for our current opportunities or stop by
Booth #12 to discuss today!**

**1-844-AHSS-ABA
(844-247-7222)**

AutismHomeSupport.com

Tuesday, January 31 4:00 p.m.–8:00 p.m.

**Wednesday, February 1 9:00 a.m.–1:30 p.m.
3:00 p.m.–6:00 p.m.**

Thursday, February 2 8:00 a.m.–12:00 p.m.

exhibitors and sponsors

Second floor foyers and corridors



Easter Seals Bay Area

CONFERENCE SPONSOR

Booth #6

Easter Seals Bay Area leads the way in ensuring children and families affected by disabilities can live, learn, work, and play to their full potential. Our mission is to expand the organization's impact throughout Northern California in the lives of children with disabilities and their families.



ABA Pocket Interventions, LLC

PREMIER EXHIBIT SPONSOR

Booth #19

ABA Pocket Interventions is a mobile app for therapists to coordinate with caregivers to share treatment plans, simplify and digitize data collection, track coverage, and provide detailed reports to reduce paperwork, improve data accuracy, and allow therapists to expand their practice.

Achieve Beyond

Booth #23

Achieve Beyond provides pediatric therapy and educational services to children, students, and families throughout the United States, including the greater Los Angeles, California area; Virginia/Maryland/DC area; the greater Dallas, Texas area; Long Island/New York City/Hudson Valley, New York region; Pennsylvania (particularly the Bucks, Montgomery, Delaware, and Philadelphia regions); Connecticut, including Fairfield and New Haven counties; and the state of New Jersey, central and northern regions. We offer coordination in initial evaluations, as well as follow-up sessions and provide services in the predominant language of the patients in both home and community settings. We have part-time as well as full-time positions available.

Advances Learning Center

Booth #3

Advances Learning Center (ALC) is a group of passionate professionals striving to set the standard for clinical excellence in the Boston area. Thrive at ALC with a manageable caseload, plenty of clinical support, and frequent professional development opportunities. We cover professional expenses, provide free CEs, and care about your work-life balance. Come visit our booth; better yet, join our team!

Anderson Center for Autism

Booth #27

Anderson Center for Autism (ACA) provides educational, residential, clinical, and support services to individuals on the autism spectrum, while optimizing their quality of life. ABA's core philosophy is that all people deserve a life of quality and ACA supports the individuals we serve in living the lives they choose. We are located in the Hudson Valley on a 100-acre campus 2 hours north of New York City.



AngelSense

PREMIER EXHIBIT SPONSOR

Booth #18

AngelSense is the only GPS tracking and voice-monitoring product specifically designed to safeguard children with special needs. AngelSense protects them from the daily dangers of wandering, bullying, and mistreatment. Safety for children; peace of mind for parents, guaranteed. Visit our website for a special offer.



Autism Curriculum Encyclopedia

PREMIER EXHIBIT SPONSOR

Booth #5

The Autism Curriculum Encyclopedia® (ACE) is the premier, applied behavior analysis educational software system for learners with autism. The ACE® includes a challenging behavior module, multiple assessments, data entry, and automated graphing features as well as more than 1,900 customizable programs. This all in one solution for autism education also includes a direct data entry app for your iOS devices. Designed by the world-renowned New England Center for Children® the ACE utilizes the principles of applied behavior analysis to help you ensure maximum progress.



Autism Home Support Services

PREMIER EXHIBIT SPONSOR

Booth #12

Autism Home Support Services is a leading provider of evidence-based applied behavior analysis therapy in Northern Illinois, Michigan, and Colorado. Our community of BCBAs, BCBA-Ds, and RBTs create measurable differences in children's overall development and long-term success. Our integrative, technology-supported approach includes skill development, behavior shaping, school consulting, and family support in home, center, community, and school settings. Come grow with us!

Autism Partnership Foundation

Booth #17

Autism Partnership Foundation is a nonprofit organization dedicated to expanding our understanding of effective and empirically supported treatment of autism spectrum disorder (ASD) through innovative research, improving the quality of services through national and international training and consultation, and most importantly, increasing the availability of effective treatment to children with ASD and their families.

