

CHALLENGING BEHAVIOURS CONFERENCE

Autism and related neurodevelopmental disorders



DAYS 1 & 2: Dr. Greg P. Hanley,
Western New England University

DAY 3: Multi-Disciplinary Symposium on SIB

MAY 10, 11, & 13, 2019

PRESENTED BY:
School District No. 36 (Surrey)

IN COLLABORATION WITH:

- BCCH, Department of Psychiatry
- Pacific Autism Family Network
- UBC Department of Psychiatry
Developmental Disorders Program
- UBC Psychoeducational Research &
Training Centre

#ChallengingBehaviourASD

GENERAL INFORMATION

This conference will focus on children and youth with autism spectrum disorder, fetal alcohol spectrum disorder, intellectual disability, and related neurodevelopmental syndromes, who exhibit challenging behaviour such as aggression and self-injury.

This interactive three-day conference will provide perspectives from the behavioural field, psychiatry, and education. The first two days will specifically focus on the importance of aligning behavioural analysis with intervention, and will provide skill-based, validated treatment processes for addressing challenging behaviours. The third day will focus specifically on self-injury.

Our goal is to help clinicians and caregivers learn effective ways to work with individuals and their families, to improve their quality of life experience. The conference will also provide educational and informative behavioural updates specific to individuals with neurodevelopmental syndromes, and showcase effective practices in the field. This conference will engage health care providers and educators from a wide range of professional disciplines in knowledge transfer and interdisciplinary collaboration.

MAY 10 & 11, 2019

INVITED GUEST



Gregory P. Hanley, Ph.D., BCBA-D

Professor of Psychology, Western New England University
Director, Behaviour Analysis Doctoral Program
Western New England University

Dr. Hanley has been applying the principles of learning to improve socially important behaviours of children and adults with and without disabilities for over 25 years. He worked and trained at the Kennedy Krieger Institute of the Johns Hopkins Children's Hospital, was degreed at the University of Florida, and tenured at the University of Kansas. Dr. Hanley is currently a Professor of Psychology and Director of the Behavior Analysis Doctoral Program and the Life Skills Clinic at Western New England University, and an Adjunct Professor of Psychiatry at the University of Massachusetts Medical School. Dr. Hanley has published numerous book chapters and over 100 articles in peer-reviewed journals in areas such as the assessment, treatment, and prevention of problem behaviour, assessment and treatment of sleep problems, and evidence-based values. Dr. Hanley is a Fellow of the American Psychological Association (Division 25), a past Associate Editor of *The Behavior Analyst*, past Editor of *Behavior Analysis in Practice*, and current Editor of the *Journal of Applied Behavior Analysis*.

MAY 13, 2019

SELF-INJURIOUS BEHAVIOUR SYMPOSIUM SPEAKERS



Glen Davies, Ph.D., R. Psych.

Director, ABLE Developmental Clinic Inc.

Co-Director, Autism Integrated Medical Services (AIMS)

Pacific Autism Family Network

Dr. Davies is a registered psychologist specializing in developmental disabilities. He is the director of ABLE Developmental Clinic Inc., which is a multidisciplinary clinic with 50 clinical staff serving over 3,000 clients per year, many with neurodevelopmental disorders and some with severe behaviour. Dr. Davies is also the co-director of Autism Integrated Medical Services (AIMS) at Pacific Autism Family Network. His interests extend across the lifespan including being a co-director of UP Early Intervention Clinic for infants/toddlers and the JET day program for adults with disabilities at PAFN. Dr. Davies partners with Arcus Community Resources to provide intensive residential treatment for children and adults with severe challenging behaviour. Dr. Davies maintains a busy clinical practice, trains and supervises graduate students, and serves as a professional advisor to five organizations representing children and adults with disabilities. He is a recipient of the humanitarian award from the BC Psychological Association for his advocacy on behalf of children with autism.



