



2021 Annual Conference Program

Friday November 12, 2021 - Saturday November 13, 2021

Denver Tech Center, Colorado

Hotel and Area Information

Hotel Information

Doubletree Denver Tech Center

7801 E Orchard Rd.

Greenwood Village, CO 80111

Phone: (303)779-6161

Website: <https://www.hilton.com/en/hotels/denewdt-doubletree-denver-tech-center>

Local Area Restaurants

Bad Daddy's Burger

www.Baddaddysburgerbar.com

Cuba Cuba Sandwicheria

www.cubacubadtc.com

Eddie V's Prime Seafood

www.eddiev.com

Hapa Sushi Grill and Sake Bar

www.hapasushi.com

Illegal Pete's DTC

www.illegalpetes.com

Lil' Ricci's DTC

www.lilriccisdtc.com

Slattery's Pub & Grill

www.slatteryspubandgrill.com

YaYas Euro Bistro

www.Yayasdenver.com



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Family Support Center of Colorado

Mind Color Autism

Motivo

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Prisma Dimensions Group

Quality Behavior Solutions

Conference Schedule

Friday 11/12/2021

8:00 – 8:45 AM:

Registration and coffee break

8:45 – 9:00 AM:

Opening Remarks

Dr. Alison Betz, COABA President

9:00 – 10:00 AM:

Invited Presentation



Title: School-Based Consultation: Principles and Practices

Presenter: Dr. Edward Daly, III (*University of Nebraska at Lincoln*)

Biography: Edward J. Daly III, BCBA-D, conducts research on functional assessment methods. He has co-authored numerous chapters and journal articles on this topic. Dr. Daly is Professor of Educational Psychology at the University of Nebraska-Lincoln, where he teaches course work in Applied Behavior Analysis, school-based consultation, and single-case experimental designs.

Abstract:

As schools witness what behavior analysts are capable of doing, they are hiring behavior analysts in increasing numbers to help develop and evaluation interventions with students experiencing behavior and academic problems. In some cases, behavior analysts are delivering direct services, a professional role for which they are well prepared. In a lot of cases, however, schools are calling on behavior analysts to serve as consultants, which is a new role for many of us. A consultant serves in an indirect role by trying to help someone else (e.g., a teacher) help a third party (the student). A consultant typically has no authority over the consultee but must engage the consultee in such a way that their combined efforts empower the teacher to improve students' academic achievement and behavioral self-control. The purpose of this presentation will be to help behavior analysts adapt their assessment and instruction/intervention skills to a school-based consultative role. I will present research-based strategies for (a) how to efficiently embed functional assessment principles and practices in the consultation process, and (b) manage the contingencies under which teachers are operating to maximize effectiveness.

BACB 1 CEU

10:00 – 11:00 AM

Invited Presentation

Title: Deepening the Connection to Differences: A Clinical Roadmap for the Inclusion of Cultural and Linguistic Diversity in the Development of Social Language Skills in School-Age Children with Autism



Presenter: Landria Green (*Landria Green, PLLC*)

Biography:

Landria Seals Green has garnered a reputation as an engaging speaker, clinical program designer, and a leader with a systematic and practical perspective in organization behavior management. Her background as a Speech-Language Pathologist and Board-Certified Behavior Analysis supported by work within the clinical field for over 20 years. Landria founded Momentum Autism Therapy and later merged her organization with Blue Sprig Pediatrics. She is currently working as a consultant and pursuing a PhD full-time at the University of Illinois at Urbana-Champaign in special education. Landria is interested in personnel development and preparation for professionals working with

learners with autism as well as organization behavior management, social communication, and telepractice. She is the co-founder of the ABA Taskforce, an organization that supports Diversity, Equity, and Inclusion across the industry of applied behavior analysis as well as health and social justice issues seen in the community at large. She has been a ground-breaking speaker for over ten years in clinical training and diversity-equity-inclusion within the clinical field. Undergraduate studies were completed at the University of Illinois at Urbana-Champaign with graduate coursework completed at Northwestern University. Education in Applied Behavior Analysis completed at FIT and University of North Texas. Landria is from the Southside of Chicago, lived in Connecticut and Michigan for a number of years. She now resides in Illinois with her husband Alfred and their children Adam and Alison.

