

alaba



ALABAMA ASSOCIATION FOR
BEHAVIOR ANALYSIS

22nd Annual Convention

October 2-4, 2013

**DoubleTree Hotel
Birmingham, AL**



2013 Executive Committee

President-Elect

Leigh Ann Strain (The Learning Tree, Inc.)

President

Linda LeBlanc (Trumpet Behavioral Health)

Past-President

Jim Carr (Behavior Analysis Certification Board, Inc.)

Members-at-Large

Sara Bicard (Auburn University-Montgomery)

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Students-at-Large

Stephanie Glaze (Jacksonville State University)

Nicole Hanney (Auburn University)

Executive Director

Paige McKerchar (Jacksonville State University)

We are currently accepting nominations for the following Executive Committee positions:

- President-Elect (3-year term)
- Member-at-Large (3-year term)
- Student-at-Large (minimum 1-year term)

Full members may nominate a member for one or more positions using the Executive Committee Nomination form available at the registration desk. Nominations must be submitted by October 15, 2013. Executive Committee terms start January 2014.

ALABA 2013 Convention Overview
Wednesday, October 2, 2013

Time	Activity	CEU
8:00 – 2:00	Registration	
9:00 – 12:00	<i>Functional Assessment and Treatment of Problem Behavior</i> Dr. Jeffrey Tiger, Workshop 1	3
12:00 – 1:30	Lunch on your own	
1:30 – 4:30	<i>Helping School-Aged Students With Autism Succeed in Regular Classrooms</i> Dr. William Heward, Workshop 2	3

Thursday, October 3, 2013

Time	Activity	CEU
8:00 – 3:00	Registration	
8:30 – 9:20	<i>Behavior Change for a Sustainable World: Ultimate Challenge and Opportunity for Behavior Analysts</i> Keynote Address by Dr. William Heward	1
9:30 – 10:50	<i>Addressing Difficult-to-Treat Aberrant Behavior Displayed by Adolescents With Autism in Classroom Settings</i> Robin Landa, Janna Strickland, Renea Rose, & Kelly Mize	1.5
11:00 – 11:50	<i>Treatment of Problem Behavior Maintained by Automatic Reinforcement</i> Keynote Address by Dr. Jeffrey Tiger	1
12:00 – 2:00	Lunch on your own	
2:00 – 2:50	<i>Status of State Laws and Regulations of the Practice of ABA in Alabama</i> Dr. Paige McKerchar, Senator Cam Ward, Dr. Bama Hager, and Ms. Anna McConnell	1
3:00 – 4:00	<i>Training Parents to Work With Their Children at Home: Four Practical Strategies</i> Keynote Address by Dr. Jill Dardig	1
4:00 – 4:50	Book Signing – Bring your books for these outstanding authors to personalize! Dr. Jill Dardig, Dr. William Heward, & Dr. Susan Schneider	

Friday, October 4, 2013

Time	Activity	CEU
9:00 – 3:00	Registration	
8:30 – 9:20	ALABA Business Meeting	
9:30 – 10:20	<i>Differential Effects of Antecedent Manipulations on Work Completion and Off-Task Behavior of 5th Grade Students With and Without Behavior Disorders in an Inclusive Classroom</i> Dr. David Bicard, Ms. Angela Ervin, & Dr. Sara Bicard	1
10:30 – 11:20	<i>The Science of Consequences</i> Keynote Address by Dr. Susan Schneider	1
11:30 – 1:00	Lunch on your own	
1:00 – 1:50	<i>A Day in the Life of a School Consultant: Taking Public Schools by Storm With Behavior Analysis</i> Ms. Heather Jones	1
2:00 – 2:50	<i>Workplace Ethics: Not Oxymoronic</i> Dr. Michael Rohr	1
3:00 – 3:50	<i>PDC-HS: Assessment and Solutions for Employee Performance Problems</i> Presidential Address by President-Elect, Ms. Leigh Ann Strain	1

About ALABA

The Alabama Association for Behavior Analysis (ALABA) serves as a scientific and professional reference group that embraces the principles and practices of behavior analysis. Our goal is to promote research that will advance the understanding of behavior and to identify and promote the use of effective and humane behavioral procedures that meet the educational and habilitative needs of individuals. In addition, ALABA strives to serve as a resource for political, legislative, and policy-making bodies in Alabama in ways that support the scientific and professional interests of behavior analysis.