Behavior Analysis Accreditation Board

Booth #13

The Behavior Analysis Accreditation Board (BAAB) is the governance body responsible for the accreditation of training programs in behavior analysis at the bachelor's, master's, and doctoral levels. The BAAB operates as a board of ABAI and carries out its responsibilities in a manner consistent with the ABAI bylaws and articles of incorporation. The accreditation process is designed to encourage, support, and recognize exemplary training of behavior scientists and scientist-practitioners in the experimental and theoretical foundations of behavior analysis and in ethical and evidence-based practice, and to promote continuous improvement.

The inclusion of this material is not an indication of endorsement, authorization, sponsorship, or affiliation by ABAI of these organizations or their work, services, or the content of the material they present. ABAI exhibitors have been approved by the Practice Board as being aligned with ABAI's mission to contribute to the well-being of society by developing, enhancing, and supporting the growth and vitality of the science of behavior analysis through research, education, and practice.



Behavior Analysis Online

Booth #22

Behavior Analysis Online at the University of North Texas is a pioneering program for online learning. We offer a sequence of highly interactive, multimedia, internet based courses that fulfill the academic requirements by the Behavior Analysis Certification Board for BCBAs and BCaBAs. We also offer continuing education credits, supervisor training, and workshops online.

Bierman ABA Autism

Booth #35

We provide early intensive behavioral intervention services in a center-based setting to children with autism in Indiana and Massachusetts. Our early intensive behavior intervention programs are designed to help children learn skills across many different developmental domains.

CentralReach

CentralReach

PREMIER EXHIBIT SPONSOR

Booth #14

CentralReach is an all-in-one practice management software package. We offer HIPAA compliant messaging, unlimited document storage, data collection, integrated payor billing, and scheduling in a single, simple design. If you haven't seen a demonstration, come to our booth and see what your colleagues and peers are using. We are moving applied behavior analysis forward in simplicity and innovation.



ClinicSource Therapy Practice Management Software

Booth #29

ClinicSource provides a fully-integrated online EMR and practice management system for therapy practices of any size. Thousands of therapists nationwide benefit from the easy-to-use web-based software, which empowers providers to streamline all of their scheduling, documentation, and billing.

CodeMetro, Inc.

Booth #4

CodeMetro offers practice management software insurance billing, consulting services, and administrative products and services dedicated to special needs providers. Every day, clinicians and their staff rely on CodeMetro and its services to increase efficiency and profitability and reduce overhead cost. For over a decade, CodeMetro has been advancing the therapy industry, serving as a purveyor of business necessities that foster growth and therapy quality.

Data Makes the Difference

Booth #26

Data Makes the Difference, LLC and Dr. Mark Sundberg created the VB-MAPP app. The VB-MAPP app is an electronic version of the popular VB-MAPP assessment. The VB-MAPP app was designed for the psychologists, speech language pathologists and parents alike to conduct what is widely considered to be the "go to" assessment instrument for children and adolescents with developmental delays, particularly in the speech and language areas.

Early Autism Project

Booth #1

Since 1998, Early Autism Project has been providing families and school districts throughout the United States with effective methods of treatment for children of all ages with autism and other developmental disabilities. Based in over 30 locations nationwide, our evidence-based treatment and instructional recommendations are guided by the principles of applied behavior analysis, along with the principles of Skinner's analysis of verbal behavior.

Easterseals Southern California

Booth #2

For nearly 100 years, Easterseals has been an indispensable resource for individuals and families facing disability; providing services that make positive differences in people's lives. We provide a variety of services designed to help people live, learn, work, and play in their communities. Join us online as we work to change the way the world defines and views disabilities.

Florida Institute of Technology

PREMIER EXHIBIT SPONSOR

Booth #8

Do you want to assist in helping people learn new behaviors? Become a part of the solution in improving people's lives by becoming a behavior analyst. The Department of Continuing Education at Florida Tech can provide you with the necessary training conveniently and economically. We provide high quality online coursework for certification, as well as the continuing education courses needed to maintain that certification.

Global Autism Project

Booth #25

The Global Autism Project is a 501(c)(3) nonprofit organization based in Brooklyn, NY that works to build local capacity to provide evidence-based services to individuals with autism in under-served communities worldwide. Through this systemic, sustainable training model, the Global Autism Project embraces the talent and resources of the communities served while cultivating leaders in the field of applied behavior analysis. Autism knows no borders; fortunately neither do we.

