



Michigan Autism Conference

October 11-13, 2017

Welcome to the Fifth Annual Michigan Autism Conference (MAC)! This conference is dedicated to providing families, practitioners, and researchers with information on a variety of topics related to the assessment and treatment of those affected with autism. We hope you will find our conference to be informative and enjoyable.

Registration

| | |
|-----------------------|-----------------------|
| Wednesday, October 11 | 7:30 a.m. – 8:00 a.m. |
| Thursday, October 12 | 7:00 a.m. – 8:00 a.m. |
| Friday, October 13 | 7:00 a.m. – 8:00 a.m. |

Remember to stop by the Continuing Education table for information about CEUs!

Please stop by the Discover Kalamazoo table for information about things to do while you are in Kalamazoo!

Enjoy our complimentary wifi:

Network: MAC2017
Password: Spectrum17

Connect with us on social media!

Use #MAC2017



Program Content

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Attendees of the 2017 Michigan Autism Conference may be photographed by a MAC-approved photographer. The Michigan Autism Conference reserves the right to use these photographs in advertising materials. Attendees may not make monetary or other claims against the Michigan Autism Conference for the use of these photographs.

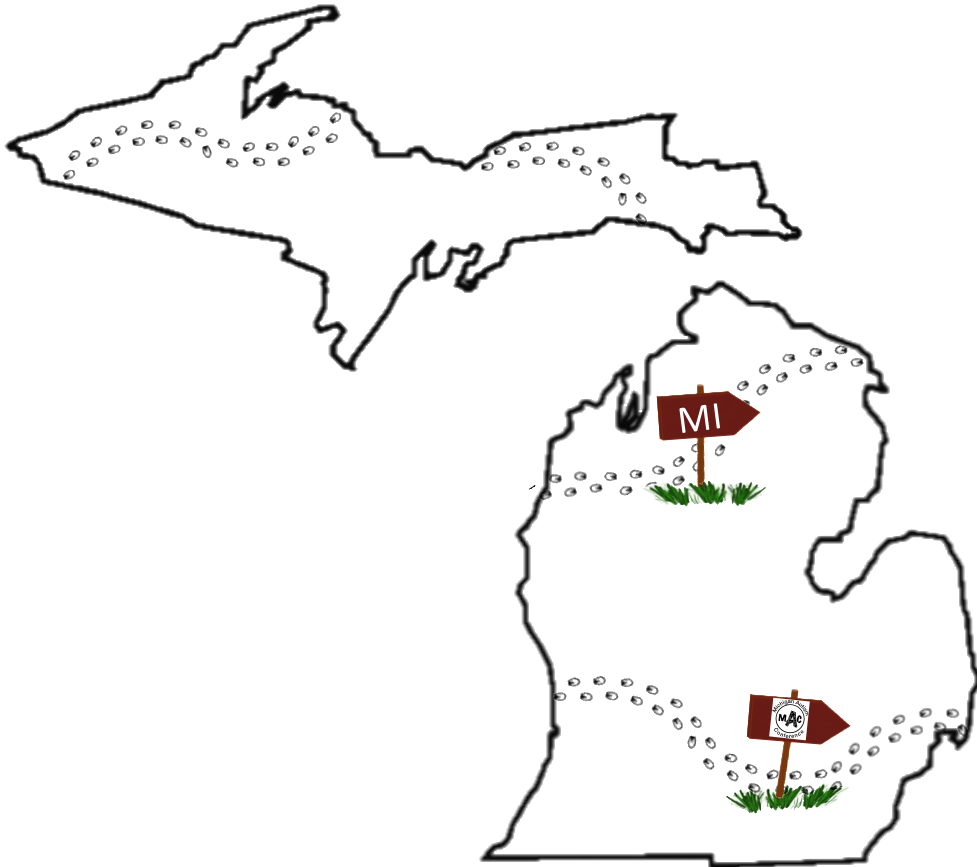
Kalamazoo



Making Strides Across the State with Spectrum

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As the Michigan Autism Conference celebrates its 5th anniversary, we would like to introduce the newest member our team, **Spectrum!** To celebrate our new MAC mascot, this year's program will look a little different. The MAC committee would like to celebrate the amazing strides the state of Michigan has made in the care, education, treatment, and research related to individuals diagnosed with autism. As such, you will find Spectrum and some of his fun facts about the state's progress, the MAC, and the beautiful cities of Michigan throughout!



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Michigan Autism Conference is thankful for the assistance and efforts of the following organizations:



Discover Kalamazoo

Provided assistance with the information table and speaker welcoming.



Foxy Learning LLC

Provided assistance with MAC's website.



Image Stream

Provided assistance with audio/visual needs.



Parent to Parent of Southwest Michigan

Provided assistance with organizing parent scholarships.



**Radisson Plaza Hotel
and Suites**

Provided assistance with
conference planning and
support.



**Western Michigan
University Department of
Psychology**

Provided organizational
assistance.



**Western Michigan
University Lee Honors
College**

Provided assistance with volunteer
staffing.



**Western Michigan
University PSY 2517 Course
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Provided assistance with volunteer
staffing.



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October 10, 2017

Welcome to the City of Kalamazoo!

On behalf of the City of Kalamazoo, I wish to offer a warm welcome to the participants of the Michigan Autism Conference! Kalamazoo is the City of the Kalamazoo Promise (www.kalamazoopromise.com) the City of Promise, and a Jewel of Michigan.

We are privileged to be your host city in 2017 for your event.

Discover Kalamazoo can provide additional information about area attractions or you can check the link to events at www.discoverkalamazoo.com

You will find Kalamazoo to be friendly and innovative. The heart of the vibrant downtown area is filled with unique restaurants, retail stores, art galleries, coffee shops, pubs, and microbreweries. The Kalamazoo Public Library, the Kalamazoo Valley Museum and the Kalamazoo Institute of Arts are within easy walking distance of the downtown district. Also nearby is the outdoor Arcadia Festival Site, the location for many special entertainment events throughout the warm spring, summer and fall months. For sports enthusiasts, nearby Mayors' Riverfront Park is home to the Kalamazoo Growlers baseball team, and adjacent to the park and available to walkers and joggers is the Riverfront Trailway, which borders the Kalamazoo River. Other area attractions include the Kalamazoo Air Zoo, Celery Flats scenic walking/biking trail, and the Kal-Haven Trail, which connects the Kalamazoo area to the Lake Michigan community of South Haven where there are beautiful public beaches.

We are confident that you will have an enjoyable and rewarding experience, and encourage you to check our City's website at www.kalamazoo-city.org and explore the links to the many recreational and leisure activities in our area.

Again, welcome to Kalamazoo and best wishes for a successful show!


Supporting the journey,

A handwritten signature in blue ink that reads "Bobby J. Hopewell". The signature is stylized and fluid.

Bobby J. Hopewell
Mayor

Wednesday, October 11

The color-coded bars indicate the recommended audience.
A map is located at the back of your program.

| | | | | |
|---|--|--|--|--|
| 7:30-8:00 | Registration (Lobby) | | | |
| Room | Stone Theatre | Oaks | Prairies 4 | Meadows |
| 8:15-9:15 | James Partington Using the IBLIS-R® and AFLS® | Keith Williams Increasing Diet Variety | Heather McGee BACB Supervisor Training | Wayne Fuqua BACB Ethics |
| 9:15-10:15 | Lunch (on your own) - <i>please visit the Discover Kalamazoo table for a list of local restaurants</i> | | | |
| 10:15-10:55 | James Partington Using the IBLIS-R® and AFLS® | | BACB Supervisor Training Continued |  |
| All evening events are in the Arcadia Ballroom | | | | |
| 6:00-6:30 | Light Refreshments | | | |
| 6:30-7:30 | Kick-Off Event Speaker <i>The Past, Present, and Future of Applied Behavior Analysis and Autism</i> | | | |

Wednesday, October 11

Workshops

8:00 a.m. – 5:00 p.m. (Lunch 12:00 – 1:00); Stone Theater

James Partington, Ph.D., BCBA-D (Partington Behavior Analysts)

James W. Partington, Ph.D., BCBA-D is the director of Behavior Analysts, Inc., and provides services to children and their families at the STARS Clinics in Walnut Creek, California. He is a licensed psychologist and a Board Certified Behavior Analyst, doctoral level (BCBA-D), and has more than 45 years experience working with children with developmental disabilities.

His expertise is in language-based intervention with children who are experiencing language delays as a result of autism and other related developmental disorders. Dr. Partington is the co-founder of a school that specialized in language-based instruction for children with autism (STARS School) and has helped several public school systems establish similar classrooms within their own districts. He has been a faculty member of several universities including West Virginia University, University of San Francisco and St. Mary's College. Dr. Partington is a former President of the Northern California Association for Behavior Analysis and has served as a member of the Behavior Analyst Certification Board. Dr. Partington has received several professional awards including the Public Service Award for the Advancement of Behavior Analysis in Florida, presented by the Florida Association for Behavior Analysis. He has co-authored the book, *Teaching Language to Children with Autism or Other Developmental Disabilities*, and *The Assessment of Functional Living Skills (The AFLS®)*. He is the author of several books including *The Assessment of Language and Learning Skills-Revised (The ABLLS-R®)*, *Capturing the Motivation of Children with Autism*, and *Getting Started: Developing Critical Learning Skills for Children on the Autism Spectrum*.



Using the ABLLS-R® and the AFLS® to Assess Skills and Design Developmentally Appropriate Intervention Programs for Individuals with Autism

Attendees will learn to assess and analyze learners' skills and deficits, and develop a comprehensive curriculum for learners of all ages. This workshop will teach participants how to design developmentally appropriate instruction using the Assessment of Basic Language and Learning Skills- Revised (The ABLLS-R®) and the Assessment of Functional Living Skills (The AFLS®). The ABLLS-R® and the AFLS® are parent and teacher friendly assessment tools, and skills-tracking systems used to help guide the instruction of critical skills to individuals with autism or other developmental disabilities. Individuals of all ages need to learn many critical functional living skills in order to successfully participate in a wide range of home, school, and community-based activities. The AFLS® contains an extensive range of skills—some of which include

traveling in the community, making purchases, seeking assistance as required, preparing meals, helping with household chores, and participating in social and leisure activities. Workshop participants will learn how to conduct an AFLS® assessment and transfer the results to the skills tracking grids. An emphasis will be placed on helping parents, other caregivers, and educators identify and prioritize functional skills that their learner needs to develop. Additionally, Dr. Partington will review the concept of conducting a task analysis—a practical and easy to implement method to break down complex tasks to help learners develop the targeted skills. By identifying skill deficits, prioritizing some learning targets for daily activities, and setting up quality instructional programs, one can make a quick and significant impact.

Saginaw Skyline

8:00 a.m. – 12:00 p.m.; Oaks

Keith E. Williams, Ph.D., BCBA (Penn State Hershey Medical Center)

Dr. Keith Williams is a licensed psychologist and a Board Certified Behavior Analyst. He has been the Director of the Feeding Program at the Penn State Hershey Medical Center for 20 years. Dr. Williams is a Professor of Pediatrics at the Penn State College of Medicine where he teaches medical students, graduate students, and medical residents. He has written over 50 book chapters and articles in the area of feeding problems and child nutrition. He is co-author of *Treating eating problems of children with autism spectrum disorders and developmental disabilities: Interventions for professionals and parents*.



Increasing Diet Variety Among Children with Autism Spectrum Disorders

Among children with autism spectrum disorders, selective eating or eating a narrow range of foods is a common problem. Selective eating is also a source of concern for both caregivers and care providers. In this presentation, selective eating among children with autism spectrum disorders is reviewed. This presentation will also describe a range of interventions that can be used by caregivers in the home setting. The interventions will be described and case examples will be provided. The goal of this information is to provide parents with practical information for use in home and community settings.

8:00 a.m. – 5:00 p.m. (Lunch 12:00 – 1:00); Prairies 4

Heather McGee, Ph.D. (Western Michigan University)

Heather M. McGee is an Associate Professor of Psychology and Co-Chair of the Industrial/Organizational Behavior Management program at Western Michigan University (WMU). She received her B.S. (1998), M.A. (2003), and Ph.D. (2004) from WMU. Dr. McGee is also co-founder of Performance Blueprints, a performance improvement consulting firm specializing in helping small businesses, non-profits & human service settings by providing a variety of consulting and training services. Dr. McGee has designed, developed and implemented organizational performance solutions in a variety of



industries and settings, including autism service providers, the pharmaceutical industry, education, and health and human services. These solutions have included performance-based instruction, performance management, behavioral systems changes, and lean sigma initiatives. Additionally, Dr. McGee is the Executive Director of the Organizational Behavior Management (OBM) Network and serves as an associate editor for the *Journal of Organizational Behavior Management (JOBM)* and on the editorial board for *Behavior Analysis: Research and Practice*.

BCBA 8-Hour Supervision Training

In their September, 2012 newsletter, the BACB announced that BCBA's providing supervision must complete an 8-hr approved supervision training in order to "more directly impact the acquisition and maintenance of quality supervision repertoires and increase compliance with BACB standards." However, training alone may not be sufficient. Supervisors training people to become Board Certified Behavior Analysts typically serve in other professional roles outside of that of BCBA supervisor. These roles may effectively compete with the responsibilities of supervising. Having materials to reduce the effort of supervising may increase the likelihood of supervisors carrying out the full process of behavioral skills training, which would help increase the proficiency with which their supervisees can perform the skills outlined in the BACB Fourth Edition Task List and Supervision Training Curriculum Outline. The purpose of this workshop is therefore to satisfy the BACB 8-hr supervision training requirements as well as to introduce some tools for increasing the efficiency and effectiveness of supervision and facilitating the process of behavioral skills training for BCBA supervisors.

This training program is based on the BACB Supervision Training Curriculum Outline, but is offered independent of the BACB.

8:00 a.m. – 12:00 p.m.; Meadows

Wayne Fuqua, Ph.D., BCBA-D (Western Michigan University)

Dr. Wayne Fuqua is a Professor of Psychology and the former Chair of the Psychology Department at Western Michigan University (1999-2013). He currently teaches courses and mentors graduate students in Clinical Psychology and Behavior Analysis at WMU. Fuqua also conducts research across a range of areas including health psychology, ethics, dissemination and developmental disabilities. A Fellow of the Association for Behavior Analysis, Dr. Fuqua has published numerous peer reviewed articles and given numerous presentations and workshops at national and regional conferences. He has collaborated with researchers from WMU's Sociology and Philosophy Departments on two NSF-funded projects on research ethics. He is actively involved with a number of community-based agencies that provide services to individuals diagnosed with autism spectrum disorders and other developmental and physical disabilities. In his role as a member of the Michigan Autism Council (2013-2016), he was involved in developing, implementing and evaluating a



state-wide plan to improve the quality and availability of autism services in the state of Michigan. He was recently honored with a Distinguished Service Award from Western Michigan University. He has developed a series of ABA training videos for BCBA practitioners that are available, free of charge, at wmich.edu/autism/resources.

