



Michigan Autism Conference

October 5-7, 2022

Welcome to the 10th Annual Michigan Autism Conference (MAC)!

This conference is dedicated to providing families, practitioners, educators, and researchers with information on a variety of topics related to the assessment and treatment of those diagnosed with autism. We hope you will find our conference to be informative and enjoyable!

Registration

Wednesday, 10-5-22

7:30 a.m. – 8:00 a.m.

Thursday, 10-6-22

7:00 a.m. – 8:00 a.m.

Friday, 10-7-22

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!

Virtual offerings available through November 7, 2022.



Program Content

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Video Recording Policy

Video recording of conference events is not permitted without written permission from the Michigan Autism Conference. Attendees of the 2022 Michigan Autism Conference may be video recorded by a MAC-approved videographer. The Michigan Autism Conference reserves the right to use these videos in advertising materials. Attendees may not make monetary or other claims against the Michigan Autism Conference for the use of these videos.

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Attendees of the 2022 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.

Bathrooms and Nursing Room

Gender neutral bathrooms and a nursing room are available on the second floor; please see front desk for additional details.

**General Assistance**

If you are in need of general assistance, please go to Registration desk in Kalamazoo Room.

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Conference Personnel

Conference Chairs

Jessica E. Van Stratton, Ph.D., BCBA-D, LBA
Kimberly M. Peck, Ph.D., BCBA-D, LBA

Executive Planning Committee

Sean Field, Ph.D., BCBA-D, LBA, LLP
Mindy Newhouse-Oisten, Ph.D., BCBA-D, LBA, LLP
Erin Baum, M.A., BCBA, LBA
Lindsay Essig, M.A., BCBA, LBA
Avner Fraidlin, M.A., BCBA, LBA
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Chelsie Morgan, M.A., BCBA, LBA
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Taylor Mueller, M.A., BCBA, LBA
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Ambassadors

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Kelsea Guarino	Sydney Hull	Leanne Latocha
Courtney Little	Mashiath Mahubub	Allison Mars
Molly Mattes	Tori Risinger	Amy Shaw
Daphne Snyder	Jen Thomas	Kayla Vernier
	Savannah Wirth	

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



Discover Kalamazoo

Providing assistance with the information table and speaker welcoming.



FoxyLearning LLC

Providing assistance with MAC's website.



Image Stream

Providing assistance with audio/visual needs.



ASK Family Services

Providing assistance with organizing parent scholarships.



WESTERN MICHIGAN UNIVERSITY
College of Arts and Sciences
Department of Psychology

Western Michigan University Department of Psychology
Providing organizational assistance.



CVENT
Offering our presentations via virtual format and offering technological support.



Behavior Analysis Graduate Student Organization (BAGSO)
Providing assistance with volunteer staffing.



VanderSalm's Flowershop & Garden Center
Providing assistance with onsite décor.

2022 Michigan Autism Conference “At a Glance”

*Note: All presentations are eligible for Certificates of Attendance. The counts provided below represent the number of presentations eligible for **each type** of CEU.*


The total number of CEUs you can accrue is less than the total number of CEU-eligible sessions

Continuing Education Units (CEUs) Breakdown		
Behavior Analysis Certification Board (BACB)	State Continuing Education Clock Hours (SCECH)	Social Work
Workshops: Ethics: 1 Supervision: 3 Learning: 5 Keynotes: Ethics: 3 Supervision: 1 Learning: 3 Breakouts: Ethics: 4 Supervision: 2 Learning: 29 Total*: Ethics: 8 Supervision: 4 Learning: 37	Workshops: 9 Keynotes: 7 Breakouts: 37 Total*: 53	Workshops: 9 Keynotes: 7 Breakouts: 37 Total*: 53

Presentation Breakdown			
<i>*Note: Some presentations count toward multiple tracks. Wednesday's kickoff event is included under 'Keynotes'.</i>			
Practitioner Track	Education Track	Research Track	Caregiver Track
Workshops: 10 Keynotes: 7 Breakouts: 38 Total: 55	Workshops: 10 Keynotes: 7 Breakouts: 32 Total: 49	Workshops: 1 Keynotes: 6 Breakouts: 20 Total: 27	Workshops: 4 Keynotes: 4 Breakouts: 17 Total: 25
Total Presentations:			
Workshops: 10 Keynotes: 7 Breakout Sessions: 40			

Wednesday, October 5

The color-coded bars indicate the recommended audience.
Rooms are located across the top and a map is located at the back of your program.

Registration in Kalamazoo Room															
Room	Glens 3		Glens 1&2		Meadows		Oaks		Prairies 4&5		Stone Theatre		Prairies 6		
9:00-12:00	Training Staff in FBA <i>Eldridge</i>		Treating Food Selectivity <i>Drayton & McKnight</i>		Life Skills Instruction <i>McGreevy</i>		8-hour BCBA Supervisor Training* (8:00 start) <i>McGee & Garza</i>		Instructional Design <i>Kubina & colleagues</i>		Yes, AND! Live your Values <i>Van Norman</i>		How to Write Feedback <i>Hockman</i>		
12:00-1:00	Lunch (on your own) - <i>please visit the Discover Kalamazoo table for a list of local restaurants!</i>														
1:00-4:00	Building Motor Skills <i>Amey</i>		Micro-aggressions <i>Rios</i>				8-hour BCBA Supervisor Training* (until 5:00) <i>McGee & Garza</i>		Instructional Design (cont.) <i>Kubina & colleagues</i>		Yes, AND! Live your Values <i>Van Norman</i>		How to Write Feedback (cont.) <i>Hockman</i>		
Arcadia Ballroom															
6:00-7:00	Contracting with Kids: A Positive Way to Teach New Skills and Improve Family Dynamics <i>Jill Dardig & Bill Heward</i> <i>Open to Public</i>														

Note: *This session is from 8 am – 5 pm in accordance with BACB supervision requirements.

Practitioner	Education	Research	Parent/Caregiver
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Wednesday, October 5

Full-Day Workshops

8:00 a.m. – 5:00 p.m.; The Oaks

Heather M. McGee, Ph.D., BCBA-D (Western Michigan University)

Katie Garza, Ph.D., BCBA (Trenton Corporation)

Heather M. McGee is an Associate Professor of Psychology and Co-Chair of the Industrial/Organizational Behavior Management graduate programs 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 agencies, 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. Dr. McGee is the former Executive Director of the Organizational Behavior Management (OBM) Network and serves as an associate editor for the Journal of Organizational Behavior Management (JOBM) and is on the editorial board for Behavior Analysis: Research and Practice. Additionally, she serves on the Board of Directors for ALULA, and on Advisory Boards for Empower Behavioral Health and Cambridge Center for Behavioral Studies.



Dr. Katie Garza is an Organizational Behavior Management Specialist at Trenton Corporation Anticorrosion Materials. She received her B.S. in 2011, M.A. in 2013, and Ph.D. in 2018 from WMU. Dr. Garza has a background in behavior analytic treatment for both adults and children with developmental disabilities in addition to her background in organizational behavior management. She has trained staff to implement treatment plans and has implemented performance management and process-improvement initiatives in both group home and center-based settings. Dr. Garza has designed several instructional packages for trainees working toward BCBA certification and has designed and disseminated tools for tracking and evaluating trainee progress from the RBT to the BCBA level. She has coordinated supervised experience for trainees seeking certification to ensure they receive comprehensive and high-quality learning opportunities. Dr. Garza has consulted with several organizations to design and deliver staff training and to analyze and improve organizational systems.

BCBA 8-Hour Supervision Training

Behavior analysts providing supervision must complete an 8-hr approved supervision training and supervision coursework. However, the 8-hr training and supervision course 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 Fifth Edition Task List and Supervisor Training Curriculum Outline 2.0. 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 Supervisor Training Curriculum Outline 2.0 but is offered independent of the BACB.

***8 BACB Supervision CEUs, SW CEUs, and SCECH CEUs**

9:00 a.m. – 4:00 p.m.; Prairies 4 & 5

Richard Kubina, Ph.D., BCBA-D, LBA (Penn State), **Madeline Halkowski, M.A., BCBA** (Penn State), & **Jared Van, M.A., BCBA** (Penn State)



Dr. Richard (Rick) Kubina is a professor of special education at The Pennsylvania State University and co-founder of Chartlytics. Chartlytics merged with CentralReach, where Kubina now serves as the director of research. Kubina has published multiple research articles, books, and chapters on evidence-based education, precision teaching, and enhancements to learning supporting equitable outcomes. He was the past Editor of the Journal of Precision Teaching & Celeration. Kubina works with school districts and health care and technology professionals using Precision Teaching, effective practice methods, digitization of behavioral health processes, and measurably superior learning programs.



Madeline Halkowski is a Ph.D. Candidate in the Department of Educational Psychology, Counseling, and Special Education. Her research explores the areas of literacy, curriculum, measurement, and technology using mixed methods and single-case research designs. She also analyzes large-scale international data sets to investigate how educational systems, practices, and policies influence reading achievement and educational equity in the United States and around the world. Madeline earned her master's in special education from Pennsylvania State University. She previously

worked as a Board Certified Behavior Analyst serving children and young adults with moderate to severe disabilities.

Jared R. Van, BCBA is currently a Ph.D. student at The Pennsylvania State University under the supervision of Dr. Richard M. Kubina Jr. in the Special Education Department. He received his M.S. in Applied Behavior Analysis at The Chicago School of Professional Psychology. Jared worked as a behavior interventionist in the California Bay Area and greater Los Angeles Area for seven years working with a diverse population of clients with autism and other developmental disabilities. Jared's research interests are in the areas of Precision Teaching, Behavior Analysis, Instructional Design, and Education Policy.



Becoming a Better Behavior Analyst: Instructional Design from Industry Basics to Behavioral Specifics (Taxonomy of Learning)

Instructional design (ID) refers to the careful planning, design, development, and delivery of instruction to result in effective, efficient, and engaging learning. The field of ID has general principles that, when applied, can result in programs and curricula that promote robust learning sequences. However, contemporary ID has theoretical influences that lie in cognitive psychology and constructivism. Behavior analysis has a history in ID that began with Skinner and saw incredible contributions from several designers. Susan Markle represents a significant figure in ID who began with behavioral analytic principles and made substantial contributions. The taxonomy of learning offered by Markle and her colleague Tiemann provides order to the messiness of real-world instruction. The taxonomy guides practitioners and suggests an organizing structure for addressing developmental, remedial, and functional instruction. All behavior analysts should have a foundational knowledge of instructional design and how the taxonomy plays a critical role in designing simple and complex learning programs. Yet beyond the taxonomy behavior, analysts should also understand the greater role ID plays in the design, construction, implementation, and iteration of instruction. The following presentation will introduce instructional design and demonstrate the connection to all programming. The hands-on presentation will introduce the general framework (i.e., ADDIE) for ID and teach the taxonomy of learning as a framework for creating sound, efficient instruction.

***6 BACB Learning CEUs, SW CEUs, and SCECH CEUs**



9:00 a.m. – 4:00 p.m.; Prairies 6

Adam Hockman, M.A. (ABA Technologies; MGH Institute of Health Professions)



Adam Hockman is the chief learning architect at ABA Technologies and on the faculty of the Heifetz International Music Institute. He specializes in applying behavior-based instructional design, precision teaching, and systems thinking to education, corporate learning, health professions, and the performing arts. Adam frequently presents on and writes about behavior change for musicians, educators, and health professionals. He is an advisor to the Cambridge Center for Behavioral Studies, former research associate at The Mechner Foundation, and former managing editor of the Standard Celeration Society. Adam received his BS in communication disorders, MA in behavior analysis, and is a current PhD candidate in health professionals education/simulation operations.



How to Write Effective Feedback

The ability to write clearly and effectively is indispensable in a professional setting, particularly for leaders and supervisors who provide feedback to their employees. Good writing builds trust and defuses difficult messages when stakes are high. It is essential for delivering effective performance feedback. Whether you write formal performance reviews, informal notes, or performance support documentation (e.g., job aids), you can strengthen your message and improve your impact with good, clear writing. Using proven feedback frameworks from business and healthcare, this workshop invites participants to practice applying specific writing strategies to the construction of performance feedback and team-level communications. The workshop is open to feedback givers and writers of all levels interested in improving their writing and feedback delivery skills.

***6 BACB Supervision CEUs, SW CEUs, and SCECH CEUs**



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Wednesday, October 5

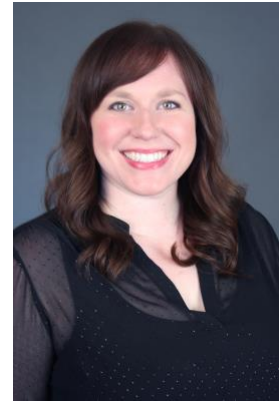
Half-Day Workshops

9:00 a.m. – 12:00 p.m.; Glens 3

Rebecca Eldridge, Ph.D., BCBA-D, LBA (Children's Autism Center)



Dr. Becky Eldridge, BCBA-D, joined the team at Children's Autism Center in March of 2021 as their Chief Clinical Officer. She obtained her B.S. in psychology from Colorado State University, her M.A. from the University of Chicago focusing on disability studies, and her Ph.D. in behavior analysis from Western Michigan University, under the supervision of Dr. Stephanie Peterson. She became board-certified in 2009, and has worked in homes, clinics, and school settings with folks from diverse backgrounds to implement effective interventions for children and young adults with ASD and other developmental disorders. Her interests include functional behavior assessment, functional communication training, decision-making behavior, and evidence-based training for practitioners. In serving her ABA community, Becky was a founding member and the first president of Arizona Association of Behavior Analysis (AzABA; 2010-2013). Once she moved to Michigan, she continued her advocacy and support of the field through involvement in the MI licensure bill and the Michigan Autism Conference. In 2019, she joined forces with representatives from several other ABA agencies to create the Michigan Behavior Analysis Provider Association (MiBAP), becoming Vice President in 2020. Over the years, she has also served as a guest reviewer for Behavior Analysis in Practice (BAP), Behavior Analysis in Research and Practice (BARP), Education and Treatment of Children (ETC), Journal of Behavioral Education (JBE), and was an editorial assistant for Education and Treatment of Children (ETC). She and her husband, Chris, live in Fort Wayne and enjoy spending time with their dogs and traveling/exploring new places.



Training and Supervising Staff in Conducting Functional Behavior Assessments

Functional behavior assessments (FBA), when done well, should yield an effective intervention to reduce challenging behavior, and increase some sort of more appropriate replacement behavior. The depth of FBA procedures and processes vary greatly in the literature, which can confuse practitioners on what best practice or evidence-based practice in functional behavior assessments is or should be. As with any assessment in behavior analysis, the assessment is only as good as the outcomes it produces. In other words, what we should care about most is that the assessment can drive the most effective and efficient treatment for our clients. It is in that vein that supervisors need to train their staff in the procedures, the rationale behind the procedures, and the results that the procedures should produce. By approaching training and support in this way, we can teach the principles of functional behavior assessment and data-based decision making within those principles. This workshop will focus on teaching.

