# Keynote Presenter

**Ethics of Evidence-based Practice and the Dangers of Pseudoscience**

Dr. Russell Lang, BCBA-D

This presentation begins by comparing the different definition of evidence-based practice offered by various organizations. Next, the importance of the evidence-based practice movement and the dangers of pseudo-scientific practices in the education and treatment of people with developmental and intellectual disability are discussed. The majority of the presentation will then focus on the common characteristics of pseudo-scientific ("fad" and "junk science") intervention through discussion of the most popular pseudo-scientific interventions provided to people with disability. Finally, the presentation concludes by identifying strategies for behavior analysts who need to advocate for evidence-based practice while working in challenging applied contexts in collaboration with other disciplines. This presentation is rooted in the Behavior Analysts' Code of Ethics and specific ethical guidelines and considerations are offered.

Objectives

1. The participant will be able to define Evidence-Based Practice and note similarities and differences in how EBP is defined across disciplines (e.g. Medicine, Psychology and Education).
2. The participant will be able to identify and describe the common characteristics of pseudo-scientific practices and describe how such practices can cause harm to clients and their families.
3. The participants will be able to identify 5 of the most common pseudo-scientific practices provided to children with disability.
4. The participant will be more prepared to advocate for the use of EBPs with their clients.

**Collateral Benefits of Operant Play Interventions for Children with Autism**

This presentation will present the findings from two peer-reviewed studies. First, a meta-analysis of collateral behavior changes that have been reported in peer-reviewed intervention studies involving children with autism will be presented with a focus on the findings related to play behavior. Next, an intervention study that will improve the functional play of three children with autism will be presented with an emphasis on behavioral variability, generalization, maintenance, and indices of happiness. Finally, the need for an operant taxonomy for play behaviour will be discussed.

Objectives

1. The participant will be able to describe the typical development of play behaviour and identify the important learning opportunities that arise during various forms of play.
2. The participant will be able to list common play deficits and excesses observed in the play behaviour of children with autism and describe how these may affect other domains of development.
3. The participant will be able to describe how lag schedules of reinforcement may be able to facilitate improvements in play diversity and support response and stimulus generalization related to newly acquired play skills.

Biography

Russell Lang, Ph.D., BCBA-D, is an Associate Professor of Special Education and a Board Certified Behavior Analyst-Doctoral (BCBA-D) at Texas State University. He is also the Executive Director of the university-based Clinic for Autism Research Evaluation and Support (CARES). He earned a doctorate in Special Education with an emphasis in Applied Behavior Analysis (ABA) and early childhood developmental disabilities from the University of Texas at Austin. Dr. Lang completed a post-doctoral researcher position at the University of California in Santa Barbara. He has published over 150 peer-reviewed research papers and books concerning the education and treatment of children with autism and other developmental disabilities. His primary research interest is in improving playing skills and decreasing challenging behaviors in individuals with autism spectrum disorders. Dr. Lang's research is most often conducted in applied settings including children's homes and schools.  He serves as an Associate Editor for *The Journal of Child and Family Science*, *Advances in Neurodevelopmental Disorders*, and the *Review Journal of Autism and Developmental Disorders*. He is a member of the editorial review boards *for Journal of Development and Physical Disabilities*, *Developmental Neurorehabilitation*, *Education and Training in Autism and Developmental Disorders*, *Journal of Behavioral Education*, *Journal of Intellectual and Developmental Disabilitie*s and *Behavior Modification*. He is a former board member for *Journal Applied Behavior Analysis*.

**Supporting Teachers as Behavioral Engineers: Creating High-Quality Trainings for School Contexts**

Dr. Claire St. Peter, BCBA-D

American teachers are increasingly asked to manage difficult behavior in the classroom, and consistently report feeling unprepared to do so. To have the greatest positive impact on child behavior, teachers must be able to implement high-quality, empirically based interventions. This issue is not a uniquely American problem—in Australia, behavior analysts are also beginning to be called to deal with severe behavior in the

schools. Behavior analysts can assist teachers by determining teachers' skill sets and the fidelity with which teachers implement procedures. These fidelity data can serve as quality indicators as teachers receive additional training. Data from our research group suggests that may teachers need frequent training and supports to become successful implementers. Yet, providing intensive supports when resources are minimal can be a challenging. To sustain behavior-analytic practice in schools, our trainings must meet both our quality standards and be "do-able" for school districts. I will describe three ways that behavior analysts can adapt well-established behavioral skills training to increase our impact in educational contexts.

Learning objectives:
Participants will be able to:
1. Describe why measuring implementation fidelity is important
2. Describe three ways to adapt behavioral skills training for educational contexts
3. List steps to modifying behavioral skills training for schools
4. Provide exemplars of the possible growth in skills following modified behavioral skills training

**Impacts of Reduced Treatment Integrity on Intervention Outcomes**
The term *treatment integrity* refers to the extent to which interventions are implemented as they are designed. For over 20 years, there have been calls for increased reporting of treatment integrity in research and consideration of treatment integrity in clinical practice. Yet, treatment integrity remains an infrequent research topic and rare practice consideration. In this presentation, I describe several studies evaluating naturalistic levels of treatment integrity across several procedures and relate those data to the likely impact that reduced integrity had on treatment outcomes for clients. I hope to convince the audience that evaluations of treatment integrity are critical for research and practice if we hope to create sustainable change in socially significant behavior.

Learning objectives:
Participants will be able to:
1. Define treatment integrity
2. Identify measures of treatment integrity
3. Categorize integrity failures as omission or commission errors
4. Describe naturalistic levels of treatment integrity
5. Identify situations in which low integrity may be detrimental to treatment outcomes

Biography
Dr. Claire St. Peter received her Ph.D. from the University of Florida in 2006. She is currently a Professor of Psychology and the Coordinator of the Behavior Analysis program area at West Virginia University. Dr. St. Peter's research focuses on development of assessments and interventions for challenging behavior, including the challenging behavior displayed in school contexts. She is interested in evaluating naturalistic conditions of intervention implementation, including effects of degraded integrity on intervention efficacy and conditions that result in relapse of previously treated behavior. She has also conducted research on the dissemination of behavioral approaches. She is a former Associate Editor for the *Journal of Applied Behavior Analysis*, and currently serves the editorial boards of the *Journal of the Experimental Analysis of Behavior* and *Perspectives on Behavioral Science*, and is a Senior Editor for *Education and Treatment of Children*. Her research and clinical practice have resulted in over $2 million in grants and contracts, and more than 50 peer-reviewed publications.

