

# General Workshop Information

**When:** Thursday April 21, 2022

**Where:** Hyatt Regency Dallas 300 Reunion Blvd, Dallas, TX 75207

**Registration:** Workshops are a separate fee from conference registration. You do not need to be registered for the conference to register and attend a workshop. There is not a student/RBT rate for workshops.

**Audience:** Workshops are geared towards BCBAs and BCBA-Ds.

**CEUs:** BACB CEUs are available for each workshop, 6-hour and 3-hour. No partial CEUs are awarded (i.e., if you only attend one 3-hour session for the 6-hour workshop then you will not be eligible for CEUs)

**Materials:** Some workshops may require you to bring a laptop, this is listed for the workshop and included in the confirmation email. Workshop instructors will provide other materials during the workshop, these may be emailed to registrants ahead of time by either the instructor or TxABA.

\*Some workshops may recommend products, services, or books that the instructor has developed and may receive royalties from.

**Price: Includes registration, materials and CEUs.**

TxABA Members: \$80 for 3-hour workshops and \$150 for 6-hour workshops

Nonmembers: \$120 for 3-hour workshops and \$225 for 6-hour workshops

To Register:

- 1) Log into your TxABA profile or create an account
- 2) Go to home page [www.txaba.org](http://www.txaba.org)
- 3) Select Purchase Registration, Membership, and CEUs or go to <https://www.txaba.org/register/>
- 4) Select the workshops you wish to attend
- 5) Check box for terms of service then hit submit
- 6) Go to your TxABA profile to review your cart and checkout
- 7) Pay the invoice that is created in your TxABA profile

# Workshop #1

**Date:** Thursday April 21, 2022

**Time:** 9:00 am - 12:00 pm and 1:30 pm - 4:30 pm (lunch on own)

**Location:** Hyatt Regency Dallas 300 Reunion Blvd, Dallas, TX 75207

**Presenter:** Dr. Guy Bruce

**Title:** Engineering Schools for Student Success

**Duration and CEUs:** 6-hours with 6 CEUs available

**Abstract:** Do you work as a program designer, staff trainer, supervisor, or director of an agency that provides educational services to students with learning difficulties? Are you satisfied with your clients' progress? Behavior analysis developed a powerful technology for helping people, but too many clients don't receive the benefits. Why not? The easy answer is that employees don't do what they are told. But the employees' performance, just like their clients' performance, is a product of their environment. Do employees have the resources, training, and management necessary to help their clients achieve their goals? What about their supervisors? What about their directors? Organizations are groups of individuals who must work together to provide their clients with the outcomes they want. The failure of clients to make adequate progress is not usually an individual employee performance problem, but a performance problem at the system process, and individual levels of the organization.

This workshop will teach you how to design and implement a pragmatic organizational performance engineering process to change how providers work together, so that every student makes efficient progress. The EARS process has the following steps: 1) Evaluate student progress; 2) Analyze causes of provider performance problems; 3) Recommend changes in provider resources, training, and management; and 4) Solve provider performance problems by designing and implementing recommended changes in provider resources, training, and management.

**Materials:** Dr. Guy Bruce will email registrants prior to the workshop with materials and information regarding a free trial of software that will be demonstrated during the workshop. **Please bring both a laptop and a mobile device (either OS or Android phone or tablet) to this workshop.**

**Bio:** Since earning his Ed. D. in Educational Psychology from the Behavior Analysis in Human Resources program at West Virginia University, Dr. Bruce has taught behavior analysis in both undergraduate and graduate programs and consulted with variety of organizations. He is the author of *Instructional Design Made Easy*—a workbook for designing more efficient learning programs, and EARS, a pragmatic, organizational performance engineering process that can be used to improve how people work together so that every client or student makes efficient progress. EARS is an acronym for 1) Evaluate student progress; Analyze causes of teacher performance problems and the performance problems of those who provide resources,

training, and management to support the teacher; Recommend changes in teacher and provider resources, training, and management; and Solve provider performance problems by designing and implementing recommended solutions. In addition to conducting EARS workshops, he is writing a second book, *Engineering Schools for Student Success*, and designing a web-mobile application, "*Progress Charter*," that will make it easier for schools to design and implement the EARS process.



