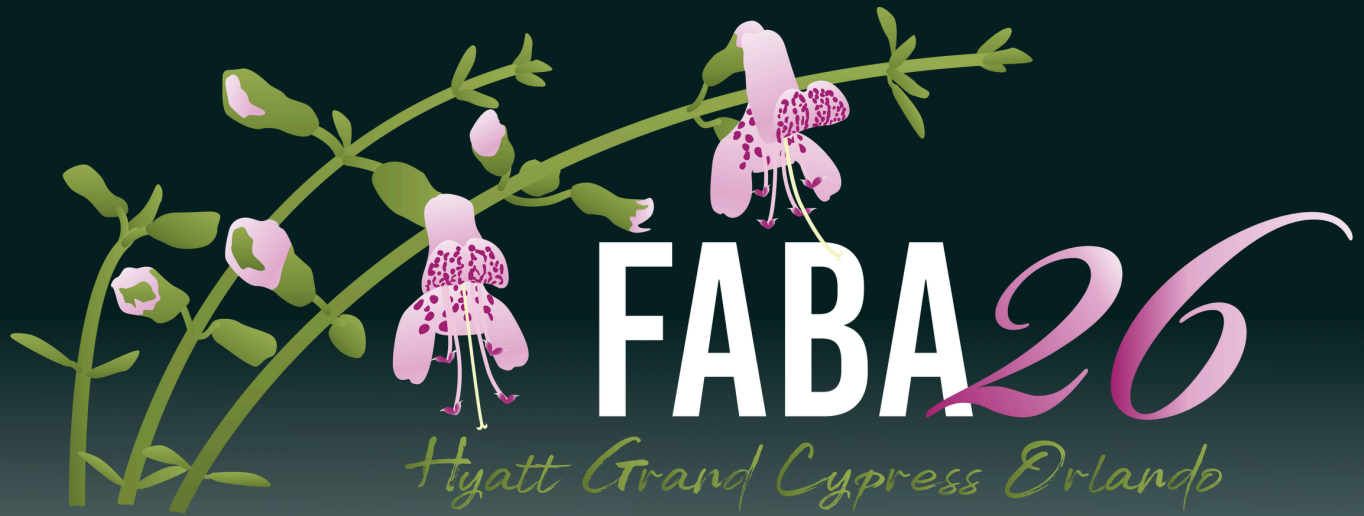




46TH ANNUAL CONFERENCE



faba Florida Association for
Behavior Analysis

PRE-CON WORKSHOPS: SEPTEMBER 23 | GENERAL SESSIONS: SEPTEMBER 24-26



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FEATURES FOR 2026

OPENING INVITED SPEAKER

Thursday 8:00 AM

Supervision of Staff Who May Get Hurt on the Job: Lessons from a Severe Behavior Clinic

Dr. Fahmie is the Director of the Specialized Behavior Intervention Department at the Munroe-Meyer Institute (MMI) of the University of Nebraska Medical Center (UNMC), where she works to transform the lives of children and families affected by severe behavioral challenges. She is a doctoral-level Board Certified Behavior Analyst whose work focuses on advancing safe, effective, and evidence-based approaches to assessment and treatment. In addition to her clinical and research efforts, she is a dedicated teacher and mentor who has trained students and professionals pursuing careers in behavior analysis and related fields. Dr. Fahmie earned her PhD in Behavior Analysis from the University of Florida in 2012. She served as a faculty member in the Department of Psychology at California State University, Northridge from 2012 to 2020 before joining MMI in 2021 as Associate Director of the Severe Behavior Program. In June 2025, she became Director and led the department's transition to the Specialized Behavior Intervention Department. Her work and mentorship emphasize collaboration, inclusivity, and the practical application of behavioral science to improve meaningful outcomes for individuals and their caregivers.



Tara Fahmie
PhD, BCBA-D

KEYNOTE SPEAKER

Thursday 11:00 AM

A Role for Generative AI in Contemporary Behavior Science

Dr. Janet Twyman is an education innovator, thought leader, and founder of blast: a learning sciences company. She also holds a faculty appointment as Associate Professor of Pediatrics at the UMass Chan Medical School. Formerly she served as Director of Innovation and Technology for the U.S. Dept of Education funded Center on Innovations in Learning and was the Vice President of Instructional Development, Research, & Implementation at Headsprout. Her numerous articles, book chapters, and presentations cover behavior analysis, instructional design, technology, and educational systems, including co-editing two books on educational innovation and personalized learning. Always passionate about education, she has been a pre-school and public school teacher, administrator, researcher, and university professor. She has presented to and worked with education systems, organizations, and institutions over 50 states and countries, including speaking about technologies for diverse learners and settings at the United Nations. Dr. Twyman consults for numerous organizations and serves on several boards and committees. In 2007-08 she served as the President of the Association for Behavior Analysis and in 2014 was named an ABAI Fellow. For her distinguished contributions to educational research and practice she received the 2015 Wing Award for Evidence-based Education and the 2017 American Psychological Association Division 25 Fred S. Keller Behavioral Education Award.



Janet Twyman
PhD, BCBA, LBA



FEATURES FOR 2026

INVITED OBM PANELISTS

Thursday 2:30 PM

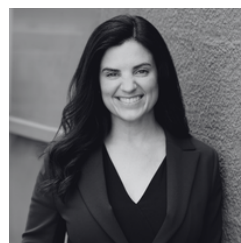
OBM Strategies for Leadership and Mentorship in ABA Organizations



Ivy Chong
PhD, BCBA-D



Nicole Gravina
PhD



Amber Valentino
PsyD, BCBA-D

Dr. Ivy Chong serves as the Chief Clinical Officer for Autism Care Partners and has 30 years progressive experience working with individuals with autism and developmental disabilities. She received a doctorate from Western Michigan University in Behavior Analysis and a post-doctoral MBA in Healthcare Management, from Florida Institute of Technology. Ivy previously served as the Chief Clinical Officer for Little Leaves Behavioral Services (2023 - 2026) and Senior Vice President of Children's Services at May Institute (2017 - 2023). From 2008 - 2017, Ivy served as the Director of Autism Services and Training at the Scott Center for Autism Treatment and Associate Professor in the College of Psychology and Liberal Arts at Florida Institute of Technology. Ivy is a licensed psychologist (FL, MI) and BCBA-D, and maintains leadership roles on several advisory boards, holds adjunct appointments at Brock University, and UMass Lowell, and has presented at numerous conferences nationally and internationally.

Dr. Nicole Gravina is an Associate Professor of Behavior Analysis in the Department of Psychology at the University of Florida. Nicole serves on four editorial boards and serves as an Associate Editor for the Journal of Organizational Behavior Management. In 2019, Nicole was honored with the APA Early Career Impact Award in Consulting Psychology and in 2021 she was awarded the OBM Network Outstanding Contributions Award. Nicole specializes in designing behavior-based workplace interventions that improve employee safety, healthcare delivery, and other important work outcomes. In addition to her faculty appointment, Nicole has consulted in a variety of industries, including healthcare, human services, manufacturing, public utilities, insurance, and construction.

Dr. Amber Valentino is a board-certified behavior analyst with a doctoral degree in clinical psychology. Amber has over 20 years of experience in the field of applied behavior analysis, working in a variety of healthcare settings. She currently serves as the Chief Clinical Officer of Mindcolor Autism. Amber's professional work has concentrated on developing clinical standards and leading impactful research initiatives designed to ensure high-quality service provision and oversight within ABA organizations. She is the author of a book that tackles the research-to-practice gap in behavior analysis and has contributed to the research literature through numerous peer-reviewed articles and book chapters. Furthermore, she has dedicated eight consecutive years as the associate editor for two leading behavior analytic journals. Currently, she remains actively engaged in the editorial realm, serving on the editorial boards of the Journal of Applied Behavior Analysis (JABA), and Behavior Analysis in Practice (BAP), as well as taking on roles as both a guest associate editor and guest editor for various publications. Beyond her accomplishments in the field, Amber values her role as a mother and enjoys spending quality time with her young son and her supportive husband. She resides in the San Francisco Bay Area.



FEATURES FOR 2026

INVITED EVENT

Thursday 4:30 PM

Inside Behavior Analysis: Dr. Janet Twyman



Andrew Houvouras
MA, BCBA



Janet Twyman
PhD, BCBA-D

INVITED SPEAKER

Friday 8:00 AM

Building a Bridge at the Cliff: Research Supporting Adults w/ASD

Dr. SungWoo Kahng is the Past Chair of the Department of Applied Psychology, Director of Academic Programs in Autism and ABA, and a Professor at Rutgers University. Previously, he was an associate professor at the University of Missouri (MU), where he also served as Chair of the Department of Health Psychology, Founding Director of the MU Graduate Programs in Applied Behavior Analysis, and Director of the Applied Behavioral Intervention Service at the MU Thompson Center for Autism and Neurodevelopmental Disorders.

Dr. Kahng has held faculty positions in the Department of Behavioral Psychology and worked as a senior behavior analyst on the Neurobehavioral Unit at the Kennedy Krieger Institute. Additionally, he was an associate professor in the Department of Psychiatry and Behavioral Sciences at Johns Hopkins University School of Medicine. Dr. Kahng earned his Bachelor of Arts in Psychology from Kalamazoo College and his Ph.D. in behavior analysis from the University of Florida. He has served as an Associate Editor and on the Board of Editors for the Journal of Applied Behavior Analysis. He is currently on the Board of Editors for Behavioral Intervention and the Review Journal of Autism and Developmental Disorders.



SungWoo Kahng
PhD, BCBA-D



FEATURES FOR 2026

INVITED SPEAKER

Friday 1:30 PM

Shaping Success: Strengthening BCBA and Educator Partnerships in Schools

Dr. Bruce A. Tinor brings over 20 years of experience in public education, including more than a decade in educational leadership. He has served in multiple Pennsylvania Intermediate Units, where he led specialized programs supporting students with autism, emotional and behavioral disorders, and intellectual disabilities. Dr. Tinor played a key role in advancing student support systems, spearheading a restraint reduction initiative that contributed to the development of the Pennsylvania Bureau of Special Education's tiered support framework. He has also led the implementation of Multi-Tiered Systems of Support (MTSS) across several schools, driving meaningful improvements in instructional practices and behavioral interventions. A committed lifelong learner, Dr. Tinor earned his doctorate in Special Education, with a minor in Applied Behavior Analysis, from Slippery Rock University. As a Board Certified Behavior Analyst (BCBA), he leverages his expertise in special education, organizational leadership, and behavior analysis to improve outcomes for students with diverse learning and behavioral needs.



Bruce Tinor
PhD, BCBA-D

INVITED SPEAKER

Friday 3:30 PM

From Generalized to Generative Repertoires: The Evolution of Bidirectional Naming and Emergent Outcomes

Dr. Caio Miguel is a Professor of Psychology at California State University, Sacramento. He is an Associate Editor for the Journal of the Experimental Analysis of Behavior, a former Associate Editor for the Journal of Applied Behavior Analysis, and a former editor for The Analysis of Verbal Behavior. Dr. Miguel's research focuses on the study of verbal behavior and emergent stimulus relations. He has given hundreds of professional presentations around the world, and has had over 100 manuscripts published in English, Portuguese, and Spanish. He is the recipient of the 2013 award for outstanding scholarly work by the College of Social Sciences at Sacramento State, the 2014 Outstanding Mentor Award by ABAI, the 2019 Award for Excellence in Teaching Verbal Behavior by the VBSIG, the 2019 Alumni Achievement Award from the Department of Psychology at Western Michigan University, the 2020 Jack Michael Award for Outstanding Contributions to Verbal Behavior, and the 2026 Don Hake Award for Translational Research by Division 25 of the American Psychological Association.



Caio Miguel
PhD, BCBA-D



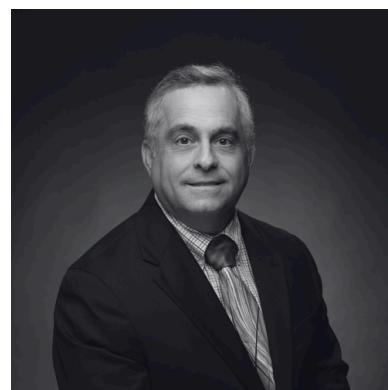
FEATURES FOR 2026

INVITED SPEAKER

Saturday 8:00 AM

Invited PDU Event: Preparing for What's Next: Professional Training and Skills Every RBT Needs

Dr. Guercio has spent much of his career researching effective staff training protocols and behavior intervention strategies for staff and clients in settings where severe aggression is present. Since obtaining his master's and doctoral degrees in behavior analysis and therapy from Southern Illinois University at Carbondale, Dr. Guercio has worked in settings serving as Director of Behavioral Services for the Missouri Department of Mental Health, and as Vice President of Clinical Services and Research at the Judevine Center for Autism/TouchPoint Autism Services in St. Louis. In his role at Benchmark Human Services, Dr. Guercio served as the Clinical Director. He developed and delivered behavioral services for clients with significant aggression and high risk behavioral needs, many of whom had been institutionalized for more than 15 years, often under restraints and heavy medication. He also serves as adjunct faculty in the behavior analysis department at Washington University, St. Louis University and Central Missouri University. He has also given more than 500 presentations at behavioral conferences and authored and/or co-authored over 65 articles in peer-reviewed journals. Dr. Guercio serves on the Board of Editors for Behavior Analysis Research and Practice and is a reviewer for the Journal of Applied Behavior Analysis, Behavior Analysis in Practice, and Behavioral Interventions. In his career, Dr. Guercio has helped design and run a program for individuals with sexually deviant behavior and substance abuse issues and has developed an entire treatment protocol based upon that program. In his current role as the Vice President of ABA and Crisis services for the ARC of the Ozarks, Dr. Guercio oversees intensive behavioral residential and clinical services for clients with complex needs and extreme challenging behaviors in the St. Louis region. Dr. Guercio currently serves on the ABAI Licensing Committee and is a board member of the Missouri Association for Behavior Analysis.



John Guercio
PhD, BCBA-D, LBA



FEATURES FOR 2026

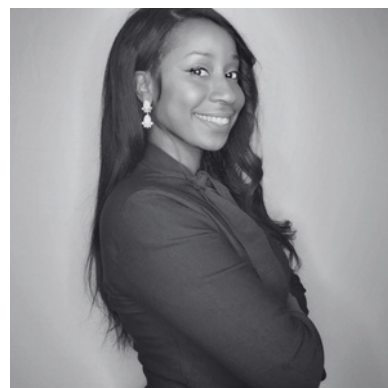
INVITED SPEAKER

Saturday 11:00 AM

Invited PDU Event: From Treatment Fidelity to Worker Dignity: Support for RBTs Beyond Procedural Compliance

Denisha Gingles is a Board Certified and Licensed Behavior Analyst as well as a Licensed Clinical Professional Counselor. To date, she has provided services in Maryland, Missouri, New York, and Kenya, Africa. Denisha is the Clinical Director and CEO of Sankofa Behavioral Health, a full service agency that provides behavioral services to children, teens, and young adults. She graduated from the University of Baltimore with a Master's degree in Counseling

Psychology. While Denisha proudly serves the neurodivergent community, her expertise extends to numerous populations. She has provided substance abuse counseling, trauma focused cognitive behavior therapy, and mental health counseling services for various diagnoses, including but not limited to, clinical and personality disorders. Her current research and practice areas include depression, anxiety, trauma, internalized anti-Blackness, cultural awareness, acceptance and commitment therapy, social justice, supervision/staff/parent training, and behavior assessment and intervention. In addition to her professional work within behavior analysis, Denisha is a social justice activist and advocate, rallying for change as a member of Justice League NYC/Gathering for Justice founded by Harry Belafonte and Carmen Perez; her key issue areas include criminal justice reform, education reform, and racial justice disparities. She served as the guest Editor for Behavior Analysis in Practice, making her the first Black Editor of any academic journal in the field of Behavior Analysis. She additionally serves as the Intervening President and founding board member to Black Applied Behavior Analysts, Inc (BABA).



Denisha Gingles
MS, LCPC, BCBA

CLOSING INVITED SPEAKER

Saturday 11:00 AM

The Great Balancing Act: Enhancing Supervision Quality in Applied Behavior Analysis While Mitigating Burnout



Amber Valentino
PsyD, BCBA-D



FEATURES FOR 2026

SPECIAL EVENT

Wednesday 5:30 PM

FABA Public Policy Special Event: Conversations with AHCA and the SMMC Health Plans

Hosted by President-Elect Michelle Castaños and Executive Director Missy Olive

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.

SPECIAL EVENT

Wednesday 8:30 PM

Cozy, Collected & Connected: A Local Chapters Nightcap Social

Hosted by the Local Chapters of FABA

Unwind after the Welcome Reception with the FABA Local Chapters for a cozy, connection-focused social. Change into something comfortable and join colleagues from across the state for an evening of relaxed conversation, laughter, and good old fashion slumber party activities! Whether you're reconnecting with familiar faces or meeting new ones, this low-pressure, high-comfort gathering is the perfect way to ease into the conference. Make connections, join your local chapter, and relax with us this evening.

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FEATURES FOR 2026

PRESIDENTIAL ADDRESS

Friday 11:00 AM

Variability, Selection, and the Risk of Extinction in Behavior Analysis: A Call for More Levers

Biological systems lacking variability are fragile. When the environment changes, reduced variability increases vulnerability to extinction. The same principle applies to scientific disciplines. Behavior analytic training programs once featured meaningful variability in faculty expertise, populations served, and programs of research. That diversity, under selective pressure, strengthened the field. The expansion of behavioral intervention in autism services over the past two decades produced unprecedented growth in the profession, a testament to the reach and impact of our science. However, the extraordinary demand for credentialed professionals led to a proliferation of graduate training programs oriented around one area of the discipline, perhaps at the cost of sufficient variability in preparing the next generation of scientists and clinical innovators across the breadth of behavior analytic science. When a system is built around a single lever, one population, one funding stream, one service delivery model, it becomes vulnerable. If that lever breaks, the effects could cascade across the profession, the discipline, and those who depend on both. This address will call on practitioners, clinicians, business owners, and training programs to deliberately reintroduce variability and diversify sources of reinforcement. Concrete examples will be offered for how to build more levers into our professional and training systems so that when the environment changes, the field is positioned to adapt.



Yanerys León
PhD, BCBA-D

A black and white photograph of a woman with curly hair nursing a baby. The image is used as a background for a text overlay.

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2026 FABA BOARD

PRESIDENT

Dr. Yanerys León is a Research Associate Professor in the Department of Psychology of the University of Miami and Director of Applied Research and Professional Development at UM-NSU CARD. Dr. León 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 Behavior Analysis in Practice. In her role as faculty in the Department of Psychology, Dr. León 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. Dr. León currently oversees several grant funded projects spanning scientific and professional advancements related to service delivery for individuals with intellectual and developmental disabilities. Dr. León has served as member-at-large of FABA's Board of Directors for 3 years including chairing the membership committee where she spearheaded efforts to increase engagement and representation of Spanish-speaking behavior analysts and RBTs.



Yanerys León
PhD, BCBA-D

PRESIDENT-ELECT

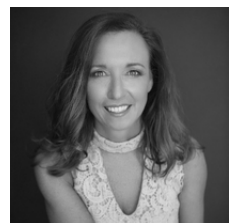
Michelle Castaños is a Board Certified Behavior Analyst with over 20 years of experience in Applied Behavior Analysis. Inspired by her cousin, Miguel, who was diagnosed with autism in 1997, she began her career as a behavior technician at 18. Soon after, she started a behavior-based babysitting company that evolved into South Florida Behavior, a comprehensive pediatric ABA center with locations in Miami and Weston, Florida. Her professional experience spans mobile crisis teams, institutional settings for adults with developmental disabilities, child welfare, sex education, and school-based transition services. As part of her commitment to supporting adolescents and young adults in the transition to higher education and independent living, Michelle co-founded THRIVE, Florida's first post-secondary college support program for degree-seeking students with autism at the University of North Florida. Michelle currently serves as President of SOFABA, the South Florida Chapter of FABA, and is the founder and moderator of the Florida Medicaid ABA Forum, one of the state's largest online ABA communities. A former FABA Member-at-Large, she has long championed Medicaid reform and equitable access to ethical, high-quality care for all families across Florida. Through her dedication to diversity and inclusion, Michelle has led efforts to expand access to ABA education and professional development for Florida's Spanish-speaking community through bilingual trainings, conferences, and outreach initiatives.



Michelle Castaños
BCBA

EXECUTIVE DIRECTOR

Missy previously served as the Online Program Director at Simmons University, Chief Clinical Officer of Adapt for Life and Cultivate Behavioral Health and Education. Cultivate acquired her company, Applied Behavioral Strategies (ABS) that Missy founded and directed ABS from 2010 until its acquisition in 2020. Missy also worked at The Center for Autism and Related Disorders (CARD) in their Austin, TX and Larchmont, NY offices. Prior to working in the ABA space, 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 previously served as Co-Director of Public Policy for FABA and she served on the CTABA Board of Directors from 2016-2021. She chaired the CTABA Public Policy and Legislative Outreach Committee (PPLO formerly called Legislative Committee) from 2016-2022. She previously served as a Member at Large on the Executive Council for CTABA from 2011-2013. Missy also served on the Executive Board as a Member at Large for the Division of Early Childhood (DEC), a sub-division of the Council for Exceptional Children (CEC) and as President of the Texas CEC. Missy currently serves as a Guest Reviewer for the Journal of Autism and Developmental Disorders, The Review Journal on Autism and Developmental Disorders, and Behavior Analysis in Practice. 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. She is also the recipient of over \$1.6 million in federal and state funding for research and training in the field.



Melissa Olive
PhD, BCBA-D, LBA



2026 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, Automatic RtI-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

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 enjoys giving back to the behavior analytic community including his roles as a Member-at-Large for the Florida Association for Behavior Analysis (FABA) and a Subject Matter Expert for the Behavior Analyst Certification Board (BACB). He also serves on several clinical advisory boards and consults within clinical and educational service facilities.



Jonathan Fernand
PhD, BCBA-D

MEMBER-AT-LARGE

Dr. Vivian Ibañez was born in Guatemala City, Guatemala, and raised in Baltimore, Maryland. A summer internship at the Kennedy Krieger Institute (KKI) provided her first exposure to behavior analysis and severe behavior disorders. Soon after, she joined KKI's Pediatric Feeding Disorders Program, where she discovered her passion for this specialty. Since then, she has worked in several multidisciplinary feeding clinics and, most recently, established a feeding program in collaboration with the Florida Autism Center and the UF Health Center for Autism and Neurodevelopment. Building a specialized ABA program in Florida has given Dr. Ibañez valuable experience in advocacy and in balancing diverse needs, resources, and parameters for access to ABA services. She also serves as a Research Assistant Professor in the Department of Psychology at the University of Florida, where fostering students' growth and teaching in the clinic are among her greatest joys. Outside of work, her most cherished role is being "Mami" to her son, Rafael.



Vivian Ibañez
PhD, BCBA-D



2026 FABA BOARD

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

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 DEI Award.



Corina Jimenez-Gomez
PhD, BCBA-D

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 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. Dr. Harvey is the founder and President of Rogue Behavior Analysis, Inc. 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

MEMBER-AT-LARGE

Ally Dube, PhD, LABA, BCBA, IBA is a passionate advocate for preserving the integrity of Applied Behavior Analysis and advancing ethical, socially significant practice. As the current President of the Behavior Analyst Leadership Council, she is committed to mentoring future analysts, championing healthcare equity, and leading advocacy for mental health parity. A proud FABA member, she is ready to help Florida's behavior analysts elevate their work and overcome emerging challenges with strength and unity. With over two decades of leadership experience, Ally has served as President of NHABA and currently serves as the Community Liaison for the Palm Beach ABA Association. She grew a successful ABA practice in New Hampshire, later leading national clinical services as a Vice President. Recently completing her PhD in Behavior Analysis, Ally has founded a nonprofit and presents at national conferences. She is confident in her ability to create meaningful change for FABA and its members statewide.



Ally Dube
PhD, LABA, BCBA, IBA

MEMBER-AT-LARGE

Shane T. Spiker is a BCBA-D in Ormond Beach, Florida. Shane received his MS of Psychology in 2012 and his second MS in applied Psychology in 2016. In May 2019, he graduated with his PhD in Clinical Psychology with a concentration on instructional design. He has been providing services in the field of ABA since 2010, with the majority of his experience with autistic learners and other disabilities. Shane specializes working with teens and adults with dangerous problem behavior, sexual behavior, and medically complex individuals in the home and community-based setting. Primarily, Shane serves as the Clinical Training and Safety Director at PBS, Corp. Shane previously served as the Vice President of the Sexual Behavior: Research and Practice SIG through ABAI. He has authored several articles and text chapters related to ethics in behavior analysis and practice. He is the author of several books, including Anxiety Report, Take Care, Understanding Risk/Benefit Analysis, and Behavior Foundations. Currently, he also serves as an instructor at Florida Institute of Technology, Arizona State University and Regis College, where he teaches graduate level coursework. He enjoys reading and appreciates a really good cup of coffee.



Shane Spiker
PhD, BCBA-D



2026 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 husband, Marc, two beautiful daughters, and two adorable pugs.



Emily N. Dickens
EdD, BCBA

MEMBERSHIP COORDINATOR

Kolton Sellers currently serves as the Assistant Director of the Early Childhood Autism Program at FSU Panama City. Additionally, he works as an adjunct instructor within the Psychology Department at Florida State University, teaching undergraduate courses related to applied behavior analysis. Kolton joined FABA as the Membership Coordinator in 2021, and resides in north Florida with his wife and son.



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

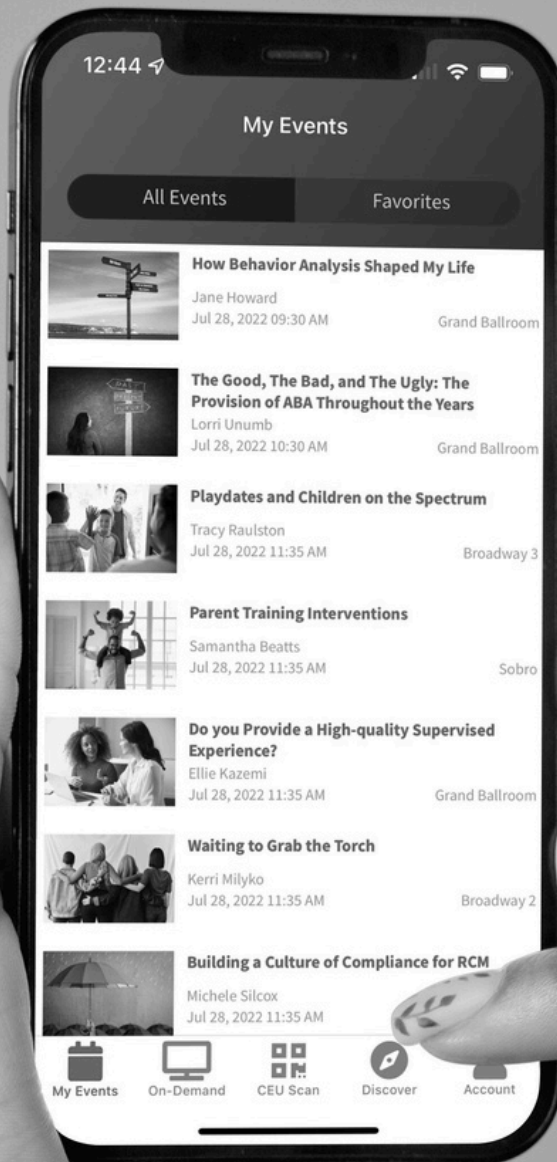
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Check the schedule, scan in/out for CEUs, read speaker bios, visit FABAs sponsors, connect with fellow attendees, & join chat communities - all from the app!

CONFERENCE HIGHLIGHTS

Tuesday, September 22nd

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

Wednesday, September 23rd

8:00 am – 5:30 pm FABA Store & Packet Pick Up
 7:30 am – 9:30 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 – 5:00 pm Workshops
 2:30 pm – 3:00 pm Afternoon Refreshment Break
 5:30 pm – 6:30 pm FABA Public Policy Special Event
 6:30 pm – 8:30 pm Welcome Reception

Friday, September 25th

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 - Dr. Kahng
 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. Tinor
 1:30 pm – 4:20 pm Sessions
 2:30 pm – 4:30 pm Afternoon Refreshment Break
 4:30 pm – 5:20 pm Invited Address - Dr. Miguel
 6:30 pm – 8:00 pm Ignites @ Nite
 8:00 pm – 11:00 pm FABA Social

Thursday, September 24th

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. Fahmie
 9:00 am – 10:50 am Sessions
 11:00 am – 12:30 pm Keynote - Dr. Twyman
 12:30 pm – 1:30 pm Lunch On Your Own
 1:30 pm – 4:20 pm Sessions
 2:30 pm – 3:20 pm Invited OBM Panel
 2:30 pm – 4:30 pm Afternoon Refreshment Break
 4:30 pm – 5:20 pm Inside Behavior Analysis: Dr. Twyman
 5:30 pm – 7:00 pm Presidential Poster Session
 7:00 pm – 8:30 pm FSU ABA Program Reunion
 7:00 pm – 8:30 pm UM ABA Program Reunion

Saturday, September 26th

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

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

Check the full schedule in the
BehaviorLive app or online

behaviorlive.com/conferences/faba/schedule



CONFERENCE CENTER ROOM LOCATOR

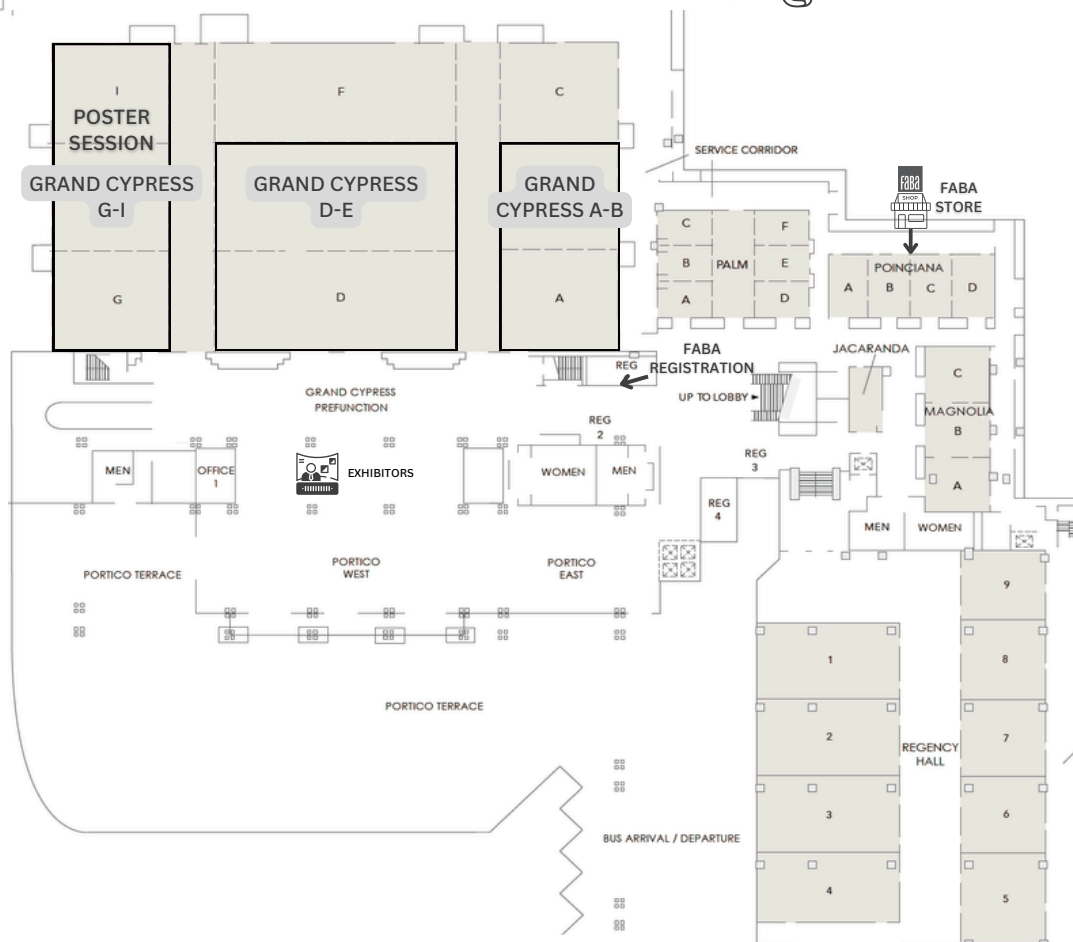
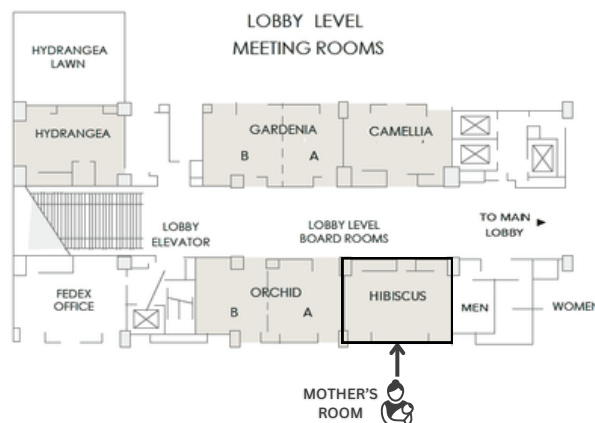
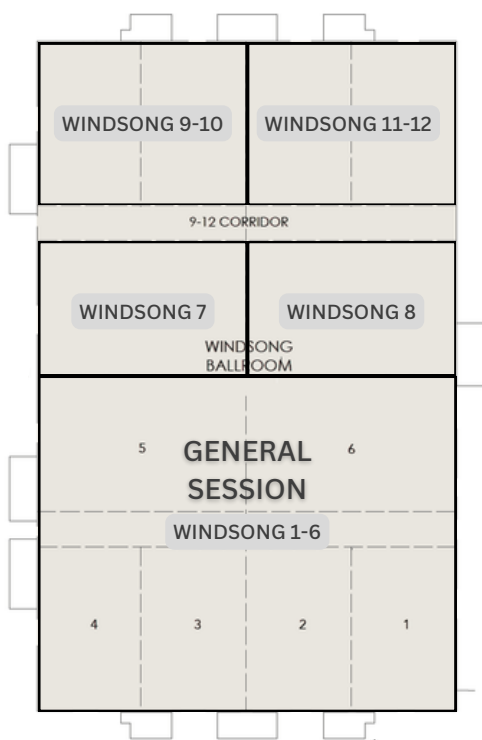
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MEMBERSHIP INFORMATION

Who Can Be a Member of FABA?

