



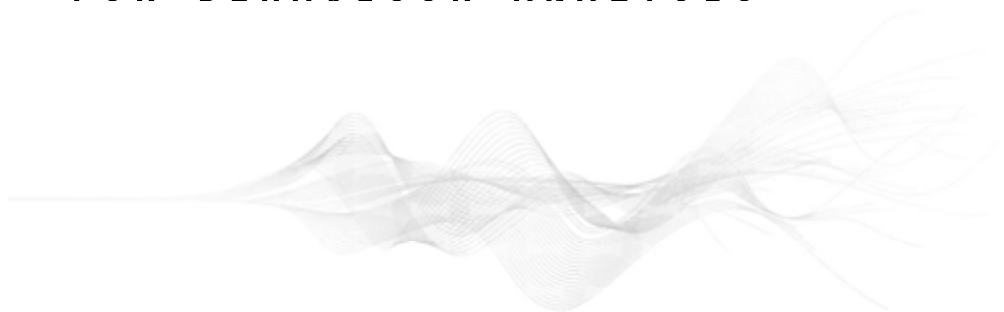
MASARYK
UNIVERSITY

11TH CONFERENCE OF THE EUROPEAN ASSOCIATION FOR BEHAVIOUR ANALYSIS

**PROGRAMME BOOK
BOOK OF ABSTRACTS**

PROGRAMME BOOK

11TH CONFERENCE OF THE EUROPEAN ASSOCIATION FOR BEHAVIOUR ANALYSIS



MUNI
PED

MUNI
MED

Brno, Czech Republic

September 4.-7. 2024

Faculty of Education, Masaryk University

TABLE OF CONTENTS

Welcome.....	3
Important information.....	4
Úvod	9
Důležité informace.....	10
Programme overview.....	14
Přehled programu – česká sekce.....	22
Book of Abstracts	27
Příspěvky – česká sekce	86
Venue	92

W E L C O M E

Ladies and Gentlemen,

Welcome to the 11th Conference of the European Association for Behaviour Analysis. Over the next few days, we will delve into the latest research, innovative practices and practical applications of behaviour analysis. The programme includes keynote lectures from renown experts, symposia, workshops, paper and poster sessions and panel discussions designed to inspire and challenge us all.

We are very happy to welcome you at the Faculty of Education, Masaryk University in Brno. As the second-largest city in the Czech Republic, Brno offers a blend of cultural heritage and modern charm. So, explore the Špilberk Castle and its panoramic views, visit the Cathedral of St. Peter and Paul, or stroll through streets of the city centre and relax in one of many cosy cafes and restaurants.

This conference is not just about sharing knowledge; it's about fostering connections and collaborations that will drive our work forward. Conference get-togethers as well as informal discussions over a cup of coffee or lunch offer opportunities to share and discuss the diverse perspectives and experiences participants bring. Your active participation is what makes the conference special. Let's fully leverage the networking opportunities, participate actively in sessions, and share our insights and experiences.

Welcome and let's enjoy the inspiring four days ahead!

prof. Karel Pančocha, Ph.D., M.Sc., BCBA
Faculty of Education, Masaryk University

IMPORTANT INFORMATION

ABOUT THE VENUE

The address: **Pedagogická fakulta MU**
Poříčí 9
603 00 Brno

The conference will be held at the Faculty of Education, Masaryk University, in two buildings located at Poříčí 7 and 9, which are connected by a courtyard. You can find a detailed map at the end of the Program Book, and there will always be someone in an orange PED MUNI T-shirt to help you find your way around.

The conference map



Barrier-free access to and around the PED MUNI buildings is detailed in the virtual guide provided by the MU Centre for Students with Special Needs Teireziás.



NEED HELP?

Staff in orange T-shirts will be onsite and ready to provide information and assistance. Additionally, the **Registration Desk** located in front of Auditorium 50 (Poříčí 9) will be open daily from 8:00 am to 6:00 pm, and the staff there will be happy to answer your questions.

PROGRAMME

Presentations

Authors presenting their papers should arrive at the relevant room 10 minutes before the session starts. Please have your presentation in .PPTX or .PDF format on a USB drive to facilitate easy upload by the onsite staff to the desktop computer.

Poster Session

Presenters should set up their posters in room RUV (floor -1, Poříčí 9) from 12:45 pm to 2 pm on Thursday, 5th September 2024. Posters not removed by 4 pm on Friday, 6th September 2024, will be disposed of.

CATERING

All conference participants are welcome to join the coffee breaks and lunches on Thursday and Friday.

Coffee breaks will be held in the **Student Restaurant** (ground and first floors at Poříčí 7, accessible from the courtyard) and in **Auditorium 1** (first floor at Poříčí 7, accessible from the courtyard). Participants with **dietary requirements** will be served on the first floor of the Student Restaurant.

Lunch will be served from 12:45 pm to 2:00 pm in the **Student Restaurant** (ground and first floors at Poříčí 7, accessible from the courtyard) and in **Auditorium 1** (first floor at Poříčí 7, accessible from the courtyard). Participants with **dietary requirements**, including vegetarian meals, will have their meals prepared in Auditorium 1.

SOCIAL EVENTS

City Reception

An informal get-together will take place at the Brno-střed Municipal Office on Thursday, September 5, 2024, starting at 6:30 pm, with expected end at 8:30 pm. Participants can come on a rolling basis.

Address: **Úřad městské části Brno-Střed**

Dominikánská 264/2

Light snacks, non-alcoholic beverages and wine will be served. You can also enjoy traditional Czech music and folk songs performed by students from the Music Education Department at the Faculty of Education MUNI.

How to get there: We will welcome you to the courtyard of the City Hall, entrance from Dominikánská Street 2, where the staff will direct you to the Social Hall. You can use the QR code link on the map below to navigate yourselves. The link is the same for both the City Reception and the Gala Dinner, as these venues are across the street from each other.

Gala Dinner

Gala dinner will take place in Restaurant and Brewery House Poupě on Friday, September 6, 2024, starting 6:30 pm. The Gala Dinner fee is EUR 50 per person and needs to be paid in advance.

Address: **Pivovarský dům Poupě**

Dominikánská 342/15, 602 00 Brno-střed

Enjoy the brewing tradition in the heart of Brno. Brewery House Poupě is a spacious beerhouse with top quality beer, and traditional gastronomy from local ingredients.

How to get there: We will meet you right in the Brewery House, where we will welcome you and seat you. You can use the QR code link on the map below to navigate yourselves.



CONTINUING EDUCATION

Masaryk University is an ACE Provider; therefore, continuing education units (CEUs) will be provided for select events to attendees.

How to receive CE Units

1. CE-eligible events are marked in the Book of Abstracts section of the Programme Book.
2. At each CE-eligible session, QR code will be displayed and a keyword announced at some point of the session. You will have to open your camera app on your phone and point the camera at the QR code (scan the QR code). Once you have scanned the QR code a pop-up banner will appear (you might have to click on it), this will send you to a google form where you have to input your full name, email address, BACB number, and select the correct keyword.
3. Participants' data will be securely stored in the university's storage system and used to assign CEUs. Certificates will be issued and emailed to attendees who filled in the google form.

WIFI

On PED MUNI grounds it is possible to connect to the EDUROAM network (accessible for European higher education staff). In case you do not have access to EDUROAM, use the MUNI hotspot, here are the WiFi access data:

Network Name: **MUNIGuests**

Password: **MUNIGuests**

**11 . K O N F E R E N C E
E V R O P S K É S P O L E Ā N O S T I
P R O B E H A V I O R Ā L N Í A N A L Ů Z U**

Ā E S K Ā S E K C E K O N F E R E N C E

Ú V O D

Dámy a pánové,

vítáme vás na půdě Pedagogické fakulty Masarykovy univerzity v Brně na 11. konferenci Evropské asociace pro behaviorální analýzu. V následujících dnech se budeme věnovat výzkumu, inovativním postupům a široké škále využití aplikované behaviorální analýzy při podpoře osob s neurovývojovým postižením. Program zahrnuje plenární přednášky mezinárodních odborníků, sympozia a panelové diskuse v české a anglické sekci konference.

Tato konference není jen o sdílení znalostí; jde také o navazování spolupráce, která může naši práci posouvat kupředu. Společenský program i neformální setkání u kávy nebo oběda nabízejí příležitosti k diskusi o různých perspektivách a zkušenostech, které účastníci přinášejí. Vaše účast je tím, co činí konferenci výjimečnou. Využijme tedy možnosti navazování kontaktů, zapojme se aktivně do jednotlivých symposií a přispějme našimi znalostmi a zkušenostmi.

Přeji vám inspirativní čtyři dny

prof. PhDr. Karel Pančocha, Ph.D., M.Sc., BCBA

Pedagogická fakulta, Masarykova univerzita

DŮLEŽITÉ INFORMACE

O MÍSTĚ KONÁNÍ

Adresa: **Pedagogická fakulta MU**

Poříčí 9

603 00 Brno

Konference se bude konat na Pedagogické fakultě Masarykovy univerzity ve dvou budovách na adresách Poříčí 7 a 9, které jsou propojené dvorem. Podrobnou mapu najdete na konci programové brožury a na místě vždy bude někdo v oranžovém tričku PED MUNI, kdo vám pomůže se zorientovat.

Mapa konference

Bezbariérový přístup do budov a pohyb v nich je popsán ve virtuálním průvodci Střediska pro pomoc studentům se speciálními potřebami Teiresiás



POTŘEBUJETE PORADIT?

Informace na místě vám ochotně poskytne **kdokoli v oranžovém tričku PED MUNI**. Před posluchárnou 50 ve foyer budovy Poříčí 9 také naleznete **registrační pult**, který bude otevřen denně od 8:00 do 18:00 a jeho obsluha je připravena vám pomoci.

PROGRAM

Prezentace

Prezentující by měli dorazit do příslušné místnosti 10 minut před začátkem symposia. Prosíme, uložte svou prezentaci ve formátu .PPTX nebo .PDF na USB disk, aby ji mohl technik na místě snáze nahrát do fakultního počítače.

Sekce posterů

Prezentující mohou své postery instalovat v místnosti RUV (patro -1, Poříčí 9) ve čtvrtek 5. září 2024 od 12:45 do 14:00. Postery je třeba odnést do pátku 6. září 2024 do 16:00.

STRAVOVÁNÍ

Pro všechny účastnice a účastníky konference je připraveno občerstvení ke kávě a oběd.

Občerstvení ke kávě bude připraveno ve **fakultní menze** (přízemí a první patro na Poříčí 7, přístup ze dvora) a v **posluchárně 1** (první patro na Poříčí 7, přístup ze dvora). Účastnice/účastníci s **dietními omezeními** budou mít občerstvení připraveno v prvním patře fakultní menzy.

Oběd se bude podávat ve čtvrtek a pátek od 12:45 do 14:00 ve **fakultní menze** (přízemí a první patro na Poříčí 7, přístup ze dvora) a v **posluchárně 1** (první patro na Poříčí 7, přístup ze dvora). Účastnice/účastníci s **dietními omezeními**, včetně vegetariánské stravy, budou mít oběd připraven v posluchárně 1.

SPOLEČENSKÝ PROGRAM

Recepce

Neformální setkání se uskuteční na Úřadu městské části Brno-střed ve čtvrtek 5. září 2024 od 18:30 hodin. Předpokládaný konec je ve 20:30. Účastníci mohou přicházet průběžně.

Adresa: **Úřad městské části Brno-střed**

Dominikánská 264/2

Na setkání se bude podávat drobné občerstvení, nealkoholické nápoje a víno. Můžete se také těšit na tradiční českou hudbu a lidové písně v podání studentů Katedry hudební výchovy Pedagogické fakulty MU.

Navigation: Přivítáme vás na nádvoří ÚMČ, vchod z Dominikánské ulice 2, kde už vás personál nasměřujeme do Společenského sálu. Pro navigaci můžete použít QR kód s mapou níže. Odkaz je stejný pro Recepce i Gala večeri, jelikož jsou tato místa naproti sobě přes ulici.

Gala večere

Slavnostní večere se uskuteční v Restauraci a Pivovarském domě Poupě v pátek 6. září 2024 od 18:30 hodin. Gala večere je zpoplatněna 50 € za osobu a je potřeba si ji objednat předem.

Adresa: **Pivovarský dům Poupě**

Dominikánská 342/15, 602 00 Brno-střed

Znovuzrozená pivovarnická tradice v centru Brna. V Pivovarském domě Poupě si užijete špičkové tankové pivo a pestrou (i tradiční) gastronomii z lokálních surovin.

Navigation: Setkáme se přímo v prostorách Pivovarského domu, kde vás přivítáme a usadíme. Pro navigaci můžete použít QR odkaz na mapy níže.



DALŠÍ VZDĚLÁVÁNÍ

Česká lékařská komora

Za účast na konferenci získají účastnice a účastníci 12 kreditů v systému celoživotního vzdělávání lékařů. Certifikáty budou připraveny k vyzvednutí na registraci v pátek od 16:15.

Asociace klinických psychologů

Za účast na konferenci získají účastnice a účastníci 8 kreditů v systému celoživotního vzdělávání v oboru klinická psychologie. Certifikáty budou připraveny k vyzvednutí na registraci v pátek od 16:15.

Asociace klinických logopedů

Za účast na konferenci získají účastnice a účastníci 8 kreditů v systému celoživotního vzdělávání v oboru klinická logopedie. Certifikáty budou připraveny k vyzvednutí na registraci v pátek od 16:15.

W I F I

V prostorách PED MUNI je možné se připojit k síti EDUROAM. V případě, že nemáte přístup k síti EDUROAM, využijte hotspot MUNI, zde uvádíme přihlašovací údaje k WiFi:

Název sítě: **MUNIGuests**

Heslo: **MUNIGuests**

PROGRAMME OVERVIEW

Wednesday September 4	
04:00 pm - 06:00 pm	Registration Poříčí 945/9, Faculty of Education, Main entrance, Main lobby Auditorium 50
06:00 pm - 08:00 pm	Welcome reception; opening, welcoming speeches, award ceremony
Thursday September 5	
08:00 am - 06:00 pm	Registration Poříčí 945/9, Faculty of Education, Main entrance, Main lobby Auditorium 50 #1 Keynote Patrick Romani
09:00 am - 10:00 am	Practical strategies to establish interdisciplinary care for youth diagnosed with developmental disabilities engaging in severe problem behaviours within hospital settings <i>Chair: Karel Pančochá</i>
10:00 am - 10:30 am	Student restaurant / Auditorium 1 Coffee break
Sessions	
10:30 am - 11:45 am	Auditorium 50 #2 Symposium <i>How digital and technological interventions can enhance the delivery of behavioural interventions</i> <i>Chair: Helena Lydon</i> eVeR safe: Developing an educational curriculum on emergency skills for autistic adults Jenny Ferguson
	51 #3 Symposium <i>Data – Driven autism interventions implemented by parents</i> <i>Chair: Michael Nicolosi</i> Vocal stereotypes and autonomy: a parent-implemented behavioral intervention Francesca Siciliano
	57 #4 Symposium <i>Findings from research conducted in Sweden</i> <i>Chair: Lise Pettersson Roll</i> PAX for everyone: Swedish teachers' perspectives on implementing the PAX Good Behavior Game in mainstream education Maria Jornevald
	54 #5 Symposium <i>Experimental and conceptual topics in stimulus control</i> <i>Chair: Hanna Steinunn Steingrimsdóttir</i> Transformation of stimulus functions: Transforming our understanding of derived relations? Vilde Stedal Kalvik, Erik Arntzen
	60 #6 Paper session <i>Chair: Justin Leaf</i> A progressive approach staff training and supervision Justin Leaf, Joe Cihon, Julia Ferguson, Justin Craig, Jade Weir, and Tracee Parker

	<p>Evaluation of the feeling better ASD pain management pain management programme for autistic children: Pilot and feasibility study Rachel Fitzpatrick</p>	<p>Collaboration, self-care skills and pica in a parent-implemented intervention Gaia Pilotto</p>	<p>Improving prerequisites for implementing early intensive behavior interventions (EIBI) in community-based preschools in Sweden Lise Pettersson Roll</p>	<p>Does overtraining influence equivalence class formation? Victor Estal-Muñoz, Erik Arntzen</p>	<p>Behavioural staff training in social care for adults with autism and learning disabilities: Evaluating organizational strategies to enhance skills acquisition and generalization across teams Ioanna Konstantinidou, Karola Dillenburger, Devon Ramey</p>
	<p>Virtual reality distraction for needle-related pain and distress in children and adolescents with autism spectrum disorder (ASD) with or without a comorbid intellectual disability (ID): A feasibility study Helena Lydon</p>	<p>Treating birthday phobia in an 11-year-old with autism: A parent-implemented, remote intervention Nicola Cefalo</p>	<p>Bridging the gap between science and practice: Evidence-based approaches for students on the autism spectrum – a pilot study Klara Wenneborg</p>	<p>Variables affecting response to name in children within special education setting: Training, generalization, and maintenance Erna Dögg Pálsdóttir, Erik Arntzen, Berglind Sveinbjörnsdóttir, Hanna Steinunn Steingrimsdóttir</p>	<p>Telehealth training for practical functional assessment in educators of individuals with developmental disabilities Tullia Sychra Reucci</p>
<p>11:45 am - 12:45 pm</p>	<p>Auditorium 50 #7 Keynote Michelle Kelly</p> <p>Applications of behaviour analysis with an aging population <i>Chair: Aoife Mc Tierman</i></p>				
<p>12:45 pm - 02:00 pm</p>	<p style="text-align: center;">Lunch</p> <p style="text-align: center;">Student restaurant / Auditorium 1</p>				

Auditorium 50			
#8 Panel discussion			
Jennifer L. Austin, Christopher J. Seel, Hanna Steinunn Steingrimsdóttir, Bára Denny Ívarsdóttir Carving a path for diverse applications of behaviour analysis <i>Chair: Berglind Sveinbjörnsdóttir</i>			
Sessions			
Auditorium 50		51	57
02:00 pm - 03:00 pm	#9 Panel discussion <i>The development of behaviour analytic standards</i> <i>Chair: Marguerite Hoerger</i> Panel: Marguerite Hoerger , UK-SBA Berglind Sveinbjörnsdóttir , ICE-ABA Michelle Kelly , PSI-DBA	#10 Workshop <i>Introduction to the prosocial model: A behavioural approach to developing collaboration for teams</i> Carl Hughes , Amy Hulson-Jones	#12 Paper session <i>Chair: Luiza Freitas Caldas</i> Design of supplementary response-produced stimuli to potentiate the discrimination of complex relations between behavior and environment Stamatis Manoladis , Robert Mellon The altruistic punishment game with children – a metacontingencies analogue Luiza Freitas Caldas
04:00 pm - 04:30 pm	Student restaurant / Auditorium 1 Coffee break		
Auditorium 50			
04:30 pm - 05:30 pm	#13 Panel discussion Ricardo Pellón, Zuilma Gabriela Sigurðardóttir, Armando Machado Back to basics: On teaching experimental analysis of behaviour <i>Chair: Gabriela Eugenia López-Tolsa</i> Room RUJ		
05:30 pm - 06:30 pm	#14 Poster session Brno-sited, City Hall Dominikánská 264/2 City reception		
06:30 pm - 08:00 pm			

Friday September 6

08:00 am -
06:00 pm

Registration
Póitíci 945/9, Faculty of Education, Main entrance, Main lobby
Auditorium 50

#15 Keynote

William L. Heward

ABA from A-to-Z: Behavior Science Applied to 350 Domains of Socially Significant Behavior
Chair: Hanna Steinunn Steingrimsdóttir

Student restaurant / Auditorium 1

Coffee break

10:00 am -
10:30 am

Sessions

57

60

54

Auditorium 50

#16 Symposium
Considering local cultural context when integrating positive behaviour support into local schools

Chair: Marguerite Hoerger

Teachers experiences of dealing with behaviours that challenge in schools in the United Kingdom
Denise Foran-Conn

Integrating behaviour analysis into special education
Marguerite Hoerger, Denise Foran-Conn, Choo Lau Yang

51

#17 Symposium
Enhancing pediatric sleep through technology: Behavioural interventions and parental education

