



NABA
Nevada Association
for Behavior Analysis

2015 Annual Conference
Program of Events



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Las Vegas, Nevada

October 16th – 18th

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About NABA

The continuing mission of the Nevada Association for Behavior Analysis is to promote intellectual exchange and professional development in the field of behavior analysis in all its facets to include: philosophical, theoretical, experimental, applied, and practice.

The Nevada Association for Behavior Analysis (NABA) is an affiliate chapter of the Association for Behavior Analysis International (ABAI). Affiliated chapters are membership organizations associated with ABAI through their interest in the dissemination, education, and growth of behavior analysis. ABAI records indicate NABA's first official year of operation was 2003. Since its inception, NABA has maintained the mission of promoting intellectual exchange and professional development in the field of behavior analysis.

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Membership Information

The Nevada Association for Behavior Analysis (NABA) has four categories of membership. Membership dues must be paid annually. Membership terms run from July 1st to June 30th.

- *Full Members* shall hold a masters or doctoral degree or equivalent in a field related to behavior analysis. Full Members may vote on matters related to NABA.
- *Student Members* shall provide documentation of full time student status by an official of their training institution. Student Members have student representative voting privileges only.
- *Affiliate Members* shall be those who do not meet the requirements of either Full or Student Members. Affiliate Members do not have voting privileges.
- **Any member can support NABA financially by paying the fee of *Sustaining Members*, will receive one RA pass to the conference, an invitation to dinner with the NABA speakers, and recognition in the program.**

All members of NABA, regardless of membership type, enjoy many benefits, such as reduced conference registration fees and subscription to our newsletter.

Continuing Education

BCBAs and BCaBAs will be able to obtain up to 10 CEUs for the conference and 6 CEUs for the pre-conference work-shops. CEUs will be offered at a flat rate of \$60 for the whole conference. CEUs may be purchased online using the same email address as conference registration. Submit CEU attendance sheet at the end of the weekend to receive a CEU certificate after the conference.



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BEHAVIOR DEVELOPMENT
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Friday, October 16th

CHANCELLOR BALLROOM I AND II

8:30am – 2:00pm

Check-in & On-site Registration

9:00am – 12:00pm

Ethics Workshop (3 CEUs).....

Jessica Love

Shannon Crozier

~Lunch Break~

1:45pm – 4:45pm

Decoding Neurological Evaluations
from a Behavior Analytic Perspective
(3 CEUs).....

Claudia Drossel

Saturday, October 17th

CHANCELLOR BALLROOM I AND II

8:00am – 11:50am

Check-in & On-site Registration

8:20am – 8:30am

Opening remarks..... Gwen Dwiggins

8:30am – 9:30am

Invited Speaker..... Martha Pelaez

9:35am – 10:35am

Keynote Speaker..... Maria Malott

~Morning Break~

10:50am – 11:50am

Invited Speaker..... Mitch Fryling

~Lunch Break~

Saturday, October 17th (continued)

1:00pm – 4:00pm

Check-in & On-site Registration

1:30pm – 2:45pm

Panel Discussion..... Killeen, Malott,
Twyman, & Fryling

2:50pm – 3:50pm

Student Speaker..... Ashley Greenwald

4:00pm – 6:00pm Poster Session in Envoy

Sunday, October 18th

CHANCELLOR BALLROOM I AND II

8:15am – 9:15am Business Meeting

9:15am – 9:25am

Opening remarks..... Gwen Dwiggins

9:30am – 10:30am

Invited Speaker..... Claudia Drossel

10:35am – 11:35am

Invited Speaker..... Nancy Neef

~Morning Break~

12:00pm – 1:00pm

Keynote Speaker..... Janet Twyman

~Lunch Break / Student Meeting~

2:30pm – 3:30pm

Invited Speaker..... Peter Killeen

3:35pm – 4:35pm

Invited Speaker..... Dan Gottlieb

4:35pm – 4:45pm

Closing Remarks..... Genevieve
DeBernardis

Friday, Oct. 16th – Chancellor Ballroom I & II

Ethics Workshop (3 CEUs)

9:00 AM – 12:00 PM -- Jessica Love, Ph.D., BCBA-D, & Shannon Crozier, Ph.D., BCBA-D

Abstract: As of January 2016, the Behavior Analyst Certification Board will have a single document which combines both Guidelines for Professional Conduct and Professional Disciplinary and Ethical Standards. This workshop will discuss the changes and additions to the code, and discuss a framework to evaluate ethical situations across settings of various program types.

