



**The 2nd Annual**

**NJABA**

**Behavior**

**Analysis**

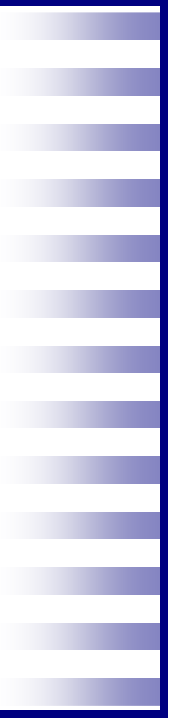
**Conference**

**FRIDAY & SATURDAY**

**AUGUST 4-5, 2006**

**RUTGERS BUSCH CAMPUS CENTER  
PISCATAWAY, NJ**

**NJABA IS A BACB®, NJ DOE, & APA CE PROVIDER**



**NJABA**

**151 Ryders Lane**

**New Brunswick, NJ 08901**

## NJABA CONFERENCE IN BEHAVIOR ANALYSIS

The New Jersey Association for Behavior Analysis is proud to sponsor its second annual conference!

- The conference is geared toward administrators, consultants, trainers, direct service providers, educators, and parents who use, or are interested in learning about, the principles and applications of behavior analysis.
- Three different workshop tracks are provided to allow attendees to focus on specific areas of interest related to behavior analysis.
- Continuing Education credits approved by the Behavior Analyst Certification Board, the New Jersey Department of Education, and the American Psychological Association can be earned through conference attendance. (We have also applied to offer ASHA CEs. Please check [www.njaba.org](http://www.njaba.org) for updates)

The New Jersey Association for Behavior Analysis (NJABA) is a non-profit organization dedicated to promoting the advancement of the discipline of behavior analysis. NJABA is an affiliate chapter of the Association for Behavior Analysis, International.

## SCHEDULE OF EVENTS FRIDAY, AUGUST 4

<b><i>Check In &amp; On-site Registration</i></b>	<b><i>8:00 - 9:00 am</i></b>
<b><i>Keynote Address</i></b>	<b><i>9:00 - 10:00 am</i></b>
<b><i>Morning Workshops</i></b>	<b><i>10:15 - 11:45 am</i></b>
<b><i>Lunch</i></b>	<b><i>11:45 am - 12:45 pm</i></b>
<b><i>Early Afternoon Workshops</i></b>	<b><i>12:45 - 2:15 pm</i></b>
<b><i>Late Afternoon Workshops</i></b>	<b><i>2:30 - 4:00 pm</i></b>

## PRESENTER BIOGRAPHIES

his predoctoral internship with the Kennedy Krieger Institute at Johns Hopkins University and a postdoctoral fellowship with the Marcus Institute at Emory University. He has co-authored published articles in peer-reviewed journals and presented at national and international conferences. His interests include the assessment and treatment of maladaptive behavior, staff and teacher training and behavioral pharmacology.

**Gregory S. MacDuff, Ph.D.**, is the Director of Adult and Community-Living Programs at the Princeton Child Development Institute and Adjunct Professor at the University of Kansas and The College of New Jersey. He has authored articles and book chapters on incidental teaching, photographic activity schedules, staff training strategies, prompt- and prompt-fading procedures, behavioral intervention for adults with autism and intervention models in residential settings. He has lectured nationally and internationally, and has provided consultation and training to a variety of public and private programs.

**Chris Mesopotanese, Psy.D.**, has worked with children, adolescents and adults with autism and their families for the past nine and a half years. Dr. Mesopotanese has served as a behavioral consultant, school psychologist, home program coordinator, home-school consultant/parent trainer and support group facilitator for adults with Asperger's Syndrome. Currently, he is the Executive Director of Quest Autism Programs, Inc., an ABA-based adult day program for individuals with autism based out of the Wyckoff YMCA in Wyckoff, NJ.

