

## 2017 EABA Summer School

Cadiz, Spain July 5-8 2017

### Conference Programme

#### Wednesday, July 05, 2017

0800 – 0845	Registration & Welcome	
0845 – 0900	Welcome	<b>Zuilma Gabriela Sigurðardóttir</b> , president of EABA Local hosts
0900 – 0955	<b>Keynote 1</b> <b>Translational Research Examining Treatment Relapse</b>	<b>Chris Podlesnik</b> , <i>Florida Institute of Technology, US</i>
1000 – 1400	<b>Workshop 1</b> <b>Helping Children with Autism Living Free of Problem Behaviour: Experimental foundations</b> [Lecture- format session]	<b>Gregory P. Hanley</b> , <i>Western New England University, US</i>
1400 – 1530	Lunch	
1530 – 1800	<b>Workshop 1</b> <b>Helping Children with Autism Living Free of Problem Behaviour: Clinical Case Studies</b> [Hands-on Session]	<b>Gregory P. Hanley</b> , <i>Western New England University, US</i> <b>Javier Virues-Ortega</b> , <i>The University of Auckland, New Zealand</i>
1800 – 1830	Coffee & Poster Session	
1830 – 1930	<b>Keynote 2</b> <b>An Experimental Analysis of Multiple Exemplar Training</b>	<b>Per Holth</b> , <i>Oslo and Akershus University College of Applied Sciences, Norway</i>
2030 - 2200	A guided tour through the history of Cádiz	

## Thursday, July 06, 2017

0900 – 0955	<p><b>Keynote 3</b></p> <p><b>A Conversation between Experimental and Applied Behaviour Analysts: Translational Perspectives</b></p>	<p><b>Ricardo Pellón Suárez de Puga</b>, <i>Universidad Nacional de Educación a Distancia (UNED), Spain</i></p> <p><b>Eric Larsson</b>, <i>Lovaas Institute Midwest, US</i></p> <p><b>Gregory P. Hanley</b>, <i>Western New England University, US</i></p> <p><b>Chris Podlesnik</b>, <i>Florida Institute of Technology, US</i></p> <p><b>Javier Virues-Ortega</b>, <i>The University of Auckland, New Zealand (Chair)</i></p>
1000 – 1400	<p><b>Workshop 2</b></p> <p><b>Curriculum, Supervision and Data-Based Decision Making in Home-Based Intervention Programmes: Experimental foundations</b> [Lecture-format session]</p>	<p><b>Virginia Bejarano Ruíz</b>, <i>Private practice, Madrid, Spain</i></p> <p><b>Celia Nogales González</b>, <i>Private practice, Madrid, Spain</i></p> <p><b>Corina Jimenez-Gomez</b>, <i>Scott Center for Autism Treatment, US</i></p>
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1800 – 1830	Coffee & Poster Session	
1830 – 1930	<p><b>Keynote 4</b></p> <p><b>A Contingency-Based Approach to the Treatment of Stereotypy</b></p>	<p><b>Gregory P. Hanley</b>, <i>Western New England University, US</i></p>

## Friday, July 07, 2017

0900 – 0955	<p><b>Keynote 5</b></p> <p><b>Maximising the Impact of Behaviour-Analytic Research: A Synthesis of Single-Subject and Group-Based Designs</b></p>	<p><b>Javier Virues-Ortega</b>, <i>The University of Auckland, New Zealand</i></p>
1000 – 1400	<p><b>Workshop 3</b></p> <p><b>Early Intensive Behavioural Intervention Programmes: Experimental Foundations</b> [Lecture-format session]</p>	<p><b>Eric Larsson</b>, PhD, <i>Lovaas Institute Midwest, US</i></p> <p><b>Víctor Rodríguez-García</b>, <i>Fundación Planeta Imaginario, Spain</i></p>
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1530 – 1800	<p><b>Workshop 3</b></p> <p><b>Early Intensive Behavioural Intervention Programmes: Clinical Case Studies</b> [Hands-on Session]</p>	<p><b>Eric Larsson</b>, <i>Lovaas Institute Midwest, US</i></p> <p><b>Víctor Rodríguez-García</b>, <i>Fundación Planeta Imaginario, Spain</i></p>
2000 – 2230	Stand-Up Dinner & Flamenco show	