Chair: Berglind Sveinbjörnsdóttir

Using telecommunication to teach parents to improve their child's sleep
Þyri Hafsteinsdóttir

Evaluation of modified behavioral skills training for teaching sleep treatment skills to parents via telehealth
Herdís I. Auðar Svansdóttir

#18 Paper session

Chair: Aoife Mc Tiernan

How do autistic adolescents understand inclusion?
Esther Mercado-Garrido, Anne O'Connor, Aoife McTiernan

Benefits and drawbacks of sign language for non-verbal autistic children
Karolina Bilá, Tereza Pražská, Kateřina Chrapková

#19 Paper session

Chair: Lucie Glaser

Using eye tracking equipment to assess & change gaze behaviour towards nutritional information on food packaging
Stephen Gallagher

Behavioral community interventions – how to get involved successfully
Christoph Bördlein

#20 Paper session

Chair: Gabriela Eugenia López-Tolsa

Acquisition of schedule-induced drinking at different locations of reinforcement intervals
Alvaro Mateos Romero, Marlon Palomino, S. Ramos, Gabriela Eugenia López-Tolsa, Ricardo Pellón

Matching to short-form video samples: Behavioral-analytic guidance for Gen TiKTok
Minos Ntinas, Stamatios Manoliadis, Robert Mellon

	A pilot and feasibility study on sleeping soundly: A psychoeducational intervention to support caregivers of children with sleep problems Daniel Phelan, Helena Lydon, Brian McGuire	Perceptions and experiences of teachers delivering the Connect Health & Wellbeing curriculum to KS2 children in primary school Amy Hulson-Jones, Kate Spurdle, Richard Watkins, Corinna Grindle, Duncan Gillard, Gemma Griffith, Carl Hughes	Quantitative measurement of tunnel miners' and manufacturing workers well-being in Japan Rieko Hojo, Yuika Koremura, Koremura-Giken, Shoken Shimizu Unusual career path: Utilizing ABA in the field of user experience (UX) Lucie Glaser	Gaze aversion is differentially reinforced by transitions to safety from social punishment Alexandros Tsiokos, Robert Mellon
11:45 am - 12:45 pm		Auditorium 50 #21 Keynote Louise Denne Complexities in the implementation of evidence-based practices <i>Chair: David Cole</i>		
12:45 pm - 02:00 pm		Student restaurant / Auditorium 1 Lunch		
02:00 pm - 03:00 pm		Auditorium 50 #22 Keynote Richard May <i>Chair: Aoife Mc Tiernan</i>		
Advancing behaviour analysis through open science: Current practices and future opportunities <i>Chair: Aoife Mc Tiernan</i>				
Sessions				
03:00 pm - 04:15 pm	#23 Symposium <i>Recent advances in single – case design methods and training</i> <i>Chair: Wendy Machalicek</i>	60 #24 Paper session <i>Chair: Michael Nicolosi</i> Evidence-based practices for children and youth with intellectual disabilities: Systematic review and meta-analysis Şerife Yüceosy-Özkan, Sima Mart, Dilara Ecem Altun, Nuray Öncül, Denya Genç-Tosun, Gülden Bozkuş-Genç, Merve Karaşlan, Hamdi Gönültaş, Eren Can Aybek, Mehmet Çağ	57 #26 Paper session <i>Chair: Carlos Picango</i> PAX Good Behavior Game in norwegian schools: A single-subject design Marie R. Aunemo, Torunn Lian, Børge Strømngren	54 #27 Paper session <i>Chair: Denise Passarelli</i> Exploring the impact of rule explicitness on behavior under short and long-term contingencies Jesús Alonso-Vega, Viktoria Fellingner, Gladis-Lee Pereira, Victor Estál-Muñoz, Amalie Akerø Hylland
	A delphi study to identify core areas of knowledge and skills for early career single case researchers Wendy Machalicek	Introducing the work of a behavioral gerontologist in a nursing home in Iceland – presentation of case studies Johanna Gísladóttir, Hanna Steinunn Steingrímsdóttir		

	<p>A systematic literature review of randomization procedures used within single-case research designs Sarah Quinn</p> <p>Adverse events in single-case intervention research: A mixed methods single-case design approach Katie Alvarez</p> <p>Single Case methodologies and design comparable effect sizes in augmentative and alternative communication (AAC) research Marina Crain</p>	<p>The effect of phonics skills intervention on early reading comprehension in an adolescent with autism: A longitudinal study Michael Nicolosi, Karola Dillenburger</p> <p>Teaching reading, numeracy and information and communications technology skills to adults with intellectual disabilities in non-education settings: A systematic review Emily Roberts-Tyler, Magda Apanasionok, Richard Hastings, Corinna Grindle, Richard May, Vaso Totsika, Louise Denne</p>	<p>Behavior analysis at the endocrinology department at Landspítali Hospital Iceland Bára Denny Ívarsdóttir, Margrét Krísjónsson</p> <p>Skill-based treatment in public schools, successes and lessons learned Atli F. Magnússon, Steinunn Harsteinsdóttir, Anna Þora Gretarsdóttir, Hulda María Þorbjörnsdóttir, Berglind Sveinbjörnsdóttir</p> <p>The Effectiveness of a hierarchical shaping procedure for eating disorders, targeting food avoidance Dafni Kyriakou</p>	<p>Child-centered Behaviour Support: The co-development of a group contingency intervention through cooperative inquiry with children in need of support Claire Brennan, Jennifer Austin, Sinéad Smyth</p> <p>Generalized recombinative oral reading of a pseudo-alphabet Carlos Picanço, Rafael Picanço, Elenice Hanna, Natá Oliveira, Deisy de Souza</p> <p>From behavioural to educational – Adapting and mapping the Connect Curriculum to the Curriculum for Wales Amy Hulson-Jones, Kate Spurdle, Richard Watkins, Carl Hughes, Corinna Grindle, Duncan Gillard, Gemma Griffith</p>	<p>Investigating the elaborated relational abilities index as a novel measure of cognitive ability Carina Michelle Kaufmann, Jamie Cummins, Bryan Roche</p> <p>Mitigating racial discrimination bias in shooter games through functional acquisition speed test interventions Denise Aparecida Passarelli, Bryan Roche, Júlio César de Rose</p> <p>Using an auditory-visual Implicit Relational Assessment Procedure (AV-IRAP) to examine cross-modal correspondence: a study on the kiki-bouba effect Miguel Rodríguez-Valverde, Rocio Rodriguez-Valdes, Monica Hernandez-Lopez</p>
<p>04:15 pm - 04:45 pm</p>	<p>Student restaurant / Auditorium 1</p> <p>Coffee break</p> <p>Auditorium 50</p> <p>#28 Keynote Carol Pilgrim</p>				
<p>04:45 pm - 05:45 pm</p>	<p>Translational science in behaviour analysis: A case history from research on stimulus equivalence <i>Chair: Hanna Steinunn Steingrimsdóttir</i></p> <p>Restaurant and Brewery Poupe Dominikánská 342/15 Gala dinner</p> <p>(for registered participants and dinner fee payment)</p>				
<p>starting 06:30 pm</p>					

Saturday September 7

**09:00 am -
10:00 am**

Auditorium 50

#29 Keynote

Armando Machado

Timing: From the age of discovery to the age of model selection

Chair: Gabriela Eugenia López-Tolsa

Sessions

**10:15 am -
11:30 am**

51

#30 Paper session

Chair: Smita Awasthi

Teaching colour tacts using shaping and interconnected chains to two children with autism
Smita Awasthi, Anupama Jagdish, Pravesh G, Sridhar Aravamudhan

Conceptual learning:
Selecting nonexamples and inclusion of can-have features
Catherine Williams

60

#31 Paper session

Chair: Robert Mellon

A behavioral analysis and treatment of psychological problems
Ioannis Bampaloukas, Anna Christodoulou

A general process formulation of and dysphoric "identity"
Robert Mellon, Konstantina Psiachou

Self-assessment and aesthetic judgement of relative body mass under differential punishment and reinforcement:
Experimental analyses
Konstantina Psiachou, Robert Mellon

57

#32 Paper session

Chair: Rasmi Krippendorf

Is my intervention congruent with the science of applied behavior analysis?
Fernando Armendariz

Method of training and certification for Applied Behavior Analysis
Therapists in Poland and promoting an effective, data based, socially valid intervention model for individuals with ASD
Anna Budzińska, Karolina Wróbel

Defining social validity
Rasmi Krippendorf

Auditorium 50

#33 Paper session

Chair: Alla Moskalets

A comparison controlled study examining outcome for children with autism receiving intensive behavioral intervention (IBI)
Marta Wójcik, Ewa Budzińska

Exploring the efficacy of acceptance and commitment therapy (ACT) group sessions in reducing maternal stress among mothers with autism
Gita Srikanth, Swati Narayan

Evaluating an applied behavior analysis training package for Ukrainian refugee parents of autistic children in the Czech Republic
Alla Moskalets, Sheri Kingsdorf

**11:30 am -
12:20 pm**

Auditorium 50

#34 Closing remarks and board updates

01:00 pm

Conference end

**PŘEHLED
PROGRAMU**

ČESKÁ SEKCE

Středa 4. září	
16:00 - 18:00	Možnost předregistrace (nepovinné) Pořiči 945/9, Pedagogická fakulta, hlavní vchod, vstupní hala
18:00 - 20:00	učebna 50 Uvítací recepce; zahájení, uvítací projevy a předávání cen (nepovinné)
Čtvrtek 5. září	
08:00 - 18:00	Registrace Pořiči 945/9, Pedagogická fakulta, hlavní vchod, vstupní hala
09:00 - 10:00	#1 Keynote (ilumováno do ČJ) Patrick Romani Mezioborová péče a podpora dětí a dospívajících s neurovývojovým postižením a náročným chováním v nemocničním prostředí <i>Předsedající: Karel Pančocha</i>
10:00 - 10:30	Menza / učebna 1 Coffee break místnost RUV
10:30 - 11:45	#35 Sympozium <i>Aplikovaná behaviorální analýza: historie a současnost oboru</i> <i>Předsedající: prof. PhDr. Karel Pančocha, Ph.D., M.Sc., BCBA</i> Co je a co není aplikovaná behaviorální analýza? Představení oboru, odborné praxe a legislativního ukotvení profese prof. PhDr. Karel Pančocha, Ph.D., M.Sc., BCBA Možnosti využití aplikované behaviorální analýzy při intervenci u osob s mentálními postižením a poruchou autistického spektra – co víme z praxe a co nám říká výzkum PhDr. Helena Vaďurová, Ph.D., BCBA
11:45 - 12:45	učebna 50 #7 Keynote (ilumováno do ČJ) Michelle Kelly Využití behaviorální analýzy u stárnoucí populace <i>Předsedající: Aoife Mc Tierman</i>
12:45 - 14:00	Menza / učebna 1 Oběd

<p>14:00 - 15:00</p> <p>místnost RUV #36 Sympozium <i>Raná behaviorální intervence u dětí s PAS</i> <i>Předsedající: Mgr. Kateřina Chrapková, BCBA</i></p> <p>Komplexní program rané behaviorální intervence pro děti s PAS – specifika péče v ČR (představení jednotlivých kroků při přípravě programu behaviorálním hodnocení, průběhu intervence a spolupráce s rodiči a dalšími odborníky) Mgr. Kateřina Chrapková, BCBA</p> <p>Kazuistika dítěte s PAS v rané behaviorální intervenci (hodnocení VB-MAPP, ukázky postupů pro rozvoj dovedností a výsledky intervence) Mgr. Petra Odehnalová, BCBA</p>	<p>15:00 - 16:00</p> <p>místnost RUV #37 Sympozium <i>"Essentials for Living" možnosti rozvoje dovedností pro život u osob s vývojovým postižením</i> <i>Předsedající: Mgr. Lucie Vozáková, BCBA</i></p> <p>Základní struktura programu Essentials for Living Mgr. Lucie Vozáková, BCBA</p>	<p>16:00 - 16:30</p> <p>Menza / učebna 1 Coffee break</p> <p>místnost RUV</p>	<p>16:30 - 17:30</p> <p>#37 Sympozium – pokračování <i>Kazuistika úspěšného zvládnutí dovedností pro život u dětí s vývojovým postižením</i> Mgr. Lucie Mudroch Lukášová, M.SC., BCBA</p> <p><i>Kazuistika úspěšného zvládnutí dovedností pro život u dospělých s vývojovým postižením</i> Mgr. Nina Kurfürst, BCBA</p>	<p>18:30 - 20:00</p> <p>Úřad městské části Brno-střed, hlavní sál Dominikánská 264/2 Recepce (nepovinné)</p>
---	--	--	--	---

Pátek 6. září	
08:00 - 18:00	Registrace Poříčí 945/9, Pedagogická fakulta, hlavní vchod, vstupní hala
09:00 - 10:00	učebna 50 #15 Keynote (tlumočeno do ČJ) William L. Heward Applikovaná behaviorální analýza od A do Z: Využití poznatků vědy o chování ve 350 společensky významných oblastech <i>Předsedající: Hanna Steinunn Steingrimsdóttir</i>
10:00 - 10:30	Menza / učebna 1 Coffee break
10:30 - 11:45	místnost RUV #38 Sympozium <i>Využití prvků behaviorální analýzy při logopedické intervenci u dětí s PAS</i> <i>Předsedající: Mgr. Petra Hrančíková, BCBA</i> Behaviorální pohled na jazyk a komunikaci (představení teorie Verbálního chování B.F. Skinnera) Mgr. Barbora Dopitová, BCBA Neverbální dítě v ordinaci klinického logopeda, aneb jak na rozvoj komunikace u dítěte s PAS dle principů Verbálního chování Mgr. Petra Hrančíková, BCBA
11:45 - 12:45	učebna 50 #21 Keynote (tlumočeno do ČJ) Louise Denne PBS: Náročnost zavádění postupů založených na vědeckých důkazech <i>Předsedající: David Cole</i>
12:45 - 14:00	Menza / učebna 1 Oběd
14:00 - 15:00	místnost RUV #39 Sympozium <i>Podpora pozitivního chování</i> <i>Předsedající: PhDr. Helena Vadurová, Ph.D., M.Sc., BCBA</i> Podpora pozitivního chování — jak zlepšit život lidem s náročným chováním PhDr. Michal Panáček, Ph.D.
15:00 - 16:15	místnost RUV #39 Sympozium – pokračování Systémová opatření pro podporu lidí s intelektovým znevýhodněním a chováním náročným na péči na období 2024–2030 Mgr. Klára Šimáčková, Laurencíková, zmocněnkyně pro lidská práva Náročné chování, příčiny jeho vzniku a způsoby intervence — úvod do funkční analýzy chování Mgr. Diana Pavlůuk, BCBA

16:15 - 16:45	<p>Menza / učebna 1 Coffee break místnost RUV</p>
16:45 - 17:45	<p>#40 Sympozium ACT: radikální behaviorismus s lidskou tváří Předsedající: prof. PhDr. Karel Pančocha, Ph.D., BCBA</p> <p>Představení ACTu – teorie a evidence-base Bc. Lucie Zernerová, MSc., PhD</p> <p>Práce s ACTem – sebezkušnostní praxe Helena Vontorčíková, BA</p>
17:45	<p>ukončení české části konference</p>
18:30	<p>Restaurace a pivovar Poupě Dominikánská 342/15 Slavnostní večeře (nepovinné; na základě předchozího objednání a platby)</p>

BOOK OF ABSTRACTS

THURSDAY SEPTEMBER 5

#1 KEYNOTE

Practical strategies to establish interdisciplinary care for youth diagnosed with developmental disabilities engaging in severe problem behaviours within hospital settings

AUDITORIUM 50

Chair: Karel Pančocha

1 BACB CEU available

Patrick Romani

is an Associate Professor in the Department of Psychiatry at the University of Colorado School of Medicine. He practices as a Licensed Psychologist and Board-Certified Behavior Analyst-Doctoral on a specialized psychiatric inpatient unit for youth diagnosed with intellectual or developmental disabilities engaging in severe problem behavior. His clinical and research work involves identifying effective interdisciplinary practices to support collaborative, and high-quality patient care in hospital settings. Dr. Romani serves on the editorial boards of several behavior-analytic journals, including Behavior Analysis in Practice and Journal of Behavioral Education, and has published over 40 peer-reviewed research papers on the application of behavior analysis to hospital settings.

Abstract

Youth diagnosed with developmental disabilities engage in challenging behavior more often than their typically developing peers. As such, hospital settings are increasingly establishing specialized services for this group of individuals. Unfortunately, little research to support behavior-analytic practitioners transitioning into hospital settings exists. The purpose of this presentation will be to describe interdisciplinary services on a specialized psychiatric inpatient unit for youth engaging in severe problem behaviors.

While discussing clinical programming, a focus on sharing practical strategies to develop and sustain the role of Applied Behavior Analysis in these settings will be discussed.

#2 SYMPOSIUM

How digital and technological interventions can enhance the delivery of behavioural interventions

AUDITORIUM 50

Chair: Helena Lydon

1 BACB CEU available

eVeR safe: Developing an educational curriculum on emergency skills for autistic adults

Jenny Ferguson

This presentation will introduce the eVeR safe project. This is an innovative multi-national research project which aims to create a curriculum using Virtual Reality (VR) to teach autistic adults how to safely respond during emergency situations. Emergency situations can include natural disasters, fires, injury, car crashes and encountering hostile individuals. Unfortunately, difficulties in social communication and restricted behaviour patterns mean autistic individuals may be more vulnerable to harm during such events. This presentation will introduce the main aims of the eVeR safe project, which have been formulated by a Systematic Literature Review and a series of expert advisory focus groups. Both of which will be discussed. The SLR includes 40 studies which taught skills to help prepare for or prevent an emergency, alongside skills designed to respond during or after an emergency. The SLR focuses on recognising best teaching practice and identifying gaps in knowledge. The expert advisory panels were located across four countries: Ireland, Greece, Bulgaria and Lithuania. Two expert panels were assembled for each country. The first collected the opinions of autistic adults and the other the views of parents and professionals who support autistic adults. The results of these panels will also be discussed to provide rationale for the eVeR safe curriculum and VR scenarios. Lastly, the next steps of the project will be discussed, including multi-national pilot studies.

Evaluation of the feeling better ASD pain management pain management programme for autistic children: Pilot and feasibility study

Rachel Fitzpatrick

Self-report is considered the gold standard in the assessment of pain, however self-report measures are not always accessible or feasible for use when communication difficulties are present. As a result pain is often unrecognised and untreated in autistic children. This research has used public patient involvement (autistic children and their parents) in the evaluation and modification of the existing computerized 'Feeling Better' programme to make an adapted version suitable for autistic children. The adapted version is called Feeling Better ASD. The aim of this research was to examine the effectiveness of the Feeling Better ASD as a pain management intervention for autistic children who have difficulties communicating and managing pain. Feeling Better ASD aims to provide inclusive education for autistic children and their parents by teaching the skill of communicating pain (location and severity) and also learning skills and techniques such as relaxation, activity pacing, distraction skills to help them cope with pain.

Virtual reality distraction for needle-related pain and distress in children and adolescents with autism spectrum disorder (ASD) with or without a comorbid intellectual disability (ID): A feasibility study

Helena Lydon

This randomized controlled trial was undertaken to examine the feasibility and preliminary effectiveness of virtual reality (VR) distraction to reduce needle-related pain and distress in children and adolescents with ASD and ASD-ID during a blood draw. The study involved 20 children and adolescents aged 4 to 16 years undergoing a blood draw procedure at University Hospital Galway, who were randomly allocated to one of two groups: VR distraction, and treatment as usual (control group). Participants allocated to the VR distraction group interacted with a passive virtual reality game called Ocean Rift using a Meta Quest 2 head mounted display. The results showed that participants in the VR distraction group reported significantly lower pain scores and incurred significantly less avoidant behaviours (as measured by the venipuncture task analysis) when compared to participants in the treatment as usual group, showing large and moderate effect sizes respectively. High levels of satisfaction with VR distraction were reported by parents/caregivers and nurses/phlebotomists. Qualitative results revealed that VR was feasible, tolerable, and applicable to use with ASD/ASD-ID children and adolescents within a busy clinical environment to facilitate safer blood draw procedures. The study findings suggest VR distraction is effective at reducing needle-related pain and anxiety in children and adolescents with ASD/ASD-ID undergoing a venous blood draw procedure.

