

The 45th Annual Meeting



Florida Association for
Behavior Analysis

2025 CONFERENCE PROGRAM



September 17-20, 2025

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Team Behavior

FEATURES FOR 2025

OPENING INVITED SPEAKER

Thursday 8:00 AM

How to Get Published Without Ruining Your Life

Dr. Zarcone provides consultation and clinical support to staff regarding skill acquisition, interfering behavior, staff and parent training, and medication monitoring. Dr. Zarcone obtained her doctoral degree from the University of Florida. She is a Board Certified Behavior Analyst and a licensed psychologist. Dr. Zarcone has served in leadership positions for the Association of Behavior Analysis (ABAI) on the ABAI Practice and Science Board. She was the conference coordinator for the annual Autism Conference and a Fellow of ABAI. She served as an associate editor for several journals and as a mentor for the Journal of Applied Behavior Analysis.



Jennifer Zarcone
PhD

KEYNOTE SPEAKER

Thursday 11:00 AM

The Past, Present, and Future of Autism Service Delivery

Lorri Shealy Unumb is a lawyer, mother of three young adult boys, and an internationally renowned autism advocate. She began her career as an appellate attorney with the United States Department of Justice and then as a full-time law professor. Following her son's diagnosis with autism, she began volunteering for autism causes, writing ground-breaking autism insurance legislation for South Carolina ("Ryan's Law") that passed in 2007 and served as the catalyst for the national movement toward autism insurance reform. She served for a decade as the national head of state government affairs for Autism Speaks and since 2019 as the CEO of The Council of Autism Service Providers. Lorri is also the founder of the annual Autism Law Summit, now in its 19th year, and is co-author of the law school textbook "Autism and the Law." In 2010, she founded the Autism Academy of South Carolina, a nonprofit ABA center now known as The Unumb Center for Neurodevelopment. In 2025, she founded "Unumb Place," a residential program for adults with autism.



Lorri Unumb
Esq.

2025

FEATURES FOR 2025

INVITED SPEAKER

Thursday 2:30 PM

On Building Bridges and Building Fences

Dr. Borrero earned his Ph.D. from the University of Florida. He is Professor of Psychology at UMBC, a Board Certified Behavior Analyst, and Licensed Behavior Analyst in the state of Maryland. At UMBC Dr. Borrero directs the Applied Behavior Analysis M.A. track and mentors doctoral students in Applied Developmental Psychology. Dr. Borrero has published over 60 articles and chapters and his work has addressed a variety of topics including the assessment and treatment of severe challenging behavior, choice, and strategies to promote infant development. Dr. Borrero is the 2008 recipient of the B. F. Skinner New Researcher Award and the 2021 recipient of the Don Hake Translational Research award, both presented by Division 25 of the American Psychological Association, and a 2022 recipient of the Mid-Career Excellence award presented by the College of Arts Humanities and Social Sciences at UMBC. Dr. Borrero serves on the Board of Directors of the Society for the Experimental Analysis of Behavior, and currently serves as Editor in Chief of the Journal of Applied Behavior Analysis.



John Borrero
PhD, BCBA-D

INVITED EVENT

Thursday 4:30 PM

Inside Behavior Analysis: Lorri Unumb



Andrew Houvouras
MA, BCBA



Lorri Unumb
Esq.

2025

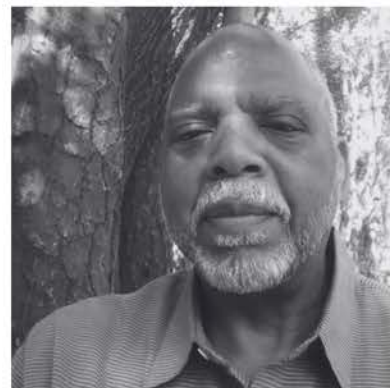
FEATURES FOR 2025

INVITED SPEAKER

Friday 8:00 AM

Applied Behavior Analysis in Florida: An “OG’s” 50 Year Perspective

Bennie Colbert is a Board Certified Behavior Analyst with substantial experience in individualized assessment, functionally based treatment, training and program evaluation. Populations include adults and children with emotional and behavioral disorders, developmental disabilities and traumatic brain injury. He has significant experience with services for children and families in the child welfare system (foster care and adoptions). Bennie is the founder and co-owner of Behavior Analysis Consultants of Mid-Florida, a private behavior analysis firm located in Lakeland Florida.



Bennie Colbert
BCBA

INVITED SPEAKER

Friday 1:30 PM

Assessment and Treatment of Feeding Problems in Children: An Intensive Home-Based Approach

Dr. Patel has been working with children with autism and other disabilities for 30 years. She is a Board Certified Behavior Analyst. Dr. Patel received a BS degree from the University of California at Davis in 1996 in Psychology with an emphasis in Biology. She continued her graduate training in Psychology at the University of Nevada, Reno. Dr. Patel received her PhD in Psychology with an emphasis in Behavior Analysis under the supervision of Dr. James Carr, Dr. Patrick Ghezzi, and Dr. Sidney Bijou in 2000. She completed a post-doctoral fellowship at the Kennedy Krieger Institute and Johns Hopkins University School of Medicine in 2001 under the supervision of Dr. Cathleen Piazza and Dr. Wayne Fisher.

Dr. Patel joined the faculty at the Marcus and Kennedy Krieger Institutes in 2001 and Emory University School of Medicine in 2002. Dr. Patel was a case manager in the Pediatric Feeding Disorders and Early Intervention Programs at the Marcus and Kennedy Krieger Institutes from 2001-2003. In 2003, she started Clinic 4 Kidz, which is a Home-Based Interdisciplinary Pediatric Feeding Disorders Program. Currently, she serves as the Executive Director of Clinic 4 Kidz. Dr. Patel is also an Adjunct Clinical Assistant Professor in the Department of Pediatrics, Division of Gastroenterology at Stanford University School of Medicine. Her research and clinical interests focus on treating feeding problems in children who have underlying medical issues or children diagnosed with avoidant/restrictive food intake disorder.



Meeta Patel
PhD

2025

FEATURES FOR 2025

INVITED EVENT

Friday 4:30 PM

Inside Behavior Analysis: Dr. Jim Carr

James E. Carr, PhD, BCBA-D, ICE-CCP is the Chief Executive Officer of the Behavior Analyst Certification Board. His professional interests include behavior analyst credentialing, practitioner training, behavioral assessment and treatment of developmental disabilities, and verbal behavior. Dr. Carr has published over 160 journal articles on these and other topics, and his work has been cited over 11,000 times. Dr. Carr is a Fellow of the Association for Behavior Analysis International and has received awards from APBA, APA's Division 25, Autism Speaks, and the OBM Network. He is the past editor-in-chief of *The Analysis of Verbal Behavior* and has served on the editorial boards of 11 behavior analysis journals, including 4 appointments as associate editor. Dr. Carr is the past president of the Colorado, Alabama, and Mid-American Associations for Behavior Analysis. He received his doctorate in 1996 from Florida State University under the mentorship of Dr. Jon Bailey and previously served on the behavior analysis faculties at University of Nevada-Reno (1996-1999), Western Michigan University (1999-2008), and Auburn University (2008-2011).



Jim Carr
PhD, BCBA-D

CLOSING INVITED SPEAKER

Saturday 11:00 AM

Culturally Responsive Supervision: Pathways to Collaborative and Effective Practices

Dr. Sarah Lechago is a Professor in the Behavior Analysis master's program at the University of Houston-Clear Lake (UHCL). She directs the UHCL Verbal Behavior Clinic (VBC) and co-directs the UHCL Connecting the Dots (CTD) program. Her research interests include verbal behavior, student and caregiver training, motivating operations, and diversity, inclusion, and equity. Dr. Lechago serves as the founder and chair and is currently the co-chair of the Texas Association for Behavior Analysis (TxABA) organization's Equity, Diversity, and Inclusion for Everyone (EDIE) committee. She has published in numerous journals including the *Journal of the Experimental Analysis of Behavior*, *Journal of the Applied Behavior Analysis*, and *The Analysis of Verbal Behavior*. She founded and currently directs a research lab called Behavior Analysts for Diversity, Inclusion, and Equity (BADIE) through which she directs various initiatives with the graduate students in the lab.



Sarah Lechago
PhD, BCBA-D, LBA

2025

FEATURES FOR 2025

SPECIAL EVENT

Wednesday 6:00 PM

Presidential Pursuit and Conference Kick-Off

Hosted by Conference Director Nikki Dickens, President Kerri Peters, President-Elect Yanerys Leon, and Executive Director Missy Olive

Join us to kick off the 45th Annual FABA with an energizing and interactive start to the conference with “Presidential Pursuit,” a fast-paced trivia challenge that brings together legacy, laughter, and loads of interesting facts about the Association!

From memorable moments in association history to surprising facts and humorous throwbacks, this game blends fun, networking, and scientific knowledge. Whether you're a first-time attendee or a seasoned veteran, this event promises to break the ice, foster camaraderie, and celebrate 45 years of FABA! Come ready to learn about interesting facts, collect attendee tips, win cool prizes, and show off your trivia skills. Your past presidents are counting on you!

SPECIAL EVENT

Thursday 7:00 PM

Chapter Check-In: Your FABA Passport Adventure to Co-FABA

Hosted by Kim Lucker-Greene and the Local Chapters of FABA

From Coast to Coast, cruise your way through the local chapters of FABA! Come learn about the amazing efforts of the local chapters of FABA, hear how these groups support the mission of the association, and get your “Passport” stamped to trade for cool prizes. It's a social but its also an adventure! Don't miss the CoFABA (Chapters of FABA) Passport Party!

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PRESIDENTIAL ADDRESS

Friday 11:00 AM

From Barriers to Bridges: Advancing Opportunity in Behavior Analysis

In a field rooted in problem-solving, behavior analysts are uniquely equipped to reframe barriers into opportunities. Across our professional activities and training, significant challenges persist—long delays to diagnosis, limited access to trained providers, and a lack of training in specialty areas such as severe behavior, pediatric feeding disorder, adult and geriatric services, and interdisciplinary collaboration with medical professionals are all factors that limit access to care. These obstacles not only restrict our ability to use our science to learn and help others but also highlight the need for targeted growth and advocacy. This address will explore how these very challenges can serve as catalysts for meaningful advancement. By focusing on underserved and least resourced populations, emphasizing whole-person care, and identifying areas ripe for development, we can create opportunities for families and professionals. Attendees will be encouraged to advocate for systemic change, expand training opportunities for others, and seek out new skills for themselves. Faculty, supervisors, and practitioners alike will be challenged to rethink how we prepare the next generation—by providing exposure to diverse populations and encouraging service in areas of greatest need.



Kerri Peters
PhD, BCBA-D



2025

FEATURES FOR 2025

SPECIAL EVENT

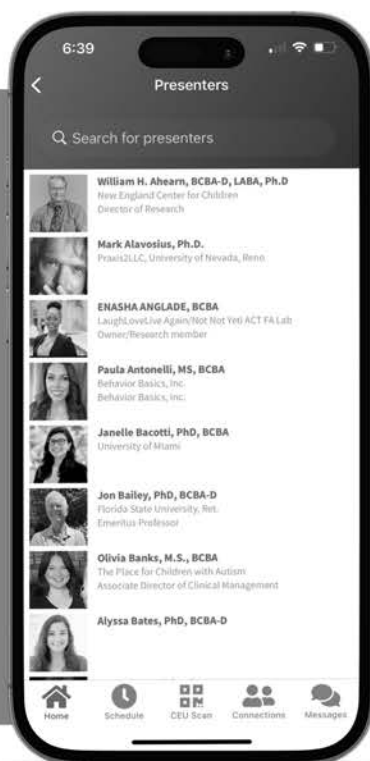
Friday 8:00 PM

FABA 45th Anniversary Social

Hosted by President Kerri Peters, President-Elect Yanerys Leon, and Conference Director Nikki Dickens

After the conclusion of Ignites at Night, come mingle and dance with your fellow attendees on the last night of the conference as we celebrate FABA turning 45! We'll have a DJ and birthday cake!

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2025 FABA BOARD

PRESIDENT

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 Clinical Associate Professor, 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 president for the Florida Association for Behavioral Analysis Executive Committee.



Kerri Peters
PhD, BCBA-D

PRESIDENT-ELECT

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. In her role as Division Director of Applied Research and Professional Development at UM-NSU CARD, Dr. León provides programmatic and consultative behavioral support to professionals (e.g., schools, hospitals) working with individuals with Autism Spectrum Disorder and other Intellectual or Developmental Disabilities.



Yanerys Leon
PhD, BCBA-D

PAST PRESIDENT

Matt has over 20 years of experience working with children and adults with Intellectual Disabilities. He received his undergraduate degree from the University of South Florida in psychology with a Bachelor of Arts degree in 1999. Matt received his master's degree from Florida Institute of Technology in 2007 with a Master of Science in Applied Behavior Analysis. He has a diverse background which includes working with individuals with acquired and traumatic brain injury, intellectual disabilities, developmental disorders, and autism. Matt began his career as a direct care staff. He has held the positions of behavior assistant, Board Certified Assistant Behavior Analyst, Board Certified Behavior Analyst, and Co-Instructor for the Florida Institute of Technology Program for ABA. Matt started Behavior Analysis Solutions where he provides services for adults with intellectual disabilities and recently opened a clinic for children in central Pinellas County.



Matt Potak
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. 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



2025 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

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

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

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. She completed her post-doctoral training as a Behavior Analyst for the UF Health Center for Autism and Neurodevelopment and Coordinator of the Inpatient Behavioral Consultation Program at UF Shands Children's Hospital. Dr. Lloveras is board-certified as a doctoral-level behavior analyst and manages day treatment cases in the Complex Behavior Support Program at Marcus Autism Center. Dr. Lloveras is also appointed as an Assistant Professor in the Pediatrics Institute at Emory University School of Medicine and Children's Healthcare of Atlanta. Her primary area of research is in assessment and treatment of behavior disorders.



Lindsay Lloveras
PhD, BCBA-D



2025 FABA BOARD

MEMBER-AT-LARGE

Dr. Jonathan K. Fernand received his master's degree from the California State University, Sacramento in 2012 and his Ph.D. from the University of Florida in 2017. Jonathan is 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 and has authored several articles and book chapters pertaining to a range of topics including the assessment and treatment of pediatric feeding problems, treatment of restricted and repetitive behavior, caregiver and staff coaching, applied animal learning and welfare, as well as issues pertaining to competency, ethics, and equity of marginalized populations.



Jonathan Fernand
PhD, BCBA-D

MEMBER-AT-LARGE

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.



Vivian Ibañez
PhD, BCBA-D

MEMBER-AT-LARGE

Dr. Corina Jimenez-Gomez (she/her/ella) trained as a psychologist at the Universidad Católica Andrés Bello in Caracas, Venezuela, and earned a doctoral degree in Psychology with an emphasis in behavior analysis from Utah State University. Over the past 20 years, I have lived in many places and held several academic and clinical positions. Currently, I am an Assistant Professor in the Behavior Analysis program at the University of Florida. My professional interests include supporting learners of diverse abilities, coaching staff in applied settings, and improving clinical practices – all through the lens of cultural responsiveness. The impact of my work on cultural responsiveness has been recognized with the ABAI DEI Distinguished Contributions Award, the Journal of Applied Behavior Analysis Contribution of the Year Award, and the inaugural FABA DEIA Award.



Corina Jimenez-Gomez
PhD, BCBA-D

EARLY CAREER MEMBER-AT-LARGE / AWARDS CO-CHAIR

Colleen F. Taylor became a BCBA in May of 2020. She has been working in the field of ABA since 2011, mostly with children and young adults with Autism Spectrum Disorder. She has a passion for teaching social skills, collaborating across disciplines and professions, and empowering parents and caregivers to utilize Behavior Analysis with their loved ones. In her free time, Colleen enjoys spending time with her two daughters and husband in Tallahassee, attempting to garden and exploring state parks. Colleen began her position as a Early Career Member at Large in January 2024 and is looking forward to using her role in helping our organization.



Colleen Taylor
BCBA

COFABA MEMBER-AT-LARGE

Mark T. Harvey, PhD, BCBA-D has dedicated over 35 years to working with individuals with Intellectual and Developmental Disabilities (IDD) across group homes, state institutions, clinics, and schools. He earned his B.A. from West Virginia University and both his M.S. and Ph.D. from the University of Oregon. Currently, Dr. Harvey is an Associate Professor in the School of Behavior Analysis at the Florida Institute of Technology, where he teaches undergraduate and graduate students to apply scientific principles for assessment, analysis, and behavior change. In addition to his academic role, Dr. Harvey is the founder and President of Rogue Behavior Analysis, Inc. Through this organization, he offers direct behavior support to individuals with IDD and their families, conducts contractual work to evaluate state-level developmental disabilities service systems, and provides peer reviews and technical assistance to granting agencies and applicants. He also collaborates with national organizations to raise awareness about the mental health needs of individuals with IDD, contributing articles to journals in behavioral analysis, special education, bio-behavioral studies, and service delivery. Dr. Harvey currently holds the position of Vice President of the Association for Behavior Analysis of Brevard.



Mark Harvey
PhD, BCBA-D



2025 LEADERSHIP

CONFERENCE DIRECTOR / AWARDS CO-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 hybrid 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 Conference Director, overseeing the program and arrangements, and has chaired or co-chaired the FABA Awards Committee since 2011. She resides in Panama City with her significant other, Marc, two beautiful daughters, and two 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 and son in north Florida.



Kolton Sellers
MS, BCBA

LOBBYIST & LEGAL COUNSEL

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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2025

CONFERENCE HIGHLIGHTS

Tuesday, September 16th

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

Wednesday, September 17th

8:00 am – 5:30 pm FABA Store & Packet Pick Up
 7:00 am – 9:00 am Morning Coffee & Breakfast
 8:00 am – 12:00 pm Workshops
 12:00 pm – 1:00 pm Lunch On Your Own
 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
 6:00 pm – 7:00 pm FABA Conference Kickoff
 7:00 pm – 9:00 pm Welcome Reception

Friday, September 19th

7:00 am – 5:00 pm FABA Store & Packet Pick Up
 7:00 am – 9:00 am Morning Coffee & Breakfast
 8:00 am – 8:50 am Invited Address - Bennie Colbert
 9:00 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
 1:30 pm – 2:20 pm Invited Address - Dr. Patel
 1:30 pm – 4:20 pm Sessions
 2:00 pm – 4:00 pm Afternoon Refreshment Break
 4:30 pm – 5:20 pm Inside Behavior Analysis - Dr. Carr
 7:00 pm – 8:00 pm Ignites @ Nite
 8:00 pm – 11:00 pm FABA 45th Anniversary Social

Thursday, September 18th

7:00 am – 5:00 pm FABA Store & Packet Pick Up
 7:00 am – 9:00 am Morning Coffee & Breakfast
 8:00 am – 9:20 am Opening Keynote - Dr. Zarcone
 9:00 am – 10:50 am Sessions
 11:00 am – 12:30 pm Keynote - Lorri Unumb
 12:30 pm – 1:30 pm Lunch On Your Own
 1:30 pm – 4:20 pm Sessions
 2:00 pm – 4:00 pm Afternoon Refreshment Break
 4:30 pm – 5:20 pm Inside Behavior Analysis: Lorri Unumb
 5:30 pm – 6:50 pm Presidential Poster Session
 7:00 pm – 9:00 pm CoFABA Social
 7:00 pm – 8:40 pm UM ABA Program Reunion
 7:00 pm – 8:00 pm FSU ABA Program Reunion

Saturday, September 20th

7:00 am – 12:00 pm FABA Store & Packet Pick Up
 7:00 am – 9:00 am Morning Coffee & Breakfast
 8:00 am – 10:50 am Sessions
 11:00 am – 11:50 am Closing Invited Address - Dr. Lechago

***Casual attire is recommended for evening socials.**

Check the full schedule in the
 BehaviorLive app or online

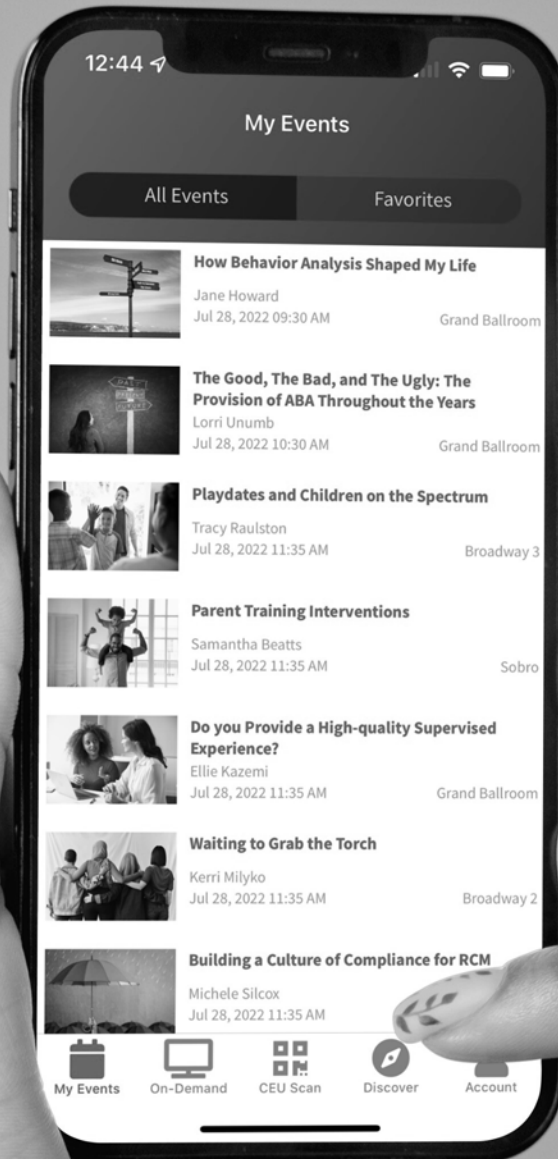
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2025

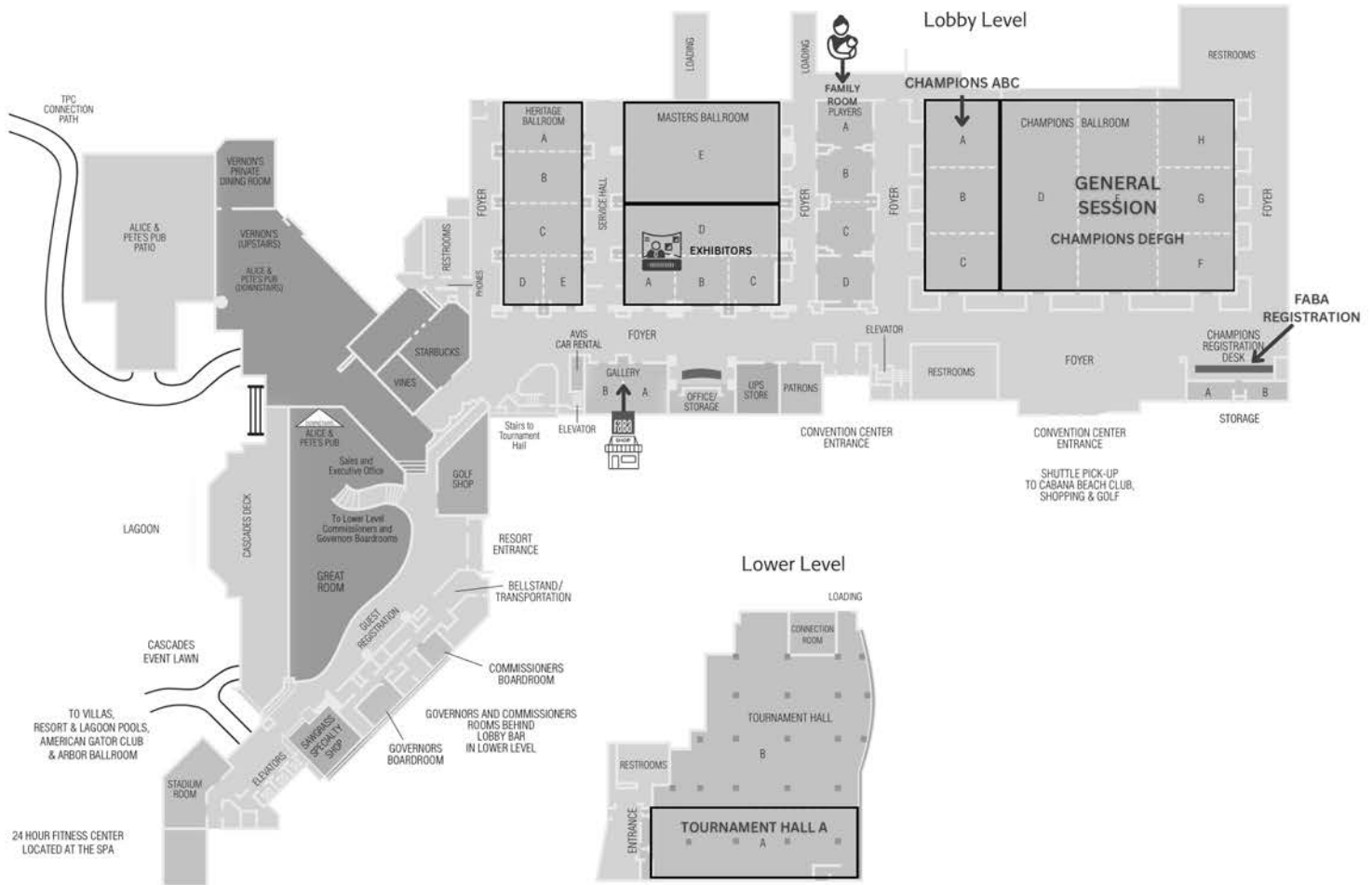


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2025



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PANAMA CITY



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Intensive
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What you will experience

ECAP provides services for families in need—including school consultations. First year students are assigned a BCBA mentor while working with multiple other BCBAs to ensure a diverse interaction experience while they acquire the skills necessary to successfully transfer to a 2nd year student and case manager. In their 2nd year as an ECAP Case Manager, graduate students act as a team leader under the case's assigned BCBA, shadowing supervision, and working alongside the BCBA to learn more about professional and management skillsets. ECAP offers weekly group supervision meetings with training on a variety of clinical and professional topics such as functional analyses, consultation skills, billing, clinic management, fundraising, dissemination, community involvement, and problem-solving. To obtain an application and join our team, contact us at fsuecap@fsu.edu or (850) 770-2241.

