



**Building Behavioural  
Solutions** *Conference*



# **Building Behavioural Solutions** *Conference*



A. Britton Smith  
**Centre for  
Behavioural  
Studies**

  
St. Lawrence  
College



**Building Behavioural  
Solutions Conference**

## **Welcome**

Dear colleagues and friends, we are truly excited and grateful to host the Building Behavioural Solutions conference in Kingston Ontario for the 12th time! This year we are very pleased to offer a two-day conference! Please join us in welcoming some amazing keynotes and a mix of local and provincial speakers to provide updates on the amazing work being done within the province of Ontario. 2024 will be an exciting year with many changes on the horizon, not the least of which is the regulation of behaviour analysis in Ontario! Come connect, attend some great learning events with BACB CEU's (included in registration price), a fresh hot lunch provided each day, and our poster gala and first ever Community Expo. We hope you will enjoy the content, speaker, and connecting with clinicians, community providers and stakeholders, and all of us at SLC!

We acknowledge that St. Lawrence College in Kingston is situated on the traditional lands of the Anishinaabe and Haudenosaunee peoples. May we always be grateful to live and learn on these lands.

With the guidance of some SLC faculty, we will aim to make some behavioural changes throughout the conference to reduce our eco-footprint, please see the section below the program for details.

***Mike Williams, M.S., BCBA, Manager, A. Britton Smith Centre for Behavioural Studies***



## Land Acknowledgement

*We acknowledge the lands of the Haudenosaunee, and Anishinaabe people. We at St. Lawrence College, and the greater Kingston community are thankful to be able to live, play and learn on these lands.*

*We take the time to make this acknowledgement out of respect for the nations who have lived, played, and learned on the land long before “The Crawford Purchase”. We use this time to acknowledge the poor treatment of the past and recognize the lasting impact of those times.*

*As residents of this land, we all have a shared history to reflect on, which has affected each of us differently. We take this time to recognize and acknowledge the past, take in and be mindful of the present, and work together as friends and allies toward a positive, inclusive, and collaborative future.*

# BBS Schedule - Wednesday April 10th - Day 1

**8:00-9:00**

Conference registration opens at 8 am. BCBA (CEU sign-in)  
Light refreshments (coffee, tea, muffins)

**9:00-9:15am**

Welcome and introductions

**9:15-10:30am**

**Positional Authority Ain't Leadership (1.5 CEU Credits Available)**

Keynote speaker: Dr. Paulie "Gloves" Gavoni, Ed.D., BCBA-D

**10:30-10:45am**

BCBA CEU (sign out/in) & Transition

**10:45-12:00pm**

**Humility in Practice: Shaping Ethical Spaces in Behavior Analysis (1.5 CEU Credits Available)**

Louis Busch, MEd., BCBA, RP

**Behavioural Conceptualizations and Approaches to Therapeutic Rapport**

Lisa Orsi, MScCH, RP

**12:00-1:30pm**

Lunch (provided), Networking, and Honours Bachelor in Behavioural Psychology Poster Gala in Concourse

**1:30-2:20pm**

**Foundations of Behaviour Supports in Adult Developmental Services and the Integration of Trauma-Informed Practices (1 CEU credit available)**

Yasna Kumar, M. Ads., BCBA, RP (qualifying) & Sarah Walmsley, M.Ads.

**A Trauma Informed Approach to Behaviour Management**

Courtney Tulloch, Meghan Redfearn, & Griffin Chambers

**2:20-2:45pm**

BCBA CEU (sign out/in) & Transition & Snack Break (provided)

**2:45-4:30pm**

**Practical Functional Assessment (PFA) and Skill-Based Treatment (SBT) in Schools (2 CEUs Available)**

Katie Bremner M.Ads, BCBA, Katie Dier, M.A., BCBA (ALCDSB), Jennifer Nieradka M.Ed, BCBA, Marilyn Green M.Ed, BCBA (OCSB)

**4:30-4:45pm**

Wrap-up



## **Dr. Paulie "Gloves" Gavoni, Ed.D., BCBA-D**

*Keynote – 9:15am-10:30am*

### **Positional Authority Ain't Leadership**

1.5 CEUs

Supporting the needs of consumers across contexts requires good leadership. Unfortunately, good leadership is hard to find. However, leadership isn't about position or title (e.g., CEO, Director, Supervisor, Lead BCBA, etc.); it's about positively influencing behavior toward a common goal. Thankfully, decades of research on Organizational Behavior Management across organizations and leadership practices have given us a number of tools that are proven to be effective at bringing out the best in staff so they can bring out the best in those they serve. The purpose of this talk is to dissect leadership through a behavioral lens as means of producing socially valid outcomes in any organization.



#### **Learning Objectives:**

- Participants will be able to identify the role of behavior in systems.
- Participants will be able to define state the 4 functions of leadership.
- Participants will be able to state the behavioral measure of leadership.



