



Nevada Association for Behavior Analysis

2016 Annual Conference Program of Events



Whitney Peak Hotel
Reno, Nevada

October 21st – 23rd

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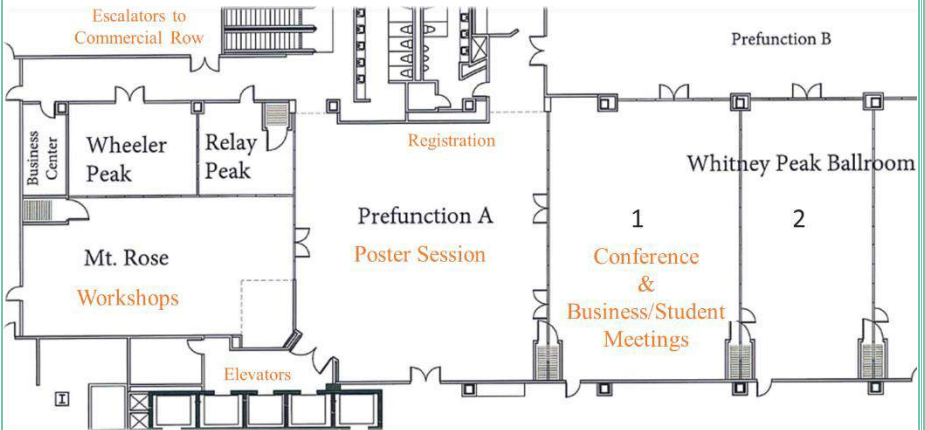
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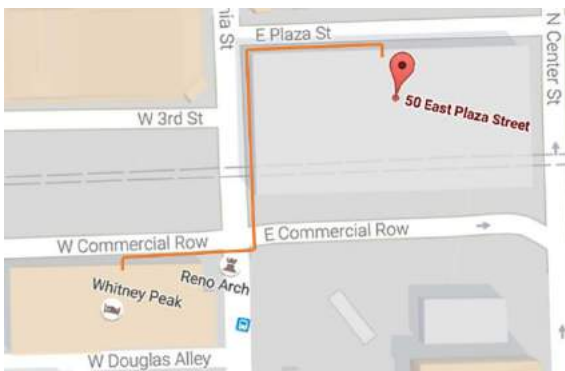
Area Restaurants

- Campo
- Golden Flower
- Louis' Basque Corner
- Nikos Greek Kitchen
- Noble Pie Parlor
- Old Granite Street Eatery
- Pizza Reno
- Pho 777 Vietnamese Noodle
- Roundabout Grill
- Silver Peak Restaurant
- Thai Corner Café
- Wild River Grill

Conference Map (3^d Floor)



Free Whitney Peak Parking: 50 E Plaza St.



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 interested in further supporting NABA financially, can become a **Sustaining Member**. Sustaining members receive one RA pass (free conference registration) to the conference, an invitation to Saturday's speaker dinner, and recognition in the program.

NABA Business Meetings

This **Sunday at 8:15 AM, join us for breakfast for the NABA Business Meeting (Whitney Peak 1)**. All are welcome and encouraged to attend.

All NABA Students are invited to **lunch for the Student Meeting on Sunday at 1:00 PM (Whitney Peak 1)**.

We will cover NABA's growth and progress over the past year, and discuss our current and projected financials. Members will also have a chance to nominate and vote on 2017-2019 Board members.

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.

Friday, October 21st

Mt. Rose

8:00 AM—2:00 PM

Check-in & On-site Registration (Pre-function A)

9:00 AM—12:00 PM

Rational Ethics for the Practical Behavior Analyst (3 CEUs) Michael J. Cameron
Lauren Crum

~Lunch Break~

1:45 PM—4:45 PM

Recommended Practices to Enhance the Supervisory Experience (3 CEUs) Molly Dubuque

Saturday, October 22nd

Whitney Peak 1

7:00 AM—6:00 PM

Check-in & On-site Registration (Pre-function A)

8:20 AM—8:30 AM

Opening remarks Genevieve DeBernardis

8:30 AM —9:30 AM

Invited Speaker Mark Dixon

9:35 AM —10:35 AM

Invited Speaker Carol Pilgrim

~Morning Break~

10:50 AM —11:50 AM

Keynote Speaker Linda Parrott-Hayes

~Lunch Break~

Saturday, October 22nd (continued)