# Invited Speakers

**An Introduction to Organisational Behaviour Management and How You Can Apply It in Your Organisation**
**Donna Quay, Invited Speaker**
Many of you work in roles where you use your skills in Applied Behaviour Analysis to make meaningful change in the lives of others. And in spite of dysfunctional systems, perhaps even under performing teams or processes that are followed but not really understood, you still deliver this meaningful service. What if there was a way to bring meaningful change to your organisation using the foundation ABA skills you already have? Join me as I introduce you to the field of Organisational Behaviour Management, a sub-field of Applied Behaviour Analysis and one that is growing very fast and changing organisations for the better. Learn some of the key OBM principles and concepts and get an overview of how to apply these in your organisation and where to get support to do this. As we journey through the concepts of OBM I will share real examples of

successes and learnings I have had on my own OBM journey and how these have shaped my career and influeced those around me.

## Biography
Donna holds a Masters of Science from the University of Otago in Dunedin New Zealand. After studying Behaviour Based Safety during her Masters, Donna was certain that a career in behaviour change was for her. Choosing to initially focus on health and safety, Donna delivered OBM improvement projects across multiple sites for a multinational mining company. In addition to this, Donna has been a mentor for the OBM network and a course instructor for Florida Institute of Technology's OBM Applied! course. Donna now works as a manager, focusing on safety leadership and culture development for an electricity distribution company in New Zealand.

## The UN CRPD (2006): Implications for behaviour support practitioners and clinical practice
Jeffery Chan, Ph.D., Invited Speaker

The United Nations Convention on the Rights of Persons with Disabilities (CRPD) (2006) is a landmark international treaty that Australia has ratified in July 2008 and the Optional Protocol in 2009. The CRPD is significant in the way we are now required to change the way we think, work with and support people with disabilities; particularly those you present with behaviours of concern. The CRPD particularly challenges some of the old and current practices of applied behaviour analysis. This presentation will highlight the key elements of the CRPD and the implications of the CRPD in clinical practice, particularly for those with behaviours of concern and who live in an environment of concern. This presentation will cover three key human rights questions that can guide applied behaviour analysts' work in preventing, reducing and eliminating restrictive practices.

## Biography
Jeffrey Chan commenced as the Senior Practitioner, Behaviour Support on 9 July 2018. Jeff has worked in human services for nearly 30 years in government, non-government and statutory roles, in disability and health services. He was the inaugural Victorian Senior Practitioner with the responsibility of protecting the rights of people with disability subject to restrictive interventions and compulsory detention. Jeff was also Queensland's inaugural Chief Practitioner and Director of Forensic Disability (Governor-in-Council appointment) where he was responsible for protecting the rights of people with cognitive impairment subject to restrictive practices and those in the forensic disability setting. Prior to his current role, Jeff was Deputy CEO of the largest intellectual disability service provider in Singapore. Jeff is an applied researcher with more than 80 publications in international refereed journals and authored several key technical reports, a partner in more than $2.5M ARC and NHMRC research grants and in his previous roles, he has commissioned and provided more than a $1M in research grants to providers and practitioners. He serves as Associate Editor for the journal, Mindfulness, an Editorial Board member of the International Journal of Positive Behavioural Support and a guest reviewer for several international journals in disability. He is currently Adjunct Professor at the University of Queensland's School of Education and was former Adjunct Professor at the University of Sydney's Centre for Disability Studies. He was also a Finalist in the Australian Human Rights Award 2010 for Community (Individual) category for his work in protecting the rights of people with disabilities subjected to restrictive interventions.

## NDIS Quality and Safeguards Commission PBS Framework: Strengthening Practitioner Capability
Tracey Harkness

The NDIS Quality and Safeguards Commission (NDIS) Positive Behaviour Support Capability Framework (PBS CF) is a national legislative requirement where behaviour support providers and behaviour support practitioners will be assessed against this national PBS CF in order to determine suitability . Strengthening the safeguarding of NDIS participants is a national commitment by the Commonwealth and States/Territories' governments. Prior to the NDIS, there was not a national capability framework for behaviour support practitioners and the previous temporary NDIS guide to suitability did not recognise the diversity of qualifications and experience of behaviour support practitioners. This presentation will provide a background to the development of the PBS CF, the key elements of the PBS CF and implications of its use in increasing the professionalisation of the workforce. The presentation will also provide brief details on the methodology to be used to assess practitioners.

## Biography
Tracey Harkness is a registered psychologist with over 20 years of experience in the provision of positive behaviour support for people with disability who engage in behaviours of concern. Tracey has regularly provided guest lectures for Western Sydney University and University of NSW as well as training over 200 psychologists in NSW government agencies in motivational interviewing, positive behaviour support and clinical supervision. Tracey has held the positions of Practice Leader, Psychology for Ageing, Disability and Homecare and most recently was the Senior Manager of the NSW Practice Leaders team. Tracey is very passionate about the rights of people with disability to live an inclusive and valued life in the community. Tracey joins the NDIS Quality and Safeguards Commission as the Director in the National Behaviour Support Team.

**Behavioural enrichment for captive platypuses**

Jessica Thomas, Ph.D.

The platypus is one of Australia's most iconic species, yet little is known about their basic biology because they are challenging to study in the wild. Healesville Sanctuary has been displaying platypuses since 1933 with the goal of building strong connections between the animals and visitors to encourage support for conservation. Many advances have been made to their husbandry to improve their welfare in recent years by studying their behaviour. One of these advances has been developing a goal-based behavioural enrichment program and developing human/animal relationships. The enrichment program is monitored and adjusted for each individual in the collection. Novel items such as tree fern trunks and floating logs have a high value to many individuals which encourages 'play' behaviours, while novel invertebrates encourages foraging. Some individuals participate in training and conditioning programs for encounters with visitors. While the animals have choice and control to participate in these encounters, we also assess their behaviour both during and after encounters to determine how this impacts their welfare.

Biography

Dr. Thomas completed a Bachelor of Science, majoring in zoology at the University of Melbourne in 2003. She went on to do a Masters of Reproductive Science at Monash University where she completed research on assisted reproductive techniques in red-tailed and brush-tailed phascogales. She has worked at Healesville Sanctuary for the last 11 years where she has spent most of that as the platypus keeper. In 2018, she completed her PhD on breeding biology of the platypus which she conducted over 6 years part-time with the aim of improving the welfare and captive breeding of platypuses.

**Applied Behaviour Analysis at Zoos Victoria - What's the Function?**

Sue Jaensch

Using operant training techniques with zoo animals has long been identified as an important skill for a Zoo Keeper. Commonly zoo managers have assessed animal training programs by their outcomes, and have relied on staff who have little understanding of the science of Behaviour Analysis. This has led to a diverse approach to training, creating animal welfare concerns and needless debate amongst colleagues. As zoos across the globe continue to strive for improved welfare outcomes for the animals in their care, employing the science of Behaviour Analysis can lead to a common understanding and ensure an ethical approach to training and managing zoo animals. Under the guidance of Dr Susan Friedman (PhD), Zoos Victoria is the first zoo in Australia to now teach and coach their Zoo Keeping staff on the theory and practical application of ABA. Sue Jaensch is one of Zoos Victoria's Animal Training Coordinators. In her presentation, Sue will provide an insight into Zoos Victoria's approach to animal training. She will share with us examples of how Zoos Victoria staff are applying Behaviour Analysis principles, outline some of the challenges they have faced and highlight benefits that the program has achieved.