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Psychology: Applied Behavior Analysis

COLLEGE OF ARTS AND SCIENCES

MASTER OF SCIENCE

The FSU Psychology Master's Degree program in Applied Behavior Analysis (ABA) is a **nationally top-ranked ABA program** available to students at both the FSU Tallahassee and FSU Panama City campuses. The Master's Degree in Applied Behavior Analysis is accredited by the **Association for Behavior Analysis International**. One mission of our program is to provide students with a thorough understanding of the principles and applications of behavior analysis through coursework and experiential placements which allow students the opportunity to gain knowledge and experience across a myriad of settings. Currently, all students have the opportunity to receive a tuition waiver via paid assistantship placements with approved behavior analytic agencies, such as **FSU Panama City's Early Childhood Autism Program**.

What types of careers could this program prepare me for?

Board Certified Behavior Analysts (BCBAs) work in areas, such as autism, behavior and learning disorders, developmental disabilities, performance management, child abuse and neglect, behavioral safety, school consultation, and language development. BCBAs can be self-employed, serve as educational or behavioral consultants for local or national consulting firms, work in residential settings, or be employed by the state.



<https://pc.fsu.edu/aba>



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BCBA Examination Pass Rates

94%	95%	100%	100%	93%	100%
2024	2023	2022	2021	2020	2019



Behavior Analysis Programs and Opportunities



On-site and online programs are available for students interested in becoming a Board Certified Behavior Analyst® (BCBA®), Board Certified Assistant Behavior Analyst® (BCaBA®) or Registered Behavior Technician® (RBT®). With university classes starting three times per year in January (spring), May (summer) and August (fall), students can begin a program to fulfill degree and/or BACB certification requirements. Financial aid is also available for master's students enrolled in a degree program.

BEHAVIOR ANALYSIS OFFERINGS

Degree Programs	Certificate Programs	Continuing Education (<i>On-Demand</i>)
• Applied Behavior Analysis, B.A. • Applied Behavior Analysis, M.S. • Organizational Behavior Management, M.S. • ABA and OBM, M.S. • Behavior Analysis Professional Practice, M.A. (Online) • Behavior Analysis, Ph.D.	• Behavior Analyst Graduate Certificate (Online) • Behavior Analysis Essentials: a 40-hour Behavior Technical Training • Exceptional Supervisor Certificate Program	• Learning (type-2) Continuing Education (CE) courses • 8-Hour Supervision Training for Qualified BACB Certificants

321-674-8382 opt. 2 • abaonline@fit.edu • floridatech.edu/aba-online



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

2025

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), Pediatric (PED), Theoretical/Conceptual/Philosophical (TCP), Teaching/Training/Supervision (TTS), Other ABA Service (OAS), Dissemination/Public Policy (DPP), Business Practices/Leadership (BPL), Professional (PRO), 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

👤 PED

📍 Masters E

📋 3 ETH

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

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

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

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

SIGs

For some of these Tracks, there appears to be an abundance of presentations indicating there are many members who are interested in these topics. The goal of the special interest groups is to give those members an opportunity to meet with each other to discuss common interests, to give them a way to connect with each other after the conference and to give them some voice in the selection of Invited Speakers when we are in the planning phase of each conference that starts in January.

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

SIG Groups & Local Chapter Meetings

CoFABA/Local Chapters Board Meeting

Thursday 1:30 PM

Kim Lucker-Greene

SoFABA Meetup

Friday 10:00 AM

Michelle Castaños



2025



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? Please email info@fabaworld.org

Navigating Continuing Education Requirements

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

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

Florida Licensed Psychologists, LCSWs, LMHCs, and LMFTs will be able to earn CEs through an arrangement with Adapt Behavioral Services (CEBroker #50-9127). Flat fee for unlimited MH/PSY CEs is \$60, payable during registration. Live attendance will be uploaded to CEBroker within 1 month after the conference ends. Attendees watching recorded events later will have to manually enter their attendance into CEBroker.

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 Psychology 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.

2025

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 FABA Conference. This offers FABA 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.



2025

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: Victoria "Tori" Ryan
ababrevard@gmail.com

**Bay Area Association for
Behavior Analysis**

(BAABA)

President: Shannon Levesque
behavioranalysis@gmail.com

**Capitol Association for
Behavior Analysis**

(CABA)

President: Becky Cassell
caba.tallahassee@gmail.com

**First Coast Association for
Behavior Analysis**

(FCABA)

President: Candy Hurst
firstcoastaba@gmail.com

**Greater Gainesville Association
for Behavior Analysis**

(GGABA)

President: Justin Han
greatergainesvilleaba@gmail.com

**Greater Orlando Association
for Behavior Analysis**

(GOABA)

President: Claire Lottman
greaterorlandoaba@gmail.com

**Northwest Florida Association
for Behavior Analysis**

(NOWFABA)

President: Dana Wilmot
nowfaba@gmail.com

**Palm Beach Association for
Behavior Analysis**

(PBABA)

President: Lora Williams
palmbeachaba@gmail.com

**South Florida Chapter for
Behavior Analysis**

(SOFABA)

President: Michelle Castaños
southfaba@gmail.com

**Suncoast Association
for Behavior Analysis**

(SCABA)

President: Darla Parry
suncoastaba@gmail.com

**Southwest Florida Association
for Behavior Analysis**

(SWFLABA)

President: Jeff Horndinski
swflaba@gmail.com

**Treasure Coast Florida
Association for Behavior Analysis**

(TCFABA)

President: Valerie Laverty
tcfaba@gmail.com

**Volusia Association for
Behavior Analysis**

(VABA)

President: Tori Targett Jones
vabaworld@gmail.com



**Scan to Join a
Chapter of FABA!**

*Save
THE
Date*



10th Annual Conference
Hosted by the Local
Chapters of FABA (CoFABA)

APRIL 24, 2026

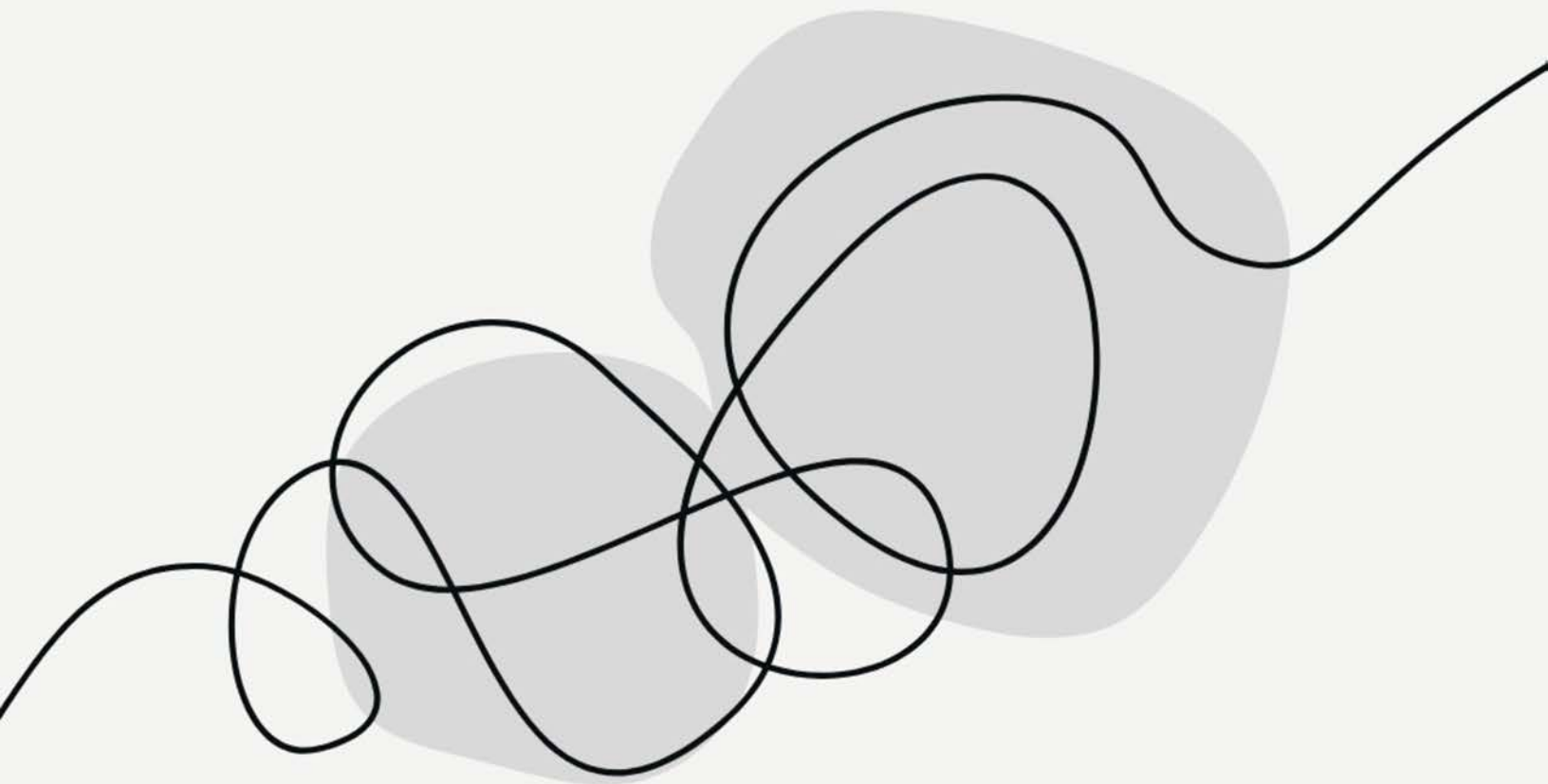
www.fabaworld.org

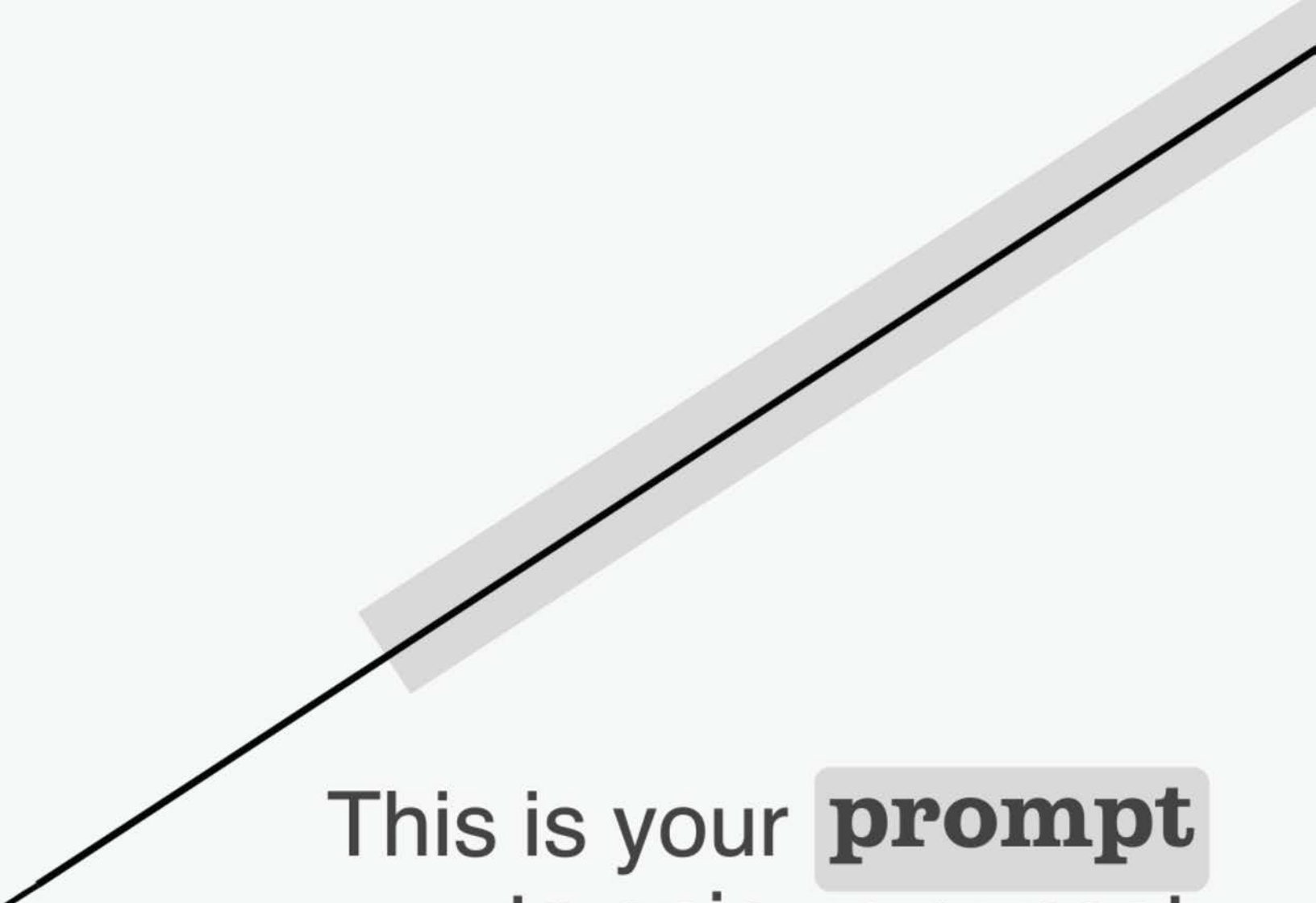
2025

ABA is **easy.**

Said **no one** ever.

We believe in a data-driven future where
clinicians focus on care, not billing claims.



A thick black diagonal line runs from the bottom left towards the top right. A light gray band is positioned parallel to this line, slightly above and to the right of it.

This is your **prompt**
to enjoy a sunset
with a margarita.

Join us on the beach for an evening
of fun with old and new friends.

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Camber



Are you a **career-minded and self-driven Behavior Analyst** ready to make a difference?

At **Always Promoting Independence**, we empower adults with developmental disabilities to **live their best lives through ethical, person-centered care.**

Why Join Us?

- ✓ **Mission-Driven Work** – Help adults achieve greater independence
- ✓ **Manageable Caseloads** – Prioritize quality care, not quotas
- ✓ **Flexible Scheduling** – Balance your professional and personal life with the freedom to set your own schedule
- ✓ **Clinical Support & Peer Collaboration** – Grow with a supportive team
- ✓ **Career Development Opportunities** – Supervision and leadership pathways
- ✓ **Service Areas Across Florida** – Pinellas, Hillsborough, Pasco, and surrounding counties



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We specialize in supporting ABA providers by bridging communication gaps between clinicians and families by translating:

- ✓ Intake forms
- ✓ Behavior intervention plans
- ✓ Parent training materials
- ✓ Live interpretations for assessments
- ✓ Live interpretations for parent trainings

CONTACT US: info@bilingualbehavior.com

🕒 8:00 am - 12:00 pm

🍷 Workshop

🏢 ETH

📍 Heritage A

📋 4 LRN/MH
4 ETH

Demystifying Organizational Compliance

This workshop will cover a range of topics, including some of the biggest challenges facing ABA practices and practitioners today. From CPT Codes, contracts, credentialing, authorizations, payer policies, documentation, audits and more - our panel of experts will walk you through the most frequently asked questions and hot topics facing the field today. We encourage attendees to come with their questions, examples, and greatest operational challenges, as we discuss strategies for improving your agency's organizational compliance.

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

- Attendees will expand their knowledge of the ABA CPT codes and learn how to properly report the codes while maintaining compliance with payer policies.
- Attendees will learn about the importance of quality documentation and how to properly engage payers in medical necessity discussions and appeals of denied authorization requests or claims.
- Last, but not least, attendees will gain a greater understanding of how to prepare for, and respond to, payer audits.



Kim Mack
Rosenberg



Rebecca Womack



Michele Silcox-Beal



Jenna Minton

Save the Date

FABA 2026

SEPTEMBER 16-19, 2026

HYATT REGENCY GRAND CYPRESS
ORLANDO, FLORIDA

2025

🕒 8:00 am - 12:00 pm

📄 Workshop

🖥️ VB

📍 Heritage B

📄 4 LRN/MH

Enhanced Milieu Teaching: A Naturalistic Developmental Behavioral Intervention Whose Time Has Come

This workshop will provide information about Enhanced Milieu Teaching (EMT), a Naturalistic Developmental Behavioral Intervention (NDBI) that facilitates early learner's language and communication skills. With 30 years of research across more than 50 studies, EMT has an extensive evidence base. EMT addresses issues often observed with more traditional ABA including limited generalization, escape-avoidance, maladaptive behavior, prompt dependency and lack of spontaneity in client responses. Additionally, EMT can be more time efficient than traditional ABA models, with children exhibiting significant language improvements in as little as 10 minutes per day. Improvements were also noted in play and social skills. EMT is not only a viable, effective intervention but a socially valid approach whose day has come. The workshop will be highly participatory with opportunities to actually practice EMT strategies with feedback from the workshop leader who is a co-developer of EMT. All participants will receive an EMT workbook that includes resources needed to effectively implement this intervention.



Terry Blackmon

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

- Participants will state the pros/cons of EMT versus more traditional ABA intervention
- Participants will describe core EMT strategies
- Participants develop a plan for implementing EMT strategies with a specific client

Join FABA Attendees in Creating Community

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



🕒 9:00 am - 12:00 pm

🏠 Workshop

🏢 TTS

📍 Heritage C

📋 3 LRN/MH
1 ETH
2 SUP

An Introduction to the Competency-Based Assessment of Practitioner Skills for the Treatment of Challenging and Dangerous Behavior



Kerri Peters



Janelle Bacotti



Yanerys Leon



Angie Van Arsdale



Kacie McGarry



Nicole Gravina

The growing demand for high-quality supervision in applied behavior analysis necessitates structured, evidence-informed training tools. This hands-on workshop introduces participants to a comprehensive, state-funded training manual designed to build competencies in the assessment, management, and treatment of challenging behavior. Targeted at supervisors of students seeking certification, the workshop emphasizes practical applications of the manual across domains including risk assessment, medical coordination, supervision, and ethical practice. Participants will participate in structured skill-building stations and delineate actionable steps for integrating competencies within their organizations. By the end of the session, attendees will leave with a practical framework and ready-to-use tools for improving training fidelity and supporting supervisees in high-need settings.

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

- Participants will be able to describe skill deficits reported by behavior analysts in the state of Florida and variables contributing to RBT turnover and burnout.
- Participants will be able to navigate a state-funded training manual aligned with BACB credentialing and supervision goals.
- Identify how to implement these competencies within their own organizations.



thank you
to our PLATINUM SPONSORS



🕒 9:00 am - 12:00 pm

📄 Workshop

🧩 AUT

📍 Heritage D

📄 3 LRN/MH

Designing and Implementing Comprehensive Sleep Plans within the ABA Service Model

This Continuing Education workshop aims to equip BCBAs with the tools necessary to create meaningful and age-appropriate sleep goals with families, design ethical and effective sleep programs that will not stimulate challenging behaviors and promote sustainable systems that will continue to be effective when sleep is compromised in the future. With as many as 50% of children experiencing sleep problems at some point during childhood (Center for Disease Control, 2022) and up to 80% of children diagnosed with Autism Spectrum Disorder experiencing sleep problems (e.g., Furfaro, 2020 and Reynolds, 2019), many Board Certified Behavior Analysts find themselves treating behavioral sleep problems within the scope of Applied Behavior Analysis programming. However, Behavior Analysts do not receive training in the variables impacting healthy sleep such as average sleep needs by age, setting events which delay sleep onset and manipulate the reinforcing value of sleep, or sleep dependencies which contribute to pervasive night awakenings. In the absence of formal training on sleep, sleep-related variables, and comprehensive sleep plan development during behavior analytical coursework, program barriers may arise. This event will provide critical context BCBAs will need to consider (backed by peer reviewed, proven sleep research) to inform the sleep interventions they are proposing, prior to developing any sleep plans.



Emily Varon

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

- Identify their scope of competence when programming for sleep changes;
- Classify contextually relevant variables impacting the reinforcing value of sleep;
- Design a comprehensive sleep plan that considers age, development, behavior profiles, family culture, and achievable goals; Understand common barriers to implementation and learn strategies for working within these barriers to achieve meaningful outcomes.

Thank you!

