QC-ABA

Association Québécoise pour l'Analyse du Comportement
Quebec Association for Behaviour Analysis

FEBRUARY 28TH, 2017

Schedule

7:30-8:30: Registrations

8:30-9:45: Presentation by Tristram Smith **Evidence-Based Interventions for Young Children with Autism Spectrum Disorder**

9:45-10:00: Break with snacks

10:00-11:15: Presentation by Thomas S. Higbee, Ph.D., BCBA-D
Evidence-Based Strategies for Teaching Play and Social Skills to Young Children with Autism

11:15-12:30: Lunch (off-site)

12h:30- 13:45: Presentation by Tristram Smith **Intensive Behavioral Intervention: What Families and Providers Need to Know**

13:45-14h15: Poster session

14h15-14:30: Break with snacks

14:30-15:20: Presentation by Zakaria Mestari **Evaluation of the effects of a parental program on their at-risk of ASD child with challenging behavior**

15:20-15:30: Announcement of best poster and raffle for participation prizes

15:45-16:45: Annual General Meeting

QCABA ANNUAL CONFERENCE

The Québec association for Behavior Analysis invites you to attend our 7th annual conference and Annual General Assembly

REGISTRATION

**STUDENT MEMBERS: 40$
REGULAR/SUSTAINING/
AFFILIATE MEMBERS: 50$
NON-MEMBER: 100$**

REGISTRATION PRICES INCREASE BY 20$ AFTER FEBRUARY 14TH 2017

CEU'S AVAILABLE

UNIVERSITE DE MONTREAL, 3200 JEAN-BRILLANT, MONTREAL, QC, H3T 1N8

To register, please go to:
http://www.qcaba.org/conference-2017.html
For any questions regarding this conference please email us at info@qcaba.org

Evidence-Based Interventions for Young Children with Autism Spectrum Disorder

For many years, Intensive Behavioural Intervention (IBI) was the only psychological or behavioral intervention that had substantial scientific support for children with autism spectrum disorder (ASD). While subsequent studies confirm the effectiveness of IBI, they also provide evidence for other interventions. A colleague, Suzannah Iadarola, and I recently reviewed the literature on early intervention for children with ASD. We identified one applied behavior analytic (ABA) intervention as well-established (IBI), one as probably efficacious (augmentative and alternative communication such as the Picture Exchange Communication System), and two as possibly efficacious (ABA classrooms such as Learning Experiences . . . An Alternative Program and incidental teaching models such as Pivotal Response Treatment). We also found empirical support for several interventions that originated outside of ABA, particularly those based on a developmental-social pragmatic (DSP) approach or a combination of ABA and DSP. Notably, we rated short-term (<3 months), teacher-implemented ABA+DSP as well-established and short-term, parent-implemented DSP as probably efficacious. These findings suggest a need for ongoing revision of programs for delivering services and training providers.

Tristram Smith, Ph.D.

Evidence-Based Strategies for Teaching Play and Social Skills to Young Children with Autism

Play serves an important function in the lives of young children. Through play, children learn about the world around them and come to understand the social rules and conventions that define the human experience. Many young children with autism spectrum disorders, however, do not develop the skills necessary to play appropriately with other children or even when alone. Over the past several years, behavioral researchers have developed support strategies to teach young children with autism to play using a visual cuing system called photographic activity schedules. In the current presentation, strategies for using activity schedules to promote both independent and social play will be described and discussed. Additionally, research demonstrating the effectiveness of activity schedules for teaching young children with autism to play together during both structured (e.g., preschool-level board games involving turn-taking) and unstructured (e.g., hide and seek) play activities will be presented.

Thomas S. Highbee, Ph.D., BCBA-D

Intensive Behavioral Intervention: What Families and Providers Need to Know

Thirty years after Ivar Lovaas's seminal article on Intensive Behavioural Intervention (IBI), this intervention continues to be an active focus of research. Recent studies provide important information about whether IBI programs in community settings are effective, how much IBI services children should receive, what age is optimal for beginning IBI, what predicts whether a child will respond favorably in IBI, and what the "active ingredients" of IBI might be. Ongoing studies compare Lovaas's IBI model to alternative intervention approaches, examine systematic ways to individualize intervention, and explore the integration of technology into intervention. The goal of the presentation is to review this new information and discuss its implications for children, families, and service providers.

Tristram Smith, Ph.D.

Dr. Tristram Smith, Ph.D., is the Haggerty-Friedman Professor of Developmental/Behavioral Pediatric Research at the University of Rochester Medical Center (URMC), where he leads federally funded studies comparing the efficacy of different interventions for children with autism spectrum disorder (ASD). He is also a clinician in URMC's Community Consultation Program, serving students with ASD and other intellectual disabilities in schools and other agencies. His commitment to the study and treatment of children with ASD began in 1982, when he had the opportunity to volunteer as a buddy for an adult with autism who lived near his college. This experience inspired him to apply to graduate school at the University of California, Los Angeles, where he studied clinical psychology and worked as a therapist and researcher with O. Ivar Lovaas, Ph.D., in the UCLA Young Autism Project. Before moving to Rochester in 2000, he directed clinics for children with autism and their families in the states of California, Iowa, and Washington. He has authored or coauthored several of the most widely-cited studies on treatment outcomes for children with ASD.

Dr. Thomas S. Higbee is a Professor of Special Education and Rehabilitation at Utah State University and Director of the Autism Support Services: Education, Research, and Training (ASSERT) program, an early intensive behavioral intervention program for children with autism that he founded in 2003. He is a doctoral-level Board Certified Behavior Analyst (BCBA-D) and a Licensed Behavior Analyst in the state of Utah. His research focuses on the development of effective educational and behavioral interventions for children with autism spectrum disorders and related disabilities as well as the development of effective training strategies for teaching parents and professionals to implement effective interventions. He is a former associate editor for the Journal of Applied Behavior Analysis (JABA) and a current associate editor for the European Journal of Behavior Analysis and the International Journal of Behavior Analysis and Autism Spectrum Disorders. He is the past president of the Utah Association for Behavior Analysis (UtABA) and currently serves as a member of the Practice Board of the Association for Behavior Analysis International (ABAI) and the Psychologist Licensing Board of the state of Utah.