***3 BACB Supervision CEUs, SW CEUs, and SCECH CEUs**

9:00 a.m. – 12:00 p.m.; Glens 1 & 2

Amy Drayton, Ph.D. (University of Nebraska Medical Center; Munroe-Meyer Institute) & **Rachel Knight, Ph.D.** (University of Nebraska Medical Center; Munroe-Meyer Institute)

Amy Drayton is from Fargo, North Dakota and completed her PhD in clinical psychology at Eastern Michigan University.

Rachel Knight is from southeast Michigan and completed her PhD in school psychology at Central Michigan University.

Coincidentally and without knowing each other, Drs. Drayton and Knight married their husbands on the exact same day in 2008, completed pre-doctoral internships in ABA and behavioral pediatrics at Munroe-Meyer Institute in 2010 and 2012, respectively, and completed post-doctoral fellowships in pediatric psychology at the University of Michigan C.S. Mott



Children's Hospital. After fellowship, both were recruited to join the faculty at the University of Michigan Medical School. Dr. Drayton was recruited to start an interdisciplinary pediatric feeding program, and Dr. Knight was recruited for the Integrated Behavioral Health (IBH) program. After Dr. Drayton began to gain some traction in her mission, she pilfered Dr. Knight from IBH in 2016, and they began developing the feeding program. After establishing outpatient, intensive, and infant clinics and obtaining \$2 million in grants and other funds, Drs. Drayton and Knight were recruited back to MMI to join the faculty in the Pediatric Feeding Department and build on MMI's already world-renowned program.

Beyond the Beige: Treating Food Selectivity in Children with Autism Spectrum Disorders

As with all applications of ABA, using the treatment techniques in real life is much more difficult than it sounds in textbooks and peer-reviewed journal articles. Making matters worse, there are very limited written resources available about how and when to use specific ABA strategies to treat feeding problems. This workshop will address these gaps by providing descriptions of ABA feeding treatment techniques, discussing when to use them, giving demonstrations of the techniques, and providing opportunities for hands-on practice. Participants will also learn to identify when medical or oral-motor issues are impacting treatment progress, structure treatment sessions to use escape as a reinforcer, and implement antecedent strategies to decrease motivation to escape from eating.

***3 BACB Learning CEUs, SW CEUs, and SCECH CEUs**

9:00 a.m. – 12:00 p.m.; Meadows

Patrick McGreevy, Ph.D., BCBA-D, (Patrick McGreevy, Ph.D., P.A. and Associates)



Patrick McGreevy received B.S. and M.A. degrees in Psychology and Special Education, respectively, from the University of Iowa. He was a special education teacher for eight years, working with children and young adults with moderate-to-severe developmental disabilities. He received the Ph.D. degree in Education from Kansas University under the guidance of Ogden R. Lindsley. He has served on the faculties of the several major universities. He is the author of Teaching and Learning in Plain English, an introduction to Precision Teaching, and the founder and first editor of the Journal of Precision Teaching and Standard Celeration Charting. He is the author of ten journal articles and a book chapter on teaching verbal behavior. He is the first author of Essential for Living. For the past 30 years, he has provided consultations for children and adults with developmental disabilities in school districts, residential programs, and hospitals, specializing in the simultaneous management of aggressive and self-injurious behavior and the teaching of communication and language skills to individuals with limited repertoires. He is the recipient of the Ogden R. Lindsley Lifetime Achievement Award of the Standard Celeration Society.



Teaching Skills that Matter and Last a Lifetime

Dr. McGreevy will describe skills that matter for learners with limited skill repertoires. He will also describe teaching procedures that may be required for instruction to be effective with these learners and for skills to last a lifetime.

***3 BACB Learning CEUs, SW CEUs, and SCECH CEUs**

9:00 a.m. – 12:00 p.m.; Stone Theatre

Renée K. Van Norman, Ph.D. (WellEducator LLC)



Dr. Renée Van Norman is Educator and Founder of WellEducator, LLC. She partners with early childhood programs, K-12 schools, and institutions of higher education to provide professional development and consultation grounded in research-proven methods and an innovative virtual wellness community model to support educator wellbeing. Her career has taken her to higher education as an Assistant Professor in Special Education and Applied Behavior Analysis at the University of Nevada, Las Vegas, and the University of Oregon. She has worked as a Director in Early Childhood Education and at the State-level in Early Intervention and Early Childhood Special Education. Throughout her work experiences, she has witnessed the immediate need to support the wellbeing of our education workforce. Renée also lives with her own mental health diagnoses and has learned first-hand the importance of prioritizing self-care and having a work-life balance.



Her passion for educator wellbeing, her personal stories, and her effective and engaging, research-based presentations, inspire educators to define and follow their own wellbeing plan for the betterment of themselves, their students, and the institution in which they serve. When she is not working, she enjoys hiking, camping, birding, and time with her partner Keith and two dogs Charley and Zoey.

Yes, AND! Acknowledging the Tough Stuff and Moving Towards Your Values Driven Life

Educators can be asked to make over 1,500 decisions in a day, leading to stress and cognitive fatigue. Stressors also include lack of social and emotional training, ineffective interpersonal relationships, vicarious trauma, and unrealistic systems requirements. Tough stuff is unlikely to go away even as we work on it, and it negatively impacts wellbeing. This experiential workshop offers practice in skills to increase awareness of stressors on mind and body systems including acceptance skills to increase flexibility in difficult situations. It connects educators to their values using research-based mindfulness practices and provides an innovative approach to values-driven goal setting. Engaging activities, videos, and conversations are used to help educators say, “YES, AND I will move towards my values, even with the tough stuff!”

***3 BACB Learning CEUs, SW CEUs, and SCECH CEUs**

1:00 p.m. – 4:00 p.m.; Glens 3

Jonathan Amey, M.Ed. (Agile Instruction and Management Solutions LLC)

Jonathan Amey M.Ed. is the founding director of Agile Instruction and Management Solutions (A.I.M.S) in Pittsburgh, Pennsylvania. Combining his sports medicine and special education background with Precision Teaching, Jonathan focuses on building gross motor, cognitive, and social repertoires in students across a broad spectrum of abilities. Over the last 20 years utilizing precision measurement, Jonathan has created school-based wellness groups and clinical trainings for teachers, BCBAs, and parents. Jonathan currently consults with clinics, schools, and families in both the United States and abroad.



Making Sense of Movement Using Behavior Science

Motor skills are an essential component of every task we ask our learners to do. Common tasks like holding a pencil, washing hands, stocking shelves, completing a puzzle, playing hopscotch, or simply turning to face a friend at the lunch table all require sophisticated sequences of movements. This presentation will demonstrate how Behavior Science can be used in all settings of our learners' lives to build coordinated motor movement and ultimately increase degrees of freedom. Emphasis will be placed on how to view common academic, social, and daily living skills through a motor lens. Attendees may never look at washing hands the same way again.

***3 BACB Learning CEUs, SW CEUs, and SCECH CEUs**

1:00 p.m. – 4:00 p.m.; Glens 1 & 2

Denice Rios Mojica, Ph.D., BCBA-D (Georgia Southern University)

Denice Rios, Ph.D., BCBA-D earned her bachelor's and master's degree

from California State University, Northridge and her doctoral degree in Behavior Analysis from Western Michigan University. Her research interests include examining effective staff training strategies (e.g., feedback), assessment and treatment of problem behavior, use of behavior analytic strategies via telehealth, and addressing microaggressions in the workplace. Dr. Rios is also passionate about issues related to equity and inclusion within the field of behavior analysis. Dr. Rios has published research in a number of peer-reviewed journals including: Journal of Applied Behavior Analysis, Behavior Analysis: Research and Practice, and the Journal of Behavioral Education. She has presented her research in regional, national, and international conferences.



Understanding Microaggressions: Implications for Using a Science of Behavior to Promote and Support a True Equitable Environment

Microaggressions are defined as daily verbal and non-verbal assaults directed toward people from historically marginalized groups. When compared with overt acts of racism, microaggressions can cause just as much, if not more, psychological damage. Over the last 10 years, social psychologists have done a lot of work to research the effects of microaggressions and have evaluated ways to address them in many different contexts. Often diversity and inclusion trainings use this body of literature to educate and bring awareness to the concept in order to help address the issue in work spaces. However, research on these types of trainings show mixed results in terms of their effectiveness. One reason we may see mixed results is because of the subjectivity inherent in the definition. In this interactive workshop, Dr. Rios will review the literature on microaggressions and outline examples on how we can use the research in concept teaching and learning to help objectively define microaggressions which serves as the foundation for employers and others to develop an in-house curriculum that effectively teaches the concept of microaggressions.

***3 BACB Ethics CEUs, SW CEUs, and SCECH CEUs**



1:00 p.m. – 4:00 p.m.; Stone Theatre

Renée K. Van Norman, Ph.D. (WellEducator LLC)

Dr. Renée Van Norman is Educator and Founder of WellEducator, LLC.

She partners with early childhood programs, K-12 schools, and institutions of higher education to provide professional development and consultation grounded in research-proven methods and an innovative virtual wellness community model to support educator wellbeing. Her career has taken her to higher education as an Assistant Professor in Special Education and Applied Behavior Analysis at the University of Nevada, Las Vegas, and the University of Oregon. She has worked as a Director in Early Childhood Education and at the State-level in Early Intervention and Early Childhood Special Education. Throughout her work experiences, she



has witnessed the immediate need to support the wellbeing of our education workforce. Renée also lives with her own mental health diagnoses and has learned first-hand the importance of prioritizing self-care and having a work-life balance. Her passion for educator wellbeing, her personal stories, and her effective and engaging, research-based presentations, inspire educators to define and follow their own wellbeing plan for the betterment of themselves, their students, and the institution in which they serve. When she is not working, she enjoys hiking, camping, birding, and time with her partner Keith and two dogs Charley and Zoey.

Yes, AND! Acknowledging the Tough Stuff and Moving Towards Your Values Driven Life

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***3 BACB Learning CEUs, SW CEUs, and SCECH CEUs**



Wednesday, October 5

Kick-Off Presentation

6:00 p.m. – 7:00 p.m.; Arcadia Ballroom

Jill C. Dardig, Ed.D. (Ohio Dominican University) & **William L. Heward, Ed.D., BCBA-D** (Ohio State University)



*Jill C. Dardig, Ed.D., is Professor Emerita of Education at Ohio Dominican University where she trained special education teachers for 30 years. At ODU she was awarded the Booth-Ferris Master Faculty Award and was selected as an ODU Centennial Person of Influence. A longtime member of the Board of Trustees of the St. Joseph Home for women with disabilities, Jill has also served as a curriculum specialist for the Ohio Department of Developmental Disabilities and as a consultant at Centro da Vilariñha, a program that teaches independent living and vocational skills to teenagers and young adults with developmental disabilities in Porto, Portugal. She has been a visiting professor at Keio University in Tokyo, Japan, and presented workshops for teachers and parents in Europe, South America, and Asia. Dr. Dardig has written several books and other publications about and for parents including *Involving Parents of Students with Special Needs: 25 Ready-to-Use Strategies* (Corwin Press, 2008).*



*William L. Heward, Ed.D., BCBA-D, is Professor Emeritus in the College of Education and Human Ecology at Ohio State University. He has taught at universities in Brazil, Japan, Portugal, and Singapore and lectured and given workshops in 22 other countries. A Past President and Fellow of the Association for Behavior Analysis International, Bill's publications include co-authoring the books, *Applied Behavior Analysis* (3rd ed., Pearson, 2020) and *Exceptional Children: An Introduction to Special Education* (12th ed., Pearson, 2022). Awards recognizing Dr. Heward's contributions to education and behavior analysis include the Fred S. Keller Behavioral Education Award from the American Psychological Association's Division 25, the Ellen P. Reese Award for Communication of Behavioral Concepts from the Cambridge Center for Behavioral Studies, and the Distinguished Psychology Department Alumnus Award from Western Michigan University.*

Contracting with Kids: A Positive Way to Teach New Skills and Improve Family Dynamics

First developed in the 1970s, contingency contracting is a behavior change strategy that identifies a task to be completed and a reward to follow successful accomplishment of the task. Numerous research studies have demonstrated the effectiveness of contracting to improve behavior and teach new skills to children with and without

disabilities in home, school, and community settings. Using children's stories, examples of contracts used by families to help children fulfill household responsibilities, learn new skills, get ready for school in the morning, and make friends at school will be presented. Attendees will receive materials for developing, implementing, and evaluating contracts that were field-tested by more than 300 families.

***BACB Learning CEUs, SW CEUs, and SCECH CEUs**

BEHAVIOR ANALYSIS GRADUATE STUDENT ORGANIZATION



The Behavior Analysis Graduate Student Organization (BAGSO) at Western Michigan University is an organization to promote the interests of Behavior Analysis graduate students at Western Michigan University.



As an organization, we strive to create a fun, welcoming, and inclusive atmosphere within the department by developing engaging and collaborative events!



WE ARE

HIRING

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Children and Family Services division.



POSITION

ABA Technicians | Fee for Service



CONTACT

For more information or to apply,
contact Hope Jacobs daily
between 9am - 5pm EST

phone: 313-806-6908

email: Hope.Jacobs@merakey.org



LOCATIONS

MICHIGAN: Dearborn, Flint, and
Grand Rapids



Thursday, October 6

The color-coded bars indicate the recommended audience.

A map is located at the back of your program.


7:00-8:00	Registration in Kalamazoo Room and Continental Breakfast outside Ballroom					
All morning sessions are in the Arcadia Ballroom						
8:00-8:20	Opening Remarks and Announcements					
8:30-9:20	Ethical Decision Making: Navigating Complex Challenges in Behavior Analytic Work Mary Jane Weiss					
9:30-10:20	Supporting Diversity Equity Inclusion (DEI) with Explicit Instruction Janet Twyman					
10:30-11:20	Functional Supervision: What it is, and What it Takes to be a Successful Supervisor Heather McGee					
11:30-1:00	Lunch (on your own) - please visit the Discover Kalamazoo table for a list of local restaurants					
Room	Arcadia Ballroom		Glens 1 & 2		Glens 3	
1:00-2:20	Parent Training/ Ethics Sundberg	<div><div></div><div></div><div></div><div></div></div>	HANDS in Autism Training Model Swiezy	<div><div></div><div></div><div></div><div></div></div>	Assessment for Inclusion Nutkins & Mix	<div><div></div><div></div><div></div><div></div></div>
2:30-3:20	Poster Session 1 Exhibit Expo and Book Signing in the Bookstore Kalamazoo Room					
3:30-4:20	Equity in Public Schools Hollins & Snyder	<div><div></div><div></div><div></div><div></div></div>	Implications of Problem Bx Renewal Kranak & Falligant	<div><div></div><div></div><div></div><div></div></div>	Using Paraprofessionals Effectively Korinek	<div><div></div><div></div><div></div><div></div></div>
4:30-5:20	Ethics & FAs S. Peterson & Schroeder	<div><div></div><div></div><div></div><div></div></div>	Interdisciplinary Collaboration Horner & Barosky	<div><div></div><div></div><div></div><div></div></div>	Identifying Preferred Videos Curiel	<div><div></div><div></div><div></div><div></div></div>

Practitioner	Education	Research	Parent/ Caregiver
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Thursday, October 6

The color-coded bars indicate the recommended audience.