7:00 AM—6:00 PM

Check-in & On-site Registration (Pre-function A)

1:30 PM —2:45 PM

Invited Speaker Michael J. Cameron

2:50 PM —3:50 PM

Invited Speaker Melissa Nosik

4:00 PM —6:00 PM Poster Session with Cash Bar (Pre-Function A)

Sunday, October 23^d

Whitney Peak 1

8:15 AM—9:15 AM Business Meeting (breakfast provided)

9:15 AM—9:25 AM

Opening remarks..... Genevieve DeBernardis

9:30 AM—10:30 AM

Invited Speaker.....Gregory Madden

10:35 AM—11:35 AM

Panel Discussion Hayes, Nosik, Madden, &
Gerhardt

~Morning Break~

12:00 PM —1:00 PM

Keynote Speaker.....Mark Mattaini

~Lunch Break / Student Meeting (lunch provided) ~

2:30 PM —3:30 PM

Invited Speaker..... Peter Gerhardt

3:35 PM —4:35 PM

Student Speaker..... Amber Maraccini

4:35 PM —4:45 PM

Closing Remarks..... Jared Chase

Friday, Oct. 21st – Whitney Peak 1

Rational Ethics for the Practical Behavior Analyst (3 CEUs)

9:00 AM – 12:00 PM -- Michael J. Cameron, Ph.D., BCBA-D

Lauren Crum, B.S.

Abstract: Behavior Analysts supporting individuals and families face unique ethical challenges at each phase of service, from initial contact with clients all the way through to treatment reduction and termination. Within this workshop, the presenters will examine a full range of ethical issues, most of which are not completely addressed by any one resource; in consequence, the workshop presenters will review the guidelines for professional conduct and ethical standards of the Behavior Analyst Certification Board, the Association for Behavior Analysis International, the American Psychological Association, and the National Association for School Psychologists. The important topics that will be addressed during the workshop will include, but not limited to: (1) conflicts of interest among clinicians and clients; (2) Standards of Care in the field of behavior analysis; (3) common ethical scenarios encountered by Board Certified Behavior Analysts, Board Certified Assistant Behavior Analysts, and Registered Behavior Technicians; and (3) the ethical decision making process.

12:00 PM – 1:45 PM

Lunch Break

**Recommended Practices to Enhance the Supervisory Experience
(3 CEUs)**

1:45 PM – 4:45 PM -- Molly Dubuque, M.A., BCBA

Abstract: Individuals pursuing a credential from the Behavior Analysis Certification Board (BACB) must meet certain degree, coursework, and experience requirements before they are eligible to sit for a BACB certification examination. The BACB has recently instituted requirements that govern the supervisory experience, which creates accountability for both the supervisor and supervisee and clarifies the expectations of supervision. These guidelines provide the foundation upon which supervisors are expected to build a rich and diverse training experience to ensure those entering the field have a sufficient repertoire to be effective and ethical behavior analysts. A carefully planned supervisory experience will positively impact the supervisee's skills and abilities, maintain the supervisor's professional growth, improve the clinical services received by clients, and lead to an overall strengthening of the field. This presentation will describe some of the considerations involved in developing a supervision system that meets the BACB experience standards.

Saturday, Oct. 22nd –Whitney Peak 1

8:20 AM – 8:30 AM: Opening Remarks: Genevieve DeBernardis, Ph.D., BCBA-D

8:30 AM – 9:30 AM: MARK DIXON, PH.D., BCBA-D



Teaching Advanced Verbal Behavior to Children with Autism using Relational Frame Theory

Abstract: This presentation will introduce attendees to the power that contemporary behavioral science has for developing meaningful, robust generalizing repertoires for children with autism. Dr. Dixon will provide an overview of the PEAK Relational Training

System and how it programs for simple motor responses and verbal operants, social emotional comprehension, advanced generalization, stimulus equivalence, and relational framing. Peer reviewed research has shown correlational relationships between PEAK and IQ, convergent validity with expressive and receptive language tests, factor analyses of curriculum items, exceeding alternative ABA assessments / treatments in complexity, inter-rater reliability and perhaps most importantly, treatment gains in a randomized clinical trial. Single-subject efficacy studies as well as between-group design data will be presented that illustrates the power of derived relational responding by children with autism.