## Workshop Information #2

**Date:** Thursday April 21, 2022

**Time:** 9:00 am - 12:00 pm

**Location:** Hyatt Regency Dallas 300 Reunion Blvd, Dallas, TX 75207

**In-person Instructor:** Awab Abdel-Jalil

**Remote Co-Instructor:** Dr. T.V. Joe Layng – **will be video conferencing in during the workshop**

**Title:** Nonlinear Contingency Analysis: Going Beyond Cognition and Behavior in Clinical Practice - An Introductory Workshop

**Duration and CEUs:** 3-hours with 3 CEUs available

**Abstract:** This workshop will provide an overview of the principles and practices described in the recent book *Nonlinear Contingency Analysis: Going Beyond Cognition and Behavior in Clinical Practice* (Layng, Andronis, Codd III, and Abdel-Jalil, 2022), including:

- examples from clinical and organizational casework, including children diagnosed as being on the autism spectrum and their parents
- an introduction to the constructional approach and programing, utilizing the constructional questionnaire and behavioral logs,
- the analysis of linear and nonlinear relations,
- and the development of topical and systemic interventions.

The functional analysis of behavior has become the generally accepted standard for initial behavioral assessment in the delivery of human services by both public and private agencies, and many other institutions throughout the United States. At the same time, perhaps because of the demands imposed by their rapid and widespread dissemination, the procedures associated with this approach have often become formalized around a relatively “simplified” cluster of basic analytic questions. Though certain so-called “third wave” therapeutic and training approaches have offered some positive outcomes, Goldiamond (1974, 1984), and more recently, Layng et al. (2022) have elaborated a more thoroughgoing contingency analytic perspective. The elements of this perspective begins with a type of Constructional Approach (after, Goldiamond 1974, 1975) to the functional analysis of behavior: Nonlinear Contingency Analysis (NCA), which may be used to provide both topical and systemic intervention programs, where the problem presented may not be the problem to solve. NCA not only examines the consequences of the disturbing behavior, but the consequences of not engaging in the disturbing behavior, and those consequences attached to any available alternative behaviors. The joint effect on the behavior of interest of all of these contingencies is what we mean by nonlinear. Behavior, thoughts, and feelings are to be understood in this broader context. Thus, this approach goes beyond simply examining and treating disturbing behavior, thoughts, or feelings and considers the larger contingency context in which the pattern occurs. Accordingly, it is the consequential contingency and seldom is “behavior,” “cognition,” or “emotion,” the primary focus of the intervention. Whereas many therapies try to help clients see the glass as

half full, through reframing thoughts and positive thinking, and others help clients accept the glass as half empty and to pursue valued goals, NCA encourages clients to perhaps get a new glass altogether.

**In-person Instructor Bio:** Awab Abdel-Jalil, MS, is the Constructional Coach at Eastern Florida Autism Center and Great Leaps Academy. Awab began his study of behavior analysis as an undergraduate at the University of North Texas and carried his passion for the science into the graduate program. On the graduate level, he was introduced to the work of Dr. Israel Goldiamond in Dr. Jesús Rosales-Ruiz's Constructional Life Design lab. In lab, he participated in streamlining and carrying out constructional programs for first-generation college students and students from low-income families. Awab has presented on the constructional approach, nonlinear contingency analysis, and problem solving at the Association for Behavior Analysis International. He also conducted basic human operant research in graduate school on resurgence, contingency adduction, stimulus control, and schedules of reinforcement using the Portable Operant Research and Teaching Laboratory (PORTL). As the Constructional Coach at Eastern Florida Autism Center and Great Leaps Academy, he works with parents on programs based on the constructional approach and nonlinear contingency analysis. He also conducts meeting to teach the constructional approach, nonlinear contingency analysis, and PORTL to the staff. Awab recently coauthored the book *Nonlinear Contingency Analysis: Going Beyond Cognition and Behavior in Clinical Practice*.