## Saturday, July 08, 2017

1000 – 1055	<p><b>Keynote 6</b></p> <p><b>Twisting Reinforcement</b></p>	<p><b>Ricardo Pellón Suárez de Puga,</b> <i>Universidad Nacional de Educación a Distancia (UNED), Spain</i></p>
1100 – 1155	<p><b>Keynote 7</b></p> <p><b>Challenging Behaviors and Early Math Education</b></p>	<p><b>Jose Navarro Guzmán,</b> <i>University of Cadiz, Spain</i></p> <p><b>Candida Delgado Casas,</b> <i>University of Cádiz, Spain</i></p>
1200 – 1255	<p><b>Keynote 8</b></p> <p><b>Behaviour Analyst Certification Board (BACB): Updates, Developments and Opportunities around the World</b></p>	<p><b>Neil Martin,</b> <i>Behavior Analyst Certification Board, Inc., UK</i></p> <p><b>Javier Virues-Ortega,</b> <i>The University of Auckland, New Zealand</i></p>
1300 – 1330	Closing remarks	Hosts

Wednesday, July 05, 2017

**Keynote #1: Translational Research Examining Treatment Relapse**

**Christopher Podlesnik**

Florida Institute of Technology, US

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Persistent problem behavior with a propensity to relapse poses challenges to behavioral practitioners to develop more effective and durable treatments. Designing better treatments is difficult because a wide range of events contribute to behavioral persistence and relapse. Translational research offers tools for isolating processes involved in recurrent problem behavior and exploiting those processes when developing treatments. Basic research geared toward understanding practical problems offers well-controlled conditions from which to examine learning and behavioral processes underlying treatment failures and successes. I will discuss how my colleagues and I use basic research to understand the processes involved in treating clinically relevant behavior.

**Workshop #1: Helping Children with Autism Live Free of Problem Behavior**

**Gregory P. Hanley**

Western New England University, US

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**Morning session:** Socially validated outcomes for severe problem behavior are rarely reported when treatment derived from a functional analysis is implemented by relevant people in relevant contexts over extended time periods. This deficit may be due to the overly reductionistic and elaborate approach to analysis and treatment that is pervasive in the research literature. In this presentation, that which need not be known, may be inferred, and is essential to know prior to and while treating problem behavior in order to achieve socially validated outcomes will be described. The empirical and conceptual bases for these knowledge values will be carefully outlined and discussed.

**Afternoon session:** This workshop will involve detailed descriptions of case studies in which a practical functional assessment process was used to design and implement skill-based treatments yielding socially valid outcomes. Through subsequent interactive discussion, role-play, and feedback, attendees will learn how to conduct open-ended interviews and design and implement safe functional analyses from those interviews. The treatment process will also be examined to relay the various tactics and logistical considerations for building the essential repertoires of communication, toleration, and compliance; skills that are essential to the effectiveness of the function-based treatments.

## **Keynote #2: An Experimental Analysis of Multiple Exemplar Training**

**Per Holth**

Oslo and Akershus University

College of Applied Sciences, Norway

The pioneering article on An Implicit Technology of Generalization by Stokes and Baer (1977) celebrates its 40-year anniversary this year. In that article, Stokes and Baer mentioned “train sufficient exemplars” and related terms. Even though the principle is much older, the specific term “multiple exemplar training” was first introduced in the late 1980s. Since then, the term has grown steadily in popularity, and Multiple exemplar training now appears to be purported quite uncritically as the source of all sorts of generalized performances, including different versions of “framing relationally.” When generalized performances do not emerge from single exemplar training, we often train another exemplar, and so on, adding up to multiple exemplar training. This paper will address multiple exemplars of multiple exemplar training. We will also analyze examples in which direct multiple exemplar training does not work well, suggesting certain principled limitations to such training: (1) when generalized performances are not definable by physical dimensions, or (2) when defining characteristics exceed some level of complexity. We will work through several illustrative examples.

