The 42nd Annual Meeting Faba Florida Association for Behavior Analysis

2022 CONFERENCE PROGRAM



September 21–23, 2022 Sawgrass Marriott – Ponte Vedra Beach

Sessions: Thursday and Friday with the OBM Network, Saturday September 24th

Ethics • Education • Research • Service • Legislation

www.fabaworld.org

#FABA2022



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Regional Leadership



Responsive and localized leadership to support the success and growth of our regional teams.

Internal

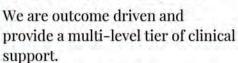


- Crisis
- Ethics
- Diversity, Culture and Inclusivity

Committees

· Research

For Behavior Analysts, by Behavior Analysts.

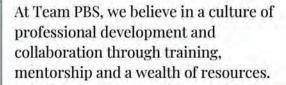


No private investors!
Our vision is two-fold, focused
both on the clients we serve and on
the staff we work with and invest
in developing.

Innovative Technology

PBS platforms and tools are developed in-house! Our top-notch technology team creates and modifies our platforms including our newly launched Data Collection App.

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Over 100 CEU's and monthly live-presentations with current, relevant subject matter as well as professional development opportunities for RBTs.

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FEATURES FOR 2022

KEYNOTE ADDRESS

Thursday 11:00 am

The Professional Practice of ABA: An Informal SWOT Analysis

by Gina Green, PhD, BCBA-D Association for Professoinal Behavior Analysts





PRESIDENTIAL ADDRESS Friday 11:00 am

When it Comes to the Cost of Ethics, The Price is Always Right

by Marta T. "Tiki" Fiol, MS, BCBA
Teaching Interventions Keeping Individuality

INVITED SPEAKERS

Corina Jimenez-Gomez, PhD, BCBA-D, LBA Culturally Responsive Behavior Analytic Research, Practice,

and Supervision



Kathryn Peterson, PhD, BCBA-D

Indices of Happiness and Unhappiness During Treatment of Pediatric Feeding Disorders



David J. Cox, PhD, MSB, BCBA-D

Ethical Decision-Making: From Basic to Applied with Room to Grow



Nicole Gravina, PhD

New Horizons: Expanding OBM Research and Practice



Tyra Sellers, JD, PhD, BCBA-D

Supervision: Nailing the Basics from the Ethics Code for Behavior Analysts (2020)



Elizabeth Hughes Fong,PhD, MA, BCBA, LBS

Examining Compassion and Humility in Behavior Analysis



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Meet Your 2022 FABA Executive Committee

MARTA T. "TIKI" FIOL, M.S., BCBA, President, Co-FABA Committee Co-Chair

Tiki has worked for children, adults, families and staffs for over 20 years. Currently she is the President of the Association for Behavior Analysis of Brevard and is also one of the Committee Co-Chairs for the Co-FABA Conferences. She completed her undergraduate degree in Psychology at University of Central Florida, and her graduate degree in Applied Behavior Analysis at Florida Institute of Technology. She is the President of Teaching Interventions Keeping Individuality, Inc. and also maintains her own caseload. Additionally, she is contracted with the State of Florida as an expert witness for Medicaid Fraud cases related to ABA. Tiki lives in Merritt Island, Florida with her wife Dana and their two sons, Jackson and Brantley. In her free-time she volunteers for Surfers for Autism or provides free training and parenting classes for organizations in Brevard County.



KIM LUCKER-GREENE PhD, BCBA-D, President-Elect, CoFABA Chair

Kim Lucker-Greene is a Board Certified Behavior Analyst (BCBA-D) with more than 20 years experience designing behavioral & learning programs for a variety of populations, including persons with emotional/behavioral disorders, autism and other developmental disabilities. She is President of Behavioral Solutions Consulting, Inc. in Jacksonville, FL, where her 15-member team of certified professionals provide ABA therapy and behavioral consultation services. Dr. Lucker-Greene received her graduate training in Applied Behavior Analysis (ABA) at Florida State University, where she was awarded her PhD in 2000. Dr. Lucker-Greene has created and presented a series of workshops on teaching language and behavioral assessment & intervention for the past 15 years. She has been a consultant to school districts, families and state agencies in the state since 1993. Prior to founding Behavioral Solutions Consulting, Dr. Lucker-Greene was formerly with Behavior Management Consultants for almost 20 years, finishing as their Director of Clinical Services. Dr. Lucker-Greene has served as an adjunct faculty member at University of North Florida in Jacksonville. She served as a Member-at-Large for the Florida Association for Behavior Analysis and remains a Co-Chair of the Local Chapters Committee where she started the CoFABA annual conference in 2015.



JOSH PRITCHARD, PhD, BCBA, Past-President

Josh Pritchard earned his bachelor's and master's degrees from the Florida Institute of Technology, and his PhD in Behavior Analysis from the University of Nevada, Reno. He is currently a faculty member of the University of Central Florida, after having been the chair of FIT's program, and the Program Director of Southern Illinois University's online degree program. He is the founder and owner of JKP Analysts and Lodestone Academy, and has served as President of the Association for Science in Autism Treatment, on the Executive Council of the Association for Behavior Analysis International, President of the Tennessee Association for Behavior Analysis and was a member of the Supervision Task Force of the Behavior Analyst Certification Board.



AMY S. POLICK, PhD, BCBA-D, Executive Director

Amy Polick received her PhD from Auburn University and holds MS degrees from Auburn and FSU. She is the Associate Dean for Academic Affairs at Florida State University Panama City, a Teaching Professor in the Psychology Department, and is the Development Director for the FSU Early Childhood Autism Program (ECAP). She teaches graduate courses as faculty in the FSU ABA Master's Program and FSU's new MS program in Organizational Management and Communication (OMC). She has taught undergraduate courses in behavior analysis and learning, women's studies, performance management, and research methods and is an FSU University Teaching Award recipient. Dr. Polick has been a part of the FABA Board of Directors. Her research has been published in the Journal of Applied Behavior Analysis, Behavior Analysis in Practice, and the Experimental Analysis of Human Behavior Bulletin. She has over 20 years of clinical ABA and teaching experience and her current passions are in behavioral approaches to leadership and organizational management – for both BCBA and non-BCBA professionals..



BAKER WRIGHT, PhD, BCBA-D, Treasurer

Baker Wright is the team leader and owner of Behavior Management Consultants, an Applied Behavior Analysis group based in Tallahassee, Florida and with teams across Florida and South Georgia. Baker graduated with his PhD in Psychology from Florida State University in 2005 and has been a consulting behavior analyst for school districts across the Southeast since for over 20 years, in addition to his direct clinical work with children and adults with learning and behavior challenges. He researched and co-authored a book and procedural manual for teachers and schools, AutomaticRtI-Behavior Edition, that provides a comprehensive solution for the many challenges of the RtI process for behavior. He has served on the Board of Directors for the Florida Association for Behavior Analysis, currently serves as the Treasurer, and has been an invited presenter at state and national conferences as well as school districts, universities, and private providers across the country.



KERRI PETERS, PhD, BCBA-D, Secretary

Kerri P. Peters received her Masters degree in Behavior Analysis from the University of North Texas in 2007 and her PhD in Psychology from the University of Florida in 2013. She is currently the Clinical and Research Director of the University of Florida Behavior Analysis Research Clinic. Her primary area of research is applied behavior analysis, with emphases in the areas of developmental disabilities, the use of positive reinforcement in the classroom, skill acquisition and academic task completion, and parenting. Dr. Peters was the recipient of the Henry C. and Audrey S. Schumacher Fellowship demonstrating outstanding scientific promise, as reflected in the excellence of her dissertation. Dr. Peters currently serves as a Member at Large on the Florida Association for Behavior Analysis Executive Committee.





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Meet Your 2022 FABA Executive Committee continued

ISER G. DELEON, PhD, BCBA-D, Member-At-Large, 2019-2022

Iser DeLeon earned his PhD at the University of Florida, where he is now Professor in the Department of Psychology. Prior positions include Associate Professor of Psychiatry and Behavioral Sciences at the Johns Hopkins University School of Medicine, Director of Research Development for the Department of Behavioral Psychology at the Kennedy Krieger Institute, and adjunct professor at several universities including the Florida Institute of Technology. Dr. DeLeon is a Fellow of the Association for Behavior Analysis International (ABAI) and has served the behavior analysis community in several roles including President of the Behavior Analyst Certification Board, President of the Maryland Association for Behavior Analysis, Associate Editor for both the Journal of Applied Behavior Analysis and the Journal of the Experimental Analysis of Behavior, member of the Board of Directors for the Society for the Experimental Analysis of Behavior, and member of the ABAI Science Board. Dr. DeLeon's research has focused on assessment and treatment of problem behavior in persons with neurodevelopmental disorders, identification of preferences and determinants of choice, and translation of basic behavioral processes towards enhancing therapeutic and instructional outcomes. He is the 2020 recipient of the American Psychological Association (Division 25) Don Hake Translational Research Award.



NICOLE GRAVINA, PhD, Member- At- Large 2019-2022

Dr. Nicole Gravina is an Assistant Professor of Behavior Analysis in the Department of Psychology at the University of Florida. Nicole earned her Master's in Industrial-Organizational Psychology and her PhD in Behavior Analysis from Western Michigan University. She has published over 40 articles and book chapters and delivered over 100 presentations and workshops. She serves on the editorial boards of Behavior Analysis in Practice, Occupational Health Science, and the Journal of Applied Behavior Analysis, as an Associate Editor for the Journal of Organizational Behavior Management, and as a Trustee for the Cambridge Center for Behavioral Studies. In 2019, Nicole was honored with the APA Early Career Impact Award in Consulting Psychology. Nicole specializes in designing behaviorally-based workplace interventions that improve employee safety, healthcare delivery, and leadership and consulting skills. In addition to her faculty appointment, Nicole has consulted in a variety of industries, including healthcare, human services, manufacturing, public utilities, insurance, and construction.



ANSLEY HODGES, PhD, BCBA, Member-At-Large 2020-2023

Ansley received a dual Bachelor of Arts in Deaf Education and Elementary Education from Flagler College and a Master of Science (2005) and PhD (2020) in ABA from the Florida Institute of Technology (FIT). Ansley has had a variety of clinical work experiences, including founding an ABA-based school, running an early intervention clinic, and working with adults in group homes. For the last seven years, Ansley has served as Nemours Children's Hospital first lead behavior analyst with the goal of embedding behavior analysis in a hospital setting. At Nemours, she is part of a multi-disciplinary assessment team for children with complex medical conditions and intellectual disabilities; she also leads an ABA team in providing services to children and parents. As part of her role, Ansley uses ABA and OBM in training the administrative teams, medical residents, medical students, and other medical divisions on the utility and value of our science. Finally, she has published over 17 articles and book chapters and secured over \$4.5 million in grant funding.



MICHELLE CASTANOS, MS, BCBA, Member- At- Large 2021-2024

Michelle Castanos is a BCBA who has been in the field of ABA for over 15 years. She received a Bachelor in Psychology and a Master in Special Education from the University of North Florida. Her work in ABA was inspired by her cousin, Miguel, who was diagnosed with ASD in 1997. She started working as a tech in 2004, at the age of 18. By 2007, she opened a company providing behavioral-based babysitting for children with Autism. Today that company has evolved into a full pediatric ABA center in Miami, FL. She is one of the Founders of THRIVE, the first post-secondary college support program for students with ASD in Florida, located at the University of North Florida. She has also worked on mobile crisis teams and institutional settings for adults with ID/DD and dual diagnosis. Michelle is currently the vice president of SOFABA, the South Florida Chapter of COFABA. She is also the moderator for the Florida Medicaid ABA Facebook forum.



YANERYS LEON, PhD, BCBA-D, Member- At- Large 2021-2024

Dr. Yanerys León is a Research Associate Professor in the Department of Psychology of the University of Miami (ABA Master's Program) and Director of Applied Research and Behavioral Training at UM-NSU CARD. Dr. Leon was named the 2021 recipient of the BF Skinner Foundation Applied New Researcher award presented by Division 25 of the American Psychological Association and currently serves on the Board of Editors of the *Journal of Applied Behavior Analysis*. In her current role as faculty in the ABA Master's Program at UM, Dr. Leon teaches advanced graduate courses in Applied Behavior Analysis and supervises graduate practicum students completing their fieldwork requirements and conducting their capstone research. In her role as Division Director of Applied Research and Behavioral Consultation at UM-NSU CARD, Dr. Leon provides programmatic and consultative behavioral support to professionals (e.g., schools, hospitals) working with individuals with ASD and IDD. Dr. Leon's current research interests can be broadly categorized into the following: a) refinements and extensions of functional analysis and function-based treatment, b) conditioned social and token reinforcement in application for individuals with ASD and IDD, and c) technological extensions of behavioral interventions.





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Meet Your 2022 FABA Executive Committee continued

NICKI POSTMA, Member-At-Large 2020-2023

Nicole Postma is a BCBA that received her Masters of Science with a degree in Organizational Behavior Management from Florida Institute of Technology and received her undergraduate degree from Western Michigan University. She has been working in the field of behavior analysis for over 10 years. She received extensive training in OBM both the graduate and undergraduate level. She has worked in various health and human services settings conducting staff management and training, direct services with adults with disabilities and neurotypical children in foster care, and has also worked as a coordinate for the Center for Autism and Related Disabilities – UCF Campus. Currently Nicole serves as the business development manager overseeing national contracts for Positive Behavior Supports Corp., and is an SME for the BACB.



EMILY N. DICKENS, EdD, BCBA, Program Chair

Emily N. Dickens, Ed.D, BCBA—or "Nikki"— is the Director of the FSU Early Childhood Autism Program in Panama City, a nonprofit clinic and community outreach organization. A 2005 graduate of the FSU Panama City ABA program, Dr. Dickens spent a decade working with adults diagnosed with intellectual disabilities as a Senior Behavior Analyst with the Agency for Persons with Disabilities before returning to FSUPC in 2013. She is the 2018 Past President of the Florida Association for Behavior Analysis (FABA). She continues to actively serve FABA in multiple roles and enjoys meeting new FABA members. She and her husband of 18 years have two daughters and Princess the Pug.



KOLTON SELLERS, M.S., BCBA, Membership Coordinator

Kolton Sellers is currently the Assistant Director of the Early Childhood Autism Program at Florida State University Panama City. A graduate of the FSU Master's program in ABA, Kolton also serves FSUPC as an adjunct faculty member and recently joined FABA as the Membership Coordinator. He resides with his wife in north Florida.



ASHLEY KOOKEN, Sponsorship Coordinator

Ashley Kooken is currently an Event Planning and Sponsorship Consultant with BehaviorLive. She has been an event planner for 15 years and has promoted and planned a number of large-scale events, such as Disney On Ice, Disney Live!, Monster Jam, Ringling Bros. and Barnum & Bailey, and Arenacross. She and her husband live in Atlanta, and have a 5-year-old daughter and one-year old boy-girl twins.



KEVIN MURDOCK, PhD, BCBA, Public Policy Committee Co-Director

Kevin is a consultant behavior analyst, instructor, and certified School Psychologist. Much of his career has been spent in Pre-K to 12 public school settings. He also worked as an ABA service provider and program manager serving youth and adults with disabilities, sensory impairments, and behavior challenges. He has enjoyed teaching at USF, FIT, and the University of the Virgin Islands. Kevin is a FABA veteran who presented at the first conference in 1980. He became an active member and served the Executive Committee for many years. Kevin believes behavior analysts must be strong advocates for the growth and protection of our profession. He enjoys time with his wife, three daughters, AmStaff dog "Stewie," and mischievous cat "Daisy." His hobbies include golf, hiking, and photography.



MISSY OLIVE, PhD, BCBA-D, Public Policy Committee Co-Director

Melissa Olive is the Executive Director of Applied Behavioral Strategies LLC. Prior to entering private practice, Missy spent 9 years conducting research and training special education teachers and behavior analysts at the University of Texas at Austin and the University of Nevada, Reno.



Extended Active Members Supporting the Executive Committee:



Jon Bailey, PhD, FABA Observer



Mary Burch, PhD, FABA Observer Editor



Mary Riordan, PhD, Public Policy Committee Co-Chair



Leah Koehler, PhD, FABA ACE Provider



Matt Potak, Public Policy Committee Co-Chair



Sharon Older, PhD, MH/PSY CE Provider



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Membership Information

Who Can Be a Member of FABA?

Membership is open to all persons interested in or actively engaged in teaching, research, and/or application of the principles and procedures of behavior analysis. Membership is not restricted to residents of the State of Florida.



This category is for any individual who is a BCBA, BCBA-D, BCaBA or FL CBA. If you hold any of these credentials you must pay dues as a Professional Behavior Analyst, and register for the conference as a professional behavior analyst. If you do not need to earn BA CEUs, and you hold one of the aforementioned certificates, you must still register as a professional, but you do not need to play the CEU Flat Rate. Members in this group are full members, are eligible to vote and hold office. Dues for this category are \$50, regardless of education level.

Sustaining Member

Sustaining Members are members who are Professional Behavior Analysts (see above for description), but would like to pay greater dues as a show of financial support to the organization. Members in this group are full members, are eligible to vote and hold office. Sustaining Members dues are \$120 annually.

Student

This category is for any individual pursuing formal training in the discipline of behavior analysis but not yet gainfully employed therein. Proof of Student enrollment must be provided in the form of a letter from the student's major professor or from the ABA program. Members in this category are non-voting and may not hold elective office. Student members are not eligible to earn CEUs. Dues for Students are \$25.

Professional - Non-Behavior Analyst

This category is for everyone who is employed as a professional, but does not hold a certification granted by the Behavior Analyst Certification Board (BACB). This category includes Licensed Mental Health Counselors (LMHC), Psychologists & Psychiatrists (PSY), Social Workers, Speech and Language Pathologists (SLP) and Attorneys. These members are not eligible to earn BA CEUs but will be able to earn CEUs in other disciplines. Dues for this category are \$50.

Paraprofessionals

This group is for paraprofessionals such as Animal Trainers, Registered Behavior Technicians, Line Therapists and School Professionals. Paraprofessionals can not earn BA CEUs, vote in elections or hold office. Dues for this category are \$25 annually.

Parents

Parents of children who are recipients of behavioral services can register for this category to receive the parental discount for conference registration. Parents are not eligible to vote or hold office. Parents cannot receive CEU credits for attending the conference. Parent dues are \$25 annually.

Membership Year

For dues purposes, the membership year is September 1 to August 31. For practical purposes this means that when you register for the conference and pay your membership dues, you will be a member for that conference and the period of time until the next year's conference. Members who pay dues prior to January 1st may vote in the next year's election.

Conference Registration Info

General Registration Information

Registration is required to attend or present at any session or to participate in any meetings. All registrants will receive name badges that serve both as identification and receipt of any dues and fees paid to attend the conference. Badges should be worn to all sessions as FABA Hosts will be present at meeting rooms to ensure that attendees have registered.

In order to receive CEU certificates, attendees must be registered and purchase the CEU package.

Conference Advanced Registration Fees

	In Person	Virtual		
	CONF	CONF		
FABA Professional Members	\$ 250	\$ 250		
Student / Direct Care / Parent	\$ 150	\$ 150		
Non-Members	\$ 350	\$ 350		
BA CEU Flat Rate Package	\$ 85	\$ 85		
Workshop Tickets	\$ 95 / \$ 105\$ 9	95 / \$ 105		
OBM Network Only - \$105 – Professional One Day				
Conference Registration				
OBM Network Only - \$75 – Student One Day				

A Note on Workshop Fees The workshop ticket price includes the BA CEU's for the workshop.



Conference Registration

Tracks and Special Interest Groups (SIGs) at FABA 2022

Specialized Tracks in Animal Behavior (AB), Autism (AUT), Business Practice (BP), Community, Applications (CA), Developmental Disabilities (DD), Education (ED) Ethical* (ETH), Professional Issues (PRO), Mental Health (MH), Organizational Behavior Management/PM (OBM/PM), Political

& Legal (PL), Supervision (SUP), Theoretical/Conceptual/Philosophical (TCP), and Verbal Behavior (VB) will be highlighted in the Program to assist you in selecting the best presentations for your needs and interests.

10:30am-11:50am	Symposium	Track: AUT	Calusa FGH	1.5 CE - BA
#03 Recent Research on	Problem Behavior			

Continuing Education (*CEs*) will be available for BCBAs and BCaBAs, and Florida Certified Behavior Analysts as well as Florida Licensed Psychologists, Licensed Clinical Social Workers, and Licensed Mental Health Counselors*.

- *All presentations in the ETH track have been reviewed and meet the BACB requirements for ETH CEs.
- *All presentations in the SUP track have been reviewed and meet the BACB requirements for SUP CEs.

Note: Separate fees are charged for each CE type as they are approved by different agencies.

SIGs

For some of these Tracks, there appears to be an abundance of presentations indicating there are many members who are interested in these topics. The goal of the special interest groups is to give those members an opportunity to meet with each other to discuss common interests, to give them a way to connect with

each other after the conference and to give them some voice in the selection of Invited Speakers when we are in the planning phase of each conference that starts in January.

If you are interested in chairing a special interest group under FABA, please contact *info@fabaworld.org*



& Local Chapter Meetings in 2022:

Special Event: Task Force Meeting -Addressing the behavior therapist shortage. Local Chapters of FABA (CoFABA) Officer Meeting South Florida ABA (SoFABA) Meeting

Thursday 2:30 PM Friday 9:00 AM Thursday 3:30 PM Kerri Peters, Chair Kim Lucker-Greene, Chair Michelle Castanos, Chair

Let us know if you are interested in starting a SIG or joining your local chapter!

Need to Add the CEU Flat Rate?

https://faba.memberclicks.net/2022ceuform

Stop by the **Help Desk** in the **FABA Store** for assistance with adding the CEU package.

\$85

Only Professional Members can Accrue BA CEUs.

The \$85 CEU Flat Rate covers all BA CEUs earned at FABA '22

For MH, PSY CEs, please see page 13 for more info.

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Are You a Nursing FABA Member or Need a Private Area to Pump?

Visit FABA's Family Room for Nursing Caretakers!

Rated #1 by Newborns and Infants Everywhere!

Family Room for can be found in Players A



FREE WiFi for FABA Members

Sponsored by

Positive Behavior Supports Corporation



WiFi Password: PBS4ALLFL

FABA's Statement on Sexual Harassment and Discrimination

FABA mandates that all participants, attendees, presenters, volunteers and associated professionals uphold the Behavior Analyst Certification Board's Professional and Ethical Compliance Code while promoting a culture where individuals can interact, benefit and contribute to the collective experience of the conference without fear of hostility.

FABA opposes any discriminatory, harassing or demeaning behavior as it violates the standards of our profession, opposes the mission of our organization, and surpasses polarized viewpoints or structured academic debate.

Upon such an occurrence, FABA reserves the right to intervene in the form of ending an event or presentation and asking the individual(s) to leave the premises. FABA also reserves the right to opt out of reviewing future submissions or registration requests from individuals.



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Join Us Friday Night for a Fundraising Social After Ignites at Nite!

The FABA Auction Returns! Exclusive Items and Limited Edition Experiences!

Friday 8:00 PM

Visit this Webpage to Donate to the FABA *PAC* Now:



https://faba.memberclicks.net/ pac-donation *OR*

Scan the QR Code After Logging In

(You have to log into your FABAWorld account)



Save the Date!

13th Annual Convention

March 9 - 11, 2023 Hyatt Regency Seattle Association of



Professional Behavior Analysts

Delivering Expertise
Supporting Excellence

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Continuing Education Information



CE Credits

Board Certified Behavior Analysts and Board Certified Assistant Behavior Analysts (Approved events are denoted by BA. Those with Professional/Ethical content are denoted ETH)

BCBAs and BCaBAs will be able to obtain CE credits at the flat rate of \$85 for all the CEs they wish to earn.

Licensed Psychologists

(Approved events are denoted by PSY)

Florida Licensed Psychologists will be able to earn CE's through an arrangement with Adapt Behavioral Services. Anticipate a fee of \$10 per certificate (including Workshops) payable only **post-conference**.

Licensed Clinical Social Workers, Mental Health Counselors, Marriage And Family Therapists

(Approved events are denoted by MH)

Florida LCSW's, LMHC's, and LMFT's will be able to earn CE's through an arrangement with Adapt Behavioral Services. Anticipate a fee of \$10 per certificate (including *Workshops*) payable only **post-conference**.

As separate costs are incurred from each of the Continuing Education-granting agencies, those with both certification and licensure must remit fees for each types of CE credit sought. Payment is remitted separately to FABA (BA CE) and Adapt Behavioral Services (PSY/MH CE).

Navigating Continuing Education Requirements

Always refers to the BACB website and the corresponding handbooks for specific information on each certification CEU requirements. In general, don't forget:

- 1. The recertification cycle is every 2 years.
- 2. BCBAs/BCBA-Ds will need 32 continuing education hours per 2-year cycle and BCaBAs will need 20 hours.
- 3. The ethics and professional behavior category will be restricted to ethics. BCBAs/BCBA-Ds and BCaBAs will need 4 hours of ethics training per 2-year cycle.
- 4. BCBAs/BCBA-Ds wishing to supervise those pursuing BACB certification or the ongoing practice of BCaBAs will need 3 hours of supervision continuing education as part of the 2-year cycle.

FABA uses the following continuing education codes in the FABA conference program book:

CEUs approved for BACB/ Behavior Analysis

LRN - Learning CEU

Guide to Events:

The FABA Program's presentations, breaks, social and overall happenings are numbered sequentially. This is the easily referenced "Event #." Workshops are also designated by both event number and workshop number (for invoicing purposes). ETH - Ethics

SUP - Supervision

ETH = approved ethics presentation.

SUP = approved supervision presentation for those wishing to supervise. Only those who have completed an approved 8-hour supervision training would need SUP continuing education hours.

MH/PSY = approved for Mental Health or Psychological continuing education

FABA is a Behavior Analyst Certification Board (BACB) Authorized Continuing Education (ACE) provider (OP-02-0014). Questions or concerns about BACB continuing education offered by FABA should be directed to Leah Koehler (phone: 850 770-2296; email: koehler@pc.fsu.edu).

Direct Mental Health or Psychological CE questions to Sharon Older (email: solder@adapt-fl.com)





CEU Collection and Maintenance:

Both Virtual and in-person attendees will access content via BehaviorLive. If attending in-person (on-site), attendees will scan in using the BehaviorLive app. In-person registration includes access to all virtual content online.