ALABA is a membership-based organization that provides an annual convention as a forum for presentation of scientific and technological achievements. The association is a chapter of the Association for Behavior Analysis International and affiliate of the Association of Professional Behavior Analysts.

Our Mission

The Alabama Association for Behavior Analysis was founded in 1992 to promote the ethical, humane and effective application of behavior principles in all segments of Alabama society, including education, rehabilitation, developmental disabilities, business, industry, and government.

Continuing Education Information

In order to receive a CEU for an event you must have attended the entire event and had the Continuing Education Verification Form signed at the beginning and end of the event. Signatures will not be provided for attendees who arrive more than 10 minutes late or leave more than 10 minutes early. Signatures will also not be provided retroactively. CE fees can be paid by cash, check, or credit.

Cancellations and Refunds

Cancellations are subject to a 25% cancellation fee. All refund requests must be submitted to AlabamaABA@gmail.com by 10/4/2013. After 10/4/2013, refund requests will not be honored. A substitute participant may be designated in place of the registrant who is unable to attend. For more information or special accommodations, contact ALABA at AlabamaABA@gmail.com.

Continuing Education Units (CEU)

ALABA offers continuing education units for BCBAs, BCaBAs, Social Workers, Nurses, and other professionals. If requesting CEU credit for Social Work, General, and/or Nursing you must complete an additional application form provided by AUM and submit an additional \$15 processing fee. All individuals wishing to earn continuing education units must complete all appropriate paperwork prior to the conclusion of the convention. Continuing education units are \$10 per hour and must be paid on-site at the convention.

Wednesday, October 2, 2013
Workshop Sessions

9:00 AM – 12:00 PM

CE units offered: 3

Functional Assessment and Treatment of Problem Behavior

JEFFREY TIGER (University of Wisconsin, Milwaukee)

This workshop will provide an introduction and survey of functional assessments including indirect, descriptive, and experimental assessments. Participants will be provided with a critical evaluation of each assessment methodology. Further, participants will be taught to link the results of these assessments to behavioral intervention (i.e., to select function-based treatments). Particular emphasis will be provided on implementing Functional Communication Training (FCT) in terms of selecting appropriate alternative response topographies, trainers, settings, and promoting generalization of the trained response.

Learning Objectives:

1. Differentiate between indirect, descriptive and functional analysis within the functional assessment process. Be able to identify the information that each type of assessment provides and the information that cannot be ascertained from each assessment type.
2. Describe the most common conditions included in a functional analysis. Provide a rationale for their inclusion as a "standard."
3. Describe how to modify functional analysis procedures to accommodate idiosyncratic sources of influence.

1:30 PM – 4:30 PM

CE units offered: 3

Helping School-Age Students with Autism Succeed in Regular Classrooms

WILLIAM HEWARD (The Ohio State University)

The most scientifically documented outcomes of maximum benefit to children with autism have been achieved by early intensive behavioral intervention (EIBI) with children under age 6. While some children who have received EIBI make a smooth transition to public school classrooms, many others struggle mightily with the demands of a new and highly complex environment. A group of teachers, clinicians, researchers, and parents—all with extensive experience in ASD—were asked to identify the most important skills needed by students with ASD for success in general education classrooms and the instructional tactics teachers should use to help students with ASD succeed in general education classrooms. The group's responses revealed a remarkably similar set of student skills (e.g., complete tasks independently, interact with peers appropriately) and instructional practices to help students achieve them (e.g., teach self-management, use collaborative learning activities). The rationale, research base, and implementation guidelines for interventions that help students with ASD learn five skill sets needed to succeed in inclusive classrooms will be presented.

Learning Objectives:

1. Name five skill sets needed by students with autism for maximum success in inclusive classroom
2. Identify five challenges teachers face when conducting group lessons
3. Explain how using low-tech ASR techniques such as choral responding and response cards minimizes those challenges and makes group instruction more effective
4. Describe guidelines for using choral responding and response cards
5. Describe three devices or tools students can use to self-monitor their academic or social behavior in class
6. Identify common problems that render many collaborative learning activities ineffective and describe how Numbered Heads Together and well-designed classwide peer tutoring systems counter them
7. Identify common elements shared by evidence-based classwide peer tutoring models
8. Briefly describe how the naturally occurring contingencies in most classrooms work against teachers "catching students being good."
9. Describe the behavioral characteristics of students who would benefit from learning to recruit teacher attention and assistance
10. Outline steps for training students how to recruit teacher attention and assistance

