Conference on Developmental Disabilities
Friday, May 4, 2012
Science Building, First Floor | 65-30 Kissena Boulevard | Flushing, NY 11367-1597
BCBA CE Credits Available

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>Registration</th>
</tr>
</thead>
</table>
| 9:00 – 9:30 A.M. | Group Function-Based CBT as an Intervention for Obsessive Compulsive Behaviors in Children with High Functioning Autism (1 CEU)
Nicole Neil, MA, BCBA, Heather Yates, BA, Tricia Vause, Ph.D., and Maurice Feldman, Ph.D. |
| 9:30 – 10:30 A.M. | Generalization Procedures in Training Interventionists for Individuals with Developmental Disabilities (1 CEU)
Stamatios Gianoumis, MA, BCBA and Peter Sturmey, Ph.D., BCBA-D |
| (CHOOSE ONE) | (CHOOSE ONE) |
| 10:45 - 11:45 A.M. | Critical Components of Intervention for Infants and Toddlers with Down Syndrome (1 CEU)
Sara Bauer and Emily Jones, Ph.D, BCBA-D |
| (CHOOSE ONE) | (CHOOSE ONE) |
| 12:00 – 1:00 P.M. | Lunch |
| 1:00 – 2:00 P.M. | "How Should the Practice of ABA Be Regulated?" (1 CEU)
Gina Green, PhD, BCBA-D |
| KEYNOTE ADDRESS | |
| As the practice of applied behavior analysis (ABA) has grown, so has interest in regulating that practice. Common means by which professions are regulated include registration, certification, and licensure. The benefits and drawbacks of each for ABA practitioners and consumers are discussed. Arguments are presented for establishing behavior analysis as a distinct profession and having the practice of ABA regulated by behavior analysts, rather than members of other professions |

| (CHOOSE ONE) | Pilot Results from a Community Based Skills and Support Group for Children with ASD and Their Typically Developing Siblings (1CEU)
Lauren Kryzak, MA, BCBA, Emily Jones, Ph.D., BCBA-D, and Daniel Fienup, Ph.D., BCBA-D |

2:15 - 3:15 P.M. 
| The Effects of a Multiple Schedule on Hand Raising During Circle Time in Preschool Classrooms (1CEU)
Nicole Heal, Ph.D., BCBA-D |
| (CHOOSE ONE) | (CHOOSE ONE) |
Group Function-Based CBT as an Intervention for Obsessive Compulsive Behaviors in Children with High Functioning Autism
Nicole Neil MA, BCBA, Heather Yates BA, Tricia Vause, PhD, and Maurice Feldman, PhD

Individuals with ASD frequently experience obsessions and compulsions that meet the DSM-IV-TR criteria (APA, 2000) for Obsessive-Compulsive Disorder (OCD). This study examined Group Function-based CBT (Gf-CBT) to reduce Obsessive Compulsive Behaviors (OCB) in children with High Functioning Autism (HFA). A multiple baseline design across parent reports of OCB was used to examine effects of this package for seven children (7-11 years of age). For three participants, probe data was also collected. The Gf-CBT protocol 'I Believe in Me, not OCD!' (Vause et al., 2010) consisted of an indirect functional assessment, awareness training, cognitive-behavioral skills training, and graded exposure plus response prevention. Across seven participants, a total of 37 behaviors were treated; visual inspection indicated that 26 behaviors improved with treatment and I stayed the same. In addition to demonstrating the success of this treatment in reducing OCB, this presentation will focus on parental OCB tendencies, and how they present various challenges but also aid in the treatment of pediatric OCB.

Generalization Procedures in Training Interventionists for Individuals with Developmental Disabilities
Stamatios Gianoumis, MA, BCBA and Peter Sturme, PhD, BCBA-D

The literature pertaining to training staff, parents and peers to implement interventions for individuals with developmental disabilities was reviewed for training procedures that incorporated strategies to promote generalization. Search engines for the Journal of Applied Behavior Analysis and Pubmed© were used to find relevant studies. Studies met the inclusion criteria if they sufficiently operationalized their training procedure, took data on individual trainees' performance, and used a single-subject experimental design. The training procedures were coded for generalization procedures as per criteria suggested by Stokes and Baer (1977). Forty-six of the 54 studies considered used procedures to promote generalization. The most prevalent generalization procedures were use of common stimuli, followed by using sufficient exemplars and mediated generalization. These studies demonstrated empirical support for the use of these procedures producing generalized use of newly acquired direct-care skills. The remaining generalization procedures cited in Stokes and Baer (1977) were absent or far less prevalent. Future research should explore the effectiveness of these procedures to bring about generalized responding of interventionists' skills.

An application of the Brief Experimental Analysis: Comparing reading intervention effectiveness for children with ADHD
Kimberly Reyes-Giordano, MA, Daniel Fienup, PhD, BCBA-D, Katarzyna Wolosiak, and Ano Aghjayan, MA

Brief Experimental Analysis (BEA) is a tool, which is used to compare the effects of various academic interventions, in an efficient manner. Through this analysis it is determined which intervention is most likely to positively affect a student's learning. This methodology has been primarily applied to reading interventions and the majority of studies have examined the effectiveness of BEA with typically developing children in regular education classrooms. Research is needed to examine the efficacy of BEA for determining effective reading interventions for special populations. This talk will review the literature on BEA effectiveness and discuss an ongoing research project using BEA to determine effective reading interventions for children with ADHD who experience reading difficulties. This talk will include a discussion of how the BEA methodology was adapted to incorporate evidence-based reading interventions for children with ADHD, which are different than those typically employed in BEA research.

