Registration Form

Venue: Courtyard by Marriot & Fairfield by Marriot,
Outer Ring Road, Bengaluru

[You can also register online at www.aba-india.org and pay the fees online too]

Please fill in CAPITAL LETTERS and make a photocopy for your records.

Personal Details

o Parent   o Professional   o Presenter   o Institution Head   o Medical Prof

NAME:

ORGANIZATION:

DESIGNATION:

MAILING ADDRESS:

PIN:

PHONE: _____ MOBILE: NO:

EMAIL:

NAME AS REQUIRED ON CONFERENCE BADGE:

Day 1: These are concurrent workshops please pick one:

☐ Designing Behavior Analytic Intervention for effective Parent Training of parents and caregivers of children diagnosed with Autism Spectrum Disorder (ASD)

☐ Dealing with Adolescence changes, transition and Teaching Adaptive Behavior

☐ Evoking Vocal Verbal Behavior in Children with Autism by Establishing Stimulus Control

Day 2: These are concurrent workshops please pick one:

☐ Registered Behaviour Technician (RBT) training and procedures

☐ Teaching imitation to help build new skills with children on the autism spectrum

☐ How to apply Incidental Teaching and Embedded Discrete Trial Teaching to Teaching Children with Autism

☐ Improving teaching procedures to overcome error patters during training receptive language to children with autism

Please Enclose "Demand Draft in favour of "Association For Behavior Analysis India"
I am paying for   ο Conference only   ο Conference & Workshop
By DD No _____ Dated ____/____/2013

Drawn On: _____Bank:_____ Branch: _____

Signature: _____ Date: ___/____/2013

Send in your filled registration & DD to:

Conference Secretariat:
Vineeta Balaraman. Marundeswara Enterprises**,** A2, Shanthi Apartments, 18, TTK 1ˢᵗ Cross, Alwarpet, Chennai 600 018. Phone.: 91-44-24353079 / Tel/Fax: 91-44-24320605 / Email: info@marundeshwara.com

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ABA CONFERENCE FEE

Please fill one form / participant

CATEGORY	BY 15/08	AFTER 15/08	SPOT
Presenting delegate	2500	2500	3000
One parent	3500	4000	5000
Both Parents	5000	6000	7000
ABA Members	2500	3000	4000
Non Members	3500	4000	5000
Student	2000	2500	3000

Workshop Fee :			
Fee per workshop	1000	1200	1700

Groups of 5 or more attendees from the same organization: Rs. 2500/- per head
Groups of 10 or more from the same organization: Rs. 2000/-per head

WORKSHOP DETAILS

Workshop 1:

Geetika Agarwal[1], Phd., BCBA-D; Sheela Rajaram[2], M.ADS., BCBA , Katie Kloes[3] M.A., BCBA and Mara K. Oblak[4], Phd., BCBA-D

Title of Presentation: **Designing Behaviour Analytic Intervention for effective Parent Training of parents and caregivers of children diagnosed with Autism Spectrum Disorder (ASD)**

Abstract: Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder of childhood affective social communication skills, restricted and repetitive behaviour. Prevalence of ASD has be increasing and considered a significant public health (Bearss et al., 2015). Parenting a child with ASD is particularly challenging and overwhelming when compared to raising a neurotypical child. They may experience anxiety and lack of confidence, in addition to deficit in overall mental and physical well being (Karst et al, 2012). Parents of children with ASD are involved in several therapies and research indicates that there are several benefits to their involvement. These include reduced stress level, increase of self-confidence and positive impacts on their child's behaviour and long term outcomes. Parent and caregiver training, like other aspects of service delivery, should be a cornerstone of an effective ABA therapy.

Keeping in line with this philosophy, this workshop will discuss specific case studies with outcomes from parent training, focus on discussing how to set up parent training, focus on discussing specific barriers and challenges to parent training, and finally focus on outcomes of using a Manualized Parent Training Program. Participants will work in small groups and design effective parent training, share their experiences with the group. Come and learn how to get the most from your parent training sessions and tips on how to run parent training sessions!

Workshop 2:
Meera Ramani BCBA

Title: Dealing with Adolescence changes, transition and Teaching Adaptive Behavior

Abstract: Several studies have shown that Applied Behavior Analysis can provide an in-depth structured approach that, if administered by qualified personnel, can lead to positive effects on social behavior. Socialization between individuals is an important characteristic in human development.

In individuals with autism, there is a profound deficit with social skills and with social reciprocity. The purpose of this workshop is to demonstrate teaching adaptive behavior such as private and public behavior, avoidance of danger, peer refusal skills, personal space, right and wrong, avoidance of engagement in self stimulation. The importance of using Applied Behavior Analysis such as shaping, teaching interaction and DTT in teaching these skills will be demonstrated. In this workshop you will learn what happens before an undesired behavior occurs, what to do after it occurs and how to set goals to change the behavior. We will share strategies you can use to teach your student replacement behaviors.