Biography

Sue Jaensch is the Animal Training Coordinator at Healesville Sanctuary. After completing her BSc (Zoology) in 2000, Sue worked at RSPCA in a range of roles before becoming the first Animal Behaviour and Training Coordinator for RSPCA Victoria. Leaving the pet world in 2009, Sue started her career as a Zoo Keeper at Healesville Sanctuary looking after the dingoes. In 2013, she took on the role as Life Sciences Manager, working for team of 12 Zoo Keepers, before moving into her current role as Animal Training Coordinator in 2017. Sue has a Cert IV in Training and Assessment, Diploma in Frontline Management and a Graduate Certificate in Competitive Systems and Practices.

# PRESENTATIONS

Organised in alphabetical order by title

**Symposium: Applications of ABA in older populations**

Chair: Alayna Haberlin, BCBA-D

A significant part of a behaviour analyst's job is to work on decreasing challenging behaviour. This can carry many considerations when clients become older, larger, or have a trauma background. We need to openly discuss the challenges that we face in providing services to these diverse groups of people. Applying behaviour analytic strategies to older populations has a number of considerations, from consent to the use of restricted practices. With the growing awareness of trauma and interventions that are designed for people who have experienced trauma, how does behaviour analysis fit? Are we still ethical if we continue to use our tried and true principles and strategies? This symposium will discuss these issues, ethical concerns and provide practical strategies with these unique populations.

### Working across the age groups – similarities, differences, and ethical considerations

Megan Borlase, Ph.D., BCBA-D

With the limited number of behaviour analysts in Australia there is a greater need for behaviour specialists to work across the age groups; however, this comes with many challenges and can require a different approach and ethical considerations. Some of the different approaches, ethical dilemmas, and challenges that have arisen when working with an adult population compared with children will be reviewed. Ways that some of these issues have been overcome, how the ethical dilemmas have been approached and the challenges that have arisen will be reviewed. Topics including consent, legal representation, behaviour support planning, reinforcement use, and information sharing will be covered. Child and adult case studies will be contrasted and discussed covering a number of different diagnoses, behavioural needs, communication needs, and skill sets. Despite the challenges attached working across the age groups is a worthwhile and necessary pursuit particularly in areas such as Australia where services are limited; particularly for adult populations.

Biography

Megan received her Ph.D. in Applied Behaviour Analysis from Caldwell University in New Jersey, in 2015. She is a BCBA-D and has held her board certification for 5 years. Megan has been working in the disability services for 14 years in England, New Zealand, USA, and Australia. She has held several clinical management positions in the US and Sydney. She is currently working for the Lojic Institute setting up services in Sydney for adults and children with disabilities and behavioural concerns. Megan is a former Rotary Ambassadorial Scholar and has presented research at several national and international conferences. The study she is presenting today was published in JABA last year and she has several publications in progress. Megan is also the first author of a book on false memory in autism based on her Masters research at Canterbury University, New Zealand.

### Restricted Practices in Out of Home Care

James Bellman, BCaBA, Nekia Stewart, BCaBA, & Alayna Haberlin, Ph.D., BCBA-D

In 2018 the National Disability Insurance Scheme released their guidelines on Restricted Practices. For many clinicians, the use of Restricted Practices and the associated paperwork can seem daunting and confusing. This presentation will use case examples of how applied behaviour analytic interventions that include the use of restricted practices are defined, implemented, and reviewed within a large-scale Out of Home Care agency within NSW. This presentation will review the categories of restricted practices, give examples of ABA interventions that fall under each restricted practice category, and describe the restricted practice review system including the use of review panels and fade out plans.

Biography

James Bellman is a Senior Psychologist and Board Certified Assistant Behaviour Analyst with Allambi Care. Allambi Care is one of the leading providers of Disability Services, Residential Care, Foster Care and Family and Clinical Support in the Newcastle, Central Coast and Hunter Regions.

Nekia Stewart is a Senior Psychologist and Board Certified Assistant Behaviour Analyst with Allambi Care. Nekia graduated from the University of Newcastle in 2009 with a Bachelor of Psychology, graduated from the Florida Institute of Technology behaviour analysis training program in 2013 and became certified in Behaviour Analysis in 2014. She currently provides supervision to Provisional Psychologists. Nekia has over 10 years' experience working with children and young people with complex histories of trauma. Nekia has a particular interest in young people with emerging personality disorders, complex trauma and suicide risk and how these traditional psychological areas intermix with Applied Behaviour Analysis.

Alayna is BCBA-D who loves to continue to learn about ABA, nuf said.

### Working with Trauma – The application of ABA

Leah Flanagan & Alayna Haberlin, Ph.D., BCBA-D

Children and young people who reside in out of home care have regularly experienced traumatic events such as child abuse, neglect and domestic violence. There are a number of evidence-based programs and clinical interventions that are specific to addressing trauma symptoms, yet the application of ABA has historically been absent in this cohort. Through case discussion of an adolescent male with complex trauma and significant violent behaviours, ways that ABA can be incorporated into our work with trauma survivors both theoretically and practically will be discussed.

Biography

Leah is a recent graduate of the Florida Institute of Technology behaviour analysis training program and is currently undertaking her supervised hours to qualify as a BCaBA. She is a registered psychologist, with post graduate qualifications in child protection

investigations. For over fifteen years, Leah has worked with children and young people with complex histories of trauma; holding casework and management positions in front line child protection services in NSW and also working as an caseworker for the NSW Child Protection and Sex Crimes Squad. She is an accredited counsellor for the office of the children's guardian for counselling children and adults with sexual offending behaviours. Leah currently holds a senior psychologist position at Allambi Care, a non-government agency providing psychological and behavioural services to children, young people and adults with complex traumatic backgrounds and disability.

Alayna is BCBA-D who loves to continue to learn about ABA, nuf said.

## Applying a Performance Improvement Framework to Behaviour Support in Human Service Settings
John Wooderson, MPhil

Behaviour specialists working in human service settings often do not implement the behaviour change programs they design. They must rely on front-line support staff to precisely perform a range of complex technical tasks such as data collection and accelerative/decelerative procedures while carrying out the functions and responsibilities of their position. Success or failure of any behaviour change program is dependent, to a large degree, on the performance of support staff. This paper presents a performance improvement framework developed by Thomas Gilbert, and discusses its application in human service settings. Gilbert (1978) posited that there are two main aspects of staff performance that must be attended to: employees' behavioural repertoires (what they bring to the job), and environmental supports (the work environment factors that encourage or impede performance). According to Gilbert, it is the latter which provide the greatest leverage in improving employee performance. The presenter will discuss case-studies in which the performance improvement framework was applied to improve the outcomes of behaviour change programs in human service settings.