## Paul Gavoni, Ed.D., BCBA-D

Dr. Paul "Paulie" Gavoni, an esteemed behavior scientist, educator, and leader, has shaped human performance and organizational leadership over the span of nearly three decades. In roles such as **COO, Vice President, School Administrator, and School Turnaround Manager**, he's unified his innovative approach through a dedication to human behavior analysis, aiming to enhance learner behavior, employee performance, and leadership across various sectors.

With deep knowledge of organizational behavior science, Dr. Gavoni tackles real-world problems, candidly addressing the shortcomings in education and organizations. His ability to highlight practical solutions, all firmly grounded in behavioral science, emphasizes his unwavering integrity. He employs this science to foster engaging academic environments, adhering to a philosophy that **cultivating excellence in teachers naturally leads to an environment that allows students to reach their potential.**

Dr. Gavoni's reach is extensive. Hosting the globally acclaimed Crisis in Education Podcast, Thoughts and Rants of a Behavior Scientist Podcast, and being a **Wall Street Journal and USA Today best-selling co-author**, his impact resonates widely. His publications, such as "The Scientific Laws of Life & Leadership: Behavioral Karma," "Quick Wins: Using Behavior Science To Accelerate And Sustain School Improvement," and "QUICK Responses For Misbehavior: A Toolbox For Classroom And School Leaders," balance technical depth with accessibility. They provide fresh perspectives and actionable solutions to modern educational and performance challenges, all rooted in the principles of behavioral science.

**A sought-after international speaker**, Dr. Gavoni's presentation style blends professionalism with approachability, concentrating on tangible problems and realistic solutions. His authenticity and firsthand experiences facilitate a strong connection with audiences, allowing him to express concerns about educational systems and the adverse effects of certain methodologies while concurrently offering positive, science-based alternatives. Also a **former Golden Gloves Heavyweight champion**, Dr. Gavoni employs practical behavioral science in coaching multiple champions in mixed martial arts. His career as a fighter and combat sports coach has molded a fearless approach and proactive nature enabling him to effectively identify and correct issues, despite numerous challenges, inspiring enduring change.

Dr. Gavoni's philosophy underscores continual advancement, positive evolution, and functional efficacy, marking him as a symbol of integrity and excellence in his field. His work not only challenges conventional thinking in education, but also spans human services and combat sports, solidifying his role as a distinctive and influential figure across diverse disciplines. The multifaceted nature of his career serves as a living testament to the transformative potential of behavioral science, positioning **Dr. Gavoni as a lasting voice for constructive change and a guiding force in educational renewal.**

- ✓ LEADERSHIP
- ✓ COACHING
- ✓ MENTORING
- ✓ CONSULTATION
- ✓ SYSTEMS DESIGN

[pauliegloves@gmail.com](mailto:pauliegloves@gmail.com)



## **Louis Busch, MEd., BCBA, RP**

*Concurrent Session: 10:45am – 12:00pm*

### **Humility in Practice: Shaping Ethical Spaces in Behavior Analysis**

1.5 CEUs

There is a growing interest in how the science of behaviour might contribute to issues of diversity, equity, and social justice. While these early endeavors appear to represent a promising movement towards increasing the cross-cultural efficacy of behaviour analytic practitioners, it is not yet clear whether the field of behaviour analysis fully understands, or is capable of practicing from a stance of humility. Cultural competency and its many derivatives (multicultural competence, transcultural competence, cultural awareness, cultural sensitivity, culturally safe practice or cultural responsiveness) are often identified as a goal for health and social service providers, but have been criticized for overemphasizing the acquisition of knowledge or skills without meaningfully confronting the power imbalances which perpetuate inequities. This presentation will explore the concepts of cultural humility and ethical spaces of engagement as a possible alternative.



#### **Learning Objectives:**

- Discuss the limitations of cultural competency / cultural responsiveness frameworks in behavior analysis and the necessity of adopting a posture of cultural humility for meaningful cross-cultural interactions.
- Analyze the concept of ethical spaces of engagement as a framework for understanding and navigating cross-cultural interactions while focusing on the recognition of disparate worldviews and the importance of stating intentions and starting with mutual respect.
- Identify strategies for behavior analysts to form respectful, reciprocal partnerships with Indigenous communities, emphasizing the importance of acknowledging unique cultural perspectives and values.

#### **About Louis Busch, MEd., BCBA, RP**

Louis is a Bear Clan member of Nisichawayasihk Cree Nation, a registered psychotherapist, and a board certified behaviour analyst. Louis has two decades of experience supporting the recovery journeys of people who find themselves in contact with the mental health, forensic mental health, and criminal justice systems. Louis is a Vanier Scholar, a doctoral candidate at the University of Toronto, and a Visiting Doctoral Fellow at Harvard University. Louis is past-president of the Ontario Association for Behaviour Analysis and a former Director-at-Large with the Association of Professional Behavior Analysts. Louis is skilled in acceptance and commitment therapy, process-based behaviour therapy, motivational interviewing, and clinical applications of relational frame theory. Louis has published extensively on the treatment of severe behavioural challenges in neurodevelopmental disabilities, forensic mental health populations, interprofessional care, cross-cultural psychiatry, and Indigenous issues. Louis hopes to contribute to positive social change through the advancement of culturally relevant wellness initiatives that promote the recovery and empowerment of marginalized peoples.