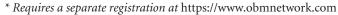




42nd Annual FABA Conference Highlights

Tuesday, September 20th			
5:30 pm – 7:00 pm	FABA Store and Packet Pick Up		
Wednesday, September 21st			
7:30 am – 7:00 pm	FABA Store & Packet Pick Up		
8:30 am - 10:30 am	Morning Coffee - sponsored by ABA Matrix		
9:00 am – 12:00 pm	Workshops		
12:00 pm – 4:00 pm	Exhibitor Check-In & Set Up		
1:00 pm – 4:00/5:00 pm	Workshops		
2:00 pm – 3:30 pm	Afternoon Refreshment Break - sponsored by Sevita Health		
5:30 pm – 6:30 pm	BACB Update		
7:00 pm – 10:00 pm	Hospitality Suite - <i>sponsored by</i> BlueSprig Pediatrics and Florida Autism Center		
Thursday, September 22nd			
7:00 am – 5:00 pm	FABA Store and Packet Pick Up		
7:30 am - 10:15 am	Morning Coffee - <i>sponsored by</i> Strategies Inc. ABA		
8:00 am – 11:00 am	Sessions		
9:00 am – 9:50 am	Invited Address - Dr. Corina Jimenez- Gomez		
10:00 am – 10:50 am	Special FABA Past President Memorial Event		
11:00 am – 12:30 pm	FABA Awards & Keynote Address by Dr. Gina Green		
1:30 pm – 5:20 pm	Sessions		
1:30 pm – 2:20 pm	Invited Address - Dr. Kathryn Peterson		

Thursday, Septe	ember 22nd continued			
2:20 pm – 3:45 pm	Refreshment break <i>- sponsored by</i> QUEST, Inc.			
3:30 pm – 4:20 pm	Invited Address - Dr. Elizabeth Fong			
4:30 pm – 5:20 pm	Inside Behavior Analysis with Dr. Gina Green			
5:30 pm – 7:00 pm	Presidential Social, Poster Session, and Exhibitor tour <i>- sponsored by</i> Brett DiNovi & Associates			
Friday, Septemb	er 23rd			
7:00 am – 5:00 pm	FABA Store & Packet Pick Up			
7:30 am -10:15 am	Morning Coffee <i>- sponsored by</i> Beacon of Hope ABA			
8:00 am – 11:00 am	Sessions			
8:00 am – 8:50 am	Invited Address - Dr. Tyra Sellers			
10:00 am – 10:50 am	Invited Address - Dr. David Cox			
11:00 am – 12:30 pm	General Session / Presidential Address / Awards			
1:30 pm – 5:00 pm	Sessions			
1:30 pm – 2:20 pm	Invited Address - Dr. Nicole Gravina			
2:20 pm – 3:45 pm	Refreshment Break - sponsored by Lifespan Behavior Services LLC			
8:00 pm - 11:00 pm	Ignites @ Nite and Friday Night Social sponsored by Camen Behavioral Services			
Saturday, Septe	mber 24th			
8:00 am - 4:00 pm	OBM Network Conference*			
12:00 pm – 2:00 pm	Exhibit Breakdown			
* D i	stuation at https://www.ahmanatazouk.com			





For Details About the OBM Network Conference, Please go to www.OBMNetwork.com

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This year, we are excited to use BehaviorLive's in-person and online CEU experience for our FABA Conference. This offers FABA members a cohesive environment where in-person (in-the-room) attendees can acess the same tools as the online attendees including the chat, polls, questions, handouts and more! Those who prefer to attend in-person in a traditional manner are not required to use the app except to scan the QR codes—for attendees wishing to collect CEUs. Similarly, online attendees will click "I'm here" during presentations and—just like in-person attendees—conveniently find all their CEUs are combined in a single location! For those in-person attendees opting to also use BehaviorLive's intuitive mobile app, on-site users can scan into the event, and then automaically join the online discussion with their peers. This provides our members with a customized experience.







FABA 42nd Annual Conference

8:30 AM - 10:30 AM

Breakfast/ Morning Coffee

Sponsored by ABA Matrix

9:00 AM - 12:00 PM

Workshop

Track: AUT

Heritage A

3 LRN

#1 Workshop #W01 PLAY-SAY: Beyond Pairing- Improve Assent, Social Engagement and Verbal Behavior Via Social Play Chains

TAMARA KASPER (Kasper Enterprises/Caravel Autism Health, tkasper@centerautismtreatment.org)
jkasper@centerautismtreatment.org)
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jkasper@centerautismtreatment.org)
jkasper@centerautismtreatment.org)

Increased emphasis on client assent refocuses the importance of naturalistic developmental behavioral intervention (NDBI) to improve the value of social stimuli and shape indicating responses. Defining and measuring indicating responses (e.g., eye gaze, approach, gesture, vocalization) to identify "likes" (declarations of establishing operations), "dislikes" (declarations of abative operations) and withdrawal of assent provides opportunities to honor The Ethics Code for Behavior Analysts and shape agency in children with autism. Indicating responses provide opportunities to teach functional and formal communication to make choices, indicate assent, and calmly and clearly indicate assent withdrawal. Improving the frequency and variety of Indicating responses is also correlated with improved language outcomes (Topping, et al. 2013), learner cooperation (Shillingsburg, Bowen & Shapiro, 2014; Shillingsburg, Hansen & Wright, 2019), and has been correlated with social behavioral cusps and better learner outcomes (Harms & Greer, 2020). Instruction can be challenging when confronted with individuals with limited attending to others and restricted reinforcer pools. A view of early social, play, and communicative milestones through developmental and behavioral lenses allows the operationalization of methods to create play chains via four different categories of play. Pausing or adding novelty to the play chains provides opportunities to reinforce and shape early non-verbal communication, promote attending and responding to instructor social stimuli, condition ongoing social interaction as a reinforcer, and shape verbal behavior. This workshop, informed by the literature from speech-language pathology and applied behavior analysis, will provide methods to topographically define and measure indicating responses through three initial phases of intervention. Participants will learn to create social behavioral play chains that can be used to increase rate, variety, and sequences of indicating responses. Methods to reframe and refocus the use of toys/activities in novel ways to inspire staff and improve cooperation and rate of learning in clients will be presented via video and modeling. Special emphasis will be placed on improving and expanding variety of reinforcers in children with limited or atypical Motivating Operations. Data will be used as a guide to increase response effort and shape verbal vocal behavior. Participants will leave with a set of clear procedures and manualized information to systematically train staff to create/contrive highly motivating play chains that can serve as a foundation for development of social skills and can be used to address learner specific goals and targets across the verbal operants. Presented via Direct Instruction, a self-instruction mnemonic and behavioral skills training, this workshop will prepare participants to use multiple exemplar play chain training to establish staff

competency. Come prepared to analyze video, role play scenarios with toys/activities and practice coaching staff. Leave with multiple examples of social play chains and data collection methods to measure key performance indicators for clients and staff with examples from CentralReach. Learn to scale and sequence training for successful staff implementation and client improvement. Outcome data from a pilot project which demonstrates improvement in learning opportunities after training implementation will also be



Tamara Kasper



Jennifer Godwin

continued on next page



presented.

Workshop #W01 continued

By the end of this workshop, participants will be able to:

- 1. Identify, topographically define, and measure indicating responses.
- 2. Participants will identify guidelines and procedures for creating effective behavior chains in play during Direct Instruction and role play.
- 3. Identify appropriate targets for staff improvement in creating behavior chains in play.

Bio of Presenter:

Tamara S. Kasper, MS, CCC-SLP, BCBA, is a pediatric Speech-Language Pathologist who has treated children with challenging behavior since 1990, specializing in children with autism since 1995. Tamara's commitment to the children she serves led her to pursue treatment methods outside the field of Speech-Language Pathology. She has advanced training in Nancy Kaufman's strategies for apraxia of speech and partnered with Nancy to create The K&K Sign to Talk Materials and App. She has advanced training in Applied Behavior Analysis/Applied Verbal Behavior, and under the mentorship of renowned Behavior Analyst Dr. Vincent Carbone and his protégé, became a Board Certified Behavior Analyst. Described by attendees as "inspirational" and "empowering," Tamara is a frequently invited international lecturer, enthusiastically sharing intervention techniques that building functional verbal behavior, social communication skills and combine social skills training with physical training. She has lectured and treated individuals across the United States and Canada as well as in Ethiopia, Senegal, Greece, Germany, England, Ireland, and other countries. She is past recipient of WISHA's Clinical Achievement Award. Tamara directed The Center for Autism Treatment near Milwaukee, Wisconsin for 15 years, and now serves as Director, Clinical Center of Excellence for Caravel Autism Health.

9:00 AM - 12:00 PM Workshop Track: SUP Heritage B 3 SUP

#2 Workshop #W02 Higher Level Clinical Leadership: Measures of Clinical Quality

COLLEEN DEMELLO (Cultivate Behavioral Health & Education, colleen@appliedbehavioralstrategies.com)

MELISSA OLIVE (Cultivate Behavioral Health & Education, missyolivephd@yahoo.com)

AMANDA BLOOM (Cultivate Behavioral Health & Education, amanda@pbstherapy.com)

STEPHEN WOOD (Cultivate Behavioral Health & Education, stephen.wood@cultivatebhe.com)

This workshop will focus on the role of higher-level clinical leadership. Participants will learn strategies for managing oversight of clinical services in larger and/or growing organizations. Specifically, the workshop will focus on the role of a clinical manager and clinical director (Tarbox, 2020) and processes for supervising other BCBAs. This will include the structure and function of 1:1 meetings including the development of an agenda and measures of progress and goal attainment. The role of compliance audits will also be discussed including documenting 5% RBT supervision and completion of session note audits. Finally, the role of training will be discussed including the process for onboarding training and policies regarding on-going training. Extensive handouts will be provided and ample time for question and answer will be allowed.

By the end of this workshop, participants will be able to:

- 1. Discuss important topics to be covered in BCBA supervision meetings.
- 2. Describe how to complete clinical audits for RBT 5% supervision and session note audits.
- 3. Develop key content for onboarding at their own business.







Melissa Olive



Amanda Bloom



Stephen Wood



continued on next page

Workshop #W02 continued

Bio of Presenter:

Colleen is a board certified behavior analyst and licensed professional counselor. She has over 25 years' experience working in the field of applied behavior analysis in the areas of early intervention, adult and child mental health, family support, and foster care. She has served as a Consultant, Administrator, and Clinician within state and privately funded agencies, schools, and families homes. Co-presenters' bios available upon request.

9:00 AM - 12:00 PM Workshop *Track*: PRO *Heritage C* 3 LRN #3 Workshop #W03 ABA Billing 101: A BCBA's Guide to Billing and Coding

MICHELLE CASTANOS (South Florida Center for Behavioral Health, mcastanos@southfloridabehavior.com)
ASHLEY ADAMS (ashley@spectrumababill.com)

With all the recent changes in ABA coding, many BCBAs and providers are finding themselves scrambling to keep up with the changes. This presentation will be an intro to billing for ABA. Participants will get a better understand of the category one CPT codes, their definitions and how to use them. We will also be reviewing medical necessity criteria and basic requirements from most major providers in Florida. Lastly we will provide tips for managing denials from funding sources. The goal is for participants to leave with the basic skills necessary to understand ABA billing.





Michelle Castanos

Ashley Adams

By the end of this workshop, participants will be able to:

- 1. Participants will discuss the history of autism and ABA and the landmark cases and laws that got us insurance coverage for ABA in Florida.
- 2. Participants will identify and define the category one CPT codes, their clinical interpretation, definitions and how to ensure we are providing clinically appropriate services while following the guidelines.
- 3. Participants will list the requirements for commercial plans, Medicaid and other major funding sources in Florida. They will also state medical necessity criteria, how to access services and tips for dealing with denials form funders.

Bio of Presenter:

Michelle Castanos is a BCBA who has been in the field of ABA for over 15 years. She received a Bachelor in Psychology and a Master in Special Education from the University of North Florida. Her work in ABA was inspired by her cousin, Miguel, who was diagnosed with ASD in 1997. She started working as a tech in 2004, at the age of 18. By 2007, she opened a company providing behavioral-based babysitting for children with Autism. Today that company has evolved into a full pediatric ABA center in Miami, FL. She is one of the Founders of THRIVE, the first post-secondary college support program for students with ASD in Florida, located at the University of North Florida. She has also worked on mobile crisis teams and institutional settings for adults with ID/DD and dual diagnosis. Michelle is currently the vice president of SOFABA, the South Florida Chapter of COFABA. She is also the moderator for the Florida Medicaid ABA Facebook forum. Bio for co-presenter available upon request.

3 LRN

9:00 AM - 12:00 PM

Workshop

Track: AUT Heritage DE

#4 Workshop #W04 Training on the Use of a Reinforcement-Based Treatment Package to Address Picky Eating

ANIBAL GUTIERREZ (a.gutierrez5@miami.edu)

Selective eating or "picky eating" is often described as a reluctance to try new foods based on some dimension of the food. Children diagnosed with autism frequently exhibit these types of selective eating behaviors. Rigidity or adherence to sameness is a defining feature of autism that may extend to feeding and lead to habits that are difficult for parents to break. These feeding difficulties may cause significant parent stress and could potential lead to more severe mealtimes behaviors in the future. The treatment package presented has demonstrated success in increasing food acceptance without the use of escape extinction.



Anibal Gutierrez

By the end of this workshop, participants will be able to:

- 1. Describe the features of picky eating.
- 2. Describe the steps in the Picky Eating manual.
- 3. Administer the Picky Eating assessment tool.

Bio of Presenter:

Dr. Gutierrez is Research Associate Professor in the Department of Psychology at the University of Miami and a board certified behavior analyst with experience in the assessment and treatment of severe problem behavior and in the development of adaptive skills for individuals with autism. Current research interests focus on the factors that influence treatment effectiveness in behavioral acquisition programs and the integration of technology in behavioral interventions.

See You at the Welcome Reception Wednesday 7:00 pm - 10:00 pm Cascades Deck and Lobby Bar area

Join other FABA attendees and exhibitors for an evening of fun and networking before the start of the Conference!

Sponsored by



Florida Autism Center





9:00 AM - 12:00 PM

Workshop

Track: ETH

Masters ABC

3 ETH, MH/PSY

#5 Workshop #W05 Defining and Incorporating Assent into Programming: A Nonlinear Constructional Analysis and Approach

AWAB ABDEL-JALIL (Eastern Florida Autism Center/Great Leaps Academy/Endicott, awababdel-jalil@my.unt.edu)
RICHELE YEICH (rzvorsky@efac15.com)

Assent is presently a popular topic among behavior analysts given its inclusion in the 2022 BACB Ethics Code, and the current political climate around Applied Behavior Analysis. The Code defines assent as "vocal or nonvocal verbal behavior that can be taken to indicate willingness to participate in research or behavioral services..." (p. 7). Although there has been plenty of discourse around assent, its meaning remains ambiguous. Can assent, or lack thereof, be defined procedurally in terms of contingency arrangements? This workshop will begin by defining assent though a Nonlinear Contingency Analytic lens. The provided conceptualization defines assent based on the presence or absence of certain contingency arrangements, which goes beyond the common topographical





Awab Abdel-Ialil

Richele Yeich

definitions. True assent will be distinguished from apparent assent utilizing a degrees of freedom analysis. Examples and non-examples will be provided to illustrate this distinction. Attendees will then identify examples and non-examples of vignettes based on situations commonly encountered by clinicians working with Autism Spectrum diagnosed learners. If assent is determined to be absent or withdrawn, how can a clinician/practitioner proceed while honoring the learner's dissent? The Constructional Approach will be introduced as a way to create assent-informed programs by asking a few guiding questions related to desired outcomes, entry repertoires, maintaining consequences, and programming sequences. The answers will help clinicians create programs that build on learners' entry repertoires that lead to full participation in the program. Dr. T. V. Joe Layng will join via Zoom near the end of the workshop for follow-up, and to answer any further questions attendees may have. Attendees will leave the workshop with a clear nonlinear contingency analytic definition of assent, be able to determine whether true learner assent is present, and tips/strategies of how to create a constructional program that incorporates and honors learner assent.

By the end of this workshop, participants will be able to:

- 1. Define assent functionally.
- 2. Identify examples and nonexamples of assent.
- 3. Assess for the presence or absence of assent and program for it.

Bio of Presenter:

Awab Abdel-Jalil, MS, is the Constructional Coach at Eastern Florida Autism Center and Great Leaps Academy. He's also a current PhD student at Endicott College under Dr. T. V. Joe Layng's mentorship. Awab began his study of behavior analysis as an undergraduate at the University of North Texas and carried his passion for the science into the graduate program. On the graduate level, he was introduced to the work of Dr. Israel Goldiamond in Dr. Jesús Rosales-Ruiz's Constructional Life Design lab. In lab, he participated in streamlining and carrying out constructional programs for first-generation college students and students from low-income families. Awab has presented on the constructional approach, nonlinear contingency analysis, and problem solving at the Association for Behavior Analysis International. He also conducted basic human operant research in graduate school on resurgence, contingency adduction, stimulus control, and schedules of reinforcement using the Portable Operant Research and Teaching Laboratory (PORTL). As the Constructional Coach at Eastern Florida Autism Center and Great Leaps Academy, he works with parents on programs based on the constructional approach and nonlinear contingency analysis. He also conducts meeting to teach the constructional approach, nonlinear contingency analysis, and PORTL to the staff. Awab recently coauthored the book Nonlinear Contingency Analysis: Going Beyond Cognition and Behavior in Clinical Practice. Bio for co-presenter available upon request.

9:00 AM - 12:00 PM Meeting Masters D

#6 Special Event: APD iConnect LIVE! A Demonstration of the Behavior Analytic Processes

This event will be a drop-in live demonstration of the Behavior Analysis functions within the APD iConnect portal. Two APD staff persons will walk participants through the process of onboarding and accessing documents and data applicable to the service delivery of Behavior Analysis. There will be an opportunity for participants to engage in a Q & A session along with the prompt for feedback/input to help shape the final products.

10:50 AM - 4:50 PM Private Event Arbor Ballroom

#7 PBS Team Collaboration Meeting

Bringing together our Florida Regional team members with our Central Admin team to discuss current processes and ask for any recommendations for making processes easier. Company leadership offers direct support to team members. We give regional members a voice on PBS's current path and their involvement in the continued growth of services throughout the state. Department leaders present new internal tools that have been created for in field services.

Wednesday Afternoon

September 21

12:00 PM - 4:30 PM Private Event Players BC

#8 FABA Board Meeting (and Lunch)

FABA Board Conference Meeting to discuss the business of the association and status of the annual meeting.

12:00 PM - 7:00 PM Special Event Tournament A and B

#9 Exhibits

Explore the FABA exhibit hall located in Tournament.

Thanks You to All of Our Social Sponsors:







1:00 PM- 5:00 PM Workshop Track: ED Heritage A 4 LRN, MH/PSY

#10 Workshop #W06 Trauma: The Invisible Elephant Underlying Challenging Behavior

JEANNIE GOLDEN (East Carolina University, goldenj@ecu.edu)

PAULA FLANDERS (Rethinked.com, paula.flanders@rethinked.com)

DANIELLE WEBB (webbda21@students.ecu.edu)

MELISSA GLENN (East Carolina University, glennm11@students.ecu.edu)

Behavior analysts are often charged with the responsibility of dealing with challenging behaviors and may be unaware of the impact of underlying trauma on these behaviors. These challenging behaviors are frequently not amenable to traditional functional behavioral assessments (FBAs) and positive behavioral interventions (PBIs). This may be because behavior analysts are reluctant to incorporate distal setting events, discriminative stimuli, and motivating operations into their FBAs, which is essential to the incorporation of trauma into these analyses. Further, it is necessary to acknowledge the impact of verbal behavior in implementing effective interventions, as covert thoughts and feelings often are the establishing operations that motivate challenging behaviors. This workshop will familiarize participants with FBAs that incorporate trauma as well as with strategies that use verbal behavior in conducting interventions. They will see role-play demonstrations of these strategies and practice these strategies with feedback and correction.





Jeannie Golden Paula Flanders

jeunne Gomen





Danielle Webb

Melissa Glenn

By the end of this workshop, participants will be able to:

- 1. Participants will be able to explain why youth who have experienced trauma are more likely to exhibit challenging behaviors.
- 2. Participants will be able to describe how to incorporate distal setting events, discriminative stimuli, and motivating operations into functional behavioral assessments of youth who have experienced trauma.
- 3. Participants will be able to describe some of the verbal behavior strategies that could be effective interventions for youth who have experienced trauma.

Bio of Presenter:

Dr. Jeannie A. Golden is a Licensed Psychologist who received her Ph.D. in School Psychology from Florida State University in 1981. Dr. Golden has taught in the Psychology Department at East Carolina University for 40 years and became the first nationally Board Certified Behavior Analyst in North Carolina in 2000. Dr. Golden received ECU teaching awards in 2001 and 2009, the FABA Honorary Lifetime Membership Award in 1994, the NCABA Fred S. Keller Excellence in Behavior Analysis Award in 2005, the ECU Scholarship of Engagement Award in 2012, the NCABA Do Things Award for Outstanding and Sustained Contributions in 2013, the ECU Psychology Department Award for Distinguished Service in 2015, and the ECU Psychology Department Faculty Appreciation Award for Mentoring in 2017. Dr. Golden and colleagues received grants from Kate B. Reynolds Charitable Trust (2008-2011) and the Department of Health and Human Services (2011-2016) to provide school-based mental health services in two rural, impoverished counties in North Carolina. In March of 2018, Dr. Golden and colleagues were awarded the Creating New Economies Fund Grant by Resourceful Communities for the Greene County Community Advancement Project. Recently, Dr. Golden and colleagues have developed a training program for staff who work with traumatized youth. Bios for copresenter available upon request.

1:00 PM - 5:00 PM Workshop Track: OBM

Heritage B

4 SUP, MH/PSY

#11 Workshop #W07 Use Your EARS To Change How Providers Work Together So That Every Client or Student Makes Efficient Progress

GUY BRUCE (Appealing Solutions, LLC, guybruce@appealingsolutions.com)

Are you satisfied with the progress of your clients and students? This workshop will teach you how to design and implement an organizational performance engineering process, to change how providers work together so that every client and student makes efficient progress. Organizational Performance Engineering is an application of behavior analysis with the following steps: 1) Evaluate student progress, 2) Analyze provider performance problems, 3) Recommend changes in provider resources, training, and management, and 4) Solve provider performance problems by designing and implementing recommended solutions. The workshop will provide a workbook with practice exercises, 7 sets of practice cards, and free subscriptions to ProgressCharter, a software application that will facilitate design and implementation of the EARS process.



Guy Bruce

By the end of this workshop, participants will be able to:

- 1. Evaluate student progress using frequent, accurate, sensitive measures of client or student progress.
- 2. Analyze provider performance problems including a) "Can-Do" problems due to inadequate resources, b) "Know-How problems due to inadequate training, and c) "Want-To" problems due to inadequate management.
- 3. Recommend changes in provider resources, training, and management based on the data-based analysis.

Bio of Presenter:

Since earning his Ed. D. in Educational Psychology from the Behavior Analysis in Human Resources program at West Virginia University, Dr. Bruce has taught behavior analysis in both undergraduate and graduate programs and consulted with variety of organizations. He is the author of Instructional Design Made Easy—a workbook for designing more efficient learning programs, and EARS, a pragmatic, organizational performance engineering process that can be used to improve how people work together so that every client or student makes efficient progress. EARS is an acronym for 1) Evaluate student progress; Analyze causes of teacher performance problems and the performance problems of those who provide resources, training, and management to support the teacher; Recommend changes in teacher and provider resources, training, and management; and Solve provider performance problems by designing and implementing recommended solutions. In addition to conducting EARS workshops, he is writing a second book, Engineering Schools for Student Success, and designing a web-mobile application, "Progress Charter," that will make it easier for schools to design and implement the EARS process.



Save The Date Cofaba Conference

May 12, 2023



1:00 PM - 5:00 PM

Workshop

Track: MH

Heritage C

4 LRN, MH/PSY

#12 Workshop #W08 Trauma Informed Treatment Plans

SAUNDRA BISHOP (BASICS ABA Therapy, saundra@basicsaba.com)

Behavior analysts focus on observable and measurable behavior and direct function. This can make it difficult when trauma informed strategies seem counter to our assessments. However, if BCBAs and other providers that create behavior plans look at trauma events as setting events, they can create sensitive and effective interventions, which support all clients, including those who may be in foster care, school programs, or even simply living through COVID-19. We will explore how to identify Trauma Events, interventions targeting Trauma Event Setting Events (TESE), interventions targeting teaching Trauma Informed Replacement Behaviors, and what programs can be used to teach these goals. This workshop stands alone but is also an excellent compliment to the workshop Saundra gave last year.



Saundra Bishop

By the end of this workshop, participants will be able to:

- 1. Implement a trauma informed antecedent intervention addressing trauma event setting events.
- 2. Identify Replacement behaviors addressing setting events, trauma event setting events, and function.
- 3. Discuss real programs that teach replacement behaviors and will be able to implement them.

Bio of Presenter:

Saundra is the founder, CEO, and Clinical Director of BASICS ABA Therapy. She is also President Elect of DC ABA. Saundra has 20 years of experience working in Applied Behavior Analysis and with people with Autism/Autistic people and has been a BCBA for 13 years. She is especially passionate about Trauma-Informed Behavior Management and models that focus on self-advocacy rather than compliance. She is a Certified Clinical Trauma Professional and also certified to give trainings that qualify for Type-2 CEUs, DCPS CEUs, and CFSA foster parent hours. Saundra was a foster parent for 7 years and has 4 children (3 who are adopted).

1:00 PM - 4:00 PM Workshop Track: AUT Heritage DE 3 LRN

#13 Workshop #W09 Training on the use of the Motor and Vocal Imitation Assessment (MVIA)

ANIBAL GUTIERREZ (a.gutierrez5@miami.edu)

ELAINE ESPAÑOLA (*University of Miami*, exe183@miami.edu)

The Motor and Vocal Imitation Assessment (MVIA) is an empirically validated hierarchy of imitation skills that serves as a protocol for selecting targets for imitation intervention. The MVIA provides a baseline level of imitation skills, a validated sequence of imitation skills and a method of tracking skill mastery. The MVIA contains a comprehensive compilation of features and characteristics that determine the level of complexity of imitation tasks. This compilation of features and





Anibal Gutierrez

Elaine Española

characteristics is the product of previous research examining the development of imitation. Research suggests that use of the MVIA can result in better intervention outcomes for imitation skills.

By the end of this workshop, participants will be able to:

- 1. Describe the relationship between imitation and outcomes for individuals with ASD.
- 2. Describe the hierarchy of difficulty in imitation skills.
- 3. Administer the MVIA as an assessment tool.

continued on next page



FABA 42nd Annual Conference

Workshop #W09 continued

Bio of Presenter:

Dr. Gutierrez is Research Associate Professor in the Department of Psychology at the University of Miami and a board certified behavior analyst with experience in the assessment and treatment of severe problem behavior and in the development of adaptive skills for individuals with autism. Current research interests focus on the factors that influence treatment effectiveness in behavioral acquisition programs and the integration of technology in behavioral interventions. Bio for co-presenter available upon request.

