

Session Number	Presenter(s) and Title	Session Description <i>As made available from the presenter(s). Updated July 3, 2018.</i>
<b>Monday, August 6, 2018: Morning General Sessions</b>		
1	Mike Miklos and Angela Kirby <b>Conference Welcome and Pennsylvania Updates</b> (beginner – all participants)	Conference Welcome: This presentation will welcome participants to the conference and provide a quick update on Pennsylvania efforts in the education efforts of students with Autism.
2	Pat Friman <b>Opening Keynote: There are Angels Among Us</b> (beginner – all participants)	This keynote address has primary and secondary intentions. The secondary intention is to advocate for the idea that is the foundation for effective treatments of behavior problems associated with ASD in particular and the field of behavior analysis in general. This idea is that circumstances are the most powerful cause of behavior, especially problem behavior. Unfortunately, the idea is in competition with older ideas that attribute behavior to something inside the person (e.g., character, personality, conscience). The circumstantial idea leads to treatments (e.g., EIBI) that are hard on the problem (e.g., lead to improvements) and easy on the person. The older ideas lead to treatments that are hard on the person (e.g., blaming, labelling, punishing, restricting) and often let the problem go untouched or at least unimproved.
3	Mike Miklos <b>Autism Research Updates 2018</b> (beginner – all participants)	Description forthcoming
<b>Monday, August 6, 2018: Afternoon Breakout Sessions, 1:00 – 4:00 p.m.</b>		
4	Amiris DiPuglia <b>Introduction to the Conference and Applied Behavior Analysis</b> (beginner – all participants)	During this session, the basic principles of applied behavior analysis will be presented for beginners and those who want a review of those principles. This session is appropriate for parents and educators.
5	Perry Zirkel <b>An Update on Legal Issues for Students with Autism Spectrum Disorders</b> (beginner – all participants)	This session will provide an overview of the Individuals with Disabilities Education Act, Section 504, related federal agency policy interpretations and state laws, and court decisions specific to students with ASD, with a particular focus on eligibility and methodology issues. The emphasis will be on recent legal developments since the corresponding presentation during last year's conference.
6	David Wilder <b>Integrating OBM Procedures into ABA Service Provision</b> (intermediate)	Doing a behavioral assessment and developing an intervention plan and seldom sufficient for effective ABA services for our clients. As our services rely on many other individuals to support the client, an ABA professional must incorporate Organizational Behavior Management (OBM) into their practice. The presentation will cover some of the essentials procedures that can make the difference between a well-designed plan that does not work and one that is contextually appropriate and maximally effective given one's resources.
7	Ami Klin <b>Developmental Social Neuroscience Meets Public Health Challenge: A New System of Healthcare Delivery for Infants and Toddlers with Autism Spectrum Disorder</b> (intermediate)	This presentation highlights the critical role of early diagnosis and intervention in attenuating the symptoms of autism. Data will be presented on early diagnostic indicators obtained through eye-tracking-based behavioral assays that quantify the social disabilities in autism. The results of these assays were used to generate "growth charts" of normative social engagement, and the deviations from the norm were taken as early indicators of risk. These methods yielded high sensitivity and specificity for the screening of infants. The ultimate goal of this effort is to develop objectified and quantified tools for the detection of autism in infancy, tools that might be deployed in primary care and pediatricians' offices. This work will be contextualized in terms of recent developmental social neuroscience research with toddlers with autism, which implicated developmentally very early emerging, and evolutionarily highly conserved, mechanisms of social adaptation that set the stage for reciprocal social interaction, which in term represent the platform for early social brain development. These mechanisms of socialization are under stringent genetic control, setting the scientific basis for parent-delivered, community-viable, early treatment in which social engagement is "engineered" via daily activities, thus impacting a child's development during every moment of social interaction.
8	Pat Friman <b>Anxiety and ASD: The Psychological Equivalent of Fever</b> (beginner – all participants)	This talk will discuss anxiety in straightforward terms; illuminate the extent to which it affects virtually everyone to a certain degree and the extent to which it affects persons with ASD even more. It will also discuss treatment, both in terms of experimental study and clinical application. Finally, because the research on treatment of anxiety in persons with ASD is so limited, the talk will extrapolate from the abundant literature on treatment of anxiety in typically developing persons.
9	Charles Catania <b>Stimulus Control: Implications for Verbal Behavior, Social Contingencies and Education</b> (beginner – all participants)	We will review some basic behavioral processes, including but not limited to discrimination and generalization, attention, operant classes, verbal behavior, higher-order classes, and the distinction between contingency-shaped and verbally governed behavior, We will then consider how these categories relate to significant dimensions of human social behavior, including ethical ones. In doing so we will juxtapose examples of real-world contingencies, as they occur in classrooms and other social environments, with those observed in the laboratory.
10	Eb Blakely, Lindsey Wright, and Amber Lampert <b>Health &amp; Safety Programs: ABA Procedures and Outcomes</b> (intermediate)	Health and safety related targets are important in programming for children and adults with autism. Swimming skills are an important target, as children with autism are at a higher risk of drowning than non-disabled peers. Other important targets include participating in dental exams, physical exams, blood draws, and EEGs. Applied behavior analysis offers an effective methodology for teaching these skills. Important procedures in teaching participation in the aforementioned activities will be presented.
11	Mike Miklos <b>Review of Evidence-Based Practices for Parents</b> (beginner – all participants)	Description forthcoming
<b>Monday, August 6, 2018: Afternoon General Session, 4:15 – 5:15 p.m.</b>		
12	Melissa Nosik <b>An Update of Ethics from the Behavior Analyst Certification Board</b> (beginner – all participants)	Resources on ethical conduct in behavior analysis (e.g., ethics code, coursework, publications, continuing education) have primarily been in development over the last two decades and only widely available in the last decade. It was not until 2016 that the first fully enforceable code of ethics in behavior analysis went into effect: the BACB's Professional and Ethical Compliance Code for Behavior Analysts. In this presentation, I will provide an overview of the BACB's disciplinary system and data on the Notices of Alleged Violation received in the past 2 years. I will also discuss three areas of the Code on which the BACB receives the most reports, and propose individual- and group-level solutions to preventing such violations. Finally, I will summarize the steps that should occur when one encounters an instance of potentially unethical behavior.

