



Four Corners ABA
Conference Program
15th Annual Conference
April 8th & 9th 2022

[For CEU credits, be sure to fill out our CEU Registration Form](#)

Friday, April 8th

- 7:30- 8:30 AM Check-in and on-site registration
- 8:00-8:30 AM Continental Breakfast and Exhibit Hall Open
- 8:30-8:45 AM Opening Remarks (Junior Ballroom)
Anne Denning President
- 8:45-9:45 AM **Brennan Armshaw** (University of North Texas)

Approaching Healthcare and Medicine through Applied Behavior Analysis

1.0 Learning CEU Check IN and Check OUT

Problems traditionally considered to belong within the domains of medicine and healthcare have behavioral components. These components contribute to the prognosis of medical conditions. Techniques common to Applied Behavior Analysis can be used to target these behavioral components leading to improvements in patient outcomes. By adopting this perspective, behavior analysts have an opportunity to contribute to the betterment of patient lives. This presentation will highlight some examples of the translational and applied research we have conducted in the areas of dysphagia and total knee arthroplasty. In each case, we identify the medical concerns and provide a behavioral conceptualization of relevant components. We then describe the approach to addressing the identified behavioral problem and the effectiveness of the identified behavioral approach. Finally, we conclude by outlining some considerations for behavior analysts looking to contribute to the development of behaviorally informed solutions to medical problems.

[Submit feedback for Armshaw](#)

10:00-11:00 AM **Katherine Brown** (Utah State University)

Quantitative Models: Practical Benefits and Applicability for Applied Behavior Analysts

[1.0 Learning CEU Check IN and Check OUT](#)

Approximately half of children with autism and intellectual disabilities engage in severe problem behavior (e.g., aggression, self-injury). Problem behaviors can have profound effects on long-term health and well-being for everyone, but especially for the individuals who engage in these behaviors. Recent translational research has focused on improving the efficacy and durability of common interventions for problem behavior. This presentation will review how quantitative analysis (e.g., matching law) have practical benefits for the work of applied behavior analysts. Recent research demonstrates how these models can inform best practice and improve the efficacy and durability of problem behavior interventions. This presentation will cover some of this research as well as provide behavior analysts with suggestions on how to incorporate these practices in their assessment and treatment of problem behavior.

[Submit feedback for Brown](#)

11:15-12:15 PM **Sydney Rice** (University of Arizona)

Dixie Eastridge Memorial Speaker

[BACB CEUs pending]

PANS/PANDAS: What You Need to Know

[1.0 Learning CEU Check IN and Check OUT](#)

Pediatric Acute-onset Neuropsychiatric Syndrome (PANS) and Pediatric Autoimmune Neuropsychiatric Disorder Associated with Streptococcal infections (PANDAS) are autoimmune responses to infections in prepubertal children. Children develop severe mental health conditions including OCD, anxiety and sleep disorders over a few days after an infection. Many children also have tics and loss of urinary continence with the condition. The illness can be associated with significant psychological trauma to the families with affected children. The condition can be treated with anti-inflammatory medications if it is recognized in a timely manner.

[Submit feedback for Rice](#)

12:15-1:45 PM Lunch (not included)
Exhibit Hall Open

1:45-2:45 PM **John Umbreit** (University of Arizona)

Arizona's History in Applied Behavior Analysis

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This presentation will trace the people, programs, and contributions of Arizonans to the field of applied behavior analysis over the past 50+ years. The impact of these people and programs on the field has been substantial. Connections will be made between Arizona's history and the current state of the field in applied behavior analysis.

[Submit feedback for Umbreit](#)

3:00-4:00 PM **Jeff Kupfer** (University of Colorado-Denver)

Conditioned Reinforcement: Problems, Corrections, & Directions

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Conditioned reinforcement plays a central role in most behaviorally-oriented theoretical conceptualizations regarding the interaction of organism and environment. Even the most casual examination of human behavior reveals the multitude of events (e.g., money, praise, and luxuries) that serve as learned consequences maintaining our responding. Conditioned reinforcers are found in most behavior treatment plans as "praise" or "token reinforcers". Yet despite its inclusion into our theoretical and commonsense formulations, clear experimental demonstration of conditioned reinforcement remains elusive (cf. Williams, 1994). A range of experimental procedures have been employed in the early study of conditioned reinforcement including extinction procedures, chaining, and second-order schedules, with data from each procedure ultimately leading to some conceptual impasse regarding the existence or importance of the phenomena (Davidson & Baum, 2016). This presentation will explore a selection of these early experiments and procedures to determine the key findings that have shaped current speculation as to the role of pairing in establishing stimuli as reinforcers. If pairing turns out to be a relevant variable, what can be done to enhance the conditioned reinforcing effects of objects and events that are used to change behavior?

[Submit feedback for J Kupfer](#)

4:15-5:15 PM **Rebecca Hartzell** (University of Arizona)

What Works When Teaching Social Skills – And What Doesn't?