1:00 PM- 4:00 PM

Workshop

Track: ETH

Masters ABC

3 ETH, SUP

#14 Workshop #W10 Beyond Knowledge and Skills: Preparing Ethical Practitioners through Effective Supervision

TYRA SELLERS (TP Sellers, LLC, tyra@tpsellers.com)

NATALIE BADGETT (natalie.badgett@unf.edu)

Supervisory relationships, whether in the context of supervised fieldwork or professional oversight, are complex and require skills and knowledge beyond technical behavior analysis. Board Certified Behavior Analysts® (BCBA®s) supervising Registered Behavior Technicians® (RBT®s) are required to facilitate the RBTs understanding and implementation of the RBT Ethics Code (2.0), as well as a general understanding and the Ethics Code for Behavior Analysts. This workshop will present evidence-based and best practices for supervision with an emphasis on





Tyra Sellers

Natalie Badgett

ethical practice. Content will connect ethics codes for BCBAs and RBTs, identify some of the primary goals of supervision, present common issues faced in supervisory relationships and strategies to address these issues, and will provide attendees with opportunities to practice skills related to high quality supervision.

By the end of this workshop, participants will be able to:

- 1. Draw connections between ethical codes for RBTs and BCBAs to develop an understanding of ethics of each role.
- 2. Identify common barriers for effective supervision and strategies for preventing and addressing these barriers.
- 3. Demonstrate skills related to high quality supervision and leadership, including problem solving, interpersonal behavior, feedback delivery, and cultural humility.

Bio of Presenter:

Tyra P. Sellers is the owner of TP Sellers, LLC. She earned a B.A. in Philosophy and M.A. in Special Education from San Francisco State University, a J.D. from the University of San Francisco, a Ph.D. from Utah State University, and is a Board Certified Behavior Analyst®. Her professional and research interests focus on professional ethics, training and supervision, assessment and treatment of severe problem behavior, and variability. Dr. Sellers has over 20 years of clinical experience working with individuals with disabilities in a wide variety of settings. She has published several journal articles, two co-authored book chapters, and co-authored the book titled Building and Sustaining Meaningful and Effective Relationships As A Supervisor and Mentor. She currently serves on the editorial boards for several journals. Bio for co-presenter available upon request.).

1:00 PM - 4:00 PM Meeting

Masters D

#15 2022 APD Pre-FABA Meeting

This meeting will be a combination of in-person (and virtual) meeting for all Behavior Analysts and other APD pertinent staff only. It is not open to the general public.



2:00 PM - 3:30 PM

Afternoon Soda Break

Sponsored by Sevita Health

5:00 PM - 5:30 PM

General Paper

Track: PRO

Masters E

#16 New Members and First Time FABA Attendees

NIKKI DICKENS (FABA, FSU Early Childhood Autism Program, behaviorgirl@gmail.com)

New members and first time conference attendees are invited to this welcome session to learn about the conference's scheduled activities, the in's and out's of selecting presentations that meet their needs, and how to earn continuing education credits. Additionally, this event is offered as an opportunity to ask questions and learn how to have the best FABA experience.



Nikki Dickens

5:30 PM - 6:30 PM

Invited Speaker

Track: PRO

Masters E

1 LRN

#17 An Update on the BACB and the Infrastructure of the ABA Profession

JIM CARR (Behavior Analyst Certification Board, Carr@bacb.com)

This presentation will include a summary of recent developments at the Behavior Analyst Certification Board (BACB). The most current data on the BACB's certification programs will be provided along with descriptions of recent and impending developments, including changes to certification requirements and the development of new resources. In addition, the BACB's role within the infrastructure of the ABA profession will be discussed.



Jim Carr

Biography

James E. Carr, PhD, BCBA-D, ICE-CCP is the Chief Executive Officer of the Behavior Analyst
Certification Board. His professional interests include behavior analyst credentialing, practitioner
training, behavioral assessment and treatment of developmental disabilities, and verbal behavior. Dr. Carr
has published over 150 journal articles on these and other topics and his work has been cited over 8,000
times. Dr. Carr is a Fellow of the Association for Behavior Analysis International and has received awards from
APBA, APA's Division 25, and Autism Speaks. He is the past editor-in-chief of The Analysis of Verbal Behavior
and has served on the editorial boards of 11 behavior analysis journals, including 4 appointments as associate
editor. Dr. Carr is the past president of the Colorado, Alabama, and Mid-American Associations for Behavior
Analysis. He received his doctorate in 1996 from Florida State University under the mentorship of Dr. Jon
Bailey and previously served on the behavior analysis faculties at University of Nevada-Reno (1996-1999),
Western Michigan University (1999-2008), and Auburn University (2008-2011).

7:00 PM - 10:00 PM

Special Event

Cascades Deck/Lobby Bar

#18 Welcome Reception

Sponsored by BlueSprig Pediatrics and Florida Autism Center.





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FABA 42nd Annual Conference

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7:30 AM - 10:15 AM

Breakfast/ Morning Coffee

Sponsored by Strategies Inc. ABA

8:00 AM - 9:20 AM

Symposia

Track: AUT

Heritage AB

1.5 LRN

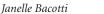
#19 Advancements in Monitoring and Establishing Early Social and Communication Skills in Children at Risk of or Diagnosed with Autism

CHAIR: JANELLE BACOTTI (*University of Florida*, janellebacotti@ufl.edu)

DISCUSSANT: KERRI PETERS (*University of Florida*, kberard@ufl.edu)

The current symposium will cover contemporary approaches to monitoring and establishing early social and communication skills in young children at risk of or diagnosed with autism spectrum disorder (ASD). The first presenter will discuss an evaluation of procedures teaching an infant to sign for "help" when preferred items were inaccessible. The second presenter will discuss research aiming to identify necessary treatment components and assessing collateral gains when teaching the use of speech-generating devices (SGDs), an alternative communication modality for individuals who exhibit minimal speech. Finally, the third presenter will discuss a method to monitor changes in sociability over time while enrolled in behavior-analytic services.







Kerri Peters

a. Measuring the Function of Social Interaction in Children with Autism

J. STEPHANIE GONZALEZ (jeanne.gonzalez@ufl.edu)

CIOBHA MCKEOWN (University of Florida, cmckeown@ufl.edu)

TIMOTHY VOLLMER (University of Florida, vollmera@ufl.edu)

JANELLE BACOTTI (University of Miami, janellebacotti@ufl.edu)

b. Establishing Discriminated Mands and Monitoring Collateral Gains When Using Speech-Generating Devices

JANELLE BACOTTI (University of Miami, janellebacotti@ufl.edu)

CIOBHA MCKEOWN (University of Florida, cmckeown@ufl.edu)

BRANDON PEREZ (Trinity Christian College, perezb@ufl.edu)

TIMOTHY VOLLMER (University of Florida, vollmera@ufl.edu)

AUDREY MILAM (*University of Florida*, <u>audreymilam@ufl.edu</u>)

YANELLE SOTO (Florida Autism Center, yasoto@flautism.com)

c. Teaching an Infant to Mand for Help

CARLEY SMITH (*University of Florida*, <u>carleysmith@ufl.edu</u>)

CIOBHA MCKEOWN (University of Florida, cmckeown@ufl.edu)

KERRI PETERS (University of Florida, kberard@ufl.edu)

TIMOTHY VOLLMER (University of Florida, vollmera@ufl.edu)

LINDSAY LLOVERAS (University of Florida, LLLOVERAS@ufl.edu)

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Thursday Morning

8:00 AM - 9:20 AM Symposia Track: DD Heritage CDE 1.5 LRN

#20 Advances in the Assessment and Treatment of Automatically Reinforced Problem Behavior

CHAIR: CATIA CIVIDINI-MOTTA (University of South Florida, cividinimotta.c@gmail.com)

DISCUSSANT: TIMOTHY VOLLMER (*University of Florida*, <u>vollmera@ufl.edu</u>)

Although in many cases automatically reinforced repetitive behavior such as stereotypy does not pose an immediate risk of injury to the individual or those around them, in other cases these behaviors hinder acquisition of skills, negatively impact access to social situations, and evolve into more intense topographies of stereotypy and even self-injury. Therefore, it is important that research continue to evaluate variables that impact outcome of functional assessments and the efficacy of interventions for automatically reinforced behavior that has been deemed to warrant treatment. This symposium will include four presentations, two experimental evaluations and two literatures reviews focusing on automatically reinforced problem behavior. The first study evaluated the impact of presession





Catia Cividini-Motta

Timothy Vollmer

conditions on outcomes of modified brief functional analysis whereas the second compared two types of momentary differential of reinforcement of other behavior (DRO), fixed and variable. The third presentation consists of a systematic literature review of antecedent-based interventions for vocal stereotypy and the last presentation is a review of recent research on the treatment of automatic reinforced stereotypy. Clinical and/or recommendations for future research will be provided.

a. The Effects of Presession Conditions on Behavior During a Brief Functional Analysis

DUNG LE (Florida Institute of Technology, <u>led2020@my.fit.edu</u>)

TIMOTHY VOLLMER (*University of Florida*, vollmera@ufl.edu)

KIM SLOMAN (Florida Institute of Technology, ksloman@fit.edu)

DAVID WILDER (Florida Institute of Technology, dawilder@fit.edu)

b. A Comparison of Variable MDRO and Fixed MDRO Schedules to Reduce Stereotypy

CHRISTINA SHEPPARD (Florida Institute of Technology, sheppardc2014@my.fit.edu)

DAVID WILDER (Florida Institute of Technology, dawilder@fit.edu)

GRANT INGRAM (Florida Institute of Technology, gingram2011@my.fit.edu)

c. Antecedent-Based Interventions for Vocal Stereotypy: A Systematic Review

ALYSSA ROJAS (University of South Florida, alyssabrojas@usf.edu)

CATIA CIVIDINI-MOTTA (*University of South Florida*, cividinimotta.c@gmail.com)

d. Recent Research Trends in the Treatment of Automatically Reinforced Stereotypy:

A Review of the Literature

KACIE MCGARRY (Florida Institute of Technology, kmcgarry2015@my.fit.edu)

KIM SLOMAN (Florida Institute of Technology, ksloman@fit.edu)

MARY LEWIS (Florida Institute of Technology, lewism2018@my.fit.edu)

8:00 AM - 9:20 AM Symposia Track: CA **Masters ABCD** 1.5 LRN

#21 Beyond Train & Hope: Examples of Promoting & Assessing Generalization

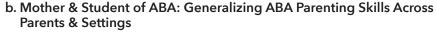
CHAIR: JEANNIE GOLDEN (East Carolina University, goldenj@ecu.edu)

DISCUSSANT: MERRILL WINSTON (behavioral solutions.com, merrill@winstonbehavioral solutions.com)

Often behavior analysts successfully implement behavior change in a structured, controlled environment but fail to assess and promote that behavior change in other settings, with other people, and with similar behaviors. Each of the presentations in this symposium provide examples of assessing and/or promoting generalization of behavior change in either parents, teachers, or children with autism.

a. Generalization Across Generations: An Adopted Daughter Uses Learned **ABA Parenting Skills**

JEANNIE GOLDEN (East Carolina University, goldenj@ecu.edu)



KIM MANN (East Carolina University, mannk21@students.ecu.edu)

- c. School Psychologist Challenge: Promoting Generalization of a Teacher's ABA Skills **SARAH HAYES** (East Carolina University, <u>hayessa16@students.ecu.edu</u>)
- d. A Multi-Component Intervention for Severely Challenging Behavior: Promoting Generalization **Across Service Providers**

AMBER FLANNIGAN (East Carolina University, flannigana14@students.ecu.edu)





Ieannie Golden

Merrill Winston

8:00 AM - 8:50 AM **Panel** Track: CA 1.0 LRN Masters E

#22 Public Policy and Legislative Update

CHAIR: KEVIN MURDOCK (Public Policy Co-Director, kmurdock@usf.edu)

As active professionals, behavior analysts should remain informed of relevant legislative and policy issues that both support and/or may threaten their ability to provide ethical services, as well as appropriate remuneration. This year's legislative and public policy updates will include a description of the committee's advocacy efforts throughout the past year. Attendees will also learn about the current licensure status, AHCA Medicaid-related news, APD-related developments, ABA in schools, and the upcoming legislative session. Lastly, the committee will share projected activities for the upcoming year, along with information on how members may actively support legislative advocacy efforts.



Kevin Murdock

KEVIN MURDOCK (*Public Policy Co-Director*, <u>kmurdock@usf.edu</u>) MARY RIORDAN (FABA Public Policy Co-Chair, mmriordan@me.com)

NICKI POSTMA (FABA Public Policy Committee, nicki.postma@gmail.com)

ERIC PRUTSMAN (Lobbying and Legal Counsel, FABA Public Policy Committee, eric@prutsmanlaw.com)

MATT POTAK (FABA Public Policy Co-Chair, behavioranalysis@gmail.com)

MICHELLE CASTANOS (South Florida Center for Behavioral Health, mcastanos@southfloridabehavior.com)



Kevin Murdock







Mary Riordan

Nicki Postma







Matt Potak

Michelle Castanosy



8:00 AM - 8:50 AM General Paper Track: TCP Champions EFGH 1 LRN, MH/PSY

#23 The Monetization of ABA: Boon or Beginning of the End?

JON BAILEY (Florida State University, bailey@psy.fsu.edu)

JOE SASSON (<u>jsasson@medaxiom.com</u>)

In the last two decades behavior analysis has gone from virtual obscurity to the darling for private equity investors. Driven by mandated insurance reimbursement for the treatment of ASD behavior analysis is seen as a guaranteed "cash cow" for these investors who are buying up small ABA companies at a breath-taking rate. Initially it appeared that this revenue would provide much needed support for applied research as well as a solid foundation for expanded training RBTs and BCBAs to meet the





Jon Bailey

Joe Sasson

overwhelming need for therapists and supervisors. Unfortunately, this has not been the case and it appears that the investors were almost entirely interested in huge, quick returns while imposing contingencies on our professionals to increase their caseloads and decrease supervision and quality control. In this session we will discuss the fundamentals of private equity transactions, the traditional private equity model goals and components, and speculate on what this means for the future of behavior analysis.

8:00 AM - 9:20 AM Multi-Paper Session *Track:* OBM *Champions ABCD* 1.5 SUP #24 Use of Remote Behavioral Skills Training to Teach Advanced Professional Repertoires

CHAIR: ANDRESSA SLEIMAN (Florida State University, andressa sleiman@hotmail.com)

Um, So, Like... How Do We Train Public Speaking?

MATTHEW LASKE (University of Kansas, laskemm@ku.edu)

FLORENCE DIGENNARO REED (fdreed@ku.edu)

J. TURNER BUTLER BRAREN (University of Kansas, butler.braren@ku.edu)

Public speaking is a relevant skill for career advancement. Despite the importance of public speaking, it is the most common social phobia reported by Americans. Because of the discomfort it may cause and the potential impact on careers, identifying ways to teach effective public speaking is worthwhile. The current study sought to address this issue by using a multiple-baseline design across behaviors to evaluate the effects of behavioral skills training (BST) in a Zoom environment on public speaking behaviors. Following the BST intervention, awareness training (AT) was added to target speech disfluencies. BST was effective in teaching three sets of public speaking behaviors. AT was effective at reducing rates of speech disfluencies. Participants' self-ratings of effectiveness increased and reported anxiety decreased following the intervention. Additionally, an external expert in communications rated the participants as more effective speakers. Implications of these findings for future behavior-analytic research on public speaking will be discussed.



Andressa Sleiman



Matthew Laske

Using BST to Teach Online Interview Skills to College Students

DAVIS SIMMONS (University of Florida, davis.simmons@ufl.edu)

ANDRESSA SLEIMAN (Florida State University, andressa sleiman@hotmail.com)

FARIS KRONFLI (kronfli.faris@ufl.edu)

NICOLE GRAVINA (University of Florida, ngravina@ufl.edu)

Behavioral Skills Training (BST) is an effective training process and has been used to teach a variety of skills, including interview skills. Multiple studies have also demonstrated that BST can be used in a web-based context, but no studies to our knowledge have extended the literature by using BST to teach Interview Skills online. Our

continued on next page



Use of Remote Behavioral Skills Training to Teach Advanced Professional Repertoires continued

study extends and replicates previous research by improving the interview skills of college students in a fully synchronous web-based video format, including a stricter mastery criterion, a stricter vocal criterion for certain responding measures, and additional environmental variables that may be relevant in a web-based format. We used a multiple baseline design across targets with follow up sessions testing for maintenance and generalization. All participant performance improved from baseline to post-training across all targeted dependent variables providing additional evidence that BST is an effective training process to teach interview skills to college students, and can extend to a novel web-based format. Implications, limitations and future directions will be discussed.

Effects of a Systems Level Intervention to Improve Trainer Integrity in a Behavioral Healthcare Organization

GRACE BARTLE (gbartle@ku.edu)

FLORENCE DIGENNARO REED (fdreed@ku.edu)

SANDRA RUBY (sandraruby@ku.edu)

ABIGAIL BLACKMAN (Behavior Science Technology, abigail.blackman@behaviorsciencetech.com)

TYLER ERATH (tyler.erath@uvm.edu)

MARREN LEON-BARAJAS (marrenmarie@gmail.com)

Within large behavioral health care organizations, direct support professionals often function as peer trainers of newly hired staff. To foster the highest quality services, peer trainers would ideally rely on empirically supported training procedures, such as behavioral skills training (BST). Unfortunately, teaching peer trainers how to effectively use BST is not a widely adopted practice. The current study extended previous research on pyramidal peer training and evaluated the effects of a systems-wide intervention to improve the integrity with which peer trainers implemented BST. The results of an assessment revealed that staff did not regularly receive contingent feedback or reinforcement. Thus, we implemented a systems-wide indicated, multi-year intervention involving coaching (i.e., feedback) and a monetary incentive that was adapted during the pandemic. In addition, we added a supplemental prompt given system challenges. The intervention effectively increased the percentage of trainers who used BST during peer training.



Grace Bartle

8:00 AM - 5:30 PM Special Event Tournament A and B

#25 Exhibits

Explore the FABA exhibit hall located in on the lower level.

9:00 AM - 9:50 AM General Paper Track: OBM Masters E 1 LRN, MH/PSY

#26 The "How-To Factor" of Project Planning: What Implementation Science Tells Us About Successfully Carrying Out an OBM Project.

ALLISON KING (ABA Technologies, allison@abatechnologies.com)
RYAN CURRAN (ABA Technologies, rmcurran82@gmail.com)

When discussing applications of Organizational Behavior Management (OBM), a great deal of time is spent reviewing various assessment methods and evaluating the effectiveness of intervention components. Regardless of one's understanding of the conceptual foundations and strategy effectiveness of OBM, many clinically-experienced practitioners struggle to efficiently carry-out an OBM assessment and rollout the intervention as designed. Doing this proficiently requires engagement in



Allison King



Ryan Curran



The "How-To Factor" of Project . . . About Successfully Carrying Out an OBM Project. continued

strategic and collaborative behaviors commonly associated with Project Management. Outside of the standard OBM literature there exists a wealth of knowledge that may prove useful in accomplishing this endeavor. Integrating lessons learned from Implementation Science within OBM applications can help maximize the potential for achieving your desired project outcomes. In this discussion, we will review empirically-validated methods correlated with the successful coordination and project implementation.

INVITED ADDRESS

9:00 AM - 9:50 AM Invited Speaker *Track:* ETH *Champions EFGH* 1 ETH, MH/PSY #27 Culturally Responsive Behavior Analytic Research, Practice, and Supervision

CORINA JIMENEZ-GOMEZ, PHD, BCBA_D (University of Florida, c.jimenez.gomez@gmail.com)

The increasing diversity in the population, the fact a majority of behavior analysts work with individuals of various abilities and cultural backgrounds, and the new requirements from the BACB Ethics Code to engage in cultural responsiveness training, all point to the urgent need to incorporate culturally responsiveness in behavior analytic practices. This includes every step from training and supervision, to research and the delivery of behavioral services. The purpose of this talk is to review relevant literature, provide some practical suggestions behavior analysts can begin implementing to engage in more culturally responsive practice, and highlight areas in which more research is needed.



Corina Iimenez-Gomez

Biography

Dr. Corina Jimenez-Gomez (she/her/ella) earned a Licensure in Psychology at the Universidad Católica Andrés Bello in Caracas, Venezuela, and a doctoral degree in Psychology with an emphasis in behavior analysis from Utah State University. She completed post-doctoral training at the University of Michigan and was a Research Fellow at The University of Auckland, New Zealand. Next, she held a faculty position at Florida Institute of Technology and served as clinical supervisor at The Scott Center for Autism Treatment. Currently, Dr. Jimenez-Gomez is an Assistant Clinical Professor and Director of the Center for Autism Research, Treatment, and Training (CARTT) in the Department of Psychological Sciences at Auburn University. Dr. Jimenez-Gomez is a Board Certified Behavior Analyst at the doctoral level, whose professional interests include translational and applied behavioral research to address the needs of individuals with autism and cultural competence in the practice and supervision of behavior analytic services. Dr. Jimenez-Gomez has served as a reviewer for a number of scientific journals and is currently on the editorial board of the Journal of the Experimental Analysis of Behavior and Perspectives on Behavior Science. Along with Dr. Beaulieu, Dr. Jimenez-Gomez awarded the inaugural ABAI Award for Scholarly Contributions to DEI Paper Competition and created an online course on cultural responsiveness for behavior analysts.

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9:30 AM - 10:50 AM

Symposia

Track: AUT

Heritage AB

1.5 ETH

#28 Ethical Considerations of Functional Analysis Across Settings: From Cultural Adaptations to Training and Application

CHAIR: KARIE DEPAOLO (University of South Florida & The May Institute, kariejohn@usf.edu)

DISCUSSANT: LEAH KOEHLER (Florida State University, koehler@psy.fsu.edu)

This symposium will address some ethical considerations related to conducting functional analyses. The first presentation will discuss identifying precursor behavior when target behavior is too severe to assess. The second presentation will address concerns related to the accessibility of adequate functional analysis training. Finally, the third presentation will focus on integrating contextually fit and appropriate procedures into the assessment of problem behavior.





Karie Depaolo

Leah Koehler

a. Implementations of Interventions Informed by Precursor Functional Analyses with Young Children: A Replication

SARAH BLOOM (*University of South Florida*, <u>sarahbloom@usf.edu</u>)

AUDREY HOFFMAN (Northern Vermont University, audrey.hoffman@northernvermont.edu)

TYRA SELLERS (*TP Sellers, Inc,* tyra@tpsellers.com)

HALEY HALVERSEN (hayley.hal@hotmail.com)

b. Training Board Certified Behavior Analysts to Conduct the Trial-Based Functional Analysis via Telehealth

KARIE DEPAOLO (*University of South Florida & The May Institute*, <u>kariejohn@usf.edu</u>)

SARAH BLOOM (*University of South Florida*, <u>sarahbloom@usf.edu</u>)

c. Considerations for Development of a Culturally Responsive and Individualized Assessment of Behavior JUSTIN HAN (justinhan@usf.edu)

SARAH BLOOM (*University of South Florida*, <u>sarahbloom@usf.edu</u>)

9:30 AM - 10:50 AM

Symposia

Track: DD

Heritage CDE

1.5 LRN

#29 Recent Advances in Establishing and Arranging Conditioned Reinforcers for Individuals with Intellectual and Developmental Disabilities

CHAIR: YANERYS LEON (University of Miami, <u>yxl1611@miami.edu</u>)
DISCUSSANT: ISER DELEON (University of Florida, <u>deleon@ufl.edu</u>)

a) a systematic review of conditioning procedures in the applied literature, b) a descriptive assessment of common token economy systems in school based settings, c) effects of neutral and interest-based tokens on skill acquisition, and b) effects of delayed conditioned reinforcers in skill acquisition contexts.





Yanerys Leon

Iser Deleon

ELISA ALONSO DUQUE (exa763@miami.edu)

YANERYS LEON (University of Miami, yxl1611@miami.edu)

YAMNA ZAMAN (University of Miami, yxz1667@miami.edu)

MIRANDA SADLOW (University of Miami, mas7799@miami.edu)

a. Effects of Delayed Conditioned Reinforcers on Skill Acquisition in

Discrete Trial Instruction

Recent Advances in Establishing and Arranging ... Intellectual and Developmental Disabilities continued

b. The Effects of Novel and Interest-Based Tokens on Skill Acquisition and Handling Time

NATHALIE FERNANDEZ (<u>nfernandez363@gmail.com</u>)

ISER DELEON (*University of Florida*, <u>deleon@ufl.edu</u>)

GARRET HACK (*University of Florida*, gohack@ufl.edu)

c. Descriptive Assessment of Token Economy Structure in School-Based Settings

CHRISTINA RODRIGUEZ (crodriguez18@miami.edu)

YANERYS LEON (*University of Miami*, yxl1611@miami.edu)

ALEXANDRA RAMIREZ (*University of Miami*, axr2178@miami.edu)

ELISA ALONSO DUQUE (exa763@miami.edu)

ASHLEY RAMOS (University of Miami, amr369@miami.edu)

d. A Systematic Review of Pairing Procedures for Establishing Conditioned Reinforcers for Individuals with Intellectual and Developmental Disabilities

TRACY ARGUETA (<u>tracyargueta@ufl.edu</u>)

ISER DELEON (*University of Florida*, <u>deleon@ufl.edu</u>)

PAIGE TALHELM (ptalhelm@ufl.edu)

BRIAN REICHOW (breichow@uchc.edu)



Ethics • Education • Research • Service • Legislation



Snapchat



9:30 AM - 10:50 AM

Symposia

Track: CA

Masters ABCD

1.5 LRN

#30 Recent Research on Safety Skills Training

CHAIR: RASHA BARUNI (*University of South Florida*, <u>rbaruni@usf.edu</u>)
DISCUSSANT: APRIL WILLIAMS (*Rollins College*, AMWilliams2@rollins.edu)

This symposium aims to disseminate some current research related to safety skills training. It brings together four studies that focus on important considerations for teaching children safety skills. Three presentations focus on interventions to teach children a number of safety skills and one presentation describes a survey related to clinical practices used by behavior analysts. The first presentation will review a survey administered to practicing behavior analysts soliciting opinions and perceptions of training safety skills to their clients with autism spectrum disorder and related disabilities. The next presentation describes a remote behavioral skills training children online gaming safety V Presentation two will discuss the content validation for





Rasha Baruni

April Williams

related disabilities. The next presentation describes a remote behavioral skills training procedure to teach children online gaming safety V Presentation two will discuss the content validation for development of an immersive virtual reality technology to teach children bullying prevention skills. The final presentation will describe a behavioral skills training program to teach children to pet dogs safely. Dr. April Michele Williams will provide a discussion of this research. As a whole, these presentations will highlight recent advances in safety skills research, and considerations for practice when teaching safety skills.

a. A Survey of Safety Skills Training Used by Behavior Analysts in Practice

RASHA BARUNI (University of South Florida, rbaruni@usf.edu)

RAYMOND MILTENBERGER (University of South Florida, miltenbe@usf.edu)

b. Evaluating Behavioral Skills Training to Train Online Gaming Safety Skills

HENRY CHOVET SANTA CRUZ (*University of South Florida*, chovetsantacruz@usf.edu)

RASHA BARUNI (University of South Florida, rbaruni@usf.edu)

RAYMOND MILTENBERGER (*University of South Florida*, miltenbe@usf.edu)

c. Development of an Immersive Virtual Reality-Based Bullying Safety Skills Intervention for Children with Disabilities

TREVOR MAXFIELD (*University of South Florida*, tmaxfield@usf.edu)

KWANG-SUN BLAIR (University of South Florida, kwangsun@usf.edu)

d. Using Behavioral Skills Training to Teach Children to Greet Dogs Safely

RACHELLE YANKELEVITZ (Rollins College, ryankelevitz@rollins.edu)

APRIL WILLIAMS (Rollins College, AMWilliams2@rollins.edu)

MADISON HOLLAND (Rollins College, mholland@rollins.edu)

Join us for the Annual Presidential Social



Presidential Social

After Inside Behavior Analysis in the Tournament Hall (Lower Level) Thursday at 5:30 pm

Sponsored by Brett DiNovi & Associates





Thursday Morning

9:30 AM - 10:50 AM

Special Event

Track: TCP

Champions ABCD

1.5 LRN

#31 Past FABA Presidential Achievements and Memorial

CHAIR: TIKI FIOL (FABA, tikifiol1@gmail.com) and NIKKI DICKENS (FABA, behaviorgirl@gmail.com)

In recent years FABA has lost several Past Presidents including Shari Titus, Mike Stoutimore and Jose Martinez-Diaz. Our ability to remember and pay our respects to these individuals was inhibited due to pandemic concerns. As FABA continues with its 42nd Annual Conference, we gather to recall the achievement of the individuals that helped guide and shape FABA, our field, and the State of Florida. During this symposia style memorial, the contributions and lasting impacts made by these three amazing persons will be provided as we take time to learn about and honor our Past Presidents.