**Jenna Miller, M.A.T., BCBA**, has worked with children with autism and their families for the past nine years. She is a Board Certified Behavior Analyst who received a BA from Tulane University and a Masters in Teaching at Fairleigh Dickinson University. She holds a teaching certificate in both special and regular education (K-8). As an independent consultant, Jenna trains and supports families and school staff in utilizing applied behavior analysis. Prior to becoming an independent consultant, Jenna was the Coordinator of Professional Services at COSAC in NJ.

**Pat Miller** is a mother of three boys, eight year old typically developing twins and a five year old diagnosed with autism. She is a graduate of NYU with a BA in Psychology and a MA in Industrial/Organizational Psychology. She is currently pursuing her BCBA at Caldwell College. After struggling to find appropriate early intervention and educational services for her son, Mrs. Miller joined a group of dedicated parents who worked closely with PCDI to open a fourth dissemination site, Garden academy. Garden Academy will provide appropriate educational services utilizing applied behavior analysis to improve the lives of many children diagnosed with autism. Its doors will open in September 2006.

**Mary Sens-Azara, M.A., CCCISLP**, received her Master's degree in Speech Pathology from Kent State University in 1976 and is licensed to practice in the State of New Jersey. She has worked in a variety of settings including a Rehabilitation Center, Public School Systems, and Group Homes. Currently she is employed at the Douglass Developmental Disabilities Center at Rutgers University working with students with autism in the preschool and adolescent programs.

## PRESENTER BIOGRAPHIES

ate and graduate levels, supervised doctoral students providing behavior therapy and other clinical services, and conducted research in the areas of applied behavior analysis, family intervention, and autism. Dr. Celiberti is completing his 4th term as President of the Autism Special Interest Group (SIG) for the Association for Behavior Analysis. He founded the Parent-Professional Partnership SIG and is serving as its first President. Dr. Celiberti is also the President of the Association for Science in Autism Treatment ([www.asatonline.org](http://www.asatonline.org)).

**Marlene Cohen, Ed.D., BCBA**, is the interim President of the New Jersey Association for Behavior Analysis. She is a Research Assistant Professor at the Graduate School of Applied and Professional Psychology of Rutgers University, Director of Adult and Transitional Services at the Douglass Developmental Disabilities Center, and part-time instructor at the Graduate School of Education, Rutgers University.

**Barbara Coppens** is a former resident of New Jersey Developmental Center. She has resided in the community for a number of years and is a dedicated self advocate and a leader in self advocacy efforts in the southern region of New Jersey. Currently she is an Advocate Assistant with New Jersey Protection and Advocacy, Inc.

**Carrie Hennessy** has worked with children, adolescents and adults with autism and their families for the past ten years. She held positions as a teacher and family consultant at the Alpine Learning Group for six years, during which time she helped develop their supported volunteer model. More recently, she worked as a clinical evaluator on a NIH-funded ABA study at the University of Rochester. Currently, she is the Clinical Director of Quest Autism Programs, Inc., an ABA-based adult day program for individuals with autism based out of the Wyckoff YMCA in Wyckoff, NJ.

**MaryLou Kerwin, Ph.D., BCBA**, who is a Board Certified Behavior Analyst and a licensed psychologist, received her Ph.D. in Developmental and Counseling Psychology from the University of Notre Dame. Dr. Kerwin learned the behavioral approach to the treatment of pediatric feeding problems on internship at The Kennedy Krieger Institute/The Johns Hopkins University School of Medicine. There she met other experts in the assessment and treatment of feeding problems. As a result of case consultations involving experts from other disciplines, Dr. Kerwin founded and co-directed an interdisciplinary treatment approach to feeding problems at Children's Seashore House/The Children's Hospital of Philadelphia in 1989. The Pediatric Feeding and Swallowing Program provided the full continuum of care for feeding problems including a dedicated inpatient unit, a day treatment program, inpatient consultation, outpatient assessment and treatment. Dr. Kerwin has published numerous journal articles on pediatric feeding disorders, especially the behavioral treatment of pediatric feeding disorders. She is currently an Associate Professor of Psychology at Rowan University in Glassboro, New Jersey.

