

The 43rd
Annual Meeting



Florida Association for
Behavior Analysis

2023 CONFERENCE PROGRAM



FABA

2023

Orlando, Florida



HYATT GRAND CYPRESS

September 27–30, 2023

Ethics | Education | Research | Service | Legislation

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#FABA2023



Dr. Kim Lucker-Greene, PhD BCBA-D
FABA 2022-2023 President



You are a fearless advocate with an unmatched drive to empower individuals with autism, a true champion for the autism community. Nothing has been more compelling than your leadership and dedication to Jacksonville School for Autism.

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FEATURES FOR 2023

OPENING KEYNOTE SPEAKER

Thursday 8:00 AM

Why I am a Behavior Analyst and an Advocate for Behavior Analysis (Are you?)

Bill Ahearn joined The New England Center for Children® in August 1996, and serves as the Director of Research. He is also Adjunct Faculty in Western New England University's masters and doctoral programs. Bill was named the 2009 American Psychological Association - Division 25 awardee for Enduring Contributions to Applied Behavioral Research. His work has been published in the Journal of Applied Behavior Analysis, Journal of the Experimental Analysis of Behavior, Behavioral Interventions, Behavior Modification, The Lancet, Journal of Autism and Developmental Disorders and has written book chapters on teaching

children with autism and pediatric feeding problems in children with autism. Bill is currently the Editor-in-Chief of Behavioral Interventions and serves on several Editorial Boards. Bill is a past-President of APBA and BABAT and serves as the chair of the board that licenses behavior analysts in MA.



William Ahearn
PhD, BCBA-D, LABA

KEYNOTE SPEAKER

Thursday 11:00 AM

Value-Based Governance & Well-Being

Dr. Houmanfar is a Professor of Psychology and serves as the Director of the Behavior Analysis Program at the University of Nevada, Reno (UNR), Editor of the Journal of Organizational Behavior Management, Editorial Board Member of Behavior and Social Issues, Trustee of the Cambridge Center for Behavioral Studies, and Chair of the Organizational Behavior Management Section of Cambridge Center for Behavioral Studies. Dr. Houmanfar is also the former senior co-chair of the Association for Behavior Analysis International, Director of the Organizational Behavior Management Network and President of the Nevada Association for Behavior Analysis. Dr. Houmanfar has published

over 60 peer reviewed articles and chapters, delivered more than 100 presentations at regional, national, and international conferences in the areas of behavioral systems analysis, cultural behavior analysis, leadership in organizations, rule governance, communication networks, instructional design, and bilingual repertoire analysis and learning. She has published co-edited books titled "Organizational Change" (Context Press) and "Understanding Complexity in Organizations" (Taylor & Francis Group). Her third co-edited book titled "Leadership & Cultural Change" was recently published by Taylor & Francis Group.



Ramona Houmanfar
PhD



FEATURES FOR 2023

INVITED ADDRESS

Thursday 9:00 AM



High-Reliability Organizations: Engineering Teamwork to Meet Consumer Demand

Mark P. Alavosius, Ph.D. is President of Praxis2LLC, providing behavior science applications to high performance organizations and a graduate faculty in psychology (Behavior Analysis Program) at the University of Nevada, Reno. He was a faculty member in psychology at Western Michigan University and West Virginia University. He earned his BA from Clark University (1976), MS (1985), and Ph.D. (1987) in Psychology from the University of Massachusetts at Amherst. He is an associate editor of the Journal of Organizational Behavior Management (JOBM) and on the editorial board of Behavior and Social Issues (BSI). He is currently co-editing a special section of BSI on behavior and global warming. He was president of the Nevada Association for Behavior Analysis and program coordinator for the CSE (Community, Social, Ethics) area of ABAI. He helped found BASS (Behavior Analysis for Sustainable Societies - an ABAI special interest group) and served as the first BASS chairperson. He has been a Trustee of the Cambridge Center for Behavioral Studies for many years and chaired their Commission for the Accreditation of behavioral safety programs from 2010-2016. He continues to serve as a CCBS commissioner for accreditation of behavior-based safety applications. His interests focus on transferring behavior science to advance socially valid outcomes in organizations and developing behavioral systems to improve work performance. He has worked with many hundreds of organizations to develop behavior management - manufacturing, healthcare, mining, refining, energy exploration, construction, transportation and more. Dr. Alavosius was Principal Investigator of two Small Business Innovations Research Grants from CDC/NIOSH to test behavioral safety technologies for small employers. Since the 1980s, Dr. Alavosius has published 38 papers, 10 book chapters, co-edited one text, "Applied Behavior Science in Organization" (Taylor & Francis Group) and given over 200 conference presentations.



Mark Alavosius
PhD

NETWORK:
HYATT-MEETING

PASSWORD:
FABA2023



FEATURES FOR 2023

INVITED ADDRESS

Friday 1:30 PM

Translational Behavior Analysis: Matters of Cross-Language Fertilization

Dr. Derek Reed is a Scientist in the Cofrin Logan Center for Addiction Research and Treatment and Professor in the Department of Applied Behavioral Science at the University of Kansas where he directs the Applied Behavioral Economics Laboratory. He has served as Associate Editor for the Journal of the Experimental Analysis of Behavior, Behavior Analysis in Practice, and The Psychological Record. Dr. Reed has over 200 publications, coauthored three edited books, and has won numerous awards for his scholarship, such as the American Psychological

Association Division 25 B. F. Skinner Foundation New Applied Researcher Award, the Federation of Associations in Behavioral and Brain Sciences Early Career Award, and the SEAB Don Hake Award for Translational Research. He has served as Coordinator of the ABAI Science Board and on the Board of Directors for the Society for the Quantitative Analyses of Behavior, of which he was previously Executive Director. Dr. Reed's research investigates quantitative models of choice and reinforcer efficacy, as well as the role of reinforcer pathologies of health and addictive behaviors. Toward this end, he specializes in the development of behavioral economic measures to inform treatment and public policy.



Derek Reed
PhD, BCBA-D



INVITED ADDRESS

Friday 3:30 PM

Attention, Please! Remediating Problems of Learning with the Differential Observing Response

Chata A. Dickson is a Principal Researcher at The New England Center for Children and serves as Clinical Adjunct Faculty in the graduate programs in Behavior Analysis at Western New England University. Dr. Dickson earned a doctoral degree in Psychology with a specialization in Behavior Analysis from West Virginia University and holds Board Certified Behavior Analyst-Doctoral and a Licensed Applied Behavior Analyst in the Commonwealth of Massachusetts credentials. Her research and clinical work have been presented internationally and at numerous

conferences, and she regularly conducts workshops for professionals in behavior analysis and education. Dr. Dickson's research interests focus on effective methods for teaching individuals with autism and intellectual and developmental disabilities. Specifically, she is interested in research that examines instructional technology, stimulus control and generalization, and effects of learning history. Her work has been published in several peer-reviewed journals related to autism, intellectual disabilities, and behavior analysis.



Chata Dickson
PhD, BCBA-D, LABA



FEATURES FOR 2023



INVITED PANEL

Friday 8:00 AM

Navigating the Field as a Member of an Underrepresented Community



Jonathan Fernand

PhD, BCBA-D

Dr. Jonathan K. Fernand received his M.A. from the California State University, Sacramento under the advisement of Dr. Becky Penrod in 2012 and his Ph.D. from the University of Florida under the advisement of Dr. Timothy Vollmer in 2017. Jonathan is currently an Assistant Professor in the School of Behavior Analysis at the Florida Institute of Technology. He has served as a reviewer for several journals including the Journal of Applied Behavior Analysis, Behavior Analysis in Practice, Behavior & Philosophy, and The Analysis of Verbal Behavior. Jonathan has presented at regional, national, and international conferences as well as authored several articles and book chapters pertaining to a range of topics including the assessment and treatment of pediatric feeding problems, treatment of rigid and inflexible behavior in individuals with developmental disabilities, parent and staff training, as well as assessing preference for stimuli and learning in animals.



Vivian Ibañez

PhD, BCBA-D

Dr. Vivian Ibañez was born in Guatemala City, Guatemala, and grew up in Baltimore, Maryland. She received her Ph.D. in Behavior Analysis from the University of Nebraska Medical Center under the mentorship of Dr. Cathleen Piazza and postdoctoral training at the University of Florida (UF) from Dr. Timothy Vollmer. Currently, she is a Research Assistant Professor in the Department of Psychology at UF, Director of the Intensive Pediatric Feeding Disorders Program at the Florida Autism Center's Specialty Clinic in collaboration with the UF Health Center for Autism and Neurodevelopment (UF Health CAN), and Coordinator of Pediatric Feeding Programs at UF Health CAN. Before these roles, she was a Senior Behavior Analyst in the Intensive Pediatric Feeding Disorders Program at Children's Specialized Hospital and an Assistant Professor in the Department of Pediatrics, Child Neurology, and Neurodevelopmental Disabilities Division at Robert Wood Johnson Medical School of Rutgers University. Dr. Ibañez's research focuses on the assessment and treatment of pediatric feeding disorders, and she developed this specialty through clinical and research training at the Kennedy Krieger Institute and Munroe-Meyer Institute. Dr. Ibañez has been invited to provide clinical and research consultation internationally and has authored several book chapters and peer-reviewed research studies on assessing and treating pediatric feeding disorders, caregiver and practitioner training, relapse, and ethical considerations to bridge the gap between research and practice. Dr. Ibañez has been a reviewer for various scientific journals and was recently elected to serve on the Board of Editors for the Journal of Applied Behavior Analysis. Growing specialized services has also led to a passion for consumer advocacy, public policies affecting access to behavior-analytic services, and training for practitioners in community-based settings.



Meka McCammon

PhD, BCBA-D

Meka N. McCammon, Ph.D. is an Assistant Professor of Instruction and Practicum Coordinator of the MS ABA Program in the Department of Child & Family Services within the College of Behavior & Community Services at the University of South Florida. She received her doctorate in Special Education from the University of South Carolina. She has 15 years of experience providing behavior analytic services to children and young adults with autism spectrum disorder in homes, schools, and clinic settings. Her research interests include verbal behavior; evaluating effective and efficient methods of training parents and staff in the implementation of evidence-based interventions; and the use of visual analysis to inform data-based decision making.



FEATURES FOR 2023

CLOSING INVITED EVENT

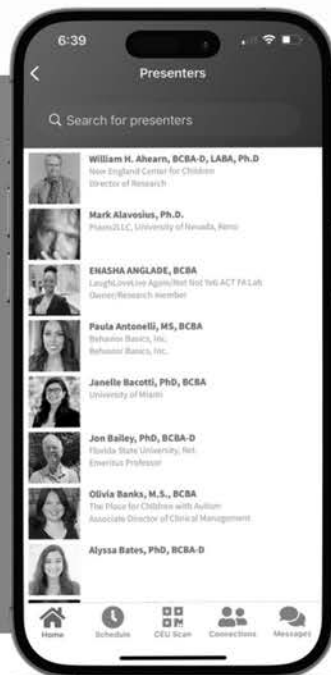
Saturday 11:00 AM

Inside Behavior Analysis with Matt Cicoria

Matt Cicoria is a behavioral and educational consultant in private practice, providing services to school and community settings in New Hampshire and Vermont. Matt earned his B.A. in Psychology at the University of New Hampshire, and his M.S. in Psychology at Auburn University under the supervision of Dr. Jim Johnston. After graduate school, Matt went to work in the field of Developmental Disabilities, with tenures at large organizations such as AdvoServ and the Institute of Professional Practice. In 2002, Matt earned his BCBA certificate, and in 2007, he started an independent consulting practice, Positive Behavioral Outcomes, LLC. His clinical interests include the assessment and treatment of problem behaviors for individuals with a wide array of behavioral and developmental challenges, and training teachers to implement class-wide behavior management strategies. As a dissemination project, Matt created The Behavioral Observations Podcast in February of 2016. The podcast publishes long-form interviews with leading behavior analysts where current topics in the field are discussed in a casual format. Since its launch, the show has been downloaded over four million times, and has reached audiences in over 100 countries. Matt, along with Dr. Lisa Britton, is also the author of Remote Fieldwork Supervision for BCBA® Trainees. He lives in New Hampshire with his wife and three children.



Matt Cicoria
MS, BCBA



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TABLE OF CONTENTS



| | |
|---|----|
| FABA Board & Committee Leadership | 9 |
| Conference Highlights | 14 |
| Meeting Room Locator | 16 |
| Membership Information | 20 |
| Continuing Education Information | 22 |
| Wednesday Workshop Descriptions | 27 |
| Thursday Session Descriptions | 38 |
| FABA Presidential Social & Poster Session | 64 |
| Friday Session Descriptions | 70 |
| Saturday Session Descriptions | 97 |



2023 FABA BOARD

PRESIDENT | CHAPTERS OF FABA (COFABA) CHAIR

Dr. Kim Lucker-Greene has more than 30 years experience designing behavioral and learning programs for a variety of populations, including persons with emotional/behavioral disorders, autism and other developmental disabilities. She is the creator of the CoFABA conference and is the current President of the Florida Association for Behavior Analysis. Dr. Lucker-Greene conducts trainings and workshops in the areas of language and social skills development, autism and sexuality, and behavioral assessment & intervention. She has been consulting with families, school districts, and state & private agencies since 1993. Dr. Lucker-Greene is involved in professional advocacy and state legislative efforts on behalf of Behavior Analysts and their stakeholders. Dr. Lucker-Greene is extremely passionate about improving the lives of others through the science of Applied Behavior Analysis and the development of ethically-minded professionals in the field of ABA.



Kim Lucker-Greene
PhD, BCBA-D

PRESIDENT-ELECT | PUBLIC POLICY CO-CHAIR

Matt has been active with the FABA Board of Directors for many years. He is currently President-Elect and will begin his presidential term in September 2023. He is a Board Certified Behavior Analyst and received his Master's Degree in Applied Behavior Analysis from Florida Institute of Technology in 2007. He is President and Owner of Behavior Analysis Solutions in Palm Harbor, Florida.



Matt Potak
BCBA



PAST PRESIDENT

Marta T. "Tiki" Fiol is the President of Teaching Interventions Keeping Individuality, Inc., an organization that provides behavior analysis services throughout Brevard County, Florida and beyond. She has been providing ABA with children/adults and their supports in various roles for over 20 years in multiple states. Her experiences come from working in a variety of environments including home and community-based, residential facilities, schools, day-cares and more. She has worked with clients that display intensive dangerous and challenging behaviors, registered sex offenders, and has assisted in medical and dental desensitization with clients to name a few. Within Florida she is an active participant in the local and state ABA communities where she is currently the Vice President of the Association for Behavior Analysis of Brevard, and is Past President of the Florida Association for Behavior Analysis. She is also a recognized ABA Expert Witness working with both public and private entities including the State Attorney's Office in the Central Florida Region's Medicaid Fraud Control Unit.



Marta "Tiki" Fiol
MS, BCBA

EXECUTIVE DIRECTOR

Missy founded Applied Behavioral Strategies LLC in 2010 and Cultivate acquired ABS in 2020. Missy served as the Chief Clinical Officer at Cultivate until August 31, 2022. 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. Missy currently serves as a Guest Reviewer for the Journal of Autism and Developmental Disorders and the Review Journal on Autism and Developmental Disorders. She also served on the Editorial Board of the Journal of Early Intervention for 8 years, Topics in Early Childhood Special Education for 10 years, and Young Exceptional Children for 12 years. Missy has published over 30 peer-reviewed articles and book chapters focusing on assessment and treatment of challenging behaviors, communication intervention, feeding disorders, and ethical issues for behavior analysts. In Texas, Missy served on the Executive Board as a Member at Large for the Division of Early Childhood, a sub-division of the Council for Exceptional Children. Missy also served as the President of the Texas Council for Exceptional Children.

While living in CT, Missy first served as a Member at Large on the Executive Council for CTABA. She currently serves on the CTABA Board of Directors and Chairs the CTABA Public Policy and Legislative Outreach Committee (PPLO). In Florida, Missy first served as the Co-Director of Public Policy for FABA prior to being appointed the FABA Executive Director. Her current research interest lies in assessment and treatment of feeding disorders, assessment and treatment of severe challenging behavior, ethical issues in the delivery of ABA services, and ABA services in school settings.



Melissa Olive
PhD, BCBA-D, LBA





2023 FABA BOARD

TREASURER

Baker Wright, PhD, BCBA-D 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 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 serves on the Board of Directors for the Florida Association for Behavior Analysis and has been an invited presenter at state and national conferences as well as school districts, universities, and private providers across the country.



Baker Wright
PhD, BCBA-D

SECRETARY | ACE PROVIDER

Dr. Kerri P. Peters earned her Masters degree in Behavior Analysis from the University of North Texas in 2007 and her Ph.D. in Psychology from the University of Florida in 2013. Dr. Peters is a Behavior Analyst for the UF Health Center for Autism and Neurodevelopment (UF Health CAN) and is the Clinical and Research Director of the UF Behavior Analysis Research Clinic and Consultative Services (UF BARC). Dr. Peters' primary area of clinical research is applied behavior analysis, with emphases in the areas of intellectual disabilities and autism, the effects of positive reinforcement, and parenting. Dr. Peters was the recipient of the Henry C. and Audrey S. Schumacher Fellowship demonstrating outstanding scientific promise. She currently serves as the secretary for the Florida Association for Behavioral Analysis Executive Committee.



Kerri Peters
PhD, BCBA-D

MEMBER-AT-LARGE | PUBLIC POLICY CO-CHAIR

During a career that spans nearly 15 years, Nicki has worked in diverse settings that include home services, school, and foster care. In that period, she has been able to effectively combine her clinical and OBM backgrounds to enhance the quality of care and the client experience, either directly or indirectly, for clients located across the U.S. Additionally, by effectively applying OBM principles, she has improved the service delivery process and overall organizational effectiveness of schools and agencies for which she has worked or consulted with. She successfully applied her clinical skills, OBM background, and interpersonal skills to secure and manage contracts with school districts in the country. Nicki has also taught the OBM Applied course through Florida Institute of Technology.



Nicki Postma
BCBA

MEMBER-AT-LARGE | MEMBERSHIP COMMITTEE CHAIR

Dr. Yanerys León is a Research Associate Professor in the Department of Psychology of the University of Miami 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 and Board of Directors of the Florida Association for Behavior Analysis. In her role as faculty in the Department of Psychology, Dr. Leon directs the Learning and Behavior, Research and Training Lab. The overarching aims of the lab are to a) advance research in behavioral interventions promoting foundational skills and preventing the development of severe behavior disorders, b) provide early scholars and professionals with behavior-analytic clinical practice and research experience, and c) disseminate contemporary methodology and findings. 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 measurement and intervention.



Yanerys Leon
PhD, BCBA-D



2023 FABA BOARD

MEMBER-AT-LARGE | SOCIAL MEDIA CO-CHAIR

Michelle Castanos is a BCBA who has been in the field of ABA for over 15 years. She received a bachelor's in psychology and a master's 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 President of SOFABA, the South Florida Chapter of COFABA. She is also the moderator for the Florida Medicaid ABA Facebook forum and is an elected Member at large on the FABA board, finishing her final year of her 3 year term.



Michelle Castanos
MEd, BCBA

MEMBER-AT-LARGE | CHAPTERS OF FABA (COFABA) CO-CHAIR

Ansley received a dual Bachelor of Arts in Deaf Education and Elementary Education from Flagler College and a Master of Science and Ph.D. in Applied Behavior Analysis from the Florida Institute of Technology (FIT). Over the last twenty plus years, Ansley have accumulated a variety of clinical work experiences, including founding an ABA-based school, running an early intervention clinic, working with adults in group homes and community settings, consulting nationally and internationally, and teaching. For the last ten years, Ansley has served as Nemours Children's Hospital's first 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 in training the administrative teams, medical residents, medical students, and other medical divisions on the utility and value of our science. She is on the editorial board for the Journal of Organizational Behavior Management and reviewer Journal of Applied Behavior Analysis. Finally, she has published over 20 articles and book chapters and secured over \$5 million in grant funding.



Ansley Hodges
PhD, BCBA-D

MEMBER-AT-LARGE

As the Director of Talent Management for ALULA, Kelly Therrien is dedicated to improving workplaces through Organizational Behavior Management. Before returning to ALULA in her current role in Talent Management, Kelly applied her talents as Product Manager for Professional Development with ABA Technologies, Inc., overseeing various professional development products to aid in dissemination of human behavioral science. Kelly earned her MS in Applied Behavior Analysis with an emphasis in OBM from the Florida Institute of Technology. Kelly also holds a BS in Psychology with a minor in Business from Florida State University, having completed the Performance Management track. She has published articles in both the Journal of Applied Behavior Analysis and Journal of Organizational Behavior Management. Kelly was recently elected as President-Elect of the Organizational Behavior Management Network and also volunteers her time as President for the Association for Behavior Analysis of Brevard.



Kelly Therrien
BCBA

MEMBER-AT-LARGE | DEI COMMITTEE CHAIR | SOCIAL MEDIA CO-CHAIR

Dr. Lindsay Lloveras obtained her Masters degree in Applied Behavior Analysis from Western New England University in 2018 and her Ph.D. from the University of Florida in 2022. Dr. Lloveras is a Behavior Analyst for the UF Health Center for Autism and Neurodevelopment (UF Health CAN) and coordinates the inpatient behavioral consultation program at UF Shands Children's Hospital. Her primary area of research is in assessment and treatment of behavior disorders, with emphasis on quantitative analysis.



Lindsay Lloveras
PhD, BCBA-D



2023 COMMITTEE LEADERSHIP

CONFERENCE PROGRAM COMMITTEE CHAIR

Dr. Emily N. Dickens –or “Nikki”– is the Director of the FSU Early Childhood Autism Program in Panama City, a nonprofit clinic and community outreach organization. She also serves as FSUPC faculty in the ABA program and is the Program Coordinator for the new masters in Organizational Behavior Management /Communication (OMC) program. She is a graduate of the FSU Panama City ABA program and previously served as a FABA Member-At-Large and the 2018 President. She currently serves FABA as the chair of the Conference/Program Committee. She resides in Panama City with her two beautiful daughters and adorable pugs.



Emily N. Dickens
EdD, BCBA

MEMBERSHIP COORDINATOR

Kolton Sellers is currently the Associate 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 joined FABA as the Membership Coordinator in 2021. He resides with his wife in north Florida.



Kolton Sellers
MS, BCBA

AWARDS COMMITTEE CHAIR

Iser DeLeon earned his Ph.D. 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 and Director of Research Development for the Department of Behavioral Psychology at the Kennedy Krieger Institute. 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 was the 2020 recipient of the American Psychological Association (Division 25) Don Hake Translational Research Award.



Iser DeLeon
PhD, BCBA-D



Get Involved

Reach out to info@fabaworld.org to be connected with a committee of interest!



2023 COMMITTEE LEADERSHIP

LEGISLATIVE AND PUBLIC POLICY DIRECTOR

Kevin Murdock has nearly 50 years of experience as a behavior analyst. Much of the latter part of his career involved practicing as a consultant in public schools to serve general and special education students with behavior, learning and language challenges. His training and research interests are diverse, frequently concentrating on Computer-Based Programmed Instruction, Keller's Personalized System of Instruction, and distance learning programs. He has taught behavior analysis courses at the University of South Florida, the Florida Institute of Technology, and the University of the Virgin Islands. He is an advocate for systems change at the local, state, and federal levels. He is currently the Public Policy Committee Director and previously served as Past President and Executive Director of the Florida Association for Behavior Analysis.



Kevin Murdock
PhD, BCBA-D

LEGISLATIVE AND PUBLIC POLICY CO-CHAIR

Dr. Mary Riordan received her doctorate from Florida State University in 1990, and has been a critical member and leader of the BMC team since 1981. Dr. Riordan was one of the initial Board Certified Behavior Analysts when the certification began in 2000. She has worked for over 40 years providing behavior analysis services in community settings, residential facilities, skilled nursing facilities, medical hospitals and schools. She is presently the Director of Adult and Residential Services for BMC where she oversees the treatment of individuals with developmental disabilities and mental illness in a variety of settings. Even with her extensive experience, Dr. Riordan still maintains consistent direct work with individuals across the state of Florida and Georgia. Throughout her career Dr. Riordan has worked to improve laws and regulations regarding the practice of behavior analysis so quality services are available to all individuals who need them. She is Past President of the Florida Association for Behavior Analysts and Association of Professional Behavior Analysts. Currently she serves as the Public Policy Co-Chair for the Florida Association of Behavior Analysis, a member of Florida's Behavior Analysis Practice Committee, and on the Behavior Analysis Local Review Committee.



Mary Riordan
PhD-BCBA-D

LOBBYIST & LEGAL COUNCIL

Eric Prutsman received his Doctor of Law (J.D.) from Florida State University. He has been the Owner and Attorney at Prutsman & Associates, P.A. since 2005 in Tallahassee, Florida. Eric has been with FABA since 1994. For his longstanding support of high quality behavioral procedures in the Florida Legislature, he was awarded the Michael J. Hemingway-Gerald Shook Public Service Award for the Advancement of Behavior Analysis in Florida.