Vikram Dua, MD, FRCPC

Child & Adolescent Psychiatrist

Psychiatrist-in-Chief, Surrey Place Centre, Toronto, ON

Clinical Director, TRE-ADD, Toronto, ON

Assistant Professor, Department of Psychiatry, University of Toronto

Dr. Dua has been in the field of medicine for more than 30 years. Currently, Dr. Dua is Psychiatrist in Chief at Surrey Place Centre in Toronto, Ontario, where he has worked for 3 years. Dr. Dua has been Clinical Director, Treatment Research and Education for Autism and Developmental Disorders (TRE-ADD) for the past 2 years. Dr. Dua is Assistant Professor, Department of Psychiatry at the University of Toronto, and prior to was Clinical Associate Professor, in the Departments of Psychiatry and Pediatrics at the University of British Columbia. Dr. Dua attended the University of Toronto, McMaster University, the University of Massachusetts Medical School, and performed his psychiatry residency at Harvard Medical School.



Robin Friedlander, MD, FRCPC

Head, Neuropsychiatry Clinic, BC Children's Hospital
Psychiatrist, Vancouver and Fraser Developmental Disabilities
Mental Health Services
Clinical Professor, Department of Psychiatry, University of
British Columbia

Dr. Friedlander has worked in the field of psychiatry for more than 30 years. Currently he is Clinic Head and psychiatrist in the Neuropsychiatry and Self Injurious Behaviour Clinics at BC Children's Hospital. Dr. Friedlander is Clinical Professor and Director of the Developmental Disorders Program within the Department of Psychiatry at UBC, providing psychiatry residency training in the field of Neurodevelopmental psychiatry. He is past Chair of the Developmental Disabilities section of the Canadian Psychiatric Association as well as past chair of the planning committee for the Health and Wellbeing in Developmental Disabilities Conference held biannually in Vancouver. Dr. Friedlander trained in South Africa before moving to BC in 1993.



Gregory P. Hanley, Ph.D., BCBA-D

Professor of Psychology, Western New England University
Director, Behaviour Analysis Doctoral Program
Western New England University

Dr. Hanley has been applying the principles of learning to improve socially important behaviours of children and adults with and without disabilities for over 25 years. He worked and trained at the Kennedy Krieger Institute of the Johns Hopkins Children's Hospital, was degreed at the University of Florida, and tenured at the University of Kansas. Dr. Hanley is currently a Professor of Psychology and Director of the Behavior Analysis Doctoral Program and the Life Skills Clinic at Western New England University, and an Adjunct Professor of Psychiatry at the University of Massachusetts Medical School. Dr. Hanley has published numerous book chapters and over 100 articles in peer-reviewed journals in areas such as the assessment, treatment, and prevention of problem behaviour, assessment and treatment of sleep problems, and evidence-based values. Dr. Hanley is a Fellow of the American Psychological Association (Division 25), a past Associate Editor of *The Behavior Analyst*, past Editor of *Behavior Analysis in Practice*, and current Editor of the *Journal of Applied Behavior Analysis*.



Michelle Schmidt, Ph.D.
 Director of Instruction, Student Support
 School District No. 36 (Surrey)

Dr. Schmidt has been involved in public education for 30 years, as an educator, school psychologist, and school-based administrator. Presently, Dr. Schmidt is Director of Instruction, Student Support, in the Surrey School District. She has been involved in many inter-ministerial initiatives geared toward meeting the needs of children and youth who have complex needs. Dr. Schmidt is a member of the BC Council of Administrators for Special Education, the Council for Exceptional Children, Deafblind International, the Surrey School District ABA Advisory Committee, the Online Mental Health and Autism Project (OMHAP) Expert Advisory Committee, and the British Columbia School Superintendent’s Association. Dr. Schmidt is a passionate advocate for children, youth, and their families.

WHO SHOULD ATTEND

- Behaviour Analysts
- Educators
- First Nations Health Directors
- Therapists
- Health & Mental Health Clinicians
- MCFD/CLBC/STADD
- Occupational/Physio-Therapists
- Pediatricians
- Psychiatrists
- Psychologists
- Speech-Language Pathologists
- University & College Programs
- Anyone interested in Autism and Related Disorders

We would like to acknowledge with great appreciation, contributions from the following:



FIND YOUR AREA OF INTEREST

Wondering whether you should attend all days? Wondering which day to attend? Please read the session descriptions for abstracts and learning objectives.

