



The first EABA Summer School of Behaviour Analysis will take place from **July 6th to 17th, 2015, in Rethymno, Crete**, in collaboration with the Departments of Psychology of Panteion University of Athens and the Hellenic Association for Behavior Analysis. The Summer School is designed to offer an advanced training experience and an opportunity for extended scientific and social interaction among students, professionals and accomplished instructors in behaviour analysis from throughout Europe.

A total of four intensive (3 hours per day for 5 days) courses will be offered, with each course occurring either in morning or in evening sessions, with the first two courses running from July 6th to 10th and the second two from July 13th to 17th. Thus, one might participate in from one to four of the courses on offer.

Courses will cover advanced topics in experimental and applied behaviour analysis, in an intellectually rigorous but informal and collegial atmosphere that will include both lecture and discussion periods. There will be no exams or aversive control. The courses will be designed to be enjoyed by anyone who would have the requisite training and interest to benefit from attending presentations at the EABA's biannual conference. All courses will be in the English language.

Readings for the courses will be distributed well in advance to allow preparation. During the weekend that intervenes between the two 5-day course periods (July 11th and 12th) a social outing to the beautiful southern coast and charming villages of Crete has been organized for all Summer School participants.



The EABA is a **BACB-Approved Continuing Education Provider**.

Continuing education credits will be provided for Summer School participants at no added cost.



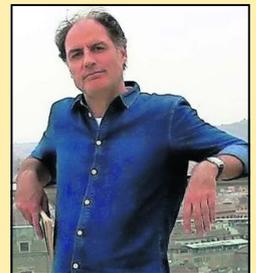
EABA SUMMER SCHOOL 2015 • COURSE TITLES AND INSTRUCTORS

July 6 to 10, 2015

Morning course:

**The relation between basic science and clinical analysis and intervention:
Behavioural excess and reinforcement processes**

Ricardo Pellón, Ph.D.,
*Animal Behaviour Laboratories, Departamento de Psicología Básica I,
Facultad de Psicología, Universidad Nacional de Educación a Distancia,
Madrid, Spain*



Evening course:

**The analysis of verbal behaviour:
The scientific basis of effective language interventions**

Katerina Dounavi, Ph.D., BCBA-D
*School of Education, Queen's University Belfast, United Kingdom
Magiko Sympan, Greece*

July 13 to 17, 2015

Morning course:

The relation between basic science and clinical analysis and intervention: “Dysfunctional cognition” and aversive control processes

Robert Mellon, Ph.D.
*Laboratory of Experimental and Applied Behavior Analysis, Department of
Psychology, Panteion University of Social and Political Sciences,
Athens, Greece*



Evening course:



Evening course:

**Curriculum development for persons with Autism Spectrum
Disorder utilizing video technology and Functional Behavior
Assessment**

Christos Nikopoulos, BCBA-D, MBPsS, CSci, FHEA,
*International Representative, Behavior Analyst Certification Board
Autism Consultancy Services,
London, United Kingdom*



EABA SUMMER SCHOOL 2015 • COURSE DESCRIPTIONS

The relation between basic science and clinical analysis and intervention

Ricardo Pellón and Robert Mellon will present a two-part course illustrating the importance of basic research in the experimental analysis of behaviour for effective case formulation and intervention in clinical behaviour analysis. The course will run for two weeks; summer school participants may elect to take part in either the first or the second half, but are encouraged to take part in both to ensure an appreciation of the value of current experimental research for the understanding and treatment of a wide range of clinical phenomena.

PART ONE: *July 6 to 10*

Behavioural excess and reinforcement processes

Ricardo Pellón, Ph.D.

Adjunctive behaviour is a model of excessive behaviour and as such it has been evaluated on circumstances generating repetitive (compulsive) or premature (impulsive) behaviours that might underline diseases such as drug abuse, anorexia or attention deficit hyperactivity disorder. The understanding of the mechanisms (of reinforcement) that might explain the development and maintenance of adjunctive behaviour therefore will be valuable for our comprehension of such health problems. In the present course I'll present some data on functional control of schedule-induced excessive drinking by laboratory rats, how this behaviour is modulated by drugs of abuse or genetically-selected animals, and how its analysis might be extended to other patterns of behaviour (notably excessive running).