#3 SYMPOSIUM

Data – Driven autism Interventions Implemented by parents

ROOM 51

Chair: Michael Nicolosi

1 BACB CEU available

Vocal stereotypies and autonomy: A parent-implemented behavioral intervention

Francesca Siciliano

The present study discusses an ABA intervention applied with Lorenzo, a 6-year-old boy diagnosed with autism spectrum disorder. The intervention was conducted entirely at the child's home by his mother, who was responsible for implementing the ABA procedures prescribed by the Behavior Analyst and collecting data on progress. At the start of intervention, Lorenzo faced significant challenges in various areas: he could only sit for short periods, walked inadequately alongside his caregivers, exhibited vocal and motor stereotypies, and struggled to independently perform simple daily activities, such as dressing or playing alone. During the intervention, specific behavioral strategies were applied, such as chaining to build behavioral sequences, prompt fading to gradually reduce external assistance, and Activity Schedules to increase the structure of Lorenzo's activities. These approaches led to significant improvements: the data collected indicate that Lorenzo mastered 100% of the complex behavioral chains envisaged, such as preparing breakfast alone, dressing independently, and engaging in play without any external intervention. These results highlight the effectiveness of a data-driven ABA intervention implemented by the parents of a child with autism spectrum disorder.

Collaboration, self-care skills and pica in a parent-implemented intervention

Gaia Pilotto

This study describes the behavioral intervention conducted for Davide, a 9-year-old boy with autism spectrum disorder and intellectual disability. The intervention was entirely conducted by the child's mother under the remote guidance of the Behavior Analyst and the Assistant Behavior Analyst. Three areas of the intervention will be analysed with the support of data and video recordings: teaching behavioral chains for personal and domestic self-care, developing programmes for gross and fine motor imitation, and using positive punishment procedures to reduce the behavior of putting inedible objects in his mouth (PICA). At the beginning of the intervention, Davide exhibited an almost complete lack of personal and domestic self-care skills, he had

difficulty sitting for extended periods, and significant problems with imitating movements. The behavior of putting inedible objects in his mouth, present since the age of 2, occupied much of his day, especially in conditions of stimulus deprivation. The collected data showed Davide's learning of complex behavioral chains (tidying up toys, making the bed, setting and clearing the table, vacuuming), fine and gross motor imitations, and a significant reduction in pica behavior. The procedures used led to tangible improvements in Davide's cooperation and skills, highlighting the effectiveness of the parent-implemented ABA intervention.

Treating birthday phobia in an 11-year-old with autism: A parent-implemented, remote intervention

Nicola Cefalo

Specific phobia is characterized by a persistent and excessive fear triggered by the presence or anticipation of a specific object or situation. Behavioral responses can include wincing, crying, shaking, and avoidance behaviors such as attempting to flee. Research shows that fears and phobias are significantly more common among individuals with autism spectrum disorders (ASD) compared to their typically developing peers. Reinforcement procedures and exposure techniques are recognized as evidence-based interventions to address fears or phobias in individuals with ASD. This paper presents an intervention aimed at treating a specific phobia of birthday-related stimuli in an 11-year-old girl with autism. The intervention was implemented entirely by the parents, who were remotely supervised by the first author. The intervention was carried out in three phases: obtaining instructional control and teaching necessary instructions, gradual exposure to birthday-related stimuli with reinforcement procedures of alternative behaviors, and exposure in natural settings. Initially, dining out or participating in social events was impossible due to the participant's avoidance behaviors. After five months, the family can now dine out and attend parties without any issues. The presentation will include data collected by the parents throughout the intervention.

The first months of a parent-implemented behavioral intervention

Satia Riva

This study describes an ABA intervention applied for Francesca, a 4-year-old girl with Autism Spectrum Disorder, Level 3. The intervention was conducted by Francesca's mother under the remote direction of a Behavior Analyst. At the beginning of the intervention, in October 2023, Francesca showed many difficulties: almost constant crying, lack of cooperation when asked to follow simple instructions, lack of imitation of movements and sounds, refusal to sit on demand, behavioral rigidity during meals and drinking. The ABA intervention was carried out by applying positive reinforcement, shaping, prompt fading, chaining, and extinction procedures. The intervention proved

successful: crying was significantly reduced, Francesca learned to sit and stay seated for prolonged times, to imitate movements and sounds in quantity, to carry out instructions on demand, and behavioral rigidity during meals and in drinking was abated. The study supports the effectiveness of parent-implemented ABA interventions with evidence-based procedures and remote supervision by a Behavior Analyst.

#4 SYMPOSIUM

Findings from research conducted in Sweden

ROOM 57

Chair: Lise Pettersson Roll

1 BACB CEU available

PAX for everyone: Swedish teachers' perspectives on implementing the PAX Good Behavior Game in mainstream education

Maria Jornevald

The PAX Good Behavior Game (PAX GBG; Embry et al., 2016) is an extensively studied school-based program aimed at fostering a positive learning environment in early school years. Our scoping review (Jornevald et al., 2023) indicates a lack of research on how teachers perceive PAX GBG in mainstream settings, especially regarding students with special educational needs (SEN) such as Autism. We conducted individual and focus-group interviews with 24 teachers in one municipality to explore their experiences. A reflexive thematic analysis (Brown & Clarke, 2006, 2013) was used to analyze the data. Results show that most teachers implement PAX with fidelity and observe significant benefits for themselves and their students. They find PAX improves classroom efficiency, promotes calmness, focus, and a positive learning atmosphere. PAX also enhances students' self-awareness and self-regulation. Challenges include managing group dynamics and potential negative effects of some kernels like the PAX game and „bliim.“ Teachers adapt PAX to meet SEN students' diverse needs and classroom demands, emphasizing clear expectations and individualized support.

Despite challenges, teachers believe PAX can be effective when appropriately adapted for all students. Implications for using and adapting PAX in mainstream settings, particularly for children with SEN, are discussed.

Improving prerequisites for implementing early intensive behavior interventions (EIBI) in community-based preschools in Sweden

Lise Pettersson Roll

Previous research in Sweden has noted shortcomings in community based preschool learning environments for children with an autism diagnosis, impeding opportunities for learning, and the implementation of high-quality interventions. Quantitative and qualitative findings from a quasi-randomized study involving 17 inclusive preschool classes implementing EIBI with autistic children will be presented. Nine of the preschools received in-service staff training and coaching to employ the culturally adapted version of the Autism Program Environment Rating Scale (APERS) and eight obtained EIBI as usual. Interviews were analyzed with thematic analysis and conducted with parents, preschool principles, preschool staff and coaches in the APERS enriched group at the end of the school year. Parents described experiencing increased collaboration with preschool staff, as well as, more engagement, and less burden on themselves to make sure their child gets needed supports. Preschool staff mirrored these findings, reporting greater confidence in working with the autistic child, improved knowledge and skills about goal setting, and increasing the child's engagement in activities with typically developing peers. On-site coaching being instrumental. In conclusion, findings highlight the importance of systematically improving learning environment quality, thereby increasing learning opportunities for the child, indirectly affecting parental well-being and staff confidence.

Bridging the gap between science and practice: Evidence-based approaches for students on the autism spectrum – a pilot study

Klara Wenneborg

Despite numerous evidence-based practices for students on the autism spectrum, high-quality inclusive practices remain limited in many mainstream schools. Previous Swedish research using the Autism Program Environment Rating Scale (APERS) to recognize and address areas for improvement has shown positive effects on program quality in preschools implementing early intensive behavioral intervention. However, more research is needed on improving learning environments for autistic students in inclusive school settings. This pilot study examined the feasibility, acceptability, and preliminary efficacy of an APERS-based intervention in a Swedish primary school. Special educator coaches received training in the APERS model, including evidence-based practices grounded in applied behavior analysis. They subsequently coached educators weekly to improve autism program quality. Data were collected pre- and post-intervention over five months from ten school classes, involving students, educators, coaches, and principal. Findings indicated that the APERS-based intervention was feasible and acceptable, supporting the implementation of evidence-based practices. Social validity ratings showed high acceptance, and pre- and post-

intervention ratings indicated improvements in program quality, students' skills, and teachers' self-efficacy. Discussion includes recommendations for adapting intervention components, study strengths and limitations, and barriers to implementation in schools.

Shaping with or without prompting: Findings from a scoping review

Dag Strömberg

Shaping is a well-established gradual change procedure for teaching skills which is sometimes combined with other strategies, such as prompting. However, to the best of our knowledge, no review has been published that provides an overview of applications of response shaping in interventions for children and youth with developmental disabilities. Results of the current scoping review include a description of the 38 reviewed studies and a synthesis of the findings. This includes a study of participant samples, experimental designs, teaching settings, social validity, and shaping outcomes. A majority of the studies targeted persons with autism spectrum disorder, even though other diagnoses were also represented. Most studies employed single-case experimental designs and reported positive outcomes of response shaping, for a variety of target behaviors. This presentation will highlight and discuss the presence or absence of prompting in the reviewed studies.

#5 SYMPOSIUM

Experimental and conceptual topics in stimulus control

ROOM 54

Chair: Hanna Steinunn Steingrimsdóttir

1 BACB CEU available

This symposium covers both experimental and conceptual issues related to stimulus control. In the first presentation, STEDAL KALVIK and Arntzen give an overview of how the term 'transformation of functions' has evolved. The presentation is based on publications within behavior analytic journals. In the second presentation, ESTAL-MUÑOZ and Arntzen will present a study including three experiments focusing on the effect of the number of training trials on the formation of equivalence classes. In the third presentation, DÖGG PÁLSDÓTTIR, Arntzen, Sveinbjornsdottir, and Steingrimsdottir will describe variables influencing the establishment, maintenance, and generalization of response-to-name in children with high support needs. In the last presentation, STEINGRIMSDOTTIR, Edmunds, Chu, and Arntzen will present data from a study where ERPs were used as supplementary measures during the establishment of baseline conditional discriminations.

Transformation of stimulus functions: Transforming our understanding of derived relations?

Vilde Stedal Kalvik, Erik Arntzen

Behavior analysis has occasionally been considered as insufficient in accounting for complex forms of human behavior, such as language and problem solving. Yet there has been several attempts to approach these phenomena from a behavior analytic stance; from a verbal behavior perspective, the concept of stimulus equivalence, and Relational Frame Theory (RFT). As a key concept within RFT's framework, «transformation of stimulus functions» describes how stimuli acquire new functions by being verbally related to other stimuli. While RFT has gathered its fair share of criticism from other behavior analysts, transformation of function has been widely acknowledged as a phenomenon and concept worth exploring. The purpose of the present study is to systematically review the conceptual applications of transformation of function within behavior analytic journals, in accordance with the PRISMA-P guidelines. Search results from seven databases will be presented and discussed along with search strategy, inclusion and exclusion criteria, and further inquiries.

Does overtraining influence equivalence class formation?

Victor Estal-Muñoz, Erik Arntzen

Overtraining of conditional discriminations may be a crucial variable in establishing mastery criterion of baseline relations. Furthermore, how this overtraining will influence the emergence of equivalence relations. To investigate whether the amount of training trials influences the formation of equivalence classes, three experiments with the linear series training structure and a simultaneous training and testing protocol arranged in matching-to-sample format will be presented. In the first experiment, participants will be assigned to one of four groups, each receiving a different number of training trials (0, 18, 36, 54), and they will aim to form 3 classes with 5 abstract stimuli members each. The second experiment will follow a similar design, but with 3 members per class. In the third experiment, a meaningful stimulus will be introduced as C, while maintaining 5 members per class. This experimental study will elucidate the conditions under which overtraining may significantly impact the formation of equivalence classes. Different experimental variables will be discussed.

Variables affecting response to name in children within special education setting: Training, generalization, and maintenance

Erna Dögg Pálsdóttir, Erik Arntzen, Berglind Sveinbjornsdottir, Hanna Steinunn Steingrimsdottir

Response to name (RTN) is an important developmental milestone in early childhood which usually emerges around the first year of life. Children with high support needs

often require individually tailored training to establish the response. This study evaluated an assessment and treatment model for RTN from Conine et al. (2020), for three children with high support needs. By analyzing variables affecting response to name with each participant we were able to establish stable responses, generalize across trainers and settings, and maintain over time. All participants went through a series of training conditions in phase I. Adjustments were made depending on what variables were affecting the establishment of response to name in Phase II, and at last, a generalization and maintenance was established in Phase III. "

Event-related potentials and the establishment of conditional discrimination

Hanna Steinunn Steingrimsdóttir, Kyle J. Edmunds, Mo-Ya Chu, Erik Arntzen

Event-related potentials (ERPs) have been used in behavior analytic research as a supplementary measure for stimulus-class formation. In these previous studies, participants have been exposed to a matching-to-sample procedure followed by a test documenting emergent relations to verify class establishment. Finally, a priming task is presented while recording ERPs. In the current study, ERPs were studied during the acquisition of baseline conditional discriminations. 11 young adults participated. All participants established the baseline relations, whereas only four responded in accordance with stimulus equivalence. Results from ERP analysis align with the previous literature on feedback driven event-related potentials by showing significant change in latency and amplitude when comparing ERPs following incorrect vs. correct responses during the acquisition phase."

#6 PAPER SESSION

ROOM 60

Chair: Justin Leaf

1 BACB CEU available

A progressive approach staff training and supervision

Justin Leaf, Joe Cihon, Julia Ferguson, Justin Craig, Jade Weir, and Tracee Parker

Training and supervising staff to implement effective behavioral interventions for children diagnosed with autism spectrum disorder (ASD) requires effective techniques. This training can occur on a scale from one-on-one, group based, all the way to large scale internship models. The purpose of this presentation is to present the audience with both clinical and empirical updates on the most effective ways to train staff to implement Progressive ABA as it relates to behavioral interventions for individuals diagnosed with ASD. The presenter will go over the historical research on staff training

and supervision, current guidelines of staff training and supervision, current research on staff training and supervision, and the implementation of staff training and supervision in clinical practice. Throughout the presentation the presenter will describe staff training and supervision within a progressive model of ABA and encourage the audience to adopt the progressive model within clinical practice. Finally, the presenter will provide some practical guidelines, so that the audience members can better train and supervise the staff they are working with.

Behavioural staff training in social care for adults with autism and learning disabilities: Evaluating organizational strategies to enhance skills acquisition and generalization across teams

Ioanna Konstantinidou, Karola Dillenburger, Devon Ramey

Staff training in Positive Behaviour Support (PBS) has been the focus in an increasing number of studies. The positive outcomes of such training, primary for staff, have been reported. There is still, however, a need to explore further the variables that lead to an effective training. The evidence in relation to change in staff and service user behaviour and the impact of organisational behaviour management (OBM) systems on effectiveness, generalization and maintenance of these outcomes were explored in two applied studies that took part in a residential facility that provides adult social care for individuals with autism and learning disabilities. The results of the first study showed that staff who attended training and the residents made progress overall. They did not, however, all meet mastery or maintained criteria and the generalisation of skills across the staff team was also limited. In the second study, an antecedent OBM strategy was applied as follows: staff in a different care home were told that they had the responsibility to teach the new skills they learned during the training to their colleagues who had not attended the training. At the same time, staff who did not attend the training were instructed to learn from the staff who had attended the training. The results of the application of this addition of OBM strategy, demonstrated improved skills for trained staff and residents as well as for generalization of skills across the staff team.

Telehealth training for practical functional assessment in educators of individuals with developmental disabilities

Tullia Sychra Reucci

This study investigates the feasibility of using telehealth to train educators in the Practical Functional Assessment (PFA), a tool for identifying triggers of challenging behaviors in individuals with developmental disabilities. Telehealth offers a promising solution for underserved areas lacking qualified professionals, where educators often rely on personal knowledge. The research employs a changing criterion design with two participants – US teachers from rural areas. The eight-week telehealth training

incorporated both synchronous (individual online sessions) and asynchronous (e-learning modules) modalities. Educators' progress in accurately implementing PFA steps was tracked using a checklist. Following a baseline phase, educators received Behavior Skills Training (BST) through role-playing with a confederate (participant 1) or applying PFA to a written case study (participant 2). While these preliminary results are based on a small sample, they suggest significant potential for telehealth training. Further research will involve recruiting participants from the Czech Republic to refine best practices for this approach.

#7 KEYNOTE

Applications of behaviour analysis with an aging population

AUDITORIUM 50

Chair: Aoife Mc Tierman

1 BACB CEU available

Michelle Kelly

Dr Michelle Kelly graduated from Maynooth University with a BA Hons degree in Psychology in 2006; and with a doctorate in Psychological Science (Applied Behaviour Analysis and Therapy) in 2011. She completed a postdoc with Trinity College's Institute of Neuroscience (TCIN) and the Alzheimer Society of Ireland (2011-2014), where she was responsible for the research and development of evidence-based brain health interventions for older adults and people with dementia. Michelle took up a lecturing post in psychology and behaviour analysis in Maynooth University from 2014-2017, before subsequently moving to the National College of Ireland (NCI). Michelle is an Associate Professor in the Psychology Department in NCI and co-directs the ProBrain Research Lab. She is a PI on research projects funded by the Irish Research Council (IRC) and the Alzheimer's Society of Ireland and contributes to research and clinical placement supervision in Trinity College Dublin, Galway University, Maynooth University, and the International CST Centre in University College London. Michelle is the Chair of the NCI Psychology Ethics Subcommittee, Chair of the Psychological Society of Ireland's (PSI) Division of Behaviour Analysis (DBA), a member of the PSI Undergraduate and Postgraduate Accreditation Committees, and an editorial board member for Behaviour Analysis in Practice.

Abstract

With an ageing population comes challenges associated with supporting older adults to maintain functional independence and quality of life. As the number of older adults

in our societies continues to grow, it is important for behavioural professionals to understand when and how behaviour analysis can be applied to promote positive outcomes. Behavioural gerontology makes significant contributions to improving the lives of older adults with and without disabilities, and work in this area is garnering increasing interest. The aim of this presentation is to (1) define behavioural gerontology and discuss its relevance; (2) provide a general overview of applications of behavioural approaches that can improve the lives of older adults; and (3) focus on the area of Cognitive Rehabilitation (CR) for people living with early-stage dementia, either in the community or in disability services. I will describe an ongoing multi-disciplinary research project where students on Applied Behaviour Analysis courses in Trinity College Dublin and University of Galway are completing supervised experience placements in a National Memory Clinic in Ireland to support greater implementation of CR. The presentation will conclude with recommendations and practical tips for supporting increased application of behaviour analysis with older adults.

#8 PANEL DISCUSSION

AUDITORIUM 50

Chair: Berglind Sveinbjörnsdóttir

1 BACB CEU available

Carving a path for diverse applications of behaviour analysis

Jennifer L. Austin

Christopher J. Seel

Hanna Steinunn Steingrimsdóttir

Bára Denny Ívardsdóttir

Although treatment approaches grounded in the principles of behavior analysis have been empirically validated across a broad spectrum of areas, ABA research and practice have traditionally centered on developmental disabilities and education. In this panel, four behavior analysts will share their experiences applying ABA principles in diverse fields, including child protection services, prison settings, gerontology, endocrinology, and mental health institutions. The panelists will discuss their journeys into these different fields, the challenges and opportunities they encountered, and provide valuable insights on interdisciplinary collaboration. They will also offer practical advice for those interested in expanding their practice into new areas.

#9 PANEL DISCUSSION

AUDITORIUM 50

Chair: Marguerite Hoerger

1 BACB CEU available

The development of behaviour analytic standards

Marguerite Hoerger, UK-SBA

Berglind Sveinbjörnsdóttir, ICE-ABA

Michelle Kelly, PSI-DBA

This session will include three short presentations about the development of behaviour analytic standards in Ireland, Iceland, and the United Kingdom. Each presenter will speak for about 10-15 minutes about the process and outcomes in their community. Following the talks, we will open the floor to a broader conversation and ask to hear from our colleagues about their plans for certification. We will consider how we can cooperate to ensure high standards across Europe.