The Institute for Behavioral Training

Booth #9

The Institute for Behavioral Training (IBT) is a one-stop training hub for people who interact with, teach, care for, and treat individuals with autism spectrum disorders. IBT was developed by a professional team of BCBAs—all with over 20 years of experience in the field. This dynamic team has worked together to create and implement diverse training programs. Our innovative course offerings meet the current and emerging needs of the community, parents, caregivers, and human service professionals across the globe.

The May Institute, Inc.

Booth #10

May Institute is a nonprofit organization providing educational, rehabilitative, and behavioral healthcare services to individuals with autism spectrum disorders and other developmental and intellectual disabilities, brain injury, and behavioral health needs.

exhibitors and sponsors

Second floor foyers and corridors

McNeese State University

Booth #32

McNeese State University's Master of Arts in Psychology Program with a concentration in applied behavior analysis is approved by the BACB and accredited by ABAL. The program is offered in online or on-campus formats. A Graduate Certificate Program is also available for individuals interested in adding the BCBA credential to their existing master's degree.

Melmark

Booth #34

Melmark provides services in an environment of warmth, care, and respect. The vision of Melmark is to be a center of excellence for all services we provide in all locations where we provide them. This commitment to excellence will continue to drive the decisions we make. Melmark works closely with families and referral sources throughout the country and the world. We offer two distinct program sites: Melmark, Berwyn, PA and Melmark, New England-Andover, MA.

Quality Behavior Solutions

Booth #15

Quality Behavior Solutions, Inc. (QBS)—a leading national behavioral training company—offers Safety-Care™ Behavioral Safety Training. Much more than the typical “crisis prevention course,” Safety-Care is founded upon the principles and procedures of applied behavior analysis and positive behavioral interventions and supports. QBS trains staff in evidence-based practices toward the prevention, minimization, and management of behavioral challenges. QBS offers a variety of other behaviorally based training and consulting.



The Shape of Behavior

PREMIER EXHIBIT SPONSOR

Booth #7

The Shape of Behavior is a center-based ABA therapy clinic for individuals with autism and other developmental disabilities. The Shape of Behavior is committed to behavior analytic evidence-based treatment, training, and research.

Simmons College, Department of Behavior Analysis

Booth #33

At Simmons College, our behavior analysis programs prepare students for leadership roles in the implementation, evaluation, and administration of applied behavior analysis principles and methods. Our innovative curriculum emphasizes contemporary research and the fusion of behavior analysis with other scientific fields. We offer on-campus MS, Ed.S., and Ph.D. degree programs, as well as an online MS degree.

SKILLS Global

Booth #20

SKILLS Global provides a comprehensive solution to create and implement customized treatment plans for individuals with autism spectrum disorder. Skills® for Autism includes assessment, curriculum, progress tracking, behavioral intervention plans and more, and has been scientifically validated by 10 published research studies. The Skills® mission is to help families affected by autism by providing affordable global access to the highest-quality ABA-based intervention in the world.

Spectacular Kids ABA Therapy & Consulting

Booth #30

Spectacular Kids ABA Therapy and Consulting is a clinic-based ABA program that provides intensive applied behavior analysis therapy to individuals between the ages of one and ten years with a diagnosis of autism or a related disorder. Spectacular Kids focuses on providing exceptional, individualized services with an emphasis on parent training and helping our clients reach their maximum potential!

STAR Autism Support

Booth #31

STAR Autism Support provides curriculum materials, workshops, and training to school and agency staff who work with students with autism. Our mission is to help others successfully implement research-based applied behavior analysis techniques. We want every child with autism to receive effective instruction!



TotalABA

PREMIER EXHIBIT SPONSOR

Booth #16

Our mission is to support groups that perform therapy for autistic and learning disabled children so that they can spend less time worrying about running their organizations. ABA and associated therapy is profoundly improving the lives of children with autism spectrum disorders and their families. We believe that therapists deserve the best software and services to enable them to work at peak performance and efficiency.

University of New Brunswick

Booth #21

Established in 1785, University of New Brunswick (UNB) is one of the oldest public universities in North America and has about 11,500 full- and part-time students from more than 100 countries. UNB's College of Extended Learning has provided the Autism and Behaviour Intervention Training Program to over 1000 clinical supervisors, consultants, educational assistants, and autism support workers in the province of New Brunswick, Saskatchewan and in France. UNB continues to grow its offerings in autism and behaviour intervention with research and support.