A map is located at the back of your program.

7:00-8:00	Registration in Kalamazoo Room and Continental Breakfast outside Ballroom							
All morning sessions are in the Arcadia Ballroom								
8:00-8:30							Exhibit Expo and Bookstore in Kalamazoo Room	
8:30-9:20								
9:30-10:20								
10:30-11:20								
11:30-1:00	Lunch (on your own) - please visit the Discover Kalamazoo table for a list of local restaurants							
Room	Prairies 4 & 5		Prairies 6		Stone Theatre		Meadows	
1:00-2:20	Remote BST <i>Rios</i>		PBIS in the Classroom <i>Nantais & Dyer</i>		Support for Complex Needs <i>Sanderson & Rogers</i>		Caregiver Perspectives <i>Panel Discussion</i>	
2:30-3:20	Poster Session 1 Exhibit Expo and Book Signings in the Bookstore <i>Kalamazoo Room</i>							
3:30-4:20	Video Group Instruction <i>Stauch</i>		Designing Instruction Part 1 <i>Bulla</i>		Strategic Planning Part 1 <i>Dams</i>		Supporting Paraeducators <i>Mason & colleagues</i>	
4:30-5:20	Leaving the Nest: College <i>Bakalyar</i>		Teaching Life Skills <i>Pence</i>		Promoting Conversation Skills <i>Chan</i>		Self-Care & Burnout <i>Spiker</i>	

Practitioner	Education	Research	Parent/ Caregiver
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Thursday, October 6

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 “Discover Kalamazoo” Information Table to learn more about things to do in Kalamazoo. The Exhibitor Expo and bookstore will also be open during this time! The 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

Opening remarks to will be deliver by Dr. Jonathan C. Baker!

Dr. Jonathan C. Baker is an Associate Professor and Chair of the Department of Psychology at Western Michigan University. Prior to joining WMU, he was a faculty member in the behavior analysis and therapy program in the Rehabilitation Institute at Southern Illinois University as well as the coordinator of the SIU gerontology certificate program. He received a certificate in




gerontology from the University of Kansas, a master’s in applied behavior science from the University of Kansas, and a Ph.D. from Western Michigan University. Dr. Baker served as a member (2014-2019) and Vice President (2020) of the Board of Directors for the Behavior Analyst Certification Board and serves on the editorial board for The Journal of Applied Behavior Analysis, The Analysis of Verbal Behavior, and Behavioral Development. He is an Associate Editor at Behavior Analysis: Research and Practice. He has served as a guest reviewer for the American Journal of Alzheimer’s Disease and Related Dementias and The Gerontologist. Dr. Baker is the former president of the Mid-American Association of Behavior Analysis and former chair of the Behavioral Gerontology Special Interest Group with ABAI. Dr. Baker was the principle investigator for the Behavioral Residential In-home Care and Supports (BRICS) project evaluation for the Illinois Department of Aging and was a co-principle investigator for Behavior Analysis and Intervention in Nursing Homes, funded by the Michigan Department of Health and Human Services. Dr. Baker’s main research interest is behavioral gerontology, including the assessment/treatment of behavioral excesses and developing programs that remediate behavioral deficits in older adults with neurocognitive disorder, as well as treatment adoption. His interests also extend to adults and older adults with developmental disabilities and staff training.

Master of Ceremonies


Please join us in welcoming Adam Hockman as our Master of Ceremonies (MC)!

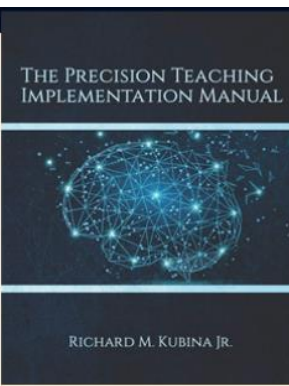
Adam Hockman is the chief learning architect at ABA Technologies and on the faculty of the Heifetz International Music Institute. He specializes in applying behavior-based instructional design, precision teaching, and systems thinking to education, corporate learning, health professions, and the performing arts. Adam frequently presents on and writes about behavior change for musicians, educators, and health professionals. He is an advisor to the Cambridge Center for Behavioral Studies, former research associate at The Mechner Foundation, and former managing editor of the Standard Celeration Society. Adam received his BS in communication disorders, MA in behavior analysis, and is a current PhD candidate in health professionals education/simulation operations.





BOOK SIGNING!





Rick Kubina

Thursday, October 6

2:30 - 3:20 PM, Kalamazoo Room

Thursday, October 6

Keynote Presentations

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

Mary Jane Weiss, Ph.D., BCBA-D, LABA (Endicott College)

Mary Jane Weiss, Ph.D., BCBA-D, LABA is the Associate Dean of Applied Behavior Analysis and Director of the Ph.D. Program in ABA at Endicott College, where she has been for 11 years.

She also works with the research and training teams at Melmark. She has worked in the field of ABA and Autism for over 35 years. She received her Ph.D. in Clinical Psychology from Rutgers University in 1990 and she became a Board Certified Behavior Analyst in 2000. She previously worked for 16 years at the Douglass Developmental Disabilities Center at Rutgers University. Her clinical and research interests

center on defining best practice ABA techniques, integrating compassionate care and cultural responsiveness into ABA service delivery, exploring ways to enhance the ethical conduct of practitioners, training staff to be optimally effective at instruction and at collaboration, and maximizing family members' expertise and adaptation. She serves on the Scientific Council of the Organization for Autism Research, is on the board of Association for Science in Autism Treatment, is a regular contributor to the ABA Ethics Hotline, is on the editorial board of Behavior Analysis in practice, and is an advisor to the Cambridge Center for Behavioral Studies.



Ethical Decision Making: Navigating Complex Challenges in Behavior Analytic Work

Ethical conduct is a crucial issue for practitioners of ABA, and is an exceedingly complicated skill set. Instructors and supervisors seek to prepare trainees for the circumstances they are likely to encounter, and hope to impart an adequate skill set to navigate such challenges. In this presentation, the essential components that comprise this skill set will be reviewed. In particular, the following subskills will be highlighted: utilizing core principles, signal detection, ethical decision making, the use of ethical decision making tools, and the analysis of contextual variables. Special attention will be given to the relevance of models from other disciplines, effective instructional methods, and generalization to real-world challenges.

***BACB Ethics CEUs, SW CEUs, and SCECH CEUs**

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

Janet Twyman, Ph.D., BCBA, LBA-NY (BLAST)

Janet is an education innovator, thought leader, and founder of BLAST

(a learning sciences company focusing on learning programs, education metrics, and training to educational organizations). As a preschool and elementary teacher, school principal and administrator, university professor, instructional designer, virtual-learning architect, and consultant, she has collaborated with education organizations in over 75 states and countries, including speaking about technologies for diverse learners and settings at the United Nations. Her 50+ publications address instructional design, virtual learning and technology, and systems to produce meaningful differences in learners' lives. Currently an Associate Prof. of Pediatrics at the UMass Chan Medical School, she

formerly served as Director of Innovation & Technology for the U.S. Dept. of Ed. funded Center on Innovations in Learning, and as V.P. of Instructional Development, Research, & Implementation at Headsprout (whose early reading programs have garnered several national and international awards). She has served as the President of ABAI and is an ABAI Fellow. For her distinguished contributions to education she has received both the Wing Award for Evidence-based Education and the APA Div. 25 Fred Keller Behavioral Education Award.



Supporting Diversity, Equity, and Inclusion with Explicit Instruction

Effective instruction focuses on personalized learning goals, is explicit yet flexible, and takes advantage of the numerous technologies available to improve learning. A successful teacher provides such instruction, and also understands that students have not only different learning histories, but different histories and backgrounds altogether. Students represent with a vast diversity, whether they are typical learners or those deemed as “special needs.” How do educators, therapists, or practitioners, as behavior analysts, recognize, work with, and support equity and inclusion across diverse learners? While the 2020 Ethics Code for Behavior Analysts requires training in culturally responsive service delivery (BACB, 2020), there is limited research (or theory) in behavior analysis on best practices in diversity, equity, and inclusion (DEI) and culturally relevant service (CRS; e.g., assessment, treatment, consultation). This presentation will examine the current literature base in CRS and offer practical, evidenced-based practices incorporating explicit instruction to support equity, inclusion, and learning across diverse learners.

***BACB Ethics CEUs, SW CEUs, and SCECH CEUs**

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

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 graduate program at Western Michigan University (WMU). She received her B.S. (1998), M.A. (2003), and Ph.D. (2004) from WMU. Dr. McGee also consults with organizations, specializing in helping small businesses, non-profits & human service settings by providing a variety of performance analysis, performance improvement, and training services. Dr. McGee has designed, developed and implemented organizational performance solutions in a variety of industries and settings, including autism service agencies, 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. Dr. McGee is the former 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. Additionally, she serves on the Board of Directors for ALULA, and on Advisory Boards for Empower Behavioral Health and Cambridge Center for Behavioral Studies.



Functional Supervision: What It Is and What It Takes to Be a Successful Supervisor

What does it mean to provide "supervision"? The term "supervision" seems to have come to mean many different things within the field of behavior analysis. This is particularly true when comparing how the term is used in ABA professional certification/development circles versus OBM circles. In this talk, I will describe the various functions of supervision in human service settings, and discuss the role that OBM plays (or does not play) in each. Additionally, I will discuss the knowledge, skills, and abilities (KSAs) required of performers within each supervision function, and provide recommendations for how supervisors might gain those KSAs beyond the required BACB® supervision training and coursework.

***BACB Supervision CEUs, SW CEUs, and SCECH CEUs**



Thursday, October 6

Breakout Presentations

Please note: the names of the presenting authors during breakout presentations and poster sessions are in bold.

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

Carl Sundberg, Ph.D., BCBA-D (Behavior Analysis Center for Autism; LEARN Behavioral)



Parent Training and Ethical Considerations

Parent training is an essential component of providing ABA services for people who have autism. There are many challenges and barriers for the BCBA who is providing this training. In this presentation I will discuss several of those challenges. The first involves the implementation of effective training methods. Our goal should be to establish at least a resemblance of a behavioral repertoire that took us many years to establish. Along with the implementation of the training methods, it is paramount that the BCBA has an understanding of, and empathy regarding barriers that are in place for the parents while they are making their recommendations. It is important to consider the parents resources and conflicting obligations. The second challenge consists of ethical considerations that often arise, such as a disagreement over the course of the therapy, methods, school placement, use of unscientific methods etc. Or there may be situations arise where the technician feels uncomfortable in the home. They may witness a behavior from a parent that could meet criteria for calling child protective authorities. This presentation will provide the attendee with some tools needed to have the most successful parent training experience possible.

***BACB Ethics CEUs, SW CEUs, and SCECH CEUs**

1:00 p.m. – 2:20 p.m.; Glens 1 & 2

Naomi B. Swiezy, Ph.D., HSPP (HANDS in Autism® Interdisciplinary Training and Resource Center at Indiana University School of Medicine)



HANDS in Autism® Model: Supporting Integration of Evidence-Based Practices across Caregivers, Settings, & Care Models

As prevalence rates of ASD continue to rise nationally, the sum of healthcare costs for the population of individuals with ASD as well as lifetime costs for caring for even one person with ASD throughout his or her lifetime are staggering. Specialized services are often required and may include repeated and highly restrictive and costly admissions to hospitals and/or longer-term placements. Specialized services and placements with added staffing and costs are also often utilized across educational and other service settings, providing added strain on the system and challenges in maintaining qualified workforce needed across these settings. In fact, less than 20% of treating providers and teams report having any specific disabilities training and more than half feel “inadequately prepared” to provide treatment. The HANDS in Autism® Training Model consists of a highly interactive training and service model for building teams knowledgeable and adept at the practice of evidence-based practices across a range of intervention settings and contexts. The strategies taught are foundational to success with individuals with ASD but beneficial to a range of learners with special needs. The

Model has evolved with a number of iterations of demonstrated appeal and benefit to learners across a multitude of caregivers, settings, formats and contexts. Ultimately, training is customized with practical and generalizable principles and strategies taught towards the building of capacity in real-world settings. This presentation will outline the process of integrating evidence-based practices across diverse learners and settings with discussion of barriers and facilitators to the process through case examples.

***BACB Learning CEUs, SW CEUs, and SCECH CEUs**

1:00 p.m. – 2:20 p.m.; Glens 3

Christie L. Nutkins, PhD, LP, BCBA-D, LBA (Kent Intermediate School District) & **Abbey Mix, LMSW, BCBA, LBA** (Kent Intermediate School District)



Utilizing Skills Assessment to Prepare Students for Meaningful Inclusion Opportunities

Meaningful inclusion requires more than just placement in a general education setting; students must be engaged and accessing appropriate instruction. Due to several barriers that will be discussed, this is often not the reality in public education. There are pivotal skills that allow students greater access and engagement in their learning environments that are often not identified without completing skills assessments. This presentation will discuss assessments created to help educators more easily identify some of those critical skills and ways to develop plans to address teaching them.

***BACB Learning CEUs, SW CEUs, and SCECH CEUs**



JOIN OUR TEAM AND HELP CHANGE THE LIVES OF MORE PEOPLE WITH AUTISM.

HOPE NETWORK*
CENTER FOR AUTISM

WE ARE GROWING AND HIRING BCBA AND BEHAVIOR TECHNICIANS FOR ALL OF OUR CENTER BASED SITES IN EAST LANSING, HOLLAND, KENTWOOD, AND LIVONIA. STOP BY OUR VENDOR TABLE TO LEARN MORE.

Hope Network's Center for Autism is a leading provider of early autism diagnosis and intensive behavioral intervention/Applied Behavioral Analysis (ABA) therapy for autism spectrum disorder. We are currently growing across the entire state of Michigan with the ultimate goal of becoming a nationally-recognized provider of autism services through university collaborations and community partnerships. If you want to help bring more hope, to more people, we would love to connect.

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1:00 p.m. – 2:20 p.m.; Prairies 4 & 5

Denice Rios Mojica, Ph.D., BCBA-D (Georgia Southern University)



The Effects of Remote Behavioral Skills Training on Conducting Functional Analyses

In the present study, we sought to extend the current literature on utilizing behavioral skills training (BST) to teach practitioners how to implement functional analyses (FA). We used a non-concurrent multiple baseline design across ten participants to measure the effects of a remote BST package on accuracy of implementing FA procedures. The entire remote BST package was delivered via secure remote technology. Each participant experienced four phases which included baseline (only instructions with a simulated client), BST (instructions, modeling, rehearsal, and feedback with a simulated client), post-training probes (probes with a simulated client), and in situ probes (probes with actual clients). All participants increased their accuracy in implementing FAs during the remote BST phase. During post-training probes with a simulated client and in situ probes with actual clients, eight of the ten participants maintained their performance at or above mastery criterion. Two of the ten participants needed additional coaching and training. These results suggest that the use of remote technology for training purposes could be a cost-effective and feasible solution to increase the quality of services and number of trained professionals in underserved areas.