BACB Ethics: Developing Problem-Solving Strategies through Interactive Team-based Learning

This workshop is designed primarily for practitioners who have some familiarity with the Professional and Ethical Compliance Code for Behavior Analysis from the Behavior Analysis Certification Board (BACB) and wish to improve their skills to (a) identify and analyze ethical challenges, (b) develop strategies to resolve ethical challenges, (c) refine their skills to tactfully and effectively resolve ethical challenges, and (d) obtain CEUs in the ethics domain as required for BACB recertification. Others, including licensed psychologists, who are interested in applying BACB ethical guidelines to real world ethical challenges in practice and research are also encouraged to attend. Participants should be prepared to describe and discuss real world ethics cases in a manner that protects the identity of those individuals involved in the ethics cases.

Grand Rapids Skyline





Great Lakes Center for Autism Treatment and Research

- ◆ **Diagnostic Evaluations**
- ◆ **Outpatient Applied Behavior Analysis (ABA) Services**
- ◆ Teach academic, adaptive, and social skills to prepare children ages 15 months to 21 years old to lead full and successful lives.



- ◆ Half-day and after school appointments as well as an all-day program are available.
- ◆ **Intensive Residential Treatment Program**
- ◆ Through the use of ABA and in coordination with medical, educational, and psychiatric supports, we aim to reduce problem behaviors and teach adaptive skills to prepare children ages 6-17 years old to transition back to their home as soon as clinically appropriate.
- ◆ Goals of the program are: decrease challenging behaviors, increase functional communication skills, work successfully in a classroom, participate in a group, build self-care and adaptive living skills, and improve social skills.
- ◆ Caregiver training required.

Interested in Joining Our Team

We are hiring full and part-time Behavior Technicians and Applied Behavior Analyst Tutors



- ◆ Please visit our exhibit to learn more and/or to schedule an on-site interview.
- ◆ Apply on line at:
<http://www.autismtreatmentresearch.org/join-our-staff>

ADDRESS 9616 Portage Road • Portage, MI 49002 **PHONE** 269.250.8200 **FAX** 269.250.8339
www.autismtreatmentresearch.org



Wednesday, October 11

Kick-Off Event

6:30 p.m. – 7:30 p.m.; Arcadia Ballroom

Richard W. Malott, Ph.D., (Western Michigan University); and **Carmen Jonaitis, Ed.D.**
(Retired Kalamazoo Regional Educational Service Administration)

The Past, Present, and Future of Applied Behavior Analysis and Autism

Applied behavior analysis and autism, in the nation, in Michigan, and in Kalamazoo, in the past, in the present, and maybe even in the future. A quiet shout out to the mamas, and papas, and professionals who've helped and continue helping.

**5th Annual Michigan Autism Conference
Kick-Off & Recognition Ceremony**



Dr. Carmen Jonaitis



Dr. Richard W. Malott

**The Past, Present, and Future of Applied
Behavior Analysis and Autism**

A special tribute to Dr. Malott for his enduring contributions to the treatment of autism with Dr. Carmen Jonaitis and Dr. Richard W. Malott!

Wednesday, October 11, 2017, 6PM
Radisson Plaza Hotel at Kalamazoo Center!
Light refreshments will be served!

Please RSVP at

www.michiganautismconference.org/presentations/kickoff/register/

More conference information at
www.michiganautismconference.org/



Thursday, October 12

The color-coded bars indicate the recommended audience.
A map is located at the back of your program.

| | | | | | | |
|---|--|---|-------------------------------------|--|--|--|
| 7:00-8:00 | Registration and Continental Breakfast <i>Lobby</i> | | | | | |
| All morning sessions are in the Arcadia Ballroom | | | | | | |
| 8:00-8:30 | <i>Opening Remarks and Announcements</i> | | | | | |
| 8:30-9:20 | Bridget Taylor <i>Behavior Analysis and Autism Treatment: A Rich History and A Promising Future</i> | | | | | |
| 9:30-10:20 | Catherine Lord <i>What can we Learn About Appropriate Services in Children with ASD from our Longitudinal Study from 2 to 22?</i> | | | | | |
| 10:30-11:20 | James Partington <i>Programming for Success: Critical Elements of an Effective Intervention for Individuals with Autism</i> | | | | | |
| 11:30-1:00 | Lunch (on your own) - <i>please visit the Discover Kalamazoo table for a list of local restaurants</i> | | | | | |
| Room | Arcadia Ballroom | Glens 1 & 2 | | | Glens 3 | |
| 1:00-2:20 | McGee Performance Management | Palmer, Nutkins, & Grossett Science/Supervision | Levine SPED Conversations | | | |
| 2:30-3:20 | Poster Session 1 Exhibit Expo and Book Signing in the Bookstore <i>Kalamazoo Room</i> | | | | | |
| 3:30-4:20 | Matson Medical/ Psychiatric Comorbidity | VanderMolen Adaptive Toys | | | Matthews Working with Toddlers | |
| 4:30-5:20 | Karsten Best Practice Manuals | Plavnick, Linscott, & Garrigus Community EI | | | Leino-Handford Epilepsy & Autism | |

Practitioner


Education

Research

Parent/ Caregiver

Thursday, October 12

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A map is located at the back of your program.

| | | | | | | |
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| 7:00-8:00 | Registration and Continental Breakfast <i>Lobby</i> | | | | | |
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| 8:00-8:30 |  | | Exhibit Expo and Bookstore | | | |
| 8:30-9:20 | | | | | | |
| 9:30-10:20 | | | | | | |
| 10:30-11:20 | | | | | | |
| 11:30-1:00 | Lunch (on your own) - <i>please visit the Discover Kalamazoo table for a list of local restaurants</i> | | | | | |
| Room | Prairies 4 & 5 | Prairies 6 | Stone Theatre | Kalamazoo Room | | |
| 1:00-2:20 | Hartley Supervisor Curriculum | Smith Virtual Reality Job Interviews | Korinek & Longcore PLAAFPing for Progress | | Parent/ Caregiver | |
| 2:30-3:20 | Poster Session 1 Exhibit Expo and Book Signing in the Bookstore <i>Kalamazoo Room</i> | | | | | |
| 3:30-4:20 | Wang Mouse Model Fragile X Syndrome | Elsasser & Grost MDHHS Update | Bell Mocini Quest & Success of Child | Exhibit Expo and Bookstore | | |
| 4:30-5:20 | Pollard Ethics in Telehealth | Jonaitis EIBI in Public Schools | L. Todd Medical-Legal Coordination | | | |



TotalSpectrum

In-Home
ABA Services
for children with
Autism Spectrum
Disorder



www.totalspectrumcare.com

Thursday, October 12

Continental Breakfast



7:00 a.m. – 8:00 a.m.; Lobby

Please enjoy a special continental breakfast during registration. Remember to stop by the CEU table if you need CEUs, and check out the Information Table to learn more about things to do in Kalamazoo. The Exhibitor Expo and bookstore will also be open during this time! Michigan Autism Conference would like to thank the Great Lakes Center for Autism Treatment and Research- a program of Residential Opportunities, Inc. for their sponsorship of this year's Continental Breakfast!

Opening Remarks

8:00 a.m. – 8:30 a.m.; Arcadia Ballroom

Price Pullins, M.A. (Chief Behavioral Psychologist, Michigan Department of Health and Human Services, Behavioral Health and Developmental Disabilities Administration)

Price Pullins will delivering opening remarks to focus on the state of the state of autism treatment in Michigan. Important announcements will follow his address. Thank you for joining us at the Michigan Autism Conference!

Mr. Pullins attended Western Michigan University, obtaining his bachelor's degree and graduating from Western with his master's degree in clinical psychology with focus of applied behavior analysis. Price specializes in providing consultation on challenging treatment cases throughout the behavioral health and developmental disabilities system within the State of Michigan. Mr. Pullins was a consultant for the self-injurious behavior treatment in the Secure Status Residential Treatment Program for the Michigan Department of Corrections, and contributed to the development of the behavioral health and developmental disabilities program within the department. In addition to directing a variety of inpatient and outpatient treatment programs, Price developed the largest Psychosocial Rehabilitation Program for patients in need of long term treatment in the United States and participation in this program extends to all State of Michigan psychiatric hospitals. In the last several years, Price has been an invited speaker at well over 100 conferences both nationally and internationally, one notable mention, the German Sport University in Cologne. Mr. Pullins is also trained in delivering trauma mental health service. In response to Hurricane Katrina, Price directed the behavioral response for the approximately 500 people that were brought to the Lansing area. Recently, Mr. Pullins was a co-author on the July 2016 Final Report: *Community Assessment for Public Health Emergency Response (CASPER) After the Flint Water Crisis: May 17 – 19, 2016* published by the Centers for Disease Control and



Prevention. Price continues to serve as a member of the Michigan Department of Health and Human Services, Community Health Emergency Coordination Center Behavioral Health Team for response and recovery related to the City of Flint water contamination.

Helping ALL children reach their full potential



DEVELOPMENTAL ENHANCEMENT
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families affected by Autism
Spectrum Disorders.

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- Parent consultation and training

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- *Comprehensive Benefits*
- *Professional Development*
- *Career Advancement Opportunities*
- *Continued Training and Education*
- *Local and National Conference Attendance Opportunities*
- *Functional Analysis Curriculum Training*
- *Supervision Curriculum Training*
- *Tuition Reimbursement*

Melmark is Hiring:

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- Speech Language Pathologist
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We provide evidence-based ABA services for children and adults with autism and other intellectual disabilities.

Benefits of a career at Melmark include:

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- Tuition reimbursement
- On-site BACB-approved graduate sequence
- Excellent benefits
- Opportunity for career advancement

Opportunities include participation in applied research, ongoing clinical and systemic projects, professional development and scholarly contributions to the field.

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To see current openings, scan this QR code with your phone or go directly to our online job postings at:
www.melmark.org/careers

Thursday, October 12

Keynote Addresses

8:30 a.m. – 9:20 a.m.; Arcadia Ballroom

Bridget Taylor, Psy.D., BCBA-D (Alpine Learning Group)

Dr. Bridget A. Taylor is Co-founder and Executive Director of Alpine Learning Group and is Senior Clinical Advisor for Rethink. Dr. Taylor has specialized in the education and treatment of children with autism for nearly 30 years. She holds a Doctorate of Psychology from Rutgers University, and received her Master's degree in Early Childhood Special Education from Columbia University. She is a Board Certified Behavior Analyst and a Licensed Psychologist. She was past Associate Editor for the Journal of Applied Behavior Analysis and currently serves on the editorial board. She also serves on the editorial board of Behavioral Interventions. She is a member of the Behavior Analyst Certification Board and serves on the Autism Advisory Group for the Cambridge Center for Behavioral Studies. Dr. Taylor is active in the autism research community and has published numerous articles and book chapters on effective interventions for autism. She is a national and international presenter and serves in an advisory capacity for autism education and treatment programs both locally and abroad. Dr. Taylor's current research interests are in identifying innovative procedures to increase the observational learning repertoires of children with autism.



Behavior Analysis and Autism Treatment: A Rich History and a Promising Future

Thirty years ago, Ivar Lovaas published his landmark study documenting the benefits of early intensive behavioral intervention for autism. Together with a number of other seminal works, Lovaas' publication brought about a paradigm shift in the delivery of autism services, and impacted outcomes for an inestimable number of children affected by autism. As is inevitable, the field of applied behavior analysis and autism treatment has evolved in the years since, producing a wide array of applications and procedures to enhance increasingly complex skills of individuals with autism. At core, however, the fundamental principles of behavior analysis endure. This presentation will assess the progressive arc of autism treatment, with an eye toward anticipating how the enduring fundamentals of applied behavior analysis provide not only a connection to an esteemed history, but a path forward into a promising future.

Dr. Taylor will be introduced by Dr. Jeana Koerber from Great Lakes Center for Autism Treatment and Research- a program of Residential Opportunities, Inc. Michigan Autism Conference would like to thank the Great Lakes Center for Autism Treatment and Research- a program of Residential Opportunities, Inc. for being a platinum sponsor of this year's conference!

Mount Pleasant Downtown

9:30 a.m. – 10:20 a.m.; Arcadia Ballroom

Catherine Lord, Ph.D. (Center for Autism and the Developing Brain)

Catherine Lord, Ph.D. Professor of Psychology, Weill Cornell Medical College & Columbia University College of Physicians and Surgeons and Director of the Center for Autism and the Developing Brain. Dr. Lord is an international expert in the diagnosis, social and communication development and intervention in autism spectrum disorders (ASD). She is renowned for her work in longitudinal studies of children with autism as well as for her role in developing the autism diagnostic instruments used in both practice and in research worldwide today. She has also been involved in the development of standardized diagnostic instruments for ASD with colleagues from the United Kingdom and the United States (the Autism Diagnostic Observation Schedule (ADOS) an observational scale; and the Autism Diagnostic Interview – Revised (ADI-R) a parent interview), now considered the gold standard for research diagnoses all over the world. Dr. Lord's work at the Center for Autism and the Developing Brain involves continued research in validity and longitudinal studies, early diagnosis of children with autism, and regression in children with autism and clinical evaluation and diagnosis of children and adults who may have autism. Child psychiatry fellows have an opportunity to observe Dr. Lord in her clinical assessments during their first-year rotation at the Center for Autism and the Developing Brain. Additionally, Dr. Lord teaches child and adolescent psychiatry fellows in their didactic curriculum. Finally, Dr. Lord was recently elected to The National Academy of Medicine.



What can we Learn About Appropriate Services in Children with ASD from our Longitudinal Study from 2 to 22?