**Dr. Robert H. LaRue** is an Assistant Research Professor at the Graduate School of Applied and Professional Psychology at Rutgers University. He is the Assistant Director of Training at the Douglass Developmental Disabilities Center. He earned a dual doctorate in biological and school psychology from Louisiana State University. He completed

## KEYNOTE ADDRESS



### **DR. CARL BINDER** **“Everybody Needs Fluency!”**

**Description:** We're all trapped in a 100% correct box! Starting with our earliest experiences in elementary and secondary school, continuing in higher education, and even into our professional practice as educators or trainers, 100% correct has always been considered the best, the A+ mark, the pinnacle of competence. As a result, we believe — often without question — that 100% correct defines mastery. Think for a moment about everyday life and consider what it means to be “good at” anything — athletics, music, dance, brain surgery, bricklaying, talking about a favorite topic, even skilled brainstorming and problem-solving. Implicitly or explicitly, mastery in virtually every area of human endeavor involves the *time dimension*. Behavior occurs in time and requires time. As anyone can see for themselves by conducting some simple measurement procedures, we can't distinguish beginner's level (e.g., plunking out the correct notes on a piano) from true mastery (e.g., playing correctly with appropriate rhythm and pace) without paying attention to time. Stated another way, “It's the measurement, stupid!” As behavior analysts, we inherited Skinner's legacy of measuring rate of response — what he considered to be his most important contribution — the key to sensitive behavior measurement. Topics covered in the presentation include:

- Why you can take behavior out of time, but you can't take the time out of behavior.
- How percent correct measures prevent detection of critical learner strengths and needs
- How fluency improves retention and maintenance, reduces distractibility, and enhances application of skills and knowledge.
- What famous sports figures, musicians, and other master performers know that we don't.
- How ignoring the time dimension can cause educational failure.
- Why traditional “drill and practice” often fails, and what we can do about it.
- How a simple three-stage model of learning can improve instructional programs.
- Where to go for more information about fluency-based education and training.

## FRIDAY, AUGUST 4 MORNING WORKSHOPS: 10:15 - 11:45 am

### WORKSHOP 1

**Title:** Measuring and Building Behavior Frequency in Instructional Programming for Developmentally Disabled Students

**Presenters:** Carl Binder and Marlene Cohen

**Description:** Precision Teaching research and practice have demonstrated the sensitivity of behavior frequency measurement for detecting deficits in skilled behavior and making instructional decisions with a wide variety of learner populations. The development of skilled behavior to within frequency ranges of correct behavior that characterize competent performance poses particular challenges in work with the developmentally disabled. The progression from dysfluent to more fluent behavior can be described as occurring in a three-stage process of removing "ceilings" on learners' performance. First, we replace percent correct with measures of correct and incorrect behavior frequency to reveal significant gaps between our students' levels of performance and those of typical learners. Second, we alter materials and procedures to allow students to move at their own pace, prompting and reinforcing more typical patterns and frequencies of behavior. Third, we identify frequency-deficient behavior components that constrain the development of composite skills and then apply frequency-building procedures. This presentation describes discoveries and practical strategies in each stage of this methodological progression.

**Topic Categories:** Autism, developmental disabilities, education

**Audience:** consumer/family, consultant/trainer, educator, speech and language, child study team, administration

### WORKSHOP 2

**Title:** Fluency Isn't Just About Stuttering Anymore: Fluency and Its Relevance in Speech and Language Programs

**Presenter:** Mary Sens-Azara

**Description:** A skill is fluent when a high rate of accurate responding is demonstrated (Lindsley, 1972), response rate and accuracy are maintained over time (Houghton, 1972; Binder, 1987, 1988), responses are readily available to the selecting environment for linking and combining with other skills (Johnson & Layng, 1992), and stability, endurance, application and retention of the skill has been validated (Fabrizio & Moors, 2003). All of these criteria are desirable outcomes of successful intervention in a speech and language program. This workshop will examine the outcome of timed practice or frequency building as it might relate to speech therapy practices. Methods for teaching a skill to fluency as it pertains to speech and language programs will be discussed. Material will be of interest to speech pathologists and trainers with some knowledge of verbal behavior programs.