Eric Prutsman
JD

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(Political Action Committee)

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CONFERENCE HIGHLIGHTS

Tuesday, September 26th

5:30 pm - 7:00 pm FABA Packet Pick Up/Registration

Wednesday, September 27th

8:00 am - 5:30 pm FABA Store & Packet Pick Up
 8:00 am - 10:00 am Morning Coffee & Breakfast
 9:00 am - 12:00 pm Workshops
 12:00 pm - 1:00 pm Lunch On Your Own/Grab & Go
 12:00 pm - 3:00 pm Exhibitor Check-In & Set Up
 1:00 pm - 4/5:00 pm Workshops
 2:30 pm - 3:00 pm Afternoon Refreshment Break
 5:30 pm - 6:20 pm Public Policy & Legislative Update
 6:30 pm - 9:30 pm Welcome Reception

Friday, September 29th

7:00 am - 5:00 pm FABA Store & Packet Pick Up
 7:00 am - 10:00 am Morning Coffee & Breakfast
 8:00 am - 9:20 am Invited Panel
 8:00 am - 10:50 am Sessions
 11:00 am - 12:30 pm Presidential Address & Business Meeting
 12:30 pm - 1:30 pm Lunch On Your Own/Grab & Go
 1:30 pm - 2:20 pm Invited Address - Dr. Reed
 1:30 pm - 4:20 pm Sessions
 2:15 pm - 3:00 pm Afternoon Refreshment Break
 3:30 pm - 4:20 pm Invited Address - Dr. Dickson
 4:30 pm - 5:20 pm Inside Behavior Analysis - Dr. Ahearn
 8:00 pm - 11:00 pm Ignites @ Nite and Friday Night Social

Thursday, September 28th

7:00 am - 5:00 pm FABA Store & Packet Pick Up
 7:00 am - 10:00 am Morning Coffee & Breakfast
 8:00 am - 8:50 am Opening Keynote - Dr. Ahearn
 9:00 am - 10:50 am Sessions
 11:00 am - 12:30 pm Keynote - Dr. Houmanfar & FABAs Awards
 12:30 pm - 1:30 pm Lunch On Your Own/Grab & Go
 1:30 pm - 4:20 pm Sessions
 2:15 pm - 3:00 pm Afternoon Refreshment Break
 4:30 pm - 5:20 pm Inside Behavior Analysis - Dr. Houmanfar
 5:30 pm - 6:30 pm Presidential Poster Session
 6:00 pm - 7:40 pm FIU BAMS Networking Session
 6:30 pm - 7:30 pm FSU Reunion and Mingle

Saturday, September 30th

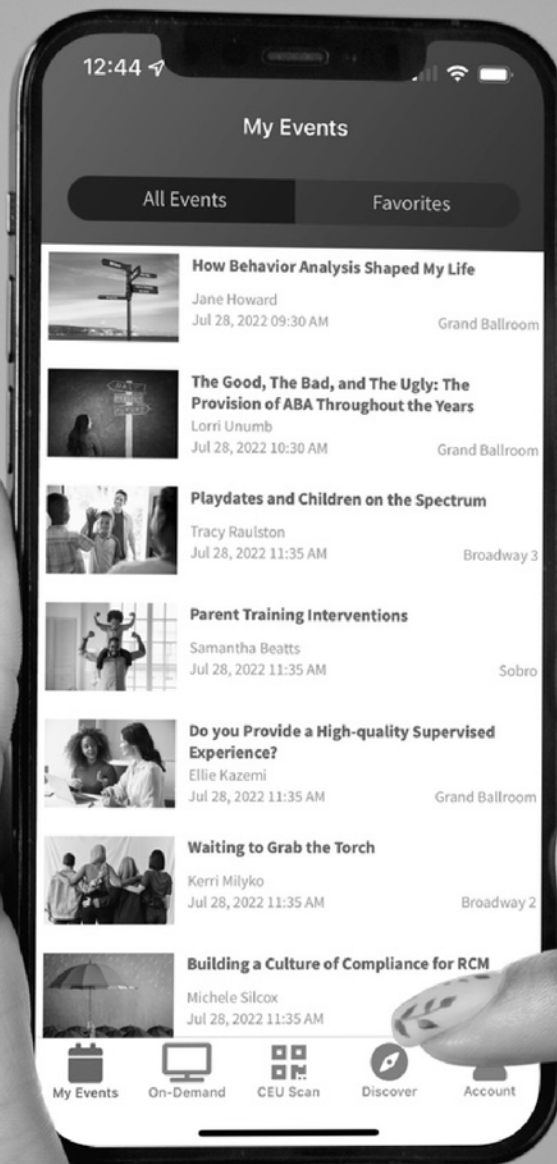
7:00 am - 12:00 pm FABA Store & Packet Pick Up
 7:00 am - 9:30 am Morning Coffee & Breakfast
 8:00 am - 10:50 am Sessions
 11:00 am - 11:50 am Closing Invited Event: Inside Behavior Analysis - Matt Cicoria

Check the full schedule in the BehaviorLive app or online
<https://behaviorlive.com/conferences/faba/schedule>





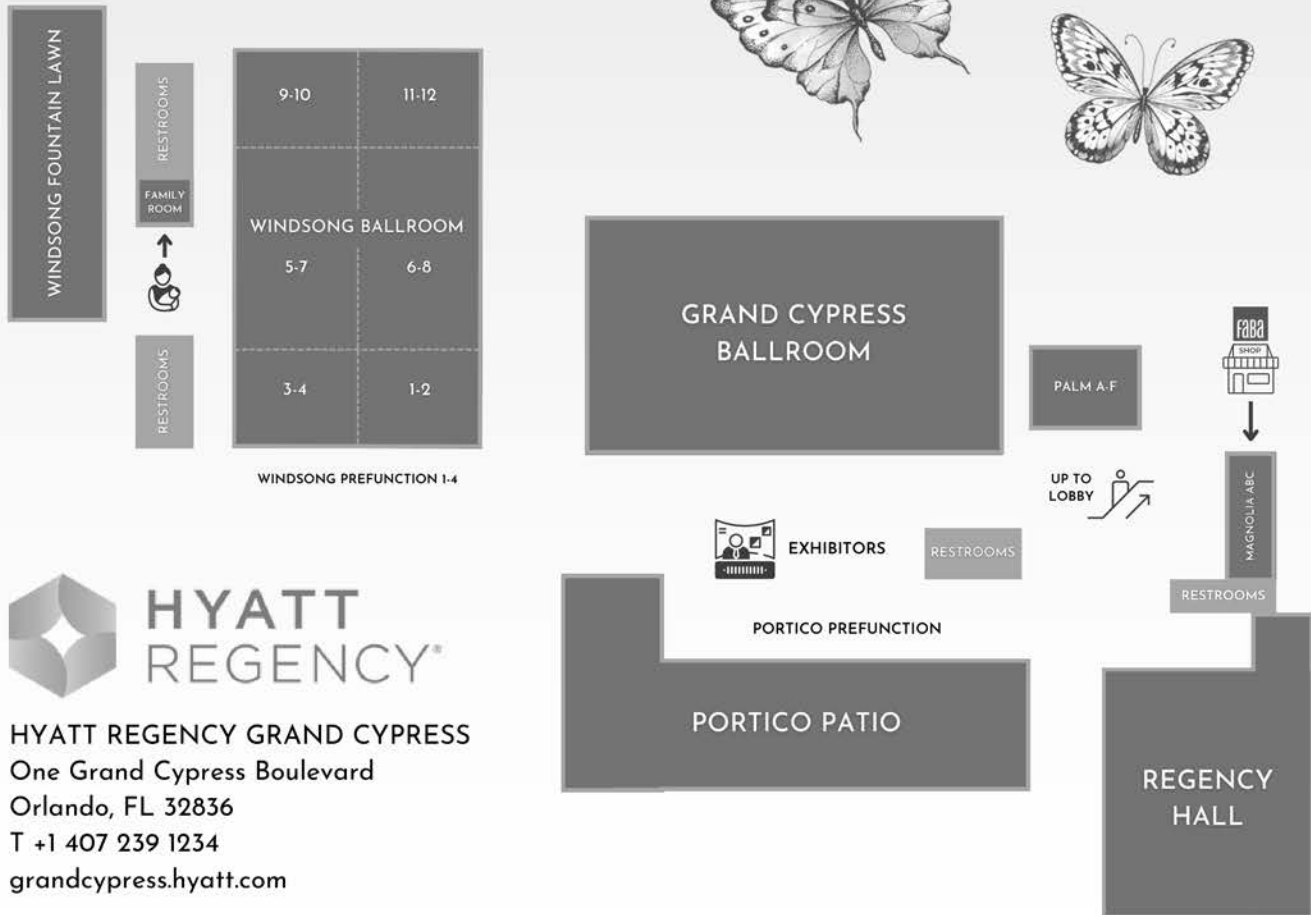
The Mobile App is your key to the hybrid conference!



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MEETING ROOM LOCATOR

CONVENTION LEVEL





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**NEXT COURSE:
OCTOBER 3, 2023**

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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.

Professional Behavior Analyst

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 pay 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.

Membership Year

For dues purposes, the membership year is January 1 to December 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 calendar year. Members who pay dues after January 1st may vote in the upcoming yearly elections.

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.

Paraprofessional

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.

Parent

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.



Florida Association for
Behavior Analysis



TRACKS AND SPECIAL INTEREST GROUPS (SIGS)

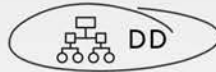
Specialized Tracks in Autism (AUT), Community Applications (CA), Developmental Disabilities (DD), Education (ED), Ethical* (ETH), Health & Fitness (HF), Multicultural (MC), Mental Health (MH), Organizational Behavior Management (OBM), Supervision* (SUP), Theoretical/Conceptual/Philosophical (TCP), and Verbal Behavior (VB) will be highlighted in the Program to assist you in selecting the best presentations for your needs and interests.



9:00 am - 12:00 pm



Workshop



Windsong 1-2



3 ETH

Continuing Education (CEs) will be available for BCBA's and BCaBA's, 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, or joining a local chapter please contact info@fabaworld.org

SIG Groups & Local Chapter Meetings

| | | |
|---------------------------------------|-------------------|-------------------|
| CoFABA/LocalChapters Officers Meeting | Thursday 10:00 AM | Kim Lucker-Greene |
| SoFABA Provider Meetup | Friday 8:00 AM | Michelle Castanos |
| FABA Multicultural SIG Meeting | Friday 2:30 PM | Christian Mendez |





CONTINUING EDUCATION INFO

\$100

Only Professional Members can Accrue BA CEUs.

The \$100 CEU Flat Rate covers all BA CEUs earned at FABA

Need to Add the CEU Flat Rate <https://faba.memberclicks.net/2023ceupackage>

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

Navigating Continuing Education Requirements

BCBAs and BCaBAs - All events are approved for BACB CEUs.

Licensed Psychologists, Clinical Social Workers, Mental Health Counselors, Marriage And Family Therapists - Approved events are denoted by MH/PSY

Florida Licensed Psychologists, 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).

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 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 info@fabaworld.org so they can be forwarded to the FABA Ace Coordinator, Dr. Kerri Peters.

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

Always refers to the BACB website and the corresponding handbooks for specific information on each certification CEU requirements.



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 mobile app. In-person registration includes access to all virtual content online + on-demand CEUs!

We are excited to use BehaviorLive's in-person and online CEU experience for our hybrid FAB A Conference. This offers FAB A members a cohesive environment where in-person (in-the-room) attendees can access 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 attendance checks during presentations and, just like in-person attendees, conveniently find all their CEUs combined in a single location!

For those in-person attendees opting to also use BehaviorLive's intuitive mobile app, users will scan in and out of each event, and may choose to join the chat discussion with their online peers. This provides our members with a customized experience.





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FABA LOCAL CHAPTERS (CoFABA)

Get Involved! Join a Chapter, Become an Officer, or Start a New Chapter in Your Area!

**Association for Behavior
Analysis of Brevard (ABAB)**

*President: Kelly Therrien
kellytherrien@gmail.com*

**Bay Area Association for
Behavior Analysis (BAABA)**

*President: Matt Potak
behavioranalysis@gmail.com*

**Capitol Association for
Behavior Analysis (CABA)**

*President: Christi Cherpak
caba.tallahassee@gmail.com*

**First Coast Association for
Behavior Analysis (FCABA)**

*President: Marty Boehm
Marty.Boehm@gmail.com*

**Greater Gainesville Association
for Behavior Analysis (GGABA)**

*President: Christian Yensen
christian.yensen@
bluesprigpediatrics.com*

**Greater Orlando Association
for Behavior Analysis (GOABA)**

*President: Claire Lottman
clottman@camenbehavioral.com*

**Osceola County Association
for Behavior Analysis (OCABA)**

*President: Harry Salaman-Bird
hsalamanbird@ehinc.net*

**Sun Coast Association for
Behavior Analysis (SCABA)**

*President: Kyla Walker &
Darla Pary
kyla4behavior@gmail.com*

**Southwest Florida Association
for Behavior Analysis (SWFLABA)**

*President: Missy Olive &
Tiffani Starkey
missyolivephd@gmail.com*

**South Florida Chapter for
Behavior Analysis (SOFABA)**

*President: Michelle Castanos
southfaba@gmail.com*

**The Treasure Coast Florida
Association for Behavior
Analysis (TCFABA)**

*President: Paula Antonelli
tcfabachapter@gmail.com*

**Volusia Association for
Behavior Analysis (VABA)**

*President: Amanda Lang
alang@bi4aba.com*

*Save
THE
Date*



8th Annual Conference
Hosted by the Local Chapters
of FABA (CoFABA)

MAY 10, 2024

www.fabaworld.org





This is me and my son Emir. He was diagnosed with autism in April 2017. That's when my life changed forever. We started ABA therapy within weeks of his diagnosis and I witnessed the change in him day-by-day. I made a promise to myself that I will devote the rest of my life to help children and families and founded Arise Autism Center in 2019 with one goal in mind: Providing the best ABA therapy.

I have set out to create an organization that not only provides the best services but is also the best place to work. And have fun while we do it. As a BCBA, if you strive to always provide the highest quality ABA, you deserve to work with an organization that shares your passion for making a difference in the lives of children with autism. At Arise Autism Center we are dedicated to caring for you - the provider, so you can be free to deliver the very best to our clients. As a team, we can make meaningful change that lasts a lifetime.

Sebnem Aras

Founder-CEO

Join Our Growing Team

We are looking for full-time BCBAs and RBTs to join our team! Arise Autism Center is growing, and we are opening new centers and expanding our services throughout Central Florida. Relocation Assistance is available for the right candidate.

New grads welcome to apply!

www.ariseautismcenter.com



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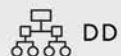


Dental
Insurance



401K
Plan





Navigating Pediatric Feeding Concerns: Intake, Coordination of Care, and Practical Applications

Eating is a routine activity that occurs multiple times a day and throughout a lifetime. However, some children will experience persistent feeding difficulties that impact their growth and development. For example, many children with autism will only eat foods of a specific type (e.g., starches), brand (e.g., McDonalds), color (e.g., white foods), texture (e.g., crunchy foods), temperature (e.g., warm milk), or presentation format (e.g., served on a specific plate). Currently, interventions for pediatric feeding disorders based on applied behavior analysis in the context of multidisciplinary care (e.g., collaboration with gastroenterologist) are associated with positive outcomes (e.g., expansion of diet variety). Despite the prevalence of feeding disorders and the efficacy of behavior-analytic intervention, there are only a few specialized ABA feeding programs in the country, which makes training access difficult (Ibañez et al., 2022). However, clinicians working with this population might attempt some level of care (Clark et al., 2023), given the scarcity of in-vivo resources and the challenges associated with determining individual competency. This workshop will include background information on pediatric feeding disorders and guidance on procedures related to coordination of care for behavior analysts in community-based settings like early intervention clinics. Finally, attendees will have the opportunity to participate in a training on the implementation of structured mealtime protocols, which can serve as a starting point for feeding assessment and intervention. The training will also include rehearsal with clinicians who have feeding expertise and recommendations regarding simplified data-collection procedures.



Angie Van Arsdale



Vivian Ibañez



Ronald Clark

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

- Describe the multifactorial etiology of pediatric feeding disorders
- Describe procedures related to medical clearance and how to establish coordination of care for different types of feeding concerns
- Implement a structured baseline outcome assessment with above 90% procedural integrity and learn how to collect mealtime data

Save the Date

FABA 2024

September 18-21, 2024

Miami, Florida



🕒 9:00 am - 12:00 pm

🏠 Workshop

👤 VB

📍 Windsong 3-4

📋 3 LRN/MH

Scientist Practitioner: Integrating Science Into Clinical Practice

We train behavior analysts in the techniques of our science, but we often neglect to teach them how to integrate these techniques into practice. Often clinicians are intimidated by conducting research or have limited research participants for a typical study. We can eliminate these standard research barriers by improving our skills with each clinical case ($n=1$). In the scientist-practitioner model, the ultimate outcome is for the study to make us more effective and efficient clinicians. This workshop walks participants through how to conduct skill acquisition diagnostics, create a flow chart of procedures, implement treatment, and review results. Participants will participate in activities and learn diagram procedures as we go (materials will be provided). Hopefully, you will see how this structure can help you make science part of your clinical culture. Participants will see clinical data sets, both graphs and flow charts, for various areas, including verbal behavior and problem behavior.

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

- Use Lucid Chart to create procedural and diagnostic flow charts
- Conduct acquisition diagnostics
- Conduct a stimulus control analysis



Eb Blakely



Lindsey Wright



Ansley Hodges

🕒 9:00 am - 12:00 pm

🏠 Workshop

👤 AUT

📍 Palm A-F

📋 3 LRN/MH

Play Before Work: Integrating Behavioral Artistry and Rapport Building to Build a Compassionate Foundation for ABA-based Services

Our rapport-building goals have been taught to siblings, parents, respite care workers, and neighbors to promote and improve social relationships for our clients as well as to promote generalization. In our work, we extended Lugo et al. (2017) by developing a formal rapport building curriculum. The curriculum reflects the 7 pre-session pairing skills, data collection, and teaching procedures Lugo and colleagues (2017) outlined as well as guidance as to the implementation of these items, not only before instruction in the form of pre-session pairing, but throughout session to ensure maintenance of rapport between the client and clinician throughout the therapeutic relationship. Even more, this curriculum has been presented before insurance companies and meets mandates for coverage for both private and government payers. A rapport building curriculum provides easy-to-follow directions for new clinicians to use as they develop their interpersonal skills when working with clients. These pairing skills build on social and play interactions and increase opportunities to access reinforcement which benefits both the client and clinician ensuring a positive and rich therapeutic environment. Pre-session pairing and the development of rapport is an important step in the move towards instruction for individuals with developmental disabilities and individuals affected by ASD, additional rationales for implementing the rapport-building curriculum exist across ABA companies.

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

- Effectively implement a systematic pairing procedure embedded throughout ABA sessions to increase motivation and assent while decreasing interfering behaviors
- Create reporting methods on rapport-building objectives as part of the treatment program that meets insurance mandates and guidelines.
- Use behavior skills training to train clinicians on a systematic approach to pairing and rapport building



Molly McGinnis



Amy Bukzspan



Camille Ponce





Florida Medicaid ABA 101: A Provider's Guide to Medicaid Policies and Procedures

For many years there has been general confusion and misunderstanding, regarding Florida Medicaid's medical necessity and administrative policies. So much misinformation and confusion has discouraged many providers from participating in the program and has been one of the causes of the long waitlists across the state. The goal of this workshop is to provide clarity and insight into the most current Medicaid policies and requirements, thus helping providers navigate the system more successfully. During this workshop we will take a deep dive in to the most current Florida Medicaid medical necessity policy and how those policies may affect your clinical services. We will also be looking at their current fee schedule and interpretations of the CPT codes, based on the policy documents available. Lastly, we will look at providers rights and responsibilities under the Medicaid policies and define what services should look like with all the contingencies in place.



Michelle Costanos

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

- Locate, understand and interpret the most current Florida Medicaid Medical Necessity Policy and evaluate how those policies could affect or guide your clinical services
- Evaluate the current Medicaid fee schedule and their interpretations of the CPT codes, based on the policy documents available. Assess how FI Medicaid's interpretations of the CPT could affect your clinical practices
- Identify providers rights and responsibilities under the Medicaid policies
- Compare the BACB ethical practice guidelines to the current Medicaid policy and discuss how providers can effectively render services while staying within both sets of guidelines

THE EXPERTS THAT STARTED IT ALL

COMING JAN 2024:
BCBA Task List Curriculum for BCBA's and ABA students working in HSF

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WEDNESDAY MORNING

September 27

🕒 9:00 am - 12:00 pm

📄 Workshop

👤 HF

📍 Windsong 9-10

📄 3 LRN/MH

Introduction to Behavioral Coaching in Sports and Fitness

Are you an RBT, sports coach, personal trainer, group fitness instructor, or therapist looking to break into the ABA and health sports and fitness realm? Enhance your ABA offerings by adding these simple procedures from this workshop to your toolbox! Attendees will learn about data-based assessment and using specific behavioral interventions to enhance athletic training and decrease coercive coaching methods. Attendees will learn information related to beginning their application of these procedures with clients, and how to conduct data-based analysis for athletic and fitness behaviors using our specific trademarked task analysis methods from instructors who have been applying these procedures in complex community environments for close to a decade. These assessment and coaching methods were empirically validated and included in The POINTE Program™ system for training instructors/coaches to use ABA in their teaching methods. POINTE stands for Positive INTERventions to Enhance the training of athletes including general and special populations. Additionally, this workshop will include an overview of procedures to use when training special populations and marketing services as an ABA consultant in the area of health, sports, and fitness. Pricing for the workshop includes receipt of the POINTE Program™ Manual with multiple worksheets to use in practice. Receipt of these resources will allow you to begin implementation as soon as you return home from the conference. Learning these skills will set you and your ABA offerings apart from the standard trainer/coach and answers the question many behavior analysis practitioners have in this specialty area: "where do I begin?"

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

- Explain the assessment process to evaluate an athlete's performance
- Implement general behavioral coaching procedures and monitor the athlete's progress in performing a skill
- Demonstrate the specific behavioral interventions taught to improve athletic performance



Shreeya Deshmukh



Mallory Quinn



Holly Metzger-Brown



Ciara Carter

🕒 9:00 am - 12:00 pm

📄 Special Event

📍 Regency Hall

Special Event: APD Meet and Greet

This event will be a drop-in "Meet and Greet" session for any conference attendee to interact with the State Office ABA APD Team. It may also include a live demonstration of the Behavior Analysis functions within the APD iConnect Portal (per approval of designated APD leadership). APD staff persons will walk participants through the process of onboarding and accessing functions applicable to the service delivery of Behavior Analysis for APD consumers. There will be opportunities to engage in a Q & A session along with the prompt for feedback and input to help shape future processes.

**Search for your Local FABA Chapter
on Facebook and join today!**





THINK BIG



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- Dedication to continued professional development



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🕒 1:00 pm - 5:00 pm

🏠 Workshop

👤 ED

📍 Windsong 3-4

📋 4 LRN/MH

Trauma: The Invisible Elephant Underlying Challenging Behavior

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 have the opportunity to practice these strategies with feedback and correction.

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

- Explain why youth who have experienced trauma are more likely to exhibit challenging behaviors and to incorporate distal setting events, discriminative stimuli, and motivating operations into FBAs
- Describe how covert thoughts and feelings often serve as establishing operations that motivate challenging behaviors and explain why verbal behavior is important in implementing effective interventions
- Describe some of the verbal behavior strategies that could be effective interventions for youth who have experienced trauma



Jeannie Golden



Danielle Webb



Paula Flanders-Farmer

🕒 1:00 pm - 4:00 pm

🏠 Workshop

👤 AUT

📍 Windsong 1-2

📋 3 LRN/MH

Incorporating Group Learning into Comprehensive ABA Therapy for as Many Children as Possible

This workshop will focus on ways to increase group learning opportunities for children who are receiving comprehensive ABA treatment. One to one instruction has its benefits to include individualization of instruction and ease of prompting and reinforcement implementation. Group instruction also has its benefits to include increased opportunities for observational learning and peer socialization. Group instruction may also help foster generalization through its similarity to other natural environments. Group instruction has been shown to be an effective learning format for some children with autism (Leaf et al., 2017; Peters et al., 2016; Taubman et al., 2001). However, most of the research focuses on teaching basic academic skills in a discrete trial format or on teaching more complex social skills with individuals who already possess strong expressive language skills. This workshop seeks to broaden the scope and reach of effective group instruction. Group learning is broken into four distinct phases: Tolerating a Group, Participating in a Group, Participating with a Group, and Learning from a Group. Participants will be provided with examples of objectives to master in each phase. Participants will view examples of group learning in multiple scenarios to include fostering play skills and life skills. Participants will learn how to effectively implement group learning to include training technicians, establishing expectations, collecting data, and gradually shaping behavior. Extensive handouts will be provided to help behavior analysts apply what they learn in their own practice.



Vincent LaMarca

Continued on the next page



Multiple video examples will be used to demonstrate groups in action and to foster discussion. Ultimately, the workshop hopes to challenge participants to allow opportunities for exposure and learning in group environments much earlier in treatment and for as many children as possible.

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

- Discriminate similarities and differences between four different types of group learning
- Identify skill objectives associated with each type of group learning
- Use a process to design group learning for a variety of situations that includes careful training, proper implementation, and appropriate data collection

🕒 1:00 pm - 5:00 pm

🎤 Workshop

🏗️ OBM

📍 Windsong 9-10

📋 4 SUP/MH

Performance Management: Engaging Workers in the Workplace

Supervisors and leaders often question why their workers are not doing what they should, especially when they have given them clear instructions. For example, I am frequently asked, "My RBTs know they need to write their session notes within 24 hrs of each session; why won't they just do it?" This workshop will explore this question through lectures and activities. We will discuss tools and techniques that attendees can immediately implement in their practice to build better working relationships and promote desired behavior. Specifically, we will (a) introduce Organizational Behavior Management (OBM), which is the application of the science of human behavior to increase productivity, staff satisfaction, and safety in the workplace, (b) explore the role of supervisors and leaders in influencing behavior, and (c) performance management strategies to engage workers in the workplace and promote staff satisfaction.



Andressa Sleiman

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

- Describe the core components of performance management
- Explain the importance and strategies of building rapport in the workplace
- Design an environment that promotes staff satisfaction and engagement

Join FABAs Attendees in
Creating Community

Check your BehaviorLive App for Chat Groups
to get the conversation started!



