



Hawaii Association for Behavior Analysis

HABA's mission is to expand behavioral knowledge, support service providers implementing behavioral interventions, and promote board certification in behavioral analysis.



ALOHA KAKOU!

Eight months into 2009 and we have accomplished a lot! We have gotten people to use the HABA list serve and use that as our primary means of communication, we have had several productive meetings, HABA members attended the ABA conference in Phoenix, and we will be hosting our 5th annual HABA conference next month. There is a growing force of BCBA and BCaBA in Hawai'i. I have been thrilled HABA is not driven by a few, and there is a larger active membership helping promoting applied behavior analysis.

Looking forward to seeing everyone at the HABA conference on 9/26/09!

Me ka `oia`i`o
(With sincerity)
Jessie Mitchell
Ka Pelekikena o HABA
(HABA President)

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Jessie Mitchell
HABA President

UP.COMING EVENTS

HABA 5th Annual Behavioral Conference

Title: *"Applying Behavior Analysis to the Field of Education"*

Date: Saturday, September 26, 2009

Presented by: Hawai'i Association for Behavior Analysis

Location: Leeward New Hope

94-050 Farrington Hwy
Waipahu, HI

8:00 A.M. – 4:00 P.M.



Check out the
HABA listserve!

<http://groups.yahoo.com/group/HawaiiABA/>

HABA 5th Annual Behavioral Conference

**More upcoming
Events**

Organization: Northern Speech Services, Inc.

Title: Motivating Children With Autism To Speak: Incorporating ABA Principles To Build Functional Communication

Date: Sep 18, 2009

Location: San Antonio, TX
San Antonio Airport Milton

www.northernspeech.com



Organization: Florida Institute of Technology Autism Conference

Title: The Power and Potential of Communication

Date: Friday November 6, 2009
9am to 4pm

Location: Florida Tech Performing Arts Center

<http://411.fit.edu/autismconference/>

Plan to arrive early as seating is limited!

Presenter:

Morningside Teacher's Academy.

For over 25 years, Morningside Teachers' Academy has been in the process of developing a model of teaching and learning, which we call the Morningside Model of Generative Instruction. It is generative in the sense that not only do we teach foundation skills, such as reading, writing, math; but also thinking, reasoning and problem solving skills, including how to apply what you already know to engage in untaught, novel performances. The presentation will give an overview of the model by way of describing what needs to be prepared before instruction begins and what happens during the four phases of learning: Instruction, Practice, Application and Generativity.

During the workshop, we will highlight and demonstrate some of the specific technologies that are used for instruction such as Think-Alouds, Mathetics; practice procedures such as fluency building exercises; application procedures such as delayed prompting; and generativity procedure such as Think-Aloud Problem Solving (TAPS) and Fluent Thinking skills.

Conference Agenda

8:00-9:00 Registration

8:55-9:00 Welcome – HABA President Jessie Mitchell, MA, BCBA

9:00-12:00 Basic Tenants of the Morningside Model of Generative Instruction by examining what occurs in 4 phases of education:

- 1. Instruction
- 2. Practice
- 3. Application
- 4. Abduction

Participants will both see demonstrations and experience short excerpts of the model.

12:00-1:30 Lunch (on your own)

1:30-4:00 Continuation of the Basic Tenants of the Morningside Model of Generative Instruction

**For More information visit:
www.hawaiiaba.org**



HABA Members note on the Phoenix Conference:

A few HABA members were able to attend the ABA conference in Phoenix this year. We have a few summaries from some of the members on some of the break out sessions they attended and what they found interesting and helpful.

Enjoy!
Donna Nazarchyk
(Newsletter Editor)

Headsprout Workshop 2009
Written by: Christine Kim Walton



I attended a talk at the Annual Association for Behavior Analysis Convention entitled, "Contributions of the basic, applied, and conceptual analysis of behavior to Headsprout program design". I have been a Headsprout groupie since the company's inception in 1999 and wanted to share this exciting reading program aimed at typically developing children as well as children with developmental disabilities.

Headsprout is a Seattle-based, supplemental reading program for students in kindergarten through 2nd grade, who are in the preliminary stages of the reading process, or who have struggled with learning to read. This internet-based reading program teaches foundational component skills in the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension, which are fundamental in becoming a fluent reader. Headsprout attains the attention of young readers by using fun, interactive activities using cartoon-like caricatures that make reading entertaining. A home-based and school-based system of instruction is available.

Instructional Design

Reading lessons use guided practice, repetition, and cumulative review to build complex composite reading skills. Complex reading skills are broken down into component parts and each of these parts are taught systematically to reduce errors. The program adapts to the individual's needs and pace of the readers by either providing extra practice on various lessons or allowing the student to progress through lessons quickly by assessing a reader's pattern of errors. In addition, immediate feedback is given based on the reader's responses and additional practice opportunities are provided if multiple errors occur.

What separates Headsprout from other reading programs is the continued empirical evaluation of the program at all stages of development from instructional content analysis, instructional design, and development to user testing and program implementation. During the infancy stages of the program, single-subject and changing criterion designs were used to examine the efficacy of the instructional methods. Many years of data from the implementation of Headsprout from individual students are uploaded to the Headsprout server and analyzed, generating information on the performance of thousands of students. These data are available for school reports and program revisions as needed. The content and design of Headsprout reflect an inclusive empirical research approach encompassing a variety of instructional strategies such as phonemic awareness, phonics, fluency, vocabulary and comprehension.

Visit www.headsprout.com to learn more about this exciting new reading program!