University of West Florida

Booth #24

The Office of Applied Behavior Analysis at University of West Florida provides BACB-approved online coursework for BCBA certification. We also offer a completely online master's degree in exceptional student education, which includes all BACB coursework. For those already certified, we offer mobile-friendly CEUs.



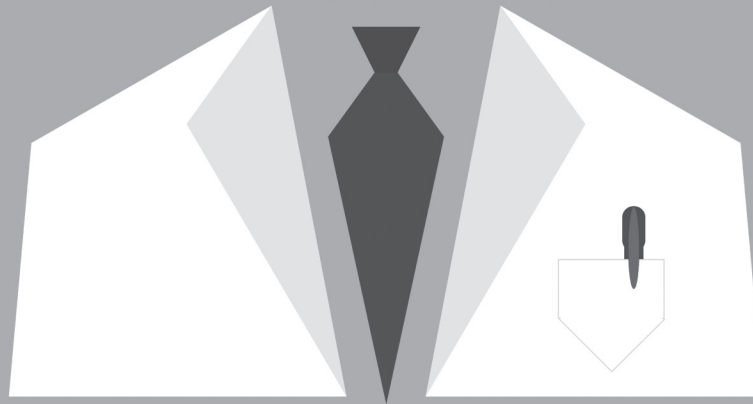
Western Psychological & Counseling Services

PREMIER EXHIBIT SPONSOR

Booth #11

Western Psychological & Counseling Services is based in beautiful Portland, Oregon. The mission of Western's Autism Program is to provide evidence-based interventions to help support and empower individuals with autism spectrum disorders and comorbid mental health concerns. ABA services include our Early Intervention Program, Intensive Behaviors Unit, In-Home Program, and social groups.

HIRING



BEHAVIOR ANALYSTS

Hybrid Career Fair: 11th Annual Autism Conference

Location/Time

Wednesday, February 1, 5–6 pm, 2nd floor of the Sheraton Puerto Rico Hotel & Casino: participating exhibitors.

The interview room (Luna Boardroom) will be available Tuesday, January 31, and Wednesday, February 1, 8 am–8 pm and Thursday, February 2, 8 am–3 pm.

Job Seekers—Looking for that perfect career opportunity? Here's your chance!

Virtual

Register for the hybrid career fair online at www.abainternational.org/career-central by Wednesday, February 1. When you register, an 11th Annual Autism Conference logo will appear beside your résumé to indicate you are looking for an opportunity. Accept an invitation for a connection when a potential employer requests your contact information.

Search for jobs! Companies that are registered for the career fair will have a conference logo beside their job posts. Reach out to organizations offering opportunities you find interesting.

