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# 2018 Annual Conference



**APRIL 12-13, 2018**

Oak Lawn, Illinois

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## Mission

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The Illinois Association for Behavior Analysis (ILABA) has been established to provide a forum for behavior analysts in the state of Illinois to stay up to date on legislative issues as they apply to our field as well as to offer continuing education and advocacy for ABA practitioners throughout our state.

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## ILABA 2018 Annual Conference

### Continuing Education (CE) Information

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ILABA is a BACB Approved Continuing Education (ACE) Provider OP-16-2686. For each workshop/presentation you attend, you can earn BACB Type 2 CE credits.

#### Instructions for “signing in and out” to earn your CE credits:

From your computer or mobile device, visit <https://tinyurl.com/ILABA2018> or scan the QR code below.



Enter your email address and badge number (found on your name badge). Select the workshop/presentation to which you’re “signing in” or “out.” At the beginning and end of each presentation, the presenter will announce a CE keyword. Type the keyword announced and click “Submit.” A receipt of your submission will be emailed to you. Keywords must be submitted within 5 minutes of being announced. You must submit the “sign in” keyword as well as the “sign out” keyword for each presentation in order to earn credit. **You should submit a keyword at the beginning of the presentation and then complete the form again at the end of the presentation.**

Using this electronic system will ensure timely processing of your CE certificates following the conference. Alternatively, if you wish to use a paper sign in/out sheet, please see the CE handout for instructions regarding how to submit your documentation in that manner.

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## Schedule at a Glance:

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### **Thursday April 12**

- 3:00pm:** Registration Opens  
**4:00-6:50pm:** Workshop - Who Has a Seat at Your Table? Making ABA Services Accessible for Marginalized Populations  
(Dr. Fawna Stockwell; 3 Ethics CEs)  
**7:00-9:00pm:** Poster Session & Social

### **Friday April 13**

- 7:00am:** Registration Opens  
**8:00-8:50am:** President’s Address (1 CE)
- Morning Session*  
**9:00-9:50am:** Balancing Professionalism, Ethics, and the Bottom Line (Dr. Joshua Pritchard; 1 Ethics CE)  
**10:00-10:50am:** Applied Behavior Analysis is a Science and, therefore, Progressive (Dr. Justin Leaf; 1 CE)  
**11:00-11:50am:** Student Paper Presentation & Discussant (1 CE)
- 12:00-12:30pm:** Business Meeting  
**12:30-1:30pm:** Lunch on your own
- Afternoon Sessions*  
**1:30-2:20pm:** The Training Curriculum for Supervisors of ABA Technicians in Autism Programs (Tim Courtney; 1 Supervision CE)  
**2:30-3:20pm:** On Radicalizing Behavior Analysis (Dr. Diana Walker; 1 CE)  
**3:30-4:20pm:** What’s on Your Mind? Private Behavioral Events from a Behavioral Point of View (Dr. Jay Moore; 1 CE)
- 4:30pm:** Closing Remarks

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## Pre-Conference Workshop

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### Who has a seat at your table?

#### Making ABA Accessible for Marginalized Populations

Fawna Stockwell, PhD

(3 Ethics CEs)

Behavior analysis provides a powerful technology for changing socially significant behavior and methods to expand clients' networks of reinforcers. At the same time, many people who stand to benefit greatly from ABA experience barriers to accessing services due to financial need, a history of mistreatment by helping professionals and others in positions of authority, and a lack of available services tailored to their cultural background. This presentation provides a space for practitioners to explore ways that their applied work can address the needs of marginalized populations, including people who are living in poverty or at a low income level, gender and sexual minorities, and others. Attendees will have the opportunity to apply the concepts covered using scenarios and explore how the BACB ethics codes support work in this area.

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## Poster Session

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### The Effects of Behavioral Skills on Paraprofessionals

Kari Smith, Autumn McKeel

### Exploring the Sequencing Effects when Training Receptive and Expressive Language Skills in Autism Populations

Amy L Turner, Autumn McKeel

### An Academic Functional Analysis and the Effects of Distractor Stimuli on Academic Behavior

Aileen Henneberry, Dr. Stephen Walker, Bianca Edmeier, Veni Martin

### The Effects of a Video Modeling Intervention to Increase Social Initiations and Reciprocal Play

Alyssa M. Madonia, Kelsey L. Meyer, Carly M. Fier, Maggie E Hoeltje, Elise M. Johnson, Stephen F. Walker

### Teacher Preference for DRA and RC

Xiangjing Wang

### Squeeze Please: A Look into the Complex Factors Surrounding Sensory Integration Therapy

Maggie Whitten

3



ILABA is committed to improving the presence of Behavior Analysis in the state of Illinois. By becoming a Sustaining Agency, you are supporting our mission and current critical efforts including **obtaining licensure, educating fellow providers, advocacy in the State, and outreach.**

Below are recommendations for your values-based contribution. **Determine your contribution based on the value you find in the work we do.** Contributions must be a minimum of \$100 to become a Sustaining Agency, which are not tax deductible.