PROGRAM AT A GLANCE

	Friday, May 10 Surrey School District	Saturday, May 11 PAFN	Monday, May 13 Chan Centre Auditorium BCCH
8:00	Registration	Registration	Registration
9:00.....	Dr. Greg Hanley	Dr. Greg Hanley	Dr. Greg Hanley
10:30.....	Networking Break	Networking Break	Networking Break
11:00.....	Dr. Greg Hanley	Dr. Greg Hanley	Dr. Robin Friedlander Dr. Michelle Schmidt
12:00.....	Dr. Greg Hanley	Dr. Greg Hanley	Dr. Greg Hanley
1:00.....	Lunch (Provided)	Lunch (Provided)	Lunch (Provided)
2:00.....	Dr. Greg Hanley	Dr. Greg Hanley	Dr. Vikram Dua
3:00.....			Dr. Glen Davies
4:00.....			Dr. Michelle Schmidt

DAY 1 - Friday, May 10, 2019

Time: 9:00 am to 3:00 pm

Location: Surrey School District, Resource Education Centre, Room 304, 14123 - 92 Ave, Surrey, BC

Presenter: Dr. Greg Hanley

TITLE: PRACTICAL FUNCTIONAL ASSESSMENT AND SKILL-BASED TREATMENT OF PROBLEM BEHAVIOUR

Abstract:

Behavioural intervention can be effective for addressing problem behaviour (meltdowns, self-injury, aggression, disruption) of school-aged children, especially when a functional assessment of the problem is conducted to determine why the problem behaviour is occurring. A number of myths regarding the functional assessment process, which appear to be pervasive within different research and practice communities, will be reviewed in the context of an attempt to develop new lore regarding the functional assessment process. Frequently described obstacles to implementing a critical aspect of the functional assessment process, the functional analysis, will be reviewed in the context of new solutions for overcoming them. The general success of interventions for problem behaviours is also largely dependent on replacement repertoires that are developed within the treatment process. In this session, effective, skill-based, and teacher-validated treatment processes for addressing classroom problem behaviours will be described.

Objectives:

1. Attendees will be able to describe the different types of functional assessment that when used together have been shown to be useful to understanding why problem behaviour is occurring, and distinguish them from the more commonly applied functional assessment types that lack similar evidentiary support.
2. Attendees will be able to describe multiple tactics to improve the efficiency, safety, and utility of the functional analysis part of the functional assessment process.
3. Given the results of an open-ended interview, attendees will be able to design an efficient, functional analysis.
4. Given different functions of problem behaviour, attendees will be able to design skill-based interventions capable of producing generalizable and socially valid improvements in classroom problem behaviour.
5. Attendees will be able to describe several strategies for teaching individuals with severe problem behaviour to engage in a functional communicative exchange and tolerate both delays to and denials of reinforcers previously maintaining their problem behaviour.
6. Attendees will be able to describe how general compliance and specific academic skills may be shaped and maintained during delays to the reinforcers that historically maintained problem behaviour.

DAY 2 - Saturday, May 11, 2019

Time: 9:00 am to 4:00 pm
Location: Pacific Autism Family Network, 3688 Cessna Dr., Richmond, BC
Presenter: Dr. Greg Hanley

TITLE: TOWARD A PRAGMATIC APPROACH TO FUNCTIONAL ASSESSMENT AND TREATMENT: IMPROVING OUTCOMES BY NOT DETERMINING THE FUNCTION OF A PROBLEM BEHAVIOUR

Abstract:

In the context of recent findings, present-day limitations of the core assumptions, aims, commitments, and procedures associated with traditional functional assessment of problem behaviour will be reviewed. A different set of assumptions, aims, commitments, and procedures that comprise the practical functional assessment (PFA) model will be introduced. The big idea that demonstrating strong control over an inferred class of problem behaviour is more important than attempting to identify the adaptive function of problem behaviour will be closely examined along with the notions that the former may be evident in only minutes of analysis and the latter may only be an illusion. In sum, it will be illustrated that a pragmatic approach to analyzing severe problem behaviour is possible, accessible, defensible, and most capable. The morning will end with the application of the practical functional assessment process to children and clients served. The afternoon will focus on the details of shaping a replacement repertoire for severe problem behaviour following an effective PFA process. Extension of the skill-based treatment process for addressing intractable vocal and motor stereotypy will also be described, along with an enhanced choice model for delivering treatment that minimizes risk while skills are being shaped by allowing participants greater control over the therapeutic process.

