Please join us for this 5-speaker single-track conference for professionals and students!

Tina M. Sidener, Ph.D., BCBA-D, LBA
Toilet Training Individuals with Autism Spectrum Disorder

Jason C. Vladescu, Ph.D., BCBA-D, NCSP, LBA
Teaching Safety Skills to Children

Kenneth F. Reeve, Ph.D., BCBA-D
Using Stimulus Equivalence-Based Instruction to Teach Behavior-Analytic Content to Staff

Ruth M. DeBar, Ph.D., BCBA-D, LBA
Video-Based Instruction to Teach Conversational, Leisure, and Community Skills to Individuals with ASD

Sharon A. Reeve, Ph.D., BCBA-D, LBA
Teaching Generalized Repertoires of Joint Attending, Empathy, and Conversation Skills to Children with ASD
Workshop Descriptions

Toilet Training Individuals with Autism Spectrum Disorder
This workshop will review evidence-based strategies and common practices for toilet training children with autism spectrum disorder. The presenter will discuss skills that have been suggested as prerequisites and answer frequently-asked questions regarding best practices for toilet training.

Teaching Safety Skills to Children
Unintentional injury is the leading cause of death for children over the age of one year. Although the specific causes of these deaths vary, a subset is the result of contact with dangerous stimuli. Along these lines, effort has been made to evaluate ways to teach children to engage in a safety response when a dangerous stimulus is encountered. Following a discussion of the need for safety skills and how safety skills are assessed, the presentation will review recent research on teaching individuals to demonstrate safety skills. Strategies for establishing a discriminated safety response, promoting a generalized safety response, and increasing the efficiency of safety response training will be presented. Recent research will be used to support recommended practices.

Using Stimulus Equivalence-Based Instruction to Teach Behavior-Analytic Content to Staff
An equivalence class consists of a set of three or more physically disparate stimuli in which each member occasions selection of all other members after training only a subset of possible conditional relations. Equivalence-based instruction (EBI) uses the stimulus equivalence paradigm to teach academic content. In recent years, multiple researchers have used EBI to teach college students and staff a variety of academic content, including content that is relevant to those training to become behavior analysts (e.g., contingencies of reinforcement and punishment, schedules of reinforcement, verbal operants, data recording procedures, functions of behavior). Many of these EBI studies have also programmed for and assessed both stimulus and response generalization to increase the impact of the behavior-analytic content learned through EBI. This talk will focus on recent research from my laboratory that outlines these procedures. Both successes and challenges related to teaching this content with EBI will be described, along with future research directions and applications.

Video-Based Instruction to Teach Conversational, Leisure, and Community Skills to Individuals with ASD
Video-based instruction has been shown to be an effective teaching strategy across a range of diverse skills. Applications and evidence of the effectiveness of video-based instruction to teach community, leisure, conversational, and safety skills to individuals with autism spectrum and related disorders will be discussed. In addition, types of video-based instruction, learner prerequisite skills, and guidelines for implementation will be offered. Lastly, areas of future research will be discussed. Material presented will benefit those who work across school, clinic, and home settings with individuals with autism spectrum and related disorder.

Teaching Generalized Repertoires of Joint Attending, Empathy, and Conversation Skills to Children with ASD
According to Stokes and Baer (1977), an intervention should produce a change in behavior across a variety of situations and related behavior for a skill to have maximum utility. One effective way to plan for this generalization is to create multiple opportunities under a variety of related conditions for a student to learn a skill. This presentation will review several studies that used a variety of relevant training stimuli to adequately reflect the diversity of social stimuli characteristics likely to be present under generalization conditions. Specifically, social stimuli were grouped into experimenter-defined stimulus classes or categories for the purposes of teaching. Additional teaching procedures, such as video modeling, prompt/prompt fading, and script/script fading, were used to teach these skills. All studies resulted in generalized repertoires of joint attending, empathy, and conversational skills. Integration of these findings will be discussed as well as future areas of research.
Presenter Biographies

Tina M. Sidener, Ph.D., BCBA-D, LBA(NY) is a professor in the Department of Applied Behavior Analysis at Caldwell University. She received her doctorate in Psychology with a specialization in Behavior Analysis from Western Michigan University and completed a predoctoral internship at Kennedy Krieger Institute, Johns Hopkins University. Dr. Sidener is a board member of several journals, including the Journal of Applied Behavior Analysis, The Analysis of Verbal Behavior, Education and Treatment of Children, and Behavior Modification. Her current clinical and research interests include establishing conditioned reinforcers, assessment and treatment of stereotypy, pediatric feeding disorders, and teaching language and social skills.