### Biography
John has qualifications in education, including a Masters in Philosophy from the University of Queensland. John has extensive clinical experience designing and implementing positive behaviour interventions and previously worked with the Centre of Excellence in Behaviour Support. This included time as the Director of Learning and Development for the Centre. While working in this role, he co-ordinated the development and delivery of the Functional Assessment and Positive Behaviour Support Training package that was used to provide knowledge and skills development for staff and parents to develop positive behaviour support plans. John has published in peer-reviewed journals and international conferences. His research interests include positive behaviour support and organisational behaviour management in human service settings.

## Comprehensive treatment of challenging behaviours
Joanne Watkins, BCBA, MSc, Svetlana Daly, BCBA, MA, & Lily Stavar, MA
Challenging behaviours are any behaviours that cause disruption to an individual's daily life or a behaviour that attracts negative social attention. The intensity of the challenging behaviour can range from self-stimulating such as hand flapping, to aggression towards others and self. The comprehensive treatment of challenging behaviours devised by Hanley et al., (2014) reduces challenging behaviours and also teaches the individual three important skills; (a) functional communication response where the individual learns to obtain the same outcomes with a more appropriate behaviour, e.g. saying "My way please" (b) the individual tolerating their requests being denied or delayed e.g. responding with "OK, no problem", and then (c) tolerating the situations that typically trigger behaviours. In this presentation, three clinical case studies will be presented that used this comprehensive treatment for children with Autism, and for a child without any diagnosis. All the results showed a decrease of challenging behaviours and acquisition of social skills. Implications from the case studies will be discussed considering professionals, paraprofessionals and caregivers who work with individuals with challenging behaviours. Also, the effectiveness of using Behavioural skills training to teach paraprofessionals to utilise the comprehensive treatment plan will be discussed.

### Biographies
All presenters are NZ Registered Psychologists and Case supervisors at CLIMB (Center for Learning, integration and managing behaviour), which is a behaviour service provider in New Zealand for children aged between 19 months to 18 years. In addition to their Supervisor roles at CLIMB, Lily Starvar, is one of the co-directors at CLIMB and also has a background in Cognitive Behavioural Therapy. Svetlana Daly (BCBA) also works for University of Auckland as a Professional Teaching Fellow. Joanne Watkins (BCBA) also works with children and families referred from the Intensive Wraparound (Ministry of Education).

## Creating a flexible verbal self in adolescence using DNA-v: The youth model of CBS
Louise Hayes, PhD
This talk will describe a developmental model called DNA-v, that is grounded in contextual behavioural science. DNA-v is the distillation of cutting edge science and theory into simple processes that can be applied

in multiple settings to create flexible interventions for young people and the adults around them, i.e. parents, teachers, mentors. This model uses research from evolutionary science, applied behaviour analysis, and relational frame theory, thereby creating a new wholly contextual behavioural science model based on growth and development. In this brief talk we will focus on the core processes and how they can be used to consider growth in young people, as well as applications to build flexibly in behaviours in therapeutic and school settings.

## Biography
Louise Hayes is a clinical psychologist, author, and international speaker. She is a Senior Fellow with The University of Melbourne and Orygen, The National Centre of Excellence in Youth Mental Health. She is also the President of ACBS, and a peer reviewed Acceptance and Commitment Therapy/Training (ACT) trainer. She is the co-author of the best-selling book, Get Out of Your Mind and into your Life for Teenagers: A Guide to Living an Extraordinary Life, and also – The Thriving Adolescent: Using Acceptance and Commitment Therapy and Positive Psychology to Help Teens Manage Emotions, Achieve Goals, and Build Connection. A new book for teenagers using DNA-V will be out soon. Together with Joseph Ciarrochi she conducts research and treatment development; her latest work is DNA-v, a treatment model based on CBS. Louise is also an active clinician, working with adult and adolescents in private practice. For more information on Louise go to – www.louisehayes.com.au or www.thrivingadolescent.com

## Essential for Living: Functional Life Skills for Adolescents and Adults with Disabilities
Lauren Cowled, BCBA

Working with adolescents and adults with disabilities, the focus is on improving quality of life, increasing independence, and providing access to social opportunities through living arrangements, employment, and friends. The Essential for Living Assessment and Curriculum provides a comprehensive overview of skill deficits, and highlights the best skills to focus on first, working with clients, through their 'must have', 'should have', 'good to have' and 'nice to have' designation of skills. Many of our clients have spent years using challenging behaviour to get their needs met, so working as a team with their families, support workers, and professionals involved in their care, is essential. Our clients are aged between 11 and 25, both male and female, living in Sydney, Australia. All have a diagnosed intellectual disability, and live at home with their families. Some are accessing school, others are accessing day programs. We implemented and monitored interventions to test the effectiveness of our interventions. Initial data have shown an increase in functional skills, and a decrease in challenging behaviour. We will be providing an overview of how we utilise Essential for Living with our clients, and then provide examples through case studies.

## Biography:
Lauren is a Board Certified Behaviour Analyst (BCBA) and is the owner of Great Start Behaviour Services. As a BCBA, she oversees client programs, working with families and carers, to ensure programs are person-centred, family focused, and have a positive impact on the individual's quality of life. Working in the most relevant setting for the client - be it home, school, workplace, or community - is what she loves most about the job. Being able to see the challenges, as they occur, and support the people who are closest to the client, to help make a difference, is another aspect of the job she loves. Lauren is also a Teaching Associate at Monash University, in the Masters of Education Applied Behaviour Analysis Program. Lauren completed her Bachelor's degree in Education, and her Masters of Special Education, at Macquarie University. She completed online coursework through Florida Institute of Technology, while completing supervision hours with a BCBA-D, before obtaining her BCaBA in Aug 2017, and her BCBA in June 2018. She is a member of the Association for Behaviour Analysis Australia, the Association for Behavior Analysis International, and the Association of Professional Behavior Analysts. Lauren has presented research from programs at conferences in Australia, and the US.

## Symposium: Everyday ABA with Diverse Populations
Chair Angela Arnold Saritepe
Discussant: Angelika Anderson PhD BCBA-D
Abstract: This symposium will present a variety of applied behavioural analytic assessment and intervention strategies for the practitioners working with diverse populations. Students and staff in the ABA Programme at the University of Auckland, New Zealand work across a range of diverse settings including residential care for people with dementia, residential rehabilitation for people with acquired brain injuries, training teachers in special schools and in the graduate teaching programme. The scientist-practitioner model is used as a training model for students integrating science and practice in applied behaviour analysis / psychology. The essence of the scientist-practitioner model is for both research skills and clinical skills to constantly inform each other.