Thursday, October 3, 2013
Convention Sessions

8:30 AM – 9:20 AM

KEYNOTE ADDRESS

CE units offered: 1

**Behavior Change for a Sustainable World:
Ultimate Challenge and Opportunity for Behavior Analysts**

WILLIAM L. HEWARD (The Ohio State University)

For decades, earth scientists have issued fact-filled warnings about our planet's declining health and its diminishing ability to sustain human activity. Human behavior is responsible for both of these problems and changing our behavior is the only solution. While behavior analysis has made important contributions to other spheres—improving education, helping people adopt healthier life styles, making highways and factories safer, caring for people exhibiting challenging and life-threatening disorders—it has paid far too little attention to the impact of human behavior on the only home we have. But this is changing. I will identify and offer examples of why behavior analysts are uniquely poised to contribute to a broad range of interventions to promote the husbandry of our planet's resources, restore damaged ecosystems, and help prepare us to cope with the inevitable challenges to come.

Learning Objectives:

1. Describe why behavior analysis is ideally suited to help society combat climate change
 2. Describe several current applications of behavior principles that promote environmentally friendly behavior.
 3. Identify opportunities for behavior analysis students, practitioners, and researchers to contribute to the adoption of sustainable practices
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9:30 AM – 10:50 AM

SYMPOSIUM

CE units offered: 1.5

Addressing Difficult-to-Treat Aberrant Behavior Displayed by Adolescents with Autism in Classroom Settings

Reducing Disruptive Talking During Academic Tasks through Stimulus Control Procedures JANNA STRICKLAND & Robin Landa (Glenwood, Inc.)

The present project consists of an evaluation of the effects of a multiple schedule with rules in the development of stimulus control of disruptive talking displayed by an adolescent student with autism. Baseline data indicate that when the availability of attention was unpredictable (i.e. missed schedule; no salient correlated stimuli), conversational statements occurred at disruptive rates during independent work tasks, even when those statements were consistently ignored. Due to the disruptive nature of talking during instruction and the impact this behavior may have on work output, a multiple schedule with rules was utilized to teach the student to engage in conversation only during appropriate contexts. The multiple schedule consisted of alternating periods of reinforcement and extinction, correlated with a green and red card, respectively. This procedure was immediately effective in establishing stimulus control over conversational statements, with discrimination maintaining throughout schedule thinning. The utility of multiple schedules in developing stimulus control over bids for attention will be discussed along with suggestions for generalization and practical enhancement.

Learning Objectives:

1. Identify the difference between a mixed schedule and multiple schedule of reinforcement.
2. Describe control procedures for multiple schedules and identify situations in which one control procedure may be more appropriate than another.
3. Identify methods for programming for maintenance and generalization when using a multiple schedule to facilitate stimulus control.

An Evaluation of a Stimulus Fading Procedure to Increase Compliance with Medication Administration RENEA ROSE (Glenwood, Inc.)

Non-compliance with medications can lead to adverse medical side effects and decreased treatment options. The current evaluation assesses a multi-component procedure for increasing medication compliance in the form of a capsule with a 17-year-old male with autism and seizure disorder who exhibits extreme aggression and self-injury. Prior to implementation of the current procedure, the participant's medications were crushed, mixed with liquid, and administered orally by syringe. This form of medication administration produced variable compliance and decreased the effectiveness of his medications, therefore behavioral intervention was warranted. During baseline, the individual exhibited 0% compliance when placebo medication was administered by the therapist and the caregiver. Treatment included a multi-step stimulus fading hierarchy for fading proximity, compliance with opening mouth, increasing placebo volume, and swallowing. Differential reinforcement was used with fading proximity and compliance with opening mouth. Response cost and escape extinction were added to improve compliance with increasing medication volume and swallowing. Compliance with swallowing medication is presently 100% with therapist implementation. This evaluation is ongoing to generalize responding across caregivers and medications. The current procedure extends the current research on successfully utilizing escape extinction with adolescents who exhibit extreme aberrant behavior and also presents an alternative to modifying medication administration.

Learning Objectives:

1. Describe implications for non-compliance with prescribed medications.
2. Describe a procedure for using stimulus fading for increasing medication compliance.
Discuss utilization of escape extinction with adolescents with extreme aberrant behavior.

Shaping Gum Chewing as a Treatment for Rumination KELLY MIZE (Glenwood, Inc.)