Thursday, July 06, 2017

**Keynote #3: A Conversation between Experimental and Applied Behaviour Analysts:**

**Translational Perspectives**

**Ricardo Pellón Suárez de Puga<sup>1</sup>, Eric Larsson<sup>2</sup>, Gregory P. Hanley<sup>3</sup>,**

**Chris Podlesnik<sup>3</sup> & Javier Virués-Ortega (chair)<sup>4</sup>**

<sup>1</sup>Universidad Nacional de Educación a Distancia (UNED), Spain

<sup>2</sup>Lovaas Institute Midwest, US

<sup>3</sup>Western New England University, US

<sup>3</sup>Florida Institute of Technology, US

<sup>4</sup>The University of Auckland, New Zealand (Chair)

As part of this session experimental and applied behavior analysts will discuss important topics for both sectors of the field stressing the potential for Cross-pollination and collaboration. Some of the topics that will be covered include: (a) can theory lead to more powerful intervention models, (b) role of animal models in translational research, (c) understanding fundamental learning and behavioral processes in applied settings, and (d) the role of treatment integrity as a key variable for translating research into effective services.

**Workshop #2: Curriculum, Supervision and Data-Based Decision Making in Home-Based Intervention Programmes**

**Virginia Bejarano Ruíz<sup>1</sup>, Celia Nogales González<sup>2</sup>, & Corina Jimenez-Gomez<sup>3</sup>**

<sup>1</sup>Private practice, Madrid, Spain

<sup>2</sup>Private practice, Madrid, Spain

<sup>3</sup>Scott Center for Autism Treatment, US

**Morning session:** Early behavioural intervention has shown to yield significant improvements in cognitive, academic, and social outcomes in children with developmental disabilities, such as Autism Spectrum Disorder. Early behavioural intervention can be conducted in different settings, such as home, school, or clinic. In this course, we will discuss how to initiate an intervention from an Applied Behaviour Analysis perspective in different settings. Further, we will discuss direct and indirect assessment methods, the development of the student's curriculum, and the

development of intervention programs. Finally, we will discuss the importance of data-based decision making. This course will have a theoretical-practical nature, with didactic portions, the inclusion of videos and examples to help the participants develop a better understanding of concepts, and active participation via role play or case studies.

**Afternoon session:** Following the previous class, we will present the basic information of different cases where the student will prepare intervention plans, from the first assessment, to analyse the successfulness of the treatment and through preparing the student's curriculum, develop intervention programmes, and take decisions about the data sheets and others steps previously explained. The students will be divided in working groups, and they will be led by the three presenters through the whole process. It will be a good chance for practicing some of the basic skills that a behaviour analyst should have under domain for working with kids with autism in different settings. This course will have a practical nature.

#### **Keynote #4: A Contingency-Based Approach to the Treatment of Stereotypy**

**Gregory P. Hanley**

Western New England University, US

Persons diagnosed with autism often engage in repetitive acts that appear to serve no function; these acts are collectively referred to as stereotypy due to the formal similarity of the acts and the periodicity with which they are emitted. In this presentation, a series of empirical investigations of behavioral interventions for stereotypy will be described. A feature common to the most effective interventions, which are also the most preferred by the persons with autism experiencing them, involves contingent access to the person's own stereotypy. The various ways in which these treatment contingencies may be arranged to produce socially meaningful outcomes will be described.



