



Invited Speakers

Keynotes for 50th Anniversary meeting of the Experimental Analysis of Behaviour Group – London, March 25, 2013

BEHAVIOR CHANGE FOR A SUSTAINABLE WORLD: COMPULSORY CHALLENGE AND OPPORTUNITY GALORE FOR BEHAVIOR ANALYSTS

William L. Heward, Ed.D., BCBA-D (The Ohio State University)



ABSTRACT: 2012, the warmest year on record. Freak storms, widespread drought, killer forest fires, disappearing ice sheets, and rising oceans. Representatives of 200 nations at the UN conference on climate change learn that the Intergovernmental Panel on Climate Change's dire predictions actually underestimated the magnitude, rate and impact of global warming. The biggest challenge of climate change has shifted from getting people to believe it is real to getting people to change their behavior in response to it. This is a made-to-order assignment for a science devoted to understanding behavior and how to change it. Behavior analysts are uniquely poised to contribute to a broad range of interventions to promote the husbandry of our planet's resources, restore damaged eco-systems, and prepare us to adapt and be resilient in the face of the inevitable changes to come. This talk will survey some of the initiatives developing within the behavior analysis community in response to climate change and challenges to sustaining a healthy planet for future generations.

PRESENTER BIO: William L. Heward, Ed.D., BCBA-D, is Professor Emeritus in the College of Education and Human Ecology at The Ohio State University (USA) where he taught for 30 years. Dr. Heward has been a Senior Fulbright Scholar in Portugal, a Visiting Scholar at the National Institute of Education in Singapore, a Visiting Professor of Psychology at Keio University in Tokyo and at the University of São Paulo, Brazil, and he has given lectures and workshops in 16 other countries. His publication include more than 100 journal articles and book chapters and nine books, including *Applied Behavior Analysis*, 2nd ed. (2007,

co-authored with John Cooper and Tim Heron) and *Exceptional Children: An Introduction to Special Education*, 10th ed. (2013), which have been translated into several foreign languages. Awards recognizing Dr. Heward's contributions to behavior analysis and education include the Ellen P. Reese Award for Communication of Behavioral Concepts from the Cambridge Center for Behavioral Studies, the Fred S. Keller Behavioral Education Award from the American Psychological Association's Division 25, and the Distinguished Psychology Department Alumnus Award from Western Michigan University. A Fellow and Past President of the Association for Behavior Analysis International (ABAI), Dr. Heward chaired the ABAI's 2012 Behavior Change for a Sustainable World Conference program committee.

MAKING MEASUREMENT MEANINGFUL

Janet S. Twyman, Ph.D., BCBA - Associate Professor of Pediatrics Univ. Mass Medical School/Eunice Kennedy Shriver Center & Director of Innovation Technology, Center on Innovations in Learning



Abstract: We all care about our children, our students, and are concerned about what they will become or what will become of them. Naturally we want the best outcomes; undoubtedly we want to do what works. We know scientific research should inform us about effective programs and provide us with evidence about best practices, yet it is difficult to find any education program or practice that does not make some claim to being "research-based." Numerous organisations have sprung up to provide guidance on what works, sometimes with differing conclusions. Amidst the commotion, how can educators and parents make good choices? How can we be more knowledgeable consumers of information? There is a science to teaching and learning, and an art to effective teaching. A three-step strategy (Use best practices; Measure what you teach; Follow the data) can be used to help navigate the maze of evidence-based education. The most meaningful outcomes for all students will occur when educators use their keenly honed professional judgment to find the best available evidence for their students in their situations and directly measure the effects with the children they teach.

Research and Professional Interests: To improve all aspects of life, scientific discoveries must ultimately be translated into practical applications. Dr. Twyman's research interests involve the continuum from understanding basic processes related to learning and communication (stimulus control, imitation and parity, variability, and novel behavior), to systematically testing lab-based procedures in applied settings, to ultimately building meaningful programs with broad-based application and sustainability. Dr. Twyman has a strong record in the transfer of instructional technology and developing web-based programs for wide-scale distribution. Recent projects include the design and development of a highly effective early reading program based upon principles and procedures from behavior analytic basic science, and the development of reading readiness procedures for learners with intellectual and neurodevelopmental disabilities.

Invited Speakers for EABG 2013

THE PROCESS OF DEVELOPING "EVIDENCE": IMPLICATIONS FOR BEHAVIOUR ANALYSIS

Professor Richard P. Hastings, Bangor University



Abstract: Behaviour analysts work within an international evidence context that is gaining increasing influence on interventions that are delivered in practice. Focusing broadly on health, social care, and specialised educational intervention, I will describe a framework that can be used to understand the process by which an intervention may become accepted as "evidence-based". It is important that behaviour analysts understand this context and also the likely role of single case experimental designs therein. I will illustrate the current state of the evidence for a number of behavioural interventions using the evidence framework, and encourage delegates to focus clearly on the research question/study aim when interpreting the evidence from individual evaluation studies.

Biography: Richard Hastings is Professor of Psychology at Bangor University in North Wales. He describes himself as a friend of behaviour analysis, and has carried out significant research on behavioural models and interventions in the fields of intellectual disability and autism. Richard has more than 160 peer reviewed journal publications, and has attracted in excess of £7million of research grant funding with colleagues. He is currently an associate editor or editorial board member for more than 10 international research journals.