<b>Tuesday, August 7, 2018: Morning Breakout Sessions, 9:00 a.m. – 12:00 noon</b>		
<b>13</b>	Barry Morgenstern <b>Practical Strategies for Making Inclusion Successful</b> (beginner – all participants)	Public schools increasingly seek consultation from behavior analysts for students with autism and other developmental disabilities participating in regular education classrooms. This is a very positive development as applied behavior analysis can often make a tremendous difference in the success of these programs. Many behavior analysts, however, have received most or all of their training in segregated settings. There are significant differences between successfully working 1-1 with learners in clinics or home settings and working with learners in regular education settings. This presentation focuses on teaching skills behavior analysts and other educators need to be successful in regular education settings. The presentation will cover the obstacles and practical strategies to overcome those obstacles in the areas of assessment, measurement, teaching procedures, treatment of problem behaviors, and social skills.
<b>14</b>	Vince Carbone <b>Teaching Advanced Verbal Behavior</b> (intermediate)	Many persons with autism fail to acquire advanced mand and intraverbal repertoires. Both repertoires have been the focus of research in recent years. The purpose of this presentation is to review these lines of research and provide conceptual and practical analyses of how to teach these skills in clinical settings. Video illustrations of children acquiring these skills in applied settings will be provided.
<b>15</b>	Ivy Chong <b>Teaching Procedures and Programs for Learners Diagnosed with Autism</b> (intermediate)	Highlighting the critical role of early assessment and intervention in ameliorating the symptoms of ASD, this presentation will focus on early indicators for developmental delay. The purpose of this presentation is to convey the power of behavior analysis by describing a range of evidence-based procedures and programs to increase necessary skills and decrease repetitive behaviors. Skilled behavior analytic practice requires expertise in the basic science of operant behavior, methods of measuring and evaluating behavior change, the technology of ABA, and its conceptual framework. Attendees should bring sample programs and curriculum to discuss and review during this didactic presentation. Opportunities will be provided to review programs, select and arrange exemplars for efficient practices.
<b>16</b>	M. Alice Shillingsburg <b>Strategies to Promote Complex Social Communication Skills in Children with Autism and Significant Language Delays</b> (advanced)	It is estimated that up to 65% of children diagnosed with autism experience moderate to severe difficulties with language. As such, language and communication impairments are among the most common concerns of parents about their children with ASD. Ranking among some of the top communication priorities reported by parents is the ability to describe events and feelings, answer questions appropriately, and ask others for information. Interventions based in applied behavior analysis have been shown effective in promoting language and communication skills in this population. However, strategies to promote complex social communication, particularly with children with more significant language challenges is lacking. While typically developing children demonstrate adult-like language production by age five and use novel and flexible communication across a variety of topics, children with ASD often have difficulty with more complex language that has not been directly taught. This presentation will present a series of clinical studies aimed at promoting mands for information, recalling past events, and showing and sharing with peers using a variety of strategies such as rehearsal, visual and textual prompts, and manipulating motivating operations. Procedures to promote vocal responding as well as use of high-tech AAC devices will be presented.
<b>17</b>	Eb Blakely, Lindsey Wright, and Amber Lampert <b>Repeat (of session 10) - Health &amp; Safety Programs: ABA Procedures and Outcomes</b>	Health and safety related targets are important in programming for children and adults with autism. Swimming skills are an important target, as children with autism are at a higher risk of drowning than non-disabled peers. Other important targets include participating in dental exams, physical exams, blood draws, and EEGs. Applied behavior analysis offers an effective methodology for teaching these skills. Important procedures in teaching participation in the aforementioned activities will be presented.
<b>18</b>	Tim Hackenberg <b>Token Reinforcement: Bridging the Gap Between Science and Application</b> (intermediate)	Token economies are among the oldest and most widely used procedures in applied behavior analysis. Unlike other successful technologies in behavior analysis, however, there has been little substantive contact between applied and basic research with token reinforcement over the years. Despite some 50 years of applied work on token economies, surprisingly little is known about the variables responsible for their effectiveness; they are rarely based on an understanding of the basic principles involved. This is beginning to change, as recent translational research is beginning to uncover the behavioral roots of token reinforcement. In this talk, I will discuss some research from laboratory and applied settings, designed to illustrate the benefits of an integrated approach to research and application. I will also provide concrete examples of how such knowledge of basic processes are translated into clinical practice. This type of function-based applied research has the potential to rapidly advance both the science and application of token systems.
<b>19</b>	Tim Vollmer <b>Differential Reinforcement As a Way of Life</b> (intermediate)	Individuals with autism spectrum disorders frequently develop problem behavior that can range anywhere from relatively mild to extreme. Over the past several decades, differential reinforcement procedures have been refined in such a way that a majority of the problem behavior can be attenuated simply by changes in the interaction style of care providers, family members, teachers, peers, etc. Specifically, differential reinforcement can be implemented fluidly throughout an individual's and this should be no different than any person's interactions with any other person. That is, we should be providing greater levels of reinforcement for desired behavior and lesser levels of reinforcement for undesired behavior. The presenter will draw from his own research and published research of others to make a case for differential reinforcement as a way of life, and as a treatment for problem behavior in autism.
<b>20</b>	<b>Session cancelled</b>	
<b>21</b>	Ryan Delaney <b>Mand Training 101</b> (beginner – all participants)	Social initiation and communication deficits are hallmarks of autism. Mand Training provides a method to teach children to ask for what they want and to initiate interactions with others. This session will discuss the basic principles and procedures of teaching children to make requests. It will include techniques to establish motivation and teach children to approach other people and to develop a broad range of effective requesting behaviors.
<b>22</b>	Roni Russell <b>Informational Panel on Cross-Agency Transitional Resources</b> (beginner – all participants)	Description forthcoming

23	Tamara Kasper <b>Speech Production and Applied Behavior Analysis: Using a Conceptual Analysis to Teach Phonetic Hand Cues to Shape Speech Production</b> (intermediate)	Phonetic hand cueing systems are commonly used by speech-language pathologists and promoted in commercially available products (Carahaly, 2012; Kaufman, 2007; Strode, 1994, and others), however; research on the effectiveness of these systems for improving articulation is limited (Hall and Jordan, 1992, Jordan 1988, Klick, 1985, Stelton & Graves 1985). This series of studies examines the effect of the systematic use of phonetic hand cues as a stimulus control transfer procedure and compares the relative effectiveness of phonetic hand cue procedures to other commonly used differential reinforcement procedures. Study results reveal rapid acquisition of hand cues, and improved articulation at the syllable, and word level as well as use of hand cues to improve intelligibility in natural settings. Reduction of speech sound errors on formal testing further confirms results. Use of hand cues as part of an ABA or school program from target selection to generalization of improved articulation across the verbal operants will be presented and illustrated via video examples. Results confirm previous case study findings that phonetic hand cues may be an effective intervention in promoting speech production skills in children with autism with limited vocal repertoires.