Objectives:

1. Attendees will be able to describe the assumptions, aims, and commitments that are unique to a practical functional assessment process.
2. Attendees will be able to describe the critical elements of a practical functional assessment (PFA) process and the aspects of the process that are more critical for ensuring safe implementation of the functional analysis.
3. Attendees will be able to describe why the reliability of an assessment is not the critical determinant of the utility of an assessment.
4. Given the results of an open-ended interview, attendees will be able to design an efficient, individualized (non-standardized) functional analysis.
5. Attendees will be able to describe the key considerations for teaching individuals with severe problem behaviour to engage in both simple and complex forms of functional communication and to tolerate denials of reinforcers previously maintaining their problem behaviour.
6. Attendees will be able to describe how functional communication, toleration, and contextually appropriate behaviour may be maintained to the exclusion of problem behaviour via intermittent and unpredictable reinforcement.
7. Attendees will be able to describe how to implement partial extinction procedures and an enhanced choice model to improve the safety and dignity of the progressive treatment process.

DAY 3 - Monday, May 13, 2019

Time: 9:00 am - 4:15 pm

Location: The Chan Centre Auditorium, BC Children's Hospital, 4480 Oak St, Vancouver, BC

Presenters: Drs. Greg Hanley, Robin Friedlander, Vikram Dua, Glen Davies, & Michelle Schmidt

TITLE: SIB IN CHILDREN WITH AUTISM AND RELATED DISORDERS: WHAT WE KNOW, WHAT WE DO NOT KNOW, AND MAKING A DIFFERENCE.

Global Learning Objectives:

1. Attendees will recognize the nature, causes and treatment of severe SIB in children with Neurodevelopmental disorders such as Autism.
2. Attendees will describe the principles of behavioural functional analysis in assessment and treatment of SIB.
3. Attendees will be able to critique the current system of care in BC for this population and identify effective practices.

SESSION 1

Time: 9:00 - 10:30 am

Location: The Chan Centre Auditorium, BC Children's Hospital, 4480 Oak St., Vancouver, BC

Presenter: Dr. Greg Hanley

TITLE: A BRIEF WORKSHOP ON SAFELY IMPLEMENTING THE PRACTICAL FUNCTIONAL ASSESSMENT AND TREATMENT PROCESS FOR SIB

Abstract:

Functional analysis is a well-researched scientific process for identifying variables that are partly responsible for evoking and maintaining problem behaviour types that are prevalent among persons with intellectual disabilities or diagnosed with an autism spectrum disorder. The conduct of functional analyses with individuals who engage in severe problem behaviour like self-injury is prohibited in many therapeutic contexts due to perceived risks associated with evoking problem behaviour, which seems inevitable during a successful functional analysis and likely during typical behavioural intervention processes. In this brief workshop, the empirically supported decisions for ensuring safe functional analyses of SIB and other severe problem behaviour and for minimizing the likelihood of escalated problem behaviour during behavioural intervention will be conveyed through lecture and application activities.

Objectives:

1. Attendees will be able to describe three essential tactics to improve the safety and efficiency of functional analyses of severe problem behaviour like self-injury.
2. Attendees will be able to describe the features of an enhanced choice model of behavioural intervention in which skills are shaped in contexts historically associated with severe problem behaviour while the likelihood of severe problem behaviour escalation is minimized.

SESSION 2

Time: 10:45 am to 11:25 pm

Location: The Chan Centre Auditorium, BC Children's Hospital, 4480 Oak St., Vancouver, BC

Presenter: Dr. Robin Friedlander

TITLE: WHY DO CHILDREN WITH AUTISM AND SEVERE ID ENGAGE IN SIB? A PSYCHIATRIST'S PERSPECTIVE.