### Check-In Procedure to Increase Engagement with Adults with Acquired Brain Injuries
Jacqueline Munro, Emma Baker & Katrina Phillips
Engagement in leisure activities is considered an important contributing factor to a person's quality of life (Turner-Strokes, 2003). Some adults with a severe level acquired brain injury (ABI) can show a low level of engagement in leisure activities, and decreased levels compared to pre-incident. There exists a limited amount of research regarding interventions that target increased engagement in leisure activities within

this population. The check-in procedure is an intervention that has shown success with increasing engagement with adults with dementia (Engelman, Altus, & Mathews, 1999; Engstrom, Mudford, & Brand, 2015). This study applied the check-in procedure with two participants with severe ABI. Results from this study showed increased levels of engagement for both participants in the intervention phases compared to baseline, suggesting that the check-in procedure is an effective intervention for these clients. This study provides further evidence supporting the effectiveness of the check-in procedure. Additionally, it provides preliminary evidence for its application to adults with ABI, although further research with a greater number of clients is required to ascertain its effectiveness with this population.

### Challenges when conducting functional analyses of challenging behaviour with people with dementia.
Ebonee Hodder & Angela Arnold-Saritepe
The management of challenging behaviour, such as aggression and agitation in dementia has been dominated by drug therapies such as the antipsychotics. While modest decreases in challenging behaviour may be observed the side effects often impact on quality of life. This paper will discuss the difficulties found in conducting functional analyses in a dementia care unit as well as review the literature surrounding the effectiveness of interventions informed by functional analysis in this setting. Research suggests (Cook et al., 2012) that functional analysis and function informed interventions for challenging behaviour in dementia care show promise, yet it is too early to draw conclusions about its efficacy.

### Improving Academic Teaching - Interteach
Jacqueline Munro, Katrina Phillips & Sveta Daly
Learning is viewed by behavioural psychologists as an addition of new behaviour. From this perspective the traditional format for university courses in both assessment and teaching provides weak contingencies for the facilitation of learning and places students in a passive as opposed to active role. Interteach is an alternative method of lecturing that incorporates elements of other behavioural approaches of teaching and has been shown to result in greater marks in quiz scores, assignment and exam grades, and retention tests when compared to traditional lecture styles. Research was conducted on Postgraduate students of the Applied Behavioural Analysis Course at the University of Auckland that compared Interteach lectures to traditional lectures, and traditional lectures with a choral response element. Active and passive on task and off task behaviour was measure, along with self-reported student satisfaction and preparation time. This presentation will demonstrate the use of Interteach, and provide a summary of the background research, methods used, and results.

Biography
Angela is a Board Certified Behaviour Analyst and Psychologist with 30 years' experience working with children and young people in the disability and health sectors in New Zealand, Canada and the United States. Angela is a Senior Lecturer in the Applied Behaviour Analysis Programme, School of Psychology, University of Auckland. She also consults with families, schools and other organisations to support children and young people with traumatic brain injuries and developmental disabilities. Angela has particular interests working with young people and their families to address challenging behaviour and promoting awareness of behaviour analysis in Aotearoa.

### Integrating Behaviour Analytic Therapies with Self-regulation Skills
Lucius Arco MPsych (Clinical), PhD
Increasingly, behaviour analytic therapies such as Acceptance and Commitment Therapy (ACT), Behavioural Activation, Dialectical Behaviour Therapy, and Functional Analytic Psychotherapy are being shown as transdiagnostic in their application and effectiveness. For example, ACT has been applied to disorders such as anxiety, depression, pain, substance use disorders, psychosis, borderline personality disorder, trichotillomania, and obsessive-compulsive disorder. Although this is a welcome and promising development, what is our understanding of how this is happening? It seems that any one therapy (e.g., ACT) is not more effective than any other; that there may be common therapeutic processes or components that work across various disorders and therapies; and that our primary research method (i.e., group Randomised Controlled Trials) may be of little help in identifying common therapeutic processes. This paper identifies two relevant observations that may be fostered toward a more integrated, unified, and transdiagnostic clinical behaviour analysis: i) formulating problems with functional analysis, and ii) identifying and targeting impulsivity or dysregulated emotions as a pervasive and root cause of many disorders. Implications for therapy and research are a greater

emphasis on clients learning self-regulatory skills in therapy, and greater use of single case methods in clinical research.

Biography

Lu Arco, MPsych (Clinical), PhD, is a clinical psychologist who has been practising behaviour analysis for over 40 years in areas including adult and child disorders of anxiety, obsessive-compulsive disorders, depression, impulsivity, maladaptive habits, conflictual relationships, and problems associated with neurological disorders such as autism and brain impairment. He works in private practice and public Adult Mental Health Services, and is a former university clinical lecturer and researcher in postgraduate clinical psychology training. He earned a doctorate with an emphasis on behaviour analysis and organisational behaviour management from Murdoch University, Perth. He has been a member of the Association for Behavior Analysis International for over 30 years, and has published in journals including Behavior Modification, Behavioral Interventions, Behavior Therapy, Neuropsychological Rehabilitation, Behavioural and Cognitive Psychotherapy, and is a former Associate Editor of Behaviour Change.

### Stimulus Fading- Drinking from a Cup

Liz Dickson

Adaptive skills learning improves quality of life. For children with significant developmental delay, even motor skills can be tricky to acquire. Using stimulus fading, both in the diameter of the open cup used and the volume of liquid consumed, our program was designed to teach an appropriate lip seal to a 5 year old with a history of bottle/sippy cup feeding. A changing criterion design was used, with reversal probes taken once each phase had been mastered. (ie the child was asked to drink from a regular cup, without assistance) The child established an appropriate lip seal from a regular cup.

Biography

BA (Psychology), Studying M Ed at Monash, Senior Behaviour Tech at Aspire Early Intervention, Social reading night nerd

# POSTERS

Organised in alphabetical order by title

### A Comparison of Interview-Informed Functional Analysis and Standard Functional Analysis in Stereotypic Behaviours

Mrs. Alexandra A. Held & Dr. Katrina Phillips

The current study compared the standard functional analysis (SFA) and the interview-informed synthesized contingency analysis (IISCA) to assess their effectiveness and efficiency in the assessment and treatment of stereotypic behaviour. Participants included two males with intellectual disability, displaying three different stereotypic behaviours between them. The IISCA was informed by implementation of the Open-Ended Functional Assessment Interview and the SFA was informed by the Question About Behavioural Function (QABF). Following the completion of the experimental assessments, interventions based upon the results of each assessment were compared using a reversal design for one man's stereotypy and a multiple baseline across behaviours with reversal design for the other man's two stereotypies. Additionally, data of stereotypic behaviour across time through all interventions, as well as problem and appropriate behaviours, were recorded to further investigate effectiveness of each treatment. Results from the QABF did not coincide fully with SFA for both participants, but the open-ended interview did inform IISCA appropriately for two of three behaviours. When implementing interventions, the IISCA-derived intervention was more successful and efficient than the SFA derived intervention across all behaviours. It is suggested that IISCA is an effective and efficient assessment tool for finding functions of stereotypic behaviours.