**Remote Co-Instructor:** T. V. Joe Layng is a Fellow of the Association for Behavior Analysis International with over 50 years of experience in the experimental and applied analysis of behavior with a particular focus on the design of teaching/learning environments. Joe earned a Ph.D. in Behavioral Sciences (biopsychology) at the University of Chicago. At Chicago, working with pigeons, he investigated animal models of psychopathology, specifically the recurrence of pathological patterns (head-banging) as a function of normal behavioral processes. Also working with pigeons, he also contributed to the discovery and characterization of the behavioral process known as contingency adduction. Joe also has extensive clinical behavior analysis experience with a focus on ambulatory schizophrenia, especially the systemic as well as topical treatment of delusional speech and hallucinatory behavior. In 1971 he founded the Center for Innovative Design and Programed Instruction at Western Illinois University. A few years later Joe established a research/treatment program, the Personal Effectiveness Group, at the Institute of Psychiatry, Northwestern University Medical Center. He went on in 1984 to found Enabling Technologies, a software firm which was one of the first to use gamification to teach business software, as well as an array of business products and advanced 3D modeling software. In the 1990s, Joe was Director of Academic Support and then Dean at Malcolm X College in Chicago where he founded the award winning Personalized Curriculum Institute. In 1999, he co-founded Headsprout where Joe led the scientific team that developed the technology that formed the basis of the company's patented Early Reading and Reading Comprehension online reading programs, for which he was the chief architect. Joe has spent the last several years mentoring students, and interested investigators and practitioners in nonlinear contingency analysis. He has published over 50 articles or chapters, a range of software

applications, a self-instruction book on Signal Detection Theory for behavior analysts and recently coauthored the book *Nonlinear Contingency Analysis: Going Beyond Cognition and Behavior in Clinical Practice*. Joe is currently a partner in Generategy, LLC, an adjunct professor of Behavior Analysis at Endicott College, and is Chair, Board of Trustees, the Chicago School of Professional Psychology.



## Workshop Information #3

**Date:** Thursday April 21, 2022

**Time:** 1:30 - 4:30 pm

**Location:** Hyatt Regency Dallas 300 Reunion Blvd, Dallas, TX 75207

**Instructor:** Dr. Derek Reed

**Title:** Professional Presentations: Public Speaking Skills for Behavior Analysts

**Duration and CEUs:** 3-hours with 3 CEUs available

**Abstract:** Behavior analysts routinely speak in front of interdisciplinary teams, collaborators, peers, and colleagues. Whether presenting research or advocating behavioral practices, public speaking is a job requirement for many behavior analysts. Yet, behavior analytic training often excludes this critical skillset. Beyond the importance of representing themselves well, behavior analysts often find themselves needing to convince outside professionals of the legitimacy of their science or practice, placing the behavior analyst in an even more substantial role as ambassador of the discipline. This workshop provides foundational knowledge and strategies for professional-level public speaking. Topics covered include: planning for public addresses, outline a successful story to tell, slide deck development, stage presence, and general tips and strategies to handle public speaking. Attendees will leave the workshop with timelines to prepare talks, outlines and templates for creating presentation "story boards," and tips for delivering impressive and memorable presentations. This workshop will not provide training on specific slide deck software platforms, however. A unique aspect of this workshop is that it provides a behavior analytic approach to public speaking--references to behavioral studies will be provided, and content generated and provided by the workshop speaker will be grounded in relevant behavioral research.

**Instructor Bio:** Derek Reed is a Professor in the Department of Applied Behavioral Science at the University of Kansas where he directs the Applied Behavioral Economics Laboratory, as well as a Scientist in the Cofrin Logan Center for Addiction Research and Treatment. He is a Board Certified Behavior Analyst at the Doctoral Level, and a Licensed Behavior Analyst in the State of Kansas. Derek received his Bachelor's degree in Psychology from Illinois State University and his Master's and PhD in School Psychology from Syracuse University. He has served as Associate Editor for the Journal of the Experimental Analysis of Behavior, Journal of Applied Behavior Analysis, Behavior Analysis in Practice, and The Psychological Record. Derek has over 150 publications, coauthored three edited books and one textbook, and has won numerous awards for his scholarship, such as the American Psychological Association Division 25 B. F. Skinner Foundation New Applied Researcher Award and the Federation of Associations in Behavioral and Brain Sciences Early Career Award. He served as Coordinator of the ABAI Science Board and serves on the Board of Directors for the Society for the Quantitative Analyses of Behavior, of which he was previously Executive Director. Derek's research investigates quantitative models of choice and reinforcer efficacy, as well as the role of reinforcement pathologies of health and addictive behaviors. Toward this end, he specializes in the development of behavioral economic measures of substances of abuse and risky health decisions, with the aim of using these concepts and measures to inform treatment and public policy.