🕒 1:00 pm - 4:00 pm

📺 Workshop

👤 PRO

📍 Windsong 11-12

📄 3 LRN/MH

Using the ACT Matrix During Parent Training

Parent training for caregivers of children with autism spectrum disorder is often seen as a way to increase generalization and maintain gains from individual ABA therapy. Teaching parents how to consciously respond to their child's behavior has positive effects in parental stress and in the parent-child relationship (Gentile, Messineo, La Guardia et al., (2022). Despite the research evidence to the positive effects of parent training, behavior analysts often report poor adherence to parent training sessions and recommendations. Barriers to successful participation in parent training and in collaboration with ABA providers include poor perception of the parent-therapist relationship (Walz, Wang & Bianchini, 2019). The ACT Matrix is a point of view described in a diagram used to help develop Psychological Flexibility. Developing Psychological Flexibility is important because it allows individuals to create a space between themselves and their experiences in such a way that they can make choices that lead towards the life they want. In this workshop, participants will learn how to use the ACT Matrix to develop psychological flexibility to support behavioral change and achieve effective relationship with caregivers to support meaningful engagement in their child's behavioral programs.



Liliane De Aguiar Rocha

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

- Understand motivation and reinforcement using the ACT Matrix
- Learn how to use the ACT Matrix to develop parent training goals
- Learn how to use the ACT Matrix to work through obstacles present during the parent training relationship

🕒 1:00 pm - 4:00 pm

📺 Workshop

👤 AUT

📍 Palm A-F

📄 3 LRN/MH

Training First Responders: What do They Need to Know about People Diagnosed with ASD and What Do People with ASD Need to Know About First Responders?

As more and more people diagnosed with ASD live in the community, interactions with first responders (police, fire, EMT, etc.) become more and more common. Sadly, misunderstanding of behavior related to ASD has led to tragedies, including the shooting deaths of people diagnosed with ASD and the wounding of workers. What first responders need to be taught to reduce the probability of such tragedies will be explored, as well as what individuals with ASD need to learn to do to keep themselves safe.



Bobby Newman

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

- Identify behaviors commonly displayed by individuals diagnosed with ASD that may cause increased interaction with first responders
- Identify behaviors, both by first responders and individuals diagnosed with ASD, that often escalate the possibility of the interaction turning violent
- Identify specific behavior by both first responders and individuals diagnosed with ASD that can diffuse, rather than escalate, the crisis



WEDNESDAY AFTERNOON

September 27

🕒 1:00 pm - 5:00 pm



Special Event



Regency Hall

2023 APD Pre-FABA Statewide ABA 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 public.

🕒 5:30 pm - 6:20 pm



Panel



CA



Windsong 1-2



1 LRN

Public Policy and Legislative Update

CHAIR



Kevin Murdock



Mary Riordan



Nicki Postma



Eric Prutsman



Matt Potak



Michelle Castanos



Missy Olive

Welcome to the Public Policy Committee's annual panel discussion of recent and current priorities. Every behavior analyst should stay informed about legislative, rule, and policy issues that support or may threaten their ability to provide effective and ethical services and to receive appropriate remuneration. Attendees will learn about current licensure activities, AHCA/Medicaid news, APD MedWaiver developments, RBTs working in schools, and more. The committee will also describe advocacy plans for next year, including important information on how members may become involved. FABA's advocacy efforts rely on informed members. So, be sure to attend.

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

- Describe at least three legislative, rule, and policy issues that may threaten the ability of behavior analysts to provide effective and ethical services and to receive appropriate remuneration.
- Identify at least four ongoing activities of the Public Policy Committee
- List at least three ways that individual behavior analysts and their organizations can support effective advocacy efforts

🕒 6:30 pm - 9:30 pm



Special Event



Portico Patio


Welcome Reception

Join us for networking and kicking off the 43rd Annual Conference!

Sponsored by Florida Autism Center, a division of BlueSprig



Florida Autism Center

a division of  BlueSprig



NWDS Celebrates 23 Years.

Who, Why & How We Did it.

By Pedro V. Curbelo, CEO



In the dynamic landscape of aiding children with autism and their families, certain stories shine as symbols of unwavering dedication and change. The tale of New Way Day Services, Inc. Now Koala ABA & Learning Centers, is one such journey. Unfolding over 23 years, it leaves an indelible mark on The Autism Community. This article is beyond triumphs and failures; it's a tribute to transformed lives, resilience shown, and a visionary's lasting impact. Reflecting on Jose's Journey, I'm honored to recount his pursuit of empowerment, the legacy he left for his wife, Partners, proteges and myself.

The Genesis of a Hero. 1993: Over two decades ago, Jose A. Merida embarked on a path that would shape the destinies of countless families. In 1993, he earned the title of Florida Certified Behavior Analyst (FLCBA), this wasn't just a professional achievement; it was a testament to his commitment to understanding and empowering those in need. His tenure as a lead analyst in State-run facilities laid the foundation for what was to come - a revolution in family support.

A Paradigm Shift, 1997 and Beyond: The year 1997 marked a transformative shift as State-run facilities closed their doors, leading to the rise of small group homes. In this evolving landscape, Jose's vision took flight. In 1999, he became the visionary founder of New Way Day Services, Inc. (NWDS), a haven for families seeking Behavior Analysis therapy through Florida's Medicaid Waiver program. Soon after, the union of Caridad Bouza-Merida and Jose symbolized not only a marriage but also a business partnership in their shared mission - To not just be an ABA service provider; but to serve as a sanctuary of hope for families navigating the challenges of Autism Spectrum Disorder.

A foundation of Love 2008: Jose & Cary's love to serve those in need reverberated through the establishment of a 501c3 non-profit organization, A Better Day Therapy, Learning Center, Inc., which now stands as The Koala Foundation. Their commitment to children's academic excellence, regardless of their challenges, laid a foundation of empowerment.

Pioneering Standards 2009: The agency establishes a program to train behavior assistants, equipping them to deliver one-on-one ABA therapy. Years later, this led to an adult educational program aligned with guidelines set by the Behavior Analysis Certification Board (BACB) for registered behavior technicians (RBTs). This program is known today as Koalfied Behavior Therapist (KBT) that is administered by The Koala Institute.

Advocacy & Justice 2011: Attorneys from Florida Legal Services, Inc. and Legal Services of Greater Miami reached out to NWDS, inviting our founder to collaborate on a trial presentation for a plaintiff set for March 2012. Jose, working closely with a BCBA, dedicated efforts to the case, with the agency providing key personnel pro-bono. Consequently, on March 26, 2012, District Judge Joan A. Lenard in Miami, FL, issued a significant order mandating Florida Medicaid to cover ABA therapy not only for the three plaintiffs but all under-21 Medicaid recipients with autism or ASD diagnosis (source: <https://casetext.com/case/kg-ex-rel-garrido-v-dudek>).



Data Innovation Copyright 2018: Working with our dedicated team, an internal data collection system based on an assessment tool was created. The endeavor showcased a data collection system whose formulas were copyrighted in 2018.

Medicaid Trusted Provider 2019: The agency earned recognition as a trusted Medicaid provider, a testament to their rigorous BCBA, BCaBA & RBT training and transparent billing practices.

Challenging Times 2020: In the face of the pandemic, the agency's leadership team of BCBAs established one-on-one telehealth services, ensuring uninterrupted support during the most trying times. Tragically, in the same year, the team and family of New Way Day Services, Inc faced a profound loss as its revered founder, Jose A. Merida, passed away at the age of 53. His legacy lives on through his widow, who valiantly continues to uphold his vision and contributions.

A Koala Was Born 2021: Fate led me to a local networking event, where I crossed paths with Caridad Bouza Merida. My commitment to my daughter's autism journey had kindled a determination within me to explore an innovative approach to therapy. Years earlier, I had devised NeuroMod, a therapy model rooted in ABA principles and technology to enhance neuroplasticity. This alignment of aspirations, my healthcare and enterprise risk management background, and NWDS's expertise in Behavior Analysis, including Jose's patented methods, propelled me to acquire the agency. This acquisition now forms the cornerstone of my professional journey. In 2022, amid a transformative rebranding and restructuring, Alina Garza Montesino joined as a partner and CFO, strengthening our leadership team. Today, KOALA ABA & LEARNING CENTERS proudly stands as a symbol of inclusive education, pioneering ABA techniques, and collaborative clinical excellence.

2023 and Beyond: As the year 2023 unfolds, our path is illuminated by the promise of transformation. KOALA ABA & LEARNING CENTERS emerges as not just a name, but a constellation of four unique brands, each with a purpose that resonates with our vision. KOALA ABA NETWORK, KOALA LEARNING CENTERS, KOALA INSTITUTE and KOALA FOUNDATION.



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⌚ 8:00 am - 8:50 am

🎤 Keynote

🏢 PRO

📍 Grand Cypress

📋 1 ETH

Opening Keynote: Why I am a Behavior Analyst and an Advocate for Behavior Analysis (Are you?)

Though behavior is a product of environmental circumstances, those environmental circumstances are complex. Skinner suggested that phylogenic, ontogenic, and socio-cultural selection interact to produce the behavior of organisms. Humans are organisms that sometimes become behavior analysts. The ontogenic and socio-cultural circumstances that led the speaker to become a behavior analyst include a variety of clinical (and personal) challenges that have shaped a perspective. This perspective remains aligned with the assumption that behavior is a product of environmental circumstances. In so far as a behavior analyst can assess (or assert) value judgments, when behavior occurs there is no blame to ascribe to the person. However, socio-cultural practices demand attributions of causality and/or assertions of blame. As a field, behavior analysis is experiencing many challenges, from society at large, small segments of society (e.g., social media groups), and from within behavior analysis. This address will examine values from the perspective of our field as they pertain to ethical practice and will consider the views of social groups outside and within behavior analysis. There will be a discussion of how clinical practice should be both sensitive to and, occasionally, insulated from social movements.



William Ahearn

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

- Describe how social practices should effect ethical practice
- Describe how social practices should not effect ethical practice
- Describe their obligation to critically evaluate the applied research literature as it relates to their practice as a professional

⌚ 9:00 am - 9:50 am

🎤 Invited

🏢 CA

📍 Grand Cypress

📋 1 LRN

Invited Address: High-Reliability Organizations: Engineering Teamwork to Meet Consumer Demand

High-reliability organizations (HROs) are highly technical, and increasingly automated industries (e.g., aviation, medicine, nuclear power, railways, and oilfield services). HROs feature complex systems to control processes with a large number of employees working in dynamic, and potentially dangerous environments. Human factors are seen as a significant challenge to sustaining operational integrity. Measuring behaviors and managing contingencies in HROs, promotes safe and efficient behaviors. Crew Resource Management (CRM) along with automated work controls emerged in HROs to train and sustain essential human skills within work teams operating across a large and perhaps distributed workforce. CRM enables adherence to standard work instructions while, at the same time, encourages adaptive variance when responding to environmental circumstances that depart from normal routines. This talk considers HROs as a relatively new venue for research and behavior system analysis of community resources. Behavioral accounts of teamwork, communication, problem solving, leadership, team dynamics, machine learning and crew coordination involving humans working with AI guidance offer opportunities to measure interlocking behaviors and manipulate sources of variation in ways unimaginable just decades ago. CEU instructor for this event is Nikki Dickens, BCBA.



Mark Alavosius

continued on the next page



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

- Describe behavioral variation in critical operations in HROs as a threat to community welfare
- Describe behaviors crucial to teamwork and crew coordination
- Describe management of interlocking behavioral contingencies to reduce human error in high reliability organizations

🕒 9:00 am - 9:50 am

📎 Symposia

🏗️ HF

📍 Windsong 1-2

📋 1 LRN

Recent Research in Health, Sports, and Fitness

CHAIR



Raymond
Miltenberger

DISCUSSANT



Bryon Miller



Shreeya Deshmukh



Amber Lampert



Jonathan Fernand



Rachael Ferguson



Maddie Duke

This symposium features three papers focused on increasing physical activity and enhancing sports performance. The first paper by Shreeya Deshmukh discusses goal setting and token reinforcement for increasing the frequency of muscle strengthening exercises by adults diagnosed with autism spectrum disorder. The second paper by Amber Lampert describes a study in which self-monitoring and goal setting were evaluated for increasing heart rate for overweight adults. The third paper by Maddie Duke evaluates the influence of the observer effect on the safety of cheerleaders completing basic movements. Dr. Bryon Miller, a faculty member at the University of South Florida who conducts research in health, sports, and fitness, will serve as discussant and provide commentary on the three papers.

Using Goal Setting and Token Reinforcement to Increase Exercises by Two Young Adults with Autism Spectrum Disorder
Shreeya Deshmukh, Raymond Miltenberger

The Effects of Self-monitoring and Goal Setting, on the Number of Minutes Engaged in an Elevated Heart Rate: Recent Updates
Amber Lampert, Jonathan Fernand, Rachael Ferguson

Increasing Cheerleader Safety Through the Observer Effect
Maddie Duke, Jonathan Fernand

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

- Describe token reinforcement and goal setting interventions
- Understand the benefits of measuring heart rate, compared to topography, frequency, and/or duration of a response
- Define the observer effect as an intervention

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ABA Service Delivery Quality: A Preliminary Application

In Silbaugh & Fattal's 2022 article 'Exploring Quality in the ABA Service Delivery Industry', the authors explore that an objective, agreed upon, and operationally defined definition of quality (or quality services) remains difficult to locate in behavior analytic literature. If a robust definition of quality service delivery does not exist or is not widely disseminated, the measure of quality across the field remains inconsistent and subjective. Applied behavior analytic service provider's failure to objectively define, measure, and monitor the quality-of-service delivery at organizations continues to place consumers, caregivers, front line service providers, and our field in harm's way. This paper summarizes a framework for monitoring, measuring, and intervening on ABA service delivery quality as proposed by Silbaugh & Fattal (2022) and discusses one application of this framework to an organization of roughly 50 behavior analysts and 300 clients, as well as the real world limitations and potential barriers to implementation. Preliminary data indicates that an ASDQ framework for defining, measuring, monitoring, and influencing quality as proposed by Silbaugh & Fattal is one potential solution for service providers in the ABA service delivery industry.



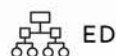
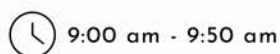
Olivia Banks



Jessica Gruber

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

- Understand the need for a robust definition & measurement system for quality of services for use in the behavior analytic service delivery industry
- Understand and learn how to build an ABA service delivery quality measurement system for their own practice
- Understand & learn potential ways to remediate barriers to implementing an ASDQ framework at an organization



Evaluating the PAX Good Behavior Game in Special Education Classrooms: A Pilot Study

The PAX Good Behavior Game® is a classroom management system consisting of various behavioral influence strategies (evidence-based kernels) designed to increase prosocial behavior, reduce undesirable behavior, and improve learning outcomes. There are nine kernels in the PAX system. The Good Behavior Game is the tenth component. This talk will describe the various kernels that comprise PAX GBG and its impact in two special education classrooms. For each classroom, PAX GBG was implemented in three phases. The first phase included four kernels, the second added the remaining five kernels, and the third added the Good Behavior Game. Results showed that, for the first classroom, challenging behavior was mostly eliminated during phase 1. Those reductions persisted during phases 2 and 3 of the study. For the second classroom, reduced (albeit elevated) levels of challenging behavior were observed during phases 1 and 2. Data collection for phase 3 was ongoing when this abstract was written. Implications for future research are discussed.



Andrew Bonner

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

- Describe the various components of the PAX learning system
- Describe previous research that has evaluated the PAX learning system
- Describe the impact of the PAX learning system in two special education classrooms



🕒 9:00 am - 9:50 am

📄 Multi-Paper

🏠 CA

📍 Windsong 3-4

📋 1 LRN

Training Entry-Level Behavioral Skills (Competencies) for Direct Care Staff

Behavioral Competency Development for Staff in Juvenile Justice and Foster Care Settings
Samantha Fuesy, Caleb Hudgins

The presenters will discuss system-wide behavior management approaches and individualized ABA services for youth in Juvenile Justice residential and detention programs and foster care settings. Measures of staff skill development, client behavior change, cost benefit analysis, and related outcomes will be shared.

Training Behavioral Skill Proficiency With a Hybrid Model in Behavior Focus and Intensive Behavior Group Homes
Miguel Salas

The presenter will discuss behavioral competency development using a hybrid approach including web-based training, self-paced classroom instruction, and in-person proficiency demonstration. The presenter will also examine the levels and types of support needed after training for staff to maintain critical skills in APD Behavior Focus and Intensive Behavior group homes.

CHAIR



Kevin Murdock



Samantha Fuesy



Miguel Salas

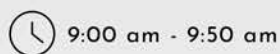
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Waitlist to Treatment: Potential Methods for Increasing Access to BA services and Measuring the Social Validity of Early Intervention

Brief Behavior Consultation: A Research Study on Consultative Methods

Fredrica Grant, Kerri Peters, J. Stephanie Gonzalez, Audrey Milam, Leanna Kehl, Mary Elizabeth Moody, Regilda Romero

A wealth of research evidence shows that early intervention is crucial to promoting optimal behavioral outcomes for children with autism spectrum disorders (ASD). However, parents often face long waitlists before their child can begin behavioral interventions. In addition, process of receiving a diagnosis can be emotionally challenging for many families. Given the increasing prevalence of autism spectrum disorder and the relative lack of ABA service providers, there is a great need for protocols that can assist parents during the waiting period for ABA services. The purpose of the Brief Behavior Consultation (BBC) is to (a) teach parents basic behavioral strategies to begin supporting their child's development while awaiting formal ABA treatment, and (b) provide parents with mental health support for understanding and accepting their child's autism diagnosis. We will discuss the clinical utility of a six-session protocol that involves the collaboration of the behavior analyst and mental health professional.

Smart Technology Platform to Support the Delivery of Behavioral Interventions with High Fidelity

Corina Jimenez-Gomez, Aliya Yagafarova, Donald A. Hantula, John Nosek

Behavior analysts work closely with caregivers, teachers, paraprofessionals, and direct care staff to address the needs of clients. This involves supporting them in the implementation of behavioral interventions, which can be resource intensive and may be challenging in some settings. Further, ensuring sustained procedural fidelity may require additional monitoring and re-coaching. A smart technology platform that coaches and guides the implementation of behavioral interventions may be useful for minimizing resources required to support caregivers and direct care staff. This tool also may aid in maintaining high, long-term procedural fidelity. In a series of studies, we have evaluated the functionality of a smart technology platform in a range of applied settings. This talk will focus on how this tool can support the implementation of behavioral interventions for young children with autism delivered by behavioral technicians with limited experience.

Feasibility of Direct Interviews to Assess the Social Validity of Early Intervention Client Outcomes

J. Stephanie Gonzalez, Ciobha McKeown, Timothy Vollmer, Palani Te

Thousands of children diagnosed with autism spectrum disorders participate in frequent therapy sessions under the construct of applied behavior analysis (ABA). This study will describe the feasibility of a novel social validity assessment to determine the perceived efficacy of applied behavior analysis (ABA) services from caregivers perspective. Qualitative, semi-structured interviews were held with families of clinic clients to explore their thoughts and opinions of the intervention before and after ABA services were rendered for 6-months. Results will be described in terms of responses of caregivers to interview questions and clinical outcomes for each client.

CHAIR



Corina Jimenez-Gomez



Fredrica Grant



J. Stephanie Gonzalez

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🕒 9:00 am - 9:50 am

📄 Paper

🏢 ETH

📍 Windsong 11-12

🗨️ 1 ETH/MH

Special Topics: Sexual Behavior

Addressing the State of Sexuality in Behavior Analysis Shane Spiker

Despite being a commonly occurring challenge for behavior analysts, sexuality in behavior analysis is severely lacking in research and practice. With limited research applications over several decades, there is a glaring gap in inclusive practices in this specific area. In this talk, Dr. Shane T. Spiker will discuss some of the current trends in sexuality in behavior analysis, including ethical considerations for working within sexuality, current applications, legal issues, and future research directions related to this highly sensitive and commonly occurring behavior concern.



Shane Spiker

Let's Talk About Sex: A Systematic Review of Intimacy and Sexual Behavior Literature in Behavior Analysis Candace Fay



Candace Fay

Intimacy and sexual behavior are socially significant skills that influence our interpersonal relationships. Pietromonaco and Collins (2017) presented a call to action in investigating practical and effective interventions to increase related behaviors and continue examining their effects on interpersonal relationships and biological processes. Within behavior analysis, interest in intimacy and sexual behavior is not novel (Barlow et al., 1970; Kantorowitz, 1978; Martinez-Diaz & Edelstein, 1979, etc.) and continues to attract more behavior scientists (Kanter et al., 2020; Hamrick et al., 2021; Wongsomboon & Cox, 2021; Jarmolowicz et al., 2022, etc.) However, locating relevant articles on the topic can oftentimes be limited. The present literature review has identified relevant articles (N = 51) which provide behavior-analytic conceptualization, assessment, and/or intervention for intimacy and sexual behavior. These articles are sourced from prominent behavior-analytic journals (i.e., JABA, BAP, etc.) and non-behavior-analytic journals (i.e., Archives of Sexual Behavior, International Journal of Behavioral Consultation and Therapy) from the journals' inception.

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

- Describe and define sexuality related issues using conceptually systematic language
- Identify relevant behavior analytic research and concepts around sexuality
- Evaluate ethical dilemmas related to assessment and treatment within the scope of sexuality

🕒 10:00 am - 10:50 pm

📄 Special Event

📍 Palm A-F

CoFABA/Local Chapters Officers Meeting

This meeting is for all local chapters officers. We will discuss conference planning, membership development, chapter operations and DEI & licensure initiatives for the upcoming year.



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🕒 10:00 am - 10:50 am

📄 Invited

👤 PRO

📍 Grand Cypress

📋 1 LRN

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

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 in the ABA professional infrastructure will be discussed.



Jim Carr

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

- Describe recent BACB data trends
- Describe recently announced changes to BCBA certification requirements
- Describe the role of the BACB within the profession

🕒 10:00 am - 10:50 am

📄 Paper

👤 DD

📍 Windsong 1-2

📋 1 LRN/MH

When Reinforcement Isn't Enough...Exploring Various Consequence Based Interventions Used in a Residential Setting to Decrease Severe Problem Behavior

While the use of reinforcement is a positive practice in applied behavior analysis (ABA), behavior analysts often need to draw upon additional consequence-based interventions in the residential setting to maintain client safety. Typically, consequence-based interventions move from least restrictive to most restrictive, with the most restrictive consequence being restraint. However, what happens when programmed consequences intended to reduce behavior begin to acquire reinforcing properties? Through the use of descriptive functional assessment, behavior analysts must utilize alternative measures to maintain client safety and reduce severe problematic behaviors, mainly aggression, property destruction, and self-injury. The question becomes: What is the role of physical restraint when it comes to managing high magnitude behaviors and what other interventions are available when considering both behavior reduction protocols and client safety? The professional behavior analyst must often draw upon a variety of strategies that are functional in nature in the residential setting, especially for multiply controlled behaviors. This paper will explore a function-based decision-making model used to reduce severe problematic behaviors of one individual in a residential group home setting. Discussion points include but are not limited to restraint/seclusion, planned-ignoring, differential reinforcement, post reinforcement pause, satiation procedures, thinning and thickening of reinforcement schedules, and contingent effort.



Mathew Wentworth



Lorne Balmer

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

- Identify the problems associated with restraint in the residential setting
- Analyze various consequence-based interventions to utilize in a residential setting to reduce severe problematic behavior
- Evaluate a function-based decision-making model used to guide treatment development and implementation in a residential setting





How Does that Make You Feel? Teaching Young Children Diagnosed with Autism Spectrum Disorder to Expressively Convey Their Private Events

CHAIR



Dakota Januchowski



Kimberley Guiler



Lauren Fettis



Delanie Johnson

Teaching a Young Child with Autism Spectrum Disorder to Label Private Events through the Combination of Texture and Body Part Associations

Kimberly Guiler, Melissa Januchowski

In the first protocol, clinicians teach texture to a child whose primary form of communication is Proloquo2Go™ and discuss the generalizations of the procedure to various locations in their environment: doctor's office, at their home, on the playground.

Using Matrix Training to Teach Texture, Pain, and Other Sensations to a Child Diagnosed with Autism Spectrum Disorder

Lauren Fettis, Marwa Abdelkader

In the second protocol, clinicians discuss using a texture and body part matrix to teach texture, pain, and other sensations to a vocal child with autism spectrum disorder.

Teaching Taste and Texture Through Discrimination Training to a Child Diagnosed with Autism Spectrum Disorder

Delanie Johnson

In the final protocol, clinicians taught a vocal child with autism spectrum disorder to label various tastes and textures using Natural Environment Training.



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On the Acceptability and Adoption of Behavioral Interventions by Third-Party Consumers

A Survey of Dental Professionals' Use of Behavior Management Techniques

Garret Hack, Iser DeLeon, Dorothea Lerman, Robert Lehardy, Olga Esz, Daniel McNeil

Individuals with autism who engage in disruptive behaviors are more likely than typically developing individuals, or individuals without disruptive behaviors, to have difficulty accessing dental health care services. Because of challenging behaviors, dentists may be less likely to keep these individuals as patients or may use restrictive procedures such as sedation or physical restraint to allow service delivery. Behavioral interventions can reduce disruption and increase the number of dental services tolerated by individuals with intellectual and developmental disabilities, but the extent to which dentists would be able or willing to implement certain procedures in the context of a real dental appointment is unclear. The current survey aims to identify dental professionals' history of training in behavior management techniques, reported tolerance of disruptive behavior topographies exhibited by patients, and categories of behavior management techniques deemed practical and acceptable for use in real dental appointments. Preliminary results show that 20% of participants had received hands-on training in behavior management techniques. Distraction, contingent praise, and signaling upcoming procedures were reported by 80% of participants to be practical techniques. Modifying the physical appointment environment and signaling upcoming procedures were reported to be socially acceptable techniques by all participants.

A Caregiver Survey on Medical and Behavior Analytic Treatments for Idiopathic Toe Walking

Christina Sheppard, David Wilder

Toe walking, which is defined as walking with a bilateral toe-to-toe gait, is common among children with autism spectrum disorders and can result in a number of medical problems. Both medical and behavioral treatments for toe walking have been evaluated. In the current study, we surveyed caregivers of children who engaged in toe walking about their use of various medical and behavioral treatments. Results suggest that use of medical treatments is more common, and most respondents reported that they were unaware that behavioral treatment of toe walking is an option.