## **Lisa Orsi, MScCH, RP**

*Concurrent Session: 10:45am – 12:00pm*

### **Building Bridges in Therapy: Behavioural Strategies for Enhancing Therapeutic Rapport**

This presentation will discuss the dynamics of therapeutic rapport, emphasizing its critical role in successful therapy outcomes. Grounded in behavioural conceptualizations, the session will explore approaches that foster an effective therapeutic alliance. It begins by defining therapeutic rapport, highlighting its components of trust, empathy, and mutual understanding. Attendees will be introduced to practical strategies and techniques that enhance therapeutic engagement, conceptualized within a behaviour analytic framework. These strategies encompass active listening, the strategic use of reinforcement, the establishment of collaborative goals, and the adaptation of communication styles to meet client needs. Special attention is given to overcoming common barriers to rapport, including resistance, cultural differences, and communication discrepancies.



#### **Learning Outcomes**

- List some critical elements of therapeutic rapport and recognize their role in promoting successful therapy outcomes.
- Describe behavioral strategies and techniques to enhance therapeutic engagement.
- Identify obstacles to building therapeutic rapport.

#### **About Lisa Orsi, MScCH, RP**

Lisa is a Registered Psychotherapist and Behaviour Analyst with over 25 years of clinical experience working in the field of mental health. Currently serving as the Clinical Operations Coordination Leader at the Centre for Addiction and Mental Health's (CAMH) Mood & Anxiety Ambulatory Service, she excels in navigating complex clinical landscapes. Lisa has dedicated her career to supporting individuals with neurodevelopmental disorders, dual diagnoses, acquired brain injury, paraphilic disorders, substance use disorders, and severe mental illness. In her private psychotherapy practice, Lisa focuses on facilitating successful return-to-work processes for individuals struggling with anxiety, depression, and other mental health and substance use challenges. Lisa holds a Master of Science in Community Health with a specialization in Addiction and Mental Health from the Dalla Lana School of Public Health at the University of Toronto. Lisa is a founding member of ONTABA's Mental Health Special Interest Group. Lisa's objective is to underscore the practicality and effectiveness of behaviour analytic approaches in providing comprehensive care.





**Building Behavioural  
Solutions** Conference

**Come check out our 4<sup>th</sup> year Behavioural Psychology  
Thesis Poster Gala in the upper concourse during the  
lunch hour!**

**YOU ARE INVITED TO THE**

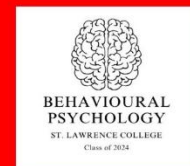
**Annual  
BPSYC  
Student  
Poster Gala**

**ST. LAWRENCE COLLEGE,  
KINGSTON  
UPPER CONCOURSE**

**APRIL 10TH, 2024 11:30AM - 1:30PM**

**FREE ADMISSION**

**JOIN US FOR  
THE FOURTH YEARS BEHAVIOURAL  
PSYCHOLOGY STUDENT THESIS GALA**



## **Yasna Kumar, M. Ads., BCBA, RP (qualifying) & Sarah Walmsley, M.Ads**

*Concurrent Session: 1:30pm – 2:20pm*

### **Foundations of Behaviour Supports in Adult Developmental Services and the Integration of Trauma-Informed Practices**

1 CEU

Working in the adult developmental field carries a set of unique challenges, amongst these are ways of supporting individuals who engage in challenging behaviour. At Community Living Kingston and District (CLKD), adults with intellectual and developmental disabilities are supported in divisions that provide various levels of staff support. Within the agency, behaviour support can range from providing consultations to developing and supporting the implementation of a behaviour support plan. Considerations in behaviour support include but are limited to consent, the right to live at risk, lived experiences of staff, dual diagnoses, the impact of external factors (community and other support), and extensive trauma histories. CLKD has been fortunate to have four staff, certified by the Community Resiliency Initiative, to train each staff member to develop knowledge on the impacts of trauma. During the presentation, a case will be described where having trauma-informed training for the staff team was a variable that increased treatment integrity and contributed to positive behaviour change for the individual. This information supports the integration of trauma-informed training within behaviour support for staff teams who support individuals with trauma histories.

#### **Learning Objectives**

- Describe unique challenges in adult developmental services.
- List considerations in providing behavioural support for adults in developmental services.
- Describe how trauma informed support strategies can be integrated with behavioural supports within the adult developmental disability field.

