



The Quebec Association  
for Behaviour Analysis  
invites you to attend our  
**8th conference**  
and Annual General Assembly

**Friday, March 23th, 2018**  
**9h00 to 18h00**

## Schedule

**8:00 to 9:00:** Registration

**9:00 to 10:15:** Peter Gerhardt, Ed.D.

Executive Director, EPIC School of Paramus, New Jersey

*Evidence-Based Practice and ASD in Adults* (ENGLISH\*)

**10:15 to 10:30:** Break with snacks

**10:30 to 12:00:** Natalie Léger, M.A.

Consultant, Education and Early Childhood Development,  
New Brunswick

*Autism Service Delivery Model in New Brunswick: From Intervention to Inclusion* (FRENCH\*)

Ève Bérubé, M.A. & Jessica Comeau Audigé, M.A.

Boscoville, Program Development

Malena Argumedes, ps.éd., Ph.D.

Professor, Department of Psychoeducation, University of Sherbrooke

*Positive behavior support (PBS) for young children* (FRENCH\*)

**12:00 to 12:30:** Poster session

**12:30 to 13:30:** Lunch (not included - Cafeteria on-site)

**13:30 to 14:45:** Peter Gerhardt, Ed.D.

Executive Director, EPIC School of Paramus, New Jersey

*Sexuality and Sexuality Education in ASD: The Role of Behavior Analyst* (ENGLISH\*)

**14:45 to 15:00:** Break with snacks

**15:00 to 16:15:** Panel Discussion: *Collaborating with families and other behavior-change agents: what our research says and how we can translate research to practice* (ENGLISH\*)

**16:15 to 16:45:** Announcement of the best poster & participation prizes

**17:00 to 18:00:** Annual General Meeting

## REGISTRATION

Student member: 40\$\*\*

Regular / sustaining /  
affiliate member: 50\$\*\*

Non-member: 100\$\*\*

\*\*Registration prices increase  
by 20\$ after march 9th 2018

To register:

[http://www.qcaba.org/  
conference-2018.html](http://www.qcaba.org/conference-2018.html)

For any questions:

[info@qcaba.org](mailto:info@qcaba.org)

CEU'S  
AVAILABLE

## LOCATION

Université de Montréal  
Pavillon Jean-Brillant  
3200 Jean-Brillant  
Montreal, Quebec, H3T 1N8  
Room B-0305

\*Simultaneous translation from ENGLISH ► FRENCH & FRENCH ► ENGLISH



### **Dr Peter Gerhardt, Ed.D**

*Dr. Gerhardt has more than 35 years of experience utilizing the principles of Applied Behavior Analysis in support of adolescents and adults with autism spectrum disorders in educational, employment, residential and community-based settings. He is the author or co-author of a number of articles and chapters on the needs of adolescents and adults with ASD, serves as Chairman of the Scientific Council for the Organization for Autism Research and is on numerous professional advisory boards including the Cambridge Center for Behavioral Studies.*

### **Adults with autism and evidence-based practice**

*In response to the lack of EVP in the treatment of adults with autism, this workshop will discuss ways to better understand the relationship between adaptive skills acquired in preschool to those required in adulthood in order to translate effective behavior analytic interventions from the clinic or classroom to the community at large.*

### **Sexuality and sexuality education for individuals with autism.**

*This workshop will provide an overview of the many challenges associated with sexuality and sexuality education in ASD and provide recommendations as to the critical role Behavior Analysts can play.*

### **New Brunswick's service delivery model: From intervention to inclusion**

*The New Brunswick's Department of Education and Early Childhood Development delivers a high quality evidence-based autism training program, in French and in English, to all preschool and school personal working directly with learners with Autism Spectrum Disorder. This multi-tiered training was developed by a team of provincial subject matter experts in collaboration with external experts including Dr. Larsson from the Lovaas Institut Midwest, Dr. Timothy Vollmer and Dr. Brian Iwata. This presentation will highlight New Brunswick's Autism Training program and service delivery model for intervention and inclusion.*

*she decided to specialize in early childhood and intensive behavioural interventions (IBI). She is currently working on the development and implementation the preschool component of the provincial autism training, which provides continuing education to clinical supervisors of ABA therapists. She also oversees a collaborative internship in France where she supports professionals practicing IBI.*



### **Nathalie Léger, M.A.**

*Nathalie holds a Masters in Educational Psychology from the University of Moncton. After working with diverse populations of children with autism,*

### **Ève Bérubé, M.A.**

With a masters degree in psychoeducation, Eve has a keen interest in the positive development of young people and the well-being of toddlers. After 7 years of experience at CHU Ste-Justine, she joined the Boscoville team six years ago, where she primarily developed projects for schools and preschools.

### **Jessica Comeau Audigé M.A.**

Holding a masters degree in psychoeducation, Jessica has 8 years of experience in intervention with clients and diverse backgrounds. Her professional background has allowed her to develop, implement and participate in the evaluation of several programs that promote the psychosocial well-being of young people.

### **Malena Argumedes, ps.éd., Ph.D.**

Malena is a professor in the Department of Psychoeducation at the University of Sherbrooke since December 2016. She is also Treasurer of the Quebec Association for behavioral analysis. Her research interests mainly concern the problematic behavior of people with an autism spectrum disorder (ASD) or intellectual disability, specifically with children and adolescents. It aims, using interventions based on positive behavior support, to improve the subjects quality of life, as well as that of those around them.

### **Positive behavior support (PBS) for young children: a proactive approach to increase appropriate interactions and reduce challenging behaviours in young children.**

Early childhood is a period of rich growth where it makes sense to work on the prevention of psychosocial problems. Additionally, it is recognized that the acquisition of socio-emotional skills increases the likelihood that a child will adapt better in school and exhibit better academic perseverance.

To respond as broadly as possible to the needs of young children and the educational environments that accompany them, Boscoville has developed a treatment model inspired by the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children (Fox, Dunlap, Hemmeter, Joseph and Strain, 2003) and Positive Behavior in Schools (PBIS in the United States and SCP in Canada), in order to apply it to young French-speaking children in the daycare context. Boscoville is an organization dedicated to social innovation and the development of practices related to social adjustment, rehabilitation and the mobilization of youth.

## **Discussion panel**

### **Collaborating with families and other behaviour-change agents: what our research says and how we can translate research to practice**

Working with families to promote behaviour-change in the individuals we work with is one of the most rewarding aspects of being a behaviour analyst. At the same time, there are many barriers that can impede this process, and it is those times we need to look to our research for the answers.

This panel discussion will present some of these barriers, and identify possible solutions from behaviour-analytic literature. Examples prepared beforehand will be taken from participants and questions will also be taken from the audience at the time.

To submit an anonymous question or case study for this panel discussion, please use this link:

<https://form.jotform.com/80286739425970>