9:35 AM – 10:35 AM: CAROL PILGRIM, PH.D.



Should our Definition of Stimulus Equivalence be Expanded?

Abstract: There can be little doubt that Sidman's original definition of stimulus equivalence (Sidman & Tailby, 1982), based on the mathematical properties of reflexivity, symmetry, and transitivity, provided a critical starting point for a behavior-analytic examination of complex human repertoires often

described in cognitive terms. As important as this starting point has proved to be, recent findings in equivalence research indicate that the original definition may not capture well the full range of emergent behavior patterns that are possible. Restricting ourselves to only those mathematical properties may underestimate the power and the promise of equivalence approaches for understanding and establishing necessary functional skills. This talk will review the basic equivalence approach, and then provide examples of emergent patterns that go far beyond the properties of reflexivity, symmetry, and transitivity.

Saturday, Oct. 22nd – cont'd

10:50 AM – 11:50 AM: LINDA J. PARROTT-HAYES, PH.D.



Morality

Abstract: Morality may be taken to refer to the values and choices of persons operating verbally as members of groups. This characterization of the concept of morality presents a serious challenge to psychological scientists of the behavioral variety in that psychologists normally study the actions of individuals not groups, scientists routinely relinquish their authority on matters of value, and behaviorists as a whole deny freedom of choice. This address will examine the logic by which these challenges have been addressed by representatives of the behavior analytic community, including their shortcomings, as well as the implications of these analyses for practical affairs.

11:50 AM – 1:30 PM

Lunch Break

(See first page of program for dining options)

1:30 PM – 2:45 PM: MICHAEL J. CAMERON, PH.D., BCBA-D



A Stage-Based Approach for Weight Management and Exercise Adherence: Toward the Intersection of Behavior Analysis and Behavioral Medicine

Abstract: Recent research has shown that the prevalence of adults who are overweight or obese is 67%. Furthermore, the occurrence among adolescents age 12-19 years is 18%, the incidence of children age 6-11 years is 15%, and the prevalence of children age 2-5 years, meeting criterion for being overweight or obese, is 11% (Centers for Disease Control and Prevention). Public health researchers view excessive body weight as one of the most serious health problems of the 21st century. Since excess body weight and an underactive lifestyle are the outcomes of observable and quantifiable actions, the integrated fields of behavior analysis and behavioral medicine can play a pivotal role in the development of health-promoting behavioral repertoires. In consequence, this symposium highlights how positive health outcomes can be realized when a specific stage-based behavior analytic and behavioral medicine framework serves as the basis for assessment, treatment, and the long-term maintenance of behavioral gains.

Saturday, Oct. 22nd – cont'd

2:50 PM – 3:50 PM: MELISSA NOSIK, PH.D., BCBA-D



An Update on the Behavior Analyst Certification Board

Abstract: Recent developments at the Behavior Analyst Certification Board (BACB) will be presented. The most current data on the BACB's credentialing programs and university course sequence systems will be presented and discussed in the context of the profession's rapid growth. In addition, a summary of the BACB's international activities will be presented to illustrate important developments in behavior-analytic infrastructure around the world. Finally, a number of the BACB's recent activities will be discussed, including efforts to revise key standards and US legislative developments.