As the number of preschool children identified with ASD increases each year, so too will the number of children with ASD moving into adolescence. The aims of the research are to determine predictors of adolescent and adult outcome measured in adaptive skills, quality of life, positive mood, behavior problems and symptoms of anxiety and depression. The project represents a shift in emphasis from attention primarily on negative outcomes to consideration of coping strategies for individuals and families and their impact on well-being and independence. The natural history of behavioral, cognitive, language and social development from ages 2 to 22 are examined in two well-described samples of children from North Carolina and Chicago originally referred for possible ASD, and a group of non-spectrum developmentally delayed controls. One hundred eighty seven out of 213 original children currently remain in the Early Diagnosis study initially funded by NIMH and NICHD. These children were seen at ages 2, 3, 5 and 9. Their families have participated in phone interviews and completed packets of questionnaires when the children were between 11 and 18 years with a focus on relationships among adaptive skills, behavior problems, pubertal development and adolescent onset of seizures. Face to face interviews and assessments from age 10 to 26 have been conducted so we have new results about what adults are now doing and experiencing. We hope these studies can provide important information about individual

differences in developmental trajectories in ASD and the factors that contribute to positive and negative aspects of outcome in adolescents and young adults.

Dr. Lord will be introduced by Brian Dacy from Total Spectrum Care. Michigan Autism Conference would like to thank Total Spectrum Care for being a platinum sponsor of this year's conference!

10:30 a.m. – 11:20 a.m.; Arcadia Ballroom

James W. Partington, Ph.D., BCBA-D (Partington Behavior Analysts)

James W. Partington, Ph.D., BCBA-D is the director of Behavior Analysts, Inc., and provides services to children and their families at the STARS Clinics in Walnut Creek, California. He is a licensed psychologist and a Board Certified Behavior Analyst, doctoral level (BCBA-D), and has more than 45 years experience working with children with developmental disabilities. His expertise is in language-based intervention with children who are experiencing language delays as a result of autism and other related developmental disorders. Dr. Partington is the co-founder of a school that specialized in language-based instruction for children with autism (STARS School) and has helped several public school systems establish similar classrooms within their own districts. He has been a faculty member of several universities including West Virginia University, University of San Francisco and St. Mary's College. Dr. Partington is a former President of the Northern California Association for Behavior Analysis and has served as a member of the Behavior Analyst Certification Board. Dr. Partington has received several professional awards including the Public Service Award for the Advancement of Behavior Analysis in Florida, presented by the Florida Association for Behavior Analysis. He has co-authored the book, *Teaching Language to Children with Autism or Other Developmental Disabilities*, and *The Assessment of Functional Living Skills (The AFLS®)*. He is the author of several books including *The Assessment of Language and Learning Skills-Revised (The ABLLS-R®)*, *Capturing the Motivation of Children with Autism*, and *Getting Started: Developing Critical Learning Skills for Children on the Autism Spectrum*.



Programming for Success: Critical Elements of an Effective Intervention for Individuals with Autism

Professionals who provided services to individuals with a diagnosis of autism strive to help these learners reach their fullest potential. However, many instructional programs for individuals with autism fail to devote sufficient instructional time on those skills that will result in the greatest overall rate of acquisition. In order to facilitate the rapid acquisition of critical language and learning skills it is important to prioritize both the selection of specific learning objectives and the teaching activities. When selecting learning objectives, it is important to select developmentally appropriate skills to teach based on the learner's age and skills in relation to development as demonstrated by

typically-developing individuals. The actual development of skills requires active participation in teaching activities throughout the day by a motivated learner in a wide variety of situations. Most importantly, parents and other caregivers need to develop and consistently implement effective teaching strategies, and track the development of the learner's skills over time so that timely adjustments can be made and new learning targets can be identified.



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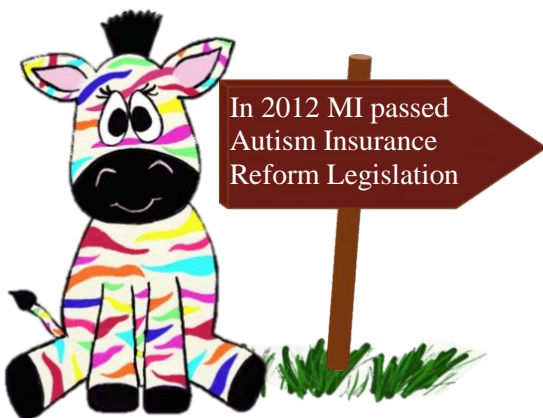


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Thursday, September 15

Breakout Sessions

1:00 p.m. – 2:20 p.m.; Arcadia Ballroom ●

Heather McGee, Ph.D. (Western Michigan University)

A Process and Tools for Effective Performance Management

Monitoring and managing staff performance requires first defining the job and performance requirements, then designing and implementing training and management systems around those requirements. This presentation will introduce a process and tools for effective employee performance management throughout the employee life cycle.

1:00 p.m. – 2:20 p.m.; Glens 1 & 2 ● ● ●

Michael Palmer, M.S., BCBA (Central Michigan University); **Christie Nutkins, Ph.D., BCBA-D** (Central Michigan University); and **Deborah Grossett, Ph.D., LP, BCBA-D** (The Shape of Behavior).

Applying the Science to Supervision

BCBAs are responsible to provide evidence-based training and supervision to supervisees such as interns, university students, and RBTs. Organizational Behavior Management (OBM) evidence-based techniques can be integrated into everyday practice to improve supervision. The BACB Task List © provides a framework for skill acquisition and can be referenced as a supervision tracking tool for monitoring supervisees' performance. Supervision includes behavioral skills training and feedback based on direct observation and assessment of supervisees' performance, competency tests, and review of written material. Reinforcement systems can be employed to help enhance supervisees' performance. The development of a university-based practicum using an OBM approach to supervision will be addressed. Utilization of OBM techniques in training and supervision of behavior technicians and RBTs in an ABA clinic will be discussed. Supervisee satisfaction of OBM-style approaches to supervision will be discussed.

1:00 p.m. – 2:20 p.m.; Glens 3 ● ●

Cheryl Levine, Program Coordinator (Michigan Special Education Mediation Program)

Crucial Conversations in Special Education

Conversations and planning sessions involving persons with disabilities can be confusing, emotional and pressure filled. Effective communication, even in stressful or emotional conversations, is essential to good outcomes. When advocating for yourself or others, identifying emotional triggers and sharing information and ideas so others listen can be challenging. This workshop will provide an overview of effective communication techniques and conflict management

1:00 p.m. – 2:20 p.m.; Prairies 4 & 5



Breanne Hartley, Ph.D., BCBA-D (LittleStar ABA Therapy)

The Training Curriculum for Supervisors of ABA Technicians in Autism Programs

The Training Curriculum for Supervisors of ABA Technicians in Autism Programs is designed to train supervisors and aspiring supervisors in evidence-based methods of supervising staff who provide ABA (applied behavior analysis) services for people with autism. The content is based on over four decades of ABA research and application on staff training and supervision as well as the authors' hands-on experience. The content includes critical supervision knowledge and skills coinciding with the Behavior Analysis Certification Board (BACB®) task list for effective supervision, and provides the BACB's required eight hours of supervision training. The curriculum is performance and competency-based, requiring trainees to meet classroom and on-the-job criteria to successfully complete the training. The Curriculum content is relevant for supervisors of staff providing ABA services across a variety of settings, including center-based programs, homes, schools, and clinics.

1:00 p.m. – 2:20 p.m.; Prairies 6



Matthew J. Smith, Ph.D., MSW, MPE, LCSW (University of Michigan of Social Work)

Virtual Reality Job Interview Training

The acceptability and efficacy of Virtual Reality Job Interview Training (VR-JIT) was assessed in a group of young adults with autism spectrum disorder. VR-JIT consisted of simulated job interviews with a virtual character and didactic training via the internet. Participants attended 90% of lab-based training sessions and found VR-JIT easy-to-use, enjoyable, and they felt prepared for future interviews. VR-JIT participants had greater improvement during live standardized job interview role-play performances than control participants. A similar pattern was observed for self-reported self-confidence. We also observed that VR-JIT simulation performance scores increased over time. Also, we briefly surveyed participants at 6-month follow-up and found that VR-JIT trainees were more likely to accept a competitive position (job or volunteer) than controls. Overall, initial evidence suggests VR-JIT is a promising intervention that enhances interviewing skills and vocational outcomes among young adults with high-functioning ASD.

1:00 p.m. – 2:20 p.m.; Stone Theatre



Jennifer Korinek, LMSW/ Behavior Consultant; and **Rebecca Longcore, LMSW**
(Van Buren Intermediate School District)

PLAAFPing for Progress

The construction of a meaningful and successful Individualized Education Program (IEP) begins with the completion of a strong statement of Present Level of Academic Achievement and Functional Performance (PLAAFP). Through the use of rubrics and case examples, this presentation will increase participant knowledge in ways to build simple, but significant PLAAFP statements that drive the development of effective student supports.

2:30 p.m. – 3:20 p.m.; Kalamazoo Room

Reception, Poster Session 1, and Exhibit Expo

Please see pages 36 and 71 for a complete list of posters and exhibitors. The Michigan Autism Conference would like to thank LittleStar ABA Therapy for their sponsorship of this afternoon's free beverages. Be sure to visit the bookstore for a book signing during this time!

3:30 p.m. – 4:20 p.m.; Arcadia Ballroom

Jill Matson, MSN, RN, CPNP (Autism Alliance of Michigan)

Comorbid Medical Problems & Psychiatric Disorders in Autism Spectrum Disorder

This presentation is geared for both parents and professionals and will identify common comorbidities in autism spectrum disorder, including ADHD, epilepsy, genetic abnormalities, sleep dysfunction, gastrointestinal problems, motor coordination and feeding difficulties, anxiety, OCD, mood disorders, and depression. The impact of these associated problems on daily living and treatment outcomes will be explored along with evidence based treatment options for common comorbidities in autism.

3:30 p.m. – 4:20 p.m.; Glens 1 & 2

Julia VanderMolen, Ph.D. (Grand Valley State University)

Universal Design Means Learning Toys for Everyone

We have made buildings accessible, but the curriculum is still not accessible to all students. Join me to take a look at Universal Design for Learning and its relevance to early childhood education, optimizing teaching and learning for EVERY child. With a focus on adaptive toys and early learning, we will explore low tech through high-tech learning and play, collaboration and UNIVERSAL access to early learning.

3:30 p.m. – 4:20 p.m.; Glens 3

Amy Matthews, Ph.D., BCBA (Grand Valley State University and START Project)

A Collaborative Approach to Working with Toddlers

Research shows that early intervention leads to greater progress in communication and other skills. However, identifying children before age three and getting them into quality early childhood services is a challenge. Part C of IDEA funding for young children with delays is limited. As well, many families with children with ASD do not have insurance for ABA or speech services, their young child does not have a medical diagnosis to use the insurance benefit, or families do not know how to access these clinical services. Moreover, for children who have other disabilities, there is no ABA insurance benefit. All of these factors delay or limit services. This presentation will feature a collaborative project between an ISD Early On program (funded by Part C) and a university to identify children in need of more intensive services at the age of two. The goal of the program is to strengthen the Early On playgroups and home visits while providing intensive learning sessions twice a week. This is a model similar to Project DATA (Schwartz et al., 2006). Intensive learning sessions are developmentally-appropriate and involve embedded discrete trials for targeted skills and routines to prepare children for entry into preschool. Transition supports assist children to move into a preschool setting at age three. Families of children with ASD who qualify for insurance are

assisted to access clinical ABA services. Both child data and parent report suggest this is a useful model to supplement Early On services and better prepare toddlers for preschool.

3:30 p.m. – 4:20 p.m.; Prairies 4 & 5



Hongbing Wang, Ph.D. (Michigan State University)

Targeting Type 1 Adenylyl Cyclase in a Mouse Model of Fragile X Syndrome

Fragile X Syndrome (FXS), a prevailing form of intellectual disability and autism, is caused by mutations in FMR1 (fragile X mental retardation 1) gene leading to the lack of expression of functional FMRP (fragile X mental retardation protein). Despite recent advances in identification of various FMRP functions in neurons, there is no efficacious medication for FXS. We have identified type 1 adenylyl cyclase (Adcy1) as a novel FMRP target. The translation of Adcy1 mRNA is elevated in the absence of FMRP and the ADCY1 protein level is increased in Fmr1 knockout (KO) neurons. Functionally, the increased ADCY1 level in Fmr1 KO mice is causal for the enhanced ERK1/2 (extracellular signal-regulated kinase 1/2)- and PI3K (Phosphatidylinositol-4,5-bisphosphate 3-kinase)-mediated signaling, excessive protein synthesis, increased dendritic spine density, and autism-related behavioral symptoms. The FXS-related abnormalities are corrected by either genetic reduction of Adcy1 or systemic administration of a preferential ADCY1 inhibitor NB001. These results identify ADCY1 as a missing link between FMRP-regulated translation and signaling abnormalities in FXS (e.g. elevated ERK1/2 activity).

3:30 p.m. – 4:20 p.m.; Prairies 6



Brie Elsasser, M.S.Ed., BCBA (MDHHS Autism Program); and **Lisa Grost, MHSA** (MDHHS Autism Program)

MDHHS Autism Program Update

Michigan continues to be a leader in supports and services available for individuals diagnosed with Autism Spectrum Disorder. This presentation will provide an update from the MDHHS Autism Program including discussion related to MI university ABA programs, provider capacity, training opportunities for providers, collaboration with and utilization of state and national expertise, providing high-quality ABA services, and findings from regional site visits and correlated guidance.

3:30 p.m. – 4:20 p.m.; Stone Theatre



Kimberly Bell Mocini, Author/Parent (KMO Expressions, LLC)

The Quest and Success of a Child - Yes, There is Hope!

Participants in this session will hear the story of a child's journey from early childhood to young adulthood told by his mother's voice and through her eyes. JD's mother shares the struggles of educating a child with language and social challenges. She expresses the educational experiences, the social encounters and family commitment as she reveals the highs and lows of raising a child who learns differently. How we parent, how we educate and how we all work together to help a child be the best that they can be is what matters. The presentation outlines understanding and hope for all!



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4:30 p.m. – 5:20 p.m.; Arcadia Ballroom



Amanda Karsten, Ph.D., BCBA-D, LABA (Western Michigan University)

Empowering Early-Career BCBAs to Discover Their Best Work

A workforce demand report commissioned by the Behavior Analyst Certification Board revealed that job postings for Board Certified Behavior Analysts doubled at the national level from 2012-2014 (Burning Glass Technologies, 2015). The BACB registry suggests that Michigan, alone, is home to nearly 600 board certified professionals and over 130 sites that offer ABA services (e.g., Autism Alliance of Michigan, 2015). According to the Association for Professional Behavior Analysts (2009), nearly half of all practicing behavior analysts have less than 5 years of experience. This high proportion of newly certified practitioners will play a critical role in introducing ABA to a wider audience of consumers, funders, and potential collaborators than ever before. The purpose of my presentation is to describe the development and evaluation of procedural manuals as one strategy for training programs and agencies to ensure that the performance of junior BCBAs contacts reinforcement early and often in their postgraduate career.