**Topic Categories:** Autism, developmental disabilities, education

**Audience:** consumer/family, consultant/trainer, educator, speech and language, child study team, administration

## PRESENTER BIOGRAPHIES

**Lori Bechner, MA, BCBA**, is the Clinical Director at the Educational Partnership for Instructing Children (EPIC), a private non-profit school serving children with autism and related disorders in Paramus, NJ. Ms. Bechner holds a Masters degree in clinical psychology (behavior analysis track) from the University of Massachusetts Dartmouth (1999), and is a Board Certified Behavior Analyst. Ms. Bechner has worked with children and adolescents with autism in home, school and community settings and has presented at numerous conferences on autism and applied behavior analysis.

**Dr. Carl Binder**, Senior Partner at Binder Riha Associates in Santa Rosa, California, has been conducting research, developing learning programs, and training teachers and corporate performance improvement professionals for 30 years. Beginning while a graduate student and researcher in Experimental Psychology at Harvard University where he developed his first fluency-based programs, Carl conducted teacher training and curriculum development for regular and special education classrooms during the 1970's. Expanding into adult training and performance improvement for corporations and human service agencies throughout North America and Europe, he has applied fluency-based teaching and coaching methods with virtually every type of learner population. A writer and speaker in the fields of performance improvement, management development, education, training, sales, marketing, and educational policy, he is also the President of a newly formed not-for-profit organization, The Fluency Project, Inc. ([www.Fluency.org](http://www.Fluency.org)) and developer of the plain English framework for performance management, The Six Boxes™ Model ([www.SixBoxes.com](http://www.SixBoxes.com)). He received the Fred S. Keller Award for contributions to behavioral education from Division 25 of the American Psychological Association in 2004.

**Andrew S. Bondy, Ph.D.**, is president and co-founder of Pyramid Educational Consultants, Inc. Dr. Bondy is an innovative leader in the field of autism and applied behavior analysis. He directed a statewide public school system for students with autism for fourteen years. He is co-author of the PECS Training Manual. He also wrote the Pyramid Approach to Education, a training manual that offers an integrated orientation to developing effective educational environments blending applied behavior analysis with functional activities and create communication strategies. Dr. Bondy received his MA and Ph.D. from the UNC Greensboro, and completed his clinical internship in 1976 at the University of Kansas Medical Center. Dr. Bondy has presented numerous papers, lectures and workshops in regional, national and international conferences and conventions on behavior analysis, PECS and the Pyramid Approach to Education. He has remained active in research and writing, and continues to develop new and innovative methods of helping children with autism and related developmental disorders.

**Dr. David Celliberti** received his Ph.D. in clinical psychology from Rutgers University in 1993 and his certification in behavior analysis in 2000. He is in private practice and provides consultation to schools and agencies in the U.S. and Canada. He has authored several articles in professional journals and presents frequently at regional, national, and international conferences. He has taught courses related to ABA at both the undergraduate

*(Continued on page 14)*

**REGISTRATION — NJABA CONFERENCE 2006 (PAGE 2 of 2)**

Continuing Education

Indicate type of Continuing Education credits you need (if any) below. Instructions for obtaining Continuing Education credits will be provided at the NJABA conference.

**PAYMENT FOR CEs WILL BE COLLECTED FROM YOU AT THE END OF THE CONFERENCE (DO NOT PAY FOR CEs IN ADVANCE).**

**NJDOE credits** will be provided free of charge.

**BACB credits** cost \$10 each (workshops are each worth 1.5 credits. The keynote address is worth 1 credit. The Saturday all-day Binder workshop is worth 6 credits.

**APA credits** cost \$20 for the entire Friday conference (6 credits total) and \$20 for the entire Saturday all-day Binder workshop (6 credits).

**ASHA credits** (NJABA has applied to be an ASHA provider. Please see our webpage [www.njaba.org](http://www.njaba.org) for updates about our provider status).