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

Professional Behavior Analyst

This category is for any individual who is a BCBA, BCBA-D, BCaBA or FL CBA. If you hold any of these credentials you must pay dues as a Professional Behavior Analyst, and register for the conference as a professional behavior analyst. If you do not need to earn BA CEUs, and you hold one of the aforementioned certificates, you must still register as a professional, but you do not need to pay the CEU Flat Rate. Members in this group are full members, are eligible to vote and hold office. Dues for this category are \$60, 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 or Doc 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 \$30.

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.

Affiliate Professional

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), Social Workers, Attorneys and more. These members are not eligible to earn BA CEUs but will be able to earn CEUs in other disciplines. Dues for this category are \$60. *If you are a professor, OBM professional, or researcher practicing without BCBA certification, you can request voting privileges under the Professional Membership.*

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 \$30 annually.

Service Advocate

Consumers as well as parents of consumers can register for this category to receive the parental discount for conference registration. Service advocates are not eligible to vote and cannot receive CEU credits for attending the conference. Service Advocate dues are \$30 annually.



Florida Association for
Behavior Analysis



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Patent Pending
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ON-SITE AND ONLINE **BEHAVIOR ANALYSIS PROGRAMS**

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 Behavior Analyst Certification Board (BACB®) certification requirements.

Financial aid is also available for master's students enrolled in a degree program.



LEARN
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DEGREE PROGRAMS

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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

📍 Windsong 7

📋 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*. Professional Development Units (PDUs) are also available for RBTs. Please note that events cannot count for both.

**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

Local Chapters Meeting	Thursday 1:30 PM	Kim Lucker-Greene
SoFABA Meetup	Friday 9:00 AM	Michelle Castaños
SWFL Meetup	Thursday 4:30 PM	Teresa Herrero-Taylor





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 or PDU 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).

PDU= professional development unit for RBT's only (BCBA/BCBA-D certificants are not allowed to count PDU events as CEUs).

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. Nikki Dickens.

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

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



CEU/PDU 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 or PDUs).

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.



FABA LOCAL CHAPTERS

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

**Association for Behavior
Analysis of Brevard**

(ABAB)

President: Mark Harvey
ababrevard@gmail.com

**Bay Area Association for
Behavior Analysis**

(BAABA)

President: Shannon Levesque
bayareaaba@gmail.com

**Capitol Association for
Behavior Analysis**

(CABA)

President: Colleen Taylor
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: Erin Hart
greaterorlandoaba@gmail.com

**Palm Beach Association for
Behavior Analysis**

(PBABA)

President: Lora Williams
palmbeachaba@gmail.com

**South Florida Chapter for
Behavior Analysis**

(SOFABA)

President: Daniela Morano
southfaba@gmail.com

**Southwest Florida Association
for Behavior Analysis**

(SWFLABA)

President: Dr. Teresa Herrero-
Taylor
swflaba@gmail.com

**Sun Coast Association
for Behavior Analysis**

(SCABA)

President: Darla Parry
suncoastaba@gmail.com

**Volusia Association for
Behavior Analysis**

(VABA)

President: Tori Targett
vabaworld@gmail.com

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APRIL 9, 2027

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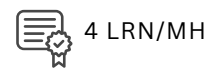
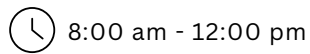
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Workshop: An Insurance Reviewer and 2 BCBAs walk into a bar

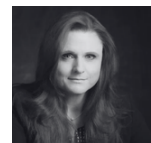
Applied Behavior Analysis (ABA) is a powerful science for change, yet its efficacy depends on a clinician's ability to view progress through a developmental and holistic lens. Too often, BCBAs focus on rote skill acquisition or curriculum-driven goals without accounting for long-term trajectories. This workshop provides a clinical framework for designing treatment plans that are developmentally grounded, medically necessary, and geared toward ultimate independence. We begin by addressing the "Developmental Gap." Participants will learn to distinguish between simple behavioral deficits and complex developmental delays. We will pivot from "checking boxes" to mapping a 10-year roadmap for the learner. By understanding how component skills build into functional composites, clinicians will learn how to prioritize foundational skills—like joint attention and social referencing—that lead to real-world autonomy rather than just mastered milestones. Next, we will discuss clinical prioritization and explore how to select the appropriate number of goals to ensure progress is meaningful rather than spread thin. Attendees will learn to justify goal selection through the lens of medical necessity, ensuring that every programmed skill serves a clear, long-term purpose. Finally, we address the "End Game" of ABA: titration and discharge. Many BCBAs struggle to define clear exit criteria. We will discuss objective indicators for service reduction and how to draft justifications that satisfy both ethical standards and funding requirements. Through case studies and collaborative discussion, attendees will leave with the tools to write clear, measurable objectives that prioritize the learner's future in the least restrictive environment. The Vibe: The atmosphere is informal—think of it as a deep-dive clinical discussion with colleagues over a drink or meal. Our "table" includes seasoned professionals who have experience as ABA practice owners, supervisors, faculty, and insurance peer reviewers, offering a 360-degree view of what makes a treatment plan truly successful.



Veronica Glickman



Terry Blackmon



Ally Dube

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

- Participants will construct a long-term clinical roadmap by identifying component and composite skills that prioritize a learner's own specific journey over rote curriculum milestones.
- Participants will apply strategies for clinical prioritization to determine the appropriate number and type of goals based on a learner's environment and medical necessity.
- Participants will define objective titration and discharge criteria to facilitate service reduction and the transition toward functional independence.

Save the Date

FABA 2027

SEPTEMBER 15-18, 2027

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ORLANDO, FLORIDA



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🕒 9:00 am - 12:00 pm

🍷 Invited

👤 DD

📍 Regency 5

🗨️ 3 LRN/MH

Invited Workshop: Functional Strategies for Preventing the Development of Severe Problem Behavior

Research on the functional analysis of severe behavior (aggression, self-injury, property destruction) has yielded a great deal of information about the conditions that give rise to and maintain such behavior in individuals with intellectual and developmental disabilities. These collective findings have produced a powerful technology for behavior change, and they have much to contribute to strategies for preventing the development of severe behavior. In this workshop, we will discuss several strategies to prevent the initial onset of severe problem behavior. I will describe a three-stage approach to prevention, including reduction of environmental risks, screening behavioral risks, and preventive intervention. In particular, the preschool years are critical to the growth and success of young children. The earliest signs of challenging behavior may begin to show during preschool, and a teacher's response to challenging behavior can either abate or worsen it. Thus, the final portion of this workshop will be dedicated to a tutorial on the Preschool Life Skills (PLS) program. The PLS program uses a proactive approach to help prevent challenging behavior in the preschool classroom and beyond. The goal of the PLS program is to create a nurturing classroom environment in which all teachers and children promote and reinforce key social skills. The skills taught in the program are based on decades of research in early childhood education and the functional analysis of problem behavior. These include several component skills involved in instruction following, functional communication, tolerance for delays, and friendships. Whether implemented on a class-wide, small-group, or one-to-one level, the PLS program embeds behavioral skills training into normal school routines (e.g., lunch, free play, circle time) to promote efficient acquisition in a naturalistic context. Over a dozen studies have been published on the PLS program, and collectively, they show that social skills greatly increase and problem behavior is prevented as a function of program implementation.



Tara Fahmie

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

- Identify various challenging situations that are likely to give rise to problem behavior.
- Describe three overarching strategies for preventing the development of problem behavior.
- Describe the key components of the Preschool Life Skills program when implemented at the class-wide, small-group, and one-to-one level

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

🏢 OBM

📍 Regency 6

📋 3 LRN/MH
3 SUP

Workshop: OBM for Clinical Leaders: Enhancing Employee Well-being and Improving Retention

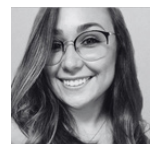
Staff retention and job satisfaction are critical concerns in behavior analytic service delivery, with implications for continuity of care and organizational effectiveness. This 3-hour interactive workshop will introduce attendees to key workplace variables that influence staff engagement, performance, and retention. Grounded in principles of behavior analysis and organizational behavior management, the session will focus on identifying modifiable environmental factors within applied settings. Participants will explore common contributors to reduced job satisfaction, including workload expectations, reinforcement systems, role clarity, and supervision practices. Practical tools and evidence-informed strategies will be introduced to support small, meaningful improvements at both the individual and team level. Through guided activities and case-based discussion, attendees will practice analyzing workplace variables and identifying feasible adjustments to support staff. By the end of the workshop, participants will be able to describe key factors affecting retention and job satisfaction and outline practical steps to enhance workplace conditions within their scope of influence.

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

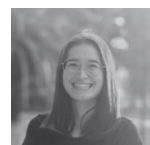
- Attendees will learn how to assess and list variables that might lead to burnout and turnover in their organization.
- Attendees will be able to describe environmental and social variables that lead to improved working conditions and retention.
- Attendees will be able to identify potential interventions to reduce burnout and improve retention.



Nicole Gravina



Kelcie McCafferty



Rachel Warren



to our PLATINUM SPONSORS



🕒 9:00 am - 12:00 pm

🏠 Workshop

🏢 ETH

📍 Regency 7

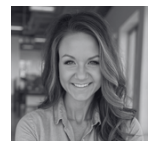
🗨️ 3 LRN
3 ETH

Workshop: Systems for Training RBTs Without Burning Out BCBA's

High rates of RBT turnover and BCBA burnout continue to impact the sustainability of ABA services. These challenges are often driven by inefficiencies in training and supervision systems rather than individual staff performance. This hands-on workshop focuses on practical system design to improve staff retention, supervision efficiency, and clinical competency. Participants will identify features of supervision and training systems that contribute to burnout and turnover, and evaluate their own organizational practices. Through guided activities, participants will apply multiple strategies to increase the efficiency of staff supervision, including task prioritization, structured supervision models, and approaches to distributing training responsibilities while maintaining quality and ethical standards. Participants will also develop methods to improve staff satisfaction and competency through clear performance expectations, competency-based training, and effective feedback systems. Attendees will leave with actionable tools and frameworks that can be adapted to their settings to support scalable supervision practices, reduce burnout, and improve long-term staff retention.



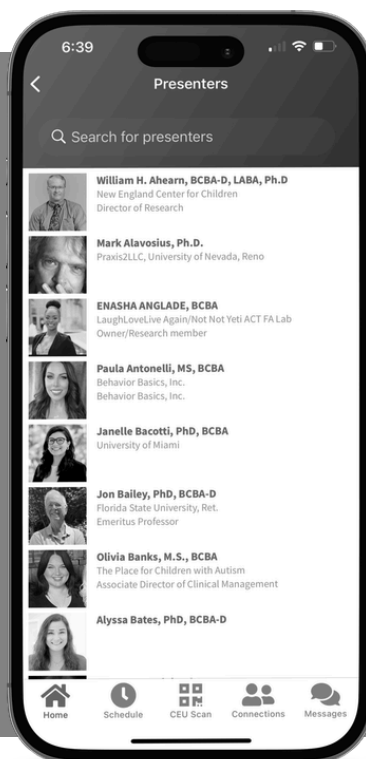
Karly Cordova



Hana Call

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

- Participants will identify features of systems that lead to high turnover and staff burnout, and how to minimize them.
- Participants will use multiple strategies to increase efficiency of staff supervision.
- Participants will learn ways to improve staff satisfaction and competency to improve retention.



Read more speaker bios, connect, & message in the BehaviorLive mobile app!



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🕒 9:00 am - 12:00 pm

📄 Workshop

🏠 ES

📍 Regency 9

🗨️ 3 LRN/MH

Workshop: Are They Ready? From Verbal Behavior to Direct Instruction

Behavior analysts are often introduced to Direct Instruction (DI) as a powerful, evidence-based teaching technology grounded in the principles of applied behavior analysis; however, many receive limited training in how and when to implement it effectively. As a result, students are frequently placed into DI programs without the foundational verbal behavior and learning-to-learn skills required for success. Developing effective, data-based programming is a critical competency for behavior analysts across educational and clinical settings. This workshop will present a systematic, behavior-analytic framework for curriculum selection and instructional decision-making, grounded in the implementation of a federally funded, district-wide model: the Exceptional Student Education Curriculum Project (ESECP). The ESECP integrates applied behavior analysis and Direct Instruction within a whole-school approach, using assessment-driven placement, ongoing progress monitoring, and structured instructional pathways across developmental and academic domains. Participants will learn how to identify meaningful data sources to guide curriculum and skill selection, recognize prerequisite verbal behavior repertoires necessary for success with Direct Instruction, and apply evidence-based strategies to build foundational academic and language skills. The workshop will highlight key implementation variables identified through external evaluation, including the role of training, coaching, fidelity systems, and stakeholder buy-in in supporting effective programming at scale. Through guided practice, attendees will engage in administering screening assessments, conducting placement tests, and applying transition guidelines to move learners from verbal behavior programming to Direct Instruction curricula. Emphasis will be placed on aligning instructional decisions with student need, rather than relying solely on traditional assessments or non-behavioral materials. By the end of the workshop, participants will leave with practical tools to enhance their programming, increase the likelihood of student success with academic curricula, and apply a replicable model for supporting the transition to ABA-based academic instruction across settings.



Michelle Guffee



Jennifer Machita

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

- Participants will identify prerequisite verbal behavior and learning-to-learn skills necessary for successful participation in Direct Instruction curricula.
- Participants will analyze multiple data sources (e.g., screening assessments, placement tests, and progress monitoring data) to make informed curriculum and instructional decisions
- Participants will apply a systematic, behavior-analytic framework to transition learners from verbal behavior programming to Direct Instruction-based academic instruction.

🕒 9:00 am - 12:00 pm

📄 Special Event

📍 Magnolia

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. There will be opportunities to engage in a Q & A session along with the prompt for feedback and input to help shape future processes.



🕒 1:00 pm - 5:00 pm

🍷 Invited

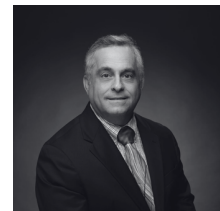
🧩 AUT

📍 Regency 5

📋 4 LRN/MH

Invited Workshop: Assessment of Adult Core Competencies: Assessment and Teaching Protocols for Adults with Autism and Intellectual and Developmental Disabilities

This training will cover comprehensive assessment protocols as they apply to serving adults and adolescents with autism and other intellectual disabilities (ID). The information will go beyond basic functional assessment tools and methodology to cover environmental assessment measures as well as the ability of the person with ID to fully pursue their values and goals that they have set for themselves. A fully operationalized set of what we call “measures of wellbeing” will be reviewed along with their impact on those that we serve. The ability of these measures of wellbeing to ameliorate severe aggressive behavior will also be covered. A complete assessment and intervention tool for working with adults with ASD and other intellectual disabilities and severe aggressive behavior will also be covered.



John Guercio

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

- Participants will identify the design of a comprehensive assessment and intervention curriculum for adults with problem behavior.
- Participants will select different measures that assess the extent to which direct care staff are utilized in settings that serve adults with ID
- Participants will identify the nature of and the need for more in depth functional assessment as it relates to severe aggressive behavior in adults with ASD and IDD.

Thank you!

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 **Brellium**

Optum



🕒 1:00 pm - 5:00 pm

🏠 Workshop

🏢 TTS

📍 Regency 6

📄 4 LRN
🏆 4 SUP

Workshop: From Supervision to Certification: Embedding Exam Readiness in the Fieldwork Experience for Lasting Success

Earning certification in behavior analysis indicates that an individual has met entry-level competencies to independently deliver, oversee, and train others in behavior analytic services. However, data from the Behavior Analyst Certification Board® (BACB®) continue to show challenges with exam performance (BACB, n.d.). Trainees may experience a disconnect between exam preparation and everyday clinical work. When exam preparation is treated as a separate or end-stage activity, opportunities to build durable, generalized repertoires may be lost. This workshop positions exam readiness as an outcome of well-designed supervisory systems rather than an isolated training task. Drawing from a scientist-practitioner framework and principles from organizational behavior management, the workshop highlights how everyday supervisory interactions function as contingencies that shape both clinical performance and exam-relevant repertoires. Attendees will learn to reframe supervision to integrate exam-related content into routine activities such as case conceptualization, data-based decision making, and feedback. The session emphasizes practical, scalable strategies for embedding exam-relevant concepts into ongoing supervision to promote fluency, generalization, and flexible application. Participants will engage in guided activities to assess alignment between their current supervisory practices and certification requirements, identify gaps, and develop actionable plans for integrating key concepts into supervision. By reframing exam preparation as part of effective supervision, this approach aims to improve trainee outcomes, strengthen supervisory impact, and support the development of competent, ethical practitioners. This session is appropriate for current supervisors, those preparing to supervise, and trainees accruing supervised fieldwork hours. Reference Behavior Analyst Certification Board. (n.d.). BACB® certificant annual report data. Retrieved January 5, 2026, from <https://www.bacb.com/about/bacb-certificant-annual-report-data/>



Dana Meller



Tyra Sellers

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

- Attendees will be able to describe at least four content areas or concepts that trainees commonly struggle to apply in clinical practice.
- Attendees will be able to identify at least three strategies for embedding exam-relevant learning into everyday supervision and service delivery.
- Attendees will develop an outline for a preliminary plan for integrating key concepts and terminology into active supervision practices.

DON'T MISS THE WELCOME RECEPTION!

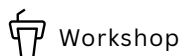
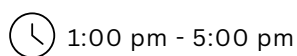
Wednesday 6:30 PM

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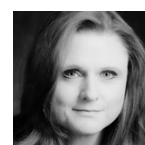


Workshop: From Winging it To Winning It: Social Skills Programming for the Real World

Teaching functional social skills is a key component of intervention for individuals with Autism Spectrum Disorders, particularly during adolescence and young adulthood, when social competence is closely linked to quality of life, independence, and successful community participation. The ultimate goal of social skills instruction is not acquisition within training contexts, but generalization to natural environments to support socially meaningful and functional outcomes. Designed for practitioners who work with adolescents and young adults with Level 1-2 ASD, this intermediate level workshop will provide a developmentally responsive, behavior-analytic framework for evolving social skills instruction beyond early intervention models. Instructors will highlight common barriers to building social relationships for individuals with ASD and provide specific examples of objectives which emphasize universal social repertoires (e.g. conversational reciprocity, empathetic responding, and verbal initiation with peers) Participants will receive concrete guidelines for ensuring that goals are clearly defined, socially valid, developmentally appropriate, meaningful to the learner, and aligned with medical necessity. Behavioral Skills Training is a well-established, evidence-based method for teaching social repertoires (Miltenberger et al, 2025) however many practitioners report lack of confidence in their ability to implement BST. In a recent large-scale survey, 41% of practitioners reported lack of expertise as a barrier to using BST and only 67% reported using BST at all (Baruni & Miltenberger, 2023). Behavioral Skills Training provides a foundation for teaching new skills through instruction, modeling, rehearsal and feedback. The Teaching Interaction Procedure builds on this foundation by adding critical components such as rationale and discrimination training (Leaf et al, 2015) to help learners build fluency with applying the skills in real life. In this workshop, instructors will explain how to implement each step of the Teaching Interaction Procedure to teach critical social skills. Based on more than 40 years of combined experience in this field, instructors will present real-world examples illustrating how TIP can be used to move beyond rote learning to help individuals achieve long-term maintenance and generalization of social skills. Instructors will highlight practical strategies for balancing direct instruction and natural environment training in order to optimize fluency of social skills. This workshop will be 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. During group sessions, attendees will create and deliver social skills lesson plans. This interactive approach ensures participants leave with the foundational and practical skills necessary to address social skills confidently in applied settings. All required materials, including developmental guidelines, curriculum guides, self-assessment worksheet, and instructional material, will be delivered electronically. Consistent with the ethical mandate to provide evidence-based treatment (Behavior Analyst Certification Board, 2020, Code 2.01) participants will learn to design social skills instructional plans that promote fluency, maintenance, and generalization across community settings where they matter most.



Sara Lauren
Gianino



Ally Dube

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

- Be able to describe critical social skills developmental milestones for adolescent and young adult learners
- Break down complex social behaviors into task analyses to develop clearly defined treatment objectives that emphasize universal social repertoires (conversational reciprocity, empathetic responding and verbal initiation with peers) while ensuring that objectives target the salient social deficits of ASD, as outlined in the DSM-5-TR (American Psychiatric Association, 2022) and are likely to be accepted as treatment goals by most commercial insurance while supporting meaningful adult functioning.
- Explain a comprehensive framework for how to teach and reinforce complex social behaviors via Behavioral Skills Training utilizing all five steps of the Teaching Interaction Procedure (Leaf et al, 2015)



🕒 1:00 pm - 5:00 pm

🏠 Workshop

🏢 ES

📍 Regency 8

📋 4 LRN/MH

Workshop: Challenging Behavior Got You Down? Try Trauma Informed Strategies

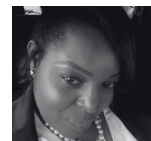
Functional behavior analysis is a wonderful tool for identifying the reason for challenging behavior and aids in the development of a function-based intervention. But what about when physiological responses or reactions to triggers underly challenging behavior? It may be necessary to analyze respondent as well as operant components of these behaviors. Behavior analysts are often charged with the responsibility of dealing with challenging behaviors and may be unaware of the impact of underlying trauma on these behaviors. These challenging behaviors are frequently not amenable to traditional functional behavioral assessments (FBAs) and positive behavioral interventions (PBIs). This may be because behavior analysts are reluctant to incorporate distal setting events, discriminative stimuli, and motivating operations into their FBAs, which is essential to the incorporation of trauma into these analyses. Further, it is necessary to acknowledge the impact of verbal behavior in implementing effective interventions, as covert thoughts and feelings often are the establishing operations that motivate challenging behaviors. This workshop will familiarize participants with FBAs that incorporate trauma as well as with strategies that use verbal behavior in conducting interventions. Although we will predominately focus on school settings, these strategies will also work in residential, clinical and home settings.

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

- Participants will be able to describe the physiological responses and reactions to triggers that frequently underly challenging behaviors.
- Participants will be able to describe how to incorporate distal setting events, discriminative stimuli, and motivating operations into functional behavioral assessments.
- Participants will be able to describe how to incorporate trauma informed strategies when developing and implementing intervention for individuals with challenging behaviors.



Jeannie Golden



Paula Flanders-Farmer



Sarah Hayes

🕒 1:00 pm - 5:00 pm

🏠 Workshop

🏢 TTS

📍 Regency 9

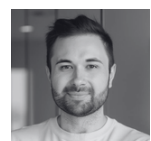
📋 4 LRN/MH

Workshop: Improve Your Live Training with Active Participation

Many behavior analysts and technicians responsible for training staff are strong clinicians but have had little preparation in how to run an engaging, instructionally sound training. As a result, sessions often rely on lecture or demonstration, with limited opportunities for staff to actively respond and practice skills. This workshop focuses on building training sessions that are rich in active participation. Drawing from strategies in the explicit instruction and active student responding (ASR) literature, participants will learn how to increase the frequency and quality of learner responding using simple, repeatable routines. The session highlights techniques such as choral responding, structured discussion, response cards, and partner practice that ensure all learners are actively involved. Participants will learn how to plan for active responding across a session, vary response formats, and deliver feedback that supports accurate performance. Through guided practice, attendees will design and run short training segments, with the goal of creating more engaging, skill-building training environments for staff.

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

- Describe the role of active participation and frequent learner responding in improving staff training
- Identify at least five types of active participation strategies that can be embedded into RBT training sessions
- Design an active participation exercise for your ABA setting using ASR techniques



Adam Hockman



Jamie Duncan-Chapman



🕒 1:00 pm - 5:00 pm



Special Event



Magnolia

2026 APD ABA Pre-FABA Annual Meeting

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

🕒 5:30 pm - 6:30 pm



Special Event

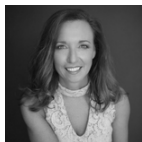


Windsong 1-6

FABA Public Policy Special Event: Conversations with AHCA and the SMMC Health Plans



Michelle Castaños



Missy Olive

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.

🕒 6:30 pm - 8:30 pm



Special Event



Portico

Welcome Reception sponsored by RethinkBH

Start the 46th Annual Conference on a high note! Join fellow FABA members for our Opening Night Reception sponsored by RethinkBH and mingle over appetizers and drinks with colleagues from across Florida.



RethinkBH

🕒 8:30 pm - 10:30 pm



Special Event



Palm A-F

Cozy, Collected & Connected: A Local Chapters Nightcap Social

Unwind after the Welcome Reception with the FABA Local Chapters for a cozy, connection-focused social. Change into something comfortable and join colleagues from across the state for an evening of relaxed conversation, laughter, and good old fashion slumber party activities! Whether you're reconnecting with familiar faces or meeting new ones, this low-pressure, high-comfort gathering is the perfect way to ease into the conference. Make connections, join your local chapter, and relax with us this evening.





Enriching Lives | Maximizing Potential

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



Reach Out Today!

Orlando Region: [407.218.4340](tel:407.218.4340)

www.questinc.org

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.

8:00 am - 9:20 am

Invited

DD

Windsong 1-6

1 LRN/MH
1 SUP***Welcome and Opening Invited Address: Supervision of Staff Who May Get Hurt on the Job: Lessons from a Severe Behavior Clinic***

Supervising staff who work with individuals who engage in unsafe behavior presents unique challenges that extend beyond typical clinical oversight. In these contexts, leaders must ensure not only treatment fidelity and professional growth, but also physical safety, emotional well-being, and organizational resilience. This talk will draw from research and experiences within a severe behavior clinic to highlight strategies for supporting staff in high-risk environments. Topics will include developing and implementing effective safety and crisis response plans, fostering staff wellness and resilience, structuring incident reporting systems that inform future practice, and applying trauma-informed care principles to supervision. Attendees will gain practical tools and leadership insights to enhance staff support, mitigate risk, and build a culture of safety and care in settings where staff may be at risk of harm.



Tara Fahmie

9:30 am - 10:50 am

Symposia

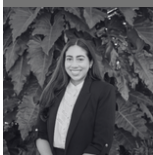
AUT

Windsong 1-6

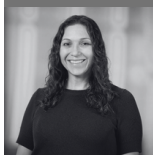
1.5 LRN

Advancing Measurement in Functional Analyses: Innovations in Physiological, Behavioral and Social Assessment

CHAIR

Alexandra
Ramirez

DISCUSSANT



Tara Fahmie



Carley Smith



Grace Sigwanz

Functional analyses (FA) remain the gold standard for identifying the environmental variables that maintain challenging behavior; however, advances in measurement may improve their precision, interpretation, and applied utility. This symposium highlights recent efforts to advance measurement in functional analyses across physiological, behavioral, and social domains. First, one study evaluates electrodermal activity (EDA) as a physiological correlate of challenging behavior, applying contemporary analytic methods to examine whether changes in arousal reliably precede behavioral episodes. Second, another investigation examines patterns of responding in trial-based functional analyses (TBFAs), with a focus on probability and latency of challenging behavior across test and control segments, and the implications of carryover effects for interpretation. Third, a study compares outcomes of sociability assessments and functional analyses, incorporating quantitative measurement approaches to characterize social approach, avoidance, and the occurrence of challenging behavior within social contexts. Together, these presentations demonstrate how integrating multimodal and quantitative measurement strategies can refine functional analysis methodology, enhance detection of meaningful behavioral patterns, and inform assessment and treatment of challenging behavior.

Further Evaluation of Physiological arousal during functional analyses

Alexandra Ramirez

Examining the Probability and Latency of Challenging Behavior in Trial-Based Functional Analyses

Carley Smith

Advancing Measurement and Comparing Outcomes Between Sociability Assessments and Functional Analyses

Grace Sigwanz



🕒 9:30 am - 10:50 am

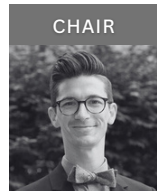
📄 Symposia

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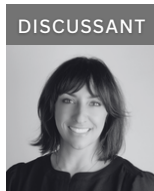
📍 Windsong 7

📄 1.5 LRN

Teaching Safety Skills Using Behavior-Analytic Instructional Strategies Across Learners and Contexts



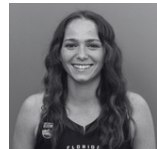
Jonathan Fernand



Alison Betz



Carson Cain



Annabel Frey



Prerana Atreya



Miriam Kimball

Behavior-analytic research has increasingly focused on teaching safety and socially significant skills to individuals with autism spectrum disorder (ASD) and those supporting them. These studies evaluated various instructional strategies across diverse safety domains, including truth identification, abduction prevention and consent skills, staff fire evacuation training, and swim safety skills. Single-subject experimental designs were used to assess the effects of least-to-most prompting with and without say-do correspondence, behavioral skills training (BST) with video modeling, video modeling with voice-over instruction (VMVO), and graduated exposure procedures on safety-related skills. Across studies, enhanced instructional components improved acquisition efficiency, generalization, and maintenance. Say-do correspondence reduced training time for truth identification, BST with video modeling produced accurate safety responding, VMVO rapidly established and maintained staff evacuation skills, and graduated exposure shows promise for increasing tolerance in aquatic safety instruction. These findings support the use of tailored instructional strategies to improve safety outcomes for individuals and groups across different settings.

Teaching Personal Boundaries and Abduction Prevention Skills to Children

Prerana Atreya

Teaching Truth Identification with and without Say-Do-Correspondence

Carson Cain

Teaching Swim Safety Skills to Children with ASD

Miriam Kimball

Effect of Video Modeling with Voice Over Instruction (VMVO) on Acquisition of Staff Fire Safety Skills in an Autism Treatment Center

Annabel Frey



Connect with FABA



#FABA2026



🕒 9:30 am - 10:50 am

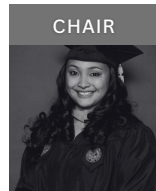
📺 Symposia

🧩 DD

📍 Windsong 8

📄 1.5 LRN

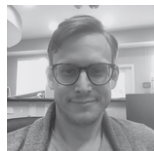
Various Applications of Behavioral Skills Training for Individuals with Intellectual and Developmental Disabilities



Claudia Reyes



Mark Harvey



Trevor Maxfield



Sumeyye Erdem



Victoria Alvarez

This symposium highlights innovative applications of behavioral skills training (BST) for individuals diagnosed with intellectual and developmental disabilities. Maxfield and Blair examined the use of virtual reality technology and BST to improve verbal bullying safety skills with 3 male children diagnosed with attention-deficit/hyperactivity disorder. The authors also assessed the generalization of the skill to role-play assessments and maintenance of the skill in follow-up assessments. Erdem and colleagues evaluated the use of BST and in situ training in a game format to improve social skills for 3 adolescents diagnosed with autism spectrum disorder. They also assessed whether the skills generalized to novel game partners and maintained during follow-up assessments. Alvarez and colleagues investigated the effectiveness of generalization-enhanced BST to teach firearm safety to children with ASD. Generalization-enhanced BST consisted of a variety of training settings and the use of tangible reinforcers to buttress the effects of traditional BST. Finally, Freed and colleagues used BST to teach dance moves to children diagnosed with ASD. The skills were taught using a nonconcurrent multiple baseline design across dance moves, and the moves spanned three different genres of dance (i.e., ballet, jazz, and tap).