At the end of this workshop participants will have knowledge of:

1. Changes to the current code of ethics
2. New additions to the code of ethics
3. Clarification on Duty to Report misconduct or other ethic violations and steps to reporting
4. Role of Supervisors
5. Requirements for Supervisor and Supervisee's
6. Continuing Ed. requirements of BCBA, BCaBA, RBT, and Supervisors
7. Special issues with gifts
8. Using an evaluative framework to analyze different ethical dilemmas

~Lunch Break~

Understanding Neuropsychological Evaluations – An Introduction for Behavior Analysts (3 CEUs)

1:45 PM – 4:45 PM -- Claudia Drossel, Ph.D., Ph.D.

Abstract: In the context of interdisciplinary services for children and adults with neurodevelopmental or neurocognitive disorders, neuropsychological evaluations are recommended for diagnosis, documentation of strengths and weaknesses, associated medical decision-making, and to inform treatment planning. After taking the current workshop – designed for behavior analysts with little knowledge about neuropsychological evaluations – attendees will be able to:

1. Understand the history and the logic of neuropsychological evaluations
2. Examine the key concepts and principles behind testing and interpretation, to learn how descriptions of strengths and weaknesses are derived
3. Provide a behavior analytic conceptualization of traditional neuropsychological domains
4. Stay current in the field of neuropsychology and apply neuropsychological evaluation results in the context of behavior analytic assessment and intervention
5. Promote interdisciplinary practice and collaborative treatment planning

Because clinical neuropsychology is a specialized area of practice requiring specific training, this workshop does not prepare behavior analysts to practice neuropsychology or use neuropsychological instruments.

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Saturday, Oct. 17th – Chancellor Ballroom I & II

8:20 AM—Opening Remarks: Gwen Dwiggins, Ph.D., BCBA-D, LBA

8:30 AM – 9:30 AM: MARTHA PELAEZ, PH.D., BCBA-D



Infants at Risk of Developmental Delays: Early Behavior-Analytic Interventions

Abstract: This presentation will:

- Illustrate several experiments conducted by Dr. Pelaez and colleagues to identify indicators of an “infant at risk” of developmental delays.
 - Present several successful behavioral interventions using their mothers during face-to-face interactions.
- Present and review results from experiments that show improved social learning and infant development.

9:35 AM – 10:35 AM: MARIA MALOTT, PH.D.



Metacontingencies and Cultural Cusps: An Account of the Mexican Muralist Movement

Abstract: From 1921 to the mid-1950s, the largest muralist movement in art history since the Renaissance developed in Mexico, leaving a remarkable legacy to the country and the world. The movement was controversial from its inception. It centered on an effort to create an egalitarian society; its mission was to reach the masses with expressions of their social, emotional,

and political circumstances. Mexican muralists received commissions abroad and their international success brought high demand for frescoes in government and private walls around the country. The Mexican muralist movement can be analyzed as a cultural phenomenon. How did it come to exist? What kept it going and caused it to cease? And why, in spite of international attempts, did it never reach comparable scale or significance elsewhere? Dr. Malott will argue the synergy of interactions from a few individuals with distinctive repertoires and interlocking metacontingencies can account for the movement. And although the specifics of the muralists’ undertaking were unique and nonreplicable, the properties of other cultural phenomena with substantial impact are of similar nature.

~ 15 MINUTE MORNING BREAK~

Saturday, Oct. 17th – cont'd

10:50 AM – 11:50 AM: MITCH FRYLING, PH.D., BCBA-D



The Role of Philosophy in the Development of Behavior Analysis

Abstract: The demand for behavior analytic services has created a large need for training programs in applied behavior analysis around the world. Not surprisingly, this has led to an emphasis on applied behavior analysis, perhaps at the expense of other areas of the discipline. Continued development in behavior analysis, though, depends upon an ongoing integration with and influence from the philosophical

domain. This presentation focuses on the development of constructs in behavior analysis, with particular emphasis on how the development of constructs impacts the extent to which behavior analysis addresses the full range of human behavior. In addition, this presentation will highlight how careful attention to the distinction between constructs and events can improve research in applied behavior analysis and strengthen service delivery, even in areas where the demand is already high. In this sense, philosophy is not to be viewed as a complete or finished area of behavior analysis, all said and done, but rather active and alive, and essential to the evolution of the field.