On Site

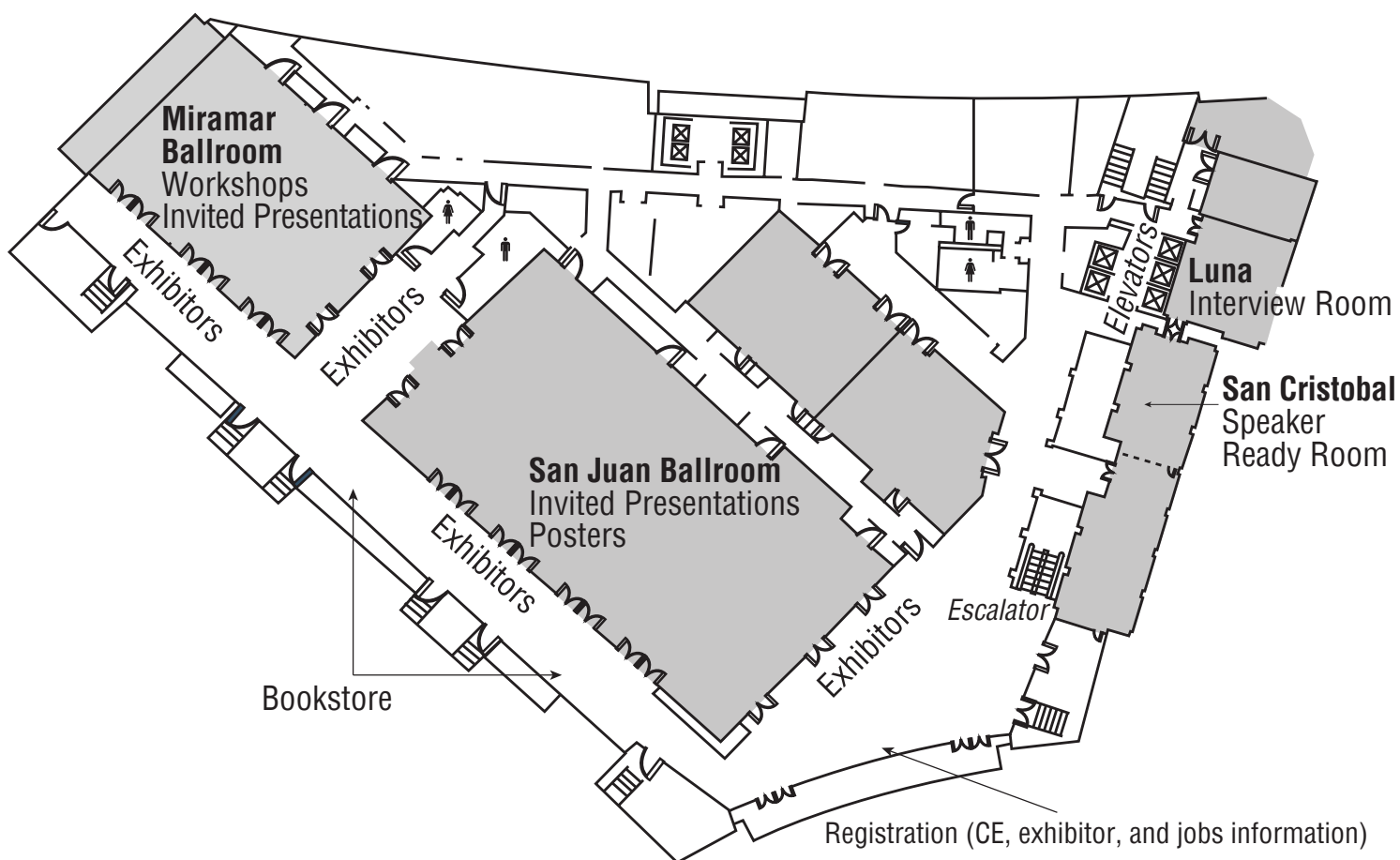
Bring your résumé! Participating exhibitors will be expecting jobseekers to arrive with résumés in hand. They may have reached out to you in advance to arrange a face-face interview.

Download the conference app to keep updated on participating companies!
www.abainternational.org/events/autism/puertorico2017/mobileapp



Sheraton Puerto Rico Hotel & Casino

2nd Floor



Restaurants

On site:

- Choices (6:30 am–2 pm, 6 pm–10 pm): Modern cuisine with global influences
- Choices Café (6 am–10 pm): Continental breakfast as well as grab and go meal options
- District Lounge & Sushi Bar (2 pm–11 pm): Elegant yet relaxed tapas and sushi lounge
- Infinity Pool Bar & Grille (11 am–6 pm): Light snacks, refreshing tropical drinks, and delicious sandwiches

Nearby:

- Texas de Brazil (5 pm–10 pm): Brazilian Style prime cuts with an elaborate salad station and wine selection
- Ficus Bar and Grill (Tues. & Wed., 5 pm–10 pm; Thurs., 12 pm–2 am): Locally themed dining options
- Olive Garden (11 am–12 pm): Italian food with quick pick lunch options



Behavior Analysis

M.S., ED.S., PH.D.

Investigating the Science of Behavior

- NEW fully online BACB[®]-approved master's degree course sequence.*
- An on-campus master's program that is the **ONLY** program in New England that is accredited by the Behavior Analysis Accreditation Board (BAAB) of the Association for Behavior Analysis International (ABAI).
- The on-campus Ph.D. degree program consists of a fusion style of research, using findings from other disciplines to improve behavior analytic research.



* The online program is not currently accredited by the Behavior Analysis Accreditation Board (BAAB) of the Association for Behavior Analysis International (ABAI)

We are thrilled to welcome to Simmons College two highly regarded professionals in the field of Behavior Analysis!