4:30 p.m. – 5:20 p.m.; Glens 1 & 2



Joshua Plavnick, Ph.D., BCBA-D; Laurie Linscott, M.A.; and Mary Garrigus, M.A.
(Michigan State University)

Implementing Community-Based Early Intensive Behavioral Intervention

Early intensive behavioral intervention (EIBI) is the most empirically supported treatment for children with autism spectrum disorders (ASD). Despite increased recognition of EIBI as an evidence-based practice, relatively few community-based options exist for delivery of this comprehensive service. The present paper describes the development and preliminary implementation of a community-based EIBI program that leverages existing infrastructure of early childhood programs (e.g., Head Start, private preschool) to deliver EIBI to children with ASD. The Michigan State University Early Learning Institute (ELI) is an EIBI program consisting of four core components: intensive behavioral therapy, inclusive behavioral therapy, family training and support, and consultation for transition to kindergarten. Each ELI site serves eight children between 2 and 5 years of age, and their families. Children attend the ELI for 30 hours each week, 46 weeks per year. The average duration in the program is 24 months. Preliminary child outcomes and program implementation data will be presented. In addition, we will present anecdotal discoveries of pro-collaborative behavior that may be useful to behavior analysts, educators, and other providers who serve individuals with ASD.

4:30 p.m. – 5:20 p.m.; Glens 3



Cynthia L. Leino-Handford, RN (The Epilepsy Foundation of Michigan)

Understanding Epilepsy and its Relationship with Autism Spectrum Disorders

How epilepsy and autism are related will be explored in the 80-minute seminar. Topics covered will include definitions and incidence of seizures and epilepsy as it relates to the general public and those with autism, definitions of seizure types and 2017 classifications, how seizures are recognized & diagnosed in a child with autism and the role of the epileptologist in diagnostics and treatment. Possible causative links of ASD and their commonality with Epilepsy will be explored. Treatments for seizure

disorders/epilepsy from common AED, to adjunctive treatments such as VNS, surgery, and diet therapy for those whose epilepsy is more difficult to control are defined. Other topics covered include SUDEP (Sudden Unexpected Death In Epilepsy) being on the rise in general epilepsy populations and risks for those with autism and epilepsy will be defined, preventative measures such as seizure monitors, seizure action plan creation and the use of rescue medications, as well as mandatory epilepsy education for caregivers and school personnel. Finally, because there are still many unanswered questions about epilepsy alone, and autism alone and the link between the two, future ongoing research will be briefly discussed.

4:30 p.m. – 5:20 p.m.; Prairies 4 & 5



Joy Pollard, Ph.D., BCBA-D (Behavior Change Institute; Stanford University)
Ethical Considerations in the Development of a Telehealth Service Delivery Model: Recommendations for Clinicians and Behavior Analytic Organizations

Telehealth service delivery models have become increasingly popular in the provision of behavior analytic services. Telehealth provides an opportunity to enhance care by providing clinicians and consumers with the ability to bridge issues related to geography by improving access to behavioral healthcare and reducing health disparities between urban and rural populations. As technology advances, this raises for consideration ethical challenges that may arise within this new model. Further, changes in the clinical and business infrastructure may be warranted to ensure safe, effective, and quality treatment for consumers.

This presentation will describe the different service delivery mechanisms commonly employed within a telehealth service delivery model. Further, we will explore ethical concerns that may arise when designing a Telehealth service model within a behavior analytic organization. Recommendations related to the development of clinical and business infrastructure will be provided to guide clinicians and organizations to promoting ethically sound services. Finally, a new application of clinician training and mentorship, Project ECHO (Extension for Community Healthcare Outcomes) will be discussed as an opportunity to increase specialty provider capacity in rural communities.

4:30 p.m. – 5:20 p.m.; Prairies 6



Carmen Jonaitis, Ed. D. (Western Michigan University)
Administration of an EIBI Program in a Public School: Challenges, Celebrations, and Lessons Learned

Administration of Early Childhood Special Education Programs has evolved over the past 20 years. As the science of Applied Behavior Analysis is integrated into public school programs, administrators are faced with unique challenges. These may include limited understanding of behavioral principles, competing philosophies, financial restraints, and extensive collaboration with professionals outside of the typical education realm. Participants will learn more about possible challenges to the integration and supervision of a behavioral based program, as well as lessons learned that have resulted in years of remarkable celebrations.

Downtown Muskegon

4:30 p.m. – 5:20 p.m.; Stone Theatre

Lisa Todd M.S., J.D. (Wayne State University School of Medicine)

Medical-Legal Partnerships: Service Coordination for People with Autism

Behavior analysts are often required to work in multidisciplinary or integrated health care settings. Integrated care models may improve treatment outcomes across a range of health care needs from general to specialty care. At the most basic level, this model involves addressing physical and mental health care needs through collaborative services. Efforts to address the whole person and attend to social determinants of health have been implemented for decades, though it may be no surprise that legal services are not typically conceptualized as part of treatment. What may be surprising is that there is a growing presence of attorneys working alongside health care providers to address legal barriers to positive treatment outcomes. The first formal medical-legal partnership (MLP) appeared in 1992 and there are now almost 300 MLPs in the United States. Autism treatment can involve professionals from multiple fields as well as an array of legal service needs in areas such as health care, education, housing, employment, public benefits, and life planning. Despite a vast need for legal services in the autism community, no MLPs have been devoted primarily to autism or applied behavior analysis. Behavior analysts are particularly well equipped to evaluate and coordinate services that could improve treatment outcomes given the intensive treatment contact they often have with their clients and their skill at understanding the factors that contribute to treatment engagement and outcomes. Thus, they are in an excellent position to be MLP partners. In this presentation, I will discuss what MLPs are and describe a basic service model based on behavior analytic treatment for people with autism.



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Thursday, October 12

Reception and Poster Session 1

2:30 p.m. – 3:20 p.m.; Kalamazoo Room

Please join us for a special dessert and social hour as you enjoy visiting the posters! Michigan Autism Conference would like to thank LittleStar ABA Therapy for their sponsorship of this afternoon's free dessert! Amanda Karsten, Deborah Grosset, Joshua Plavnick, and Julia VanderMolen will serve as discussants for this afternoon's poster session.

1. **Amelia Fonger, M.A., BCBA;** and **Richard W. Malott, Ph.D., BCBA-D** (Western Michigan University)

Teaching Eye Contact and Responding to Name to Low-Performing Children with Autism

Eye contact and other attending responses are common targets within early intensive behavioral intervention curricula, because failure to acquire these skills may negatively impact the future rate of acquisition in educational settings (Carbone, O'Brien, Sweeney-Kerwin, & Albert, 2013). In spite of this, limited research has focused on what to do when standard prompting strategies are ineffective (Carbone, et al., 2013). This study identified four children in an early childhood special education classroom and used shaping, differential reinforcement, and pairing to increase the frequency and duration of eye contact and to teach the children to respond to their name.

2. **Catharine Lory, MEd;** **Mandy Rispoli, Ph.D., BCBA-D;** and **Emily Gregori, MEd, BCBA** (Purdue University)

Play Interventions Involving Children with ASD and Typically Developing Peers: A Review of Research Quality

Children with ASD struggle to acquire appropriate play behavior, which hinders their integration within natural settings. As children with ASD are increasingly educated in inclusive settings, it is pertinent that they learn to play with neurotypical peers. Our systematic review included 16 play intervention studies that involved children with ASD and neurotypical peers. We evaluated the studies with eight quality indicators (Council of Exceptional Children, 2014), and found that only three out of 16 studies met all quality indicators. Weaknesses across studies include inadequate internal validity, lack of implementation fidelity and insufficient information reported on intervention agent.

3. **Hilary Barns, M.A., BCBA** (Sonya Ansari Center For Autism)

Multiple Component Treatment Package to Reduce High Frequency Self-Injury

Self-injury is a common behavior observed in individuals with Autism. These behaviors can cause harm, interfere with learning and are socially stigmatizing. This case study will discuss how Response Interruption and Redirection (RIRD),

Functional Communication Training (FCT), Noncontingent-Intermittent delivery of highly preferred reinforcers, a conditioned reinforcement system and physical management were utilized as a treatment package to reduce high frequency self-biting in an adolescent male by 90% of baseline rates.

- 4. So Yeon Kim; Mandy J. Rispoli; Matthew T. Broadhead; and Carly A. Roberts** (Purdue University)

The Use of Technology to Teach Reading Skills for Students with Autism Spectrum Disorders: A Systematic Literature Review

The purpose of this literature review was to conduct a systematic review of empirical studies on technology-based reading interventions for students with autism spectrum disorder (ASD) by extending previous review papers (Kagohara et al., 2013; Knight et al., 2013; Pennington, 2010; Ramdoss et al., 2011). A total of 23 articles met our inclusion criteria, and we analyzed (a) narrative characteristics (e.g., participants, settings, intervention, implementer, outcomes) and (b) the technology usage in reading interventions (e.g., hardware, software, target reading skills, availability). Based on the findings, practical implications were discussed.

- 5. Katie Mattox, M.A., BCBA; and Madison Myers, B.S.** (Building Bridges Therapy Center)

Modified Intensive Toilet Training Protocol For A Child Diagnosed With ASD And Other Diagnoses

Following an unsuccessful toilet training based on procedures from Azrin and Foxx (1971), a modified version of this intervention was used to achieve urinary continence with one individual diagnosed with autism and several physical impairments. The toilet training procedure was modified based on the child's progress and was conducted across home, school, and other settings by parents, therapists, and school staff. This child achieved urinary continence while in underwear and made significant improvements with bowel movement training. The clinical decision-making process is discussed, and recommendations are provided for clinicians targeting toileting skills with individuals with multiple diagnoses.

- 6. Charlie J. Sims; Annemarie D. Brenner; and Seth W. Whiting, Ph.D., BCBA-D** (Central Michigan University, Central Autism Treatment Center)

Training Object Permanence Skills in the PEAK Relational Training System

Object permanence, or responding to stimuli out of view, represents a commonly delayed milestone in autism. The present study examined the effectiveness of PEAK-D 3A: Object Permanence in establishing this repertoire. When neutral items were concealed beneath opaque cups, participants failed to find them. In a multiple baseline, neutral items were replaced with highly preferred items, and searching for them was differentially reinforced. Following treatments, all participants successfully found hidden items at high rates, suggesting a key role of reinforcement in this developmental milestone.

7. **Dan A. Moreno; Kasey Weston; Brian Davis; and Seth W. Whiting, Ph.D., BCBA-D** (Central Michigan University, Central Autism Treatment Center)
Effects of High-Probability Request Sequence Topographies on Mealtime Compliance for a Child with Food Refusal

High-probability request sequences have been shown to increase compliance and engagement in low-probability responses. The present study compared the effects of high-probability request sequences including similar (taking bites of high-probability food items) and dissimilar topography (motor behaviors) on food refusal. A four-year old boy with autism required up to 34 minutes to consume five bites of food. Both similar and dissimilar high-probability topographies reduced this time to less than one minute, with slight advantages for dissimilar high-p responses. Reinforcement was faded and benefits were maintained.

8. **Carrie Gray, M.A., BCBA; Annette Griffith, Ph.D., BCBA-D; and Robin Catagnus, Ed.D., BCBA-D** (The Chicago School of Professional Psychology)
The Effects of Behavioral Skills Training on Accuracy of Discrete Trial Training and Child Progress

Behavioral Skills Training (BST) has been shown to be an effective method for training a variety of skills, across a variety of settings, for a variety of people. In this study, a delayed multiple baseline across participant's design was used to examine the effects of BST on the accuracy of behavior technician implementation of discrete trials training (DTT) sessions for children with Autism Spectrum Disorder. Results indicated staff accuracy implementing DTT increased. A positive correlation between increased accuracy implementing DTT and increased correct responding was also found.

9. **Conny Raaymakers, LLP, BCBA; Deirdre Fitzgerald, Ph.D.; and Jennifer Beers, Ph.D.** (The Chicago School of Professional Psychology)
Utilization of Relational Frame Theory to Establish Intraverbals Related to Community Helpers

Rote responding and poor generalization are often problems seen in intraverbal training with individuals with autism. The purpose of the present study was to investigate the effects of match-to-sample training and stimulus equivalence formation on the development of relational frames, and subsequent responses to wh-question probes. During baseline, participants were exposed to randomized wh-questions, and no feedback or reinforcement was given for responses. During intervention, participants were exposed to three phases in which they were trained to relate stimuli utilizing match-to-sample training. Results showed an increase in accuracy of wh-questions at posttest for 2 of the 3 participants.

10. **Marissa Allen, M.S., BCBA; and Michael Fantetti, M.S., BCBA** (Braintrust Behavioral Health, LLC.)
Functional Assessment and Treatment of Problem Behavior: Discussing the Interview Informed Synthesized Contingency Analysis and Related Critiques

The IISCA has only a single test condition and a single control condition. It is designed around a detailed, open-ended interview with caregivers in order to

capture contingencies how they occur in the natural environment. It does not use generic contingencies to understand function. By using a single test condition and a single control condition, it is often more individualized, and the argument can be made that it demonstrates greater control than the standard functional analysis.



The graphic features a dark grey background with a decorative border of colorful puzzle pieces in shades of green, blue, pink, yellow, and red. The text is centered and reads: "Save the Date" in a white script font, followed by "Join us for the 6th Annual Michigan Autism Conference" in a white sans-serif font. Below this, the dates "Thursday, October 11th & Friday, October 12th" are listed. Further down, it says "Pre-Conference Workshops & Kick-Off Event" and "Wednesday, October 10th". On the left side, there is a circular logo for the Michigan Autism Conference (MAC) with the letters "MAC" in the center and "Michigan Autism Conference" around the perimeter.