Abstract:

How do we plan and develop treatment plans for school-age children? What are the resources and tools that shape this plan development? How do we preserve and promote client and human dignity as we shape and change behavior with respect to their culture and linguistic variety?

While the traditional education and preparation for the behavior analyst working in the field of autism may not include language development courses, many BCBAs find themselves developing treatment plans in the areas of language and social skills. Added to this is the responsibility of treatment goal planning and implementation with consideration to cultural and linguistic diversity. In this presentation, we will deepen the difference awareness of cultural and linguistic diversity as it relates to communication and social skills goals for school-age children. The roadmap serves as a resource that includes evidence-based research and clinical application practices related to this topic. Deepening the connection between cultural-linguistic diversity and clinical practice provides an essential way to move our field forward.

BACB 1 CEU

11:00 – 11:15 AM:

BREAK

11:15am – 12:15pm

Current Research and Practical Applications from Colorado Behavior Analysts

Chair: Alison Betz

Presenters:

BACB 1CE

12:15 – 1:45 PM:

Lunch on your own

1:45 – 2:45pm

Invited Presentation

Title: Feeding concerns in children and adolescents with Autism: Snapshot of treatment for food selectivity/ARFID A2



Presenter: Dr. Valerie Volkert (*Marcus Autism Institute*)

Biography: Valerie M. Volkert, Ph.D., BCBA-D, Associate Professor (Pediatrics), is a psychologist site manager in the Children's Multidisciplinary Feeding Program at Marcus Autism Center. She received her doctorate in school psychology from Louisiana State University in 2007. She was previously faculty at the Munroe-Meyer Institute, and adjunct faculty at the University of Nebraska at Omaha, where she became the Training Director for the Applied Behavior Analysis Ph.D. Program and Center for Autism Spectrum Disorders. In 2015, Dr. Volkert joined the Marcus Autism Center. She sees patients in the intensive day treatment and outpatient clinics of the Feeding program, supervises interns and residents, and pursues lines of clinical research. Of particular interest are treatments to increase advanced feeding skills (e.g.,

chewing), synthesizing the findings of studies on the treatment of pediatric feeding disorders, and evaluating alternative approaches to the treatment of chronic feeding problems (e.g., sensory integration and tube weaning). She has authored four book chapters and published 40 peer-reviewed research studies in multiple journals, including the *Journal of Applied Behavior Analysis*, the *Journal of Pediatrics*, *Research in Developmental Disabilities*, *Behavior Modification*, and *Behavior Analysis in Practice*. Dr. Volkert served as the Editorial Assistant for the *Journal of Applied Behavior Analysis* from 2008 to 2010. She serves on the board of editors for two journals and as associate editor for the *Journal of Applied Behavior Analysis*.

Abstract:

Avoidant Restrictive Food Intake Disorder (ARFID) is an eating or feeding disturbance involving avoidance or restriction of food intake resulting in four potentially overlapping manifestations: faltering growth (A1), nutritional deficiencies (A2 or severe food selectivity), enteral or oral formula supplementation (A3), and/or marked interference with psychosocial functioning (A4, American Psychiatric Association, 2013). Severe food selectivity is associated with nutritional insufficiencies and adverse health effects such as scurvy or rickets. Children with autism are at increased risk for severe

food selectivity (Sharp et al., 2018). The current presentation will aim to discuss the difference between picky eating and food selectivity, the medical impact and etiology of food selectivity, and evidence-based treatment for children with autism and food selectivity.