#### **About Yasna Kumar, M. Ads, BCBA, RP (Qualifying)**

Yasna is a graduate of the Behavioural Psychology program at St. Lawrence College and upon completion of the program entered the Master of Applied Disability Studies program through Brock University. Soon after, she became a BCBA and has continued to work primarily in the adult developmental disability sector. She has worked for Community Living Kingston and District since 2015, gaining experience in the residential division, community services, and as a behaviour therapist supporting individuals in various programs. She has also worked as a facilitator for emotional regulation and social skills groups for children with ASD and has worked for the HBBP program as a tutor, supervisor and teacher. Through seeing the gaps in services and the need for more therapeutic approaches with the adult DD sector she returned to school in the Masters of Arts in Counselling Psychology program with the plan of offering more Acceptance and Commitment Therapy based services for adults with developmental disabilities.





### **About Sarah Prevost-Walmsley, M.Ads**

Sarah Prevost-Walmsley, Graduated with distinction from the Bachelor of Applied Arts in Behavioural Psychology Degree program at St. Lawrence College in 2011. Following this, she completed her Masters in Applied Disability Studies through Brock University in 2014. Sarah gained experience supporting children/youth in a variety of roles which included occasional daycare teacher, and an Instructor therapist. She has been working for Community Living Kingston and District (CLKD) since June 2012. Initially providing direct support/facilitation in the residential program, community inclusion program and the family home program. In 2015, Sarah transitioned to the behaviour therapist role creating and implementing positive behaviour support plans for individuals served through CLKD. Most recently Sarah has completed a variety of certifications with the Community Resilience Initiative and is certified to teach Course 1: Trauma Informed.





## **Courtney Tulloch, BBPH, Meghan Redfearn, BBPH, & Griffin Chambers, BBPH**

*Concurrent Session: 1:30pm – 2:20pm*

### **A Trauma Informed Approach to Behaviour Management**

To effectively and ethically provide support to adults in an in-patient setting, it is important to tailor intervention approaches with consideration to past medical history. This is particularly true for people who have experienced traumatic life experiences. Understanding the impact of trauma on behaviour is vital in fostering an environment that is supportive. By considering typical behaviours, such as hyperactivity, aggression, or avoidance, as potentially adapted coping strategies in response to traumatic events, clinicians can develop effective behavioural strategies to address immediate behavioural concerns, while also fostering long term psychosocial development. When health care organizations incorporate trauma-informed approaches to address challenging behaviours, it follows best practices of patient centered care. In this symposium we will identify adverse childhood experiences (ACEs), review the core principles of trauma informed care, and discuss examples of how a trauma informed lens is applied across in-patient adult services.

#### **Learning Objectives**

- Describe the concept of trauma informed care as it applies to behaviour management
- Consider the impact of a trauma informed approach to optimize behavioural outcomes
- Discuss changes in clinical approaches that can be made to support trauma informed care

#### **About Courtney Tulloch**

Courtney Tulloch is a recent graduate of the Honours Bachelor of Behavioural Psychology program. Through education, work and volunteer experience, Courtney has worked with a variety of individuals. Courtney's experiences include working in rehabilitation settings with complex medical management, acquired brain injuries and geriatric populations. She is currently working with Providence Care's Transitional Care Centre as a behaviour technologist, providing behavioural and emotional support to patients in the organization. She has also had past experiences through education and volunteering with at risk youth, individuals with developmental disabilities, and geriatric individuals living in long term care settings.





### **About Meghan Redfearn**



Meghan graduated from the Behavioural Psychology program at SLC in 2020. She completed her honours thesis with Correctional Services Canada and prior to that completed an advanced practicum in Vancouver's Downtown Eastside with the Portland Hotel Society at Rainier Hotel. It was in these settings Meghan developed a fundamental understanding of the importance of a trauma informed approach to care. Currently, Meghan works at Providence Care Hospital in Rehabilitation Services. She provides behavioural support/therapy to allied health professionals as well as patients with various diagnoses such as, traumatic acquired brain injury, spinal cord injury, muscular skeletal injuries, post CVA and geriatric populations in need of rehab. Meghan also enjoys supervising placement students when time allows. In her spare time she enjoys being outdoors with her family, travelling, and walking her dog, Polly.

### **About Griffin Chambers**

Griffin Chambers has been working in the Social Services field since he graduated from the Honours Bachelor of Behavioural Psychology in 2018 from St. Lawrence College. Upon graduation, Griffin started his professional career working at Community Living Kingston & District (CLKD). While working at CLKD, Griffin developed a passion for helping vulnerable people achieve their full potential by utilizing behavior principles in leisure, residential, and workplace settings. After a satisfying 3 years at CLKD, Griffin wanted to grow his skills in the field of mental health and accepted a position as a Case Manager, and eventually as a Concurrent Disorders Worker in the Comprehensive Integrated Housing Program with Addiction and Mental Health Services-KFLA (AMHS-KFLA). While working at AMHS-KFLA, Griffin supported people with mental health diagnoses who need support accessing and being successful in the community. At AMHS-KFLA, Griffin's approach evolved as he worked supporting people struggling with substance use disorders and other addictions. Griffin has always had an interest in behavioural psychology and its approaches, so when the opportunity to work at Providence Care Hospital (PCH) as a Behaviour Technologist on the Adult Mental Health unit presented itself, Griffin excitedly applied to the position. Griffin has been working at PCH for seven months and it has been a great fit for him.