#10 WORKSHOP

ROOM 51

1 BACB CEU available

Introduction to the prosocial model: A behavioural approach to developing collaboration for teams

Carl Hughes, Amy Hulson-Jones

Across all aspects of our modern society ‘collaboration’ is encouraged to improve services, share knowledge and improve outcomes. However, very little is known about how to develop strong collaborative working within existing teams and between groups. This workshop offers participants an introduction to the principles of the prosocial model and practical strategies for fostering collaboration, productivity, and equity within groups and organizations. This workshop is based on the book, "Prosocial" (Atkins, Sloan Wilson, and Hayes). Prosocial is a behavioural model that integrates three academic traditions: multi-level selectionism and evolutionary theory (Sloan-Wilson); the core design principles described by the social scientist Elinor Ostrom; and ACT and psychological flexibility applied to individuals and groups (Hayes). The principles are designed to help groups of all sizes, align interests, support cooperation, and achieve shared goal. The approach helps foster collaboration within and between groups at multiple scales – emulating the cooperation of a multicellular super-

organism. The approach integrates previously isolated academic disciplines and can be applied to all topic areas (e.g., health, education, business) and all scales from small groups to large networks and organizations.

At the end of this session, participants should have an introductory understanding of:

- The Prosocial approach and process
- The Core Design Principles (CDPs)
- The group ACT matrix

#11 PANEL DISCUSSION

ROOM 60

Chair: David Cole

1 ETHIC BACB CEU available

AI in ABA: Conceptual foundations, ethical dilemmas, and practical applications

David Cole

Kate Ness

Sarah Carstens

The integration of Artificial Intelligence (AI) in evidence-based practice promises innovative applications alongside complex conceptual and ethical considerations. This panel discussion will delve into these considerations with a practical, scenario-based approach, that will facilitate some audience participation throughout the discussion. Key examples will include AI-assisted goal development in autism therapy, data-driven decision-making in sensor-rich environments, and self-help software applications marketed to average consumers. Conceptual considerations include the non-behavior analytic nature of AI decision-making, the dependence of AI models on risky data practices, and nevertheless, the potential obsolescence of the field if AI is avoided. Ethical considerations will be framed within the Behavior Analyst Certification Board's (BACB) Ethics Code for Behavior Analysts, focusing on accountability, scope of competence, data management, and consent. Attendees will gain concrete insights into the practical uses of AI in Applied Behavior Analysis (ABA) and walk away with an understanding of the ethical frameworks necessary for responsibly integrating AI into their practice.

#12 PAPER SESSION

ROOM 57

Chair: Luiza Freitas Caldas

1 BACB CEU available

Design of supplementary response-produced stimuli to potentiate the discrimination of complex relations between behavior and environment

Stamatis Manoliadis, Robert Mellon

A natural science of behavior displaces psychological essentialism by establishing the discrimination of causal relationships between units of behavior and events that precede and follow upon their occurrence over extended periods of time. The establishment of such a discriminative repertoire is challenged by the fact that many of the relevant events are produced by the behaving organism itself, and of these events many are only privately observable. The cumulative record provides quintessential supplementation for the discrimination of such relations, but further support is required, for example, in the perception of multiple functions of a single stimulus, as in an operant chain, or in the observation of socially interlocked operant chains between two or more individuals. We will critically analyze extant notation systems for the depiction of complex and temporally-extended behavior-environment relationships, and suggest how currently-available digital technology can assist both in the isolation of component processes and in their synthesis in developing actionable formulations for behavior change. For example, any description of a reinforcing contingency implies that the action depicted will not be reinforced under other circumstances and that other actions will not be reinforced in the current conditions; these essential details, along with depictions of the eliciting effects of the same stimuli, might be or added removed from the visual field at the user's command.

The altruistic punishment game with children – a metacontingencies analogue

Luiza Freitas Caldas

The study of choices mediated by games favors a greater understanding of human behavior in social episodes. Metacontingency frameworks can describe complex social behaviors, showing the selection of culturants with aggregate products (PAs) that show variability, but in a selective environment produce specific PAs. Altruistic punishment is defined as individual behavior aiming at decreases in the frequency defective behaviors, even if it is aversive or costly. Thus, this research aims to investigate the cooperation produced by pairs of Norwegian and Brazilian children. In the game, characters are presented distributing equal or unequal amounts coins. At each trial, each participant must judge the distribution as fair or unfair and choose whether to

punish the distributor's behavior by donating one coin. Choices could result in exchangeable tokens (cultural consequence). Two reversal designs were used (ABAC and BCBC). In condition (A), consensual choices were reinforced with three tokens; in (B), punishing equal distributions or not punishing unequal distributions; and in (C), the inverse of B. Preliminary results demonstrate the (a) effects of cultural consequence without programmed individual reinforcement on behavior control; (b) the effects of rule reinforcement. The research contributes to behavioral-analytic literature by expanding the investigation of the third level of selection and the altruistic punishment, a strategy that can promote cooperation in groups.

#13 PANEL DISCUSSION

AUDITORIUM 50

Chair: Gabriela Eugenia López-Tolsa

1 BACB CEU available

Back to basics: On teaching experimental analysis of behaviour

Ricardo Pellón

Zuïlma Gabriela Sigurðardóttir

Armando Machado

Recently, the importance of training on basic behavior analysis for all behavior analysts has been recognized. The goal of the panel will be to open a forum in which three experts, each with extensive experience in teaching experimental analysis of behaviour, will share their insights and expertise on the subject. The panelists will discuss the challenges inherent in teaching experimental analysis of behaviour, emphasize the importance of understanding the basic principles of behaviour to effectively function as an applied behaviour analyst, and encourage the development of new professionals in the field of experimental behaviour analysis to contribute to the advancement of behaviour analysis as a scientific discipline.

#14 POSTER SESSION

ROOM RUV

1. *Experimental comparison of two training protocols for exploring gender prejudice in adults*

Sara Colakoglu, Amalie Akerø Hylland, Gladis Lee Pereira, Jesús Alonso-Vega

Throughout history, gender prejudices have become deeply ingrained in society, with studies demonstrating that women tend to occupy more service-oriented posts, whereas men are commonly found in manual labor. Previous investigations explored the role of the stimulus equivalence paradigm in forming and reversing prejudicial attitudes toward individuals of particular diverse groups using the matching-to-sample (MTS) procedure. The current study aimed to compare the performance of subjects on an MTS task across two experimental conditions during which the training order was manipulated; subjects were either presented with stereotype-consistent or -inconsistent trials first. An additional objective was to explore a possible correlation between an implicit measure and the Gender Role Attitude Scale, an explicit measure of gender prejudice. Twenty undergraduate students from Universidad Europea de Madrid completed an MTS task during which they were trained to form two three-member equivalence classes (A1, B1, C1, and A2, B2, C2). A mastery criterion (89.5%) was set for each post-test phase, evaluating whether subjects derived the intended equivalence classes. A statistically significant difference in the percentage of correct responses between both conditions was found, as participants who underwent the stereotype-consistent training first required more blocks to establish the equivalence relations.

2. *Experimental establishment of a prejudice and its reduction: Do training structures matter?*

Camila Checa, Víctor Estal-Muñoz, Vanessa Ayres-Pereira, Jesús Alonso-Vega

Stimulus equivalence is a behavioral phenomenon that assumes the ability of people to relate stimuli symbolically. From this paradigm, prejudice can be conceptualized as the formation of equivalence classes between a socially stigmatized group and negative attributes. Equivalence-Based Instruction is the teaching method that uses the concepts of stimulus equivalence to develop behavioral repertoires in applied contexts. There is not enough research that uses this method for prejudice reduction. This study aims to create prejudice in a controlled experimental environment and to reduce that prejudice through Equivalence-Based Instruction. To achieve this, the behavior of 20 verbally competent adult participants was analyzed in two experiments, with 10 participants in each. The experiments consisted of a procedure divided into two phases that included training blocks and testing trials. Changes were made to the

parameters of Experiment 1 to improve participant performance for Experiment 2. In Experiment 1, 8 out of 10 participants formed the prejudice and 1 out of those 8 eliminated it. In Experiment 2, 10 out of 10 formed the prejudice and 1 out of those 10 eliminated it. Implications and suggestions for further research have been discussed.

3. Rules are made to be broken? A single-subject experiment analyzing the effect of speaker instructional control over established rule-governed behavior

Sissel Hagalid Vigesda, Amalie Akerø Hylland, Victor Estal-Muñoz, Jesús Alonso-Vega

Observed differences in behavior between verbal and non-verbal human beings have incentivized investigations on how verbal factors, such as rules or instructions, influence behavior. Existing literature have focused on the the ability of verbal antecedents to override actual contingencies in the environment, highlighting the verbal control of behavior. Further, the verbal nature of rule-governed behavior have led to studies on the effect of subject verbalization, with inconsistent results. The purpose of the current study was to analyze the effect of speaker instructional control over established rule-governed behavior. The experiment additionally aimed to analyze the effect of subject verbalization by comparing responses of subjects across to experimental groups: group 1, who reported their self-generated rule in writing to the researcher, and group 2, who made no rule report. The experiment used a pre-post-test single-subject experimental design consisting of six distinct phases: two training phases and four testing phases. Results indicated that externally provided instructions overrode the self-established rules in all participants, showing no difference between the two experimental groups. The findings suggest that instructions have a powerful influence on human behavior and indicate no effect from subject verbalization, contributing to the limited experimental literature on rule-governed behavior within this specific area.

4. How does speaker relational coherence affect rule-following and speaker preference? A parametric analysis

Anne Marie Toland, Colin Harte, Dermot Barnes-Holmes, Jesús Alonso-Vega

Rules have long been recognized as having an important influence on human behavior, allowing verbal humans to act without sensitivity to direct contingencies of reinforcement. Consequently, rule-governed behavior plays an important role in understanding human learning and cognition. Linked to this concept is that of derived relational responding, highlighting the impact of several relational variables, such as coherence, complexity, derivation, and flexibility on rule-governed behavior. One such variable that seems relevant for rule-following is speaker relational coherence.

Research done to date in this area has been very limited, both in number and scope. The purpose of this study is to expand on previous work by exploring the effects of different levels of speaker relational coherence on rule-following and speaker preference. It consisted of an experimental analysis with two training phases and three test phases. The experiment ran under five different conditions, each with varying levels of speaker relational coherence, with 10 participants assigned randomly to each condition (n=50). The main findings suggest that speaker relational coherence impacts significantly both rule-following behavior and speaker preference. More specifically, that higher levels of coherency lead to an increase in rule-following and speaker preference.

5. *Within stimulus prompts and precision teaching to address 'b' and 'd' discrimination in a 9-year-old girl with mild autism*

Smita Awasthi, Tejashree Gambhir, Sridhar Aravamudhan

Primary school children with reading difficulties are prone to continue struggling with reading. Hence, new methodologies and interventions are required to help struggling readers (Forne et al., 2022). A 9-year-old girl in grade 3, diagnosed with mild autism, in a mainstream school participated in this study. An assessment showed that she had difficulties reading words with 'b' and 'd,' in three letter words. In phase 1, we used an intervention of presenting the letters 'b' and 'd' with within stimulus prompts, echoic prompts. After 630 trials the participant met the mastery criteria of reading 3 letter words with 'b' and 'd' in the beginning and end positions. Generalization probes with novel three and four-letter words showed mastery. In phase 2, we used precision teaching to increase the response rates. In 12 sessions, with 30s timed practices, her reading speed of three-letter words with 'b' and 'd' improved from 58 per minute to 76 per minute with no errors. The effect on performance of composite skill of reading passages will be discussed.

6. *Exploring bumblebee behavior under variable ratio schedules*

Rafael Fernando da Silva, Kalliu Carvalho Couto, Anneli Erlien, Ingvild Lismoen

Bees play a crucial role in biodiversity and animal feeding, sparking interest in their flying, handling, and navigation behavior. This study explored bumblebee operant behavior under variable ratio (VR) schedules to support further research on the effects of harmful products on handling skills. Twelve bumblebees underwent a procedure to verify how different press lever response requirements affected their performance. A single-subject ABAC design was employed. Condition A consisted of a fixed ratio schedule (FR1 – Control); Condition B and C were variable ratio schedules VR 2 and VR 6, respectively. Each condition lasted 1 hour on the same day. Results showed that bumblebees can work under continuous and intermittent schedules of reinforcement. Response rates were higher during VR 6 compared to VR 2 and FR 1 conditions.

Paradoxically, reinforcement rates were higher under FR 1 compared to VR 2 and VR 6 conditions. These findings replicated response patterns on variable ratio schedules of reinforcement observed in other animals, contributing to bumblebee operant behavior understanding. Moreover, the consistent response across conditions suggests that the press lever response may be a valid model for bumblebee handling. Future studies should investigate how threats such as pesticides affect these response patterns.

7. Gamified token economy: Enhancing SEL in elementary schools

Radka Hájková, Sheri Leigh Kingsdorf, Petra Dvořáčková, Vendula Malaníková

The implementation of effective motivational strategies is crucial in enhancing student engagement and promoting positive behavioral outcomes in elementary school settings. This study explores the application of a token economy system within a standard classroom as part of a year-long Social-Emotional Learning (SEL) program aimed at increasing student motivation and retention. Beginning in September of this year, the program will introduce a comprehensive token economy system designed with both whole-class and individual elements. Students will earn tokens for participating in activities within the SEL program, engaging in a game where they save the world and become heroes. The poster will provide detailed information on the creation of the token system, including its rules, visual design, and implementation strategy. This unique approach integrates a game-like element into the token economy, enhancing its complexity and appeal. The anticipated impact of this innovative system is to foster a more engaging and motivating learning environment, supporting the social-emotional development of students. The comprehensive nature of this token economy system has the potential to serve as a model for similar educational settings seeking to improve student outcomes through enhanced engagement and motivation.

8. Color and meaning: The stroop effect revisited with an Auditory-Visual Implicit Relational Assessment Procedure (AV-IRAP)

Mónica Hernández-López, Celia Carrascosa-Leiva, Alejandro Sánchez-González, Miguel Rodríguez-Valverde

Recent theoretical developments in Relational Frame Theory (RFT) have attempted to account for results observed with the IRAP that are difficult to explain merely in terms of label-target stimulus relations (Crel properties). The orienting and evoking functions of stimuli (Cfunc properties) appear to be a major source of influence over IRAP responding. In this study we used a novel AV-IRAP that adapted the Stroop task in order to manipulate Crel and Cfunc properties. 80 undergraduates (native Spanish speakers) participated. In each IRAP trial they were presented with one of two auditory labels (the words Green or Red, pronounced in Spanish), and one of two visual targets

(the word Green written in red, or the word Red written in green). For half of the participants the targets were written in Spanish, whereas for the other half they were written in English. In meaning-consistent blocks, participants had to match the auditory stimulus with the meaning of the written target. In color-consistent blocks, participants had to match the auditory stimulus with the actual color in which the target was written. Participants in the native-language condition responded faster during meaning-consistent blocks (a Stroop-like effect), while participants in the foreign-language condition responded faster during color-consistent blocks. These results are explained in terms of differences in Crel (level of derivation and relational complexity) and Cfunc (orienting functions) properties.

9. Socialization mitigates the development of activity-based anorexia, but does not impede it

Antonio Martínez Herrada, Ricardo Pellón Suárez de Puga, Ana de Paz Regidor

Social context influence health in all animal species that live in groups, including humans, where societal conditions and social interactions are a relevant factor to the emergence of psychological disorders. The present study aims to analyze the effect of social conditions in adolescence in the development of activity-based anorexia (ABA) in rats, as an animal model of anorexia nervosa (AN). Sixty Wistar Han rats underwent two phases in this experiment (socialization and the ABA procedure). In the socialization phase, subjects were exposed to either social stability, instability, or isolation for 20 days. In the ABA development phase, all rats had restricted access to food for 1 h/day and either had access to a running wheel for two 2 h periods or not. The current experiment showed that socialization prevented fatal weight loss compared to isolation during the ABA procedure. Furthermore, rats exposed to social stress through housing instability were resilient to diet restriction compared to socially stable and more so, isolated rats. Weight loss developed similarly between groups that had access to a running wheel, although adaptation to the procedure happened earlier in the socially stable rats. In general, these results show that socialization, whether stressful or stable, can have a protective effect against ABA development, although it does not prevent it. Social factors need to be considered when approaching the emergence, development, and recovery of AN.

10. Case study: Pre-communication programme

Lucie Mudroch Lukášová, Lucie Vozáková

The Pre-Communication Skills Program is crucial for facilitating the initiation of work with clients on manding and other communication skills. These foundational skills significantly ease the overall process. This program was implemented with a 3-year-old boy diagnosed with Autism Spectrum Disorder (ASD) and moderate intellectual disability, representing a single-case study. The intervention focused on pre-

communication skills, structured into three modules. These modules addressed eye contact, behavior shaping, communication in the absence of mands, commenting, and pairing. The objective of this program is to facilitate work with the client once these pre-communication skills are mastered. Upon mastering these skills, the client will be prepared to work on manding and other communication abilities seamlessly. This program is highly applicable for parents and other therapists, significantly enhancing their ability to work effectively with the child. Baseline data on the targeted skills were compared to the skills at the end of the third module. This program successfully supported and developed these skills, providing an ideal foundation for future work with the client.

11. Response competition and extinction burst

Marlon Palomino González, Ricardo Pellón Suárez de Puga, Gabriela E. López-Tolsa

The extinction burst (EB) often occurs in problematic events at the social level in certain everyday moments and when implementing extinction-based treatments. While EBs are often presented as a normal effect that occurs early during the extinction process, research on the prevalence of the effect suggests more conservative estimates of prevalence. Despite being a widely accepted phenomenon, there is no unified definition, and it has recently been found that there is little evidence of the extinction burst. More specifically, there are no identified independent variables controlling the phenomenon and the existing theories that attempt to explain it are weak. Recent studies and theories (Temporally Weighted Matching Law) suggest that the competition between responses and the matching law could be at the basis of the basic processes that explain the phenomenon. However, these postulates need empirical evidence. In the present project (BF Skinner 2023 Award winner), two experiments with 45 male naïve Wistar rats are proposed. These experimental designs intend to generate response competition that could influence the extinction burst phenomenon. The first of them under a concurrent schedule of reinforcement and the second of them under a chaining procedure. Due to the current scarce state of the subject, the results have a potential impact on the identification of the variables that control the phenomenon.

12. The influence of an experimental mood-induction procedure on categorization of emotional faces with the Implicit Relational Assessment Procedure (IRAP)

Miguel Rodríguez-Valverde, Salvador Reyes-Martín, Mónica Hernández-López

Research with the Implicit Relational Assessment Procedure (IRAP) shows that arbitrary stimuli in an equivalence relation with happy faces are more easily categorized as happy than stimuli equivalent with negative emotional faces (anger,

fear, sadness...) are categorized as negative. This is revealed by a single trial type dominance effect (STTDE) in the IRAP (i.e., larger scores in the happy-happy trial type than in the sad-sad type) attributed to the strong orienting function of happy faces (a happiness superiority effect). This study analyzes the effect of an experimental mood-induction operation on emotional face categorization with the IRAP. Participants were randomly allocated to one of two conditions. In the sad-mood condition, participants were presented with a two-minute video-clip comprising a series of negatively valenced pictures and slow-paced music in minor chords. In the happy-mood condition, participants were presented with a clip comprising positively-valenced pictures and music in major chords with a fast tempo (all pictures from the International Affective Picture System). Then, they completed an IRAP task with the words Happy/Sad as labels, and happy/sad faces from the Amsterdam Dynamic Facial Expression Set as targets. Results showed a clear STTDE (larger D-IRAP scores for the happy-happy trial type) confirming the happiness-superiority effect. However, participants in the sad-mood condition produced larger D-IRAP scores to the sad-sad trial type. Exposure to the "sad" video-clip appears to affect participants' orienting to sad faces, facilitating their categorization with the IRAP. This is relevant in terms of an updated RFT conceptualization of IRAP responding.