Using Video-Based Virtual Reality and BST to train a Verbal Bullying Safety Skill to Children with ADHD

Trevor Maxfield

Evaluating Behavioral Skills Training and In Situ Training to Teach Game-Related Social Skills

Sumeyye Erdem

Evaluating Generalization Enhanced Behavioral Skills Training to Teach Firearm Safety Skills to Children with Autism

Victoria Alvarez

Autism and the Performing Arts: Evaluating Behavioral Skills Training to Teach Dance to Children with ASD

Claudia Reyes

thank you to our Lanyard Sponsor

**FSU | EARLY CHILDHOOD
AUTISM PROGRAM**



🕒 9:30 am - 10:50 am

🎤 Panel

🏠 TCP

📍 Windsong 9-10

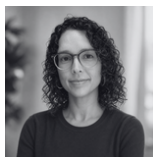
📋 1.5 LRN

We are Radical Behaviorists and why you should be too!

CHAIR



William H. Ahearn



Corina Jimenez-Gomez



Bryon Miller



Caio Miguel

The professional practice of applied behavior analysis (ABA) is growing exponentially. This practice consists of applying the principles of the science of behavior analysis to produce socially meaningful change in behavior. Practitioners are required to demonstrate competency with these basic principles. More recently, the BACB® has added Behaviorism and Philosophical Foundations to the required coursework for prospective BCBAs® but there is little guidance on the content of this coursework. This panel will discuss the philosophical perspective, Radical Behaviorism (RB), that is the foundation of behavior analysis. Caio Miguel will discuss the history of RB and its philosophical assumptions. Bill Ahearn will moderate the panel and discuss RB, past and present, as well as the risks to ABA of deviating from the RB perspective. Corina Jimenez-Gomez and Bryon Miller will discuss the importance of teaching RB, as well as recommending specific content, in ABA coursework. Time will be reserved for questions and comments from the audience.

🕒 9:30 am - 10:50 am

🎤 Paper

🏠 OAS

📍 Windsong 11-12

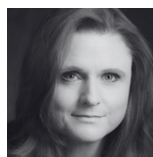
📋 1.5 LRN/MH

Special Paper Session: ABA and Sexual Behavior

CHAIR



Shane Spiker



Ally Dube

Back to Basics: A Proposed Treatment Model for Treating "Inappropriate Sexual Behavior" (Shane Spiker)

Behavior analysis has a long and turbulent history of assessing and treating inappropriate sexual behavior. Unfortunately, what we have found, time and time again, is that behavior analysis has a severely limited research body related to "ISB." Further, behavior analysts rarely receive formal training toward developing their scope of competence in this area. The aim of this talk is to demonstrate that competency should be considered at every level of treatment of "ISB" from the language we use to describe the presenting concern, client intake related to "ISB," and assessment/treatment related to sexually related presenting concerns.

It's all Fun & Games until someone brings up Sex Ed.- Train the Trainer (Rebeka Edge)

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

(continued on the next page)



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 confidently address sex education in their practice. 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. In-person attendees should bring a laptop or tablet and writing utensils to participate in the breakout sessions. Online attendees should be prepared to complete the activities with a fillable PDF template and will observe the group role-play sessions in real-time. 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.

 9:30 am - 10:50 am

 Multi-Paper

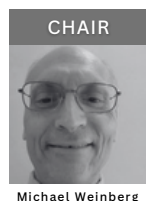
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 Grand Cypress A-B
1.5 LRN/MH
1.5 SUP

Behavior Analytic Supervision: From Research to Practice

Supervision is a vital part of professional practice, especially in clinical and treatment settings, where it serves both as an instructional and evaluative tool. It provides a structured environment where supervisees can improve their clinical skills while maintaining adherence to professional, ethical, and organizational standards. Supervisors hold multiple responsibilities, including developing their supervisees' technical skills, monitoring ethical behavior, and ensuring organizational compliance. This dual role requires careful management, as overlaps between supervisory and therapeutic roles can lead to role confusion or ethical issues. As the discipline matured, behavior analysts emphasized the need for quality assurance alongside evidence-based practices, ensuring that interventions align with client needs and demonstrate measurable benefits. The growing demand for clinical services in the 1980s brought many research-trained behavior analysts into practice, creating ethical tensions with traditional mental health models and prompting the development of certification systems to safeguard professional standards. In this session, the presenters will briefly review the literature on evidence-based models of supervision, recent advances, and a 5 stage model of behavior analytic that has evolved from the more than 50 years of research on supervision. The presenters also address issues of burn-out, imposter syndrome, and a restoration model along with examples of complex cases and approaches to address these, that form part of the training approach for supervisors and consultees.

(continued on the next page)



CHAIR
Michael Weinberg



Lynn Santilli
Connor



Behavior Analytic Supervision: Research to Practice

Michael Weinberg, Lynn Santilli Connor, Joseph Cautilli

Supervision is a vital part of professional practice, especially in clinical and treatment settings, where it serves both as an instructional and evaluative tool. It provides a structured environment where supervisees can improve their clinical skills while maintaining adherence to professional, ethical, and organizational standards. Supervisors hold multiple responsibilities, including developing their supervisees' technical skills, monitoring ethical behavior, and ensuring organizational compliance. This dual role requires careful management, as overlaps between supervisory and therapeutic roles can lead to role confusion or ethical issues. As the discipline matured, behavior analysts emphasized the need for quality assurance alongside evidence-based practices, ensuring that interventions align with client needs and demonstrate measurable benefits. The growing demand for clinical services in the 1980s brought many research-trained behavior analysts into practice, creating ethical tensions with traditional mental health models and prompting the development of certification systems to safeguard professional standards. In this session, the presenters will briefly review the literature on evidence-based models of supervision, recent advances, and a 5 stage model of behavior analytic that has evolved from the more than 50 years of research on supervision. The presenters also address issues of burn-out, imposter syndrome, and a restoration model along with examples of complex cases and approaches to address these, that form part of the training approach for supervisors and consultees.

Model for Behavior Analytic Supervision

Lynn Santilli Connor

The updated behavior analytic model of supervision integrates principles from behavioral consultation and clinical behavior analysis, emphasizing that learning within the supervisory relationship is essential for professional growth. Moving beyond linear frameworks, it adopts a non-linear, competency-based approach in which supervisors may revisit earlier stages if relational or performance issues arise. Supervisors serve multiple roles—gatekeepers, instructors, mentors, and quality controllers—while collaborating with supervisees to identify competencies and develop dynamic, individualized implementation plans. This model frames supervision as both instructional and protective, ensuring skill acquisition, ethical practice, and improved client outcomes. Key features include targeted skill development, structured feedback, and strategies to address burnout and compassion fatigue through functional assessments, reinforcement-based interventions, and self-care supports. Drawing on Delaney's (1972) model, the framework emphasizes assessment at both the client and supervisee levels, incorporating leadership adaptability from the Path-Goal Theory to enhance team performance. Termination is conceptualized as a gradual reduction of supervisory control, fostering independence while maintaining emphasis on accountability and professional standards. Overall, the model emphasizes supervision as a flexible and evidence-based process that integrates competency development, reinforcement, leadership, and ethical considerations. By fostering self-efficacy, emotional expression, and skill retention, it equips supervisees to deliver high-quality behavior analytic services while promoting resilience, professional growth, and adherence to ethical standards.

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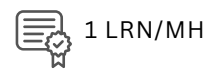
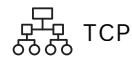
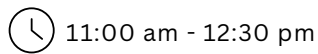


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Welcome and Annual FAB A Awards Ceremony

Chairs: Dr. Corina Jimenez-Gomez 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: A Role for Generative AI in Contemporary Behavior Science

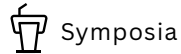
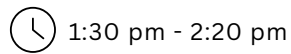
Every generation of behavior analysts has met a new technology that promised to extend the reach of our science, from early operant chambers and relay racks to teaching machines, personalized systems of instruction, the internet, adaptive software, big data, and now generative AI. Each extended our reach, in part. Each raised the same question for our field: Will we bring our science to bear, or will another opportunity pass us by? Behavior analysis is founded on systematic data analysis and experimental rigor. Yet contemporary ABA practice can sometimes emphasize procedural fidelity over analytical depth. I love the Analysis part of Behavior Analysis. I worry that we may "cookbook" ourselves out of relevance just as a technology with potential for analytic work arrives in our hands. When we approach generative AI head on as behavior analysts, it could help us sharpen our rigor. In interactive demos, I will explore how AI supports three (of many) critical domains of analytic behavior: conceptual analysis (categorizing and generalizing), interpretive analysis (observing and evaluating), and operational analysis (defining and measuring). I will also address ethical considerations, including accountability, data privacy, and the preservation of professional judgment. These tools should augment, never replace, our expertise. Drawing on a career spent at the intersections of behavioral science, instructional design, and educational technology, I invite colleagues to use AI to deepen analytic skills, refine data-driven decision-making, and recommit to empirical rigor while meeting this new technological moment.



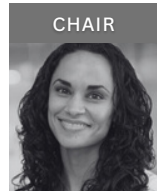
Janet Twyman

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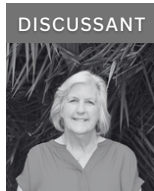




Integration of Behavior Analysis into Healthcare Settings



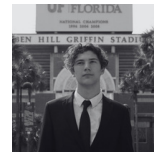
Clare Liddon



Jennifer Zarcone



Garret Hack

Gisselle Arriete-
Callado

Cole Simon

Over a decade ago, LeBlanc et al (2012) provided a tutorial for how practitioners of behavior analysis could expand to consumer groups that would benefit from the application of our science, but do not currently access services based on it. Since this paper, there has been continued discussion within the field regarding how and where to expand to. An area where dissemination has started and continues to grow within has been healthcare: non-specialized, inpatient and outpatient medical settings. The purpose of the current symposium is to highlight the impact and integration feasibility of services based on the principles of applied behavior analysis into healthcare settings. In this, we will discuss sample overall service models, means of extracting behavioral data from medical systems, and how such services might be funded. We will conclude with an expert discussion to provide constructive synthesis of the topics.

Shifting the Paradigm: Utilizing Applied Behavior Analysis to Mitigate Patient Escalation and Employee Injuries in Healthcare Settings

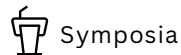
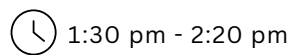
Gisselle Arriete-Callado

Extracting Behavioral Data from the Electronic Medical Record

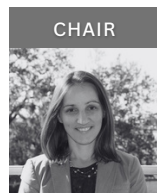
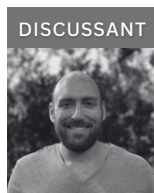
Garret Hack

ABA Billing in Healthcare

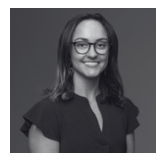
Cole Simon



Further Evaluation of Self-Management Strategies

Catia Cividini-
Motta

Bryon Miller

Andrew
Houvouras

Kira Flynn

Zachary
Crutchfield

Self-management interventions teach individuals to engage in responses that lead to improvements in their own behavior. For instance, in the case of self-monitoring, the individual monitors and records whether they engaged in a specified behavior. Self-management strategies have improved a variety of responses including, but not limited to, academic skills, vocational skills, and on-task behavior. However, research has not determined the specific pre-requisite skills for self-monitoring, and additional research on the efficacy of self-management strategies is needed to determine the generality of its effect. The first study in this symposium evaluated the potential pre-requisite skills for self-monitoring. The second study investigated the effects of self-monitoring and contingent reinforcement on task completion and off-task behavior. Finally, the last study used a contingency management intervention to improve self-management of Type I diabetes. The results of these three studies support the use of self-management strategies. The symposium concludes with comments from the discussant.

(continued on the next page)



Evaluation of a Tool to Assess Self-Monitoring Skills in Children with ADHD

Kira Flynn

Addressing Antecedent Exercise Treatment Failures with Contingent Reinforcement and Self-Monitoring

Zachary Crutchfield

Contingency Management as an Intervention for an Adult with Autism Spectrum Disorder and Type I Diabetes

Andrew Houvouras

 1:30 pm - 2:20 pm

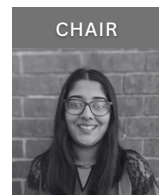
 Multi-Paper

 VB

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 1 LRN/MH

Promoting Verbal Skill Acquisition Through Instructional and Staff-Training Procedures



Prerana Atreya



Anthony Biscardi



Kyrene George



Isabella Zaccor

Individuals with developmental disabilities may have deficits in their communication repertoires; addressing these challenges requires effective instructional procedures for learners and scalable systems for training the practitioners responsible for implementing those procedures. These three presentations highlight complementary strategies for advancing verbal behavior interventions by improving instructional effectiveness for learners while developing scalable, technology-based systems for training practitioners across local and global service contexts. One presentation reviews findings from a study examining the effectiveness of various asynchronous training strategies for three individuals with no or limited experience delivering ABA services, across different teaching mand procedures that could serve different client profiles. This presentation will also discuss the instructional design process for creating asynchronous instruction that promotes generalized performance will be reviewed, and necessary modifications for participants requiring additional training will be discussed. The second presentation is on a study that used a computer-based instructional program to train three speech-language pathologists in Chile to implement individualized mand training procedures. The third presentation examines the relationship between exposure to prompting strategies and preference for and effectiveness of those prompting strategies in the context of intraverbal training for children with Autism Spectrum Disorder. Implications of the results from all three studies for clinical practice will be discussed.

Effects of an Asynchronous Training Package to Teach Adults a Generalized Repertoire of Mand Training Procedures

Anthony Biscardi, Estefania Alarcon Moya, Katie Nicholson

The exponential growth in credentialed professionals in the past decade has created challenges for our field in finding efficient ways to ensure quality training and supervision for new practitioners. Research reports an increasing reliance on online modalities to scale training for newly hired staff. However, findings from studies of asynchronous and synchronous remote training to date are mixed, suggesting that further research is needed to identify effective training packages that reduce reliance on experts when training individuals in more complex procedures. This presentation reviews findings from a study examining the effectiveness of various asynchronous training strategies for three individuals with no or limited experience delivering ABA services, across different teaching mand procedures that could serve different client profiles. Furthermore, the instructional design process for creating asynchronous instruction that promotes generalized performance will be reviewed, and necessary modifications for participants requiring additional training will be discussed. Another presentation will review the findings of a study evaluating a computer-based instructional (CBI) program that trained three speech-language pathologists in Chile to implement various mand training procedures tailored to different client profiles. The last presentation examined whether exposure to a specific prompt topography changed the effectiveness of that prompt topography to teach intraverbals

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to children with ASD. Additionally, the researchers evaluated whether exposure to a specific prompt topography along with the Pavlovian relationship created by the amount of reinforcement received within a specific prompt context affected choice for prompt topographies in children with ASD.

Training SLPs in Chile to Conduct Mand Training via an Asynchronous Training Package

Kyrene George, Estefania Alarcon Moya

To expand the availability of ABA services internationally, it is essential to equip relevant stakeholders to implement a range of behavior-analytic procedures tailored to diverse client profiles. While online modalities can improve training accessibility in these underserved regions, synchronous remote training remains constrained by the limited availability of subject-matter experts in these areas. Therefore, particularly in the context of international dissemination, transitioning to asynchronous modalities is essential to scale training independent of real-time expert availability. This presentation will review the findings of a study evaluating a computer-based instructional (CBI) program that trained three speech-language pathologists in Chile to implement various mand training procedures tailored to different client profiles. The instructional design process behind the revisions to the CBI program from a previous pilot experiment will be discussed, along with participants' generalization findings when developing and applying a customized procedure with real clients.

Evaluating Effects of Exposure to Prompts on Intraverbal Acquisition Rate and Choice for Prompt

Isabella Zaccor, Sarah Bloom, Emma Devine

People with developmental disabilities often have communication deficits (American Psychiatric Association, 2013), which create challenges with functioning in everyday life, making it more difficult for these people to foster meaningful relationships and live an independent life (McCormack et al., 2019). People with developmental disabilities may need a more structured approach to learning important skills such as communication and social skills (Braam & Poling, 1982; Finkel & Williams, 2001; Miguel et al., 2005), such as learning with prompt topographies. We evaluated an adapted alternating treatments design within a multiple baseline across participants design to examine whether exposure to a specific prompt topography changed the effectiveness of that prompt topography to teach intraverbals to children with ASD and to extend the literature, we evaluated whether exposure to a specific prompt topography along with the Pavlovian relationship created by the amount of reinforcement received within a specific prompt context affected choice for prompt topographies in children with ASD. The data showed that textual and echoic prompt topographies are an effective way to teach intraverbals to children with ASD. We also will discuss how exposure to prompt topographies and the reinforcement associated with learning trials may affect children's acquisition rates and choice for prompt topographies. Implications of these results for clinical practice will be discussed.

🕒 1:30 pm - 2:20 pm

📄 Paper

🏠 ETH

📍 Windsong 9-10

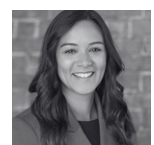
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Building Intentional Ethics Practice for Behavior Analysts

Reactive approaches to professional ethics are insufficient for the complexity behavior analysts encounter in applied settings. Ethical considerations emerge continuously and often subtly, demanding proactive skill-building rather than isolated reaction and decision-making. This presentation introduces a structured framework based on how we experience ethics in daily life and the need to account for competing demands and unforeseen challenges that require adaptability. Through guided exercises and discussion, attendees will practice recognizing risks and red flags, identifying antecedent strategies to mitigate challenges, and leaning into conversations on ethics topics. Embedded within daily routines and supervisory practice, this framework supports behavior analysts in developing a durable, intentional ethical repertoire that extends well beyond regulatory compliance.

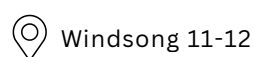
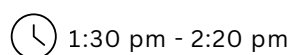


Tyra Sellers



Sarah
Lichtenberger





Special Paper Session: ABA and Health Technology

CHAIR



Jessi Truett



Brandon May



Kelsey Jordan

Integrating Applied Behavior Analysis and Wearable Technology to Mitigate Occupational Stress in High-Demand Professions

Occupational stress represents a significant and increasing concern across high-demand professions, including law enforcement, first responders, and educators serving individuals with exceptionalities. These environments are characterized by frequent exposure to aversive stimuli, high response effort, and limited access to reinforcement, conditions that may evoke maladaptive patterns of responding such as avoidance, escape-maintained behavior, and behavioral variability associated with fatigue and burnout. Over time, these contingencies can reduce performance efficiency and negatively impact both practitioner well-being and client outcomes. This paper session presents a behavior-analytic framework for the assessment and intervention of occupational stress through the integration of Applied Behavior Analysis (ABA) principles with continuous biometric measurement obtained via wearable technology (e.g., Oura Ring) across two high stress occupations, Police Officers and Special Educators. From a behavior analytic perspective, physiological indices such as heart rate variability, sleep disruption, and readiness scores are conceptualized as measurable correlates of motivating operations (MOs) that alter the value of reinforcement and the probability of specific classes of behavior. These data provide an opportunity to enhance functional assessment by identifying patterns in antecedent conditions that precede decrements in performance or increases in stress-related responding. The paper session outlines a model in which biometric data are used to inform function-based, antecedent-focused interventions, including self-management strategies, environmental arrangement, and schedule modifications designed to reduce aversive control and increase access to reinforcement. Particular emphasis is placed on aligning self-reported behavioral indicators of stress with objective physiological measures to improve discrimination training and self-monitoring accuracy among professionals. Implications are discussed for extending behavior analytic practice into organizational and occupational settings, including the development of data-based decision-making systems that support proactive intervention rather than reactive remediation. This approach is consistent with core dimensions of ABA, including analytic, technological, and applied relevance, and offers a scalable method for addressing complex human performance challenges in naturalistic environments. The integration of wearable technology with behavior analytic principles to address stress for police officers and special educators represents a novel and promising avenue for advancing the measurement and treatment of occupational stress. By operationalizing stress within a functional, observable framework and leveraging continuous data streams, behavior analysts are uniquely positioned to design interventions that promote resilience, optimize performance, and improve quality of life across high-stress professions.

Using Wearable Biometric Data to Inform Antecedent Interventions for Occupational Stress: A Multiple Baseline Across Special Educators (Jessi Truett)

Occupational stress among special educators is maintained by complex contingencies involving high response effort, competing demands, and frequent contact with aversive stimuli, which may function as establishing operations (EOs) that increase the probability of stress-related responding and contribute to burnout. Although behavior analytic approaches have addressed staff performance, there remains limited application of continuous, objective measurement systems to inform antecedent interventions targeting occupational stress. The present study evaluated the use of wearable biometric technology (Oura Ring) to quantify stress-related physiological responding and guide intervention within a multiple baseline across teachers design. Participants were special educators employed in



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classroom settings serving individuals with exceptionalities. Dependent variables included daily biometric readiness scores and self-reported stress ratings, operationalized as indices of motivating operations influencing performance. Following baseline, an intervention consisting of feedback on correspondence between physiological and self-reported indicators, combined with antecedent-focused self-management strategies (e.g., task sequencing, environmental arrangement, and schedule modification), was introduced in a staggered fashion across participants. Results demonstrated systematic reductions in stress-related responding and improved correspondence between subjective and objective measures following intervention. Findings support the utility of integrating continuous biometric assessment with behavior analytic principles to identify antecedent variables and implement proactive, function-based interventions. Implications are discussed for extending Applied Behavior Analysis to occupational health contexts and reducing burnout among special educators through data-based, antecedent-focused strategies. Data-based Content Twenty-three special education teachers were enrolled and consented to participate in a six-month study involving continuous biometric data collection via Oura Ring. Physiological indices of stress (e.g., heart rate variability, sleep, and readiness scores) were recorded continuously, while participants concurrently self-reported perceived stress using in-app tagging procedures. Biometric stress levels were derived from Oura's proprietary algorithm and analyzed alongside self-report data. Data were evaluated across participants using visual analysis of level, trend, and variability to identify patterns in stress-related responding. These data were used to detect antecedent conditions associated with elevated stress and to inform the timing and selection of antecedent-based interventions. This measurement system provides an objective, continuous method for identifying when environmental modifications and self-management strategies may be implemented to reduce occupational stress among special educators. The observed variability in stress-related responding suggests the influence of idiosyncratic controlling variables across participants. Differences in environmental contingencies likely contributed to this variability, including variation in classroom demands, which may function as establishing operations (EOs) that increase response effort and the likelihood of stress-related behavior. Additionally, differential access to reinforcement (e.g., administrative support, planning time, instructional resources) may alter the value of escape or avoidance, further influencing responding. Variability in self-management repertoires across participants may also impact the extent to which individuals effectively contact reinforcement or mitigate aversive stimulation. Taken together, these findings support the importance of function-based, individualized intervention approaches. Rather than implementing uniform stress management strategies, interventions should be tailored to the specific antecedent conditions and motivating operations influencing each educator's behavior, with an emphasis on antecedent manipulations to reduce response effort and increase access to reinforcement. Figure 1: Multiple baseline across participants graph for participants 2, 4, and 6. The level, trend, and variability of the Oura Ring Stress Metric were captured across baseline, intervention 1, which included participants' self-reporting their occupational readiness level, and intervention 2, which included feedback on the self-reported occupational readiness score. The feedback centered around how closely aligned their self-reported occupational readiness score was to the biometric readiness scores reported by Oura. Figure 2: Mean proportion of days classified as "stressful" among teachers, with error bars representing standard deviations across participants. Individual participant data are overlaid as scatter points, illustrating substantial variability in stress responding across participants. Results indicate moderate overall stress levels with high inter-individual variability, suggesting the influence of individualized environmental contingencies.

Biometric Assessment of Motivating Operations to Inform Antecedent Interventions: A Multiple Baseline Analysis of Occupational Stress in Police Officers (Kelsey Jordan)

Occupational stress among police officers is influenced by complex contingencies, including high response effort, unpredictable environments, and frequent exposure to aversive stimuli. These conditions may function as establishing operations (EOs) that increase the likelihood of stress-related responding and contribute to burnout. Despite increased attention to officer wellness, interventions remain largely reactive and are rarely informed by continuous, objective data. The present study evaluated the use of wearable biometric technology (Oura Ring) to quantify stress-related physiological responding and guide intervention within a multiple baseline across officers design. Participants provided continuous biometric data (e.g., heart rate variability, sleep, and readiness scores) alongside self-reported stress indicators. Stress-related responding was analyzed as a function of shift (day vs. night) and work status (worked vs. off), with visual analysis of level, trend, variability, overlap, and consistency across tiers conducted across conditions. Results demonstrated consistently higher levels of stress-related responding during working conditions, with effects replicated across officers and shifts. Findings support the conceptualization of biometric indicators as correlates of motivating operations and highlight the utility of antecedent-based, function-driven interventions. Implications are discussed for reducing burnout and improving performance through proactive, data-based strategies in law enforcement settings. Data-based Content Visual analysis of stress-related responding demonstrated

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systematic differences across conditions defined by shift (D, N) and work status (Y, N). Across participants, higher levels of stress-related responding were observed during working conditions (Y) relative to non-working conditions (N), with this pattern replicated across both day and night shifts, indicating consistency across tiers. Changes from non-working to working conditions were associated with increases in level of stress responding, with several participants demonstrating immediacy of effect following transitions to working days. In contrast, non-working conditions were characterized by lower overall levels and greater variability, suggesting reduced contact with consistent antecedent contingencies. Across conditions, night shift working (N-Y) exhibited the highest and most stable levels of stress-related responding, whereas day shift non-working (D-N) showed comparatively lower levels. Overlap between working and non-working conditions was moderate, although the majority of data paths indicated differentiation favoring higher stress during working conditions. Trends were generally stable within conditions, with no consistent directional changes over time, suggesting that antecedent variables associated with work status exerted primary control over responding. Overall, the pattern of results demonstrates a replicated functional relation between work-related antecedent conditions and increased stress-related responding, with effects observed across participants and conditions. Figure 1: Individual participant (officer) stress patterns across observation days. Data points represent daily classifications of stress-related responding (stressful, normal, restored), plotted over time. Visual inspection indicates variability in level and stability of responding both within and across participants. Preliminary patterns suggest differential control by antecedent conditions; however, further analysis will examine the influence of specific environmental variables (e.g., work status, shift type, task demands, and contextual contingencies) on stress-related responding. Subsequent analyses will evaluate the extent to which these variables function as motivating operations and antecedent events influencing the probability of stress-related behavior, with the goal of informing function-based, antecedent-focused interventions. Figure 2: Proportion of days classified as “stressful” across conditions defined by shift (Day [D], Night [N]) and work status (Working [Y], Off [N]). Error bars represent standard deviations across participants. Results indicate higher levels of stress-related responding during working conditions, particularly during night shifts, with reduced stress observed on non-working days.

Fit 4 All: Wearable Technology and Behavior Change (Brandon May)

Wearable devices offer behavior analysts an increasingly accessible method for measuring health-related behavior, but their clinical utility depends on both an individual’s tolerance of the device and the meaningful use of the data it generates. This presentation describes a series of applications examining wearable technology within behavior-analytic health and wellness programming for participants with developmental disabilities. First, we present a shaping intervention for an individual who was initially unable to tolerate wearing a wrist-worn activity monitor. Systematic shaping increased device tolerance from 0 seconds at baseline to 3 consecutive hours without a corresponding increase in interfering behavior. We then extend the use of wearable technology from measurement to intervention, presenting data from individual and group-based programs designed to increase physical activity. Outcomes include changes in daily step counts and minutes of moderate-to-vigorous physical activity (MVPA) measured through wearable devices. Collectively, these applications demonstrate how wearable technology can support measurement, individualized intervention, and socially meaningful health outcomes within behavior-analytic practice.

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 1:30 pm - 2:20 pm

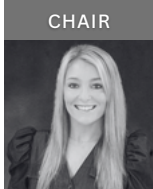
 Paper

 ES

 Grand Cypress A-B  1 LRN/MH

Special Paper Session: ABA in Schools

CHAIR



Amy Michaelis



Alexandra Kay

When Sight Words Aren't Reading: Reframing Literacy Instruction in Applied Behavior Analysis (Amy Michaelis)

Many behavior analysts target “reading” using discrete trial training (DTT) procedures focused on sight word acquisition. While this approach may produce correct responding, it often fails to establish functional reading repertoires such as decoding, generalization, and comprehension. This presentation examines common errors in ABA-based literacy instruction, including over-reliance on memorization and limited stimulus control. Drawing on behavior-analytic principles and the science of reading, this session will differentiate true reading behavior from rote responding and outline practical strategies for building generative, flexible reading skills. Attendees will leave with a framework for evaluating current programming and implementing more effective, conceptually sound reading interventions.

What Does “School Readiness” Mean? Bridging the Gap Between Clinics and Classrooms (Alexandra Kay)

For early learners, ABA programs often emphasize “school readiness”. However, the definition of school readiness can differ substantially between clinical and educational settings. As a result, children may demonstrate mastery of targeted skills in therapy yet struggle to meet the functional demands of a classroom environment. This presentation examines the disconnect between clinic based programming and school based expectations. Common barriers to skill generalization including differences in staff to student ratios, instructional pacing, classroom structure, and clinicians’ familiarity with academic and behavioral standards will be explored. Participants will critically review commonly targeted behavior analytic goals and identify gaps that may limit successful transitions to school. The session will offer practical strategies for aligning clinical goals with classroom expectations and fostering collaboration among clinicians, educators, and families. Attendees will leave with concrete tools for designing meaningful, functional school readiness goals that better support children’s successful entry into and participation in educational settings.

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🕒 1:30 pm - 2:20 pm

🗣️ Panel

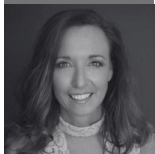
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1 SUP

Bridging the Supervision Gap: Strategic Partnerships Between ABA Organizations and Graduate Programs

CHAIR



Missy Olive



Melissa Saunders



Justin Leaf



Chrissy Barosky

High-quality supervision is the cornerstone of ethical, effective behavior analytic practice. Yet too often, the responsibility for supervision is fragmented across academic, clinical, and post-graduate contexts. This panel will explore the critical role of strategic partnerships between ABA organizations and graduate programs in establishing a continuum of supervision that begins when the student begins their graduate program and extends beyond graduation until the BACB Fieldwork hours are completed. Panelists will present models for collaborative, data-based supervision that integrate academic rigor and research with applied mentorship, ensuring that students receive consistent, competency-based supervision throughout their professional development. Topics will include establishing a formal apprentice program, policies and procedures related to documentation of supervision experiences, coordinated practicum placements, site supervisor training and support, and collaboration during the thesis (or equivalent) experience. Attendees will leave with actionable strategies for building sustainable partnerships that elevate supervision quality, promote equity, and strengthen the future of behavior analysis.

🕒 1:30 pm - 2:20 pm

🗣️ Special Event

📍 Magnolia

Local Chapters Meeting

This meeting is for the officers of the local chapters of FABA. We will discuss chapter events, review policy and procedural updates, disseminate feedback from the CoFABA 2026 conference and discuss any new business relevant to FABA's local chapter operations across the state.

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🕒 2:30 pm - 3:20 pm

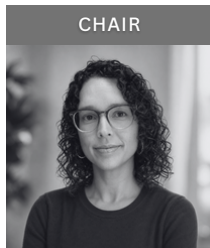
👤 Invited

🏢 OBM

📍 Windsong 1-6

📋 1 LRN

Invited Panel: OBM Strategies for Leadership and Mentorship in ABA Organizations



Corina Jimenez-Gomez



Nicole Gravina



Amber Valentino



Ivy Chong

As Applied Behavior Analysis (ABA) organizations continue to expand, the demand for effective leadership and quality mentorship systems has grown significantly. While Organizational Behavior Management (OBM) provides a science-backed framework for managing human performance, translating these principles from theory to practice presents unique operational challenges. This panel brings together three distinct perspectives to explore the practical application of OBM, specifically focusing on leadership development and clinical mentorship. The discussion will help bridge the gap between theory and practice. Panelists will discuss: • Strategies for building scalable clinical systems that support staff, • The nuances of tailoring OBM practices to fit organizations of varying sizes, • Evidence-based mentorship models that improve variables like clinician retention and client outcomes, • Common pitfalls when shifting from direct clinical work to organizational leadership. Attendees will leave this session with insights into how to translate OBM into daily operations. Finally, panelists will share successes and failures to support attendees in obtaining actionable steps to improve workflows and build sustainable leadership pipelines within any size organization.