THE CURRENT STATE OF POSITIVE BEHAVIOUR SUPPORT IN THE UK

Dr Peter Baker, Sussex Partnership NHS Foundation Trust, Sussex / Tizard Centre, University of Kent, United Kingdom



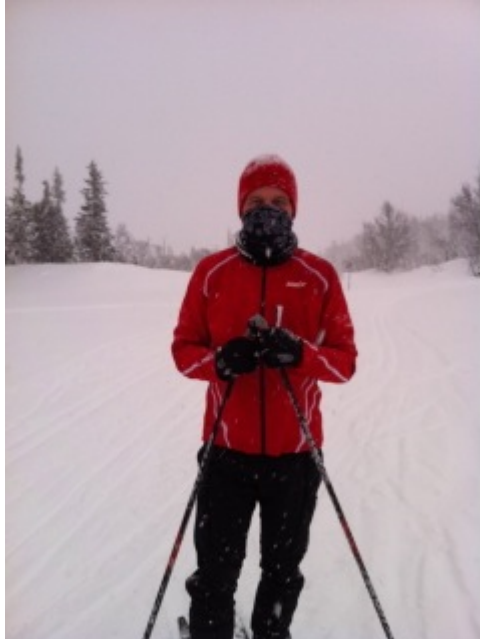
Abstract: In May 2011, an undercover documentary by the BBC Panorama programme revealed a most appalling catalogue of abuse at an independent sector assessment unit for people with intellectual disabilities, Winterbourne View, in Bristol. Eleven staff were charged with neglect or abuse by the police and six received custodial prison sentences. The episode received repeated and extensive coverage in the national media. The evidence around Winterbourne was damning. It resulted in a Serious Case Review by South Gloucestershire Council and a large-scale review of services for people with learning disabilities by the Quality

Care Commission, during which 150 NHS, private care and social care services were inspected. The Department of Health published its final report on the matter, *Transforming care: A national response to Winterbourne View Hospital*, in December 2012. The report makes extensive recommendations and provides a clear timetable for implementation. Unusually, the report does not restrict itself to procedural and structural changes in how services should be commissioned, provided and inspected. It comments specifically for how services should operate and gives repeated mention to Positive Behavioural Support (PBS). This presentation will use this opportunity describe the history of PBS and in particular its relationships to Applied Behavioural Analysis. In addition the evidence base will be summarised and the implications for practice will be discussed.

Biography: Dr Peter Baker (BCBA-D) is a Consultant Clinical Psychologist for Sussex Partnership NHS Foundation Trust and an Honorary Senior Lecturer at the Tizard Centre, University of Kent. His clinical work in Sussex includes leadership responsibilities for the Trust's specialist adult intellectual disability challenging behaviour services. He lectures at the Tizard Centre on Certificate, Diploma, Graduate and Masters programmes and is widely published in the area of challenging behaviour and intellectual disability. He is also senior editor of the International Journal of Positive Behaviour Support.

AN UPDATE AND SOME THOUGHTS ABOUT THE FUTURE DIRECTION FOR EUROPEAN ASSOCIATION FOR BEHAVIOR ANALYSIS (EABA)

Professor Erik Arntzen, President, EABA



Abstract: In this talk I will update the delegates on the history of the European Association of Behavior Analysis (EABA). I will discuss the current status of the organization and our plans for the development of behavior analysis across Europe in the future. Finally, details about the upcoming EABA conference in 2014 will be given.

Biography: Dr. Erik Arntzen received his Ph.D. from University of Oslo, Norway, in February 2000. Arntzen's dissertation focused on variables that influenced responding in accordance with stimulus equivalence. He also holds a degree in clinical psychology. He is currently Professor in Behavior Analysis at Oslo and Akershus University College (OAUC). His research contributions include both basic and applied behavior analysis, with an emphasis on research in relational stimulus control and verbal behavior. Lately, he has started a research project with focus on remembering functions in patients with dementia. He has also been interested in ethical considerations and core values in the field of behavior analysis. Furthermore, he has ongoing research projects within the areas of gambling behavior and consumer behavior. Dr.

Arntzen has published papers in a number of different journals including Journal of the Experimental Analysis of Behavior (JEAB) Journal of Applied Behavior Analysis (JABA), The Psychological Record, Behavioral Interventions, European Journal of Behavior Analysis (EJOBA), Experimental of Analysis of Human Behavior Bulletin, Analysis of Gambling Behavior, the Analysis of Verbal Behavior, American Journal of Alzheimer's Disease & other Dementias, and Psychopharmacology. Dr. Arntzen is the president of the European ABA and he is also the secretary of international affairs on the board of the Norwegian Association for Behavior Analysis. He has presented papers at conferences worldwide. Dr. Arntzen has been recognized with awards, including the SABA award for dissemination of behavior analysis, ABAI award for outstanding mentoring, and the research award at Akershus University College. Dr. Arntzen is one of founders and also one of the editors of European Journal of Behavior Analysis. He has served on the editorials board of several journals, including the Journal of Applied Behavior Analysis, The Psychological Record, International Journal of Psychology and Psychological Therapy, American Journal of Alzheimer's Disease, the Behavior Analyst, and The Behavior Analyst Today.

Experimental Analysis of Behaviour Group (EABG)
School of Psychology, Bangor University, Bangor, Gwynedd LL57 2DG

tel: +44 1248 382629

email: c.hughes@bangor.ac.uk

Registered charity. No. 1141565

Copyright © 2001-2013

[Privacy and Cookies](#)

- [Our Courses](#)
- [Our Research](#)
- [International Students](#)
- [Scholarships & Finance](#)
 - [Student Services](#)
- [Careers & Employability](#)
- [About the University](#)
 - [News & Events](#)
 - [BangorTV](#)
 - [Study at Bangor](#)
 - [Student Life](#)
 - [Contact us](#)

