Please join us for this three-speaker single-track conference for professionals and students!

Mands for Information: Why Are They So Special, Anyway?
Sarah Lechago, Ph.D., BCBA-D
University of Houston-Clear Lake

Development and Treatment Utility of a Behavioral Assessment for Aphasia in Older Adults
Jonathan C. Baker, Ph.D., BCBA-D
Western Michigan University

Bidirectional Naming and Problem Solving
Caio Miguel, Ph.D., BCBA-D
California State University, Sacramento
Mands for Information: Why Are They So Special, Anyway?

Abstract: Mands for information are a type of mand that specify information as the reinforcer. Like other mands, they offer benefits to the speaker such as accessing needed and desired items, experiences, or activities (Sundberg & Michael, 2002). Mands for information are ubiquitous in an average speaker’s daily life and contribute, among other things, to the expansion of verbal repertoires, navigation of the speaker’s environment, and are critical to social and academic success. There are unique challenges to teaching individuals with Autism Spectrum Disorder (ASD) to mand for information. This presentation will highlight key research literature in this area, research currently being conducted in my lab, and important points to consider in contriving the motivating operation when teaching mands for information to individuals with ASD.

Development and Treatment Utility of a Behavioral Assessment for Aphasia in Older Adults

Abstract: Aphasia is an acquired language impairment caused by lesions in the brain. It is common among older adults who have had a stroke or who have neurocognitive disorder. Despite significant attention in the speech disorder research literature, accurate diagnosis leading directly to treatment of aphasia remains an allusive goal (Crary, Wertz, & Deal, 1998; Gordon, 1998; Spreen & Risser, 2003). Baker, LeBlanc, and Raetz (2008) proposed a new taxonomy of aphasia, based on a behavioral conceptualization of the deficits seen in aphasia. They proposed that this new taxonomy could be used in the assessment of aphasia and would directly lead to treatment implications. This presentation will cover a series of studies aimed at two major goals (a) the development of a behavior analytic language assessment based on the taxonomy of aphasia proposed by Baker et al. (2008) and (b) the assessment the treatment utility of the assessment. The assessment was developed and tested with community and nursing home dwelling individuals with aphasia. Following test development, participants were recruited for treatment of deficits identified in the assessment. Participants varied in level of functioning, years with aphasia, and across deficit areas.

Bidirectional Naming and Problem Solving

Abstract: Humans often solve problems by engaging in a variety of strategies, including talking to themselves. This requires that they speak with understanding. Bidirectional Naming (BiN) is the term used (in behavior analysis) to refer to the ability to react as a listener to one’s own speaker behavior. In this talk, I will describe basic, translational, and applied single-subject studies supporting the role of BiN in the development of complex skills, such as categorization and analogical reasoning. Evidence for the role of BiN as a problem-solving strategy comes from positive performances in complex matching tasks after the use of verbal behavior training alone. Additional evidence comes from participants’ spontaneous vocalizations during or after certain tasks. This research has important implications for the development of critical cognitive and language abilities in children with disabilities.
Speaker Biographies

**Dr. Sarah Lechago** is an Associate Professor in the Behavior Analysis master’s program at the University of Houston-Clear Lake (UHCL). She is the founder and director of the UHCL Center for Autism and Developmental Disabilities - Verbal Behavior Clinic. Sarah’s research includes translational and applied research in verbal behavior and she has published in numerous journals including The Analysis of Verbal Behavior and the Journal of Applied Behavior Analysis. She has served or currently serves on the editorial boards for The Analysis of Verbal Behavior, Behavior Analysis: Research and Practice, and the Journal of Applied Behavior Analysis, and has served as guest reviewer for The Psychological Record, The Behavior Analyst, and multiple other journals.