🕒 2:30 pm - 3:20 pm

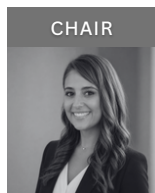
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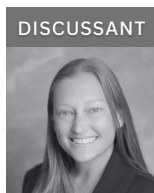
📍 Windsong 7

📋 1 LRN

An Emerging Definition of Value in Applied Behavior Analysis Across Stakeholder Perspectives



Nina Raynor



Moniek Wilson



Michael Nolan



Reilly Pelkey

Applied Behavior Analysis (ABA) represents a substantial investment for health insurance companies, prompting many payers to explore value-based models that emphasize outcomes rather than service volume. Yet, the field has not clearly operationalized what "value" means within the context of ABA services. This symposium aims to examine and define "value" in ABA through data-informed and stakeholder-driven perspectives. Presenters will discuss efforts to identify measurable indicators of value that extend beyond short-term treatment authorizations, incorporating both clinical outcomes and quality-of-life considerations. Perspectives will be shared from behavior analysts, insurers, and families to explore how each group conceptualizes value, outcomes, and sustainability in care. By integrating applied research with payer and recipient viewpoints, this symposium seeks to establish a framework for defining and measuring value in ABA that supports both clinical effectiveness and systemic accountability. Ultimately, these discussions aim to move the field toward a shared, operational understanding of the "Value of ABA."

(continued on the next page)

Defining Value in Applied Behavior Analysis Through the Lens of a Caregiver

Reilly Pelkey

Defining Value in Applied Behavior Analysis: Outcomes, Quality Metrics, and Organizational Accountability

Michael Nolan

Bridging Perspectives: Defining Value in Applied Behavior Analysis From a Network Relations Viewpoint

Moniek Wilson

 2:30 pm - 3:20 pm

 Paper

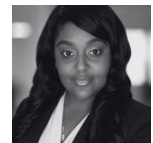
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 Windsong 8

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1 ETH

Navigating the Educational Landscape: Empowering Behavior Analysts to Conduct FBAs in Public Schools and Partnering with Parents in Advocacy

As the demand for high-quality behavioral services in Florida public education continues to rise, behavior analysts must navigate the complex intersection of federal and state laws, including IDEA, Section 504, and Florida Statutes. Simultaneously, parents require a robust understanding of these same frameworks to effectively advocate for their children. This workshop explores this critical intersection by providing a dual-focused approach: it equips behavior analysts with the legal and ethical framework necessary to conduct compliant, Functional Behavior Assessments (FBAs) while training practitioners in collaborative advocacy strategies to empower parents as informed partners in the IEP process. By synthesizing procedural knowledge with assertive communication strategies, this training will bridge the gap between regulatory compliance and meaningful, ethical, and sustainable service delivery.



Indra Hightower



Teresa Herrero
Taylor

 2:30 pm - 3:20 pm

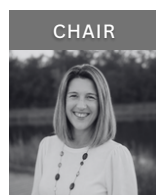
 Paper

 ETH

 Windsong 9-10

 1 LRN/MH
1 ETH

Special Paper Session: Navigating Waitlists and Referrals



Melissa Chevalier



Nia Flowers



Joshua Levins

When to Refer: Decision-Making Frameworks for Ethics, Quality, and Risk Committees in ABA Organizations (Melissa Chevalier)

As ABA organizations expand in size and complexity, leaders face increasing challenges in determining when clinical, ethical, or operational concerns should be escalated for higher-level review. Questions such as "Is this an ethical violation, a quality concern, or a high-risk case?" can create uncertainty, delays in action, and inconsistent handling of sensitive issues. This session introduces a practical decision-making framework that empowers clinicians, supervisors, and administrators to identify the appropriate pathway for referral: Ethics Committee, Quality Department, or Risk Committee. While traditional ABA decision-making models (e.g., LeBlanc et al., 2020; Silbaugh, 2025) emphasize ethical reasoning within a clinical context, this expanded framework integrates additional domains critical to large-scale



healthcare delivery—quality improvement, operational reliability, and risk management. Drawing from the BACB Ethics Code (2022) and building upon principles from healthcare quality and safety science—including the Institute of Medicine’s (2001) six aims for quality care and ASHRM’s (2009) healthcare risk management model—this framework aligns ABA service delivery with established healthcare systems approaches. By bridging these literatures, the model supports a more comprehensive view of clinical governance in ABA organizations, recognizing that ethical practice is inseparable from system-level quality, patient safety, and operational integrity. Real-world case examples from a large, multi-state ABA and pediatric therapy provider will illustrate how referral decisions can protect patient rights, uphold ethical obligations, reduce organizational risk, and improve system-level outcomes. Attendees will leave with concrete tools—including a referral decision tree, sample case scenarios, and implementation strategies—that they can adapt for their organizations. By moving beyond an ethics-only focus to include quality and operational oversight, ABA providers can establish more cohesive, accountable, and resilient systems that better serve both clients and practitioners.

Reducing the Waitlist: A Telehealth Feasibility Study Using Caregiver Narratives to Triage Children Awaiting ASD Evaluation (Joshua Levins)

Children with suspected autism spectrum disorder (ASD) in Florida wait an average of 12 to 18 months for diagnostic evaluation, and during that window families do not have access to behavior-analytic services. Current screening tools, which rely on binary or Likert-scale items, are not built to capture what caregivers actually observe day to day, and the rich behavioral information families bring to their first appointment is largely lost. This feasibility study evaluates whether that information can be captured earlier and put to clinical use. Caregivers of children currently on ASD diagnostic waitlists (target N = 60) complete a 25 to 30 minute Zoom interview covering social communication, behavioral and sensory patterns, and functional communication, in which they describe their child in their own words. The resulting transcripts are processed through a natural language processing pipeline that organizes caregiver descriptions into behavioral categories the treating clinician can use at intake, and that can support tailored parent training while families remain on the waitlist. Recruitment is active across Orlando Health, Howard Phillips Center Early Steps, Easterseals Florida, and five Florida CARD centers, and an initial distribution through a single Early Steps channel yielded eight family inquiries within 24 hours with five meeting eligibility, a pace that exceeds published pediatric clinical trial recruitment benchmarks. Together, these early indicators suggest that caregiver-driven triage during the pre-diagnostic period is feasible and that behavior analysts have a meaningful role to play in shortening the path between parent concern and behavioral service. As a preliminary study, the present work is designed to establish the infrastructure for larger-scale investigation of caregiver narrative as a behavior-analytic data source.

🕒 2:30 pm - 3:20 pm

📄 Paper

🏗️ OBM

📍 Windsong 11-12

🗨️ 1 LRN/MH
1 SUP

The Silent Epidemic: Revealing the Safety Risks Clinicians Face and the Systems That Can Protect Them

Clinicians supporting individuals with disabilities often face significant physical, environmental, and psychosocial risks, yet their safety rarely receives the same attention as client safety. This presentation highlights what can be described as a silent epidemic: a widespread, persistent problem that affects a large portion of clinicians but receives little systematic attention or measurable intervention. Drawing from ongoing research on clinician safety, this session will identify hidden exposure areas and share pilot data on the conditions shaping safety-related behavior in human-service settings. Using an organizational behavior management framework, the talk will demonstrate how behavior-analytic assessment tools such as the PDC-S can help identify environmental and performance barriers that contribute to unsafe conditions. The role of supervision, feedback, and competency-based training strategies will also be discussed as practical avenues for strengthening safety practices.



Andressa Sleiman



🕒 2:30 pm - 3:20 pm

📄 Paper

🏠 MH

📍 Grand Cypress A-B 📋 1 LRN

Involuntary Yoga to Help with Burnout: Brazilian Jiu-Jitsu in ABA

This presentation explores the benefits that Brazilian Jiu-Jitsu (BJJ) can offer to professionals working in Applied Behavior Analysis. BJJ trains practitioners to stay calm under pressure, fostering confidence through controlled challenges. This directly supports handling high-stress or aggressive scenarios with clarity and composure. Additionally, BJJ offers a powerful form of self-care, combining physical activity, stress relief, and personal growth. By engaging in this practice, behavior analysts can reduce burnout, enhance resilience, and bring a balanced approach to their client interactions—resulting in both personal well-being and more effective practice.



Adam Pakiela

🕒 2:30 pm - 3:20 pm

📄 Multi-Paper

🏠 ES

📍 Grand Cypress D-E 📋 1 LRN/MH

Improving Academic and Behavioral Outcomes through School-Based Interventions**CHAIR**

Kwang Sun-Blair



Carelis Pabey



Joshua Alvarado



Steven Castillo

Children with disabilities often experience academic and behavioral challenges in the school that require effective, evidence-based interventions to promote positive outcomes. Classroom teachers and peers play critical roles in implementing these interventions, as they are uniquely positioned to provide consistent support within the natural learning environment. This session presents findings from three school-based intervention studies that addressed academic and behavioral challenges in children with disabilities. The first study evaluated the effects of peer-mediated self-monitoring with differential reinforcement on increasing academic engagement and reducing disruptive behavior in three students with varying disabilities in grades 3-6. The second examined the impact of contingency mapping on improving classroom behavior in elementary students with autism spectrum disorder (ASD), showing increases in academic engagement and decreases in disruptive behavior. The third evaluated the effects of two response card types, white board and preprinted cards, on active student responding, on-task behavior, and correct responding for elementary students with ASD.

Using Peer-Mediated Self-Monitoring with Differential Reinforcement to Improve Classroom Behavior of Students with Disabilities

Steven Castillo, Kwang-Sun Blair, Madeline Risse

Research has shown that self-monitoring can effectively increase academic engagement while decreasing challenging behavior in students with disabilities. Although the effectiveness of self-monitoring can be enhanced by incorporating additional components, limited research has examined self-monitoring in conjunction with peer-mediation and differential reinforcement (DR) to support classroom behavior. This study evaluated the effects of peer-mediated self-monitoring alone and combined with DR on increasing task completion and decreasing disruptive behavior among students with disabilities in a private school setting, involving three target students with disabilities in grades 3-6 and three peer mediators. A multiple baseline design across participants with an A-B-C sequence was used to evaluate the intervention during target academic times. Initial results indicate differential responding across participants. For two students, peer-mediated self-monitoring alone showed substantial improvements in both task completion and disruptive behavior. For one student, peer-mediated self-monitoring alone was not effective; the addition of DR produced improvements, although data remained variable. These preliminary findings suggest that peer-mediated self-monitoring may be sufficient for some students, while others may require DR to achieve desired outcomes. As data collection is ongoing, it is anticipated that conducting preference assessments to identify more effective reinforcers may be necessary to enhance the DR component.

(continued on the next page)

Using Contingency Mapping to Decrease Disruptive Behavior and Increase On-Task Behavior for Students with Autism Spectrum Disorder

Carelis Pabey, Kimberly Crosland, Marqueline Cenatus

Visual aids are widely used in educational and therapeutic settings to support individuals with developmental disabilities, particularly autism spectrum disorder (ASD). Among these, contingency maps, a graphic tool that visually represents the outcomes of alternative behaviors and problem behavior, have shown promise in reducing problem behavior, increasing communication, and promoting independence. However, existing research on contingency mapping is limited and methodologically inconsistent. The proposed study extended this literature by evaluating the effects of contingency maps on academic engagement and disruptive behavior for children with ASD in a school setting during natural classroom activities. A multiple baseline design across participants was used to evaluate the outcomes of the intervention. Baseline data is currently variable and high for disruptive behavior and academic engagement is low. It is expected that the intervention will increase engagement and decrease disruptive behavior for all three children.

Evaluating the Effects of Response Cards on Active Student Responding and On-Task Behavior with Elementary Students Diagnosed with Autism Spectrum Disorder

Joshua Alvarado, Kimberly Crosland, Marissa Del Vecchio

One of the most prominent difficulties that students diagnosed with autism spectrum disorder (ASD) face in the school setting is consistently engaging in on-task behavior and active participation during whole-class group instruction. The use of response cards is one method that has been demonstrated to have beneficial effects for increasing on-task behavior and active participation for students with disabilities. However, there is limited research on effects with students who are diagnosed with ASD, particularly elementary students. The purpose of this study was to evaluate the effects of two response card types, white board and preprinted cards, to increase active student responding, on-task behavior, and correct responding for elementary students diagnosed with ASD. Initial results indicate that both types of response cards improved on-task behavior and correct responding compared to hand-raising (baseline condition). This presentation will include an explanation of the research design, intervention procedures, results, limitations, and implications.



3:30 pm - 4:20 pm



Paper



OBM



Windsong 7

1 LRN/MH
1 SUP***Maybe the staff need a behavior plan too.***

Burnout among behavior-analytic practitioners—across clinic-based, home-based, and school-based service models—has become an increasingly significant challenge. Both RBTs and BCBAs are experiencing heightened levels of stress, often driven by productivity expectations, caseload demands, and a strong commitment to client outcomes. In many cases, staff prioritize organizational metrics or adopt a “martyr” mindset in service of clients and families, unintentionally neglecting the systems and strategies that support sustainable performance and a healthy work culture. This presentation examines foundational Organizational Behavior Management (OBM) strategies that can be applied across service settings to strengthen staff performance, enhance workplace climate, and ultimately improve client outcomes. Emphasis will be placed on practical, evidence-based approaches that promote reinforcement-rich environments, clarify performance expectations, reduce unnecessary effort, and build systems that support long-term employee well-being. Participants will gain actionable tools for shaping organizational practices that protect against burnout, increase engagement, and create conditions in which both staff and clients can thrive.



Nicki Postma



🕒 3:30 pm - 4:20 pm

📄 Paper

🏗️ ETH

📍 Windsong 8

📋 1 LRN/MH
1 ETH

Moral Development from a Behavior Perspective: Promoting Moral Integrity & Generalization

Many of the strategies that behavior analysts use to manage children's behaviors are very effective in the moment but fail to generalize to other individuals and situations and maintain behavior changes over time. The desired behavior may only occur in the presence of the discriminative stimulus for reinforcement or punishment. Moral integrity can be defined as doing the right action even when no one is looking, which behaviorally can be considered generalization. Generalization is promoted through the establishment of caring and supportive relationships. The behavioral approach emphasizes "me" consequences rather than "we" consequences. This approach has the child ask, "what will I gain or lose if I engage in this behavior", rather than "how will others be effected if I engage in this behavior". Moral induction is the process of explaining to children how their behavior affects others and has been shown to be correlated with later high moral development. Behavior analysts are also likely to ignore a child's behavior when they are upset or agitated, rather than to comfort or console them. This may have effects, through modeling and their own feelings, on the way they respond to others when they are upset or agitated. This presenter will suggest ways to interact with children when they misbehave that will promote generalization and moral integrity.



Jeannie Golden

🕒 3:30 pm - 4:20 pm

📄 Paper

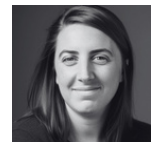
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📍 Windsong 9-10

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1 ETH

Evaluating AI: A Framework for Clinical Quality and Accountability

Generative AI tools are entering behavioral health practice faster than the field has developed standards for evaluating them. Whether embedded in documentation platforms, assessment workflows, or treatment planning tools, these systems produce outputs that clinicians are increasingly expected to review, approve, and act on, often without formal training in how to do so rigorously. This presentation proposes that behavior analysts already possess the conceptual and methodological foundation for high-quality AI output evaluation: the same framework we apply to human performance. Drawing on established supervisory and performance management practices in ABA, this session presents a replicable, behavior-analytic framework for evaluating AI-generated outputs across clinical contexts. Attendees will leave with transferable tools for evaluating AI outputs across their own practice contexts, regardless of which specific technologies their organization uses. The session also addresses the professional and ethical dimensions of this work: what it means to be an accountable human reviewer, how to communicate evaluation findings across organizational levels, and how to position behavior analysts as active contributors to responsible AI.



Kelly King



Haley Scheer

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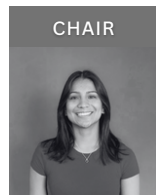
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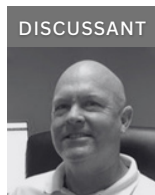
📍 Windsong 11-12

📄 1 LRN

Recent Research on Improving Musical Performance



Madelyn Mercado



Andrew
Houvouras



Elaine Kim

Music educators use various interventions to teach and improve musical performance in the classroom, including repetition, use of a metronome, and more. Many of these interventions are similar to behavioral interventions, even when they are defined differently by music educators. The first presentation in this symposium will review music education and behavior analytic journals to show what behavioral and behavioral-adjacent interventions are being used to improve musical performance. Music is a popular art form that is important to the lives of many people. Music also has beneficial health impacts, with musicians exhibiting a younger “brain-age” than nonmusician counterparts (Rogenmoser et al., 2018). The second presentation in this symposium will discuss the effectiveness of video modeling and video modeling with video feedback in teaching adult nonmusicians to play a major scale on the piano. Although fields such as music education, music therapy, and psychology have researched practice strategies to improve musical performance, research in applied behavior analysis and music performance remains limited. The third presentation in this symposium will discuss the effectiveness of a pictorial task analysis in teaching elementary-aged children to play a major scale on the piano.

A Literature Review on the Use of Behavioral Interventions to Improve Musical Performance

Madelyn Mercado

Evaluating the Effects of Video Modeling on Novice Pianists' Major Scale Performance

Madelyn Mercado

Evaluating the Effects of the Use of a Pictorial Task Analysis to Increase Piano Performance Skills

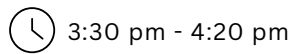
Elaine Kim

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Multi-Paper



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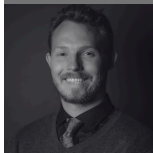
Grand Cypress A-B



1 LRN/MH

Increasing Social Validity: ABA Programming through Caregiver Developed Procedures

CHAIR

Dakota
Januchowski

Emily Parks



Emma Wisener



Mackenzie Phelps

ABA Practitioners should always strive for social validity and generalization within their procedures. The most effective form of establishing socially valid procedures arises when caregivers are involved in the program development process. The first paper in our paper session will evaluate leveraging the length of session for a client whose primary reinforcement is established as escape from demands. The second paper discusses a client-led rapid systematic desensitization to increase the probability of an effective haircut. The final paper combines parental input to add a degree of randomness to a client's terminal reinforcer to increase parental involvement. ABA practitioners should always be interacting with parents at every level of treatment however, in order to establish procedures that are effective and durable, the planning and development stage should be heavily emphasized.

Utilizing Escape to Increase Rules Compliance

Emma Wisener, Dakota Januchowski, Julia Plescha

The client in the study is a twelve-year-old male diagnosed with autism spectrum disorder (ASD), attention-deficit hyperactivity disorder (ADHD), and a seizure disorder. They currently receive eight hours of applied behavior analysis therapy per week. The client deficits revolve around limited functional communication and interfering maladaptive behaviors. He is a humorous, creative boy that enjoys imaginative play and making crafts. Due to the high magnitude and rate of SIB and aggression being observed during the clinic, the clinical team conducted a functional behavior assessment. Based on the results of the FBA, it was hypothesized that the maintaining function for both SIB and aggression is escape and delay demands. Following these findings, a new Behavior Intervention Plan was implemented to utilize the motivation of escape by having the client earn tokens to leave session early. This plan incorporates Safety Care™ procedures to ensure safety of both the client and clinicians, including de-escalation strategies, personal safety techniques, and physical management when necessary. Antecedent procedures focus on proactive strategies, scheduled toileting, clear rule instructions, choice-making, motivation, and environmental modifications to reduce triggers for maladaptive behaviors. A token economy was implemented as a reinforcement strategy, where the client earns tokens contingent on the absence of aggression and SIB during a Fixed Interval schedule of ten minutes, with two additional "dummy tokens" that could be awarded contingent on behavior deemed appropriate via clinical judgement. The token economy began with the goal of six successful intervals and increased to a goal of twelve successful intervals. If the client engaged in the targeted behaviors, consequence procedures were implemented that included differential reinforcement, functional communication, and structured time-out procedures for the presence of aggression. The client would not receive a token if he engaged in targeted behaviors and would have to stay for an extra interval to re-earn the token. The clinical team recorded instances of SIB and aggression via partial interval data and antecedent-behavior-consequence (ABC) data. Contingent on the occurrence of the engagement of SIB or aggression, clinicians used a two-minute partial interval data sheet to record the behavior on an interval-by-interval basis. A target was considered mastered if he performed at least all the targeted intervals within session without engaging in maladaptive behavior for three consecutive sessions and two separate clinicians.

Utilizing a Client-Led Desensitization Procedure to Teach Haircutting

Emily Parks, Dakota Januchowski, Madie Roberson, Emma Zweber

The client is a nine-year-old male diagnosed with autism spectrum disorder (ASD) who receives 9 hours a week of ABA services at Florida State University's Early Childhood Autism Program. He loves listening to music, playing games, and

(continued on the next page)



walks outside. Caregivers have identified haircuts as a necessary hygienic process; however, the client engages in avoidance and maladaptive behaviors when at haircuts and has only been able to perform a “buzzcut” after restraining him in a chair. Due to the presence of maladaptive behaviors and the necessity of receiving haircuts regularly, the clinical team introduced a within-session rapid systematic desensitization program that targets an increase in proximity to clippers without maladaptive behaviors, while also targeting an increase in the duration of time the clippers are in contact with the client’s head. The clinical team simulated a haircut during sessions where the client sat in a chair with a cape and the clinicians pretended to cut his hair with scissors for a targeted duration of time. The haircut desensitization procedures successfully generalized to community settings, as evidenced by the client’s ability to tolerate and complete haircuts in a barbershop. The client now participates in routine haircuts with an absence of avoidance and maladaptive behaviors, indicating the success of this rapid systematic desensitization.

Using Variability as a Reinforcer within a Token Board

Mackenzie Phelps, Dakota Januchowski, Abigail Dusek

The client is a six-year-old female diagnosed with autism spectrum disorder (ASD) and attention deficit hyperactivity disorder (ADHD). She recently received applied behavior analysis (ABA) services at Florida State University’s Early Childhood Autism Program (ECAP). She loves doing puzzles, partaking in imaginative play with dolls, having a sweet treat, going on scavenger hunts in the clinic, and playing on the playground. With changes in routine occurring in the client’s natural environment, the clinical team observed an increase in the maladaptive behaviors of whining, flopping, and verbal protest. To aid in disruptions in routine, the clinical introduced a rotation schedule protocol, transitioning between various locations. To provide increased opportunities for contacting reinforcement during these transitions, the clinical team decided to introduce a “treasure box” as differential reinforcement of other behavior. This treasure box contained the participant’s highly preferred items such as rubber duck toys, coloring page activities, and sweet edibles. Contingent on not engaging in maladaptive behaviors, the participant would roll a die with 50% probability of accessing the “treasure box” on a fixed interval schedule. The client could roll a die starting at every ten minutes, increasing by ten-minute increments, up to one hour. With this differential reinforcement of other behavior (DRO) procedure, the participant’s maladaptive behaviors decreased to minimal levels.

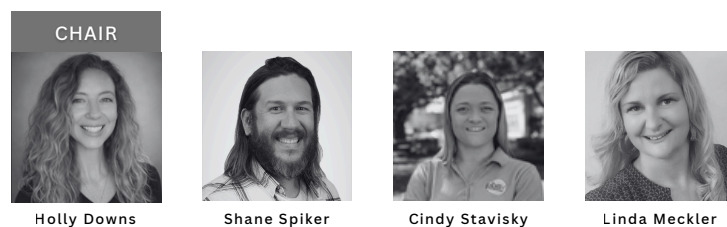
🕒 3:30 pm - 4:20 pm

🗣️ Panel

🏠 CA

📍 Grand Cypress D-E 📋 1 LRN

Navigating Crisis in ABA: Expert Perspectives on Assessment, Intervention, and Outcomes



Crisis behavior (e.g., severe aggression, self-injurious behavior) requires clinically sound decisions while balancing safety, client dignity, and contextual variables. During this panel, subject matter experts (SMEs) will systematically examine and critically analyze a sample of complex crisis cases. For each scenario, the SMEs will describe their evaluation of immediate safety concerns and clinical recommendations. This panel discussion will include common challenges, such as navigating limited information during a crisis, treatment fidelity, environmental barriers. In addition, the panel will illustrate how outcomes are measured for each case presented and collaborative leadership support objectives. SMEs will model how professionals from multiple disciplines collaborate to assess risk, clarify roles, and develop coordinated, client-centered intervention strategies for each scenario. An emphasis will be placed on distinguishing short-term stabilization outcomes from longer-term skill acquisition and prevention strategies.



⌚ 4:30 pm - 5:20 pm

🍷 Invited

👤 TTS

📍 Windsong 1-6

📋 1 LRN/MH



Inside Behavior Analysis: Dr. Janet Twyman

Dr. Janet Twyman is an education innovator, thought leader, and founder of blast: a learning sciences company. She also holds a faculty appointment as Associate Professor of Pediatrics at the UMass Chan Medical School. Formerly she served as Director of Innovation and Technology for the U.S. Dept of Education funded Center on Innovations in Learning and was the Vice President of Instructional Development, Research, & Implementation at Headsprout. Her numerous articles, book chapters, and presentations cover behavior analysis, instructional design, technology, and educational systems, including co-editing two books on educational innovation and personalized learning. Always passionate about education, she has been a pre-school and public school teacher, administrator, researcher, and university professor. She has presented to and worked with education systems, organizations, and institutions over 50 states and countries, including speaking about technologies for diverse learners and settings at the United Nations. Dr. Twyman consults for numerous organizations and serves on several boards and committees. In 2007-08 she served as the President of the Association for Behavior Analysis and in 2014 was named an ABAI Fellow. For her distinguished contributions to educational research and practice she received the 2015 Wing Award for Evidence-based Education and the 2017 American Psychological Association Division 25 Fred S. Keller Behavioral Education Award.



Janet Twyman



Andrew Houvouras

⌚ 5:30 pm - 6:50 pm

🍷 Special Event

📍 Grand Cypress G-I

The Iwata-Pennypacker Presidential Poster Session & Social sponsored by Spectrum ABA Billing

(See details on following pages)



🕒 7:00 pm - 8:30 pm

📣 Special Event

📍 Palm A-F

FSU ABA Program Reunion

Alumni of the FSU ABA program mingle and reminisce! Current students are also encouraged to attend.

🕒 7:00 pm - 8:30 pm

📣 Special Event

📍 Magnolia

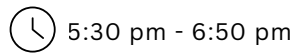
UM ABA Program Reunion

Join alumni, faculty, and friends of the University of Miami Applied Behavior Analysis Program for a special reunion event at the conference. This gathering provides an opportunity to reconnect with former classmates and mentors, expand professional networks, share career experiences, and celebrate the accomplishments of our alumni community. Whether you graduated recently or many years ago, we invite you to come together to strengthen connections and continue building the relationships that make the University of Miami ABA community unique.

Florida Blushing Scrub Balm

This year, FABAs highlights the Blushing Scrub Balm as our endangered species. The Blushing Scrub Balm is a small, aromatic mint found nowhere else in the world but a handful of sites in Polk County, Florida, on the ancient sand ridges of the Lake Wales Ridge. Rarely taller than a foot, its narrow, minty-scented leaves and dainty flowers are perfectly adapted to the fire-dependent scrub habitat it calls home, a landscape that depends on periodic prescribed burns to stay healthy. First recognized as a distinct species in 2008, it's now listed as both state and federally endangered, and its entire known range is currently threatened by a proposed highway corridor near the Lake Marion Creek Wildlife Management Area. Conservation partners, including Bok Tower Gardens, are working to preserve its seeds and protect its remaining habitat, making it a striking symbol of just how narrow the margins can be for Florida's rarest native plants.





5:30 pm - 6:50 pm



Special Event



Grand Cypress G-I

The Iwata-Pennypacker Presidential Poster Session & Social

Sponsored by Spectrum ABA Billing

Browse the posters, chat with presenters, and mingle with Florida's finest behavior analysts at the Presidential Poster Session & Social.

1: Increasing Productive Communication In Overwatch Athletes With Goal Setting & Feedback

Alyson Intihar, Mikel Eseverri, Jacob Schoonover

2: The Effects of Supervisor-Delivered Rules on Employee Responding

Clayton Gindling

3: Reducing Skin Picking with Habit Reversal

Kinsey Leshner

4: Using Instructive Feedback to Increase Second Language Verbal Skills in a Child with ASD

Aracelis Manosalvas

5: The Effect of Clipart Versus Realistic Images on Tact Acquisition and Generalization of Everyday Objects

Katie Phillips

6: From Passive to Participatory: A CURE for Research Access in Behavior Analysis

Amanda Karsten

7: Screen Time in Children with Autism Spectrum Disorder: Neurodevelopmental and Behavioral Implications

Amanda Perez Carrion

8: The Autism Epilepsy Overlap: Neuropsychological, Adaptive, and Treatment Implications Across Development

Amanda Perez Carrion

9: Prevalence and Categorization of Self-Injurious Behavior in Autism Spectrum Disorder

Anibal Gutierrez, Melissa Hale, Elaine Aguirre, Victoria Zanoni

10: Integrating Applied Behavior Analysis Principles in the Rehabilitation of Challenging Behaviors After Traumatic Brain Injury

Samantha Arencibia Ramos

11: Promoting Emergent Noun-Verb Combinations Through Matrix Training

Melissa Hale, Elaine Aguirre, Elisabeth Grosscup

12: A Retrospective Analysis of Urination and Self-Initiations Among Children on the Autism Spectrum

Joanne Li

13: Assessing Discriminated Icon Selections and Further Characterizing Speech-Generating Device Users

Gabriela Salazar

14: Identifying Adjectives

Jayla-Ann Simmons

15: Evaluating the Reliability of the Destructive Behavior Severity Scale

Grace Sigwanz

16: Words that Work: Healthcare Providers' Acceptability of ABA Terminology

Marisa Hurlock

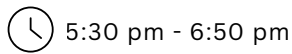
17: Effects of Repetition on Recall

Ellyana Haddad

18: Utilizing Fading Procedures to Increase Consumption Towards Age-Appropriate Textures

Bella Hoins





5:30 pm - 6:50 pm



Special Event



Grand Cypress G-I

Presidential Poster Session & Social

Sponsored by Spectrum ABA Billing

(continued)

19: Using Spoon-to-cup Fading to Increase Drinking from a Cup

Acacia Hager

20: Evaluating the Effectiveness of Antecedent Strategies and the use of Task Analysis Breakdown in the Process of Haircut Desensitization

Lya Lauture

21: Evaluating the Effect of Two Error-Correction Procedures on Challenging Behavior and Skill Acquisition: Yoked Delay and Distractor Trials

Taylor Rosicka

22: Stimulus-Pairing to Evoke Response to Name Behavior in Children with Developmental Delays

Shane Stewart, Paula van der Meij

23: The Reliability and Validity of the PDC-HS 1.1.: A Systematic Replication Using AI

Allison Sullivan

24: Menstrual Cycle as a Possible Biological Setting Event for Severe Challenging Behavior: An Update

Emma Dycus

25: Assessment of the Effect of Blocking Alone on Arbitrary Responses

Chunxia (Halo) Zhang

26: Community Safety Interventions for Individuals with Developmental Disabilities: A Systematic Review

Alexandra Hill

27: We have Always Done it That Way and Nothing Went Wrong: Variables Contributing to Deviation in Work Safety

Isaiah Salazar, Amanda Bradley

28: Training Registered Behavior Technicians to Accurately Type Stools

Karla Perez

29: An Interdisciplinary Approach to Assess and Treat Noise Hypersensitivity in an Adult with Autism Spectrum Disorder

Laura De Zayas

30: Good Behavior Game or Caught Being Good Game? A Comparison of Procedural Variations in High-Need Classrooms

Ryan Weissman

31: Using PORTL to Provide Undergraduate Students with Research Experience with Matrix Training

Lydia Lindsey

32: Evaluating the Effectiveness of a Brief MSWO Preference Assessment in General Education Classrooms

Catherine Kump

33: Extensions of Trial-Based Functional Analysis

Sabrina Olivera

34: Words that Work: Healthcare Providers' Acceptability of ABA Terminology

Marisa Hurlock

35: IQ and Executive Functioning as Neuropsychological Moderators of Response to Behavioral Interventions in Autism Spectrum Disorder: A Systematic Review

Samantha Arencibia Ramos

36: Current Supervisory and Training Practices in Applied Behavior Analysis

Jakob McIntosh

37: Evaluating Synchronous Reinforcement via a Computerized Behavioral Task

Emily Dowling

38: Quantifying Measures of Intensity in Early Autism Intervention

Lainee Winter, Danita Hullu, Laura Garcia, Caroline Levin, Abderson Blalock



 5:30 pm - 6:50 pm

 Special Event

 Grand Cypress G-I

Presidential Poster Session & Social

Sponsored by Spectrum ABA Billing

(continued)

39: Evaluation of the rate of acquisition on programs designed for an early learner following the implementation of a modified error correction protocol

Kaitlyn Harlow, Jessica Garrison

40: The effects of stimulus disparity on acquisition of Chinese language Learning

Siyi Duan

41: A Cross-Disciplinary Review of Psychopharmacological Treatment Research: Demographics, Measurement, and Outcomes

Sofia Wangenstein

42: Evaluation of Response Allocation During Resurgence After Teaching Multiple Communication Modalities

William Goodman

43: Cooperation with Medical and Hygiene Procedures in Children with Neurodevelopmental Disabilities Domain

Thomas Bustamante

44: Analyzing the Specificity and Reliability of Eye Gaze Measurement During Discrete Trial Instruction

Isabella Ribeiro

45: An Evaluation of Growth and Nutritional Parameters Throughout Intensive Behavioral Feeding Intervention in Children with ASD and ARFID: Implications for an Evolving Diagnostic Landscape

Kiarra Resto

46: Building Research Skills Through PORTL-Based Relapse Studies

Kyleigh Montague

47: Shinrin-Yoku: Forest Bathing to Reduce Anxiety in Individuals Diagnosed with Autism Spectrum Disorders

Bobby Newman

48: A Comparative Analysis of Behavior Skills Training and Teach Back Among Staff

Arndis Olafsdottir

49: Decreasing the Opacity of Visual Stimuli Prompts When Manding/Tacting via PECS with a Child with Autism Spectrum Disorder

Margo Masterson

50: Teach-Back and the new RBT requirements

Missy Olive, Evan Hotchkiss

51: Picture Book-Based Backward Chaining for Story Recall in Young Children with Developmental Delays

Hanjung Lee

52: Integrating Motivational Interviewing Into Performance Feedback to Improve RBT

Implementation of Mand Training and Prompt Fading

Melissa Blanco

53: Effects of White Noise on Off-Task Behavior and Academic Responding in a Child with Autism

Isabella Sanchez

54: Utilizing Discrimination Training to Reduce Scripting Behaviors in Children with Autism

Ashley Hooks, Bailey Schmoyer

55: Shaping Help-Seeking Behavior: Tattling in Toddlers

Emma Baskind, Sheila Palmier, Anika Erichsen

56: Evaluating Circle Time Performance of Therapists Using Performance Matrix

Paola Guareschi Mujica, Amaia Vargas, Sofia Larrieu

57: Assessing Sexual Preference Indicators and Risk Patterns Through Preference and Reinforcer Assessments in Individuals with Intellectual Disabilities

Becky Cassell



 5:30 pm - 6:50 pm



Special Event



Grand Cypress G-I

Presidential Poster Session & Social

Sponsored by Spectrum ABA Billing

(continued)

58: Assessment of Strategies Used to Debrief with Bystanders Following Management of Challenging Behavior in a Public Setting

Drew Piersma

59: Special-Interest vs. Neutral Token Boards: Examining the Effects of Token Topography on Outcomes

Ryan Barker

60: Reducing Response Effort: Meeting Learners Where They're At

Kynady Davis

61: Increasing Tacting Across the Senses Using Intensive Tact Instruction

Rachel Brown

62: An Annotated Bibliography on the Literature of Self-Echoics in Behavior Analysis

Jade Santiago Rodrigues

63: Systematic Desensitization to Removal of a Preferred Lamb Toy in a Child Diagnosed with ASD

Reagan Hodges

64: Utilizing a Token Board to Decrease Escape-Maintained Property Destruction

Megan DeWitt

65: Manding/Tacting via PECS using Stimuli Prompts Updated Addendum

Margo Masterson

66: Visual Analysis and Investor Decision Behavior

Jeanine Stratton

67: The Prevalence of Camouflaging Among Women with Autism Spectrum Disorder

Micheline Desir

68: The Implementation of a Consultation Model to Increase Early Childhood Educators' Use of Naturalistic Behavioral Interventions in Classroom Environments

Aliyah Echavarria

thank you

TO OUR MOBILE APP SPONSOR



 8:00 am - 8:50 am

 Invited

 AUT

 Windsong 1-6

 1 LRN/MH

Building a Bridge at the Cliff: Research Supporting Adults w/ASD

When young adults w/ASD complete secondary education, they are faced with the service “cliff” in which they lose access to a multitude of supports. This loss of support is reflected in the lack of research addressing the unique support needs of adults w/ASD. Decades of research has supported the efficacy of ABA-based interventions to treat the symptoms related to ASD (e.g., language, social skills, problem behaviors). Despite the wide-scale recognition, questions remain about the efficacy of ABA-based interventions with adults with ASD because most of the research has been conducted with younger learners. Adults with ASD present unique challenges given their physical size, different treatment goals, and long reinforcement history. Research focused on adults will provide additional evidenced-based interventions, which may provide data to provide more support for this population. This presentation will include examples of clinical research with adults with ASD in employment and college settings.