Abstract:

Severe SIB in children with autism and severe intellectual disability is a major public health problem with significant complications for the child (tissue damage and injury), and the family (who bear witness to this maladaptive behaviour and often feel alone and helpless in changing it). This presentation will address the multifactorial causation of severe SIB and the utility of a multidisciplinary clinic (such as the SIB clinic recently established at BCCH) for comprehensive assessment and guiding treatment.

Objectives:

1. Attendees will be able to describe the prevalence, presentation, course & consequences of severe SIB.
2. Attendees will be aware of at least one model for the development of SIB in the population.
3. Attendees will recognize the need for early identification and intervention, as well as tertiary level management, as required.

SESSION 3

Time: 11:25 am to 12:00 pm

Location: The Chan Centre Auditorium, BC Children's Hospital, 4480 Oak St., Vancouver, BC

Presenter: Dr. Michelle Schmidt

TITLE: SUPPORTING CHILDREN AND YOUTH WITH CHALLENGING BEHAVIOUR IN EDUCATIONAL SETTINGS.

Abstract:

With the prevalence of autism on the rise, public schools need to be more prepared than ever to support children and youth with autism, and their families. At the same time, pre-service teacher training programs include minimal or no course work in the area of inclusive education in general, least of all the challenging behaviour that exists among many children and youth who have autism. This presentation will provide an overview of the range of educational options, in-service opportunities, and partnerships that exist in School District No. 36 (Surrey) to support students who have autism and challenging behaviour. Current efforts to enable the replication of some of these methods beyond the Surrey School District will also be presented.

Objectives:

1. Attendees will be able to describe at least three initiatives that School District No. 36 (Surrey) is using to improve support and intervention for students with autism and challenging behaviour, and their families.
2. Attendees will be able to describe the Surrey School District Home-School Collaboration model.

SESSION 4 BCCH Department of Psychiatry Annual Neuropsychiatry Lecture

Time: 12:00 pm to 1:00 pm grand rounds

Location: The Chan Centre Auditorium, BC Children's Hospital, 4480 Oak St., Vancouver, BC

Presenter: Dr. Greg Hanley

Sponser: Dr. D. H. Smith

TITLE: MEANINGFUL SOLUTIONS FOR PROBLEM BEHAVIOUR ASSOCIATED WITH AUTISM

Abstract:

Although a diagnosis of autism is not dependent on problem behaviours like meltdowns, self-injury, or aggression, for a child diagnosed with autism, these problems often require addressing at some point. Recent evidence provides support for a practical functional assessment (PFA) process that relies on collaboration between professional and caregiver to quickly and safely identify the factors motivating these problem behaviours. The results of the PFA are then used to develop a social skills repertoire under the same conditions in which problem behaviour was presumably learned. The process yields an intervention capable of eliminating problem behaviour when carried out by relevant people in relevant contexts over extended periods of time.

Objectives:

1. Attendees will be able to recognize the important advantages of personalizing and synthesizing reinforcement contingencies when attempting to understand and treat problem behaviour of individuals with autism.
2. Attendees will be able to describe the critical social skills to be strengthened under the conditions in which problem behaviour was presumably strengthened, and the particular schedule that is optimal for maintaining the skills.

SESSION 5

Time: 1:45 to 2:30 pm

Location: The Chan Centre Auditorium, BC Children's Hospital, 4480 Oak St., Vancouver, BC

Presenter: Dr. Vikram Dua

TITLE: *TREADD; AN INTERDISCIPLINARY TREATMENT PROGRAM FOR YOUTH WITH ASD, ID, AND SEVERE BEHAVIOUR CHALLENGES: KEY COMPONENTS, PROCESSES, AND PARTNERSHIPS FOR SUCCESS*

Abstract:

TREADD serves students with ASD and ID who engage in high levels of aggression directed at others, property or themselves (SIB), that restricts school and community participation, and has been unresponsive to less-intensive community resources. The cornerstones of the program are ABA, neuropsychiatry, and education. The service is delivered in community schools by a specialized interdisciplinary team. TREADD has undertaken a number of changes in the clinical model and management structure in order to improve outcomes, increase system capacity, and reduce in staff injuries and burnout. This session will describe the key clinical components of the program, as well as the process of change and lessons learned in developing a state-of-the-art service to support individuals with complex needs

Learning Objectives:

1. Attendees will be able to describe the *TREADD* model for severe behaviour disorders in ASD and ID.
2. Attendees will be able to describe the roles of key interdisciplinary members (e.g., ABA, psychiatry, and education).
3. Attendees will be able to describe several benefits of inter-sector and cross-agency collaboration in supporting children and youth with complex needs.