Biography

Alexandra A. Held: Intern Psychologist (PGDipAppPsych undergoing)
MSc (Applied Behaviour Analysis)
RBT (Registered Behaviour Technician)
Dr. Katrina Phillips (BACB-D): Dr. Katrina Phillips is a Registered Psychologist, Board Certified Behaviour Analyst, and the director of the Applied Behaviour Analysis programme at the University of Auckland.

### Behavioural Skills Training package: Teaching teachers to implement the IISCA

Rhian Collings & Angela Arnold-Saritepe

Within the classroom setting, teachers often lack the necessary skills to assess, manage and intervene with problem behaviours of children with ASD. There is a need for teachers to be equipped with the skills to assess the function of problem behaviours and to design and implement strategies that reduce these behaviours. The Interview Informed Synthesised Contingency Analysis (IISCA), (Hanley, Jin, Vanselow and Hanratty, 2014) is a

variation to the traditional functional analysis (Iwata, Dorsey, Slifer, Bauman & Richman, 1994). The aim of the current study was to assess the effects of a Behavioural Skills Training package on teachers reliable implementation of the IISCA and FCT procedures and further, assess the effects of these procedures on children's problem behaviour. Across two teacher participants and three students, findings have identified high procedural integrity in IISCA and FCT implementation, an overall reduction of students problem behaviours and an increase in alternative behaviours.

### Comparing Self-Management Interventions to Increase Physical Activity in an Adult with Autism: Paper-Form and Fitbit-Flex-2

Gladys Lai Cheng Chia, Angelika Anderson, PhD, BCBA-D, & Louise McLean, PhD, MAPS

Physical activity is important for good health. However, individuals with Autism Spectrum Disorder (ASD) often do not engage in adequate levels of physical activity. This study investigated two self-management interventions to increase physical activity in an adult with ASD using a single case alternating treatments design with baseline. During intervention, two treatment conditions were compared: self-monitoring using a paper-form and self-monitoring using a Fitbit Flex-2. The primary dependent measure was active minutes as measured by the Fitbit Flex-2. Secondary dependent variables were frequency of inactivity and step counts as measured by the Fitbit Flex-2. The results suggest a small experimental effect overall. There were some days in all conditions when the participant was inactive. On the days when the participant was active, he was more active in the intervention phase compared to baseline, and activity levels in the Fitbit Flex-2 condition slightly exceeded those in the paper-form condition. The findings extend the small body of research that suggests that fitness trackers can be effective in increasing physical activity in adults with ASD. Limitations and future directions will be discussed.

Biography:

Gladys Chia is a PhD candidate, and has completed research projects at the Honors and Masters level programs in psychology. She has over 10 years of experience in designing and producing technological (software programs, videos and websites) supports in the areas of education and employment.

Dr Angelika Anderson is an Associate Professor in the University of Waikato, and holds Doctor of Philosophy and Board Certified Behavior Analyst-Doctoral qualifications. She has extensive experience conducting and supervising research with individuals with Autism Spectrum Disorders. She has also published many papers with regards to behavioural interventions.

Dr Louise McLean has a Doctor of Philosophy degree and is an Honorary Fellow in the Child Neuropsychology Research Group, as well as the Murdoch Childrens Research Institute (Royal Children's Hospital, Melbourne). She is also experienced in research areas to do with physical and mental well-being, such as managing chronic pain and resilience.

### Evaluating Fluency Based Instruction on the Acquisition of Tacts and Mands

Analise Vella, M.Ed.ABA & Kristin Bayley, MS, MSLP, BCBA, CPSP

An emerging body of literature suggests that fluency-based instruction (FBI) may be an effective method for teaching language to learners with autism. However, most of this research has been conducted with learners who use vocal speech as their primary mode of communication (e.g., Holding, Bray, Kehle, 2010). The purpose of the current study was to evaluate the effects of FBI on the spontaneous mands and tacts emitted by a 3-year-old child with autism. This study was noteworthy because the child was non-vocal and used a speech generating device. During instructional sessions, the participant was taught to tact pictures (by selecting the correct icon) of various preferred items during 1-min sessions. Following instructional sessions, probe sessions were conducted to measure his spontaneous use of mands and tacts during free play. Results of the study showed that FBI was effective. The participant rapidly acquired new tacts and was associated with an increase (celeration x1.4) in spontaneous mands and an increase (celeration x 10.5) in spontaneous tacts during free play. These findings suggest that FBI may be an effective intervention to teach language skills to children who use a speech generating device.

Biography

Analise is a senior behaviour technician with To the Moon and Back. She first started working as a junior therapist in 2014 and then continued as a senior behaviour therapist at Woodbury Autism Education and Research for several years. She discovered her passion for augmentative and alternative communication (AAC) when she worked in a classroom for children with autism and it became the focus of her Masters of Education in Applied Behaviour Analysis (ABA). She is an advocate for children who require alternative communication and strongly believes that all children have the right to communicate their needs, wants and thoughts. Analise is currently working to towards her board certification in behaviour analysis and is highly focused on individualized programs for children with autism and its collaborative approach with families and teachers. Analise's research project brings together her interest in AAC and ABA by highlighting the need to provide alternative and efficient teaching strategies for increasing communication for those who utilise speech generating devices.

## How Pairwise Designs Can Help Clarify Inconclusive Multielement Functional Analyses

Alex Shrewsbury, M.S., BCBA & Suzan Selbes

Functional analysis (FA) of challenging behaviours is a crucial component of successful treatment of those behaviours. While FAs are typically conducted utilising a multi-element design with different experimental conditions, this design can often yield confusing results. In such cases, it can be beneficial to instead utilise a pairwise design to further assess target behaviours. The subject for this study was a 9 year old male with ASD. We began with a standard multi-element FA, however the results were inconclusive. We were seeing variable rates within and across conditions, as well as many instances of challenging behaviours while the establishing operations of a given condition were not present. As such, we moved to a pairwise design (3 test conditions to 1 control)—following this change, we immediately began to see very clear trends in the subject's behaviour and were able to then conclude multiple socially-maintained functions with high confidence. It is important for behaviour analysts to recognise the utility of the pairwise design in functional assessment, as well as when to consider moving to such a design. In this study, moving to pairwise led to a quick and significant improvement in the clarity of our results.