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Reviews conclude that social skills interventions that are child specific, adult directed, and peer mediated produce the most significant gains in social engagement for children with autism. This presentation will present a two-phase adult directed intervention procedure that combines child specific lessons and prompting with peer support. Results will be a synthesis of five multiple baseline studies conducted with students with disabilities at the elementary, middle, and high school level. Additionally, a study examining the contribution of adult directed lessons

to student social engagement as part of the multicomponent procedure (SMILE intervention) will be presented. What part of the intervention has the most significant effect on the social engagement of students with autism? What parts of the intervention were less effective? How can this direct our practice and interventions with children with social difficulties?

[Submit feedback for Hartzell](#)

5:30-6:45 PM	4CABA Business Meeting (Junior Ballroom)
6:45-8:00 PM	Dinner (not included)
8:00-10:00 PM	Poster Session, Exhibit Hall Open (Junior Ballroom; dessert and cash bar available)

Four Corners ABA Schedule
15th Annual Convention
Poster Session

8:00-10:00 PM Poster Session, Exhibit Hall Open (Junior Ballroom; dessert and cash bar available)

Teaching Mands to a Matched Motivating Operation as an Alternative to Manding for Breaks During Tasks

Monica Ruffalo (University of Arizona), Gabriela Enriquez (Arizona State University), Avriana Martinez (Ball State University), Chelsea Carr, PhD, BCBA-D (University of Arizona), Andrew Gardner, PhD, BCBA-D (University of Arizona)

Functional Communication Training (FCT) is a commonly used intervention for the treatment of escape-maintained challenging behavior, often teaching a child to request a break. Manding for breaks within certain contexts cannot always be honored and therefore, not ecologically valid (e.g., classrooms). Rather, more precise alternative mands matched to the motivating operation (MO) specific to the task, may be an alternative to a break. In the current presentation, we discuss a brief assessment conducted within a multielement design to identify specific variables contributing to the MO for escape for a 4-year-old monolingual Hispanic female with a history of challenging behavior when presented with tasks. For this child, we identified a specific MO that increased the value of negative reinforcement in the form of escape from tasks. The child then participated in FCT to learn to discriminate between two different mands related to task variables. Decreases were seen in challenging behavior, along with increases in task engagement and task completion, demonstrating the utility of teaching mands to a matched MO and avoiding the use of mands for a break.

Culturally-Adapted Behavioral Intervention Trainings for Latino Parents: A Systematic Review

Crystal Aragón (University of New Mexico)

Culturally-adapted practices are evidence-based practices that have been systematically enhanced to incorporate the values and patterns of individuals for whom these practices were intended to serve. Researchers and practitioners are eager to make appropriate adaptations for the populations whom they serve. The need arises from projected changes to the U.S. population: by 2060, one-fifth of the population is expected to be first-generation immigrants. Among this trajectory, the Hispanic population is expected to be the third fastest growing community. Simultaneously, the CDC reports that about 1 in 54 children have a diagnosis with

autism. Due to disparities already experienced within the Latina/o community, lack of resources, racial injustices, barriers within the educational system and a known delayed diagnosis and treatment for Hispanic children, they are less likely to receive the benefits of early intervention services and treatment. The lack of cultural adaptation in combination with later identification of needs for Hispanic children compromise not only the effectiveness of parent training but also the prognosis of their children's symptoms. These issues make effective parent training that much more crucial for children to receive the benefits of early intervention services. This systematic review investigates the following question: What are the cultural adaptation recommendations in empirical research regarding the application of evidence-based practices with Latino parents and their children who have developmental disabilities?

How Acceptable and Suitable Behavioral Treatment Strategies Based in Applied Behavior Analysis are Among Hispanic Families?

Ana Gabriela Enriquez Hernandez (Arizona State University)

With the recent focus on the acceptability of treatment strategies based in applied behavior analysis (ABA), it is appropriate to examine the perspectives among Hispanic parents. The purpose of this study is to examine how acceptable and suitable behavioral treatment strategies based in ABA are among Hispanic families. Participants included a number of 15 Hispanic parents of children with autism. Over a 12-week training period, these parents participated in an ABA-based parent training using the RUBI Autism Network curriculum, which includes Power Point slides, videos, case examples, worksheets, and homework for practice. Data were collected on the acceptability of the treatment strategies presented during the parent training using Treatment and Acceptability Rating Form Revised (TARF-R). Additionally, parents' treatment fidelity was obtained through pre and post evaluations during the weekly trainings. The results obtained from the TARF-R demonstrated high rates of acceptability and constructive feedback regarding the rapid pace this training follows. The results of this study provide an open door to highlighting a focus on, not only socially significant variables, but also on family-valued treatment goals. Future studies should continue to focus on acceptability and suitable treatment strategies for Hispanic parents.