Tiki Fiol

Nikki Dickens

a. Past President - Shari Titus

JON HAGEROTT (jhagerott@gmail.com)

AMANDA LANG (alang@behavioralindependence.com)

PATRICK MCGREEVY (pmcg@me.com)

b. Past President - Mike Stoutimore

TERRI RODGERS (trodgers03@earthlink.net)

STACIE NEFF (Clemson University, stacieneff5@gmail.com)

KEVIN JACKSON (Behavioral Solutions, radbehaviorist@gmail.com)

BRYON NEFF (Florida Institute of Technology, bneff@fit.edu)

c. Past President - Jose Martinez-Diaz

DANETTE ONSTOTT (ABA Technologies, danette@abatechnologies.com)

BRANDON MARTINEZ-ONSTOTT (<u>Bfmartinezonstott@gmail.com</u>)

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10:00 AM - 10:50 AM Symposia *Track*: ED

Masters E

1 LRN

#32 Interdisciplinary Collaboration to Address Severe Problem Behavior in Schools

CHAIR: KWANG-SUN BLAIR (University of South Florida, kwangsun@usf.edu)
DISCUSSANT: ROSE IOVANNONE (University of South Florida, iovannone@usf.edu)

This symposium will present training and research projects focused on improving interdisciplinary collaboration to address severe problem behavior in students with disabilities in the public school system. The focus will be on the use of a teambased model for functional behavior assessments and interventions (the Prevent-Teach-Response; PTR model). The first presentation will provide an overview and initial outcomes of a federally funded project (Project iSED) aimed to prepare school-based behavior analysts and social workers to work collaboratively for





Kwang-Sun Blair

Rose Iovannone

students with emotional and behavioral disorders in the public school system. The second and third papers will present behavioral outcomes of implementing the PTR model for high school students with disabilities displaying severe problem behavior.

a. Great Together: Interdisciplinary Collaboration Between Applied Behavior Analysis and Social Work via Project iSED

CATIA CIVIDINI-MOTTA (University of South Florida, cividinimotta.c@gmail.com)

ROSE IOVANNONE (*University of South Florida*, <u>iovannone@usf.edu</u>)

KIMBERLY CROSLAND (University of South Florida, crosland@usf.edu)

KWANG-SUN BLAIR (*University of South Florida*, <u>kwangsun@usf.edu</u>)

ALISON SALLOUM (*University of South Florida*, asalloum@usf.edu)

b. Using Prevent-Teach-Reinforce Strategies to Decrease a Student's Task Refusal

KIERSTEN WHITAKER (*University of South Florida*, <u>kierstenwhitaker24@gmail.com</u>)

CATIA CIVIDINI-MOTTA (*University of South Florida*, cividinimotta.c@gmail.com)

c. Using Prevent-Teach-Reinforce for a High School Student with Emotional and Behavioral Disorder

LAURA DEZAYAS (University of South Florida, dezayasl@usf.edu)

KWANG-SUN BLAIR (University of South Florida, kwangsun@usf.edu)

ALEXIS LOPEZ (*University of South Florida*, alopez1@usf.edu)

10:00 AM - 10:50 AM General Paper Track: AUT Champions EFGH 1 LRN, MH/PSY #33 Using the "Cool verses Not Cool" Discrimination Procedure to Teach Social Skills Remotely to Adults with Autism

KELLY KEARNEY (Florida Atlantic University, kbrown65@fau.edu)

This study used a single subject design to determine the effectiveness of the Cool verses Not Cool (CNC) discrimination procedure to teach social skills to three young adults with autism. The CNC procedure was administered remotely during this study. CNC was delivered by modeling the "cool" way to have a conversation, then modeling the "not cool" way. Participants identified the "cool" way and then practiced the skill with the interventionist. The specific social skills targeted were asking open-ended questions and responding appropriately to a conversation partner's answers. All participants significantly increased the accuracy of the targeted social skills after receiving the intervention. The skills also maintained at relatively high levels once the intervention was removed. Future research and implications are discussed.



Kelly Kearney



KEYNOTE & AWARDS CEREMONY

11:00 AM - 12:30 PM

Invited Speaker

Track: PRO

Champions Ballroom

1 LRN

Annual FABA Awards & Recognition Ceremony

#34 KEYNOTE ADDRESS: The Professional Practice of ABA: An Informal SWOT Analysis

GINA GREEN, PHD, BCBA-D (Gina@apbahome.net)

The practice of applied behavior analysis (ABA) has mushroomed in recent years, driven largely – but not exclusively – by increased demand and funding for ABA services for people diagnosed with autism. That exponential growth has produced increased benefits as well as risks for current and future practitioners, trainers, consumers, employers, funders, and regulators. This presentation will provide a perspective on the state of the professional practice of ABA in terms of the common strategic planning dimensions of strengths, weaknesses, opportunities, and threats. Some recommendations will be offered for protecting and enhancing the profession going forward.



Gina Green

Biography

Gina Green is a Board Certified Behavior Analyst-Doctoral. She currently serves as Chief Executive Officer of the Association of Professional Behavior Analysts, having previously held faculty and research positions at several institutions and leadership positions in several behavior analysis organizations. Dr. Green has authored numerous publications in conceptual, experimental, and applied behavior analysis. She 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 and the advisory boards of several autism programs and organizations as well as the B.F. Skinner Foundation. Recognitions and honors include Fellow of the American Psychological Association, the Council for Scientific Medicine and Mental Health, and the Association for Behavior Analysis; Psychology Today's "Mental Health Professional of the Year"; honorary Doctor of Science degree from The Queen's University of Belfast, Northern Ireland; California Association for Behavior Analysis Award for Outstanding Contributions to Behavior Analysis; New York State Association for Behavior Analysis John W. Jacobson Award for Contributions to Behavior Analysis; Berkshire Association for Behavior Analysis & Therapy Sidman Award for Enduring Contributions to Applied Behavior Analysis; Friend of the Kendall Centers, Modesto, CA; Autism Speaks Provider of the Year; Behavior Analyst Certification Board Michael Hemingway Award; American Psychological Association Division 25 Don Hake Translational Research Award; California Association for Behavior Analysis Gerald L. Shook Advocacy Award; and ABA in PA Initiative Trailblazer Advocate Award. 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.

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12:30 PM - 1:30 PM Private Event Players BC

#35 Keynote Luncheon

Private Event: A luncheon by the FABA Board to honor the 2022 Keynote Speaker, Dr. Gina Green.

1:30 PM - 2:50 PM Symposia Track: OBM Heritage AB 1.5 LRN

#36 Recent Advancements in Organizational Behavior Management

CHAIR: JULIANNE FERNANDEZ (Florida Institute of Technology, fernandez2019@my.fit.edu)

DISCUSSANT: DAVID WILDER (Florida Institute of Technology, dawilder@fit.edu)

This symposium includes four papers in the area of organizational behavior management and staff performance. The first paper by presented by Daniel Cymbal includes a literature review of procedural integrity reporting in the Journal of Organizational Behavior Management. The second paper presented by Abigail Blackman will discuss the effects of group virtual training and self-monitoring on meeting integrity. The third paper presented by Mary Lewis will include case presentations integrating organizational behavior management in clinical settings. The last paper presented by Sean Will includes a literature review on strategies to teach problem solving skills. Finally, Dr. David Wilder will present a summary and discussion of each of the papers.





Julianne Fernandez

David Wilder

a. The Use of Group Virtual Training and Self-Monitoring on Meeting Integrity

ABIGAIL BLACKMAN (Behavior Science Technology, abigail.blackman@behaviorsciencetech.com)

FLORENCE DIGENNARO REED (fdreed@ku.edu)

b. OBM Interventions Outside the Lab: Practical Implications for OBM interventions in Clinical Settings

MARY LEWIS (Florida Institute of Technology, lewism2018@my.fit.edu)

KIM SLOMAN (Florida Institute of Technology, ksloman@fit.edu)

c. Procedural Integrity Reporting in the Journal of Organizational Behavior Management (2000-2020)

DANIEL CYMBAL (Florida Institute of Technology, dcymbal2015@my.fit.edu)

RONALD CLARK (Florida Institute of Technology, clarkr2016@my.fit.edu)

DAVID WILDER (Florida Institute of Technology, dawilder@fit.edu)

GRANT INGRAM (Florida Institute of Technology, gingram2011@my.fit.edu)

NELMAR CRUZ (*Florida Institute of Technology*, <u>ncruz2016@my.fit.edu</u>)

MARISSA KAMLOWSKY (University of Kansas, mkamlowsky@ku.edu)

MARY LLINAS (University of South Florida, mllinas2019@my.fit.edu)

d. Teaching Problem-Solving: A Literature Review on Teaching Methods and Measurement of Problem-Solving Training

SEAN WILL (swill2019@my.fit.edu)

RACHAEL FERGUSON (Florida Institute of Technology, dr.rachael.ferguson@gmail.com)

1:30 PM - 2:20 PM General Paper Track: ED Heritage CDE 1 LRN, MH/PSY

#37 Special Topics in Education Paper Session

MICHELLE GUFFEE (Seminole County Public Schools, mguffee@hotmail.com)

AMY MICHAELIS (Upward Trend Academy, amylmichaelis@yahoo.com)

Applied Behavior Analysis in Public Schools: Use Filters Not Photobombing to Influence Change

BCBAs often question how to help their clients learn to read and what strategies to use. Many ABA centers attempt to target reading skills; however, it often does not align with the research that supports reading development. There is a gap between what we know and what is being practiced by many analysts. Let's bring





Michelle Guffee

Amy Michaelis

these two worlds together and learn some vital information on ways to infuse the Science of Reading and Applied Behavior Analysis. These strategies can help a wide variety of learners, especially those with or at risk for Dyslexia.

Using ABA to Improve Reading Abilities for Students

For the past seven years, Seminole County Public Schools (SCPS) has been infusing a behavioral approach to curriculum for students with disabilities in 33 schools across the district. The Behavior and Curriculum Support Team, (BCST) comprised of Behavior Analysts and Teachers on Assignment, support a total of 128 teachers in the use of a verbal behavior approach and/or Direct Instruction curricula. In 2019, SCPS was awarded a four million dollar federal grant through the office of Education Innovation and Research (EIR) to research the effectiveness of the ESECP. This session will provide an overview of the ESEPC and focus on lessons learned from the frontlines of implementation.

1:30 PM - 2:50 PM Panel Track: TCP Masters ABCD 1.5 LRN

#38 Challenges Facing Us Today: A Conversation with an Expert Panel

CHAIR: TIKI FIOL (FABA, tikifiol1@gmail.com)

This panel will afford members of FABA the opportunity to observe and participate in a conversation about challenges Florida practitioners are facing and solutions can be achieved.

TIKI FIOL (*Teaching Interventions Keeping Individuality*, <u>tikifiol1@gmail.com</u>)

GINA GREEN (APBA, Gina@apbahome.net)

KRISTIN KORINKO (Agency for Persons with Disabilities, kristin.korinko@apdcares.org)

KEVIN MURDOCK (FABA, kmurdock@usf.edu)

JESSE BOTCHER (Agency for Health Care Administration, Jesse.Bottcher@ahca.myflorida.com)



Tiki Fiol

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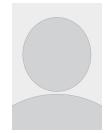


1:30 PM - 2:20 PM **Panel** Track: OBM Masters E 1 SUP

#39 Measure it, Move it, Smash it!: Enhancing Employee Performance Through **Executive Coaching**

CHAIR: ISAAC BERMUDEZ (isaac@brettdassociates.com)

Employee performance is at the heart of delivering quality behavior services. Fortunately, our science offers us decades worth of organizational behavior management research and strategies to support employees' ability to trend towards their goals. In this panel presentation, the panelists will discuss how they use an executive coaching model within a human service setting to improve the performance of their employees. As part of this panel, the panelists will discuss how they use 5 principles of OBM (i.e., 1) pinpointing, 2) goals-setting, 3) self monitoring/reporting out, 4) reciprocal feedback, and 5) pay for performance) to provide visibility and help drive their employees' performance towards their goals on a weekly basis. One such strategy that will be discussed that is at the heart of the executive coaching program is the weekly survey. In addition, the panelists will discuss how the 5 principles are used for strategic growth of the organization; from growing in different states to developing new service programs, and finally supporting the growth of individual staff members. In conclusion, the panel will discuss the development of a performance management app that will bring these 5 principles to life and to the fingertips of their employees.



Isaac Bermudez

ISAAC BERMUDEZ (<u>isaac@brettdassociates.com</u>)

NICKIE LAU (Autism Behavior Consultants, Nickie.lau@autismprograms.com)

PATRICK PROGAR (*Brett DiNovi & Associates*, drpatprogar@brettdassociates.com)

BRIANNA SNYDER (Brett DiNovi & Associates, Brianna@brettdassociates.com)

MATT INGEMI (Brett DiNovi & Associates, mingemi@brettdassociates.com)

JASON GOLOWSKI (Brett DiNovi & Associates, jgolowski@brettdassociates.com)

1:30 PM - 2:20 PM **General Paper** Track: AUT **Champions ABCD** 1 LRN, MH/PSY #40 Progressive ABA as it Relates to Individuals Diagnosed with Autism Spectrum Disorder:

Recent Advancements in Research and Clinical Practice

JUSTIN LEAF (Autism Partnership Foundation & Endicott College, <u>ileaf@endicott.edu</u>)

Applied Behavior Analysis (ABA) is a science and, therefore, involves progressive approaches and outcomes. In this presentation we will argue that the spirit and the method of science should be maintained in order to avoid reductionist procedures, stifled innovation, and rote, unresponsive protocols that become increasingly removed from meaningful progress for individuals diagnosed with autism spectrum disorder (ASD). We describe this approach as progressive. In a progressive ABA approach, the therapist employs a structured yet flexible process, which is contingent upon and responsive to child progress. We will describe progressive ABA and provide rationales for both the substance and intent of ABA as a progressive scientific method for improving conditions of social relevance for individuals with ASD. We will provide the audience with data from recent studies on how Progressive ABA can be implemented to individuals diagnosed with ASD; as well as our findings in clinical practice.



INVITED ADDRESS

1:30 PM - 2:20 PM Invited Speaker Track: CA Champions EFGH 1 LRN, MH/PSY

#41 Indices of Happiness and Unhappiness during Treatment of Pediatric Feeding Disorders

KATHRYN PETERSON, PH.D., BCBA-D (Rutgers Robert Wood Johnson Medical School & Children's Specialized Hospital, <u>kathryn.peterson1@rutgers.edu</u>)

To date, there is no research on the measurement of indices of happiness and unhappiness for children receiving behavior-analytic treatment for feeding disorders and the research on caregiver treatment acceptability during feeding treatment is limited. The purpose of the current study was to measure child indices of happiness and unhappiness during extinction-based treatment with and without noncontingent reinforcement and to evaluate caregiver treatment acceptability through the course of treatment. Child indices of happiness were idiosyncratic, while indices of unhappiness increased at the onset of treatment and were higher during extinction without noncontingent reinforcement, but eventually decreased. Overall, caregiver treatment acceptability remained high despite temporary increases in emotional responding. The current study introduces measures of social validity to use during feeding treatment (i.e., indices of happiness and unhappiness) and provides evidence that dense schedules of noncontingent reinforcement could serve to mitigate indices of unhappiness during the initial implementation of extinction-based treatment.



Kathryn Peterson

Biography

Dr. Kathryn Peterson is the Director of Intensive Feeding Program Operations at Children's Specialized Hospital, in Somerset, New Jersey. Dr. Peterson also serves as an affiliate faculty member in the Graduate School of Applied and Professional Psychology at Rutgers University and as an assistant professor in the Division of Child Neurology and Neurodevelopmental Disabilities at Rutgers Robert Wood Johnson Medical School. The focus of her research is on the assessment and treatment of pediatric feeding disorders, with an emphasis on treatment of food selectivity in children with ASD. Dr. Peterson earned her doctoral degree in applied behavior analysis from the University of Nebraska Medical Center (UNMC) in 2013 and has served as an assistant professor at UNMC's Munroe-Meyer Institute. She has published in and reviewed for numerous journals, and received the Journal of Applied Behavior Analysis' 2017 Contribution of the year award for her article comparing the sequential oral sensory approach to a behavior-analytic approach in the treatment of food selectivity. She has secured grant awards through UNMC's Pediatrics, Diversity, and the Munroe-Meyer Institute's guild funds to conduct her research. Dr. Peterson has served on the editorial board for the Journal of Applied Behavior Analysis and has fulfilled numerous positions on the boards for the Heartland and the Nebraska Associations for Behavior Analysis.

2:20 PM - 3:45 PM

Afternoon Soda Break

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1 LRN

2:30 PM - 3:20 PM Multi-Paper Session Track: PRO Heritage CDE

#42 Why Can't We All Just Get Along: Working in Schools with BCBAs Employed by the School District

CHAIR: DWAYNE RENAKER (School District of Hillsborough County, drenaker@live.com)

Understanding How Differing Perspectives Lead to Better Teamwork and Eliminate the Awkwardness When Collaborating in the Schools

DWAYNE RENAKER (School District of Hillsborough County, drenaker@live.com)

TARA STRATTON (School District of Hillsborough County, tara.stratton@hcps.com)

The collaboration between the private sector and the school district is often awkward, at best. This paper is presented from the perspective of BCBAs employed by the district and BCBAs from a private agency. The authors will show how these differing perspectives do not have to lead conflict but actually enhance opportunities for collaboration and partnership. The authors will present examples of successful and not so successful collaborative efforts and discuss the contributing factors for each.



Dwayne Renaker

Data Collection in Schools: Meaningful and Practical Methods to Collect Data in Public Schools

RACHEL DAVIS (School District of Hillsborough County, RachelG.Davis@hcps.net)

STEPHANIE HUFFMAN (School District of Hillsborough County, stephanie.huffman@hcps.net)

One of the major barriers when working in schools is convincing classroom teachers to collect accurate and meaningful data that is needed to conduct a functional assessment or monitor the effectiveness of interventions. The presenters will share their experiences and review some proven, efficient, and effective data collection methods that teachers can use to record student behavior with limited impact on their already burdensome schedules.



Rachel Davis

Why All BCBA's Working in Schools Need to Understand OBM PAUL "PAULIE" GAVONI (PCMA, pauliegloves@gmail.com)

Each classroom is very much like a small organization complete with a teacher as the "CEO", with systems, processes, tasks, and behaviors all aimed at producing an extremely important educational "business result." In this case, student achievement. This talk, aimed at both private and district BCBAS, will discuss collaborating and consulting in and across districts at the classroom and school level through an OBM lens.

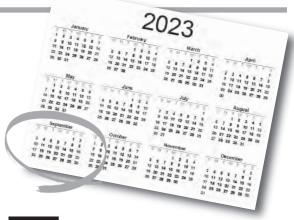


Paul "Paulie" Gavoni

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2:30 PM - 3:20 PM

Symposia

Track: HF

Masters E

1 LRN

#43 Recent Research Developments on Improving Athletic Form and the use of Video Feedback and TAGteach™ in Sports Performance

CHAIR: AMBER LAMPERT (Florida Institute of Technology, alampert2015@my.fit.edu) **DISCUSSANT: BRYON NEFF** (*Florida Institute of Technology*, <u>bneff@fit.edu</u>)

Previous research has shown evidence to suggest interventions such as TAGteach™ and video feedback are viable options to enhance sports performance. This symposium focuses on recent developments and possible alternatives to utilizing video feedback to improve performance of skills related to dance and running. The first presentation will compare the effects of TAGteach™ and self-evaluative video feedback on dance performance with beginner level dance students. The second presentation will analyze the treatment integrity in the Deshmukh et al. (2022) study which compared verbal and video feedback to improve dance skills. Implications and limitations of each





Amber Lampert

Bryon Neff

method will be discussed. The final presentation will evaluate the effectiveness of video feedback to improve running form in experienced runners. Areas for future research in athletic performance will be discussed.

a. A Comparative Assessment of TAGteach® and Video Self-Evaluation on Increasing Fluency of Dance Movements

FRAN ECHEVERRIA (Florida Institute of Technology, fecheverria2021@my.fit.edu)

RACHAEL FERGUSON (Florida Institute of Technology, dr.rachael.ferguson@gmail.com)

ELIZA GOBEN (Florida Institute of Technology, egoben2020@fit.edu)

b. An Analysis of Treatment Integrity of Verbal Feedback and Video Feedback to Improve Dance Skills **SHREEYA DESHMUKH** (*University to South Florida*, Sdeshmukh@usf.edu)

RAYMOND MILTENBERGER (University to South Florida, miltenbe@usf.edu)

c. The Effects of Video Feedback on Running Form

MARIANA MORANTE (USF/Limitless Minds, marianamorante17@gmail.com)

RAYMOND MILTENBERGER (University to South Florida, miltenbe@usf.edu)

JENNIFER COOK (*University to South Florida*, Jennifercook@usf.edu)

2:30 PM - 3:20 PM Players BC **Special Event**

#44 Special Event: Task Force Meeting - Addressing the Behavior Therapist Shortage

CHAIR: KERRI PETERS (*University of Florida*, kberard@ufl.edu)

This task force will aim to gather input from a variety of stakeholders to understand variables contributing to the shortage of BCBAs and RBTs in the state of Florida and provide recommendations to address those issues. The task force activities will include reviewing existing information and gathering data from key stakeholders to better understand the shortage of behavior therapists and create recommendations for improvement and further inquiry. This project is provided by the Florida Developmental Disabilities Council, Inc., supported in part by grant numbers 2001FLSCDD and 2101FLSCDD from the U.S. Administration for Community Living, Department of Health and Human Services, Washington, D.C. 20201. Grantees undertaking projects with government sponsorship are encouraged to express freely their findings and conclusions. Points of view or opinions do not, therefore, necessarily represent official ACL policy.

2:30 PM - 3:20 PM Multi-Paper Session Track: ED Champions ABCD 1 LRN

#45 Prevent-Teach-Reinforce: A Function-Based Approach to Addressing Challenging Behavior in the Classroom Setting

CHAIR: DANIELLE RUSSO (*University of South Florida*, <u>russod@usf.edu</u>)

Using the Prevent-Teach-Reinforce Model to Increase Work Completion

TAYLOR RAAYMAKERS (*University of South Florida*, raaymakerst@usf.edu)

Many studies have shown the efficacy of the Prevent-Teach-Reinforce (PTR) Model in general education classrooms to decrease maladaptive behavior. The purpose of this case study was to expand upon the PTR literature through the use of this model in a general education kindergarten classroom. The researchers collaborated with teachers to determine function-based interventions for one student to decrease the maladaptive behaviors exhibited in the classroom. Results indicated a slight decrease in maladaptive behaviors and improvement in alternative behaviors.



Danielle Russo



Taylor Raaymakers

Using the Prevent-Teach-Reinforce Model to Increase On-Task Behavior in an Elementary Classroom

DANIEL KWAK (*University of South Florida*, danielkwak@usf.edu)

Students who engage in persistent problem behaviors in school settings can be especially challenging for teachers to manage while maintaining instructional control, leading to negative student and teacher outcomes (Buchanan et al., 2016). Typical school-based models for behavioral intervention in schools are expert-driven (Scott et al., 2005). While these models often produce behavior plans with greater technical adequacy, they also often fail to emphasize collaboration and therefore lack contextual fit, leading to lower levels of implementation fidelity (Benazzi et al., 2006). Prevent- Teach- Reinforce (PTR) is a standardized intervention model that uses a manualized approach for the development of collaborative and function-based intervention plans (Dunlap et al., 2010). The purpose of the current case study was to evaluate the effectiveness of a PTR intervention package to decrease off-task behavior and increase on-task behavior exhibited by a 6-year-old boy with ADHD in a first-grade classroom. The intervention package resulted in a reduction in off-task behavior, increase in on-task behavior, and teacher-reported improvements in academic performance. Furthermore, the teacher reported high levels of satisfaction with both the PTR intervention package and the PTR process. The results of the current investigation are consistent with previous findings indicating that collaborative models for intervention development, such as PTR, may improve contextual fit and social validity of intervention procedures in school-based settings.



Daniel Kwak

Using the Prevent-Teach-Reinforce (PTR) Model to Increase On-Task Behavior in a Classroom Setting

MARISSA DEL VECCHIO (University of South Florida, mdelvecchio@usf.edu)

KIMBERLY CROSLAND (University of South Florida, crosland@usf.edu)

PEYTON STIPES (*University of South Florida*, plstipes@usf.edu)

Each classroom is very much like a small organization complete with a teacher as the "CEO", with systems, processes, tasks, and behaviors all aimed at producing an extremely important educational "business result." In this case, student achievement. This talk, aimed at both private and district BCBAS, will discuss collaborating and consulting in and across districts at the classroom and school level through an OBM lens.