SESSION 6

Time: 2:30 to 3:00 pm

Location: The Chan Centre Auditorium, BC Children's Hospital, 4480 Oak St., Vancouver, BC

Presenter: Dr. Glen Davies

TITLE: THE STATE OF AFFAIRS IN BC FOR SEVERE CHALLENGING BEHAVIOUR

Abstract:

Challenging behaviour in ASD/ID is common and most often can be addressed by community resources. However, *severe* challenging behaviour is not common and often exceeds the capacity of community resources. This session will describe and illustrate what constitutes a severe behaviour disorder and what happens now in BC with individuals with SBD who are unresponsive to less intensive community resources. Service gaps and issues will be discussed, as well as ideas to improve our continuum of care.

Learning Objectives:

1. Attendees will be aware of the BC services for children and youth with severe challenging behaviour, and their families.
2. Attendees will be able to identify service gaps and related issues.
3. Attendees will be aware of several options to improve service capacity.

SESSION 7

Time: 3:00 to 4:15 pm

Location: The Chan Centre Auditorium, BC Children's Hospital, 4480 Oak St., Vancouver, BC

Panel Chair: Dr. Michelle Schmidt

TITLE: PANEL DISCUSSION AND WRAP-UP: PERSPECTIVES FROM THE FIELD

Abstract:

A multi-disciplinary panel of presenters will respond to the questions: What have we learned? Now what? And how?

Learning Objectives:

1. Attendees will be able to articulate at least three key learnings.
2. Attendees will be able to articulate next steps.
3. Attendees will be able to articulate barriers to next steps
4. Attendees will be able to articulate strategies to overcome the barriers to achieve next steps.

CONFERENCE COMMITTEE

- *Dawn McKenna*, Executive Director, Pacific Autism Family Network.
- *Georgina Robinson*, Ph.D., Principal, Provincial Outreach Program for Autism and Related Disorders.
- *Glen Davies*, Ph.D., Registered Psychologist; Director, ABLE Developmental Clinic Inc.
- *Kate Rudelier*, Project Manager, BC Children's Hospital.
- *Michelle Schmidt*, Ph.D., Director of Instruction, Student Support, School District No. 36 (Surrey).
- *Robin Friedlander*, MD, FRCPC, Head, Neuropsychiatry Clinic, BC Children's Hospital; Clinical Professor, Department of Psychiatry, University of British Columbia.
- *Sonja Sinclair*, BACYC, MAHSP; Program Director, Outpatient Child, Youth & Women's Reproductive Mental Health Programs, BC Children's Hospital.
- *Suzanne Lewis*, FCCMG, FRCPC, MD; Senior Clinician Investigator, BC Children's & Women's Hospital, Child & Family Research Institute; Clinical Professor, Dept. of Medical Genetics & Genomics, Faculty of Medicine, University of British Columbia.
- *Tamara Kulusic*, Manager, Autism Policy, MCFD.
- *William McKee*, Ph.D., Assistant Professor, University of British Columbia; Director, Psychoeducational Research and Training Centre (PRTC); Executive Director, BC School Psychology Internship Program.

If you have any questions about this conference, email: SS-office@surreyschools.ca or telephone 604-595-6104.

REGISTRATION

Registration prior to March 31, 2019 is strongly recommended. To register, please click here:

[Day 1 - Challenging Behaviours Conference 2019](#)

[Day 2 - Challenging Behaviours Conference 2019](#)

[Day 3 - Challenging Behaviours Conference 2019](#)

Approvals pending for continuing education credits for physicians, psychologists and behaviour analysts.

REFUND & CANCELLATION POLICY

If you are unable to attend the conference, you are welcome to send a colleague in your place.