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## Poster Session Continued

**The Effects of a Behavioral Skills Training Package on Paraeducators' Implementation of a Communication Intervention for Students with Disabilities**  
Natalie Andzik

**Preferences and Performance Measures: Evaluating the Effects of Preference Assessment Methods and Reinforcer Delivery on Behavioral Staff Performance**

Danika McGandy, Stephanie Gorbold, Myra Bertling

**Staff Training Using Stimulus Equivalence to Teach Phonetic Transcription**

Sabrina Shunnarah, Autumn Mckee

**Positive Outcomes Observed in One Individual with GATAD2B with ABA Therapy: A Case Study**

Katherine Petrusa, Cecilia Southworth, Jamine Dettmering, Julie Aiello

**The Effects of Energizing and Calming Music on Semantic Recall of Non-Musicians and Professional Musicians**

Kayla Comerford, Fawna Stockwell, Chelsey Brown

**Comparison of Variables Related to the Effectiveness of and Preference for Choice**

Brandy L Davis, Jason M. Hirst

**Preference Assessments Compared: Do Parental-Led or Standard Multiple Stimulus Without Replacement Preference Assessment Measures Reveal the Greatest Reinforcing Effects on Students with Low Functioning Autism?**

Jenna Young

**A Component Analysis of BST to Teach Preschool Teachers Proactive and Reactive Strategies for Classroom Behavior Management**

Paige Boydston, Samantha Smock, Kayla Brachbill

**The Effects of Play Modeling and Toy Sampling on the Reinforcing Properties of Toys**

Brittany Crow, Stephen F. Walker, Margaret Hoeltje, Jami Bhatti, Carly Fier

**A Comparison of Self-Feeding versus Caregiver Feeding in the Treatment of Food Selectivity**

Megan Tolan, Rachel C. Minkel, Kayla D. Brachbill, & Samantha L. Smock

**The Effects of Mastery Criteria on Skill Maintenance**

Monique Barnett

**"Do I Have to Do It This Way?": A Look at How Expert-Led Trainings Can Increase Paraeducators' Job Performance and Job Satisfaction**

Sarah Rodgers

**Classroom Group Contingency vs. Verbal Reprimand for Disruptive Student Behavior**

Eryn Y. Van Acker

**The Effects of Video Modeling, Video Prompting, and Video Prompting with Error Correction on Acquisition of Functional Living Skills**

Kelsey Myers, Stephen F. Walker, Carly Fier, Breah Berg, Maggie Hoeltje, Brittany Hoskins, and Elise Johnson

**Evaluating the Effectiveness of the PEAK-T Curriculum on Increasing Deictic Relational Responding Skills**

Karen Werkema

**A Comparison of Preference Assessment and Reinforcer Assessment Outcomes for Children with and without Autism**

Sara Billings, Chelsey Brown

**The Effect of Outcome Expectancy Imagery Task on Gambling Behavior**

Shaden Kassir, Dr. Mark Dixon





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## Afternoon Session

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### What's on your mind?

#### Private Behavioral Events from a Behavioral Point of View

Dr. Jay Moore, PhD


(1 CE)

*Sponsored by Caravel*

In private behavioral events, the stimuli that influence an individual's operant responses, or the responses themselves, or both are not accessible from the vantage point of another individual. Behavior analysts recognize two types of private behavioral events. The first type concerns the development and maintenance of verbal reports about our sensations and feelings, such as when we say a pain is sharp or dull. In this type, the verbal community establishes the verbal responses by basing the necessary differential reinforcement on public stimuli and relations, such as public accompaniments and collateral responses.

Stimulus control then transfers to the private stimuli accompanying the public. Another possibility is through a kind of stimulus generalization, such as when the properties of the private form coincide with those of the public form that already exerts control. However, the verbal reports are often metaphorical, owing to imprecise stimulus control. The second type of private event concerns the development and maintenance of covert operants, such as when we think, solve problems, and daydream.


For thinking and problem solving, the covert operants are links in a behavioral chain and contribute to discriminative control. For daydreaming, the covert operants are reinforcing in their own right. In this second type, the response systems for covert operants are the same as for overt operants. The covert operants are typically acquired at an overt level, then recede in magnitude to a covert level—perhaps becoming effective at even an incipient or inchoate level, because of an individual's further experiences in the environment. Private stimuli contribute to discriminative control through stimulus generalization of proprioception from public to private forms. Often but not necessarily the covert operants are verbal. Overall, the behavior analytic conception of private behavioral events constitutes a useful alternative to traditional conceptions of important processes that appeal to fanciful mental or cognitive phenomena.