Critical Components of Intervention for Infants and Toddlers with Down Syndrome
Sara Bauer and Emily Jones, PhD, BCBA-D

In infancy, the Down syndrome behavioral phenotype is characterized by impairments in foundational skills including areas of communication, motor, and cognitive development, but relative strengths in social development. These early impairments may be pivotal behaviors that, when improved through intervention increase the infants' exposure to new contingencies and result in changes in related skill areas. Empirically based intervention procedures to address these areas involve relatively intense intervention. We will discuss potential interventions for early communication, motor cognitive impairments and review current research data reflecting optimal intervention intensity conditions to employ when implementing these interventions.

The Effects of a Multiple Schedule on Hand Raising during Circle Time in Preschool Classrooms
Nicole Heal, PhD, BCBA-D

A primary role of preschool teachers is to provide learning opportunities that prepare children to succeed socially and academically in future classroom settings. In a study that examined kindergarten teachers’ perceptions of children’s readiness for school, Lin, Lawrence, and Gorrell (2003) found that over 78% of teachers indicated that a child not being disruptive was essential. These are ideal skills to be taught and practiced during circle time in that young children often engage in attention-seeking behaviors (e.g., hand raising, interruptions, disruptive behavior) during group instruction at high rates or less than ideal times. To this end, a multiple schedule indicative of the availability and unavailability of attention for hand raises during circle time was implemented by classroom teacher across three preschool classrooms in a multiple baseline design in the current study. Teachers were able to implement the multiple schedule with high integrity and stimulus control of the hand raises was established across classrooms. Conditions under which multiple schedules can be used in general education classrooms will be discussed.

Pilot Results from a Community-Based Skills and Support Group for Children with ASD and their Typically Developing Siblings
Lauren Kryzak, MA, BCBA, Emily Jones, PhD, BCBA-D, and SDaniel Fienup, PhD, BCBA-D

Typically developing siblings of children with developmental disabilities have often been excluded from services provided to, or available for, the family. Organizations that provide community-based support for children with ASD addressing social-communication deficits often lack integration of typical peers (e.g., typical siblings). Similarly, support group programs for typically developing siblings have rarely used behavioral measures to demonstrate program efficacy or integrated the children with ASD into the program activities. The Skills and Support Program run by the Center for Community Inclusion at CW Post of Long Island University attempted to improve upon these limitations. Pilot results indicate decreased maladjustment and increased ASD knowledge for typically developing siblings at post-program measures compared to pre-program. In addition, changes were found in the frequency of social-communicative initiations and responses, as well as in the average length of reciprocal interactions between sibling dyads from pre- to post-program. Results, limitations, and future research will be discussed.
Conference on Developmental Disabilities

REGISTRATION FORM

To pre-register, please print and mail this form with a check or money order, payable to: Queens College, by April 16, 2012, to Queens College Psychology Department, Attn: Dr. Emily Jones; 65–30 Kissena Blvd.; Flushing, NY 11367.

Name ____________________________________________________________

Address __________________________________________________________

Phone ____________________________________________________________

Affiliation __________________________________________________________

Email ____________________________________________________________

Please indicate the breakout sessions you plan to attend

9:30–10:30 am check one box

☐ Group Function-Based CBT as an Intervention for Obsessive Compulsive Behaviors in Children with High Functioning Autism

☐ Generalization Procedures in Training Interventionists for Individuals with Developmental Disabilities

10:45–11:45 am check one box

☐ An application of the Brief Experimental Analysis: Comparing Reading Intervention Effectiveness for Children with ADHD

☐ Critical Components of Intervention for Infants and Toddlers with Down Syndrome

2:15–3:15 pm check one box

☐ The Effects of a Multiple Schedule on Hand Raising During Circle Time in Preschool Classrooms

☐ Pilot Results from a Community-Based Skills and Support Group for Children with ASD and Their Typically Developing Siblings

Please check if you would like a kosher lunch ☐

Fees | Pre--Registered | At Door
---|---|---
Professional | $80 | $90
Parent | $60 | $70
Student | $35 | $40
Senior Citizen | $35 | $40
BCBA Credits | + $15 | |
Conference on Developmental Disabilities

Science Building, First Floor | 65-30 Kissena Boulevard | Flushing, NY 11367-1597

DIRECTIONS

Queens College is located at the corner of the Long Island Expressway and Kissena Blvd. (Exit 24) in Flushing

Via Flushing: IRT #7 subway or LIRR to Main St.; take the Q17 or Q25-34 bus.
Via Forest Hills: IND subway to Continental Ave.; take the Q64 bus to Kissena Blvd. & Jewel Ave.; the campus is one long block north.
Via Jamaica: IND subway to Parsons Blvd. or LIRR to Jamaica station; from Jamaica Ave. & 160th St. or Hillside Ave. & Parsons Blvd., take the Q25-34 bus; from Hillside Ave & 169th or 179th St., take the Q17 bus.

Parking will be available on campus