SungWoo Kahng

 8:00 am - 8:50 am

 Multi-Paper

 ES

 Windsong 7

 1 LRN/MH

Recent Research on School-Based Interventions and Interdisciplinary Training

CHAIR

Kimberly
Crosland

Kwang-Sun Blair

Catia Cividini-
Motta

Rachel Giovagnoli

This paper session includes three studies in the area of school-based interventions and interdisciplinary training for students in applied behavior analysis. The first paper describes a stepped care approach that integrates functional behavior assessment and cognitive behavior therapy to increase school attendance for students with school avoidance. The second paper discusses outcomes from a research project to evaluate a virtual Prevent-Teach-Reinforce Coaching model (ePTR) for students with challenging behavior. The last paper will describe an interdisciplinary training project to prepare students in applied behavior analysis and social work to work collaboratively implementing evidence-based practices in educational settings. All three studies are federally funded projects through the Department of Education and highlight the impact of behavioral interventions and training to improve outcomes for a wide range of students in the public school system.

STAYing in School: Preliminary Feasibility Results from a Function-Informed, School-Based Intervention for Emotionally Based School Avoidance

Rachel Giovagnoli, Rose Iovannone, Kimberly Crosland, Alison Salloum, Shannon Suldo

Chronic absenteeism, defined as missing 10% or more of school days, is associated with adverse academic and mental health outcomes. In Florida, absenteeism rates exceed national averages. Emotionally Based School Avoidance (EBSA) is a distinct contributing factor characterized by school avoidance maintained by emotional distress. Current practices largely utilize cognitive behavioral therapy (CBT); however, most interventions are limited to clinical settings with little evidence when used in schools or with neurodiverse students, who experience EBSA more often. To address this gap, the Stepped Care Approach for Addressing Youth-Motivated School Refusal Behaviors (STAY) was developed. STAY is a manualized, school-based, function-informed intervention for students in grades 3–8 with, or at-risk, for disabilities. STAY integrates functional behavior assessment with CBT strategies to target the emotional and



(continued on the next page)

behavioral functions maintaining school avoidance while engaging students and caregivers. Organized within a stepped-care framework, STAY begins with the least intensive evidence-based practices and provides guidelines for stepping up to more intensive, individualized intervention. This presentation reviews preliminary feasibility study findings, including practicality, training and resource requirements, fidelity, and changes in school avoidance and related symptomology. Attendees will gain practical strategies for addressing EBSA in school settings and learn how behavior analysts can support attendance.

Initial Feasibility Testing of the ePTR Coach Model for School-Based Support of Children with Challenging Behavior

Kwang-Sun Blair, Rose Iovannone, Krystal Fontechia, Kimberly Crosland, Catia Cividini-Motta, Anh Nguyen, Lizzy Cassell

Persistent challenging behavior in children with or at risk for disabilities can substantially hinder social, behavioral, and academic outcomes, posing ongoing challenges for educators and school systems. This presentation will describe preliminary outcomes of a federally funded research project that developed a virtual Prevent-Teach-Reinforce Coaching model, the ePTR Coach, that integrates the efficacious school-based Prevent-Teach-Reinforce (PTR) intervention, behavioral coaching for educators, and telehealth approaches in educational settings. Following the development of a manualized ePTR Coach process and supporting materials, refined through both stakeholder focus groups and expert review, an initial feasibility study using a single-case design was conducted. The purpose of this study was to examine the feasibility and initial responsiveness of the ePTR Coach model, involving three coach-teacher-student triads from three public and charter schools, serving K-5 students with and without disabilities. This presentation will highlight findings from the feasibility testing, including preliminary behavioral outcomes, implementation fidelity, and participant experiences across triads. The presentation will also briefly describe how coach and teacher feedback informed refinement of the model, with implications for ongoing refinement and future pilot testing.

Fostering Interdisciplinary Training and Collaboration via Project iSED

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

Project Advancing Interdisciplinary Services for Students with Severe Emotional and Behavioral Disorders (Project iSED) uses an interdisciplinary approach to prepare related services personnel from two disciplines, Applied Behavior Analysis and Social Work. The approach involves shared coursework, coordinated field experience, and shared case studies with the goal of preparing school-based behavior analysts and social workers to employ evidence-based practices and evaluation, foster family engagement and access to mental health counseling, and serve as home-school liaison. A key area of competence for scholars is data-based decision making. In this area, project scholars learn to collect data from multiple sources, use assessment data to identify child needs and select evidence-based instruction and interventions, and analyze progress monitoring data for individual children based on academic and behavioral goals. This presentation will include a brief description of Project iSED, its training components, and outcomes measures (e.g., feedback from scholars and school supervisors) including sample data from children served by the scholars supported by this grant. Moreover, we will discuss some of the successes and challenges encountered by the Project team.

🕒 8:00 am - 8:50 am

📄 Paper

🧩 AUT

📍 Windsong 8

📋 1 LRN/MH
1 SUP

Supervision as Partnership: Moving Beyond Hierarchy Toward Collaboration

Supervision is a professional practice that shapes how new behavior analysts develop their skills, ethical judgment, and professional identity. This presentation will highlight supervision as a practice that requires intentional design, rather than a routine task, and will address barriers such as rigid hierarchies, lack of attention to assent/consent, and inconsistent use of culturally responsive methods. These challenges often undermine trust and limit the effectiveness of supervision. We will discuss evidence-informed practices that reframe supervision as a collaborative process built on autonomy and mutual feedback. While many of these strategies can be easily integrated into everyday supervisory interactions, broader implementation may require organizational commitment to training supervisors, creating feedback channels, and establishing a culture that values shared power. Participants will leave with concrete practices that can be adapted across diverse settings to ensure supervision is individualized, affirming, and effective in cultivating the next generation of practitioners.



Cas Breau



 8:00 am - 9:20 am

 Symposia

 OBM

 Windsong 9-10

 1.5 LRN

From Coffee Shops to Simulated Workplaces: Organizational Behavior Management in Action

CHAIR



Andressa Sleiman

DISCUSSANT



Matthew Laske



Jean Chance



Spencer Norconk



Ryan Dunham



Maile Hunt

Organizational Behavior Management (OBM) provides a robust framework for analyzing and improving performance across a range of contexts, from applied organizational settings to controlled, simulated environments. This symposium presents four studies that illustrate the breadth of behavior-analytic applications. The first presentation applies Behavior Systems Analysis (BSA) to improve scheduling efficiency in a local coffee shop, demonstrating how system-level assessment can identify critical processes and inform scalable solutions. The second presentation evaluates a Performance Diagnostic Checklist–Human Services (PDC-HS 1.1) indicated intervention targeting cleaning performance among Registered Behavior Technicians, with results demonstrating effective performance improvement. The third presentation models normalization of deviance within a simulated operational environment, identifying three distinct patterns of adherence and deviation. The final presentation evaluates the use of artificial intelligence (AI) in conducting literature reviews by comparing AI-assisted outputs to human-coded data within the food service literature, highlighting strengths and limitations of AI as a research tool. Collectively, these studies demonstrate the application of behavior analysis across levels of analysis and settings, including real-world organizational systems, simulated environments, and methodological evaluation, and highlight implications for both research and practice.

Assessing Generalization and Maintenance of a Performance Diagnostic Checklist-Human Services 1.1 Indicated Intervention

Spencer Norconk

Applying Behavior Systems Analysis to Improve Scheduling Efficiency in a Local Coffee Shop

Jean Chance

The Drift Toward Risk: Modeling Normalization of Deviance in a Simulated Safety Tasks

Ryan Dunham

Evaluating Artificial Intelligence in Behavior-Analytic Literature Reviews: A Comparison to Human Coding

Maile Hunt

 8:00 am - 9:20 am

 Symposia

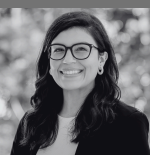
 AUT

 Windsong 11-12

 1.5 LRN

Applied, Translational, and Qualitative Approaches: Identifying Optimal Strategies to Promote Skill Acquisition

CHAIR



Janelle Bacotti

DISCUSSANT



Kim Sloman



Kimberly Ford



Lydia Lindsey



Victoria Grim



Isabella Ribeiro

Identifying optimal teaching strategies to establish foundational speaker and listener skills is crucial to produce meaningful outcomes among individuals with developmental disabilities.

(continued on the next page)



This symposium is a collection of four presentations that used translational, applied, and qualitative (i.e., survey) approaches to better understand teaching strategies that support skill acquisition. The first presentation reports on the identification and use of attending prompts among children on the autism spectrum enrolled in a clinical research program. The second presentation evaluated procedures to increase mands for information and subsequent tact acquisition among children on the autism spectrum in an early intervention clinic. The third presentation assessed the relative effectiveness and efficiency of diagonal and overlap matrix training when components were known or unknown among undergraduate students. The fourth presentation gained perspectives from clinicians via a survey to better understand the prevalence, assessment, and treatment of prompt dependency among children on the autism spectrum. Collectively, these presentations represent diverse research approaches that have a unified aim to identify components that may optimize teaching strategies to promote skill development.

Assessing Attending Prompts with Children on the Autism Spectrum in a Clinical Research Program

Isabella Ribeiro

Manding for Information: Evaluating Acquisition, Generalization and Functional Control of Information as a Reinforcer

Victoria Grim

A Translational Evaluation of the Relative Efficiency of Two Matrix Training Arrangements

Lydia Lindsey

A Survey of Clinical Practices for Prompt Dependency

Kimberly Ford

 8:00 am - 8:50 am

 Paper

 AUT

 Grand Cypress A-B  1 LRN/MH
1 ETH

Considering Client Medical Needs: A Review of Medical Influences on Behavior

Individuals with autism spectrum disorder (ASD) and other developmental disabilities experience a high prevalence of co-occurring medical and health conditions across the lifespan, including neurological disorders (e.g., epilepsy), gastrointestinal conditions, sleep disturbances, chronic pain, allergies, and recurrent illness. Many of these conditions are not easily observable and may go unrecognized by healthcare professionals prior to or during referral for behavior-analytic services. Both these health conditions and the treatments used to address them may meaningfully influence the behaviors that behavior analysts assess, monitor, and target in treatment plans. Over the past two decades, empirical and clinical literature has documented correlational and, in some cases, causal relationships between medical or biological variables and behavior commonly addressed in applied behavior analysis (ABA). However, this literature is dispersed across disciplines and methodologies, making it difficult for practitioners to translate findings into everyday practice. Consistent with this body of work, the Ethics Code for Behavior Analysts requires practitioners to ensure that client medical needs are assessed and addressed when there is reasonable likelihood that behavior is influenced by biological or medical factors. Despite this ethical obligation, behavior analysts often receive limited formal training on recognizing behavioral manifestations of co-occurring health conditions or evaluating when medical variables may be relevant to assessment and treatment. This presentation reports the results of a review of published literature examining documented relationships between medical and biological variables and behavior in individuals with ASD and related developmental disabilities. Reviewed publications evaluate how health conditions and medical factors such as pain, gastrointestinal concerns, sleep disturbance, illness, and medication effects are associated with changes in behavior presentation, assessment outcomes, and treatment responsiveness. This synthesis highlights patterns across the literature that underscore the importance of adopting a comprehensive, interdisciplinary perspective when assessing and treating challenging behavior, with direct implications for ethical decision-making and collaboration in ABA practice.



Ashley Fuhrman





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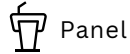
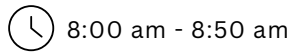
FABA's Statement on Sexual Harassment and Discrimination

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

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

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





What Behavior Analysts Can Do to Reduce Drowning Deaths Among Young Children with Autism

CHAIR



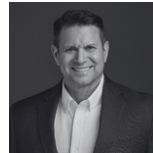
Jack Scott



Andrew
Houvouras



Raymond
Miltenberger



Steve Woolf



Katie Wentley



Jon Burstein

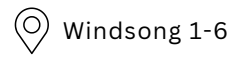
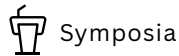
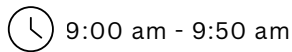
Young children with autism spectrum disorder are at far greater risk of drowning than neurotypical children. This is a major problem as drowning is the leading cause of death for young children. As Florida-based behavioral professionals, this problem should be of great concern, as Florida leads the nation in the number of autism and total child drowning deaths. Florida, and especially South Florida, may have the highest concentration of such autism drowning deaths of any area in the world. A variety of factors contribute to this, including parental distraction, the difficulty in teaching safety skills to young children with autism, the mobility and persistence of many children with autism, and, of growing importance, patterns of residential development in Florida. Ponds, especially retention ponds that are ubiquitous in modern Florida residential developments, whether single-family homes or apartment complexes, are now the most frequent location for children. Water features are everywhere, and a child who has eloped and is now unsupervised is in grave danger. Behavior analysts are in direct contact with thousands of young children with autism in Florida, and behavioral programs result in dramatic improvements in skills for these children and for their families. Unfortunately, safety skills that could help reduce these tragic deaths are often not considered among the interventions provided. Behavior analysts operate under this obligation: "First, ask this question when prioritizing targets for intervention: 'Does this behavior pose any danger to the client or to others?' " Behaviors that cause harm or pose a serious threat to clients' or others' personal safety or health must receive priority." (Cooper, Heron, and Heward, 2020). Despite this admonition, teaching of relevant safety skills is rarely a priority. In this panel, we assert that the largest source of death for children with autism is a priority that must be considered by all who provide behavioral services to these children. Our first panelist is Jon Burstein, a researcher with the Children's Services Council of Palm Beach County. Jon has authored the most comprehensive report on autism child drowning deaths in Florida, with a focus on Palm Beach County, which has a very high number and rate of autism child drownings. The data could not be clearer. Next, we will hear from Andrew Houvouras, who will place the problem in the context of Florida. Dr. Steven Woolf, CEO of Butterfly Effects, a large behavioral services company, suggests ways behavioral service providers can, within their scope of practice, enhance safety for these children. Next, Dr. Raymond Miltenberger will comment on specialized behavioral strategies, including the use of behavioral skills training to optimize the effectiveness of behavioral safety interventions. Then Katie Wentley, with the Autism Society of America, will speak about the efforts of the Autism Society and others to strengthen elopement prevention and water safety. We propose that the behavior analytic community should play an active role in reducing drownings among children with autism.

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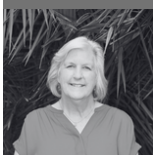
Caregiver and Clinician Perspectives on Referral Pathways, Service Access, and Awareness of Behavioral Interventions

CHAIR

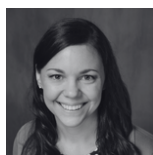


Vivian Ibañez

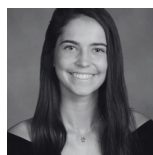
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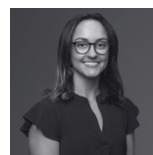
Jennifer Zarcone



Kerri Peters



Nicole Perrino



Kira Flynn

Behavior analytic interventions have demonstrated effectiveness in addressing a range of concerns, including feeding difficulties, challenging behavior, and symptoms associated with ADHD. However, gaps in referral pathways, service access, provider recommendations, and stakeholder awareness continue to affect utilization and service stability. This symposium brings together findings from three studies examining caregiver and clinician experiences to inform needs and potential solutions related to the delivery of behavior analytic care across service systems. The first study presents findings from a rapid qualitative analysis of interviews with caregivers and clinicians routinely involved in the treatment of pediatric feeding disorders (e.g., pediatric gastroenterologists and dietitians). Although stakeholders perceived behavioral feeding interventions as effective, limited training opportunities, insurance constraints, unclear referral pathways, and insufficient educational resources were identified as key barriers. The second study examines results from a statewide caregiver survey assessing perceived barriers and experiences associated with pursuing or receiving ABA services in Florida. Findings indicate widespread service instability, with families frequently reporting multiple disruptions to care, highlighting persistent systems level barriers that affect continuity and access to services. The third study examines health care provider recommendations for children with ADHD, revealing that although medication was commonly recommended, behavioral services, particularly ABA, were infrequently endorsed. Collectively, these findings underscore the need for improved education across multiple disciplines, delivered through formats and materials preferred by the communities served, as well as clearer referral pathways and systems level strategies to enhance access to and utilization of behavior analytic interventions.

A Qualitative Study of Clinician and Caregiver Perspectives on Behavioral Feeding Interventions and Educational Materials

Nicole Perrino

Health Care Provider Recommendations for Behavioral Interventions for Children with ADHD: A Survey

Kira Flynn

Assessing Caregiver Experiences of Accessing ABA Service Delivery in the State of Florida

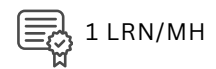
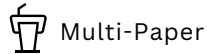
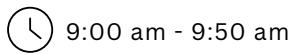
Kerri Peters



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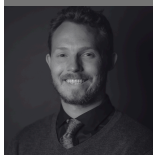
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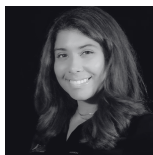


Evaluating the Effectiveness of Safety Procedures within ABA Programming

CHAIR



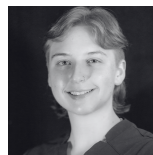
Dakota
Januchowski



Bianca Torres



Zoe Townsend



Lindsay Hanson

When interacting with clients' families, they routinely list safety as one of their primary concerns. This paper session will review three separate case studies featuring safety programs that were successfully implemented with children served in an autism clinic setting. The first paper will review how an AirTag was paired with a personal safety card, allowing a nonverbal child to signal to novel individuals when lost. The second paper will discuss the use of alternative communication and a feelings journal to reduce the potential for aggression and allow the reintegration of a child into their classroom. The final paper will review a procedure that targeted the reduction of pica by teaching components of "self-control." While communication is the primary target of most programming, these types of skills should also be considered as an integral part of treatment packages.

Utilizing an AirTag and a Personal Information Card to Promote Community Safety

Zoe Townsend, Dakota Januchowski, Nicolle Quesada

The participant of the current study is a 13-year-old boy who is diagnosed with Autism Spectrum Disorder (ASD) and has a limited verbal communication repertoire. The client currently receives applied behavior analysis (ABA) therapy twenty hours each week where he learns social, verbal, and functional communication skills. Due to his engagement in wandering behaviors outside of the clinical environment, his clinical team opted to introduce a Utilizing a Personal Information Card When Lost program to teach him to appropriately seek help from a trusted adult following the sound of a pager controlled by his caregivers. Research demonstrates that many individuals with ASD display deficits within their community safety skills (Carlile et al., 2018). These deficits can lead to becoming separated from caregivers, which increases their chances of encountering dangerous situations. Taylor and colleagues (2004) paired the tone of a pager with engaging in help-seeking behaviors in four individuals with ASD and found it to be an effective method of promoting help-seeking behaviors. To replicate the findings demonstrated in Taylor et al. 2004, the current study utilizes Apple's AirTag device, as well as a personal identification card, to promote the community safety skills of the participant who displays minimal verbal skills. Within this program, the participant is required to get the attention of novel adults and present a personal information card when his air tag is activated by his clinicians. The acquisition of this skill aims to strengthen the participant's ability to identify when he is lost and seek assistance from novel adults. Additionally, the participant will associate the sound and vibration of the air tag with attention seeking behaviors. This will allow caregivers to prompt him to seek help while utilizing the air tag to locate him. The clinical team utilizes least-to-most prompting (Collins et al., 2018) and differential reinforcement (Hanley & Tiger, 2011) to aid in the acquisition of this skill. Upon mastery of this program, the participant will be able to get an adult's attention, deliver his personal information card, and wait near the adult when his air tag is activated.

Tolerating Denied Access with Functional Communication and Self-Management

Lindsay Hanson, Dakota Januchowski, Madison Sheppard

This presentation will outline the progression of a client's tolerance to denied access programming. The client is a 10-year-old girl who receives 7.5 hours of applied behavior analysis (ABA) therapy every week at Florida State University's Early Childhood Autism Program (ECAP). She loves coloring, playing sports, and helping around the clinic. The client exhibits a strong vocal communication repertoire as well as advanced social skills. However, there is one deficit that has persisted and halted further growth. This deficit is tolerating denied access. When she perceives denied access, she may engage in maladaptive behaviors, including behaviors like peer aggression that produce safety concerns for her and others. This presentation will look at the few most recent programs the team has utilized

(continued on the next page)



to target this deficit. The first program is a Tolerating Denied Access program. Clinicians would say something like "You can't color right now" and she would have to say "okay" and tolerate the denied access for a targeted amount of time. Additionally, clinicians would stop running trials once the client began exhibiting precursor behaviors. The client demonstrated progress within this program but would only tolerate a small number of trials before engaging in precursor to maladaptive behaviors. Additionally, the clinical team noted that she would engage in higher rates of precursor behaviors when presented with specific words like "can't", "don't", "different", and "let's". Due to lack of progress, the team discontinued the program. This is when the team introduced her Denied Access: Restate It program. This program includes visual reminder boards that are presented at fixed time intervals to aid the client in engaging in functional communication ("I don't like how you said that", "can you say that a different way?") and to increase appropriate tolerance to denied access. During the first couple of days of implementation, the client engaged in higher rates of maladaptive behavior. Despite this rough start, the client demonstrated progress in appropriately tolerating denied access. However, the client continued to show deficits in tolerating words like "can't", "no", and "don't". So, the clinical team introduced a Denied Access: Self-Management program in addition to the Denied Access: Restate It program. In this program, the client takes data herself. Every time the client perceives denied access, she writes a tally mark on her data sheet. This program targets a minimum number of denied access trials per session but only the data collected by the client counts toward that minimum. The goal of this program is to systematically increase instances of appropriate tolerance to denied access. Since introducing this program, the client has demonstrated an increase in appropriate tolerance to denied access. In the first month of implementation, she mastered the first target for appropriate responding for a minimum of 10 trials and her second target for appropriate responding for a minimum of 12 trials! Recently, she has also had multiple sessions in which she tolerated up to 20 trials! Additionally, she mastered her Denied Access: Restate It program just over a month after the Denied Access: Self-Management program was introduced. She also has engaged in zero maladaptive behaviors since this program was implemented. She currently continues to show progress toward program mastery.

Teaching Self-Control through a Modified Marshmallow Test

Bianca Torres, Corrie Wilkins, Hailey Brock

This study examined the use of moderately and highly preferred edibles to increase self-control in an eight-year-old boy with Down syndrome. Caregivers reported that when the participant was left alone with preferred foods, he would often consume them without permission. Examples included eating a birthday cake intended for someone else and consuming an entire package of Oreo cookies. In response, the clinical team targeted self-control when the participant was alone with preferred edibles. In Objective 1, moderately preferred edibles were used while the duration of exposure and the clinician's distance from the participant were systematically increased. Objective 2 used the same procedure with highly preferred edibles, requiring the participant to refrain from touching or consuming them. Overall, the intervention was effective in increasing self-control, as the participant refrained from touching the highly preferred food for up to one-minute while the clinician was out of sight.

🕒 9:00 am - 9:50 am

📄 Paper

🏠 ETH

📍 Windsong 8

📋 1 LRN
🏆 1 ETH

Beyond the Clinic: A Dual Perspective on Cultural Humility and Parent Empowerment in EIBI

Early Intensive Behavioral Intervention (EIBI) is most transformative when clinical expertise is met with active parental partnership. Drawing on both peer-reviewed literature and the presenter's unique dual perspective as a Clinical Director and a mother of neurodiverse children, this paper explores the vital role of cultural humility in parent-mediated interventions. We will discuss how practitioners can transition from "expert-led" models to collaborative partnerships that honor a family's linguistic and cultural identity. This presentation synthesizes research on the "Parents Taking Action" model and linguistic matching with professional insights on modeling, tailored approaches, and empowerment through knowledge. Attendees will gain evidence-based strategies for fostering a supportive, culturally responsive therapeutic environment that prioritizes child progress through consistent, home-based generalization.



Patricia Colomina
Garcia



 9:00 am - 9:50 am

 Symposia

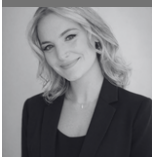
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 Grand Cypress A-B

 1 LRN
1 SUP

Advancements in Staff Training in Applied behavior Analysis (ABA)

CHAIR



Kyla Pagliai

DISCUSSANT



Jonathan Fernand



Emma Devine



Nick Matey

This symposium includes innovative approaches to staff training in applied behavior analysis (ABA) intended to improve efficiency, assessment performance, and skill acquisition across service settings. The first presentation involves a large-scale, collaborative redesign of behavior technician training within a multi-site ABA organization, incorporating a blended curriculum with asynchronous modules, instructor-led sessions, and a pyramidal train-the-trainer model. Results demonstrated substantial improvements in training efficiency, reduced staff turnover, and increased billable productivity. The second presentation evaluates a tiered training model in a residential treatment setting, in which training intensity is systematically increased from written instructions to video modeling and in-situ training, with and without a token economy, to increase positive interactions and staff engagement with clients. The third presentation examines the use of video modeling in a virtual modality to train clinicians to conduct repeated latency functional analyses, demonstrating an effective approach to increasing competency in assessment procedures. Together, these studies underscore the value of structured, technology-enhanced, and scalable training models to improve staff performance, retention, and service delivery in ABA.

Redesigning Technician Onboarding to Maintain Effectiveness, Reduce Turnover, and Save Money

Nick Matey

Remotely Training ABA Professionals to Conduct a Repeated Latency Functional Analysis

Emma Devine

Direct Care Staff Training in the Context of a Token Economy to Increase Positive Interactions

Kyla Pagliai

 9:00 am - 9:50 am

 Panel

 BPL

 Grand Cypress D-E

 1 LRN

Say Goodbye to the Billable Hour: Is Behavior Analysis Ready for This?

CHAIR



Jon Bailey



Ansley Hodges



David Wilder

In December 2025 the Wall Street Journal published an opinion piece, "Say Goodbye to the Billable Hour, Thanks to AI" describing the great possibility that "lawyers and other professional-services firms" might soon, because of the power of artificial intelligence to do their work, need to give up charging for time and instead bill for "value delivered." (McGrath, 2025). This immediately raised the possibility that behavior analysis might do the same but for a different reason having to do with our understanding of contingencies of reinforcement. In our current arrangement with payors a BCBA estimates how many hours of service a given client might need to overcome behavioral issues and

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acquire skills that meet the requirement of medical necessity. The BCBA and their RBTs then schedule a certain number of sessions per day and per week and then bill the payor for services rendered (hours spent)—regardless of whether the client showed any actual observable change in behavior. But, as behavior analysts we know how to measure these possible improvements and, given AI to process the data, it should be possible to instead charge the payor for outcomes. While logical on its face as a sound behavioral approach for our evidence-based field and with the potential to save payors millions, this proposition is seen by many as practically unworkable. In this panel discussion we will present an outline of how reimbursing for outcomes instead of hours spent might work and then engage in a debate on the merits and the objections to such a radical system.

🕒 9:00 am - 9:50 am

🍷 Special Event

📍 Magnolia

SOFABA presents: South Florida Provider Meet Up

The South Florida Association for Behavior Analysis is hosting our annual FABa meet-up, and we would love for you to join us. Come connect with local providers, meet your SOFABA board members, and learn more about the initiatives happening across South Florida. This is a great opportunity to network, share ideas, and have open conversations about the challenges we're facing as a field and how we can move forward together.



6:30 PM
WINDSONG 1-6



Join us Friday Night
for Ignites at Nite!



🕒 9:30 am - 10:50 am

📄 Symposia

🏠 CA

📍 Windsong 9-10

📄 1.5 LRN

Residential and Caregiver Training: Improving Fidelity and Assessing Trauma-Informed Perspectives

CHAIR



Kimberly
Crosland

DISCUSSANT



Nicole Gravina



Marissa Del
Vecchio



Jasmeen Kaur



Marqueline
Cenatus

This symposium presents a cohesive collection of four studies designed to advance the science of staff training and treatment integrity within residential settings. As the effectiveness of behavior-analytic interventions is linked to the precision of their implementation, these studies explore the full continuum of professional development: from initial mastery and long-term maintenance to the mitigation of implementation errors and the integration of trauma-informed perspectives. The first two studies demonstrate the use of BST to teach and maintain staff skills to improve fidelity with either functional analysis procedures of inappropriate mealtime behavior for the first study or ABC descriptive assessments for the second study. Moving beyond training, the third study in this symposium investigates the mechanics of procedural fidelity by focusing on errors of commission by caregivers and strategies for mitigating errors. The last study shifts the focus to staff and BCBA's perceptions and experiences with training related to trauma-informed care at a residential facility. These four studies cover both applied and translational research to inform best practices for staff and caregiver training. Dr. Nicole Gravina will serve as the discussant for the symposium.