****BACB Learning CEUs, SW CEUs, and SCECH CEUs***

1:00 p.m. – 2:20 p.m.; Prairies 6

Melissa Nantais, Ph.D. (Michigan's Multi-Tiered System of Supports Technical Assistance Center) & **Stephanie Dyer, Ed.S., BCBA** (START; MiMTSS TA CenterT) / Michigan's MTSS TA Center)



Positive Behavior Supports in the Classroom

Since students spend the majority of their school day in the classroom, schools and educators need to create safe, predictable, and engaging environments for all learners. This session will focus on leveraging the Positive Behavioral Interventions and Supports framework to support ALL students within the general education classroom setting.

****BACB Learning CEUs, SW CEUs, and SCECH CEUs***

1:00 p.m. – 2:20 p.m.; Stone Theatre

Gina Sanderson, MS, BCBA (Lenawee ISD; START Project) & **Kelly Rogers, Psy.S., BCBA** (Char-EM ISD; START Project)



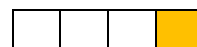
Developing and Implementing Supports for Students with Complex Needs

This session will cover a multi-tiered system of Positive Behavioral Interventions and Supports (PBIS) for students with autism spectrum disorder (ASD). Participants will learn ways to apply the principles of PBIS to develop and implement evidence-based interventions for the prevention of problem behavior, to teach replacement behavior skills, and to safely and effectively respond to challenging behaviors as they occur. Participants will also learn to use data to participate in function-based problem solving meetings and learn the process of developing and implementing quality Positive Behavioral Support plans and emergency procedures for students with unsafe behavior.

****BACB Learning CEUs, SW CEUs, and SCECH CEUs***

1:00 p.m. – 2:20 p.m.; Meadows

Liz O'Brien, M.A., Carry Zaras, M.S., CCC-SLP & Kelly Pasch, MSN, RN, FNP-BC



Caregiver Perspectives and Experiences Panel Discussion

As a caregiver to an individual diagnosed with autism spectrum disorder (ASD), there can be unexpected challenges that arise when navigating education, social activities, and day-to-day life. Without clear resources, community supports, or guidance, these challenges can feel insurmountable and isolating. Data show that caregivers with community supports demonstrate higher levels of engagement in activities for children with ASD, along with decreased feelings of isolation (Devenish et al., 2020). This panel will highlight various caregiver perspectives and backgrounds in effort to benefit other caregivers, clinicians, and teachers. Panelists will discuss personal experiences, and share information they have each found useful in their everyday lives.

2:30 p.m. – 3:20 p.m.; Kalamazoo Room

Reception, Book Signings, Poster Session 1, and Exhibit Expo

Please see pages 40-43 for a complete list of posters and exhibitors for first poster session. Join us for a book signing with Rick Kubina and Jill Dardig and Bill Heward!

BOOK SIGNING!

Let's Make a Contract
Foreword by Catherine Maurice, author of *Let Me Hear Your Voice*
A Positive Way to Change Your Child's Behavior
JILL C. DARDIG WILLIAM L. HEWARD

Dr. Jill Dardig and Dr. Bill Heward
Thursday, October 6
2:30 - 3:20 PM, Kalamazoo Room

Michigan Autism Conference
MAC

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

Nicole Hollins, Ph.D., BCBA-D (EdBee Consultations; Western Michigan University) & **Daphne Snyder M.A., BCBA** (Western Michigan University)



Providing Equitable Services to Clients in Public Schools

Many students from diverse cultural backgrounds experience disproportionalities compared to their peers in public schools. One contributing factor may be due bias behaviors. Given the impact of biased behaviors on student academic and social outcomes, it is critical that school-based behavior analysts (SBBAs) objectively measure variable interactions to assist in providing objective feedback on teaching practices. This presentation will discuss the impacts of positive teacher-student interactions, a behavioral approach to conceptualizing bias, and discuss equity research in public schools. We conclude by proposing the need for an equity-focused data collection tool for SBBAs.

****BACB Ethics CEUs, SW CEUs, and SCECH CEUs***

3:30 p.m. – 4:20 p.m.; Glens 1 & 2

Michael Kranak, Ph.D., BCBA-D (Oakland University; Oakland University Center for Autism), **John Michael Falligant, PhD, BCBA-D** (Johns Hopkins School of Medicine; Kennedy Krieger Institute) & Ryan Kimball, PhD, BCBA-D (University of St. Joseph)



Oh, the Places You'll Go (and Encounter Problem Behavior): Implications of Renewal

Individuals with autism who engage in problem behavior frequently receive treatment services in various settings such as their homes, schools, and clinics. These individuals also likely experience treatment provision from various practitioners such as therapists, teachers, and caregivers. Thus, changes in either the treatment setting or intervention agent (i.e., “context”) will occur frequently and likely cause renewal. Renewal is the form of relapse that occurs when a previously reduced or extinguished behavior (e.g., problem behavior) returns due to a change in context. The presenters will describe 1) renewal as a basic process, 2) its relevance to problem behavior and providing services to individuals with autism, and 3) strategies for preventing or mitigating renewal during treatment provision. While discussion will be highly relevant to practitioners, the presenters will also consider directions for future research on renewal in applied settings.

****BACB Learning CEUs, SW CEUs, and SCECH CEUs***



3:30 p.m. – 4:20 p.m.; Glens 3

Jennifer Korinek, LMSW, SSW (Van Buren ISD)



The Schedule Matrix: Planning for Appropriate Adult Support and Student Independence

Assigning a paraprofessional is actually one of the most restrictive interventions that can be used in general education and can inadvertently interfere with socialization and independence (Giangreco, 2010). The Schedule Matrix is a tool that allows teams to ensure that adult support is (1) only provided when needed and (2) designed in a way that promotes the development of socialization and independence skills. Additional benefits include clear direction for assigned staff and a comprehensive plan for the student in the case of staff absence.

****BACB Learning CEUs, SW CEUs, and SCECH CEUs***

3:30 p.m. – 4:20 p.m.; Prairies 4 & 5

Tiffany Stauch, Ph.D., BCBA-D (Michigan State University)



Using Video-based Group Instruction to Teach Social Skills to Individuals with Autism

Social skills play a significant role in the development of relationships with others and they are also necessary to navigate educational, vocational, and daily living contexts. Despite their importance, there is considerable variability in the mastery of social skills among individuals and deficits in social skills persist into adulthood. Video-based group instruction (VGI) is a behavior-analytic social skills group intervention for adolescents with ASD that can be used to teach social skills via video modeling and opportunities for learners to practice the skill and receive feedback from others. Video modeling may be beneficial for teaching social interactions because it can readily depict the antecedents and consequences that correspond to the target behavior, which might help the observer learn what to do, as well as when and why to do it. Recommended strategies will draw on our experimental studies conducted over 10 years (Plavnick, Sam, Hume, & Odom, 2013; Stauch, Plavnick, Kaid, MacFarland 2015; Stauch, Plavnick, Sankar, & Bernacki, 2018; Plavnick & Dueñas, 2018). This presentation will describe considerations, logistical tactics, and practical strategies for using VGI with adolescents with ASD that may ease implementation of video modeling in a group setting.

****BACB Learning CEUs, SW CEUs, and SCECH CEUs***

3:30 p.m. – 4:20 p.m.; Prairies 6

Andrew J. Bulla, Ph.D., BCBA (Georgia Southern University - Armstrong)



Designing Instruction for All Learners Across the Three Stages of Learning (Pt. 1)

In this presentation, the speaker highlights best practices in analyzing instructional content and designing curricula and associated instructional materials to teach a variety of skills to learners with and without autism. The presenter will share a variety of sample materials and resources to ensure our instruction produces the outcomes we want. Part 1 will focus on analyzing larger instructional goals into specific component skills, prescribing the associated learning channels, and conducting a features analysis for complex skills.

****BACB Learning CEUs, SW CEUs, and SCECH CEUs***

3:30 p.m. – 4:20 p.m.; Stone Theatre

Peter Dams, Ph.D. (Dams & Associates, Inc.)



10 Things Every Business Leader Should Know About Strategic Planning

Strategic planning is often seen as the go-to intervention for preparing an organization for growth. In this presentation, Dr. Dams will outline ten things business owners and leaders should know so they get the most out of their investment in the strategic planning process. Topics include the best time to do strategic planning, the role of stakeholder involvement, and an overview of the time and resources it might take for an efficient planning process. Selecting strategic planning participants and steps to take for a successful strategy rollout will be covered as well. Dr. Dams will address how business owners and executive leadership staff can contribute to a successful planning and implementation process from the first discussion to a successful strategy execution.

****SW CEUs and SCECH CEUs***

3:30 p.m. – 4:20 p.m.; Meadows

Rose Mason, Ph.D., BCBA-D (Purdue University), **John Augustine,**



M.S (Purdue University), **Amanda Borosh, MS, BCBA** (Purdue

University), Jennifer E. Smith, Ph.D. (Purdue University), Mandy Rispoli, Ph.D., BCBA-D (University of Virginia), & Howard Wills, Ph.D., BCBA-D (University of Kansas)

ParalImpact: A Teacher-as-Coach Model to Support Paraeducators

Paraeducators, who work closely with students with moderate-to-severe disabilities and autism, are often provided with little to no training in effective instruction. Given this, it is important for supervising teachers to be prepared with skills necessary to provide on-the-job training and supports aimed at ensuring paraeducators deliver evidenced-based practices with a high degree of implementation fidelity. ParalImpact, a professional development package for teachers and the paraeducators they supervise, provides a mechanism for ongoing professional development aimed at increasing paraeducators instructional skills. ParalImpact trains the teacher to utilize practice-based coaching, a model with a strong foundation in adult learning, to train paraeducators to implement systematic instruction. ParalImpact also included online instructional modules for both the teacher and paraeducators and a system for progress monitoring. Preliminary studies indicate a functional relationship between implementation of ParalImpact and increases in the fidelity of implementation of systematic instruction for paraeducators working with students with moderate-to-severe disabilities, including autism, in both individual and group lessons. Further, supervising teachers were able to efficiently implement practice-based coaching with procedural integrity. In this presentation, we will share the results of preliminary studies and discuss procedures for implementing ParalImpact. Implications for future research and practice will be discussed.

****BACB Learning CEUs, SW CEUs, and SCECH CEUs***

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

Stephanie Peterson, Ph.D., BCBA-D (Western Michigan University) &



Ali Schroeder, M.S., BCBA (Western Michigan University)

Ethical and Risk Considerations for Conducting Functional Analyses

In this presentation, we will discuss risks associated with conducting a functional analysis and review a risk assessment tool developed to evaluate risk, including our current research regarding this risk assessment tool. We will also discuss other ethical considerations when conducting a functional analysis.

****BACB Ethics CEUs, SW CEUs, and SCECH CEUs***

4:30 p.m. – 5:20 p.m.; Glens 1 & 2

Fumi Horner, PhD, BCBA-D (Bierman Autism Centers) & **Chrissy**



Barosky (Bierman Autism Centers)

Working Together Effectively through Interdisciplinary Collaboration

Despite many fundamental differences across disciplines and limited validation from empirical research, more and more companies have started offering an “autism treatment package” with ABA, Speech and OT services. In addition, insurance funders and the Ethics Code for Behavior Analysts promotes coordination of care and collaboration with other service providers. However, there are many BCBAs who have never been explicitly taught how to collaborate with other professionals and organizations often do not provide enough training to foster the collaborative relationship. This workshop first highlights the scope of competence for BCBAs and when to seek other professional’s opinions by outlining the appropriate collaboration processes. The presenters will then analyze the common conflicts between BCBAs and other related professionals, identify where the gaps are, and propose some solutions. Attendees will be invited to participate in the discussion to analyze the conflicts and given opportunities to practice solutions.

****BACB Learning CEUs, SW CEUs, and SCECH CEUs***

4:30 p.m. – 5:20 p.m.; Glens 3

Hugo Curiel, Ph.D., BCBA-D (Western Michigan University), Emily S.



L. Curiel, Ph.D., BCBA-D (Western Michigan University), Antonio

Adame, (University of Texas Rio Grande Valley) & Anita Li, Ph.D., BCBA-D (Western Michigan University)

How to Identify Video Preferences Using a Manual and Web-Based Procedure

The identification of preferred and reinforcing stimuli are crucial for program implementation and effective behavior change. Behavioral practitioners have greatly benefitted from the use of established stimulus preference assessment and reinforcer assessment procedures in their research and practice. Practitioners use stimulus preference assessments to isolate stimuli (e.g., toys, food) that clients prefer. The identified stimuli can then be used as potential reinforcers. Video content (e.g., cartoons, movies) is another stimulus modality that can potentially function as a reinforcer for some individuals. This presentation will focus on the use of the multiple-stimulus-without-replacement (MSWO) preference assessment to identify video preferences. The first part of the presentation will demonstrate how multiple tablets can be used to identify video preferences. The second part of the presentation will demonstrate how to use the MSWO Preference Assessment Tool (MSWO PAT). The MSWO PAT is a web-based program that was specifically developed to systematically identify video preferences.

****BACB Learning CEUs, SW CEUs, and SCECH CEUs***

4:30 p.m. – 5:20 p.m.; Prairies 4 & 5

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



Leaving the Nest: Preparing for and Supporting the Transition to College

Most students encounter difficulties when they make the transition to postsecondary education; for students with autism and other disabilities these difficulties are barriers that can stand in their way of success (Gelbar, Smith, & Reichow, 2014). Higher wages have been repeatedly connected with obtaining an undergraduate degree. When students are not able to successfully complete their degrees, careers with higher wages are not available for them. Over the last decade, an increasing number of colleges and universities have added additional support for students with autism (Kuder & Accardo, 2018). The overall goal for these programs is to help students successfully complete their degrees. Most often these support programs address the areas of independent living, social, executive functioning, and academics to help their students succeed. This presentation will look at what is known about the barriers students with autism and other disabilities experience at the postsecondary level, the research that has been completed on strategies to help students, and the need for working with families, community partners, and potential employers will be included. This presentation will also include a discussion on the current research being completed at the Autism Services Center at WMU.

****BACB Learning CEUs, SW CEUs, and SCECH CEUs***

4:30 p.m. – 5:20 p.m.; Prairies 6

Sacha Pence, Ph.D., BCBA-D (Western Michigan University)



Teaching Life Skills to Preschool Children with Autism Spectrum Disorder

Teaching young children social and communication skills can increase prosocial behavior and reduce the likelihood of problem behavior. Preschool children with autism spectrum disorder (ASD) often have deficits in these important social and communication skills. The presentation will discuss teaching children with ASD foundational life skills, including responding to name, requesting attention and assistance, and tolerating delays and denials. A tiered approach was used to evaluate the type of instruction, differential reinforcement, prompting, and error-correction procedures necessary for acquisition. Teaching began with a large-group instruction (Tier 1), then moved to a small-group instruction (Tier 2), and finally to individualized instruction (Tier 3). Generalization probes were conducted in the children's classrooms. The presentation will discuss considerations for teaching life skills to preschoolers with ASD and provide recommendations for practitioners and further researchers.