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Strategies, Inc. ABA
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Florida . Georgia . Maryland

2025

🕒 9:00 am - 12:00 pm

🏠 Workshop

🏢 OAS

📍 Heritage E

📄 3 LRN/MH

Meeting the Mark: Writing Medically Necessary ABA Goals That Get Approved

In the world of ABA service delivery, one word can make or break a treatment plan: medical necessity. As payers tighten requirements and increase scrutiny, behavior analysts must learn how to clearly demonstrate that their services address clinically significant impairments, not just educational or developmental delays. Using real-world examples, policy excerpts, and case studies, this workshop will demystify what “medical necessity” really means in the context of ABA. Participants will learn how to align treatment plans, goal writing, clinical documentation, and assessments with the specific language and expectations used by payers and policymakers. Special emphasis will be placed on interpreting Clinical Diagnostic Evaluations (CDEs), extracting meaningful clinical data, and writing goals that clearly tie back to functional deficits. We will also explore how to respond when services are denied, how to frame effective appeals, and how to identify when payer decisions may violate state law or policy. Understanding your rights as a provider and your clients’ rights to care is essential for ethical and sustainable practice. This interactive session will provide attendees with practical guidance to confidently navigate insurance systems and ensure continuity and integrity in service delivery. Whether you’re a newer BCBA or a seasoned clinician, you will leave with actionable tools to improve your documentation, advocate effectively, and protect client access to care.



Michelle Castaños

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

- Define medical necessity and describe how it is interpreted by Florida Medicaid and most major commercial insurers in the context of ABA services.
- Write treatment goals and documentation that meet payer-specific medical necessity requirements and avoid common pitfalls that lead to pends or denials.
- Understand the legal rights of providers and clients under Florida insurance regulations, and recognize when payer denials may violate policy or law, including how to respond, appeal, and escalate through appropriate legal or regulatory channels.

🕒 9:00 am - 12:00 pm

🏠 Special Event

📍 Stadium Room

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 will include a live Q & A regarding the Behavior Analysis applications and functions including LRC, iConnect, Provider Development, High Watch, and the new collaboration with the Mobile Response Teams across the state. 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.

thank you
to our Badge Sponsor



2025

🕒 1:00 pm - 4:00 pm

📄 Workshop

🏠 ETH

📍 Heritage A

📋 3 LRN/MH
3 ETH

Let's Have Some Alphabet Soup: MHPAEA, QTL, NQTL and More!

In this workshop, Attorney Dan Unumb will review the latest in the insurance world. He will review the CASP 3.0 Guidelines, medically necessary services funded by health insurance, updates to the SMMC Health Plan requirements (AHCA policies), MHPAEA requirements including NQTLs, QTLs, and behavioral health versus medical surgical services. Medicaid network inadequacy, and reimbursement rates are just some of the challenges that arise between ABA providers and insurance companies. A point of contention often arises during the prior authorization/review process, but an open dialog between all parties can result in improvements that ultimately enhance the quality and outcomes of medically necessary services for patients/clients with ASD/IDD. This panel will discuss points of convergence as well as potential solutions to overcome barriers and points of disagreement. Attendees will be asked to submit questions and share their experiences.



Dan Unumb



Melissa Olive

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

- Attendees will identify at least 2 changes in the recent federal mental health parity law that impact insurance funded practice.
- Attendees will identify at least 2 best practices for reviewers and providers with respect to establishing medical necessity in prior authorization or other utilization management processes.
- Attendees will identify at least 2 strategies to collaboratively and effectively address disagreements between ABA providers and insurance companies.

🕒 1:00 pm - 4:00 pm

📄 Workshop

🏠 ETH

📍 Heritage B

📋 3 LRN/MH
3 ETH

Navigating Ethicality During Difficult Treatment Scenarios

Through over 30 years of assessing and treating challenging behavior, the presenter has found themselves facing numerous ethical dilemmas. Over the past 12 years as a regulator, some perspectives and tools have provided context for putting these 30+ years of experience in a new light. This workshop will present several cases across multiple categories of presenting target responses and discuss ethical considerations for navigating these clinical scenarios. Several cases of food refusal and food selectivity will be presented. The use of escape prevention procedures will be discussed and the process for maintaining ethicality will be highlighted. There will be a focus on when and when not to use escape prevention. There will also be couple of cases of severe self-injury/aggression that will be similarly discussed. The main highlight of these cases will be on documenting best practices and operating within a team framework. Finally, several special considerations for working with individuals who have been physically abused and/or have experienced extreme trauma (e.g., witnessing the murder of a parent). The primary focus will be on how to create a therapeutic environment in these situations. This workshop 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.

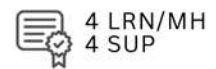
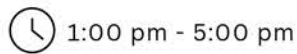


William Ahearn

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

- Describe the process for determining when escape prevention is and is not warranted for use during feeding treatment.
- Describe the key clinician behaviors for maintaining ethicality during the treatment of severe self-injury/aggression.
- Describe some considerations for creating a therapeutic environment for individuals who have suffered abuse and/or traumatic events.

2025



Evidence-Based Behavior Analytic Supervision

In the field of behavior analysis, a movement has developed and grown to move on to nontheoretically based models of supervision in applied behavior analysis. There are nearly 50 years of behavioral models of supervision and the research they have sponsored. It is our belief that “transtheoretical models” are random empiricism and lack the solid research and application benefits of functioning within consistent theory. With that as a backdrop, we lay out the supervision process first from a general review of the literature. After we look at research and support for competency-based models in general, we review the history of behavioral models of supervision and their supporting literature. In this workshop, the presenters review the basic research in behavior analytic supervision and then propose our updated version of the behavioral supervision model. Participants will engage in small group interactive activities pertaining to this updated model. We attempt to integrate the supervision research literature into our framework including meta-analytic studies into our theoretical framework. The benefits of a behavior analytic model to guide and organize research and training are discussed and practiced by participants during the workshop.



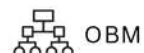
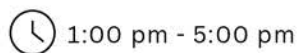
Michael Weinberg



Lynn Santilli
Connor

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

- Participants will state the steps of the behavior analytic supervision model.
- Participants will assess the skills needed by the supervisee.
- Participants will learn how to guide supervisees through case processing in a talk aloud problem-solving process and make changes to the case formulation to decrease program drop out and increase effectiveness.



Beyond Performance Management: Process Mapping

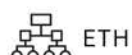
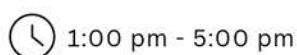
Behavior analysts usually learn the basics of Performance Management (PM) when first introduced to Organizational Behavior Management (OBM). But PM is just one part of applying in an organization. Organizations often re-engineer their processes to become more effective and efficient and must respond effectively to ever-changing environments internal and external to the organization. Responding to these pressures frequently requires changes to the organization’s processes (or “the way the work gets done”), whether to better meet customer requirements, or support a change in the organization’s strategy. This workshop will begin with an overview of behavioral systems analysis – the organization, process, and performer level. The remainder of the workshop will focus on a hands-on activity about constructing an “IS” and a “Should” process map. The workshop will conclude with a Q&A about strategies on how the learners can incorporate this learning into their current roles.



Andressa Sleiman

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

- Define the three levels of analysis in OBM.
- Create an “IS” and “SHOULD” process map.
- Identify disconnects in process maps.



Sex Ed Solutions

Sex Ed Solutions Sex education for individuals with developmental disabilities is not just about teaching facts—it's about empowerment, reducing risks, and ensuring safety. This intermediate-level workshop is designed to provide BCBAs with the critical skills needed to teach sex education to individuals with developmental disabilities, an area too often overlooked yet essential to safeguarding the well-being of this population. Research shows that people with developmental disabilities are at significantly higher risk of becoming victims of sexual abuse, with some studies indicating that up to 88.4% of women diagnosed with autism have experienced some form of sexual violence during their lives (Cazalis et al., 2022). Additionally, without proper education or understanding of social norms, social behavior, boundaries, and consent, individuals with developmental disabilities may unknowingly engage in behaviors that could lead to legal action (Lerner et al., 2012). Lastly, many professionals lack experience or training on how to provide sex education to individuals with developmental disabilities (Curtiss & Stoffers, 2024). This workshop is designed for practitioners seeking to enhance their skills in delivering sex education services. The content will focus on applying behavior analytic concepts, principles, and strategies across various developmental abilities and age ranges. Additionally, the workshop will address professional and ethical guidelines, ensuring that practitioners provide services within their scope of practice, maintain competence, and deliver services at a level that aligns with their comfort, all while respecting the individual's values, goals, and perspectives. Participants will learn how to (1) teach sex education concepts such as consent, boundaries, and healthy relationships to individuals, (2) complete a sexual risk assessment, (3) implement behavior-analytic teaching strategies to teach sex education topics effectively, (4) complete a self-assessment worksheet and (5) gain hands-on role-play experience. The workshop is delivered via lectures, group role-play sessions, and guided written program development. Attendees will engage in real-time problem-solving and skill-building exercises to apply the knowledge they gain. This interactive approach ensures participants leave with the foundation and practical tools necessary to address sex education in their practice confidently. During the group sessions, attendees will create and deliver lesson plans. All required materials, including the sexual risk assessment template, curriculum guides, self-assessment worksheet, and instructional materials, will be provided electronically. Due to the hands-on role-play experience, this workshop is limited to in-person attendees only. In-person attendees should bring a laptop or tablet and writing utensils to participate in the breakout sessions. By the end of this workshop, participants will better understand sex education teaching topics, assess the risks and benefits of teaching this content, and have more confidence in addressing this sensitive but essential topic. Please be advised that the content of this workshop covers sensitive topics related to sexual education, including the use of both proper and slang terminology for body parts. Attendees should be aware of the potentially sensitive nature of these discussions and ensure they are comfortable engaging in and participating fully in the workshop. By attending, participants acknowledge the importance of these topics and agree to approach the material with professionalism and respect.



Ally Dube

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

- Participants will accurately identify the sex education skills (e.g., consent, personal boundaries, relationships) that should be taught at various developmental and chronological ages for individuals with developmental disabilities.
- Participants will complete a sexual risk assessment for a hypothetical client with developmental disabilities. They will be evaluated by a rubric assessing the identification of potential risks, challenges, and recommended interventions.
- Participants will create a behavior-analytic sex education lesson plan, including at least three key teaching points (e.g., consent, boundaries, healthy relationships), and engage in peer review discussions during breakout sessions.



WEDNESDAY AFTERNOON

September 17

🕒 1:00 pm - 5:00 pm



Special Event



Stadium Room

2025 APD Pre-FABA Meeting

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

🕒 6:00 pm - 7:00 pm



Special Event



Champions ABC



1 LRN

Presidential Pursuit and Conference Kick-Off



Kerri Peters



Yanerys Leon



Missy Olive



Nikki Dickens

Join us to kick off the 45th Annual FABA with an energizing and interactive start to the conference with “Presidential Pursuit,” a fast-paced trivia challenge that brings together legacy, laughter, and loads of interesting facts about the Association!

From memorable moments in association history to surprising facts and humorous throwbacks, this game blends fun, networking, and scientific knowledge. Whether you're a first-time attendee or a seasoned veteran, this event promises to break the ice, foster camaraderie, and celebrate 45 years of FABA! Come ready to learn about interesting facts, collect attendee tips, win cool prizes, and show off your trivia skills. Your past presidents are counting on you!

🕒 7:00 pm - 9:00 pm



Special Event



Cascades Deck

Welcome Reception

Welcome to FABA! Join us for an evening of networking as we welcome our Members to the 45th Annual Conference!



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#FABA2025

2025

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8:00 am - 9:20 am

Invited

TTS

Champions DEFGH 1 LRN/MH
1 SUP

Welcome and Opening Address: How to Get Published Without Ruining Your Life

Introduced by Dr. Mark Harvey

This presentation will describe common barriers to conducting research, giving presentations, and writing manuscripts when working in a practice setting. We conducted a survey of all clinical and professional employees at May Institute to find out what were the primary barriers to conducting or participating in research. The results were not surprising – time, resources, and the need for mentorship topped the list. We systematically tackled each of these items to work towards developing resources for those who wish to either put their toe in the water or jump right in and contribute to the research supporting our field. In addition, ideas will be shared about how supervisors can use the scientist practitioner model to develop their professional skills. Ideas for how agencies and organizations can encourage research as part of their supervision process will be described.



Jennifer Zarcone

9:30 am - 10:50 am

Symposia

MH

Heritage Ballroom 1.5 LRN

Behavioral Perspectives Across Cultures: Hispanic Children with Autism, Family Deportation, Incarcerated Students, Re-Entering Students, Domestic Violence, Substance Use Disorders, & Military Veterans



Jeanie Golden



Jon Bailey



Richard Ung



Yakira Striblin



Victoria Omekenge



America Sanchez-Vera

Culture has been defined as “the characteristic features of everyday existence shared by people in a place or time.” Each of the presenters will discuss a different culture from a behavioral perspective and present specific ways that the behavioral perspective can aid in addressing the needs of the individuals within that culture. These cultures include Hispanic families who are reluctant to seek early intervention for their children with autism, children of deported parents with mental health needs, incarcerated students who need to find a new life, students re-entering school who find it difficult to cope, Black women victims of domestic violence who find it difficult to leave due to cultural pressures, substance use disorders and the stigma that discourages help-seeking, and military culture that encourages suicide in war veterans. The behavioral perspective can help individuals overcome these problems through the use of setting events, discriminative stimuli, motivating operations, and positive and negative reinforcement.

Black Woman Victims of Domestic Violence: How the Behavioral Perspective can be used to Develop Culturally Responsive Interventions

Yakira Striblin

Stigma Surrounding Substance Use Disorders: How the Behavioral Perspective can be Helpful in Overcoming Stigma

Victoria Omekenge

(continued on the next page)



Children of Deported Parents: How the Behavioral Perspective can Assist with Mental Health Disorders

America Sanchez-Vera

A Behavioral Perspective of Military Culture and Suicide Ideation: Implications for Prevention and Intervention

Richard Ung

🕒 9:30 am - 10:50 am

🗣️ Symposia

🏠 DD

📍 Masters E

📄 1.5 LRN
1.5 ETH

Understanding and Addressing Pica in Individuals with Developmental Disabilities: Behavioral Patterns, Intervention Strategies, and Risk Prevention



Jonathan Fernand



Timothy Vollmer



Kacie McGarry



Mariana De Los Santos

Pica refers to the ingestion of non-nutritive, often hazardous items. Pica is a persistent and potentially life-threatening behavior commonly observed in individuals diagnosed with autism spectrum disorder (ASD) and other developmental disabilities. This symposium explores the behavioral mechanisms, contextual influences, and practical prevention strategies related to automatically reinforced pica. The first talk outlines four distinct behavioral patterns underlying pica, challenging traditional function-only models and emphasizing the need for refined subtyping approaches to better inform individualized treatment. The second presentation applies this framework in a clinical application, demonstrating how manipulating environmental enrichment and response effort can significantly reduce pica behavior. Finally, the third talk shifts focus to safety intervention, evaluating the effectiveness of Behavioral Skills Training (BST) for clinic staff in identifying and preventing choking hazards in naturalistic settings. Together, these studies offer a comprehensive view of pica as a behavioral challenge and health concern, highlighting the importance of precise assessment, individualized treatment design, and proactive risk management in applied settings.

Discussing the Contextual Properties of Automatically Reinforced Pica

Kacie McGarry

Context Matters: Evaluating Contextual Variables Influencing Automatically Reinforced Pica

Kacie McGarry

Creating Pica-Safe Spaces: Preventing Choking Hazards in an Early Intervention Clinic

Mariana De Los Santos

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2025

 9:30 am - 10:50 am
  Symposia
  VB
  Tournament Hall A
  1.5 LRN

Further Research on Acquisition of Communication Skills

CHAIR  Catia Cividini-Motta	DISCUSSANT  Anibal Gutierrez	 Ariadna Martinez	 Alexandra Ewald	 Skye Nelson	 Shane Stewart
---	--	---	--	---	--

Communication skills are imperative across all contexts. Moreover, individuals communicate using a variety of communication modalities (e.g., vocalizations, speech output devices) and languages (e.g., English, Spanish). Therefore, research evaluating the efficacy and/or efficiency of teaching procedures on acquisition of directly trained or emergence of non-target skills is valuable. The first paper in this symposium evaluated the effect of incorporating speech output into learning tasks on the acquisition of receptive skills. The subsequent paper assessed the impact of stimulus-pairing and differential reinforcement on the acquisition of responding to name. The third paper employed matrix training to teach verb tenses whereas the fourth paper consists of a literature review of research on the acquisition and emergence of second language. The symposium concludes with comments from the discussant.

Differentiating between Automated Speech Output and Therapist Delivered Feedback During Receptive Identification Tasks

Skye Nelson

Use of Stimulus-Pairing to Evoke Response to Name Behavior in Children with Developmental Delays

Shane Stewart

Matrix Training of Verb Tenses with Autistic Children

Alexandra Ewald

 9:30 am - 10:50 am
  Symposia
  TTS
  Tournament Hall B
  1.5 LRN

Expanding Behavioral Competency: Empirical Evaluations of Training Methods Across Roles and Contexts

CHAIR  Iser DeLeon	DISCUSSANT  Nicole Gravina	 Andrew Smith	 Marqueline Cenatus	 Emily Dowling	 Carlie Lawson
--	--	---	---	---	--

As behavior analysis continues to expand across service settings, there is increasing demand for efficient and effective training procedures that promote high-fidelity implementation of assessment and intervention techniques. This symposium brings together four data-based presentations evaluating diverse training strategies aimed at caregivers, direct care staff, behavioral professionals, and students. In the first presentation, researchers assessed

(continued on the next page)



As behavior analysis continues to expand across service settings, there is increasing demand for efficient and effective training procedures that promote high-fidelity implementation of assessment and intervention techniques. This symposium brings together four data-based presentations evaluating diverse training strategies aimed at caregivers, direct care staff, behavioral professionals, and students. In the first presentation, researchers assessed the effectiveness of Behavioral Skills Training (BST) in teaching group home staff to collect structured Antecedent-Behavior-Consequence (ABC) data. The second study evaluated BST for training behavioral professionals to implement indirect assessments (QABF, MAS, and FAST) with procedural fidelity, revealing that even experienced practitioners required hands-on instruction to reach mastery. The third presentation examined the use of video modeling to train caregivers in the Picture Exchange Communication System (PECS®), with results demonstrating both caregiver skill acquisition and increased mands from children with developmental disabilities. Lastly, the fourth study explored the comparative effects of SAFMEDS variations and self-paced learning methods on fluency in behavioral terminology among undergraduate students. Collectively, these studies highlight the importance of tailoring training approaches to the needs of learners across contexts and roles to ensure effective, scalable, and sustainable implementation of behavior analytic practices.

Training Group Home Staff to Collect Structured Antecedent-Behavior-Consequence Data

Marqueline Cenatus

Training Behavioral Professionals to Implement Indirect Assessments with High Fidelity

Emily Dowling

Teaching Caregivers to Implement the Picture Exchange Communication System: An Evaluation of Video Modeling

Carlie Lawson

Comparing Instructional Methods to Promote Fluency for Behavioral Terminology in College Students

Andrew Smith

 9:30 am - 10:50 am

 Panel

 ETH

 Champions DEFGH  1.5 LRN
1.5 ETH

It's Time to Talk about the F-Word

CHAIR



Melissa Olive



Jim Carr



Lorri Unumb



Steve Woolf

Medicaid fraud poses a significant challenge to the field of applied behavior analysis (ABA), impacting ethical standards, regulatory adherence, and the provision of high-quality care. This panel will examine the scope and patterns of Medicaid fraud within ABA services, focusing on data from South Florida—a region with substantial reported cases of fraud. Incorporating applicant trends from the Behavior Analyst Certification Board (BACB) alongside findings from Office of Inspector General (OIG) audits, the discussion will spotlight prevalent trends and associated ethical concerns. Additionally, panelists will outline evidence-based clinical strategies to mitigate fraud within provider organizations, with a focus on proactive measures such as robust documentation protocols, regular internal audits, and comprehensive staff training. By exploring the intersection of legal repercussions, ethical frameworks, data insights, and clinical practices, this panel aims to equip professionals with tools to protect the integrity of Medicaid-funded ABA services.

2025

🕒 9:30 am - 10:50 am

🍷 Symposia

🧩 AUT

📍 Champions ABC

📄 1.5 LRN

Recent Advancements in the Treatment of Pediatric Feeding Challenges



Pediatric feeding disorder (PFD) is a complex, multifactorial concern that often requires an interdisciplinary approach to achieve meaningful and sustainable outcomes. This symposium brings together experts on PFD to present current research and clinical innovations incorporating both antecedent and reinforcement-based strategies to address feeding concerns. Topics will focus on effective strategies to increase food acceptance, reduce challenging mealtime behaviors, and support skill acquisition for age-appropriate eating. In addition, the importance of systematically measuring secondary variables such as oral hygiene, stool type, and symptoms of gastrointestinal discomfort will be discussed in relation to feeding treatment outcomes. As such, attendees will gain insight into comprehensive, individualized approaches that integrate research and practice across diverse feeding challenges.

Advancements in Age-Appropriate, Portion-Based Eating Procedures

Acacia Hager

The Effect of Food Preference on the Efficacy of the High-probability Instructional Sequence to Treat Food Selectivity

Christina Sheppard

Reinforcement-Based Intervention for Addressing Food Selectivity in Children with Autism Spectrum Disorder

Christina Rodriguez

The Importance of Secondary Variables During Feeding Treatment

Nicole Perrino

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2025

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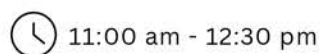
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11:00 am - 12:30 pm



Invited



AUT



Champions DEFGH



1 LRN/MH

Welcome and Annual FAB A Awards Ceremony

Chairs: Dr. Nikki Dickens and Colleen Taylor

The Annual Award Ceremony is the opening of the Keynote Address and is designed to highlight accomplishments in and around the behavior analytic community.

Keynote Address: The Past, Present, and Future of Autism Service Delivery

Introduced by Dr. Melissa Olive

The delivery of autism services has changed dramatically over the past few decades, and all indications are that more dramatic change is on the way. Services needed by an individual with autism may range from medical to therapeutic to legal to educational and beyond. Each of these categories of services look different now in terms of substance, location, and financing than they did just 20 years ago. The population accessing services also looks different, with a broadening of the definition of the spectrum and distinct modifications of the diagnostic criteria that have had significant policy implications. The autism population increasingly includes self-advocates who trumpet neurodiversity, sometimes leaving individuals profoundly impaired by autism and their families feeling left out. Rifts abound in the autism community, if there even is an "autism community." Autism prevalence has skyrocketed, even in the last few years, for partially unknown reasons. The financing of autism services has changed, with the arrival of private health insurance coverage for certain autism services, shifting eligibility requirements, and legal protections for mental health services playing a role. This has led to increased waitlists and fierce battles over who does and does deserve care/coverage. Some have even eschewed the valuable protections afforded by mental health parity laws for fear, or dislike, of autism being considered a mental health condition. Professions have grown around the autism diagnosis, with the ABA profession seeing perhaps the wildest exponential growth. The growth and, at times, questionable quality attendant to such rapid growth pose a threat to the future of funding for treatment. Further exacerbating the problem is the dearth of appropriate and rigorous standards and monitoring. Other professions such as research and technology have also benefited from escalating prevalence rates. Business interests have shifted, particularly of late as insurance reimbursement becomes consistent and private equity has taken interest. Demand has exploded for support from state agencies, requiring the pie to be split into increasingly smaller pieces. Those who need support the most are, at times, less able to find it now than when autism was a rare disorder. The prognosis for individuals with autism has experienced significant positive change, but has it changed enough? General healthcare services remain elusive and are generally not tailored to the needs of people with autism. Huge gaps persist, and needs are not being met for individuals and their families. How far have we come, where do we need to go, and how will autism services look 10 or 20 years from now? Join Lorri Unumb, Esq. for a discussion of the good, the bad, and the ugly of autism service delivery.



