

Bios & Presentations

11th Annual Conference on Autism & Related Disorders: Research-Based Solutions

Friday, April 27, 2018, Santa Ynez Valley Marriott Hotel, Buellton, California

James E. Carr, PhD, BCBA-D, Chief Executive Officer, Behavior Analyst Certification Board



James E. Carr, PhD, BCBA-D is the Chief Executive Officer of the Behavior Analyst Certification Board®. His professional interests include behavior analyst credentialing, behavioral assessment and treatment of developmental disabilities, verbal behavior, and practitioner training. Dr. Carr has published over 150 journal articles and book chapters on these and other topics. Dr. Carr is a Fellow of the Association for Behavior Analysis International. He is the editor-in-chief of the journal *The Analysis of Verbal Behavior* and has served on the editorial boards of 10 other behavior analysis journals, including 4 appointments as associate editor. Dr. Carr is the president of the Colorado Association for Behavior Analysis and past president of the Mid-American and Alabama Associations for Behavior Analysis. He received his doctorate in 1996 from Florida State University under the

mentorship of Dr. Jon Bailey and previously served on the behavior analysis faculties at University of Nevada-Reno (1996-1999), Western Michigan University (1999-2008), and Auburn University (2008-2011).

The Evolution of Certification Standards for Behavior Analysts: The BACB's Consumer Protection Mission

As a result of the rapid growth of applied behavior analysis, the profession has recently welcomed large numbers of new practitioners to its fold. Not surprisingly, more practitioners serve individuals with autism spectrum disorders (ASD) than any other population. In response to the current concentration of practitioners in the ASD area, numerous professional presentations and publications have called for a greater diversity of practice areas within the profession. I will provide a critical analysis of such exhortations and illustrate that the premise of many of them is mentalistic and that they are fundamentally unlikely to change practice-area distribution. Instead, I will provide an assessment of how practitioners enter various areas and illustrate various strategies that might be effective in increasing workforces in underrepresented practice areas.

Upon completion of this presentation attendees will be able to:

- Describe recent BACB data trends
- Describe the process the BACB uses to revise its standards
- Describe the basic elements of the BACB's ethics and disciplinary system

Lori A. Frost, MS, CCC/SLP, Vice President & Co-Founder, Pyramid Educational Consultants (PECS)



Lori Frost, MS, CCC-SLP is co-founder of Pyramid Educational Consultants, Inc. and Co-Developer of The Picture Exchange Communication System®. She has been the driving force behind creating this unique Augmentative/Alternative Communication system that allows individuals with limited communication abilities to initiate communication in a form understandable by peers, family and educators. Along with Andy Bondy, Lori is co-author of the PECS Training Manual, 2nd Edition, A Picture's Worth, and Autism 24/7. Ms. Frost's background in functional communication training and applied behavior analysis is apparent in the products and services she designs to promote effective and efficient teaching tools for non-speaking learners. Ms. Frost received her BA in speech pathology and audiology from the University of Arkansas in 1981, and MS in speech and language pathology

from the University of North Carolina at Chapel Hill in 1982. She has worked in many public and private school settings as a speech language pathologist and continues to consult to schools, community programs and families of individuals with complex communication needs.

As Co-Founder of Pyramid Educational Consultants in 14 countries, Ms. Frost has traveled the world, teaching workshops on PECS, the Pyramid Approach to Education, and using B.F. Skinner's Verbal Behavior and Applied Behavior Analysis to create rigorous and precise training protocols. She has volunteered in many schools around the world. Ms. Frost has presented numerous papers and lectures on autism and communication, co-authored article, books and chapters, and is respected by professionals in her field as a leader in analyzing and teaching functional communication.

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Lori A. Frost, MS, CCC/SLP *continued*

Current Trends in Augmentative and Alternative Communication (AAC) Vocabulary Selection: Is Core Vocabulary Enough?

AAC intervention with the nonverbal and minimally verbal population of individuals with Autism Spectrum Disorder (ASD) has become an increasing focus of both clinical and research efforts over the course of the past several years. Many practitioners implement picture-based augmentative/alternative communication (AAC) interventions for individuals who are not using speech as their primary mode of communication, including both the Picture Exchange Communication System (PECS), smart tablets with an AAC app and dedicated Speech-Generating Devices (SGDs). An issue receiving more attention in relation to AAC intervention for this population is vocabulary selection. Vocabulary selection is critical in that it impacts upon both motivation and communication rates and opportunities for the learner. The Core Vocabulary approach to initial vocabulary selection is focused on the use of a planned set of high-frequency, re-usable vocabulary. Core vocabulary as the sole strategy for selecting vocabulary for AAC users with Autism Spectrum Disorder has limitations. First, these words are not words that typically developing children learn as their first words. In addition, core vocabulary lists are based on the language of typically developing individuals and might not reflect the unique characteristics of individuals on the autism spectrum. In this presentation, I compare vocabulary selection strategies. I review and discuss the characteristics of individual Core Vocabulary items, with a particular focus on vocabulary functions and relationships to vocabulary size during development. I will describe research-based tools that can be used to help determine when to incorporate a given Core Vocabulary or other vocabulary item into a given learner's intervention program. I discuss the feasibility of using symbol sequencing such as within Unity® and Minspeak® as an initial vocabulary/icon selection for individuals with no history of picture use. Finally, I discuss motivational factors and teaching strategies for vocabulary selection, including introducing a sub-set of Core Vocabulary items, with specific reference to developmentally and functionally appropriate incorporation of particular Core Vocabulary items into evidence-based AAC strategies such as The Picture Exchange Communication System (PECS) intervention programs for learners with ASD.