Evaluation of Staff Training to Teach Implementation of Functional Analysis of Inappropriate Mealtime Behavior
Lauren Lightner

A Longitudinal Study Training Residential Staff to Conduct Descriptive Assessments using Behavioral Skills Training
Marqueline Cenatus

An exploratory analysis of a laboratory model for mitigating caregiver fidelity errors by teaching an alternative response
Jasmeen Kaur

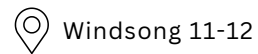
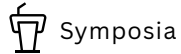
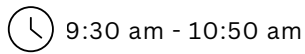
From Awareness to Application: Residential Staff Perspectives on Training, Experience and Importance of Trauma-Informed Care
Marissa Del Vecchio

Don't Miss the Friday Night Social!

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8:00 PM
WINDSONG 1-6





Behavior-Analytic Approaches to Increasing Physical Activity Across Populations

CHAIR

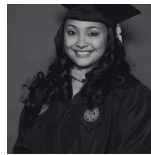


Stephanie Howell

DISCUSSANT



Bryon Miller

Julia De Paula
Silva Colombo

Claudia Reyes



Rachel Riccardo

Physical inactivity (PA) remains a significant public health concern across populations, including college students, adults, and individuals with intellectual and developmental disabilities (IDD). This symposium presents four behavior-analytic investigations evaluating assessment and intervention strategies to increase PA using function-based and reinforcement-based approaches. Two studies examine synchronous music reinforcement as a contingency to increase and sustain treadmill walking speed, demonstrating strong schedule control and maintenance effects across both neurotypical adults and individuals with IDD. A third study evaluates a heart rate-based competition intervention in adult dyads, showing that socially mediated contingencies and public posting can increase PA engagement. The final study extends functional analysis methodology to PA by demonstrating that caregivers can implement functional analyses with high fidelity to identify environmental variables maintaining children's moderate-to-vigorous physical activity (MVPA). Collectively, these studies highlight the utility of behavioral principles in developing cost-effective and individualized interventions to address PA. Implications for dissemination, procedural fidelity, and population-specific adaptations will be discussed.

Caregiver-Implemented Functional Analysis of Moderate-to-Vigorous Physical Activity of Children

Rachel Riccardo

An Evaluation of a Heart Rate-based Competition to Promote Physical Activity in Adult Dyads

Julia De Paula Silva Colombo

Evaluating the Effect of Synchronous Music Reinforcement on Sustaining Treadmill Walking Speed

Stephanie Howell

Evaluating the Effect of Synchronous Music Reinforcement on Increasing Treadmill Walking Speed in a Stepwise Fashion for Individuals with Intellectual and Developmental Disabilities

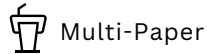
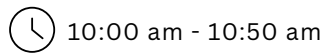
Claudia Reyes

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Expanding Behavior-Analytic Research and Practice to Smith-Magenis Syndrome: Assessment, Intervention, and Direct Measurement of Physiological Variables

CHAIR



Arielle Marshall



Janae'
Pendergrass



Alyssa Thompson

Abstract: Smith-Magenis Syndrome (SMS) is a rare genetic disorder associated with high rates of challenging behavior and significant physiological comorbidities, including sleep disturbances and chronic constipation (Smith et al., 1993). Despite the clinical complexity of this population, behavior-analytic research in SMS remains extremely limited. This session presents three papers expanding the behavior-analytic literature on SMS. The first reviews existing research and presents preliminary data applying behavior-analytic assessment and intervention methodologies to this population. The second describes a method for directly and repeatedly measuring sleep in children with SMS and their caregivers alongside challenging behavior. The third describes a method for directly and repeatedly measuring constipation and challenging behavior in individuals with SMS. Collectively, these papers highlight the need for direct measurement of physiological variables in SMS research and demonstrate how behavior-analytic methods can be extended to address the complex features of this population. Implications for research and clinical practice are discussed.

Smith-Magenis Syndrome and Behavior Analysis: A Review of Previous Literature and Proposed Future Directions

Alyssa Thompson, Kerri Peters, Timothy Vollmer, Janae' Pendergrass, Carley Smith, Kacie McGarry, Arielle Marshall

Behavior analysis has been extensively applied to individuals with autism spectrum disorder; however, its application to other neurodevelopmental disorders remains limited. Smith-Magenis Syndrome (SMS) is a rare genetic disorder characterized by high rates of challenging behavior, including self-injury and aggression, as well as physiological concerns such as sleep disturbances and chronic constipation (Smith et al., 1993). Many of these features parallel those effectively addressed through behavior-analytic assessment and intervention in other populations, suggesting that behavior analysis may provide a useful framework for SMS. This talk reviews the prevalence of behavioral and physiological symptoms reported in the SMS literature and synthesizes existing research on the application of behavior-analytic procedures to this population. Key gaps in the current evidence base are identified, with particular attention to the absence of direct measurement of physiological symptoms and their relationship to challenging behavior. Preliminary data applying behavior-analytic assessment and intervention methodologies to this population are presented, along with future directions for research and clinical practice.

Characterizing Sleep-Behavior Dynamics in Children with Smith-Magenis Syndrome and Their Caregivers: A Preliminary Investigation

Arielle Marshall, Kerri Peters, Timothy Vollmer, Janae' Pendergrass, Kacie McGarry, Taka Soda

SMS is a rare genetic disorder resulting from a deletion on chromosome 17p11.2 or a mutation in the *RAI1* gene, with an estimated prevalence of 1 in 25,000 live births (Smith et al., 1993). Challenging behavior, including aggression and self-injury, affects 70–90% of individuals with SMS, and approximately 90% experience significant sleep disturbances such as nighttime awakenings, fragmented sleep, and excessive daytime sleepiness (Smith et al., 1993; Shayota & Elsea, 2019). Sleep disturbances in this population have been associated with increased challenging behavior and disruption to caregiver sleep (Agar et al., 2022; Foster et al., 2010), yet existing research on these relationships relies heavily on indirect measurement, which may produce inaccurate estimates (Kahng et al., 2011; Lloveras & Vollmer, 2026). To date, no studies have directly and repeatedly measured sleep in both children with SMS and their caregivers alongside challenging behavior. The present study adapts a direct measurement methodology previously applied to

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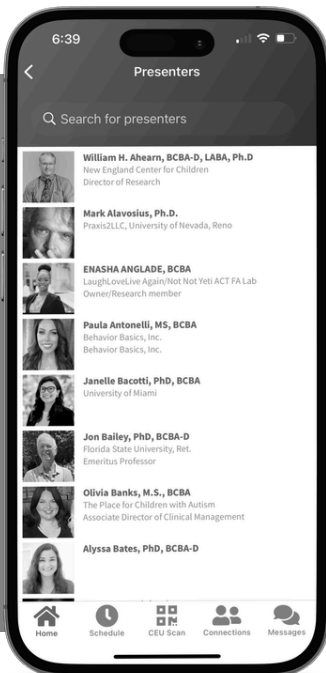


individuals with ASD (Lloveras & Vollmer, 2026) to address this gap. One aim was to evaluate the association between child sleep parameters and challenging behavior. A second aim was to examine the relationship between child sleep disruptions and caregiver sleep. Clinical and research implications will be discussed.

Exploring the Feasibility of Repeated Measurement of Constipation and Challenging Behavior in Individuals with Smith-Magenis Syndrome (SMS)

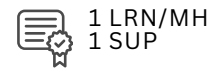
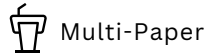
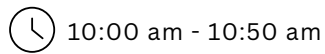
Janae' Pendergrass, Kerri Peters, Timothy Vollmer, Kacie McGarry, Arielle Marshall, Taka Soda

Smith-Magenis Syndrome (SMS) is a rare genetic disorder characterized by distinct physical features, developmental delay and behavioral abnormalities (Smith et al., 2005). Commonly reported challenging behaviors exhibited by this population include aggression, self-injurious behavior, and onychotillomania (i.e., removing fingernails and toenails; Smith et al., 2005). Researchers have identified a relationship between challenging behavior and physical discomfort, suggesting that challenging behavior is more likely when individuals with SMS are experiencing pain or discomfort (Langthorne & McGill, 2012). This relationship, however, has primarily been explored using caregiver report, despite research suggesting that indirect reports may be inaccurate (Kahng et al., 2011). One possible source of pain or discomfort is constipation. Constipation affects up to 79% of individuals with SMS (Reiner et al., n.d.) and has been shown to influence challenging behavior in other populations using direct measures of both (e.g., autism; see Christensen et al., 2009). The current presentation will describe a method to directly and repeatedly measure constipation and challenging behavior for individuals with SMS. The first aim was to identify if a previously established method for teaching practitioners to type stools (see Yensen et al., 2025) is effective for caregivers with SMS. The second aim was to determine if there is a relationship between constipation and challenging behavior in individuals with SMS. Implications will be discussed.



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Advances in Preference Assessment: Methodological and Clinical Insights

CHAIR



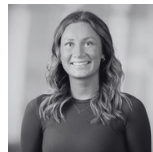
Cynthia
Livingston



Anh Nguyen



Faith Lodes



Amaya Rocheleau

Preference assessments are foundational components of behavior-analytic intervention for individuals diagnosed with intellectual and developmental disabilities. This symposium presents three studies that advance both the methodology and clinical application of preference assessments. The first study evaluates two iterations of the paired stimulus preference assessment (PSPA)—single- and double-presentation formats—using a retrospective analysis with children with autism. The second study extends prior research on mand modality preference by embedding a sequential extinction procedure within FCT to establish individualized preference hierarchies to compare to caregiver preferences for functional communication response (FCR) modalities. The final presentation explores a retrospective analysis and synthesis of mand modality preference assessments conducted within a university-based outpatient clinic. Collectively, these studies highlight the importance of efficient and clinically integrated assessment practices, demonstrate methods for identifying preferred communication modalities within treatment, and underscore the role of both client and caregiver preferences in informing socially valid and effective interventions. Implications for assessment selection, treatment design, and future research are discussed.

Evaluating the Correspondence Between Single and Double Presentations in Paired Stimulus Preference Assessments Across Stimulus Class

Anh Nguyen, Catia Cividini-Motta, Kimberly Ford

The paired stimulus preference assessment (PSPA) is widely used to identify preferences across edible and leisure stimuli in both applied and research settings. Previous research has described two iterations of the PSPA: a single-presentation arrangement, in which each stimulus is paired once with every other stimulus, and a double-presentation arrangement, in which each pairing is presented twice with counterbalanced positions. The current retrospective analysis evaluated outcomes of PSPAs to determine whether outcomes were consistent relative to preference rankings and also which iteration is most efficient. This study included 7 children with autism, ranging in age from 3 to 12 years old. Results indicated that preference hierarchies were consistent across the two iterations of PSPA and that, on average, the single-presentation PSPA required less administrative time ($M = 6.5$ min) than the double-presentation PSPA ($M = 12.3$ min), and the edibles PSPA required less administrative time ($M = 8.4$ min) than the leisure stimuli PSPA ($M = 16.3$ min). No substantial differences were observed for challenging behavior or side biases. Findings suggest that single-presentation PSPAs may provide a more efficient method for identifying relative preferences for leisure and edible items.

Comparison of Caregiver and Child Mand Modality Preferences Using Sequential Extinction During Functional Communication Training

Amaya Rocheleau, Cynthia Livingston

Functional communication training has been found to be an effective treatment for individuals with developmental disabilities who exhibit challenging behavior. Despite strong empirical support, variables such as preference for the functional communication response modality may influence its effectiveness. Incorporating both child and caregiver preferences into functional communication training remains important to both the social validity and efficacy of treatment. The purpose of this study was to extend previous research by replicating a sequential extinction procedure to establish a preference hierarchy for functional communication response modalities within the context of functional

(continued on the next page)



communication training. Next, we compared caregiver-reported preference hierarchies collected before and after viewing their child's preference data and to their child's preference hierarchies. The sequential extinction procedure resulted in the establishment of a preference hierarchy with minimal and transient challenging behavior for all child participants. One caregiver's reported preference shifted to align with the child's following viewing their child's preference data.

Retrospective Analysis of Mand Modality Preference Assessments

Faith Lodes, Cynthia Livingston, Alexandra Cicero, Amaya Rocheleau, McKenna Reilly

Functional communication training is one of the most researched and successful function-based treatment to reduce socially-mediated challenging behavior. The functional communication response (FCR) modality included in functional communication training may influence treatment outcomes. Previous research has explored the preference in the selection of the FCR modality by conducting mand-modality preference assessments. The inclusion of such an assessment within the context of functional communication training not only promotes choice and autonomy, but has implications for positive treatment outcomes. The primary purpose of this study was to conduct a retrospective analysis to of mand modality preference assessment conducted within the context of functional communication training for patients admitted to a university outpatient clinic for the assessment and treatment of severe, challenging behavior. Outcomes of the retrospective analysis included participant characteristics, mand modality preference assessment formats, modalities included, and outcomes of the mand modality preference assessment (i.e., preference and challenging behavior observed). Implications and future directions are discussed.

 10:00 am - 10:50 am

 Paper

 OAS

 Windsong 8

 1 LRN/MH

Special Paper Session: Impacts of ABA on Athletic Cultures and Outcomes

CHAIR



Sharayah Tai



Amy Bukszman



Regina Symons

Beyond the Scoreboard: Reshaping Youth Sports Culture Through an Applied Behavior Analysis Framework (Amy Bukszman and Regina Symons)

Youth sports are among the earliest cultural systems children enter, shaping how they experience competition, effort, mistakes, success, and belonging. Although competition can support resilience, persistence, and skill development, youth sport environments may also be arranged in ways that define children by current performance, intensify adult-driven pressure, and limit opportunities for long-term development. This presentation will apply an Applied Behavior Analysis (ABA) framework to examine youth sport culture as a behavioral system shaped by interlocking contingencies across athletes, coaches, parents, peers, and organizations. The presentation will identify three common concerns in youth sport culture: systemic contingencies that constrain movement across developmental pathways, adult-mediated contingencies that shape athletes' experiences of competition, and developmental constraints produced by misaligned sport cultures. Attendees will learn how behavior-analytic concepts, including antecedent control, reinforcement, group contingencies, and systems-level analysis, can be used to understand these concerns without positioning competition itself as harmful. The presentation will then introduce a practical consultation model for BCBAs and behavior analysts working with youth sport organizations. Using a reverse-engineering approach, attendees will learn how to identify values-based cultural outcomes, pinpoint athlete and team behaviors, define coaching practices, and design feasible training and reinforcement systems for coaches, including volunteer coaches. The presentation will emphasize how ABA can help youth sport organizations preserve competitive standards while arranging environments that strengthen engagement, persistence, emotional recovery, cooperation, and long-term participation.



(continued on the next page)

Optimizing Athlete Outcomes: Development and Evaluation of the Functional Analysis Screening Tool for Athletic Performance (FAST-AP) (Sharayah Tai)

There is a growing focus of ABA within sports performance, however, there is a lack of standardized assessments to guide individualized, function-based programming for athletes that promotes optimal athletic performance. The Functional Analysis Screening Tool for Athletic Performance (FAST-AP) is a 16-item questionnaire developed to identify environmental variables that influence athletic performance and to identify strategies to improve motivation and performance of the athlete. This allows for the development of function-based interventions and identification of individualized coaching strategies to improve motivation and increase athletic performance more consistently over time. This study evaluated the reliability of the FAST-AP by comparing its outcomes to results obtained from a modified functional analysis (FA) conducted with three professional football players. Results indicate strong correspondence between FAST-AP outcomes and FA results. Function-based interventions were then selected from these assessments which produced improvements in athletic skills and consistency of performance, which maintained and generalized to game settings. Findings suggest that the FAST-AP may serve as a practical and efficient tool for identifying performance-related variables and informing individualized, function-based interventions in athletic contexts.



10:00 am - 10:50 am



Paper



TTS



Grand Cypress A-B



1 LRN

Evaluating the RBT-to-BCBA Training Pipeline: Workforce and Clinical Implications

In today's applied behavior analysis workforce, the role of the RBT has increasingly become synonymous with "student" or "trainee." For many aspiring BCBAs, working as an RBT is not just a common pathway, it is effectively the only viable one. This has created an informal exchange model in which students provide billable direct services while receiving the supervision required for certification. While this model expands access to fieldwork, it also introduces significant challenges. Conflating the RBT role with student status limits the development of career RBTs, as individuals often leave the role just as they reach competency. This contributes to workforce instability and reduces the presence of experienced technicians who are critical to service quality. At the same time, supervision embedded within service delivery organizations creates competing contingencies. Agencies must balance training with operational demands, which can constrain learning opportunities based on business needs rather than comprehensive skill development. Trainees also face a financial dilemma between paid direct service and often unpaid unrestricted activities, limiting exposure to higher level clinical skills. This presentation will examine the structure of the current RBT to BCBA pipeline and its impact on workforce development and clinical quality. Attendees will explore practical strategies to better support trainees, strengthen supervision systems, and create sustainable career pathways for RBTs while maintaining business viability.



Michelle Castaños



10:00 am - 10:50 am



Paper



ETH



Grand Cypress D-E



1 LRN
1 ETH

Ethics and Easter Eggs (with Apologies to Taylor Swift)

Taylor Swift has a long standing practice of embedding teasers in her album liner notes about events in her personal life and clues in her music videos that give her fans hours of fun decoding and speculating about their meanings. I believe that the same sort of thing is going on in our BACB Ethics Codes where the behavioral experts who influenced these essential guiding documents have planted certain curious terms and cryptic expressions with the intention to promote high quality service delivery to our clients. Unfortunately, these subtle mentions may be overlooked by the casual reader or misread by those looking to justify their questionable behaviors. In this presentation I will analyze both the RBT and BCBA Ethics Codes pointing out some "Easter eggs" that I have found and their substantial implications for professional ABA practice.



Jon Bailey



🕒 11:00 am - 11:50 am

🏛️ Presidential

🏗️ DPP

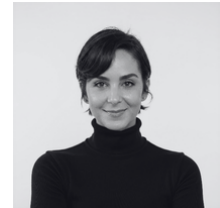
📍 Windsong 1-6

📄 1 LRN

Presidential Address: Variability, Selection, and the Risk of Extinction in Behavior Analysis: A Call for More Levers

Followed by the Annual Business Meeting

Biological systems lacking variability are fragile. When the environment changes, reduced variability increases vulnerability to extinction. The same principle applies to scientific disciplines. Behavior analytic training programs once featured meaningful variability in faculty expertise, populations served, and programs of research. That diversity, under selective pressure, strengthened the field. The expansion of behavioral intervention in autism services over the past two decades produced unprecedented growth in the profession, a testament to the reach and impact of our science. However, the extraordinary demand for credentialed professionals led to a proliferation of graduate training programs oriented around one area of the discipline, perhaps at the cost of sufficient variability in preparing the next generation of scientists and clinical innovators across the breadth of behavior analytic science. When a system is built around a single lever, one population, one funding stream, one service delivery model, it becomes vulnerable. If that lever breaks, the effects could cascade across the profession, the discipline, and those who depend on both. This address will call on practitioners, clinicians, business owners, and training programs to deliberately reintroduce variability and diversify sources of reinforcement. Concrete examples will be offered for how to build more levers into our professional and training systems so that when the environment changes, the field is positioned to adapt.



Yanerys León

🕒 12:00 pm - 12:30 pm

📍 Windsong 1-6

Annual 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 León



Get Involved

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



🕒 1:30 pm - 2:20 pm

📄 Invited

🏠 ES

📍 Windsong 1-6

📋 1 LRN/MH
1 ETH***Shaping Success: Strengthening BCBA and Educator Partnerships in Schools***

This presentation examines systemic and communication barriers between BCBAs and school educators. Utilizing behavior-analytic principles like shaping and organizational behavior management (OBM), participants will gain actionable, evidence-based strategies to build collaborative partnerships, seamlessly integrate classroom interventions, and optimize academic and behavioral outcomes for all students.



Bruce Tinor

🕒 1:30 pm - 2:20 pm

📄 Paper

🏠 ES

📍 Windsong 7

📋 1 LRN/MH

Stuff Happens: Building Resilient Children in a Fragile World

Children today are growing up in environments that often minimize discomfort while exposing them to increasing levels of stress and uncertainty. Across home and school settings, adult responses can inadvertently reinforce avoidance and reduce opportunities to develop the behavioral repertoires necessary to cope with adversity. This presentation examines resilience through a behavior analytic lens, reframing it as a functional, teachable repertoire that influences how children respond to challenge, stress, and potential trauma. Rather than attempting to eliminate hardship, the focus shifts to systematically building behaviors that allow children to tolerate discomfort, persist, and recover.



Paulie Gavoni



Steven Ward

🕒 1:30 pm - 2:20 pm

📄 Paper

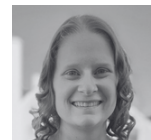
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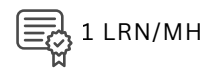
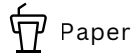
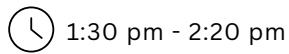
Speak Loud and Proud: The journey of implementing Augmentative and Alternative Communication (AAC) for a child with significant developmental delays

The ability to communicate in a manner that gets one's needs, wants, and thoughts across effectively to others is a developmental process that usually occurs naturally in children. But what happens when this process is altered or delayed? What if there are additional fine motor and attention span delays that are observed to be impacting the implementation of an Augmentative and Alternative Communication (AAC) system? This presentation highlights the process that was implemented to help a young child, impacted by autism and a co-morbid genetic disorder, be able to communicate via AAC methods (pictures -> buttons -> tablet-based communication app) when delays were observed within multiple developmental domains. This presentation will also highlight two other topics related to AAC use, 1) truths and myths related to the use of AAC as a means of communication and 2) ways that individuals can be a supportive communication partner to those that are developing language via AAC whether it is through a no tech, a low tech, or a high-tech method.

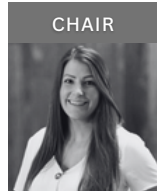


Nicole Austin





Special Paper Session: Focus on Skill Acquisition



Jennifer Rey



Patrick McGreevy

Evaluation of Effects of Behavioral Skills Training in Promoting Three Social Skills in Young Child With Autism: A Multiple Probe Research Design Study (Jennifer Rey)

Evaluation of Effects of Behavioral Skills Training in Promoting Three Social Skills in Young Child With Autism: A Multiple Probe Research Design Study [Jennifer Rey, 2024]: Applied Dissertation, Nova Southeastern University, Abraham S. Fischler College of Education and School of Criminal Justice. Keywords: applied behavior analysis, autism, social skills, behavioral skills training This applied dissertation was designed to evaluate the effectiveness of the behavioral skills training model in teaching one 4-year-old child with autism to greet others, use an appropriate tone of voice, and use anger control. Moreover, this study assessed the maintenance of newly acquired social skills relying on a multiple probe research design. It was hypothesized that with the use of behavioral skills training the acquisition of the appropriate social skills at an early age would allow the child to engage with peers and adults in the training environment and later in a variety of social situations across other settings and individuals. The researcher developed the task analysis procedures to teach the three social skills and implemented the procedures with the use of the behavioral skills training model. The trained implementer applied instruction, modeling, role-playing, feedback, and reinforcement components of the behavioral skills training to teach the target skills. To ascertain the overall deficits in social skills, the researcher administered the pre-post Social Responsiveness Scale. Parents of the participant completed a social validity survey to express a perceived level of satisfaction with the intervention. An analysis of the collected data revealed that behavioral skills training model was an effective approach to teaching the target social skills to a young child with autism while the participant's T score demonstrated only marginal changes in the overall social skill acquisition. The social validity results of the study further promote the effectiveness of intervention as a positive approach for young children with ASD.

A Message to Scientists and Practitioners: Teach Children and Adults with Limited Response Repertoires Skills that Result in an Improved Quality of Life (Pat McGreevy)

The author of the current presentation, in spite of a long history in the field of Applied Behavior Analysis, was the only presenter at the 2026 Verbal Behavior Conference with extensive experience with children and adults with verbal repertoires limited by one or more of the following response forms: a very limited number of spoken words or approximations thereof, echoic words or sounds, idiosyncratic vocalizations, gestures, signs or approximations thereof, idiosyncratic signs, or selection-based responses. This presentation will describe children and adults 'who express their wants and needs' and 'become effective speakers', but must function with one or more of these response forms.



Thinking of Presenting Next Year?

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Headshot, Organization, Bio, and Email



🕒 1:30 pm - 2:20 pm

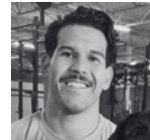
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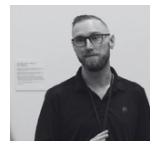
📍 Windsong 11-12

📋 1 LRN/MH
1 ETH***From Hours to Independence: A Caregiver-Centric Hybrid Model for Sustainable Outcomes in Applied Behavior Analysis***

As payors, regulators, and families increasingly ask whether ABA produces durable outcomes, an hours-based definition of quality is no longer defensible. Behavior analysis has always defined meaningful change differently – as behavior that generalizes across contexts, persists over time, and is maintained by natural contingencies (Baer, Wolf, & Risley, 1968; Stokes & Baer, 1977). Yet outcome research shows that gains achieved during high-intensity intervention do not reliably translate into long-term adaptive functioning (Jónsdóttir et al., 2018; Sallows & Graupner, 2005), and many families experience a “graduation cliff” when services taper – because caregiver competence was never directly programmed for or measured (Allen & Warzak, 2000; Strauss et al., 2012). This 50-minute session introduces the Generalization Assessment for Independence & Nurturing (G.A.I.N.) Protocol: a structured, behavior-analytic tool designed to make caregiver competence a measurable primary outcome alongside learner skill acquisition. We will share findings from a 12-month retrospective review of de-identified clinical data drawn from a hybrid service model averaging 14.5 weekly hours of direct therapy and 2.5 weekly hours of structured caregiver guidance. Across cases, caregiver competence rose meaningfully over time, with a corresponding reduction in reliance on direct hours and observable movement toward discharge readiness – a pattern consistent with the parent-mediated intervention literature (Bearss, Burrell, Stewart, & Scahill, 2015; Kasari et al., 2014). Attendees will leave with a practical framework for restructuring service delivery around caregiver-mediated outcomes, including how to operationalize competence, embed measurement into routine clinical workflows, and align the model with the BACB Ethics Code (Behavior Analyst Certification Board, 2020) and emerging value-based-care expectations (Yingling, Bell, & Hardy, 2022). As a growing number of states move toward requiring provider accreditation, the model also maps directly onto the Autism Commission on Quality (ACQ) ABA Accreditation Standards (2022). Particularly Standard 6.06, which requires treatment planning for generalization, maintenance, and discharge, and Standard 8.03, which requires systematic, evidence-based measurement of clinical outcomes (Autism Commission on Quality [ACQ], 2022). The session is built for BCBAs, clinical directors, and program leaders ready to move beyond hours-based quality metrics and adopt a more durable, scalable, and ethically grounded definition of treatment success. This is not a critique of intensive intervention – it is an invitation to redefine what success looks like. By prioritizing the transfer of behavioral control from clinician to caregiver and natural environment, participants will see how a caregiver-centric hybrid model produces sustainable outcomes, reduces clinician dependency, and repositions ABA around the very dimensions that defined it from the start (Baer et al., 1968).



Michael Carrero



Sean Yocum

🕒 1:30 pm - 2:20 pm

📄 Paper

🏢 OBM

📍 Grand Cypress A-B

📋 1 LRN

Centralizing Scheduling: A Multi-Phase Operational Roll-Out and Outcomes in a Large Applied Behavior Analysis Organization

Scheduling is a foundational operational challenge in Applied Behavior Analysis (ABA), acting as the intersection of medically necessary care, fulfillment of authorized treatment hours, and the productivity and satisfaction of a tiered clinical workforce (Council of Autism Service Providers [CASP], 2024). Although centralization has been shown to improve coverage, fairness, and continuity in adjacent healthcare sectors (Nouri et al., 2026), no published applications exist within ABA. This presentation describes the design, implementation, and outcomes of an organization-wide Centralized Scheduling Team (CST) roll-out conducted between June 2024 and November 2025 across a multi-state ABA provider serving 25 markets and 147 centers. Presentations will cover (a) the foundational phase including policy refinement, key-performance-indicator (KPI) definition, and process design; (b) the pilot phase, in which 2 individual markets informed system-wide refinement; and (c) staggered area-level outcomes pre- and post- roll-out. Pre/post comparisons across pilot markets and East, Central, and West areas showed improvements in Registered Behavior Technician (RBT) productivity (+15% average), RBT availability usage (+5% to +8%), weekly RBT hours (+7% to +21%), and fulfillment of family-accepted hours, with gains sustained into the maintenance phase. Findings illustrate how a behavior-analytic, phased approach to operational change can produce durable, system-wide service-delivery improvements aligned with CASP standards.



Lisa Pabst Williams



Enriching Lives | Maximizing Potential

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

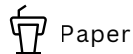
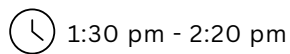
Curriculum

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.

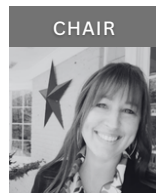
In Early Academics, students are grouped by similar academic levels. A variety of research-based curriculum tools are used depending on individual needs/levels of group program offerings to address academic deficits. In Life/Employment Readiness, student goals are aligned to their ultimate plan for transition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

ABA Therapy Services Available

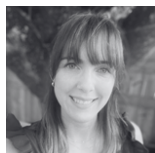
Afterschool care and ABA therapy services are additionally available to enrolled Quest Kids Academy students.



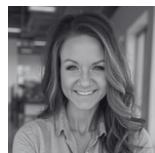
Special Paper Session: Considerations in RBT Training



Karly Cordova



Meagan Dalke



Hana Call

RBT Training that Improves Client Outcomes: Have we gotten it right yet?!? (Karly Cordova and Hana Call)

The Registered Behavior Technician (RBT) plays a central role in the successful implementation of any behavior intervention plan. As the direct service provider, the RBT is responsible for delivering interventions consistently, creating learning opportunities, providing prompts, and supporting progress toward improved client outcomes. Given the significance of this role, it is concerning that training standards in some settings appear to be increasingly limited. In certain cases, staff may complete only the required 40-hour training before being assigned to clients without additional hands-on competency assessments or practical skill checks. Because client outcomes are closely tied to the competence and preparedness of the RBT delivering services, it is essential to examine how these professionals are trained. Therefore, this paper will review recent literature to identify evidence-based methods for effectively training RBT staff and promoting high-quality service delivery.

Building “Floor Ready” RBTs: Aligning Expectations with Competency and Clinical Reality

Across applied behavior analysis (ABA) settings, a common concern persists. Registered Behavior Technicians (RBTs) are often perceived as not being “floor ready” following initial training. This concern is reported across clinical and operational roles and is frequently associated with calls for increased training, practice, and supervision. However, the concept of “floor readiness” is rarely operationally defined, and expectations for independent performance vary widely across organizations and stakeholders. While the Behavior Analyst Certification Board (BACB) outlines minimum competencies and training requirements, it does not define readiness for independent implementation across patients or clinical contexts. This presentation examines the alignment between perceived expectations of “floor readiness” and established standards within the field. Data were collected from RBTs, BCBAs, and operational leaders across multiple sites in response to the question, “What does ‘floor ready’ mean to you?” Responses were analyzed using thematic coding and compared to BACB requirements and existing literature on RBT training and competency development. Findings indicated significant misalignment across roles, with higher expectations reported by BCBAs and operational leaders, including assumptions of near-perfect fidelity, independence across patients, and immediate generalization of skills. In contrast, expectation more closely aligned with BACB standards emphasized demonstration of foundational skills, ongoing supervision, and patient-specific training following certification. Implications for practice include the need for clearly defined, role-specific expectations and structured training progression models that distinguish between initial competency and ongoing clinical development. This presentation provides practical strategies for aligning expectations across stakeholders, supporting sustainable training systems, and promoting more consistent and realistic pathways to clinical competency. Citations Parsons, M.B., Rollyson, J.H. & Reid, D.H. Evidence-Based Staff Training: A Guide for Practitioners. *Behav Analysis Practice* 5, 2–11 (2012). <https://doi.org/10.1007/BF03391819> Calkins, C.A., Abuin, S., Morris, C. et al. A Survey of RBT Supervision Experience. *Behav Analysis Practice* (2025). <https://doi.org/10.1007/s40617-025-01115-3> Leaf, J.B., Leaf, R., McEachin, J. et al. The Importance of Professional Discourse for the Continual Advancement of Practice Standards: The RBT® as a Case in Point. *J Autism Dev Disord* 51, 1789–1801 (2021). <https://doi.org/10.1007/s10803-020-04631-z> Luiselli, J. K., Draper, C., & Sperry, J. M. (2017). Brief Report: Assessment of Training and Supervision Needs Among Registered Behavior Technicians. *Child & Family Behavior Therapy*, 39(4), 304–310. <https://doi.org/10.1080/07317107.2017.1375710>



 2:30 pm - 3:20 pm

 Paper

 TCP

 Windsong 1-6

 1 LRN/MH

There'll be hell to pay if they can't get their way!