Lorri Unumb

 1:30 pm - 2:20 pm

 Paper

 OBM

 Heritage Ballroom

 1 LRN/MH

Data-Driven Marketing: Applying Behavior Analytic Principles to Grow Your ABA Practice

You'll learn how to track which marketing approaches actually bring in clients, test different messaging to see what works best, and create simple systems to measure your results. We'll look at how to identify what's working in your current marketing and where you might be wasting resources. The session will include practical examples and easy-to-implement strategies that work specifically for ABA practices. You'll leave with clear, actionable steps to improve your marketing using the data-based approach you already value in your clinical work. Perfect for practice owners and administrators who want their marketing to be as effective as their therapy services, regardless of your previous marketing experience.



Maddie Duke

 1:30 pm - 2:20 pm

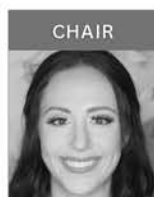
 Symposia

 AUT

 Masters E

 1 LRN/MH

Considering Social Validity in Complex Behavior Settings



Lindsay Lloveras



Clare Liddon



Justin Han



Carley Smith

Social validity refers to the extent to which the goals, procedures, and outcomes of an intervention are meaningful and acceptable to the individuals involved, including the clients, their families, and other stakeholders. When the individual participating in a behavioral intervention also engages in severe challenging behavior, the considerations that a behavior analyst must make when assessing social validity become nuanced. The three talks in this symposium will each address a different social validity consideration. The first presenter will discuss an evaluation of caregiver perspective of the 80% reduction outcome of interventions for challenging behavior, the second presenter will discuss the impact of physiological variables on challenging behavior, and the third presenter will discuss balancing efficiency and preference when selecting individualized prompting procedures for individuals who engage in challenging behavior.

Assessment of Social Validity of Treatment Outcomes

Lindsay Lloveras

Methodology for Detecting Biobehavioral Interactions for Individuals with Severe Behavior and Autism

Justin Han

An Evaluation of the Efficiency of and Preference for Prompting Hierarchies

Carley Smith

 1:30 pm - 2:50 pm

 Symposia

 DPP

 Tournament Hall A  1.5 LRN

Current Advancements in Advocacy, Collaboration, and Practice for Behavior Analysis in Child Welfare, Human Trafficking, and Juvenile Justice



CHAIR

Arturo Garcia



DISCUSSANT

Mark Harvey



Kimberly Crosland



Samantha Fuesy



Kaleigh Cernosek

This symposium will feature four presentations related to enhancing efforts to expand behavior analysis in the fields of child welfare, juvenile justice, and human trafficking. The first presentation will describe an intervention model for decreasing youth runaway behavior in foster care and a national agency that is successfully implementing the model with positive outcomes. The second paper will describe a collaboration between ABA and criminology to determine markers for success related to a housing program for victims of human trafficking. The third study will describe recent advocacy work to promote and increase funding for behavior analysis services in juvenile justice facilities. Finally, the last study will describe a study that increased staff behavior-specific praise at a Florida juvenile detention facility. These four presentations will highlight the importance of collaboration and advocating for behavior analysis services to improve outcomes for youth in juvenile justice and child welfare settings. Dr. Mark T. Harvey, Associate Professor in the School of Behavior Analysis at Florida Tech, faculty advisor for the Florida Tech Forensic Club, and executive board member of the ABAI Crime, Delinquency, and Forensic Behavior Analysis SIG, will chair the symposium.

Child Welfare Collaboration Initiative: Virtual Training and Consultation on the FAIR to Decrease Runaway Behavior
Kimberly Crosland

Disseminating ABA into Criminology: Cross-Disciplinary Collaboration to Support Human Trafficking Survivors
Arturo Garcia

Making access to Behavior Analysis Services Common Practice for Juvenile Justice Impacted Youth
Samantha Fuesy

Improving Staff-Resident Positive Interactions in a DJJ Facility using BST and Tactile Prompts
Kaleigh Cernosek

 1:30 pm - 2:50 pm

 Symposia

 DD

 Tournament Hall B  1.5 LRN

Innovations and Evidence-Based Practices in Behavior Analytic Interventions Across Diverse Populations and Contexts



CHAIR

Katie Nicholson



DISCUSSANT

Corina Jimenez-Gomez



Madeline Risse



Lynette Johnson



Amanda Groos



Marissa Del Vecchio

This symposium presents a comprehensive examination of recent systematic and scoping reviews that explore the effectiveness, implementation, and scope of behavior analytic interventions across varied populations and delivery systems. The first presentation reviews behavior analytic interventions for individuals with Attention-

(continued on the next page)



Deficit/Hyperactivity Disorder (ADHD), highlighting evidence-based strategies and gaps in treatment efficacy. The second presentation focuses on caregiver training within research involving children with Autism Spectrum Disorder (ASD), synthesizing findings on how parent-mediated interventions influence child outcomes and fidelity of implementation. The third talk examines the emerging integration of trauma-informed care within behavior analysis, identifying critical implications for ethical and effective practice. Lastly, a systematic review of pyramidal training models evaluates their utility in disseminating behavior analytic practices through tiered training approaches. Collectively, these reviews offer valuable insights for researchers, practitioners, and policymakers seeking to enhance the reach and quality of behavior analytic services through informed, inclusive, and scalable intervention strategies.

A Systematic Review of Behavior Analytic Interventions for ADHD Populations

Amanda Groos

Caregiver Training for Behavior Analytic Research on Children with ASD: A Systematic Review

Lynette Johnson

Understanding Trauma-Informed Practices Across Disciplines and Implications for Behavior Analysts: A Scoping Review

Marissa Del Vecchio

A Systematic Review of Pyramidal Training for Implementing Behavioral Interventions

Madeline Risse



1:30 pm - 2:50 pm



Multi-Paper



ETH



Champions DEFGH



1 LRN/MH
1 ETH

Key Considerations to Guide Effective and Ethical Parent Training

Any mother or father will tell you that parenting is a voyage for which there is no map. This is especially true for the parents and guardians of children with special needs. In our work as behavior analysts, every client and family that we encounter is unique and has traveled on their own distinct journey. As such, we must meet them where they are if we are to successfully facilitate the next steps on their path. Part of our role as a behavior analyst is to support caregivers and provide them with training- but is that all there is to it? Our ethical guidelines direct behavior analysts to involve clients and relevant stakeholders (such as parents and caregivers) throughout the service relationship and to take a culturally responsive approach in our work with them. Though our knowledge of ABA provides the foundation of a parent training program, we cannot determine the most effective route to reach and teach our clients' caregivers unless we first consider their cultural dynamics, experiences, perspectives, present challenges, obstacles, and potential variables that may impact their ability to learn and apply the skills that are taught. These papers will: explore research on the experiences of parents of special needs children, investigate common challenges and barriers that these parents encounter, identify the cultural and systemic variables that may impact caregivers as we work in conjunction with them, explain consultation models and parent training approaches, review theories about resistance and obstacles to change, and evaluate methods that behavior analysts may implement in order to improve the effectiveness and ethicality of their work with parents and caregivers.

Walk a Mile in My Shoes: The Unique Experiences of Parents With Special Needs Children

Adrienne King, Emily Reeves

This paper will present research on commonly reported experiences of parents with special needs children, as well as the challenges and barriers that these caregivers often encounter. Additionally, we will dive deeper to explore potential cultural and systemic variables that should be considered as part of our parent training work as behavior analysts.

CHAIR



Adrienne King



Paras Nabizadeh



Emily Reeves

(continued on the next page)

2025

Let Me Be Your Guide: Considerations for Developing Ethical and Effective Parent Training Programs

Paras Nabizadeh, Adrienne King

Ethically, it is important for behavior analysts to involve clients and relevant stakeholders (such as parents and caregivers) throughout the service relationship and to take a culturally responsive approach in our work with them. We often know 'what' to teach parents, but may struggle to know 'how' to reach them. This paper will explore different consultation models and parent training approaches, review theories about resistance and obstacles to change, and evaluate methods that behavior analysts may implement in order to improve the effectiveness and ethicality of their work with parents and caregivers.



1:30 pm - 2:50 pm



Symposia



CA



Champions ABC



1.5 LRN

Behavioral Approaches to Safety: Community Applications



CHAIR

Leah Koehler



DISCUSSANT

Nikki Dickens



Kirstin Taylor



Emma Devine



Prerana Atreya

Community safety skills are critical for learners as acquisition of these skills can increase a person's independence and quality of life as well as decrease the risk of injury or other deleterious outcomes. In this symposium, presenters will describe areas of research related to safety skills in the community. The first presenter will describe a study in which consent skills were taught to children using behavioral skills training, video modeling, and in-situ training. The second presenter will discuss drowning prevention and the need for inclusion and research in this area for children with autism spectrum disorder (ASD). The third presenter will describe a study examining the use of generalization strategies for teaching crosswalk safety.

Teaching Children Consent Skills Through the Lens of Personal Boundaries and Bodily Autonomy

Prerana Atreya

Drowning Prevention of Children with Autism Spectrum Disorder (ASD)

Emma Devine

Evaluating Generalization Strategies in Pedestrian Crosswalk Safety

Kirstin Taylor



1:30 pm - 2:20 pm



Special Event



Players BC

Local Chapters Annual Board Meeting

This board meeting is for the officers of the local chapters of FABAs. We will discuss initiatives for training RBTs across the state as well as other chapter events, review any updates on the CoFABA conference and discuss any new business relevant to local chapter operations across the state.



🕒 2:30 pm - 3:20 pm

🗣️ Panel

👤 MC

📍 Heritage Ballroom 📄 1 LRN

Providing home-based services to Latinx families within a culturally responsive framework

CHAIR



Molly McGinnis



Vivian Isabel Lemus



Camille Ponce



Jessica Miret

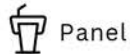
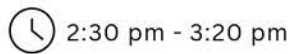
The Latinx population is one of the fastest growing communities within the United States. It is expected that by 2045, the Latinx population will grow up to 24.6% (Frey, 2018). The BACB (2024) has also reported on the growing representation of Latinx ABA professionals with 24.8% of current credentialed providers (RBT, BCaBA, BCBA, BCBA-D) identifying as Hispanic/Latinx. Professionals not only have an ethical obligation to promote cultural responsiveness and diversity (BACB, 2020, 2021), but fostering cultural awareness directly promotes best clinical outcomes for the children and families we serve, while building rapport with the family most effectively. The purpose of this panel is for applied practitioners to describe their personal experiences focusing on the cultural variables specific to the Latinx community such as language identity, personalism, and familism (Baires, et al., 2023). The contributions and insights of Latinx professionals can positively impact ABA, supporting it to become more inclusive by integrating cultural values and competence. By doing so, the field enhances its ability to serve a wider range of clients in an efficient and ethical manner. Audience members will leave with strategies and recommendations (Rosales, et al., 2023) to best serve Latinx families as well as a better understanding of the barriers and cultural values they may face (Castro-Hostetler, et al., 2022).

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2025



Lessons in Leadership: Using Acceptance and Commitment Therapy to Promote a Culture of Growth and Collaboration



Kelly Gabriel



Abby Brown



Meredith Lasch

Applied Behavior Analysis is one of the most rapidly growing industries in both the medical and behavioral health sectors (Carr, 2022). From July 2018 to July 2021, the number of BCBAs grew by 65% (Yingling et al., 2022). Additionally, the Behavior Analyst Certification Board's US Employment Demand for Behavior Analysts: 2010–2024, published in February 2025, reported a 58% increase in demand for BCBAs between 2023 to 2024 with Florida being one of the top 5 highest demand states (Behavior Analyst Certification Board, 2025). With newer BCBAs joining the field at unprecedented rates, the need for qualified leaders also increases, however, there is currently a wide range of qualifications and training processes for those clinical leaders. Significant variability in the tenure of certification at time of promotion and a lack of leadership training and support systems could result in inaccurate completion of essential tasks, inadequate personnel management, which in turn leads to emotional overwhelm and burnout. This presentation explores challenges most often faced by Clinical Directors and strategies to support new leaders; specifically, the application of Acceptance and Commitment Therapy (ACT) to improve leadership across multiple levels of employees. ACT incorporates elements of behavior analysis, the philosophy of contextualism, and mindfulness to increase psychological flexibility and help people live more aligned with their values. To grow psychological flexibility and continue to move closer to their values, leaders must continuously explore the six core principles of ACT: acceptance, mindfulness, cognitive defusion, values, self as context, and commitment. Many new BCBAs struggle with developing and promoting the values that give their leadership meaning. Often, people possess vague or overly broad ideas about their values but find it challenging to establish a clear identity within the team they are leading. It's essential for a BCBA to understand the values they wish to promote, as this understanding will unify the team and create a culture that fosters growth. This can be developed and fostered through the hexaflex matrix of ACT. The effects of embedding ACT within leadership strategies can promote a culture of growth and collaboration, while also improving therapeutic outcomes and ensuring ethical standards in treatment. This allows the focus to remain on organizational and client goals while balancing the intricacies and complexities that come with being a leader in the field.

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🕒 2:30 pm - 3:20 pm

🍷 Invited

🏗️ DPP

📍 Champions DEFGH 🗨️ 1 LRN/MH

On Building Bridges and Building Fences***Introduced by Dr. Yanerys Leon***

At the genesis of applied behavior analysis our founders were compelled to distinguish the science (and practice) of applied behavior analysis from our foundational roots in the experimental analysis of behavior. The distinction created what may have been a necessary “line in the sand” so that a fledgling discipline could pave its own path. As the science and practice of applied behavior analysis matured, researchers in the applied domain and those from the basic domain began communicating and even coordinating research. This increased communication and coordination is sometimes called translational research. Translational behavior analytic research is emblematic of building bridges between 2 or more areas of research. However, the tendency to vehemently distinguish what we do in the science of behavior from that which others do in their thematically related areas of specialty (e.g., economics, education, developmental psychology) has slowed the potential impact and uptake (dissemination) of behavior analysis. That is, historically, we tend to build fences to keep the behavior analysis “in” and most everything else “out.” I will make the case that the practice of building such fences has slowed the potential dissemination of behavior analysis. In this presentation I will: (a) provide several examples of the ways in which we have benefited from the practice of building bridges, (b) suggest some bridges that I would like to see built, and (c) caution against practices and rhetoric that divide in favor of those that unite.



John Borrero

🕒 3:00 pm - 4:20 pm

🍷 Symposia

🏗️ TCP

📍 Tournament Hall A 🗨️ 1.5 LRN
1.5 ETH***Mechanisms of Social Behavior: From Therapeutic Rapport to Cooperative Choice-Making***

CHAIR



Katie Nicholson

DISCUSSANT



Claudia Dozier



Garret Hack



Michael Passage



Kyla Pagliai

Social behavior is shaped by complex and interacting contingencies, both within the therapeutic environment and broader social systems. This symposium brings together three behaviorally grounded presentations that explore distinct but complementary mechanisms underlying human cooperation, rapport, and decision-making. The first presentation focuses on therapeutic rapport, examining the behavioral dimensions that contribute to effective and empathic clinician-client interactions, with implications for treatment adherence and outcomes. The second presentation investigates metacontingency arrangements that promote cooperative behavior for the benefit of others, highlighting how interlocking behavioral contingencies and cultural-level consequences maintain prosocial behavior in group contexts. The final presentation explores probability discounting in adults with and without Autism Spectrum Disorder, identifying differences in risk-sensitive decision-making that may underlie some social deficits associated with ASD. Collectively, these presentations aim to deepen our understanding of how individual and group-level behavioral processes influence social functioning, with relevance for clinical practice, behavioral economics, and the analysis of complex social systems.

Exploring the Behavioral Mechanisms Controlling Cooperation for the Benefit of Others: A Metacontingency Arrangement

Michael Passage

(continued on the next page)

2025

Staff Training on Improving the Therapeutic Alliance to Establish the Client as a Conditioned Reinforcer

Kyla Pagliai

Probability Discounting in Autistic and Neurotypical Adults: Implications for Social Deficits in ASD

Garret Hack

 3:00 pm - 4:20 pm

 Symposia

 ED

 Tournament Hall B  1.5 LRN

Advancing Behavioral Outcomes through School-Based Interventions



Lynette Johnson



Kevin Murdock



Kwang-Sun Blair



Faris Kronfli



Kevin Ochoa

This symposium presents findings from four school-based intervention studies that addressed behavioral challenges in students from elementary through high school. The first study evaluated the effects of randomized, teacher-selected reinforcers within the Good Behavior Game, which reduced disruptive behavior. The second examined the impact of Check-In/Check-Out (CICO) with elementary students, showing improvements in on-task behavior. The third assessed the Prevent-Teach-Reinforce (PTR) Secondary model with middle school students, demonstrating positive behavior change and generalization. The fourth focused on developing a virtual PTR model (ePTR Coach), refined with stakeholder and expert input, to strengthen the virtual team-based PTR process.

Exploring the Impact of Random Reinforcer Selection in a Classroom-Based Group Contingency Intervention

Faris Kronfli

Check-In/Check-Out for Children with or At-Risk for Emotional and Behavioral Disorders

Norma Guillen

An Evaluation of the Prevent-Teach-Reinforce Secondary (PTR-SEC) Model for Middle School Students with Emotional and Behavioral Disorders

Kevin Ochoa

Development of a Virtual Prevent-Teach-Reinforce Model (ePTR Coach) for Children with Challenging Behavior

Kwang-Sun Blair

 3:00 pm - 4:20 pm

 Symposia

 OBM

 Champions ABC  1.5 LRN

Bridging Research and Practice: Innovations in Organizational Behavior Management



Dennis Uriarte



David Wilder



Kira Flynn



Flavio Hinojosa
Baldus



Melissa Hernandez-
Bautista

This collection of studies explores the application of behavior-analytic strategies to enhance staff performance and organizational outcomes in diverse settings. One study examined the use of text

(continued on the next page)



message prompts and behavioral skills training to increase behavior-specific praise among group home staff, revealing improvements when observed but limited maintenance when observation was absent. Another project employed behavior systems analysis to optimize the InBody scan process at a supplement store, increasing rewards membership and sales through simple procedural changes. A third investigation assessed task clarification and feedback to teach feedback reception skills to behavior technicians, finding that while some staff succeeded with task clarification alone, others required additional performance feedback. The final study evaluated functional coaching to train non-behavior analytic managers in using the Performance Diagnostic Checklist, demonstrating improved interview skills, generalization, and maintenance over time. Collectively, these studies underscore the utility of tailored, practical interventions in boosting performance and engagement across various implementers and settings.

Exploring the Impact of Random Reinforcer Selection in a Classroom-Based Group Contingency Intervention

Faris Kronfli

Check-In/Check-Out for Children with or At-Risk for Emotional and Behavioral Disorders

Norma Guillen

An Evaluation of the Prevent-Teach-Reinforce Secondary (PTR-SEC) Model for Middle School Students with Emotional and Behavioral Disorders

Kevin Ochoa

Development of a Virtual Prevent-Teach-Reinforce Model (ePTR Coach) for Children with Challenging Behavior

Kwang-Sun Blair

3:30 pm - 4:20 pm

 Paper

 ETH

 Heritage Ballroom

 1 LRN/MH
1 ETH

Special Paper Session on Ethics

Beyond Behavior Reduction: An Ethical Framework for Promoting Engagement

Authentic engagement inherently involves behaviors that are incompatible with passive or disruptive behaviors that might be driven by other stimuli. The focus of this presentation examines the ethical consideration in advocating for a shift towards teaching engagement as a core adaptive skill. Case studies will highlight the value of incorporating competing stimuli to enhance engagement following a structured assessment process. This approach initially aims to teach the learner how to learn, rather than what to learn. This discussion further explores how prioritizing engagement fosters a learner who is less reliant on specific training conditions and prompts, ultimately promoting greater generalization and independence.



Liliana Dietsch-Vazquez



Angelina Froberg

Bridging the Gap Between Professions: Examining Ethical Codes to Enhance Collaboration and Understanding

Ethical guidelines consisting of principles and standards of conduct for a profession are generally referred to as ethical codes. Ethical codes are uniquely created for each profession to serve both practitioners and their clients. This project examined and compared the ethical codes of behavior analysts, occupational therapists, school psychologists, and speech-language pathologists. An initial examination revealed that there are key topics included in most or all of the ethical codes, along with notable resemblances and differences. Eight core topics were identified: confidentiality, scope of practice, informed consent, welfare, honesty, rights, reporting, and equality. Many differences between the codes were also observed. These differences, whether subtle or major, could potentially lead to conflict or lead to more effective collation when professionals from different fields interact and serve clients together. To expand upon the initial examination, the Interprofessional Education Collaborative's (IPEC) Values and Ethics core competencies developed in collaboration with 22 different professional organizations were also examined. This project utilized qualitative data analysis to evaluate the alignment between ethical codes and the IPEC core competencies. More specifically, the IPEC

(continued on the next page)

2025

Values and Ethics core competencies were operationally defined and analyzed in relation to the Behavior Analyst Certification Board (BACB) ethics code, as well as those of various other disciplines with whom behavior analysts often collaborate, such as the American Speech-Language-Hearing Association (ASHA). The hope is that this examination and comparison of ethics codes will help professionals become more aware and respectful of the ethical principles and standards of all professions, ultimately benefitting all parties and fostering better collaboration across disciplines.

🕒 3:30 pm - 4:20 pm

📄 Multi-Paper

🧩 AUT

📍 Masters E

🗨️ 1 LRN/MH

Communication, Teamwork, Patience: Overcoming Unique Challenges as an ABA Practitioner

Clinicians overcome challenges daily. As a BCBA, it's our job to exhaust all options when developing programming and ensuring clients are progressing. However, not all programming goes according to plan. It is in that adversity that we must always fall back on our research, consult with our peers, and dive into the Cooper book. Today's symposium will consist of three talks that all overcame unique challenges. The first talk used a systematic approach to reduce a client's severe attachment to a stuffed animal. The second talk emphasized collaboration with all parties to improve toilet training outcomes. The final talk relied on caregiver and client feedback to adjust communication modalities from an AAC device to sign language. When encountering challenges related to programming, it's important to evaluate limitations and exhaust all options to ensure appropriate client outcomes.

Overcoming Severe Object Attachment through Systematic Desensitization

Sidney Wade, Lakya Jackson

Object attachment, a strong emotional bond formed with an inanimate object, is a common feature in individuals with autism. This attachment can lead to increased levels of maladaptive behavior and can impede on sessions as well as their daily lives. This presentation will detail the systematic desensitization procedures as well as how they were added to target object attachment in a four-year-old boy diagnosed with autism spectrum disorder. The results of this programming resulted in the child being able to appropriately tolerate not having the object in his possession for up to 30 minutes without engaging in maladaptive behavior.

Increasing the Intensity of a Toilet Training Protocol to Achieve Successful Eliminations

Dakota Januchowski, Madie Roberson, Hailey Brock

The client is a five-year-old male diagnosed with autism spectrum disorder and currently receives ABA services for approximately 10 hours per week. He is an energetic boy who loves to play on his iPad, make videos, socialize, and complete science experiments. He has a complex vocal-verbal repertoire and frequently engages in conversations with caregivers, peers, and clinicians. Due to caregiver concerns regarding toileting and a desire to increase his independence, the clinical team elected to introduce a Toilet Training protocol closely mirroring Azrin and Foxx (1971). This protocol utilized a traditional sit schedule, dry pants check, underwear, and differential reinforcement to increase the client's frequency of eliminations in the toilet. The sit schedule began with sitting on the toilet every 10 minutes, and systematically increased to every three hours, with dry pants checks occurring at the halfway point of each sit timer. Clinicians initially conducted these procedures throughout the client's typical sessions, but after low frequencies of successful eliminations, the clinical team elected to conduct sessions inside the bathroom and continued the procedures as written. Still, low frequencies of successful eliminations were observed, and the client continued to have accidents. After evaluating the client's progress with caregivers, the client's mom conducted a session alongside clinicians inside the bathroom. Following the introduction of the client's mom, high frequencies of successful eliminations were observed across all environments and the clinical team returned

(continued on the next page)

CHAIR



Dakota Januchowski



Keegan Welch



Abigail Dusek



Lydia Wilkinson

2025

to conducting these procedures during his typical sessions outside of the bathroom. The client has mastered the toilet training protocol in its entirety approximately five months after implementation.