~ 1.5 HOUR LUNCH BREAK~

See inside back cover for dining options

1:30 PM – 2:45 PM PANEL DISCUSSION

Behavior Analysis—Then and Now

Discussant: Carolyn Brayko, M.A.

Panelists:

MITCH FRYLING, PH.D., BCBA-D

PETER KILLEEN, PH.D.

MARIA MALOTT, PH.D.

JANET TWYMAN, PH.D., BCBA-D, NYSLBA

Behavior analysts are trained to consider histories when interacting with individuals, but what do we know about how the field of behavior analysis has changed over time? The focus of this panel will be providing multiple perspectives on the evolution of behavior analysis as a science, profession, passion, and community.

Saturday, Oct. 17th – cont'd

2:50 PM – 3:50 PM: Ashley Greenwald, M.A., BCBA



Momentary Prompting and Modeling of Behavior-Based Labor Strategies

Abstract: The Cesarean Epidemic is categorized by the increasing cesarean section rate in the U.S., currently 30.8% (Boyle et al., 2013), which is in stark contrast to the 5% cesarean rate during the early 1970's (Goer & Romano, 2012). The “cascade of interventions” resulting from an otherwise healthy

women utilizing the non-medically-necessary, but often routine, pain medications during labor contribute to the U.S.'s poor outcomes in maternal and infant health. A troubling statistic released by the United Nations in September of 2010 placed the U.S. 50th in the world for maternal mortality, higher than almost all European countries (WHO, 2010; Coeytaux, Bingham & Langer, 2011). In a report summarizing the World Health Organization's principles of perinatal care, appropriate methods for pain relief are all suggested to be behavioral (Chalmers, Mangiaterra & Porter, 2001). However, skills learned during childbirth education are difficult to generalize and the unavailability of ongoing labor support are major contributing factors in high requests for pain medication (Goer & Ramano, 2012). This talk discusses these concerns using a contingency analysis and results from a study utilizing a behavior analytic software program for labor support during unmedicated labor.

Poster Session (4-6 pm) – Envoy

1. **Precise scheduling: Moving towards a better understanding of manipulating percentile schedules**, ASHLIE J. SENKO, ELIZABETH L. GHEZZI, Timothy C. Fuller, Donny Newsome, Kendra Newsome
2. **Premackian Redux**, KENNETH W. JACOBS, Heather Bjornstrom, Kyle Flanagan, Linda J. Parrott Hayes
3. **Differential Effects of the Food Deprivation Motivating Operation on *mdx* and Wild-Type Mice**, Matthew Lewon, Christina M. Peters, TAYLOR SEIDLER, ALEXANDER NIETO, Pam M. Van Ry, Dean J. Burkin, Kenneth W. Hunter, Linda J. Parrott Hayes
4. **A Behavior Analytic Account of the Various Waves of Feminism**, DOMINIQUE R. STEDHAM, Ashton Benedickt, Mark Malady, Linda J. Parrott Hayes