Save the Date
Join us for the 6th Annual
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Friday, October 12th
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- 11. Marissa Allen, M.S., BCBA; and Michael Fantetti, M.S., BCBA** (Braintrust Behavioral Health, LLC.)
New Model of Function-Based Treatment for Problem Behavior: Contingency-Based Delay as Informed by the IISCA
Contingency-Based Delay describes a procedure that includes demand contingencies throughout the delay period. This is in contrast with delay tolerance procedures based on the amount of time the participant waits prior to the delivery of the desired consequence. Specifically, for our procedure, we used the contingency-based progressive delay (CBPD), a procedure in which you gradually increase the number of demands systematically in order to increase the amount of time that the child experiences delay for their desired consequence.
- 12. Marcel R. Kirberg; Molly M. Conway; Dan A. Moreno; and Seth W. Whiting, Ph.D., BCBA-D** (Central Michigan University, Central Autism Treatment Center)
Assessing Behavior Technicians' PEAK-D Stimulus Choice Accuracy using Multiple Exemplars
PEAK Relational Training System assessments and curricula are designed to be easily accessible by anyone, but programs with more advanced concepts may be problematic for untrained personal. On advanced PEAK-D programs, behavior technicians at an autism clinic failed to choose appropriate stimuli for training programs. In a multiple baseline, technicians reviewed multiple exemplars of appropriate stimuli for two advanced peak programs. Accuracy of chosen stimuli increased significantly after exemplars were provided to technicians, suggesting this technique may be sufficient to make PEAK more widely accessible.
- 13. Shannon Hunyadi, RBT; Christie Nutkins, Ph.D., BCBA-D; Kasey Weston, BCaBA; and Seth Whiting, Ph.D., BCBA-D** (Central Autism Assessment and Treatment Centers, Central Michigan University)
A Case Study in Early Language and Communication Development in a Young Child with Autism
A case study in establishing a beginning verbal repertoire in a preschool aged boy with autism will be presented. Initially, the child had limited vocal sounds with no communication to adults or peers and engaged in self-injurious behavior multiple times per hour. Over the course of sixteen months of ABA therapy the child's communication skills have increased in all areas assessed by the VB-MAPP while rates of SIB have decreased. Despite these improvements, a number of barriers to progress have occurred; these, along with specific progress, program implementation, and future directions will be discussed.
- 14. Michael Tomak, M.A., BCBA** (Western Michigan University)
Establishing Social Praise as a Reinforcer for a Child with Autism
This study was to establish praise statements as learned reinforcers for a 5-year-old girl diagnosed with autism. The experiment replicated what is referred to as the SD procedure, to establish praise statements as discriminative stimuli for access to unlearned reinforcers. The praise statement was established as an SD, yet the praise statement didn't function as a reinforcer on its own. The results are consistent

with those found in previous studies, that is, establishing praise as a learned reinforcer using the SD procedure is inconsistent in doing so and does not provide us with a sure method of doing so.

15. Justin J. Daigle, M.A., BCBA, LBA (Western Michigan University)

Response to Intervention in a Discrete Trial Preschool Classroom

Response to Intervention (RTI) is an approach used in educational settings that has been proven effective in education. It provides a tiered model based on how each student responds to a given intervention. Buysee (2013) identified the lack of research with RTI in preschool and special education classrooms. The goals of this study include: 1) create of an assessment for student's performance based on RTI needs, 2) suggest the creation of two additional tiers of intervention that continue the RTI model, and 3) provide evidence in support of model. Faster rates of skill acquisition were observed while using the model.

16. Dr. Richard Malott, Ph.D, BCBA-D; and Nicholette Christodoulou, B.S. (Western Michigan University)

Behavior Analysis Training System

The students in the BATS program are trained as practitioners and complete the coursework and experience training (intensive practicum) to become competent Board Certified Behavior Analysts (BCBA) in two years. Throughout the program our students acquire a solid foundation in the principles and concepts of behavior analysis through completion of two practical MA projects rather than an MA thesis. Our students also attain early, intensive, behavioral intervention skills, supervision experience, and time management skills

17. Angeline Gehle, B.A.; and Jessica Korner, BCBA-D (Oakland University)

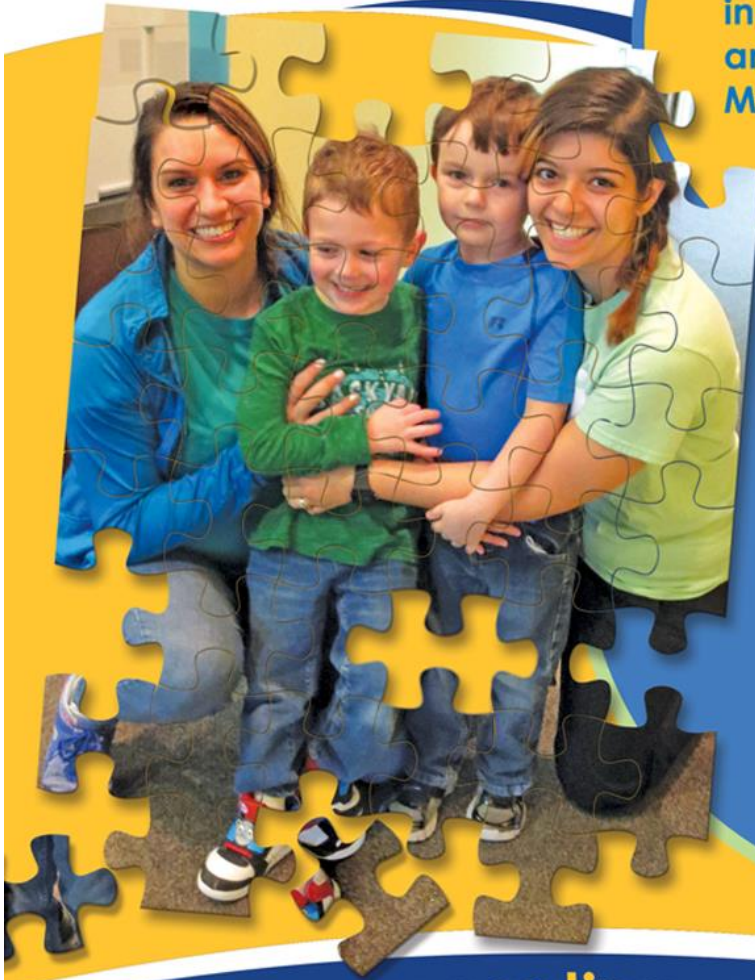
Modifying a Functional Analysis When Inconclusive Results are Present

A functional analysis was conducted on arm flapping with a child diagnosed with autism as described by Iwata, Dorsey, Slifer, Bauman and Richman (1982/1994). The original results were inconclusive. Subsequently, a modified functional analysis was conducted containing stimuli that evoked the highest percentages of stereotypic behavior during the initial functional analysis conditions. We compared the stimuli in two conditions: a true alone and modified alone using a reversal design. This resulted in the child engaging in more arm flapping in the modified alone with higher preferred stimuli compared to non-preferred stimuli. The results will inform interventions to reduce arm flapping.

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Friday, October 13

The color-coded bars indicate the recommended audience.
A map is located at the back of your program.

| | | | | |
|---|---|--|--|--|
| 7:00-8:00 | Registration and Continental Breakfast <i>Lobby</i> | | | |
| All morning sessions are in the Arcadia Ballroom | | | | |
| 8:00-8:30 | <i>Announcements</i> | | | |
| 8:30-9:20 | Rick Kubina <i>Matters of Great Consequence: The Standard Celeration Chart</i> | | | |
| 9:30-10:20 | Marjorie Charlop <i>Creating Evidence-Based Treatment Procedures for Children with Autism Spectrum Disorder with Everyday Technology</i> | | | |
| 10:30-11:20 | Wayne Fuqua <i>Detecting and Trouble Shooting Treatment Failures: A Crucial Component of Evidence-Based Practice of ABA</i> | | | |
| 11:30-1:00 | Lunch (on your own) - <i>please visit the Discover Kalamazoo table for a list of local restaurants</i> | | | |
| Room | Arcadia Ballroom | Glens 1 | Glens 2 | Glens 3 |
| 1:00-2:20 | Chan Recreation & Leisure Skills | Korneder, Blevins & Walker Pretend Play | Grossett Interventions Across the Lifespan | Hoge Reducing Seclusion & Restraint |
| 2:30-3:20 | Poster Session 2 Exhibit Expo and Book Signing in the Bookstore <i>Kalamazoo Room</i> | | | |
| 3:30-4:20 | LaLonde Social Skills-Inclusive Settings | Rispoli Restrictive & Repetitive Behaviors | Tucker Teaching Water Safety Skills | Campbell Challenging Behavior in Schools |
| 4:30-5:20 | Esch Matrix Training | Fuqua & colleagues Rights & Services | Rulison Self Advocacy in Action | |

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| Practitioner |
| Education |
| Research |
| Parent/ Caregiver |

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| 10:30-11:20 | | | | |
| 11:30-1:00 | Lunch (on your own) - <i>please visit the Discover Kalamazoo table for a list of local restaurants</i> | | | |
| Room | Prairies 4 & 5 | Prairies 6 | Stone Theatre | Kalamazoo Room |
| 1:00-2:20 | Edrisinha Navigating Higher Ed. with ASD | Nutkins, Manson & Colleagues University Collaboration | Cavanagh Intellectual Disability 101 | |
| 2:30-3:20 | Poster Session 2 Exhibit Expo and Book Signing in the Bookstore <i>Kalamazoo Room</i> | | | |
| 3:30-4:20 | Sandison Autism, Athletics, & Activities | Quigley & Walmsley Starting Practicum Sites | Bakalyar Transition to Higher Ed. | Exhibit Expo And Bookstore |
| 4:30-5:20 | Haugland Improving Lives of Students | J. Todd Michigan BA Licensing Update | Sung Successful Transition from School to Work | |

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| Practitioner |
| Education |
| Research |
| Parent/ Caregiver |

Friday, October 13

Continental Breakfast

7:00 a.m. – 8:00 a.m.; Lobby

Please enjoy a special continental breakfast this morning. Remember to stop by the CEU table if you need CEUs, and check out the Information Table to learn more about things to do in Kalamazoo. The Exhibitor Expo and bookstore will also be open during this time! Michigan Autism Conference would like to thank Total Spectrum for their sponsorship of this year's Continental Breakfast!

Opening Remarks

8:00 a.m. – 8:30 a.m.; Arcadia Ballroom

Please join us for opening remarks after you enjoy our continental breakfast. Important announcements will be delivered at this time as well.

Thank you for joining us at the Michigan Autism Conference!



The graphic features a dark grey background with a decorative border of colorful puzzle pieces (green, blue, pink, yellow, red, grey) arranged in a circular pattern. The text is centered and reads:

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Friday, October 13

Keynote Addresses

8:30 a.m. – 9:20 a.m.; Arcadia Ballroom

Rick Kubina Ph.D. (The Pennsylvania State University)

Dr. Richard (Rick) Kubina has a bachelor's degree (psychology) from Youngstown State University, a master's and a doctoral degree (special education) from The Ohio State University. Kubina is a Professor of special education at The Pennsylvania State University and co-founder of Chartlytics. Kubina has published multiple research articles, books, and book chapters on evidenced based education and measurement of student progress. Kubina has consulted with school districts and charter schools using Precision Teaching, effective practice methods, and other measurably superior educational programs.



Matters of Great Consequence: The Standard Celeration Chart

The most popular time series visual display used in practice and research is the linear graph. Recent inquiry into fields such as behavior analysis and special education demonstrates widespread variability with how practitioners and researchers construct graphs. One study showed an 85% error construction rate across approximately 4,400 line graphs. Graphs serve a critical function for people receiving treatment: analysis, interpretation, decision making, and communication of results. The Standard Celeration Chart offers a solution at least 10x better than nonstandard linear graphs for all of the previously listed outcomes. All people with ASD who receive treatment across time deserve the most responsive and information rich statistical graphic available. The following presentation will provide reason and evidence showing how the Standard Celeration Chart offers high caliber visual representations of data and precision metrics and analytics. Better data analysis fosters sound decision making and accelerated achievement of outcomes.

Dr. Kubina will be introduced by Dr. Shawn Quigley from Melmark. Michigan Autism Conference would like to thank Melmark for being a platinum sponsor of this year's conference!

South Bend Skyline

9:30 a.m. – 10:20 a.m.; Arcadia Ballroom

Marjorie H. Charlop, Ph.D., BCBA (Claremont McKenna College)

Marjorie H. Charlop, Ph.D., BCBA, has dedicated her life's work to helping children with ASD and their families. She is Professor of Psychology at Claremont McKenna College and Director of The Claremont Autism Center, her renowned research and treatment center for children with ASD and their families. As a Licensed Psychologist, she also maintains a private practice and consultation services. Dr. Charlop has hundreds of professional conference presentations and publications in the field of autism and has done workshops and lectures around the globe. Her book, "How to Do Naturalistic Teaching Strategies with a Focus on Incidental Teaching with Autism Spectrum Disorders" is in its second edition. Her latest book, "Play and Social Skills for Children with ASD" will also be out soon. Dr. Charlop's research areas focus on the treatment of communication, motivation, social skills, and behavior problems. Using technology is among her newer research interests. Parent collaboration and education is among her primary areas of practice.



Creating Evidence-based Treatment Procedures for Children with Autism Spectrum Disorder with Everyday Technology

Many forms of technology are now a mainstay of families, such as smartphones, iPads, computers and the like. Easy to use procedures that can be implemented on these devices in naturalistic settings are being developed. These treatment procedures are less stigmatizing, easy to use, do not require apps, and can be used with any of these technologies available in the classroom, home, and community. This presentation will focus on a series of studies using smartphones and iPads to increase the social speech of children with autism spectrum disorder in naturalistic settings.



10:30 a.m. – 11:20 a.m.; Arcadia Ballroom

Wayne Fuqua Ph.D. (Western Michigan University)

Dr. Wayne Fuqua is a Professor of Psychology and the former Chair of the Psychology Department at Western Michigan University (1999-2013). He currently teaches courses and mentors graduate students in Clinical Psychology and Behavior Analysis at WMU. Fuqua also conducts research across a range of areas including health psychology, ethics, dissemination and developmental disabilities. A Fellow of the Association for Behavior Analysis, Dr. Fuqua has published numerous peer-reviewed articles and given numerous presentations and workshops at national and regional conferences. He has collaborated with researchers from WMU's Sociology and Philosophy Departments on two NSF-funded projects on research ethics. He is actively involved with a number of community-based agencies that provide services to individuals diagnosed with autism spectrum disorders and other developmental and physical disabilities. In his role as a member of the Michigan Autism Council (2013-2016), he was involved in developing, implementing and evaluating a state-wide plan to improve the quality and availability of autism services in the state of Michigan. He was recently honored with a Distinguished Service Award from Western Michigan University. He has developed a series of ABA training videos for BCBA practitioners that are available, free of charge, at wmich.edu/autism/resources.