FABA monthly podcasts

The FABA Monthly Podcast is a monthly broadcast of the Florida Association for Behavior Analysis (FABA) and is hosted by Dr. Matthew Normand of the Florida Institute of Technology. Each podcast episode contains information pertaining to behavioral science in general and behavior analysis in particular, including news, information about upcoming events, and featured interviews.

<http://www.theskinnerbox.com/Podcasts/FABA/>

My Favorite Workshop
 Written by Karen Kimball, MS, BCBA

My favorite pre-training workshop at ABA 2009 was “Teaching Conversational Skills to Children with Autism.” The presenters were Holly Kibbe, BCBA and Cherish Twigg, BCBA, both of whom are the managing partners and cofounders of Establishing Operations, Inc. The mission of Establishing Operations, Inc. is to teach meaningful language to children with Autism and Developmental Disorders using ABA methodology.

The workshop encompassed a review of the verbal operants, manding for attention, mands for information, scrolling, socially related mands for information, intraerbal steps, and conversation. I found the workshop very hands-on and easy to incorporate with my current students. This synopsis will cover two areas, namely mands for attention and mands for information.

Manding for attention is an integral component in conversation. It is something typical children do frequently throughout the day, such as “Look at that car!” “Mommy, watch me jump!” Children with Autism who mand for attention look and act more like their typically developing peers. Unfortunately many children with Autism have little to no motivation for the attention of others. Manding for attention is a higher order skill that can be taught once the child is manding spontaneously for desired items hundreds of times per day at a minimum. By systematically pairing attention with a variety of established reinforcers, the value of attention is increased and mands for attention can be prompted and acquired. The actual process is executed by two trainers simultaneously, whereby one trainer prompts the child and the other pairs attention with an already established reinforcer. The established reinforcer is eventually faded, making attention a generalized conditioned reinforcer. Trials should be run 20-80 times daily.

Once a child has a large repertoire of mands and can mand for attention, they can be taught mands for information. To teach “what”: hold out a bag of toys and shake them to contrive motivation. Once motivation is present, prompt the child to ask “What is in the bag?” Once the child has manded correctly, take out one toy and hand it to him. To teach “where”: when the child is playing with a desired toy, distract him and hide the toy. Prompt the child to say “where.” When the child mands, reinforce with the toy. To teach “why”: while you and the child are engaged in an academic activity, suddenly put on your bathing suit. Prompt the child to say “why” and reward the mand for information, by telling him that you are both going to swim in the pool. Note: the new activity should be more reinforcing than the current activity. To teach “who”: have a familiar person call on the phone to the child. When the trainer answers the phone, he hands it to the child. The familiar person identifies himself and tells the child where a candy (or reinforcer) is located in the house. The child runs and gets the candy. This exercise is repeated until the child is interested in knowing who is on the phone. When the motivation is present, prompt the child to ask “Who is it?” To teach “how”: place an item that is reinforcing in a container that the child can open, but does not know how. Give the child the container and tell him he can have the item. Once the motivation is present, namely the child wants the item, but doesn’t know how to open the container, prompt him to say “How do you open it?” Reward the mand by opening the jar. To teach “which”: the trainer puts a toy in his hands, hiding the location. Prompt the child to say, “Which hand?” Then reinforce the mand for information by showing the child the hand that contains the toy. To teach “when”: bake cookies with the child and when the batter is ready, place it on the tray in the oven. When you see the child peer into the oven, prompt him to ask “When will it be ready?” When the child asks, respond with the amount of time the cookies must bake. It is best to start out with a very short amount of time when first teaching the skill.

For more information, upcoming workshops, suggested links, an online store, data sheets, and ideas for teaching stimuli, interested viewers can access Establishing Operations Inc. at <http://www.establishingoperations.inc>

More upcoming
 Events

Organization: Northern Speech Services, Inc.

Title: Children Who Struggle To Speak: The Kaufman Speech Praxis Treatment Approach

Date: Sep 25, 2009

Location: Hilton East Brunswick, 3 Tower Center Blvd., East Brunswick, NJ



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The Hawaii Association for Behavior Analysis (HABA) is a professional organization dedicated to the practice, research, and dissemination of Applied Behavior Analysis.

Teaching Play Skills By Catherine Wilson

While at the 2009 ABAI convention I attended two wonderful workshops on play skills. They were by Melmark New England and Autism Concepts Incorporated. At this point in my career teaching children how to talk seems like the easy part. The waters get a little murky afterwards. I'm left trying to find evidence based strategies for teaching my kids how to use their newly found verbal skills with their peers. Play being the language of kids makes play skills the next logical step.

The first workshop went through using the Developmental Play Assessment developed by Lifter, Edwards, Avery, Anderson & Sulzer-Azarof (1988) to identify the children's current level of play. This allows you to identify the place to start your program. The scoring procedure, which includes 4, 30-minute unstructured play segments is at times subject. The categories the children can score in are; Indiscriminative actions, Discriminative actions, Pretend self, Specific combinations, Child as agent, Substitutions, Doll as agent and Sociodramatic play.

The second workshop was on how to use script fading to teach play themes. They used a number of play themes, such as circus, doctor, fireman, etc. The list of actions along with the related appropriate verbalizations were provided in a nice datasheet to record level of success on each step. For example the steps for playing baby are; (a) feed baby (v) sucking noise) (a) sleep (v) snore noise (a) give bath (v) splash splash (a) kiss it (v) kissing noise (a) brush hair (v) brush brush, etc. They used Boardmaker icons on long strips of paper like a TA to teach the child the steps to the play theme. They used backward chaining to fade out the prompts of the one to one.

I fully intend to use both the assessment and the script fading in my practice. I am going to use real pictures instead of icons however (my 4 year old daughter works for ice cream). I ordered a number of fisher-price little people play sets with plastic baskets to easily rotate them between my kids.

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