Poster Session (4-6 pm) – Pre-Function A

- 1. An Analysis of Acquisition Rates and Response Maintenance Under Progressive, Modified, and Distributed Discrete Trials Instruction.** TEAL M. MCALLISTER, Ainsley B. Lewon, Kimberly Henkle, Kristen M. Green, Patrick M. Ghezzi (University of Nevada, Reno)
- 2. An Assessment of Parent-Child Interactions in Clinical Practice.** Brian Feeney, BENJAMIN REYNOLDS, Ken Burleigh, Michelle Forman, W. Larry Williams (University of Nevada, Reno)
- 3. Applying Relational Frame Theory to Teach Language Skills to Individuals with Autism Using the PEAK Relational Training Curriculum.** DANA PALILIUNAS, Jordan Belisle, Mark R. Dixon (Southern Illinois University)
- 4. Behavior Analysis in Sport Psychology as it Applies to Swimming Practices.** MICHELLE FORMAN, Vittawat Sriphong-ngarm, Melia Frazier, Neal Falletta-Cowden, W. Larry Williams (University of Nevada, Reno)
- 5. Behavioral Coaching, Dance, & Fluency.** Marisela Pallares, ALEX NIETO, Patrick M. Ghezzi (University of Nevada, Reno)
- 6. Behavior Support in Dementia Care.** ASHLEY GREENWALD, Christine, O'Flaherty (University of Nevada, Reno)
- 7. Collateral Effects of Early Intensive Behavioral Intervention: Modified Parental Stress.** EMILY L. TAYLOR, Kristen M. Green, Daylee E. Brock, Patrick M. Ghezzi (University of Nevada, Reno)
- 8. Comparing the Efficacy of Peer Versus Staff Models on Observational Learning in Adults with Developmental Disorders.** MARIELA CASTRO (University of Nevada, Reno), Ruth Anne Rehfeldt (Southern Illinois University)

Poster Session (4-6 pm) – Pre-Function A

9. **Evaluating the Relationship between Arbitrarily Applicable Relational Responding and Intelligence in Individuals with Autism: Correlating the PEAK-E-PA and the PEAK-T-PA with IQ.** JORDAN BELISLE, Dana Paliliunas, Mark R. Dixon (Southern Illinois University)
10. **Exam Scores with and without Weekly Inter-teaches in Two Undergraduate Intro to Psychology Classrooms.** SCOTT A. MILLER (Truckee Meadows Community College), Courtney Smith (University of Nevada, Reno)
11. **Facility-wide PBIS in a Maximum Security Juvenile Detention Facility.** KATHRYN ROOSE, Ashley Greenwald (Nevada PBIS Technical Assistance Center, University of Nevada, Reno)
12. **Nevada's School Climate Transformation Project.** KACI FLEETWOOD, Jodie Soracco, Kathryn Roose, Ashley Greenwald (Nevada PBIS Technical Assistance Center, University of Nevada, Reno)
13. **Oh nuts! Teaching a child about food allergies.** HEATHER FOOTE, Christy Fuller (Advanced Child Behavior Solutions)
14. **PBS-Nevada Family Support: Addressing Quality of Life.** LAUREN BROWN, Christine, O'Flaherty, Ashley Greenwald (University of Nevada, Reno)
15. **Rate vs. Frequency of Behavior for Assessing Changes in Functional Analytic Psychotherapy.** JANICE TA (University of Nevada, Reno), Amanda M. Muñoz-Martínez (Fundación Universitaria Konrad Lorenz, Bogotá, Colombia)
16. **Reduction of Rapid Eating in an Adolescent Female with Autism.** SCOTT V. PAGE, KRISTIN GRIFFITH, Becky Penrod, Kendall Rankin (California State University, Sacramento)
17. **Teaching a Young Child with Autism to Sustain a Conversation with an Adult on a Single Referent.** VANESSA WILLMOTH, Ainsley B. Lewon, Emily L. Taylor, Patrick M. Ghezzi (University of Nevada, Reno)
18. **Toilet Training Young Children with Autism in the Care of a County Emergency Shelter.** KIMBERLY LOUDERMILK, Marisela Pallares, Patrick M. Ghezzi (University of Nevada, Reno)
19. **Toward a Clear Picture: Comparisons in Data Collection and Display in an Applied Setting.** RICH BREUNER, Stuart Law, Ken Burleigh, W. Larry Williams (University of Nevada, Reno)
20. **Training the Guide Dog: An evaluation of current methods and suggestions for enhancement.** Janie A. Funk, BREANNA N. DORSEY, W. Larry Williams (University of Nevada, Reno)
21. **Using Stimulus Fading to Increase Dental Compliance with a Young Child with Autism.** ALIXANDRIA RATKOWIAK, Christy Fuller, Gabriella Ariganello, Mackenzie Kent (Advanced Child Behavior Solutions)
22. **Undergraduate Test Performances Using Fill-in-the-Blank or See Term/Say Definition Flashcards.** Scott A. Miller (Truckee Meadows Community College, BxPlus), Abby Lewis (Fit Learning, BxPlus), CAMERON C. GREEN (High Sierra Industries, BxPlus), Ryan O'Donnell (High Sierra Industries, BxPlus)

Poster Session (4-6 pm) – Pre-Function A

- 23. An Implementation of a Three-Phased Training Package and Behavioral Checklists in a Peer-Guided Instructional System.** Jovonnie Esquierdo-Leal, ABBY LEWIS, Alison Szarko, Steven Ambro, Rita Olla, Janice Ta, Ramona A. Houmanfar (University of Nevada, Reno)
- 24. Nevada's Total Performance System for Coaching.** JODIE SORACCO, Kathryn Roose, Kaci Fleetwood, Ashley Greenwald (Nevada PBIS Technical Assistance Center)
- 25. Spend Money to Save Money: Upgrade IT for Cost Savings.** DANYELLE LINCOLN, Ken Burleigh, W. Larry Williams (University of Nevada, Reno)
- 26. An evaluation of matrix training to teach piano notes and rhythms to college students.** Emily Darcey, JOCELYN DIAZ, Careen Meyer, Maria Clara Cordeiro, Svea Love, Caio Miguel (California State University Sacramento)
- 27. Combining Correlation Based Training and Yes/No Evaluation Procedures for Establishing Equivalence Relations.** Timothy C. Fuller, Linda J. Parrott Hayes (University of Nevada, Reno)
- 28. Effect of Feedback on Therapist's Behavior of Evoking and Responding to Clinical Relevant Behaviors.** Patrícia Hobold Meurer, JOCELAINE MARTINS DA SILVEIRA (Federal University of Paraná)
- 29. Influence of Training Procedures on Tobacco Generalization Performance in Scent Detection Rats.** ERIN WATKINS (Western Michigan University, Anti-Persoonsmijnen Ontmijnende Product Ontwikkeling (APOPO)), Timothy L. Edwards (University of Waikato), Christophe Cox (APOPO), Alan Poling (Western Michigan University, APOPO)
- 30. Motivating Operations Affect Multiple Reinforcers: Interactions Between Food and Water Deprivation in Mice.** Matthew Lewon, Christina M. Peters, EMILY D. SPURLOCK, JENO BOEHM, Melanie Stites, Linda J. Parrott Hayes (University of Nevada, Reno)
- 31. Sequential Effects of Alternating Food Deprivation Periods on Operant Responding, Weight, and Eating in Mice.** Matthew Lewon, Christina M. Peters, MELANIE STITES, STEPHANIE HAROOTUNIAN, Emily D. Spurlock, Kristel-Ann Galarce, Jena Boehm, Linda J. Parrott Hayes (University of Nevada, Reno)
- 32. Stop! Verbal time! The Role of Verbal Behavior in Reporting Time.** Carolyn Brayko, ANDREW EVANS, Taylor Chase, Ken Burleigh, Ramona A. Houmanfar (University of Nevada, Reno)
- 33. A Behavior Analytic Account of Charitable Organizations.** DOMINIQUE STEDHAM (University of Nevada, Reno, BxPlus), Ryan L. O'Donnell (BxPlus), Linda J. Parrott Hayes (University of Nevada, Reno)
- 34. A Behavioral Concept of Corruption.** PAULO AGUIRRA GAMEIRO, Mark Malady, Ryan O'Donnell, Tara Grant (BxPlus)

Sunday, Oct. 23rd – Whitney Peak 1

8:15 AM – 9:15 AM: Business Meeting (*breakfast provided*)

9:20 AM – 9:30 AM: Opening Remarks: Genevieve DeBernardis, Ph.D., BCBA-D

9:30 AM – 10:30 AM: **GREG MADDEN, PH.D.**



Behavioral Economics of Delay Discounting

Abstract: When asked to choose between immediate gratification and long-term outcomes, we are of two minds - the rational mind is focused on the future but the irrational mind repeatedly vetoes this perspective, derailing our efforts to live a values-consistent life.

Individual differences in this form of impulsivity are predictive of early acquisition of drug taking and correlate with problem gambling and poor health decision-making. In the last 5 years or so, serious efforts have been made to study experimental variables that influence impulsive choice. This paper will summarize some of these efforts, highlighting the value of producing momentary state- and long-lasting trait-changes in impulsivity.

10:35 AM – 11:35 AM: **PANEL DISCUSSION**

Staying Relevant in Today's Socio-political Climate: How Behavior Analysis Can Facilitate and Effect Change

Discussant: Alison Szarko

Panelists:

PETER GERHARDT, ED.D.