24	Sandy Jin <b>Treating Sleep Problems in Children with Autism</b> (intermediate)	Description forthcoming
25	Lori Chamberlain and Rebekah Houck <b>Daily Ethical Considerations for Behavior Analysts</b> (intermediate)	The tools a behavior analyst brings to the table with regard to interventions with clients should also be used to govern one's own behavior. Ethics is a topic that is all encompassing. Practitioners can often face a variety of day-to-day decisions that should be driven by ethics-related undercurrents. This session will provide an analysis of ethical behavioral approaches, practical applications, data collection techniques, and strategies to improve expertise. Daily decisions, integrity and principles occur in contingencies that should be analyzed and managed to maintain professionalism.
26	Renee Jamison <b>Sex Matters: The Unique Presentation of Autism in Females and Overview of the Girls Night Out Model.</b> (beginner – all participants)	This session will review relevant research illustrating the unique characteristics of autism in females and the secondary impact of prevalence, possibly exacerbating social-communication impairments and risk for co-occurring mental health conditions. Most of the session will focus on designing and implementing interventions to promote overall social-emotional health and an overview of the Girls Night Out (GNO) model, a social skills and self-care program designed to address the unique needs of females with autism. Dr. Jamison will highlight key elements of the program, demonstrate strategies and supports utilized within various sessions, and present meaningful outcomes for girls with autism and their families. Finally, Dr. Jamison will discuss shifting paradigms from designing programs towards constructing models that promote inclusive communities for individuals of all abilities, outlining plans to “scale up” the GNO model and build capacity to support these girls and women across the lifespan.
<b>Tuesday, August 7, 2018: Afternoon Breakout Sessions, 1:15 – 4:15 p.m.</b>		
27	Barry Morgenstern (REPEAT of session 13) – <b>Practical Strategies for Making Inclusion Successful</b> (beginner – all participants)	Public schools increasingly seek consultation from behavior analysts for students with autism and other developmental disabilities participating in regular education classrooms. This is a very positive development as applied behavior analysis can often make a tremendous difference in the success of these programs. Many behavior analysts, however, have received most or all of their training in segregated settings. There are significant differences between successfully working 1-1 with learners in clinics or home settings and working with learners in regular education settings. This presentation focuses on teaching skills behavior analysts and other educators need to be successful in regular education settings. The presentation will cover the obstacles and practical strategies to overcome those obstacles in the areas of assessment, measurement, teaching procedures, treatment of problem behaviors, and social skills.
28	Vince Carbone (REPEAT of session 14) <b>Teaching Advanced Verbal Behavior</b> (intermediate)	Many persons with autism fail to acquire advanced mand and intraverbal repertoires. Both repertoires have been the focus of research in recent years. The purpose of this presentation is to review these lines of research and provide conceptual and practical analyses of how to teach these skills in clinical settings. Video illustrations of children acquiring these skills in applied settings will be provided.
29	Ilene Schwartz <b>Ethical Dilemmas and Realistic Solution: Grappling with the Challenges of Practicing Behavior Analysis in the Real World</b> (intermediate)	Providing services to people with disabilities is a team sport. That means that as a BCBA, behavior analysts need to work collaboratively with other professionals, many from other disciplines. Although working as a member of a multi-disciplinary team can provide wonderful opportunities for professional growth, it can also challenge behavior analysts and pose interesting ethical dilemmas. The purpose of this webinar is to discuss ethical dilemmas faced by BCBA on multi-disciplinary teams and propose a problem-solving framework for address these dilemmas.
30	M. Alice Shillingsburg <b>REPEAT (of session 16) – Strategies to Promote Complex Social Communication Skills in Children with Autism and Significant Language Delays</b> (advanced)	It is estimated that up to 65% of children diagnosed with autism experience moderate to severe difficulties with language. As such, language and communication impairments are among the most common concerns of parents about their children with ASD. Ranking among some of the top communication priorities reported by parents is the ability to describe events and feelings, answer questions appropriately, and ask others for information. Interventions based in applied behavior analysis have been shown effective in promoting language and communication skills in this population. However, strategies to promote complex social communication, particularly with children with more significant language challenges is lacking. While typically developing children demonstrate adult-like language production by age five and use novel and flexible communication across a variety of topics, children with ASD often have difficulty with more complex language that has not been directly taught. This presentation will present a series of clinical studies aimed at promoting mands for information, recalling past events, and showing and sharing with peers using a variety of strategies such as rehearsal, visual and textual prompts, and manipulating motivating operations. Procedures to promote vocal responding as well as use of high-tech AAC devices will be presented.
31	Rachel Kittenbrink <b>Social Communication and Reinforcement in the Home</b> (beginner – all participants)	Working to help children with language delays develop communication in the home can be an overwhelming task. This session will provide parents and instructors with functional tools for increasing communication, improving sibling interaction, and decreasing problem behavior in the home environment through set strategies and systems. Participants will have an opportunity to watch videos of parents and teams working to develop these skills with children and will have the opportunity to practice the skills throughout the training session.
32	Tim Hackenberg <b>REPEAT (of session 18) – Token Economies</b> (intermediate)	Token economies are among the oldest and most widely used procedures in applied behavior analysis. Unlike other successful technologies in behavior analysis, however, there has been little substantive contact between applied and basic research with token reinforcement over the years. Despite some 50 years of applied work on token economies, surprisingly little is known about the variables responsible for their effectiveness; they are rarely based on an understanding of the basic principles involved. This is beginning to change, as recent translational research is beginning to uncover the behavioral roots of token reinforcement. In this talk, I will discuss some research from laboratory and applied settings, designed to illustrate the benefits of an integrated approach to research and application. I will also provide concrete examples of how such knowledge of basic processes are translated into clinical practice. This type of function-based applied research has the potential to rapidly advance both the science and application of token systems.