Workshop 3:
Komala Anantpur MS, BCBA

Title: Evoking Vocal Verbal Behavior in Children with Autism by Establishing Stimulus Control

Abstract: Vocal verbal behavior is the production of auditory stimuli that effectively control the behavior of a community of listeners resulting in reinforcement for the speaker (Skinner, 1957). A large number of children on the spectrum do produce a varied number of speech sounds very early on (they do not have any form of speech disorders), but they do not lead into functional communication. More
Precisely, for some children with autism the naturally occurring contingencies of reinforcement have failed to effectively control their speech sound emission.
   Vocal verbal behavior is the most desirable form of communication and hence an important goal.
     Many children with Autism do not acquire vocal verbal behavior as their primary form of communication in spite of having some vocal verbal repertoire.
There are many procedures outlined in literature which are currently being used like manual sign mand training with prompt delay (Dr. Carbone), stimulus-stimulus pairing procedures to elicit functional language.
In this workshop we will outline procedural steps which lead to establishing stimulus control over the speech sounds, to evoke vocal verbal behavior in children with Autism.

Workshop 4:
Sheela Rajaram M.ADS , BCBA & Dr. Geetika Aggarwal, BCBA -D

Title : Registered Behaviour Technician (RBT) training and procedures

This workshop will focus on:
1. Training and resources required to implement RBT training

2.Implementation of Competency checklists
3.Evaluating effectiveness of RBT training.

This workshop is designed for BACB certificants involved in training RBTs or direct care staff in behavioral settings. The workshop will cover core training requirements for RBT as outlined by BACB. For each area on the RBT task list, teaching exemplars will be identified and taught using Behavioral Skills Training (BST

Workshop 5:
M. Masilamani, BCaBA, Saranya Rengaraj, BCaBA

Title: **Teaching imitation to help build new skills with children on the Autism Spectrum**

Imitation refers to the emission of a behavior that is topographically similar and temporally proximal to the behavior of a model. In other words, Imitation means "to mimic another person's behavior".

Importance of Imitation
Infants and children absorb vast amount of information through the imitation of others. Imitative learning allows children to observe, then practice and rehearse the behaviors they've seen. This leads to the mastery of countless new skills. Once a generalized imitation repertoire is established, the learner has acquired a response class as "doing as the model does". These imitation skills play a powerful role in behavioral development of children. The emergence of language, social, daily living, and play skills are often products of generalized imitation.
The ability to imitate others is a pivotal part of learning new skills. Some individuals with disabilities do not naturally imitate others and imitation needs to be taught.

Core deficit
Most children with Autism Spectrum Disorders have what has been called a "core deficit" in the ability to imitate. They often show little interest in the behaviors of those around them and do not often attempt to imitate what they see. Poor imitation skills indicate that the child with ASD is not observing and learning from the world around them. Failure to imitate means that new skills are not practiced or mastered.

The workshop will focus on:

1) Importance of Imitation
2) Importance of Positive Reinforcement and immediacy of Reinforcement
3) prompts to teach imitation

4) Few videos on imitation
5) Parents participation
6) How learning physical imitation can help to improve social skills and vocal imitation

Workshop 6:
Julianne Bell, MS BCBA

Title: **How to apply Incidental Teaching and Embedded Discrete Trial Teaching to Teaching Children with Autism**

Abstract: Discrete trial teaching (DTT) is a commonly used, highly researched and effective technique within behavioral intervention for children with autism. Despite this DTT is often criticized for various reasons such as for not utilising a student's intrinsic motivation, for being removed from the natural establishing operations and discriminative stimuli of the language being learnt so that generalization is a problem and, as social validity is often low with parents and special educators they are less likely to follow the procedures. Incidental and Embedded DTT are two strategies within Applied Behavior Analysis that address these concerns.

They allow for the student to learn in the natural environment and intrinsic motivation to be utilized while teaching. This workshop will provide a brief introduction to the two terms so that attendees are clearly able to discriminate the difference between the two strategies and will present the current research for both. The majority of the workshop will be focused on providing, practical tips for using these strategies effectively, examples of how these strategies can be applied when teaching a variety of language concepts to different learners and examples of data collection.

Target audience: This workshop will be most useful for those who have students that have at least a few strong motivators/interests and emerging echoics as these are the students with whom these strategies will be demonstrated with.

Day 2 Workshop 7:

Sridhar Aravamudhan, M.A., BCBA, Smita Awasthi, M.S, BCBA, Doctoral Candidate, Behavior Momentum India

Title : Improving teaching procedures to overcome error patterns during training receptive language to children with autism

Stimulus overselectivity (Lovaas, Koegal &Schreibman,1971) , weak behavior consequence relations (Fisher, Pawich, Dickes, Paden & Toussaint,2014), a

history of responding with errors, problems with pre-requisite skills such as attending and scanning(Kodak, Clements etal., 2015), inadequate staff training and a number of other factors are routinely known to interfere with acquisition of conditional discriminations required to demonstrate listener responding skills (a.k.a Receptive language) to competence by children with autism. Even when parents are professionals are convinced that the child "knows" , a thorough assessment eliminating position and instruction sequence biases would reveal that the discrimination may not really been acquired. This workshop will address evidence based practices to improve receptive language training. Participants will learn:

1. How to run assessments to identify errors in responding and ascertain if discrimination has been truly achieved.
2. Errorless learning based on Terrace (1963)'s pioneering work, the importance of prompt delays and value of stimulus prompts versus response prompting
3. Strategies to overcome error patterns such as win-stay responses, dominant response, arbitrary switching responses, position based responding, patterned responding etc.

Level : Basic to intermediate
Target Audience : Therapists, ABA students and Parents who teach receptive language to children with autism