Bridging Communication Modalities: The Shift from AAC to Sign Language for a Non-Vocal Child

Melissa Januchowski

This presentation will discuss the rationale and process for expanding a non-vocal client's communicative repertoire from the Proloquo2Go™ application on a speech-generating device to using sign language as a primary form of communication. Speech-generating devices are a common tool for providing language to individuals who do not communicate vocally. However, these devices are not easily accessible, require high response effort to navigate, and may not allow for timely communication of wants and needs. Despite these challenges, the client has acquired various skills using the Proloquo2Go application. In the summer of 2024, the clinical team elected to decrease the complexity for the client's communication structure based on caregiver reports that the device was not used frequently outside the clinical setting. Shortly after, in the fall of 2024, the client began demonstrating an increasing preference for communication via gestures. With caregiver approval, the clinical team decided to introduce sign language as his primary form of communication. The first program targeting sign language acquisition was introduced in November 2024, and the client has since learned over 100 signs. Clinicians are currently focusing on the acquisition of corresponding signs for previously learned words used in the Proloquo2Go™ application.



3:30 pm - 4:20 pm



Paper



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Champions DEFGH



1 LRN/MH

A Tutorial: What Every Behavior Analyst Should Know to Effectively Participate in Psychotropic Medication Management -- An Ethical Obligation

A very high percentage of recipients of ABA services (including children) receive psychotropic medication as an additional intervention which is formally overseen by a medical practitioner. This intervention can involve many drug type and/or dosage changes, often over the course of years, and can include the simultaneous use of two or more different medications. These drugs are prescribed to produce behavior-altering effects on certain public topographies (and related private events), but they can effect other non-targeted responses as well. They often have function-altering effects on both antecedents and consequences that are related to both target and non-target behaviors. Moreover, they have physiological effects typically framed as "side-effects" which can range from relatively benign to potentially catastrophic, and certain substances can produce toxic effects as well. All of these drug-related effects can profoundly affect not only an individual's behavior, but their global experience of life. However, few behavior analysts have received formal education in the details of these powerful chemicals, or training on how to effectively coordinate with prescribing physicians in their monitoring and management. Some behavior analysts may even state that medication management per se is not the province of ABA practitioners. The purpose of this talk is to (1) demonstrate that monitoring the effectiveness of psychotropic medication is a fundamental professional and ethical responsibility of the behavior analyst in practice, and (2) provide behavior analysts with information that will assist them in fulfilling this responsibility and help them effectively coordinate services with the prescribing physician.



Thomas Freeman

🕒 4:30 pm - 5:20 pm

👤 Invited

🧑‍🤝‍🧑 AUT

📍 Champions DEFGH 🗨️ 1 LRN



Inside Behavior Analysis: Lorri Unumb

Lorri Unumb is an internationally renowned autism advocate, the CEO of The Council of Autism Service Providers (CASP). A longtime volunteer for autism causes, Lorri went on to write groundbreaking autism insurance legislation for South Carolina ("Ryan's Law") that passed in 2007 and served as the catalyst for the national movement toward autism insurance reform. Inside Behavior Analysis will explore the motivations behind her advocacy, including her son, Ryan's diagnosis, her advice to parents and practitioners as to how to get/remain involved in fighting for services, and her thoughts about what is next in the ongoing move toward autism acceptance.



Lorri Unumb



Andrew Houvouras

🕒 5:30 pm - 6:50 pm

👤 Special Event

📍 Champions ABC

Presidential Poster Session and Social

Sponsored by MOD Behavior ABA

(See details on following pages)



🕒 7:00 pm - 9:00 pm

👤 Special Event

📍 Champions DEFGH

Chapter Check-In: Your FABA Passport Adventure to CoFABA

From Coast to Coast, cruise your way through the local chapters of FABA! Come learn about the amazing efforts of the local chapters of FABA, hear how these groups support the mission of the association, and get your "Passport" stamped to trade for cool prizes. It's a social but it's also an adventure! Don't miss the CoFABA (Chapters of FABA) Passport Party!

Sponsored by Simply & Carelon



THURSDAY EVENING

September 18

🕒 7:00 pm - 8:00 pm



Special Event



Stadium Room

FSU ABA Program Reunion

Alumni and friends of FSU ABA Program are invited to this informal gathering that offers the perfect opportunity to catch up with classmates, network with colleagues across the field, and strengthen connections within our professional community. Whether you graduated recently or years ago, come join us for meaningful conversations, shared memories, and new collaborations.

🕒 7:00 pm - 8:40 pm



Special Event



Players BC

UM ABA Program Reunion

Stop by and mingle with alumni, students, and faculty from the Applied Behavior Analysis Master's program at the University of Miami.

Anastasia Island Beach Mouse

This year, FABAs highlights the Anastasia Island Beach Mouse as our endangered species. The mouse is found in the sandy dunes of Anastasia Island in Florida. Though the species once ranged from St. Johns River in northern Florida to Anastasia Island in St. Augustine, Florida, habitat destruction limited and eventually eliminated populations in the northern part of the state. The mature, sparsely vegetated, scrubby dunes offer the best burrowing environment, as well as providing the mice with ample food sources. These dunes tend to occur between the high-tide line and the more densely vegetated dunes farther inland. Though sometimes found in the inland dunes, very little foraging takes place there. The mice use the heavy coastal grass cover there to provide protection and avoid detection from predators. Occasionally, beach mice make their homes in abandoned burrows of ghost crabs, but are also capable of creating their own.



2025



BCBAs and RBTs! Come join our team!



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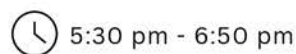
Angelic Steps Therapy is excited to invite BCBAs and Student Analysts to join our team at our Davie, FL location!

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We emphasize professional development through various initiatives, including Clinical Roundtables with in-house CEU opportunities, Behavior Analyst meetings, and bi-weekly Clinical Collaborative Check-ins, all designed to support our clinical staff.

Come be a part of a supportive work environment focused on growth and mentorship! Inquire about our comprehensive benefit package also!

www.AngelicSteps.com



5:30 pm - 6:50 pm



Special Event



Champions ABC

Presidential Poster Session & Social

Sponsored by MOD Behavior ABA

Presidents, posters, and potables! Come mingle, browse the posters, and chat with Florida's finest behavior analysts!

1: Overcoming Severe Object Attachment through Systematic Desensitization

Lydia Wilkinson

2: Teaching a Teenager with Autism Spectrum Disorder When and How to Intervene with Social Conflict via Video Modeling

Julia Plescha

3: Manipulating Response Effort through Stimuli Books to Increase Attending Skills

Nicolle Quesada

4: Take A Break, Talk It Out: Emphasizing Choice and Communication

Kaitlin Taylor

5: Decreasing Echolalia and Increasing Appropriate Responding to Social Questions Using a Transfer of Stimulus Control Procedure

Izabella Johannes

6: An Evaluation of Video Modeling and Feedback Types for Caregivers Learning How to Implement Pediatric Feeding Protocols

Avery Tucker

7: Navigating Challenges: A Systematic Review of Evidence-Based Interventions and Caregiver Training for Managing Aggressive Behavior in Individuals with Autism

Ivi Lua dos Santos Cardoso

8: Comparing toy preference outcomes among minimally verbal children on the autism spectrum

Gabriela Salazar

9: A Survey on the Types of Topographies and Severities of Challenging Behavior Treated by Florida Behavior Analysts

Grace Sigwanz

10: A Methodological Framework for Detecting Interactions Between Medication and Severe Behavior

Fred Farah

11: Using Antecedent Modification with Social Contingency to Increase Novel Writing

Megan DeWitt

12: Environmental Enrichment for Excessive Sexual Behavior and Stereotypy in *Coturnix japonica*: "Is that an Avian Anime Pillow?"

Kaitlynn Gokey

13: Menstrual Cycle as a Possible Biological Setting Event for Severe Challenging Behavior: A Case Review

Megan Bickel

14: From Fast Food to Fine Dining: A Systematic Review of OBM Interventions in the Food Service Industry

Aubrey Zazula

15: Increasing Self-Control in a Child Diagnosed with Down Syndrome Through a Modified Marshmallow Test

Hailey Brock

16: What's in a Letter? Teaching a Non-Verbal Child to Tact the Alphabet.

Joshua Fowler





5:30 pm - 6:50 pm



Special Event



Champions ABC

Presidential Poster Session & Social

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(continued)

17: Trends in Duration of Functional Analysis Over Three Decades: A Review

Anh Nguyen

18: Comparing the Results of Selection-Based and Duration-Based Preference Assessments for Young Children with Autism Spectrum Disorder

Sara Freire

19: Teaching Self-Advocacy Skills to Young Children with Autism

Emma Baskind

20: We All Need a Coach: An Innovative Approach to Staff Training and Program Evaluation

Leeann Haffner

21: Increasing Timely Completion of Lecture Videos in an Online Graduate Course

Corey Robertson

22: Evaluating the Impact of Choice on Skill Acquisition in Traditional and Embedded Discrete Trial Training

Melissa Herran

23: Concurrent-Chains Evaluation of Learner Preference Between Traditional and Embedded Choice DTT

Frances Alonso

24: Using Prevent-Teach-Reinforce (PTR) to Improve the Behavior of a Second Grade Student

Mara "Shelley" Clarke

25: Using Transition Items to Improve Transitions for Children with Down Syndrome

Alexandra Ewald

26: Decreasing Disruptive Behaviors Using a Non-Competitive Variation of the Good Behavior Game

Jacob Asch

27: A Review of Asynchronous Training Approaches for Behavior Analytic Practices and Assessments

Emily Fulda

28: Further evaluation of physiological arousal during functional analysis of challenging behavior

Alexandra Ramirez

29: Evaluating the Impact of TAGteach Verbal Cues on Origami Skill Acquisition in College Students

Alexis Golden

30: Collaborative Care: Applying Behavior-Analytic Measurement and Intervention to Support Beckman Oral-Motor Goals in Speech Therapy

Taylor Patten

31: Evaluating the Impact of Video Modeling and Video Modeling with Graphic Feedback on Staff Training Effectiveness

Amaia Vargas

32: Assessing Modality Preferences in Functional Communication Training

Amanda Badia

33: Comparing methods of assessing stimulus preference in Bubalus Bubbles on a sanctuary farm

Caeli Cormier

34: Multiple-Schedule Reinforcer Assessment on a Child with Autism

Lauren Lightner

35: Teaching Prepositions to a Child Diagnosed with ASD

Keegan Welch

36: From Here to There: Increasing Appropriate Transitions through a Visual Board

Emma Zweber

37: The Impact of a Visual Stimulus on Children with ASD within Skill Acquisition

Madison Sheppard





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Tampa, FL 33609

 8:00 am - 8:50 am

 Invited

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 Champions DEFGH

 1 LRN

Applied Behavior Analysis in Florida: An “OG’s” 50 Year Perspective

Introduced by Matt Potak

Applied Behavior Analysis was practiced in Florida prior to the founding of the Florida Association for Behavior Analysis (FABA) in 1980 and has evolved to serve divergent populations in divergent settings over its history. This presentation recounts one behavior analysts' experience “from the trenches.”



Bennie Colbert

 9:00 am - 9:50 am

 Paper

 AUT

 Heritage Ballroom

 1 LRN/MH

Special Paper Session: Toileting

Evaluating the Effects of Sit Schedules on Toileting Events with Children on the Autism Spectrum

Multi-component toilet training packages and procedures for toilet sit schedule thinning often establish and maintain urinary continence (Greer et al., 2016; Perez et al., 2020). Monitoring the rate and correspondence between urinations and self-initiations (SIs) can inform decision making for toileting independence (Perez et al., 2021). This study recruited children who previously experienced a multi-component toilet training package that established in-toilet urinations (ITUs) with a dense sit schedule. They progressed to a drop-out component analysis that incorporated a sit schedule evaluation to identify if (a) urinary continence would maintain and (b) SIs would emerge without a sit schedule. We used a BAB reversal design to compare the effects of a sit schedule on urinary accidents, ITUs, SIs, and correspondence between SIs and ITUs among five children on the autism spectrum. We calculated the rate of urinations to serve as the criterion for ideal SI rates. Overall, all participants exhibited high and stable ITUs with a sit schedule, and most participants exhibited variable or no ITUs without a sit schedule. Additionally, most participants often exhibited higher rates of urinations relative to SIs. SIs often co-occurred with ITUs, indicating high correspondence. We discuss the implications of these outcomes when focusing on toileting independence.



Joanne Li



Janelle Bacotti

Extending the efficacy of component-lean toilet training procedures to children who exhibit self-exploratory behavior

Urinating in the toilet is an early developmental milestone (American Academy of Pediatrics, 2018). Component-lean procedures have been efficacious with increasing in-toilet urinations and decreasing accidents among young children on the autism spectrum (Perez et al., 2020). Additionally, nontargeted behavior such as bowel movements and self-initiations have increased, and challenging behavior has decreased when urinary continence emerges (Perez et al., 2021). However, it is unknown if self-exploratory behavior (i.e., self-touching “private” anatomy) during toilet sits is a common nontargeted behavior. The current study evaluated the effects of component-lean procedures on establishing urinary continence among young children on the autism spectrum who exhibit self-exploratory behavior. We also assessed if urinary continence maintained when switching from a 30- to 90-min toilet sit schedule. To date, we have recruited two children on the autism spectrum attending an early intensive behavioral intervention clinic who exhibited self-exploratory behavior upon referral. Both participants experienced a baseline that included (a) wearing pull-ups, (b) a 30-min sit schedule, and (c) praise plus a snack for

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2025

in-toilet urinations. One participant exhibited an increase in in-toilet urinations, decrease in accidents, and decrease in self-exploratory behavior during baseline, with these improvements maintaining with a 90-min sit schedule and underwear. The second participant exhibited variable in-toilet urinations, accidents, and self-exploratory during baseline. In-toilet urinations increased, and accidents decreased with underwear and these improvements maintained with a 90-min sit schedule after incremental thinning procedures. These preliminary findings suggest idiosyncratic outcomes for children who exhibit self-exploratory behavior, and implications for intervention and maintenance procedures.

🕒 9:00 am - 9:50 am

📄 Multi-Paper

🏠 HF

📍 Masters E

💬 1 LRN/MH

Recent Research in ABA and Physical Activity

This symposium will involve three presentations on recent research evaluating behavioral interventions targeting physical activity in the form of walking. Emma Walker will present a research study evaluating synchronous reinforcement to modify treadmill walking pace in college students. Claudia Reyes will present a research study evaluating synchronous reinforcement to increase walking pace in a step-wise fashion among college students. Sofia O'Leary will present her thesis evaluating goal setting, self-monitoring, and feedback on step count in older adults.

Schedule Control with a Synchronous Reinforcement Treadmill Preparation: A Replication and Extension

Raymond Miltenberger, John Rapp, Emma Walker, Shreeya Deshmukh, Jennifer Cook, Rasha Baruni, Jonathon Pinkston, Daniel Sheridan

Pinkston et al. (2024) provided 17 participants their high preference (HP) music for increasing and decreasing their walking speeds on a treadmill. Results showed HP music produced schedule control of walking speed for 14 of 17 (82%) participants. In addition, Pinkston et al. found that 78.6% of participants whose walking showed schedule control also displayed variable responding during an extinction component. As an extension of the Pinkston et al. study, researchers in this study presented 25 participants with their HP music for walking on a treadmill during a five-component mixed schedule wherein the synchronous reinforcement components contained larger and non-overlapping bands for contacting the synchronous reinforcer. Results indicate schedule control emerged for 18 of 25 (72%) participants. In addition, 14 (77.8%) participants whose behavior showed schedule control also displayed considerable variability in walking speed during the extinction component. Furthermore, participants' heart rates increased across the synchronous reinforcement components.

Evaluating the Effect of Synchronous Music Reinforcement on Increasing Treadmill Pace in a Step-Wise Fashion

Raymond Miltenberger, John Rapp, Emma Walker, Shreeya Deshmukh, Claudia Reyes, Stephanie Howell, Jonathon Pinkston, Daniel Sheridan

Despite the benefits of engaging in aerobic physical activity, individuals fail to engage in sufficient levels of this form of exercise (Garcia-Hermoso et al., 2023; Hoffman et al., 2021; Schumann et al., 2022). Research has shown that when participants' pace on a treadmill was reinforced on a synchronous schedule using preferred music, schedule control was achieved when pace changed as criteria for reinforcement changed (Baruni et al., in press; Cook et al., 2024; Pinkston et al., 2024; Rapp et al., 2024). However, an evaluation of synchronous reinforcement being used solely to increase pace has yet to be conducted but would be socially significant as it would promote increases in aerobic physical activity. As an extension of the current literature on synchronous reinforcement and pace, the present study sought to evaluate

(continued on the next page)



Emma Walker



Sofia O'Leary



Claudia Reyes

the effectiveness of synchronous reinforcement for increasing pace in a stepwise fashion within a given research session. Synchronous reinforcement in the form of access to music was provided contingent on paces 0.1, 0.2, and 0.3 m/s above the average baseline pace across three different conditions. Schedule control was seen in 23 of 30 (76.67%) participants, and most participants accurately developed a rule to "walk faster" to access music.

Effects of Goal Setting, Self-Monitoring, and Feedback on Physical Activity in Older Adults

Emma Walker, Bryon Miller, Sofia O'Leary

Healthy aging can be defined as maintaining functional ability that promotes overall wellbeing as one ages. Adequate levels of physical activity in older adulthood are associated with many positive health outcomes which support healthy aging; however, most older adults do not meet the current physical activity recommendations associated with healthy aging. Generally, inadequate physical activity is associated with a variety of health risk factors including overweight and obesity, cardiovascular disease, Type 2 diabetes, and certain types of cancer. Although older adults share these same risk factors for inadequate levels of physical activity as adults, there are additional risk factors that are unique to this population that may negatively impact health aging. For example, older adulthood is correlated with decreased bone and muscle mass, as well as changes in gait patterns, which for some, drastically increases the risk of accidental falls, which result in permanently disabling or even fatal injury. Previous applied investigations have demonstrated the utility of package interventions consisting of goal setting, self-monitoring, and feedback, in both children and adults. The purpose of the current study was to evaluate a package intervention consisting of these components in increasing daily step totals in older adults. The results of this investigation, as well as implications and recommendations for physical activity research with older adults, will be discussed.

 9:00 am - 9:50 am

 Paper

 CA

 Tournament Hall A  1 LRN/MH

Prosthetic environments: Using behavior analysis to improve the lives of people with dementia

Aging may result in a loss of or change in sources of reinforcement. Biological and environmental factors associated with aging might be ameliorated by what Skinner termed 'prosthetic environments'; environments augmented to enable the person to contact reinforcement. Changes might include altering the physical space, wearable devices (e.g., spectacles or smart devices), teaching new skills, and identifying and enhancing sources of social and tangible reinforcement. In this talk, examples of behavior-analytic research on prosthetic environments will be presented, including augmenting social contingencies (specifically, using awareness training to teach direct care staff to reduce infantilizing communication), assessing preferences, and adapting the physical environment. Evidence for a need to adapt behavioral tactics for older adults to ensure their effectiveness and acceptability will also be presented.



Rebecca Sharp

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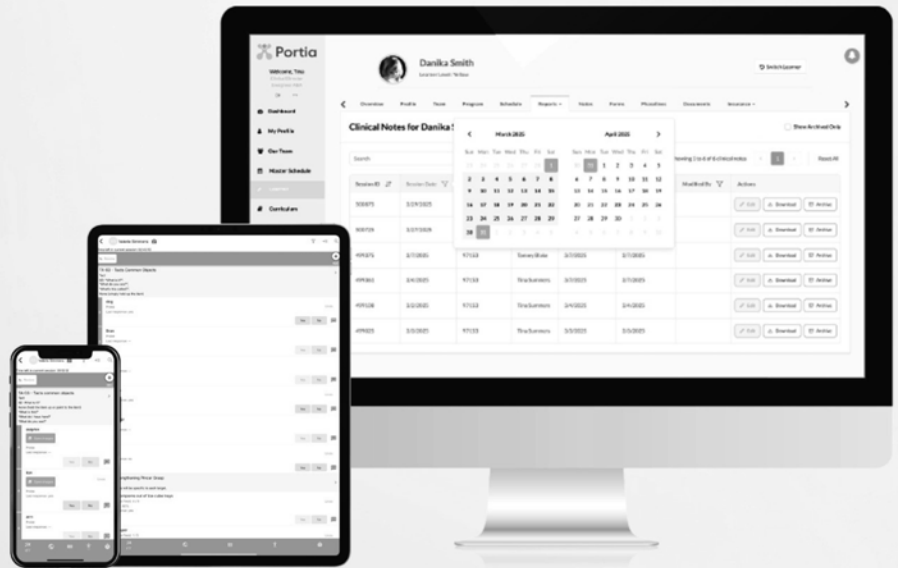


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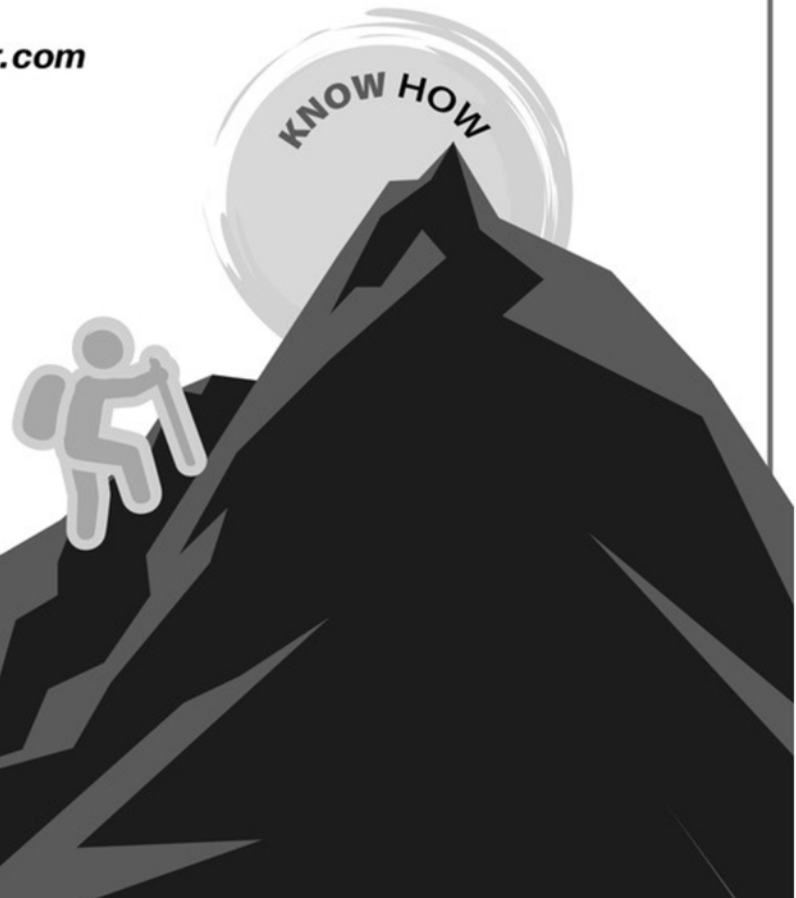
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🕒 9:00 am - 9:50 am

📊 Symposia

🏗️ OBM

📍 Tournament Hall B 📄 1 LRN

Expanding the Reach of Teach-Back: Strategies for Financial and Behavioral Literacy



CHAIR

Claudia Campos



DISCUSSANT

Andressa Sleiman



Malchijah (Kai) Williams



Callie Batey

This symposium presents three studies examining the effectiveness of the teach-back method across healthcare, financial literacy, and behavior analytic education. The first study extends prior research by using teach-back to train healthcare workers in complex PPE donning and doffing procedures, aiming to reduce hospital-acquired infections (HAIs). The second study evaluates teach-back for teaching investing skills, critical for long-term financial stability, by comparing it to traditional instruction. Participants in the teach-back group demonstrated greater knowledge retention and comprehension. The third study replicates and extends research on teaching behavior analytic procedures, training college students to implement multiple schedules via telehealth. All participants reached mastery and maintained skills at follow-up. Together, these studies demonstrate that teach-back is a practical, effective method for enhancing learning outcomes across diverse domains. Findings support its broader implementation in educational and clinical training settings to promote engagement, retention, and long-term skill acquisition.