Assessing Teacher Perceptions of the PAX Good Behavior Game®: A Look At Some In-House Data

Andrew Bonner

The PAXIS Institute is an international prevention science company whose mission is to develop and implement solution-focused strategies with real-world outcomes for children. They work with communities to reduce historical disparities, improve lifetime outcomes, and create population-level peace, productivity, health, and happiness (i.e., PAX). One of their products is the PAX Good Behavior Game® (PAX GBG®), a classroom management system (and package intervention) designed to promote prosocial behavior in students. Thousands of teachers are trained in PAX GBG® every year. Following training, PAXIS surveys them about their impressions of the intervention, their willingness to implement it, and their satisfaction with its effects after two months of implementation. This talk will describe those in-house data and their implications for future efforts to promote PAX in communities.

CHAIR



Iser DeLeon



Garrett Hack



Christina Sheppard



Andrew Bonner



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Creating Change in Organizations: An Analysis and Intervention of ABAI-Affiliated Chapters

Organizations sometimes use diversity and inclusivity statements to declare their values about diversity, equity, and inclusion. These statements can outline the expectations the organization has for those associated with it. The Association for Behavior Analysis International (ABAI) has a published statement that defines diversity and sets their organizational expectations for inclusive and respectful behavior within the field of behavior analysis. In study 1, we examined the websites and bylaws of ABAI-affiliated chapters in the United States to determine which organizations include their own diversity and inclusion statements and what specific groups were mentioned in those statements. Results indicate that overall, very few ABAI-affiliated chapters explicitly state their own diversity and inclusivity statements. In study 2, we sought to increase the number of ABAI-affiliated chapters with diversity and inclusion statements. Recommendations for diversity, equity, and inclusion policies and statements will be discussed.



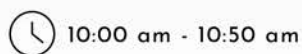
Jonathan Fernand



Maddie Duke

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

- State the purpose of diversity and inclusion statements
- Summarize the presence and absence of diversity and inclusion statements in ABAI-affiliated organizations
- Describe the steps organizations should take to continuously revise their diversity and inclusion statements



Motivational Interviewing Can Improve Compassionate Care: A Group Design

In the field of applied behavior analysis (ABA), there is a recognized need for Board Certified Behavior Analysts (BCBAs) to demonstrate improved empathy and communication skills when interacting with caregivers. In other helping professions, motivational interviewing (MI) is frequently used to enhance these therapeutic skills and improve clinical outcomes, yet this approach has not been evaluated in the field of applied behavior analysis. In this randomized control trial study, 51 behavior analysts were randomly assigned to either waitlist control or to receive the Brief Motivational Interviewing (BMI) training, which focused on situations which BCBAs often encounter when interacting with caregivers. Findings demonstrate that the brief virtual MI training results in statistically significant improvements in core MI skills including an increase in the use of open-ended questions, affirmations and reflections as well as improvements on a measure of MI knowledge. Measures of social validity confirm the feasibility, acceptability and usefulness of MI training for BCBAs and should be used to inform future modifications to graduate, practicum and ongoing continuing education. Future studies should focus on additional training modalities, teaching complex MI skills, ongoing maintenance of skills taught and demonstration of skills by BCBAs in-vivo with parents. Overall, the curriculum fills the recent call for improvement from both parents and clinicians to address BCBA skill deficits with an approach that results in stronger therapeutic relationship building skills.



Collie Plattner

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

- Describe the four core skills associated with motivational interviewing as well as times during parent interaction in which they would be useful
- Identify two tools which can be utilized during supervision of students and early career BCBAs to assess skills related to compassionate care
- Identify at least three ways in which behavior analysis can continue to explore the use of motivational interviewing in practice and how it can be integrated into graduate and practicum training curriculum





Special Topics: Quality Clinical Documentation

The Development of a Systematized Approach to Writing Medically Necessary ABA Session Notes Jamie Hughes-Lika

As many healthcare providers accept insurance coverage for ABA therapy, there is a growing need for objective documentation that reflects client progress toward treatment goals and identifies barriers to client outcomes. Session notes help substantiate billing claims, provide a rationale for the need for ongoing services, are included as part of the client's medical record, and are required by funders to remain in compliance with regulations. However, despite the need for staff training in this area, there have been few studies published in the behavior analytic literature that have evaluated how to effectively write session notes that demonstrate the medical necessity for ABA services. This presentation will provide a review of the existing literature regarding writing ABA session notes. We will discuss how writing session notes relates to the BACB's 5th Edition Task List (e.g., 1-2, 1-5) and Ethics Code (e.g., 2.06, 2.18, 3.11). Additionally, a systematized approach for training staff, conducting performance evaluations, and ensuring staff document relevant information in session notes will be presented. Social validity data will be shared highlighting the acceptability of the system used by both behavior analysts and technicians in an ABA clinic. Finally, examples of checklists, scoring rubrics, and staff training resources will be shared for CPT codes 97151, 97153, 97155, and 97156, to help participants achieve a more accurate and objective method of writing ABA session notes



Writing Clear Behavior Support Plans Paul Malanga

The purpose of a Behavior Support Plan (BSP) is to decrease aberrant behavior and increase appropriate behavior. Often, the BSP is written for direct-care workers that have limited to no college experience. Direct-care workers are responsible for implementing the behavior plan and other therapeutic services for multiple people, in some cases, up to four different plans. In addition to other duties, implementing poorly written (i.e., unclear) behavior plans is an unnecessary obstacle to providing effective services. For a BSP to be effective, it must be implemented accurately. To be implemented accurately, it must be written clearly. Writing clearly requires simplicity of content and conservation of words. Clearly written behavior plans require precise technological descriptions of the procedures (Baer, Wolf & Risley, 1968). Procedures written technologically leave no room for misinterpretation; a litmus test is if a person unfamiliar with the plan can read then execute the steps correctly. A good maxim when writing behavior plans is: keep it simple, keep it short; in a word, parsimony. Writing clearly is one of the most difficult set of skills to acquire. Minimizing narrative, clearly described procedures and logical organization are three ways to communicate clearly and enhance the likelihood the behavior plan will be implemented as intended. This talk presents examples and non-examples of clear writing with the primary emphasis being the description of caretaker behavior under clear antecedent conditions written in a task-analyzed format. Examples of unedited and edited BSP narrative will be reviewed with a discussion of how to identify what to retain or delete.

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

- Describe the essential clinical and non-clinical components of session notes
- Utilize a 4-part framework for writing the narrative section of session notes
- Establish quality assurance measures for evaluating session note documentation

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11:00 am - 12:30 pm



Keynote



OBM



Grand Cypress



1 ETH

Keynote Address and Annual FAB A Awards Ceremony

Value-Based Governance & Well-Being

An organization is said to practice value-based governance when the members are granted the opportunity to change the organizational environment in ways that improve it and are reinforced for doing so. By adoption of this approach, leaders and team managers in organized groups operate in the context of positive reinforcement contingencies for others, and minimize aversive or coercive contingencies of others. Moreover, leaders' actions and management practices in this context not only affect the wellbeing of organizational members (e.g., their safety, health, financial security, etc.) but also bear positive or negative impact on consumer practices and community well-being (e.g., education, obesity, cancer, safe or green driving, energy conservation, diversity based health care, etc.). This presentation will provide an overview of ways behavior analysis can contribute to the design of healthy environments that promote well-being of producers and consumers. In addition, an overview of values-based governance, as a means of developing and maintaining well-being and resilience in organized groups will be provided.

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

- Describe the foundation (concepts, principles, methodology) underlying value-based governance
- Discuss the behavior analytic account of well-being as related to emerging socio-cultural issues
- List environmental conditions in organizations that align with a behavior analytic discussion of wellbeing



Ramona Houmanfar

AWARDS CHAIR



Iser DeLeon

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Child & Family Studies

ABA
Applied Behavior Analysis

Doctor of Philosophy

In Person

Training successful researchers and instructors. Gain experience through rigorous coursework, intensive teaching training, and research activities with community partners. Program can be completed in 3 years. Experienced faculty with expertise in multiple areas such as assessment and treatment of problem behavior, safety skills, verbal behavior, contextually-fit school intervention and more. Tuition waiver and competitive stipend provided to all doctoral students.

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In Person

Accredited by the Association for Behavior Analysis International Accreditation Board. Complete coursework in 2 years to qualify for the Board Certified Behavior Analyst exam. Training in the program focuses on both research and practice, with opportunity to conduct a thesis project under the supervision of experienced PhD-level faculty. Graduates of the program will be prepared to practice as clinicians, open private practices, and apply to doctoral programs.

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Fully online graduate program that provides flexibility and autonomy in learning. Courses consists primarily of asynchronous activities and evening classes, allowing students to continue working full time. The coursework, and fieldwork experience prepares our graduates to pass the BCBA exam and practice as a behavior analyst. The program offers competitive tuition rate, students from out-of-state will pay the same as students within state. Rigorous coursework can be completed in 18 months.
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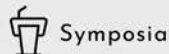


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Recent Research on Assessment in OBM

This symposium will include four papers describing empirical studies, each one focusing on some aspect of assessment in OBM. In the first paper, the validity and reliability of a revised version of the Performance Diagnostic Checklist-Human Services (PDC-HS) will be described. In the second paper, the effect of a PDC-HS derived intervention on supervisor maintenance of performance change is described. In the third paper, a review of existing studies on all derivatives of the Performance Diagnostic Checklist is described. Finally, the fourth paper describes the effect of specific conversation components with employees on their safe performance.

The Performance Diagnostic Checklist-Human Services (1.1): An Initial Assessment of Validity and Reliability

Sebastian Jiminez, David Wilder, Denys Brand, Jim Carr, Tyra Sellers

The Use of PDC-HS derived interventions to Promote Maintenance of a Performance Management Intervention in an ABA Service Delivery Setting

Daniel Cymbal, David Wilder

The Performance Diagnostic Checklist and its Variants: A Systematic Review

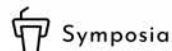
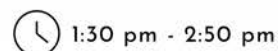
Fran Echeverria, David Wilder

Measuring Safety Conversations in a Manufacturing Setting: A Step Towards Improving Communication in the Workplace

Davis Simmons, John Austin, Nicole Gravina, Nick Matey

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

- Describe the Performance Diagnostic Checklist-Human Services and its potential utility
- Describe the possible effect of combined employee and supervisor-focused interventions
- Discuss possible critical components of conversations in the workplace



Investigations of Reinforcement During Feeding Intervention

Presentations in this symposium will cover a range of recent advances in different types of reinforcement strategies during intervention for pediatric feeding disorders. The first presentation will discuss a matching-law-based intervention to increase consumption of novel, healthier alternative foods. The second and third presentations will review data highlighting the possible implications of adding noncontingent reinforcement to mealtime procedures. Finally, the last presentation will show data related to high-probability instructional sequences to increase consumption of various foods. Overall, these talks will provide the audience with different strategies that can be adapted according to variables like the setting of care, level of training, and type of feeding concern. As such, findings will also be discussed in light of implications for practicing behavior analysts.

Increasing Alternative-Food Consumption Among Children with Avoidant/Restrictive Food Intake Disorder

Nicole Perrino, Vivian Ibañez, Faith Kirkland, Ronald Clark, Daniella Fronte

continued on the next page




Effectiveness of Non-Contingent Reinforcement When Used With an Interactive vs. a Non-Interactive Screen
Matthew Giuliano, Jonathan Fernand

An Evaluation of Noncontingent Reinforcement in the Treatment of Pediatric Feeding Disorders
Angie Van Arsdale, Timothy Vollmer, Vivian Ibañez, Faith Kirkland, Nicole Perrino, Ronald Clark


The Effects of Ratios of Instructions During High-probability Instructional Sequences to Increase Food Consumption
Kristen Ryniec, Jonathan Fernand

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

- Explain possible effects of including noncontingent reinforcement during mealtimes for children with feeding disorders
- Explain to describe high-probability instructional sequences in the context of mealtime procedures for children with food selectivity
- Explain to how choice can be incorporated to mealtime procedures for children with food selectivity

 1:30 pm - 2:50 pm

 Symposia

 CA

 Windsong 9-10

 1.5 LRN

Behavior Analysis Research in Juvenile Justice and Human Trafficking

This symposium will cover topics related to interventions in juvenile justice settings and behavioral strategies that could be used to prevent and decrease human trafficking. The first paper will describe a training and coaching model to improve outcomes for youth living in a juvenile justice residential setting. The second paper will discuss how precision teaching strategies can be used to improve academic performance for youth in juvenile justice settings. The third paper will describe the results of a review of the literature surrounding sexual exploitation and human trafficking within the child welfare system. The final paper will describe common trafficking lures as found in the literature and how behavior analysts can use environmental and functional relations to assist in preventing and decreasing human trafficking.

Learning to be a Student First: Improving Student Outcomes and Classroom Management in a Juvenile Residential Setting

Sara Hordges, Emily Kieffer, Samantha Fuesy, Nicole Harris, Caleb Hudgins, Jason Guild

The Use of Precision Teaching to Increase Academic Skills for Youth in Juvenile Justice

Nicole Harris, Kaleigh Cernosek

Intersection of Sexual Abuse and Commercial Sexual Exploitation of Children in Foster Care

Arturo Garcia, Kimberly Crosland, Marissa Del Vecchio, Claudia Reyes, Cecilia Pannone

Propensity to Victimization: Form and Function of Commonly Used Lures

Arturo Garcia, Kimberly Crosland

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

- Implement behavior science principles to increase classroom management skills with teachers
- Implement precision teaching and differentiated instruction to increase student academic behaviors in juvenile justice settings
- Describe how children in foster care are susceptible to human trafficking lures and how to assist in preventing and decreasing human trafficking



CHAIR

Kimberly Crosland



DISCUSSANT

Samantha Fuesy



🕒 1:30 pm - 2:50 pm

📄 Multi-Paper

👤 AUT

📍 Windsong 6-8

📋 1.5 ETH

Reclaiming the "Gold Standard" with Quality Control

Shifting From Billable Hours to Quality Treatment: A Conceptual and Ethical Challenge For Behavior Analysis

Jon Bailey

This presentation will describe a model for transitioning from billable hours to quality treatment.

Quality Control of Behavioral Interventions in ABA Autism Service Delivery

Bryant Silbaugh

The presentation will describe steps leaders can take now to implement quality control over behavioral interventions in their organization, and a discussion of future research.

Designing Interventions at the Organizational Level to Produce Quality Clinical Outcomes

Robbie El Fattal

Organizations are complex. At each level of the organization, there are multiple variables that can impact the quality of treatment provided to recipients of ABA therapy. While clinical quality should be the chief responsibility of practitioners and clinical leaders within these organizations, there is a strong need to engage all stakeholders in the quality conversation, including individuals working at the organizational level in executive, administrative, or operational positions. There is an unquestionable relation between clinical and operational excellence. For example, cultural practices related to human resources that impact retention of clinical staff (e.g. PTO policies, mileage reimbursement, etc.), also have an impact on clinical quality produced by the organization given how critical continuity of care is within service delivery settings. In this presentation, the connection between clinical and operational excellence will be explored.

CHAIR



Jon Bailey



Bryant Silbaugh



Robbie El Fattal

🕒 1:30 pm - 2:20 pm

📄 Paper

👤 PRO

📍 Windsong 3-4

📋 1 LRN

Is ABA Ownership for You? Pulling Back the Curtain

This presentation is ideal for ABA agency owners, those considering ownership, as well as BCBAs interested in understanding the "business side" and its possible impact on their employment requirements and salaries. A behind the scenes look at owning and operating an ABA agency as Behavior Analysts for nearly 30 years will be provided. The pros and cons of ownership will be reviewed along with common characteristics of successful ownership. Expenses related to ABA agencies will also be addressed and the presenter will share frequently reported profit margins in our field and how challenging decisions can affect the "bottom line." Long-term agency survival will be discussed in light of increasing annual expenses. The presentation will conclude with a review of business contingencies operating on ABA agencies and their potential impact on ethics.

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

- Describe at least 3 characteristics of successful owners
- Apply 3 strategies to counteract increased expenses
- Identify 2 potential red flags of unethical business practices



David Garcia



🕒 1:30 pm - 2:20 pm

📄 Paper

🏠 CA

📍 Windsong 11-12

📋 1 LRN

Extending Behavior Analysis to Other Industries: User Experience Research

While the implications of behavior analysis are far reaching, thus far, applications of behavior analysis and the science of behavior reside primarily in healthcare service and organizational performance industries. User Experience refers to the overall perception and satisfaction an individual has when interacting with a product, system, or service. User experience research (UXR) refers to the methods used to assess the user experience and subsequently inform solutions to improve it. This presentation will review new applications of behavior analysis in the tech industry via UXR and how behavior analysis can inform design and development of software, products, or services to improve the user experience.



Ashley Lugo

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

- Define user experience and user experience research
- Provide examples of UXR methods that parallel with behavior analytic methods
- Understand how to apply behavior analytic concepts to UXR

🕒 1:30 pm - 2:20 pm

📄 Panel

🏠 TCP

📍 Grand Cypress

📋 1 LRN

Florida Political Activity: A Behavior Analytic Lens

CHAIR



Candace Fay



Bryon Neff



Tiki Fiol



Amoy Hugh-Pennie

Thomas Mann once said, "Everything is politics." Given that politics is considered any activity relating to the influence of actions and policies of a government (Britannica, 2023), it is understandable that Mann's quote still appeals to many. It is important to note that these activities influencing governance are behavior. Politicians' and lawmakers' behavior has direct and indirect effects on all individuals within their jurisdiction. While there has been some interest in politics within behavior analysis (Critchfield et al., 2003; Goltz, 2003; Schroeder et al., 2004), much of the analysis has been limited and generally focused on the national scale. How can we attempt to understand political decision-making or the contingencies that might control state actors and constituents? This panel will use a behavior-analytic lens to analyze state leaders in Florida, targeting trends in recent campaigns and legislation.

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

- Examine overt behavior of politicians and legislators and its influence on constituents' behavior
- Identify and discuss variables that maintain rule-governed behavior that may misalign with societal progress
- Analyze the interlocking contingencies maintaining legislative decision-making



🕒 2:30 pm - 3:20 pm

📄 Paper

👤 ED

📍 Windsong 3-4

📋 1 LRN/MH

Teacher Turn-Around Rather Than Turn-Over: A School-Wide Training Model to Improve Teacher Performance of Classroom Behavior Management Procedures

BCBAs often are encountered with opportunities to assist schools, administrators and teachers with school-wide, class-wide, and individual programs for improving student behavior. From traditional "trainings" to in-class consultation, these programs often fail due to lack of "teacher buy-in" and fidelity of implementation. As such, teachers and school administrators alike do not see or reap the benefits of behaviorally sound procedures at the school-wide, class-wide or individual level. With an opportunity to serve a school in crisis (as defined by the state Department of Education), our team was approached to develop a training and support system to improve teacher implementation of core behavior classroom management procedures. A training program was created and implemented to improve teacher and student behavior by focusing intervention on teacher buy-in and treatment fidelity of core behavioral procedures in the classroom. This included systematic coordination with administration, teachers, direct observations, teacher and BCBA data collection and visual feedback. By making the targets teacher-led and teacher focused, and by showing data on improvement, fidelity of procedures increased. This presentation will review this system, the training process, the training materials, checklists as well as the results of the work on teacher behavior.



Baker Wright



Ashley Mitchell-Buckman

By the end of this event, participants will:

- Learn common barriers to school-wide teacher buy-in for implementation of class-wide behavior programming and procedures
- Learn strategies implemented to begin the process of improving teacher implementation of foundational classroom management procedures with the opt-in/teacher choice model for targeted behavior procedures
- Learn the results of implementing this model and will be able to discuss future directions for training and teacher support

🕒 2:30 pm - 3:20 pm

📄 Panel

👤 AUT

📍 Grand Cypress

📋 1 LRN

Effective Collaboration Between Behavior Analysts and Other Professionals



Ansley Hodges



Erin Booker Lozott



Alicia Braccia



Brian Harris



Kimberly Howard

Collaboration with other professionals is an important and complex process for Behavior Analysts. It is necessary to understand the perspective of other professionals with which we often collaborate. Promoting positive relationships with other disciplines will ensure more optimal outcomes for the individuals we serve. This panel comprises a developmental pediatrician, school psychologist, occupational therapist, and speech/language pathologist. These individuals will share their experience with collaborating with behavior analysts. They will offer insight and recommendations for more effective engagement and collaboration with multidisciplinary team members.

By the end of this panel, participants will:

- Learn at least one strategy for effectively collaborating with other disciplines
- Identify one way in which behavior analysis has been negatively perceived by other professionals
- Identify at least one strategy for resolving conflicting treatment approaches



🕒 2:30 pm - 3:20 pm

📄 Paper

🏢 ETH

📍 Windsong 11-12

🗨️ 1 ETH/MH

Ethical Considerations for Sleep Programming

With as many as 50% of children experiencing sleep problems at some point during childhood (CDC, 2022) and up to 80% of children diagnosed with Autism Spectrum Disorder experiencing sleep problems (e.g., Furfaro, 2020 and Reynolds, 2019), many BCBAs find themselves treating behavioral sleep problems. However, BCBAs do not receive training in the variables impacting healthy sleep such as average sleep needs by age, setting events which delay sleep onset, or sleep dependencies which contribute to pervasive night awakenings. In the absence of formal training on sleep, ethical barriers may arise. This CEU aims to unveil the potential for questionable ethical behavior when developing sleep plans for families.



Emily Varon

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

- Identify their scope of competence when programming for sleep changes
- Understand common misconceptions about sleep, which can lead to ethical grey-areas
- Identify strategies to avoid ethical blind-spots

🕒 3:00 pm - 4:20 pm

📄 Symposia

🏢 AUT

📍 Windsong 5-7

🗨️ 1.5 LRN

Understanding Respondent Behavior: Approaches to Address Challenging Behavior in Autism Spectrum Disorder

This symposium will explore aspects of respondent behavior in the context of challenging behaviors exhibited by individuals with autism spectrum disorder (ASD). In the first study, researchers focused on teaching appropriate responses to aversive auditory stimuli without exposing the individual to the aversive stimuli. In the second study, researchers examined non-operant forms of aggression and self-injury in the presence of appetitive and aversive events. These behaviors often involve emotional reactions and can be driven by antecedent events. By evaluating the relative contribution of antecedents on challenging behavior, the study aimed to understand the emotional processes underlying these behaviors. This includes investigating how appetitive or aversive events may elicit emotional responses that contribute to the occurrence of challenging behaviors. In the third study, researchers investigated the relationship between heart rate and precursors to aggression. By examining heart rate patterns before and after aggression and its precursors, the study aimed to understand the emotional states leading to aggressive episodes. This approach acknowledges the potential role of physiological indicators in predicting emotional responding and subsequent behavior. All three studies recognize the importance of respondent or emotional responding in understanding and addressing challenging behaviors and highlight the need to modify emotional responding, analyze antecedent events, and explore physiological correlates of emotional responding to develop effective interventions and treatment strategies.



Faris Kronfli



Kerri Peters

Case Study: Teaching Safe Behaviors in the Presence of Aversive Stimuli
Faris Kronfli, Timothy Vollmer, J. Stephanie Gonzalez, Malachai Williams

Assessment of Antecedent Influences on Challenging Behaviors
Janae Pendergrass, Ciobha McKeown, Timothy Vollmer, Savannah Tate, Lindsay Lloveras

continued on the next page



Relations Between Heart Rate and Precursors to Aggression With Children Diagnosed With Autism Spectrum Disorder Emily Dowling, Kim Sloman

By the end of this event, participants will:

- Gain knowledge of teaching appropriate responses to aversive auditory stimuli without direct exposure
- Understand the emotional processes underlying non-operant forms of aggression and self-injury in the presence of appetitive and aversive events
- Identify the relationship between heart rate patterns and precursors to aggression

🕒 3:00 pm - 4:20 pm

🗣️ Panel

🏗️ ETH

📍 Windsong 1-2

📋 1.5 ETH

Ethical and Professional Issues Involving RBTs in Florida and Beyond

CHAIR



Melissa Olive



Kevin Murdock



Jim Carr



Steve Woolf



Paul Cruet

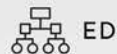
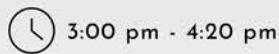
Businesses who employ RBTs are responsible for multiple professional and ethical matters to effectively support their staff given the multitude of issues facing the ABA field. In response to the rapid growth of the profession, the increased financial incentives in the field, and the overall demand for RBTs, we are finding that RBTs are encountering situations that may not be in their best interest. For example, some employers are incorrectly bringing RBTs on as independent contractors instead of employees. Other employers are failing to compensate RBTs for all the work that is required in their jobs. Meanwhile, new software has been developed that creates ABA session notes for clinicians using artificial intelligence resulting in a session note that does not reflect the actual activities and interventions from the ABA session. These and other situations will be addressed in this panel. Panel members will describe their role in the profession, and they will make suggestions for RBTs, BCBAs, and employers to aid in minimizing the professional and ethical situations RBTs are facing in the workplace.

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

- Describe how BCBAs can be accountable in their supervision practices to effectively support RBTs in the workplace.
- Describe how BCBAs can engage in performance monitoring and feedback to effectively support RBTs in the workplace.
- Describe how BCBAs can fulfill their core principle of benefiting others by effectively advocating for appropriate employment conditions for themselves and the RBTs they supervise.

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Improving Student Behavioral Outcomes through Interdisciplinary Collaboration and Teacher Consultation

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

Catia Cividini-Motta, Rose Iovannone, Kimberly Crosland, Kwang-Sun Blair, Alison Salloum

In this presentation the Project iSED (Advancing Interdisciplinary Services for Students with Severe Emotional and Behavioral Disorders (EBD)) team, which includes faculty from the Applied Behavior Analysis and Social Work programs, will provide an overview of Project iSED and the various activities it is completing to ensure scholars are prepared to work in interdisciplinary teams to improve outcomes for children with EBD who have high-intensity needs. The presentation will include an overview of steps of the Prevent-Teach-Reinforce (PTR) model of consultation, consisting of teaming, goal setting, assessment, intervention, and evaluation. The PTR model of consultation is unique in its collaborative approach, its focus on social validity, and its team-driven process. Furthermore, presenters will share sample data from children served by the scholars supported by this grant and discuss some of the successes and challenges encountered by the Project team.