*Philip N. Chase, Ph.D., Professor of Practice
Department of Behavior Analysis*



*Noelle Neault, Ph.D., Program Director
Behavior Analysis@Simmons Online M.S. Program*

To learn more, contact the Office of Graduate Studies Admission at 617-521-2915 or gsa@simmons.edu, or visit us on the web at www.simmons.edu/academics/graduate-programs.

SIMMONS COLLEGE

**Modules from the 42nd Annual Convention
and 10th Annual Autism Conference now available!**

Visit the Learning Center online and browse all the offerings.

NOW AVAILABLE



**PRE-ORDER AT
REGISTRATION DESK!**



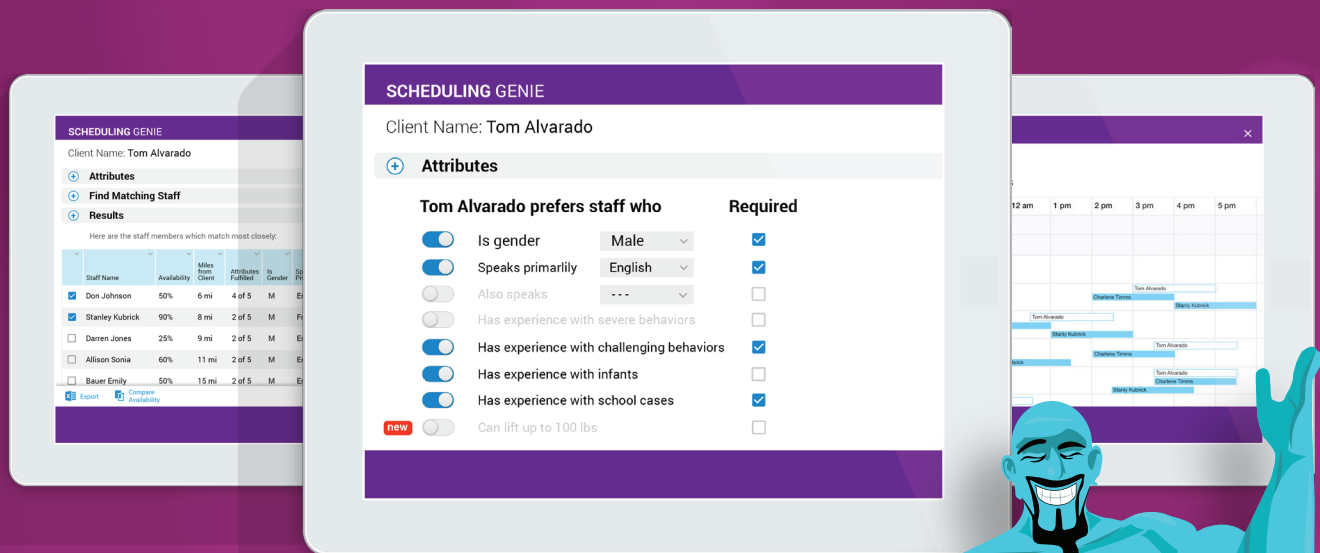
The ABAI Learning Center offers access to popular sessions from ABAI events; it allows you to listen to and view presentations and includes opportunities to earn continuing education credit for behavior analysts from selected sessions.

**learning
center**

www.abainternational.org

NPAWORKS SCHEDULING GENIE

Save Precious Clinical Time! Let The Genie Grant Your Wish.



Scheduling Genie = Less Clinical Expense

- ✓ Schedule Better & Faster
- ✓ Optimize Staff Resources
- ✓ Save Time & Money

The Scheduling Genie grants you the ability to define custom attributes for your clients and staff. Based on your client's needs and staff's attributes, the Genie will suggest "Best Staff Fits" for your client. Let NPAWorks handle the burden of scheduling for you. Only NPAWorks provides the Scheduling Genie, Scheduling Matrix, and RBT Supervision Tracking features.



www.CodeMetro.com



Call 877.796.9883 today to get your wish granted!

The New England Center for Children's ABA Software System



Proven Curriculum Proven Progress



The New England Center
for Children®
Autism Education and Research



2005 Award for Enduring Programmatic
Contributions to Behavioral Analysis



2017 Award for the International
Dissemination of Behavioral Analysis

FREE DEMO
Just visit us online

www.acenecc.org