Detecting and Troubleshooting Treatment Failures: A Crucial Component of Evidence-Based Practice of ABA

Evidence-based practice (EBP) is a multi-component decision making process in which practitioners select, refine and deliver clinical services based on a) the best available scientific evidence, b) unique client and contextual features, c) training and competence of the practitioner, d) ongoing clinical progress monitoring and decision making and e) early detection and troubleshooting of treatment "failures." Developed initially in medicine, EBP has been extended to the delivery of applied behavior analysis (ABA) services and is considered an essential feature of ethical and high quality ABA service delivery. This presentation will emphasize clinical progress monitoring as a tool for detecting treatment failures and describe a checklist for trouble shooting treatment failures.

Dr. Fuqua will be introduced by Dr. Breanne Hartley from LittleStar ABA Therapy. Michigan Autism Conference would like to thank LittleStar ABA Therapy for being a platinum sponsor of this year's conference!

Traverse City Skyline



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Friday, September 16

Breakout Sessions

1:00 p.m. – 2:20 p.m.; Arcadia Ballroom



Jeff Chan, Ph.D., BCBA-D (Northern Illinois University)

Visual Support Strategies to Teach Recreation and Leisure Skills to Adults with Developmental Disabilities

Recreation and leisure skills are an important part of everyone's daily lives. These skills are important for rest and relaxation as well as improving one's quality of life. Three studies assessing the effectiveness of visual support strategies to teach recreation and leisure activities to adults with developmental disabilities will be presented. In Study 1, we taught an adult with Down Syndrome three activities (painting a picture, listening to music on an iPod, and taking pictures) using a video prompting procedure. In Study 2, we utilized a picture schedule intervention to teach three adults with intellectual disability to use an iPad in order to play Angry Birds. In Study 3, we taught three adults with disabilities to play Fruit Ninja with a video modeling intervention. Results suggest that visual strategies of instruction are an easy and efficient way to teach new skills to adults with disabilities. Practical implications of this line of research and future directions will be discussed.

1:00 p.m. – 2:20 p.m.; Glens 1



Jessica Korneder Ph.D. BCBA-D; James Blevins; and Audrey Walker (Oakland University)

The Use of a Task Analysis, Direct Reinforcement, and Stimulus-Stimulus Pairing on Pretend Play Skills

Children diagnosed with autism are known to have behavioral deviations in play. Research suggests that it is extremely important for children to develop appropriate play skills to achieve further skill development. Children diagnosed with autism often participate in stereotypy rather than appropriate play due to a small repertoire of reinforcers (Koegel, Firestone, Kramme & Dunlap, 1974). Research regarding play skills has discovered that new choices can be conditioned through stimulus-stimulus pairing (Nuzzolo-Gomez, Leonard, Ortiz, Rivera & Greer, 2002). Research on stimulus-stimulus pairing primarily addresses the changes in vocal behavior. Although, Nuzzolo-Gomez et al. (2002) targeted increased preference to leisure items using stimulus-stimulus pairing. Direct reinforcement delivered on emerging vocal behavior can support the stimulus-stimulus procedure (Carroll & Klatt, 2008; Esch, Carr, & Michael, 2005). Egel (1981), found that children diagnosed with autism frequently struggle with motivation for educational activities, where a range of play skills are used to motivate and reinforce. Children with a variety of reinforcers are more motivated, on-task, and have less satiation than when offered unchanging reinforcement. This suggests that if a child with autism does not have a large repertoire of reinforcers, she will be easily satiated on few preferred items and progress can stagnate. The goal of the current study is to increase the preference for low or moderately preferred toys. Changes in toy selection, during a multiple stimulus without replacement (MSWO) preference assessment, were targeted

by teaching pretend play skills with a task analysis, the use of direct reinforcement, and stimulus-stimulus pairing procedures.

1:00 p.m. – 2:20 pm.; Glens 2



Deborah Grossett, Ph.D., LP, BCBA-D (The Shape of Behavior)

Interventions Across the Lifespan for Individuals with Autism and Developmental Disabilities

Applied behavior analysis (ABA) can be employed across all ages. Currently, the majority of ABA services are provided to children with Autism Spectrum Disorder (ASD). As individuals with ASD and developmental disabilities age, they may experience several behavioral challenges. Changes in instructional focus are necessary with maturation to adolescence and adulthood. Upon graduation from school, there may be a lack of support services available. Deficits in social communication and adaptive skills may require behavior assessment and intervention to promote successful transition in key areas of functional living skills, residential, vocational, relationships, and community integration. Early development of a transition plan and implementation of effective ABA techniques are advised to assist and guide the individual's growth to the fullest potential. Behavior assessments and interventions are recommended throughout the lifespan for persons with ASD.

1:00 p.m. – 2:20 pm.; Glens 3



Matthew Hoge, Ph.D. (Michigan Integrated Behavior and Learning Systems Initiative)

PBIS Framework to Reduce Use of Emergency Seclusion and Restraint

The practices of seclusion and restraint can be prone to misuse and abuse, often placing students at greater risk than the problem behavior itself. For schools to create safe and encouraging learning environments, focus must be placed on proactive practices that (1) teach and promote student-effective behaviors, (2) quickly identify students experiencing difficulty performing these behaviors, and (3) efficiently provide them the teaching or supports they need. While the state of Michigan has identified very specific conditions under which an emergency restraint or seclusion may occur, it is necessary that intensive importance be placed on those proactive practices that reduce the likelihood a need for these procedures will arise. Positive Behavioral Interventions and Supports (PBIS) is a framework to assist schools in applying evidence-based practices to maximize outcomes (academic and behavioral) for all students. Through this framework, school personnel are not only instructed in effective practices and interventions, but provided the support and feedback to implement them with fidelity. Through data-based decision-making, continuous monitoring of student behavior, and regular universal screening, school leadership teams can quickly and effectively provide support to those students, who left unsupported, may find themselves in situations resulting in a seclusion or restraint. This presentation will discuss the state of Michigan's policy on the use of emergency seclusion and restraint and outline how through the implementation of PBIS the goal of reducing the frequency of these practices can be met.

Downtown Plymouth



Autism Centers

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Autism Centers of Michigan offers the highest quality of intensive, evidence-based behavioral treatment for children with autism spectrum and related disorders. ACM provides applied behavior analysis services to children and their families in their homes, in ACM clinics and school-sponsored programs throughout Michigan.

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ACM is an Equal Opportunity Employer, F/M/D/V/SO.

1:00 p.m. – 2:20 p.m.; Prairies 4 & 5



Chaturi Edrisinha, Ph.D., BCBA-D (Oakland University)

Navigating Higher Education with ASD

This presentation will discuss some of the strategies and supports developed to support undergraduate and graduate students with ASD navigate academia at Oakland University (OU). A 2016 Survey conducted at OU revealed that most students with ASD were not registered with disability services nor did they need the traditional services provided to students with disabilities. Most were honor students and had excellent GPAs, but often lacked the soft skills to make good team members on group projects. Both Faculty and participants identified that they failed to make friends in their classes and had difficulty bonding with classmates or socializing. As a response to the data gathered Genius-to-Genius, an innovative program was developed at Oakland University. It is helping students build relationships, enhance their socialization skills and transition to college life by pairing them with peer consultants who are trained to help them through the process. By targeting academic and life skills our program has been successful at addressing many of the social issues as well as retention and attrition issues experienced with the ASD college population.

1:00 p.m. – 2:20 p.m.; Prairies 6

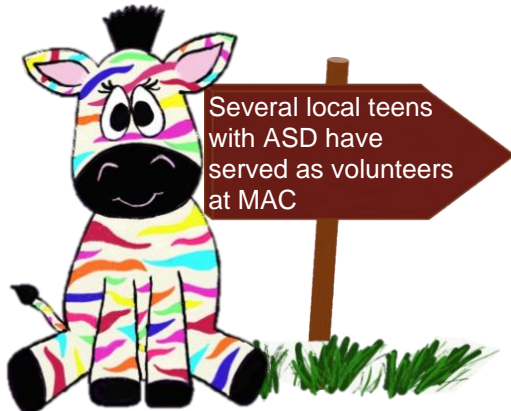


Christie Nutkins, Ph.D., LP, BCBA-D (Central Michigan University); **Dave Manson, EdS., M.A.**, (Van Buren Intermediate School District); **Joshua Plavnick, Ph.D., BCBA-D** (Michigan State University); **Amy Matthews, Ph.D., BCBA** (Grand Valley State University); and **Francis Paris, BCBA, NCSP** (Charlevoix-Emmet Intermediate School District)

Discussant- Erin Sorenson, B.S. (Western Michigan University)

Panel Discussion – Strengths and Barriers to School and University Collaboration

Providing behavior analytic training, services, and consultation through partnerships between schools and universities can be difficult; however, these joint efforts are crucial in order to provide the appropriate experience and training for those aspiring to become Board Certified Behavior Analysts (BCBA), or those working within the field of applied behavior analysis (ABA) in classroom settings. Greater collaboration between schools and universities has the potential to improve the access and success of students through earlier educational intervention, better academic preparation and professional development opportunities, and more targeted student recruitment (Wilber & Lambert, 1995). This panel discussion will explore the strengths and barriers to these types of collaborations. Panel members will offer perspectives ranging from those working within an intermediate school district, those teaching, training, and supervising undergraduate and graduate students at a university, and those serving as behavior consultants in various school and university settings.





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1:00 p.m. – 2:20 p.m.; Stone Theatre 

Anne Cavanagh, MD (WMED)

Intellectual Disability 101

This presentation seeks to provide a community health overview of intellectual developmental disabilities, historical care models, and current care and research challenges. Participants are encouraged to discuss opportunities to improve community care for people with a broad range of different abilities.

2:30 p.m. – 3:20 p.m.; Kalamazoo Room


Reception, Poster Session 2, and Exhibit Expo

Please see Pages 65 and 71 for a complete list of posters and exhibitors. The Michigan Autism Conference would like to thank Melmark for their sponsorship of this afternoon's free dessert! Be sure to visit the bookstore for a book signing during this time!

3:00 p.m. – 4:20 p.m.; Arcadia Ballroom 

Kate LaLonde, Ph.D., BCBA; and **Kenzie Gatewood** (Michigan State University)

Young children with autism often have difficulty cultivating friendships due to the language and social deficits associated with the disorder. Additionally, therapeutic environments may not be arranged to promote social interaction between individuals with autism and those without autism. As such, individuals with autism often lack appropriate models for language and social skills. Further, therapists face multiple challenges in creating therapeutic environments that mimic real life settings in which children would apply these skills. A possible solution is to include children with autism in education and social settings with neurotypical children. This presentation will outline how to use Applied Behavior Analysis (ABA) therapy in inclusive pre-school settings. The strategies outlined have been developed and evaluated at Michigan State University's Early Learning Institute, an inclusive, early intensive behavior intervention center for young children with autism. Specific strategies discussed will include language and social skills training, facilitating activities between children with and without autism, and incorporating children with autism into typical routines observed in preschool settings.

3:30 p.m. – 4:20 p.m.; Glens 1 

Mandy Rispoli, Ph.D., BCBA-D (Purdue University)

Treating Restrictive and Repetitive Behaviors and Interests in Children with Autism

Engagement in restricted, repetitive behaviors and interests (RRBI) is a defining feature of autism spectrum disorder. Although research shows that RRBI often serve operant functions including social positive reinforcement, social negative reinforcement, or automatic reinforcement, most treatments have focused on non-function based consequence interventions, such as response blocking, or response interruption and redirection (Ahearn, Clark, & MacDonald, 2007). The success of these non-function-based treatments of RRBI is mixed (Ingram, Lewis-Palmer, & Sugai, 2005). Alternatively, function-based treatments for RRBI may have similar or stronger effects than non-function-based interventions and may be beneficial in preventing RRBI (Harvey, Boer, Meyer, & Evans, 2009). Unfortunately, the research on function-based

treatment for RRBI is limited (DiGennaro Reed, Hirst, & Hyman, 2012). This session will describe three recent research studies exploring innovations in functional analysis and corresponding function-based treatments for RRBI

3:30 p.m. – 4:20 p.m.; Glens 2



Marilyse Tucker, M.S., BCBA (Empower Behavioral Health)

Teaching Water Safety Skills to Children with Autism using Behavioral Skills Training

Behavioral skills training (BST) and in situ training (IST) have been evaluated as methods to teach different safety skills to individuals with developmental disabilities. Research on BST has examined topics such as gun safety, abduction prevention, poison avoidance, and sexual abuse prevention. A large safety issue that is missing from the literature is drowning prevention and water safety skills. Drowning is one of the most prevalent issues facing children with Autism Spectrum Disorders (ASD), particularly those who elope from their homes or caregivers. Although previous literature has examined swimming with this population, the research has solely looked at teaching swimming for leisure and not as a safety skill. Only one other study has examined water safety, but did not provide information as to how to teach the skills nor were the skills described within the study. The current study aimed to evaluate the effectiveness of using BST + IST to teach three water safety skills to three children with ASD. The initial form of intervention was BST with total task presentation of the skill, using verbal instruction, modeling, rehearsal, and feedback. If this intervention did not result in an increase in performance, the skill was broken down into individual component presentation, in which each component of the skill was taught using the same procedures. Results from the current study showed that BST + IST was effective in teaching all skills to all participants.

3:30 p.m. – 4:20 p.m.; Glens 3



Amy Campbell, Ph.D. (Grand Valley State University)

Overview of Targeted Interventions for Addressing Challenging Behavior in School Settings

Targeted interventions are efficient and effective strategies aimed at reducing challenging behaviors and increasing academic engagement in school settings. These interventions are implemented similarly across individuals, and often include features that increase the structure of the school day and amount of feedback provided to students. This session will discuss: (1) critical features of targeted interventions, (2) implementation examples, (3) the role of functional behavior assessment, and (4) adapting these interventions to meet the needs of children with autism spectrum disorders.

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3:30 p.m. – 4:20 p.m.; Prairies 4 & 5



Ron Sandison (Spectrum Inclusion)

Autism, Athletics, & Activities

Ron Sandison is well aware of the difference that involvement in athletics and activities can have on those with autism. For him, growing up on the spectrum, sports participation made all the difference in the quality of his day-to-day life. In this session, Ron shares tips on helping those with autism find a hobby, breaking them from the isolation of video games, connecting and developing confidence. He shares wisdom he has gained from interviewing Clay Marzo, a pro-surfer, Mikey Brannigan, a world class mile runner, Anthony Starego, a place kicker who was featured in ESPN's Kick of Hope, Anthony Ianni, MSU basketball player, Miss Montana 2012 Alexis Wineman, and many more.