Using teach-back to improve infection control practices

Malchijah (Kai) Williams

An Evaluation of Teach-Back Efficacy for Teaching Financial Literacy

Callie Batey

Assessing the Effectiveness of the Teach-back Method to Train College Students How to Implement Multiple Schedules

Claudia Campos

🕒 9:00 am - 9:50 am

📊 Panel

🏗️ MC

📍 Champions DEFGH 📄 1 LRN

Hidden in Plain Sight: A Call to Action for Cultural Responsiveness in Addressing Bias, Building Trust, and Supporting Black Families Navigating Autism



CHAIR

Nicole Nwokey



Bianca Howard



Nathalie Brown

This panel discussion brings together voices from across disciplines to explore how race, culture, and systemic inequities intersect with autism, shaping the experiences of black children diagnosed with autism and their families. Featuring a BCBA, a Clinical Psychologist, and a Physician, the panel will examine how implicit bias and dominant societal narratives about autism influence the professional practices and interactions that affect black children.

(continued on the next page)



Together, the panelists will explore how ABA practitioners can critically reflect on their own assumptions, adopt culturally grounded practices, and become more effective advocates and allies for black families navigating autism. Panelists will focus on the unique experiences of black children and their families, whose challenges in diagnosis, access to services, and support are often overlooked or misunderstood within traditional behavioral frameworks. These disparities call for intentional, culturally responsive approaches to address the specific needs of Black autistic children. This session will include guided reflection, moderated discussion, and audience engagement, providing participants with actionable strategies for dismantling bias, fostering trust, and creating affirming, supportive environments for black children and their families.

🕒 9:00 am - 9:50 am

📄 Paper

👤 DD

📍 Champions ABC

🗨️ 1 LRN/MH

Physical prompting, what is it and when does it become something more?

Physical prompting is not typically well defined in applied settings and can occur with a range of force that can vary greatly, but when the individual begins to resist everything can change rapidly. What was a mild physical prompt is now a “vigorous” physical prompt that is beginning to look and function like restraint. Individuals may resist physical guidance whether it’s to discourage them from hitting or encourage them to remain seated. This presentation will focus on differences between physical prompts and restraint as well as factors that cause parents/guardians and the general public to deem restraints acceptable or unacceptable. Other topics will include 1) an examination of the concepts of accommodation and discrimination as they apply to individuals with special needs, 2) A clear, functional definition of restraint for parents, 3) The 3 types of control that are used with all people and WHY even mild restraint must sometimes be used as a form of control, and 4) the use of procedures that are definitely “against the will” of the child and may even result in a momentary restriction of the individual’s rights.



Merrill Winston

🕒 10:00 am - 10:50 am

📄 Paper

👤 AUT

📍 Heritage Ballroom

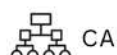
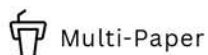
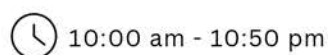
🗨️ 1 LRN/MH
1 ETH

Ethical Considerations for Sleep Programming

With as many as 50% of children experiencing sleep problems at some point during childhood (Center for Disease Control, 2022) and up to 80% of children diagnosed with Autism Spectrum Disorder experiencing sleep problems (e.g., Furfaro, 2020 and Reynolds, 2019), many Board Certified Behavior Analysts find themselves treating behavioral sleep problems within the scope of Applied Behavior Analysis programming. However, Behavior Analysts do not receive training in the variables impacting healthy sleep such as average sleep needs by age, setting events which delay sleep onset and manipulate the reinforcing value of sleep, or sleep dependencies which contribute to pervasive night awakenings. In the absence of formal training on sleep and sleep-related variables during behavior analytical coursework, ethical barriers may arise. This Continuing Education event aims to unveil the potential for questionable ethical behavior when developing sleep plans for families. Additionally, this event will provide preliminary information about sleep which attendees will be able to use immediately to better evaluate sleep problems and create sleep plans guided by the ethical considerations outlined in the content.



Emily Varon



Analyzing the Unseen: Novel Applications of Behavior Analysis to Personal and Societal Problems

This session highlights two novel applications of behavior-analytic principles to socially significant yet underexamined human experiences: covert verbal behavior in trichotillomania and grooming and exploitation in human trafficking. The first presentation explores the application of functional analysis (FA) procedures to hair-pulling behavior maintained by automatic negative reinforcement in individuals with trichotillomania. Using a pairwise design, this study evaluated the influence of negative and positive covert self-statements on hair-pulling and related behaviors. The second presentation offers a theoretical framework for understanding grooming and enmeshment tactics used by traffickers through the lens of operant conditioning. It conceptualizes grooming as a cumulative reinforcement process shaped by antecedent conditions and consequences, emphasizing how traffickers' use of force, fraud, and coercion can be systematically analyzed using behavior-analytic principles. Together, these presentations illustrate how private events and environmental contingencies interact to shape complex, internalized patterns of behavior. By integrating analyses of overt and covert control, both papers extend the reach of applied behavior analysis into areas often considered beyond its traditional scope. This session invites discussion on how behavior analysts can conceptualize and address behaviors shaped by coercive control and private verbal behavior, with implications for both prevention and intervention in clinical and social domains.



Stephanie Howell



Arturo Garcia

Functional Analysis of Hair Pulling: A Novel Approach to Analyzing the Influence of Private Events

Raymond Miltenberger, Stephanie Howell

This study explores a novel application of functional analysis (FA) procedures to hair-pulling behavior associated with trichotillomania maintained likely by automatic negative reinforcement. Researchers have conceptualized hair pulling as a form of experiential avoidance serving to alleviate aversive private events emanating from negative self-talk and inner dialogue. Building on prior research involving binge eating and covert self-statements, this study investigates whether negative private verbal behavior may evoke hair pulling, while positive self-statements may inhibit it or show no impact. Using a pairwise design, we conducted remote sessions involving exposure to pre-recorded negative self-statements (test condition) and positive self-statements (control condition). We measured hair-pulling frequency and manipulation of pulled and non-pulled hairs, alongside participant-reported emotional states before and after sessions. Although we observed low rates of hair pulling across participants, this study offers insight into how private events can be systematically evaluated in the context of functional analysis methodology. The findings highlight both the challenges and potential benefits of integrating covert verbal behavior into behavior-analytic assessments and interventions for neurotypical individuals experiencing body-focused repetitive behaviors. Implications for clinical practice and future research are discussed.

Towards The Development of a Functional Approach to Understand Human Trafficking

Kimberly Crosland

Behavior analysis offers a systematic, evidence-based approach to understanding the antecedent conditions and consequences that trigger and maintain complex behaviors, including those associated with a higher risk of victimization and experiencing human trafficking. Traffickers' tactics and enmeshment schemes, through the use of force, fraud, and coercion, can be analyzed and conceptualized using principles of behavior analysis. Grooming can be conceptualized as a series of reinforcing interactions that gradually shape and maintain compliance or dependency, similar to the cumulative effects described in operant conditioning (Baum, 2002). A behavioral perspective can be used to understand the interrelationship between

(continued on the next page)



the environment, the trafficker's actions, and the behavior of the victim or survivor. A Functional Behavior Assessment (FBA) is a systematic approach to identifying the functional relationships between environmental events and behavior (Hall, 2005; Iwata et al., 1994). When applied to human trafficking prevention, an FBA framework could help identify specific environmental circumstances that increase an individual's susceptibility to traffickers' lures. This presentation will outline a theoretical framework for applying functional behavior analysis to human trafficking dynamics, emphasizing how behavior-environment interactions can inform prevention and intervention strategies.

🕒 10:00 am - 10:50 am 📄 Paper 🏗️ OAS 📍 Tournament Hall A 🗨️ 1 LRN/MH

Finding Your Niche in ABA: Beyond Kids and Autism

Applied Behavior Analysis (ABA) is often associated with working with children on the autism spectrum, but its applications extend far beyond this traditional scope. This presentation explores the diverse career opportunities within ABA, highlighting how behavior analysts can carve out unique niches in fields such as mental health, organizational behavior management, criminal justice, healthcare, and beyond. Attendees will gain insight into how to identify their passions, leverage their skills, and break into alternative ABA pathways. Through real-world examples, actionable strategies, and industry insights, this session will empower professionals to think outside the box and redefine what it means to be a behavior analyst. Whether you're new to the field or looking to pivot, this presentation will inspire you to find a niche that aligns with your interests and professional goals.



Tia Glover

🕒 10:00 am - 10:50 am 📄 Paper 🏗️ ED 📍 Tournament Hall B 🗨️ 1 LRN/MH

Low-Response-Effort Strategies to Improve Student, Educator, and School-wide Performance

More and more behavior analysts are transitioning from clinical work to consulting and practicing in schools – and while they bring strong technical skills, educational environments demand a different level of agility. Schools are fast-moving systems where the ability to deliver timely, low-response-effort strategies can mean the difference between building momentum and losing it. Behavior is constantly shaped not just by consequences, but by the immediate practicality of responding. Therefore, behavior analysts must be equipped with efficient, high-impact strategies that reduce the effort needed to engage in desired behaviors across all levels – student, teacher, classroom, and organization. This session will provide practical applications rooted in behavior analysis and Organizational Behavior Management (OBM), showing how to engineer quick wins that build toward sustainable systems change. Attendees will learn how to align learner behavior, educator performance, and school-wide practices through a clinical and organizational lens.



Andrew Houvouras



Paul "Paulie"
Gavoni

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2025

 10:00 am - 10:50 am

 Paper

 ETH

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 1 LRN/MH
1 ETH

An Update on the Most Frequent Questions Received at the ABA Ethics Hotline

The ABA Ethics Hotline was established to help BCBAs understand the ethics code created by the Behavior Analyst Certification Board. In the seven years that the independent Hotline has been in place, a great deal has happened in our profession that is reflected in the types of questions that come flooding in daily. In this presentation, I will describe several categories of questions including problems encountered by BCBAs working in school districts, in-home with caregivers and in dealing with dual-relationships across all settings. In addition, I will discuss problems regarding training and supervision of RBTs, as well as insurance and billing concerns. As a bonus I will describe how private-equity-owned companies are the source of an additional set of systems-level ethics challenges for BCBAs and what can be done to thwart them.



Jon Bailey

 10:00 am - 10:50 am

 Symposia

 DD

 Champions ABC

 1 LRN

Investigating the Reinforcing Effects of Social Interactions



Kara Wunderlich



Brianna Laureano



Alex Castañeda



Laura DeZayas



Grace Sigwanz

This symposium will focus on recent research into the reinforcing efficacy of social interactions. The first paper, presented by Laura DeZayas, will discuss using a concurrent operant preference assessment (COA) to evaluate preferences for different social interactions among individuals with ASD as well as the extent to which those social interactions can reinforce on-task behavior. The second paper, presented by Aleksandra Castañeda, will compare results from preference and reinforcer assessments for social interactions as well as changes in those results across time. Grace Sigwanz will then present on challenging behavior during sociability assessments and corresponding functional analyses. Finally, Dr. Brianna Laureano will discuss points of interest and broader conclusions from the research.

Assessing Praise and Preferred Conversation Topics as Consequences for On Task Behavior

Laura DeZayas

Evaluating Preference and Reinforcer Assessments for Distinct Social Interactions

Alex Castañeda

Retrospective Evaluation of Sociability Assessment and Functional Analysis Outcomes

Grace Sigwanz

 10:00 am - 10:50 am

 Special Event

 Players BC

SOFABA Meet Up

The South Florida Association for Behavior Analysis (SOFABA) invites all current members and new attendees to join our Fifth Annual FABa Meet-Up. This general chapter meeting is a great opportunity to learn more about SOFABA's mission, current initiatives, and the work we're doing to support providers across the region. Whether you're deeply involved or just getting to know SOFABA, all are welcome!



🕒 11:00 am - 11:50 pm 🗎 Presidential 🏗️ PRO 📍 Champions DEFGH 🗨️ 1 LRN/MH

Presidential Address - From Barriers to Bridges: Advancing Opportunity in Behavior Analysis

Followed by the FABA Business Meeting

In a field rooted in problem-solving, behavior analysts are uniquely equipped to reframe barriers into opportunities. Across our professional activities and training, significant challenges persist—long delays to diagnosis, limited access to trained providers, and a lack of training in specialty areas such as severe behavior, pediatric feeding disorder, adult and geriatric services, and interdisciplinary collaboration with medical professionals are all factors that limit access to care. These obstacles not only restrict our ability to use our science to learn and help others but also highlight the need for targeted growth and advocacy. This address will explore how these very challenges can serve as catalysts for meaningful advancement. By focusing on underserved and least resourced populations, emphasizing whole-person care, and identifying areas ripe for development, we can create opportunities for families and professionals. Attendees will be encouraged to advocate for systemic change, expand training opportunities for others, and seek out new skills for themselves. Faculty, supervisors, and practitioners alike will be challenged to rethink how we prepare the next generation—by providing exposure to diverse populations and encouraging service in areas of greatest need.



Kerri Peters

🕒 12:00 pm - 12:30 pm 🗎 Meeting 🏗️ PRO 📍 Champions DEFGH 🗨️ 1 LRN

FABA Business Meeting

The FABA Annual Business Meeting follows the Presidential Address and includes reports on the yearly business conducted on behalf of the organization as well as items the membership can vote on. All members are encouraged to join and participate in the association's initiatives.

Chair: Yanerys Leon



6:30 PM
CHAMPIONS ABC



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2025

🕒 1:30 pm - 2:20 pm

📄 Paper

👤 DPP

📍 Heritage Ballroom

📋 1 LRN/MH

ABA in the Sunshine State: How Culture, Geography, and Access Shape Florida's ABA Landscape

Florida is one of the most behavior-analytic states in the nation—but ABA doesn't look the same in every region. From the multicultural density of Miami-Dade to the rural communities of the Panhandle, the way services are delivered, structured, and experienced varies widely. These differences are shaped by each region's unique blend of cultural values, language diversity, population needs, funding models, and local infrastructure. This presentation offers a statewide look at how and why ABA practice differs across Florida. By engaging directly with providers from across the state, we examined how regional context influences service models, priorities, and day-to-day realities. While these variations reflect Florida's rich cultural and geographic diversity, they also reveal gaps in access, provider availability, and funding consistency. This session invites participants to both recognize the strength of Florida's varied ABA landscape and critically consider where disparities exist—and how we might work toward more equitable and responsive service delivery statewide.



Kim Lucker-Greene



Michelle Castaños

🕒 1:30 pm - 2:50 pm

📄 Symposia

👤 DD

📍 Masters E

📋 1.5 LRN

Addressing challenging behavior and communication deficits using client-focused interventions



CHAIR

Sarah Bloom



DISCUSSANT

Yanerys Leon



Abigail Buck



Valerie Younis



Ryan Hinderliter

Whether addressing communication deficits or reducing challenging behavior, interventions should consider client preferences and needs and should focus on building strong repertoires of appropriate behavior. The first paper in this symposium will consider how client preference for communication modality interacts with communication response acquisition in children with communication deficits. The second paper will evaluate factors that influence the effectiveness of self-monitoring to reduce stereotypy in children with ASD. The third paper will present an intervention for aggression in children with ASD that incorporates video self-modeling and contingency mapping. A discussion will be provided by Dr. Yanerys Leon.

Communication Preference Assessment for Current Users of An Augmentative and Alternative Communication System

Abigail Buck

An Investigation into the Efficacy of Self-Monitoring in the Context of Mixed Schedules for Reducing Stereotypy in Children with Autism Spectrum Disorders

Ryan Hinderliter

Effects of a Treatment Package of Video Self-Modeling and Contingency Mapping Procedures on Decreasing Aggressive Behavior in Children with Autism

Valerie Younis



🕒 1:30 pm - 2:20 pm

📄 Paper

🧑‍🎓 AUT

📍 Tournament Hall A 🗨️ 1 LRN

Registered Behavior Technicians in Florida Public Schools: A Survey Focused on Their Training, Role, and A Self-Assessment of Effectiveness

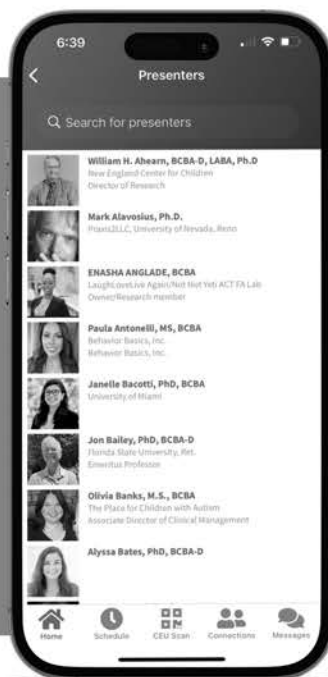
With HB 795 passed in July of 2023, the Florida Legislature permits Registered Behavior Technicians (RBTs) to provide services as “private instructional personnel” in public schools. As a result of this legislation, we see extensive use of RBTs in Florida schools. HB 795 calls for collaboration between behavioral professionals and school staff in offering targeted behavior analytic support for children with disabilities, but otherwise offers little guidance on expected and permitted practices. The experience of RBTs in classrooms, not surprisingly, can differ widely even within the same school district. Huge differences exist between their expertise and roles in different school districts. We find little research relating to their experiences and practices. We surveyed RBTs in Florida to obtain information on their role, training, and the programming they provide. We asked questions about using and sharing data as a placeholder for the degree to which collaborative practices were or were not in place. We asked about the children being served in terms of elopement potential and their propensity for dangerous or aggressive behaviors. We presented questions on ensuring that the RBTs felt welcomed in the public school classrooms. Finally, we sought information about the career aspirations of the RBTs. We offer a contextualization of these data within the broader array of behavior analytic services provided to children and youth in Florida. The use of RBTs as private instructional personnel is now primarily limited to Florida, but other states may soon adopt it. Consequently, we offer a series of recommendations based on the findings of this study to both Florida and non-Florida-based advocates, policymakers, and legislators.



Jack Scott



Steve Woolf



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🕒 1:30 pm - 2:20 pm

📄 Paper

🏠 DD

📍 Tournament Hall B

📋 1 LRN/MH
1 SUP

Special Paper Session: Pediatrics and Development

Applying Child Development in Applied Behavior Analysis Practice

This presentation explores how principles of child development can be meaningfully applied within ABA practice for children ages 2 to 5. While ABA provides powerful tools for shaping behavior, incorporating knowledge of developmental milestones—such as cognitive, adaptive, social-emotional, communication, and motor skills—can enhance the relevance and effectiveness of interventions. This session offers practical strategies for behavior analysts to integrate developmental frameworks when assessing, programming, and coaching caregivers in early intervention. Participants will review real-life examples, explore how developmental science can inform goal selection, and discuss how to maintain behavior-analytic integrity while honoring the natural progression of childhood development. The session encourages an interactive dialogue on improving outcomes through a developmentally aware ABA approach.



Shouberte Abreu



Taylor Thomas

Using a Tiered Model Case Consultation format to Support Practitioners in a Cross-Disciplinary, Pediatric Setting for High-Risk Cases

Grand Rounds is a well-known platform in the medical field that has been used to train and support clinicians with high-risk or challenging cases (Sandal, Iannuzzi, Knoch, 2013). In the medical field, Grand Rounds consists of a clinician presenting a case to fellow professionals for clinical problem-solving, education and support for complex clinical procedures, and overall assessment/treatment support. Over the years, a call to change the traditional Grand Rounds platform to be virtual and more responsive to the feedback of the presenting clinicians has emerged (; Sandal, Iannuzzi, Knoch, 2013; Sparkes, et al., 2021). With almost 50% of BCBAs being considered “early career”, the impetus for advanced clinical expertise and support from a Grand Rounds team is evident (Brown et al., 2023). The paper will discuss the structure, process, and measures for a large ABA service organization's Grand Rounds format in implementing a tiered model of support via case consultation and clinical committees. Data will be summarized from 2023-2025. To date, the Grand Rounds Committee has supported 375 individual client programs. The most common referring concern to Grand Rounds was severe problem behavior (68% of cases), followed by medical concerns (16% of cases). Results, implications, and future directions will be discussed.

Don't Miss the Friday Night Social!

8:00 PM

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🕒 1:30 pm - 2:20 pm

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👤 PED

📍 Champions DEFGH 🗨️ 1 LRN/MH

Assessment and Treatment of Feeding Problems in Children: An Intensive Home-based Approach

Introduced by Dr. Vivian Ibanez

Children with feeding difficulties often face a range of challenges related to eating and drinking. For example, some children may exhibit significant behavioral issues (such as crying, aggression, or self-injury) when presented with any food or liquid, which can eventually lead to tube dependency. Other children may only demonstrate problem behaviors in response to specific foods or liquids—such as selectivity based on type, texture, or presentation format—resulting in nutritional deficiencies and potential social stigma. Additionally, some children may eat a variety of foods but in limited quantities, which can lead to poor weight gain. These feeding challenges are typically addressed by a single professional or a multidisciplinary team that may include a pediatric gastroenterologist, occupational or speech therapist, nutritionist, and/or behavioral psychologist/behavior analyst. Treatment options can take place in a clinic, hospital, or home setting. The goal of this presentation is to provide an overview of the assessment and treatment of feeding problems in children using an intensive home-based model. It will highlight how treatment can be effectively initiated in the home environment by an interdisciplinary team. The presentation will also cover key guidelines for achieving optimal success in the program. This session is designed to help BCBAs and BCaBAs understand how feeding assessment and treatment can begin in less controlled environments, offering insights on determining the best starting point for treatment. Additionally, video recordings will be shown, illustrating a patient's journey from the start of treatment to discharge.