Friday, July 07, 2017

**Keynote #5: Maximizing the Impact of Behavior-Analytic Research:**

**A Synthesis of Single-Subject and Group-Based Designs**

**Javier Virués-Ortega**

The University of Auckland, New Zealand

Historically, applied behavior analysis has disregarded the potential for an “applied behavioral synthesis.” The vast majority of our empirical literature is composed of experimental analyses of molecular processes often evaluating the impact of discrete reinforcement-based procedures on few behavioral targets over a limited period of time. We lack a conceptual framework to translate experimentally sound treatment “baby steps” into service and treatment models that have to be comprehensive and longitudinal in nature. This talk will explore strategies to synthesize behavior-analytic evidence that would be compatible with both (a) the single-subject experimental tradition of applied behavior analysis, and (b) the outcome research standards of mainstream clinical sciences. The end goal of this approach is to develop efficient channels to translate applied behavior analysis into service models that policy and health decision-makers could find acceptable.

**Workshop #3: Early Intensive Behavioural Intervention Programmes:**

**Eric Larsson<sup>1</sup> & Víctor Rodríguez-García<sup>2</sup>**

<sup>1</sup>PhD, BCBA-D, Executive Director, Lovaas Institute Midwest, Minneapolis

<sup>2</sup>Clinical Director, Fundación Planeta Imaginario, Barcelona

**Morning and evening sessions:** An increasing number of scientific reports describe children with autism who recovered from their symptoms. Essential features of therapy include: The family is able to access intensive services that address the child's clinical needs on a 24-7-365 basis. The focus of therapy is on developing compliance, social responsiveness, control of challenging behavior, observational learning, spontaneity, creativity, cooperative play, empathy, and mutual friendships throughout the child's day. Regular comprehensive assessments provide accountability. Prescriptive analysis leads to changes in treatment to improve outcomes and plan for transitions. A substantial body of accumulated data on children served over 15 years will be presented.

Saturday, July 08, 2017

**Keynote #6: Twisting Reinforcement**

**Ricardo Pellón**

Universidad Nacional de Educación a Distancia (UNED), Madrid, Spain

After reviewing the concepts of reinforcement and punishment, analyzing their potential different consequences on learning and behaviour, and on distinguishing between positive and negative reinforcement or punishment, it will be reviewed some of the folk assumptions on the functionality and outcomes of reinforcement. Illustrated through experimental works done with laboratory animals, it will be questioned that reinforcement results in deleterious intrinsic motivation, in the formation of automatic repetitive patterns of behaviour, or in a lack of freedom to choose. Finally, it will be considered some paradoxical effects of reinforcement and punishment, which will lead to strength the need of a functional analysis.

**Keynote #7: ABA in Two Different Settings:**

**Challenging Behaviors and Early Math Education**

**Jose Navarro Guzmán & Cándida Delgado Casas**

**University of Cadiz, Spain**

Challenging behaviors exhibited by individuals with developmental disabilities often hinder the acquisition of academic, social, and life skills. Functional analysis has been useful for assessing challenging behavior in various settings. In this presentation, four adults diagnosed with profound intellectual disability received assessment under several experimental conditions using a functional analysis methodology: social attention as positive reinforcement, negative reinforcement such as the termination of demands, positive tangible reinforcements, absence of social contingencies, and escape from noisy stimuli. Results showed that different forms of reinforcement contingencies affected the rate of aggression, self-injury, disruption, stereotypy, or socially offensive behaviors.

**Keynote #8: Behaviour Analyst Certification Board (BACB): Updates, Developments and Opportunities around the World**

**Neil Martin<sup>1</sup> & Javier Virues-Ortega<sup>2</sup>**

<sup>1</sup>Behavior Analyst Certification Board, Inc.

<sup>2</sup>The University of Auckland, New Zealand

Dr Martin will discuss the BACB and BACB certification. Data will be presented for numbers of certificants and approved course sequences. Recent updates, developments and changes to standards will also be outlined. A general overview of certification will be presented along with specific aspects of international growth and development, but sufficient time will be left for general discussion and questions with a focus on the establishment and support of BACB credentials throughout Europe. Dr Virués-Ortega will close with a book presentation: the Spanish edition of the Cooper, Heron & Heward textbook.