3:30 p.m. – 4:20 p.m.; Prairies 6



Shawn P. Quigley Ph.D., BCBA-D (Melmark); and **Christopher Walmsley, Ph.D., BCBA** (Humboldt State University)

Establishing ABA Training Programs: Faculty and Practitioner Perspectives

Malott (2003) described relationships between macrosystems and organizations. To avoid organizational myopia, and to avoid producing without purpose, an organization must continually align its mission with the needs of the macrosystem. The increase in demand for behavior analysts (e.g., Burning Glass Technologies, 2015; Deochand & Fuqua, 2016) suggests an opportunity for service delivery organizations and institutes of higher learning to collaborate in training behavior analysts. The purpose of this presentation is to share insights from faculty and practitioner perspectives for developing training collaborations between service delivery organizations and institutes of higher learning. Specifically, we will discuss variables that have been important for service delivery organizations (e.g., time commitment for supervisors, volume issues in assigning supervisees, reimbursement of time, recruitment of trainees, flexibility, and establishing expectations and uniformity of experiences) and for institutes of higher learning (e.g., adherence to degree requirements, qualifications of supervisors, types of training opportunities, supports from the educational institution). Attention will be given to quality control, content development, and systems development from both the educational and service organization perspectives.

3:30 p.m. – 4:20 p.m.; Stone Theatre



Kourtney Bakalyar, Ed.D., BCBA (Western Michigan University)

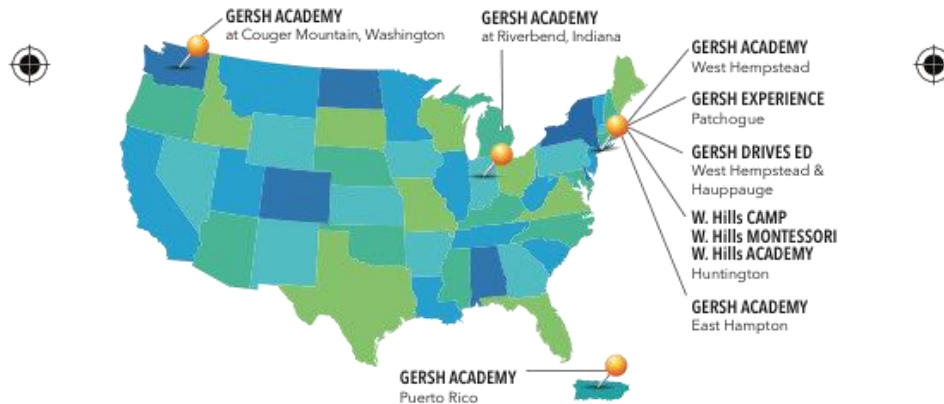
High School to College: Helping Students with ASD Make a Smooth Transition to Higher Education

Barriers in communication, social, organization, and independent living skills can negatively impact the success college students with autism spectrum disorder (ASD) have when transitioning to higher education (VanBergeijk, Klin, & Volkmar, 2008). Some colleges provide services such as, weekly meetings, workshops and information sessions, social skills coaching, and social events to their students with ASD. These services work to address the barriers students face. Additionally, there has been a recent increase in camps, orientations, workshops, and extended programs that help

high school students prepare for college and successfully make the transition (Retherford & Schreiber, 2015). A discussion of the impact of support services have on student success will be included in this presentation. This session will focus on the barriers college students with ASD experience when making the transition to higher education, an overview of the available services and programs for this population, and recommendations for parents and practitioners to help high school students prepare for the transition. In some areas, partnerships with local autism centers and vocational rehabilitation services are available to help students prepare for the transition starting with their freshman year of high school. We will discuss recommendations for working with these organizations.



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4:30 p.m. – 5:20 p.m.; Arcadia Ballroom



John W. Esch, Ph.D., BCBA-D (Esch Behavior Consultants, LLC)

Matrix training: What is it, When and How to do It.

Recent papers (Grow & Kodak, 2010; Kodak, et al., 2016) have highlighted the need for developing more effective instructional procedures for children with an ASD diagnosis. Traditional instructional (receptive before expressive goals) have been questioned (Petursdotirr & Carr, 2011). Several studies have demonstrated that focusing on expressive language first may lead to untrained emergent learning (Delfs, et al. 2014; Miguel & Kobari-Wright, 2013). Matrix training or recombinative generalization refers to one instructional procedure that has demonstrated effectiveness in producing untrained novel responses (Axe & Sainato, 2010; Pauwels et al., 2015).

This talk will describe conditional verbal discriminations (VCDs) and explain why they are difficult to teach in training receptive and expressive behavior. Examples and non-examples of correct matrices will be presented. Steps will be outlined and described in developing, implementing, probing for emergent (untrained) behavior, and evaluating treatment.

4:30 p.m. – 5:20 p.m.; Glens 1



R. Wayne Fuqua, Ph.D. (Western Michigan University); **Jeana Koerber, Ph.D., BCBA-D** (Great Lakes Center for Autism Treatment and Research); and **Kent A. Rehmann, LBSW** (Rights Consulting Services, LLC)

Discussant- Shir Zion, M.A. (Western Michigan University)

Panel Discussion – Rights and Services: The Balance

The clients we work with have their own individual rights. One of these rights is the right to effective treatment. But sometimes effective treatment will limit other rights of the client. This is where plan developers see push back from other professionals whose job is to protect client rights. What happens when a treatment that would be effective for a client would limit the rights of the client? Do we use a less effective treatment that doesn't limit the client's rights? Or do we move forward with the effective treatment and instill a limit on the client's rights, if only temporarily? What if, without the restrictive treatment, the client is a danger to themselves or others? To answer such questions, we need to find a balance between the plan developers and the recipient rights officers. With an open discussion, we can come to a decision that will provide the client with effective treatment and maintain their rights as an individual.

4:30 p.m. – 5:20 p.m.; Glens 2



Stacie Rulison, M.S., M.Ed., BCBA (Autism & Behavior Consultant); and **Ryder Rulison**

Self-Advocacy in Action

This is a co-presentation including myself as a parent and professional with my 12-year old son, Ryder, with ASD. Promoting self-advocacy is vital for promoting independence and improved outcomes. The first portion of this presentation will be focused on background, research, defining and promoting self-advocacy. The second portion will feature Ryder presenting on self-advocacy. He and his brother developed his personalized self-advocacy presentation and delivered it initially to his 4th grade classmates to inform them about his autism, from his own perspective. It was life-

changing and elicited a peer understanding and self-awareness that had been unparalleled for Ryder. This presentation was the result of a request to me for a “sensitivity training” to his class at his elementary school. He was aware he had autism and it did not seem socially appropriate at 10 years to ask him to leave the room to discuss his disability with peers. Ryder was capable of sharing with others his likes, dislikes, challenges, and how to best support him. Ryder has presented numerous times to educators, clinicians, parents, and students at his school, MSU, WMU, ISDs, START, and MetroParent.

4:30 p.m. – 5:20 p.m.; Prairies 4 & 5



Morten Haugland, Ph.D., BCBA-D (Haugland Learning Center)

Improving the Lives of Students with Autism by NOT Focusing on their Disability.

This presentation will share how Haugland Learning Center (HLC) and its staff use the science of human behavior to improve educational functioning for children with autism. HLC is a private school in Ohio serving more than 300 students with an autism diagnosis. Focus will be on how our professional values and philosophy plays a role in the services we provide. Too often behavior analysts focus on the autism diagnosis and "canned" treatment approaches, missing the Analysis part of ABA. As a result, progress may be limited lending ammunition to those criticizing our science. This presenter believes that our values and how we approach interventions for individuals with autism play a significant role in the level of improvement for those we serve. HLC's values include the statements: "Having Autism is not an excuse for lower expectation" and "Kids don't fail because they have autism, but because they are not taught". HLC is focusing on education rather than treatment and sets high expectations for all students. Staff are not allowed to use the label of autism as an excuse for a students' failure to learn. Our students make significant improvements in academic and social functioning through focus on effective instruction based on our science. Data will be presented showing how the Morningside Model of Generative Instruction have produced great improvement across all academic areas. A critical overview of the components of our program will be shared.

4:30 p.m. – 5:20 p.m.; Prairies 6



James T. Todd, Ph.D. (Eastern Michigan University)

Michigan Behavior Analysis Licensing Update

This presentation will provide information on behavior analysis licensure in Michigan, including updates on the rule-making processes conducted by the behavior analysis licensing board. It would be appropriate for behavior analysts, providers, and those who might employ behavior analysts.

4:30 p.m. – 5:20 p.m.; Stone Theatre



Connie Sung, Ph.D., CRC, LLPC (Michigan State University)

Assessment and Treatment of Children with Feeding Problems

While the research literature enumerates disparate outcomes, and elaborates multiple unmet employment needs related to autism spectrum disorder (ASD), evidence-based vocational interventions, particularly those targeting transition-age individuals with ASD, are scant. Until recent years, with the enactment of the Workforce Innovation and

Opportunity Act (WIOA, 2014) being the catalyst, there have been a variety of efforts emphasizing the enormous needs of pre-vocational training and vocational rehabilitation services for youth and young adult with disabilities to improve their transition outcomes. Although this is a daunting challenge, the process of identifying and consistently and correctly using effective practice methods has been especially demanding for professionals who work with youth and young adults with ASD. The purposes of this presentation are to provide an overview of employment-related research in individuals with ASD and increase our understanding of the factors that affect the employment situation of this population. Internal and external challenges that people with ASD may face in finding and maintaining employment are summarized, such as social difficulties, comorbidity, education level, family support, employers' attitudes, access to services, and disability incentives. Existing research evidence for specific employment training programs and strategies to successful employment are also introduced in regard to supported employment, transition services, assistive technology, and multidisciplinary collaboration. Also, issues and factors that relate to identifying and using effective practices are discussed. Finally, implications from both clinical practice and research perspective are provided.

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Friday, October 13

Reception and Poster Session 2



2:30 p.m. – 3:20 p.m.; Kalamazoo Room

Please join us for a special dessert and social hour as you enjoy visiting the posters! Michigan Autism Conference would like to thank Melmark for their sponsorship of this afternoon's free dessert! Shawn Quigley, Jessica Korneder, John Esch, Kate LaLonde, and Mandy Rispoli will serve as discussants for this afternoon's poster session.

1. **Angeline Gehle, B.A.; and Kristina Alitawi, M.S., LLP, BCBA, CBIS** (Building Bridges Therapy Center)

Reduction in Vocal Stereotypy Using an Overcorrection Procedure

Initial attempts to target a reduction of vocal stereotypy in a child diagnosed with Autism using Response Interruption and Redirection (RIRD) and Differential Reinforcement were ineffective. The subsequent implementation of an overcorrection procedure (as described by Anderson and Lee [2011]) successfully reduced rates of vocal stereotypy by an average frequency of 31. Further, the addition of a signaled conditioned stimulus further reduced the rate of vocal stereotypy across multiple settings. Although not directly targeted by the intervention, a reduction in motor stereotypy was also observed across settings and reductions in both topographies were maintained after the intervention was implemented.

2. **Alie Kothman, BCBA** (The Chicago School of Professional Psychology)

Training Staff to use TAGTeach to Identify a Target Behavior

There are many methods to train staff such as instructions, feedback, and modeling. TAGTeach has been used to increase desired behavior, such as athletic performance, and decrease unwanted behavior, such as toe-walking. The current study focused on using written instructions to train staff to use TAGTeach to identify a target behavior, eye contact. The results showed that written instructions were an effective way to teach three staff to use TAGTeach to identify eye contact, and suggest that written instructions could be effective in training staff to use TAGTeach, which is a skill that would contact numerous benefits.

3. **Jessica Korneder, Ph.D., BCBA-D; Kristin L. Rohrbeck, M.A.; Elizabeth Elias, M.A.; and Drue Joseph, M.A.** (Oakland University)

Increasing Employment Skills for Adults on the Autism Spectrum

This study aims to evaluate different methods used to teach employment skills to adults on the Autism Spectrum. The participants include adults on the spectrum with varying education levels, and a history of employment with frequent terminations. Different strategies used involve daily self-management, data and feedback, 3 facilitator evaluations, and two curricula. Participants will be taking data on nine items including ability to stay engaged, accepting and following directions, and acting respectfully towards others. Data presented in this poster will display the

areas of progress on increasing employment skills for the participants over a 12-week session.

4. Matthew Laske; and Marissa Swanson (Western Michigan University)
Effects of Visual Prompts on Staff Implementation of Natural Environment Teaching (NET)

The current study examined whether visual prompts would increase staff implementation of NET in an early intervention autism center. Observation periods lasted 5 minutes each and a rate of trials conducted per minute was calculated. An ABAB design was used with a follow-up two weeks after the last intervention condition. Both participants showed increases in the rate of NET trials conducted during the intervention conditions when the sign was present. Performance varied between participants during the two-week follow-up condition, in which the sign remained in the environment

5. Rebecca Prinsen, M.S. BCBA (Behavioral Perspective Inc.)
Effects of Behavioral Skills Training to Increase Parent Compliance with Client Individual Treatment Plan

This study critically evaluated a parent training model using behavioral skills training (BST) developed by Marcus, Swanson, and Vollmer (2001) by minimizing the number of parent training phases from eight to four, to evaluate effectiveness of instruction, modeling, role play, and feedback, to determine if a more simplistic version would assist in accurate parent compliance with ABA-based programs. The results of this study demonstrated that reducing the phases of the BST parent training was successful in accurate parent completion of skills taught. The effects of the treatment were maintained at the follow-up probe by the parent in all skills taught.

6. Yi Ling Dai, Medical Student; and Thomas Ferrari, Ph.D. (Oakland University William Beaumont)

Tai Chi Intervention for Teenagers with ASD

Individuals with ASD experience both social and motor challenges. We hypothesized that Tai Chi practice would increase both social engagement and motor control in high-functioning teens. During an 8-week summer camp we offered 30 min sessions, 2x a week. We collected psychometric data, as well as contact recordings from the hand while participants performed 'playing hands'. The data show that the voluntary contact duration increased substantially, indicating improved engagement. This pilot study suggests Tai Chi is a useful intervention for developing motor attunement and self-other engagement.