Meeta Patel

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🕒 1:30 pm - 2:50 pm

🎤 Symposia

🧩 OBM

📍 Champions ABC

📋 1.5 LRN
1.5 SUP

Optimizing Organizational Performance and Safety: Innovations in Systems, Training, and Implementation in Organizational Behavior Management



Jonathan Fernand



Jim Carr



Kelcie McCafferty



Alyson Intihar



Alexandra Ewald

This symposium highlights how behavior analytic methods can be applied across diverse real-world settings to improve organizational processes, safety practices, and team performance. The first presentation reports on a systems-level intervention within a collegiate esports program, using tools from behavioral systems analysis to map current processes, define roles, and align performance with organizational goals. The second presentation addresses fire evacuation training, comparing computer-based instruction to more behaviorally informed approaches such as task analysis and task clarification. Results from a series of experiments show that tailored training methods significantly improve acquisition and generalization of evacuation procedures among staff in early intervention settings. The final presentation focuses on improving interdisciplinary team adherence to standardized hospital rounding procedures. Using a package intervention consisting of graphic feedback, goal-setting, and enhanced training, researchers achieved notable increases in adherence across multiple hospital units. Collectively, these studies demonstrate the versatility and impact of applied behavior analysis in improving outcomes through system design, targeted training, and data-driven feedback—whether in healthcare, education, or emerging fields like Esports.

Designing the Tryout Process: Applying Behavioral Systems Analysis in Collegiate Esports

Alyson Intihar

Evaluation of Task Clarification on Maintaining Employee Safety in an Organizational Setting

Alexandra Ewald

Adherence to standardized rounding in a hospital: A replication and extension

Kelcie McCafferty

🕒 2:30 pm - 3:20 pm

🎤 Paper

🧩 HF

📍 Heritage Ballroom

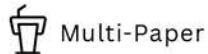
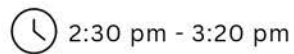
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1 ETH

Beyond Autism: Building A Practice in Sports and Performance by Utilizing ABA - Based Interventions to Assess EOs, Drive Client Interactions, and Improve Mental Resilience and Performance in Ultra Runners

Behavior analysis is the science of human behavior, and as such, its applications are endless. This presentation will explore how I pivoted from autism services to opening a sports, coaching, and performance practice. I'll focus first on how I leveraged the science of human behavior to build a business, drive client interactions, and establish meaningful EOs for my services with athletes. Finally, I'll discuss ABA-based assessments and interventions that I utilize to coach and maximize performance with the ultra-runners I train in South Florida. This presentation will include data from several case studies focused on developing mental resiliency and improving performance in ultra-runners.



Amy Bukszan



Modulating Effort and Salience to Increase Attending Repertoires during ABA Therapy

In a clinic setting, client attendance to appropriate stimuli is one of the largest deficits when conducting one-on-one therapy. The responsibility is on the clinician to develop programming that both captivates the attention of the individual and maintains the attention for future trials. Today's symposium looks at adjusting various features of programming to improve client attendance and performance. The first paper manipulates object salience through interaction to promote attending. The second paper increases response effort when responding to simple discriminative stimuli to prevent incorrect responding. The third paper utilizes a journal to take dictation as a way to increase attending toward relevant stimuli to promote conversational skills. By looking at factors that may limit a client's ability to attend toward relevant stimuli, clinicians are better able to develop successful programming.

Hide and Seek: Strengthening Recall and Attending by Modulating Object Salience

Dakota Januchowski

The client is a nine-year-old boy with ASD who receives ABA services. He has been receiving 9-15 hours of ABA a week since August 2021. He shows strengths in expressive and receptive communication. While he is able to follow a variety of receptive instructions, he has shown deficits in his ability to recall information, messages, or retrieve items from a variety of locations. Clinicians have introduced a Recalling Messages and Situations program in previous programming. This program utilized a verbal prompt from clinicians to prompt him to recall a message about his environment. He showed variable progress within this program as his attending across sessions and clinicians remained variable. To increase the salience in responding for the client, and the social relevance, clinicians elected to introduce a Locating Missing Items program. This program utilized physical items and various locations within the client's environments to attend to. Within this program, the client is required to hide an item in his immediate environment, is prompted to "remember where we hid the [item]", then is required to seek out the item following an increased time delay. Clinicians intend for this program to transfer into the natural environment and aid him and his family in locating items within the home to decrease reliance on caregivers and potential maladaptive behaviors due to denied access to preferred stimuli. The utilization of physical items within this program seeks to increase Sam's attending, functional memory, and overall environmental awareness.

Utilizing Stimuli Books to Increase Attending with a Child Diagnosed with Autism Spectrum Disorder

Dakota Januchowski, Emily Cloninger

The client is a twelve-year-old boy diagnosed with autism spectrum disorder (ASD). He is a loving, energetic boy who enjoys the swing, monkey bars, cuddles, tickles, and skittles. His primary form of communication is vocal speech, and he is currently working on utilizing three-word mands. He currently attends Florida State University's Early Childhood Autism Program for 20 hours a week, 5 days a week. In addition to his weekly ABA sessions, the client receives home schooling from caregivers. Within his clinical sessions, his clinicians have observed significant deficits within his attending to caregivers, demands, and stimuli. This deficit negatively impacts his skill acquisition, responding, and overall communication. To target this deficit, the clinical team implemented a series of Search and Seek programs that increase the response effort within session. Within these programs, the client is required to look through a book of stimuli and identify an image amongst distractors. Since the implementation of these programs, clinicals have observed a significant increase in his attending, response accuracy, and a decrease in his response latency. His clinical team plans on continuing the Search and Seek series to further to target his deficit in attending and communication.

(continued on the next page)

CHAIR



Dakota Januchowski



Madie Roberson



Nicolle Quesada



Emma Zweber

Manipulating Salience to Increase Recall Skills through Journaling

Dakota Januchowski, Madie Roberson

The presentation will discuss a Memory Book program implemented for a nine-year-old male client diagnosed with autism spectrum disorder. This program was implemented to target the client's deficits in recalling events or details about daily activities in an effort to increase meaningful conversations and more complex social interactions. This program incorporated the use of journaling to systematically practice and recall activities the client engaged in throughout his therapy sessions. Research has discovered that, through increasing the salience of a stimulus, physically recording information may improve an individual's ability to recall information, which may ultimately enhance verbal repertoires. Throughout this program, the client journaled the activities they engaged in, and after a predetermined amount of time, communicated the activities they engaged in. Results indicated that upon implementation of these procedures, the client quickly learned to independently communicate what he did throughout his therapy sessions. The procedure has generalized to home and school sessions, where the individual is now able to communicate past events without direct clinical intervention.

🕒 1:30 pm - 2:20 pm

📄 Paper

🏠 TCP

📍 Tournament Hall B



1 LRN/MH

Special Paper Session: Compassionate Care***What I Wish You Knew: A BCBA, a Mother, and the Power of Compassionate Care***

Compassionate care is an essential, yet underemphasized component of effective Applied Behavior Analysis (ABA) service delivery. While practitioners are well-trained in behavioral interventions, the emotional needs of parents often receive less attention, despite their critical role in treatment outcomes (Rohrer et al., 2020). Families of children with developmental disabilities, such as Autism Spectrum Disorder (ASD) or Down syndrome, frequently experience elevated levels of stress, anxiety, and burnout. Navigating these challenges—along with medical complexities, educational systems, and social isolation—can negatively impact parents' mental health, affecting their ability to engage fully in the therapeutic process (Hockman, 2023). This beginner to intermediate-level presentation will focus on the practical application of compassionate care in ABA, with an emphasis on fostering meaningful connections between behavior analysts and parents (Taylor et al, 2018). Attendees will explore strategies to recognize and respond to signs of caregiver fatigue (Smith & Grzywacz, 2014) provide emotional support, and create collaborative environments that empower parents. Real-life examples will demonstrate how compassion enhances engagement, strengthens parent-analyst relationships, and ultimately leads to better treatment outcomes for children. By the end of the presentation, participants will leave with actionable tools to incorporate compassion into everyday practice, balancing evidence-based interventions with empathy (Gatzunis et al, 2023). This session reinforces the importance of ethical, family-centered ABA services by highlighting how addressing parental well-being is integral to the success of treatment. Compassionate parent care not only improves outcomes for children but ensures that families feel understood, supported, and valued throughout their ABA journey.



Monica Castro



Melanie Villalobos

Shouldn't Compassion Have Been the Standard All Along?

As behavior analysts, we pride ourselves on evidence-based practices—but where has compassion fit in all this time? Why are terms like “trauma-informed,” “neurodiversity-affirming,” and “compassionate care” gaining so much traction now, when many of us assumed they were always part of the job? This presentation challenges attendees to explore the historical and cultural forces that made compassion feel like an afterthought in applied behavior analysis. We'll examine how past practices—centered on compliance, normalization, and control—have contributed to harm and mistrust, especially among autistic and disabled communities. Instead of riding the wave of buzzwords, we'll unpack what it really means to embed compassion into our values, systems, and services. Participants will leave with a deeper understanding of the ethical responsibility to honor lived experience, center autonomy, and reject practices that ignore the humanity of those we serve. Participants will understand the goal is not to rebrand ABA, instead the goal is to remember why we chose this field in the first place.



🕒 2:30 pm - 3:20 pm

🎤 Panel

🏠 CA

📍 Champions DEFGH

📋 1 LRN
1 ETH

Ethical and Practical Considerations for Behavior Analysts in Forensic and Child Welfare Settings



Mark Harvey



Kimberly Crosland



Caleb Hudgins



Colleen Taylor



Kodey Lai

This panel will explore the unique ethical, legal, and applied challenges faced by behavior analysts working in forensic and child welfare contexts, particularly within the state of Florida. Panelists will discuss how Florida statutes intersect with the BACB Ethics Code, influencing assessment, intervention, and decision-making in forensic environments. Special attention will be given to the dual roles behavior analysts often hold when operating within systems such as dependency court, the Department of Children and Families (DCF), and juvenile justice. Drawing from direct experience in child welfare and current research related to human trafficking, panelists will examine ethical considerations in risk assessment practices, including issues of consent, coercion, and the role of mandated reporting. The discussion will also address the challenges of supervising behavior analysts-in-training within these settings, including navigating confidentiality, safety, and the diverse demands of court-ordered services. The panel will encourage critical reflection on how to uphold ethical standards while promoting evidence-based practice in environments where client autonomy is often compromised and competing stakeholder interests are present. Implications for training, policy development, and interdisciplinary collaboration will also be explored. This session will be particularly relevant for practitioners, supervisors, and researchers interested in expanding behavior analytic practice into forensic and protective service arenas.

🕒 3:00 pm - 4:20 pm

🎤 Symposia

🏠 DD

📍 Masters E

📋 1.5 LRN

Recent Research with Adults with IDD: Assessment, Treatment, and Maintenance



Claudia Dozier



Iser DeLeon



Bryan Simmons



Ellie Hardesty



Tom Freetly



Stacha Leslie

Adults with intellectual and developmental disabilities (IDD) continue to face disparities in access to evidence-based assessment and intervention practices. This symposium highlights recent research focused on improving quality of life for adults with IDD through individualized and sustainable behavior support strategies. The first presentation describes the use of functional analysis to identify complex variables maintaining severe challenging behavior and the implementation of function-based treatments to promote socially appropriate alternatives. The second paper examines a method for assessing communication modalities for adults with IDD to increase the likelihood of acquisition of communication in their everyday environment. The third paper focuses on feasible staff training procedures to enhance the fidelity and maintenance of skill acquisition programs in community-based service settings. The final paper presents a study on the use of synchronous schedules to increase engagement in physical activity and promote health outcomes. Collectively, these studies underscore the importance of individualized assessment, stakeholder-centered interventions, and sustainable implementation practices for adults with IDD in service contexts.

(continued on the next page)



Designing the Tryout Process: Applying Behavioral Systems Analysis in Collegiate Esports

Alyson Intihar

Evaluation of Task Clarification on Maintaining Employee Safety in an Organizational Setting

Alexandra Ewald

Adherence to standardized rounding in a hospital: A replication and extension

Kelcie McCafferty

 3:00 pm - 4:20 pm

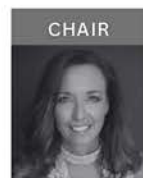
 Panel

 CA

 Champions ABC

 1.5 LRN

Public Policy and Legislative Update



Melissa Olive



Nicki Postma



Matt Potak



Michelle Castaños



Ally Dube

Welcome to the Public Policy Committee's annual panel discussion of recent, current, and future 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 AHCA and SMMC, APD Med-Waiver developments, Behavior Analysts 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.

Mark Your Calendar

FABA 2026

September 16-19, 2025

Orlando, Florida



**Florida Association for
Behavior Analysis**

CALL FOR PAPERS OPENS EARLY SPRING 2025

2025

 3:30 pm - 4:20 pm

 Paper

 TTS

 Heritage Ballroom


1 LRN/MH

Visualizing with Precision: The Superiority of the Standard Celeration Chart in Data Representation

This presentation will explore the role of the Standard Celeration Chart (SCC) as a tool that can surpass traditional data display methods in promoting ethical, data-based decision-making. Through the lens of precision teaching, participants will gain insights into how the SCC facilitates accurate and timely visual representation of behavior change, allowing for rapid adjustments that align with client needs and uphold our ethical obligations. The presentation will have specific examples where the SCC enhanced outcome clarity and discuss common charting pitfalls that can mislead practitioners when using non-standard graphs. By highlighting the precision and consistency of SCC, we will discuss why it remains a superior option for tracking progress and driving ethical, data-informed interventions. Whether you're new to charting or experienced in data analysis, this presentation will provide a critical perspective on why charting accuracy is not only a skill but a responsibility to our clients.



Austin Miyamoto

 3:30 pm - 4:20 pm

 Paper

 AUT

 Tournament Hall A
1 LRN/MH
1 ETH

Supervised by Machines? Ethical and Practical Considerations for AI-Augmented Supervision in Behavior Analysis

As the field of behavior analysis increasingly adopts artificial intelligence (AI) to streamline documentation, enhance data analysis, and support decision-making, one area with transformative potential, and critical ethical considerations, is supervision. According to the BACB, the nature of supervision must be behavior-analytic in content, structured, and individualized to ensure effective, ethical, and safe development of the supervisee's competencies. This presentation explores how AI can augment the BACB supervision process by supporting BCBAs in delivering more consistent, timely, and individualized guidance to trainees. From automated transcription and feedback analysis to ethics tagging and competency tracking, AI has the power to enhance fidelity and transparency in supervision. However, these opportunities also come with ethical challenges. What are the limits of AI in shaping future clinicians? How do we maintain the integrity of the supervisory relationship while leveraging automation? Are behavior analysts ethically obligated to use tools that improve outcomes, or does reliance on AI risk diluting mentorship? Through the lens of the BACB Ethics Code, this session will examine the boundaries of AI use, highlight use cases where augmentation enhances rather than replaces human judgment, and propose a framework for integrating AI responsibly into supervision practices. Attendees will leave with actionable strategies for incorporating AI tools ethically and effectively, while upholding the core values of behavior analysis.



Adam Ventura



Thinking of Presenting Next Year?

Be sure to update your  Behavior **LIVE**
Headshot, Organization, Bio, and Email

2025



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- **Contracts**

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Quest Kids Academy provides a supportive educational setting for children and teens with autism and other intellectual disabilities with instruction guided by the principles and procedures of ABA therapy



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An Individualized Approach to Education

At Quest Kids Academy, our team works with families to carefully create a personalized education plan to meet the unique needs of every student. Evidence-based approaches are implemented in order to ensure that each child has an effective, enjoyable educational experience.

Programs

Quest Kids Academy provides two distinct program offerings: Early Academics and Life/Employment Readiness. In the Early Academics program, emphasis is placed on building foundational core academics in

Curriculum

The curriculum at Quest Kids Academy is designed to provide students with a wide range of academic, communication, social, leisure and practical skills to give them a well-rounded education that will lead them toward greater independence.

In Early Academics, students are grouped by similar academic levels. A variety of research-based curriculum tools are used depending on individual needs/levels of group program offerings to address academic deficits. In Life/Employment Readiness, student goals are aligned to their ultimate plan for transition to adulthood. A combination of established curriculum, assessment tools and other resources are utilized.

ABA Therapy Services Available

Afterschool care and ABA therapy services are additionally available to enrolled Quest Kids Academy students.

🕒 3:30 pm - 4:20 pm

📄 Paper

👤 MC

📍 Tournament Hall B 📋 1 LRN/MH

The Kids are Alright: Relational Frame Theory and Implicit Racial Bias

A replication and an extension of a method of implicit Black-White bias reduction based was implemented across children and adults. In a self-paced longitudinal study, participants were exposed to a six-part training sequence (modified from Devine, et al., 2012). Though it was hypothesized that children would show the most significant reduction in bias scores followed by adults, results demonstrated that adults actually increased in bias scores while children maintained their baseline levels. This study also implemented a novel approach to the IRAP assessment, utilizing the addition of control stimuli to measure changes in response due to training or due to practice effects. This novel approach demonstrated that responses to control stimuli remained constant while responses to experimental stimuli changed, indicating that the trainings had the most effect upon responses and not practice effects. Results raised questions of social awareness related to anonymous responding as well as increased concern in biased responding across children and adults.



Elizabeth Gennari

🕒 3:30 pm - 4:20 pm

📄 Symposia

👤 OBM

📍 Champions DEFGH 📋 No CEUs

Using Behavioral Safety to Reduce Workplace Injuries



William
Espericueta Luna



Nick Matey



Kelcie McCafferty



Rachel Warren

In 2024, 2 million reportable employee injuries, and 5,000 fatalities were recorded across organizations within the United States private sector. Workplace injuries and fatalities have wide-reaching effects beyond the direct effects of injuries and often result in a wide array of negative outcomes for the workers, their families, and the organization. Behavioral safety is a sub-discipline of organizational behavior management that focuses on the identification of high-risk behaviors likely to result in injuries and the arrangement of organizational contingencies to support safer alternative behaviors. The first presentation will discuss a behavioral safety assessment conducted in a human service organization, the results of the assessment, and recommendations to improve internal reporting processes. The second presentation will describe the effects of artificial intelligence-enhanced video feedback on improving and maintaining ergonomic postural behaviors at a manufacturing facility. The third presentation will describe an exploratory investigation to evaluate whether improvements in postural behaviors generalized across settings and across tasks. Implications of behavioral safety approaches in the workplace will be discussed.

Safety Assessment in a human service organization

Kelcie McCafferty

Using artificial intelligence-enhanced video feedback to improve manufacturing workers' ergonomic postural behaviors

Williams Espericueta Luna

Evaluating the generalization of improved ergonomic postural behaviors following artificial intelligence-enhanced video feedback: An exploratory investigation

Rachel Warren



🕒 4:30 pm - 5:20 pm

🍷 Invited

👤 DPP

📍 Champions DEFGH 📋 1 LRN



Inside Behavior Analysis: Dr. Jim Carr

A regular speaker and attendee at FABA, Dr. Jim Carr is the Chief Executive Officer of the Behavior Analyst Certification Board (BACB). Since 2011, Dr. Jim Carr holds an important position affecting the practices of thousands of behavior analysts, both BCBAs and BCaBAs, and RBTs. One of only two people to have held this position, Dr. Carr has overseen an exponential growth in the profession. Inside Behavior Analysis will explore what he has learned as CEO, where he sees the field evolving, his role as a mentor to other behavior analysts prior to taking this position, and his outside interests, including his talents as an amateur guitarist.



Jim Carr



Andrew Houvouras

🕒 6:30 pm - 7:50 pm

🍷 Special Event

📍 Champions ABC

Ignites at Night!

Come spend an evening laughing and cheering on those brave Ignite presenters! Bored? The slide will change in just 5 seconds! Cheer them on and then head over to the Friday night social: the only place to celebrate FABA's 45th Birthday!

Chaired by Diana Kithcart

Florida by the Numbers: The Wild Stats Behind Our ABA Workforce
Michelle Castaños

Parent Buy In is a Behavior: Shape It with Motivational Interviewing
Nick Andrews

Are We Practicing ABA Or Just What The Insurance Pays For? Here Is How We Make That Ethical And Still Get Paid
Sabrina Prieges

Hello! Have You Heard the Good Word About Behavior?
Kaitlynn Gokey

How Social Media Helps Make ABA More Accessible
Melanie Villalobos, Karina Castaneda

ABA Company Values: Acceptance & Inclusion (But Not for Staff...?)
Hayley Biersack

Can't Stop the Science: ABA in a Post-Apocalyptic World
Dennis Uriarte

(continued on the next page)

2025

ABA Rizz Training 101

Diah Askari

From Analyst to Advocate: Reclaiming Behavior Science Through the P.A.R.T.N.E.R. Model

Tara Zeller

Parent Buy In is a Behavior: Shape It with Motivational Interviewing

Nick Andrews

Seeing it 121: A Behavioral Analysis Of A Goofy Movie

Alyson Intihar

Do You Do As They Say, or Do As You Do? How BCBAs ACTUALLY Deal With Burnout

Diana Kithcart

Burnout is Not a Badge: Reinventing the Culture of "Push Through" In the Field of ABA

Ciara Carter

🕒 8:00 pm - 11:00 pm



Special Event



Champions DEFGH

FABA 45th Anniversary Social

After the conclusion of Ignites at Night, come mingle with your fellow FABA members on the last night of the conference!

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2025

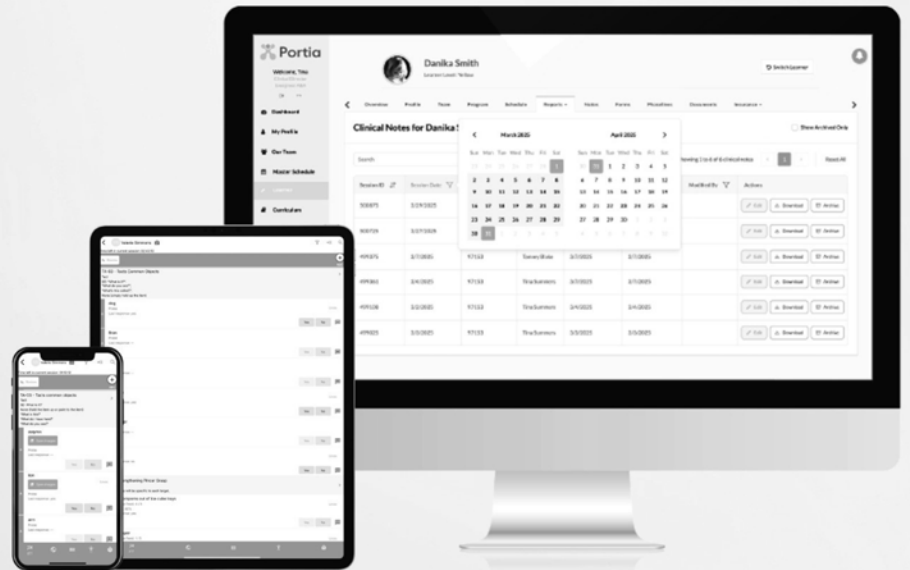


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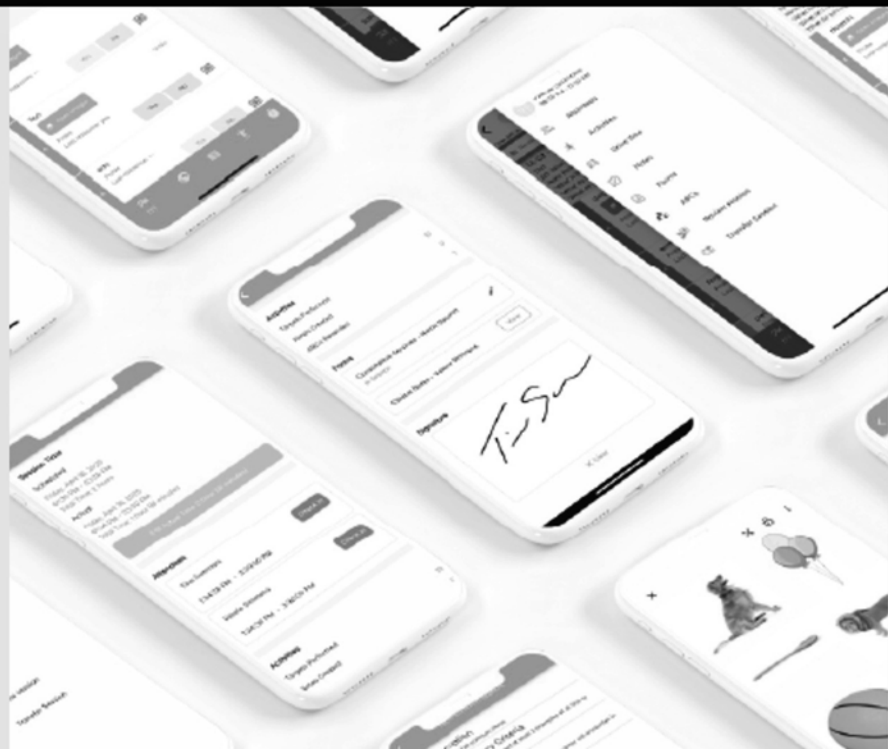
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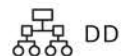
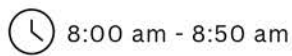


Currículo español

Notas clínicas para el cumplimiento con Medicaid de Florida

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Enhancing Functional Behavior Assessment: Function Identification and Severity Measurement



Kacie McGarry



Kim Sloman



Sarah Loupe



Emily Dowling



Kayla Potter

Descriptive analyses are commonly used at the outset of the functional behavior assessment (FBA) process, but their role in enhancing subsequent assessments and treatment planning is often underutilized. This symposium presents three data-based studies that expand the scope of assessment in applied contexts. The first presentation examines the reliability and clinical utility of repeated severity ratings during functional analyses using the Destructive Behavior Severity Scale (Helvey et al., 2024) in an intensive treatment setting. The second compares results of commonly used indirect assessments (QABF, MAS, FAST) to functional analysis outcomes for adults with intellectual and developmental disabilities. The third explores how descriptive analyses can inform functional analysis by identifying topographies of attention that maintain problem behavior. Collectively, these presentations highlight advancements in assessment strategies that enhance the precision of treatment planning, progress monitoring, and decision-making in applied settings. Implications for research and practice will be discussed, along with recommendations for integrating these measures into routine clinical use.