**Dr. Jonathan C. Baker** is a Doctoral level Board Certified Behavior Analyst (BCBA-D) and a Clinical Faculty Specialist in the Psychology Department at Western Michigan University, working in the Autism Center for Excellence. Prior to coming to WMU, he was an Associate Professor and coordinator of the Gerontology Certificate program, as well as a faculty member in the Behavior Analysis and Therapy Program in the Rehabilitation Institute at Southern Illinois University from 2009 to 2015. He received his Ph. D. from Western Michigan University (2009) in Behavioral Psychology, an M. S. (2005) in Applied Behavioral Sciences and a certificate in Gerontology from the University of Kansas, and a B. S. (2003) in Behavioral Psychology from Western Michigan University. Dr. Baker is currently on the Board of Directors for the Behavior Analyst Certification Board. Dr. Baker is on the Editorial Board for The Analysis of Verbal Behavior (TAVB) and Behavior Analysis: Research and Practice (BARP). He has served as a guest Action Editor for TAVB and the Psychological Record, and serves as a guest reviewer for the Journal of Applied Behavior Analysis, the Journal of Organizational Behavior Management, The Behavior Analyst, Behavior Analysis in Practice, The Psychological Record, the European Journal of Behavior Analysis, and The American Journal of Alzheimer’s Disease & Other Dementias. Dr. Baker is the past President of the Mid-American Association of Behavior Analysis and past chair of the Behavioral Gerontology Special Interest Group with ABAI. 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 dementia, as well as treatment adoption. His interests also extend to adults and older adults with developmental disabilities.

**Dr. Caio Miguel** is an Associate Professor of Psychology and Director of the Verbal Behavior Research Laboratory at California State University, Sacramento. He is also an adjunct faculty at Endicott College, MA., and at the University of São Paulo, Brazil. Dr. Miguel has published over 50 articles and book chapters on basic and applied research related to verbal behavior and derived stimulus relations. He is the past-editor of The Analysis of Verbal Behavior (TAVB) and currently serves as an Associate Editor for the Journal of Applied Behavior Analysis (JABA). Dr. Miguel is a regular speaker at autism and behavior analysis conferences all over the world.
Conference Location: ALUMNI THEATER
See map: www.caldwell.edu/about/directions/campus-map

Conference Agenda

9:00-9:50 am - Check-in/Registration/Light Breakfast (provided)

9:50-10:00 am - Announcements/Opening Remarks

10:00 am-12:00 pm - Mands for Information: Why Are They So Special, Anyway? (includes 10-min break)

12:00-1:00 pm - LUNCH (provided)

1:00-3:00 pm - Development and Treatment Utility of a Behavioral Assessment for Aphasia in Older Adults (includes 10-min break)

3:00-5:00 pm - Bidirectional Naming and Problem Solving (includes 10-min break)

5:00 pm - Distribution of BACB CEs

Board Certified Behavior Analysts can earn 6 Type II CEs

Caldwell University is an approved provider of BCBA Type II continuing education credits (BACB® ACE Provider OP-09-0207). Disclaimer: “The Behavior Analyst Certification Board (BACB)® does not sponsor, approve, or endorse Caldwell University, the materials, information, or sessions identified herein.”

This conference is eligible for NJ Department of Education CEs, free of charge with paid conference fee.

Email kreeve@caldwell.edu for more information or to join our email notification list
Registration Form – Friday, April 21, 2017

Registration is for the entire conference day only.

( ) $125 per person

( ) $100 per person for groups of 4 or more submitted together

( ) Current Caldwell University students - $20 per person (enclose copy of your ID).

PLEASE MAKE CHECK OUT TO “CALDWELL UNIVERSITY”

Do you need NJDOE CEs? ( ) YES ( ) NO

Do you need BACB CEs? ( ) YES ( ) NO

Your BCBA (or BCaBA) certificant number: ________________________________

Name: ____________________________________________________________________

Address: ____________________________________________________________________

____________________________________________________________________________

Email: ___________________________________________________________

(Please print clearly. We use email to communicate with you regarding confirmation and/or any updates)

Questions?
E-mail: kreeve@caldwell.edu

All profits from this conference benefit the Caldwell University Center for Autism and Applied Behavior Analysis

PLEASE MAKE CHECK OUT TO “CALDWELL UNIVERSITY”

Mail registration form and payment to:

VB Conference c/o Dr. Ken Reeve
Center for Autism & ABA
Caldwell University
120 Bloomfield Avenue
Caldwell, NJ 07006