Marissa Del Vecchio

2:30 PM - 3:20 PM

General Paper

Track: AUT

Champions EFGH

1 LRN, MH/PSY

#46 Mastering Early Intensive Behavioral Intervention - The Concert

VINCENT LAMARCA (Applied Behavior Center for Autism, vince@appliedbehaviorcenter.org)

KELLY GOUDREAU (Applied Behavior Center for Autism, kellyg@appliedbehaviorcenter.org)

JENNIFER LAMARCA (Applied Behavior Center for Autism, jennl@appliedbehaviorcenter.org)

Thirty-five years after Lovaas' seminal work (Lovaas, 1987) early intensive behavioral intervention (EIBI) remains a creative, dynamic process to help young children diagnosed with autism. Ongoing research has continued to evolve general procedures while also pinpointing fundamental guidelines (Leaf et al., 2021). This presentation is for all those with experience in EIBI who wish to continue to develop their skills. The presentation includes multiple QR code resources so that practitioners may put into practice the insights they gain. Please note that this entire presentation is set to music and includes both light shows and audience participation via your phone. In the spirit of recent Ignites, this presentation seeks to capture the heart of EIBI in a lively and engaging way. Come for the concert, stay for the content!

**Please download the CUE Live app from the App Store prior to the presentation in order to become part of the experience.





Vincent Lamarca

Kelly Goudreau



Jennifer Lamarca

Join us for the Annual Presidential Social and Poster Session

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3:00 PM - 4:20 PM General Paper Track: ED Heritage AB 1.5 LRN

#47 Special Paper Session: BST in Education

CHAIR: LORNE BALMER (Foundations in Behavior, lorne.balmer@inbehavior.com)

EMMY MAURILUS (Abraham S. Fischler College of Education & School of Criminal Justice, em986@nova.edu)

JESSICA PIAZZA (Jlvoelkl@gmail.com)

KRISTIN BOWMAN (bowmanks@gmail.com)

Using A Behavioral Skills Training Model for Instructing Educators in Functional Assessment and Intervention Procedures in the Classroom Setting

Educators often manage behavior through suppression rather than working to address the root cause of problematic behavior in the classroom. The Individuals with Disabilities Education Improvement Act of 2004 mandates the use of functional assessment for students with varying exceptionalities to ensure students are educated in the least restrictive environment. However, functional assessment is an evidence-based strategy that could be employed by all teachers to enhance classroom management practices universally. Behavioral skills training is a research-validated approach that is often used to train professionals on a number of skills. The present study investigated the use of a behavioral skills training model to train teacher participants on the basic principles of functional assessment as well as how to functionally redirect behavior in training and natural environment. A multiple baseline across participants research design was employed to train four teachers how to use functional assessment procedures to functionally respond to maladaptive student behavior. Participants were tasked with understanding the basic tenants of functional assessment, identifying the function







Emmy Maurilus







Kristin Bowman

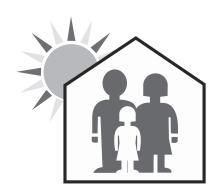
maintaining student behavior, and utilizing functional redirections. All participants demonstrated an increased knowledge as related to functional assessment and generalized trained principles to the classroom setting. Thus, using functional assessment and intervention as a theoretical framework for classroom management systems should be utilized to enhance current classroom management practices.

Applications of Behavioral Skills Training for Behavior Analysts and Graduate Students

Effective training is essential as the field of behavior analysis continues to grow. Behavioral skills training is a performance-based training method with substantial research supporting its effectiveness. Behavioral skills training has been used successfully with both students and practitioners to teach a variety of clinical skills. The papers within this session will review applications of behavioral skills training to teaching graduate students how to evaluate nonbehavioral treatments within the context of interprofessional collaboration as well as behavioral skills training used within a train the trainer model with behavior analysts for training common behavior analytic interventions.

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3:00 PM - 4:20 PM

General Paper

Track: AUT

Masters ABCD

1.5 ETH, MH/PSY

#48 Special Paper Session on Social Validity

CHAIR: KATIE NICHOLSON (Florida Institute of Technology, cnicholson@fit.edu)
NATALIE BADGETT (Natalie.badgett@unf.edu)

Improving the Social Validity of our Interventions for the Autism Population

As a whole, behavior analysts are people with big hearts who want nothing more than to help make other people's lives better. Yet in recent years, there have been growing claims that behavioral intervention derived from the science of Applied Behavior Analysis (ABA) employs harmful practices and may even be abusive, particularly with the Autistic population. We are aware that, in the past, behavior analysts have made





Katie Nicholson

Natalie Badgett

harmful statements and used procedures that are no longer regarded as ethical (e.g., Rekers & Lovaas) and the field has spoken out against those practices (e.g., LeBlanc, 2020). Our goal as behavior analysts is to facilitate behavior change that will help clients achieve meaningful life outcomes to become the best versions of themselves (Van Houten, 1988). But some other criticisms leveled against ABA are about practices that enjoy wide empirical support, and it is those practices we would like to address in this paper. As our culture evolves, it is important to periodically reexamine our practices, reaffirm our values, and correct course if needed. This paper will present observations and reflections from clinical experiences as well as supervision of aspiring behavior analysts of clinical practices that we feel warrant further introspection as a field.

Social Validity in Behavioral Research: Behavior Analysts Must Continue Efforts to Find Our Heart

In 1978, Montrose Wolf delivered a call to action for behavior analysts in which he proposed subjective measurement of consumer satisfaction as a way for behavior analysis to "find its heart." In 1991, Ilene Schwartz and Don Baer followed up on Wolf's call and provided guidance for the measurement of social validity as a central tenet of behavior analysis. Now thirty years later, behavior analytic researchers and practitioners remain inconsistent in their measurement and reporting of social validity. In this presentation, we will present findings from recent reviews of the literature related to current trends in the measurement of social validity, share recommendations for future measurement of social validity, and present social validity as more relevant than ever before to the field of behavior analysis.

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3:30 PM - 4:20 PM

General Paper

Track: PRO

Heritage CDE

1 LRN, MH/PSY

#49 Behavioral Practices that are not Part of the Mainstream

PATRICK MCGREEVY (Patrick McGreevy, Ph.D., P.A., pmcg@me.com)

Dr. McGreevy will describe 18 issues or practices in Applied Behavior Analysis that are evidence-based, but are not part of mainstream practice. These issues and practices include, teaching to fluency, using non-echoic vocal-verbal prompts with nonverbal skills, and emphasizing arbitrary, rather than identical, matching.



Patrick Mcgreevy

3:30 PM - 4:20 PM

Panel

Track: OBM

Heritage CDE

1 LRN

#50 Reducing ABA Agencies Administrative Burdens Through Technology and Multi-Component Intervention on Insurance and Governmental Requirements

CHAIR: SHANNON BALLINGER (Positive Behavior Supports Corp, sballinger@teampbs.com)

As the number of funding sources which are managing applied behavior analysis services has expanded, so too have the unique requirements to initiate or maintain services. Specifically, organizations attempting to scale face many unique training, treatment protocols, data submissions, and credentialing requirements dictated by funding sources or government entities. This session explores how processes to meet requirements can be improved through identification of business opportunities, pinpointing specific provider and consumer behaviors needed, and implementing technology innovations to support required changes. Examples include: developing contingencies that ensure providers and families complete requirements so that ABA services can occur with reduced administrative burdens, working with funding sources to modify requirements, and automating processes to reduce time consuming requirements. Several interventions will be presented that occur in combination and are hypothesized to be directly related to reduced latency in "days to begin services from client application" and "days to begin working from employee application."



Shannon Ballinger

SHANNON BALLINGER (Positive Behavior Supports Corp, sballinger@teampbs.com)

TAHRA CESSNA (Positive Behavior Supports Corp, tcessna@teampbs.com)

MICHAEL NOLAN (Positive Behavior Supports Corp, mnolan@teampbs.com)

NINA RAYNOR (Positive Behavior Supports Corp, nraynor@teampbs.com)

3:30 PM - 4:20 PM Special Event Players BC

#51 South Florida Chapter Meeting (SOFABA)

The South Florida Association for Behavior Analysis is hosting our second annual FABA meet up! Get an opportunity to network with local providers and discuss the issues that directly affect our communities.

3:30 PM - 4:20 PM

General Paper

Track: SUP

Champions ABCD

1 SUP

#52 Special Paper on Supervision Topics

HANA JURGENS (Positive Behavior Supports Corp., hana@khyaba.com)
COREY ROBERTSON (ABA Technologies, corey@abatechnologies.com)

The BACB has provided that BCBAs who are in their first year of their credential may provide supervision to BACB Fieldwork students, but they must receive oversight in the form of 1 hour per month. This new process requires a 5+ year BCBA who is referred to as "The Consulting Supervisor". This supervisor is tasked with transferring ethical, professional, and proficient supervisory skills to these new BCBAs and contribute a new cohort to the field of ABA. The Consulting





Hana Jurgens

Corey Robertson

Supervisor Handbook has many competencies and data tracking systems to help put data where it is needed to demonstrate skill acquisition and knowledge retention of these newly certified BCBAs.

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CentralReach



INVITED ADDRESS

3:30 PM - 4:20 PM Invited Speaker 7

Track: PRO Champions EFGH

1 ETH

#53 Examining Compassion and Humility in Behavior Analysis

ELIZABETH HUGHES FONG, PhD, MA, BCBA, LBS (Elizabeth.fong@pepperdine.edu)

This interactive presentation will examine the role of compassion and humility in behavior analysis. Is there such a thing as "bed side manner" in ABA? Are we fully competent in our practice to work with diverse populations? Participants will be asked to reflect if these have a place in our science and if so, how to incorporate them into our practice and supervision.

Biography

Dr Elizabeth Hughes Fong is a Board Certified Behavior Analyst and licensed Behavior Specialist in Pennsylvania. Dr. Hughes Fong has published in the area of behavior analysis, culture, and diversity. Dr. Hughes Fong serves on the Executive Committee for the American Psychological Association's (APA) Division 35, as the co-chair for the Committee on



Elizabeth Hughes Fong

Technology. She is an ad hoc reviewer for Behavior Analysis: Research and Practice and Behavior Analysis in Practice. In addition, she is the founder of the Multicultural Alliance of Behavior Analysts (now called the Culture and Diversity SIG of ABAI), and the co-coordinator for the Association for Behavior Analysis International (ABAI) Diversity, Equality and Inclusion board, and a Subject Matter Expert for the Behavior Analyst Certification Board.

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4:30 PM - 5:20 PM

Invited Speaker

Track: TCP

Champions Ballroom

1 LRN

#54 Inside Behavior Analysis with Dr. Gina Green

GINA GREEN (APBA, Gina@apbahome.net)

ANDREW HOUVOURAS (Florida Institute of Technology, School of Behavior Analysis, andrewhouvouras@gmail.com)

Dr. Gina Green's advocacy, distinguished career, and thoughts on the field of ABA will be a highlight of this interview modeled off of the television show, Inside the Actor's Studio. Join Andrew Houvouras as he talks with Dr. Green about Her life, experiences and commentary.

Gina Green is a Board Certified Behavior Analyst-Doctoral. She currently serves as Chief Executive

Biography

Officer of the Association of Professional Behavior Analysts, having previously held faculty and research positions at several institutions and leadership positions in several behavior analysis organizations. Dr. Green has authored numerous publications in conceptual, experimental, and applied behavior analysis. She 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 and the advisory boards of several autism programs and organizations as well as the B.F. Skinner Foundation. Recognitions and honors include Fellow of the American Psychological Association, the Council for Scientific Medicine and Mental Health, and the Association for Behavior Analysis; Psychology Today's "Mental Health Professional of the Year"; honorary Doctor of Science degree from The Queen's University of Belfast, Northern Ireland; California Association for Behavior Analysis Award for Outstanding Contributions to Behavior Analysis; Berkshire Association for Behavior Analysis &

Therapy Sidman Award for Enduring Contributions to Applied Behavior Analysis; Friend of the Kendall Centers, Modesto, CA; Autism Speaks Provider of the Year; Behavior Analyst Certification Board Michael Hemingway Award; American Psychological Association Division 25 Don Hake Translational Research Award; California Association for Behavior Analysis Gerald L. Shook Advocacy Award; and ABA in PA Initiative Trailblazer Advocate Award. 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.



Check out the

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5:30 PM - 6:30 PM Special Event Tournament A and B

#55 Presidential Poster Session and Social

Sponsored by Brett DiNovi & Associates.

The President of FABA invites you to come mingle and network with Florida's finest Behavior Analysts while enjoying the Grand Poster Session, FABA VIP Meet and Greet, fun entertainment and of course, snacks and refreshments! The event will be MC'd by President Tiki Fiol with help from Andrew Houvouras.

- 01. An Investigation of the Perceptions of Occupational Therapy from the Behavior Analyst Taylor Livingston (taylor Livingston (taylorlivingston14@gmail.com)
- **02.** Incentivizing Teacher Performance in Public Schools
 Jennifer Machita (machitjz@scps.k12.fl.us)
- 03. Comparing Operant Discrimination
 Training and Response Contingent Pairing
 for Eliciting Vocalizations

Jade Grimes (jgrimes@rollins.edu)

04. The Utilization of IISCA to prepare a child for face and voice conditioning

Victoria Sartin (Victoriasartin@gmail.com)

- **05. Reinstatement of Multiple Mands**Clare Liddon (cliddon1@udayton.edu)
- **06.** An analysis of large-scale treatment integrity data Abigail Blackman (abigail.blackman@behaviorsciencetech.com)
- 07. Effective Components of the Behavioral Consultation Model in Educational Settings: A Literature Review

Shannon Hoey (shoeyseh@gmail.com)

08. The Impact of Practical Functional Assessment (PFA) and Skill Based Treatment (SBT) on Access to Education in the Least Restrictive Environment Alexandra Kay (amkay1123@gmail.com)

09. The Effects of Ratios of Instructions During High-probability Instructional Sequences to Increase Food Consumption

Kristen Ryniec (<u>kryniec2020@my.fit.edu</u>)

10. Self-Monitoring to Improve Performance in a Grocery Scanning Task

Kelcie McCafferty (kmccafferty2021@my.fit.edu)

11. Do consumers buy more Direct Trade coffee? An in-store assessment of the role of point-of-purchase stimuli

Jeanine Stratton (<u>jeanine.stratton@furman.edu</u>)

12. A Comparison of Positive and Negative Reinforcement to Decrease Disruptive Behavior During Medical Demands

Rachel Commodario (rcommodario@rollins.edu)

13. The role of differential reinforcement and feeding interventions in an early intervention setting

Lisa Guerrero (<u>lisa.guerrero13@gmail.com</u>)

- **14.** Increasing tolerance to haircuts
 Lisa Guerrero (lisa.guerrero13@gmail.com)
- 15. The Effects of Value-Specific Verbal Frames on Hypothetical Discounting: An Evaluation in the Context of Pro-Environmental Behavior Garret Hack (gohack@ufl.edu)

continued on next page



5:30 PM - 6:30 PM **Special Event** Tournament A and B

#55 Presidential Poster Session and Social

Sponsored by Brett DiNovi & Associates

continued

16. Evaluating Distributed and Accumulated Reinforcement Arrangements with Children with Pediatric Feeding Disorders Angie Van Arsdale (angievanarsdale@ufl.edu)

17. A Comparison of Accumulated and Distributed Reinforcer Arrangements in a Classroom

Ariadna Martinez (<u>Ariadnamartinez4@hotmail.com</u>)

18. Review of Learning by Exclusion

Ariadna Martinez (Ariadnamartinez4@hotmail.com)

19. Remotely training behavior analysts to conduct functional analyses: A replication and extension Kimberly Gussy-Fragakis (kgussyfragakis@invohealthcare.com)

20. Reducing Echolalia in a Child with Autism Jennifer LaMarca (jennl@appliedbehaviorcenter.org)

21. Establishing Operation Probes to Determine **Functional Analysis Condition Sequence** Sean Smith (sean.smith@ufl.edu)

22. A descriptive analysis of diurnal bruxism Savannah Tate (tatesavannah@ufl.edu)

23. Measuring generalization of feeding treatment to toothbrushing

Nicole Perrino (nicoleperrino@ufl.edu)

24. Disparities and Inequities in Early Identification and Treatment for Black Children With Autism Spectrum Disorder

Torica Exume (texume@fau.edu)

25. Blending Without Nonremoval of the Spoon to **Increase Consumption of Pureed Target Foods** Faith Kirkland (faithekirkland@gmail.com)

26. Teaching Staff to Type Bowel Movements According to the Bristol Stool Chart

Christian Yensen (yensen_123@hotmail.com)

27. Acceptability of Social Incentives in Recovery from Substance Use Disorders

Lindsey Ives (ives.lindsey@icloud.com)

28. A Descriptive Analysis of Edible Reinforcers in **Published Literature**

Jacqueline Cox (jacq.marie.cox@gmail.com)

29. Teaching Empathetic Responses to an Adolescent with Autism Spectrum Disorder (ASD)

Emma Devine (emmaswim247@gmail.com)

30. Teaching Vocal Imitation Through a **Combination of High-Probability Sequencing** and Mand-Modeling

Savannah Kelly (snk16c@fsu.edu)

- 31. Targeting a Toilet Wiping Response using Nutella Jade Astin (jadeastin.grad@gmail.com)
- 32. Using Response Intervention and Redirection Alongside Differential Reinforcement of Other Behavior to Target Reduction of Self-Injury for a Child with Autism Spectrum Disorder Sydney McInnis (shm21c@fsu.edu)

continued on next page



FABA 42nd Annual Conference

5:30 PM - 6:30 PM Special Event Tournament A and B

#55 Presidential Poster Session and Social

Sponsored by Brett DiNovi & Associates

continued

33. Further Evaluation of Preference for Fixed and Variable Exchange Production Schedules in a Token Economy

Franchesca Izquierdo (<u>izqui22@gmail.com</u>)

34. Evaluating Effects of Task Resetting and Earned Stereotypy Time on Motor Stereotypy

Melonie Maldonado (meloniemaldo@gmail.com)

35. Use of Protective Equipment in Behavior Analysis, a Literature Review

Paige Talhelm (ptalhelm1@gmail.com)

36. Component Analysis of Behavior Skills Training For Teaching Circle Time Skills

Elaine Aguirre (eespa001@gmail.com)

37. The Association Between Treatment Fidelity and Children's Learning Response

Ariadna Martinez (<u>eespa001@gmail.com</u>)

38. Supporting Implementation of Behavioral Interventions for Children With Autism With an Intelligent Agent Platform

Aliya Yagafarova (ary0012@auburn.edu)

 Efficacy of mixed- versus blocked-trial teaching in developing early skill repertoires

Ciobha McKeown (cmckeown@ufl.edu)

6:30 PM - 7:30 PM Special Event Masters ABCD

#56 Special Event: FIU BAMS Networking Session

This special event is hosted by the new Behavior Analysis Master of Science program (BAMS) at Florida International University. Drop in to hear about the exciting things happening at BAMS, live and in person. All are welcome to chat with BAMS students and faculty. BAMS is seeking students and community partners that share our commitment to excellence and service. Come and learn about becoming an affiliated practicum site, the program admission requirements, the flexible enrollment options and more. Join us for light refreshments, networking and BAMS giveaways.

6:30 PM - 8:30 PM Special Event Champions ABCD

#57 Special Event: Celebrating the Life and Legacy of Dr. Jose Martinez_Diaz (1950-2020)

The behavior analytic committee suffered a great loss in September 2020, and because of CoVID restrictions, many have not had the chance to properly grieve and remember Dr. Jose Martinez-Diaz. Please join us to reflect on Dr Jose Martinez-Diaz's life as a gracious teacher, mentor, colleague, and friend. Audience members will have an opportunity to share their memories.



7:30 AM - 10:15 AM

Coffee Break

Sponsored by Beacon of Hope ABA

8:00 AM - 9:20 AM

Symposia

Track: OBM

Heritage AB

1.5 SUP

#58 Strategies for Addressing Common Challenges in Human Service Settings:

Absenteeism, Feedback, and Caregiver Training

CHAIR: AMANDA GROOS (Florida Institute of Technology, agroos2020@my.fit.edu)

DISCUSSANT: GENEVIEVE MARSHALL (The Sparks Group, Genevieve.Marshall@thesparksgroup.org)

In organizations that provide behavior analytic services to children diagnosed with autism spectrum disorder (ASD), problems with staff performance and caregiver training can have negative impacts on clinical outcomes. This symposium will discuss recent research evaluating strategies for addressing common challenges within human service organizations. The first presentation will discuss the use of goal setting to reduce frequent callouts by registered behavior technicians (RBTs). The second presentation will describe the evaluation of behavioral skills training (BST) to teach clinical supervisors how to effectively respond to poor feedback reception from RBTs. The third presentation will discuss the effectiveness of a virtual asynchronous training module to teach caregivers how to teach and reinforce mands.





Amanda Groos

Genevieve Marshall

a. Goal Setting to Decrease Registered Behavior Technician Absenteeism

PAULA ANTONELLI (Behavior Basics, Inc., pantonelli@behaviorbasicsinc.com)

VICTORIA RYAN (Behavior Basics, Inc., vryan@behaviorbasicsinc.com)

b. Teaching Appropriate Responding to Feedback Reception

ANDRES (AJ) RODRIGUEZ-BRADLEY (Florida Institute of Technology & Behavior Basics, Inc., arodriguezbr2020@my.fit.edu)

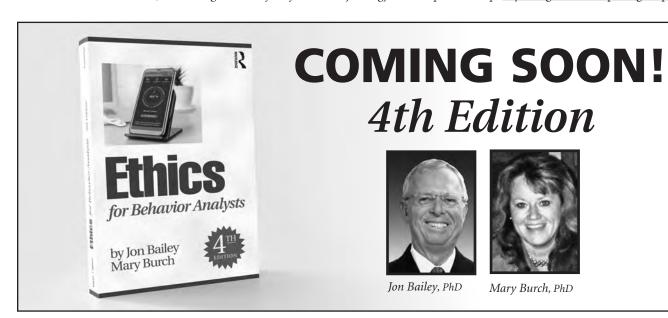
PAULA ANTONELLI (Behavior Basics, Inc., pantonelli@behaviorbasicsinc.com)

VICTORIA RYAN (Behavior Basics, Inc., vryan@behaviorbasicsinc.com)

JONATHAN FERNAND (Florida Institute of Technology, <u>ifernand@fit.edu</u>)

c. A Component Analysis of an Online Curriculum and Video-Based Assessment Tool: Training Caregivers to Reinforce Mands

KAYLA BAGNATO (The Chicago School of Professional Psychology & The Sparks Group, kayla.bagnato@thesparksgroup.org)



8:00 AM - 9:20 AM

Symposia

Track: ED

Heritage CDE

1.5 LRN

#59 Using Self-Monitoring to Improve Student Engagement and Social Behaviors in the Classroom

CHAIR: KIMBERLY CROSLAND (University of South Florida, crosland@usf.edu)

DISCUSSANT: ANNA RANDAZZO (Pasco County Schools, arandazz@pasco.k12.fl.us)

Self-Monitoring has been used to support a wide range of students with and without disabilities who are displaying challenging behavior in the classroom (Bruhn et al., 2014; Romans et al., 2020). Since the student observes and records their own behavior when self-monitoring, teacher time and resources are minimal. This symposium contains three presentations using self-monitoring with a variety of





Kimberly Crosland

Anna Randazz

students with two of the studies also incorporating technology in the self-monitoring interventions. The first study will describe how the MVP List application was used by students to record assignment tasks completed during class periods. The second study will discuss the use of the I-Connect application for increasing on-task behavior of students with emotional and behavioral disabilities. The last study will describe the use of self-monitoring combined with behavioral skills training for improving social skills for students with ASD. These presentations will be followed by a discussion of the studies and future directions.

a. Evaluating Technology-Based Self-Monitoring of Performance with Differential Reinforcement for Students with Disabilities

MADELINE RISSE (University of South Florida, mrisse@usf.edu)

KWANG-SUN BLAIR (*University of South Florida*, <u>kwangsun@usf.edu</u>)

DANIELLE RUSSO (*University of South Florida*, russod@usf.edu)

b. The Impact of Self-Monitoring using I-Connect for Increasing On-Task Behavior for Students with or at risk of an Emotional Behavior Disorder

MARISSA DEL VECCHIO (University of South Florida, mdelvecchio@usf.edu)

ASHA FULLER (University of South Florida, ashafuller@usf.edu)

KIMBERLY CROSLAND (University of South Florida, crosland@usf.edu)

c. Using Behavioral Skills Training with Self-Monitoring to Increase Conversation Skills in Adolescents with Autism Spectrum Disorder

LAURA DEZAYAS (University of South Florida, dezayasl@usf.edu)

KWANG-SUN BLAIR (University of South Florida, kwangsun@usf.edu)

DANIEL KWAK (*University of South Florida*, <u>danielkwak@usf.edu</u>)



Dedicated to the Ethical, Humane, and Effective Use of Behavior Principles

8:00 AM - 8:50 AM Symposia Track: CA Masters ABCD 1 LRI

#60 The Many Applications of Applied Behavior Analysis in Juvenile Justice Settings

CHAIR: EMILY KIEFFER (ATBx, ekieffer@atbx.org)

DISCUSSANT: SAMANTHA FUESY (ATBx, sfuesy@atbx.org)

Applied behavior analysis (ABA) has historically been implemented and carried out most commonly in clinical settings with adults and children diagnosed with autism and developmental disabilities. Within recent years, the field of ABA has been disseminating its implementation of services and interventions to other settings and populations. Behavior analysts at ATBx, LLC have been providing ABA services within juvenile detention and residential facilities within the past 5 years. The





Emily Kieffer

Samantha Fuesy

presentations in this symposium include the implementation of facility wide program assessments and interventions, strategies to increase "buy in" with professionals from other disciplines and a review of the current allocation of resources within the system and its effect on recidivism and problem behaviors to avoid release.

a. Using ABA to Increase the Effectiveness of Facility Wide Interventions and Individualized Plans in the Juvenile Residential Facility

ELLIE MOROSOHK (Adapt & Transform Behavior, emorosohk@atbx.org)

b. Navigating Uncharted Waters

EMILY KIEFFER (ATBx, ekieffer@atbx.org)

c. Voluntary Commitment: The Function of Recidivism in Juvenile Justice Settings

SAMANTHA FUESY (ATBx, sfuesy@atbx.org)

NICOLE HARRIS (Adapt & Transform Behavior, nharris@atbx.org)

8:00 AM - 8:50 AM General Paper Track: OBM Masters E 1 LRN, MH/PSY

#61 Putting the Pin on the Point: How Sharp or Blunt Does it Need to be in OBM?

TIM LUDWIG (Appalachian State University, ludwigtd@appstate.edu)

A core yet underappreciated process within OBM is pinpointing. Pinpointing has been widely applied in nearly every study and practical application in OBM to target critical behaviors related to organizational results (e.g., quality, production, safety). Pinpoints make all the difference in that accurate and clear pinpoints are essential for OBM processes success. After all, pinpoints are the primary input for OBM processes such as observation, functional analyses, intervention and evaluation. Yet there has been very little discussion on how to design a high-quality pinpoint. This presentation will compare and contrast pinpoints that identify broader response classes vs. discriminate specific operants in the context of their environment. We will propose pinpointing criteria based on the behavior analytic literature and discuss how each criteria relates to successful OBM execution.