5. **ABA & PBS**, ASHLEY GREENWALD, Jodie Soracco, Kathryn Roose
6. **The Development of the Brohavior Mentorship Program**, ASHTON BENEDICKT, Dominique R. Stedham, Ryan Lee O'Donnell
7. **Interlocking Contingencies, Metacontingencies, and Change in a Large Metropolitan Research University: A Template for Organizing Interventions at Scale**, DOUGLAS L. ROBERTSON, Martha Pelaez
8. **Nevada PBIS Technical Assistance Center**, CHRISTINE O'FLAHERTY, Ashley Greenwald
9. **Nevada's School Climate Transformation**, JODIE SORACCO, Ashley Greenwald, Kathryn Roose, Kaci Fleetwood
10. **An Examination of the Effects of Performance Improvement Goals and Feedback on Performance and Persistence on an Analog Work Task**, Kathryn Roose
11. **The Teacher Assistance Program: A partnership with behavior analysis and the elementary school teacher**, KIMBERLY HENKLE, Vanessa Willmoth, Patrick M. Ghezzi
12. **Examining the Role of Staff Values in Increasing Social Engagement in Non Vocal Adults**, MARIELA CASTRO, Wil Root, Megan Fults, Ruth Anne Rehfeldt
13. **The Role of Overt and Covert Self-Rules in Establishing a Daily Living Skill in Adults with Mild Intellectual Disabilities: A Replication**, Wil Root, MARIELA CASTRO
14. **Using Equivalence-Based Instruction to Teach Piano Skills to Children**, Kelli Hill, Kristin Griffith, EMILY DARCEY, Devin Galdieri, Caio Miguel
15. **Utilizing Verbal Commitments to Promote Flexible Responding**, SCOTT A. MILLER, Gabby Watkins, Kendra Newsome, Donny Newsome
16. **An Evaluation of a Tablet Application Contingency on Math Application and Computation Probes**, Courtney Smith, SCOTT A. MILLER, Donny Newsome, Kendra Newsome
17. **On the necessity of establishing objective definitions of appropriate classroom behavior**, VANESSA M. WILLMOTH, Kimberly Henkle, Patrick M. Ghezzi
18. **Behavior analysis and foster care: Eliminating bed wetting in a young child in a foster care home**, MARISELA PALLARES, Patrick M. Ghezzi
19. **Effects of discrimination abilities on Functional Analysis outcomes: A replication and extension**, Janie A. Funk, W. Larry Williams, CATHLEEN CORSUN, Michelle Forman

Sunday, Oct. 18th – Chancellor Ballroom I & II

8:15 AM – 9:15 AM: Business Meeting

9:20 AM – 9:30 AM: Opening Remarks (Gwen Dwiggins, Ph.D.)

9:30 AM – 10:30 AM: CLAUDIA DROSSEL, PH.D., PH.D.



A Behavior Analysis of Aging and Cognitive Loss

Abstract: Significant, life-interfering declines in thinking, reasoning, problem-solving, planning, or remembering are common. They can be due to acquired brain injuries (e.g., traumas, cerebrovascular accidents), neurodegenerative diseases such as Alzheimer's or Lewy Body's, infections, and a range of other conditions. Indeed, cognitive loss sooner or later affects all of us – directly, or indirectly through friends or family members. The current presentation will provide a reconceptualization of cognitive losses from a behavior analytic perspective and suggest individually tailored, collaborative, and innovative treatment strategies. Behavior analysis is uniquely suited to promote a novel and implementable vision for improving the health, independence, and quality of life for the many individuals with neurocognitive losses and the people who care about them.

10:35 AM – 11:35 AM: NANCY NEEF, PH.D.



Teaching Evidence-Based Practices by Practicing Evidence-Based Teaching

Abstract: The very dimensions that define applied behavior analysis ensured a strong technology long before “evidence-based practices” became a buzz word. However, the power of that technology in achieving aims depends on its use. The importance of effectively teaching others about implementation of evidence-based behavior analytic practices therefore cannot be overstated. Unfortunately, the high failure rate on the BCBA exam and other observations suggest that time-honored practices for building competence are not effective, and some have argued that the very community that investigates the phenomenon of learning has largely ignored its teaching. The presentation will consider efforts to respond to this need with recent examples of using behavior analysis to teach behavior analysis.

~ 20 MINUTE MORNING BREAK~

Sunday, Oct. 18th – cont'd

12:00 PM – 1:00 PM: JANET TWYMAN, PH.D., BCBA, NYSLBA



Ahead of the Game or Behind the Curve? Behavioral Technology in Education

Abstract: We have the shoulders of giants to lift us up—Skinner's technology of teaching, Keller's personalized systems of instruction, Mager's behavioral objectives, Markle's instructional design and concept formation, Johnson & Layng's generative instruction—a foundation to effect meaningful, system-wide change in business,

health care, and my area of work, teaching and learning. Worldwide, the explosion of digital technologies of all forms puts us in the midst of a revolution in education, across both preK-12 and universities. The use of technology-powered learning holds great promise as an efficacious and egalitarian means to help all people obtain or accelerate learning and meet the challenges of a changing, competitive world. This transformation incorporates the ability of programs to use data "self-learn" and precisely adjust to the individual learner. Components, such as personalized learning, competency-based education, embedded assessment, flexible instructional adaptation, self-pacing, and common standards, share critical features with behavior analysis. We will discuss the congruence between behavior analysis and new opportunities in education and other industries and the opportunity for greater learning and change for all.