7. Danielle Piggott; Christie Nutkins Ph.D., BCA-D; Seth Whiting Ph.D., BCBA-D; Molly Conway; Nicole Outman; and Annemarie Brenner (Central Autism Treatment Center, Central Michigan University)

Going off Script: Use of Behavior Interventions to Reduce Scripting in a Teenage Boy With ASD

Many children with ASD engage in scripting behavior that impacts meaningful communication with others. A study by Silla-Zaleski and Vesloski (2010) found that

scripting could be reduced by using differential reinforcement of other behavior, behavior momentum, and self-regulation. This procedure was slightly modified and implemented with a thirteen-year-old boy with autism who engaged in high rates of scripting. Treatment significantly decreased this frequency and also appeared to effect vocalizations, inappropriate laughing, and asking appropriate questions. My presentation will show the impact the intervention had with this client as well as discussion related to limitations and future directions of intervention.

8. **Anna Brenner, B.S; Lilith M. Reuter-Yuill, M.S., BCBA, CFY-SLP; Brian MacNeill, M.A., BCBA; Sandra Garcia, M.A.; and Jonathan Baker, Ph.D., BCBA-D** (Western Michigan University)

Assessing the Efficacy and Acceptability of a Behavioral Skills Training on Proactive Communication Strategies

Behavioral skills training (BST) is an empirically supported alternative to traditional, eclectic training techniques (Parsons, Rollyson, & Reid, 2012). Although there is a heavy emphasis on empiricism in behavior analysis, there is a dearth of research investigating the efficacy of these trainings using both direct in-vivo observation methods (Fetherston & Sturmey, 2014; Palmen, Didden, & Korzilius, 2010) and indirect assessment measures. The current study evaluates the efficacy and trainee satisfaction of FOCUSED (Haynes, 2014), a behavior skills training package designed to teach proactive communication techniques to direct care staff employed at a community aging services day program.

9. **Annemarie D. Brenner; Molly M. Conway; and Seth W. Whiting, Ph.D., BCBA-D** (Central Michigan University, Central Autism Treatment Center)

Teaching More Complex Instruction-Following Using the PEAK-D Curriculum

Adverbs modify instructions to perform a behavior in a particular way, a particularly important skill for employment tasks. This study examined PEAK-D program 8F: Demonstrate Adverb Actions in developing this repertoire in a 17 year-old boy with autism. The participant failed to differentiate responding when adverbs were included in instructions. In a random stimulus design, prompts and differential reinforcement resulted in mastery of two sets of instructions with adverbs. A third set reached mastery more rapidly suggesting the program is sufficient for generalized skill mastery.

10. **Marissa Allen, M.S., BCBA; and Michael Fantetti, M.S., BCBA** (Braintrust Behavioral Health, LLC.)

Demonstrating the Utility of the Interview-Informed Contingency Analysis

The IISCA was completed with clients in an in-home setting. A description of the participants, interview, test and control conditions, and client outcomes are discussed.

11. Michael Fantetti, M.S., BCBA; Marissa Allen, M.S., BCBA; Matthew Campbell, B.S.; and Alissa DeNato, B.S. (Braintrust Behavioral Health)

Evaluation of Methods for Teaching Math to Children with Autism

Fluent intraverbal responding is often difficult for individuals with autism, especially for many important academic skills, such as math facts. For the current study, we examined 4 different ways of teaching intraverbal math facts. We evaluated the efficacy, efficiency, and social validity of these procedures through the measured effects on time to mastery, presentations to mastery, preference, maintenance, treatment integrity, and a pre-test/post-test assessment of written answers to the taught intraverbal responses.

12. Naomi J. Evans; Marcel R. Kirberg; and Seth W. Whiting, Ph.D., BCBA-D
(Central Michigan University, Central Autism Treatment Center)

A Multi-component Functional Communication Training to Decrease Severe Physical Aggression

A 6-year-old boy with autism exhibited extreme high rate hitting and kicking. Daily average of aggression peaked at 700-800 daily occurrences. Results of a synthesized functional analysis indicated tangible and escape functions. A functional communication treatment failed to sustain reduced behavior. With the addition of a functional time-out procedure, the combined intervention decreased behavior to stable near-zero rates. Aggressive behavior experienced a dramatic decrease, allowing for increases in variation, response effort, and duration of academic work tasks for the client.

13. Molly M. Conway; Danielle M. Piggott; Alanah K. Rau; Annemarie D. Brenner; and Seth W. Whiting, Ph.D., BCBA-D (Central Michigan University, Central Autism Treatment Center)

Suboptimal Choice in Children with Autism: Translations from Basic Science

Basic animal research in choice has shown clear biases toward response options resulting in suboptimal low-rate, high magnitude reinforcement over more optimal response options with consistent, lower magnitude reinforcement when the outcomes are signaled. The present study tested this paradigm in the autism population. After earning reinforcement during treatment, three participants chose between two cards with arbitrary shapes signaling either optimal or suboptimal reinforcement, and colors as a terminal link. Preliminary results suggest participants tend toward suboptimal choices, extending basic research to this population.

14. Amanda L. Thornton, B.S.; Andrew J. Bulla, Ph.D., BCBA; Jessica E. Frieder, Ph.D., BCBA-D.; Kimberly M. Peck, M.A., BCBA; Cinthia S. Mendoza Medina; and Danielle L. Prentice, M.A., BCBA (Western Michigan University)

The Effects of Functional Communication Training and Non-contingent Reinforcement on Target Behaviors in a Severe Multiple Impairment Classroom

Functional communication training (FCT) is a frequently-used differential reinforcement procedure that involves teaching an appropriate communicative response that produces access to the reinforcer maintaining behavior. Several

studies cite FCT as highly effective in quickly reducing problem behaviors of students with cognitive impairments (Hagopain, Fisher, Sullivan, Acquisto, & LeBlanc, 1998). In the current study, researchers implemented FCT concurrently with non-contingent reinforcement (NCR) to address three target behaviors of a student in a Severe Multiple Impairment (SXI) classroom. These behaviors included aggression, inappropriate vocalizations, and other disruptive behaviors. Results of the intervention, barriers, and direction for future research will be discussed.

15. Patrick Wieszciecinski B.S.; Andrew J. Bulla Ph.D. BCBA; Amanda L. Thornton B.S.; and Jessica E. Frieder Ph.D. BCBA-D (Western Michigan University)

The Effects of Direct Instruction Combined with Fluency Timings on Early Reading Skills in a Special Education Classroom

Two educational approaches that have been shown to be effective in increasing early reading skills are Direct Instruction and Precision Teaching. Direct Instruction is a curriculum model that utilizes scripted lessons to build skills with a gradual release of responsibility from the teacher to student. Precision Teaching is a teaching technology that involves making educational decisions based on monitored student performance. The goal of this study was to extend the literature on the combination of Direct Instruction and Precision Teaching using fluency timings to measure their collective effects on early reading skills based on AIMSweb assessment scores.

16. Joseph Hayes B.S.; and Dr. Jeana Koerber, BCBA-D (Great Lakes Center for Autism Treatment and Research)

Goal Setting to Improve Feedback Delivery in a Residential Setting

Staff feedback from supervisors in a treatment facility is crucial to quality of care and treatment fidelity. Ensuring that staff are adequately trained before beginning work with individuals who exhibit challenging behaviors is instrumental to the success of a program. To help staff feel prepared for these situations and to ensure ongoing training for staff working in this environment it is important for supervisors to be providing positive and corrective feedback. In order to help facilitate feedback among all supervisors to staff working directly with these individuals' contingencies must be put into place to ensure supervisors are delivering feedback consistently.

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Thursday and Friday, October 12 and 13

Vendor/Exhibit Expo

This is an alphabetical listing. Please see insert for a map and booth numbers for each vendor.

8:00 a.m. – 5:00 p.m.; Kalamazoo Room

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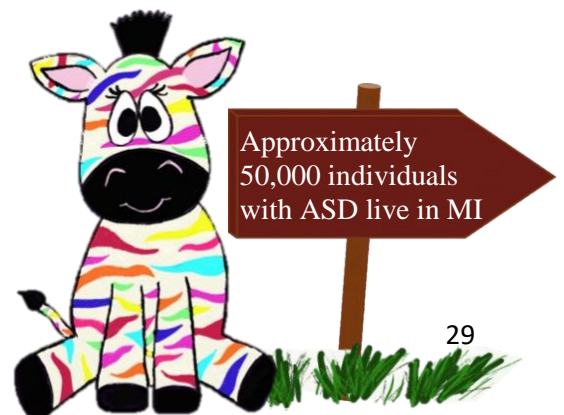
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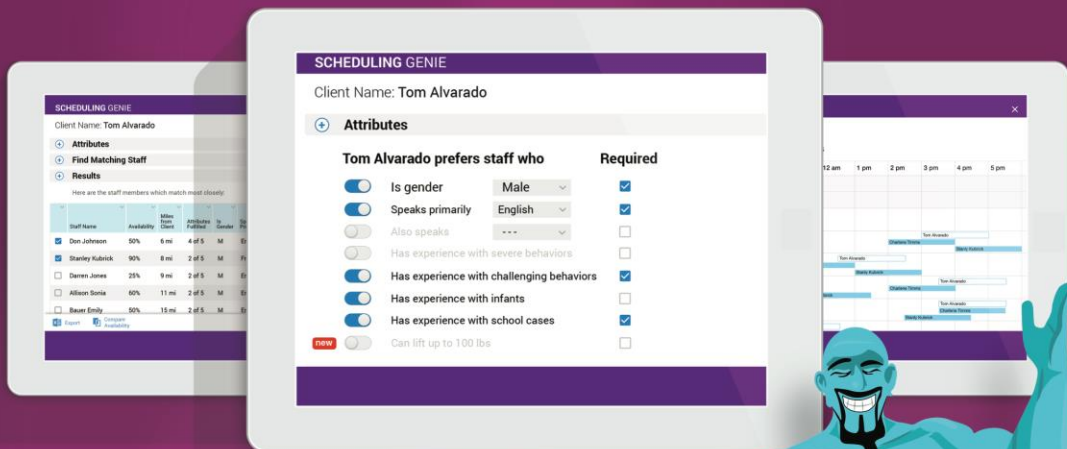
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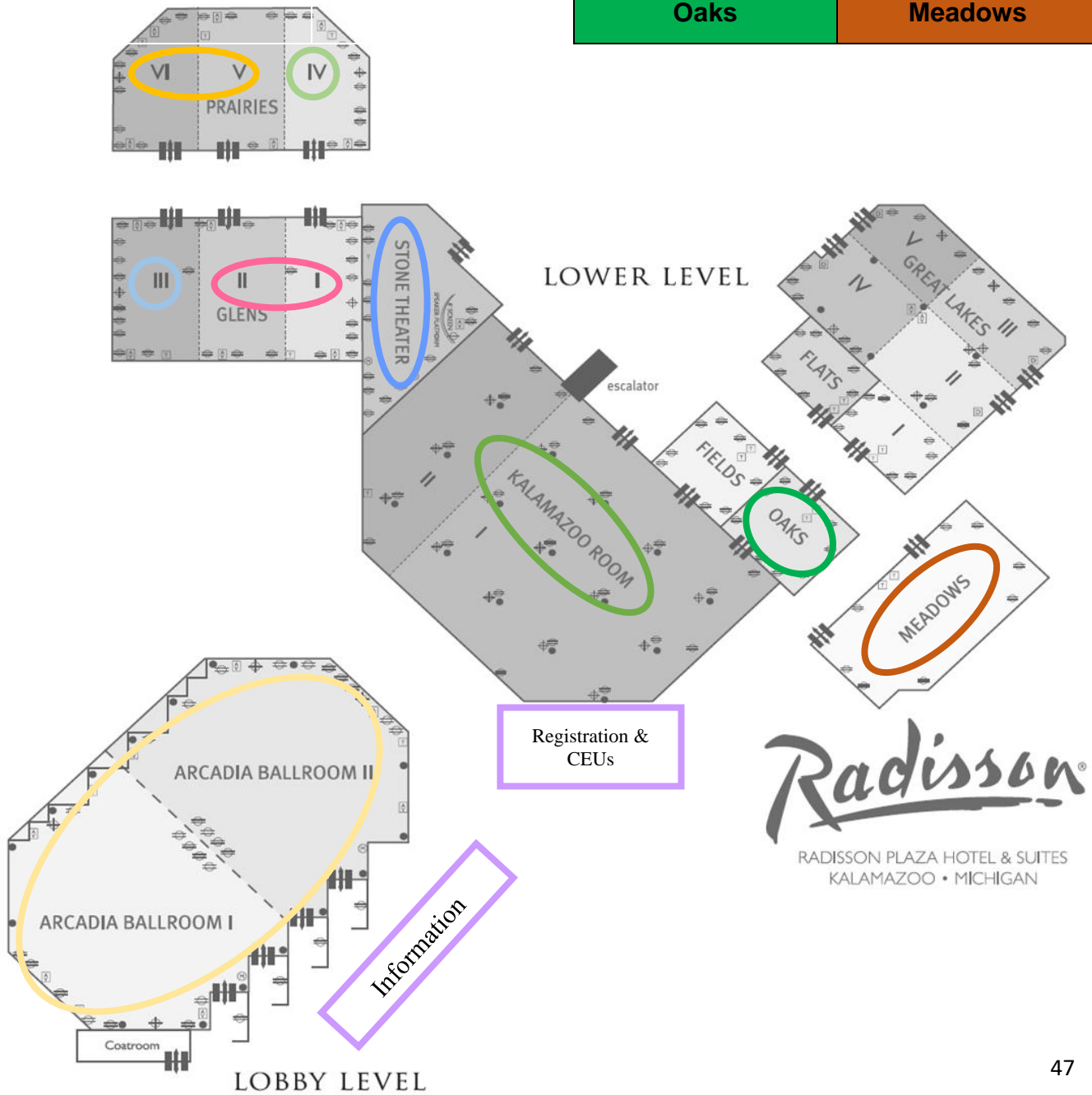
Map of Room Locations

Use this color-coded chart to find each room on the map and to determine the location of each presentation.

| | | | |
|-------|------------------|-------------|---------|
| Lobby | Arcadia Ballroom | Glens 1 & 2 | Glens 3 |
|-------|------------------|-------------|---------|

| | | | |
|----------------|------------|---------------|----------------|
| Prairies 4 & 5 | Prairies 6 | Stone Theatre | Kalamazoo Room |
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