Tim Ludwig



Florida Association for Behavior Analysis

Dedicated to Protecting Your Right to Practice



8:00 AM - 8:50 AM

General Paper

Track: AUT

Champions ABCD

1 LRN, MH/PSY

#62 Assessment Tools for Individuals with Autism Spectrum Disorders (ASD):

Choosing the Right Tool and Deriving Organizational Outcomes

DAVID COX (BHCOE; Endicott College, cox.david.j@gmail.com)

ELLIE KAZEMI (BHCOE; California State University, Northridge, Ellie@bhcoe.org)

Transparency and accountability surrounding patient outcomes in healthcare service delivery is rapidly becoming the norm and expected by healthcare patients worldwide. For behavior analysts, this increased attention on treatment outcomes calls for practitioners to demonstrate that their treatments work and to become more accountable for the costs of treatment. This symposium has two components. In



David Cox

Ellie Kazen

the first half, we review guidelines on the best available research evidence and expert opinion regarding instrument selection for the assessment and treatment planning for individuals diagnosed with Autism Spectrum Disorders (ASD). In the second half, we show introductory analytics with assessment data to show how practitioners might communicate patient outcomes to relevant stakeholders and identify areas for improvement. In total, this symposium is aimed at informing the decision-making process of practitioners of Applied Behavior Analysis (ABA) regarding the use of various instruments to assess and plan treatment for individuals with ASD, such that they can collect and report data on treatment outcomes. Audience members will walk away with an understanding of what influences assessment selection, a decision-aide for taking and comprehensive approach to assessment, and a basic understanding of how to leverage assessment data to report on patient outcomes.

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INVITED ADDRESS

8:00 AM - 8:50 AM Invited Speaker Track: SUP Champions EFGH 1 ETH, 1 SUP

#63 Supervision: Nailing the Basics from the Ethics Code for Behavior Analysts (2020)

TYRA SELLERS, J.D., PH.D., BCBA-D (TP Sellers, LLC, tyra@tpsellers.com)

Supervising others is a required component of Board Certified Behavior Analysts® (BCBA®). However, most individuals have not received explicit training to develop the repertoires needed to provide high-quality supervision. The Ethics Code for Behavior Analysts (2020) outline the expectations for BCBAs who supervise anyone implementing behavior analytic services for which the BCBA is responsible. This talk reviews each of the 11 standards in Section 4.0 Responsibility to Supervisees and Trainees, incorporating practice recommendations and resources from the literature.



Tyra Sellers

Biography

#64 Exhibits

Tyra P. Sellers is the owner of TP Sellers, LLC. She earned a B.A. in Philosophy and M.A. in Special Education from San Francisco State University, a J.D. from the University of San

Francisco, a Ph.D. from Utah State University, and is a Board Certified Behavior Analyst®. Her professional and research interests focus on professional ethics, training and supervision, assessment and treatment of severe problem behavior, and variability. Dr. Sellers has over 20 years of clinical experience working with individuals with disabilities in a wide variety of settings. She has published several journal articles, two co-authored book chapters, and co-authored the book titled Building and Sustaining Meaningful and Effective Relationships As A Supervisor and Mentor. She currently serves on the editorial boards for several journals.

8:00 AM - 7:00 PM Special Event Tournament A and B

Explore the FABA exhibit hall located in the lower level in Tournament Hall

Want to Be Involved? Have a Voice?

Don't Miss the Annual FABA Business Meeting

Friday at the Conclusion of the Presidential Address



FABA 42nd Annual Conference

9:00 AM - 9:50 AM

Multi-Paper Session

Track: CA

Masters ABCD

1 LRN

#65 Recent Reviews of Intervention Strategies in Juvenile Sex Trafficking and Addiction Treatments

CHAIR: ASHA FULLER (University of South Florida, ashafuller@usf.edu)

Review of Prevention and Intervention Strategies for Juvenile Sex Trafficking, and Future Directions

ARTURO GARCIA (University of South Florida, ashafuller@usf.edu)

KIMBERLY CROSLAND (University of South Florida, crosland@usf.edu)

3

Asha Fuller

Few studies have examined sexual abuse and trafficking prevention skills of vulnerable children and adolescents (Hershkowitz et al., 2007; Latzman et al., 2019; Miltenberger et al., 1999; Varma et al., 2015). Youth involved in the child welfare system are at high risk for juvenile sex trafficking (JST) victimization associated with runaway instances (Crosland et al., 2018; Latzman et al., 2019; Latzman & Gibbs, 2020; Wolfe et al., 2018). With the advancement in online interactions and the increased use of social media, vulnerable children, and adolescents (e.g., truant, homeless, developmentally disabled, history of maltreatment) are at a higher risk of unwanted online sexual solicitation and lures (Crosland et al., 2018; Geiger & Schelbe, 2021; Reid, 2018; Wells & Mitchell, 2013). Identifying the common trafficker used strategies to lure youth will lead to more comprehensive service support for this population (Peterson et al., 2022). The current paper will describe recent prevention and intervention strategies for human trafficking. The paper will also discuss future directions, including environmental variables and conditions corresponding with the trafficker's behavior as lures for abduction and victimization (e.g., coercion, grooming, threats). Additionally, this paper will discuss an assessment tool (Functional Assessment Interview for Runaways – Trafficking in Person [FAIR-TIP]) aimed to identify endangering

A Systematic Review of Delay Discounting and Alcohol Use Interventions in Humans

circumstances and perpetrator-victim dynamics corresponding with human trafficking.

ASHA FULLER (*University of South Florida*, ashafuller@usf.edu)

KIMBERLY CROSLAND (University of South Florida, crosland@usf.edu)

In daily life, individuals are faced with decisions with short-term and long-term impacts. When an individual repeatedly chooses the immediate, smaller reward instead of the later, larger reward, this is termed delay discounting. Delay discounting has been associated with a variety of health outcomes including substance use. Individuals with chronic substance use have a higher likelihood of valuing the smaller, immediate reward than individuals who never or occasionally use substances. The purpose of this systematic review is to present an overview of delay discounting and alcohol use interventions for humans over the past 30 years. Results indicate that medication, behavioral interventions, therapy, and working memory training have all been used to attempt to decreasing alcohol use and delay discounting. Limitations and recommendations for future research in delay discounting and alcohol use interventions will be discussed.



Asha Fuller

Thinking of Presenting Next Year?



Be Sure To Update Your Behavior Portal's Headshot, Organization, Bio and Email



9:00 AM - 9:50 AM

General Paper

Track: SUP

Masters E

1 SUP

#66 Do you Provide a High-quality Supervised Experience?

ELLIE KAZEMI (BHCOE; California State University, Northridge, Ellie@bhcoe.org)

High-quality supervised experience is an essential component of behavior analytic training. Theoretically, the supervision guidelines provided by the Behavior Analyst Certification Board (BACB) protect candidates as supervisees who seek certification or licensure to practice behavior analysis. Additionally, there is hope that graduate training in behavior analysis provides some quality control regarding the training sites at which candidates accrue supervision experience hours. However, unless the supervised experience is offered at the institution where the graduate coursework is offered, many higher education training programs do not have the time or resources to review external training sites to assess quality. Therefore, candidates enrolled in master's degree programs are often on their own to find suitable sites that offer an ethical and professional supervised experience that meets best-practice recommendations. As a result, the quality of the supervised experiences of candidates preparing to become professional behavior analysts differ dramatically. In this presentation, I will review the process of standard development, the ABAI Accreditation standards, the empirical evidence and bestpractice guidelines for supervision, and the results of data we gathered from our diverse stakeholder groups about the quality of supervision.



Ellie Kazemi

9:00 AM - 9:50 AM

Special Event

Players BC

#67 Special Event: CoFABA/Local Chapters Meeting

This is a private meeting for all Local Chapter officers across the state. We will be discussing details for the CoFABA conference as well as other state initiatives and local chapter business ideas.



Save The Date **CoFABA Conference**

May 12, 2023

CoFABA Will Again Be Offered as a Hybrid Event in Partnership with



9:00 AM - 9:50 AM

General Paper

Track: ED

Champions ABCD

1 LRN, MH/PSY

#68 OCPS Restraint Reduction Project: A Retrospective Analysis of Restraint **Utilization in a Large Public School District**

EB BLAKELY (Florida Institute of Technology, eblakely@fit.edu)

OJ NOFUENTE (Orange County Public Schools, Ojnofuente@yahoo.com)

MATHEW WENTWORTH (Orange County Public Schools, Mathew.wentworth@gmail.com)

For the past 10 years, Orange County Public Schools, which is the eighth largest district in the United States, has tracked the use of physical restraints throughout each of their schools. Post hoc analysis examined the impact of various law changes, internal policy changes, and specific interventions on restraint reduction. Specifically, this study examined the frequency, duration, type of restraint, and student/staff injuries as they correlate with various law changes, internal policy changes, and specific interventions (i.e. training, coaching, and feedback) aimed at restraint reduction for the entire district. During this presentation, we will provide descriptions of restraint reduction interventions, while examining historical restraint data. Subsequently, the researchers will present the results of a treatment package applied to a pilot school. This analysis can serve as a model for other school districts who are evaluating methods to reduce restraints and implementing organization-wide interventions. This talk will also discuss the method of gathering and analyzing large data sets using Excel.







Oi Nofuente



Mathew Wentworth

9:00 AM - 9:50 AM

Panel

Track: PRO

Champions EFGH

1 LRN

#69 The Lifecycle of a RBT: Rise, Train & Burnout; The Contributing Factors, **Potential Solutions and Good News**

CHAIR: TARA ZELLER (VABA, GoABA, tara@theappletreeconnection.com)

Where do RBTs come from? Where are they going? The emergence of the registered behavior technician certification has grown exponentially due to an abundant and unending demand. The role of a RBT in the behavior analytic environment is vital in the delivery and sustainability of the field and it's time for a "health check". The goal of the panel is to discuss the viability of their job longevity by assessing obstacles to their maintenance and growth. The lifecycle of a qualified RBT can be cut short due to the overwhelming pressures, weak and unsupported supervisor/supervisee relationships, incomplete training, rushed onboarding and inattentiveness to personalization. We will share actual RBT experiences and focus on some good news moving forward.



Tara Zeller

TARA ZELLER (VABA, GoABA, tara@theappletreeconnection.com)

CHRISTINA TUCKER (VABA, crissylee29@gmail.com)

BOBBI BARBER (n/a, bobbibarber430@gmail.com)



Professional Behavior Analysts

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9:30 AM - 10:50 AM Multiple Paper Session Track: OBM Heritage AB 1.5 LRN

#70 Recent Applications of Behavioral Systems Analysis Across Evolving Processes

CHAIR: FRAN ECHEVERRIA (Florida Institute of Technology, fransoup@gmail.com)

Behavioral Systems Analysis is a subfield of organizational behavior management that extends beyond performance management to include the organizational level and process level of analysis. This ultimately provides a view of the whole organization. The process level is a particularly important level given that this is where much of the work gets accomplished. This symposium will review recent applications of behavioral systems analysis across diverse contexts. The first study conducted a process analysis to evaluate the efficiency of practicum student onboarding, resulting in streamlined process level intervention that promoted peer mentorship and teamwork. The second study evaluated the efficacy of a comprehensive





Fran Echeverria

Rachael Ferguson

process level redesign on improving the timeliness and quality of work output in a simulated work task. The third study evaluated the nature of behavior analytic literature published in response to the COVID 19 pandemic. Given that the pandemic was a macro level environmental variable impacting many organizations, this frequently prompted the need for change across all levels (e.g., individual level, process level, and organizational level). Thus, one area of focus during the review was the level of analysis. The last study conducted a process map to address barriers existing within a program supporting families seeking access to resources for individuals with autism spectrum disorders.

a. Mapping the Process: An Analysis of a Patient Navigation Program

WILLIAMS ESPERICUETA (University of Florida, wespericuetaluna@ufl.edu)

ANDREW SMITH (*University of Florida*, andrewrsmith@ufl.edu)

NICOLE GRAVINA (University of Florida, ngravina@ufl.edu)

DAVIS SIMMONS (University of Florida, davis.simmons@ufl.edu)

b. A Systematic Review of the Behavior Analytic Literature Published in Response to the COVID-19 Pandemic

LAUREN RIVERA (Florida Institute of Technology, <u>lrivera2015@my.fit.edu</u>)

RACHAEL FERGUSON (Florida Institute of Technology, dr.rachael.ferguson@gmail.com)

c. Exploring Process Redesign to Reduce Human Error

MISSY VERGASON (Florida Institute of Technology, mvergason2017@my.fit.edu)

RACHAEL FERGUSON (Florida Institute of Technology, dr.rachael.ferguson@gmail.com)

ELIZA GOBEN (Florida Institute of Technology, egoben2020@my.fit.edu)

d. Increasing Practicum Student Preparedness through a Process Level Intervention Which Promoted Teamwork and Peer Mentorship

AMBER LAMPERT (Florida Institute of Technology, alampert2015@my.fit.edu)

RACHAEL FERGUSON (Florida Institute of Technology, dr.rachael.ferguson@gmail.com)

fabaworld.org







9:30 AM - 10:50 AM General Paper Track: AUT Heritage CDE 1.5 LRN, MH/PSY

#71 Special Paper Session: Technology in ABA

CHAIR: ANIBAL GUTIERREZ (a.gutierrez5@miami.edu)

CARLA SCHMIDT (c.schmidt@bayada.com)

BRITTANY BATTON (*University of Florida*, <u>brittany.batton@ufl.edu</u>)

ELAINE AGUIRRE (eespa001@gmail.com)

SABRINA OLIVERA (*University of Miami*, smo73@miami.edu)

YAMNA ZAMAN (University of Miami, yxz1667@miami.edu)

RACHEL KAPLAN (University of Florida, rachel.kaplan@ufl.edu)

GABRIELA BARALT (University of Miami, gkb23@miami.edu)

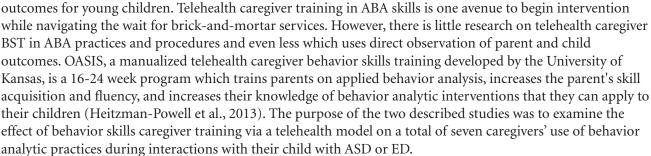
Comparing Skill Acquisition and Latency to a Response in Discrete Trial Training across Virtual Reality, Augmented Reality, and Standard Teaching Methods

Yanerys Leon, Franchesca Izquierdo, Fang Yuan, Hammam Alsafrjalani, Mohamed Abdel-Mottaleb, & Kim Grinfeder

Virtual reality (VR) is an immersive 3D virtual environment, while augmented reality (AR) is an interactive experience which enhances objects in the real-world. While both modalities have been applied to educational and therapeutic environments to supplement learning through exposure to naturalistic and contrived environments they have yet to be proven as an effective method of teaching a new skill in a DTT context. Furthermore, these modalities have yet to be used as a method of gathering latency data during skill acquisition. The purpose of the current study was to compare the effectiveness of VR and AR treatment delivery methods to traditional DTT methods similar to those in Gutierrez et. al., 2009. to teach typically developing adults a receptive language DTT task and traditional DTT methods, Further, we assessed data on latency to a response collected in each delivery method to assess differences in responding across treatment modalities.

An Evaluation of Telehealth Behavior Skills Training in Behavior Analytic Practices for Caregiver of Young Children with ASD or at-risk-for ED

Young children with autism spectrum disorders (ASD) and emotional disturbance (ED) are likely to sit on lengthy waitlists for applied behavior analytic (ABA) services, especially when living in rural areas. There is currently a shortage of ABA services across the country. There are over 5 million people with ASD in the United States and only 212,799 BACB certificants to deliver ABA services (Dietz et al., 2020, BACB, 2020). In rural areas, there is even less access to services. Telehealth allows children with learning needs and their caregivers to access services when there is no brick-and-mortar setting within traveling distance. Early intervention is critical for desired outcomes for young children. Telehealth caregiver training in ABA skills is one avenue to









Carla Schmidt



Brittany Batton



Elaine Aguirre



Sabrina Olivera



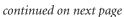
Yamna Zaman



Rachel Kaplan



Gabriela Baralt





Special Paper Session: Technology in ABA continued

A Comparison of Video Modeling and Video Modeling Plus Self-Feedback For Staff Training

Video modeling and self-evaluation have become a useful tool in maximizing training and supervision. These practices allow self-paced learning and minimizes reliance on experts. The purpose of the present study was to evaluate and compare the use of video modeling and video modeling plus self-feedback as a method for training circle time skills. Video modeling relies on structured opportunities for learning, demonstrating frequent predictable tasks and their relevant responses. However, in situations that may be unpredictable and require flexible responding, this type of intervention may not be as effective. Results will discuss differences in staff performance, generalization and expansion of skills.

10:00 AM - 10:50 AM

General Paper

Track: CA

Masters ABCD

1 LRN, MH/PSY

#72 The Behavior Analyst as a Job Coach: Using Behavioral Skills Training to Teach Customer Service Skills to Young Adults with Autism Spectrum Disorders

SARA LAUREN GIANINO (Strategies for Social Success, LLC, gianino.saralauren@gmail.com)

Due to the staggering frequency of job vacancies, the current climate presents an ideal opportunity for behavior analysts to serve as job coaches for young adults with disabilities so that they may acquire the skills to procure meaningful employment. I will detail case studies of two young adults at two different ends of the autism spectrum. I will explain how I implemented behavioral skills training to teach various customer service skills to each individual at two retail stores while coaching store managers on how to provide feedback to the learners. I will provide video examples of the teaching methods as well as data to support acquisition and long-term maintenance of skills for each learner. Finally, I will describe how I faded my presence at the job sites. I will conclude with a discussion of social validity and methods of replicating these outcomes.



Sara Lauren Gianino

10:00 AM - 10:50 AM Multi-Paper Session *Track:* DD *Masters E* 1 LRN #73 Using Surveys and Experimental Studies to Advance Treatment of Problem Behavior

CHAIR: CATIA CIVIDINI-MOTTA (University of South Florida, cividinimotta.c@gmail.com)

Survey Study on Current Practices for Designing and Implementing High-Probability Instructional Sequences

AMALIX M. FLORES (University of South Florida, afloresmonte@usf.edu)

CATIA CIVIDINI-MOTTA (University of South Florida, cividinimotta.c@gmail.com)

This presentation will summarize the results of a survey completed with behavior analysts (BCBA-D, BCBA, BCaBA, and RBT) and students with coursework on applied behavior analysis. The survey aimed to gather information about current practices in designing and implementing the High-Probability Instructional Sequence (HPIS). Respondents were asked to provide information regarding target behaviors, identification of potential reinforcers, selection of instructions for the HPIS sequence, and specific components of the HPIS procedure used (e.g., duration of the inter-request interval, the ratio of high-probability to low-probability instructions, consequences delivered contingent on compliance and noncompliance to the high-probability and low-probability instructions). Additionally, data on the respondents' perception of the efficacy of HPIS were also collected. Of the 241 individuals who initiated the survey, 168 designed or implemented HPIS in the last two years. Their responses led to the identification of common practices, which will be described and compared to HPIS implementation guidelines described in the recent literature on HPIS. Additionally, areas for future research will be discussed.



Catia Cividini-Motta



Amalix M. Flores

continued on next page



Using Surveys and Experimental Studies to Advance Treatment of Problem Behavior continued

Evaluating the Impact of Preference on the Efficacy of the High Probability Instructional Sequence

ALEXANDRIA TORRES (*University of South Florida*, <u>atorres15@usf.edu</u>)

CATIA CIVIDINI-MOTTA (University of South Florida, cividinimotta.c@gmail.com)

AMALIX M. FLORES (*University of South Florida*, afloresmonte@usf.edu)

In daily life, individuals are faced with decisions with short-term and long-term impacts. When an individual repeatedly chooses the immediate, smaller reward instead of the later, larger reward, this is termed delay discounting. Delay discounting has been associated with a variety of health outcomes including substance use. Individuals with chronic substance use have a higher likelihood of valuing the smaller, immediate reward than individuals who never or occasionally use substances. The purpose of this systematic review is to present an overview of delay discounting and alcohol use interventions for humans over the past 30 years. Results indicate that medication, behavioral interventions, therapy, and working memory training have all been used to attempt to decreasing alcohol use and delay discounting. Limitations and recommendations for future research in delay discounting and alcohol use interventions will be discussed.

Further evaluation of multiple schedules to rapidly establish discriminated manding during FCT schedule thinning

ALEXANDRA RAMIREZ (*University of Miami*, axr2178@miami.edu)

YANERYS LEON (University of Miami, Leony@miami.edu)

SHERMETRIUS MACK GRAY (*University of Miami*, slm309@miami.edu)

Multiple schedules are commonly used to thin the schedule of reinforcement following functional communication training (FCT; Hagopian et al., 2011). One method of schedule thinning involves slowly introducing periods of signaled extinction for the functional communication response (FCR) and gradually increasing the duration of the extinction period (Hanley et al., 2001). Betz et al., 2013 demonstrated that a two- part multiple schedule (60s/60s and 60s/240s) was effective in decreasing the overall level of the FCR while maintaining low rates of problem behavior without the lengthy schedule-thinning procedure. One limitation of Betz et al. is that all the participation did not have an intellectual or developmental disability and responded well to verbal instruction. The purpose of this study was to a) systematically replicate the procedures described by Betz et al. with children with ASD with limited language and b) evaluate the efficacy of a terminal probe (60 s / 240 s) as the first multiple schedule exposure. Preliminary results show that the multiple schedule terminal probe procedure based on the Betz et al. protocol was successful in decreasing the rate of the FCR and maintaining low levels of problem behavior one participant with moderate language skills. However, the terminal probe procedure was not

sufficient to effectively decrease the rate of the FCR and maintain low levels of problem behavior in a second participant



Alexandra

Florida Association for Behavior Analysis



with a limited language repertoire.

10:00 AM - 10:50 AM General Paper

Track: AUT

Champions ABCD

1 LRN, MH/PSY

#74 PAPER SESSION: Testing and Assessment

MICHAEL WEINBERG (orlandobehaviorhealth@gmail.com)

HOLLY DOWNS (Positive Behavior Supports Corp., behavioryoda@gmail.com)

PATRICK O'LEARY (Positive Behavior Supports Corp., poleary@teampbs.com)

Practical Application of the MFA Handbook

An rapid approach for identifying the function of problem behavior is increasingly desired in various applied settings with clients. An approach the authors developed over the past 10 years referred to as Molecular Functional Analysis has been developed more recently as a practitioner handbook for BCBAs. This presentation will focus on the use and application of the MFA Handbook with various types of problem behaviors and in various settings and situations.





Michael Weinberg

Interpreting Non-Behavioral Data: When ABA & Psychoeducational Testing Walk into a Bar

During this session, the speakers will discuss the importance of reviewing clinical diagnostic reports during the behavioral assessment process. They will be providing specific information on how to translate jargon from the medical field into behavior analytic terms. They will discuss varying types of assessments including psychoeducational and diagnostic tests, provide examples of what these tests look like, and how behavior analysts can develop goals using the information from them. The speakers will also discuss how this information can support effective collaboration with non-behavioral providers.



Patrick O'leary



Friday at 8:00 pm in Champions EFGH

Laugh, Grimace, Clap, or be Amazed Don't miss the Ignites!

Hurry! Only 5 seconds per slide (no pressure)!

INVITED ADDRESS

10:00 AM - 10:50 AM **Invited Speaker** Track: ETH **Champions EFGH** 1 ETH, MH/PSY

DAVID COX, PHD, BCBA-D (BHCOE; Endicott College, cox.david.j@gmail.com)

Ethical decision-making involves the complex interaction of many distinct behavioral processes. Historically, these behavioral processes have typically been studied in isolation and rarely with research aims explicitly tied to situations that can be labeled as involving "ethics". In this presentation, we review a contemporary synthesis of the basic behavioral processes involved in ethical decision-making and how that research informs our understanding of the ethical decisions made by ABA practitioners. Translating basic research on ethical decisionmaking to applied settings also highlights efficient methods for collecting data on ethical behavior. And, these more complex data sets highlight the role that advanced analytic techniques can play to help those running ABA organizations understand how their current systems influence ethical decision-making at their companies. Perhaps most excitingly, the

#75 Ethical Decision-Making: From Basic to Applied with Room to Grow



David Cox

gaps in our current empirically-supported understanding of ethical decision-making provide many possible avenues for future research across basic and applied settings.

Biography

Dr. Cox received his PhD in Behavior Analysis from the University of Florida (2018) and then completed one post-doctoral fellowship at Johns Hopkins University School of Medicine at the Behavioral Pharmacology Research Unit (2020) followed by a second post-doctoral fellowship in data science through the Insight! Data Science program (2020). He is currently the Chief Data Officer at the Behavioral Health Center of Excellence, the Director of the Behavioral Data Science Research Lab at Endicott College, the founder of Behavior Analysts Who Code, and is the current President of the Experimental Analysis of Human Behavior Special Interest Group through ABAI. David is a co-author of the bookPractical Ethics for Effective Treatment of Autism Spectrum Disorder (2018, 2022); co-editor of Research Ethics in Behavior Analysis: From Laboratory to Clinic and Classroom (2022); co-author of the upcoming book Statistics for ABA Practitioners and Researchers (2023); and author of the upcoming book Individual Ethical Behavior: Theory, Research and Application (2023). In addition to these books, he has published 40+ peer-reviewed articles and book chapters spanning the topics of applied ethics, ethical decision-making, quantitative analyses of choice, verbal behavior, and using computational techniques and data science to analyze individual organismic behavior. His current research sits at the intersection of ethical decision-making, clinical and healthcare-related decision-making, quantitative models of choice, and machine learning.

Support the FABA PAC

(Political Action Committee)





11:00 AM - 12:30 PM General Paper Track: ETH Champions ABCD 1 ETH, MH/PSY #76 PRESIDENTIAL ADDRESS: When it Comes to the Cost of Ethics, The Price is Always Right (Followed by the Business Meeting)

TIKI FIOL (*Teaching Interventions Keeping Individuality*, <u>tikifiol1@gmail.com</u>)

It does not matter the area of behavior analysis in which you practice, nor your role withing an organization, ethics should always be in the mix. From being a brand-new member of a clinical team, or an OBM consultant, being an insurance reviewer, participating in rule or law-making procedures, or even all the way up to the owner of an organization, decisions are constantly being made that impact the persons we work for and the environments and communities where we work and live. At the forefront of all that we do using ABA should be the guiding principles and emphasis on doing the right and ethical thing. . . even if this means it comes at a cost. Our field has seen deficient and even freedulent practices. We have mis used fiscal resources. We have placed profits over people. It is time to



Tiki Fiol

fraudulent practices. We have mis-used fiscal resources. We have placed profits over people. It is time to tip the scales back in favor of ethical practices and take ownership over our field and its practices at local, regional, and even state or national levels and beyond. This might be a costly move, but when it comes to ethics, the price is always right.