- I need CE credits for  NJDOE  BACB  APA  
 I do NOT need any CE credits

**DOE CE's - all workshops eligible (both days)**

**BACB CE's - keynote & all workshops eligible (both days)**

**APA CE's - keynote & all workshops eligible (both days)**

**FRIDAY AUG. 4, 2006**

Please select only 1 workshop per time slot you wish to attend :

- MORNING Workshop #**  1  2  3  4  
**EARLY AFTERNOON Workshop #**  5  6  7  8  
**LATE AFTERNOON Workshop #**  9  10  11  12

**SATURDAY AUG. 5, 2006**

Please indicate if you will attend the all-day Binder workshop:

- BINDER WORKSHOP

Questions? Email them to [mcohen@rci.rutgers.edu](mailto:mcohen@rci.rutgers.edu)

**MORNING WORKSHOPS continued**

**WORKSHOP 3**

**Title:** Sharing Information with Consumer Audiences: Ethical Challenges and Considerations

**Presenter:** David Ceiliberti

**Description:** In stark contrast to preceding decades, behavior analysts now have tremendous opportunities to promote ABA as the treatment of choice for persons with autism. Given this, now may be the most critical time for presenters of behavior analytic information to refrain from actions that may confuse consumers, actions that create unnecessary distinctions, and actions that fuel antagonism and schisms within the field. This workshop will address some of the challenges inherent in information dissemination that create occasions for information misuse, to describe some consequences that suggest considerable "mislearning" among parent and professional consumers, and to delineate a few guidelines for consideration when venturing to share information with consumer audiences.

**Topic Categories:** Autism, developmental disabilities, education

**Audience:** consumer/family, consultant/trainer, educator, speech and language, child study team, administration

**WORKSHOP 4**

**Title:** Assessment and Treatment of Pediatric Feeding Problems

**Presenter:** MaryLou Kerwin

**Description:** Feeding problems, such as food refusal and food selectivity, are relatively common in children with special needs. Although many of these feeding difficulties are transient, some of these problems persist with significant medical, social, and educational consequences for the child and family. Severe feeding problems can be caused by physiological, motor, developmental, and social factors necessitating an interdisciplinary approach to assessment and treatment. The purpose of this workshop is to review the possible etiology of different feeding problems, provide an integrated and prioritized approach to assessment and treatment, and teach participants behavioral treatment strategies for some of the more common feeding problems among children.

**Topic Categories:** behavioral medicine, developmental disabilities

**Audience:** consumer/family, administration, consultant/trainer, educator, speech and language, child study team

**FRIDAY, AUGUST 4**  
**EARLY AFTERNOON WORKSHOPS: 12:45-2:15 pm**

**WORKSHOP 5**

**Title:** Teaching Safety Skills to Individuals with Autism (Part 1)

**Presenter:** Lori Bechner

**Description:** Individuals with autism experience deficits in receptive and expressive language skills, and have difficulty reading social cues. These factors may contribute to risk for physical and/or emotional safety. Participation in the community is an important goal for learners with autism, but may be hindered by concerns about safety. Research in the area of teaching self-protection skills to individuals with developmental disabilities will be reviewed, and teaching strategies will be discussed. Areas of focus will include abduction prevention, sexual abuse prevention, seeking assistance when lost, and responding to bullying.

**Topic Categories:** Autism, developmental disabilities, education

**Audience:** consumer/family, administration, consultant/trainer, educator, child study team, speech and language

**WORKSHOP 6**

**Title:** Using *Verbal Behavior* to Analyze Language (Part 1)

**Presenter:** Andy Bondy

**Description:** Participants will learn about B. F. Skinner's book *Verbal Behavior* (VB) and how it can help improve their communication training programs for children and adults with various learning and developmental disabilities. The workshop describes Skinner's core language functions, each defined in terms of its functional relevance. Participants will learn how an understanding of these complex verbal functions (operants) can lead to improvements in teaching strategies no matter which modality is selected. The protocol for PECS (Frost & Bondy, 2002) is used as an example of a training sequence that can be analyzed using VB. Issues related to the difficulty of teaching communicating about emotions and feelings, as well as some of the central issues related to autism are described.