33	Tim Vollmer <b>REPEAT (of session 19) – Differential Reinforcement As a Way of Life</b> (intermediate)	Individuals with autism spectrum disorders frequently develop problem behavior that can range anywhere from relatively mild to extreme. Over the past several decades, differential reinforcement procedures have been refined in such a way that a majority of the problem behavior can be attenuated simply by changes in the interaction style of care providers, family members, teachers, peers, etc. Specifically, differential reinforcement can be implemented fluidly throughout an individual's and this should be no different than any person's interactions with any other person. That is, we should be providing greater levels of reinforcement for desired behavior and lesser levels of reinforcement for undesired behavior. The presenter will draw from his own research and published research of others to make a case for differential reinforcement as a way of life, and as a treatment for problem behavior in autism.
34	<b>Session cancelled</b>	
35	Laura Yates <b>Instruction Basics 101</b> (beginner – all participants)	This session will provide a review of various strategies and procedures for the delivery of effective, high-quality instruction. The focus will be on evidence-based interventions that include addressing the core issues of autism spectrum disorders, namely communication and social skills. Specific procedures to improve instructional control skills will be emphasized, as well as instructional procedures for both individual and small group sessions.
36	Dita Chapman <b>International Applications Derived from PATTAN's Autism Initiative</b> (intermediate)	Applied Behavior Analysis was born in the USA where it remains the most developed evidence based intervention for people with autism. European countries have never managed to catch up and countries in the far east are only now slowly discovering evidence based practices for autism. This presentation will introduce what educational practices for children with autism look like in the Czech Republic and Thailand and the role PATTAN technology could play in these countries. It will further highlight the first challenges and successes that these projects have encountered as well as current developments, which might help develop or hinder the spread of effective evidence based practices in these countries.
37	Tamara Kasper <b>Social Skills and ABA: Using a Functional Assessment and Conceptual Analysis to Guide Treatment</b> (intermediate)	It is essential that Behavior Analysts design and implement social communication skills programming that conforms to the core principles of ABA and scientific evidence (Baer et al. 1968; Green 1996; Normand 2008). Learn to employ a functional assessment to select socially valid targets for intervention. A conceptual analysis of the stimuli that occasion and maintain simple and complex social skills informs development of functional equivalents for problem behavior. Learn to employ a behavioral skills training model in a group format via "Social Communication Therapy Class" (SCTC) and "Friends and Fitness" (F&F). Methods to target social behaviors including self-advocacy, negotiation, and conversational skills (complimenting, advanced manding, reflective comments) with direct application via games and contrived problem solving activities utilizing confederate peers will be demonstrated via videotape and lesson plan examples. These practical group strategies improve motivation and intraverbal repertoires necessary to develop "mutual interests and experiences", game knowledge, motor abilities that can be essential in maintaining friendships and participating in community events. Parent training procedures will also be highlighted.
38	<b>Session cancelled</b>	
39	David Wilder <b>Repeat (of session 6) - Integrating OBM Procedures into ABA Service Provision</b> (intermediate)	Doing a behavioral assessment and developing an intervention plan and seldom sufficient for effective ABA services for our clients. As our services rely on many other individuals to support the client, an ABA professional must incorporate Organizational Behavior Management (OBM) into their practice. The presentation will cover some of the essentials procedures that can make the difference between a well-designed plan that does not work and one that is contextually appropriate and maximally effective given one's resources.
40	Laurie Ackles <b>College to Career: Navigating the Path to Professional Employment for Those on the Autism Spectrum</b> (beginner – all participants)	While current estimates vary widely, research predicts that college enrollment for students with autism spectrum disorders (ASD) will increase by at least 114% in the next few years, with over 430,000 students with autism seeking support on college campuses nationwide by 2020 (Cox, 2017). However, college acceptance does not always indicate a readiness to succeed, even for those who are academically gifted. This presentation will cover the various components of college readiness and their connection to college and career success. In addition, the presentation will review the current emerging landscape of college support structures as well as Autism at Work initiatives. Participants will learn, specifically, how Rochester Institute of Technology (RIT) is working to get students on the autism spectrum ready for employment as well as how the Neurodiverse Hiring Initiative at RIT is working to connect job seekers on the autism spectrum with employers seeking neurodiverse talent. Participants will learn through lecture as well as case studies, videos, and activities.
		<b>Tuesday, August 7, 2018: Afternoon General Session, 4:30 – 6:00 p.m.</b>
41	Tim Vollmer, Greg Hanley, Vince Carbone and Audrey Banzhaf <b>Panel Discussion – Perspectives on the Importance of a Behavior Analysis in Educational programs for Students with Autism Spectrum Disorders</b> (beginner – all participants)	An overwhelming amount of evidence has been amassed suggesting that interventions derived from a behavior analysis result in effective outcomes. This panel of experts will provide discussions of how and why behavior analysis is central to the educational process for students who present with Autism Spectrum Disorders.
		<b>Wednesday, August 8, 2018: Morning Breakout Sessions, 9:00 a.m. – 12:00 noon</b>
42	Rick Kubina <b>Three Pillars of all Effective Interventions: Defining behavior, dimensional measurement, and a standard visual display</b> (intermediate – limited to 30 participants)	Data rules behavior analysis. How a behavior analyst defines behavior, observes and records data, and displays the data visually drives all analysis, interpretation, and decision-making. Yet behavioral identification relies on information suspect operational definitions. Counting and measurement quality suffer from discontinuous observation and dimensionless quantities. Displaying behavioral data occurs on nonstandard linear graphing which are often ill-constructed. Each previously identified practice has a history within behavior analysis. However, each has evoked debate as to its usefulness. The current presentation will show attendees how information can be lost or distorted leading to poor intervention decisions. Furthermore, a solution for each practice will be shared in the form of pinpointing, continuous observation and dimensional quantities, and a Standard Celeration Chart.