Killeen and Pellón (2013) have developed a model that is based on the hypothesis that adjunctive behavior is maintained by delayed reinforcement, occurring despite the absence of any programmed contingency between the behavior and the consequence. Other sources of reinforcement are possible, however. For example, adjunctive behaviour itself might derive reinforcing properties through its association with the primary reinforcement and/or through the facilitation to time the occurrence of important events.

The unravelling of the basics of adjunctive behaviour might help in understanding societal problems than are of concern in recent times. This is in line with claims for basic research connected to practical problems (Poling, 2010) and to a science of behaviour related to translational research (e.g., Mace and Critchfield, 2010). Not only does understanding adjunctive behaviour relate to practical problems, but also a good theory of adjunctive behaviour might help to develop better applications of principles that will ameliorate diseases modelled on such behavioural phenomena.

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In this line, it is good to evaluate the validity of the animal model (Leslie, 2011) in terms of face validity (if the animal behaviour resembles that of humans), construct validity (similarity of the biological mechanisms involved), and predictive validity (similar treatment efficacy in human disorders and animal model).

Session topics

Session 1: Reinforcement, structure and temporal control of behaviour.

Session 2: Functional control of adjunctive behaviour (schedule-induced drinking).
Sources of reinforcement of adjunctive behaviour.

Session 3: Extension to other behavioural patterns (excessive running).
Activity-based anorexia in rats.

Session 4: Validity of the animal models of excessive behaviour.
A model of obsession-compulsion.
Relation to impulsivity and addiction.
Other behavioural problems (e.g., schizophrenia, eating disorders).

Session 5: Implications for a general theory of behaviour and applications.

Cited references

Killeen, P.R., and Pellón, R. (2013). Adjunctive behaviors are operants. *Learning and Behavior*, 41, 1-24.

Leslie, J.C. (2011). Animal models of psychiatric disorders: Behaviour analysis perspectives. *European Journal of Behavior Analysis*, 12, 27-40.

Mace, F.C., & Critchfield, T.S. (2010). Translational research in behaviour analysis: Historical traditions and imperative for the future. *Journal of the Experimental Analysis of Behavior*, 93, 293-312.

Poling, A. (2010). Looking to the future: Will behaviour analysis survive and prosper? *The Behavior Analyst*, 33, 6-17.

Other basic references

Carrera, O., Fraga, A., Pellón, R., & Gutiérrez, E. (2014). Rodent model of activity-based anorexia. *Current Protocols in Neuroscience*, April 10, 67:9.47.1-9.47.11.

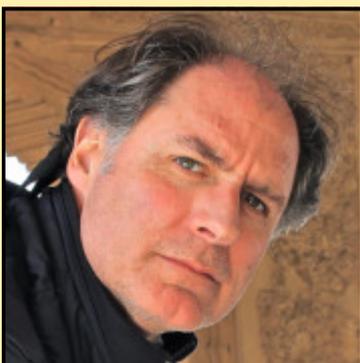
Ford, M. M. (2014). Application of schedule-induced polydipsia in rodents for the study of an excessive ethanol intake phenotype. *Alcohol*, 48, 265-276.

Hawken, E.R., & Beninger, R.J. (2014). The amphetamine sensitization model of schizophrenia symptoms and its effect on schedule-induced polydipsia in the rat. *Psychopharmacology*, 231, 2001-2008.