Rumination is the regurgitation, re-chewing, and re-swallowing of previously consumed food. A novel treatment for rumination described by Rhine and Tarbox (2007) involves providing access to chewing gum. The present evaluation replicates the aforementioned study and extends the research on gum chewing as a treatment for rumination by providing a technological description of the teaching methods applied. Gum chewing duration was shaped to 22 min, and programming for generalization and maintenance were applied before the treatment evaluation began. A multi-element design was used to compare the effects of gum chewing to the absence of gum on rumination following meals, first in a therapy room and eventually in the classroom and community. The results indicate that rumination occurred at variable rates when the gum was absent (occurring up to 44% of 10-s intervals in a session) and occurred at significantly lower rates when gum was made available (occurring 1% or less in all sessions, including a session conducted in a restaurant as a community probe). This evaluation is ongoing with the goal of extending the duration of gum chewing. The data are discussed in terms of behavioral processes potentially responsible for behavior change, implications for practitioners, and directions for future research

Learning Objectives:

1. Describe potential barriers to the implementation of various, widely used treatments for rumination.
2. Describe potential benefits of gum chewing as a treatment for rumination as compared to other treatments.
Identify needs for future research on gum chewing as a treatment for rumination.

Decreasing Vocal Stereotypy by Utilizing Access to Stereotypy as a Reinforcer ROBIN LANDA (Glenwood, Inc.)

The present evaluation examined vocal stereotypy displayed by an adolescent student with autism. This student's vocal stereotypy, consisting of continuous and repetitive noises and high-pitched screams, was reported to occur continuously throughout the day and across various activities. Prior evaluations indicated maintenance by automatic reinforcement. After failure to identify competing sources of stimulation and subsequent failure of a response interruption and redirection procedure (RIRD) in decreasing stereotypy, a differential reinforcement of other behavior (DRO) procedure, utilizing access to stereotypy as a reinforcer, was combined with response cost to decrease vocal stereotypy. In addition, a multiple schedule was utilized to facilitate stimulus control of vocal stereotypy. Baseline data indicate that when no contingent social consequences were provided, vocal stereotypy occurred at an average of 87% of 10-s intervals across sessions. Treatment resulted in an immediate decrease in stereotypy to an average of 14% across sessions. Following 3 consecutive sessions with no more than 5% of intervals with stereotypy, the DRO interval was systematically increased up to 5 min, with reductions maintaining throughout schedule thinning. Clinical and practical considerations for implementing this treatment in similar settings will be discussed.

Learning Objectives:

1. Identify the barriers in treating vocal stereotypy maintained by automatic reinforcement.
2. Describe potential treatments for vocal stereotypy.
Identify methods for utilizing access to stereotypy as a reinforcer.

11:00 AM – 11:50 AM

KEYNOTE ADDRESS

CE units offered: 1

Treatment of Problem Behavior Maintained by Automatic Reinforcement

JEFFREY TIGER (University of Wisconsin, Milwaukee)

This event is designed as an introductory tutorial on the treatment of problem behavior maintained by automatic, or sensory, consequences. Attendees will learn about how to arrange enriched environments with considerations for the inclusion of high quality, competing, and/or matched stimuli and how to conduct assessments to identify these items. They will also learn how to progress to more intensive intervention including prompting engagement, differential reinforcement, and response interruption.

Learning Objectives:

1. Define automatic reinforcement.
 2. Describe three considerations in selecting materials to include in an "enriched environment."
 3. Describe two treatment integrity challenges associated with response interruption. Describe the impact of those integrity challenges.
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12:00 PM – 2:00 PM

LUNCH ON YOUR OWN

2:00 PM – 2:50 PM

PANEL DISCUSSION

CE units offered: 1

Status on Laws and Regulations of the Practice of ABA in Alabama

PAIGE MCKERCHAR (Jacksonville State University), BAMA HAGER (Autism Society of Alabama), ANNA MCCONNELL (Alabama Interagency Coordinating Council), & CAM WARD (Alabama State Senate, District 14)

The Behavior Analyst Certification Board has been regulating the practice of behavior analysis at the national level for 15 years, and since their inception, many states have followed with additional regulation, including state licensure. This panel discussion is designed to inform behavior analysts about the current status of licensure and other regulation, especially as it currently stands in Alabama.