Jason C. Vladescu, Ph.D., BCBA-D, NCSP, LBA(NY) is an associate professor in the Department of Behavior Analysis at Caldwell University. He graduated from Central Michigan University in 2010 with a Ph.D. in School Psychology. Dr. Vladescu completed his pre-doctoral internship and post-doctoral fellowship at the University of Nebraska Medical Center’s Munroe-Meyer Institute. His research interests include early behavioral intervention for children with autism spectrum and related disorders, increasing the efficiency of academic instruction, staff training, and applied applications of equivalence-based instruction. Jason has served as a guest associate editor for the Journal of Applied Behavior Analysis and is currently on the editorial boards for the Journal of Applied Behavior Analysis, The Analysis of Verbal Behavior, Behavioral Development, Behavior Analysis in Practice, and School Psychology Quarterly.

Kenneth F. Reeve, Ph.D., BCBA-D is the Alvin R. Calman Professor of Applied Behavior Analysis at Caldwell University. Ken is a doctoral-level Board Certified Behavior Analyst who received his Ph.D. in behavior analysis with a specialization in developmental disabilities from the City University of New York. He has conducted research in the areas of concept formation, infant behavior, staff training, and teaching applications for children with autism and other developmental disabilities. He is a co-author on over 40 published studies in these areas. Ken also serves on the editorial boards of The Psychological Record and the Journal of Applied Behavior Analysis.

Ruth M. DeBar, Ph.D., BCBA-D, LBA(NY) is an associate professor in the Department of Applied Behavior Analysis at Caldwell University. She has extensive experience assessing and developing interventions to address behavioral excesses and deficits of individuals diagnosed with autism spectrum disorder. She also has provided intensive training to families and related professionals. Dr. DeBar earned her Master's degree from Northeastern University via The New England Center for Children and completed her doctorate degree at The Ohio State University. She has published several peer-reviewed articles and has led parent-professional workshops on various topics relevant to learners with autism spectrum disorder. Her current research interests include functional behavior assessment, preference, choice, social validity and developing play and leisure skills for learners diagnosed with an autism spectrum disorder.

Sharon A. Reeve, Ph.D., BCBA-D, LBA(NY) is a professor in the Department of Applied Behavior Analysis at Caldwell University where she also serves as chairperson. She received her Ph.D. in behavior analysis from the City University of New York. Sharon has been active in the field of applied behavior analysis and autism treatment for over 25 years. She also serves as a reviewer for a number of professional journals in ABA and serves on the editorial review boards of Behavioral Interventions and Education and Treatment of Children. Sharon conducts research investigating generalization of language, social, and leisure skills for individuals with autism and other developmental disabilities, and regularly publishes and presents her work on these topics. She has also consulted for school- and home-based ABA programs and serves on various advisory boards for agencies and schools involved with autism intervention.
Conference Location: ALUMNI THEATER
See map: www.caldwell.edu/about/directions/campus-map

Conference Agenda

8:30-9:20 am  Check-in/Registration/Light Breakfast (provided)
9:20-9:30 am  Announcements/Opening Remarks
9:30-10:30 am Toilet Training Individuals with Autism Spectrum Disorder (15-min break)
10:45-11:45 am Teaching Safety Skills to Children
11:45 am-1:00 pm LUNCH (provided)
1:00-2:00 pm  Using Stimulus Equivalence-Based Instruction to Teach Behavior-Analytic Content to Staff (15-min break)
2:15-3:15 pm  Video-Based Instruction to Teach Conversational, Leisure, and Community Skills to Individuals with ASD (15-min break)
3:30-4:30 pm  Teaching Generalized Repertoires of Joint Attending, Empathy, and Conversation Skills to Children with ASD
4:30 pm       Distribution of BACB CEs

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Email kreeve@caldwell.edu for more information or to join our email notification list
Registration Form – Friday, April 20, 2018

Registration is for the entire conference day only (i.e., no separate workshop registrations).

( ) $100 per person

( ) $80 per person for groups of 4 or more submitted together

( ) Current Caldwell University students who are SAABA members - $20 (enclose copy of your ID).

( ) Current Caldwell University students who are NOT SAABA members - $40 (enclose copy of your ID).

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

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Questions?
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