****BACB Learning CEUs, SW CEUs, and SCECH CEUs***

4:30 p.m. – 5:20 p.m.; Stone Theatre

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



Supporting People on the Autism Spectrum to Speak About Highly Preferred Topics

In recent years, a literature base investigating behavioral interventions to teach people with autism to speak about highly preferred topics has emerged. This body of research

indicates that learning to speak judiciously about preferred topics is often embedded within broader interventions designed to teach conversation skills, with evidence that various teaching strategies can be effective. However, families, teachers, and clinicians must take into account several considerations when opting to teach social interaction skills. In this presentation, we will review prior research on speaking about preferred topics and discuss practical ways that we can support learners to be successful when conversing with social partners.

****BACB Learning CEUs, SW CEUs, and SCECH CEUs***

4:30 p.m. – 5:20 p.m.; Meadows

Shane T. Spiker, Ph.D., BCBA-D (Positive Behavior Supports, Corp.)



Self-Care, Burnout, and What That Means for Our Field

Talk about self-care and burnout has become socially relevant in behavior analytic work, and for good reason. Unfortunately, many of the discussions include “how-to’s” and “what if’s” while lacking more formal definition and practice. The research is limited, but there is evidence that issues of burnout are far more pervasive than we might have originally thought. This talk will focus on what burnout actually means and some of its far-reaching implications for our field.

****BACB Learning CEUs, SW CEUs, and SCECH CEUs***

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after the conference?

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5 PM – 8 PM

The Radisson Plaza Hotel

Kalamazoo, MI

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LEARN Behavioral, a national organization dedicated to nurturing
the **unique potential** of children and young adults with autism.

 TOTAL SPECTRUM

Thursday, October 6

Reception and Poster Session 1

2:30 p.m. – 3:20 p.m.; Kalamazoo Room

Be sure to visit this year's posters session in the Kalamazoo Room and help your favorite posters win by giving them 'gold stars'! Use to locate each poster in the poster session list and then rate them! We have two different kinds of posters: research-focused and personal journey this year. Research-focused posters are posters aimed at disseminating evidence-based research projects focusing on service delivery and support for individuals diagnosed with autism or other developmental disabilities. Personal journey posters are aimed at disseminating personal stories from the perspective of an individual diagnosed with autism (or other developmental disabilities) and the positive impact of caring for or delivering services to an individual diagnosed with autism. The type of poster will be denoted in parentheses and italics following the title of each presentation.

***Please note:** the names of the presenting authors during poster sessions are bolded.

1. **Erin E. Baum, MA, BCBA, LBA** (Western Michigan University), Sacha T. Pence, PhD, BCBA-D (Western Michigan University), Victoria E. Risinger, B.S. (Western Michigan University)

The Effects of Size Prompts on Stimulus Control During Object Imitation
(*Research-focused*)

When teaching imitation, it is important to consider variables that may exert control over the imitative response. The purpose of this study was to examine the effects of the target stimulus size on acquisition of object imitation. We compared three conditions: no size prompts (all stimuli were approximately the same size), size prompts (target was larger than the distractors), and a control (no formal teaching was conducted). One five-year old female African American student diagnosed with ASD participated. Mastery was met for the condition without size prompts first, followed by the condition with size prompts.

2. **Sarah M. Dunkel-Jackson, PhD, BCBA-D, LBA** (Michigan State University), Sarah N. Douglas, Ph.D. (Michigan State University), Ryan Bowles, Ph.D. (Michigan State University), Tiantian Sun, MA (Michigan State University) & Atikah Bagawan, MA (Michigan State University)

Giving Children the POWR to Communicate: Evaluation of the POWR Training System in Schools (*Research-focused*)

Although professional standards emphasize paraeducator training, the lack of effective and accessible training options remains a persistent problem. Online training materials and individualized coaching (e.g., behavioral skills training) from teachers help ensure paraeducators implement interventions with fidelity. We describe an empirical evaluation of teachers' coaching and paraeducators' implementation of strategies and the effect the POWR Training System has on communication skills of children with complex communication needs.

3. **Maggie Carey, BS, MPH Candidate** (Grand Valley State University) & Julia VanderMolen, Ph.D., CHES (Grand Valley State University)
Environmental Sensory Accommodations for Autism Spectrum Disorder (ASD): A Scoping Review (*Research-focused*)
A scoping review was conducted to analyze the literature on the practice of providing a sensory-friendly grocery store environment for individuals with autism spectrum disorder. The Preferred Reporting Items for Systematic Reviews and Meta-Analyses Scoping review guidelines were followed to complete the review. Endnote was utilized to manage literature and filter out duplicates. A total of 15 articles were included in the review. It was found that there was a lack of sensory accommodations in grocery store-specific environments for individuals with autism spectrum disorder and their families.
4. **Sydney L. Hull, B.A.** (Western Michigan University), Leanne Latocha, B.S. (Western Michigan University), Molly K. Mattes, M.A., BCBA (Western Michigan University), Amanda L. Pisoni, B.S., BCaBA (Western Michigan University), Alexander M. Becker, B.S. (Western Michigan University), & Sacha T. Pence, Ph.D., BCBA-D (Western Michigan University)
Evaluating Treatment Efficacy to Increase Response to Name in Children with Autism Spectrum Disorder (*Research-focused*)
Children with autism spectrum disorder (ASD) may not respond to their name. Responding to name (RTN) can increase social engagement, communication skills, and response to instruction. The participant's name and preferred stimuli were paired with stimulus-stimulus pairings with two children diagnosed with ASD. Then, an effective prompt to orient towards the speaker was determined with a prompt assessment. Finally, prompt fading and differential reinforcement were evaluated. Stimulus-stimulus pairings alone were not effective. The final treatment package is currently being evaluated with ongoing data collection. Environment and generalization probes were conducted to evaluate RTN across people and settings.
5. **Eric N. Shannon, M.S.** (Purdue University) & Mandy Rispoli, Ph.D., BCBA-D (Purdue University)
Father-Mediated Naturalistic Communication Intervention Via Telehealth for a Young Child with Autism (*Research-focused*)
Early intervention targeting communication is critical for young children with autism, although most parent-mediated interventions have focused on mothers as intervention agents (Rankin et al., 2019). The present study utilized practice-based coaching via telehealth to train a father to implement Enhanced Milieu Teaching (EMT), a naturalistic communication intervention, with his child during play routines in their home. Adaptations were implemented to meet the specific needs of the father. Results indicate that low-intensity EMT interventions may increase father strategy use and child communication during play routines. Future implications of father-implemented naturalistic communication interventions for children with autism are discussed.
6. **Erin Isola, B.A.** (Western Michigan University), Daphne Snyder, M.A., BCBA, LBA (Western Michigan University), & Stephanie Peterson, Ph.D., BCBA-D, LBA (Western Michigan University)

Using Baseline Classroom Conditions Data in Place of Functional Behavior Assessment *(Research-focused)*

Improving baseline classroom conditions (BCC) is hypothesized to reduce the need for FBA (Kestner et al. 2019). A consultative behavior analytic service was referred to a 4-year-old male in a daycare setting and a partial FBA was conducted. Reports from teachers indicated other students in the classroom needed behavioral support, so the team transitioned to measuring BCC and coaching on related strategies. Results of the treatment showed a decrease in challenging behaviors for the referral student and an increase in rates of praise and explicit instructions. Thus, it may be beneficial to consider BCC prior to implementing full FBA procedures.

7. **Joumana Hussein, B.A.** (Building Bridges Therapy Center) & Katie Trybuski, M.A., BCBA, LBA (Building Bridges Therapy Center)

Sibling Social Support *(Research-focused)*

The present study has explored the effectiveness of a 10-year-old boy, A, (ASD Level 1) supporting his twin brother, E, (ASD Level 3) during monthly social events at Building Bridges Therapy Center. Monthly social events occurred from January – May 2022. A therapist was present to assist A and began to fade throughout the months. The graphs displayed progress in teaching A how to better assist E. The variability exists due to shorter sessions, implementing something new, and other variables. It is hypothesized that increased independence will be demonstrated in future social events.

8. **Allison N White, M.Ed., BCBA, LBA** (Michigan State University), Matthew T. Brodhead, Ph.D., BCBA-D, LBA (Michigan State University), & Ashley N. Walker, M.A., BCBA (Michigan State University)

Further Application of Delay Discounting on Teacher Decision-Making *(Research-focused)*

Teachers often make decisions about interventions to help reduce problem behavior. The length of time to reduce problem behavior may affect how teachers make decisions regarding the type of behavioral treatment to use. This study examined the effects of delays to treatment outcomes on teacher decision making. Participants completed a hypothetical delay discounting task - based on the behavioral economic theory that the value of an outcome diminishes as the delay to that outcome increases over time. Our results indicate that most teachers discount delays in treatment effects, suggesting that teachers may prefer interventions that result in more immediate behavior change. Implications for future research and consultative practice are discussed.

9. **Sara Rockwell, B.A.** (Kalamazoo Autism Center), Ali Schroeder, M.S., BCBA, LBA (Kalamazoo Autism Center), & Stephanie Peterson, Ph.D., BCBA-D, LBA (Western Michigan University)

Treating Food Selectivity as Change Resistant Behavior *(Research-focused)*

Food selectivity is a leading feeding problem in individuals with developmental disabilities, causing an imbalanced or unhealthy diet, due to an individual only eating a few select foods, or certain kinds of foods. Previous literature identified a cause of selective eating as negative reinforcement through the removal of non-preferred foods. However, a recent study conducted by Crowley et al. (2020), determines that rigidity in food selectivity serves as automatic reinforcement and termed it as

change-resistant behavior. The current program replicated the procedures done in Crowley et al. (2020), to target food selectivity as change-resistance behavior, without the use of escape extinction.

- 10. Alyvia Anaple, B.S.** (Western Michigan University), Kyle Visitacion, B.S. (Western Michigan University), & Jessica E. Van Stratton, Ph.D., BCBA-D, LBA (Western Michigan University)

Helping Young Adults with Developmental Disabilities Secure and Maintain Paid Employment Through the PROMOTES Employment Project (*Research-focused*)

The PROMOTES Employment Project (Providing Realistic Opportunities to Mentor Onsite Training for Employment Skills) is a practicum opportunity at Western Michigan University for both undergraduate and graduate students. Practicum students serve as skills coaches and provide behavior-based interventions to PROMOTES participants across a variety of settings. These participants receive individualized supports through a collaborative approach involving teachers, community service providers, and local employers. PROMOTES help participants achieve their employment goals by meeting them where they are at along the spectrum of employment. Data presented will be summarized from the 12 individuals currently participating in the program.

- 11. Laken Nelson-Boutros** (Western Michigan University)

The Motivation of Success (*Personal Journey*)

My name is Laken, and I am a sophomore student at Western Michigan University, majoring in Spanish and minoring in ASL and Communications. This poster is about my journey from pre-college up until the present day. My Dos and Don'ts for parents and future college students consist of what I learned from mistakes and what I did to prepare for college and for each semester. I went through a lot just to get to where I am today. I am so thankful that everything in my past had happened because it made me even stronger presently.

- 12. Janine Shapiro, M.S., CCC-SLP, BCBA** (Lighthouse Autism Center) & Sam Farber, M.S., CCC-SLP (Lighthouse Autism Center)

Using Video Modeling to Prompt Choral Speech as an Augmentative Method of Communication (*Research-focused*)

There are many learners who present with intelligible vocal speech when provided with prompts; however, their speech intelligibility quickly deteriorates when the prompts are removed or naturally faded. This case study examines the effectiveness of incorporating video modeling within an alternative augmentative communication device framework for the long-term goal of expanding a learner's functional manding repertoire. The immediate objective of this project is to teach the learner to chorally match the voice output of the speech generating device in a manding context to errorlessly practice productions without the presence of a trained speech professional.

Friday, October 7



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

7:00-8:00	Registration in Kalamazoo Room and Continental Breakfast outside Ballroom					
All morning sessions are in the Arcadia Ballroom						
8:00-8:30	Announcements					
8:30-9:20	A Candid Discussion on Sexuality and Safety in Behavior Analysis Shane Spiker					
9:30-10:20	Habilitation, Dishabilitation, and Rehabilitation: A Revolutionary Approach to Disability Hank Schlinger					
10:30-11:20	A Problem-Solving Model to Address Barriers to Learning Tiffany Kodak & Landon Cowan					
11:30-1:00	Lunch (on your own) - please visit the Discover Kalamazoo table for a list of local restaurants					
Room	Arcadia Ballroom		Glens 1 & 2		Glens 3	
1:00-2:20	Ed-Based Evals for ASD Dyer & Rogers		Mitigating Resurgence Symposium		Sustainable Behavior Change Kestner	
2:30-3:20	Poster Session 2 Exhibit Expo and Book Signing in the Bookstore Kalamazoo Room					
3:30-4:20	Designing Instruction Part 2 Bulla		Self-Monitoring for Students Hixson		ASD & Sleep Dore-Stites	
4:30-5:20	Meaningful Supervision Morris		Social Robots & ASD Korneder		Research in Adult Problem Bx Cox	

Practitioner	Education	Research	Parent/ Caregiver
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Friday, October 7

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

7:00-8:00	Registration in Kalamazoo Room and Continental Breakfast outside Ballroom											
All morning sessions are in the Arcadia Ballroom												
8:00-8:30									Exhibit Expo and Bookstore in Kalamazoo Room			
8:30-9:20												
9:30-10:20												
10:30-11:20												
11:30-1:00	Lunch (on your own) - please visit the Discover Kalamazoo table for a list of local restaurants											
Room	Prairies 4 & 5			Prairies 6			Stone Theatre			Meadows		
1:00-2:20	Training Law Enforcement <i>Edrisinha</i>			Escape without Extinction <i>Andzik</i>			ABA Business Tips <i>Panel Discussion</i>			Measuring Outcomes Digitally <i>Harrison</i>		
2:30-3:20	Poster Session 2 Exhibit Expo and Book Signings in the Bookstore <i>Kalamazoo Room</i>											
	Is it Training or Feedback? <i>Koerber</i>			Autism & Transition <i>Sandison</i>			Intensive Toilet Training <i>Kolb</i>					
	Assent-Based Dental Care <i>Love & colleagues</i>			Advocating for Desirable Bx <i>L. Peterson & Detrick</i>			Strategic Planning Part 2 <i>Dams</i>					

Practitioner	Education	Research	Parent/ Caregiver
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- Participate in a group
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- Improving social skills
- Return home as soon as it is clinically appropriate



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- 1800 S. 35th Street, Galesburg, MI 49053
- 1000 W. Paterson St., Kalamazoo, MI 49007

(Douglass Community Association)

Great Lakes Center for Autism Treatment and Research uses applied behavior analysis (ABA) to help children, adolescents, and young adults reach their full potential. Parent/caregiver coaching is required.

www.residentialopportunities.org

Friday, October 7

Keynote Presentations

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

Shane T. Spiker, Ph.D., BCBA-D, LBA (Positive Behavior Supports, Corp.)



Shane Spiker is a BCBA in Ormond Beach, Florida. Shane received his MS of Psychology in 2012 from the University of Phoenix. In May 2019, he graduated with his PhD in Clinical Psychology with a concentration on instructional design from Walden University. He has been immersed in the field of ABA for 12 years, with the majority of his experience with adults with autism and other disabilities. Shane specializes working with teens and adults with dangerous problem behavior, sexual behavior as well as medically complex individuals. Primarily, Shane serves as the Director of Training and Dissemination at PBS, Corp.



Currently, Shane previously served as the Vice President of the Sexual Behavior: Research and Practice SIG through ABAI. He has written and published several articles related to behavior analysis and practice. Additionally, he serves as a co-instructor at Florida Institute of Technology, Arizona State University, and Regis College, where he teaches graduate level coursework. More than anything, he enjoys a good cup of coffee.

A Candid Discussion on Sexuality and Safety in Behavior Analysis

Sexuality is emerging as a more commonly occurring clinical concern within behavior analytic work. With sexuality, gender identity, orientation, and other topics found within the National Sex Education Standards becoming more normalized in discussions, behavior analysts find themselves struggling to catch up to the necessary competencies to work in this field. However, the need is urgent as concerns around sexuality also mean concerns with safety and well-being. In this talk, Dr. Shane T. Spiker will discuss some of the primary concerns that arise in this area of practice as well as some ways to ensure that your clients remain safe.

***BACB Ethics CEUs, SW CEUs, and SCECH CEUs**



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

Henry D. (Hank) Schlinger, Jr., Ph.D., BCBA-D, LBA (California State University, Los Angeles)



*Henry D. (Hank) Schlinger Jr. received his Ph.D. in applied behavior analysis from Western Michigan University (WMU) under the supervision of Jack Michael. He completed a two-year National Institutes of Health-funded post-doctoral fellowship in behavioral pharmacology at WMU with Alan Poling. Dr. Schlinger was a full tenured professor of psychology at Western New England University in Springfield, MA, before moving to Los Angeles. He is now professor of psychology at California State University, Los Angeles. Dr. Schlinger has published approximately 100 scholarly articles, chapters, commentaries, and book reviews in more than 35 different journals. He has authored or co-authored four books, *Psychology: A Behavioral Overview* (1990), *A Behavior-Analytic View of Child Development* (1995) (translated into Japanese), *Introduction to Scientific Psychology* (1998), and *How to Build Good Behavior and Self-Esteem in Children* (2021). He is past editor of *The Analysis of Verbal Behavior* and *The Behavior Analyst* and sits on the editorial boards of several other journals. He serves on the Board of Trustees of the Cambridge Center for Behavioral Studies and on the Advisory Board of The B. F. Skinner Foundation. He received the Distinguished Alumni Award from the Department of Psychology at Western Michigan University in 2012, and the Jack Michael Award for Outstanding Contributions in Verbal Behavior from the Verbal Behavior Special Interest Group of the Association for Behavior Analysis International in 2015.*



Habilitation, Dishabilitation, and Rehabilitation: A Revolutionary Approach to Disability

This presentation will distinguish between habilitation, "...the original learning prior to the interference we call disability"; dishabilitation, "learning to be disabled"; and rehabilitation, "learning to be better able" (Meyerson, Kerr, and Michael, 1963, p. 82). These conceptual distinctions suggest that many of the behaviors or lack of behaviors that are evidence of disability actually result from learning or the failure of learning. Many so-called disabilities include behaviors reinforced by others albeit inadvertently and often with good intentions, or the absence of behaviors that should have been reinforced but weren't. This conception of disability is at odds with traditional approaches that suggest the disability is either structural (i.e., something wrong with the brain) or genetic. Even the term disability reflects a view that the problem is some vague concept of ability rather than the probability of engaging in certain behaviors at a certain time. This presentation will cite selective examples from a large literature showing that many behaviors, some of which were thought to be the result of some inherent disability, could be not only changed (i.e., rehabilitated), but also prevented by reinforcing able behaviors (i.e., habilitation), making this is a revolutionary approach to disabilities.

***BACB Learning CEUs, SW CEUs, and SCECH CEUs**

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

Tiffany Kodak, Ph.D., BCBA-D, LBA, LP (Marquette University) & Landon Cowan, M.A., BCBA (Marquette University)

Dr. Kodak is an Associate Professor in the Behavior Analysis program at Marquette University. She is a licensed psychologist, licensed behavior analyst, & Board Certified Behavior Analyst. She started working with children diagnosed with autism spectrum disorder more than 25 years ago while earning her bachelor's degree in Southern California. Dr. Kodak obtained a master's degree in Clinical Psychology at North Dakota State University & her Ph.D. in School Psychology from Louisiana State University. Dr. Kodak has published more than 80 peer-reviewed articles and book chapters on behavior-analytic practices. She formerly served as an Associate Editor for the Journal of Applied Behavior Analysis and Learning and Motivation. She currently serves as the Editor for The Analysis of Verbal Behavior and is on the editorial boards of Behavior Analysis in Practice and Learning and Motivation. Her research interests in the area of early intervention for children with autism spectrum disorder include increasing the efficiency of skill acquisition, treatment integrity, assessment-based instruction, verbal behavior, conditional discriminations, parent training, and computer-assisted instruction.



A Problem-Solving Model to Address Barriers to Learning

Despite efforts to arrange effective interventions for learners, barriers to learning will occur that can delay or hinder skill acquisition. Rather than using a typical trial-and-error approach to modify intervention or select a new intervention, use of a problem-solving model will help behavior analysts identify why barriers to learning are occurring and modify intervention based on the cause of barriers to learning. Dr. Kodak will present a step-by-step guide to use of a problem-solving model. Descriptions and examples will be provided to demonstrate how to use a problem-solving model to modify skill-acquisition interventions.

***BACB Learning CEUs, SW CEUs, and SCECH CEUs**



Friday, October 7

Breakout Presentations

Please note: the names of the presenting authors during breakout presentations and poster sessions are in bold.

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

Stephanie Dyer, Ed.S., BCBA (START; MiMTSS TA CenterT) /
Michigan's MTSS TA Center) & **Kelly Rogers, Psy.S., BCBA** (Char-EM
ISD; START Project)



Education-based Evaluations for Autism Spectrum Disorder

The evaluation process in schools is different than the requirements for evaluation in clinical settings, which often is confusing for both families and practitioners. This session will outline critical components and processes for an education-based special education eligibility evaluation for Autism Spectrum Disorder, including a review of key language within the Michigan Administrative Rules for Special Education (MARSE) ASD eligibility criteria. Evaluation components and processes outlined in the Education-Based Evaluations for ASD document published by the Michigan Autism Council will also be discussed, which include tools and examples for interviews, observations, and report-writing. A brief review of available standardized tests and their use in schools and an overview of the differential eligibility decision-making processes within the education-based evaluation will also be included.

***BACB Learning CEUs, SW CEUs, and SCECH CEUs**

BOOK SIGNING!

Michigan Autism
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HOW TO
**BUILD GOOD
BEHAVIOR AND
SELF-ESTEEM IN
CHILDREN**
HENRY D. SCHLINGER, JR.
Ph.D., BCBA®

Hank Schlinger
Friday, October 7
2:30 - 3:20 PM, Kalamazoo Room

1:00 p.m. – 2:20 p.m.; Glens 1 & 2

Skylar DeWitt, B.S., (Eastern Michigan University), **Adam Briggs, Ph.D., BCBA-D, LBA** (Eastern Michigan University, & **Michael Kranak, Ph.D., BCBA-D, LBA** (Oakland University; Oakland University Center for Autism)
Discussant: John Michael Falligant, Ph.D., BCBA-D (Johns Hopkins School of Medicine; Kennedy Krieger Institute)



SYMPOSIUM: Resurgence during Reinforcement Schedule Thinning: Prevalence Estimates and Review of Mitigation Techniques

Presentation #1: Reinforcement Schedule Thinning Following Functional Communication Training (*Skylar DeWitt, Eastern Michigan University*)

Programming dense schedules of potent reinforcers is typically needed to establish new behavior and, in some cases, to continue suppressing maladaptive behavior. However, the ultimate goal is to maintain newly acquired behavior under naturally occurring reinforcement contingencies. This requires behavior analysts to thoughtfully and systematically plan for this transition. The process can take a variety of different forms based on the behavior-change context (i.e., behavior reduction vs. skill acquisition) and the type of reinforcers being thinned. We provide an overview of several thinning tactics, describe particulars of each thinning approach, review implementation considerations, and discuss the strengths and limitations of each approach.

Presentation #2: Prevalence of Resurgence of Destructive Behavior when Thinning Reinforcement Schedules during Functional Communication Training (*Adam Briggs, Eastern Michigan University*)

Functional communication training is a well-established treatment for socially reinforced destructive behavior that typically includes differential reinforcement of the functional communication response (FCR) in combination with extinction of destructive behavior. However, when the schedule of reinforcement for the FCR is thinned, destructive behavior may resurge (e.g., Greer, Fisher, Saini, Owen, & Jones, 2016). Currently, data are unavailable on the prevalence and characteristics of resurgence during reinforcement schedule thinning. In this study, we evaluated the prevalence of resurgence during reinforcement schedule thinning on a per-case and per-schedule-step basis and also evaluated the magnitude of resurgence in relation to the functions of destructive behavior. We observed resurgence in 19 of the 25 (76%) applications of reinforcement schedule thinning. In some cases, the magnitude of resurgence exceeded the mean levels of destructive behavior observed in baseline. We discuss these results relative to prior translational and applied research on resurgence.

Presentation #3: Strategies for and Recent Research on Mitigating Resurgence (*Michael Kranak, Oakland University*)

Resurgence is the recurrence of a previously reinforced but currently extinguished response as a result of worsening for reinforcement conditions for an alternative response. When working with individuals with autism, resurgence most often occurs in the context of treatment for problem behavior. Put simply, when individuals with autism are taught more appropriate and effective ways to communicate their wants and needs,

and those requests are not honored, it is likely that problem behavior will recur—this recurrence of problem behavior is resurgence. Resurgence occurs rather frequently and poses a serious threat to long-term treatment success. Fortunately, some strategies have been developed to mitigate resurgence in clinical practice. The presenter will describe several strategies and corresponding recent research for mitigating resurgence of problem behavior. While discussion will be highly relevant to practitioners, the presenters will also consider directions for future research on resurgence in applied settings.

***BACB Learning CEUs, SW CEUs, and SCECH CEUs**

1:00 p.m. – 2:20 p.m.; Glens 3

Kathryn M. Kestner, Ph.D., BCBA-D (West Virginia University)



Incorporating Practices for Sustainable Behavior Change

Educators and school-based behavior analysts are often interested in helping students reach academic and social behavior goals. One approach toward this aim is to assess the classroom ecology to inform evidence-based classroom practices. Where there is room for improvement in classroom ecology, class-wide interventions have the added benefit of improving social and academic behavior for groups of students. Antecedent- and consequence-based classroom practices will be discussed with an emphasis on ways to incorporate opportunities for student choice. Considerations for creating sustainable behavior change will be discussed throughout the presentation.

***BACB Learning CEUs, SW CEUs, and SCECH CEUs**



Making a Difference

Children's Autism Center is a non-profit that provides high-quality, medically supported therapy to children of all ages with autism and developmental/ language delays in Northeast Indiana. Our team is searching for members who value making a difference in the lives of others and are seeking a positive work environment.

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1:00 p.m. – 2:20 p.m.; Prairies 4 & 5

Chaturi Edrisinha, PhD., BCBA-D, LBA-MI (Oakland University)



Training Law Enforcement Officers using Virtual Reality to De-escalate Possibly Dangerous Scenarios with Individuals with Autism

Human beings when faced with a stressful situation, tend to overestimate their own likelihood of being able to think and speak coherently, behave in ways that are uncharacteristic, and make poor decisions. Such behaviors are exacerbated if the individual has a social communication deficit such as Autism Spectrum Disorders (ASD). Core characteristics of ASD, such as difficulty making eye contact, are often assessed as threatening behaviors by law enforcement officers (LEOs) and can lead to disastrous results such as misinformed arrests. Federal, state and private organizations have funded numerous studies targeted at identifying ASD, treating the core deficits of ASD, and ASD intervention. However, persons with ASD still engage with the public and in environments outside of intervention and treatment settings. As these individuals age and continue to exist in our communities the probability that they will need the services of LEOs or have interactions with LEOs is relatively high. However, LEOs may not have the knowledge or prior training to effectively interact with the ASD community or respond to a crisis situation with a person with ASD. As a result, it is essential to train LEOs to interact in safe and productive ways with the ASD community. The data presented here examined the efficacy of training LEO's using a virtual reality (VR) to quickly identify and de-escalate scenarios with mock civilians who exhibits characteristics of ASD.

****BACB Learning CEUs, SW CEUs, and SCECH CEUs***

1:00 p.m. – 2:20 p.m.; Prairies 6

Natalie Andzik, Ph.D., BCBA-D (Northern Illinois University)



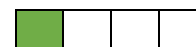
Using Token Economy to Treat Escape Maintained Behavior without Extinction

The use of extinction procedures when treating escape-maintained problem behavior can be undesirable and impractical for practitioners to use. To mitigate the risks associated with escape extinction, we explored the effectiveness of a delayed reinforcement token system without the use of extinction in school and home settings to treat escape-maintained problem behavior of students with autism spectrum disorder. In lieu of escape extinction (e.g., blocking), the researchers implemented a 30 s break contingent on problem behaviors and a token (to be exchanged at the end of the session) contingent on compliance. The results of a multiple probe design indicated substantial increases in compliance and reductions in problem behavior for all four participants. These findings suggest that extinction is not necessary to eliminate escape-maintained problem behavior in children with autism.

****BACB Learning CEUs, SW CEUs, and SCECH CEUs***

1:00 p.m. – 2:20 p.m.; Stone Theatre

Lauren Cavalli, M.A., BCBA, LBA (Ripple Effects Autism Center),
Steven Sparks, Ph.D., BCBA-D, LBA (Sparks Behavioral Services),
Leila Allen, M.A., BCBA (Lighthouse Autism Center), & **Taylor Barker, M.A., BCBA, LBA** (Ebb and Flow ABA)



Panel Discussion on Business Tips for Individuals in Behavior Analysis

As the field of behavior analysis expands, the development of new businesses in applied behavior analysis (ABA) is becoming more and more common. These businesses provide an opportunity to extend the reach of effective behavior analytic service delivery in a variety of settings. Whether practicing in schools, clinics, or homes, navigating the challenges of owning and operating a business can be overwhelming. This panel discussion will focus on common challenges of managing a business in ABA, while providing tips and tricks for starting and maintaining these businesses with success. Following a brief introduction of each panelist and their expertise, the audience will have an opportunity to ask questions and discuss the 'big picture' when it comes to running and growing a productive business in ABA.