Blocked access to reinforcement is one of the premier causes of behavior problems across populations and across levels of functioning. It tends to cause more problems for individuals with no language at all but can also be problematic for individuals with excellent language. Individuals who are taught to mand for items/activities, and face blocked access, quickly and easily revert to their problem behavior. The reason for this is that the replacement behavior truly replaces nothing at all. It's not like replacing your air filter, where you remove the old filter and discard it. Unlike the old filter, the problem behavior is still there, at the ready. As a buffer against the individual bouncing over to the old behavior under blocked access conditions, kids/clients need to bounce to another "back-up" mand as this is what their typically developing peers have already mastered. Distinctions will be drawn between a classical extinction condition and a blocked access condition and the importance of the differences between the two. There will also be a discussion about how to teach choice making and accepting alternatives under blocked access conditions. The discussion about blocked access will also include an explanation of how habituation fits into the treatment of this epidemic-level problem.



Merrill Winston

 2:30 pm - 3:20 pm

 Paper

 ETH

 Windsong 7

 1 LRN/MH
1 ETH

We're Humans, Not Pigeons: Navigating Clinical Dissonance in Implementing Compassionate ABA Practices

Despite the growing emphasis on compassionate, person-centered care in Applied Behavior Analysis (ABA), many analysts remain apprehensive about integrating these strategies into their daily practice, perhaps because they are unsure how to implement it and stay within their professional scope of practice. This presentation will address these concerns by defining compassionate ABA, introducing the concept of clinical dissonance, conceptualized as the conflict that may arise between traditional intervention practices (e.g., strict procedural fidelity, emphasis on compliance) and compassionate, person-centered approaches, providing real-life examples, and clarifying how analysts can implement these strategies while staying within their ethical and professional scope. We will explore the risks of failing to incorporate compassionate care, including negative perceptions from the autism community. Critics (including former ABA recipients) have described ABA as overly robotic, mechanized, and even abusive at times. Ignoring compassionate approaches not only alienates clients and families but also contributes to ABA's controversial reputation. By failing to adapt, the field risks perpetuating these mistakes, further criticism, and decreased acceptance within the broader autism and disability communities. Through discussion, review of relevant literature, case examples, and ethical considerations, this presentation will equip analysts with the tools to balance compassionate care with clinical responsibility. Attendees will leave with a clearer understanding of how to use compassionate care in their everyday interventions while staying within their scope. Together, we can shift the narrative, showing that ABA is not just a science, but a practice rooted in empathy, collaboration, and respect for human dignity.

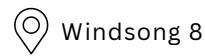
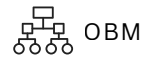
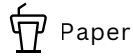
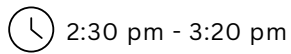


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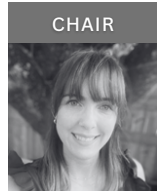


Natalie Torres





Special Paper Session: Supporting Successful RBTs



Meagan Dalke



Lisa Pabst
Williams

A Preliminary Evaluation of RBT Caseloads in Applied Behavior Analysis Service Delivery (Lisa Pabst Williams)

The clinical service delivery of applied behavior analysis (ABA) in the treatment of autism spectrum disorder (ASD) has expanded in recent years, accompanied by rapid growth in the ABA workforce nationally (Deochand & Fuqua, 2016). This expansion has occurred alongside increased regulation by funding agencies and payors (Centers for Medicare & Medicaid Services [CMS], 2014) and state-level mandates (NCSL, 2021; Quinn, 2026). Regulations from these entities are often informed by best-practice guidelines published by professional bodies including the Behavior Analyst Certification Board (BACB, 2020, 2021, 2026a, 2026b, 2026c) and the Council of Autism Service Providers (CASP, 2024). These guidelines outline expectations for the two- or three-tier service-delivery by Registered Behavior Technicians (RBTs), Board Certified Assistant Behavior Analysts (BCaBAs), and Board Certified Behavior Analysts (BCBAs), including recommended caseload sizes of clinicians responsible for the management and oversight of service delivery. Although limited, existing research provides preliminary support for suggested caseload recommendations and examines the impact of caseload size on workload, job satisfaction, and clinical outcomes (Dixon et al., 2016; Schreck et al., 2025). However, existing literature has focused exclusively on the caseload size of supervising clinicians (e.g., BCBAs, BCaBAs, and trainees or non-certified supervisors) who oversee clinical programming and supervision of services. To date, no published research and no professional guidelines address caseload expectations for RBTs, nor the potential impact of RBT caseload on their job satisfaction, burnout, turnover, or client outcomes. The present investigation uses retrospective data analysis from a large ABA organization to evaluate trends in RBT caseloads, identify appropriate measurement strategies, and examine correlations between caseloads and other variables relevant to ABA service delivery, such as location size, total working hours, RBT training level and tenure, individual scheduling preferences, and state-specific labor requirements (e.g., mandated meal and rest breaks). Preliminary findings indicate that the measurement of caseload size can most accurately be evaluated by using a weighted caseload calculation as described in Dixon et al. (2016). Using this metric, caseload size varied across time periods, rendered caseloads (i.e. past 5 weeks) 2.6 times larger than the planned caseloads (i.e. next 5 weeks), suggesting that unpredictable schedule changes during service delivery have a significant impact on caseload outcomes. Service location size emerged as the primary variable driving RBT caseload size with large service locations (70+ clients) were associated with significantly higher weighted caseloads than small locations. As such, service location size was considered as a confounding factor for other variables analyzed and accounted for where possible. Overall findings point to scheduling practices as a meaningful and modifiable contributor to RBT caseload size, with elevated rendered caseloads in turn associated with higher rates of incident reporting, underscoring the potential organizational impact of caseload management.

From RBT to Coach: Selecting and Developing High-Impact RBT Trainers (Meagan Dalke)

Across applied behavior analysis (ABA) organizations, a common approach to training new Registered Behavior Technicians (RBTs) is to promote high-performing RBTs into training roles. While these individuals often demonstrate strong clinical skills, effective coaching and instructional competencies are not automatically acquired through clinical performance alone. Despite increasing reliance on these roles, there is limited guidance on how to systematically select, train, and support RBT trainers, contributing to variability in training quality and outcomes. This presentation evaluates a structured system for selecting and developing RBTs into effective trainers within a multi-site applied setting. The model incorporates objective selection criteria, performance-based evaluation through video submissions and standardized rubric scoring, and targeted training focused on coaching competencies.

(continued on the next page)



including Behavioral Skills Training (BST), feedback delivery, and peer leadership. Ongoing oversight includes regular live observations, fidelity monitoring, and performance-based fading of support to ensure maintenance of trainer performance. Findings indicate improvements in training quality, with quality assurance data demonstrating increasing fidelity and strong interobserver agreement. Trainee outcomes, including competency and exam pass rates, as well as social validity measures, suggest enhanced training effectiveness. System-level outcomes, including trainer and BCBA feedback, indicate increased consistency and perceived value of the structured model. These findings support the importance of shifting from performance-based promotion to competency-based selection and development of RBT trainers. Implications include the need for structured systems that prioritize coaching competencies, promote training consistency, and support scalable, high-quality behavior analytic services.

🕒 2:30 pm - 3:20 pm

🗣️ Panel

🏠 TTS

📍 Windsong 9-10

📋 1 LRN
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Clinical Decision-Making in Applied Behavior Analysis: Moving Beyond Procedural Rigidity

CHAIR



Megan Miller



April Dyal



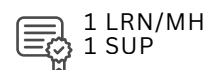
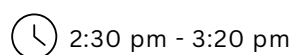
Steven Ward



Madelyn Vickery

Behavior analysts are frequently trained to implement specific procedures with high fidelity across domains such as prompting, data collection, and learner participation. However, the empirical literature often presents multiple effective approaches, with outcomes varying based on learner characteristics, context, and implementation variables. This variability can create challenges for practitioners when selecting and adapting procedures in applied settings. This panel will examine common areas of clinical practice in which rigid adherence to a single approach may limit outcomes, including prompting strategies, data collection systems, and decisions related to learner assent and participation. Drawing from research across these domains (e.g., Cummings & Carr, 2009; Brown & Cariveau, 2022; Ferguson et al., 2020), panelists will highlight variability in findings and discuss how these differences inform clinical judgment. Panelists will respond to guided questions posed by the chair and engage in discussion with one another, comparing and contrasting their clinical decision-making processes and the variables influencing those decisions. Contributions will draw from clinical experience, relevant literature, and applied examples as they arise within discussion. Emphasis will be placed on observing patterns in behavior, identifying discrepancies between expected and actual performance, and making responsive, data-informed decisions, including how to interpret and respond to assent, assent withdrawal, and engagement in the context of skill acquisition. The panel will be facilitated by a chair who will guide discussion and moderate audience engagement. Audience members will be invited to participate in discussion related to clinical decision-making and how these skills can be supported within supervision and training. This session is designed to support practitioners in strengthening clinical reasoning skills and promoting individualized, contextually responsive practice. This session is designed to support practitioners in strengthening clinical reasoning skills and moving beyond procedural rigidity toward individualized, contextually responsive practice.



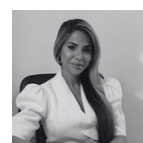


From Compliance to Buy-In: Using Motivational Interviewing to Improve Parent and Staff Engagement in ABA

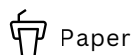
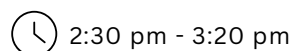
If your interventions are effective, why aren't people "buying in"? Behavior analysts are trained to design evidence based interventions, yet many continue to encounter inconsistent follow-through from parents and staff. When recommendations are not implemented, the issue is often not a lack of skill, but a lack of buy-in. Traditional directive communication may produce short-term compliance, but frequently evokes resistance (or how we call it in MI "DISCORD") limiting long-term effectiveness. This presentation introduces Motivational Interviewing (MI) as a practical, evidence based framework for shifting from compliance-driven interactions to meaningful engagement across ABA service delivery. Grounded in behavior analytic principles and the Transtheoretical Model of Change, this session examines how clinician language can function as an antecedent that either evokes resistance or strengthens collaboration. Participants will learn how to assess values, readiness for change, identify and respond to resistance, and use MI strategies to evoke motivation and align interventions with the values of parents and staff. The concept of Motivational Interviewing as a motivating operation (MO) will be explored to illustrate how MI can alter the value of participation and increase commitment to behavioral recommendations. Through applied examples in parent coaching, staff supervision, and leadership contexts, attendees will gain practical tools to reduce resistance, improve treatment integrity, and increase sustained follow-through. This presentation is designed to support behavior analysts in strengthening their communication approach to improve engagement and outcomes across settings. Let's stop working harder and start working smarter.



Paulie Gavoni

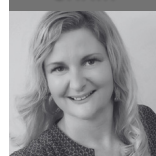


Monica Gilbert

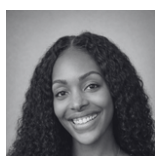


Special Paper Session: Let's Talk About Barriers

CHAIR



Linda Meckler



Leticia Moreno

Increasing Caregiver Engagement in ABA: Addressing Behavioral and Cultural Barriers to Parent Follow-Through in Home-Based Services (Leticia Moreno)

Caregiver engagement and follow-through are critical components of successful Applied Behavior Analysis (ABA) interventions; however, many families experience difficulty consistently implementing recommended strategies outside of therapy sessions. This presentation examines common behavioral, environmental, and cultural barriers to caregiver engagement in home-based ABA services and identifies practical strategies to increase follow-through across diverse populations. Drawing from extensive clinical experience working with culturally and linguistically diverse families, including Black and Spanish-speaking households, this paper outlines a model for improving caregiver participation using behavior analytic principles, including Behavior Skills Training (BST), reinforcement strategies, and environmental modifications. Particular emphasis is placed on identifying variables that impact caregiver behavior, such as competing demands, language barriers, cultural values, trust in service providers, and access to resources. Strategies for increasing engagement include simplifying intervention procedures, embedding training within natural routines, incorporating culturally responsive communication practices, and reinforcing caregiver implementation. Case examples will be used to illustrate effective approaches to improving consistency and

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generalization across settings while maintaining cultural relevance and respect. Implications for practitioners include developing more feasible, culturally responsive, and sustainable parent training models that promote long-term success and improved outcomes for children receiving ABA services.

Barriers in community based ABA services: Parent training challenges (Linda Meckler)

Effective ABA intervention is fundamentally dependent on establishing consistent environmental control. Home based services often have many barriers related to program implementation by caregivers. Limited training opportunities and/or comprehension of behavioral procedures often compromise treatment integrity. What steps can ABA providers take when deficits in training and motivation not only restrict treatment outcomes, but may also trigger crisis level problem behavior? This speech will provide data and case analysis of sample “crisis” cases from 2025-2026 that listed parent training concerns and session cancellations as a barrier to treatment. A review of potential tools for assessing barriers and addressing treatment concerns is provided.

🕒 2:30 pm - 3:20 pm

🗣️ Panel

🏠 MH

📍 Grand Cypress D-E 📋 1 LRN/MH

Designing for Sustainability: Connecting Staff Wellbeing to Client Outcomes

CHAIR



Alison Betz



Paige Raetz



Nicole Gravina



Ivy Chong

Applied Behavior Analysis (ABA) providers operate in high-demand environments characterized by role strain and limited resources, that can heighten stress, burnout, and workforce attrition. These factors have been linked to diminished quality of care and increased risk to client safety (Jun et al., 2021, Slowiak & DeLongcamp, 2022). Emerging research demonstrates that wellbeing initiatives and organizational support for staff wellbeing can decrease burnout, enhance work engagement, increase subjective wellbeing, and build resilience (Nastasi et al. 2024; Kersten et al., 2021; Cohn et al., 2009). These variables are critical not only for workforce sustainability but also maintaining treatment fidelity and positive client outcomes. This panel will explore the variables that contribute to burnout, discuss practical, evidence-based strategies to support wellbeing, and describe system-wide initiatives to mitigate burnout. Participants will leave with actionable strategies to implement in their own organizations that synthesize current research on burnout and translate findings into actionable, systems-level strategies. Participants will be able to describe how staff wellbeing functions as a core driver of ethical, effective, and sustainable ABA practice.

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🕒 3:30 pm - 4:20 pm

🗨️ Invited

🏠 VB

📍 Windsong 1-6

📄 1 LRN/MH

From Generalized to Generative Repertoires: The Evolution of Bidirectional Naming and Emergent Outcomes

Generalized repertoires, such as tacting and listener responding across stimulus classes, lay the groundwork for efficient language learning. Yet the transition from generalized to generative repertoires marks a developmental cusp: the ability to produce novel behavior without direct teaching. Central to this shift is Bidirectional Naming (BiN), which functions as a mega cusp by integrating speaker and listener repertoires and enabling the incidental emergence of untrained relations. BiN supports the acquisition of other repertoires—such as incidental learning, joint control, and analogical responding—that drive exponential vocabulary growth and flexible language use. This talk traces the evolution of BiN as a generative process, reviews data on emergent novel behavior linked to BiN, and discusses implications for assessment and intervention. By identifying BiN as a pivotal mega cusp, we highlight its role in accelerating development and fostering higher-order cognitive and social outcomes.



Caio Miguel

🕒 3:30 pm - 4:20 pm

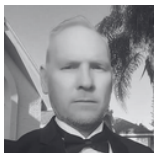
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🏠 ES

📍 Windsong 7

📄 1 LRN/MH

Spotlighting ABA in School Settings: Case Examples, Challenges, and Lesson Learned



Dwayne Renaker



Stephanie Huffman



Tara Stratton

Experienced BCBAs from a public school district shine a light on ABA practice within schools. The presentation includes case studies and discusses strategies for navigating challenges and barriers. This session highlights practical approaches for achieving meaningful outcomes for students while responding to resistance commonly encountered in school-based ABA implementation.

🕒 3:30 pm - 4:20 pm

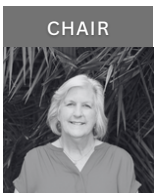
🗨️ Panel

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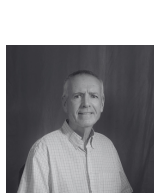
Building a Research-Based Culture in an ABA Service Delivery Organizations: Infrastructure, Mentorship, and Ethical Dissemination



Jennifer Zarcone



Molly McGinnis



Kevin Murdock



Justin Leaf

The behavior analytic field continues to grow rapidly, yet practitioner-led research remains underrepresented in the published literature and at professional conferences. Applied behavior analysis (ABA) service organizations of any size are uniquely positioned to help close the research-to-practice gap, drawing on their clinical work, interdisciplinary teams, and operational infrastructure. However, translating that potential into sustained, ethical,

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The behavior analytic field continues to grow rapidly, yet practitioner-led research remains underrepresented in the published literature and at professional conferences. Applied behavior analysis (ABA) service organizations of any size are uniquely positioned to help close the research-to-practice gap, drawing on their clinical work, interdisciplinary teams, and operational infrastructure. However, translating that potential into sustained, ethical, and methodologically sound output requires deliberate cultural, structural, and procedural scaffolding. This panel brings together leaders responsible for building and sustaining a research-based culture within an ABA service organization. Panelists will describe options for creating a research committee and/or institutional review board (IRB), including governance, scope, member selection, and ethical oversight protocols. Discussion will then turn to the development of a tiered support system designed to cultivate new researchers across levels of clinical experience – from technician-level inquiry to BCBA-led research projects – including mentorship pathways, documentation needs, and training supports. Panelists will candidly examine common barriers to practitioner-led research – clinical productivity demands, limited research training, IRB navigation, publication anxiety, and mid-project attrition – alongside the concrete strategies their organization has used to address each. The panel will close with a discussion of thoughtful, high-quality, and ethical dissemination: conference selection, authorship norms, and ensuring that what is shared externally accurately represents the company whose work it reflects. Attendees will leave with a practical framework for evaluating their own organization's research readiness and a roadmap for designing or refining infrastructure that advances the science, increases research-to-practice and data sharing, supports clinician career growth, and strengthens staff retention.



3:30 pm - 4:20 pm



Paper



BPL



Windsong 9-10



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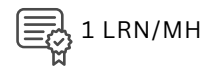
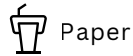
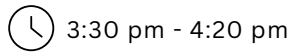
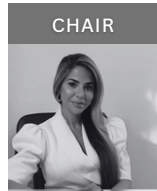
Should I Start My Own ABA Company? What I Got Wrong, What I Learned, and What Every BCBA Should Ask First

Some Board-Certified Behavior Analysts (BCBAs) dream of starting their own Applied Behavior Analysis (ABA) organization. Such dreams are often driven by a quest for autonomy, better services for clients, a desire to improve upon current systems, financial gain, and, perhaps, a combination of all of the preceding and more. Such a dream, however, can rapidly become a nightmare for BCBAs unprepared for the steep learning curve from clinical competence to effective business ownership. This presentation will discuss the realities of starting and operating an ABA company from the perspective of a BCBA who recently closed his company after six years. A considerable focus will be on mistakes, the variables surrounding them, and the often-agonizing lessons learned. The presenter will use structured case examples and behavior-analytic principles to address professional aspirations, financial realities, and personal suitability as they pertain to ownership of an ABA company. Environmental factors such as reinforcement contingencies, punishment, and competing demands between clinical excellence and financial solvency can often interfere with sound decision-making. In particular, the presenter will discuss the devastating personal, professional, and financial impact such a clash can have on client outcomes, staff performance, profitability, and the personal health of the BCBA-turned-ABA business owner. The presenter will share his mistakes throughout the process of ownership, starting in the early stages of the business, when COVID-19 restrictions and a lack of understanding of administrative demands, scaling, and resource allocation resulted in growing pains that nearly ended both the company and the presenter himself. These examples will be juxtaposed with strategies to mitigate risk, improve decision-making, and focus on organizational systems that lead to ethical, sustainable practice. The presenter will also lead attendees through a self-assessment to determine their personal readiness to own an ABA company. Attendees will be prompted to consider their own strengths, weaknesses, and values as they pertain to ownership of an organization. This presentation will aim to merge unique personal experiences with behavior-analytic principles and ethical considerations to help attendees decide whether starting their own ABA company is a good decision for them, as well as what is truly needed to make the company successful in the long term. Attendees will leave with a clearer understanding of the questions they should ask, the variables they should evaluate, and the systems necessary to make owning an ABA company a positive experience, rather than a traumatic one.



Sean Daly



**Special Paper Session: Unique Considerations**

Monica Gilbert



Quatiba Davis



Marien Gonzalez

Stop Skimming the Report: Understanding Psychological Evaluations in ABA (Monica Gilbert and Marien Gonzalez)

Comprehensive diagnostic evaluations (CDEs), yet many are left unsure how to meaningfully interpret and apply this information. As a result, reports are frequently skimmed, reduced to identifying a diagnosis, misunderstood, or underutilized limiting their clinical value and impact on treatment. This presentation addresses a common gap in ABA practice: how to read and understand psychological evaluations in a way that is clinically relevant. Attendees will learn how to identify key components of reports, including cognitive profiles, adaptive behavior data, and other clinically relevant findings, and understand how these variables relate to learning and behavior. Common errors in interpretation will be reviewed, including overreliance on diagnostic labels and misinterpretation of standardized scores. Through practical examples, participants will learn how to move from passive review to active understanding of psychological report data to better inform clinical thinking within ABA. This presentation is designed to help behavior analysts stop skimming reports and start understanding the information that is most relevant to their practice.

From Rx Hours to Real Outcomes: Evolving How We Design ABA Services (Quatiba Davis)

This paper evaluates the implementation of an Rx Tool and its effect on treatment outcomes using Goal Attainment Scaling (GAS) as an evidence-based method for measuring client proximal outcomes during the initial authorization period. The primary objective was to establish a proximal outcome measure for each identified client. Goal Attainment Scaling (GAS) was selected as the proximal outcome measure due to its standardized and reliable scoring methodology. Comparative data will be collected between clients for whom the RX tool was utilized during the initial assessment (RX tool group) and clients for whom the RX tool was not utilized (non-RX tool group). To support this objective, a structured training protocol was developed to build staff competency in applying GAS methodology. Training emphasized accurate identification of baseline performance, adherence to standardized scoring criteria, and consistent application of decision-making rules to ensure uniformity across clinicians. Additional guidelines were provided to distinguish scorable from non-scorable targets based on data sufficiency, stability, and integrity. To assess scoring reliability, an interobserver agreement (IOA) process was implemented. Each staff member independently scored targets for an assigned client, and results were compared across observers to evaluate consistency. This process facilitated the identification of discrepancies, supported clinical discussion, and improved alignment in scoring practices. The integration of IOA served as a validation measure, strengthening confidence in the reliability and standardization of GAS application. Each staff member is required to achieve at least 80% exact interobserver agreement (IOA) with one client before independently collecting scores across a broader set of clients. This phased approach supports the use of Goal Attainment Scaling (GAS) as a consistent, data-driven framework for evaluating clinical progress, informing treatment decisions related to clinical dosage, and analyzing the effects of utilizing the RX tool versus not utilizing it.



 3:30 pm - 4:20 pm

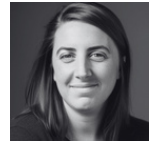
 RBT Paper

 OAS

 Grand Cypress A-B  1 PDU

PDU Event: Responsible AI: Learning to Navigate the Use of AI as Registered Behavior Technicians

Artificial intelligence tools are increasingly present in the settings where RBTs work, yet most frontline staff receive little to no guidance on how to use these tools responsibly, what their limitations are, or when to raise concerns. This session equips RBTs with a practical, accessible information for navigating AI. Using real-world examples from ABA service delivery, participants will explore how AI tools work at a conceptual level, what kinds of errors they produce and why, and how to evaluate whether an AI-generated output is accurate and appropriate to act on. The session emphasizes the RBT's role within a supervised practice model: knowing when to use AI tools, when to pause, and when to bring concerns to a supervising BCBA. Ethical responsibilities including client confidentiality, informed consent, and professional boundaries will be addressed throughout.



Kelly King



Kate Kimmel

 3:30 pm - 4:20 pm

 Panel

 ETH

 Grand Cypress D-E  1 LRN
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Leveraging RPA to Strengthen Payer Compliance and Proactively Mitigate Audit Risk

CHAIR



Jeanine Tanz



Jessica Cloutier



Daniel Ford

In the highly regulated landscape of Applied Behavior Analysis (ABA), Revenue Cycle Management (RCM) has evolved from a back-office administrative function into a critical frontier for ethics and compliance. With complex, evolving payor rules and high-volume clinical documentation, manual oversight is no longer sufficient to protect organizations from the legal and financial repercussions of non-compliance. This panel explores how Robotic Process Automation (RPA) serves as a powerful tool, moving beyond simple efficiency to create a robust, rule-based framework for proactive audit mitigation. The core of ethical billing lies in accuracy and transparency. We examine how RPA has been successfully implemented to conduct pre-billing audits, shifting the paradigm from reactive "pay-and-chase" models to proactive prevention. Unlike human reviewers, RPA "bots" follow strict, immutable logic, ensuring that every session note is audited for compliance before a claim is ever generated. We will share specific data on how bots validate CPT codes, session times, and signature timestamps, cross-referencing them against therapist credentials and payor-specific requirements to eliminate the risk of "ghost billing" or concurrent overlaps. Furthermore, the panel will dive into the automation of high-stakes process audits, specifically Authorization Management and Provider Credentialing. By leveraging bots to track authorization utilization and expiration in real-time, organizations can ensure that no service is provided—or billed—without valid legal consent from the payer. Similarly, we will discuss how automated credentialing bots safeguard compliance by performing primary source verification of licenses and NPIs, ensuring adherence to the False Claims Act (FCA). A critical lesson of our journey is that automation is an iterative, ethical commitment. We challenge the myth that complex healthcare workflows are "too messy" for automation; instead, we demonstrate how Exception Reporting acts as a strategic compliance map. These reports don't just catch errors; they highlight systemic weaknesses in clinical training or operational gaps, allowing leadership to intervene before these issues surface in a payor audit. Finally, we address the ethical intersection of AI and RPA, emphasizing the need for human-in-the-loop safeguards to prevent algorithmic bias and protect Protected Health Information (PHI). This panel provides a practical, experience-driven roadmap for ABA leaders to transform their RCM into a compliance-first operation that is not just "audit-ready," but "audit-proof."



FRIDAY AFTERNOON

September 25

🕒 6:30 pm - 8:00 pm

🍷 Special Event

📍 Windsong 1-6

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 to the Friday night social.

Chaired by Diana Kithcart and Michelle Castanos

It's Not a You Problem: Why Self-Care Isn't Fixing Burnout in ABA (Taylor Dayton)

Plot Twist: Fraud Isn't Always Intentional... We Agreed to the Terms & Conditions (Sabrina Prieges)

Flipping the Script: From Problems to Possibility (Lauren Schellinger)

The Day I Realized the System Wasn't Built for My Son (Emily Ransom)

Answering the Call: Why Your Local PD Needs a BCBA (Lyndsy Coffield)

This Wasn't in Cooper (Michelle Castanos)

The Power of Presence (Ashley Ditty)

The Hidden Map: How Free Public Data Can Fuel Your Autism Research (Prateek Kumar Shaw)

How to Survive Grad School With Your New Bestie Self-Management (Alyson Intihar)

The Following Presentation Was Not AI-Generated (Dennis Uriarte)

Why Competitive Pay Isn't Enough: A Discussion on Workplace Violations, Exploitation, and other Tomfoolery (Hayley Biersack)

Partners in Policymaking (PIP) is the Best Kept Secret in Advocacy: What Every ABA Provider Needs to Know (Amanda Gray)

Compliance vs connection (Quaddir Couzens)

Disney Characters... But make them Behavior Analysts (Diah Askari)

10 Things I Hate About You- An Ode to the Overloaded Clinical Director (Diana Kithcart)

🕒 8:00 pm - 11:00 pm

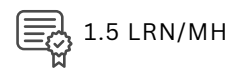
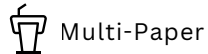
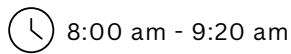
🍷 Special Event

📍 Windsong 1-6

FABA Friday Night Social sponsored by Koala ABA & Learning Centers

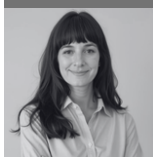
After Ignites at Night, the party continues! Join fellow FABA members for a night of music and connection at the Friday Night Social sponsored by Koala ABA & Learning Centers.





Special Paper Session: School Based Services

CHAIR



Colleen Taylor



Sara Dougherty



Ashley Walke

Out of the Frying Pan and into the MTSS Room: Lessons from a school-based BCBA (Colleen Taylor)

Multi-Tiered Systems of Support (MTSS) serve as the primary framework for delivering academic and behavioral interventions in Florida public schools. However, dramatic variability in team composition, referral processes, and service eligibility criteria often creates barriers to timely and appropriate behavior analytic support. This presentation examines the structure and function of MTSS teams within a mid-sized Florida school district, with a focus on defining pathways to Behavior Support Services and Functional Behavior Assessment (FBA). Participants will be introduced to the critical members of school-based MTSS teams, including their roles in problem-solving, decision-making, and intervention planning. The presentation will define and contrast inclusionary and exclusionary criteria for Behavior Support Services across Tier 1, Tier 2, and Tier 3 supports, highlighting common sources of ambiguity that may delay or prevent appropriate referrals. In addition, the presentation will outline the procedural steps leading to the initiation of an FBA within public school settings, including data review, intervention history, and the impact of site-based decision making in the county of interest. Attendees will gain a clear understanding of how FBAs function within the MTSS framework and the range of outcomes that may result, including the development of Behavior Intervention Plans (BIPs), revision of existing supports, or dismissal of services following demonstrated behavioral success. These processes will be discussed in the context of IDEA Law and current Florida Statutes governing behavioral services in educational settings across the state. By increasing clarity around team roles, decision-making criteria, and service pathways, this presentation aims to support more consistent, equitable, and data-driven access to behavior analytic services in Florida schools.

Why School-Private ABA Provider Collaboration Fails—and How to Fix It: A Behavior-Analytic Framework for Aligned Intervention (Sara Dougherty)

Collaboration between school personnel and private ABA providers is widely recognized as essential for effective intervention; however, in practice, teams often operate in parallel rather than in coordination. This misalignment is associated with inconsistent implementation of behavior intervention plans, reduced treatment fidelity, and variable student outcomes. Workforce data from the Behavior Analyst Certification Board (BACB) indicate that a meaningful proportion of behavior analysts and behavior technicians work within educational settings, increasing the likelihood of interdisciplinary collaboration. In Florida, this overlap is further supported by policy; under Section 1003.572, Florida Statutes (Private Instructional Personnel), qualified private providers are permitted to deliver services within public school settings. As a result, multiple professionals may be responsible for implementing behavior intervention plans within the same environment. Behavior-analytic and organizational behavior management literature identifies several variables that contribute to breakdowns in collaboration, including role ambiguity, limited training in interdisciplinary coordination, competing contingencies across settings, and insufficient performance feedback. These variables have been linked to decreased treatment fidelity and inconsistent implementation across environments. This presentation introduces a structured, behavior-analytic framework for improving collaboration between school teams and private ABA providers. Grounded in principles of stimulus control, reinforcement, and performance feedback, the framework emphasizes operationally defined roles, alignment of contingencies, and efficient data-sharing systems to support consistent implementation of function-based interventions. Participants will leave with practical strategies to move from parallel practice to aligned intervention, increasing treatment fidelity and supporting improved behavior outcomes across school and clinical settings.



(continued on the next page)

The Next Step: Building Effective Pathways from Clinic to Classroom (Ashley Walke)

Transitions across educational contexts represent pivotal moments in the developmental trajectories of autistic students (Cumming et al., 2020; Fontil et al., 2019; Marsh et al., 2017). When a child enters a PK-12 school environment, they are required to adapt to new routines, expectations, social demands, and various instructional formats. This shift can be particularly challenging for children receiving comprehensive Applied Behavior Analysis (ABA) services. Comprehensive ABA is known for providing highly structured, 1:1 therapeutic sessions with predictable routines, individualized reinforcement systems, and carefully engineered environments (Dixon et al., 2017). In contrast, PK-12 classrooms are dynamic, socially complex, and often under-resourced (Barnett et al., 2020), and they require students to generalize skills across peers, teachers, and naturally occurring contingencies. These contextual differences can make the transition from comprehensive ABA to school difficult for autistic learners. This presentation reviews the ethical requirements for BCBAs in transitioning and discontinuing services as well as collaboration (BACB, 2020). It will also provide an overview of how an ABA community therapy provider has refined their transition to school practices to improve child outcomes by partnering with local education agencies, developing a comprehensive caregiver guidance series, and using an evidence-based model to frame their transition pathway. It will equip practitioners with evidence-based tools that ensure continuity of care, foster collaboration, and promote inclusive practices that improve long-term outcomes for students and schools.