MARK MATTAINI, DSW

LINDA J. PARROTT-HAYES, PH.D.

While many of the world's largest social and political conflicts are not unique to the 21st century (e.g., poverty, disease, corruption), the rapidity with which these events, and the cumulative consequences, unfold is unprecedented. The margin for human error is decreasing and the demand for better quality of life for everyone is expanding, making for an opportunity for expanding the positive impact of behavior analysis. The panelists will respond to questions regarding some of the major catalysts for cultural change active today, what behavior analysts could learn from the development in these areas, and how behavior analysts can collaborate to facilitate effective, socially-responsible behavior change.

Sunday, Oct. 23^d – cont'd

12:00 PM – 1:00 PM: MARK MATTAINI, DSW



Can (Behavioral Systems) Science Help?

Abstract: The first chapter in B. F. Skinner's *Science and Human Behavior* (1953), was entitled "Can Science Help?" Beginning in late 2014, Behaviorists for Social Responsibility began The Matrix Project, designed to increase preparation and opportunities for behavior analysts and behavioral systems science to contribute

to addressing critical social and global issues (e.g., climate change, collective violence, inequality). While reception has been very positive (and energized!), one question has consistently come up: "Really, what specifically do we have to offer to this work?" In this presentation, Dr. Mattaini will present examples of applications of behavioral systems science to significant societal and global problems, and the potential for extending such work more widely. Central to this presentation will be six interlocking principles: (1) the centrality of selectionist science, (2) the power of behavioral systems analysis, (3) the strategic importance of the constructional option, (4) related implications of matching and behavioral economics, (5) the advantages of behavior analytic research methods for work at the societal and global levels, and (6) the crucial need for trans-disciplinary collaboration.

1:00 PM -2:30 PM

Lunch Break

STUDENT MEETING in WHITNEY PEAK 1 (*lunch provided*)

2:30 PM – 3:30 PM: PETER GERHARDT, ED.D.



Evidence-based Practice Leading to a Positive Quality of Life for Adolescents and Adults with ASD: The Role of Behavior Analysts and Applied Behavior Analysis

Abstract: Evidence-based intervention with adolescents and adults with ASD is complex and, at the same time, limited in scope by a relatively small – albeit growing -- research base. And while much of the behavior analytic research with young children can, in some part, be generalized to older learners, this still represents a narrow band of necessary adult competencies. This had

Sunday, Oct. 23^d – cont'd

lead Roux, et al, (2015) to note that young adults with autism have a difficult time following high school for almost any outcome you choose - working, continuing school, living independently, socializing and participating in the community, and staying healthy and safe.” (p. 8). This presentation will provide an overview of the current literature on supporting adolescents and adults, of what constitutes evidence-based practice, and the potential of applied behavior analysis to improve individual quality of life in adulthood for individuals on the autism spectrum.

3:35 PM – 4:35 PM: AMBER MARACCINI, Ph.D.



Examining the Impact of an Interprofessional Education Training Package on Communication during Handoff Performance in Medical and Nursing Students

Abstract: Human-induced medical errors have been identified as the nation’s third leading cause of death. Faulty teamwork and communication among interprofessional healthcare providers are the leading root factor of these adverse events. In this study, a behavior analytic intervention—for the training of values and perspective taking skills—was combined with materials from the I-PASS handoff bundle, to create an interprofessional education (IPE) training package for medical and nursing students. Descriptive analysis methods were used to compare communication performance during a simulated handoff task, prior to and following the completion of the abovementioned training package versus that of a control. Results demonstrated significant improvements in interprofessional communication accuracy and frequency during patient handoffs, independent of package type. Between-group differences were also observed with respect to changes in implicit relational responding—as captured by the Mixed-Trial Implicit Relational Assessment Procedure (MT-IRAP)—with respect to Cooperative and Individualized work stimuli. Participants who completed the intervention involving the values and perspective-taking training demonstrated greater positive relations with the Cooperative work stimuli; whereas, participants from the comparative (i.e., control) intervention demonstrated greater positive relations with the Individualized work stimuli.

4:35 PM – 4:45 PM: Closing Remarks: Jared Chase, Ph.D., BCBA-D, LBA

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