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## *Morning Session*

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### **The Business of Behavior: Balancing Professionalism, Ethics, & the Bottom Line**

Dr. Joshua Pritchard, PhD  
(1 Ethics CE)

*Sponsored by Autism Home Support Services*

As more and more behavior analysts strike out on their own, it becomes apparent that they need support in best practices of business. From employee misclassification to accidental fraud, behavior analysts have a number of pitfalls that they may not be prepared to avoid. In this talk, we will identify a number of common practice issues which confront behavior analytic business owners on a frequent basis and then provide a decision-making strategy to avoid such and/or correct their relevant systems to remain a sustainable organization with ethical practices. We will discuss how business practices can be driven by the leadership team's values and ethics while still creating a sustainable financial organization and will conclude with a list of recommendations for a budding entrepreneur who plans to try their hand at the business of behavior.

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## *Afternoon Session*

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### **On Radicalizing Behavior Analysis**

Diana Walker, PhD  
(1 CE)

*Sponsored by Inviscid*

In 1986 Malagodi argued that radical behaviorism was not yet radical and described why this conclusion was true. In an ode to pragmatism, he also laid out a path toward radicalization in the context of a call for cultural analysis. The current presentation will argue that in 2018 radical behaviorism is still not radical, and that what needs to be radicalized is not behaviorism but the entire field of behavior analysis. This presentation argues that we SHOULD radicalize the field; however, with regard to whether we CAN, the answer is NO. But the reason we cannot BE radical is because being radical is an ongoing, aspirational goal, not an end in itself. This presentation will discuss successive approximations toward the radicalization of behavior analysis that have occurred or are ongoing, and how we must continue on the path of radicalization in our science and practice. Radicalizing behavior analysis is the ethical, moral, and pragmatic thing to do.



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## *Morning Session*

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### **Applied Behavior Analysis is a Science and, therefore, Progressive**

Dr. Justin Leaf, PhD  
(1 CE)

*Sponsored by Total Spectrum*

Applied Behavior Analysis (ABA) is a science and, therefore, involves progressive approaches and outcomes. In this commentary we argue that the spirit and the method of science should be maintained in order to avoid reductionist procedures, stifled innovation, and rote, unresponsive protocols that become increasingly removed from meaningful progress for individuals diagnosed with autism spectrum disorder (ASD). We describe this approach as progressive. In a progressive ABA approach, the therapist employs a structured yet flexible process, which is contingent upon and responsive to child progress. We will describe progressive ABA and provide rationales for both the substance and intent of ABA as a progressive scientific method for improving conditions of social relevance for individuals with ASD.



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## *Afternoon Session*

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### **The Training Curriculum for Supervisors of ABA Technicians in Autism Programs**

Tim Courtney, MS  
(1 Supervision CE)

*Sponsored by The Chicago School*

The Training Curriculum for Supervisors of ABA Technicians in Autism Programs is designed to train supervisors and aspiring supervisors in evidence-based methods of supervising staff who provide ABA (applied behavior analysis) services for people with autism. The content is based on over four decades of ABA research and application on staff training and supervision as well as the authors' hands-on experience. The content includes critical supervision knowledge and skills coinciding with the Behavior Analysis Certification Board (BACB®) task list for effective supervision, and provides the BACB's required eight hours of supervision training. The curriculum is performance and competency-based, requiring trainees to meet classroom and on-the-job criteria to successfully complete the training. The Curriculum content is relevant for supervisors of staff providing ABA services across a variety of settings, including center-based programs, homes, schools, and clinics.



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## Morning Session

### A Component Analysis of BST to Teacher Preschool Teachers Proactive and Reactive Strategies for Classroom Behavior Management

Paige Boydston (Student Paper Competition Winner)

Discussant: Dr. Jason Hirst

(1 CE)

*Sponsored by Central Reach*

Behavioral skills training (BST) has been shown to be an effective teaching strategy across a variety of contexts, skills, and people (e.g., Nigro-Bruzzi & Sturmey, 2010; Miltenberger et al., 2005). Although the effectiveness of the BST procedure in its entirety has been demonstrated repeatedly (Sarakoff & Sturmey, 2004), individual components within BST (e.g., instruction, feedback, etc.) have had less research with respect to their potential effectiveness in isolation. The purpose of the current study was to determine if some components of BST would increase preschool teachers' proactive responses and decrease reactive responses to child problem behavior within a classroom setting. Results showed that feedback resulted in the greatest change in behavior; and these changes maintained during a 1-week follow-up probe.