Evaluation of an Interdisciplinary Training Project for School-Based Behavior Analysts and School Psychologists

Kwang-Sun Blair, Kimberly Crosland, Catia Cividini-Motta, Jose Castillo

Considering that much of the knowledge and many of the skills that behavior analysts and school psychologists possess are not unique to their particular discipline and that the school-based services they provide for students with behavioral challenges overlap to varying degrees, it is important to consider the potentially overlapping roles that they share. This presentation will introduce behavioral outcome data of children with behavioral challenges who were supported by preservice school-based behavior analysts and school psychologists funded by an interdisciplinary personnel preparation project (Project EBAS). Project EBAS (Enhancing Behavior Analytic Services for Children with Severe Emotional and Behavioral Disorders) is designed to improve training for future generations of school-based behavior analysts and school psychologists to work collaboratively in the public school system. Participants of the presentation will learn the benefits of having interdisciplinary preservice behavior analysts and school psychologists work with classroom teachers and school-based teams to support children who require intensive behavior interventions. The presentation will describe the aggregated child data from a number of single subject design studies and the moderator effects of interventions on child behavioral outcomes.

A Modular-Based Teacher Consultation approach to Increase Class-Wide Engagement for Students with Emotional Disturbance

Kimberly Crosland, Rose Iovannone, Emily Baton

Compared to other students who receive special education services, students with emotional disturbance (ED) demonstrate significantly more social and/or behavioral problems (Poulou, 2015; Wang & Fredricks, 2014). Currently, a wide research-to-practice gap exists regarding what works in classroom management for students with ED (Gable, 2014). Modular approaches allow teachers to select and customize evidence-based practices to have contextual fit for their classroom. This project evaluated a modular approach in which teachers completed an assessment and selected specific practices that would be most helpful for addressing class-wide behavior concerns. Behavior skills training and practice-based coaching were used to train teachers to implement the module strategies. Teachers selected the routine or time of day in which challenging behavior occurred most often. Data on class-wide challenging behavior and student engagement was collected using a multiple baseline design across classrooms. Results indicated that student engagement increased for all classrooms and challenging behavior decreased after implementation of the modules by teachers. Teacher fidelity data was high and social validity data from teachers indicated that the modules were feasible to implement and resulted in perceived improvements in class-wide behaviors.

CHAIR



Kwang-Sun Blair

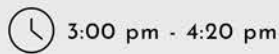


Catia Cividini-Motta



Kimberly Crosland





Using Behavior Analysis to Improve Behavior Analysis: A Focus On Compassionate Care



Ashley Mathie



Alyssa Bates



Jessica Donnelly



Karen Hans

Developing Soft Skills in Trainees to Shape the Future of Behavior Analysis Utilizing Evidence Based Practice Ashley Mathie, Jessica Donnelly, Cheryl Davis

Behavior analysts, for decades, have had striking difficulty with soft skills and collaboration, contributing to scrutiny and impacting the acceptance of behavior analysis. Developing soft skills has historically been difficult for behavior analysts, given the concrete nature of the scientific principles and the considerable task of developing a systematic approach that is acceptable to the larger population. Behavior analysts hold vital knowledge of empirically based interventions, and it is urgent that they employ their abilities to invest in the future of behavior analysis to be accepted by all. As a whole, behavior analysts need to be part of the change necessary to progress the field to be more compassionate and collaborative to ensure the science of behavior sees its fullest potential. A multiple baseline across skillset design was utilized with five trainees to examine the use of behavioral skills training (BST) to develop soft skills in trainees. This study supports the current recommendations and call for supervisors to see the significance of soft skills assessment and teaching within supervision. The design included baseline teaching observations, BST sessions, post BST teaching observations, and a generalization observation. Rapport building, interpersonal, and feedback giving skills were examined utilizing a set of skills operationally defined. The outcomes revealed that BST successfully increased performance for all participants.

Using Mindfulness to Increase Staff Use of Antecedent Strategies Alyssa Bates, Rocco Catrone, Meredith Andrews, Yukie Kurumiya

Mindfulness-based interventions have been more widely utilized in the field of applied behavior analysis to treat symptoms of depression, anxiety, stress, burnout, and overall poor psychological well-being in caregivers supporting individuals with intellectual and developmental disabilities (DD; Donnchadha, 2017; Garcia et al., 2021; Hartley et al., 2019). While progress has been demonstrated in this area, the lack of overt measures is a much-needed area of improvement and expansion. In an effort to address this consideration, the current study utilized a nonconcurrent multiple baseline across participants design to assess the effects of a mindfulness-based intervention on the overt behaviors of three Registered Behavior Technicians® (RBT®) and three clients diagnosed with DD. Staff were trained in mindfulness using a treatment package comprised of a didactic training and 28 consecutive days of practical engagement. The results suggested that mindfulness can increase staffs' use of antecedent strategies. Further, carryover effects were demonstrated in the reduction of the clients' socially inappropriate behaviors. Indices of happiness minimally increased for two of the staff. The findings of this study show that mindfulness interventions that typically target covert events can be used as an antecedent strategy for staff to influence observable behaviors of both staff and clients. Limitations and implications of the study are discussed, and recommendations for future research are proposed.

Finessing Your Feedback with Behavioral Science Karen Hans, Lavonda Pierre, Olivia Whalen

Using the science of behavior can help you to provide feedback and ensure a successful working environment. Performance feedback is an essential part to organizational behavior management, but being able to use that science to not only provide feedback but pair with your colleagues allows you the ability to help shape behaviors essential to working collaboratively. Examples of performance feedback tools will cover onboarding, training, and maintenance of skills. These tools will help you identify your colleagues' reinforcers in the work environment, ways to successfully share feedback, monitor that feedback, and ensure alignment in performance.

continued on the next page



A case study will be presented to address onboarding a new employee, identifying the functions of their behavior, and building rapport through feedback. The case study will move through training, referencing behavioral skills training and tying the feedback to performance. The case study will end with performance feedback tied to reinforcers on a variable schedule including performance based pay and behaviorally anchored rating scales. Participants will leave with tools they can implement in the work place and references to understand the research behind performance feedback.

By the end of this event, participants will:

- Learn and understand the evolution of soft skills in behavior analysis
- Engage in and improve their ability to define soft skills operationally
- Learn a behavior analytic strategy to target developing soft skills in trainees

🕒 3:30 pm - 4:20 pm

🗨️ Multi-Paper

🏠 MH

📍 Windsong 3-4

📋 1 LRN

Applying Behavior Analysis to Abuse: A Glimpse Into Past, Present, and Future Works

A Behavioral Approach to Understanding Domestic Violence: A Functional Assessment Based on Batterer-Identified Contingencies

Enasha Anglade

The purpose of the current paper is to introduce an approach to reducing instances of battering outside of the therapeutic context that addresses the function of the batterer's behavior in abuse dynamics



Enasha Anglade

Eliminating The Battering of Women By Men: Some Considerations for Behavior Analysis

Enasha Anglade

The purpose of this paper is to provide a behavior-analytic overview of domestic violence and how to conceptualize domestic violence and partner violence



Stephanie Enea

Understanding Stay/Leave Decision in Violent Relationships: A Behavior Analytic Approach

Stephanie Enea

The purpose of the current paper is to provide a behaviorally based approach to understanding stay/leave decisions by expanding on Myers' (1995) behavioral conceptualization of partner violence



Tanisha Cesaire

An Acceptance and Commitment Therapy Approach for Partner Aggression

Tanisha Cesaire

An overview of the application of ACT for aggressive partners

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Current Research on Assessments for Communication Modalities

Teaching Mands: Correspondence between Acquisition, Recommendations from Essential for Living® Communication Modality Assessment, and Preference

Claudia Campos, Holly Brolmann, Catia Cividini-Motta, Daniella Orozco

Individuals with autism spectrum disorder do not always acquire vocal speech and may require an augmentative and alternative communication (AAC) modality. The process used to identify an appropriate communication modality is not always systematic. Thus, the acquisition of the specified AAC modality may be slow. To date, there are a few methods that may be used to select an AAC modality. However, these methods consider different variables. For example, McGreevy et al. (2014) included a communication assessment within the Essential for Living® (EFL) manual which identifies and ranks appropriate AAC modalities for individuals. Nevertheless, to date, there is no research demonstrating that individuals will acquire the communication modality recommended by the EFL or comparing acquisition of this AAC modality to other frequently used AACs. Thus, this study aimed to compare acquisition of mands across three AACs, evaluate mands taught using the AAC modality recommended by the EFL, and determine whether participants preferred the AAC modality acquired in fewer sessions. Four children with limited vocal repertoires participated in this study. All participants acquired mands using the AAC modality recommended by the EFL. For all participants, rate of acquisition was similar across all modalities and preference was idiosyncratic.

The Comparison of FCR Topography Acquisition and Preference for Children Who Exhibit Problem Behavior

Jessica Tran, Patricia Kurtz, Cynthia Livingston, Sara Jeglum, Mathew Luehring, Brinea Osborne

Functional communication training is a widely used function-based intervention to replace inappropriate and severe challenging behavior (Tiger et al., 2008). When considering which mand topography (e.g., vocal, card touch, augmentative and alternative communication device, etc.) to teach for a functional communication response, implementers may consider several factors such as, response effort, social significance, and topography. Prior research has investigated mand topography preference during pre-evaluation acquisition rates (Ringdahl et al., 2009) and choice allocation during functional communication training (Winborn-Kemmerer et al., 2009). However, few studies have sought to examine pre-evaluation mand topography preferences. Therefore, the purpose of this study was to evaluate the validity of using a concurrent choice arrangement to determine reinforcer value for a mand topography within four children with autism spectrum disorder. The results of the mand topography assessment differed across participants, but a preferred topography was identified for all participants. Furthermore, the preferred topography was incorporated into subsequent functional communication training interventions for three of the participants and were found to be effective at decreasing problem behavior and increasing appropriate behavior.

Teaching Multiple Functional Communication Response Modalities for Increased Durability: Findings and Clinical Implications for Response Allocation

Brittany Loder, Cynthia Livingston, Daniel Kwak

Functional communication training (FCT) is a widely employed intervention for individuals with developmental disabilities and has been used successfully to treat an array of topographies of socially maintained challenging behavior (Carr & Durand, 1985; Sigafoos & Meikle, 2016; Rispoli et al., 2014). Previous research has evaluated the effects of teaching multiple functional communication response (FCR) modalities during FCT to increase the durability of treatment effects upon contact with a disruptor (e.g., extinction; Lambert et al., 2015). Specifically, teaching a variety of socially appropriate response modalities can ensure that one or more of the response modalities resurges prior to challenging behavior. Similarly, additional research has evaluated preference in the persistence of FCRs after contacting extinction, showing more preferred FCR modalities can persist for a longer time (Ringdahl et al., 2018).

continued on the next page

CHAIR



Brittany Loder



Claudia Campos



Jessica Tran



However, such research evaluating the effects of FCR preference on persistence has assessed individually signaled extinction components, therefore not allowing visualization of response hierarchy for FCR modality. This current study used procedures similar to Hanley et al. (2014) to assess the effects of response restriction on preference for FCR modalities for 3 children with developmental disabilities who engaged in problem behavior. Specifically, this study evaluates a response hierarchy for FCR modalities, comparing results to that of the mand topography assessment (MTA) with response restriction. Implications and findings will be discussed.

🕒 3:00 pm - 4:20 pm

🗣️ Panel

🌐 EVS

📍 Grand Cypress

📋 1 LRN

From Climate Change and Natural Disasters to the Cultural Selection of Sustainable Communities: A Behavior Analytic Discussion

CHAIR



Amy Polick



Ramona
Houmanfar



Nikki Dickens



Mark Alavosius



Andrew Bonner

The human response to climate change has been, in many ways, extraordinary. On one hand, millions of climate activists have banded together in recognition of the grave consequences associated with inaction - the international community has followed suit forging new international agreements to mitigate emissions and prevent the worst that a warming climate has to offer. On the other hand, countless more people have uprooted their lives in pursuit of more hospitable living conditions. Others still have stayed put to cope with natural disasters that are growing in frequency and intensity due to a warming planet. This panel discussion will cover various topics related to climate change, resilience in the face of a warming climate, and the cultural selection of more sustainable behavior patterns, all from a behavior-analytic orientation.

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

- Describe strategies (of the international community and of local geographies) to mitigate greenhouse gas emissions
- Describe innovative strategies developed by local communities to cope with natural disasters
- Describe the cultural selection of more sustainable practices

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THURSDAY AFTERNOON

September 28

🕒 4:30 pm - 5:20 pm

🎤 Invited

👤 TCP

📍 Grand Cypress

📄 1 LRN

Inside Behavior Analysis: Dr. Ramona Houmanfar

Inside Behavior Analysis will sit down with this year's Keynote Speaker. Among her numerous contributions to behavior analysis, Dr. Houmanfar served as an editor for JOBM, Co-chair for ABAI's Program Committee, Director of the OBM Network, and a President of Nevada ABA, and a trustee of the Cambridge Center for Behavioral Studies. Houmanfar's distinguished work 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. Houmanfar about her life, experiences, and commentary.



Ramona Houmanfar



Andrew Houvouras

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

- Summarize the contributions of and research areas explored by Dr. Houmanfar
- List 3 to 5 critical areas to focus upon as they relate to ABA And OBM
- Discuss the important areas of career establishment pertaining to the learning history of the interviewee

🕒 5:30 pm - 6:30 pm

🎤 Special Event

📍 Windsong Prefunction

Presidential Poster Session and Social

Sponsored by Smash My Goal
(See details on the next page)



🕒 6:00 pm - 7:40 pm

🎤 Special Event

📍 Palm A-F

FIU BAMS Networking Session

This special event is hosted by the 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 to connect with our alumni, community partners, prospective applicants and potential sites seeking affiliation. If you have been associated with BAMS in the past or present or if you wish to be connected to us in the future, we want you to visit with us! We are looking for people who share our commitment to excellence and service. Come and learn about becoming an affiliated site, program admission requirements, flexible enrollment options and much more! Please stop by for light refreshments, networking and BAMS swag!

🕒 6:30 pm - 7:30 pm

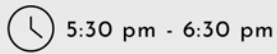
🎤 Special Event

📍 Regency Hall

FSU Reunion and Mingle

Come drop in and mingle with fellow alumni and students of the FSU ABA Masters program





5:30 pm - 6:30 pm



Special Event



Windsong Prefunction

Presidential Poster Session and Social

Sponsored by Smash My Goal

The President of FABA invites you to come mingle and network with Florida's finest Behavior Analysts while enjoying the Poster Session. Join us for a Meet and Greet, fun entertainment, snacks, and refreshments!

1: Social Media Publications: Ethical Violations Of Stand-Alone Applied Behavior Analysis Autism Clinics Risk Children's Safety

Alexandra Ingebritson

2: Utilization of the PFA/SBT To Prepare a Child For Face and Voice Conditioning

Victoria Sartin

3: Application of Peer Yoked Contingency as a Learn Unit Tactic

Victoria Sartin

4: Utilization of Peer Yoked Contingencies to Increase a Child's Peer Approvals

Victoria Sartin

5: Teaching a New Learner How to Get Started with DTT Efficiently

Bradley Zvorsky

6: Who's Your Daddy? An Analysis of Teaching Methods to Acquire Caregiver Identification

Kirstyn Yountz

7: Teaching a Child with Autism to Use Adjectives Using Picture Prompts

Sidney Wade

8: Evaluating the Effects of Multiple Exemplar Training on Tact-to-Mand Transfer in Children with Autism

Amalix Maria Flores Montero

9: Cultural Responsiveness and Contingency Management for Substance Use Disorders

Hailey Donohue

10: Operationalizing and Assessing the Social Validity of Individual and Organizational Level Pay Equity Strategies

Hanna Vance

11: Why So Serious? Teaching Empathetic Responding to a Teen Diagnosed with ASD Using Systematic Prompt Fading

Lauren Fettis

12: Measuring the Function of Social Interactions in Children with Autism

Laura De Zayas

13: Comparison of Dependent Variables to Measure the Function of Social Interaction in Children with Autism

Megan Wallis

14: Evaluating the Social Validity of Interteach Compared to Lecture: Instructor Perspectives

Nicole Rosa

15: Effects of a Symptoms Trackers on Increasing Self-Management Behavior of Medical Symptoms

Kelly Tanga

16: Black Children with Autism Spectrum Disorder

Torica Exume

17: Video Modeling vs. Text-Based Instruction for Multiple Baseline Graph Creation in Microsoft Excel

Joshua Carmona

18: Effectiveness of a Treatment Package For Picky Eaters Without Escape Extinction

Trishna Naraindas Budhrani





5:30 pm - 6:30 pm



Special Event



Windsong Prefunction

Presidential Poster Session and Social

Sponsored by Smash My Goal

continued

19: "Everybody Needs to Take Breaks": A Qualitative Analysis of Registered Behavior Technicians' Experiences with Taking Breaks at Work

Victoria Greene

20: Client Preference for Functional Communication Response Modalities Across Functions

Delaney Schneider

21: Increasing Tolerance to Routine Nail-grooming in the Absence of Escape Extinction

Alemy Barreto

22: Teaching Children to Recall Events in the Past: Latency and other Secondary Measures

Kate Pudpud

23: Further Evaluation on Teaching Sign Language to Young Children

Anna Quintero-Giegeling

24: Comparison of Traditional and Embedded DTT

Shermetrius Mack Gray

25: Using Literacy-Based Behavioral Intervention to Prevent Expulsion and Suspension in Preschool

Karina Soto

26: Teaching Budgeting Skills to a Teenager With Autism

Emily Craycraft

27: Vocal Imitations Following Mand Training Using Vocalizations Paired with American Sign Language

Abbey Knox

28: A Systematic Review of Breast Cancer Applications to Assess Patient Engagement

Jeanine Stratton

29: An Evaluation of the Effects of Reinforcer Choice on Nutrient-dense and Calorie-dense Edible Reinforcers

Gabriela Beaujour

30: Use of Concurrent- Chains Schedules to Assess Preference for Instructional Contexts

Rocio Rodriguez

31: Reducing Screaming in a Child Diagnosed with Autism Spectrum Disorder through the Use of a Token Board and Self-Management

Emma Fernandez Guevara

32: Using Computer-Based Instruction to Teach Undergraduate Students How to Conduct a Structured Mealtime Protocol

Daniella Fronte

33: The Effects of Stimulus Preference on Competing Stimulus Assessment Outcomes

Kiersten Strickland

34: Evaluation of a Functional Analysis of Noncompliance During Transitions with an Individual Diagnosed with Down Syndrome

Emily Dowling

35: Establishing the Emergence of Tacts With Initial Auditory-Visual Conditional Discrimination in Children With Autism

Katherine Abellan



THURSDAY AFTERNOON

September 28



5:30 pm - 6:30 pm



Special Event



Windsong Prefunction

Presidential Poster Session and Social

Sponsored by Smash My Goal

continued

36: Effects of Fixed and Varied Exchange Production Schedules during DRA Treatment for Verbal Protests

Jennifer Abellan

37: The Effects of Pictorial vs. Video Visual Schedules

Robynn Katzeff

38: Increasing Self-Drinking From an Open Cup Without the Use of Extinction Procedures

Natalie Odio

39: MANDness: The Impact of Gamification on the Number of Manding Trials Conducted by EIBI Technicians

Isabella Lanz

40: A Comparison of Methods for Increasing Caloric Intake Among Children with Feeding Disorders

Angie Van Arsdale

41: Problem Solving With Habituation: A Case Study

Madison Madden

42: Unlocking Communication Potential: The Effects of Mand Training and AAC Systems on Vocalizations

Jessica DeMarco

43: Teaching Prerequisite Skills Prior to DTT Skill Acquisition

Camille Ponce

44: Treatment Effects of Stimulus Fading and Differential Reinforcement in the Absence of Extinction on Problem Behavior Maintained by Escape from Vocal and Physical Prompts

Ashley-Marie Black



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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.

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8:00 am - 9:20 am

Invited

MC

Grand Cypress

1.5 ETH

Invited Panel: Navigating the Field as a Member of an Underrepresented Community



Jonathan Fernand



Vivian Ibañez



Meka McCommon

The purpose of this invited panel is to hear from members of underrepresented communities who are in their early career phase. Panelists will share their experiences navigating the field of behavior analysis and how their collective and individual identities shape those experiences. Topics will include the present and future state of the field, barriers to professional development, and the benefits of fostering a diverse, equitable, and inclusive space.

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

- Identify barriers that members of underrepresented communities may face when navigating the field of behavior analysis
- Analyze how their own identities shape their professional development experience
- Apply the principles discussed in this panel to their own professional spaces

8:00 am - 8:50 am

Symposia

OBM

Windsong 5-7

1 LRN

Cutting Edge Approaches in OBM

Organizational behavior management is evolving in many ways to address the changing needs of organizations and incorporate the latest research and technology. This symposium will describe novel approaches for supporting employees in organizations. The first study will show a comparison of tag teach and video modeling to train medical skills. The second study will present an AI-based data collection and video feedback approach for improving ergonomics while completing work tasks. And, the third study will present a data-based case study on supervisor activities used to create more opportunities for supervisors to have conversations with their teams about safety.

Comparing Video Modeling to Tactile Feedback to Train Medical Skills
Kelcie McCafferty, David Wilder, Rachael Ferguson

Using AI to Measure and Improve Workplace Ergonomics
Williams Espericueta, Nicole Gravina

The Day in the Life of a Front-Line Supervisor: A Case Study Conducted to Create White Space in Their Day to Increase Safety Conversations
Andressa Sleiman, Tim Ludwig

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

- Describe tag teach
- Describe how artificial intelligence can be used to measure safety behavior
- Describe why supervisor safety conversations are essential for promoting workplace safety

CHAIR



Andressa Sleiman

DISCUSSANT



Ramona Houmanfar



⌚ 8:00 am - 8:50 am

🎤 Symposia

🏠 HF

📍 Windsong 11-12

💬 1 LRN

Behavioral Approaches to Enhance Performance in Sports and Gaming

This symposium includes three recent studies evaluating behavioral approaches to enhance performance in sports and gaming. The first paper by Samantha Martinez, describes a study comparing video feedback versus video modeling and video feedback for enhancing performance of ball control skills in soccer. The second paper by Cara Shapiro evaluates an intervention consisting of gradual exposure and thought training to help gymnasts overcome performance blocks in the execution of gymnastics skills. The third paper by Romel White describes a study evaluating video feedback for enhancing the performance of a defensive move in an online video game. The discussant is Dr. Kim Crosland from the University of South Florida who has conducted research in health, sports, and fitness. She will comment on the three papers.

Comparing Video Feedback to Video Modeling plus Video Feedback for Improving Soccer Skills
Samantha Martinez, Raymond Miltenberger, Shreeya Deshmukh

Evaluating a Behavioral Intervention for Performance Blocks in Gymnastics
Cara Shapiro, Raymond Miltenberger, Sharayah Tai

Evaluating Video Feedback to Improve eSports Performance in Street Fighter V
Romel White, Anthony Concepcion, Raymond Miltenberger

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

- Describe video modeling and video feedback for enhancing sports performance
- Describe gradual exposure and thought training for overcoming performance blocks in gymnastics
- Describe the use of video feedback for enhancing performance in an online gaming context



⌚ 8:00 am - 9:20 am

🎤 Symposia

🏠 ED

📍 Windsong 6-8

💬 1.5 LRN

School Psychology & ABA: A Match Made in Heaven

School psychologists often provide services to students who struggle in school due to academic difficulties they may put them at risk for failing grades or special education placement. School psychologists also assist students who engage in disruptive behavior, whether they are in special or regular education classes. East Carolina University has a masters and specialist program in school psychology (SP) that requires students to complete a practicum in the public schools and two courses in applied behavior analysis. In the fall semester of their second year, the SP students propose and implement a functional behavior assessment and then follow that with a function-based intervention in the spring semester. The combination of the skills they are learning to become a school psychologist and their behavior analytic skills results in their ability to design and implement effective interventions, collect data regarding behavior change, and document that the interventions are responsible for those changes in behavior. The skills they learn from these two disciplines enables them to serve students more effectively on their internship and when they become school psychologists. Two SP students will present successful interventions with students who have academic difficulties, two because of skill deficits and the other because of off-task behavior. The third SP student will present a successful intervention that was conducted with a student with autism spectrum disorder who engaged in disruptive behavior. Each of the SP students will share ways in which they gained teacher cooperation in taking data and implementing interventions. Finally, a former SP student who is now a school psychologist will share strategies that she has learned to gain teacher buy-in and increase implementation fidelity and intervention effectiveness.



continued on the next page



Using Incremental Rehearsal and a Modified Version of Mystery Motivators to Increase Multiplication Fact Fluency in Two Third Graders
Kaylin Ward

Using Check-In/Check-Out with Negative Reinforcement to Increase On-Task & Hand-Raising Behaviors of a First Grade Boy
Lauren Cutler

Using a Card Communication System to Decrease Squealing In a 7-Year-Old Girl with Autism Spectrum Disorder
Kanesha Rhodes

Strategies for Increasing Teacher Buy-In to Increase Implementation Fidelity & Intervention Effectiveness
Sarah Hayes

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

- Describe how to conduct successful interventions with students who have academic difficulties due to skill deficits and off-task behavior
- Describe how to conduct a successful intervention with a student with autism spectrum disorder who engages in disruptive behavior
- Describe strategies that can be used to gain teacher buy-in and increase implementation fidelity and intervention effectiveness

⌚ 8:00 am - 8:50 am



Special Event



Palm A-F

SOFABA Presents: South Florida Provider Meet Up

The South Florida Association for Behavior Analysis is hosting our third annual FABA meet-up! We would like to invite South Florida providers to join us for an opportunity to network with local providers and discuss the issues that directly affect our community.