**Katie Bremner M.Ads, BCBA, Katie Deir M.A., BCBA,  
Jennifer Nieradka M.Ed, BCBA, & Marilyn Green M.Ed,  
BCBA**

*Symposium: 2:45pm – 4:30pm*

**Practical Functional Assessment (PFA) and Skill-Based Treatment (SBT) in Schools**

2 CEUs

Practical Functional Assessment (PFA) and Skill-Based Treatment (SBT) is an evidence-based educational process to assess and address severe challenging behaviour that prioritizes safety, rapport, and dignity (Jessel et. al., 2018). Participants will delve into the methodology, understanding how these approaches were effectively employed to assess and intervene in challenging behaviours within the school environment. Through case studies and interactive discussions, attendees will gain insight into the practical implementation of PFA and SBT techniques.

Furthermore, this symposium will explore the multifaceted barriers that impede the successful integration of skill-based treatment programs within school systems. The presenters will analyze obstacles that often hinder the effective implementation of interventions in school settings in school settings. By identifying and understanding these barriers, attendees will be better equipped to develop tailored strategies and advocate for necessary changes to foster a more conducive environment for skill-based treatment initiatives. Moreover, this symposium will provide participants with practical guidance on navigating the credentialing process for SBT. Attendees will develop the skills to identify suitable community partners, foster effective communication and establish mutual goals.

**Learning Outcomes:**

- Participants will examine case studies of how the evidence-based practice of Practical Functional Assessment (PFA) and Skill-Based Treatment (SBT) was used in an education setting to assess and treat severe challenging behaviour.
- Participants will outline various barriers to the effective implementation of skill-based treatment programs within a school system.
- Participants will list ways to identify appropriate community partners, foster communication, and establish mutual goals to provide PFA and SBT support in a school setting.
- Participants will describe how these school boards navigated the credentialing process for skill-based treatment (SBT) effectively.



### **About Katie Bremner & Katie Deir**

Katie Bremner and Katie Deir are Board Certified Behaviour Analysts with the Algonquin and Lakeshore Catholic District School Board. Both are graduates of the Bachelor of Applied Arts in Behavioural Psychology program from St. Lawrence College, and they have previously been college supervisors for 2<sup>nd</sup> and 3<sup>rd</sup>-year BPSYC students completing their practicums. Katie Bremner completed

her Master of Applied Disability Studies with a specialization in Applied Behaviour Analysis

(ABA) at Brock University in 2015, and Katie Deir completed her Master of Arts in Applied

Behavior Analysis from Ball State University in 2021. They have

experience working in the field of ABA providing individual and group-based services with several populations and across many settings including residential, clinical, community, and school

environments. As leaders of the ABA team at ALCDSB, Katie and Katie are passionate about providing equitable and compassionate care for all students and increasing educator capacity to support neurodivergent learners.



### **About Jennifer Nieradka & Marilyn Green**

Jennifer Nieradka and Marilyn Green, have over three decades of combined experience in clinical environments, and share a passion for advancing education through Applied Behavior Analysis (ABA). Both hold Master's degrees in education from Queens University and are Board Certified Behavior Analysts

(BCBA) with Level 6 credentials in PFA/SBT.

Their combined 35 years of expertise in ABA has been instrumental in shaping educational practices. In 2017, Jennifer and Marilyn collaborated to pioneer the

ABA Training program at the Ottawa Catholic

School Board, introducing a Behavior Skills Training model that has transformed teaching methodologies. They specialize in

training staff in skill acquisition and behavior reduction plans, with

a focus on Universal Protocol, Practical Functional Analysis, and Skill-Based Treatment, thereby making a profound impact on schools and student outcomes.



# BBS Schedule - Thursday April 11th - Day 2

**8:00-8:45am**

Conference registration opens at 8 am. BCBA (CEU sign-in)

**8:45-9:00am**

Welcome and introductions  
Light refreshments (coffee, tea, muffins)

**9:00-10:50am**

**Bringing Relational Frame Theory to LIFE: Introducing the LIFE Skills Training Curriculum (2 CEU Credits Available)**

Keynote speaker: Dr. Jordan Belisle, BCBA-D

**10:50-11:05am**

BCBA CEU (sign out/in) & Transition

**11:05-12:00pm**

**Understanding Prejudice in terms of Relational Frame Theory and Tools to Reduce Prejudice and Teach Cultural Responsiveness (1 CEU Credit Available)**

Pamela Shea, M.Ads., BCBA, CALC & Dr. Don Togade, Ph.D., BCBA-D, IBA & Rhianna Lloyd

**Eyes forward: using eye gaze as a means of accessing aba programming (1 CEU Credit Available)**

Lee Anne Campbell, MPED (ABA), BCBA

**12:00-1:30pm**

Lunch (provided), Networking, and Community Expo & Clinical Posters Gala in Concourse