**Four Corners ABA Schedule
15th Annual Convention**

Saturday, April 9th

- 7:45-8:15 AM Check-in and on-site registration, Exhibit hall open
- 8:00-8:30 AM Continental Breakfast
- 8:30-8:45 AM Opening Remarks
Trina Spencer, President
- 8:45-9:45 AM **Anne Kupfer** (Arizona State University)

Embodied Cognition: As Opposed to What?

[1.0 Learning CEU Check IN and Check OUT](#)

When discussing the causes of human behavior, B. F. Skinner stated in *Science and Human Behavior* (1953, p.28) "...Eventually a science of the nervous system based upon direct observation rather than inference will describe the neural states and events which immediately precede instances of behavior." Again, in another of Skinner's seminal articles *The Origins of Cognitive Thought* (1989, p. 18), he reiterates "...There are two unavoidable gaps in any behavioral account: one between the stimulating action of the environment and the response of the organism, and one between consequences and the resulting change in behavior. Only brain science can fill those gaps. In doing so it completes the account..." His ultimate conclusion, of course, is that the tracing of these neurological events will ultimately lead back to external events. And, while this is true, I would like to talk today about the importance of teaching children how to *accurately identify* and to *talk* about these bodily states or conditions because they are, after all, *felt* and to ignore them serves only to perpetuate their mistaken causal attribution. Embodied cognition, as a cognitive perspective about bodily states can be immensely useful in contributing to teaching children self-control.

[Submit feedback for A Kupfer](#)

- 10:00-11:00 AM **Megan Kirby** (University of South Florida)

How to Be RAD

[1.0 Learning CEU Check IN and Check OUT](#)

Repeated acquisition design (RAD) is a lesser-known single-case experimental design (SCED) that organizes the rapid and repeated acquisition of non-reversible behaviors in relation to a sequentially implemented intervention. Necessary RAD ingredients include 1) multiple sets of equivalent discrete skills or behaviors that receive 2) targeted instruction/intervention delivered at pre-planned and regular intervals, and c) the repeated measurement of an

outcome conducted through comparable pre- and post-intervention probes (Kennedy, 2005; Ledford & Gast, 2018). This presentation will re-introduce the RAD as a feasible and practical SCED alternative to multiple baseline designs and alternating treatments designs when measuring skill acquisition, monitoring mastery of learning targets, and facilitating data-informed instructional decisions (Van den Noortgate & Onghena, 2007). Because it is excluded from familiar single-case research design standards (e.g., WWC, Kratochwill et al., 2014) and lacked standardized procedures for design evaluation (Shepley et al., 2020), Kirby and colleagues (2021) present a set of 15 methodological quality indicators to elevate RAD rigor and produce adequate internal validity necessary to enhance evidence credibility of the design (Kratochwill et al., 2010). This presentation will also propose standards for reporting effect size estimates through visual analysis and barriers to the use of supplemental statistics.

[Submit feedback for Kirby](#)

11:15-12:15 PM **Federico Sanabria** (Arizona State University)

Why should applied behavior analysts care about quantitative models of behavior?

[1.0 Learning CEU Check IN and Check OUT](#)

Although there is a consensus on the importance of interdisciplinary and translational collaboration between basic and applied behavior analysis, these fields have developed in increasingly divergent paths. A potential culprit in this divorce is the growing mathematization of basic behavior analytic research, but there are several examples of translational applications of quantitative models developed in the laboratory. This talk reviews these examples, suggests new routes for translational collaboration, and outlines a framework for the integration of basic and applied domains.

[Submit feedback for Sanabria](#)

Thank you for your attendance!

[Please take a moment to give us feedback on your overall experience](#)

Post-Conference Workshop

12:30-3:00 PM **Andrew Gardner** (University of Arizona)

Chelsea Carr (University of Arizona)

Empirically Supported Parent Management Training: Behavior Analysts Collaborating with Healthcare Professionals

[2.5 Learning CEU Check IN and Check OUT](#)

Parent and care provider training has been an integral part of behavior analysis for diverse reasons (e.g., training, maintenance, and generalization of skills). The Parent Training Programs Insight for Practitioners (2009) study published by the Center for Disease Control and Prevention identified empirically supported training programs and effective components for parent training. These empirically supported training programs go hand in hand with function-based assessment and treatment to address family accommodation to challenging behavior, as well as secondary gains (i.e., function of behavior). There are several empirically supported behavioral parent training programs (e.g., PMT, PCIT) acknowledged by diverse medical and mental health professionals (e.g., psychiatry, pediatrics). Meanwhile, behavior analysis has 30+ years of research on function-based assessment and treatment, and many behavior analysts may be unaware of these various parent training programs. The focus of the current workshop is awareness of these areas and how to best collaborate with other professionals and build interdisciplinary relationships.

[Submit feedback for Gardner & Carr](#)

Thank you for your attendance!

[Please take a moment to give us feedback on your overall experience](#)