13. Experimental analysis of children's responses to gender-related stimuli in equivalence tasks

Jesús Alonso-Vega, Rebeca Pardo-Cebrián, Concepción Serrador-Diez

Gender bias can affect women in various aspects of life, from the workplace to healthcare, hindering their career advancement, compromising healthcare quality, and discouraging pursuits in traditionally male-dominated fields. Prejudice is a complex social behavior that should be studied at societal, institutional, interpersonal, and individual levels. At the individual level, gender bias can manifest in various forms, including discrimination and aggression. Procedures derived from stimulus equivalence research may be useful for assessing and reducing implicit gender biases at a conceptual level. This exploratory experimental analysis investigates the performance of children aged 7 to 9 years on stimulus equivalence tasks involving gender-related stimuli. We engaged 30 children, and preliminary data suggest that gender biases manifest in these tasks and can be mitigated through training based on equivalence classes. This work has technical and applied implications for the use of this technology in an area crucial for our societies.

14. Generalization of fear extinction in relational networks

Marius-Dorin Şuşu, Eugen-Călin Secară, Adrian-Nicolae Opre

There is no evidence supporting the generalization of fear extinction from a generalized stimulus to a conditioned stimulus in relational networks, which may

contribute to low exposure efficiency. This study investigates whether fear intensity affects fear extinction generalization. Additionally, anxiety levels are measured to explore associations between anxiety and fear learning stages, testing this paradigm for anxiety disorder research. Fear was measured using an expectancy rating scale, and anxiety levels were assessed with the Beck Anxiety Inventory. In a Matching-to-Sample procedure, participants learned to relate $A < B < C$. B was associated with an aversive sound, and we tested fear generalization to A and C. Fear was extinguished in four groups: A (low-intensity), B (medium-intensity), C (high-intensity), and a control group where B was paired with an appetitive sound. We found no evidence for fear extinction generalization from a generalized stimulus to a conditioned stimulus, nor from a conditioned stimulus to a generalized stimulus in a comparative relational network. No significant association was observed between fear expectancy and anxiety levels. This pilot study (N=17) is the first to explore fear extinction generalization in a comparative relational network. Due to the small sample size, our results cannot be generalized. Nevertheless, future empirical and theoretical research is needed to further develop Relational Frame Theory (RFT).

15. MSc in applied behavior analysis at Reykjavík University

Berglind Sveinbjörnsdóttir, Felix Högnason, Hanna Steinunn Steingrimsdóttir

Reykjavik University (RU) is located in Reykjavik, Iceland. The University's vision is to create and disseminate knowledge so as to improve the quality of life for individuals and societies with ethics, sustainability, and responsibility. In the fall of 2019 MSc program in Applied Behavior Analysis was established. The MSc in Applied Behavior Analysis is a full time masters program including the 5th edition of the VCS. This is the only approved VCS program in Iceland and is an important step towards developing a critical mass of behavior analysts in Iceland. This poster will describe the key features of the program, the faculty, and the opportunities for international students in the land of fire and ice.

16. The future of ABA: AI-powered science of behavior

Lucie Vozáková

Reykjavik University (RU) is located in Reykjavik, Iceland. The University's vision is to create and disseminate knowledge so as to improve the quality of life for individuals and societies with ethics, sustainability, and responsibility.

In the fall of 2019 MSc program in Applied Behavior Analysis was established. The MSc in Applied Behavior Analysis is a full time masters program including the 5th edition of the VCS. This is the only approved VCS program in Iceland and is an important step towards developing a critical mass of behavior analysts in Iceland. This poster will describe the key features of the program, the faculty, and the opportunities for international students in the land of fire and ice.

17. The exemplary behavior analyst checklist: A preliminary analysis of its psychometric properties

Ryan Zayac, Chris Klein

Zayac et al. (2021) collected information from US-based behavior analysts on the qualities and behaviors perceived to be most important and evidentiary regarding exemplary behavior analysts, constructing the 35-item Exemplary Behavior Analyst Checklist (EBAC). The EBAC was then supported by data collected from a wide range of international and award-winning behavior analysts (Zayac et al., 2023). The current study examined the psychometric properties of the EBAC, including initial principal component analysis, exploratory factor analysis, reliability analysis, and confirmatory factor analysis. Principal component and exploratory factor analyses ($n = 196$) provided multiple 3-factor and 2-factor options for potential models. Ultimately, the authors found a 2-factor scale with 27 items was the best theoretical fit for these data. This scaled-down version of the EBAC accounted for 51.91% of the variance in the model and included 2 subscales: foundational competencies and interpersonal and leadership skills. This 2-subscale model was supported via confirmatory factor analysis (using a second sample of $n = 196$) across multiple fit indices (CMIN/DF = 1.67, RMR = .02, CFI = .96). Further analysis showed that the EBAC possessed excellent internal consistency ($\alpha = .96$), highlighting its potential for use in future research and training for behavior analysts.

FRIDAY SEPTEMBER 6

#15 KEYNOTE

ABA from A-to-Z: Behavior Science Applied to 350 Domains of Socially Significant Behavior

AUDITORIUM 50

Chair: Hanna Steinunn Steingrimsdóttir

1 BACB CEU available

William L. Heward

William L. Heward, Ed.D., BCBA-D, is Professor Emeritus in the College of Education and Human Ecology at The Ohio State University. Bill 's interests include "low-tech" methods for increasing the effectiveness of group instruction and promoting the generalization and maintenance of newly learned skills. He has authored or co-authored five other books, including *Exceptional Children: An Introduction to Special Education*, Eleventh Edition (with Sheila Alber-Morgan and Moira Konrad, 2017), and *Sign Here: A Contracting Book for Children and Their Parents* (with Jill C. Dardig, 2016). A Fellow and Past President of the Association for Behavior Analysis International, Bill is a recipient of the Fred S. Keller Behavioral Education Award from Division 25 of the American Psychological Association and the Distinguished Psychology Department Alumnus Award from Western Michigan University.

Abstract

Seventy years ago, Skinner proposed that behavior analysis could be a general-purpose science relevant to the entire human experience. Pioneering experiments testing Skinner's thesis in the 1950s and early 1960's laid the groundwork for applied behavior analysis (ABA), the practical wing of behavior science. An inventory of the wide range of socially significant behaviors that behavior analysts have addressed shows the science's growth, scope, and premise. Although advocates claim ABA has world-changing potential, beyond a few exceptions, large-scale impact has been limited. Using advice from the field's founding generation, this talk will suggest actions behavior analysts can take to help fulfill ABA's tremendous premise to help make the world a better place.

#16 SYMPOSIUM

Considering local cultural context when integrating positive behaviour support into local schools

AUDITORIUM 50

Chair: Marguerite Hoerger

1 BACB CEU available

An independent review of behaviour in schools in the United Kingdom found that behaviour is a significant challenge in many settings. The report suggested that school wide systems of support, which aim to improve whole school culture, were essential when addressing the issues that were identified. School Wide Positive Behaviour Support (SWPBS) is a school wide, tiered approach to creating a positive behaviour culture in school. SWPBS has an established evidence base in North America and beyond, but it has not been widely adopted in the UK. In this talk, we will discuss how we have worked with teachers and school leaders to design school wide interventions that are compatible with local school culture. We will consider the adaptations necessary to create sustainable behaviour change in these schools, with consideration of cultural attitudes around programmed consequences. We will share data demonstrating how SWPBS has improved behaviour in primary and secondary schools in the UK.

Teachers experiences of dealing with behaviours that challenge in schools in the United Kingdom

Denise Foran-Conn

Behaviours that challenge are a serious concern in schools in the United Kingdom; they impact teaching and learning as well as pupil well-being. Teachers cite behaviours that challenge as a source of stress and a significant contributor to attrition from the field. School Wide Positive Behaviour Support (SWPBS), which is a positive framework to improve well-being and behaviour in schools was implemented in two schools in the UK. Behaviour analysts worked with teaching staff to implement school wide systems that aligned with each school's culture. Prior to implementation, 16 members of teaching staff were interviewed in focus groups. Information obtained in these sessions helped us to better understand the school culture and helped guide clinical decision making. We conducted a thematic content analysis (TCA) of the data obtained to understand perceptions of behaviour and how it impacted teaching and learning. The TCA revealed several themes which we will discuss in the context of supporting schools to implement SWPBS in the UK.

Integrating behaviour analysis into special education

Marguerite Hoerger, Denise Foran-Conn, Choo Lau Yang

Many children with Additional Learning Needs attend maintained special educational needs (SEN) schools in the United Kingdom. Education based on Behaviour Analysis is not widely available in the UK and there is very little publicly available provision for behaviour analysis for young autistic children. Instead, teachers in SEN settings adopt an eclectic approach to education and may rely on 'off the shelf' and reactive approaches to managing behaviour in the classroom. In this model, behaviour analysts collaborated with teaching staff to develop a classroom model of education that incorporated universal classroom management strategies. The model aligned with school values and was designed to be sustainable in this type of setting. We will share outcome data from our SEN classroom model demonstrating that behaviour analysis can be effectively integrated into maintained SEN settings. We will present qualitative data that reveals what teachers and teaching staff in these settings think about universal classroom management strategies and their use in SEN settings.

#17 SYMPOSIUM

Enhancing pediatric sleep through technology: Behavioural interventions and parental education

ROOM 51

Chair: Berglind Sveinbjörnsdóttir

1 BACB CEU available

Using telecommunication to teach parents to improve their child's sleep

Pyri Hafsteinsdóttir

Many children experience sleep problems which can affect their and their parents mental and physical health. These problems can become chronic if not treated. A non-concurrent multiple baseline design across subjects was used to evaluate the effects of teaching parents of 5-9 year old typically developing children to improve their child's sleep through telecommunication. The parents were taught how to implement the intervention through Zoom conference meetings and were required to fill out an online sleep diary and an online daily diary. For all the children there was a decrease in sleep problems when the parents implemented the intervention that was tailored for each problem. Follow-up showed that the decrease in sleep problems had been maintained. Furthermore, parents reported high levels of satisfaction with the assessment procedures, the treatment, the improvements in their child's sleep, and the

consultation. These findings indicate that using telecommunication is a viable option to teach parents how to implement sleep intervention.

Evaluation of modified behavioral skills training for teaching sleep treatment skills to parents via telehealth

Herdís I. Auðar Svansdóttir

Problems associated with sleep are common among children with neurodevelopmental disabilities, such as autism spectrum disorder, intellectual disabilities, and ADHD. Given the detrimental impact that sleep disturbances can have on health and quality of life, it is critical that parents of children with neurodevelopmental disorders who experience sleep problems have access to appropriate and effective treatments. The purpose of the study was to evaluate the effects of a parent training workshop including modified behavioral skills training delivered via Telehealth on parent's knowledge of antecedent variables affecting sleep as well as the implementation of skills needed to provide effective treatment for their children's sleep problems. A pre-post measurement was used to measure parent's knowledge of antecedent variables and a multiple probe across skills design was used to evaluate the effectiveness of behavioral skills training on performance skills. The parent training workshop was effective in increasing participant's knowledge of antecedent variables that may contribute to sleep problems as well as teaching them to implement sleep treatment skills. Further research is needed to evaluate treatment fidelity in the home environment and need for further training and consultation.

A pilot and feasibility study on sleeping soundly: A psychoeducational intervention to support caregivers of children with sleep problems

Daniel Phelan, Helena Lydon, Brian McGuire

The aim of the study was to assess the feasibility, acceptability and preliminary efficacy of Sleeping Soundly, an online video-based caregiver training intervention for primary school-aged children with sleep difficulties. The intervention included psychoeducation on sleep hygiene, sleep difficulties and behavioural approaches to manage paediatric sleep difficulties. Fourteen caregiver-child dyads participated in the intervention. A mixed methods, pre-test/post-test, design was used, which incorporated qualitative and quantitative measures of treatment acceptability. Sleep diaries and subjective measures of child sleep, caregiver sleep, caregiver stress, sleep-related caregiver self-efficacy and paediatric quality of life were completed at baseline and post intervention. Caregivers provided high ratings of acceptability and feasibility on both quantitative and qualitative measures. Moderate to large effect sizes were observed in relation to increased total child sleep time and decreases in incidences of night awakenings and scores on subjective global sleep measures for both children and caregivers. No significant effects were found in relation to overall paediatric quality of life, caregiver

stress or change in bedtime. The findings of the present study indicated that the Sleeping Soundly intervention was feasible and acceptable for caregivers of school-aged children with sleep difficulties and provided preliminary evidence for improvements in sleep outcomes

#18 PAPER SESSION

ROOM 57

Chair: Aoife Mc Tiernan

1 BACB CEU available

How do autistic adolescents understand inclusion?

Esther Mercado-Garrido, Anne O'Connor, Aoife McTiernan

Autistic adolescents tend to be excluded in secondary education despite efforts in research to promote inclusion. This may be linked to the lack of autistic voices in research and the tendency to overlook measures of social validity when evaluating programmes or interventions. Aim: To explore how autistic adolescents understand inclusion and how they would promote inclusion in secondary education. Method: Semi-structured interviews with eighteen autistic adolescents (8 females, 9 males, 1 non-binary person) between 13 and 18 years old (M = 14.9). Data Analysis: Interview content has been analysed using reflexive thematic analysis. Preliminary results: Preliminary results show the importance of the sense of belonging in the classroom; the relevance of structured activities during lunchbreaks to favour inclusion; the need for teachers and SNAs to gain more knowledge about autism and neurodiversity; and the impact of peers using autism as a slur on autistic students. Discussion: Having a socially valid definition of inclusion, and targets for research has the potential to reshape the goals of interventions and the supports that behaviour analysts incorporate into programmes to promote the inclusion of autistic adolescents.

Benefits and drawbacks of sign language for non-verbal autistic children

Karolína Bílá, Tereza Pražská, Kateřina Chrapková

Communication is a fundamental aspect of human interaction. For children with difficulties in verbal communication can help as an alternative way sign language or picture exchange communication system (PECS). This case study will show a non-verbal autistic child Marek who started to communicate with PECS and because of specific PECS limits he continued to learn signs with methods based on Applied Behavior Analysis (ABA). Marek has currently developed functional communication with approx. 400 signs (Czech official sign language) using them fluently for an

expressive communication. On this level of communication, Marek freely transfers signs (words) among all operants and build simple sentences without learning them. Understanding of language (receptive communication) improved to the level we was not able to measure. However, we found the major drawback of using signs in finding communication partners. Not many people in the society know the official sign language, even people working with non-verbal children.

Perceptions and experiences of teachers delivering the Connect Health & Wellbeing curriculum to KS2 children in primary school

Amy Hulson-Jones, Kate Spurdle, Richard. C. Watkins, Corinna F. Grindle, Duncan Gillard, Gemma M. Griffith, J. Carl Hughes

The Connect PSHE curriculum is a promising health and well-being program that has been developed for use in UK primary schools. Connect PSHE is based on a developmentally sensitive, psychological behavioural therapeutic model for children and young people (CYP) called DNA-V. In a recent randomised control trial, Connect PSHE demonstrated small but significant increases in primary school pupils' self-reported mental well-being following the use of the curriculum. Although these early findings are promising, we are only beginning to learn about teachers' experiences, needs, perceptions and opinions in delivering a health and wellbeing curriculum such as Connect PSHE. This study reports (N=7) teachers' perceptions and experiences of receiving Connect training and delivering the Connect curriculum to children between the ages of 7-11 years in primary schools in Wales. A thematic content analysis revealed several main themes relating to teachers' initial perceptions of Connect: their perceptions of the curriculum, their perceptions of the Connect training, their perceptions of the Connect support received, proposed suggestions for improvement, and Connect legacy following the trial. Overall, our findings suggest that Connect is received well by teachers, including impact on their own wellbeing, and they see great value in having an evidence-informed resource to support wellbeing education for pupils.

#19 PAPER SESSION

ROOM 60

Chair: Lucie Glaser

1 BACB CEU available

Using eye tracking equipment to assess & change gaze behaviour towards nutritional information on food packaging

Stephen Gallagher

Ill health resulting from lifestyle behaviours such as obesity and Type 2 diabetes are increasing across Europe and the USA. Solutions to these issues lie in behaviour change. Eye tracking equipment has traditionally been used to assess gaze behaviours, however, it has not been often used to change such gaze behaviours, for example operantly conditioning the gaze behaviour of children with Autism Spectrum Disorder to look at faces. This same methodology has now been used to teach participants to attend to nutritional information on food packaging following social reinforcement. Results show that participants seldom look at nutritional information and it plays little part in their subsequent food choices. Reinforcement of gaze behaviour showed a reduction in latency to respond to nutritional information, however, participants were also shown to choose a healthier food option after training. Changes in gaze behaviour that also bring about changes in healthy food choices could offer a possible strategy to make a positive impact in this major areas of health concern.

Behavioral community interventions – how to get involved successfully

Christoph Bördlein

Many of the challenges of our time – climate change, the pandemic, environmental protection in general – also call for a change in behavior. This is not about the behavior of individuals or a specific group of people. What needs to change is the behavior of many or all members of our society. Young people and students in particular are very committed to environmental protection and social improvements. However, they often do so in a way that is unlikely to be effective (e.g., distributing flyers) or can trigger reactance (e.g., demonstrations). Behavioral Community Interventions (BCI) are dedicated to understanding and influencing the behavior of people in public spaces. The author will briefly explain what BCIs are and then present some examples of student projects that aimed to “make the world a better place” by influencing the behavior of people in public spaces through BCIs. For example, student projects persuaded smokers to stop throwing cigarette butts on the ground, cyclists to wear helmets and canteen guests to disinfect their hands. The projects were largely successful and at the same time taught students how to get involved effectively.

Quantitative measurement of tunnel miners' and manufacturing workers well-being in Japan

Rieko Hojo, Yuka Koremura, Koremura-Giken, Shoken Shimizu

Recently, the occupational health sector has released a new ISO 45003 “Occupational health and safety management -Psychological health and safety at work- Guidelines for managing psychosocial risks” related to occupational health and safety management. Also networks between the real world and the virtual world such as clouds, the way of working at industrial sites such as manufacturing and construction is rapidly changing. We introduce here about our survey and quantitative analysis of tunnel and manufacturing workers. The purpose of our project is to 1) start with healthy check of workers in the field of occupational safety, 2) confirm effects of the conventional machine safety concept that brings the risk closer to zero, and 3) create a method of safety based on well-being of workers. In order to achieve the goal, we believe that it is necessary to establish a worker-specific procedure for objectively measuring, evaluating, and predicting the well-being of workers from the above three points. In this lecture, in addition to the subjective well-being scale established by Diener (1989) and the psychological well-being scale developed by Ryff (2015), we measured vital signs, etc., mainly in the manufacturing and construction industries. Here, we report a summary of the results of experiments conducted on workers.

Unusual career path: Utilizing ABA in the field of user experience (UX)

Lucie Glaser

The dynamic field of Applied Behavior Analysis (ABA) offers many opportunities beyond the conventional role of working with clients diagnosed with Autism Spectrum Disorder (ASD). This presentation explores the unusual application of ABA within the realm of User Experience (UX), showcasing how behavior analysts can pivot to this field. By integrating behavioral principles into UX methodologies, behavior analysts can enhance usability testing, improve user satisfaction, and contribute to the design of intuitive interfaces. Attendees will gain insights into the daily responsibilities of a UX researcher, including usability testing, behavioral data analysis, and user-centered design improvements. Real-world examples will highlight the practical application of ABA in the UX field, demonstrating its possible impact on user behavior and satisfaction. The presentation will conclude by discussing the broader implications of this career shift, highlighting the value and impact behavior analysts can bring to UX research & design and encouraging professionals to consider innovative and diverse career opportunities.

#20 PAPER SESSION

ROOM 54

Chair: Gabriela Eugenia López-Tolsa

1 BACB CEU available

Acquisition of schedule-induced drinking at different locations of inter-reinforcement intervals

Alvro Mateos Romero, Marlon Palomino, S. Ramos, Gabriela Eugenia Lpez-Tolsa, Ricardo Pelln

Schedule-induced drinking (SID) is the high licking and consumption of water that has been observed under intermittent food-reinforcement schedules where it is not required a contingency between the behaviour and the delivery of the reinforcer. A distinctive feature of SID is that it occurs as a post-food phenomenon, in contrast to typical operants which are pre-food. This study aimed to investigate the acquisition and later maintenance of SID located at different position within inter-reinforcement intervals. Twenty-four male Wistar rats were divided into three groups (n=8), respectively exposed to 5-, 10-, or 20-s post-food of water unavailability, followed by a signalled 30-s period of water availability for all animals, ending with a food-pellet delivery. Following SID acquisition proportionally located to the duration of the post-food period without water, rats were exposed to a fixed-time (FT) 30-s food delivery schedule with availability of water being signalled. SID was observed to reorganize as a post-pellet phenomenon. Operant interpretations of SID can account for these results, as the behaviour can be located as a function of water availability within inter-reinforcement intervals and not just as a post-pellet phenomenon.