⌚ 8:00 am - 9:20 am



Symposia



DD



Windsong 1-2



1.5 LRN

Recent Advances in Functional Analysis Methods across Social and Automatic Reinforcement Functions

Functional analysis remains the gold standard in the assessment of problem behavior. This symposium will describe a series of studies that advance our understanding of both practical and conceptual issues in the assessment and treatment of behavior disorders. The first study describes outcomes including social validity measures of trial-based functional analyses in clinic-based settings. The second study describes a methodology for using repeated latency-based measures in the context of functional analyses. The third study described the correspondence between an enhances automatic reinforcement screener and a multi-test functional analysis in identifying subtypes of automatically-reinforced SIB. Finally, the fourth study describes a novel conceptualization of the relationship between self-injury and self-restraint using clinical case studies as exemplars.

continued on the next page

CHAIR



Yanerys Leon

DISCUSSANT



Iser DeLeon



Determining the Utilization of Trial-Based Functional Analyses in a Clinical Setting
Cayla Thomas, Kara Wunderlich

Repeated-Latency Measurement in Functional Analysis
Justin Han, Sarah Bloom, Jesenia Giambrone, Catia Cividini-Motta

Evaluation of an Enhanced Automatic Reinforcement Screener to Identify Subtypes of SIB
Victoria George, Yanerys Leon, Trishna Naraindas Budhrani, Joanne Li, Jennifer Abellan

Further Considerations on the Functional Relationships between Self-Injury and Self-Restraint
Caeli Cormier, Iser DeLeon

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

- Describe the outcome of trial-based functional analyses conducted in a clinic setting
- Describe the correspondence between a repeated-latency functional analysis and a session-based functional analysis
- Describe the correspondence between SIB subtypes obtained via an enhanced automatic reinforcement screener and a multi-test functional analysis



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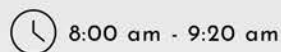
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Special Topics: Overcoming Procedural Challenges

Criterion-Based Fading Procedure

Melissa Owen

Discharge requirements and a systematic fading of ABA services are required by the insurance companies to be in all treatment plans. It is in our Code of Ethics to plan for the discontinuation of services when we start seeing a client, but how do we do this scientifically and consistently? How can we effectively prepare for services to end before they even start? This presentation exams these questions as well as existing peer-reviewed research on this topic (hint hint, there is none). A novel data collection system will be presented that has been utilized to effectively and efficiently fade back ABA services with a client as well as various adaptations that can be made to this system to make it individualized to each client. The social validity of this protocol from the viewpoints of insurance companies, parents/caregivers, and line staff collecting the data will be examined as well as discussing future directions and additional research that is needed.



Melissa Owen



Emily Dowling



Sabrina Olivera

An Evaluation of Side Biases and Counterbalancing in Paired Stimulus Preference Assessment

Emily Dowling, Jonathan Fernand, Flavia Del Castillo, Alexandra Ewald

Previous literature suggests the use of counterbalancing when conducting preference assessments to account for side biases. While counterbalancing is encouraged, there are no explicit studies that have investigated the impact of counterbalancing in preference assessments. Time conducting preference assessments could be cut in half if counterbalancing is not necessary for all individuals. The purpose of our study was to compare selections made in a paired stimulus preference assessment before and after counterbalancing the location of the edibles. Four children diagnosed with autism spectrum disorder between the ages of 3-5 years old participated in the study. The procedures for conducting the paired stimulus preference assessment were similar to those of Fisher et al. (1992). Three paired stimulus preference assessments were conducted with each participant using edibles. Selections made in the preference assessment were compared before and after counterbalancing the location of the edible to assess for side biases and/or changes in selections. Side biases were analyzed based on the methods used in Bourret (2012). For two of the four participants, side bias scores decreased from the first PSPA to the last PSPA conducted. The time it took to complete the PSPA with each individual decreased as more PSPAs were conducted, which suggests frequently running PSPAs in practice may also help to decrease assessment time. Our results indicate that preference assessments conducted without counterbalancing can produce similar preference hierarchies and take less time to administer.

Examining the Relation between Magnitude of Renewal and Obtained Rates of Reinforcement

Sabrina Olivera, John Michael Falligant, Brianna Laureano

Behavioral interventions to decrease challenging behavior typically utilize dense schedules of reinforcement for appropriate behavior. Following reductions in challenging behavior, generalization across contexts is programmed to ensure the intervention is effective in the natural environment. However, challenging behavior sometimes reemerges as a function of changes in contexts, this is called renewal. Falligant et al. (2021) found that the prevalence of renewal was lower for individuals who experienced denser schedules of reinforcement in the initial training context than those who experienced leaner schedules of reinforcement. The current study extended Falligant et al. (2021) by examining the relationship between the obtained magnitude of reinforcement during the initial training phase and magnitude of renewal during treatment evaluations for individuals admitted to an inpatient unit for severe challenging behavior. We re-analyzed treatment applications with context changes identified via a retrospective consecutively controlled case series. The clinical implications of identifying factors that are associated with renewal of challenging behavior are discussed.

By the end of this event, participants will:

- Learn about current insurance, Board, and regulatory standards for the fading/discharge of ABA services for our clients. Research on this topic will be discussed
- Learn about a novel protocol that was created involving 5-minute probes taken daily during ABA sessions that is then used to determine when to effectively fade back ABA hours and eventually discharge from ABA services
- Learn about the social validity of this protocol from a therapist standpoint, parental/caregiver standpoint, and also from the standpoint of the insurance companies that fund services



8:00 am - 8:50 am

Panel

PRO

Windsong 3-4

1 LRN

What Your Payer Can Do For You: An Ethical Guide On Working With Insurance Companies

CHAIR



Tiki Fiol



Chelsea Johansen



Tiffany Hodges

As Applied Behavior Analysis (ABA) has become more widely recognized as a treatment for Autism and covered by insurance, it is important that ABA providers are aware of the best ways to work with payors. ABA professionals would benefit from understanding how medical necessity guidelines are created, how to work within medical necessity criteria, understanding benefits, how to read denials, and what benefits are available through your payor relationship. ABA is now a widely covered treatment option for Autism Spectrum Disorders with most insurance companies including Medicaid, commercial, and self-funded plans. BCBA's can decrease time dealing with escalated insurance issues and completing clinical reviews by fully understanding the medical necessity process. BCBA's may also be able to improve outcomes for their clients by leveraging programs and resources that insurance companies have available to support their members. Insurance organizations often have case management supports, medical case management teams, self-service tools for caregivers, and online tools for providers; being able to navigate these resources may improve the client and their families overall experience. Materials covered will address these areas and provide tools on how to better navigate partnering with a payer.

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

- Understand how medical necessity criteria are developed and walk through several organizations' criterion. Attendees will be able to craft a treatment target to meet medical necessity criteria
- Identify the types of denials (clinical, administrative, claims) and how to respond to denials and requests for records
- State 3 different ways a payor can support the overall outcome of member's ABA treatment

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🕒 8:55 am - 9:45 am

📄 Paper

🧑‍🚀 AUT

📍 Windsong 11-12

📋 1 LRN/MH

Utilizing the Teaching Interaction Procedure to Train Special Education Teachers & Behavioral Technicians in Behavioral Artistry

Richard Foxx (1985, 1995) outlined several traits that distinguished behavior technicians from behavioral artists. He argued that these distinguishing factors made the difference in whether a behavior change procedure proved successful or not. These features have been added to the growing body of work around compassionate care in behavior analysis. Two studies are presented in this paper to support the growth of work around behavioral artistry and how to teach these skills in the applied setting. The first study demonstrates that Foxx's skills of behavioral artistry can be taught to a selection of 3 behavior technicians in an ABA center, demonstrating that technicians are able to demonstrate the skills of behavioral artistry after training through the teaching interaction procedure (TIP). A multiple baseline design across three participants was used. Data from this study demonstrated that all three participants showed marked improvement in their ability to engage in components identified as part of Foxx's behavioral artistry. The second study assessed the effectiveness of TIP in implementing features of behavioral artistry across six special education teachers in self-contained special education classrooms. Results of this study demonstrated that skills of behavioral artistry could be taught through the utilization of TIP and maintained following the completion of the intervention in a special education setting. Both studies add to the efficacy of TIP to train staff and the application of TIP to the training of soft skills and more compassionate practitioners. Further this paper examines the social validity and success of training special education teachers to engage in behavioral artistry from both the teachers and caregivers' perspectives.



Amy Bukszan

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

- Identify the 7 attributes of Richard Foxx's Behavioral Artistry
- Identify the essential elements of the teaching interaction procedure
- Discuss potential rationales for training practitioners in behavioral artistry to improve a compassionate practice

🕒 9:00 am - 9:50 am

📄 Paper

🧑‍🚀 PRO

📍 Windsong 5-7

📋 1 ETH

Moving Towards Value in Your Organization: The Future of Reimbursement Structures in ABA

This presentation will provide an overview of ways ABA organizations can use measurement systems to prepare for value-based care. Focusing on client outcomes is one important component, but we must also be prepared to provide indices of cost and demonstrate efficient and effective processes. Measurement is not only important at the individual level, but also aggregated to show performance within and among groups as well as the level of the organization as a whole. The presentation will provide a foundational overview of value-based care and review existing value-based care models working successfully in Applied Behavior Analysis to promote improved quality and patient outcomes.



Sara Litvak

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

- Define process, structure, outcome and cost measures used to measure quality
- Identify alternative payment models used to replace fee-for-service payments
- Understand existing models for value-based care in ABA



🕒 9:30 am - 10:50 am

🎤 Symposia

🏠 SUP

📍 Windsong 6-8

🗨️ 1.5 SUP

Understanding the Behavior Therapist Shortage in Florida and Charting a Path Forward

This symposia will review three projects that were a part of a grant provided by the Florida Developmental Disabilities Council to address the behavior therapist shortage. The presentations will review the results of focus groups, surveys, and an environmental scan. Based on the findings from focus groups, surveys, the environmental scan, and other data, we created several recommendations for addressing the behavior therapist shortage in Florida. The discussant will review those findings and recommendations specific to the needs of Florida for addressing these concerns, which will be outlined in the presentation.

Insights from Practitioners on the Shortage of Behavioral Therapists
Kacie McGarry, Kerri Peters, Janelle Bacotti, Yanerys Leon, Nicole Gravina

A Situational Analysis of Behavioral Analytic Service Provision in Florida
Kerri Peters, Janelle Bacotti, Yanerys Leon, Nicole Gravina, Kacie McGarry

Providers' Perspectives on Behavioral Service Provision, Training, Supervision, and Workplace Conditions
Janelle Bacotti, Kerri Peters, Yanerys Leon, Nicole Gravina, Kacie McGarry

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

- Relate the variables contributing to staff turnover and retention to their own organizations
- State the different environmental variables impacting the field of behavior analysis in Florida
- Describe action steps for remediating variables negatively impacting the workplace and field



Yanerys Leon



Nicole Gravina

🕒 9:30 am - 10:50 am

🎤 Symposia

🏠 DD

📍 Windsong 1-2

🗨️ 1.5 LRN

Using Outcomes of Functional Assessment to Inform Intervention for Disruptive Behavior

Individuals with and without disabilities engage in a variety of disruptive behaviors. Individualized interventions, developed based on outcomes of functional assessments, are likely to result in positive outcomes and may be more effective than non-function-based interventions. This symposium includes three studies evaluating the impact of interventions, designed based on outcomes of functional assessment, on disruptive behavior. The first paper consists of a retrospective study evaluating the relation between outcomes of functional analysis and reinforcement-based interventions. More specific, in this paper after subtyping automatically reinforced stereotypy the authors evaluated for which subtype reinforcement-based interventions alone were effective. The second paper consisted of an evaluation of a hands-on-shoulder procedure to reduce toe walking. Finally, in the third paper the authors used virtual training to teach case managers to use the functional assessment interview for runaways (FAIR) and develop individualized interventions to address runaway behavior of youth in child welfare.

Subtyping Stereotypy: Do Subtypes Predict Treatment Outcomes?
Alyssa Rojas, Catia Cividini-Motta, William Ahearn, Tiago S.L. De Man

Use of a Hands-on-Shoulders Procedure to Reduce Idiopathic Toe Walking in Children with Autism
Franchesca Izquierdo, David Wilder, Christina Sheppard, Kira Flynn

continued on the next page



Catia Cividini-Motta



Leah Koehler



Addressing Runaway Behavior: Evaluating Virtual Training to Teach Case Managers to Use the FAIR and Create Individualized Interventions

Asha A. Fuller, Kimberly Crosland, Arturo Garcia, Ryan Estes

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

- Describe the hands-on-shoulders procedure for toe walking
- Use functional analyses data to subtype stereotypy
- Understand how to use the the Functional Assessment Interview for Runaways (FAIR) to develop individualized interventions for youth runaway behaviors





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Substance Use and Behavior Analysis: Recent Research

Surrogate Delay Discounting Rate Depends on Observation of Different Health Behavior
Ryan Higginbotham, Jesse Dallery

Delay discounting refers to a reward's loss of subjective value as a function of delay to its receipt. Research has linked higher rates of delay discounting to numerous health-related behaviors including cigarette smoking. Observing impulsive or self-controlled inter temporal choices such as smoking cigarettes or engaging in healthy behavior may influence someone's choices on a hypothetical delay discounting task and thus their discounting rate. If observation of intertemporal choice influences discounting, it should not matter whether that observation is from a first- or third-person perspective. We showed participants (N=65) two videos: one of a woman smoking and one of another woman eating an apple. Following each video, participants completed a delay discounting task as a surrogate decision-maker for each woman (i.e., the choices were made from the perspectives of the women in the videos). Discounting rates were consistently higher from the perspective of the woman observed smoking suggesting that choices on delay discounting tasks may be influenced by observation of intertemporal choice.



Alexandra Knerr



Ryan Higginbotham



Lindsey Ives

Personalized Contingency Management for Vaping Cessation
Alexandra Knerr, Jesse Dallery

E-cigarette use has rapidly increased over the last decade, especially among young adults. Contingency management is an incentive-based intervention that has been effective in promoting abstinence from e-cigarettes, tobacco products, and a variety of other drugs of abuse. Contingency management is effective for diverse populations, when delivered either in person or remotely, and with a variety of different incentives. Tailoring the treatment components of contingency management has been suggested to increase both the effectiveness and acceptability of the intervention. However, there is a lack empirical evidence exploring the effects of tailored contingency management methods, as well as a lack of guidelines on how to best tailor a contingency management intervention for an individual client. This study evaluated tailored contingency management to promote abstinence from nicotine-containing e-cigarettes (i.e., vaping abstinence) among young adults. Tailored components included the quit date, incentive, incentive delivery system, meeting frequency, meeting format, and additional supports. Participants also provided and managed their own incentive. Preliminary results have been promising: one participant successfully quit vaping through eight weeks with a personal intervention plan using TikTok as the incentive, and rated the intervention highly. These tailoring methods may be useful when developing contingency management interventions.

Feasibility and Acceptability of a Digital Social Incentive System in Treatment of Substance Use Disorders
Lindsey Ives, Linda LeBlanc, Jesse Dallery, Matthew Serel, AJ Diaz

The majority of individuals with a substance use disorder (SUD) will relapse after residential treatment. Contingency management (CM) has demonstrated considerable success in the treatment of SUDs and has been cited as the most efficacious psychosocial intervention for promoting drug abstinence. Traditional implementation of CM involves the provision of monetary incentives contingent on biochemically verified abstinence. One limitation to the widespread adoption of CM is the cost associated with monetary incentives. Social incentives may present a viable alternative to monetary incentives. We developed a social incentive system within a digital recovery platform that arranges the provision of social incentives from friends, family, and clinicians for verified abstinence and recovery-related goal completion. This study identified that the social incentive system is both feasible (toxicology and goal reports can be shared through the platform and social incentives from care team delivered immediately) and acceptable (high ratings obtained from the system usability scale and treatment acceptability questionnaire). These results suggest that a digital CM program using social incentives holds promise as a way to prevent relapse following residential treatment for SUDs.





Training Complex Skills to Professionals Using Evidence-Based Practice

The Effects of the Teaching Interactions Procedure on Esports Coaches Feedback Delivery
Alyson Intihar, Kaitlynn Gokey, Katie Nicholson

Esports is a rapidly growing industry of competitive videogaming. It is common in esports for coaches to be selected based on proficiency in the game and number of years of experience. However, coaches are not always trained in feedback delivery, despite this being a major component of coaching. The present study evaluated the effects of the teaching interactions procedure to train esports coaches to deliver feedback to the players they manage, expanding the literature for an under-represented population as well as an under-represented procedure.

Development and Evaluation of Interactive Computerized Training to Teach Practitioners to Implement Safety Skills Training

Anthony Concepcion, Rasha Baruni, Raymond Miltenberger, Trevor Maxfield, Jennifer Cook

Children can experience unintentional injuries due to safety threats found in their environments (Centers for Disease Control and Prevention, 2008). Researchers have shown that children can be taught safety responses using behavioral skills training (BST) and in situ training (IST). Within the safety skills literature, there is evidence that manualized interventions are effective for teaching parents and teachers to deliver BST (Gross et al., 2007; Novotny et al., 2020). An approach that has not been evaluated for teaching safety skills is interactive computerized training (ICT). The ICT approach employs technology to deliver trainings in the absence of a trainer (Gerencser et al., 2018; Higbee et al., 2016). The purpose of the current study was to develop and evaluate an ICT to teach practitioners to conduct a safety skills training protocol with their clients with autism spectrum disorder (ASD). Phase 1 of the study consisted of developing the ICT and soliciting expert feedback. In Phase 2, the researchers evaluated the ICT program with three Board Certified Behavior Analysts (BCBA®) who provided behavior analytic services to clients with ASD. In the final phase, the BCBAs implemented safety skills training with their clients. In situ assessments were arranged to evaluate the effects of the BCBAs training on the clients' safety responses. Overall, the BCBAs implemented the safety skills training protocol with high fidelity during post-ICT assessments and rated the ICT program positively. Following enhanced-BST and IST, the clients with ASD engaged in the safety skills during in situ assessments. Caregivers rated the safety skills training protocol favorably.

Checklist and Goal Setting to Promote Culturally Responsive and Trauma-Informed Practices in Schools
Corina Jimenez-Gomez, Daniel Kwak, Gabrielle Morgan, Lauren Beaulieu

The recent emphasis on culturally responsive service delivery and trauma-informed care in behavior analysis is limited by the lack of training in these areas. There is a need for behavior analysts to develop new skill sets to adjust their practices accordingly. We evaluated a treatment package that included in-person training, a checklist, and weekly goal setting. The content of the treatment package focused on the inclusion of culturally responsive and trauma-informed practices in behavior support plans designed for students in a public school. The treatment package was effective at increasing culturally responsive and trauma-informed practices in behavior support plans with both participants, and participants' weekly goals corresponded with the observed changes in their behavior plans. Further, the social validity assessment suggests participants strongly agreed the training and checklist were valuable and easy to use and reported increases in their perceived abilities to implement culturally responsive trauma-informed care post training.

CHAIR



Kaitlynn Gokey



Alyson Intihar



Anthony Concepcion



Corina Jimenez-Gomez



🕒 9:30 am - 10:50 am

🗨️ Panel

🏠 TCP

📍 Grand Cypress

📄 1.5 LRN

Challenges Facing Us Today: A Conversation With An Expert Panel



Kevin Murdock



Melissa Olive



Kristin Korinko

This panel will afford members of FABA the opportunity to observe and participate in a collaborative conversation about challenges that Florida practitioners are, or will be, facing. Topics will include how we can provide access to high quality behavior analytic services while protecting consumers and our profession. FABA members will be able to ask questions, express concerns, and contribute to an active discussion to identify solutions and develop action plans.

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

- Recognize five distinct challenges that ABA practitioners in Florida are, or will be, facing
- Actively participate in a problem-solving conversation with expert panelists
- Identify three possible action plan steps to solve problems faced by practitioners

🕒 10:00 am - 10:50 am

🗨️ Paper

🏠 ETH

📍 Windsong 5-7

📄 1 ETH

Unconscionable, Unethical Contracts: To Sign or Not to Sign?

Over the past two decades the field of ABA has become a cash cow for private equity (PE) backed companies. New RBTs and BCBA's are frequently preyed upon under the guise of a condition of employment or a "new BCBA mentoring contract." Such contracts are becoming more popular as a means of retaining employees, not just in ABA but in other sectors as well. It's common for new BCBA's to feel like they are not sufficiently prepared from their graduate school training or fieldwork hours and are looking for collaboration, guidance, and additional training necessary to be successful. In fact, the BACB requires that all first year BCBA's have their own supervision during their first year being certified. Companies will approach a new BCBA, with promises of training, team collaboration, and a reduced caseload. For many BCBA's this is music to their ears. The one caveat to these grand promises, is requiring the new employee to sign a contract. While signing employment contracts is common practice, many predatory ABA agencies, require employees to sign a contract stating they will stay with a company for at least one year, after completing their initial phase of employment. If employees try to "get out early", they are told they are responsible for the "liquidated damages" provision of the contract. Although this behavior violates several state and federal employment laws, it is and has been a successful strategy from preventing employees from leaving a company. This behavior violates the federal statute of forced labor, Chapter 77 of the U.S. Code. Despite this behavior being inherently illegal and unethical, many ABA companies still have these policies in place as standard practice. Behavior Analysts need to know their rights before signing any such contracts.



Jan Bailey



Taryn Moynihan

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

- Describe the legal concept of "unconscionable" and other illegal/unethical employment contracts
- Describe provisions or terms in a contract that may be considered unconscionable
- Describe the consequences associated with illegal employment contracts and the available remedies and recourse available to them



 10:00 am - 10:50 am

 Paper

 TCP

 Windsong 11-12

 1 LRN/MH

Not Another Presentation on Verbal Behavior! Right....It's Not!

The main goal of this session is to provide the learning conditions to help participants appreciate the view that Verbal Behavior was written not as a textbook or field book to guide practice, but rather as a theoretical and interpretative text for philosophers of language and other similar academics of the time it was written. To accomplish this task, this presentation focuses on the environmental conditions regarding Skinner's book Verbal Behavior. This would be an enormous undertaking; thus, this session limits the discussion to six important aspects of the Verbal Behavior that go beyond the several verbal operants typically studied in current curricula on verbal behavior. To begin, we will first examine the contextual creation of Verbal Behavior, (the role of A Whitehead, Mach, Hefferline, and behaviorism as an objective science to explain verbal behavior); second, we will analyze the various philosophical implications (pragmatic, dialectical, analytical, and postmodern) of Verbal Behavior; third, we will evaluate the exegesis of Chomsky's review of Verbal Behavior; fourth, we will differentiate between verbal behavior and the verbal environment (or language); fifth, we will describe logical and scientific verbal behavior, and finally, we will summarize the role causality, probability, and meaning has within Skinner's conceptual analysis of verbal behavior.




Chris Stabile




Cesar Rueda

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

- Clarify philosophical and theoretical concepts within Verbal Behavior
- Evaluate critiques regarding the concept of verbal behavior
- Explain the philosophical implications around Verbal Behavior

 11:00 am - 12:30 pm

 Presidential

 TCP

 Grand Cypress

 1 LRN

Presidential Address: Keeping The Promise

Introduction by Dr. Eb Blakely

Followed by the FABA Business Meeting

The field of applied behavior analysis has brought about a wide range of professional opportunities, and with each of these comes a unique and special promise of what can be possible for our recipients. With life-changing outcomes available to those being served by our science, we must understand the significance of this promise that we hold in our hands. With the rapid growth of our profession in the last two decades, there is a concern that we have begun to lose sight of the promise of our profession. More recent practices indicate that our values have shifted, and we have become misaligned with the original teachings of our field and the underlying nature of its very development. This address will provide an understanding of how the promise of our profession is developed within an individual practitioner. It will also discuss the process for maintaining and keeping the promise through the seeking of skillful mentors and insistence on high quality supervisory experiences.



Kim Lucker-Greene

By the end of this event, participants will:

- Gain an understanding of the unique promise offered by the profession of applied behavior analysis
- Gain knowledge of ways in which values have shifted and resulted in practices that are not in keeping with the promise of our profession
- Learn at least 2 ways in which they can engage in practices that are in alignment with keeping the promise (e.g. following the tenets of ABA and engaging in ethical behavior)





Behavior Analysis Programs

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- M.S. in Applied Behavior Analysis (Melbourne and the Orlando Education Center)
- M.S. in Organizational Behavior Management (OBM)
- M.S. in ABA and OBM
- M.A. in Behavior Analysis Practice (Online)
- Ph.D. in Behavior Analysis

GRADUATE CERTIFICATE PROGRAMS

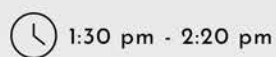
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- Assistant Behavior Analyst Certificate (BCaBA®)
- Behavior Technician Training (RBT)
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Invited Address: Translational Behavior Analysis: Matters of Cross-Language Fertilization

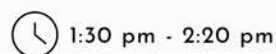
Translational research in behavior analysis takes many forms. For some, translation is use-inspired basic research. For others, translation is the transfer of technologies between a field's basic and applied wings. And, of course, translation is bidirectional with both basic-to-applied and applied-to-basic translation. Such translational discussions are essential and help extend behavioral solutions. Yet, despite decades of such translational behavior analysis, behavior analysts continue to lament the stagnation of behavioral solutions extending beyond the discipline—all while cultural and societal needs continue to expand at alarming rates. This presentation will discuss another important aspect of scientific translation that may help bridge disciplinary gaps: the languages of science. Particularly, this presentation will address two commonly debated topics in behavior analysis that are core languages of science: 1) jargon and 2) mathematics. This presentation will use case examples to showcase ways to leverage our languages of science to translate behavior analysis beyond the confines of our discipline.



Derek Reed

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

- Tact the difference between translational research goals and basic/applied research goals
- Describe ways to alter language in dissemination to enhance impact
- Identify advantages of using mathematical accounts of behavior in increasing the reach of behavior analysis



Evaluation of Training Methodology

This collection of studies explores different aspects of training and intervention strategies in the field of behavior analysis. The first abstract investigates a training package aimed at enhancing language development in children from low-socioeconomic backgrounds. The study examines the short-term effects of the training, emphasizing the importance of addressing language disparities in early childhood to promote long-term academic success. The second abstract focuses on the use of behavior skills training to teach various behavioral analytic skills to undergraduate students. The findings emphasize the need for multiple instructional components to effectively teach these skills. The third abstract examines the efficacy of structured observation during the modeling phase of behavioral skills training for teaching discrete trial instruction skills to undergraduate students. The inclusion of structured observation significantly enhanced training efficacy, suggesting its potential value in current training curricula. Overall, these studies contribute to understanding and improving training methodologies in behavior analysis.