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- Íbias, J., & Pellón, R. (2011). Schedule-induced polydipsia in the Spontaneously Hypertensive Rat and its relation to impulsive behaviour. *Behavioural Brain Research*, 223, 58-69.
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- Íbias, J., Pellón, R., & Sanabria, F. (2015). A microstructural analysis of schedule-induced polydipsia reveals incentive-induced hyperactivity in an animal model of ADHD. *Behavioural Brain Research*, 278, 417-423.
- Killeen, P.R. (2014). Pavlov + Skinner = Premack. *International Journal of Comparative Psychology*, 27, 544-568.
- Jupp, B., Caprioli, D., & Dalley, J.W. (2013). Highly impulsive rats: Modelling an endophenotype to determine the neurobiological, genetic and environmental mechanisms of addiction. *Disease Models & Mechanisms*, 6, 302-311.
- Moreno, M., & Flores, P. (2012). Schedule-induced polydipsia as a model of compulsive behaviour: Neuropharmacological and neuroendocrine bases. *Psychopharmacology*, 219, 647-659.
- Pellón, R., y Pérez-Padilla, A. (2013). Response-food delay gradients for lever pressing and schedule-induced licking in rats. *Learning & Behavior*, 41, 218-227

About the instructor



Ricardo Pellón got a Degree in Psychology in 1980 and in 1987 presented his PhD in the area of Experimental Psychology, both at Universidad Autónoma de Madrid (Spain). He has held research positions at University of Wales College of Cardiff, UK (1981-1984) and the Addiction Research Centre of the National Institute on Drug Abuse, Baltimore, USA (1990-1991). In 2005-2006 he spent a sabbatical leave at Arizona State University, USA. He is currently Professor of Psychology at Universidad Nacional de Educación a Distancia, Madrid, Spain, where he directs an Animal Behaviour Lab working predominantly (but not exclusively) on animal models of excessive behavior, such as schedule-induced polydipsia and activity-based anorexia, both using laboratory rats as experimental subjects. He has published in international journals in the areas of learning and behavior, behavioural pharmacology, and neural substrates of behavior.

The relation between basic science and clinical analysis and intervention

PART TWO: *July 13 to 17*

“Dysfunctional cognition” and aversive control processes

Robert Mellon, Ph.D.

Despite its high frequency of occurrence and social significance, problematic thinking has been understudied in behaviour analysis and, in contemporary contextual approaches, thinking itself is viewed as an inherently pathological process. This course will provide an account of “obsessive” and otherwise problematic thinking, in terms of a general process interpretation of the determination of operant and respondent behavior derived from experimental analysis. In an interpretive approach originated by B. F. Skinner (e.g., 1953; 1957) the account invokes plausible, untested causal relations among response-produced private events and behavior occurring in operant chains, and illustrates the more general utility of this practice for the understanding of problematic thinking in clinical behavior analysis. Finally, a case will be made for the potential therapeutic efficacy of providing simplified versions of such natural science-based interpretations of the determination of troublesome patterns of covert behavior to psychotherapy clients themselves.

Vexing, repetitive patterns of thinking widely regarded as “dysfunctional” or “pathological” are here viewed as manifestations of adaptive processes. Problematic thinking might usefully be interpreted as terminating self-produced stimuli that might otherwise evoke the emission of acts that have been both reinforced and punished in the past. Thus, “dysfunctional” thinking might be a form of self control, in which the biobehavioral events produced tend to derail operant chains that would otherwise lead to social censure or to self-produced aversive events. The events produced by the effective form of “dysfunctional” thinking would thereby acquire positive reinforcing potency, even as they elicit distress in the person that repeatedly produces them. As motor activity is often preceded by related cognition, controlling agents might forestall the emission of “undesirable” acts by establishing the negative reinforcing potency of events produced by “wicked” thoughts, such that their production initiates an incompatible course of thought and action.

The conditions arranged by any successful form of psychotherapy have two highly related classes of effects on clients’ behaviour: they instigate change in the eliciting, reinforcing, and evocative effects of stimuli produced by problematic behaviour patterns as well as by those produced by the more fruitful patterns that displace them in the course of therapy; and they establish some form of discriminative repertoire regarding the nature and provenance of these same processes.

As a form of such interpretations, a basic behaviour analytic repertoire has unique practical advantages, yet it has seldom been systematically generated in clinical behaviour analysis; indeed, *any* efforts of clients to investigate the origin of their own privately-observable activities are explicitly discouraged in currently fashionable behavioural approaches to psychotherapy. In the concluding sessions, we will explore how the fundamental aspects of an interpretive repertoire so useful to clinical behaviour analysts themselves might be generated in their psychotherapy clients.

Session topics

Session 1: Self-produced events in the experimental analysis of behavior.

Session 2: Self-produced events in aversive control: the experimental analysis of punishment.

Session 3: Problematic thinking as unconscious self control.

Session 4: Applications of the analysis in clinical case formulations: Obsessive-compulsive behaviour, stereotypic behaviour, depressive behaviour, paranoia, substance abuse.

Session 5: Generating oversight: Implications for therapeutic interventions.

Basic references

Dinsmoor, J. A. (2001). Stimuli inevitably generated by behavior that avoids electric shock are inherently reinforcing. *Journal of the Experimental Analysis of Behavior*, 75, 311–333.

Dinsmoor, J. A. (1998). Punishment. In W. T. O'Donohue (Ed.), *Learning and behavior therapy*. Boston: Allyn and Bacon (pp. 188-204).

Mellon, R. C. (2013). Interpreting thought-action fusion in obsessive thinking: Covert links of operant chains in clinical behavior analysis. *European Journal of Behavior Analysis*, 14, 177-197.

Mellon, R. (1998). Oversight: Radical behaviorism and psychotherapy. *Journal of Psychotherapy Integration*, 8, 123-146.

Nevin, J. A. (2008). Stimuli, reinforcers and private events. *The Behavior Analyst*, 31, 113-126.

About the instructor

Robert Mellon is currently professor and chairman of the Department of Psychology at the Panteion University of Social and Political Sciences in Athens, Greece, and president of the European Association for Behaviour Analysis. He received his doctorate from the University of North Carolina at Greensboro in 1987, where he trained simultaneously in the experimental analysis of behaviour and clinical behaviour analysis programs; his master's and doctoral experimental research was directed by Richard Shull and Aaron Brownstein. He completed the clinical psychology internship program at New York University-Bellevue Hospital Center. Mellon was a postdoctoral research fellow at the Center for Developmental Psychobiology at the State University of New York at Binghamton, and an NIMH National Research Service Award fellow at the New York State Psychiatric Institute and Columbia University, where he worked with John Gibbon. For four years he travelled Asia, the Middle East and Europe teaching in the Overseas Programs of the University of Maryland. Since 1995 he has lived and worked in Greece, initially at the Hellenic Republic University of Crete. Mellon's empirical and theoretical work, principally in behavioural variability, resistance to change and aversive control, and the implications of these processes in understanding the provenance and treatment of problematic patterns of behavior, has been published in both behaviour-analytic and mainstream psychology journals; he is also author and translator of numerous behaviour-analytic texts in the Hellenic language.

**The analysis of verbal behaviour:
The scientific basis of effective language interventions**

Katerina Dounavi, Ph.D., BCBA-D

July 6 to 10

Language, in Skinner's terms (1957) "verbal behaviour," is the cornerstone of human essence. The development of a rich verbal repertoire is also the basis for acquiring other important skills, such as academic, cognitive or social skills and achieving social inclusion. On the other hand, individuals who present a limited verbal repertoire (e.g., children with autism or other developmental disorders, adults with aphasia) face great difficulties in maintaining meaningful social exchanges and achieving inclusion in society. For these reasons, teaching verbal behaviour should be a priority in any behaviour-analytic intervention, especially as research outcomes and our knowledge on effective teaching techniques and emergent relations increase.

In this seminar, basic concepts and principles related to a functional analysis of language will be examined and specific applications of how these can be used towards a comprehensive assessment and curriculum development will be described. Specific interventions and teaching techniques will be presented and participants will get familiarised with relevant literature on the topic. Focus will be placed on the impact of ABA-based programs with an emphasis on social communication on the individual's life and there will be space for reflection on evidence-based interventions overall.

On completion of the course participants:

- will be able to functionally classify verbal behaviour
- will understand how language assessment tools are used
- will be able to design an intervention to teach a specific language skills
- will be able to locate relevant research literature on the topic

Classes will include a variety of teaching strategies together with lecturing, such as individual and group work as well as hands-on exercises.

Session topics

Session 1: Behaviour analysis and the functional classification of verbal behaviour:
Concepts & Principles

Session 2: Using the analysis of verbal behaviour as a guide for assessment

Session 3: Using the analysis of verbal behaviour as a guide for curriculum development

Session 4: Designing ABA programs with an emphasis on social communication: Specific applications & teaching techniques

Session 5: Designing ABA-based programs with an emphasis on social communication:

Basic references

- Baker, J. C., LeBlanc, L. A., & Raetz, P. B. (2008). A behavioral conceptualization of aphasia. *The Analysis of Verbal Behavior*, 24, 147–158.
- Barbera, M. L. & Rassmusen, T. (2007). *The verbal behavior approach: How to teach children with autism and related disorders*. London: Jessica Kingsley Publishers.
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- Petursdottir, A. I., Olafsdottir, A. R., & Aradottir, B. (2008). The effects of tact training and listener training on the emergence of bidirectional intraverbal relations. *Journal of Applied Behavior Analysis*, 41, 411–415.
- Sautter, R.A., & LeBlanc, L.A. (2006). Empirical applications of Skinner's analysis of verbal behavior with humans. *The Analysis of Verbal Behavior*, 22, 35-48.
- Skinner, B. F. (1957). *Verbal behavior*. Acton, MA: Copley Publishing Group.
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- Sundberg, M. L. (2008) *Verbal behavior milestones assessment and placement program: The VB-MAPP*. Concord, CA: VB Press.
- Sundberg, M.L., & Michael, J. (2001). The benefits of Skinner's analysis of verbal behavior for children with autism. *Behavior Modification*, 25, 698-724.
- The Maine Department of Health and Human Services & The Maine Department of Education. (October, 2009). *Interventions for Autism Spectrum Disorders: State of the Evidence. Report of the Children's Services Evidence-Based Practice Advisory Committee*. Accessed on 22.01.2014 at <http://www.maine.gov/dhhs/ocfs/cbhs/ebpac/asdreport2009.pdf>

About the instructor

Dr Katerina Dounavi, BCBA-D, is a Lecturer in Behavior Analysis & Autism at Queen's University Belfast, Deputy Director of the Centre for Behavior Analysis and coordinator of the MScABA at the same University. She is the founder and clinical director of Magiko Sympan in Greece, the first service provider in the country to be supervised by a Board Certified Behavior Analyst. Her current responsibilities include teaching in the MScASD and MScABA, supervising postgraduate students' dissertations and conducting research at Queen's University Belfast, as well as supervising professional practice internationally. Additionally, she serves as a consultant for a number of applied settings in Europe that provide ABA-based services to children, adolescents and young adults with developmental disabilities overseeing the implementation of evidence-based interventions.

Katerina completed her studies in Psychology at the Kapodistrian University of Athens, a Master's in Educational Psychology at the Complutense University of Madrid and a Master's in Applied Behavior Analysis with emphasis on Pervasive Developmental Disorders offered by ABA España. Following these and after conducting a European research internship at Queen's University Belfast, she obtained her PhD in Clinical Psychology at the Complutense University of Madrid. In the last 14 years, she has worked with numerous children, adolescents, youths and their families internationally and in different community settings and has trained numerous professionals. Her research and teaching activity focuses on the areas of behaviour analysis, developmental disorders, evidence-based education and verbal behaviour.

**Curriculum development for persons with Autism Spectrum
Disorder utilizing video technology and Functional Behavior Assessment**
Christos Nikopoulos, BCBA-D, MBPsS, CSci, FHEA

July 13 to 17

Structuring a programme for children with ASD has always been a challenge. Although programming should be individualised for each child, typically, early intervention programmes should be structured in an order to include an attending component (e.g., responding to name), a receptive language component (e.g., following instructions), an imitation component (e.g., imitating a gross motor movement) etc. Thus, the focus of the first session will be on the identification of the sequence of the components of such a programme based on the analysis of essential pre-requisites that children with ASD should be able to present.

In relation to effective interventions, it is interesting to note that at least during the last couple of decades, there has been a shift in emphasis from language-based instruction to more visual instructional supports as a catalyst for learning in individuals with multiple disabilities and ASD. This is because given the visual superiority of people with ASD, it is perhaps not surprising that the majority of current educational programmes for these individuals frequently employ visual supports. Picture prompts, photographic activity schedules, visual schedules, or videos appear to be appropriate and particularly motivating for these individuals. In particular, video modelling constitute a method of teaching in which an individual learns behaviour or a skill by watching a video recording of someone – the model – demonstrating that behaviour or skill. It has been widely used to teach individuals with autism aged from 3 to 20 years a variety of different behaviours and skills in a range of different contexts. There is a substantial body of scientific evidence to show that video modelling can benefit individuals with autism. Specifically, there have been more than 70 scientific studies of video modelling published in peer-reviewed journals in which more than 190 individuals participated. The range of target behaviours and different methods by which video modelling has been successfully implemented attests to its robustness as an approach for supporting appropriate behaviours in children with autism. This approach, which has been so favourable to researchers and therapists for a number of reasons, will be the focus of this course during the second and third sessions.

However, learning of children with ASD is frequently negotiated by the presence of challenging behaviours, which are a common characteristic of them. In fact, almost everyone on the autism spectrum present with at least some degree challenging behaviours. They are regarded as a hallmark of this condition which can cause major impediments to learning and may put the affected person and/or care providers at risk for harm. Effective support and treatment of children with autism, who exhibit challenging behaviours in their daily lives, depend on the understanding of the function that such behaviours serve for the individual. Such understanding can be obtained through the administration of an evidence-based approach called Functional Behavioural Assessment (FBA). The fourth and final sessions in this course will focus on various methods used for conducting FBA (i.e., indirect, descriptive assessments & functional analysis). The indirect assessments will include the Motivational Assessment Scale and the Functional Analysis Screening Tool whilst the descriptive assessments will include scatter plots, structured A-B-C model, and antecedent assessments. A detailed examination of the components of functional analysis including the Function Matrix will also be provided.

Following this course, the participants will be able to:

Identify the structure of an early intervention curriculum for children with ASD

Explain the procedural components of video-based interventions when these are to be designed for enhancing a number of different skills in children with ASD

Name the salient features of video modelling procedures as guided by findings from the literature

Describe different types of video modelling and the advantages and disadvantages of each type when targeting different performance areas in children with ASD

Demonstrate step-by-step different types of video modelling and how these could be designed and implemented

Design and analyse a video modelling intervention using selected case studies;

Develop a critical understanding of the key components referring to FBA and ways of their application in clinical practice, including their advantages and disadvantages;

Demonstrate knowledge about the data collection methods associated with the FBA methods;

Gain practical experience in collecting assessment data, graphically reporting these data as well as analysing and interpreting the results; and

Explore, plan and implement basic function-based intervention methods as these are directly linked to the information and data gathered during the FBA.

Session topics

Session 1: Structure of an early intervention curriculum for children with ASD divided into a) Beginning Curriculum Guide, b) Intermediate Curriculum Guide and c) Advanced Curriculum Guide.

Session 2: Procedural components of video-based interventions following the conceptual underpinnings of observational learning

Session 3: Critical features and types of video modelling procedures as guided by findings from the autism literature

Session 4: Exploration of Functional Behaviour Assessment (FBA) and its application in clinical practice

Session 4: Implementation of basic function-based intervention methods which are linked to the results of FBA.

The teaching and learning methods which will be used in this course include:

Lectures, Presentations, Practical exercises using especially designed multimedia software, and Individual/group exercises and discussions

Basic references:

- Buggey, T. (2009). *Seeing is believing: video self-modeling for people with autism and other developmental disabilities*. Woodbine House Inc.
- Cipani, E., & Schock, K.M. (2010). *Functional behavioral assessment, diagnosis, and treatment: a complete system for education and mental health settings*. (2nd Ed.). New York, NY: Springer Publishing Co.
- Gast, D.L. (2009). *Single subject research methodology in behavioral sciences*. New York: Routledge.
- Horner, R.H., Carr, E.G., Halle, J., McGee, G., Odom, S., & Wolery, M. (2005). The use of single-subject research to identify evidence-based practice in special education. *Exceptional Children, 71*(2), 165-179.
- Keenan, M., Gallagher, S., Dillenburger, K., & Nikopoulos, C.K. (2003). Learning to observe. [Computer software] Portrush, NI: Celtic Fringe Productions.
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- Nikopoulos, C.K., Canavan, C., & Nikopoulou-Smyrni, P.G. (2009). Generalized effects of video modeling on establishing instructional stimulus control in children with autism. Results of a preliminary study. *Journal of Positive Behavior Interventions, 11*(4), 198-207.
- Nikopoulos, C.K., & Nikopoulou-Smyrni, P.G. (2008). Teaching complex social skills to children with autism; advances of video modeling. *Journal of Early and Intensive Behavior Intervention, 5*(2), 30-43.
- Nikopoulos, C.K. (2007). Use of video modeling to increase generalization of social play by children with autism. *The Journal of Speech-Language Pathology and Applied Behavior Analysis, 2*(2), 195-212.
- Nikopoulos, C.K., & Keenan, M. (2007). Using video modeling to teach complex social sequences to children with autism. *Journal of Autism and Developmental Disorders, 37*(4), 678-693.
- Nikopoulos, C. K. & Keenan, M. (2006). *Video modelling and behaviour analysis: A guide for teaching social skills to children with autism*. Jessica Kingsley Publishers.
- Nikopoulos, C.K., & Keenan, M. (2004a). Effects of video modeling on social initiations by children with autism. *Journal of Applied Behavior Analysis, 37*, 93-96.
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About the instructor

Dr Christos Nikopoulos PhD, BSc(Hons), BCBA-D, MBPsS, CSci, FHEA, is the founder and director of Autism Consultancy Services in London as well as the International representative for the Behavior Analysis Certification Board (BACB®).



He is a BACB Type 2 Approved Continuing Education (ACE) Provider, who has served as a clinician, a university lecturer, an educator, a consultant, a researcher, and an author in the areas of autism, intellectual and other developmental disabilities as well as neurological and behavioural interventions in special education for more than 17 years. He has obtained international experience in working with children with autism and other developmental disabilities as well as their families and has published widely on the topic. He has co-authored a book that has become a

key reference text on subject of video modelling and autism. He has been chosen to deliver keynote speeches at national and international conferences. In fact, his work on video modelling with individuals with autism is at the forefront of research and development.

REGISTRATION FOR PARTICIPATION IN THE 2015 EABA SUMMER SCHOOL OF BEHAVIOUR ANALYSIS

Participation in the summer school will be open to all EABA members and non-members who have a sufficient background in behaviour analysis to benefit from participation. This would include professional behavior analysts, postgraduate students in behaviour analysis and related fields, and undergraduate students who have completed significant coursework in experimental, conceptual and applied behaviour analysis. In the on-line registration procedure, applicants will be asked to briefly describe their training and professional experience in behaviour analysis, to be reviewed by the EABA committee to ensure that the applicant has the requisite repertoire to benefit from this experience. Applicants will be promptly informed of their participation status.

As the Summer School instructors are volunteering their teaching efforts in service of the EABA's mission to advance the dissemination of behavioural philosophy and science in Europe, we are able to offer each of the four 15-hour courses at a cost of 50 euros (i.e., 50 euros for one course, 100 euros for two courses, etc.). Payment is via PayPal on the EABA website (www.europeanaba.org). Qualified participants will be admitted on a first come, first served basis until all courses are fully subscribed (up to 40 participants per course). BACB continuing education credit will be available at no extra charge.