**Topic Categories:** Autism, developmental disabilities, education

**Audience:** consumer/family, administration, consultant/trainer, educator, child study team, speech and language

**REGISTRATION — NJABA CONFERENCE 2006 (PAGE 1 of 2)**

**For NJABA Members** - Early registration fee (received by July 15) for both days of the conference is \$130. The early registration fee for a single day is \$75. (If payment is received after July 15, or you register on-site, the registration fee is \$155 for both days or \$100 for a single day).

**For Non-Members** - Early registration fee (received by July 15) for both days of the conference is \$225. The early registration fee for a single day is \$125. (If payment is received after July 15, or you register on-site, the registration fee is \$250 for both days or \$150 for a single day).

Conference registration fee may be paid by check or credit card. If paying by check please make check out to **NJABA**. Mail check payment (or credit card information) with this registration form to:

**NJABA**  
**151 Ryders Lane**  
**New Brunswick, NJ 08901**

Title: ( ) Dr. ( ) Prof. ( ) Ms. ( ) Mrs. ( ) Mr.

Last name: \_\_\_\_\_ First & M.I. \_\_\_\_\_

Affiliation: \_\_\_\_\_

Position/Occupation: \_\_\_\_\_

Address: \_\_\_\_\_

Phone #: \_\_\_\_\_ E-Mail: \_\_\_\_\_

I am currently ( ) a NJABA member ( ) NOT a NJABA member

If paying by credit card, indicate ( ) Visa ( ) MasterCard ( ) Amex ( ) Discover

For credit card, indicate amount to be charged (see above for fees): \$ \_\_\_\_\_

Card number \_\_\_\_\_ Expiration date \_\_\_\_/\_\_\_\_/\_\_\_\_

Exact name on credit card (please print) \_\_\_\_\_

Phone # of cardholder \_\_\_\_\_

Signature (required for credit card only) \_\_\_\_\_

**PLEASE ALSO COMPLETE THE REVERSE SIDE OF THIS FORM**

## SCHEDULE OF EVENTS SATURDAY, AUGUST 5

<b>Check In &amp; On-site Registration</b>	<b>8:00 - 8:45 am</b>
<b>Introductory Remarks</b>	<b>8:45 - 9:00am</b>
<b>Overview of The Six Boxes Model</b>	<b>9:00 - 10:30 am</b>
<b>Break</b>	<b>10:30 - 11:00 am</b>
<b>Using The Six Boxes Model</b>	<b>11:00 am - 12:00 pm</b>
<b>Lunch</b>	<b>12:00 - 1:30 pm</b>
<b>Focus on Organizational Applications</b>	<b>1:30 - 2:45 pm</b>
<b>Break</b>	<b>2:45 - 3:00pm</b>
<b>Applying The Six Boxes Model to Participant Challenges &amp; Opportunities</b>	<b>3:00 - 4:00pm</b>

**NOT A NJABA MEMBER YET?  
GO TO WWW.NJABA.ORG  
FOR MEMBERSHIP INFORMATION!  
CONFERENCE FEES ARE REDUCED FOR MEMBERS!**



**VISIT OUR WEBSITE  
WWW.NJABA.ORG  
FOR CONFERENCE UPDATES, DIRECTIONS,  
AND ADDITIONAL INFORMATION**

## EARLY AFTERNOON WORKSHOPS continued

### WORKSHOP 7

**Title:** Using Activity Schedules and Motivational Systems to Prepare Adolescents and Adults with Autism for Supported Employment: Teaching Critical Life and Work Skills (Part 1)

**Presenter:** Gregory S. MacDuff

**Description:** This workshop describes a behavioral intervention program for adults and adolescents with autism, suggests skills that are important to employment and community participation, and addresses systems for transferring stimulus control from instructors to relevant environmental cues. The author will review data on intervention programs that enable people with autism to independently complete work assignments and daily-living routines.