**1:30-2:20pm**

**The future of ABA in Ontario: A conversation with the Registrar**

Tony DeBono, MBA, Ph.D., C.Psych

**2:20-2:45pm**

Transition & Snack Break (provided)

**2:45-4:30pm**

**Reducing risk when considering safety measures (2 CEU Credits Available)**

Jennifer Bellamy, M.ADS, BCBA, Jennifer Jarvis, M.Ads, BCBA, & Merran Campbell, BCBA

**4:30-4:45pm**

Wrap-up





## **Dr. Jordan Belisle, BCBA**

*Keynote – 9:15am-10:30am*

### **Bringing Relational Frame Theory to LIFE: Introducing the LIFE Skills Training Curriculum**

1.5 CEUs

Research on derived relational responding has been increasing within applied behavior analysis with both children and adults (Belisle et al., 2020), yet integrating relational training with daily living and vocational skills has been slower to emerge (Dixon et al., 2018). The LIFE Skills Training Curriculum (Dixon, 2020) was developed to create comprehensive and individualized programming to teach skills that are socially significant in everyday life while supporting individuals with disabilities. This workshop will overview research on the LIFE assessment and curriculum, focusing not only on supporting complex behavior topographies, but creating response classes that are generative and flexible. Attendees will learn how to conduct and score the LIFE assessment, select and adapt individualized programming, and create skill development plans that are fit to the individual needs of clients. In addition, attendees will be provided with tools to ensure programming is person-centered and neurodiversity affirming that can be used within and outside of LIFE programming. Emerging research on derived relational responding and relational learning, along with critical discourse on the role of behavior analysts in supporting people with disabilities, will forever shape the future of the field – and ultimately will dictate our ability to build effective behavioral solutions for the clients that we serve.

#### **About Jordan**

Dr. Jordan Belisle, BCBA-D, is a Board-Certified Behavior Analyst and Assistant Professor at Missouri State University. He has published over 80 peer-reviewed papers and book chapters, applying advances in our understanding of human language and cognition to improve the lives of people. This work has included research on neurological disabilities such as autism as well as behavioral addictions and applications of behavior science to solve climate change. Since joining the faculty at Missouri State University, Belisle's work has focused on developing new models of human language learning, including Relational Density Theory, that describes the apparent self-organization of relational verbal behavior. His research lab seeks to provide research opportunities for students and to collaborate at an international scale with practitioners looking to infuse science within practice. Behavior Analysis tomorrow cannot be the same as yesterday.





## **Pamela Shea, M.Ads., BCBA, CALC, Dr. Don Togade, Ph.D., BCBA-D, IBA, & Rhianna Lloyd**

*Concurrent Session: 11:05am – 12:00pm*

### **An Analytic Approach in Understanding and Reducing Prejudice to Cultivate Cultural Responsiveness**

1 CEU

This conference presentation delves into the intersection of Relational Frame Theory (RFT) and the critical issues of prejudice and cultural responsiveness within the field of Applied Behavior Analysis (ABA). The presentation uses RFT literature as a conceptual framework to unravel the origins of racial bias and foster a deeper examination of one's lived personal and sociocultural biases. Treatment approaches are rigorously evaluated, with a focus on strategies grounded in evidence-based principles.

The presentation will address the alarming lack of training in compassionate and culturally responsive care within the ABA profession. The presentation highlights a study involving a five-week motivational interviewing (MI) intervention, underscoring its positive impact on the perceptions of compassion and cultural responsivity among both ABA professionals and recipients. This study sheds light on the pressing need for enhanced training and skills development, particularly given the growing diversity within Canada.

This presentation is particularly relevant to behaviour therapists, mental health professionals, and academic educators and professors. It attempts to offer a comprehensive approach to understanding and addressing systemic racial bias through RFT, integrating evidence-based tools for prejudice reduction, and promoting cultural responsiveness within the ABA field. The findings from the MI intervention study contribute valuable insights to address skill deficits, emphasizing the foundational role of compassion in shaping future ABA practices. The presentation aims to inspire dialogue and action among professionals committed to fostering inclusive, compassionate, and culturally responsive practices within applied behavior analysis.

#### **Learning Outcomes**

- Attendees will develop a deeper understanding of relational frame theory as it applies to the origins of racial prejudice.
- Attendees will develop an enhanced understanding of practices based on relational frame theory which can strengthen awareness of internal bias and strategies to address racial bias.
- Attendees will gain insight into the current state of cultural responsiveness within ABA and the importance of cultivating compassionate and culturally responsive professionals.
- Attendees will gain a deeper understanding of motivational interviewing as a tool to increase compassion and culturally responsive care.