~ 1.5 HOUR LUNCH BREAK~
STUDENT MEETING (*food provided*)

A Special "Thank You" for Donors!

NABA would like to thank the persons and organizations who have helped make this conference possible:

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- William Brandon
- Gwen Dwiggin
- Linda Hayes
- Ramona Houmanfar

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Sunday, Oct. 18th – cont'd

2:30 PM – 3:30 PM: PETER KILLEEN, PH.D.



Pavlov + Skinner = Premack

Abstract: All Laws of Effect reduce to Pavlovian sign-learning, plus Skinnerian act-learning, powered by Premackian reinforcement-by-actions. Premackian conditioning occurs when an action permits an animal to engage in more biologically potent positive responses (constituting reinforcement)—or forces them to engage in less positive (or negative) responses (punishment).

Signs of transition from one class of actions to another guide behavior by clarifying what the animal has done of merit, and what it must do next to be meritorious. They have no intrinsic value as reinforcers, deriving their value from the responses that they release. The signs may be innate (USs, “PIE”s) or learned. Static signs are CSs, acquired through Pavlovian sign-learning. Dynamic, motion-dependent signs such as feeling/seeing a response are acquired through Skinnerian act-learning. Animals approach signs of progress. The hierarchy of actions is portrayed in a Timberlakian ethogram. The association of actions (motor or perceptual) with actions of different potency is the primary association in Premackian conditioning, which subsumes all other types of conditioning.

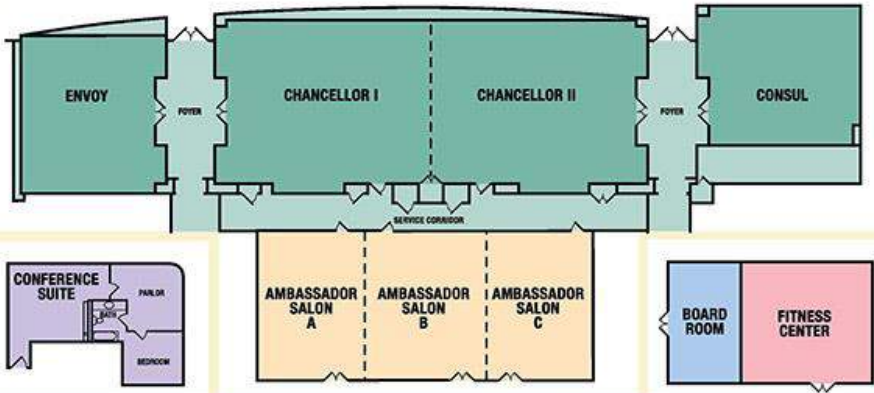
3:35 PM – 4:35 PM: DANIEL GOTTLIEB, PH.D.



Variable Interval Schedules: How They Shaped My Career and Are Changing the World

Abstract: As a Pavlovian conditioning learning theorist, I used to see the importance of variable interval schedules as limited to establishing response baselines from which to measure effects of Pavlovian signals. A brief foray into studying matching changed my views. Variable intervals

schedules of reinforcement can be conceived of within the framework of Pavlovian learning, with a focus not on the reinforcement contingencies but on the response-independent distribution of reinforcers across time. The power of variable interval schedules may lie in unpredictability and context-independence. I will describe how aspects of addiction can be understood from within this framework and extend that to the rise of social media. In the case of social media, there is reason for concern but also unprecedented opportunity, as illustrated by the essential role of variable interval schedules in the saving of Sweet Briar College.



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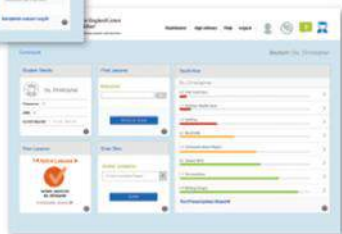
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