Biogrpahies:

Alex Shrewsbury graduated with an M.S. in Applied Behaviour Analysis and is a Board Certified Behavior Analyst. He worked in the U.S. as a Clinical Specialist at the Marcus Autism Center for four years, before moving to Australia to join Irabina Autism Services as the Senior Severe Behaviour Clinician.

Suzan Selbes is a Registered Behavior Technician with a B.A. in Psychology. She currently works at the Irabina Autism Services as a Behaviour Data Analyst.

## Increasing physical Activity with Therapy Dogs

Jason Kozica

This study aims to show how the principles of positive reinforcement, discriminative stimuli and motivating operations can increase physical activity and reduce anxiety. Specifically, it will demonstrate how integrating the use of therapy dogs with some Acceptance and Commitment Therapy exercises can help evoke physical activity in individuals with autism and mental illness and assist with managing their anxiety.

Biography:

BA, mental health practitioner and currently undertaking BCaBA training and about to start masters program in ABA through university of Auckland

## Multidisciplinary collaboration between Speech Pathology and ABA in an EIBI Case Study

Nicole Schaumloffel, BSP- Hon & Kate Whitehead, BCBA

We hear time and time again in the research and in clinical recommendations that multidisciplinary collaboration is the gold standard for intervention and leads to best outcomes for learners. In reality this is easier said than done as more often than not practical limitations present significant barriers to effective team work. This child has received 20 hours of EIBI and 2 hours of Speech Pathology sessions weekly allowing us to simultaneously address development of speech sounds and articulation as well as functional communication and language skills. The strength of this collaboration rest on a consistent approach to behaviour support and using the principles of learning to our advantage across both the clinical team and the child's family. In this case ongoing collaboration between a Speech Pathologist, Behaviour Analyst and the client's family has led to exceptional outcomes for the learner. This model provides a potential example of how multidisciplinary teams including family collaboration can not only be achieved but can increase client outcomes in home and education settings.

Biography:

Nicole Schaumloffel is a Speech Pathologist that has been working in the field of ABA since 2013. She is currently completing the Masters of Education- Applied Behaviour Analysis at Monash University. Nicole is leading the Speech Pathology side of ABA For Change and regularly collaborates with BCBAs, Kate and Alex.Kate Whitehead has been a BCBA since Nov 2017.

Kate has been working in Applied Behaviour Analysis since 2013 starting as a home therapist and moving up to a program supervisor and co-founded 'ABA For Change' with Alexandra Ahlgren-Berg in 2017. Kate has also taken part in content development for the Monash University Master in Education- Applied Behaviour Analysis.

## Sustainable Implementation of School-wide Positive Behavioural Interventions and Supports: A systematic review

Russell A. Fox M.Special Ed, Dennis W. Moore PhD BCBA, Angelika Anderson PhD BCBA-D, Brett Furlonger PhD, &Umesh Sharma PhD

School-wide positive behaviour support (SWPBS) is a proactive prevention focused framework aimed at improving the social and behavioural outcomes of all students in schools. Implementation of SWPBS has been described as an example of Applied Behaviour Analysis (ABA) implemented at scale. An increase in the number of Australian schools adopting SWPBS necessitates the understanding of the variables that act as barriers and or facilitators to the successful and sustained implementation of SWPBS. A systematic literature review was conducted to identify and understand these variables. A total of 25 articles were analysed. Variables relating to school contexts, school practices, district- and state-level contexts, and district- and state-level practices were found to be critical to the successful and sustained implementation of SWPBS. Findings from this research suggest that the field is moving towards consensus on the topography of school-, district-, and state-level practice barriers and facilitators to successful and sustained implementation of SWPBS. Additionally, it was indicated that SWPBS implementation that leveraged these identified practice-level sustainability variables could overcome otherwise non-malleable school contextual characteristics. Variability in the reported salience of individual practice variables across studies and the myriad interactions between variables raise critical questions about the current approaches to implementation.

Biography:
Russell is a qualified teacher who has worked in both primary and secondary school settings. While his teaching career began in mainstream schools, a passion for supporting students exhibiting problem behaviour led him to work in specialist educational settings. Russell currently works for the Department of Education and Training (DET) Victoria in a teacher capacity building role, supporting teachers and school leaders to engage in evidence-based behaviour support practices. Russell is also a PhD candidate at Monash University.

## Teaching Mands to a Child with Autism Using a Speech Generating Device

Anna Chung BCaBA, Renee Collins BCBA, & Erin Leif BCBA-D

Mands are the first type of language acquired by children (Bijou & Baer, 1965). However, children with developmental disabilities and language delays may not acquire mands through exposure to language in the natural environment and may need early intervention to acquire this skill. The purpose of the current study was to evaluate a procedure for teaching mands to one 5-year-old child with autism. The participant was non-vocal and mand training was conducted using a speech generating device (SGD; a selection-based response). Mand training included the following components: (a) strategically altering the environment to create communication opportunities, (b) providing least-to-most prompting for the three-step selection-based communicative exchange (searching for and selecting the correct icon on the SGD, pressing the sentence strip, and making eye contact with the communication partner), and (c) differential reinforcement. During baseline and intervention sessions, data were recorded on the percent of correct and independent mands for preferred items, and eye contact. Mand training was conducted in the home setting, and generalisation was assessed in the school setting. Results showed that the participant rapidly acquired mands but required additional prompting to make eye contact. These findings add to the existing body of research (e.g., Adkins & Axelrod, 2001) showing that children with developmental disabilities and language delays can learn to mand using a selection-based response, and that selection-based responses can be taught using an SGD.

Biography
Anna Chung BCaBA - Anna is a Senior Behaviour Technician at Super Kids Behavioural Consulting. Anna is a Board Certified Assistant Behaviour Analyst (BCaBA) who uses the principles of Applied Behaviour Analysis (ABA) to provide behavioural therapy to children with Autism Spectrum Disorder (ASD). She graduated from the University of New South Wales with an undergraduate degree majoring in Psychology and has also been accredited with a Graduate Diploma in Counselling. Anna completed her ABA coursework at the Florida Institute of Technology and is now currently studying her Masters in Education with a concentration in ABA at Monash University. Her current research interests include teaching Functional Communication Training (FCT) and its practical applications as well as social skills development.

Renee Collins BCBA - Renee is the Clinical Director and Behaviour Consultant at Super Kids Behavioural Consulting. She is a Board Certified Behaviour Analyst (BCBA) who has been using the science of Applied Behaviour Analysis (ABA) to teach children and their families since 2010. She received her Bachelor of Science from the University of Sydney, and went on to complete her Master of Autism Studies at Griffith University. She also studied ABA at the Florida Institute of Technology. She specializes in the assessment and treatment of Autism Spectrum Disorder (ASD). She has over 8 years of experience providing early intervention to children with ASD and related disorders in a school, home and clinic based setting. Renee is passionate about delivering evidence-based early intervention to children to help them achieve their full potential. Her interests include communication and building independent living skills, such as toilet training and sleep management.