Matching to short-form video samples: Behavior-analytic guidance for Gen TikTok

Minos Ntinias, Stamatios Manoliadis, Robert Mellon

Recent years have witnessed a sharp rise in self-exposure to video clips of short duration (typically 31 to 60 seconds); Tiktok alone has nearly 200 million active users in Europe, most between 10 and 19 years of age. Video consumption is profitably formulated as an operant chain in which image and sound evoke the production of corresponding events in the viewer (i.e., matching to sample); this “attention” is reinforced by subsequent surprising, humorous, edifying or moving events that would have been ineffective without it. Users should be informed of features of short-form videos that can increase their reinforcing potency such that their consumption displaces the acquisition or emission of longer operant chains of greater utility. These features include: a highly favorable response-to-reinforcer ratio; low cost of failures to

match the sample (videos are both brief and readily repeated); an algorithm that provides multiple and varied exemplars of the actions to be matched; and access to significant social reinforcement, both online and off, for the production of stimuli in parity with the commentary, dance routines, challenges and other relatively simple activities depicted. Beyond constructive reconsideration of the provenance of their content consumption, behavior-analytic tutorials on the processes that can render short-form video consumption problematically frequent could help introduce young people in need to behavioral philosophy and its basic and applied sciences.

Gaze aversion is differentially reinforced by transitions to safety from social punishment

Alexandros Tsiokos, Robert Mellon

If actions leading to terminal positive reinforcers in operant chains are also punished, the stimuli inevitably produced in their emission may additionally acquire negative reinforcing potency, such that they evoke actions incompatible with the conclusion of the chain. These self-produced warning signals will be more effective in derailing ongoing behavior if they occur in the initial or early links of operant chains, when the discriminative and reinforcing potency of the stimuli that lead to the terminal reinforcer are lowest. In humans and related species, the earliest links of reinforced operant chains typically involve optical fixation or gaze at a context of reinforcement, producing stimuli that evoke its engagement. If such actions are also punished, the stimuli produced by the same fixation might evoke gaze aversion, which would itself be punished by loss of the context leading to the terminal reinforcer but reinforced by transition to safety from repercussion. In testing this formulation, movements on the field of play of a gaming environment were both reinforced with points and punished with their loss; the signaled threat of punishment could be terminated by averting gaze from the field and fixating on one of four peripheral stimuli. In averting their gaze from the context of reinforcement, experimental subjects reliably, reversibly and unconsciously fixated most frequently on the peripheral stimulus that most frequently provided signaled transitions to safety.

#21 KEYNOTE

Complexities in the implementation of evidence-based practices

AUDITORIUM 50

Chair: David Cole

1 BACB CEU available

Louise Denne

Dr Louise Denne is an Assistant Professor at the Centre for Research in Intellectual and Developmental Disabilities at the University of Warwick. She is a Board Certified Behaviour Analyst (BCBA) with over 20 years' experience of supporting children and young people with behavioural, developmental and intellectual disabilities including autistic people. Her research interests are the dissemination of evidence based practice and behavioural interventions and in particular research that aligns policy with practice. Dr Denne is a member of the UK Society for Behaviour Analysis and is currently co-opted to its Education Committee and Neurodiversity Working Group. She also serves on the International Liaison Committee of L'Organisation Nationale des Professions de l'Analyse du Comportement (ONPAC) in France and is a member of the Sharland Foundation Developmental Disabilities Applied Behavioral Research Impact Network. She is on the Editorial Board of the International Journal of Positive Behavioural Support.

Abstract

There is an apparent disconnect between the understanding of best practice and service delivery in the support of people with intellectual disabilities at risk of behaviours that challenge. Arguably this is a problem of implementation. Drawing upon ideas from implementation science and illustrated by recent developments in Positive Behavioural Support in the UK, this presentation highlights the complexities involved in the implementation of all evidence-based practices. It presents a framework to propose ways in which an infrastructure that facilitates the delivery of services in the intellectual disabilities field might be built.

#22 KEYNOTE

Advancing behaviour analysis through open science: Current practices and future opportunities

AUDITORIUM 50

Chair: Aoife Mc Tiernan

1 BACB CEU available

Richard J. May

is an Associate Professor in the Faculty of Life Sciences and Education at the University of South Wales where he teaches and provides supervision to students enrolled on the Psychology, Clinical Psychology and Behaviour Analysis BSc and MSc programmes. Dr May's research interests span the areas of derived stimulus relations, intellectual disabilities, verbal behaviour, gambling, and meta-science. Dr. May currently serves on the Editorial Boards of the Journal of Applied Behavior Analysis and Perspectives on Behavior Science. He is also a member of the Sharland Foundation Developmental Disabilities Applied Behavioral Research Impact Network and serves as the Co-Chair for the Teaching Skills sub-group.

Abstract

Science is currently undergoing an "open science revolution," characterised by a push for greater transparency, accessibility, and reproducibility. This movement, driven by concerns over the so-called replication crisis and the need for more robust research practices, has led to widespread changes in how research is conducted, reported, and disseminated. Against this backdrop, this presentation examines the current state of open science practices within behaviour analysis and explores the potential benefits of wider adoption. I will begin by providing an overview of key open science initiatives, such as pre-registration, open data, and replication efforts, and explore at whether such practices have been embraced within our field. I will then outline some practical steps that behaviour analytic researchers, practitioners, and organisations might consider in order to integrate open science practices into their work. I will argue that by embracing open science principles, behaviour analysis can increase its rigor, expand its impact, and strengthen its position in the behavioural sciences and evidence-based practice.

#23 SYMPOSIUM

Recent advances in single – case design methods and training

ROOM 51

Chair: Wendy Machalicek

1 BACB CEU available

A delphi study to identify core areas of knowledge and skills for early career single case researchers

Wendy Machalicek

Single-case research methodologies and data-analysis strategies have grown in sophistication and will continue to play an even more central role in applied and clinical research in psychology, education, special education, early intervention, and related fields. Unfortunately, there are limited resources available to young scholars and experienced researchers for accessing these new developments. To respond to this need, the Institute for Education Sciences funded Single Case Institute provides intensive hybrid (both onsite and distance learning) Professional Development (PD) project, aimed at improving the methodological rigor of single-case design (SCD) intervention research, the teaching of SCD methods in higher education settings, and the visual and statistical analysis of SCD data by early to midcareer researchers. In this study underway, the results of a Delphi survey of a minimum of 15 experts in SCD will inform the curriculum design of the institute, including a curriculum-based assessment for future institute attendees. This underway study will use a modified closed Delphi design with at least two rounds and a maximum of three to identify a core set of knowledge and competencies that experts agree that the item is important for single-case researchers to know or be able to demonstrate. Suggestions for instructors of SCD methods will be presented and areas of future research suggested.

A systematic literature review of randomization procedures used within single-case research designs

Sarah Quinn

Randomization procedures within single-case research designs represent a critical methodological approach to increase study rigor, control for threats to internal validity, and allow for the calculation of inferential statistics comparable to group design studies. Addressing these areas is particularly valuable considering the rising use of single-case research to identify evidence-based practices in education research. In 2010, Kratochwill & Levin published a call for single-case researchers to embrace randomization procedures for these purposes. The present systematic literature review

examined single-case studies between 2010-2022 to answer research questions related to the types of designs and randomization procedures within those designs, the types of effect sizes and other statistical analyses reported, and the types of educational outcomes measured. The results of this review provide a comprehensive picture of within-case intervention order randomization, between-case intervention randomization, case randomization, and intervention start-point randomization procedures used in single-case studies under educational domains. The 887 included studies represented a wide variety of outcomes, settings, and designs. This presentation will share key results from this review including trends over time, prevalence of randomization types, considerations for design and randomization procedure selection, and recommendations for reporting of randomization in primary studies.

Adverse events in single-case intervention research: A mixed methods single-case design approach

Katie Alvarez

This paper expands upon existing recommendations for the use of SCD and Mixed Methods Single-Case Design Research (MMSCDR) to include integrated quantitative and qualitative documentation and analysis of adverse events. We offer two options to monitor adverse effects throughout single-case design research: 1) Sequential analysis of adverse events using quantitative post-intervention surveys across multiple studies and 2) Integrated mixed methods research design to integrate qualitative data with existing quantitative data in assessing adverse events. Further research is needed on the utility of integrating quantitative and qualitative data in MMSRD; but we pose several recommendations for SCD researchers who wish to use these methods to assess adverse events.

Single case methodologies and design comparable effect sizes in augmentative and alternative communication (AAC) research

Marina Crain

Single case research provides a valuable tool for evaluating augmentative and alternative communication (AAC) interventions. It's benefits include allowing researchers to investigate a diverse range of individuals with complex communication needs (CCN) who are underrepresented in literature due to the challenges of finding large enough groups of participants and the focus on discrete observable use of meaningful communication skills. This presentation will discuss a scoping review of the vocabulary and AAC system attributes and methodologies across 231 studies investigating AAC interventions in pediatric populations. Given the distinct methodologies and analyses (i.e., statistical analysis, visual analysis) inherent to group design and single case design studies, synthesizing results in meta-analyses

can be challenging. Using Ferron, et al. (2022) as a guide, this presentation will also discuss methods for calculating design-comparable effect sizes for meta-analyses incorporating both group and single-case designs using the context of the AAC scoping review.

#24 PAPER SESSION

ROOM 60

Chair: Michael Nicolosi

1 BACB CEU available

Evidence-based practices for children and youth with intellectual disabilities: Systematic review and meta-analysis

Şerife Yüceosy-Özkan, Sima Mart, Dilara Ecem Altun, Nuray Öncül, Derya Genç-Tosun, Gülden Bozkuş-Genç, Merve Karaaslan, Hamdi Gönüldaş, Eren Can Aybek, Mehmet Çağ

The increase in the quest for quality services and legal requirements has increased the demand for “effective” intervention services offered to individuals with intellectual disability (ID). This research aims to evaluate the articles investigating whether the interventions used to improve the performance of children and youth aged 0-22 with ID are effective and to determine evidence-based practices (EBP) for children and youth with ID by conducting high-level analyses. For this purpose, we conducted a comprehensive systematic review and meta-analysis of single-subject research and group experimental research designs published between 1921 and 2020. We adopted the systematic review and meta-analysis steps developed by the Cochrane Collaboration. These steps were: (a) forming the research team, (b) determining research questions, (c) developing the research protocol, (d) electronic search, (e) identification, (f) screening, (g) data extraction, (h) calculating the effect size, (i) determining the EBPs, and (j) listing and reporting the EBPs. In the first step, we reached 49,147 studies and then continued to evaluate these studies within the scope of subsequent steps. As a result, we found 15 EBP, 20 emerging practices, and 18 non-EBP for individuals with ID. The results guide the use of EBPs in the education practices of individuals with ID. Additionally, teacher training programs may focus on using and disseminating EBP's.

The effect of phonics skills intervention on early reading comprehension in an adolescent with autism: A longitudinal study

Michael Nicolosi, Karola Dillenburger

Reading comprehension requires phonics skills, described as “blending phonemes in a word”. Adolescents diagnosed with Autism Spectrum Disorder (ASD) often experience poor reading comprehension. The aim of the present study was to explore if it is possible for an adolescent with ASD and intellectual disability to learn reading comprehension skills even without direct teaching, when the focus of the intervention is on teaching phonics skills. An adolescent with ASD, profound intellectual disability and limited behavioral repertoire participated in the study. The participant received intensive ABA-based interventions according to University of California at Los Angeles-Young Autism Project (UCLA-YAP) model and intensive phonics training. Intervention data show emergence of early reading comprehension skills in terms of words/pictures matching and responding to written instructions. It is suggested that implementation of similar interventions could change the opportunities for people with autism who have limited behavioral repertoire and who did not begin an ABA-based interventions until their adolescence.

Teaching reading, numeracy and information and communications technology skills to adults with intellectual disabilities in non-education settings: A systematic review

Emily Roberts-Tyler, Magda Apanasionok, Richard Hastings, Corinna Grindle, Richard May, Vaso Totsika, Louise Denne

Many adults with intellectual disabilities (ID) are unable to read, count and use the computer which can negatively impact their access to information, independence and employment opportunities. Interventions on teaching reading, numeracy and ICT skills often focus on children, and the extent of research evidence on teaching adults these skills is unclear. To our knowledge there has been no systematic review on teaching reading, numeracy and ICT skills to adults with ID. The current systematic review investigated what interventions targeting reading, numeracy, and ICT skills for adults with ID in non-education settings have been reported in the literature, the evidence for their effectiveness, the factors affecting implementation, and the experiences of adults with intellectual disabilities and their carers of the interventions. Six research databases were searched using search strings relating to ID, reading, numeracy, and ICT skills, adult populations, and interventions. Following removal of duplicates, 17,373 records underwent title and abstract screening, with 201 records being identified for full-text review. All 201 records were independently screened by two researchers to identify records to be included in the review. Data extraction and quality appraisal was then conducted on all records identified for inclusion. This presentation will outline

preliminary findings of the review and discuss the implications for future research and practice in this area.

#25 SYMPOSIUM

Behaviour analysis in action: Applications across different settings

AUDITORIUM 50

Chair: Hanna Steinunn Steingrimsdóttir

1 BACB CEU available

This symposium introduces the applications of behavior analysis across different settings, including education, healthcare, and gerontology. Each presentation will cover case studies describing how behavior analytic principles are applied, challenges, and outcomes, providing attendees with insights for implementing methods of behavior analysis in diverse contexts.

Introducing the work of a behavioral gerontologist in a nursing home in Iceland – presentation of case studies

Johanna Gilsdóttir, Hanna Steinunn Steingrimsdóttir

Behavioral gerontology refers to applying behavioral principles in the older population. Although behavioral gerontology has a long history in behavior analysis, it wasn't until last year ago a behavior analyst was hired for the first time in a full-time position at a nursing home in Iceland. In this presentation, we introduce the working model applied by the behavior gerontologist and share with the audience a few cases the behavior gerontologist has worked on. The examples show a variety of types of referrals to the behavioral gerontologist and how they were solved.

Behavior analysis at the endocrinology department at Landspítali Hospital Iceland

Bára Denny Ívarsdóttir, Margrét Kristjánsson

The management of diabetes presents several challenges to patients and medical professionals alike since consistent adherence to various health behaviors over the course of a lifetime is required. Treatment often requires lifestyle changes and changing daily routines. Several demands are placed on individuals with diabetes, including but not limited to carbohydrate counting, calorie restriction, pre- and post-meal blood glucose monitoring, exercise, and the evaluation of blood glucose trends around meals. This highlights how decision making throughout the day can affect glycemic control, however these significant lifestyle changes required of the individual

can interfere with the existing daily routine and be highly aversive, leading to behavior excesses and/or deficits. Behavior interventions in this setting have focused on antecedent, consequent, and multicomponent procedures for the management of diabetes. In the current talk we will discuss how behavior analysts have used behavior analytic procedures with patients who seek help at the Outpatient Department of Endocrinology at Landspítali – The National University Hospital of Iceland. We will review four cases to further explore the behavior analytic approaches.

Skill-based treatment in public schools, successes and lessons learned

Atli F. Magnússon, Steinunn Hafsteinsdóttir, Anna Þóra Gretarsdóttir, Hulda María Þorbjörnsdóttir, Berglind Sveinbjörnsdóttir

Skill-based treatment has proven to be an effective approach to treating severe problem behavior in a clinical setting (e.g. Hanley, Jin, Vanselow, & Hanratty, 2014; Taylor, Phillips, & Gertzog, 2018). However, there is not much research on this approach in public schools. Collaboration between a special education school with skilled behavior analysts and well-trained staff and public schools in Iceland around working with children with severe problem behaviors, will be presented. Data from case studies will be presented, as well as descriptions of challenges faced working in the public-school settings.

The effectiveness of a hierarchical shaping procedure for eating disorders, targeting food avoidance

Dafni Kyriakou

There is an increase in the prevalence of eating disorders (EDs) among the adult population, with individuals experiencing severe mental and physical impairments that disturb multiple areas of functioning. Despite the disorders' severity, behavior-analytic research, targeting this population, is limited to nonexistent. Hierarchical shaping procedures are suggested to increase food acceptability and consumption for typical or non-typical developing children. Therefore, this study aimed to assess the effectiveness of a 12-step hierarchical shaping procedure, targeting food avoidance, for individuals with EDs. Two 19-year-old female participants, diagnosed with Avoidant/Restrictive Food Intake Disorder (ARFID) of the sensory sensitivity subtype, were recruited from an inpatient or outpatient hospital program. A changing criterion design was implemented, introducing each of the 12 shaping approximations, targeting four food items. Reported anxiety rates and food refusal behaviors were measured but not directly targeted, to identify any possible changes resulting from the intervention. Both participants successfully met all criteria once they were introduced, leading to the consumption of the four targeted items. Anxiety levels and food refusal behaviors remained relatively stable throughout the intervention and showed a decrease as the intervention was concluding. Generalization in two additional environments and

maintenance of treatment outcomes after a two-week follow-up were established for both participants, with food refusal behaviors being absent and anxiety levels remaining low. Overall, the findings indicate the interventions' effectiveness in increasing the consumption of anxietyprovoking food items for individuals with ARFID, adding to the existing literature on shaping procedures and ED interventions.

#26 PAPER SESSION

ROOM 57

Chair: Carlos Picanço

1 BACB CEU available

PAX Good Behavior Game in norwegian schools: A single-subject design

Marie R. Aunemo, Torunn Lian, Børge Strømngren

The PAX Good Behavior Game (PAX GBG) is an evidence-based behavior management program for classrooms that has demonstrated positive effects on students' classroom behavior and academic achievement. This paper presents the results of a multiple-baseline design to investigate the effect of the PAX GBG in six classrooms with students from kindergarten to 3rd grade. Two pairs of classrooms were randomly assigned to three baselines staggered by one week. The different kernels in PAX GBG were implemented across 12 weeks in the following order: (a) Vision and Quiet, (b) Granny's Wacky Prizes and Sticks, (c) Timer, (d) OK/Not OK and Hands and Feet, (e) Voices, (f) Tootle Notes, and (g) Good Behavior Game. We will present results on students' motor or vocal disruptive behaviors, on-task behaviors, and teachers' corrective or affirmative feedback to the students. The outcome measures will be reported by visual and statistical analyses, in addition to investigations of the social validity of the program.

Child-centered behaviour support: The co-development of a group contingency intervention through cooperative inquiry with children in need of support

Ciara Brennan, Jennifer Austin, Sinéad Smyth

This research aimed to explore the use of a game-based group contingency intervention co-designed using cooperative inquiry methods. The co-design team included the researchers, 11 children and four adult leaders recruited from a charity after school service. The four steps of cooperative inquiry were proposition, action, reaction and reflection. Co-designed decisions relating to the game were arrived at during a focus group and series of workshops. These included the time of day the game would be played, the game rules, the game prizes, the type of group contingency

intervention and the short-term and long-term contingencies of the game. These proposition and action design phases were iterative in nature, moving gradually towards the final game design. The game that was designed was similar to the Caught Being Good Game in that positive reinforcement was used in both short-term and long-term contingencies. Three target behaviours were chosen based on the co-designed game rules; Helping, Positive and Encouraging Peer Interaction, and Task-Engagement. The co-designed game-based intervention was played while an ABAB design was used to explore its effects on the target behaviours. A subsequent focus group was used to reflect on participant experiences. Changes in the target behaviours will be discussed. Co-design methods have not been reported on in the group contingency literature. Such methods have implications for social validity of such interventions.