43	Francesca degli Espinosa <b>To be announced</b> (advanced)	Since the publication of the pioneering work by Hart and Risley (1975, 1978), naturalistic-based interventions, focusing on the acquisition and generalization of social communication, have been increasingly incorporated into Applied Behavior Analytic programs for children with autism. In the past two decades, several researchers have drawn from this literature to develop and divulge comprehensive early intervention models that are said to focus specifically on early social behavior (e.g., Dawson et al., 2009; Rogers & Dawson, 2010). Given the syndrome specific and primary deficits of autism, intervention that aims to address impairments in social responding early on may result in clinically significant outcomes for this population. Because language is typically acquired in the context of and maintained by social interaction, early focus on establishing people as a source of reinforcement may enable children to acquire verbal behavior under more environmentally valid sources of control. The current presentation will firstly briefly review the sparse literature on naturalistic interventions and the extent to which, as a scientific community, we have developed both an analysis and subsequent techniques to address and alter the social deficits in autism. The presentation will particularly focus on operationally defining and illustrating strategies to establish early social responding by referring to current behavioral interpretations of joint attention and eye-contact as a conditioned reinforcer and derived evidence-based applications to establish language in the context of, to contact and maintain social interaction.
44	Valerie Postal and Donna Miller <b>Home-Based Coaching with Young Children with Autism Spectrum Disorder</b> (beginner – all participants)	Family engagement is critical to a high quality early childhood program. Research in early intervention tells us parents are a young child’s best teacher. The Autism Navigator is a resource demonstrating coaching practices which can increase caregiver’s competence and confidence to support their child’s development now and in the child’s future. Embedded in family-based coaching are ABA practices. Family-coaching supports parent’s ability to implement ABA strategies, thus increasing time engaged in learning. Family-based coaching is recognized by the CEC’s Division for Early Childhood as an evidence based practice.
45	Nikia Dower and Tracie Lindblad <b>Implementing Speech Generating Devices Within A Behavior-Analytic Framework</b> (beginner – all participants)	Description forthcoming
46	Sharon Leonard <b>Alternate Eligible Content: The Cornerstone for Effective Instruction and Life Long Learning</b> (beginner – all participants)	Description forthcoming
47	Mary Mikus and Chour Gabikiny <b>How Can I Include My Young Child with ASD in Preschool and Community? A Family Forum on Evidence-Based Practices</b> (beginner – all participants)	This session, especially tailored for families of young children who receive Early Intervention (birth to five) services, will discuss challenges of and solutions to including young children with ASD in the community. A brief framework on national and state inclusion policy and regulation will be provided. The defining features of inclusion: Access, Participation and Supports will be illustrated through successful real life examples of “inclusion in action.” Family presenters will share their expertise in navigating the system, building positive communication and collaborative team processes and developing IFSP/IEPs that articulate inclusive practices. Perspectives on the benefits of inclusion will be shared by families whose children do not have a disability. Opportunities for participation in Parent-Cafe-style discussion related to sharing successes and common inclusion concerns will occur. Participants will leave with a “take-away” message identified through the Cafe. Resources will be abundant. Examples of simple assistive technology solutions will be available.
48	Greg Hanley <b>Toward Meaningful Outcomes from Dignified Processes (Part 1 of 2): A Tutorial on the Practical Functional Assessment and Skill-Based Treatment Process for Problem Behavior</b> (intermediate)	Problem behaviors like meltdowns, self-injury, aggression, or intractable stereotypy will often require address at some point in the life span of a person diagnosed with autism or intellectual disabilities. There is strong evidence supporting behavioral intervention to address these problem behaviors, with better outcomes evident when (a) the functions of these behaviors inform treatment, (b) skills relevant to the core deficits associated with autism are developed in the treatment, and (c) the treatment prepares the person with autism for life’s inevitable ambiguities, disappointments, and opportunities. In this presentation, a practical (fast, safe, and effective) functional assessment process that informs this sort of treatments will be described. Safety and dignity is paramount in this process that relies on a functional analysis of problem behavior personalized from an interview with parents and teachers. The progressive skill-based treatment process will then be reviewed in the context of several controlled case studies.
49	<b>Session cancelled</b>	
50	Jared Campbell <b>Mathematics in Autism Interventions Topic</b> (intermediate)	Description forthcoming
51	Judah Axe <b>Motivating Operations: Practical Lessons from the Applied Research</b> (intermediate)	The concept of “motivating operations” (MO) has had an immense impact on theory, research, and practice in Applied Behavior Analysis (ABA). I will provide an overview of MOs, as well as definitions of the key concepts related to MOs, including establishing operations, abolishing operations, unconditioned MOs, and conditioned MOs. I will describe a series of practical lessons from the applied research on MOs using concepts, procedures, and diagrams. The practical lessons span seven areas of practice and types of analyses in ABA: (1) mand for tangible items training, (2) mand for information training, (3) preference assessment, (4) functional analysis of problem behavior: pre-session manipulations, (5) functional analysis of problem behavior: within-session manipulations (6) treatment of problem behavior, and (7) organizational behavior management. I will close the presentation with a summary of recommendations for practice and recommendations for future research.
52	Aimee Miller <b>Teaching Basic Early Learning Skills to Naive Learners</b> (beginner – all participants)	This session is intended to address the needs of students with autism who present with limited or absent tact (labeling) and mand (requesting) repertoires. The presenter will review conceptual skills and protocols necessary to establish basic skills sets. A significant focus of the session will be on the process of establishing early instructional control as well as establishing the value of social interaction. The session will cover assessment procedures, skill sequencing and instructional program development, as well as strategies for organizing instructional materials. Specific strategies relevant to teaching across a variety of operants including mand, imitation, listener responding, and tact will be presented.
53	Peter Gerhardt and Katie Curran <b>Surviving in a Social World: Skills, Cheats, and Competencies To be announced</b> (intermediate)	Perhaps the most complex area of intervention in ASD is the development of functionally relevant social skills and social behavioral competencies. Social skills are, by their very nature, complex decision skills and their use is tied directly to different environmental contexts (e.g., home v. work v. church). In addition, it is not uncommon for an individual with ASD to acquire a specific social skill but then fail to generalize its use to the more typical environment as the contingencies supporting the skill are quite different than they were during instruction. This workshop will provide an overview of the myriad challenges associated with the development of generalized social competencies that maintain across time in college-bound adults with ASD. In addition, intervention strategies designed to address these challenges will be reviewed.

54	Laura Yates <b>Individualized Educational Plan (IEP) Basics for Parents</b> (beginner – all participants)	IEPs (Individualized Education Plans) guide the delivery of special education and related services and supplementary aids and supports for children with disabilities in Pennsylvania. The parent focused session will review IDEA, the special education process, eligibility for special education services, statewide timelines, common acronyms, the IEP process, the IEP and other relevant documents as well as roles and responsibilities of IEP team members.