Learning Objectives:

1. Identify the difference between certification and licensure
 2. Identify the current laws and regulations of the practice of ABA in Alabama
 3. Effectively respond to requests for assistance with legislative action in the future
 4. Direct inquiring parties to an appropriate source for updates
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3:00 PM –3:50 PM

KEYNOTE ADDRESS

CE units offered: 1

Training Parents to Work with Their Children at Home: Four Practical Strategies

JILL DARDIG (Ohio Dominican University)

Parents can be excellent teachers of their children with autism and other disabilities in the home setting if they learn to use evidence-based strategies. Professionals such as teachers, therapists, psychologists, and other providers can teach these effective strategies to parents with the result of expanding and enriching each child's learning opportunities.

Learning Objectives:

1. Define, describe and give a rationale for using social stories in the home. They will be able to create a social story to use in the home environment.
 2. Define, describe and give a rationale for using behavioral contracts in the home. They will be able to create a behavioral contract to use in the home environment.
 3. Define, describe and give a rationale for using visual schedules in the home. They will be able to create a visual schedule to use in the home environment.
 4. Define, describe and give a rationale for using teaching scripts in the home. They will be able to create a teaching script to use in the home environment.
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4:00 PM – 4:50 PM

SPECIAL EVENT

Book Signing With Our Keynote Speakers

JILL DARDIG, WILLIAM L. HEWARD, & SUSAN SCHNEIDER

Please bring your books published by these accomplished authors for a personal inscription! What a great way to end your day and make this year's convention an especially memorable one!

Friday, October 4, 2013
Convention Sessions

8:30 AM – 9:20 AM

ALABA Business Meeting

ALABA's annual business meeting is an opportunity for members to discuss issues related to behavior analysis in Alabama and the surrounding states with the Executive Committee and other members. The Executive Committee will discuss this year's goals for our organization and invite you to be an important part of the planning process. ALABA's mission is fulfilled by the active participation of our members. We hope to see you there!

9:30 AM – 10:20 AM

PRESENTATION

CE units offered: 1

Differential Effects of Antecedent Manipulations on Work Completion and Off-Task Behavior of 5th Grade Students With and Without Behavior Disorders in an Inclusive Classroom

DAVID F. BICARD (Behavior Analysts of Central Alabama), Angela Ervin (Catholic Archdiocese of Memphis), & Sara Bicard (Auburn University at Montgomery)

Behavior management continues to be a top concern for teachers. A problem with student maladaptive behavior is one of the primary reasons why teachers say they leave the profession. Many general education teachers feel unprepared to teach students with disabilities and do not necessarily want students with behavior problems in their classroom. If general education initiatives like SWPBIS and Rtl are to be successful we must develop low-effort/high yield, preventative practices that can help support inclusion of children with learning and behavior disorders in general education classrooms. The present research focused on low effort classroom management tactics to improve social and academic behavior of 28 students an inclusive 5th Grade classroom. The first study investigated student self-selected and teacher selected seating arrangements within the context of individual and group seating. Results showed that students performed best when they were seated individually regardless of self or teacher selection. The second study investigated the use of known and unknown timings during independent review work. Results showed that the students were more on-task and more accurate when they knew the work period had a finite end.

Learning Objectives:

1. Define low effort/high yield academic interventions
 2. Identify the effectiveness of four different seating arrangements in general education classrooms.
 3. Identify the effectiveness of finite work periods on student's social and academic skills.
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10:30 AM – 11:20 AM

KEYNOTE ADDRESS

CE units offered: 1

The Science of Consequences

SUSAN SCHNEIDER (University of the Pacific)

Actions have consequences--and being able to learn from them revolutionized life on earth. Consequences are everywhere, influencing everything from the humblest flatworms to our most impressive human accomplishments. The science of consequences has incorporated their important role in nature-and-nurture while producing applications across the board, from everyday life to our biggest societal challenges. Taking an inclusive interdisciplinary "systems approach," this talk will summarize how something so deceptively simple can help make sense of so much. Topics will include the generality of these operant principles, their biological context, their role in language development, and a representative sampling of their applications.

Learning Objectives:

1. To describe the biological context for behavior analysis, including examples of the many nature-nurture interactions in which operant behavior principles play a role.
2. To summarize the importance of operant behavior principles in higher-order skills such as language.
3. To illustrate the full range of applications of operant behavior principles, for humans and nonhumans.

11:30 PM – 1:00 PM

LUNCH ON YOUR OWN

1:00 PM – 1:50 PM

PRESENTATION

CE units offered: 1

A Day in the Life of a School Consultant: Taking Public Schools by Storm with Behavior Analysis

HEATHER N. JONES (The Learning Tree, Inc.)