****BACB Learning CEUs, SW CEUs, and SCECH CEUs***

1:00 p.m. – 2:20 p.m.; Meadows

Jennifer Harrison, PhD, LMSW, CAADC (Western Michigan University School of Social Work) & **Ann Chapleau, DHS, OTRL** (Western Michigan University)



Measurement of Individually Meaningful Outcomes using Digital Tools for Individuals with Autism

Measuring individual change for neurodiverse individuals and their families is a challenge to traditional measures of outcomes. Instead, an individualizable tool that scales and measures progress using a full range of possible outcomes provides promise for people with autism and their families to measure meaningful change. A mobile web-based and smartphone app, Goal Scaling Solutions, has been developed to evaluate individualized longitudinal change, with utilities in education and health practice. Researchers will describe the research and application of GSS, including scaling, communicating, and reporting on goals, and helping people meet the goals that are important to them. The need for outcome measurement, transparency, and accountability in education and healthcare has led to a number of federal mandates including the Hospital Readmission Reduction Program, No Child Left Behind Act, the 21st Century Cures Act, and the Individuals with Disabilities Education Act. The growing need for providers in the workforce trained in evidence-based practice has increased the need for strong outcome measurement. One of the principal researchers will demonstrate the structure and utility of GSS, for individual, family, and program outcomes. Outcome data will be shared, and participants will be able to see the ease of communicating with stakeholders in this secure app, to reinforce meaningful change over time. Participants will also view the customizable options for automated, aggregated reporting for program improvement.

****SW CEUs, and SCECH CEUs***

2:30 p.m. – 3:20 p.m.; Kalamazoo Room

Reception, Poster Session 1, Book Signings, and Exhibit Expo

Please see pages 60-63 for a complete list of posters for the second poster session.
Join us for a book signing with Shane Spiker, Ron Sandison, and Hank Schlinger!

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

Andrew J. Bulla, Ph.D., BCBA (Georgia Southern University -
Armstrong)



**Designing Instruction for All Learners Across the Three Stages of Learning
(Part 2)**

This presentation highlights best practices in analyzing instructional content and designing curricula and associated instructional materials to teach a variety of skills to learners with and without autism. The presenter will share a variety of sample materials and resources to ensure our instruction produces the outcomes we want. Part 2 will build on the material from the first presentation and instruct attendees on how to use outcomes from the analyses. Attendees will learn how to program across three stages of learning: Acquisition, Practice, and Application. Specific evidence-based strategies will be highlighted including mathematics, frequency-building interventions, and delayed prompting.

****BACB Learning CEUs, SW CEUs, and SCECH CEUs***

**BOOK
SIGNING!**

Michigan Autism
MAC
Conference

Shane Spiker
Friday, October 7
2:30 - 3:20 PM, Kalamazoo Room

Anxiety Report
Shane T. Spiker

3:30 p.m. – 4:20 p.m.; Glens 1 & 2

Michael Hixson, Ph.D., BCBA-D (Central Michigan University)



Self-Monitoring Interventions for Students with ASD

One of the important behaviors people learn is the ability to monitor what we are doing. Hopefully, you are self-monitoring right now as you are reading this abstract. If you are not, we might say you are reading “mindlessly”—overt or covert textual behavior is occurring, but the textual behavior is not evoking other behavior (intraverbals, etc.). Teaching children to self-monitor particular behaviors is often helpful in many situations, especially in educational environments. In this presentation, the research on self-monitoring in schools and with children with autism spectrum disorder will be reviewed along with recommendations for implementing self-monitoring interventions.

****BACB Learning CEUs, SW CEUs, and SCECH CEUs***

3:30 p.m. – 4:20 p.m.; Glens 3

Dawn Dore-Stites, Ph.D. (University of Michigan Health)



ASD and Sleep: Improving the Nights to Help the Days

Children with poor sleep often experience diminished ability to learn and behavioral dysregulation. This results in challenges not only for the child but for those who care for them both during the day and at night. For children and teens with ASD, risk of poor sleep is elevated relative to a typically developing population. This talk will focus on laying a foundation to outline pragmatic strategies to assess and intervene around sleep in those with ASD. Goals include providing resources and helping develop a sense of when behavioral interventions should be coupled with medical consult.

****BACB Learning CEUs, SW CEUs, and SCECH CEUs***

3:30 p.m. – 4:20 p.m.; Prairies 4 & 5

Jeana Koerber, Ph.D., BCBA-D, LBA (Residential Opportunities, Inc.;



Great Lakes Center for Autism Treatment and Research)

Is it Training or is it Feedback? Ensuring Successful Plan Implementation in a 24-Hour Setting

When treatment is designed by BCBAs and implemented by technicians, training must be provided to ensure proper implementation. However, when there are implementation errors, it is not always the case that training was inadequate. In order to produce sustained implementation, feedback must be provided to staff. Different types of feedback will be discussed as well as ways to identify if there is still an underlying training issue. Finally, the context of this system in a 24-hour setting will be discussed.

****BACB Supervision CEUs, SW CEUs, and SCECH CEUs***

3:30 p.m. – 4:20 p.m.; Prairies 6

Ron Sandison, MDiv (Spectrum Inclusion)



Empowering Individuals with Autism for Transition & Growth

Professionals and parents will learn 8 ways to empower young adults with autism for transitions and growth. Build a transitional support team. Practical ways to break transition phases of life into manageable steps for independence and employment. Refining skills to help those with ASD to thrive in a workplace environment and

socialize. Ron shares his own struggles with transitioning into adulthood and how he was able to overcome and become a dad, author, professional, and motivational speaker. Sandison also shares the knowledge he acquired from interviewing over a two hundred young adults on the spectrum and professionals in the autism community while writing his three books.

***SW CEUs and SCECH CEUs**

3:30 p.m. – 4:20 p.m.; Stone Theatre

Rebecca Kolb, Ph.D., BCBA-D (University of Minnesota) & **Nicole Hollins, PhD, BCBA-D, LBA** (EdBee Consultations; Western Michigan University)



Intensive Toilet Training: Evidence-based Options, Modifications and Tips from the Field

Independent toileting skills are crucial for Autistic individuals/individuals with autism in relation to autonomy and inclusion in a variety of settings. Despite its importance, many individuals with autism are not successfully taught toileting skills (Niemczyk et al., 2018). This may be in part because toilet training can take longer and be more difficult for individuals with autism when compared with their neurotypical peers. In this presentation we will outline and discuss some of the evidence-based intensive training options, modifications supported by smaller bodies of research, and our experience troubleshooting while toilet training in homes, schools, and community settings.

***BACB Learning CEUs, SW CEUs, and SCECH CEUs**

BOOK SIGNING!

Michigan Autism Conference

Ron Sandison
Friday, October 7
2:30 - 3:20 PM, Kalamazoo Room

Views from the Spectrum
A Window into Life and Faith with Your Neurodivergent Child
RON SANDISON

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

Cody Morris, Ph.D., BCBA-D, LBA (Salve Regina University)



A Guide to Creating Meaningful Supervision Activities and Measures

The primary objective of supervising individuals who are accruing supervision hours toward the Board Certified Behavior Analyst (BCBA) eligibility requirements is to provide experiential learning opportunities that target the skills needed to be a successful BCBA. Although the Behavior Analyst Certification Board (BACB)'s Supervised Fieldwork Requirements describe acceptable, restricted, and unrestricted activities, it does not provide specific recommendations for activities/assignments that capture meaningful aspects of the BCBA experience. This talk will review the essential objectives of supervision, describe specific activities that target restricted and unrestricted supervision hours, and provide rubrics for evaluating the supervisee's performance when participating in the recommended activities. The activities/assignments described in this talk are adaptable to any setting/client population within the scope of BCBA supervision.

****BACB Supervision CEUs, SW CEUs, and SCECH CEUs***

4:30 p.m. – 5:20 p.m.; Glens 1 & 2

Jessica Korneder, Ph.D., BCBA-D, LBA (Oakland University) & Wing-



Yue Geoffrey Louie, Ph.D. (Oakland University)

Real-World Clinical Uses for Socially Assistive Robots for Children Diagnosed with ASD

Research with Socially Assistive Robots as therapy agents for individuals with Autism Spectrum Disorder (ASD) is innovative and has the potential to add to the quality and quantity of Applied Behavior Analysis (ABA) Therapy hours. The results and implications from nine research studies will be presented. Benefits to the clients with ASD, staff and parental perceptions, robot design and uses, and future directions will be discussed. Results show that robots are able to teach new skills to children with ASD, the children show positive affect when interacting with a robot, and staff are able to design behavioral interventions to be implemented by the robot. A study of parental perspectives indicated areas where parents have trust and do not have trust in the robot as a therapy agent for children with ASD. Future implications for the use of Socially Assistive Robots in therapy for children with ASD will conclude the presentation.

****BACB Learning CEUs, SW CEUs, and SCECH CEUs***

4:30 p.m. – 5:20 p.m.; Glens 3

Alison Cox, Ph.D., BCBA-D (Brock University)



On the Status of Problem Behavior Literature featuring Adults with IDD

Applied behavior analysis prides itself on an extant literature-base describing efficacious interventions in the treatment of problem behavior in individuals with intellectual and developmental disability (IDD). As a result, practitioners may assume many of the oft applied interventions (e.g., functional communication training; non-contingent reinforcement) are evidence-based. Although this may be true for some of the clinical population (i.e., children with IDD), current research trends suggest problem behavior

literature primarily features child participants, with the adult population being severely underrepresented in this work (Cox et al., 2021). The purpose of this presentation is to: a) share current research patterns in the treatment of adults with problem behaviour and IDD, b) describe potential contributing factors and possible solutions, and c) summarize interventions most often associated with substantially reduced problem behavior, as informed by problem behavior literature that feature adult participants.

***BACB Learning CEUs, SW CEUs, and SCECH CEUs**

4:30 p.m. – 5:20 p.m.; Prairies 4 & 5

Jessa Love, Ph.D., BCBA-D, LBA (Building Bridges Therapy Center),

Aubry Dodge, MS, BCBA, LBA (Building Bridges Therapy Center), &

Katie Trybuski, MA, BCBA, LBA (Building Bridges Therapy Center)



A Collaborative, Assent-Based Approach to Supporting Individuals with ASD with Dental Care

Individuals on the Autism Spectrum often face challenges related to dental care. We will present a collaborative approach involving clients, caregivers, dental professionals, and clinicians in which an individualized, assent-based process helps to eliminate barriers to effective and cooperative dental care and oral hygiene practices. Progress and parent perspectives from several cases will be presented (including video!) with a focus on individualization of the process, assent, generalization, and maintenance. In addition to dental-specific skills, general goals included toleration, cooperation, and communication.

***BACB Ethics CEUs, SW CEUs, and SCECH CEUs**



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4:30 p.m. – 5:20 p.m.; Prairies 6

Lloyd Peterson, Ph.D., BCBA-D, LBA (COMPASS: A Positive Direction In Behavioral Intervention LLC) & **Jessica Detrick, M.A., BCBA, LBA** (Western Michigan University)



From IEE, IEP, FBA, BTP, BIP Processes to Testifying Under Oath: Some Things to Know When Working with Children (and Adults) in K-12 Education: Advocating for Desirable Behaviors

When my friend Dick is asked “Tell me about applied behavior analysis,” he is fond to respond with “Sure, do you have a year.” The above title is a mouthful, and the areas covered take a long time to learn and a lifetime to master. This is an overview (with some in-depth thoughts – I hope) of providing professional ABA services for those in K-12 and other educational settings. As the ABA profession continues to emerge, an area for great growth is K-12 education. The knowledge/skills behavior analysts have, pertaining to their ability to analyze environmental influences on behavior and create interventions that efficiently build desirable behaviors, is one that is sorely needed in our schools. This is also a cry to be an independent-evaluator who bases what you do on the evidence provided by analysis of data and past findings of scientific research (not emotional outburst) and become a professional who continues to strive to stay within the realm of your knowledge/skills while building depth and breadth within those. Remember: Knowing what you don’t know is knowing a lot. I will try to leave time for you ask questions, for as I always tell my students, “it is your job to pick my brain,” and as they are fond to respond with, “slim pickings!” I look forward to sharing my realm with you.

***BACB Learning CEUs**

4:30 p.m. – 5:20 p.m.; Stone Theatre

Peter Dams, Ph.D. (Dams & Associates, Inc.)



Strategy Execution: Tips for Making Strategic Plans More Executable

Across organizations and sectors, a major challenge in strategic planning is the execution of a strategic plan. This may have different reasons, such as staff having too much on their plates, unclear objectives, lack of leadership buy-in. In addition, the outputs needed to for the successful execution of objectives may not be clearly defined. One approach to helping with execution is to make the strategic plans more executable, following the ‘design for manufacturing’ paradigm. Dr. Dams will describe how good strategy execution begins with leadership buy-in and weaves its way through strategy formulation and attention to detail in writing the plan itself. Peter will outline an approach that enables leadership teams to define what good objectives looks like and how that will inform the execution process.

***SW CEUs and SCECH CEUs**

Friday, October 7

Reception and Poster Session 2

2:30 p.m. – 3:20 p.m.; Kalamazoo Room

Be sure to visit this year's posters session in the Kalamazoo Room and help your favorite posters win by giving them 'gold stars'! Use to locate each poster in the poster session list and then rate them! We have two different kinds of posters: research-focused and personal journey this year. The type of poster will be denoted in parentheses and italics following the title of each presentation.

1. **Chloe Jones, B.S.** (Oakland University), Michael P. Kranak, Ph.D., BCBA-D, (Oakland University; Oakland University Center for Autism), Natalie R. Andzik, Ph.D., BCBA-D (Northern Illinois University), & Hailee Hall, M.A. (Oakland University)

A Systematic Review of Supervision Research and Practices of Board Certified Behavior Analysts (*Research-focused*)

Supervision is essential to the practice of applied behavior analysis, including in the provision of treatment for individuals with autism. Researchers have placed an increased emphasis on supervision practices of board certified behavior analysts (BCBAs). However, it is unclear exactly what work is occurring in this area. We conducted the first and most comprehensive systematic review of work related to BCBA supervision and trainees, which is integral to the provision of treatment for individuals with autism. Results indicated that most of the work consists of discussion-style articles and survey research with little emphasis on empirical evaluations.