### **About Pamela Shea, M.Ads., BCBA, CALC**

Pamela is a full-time professor in the Behavioural Psychology degree at St. Lawrence College, and a Board-Certified Behaviour Analyst. She received her master's in applied disability from Brock University, a graduate certificate in behavior analysis from the University of North Texas, and an undergraduate honours degree in psychology from Queens University. Pamela's unwavering commitment to applied behavior analysis is exemplified by her active involvement in organizations such as the Ontario Association of Behaviour Analysis (ONTABA), Ontario Behaviourists for Social Responsibility (OBFSR), and the Association for Behavior Analysis International (ABAI). Pamela is an experienced speaker at conferences on diverse subjects ranging from climate change and sustainability to motivation, sexuality, interprofessional collaboration, and the development of a best practice model for community-based behavioural services. Notably, her special focus on ethical practices has seen her contribute significantly as a panelist on ethical review boards, pioneering an ethical protocol for functional analyses, and serving on the steering committee for the ONTABA jurisprudence. Pamela's rich professional background includes pivotal roles as a clinical supervisor for behaviour services at the Children's Hospital of Eastern Ontario (CHEO), overseeing the IBI program at CHEO and acting as a behavioural consultant at prominent institutions like Ottawa Children's Treatment Centre, Lake Ridge Community Support Services, and Surrey Place Centre. Her commitment extends to shaping the next generation of professionals, evident in her role as a mentor and supervisor to numerous BCBA candidates as well as co-authoring two books on supervision curriculum for the Behavior Analyst Certification Board (BACB). Pamela is passionate about the intersection of applied behaviour analysis and societal challenges. She channels her expertise towards sustainability goals, actively addressing issues of prejudice and environmental concerns. She is dedicated to leadership, research and mentorship in this evolving branch of applied behaviour analysis.



### **About Dr. Don Togade, Ph.D., BCBA-D, IBA**



Dr. Don Togade is the Academic Program Coordinator and Professor in the Honours Bachelor of Behaviour Analysis Program at George Brown College, and an Assistant Professor in the MP.Ed, ABA program at University of Western Ontario. Complementing his scholarly activities, Dr. Togade provides behaviour-analytic services to individuals with Autism, including training and behavioural management supports to families and agency staff with diverse backgrounds and needs. With passion for research and dissemination, he continues to explore and present topics such as early intervention for children with Autism, foreign language acquisition, stimulus equivalence, instructional design, mindfulness, creativity, performance management, self-management, diversity, inclusion, and equity. With utmost regard for community involvement, he plays an active, volunteer role in supporting a



variety of special interests group's mission of increasing awareness and representation, and advocating for equitable access to opportunities for minority groups, such as individuals with disabilities and members of the LGBTQ community. In his spare time, he enjoys taking care of his plants, hiking, running, playing volleyball and tennis, practicing yoga, studying astronomy and cosmology, and enjoying a nice meal with family and friends. Grateful to his roots, Dr. Togade was born and raised in the small town of Piat, in the province of Cagayan Valley, Philippines, and is a proud, naturalized Canadian.



### **About Rhianna Lloyd**

Rhianna Lloyd is a dedicated fourth-year Honours Bachelor of Behavioural Psychology student at St. Lawrence College. She believes in creating inclusive and adaptive therapeutic environments for individuals diagnosed with intellectual and developmental disabilities. This curiosity translated into her thesis project, where she explored how to increase compassion and cultural responsiveness in the field of Applied Behaviour Analysis. With her passion for working in dual diagnosis, Rhianna is applying to postgraduate studies in psychotherapy. Rhianna is striving to find a career that advocates for inclusive mental health practices and embodies diversity.





## Lee Anne Campbell, MPED (ABA), BCBA & Jessica Ross

Concurrent Session: 11:05am – 12:00pm

### Eyes forward: Using eye gaze as a means of accessing aba programming

1 CEU

Applications of eye-gaze technology for children with disabilities include providing a new way of participating in activities and learning, as well as engaging with and navigating the world (Holmqvist et al., 2018). This presentation will explore the introduction of the Hiru eye-tracker as an accessibility tool for one learner with autism spectrum disorder and Rett syndrome in teaching and demonstrating receptive skills. The purpose of integrating eye-gaze technology within existing applied behaviour analysis (ABA) programming was to reduce barriers and increase skill acquisition by providing a new way to engage in pre-existing programming.

#### Learning Objectives:

At the conclusion of the presentation, participants will be able to:

- Describe how to train staff for the set-up of the Hiru eye-tracker hardware and software using Behavioural Skills Training
- List the steps to calibrate with Hiru; and
- Discuss the steps to teaching a learner to interact with an iPad using eye gaze.

#### About Lee Anne Campbell, MPED (ABA), BCBA



Lee Anne has been working with children and youth with complex special needs since 2002 and is currently a Clinical Supervisor at Stride Academy. Her experience includes supporting children and youth with physical disabilities, children who are medically fragile, children with a profound intellectual disability, and children with significant communication delays who require the use of augmentative and alternative communication. In addition, she has extensive experience supporting families with a variety of needs in the public sector. Finally, she has over 10 years' experience using the mediator model and Behaviour Skills Training (BST) in family homes and schools to support parents, caregivers, and educators in reducing challenging behaviours and teaching socially significant skills. Lee Anne

specializes in a verbal behaviour (VB) approach to language and basic learning skills, programming for activities of daily living, as well as strategies for establishing and maintaining collaborative relationships with caregivers and community partners.





**About Jessica Ross**

Jessica has supported individuals in reaching their goals in centre and community-based settings, including residential, educational, and home-based environments. She is currently working towards completing her Master of Professional Education in the field of Applied Behaviour Analysis at Western University. Jessica leads with compassion in her practice and is dedicated to continued professional learning.



**Come check out the Vendor Expo happening in the  
Upper Concourse from 12:00pm – 1:30pm**





## **Tony DeBono, MBA, Ph.D., C. Psych**

*Symposium: 1:30pm – 2:20pm*

### **The Future of ABA in Ontario: A Conversation with the Registrar**

This talk will describe the importance of regulation in protecting the public interest and will focus on the historic onboarding of Behaviour Analysts to the newly formed College of Psychologists and Behaviour Analysts of Ontario on July 1, 2024. The Registrar looks forward to answering questions about regulation and its importance to the people of Ontario

#### **About Tony DeBono, MBA, Ph.D., C. Psych**

Dr. DeBono is the Registrar and Executive Director of the College of Psychologists of Ontario. Tony received his doctoral degree in Clinical-Developmental Psychology from York University after completing his pre-doctoral internship at the Hospital for Sick Children in Toronto, Canada. Tony earned dual MBAs from Queen's University and Cornell University, graduating with distinction. He has held clinical and leadership roles in academic health science, including as Chief of Interprofessional Practice and as a bioethics consultant. Prior to being appointed to the College, Tony was working on strategic initiatives at The Royal Ottawa Mental Health Centre.





## Jennifer Bellamy, M.ADS, BCBA, Jennifer Jarvis, M.Ads, BCBA, Merran Campbell, BCBA

Panel: 2:45pm – 4:30pm

### Reducing risk when considering safety measures

2 CEUs

Panel discussion with BCBA's who oversee and implement safety measures when supporting individuals with severe challenging behaviour. This talk will provide a framework on how to determine if safety measures are required and safeguards to consider when introducing them. Clinical trials in the use of SafetyPod in the adult sector will be presented.

#### Learning Objectives:

- Learners will be able evaluate the risks and benefits of safety measures.
- Learners will be able to list safety options that may be appropriate for various topography of challenging behaviour.
- Learners will be to determine safeguards that may reduce risk when introducing safety measures.

#### About Merran Campbell

Merran is a BCBA with 15 years of experience working in the developmental sector. Merran graduated the behavioural psychology degree program at St. Lawrence in 2010, and Brock University with a Masters of Applied Disability Studies in 2014, and certified BCBA in 2015. First working as an instructor therapist in a regional autism program, Merran now works as a Behaviour Analyst in Behaviour Services at CHEO. Merran provides clinical supervision to behaviour consultants who complete functional behaviour assessments and behaviour support plans. Merran has experience providing behavioural oversight in family homes, residential homes, and psychiatric units.



#### About Jennifer Bellamy



Jennifer has worked in the field of intellectual and developmental disabilities (ID and DD) for the past 20 years, receiving her Masters Degree in Applied Disabilities Studies in 2011 and her BCBA in 2012. Her background includes working as a direct care staff, clinical supervisor of a specialized treatment home for child and adults, senior therapist, behaviour consultant, teaching assistant, ABA course instructor and placement supervisor. She currently works as a Behaviour Analyst overseeing the CHEO Behaviour Services Team and provides mentorship to other Behaviour Analysts within the organization. Her experience includes clinical supervision, completing and overseeing functional behaviour assessments and treatment plans for complex special needs individuals, with severe behaviour problems, within family, center, group and psychiatric settings.





## About Jennifer Jarvis

Jennifer received her Masters Degree in Applied Disabilities Studies in April 2014 and subsequently obtained her BCBA qualification. Her background includes working as direct care staff supporting children and adults with autism and developmental disabilities. She currently holds a position as a Behaviour Analyst with the CHEO-Behaviour Services Team in which she provides clinical supervision for a team of 10 to 12 behaviour consultants. For the past 20 years, she has been providing behaviour consultation within a mediator model framework for children and adults with developmental disabilities and/or dual diagnosis in the clinical application of applied behaviour analysis. Jennifer is experienced in conducting functional behaviour assessment and functional analysis of complex challenging behaviours and developing individualized support plans in a variety of environments including family homes, group homes, day care centers, and adult vocational day programs. In using the BST model, she is knowledgeable in teaching and supervising intervention plans with a variety of mediators. Using an ABA framework, she has also provided education in basic parenting skills to parents with learning disabilities with children under 6 years of age in the Enhanced Parenting Program. Jennifer has also facilitated many group workshops in teaching behaviour principles and strategies to parents, staff, and paraprofessionals.