Kacie McGarry



David Wilder

The Effect of Video Model Dosage and Self-Monitoring on Parent's Use of Language-Promoting Behavior

Laurel Domino, Kim Sloman, Emily Dowling, Kacie McGarry

An Evaluation of the Instructional Component of Behavioral Skills Training

Christie Louis, Catherine Kishel, Timothy Vollmer, Savannah Tate, Jasmyne Nelson

The Effect of Structured Observation on Training Discrete Trial Instruction Skills

Malchijah Williams, Ciobha McKeown, Timothy Vollmer, Anna Quintero-Giegeling

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

- Identify what components of BST need further research and describe the effects of manipulating those components presented in the current studies
- Describe the effects of structured observation on learning and how structured observation could decrease training time
- Identify what target behaviors and consumers would benefit from continued evaluation of efficient training strategies



🕒 1:30 pm - 2:50 pm

🗣️ Symposia

🧑‍🤝‍🧑 AUT

📍 Windsong 1-2

📋 1.5 LRN

Feeding Pediatric Feeding Disorders: Training and Intervention Outcomes

Presentations in this symposium will cover a range of recent advances in different types of training and interventions for pediatric feeding disorders and their outcomes. The first presentation will discuss the use of behavior skills training on the direct implementation of different behavioral feeding protocols, as well as the self-reported confidence of the clinicians implementing said protocols. The second presentation will discuss the use of a telehealth for training caregivers on behavioral feeding interventions. The third presentation will focus on emergent medical problems and how often they occur in a population of patients in a day-treatment feeding program. Finally, the last presentation will discuss an intervention for toilet continence during a day-treatment feeding program. Overall, these talks will provide the audience with different strategies for staff training, caregiver training, and interventions for children with a pediatric feeding disorder and co-morbid medical problems. As such, findings will also be discussed considering implications for practicing behavior analysts.

An Evaluation of Staff Training and Increased Competency in Implementing Pediatric Feeding Procedures

Nicole Wittman, Jonathan Fernand

The Hierarchy: Helping Make Feeding Less Stressful For Caregivers and Their Children

Ansley Hodges

Emergent Health Concerns and Coordination of Care During Day-Treatment Feeding Therapy

Ronald Clark

Evaluating Undergarment Type and Nutritional Intake on Toileting Continence During Day Treatment Pediatric Feeding Program Enrollment

Faith Kirkland

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

- Explain the application of behavior skills training to behavioral feeding interventions
- Understand the frequency of emergent medical problems in a population of children with a pediatric feeding disorder in a day-treatment program
- Explain how to integrate toilet continence interventions to a day-treatment feeding program



CHAIR

Lisa Guerrero



DISCUSSANT

Jonathan Fernand

🕒 1:30 pm - 2:50 pm

🗣️ Paper

🧑‍🤝‍🧑 TCP

📍 Windsong 5-7

📋 1.5 LRN/MH

Why Your Distant Reinforcers Aren't: The Myth, The Madness, and The Fix!

In the laboratory, if a pigeon receives food more than a few seconds after pecking an illuminated disc, it will never learn to key peck to get food. This is a characteristic of reinforcement. It's instantaneous when it occurs as a natural phenomenon. When we set up artificial long-term reinforcement contingencies, IT'S NOT THE SAME THING! "Do your homework now, and you'll get video games later tonight" describes a reinforcement contingency, but behavior motivated by this description is rule-governed behavior with a special learning history. The thrust of the presentation is that rules describing reinforcement contingencies is NOT the same as real-time reinforcement and the stimuli that maintain problem behavior ARE real-time reinforcement.

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

- Describe the role of language in the use of distant reinforcers
- Explain WHY distant reinforcers are not technically reinforcers at all
- Explain to staff WHY knowledge of a contingency is not the same as real-time reinforcement



Merrill Winston



🕒 1:30 pm - 2:20 pm

📄 Paper

👤 ETH

📍 Windsong 6-8

📋 1 ETH/MH

You're the Best! (But You Could Be Better)



Brittany Schmidt



Sara Guzman



David Cabrera

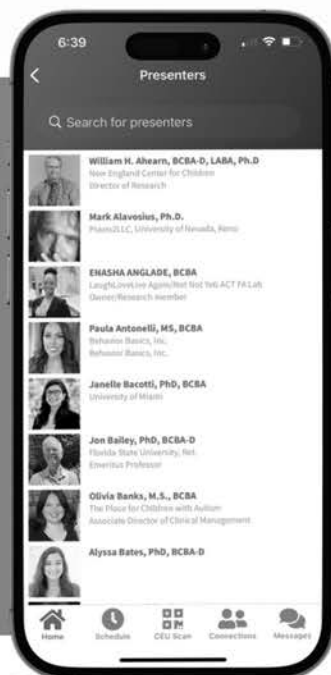


Brianna Sims

Approved course sequences provide a strong foundation of the theoretical principles of applied behavior analysis. Our field experience is meant to bridge the gap between theory and application, and continuing education is meant to deepen and expand our scope of competence. Unfortunately, although it should be a priority for one's workplace, there is often little guidance to evaluate the influence and quality of the provider's clinical setting. Without the appropriate support in their workplace, providers are unlikely to be trained to assess areas of improvement for their own skillset, and there may be unnecessary barriers to develop the scope of competence needed to effectively serve their clients. This leads both aspiring and experienced clinicians to outsource their training, on their own time and without the resources to apply new skills and concepts in their practice. This paper will examine the elements of the BCBA scope of practice compared to one's unique scope of competence, evaluate the barriers to expanding one's clinical versatility, as well as discuss strategies to address those barriers.

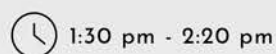
By the end of this event, participants will be able to:

- Discuss how to evaluate their scope of competence
- Identify environmental barriers to expanding the depth and breadth of their scope of competence
- Discuss methods to mitigate barriers so they can develop their scope of competence in order to provide more effective clinical care



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Recent Research and Considerations Related to Skill Acquisition



Effect of Variable Delays to Reinforcement on Skill Acquisition Jamie Yang, David Wilder

Basic research has established that immediate reinforcement produces the best outcome when learning a skill. More recent research has followed, showing that even 8-10 seconds of brief delays may impair learning. In one of the few applied studies on this topic, Majdalany et al. (2016) showed that participants with Autism Spectrum Disorder (ASD) acquired facts more quickly with immediate reinforcement, compared to delays of 6s and 12s. However, no research has examined variable delays to reinforcement, which may be more common in classrooms and clinics. Thus, the purpose of the proposed study is to expand previous research by examining variable delays to reinforcement instead of a fixed-time delay. While results vary, some participants learned most effectively in the 0 sec condition.

Teaching children to Recall Events in the Past Sharon Ochoa, Ciobha McKeown, Timothy Vollmer, J. Stephanie Gonzalez

Remembering past events is a vital skill typically developing by age 3 or 4. Limited literature has demonstrated methods to teach remembering to children that struggle. Our current study utilizes differential reinforcement to teach children to discuss what they engaged with prior. This experimental procedure includes different phases of treatment, starting with baseline, in which the participant engage with toy stimuli in three different contexts stimuli. After a set delay, the experimenter asks the participant what they did in each context stimuli. The presentation will include data for a case study of a new method for teaching recall skills.

Visit the FABA STORE Magnolia ABC



🕒 1:30 pm - 2:20 pm

📄 Multi-Paper

👤 ED

📍 Windsong 11-12

🗨️ 1 LRN/MH

Applications of OBM to School-Based Services

Not Your Average Teachers' Lounge: The Impact of a Staff Reinforcement Space on Teacher Burnout

Alexandra Kay, Kathryn Elmen

Our public school district began implementing Dr. Hanley's Practical Functional Assessment and Skill Based Treatment (PFA/SBT). We noticed a correlation between incorporating preferred items into students' environments and students' decrease in problem behavior and increase in access to curriculum. Bringing the joy resulted in positive outcomes for our students. While current statistics confirm that teacher burnout and attrition rates are at an all time high, we hypothesized that access to preferred items for teachers would impact these rates within our district. We surveyed teachers to determine preference and created an HRE (happy, relaxed, engaged) space that they could access throughout the school day. In this interactive session, participants will have the opportunity to explore potential reinforcers and create their own HRE space to optimize their learning experience.

Leveraging Quick Wins!

Paul Gavoni, Anika Costa

Improving behavioral outcomes can be challenging for everyone involved. And while eager to make a difference, behavior analysts may unintentionally hinder progress by overwhelming educators with too many demands during the early stages of change. This can create aversive associations with the change process, leading to reduced motivation and poor performance. As a result, progress may stall, leaving behavior analysts frustrated and uncertain about how to move forward. Behavior analysts wishing to initiate change at the individual, classroom, or school levels can gain buy-in and momentum by choosing to focus on areas that are visible initially, require relatively little effort, and have a valued outcome for stakeholders; in short, quick wins. But that is only a part of the equation. While getting buy-in and building momentum are critical, sustaining the behavior of the stakeholders required to achieve goals is fundamental to lasting success. Ultimately, it all comes back to behavior: the behavior of the students, educators, and the behavior of behavior analysts. This paper presentation will focus on leveraging Organizational Behavior Management to improve behavioral outcomes at scale.

By the end of this event, participants will:

- Engage with potential reinforcers and evaluate the impact of incorporating preferred items on engagement with content
- Examine the correlation between staff reinforcement spaces and teacher burnout. Teacher survey results will be interpreted and future implications will be explored
- Learn ways to practically apply the method used to develop a staff reinforcement model in their respective work environments



🕒 2:30 pm - 3:20 pm

📄 Special Event

📍 Palm A-F

FABA Multicultural SIG Meeting - A Shared Discussion on the call to to disseminate behavior analysis in current times

The FABA Multicultural SIG invites current members and non-members to a shared discussion on ethical and effective dissemination of behavior analysis in the current times. An update will also be provided on the SIG's most recent activities, as well as a preview of the SIG's upcoming events in the remainder of 2023 and start of 2024.



🕒 2:30 pm - 3:20 pm

📄 Paper

🏢 OBM

📍 Windsong 3-4

📋 1 LRN/MH

Developing a Data-Based Crisis Committee Within Your Organization

It is assumed that when you work in behavior analysis, you will eventually experience some type of behavioral crisis. Additionally, crises come in all forms, requiring clinical expertise and guidance to come to a resolution and move forward in your practice. In some instances, it might be necessary to pool resources and focus specialized clinicians to provide that higher level of support. In this talk, Linda Meckler and Shane Spiker describe the process of developing a specialized committee to monitor and address crisis circumstances in clinical practice. The presenters will discuss how to create a committee that contextually applies to an organization, what data are analyzed and monitored, and outcomes related to organizational goals.

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

- Identify key metrics related to behavioral crisis within their organization
- Identify relevant processes and structures related to the development of a crisis committee
- Discuss applications of behavioral principles in developing crisis systems within an organization



Shane Spiker



Linda Meckler

🕒 2:30 pm - 3:20 pm

📄 Panel

🏢 ETH

📍 Grand Cypress

📋 1 ETH

Coordinating Behavioral and Medical Services for Clients with Comorbid Diagnoses: Ethical Issues in Practice

CHAIR



Amanda Bueno



Eb Blakely



Thomas Freeman

Behavior analysts have an ethical responsibility to be fully aware of the impact that their client's medical needs and diagnoses can have on behavior. This panel will discuss some common comorbidities and medical needs that arise in clinical practice and influence our work with both clients and their caregivers. We will discuss our responsibility to work towards being part of an interdisciplinary team, and specifically to coordinate our services with psychiatrists, neurologists, and general practitioners, especially when psychotropic medication is part of the treatment regimen.

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

- Identify and define comorbidities common to individuals diagnosed with autism spectrum disorder or other intellectual delay
- Define the characteristics of the multidisciplinary and interdisciplinary clinical team approaches and describe the benefits of close professional collaboration with professionals from other disciplines
- Discuss ethical requirements in the current Code (2.01 Providing effective treatment, 2.10 Collaborating with colleagues, 2.12 Considering medical needs, and 3.06 Consulting with other providers) relating to coordinating services with medical personnel



🕒 2:30 pm - 3:20 pm

📄 Multi-Paper

🧩 AUT

📍 Windsong 6-8

📋 1 LRN

Matching the Client: Adjusting the Modality of Communication to Achieve Successful Verbal Communication in Children Diagnosed with Autism Spectrum Disorder

CHAIR



Dakota Januchowski



Madeline Harper



Samantha Muirhead



Hayden Ward

Using Stimulus Prompt Fading to Achieve Successful Verbal Behavior Using Picture Exchange Communication for a Child Diagnosed with Autism Spectrum Disorder

Madeline Harper, Dakota Januchowski

The first protocol used stimulus-prompt fading and stimulus equivalence to teach an alternative form of Picture Exchange Communication to a young child diagnosed with autism spectrum disorder

Adjusting the Modality of the Listener's Verbal Behavior to Successful Teach a Child Diagnosed with Autism Spectrum Disorder to Communicate with their Environment

Samantha Muirhead, Dakota Januchowski

The second protocol emphasized an intensive matching protocol and adjusted the modality of the clinician's verbal behavior to facilitate effective verbal behavior in a young child.

Using Proloquo2Go as a Visual Stimulus to Act as the Primary Method of Communicating with a Child Diagnosed with Autism Spectrum Disorder

Hayden Ward, Melissa Januchowski, Marwa Abdelkader

The final protocol used a stimulus prompt procedure to teach receptive and expressive language to a child whose primary method of communication consisted of Proloquo2Go™.

🕒 2:30 pm - 3:20 pm

📄 Paper

🧩 VB

📍 Windsong 9-10

📋 1 ETH/MH

Creating Joy: Real World Implementation of ACT Interventions With Children & Families

Research on implementing Acceptance and Commitment Therapy (ACT) as a protocol for children and parents have provided Behavior Analysts with strategies that allow us to engage clients verbally and relationally in an effort to identify potential private aversive stimulation that may affect overt responding. Much of the literature points to teaching ACT concepts within 6 to 10 sessions while also helping the child or parent to create an understanding of how to utilize the procedures independently when difficult contexts arise. ACT is a potentially powerful set of tools for children and their parents to utilize for behavior change. However, the reality of teaching ACT concepts and proper implementation look quite different than the research provided thus far. In addition, many who attempt ACT work with their clients find difficulty due to their own limitations.



Timothy Weil

continued on the next page



The purpose of this paper is to help attendees to better understand ACT concepts, identify ways forward for clinicians who feel stuck in their abilities, and to contact the reality of implementing ACT procedurally with the families you work with. Clinical data will be presented on both child and parent performances as it relates to the teaching and implementation of various skill sets.

By the end of this event, participants will:

- Accurately identify ACT concepts in behavioral terms
- Learn how to identify formal features of verbal behavior as discriminative for different ACT processes
- Learn to utilize metaphors and exercises to aide clients in contacting relevant stimulus functions of their verbal behavior



2:30 pm - 3:20 pm



Paper



ETH



Windsong 11-12



1 ETH

Why Didn't They Teach Us That in Grad School? A Curriculum for Ethical Practice and Leadership Skills Amidst Rapid Growth

The rapid evolution of our field has presented many benefits to the clients we serve while also allowing the development of thousands of clinicians. However, this expansion has been coupled with challenges associated with high-speed growth which indicates a need to maintain the standards within our Ethics Code for Behavior Analysts within clinical practice ("The Code"; BACB, 2020). The first few years as a behavior analyst should be focused on establishing a skill set sufficient to provide effective clinical services, however many are placed into leadership roles early in their careers without the opportunity to learn or demonstrate the skills necessary for success. Therefore additional training to ensure BCBA's are able to effectively execute increased responsibilities with competence is critical. In order to address the needs of our early career practitioners, a curriculum has been developed which allows BCBA's to establish the skills necessary for long-term success and professional growth. This curriculum sets the standard for excellent clinical care, compassionate interactions, leadership, management and the successful implementation of research in applied clinical settings. This presentation will include a discussion of the ethical implications of the rapid growth of our field without sufficient training programs, a suggested curriculum to meet this need and a review of feedback from 40 clinicians who have completed the training program.



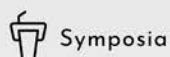
Callie Plattner

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

- Identify at least 3 ethical implications associated with the rapid growth of our field
- Identify at least 3 ethical codes which may be impacted by clinicians' lack of skills in the areas of supervision, management, and applied research
- Identify at least 3 components of a curriculum to be adopted into organizations in order to prepare their clinicians for future leadership roles

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Advancements in Identifying and Analyzing Learning Patterns Among Children with Varied Verbal Repertoires

Identifying effective learning procedures is essential to producing favorable outcomes among children with disabilities. A critical lens by which researchers further their understanding of identifying the effectiveness of procedures is by analyzing response patterns and learner outcomes. Our first presenter will review literature focused on "learning by exclusion" and discuss differential learner outcomes. Our second presenter will discuss an empirical comparison between preference assessment formats with a child who exhibited limited motor abilities and used a speech-generating device (SGD). Our third presenter will discuss across- and within-session analyses that highlight learning patterns and detection of faulty stimulus control when teaching discriminated mands with learners using SGDs. The purpose of this symposium is to discuss learner-specific response patterns and outcomes among children with varying verbal repertoires.

Learning by Exclusion in Children with Autism: A Literature Review
Ariadna Martinez, Catia Cividini-Motta

Correspondence of Tangible and Pictorial-Based Preference Assessments via Speech-Generating Device
Joanne Li, Yanerys Leon, Trishna Naraindas Budhrani

Analyzing Learning Patterns When Establishing Discriminated Mands Among Speech-Generating Device Users
Janelle Bacotti, Timothy Vollmer, Yanerys Leon

By the end of this event, participants will:

- Learn common practices and learner outcomes in literature focused on "learning by exclusion"
- Learn different preference assessment format procedures and analyses for speech-generating device (SGD) users
- Learn critical within-session analyses that detect faulty stimulus control when establishing discriminated mands among SGD users



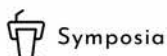
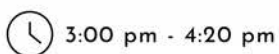
CHAIR

Janelle Bacotti



DISCUSSANT

Meka McCammon



Translational and Clinical Studies on Relapse of Problem Behavior Following Behavioral Intervention

Behavioral interventions for problem behavior have been demonstrated to be effective across a vast variety of contexts, but problem behavior is subject to relapse following a change in treatment integrity (resurgence) or a change in context relative to where the intervention was implemented (renewal). This set of studies examines factors that influence the likelihood of relapse and/or the effectiveness of strategies that can be used to mitigate against relapse. A first study evaluated the effects of target and alternative reinforcement rate on resurgence in humans recruited through crowdsourcing. A second examines characteristics and patterns of resurgence of problem behavior and functional communication responses (FCR) during multiple-schedule terminal probe sessions following implementation of full FCT. The third study examines whether multiple-context training can attenuate context renewal, while further evaluating the extent to which analog preparations, using simulated target behavior, predicts this effect of these interventions in the same participants in clinical contexts.

continued on the next page



CHAIR

Iser DeLeon



DISCUSSANT

Sarah Bloom



A Quantitative Analysis of the Effects of Target and Alternative Reinforcement Rate on Resurgence
 Kyleigh Montague, Carolyn Ritchey, Carla Martinez-Perez, Toshikazu Kuroda, Chris Podlesnik

A Retrospective Analysis of Resurgence Patterns during FCT Multiple Schedule Terminal Probes
 Alexandra Ramirez, Janelle Bacotti, Yanerys Leon

The Effects of Multiple-Context Training on Operant Renewal of Behavior Decreased by Differential Reinforcement of Alternative Behavior
 Paige Talhelm, Iser DeLeon, Caeli Cormier

By the end of this event, participants will:

- Be able to describe how reinforcement rates for target and alternative behavior can influence the likelihood of resurgence
- Be able to describe the sort of resurgence patterns that could be anticipated following functional communication training for problem behavior
- Be able to describe how the likelihood of context renewal differs following multiple-context training relative to single-context training

🕒 3:30 pm - 4:20 pm

📄 Invited

🧩 AUT

📍 Grand Cypress

🗨️ 1 LRN

Invited Address: Attention, Please! Remediating Problems of Learning With the Differential Observing Response

When differential observing responses (DORs) are included in teaching procedures, these serve to (require and) verify discrimination of relevant stimulus features (Farber et al., 2017). The use of a DOR has led to effective attending in the context of tasks involving matching to sample, sorting, following instructions, and answering questions, and has solved problems of learning where attending to complex stimuli has been a challenge. Various groups of researchers have used this approach, and not all have used the term, DOR. Consistent use of terms in our literature will help future researchers and practitioners further contribute to and benefit from empirically supported treatments. In this presentation I will (a) define the DOR, (b) categorize and describe some of the ways in which the DOR has been used to improve discrimination learning, and (c) suggest variables to consider when incorporating DORs into educational and therapeutic settings.



Chata Dickson

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


- Define the differential observing response, and distinguish it from a simple observing response
- Describe the conditions under which the tacting and echoic DORs may be useful
- Describe the importance of selecting procedures that are appropriate for an individual in consideration of the learner's prerequisite skills

Don't Miss the Friday Night Social!

**8:00 PM
 GRAND
 CYPRESS**



3:30 pm - 4:20 pm

 Symposia

 OBM

 Windsong 3-4

 1 SUP

Thriving not Surviving: Improving Staff Performance Through Feedback

Implementation of feedback is essential to increasing staff performance and client outcomes. The current symposium provides future insights on how to implement feedback to RBT's and BCBA's in an ABA company for session note accuracy, RBT coverage procedures, and BST training for BCBA's initiating difficult conversations with RBTS.

Settle the Score: Improving Efficiency and Accuracy in Session Note Content

Sara Yousef, Victoria Ryan, Jonathan Fernand, Priyal Patel, Chloe Baxter

Teaching Appropriate Responding to Feedback Reception

Valerie Laverty, Paula Antonelli, Victoria Ryan, Andres (AJ) Rodriguez-Bradley

Evaluating the Effectiveness of the Performance Diagnostic Checklist-Human Services as a Tool to Improve Treatment Integrity: Indicated and Non-Indicated Interventions

Priyal Patel, Victoria Ryan, Jonathan Fernand

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

- Identify multiple training methods to improve staff performance
- Label the steps to BST training for BCBA's
- Identify multiple ways to improve a system processes through implementation of feedback and use of score cards

CHAIR



Angelique Walsh


DISCUSSANT



Andressa Sleiman

3:30 pm - 4:20 pm

 Paper

 ED

 Windsong 6-8

 1 LRN/MH

We Got 99 Problems But Data Ain't One

In Seminole County Public Schools we have been implementing an ABA approach to education over the last eight years. This past school year we doubled the size of our Behavior & Curriculum Support Team in order to support 39 schools across the district. During the 2022-2023 school year, our team consisted of 11 teachers on assignment and 13 behavior analysts. With this growth to our team and increasing the number of schools we were supporting across the district, our Project Manager knew we needed a more systematic approach to review data and provide ongoing support to our new team members. In turn, we have implemented problem solving calls as a team to establish weekly coaching priorities, providing fellow behavior analysts and coaches with mentorship, monitor critical school, classroom, and student data. We will share an ESE Curriculum Project overview and history that led us to the development of our new process. We will explain the implementation of our problem solving sessions (PSS) across both our academic and developmental classrooms. We will discuss the limitations we have encountered and changes that have been made to the process as well as sharing the tremendous benefits we have seen from implementing problem solving sessions.

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

- Describe the components of a process for reviewing student, school, and district data
- Identify ways to provide support and mentor new team members
- Understand what an ABA approach to education looks like in Seminole County Public Schools



Jennifer Machito



Michelle Guffee



Gretchen Voit



🕒 3:30 pm - 4:20 pm

📄 Paper

👤 PRO

📍 Windsong 9-10

🗨️ 1 LRN

Fraud in the South: Historical and Environmental Contingencies That Have Motivated the ABA Fraud That Has Been Plaguing South Florida For Over A Decade

Rumors of fraudulent services, cheating on exams, and misappropriation of ABA funds have haunted Florida for several years. But if you ask any BCBA in Florida, they will most certainly point you to South Florida as the epicenter of the crisis. Consequences such as the Medicaid moratorium, the state-mandated electronic visit verification system, and the BACB's ever-growing list of revoked and suspended therapists, tend to corroborate these suspicions. This continued behavior has had significant aversive effects on the field of ABA in general, and the many clients that have been victim of these services. But how did South Florida get to this point? And more importantly, how do we get out? This presentation will take a deep dive into the historical and environmental contingencies that have motivated and reinforced the fraudulent behavior that is occurring in South Florida, and what are some possible solutions moving forward. We will review the history of fraud in South Florida, the legislative policies that have helped shape these behaviors, and explore some of the reasons why there is such a disproportionately high concentration of providers in South Florida, compared to the rest of the state. We will also evaluate the role that language and culture have played in this crisis and discuss how current and past BACB policies have impacted this situation. Finally, we will investigate possible solutions to help curb the fraud and bring some much-needed reform to ABA in South Florida.



Michelle Castanos

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

- Identify and understand the historical landmark events, laws, policies and environmental contingencies that have motivated and reinforced to the ABA fraud in South Florida
- Evaluate the effects that language and culture have had on the fraud crisis of south Florida and identify cultural considerations that can be taken to help support professional diversity in ABA and increase efficacy of care for minority communities
- Identify 3 possible interventions or solutions to help mitigate the crisis, educate and bring ABA reform to South Florida

🕒 3:30 pm - 4:20 pm

📄 Paper

👤 ETH

📍 Windsong 11-12

🗨️ 1 ETH/MH

Culture, Compliance and Consent: Understanding Context and Leading with Curiosity

As the field of Applied Behavior Analysis has grown exponentially in the last decade there has been a rise in accusations of past and present abuse and trauma caused by the strategies, interventions, and practitioners of ABA. How best can we address these concerns with a sense of curiosity rather than a defensive posture? Are these just random acts of inexperienced newbies or evil eugenic founders of science? In this presentation you will learn some of the histories of abuse and maltreatment of underrepresented groups (specifically BIPOC and the disabled community). You will gain an understanding of how these learning histories of groups with a shared cultural identity or multiple shared identities lead to mistrust, non-compliance, and lack of consent to evidence-based treatments. Additionally, you will learn how cultural awareness, sensitivity, humility, and culturally relevant practices can improve the acceptance, consent, assent, and the social significance of instructional objectives and outcomes for clients.