55	Jolin Jackson <b>Social Skills Instruction</b> (beginner – all participants)	This session will review social skills strategies for students with autism and intellectual disabilities. This presentation will cover assessment, procedures, and implementation of social skills for students ranging in age and skill level. The information presented will be based upon a social skills sequence that is aligned with individual assessments and data based decision making. It will review topics related to mand training, strategies for conditioning peers as reinforcers, peer to peer manding, play and leisure skills as well as identify a sequence of social skills or established curriculum that is used to assess, teach and monitor social skills.
<b>Wednesday, August 8, 2018: Afternoon Breakout Sessions, 1:15 – 3:30 p.m.</b>		
56	Amiris DiPuglia <b>Parenting, Education and the Long View...</b> (beginner – all participants)	Description forthcoming
57	Andrea Algatt and Susan Zeiders <b>OCDEL's Reduction of Expulsion and Suspension in Early Childhood Programs in Pennsylvania – What it Means for Children with ASD</b> (beginner – all participants)	Effective July 1, 2017 all four bureaus of the Office of Child Development and Early Learning (OCDEL) implemented an Announcement to provide guidance to early learning programs in PA who receive funding from OCDEL. The purposes of the announcement are to raise awareness of the seriousness of suspension and expulsion of young children from their early learning settings, and to provide support for reducing these actions. This session will provide information for families and service providers about the expectations of the announcement and the supports that OCDEL is making available to support all children and families, including children with ASD.
58	Kerry Smith <b>An Adult Sibling Talks With Parents</b> (beginner – all participants)	This session will briefly recount the history of the sibling movement, discuss the sibling experience based upon research and personal experience, and provide some suggestions to parents on how best to support their non-disabled children.
59	Mike Minor and Diane Funsten <b>How to Plan to Increase Graduation Rates for Students with Disabilities in Pennsylvania</b> (beginner – all participants)	Schools in Pennsylvania are working to increase the graduation rate and decrease the dropout rate for students with disabilities. Participants will complete a planning document that guides them through five phases in how to increase graduation rates in their schools. The five phases include: 1) establishing a local leadership team and an Early Warning System (EWS), 2) analyzing attendance, behavior, and course performance data, 3) identifying target areas for interventions for students who are off-track, 4) developing an action plan, and 5) implementing and monitoring an evaluation plan.
60	Katie Curran <b>To be announced</b> (beginner – all participants)	Description forthcoming
61	Greg Hanley <b>Toward Meaningful Outcomes from Dignified Processes (Part 1 of 2): A Tutorial on the Practical Functional Assessment and Skill-Based Treatment Process for Problem Behavior</b> (intermediate)	Problem behaviors like meltdowns, self-injury, aggression, or intractable stereotypy will often require address at some point in the life span of a person diagnosed with autism or intellectual disabilities. There is strong evidence supporting behavioral intervention to address these problem behaviors, with better outcomes evident when (a) the functions of these behaviors inform treatment, (b) skills relevant to the core deficits associated with autism are developed in the treatment, and (c) the treatment prepares the person with autism for life's inevitable ambiguities, disappointments, and opportunities. In this presentation, a practical (fast, safe, and effective) functional assessment process that informs this sort of treatments will be described. Safety and dignity is paramount in this process that relies on a functional analysis of problem behavior personalized from an interview with parents and teachers. The progressive skill-based treatment process will then be reviewed in the context of several controlled case studies.
62	Erica Simmons <b>Teaching Job Skills – Activities of Daily Living</b> (beginner – all participants)	Description forthcoming
63a/63b	Jessica Chrusch and Nicol Flora <b>Effective Instructional Practices</b> (beginner – all participants)	Description forthcoming
64a/64b	Heather Matlock <b>The Role of an Effective Internal Coach in Autism Support Classrooms</b> (beginner – all participants)	Description forthcoming
65a/65b	Alicia Bruno and Danielle Leshak <b>Making the Impossible – Possible!</b> (beginner – all participants)	We have created a model promoting the compilation and collaboration of two AS programs essentially merging into one that is grounded on scientific principles and evidence-based teaching practices.
66a/66b	Kristen Seneca <b>Effective Group Instruction Across the Curriculum</b> (beginner – all participants)	Description forthcoming
67a/67b	Barbara Weber and Merle Crawford <b>Adding the Early Start Denver Model into Part C Service Delivery: The Experience of Two EI Providers</b> (beginner – all participants)	The Early Start Denver Model (ESDM) is a fusion of developmental, relationship-based, and behavioral interventions for young children who are on the autism spectrum or who have red flags/concerns that they may be on the autism spectrum. It is a comprehensive program that incorporates assessment and progress monitoring across developmental domains. The ESDM incorporates collaboration with parents and other caregivers and is implemented across a variety of routines. This session will highlight the experiences of two Early Intervention Providers who pursued certification in the ESDM and who have been using it in conjunction with coaching practices to impact children and families. Topics discussed will include applying ESDM objectives to IFSPs, team collaboration, family roles, and fidelity. The presenters will discuss their successes and challenges to assist attendees regarding the implementation of the ESDM in their programs.
68a/68b	Nancy Draftina <b>LEAP Preschool Model: Pre-planned, Targeted Strategies for Active, Meaningful Engagement</b> (beginner – all participants)	LEAP Preschool has been providing inclusive, evidence based research and programming for over 30 years. This workshop will review LEAP's history and current research, and provide strategies for effective programming and inclusive practices for children on the spectrum and their same age peers. These strategies will focus on pre-planning to get the most meaningful interactions and learning occurring throughout the preschool day.

69a/69b	Shelley Chapin and Ashley McCoy <b>Watching and Sharing: Using Video Scene Display Technology to Support Communication</b> (beginner – all participants)	Families with young children with autism often report increased engagement in solitary video watching and media use by their child as well as the child's strong attention to certain characters or experiences within favorite videos. Providing access to communication through use of video VSD technology with embedded high-interest videos allows opportunities for participation and social interaction during the video-watching routine between child and communication partner. The purpose of this study was to investigate the impact of video VSDs on symbolic communicative turns taken by preschoolers with ASD and CCN during a shared activity. Results of the study will be shared as well as opportunities for participants to experiment with the tablet technology.