Biography

Tiki has worked for children, adults, families and staffs for over 20 years. Currently she is the President of the Association for Behavior Analysis of Brevard and is also one of the Committee Co-Chairs for the Co-FABA Conferences. She completed her undergraduate degree in Psychology at University of Central Florida, and her graduate degree in Applied Behavior Analysis at Florida Institute of Technology. She is the President of Teaching Interventions Keeping Individuality, Inc. and also maintains her own caseload. Additionally, she is contracted with the State of Florida as an expert witness for Medicaid Fraud cases related to ABA. Tiki lives in Merritt Island, Florida with her wife Dana and their two sons, Jackson and Brantley. In her free-time she volunteers for Surfers for Autism or provides free training and parenting classes for organizations in Brevard County.

Annual Business Meeting and Association Reports will Follow the Presidential Address

Friday Afternoon

September 23

12:30 PM - 1:30 PM Special Event Players BC

#77 Presidential Luncheon

Private Event: A luncheon to congratulate Madam Past-President Fiol on a successful year and presidential address.

Sponsor of The FABA Student Research Award

B.F. Skinner Foundation



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1:30 PM - 2:50 PM

Symposia

Track: AUT

Heritage AB

1.5 LRN

#78 Assessment and Treatment of Problem Behavior and its Consequences

CHAIR: CATHERINE KISHEL (University of Florida, catherine.kishel@ufl.edu)

DISCUSSANT: KIM SLOMAN (Florida Institute of Technology, ksloman@fit.edu)

Individuals with Autism Spectrum Disorder (ASD) sometimes engage in problem behavior. Topographies vary widely and range from toe-walking and tantrums to self-injury and diurnal bruxism, all of which warrant effective intervention. Consequences provided after instances of problem behavior also vary widely and merit evaluation to determine their potential stimulus effects on target responses. The present symposium comprises a compilation of assessment and treatment studies,





Catherine Kishel

Kim Sloman

each with a unique focus. We first discuss a functional analysis and treatment evaluation for toe-walking. We then present a functional analysis of diurnal bruxism, complete with a subsequent competing stimulus assessment and treatment evaluation. Finally, we present the adaptation of a reinforcer assessment using an arbitrary task to the evaluation of the effects of individualized, commonly occurring consequences and interpret results with respect to those of a pairwise functional analysis of target behavior. Taken together, these studies present innovative methods of assessment and treatment for varied forms of problem behavior and the myriad consequences that serve to maintain or suppress those responses.

a. Evaluation of Shoe Inserts to Reduce Toe Walking in Young Children with Autism

ANSLEY HODGES (Nemours, ansley.hodges@nemours.org)

DAVID WILDER (Florida Institute of Technology, dawilder@fit.edu)

GRANT INGRAM (Florida Institute of Technology, gingram2011@my.fit.edu)

b. Assessment and Treatment of Diurnal Bruxism

SAVANNAH TATE (*University of Florida*, <u>tatesavannah@ufl.edu</u>)

CATHERINE KISHEL (*University of Florida*, <u>catherine.kishel@ufl.edu</u>)

TIMOTHY VOLLMER (University of Florida, vollmera@ufl.edu)

RACHEL SCHMIDLI (Blue Sprig Pediatrics, <u>rschmidli@bluesprigpediatrics.com</u>)

c. An Empirical Assessment of Common Consequences to Problem Behavior

CATHERINE KISHEL (*University of Florida*, <u>catherine.kishel@ufl.edu</u>)

TIMOTHY VOLLMER (*University of Florida*, vollmera@ufl.edu)

SAVANNAH TATE (*University of Florida*, <u>tatesavannah@ufl.edu</u>)

Don't Miss the Friday Night Social

Sponsored by

Camen Behavioral Services





1:30 PM - 2:50 PM Symposia Track: DD Heritage CDE

itage CDE 1.5 LRN

#79 Considering Physiological Variables During Treatment of Children with Neurodevelopmental Disorders

 $\textbf{CHAIR: LINDSAY LLOVERAS} \ (\textit{University of Florida}, \\ \underline{\textit{LLLOVERAS@ufl.edu}})$

DISCUSSANT: TYRA SELLERS (TP Sellers, LLC, tyra@tpsellers.com)

Research has demonstrated that physiological variables such as middle ear infections, constipation, pain, sleep, and allergies may lead to increased problem behavior (e.g., Christensen et al., 2009; Kennedy & Meyer, 1996; O'Reilly, 1997). Common guidance suggests that behavior analysts should address physiological causes of problem behavior prior to conducting behavioral assessments and treatments (BACB Ethics Code 2.12, 2022). However, approximately one third of





Lindsay Lloveras

Tyra Sellers

people with autism have limited communication repertoires (Autism Speaks, 2017), and many professionals do not know how to address physiological variables for people who cannot provide detailed self-reports of their symptoms. In this symposium, three presenters will discuss relative contributions of biological and medical variables on behavior in relation to assessment and treatment. Each presenter will also discuss how these contributions raise ethical considerations for behavior analysts in their programming. Finally, the discussant will conclude the symposium with a commentary on the importance and future direction of this research.

a. A Survey of Pain Prevalence in Children with Neurodevelopmental Disorders

CIOBHA MCKEOWN (University of Florida, cmckeown@ufl.edu)

TIMOTHY VOLLMER (University of Florida, vollmera@ufl.edu)

TERESA CARDON (Tcardon@thechicagoschool.edu)

NATHAN ALBRIGHT (The Cedar Group, nalbright@cedargrouplearning.com)

CRISTINA WHITEHOUSE (Florida Autism Center, cwhitehouse@flautism.com)

JESSCIA AINSWORTH (Blue Sprig Pediatrics, jainsworth@bluesprigpediatrics.com)

LIZ KINSELLA (Blue Sprig Pediatrics, <u>lkinsella@bluesprigpediatrics.com</u>)

SHEIDA SHAIBANI (sheida.shaibani@gmail.com)

b. Ethics and Behavior Analytic Evaluations of Medical Procedures

SEAN SMITH (University of Florida, seansmith1@ufl.edu)

TIMOTHY VOLLMER (University of Florida, vollmera@ufl.edu)

c. An Evaluation of the Relation Between Sleep and Problem Behavior in Individuals with ASD

LINDSAY LLOVERAS (University of Florida, LLLOVERAS@ufl.edu)

TIMOTHY VOLLMER (University of Florida, vollmera@ufl.edu)

fabaworld.org







1:30 PM - 2:20 PM

Symposia

Track: MC

Masters ABCD

FTH

#80 Recent Research on the Role of Applied Behavior Analysis in Diversity, Equity, and Inclusion

CHAIR: LAUREN RIVERA (Florida Institute of Technology, lrivera2015@my.fit.edu)

DISCUSSANT: DOUGLAS JOHNSON (Western Michigan University, behavioranalyst@gmail.com)

B.F. Skinner wrote that we act upon the world, and change it, and are therefore changed by the consequences of our actions. Recent events have underscored the opportunity for behavior analysis to address diversity, equity, and inclusion. This symposium will provide data on several studies investigating the systematic improvement of behaviors specific to the promotion of cultural humility. The first study utilizes an adapted alternating treatment design to compare two widely used teaching procedures to increase fluency and precision of the use of cultural terminology. The second study is a systematic replication of Petronelli and Ferguson (2021) devoted to extending the research on trans-inclusive behavior by





Lauren Rivera

Douglas Johnson

evaluating task clarification alone as a method to improve and maintain correct pronoun use. The third study investigates the inclusion of nondiscrimination statements on websites and in bylaws of organizations across the United States affiliated with the Association of Behavior Analysis International.

- a. Diversity Term Fluency: A Comparison of SAFMEDS and Computer-Based Instruction Training Models CANDACE FAY (Florida Institute of Technology, cfay2020@my.fit.edu)
 - **RACHAEL FERGUSON** (Florida Institute of Technology, dr.rachael.ferguson@gmail.com)
- b. Task Clarification to Increase Trans-Inclusive Practices

KELCIE MCCAFFERTY (*University of Florida*, <u>seansmith1@ufl.edu</u>)

RACHAEL FERGUSON (Florida Institute of Technology, dr.rachael.ferguson@gmail.com)

ABIGAIL PETRONELLI (apetronelli2019@my.fit.edu)

c. An Analysis of Nondiscrimination Statements from ABAI-affiliated Organizations

MADDIE DUKE (Florida Institute of Technology, mduke2021@my.fit.edu)

JONATHAN FERNAND (Florida Institute of Technology, <u>ifernand@fit.edu</u>)

KAREN BARON (By Your Side, karenbaron.08@gmail.com)



Protect

Your Right to Practice
Support Your FABA PAC



1:30 PM - 2:20 PM

Symposia

Track: HF

Masters E

1 LRN

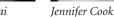
#81 Broad Applications of ABA to Enhance Sports Performance

CHAIR: SHARAYAH TAI (University of South Florida, stai2@usf.edu)

DISCUSSANT: JENNIFER COOK (*University of Manitoba*, tyra@tpsellers.com)

This symposium aims to disseminate some current research on the applications of behavior interventions within the context of various sports. The first presentation describes a novel application of ABA procedures to improve communication amongst players on an Esports team. The second presentation will be evaluated the use of precision teaching and frequency building procedures to improve the performance of collegiate soccer players. The final presentation of this symposium will be presenting a review of recent research of the applications of ABA to enhance sports performance.





Sharavah Tai

a. Increasing Practical Verbal Behavior in Esports Players

VICTORIA GERMAN (Florida Institute of Technology, vgerman2020@my.fit.edu) **RACHAEL FERGUSON** (Florida Institute of Technology, dr.rachael.ferguson@gmail.com)

KAITLYNN GOKEY (Florida Institute of Technology, kgokey2010@fit.edu)

b. The Use of Precision Teaching to Improve Field Positioning in College Soccer

EMILY SWOPE (Florida Institute of Technology, eswope2016@my.fit.edu)

DAVID WILDER (Florida Institute of Technology, dawilder@fit.edu)

c. A Review of ABA Single Case Design Research to Enhance Sports Performance

SHARAYAH TAI (University of South Florida, stai2@usf.edu)

RAYMOND MILTENBERGER (*University of South Florida*, miltenbe@usf.edu)

1:30 PM - 2:50 PM **General Paper** Track: TCP Champions ABCD 1.5 LRN, MH/PSY #82 Why Most Behavior Plans Suck (Oh But Not Yours I'm Sure Yours is Great).

MERRILL WINSTON (behavioral solutions.com, Merrill@winstonbehavioral solutions.com)

Although yours may not truly suck, it possibly could do with some improvements...As the old saying goes, there's many a slip twixt the cup and the lip, and the same is true of behavior plans. From initial assessment and writing, to staff training and revisions, there are numerous wrong turns where your well laid (behavior) plan can easily meet an untimely end in the back of a filing cabinet where it won't see the light of day again until it's survey time. As Dr. Ogden Lindsley used to say, let's not spend our time "playing with pencils" writing plans that won't ultimately improve lives. Topics not only include how to improve the standard parts of a plan, but an in-depth look at how all the gears must mesh to produce quick and lasting behavior change.



Merrill Winston



Florida Association for Behavior Analysis

Dedicated to Protecting Your Right to Practice

INVITED ADDRESS

1:30 PM - 2:20 PM Invited Speaker Track: OBM Champions EFGH 1 SUP

#83 New Horizons: Expanding OBM Research and Practice

NICOLE GRAVINA (University of Florida, nicole.gravina@me.com)

NIKKI DICKENS (FABA, FSU Early Childhood Autism Program, behaviorgirl@gmail.com)

Organizational behavior management (OBM) has been applied to a myriad of organizational topics including safety, performance, and quality. Yet, many opportunities exist to expand the content and applications of OBM to new areas including employee well-being, technology, and diversity and inclusion. Expanding the reach of OBM will require researchers and practitioners to incorporate more diverse methodological practices and develop strong collaborative relationships with related disciplines. In this invited talk, Dr. Gravina will describe the challenges and opportunities that lie ahead for OBM and share ideas that could amplify the impact of the field.



Nicole Gravina

Biography

Dr. Nicole Gravina is an Assistant Professor of Behavior Analysis in the Department of Psychology at the University of Florida. Nicole earned her Master's in Industrial-Organizational Psychology and her Ph.D. in Behavior Analysis from Western Michigan University. She has published over 40 articles and book chapters and delivered over 100 presentations and workshops. She serves on the editorial boards of Behavior Analysis in Practice, Journal of Applied Behavior Analysis, and Occupational Health Science, as an Associate Editor for the Journal of Organizational Behavior Management. In 2019, Nicole was honored with the APA Early Career Impact Award in Consulting Psychology and in 2021 she was granted the OBM Network Outstanding Contributions Award. Nicole specializes in designing behaviorally-based workplace interventions that improve employee safety, healthcare delivery, and feedback conversations. In addition to her faculty appointment, Nicole has consulted in a variety of industries, including healthcare, human services, manufacturing, public utilities, insurance, and construction.



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2:20 PM - 3:45 AM

Afternoon Soda Break

Sponsored by Lifespan Behavior Services LLC

2:30 PM - 3:20 PM

General Paper

Track: CA

Masters ABCD

1 LRN, MH/PSY

#84 Effects of Training Protocols on Biases held by Professionals toward Intimate Partner Violence (IPV): A Systematic Review

MICHELLE SERENO (ChildNet, Inc., abagatorgirl@yahoo.com)

A professional's response to a client's disclosure of intimate partner violence (IPV) is shown to significantly impact client outcomes. The quality of a professional's response is largely influenced by that professional's beliefs or biases surrounding IPV. This systematic review examined empirical studies conducted in North America and published between 2000 and 2020 evaluating training effects on biases held by professional groups toward victim-survivors of IPV. We conducted search and extraction per PRISMA standards across seven electronic databases. Reviewed studies (n=17) were those meeting inclusion criteria and scoring .70 or higher on the Quality Index (Downs & Black, 1998). Participant groups represented medical, academic, and social/community service disciplines. All included studies report significant gains on at least one measure of bias. Upon visual inspection, no correlations are noted between training format and reported outcomes for bias. Collective impact of reviewed studies has been hampered by variation in conceptualization of bias, in training methodology, and in measurement of bias. We propose behavior analysis as an overlay through which interdisciplinary approaches to addressing IPV-related biases might be unified. We present a behavior-analytic conceptualization of IPVrelated bias. We discuss functional-contextual variables potentially maintaining problematic bias. We offer recommendations for application of ABA toward amelioration of IPV-related bias, with a call for consideration of terms commonly used in IPV-related research and intervention to better reflect and honor



Michelle Sereno

2:30 PM - 3:20 PM

diversity across persons experiencing IPV.

Pane

Track: MC

Masters E

1 LRN

#85 Servicing a Minority Cultural Group as a Black Business Owner

CHAIR: ARTHUR HAIRSTON (North Florida Behavior Consultants, ahairst3@gmail.com)

Black Americans have disproportionately been excluded throughout the history of the US. Being a Black business owner comes with various challenges, but when servicing a minority cultural group even more unique challenges arise. As the field of applied behavior analysis (ABA) grows so does the need for services to disadvantaged communities such as the Black American community. The stigma paired with mental health within the Black American community has been a long-documented struggle. During these times of Covid-19, the need for ABA within households has increased, but there continues to be a mistrust with the science of ABA within the Black American community. Being a black business owner and servicing a minority cultural group has its pros and cons that should be detailed and offered with solutions to help better service the minority cultural group. During this panel, panelists who are all Black business owners will discuss · Challenges that have arisen when servicing a minority cultural group Breaking down the steps for effective communication for parent training Solutions to increasing ABA services within minority cultural groups Challenges minority business owners face.

ARTHUR HAIRSTON (North Florida Behavior Consultants, ahairst3@gmail.com)

SHAWN CAPELL (Covenant 1516, shawncapell@gmail.com)

ANDRE ANDERSON (NA, partnerships@abataskforce.org)

 $\textbf{VANESSA BETHEA-MILLER} \ (\textit{Miller Behavioral Consulting}, \underline{vanessa@bethea-miller behavioral consulting}. \underline{org})$



Arthur Hairston

2:30 PM - 3:20 PM

Panel

Track: DD

Champions EFGH

1 LRN

#86 Navigating the Behavior Analysis service delivery system in Florida's Agency for Persons with Disabilities (APD)-A Panel Discussion

CHAIR: KRISTIN KORINKO (Agency for Persons with Disabilities, kristin.korinko@apdcares.org)

According to the most recent data analyses, there is a growing need for both the enhancement of ABA services and for the number of providers providing these services. The purpose of this panel discussion is for providers and other interested Behavior Analysts to learn what the proper APD protocols for the array of services within the field of Behavior Analysis. The panel members will include APD staff members both from State Office and from several regions. The topics that will be presented and/or clarified may include the following: Provider Development, the Application process, Current rules/handbook requirements, LRC Improvement and process, iBudget, and iConnect.

We will explore the current challenges faced and provide clarifications moving forward to smooth out the APD

navigational processes.

KRISTIN KORINKO (Agency for Persons with Disabilities, kristin.korinko@apdcares.org)

SCOTT TRAYNOR (Agency for Persons with Disabilities-FL, scott.traynor@apdcares.org)

ZACHARIAH SIMS (Agency for Persons with Disabilities-FL, <u>zachariah.sims@apdcares.org</u>)

3:00 PM - 4:20 PM 1.5 LRN Symposia Track: OBM Heritage AB

#87 Recent innovations in OBM

CHAIR: ANDRESSA SLEIMAN (Florida State University, andressa sleiman@hotmail.com)

DISCUSSANT: DOUGLAS JOHNSON (Agency for Persons with Disabilities, douglas.johnson@wmich.edu)

This symposium will present three innovative OBM studies conducted in the laboratory setting. The first study investigated the efficacy of teach-back, a commonly used low-cost and low-effort communication tool in the healthcare setting, in teaching undergraduates three new skills (MSWO, PSPA, and Token Economy). The second study evaluated how feedback provider behavior was affected by portions of the feedback transaction. Lastly, the third study conducted an exploratory analysis of the influence of breaks on productivity.



Andressa Sleiman



Kristin Korinko

Douglas Johnson

a. An Evaluation of Teach-Back Training Effectiveness in Teaching New Skills

ANDRESSA SLEIMAN (Florida State University, andressa sleiman@hotmail.com)

NICOLE GRAVINA (*University of Florida*, ngravina@ufl.edu)

DANIEL PORTILLO (*University of Florida*, daniel.gonzalesp@ufl.edu)

b. The Other Side of The Feedback Transaction: Things You May not Know About our Most Common Intervention

NICHOLAS MATEY (ABA Technologies, Inc, nicholas.matey@ufl.edu)

NICOLE GRAVINA (University of Florida, ngravina@ufl.edu)

WILLIAMS ESPERICUETA (University of Florida, wespericuetaluna@ufl.edu)

c. Breaks and Productivity: An Exploratory Analysis

JESSICA NASTASI (University of Florida, jnastasi@ufl.edu)

NICOLE GRAVINA (University of Florida, ngravina@ufl.edu)

ISABELLA TASSISTRO (*University of Florida*, i.tassistro@ufl.edu)



3:00 PM - 4:20 PM Symposia Track: ED

Heritage CDE

1.5 LRN

#88 Involving Classroom Teachers in School-Based Interventions

CHAIR: KWANG-SUN BLAIR (University of South Florida, kwangsun@usf.edu)

DISCUSSANT: KIMBERLY CROSLAND (University of South Florida, crosland@usf.edu)

Teachers play an important role in improving behavioral and educational outcomes for students with or without disabilities. However, the complexity of the classroom environments requires teacher training and support when involving teachers in implementing interventions to address student behavioral challenges. This symposium will present three papers that examined the outcomes of school-Kwang-Sun Blair based interventions implemented by classroom teachers. The first paper will describe a meta-analysis of studies on multicomponent interventions implemented by teachers for school-age students with disabilities. The second paper will describe a systematic review of studies that involved training teachers to implement function-based interventions for students with disabilities in the classroom. The third paper will present the results of using Acceptance and Commitment Training with





a. Multicomponent Functional Assessment-Based Interventions Implemented by Classroom Staff: A Meta-Analysis

teachers to decrease teacher stress and increase positive interactions with students.

DANIELLE RUSSO (*University of South Florida*, russod@usf.edu)

KWANG-SUN BLAIR (University of South Florida, kwangsun@usf.edu)

b. Training Educators to Implement Function-Based Intervention within the Classroom:

A Systematic Review

MADELINE RISSE (University of South Florida, mrisse@usf.edu)

KWANG-SUN BLAIR (University of South Florida, kwangsun@usf.edu)

DANIELLE RUSSO (*University of South Florida*, russod@usf.edu)

c. The Use of Acceptance and Commitment Training to Improve Teacher Interactions with Students

TAYLOR RAAYMAKERS (University of South Florida, raaymakers28@gmail.com)

ASHA FULLER (University of South Florida, ashafuller@usf.edu)

KIMBERLY CROSLAND (University of South Florida, crosland@usf.edu)

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3:30 PM - 4:50 PM

Symposia

Track: VB

Champions ABCD

1.5 LRN

#89 Strategies for Teaching Children to Talk About Private and Public Events

CHAIR: AMANDA GROOS (Florida Institute of Technology, agroos2020@my.fit.edu)

DISCUSSANT: GENEVIEVE MARSHALL (The Sparks Group, Genevieve.Marshall@thesparksgroup.org)

This symposium will discuss recent research focusing on strategies for teaching individuals diagnosed with autism spectrum disorder (ASD) to engage in tact and intraverbal behavior. The first presentation will discuss a procedure to teach emotion tacts in a distressing situation. The second presentation will describe the use of a matrix training procedure to teach two-component tacts in the presence of tactile (i.e., nonvisual) stimulation. The third presentation will describe procedures to teach individuals to tact their own emotions using videos of themselves. The fourth presentation will describe the assessment and comparison of error-correction procedures to determine the most effective strategies for teaching intraverbal behavior.





Amanda Gro

Genevieve Marshall

a. The Effects of Emotion Tact Training on Problem Behavior

VICTORIA RYAN (Behavior Basics, Inc., vryan@behaviorbasicsinc.com)

KATIE NICHOLSON (Florida Institute of Technology, cnicholson@fit.edu)

HALEY HARBER (Florida Institute of Technology, hharber2020@my.fit.edu)

b. Evaluating Matrix Training to Teach Children With Autism to Tact Private

ABBI LEE (Florida Institute of Technology, alee2019@my.fit.edu)

KATIE NICHOLSON (Florida Institute of Technology, cnicholson@fit.edu)

SANDHYA RAJAGOPAL (*Marcus Institute*, srajagopal2015@my.fit.edu)

NICOLE WITTMAN (Florida Institute of Technology, nwittman2021@my.fit.edu)

c. Teaching Children to Tact Their Own Emotions Using Videos of Themselves

AMANDA GROOS (Florida Institute of Technology, agroos2020@my.fit.edu)

KATIE NICHOLSON (Florida Institute of Technology, cnicholson@fit.edu)

SANDHYA RAJAGOPAL (Marcus Institute, srajagopal2015@my.fit.edu)

d. Implementing an Abbreviated Assessment to Compare Error-Correction Procedures for Teaching Intraverbal Behavior to Children

VICTORIA RYAN (Behavior Basics, Inc., vryan@behaviorbasicsinc.com)

KATIE NICHOLSON (Florida Institute of Technology, cnicholson@fit.edu)

3:30 PM - 4:50 PM

General Paper

Track: TCP

Masters ABCD

1.5 LRN, MH/PSY

#90 What's Pragmatism Got To Do With It? Skinner's Pragmatic Science and Engineering of Behavior Change

GUY BRUCE (Appealing Solutions, LLC, guybruce@appealingsolutions.com)

Skinner's pragmatic approach is the tap root of the pragmatic tree of knowledge. It is the source of the scientific and engineering methods which have allowed practitioners to both understand behavior and help clients achieve their behavior change goals. This paper will provide a brief history of Skinner's pragmatic approach, contrasting it with dogmatic approaches, and describing its benefits for practitioners and clients.



Guy Bruce



3:30 PM - 4:50 PM General Paper Track: ETH Masters E 1.5 ETH

#91 Ethics in Education Paper

TIKI FIOL (TIKI, Inc, tikifiol1@gmail.com)

MICHELLE CASTANOS (South Florida Center for Behavioral Health, mcastanos@southfloridabehavior.com)

CLAYTON CROW (Clayton crow@Scps.k12.fl.us)

KIMBERLY BAGLEY (Seminole County Public Schools, bagley28@hotmail.com)

Providing an Ethical Framework for ABA Collaboration within Schools, Including the Use of Registered Behavior Technicians

The purpose of this presentation is to elucidate the complexities and ethical situations practitioners may face when working with school aged individuals, and to provide ABA practitioners with a general framework for collaboration. Factors include the wide range of ages, multiple environments, and an extended circle of supports for each case. Being able to work within and across environments and attempt to effectively train and Tiki Fiol provide information to families, school members, medical or psychiatric personnel, and other therapeutic providers is a necessary skill set that requires collaboration and teamwork. Situations often arise requiring the ongoing review and reference to the Ethics Code for Behavior Analysts (effective January 1, 2022), requesting assistance, ongoing training and / or mentoring among public and private ABA providers, school administrators, other clinical services, and more. Working with and among school personnel is an essential part of the process. Considering the recent changes to Florida Statutes that include the use of RBTs in public schools, additional information regarding these specific services will be provided. Multiple examples will be presented and discussed so practitioners can learn to utilize collaboration in their day-to-day practice.





Fiol Michelle Castanos



Clayton Crow

From the Inside Looking Out: Preventing Ethical Dilemmas with Outside Providers in Public Schools

We will examine ethical considerations as senate bill 538 paves the way for expansion of ABA in public schools. As a district that has been collaborating with private providers in our schools we want to share our processes and procedures. They are continuously evolving due to various ethical concerns and barriers we faced over the last few years. This presentation will cover providing effective treatment in public school settings. We will share strategies on selecting, designing, and implementing behavior change programs in public school settings and how they may be different from clinic or in home settings. Having a service agreement with all stakeholders before providing services is required by our code of ethics. We will share what our district recommends to school teams. Additional ethical concerns that will be discussed are protecting confidentiality of all stakeholders as well as advocating for appropriate services when and where they are needed.

Virtual or In-person Attendees:

For all Behavior Analysis and MH/PSY CE/CEUs, Behavior Live is Handling Everything!