2. **Madeline Halkowski, M.Ed., BCBA** (The Pennsylvania State University), **Sentence Construction Interventions Effects on Writing Outcomes for Students with Learning Disabilities: A Systematic Review** (*Research-focused*)

The present review investigates the effect of sentence construction interventions on the writing quality of students with learning disabilities. Articles included contained (1) students in grades 1-12, (2) at least one participant diagnosed with a learning disability, (3) sentence construction as the primary intervention, (4) students' writing performance as the dependent variable, and (5) a research design that enabled disaggregation at the student level. The final review included 11 single-case research designs with 35 participants, ages 8-17 years old. Results showed positive effects of sentence construction interventions on selected writing outcomes for the majority of participants regardless of gender, age, and ethnicity. However, participants reported social validity correlated with grade level, suggesting a need for more age-appropriate instruction and materials. Limitations and suggestions for future research are discussed.

3. **Molly Mattes, M.A., BCBA, LBA** (Western Michigan University), Kayla Vernier, B.S. (Western Michigan University), & Sacha T. Pence, Ph.D., BCBA-D (Western Michigan University)

Teaching Preschool Children with Autism Spectrum Disorder to Request Assistance *(Research-focused)*

The Preschool Life Skills program provides a tiered approach to teach preschool children with developmental disabilities to request assistance from teachers; however, researchers need to evaluate the generalization of student requests. Using a multiple baseline design, experimenters used a tiered approach with an instructional package to teach children to ask for help. Acquisition and generalization were evaluated across five antecedent situations. Students progressed through tiers of instruction as needed to master requesting help using an icon exchange. Generalization probes were conducted following mastery with a trained antecedent situation. All participants required individualized instruction for mastery. Individual results will be discussed.

4. **Mashiath Binti Mahabub, B.S.** (Psychological Assessment and Treatment Services; Western Michigan University), Leanne Latocha, B.S. (Western Michigan University), Jessica Detrick, M.A., BCBA, LBA (Western Michigan University), Kelsey Stapleton, M.A., BCBA, LBA (Western Michigan University), Daphne Snyder, M.A., BCBA, LBA (Western Michigan University), & Stephanie Peterson, Ph.D., BCBA-D, LBA (Western Michigan University)

The Acceptability of Consultative Behavior Analytic Service Provided via Telehealth *(Research-focused)*

Telehealth is a widely utilized mode of behavior analytic service delivery since the onset of the COVID-19 pandemic, as it is an efficacious alternative to in-person services (Wacker et al., 2013; Suess et al., 2016; Tsami et al., 2019). It is important to assess the preferences and acceptability of telehealth services from clients and caregivers (PECC, 2014). The purpose of this project was to analyze the acceptability of consultative behavior analytic services delivered via telehealth quarterly for two years to assess and treat challenging behavior. Results indicate that consultative telehealth services remained generally accepted by caregivers and clients over time.

5. **Leanne Latocha, B.S.** (Psychological Assessment and Treatment Services; Western Michigan University), Mashiath Mahabub, B.S. (Western Michigan University), Jessica Detrick, M.A., BCBA, LBA (Western Michigan University), Kelsey Stapleton, M.A., BCBA, LBA (Western Michigan University), & Stephanie Peterson, Ph.D., BCBA-D, LBA (Western Michigan University)

Evaluating DRO in the Treatment of Screaming in a Young Adult with Autism *(Research-focused)*

Differential reinforcement of other behavior (DRO) has been shown to be effective in decreasing a variety of challenging behaviors (Jessel & Ingvarsson, 2016). When applying schedule thinning to a DRO schedule, adjusting for changes in the behavioral economics concept of unit price have helped to maintain low levels of challenging behavior during schedule thinning (Roane et al., 2007). The purpose of this project was to evaluate the use of a DRO schedule with adjustments to unit price with an individual with autism who engaged in screaming. Results indicate that DRO may be an effective method for decreasing screaming.

6. **Erin Isola, B.A.** (Western Michigan University), Mashiath Mahabub, B.S. (Western Michigan University), Jessica Detrick, M.A., BCBA, LBA (Western Michigan University), Kelsey Stapleton, M.A., BCBA, LBA (Western Michigan University), Ali Schroeder, M.A., BCBA, LBA (Western Michigan University) & Stephanie Peterson, Ph.D., BCBA-D, LBA (Western Michigan University)
Using a Restriction Removal Process to Remove a Phone, Electronics, and Money Restriction (*Research-focused*)
 Individuals with developmental disabilities and/or mental health conditions may engage in challenging behaviors that put themselves and others at risk. Treatment plans are created and implemented to decrease these behaviors and keep these individuals safe. In these treatment plans, restrictions of the individual's rights may be implemented to prevent the occurrence of the target behavior (e.g., restriction of personal items). Previous research has demonstrated a fading process to systematically remove restrictions when no longer necessary. This study provides further demonstration on the use of a restriction removal process for a client with a phone, electronics, and money restriction.
7. **Alexander M. Becker, B.S.** (Western Michigan University), & Sacha Pence, Ph.D., BCBA-D (Western Michigan University)
Increasing Sock and Shoe Wearing with Shaping and Differential Reinforcement (*Research-focused*)
 Children with intellectual and developmental disabilities may have difficulties tolerating clothing due to tactile sensitivity. Shaping and differential reinforcement were used to increase tolerance and duration of sock and shoe wearing for a 4-year-old white male diagnosed with autism spectrum disorder (ASD). During shaping, required sock and shoe-wearing duration gradually increased from 5 s to 10 min in the absence of problem behavior. Post-shaping classroom probes showed generalized across the 3-hr school day and with a different pair of shoes.
8. **Christopher Desmon** (Western Michigan University)
My Journey with Autism - Chris Desmon (*Personal Journey*)
 This poster represents my journey with Autism. It's categorized by my stages of schooling: Elementary, Middle, High, and University to highlight the key points that happened in each of those phases of my schooling. In addition, I've added takeaways in the form of do's and don'ts to present the critical lessons that I learned from those stages in my life.
9. **Sarah Pierce, M.A.** (Western Michigan University), Kayla Jenssen, BCBA-D, LBA (Western Michigan University), & Jessica Van Stratton, BCBA-D, LBA (Western Michigan University)
Effects of Teaching Listener Responding Spanish Words and Phrases with a Treatment Package via Video Conferencing (*Research-focused*)
 A male autistic adult currently employed in the local community sought assistance with learning to speak Spanish. A variety of Spanish customer service words and phrases were taught using a treatment package which included behavioral skills training (BST), massed practice of individual words, randomized massed practice, and forward chaining all via a video conferencing platform. Spanish words and phrases were taught as listener responding targets. Tacts

and intraverbals were also measured to see if generalization occurred with no programmed instruction.

- 10. Kristin L. Rohrbeck, M.A.** (Oakland University Center for Autism) & Jessica Korneder, Ph.D., BCBA-D, LBA (Oakland University)

Virtual Social Club Improves Social Skills for Adults with Autism (*Research-focused*)

A program evaluation demonstrated that even an informal social group meeting online once a week for seven weeks can enhance the social skills of adults with autism. Furthermore, the adult participants reported improved quality of life after taking part in the virtual social club. This provides evidence for the need for increased social programs for adults on the spectrum, including virtual opportunities.

- 11. Richard W. Malott, Ph.D., BCBA-D** (Kalamazoo Academy for Behavioral and Academic Success), Margaret Uwayo, Ph.D., BCBA-D (Kalamazoo Academy for Behavioral and Academic Success), & Jennifer Zapolnik, B.S. (Kalamazoo Academy for Behavioral and Academic Success)

The Kalamazoo Academy for Behavioral and Academic Success (*Research-focused*)

Currently, KABAS is at Kalamazoo YWCA, providing ABA services for pre-K through sixth-grade children with autism, developmental delays, academic difficulties, and behavior problems. We were able to replicate the success of others with similar problems in different settings: Direct instruction using “Teach Your Child to Read in 100 Easy Lessons”, with supplements, was effective with the pre-K children. And direct instruction using “Corrective Reading” combined with repeated reading was effective with grade-school children. This supports the establishment of KABAS as a nonprofit K-6 school for children with similar problems, in the Kalamazoo area.

- 12. Grace Sylvester, B.S.** (Western Michigan University), Ali Schroeder, M.A., BCBA, LBA (Western Michigan University), Kelsey Stapleton, M.A., BCBA, LBA (Western Michigan University), Jessica Detrick, M.A., BCBA, LBA (Western Michigan University), & Stephanie Peterson, Ph.D., BCBA-D, LBA (Western Michigan University)

Restriction Removal Process (*Research-focused*)

Individuals diagnosed with developmental disabilities and/or mental health conditions may engage in challenging behaviors that put themselves and others at risk. As a result, treatment strategies are implemented to ensure safety. If needed, restrictions of the individual’s rights may be implemented which prevent the occurrence of those behaviors (e.g., freedom of movement, restriction of personal property, etc.). Previous research has demonstrated a fading process to systematically remove restrictions when no longer necessary (Fisher et al., 1996, Luiselli, 2008). This study provides further demonstration on the use of a restriction removal process for a client with a freedom of movement restriction.

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Thursday, October 6 and Friday, October 7

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

ABA Technologies

930 South Harbor City Blvd Suite #402
Melbourne, FL 32901
(321) 961-7424
sarah@abatechnologies.com

Acorn Health

Multiple locations across the country
(616) 460-7700
edeward@acornhealth.com

ASK Family Services

445 W. Michigan Ave., Suite #102
Kalamazoo, MI 49007
(269) 303-0811
tabis@askforkids.org

Attendant Care Autism Services

Multiple locations in Michigan
(586) 228-9991
autism@accofmi.com

Autism Alliance of Michigan

26913 Northwestern Hwy Suite #520
Southfield, MI 48033
(248) 891-4282
Kathleen.larson@aaomi.org

Autism Home Support Services

Multiple locations in the Midwest
(847) 276-7481
lperisin@invohealthcare.com

Behavior Consultants, Inc.

10327 Grand River Ave Suite #401
Brighton, MI 48116
(734) 323-0566
lmyers@behaviorconsultantsinc.com

Bierman Autism Centers

Multiple locations in the United States
(800) 931-8113
info@biermanautism.com

Blossom Children's Center

Multiple locations in Michigan
(248) 277-3005 (Ext. 1012)
info@blossomchildrenscenter.com

Blue Lakes Behavioral Health

8285 S. Saginaw St.
Grand Blanc, MI 48439
(517) 262-6812
hello@bluelakesaba.com

Children's Autism Center

Multiple locations in Indiana
(260) 459-6040
intake@childrensautismcenter.org

Early On/Build Up Michigan

240 S. Bridge St. Suite #250
Dewitt, MI 48820
(800) 327-5966
jhanses@ccresa.org

Essentials for Living

<https://essentialforliving.com/>
(407) 415-5241
patrick@essentialsforliving.com

Great Lakes Center for Autism Treatment and Research, a program of Residential Opportunities, Inc.

9616 Portage Rd.
Portage, MI 49002
(269) 250-8200
glcinfo@resopp.org

Harbor Oaks Hospital

35031 23 Mile Rd.
New Baltimore, MI 48047
(248) 568-6612
Andrew.rhodes@harboroaks.com

Heart 2 Heart Autism Center

306 S. Lincoln Ave.
Three Rivers, MI 49093
(517) 462-5907
Heart2heartrespite@gmail.com

Ivy Rehab Network

Multiple locations in Northeast and Southeast United States
(610) 905-4115
Brandi.lipovsky@ivyrehab.com

Kalamazoo Academy for Behavioral and Academic Success (KABAS)

8971 W. KL Ave.
Kalamazoo, MI 49009
(269) 372-1268
DickMalott@DickMalott.com

LOGAN Community Resources, Inc.

2505 E. Jefferson Blvd.
South Bend, IN 46615
269-983-5833
kristinw@logancenter.org

Lighthouse Autism Center

Multiple locations in northern Indiana and southwest Michigan
(574) 408-1912
maggieg@lighthouseautismcenter.com

Merakey

Multiple locations across the United States
<https://www.merakey.org/>
hope.jacobs@merakey.org

Michigan Behavior Analysis Providers Association (MiBAP)

1100 S. Rose St.
Kalamazoo, MI 49001
<http://mibap.org/>
info@mibap.org

Michigan Council for Exceptional Children (MCEC)

<https://michigancec.org/>
(517) 881-1718
mcec@michigancec.org

Michigan School of Psychology

26811 Orchard Lake Rd.
Farmington Hills, MI 48334
(248) 476-1122
admissions@msp.edu

MITTIN Project

<https://michigancec.org/>
(269) 245-1498
mcec@michigancec.org

North Arrow ABA

10781 E. Cherry Bend Rd., Studio #10
Traverse City, MI 49684
(231) 268-0185
info@northarrowaba.com

Oakland University

318 Meadow Brook Rd,
Rochester, MI 48309
(248) 370-2100
dkarditsas@oakland.edu

Portia Data Collection

50 Steacie Dr.
Kanata, ON, K2K2A9 Canada
(332) 223-6626
Bradley@portiapro.com

Ripple Effects ALC

Multiple locations in Southwest Michigan
<https://www.rippleeffectsalc.com/>
269-241-2700
lauren@rippleeffectsalc.com

Special Education Mediation Services

516 S. Creyts Rd.
Lansing, MI 48917
(517) 334-0034
info@mikids1st.org

START Project

<https://www.gvsu.edu/autismcenter/>
(616) 331-6484
autismed@gvsu.edu

StoneCrest Center

15000 Gratiot Ave.
Detroit, MI 48205
(313) 245-0644
Sharon.norris@stonecrestcenter.com

Total Spectrum

Multiple locations across the Midwest
(844) 263-1613
trisha.evans@totalspectrumcare.com

Usborne Books & More

5402 S 122nd E. Ave.
Tulsa, OK 74146
(248) 225-9812
tstothers@gmail.com

WMU Kalamazoo Autism Center

4200 S. Westnedge Ave.
Kalamazoo, MI 49008
(269) 978-7620
psy-ace@wmich.edu





blossom

CHILDREN'S CENTER

The mission of Blossom Children's Center is to provide the highest quality therapy in a collaborative environment for the optimal development of children with autism and other challenges through individualized, quality teaching and comprehensive support for families and the community.



8175 Movie Dr, Brighton,
MI 48116



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<https://www.autismtreatmentresearch.org>
glcinfo@resopp.org
(269) 250-8292



Blossom Children's Center

<https://blossomchildrenscenter.com>
info@blossomchildrenscenter.com
(248) 277-3005 (Ext. 1012)

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Children's Autism Center

<https://childrensautismcenter.org/>
mercedeswinright@childrensautismcenter.org
(260) 687-0172



**Hope Network Center for
Autism**

<https://hopenetwork.org/center-for-autism>
MMMooore@hopenetwork.com
(616) 930-5765



Lighthouse Autism Center

<https://lighthouseautismcenter.com/>
maggieg@lighthouseautismcenter.com
(574) 408-1912



Merakey

<https://www.merakey.org/>
hope.jacobs@merakey.org
(313) 806-6908



Total Spectrum

<https://totalspectrumcare.com/>
trisha.evans@totalspectrumcare.com
(844) 263-1613

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
		Oaks	Meadows