Amoy Hugh-Penne

By the end of this event, participants will:

- Gain a historical context for abuse and maltreatment in the medical, behavioral, and psychological sciences

continued on the next page



- Learn how culture affects, compliance, and consent to engage in different strategies and interventions
- Learn to recognize signs of consent and assent in verbal and non-verbal clients.
- Learn to identify culturally significant instruction to improve programming
- Learn how to engage in culturally humble practices that can improve interpersonal and collaborative relationships leading to increased social significance and client success

🕒 4:30 pm - 5:20 pm

🍷 Invited

🏢 TCP

📍 Grand Cypress

📄 1 LRN

Inside Behavior Analysis: Dr. William H. Ahearn

Inside Behavior Analysis will sit down for a conversation with our Opening Keynote Speaker, Dr. Bill Ahearn. His distinguished work, advocacy, research, 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. Ahearn about his life, experiences, and commentary.

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

- Summarize the contributions of and research areas explored by Dr. Ahearn
- List 3 to 5 critical areas to focus upon as they relate to ABA
- Discuss the important areas of career establishment pertaining to the learning history of the interviewee



William Ahearn



Andrew Houvouras



SATURDAY MORNING

September 30

8:00 am - 8:50 am

Panel

ED

Grand Cypress

1 ETH

Facilitated Communication and Other Pseudoscientific and Unsubstantiated Treatments: Guidance for Behavior Analysts

CHAIR



Kevin Murdock



Eb Blakely



Matt Potak



Chris McGinnis



Jack Scott

Recent reports indicate that approaches based on pseudoscience remain common and may be increasing in Florida. The panelists will discuss Facilitated Communication and other variants of "facilitator"-dependent therapy (e.g., Rapid Prompting, Spelling to Communicate, Assisted or Supported Typing). Behavior analysts must know how to evaluate the research on controversial therapies and protect consumers who could experience significant harms. The panelists will offer suggestions for effectively discussing concerns with parents and allied professionals. ABA practitioners must also recognize the risks to our profession and how to address related ethical challenges.

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

- Identify multiple forms of "facilitator"-dependent therapy
- Describe three steps for evaluating evidence-based research on controversial or unfamiliar therapies
- Discuss two strategies for protecting vulnerable consumers from controversial therapies and significant harm

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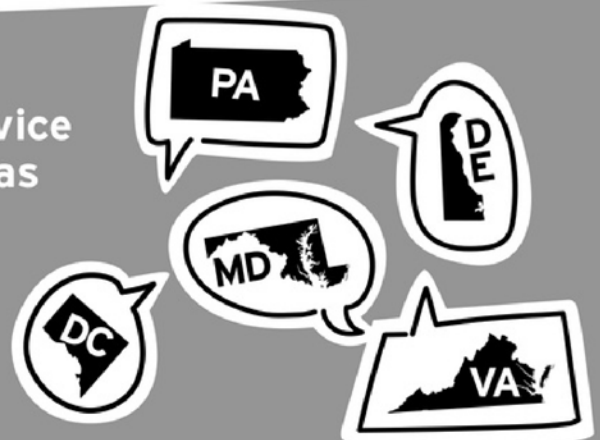
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Autistic Cultural Competency from an Autistic BCBA's Lens

Wednesday, 10.25.23, 3-5pm EST
Presented by Michelle Zeman, MA, BCBA, LBA

Leadership: Define Your Style!

Wednesday 11.29.23, 3-5pm EST
Presented by Heather Brooks, MA, BCBA, LBA, IBA & Diana Skube, MA, BCBA, LBA

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Saturday, 11.11.23

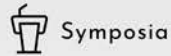
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Optimizing Behavior Analytic Staff Performance

In this symposium, four presenters will be discussing different topics related to staff and training in health and human service settings. The first presenter, Marina Forsythe, will be reviewing a study which evaluated the ability for twelve BCBAs to utilize their visual analysis skills in order to make data-based decisions. Second, Mary Lewis will be presenting on a literature review that was conducted on Burnout in health and human service settings as well as identify ways to help prevent and protect behavior analysts from experiencing burnout and identify other ways to measure burnout ratings. Third, Christina Sheppard will be presenting on a study in which the researchers implemented three different levels of training in order to evaluate the level of intensity required to train behavior analytic staff how to implement feeding protocols. Fourth, Claudia Reyes will be discussing how observer reactivity affects treatment integrity amongst practitioners. Finally, the discussant, Dr. Nicole Gravina, will be condensing all of the information and providing broader ideas for consideration regarding each topic.

Assessing Visual Analysis Skills with Board-Certified Behavior Analysts
Marina Forsythe, Kara Wunderlich, Pierce Taylor

A Literature Review of Burnout Research in Behavior Analysis
Mary Lewis, Kim Sloman

An Evaluation of Staff Management Strategies to Minimize Reactivity in Treatment Integrity of Intervention Implementers
Claudia Reyes, Rasha Baruni, Raymond Miltenberger

A Multi-Level Comparison of Increasing Training Modalities to Train Behavior Analysts to Conduct an Intensive Pediatric Feeding Intervention
Christina Sheppard, Ronald Clark, David Wilder

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

- Evaluate research findings on employee burnout within behavior-analytic research from 1980 until January of 2023 to discuss barriers and solutions on this complex and prevalent topic
- Describe the most effective method of training staff members to implement a feeding protocol
- Describe the issue of reactivity to observation in staff management

CHAIR



Julianna Fernandez

DISCUSSANT



Nicole Gravina

Thank you!

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Intrinsic Motivation and Creative Play Ideas



April Dyal



Steven Ward

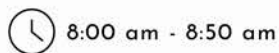


Madelyn Vickery

How many different things can you do with a paper towel roll? What about straws? The value of play is widely recognized in child development, with impacts upon the student-teacher relationship, communication, flexibility, and more. But it can be difficult, especially with learners with restricted interests, to keep things fresh. RBT's and others are accustomed to being told what to teach and how to teach, and some struggle to generate creative play ideas. In this presentation, we will discuss aspects of healthy play processes and will share a LOT of creative play ideas with common materials.

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

- Describe at least 3 aspects of the processes of engaging learners in free-flow play
- List at least 5 creative play options for common household materials
- Describe at least 3 methods of gathering outcome data during play



The Indelible Power of the Intraverbal: Expanding the Intraverbal Repertoire and Utilizing Conditioned Praise Words to Decrease Problem Behaviors of Typically Developing Students in Schools

This study tested a disciplinary strategy that aimed at teaching students positive behaviors to decrease (or eliminate) problem behavior at school. In this study, data of five disruptive students from a middle school in South Texas were analyzed to evaluate the outcomes of the disciplinary strategy implemented by a disciplinary program facilitator at the campus. Students were conditioned to be more receptive to particular praise words related to positive thinking, and ten teachers at the campus were trained to deliver the conditioned praise words when the students expressed positive behaviors that corresponded with the conditioned praise words. Positive thinking celerated for all students with differential reinforcement. Moreover, the students engaged in problem behaviors less, and positive behaviors increased after commencing treatment with the conditioned praise words.



Jose Zamudio

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

- Define positive thoughts of self operationally and celerate positive thoughts of clients in a clinical behavior analytic context
- Examine the effects of generalization of positive thinking to positive behavior in the classroom environment
- Justify the use of clinical behavior analysis in school settings following a behavioral skills training model with teachers





Recent Research on School-Based Interventions

Teaching Behavioral Contingencies to Young Children with ASD using Contingency Mapping Marqueline Cenatus, Kwang-Sun Blair, Madeline Risse

Children with autism spectrum disorder (ASD) often exhibit problem behavior in schools, which negatively impacts their educational outcomes. Unfortunately, teachers continue to have difficulty addressing problem behavior in the classroom. Contingency mapping is a visual representation of the contingencies for engaging in a desired and undesired behaviors, which has been found to improve student behavior in the classroom setting. The current study examined the use of the contingency mapping intervention for young children with ASD. Specifically, the study examined the extent to which the contingency mapping intervention result in a decrease of off-task behavior during natural classroom activities. Three young children with ASD ages 6-8 years old served in a self-contained classroom and their corresponding three classroom teachers participated in the study. A nonconcurrent multiple baseline design across participants was used to evaluate the intervention outcomes. The results show that the contingency mapping intervention produced immediate reductions in off-task behavior for all participating students.



Kimberly Crosland



Marqueline Cenatus

Music as an Instructional Modality to Increase Attending Behavior of Elementary Students Zachary Grossman, Kimberly Crosland, Marissa Del Vecchio, Arturo Garcia

Audio and audiovisual cues, when used as teaching tools, result in desirable learning outcomes for young learners when compared to visual cues alone (Havy et al., 2017; Kirkham et al., 2019; Sloutsky & Napolitano, 2003). Previous research has demonstrated that music can be an effective delivery method for teaching math in the elementary classrooms (An & Tillman, 2015; An et al., 2014; Azaryahu et al., 2020). However, the effectiveness of music at increasing attending behavior specifically has not been assessed in these studies. This study evaluated the effectiveness of music based instruction on students' attending behaviors compared to non-music based instruction. A reversal design was implemented with four students in the same 1st grade classroom. Although there was some variability across phases, all four students showed higher overall levels of attending in the music-based instruction condition, indicating adding music to classroom lessons may be beneficial in improving attending behavior during group instruction for elementary aged students.



Zachary Grossman



Garrit DuBois

Improving Interview Skills through Virtual Reality with Behavior Skills Training for Students with Emotional and Behavioral Disorders

Garrit DuBois, Kimberly Crosland, Kwang-Sun Blair, Danielle Russo

Individuals with disabilities experience lower employment rates compared to the general population, highlighting the need for interventions to enhance their employability. Interview skills are the most crucial skills to develop. Researchers have used behavioral skills training (BST) to improve vocal and non-vocal aspects of interviewee behavior. Additionally, virtual reality (VR) has been used to simulate the interview process and promote generalization of skills across various environments. However, limited research has investigated the use of VR for vocational skills training in students with disabilities, particularly those still enrolled in high school. This study aimed to examine the use of VR combined with BST to improve interview skills for high school students with disabilities. Three students with disabilities in grades 9-10, receiving special education services under the category of emotional disturbance, autism spectrum disorder, or other health impairment at a public high school, participated in the study. A multiple baseline design across students was used to evaluate the impact of the intervention on their interview skills. The results showed that the VR with BST led to increased interview skills for all three students. The students' improved skills maintained throughout subsequent VR sessions without BST and generalized to interviews with school staff.



🕒 8:00 am - 8:50 am

📄 Multi-Paper

🏠 OBM

📍 Windsong 1-2

📋 1 LRN

Chasing Greatness - Promoting Better Outcomes for the Future of ABA

The Future Is Bright: Promoting Better Outcomes for Future BCBA's and the ABA Field
Karin Torsiello, Angelique Walsh, Paula Antonelli, Maggie Terry, Victoria Ryan

To increase retention and decrease burnout within the field of behavior analysis, the current organization, created a BCBA residency track to address concerns in the field that recent graduates/newly minted BCBA's are not consistently prepared to transition to the nations average standards of acquiring an 8-10 client caseload. To combat this current standard, a one-year curriculum was developed to provide better mentorship, support, and continued development of acquisition skills from an RBT to BCBA Resident to BCBA. The current presentation will walk participants through the history of the problem, the curriculum that was developed, feedback and honest stories from current and past residents, and our future goals as an organization to better our field.

Don't Let Your Boat Sink! Fill the Holes With Attainable Goals: Overview of One Company's 90-Day RBT Training Curriculum
Victoria Ryan, Karin Torsiello, Paula Antonelli, Maggie Terry

For newly certified Registered Behavior Technicians, one 40-hour training course is the first step to entering and understanding the field of behavior analysis. The 40-hour RBT course highlights the essentials of the specific job and the required expectations of knowledge and understanding. This, however, is and should be, the baseline of acquisition training for all newly hired RBTS. Bridging the gap from test taking to working directly with a client, the current presentation focuses on one 90-Day curriculum that allows for attainable on-the-job training, highlighting five core Skill Acquisition Trainings. These trainings include, Pairing, Preference Assessments, Discrete Trial Training (DTT), Verbal Operant Fluency, and Naturalistic Environmental Teaching (NET).



Paula Antonelli



Karin Torsiello



Victoria Ryan

🕒 9:00 am - 9:50 am

📄 Multi-Paper

🏠 DD

📍 Windsong 3-4

📋 1 LRN

Working With Adults: What Should You Be Doing, and How Do You Best Train Others to Implement Procedures?

Behavior Plan Interventions - Too Much Info, or Too Little?
Jacob Gandy, Brandy Morris

FABA 2022, Merrill Winston, Ph.D., BCBA said "most behavior plans suck" because they are difficult to read, too long, and too complex. His advice: "KISS- Keep It Simple Smarty." We decided to test this theory! An experimental analysis of behavior support plan (BSP) training at an intermediate care facility was conducted to determine if using a simplified and easy to read BSP for training direct care staff resulted in higher levels of retention of BSP interventions versus using a long-format, paragraph style BSP. Additionally, the effect of training with and without using Behavior Skills Training for both forms of BSP was assessed.

continued on the next page



Jacob Gandy



Shannon Kang



Navigating Adult Services: Tools Used and Hours Utilized Shannon Kang

Many BCBA's are familiar with implementing DTT, NET, or training goals derived assessment tools, however, the day-to-day sessions with adult consumers can be challenging to navigate. As more and more BCBA's begin working with adults with disabilities in the field of ABA, the BCBA may often feel unaware or unsure of how to implement ethical and effective behavior analysis services. Our team has developed a tool to assist our BCBA's in providing meaningful services to adult consumers ranging in age across team members with 1 to 25 years of experience. This tool was designed using observable and measurable tasks for BCBA's to implement when serving their clients in standard group homes, ICF group homes, and community settings. The use of the tool resulted in higher usage of authorized hours for consumers and ultimately behavior change in each consumer and BCBA.

🕒 9:00 am - 9:50 am

📄 Paper

🏠 HF

📍 Windsong 5-7

🗨️ 1 SUP

Expanding the Reach of ABA: Supervision Requirements for Applying ABA in Health, Sports, and Fitness

As per the BACB guidelines, BCBA supervisees must receive appropriate supervision to ensure competent application of ABA principles and practices. Only 3% of BCBA's are currently working in the health, sports, and fitness sectors, and even fewer providing supervision in this area. This CEU aims to address this gap by providing a specialized discussion on the supervision requirements for applying ABA in the context of health, sports, and fitness. Specifically, the CEU will cover the unique challenges and considerations for providing ABA services in these settings, the competencies required for supervising ABA practice in these fields, and strategies for ensuring effective and ethical supervision. Participants will gain a deeper understanding of the supervision requirements and best practices for supporting BCBA supervisees working in health, sports, and fitness, and will be better equipped to provide quality supervision in this specialized area. This CEU presents a valuable opportunity for those interested in health, sports and fitness to expand their knowledge and expertise, and contribute to the growth and development of ABA in new and expanding areas.



Mallory Quinn

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

- Explain supervision requirements in accordance with the BACB requirements
- Discuss unique challenges and considerations for providing supervision in ABA and health, sports, and fitness contexts
- Describe the required competencies for supervising in health, sports, and fitness



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🕒 9:00 am - 10:20 am

🎤 Panel

🧩 AUT

📍 Grand Cypress

📋 1.5 LRN

Responding to Critiques of ABA

CHAIR



Melissa Olive



Justin Leaf



Melissa Saunders

ABA has been demonstrated as an effective intervention for individuals with autism and other developmental disabilities for decades. Nonetheless, neurodiversity activists continue to raise concerns over the use of ABA (e.g., Latimer, 2019, Sequenzia, 2016). This panel will discuss approaches for addressing raised concerns, the need to continuously analyze our own research for ways to improve our practices, and the importance of innovative research in the field. This panel will include the voices of individuals with autism/autistics as well as parents of individuals who have received ABA.

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

- Describe the risks of ABA critics
- Identify strategies for appropriately responding to ABA critiques
- Describe strategies for continuous improvement and innovation in research

🕒 9:00 am - 9:50 am

🎤 Symposia

🧩 ED

📍 Windsong 6-8

📋 1 LRN

Come with Alice Beyond the Looking Glass: Trauma-Informed Strategies for Challenging Behaviors

When confronted with challenging behavior, behavior analysts often look only for observable antecedents in the present environment when conducting functional assessments. Although current observable antecedents can serve as triggers to elicit challenging behaviors, underlying trauma can make those behaviors more extreme and can also bring about physiological responses. When strong emotional reactions and physiological responses are brought about by underlying trauma, trauma-informed response can serve as abolishing operations for these challenging behaviors. The presenters will describe trauma-informed strategies for responding to challenging behaviors, explain why these strategies are often effective with children who have experienced trauma, and provide examples within their own work as school psychologists.

Unexpected Responses for Challenging Behaviors of Traumatized Youth
Jeannie Golden

Trauma-Informed Strategies for Children in Schools
Sydney Zajac

Trauma-Informed Strategies for Children with Autism
Amber Flannigan

continued on the next page

CHAIR



Jeannie Golden

DISCUSSANT



Sharron Older



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

- Describe how distal antecedents in past environments can elicit strong emotional reactions and physiological responses for challenging behaviors
- Describe trauma-informed strategies that can serve as abolishing operations for challenging behavior and explain why these strategies are often effective with children who have experienced trauma
- Describe how school psychologists and behavior analysts can use these strategies with children who have experienced trauma who exhibit challenging behavior



9:00 am - 9:50 am



Paper



AUT



Windsong 1-2



1 LRN

Increasing Access to ABA Therapy Through a BCBA-Direct Telehealth Care Delivery Model

The Institute of Medicine defines access to health care as "the timely use of personal health services to achieve the best health outcomes." (IOM, 1993). It is widely recognized that ABA therapy contributes to positive health outcomes and improved quality of life; unfortunately, many factors can contribute to a lack of access to ABA therapy for those who could greatly benefit from these services. In this study, we examined barriers families encounter when seeking in-person ABA therapy services, factors that lead families to seek ABA services via telehealth, and organizational process improvements that improved access to care within one ABA organization.



Brittany Wierzbowski

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

- Describe the defining factors of access to health care
- Identify multiple barriers to ABA therapy families in the United States are experiencing
- Identify multiple populations within the United States who are impacted by limited access to ABA therapy



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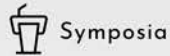
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Prevent-Teach-Reinforce: A Function-Based Approach to Addressing Challenging Behavior in the Classroom Setting

Prevent-Teach-Reinforce is a school-based manualized approach to function-based assessment and intervention that utilizes a collaborative multi-step process to teaming, goal setting, assessment, intervention development, and progress monitoring. This symposium consists of four presentations that examined the impact of the Prevent-Teach-Reinforce on student behavioral outcomes within the school setting. The first study was a meta-analytic review that synthesized research utilizing the Prevent-Teach-Reinforce manualized model for individuals with disabilities to decrease challenging behavior and increase appropriate behavior. The second study evaluated the effects of a Prevent-Teach-Reinforce intervention package to reduce inappropriate vocalizations of a 4th grade student with autism spectrum disorder. The third study evaluated the use of the Prevent-Teach-Reinforce model with a 2nd grader with Autism to decrease a elopement from the classroom. The final study aimed to evaluate the impact of a function-based intervention, developed using the PTR model and implemented by the classroom teachers, on problem behavior (elopement and perseveration) and replacement behavior (staying assigned area and self-regulation) in two children diagnosed with autism spectrum disorder or attention deficit hyperactivity disorder.



Madeline Risse



Rose Iovannone

Evaluation of the Prevent-Teach-Reinforce Model of Individualized Positive Behavior Support: A Meta-Analysis

Madeline Risse, Kwang-Sun Blair, Danielle Russo

Implementation of the Prevent-Teach-Reinforce Model for a Student with Autism Spectrum Disorder

Christine Colon

Prevent-Teach-Reinforce to Decrease Elopement from the Classroom

Zachary Grossman

Using Prevent-Teach-Reinforce to Improve Classroom Behavior in Students with Disabilities

Marqueline Cenatus

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

- Describe the steps of the Prevent-Teach-Reinforce model to decrease challenging behavior and increase appropriate behavior
- Identify collaborative components of the Prevent-Teach-Reinforce process that enhance the contextual fit of procedures and maximize intervention outcomes
- Describe the differences between the manualized Prevent-Teach-Reinforce approach to FBA and BIP development versus typical expert-driven models used in school-based settings

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🕒 10:00 am - 10:50 am

📄 Symposia

🏠 OBM

📍 Windsong 5-7

📋 1 LRN

OBM: On your Mark, Get Set, Raise the Bar

There are many factors that influence success in the ABA service industry. The ultimate success is when a client meets or exceeds the expectations set out in their behavior plans of care. This symposium will explore three topics that influence client success, staff attendance and utilization of authorized CPT codes.

No Call Outs No Fall Out - Goal Setting to Increase Staff Attendance

Paula Antonelli, Victoria Ryan

Use It or Lose It! Treatment of Increasing BCBA Utilization of Protocol Modification and Caregiver Training Codes

Maggie Terry, Karin Torsiello

BCBA & RBT Performance Scorecards, Our Journey Toward Autonomy in Managing Individual and Group Performance On The Job

Angelique Walsh, Karin Torsiello, Paula Antonelli, Maggie Terry, Victoria Ryan

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

- Discuss current status of ABA field in regard to service delivery in aspects of staff attendance and utilization
- Review goal setting to increase staff attendance and favorable trickle-down effects on clients
- Discuss treatment of increasing BCBA utilization of protocol modification and caregiver training codes

CHAIR



Karin Torsiello

DISCUSSANT



Nicole Gravina

🕒 10:00 am - 10:50 am

📄 Paper

🏠 ETH

📍 Windsong 3-4

📋 1 ETH

Ethics and Use of Assessment Instruments by Behavior Analysts

The scope of competence of behavior analysts regarding use of assessment instruments is addressed in the BACB®'s Ethics Code. A topic that has been of interest and concern recently is whether those credentialed by the BACB (i.e., BCBAs/BCBA-Ds) are able to administer and interpret standardized instruments. In addition, some insurance payors are requiring use of certain standardized instruments on a regular basis as a measure of client progress. In this presentation, this issue will be reviewed and addressed to help ascertain whether behavior analysts may engage in such activity. The session will also provide a basic overview of common assessment tools that might be of use for behavior analysts in their clinical practice.

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

- Identify relevant ethical standards of the BACB® regarding assessment.
- State professional training requirements for use and interpretation standardized assessment instruments.
- State 3 options that would allow behavior analysts to engage in use of such instruments in their practice as a BCBA/BCBA-D



Michael Weinberg



Craig DiVincenzo





Service Continuity: Concerns and Recommendations for Behavior Analysts

Behavior analysts providing clinical services occasionally encounter situations in which those services must be interrupted, discontinued, or transitioned to another provider. Using the Continuity of Services Toolkit published by the Behavior Analysis Certification Board as a framework, this paper examines challenges faced by Board Certified Behavior Analysts. Through a series of examples, the authors suggest strategies for ethical practice in challenging situations. Issues including but not limited to planned service interruptions, potential cultural conflicts, and other barriers will be addressed.



Sarah Bloom



Jesenia Giambrone

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

- Relate the Ethics Code for Behavior Analysts to their practice, with an understanding of how the code guides their decisions related to service interruptions
- Apply the Ethics Code for Behavior Analysts to situations in which cultural conflicts challenge relationships between service providers and recipients
- Describe strategies to support ethical services transitions between providers



The Impact of Quality Treatment: Ava's Story



Jenn Godwin



Anna Bullard



Ava Bullard



Ava was diagnosed with autism at the age of 2 and a half years old. The diagnosis was obvious but the shock was the prescribed treatment, ABA, was not covered by insurance or medicaid. Ava was quickly slipping away with no language, inability to feed herself or handle any change in routine or environment. We found an ABA program and we were so excited. After 6 months Ava had made little progress. We quickly learned what low quality ABA meant. This discussion will proceed to unveil our journey in finding a quality ABA provider and what that looked like and how it changed Ava's life. Ava will be there to share her perspective and talk about our journey to pass Ava's Law in Georgia to ensure all children could access meaningful quality ABA therapy. We will also share our perspective on how legislation can assist in increasing quality services. The discussion will continue with how ABA changed Ava's life and Ava will discuss what that has meant for her as an autistic adult navigating college, jobs and relationships.

By the end of this panel, participants will learn:

- The value of quality ABA to autistic individuals and their families and how legislation and policy plays a role in ensuring quality and inclusion continue
- The importance of inclusion of the family and the autistic individual in treatment and the impact it can have on quality and outcomes
- Hear first hand from Ava, an autistic adult on her experience with ABA and her ongoing fight for inclusion and equality for autistic individuals



SATURDAY MORNING

September 30

🕒 11:00 am - 11:50 am

🍷 Invited

👤 TCP

📍 Grand Cypress

🗨️ 1 LRN

Closing Invited Event: Inside Behavior Analysis with Matt Cicoria

A very special edition of Inside Behavior Analysis featuring Matt Cicoria of The Behavioral Observations Podcast. Mr. Cicoria's distinguished efforts at dissemination 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 Mr. Cicoria about his life, experiences, and commentary.



Matt Cicoria



Andrew Houvouras

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

- Summarize the contributions of and research areas explored by Mr. Cicoria
- List 3 to 5 critical areas to focus upon as they relate to ABA And OBM
- Discuss the important areas of career establishment pertaining to the learning history of the interviewee

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