BACB 1 CEU

2:45 – 3:00 PM: Break

3:00 – 4:00 PM

Invited Presentation

Title: An Update on the Behavior Analyst Certification Board

Presenter: James E. Carr (*Behavior Analyst Certification Board*)



Biography: James E. Carr, PhD, BCBA-D, is the Chief Executive Officer of the Behavior Analyst Certification Board. His professional interests include behavior analyst credentialing, behavioral assessment and treatment of developmental disabilities, verbal behavior, and practitioner training. Dr. Carr has published over 150 journal articles and book chapters on these and other topics. A Fellow of the Association for Behavior Analysis International, Dr. Carr received the 2017 Jerry Shook Award from APBA and the 2017 Azrin Distinguished Contributions to Applied Behavior Analysis Award from APA's Division 25. He is the past editor-in-chief of *The Analysis of Verbal Behavior* and has served on the editorial boards of 10 other behavior analysis journals, including four appointments as associate editor. Dr. Carr is the past president of the Colorado, Alabama, and Mid-American Associations for Behavior Analysis. He received his doctorate in 1996 from Florida State University under the mentorship of Dr. Jon Bailey, and previously served on the behavior analysis faculties at the University of Nevada, Reno (1996-1999), Western Michigan University (1999-2008), and Auburn University (2008-2011).

Abstract:

In this presentation recent developments at the Behavior Analyst Certification Board (BACB) will be shared. Among the developments, the speaker will share recent data on the BACB's certification programs, ethics updates, recent changes that will impact certificants, and new initiatives at the BACB.

4:00 – 5:00 PM

Colorado Association for Behavior Analysis Business Meeting

Dr. Alison Betz (COABA President)

5:30 – 8:00 PM

Poster Session and COABA Social

Come support our poster presenters while networking and socializing with fellow COABA Members! There will be a photobooth to help capture great memories and FREE ABA t-shirts! There will be a cash bar and drink tickets will be provided!

Saturday 11/13/2021

8:00 – 8:45 AM
Registration and Coffee

8:45 – 9:00 AM
Opening remarks
Dr. Alison Betz, COABA President

9:00 – 10:00 AM
Invited Presentation

Title: Teaching children on the autism spectrum to talk about private events

Presenter: Dr. Katie Nicholson (*Florida Institute of Technology*)



Biography: Katie Nicholson is an Assistant Professor in the School of Behavior Analysis at Florida Institute of Technology (FIT). She received her M.S. and Ph.D. in Behavior Analysis from FIT and completed a postdoctoral fellowship at the Munroe-Meyer Institute at University of Nebraska Medical Center. Her interests in behavior analysis include the conceptual analysis of behavior, verbal behavior, assessment and treatment of children with developmental disabilities, staff training and performance management, systems in human service settings, supervising and training new behavior analysts, and social justice, diversity, equity and inclusion. Katie has over 20 years of clinical experience implementing behavioral invention for individuals with various disabilities and neurotypes such as autism spectrum disorder, traumatic brain injury, ADHD, and cognitive delay, among individuals age 1-87, across a wide variety of settings (public school, private school, university-based clinic, hospital, community, and home).

Abstract:

“Private events,” such as sensations and emotions, are stimuli or responses that can only be observed by the person experiencing them. Because they are inaccessible to other people, there are a number of challenges to teaching children how to talk about what they’re experiencing privately. Yet, it is critical that we try. Being able to report on sensations is important for reasons related to health, safety, and even pleasure. Talking about emotions can help build social bonds and allow children to communicate their personal boundaries to others. In this presentation, we will review the published literature on interventions related to private events in behavior analysis, as well as discuss cutting-edge research and innovations in our instructional technology that will enable practitioners to teach these critical skills.

BACB 1 CEU

10:00 – 11:00 AM

Invited Presentation

Title: From bedside to bench: A reverse-translational approach to studying operant renewal

Presenter: Dr. Andrew R. Craig (*SUNY Upstate Medical University*)



Biography: Andy Craig is an Assistant Professor of Pediatrics, Behavior Analysis Studies, and Neuroscience and Physiology at SUNY Upstate Medical University. His research focuses on understanding why behavior persists when it's challenged and what makes behavior come back or relapse after it's been successfully reduced through treatment

Abstract:

Reinforcement-based interventions often are used to reduce severe destructive behavior in clinical settings, but the long-term efficacy of these interventions depends on the generalization of their effects into clients' natural environments. Renewal is a form of relapse wherein previously eliminated behavior returns when the treatment context is changed, and it may help to explain why destructive behavior recurs following successful treatment. A growing body of translational and basic research has been dedicated to determining the factors that predispose eliminated behavior to renew, with the goal in mind of developing treatments that are robust to relapse induced by context change. The procedures used in these evaluations, however, differ in several major ways from the context and contingency changes clients experience during outpatient behavioral therapy. In this talk, I will provide an introduction to renewal and describe potential limitations of the extent literature as it applies directly to clinical situations. I will also present data from human-operant and animal studies that point to rather marked differences in performance between conventional renewal assessments and those conducted in our laboratory model of outpatient behavioral therapy. Implications of this research for practice, and translational research on renewal, will be discussed.

11:00 – 12:00 PM

Lunch

12:00 – 4:00 PM

Workshop

Title: The Behavior Analyst as Supervisor: *Creating advanced supervision and mentoring repertoires*

Presenters: Dr. Linda LeBlanc and Dr. Tyra Sellers



Biography: Linda A. LeBlanc, Ph.D., BCBA-D, licensed psychologist, is the president of LeBlanc Behavioral Consulting. She previously served as a professor at Claremont McKenna College, Western Michigan University, and Auburn University and as the executive director of Trumpet Behavioral Health. She has published more than 100 articles and book chapters on topics such as behavioral treatment of autism, technology-based behavioral interventions, behavioral gerontology, and systems development in human services. Dr. LeBlanc is an associate editor of *Behavior Analysis in Practice* and the literature review editor of *Education and Treatment of Children*. She has previously served as an associate editor of *The Analysis of Verbal*

Behavior and the Journal of Applied Behavior Analysis. She is the 2016 recipient of the American Psychological Association Nathan H. Azrin Award for Distinguished Contribution in Applied Behavior Analysis.



Biography: Tyra P. Sellers, JD, PhD, BCBA-D, is the Director of Ethics for the Behavior Analyst Certification Board. She earned a BA in philosophy and an MA in special education from San Francisco State University, a JD from the University of San Francisco, and a PhD from Utah State University. Her professional and research interests focus on professional ethics, training and supervision, assessment and treatment of severe problem behavior, variability, and verbal behavior. Dr. Sellers has over 20 years of clinical experience working with individuals with disabilities in a wide variety of settings. She has served as a board member in various positions for the Utah Association of Behavior Analysis. Dr. Sellers currently serves as an associate editor for two journals and is on the editorial board for a third.

Abstract:

Practicing behavior analysts and behavior analysts in academic settings often provide supervision for young professionals who are pursuing certification as a behavior analyst. Effective supervision is critical to the quality of ongoing behavioral services, the professional development of the supervisee, the continued growth of the supervisor, and the overall development of our field and its' practice. Though there are now training and CEU requirements for supervising those who are accruing hours towards the experience requirement for certification; few resources exist to guide supervisor activities and recommended practice. This workshop summarizes the content of *Building and Sustaining Meaningful and Effective Relationships as a Supervisor and Mentor* by LeBlanc, Sellers, & Ala'I (2020) with detailed strategies and resources for structuring the supervisory experience and ongoing mentorship. The topics covered include a) building the relationship, b) using self-reflection as a tool to enhance your supervisor skills, c) what to teach supervisees, and d) how to evaluate the effects of your supervisory activities.

CEU Objectives:

1. Attendees will be able to describe several strategies for building and maintaining strong supervisory relationships.
2. Attendees will be able to describe strategies for developing a comprehensive approach to the content and pedagogy of their supervision.
3. Attendees will complete self-reflection and self-assessment activities that enhance their understanding of the influences that shape their supervisor style.
4. Attendees will be able to identify the risks associated with failure to shape professional repertoires such as ethical decision making, problem solving, and professional relationship skills
5. Attendees will be able to identify several strategies for evaluating the effects of their supervisory efforts