Initial Demonstration of Repeated Measures of Severity During the Assessment of Dangerous and Destructive Behavior

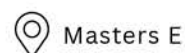
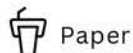
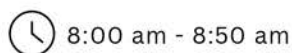
Kayla Potter

Comparison of Functional Analysis and Indirect Behavioral Assessment Results

Emily Dowling

Using Descriptive Analyses to Determine the Topography of Attention Used During Functional Analyses

Sarah Loupe



Special Paper Session: Cultural Responsiveness

Cultural Humility and Cultural Responsiveness in Applied Behavioral Analysis A Mixed Methods Study

This study explored how Applied Behavior Analysis (ABA) supervisors defined and described experiences with training individuals to be culturally responsive for the delivery of services in an international capacity. This was a mixed method's study with quantitative as well as qualitative data. Quantitative data collection utilized the Culturally Responsive Supervision Self-Assessment (CRSS) (Gatzunis et al., 2022) tool with 8 ABA supervisors working within an international program that originated in the Northeast United States and expanded into the island of Puerto Rico. For qualitative data collection interviews were also conducted with follow-up questions about the four domains within the CRSS checklist and barriers to cultural responsiveness in teletherapy models of ABA supervision. These findings expand on the use of tools like the CRSS and their potential contributions to enhancing cultural humility and responsiveness within Applied Behavior Analysis. The findings underscore the importance of understanding culture and how we communicate with the families receiving ABA services and supervisees delivering it. A call to action for supervisors in ABA to uphold

(continued on the next page)



Melissa Velar



Jaelyn Windham



the shift from cultural competency to cultural responsiveness and ensure cultural humility is included in caregiver training, treatment planning and collaboration was prevalent and the importance of ensuring systematic and intentional training of staff in culturally responsive care was emphasized throughout. By prioritizing cultural humility in supervision practices and cultural responsiveness in service delivery, practitioners can ensure that their interventions are not only technically sound but also socially valid, ultimately leading to better outcomes for clients and greater acceptance within diverse communities.

Ethics and Measurement in Cultural Responsiveness

Although cultural responsiveness is acknowledged in the ethics code for behavior analysts, it is often considered more theoretical than practical. This presentation defines cultural responsiveness in behavior analytic terms and outlines a method for identifying and measuring it in clinical settings. Rather than focusing solely on practitioner awareness of biases, we highlight the need for observable strategies and propose a way to assess the use of culturally responsive approaches in interventions, such as the use of high-context and low-context communication. We'll also examine how cultural contingencies influence client learning histories and emphasize the ethical responsibility of designing not only culturally relevant but also evidence-based interventions.

🕒 8:00 am - 8:50 am

📄 Paper

🏗️ PRO

📍 Tournament Hall A 🗨️ 1 LRN/MH

The Young & the Wired: Building the Future of ABA

With over 43% of BCBAs under the age of 35, a new wave of young professionals is redefining the future of ABA. The Young & the Wired explores how this next generation of behavior analysts is bringing fresh perspectives, cultural competence, and digital innovation to service delivery, supervision, leadership, and business practices. This session will examine how youthful energy is reshaping not only how we practice ABA but also how families discover services, engage with providers, and form expectations about our field. We'll explore how the rise of social media has allowed many young analysts to establish a professional voice online, serve as trusted sources of information, and make ABA more approachable and accessible to the public. From educational reels to TikTok explainers and advocacy threads, we'll discuss how this generation is using digital platforms not just for visibility but for impact. Through discussion, data, and personal insights, we'll highlight the strengths young professionals bring to the field including openness to change, cultural fluency, ethical passion, and a drive for service innovation. We'll also address challenges they face such as imposter syndrome, establishing professional authority, accessing mentorship, and preserving ABA's scientific and historical foundations. Attendees will leave with a deeper understanding of how young analysts are transforming the landscape of ABA and how we can support their growth while honoring the traditions that built the field.



Michelle Castaños

8:00 am - 9:20 am

 Symposia

 TTS

 Tournament Hall B  1.5 LRN

Various Applications of Behavioral Skills Training



Raymond
Miltenberger



David Wilder



Madelyn Mercado



Breanne Leppma



Kate Gray



Joshua Nieves

Descriptive analyses are commonly used at the outset of the functional behavior assessment (FBA) process, but their role in enhancing subsequent assessments and treatment planning is often underutilized. This symposium presents three data-based studies that expand the scope of assessment in applied contexts. The first presentation examines the reliability and clinical utility of repeated severity ratings during functional analyses using the Destructive Behavior Severity Scale (Helvey et al., 2024) in an intensive treatment setting. The second compares results of commonly used indirect assessments (QABF, MAS, FAST) to functional analysis outcomes for adults with intellectual and developmental disabilities. The third explores how descriptive analyses can inform functional analysis by identifying topographies of attention that maintain problem behavior. Collectively, these presentations highlight advancements in assessment strategies that enhance the precision of treatment planning, progress monitoring, and decision-making in applied settings. Implications for research and practice will be discussed, along with recommendations for integrating these measures into routine clinical use.

Evaluating Behavioral Skills Training to Teach Children to Avoid Food Allergens

Breanne Leppma

Evaluating a Web-Based Training to Teach Behavior Analysis Students to Implement Behavioral Skills Training

Kate Gray

Evaluating the Effects of Behavioral Skills Training and Shaping on High School Musicians' Major Scale Performance

Madelyn Mercado

Evaluating Behavioral Skills Training to Teach Salsa Dancing Skills to Adults with Autism Spectrum Disorder and/or Intellectual Disabilities

Joshua Nieves

8:00 am - 9:20 am

 Symposia

 ED

 Champions DEFGH  1.5 LRN

Promoting Positive Behavioral Outcomes in Educational Settings



Corina Jimenez-
Gomez



Kwang-Sun Blair



Rose Iovannone



Ivy Grace Morgan



Sabrina Olivera



Lydia Lindsey

This symposium brings together four talks that address critical issues in promoting positive behavioral outcomes in educational settings. From the effectiveness of training strategies for RBTs and teachers to the implementation of Function-Based Assessments (FBAs), Behavior Intervention Plans (BIPs), and choice interventions, this symposium will explore innovative and evidence-based strategies for addressing a range of challenges faced by applied behavior analysts working in educational settings.

(continued on the next page)

RBT Training in Schools: Is the 40-Hour Training Sufficient?

Sabrina Olivera

Collaborating with Stakeholders to Promote Healthy Behavioral Practices in Inclusive Preschool Classrooms

Lydia Lindsey

Effects of Antecedent Choice on Academic Engagement and Disruptive Behavior in the Classroom

Ivy Grace Morgan

Using Functional Behavior Assessment to Tailor a Stepped-Care Intervention for Students with Emotionally-Based School Avoidance

Rose Iovannone

🕒 8:00 am - 8:50 am

📄 Paper

🏠 ETH

📍 Champions ABC

🗨️ 1 LRN/MH
1 ETH

Context and Commodity Dictate Altruistic Behavior

How individuals define fairness, and approach the fair allocation of resources is a topic of concern for practitioners and employers alike. The current study sought to identify participant preferences for allocating resources across ethical doctrines (e.g., egalitarianism) and the extent to which varying contextual variables impacted their approach for allocating resources fairly. 19 participants were recruited to complete two tasks. The first task was a preference assessment for the fairest way to allocate resources. Participants could choose between distributing equally, equitably, based on effort, or based on accomplishments. Participants were then presented with scenarios that varied across social distance (i.e., local vs. national), commodity (i.e., groceries vs. bonus income), experience type (i.e., work vs. volunteer), and location (i.e., restaurant vs. charity). For each scenario, participants selected the fairest way to allocate resources. Preference assessment results indicated that the fairest way to allocate resources was equality, effort, equity, followed by accomplishment. Scenario results indicated that 60% of selections were to allocate bonus groceries by distributing equally and 50% of selections were to allocate bonus income by distributing based on effort. Across all variables, few participants selected to distribute based on accomplishments (range: 2-8%). A chi-square test of independence was conducted to examine the relationship between variables in a 4x4 contingency table. The chi-square statistic indicated a significant association between the variables ($\chi^2(9, N = 19) = 20.90, p = 0.0131$).



Claudia Diaz-Salvat

🕒 9:00 am - 9:50 am

📄 Paper

🏠 ED

📍 Players BC

🗨️ 1 LRN/MH

Burnout and Job Satisfaction Among Behavior Technicians in Public Schools: Understanding Challenges and Promoting Supportive Practices

Behavior technicians, whether employed by school districts or private providers, play a critical role in supporting students with behavioral and developmental needs in public school settings. However, these professionals often face high job demands, limited training, and inconsistent support, all of which contribute to elevated levels of burnout and decreased job satisfaction. This presentation explores the prevalence, predictors, and consequences of burnout among behavior technicians working in public schools, drawing from key findings of a quantitative correlational study. We will examine factors such as workload, role clarity, administrative support, and access to training, and how these variables correlate with job satisfaction and retention. The session will conclude with evidence-based recommendations for employers of behavior technicians to enhance workplace conditions, improve technician well-being, and promote more sustainable service delivery models.



Sarah Dougherty

2025

🕒 9:00 am - 9:50 am

🎤 Panel

🏗️ OBM

📍 Masters E

📋 1 LRN
1 SUP

Every Job Has Risks: Building a Culture of Safety in Behavior Analytic Practice

CHAIR



Williams
Espericueta Luna



Andressa Sleiman



Nick Matey



Nicole Gravina

While behavior analysts often work to improve the safety of others, we rarely pause to consider the risks we face in our own roles—or the responsibilities we hold as supervisors and leaders. In this panel, we will explore the concept of workplace safety through a behavior-analytic lens. Panelists will discuss why safety is everyone's responsibility, with special attention to the risks RBTs and other frontline staff encounter in everyday practice. We will highlight how normalization of deviance and other cultural variables contribute to unsafe conditions, and how supervision, systems design, and leadership can support safe and ethical work environments.

🕒 9:00 am - 9:50 am

🎤 Paper

🏗️ AUT

📍 Tournament Hall A

📋 1 LRN/MH

Review of Interview-Informed Synthesized Contingency Analysis Outcome Data Using a Modified Behavior Skills Training Model for BCBAs

A growing body of literature indicates that more competency-based training is needed for practitioners to implement functional analyses (Oliver, Pratt, & Normand, 2015). The purpose of the current study was to train BCBAs to implement practical functional assessment (PFA) practices with young children with challenging behavior. The model leveraged behavior-analytic training procedures including self-paced learning, written protocols, virtual real-time distance coaching, and feedback. Data will be presented for 53 individual behavioral assessments that used a PFA model (open-ended interview and interview-informed synthesized contingency analysis (IISCA)). The primary dependent variable was the practitioner's ability to accurately implement the IISCA and achieve strong control in the analysis. Accurate implementation and strong control were achieved in 98.1% of cases. The IISCA ran an average of 11.1 minutes (range, 6 - 45 minutes). Supporting secondary dependent variables included procedural integrity and interobserver agreement were assessed and maintained at acceptable levels. Along with results of the current study, the presenters will discuss strengths, limitations, and future directions for competency-based functional analysis training at large ABA service organizations.



Taylor Thomas



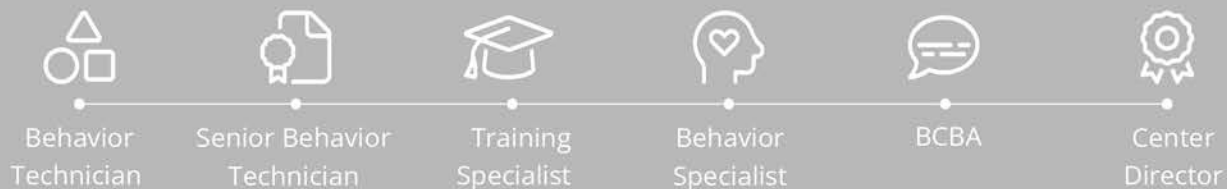
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🕒 9:00 am - 9:50 am

📄 Paper

🏠 OAS

📍 Champions ABC

📋 1 LRN/MH

Opportunities for Behavior Analysts in Family Law

The legal system presents a growing and impactful arena for Behavior Analysts, particularly in the field of family law. This abstract explores the diverse opportunities available to Board Certified Behavior Analysts (BCBAs), including roles in family mediation, child-centered mediation, Collaborative Divorce as a Mental Health Neutral or Child Specialist, Guardian Ad Litem services, Social Investigations, Parenting Coordination, and supervised visitation. With their expertise in behavior, communication, and data-driven assessment, BCBAs are uniquely positioned to support children and families navigating high-conflict and emotionally complex situations. Additionally, there is a critical, underserved need for professionals trained to assess and interview individuals with disabilities—especially those who are non-verbal—within the court system. Behavior Analysts bring a compassionate, evidence-based approach to these sensitive cases, offering courts valuable insights and improving outcomes for vulnerable populations. As the legal field seeks more inclusive and informed perspectives, BCBAs have a powerful opportunity to expand their impact beyond traditional clinical settings.



Elyse Salley

🕒 9:30 am - 10:50 am

📄 Symposia

🏠 AUT

📍 Tournament Hall B

📋 1.5 LRN

Examining Factors Related to Cooperation in Instructional Contexts

CHAIR

Kim Sloman



DISCUSSANT

Kara Wunderlich



Julianne Fernandez



Ashlyn McChristie



Kimberly Ford



Alyssa Lemons

The symposium includes four presentations evaluating factors related to cooperation with instructions. The first presentation by Ashlyn McChristie will discuss a study to teach individuals when and when not to cooperate with instructions. The second presentation by Julianne Fernandez will discuss a study which evaluated the effects of embedded demands and item preference on response allocation during play and naturalistic instruction. The third presentation by Alyssa Lemons compares the effects of varied vs. invaried instructions during high-probability instructional sequences on cooperation. The last presentation by Kim Ford provides a discussion on how to assess and intervene on prompt dependency. Dr. Kara Wunderlich will serve as the discussant for the symposium.

Teaching Young Children With Autism When and When Not to Cooperate With Instructions

Ashlyn McChristie

Effects of Embedded Demands and Item Quality on Cooperation with Naturalistic Instruction

Julianne Fernandez

The Effects of Varied vs. Invaried High-p Requests on Cooperation with Low-p Tasks among Children with Autism

Alyssa Lemons

Prompt Dependent Behavior: A Call for Additional Research

Kimberly Ford

🕒 9:30 am - 10:50 am

🗣️ Panel

🏗️ DPP

📍 Champions DEFGH 📄 1.5 LRN

FABA Public Policy Committee Special Event: Bridging Managed Care and Behavior Analysis: Collaborative Strategies for Optimized Care

As the landscape of Statewide Medicaid Managed Care (SMMC) evolves, behavior analysis providers must navigate new opportunities and challenges in service delivery, reimbursement models, and patient outcomes. This panel brings together experts from the SMMC Health Plans and the Agency for Health Care Administration (AHCA) to explore strategies for collaboration, ensuring ethical, effective, and sustainable care for individuals receiving behavior analysis services and their families. Participants will gain insights into best practices, policy considerations, and emerging trends that shape the intersection of managed care and behavior analysis. Through open dialogue participants will leave with actionable knowledge to enhance their partnership with health plans and improve patient-centered outcomes.

CHAIR



Melissa Olive

Thank you!

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10:00 am - 10:50 am



Panel



TTS



Players BC



1 LRN

Grad School Unfiltered: The Stuff Nobody Tells You

CHAIR



Kaitlynn Gokey



Kelcie McCafferty



Malchijah Williams



Alyson Intihar



Clayton Gindling

This panel will include four current doctoral students in Applied Behavior Analysis and Organizational Behavior Management sharing their insights from their experiences successfully navigating the complexities of their graduate programs. The discussion will focus on lessons they wish they had known before entering graduate school, the importance and role of mentorship, managing burnout and mental health, and implementation of practical strategies that current and prospective students can apply to enhance their graduate school experience. Don't rely on learning via osmosis. Please come to the panel and mand for the information you are most curious about as a student!"



10:00 am - 10:50 am



Panel



ED



Masters E



1 LRN

Understanding the Barriers to Successfully Integrating RBTs in School Classrooms

CHAIR



Stacey Hoaglund



Jack Scott



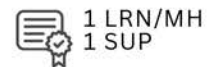
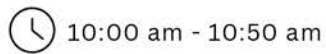
Shannon Hube



Raquel Pernas Perez

There is a great deal of confusion from district to district and school to school on the Florida law that gives parents the right to integrate private instructional personnel into their child's school. Equally significant are the barriers that BCBAs and RBTs face when seeking to support students and collaborate with school staff. Attend this session to learn about the intent of the law and how RBTs can offer a great deal of support to students in schools struggling to hire desperately needed staff. In July of 2023, HB 795 passed the Florida Legislature granting Registered Behavior Technicians (RBTs) the ability to provide services as "private instructional personnel" in public schools. While this created an opportunity for parents to have trained behavior support personnel in the classroom, there has been a significant disparity in the implementation of the law across the state of Florida. Within the same district, it's not uncommon for one school to be extremely welcoming to RBTs, while the school down the street puts significant limitations on access to the educational setting. In addition, schools that have not been educated on the intent of the law or the role of the BCBA and RBT, often provide little to no guidance on how to integrate private professionals within the classroom and instead look to RBTs to act as "aids" or "personal teachers" to the students they are there to support. During this panel discussion, we seek to shed light on the collaboration that this law intended and how it has enormous potential for the students we hope to support. This panel brings together a diverse group of stakeholders to address the barriers and benefits of RBTs in Florida classrooms. Stacey Hoaglund, the President of the Autism Society of Florida and educational consultant for more than two decades, will share the intent of the law and importance of collaboration. Dr Jack Scott, Executive Director of FAU CARD will provide background on the training components for new BCBAs to provide supervision and direction for school RBTs. Raquel Pernas, a BCBA who previously acted as an RBT in one of the largest school systems in the US, will share her experience as an RBT in public school classrooms. Shannon Hube, a parent and schoolteacher, will address the disparities she sees from both roles.





Organization Building as Dissemination: A Case Study in Application, Ethics, and Supervision

Behavior analysts love the idea of disseminating behavior analysis, but what does that mean in practice? This paper explores the six-year-long history of the Behavioral Performance Coaching (BPC) program operated through the School of Behavior Analysis in collaboration with Esports and Athletics at Florida Institute of Technology. One Master's student began the BPC program in search of an alternative supervised fieldwork experience beyond the well-established areas of practice in medical and educational ABA. They then continued to build the BPC program through their doctoral experience, into what it is today. The BPC program is currently a formally recognized fieldwork site by the School of Behavior Analysis at Florida Tech, including faculty support and supervision, case management of five different esports by doctoral student BCBA's, and up to a dozen Master's students at any given time. To reach this point, we had to learn how to: 1) identify and define the area we wanted to disseminate into, 2) make a meaningful connection with those already operating in that area, 3) address differences in skills between behavior analysis and the area we were disseminating into, 4) identify the amount of resources required to start and maintain an operation, 5) develop processes and procedures specific to the area we were disseminating into, and 6) showcase our value and growth. Each of these steps required us to build out the organization to integrate the BCBA test content outline, as well as ethical, competency, and supervisory concerns. We identified and addressed areas in which students can engage in behavior analytic activities that satisfy and exemplify the BCBA test content outline and the seven dimensions of ABA. We also had to compare, contrast, and manage differences in the ethics codes and legal conduct associated with the area being disseminated into. Lastly, we had to articulate and navigate differences and limitations in ensuring student competency through fieldwork supervision and literature review when disseminating into this new area. Successful dissemination is about doing work that creates valuable outcomes and establishes motivation in others to learn about and incorporate behavior analysis and science-based practice. BPC has routinely done this in overcoming and growing through the COVID-19 pandemic, three different esports directors, building changes, and rotations in staff, coaches, and players. Rather than individual contracts and projects, which can be common in OBM, we've developed as an organization and touched every area of practice, including research, performance management, behavior systems analysis, project management, performance-based pay, and behavior-based safety.



James Riswick-Estelle



Savannah Wilson

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🕒 11:00 am - 11:50 am

👤 Invited

🏢 ETH

📍 Champions DEFGH

📋 1 LRN/MH
1 ETH

Closing Invited Event - Culturally Responsive Supervision: Pathways to Collaborative and Effective Practices

Introduced by Dr. Jonathan Fernand

Culture can be defined as a collection of the contingencies of reinforcement into which individuals are born and to which they are exposed throughout their lives (Skinner, 1953). To be a culturally responsive supervisor suggests that one can tact and effectively respond to the various collection of contingencies of reinforcement into which their supervisees are born and exposed. The greater the diversity of supervisees, the greater the sensitivity is required on the part of the supervisor to effectively respond to these various collections of contingencies of reinforcement. The benefits of being culturally responsive include enhanced communication and trust, and an improved training experience for both supervisee and supervisor. This presentation will discuss various strategies for identifying culturally relevant experiences and reinforcers for supervisees to foster a trusting and collaborative relationship. Strategies for supervisees and supervisors to identify their own implicit biases will be explored.



Sarah Lechago



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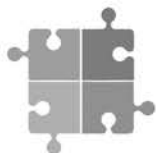
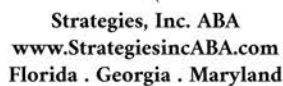
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