**Topic Categories:** Autism, community interventions, social/ethical issues, education

**Audience:** consumer/family, consultant/trainer, educator, child study team

### WORKSHOP 8

**Title:** Building Support Networks

**Presenters:** Jenna Miller, Chris Mesopotanes, Barbara Coppens, Pat Miller

**Description:** Providing ABA services to schools, families, and adults can be complex and challenging in a variety of ways. It is important to insure that services provided are effective and achieve the best possible outcomes. Some challenges that consumers and professionals may face include student and consumer outcomes, program compliance, and consumer and staff safety. Panelists will discuss their experiences in the field and answer questions relating to challenges that have been experienced in providing, generating, or obtaining ABA services in the state of New Jersey. Educators, family members, and consumers will benefit from hearing the different perspectives (independent consultant, administrator, family member, and consumer) and steps they have taken to ameliorate challenges.

**Topic Categories:** developmental disabilities, Autism, education, community interventions, social/ethical issues

**Audience:** consumer/family, consultant/trainer, administration, educator, speech and language, child study team

**FRIDAY, AUGUST 4**

**LATE AFTERNOON WORKSHOPS 2:30-4:00**

**WORKSHOP 9**

**Title:** Teaching Safety Skills to Individuals with Autism (Part 2)

**Presenter:** Lori Bechner

**Description:** See description under Part 1 on page 6.

**Topic Categories:** Autism, developmental disabilities, education

**Audience:** consumer/family, Administration, consultant/trainer, educator, child study team, speech and language

**WORKSHOP 10**

**Title:** Using Verbal Behavior to Analyze Language (Part 2)

**Presenter:** Andy Bondy

**Description:** See description under Part 1 on page 6.

**Topic Categories:** Autism, developmental disabilities, education

**Audience:** consumer/family, administration, consultant/trainer, educator, child study team, speech and language

**WORKSHOP 11**

**Title:** Using Activity Schedules and Motivational Systems to Prepare Adolescents and Adults with Autism for Supported Employment: Teaching Critical Life and Work Skills (Part 2)

**Presenter:** Gregory S. MacDuff

**Description:** See description under Part 1 on page 7.

**Topic Categories:** Autism, community interventions, social/ethical issues, education

**Audience:** consumer/family, consultant/trainer, educator, child study team

**WORKSHOP 12**

**Title:** Proactive Interventions for Challenging Behavior: Stopping Problems Before they Start

**Presenter:** Robert LaRue

**Description:** The IDEA Amendments of 1997 entitle children to proactive, reinforcement-based, strategies for as a part of effective behavioral intervention. However, these strategies are often poorly understood and underused in school settings. The purpose of the current presentation is to discuss the importance of antecedent-based intervention and discuss practical strategies for incorporating these interventions into school settings. Topics covered will include classroom organization, staff training, token economies, and noncontingent reinforcement.

**Topic Categories:** Autism, developmental disabilities, education

**Audience:** consumer/family, speech and language, consultant/trainer, educator, child study team, administration

**ALL-DAY WORKSHOP  
SATURDAY, AUGUST 5**

**Using Six Boxes™  
Behavior Management  
in Organizations, Schools,  
and Even at Home!**



**An All-Day Workshop  
Presented by  
Dr. Carl Binder, CPT**

**Senior Partner, Binder Riha Associates  
President, The Fluency Project, Inc.  
Adjunct Professor, The Chicago School  
of Professional Psychology**

**Workshop Description:** The Six Boxes Model™ encompasses all we have learned from behavior science, applied behavior analysis, and organizational performance improvement in a plain English framework that is easy to learn, easy to apply, and yet applicable to very complex situations in large organizations. It provides a common, intuitive language and a set of categories for understanding, framing, and designing virtually every effort we might make to improve or support the behavior of groups or individuals. Reference: [www.SixBoxes.com](http://www.SixBoxes.com)

*(PLEASE SEE SCHEDULE FOR ALL-DAY BINDER WORKSHOP ON NEXT PAGE)*