Generalized recombinative oral reading of a pseudo-alphabet

Carlos Picanço, Rafael Picanço, Elenice Hanna, Natã Oliveira, Deisy de Souza

The oral reading of new words can occur through the recombination of syllables or letters from known words (recombinative reading), with an impact on teaching economy. The work systematically replicated a previous study (Hanna et al., 2011) that involved six planned cycles for teaching and assessing cvcv disyllabic words invented from a pseudo-alphabet with 4 consonants and 4 vowels. The teaching of two new words by pairing a dictated word with a written word, followed by the reading assessment of these and two other recombined new words, progressed in each cycle, without accumulation, until 12 words were directly taught and 12 recombined words were assessed. Two other recombined spoken words were related to figures during teaching, which allowed for the measurement of oral reading of recombined words. Also, multiple probes at cycle onsets measured generalization of oral reading. 34 university students participated individually in person. We documented recombinative oral reading with generalization (N = 28), without generalization (N = 4), and absence of recombinative reading/generalization (N = 2). We documented evidence of restricted control (for example, by first/last letters) in the performance of participants without evidence of generalization or recombination. The results contribute to discuss how to promote control by minimal textual units so that both lower chances of restricted control and higher chances of generalization occurs in a balanced way.

From behavioural to educational – Adapting and mapping the Connect Curriculum to the Curriculum for Wales

Amy Hulson-Jones, Kate Spurdle, Richard. C. Watkins, J. Carl Hughes, Corinna F. Grindle, Duncan Gillard, Gemma M. Griffith

One way we can improve the mental health and well-being of young people is through health and well-being education. Connect is an evidence-informed program grounded in Acceptance and Commitment Therapy (ACT) and is designed for use with

primary aged pupils that aims to increase both resilience and psychological flexibility. Wales has undergone a radical educational reform in introducing the Curriculum for Wales (CfW, 2022). This curriculum is a progressive purpose-driven curriculum, focused on 6 Areas of Learning and Experiences, (AoLEs) – one of these being the Health and Wellbeing AoLE. The foundation of the Curriculum for Wales, like many progressive educational systems globally, is to encourage the use of evidence-informed approaches but these also need to be co-design with teachers, have reflective professional enquiry elements, and relate to the local context of learners (linguistically & culturally). There is a distinct move away from relying on structured curriculum that teaches knowledge over skills and dispositions in a prescribed curriculum approach. The question is, can we adapt and map evidence-based structured curricula so they can be effectively integrated within a context of a progressive educational approach? The aims of these studies were to investigate the extent to which the Connect curriculum can be mapped and adapted to the Health and Well-being AoLE in the Welsh curriculum. In this study we created a mapping template to assess the extent to which Connect covered the targets set out by the health and well-being AoLE and also asked teachers with special responsibility for teaching the AoLE to verify our mapping. Our results showed that Connect mapped well to the AoLE and teachers agreed with the researchers' decisions to map Connect onto the health and well-being AoLE 82.1% of the time. The findings demonstrate how the aims of the Connect program align with those set out in the AoLE and that the program embodies the values and content of the teachers.

#27 PAPER SESSION

ROOM 54

Chair: Denise Passarelli

1 BACB CEU available

Exploring the impact of rule explicitness on behavior under short and long-term contingencies

Jesús Alonso-Vega, Viktoria Fellingner, Gladis-Lee Pereira, Victor Estál-Muñoz, Amalie Akerø Hylland

Rule-governed behavior is behavior controlled by verbal antecedents, such as rules or instructions, allowing individuals to strategically adapt to specific contexts without directly experiencing their contingencies. This study examines how different degrees of rule explicitness affect such behavioral control. We conducted a series of experiments with ten participants divided into four experimental conditions. Using a single-case experimental design and a matching-to-sample procedure, we initially trained participants to choose a house icon (+1 point per selection) over three other

stimuli (-10 points per selection). In the subsequent phase, participants received a verbal instruction (e.g., "select the cat"), and had to decide whether to follow this instruction, which resulted in an immediate penalty (-10 points) but a larger long-term gain (+20 points), or continue selecting the house for a smaller, consistent and immediate reward (+1 point). This phase included three blocks of 24 trials each, during which participants were exposed to these long-term contingencies. The experiments varied by introducing a general rule with different levels of explicitness before the second phase. Results indicate that while explicit rules tend to enhance performance, this is not uniformly effective across all participants in that condition. The implications of these findings will be discussed.

Investigating the elaborated relational abilities index as a novel measure of cognitive ability

Carina Michelle Kaufmann, Jamie Cummins, Bryan Roche

The Relational Abilities Index (RAI) represents a behaviour-analytic measure of derived relational responding (DRR) proficiency, a factor increasingly recognised as fundamental to complex human language and cognition. The study aimed to examine the RAI's psychometric properties, analysing its convergent validity with a widely used proxy measure of intelligence, the Raven's Standard Progressive Matrices (RSPM). Congruent with the underlying theory, Relational Frame Theory (RFT; Hayes et al., 2001), the current study additionally hypothesised educational opportunities (measured through socioeconomic status) to be a key predictor of performance on the RAI. A total of 160 participants between the ages of 20 and 24 years were recruited (self-selecting sampling) for this study. All participants grew up in the UK or Ireland. The study found a strong, positive relationship between RAI and RSPM scores. Moreover, both correlational and multiple regression analyses found parental education to be the strongest predictor of RAI performance and, though to a lower degree, RSPM performance. A Spearman correlation further indicated parental income as a significant predictor of RAI and RSPM performance. In contrast to RFT's assumptions, own educational attainment failed to significantly predict RAI or RSPM performance. These findings highlight the importance of educational opportunities and stimulating environments in early life to best facilitate the acquisition of DRR repertoires.

Mitigating racial discrimination bias in shooter games through functional acquisition speed test interventions

Denise Aparecida Passarelli, Bryan Roche, Júlio César de Rose

Racial discrimination involves differential responses to racial stimuli in similar contexts. In the Police Officer's Dilemma (POD) shooter game, bias is apparent with higher instances of shooting Black targets, armed or unarmed, compared to White ones. We

investigated the effect of Functional Acquisition Speed Training (FAST Training) on shooter bias among 113 Caucasian adults (mean age: 23.13 years, 66 Female) across four conditions. In Condition 1 (counter-stereotypic), participants related Black faces with positive words and White faces with negative words using FAST. In Condition 2 (pro-stereotypic), the relation was reversed. Condition 3 (flexibility training) involved alternating between counter and pro-stereotype blocks. After FAST, participants played the POD game, deciding to shoot or not under time pressure. Condition 4 (control) had participants play the POD without intervention. A significant interaction between target race and intervention was observed in errors for unarmed Black and White targets. Control and stereotype-confirming intervention groups showed higher unarmed Black shooting rates. No significant differences in false alarms were found in counter-stereotypic and flexibility conditions. FAST training targeting counter-stereotype relations and relational flexibility may reduce bias in false alarms, while stereotype confirmation worsens biases.

Using an auditory-visual Implicit Relational Assessment Procedure (AV-IRAP) to examine cross-modal correspondence: a study on the kiki-bouba effect

Miguel Rodriguez-Valverde, Rocío Rodriguez-Valdes, Monica Hernandez-Lopez

The Implicit Relational Assessment Procedure (IRAP) is a latency-based procedure developed from Relational Frame Theory (RFT). It requires participants to respond quickly and accurately to stimulus relations in ways deemed to be consistent or inconsistent with their learning history. The assumption is responding will be faster when it is consistent with the more strongly reinforced relational responses. Thus far, all published IRAP studies have only used visual stimuli. This study is the first to adapt the IRAP to examine auditory-visual stimulus relations. It examines a notorious form of cross-modal correspondence, the kiki-bouba effect (i.e., spontaneous matching of pseudoword kiki with a spiky abstract shape, and pseudoword bouba with a rounded abstract shape). 93 undergrads underwent an IRAP that in each trial presented one of two auditory stimuli (kiki or bouba) and one of two visual stimuli (spiky or rounded shape). During consistent blocks participants must respond True to kiki-spiky and bouba-rounded, and False to kiki-rounded and bouba-spiky (the opposite in inconsistent blocks). 76 participants achieved latency and accuracy criteria. Responding was significantly faster in consistent blocks (overall D-IRAP = .238; $t(75) = 10.833$; $p < .001$), confirming the robustness of the kiki-bouba effect in a forced-choice procedure under temporal pressure. These results open an avenue for novel RFT-based research on non-arbitrary cross-modal (speech sound-shape) correspondence.

#28 KEYNOTE

Translational science in behaviour analysis: A case history from research on stimulus equivalence

AUDITORIUM 50

Chair: Hanna Steinunn Steingrímisdóttir

1 BACB CEU available

Carol Pilgrim

received her Ph.D. from the University of Florida in 1987 with a specialization in the Experimental Analysis of Behavior. She is currently Professor Emerit in the Psychology Department at the University of North Carolina Wilmington, where she has been honored with a Distinguished Teaching Professorship (1994-1997), the North Carolina Board of Governors Teaching Excellence Award (2003), the Faculty Scholarship Award (2000), and the Graduate Mentor Award (2008). She received the Chancellor's Teaching Excellence Award and the College of Arts and Sciences Excellence in Teaching Award in 1992, the ABAI Student Committee Outstanding Mentor Award in 2006, and the ABAI Distinguished Service to Behavior Analysis award in 2017, among other honors. Her research contributions include both basic and applied behavior analysis, with an emphasis in human operant behavior, relational stimulus control, and the early detection of breast cancer. Dr. Pilgrim has served as editor of *The Behavior Analyst*, associate editor of the *Journal of the Experimental Analysis of Behavior* and *The Behavior Analyst*, co-editor of the *Experimental Analysis of Human Behavior Bulletin*, and as a member of the editorial boards of those and several other journals. She is a Fellow of the Association for Behavior Analysis International and of Division 25 of the American Psychological Association. She has served as President of the Association for Behavior Analysis twice, as well as President of the Society for the Advancement of Behavior Analysis, Division 25 of the American Psychological Association, and the Southeastern Association for Behavior Analysis. Additionally, she has been Member-at-large of the Executive Council of ABA and Division 25, and member of the Boards of Directors of the Society for the Experimental Analysis of Behavior, the Society for the Advancement of Behavior Analysis, and the Cambridge Center for Behavioral Studies.

Abstract

Much is made in the scientific literature these days about the importance of translational science. While familiar within medical science (e.g., the classic “bench to bedside” trickle down of laboratory research into actual practice), the concept of translational work in other sciences has not always been appreciated. Within the field

of psychology, for example, and despite characterization in terms of the scientist-practitioner model, careful laboratory research is typically conducted by one group of professionals while the practice of psychology is conducted by another, often with little in the way of cross-talk among these groups. This presentation will explore some features of translational science and illustrate its benefits with examples from research on stimulus equivalence, arguably a poster-child for the potential that comes with a translational approach. Laboratory and application studies with young children employing a nontraditional equivalence-based instructional approach will be described, with an emphasis on their implications for further questions to be considered in basic, applied, and conceptual behavior analysis.

SATURDAY SEPTEMBER 7

#29 KEYNOTE

Timing: From the age of discovery to the age of model selection

AUDITORIUM 50

Chair: Gabriela Eugenia López-Tolsa

1 BACB CEU available

Armando Machado

I was an undergraduate student in Psychology at the University of Lisbon, studied for two years at the Université de Liège, Belgium, and then, in 1993, I obtained my PhD at Duke University, USA. My doctoral research on the conditions in which pigeons generate highly variable, random-like behavior received the Annual Dissertation Award from Division 25 of the American Psychological Association. From 1994 till 2000, I was a professor at Indiana University (first Assistant and then Associate with tenure). In 2000 I moved to the University of Minho, Portugal, where I set up the first laboratory in Portuguese Psychology Departments to study animal behavior and learning. In 2019, I joined the University of Aveiro. In most of my studies, I contrast data with the predictions of simple quantitative models of behavior and cognition. In addition to the Psychology of Learning, I have interests in the teaching of basic Probability and Statistics in Psychology and in the History of Psychology. My work has been published in various journals and funded by The National Institutes of Health in the USA and the Portuguese Science Foundation. I served as Chief Editor of the journal *Behavior and Philosophy* and as Associate Editor of the journals *Learning and Behavior*, *Psychonomic Bulletin & Review*, and the *Journal of the Experimental Analysis of Behavior*. I was the Program Chair and then the President of the American Society for the Quantitative Analysis of Behavior. From 2005 till 2011 I was the first president of the Portuguese Association of Experimental Psychology.

Abstract

Over the last one hundred years, we identify three periods in the study of animal timing, each period characterized by a dominant activity. In the first period, researchers brought timing into the laboratory and explored its multiple expressions. It was the age of empirical discovery. In the second period, researchers developed a variety of models to integrate the growing body of research findings, models that varied in their assumptions, scope, depth, and quantitative explicitness. It was the age of model building. In the current third period, we claim, researchers select models by comparing

them with one another and with data. It is the age of model comparison and selection. We make our claim by contrasting how two specific models, Scalar Expectancy Theory and the Learning-to-Time model, conceive of temporal memory and learning both in concurrent and retrospective timing tasks. In the process, we identify four problems related to the structure of temporal memory and to the rules of temporal learning that challenge these and other models and that should steer future efforts in modeling animal timing abilities.

#30 PAPER SESSION

ROOM 51

Chair: Smita Awasthi

1 BACB CEU available

Teaching colour tacts using shaping and interconnected chains to two children with autism

Smita Awasthi, Anupama Jagdish, Pravesh G, Sridhar Aravamudhan

Children with autism are taught language using conditional discrimination and prompts. The current study taught colour discrimination to two boys with autism without recourse to vocal, gestural, model, or physical prompts. A shaping procedure, capturing child initiated responses and interconnected behavior chains (Rosales-Ruiz, Hunter, and Fernandez, 2023) were the independent variable. The boys aged 9 and 6 years, with listener and tact vocabulary between 100-200 words participated in this study. Prior interventions to teach responding to colours using prompts and conditional-only procedures (Grow, Kodak & Carr, 2014) were ineffective in learning colours. In baseline randomized presentation probes of 6-8 colours Nat scored 22% correct and Adam 42%. We selected three colour targets for each participant. Each colour was trained with child initiated responses, one at a time, initially without distractors and then with distractors. The therapist modeled a tact response, fading the model within session and in subsequent sessions. After training with three colours, Adam and Nat emitted 89% and 90% correct responses in tact probes. With brief retraining, Adam emitted 100% correct responses in probes, and Nat is undergoing retraining. The trials to criterion, effect of responding to format changes and challenges to the shaping process will be discussed.

Conceptual learning: Selecting nonexamples and inclusion of can-have features

Catherine Williams

A form of conceptual learning occurs when students categorize novel stimuli with all must-have features as examples and those missing any must-have feature as nonexamples, regardless of the presence or absence of noncritical, can-have features. Students can learn concepts by practicing identifying examples and nonexamples and receiving feedback on their selections. However, it is unclear what examples and nonexamples should be used during practice to produce the most robust conceptual learning. In these experiments, we evaluated conceptual learning before and after two kinds of practice: 1) examples and nonexamples missing all three must-have features and 2) examples and nonexamples missing only one must-have feature. Across experiments, we also compared conceptual learning following practice with stimuli containing many can-have features to practice containing stimuli with few can-have features. The most robust conceptual learning was observed following practice with examples and nonexamples that lacked only one must-have feature and contained few can-have features. The difference between practice conditions was most pronounced when conceptual learning was tested using examples and nonexamples that lacked exactly one must-have feature and had many can-have features. These findings support the careful selection of practice stimuli to produce conceptual learning in practice and providing detailed descriptions of all stimuli used in research.

#31 PAPER SESSION

ROOM 60

Chair: Robert Mellon

1 BACB CEU available

A behavioral analysis and treatment of psychological problems

Ioannis Bampaloukas, Anna Christodoulou

The treatment of psychological problems, such as anxiety disorders or depression, has been largely overlooked by the behavior analytic community. However, behavior analysts (or behaviorist psychologists) are increasingly likely to encounter individuals with comorbid or primary conditions categorized as common mental illnesses. This presentation offers a Skinnerian (functional) analysis of psychological challenges, based on environmental variables such as context, reinforcements, and motivating factors. The problem is not identified as a diagnostic entity, but rather as behavior (publicly or privately observable) that results in practical problems and distress in the

individual. This problematic behavior may manifest as emotions, thoughts, or overt acts, which are understood as natural outcomes of the aforementioned environmental variables. Then, specific interventions drawn from cognitive and behavioral therapies (e.g., goal setting, cognitive restructuring, mindfulness, acceptance, exposure techniques, values identification, etc.) are reinterpreted in behavior analytic terms, offering strategies to address the individual's challenges. This presentation aims to increase the behavior analytic community's awareness of the psychological disorders many individuals face, offer a Skinnerian conceptualization of these conditions, and highlight the potential advantages of applying a wide range of psychological interventions when they are understood in terms of a functional analysis.

A general process formulation of and dysphoric “identity”

Robert Mellon, Konstantina Psiachou

In clinical psychology, uncertainty, confusion, and dysphoria with one's "sense of self" is an abiding concern potentiated by recent social trends to honor identity claims that conflict with publicly-observable characteristics. In mainstream psychology, the term "identity" would appear to denote the discrimination of parity or correspondence between elements of one's own characteristics and those of other individuals or groups. Declarations of identity thus appear to be facts; socially-mediated discriminations evoked by events other than a current state of deprivation or irritation. However, identity claims often appear to be evoked as demands in fact form; as tacit or explicit behests for personal consideration and treatment differentially afforded to individuals or groups who share the identified characteristics. The discrimination of parity between one's own characteristics and those of others might elicit euphoria or dysphoria in the claimant, but in either case declarations of membership in corresponding or in opposing identity groups are plausibly based in the effects of such disclosures on the petitioner's personal condition. We present a general process formulation designed to help individuals struggling to define their own characteristics via intrapsychic pursuit of their "true identity" to discriminate the interpersonal determination of our view of ourselves, as well as the conditional evocative effects of our identity declarations on our own subsequent behavior.

Self-assessment and aesthetic judgement of relative body mass under differential punishment and reinforcement: Experimental analyses

Konstantina Psiachou, Robert Mellon

The discrimination of the dimensions of one's own body, particularly its content of adipose tissue, is a significant component of behaviour patterns such as anorexia nervosa and obesity, but a formulation of the perception of relative adipose content in terms of experimentally derived general processes of behaviour has been slow to emerge. We tested the possibility that evaluative and aesthetic judgements of our own

and of others' adipose content are based in the differential punishment and reinforcement of such judgements. In the first of two computer game-based experiments, we assessed women's tendencies to overestimate or underestimate their own Body Mass Index relative to that of numerous women of various body types; in the second, we asked participants to judge this same range of images with respect to their perceived attractiveness of the average adult male. By reinforcing (with points) small changes in their evaluations in the direction of one of the two ends of the body weight spectrum, while punishing (with points lost) their evaluations in the opposite direction, aesthetic evaluations reliably changed in the reinforced direction (without participants' awareness) and then reversed when the contingencies reversed. The relation between body image evaluations and their antecedent and consequent conditions is thus readily revealed to an individual addressing these and related issues (fat or thin shaming) either by description of the experiment or by direct game play.

#32 PAPER SESSION

ROOM 57

Chair: Rasmi Krippendorf

1 BACB CEU available

Is my intervention congruent with the science of applied behavior analysis?

Fernando Armendariz

The basic principles of Applied Behavior Analysis (ABA) provide us with relevant information to guide autism intervention as practitioners within this science. This presentation will illustrate the relevant ABA principles and the logical arguments that can be followed to determine if an autism intervention is congruent with the science of ABA. The presentation will be divided into six questions that are interrelated but are separated to provide the relevant ABA principles and the logical argument to answer each question. The six questions are: Who should implement the intervention? Where should it be implemented? When and for long should it be carried out? How do you select the behaviors to teach? How should those behaviors be taught? And What is the role of a behavior analyst in the intervention? The presentation will discuss a comprehensive intervention model that encompasses the answers to all 6 questions. The presentation will also compare how common current intervention practices in ABA treatment answer the same six questions. Participants will be able to determine the degree to which these practices are congruent with the founding principles of our science.