3:00 PM - 4:20 PM Panel Track: PRO Champions EFGH 1.5 SUP

#92 Ensuring Regulatory and Legal Compliance: Practical Strategies for Clinical Managers and Clinical Directors

 $\textbf{CHAIR: MELISSA OLIVE} \ (\textit{Cultivate Behavioral Health and Education}, \ \underline{\text{missyolivephd@yahoo.com}})$

This session will focus on organizational compliance practice and initiatives. Specifically, how does an organization create a culture of compliance that prevents, detects, and mitigates compliance risks? Topics covered include supervision and training to meet applicable laws, BACB and funder requirements, and CPT code utilization, Additional topics discussed will include: non-compliant documentation, BACB Fieldwork requirements, RBT supervision requirements, rendering supervision consistent with payer requirements, CASP ASD Guidelines, and internal audits. The panel will describe the difference between a clinical manager and clinical director (Tarbox, 2020) as well as the different job responsibilities for each. The panel will then review a series of processes and standard operating procedures (SOP) that are utilized within and across clinics. Finally, the panel will use a case study approach to highlight compliance initiatives and the role of establishing an effective tiered supervision and internal auditing program that results in clinical quality, competence, and compliant service delivery.



Melissa Olive

MELISSA OLIVE (Cultivate Behavioral Health and Education, missyolivephd@yahoo.com)

COLLEEN DEMELLO (Cultivate Behavioral Health and Education, colleen@appliedbehavioralstrategies.com)

AMANDA BLOOM (Cultivate Behavioral Health and Education, amanda@pbstherapy.com)

STEPHEN WOOD (Cultivate Behavioral Health and Education, stephen.wood@cultivatebhe.com)

Friday Evening

September 23

8:00 PM - 11:00 PM Social Champions EFGH

#93 Ignites at Nite, FABA Auction, and Friday Night Social

Come spend an evening bidding on valuable auction items, laughing, singing, and celebrating the end of FABA 2022!

The Friday night social event opens with Ignite! At Night!

Experience never before seen ignite presentations! Laugh! Cry! Experience One Hit Wonders! Then, continue celebrating and networking the success of another conference with the Friday Night social (Social Sponsored by Camen Behavioral Services).





 $\textbf{Ignite Chair: ANDRE MAHARAJ} \ (\underline{andre.maharaj@umb.edu})$

Ignite #1: Family Feud: the ABA Edition

MICHELLE CASTANOS (mcastanos@southfloridabehavior.com)

We asked 100 BCBAs a series of questions, the top answers are on the Board. Let's see if you can guess what we're the most common answers!

Ignite #2: Self Advocacy over Compliance SAUNDRA BISHOP (saundra@basicsaba.com)

ABA programs often measure success by how "compliant" a client is. Parents, staff, and clinicians celebrate when clients follow directions "without protest" However, we should be

focusing on self advocacy instead. Students should be taught primarily to get their need met. In this Ignite, Saundra will discuss what compliance and self advocacy are, the dangers of compliance heavy programs, and how to ensure your programs honor client needs through self advocacy.

Ignite #3: Recognizing Barriers in ASD Identification for Black Children

TORICA EXUME (<u>texume@fau.edu</u>)

There is an emerging issue in Florida related to the underrepresentation of Black children identified with ASD. Our current research findings from Palm Beach County, Broward County, and the Treasure Coast are consistent with national

continued on next page



FABA 42nd Annual Conference

8:00 PM - 11:00 PM Social Champions EFGH

#93 Ignites at Nite, FABA Auction, and Friday Night Social continued

research, indicating the disparity in the number of Black children being identified with ASD during an early age. When Black children are identified as having needs, they are often misidentified and served in the category of developmental delay (DD) in Florida, which later may increase the probability of a determination of eligibility for services as a child with intellectual disabilities (InD) or emotional behavioral disabilities (EBD).

Ignite #4: tlhIngan Hol: Klingon Lessons for Behavior Analysts

KAITLYNN GOKEY (kgokey2010@my.fit.edu)

After over 3 years in the Klingon language, there are a number of lessons from the community that would benefit the field of behavior analysis. Embrace your inner warrior! Qapla' batlh je!

Ignite #5: We Didn't Start the Virus

ANDRE MAHARAJ (andre.maharaj@umb.edu)

In this ode to Billy Joel, we review the impact of the pandemic over the last two years through the lenses of delayed reinforcement, punishment, and how our current learning histories have been affected. Masks welcome. Or not. Whatever.

Saturday Morning

September 24

8:00 AM - 2:00 PM Special Event Tournament A and B

#94 Exhibits

Explore the FABA exhibit hall located in Tournament Hall.

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13th Annual Convention

March 9 - 11, 2023 Hyatt Regency Seattle





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Announcing the Jose Martinez-Diaz Memorial Award ———



This fund was established to honor the memory of a great recruiter to the field of behavior analysis: Dr. Jose Martinez-Diaz. With his passion for the science, and a gregarious personality, Jose drew people into the field, and encouraged those in the field to always reach higher. This award is intended for an RBT, direct care staff, educator, or student/prospective student of behavior analysis that has a passion for the science and practice, and needs assistance to pursue further behavior analytic education (undergraduate or graduate level training in behavior analysis, etc.). Nominations may come from employers or supervisors who have direct contact with the nominee and should consist of a short essay describing their experience with the nominee, as well as why they believe the nominee should receive the award. The nominator or nominee must also submit information about how the award will be used (e.g. applied toward graduate coursework).

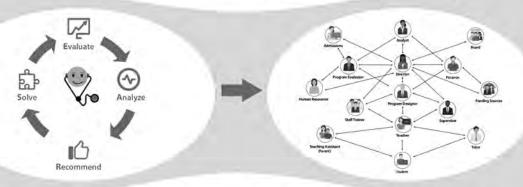
Purpose of the Award:

Provide funding to be used to begin or continue their behavior analytic education (i.e., undergraduate or graduate coursework, coursework required for BACB certification through a VCS, attending a state or national behavior analytic conference).

Nominations Will Close on July 15th, 2023. For more information, visit https://faba.memberclicks.net/2023joseaward



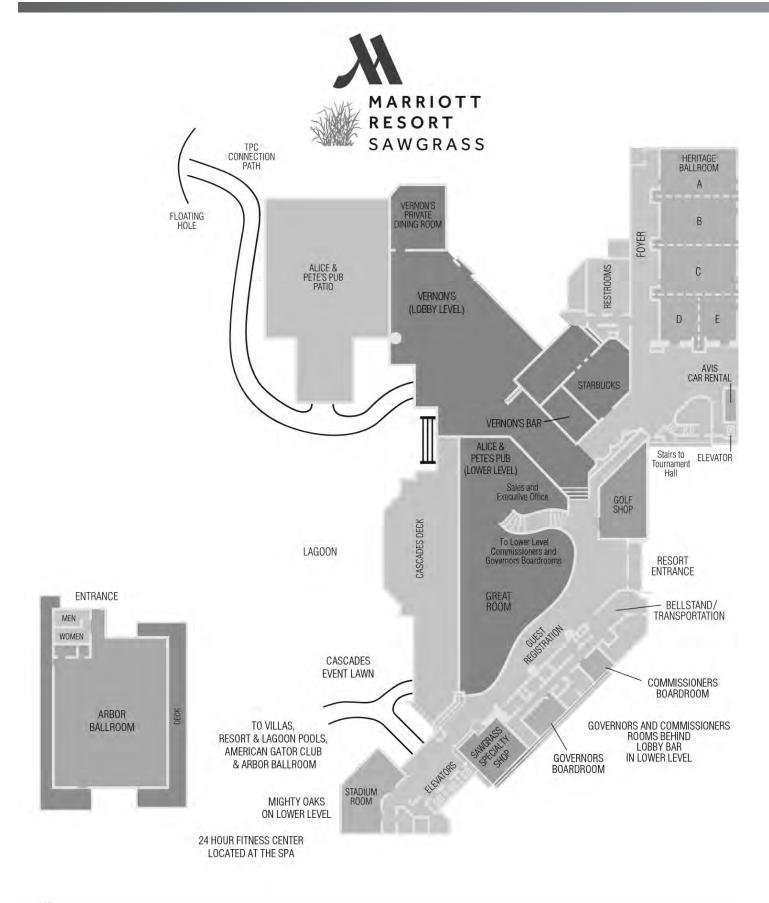
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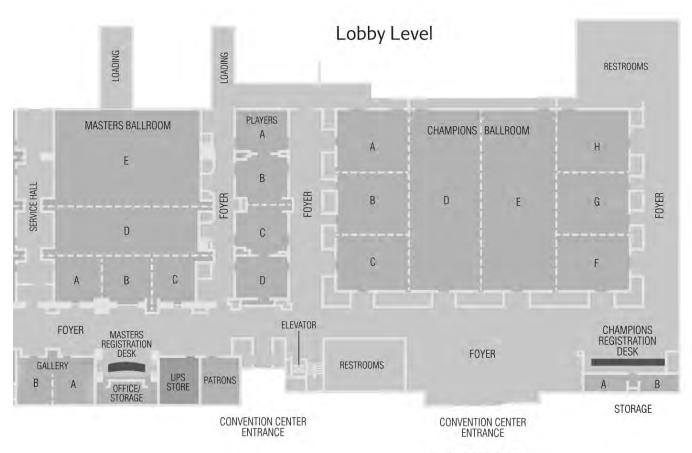
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FABAs 42nd Annual Conference
September 21-September 24

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FABA 42nd Annual Conference Page 85

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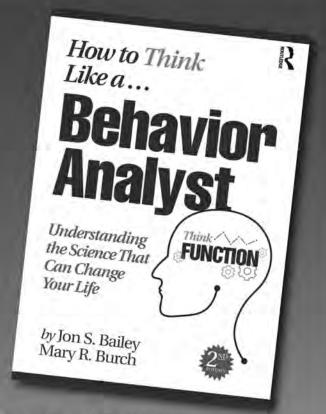


This introductory text covers many topics of interest about behavior analytic services. The authors have prepared a reader-friendly text that will appeal to parents, caretakers, educators, behavior support staff, university students, and persons seeking professional credentials (e.g., BCBA, RBT). The text includes real-life examples, diagrams, graphs, and exercises to explain key points and enhance learning opportunities.

Kevin Murdock PhD BCBA-D;
 Consulting School Psychologist

How to Think Like a... Behavior Analyst provides the layperson with a wealth of information about the field of behavior analysis in terms that are easy to understand. It helps laypersons understand how behavior analysis can change people's lives.

Jeanne Brower, M. S., BCBA, South Florida
 Area Director Behavior Management Consultants



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Neurobehavioral Unit (NBU)

Behavior Data Specialist Position

Work with individuals with intellectual and developmental disabilities admitted to the inpatient NBU for treatment of severe problem behavior. Participate as a member of a team providing intensive applied behavior analysis (ABA) services under the supervision of a faculty-level Board Certified Behavior Analyst (BCBA) and/or Licensed Psychologist

Responsibilities

Actively apply principles of ABA to assess and treat severe problem behavior including:

- Identify function of problem behavior via functional behavioral assessment, including functional analysis
- Develop and generalize function-based treatment for problem behavior
- Conduct parent, staff, and school training
- Collect, graph, and analyze behavioral data
- Safely and effectively implement behavior management techniques

Qualifications

- Bachelor's degree in psychology, education, or allied discipline (equivalent experience may be considered)
- Highly Preferred
 - Experience in the implementation of behavioral assessment and treatment procedures with persons with severe problem behavior, intellectual disabilities and/or autism spectrum disorder
 - Registered Behavior Technician credential

Benefits

- Obtain intensive experience and training in ABA
- Opportunities to participate in research, and present at professional conferences
- Opportunities for professional advancement on the NBU
- Obtain experiences important for graduate school acceptance
- BCBA supervision hours available
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Mission

To fully integrate clinical service, research, training, and advocacy. To enable us to achieve the best possible outcomes with the patients we serve, and with the broader community of individuals with intellectual and developmental disabilities who suffer from severe behavior disorders.

Clinical

The NBU serves individuals with severe and highly treatment resistant behavior from across the nation. The treatment model involves collaboration with an interdisciplinary team to deliver intensive ABA-based assessment and treatment combined with targeted use of medication, and other medical interventions.

Research

The NBU has employed a number of award winning researchers. Faculty and staff have published over 300 articles in 55 different peer-reviewed journals and over 40 chapters on topics related to severe behavior disorders and ABA; including several high impact papers that have changed practice and stimulated research.

NBU faculty have been awarded 13 NIH grants, totaling \$13 Million in support.

Training

Training programs have enrolled over 300 postdoctoral fellows, doctoral interns, Master's degree students in the ABA program at UMBC and other local universities, and undergraduate practicum students.

Advocacy

Because the NBU treats an underserved population, faculty and staff are involved in advocacy efforts on behalf of individual patients, and provide consultation at the regional and national level to promote best practices.

Submit a resume to Dawn Resau at Resau@kennedykrieger.org Or apply online at <u>www.kennedykrieger.org/careers</u> Keyword: Behavior Data Specialist NBU

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Established in the 1980s, the Neurobehavioral Unit (NBU) is a unique, 16-bed inpatient unit dedicated to the assessment and treatment of children and young adults with developmental disabilities and intellectual disabilities who have severe behavioral problems. Our mission is to fully integrate patient care, research, education, and advocacy to achieve the best possible outcomes with the patients served, and to benefit the broader community of individuals diagnosed with intellectual and developmental disabilities with severe behavioral dysfunction.

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What is Progressive ABA?

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Applications are Open for December 1-21 Examination



Certified Progressive Behavior Analyst Autism Professional (CPBA-AP)

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Applications Open in 2023



Certified Progressive Behavior Analyst Autism Supervisor (CPBA-AS)

A certification indicating that a professional meets the highest standards in demonstrating proficiency in training and supervising interventionists implementing a progressive approach to ABA for autistics/individuals diagnosed with ASD.



Certified Progressive Behavior Analyst Autism Interventionist (CPBA-AI)

A certification indicating if a professional meets the highest standards in demonstrating proficiency in implementing a progressive approach to ABA for autistics/individuals diagnosed with ASD.

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ABA Applied Behavior Analysis Programs at the University of South Florida

The University of South Florida's Applied Behavior Analysis Program offers the doctoral degree, the master of science degree, the master of arts degree, and an undergraduate minor.

Doctor of Philosophy in ABA

The emphasis of the ABA doctoral program is on the development of behavior analysts who are successful researchers and teachers. Students graduating from the program will receive training through coursework, mentoring in college teaching, and research activities with community partners. Doctoral students have the opportunity to conduct research with ABA faculty members in numerous areas including: functional analysis and intervention, skills acquisition, health, sports, and fitness, positive behavioral interventions, verbal behavior, school-based interventions, and others. The program can be completed in 3 years. Tuition waiver and competitive stipend provided to students.

Master of Arts in ABA Fully Online

The Master of Arts in Applied Behavior Analysis is fully online and consists primarily of asynchronous activities providing students with a flexible schedule that allows them to work full time. It has a verified course sequence and provides the coursework and fieldwork experience needed to become a board certified behavior analyst. The program can be completed in 2 years.

Undergraduate Minor in ABA

The ABA minor is for students seeking knowledge and skills in the field and is especially valuable for those seeking to become a Board Certified Assistant Behavior Analyst or those seeking to prepare for a graduate program in ABA. Individuals with a bachelor's degree can complete these courses as a non-degree seeking student."

Master of Science in ABA

The Master of Science in ABA meets the course requirements to become a Board Certified Behavior Analyst and is accredited by the Association for Behavior Analysis International Accreditation Board. The program can be completed in 2 years. Graduates of the MS program are trained to be successful practitioners and researchers so graduates can work as BCBAs or pursue a doctoral program in behavior analysis. Most fieldwork sites offer paid positions to students and some scholarships are available (https://www.usf.edu/cbcs/cfs/academics/aba/masters/scholarship.aspx)

Continuing Education & RBT Training Course

Online CEs in ABA

Online CEs and training modules are offered by the ABA program at USF. USF is an approved continuing education (ACE) provider of Type 2 continuing education hours for BCBA and BCaBA certificants.

Registered Behavior Technician (RBT) Course

The RBT training program is based on the Registered Behavior Technician Task List and is designed to meet the 40-hour training requirement for the RBT credential. The program is offered independent of the BACB.

Supervisor Training Course

The Supervisor Training Course is designed to meet the 8-hour supervisor training requirement as described by the BACB's Supervisor Training Curriculum Outline. The program is offered independent of the BACB.

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WEDNESDAY MORNING

ROOM	9:00-9:50	10:00-10:50	11:00-11:50	12:00-1:00
Heritage B	#1 W			
Heritage A	#2 W			
Heritage C	#3 W			
Heritage DE	#4 W Trair			
Masters ABC	#5 W			
Masters D	Spo			
Arbor Ballroom			PBS Team Co	am - 4:50 pm ollaboration Meeting Postma
Players BC				#8 12 am - 4:30 pm FABA Board Meeting (and Lunch) Polick, Dickens, Lucker- Greene, Fiol, Wright
Tournament A & B				#9 12 pm - 7 pm Exhibits Sponsors



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WEDNESDAY AFTERNOON

ROOM	1:00-3:00	3:00-4:00	4:00-	5:00	5:00-5:30	5:30-6:00	6:00-7:00
Arbor Ballroom		#7 10:50 am - m Collaboration Me Postma	_	n			
Players BC	FABA Board	#8 12 am - 4:3 I Meeting (and Lund Lucker-Greene, Fiol,	ch)				
Tournament A & B	continued	- #9 9 am - 4 Exhibits Sponsors	:50 pm				
Heritage A	Traur	rkshop #6 1 pma: The Invisible Ele en, Flanders, Webb, (ephant	m			
Heritage B		rkshop #7 1 ₁ e Your EARS To Cha <i>Bruce</i>	_	m			
Heritage C		rkshop #8 1 page	-	m			
Heritage DE	Training on the	p #9 1 pm - 4 pm use of the Motor , Española					
Masters ABC	Beyond Knowl	p #10 1 pm - 4 pm ledge and Skills <i>Badgett</i>					
Masters D	2022 APD Pre-	om - 4 pm -FABA meeting inko					
Masters E					#16 5 pm - 5:30 pm New Members Dickens	#17 5:30 pm - 6 An Update on the Carr	

Cascades Deck/Lobby Bar	#18 7 pm - 10 pm Welcome Reception Fiovl
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THURSDAY MORNING

ROOM	8-8:50		9-10:20		10:30-10:50	11-12:30	12:30-1:30
Heritage AB	#19 8:00-9:20 am Advancements in Monito Peters, Bacotti, Smith, Gon	oring Ethical Considerations					
Heritage CDE	#20 8:00-9:20 am Advances in the Assessm McGarry, Rojas, Vollme Cividini-Motta, Le, Shepp	ent er,	Recen DeLeon	t Adva 1, <i>Rodr</i>	9:30-10:50 am nces in Establishing iguez, Argueta, Leon, uque, Fernandez		
MASTERS ABCD	#21 8:00-9:20 am Beyond Train & Hope Winston, Golden, Flannig Mann, Hayes	2	Recent Res Bara	search mi, Wi	0:30-10:50 am on Safety Skills Training Iliams, Yankelevitz, ita Cruz, Maxfield		
MASTERS E	#22 8:00-8:50 am Public Policy and Legislative Update Riordan, Postma, Prutsman, Potak, Murdock, Castanos	9:00 The	#26 0-9:50 am e "How-To Factor" ag, Curran	Inter	±32 10:00-10:50 am disciplinary Collaboration none, Blair, Cividini-Motta, Whitaker, DeZayas		
Champions ABCD	#23 8:00-9:20 am Use of Remote Behavioral Sleiman, Laske, Simmons, Bartle		Past FA	BA Pres	0:00-10:50 am sidential Achievements tt, Fiol, Bailey, Martinez		
Champions EFGH	#24 8:00-8:50 am The Monetization of ABA Bailey, Sasson	9:00 C Re B	#27 0-9:50 am ulturally esponsive behavior nez-Gomez	#	Using the "Cool verses Not Cool" Kearney		
Tournament A & B	#25 8:00 am-5:30 pm Exhibits Sponsors						
Champions Ballroom				#34 11:00-12:30 pm Keynote Address: The Professional Practice Green			
Players BC							#35 12:30-1:30 pm Keynote Luncheon Green, Polick, Dickens, Lucker-Greene, Fiol, Wright



THURSDAY AFTERNOON

ROOM	1:30-2:20	2:30-3:20		3:30-4:20	4:30-5:30	6:00-6:30
Heritage AB	#36 1:30-2:50 Recent Advancem Wilder, Lewis, Black Fernandez, Cymbal	ents kman,	Special Pape	7 3:00-4:20 pm r Session: BST in Education Inarchyk, Piazza, Bowman		
Heritage CDE	#37 1:30-2:20 pm Special Topics in Education Guffee, Michaelis	#42 2:30-3:20 pm Why Can't We All Just Get Along Renaker, Gavoni, Davis		#49 3:30-4:20 pm Behavioral Practices <i>McGreevy</i>		
MASTERS ABCD	#38 1:30-2:50 Challenges Facing Us Green, Korinko, Fiol, Mura	s Today	Special Pape	8 3:00-4:20 pm er Session on Social Validity icholson, Badgett		
MASTERS E	#39 1:30-2:20 pm Measure it, Move it, Smash it! Lau, Bermudez, Progar, Snyder, Ingemi, Golowski	#43 2:30 Recent I Develop Neff, Lampe Echeverria,	Research pments	#50 3:30-4:20 pm Reducing ABA Agencies Cessna, Ballinger, Nolan, Raynor		
Champions ABCD	#40 1:30-2:20 pm Progressive ABA Leaf	#45 2:30 Prevent-Teac Kwak, Russo Vecchio, Ro	ch-Reinforce o, <i>Risse</i> , <i>Del</i>	#52 3:30-4:20 pm Special Paper on Supervision Robertson, Jurgens		
Champions EFGH	#41 1:30-2:20 pm Indices of Happiness Peterson	#46 2:30-3:20 pm Mastering Early Intensive Behavioral LaMarca, Goudreau, LaMarca		#53 3:30-4:20 pm Examining Compassion and Humility Fong		
Tournament A & B		contii	nued - #2 Exh Spor			
Tournament A						#55 5:30-6:30 pm Presidential Poster Session and Social Houvouras, Fiol
Champions Ballroom					#54 4:30-5:20 pm Inside Behavior Analysis Green, Houvouras	
Players BC		#44 2:30 Special Even Pet	t: Task Force	#51 3:30-4:20 pm South Florida Chapter Meeting (SOFABA) Castanos		

ROOM		ROOM	
MASTERS ABCD	#56 6:30 am-7:30 pm FIU BAMS Networking Session Cigales	Champions ABCD	#57 6:30 am-8:30 pm Celebrating the Life and Legacy Robertson (he/him)

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FRIDAY MORNING

ROOM	8-8:50		9-10:20		10:30-10:50	11-12:30	12:30-1:30
Heritage AB	#58 8:00-9:20 am Strategies for Addressin Common Challenges Antonelli, Groos, Marsha Bagnato, Rodriguez-Brad	ng Recent Appl River		#70 9:30-10:50 am Applications of Behavioral Systems Rivera, Lampert, Espericueta, Echeverria, Vergason			
Heritage CDE	#59 8:00-9:20 am Using Self-Monitorin; Crosland, Risse, Del Vecci Randazzo, DeZayas	g Special Pape		#71 9:30-10:50 am Special Paper Session: Technology in ABA Gutierrez, Schmidt, Batton, Aguirre, Olivera, Zaman, Kaplan, Baralt			
MASTERS ABCD	#60 8:00-8:50 am The Many Applications Kieffer, Fuesy, Morosohk, Harris	9:00 Rece of I	#65 9:00-9:50 am Recent Reviews of Intervention Fuller, Garcia		72 10:00-10:50 am The Behavior Analyst as a Job Coach Gianino		
MASTERS E	#61 8:00-8:50 am Putting the Pin on the Point Ludwig	#66 9:00-9:50 am Do you Provide a High-quality Kazemi]	E73 10:00-10:50 am Using Surveys and Experimental Studies Cividini-Motta, Flores, Torres, Ramirez		
Champions ABCD	#62 8:00-8:50 am Assessment Tools for Individuals Cox, Kazemi	#68 9:00-9:50 am OCPS Restraint Reduction Project Blakely, Nofuente, Wentworth		I	74 10:00-10:50 am Paper Session: Testing and Assessment owns, O'Leary, Weinberg	#76 11:00 am-12:30 pm Presidential Address Fiol	
Champions EFGH	#63 8:00-8:50 am Supervision: Nailing the Basics Sellers	The	#69 9:00-9:50 am The Lifecycle of a RBT Zeller, Tucker, Barber		÷75 10:00-10:50 am hical Decision-Making <i>Cox</i>		
Tournament A & B							
Players BC		CoF Chap	#67 0-9:50 am ABA/Local ters Meeting ker-Greene				#77 12:30-1:30 pm Presidential Luncheon Polick, Dickens, Fiol, Wright



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FRIDAY AFTERNOON

ROOM	1:30-2:20	,	2:30-3:20	3:30-4:20	4:	:30-5:30	6:00-7:00
Heritage AB	#78 1:30-2:50 pm Assessment and Treatmo Kishel, Sloman, Tate, Hod	ent	Recent inn	3:00-4:20 pm novations in OBM stasi, Johnson, Matey			
Heritage CDE	#79 1:00-2:50 pm Considering Physiological Variable McKeown, Sellers, Lloveras, Smith		Involving C	3:00-420 pm Classroom Teachers Russo, Raaymakers, Risse			
MASTERS ABCD	#80 1:30-2:20 pm Recent Research Rivera, Fay, McCafferty, Johnson, Duke		4 2:30-3:20 pm Effects of aining Protocols Sereno	#90 3:30-4:50 pi What's Pragmatisn Got To Do With It: Bruce			
MASTERS E	#81 1:30-2:20 pm Broad Applications of ABA German, Cook, Tai, Swope	Sei	5 2:30-3:20 pm rvicing a Minority Hairston, Anderson, Bethea-Miller	#91 3:30-4:50 pt Ethics in Education Pa Fiol, Castanos, Crov	aper		
Champions ABCD	#82 1:30-2:50 pm Why Most Behavior Plans Suck <i>Winston</i>			#89 3:30-4:50 pr Strategies for Teaching Cl Groos, Ryan, Lee, Mars	hildren		
Champions EFGH	#83 1:30-2:20 pm New Horizons Gravina, Dickens	Navi	#86 2:30-3:20 pm gating the Behavior Analysis inko, Traynor, Sims	#92 3:30-4:20 pm Ensuring Regulatory and Legal Compliance DeMello, Olive, Bloom, W			
Tournament A & B	continued - #64 8:00 am-7:00 pm Exhibits Sponsors						

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SATURDAY MORNING

ROOM	8:00 am - 2:00pm
Tournament B	#94 8:00 am-2:00 pm Exhibits Sponsors



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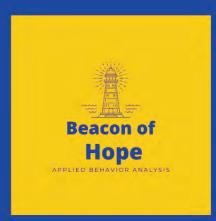
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