Upon completion of this presentation attendees will be able to:

- Compare and contrast different vocabulary selection strategies for AAC
- Describe criteria for determining when a given vocabulary item should be introduced into a given learner's vocabulary
- Understand the role of motivational factors in teaching Core Vocabulary items to learners with ASD

Rob Holdsambeck, EdD, LCP, BCBA-D, Executive Director, Cambridge Center for Behavioral Studies and Founder, Holdsambeck Behavioral Health



Dr. Holdsambeck is a licensed psychologist with over 40 years of clinical experience delivering services to people with developmental disabilities, including those on the autism spectrum. He was one of the first to become board certified in behavior analysis (#0007). The company he founded, currently named Holdsambeck Behavioral Health employs over 250 clinicians serving 1500+ individuals annually in California and Hawaii. Previously he served his country as a Captain in the Air Force and his community as a tenured professor of behavior analysis and human sexuality. He was selected as the 2010 distinguished colleague by the Chicago School of Professional Psychology's department of applied behavior analysis. In 2011, he received the outstanding service award from the Cambridge Center for his work in bringing evidence-based practices to California. Dr. Holdsambeck is an author

and frequent keynote speaker at national and state conferences. His most recent publications are the highly acclaimed books, "Behavior Science: Tales of Inspiration Discovery and Service" (Holdsambeck and Pennypacker Eds., 2017, Volumes I -3 and Omnibus). In addition to the activities mentioned above, Dr. Holdsambeck is currently serving in his fourth year (pro bono) as the Executive Director of the prestigious Cambridge Center for Behavioral Studies™.

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Rob Holdsambeck, EdD, LCP, BCBA-D *continued*

Challenges of Supervision: Lazy Rats, Shopping Math, and the Internet

After a time, many clinicians are asked to move from providing direct services into a role of providing supervision to others. This can present some unique challenges. Behavioral scientists preach that data are critical to managing effective programs. One of the key challenges for supervisors is getting real data. Lazy rats, shopping math, and the internet are all stories that show how this search for insight can go wrong. In this talk, Dr. Holdsambeck will use some of the lessons he learned from his early graduate training in behavioral science, through working with couples as a psychologist in private practice, to his current role running an agency and working with others at the Cambridge Center for Behavioral Studies.

Upon completion of this presentation attendees will be able to:

- Identify two examples where using charts alone to supervise can lead to problems
- Describe three ways that Chaos theory helps us understand the challenges to making predictions in the treatment of children with autism
- Identify the first two steps to successful interventions with families

Andy Bondy, PhD, President & Co-Founder, Pyramid Educational Consultants (PECS)



Andy Bondy is president and co-founder of Pyramid Educational Consultants. Dr. Bondy is an innovative leader in the field of autism and applied behavior analysis. He directed a statewide public school system for students with autism for fourteen years. He is co-author of the PECS Training Manual. He also wrote the Pyramid Approach to Education, a training manual that offers an integrated orientation to developing effective educational environments blending applied behavior analysis with functional activities and creative communication strategies. Dr. Bondy received his MA and Ph.D. from the UNC Greensboro, and completed his clinical internship in 1976 at the University of Kansas Medical Center. Dr. Bondy has presented numerous papers, lectures and workshops in regional, national and international conferences and conventions on behavior analysis, PECS and the Pyramid Approach

to Education. He has remained active in research and writing, and continues to develop new and innovative methods of helping children with autism and related developmental disorders.

Prompting, stimulus control, error correction: Why are they crucial to teaching in autism and why are we making so many mistakes?

There are many terms used by general and special education teachers, related service providers, and even trained behavior analysts, that when used incorrectly can lead to ineffective classroom lessons. One example is the term “prompt,” often used in the field of education. Similar problems can be found regarding in class use of error correction strategies, especially those described as ‘errorless.’ We will review and come to “terms” with the many misconceptions regarding often used terms and popular teaching strategies, including fading, most-to-least, least-to-most prompting, etc., several error-correction strategies and the host of strategies described as ‘errorless teaching.’

This presentation is going to shake up and clear up many long-held and cherished beliefs about common teaching strategies that are associated with applied behavior analysis!