70a/70b	Liz Wechter <b>Effective Staff Training</b> (beginner – all participants)	Description forthcoming
		<b>Wednesday, August 8, 2018: Afternoon Poster Session, 3:30 – 5:30 p.m.</b>
71	<b>Poster Session, Reception, and The Art of Expression Exhibit</b>	View the research proposals and art of expression exhibits.
		<b>Thursday, August 9, 2018: Morning Breakout Sessions, 9:00 a.m. – 12:00 noon</b>
72	Francesco DiSalle <b>Measuring and Changing the Behavior in the Brain - Applications to the Teaching of Verbal Operants</b> (advanced)	The session will examine the factors that modify the reliability of measures of behavior when applied directly to measure brain responses, gathering quantitative data to be used for evaluating the effects of applications of independent variables. As an application to applied settings, the modification of intraverbal behavior through the training of other operants and/or through the use of feedback techniques will be examined.
73	Francesca degli Espinosa <b>REPEAT (of session 43) – Early Social Responding and Verbal Behavior: An Analysis of Current Applications</b> (intermediate)	Since the publication of the pioneering work by Hart and Risley (1975, 1978), naturalistic-based interventions, focusing on the acquisition and generalization of social communication, have been increasingly incorporated into Applied Behavior Analytic programs for children with autism. In the past two decades, several researchers have drawn from this literature to develop and divulge comprehensive early intervention models that are said to focus specifically on early social behavior (e.g., Dawson et al., 2009; Rogers & Dawson, 2010). Given the syndrome specific and primary deficits of autism, intervention that aims to address impairments in social responding early on may result in clinically significant outcomes for this population. Because language is typically acquired in the context of and maintained by social interaction, early focus on establishing people as a source of reinforcement may enable children to acquire verbal behavior under more environmentally valid sources of control. The current presentation will firstly briefly review the sparse literature on naturalistic interventions and the extent to which, as a scientific community, we have developed both an analysis and subsequent techniques to address and alter the social deficits in autism. The presentation will particularly focus on operationally defining and illustrating strategies to establish early social responding by referring to current behavioral interpretations of joint attention and eye-contact as a conditioned reinforcer and derived evidence-based applications to establish language in the context of, to contact and maintain social interaction.
74	Amiris DiPuglia <b>Teaching Basic Skills to Complex Skill Sets for Children with ASD</b> (beginner – all participants)	Description forthcoming
75	Dave Palmer <b>The Role of Automatic Reinforcement in Shaping Speech</b> (advanced)	Children typically acquire language, not just through explicit learning trials arranged by parents and teachers, but by a process of automatic reinforcement. They first acquire a repertoire of discriminative responses to what they hear as well as an echoic repertoire that enables them to repeat what they hear. Assuming that they have normal hearing, they hear themselves when they speak. They can any detect discrepancies between their own speech and that of others, and this permits a process of automatic shaping toward the practices of the verbal community. (The process is analogous to a novice picking out a tune on a piano.) In this presentation, I will review some demonstration experiments that suggest that both grammar and prosody can be acquired this way. Since both grammar and prosody are features of complex verbal behavior, automatic reinforcement appears to be of fundamental importance in moving beyond the elementary verbal operants when addressing language deficits in children.
76	Wayne Fuqua <b>Ethics</b> (advanced – limited to 30 participants)	Description forthcoming
77	Barbara Esch <b>Vocal Training Basics: Tips for Target Selection and Application</b> (intermediate)	Teaching or improving speech skills is a critical goal in many instructional programs for individuals with developmental disabilities. However, many professionals are unsure how to design and organize a speech-teaching program or how to best collaborate with speech pathologists who are providing such treatment. In this presentation, Dr. Esch will discuss some of the basics and not-so-basics of speech instruction including an overview of speech production, pre-skills needed for speech learning, assessment of existing speech repertoires, target selection sequence, and the role of echoic and vocal mand training in speech acquisition. A model will be provided for developing a speech-training program. The talk will include a review of several evidence based behavioral training procedures aimed at developing vocal (speech) skills within the context of the verbal operants (Skinner, 1957). Finally, Dr. Esch will discuss some common instructional errors in speech teaching and suggest alternatives to these.
78	Vanessa Bethea-Miller, Alicia Waranis and Kristen Csizmadia <b>Topic of Middle/High School Aged Kids of Average Intelligence</b> (beginner – all participants)	Description forthcoming
79	Amy Nacarelli and Rebekah Houck <b>Part 1 of 2: From Discrete Trial to Real Life Applications</b> (beginner – all participants)	Description forthcoming
80	Audrey Banzhaf <b>Internal Coaching</b> (intermediate)	Description forthcoming
81	Peter Gerhardt <b>Older Students and Transition</b> (beginner – all participants)	Description forthcoming
82	<b>Note: session rescheduled to 92b</b>	
82b	Mike Miklos <b>Advanced Mand Training</b> (intermediate)	Description forthcoming

83	Lori Chamberlain <b>The Role of Fluency in Programming for Students with Autism</b> (intermediate)	One educational method that is highly effective and supported by published evidence is fluency training. Fluency training is implemented for skills that a child can demonstrate but not at a speed that is efficient. It serves to build the rate at which particular skills are emitted. Many educators are familiar with fluency for academic skills such as words read correctly per minute. This session will extend verbal skills using fluency training. Rate data is a valid measurement and fluency training is an effective teaching tool, however, an analysis of when to use such tools is important for maximizing effective instructional time. Skills taught to fluency aims serve to build retention, endurance, stability and promote generalization for more complex language.
84	Sarah Knaus, Katelyn Schulmeister, Meghan Foust, and Maureen Archer <b>Mand Training from Elementary to High School</b> (beginner – all participants)	Description forthcoming
85	College Student Panel <b>In Their Own Words: College Students with Autism</b> (beginner – all participants)	Students with autism are a growing population on college campuses. Services and programs are growing across the country and Pennsylvania is leading the way. The commonwealth has more programs for students on the spectrum than any other state. Current students will talk about what the experience of college is like, how they have adjusted to a new environment and different type of education than K-12. A history of the programs and their development in the commonwealth will precede the panel. Students, professionals and parents will all benefit from hearing the discussion from this knowledgeable panel.