8:00 am - 8:50 am



Paper



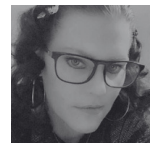
OBM



Windsong 7

1 LRN
1 SUP***Training Applied Behavior Analysis Behavior Technicians On ABC Data Collection Using Behavior Skills Training During Remote Instruction***

A significant gap exists in current behavioral research on standardized training for collecting Antecedent-Behavior-Consequence (ABC) data, particularly through the lens of remote instruction. Despite being the most widely utilized method for identifying environmental variables that maintain challenging behavior, ABC data collection is often prone to observer error without rigorous training. This study addressed this deficit by evaluating a Remote Behavioral Skills Training (BST) package designed to equip practitioners with high-fidelity data collection skills. Using a nonconcurrent multiple-baseline probe design across six participants, the research assessed the efficacy of a training model that integrated naturalistic video instruction using Artificial Intelligence to simulate real-world scenarios. The study encompassed multiple behavior topographies, enabling trainees to identify diverse responses across contexts. The evaluation was divided into two studies: Experiment 1 (In-Home) and Experiment 2 (Clinic), each involving 3 participants. This dual-setting approach enabled researchers to test the versatility of the remote BST package across residential and professional environments. The results demonstrated that all technicians not only achieved mastery of ABC data collection but also successfully generalized these skills to novel scenarios and maintained high accuracy levels during follow-up probes. These findings provide critical empirical support for the shift toward telehealth-based professional development. By extending the literature to include ABC data collection, this research validates remote BST as a robust, scalable solution for training behavioral staff, effectively bridging the geographical and logistical gaps in high-quality clinical supervision.



Teri Leonhardt



🕒 8:00 am - 8:50 am

📄 Symposia

🧩 AUT

📍 Windsong 8

📄 1 LRN

Incorporating Choice, Delay, and Variability to Design Treatment of Destructive Behaviors

CHAIR

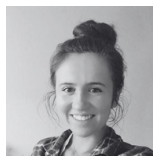


Justin Han

DISCUSSANT



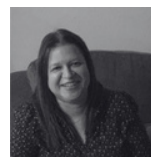
Iser DeLeon



Jane D'Souza



Amanda Badia



Amalix Flores

Functional communication training (FCT) is a well-established, evidence-based intervention for the treatment of destructive behavior. While its efficacy has been well demonstrated, its effectiveness often relies on adjustments made in response to the idiosyncratic characteristics of the individual and the behavior reinforcement history. This symposium presents three papers that examine how choice, delay, and behavioral variability influence responding while teaching replacement behaviors. The first presentation evaluates preferences for communication modalities following FCT and demonstrates that response allocation shifts systematically as response effort increases, highlighting the importance of ongoing preference evaluation during treatment. The second presentation extends our by focusing on choice and the temporal relationship between replacement and target behavior through a parametric evaluation of changeover delays. Findings underscore the need to individualize delay parameters to optimize treatment outcomes. The third presentation broadens the discussion by describing a research synthesis of target behavior reinforced by control. Findings from this review suggest the feasibility of synthesized assessment of contingencies and corresponding skill-based treatment to teach replacement behaviors. Together, these papers illustrate how incorporating considerations of choice, delay, and variability into assessment and treatment design can improve the effectiveness of treatments based on differential reinforcement of alternative behavior.

Assessing Communication Modality Preference and the Effects of Response Effort During Functional Communication Training

Amanda Badia

A Parametric Analysis of Changeover Delay on Challenging Behavior During Functional Communication Training

Amalix Flores

Defining Control as a Function of Behavior

Jane D'Souza

🕒 8:00 am - 9:20 am

📄 Paper

🧩 ETH

📍 Windsong 9-10

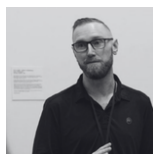
📄 1.5 LRN/MH
1.5 ETH

Special Paper Session: Focus on Caregivers

CHAIR



Kalina Hatzell



Sean Yocum



Ryan Martin

Caregiver-Led Applied Behavior Analysis (ABA) and Treatment Outcomes in a Large Community Setting (Kalina Hatzell)

Caregiver-mediated models in applied behavior analysis (ABA) have gained increased attention as autism prevalence has risen and workforce shortages have limited access to traditional

(continued on the next page)



paraprofessional-led services. Caregiver-led ABA represents a lower-intensity service delivery model in which caregivers receive structured training and coaching to implement behavioral intervention strategies directly with their child within daily routines. Although prior research has demonstrated positive outcomes associated with caregiver-mediated models, much of the existing literature has relied on small sample sizes, limiting generalizability to large, community-based service settings. The purpose of the study will be to evaluate child and caregiver outcomes associated with participation in a caregiver-led ABA program implemented within a large ABA organization. Repeated-measures analyses of variance (ANOVA) and multivariate analyses of variance (MANOVA) will be conducted to examine changes over time in child adaptive functioning and developmental progress, as well as caregiver stress, self-efficacy, and family well-being. Child outcomes will be assessed using standardized measures of adaptive behavior, while caregiver outcomes will be evaluated using validated measures of parental stress, self-efficacy, and family well-being. Results of the study and implications for the field will be reviewed at the conference.

From Afterthought to Cornerstone: Parent Mediated Intervention in the Context of ABA (Sean Yocum and Ryan Martin)

Converging economic pressures are reshaping ABA treatment. Reimbursement rate reductions and the shift toward value-based care models demand more efficient service delivery. Including parents in treatment offers a sustainable path forward; one that aligns clinical effectiveness with fiscal responsibility while honoring family autonomy and preferences. Despite robust evidence supporting parent-mediated intervention (PMI) in autism treatment (Bearss et al., 2015; Postorino et al., 2017), it remains underutilized in comprehensive ABA treatment. Industry surveys indicate that only roughly 26% of authorized units of CPT code 97156 (family adaptive behavior treatment guidance) are utilized (CentralReach, 2025). Further, when this service is delivered, BCBAs tend to be providing families with updates on treatment or with psychoeducation, which is insufficient in modifying caregiver or child behaviors. Multiple factors contribute to this gap. BCBAs typically receive minimal training in parent consultation models (Ingersoll et al., 2020), families may be unfamiliar with or hesitant about parent guidance approaches, and funding structures have historically incentivized direct services (Straiton et al., 2021). This pattern persists despite research demonstrating that parent-mediated interventions produce meaningful outcomes, enhance generalization, promote family empowerment. For certain clients and families, PMI may be the most appropriate or even the only viable service option. BCBAs who proactively develop consultation competencies and integrate 97156 services will be better positioned to serve families effectively and maintain viable practices in an evolving marketplace. This presentation will examine PMI as both an underutilized opportunity and an emerging necessity in ABA and autism intervention more broadly. We will review the research literature on PMI in autism and describe how it can produce positive outcomes for not only autistic children but parents and family systems as well. To illustrate the practical value of PMI, we will review successful practice models that prioritize PMI as a critical component of care and showcase effectiveness data from implementing PMI in community settings. Finally, we will conclude with a call to action for ABA researchers and suggestions for practitioners to develop their PMI repertoire and incorporate it into service delivery more effectively.

 8:00 am - 9:20 am

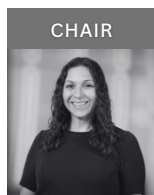
 Symposia

 DD

 Windsong 11-12

 1.5 LRN

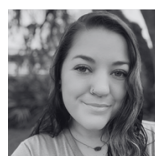
Enhancements to the Assessment and Treatment of Problem Behavior



Tara Fahmie



SungWoo Kahng



Jesenia
Giambrone



Jessica Tran



Carson Whitford



Joel Story

This symposium presents recent advances in function-based interventions for individuals who engage in problem behavior. Across four studies, presenters evaluated mand acquisition and transfer, engagement in competing stimulus assessments, choice-based strategies to increase therapeutic participation, and haptic feedback for automatically maintained toe walking. Findings highlight conditions that influence treatment effectiveness and generalization, with implications for refining assessment and intervention practices.

(continued on the next page)



Generalized Mand Training: Cross function transfer of mands

Jesenia Giambrone

The Role of Engagement in Identifying High-competition Stimuli in Competing Stimulus Assessments

Carson Whitford

Shifting Choice Toward Therapeutic Practice in a Concurrent Arrangement for Children Who Exhibit Challenging Behavior

Jessica Tran

Further Evaluation of Haptic Feedback to Reduce Automatically Maintained Toe Walking

Joel Story

⌚ 8:00 am - 8:50 am

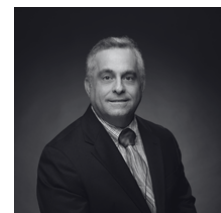
📄 Invited

🏠 DD

📍 Grand Cypress A-B 📄 1 PDU

Invited PDU Event: Preparing for What's Next: Professional Training and Skills Every RBT Needs

This training focuses on the evolving role of the Registered Behavior Technician (RBT) and practical strategies for enhancing daily workflow and professionalism in applied behavior analysis (ABA) settings. Attendees gain insights into time management, effective communication, documentation best practices, and maintaining professional boundaries while working with clients, families, and clinical teams. Specialized training programs for RBTs will also be detailed in the presentation.



John Guercio

⌚ 8:00 am - 8:50 am

📄 Paper

🏠 HF

📍 Grand Cypress D-E 📄 1 LRN/MH

ABA for ARFID & Picky Eating: From Restriction to Nutrition

Feeding disorders and selective eating behaviors are associated with limited dietary variety, inadequate nutrient intake, and increased risk for nutrition-related health complications. Applied Behavior Analysis (ABA) provides an evidence-based framework for addressing feeding challenges by targeting the environmental and behavioral variables that maintain food refusal and selectivity. This abstract reviews the application of ABA interventions to expand food repertoires, increase oral intake, and promote nutritionally adequate diets across a range of feeding difficulties. Commonly used strategies include systematic desensitization, differential reinforcement, shaping, stimulus fading, gentle escape extinction and caregiver training. These interventions are individualized based on functional assessment and implemented in structured, supportive environments to reduce maladaptive mealtime behaviors and increase acceptance of novel and non-preferred foods. Emphasis is placed on generalization across settings and caregivers to support long-term maintenance of gains. Evidence suggests that ABA-based feeding interventions can improve dietary diversity, caloric intake or reduction, and overall nutritional status while decreasing mealtime distress. Early intervention and collaboration with interdisciplinary professionals further enhance outcomes and help reduce the risk of long-term nutrition-related health concerns. Overall, ABA offers a systematic and effective approach to transitioning individuals from restrictive eating patterns to more varied, balanced diets, supporting improved health and quality of life.



Genevieve
Covington



 9:00 am - 9:50 am

 Paper

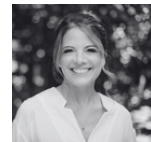
 AUT

 Windsong 7

 1 LRN/MH

Naturalistic Developmental Behavioral Intervention Across Borders: A Telehealth Parent-Mediated Model for Spanish-Speaking Families

Naturalistic Developmental Behavioral Interventions (NDBI) represent the state of the art in autism early intervention, yet Spanish-speaking families across six countries remain systemically excluded from accessing linguistically and culturally appropriate services. Since 2014, Alcanzando Inc. has developed a fully remote, parent-mediated NDBI service delivery model reaching families in Peru, Ecuador, Chile, Bolivia, Spain, and the United States entirely through telehealth platforms. This presentation focuses specifically on the dissemination infrastructure, training architectures, and ethical frameworks required to implement and sustain such a model across international jurisdictions. We describe the process of equipping parents as primary intervention agents within naturalistic daily routines, the systematic adaptation of coaching protocols for diverse Hispanic cultural contexts, and the navigation of cross-border consent, scope-of-practice, and digital privacy requirements. Additional emphasis is placed on remote fidelity monitoring systems, the translation of core behavior analytic terminology for caregiver comprehension, and practical quality assurance safeguards. Rather than presenting experimental outcome data, this paper provides a comprehensive practice framework for clinicians and organizations seeking to ethically expand NDBI access to underserved, linguistically isolated populations through scalable telehealth dissemination.



Mapy Chavez-Askins

 9:00 am - 9:50 am

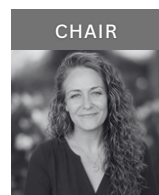
 Panel

 BPL

 Windsong 8

 1 LRN/MH
1 SUP

From Clinician to Coach: Building Supervisors Who Can Actually Train



Emaley McCulloch



Ashley Hooks



Ivy Chong



Kellianne Montgomery



Karma Flotkoetter



LaKeysha Cobbs-Hayes

Many ABA organizations rely on their strongest clinicians to lead teams – yet clinical expertise alone does not prepare supervisors to teach, train, and develop others. This panel brings together leaders across ABA organizations to examine a persistent and costly gap: the difference between being a skilled behavior analyst and being an effective supervisor, trainer, and mentor. Panelists will explore how evidence-based frameworks – including Behavior Skills Training (BST), Adult Learning Theory, and Organizational Behavior Management (OBM) – can be applied to build scalable Train-the-Trainer systems that prepare supervisors to lead across clinical, operational, and organizational domains. The discussion will address real-world barriers to implementation, strategies for sustaining training culture across growing organizations, and the role of technology – including LMS platforms and AI tools – in supporting consistent, performance-driven staff development. Whether your organization is just beginning to formalize supervisor training or looking to strengthen an existing infrastructure, this panel offers practical perspectives and lessons learned from leaders who have navigated these challenges firsthand.



🕒 9:00 am - 9:50 am

📄 RBT Paper

🧩 AUT

📍 Grand Cypress A-B 📋 1 PDU

PDU Event: Back to Basics for RBTs: Analyzing Effective Conceptually Systematic Principles within EIBI Programming



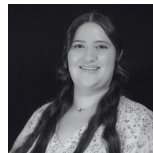
Dakota Januchowski



Jordan Sikes



Marietta Gomez



Megan DeWitt

This Paper Session will evaluate three procedures with three separate children diagnosed with autism spectrum disorder. All three procedures will be viewed through a conceptually systematic lens, investigating and identifying variables that contributed to the success of all three procedures. The first paper will focus on an EIBI case where communication was taught through intensive tact training, fluency, and generalization to various other verbal operants. The second paper will evaluate the transition from AAC as the primary form of communication to sign language and discuss the adjustment for the child, the principles of differential reinforcement, preference, and social validity. The final paper will review a child's engagement in disrobement. The principles of response effort, differential reinforcement, and automatic reinforcement will be evaluated. By breaking down the components, as clinicians we're better able to generalize our procedures, establish the working components, and improve the quality of life for our clients as a whole.

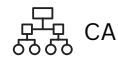
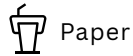
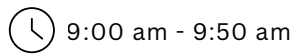
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RethinkBH





Grand Cypress D-E



1 LRN/MH

Behavior analytic contributions across child welfare, residential, and anti-trafficking systems

Many systems designed to serve vulnerable populations, such as child welfare, residential care, and anti-trafficking programs, are structured around punitive responses (e.g., placement changes, removal of privileges, and increased restrictions). These responses are often shaped by the topography (or form) of behavior, without examining its reason (or function), resulting in reactive rather than preventive outcomes. Behavior analysts are uniquely positioned to shift this paradigm by introducing functional thinking into systems that were not designed with it. This presentation explores how a functional perspective can be applied across service settings, including the assessment of runaway behavior in foster care, staff-client interactions in residential settings, and efforts to support anti-trafficking initiatives. Practical examples (i.e., research projects, clinical experiences, and community involvement) illustrate how core behavioral principles can be adapted for the contingencies of each environment. An emphasis is placed on interdisciplinary collaboration, scope of competence, and the importance of learning the systems we seek to support. Attendees will leave with a broader perspective on how behavior analysis can contribute meaningfully to complex service environments while maintaining ethical and scientific integrity.



Arturo Garcia

Mark Your Calendar

FABA 2027

September 15-18, 2027

Orlando, Florida

faba Florida Association for Behavior Analysis

CALL FOR PAPERS OPENS EARLY SPRING 2027



🕒 9:30 am - 10:50 am

🎤 Panel

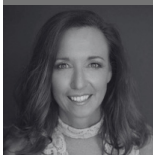
👤 DPP

📍 Windsong 1-6

📋 1.5 LRN

Public Policy and Legislative Update

CHAIR



Missy Olive



Michelle
Castaños

Welcome to the annual Public Policy panel discussion of recent, current, and future priorities. This year, as part of FABAs Strategic Planning, the Public Policy Committee underwent a process map. The update will be presented. Additionally, attendees will learn about AHCA and SMMC, APD/MedWaiver 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. FABAs' advocacy efforts rely on informed members. 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. So, be sure to attend.

🕒 9:30 am - 10:50 am

🎤 Symposia

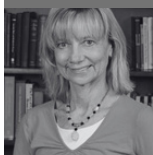
👤 CUL

📍 Windsong 9-10

📋 1.5 LRN

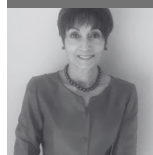
Behavioral Perspectives Across Cultures From Their Own Voices: Hispanic Children with Autism, Family Deportation, Domestic Violence & Military Veterans

CHAIR



Jeannie Golden

DISCUSSANT



Haydee Toro



Richard Ung



Yakira Striblin



America Sanchez-
Vera



Alexia Nina
Nieves

Culture has been defined as “the characteristic features of everyday existence shared by people in a place or time.” In FABAs 2025, each of the presenters in this symposium discussed a different culture from a behavioral perspective and presented specific ways that the behavioral perspective can aid in addressing the needs of the individuals within that culture. The behavioral perspective can help individuals meet their needs and overcome problems through the analysis of setting events, discriminative stimuli, motivating operations, and positive and negative reinforcement. This year, the presenters will share qualitative data from the voices of the members of each of their perspective communities. 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 whose culture stigmatizes those seeking mental health services, Black women victims of domestic violence who find it difficult to leave due to cultural pressures, and military culture that views help seeking as weakness and may inadvertently encourage suicide in war veterans.

Autism in Hispanic Families: Behaviorists Hearing Their Voices & Facilitating Early Diagnosis & Intervention

Alexia Nina Nieves

Children of Deported Parents: Behaviorists Hearing Their Voices & Providing Strategies for Coping with the Behavioral & Emotional Impacts

America Sanchez-Vera



(continued on the next page)

Black Woman Victims of Intimate Partner Violence: Behaviorists Hearing Their Voices & Providing Culturally Responsive Interventions

Yakira Striblin

Military Culture & Suicide Ideation: Behaviorists Hearing Their Voices & Facilitating Prevention & Intervention

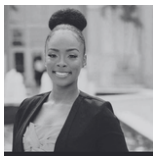
Richard Ung

 9:30 am - 10:50 am Paper AUT Windsong 11-12 1.5 LRN/MH***Special Paper Session: ABA and Legal Topics***

CHAIR



Jamie Bassos



Enasha Anglade



Elyse Kennedy

Called to the Stand: A BCBA's Introduction to Expert Witness and Custody Consultation (Jamie Bassos)

Behavior analysts are increasingly called upon to serve in legal contexts-as expert witnesses, forensic consultants, and behavioral assessors in custody and family court proceedings. Yet few BCBAs receive formal training in navigating these roles. This presentation introduces behavior analysts to the intersection of applied behavior analysis and the legal system, with a focus on expert witness foundations and the application of behavioral assessment in autism-related custody matters. Attendees will leave with a practical framework for understanding their role, communicating behavioral science to legal audiences, and maintaining ethical integrity in high-stakes legal contexts. Family courts, special education due process hearings, and criminal proceedings increasingly involve autism spectrum disorder and related behavioral concerns. BCBAs are uniquely positioned to provide expert insight yet the field has produced limited formal training on how to do so responsibly and effectively. This presentation fills a meaningful gap in the professional development landscape, grounding legal consultation in behavioral science and the BACB Ethics Code. It is practical, case-informed, and directly applicable to the growing number of BCBAs who receive, or are considering, legal referrals or getting called in to serve as experts.

A Data-Informed Analysis of Mediation Outcomes in Pre-Suit and Court-Ordered Family Dispute Resolution (Elyse Kennedy)

Serenity Family Solutions systematically tracks mediation outcomes to evaluate effectiveness across family mediation contexts. Drawing from a data-informed framework, the organization maintains detailed records of mediation processes and outcomes across multiple mediators to support ongoing evaluation. This study summarizes mediation outcomes for 2024 and 2025, comparing pre-suit and court-ordered mediations in Florida family law cases. In 2024, 12 (pre-suit N = 7; court-ordered N = 5) families participated in mediation, with most cases involving between one and four sessions. Pre-suit mediations resulted in a 93% full agreement rate, while court-ordered mediations resulted in a 25% full agreement rate. In 2025, 38 families (pre-suit N = 22; court-ordered N = 16) participated, again with most cases requiring between one and four sessions. Pre-suit mediations yielded a 91% full agreement rate, compared to 17% in court-ordered cases. Across both years, pre-suit mediations were consistently associated with higher rates of full agreement than court-ordered mediations. While the sample is limited to a single organization and a relatively small number of cases, the inclusion of multiple mediators strengthens the consistency of the observed pattern. The findings suggest that earlier, voluntary engagement in mediation may be linked to improved resolution outcomes. These results highlight the potential value of early intervention and continued data-informed evaluation in family dispute resolution. Key words: family mediation, pre-suit, court-ordered, dispute resolution.

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Trauma-Informed Behavior Analysis in High-Conflict and Court-Involved Families: Bridging Neuropsychology and Clinical Practice (Enasha Anglade)

Children exposed to domestic violence and high-conflict co-parenting environments often present with complex behavioral repertoires that are frequently misunderstood within traditional behavior-analytic frameworks. Chronic exposure to stress and coercive relational dynamics can result in neurobiological adaptations, including heightened threat sensitivity, impaired executive functioning, and dysregulated emotional responding. These adaptations may manifest behaviorally as aggression, avoidance, rigidity, or attentional difficulties, complicating assessment and intervention. This presentation examines how behavior analysts can integrate trauma-informed and neuropsychological perspectives into assessment, treatment planning, and service delivery when working with court-involved and high-conflict families. Emphasis is placed on understanding the functional role of behavior within contexts shaped by coercive control, unpredictability, and safety concerns. Participants will explore modifications to traditional functional behavior assessments, the use of regulation-focused interventions, and the ethical considerations inherent in navigating dual relationships, documentation, and legal system involvement. Additionally, this presentation highlights setting-specific challenges across in-home, school, community, and clinic-based services, and provides practical strategies for maintaining safety, avoiding inadvertent reinforcement of maladaptive family dynamics, and supporting adaptive skill development. By bridging behavior analysis with trauma-informed care, this training aims to enhance clinical effectiveness and promote ethical, contextually responsive practice for children impacted by chronic stress and family conflict.



10:00 am - 10:50 am



Paper



OBM



Windsong 7

1 LRN
1 SUP***From Coursework to Competence: Translating ABA Curriculum into Supervision and Practice***

Academic training in behavior analysis often emphasizes content coverage and exam pass rates without ensuring that this knowledge translates into quality care and ethical practice. This presentation describes methods for translating coursework into supervision practices to improve clinical skills in applied settings. Following a program-wide redesign of course content and assignments, this model aligns curriculum with clinical supervision to support the development of competent practitioners. Coursework at Florida National University was structured to include measurable learning objectives and components designed to extend into supervision through coordinated expectations for student performance. Academic activities were intentionally linked to applied skill development, creating continuity between classroom instruction and fieldwork. We will describe current requirements from the Association for Behavior Analysis International and the Behavior Analyst Certification Board for supervisees and supervision practices. Specific strategies will be presented to translate academic activities into applied performance, including competency-based feedback, skill-based evaluation, and performance monitoring. Emphasis will be placed on designing unrestricted supervision activities that reflect real clinical responsibilities, such as intervention design and ethical decision-making. This approach provides a practical framework for integrating coursework, supervision, and exam preparation to improve supervisee performance and service delivery. The goal is to develop practitioners who demonstrate ethical responding, treatment integrity, and data-based clinical decision-making while representing the field professionally.



Didiana De La Osa



🕒 10:00 am - 10:50 am

📄 Paper

🏗️ ETH

📍 Windsong 8

📋 1 LRN/MH
🏆 1 ETH***Redefining Crisis Prevention: A Systematic Approach to Reducing Physical Restraints***

The use of physical restraint remains a high-risk, high-stakes intervention within applied behavior analysis (ABA), often associated with significant ethical, clinical, and safety concerns. Despite its intended role as a last-resort safety procedure, restraint can inadvertently reinforce challenging behavior, increase psychological trauma, and result in injury to both clients and staff. This presentation introduces a comprehensive, evidence-based framework for reducing both the occurrence and duration of physical restraint through proactive and systematic intervention. Attendees will explore how antecedent-based strategies, functional communication training (FCT), and noncontingent reinforcement (NCR) can effectively prevent escalation to crisis-level behavior. In addition, this session will critically examine release criteria during restraint, comparing traditional behavior-contingent release (BCR) with fixed-time release (FTR) procedures. Research findings demonstrate that while both approaches yield similar behavioral outcomes, FTR significantly reduces the duration of restraint and facilitates more efficient fading procedures. Participants will also review case-based and empirical evidence demonstrating how systematic fading of FTR can lead to the complete elimination of restraint procedures over time. The session will emphasize ethical considerations, clinical decision-making, and practical implementation strategies that align with best practices in ABA and client-centered care. This presentation is designed for behavior analysts, clinicians, educators, and administrators seeking to reduce reliance on restrictive procedures while improving safety, treatment integrity, and client outcomes.



Melissa Meotti

🕒 10:00 am - 10:50 am

📄 RBT Paper

🏗️ ES

📍 Grand Cypress A-B

📋 1 PDU

PDU Event: Working Alongside Teachers: How RBTs Can Support (Not Disrupt) the Classroom

Registered Behavior Technicians (RBTs) working in school settings are frequently expected to support students within classroom environments alongside teachers and other school personnel. However, many RBTs receive limited training on how to effectively navigate classroom routines, collaborate with teachers, and implement behavior intervention plans within group settings. This presentation provides practical, skill-based strategies to help RBTs support student behavior while maintaining alignment with classroom expectations and minimizing disruption to instruction. Topics will include understanding the RBT's role in the classroom, implementing reinforcement and prompting strategies within group environments, responding to challenging behavior in the moment, and communicating effectively with teachers. Participants will learn how to navigate common classroom scenarios, balance individual student needs with classroom demands, and maintain consistency in behavior support across settings. Emphasis will be placed on clear, observable strategies that RBTs can apply immediately in school-based environments. Attendees will leave with practical tools to improve collaboration with teachers, increase consistency of implementation, and support positive outcomes for students in classroom settings.



Sara Dougherty



Megan Molchany



🕒 10:00 am - 10:50 am

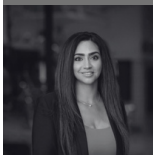
🎤 Panel

🧩 AUT

📍 Grand Cypress D-E 📄 1 LRN

The Potty Plan Remix: Evolving Strategies for Toilet Training

CHAIR



Candice Colón



Maeve Donnelly



Maia Jackson



Alison Spanoghe

That feeling when... You are re-reading Azrin and Foxx (1971) at midnight, wondering where it all went awry. Although behavior analysts have an empirically-validated framework for toilet training, toilet training plans often require specific individualization as well as ongoing problem-solving and adaptations (see also: Donnelly & Karsten, 2024). This practitioner-oriented panel brings together behavior analysts whose backgrounds in toilet training span research, clinical practice, and personal experiences as parents. We will address common questions that arise before, during, and after toilet training through a behavior analytic lens (e.g., what signifies training readiness? How does bowel training compare to urine training?) Attendees will be invited to share their own questions and past problems related to toilet training via a live survey, and specific practical strategies for resolving common toilet training problems will be shared.

🕒 11:00 am - 11:50 am

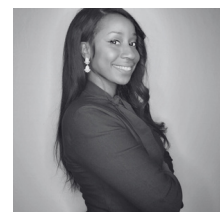
🎤 Invited

🧩 OBM

📍 Grand Cypress A-B 📄 1 PDU

Invited PDU Event: From Treatment Fidelity to Worker Dignity: Support for RBTs Beyond Procedural Compliance

Although RBTs make up approximately 75% of the behavior-analytic workforce, but they hold the least formal influence over clinical decisions, workplace conditions, and systems used to evaluate their performance. When fidelity is the main focal point without attention to other variables such as feedback practices and safety, organizations may reproduce systems of oppression that further may impact RBT dignity. RBTs have described challenges with competency, difficult working conditions, and the transient nature of the field (Nastasi et al., 2024). These findings suggest that RBT concerns are not individual performance issues alone, but are also shaped by the conditions under which they work. Organizational justice offers a way to examine this problem, as it focuses on how employees perceive fairness in workplace decisions, procedures, and interpersonal treatment (Aycan, 2004). For RBTs, perceptions of fairness may be shaped by how feedback is delivered, safety concerns are handled, and whether their concerns produce meaningful action. Feelings of fairness, disrespect, safety, or powerlessness may function as part of the context in which staff commitment, withdrawal, burnout, and turnover occur. When there are high emotional and physical demands paired with limited autonomy, inconsistent support, and low decision-making power may contribute to these factors. This presentation will examine how organizations can erode or support RBT's capacity to work with dignity, and how workers' accounts of strain, unfairness, and resistance should be treated as data.



Denisha Gingles



🕒 11:00 am - 11:50 am

🍷 Invited

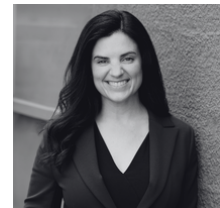
🏠 TTS

📍 Windsong 1-6

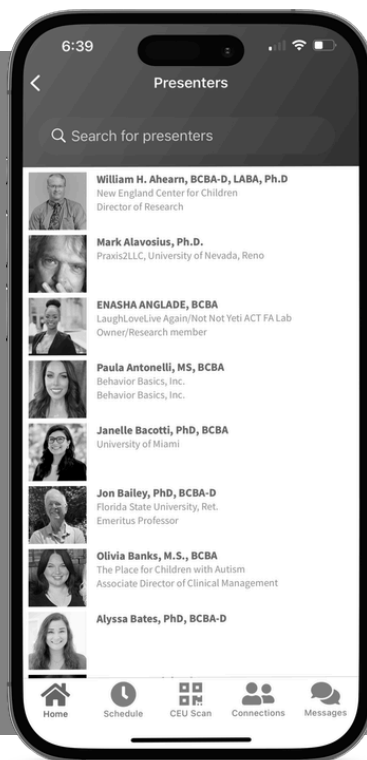
📋 1 LRN/MH
1 SUP

The Great Balancing Act: Enhancing Supervision Quality in Applied Behavior Analysis While Mitigating Burnout

In the field of applied behavior analysis (ABA), effective supervision is key for the professional development of practitioners and the quality of service delivery. However, the pressures of the supervisor role and the roles of behavior analysts in general can lead to burnout, often negatively impacting both supervisors and supervisees. This presentation will explore the themes of supervision and burnout through a synthesis of current literature, highlighting key strategies that ABA supervisors can implement to ensure high-quality supervision without sacrificing their well-being. Participants will learn about practical, time-efficient techniques that enhance supervision effectiveness while promoting a sustainable work environment.



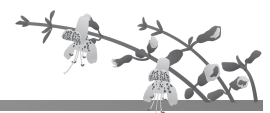
Amber Valentino



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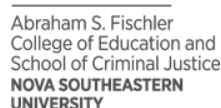
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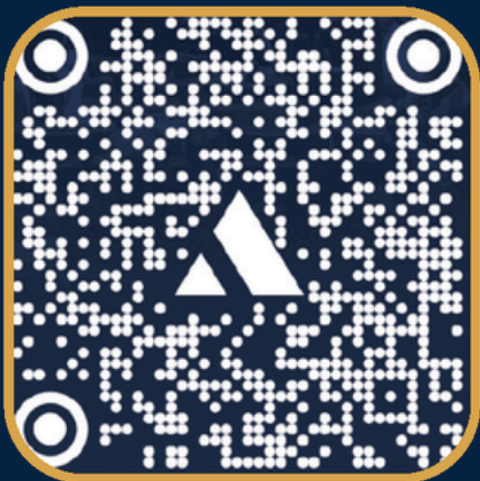
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