Erin Leif BCBA-D - Erin is currently a Senior Lecturer in the Faculty of Education at Monash University. She is a Board Certified Behaviour Analyst at the doctoral level (BCBA-D) who has been working with individuals with autism and related conditions since 2003. Her clinical and research interests are in the areas of early intensive behavioural intervention and assessment and treatment of problem behaviour. Erin has presented her research findings at several regional, national, and international conferences, including the annual conference of the Association for Behavior Analysis International and the Asia Pacific Autism Conference. She is a member of the Association for Behaviour Analysis International, the Association for Professional Behaviour Analysts, the Association for Behaviour Analysis Australia, and is a member of Board of Directors of the Association for Science in Autism Treatment and the Autism Behavioural Intervention Association.

## The Use of Self-Management to Increase On-Task Behaviour of Undergraduate Student with Attention-Deficit/Hyperactivity Disorder

Tsuyoshi Imasaka & Erin Leif

Attention Deficit/Hyperactive Disorder (ADHD) is a common lifelong neurodevelopmental disorder. Low levels of on-task behaviour is cited as one of the major barriers to optimal academic performance among students with ADHD (Gaastra, Groen, Tucha, & Tucha, 2016; Soto-Chodiman, Pooley, Cohen, & Taylor, 2012). As a result, on-task behaviour is often targeted as a primary behaviour for improvement. A growing body of literature suggests that self-management can be effective for improve on-task behaviour (Schulze, 2016; Wilkinson, 2008). The purpose of this study was to examine the effects of a self-management intervention for increasing the on-task behaviour of a male undergraduate student diagnosed with ADHD. The self-management intervention consisted of discrimination training, self-recording, and feedback. During baseline observations, the participant emitted on-task behaviour during an average of 57.66% of intervals. During self-management, on-task behaviour increased to an average of 88.22% of intervals. At the end of the study, the participant reported that he was satisfied with the intervention and outcomes. In addition, improvements in on-task behaviour were maintained during follow-up sessions. Interobserver agreement data averaged 93.01%, and treatment fidelity was 100%. Limitations and future directions will be presented.

### Biography

Tsuyoshi Imasaka - Tsuyoshi has completed both Bachelor (B.Sc) and Honours degree majoring in psychology at Monash University. He is currently completing the Master of Education in Applied Behaviour Analysis course at Monash, and his supervised independent fieldwork toward his professional certification in Applied Behaviour Analysis. For the past seven years, Tsuyoshi has been working and volunteering at various mental health and support centres, including taking part in the Bayley House student placement program.

Erin Leif - Erin is currently a Senior Lecturer in the Faculty of Education at Monash University. She is a Board Certified Behaviour Analyst at the doctoral level (BCBA-D) who has been working with individuals with autism and related conditions since 2003. Her clinical and research interests are in the areas of early intensive behavioural intervention and assessment and treatment of problem behaviour. Erin has presented her research findings at several regional, national, and international conferences, including the annual conference of the Association for Behavior Analysis International and the Asia Pacific Autism Conference. She is a member of the Association for Behaviour Analysis International, the Association for Professional Behaviour Analysts, the Association for Behaviour Analysis Australia, and is a volunteer member of the Association for Science in Autism Treatment.

## Use of Behaviour Momentum with a Token Economy to Improve Acceptance of Non-Preferred Foods for a Child with Food Selectivity and ASD

Rachel Bartlett & Dr. Jose Molina

Feeding disorders in children with ASD have been correlated with negative medical, educational and developmental outcomes, including growth delays, malnutrition, poor weight gain or significant weight loss, developmental and psychological deficits, poor academic performance, and social difficulties as well as significant caregiver stress, parental conflict, poor quality of life for the family as a whole, and social isolation. This poster will use a case study to illustrate the basic features of an individualised treatment plan in an evidence-based intensive intervention of paediatric feeding disorders consisting of escape extinction and the use of behaviour momentum in a token economy with a response cost to increase rates of appropriate mealtime behaviours including rapid acceptance, and to decrease inappropriate mealtime behaviours including disruptions and aggressions. It will describe the assessment, treatment, parent-training and generalisation phases of the intervention for a six year old male with ASD, food selectivity, and disruptive mealtime behaviours. The data suggest that this intervention was effective at increasing rapid acceptance of 10 non-preferred food items, and decreasing inappropriate mealtime behaviours including disruptions and aggressions.

### Biography

Rachel Bartlett is the Senior Feeding Clinician in Irabina Autism Service's Paediatric Feeding Disorders Clinic. Rachel has a Bachelor's of Science in Psychology from The University of Georgia, and is currently pursuing her Masters of Education in Applied Behaviour Analysis at Monash University. She was previously a feeding clinical specialist at the Marcus Autism Center in Atlanta, Georgia.

Dr. Jose Molina is the clinical director of Irabina Autism Services.

**Using Activity Schedules to Increase Independent Leisure Time Skills in a Child With Autism**
Meredith Vale, RBT & Lauren Cowled, BCBA
The target individual is a ten year old boy with autism. Our aim is to teach the child how to follow a visual activity schedule to independently complete three preferred tasks. The intervention is considered socially valid to whole family unit, as the target individual is not able to complete activities independently, and instead emits loud vocalisations (as operationalised prior to data collection). The child is participating in a home-based Applied Behaviour Analysis (ABA) program in Sydney. Using a multiple baseline design across behaviours, we chose three activities that were age appropriate, and matched the client's interests: (1) completing puzzles, (2) completing workbooks made to match capabilities (3) craft. We then created a task analysis of the steps involved with each of the three activities. Visual activity sequences were made using photographs of the items required to complete each part of the task steps. The activities were individually probed to gather stable baseline data, before beginning the intervention. Each activity will be taught using backwards chaining with leaps ahead. After mastering the three target activities in this study, we plan to work on generalizing these skills to completion of non-preferred tasks that can be transitioned into school and community settings.

Biography
Meredith is currently undertaking a Masters in Education in Applied Behaviour Analysis at Monash University, with a goal to achieve a BCBA accreditation. She completed her Bachelor's degree in Psychology In Applied Science at the University of New England in 2017. Meredith has worked in the field of disability services, primarily working with children with Autism spectrum disorder and other disabilities, for over a decade. Meredith works at Great Start Behaviour Services as a Registered Behaviour Technician, implementing home, and school-based ABA intervention programs, working with families to ensure programs are person-centred, family focused, and have a positive impact on the family's quality of life. Meredith is passionate about sharing the benefits of ABA. She attends the national ABA conference each year.