<b>Thursday, August 9, 2018: Afternoon Breakout Sessions, 1:15 – 4:15 p.m.</b>		
85b	Amy Nacarelli and Rebekah Houck <b>Part 2 of 2: From Discrete Trial to Real Life Applications</b> (beginner – all participants)	Description forthcoming
86	Francesco DiSalle <b>REPEAT (of session 72) – Measuring and Changing the Behavior in the Brain - Applications to the Teaching of Verbal Operants</b> (advanced)	Description forthcoming
87	David Roth <b>Stimulus Control and its Role in Errorless Learning</b> (beginner – all participants)	Stimulus control can be described as a behavioral phenomenon in which a particular set of behaviors can be reliably strengthened in the presence of one set of circumstances and weakened in the absence of those circumstances. A strong conceptual grasp on how stimulus control is established is critical to effectively teach and develop socially adaptive behaviors for individuals with disabilities, including autism. The initial focus of this presentation will be a tutorial on what stimulus control is, how it works, how it is different from motivational control, and its role in the control over non-verbal and verbal repertoires of behavior. The second half of the talk will cover errorless learning, its history, its importance in the development of socially adaptive behaviors, and some of the research-based procedures shown to be effective in good instructional design.
88	Dave Palmer <b>REPEAT (of session 75) – The Role of Automatic Reinforcement in Shaping Speech</b> (advanced)	Children typically acquire language, not just through explicit learning trials arranged by parents and teachers, but by a process of automatic reinforcement. They first acquire a repertoire of discriminative responses to what they hear as well as an echoic repertoire that enables them to repeat what they hear. Assuming that they have normal hearing, they hear themselves when they speak. They can any detect discrepancies between their own speech and that of others, and this permits a process of automatic shaping toward the practices of the verbal community. (The process is analogous to a novice picking out a tune on a piano.) In this presentation, I will review some demonstration experiments that suggest that both grammar and prosody can be acquired this way. Since both grammar and prosody are features of complex verbal behavior, automatic reinforcement appears to be of fundamental importance in moving beyond the elementary verbal operants when addressing language deficits in children.
89	Wayne Fuqua <b>REPEAT (of session 76) – Ethics</b> (advanced – limited to 30 participants)	Description forthcoming
90	Barbara Esch <b>REPEAT (of session 77) – Vocal Training Basics: Tips for Target Selection and Application</b> (intermediate)	Teaching or improving speech skills is a critical goal in many instructional programs for individuals with developmental disabilities. However, many professionals are unsure how to design and organize a speech-teaching program or how to best collaborate with speech pathologists who are providing such treatment. In this presentation, Dr. Esch will discuss some of the basics and not-so-basics of speech instruction including an overview of speech production, pre-skills needed for speech learning, assessment of existing speech repertoires, target selection sequence, and the role of echoic and vocal mand training in speech acquisition. A model will be provided for developing a speech-training program. The talk will include a review of several evidence based behavioral training procedures aimed at developing vocal (speech) skills within the context of the verbal operants (Skinner, 1957). Finally, Dr. Esch will discuss some common instructional errors in speech teaching and suggest alternatives to these.
91	Rachel Kittenbrink <b>Supervision and Professional Mentorship</b> (intermediate)	Talented instructors and leaders often develop their skills through training outside of educational coursework. Identifying the right areas to focus on can be overwhelming. This session will provide skill sequences for supervision and discuss key components for behavior analytic professional mentorship. Competency checklists and strategies for developing skill sets will be shared.
92	<b>Note: Session rescheduled to 82b</b>	
92b	Willow Hozella <b>Behavior Protocol Workshop</b> (beginner – all participants)	Description forthcoming
93	Ashley Harned and Aimee Miller <b>Direct Instruction Workshop</b> (beginner – all participants)	Description forthcoming
94	Peter Gerhardt <b>REPEAT (of session 81) – Older Students and Transition</b> (beginner – all participants)	Description forthcoming
95	Charlotte Gray <b>DS-ASD 101: Understanding the Basics of Down Syndrome and Autism Spectrum Disorder</b> (beginner – all participants)	Description forthcoming

96	Jen Shade <b>Toilet Training in Public Schools: A Collaborative Effort Between Parents and Schools</b> (beginner – all participants)	This presentation will cover evidence-based practices for toilet training children with autism and other developmental disabilities. In addition, this session will discuss collaborative practices for parents and school based service providers.
97	Heather Forbes and Amy Foor <b>Training Vocal Workshop</b> (beginner – all participants)	Description forthcoming
98	Caitlin Kirkwood <b>Caregiver Training for Pediatric Feeding Disorders</b> (beginner – all participants)	The goal of treatment for children with feeding disorders is to ensure the child has adequate nutrition and calories to gain weight or grow. We also want to address any skill deficits that prevent a child from meeting his or her feeding milestones. Although our behavior-analytic services provide a foundation for increasing appropriate mealtime behavior, such as accepting and swallowing bites of healthy foods and drinks, caregivers play a crucial role in maintaining their child’s long-term success. We believe that caregiver adherence to recommendations is the greatest predictor of success towards age-typical eating. In this presentation, I will discuss our team’s current clinical research, how we collect and analyze data on caregiver behavior before and after treatment, and how we train caregivers to implement feeding protocols. I will also discuss current limitations surrounding caregiver training in the pediatric feeding disorder literature and future directions.
		<b>Thursday, August 9, 2018: Afternoon General Session, 4:30 – 5:30 p.m.</b>
99	Peter Gerhardt <b>Closing Keynote: Behavior Analysis and Adults with Autism: A Focus of Bigger Skills and Better Outcomes</b> (beginner – all participants)	The definition of insanity, it has been said, is doing the same thing over and over and expecting different results. This phrase, attributed to both Albert Einstein and Narcotics Anonymous (my money's on NA), pretty much describes why outcomes for adults with ASD remain poor “for almost any outcome you choose.” (Roux, et al, 2015, p. 8). So while Baer, Wolf and Risley (1968) argued that behavior analytic interventions should result in strong, socially important, and generalizable outcomes, in transition programming and intervention we have, seemingly, sacrificed the possibility of big, generalizable outcomes on the alter of "technical purity" and the targeting small units of behavior. In other words, we cannot expect our outcomes to change if we are not willing to change our behavior and target bigger, socially-relevant skills and provide intervention in the right context (i.e., not the classroom). This talk will provide a brief overview of the relevant challenges and discuss ways of changing our own behavior to more effectively meet the needs of adolescents and young adults with ASD.