Upon completion of this presentation attendees will be able to:

- Define stimulus control and its importance in lesson design
- Distinguish between prompt and cue
- Describe the logical difference between fading and most-to-least (or least-to-most) strategies
- Describe advantages and disadvantages related to ‘errorless learning’

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Daniel Unumb, Esq., President, Autism Legal Resource Center, LLC



Dan Unumb is President of the Autism Legal Resource Center LLC which assists healthcare providers, parents, agencies and other stakeholders with healthcare coverage and other issues impacting persons with ASD. He previously served as Executive Director of the Autism Speaks Legal Resource Center, a national law center providing information, support and legal advocacy in support of individuals with autism spectrum disorders and their families. Dan has also served as Director of Litigation for a ten-office statewide legal aid program (South Carolina Legal Services). Dan is co-author of the law school casebook *Autism and the Law*, and has presented on legal topics pertaining to autism at numerous conferences and trainings including the National Legal Aid and Defenders Association, the Autism Society of America, Autism Speaks' National Law Summit, the Association

of Professional Behavior Analysts and the Council on Autism Services. Dan graduated from Carleton College and the Northwestern University School of Law, and has practiced with law firms in Boston, Washington, D.C. and Charleston, SC, as well as the U.S. Department of Justice. Dan is also a co-founder of the non-profit Autism Academy of South Carolina which provides intensive intervention services to children with autism spectrum disorders.

ABA Across Settings, Populations and Funding Streams: A Legal Analysis of the Present and Future of ABA

The efficacy of ABA to address diverse behavioral issues across a range of populations has long been established. Access to ABA, however, has been limited by funding. In the field of autism treatment, this lack of funding has historically been due in part to failures of our legal system and institutions. Legal reform efforts have substantially changed this landscape resulting in new and expanded funding streams for ABA coverage of ASD particularly in the area of insurance and Medicaid. But much remains to be done to insure that health care funding fully covers medically necessary ABA in accordance with professional standards, that quality ABA services are provided in schools to meet appropriately challenging goals, that ABA services are available in employment and housing programs so that people with autism actually receive the benefit of these programs and not merely be screened out as unqualified as has too often been the case. This presentation will discuss the primary laws and legal theories that have been used to increase access to ABA services for people with ASD and future efforts needed to insure that ABA services are available to as needed across populations and across the lifespan.

Upon completion of this presentation attendees will be able to:

- Understand how state insurance mandates and federal mental health parity law relate to practice in accordance with professional standards
- Understand ways the Supreme Court's decision in *Endrew F.* may affect the practice of ABA in public schools
- Understand how the ADA may be used to increase access to ABA in housing and employment programs

Amanda N. Kelly, PhD, BCBA-D, LBA, Regional Clinical Training Coordinator, Positive Behavior Supports Corp. & Director, Hawaii Cohort, University of West Florida, Office of ABA



Amanda N. Kelly, PhD, BCBA-D, LBA obtained her bachelors degree in Elementary Education, her masters of science in Behavioral Education, and her doctorate in Behavior Analysis. Dr. Kelly has experience working as a paraprofessional, licensed teacher, school counselor, consultant, coordinator, and behavior analyst. Over the past two decades, Dr. Kelly has worked in-home settings, public and private schools, residential placements, and community settings for children and adolescents who have social-emotional, cognitive, or behavioral needs. Currently, Dr. Kelly serves as the Regional Clinical Training Coordinator for Positive Behavior Supports, Corp. and as the ABA Marketing Liaison for Relias Learning: Autism Solutions. Dr. Kelly has been recognized for her dissemination and advocacy efforts. In 2012, she was awarded the "Jerry Shook Practitioner of the Year" from the

Berkshire Association for Behavior Analysis and Therapy (BABAT) and in 2015, she accepted the "Advocacy Group of the Year" award from Autism Speaks, on behalf of the Hawai'i Association for Behavior Analysis (HABA). In 2016, Dr. Kelly became the first behavior analyst licensed in the state of Hawai'i. Dr. Kelly has served on numerous boards and committees and is currently serving as Legislative Chair for the Hawai'i Association for Behavior Analysis (HABA) and as Secretary for the Hawai'i Disability Rights Center (HDRC).

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Amanda N. Kelly, PhD, BCBA-D, LBA *continued*

When Professionals Disagree: The Ethics of Effective Collaboration

Whether you are a practitioner, consultant, researcher, or parent, we all encounter opportunities to work as part of a multi-disciplinary team. Benefits of having multiple providers and experts on board can include collaborative brainstorming with shared responsibility for client outcomes. When individuals disagree, however, it can be challenging to determine whose expertise will prevail or what next steps the team should be making. In addition to creating an uncomfortable workplace, when members of the team are resistant or hesitant to trust another's idea, fidelity of an intervention may also be compromised. When disagreements occur this often translates to a delay in client access to treatment. This presentation will review common conflicts, as well as offer some suggestions for effectively navigating these dicey situations.

Upon completion of this presentation attendees will be able to:

- Review common conflicts that multi-disciplinary teams encounter
- Incorporate ethical standards of related professions into the discussion
- Explore strategies for effectively navigating disagreements among team members

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