Method of training and certification for applied behavior analysis therapists in Poland and promoting an effective, data based, socially valid intervention model for individuals with ASD

Anna Budzińska, Karolina Wróbel

Promoting excellence in autism intervention is arguably more urgent than ever for the field of applied behavior analysis. To fulfill this objective, autism agencies must operate from validated program systems and do so with fidelity. To be able to promote the effectiveness of programs based on behavior analytic principles, organizations must define the key variables associated with producing positive outcomes (Baer et al., 1987; McClannahan & Krantz, 1993). Institute for Child Development (IWRD) in Gdansk, Poland has implemented key program-wide systems based upon the work of McClannahan and Krantz described in *Journal of Applied Behavior Analysis*, 26, 589–596 (1993). IWRD has created a program which includes, but is not limited to, staff training and evaluation of clinical skills, functional personnel roles designed to promote positive outcomes for those served, and professional staff-communication-skill repertoires. We will present data which support both the fidelity of implementation of the model, as well as the production of competency in professionals which translation positive and meaningful client outcomes. We will also present a system for creating ABA certification for therapists in Poland, which meets the highest global standards.

Defining social validity

Rasmi Krippendorf

Social validity is a concept that often appear in discussions and publications by behavior analysts. It was first formulated and defined by Montrose Wolf in 1978 and is now more relevant than ever. This presentation teaches the basic tenets of the concept through a digital learning program using the copy, cover, compare method. Participants must bring their phones and be online to attain access to the program. The presentation will outline what social validity is and the problems regularly connected to it, with practical examples from real cases, and also consider the concept in relation to diversity, equality and equality.

#33 PAPER SESSION

AUDITORIUM 50

Chair: Alla Moskalets

1 BACB CEU available

A comparison controlled study examining outcome for children with autism receiving intensive behavioral intervention (IBI)

Marta Wójcik, Ewa Budzińska

Autism spectrum disorder (ASD) is characterized by persistent deficits in social communication, social interaction, and restricted, repetitive patterns of behaviors (World Health Organization, 2018). The growing number of children diagnosed with autism has resulted in an increased demand for effective treatments. Research has shown that early intensive behavioral intervention (EIBI) has the best empirical support and may be effective in increasing intellectual and adaptive functioning (Cohen et al., 2006; Eikeseth et al., 2002, 2007, 2012; Fenske et al., 1985; Hayward et al., 2009; Harris et al., 1990, Harris & Handleman, 2000; Howard et al., 2005; Howard et al., 2014; Lovaas, 1987; Sallows & Graupner, 2005; Waters et al., 2018). In the current study we evaluated the effects of a center-based Intensive Behavioral Intervention (IBI) model for preschool aged children with autism. After 14 months of treatment, children from the IBI group improved significantly on standard scores in intellectual functioning and adaptive behavior and had a significant reduction in autism severity compared to the children in the autism specific, eclectic, special education group. Results suggest that preschool aged children with autism may make large gains in intellectual and adaptive functioning and improvement in autism severity with IBI, and that effects of IBI may be similar to that of EIBI.

Exploring the efficacy of Acceptance and Commitment Therapy (ACT) group sessions in reducing maternal stress among mothers with autism

Gita Srikanth, Swati Narayan

This study investigates the impact of Acceptance and Commitment Therapy (ACT) group sessions on maternal stress among six mothers diagnosed with autism in India. Maternal stress is a critical concern, particularly in the context of individuals with autism, where ASD specific challenges may amplify the daily pressures both social and parenting pressures, experienced by mothers. The study utilized a pre-post intervention design, assessing maternal stress levels before and after participants attended ACT based group sessions. The results revealed a significant reduction in maternal stress scores following participation in the ACT group sessions, measured using tools such as the Autism Parenting Stress Index and The Family Adjustment to

Childhood Developmental Disability. The cultural context of India adds depth to the understanding of how therapeutic interventions can be adapted to diverse populations, emphasizing the need for use of evidence based methods such as ACT in parent training and counselling. Additionally, the use of this method furthers the parent's acceptance of Autism is a lifelong condition and transforms their parenting approach. This research not only contributes to the growing body of literature on interventions for individuals with autism and their families but also underscores the adaptability of evidence-based practices in diverse cultural settings.

Evaluating an applied behavior analysis training package for Ukrainian refugee parents of autistic children in the Czech Republic

Alla Moskalets, Sheri Kingsdorf

Since the beginning of Russia's war against Ukraine, nearly seven million people have been forced to leave their homes. This forced migration has resulted in, among other things, families being separated and children being taken out of school. This is a detrimental adverse childhood experience (ACE) for all children. For those children who are additionally impacted, especially those diagnosed with autism, these challenges have altered their daily lives and resulted in a loss of access to services, including those based on the science of Applied Behavior Analysis (ABA). In order to develop a model of culturally competent, effective, family-centered, and compliance-based ABA services for Ukrainian families displaced to the Czech Republic, this study developed a systematic training package that will teach caregivers of children with autism basic skills. Using questionnaires to identify children's developmental needs, practitioners collaboratively set goals, used group lectures, and conducted individual trainings to support caregivers of children with autism. Based on the needs of the caregivers, the level of their skills in establishing cooperation, communication, and playing game was assessed. The results demonstrate that the program was socially justified, contributed to the acquisition of skills and improved quality of life.

PŘÍSPĚVKY ČESKÁ SEKCE

ČTVRTEK 5. ZÁŘÍ

#1 KEYNOTE

Mezioborová péče a podpora dětí a dospívajících s neurovývojovým postižením a náročným chováním v nemocničním prostředí

(tlumočeno do ČJ)

MÍSTNOST UČEBNA 50

Předsedající: Karel Pančocha

1 BACB CEU

Patrick Romani

je docentem na Katedře psychiatrie Lékařské fakulty Coloradské univerzity. Pracuje jako licencovaný psycholog a behaviorální analytik na specializovaném psychiatrickém oddělení pro dospívající s náročným chováním a mentálním nebo jiným neurovývojovým postižením. Jeho klinická a výzkumná práce se zaměřuje na identifikaci účinných interdisciplinárních postupů a na podporu profesní spolupráce při vytváření vysoce kvalitní péče o pacienty v nemocničních zařízeních. Dr. Romani je členem redakčních rad několika významných odborných časopisů, včetně Behavior Analysis in Practice a Journal of Behavioral Education, a publikoval více jak 40 výzkumných prací s tématem využití behaviorální analýzy ve zdravotnických zařízeních.

#35 SYMPOZIUM

Aplikovaná behaviorální analýza: historie a současnost oboru

MÍSTNOST RUV

Předsedající: prof. PhDr. Karel Pančocha, Ph.D., M.Sc., BCBA

1 BACB CEU

Co je a co není aplikovaná behaviorální analýza? Představení oboru, odborné praxe a legislativního ukotvení profese behaviorálního analytika v ČR

prof. PhDr. Karel Pančocha, Ph.D., M.Sc., BCBA

Možnosti využití aplikované behaviorální analýzy při intervenci u osob s mentálním postižením a poruchou autistického spektra – co víme z praxe a co nám říká výzkum

PhDr. Helena Vaďurová, Ph.D., BCBA

#7 KEYNOTE

Využití behaviorální analýzy u stárnoucí populace

(tlumočeno do ČJ)

MÍSTNOST UČEBNA 50

Předsedající: Aoife Mc Tierman

1 BACB CEU

Michelle Kelly

Dr. Michelle Kelly absolvovala bakalářské studium psychologie na Maynooth University v roce 2006 a v roce 2011 obdržela doktorát v oboru psychologických věd se zaměřením na aplikovanou behaviorální analýzu a terapii. Poté působila jako výzkumnice na Trinity College's Institute of Neuroscience a v Irish Alzheimer Society v letech 2011-2014, kde vedla výzkum a vývoj intervencí zaměřených na udržení kognitivních funkcí u osob s demencí.

V letech 2014-2017 Michelle přednášela psychologii a behaviorální analýzu na Maynooth University a poté přešla na National College of Ireland (NCI). V současnosti je docentkou na katedře psychologie na NCI a zároveň působí ve výzkumné laboratoři ProBrain. Je hlavní řešitelkou výzkumných projektů financovaných Irskou radou pro výzkum (IRC) a Irskou společností pro Alzheimerovu chorobu a dohlíží na výzkumné

aktivity a klinické stáže na Trinity College Dublin, Galway University, Maynooth University a v Mezinárodním centru na University College London.

Michelle je předsedkyní podvýboru NCI pro etiku v psychologii, předsedkyní divize pro behaviorální analýzu (DBA) Irské psychologické společnosti (PSI), členkou akreditačního výboru PSI pro pregraduální a postgraduální vzdělávání v psychologii a členkou redakční rady časopisu Behaviour Analysis in Practice.

#36 SYMPOZIUM

Raná behaviorální intervence u dětí s PAS

M Í S T N O S T R U V

Předsedající: Mgr. Kateřina Chrapková, BCBA

1 BACB CEU

Komplexní program rané behaviorální intervence pro děti s PAS – specifika péče v ČR (představení jednotlivých kroků při přípravě programu behaviorálním hodnocení, průběhu intervence a spolupráce s rodiči a dalšími odborníky)

Mgr. Kateřina Chrapková, BCBA

Kazuistika dítěte s PAS v rané behaviorální intervenci (hodnocení VB-MAPP, ukázky postupů pro rozvoj dovedností a výsledky intervence)

Mgr. Petra Odehnalová, BCBA

#37 SYMPOZIUM

"Essentials for Living" možnosti rozvoje dovedností pro život u osob s vývojovým postižením

M Í S T N O S T R U V

Předsedající: Mgr. Lucie Vozáková, BCBA

1 BACB CEU

Základní struktura programu Essentials for Living

Mgr. Lucie Vozáková, BCBA

Kazuistiky úspěšného zvládnutí dovedností pro život u dětí s vývojovým postižením

Mgr. Lucie Mudroch Lukášová, M.SC., BCBA

Kazuistiky úspěšného zvládnutí dovedností pro život u dospělých s vývojovým postižením

Mgr. Nina Kurfürst, BCBA

P Á T E K 6 . Z Á Ř Í

#15 KEYNOTE

Aplikovaná behaviorální analýza od A do Z: Využití poznatků vědy o chování ve 350 společensky významných oblastech

(tlumočeno do ČJ)

M Í S T N O S T U Č E B N A 5 0

Předsedající: Hanna Steinunn Steingrímssdóttir

1 BACB CEU

William L. Heward

je emeritní profesor na Fakultě vzdělávání a humánní ekologie Ohio State University. Billovy zájmy zahrnují „low-tech“ metody pro zvýšení účinnosti skupinové výuky a podporu generalizace a udržování nově naučených dovedností. Je autorem nebo spoluautorem dalších pěti knih, včetně *Exceptional Children: An Introduction to Special Education*, jedenácté vydání (s Sheila Alber-Morgan a Moira Konrad, 2017) a *Sign Here: A Contracting Book for Children and Their Parents* (Domluvme se: kniha o smlouvách dětí a rodičů) (s Jill C. Dardig, 2016). Je členem a bývalým prezidentem Mezinárodní asociace pro behaviorální analýzu (Association for Behavior Analysis International). Bill je držitelem ocenění Fred S. Keller Behavioral Education Award od 25. divize Americké psychologické asociace (American Psychological Association) a ceny pro vynikající absolventy psychologie na Western Michigan University.

#38 SYMPOZIUM

Využití prvků behaviorální analýzy při logopedické intervenci u dětí s PAS

MÍSTNOST RUV

Předsedající: Mgr. Petra Hrančíková, BCBA

1 BACB CEU

Behaviorální pohled na jazyk a komunikaci (představení teorie Verbálního chování B.F. Skinnera)

Mgr. Barbora Dopitová, BCBA

Neverbální dítě v ordinaci klinického logopeda, aneb jak na rozvoj komunikace u dítěte s PAS dle principů Verbálního chování

Mgr. Petra Hrančíková, BCBA

#21 KEYNOTE

PBS: Náročnost zavádění postupů založených na vědeckých důkazech

(tlumočeno do ČJ)

MÍSTNOST UČEBNA 50

Předsedající: David Cole

1 BACB CEU

Louise Denne

Dr. Louise Denne je odbornou asistentkou v Centru pro výzkum mentálního a vývojového postižení na Univerzitě ve Warwicku. Je certifikovanou behaviorální analytičkou (BCBA) s více než dvacetiletou praxí v oblasti podpory dětí a mladých lidí s poruchami chování, vývojovými poruchami a mentálním postižením včetně osob s autismem. Jejím výzkumným zájmem je šíření praxe založené na důkazech a behaviorálních intervencích a zejména výzkumy, které slaďují politiku s praxí. Dr. Denne je členkou britské Společnosti pro analýzu chování a v současné době je členkou výboru pro vzdělávání a pracovní skupiny pro neurodiverzitu. Je také členkou mezinárodního výboru francouzské organizace L'Organisation Nationale des Professions de l'Analyse du Comportement (ONPAC) a členkou sítě Sharland

Foundation Developmental Disabilities Applied Behavioral Research Impact Network.
Je členkou redakční rady časopisu International Journal of Positive Behavioural Support.

#39 SYMPOZIUM

Podpora pozitivního chování

M Í S T N O S T R U V

Předsedající: PhDr. Helena Vaňurová, Ph.D., M.Sc., BCBA

1 BACB CEU

Podpora pozitivního chování – jak zlepšit život lidem s náročným chováním

PhDr. Michal Panáček, Ph.D.

Systémová opatření pro podporu lidí s intelektovým znevýhodněním a chováním náročným na péči na období 2024–2030

Mgr. Klára Šimáčková Laurenčíková, zmocněnkyně pro lidská práva

Náročné chování, příčiny jeho vzniku a způsoby intervence – úvod do funkční analýzy chování

Mgr. Diana Pavljuk, BCBA

#40 SYMPOZIUM

ACT: radikální behaviorismus s lidskou tváří

M Í S T N O S T R U V

Předsedající: prof. PhDr. Karel Pančocha, Ph.D., BCBA

1 BACB CEU

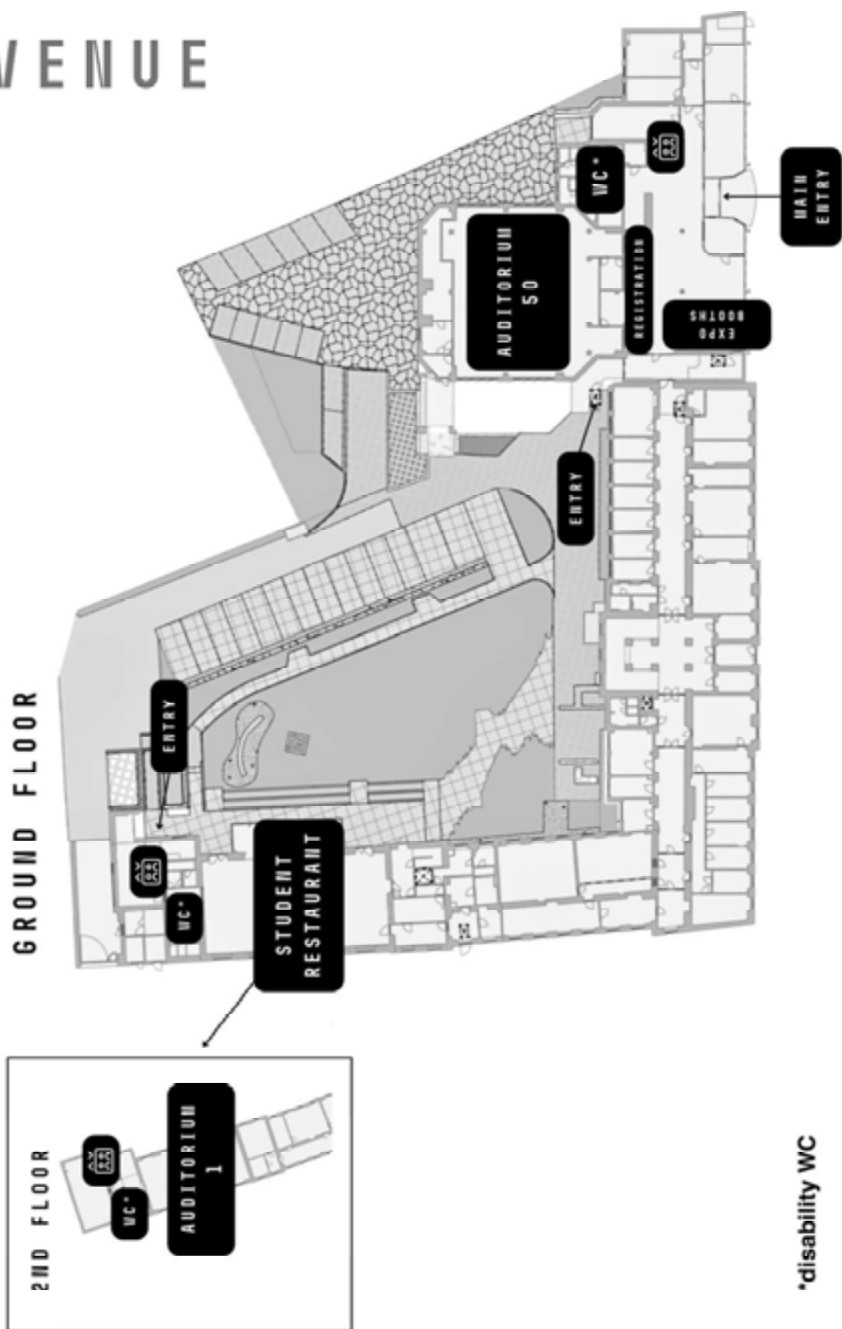
Představení ACTu – teorie a evidence-base

Bc. Lucie Zernerová, MSc., Ph.D.

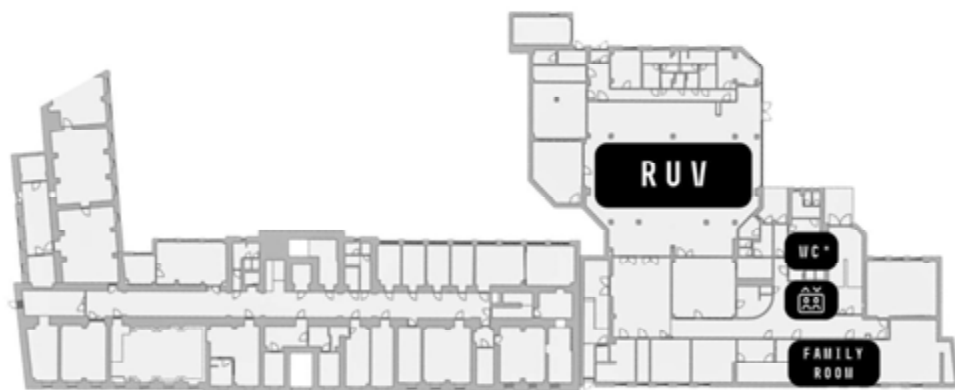
Práce s ACTem – sebezkušenostní praxe

Helena Vontorčíková, BA

VENUE



FLOOR -1

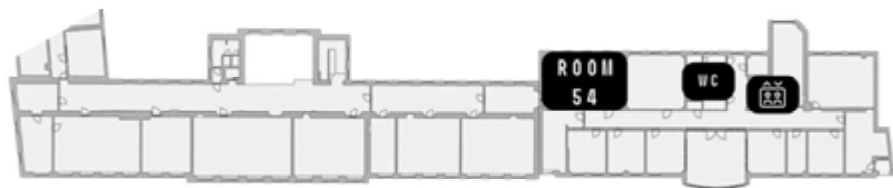


*disability WC

2ND FLOOR



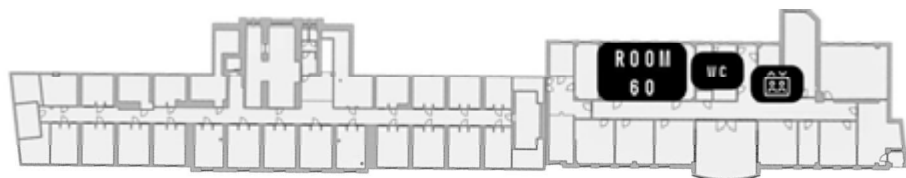
3RD FLOOR



4TH FLOOR



5TH FLOOR



NOTES

NOTES

NOTES