There is a large need for behavior analysis in schools systems. With only 129 BCBA's in all of the state of Alabama (www.bacb.com) and 67 counties, there are simply not enough behavior analysts to meet the need. Some school systems are making an effort to include some sort of behavior specialists on staff, but these behavior specialists may not be BCBA's. They may be former special education teachers who have experience with behavior problems in their classrooms and then get promoted to a central office position. In addition, with the distribution of non-research based treatments such as sensory integration, sensory diets, fad diets, and many more, it is difficult for teachers to sift through and choose the most effective treatments. Some work that I have done as a consultant in schools systems includes: skill acquisition, behavior reduction, and system wide trainings. Data from these programs and trainings will be discussed and shared. Overall, with ages 4-18, diagnoses of autism, intellectual disability of varying levels, cri du chat, attention deficit hyperactivity disorder, seizure disorder, down syndrome, severe self injurious or aggressive behaviors, stereotypy, bruxism, etc. there is much work to do in the public schools of Alabama.

Learning Objectives:

1. Analyze data sets from skill acquisition programs
 2. Analyze of data sets from behavior reduction programs
 3. Describe the need for behavior analysis in the public school system
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2:00 PM – 2:50 PM

PRESENTATION

CE units offered: 1

Workplace Ethics: Not Oxymoronic

MICHAEL ROHR (Behavioral and Counseling Services, LLC)

Aubry Daniels, Inc., OBM, is known for consulting to companies to increase productivity. They and others have begun to focus on increasing ethical behavior in the workplace. Lattal & Clark (2005) have published a book on such practices. Contacting ADI determined that ethical approach was for retail and manufacturing businesses not a "private practice or mental health" service provider such as ours, an ABA service provider. What BCS did was to modify the Moral Pluralcy ethics and apply them to our type of business. We focused on administrative behaviors and not those behaviors that would be within the parameters of the BACB, BSC, HRC, or the DIDD Contract requirements. In other words, the ethical basis for what BCS required "in-house": best practice, adhering to formats for documents, billing requirements, assessment protocols, treatment protocols, helpfulness to other BCS staff, sharing expertise, employer-to-employee relationship, micro-management, peer review, and what to reinforce or punish.

Learning Objectives:

1. Identify a current book on work-place ethics
 2. Demonstrate familiarity with the ethical system of Moral-Pluralcy
 3. Recognize an adaptation of the Moral-Pluralcy ethics as used by BCS
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3:00 PM – 3:50 PM

PRESIDENTIAL ADDRESS

CE units offered: 1

PDC-HS: Assessment and Solutions for Employee Performance Problems

LEIGH ANN STRAIN (The Learning Tree, Inc.)

As behavior analysts, we look to functional assessments as a standard in care when identifying the function of problem behavior (Hanley, Iwata, & McCord, 2003). Just as we use functional assessments in our clinical and educational environments, such approaches have existed in organizational settings for years. Within organizational settings it is typically termed *performance analysis* or *performance diagnostics* (Austin, 2003), and such allows one to identify the variables influencing employee performance. The Performance Diagnostic Checklist (PDC, Austin, 2000) has been used in a number of recent empirical investigations to solve employee performance problems. While the PDC has been useful to develop performance interventions within the private industry, it was not applied to the human service field. Thus, a version of the PDC to explicitly assess the performance of employees in human-service settings and provide solutions based on the assessment was created: the Performance Diagnostic Checklist-Human Services (PDC-HS).

Learning Objectives:

1. Identify differences between the PDC and PDC-HS
2. State how the PDC-HS assesses employee performance problems
3. State functional implications of the PDC-HS on employee performance issues

Special Thanks

ALABA would like to thank all its members for supporting our goals and mission; with special thanks to those who helped make this year's convention successful!

Keynote Speakers

Jill Dardig

William Heward

Susan Schneider

Jeffrey Tiger

Presenters

David Bicard

Robin Landa

Kelly Mize

Leigh Ann Strain

Bama Hager

Anna McConnell

Michael Rohr

Janna Strickland

Heather Jones

Paige McKerchar

Renea Rose

Cam Ward

Student Volunteers

Megan Boan

Olivia Coppes

Nicole Hanney

Dannah Lowell

Shelby Brooks

Anna DeFrancis

Shannon Harris

Krystal Owens

Lindy Shields

Lauren Cole

Stephanie Glaze

Stephanie Huff

Aracelia Rodriguez

Notes: