

Applied Behaviour Analysis

LONDON 2026

Navigating a New Era of Autism Support: What is Next for Applied Behaviour Analysis in the UK?

Presenters' Abstracts, Photos and Biographies

Host: Professor Christina Victor - Associate PVC-Research Culture and Governance – Brunel University of London



Christina joined Brunel in October 2009. She is Professor of Gerontology and Public Health in the College of Health, Medicine and Life Sciences and Associate PVC-Research Culture and Governance. She is also Chair of the University Research Ethics Committee.

Christina started her academic career as a geographer with a particular interest in the spatial distribution of health and illness and access to, and provision of, health and social care. Her initial research interests were focussed upon health and health inequalities and the evaluation of services for older people. More recently she developed a keen interest in loneliness and isolation; the benefits of exercise and activity in later life and the experiences of old age and later life amongst minority communities and the experience of ageing for people with intellectual disabilities. She has received funding for her research from a range of funders including ESRC, NIHR, Dunhill Medical Trust, Leverhulme and the British Academy.

Christina has written over 400 peer reviewed articles and published 8 books in the field of gerontology. She is a Fellow of the Faculty of Public Health and an Academician of the Academy of Social Sciences. In 2017 Christina was awarded the Lifetime Achievement award of the British Society of Gerontology and awarded Fellowship of the Gerontological Society of America.

Welcome Address: Professor Patrick Leman – Executive Dean of the College of Health, Medicine and Life Sciences, Brunel University of London



Patrick is a developmental social psychologist whose research straddles the intersection of social and cognitive development. His research explores how social relationships, identity, and context influence the way children and adolescents acquire knowledge and understand themselves. Patrick's work has explained how children co-construct knowledge through dialogue with peers, touching on how social categories like gender and race impact social relationships, moral judgment and educational attainment. Recent studies have examined issues of self-objectification, particularly its impact on social approval motivation and self-presentation, and interactions with AI in sub-clinical contexts.

He was Editor of the British Journal of Developmental Psychology (2013-2019) and Chair of the British Psychological Society's Editorial Advisory Group (2016-2020) overseeing its twelve journals and book outputs. He is author of the textbook, Developmental Psychology, with Andy Bremner.

Saturday 5th September 2026

Professor Gina Green – Evaluating Evidence on the Intensity of ABA Interventions for People with Autism

Abstract

Many consumers, funders, and providers have questions about how the intensity (dosage) of interventions for people diagnosed with autism affects outcomes for those individuals and their families. This presentation offers some suggestions for sorting through conflicting answers to those questions as they pertain to applied behavior analysis (ABA) interventions. Topics include

- Differentiating ABA from other “behavioral” interventions
- How intensity is defined in studies and practice guidelines
- Characteristics of studies that can produce credible evidence about intervention effects
- What multiple studies and reviews of research show about intensity of ABA interventions for autistic individuals



Biography

Gina Green received a PhD in Psychology (Analysis of Behavior) from Utah State University in 1986 following undergraduate and master's-degree studies at Michigan State University. She is currently a consultant in private practice, having been a faculty member in Behavior Analysis and Therapy at Southern Illinois University; Director of Research at the New England Center for Children in Southborough, Massachusetts; Associate Scientist at the E.K. Shriver Center in Waltham, Massachusetts; Research Associate Professor of Psychiatry and Pediatrics, University of Massachusetts Medical School; a Lecturer in Public Health and Special Education at San Diego State University; and Chief Executive Officer of the Association of Professional Behavior Analysts. She has authored numerous publications on the treatment of individuals with developmental disabilities and brain injuries as well as the experimental analysis of behavior. Dr. Green co-edited the books

Behavioral Intervention for Young Children with Autism and Making a Difference: Behavioral Intervention for Autism and is a co-author of Strategies and Tactics of Behavioral Research and Practice (4th ed). with James M. Johnston and Henry S. Pennypacker. She serves or has served on the editorial boards of several professional journals in developmental disabilities and behavior analysis and the advisory boards of several autism programs and organizations as well as the B.F. Skinner Foundation. She is a Board Certified Behavior Analyst-Doctoral, former president of the Association for Behavior Analysis and the California Association for Behavior Analysis, a former member of the Board of Directors of the Behavior Analyst Certification Board, a founding Director and former CEO of the Association of Professional Behavior Analysts, and a Fellow of the American Psychological Association, the Council for Scientific Medicine and Mental Health, and the Association for Behavior Analysis. Other recognitions and awards include Psychology Today's Mental Health Professional of the Year (2000); honorary Doctor of Science degree from The Queen's University of Belfast, Northern Ireland (2005); California Association for Behavior Analysis Award for Outstanding Contributions to Behavior Analysis (2013); New York State Association for Behavior Analysis John W. Jacobson Award for Contributions to Behavior Analysis (2013); Berkshire Association for Behavior Analysis & Therapy Sidman Award for Enduring Contributions to Applied Behavior Analysis (2014); Friend of the Kendall Centers, Modesto, CA (2014); Autism Speaks Provider of the Year (2014); Behavior Analyst Certification Board Michael Hemingway Award (2017); American Psychological Association Division 25 Don Hake Translational Research Award (2017); California Association for Behavior Analysis Gerald L. Shook Advocacy Award (2018); ABA in PA Initiative Trailblazer Advocate Award (2019); and Autism Law Summit Award for Sustained Outstanding Advocacy (2023). This summer, Dr Green was inducted into the Women in Behavior Analysis (WIBA) Hall of Fame. Established in 2021, the WIBA Hall of Fame honours women whose work has helped shape the science and practice of behavior analysis while preserving their stories for future generations. Gina was one of five women inducted during this year's conference in Chicago. A recognition that reflects her leadership, dedication and lasting impact on the profession.

Dr. Green lectures and consults widely on autism and related disorders, behavioral research, effective interventions for people with disabilities, and public policies affecting the practice of applied behavior analysis.

Professor Mickey Keenan – Bringing Behaviour Analysis to the Community:
Lessons from N. Ireland (Ulster University)

Abstract

In this presentation I begin by outlining some key conceptual issues in the analysis of behaviour. In doing so I hope to dispel some of the myths about behaviour analysis that dog the uptake of this science in the community. Amongst the many varieties of misinformation that influence policy decisions, is the definition of Applied Behaviour Analysis as an intervention for autism. I show how this definition plays out in decision making by politicians. In contrast to the views of politicians and their advisors, I share views of parents who have had the courage to question and challenge the misinformation that had stopped them from acquiring skills that benefitted their children.



Biography

Prof Mickey Keenan FBPsS, FABAI, BACB-D is former President of the European Association for Behaviour Analysis, a Fellow of the British Psychological Society, a Fellow of the Association for Behavior Analysis International, a Board Certified Behaviour Analyst, and a Senior Fellow of the Higher Education Academy. He has a record of 100+ publications in a broad range of topics as well as four books and 30+ invited presentations world-wide. He has received numerous awards for his community work in educating parents of children with autism including the Award for Promoting Equality of Opportunity (British Psychological Society), the Distinguished Community Fellowship (Ulster University), the Personal Achievement Award (New York State Association for Behavior Analysis), Award for Public Service in Behavior Analysis (Society for Advancement of Behavior Analysis), the Michael Hemmingway Award (Behavior Analysts Certification Board), Award for International Dissemination of Behavior Analysis (Society for the Advancement of Behavior Analysis), and the first International Advocacy Award from Autism Speaks. He is the founder of the first registered charity in Ireland for promoting Applied Behaviour Analysis (Parent's Education as Autism Therapists (PEAT); www.peatni.com), and is a Trustee of the Cambridge Center for Behavioral Studies (www.behavior.org). He spearheaded the Masters course in Applied Behaviour Analysis at Ulster University and led two European projects to develop an online multimedia training course in Behaviour Analysis (www.simplestepsautism.com) that has been translated into ten languages (www.stamppp.com) and which is free to all parents. His most recent project was funded by Erasmus+ and focused on developing common standards and competences for behaviour analysts to

facilitate national regulation and mutual recognition of the profession across Europe (<http://euroba.org>). In Oct. 2024, he received an Honorary Doctorate from Masaryk University for his work in bringing Applied Behaviour Analysis to the Czech Republic.

Professor Karola Dillenburger – Behaviour Analysis in Europe (President of European Association for Behaviour Analysis)

Abstract

In the past, behaviour analysis in Europe has been guided largely by knowledge and standards set in the USA. However, for obvious legal and consumer protection reasons, a profession can only be recognised and regulated within the jurisdiction in which it operates. Consequently, behaviour analysts have to achieve professional recognition within their own country jurisdictions, policies, and structures before multilateral mobility agreements can be reached across Europe.

The crucial importance of and need for competent behaviour analysts requires Universities to develop verified master's-level programmes that keep abreast of the needs of the populations graduates are going to serve.

In this presentation, I will identify the status quo of behaviour analysis in Europe and outline the necessary steps and action plan to achieve consumer protection via professionalisation of behaviour analysis across Europe.



Biography

Prof. Karola Dillenburger Clin.Psych (HCPC), BCBA-D; UKBA(cert) is Professor at the Faculty of Education's Institute for Special Education at Masaryk University, Brno, Czech Republic (MUNI), where she holds the MUNI Award in Science and Humanities (MASH) (<https://www.ped.muni.cz/en/research-and-development/articles/the-faculty-of-education-at-masaryk-university-has-secured-its-first-mash-grant-renowned-researcher-karola-dillenburger-is-joining-the-faculty>). She is the President of the European Association for Behaviour Analysis (EABA; <https://europeanaba.org>). She has worked in various childcare, education, and therapeutic settings in voluntary and statutory sectors in her native Germany and Northern Ireland for over 10 years, before being called to Queen's University Belfast (QUB; 1993-2025), where she is now Emeritus Professor of Behaviour Analysis and Education (since 2025). At QUB, she developed the online Master's course in Applied Behaviour Analysis (MScABA; 2014), led the MSc in Autism Spectrum Disorders (MScASD; 2008-2025), and set up the 40-hour online multimedia RBT course (2014-2025). She has supervised large numbers of national and international doctoral students. She has published

120+ peer-reviewed journal articles, 10 books, and contributed to a number of multimedia resources (e.g., www.behaviouranalysis.eu.com and www.simplestepsautism.com). She has delivered many national and international talks and training sessions in India, China, Japan, Europe, USA, and Australia. Her research focuses on applied behaviour analysis, neurodivergence and inclusion; cultural competence and anti-racist practice; trauma-informed services; companionate social models of care; quality of life; ethical, evidence-based, and positive interventions; multi-disciplinary work; family, social, and environmental contexts across the lifespan; the inclusion of experts by experience, and the professional recognition and regulation of behaviour analysts across Europe and further afield.

Professor Sigmund Eldevik and Ms Mikaela Green – Does intensity really matter in Early Intensive Behavioural Intervention? (Oslo Metropolitan University and Director of Therapy – First Bridge School)

Abstract

We gathered individual participant data on 564 children from 15 clinically controlled studies on behavioural intervention for children with autism. The participants were between 2 and 7 years of age at intake and had received behavioural intervention for a minimum of 1 year and were placed in a behavioural intervention group or in a comparison group. We divided the EIBI group into three levels of intensity and checked if intensity was related to the clinically significant outcome. In addition, we computed the Reliable Change Index for IQ, adaptive behaviour, and autism severity and checked if the proportion of participants that met the RCI criteria was related to intensity. Significantly more children receiving behavioural intervention achieved reliable change in IQ, adaptive behaviour, and autism severity. Moreover, a significantly larger proportion of the children receiving behavioural intervention scored within the normal range on IQ, adaptive behaviour and within the non-clinical range on autism severity following intervention. The most consistent predictor of outcome was intensity in terms of the weekly intervention hours provided. The implications are discussed in terms of recommendations for intervention implementation and measurements of outcome.



Biography

Sigmund Eldevik is a Professor at the Department of Behavioural Science, Oslo Metropolitan University, in Norway. He teaches courses in behaviour analysis, ethics and early intervention for children with neurodevelopmental disorders. He is a clinical psychologist from the University of Oslo, and a BCBA-D. His doctoral degree is from the University of Bangor, Wales. He works part time at the Center for Early Intervention in Oslo as a clinical psychologist and as a researcher at First Bridge Education in London. At Oslo Metropolitan University he is the leader of the research group “Applied and Experimental Behaviour Analysis in Clinical Practice”. He has extensive experience in carrying out outcome research and reviews.

Ms Mikaela Green



Biography

Mikaela Green, MSc., BCBA®, UKBA (cert), has been working in the field of Applied Behaviour Analysis since 2005. She completed her MSc in Behaviour Analysis at the University of Kent and became a Board-Certified Behavior Analyst (BCBA®) in 2016. She is also a UKBA(cert) and has been actively involved in promoting the ethical and evidence-based application of behavioural science within the United Kingdom.

Mikaela has dedicated more than 20 years to the application of behaviour analysis within education and early childhood development, working across schools, early intervention programmes, and home-based services. Her professional interests include early intervention, autism education, evidence-based practice, curriculum development, staff training, and the application of behaviour analysis to improve outcomes for children with developmental disabilities and their families.

Mikaela served for four years on the Board of the UK Society for Behaviour Analysis (UK-SBA), contributing to the dissemination of behavioural science and advocating for the effective, ethical, and evidence-based application of behaviour analysis. She has extensive experience working within multidisciplinary and interdisciplinary teams and supporting families through all aspects of the Education, Health and Care Plan (EHCP) process.

Since joining First Bridge School at its opening in 2021, Mikaela has played a pivotal role in the school's growth and development. She has been instrumental in the design and implementation of the school's therapeutic model and curriculum, and has contributed significantly to the achievement of positive regulatory and quality assurance outcomes. As Director of Therapy, Mikaela now provides strategic leadership and governance oversight of therapeutic services, working closely with educational leaders to ensure that provision remains firmly grounded in evidence-based practice and focused on achieving meaningful outcomes for pupils and their families.

Workshop 1: Learning how to shape behaviour through 'The Shaping Game'

Professor Mickey Keenan (Ulster University)



Abstract

This session relies on audience participation to demonstrate the principles involved when shaping behaviour. Participants will be introduced initially to the importance of conducting a task analysis in order to break a skill down into its components. Following this, role-plays will involve volunteers acting as teachers whose goal it is to shape an arbitrary skill in a volunteer student. Without talking, the teacher will use only a clicker as a contrived reinforcer when shaping the behaviour of their student. Throughout the shaping exercises, opportunities will arise for exploring conceptual issues that arise when explaining behaviour.

Workshop 2: Education, Health and Care Plan (EHCP) process and proposed reforms

Mr Andrew Barrowclough - COLP (Compliance Officer for Legal Practice) - HCB Widdows Mason Ltd,
COO (Chief Operating Officer) - HCB Widdows Mason Ltd, Head of Education Law

Abstract

Andrew is committed to providing clients with comprehensive and individual legal advice tailored to their situation. His approach is to attempt to resolve every case without recourse to a final hearing in the special needs tribunal or the court which assists in reducing costs overall. Andrew gives plain and practical advice throughout the duration of a case. He combines specialist knowledge of autism, dyslexia, dyspraxia, MLD, SLD, ABA, PDA, language difficulties and physical impairments with expert legal advice.



Biography

Andrew is an accomplished specialist solicitor with 20 years of experience working as a litigator in tribunals, county courts, criminal courts and the Royal Courts of Justice. He has worked within the specialist field of Education Law since 2006 representing clients throughout England and Wales.

In addition to being Head of Education across the HCB network Andrew now primarily assists parents of children with special educational needs as he passionately enjoys working within this particular niche. He works with a number of highly acclaimed specialist schools and experienced experts to put together strong tribunal appeals which enables the majority of cases to settle before the final tribunal hearing even takes place. Due to the specialist nature of Education Law Andrew works throughout the whole of England and Wales utilising offices across the HCB network when necessary. Successful tribunal cases include securing a £220,000 per annum provision for a young man with severe autism and a £150,000 per annum placement for a child with Cerebral Palsy.

Workshop 3: The SEN White Paper: a chimera? An Educational Psychologist's perspective.

Abstract

An educational psychologist who has worked in a Local Authority and in private practice for over 42 years will be discussing the White Paper and in particular the details of interventions likely to be offered by 'Experts at Hand', in particular Educational Psychologists. How do the interventions in this 'reform' of SEN compare with current and past interventions? Is this 'reform' just a chimera? A parent will share her experience of fighting for Applied Behaviour Analysis to be provided for her son, given her own experience of its value. He has been out of school for 6 months at the time of writing. Information and recommendations will be provided which can be discussed in small groups.

Sunday 6th September 2026

Professor Bill Ahearn – Best teaching practices: Best Practices in Autism Treatment: The Importance of the Analysis in Applied Behavior Analysis (New England Centre for Children, Boston)

Abstract

The concept of best practice is elusive. There are many behavioural interventions with solid empirical evidence of efficacy, but best practice requires tailoring that to each individual client's circumstances. Applied behaviour analysis as a comprehensive treatment approach for autism has evidence-based support but the strength of that evidence is not equally spread across all of the relevant domains of need to address skill deficits and behavioural excesses. This presentation will describe some lines of research that have moved from minimal evidence to strong evidence for teaching complex behavioural repertoires (i.e., behaviour chains) as well as assessing and addressing (or not) repetitive behaviour (i.e., self-injury, stereotypy, and arranging and ordering). The presentation will then discuss how these evidence-based procedures can be tailored to address the needs of the individual autistic client.

Learning objectives:

1. Participants will be able to describe what is meant by best practice.
2. Participants will be able to describe characteristics of autism as they relate to effective treatment with evidence-based procedures.
3. Participants will be able to describe best practice for treating repetitive behaviour.
4. Participants will be able to describe some best practices for remediating skill deficits.



Biography

Bill Ahearn, Ph.D., BCBA-D, joined The New England Center for Children in August 1996, and currently serves at NECC as the Director of Research. He is also Adjunct Faculty in Western New England University's doctoral and masters programs. Bill was named the 2009 American Psychological Association – Division 25 awardee for Enduring Contributions to Applied Behavioral Research. He has published extensively on behavior analytic interventions for treating problem behavior and teaching

social and communicative behavior. Bill is Past President of the Association of Professional Behavior Analysts and the Berkshire Association for Behavior Analysis and Therapy. Bill also has been involved in establishing regulatory practices for behavior analysts and currently serves as chair of the Massachusetts Board that licenses behavior analysts and other mental health professionals. He also serves as the Editor-in-Chief for Behavioral Interventions and has served on the editorial boards of several other journals.

Dr Neil Martin – Why Behaviour Analysis is a Separate and Important Discipline (Director of International Development at Behaviour Analyst Certification Board)

Abstract

Behaviour analysis is the science of behaviour with a history extending back to the early 20th century. Its guiding philosophy is behaviourism, which is based on the premise that attempts to improve the human condition through behaviour change (e.g., education, behavioural health treatment) will be most effective if behaviour itself is the primary focus. There is a very specific scope of applied practice and behaviour analysts hold a very specific worldview. The profession is emerging around the world although there remain significant barriers to this in many countries, and parallel issues related to acceptance. The presentation will outline many of these issues, suggest potential solutions to barriers encountered, provide some examples of success in terms of establishing the profession, and make the case for the importance of establishing the underlying professional infrastructure.



Biography

Dr Martin has been working as a behaviour analyst since 1990. He received his PhD from the University of Reading (UK) in 1998, became a Board Certified Behavior Analyst in 2002, an accredited higher education teacher in 2003, a doctoral level BCBA in 2009, and an Institute for Credentialing Excellence Certified Credentialing Professional in 2022. He was one of the first BCBAs in the UK and he helped develop the first BACB-approved course sequence in the UK, and the first outside the US. Dr Martin has published research in journals such as the Journal of Applied Behavior Analysis, The Behavior Analyst, Research in Developmental Disabilities and the Journal of Autism and Developmental Disorders, and he has special interests in the use of technology, media and software related to teaching and research.

In April 2015 Dr Martin became the BACB's Director of International Development. He provides help and support to countries in terms of developing the necessary infrastructure for the emergence of Behaviour Analysis as a recognized profession.

Dr Panagiota Smyrni – Whose Goals, Whose Outcomes? Examining Applied Behaviour Analysis Through an Occupational Therapy Lens (Brunel University of London)

Abstract

The increasing emphasis on person-centred practice has prompted critical reflection on how intervention goals are identified, prioritised and evaluated across professions supporting autistic children. Applied Behaviour Analysis has a substantial evidence base for addressing socially significant behaviour, while occupational therapy focuses on meaningful participation, autonomy and quality of life through engagement in occupation.

This presentation explores the integration of Applied Behaviour Analysis and occupational therapy through a fundamental question: whose goals are being pursued, and whose outcomes matter? Drawing on behavioural science and occupational science, it proposes an integrated framework in which behavioural principles and methods are used to support participation in occupations that are meaningful to the individual, rather than defining intervention success solely through professionally selected behavioural outcomes.

The presentation will critically examine occupational identity, participation, environmental adaptation, self-determination and social validity, considering how these concepts can inform the identification and evaluation of intervention goals. Particular attention will be given to the co-production of goals with autistic children and their families, and to the extent to which intervention outcomes reflect what matters to them.

Applied Behaviour Analysis, as a scientific discipline within the behavioural sciences, can provide a powerful framework for facilitating occupational participation when behavioural interventions are guided by person-defined goals and evaluated according to outcomes that are meaningful to the individual.



Biography

Dr Panagiota Smyrni is an occupational therapist with 35 years of extensive clinical, academic and professional experience across Greece, France, Belgium and the UK. Throughout her career, she has worked in a wide range of roles, including clinician, administrator, lecturer, advisor, consultant,

researcher, evaluator and writer, contributing to both practice and education within occupational therapy and related health disciplines.

Her professional and research interests centre on neurological dysfunction and rehabilitation, with particular expertise and interest in stroke rehabilitation, gait analysis and neurodevelopmental care. She is also interested in assistive technology and the application of health informatics within health sciences, particularly in supporting assessment, intervention and improved outcomes for people with complex needs.

A further area of interest is the functional assessment of challenging behaviours across the lifespan. Her work reflects an interdisciplinary approach, bringing together occupational therapy, behavioural science, technology and functional assessment to promote meaningful participation, independence and quality of life.

Across her clinical, academic and consultancy work, Panagiota has been committed to developing evidence-informed, person-centred approaches that connect scientific knowledge with practical application in healthcare, education and community settings.

Mrs Bethan Mair Williams – Contingencies and Communication: Blending Behavioural Frameworks with Linguistic Goals (Consultant Speech and Language Therapist)

Abstract

The first person to achieve dual qualified status as a speech and language therapist and board certified behaviour analyst was Dr Kathleen Dyer in 2000. There are now 500 individuals around the world who hold credentials in both speech and language therapy and behaviour analysis.

Bethan will discuss professional and clinical developments in collaborative initiatives and examine key developments, drawing on over thirty years of work with both the public sector and independent private providers in both the UK and abroad. There have been many success and breakthroughs in that time. Myriad challenges exist however and these will be discussed and potential solutions offered.



Biography

Bethan Mair Williams is a speech and language therapist and certified behaviour analyst (both UKBA (cert) and BCBA). She is one seven dually qualified individuals in the UK. In 2013 she became the first person in the UK to achieve both qualifications. Bethan has directly supervised three of the other six dually qualified professionals in the UK.

Bethan worked as a speech and language therapist in the British public health sector for over 20 years. For the last eleven years, she has worked independently as both a behaviour analyst and a speech and language therapist. She works through the medium of English, Welsh and French, as she completed a French and Linguistics degree prior to training as a speech and language therapist. Her clinical specialisms are communication delays and disorders, bilingualism and behaviour that challenges. Throughout her career, she has worked with a wide range of people of all abilities and ages.

Her main areas of interest are PECS, Precision Teaching, Direct Instruction and TAGteach. She has spent most of her public sector career training and coaching classroom assistant in special schools how to use these behavioural interventions.

Bethan now provides consultancy services to education authorities, private sector schools and nurseries, charities and individual families both in the UK and abroad. She has also worked with the

children of American military personnel based in the UK. Additionally, she has supervised several individuals both in the UK and abroad preparing to take the Behavior Analyst Certification Board exam to become a BCBA. She has also supervised several British based SLTs through their Newly Qualified Practitioner Goals, a mandatory clinical process before an SLT transitions to full membership of the Royal College of Speech and Language Therapists (RCSLT).

She was an honorary research officer at Bangor University until 2020, where she has also co-supervised thirteen MSc in ABA research projects. She has also been employed by Queen's University, Belfast, as an MSc in ABA research supervisor where she supervised twenty MSc in ABA research projects.

In 2016, Bethan established the Clinical Excellence Network for Speech and Language Therapists with an Interest in ABA. This is registered with the Royal College of Speech and Language Therapists and currently has 42 members, having grown from 2 members to this number in the 9 years since it was established.

In 2025 she co-founded Speech and Language Therapists Advocating for Freedom of Expression (SAFFE) which currently takes up a considerable amount of her time.

Workshop 1: Promoting Social Participation Through Classwide Interventions: Practical Strategies for Inclusive Classrooms

Dr Scott Graham (Senior Positive Behaviour Support Specialist)

Abstract

Compared to their peers, children with special educational needs often experience lower levels of social participation and peer engagement within mainstream educational settings. Limited access to meaningful social interaction can negatively impact well-being, school belonging, academic engagement, and even the family's quality of life. At the same time, educators frequently report feeling underprepared to implement practical, evidence-based strategies that promote inclusion while remaining feasible within everyday classroom practice.

This interactive workshop will introduce participants to classwide interventions designed to increase inclusive peer interactions while supporting effective classroom management. The session will begin with an overview of the challenges associated with social exclusion in educational contexts and will consider group contingencies as a practical, evidence-based approach to promoting positive social behaviour and classroom inclusion.

The workshop will provide a brief introduction to independent, dependent, and interdependent group contingencies before exploring how these contingencies can be applied to promote social participation and inclusive interactions within classroom settings. Participants will be introduced to the Good Inclusion Game as an example of an interdependent group contingency and the Inclusive Superhero Game as an example of a dependent group contingency, both designed to increase social participation among pupils. Through these examples, participants will develop an understanding of how classwide interventions can be used to foster more inclusive classroom environments while maintaining effective classroom management.

A portion of the session will be devoted to hands-on learning activities, during which participants will work in small groups to experience and engage with selected classwide intervention formats. The workshop will then conclude with a facilitated discussion reflecting on participants' experiences, including key insights, challenges, and considerations that emerged during implementation. This discussion will focus on practical lessons learned, potential adaptations of the interventions, and implications for use across diverse classroom contexts, with particular attention to how strategies can be tailored to fit the culture and needs of specific educational settings.

Attendees will leave with a clear understanding of how group contingencies can be used to enhance social participation and inclusive interactions, alongside practical strategies that can be implemented immediately within educational settings.



Biography

Dr Scott Graham is a dual-certified behaviour analyst, holding credentials as both a Board Certified Behaviour Analyst and a UKBA(cert). He holds both a Master's degree and a Doctorate in Applied Behaviour Analysis from Ulster University. Spanning the United Kingdom, Ireland, and the United States, Scott has amassed over a decade of experience in clinical practice, research, and leadership roles within disability and education services.

His PhD research primarily investigated how behaviour-analytic principles can advance inclusive education, with particular focus on social participation, group-based interventions, and peer support for children with and without special educational needs. Dr. Graham has contributed to scholarly research through publications in peer-reviewed journals and presentations at national and international conferences.

Alongside his academic and research activities, Scott works full-time as a Senior Positive Behaviour Support Specialist, providing consultation, training, and support to multidisciplinary teams and individuals with additional support needs within adult supported living services. His work focuses on enhancing quality of life, promoting meaningful participation, and supporting the delivery of evidence-based, person-centred practices.

Scott also serves as a committee member of PEAT (Parents' Education as Autism Therapists), Northern Ireland's only charity dedicated to promoting and supporting the application of Applied Behaviour Analysis for autistic individuals and their families. Through both his professional and voluntary roles, he remains committed to advancing evidence-based support, inclusive practices, and improved outcomes for individuals with additional needs.

Workshop 2 : Toilet training for autistic children

Mrs Nursel Ozkan Gonzalez (Aristotle University of Thessaloniki, Pole Essentiels)

Abstract

Toilet training can be a significant concern for families of autistic children and for the professionals supporting them. When progress is delayed or difficult, the reasons are often complex and may include sensory sensitivities, anxiety, avoidance, stool withholding, toileting refusal, or co-occurring bowel difficulties and lower urinary tract symptoms.

This practical workshop will guide participants through common barriers to toilet training and consider how these barriers can inform functional assessment, behavioural intervention planning, and data-based decision-making. The session will emphasise an interdisciplinary and biobehavioural approach, including when to seek medical input and how to work collaboratively with families and professionals to develop supportive, practical, and individualised toilet training plans for autistic children.



Biography

Nursel Gonzalez has been a Board Certified Behaviour Analyst (BCBA) since 2014 and is also a Certified Behaviour Analyst (ACC-A Grade A) in France. She has a master's degree in special education and specialises in autism, neurodevelopmental disabilities, toilet training and paediatric functional constipation.

She founded Pôle Essentiels, where she provides consultation, training and supervision to professionals, organisations and families. She is currently completing a PhD at the Aristotle University of Thessaloniki, researching behavioural interventions for paediatric functional constipation alongside medical treatment. Her research focuses on interdisciplinary, evidence-based biobehavioural approaches to continence, encopresis and toileting difficulties in autistic children and those with other neurodevelopmental disabilities.