

*The 36th Annual Meeting of The Florida
Association for Behavior Analysis*

FABA Florida Association for
Behavior Analysis

2016 Conference Program



FABA '16

Sept. 14-17, 2016

**Marriott Resort Ft. Lauderdale
Harbor Beach**

Ethics • Education • Research • Service • Legislation

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McGinnis, S. (2012). *Organizational Behavior and Management Thinking*. In S. B. Buchbinder & N. Shanks (Eds.). *Introduction to Healthcare Management* (2nd ed.). Boston, MA: Jones & Bartlett.

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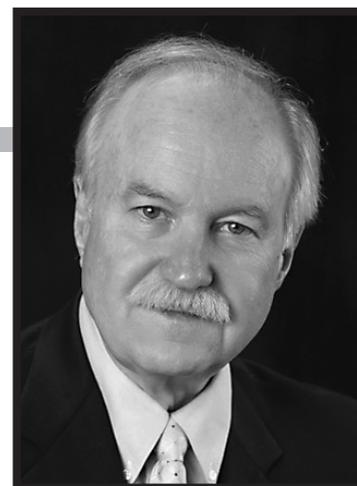
FEATURES FOR 2016

KEYNOTE ADDRESS

Thursday 11:00 am

Forty-five years of Applied Behavior Analytic Research: Lessons Learned

by **Richard M. Foxx, PhD**



PRESIDENTIAL ADDRESS

Friday 11:00 am

On Being Open...

by **Sharon Older, PhD, BCBA-D**
Adapt Behavioral Services, Inc.

THIS YEAR'S INVITED SPEAKERS

Henry D. Schlinger, Jr, PhD Thursday 9:00 am

Walking the Walk: Reflections of a Radical Behaviorist

Jim Carr, PhD Thursday 1:30 pm

On the Diversity of Practice Areas in Applied Behavior Analysis

Martha Pelaez, PhD Saturday 11:00 am

Behavior-Analytic Interventions with Infants at Risk of Developmental Delays

Tristram Smith, PhD & Cynthia R. Johnson, PhD Friday 2:30 pm

Parent Training for Children with Autism Spectrum Disorder and Behavioral Difficulties

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Meet Your 2016 FABA Executive Committee

AMY S. POLICK, PhD, Executive Director / Past-President

Amy Polick, PhD, BCBA-D is faculty at FSU and is the Director of the FSU Early Childhood Autism Program (ECAP), which is a nonprofit ABA provider. She has been at FSU since 2010 and has served on the FABA executive committee since 2011. Dr. Polick has 15 years of clinical experience in ABA and her current passion is helping families affected by autism. Since joining ECAP, she has overseen annual fundraisers for scholarships awarded to families for ABA services and has also led ECAP's expansion efforts, including the establishment of an on-campus autism clinic in 2012 and a Parent Resource Center which opened in the Fall of 2015. As President, Dr. Polick chairs FABA's Poster Session and Speed Networking events, assists with additional conference planning, and serves on the legislative committee.



SHARON OLDER, PhD, President

Sharon became a certified behavior analyst in 1988 (FL-CBA; BCBA in 2000), doctoral graduate of West Virginia University in 1991, and a Florida-licensed psychologist in 1992. She has treated a variety of client populations and supervised a variety of disciplines. Her career mission is to extend the acceptance and availability of behavior analysis within the mental health community throughout Florida. Sharon has been an active participant in FABA for 28 consecutive years and assists as a CE advisor. She is honored to be next year's President and is excited at the opportunity to steer such an amazing organization into a broader future.



COREY ROBERTSON, MS, BCBA, President-Elect

Corey L. Robertson received his M.S. in Applied Behavior Analysis and Organizational Behavior Management from Florida Institute of Technology in 2006 and became a Board Certified Behavior Analyst in 2007. For the past 8 years, Corey has been dedicated to developing competent behavior analysts through his work as Lead Co-Instructor for FL Tech's online professional development program, and through direct and distance supervision of certificant seekers. He is also passionate about the growth and dissemination of the field through social media, serving as admin for several behavior analytic Facebook groups and maintaining the "behaviorguy" page and website.



JON S. BAILEY, PhD, Secretary/ Treasurer/ Media Coordinator, Program Committee

Dr. Bailey is a BCBA-D, a Fellow of ABAI and APA, and is Secretary/Treasurer, Program Chair, and Media Coordinator FABA, which he founded in 1980. He has been on the faculty at FSU for 45 years. He has published over 100 peer-reviewed research articles, is past-Editor of the *Journal of Applied Behavior Analysis* and is co-author of nine books. Dr. Bailey received from APA Division 25, the *Fred S. Keller Behavioral Education Award* and the prestigious *Nathan H. Azrin Award for Outstanding Contributions to Applied Behavior Analysis*. In 2014 he received a *Lifetime Achievement Award* from FABA.



LEIGH STEHLIK, Business Manager

Leigh Stehlik is the Business Manager for the Florida Association for Behavior Analysis. Leigh obtained her Bachelor's of Arts Degree from Florida State University in 1997. She began her career in the software development field, where she was a project manager for more than 10 years. She joined FABA in 2010. Leigh resides in Tallahassee with her husband Mike and their three children.



KIM LUCKER-GREEN, PhD, Member-at Large 2015-2016

Dr. Kim Lucker-Greene is a Board Certified Behavior Analyst (BCBA-D) with more than 20 years experience. She is the founder and President of Behavioral Solutions Consulting, Inc. in Jacksonville, FL. Dr. Lucker-Greene received her graduate training in *Applied Behavior Analysis (ABA)* at Florida State University. She has been a consultant to school districts, families and state agencies since 1993. Prior to founding Behavioral Solutions Consulting, Dr. Lucker-Greene was formerly with Behavior Management Consultants for almost 20 years, finishing as their Director of Clinical Services. Dr. Lucker-Greene has served as an adjunct faculty member at University of North Florida in Jacksonville. As a Member-at-Large, she serves as the Chair of the Local Chapters Committee as well as an active member of the FABA Legislative Committee.



Meet Your 2016 FABA Executive Committee *continued*

NIKKI DICKENS, MS, BCBA, Member-at Large 2014-2016, Program Committee Chair

Emily N. (“Nikki”) Dickens is a 2005 graduate of The Florida State University with a Masters degree in Psychology specializing in Applied Behavior Analysis. She is currently the Associate Director of the FSU Early Childhood Autism Program in Panama City. She was previously the Senior Behavior Analyst with the Agency for Persons with Disabilities at the Developmental Disabilities Defendant Program in Chattahoochee, FL. Nikki has been an invited speaker and panelist, presented at state and national conferences, served as a Local Review Committee Chair and currently serves FABA as the Awards Chair, Program Committee Chair and a Member-At-Large.



ANDREW HOVERAS, MS, BCBA, Member-at Large 2015-2017

A BCBA with Brevard County Public Schools since 2001, Andrew believes ABA holds the greatest hope of improving the human condition. Having worked with individuals with autism since 1987, Andrew has seen firsthand the power of ABA in providing real hope to individuals and families. Holding a Master of Arts degree in psychology from Marshall University (1997), Andrew and his wife, Rayna, live in Viera, Florida with their two sons, Preston and Kooper. As a Member at Large, Andrew serves FABA by participating in Executive Committee meetings, judging the poster competition and assisting with reviewing conference submissions. As the head of the Education Special Interest Group, his goal is to keep the members of FABA informed of current educational rulings and trends.



YULEMA CRUZ, MS, BCBA, Member-at Large 2015-2017

Yulema received an MS in Psychology with a concentration in ABA from Florida State University in 2006, and soon after became a BCBA. Currently, she is a PhD student in Education at Nova Southeastern University, where she previously worked as the ABA Practicum Coordinator. Her main academic interest includes supervision in ABA, which is the topic of her dissertation. Aside from being an adjunct instructor, Yulema is also an ABA consultant, and supervisor. Additionally, she works in the development of academic programs, supervision systems, and the dissemination of ABA to other countries and languages. As a Member-At-Large, she contributes to both the Program and Legislative and Political Action Committees.



Extended Active Members Supporting the Executive Committee:

Mary Burch, PhD, FABA, *Observer Editor*

Mary Riordan, PhD, BCBA-D, *Legislative Co-Chair*

Gretchen Twing, PhD, BCBA-D, *Legislative Co-Chair*

Al Murphy, PhD, BCBA-D, *CE Advisor*



Your FABA Executive Committee is comprised of the Executive Director, the positions of President, President-Elect, and Past President, the Secretary/Treasurer and five Members-At-Large (“At-Large” meaning state wide). In addition to the “Board,” individuals also serve the members of FABA through committees including Awards & Recognition, Elections, History, Legislative, Local Chapters, Local Arrangements, the FABA Observer, and the Program Committee. Committee Chairs may or may not also be an elected position on the Board but this entire group of individuals makes up the leadership authority known as the Executive Committee. Your committee works year round to not only host the annual conference and its related planning but also to increase membership, disseminate the benefits of ABA, network, assist Local chapters, police the right to practice, host local town hall meetings, and meet face to face three times each year in order to discuss the pressing needs of Behavior Analysts around the state.

Meet Your 2016 FABA Program Committee

NIKKI DICKENS, *Chair*

Emily N. (“Nikki”) Dickens is a 2005 graduate of The Florida State University with a Masters degree in Psychology specializing in Applied Behavior Analysis. She is currently the Associate Director of the FSU Early Childhood Autism Program in Panama City. She was previously the Senior Behavior Analyst with the Agency for Persons with Disabilities at the Developmental Disabilities Defendant Program in Chattahoochee, FL. Nikki has been an invited speaker and panelist, presented at state and national conferences, served as a Local Review Committee Chair and currently serves FABA as the Awards Chair, Program Committee Chair and a Member-At-Large.



JON S. BAILEY

Jon Bailey founded FABA in 1980 and has been actively involved in the organization continuously since that time. He is a Past President and former Executive Director as well as the current Secretary/Treasurer and Media Coordinator and has been the Program Chair for the past four years. He is the co-author or editor of 12 books including *Performance Management: Changing behavior that drives organizational effectiveness, 5th Edition*, with Dr. Aubrey Daniels, published in 2014. He received the Nathan H. Azrin Award for Outstanding Contributions to Applied Behavior Analysis from Division 25 of APA in August of 2014.



RAY JOSLYN

Ray is a 5th year student in the doctoral program in behavior analysis at the University of Florida. Originally from Fort Myers, FL, he received his bachelor's degree in psychology from UF in 2010 and continued his education working in Dr. Tim's applied research lab. His research interests include classroom management procedures with delinquent and pre-delinquent children, evaluation of staff-resident interaction in residential treatment facilities for criminal offenders with intellectual disabilities, risk assessment of dangerous behavior, and assessment and treatment of high-risk behavior in sex offenders with intellectual disabilities.



MATT POTAK

Matt Potak has over 10 years of experience working with individuals with developmental disabilities. Matt is the current president of the Bay Area Association for Behavior Analysis. He graduated from Florida Institute of Technology and completed his undergraduate work at USF. He currently operates, Behavior Analysis Solutions Inc. and has a full range of experience. As a Co-Instructor for the FIT Professional Development Program for ABA, he has the opportunity to teach and influence future Behavior Analysts. Matt was appointed to Co-Chair for the Developmental Disabilities special interest group for the Florida Association for Behavior Analysis and is currently on the Program Committee.



LEIGH STEHLIK, *Business Manager*

Leigh Stehlik is the Business Manager for the Florida Association for Behavior Analysis. Leigh obtained her Bachelor's of Arts Degree from Florida State University in 1997. She began her career in the software development field, where she was a project manager for more than 10 years. She joined FABA in 2010. Leigh resides in Tallahassee with her husband Mike, they have three children.



Meet Your 2016 FABa Program Committee

YULEMA CRUZ, MS, BCBA, Member-at Large 2015-2017

Yulema received an MS in Psychology with a concentration in ABA from Florida State University in 2006, and soon after became a BCBA. Currently, she is a PhD student in Education at Nova Southeastern University, where she previously worked as the ABA Practicum Coordinator. Her main academic interest includes supervision in ABA, which is the topic of her dissertation. Aside from being an adjunct instructor, Yulema is also an ABA consultant, and supervisor. Additionally, she works in the development of academic programs, supervision systems, and the dissemination of ABA to other countries and languages. As a Member-At-Large, she contributes to both the Program and Legislative and Political Action Committees.



CHRISTOPHER MCGINNIS

J. Christopher McGinnis, PhD, BCBA-D is a behavioral pediatric and family psychologist and serves as Clinic Director of Boys Town South Florida's Behavioral Health Clinic, an outpatient service with integrated locations within primary care pediatrics. Dr. McGinnis trained under Dr. Patrick Friman at the Village of Boys Town and his research and applied interests include the effect of sleep health on topographical diagnosis and behavioral functioning within the pediatric population as well as advocacy for science-based care in the medical, educational, and mental health professions.



BRANDON PEREZ

Brandon is a 1st year student in the doctoral program in behavior analysis at the University of Florida, studying under Dr. Timothy Vollmer. He received his bachelors degree from the University of Florida in 2013. Since then, he has worked for the Florida Autism Center in Gainesville, FL as the Assistant Clinical Director, until he began his study under Dr. Timothy Vollmer in Fall 2016. Brandon's research interests include severe problematic behavior, toilet training, and stereotypical behavior associated with children with intellectual disabilities.



We would also like to thank **Al Murphy** from the FSU Panama City Campus for his work as the ABA CE provider and reviewer of workshop and regular submissions. He had previously been the Program Chair for 15 years. And we would like to thank **Sharon Older** and **Sarah Courtney** of ADAPT, Inc. for their work in reviewing and approving submissions for Mental Health and Psychology CEs. And finally we would like to thank **Mary Burch**, **Amy Polick**, **Dawn Bailey**, **Leigh Stehlik** and **Corey Robertson** for their careful proofing of the next-to-last draft of the Program.



Florida Association for Behavior Analysis
Dedicated to Protecting Your Right to Practice

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. There are three classes of membership:

Professional or Full Member

This category is for any individual with training directly related to or involving behavior analysis whose full time professional commitment includes teaching, research, and/or practice in behavior analysis.

Sustaining Member

Sustaining Members are Professional/Full Members who pay greater dues as a show of financial support to the organization.

Student, Parent, or Direct Care Member

This category is for any individual pursuing formal training in the discipline of behavior analysis but not yet gainfully employed therein on at least a half-time basis. Also, parents of children who are recipients of behavioral services, and direct care staff may be members in this category. Members in this category are non-voting and may not hold elective office.

What is the Membership Year?

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

Annual Membership Dues

Professional Members - PhD/EdD Level:	\$60	Professional Members - Non-degreed:	\$20
Professional Members - MA/MSLevel:	\$40	Student or Direct Care Level:	\$20
Professional Members - BA/BS Level:	\$30	Sustaining Members:	\$120

Conference Registration Info General Registration Information

Registration is required to attend or present at any session or to participate in any meetings. All registrants will receive name badges that serve both as identification and receipt of any dues and fees paid to attend the conference.

Badges should be worn to all sessions as FABA Hosts will be present at meeting rooms to ensure that attendees have registered.

Conference Registration Fees

ON-SITE REGISTRATION	FULL	1-Day
	CONF	CONF
FABA Professional Members	\$ 206	\$ 136
Student / Direct Care / Parent	\$ 127	\$ 85
Non-Members	\$ 300	\$ 205

A Note on Workshop Fees

\$65.00 per 3-hour workshop - plus \$30 if 3.0 BA CEs are requested, for information on fees for other CEs, check at the Registration Desk

FABA Store & Registration

Tuesday September 13

5:30 pm - 7:00 pm

Wednesday September 14

8:00 am - 6:00 pm

Thursday September 15

7:00 am - 5:00 pm

Friday September 16

7:00 am - 5:00 pm

Saturday September 17

8:00 am - 12:00 pm

Save The Dates

Connecting the Pieces: An ABA Conference Connecting Parents & Professionals

May 12, 2017

UCF Fairwinds
Alumni Center, Orlando



Hosted by the Local Chapters of FABA (CoFABA)



Florida Association for
Behavior Analysis

37th Annual Meeting

October 4-7, 2017

Daytona Beach • Hilton Daytona Beach Resort



Tracks and Special Interest Groups (SIGs) at FABA 2016

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

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

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

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

***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. For this subgroup we have created Special Interest Groups with a Chair for each one. 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.



FABA SIG Chairs:

Animal Behavior (AB)	Nicole R. Dorey, PhD	ndorey@ufl.edu
Autism (AUT)	Anibal Gutierrez, Jr., PhD	Anibal.gutierrez@fiu.edu
Community Applications (CA)	Kimberly Crosland, PhD	crosland@usf.edu
Developmental Disabilities (DD)	Matt Potak	behavioranalysis@gmail.com
Education (ED)	Andrew Houvouras	Behaviorconcepts@gmail.com
Mental Health (MH)	Vince Smith	vince.smith@hughes.net
Professional Ethics (ETH)	Tiffany Kilby	tiffany@thebehaviorstation.com
Multi-cultural (MC)	Haydee Toro	haytoro@bellsouth.net

Continuing Education Information



BOARD CERTIFIED BEHAVIOR ANALYSTS AND BOARD CERTIFIED ASSISTANT BEHAVIOR ANALYSTS

(Approved events are denoted by BA. Those with Professional/Ethical content are denoted ETH)

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

LICENSED PSYCHOLOGISTS

(Approved events are denoted by PSY)

Florida Licensed Psychologists will be able to earn CE's through an arrangement with Adapt Behavioral Services.

Anticipate a fee of \$10 per certificate (*including Workshops*) payable only **post-conference**.

LICENSED CLINICAL SOCIAL WORKERS, MENTAL HEALTH COUNSELORS, MARRIAGE AND FAMILY THERAPISTS

(Approved events are denoted by MH)

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

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

Navigating Continuing Education Requirement Changes for BCaBAs and BCBAs



Al Murphy, PhD

In the February 2013 newsletter, the Behavior Analyst Certification Board announced new continuing education requirements for those whose initial certification or recertification cycles were after December 31, 2014.

These are:

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

To accommodate these changes, FABA will be using the following continuing education codes in the FABA conference program book:

BA = approved for BACB hours.

ETH = approved ethics presentation.

PB = approved professional behavior presentation. Can be combined with ETH for those whose recertification cycle began before December 31, 2014. Counts only as BA for those whose cycles began after December 31, 2014

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.

36th Annual FABA Conference Highlights

Tuesday, September 13	
5:30 pm – 7:00 pm	FABA Store and Registration
Wednesday, September 14	
8:00 am	FABA Store and Registration Opens
8:00 am	Morning Coffee
9:00 am – 12:00 pm	Workshops
1:00 pm – 4:00 pm	Workshops
12:00 pm – 4:00 pm	Exhibitor Check-In & Set Up
3:15 pm	Soda Break - Sponsored by Florida Autism Center
6:00 pm	FABA Store and Registration Closes
6:15 pm – 7:00 pm	Speed Networking - sponsored by Champions for Children
7:00 pm – 10:00 pm	Hospitality Suite - sponsored by Applied Behavioral Strategies
Thursday, September 15	
8:00 am	Morning Coffee - sponsored by Code Metro
7:00 am	FABA Store and Registration Opens
8:00 am – 11:00 am	Sessions
11:00 am – 12:30 pm	General Session / Keynote Address
1:30 pm – 5:20 pm	Sessions
3:15 pm – 3:45 pm	Soda Break - sponsored by ACE Autism Curriculum Encyclopedia

Thursday, September 15 <i>continued</i>	
5:00 pm	FABA Store Closes
5:30 pm – 6:30 pm	Poster Session/ Book Signing Presidential Social (cash bar)
6:30 pm	Dinner on Your Own / Reunions
Friday, September 16	
7:00 am	FABA Store and Registration Opens
8:00 am	Morning Coffee - sponsored by Florida Institute of Technology
8:00 am – 11:00 am	Sessions
11:00 am – 12:30 pm	General Session / Presidential Address Awards
1:30 pm – 5:00 pm	Sessions
3:15 pm – 3:45 pm	Soda Break - sponsored by Datafinch
5:00 pm	FABA Store Closes
9:00 pm	Open Mic and Fiesta
Saturday, September 17	
8:00 am – 12:00 pm	FABA Store and Registration Opens
8:00 am	Morning Coffee - sponsored by Florida Autism Center
8:00 am – 11:00 am	Sessions
8:00 am – 11:00 am	Workshops
11:00 am – 12:00 pm	Closing Invited Address
12:00 pm	Exhibit Breakdown

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Wednesday Morning

8:00 am

Morning Coffee
Sponsored by



Caribbean Ballroom

8:00 am - 5:00 pm FABA Store

Caribbean Salon III

8:00 am - 5:00 pm Registration & Packet Pickup

Caribbean Foyer

3:15 pm



Soda Break Sponsored by Florida Autism Center

Caribbean Foyer

9:00 AM- 12:00 PM Workshop **Track: ETH** Grand Salon A 3.0 CE – BA, ETH, MH, PSY

Workshop #W01 Using Interactive Teams to Problem-Solve Ethics Scenarios

Skill Level: Intermediate

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

MARY BURCH (BaileyBurch Workshops)

The new Professional and Ethical Compliance Codes for Behavior Analysts are more inclusive and descriptive than the former BACB Guidelines; they require behavior analysts to be aware of signs of unethical conduct and to attempt an informal resolution if possible. If the violation cannot be resolved behavior analysts are to report to appropriate authorities including the BACB. Tactful social and professional skills are required to be effective yet not offensive. In this workshop, participants will learn how to resolve ethical issues through role-play of scenarios they present in the workshop, and will critique the presentations.



Jon S. Bailey



Mary Burch

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

1. Describe at least three additions to the Ethics Code.
2. Discuss in some detail what is required by 7.0 Ethical Responsibility to Colleagues.
3. Describe several strategies for working through an informal resolution of an ethics violation with a colleague.
4. Identify common ethical violations that must be dealt with on a regular basis.
5. Discuss the possible implications of reporting a colleague to the BACB or other relevant authorities.

Bio of Presenter:

Dr. Bailey is a BCBA-D, a Fellow of ABAI and APA, and is Secretary/Treasurer, Program Chair, and Media Coordinator FABA, which he founded in 1980. He has been on the faculty at FSU for 45 years. He has published over 100 peer-reviewed research articles, is past-Editor of the Journal of Applied Behavior Analysis and is co-author of nine books. Dr. Bailey received from APA Division 25, the Fred S. Keller Behavioral Education Award and the prestigious Nathan H. Azrin Award for Outstanding Contributions to Applied Behavior Analysis. In 2014 he received a Lifetime Achievement Award from FABA.

Co-presenter's bio available upon request.

Wednesday Morning

9:00 AM- 12:00 PM Workshop *Track:* AUT *Tampa* 3.0 CE – BA, MH, PSY

Workshop #W02 Training on the use of the Motor and Vocal Imitation Assessment (MVIA)

Skill Level: *Intermediate*

ANIBAL GUTIERREZ, JR. (*University of Miami, a.gutierrez5@miami.edu*) and
ELAINE ESPANOLA (*Florida International University*)

The Motor and Vocal Imitation Assessment (MVIA) is an empirically validated hierarchy of imitation skills that serves as a protocol for selecting targets for imitation intervention. The MVIA provides a baseline level of imitation skills, a validated sequence of imitation skills and a method of tracking skill mastery. The MVIA contains a comprehensive compilation of features and characteristics that determine the level of complexity of imitation tasks. This compilation of features and characteristics is the product of previous research examining the development of imitation. Research suggests that use of the MVIA can result in better intervention outcomes for imitation skills



Anibal Gutierrez, Jr.



Elaine Espanola

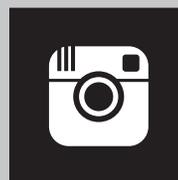
By the end of this workshop, participants will be able to:

1. Describe the relationship between imitation and outcomes for individuals with ASD.
2. Describe the hierarchy of difficulty in imitation skills.
3. Administer the MVIA as an assessment tool.
4. Use the MVIA to select imitation skills for intervention.
5. Use the MVIA to track imitation skill mastery

Bio of Presenter:

Dr. Gutierrez is a Research Associate Professor in the Department of Psychology at the University of Miami and a board certified behavior analyst with experience in the assessment and treatment of severe problem behavior and in the development of adaptive skills for individuals with autism. Dr. Gutierrez previously served as the site PI for a federally-funded, multi-site study evaluating the effectiveness of a school-based joint attention intervention and previously was the site Co-PI for a federally-funded multi-site study evaluating the comparative efficacy of public preschool intervention models for students with autism spectrum disorders.

Co-presenter's bio available upon request.



fabaworld.org

Wednesday Morning

9:00 AM- 12:00 PM Workshop *Track: MH* *Grand Salon B* 3.0 CE – BA, MH, PSY

Workshop #W03 Assessment & Treatment of Children with Psychiatric Disorders:

Learning History

Skill Level: *Intermediate*

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

Traditional counselors view aberrant behaviors as symptoms of underlying constructs and use the diagnosis to explain these behaviors. Behaviorists view behaviors as serving an environmental function and seek to replace aberrant behaviors with acceptable behaviors that serve the same function. However, behaviorists often miss important components when analyzing behaviors related to psychiatric diagnoses including: 1) motivating operations in the form of private events, such as thoughts and feelings; and 2) learning histories with particular discriminative stimuli. This workshop presenter will discuss FBAs and function-based treatments with several symptoms of psychiatric diagnoses including: anxiety, disturbed attachment, callousness and lack of emotionality.



Jeannie A Golden

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

1. Describe symptoms of psychiatric disorders as behaviors serving an environmental function.
2. Describe the process of conducting FBAs with children diagnosed with psychiatric disorders.
3. Describe the role of learning history in treating with children diagnosed with psychiatric disorders.
4. Describe the role of motivating operations in the form of private events in treating children diagnosed with psychiatric disorders.
5. Describe how to develop and implement function-based treatments for children diagnosed with psychiatric disorders.

Bio of Presenter:

Dr. Jeannie Golden is a Licensed Psychologist with a PhD in School Psychology from FSU (1981), teaches in the Psychology Department at ECU, and became the first national Board Certified Behavior Analyst in NC (2000). Jeannie received teaching awards in 2001 and 2009, the FABA Honorary Lifetime Membership Award (1994), the NCABA Excellence in Behavior Analysis Award (2005), the NCABA Award for Outstanding Contributions (2013) and the ECU Scholarship of Engagement Award (2012). Jeannie received grants from Kate B. Reynolds Charitable Trust and the Department of Health and Human Services to provide school-based mental health services in rural schools.

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Wednesday Morning

9:00 AM- 12:00 PM Workshop *Track: VB* *Key West/ Palm Beach* 3.0 CE – BA, MH, PSY

Workshop #W04 Teaching Topography and Selection-Based Verbal Behavior and Increasing Vocal Production in Children with Autism

Skill Level: *Intermediate*

VINCENT J. CARBONE (*Carbone Clinic, drvjc@aol.com*)

A substantial number of children with autism do not develop functional vocal verbal behavior. For these individuals alternative methods of communication are often taught in the form of manual sign language, picture/ icon selection or exchange systems and speech generating devices (SGDs). This workshop will provide a behavioral analysis of alternative methods of communication. The issue of selection and topography based verbal behavior will be discussed. Science based methods for increasing vocal responding will be presented along with video demonstrations of clinical applications of these procedures.



Vincent J. Carbone

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

1. Describe the defining characteristics of topography and selection based verbal behavior.
2. List the advantages and disadvantages of each method of alternative communication..
3. Identify the evidenced based procedures that will lead to improved vocal production in children with autism.
4. Select the most the effective form of alternative communication based upon learner performance.
5. Explain the role of mand training in the development of vocalizations in children with autism.

Bio of Presenter:

Dr. Vincent J. Carbone is a Board Certified Behavior Analyst-Doctorate and New York State Licensed Behavior Analyst. He received his graduate training in Applied Behavior Analysis (ABA) at Drake University, Des Moines, Iowa. He currently serves as an adjunct faculty member at Penn State University, IESUM in Parma, Italy, and at the University of Salerno, Salerno, Italy. His behavior analytic research has been published in several peer-reviewed journals. He currently directs clinics for the treatment of children with autism in New York, Boston and Dubai, UAE.

JACK MICHAEL MENTORED STUDENT SCHOLARSHIP FUND

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Western Michigan University
Department of Psychology

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Celebrating a legacy and funding the future of behavior analysis

Wednesday Morning

9:00 AM- 12:00 PM Workshop *Track:* AUT *Grand Salon C* 3.0 CE – BA, MH, PSY

Workshop #W05 Staying Fit with the Functional Assessment KIT: A Computer Based Tool for More Thorough Analyses

Skill Level: *Intermediate*

ANDREW HOUVOURAS (*Brevard Schools, behaviorconcepts@gmail.com*)

Behavior analysts sometimes lose our “fitness level”, not with respect to the health of our bodies but the movement away from best practices. This is especially true when doing functional assessments. While there is an art to our science, consolidating assessment information while maintaining individualization of the assessment and integrating best practices can be formidable challenges to practitioners of behavior analysis. The difficulty in streamlining assessments led to the development of the Functional Assessment KIT (Knowledge, Information, & Technology), a FREE tool that can be utilized to make the functional assessment process more efficient.



Andrew Houvouras

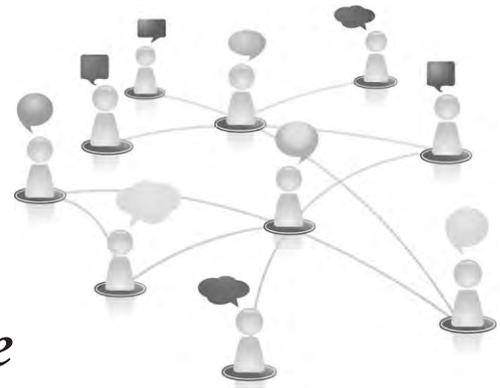
By the end of this workshop, participants will be able to:

1. Complete open-ended, structured interview tools.
2. Construct histograms in MS Excel.
3. Explain 2 rationales for using screening tools.
4. Enter and analyze data in a reversal graph.
5. Copy graphic displays and post them into documents.

Bio of Presenter:

Andrew Houvouras was introduced to behaviorism when tutoring a boy with autism in 1986. This work stoked a fire for helping others using behavior principles. For the last 15 years, he has been active in FABA as attendee, presenter and member-at-large. Since 2001, he has served as a behavior analyst for Brevard County Schools. “The school system has been the ultimate learning lab. It's helped my understanding of human behavior and how behavior analysts function in our different roles.” He lives in Viera, Florida with his wife, Rayna and their sons, Preston & Kooper. Participants need to bring a computer with Microsoft Excel.

***“Speed Networking”
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6:15 PM tonight • Palm Terrace***



Wednesday Morning

9:00 AM- 12:00 PM Workshop *Track: AUT* *Clearwater/Orlando* 3.0 CE – BA, MH, PSY

Workshop #W06 Autism Meets World: Moving into Adulthood

Skill Level: *Intermediate*

KIM LUCKER-GREENE (*Behavioral Solutions Consulting*, kgreene@mybehaviorsolutions.com),

KATHRYN BRADY (*JSA Clinical Group*), **STEPHANIE FRYBACK** (*Behavioral Solutions Consulting*) and **SARAH FERNANDEZ** (*JSA Clinical Group*)

Little behavior analytic research has investigated the topics of vocational and transitional services for individuals with ASD. Typically, when our clients enter the pubescent stage we shift more of our focus towards functional living skills. As professionals we've come to realize that caregivers are less prepared for this transition than our clients. This workshop will provide a model of a successful preference-based vocational skills training program. Program preparation that yields meaningful outcomes for our clients will be discussed. Prompting strategies, independence, self-advocacy, job preparedness and community access will be covered, along with information on transition.



Kim Lucker-Greene



Kathryn Brady



Stephanie Fryback



Sarah Fernandez

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

1. Understand the changing needs of individuals with ASD as they move into adulthood.
2. Gain knowledge of ways to improve opportunities for employment and community involvement.
3. Assess skills & desires and Identify appropriate pre-vocational and vocational skills to train.
4. Learn how to get community support for job placements and work training opportunities.
5. Better understand the transition process in order to adequately plan for life after school.

Bio of Presenter:

Dr. Kim Lucker-Greene is the Founder & President of Behavioral Solutions Consulting, Inc. in Jacksonville, Florida. Her company provides behavioral support services, training and consultation services to public and private schools, human service agencies and private families. Dr. Lucker-Greene is a Board Certified Behavior Analyst (BCBA-D) with 25 years experience designing behavioral & learning programs for a variety of populations. She has been a consultant to school districts, private families and state agencies in Florida since 1993. She is a member of the Executive Committee of the Florida Association for Behavior Analysis.

Co-presenters' bios available upon request.

Wednesday Morning

9:00 AM- 12:00 PM Workshop *Track: SUP* *Grand Salon D* 3.0 CE – BA, SUP, MH, PSY

Workshop #W07 The Apprentice: An Innovative Approach to Meet the BACB's Supervision Standards

Skill Level: *Intermediate*

TIM COURTNEY (timc@littlestarcenter.org) and VINCE LAMARCA (*Little Star Center*)

Increased standards for supervision are needed for the betterment of the field. However, it is a challenge for organizations to meet these standards. Throughout the ages, experts in all trades have passed along their wisdom through apprenticeship opportunities. An apprenticeship model to mentor, educate, and train students on the science of human behavior will be discussed, including a summary of the model, typical supervision activities, and meeting schedules. In addition, the presentation will include billing considerations and general logistical issues associated within an apprenticeship model.



Tim Courtney

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

1. Identify the key responsibilities in an apprenticeship model for BCBA supervisors.
2. Identify the key responsibilities of the supervisees to gain fieldwork experience to become BCBA's.
3. Create performance-based objectives relevant to what the supervisee will both experience and accomplish through the apprenticeship model.
4. Identify and manage logistical and billing considerations that are part of the apprenticeship model.
5. Pinpoint key objectives to measure the apprentice's performance on a monthly basis.



Vince Lamarca

Bio of Presenter:

Tim Courtney earned a Masters of Science in applied behavior analysis from Florida Institute of Technology (FIT) in 2006 and became a board certified behavior analyst that same year. He has worked as a behavior analyst since 2003 with different organizations across the United States. In addition to his work as a behavior analyst, Tim has been a co-instructor in the ABA department of FIT since 2007. His research interests include functional assessment, medical and dental avoidance and escape behavior, verbal behavior and dissemination of the science of Applied Behavior Analysis.

Co-presenters' bio available upon request.

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Wednesday Morning

9:00 AM- 12:00 PM Workshop *Track: VB* Jacksonville/ Tallahassee 3.0 CE – BA, MH, PSY

Workshop #W08 Derived Stimulus Relations: Stimulus Equivalence and RFT Explained?

Skill Level: *Introductory*

TIMOTHY WEIL (*Tandem Behavioral Health & Wellness, tweil3733@yahoo.com*)

Derived stimulus relations is a topic recently growing in interest with both scientists and practitioners of behavior analysis. There is a great deal of basic behavior analytic research supporting the emergence of derived relations, extending into the applied domain. Equivalence in particular has been accepted as a necessary topic with its inclusion in the 4th edition of the BACB task list. Students and practitioners will benefit from this workshop in both its basic level, and focus on providing a link from theory to practice. This workshop will gently start with theory and move towards applied research.



Timothy Weil

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

1. Describe basic characteristics of stimulus equivalence.
2. Describe basic characteristics of RFT and contrast these with Stimulus Equivalence.
3. Describe transformation of stimulus function as a process and identify its crucial outcomes.
4. Diagram relational networks and identify transformation of function via myriad relations as a first step towards inclusion in their programming.
5. Identify differences between associative and non-associative learning processes.

Bio of Presenter:

Dr. Timothy Weil received his PhD from the University of Nevada, Reno where his focus was on verbal behavior with a focus on bridging language research and practice. Dr. Weil has taught in the graduate programs at Florida State University and the University of South Florida over the last decade. During this time, Dr. Weil maintained a vibrant lab and has presented and published on numerous occasions. Recently, Dr. Weil has started a program involving behavior analysis in the area of behavioral pediatrics.

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Wednesday Afternoon

1:00 PM- 4:00 PM Workshop *Track: OBM* *Grand Salon J* 3.0 CE – BA

Workshop #W09 Efficient and Effective Performance Management of Tiers 1, 2, & 3 Interventions in Public Schools

Skill Level: *Intermediate*

LEWIS H. WEBER (*Behavior Care, Inc.*, lewisweber@gmail.com)

Total Progress System (TPS) efficiently and effectively manages Tier 1, 2, & 3 behavioral interventions in public schools. For Tier 1 interventions TPS supports culturally relevant behavior through students' self-evaluation. For Tier 2 interventions TPS increases measurement resolution with partial interval recording during ten academic blocks. For Tier 3 interventions TPS utilizes a 0-3 rating system to monitor behavioral interventions. Participants will demonstrate the following skills: configuring TPS for each Tier, entering data, utilization of graphs and analyses for progress monitoring, and linking TPS to IEP goals. Bring your laptops to install TPS and practice TPS functions.



Lewis H. Weber

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

1. Configure TPS for Tiers 1, 2, & 3 PBS intervention plans.
2. Write non-overlapping increasing and decreasing target behaviors.
3. Design rating rubric categories based on frequency, duration, and intensity.
4. Interpret TPS graphs and data analyses.
5. Evaluate behavioral intervention efficacy at student, classroom, and school levels.

Bio of Presenter:

As an executive with national consumer electronics retailers, Lewis designed management and marketing programs based on behavioral systems theory. As a researcher in Applied Behavior Analysis at the University of Florida, Lewis studied precision teaching and computer managed instruction. Lewis holds a Masters Degree in Applied Behavior Analysis and is President of Behavior Care Inc.

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Dunes Coconut Terrace!***



Wednesday Afternoon

1:00 PM- 4:00 PM Workshop *Track: CA* *Key West/ Palm Bay* 3.0 CE – BA, MH, PSY

Workshop #W10 Behavior Analytic Interventions for Common Child Behavior Problems

Skill Level: *Intermediate*

MAE R. BARKER (*Parent Training Solutions, mae@facesjax.com*)

Parenting is hard work! Luckily, there are research-supported interventions to help parents address their children's sleep, toileting, compliance, and eating. Behavior analysts need to be able to think outside of the “autism box” and explain these interventions in everyday terms and model implementation to parents of all children. They also need to know how to monitor parents' usage of interventions and the children's behaviors. This workshop will cover interventions for (1) toileting (Azrin and Foxx method, scheduled sitting); (2) eating (focus on increasing consumption of healthy foods, improving food acceptance) (3) sleep, and (4) general compliance.



Mae R. Barker

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

1. Explain how a parent of a young child can use the Azrin and Foxx (1974) approach to toilet train his or her child.
2. State three antecedent interventions for increasing a child's consumption of healthy foods and eating at meal times.
3. Explain the utility of the Parent Management Training model (aka “Kazdin approach”) for teaching parents how to interact with their children.
4. Explain how parents can use extinction-based procedures to treat sleep problems commonly seen in general populations.
5. Explain and model ways that parents can use positive reinforcement programs across their ages of childhood.

Bio of Presenter:

Mae Barker, PhD, BCBA-D earned her doctorate in the Cognitive and Behavioral Sciences from FSU in 2005 and obtained board certification in ABA in 2002. Her past professional experiences include UF-Jacksonville Center for Autism and Related Disabilities Director, behavior therapist, group home staff, and school-based behavioral specialist. She teaches graduate coursework at UNE; and, she provides ABA services to children, families, and school personnel through both Parent Training Solutions and Florida Autism Consultants and Educational Services. Outside of work, she enjoys traveling with her husband and two daughters in their VW bus, Marigold.

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Wednesday Afternoon

1:00 PM- 4:00 PM Workshop **Track: MH** *Grand Salon K* 3.0 CE – BA, MH, PSY

Workshop #W11 Treating Children with Behavioral & Emotional Disorders: Integrating Emotional & Moral Behaviors to Promote Generalization

Skill Level: *Intermediate*

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

Children that have been abused and/or neglected often exhibit behaviors that appear to be callous, unemotional, antisocial and immoral. Learning histories of these children affect their thoughts and feelings and these private events can serve as motivational operations. Using a contingency-based focus for managing children's behavior in a structured setting where staff follow-through with predictable contingencies does not prepare them to function in a generalized setting. The presenter will provide a behavioral explanation for unemotional and immoral behaviors and ways to develop effective behavioral treatments that are relationship-based, focus on emotional and moral skills, and promote generalization.



Jeannie A Golden

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

1. Describe how the learning histories of children that have been victims of abuse and/or neglect effect their emotional and moral behaviors.
2. Explain why these children lack a repertoire for appropriate emotional and moral behaviors and how thoughts and feelings can serve as motivational operations.
3. Describe the difference between contingency-based and relationship-based treatment approaches.
4. Describe what environmental factors can encourage appropriate emotional and moral behaviors.
5. Describe ways to develop effective behavioral treatments that are relationship-based and promote generalization.

Bio of Presenter:

Dr. Jeannie Golden is a Licensed Psychologist with a PhD in School Psychology from FSU (1981), teaches in the Psychology Department at ECU, and became the first national Board Certified Behavior Analyst in NC (2000). Jeannie received teaching awards in 2001 and 2009, the FABAs Honorary Lifetime Membership Award (1994), the NCABA Excellence in Behavior Analysis Award (2005), the NCABA Award for Outstanding Contributions (2013) and the ECU Scholarship of Engagement Award (2012). Jeannie received grants from Kate B. Reynolds Charitable Trust and the Department of Health and Human Services to provide school-based mental health services in rural schools.

Wednesday Afternoon

1:00 PM- 4:00 PM Workshop **Track: DD** *Grand Salon G* 3.0 CE – BA, MH, PSY

Workshop #W12 Teaching Skills to Children with Moderate-to-Severe Disabilities using Functional-Based Curriculums such as Essential for Living

Skill Level: *Introductory*

HUNTER WILLIAMS (awilliams@questinc.org), MICHELE MCGLAMORY, OLIVER NOFUENTE and LESLIE HALL (*Quest, Inc.*)

In recent years, many teachers, curriculum coordinators, and behavior analysts have struggled with “what to teach” children with moderate-to-severe disabilities, including many children with autism, especially as they grow older. In public schools, they are often instructed to adhere to the Common Core State Standards, while in ABA centers they are often offered only developmental curricula designed to help young children “catch up” to their typically-developing peers. When they look for alternative sources of more functional skills, they often find few available options. The presenters will describe how to program and teach functional skills using a tool such as EFL.



Hunter Williams



Michele McGlamory



Oliver Nofuente



Leslie Hall

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

1. Describe four criteria that can be used to determine if a skill is functional for a learner with moderate-to-severe disabilities.
2. Describe four examples of each, speaker, listener, daily living, academic, and tolerating skills that are functional for learners.
3. Describe examples of available curriculum-based assessment instruments and the advantages and disadvantages of each.
4. Describe four barriers to an effective method of speaking.
5. Identify and describe effective teaching strategies.

Bio of Presenter:

Hunter received a B.S. from the University of Central Florida 2006 and an M.S. degree in Applied Behavior Analysis from the Florida Institute of Technology in 2010. He is a Board Certified Behavior Analyst with over 7 years of experience with children with Autism and other developmental disabilities. His experience includes teaching verbal behavior, managing intense problem behavior, and conducting parent training. Currently, Hunter is the Associate Director for an early intervention program that serves over 100 children. He supervises a team of Behavior Analysts, conducts trainings, and provides clinical supervision and guidance.

Co-presenters' bios available upon request.

Wednesday Afternoon

1:00 PM- 4:00 PM Workshop *Track: AUT* *Grand Salon B* 3.0 CE – BA, MH, PSY

Workshop #W13 Beyond the Discrete Trial: Teaching Advanced Learner Repertoires

Skill Level: *Intermediate*

STEVE WARD (*Whole Child Consulting, LLC, steveandterry35@yahoo.com*)

Do you have a learner who:

- learns only in rigid instructional formats?
- learns new skills during contrived exercises, but fails to generalize them into the real world?
- may soon be participating in a general education environment?

This workshop is designed for teachers, behavior analysts, and other professionals working with students ready for that next step. These learners need to develop the foundational learner repertoires that support the generalization and maintenance of meaningful behaviors. It will be helpful for participants to be familiar with The Inventory of Good Learner Repertoires and Teaching Good Learner Repertoires.



Steve Ward

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

1. List at least 5 pivotal advanced learner repertoires.
2. Identify whether their learner(s) have fully developed these learner repertoires.
3. Design an action plan for teaching at least 1 advanced learner repertoire.
4. Select a data-collection method for at least 1 advanced learner repertoire.
5. State at least one way that instruction can be “moved forward” as possible or “moved backward” as necessary.

Bio of Presenter:

Steve Ward, MA, BCBA has been working in the field of Behavior Analysis since 1995, and is currently co-owner of Whole Child Consulting, LLC. Steve authored *What You Need to Know About Motivation and Teaching Games: An In-depth Analysis*, *The Inventory of Good Learner Repertoires*, and *Teaching Good Learner Repertoires*. These publications reflect Steve's passion not only for what students learn, but for the manner in which they learn it. Steve specializes in teaching social behaviors, incorporating knowledge from a variety of perspectives and remaining at all times behavioral in his own perspective.

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Wednesday Afternoon

1:00 PM- 4:00 PM Workshop *Track: AUT* *Grand Salon H* 3.0 CE – BA, MH, PSY

Workshop #W14 My BCBA is Amazing

Skill Level: *Intermediate*

COLLEEN DEMELLO (*Applied Behavioral Strategies, LLC, colleen@appliedbehavioralstrategies.com*)

This workshop is designed to bring to light some of the variables that BCBA's are faced with when delivering in-home ABA programs and how to effectively plan for a successful program. Participants will learn how to take a functional approach to teaching parents ABA techniques and practice those techniques to become a more effective agent of change. Interactive methods such as small groups, BST, identifying barriers to effective treatment, and role plays will be utilized. Intended audience is for BCBA's, BCaBA's, those pursuing BACB certification, parents and those who predominantly work in home based settings.



Colleen Demello

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

1. Identify variables that influence successful in-home ABA intervention.
2. Understand customer service as it relates to ABA.
3. Learn how to successfully set expectations with parents/caregivers.
4. Develop goals and objectives that meet family's and child's needs.
5. Effectively teach parents to be the change agent.

Bio of Presenter:

Colleen is currently a Regional Clinical Director with Applied Behavioral Strategies. She is a BCBA and LPC. Colleen has been delivering ABA services to individuals with ASD, developmental and psychiatric disabilities for over 25 years in the areas of EIBI, mental/behavioral health, family support and foster care. She has served as consultant, administrator and clinician within state and private agencies, schools and families. Colleen is a member of ABAAI and served on the Executive council of the CTABA. She has conducted statewide trainings for DCF, and DDS as well research and workshops at ABAAI.

Don't miss the Closing Invited Address:

**#96 Behavior Analytic Interventions
With Infants at Risk of Developmental Disabilities**

Martha Pelaez, PhD

Grand Salon E/F Saturday 11:00 AM- 12:00 PM



Wednesday Afternoon

1:00 PM- 4:00 PM Workshop **Track: BP** *Grand Salon D* 3.0 CE – BA, MH, PSY

Workshop #W15 Navigating the 10th Circle of Hell: A Road Map to Writing Medically Necessary

Skill Level: *Intermediate*

TIM COURTNEY (timc@littlestarcenter.org) and **VINCE LAMARCA** (*Little Star Center*)

Board Certified Behavior Analysts (BCBAs) are trained in the implementation of procedures that are conceptually systematic and evidence based. If you have an intervention with several peer reviewed studies that is not presented to the insurance company highlighting medical necessity it will not be funded. In this workshop, we cover a necessary component to intervention that is often neglected in BCBA training activities: writing treatment plans that are based upon medical necessity. Presenters will review strategies for evaluating diagnostic reports as well as assessment probes to provide sufficient justification for areas targeted for intervention.



Tim Courtney

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

1. Define medical necessity.
2. Practice creating goals and objectives directly related to symptoms and impairments related to an autism diagnosis
3. Describe the necessary components of a comprehensive treatment plan, to include background, progress, transition, discharge, and recommendations
4. List factors to consider when determining the intensity of ABA services.
5. Develop appeal responses, grounded in medical necessity, specifically addressing the reason for a denial.



Vince Lamarca

Bio of Presenter:

Tim Courtney earned a Masters of Science in applied behavior analysis from Florida Institute of Technology (FIT) in 2006 and became a board certified behavior analyst that same year. He has worked as a behavior analyst since 2003 with different organizations across the United States. In addition to his work as a behavior analyst, Tim has been a co-instructor in the ABA department of FIT since 2007. His research interests include functional assessment, medical and dental avoidance and escape behavior, verbal behavior and dissemination of the science of Applied Behavior Analysis.

Co-presenters' bio available upon request.

Assure Consumer Access to Competent Behavior Analysts Support Your FABAPAC

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Wednesday Afternoon

1:00 PM- 4:00 PM Workshop **Track: AUT** *Clearwater/ Orlando* 3.0 CE – BA, MH, PSY

Workshop #W16 Training on the Use of a Reinforcement-Based Treatment Package to Address Picky Eating

Skill Level: *Intermediate*

ANIBAL GUTIERREZ, JR. (*University of Miami, a.gutierrez5@miami.edu*),
JESSICA WEBER (*Els for Autism Foundation*), **VERONICA MEDINA** and
STEPHANIE PENA (*University of Miami*)

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

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

1. Describe the features of picky eating.
2. Describe the steps in the Picky Eating manual.
3. Administer the Picky Eating assessment tool.
4. Implement the Picky Eating program steps to increase food acceptance.
5. Train caregivers on the use of the steps in the Picky Eating program.



Anibal Gutierrez, Jr.



Jessica Weber



Veronica Medina



Stephanie Pena

Bio of Presenter:

Dr. Gutierrez is a Research Associate Professor in the Department of Psychology at the University of Miami and a board certified behavior analyst with experience in the assessment and treatment of severe problem behavior and in the development of adaptive skills for individuals with autism. Dr. Gutierrez previously served as the site PI for a federally-funded, multi-site study evaluating the effectiveness of a school-based joint attention intervention and previously was the site Co-PI for a federally-funded multi-site study evaluating the comparative efficacy of public preschool intervention models for students with autism spectrum disorders.

Co-presenters’ bios available upon request.

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Wednesday Afternoon

1:00 PM- 4:00 PM Workshop **Track: ETH** *Grand Salon A* 3.0 CE – BA, ETH, MH, PSY

Workshop #W17 Ethical Issues in Conducting FBAs and Developing BIPs

Skill Level: Intermediate

MELISSA OLIVE (*Applied Behavioral Strategies LLC, missyolivephd@yahoo.com*)

Behavior analysts are faced with the difficulty of completing FBAs and developing BIPs for clients. This session will identify ethical issues that must be considered when completing FBAs and developing BIPs, what can be done to prevent ethical issues from arising, what behavior analysts can do to remedy ethical situations gone wrong, and issues related to the BACB Professional and Ethical Compliance Code. Participants will recognize and describe the ethical issues related to completing FBAs and developing BIPs, list strategies for preventing ethical issues related to developing BIPs, and discuss methods for resolving ethical issues related to BIPs.



Melissa Olive

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

1. Identify and describe the Behavior Analyst Certification Board (BACB) Professional and Ethical Compliance Code as they relate to completing FBAs (3.0) and developing BIPs (4.0).
2. Recognize and describe the ethical issues related to completing FBAs and developing BIPs.
3. List strategies for preventing ethical issues related to completing FBAs and developing BIPs
4. Discuss methods for resolving ethical issues related to completing FBAs and developing BIPs.
5. Identify applicable federal and state laws related to conducting FBAs and developing BIPs.

Bio of Presenter:

Melissa Olive, PhD, BCBA-D, is the Executive Director of Applied Behavioral Strategies LLC. Missy has been an active member of CT-ABA since moving to Connecticut in 2009. Missy currently serves on the Editorial Board of *Young Exceptional Children*, *Topics in Early Childhood Special Education*, and she is a guest reviewer for the *Journal of Autism and Developmental Disorders*. She served on the Editorial Board of the *Journal of Early Intervention* for 8 years.



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Humane, and Effective Use
of Behavior Principles*

Wednesday Afternoon

1:00 PM- 4:00 PM Workshop *Track: MH* *Grand Salon C* 3.0 CE – BA, MH, PSY

Workshop #W18 Maximizing Training Results in Parenting, Sports, and Skill-Based Programs- Using the Self-Regulatory Process

Skill Level: *Intermediate*

AMANDA M. KEATING (*University of South Florida, amkeatin@usf.edu*)

Self-regulation is associated with various positive life outcomes such as academic achievement, income and savings behavior, physical and mental health, and increasing skill in a wide range of areas. The capacity for individuals to self-regulate their own performance is argued to be a fundamental process underpinning the maintenance of skill acquisition and future problem solving. This workshop will operationally define “self-regulation” and identify the important components of the self-regulatory process including: the use of self-management tools, self efficacy, personal agency, self-sufficiency, and problem solving. During this interactive workshop, examples in parent training and athletic coaching will be highlighted.



Amanda M. Keating

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

1. Define the components of the self-regulatory process.
2. Identify how to promote self-instruction and self-evaluation using successive prompts.
3. Demonstrate how to use graduated verbal prompting to promote self-evaluation.
4. Identify components of skill-based behaviors to highlight during the self-regulatory process.
5. Describe current uses of the self-regulatory process in evidenced-based practice.

Bio of Presenter:

Amanda Keating is a licensed psychologist and board certified behavior analyst for the Interdisciplinary Center for Evaluation and Intervention (ICEI) at the University of South Florida. Dr. Keating administers specialty evaluations, designs behavioral intervention programs, and provides clinical supervision for the ICEI program. Her clinical practice has included the assessment and interventions of individuals of various ages and abilities. Dr. Keating has provided clinical assessment and treatment in several specialty clinics including: pediatric craniofacial, pediatric cancer, dementia, acquired brain injury, and sexual behavior problems.

6:15 PM **Speed Networking**

Sponsored by Champions for Children



Palm Terrace

7:00 PM -10:00 PM

Hospitality Suite

Sponsored by
Applied Behavioral Strategies



Dunes Coconut Terrace



Thursday Morning

7:00 am - 6:00 pm

FABA Store and Conference Registration

Caribbean Ballroom Salon III

8:00 am



Morning Coffee
Co-Sponsored by



CodeMetro

Caribbean Ballroom

8:00 AM – 8:50 AM

FILM

Track: TCP

Grand Salon A/B

1.0 CE – BA

#23 Nathan Azrin Film Festival: Nathan Azrin Tribute 2007

RACHEL AZRIN (*Private Practice*, rachelaz@bellsouth.net), Victoria Azrin, David Azrin, Richard Azrin, and Michael Azrin

This year (in 2016) the film will be “A Tribute to Nathan Azrin”; which was organized/planned by AdvoServe with the support of FABA, FABA members and his colleagues and students at Nova and in other states, friends and family that worked with him over many years. This film highlights a review of the how Behavioral Analysis is used as a dynamic approach to solving a wide variety of different problems in our society and throughout the world. This is a reoccurring theme in many of his talks. Dr. Azrin also presents his philosophy and his goals to encourage the use behavioral techniques to continue to help humanity to solve a large number of major problems. In fact, Nathan Azrin was able to succeed and successfully solve problems in severe and diverse problems for humanity. People from all over the country attended the magical event held Nov. 20, 2007 in a small town of Mt. Dora in Florida and included an honorary dinner celebration and comments from many people in Nate Azrins' past and present.



Nathan Azrin
(1930-2013)

The Most Fun You Can Have in 5 Minutes

Ignite! At Night!
Don't Miss It!



8:00 PM (*Just Before The Open Mic and Fiesta*)

Thursday Morning

8:00 AM – 9:20 AM

SYMPOSIUM

Track: SUP

Grand Salon C/D

1.0 CE – BA, SUP

#24 Supervising Practicum Students: Training Effective Analysts

CHAIR: **KAYLA CROOK** (*University of Georgia, kayla.crook25@uga.edu*)

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

This symposium will focus on providing quality and ethical training to future behavior analyst. The first presenter will discuss topics related to contracts and goal setting. The second presenter will present a model for supervisors to adopt that includes fidelity checks of both the supervisor and supervisee. The last presentation will present a method for developing self-regulation and self-reflection among supervisees.



Kayla Crook



Kimberly Crosland

a. Supervising and Contracts: Making Contracts a Useful Training Tool

ROCKY HAYNES (rdh72422@gmail.com) and Shelley Clarke (*Interdisciplinary Center for Evaluation and Intervention USF*)



Rocky Haynes

c. Supporting Self-Regulation and Self-Reflection Among Supervisees

KRYSTAL FONTECHIA (kmcftee@usf.edu) and Rocky Haynes (*Interdisciplinary Center for Evaluation and Intervention USF*)



Krystal Fontechia

b. Ensuring Supervisor Fidelity

SHELLEY CLARKE (mmc@usf.edu) and Krystal Fontechia (*Interdisciplinary Center for Evaluation and Intervention USF*)



Shelley Clarke

8:00 AM – 8:50 AM

PAPER

Track: AUT

Grand Salon E

1.0 CE – BA, MH, PSY

#25 Effects of Using Video Samples to Improve Fidelity of Parent Data Collection

SARAH FERNANDEZ (*Behavior Solutions Consulting, sarahe3030@gmail.com*) and **SHAWN STOKES** (*Behavioral Solutions Consulting, mathewshawnstokes@gmail.com*)

Despite several trainings with a parent of two individuals with Autism, data collection failed to consistently correlate with events reported. Parent had difficulties capturing objective data. Difficulties are attributed to complexity of defining topographies of behaviors, multiple individuals engaging in concurrent behaviors and emotional biases. Intervention introduced consists of multiple video samples, creating clear operational definitions of behaviors, scoring samples by therapist, and scoring samples by parent. IOA between parent and therapist are reviewed. Direct instructions using videos occurred if 90% IOA was not met. Training continues until IOA achieved. Graphic-data will be presented to demonstrate effectiveness of intervention.



Sarah Fernandez



Shawn Stokes

Thursday Morning

8:00 AM – 8:50 AM

PAPER

Track: ED

Grand Salon F

1.0 CE – BA, MH, PSY

#26 Safety and ABA: What can you do?

CHAIR: JACK SCOTT (*Florida Atlantic University, jscott@fau.edu*)

The Role of the BCBA in Safety for Children with Autism in Schools

JACK SCOTT (*Florida Atlantic University, jscott@fau.edu*) and
TONY HONSBERGER (*Renaissance Learning Academy, tobyhons@hotmail.com*)

Children with autism and other disabilities present an elevated risk for unintentional injury in school. Behavior analysts are commonly called upon to reactively address problem behaviors that may result in injury to a child but less likely to be called upon for proactive recommendations for environmental modifications and safety practices to reduce overall risk. We offer a series of school-based practices to ensure the safety of these children. Behavior analysts are the appropriate professionals in schools to initiate these practices, provide staff training and to provide systematic monitoring to ensure that they are used with fidelity.



Jack Scott

What Should Behavior Analysts Do to Assess Client Safety?

Guidance from the Behavioral Literature

JACK SCOTT (*Florida Atlantic University, jscott@fau.edu*),
TONY HONSBERGER (*Renaissance Learning Academy, tobyhons@hotmail.com*), and
ELISA CRUZ TORRES (*Florida Atlantic University, ecruz4@fau.edu*)

Safety for clients with disabilities served by behavioral professionals should be a critical concern. Children with autism, for example, are at a dramatically increased risk for injury and unintentional death when compared to typically developing children. A core ethical responsibility of behavior analyst is to "Do no harm" and flowing from this precept is an obligation to keep the client from harm. Behavior analysts are well advised to make special arrangements to assess the safety status of a child or adult client as they begin to provide behavior analytic services.

We reviewed the behavioral literature to determine the nature and extent of guidance offered on keeping clients safe from harm. This information is presented with a framework for how this guidance can be best used in clinical practice in homes and in agency/clinical settings. We note specialized instruments or procedures that may be used to determine if the client engages in behaviors posing any special risks to safety and how this information can be shared with other members of the team, and, if special risks are found, how specialized training can be provided for staff.

These results are shared, along with recommendations for more careful intake and initial treatment assessments of safety risks so as to ensure the safety of clients with disabilities and reduce risk and liability for professional behavioral service providers.



Tony Honsberger



Elisa Cruz Torres

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Thursday Morning

8:00 AM – 9:20 AM

SYMPOSIUM

Track: AUT

Grand Salon G/H

1.5 CE – BA

#27 Evaluation of Teaching Procedures that Lead to Better Outcomes for Individuals with ASD

CHAIR: **IVY M. CHONG** (*Florida Institute of Technology and The Scott Center for Autism Treatment*, ichong@fit.edu)

DISCUSSANT: **JAMES E. CARR** (*Behavior Analyst Certification Board*, carr@bacb.com)

Individuals diagnosed with autism face many challenges, one of which is the rate at which new skills are acquired. Many teaching procedures have been validated for use in Intensive Behavioral Intervention (IBI); however, evaluation of the specific elements of each teaching procedure that lead to optimum learning for individuals with autism is lacking. The studies in this symposium evaluate the specific features of teaching procedures that lead to better outcomes for individuals with ASD. More specifically, these studies evaluate procedures that lead to generative learning, a rapid assessment to guide teaching, presentation order of stimuli, and levels of treatment integrity.



Ivy M. Chong



James E. Carr

a. Matrix Training of Noun-Verb Tacting and Listener Responding in Young Children with ASD

CORINA JIMENEZ-GOMEZ (*Florida Institute of Technology and The Scott Center for Autism Treatment*, cjimenez@fit.edu), Jeanine R. Tanz, and Ivy M. Chong (*Florida Institute of Technology and The Scott Center for Autism Treatment*)



Corina Jimenez-Gomez

c. Evaluation of Stimulus Presentation Order on Rate of Acquisition

CHANA A. GEHRMAN (*Florida Institute of Technology and The Scott Center for Autism Treatment*, cgehrman2014@my.fit.edu), Jeanine R. Tanz, Melinda Galbato, (*Florida Institute of Technology and The Scott Center for Autism Treatment*), Evelyn Sprinkle (*Trumpet Behavioral Health*), and Ivy M. Chong (*Florida Institute of Technology and The Scott Center for Autism Treatment*)



Chana A. Gehrman

b. Assessment of Variables that Contribute to Efficient Teaching for Children with Autism

JEANINE R. TANZ (*Florida Institute of Technology and The Scott Center for Autism Treatment*, jtanz2009@my.fit.edu), Clare J. Liddon (*Kennedy Krieger Institute and Johns Hopkins University SOM*) Michael E. Kelley (*Florida Institute of Technology and The Scott Center for Autism Treatment*)



Jeanine R. Tanz

d. Conducting a Parametric Analysis of Commission Errors during Discrete Trial Training

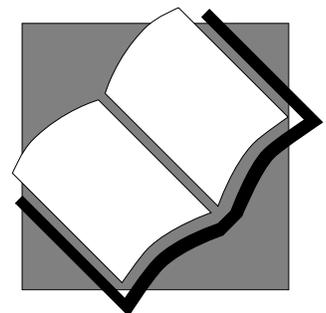
TAVY A. MATTHEWS (*Florida Institute of Technology and The Scott Center for Autism Treatment*, matthewst2014@my.fit.edu), Ivy M. Chong, Sandhya Rajagopal, Abigail Blackman (*Florida Institute of Technology and The Scott Center for Autism Treatment*)



Tavy A. Matthews

Don't miss the Book Signing event! Presidential Social

5:30 PM Thursday!



Thursday Morning

8:00 AM – 9:20 AM

SYMPOSIUM

Track: ETH

Grand Salon J/K

1.5 CE – BA, ETH

#28 Marijuana, Client Abuse, and Education: Applying the Professional and Ethical Compliance Code Using “Real World” Examples

CHAIR: **JAN MONTGOMERY** (*ABA Technologies, Inc.*, jmontgomey@fit.edu)

DISCUSSANT: **THOMAS FREEMAN** (*ABA Technologies*, tfreeman@fit.edu)

Behavior analysts face dilemmas every day without obvious professional or ethical solutions. Practice using the BACB's Professional and Ethical Compliance Code for Behavior Analysts (TM) will assist the practitioner in exploring appropriate options. This presentation will highlight a variety of real-life examples with identification of applicable new Code elements and options for resolution. Scenarios will include the areas of child welfare, traumatic brain injury, Autism Spectrum Disorder, ABA clinics, supervision, and academic settings.



Jan Montgomery



Thomas Freeman

a. Ain't What You Do It's The Way That You Do It

CHRISTI REED (*ABA Technologies, Inc.*, christireed@fit.edu)



Christi Reed

c. The Code Applied: Grad Students, Residential Staff, and the Adoptive Parent

JAN MONTGOMERY (*ABA Technologies*, jmontgomey@fit.edu)



Jan Montgomery

b. Everyday Ethics in Professional and Academic Settings

EMILY MEYER (*ABA Technologies*, emily@abatechnologies.com)



Emily Meyer

Invited Speaker

Henry R. Schlinger, Jr.

Walk the Walk: Reflections of a Radical Behavior Analyst

Grand Salon E Thursday 9:00 AM- 9:50 AM



Thursday Morning

9:00 AM – 10:20 AM

SYMPOSIUM

Track: DD

Grand Salon A/B

1.5 CE – BA

#29 Examining Assessment and Treatment Outcomes on Food Selectivity Exhibited by Children With and Without Diagnoses.

CHAIR: **JONATHAN FERNAND** (*University of Florida, jkfernand@ufl.edu*)

DISCUSSANT: **ROSEANNE LESACK** (*Nova Southeastern University, rlesack@nova.edu*)

The current symposium will focus on extending previous research on the assessment and treatment of pediatric feeding disorders. The first presentation describes two studies on manipulating functional analysis procedures to identify reinforcers maintaining inappropriate mealtime behavior. The second presentation is an examination of a graduated exposure procedure for a typically developing child who engages in food selectivity. The final presentation describes generalized outcomes from an escape extinction procedure for three children with autism. The discussant, Dr. Roseanne Lesack will provide a synthesis of these studies within the context of examining treatments for feeding disorders across diagnoses and their presenting problems.



Jonathan Fernand



Roseanne Lesack

a. A Further Comparison of Functional Analysis Conditions in the Assessment of Inappropriate Mealtime Behavior

JONATHAN FERNAND (*University of Florida, jkfernand@ufl.edu*), Varsovia Hernandez (*Universidad Veracruzana*) and Timothy R. Vollmer (*University of Florida*)



Jonathan Fernand

c. Generalized Effects of a Nonremoval of the Spoon Procedure

JONATHAN FERNAND (*University of Florida, jkfernand@ufl.edu*), Varsovia Hernandez (*Universidad Veracruzana*) and Timothy R. Vollmer (*University of Florida*)



Jonathan Fernand

b. The Use of a Graded Exposure to Increase Food Variety in a 5-year-old Boy

JILLIAN BENSON (jb2211@nova.edu) and Roseanne Lesack (*Nova Southeastern University*)



Jillian Benson

Pick up Your FABAs Gear

*Visit the FABAs Store
in Caribbean Salon III*



INVITED SPEAKER

9:00 AM – 9:50 AM

INVITED

Track: TCP

Grand Salon E

1.0 CE – BA, MH, PSY, PB

#30 Walking The Walk: Reflections of A Radical Behaviorist

HENRY D. SCHLINGER, Jr. (*California State University, Los Angeles, hschlin@calstatela.edu*)

INTRODUCED BY: **KIM LUCKER-GREENE** (*Behavioral Solutions Consulting, kgreene@mybehaviorsolutions.com*)

In this talk, I describe why I am a behavior analyst, how I became a behavior analyst, and how I not only view the everyday world of behavior through a radical behavioral lens, but also try to apply the philosophy of radical behaviorism to various aspects of my professional and personal life, including teaching, writing, professional relationships, and childrearing. I note that it is possible, though not necessarily desirable, to be called a behavior analyst without being a radical behaviorist. I point out that there is more than one behavioral repertoire that leads us to call someone a behavior analyst, but to be called a thoroughgoing behavior analyst, one must possess at least two repertoires: “talking the talk” and “walking the walk.” I describe some difficulties in consistently displaying both of these repertoires and how parts of each repertoire are under various types of different, and sometimes conflicting, stimulus controls. I conclude with some suggestions for the training and certification of behavior analysts.



Henry Schlinger

Author Bio:

Henry D. (Hank) Schlinger Jr. received his PhD in psychology (applied behavior analysis) from Western Michigan University under the supervision of Jack Michael. He then completed a two-year National Institutes of Health-funded post-doctoral fellowship in behavioral pharmacology with Alan Poling. Dr. Schlinger was a full tenured professor of psychology at Western New England University in Springfield, MA, before moving to Los Angeles in 1998. He is now professor of psychology and former director of the M. S. Program in Applied Behavior Analysis in the Department of Psychology at California State University, Los Angeles. Dr. Schlinger has published numerous scholarly articles and commentaries in more than 25 different journals. He also has authored or co-authored three books, *Psychology: A Behavioral Overview* (1990), *A Behavior-Analytic View of Child Development* (1995) (which was translated into Japanese), and *Introduction to Scientific Psychology* (1998). He is past editor of *The Analysis of Verbal Behavior* and *The Behavior Analyst*, and on the editorial boards of several other journals. He also serves on the Board of Trustees of the Cambridge Center for Behavioral Studies.

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Thursday Morning

9:00 AM – 9:50 AM PAPER Track: AUT Grand Salon F 1.0 CE – BA, MH, PSY

#31 Pushing the Boundaries of Research and Practice: Solving the Receptive Language Puzzle

VINCENT LAMARCA (*Little Star Center, vincel@littlestarcenter.org*)

Initial difficulty with receptive language is common for some children with autism (Carp 2012). A number of strategies have been tested and general guidelines for teaching receptive language have been published (Grow, 2013). But what to do when all else fails? This presentation will consist of a literature review of 17 current procedures that are effective for some learners (including video examples), data from 3 case studies highlighting 3 additional strategies that may prove beneficial, and suggestions for future research, including 4 additional strategies and a discussion of learner profiles that may make one strategy preferred over another.



Vincent Lamarca

10:00 AM – 10:50 AM PAPER Track: CA Grand Salon C/D 1.0 CE – BA, MH, PSY

#32 Countering Violent Extremism: How Can Behavior Analysis Help?

SARAH CASELLA-JONES (*The Chicago School for Professional Psychology - DC Campus, sarahjones@thechicagoschool.edu*)

In today's environment of terrorist attacks occurring evermore frequently at home and overseas, the United States (US) government is increasing conventional ground efforts against ISIL to counter violent extremism (CVE). However, the US and allied forces participating in the counter attacks are wrestling to understand what causes individuals to support or join terrorist groups; let alone know how to counter these efforts. The aim of this paper is to present ways in which Behavior Analysis can have an immediate impact on identifying the common techniques used by terrorists and how to best posture our field for the long fight.



Sarah Casella-Jones

10:00 AM – 10:50 AM PANEL Track: ETH Grand Salon E 1.0 CE – BA, ETH, SUP

#33 Leadership for Behavior Analysts: The Behavioral Chemistry That Inspires Others To Excel (Ethically)

ADAM VENTURA (*World Evolve, Inc., adamvent@gmail.com*)
and JON BAILEY (*Florida State University, bailey@psy.fsu.edu*)
and ASHLEY TUDOR (*World Evolve, Inc., atudo001@gmail.com*)

What is leadership in behavior analysis? Specifically, how do you create an effective, ethical behavior analyst leader? Identifying the elements that yield the ideal behavior analysis leadership mixture is challenging. Leaders in our field are made up of different behavioral particles that when heated can com-bust and bring out the best OR worst in their followers. This panel will discuss why leadership is important, who can be a leader, and how to shape ethical leadership within organizations that when bonded together with the right density of reinforcement can help grow organizations, achieve prominence, and establish positive legacies for everyone.



Adam Ventura



Jon Bailey



Ashley Tudor

Thursday Morning

10:00 AM – 10:50 AM

PAPER

Track: TCP

Grand Salon F

1.0 CE – BA

#34 An Update on the Behavior Analyst Certification Board

JAMES E. CARR (*Behavior Analyst Certification Board, carr@bacb.com*)

The presenter will discuss recent developments at the Behavior Analyst Certification Board (BACB). The most current data on the BACB's credentialing programs will be provided: Board Certified Behavior Analyst, Board Certified Assistant Behavior Analyst, and Registered Behavior Technician. In addition, a number of recent and impending developments at the BACB will be described, including changes to standards, new initiatives, and various international development activities.



James E. Carr

10:00 AM – 10:50 AM

SYMPOSIUM

Track: OBM/PM

Grand Salon G/H

1.0 CE – BA

#35 Assessing and Improving Staff Behavior and Evaluating Service Delivery Preferences in Autism Care Settings

CHAIR: EMMA GRAUERHOLZ-FISHER (*University of Florida, eg.fisher@ufl.edu*)

DISCUSSANT: DAVID WILDER (*Florida Institute of Technology and the Scott Center for Autism Treatment, dawilder@fit.edu*)

The current symposium will focus on staff behavior and service delivery preferences in autism care settings. The first presentation is an assessment and treatment to improve quality of care. The second presentation is an assessment and treatment of the instruction of verbal operants. The final presentation is an assessment of parental preference of in-person and telehealth service delivery.



Emma
Grauerholz-Fisher



David Wilder

a. Assessing and Improving Quality of Care in an Autism Clinic

EMMA GRAUERHOLZ-FISHER (eg.fisher@ufl.edu), Kerri P. Peters, and Timothy R. Vollmer (*University of Florida*)



Emma
Grauerholz-Fisher

c. Evaluating Preference for and Effectiveness of Telehealth and In-Person Parent Training

JENNIFER M. STICH (jstich@mail.usf.edu) and Andrew L. Samaha and Sarah E. Bloom (*University of South Florida*)



Jennifer M. Stich

b. Use of the Performance Diagnostic Checklist-Human Services to Assess and Increase Teaching of Verbal Operants by Therapists

CHANA GEHRMAN (cgehrman2014@my.fit.edu) and Joshua Lipschultz and David A. Wilder (*Florida Institute of Technology and the Scott Center for Autism Treatment*)



Chana
Gehrman

Thursday Morning

10:00 AM – 10:50 AM

SYMPOSIUM

Track: OBM/PM

Grand Salon J/K

1.0 CE – BA

#36 Organizational Behavior Management in Healthcare

CHAIR: **DAVID KELLEY** (*Florida Institute of Technology*, dkelley2012@my.fit.edu)

DISCUSSANT: **IVY CHONG** (*The Scott Center for Autism Treatment and Florida Institute of Technology*, ichong@fit.edu)

This symposium will discuss how Organizational Behavior Management (OBM) can address issues within Healthcare. The presentations will cover issues such as how the paradigm shift from traditional fee-for-service systems to value-based care has pressured healthcare organizations to improve their quality at a rapid pace, how hospitals have struggled to make data-based performance decisions with the new measures required by the pay-for-performance system, and how the patient satisfaction survey as one of the performance measures has created unique challenges for hospitals. All presentations will discuss how OBM has helped address these issues and will suggest avenues for future OBM endeavors.



David Kelley



Ivy Chong

a. Value-based Care: An Open Door for OBM?

DAVID KELLEY (dkelley2012@my.fit.edu), Nicole Gravina, and Joshua Lipschultz (*Florida Institute of Technology*)



David Kelley

c. How Leadership Behavior Can Influence Patient Experience in Hospitals

JOSHUA LIPSCHULTZ (jlipschultz2014@my.fit.edu) and David Kelley (*Florida Institute of Technology*)



Joshua Lipschultz

b. Advancing Data-Based Decisions in Healthcare

ALLISON KING (aking2009@my.fit.edu), David Kelley and Nicole Gravina (*Florida Institute of Technology*)



Allison King

Don't Miss these Highlights Later Today:

Keynote Address by Dr. Richard Foxx

Forty Years of Applied
Behavior Analytical Research
and Practice: Lessons Learned

Ocean ballroom
11:00 AM - 12:30 PM



Richard Foxx

Invited Address by Dr. James Carr

#41 On the Diversity
of Practice Areas in
Applied Behavior Analysis

Grand Salon E
1:30 PM - 2:20 PM



James E. Carr

Thursday Morning

11:00 AM – 12:30 PM

GENERAL SESSION

Track: DD

Ocean Ballroom

1.0 CE – BA

Annual FAB A Awards and Keynote Address

CHAIR: NIKKI DICKENS

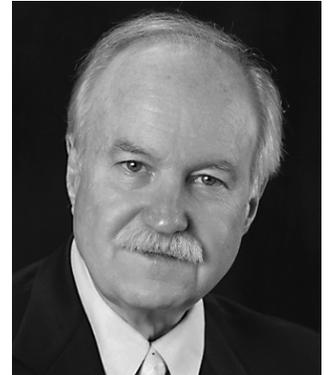
KEYNOTE ADDRESS

INTRODUCED BY: JON S. BAILEY

#37 Forty Years of Applied Behavior Analytical Research and Practice: Lessons Learned

RICHARD M. FOXX (*Penn State University, hserve@aol.com*)

In my presentation I will describe my experiences and insights during 40 plus years of conducting research and practicing applied behavior analysis. A number of areas will be covered including: 1) the powerful effects of social reinforcement, 2) toilet training, 3) the treatment of severe behavior problems, 4) training social and problem solving skills, 5) the treatment of echolalia, 6) the treatment of cigarette smoking and 7) the follow up and maintenance of treatment gains. I will discuss unexpected findings, taking novel approaches to the study of long standing problems, teaching clients strategies, and disseminating research and practice to the general public.



Richard M. Foxx

Bio:

Dr. Foxx is a Professor of Psychology at Penn State University and Adjunct Professor of Pediatrics in the College of Medicine. He has written or co-edited 11 books. His latest book is *Controversial Therapies for Autism and Intellectual Disabilities*. He has written over 130 scientific publications, made 13 training films, given over 2500 talks, and lectured in 17 foreign countries and 47 U. S. states. He is on the editorial board of six journals. He is a Fellow in five divisions of the Psychological Association (APA), the American Psychological Society and The Association for Behavior Analysis- International (ABA-I). He was the President of ABA-I, The Society for the Advancement of Behavior Analysis (SABA) and is President-elect of the Behavior Analysis Division of APA. His awards include New York State ABA Lifetime Achievement and Significant Contributions to Behavior Analysis Awards, Norwegian ABA honorary membership, SABA Award for Effective Mass Media Presentation of Behavior Analysis, The BABAT Murray Sidman Award, APA Division 25 Applied Research Award and the APA Life Achievement Award for Applied Research. He cofounded the Pennsylvania Association for Behavior Analysis, was its first President and serves as executive director. He was one of the founders of the Association of Professional Behavior Analysts. His book *Toilet Training in Less than a Day* has sold over two million copies and been translated into nine languages. His training film, "Harry"; (the treatment of a self-abusive man), has won numerous cinematic awards.

12:30 PM – 1:30 PM

BOARD LUNCHEON

Tallahassee/Jacksonville

#38 Keynote Luncheon

CHAIR: SHARON OLDER

This is an invitation only luncheon for Board members, invited speakers and other FAB A VIP.

Thursday Afternoon

1:30 PM – 2:50 PM

SYMPOSIUM

Track: ED

Grand Salon A/B

1.5 CE – BA

#39 Addressing Problem Behavior in the Classroom

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

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

This symposium presents finding from four papers on improving class-wide or individual student behavior in classroom settings. The first study evaluated the use of the Class Pass Intervention with 4 elementary school students. The second study evaluated the impact of teacher preferred group contingencies on class-wide behavior in 3 elementary school classrooms. The third study examined the use of the Prevent-Teach-Reinforce model with 3 high school students with emotional and behavioral disorders. The final study evaluated the use of the Teaching Tools for Young Children with Challenging Behavior with 2 kindergarten classroom teachers and 2 children with autism.



Kwang-Sun Blair



Kimberly Crosland

a. Using the Class Pass Intervention (CPI) for Children with Disruptive Behavior

MADISON ANDREU (*University of South Florida, mstaneck@mail.usf.edu*) and Kwang-Sun Cho Blair (*University of South Florida*)



Madison Andreu

c. Evaluating Prevent-Teach-Reinforce (PTR) in a High School Setting

KAITLIN SULLIVAN (*University of South Florida, kaitlins@mail.usf.edu*)



Kaitlin Sullivan

b. Improving Class-wide Behavior through Teacher-Preferred Group Contingency with Data-Based Decision Making

FERNANDO HERRERA (*University of South Florida, ernando1@mail.usf.edu*) and Kwang-Sun Cho Blair (*University of South Florida*)



Fernando Herrera

d. Using the Teaching Tools for Young Children with Challenging Behavior (TTYC) in Kindergarten Classrooms

KATHERINE CAMERON (*University of South Florida, ktcameron@mail.usf.edu*) and Kwang-Sun Cho Blair (*University of South Florida*)



Katherine Cameron



Protect
Your Right to Practice
Support Your FABAPAC



Thursday Afternoon

1:30 PM – 2:20 PM

PAPER

Track: DD

Grand Salon C/D

1.0 CE – BA, MH, PSY

#40 To the Playground and Beyond: Applications of Social Skills Training with Individuals with Developmental Disabilities

NICOLE HANNEY (*Engage Behavioral Health*, nhanney@ebhealthgroup.com),
AMYE MORRIS, JANE WHITE and VIVIANA GONZALEZ
(*Engage Behavioral Health*)

Social deficits are one of the core deficits in children diagnosed with Autism Spectrum Disorder (ASD; American Psychiatric Association, 2013). In addition, these deficits are common among those individuals with other developmental disabilities, including emotional behavioral disorders. Identifying a variety of behavior-analytic, social skills training methodology will enable practitioners to develop procedures based on factors, such as, time, resources, and an individual's environment (e.g., clinic, school, or community setting). Depending on the environment, clinicians can implement these procedures with dyads, small groups, or entire classrooms. The current paper presentation will investigate three applications of social skills training based on these considerations.



Nicole Hanney



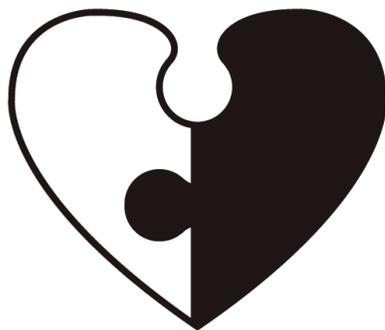
Amye Morris



Jane White



Viviana Gonzalez



engage
behavioral health

The Engage Difference

- Helping families: individualized ABA therapy, toilet training, feeding and sleep.
- Flexible and convenient: in home, clinic, school, and/or community services.
- Assessment Clinic: conducting functional analyses for more effective treatment outcomes.
- Research: collaboration opportunities with professionals in the field.
- CEUs/Training: access to on-going best practice guidelines.

INVITED SPEAKER

1:30 PM – 2:20 PM INVITED *Track: ETH Grand Salon E 1.0 CE – BA, ETH, MH, PSY*

#41 On the Diversity of Practice Areas in Applied Behavior Analysis

JAMES E. CARR (*Behavior Analyst Certification Board, carr@bacb.com*)

INTRODUCED BY: **JON S. BAILEY**

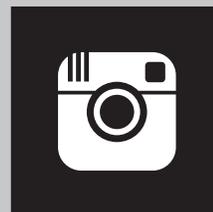
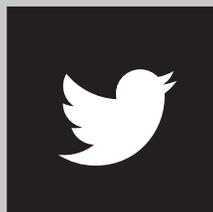
As a result of the rapid growth of applied behavior analysis, the profession has recently welcomed large numbers of new practitioners to its fold. Not surprisingly, more practitioners serve individuals with autism spectrum disorders (ASD) than any other population. In response to the current concentration of practitioners in the ASD area, numerous professional presentations and publications have called for a greater diversity of practice areas within the profession. I will provide a critical analysis of such exhortations and illustrate that the premise of many of them is mentalistic and that they are fundamentally unlikely to change practice-area distribution. Instead, I will provide a functional assessment of how practitioners enter various areas and illustrate various strategies that might be effective in increasing the workforces in underrepresented practice areas..



James E. Carr

Author Bio:

James E. Carr, PhD, BCBA-D is the Chief Executive Officer of the Behavior Analyst Certification Board. His professional interests include behavior analyst credentialing, behavioral assessment and treatment of developmental disabilities, verbal behavior, and practitioner training. Dr. Carr has published over 135 scientific articles on these and other topics. Dr. Carr is a Fellow of the Association for Behavior Analysis International. He is the editor-in-chief of the journal *The Analysis of Verbal Behavior* and has served on the editorial boards of 10 other behavior analysis journals, including 4 appointments as associate editor. Dr. Carr is the president of the Colorado Association for Behavior Analysis and past president of the Mid-American and Alabama Associations for Behavior Analysis. He received his doctorate in 1996 from Florida State University under the mentorship of Dr. Jon Bailey and previously served on the behavior analysis faculties at University of Nevada-Reno (1996-1999), Western Michigan University (1999-2008), and Auburn University (2008-2011).



fabaworld.org

Thursday Afternoon

1:30 PM – 2:50 PM

SYMPOSIUM

Track: CA

Grand Salon F

1.5 CE – BA

#42 Applied Behavior Analysis Applications to Sports Performance

CHAIR: **RAYMOND MILTENBERGER** (*University of South Florida, miltene@usf.edu*)

DISCUSSANT: **RAYMOND MILTENBERGER** (*University of South Florida, miltene@usf.edu*)

This symposium includes four papers illustrating applied behavior analysis applications to sports performance. Tai and Miltenberger evaluated behavioral skills training to improve safe tackling skills for youth football players. Dyal and Miltenberger evaluated video modeling and video feedback for enhancing the performance of track and field sprinters in the starting block. Quinn and colleagues evaluated video modeling and video feedback to improve the performance of dance moves for young dancers. Quinn and colleagues conducted a descriptive analysis of dance teachers' behavior during training sessions was conducted. Ray Miltenberger will serve as discussant and provide comments on the four papers.



Raymond Miltenberger

a. Evaluating Behavioral Skills Training to Teach Safe Tackling Skills to Youth Football Players

SHARAYAH TAI (stai2@mail.usf.edu) and Raymond Miltenberger (*University of South Florida*)



Sharayah Tai

c. An Evaluation of Video Modeling and Video Feedback to Enhance Dance Performance of Competitive Dancers

TAYLOR NAROZANICK (narozanickt@mail.usf.edu), Mallory Quinn, Raymond Miltenberger, Lori Greenberg (*University of South Florida*)



Taylor Narozanick

b. Using Expert Modeling and Video Feedback to Improve Starting Block Execution with Track and Field Sprinters

APRIL DYAL (adyal@mail.usf.edu) and Raymond Miltenberger (*University of South Florida*)



April Dyal

d. A Descriptive Analysis of Dance Instructor Teaching Methods in the Training of Competitive Dancers

LORI GREENBERG (lorig@mail.usf.edu), Mallory Quinn, Raymond Miltenberger, Taylor Narozanick (*University of South Florida*)



Lori Greenberg

Poster Presenters:

Don't forget to set up your posters in the
Ocean Ballroom
between 2:00- 2:30 PM

Come be amazed at the
Presidential Social, Book Signing, and Poster BINGO

(MC'd by Andrew Houvouras)

Thursday Afternoon

1:30 PM – 2:50 PM

SYMPOSIUM

Track: OBM

Grand Salon G/H

1.5 CE – BA

#43 OBM in Applied and Virtual Settings

CHAIR: **JASON LEWIS** (*Florida Institute of Technology*, jasondlewis49@gmail.com)

DISCUSSANT: **JOSHUA PRITCHARD** (*Florida Institute of Technology*, jpk@fit.edu)

This symposium includes three papers highlighting the implementation of OBM in various settings. The first will focus on how an organization providing online education products has been utilizing behavior analytic methods towards evaluating the use of popular e-marketing techniques to increase consumer behavior in the form of purchasing. The second will review the effects of feedback as a functional intervention in organizational and business settings and the combination of other factors to increase effectiveness. Lastly, the presentation will seek to extend the current research on guided notes by comparing its application to the use of fully completed notes and no notes in the context of computer-based instruction.



Jason Lewis



Joshua Pritchard

a. Consumer Behavior Analysis for an Online World

SHANNON BIAGI (*ABA Technologies and Florida Institute of Technology*, shannon@abatechnologies.com) and Manuel Rodriguez (*ABA Technologies*)



Shannon Biagi

c. An Evaluation of Guided Notes in Computer-Based Instruction

DENNIS URIARTE (*Florida Institute of Technology and World Evolve, Inc.*, duriarte001@gmail.com)



Dennis Uriarte

b. The Effects of Feedback in a Private School: OBM in Applied Settings

JASON LEWIS (*Florida Institute of Technology*, jasondlewis49@gmail.com) and Joshua Pritchard (*Florida Institute of Technology*)



Jason Lewis

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Thursday Afternoon

1:30 PM – 2:50 PM

SYMPOSIUM

Track: AUT

Grand Salon J/K

1.5 CE – BA

#44 Manipulating Parameters of Reinforcement to Decrease Problem Behavior and Improve Skill Acquisition

CHAIR: ALISON BETZ (*Coastal Behavior Analysis*, alison.betz@gmail.com)

DISCUSSANT: YANERYS LEON (*Florida Institute of Technology*, yleon@fit.edu)

Research has shown that parameters of reinforcement such as quality, magnitude, and delay can influence how individuals allocated their time in a concurrent choice arrangement. One way to influence choice or preference is to arrange the contingencies to be in favor of one option over another by manipulating the parameters of reinforcement. The four studies in this symposium have all evaluated ways to manipulate various parameters of reinforcement to (1) decrease escape maintained problem behavior, (2) improve rates of acquisition, and (3) shift preference from high tech toys to less preferred low tech leisure items.



Alison Betz



Yanerys Leon

a. Further Evaluation of Concurrent Schedules Of Reinforcement to Decrease Problem Behavior Maintained by Negative Reinforcement Without Extinction

JUSTINE HENRY (*The Scott Center for Autism Treatment*, jhenry@fit.edu) and Alison M. Betz (*Coastal Behavior Analysis*)



Justine Henry

b. Manipulating Parameters of Reinforcement to Reduce Rates of Problem Behavior in The Absence of Escape Extinction

ALISON BETZ (*Coastal Behavior Analysis*, alison.betz@gmail.com), Sandra Castellon, Krystal Aguirre, Madeline Keevy (*Florida Institute of Technology and The Scott Center for Autism Treatment*) and Ansley Hodges (*Nemours Children's Hospital and Florida Institute of Technology*)



Alison Betz

c. The Effects of Quality of Reinforcement on Rates of Acquisition of Listener Responding in Children with Autism

JAMIE VILLACORTA (*Florida Institute of Technology and The Scott Center for Autism Treatment*, jvillacorta2015@my), Alison Betz (*Coastal Behavior Analysis*), Andressa Sleiman, and Sandra Castellon (*Florida Institute of Technology and The Scott Center for Autism Treatment*)



Jamie Villacorta

d. Effects of Delay to Reinforcement on Selections for High-Tech and Low-Tech Leisure Items

KARIE JOHN (*University of South Florida*, kariejohn@mail.usf.edu), Yuram Kim, Andrew Samaha, Sarah E. Bloom (*University of South Florida*)



Karie John

Thursday Afternoon

2:30 PM – 3:20 PM

PAPER

Track: TCP

Grand Salon C/D

1.0 CE – BA

#45 A Critical Look at the Concept of Reinforcement

HENRY D. SCHLINGER, JR (*California State University, Los Angeles*, hschling@hankschlinger.com)

In this presentation, I provide a critical look at the concept of reinforcement beginning with Thorndike's Law of Effect. After describing a brief history of the concept, I review some of the standard definitions of reinforcement, including where they came from, note commonalities, and then suggest a modified definition based on a function-altering view of reinforcement (and, indeed of all operant consequences). I also examine implications of this modified definition of reinforcement for the traditional view of discriminative stimuli and motivating operations, and discuss some processes named reinforcement that are not consistent with any definition of reinforcement. I conclude by addressing behavior analysts' verbal behavior about reinforcement.



Henry D.
Schlinger, Jr

Visit the FABBA Photo Booth *Sponsored by Champions for Children*



at the **FABBA SOCIAL**

Thursday Afternoon

2:30 PM – 3:20 PM PANEL *Track: BP* *Grand Salon E* 1.0 CE – BA, PB

#46 Best Practice and Medical Necessity: Navigating the Insurance Authorization Process

CHAIR: **NIKKI DICKENS** (*FSU ECAP, behaviorgirl@gmail.com*)

There are now 44 states with an insurance mandate and it is imperative that behavior analysts know how to navigate the insurance authorization process. As medically necessary treatment planning is not covered in most graduate programs, peer review and feedback in addition to in-situ training (stumbling through until success is obtained) are the more common avenues for acquiring these skills. This, in itself, presents certain risks and guaranteed delays in treatment and financial perils. During this panel, providers will share information gained from billing numerous hours of therapy including successful strategies and actions to avoid. Come discuss strategies that work and learn how medical necessity relates to best practice. Examples from the panelists' professional experiences will be highlighted and attendees will be encouraged to engage in a question and answer session regarding multiple scenarios specifically focusing on gaining authorizations, hours approvals and preventing loss of services due to re-authorization denials.



Nikki Dickens

NIKKI DICKENS (*FSU ECAP, behaviorgirl@gmail.com*)

TIM COURTNEY (*Little Star Clinic, timc@littlestarcenter.org*)

VANESSA FERNANDEZ (*Limitless Learning ABA, vanessa@limitlesslearningaba.com*)

TERESA BOUSSOM and **JAMES CRAIG** (*Beacon Health Options, teresa.boussom@beaconhealthoptions.com*)

BAKER WRIGHT (*Behavior Management Consultants, Inc., bwright@bmcsoutheast.com*)

SARA GERSHFELD (*Behavioral Health Center of Excellence, sara@bhcoe.org*)



Tim Courtney



Vanessa Fernandez



Teresa Boussom



James Craig



Baker Wright



Sara Gershfeld

3:30 PM – 4:20 PM PAPER *Track: SUP* *Grand Salon A/B* 1.0 CE – BA, SUP

#47 An Update on the BACB's Supervision Standard

EMILY WHITE (*Behavior Analyst Certification Board, white@bacb.com*)

In this presentation, I will discuss recent developments with respect to the BACB's supervision standards. Data on supervision qualifications will be provided with a summary of recently implemented and upcoming changes related to supervision. For the BCBA credential, supervision qualifications and experience standards will be discussed, including common myths and misconceptions. For the BCaBA credential, upcoming changes (effective January 1, 2017) to ongoing supervision requirements will be discussed. For the RBT credential, the distinction between the Responsible Certificant and the supervisor will be discussed, along with the responsibilities and reporting requirements for each party.



Emily White

Thursday Afternoon

3:00 PM – 4:20 PM

SYMPOSIUM

Track: AUT

Grand Salon F

1.5 CE – BA

#48 Recent Research on Reinforcer Identification

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

DISCUSSANT: **JAMES E. CARR** (*Behavior Analyst Certification Board*, carr@bacb.com)

Four presentations on reinforcer identification will be highlighted. The first presentation describes a procedure to influence preference using video modeling. The second presentation describes the use of preference assessment techniques with individuals with dementia. The third presentation describes a study comparing procedures for identifying preferred social stimuli. The fourth presentation describes a study comparing verbal and verbal tangible methods of preference assessment among typically developing young children.



David Wilder



James E. Carr

a. Effects of Video Modeling on Preference for Toys

CYNTHIA LIVINGSTON (*University of South Florida*, clivingston@usf.edu),
Brienna Meuret and Andrew L. Samaha
(*University of South Florida*)



Cynthia
Livingston

b. Evaluating the Correspondence Between Tangible and Pictorial Preference Assessments with Individuals with Dementia

LAURA MUNIZ (*Florida Institute of Technology*, lmuniz2014@my.fit.edu) and
Yanerys Leon (*Florida Institute of Technology*)



Laura Muniz

c. Evaluating Single-Operant and Paired-Stimulus Free-Operant Reinforcer Assessments for Social Stimuli

ANDRESSA SLEIMAN (*Florida Institute of Technology*, asleiman2014@my.fit.edu),
Anibal Gutierrez, Jr. (*University of Miami*),
Jessica Weber (*Els for Autism Foundation*), and
Nathalie Fernandez (*University of Florida*)



Andressa
Sleiman

d. A Comparison of the Presence and Absence of Stimuli during Paired-Choice Preference Assessments with Typically Developing Children

ALLISON RADOMSKI (*Florida Institute of Technology*, aradomski2014@my.fit.edu),
David A. Wilder, Joshua Lipschultz and
Hallie Ertel (*Florida Institute of Technology*)



Allison
Radomski

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Don't forget the
Legislative Update for 2016

Grand Salon E Thursday 4:30 PM- 5:20 PM



Thursday Afternoon

3:00 PM – 4:20 PM

SYMPOSIUM

Track: MH

Grand Salon J/K

1.5 CE – BA

#49 ABA Revisited: A Paradigm Shift for Addressing Psychopathic, Callous, Unemotional, Depressed & Anxious Behaviors

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

DISCUSSANT: ANIBAL GUTIERREZ, JR. (*University of Miami, a.gutierrez5@miami.edu*)

Behavior analysts often avoid addressing psychopathology because private events are involved. Non-behaviorists view aberrant behaviors as symptoms of a diagnosis that explain these behaviors, proposing treatments such as therapies or medications. Behaviorists view those behaviors as serving an environmental function to be replaced with a more acceptable behavior serving the same function. The behavioral perspective also includes an analysis of establishing operations including private events, such as thoughts and feelings, and learning histories with particular discriminative stimuli. The presenters in this symposium will provide a behavioral analyses of psychopathology and treatment strategies that are based on these analyses.



Jeannie Golden



Anibal Gutierrez, Jr.

a. Understanding & Treating Children with Attachment Disorders and/or Conduct Disorders Exhibiting Callous-Unemotional Traits

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



Jeannie Golden

c. Assessing & Treating Anxious & Depressed Behaviors in Adolescents

JEANNIE GOLDEN (goldenj@ecu.edu) and Katy Scott (*East Carolina University*)



Jeannie Golden

b. The Psychopathic Process: Examining Behavioral Equivalents of Psychoanalytic Concepts, with Consideration for Callous-Unemotional Traits

ANDRE MAHARAJ (*Florida International University, andremaharaj@gmail.com*)

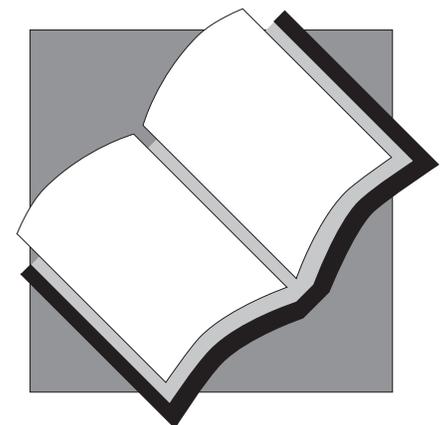


Andre Maharaj

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5:30 -6:30 PM Tonight!



Thursday Afternoon

3:30 PM – 4:20 PM

SYMPOSIUM

Track: AUT

Grand Salon C/D

1.5 CE – BA

#50 Further Evaluation of Pairing Procedures to Condition Reinforcers and Establish Discriminative Control

CHAIR: ALISON BETZ (*Coastal Behavior Analysis*, alison.betz@gmail.com)

DISCUSSANT: CORINA JIMENEZ-GOMEZ (*Florida Institute of Technology*, cjimenez@fit.edu)

It is often recommended to use classical pairing procedures to condition neutral stimuli such as social praise and tokens as reinforcers when working with children with autism. However, previous research on the effects of pairing to condition reinforcers is limited and somewhat mixed. The mixed results may be due to the procedural variations implemented across studies. In this symposium, we will present three studies that evaluate the effects of various pairing procedures on the extent to which neutral stimuli can be conditioned as reinforcers.



Alison Betz



Corina Jimenez-Gomez

a. A Comparison of Simultaneous and Delayed Pairing Procedures

STEPHANIE WATHEN (*Florida Institute of Technology and The Scott Center for Autism Treatment*, swathen2011@my.fit.edu), Alison Betz (*Coastal Behavior Analysis*), Jeanine Tanz and Gale Egendoefer, (*Florida Institute of Technology and The Scott Center for Autism Treatment*)



Stephanie Wathen

b. Evaluating the Effectiveness of Discrimination Training and Pairing Procedures to Establish Stimulus Control

CHELSEA MOORE (*Florida Institute of Technology*, chelsea2014@my.fit.edu) and Alison Betz (*Coastal Behavior Analysis*), Sandra Castellon (*Florida Institute of Technology and The Scott Center for Autism Treatment*), Andressa Seliman (*Florida Institute of Technology*), Catalina Rey (*Florida Institute of Technology and The Scott Center for Autism Treatment*) and Ansley Hodges, (*Nemours Children's Hospital and Florida Institute of Technology*)



Chelsea Moore

c. Effects of Token Manipulation on Response Rates and Preference Within a Token Economy

ABIGAIL BLACKMAN (*Florida Institute of Technology and The Scott Center for Autism Treatment*, ablackman2015@my.fit.edu), Andressa Sleiman, (*Florida Institute of Technology*), Alison Betz (*Coastal Behavior Analysis*), Catalina Rey, Zein Albustami and Hallie Ertel (*Florida Institute of Technology and The Scott Center for Autism Treatment*)



Abigail Blackman

Thursday Afternoon

3:30 PM – 4:20 PM

PAPER

Track: TCP

Grand Salon E

1.0 CE – BA, MH, PSY

#51 Cognitive Behavior Therapy and Applied Behavior Analysis: Are They All That Different? Let's Think About It.

LARAINA WINSTON (*Life Targets, LLC*, laraine@lifetargets.life) and MERRILL WINSTON (PCMA, merrill@pcma.com)

Traditionally there has been a schism between behavior analysis and mental health practice that has seemed impossible to bridge. Dealing with only observable behavior is a fundamental aspect of ABA. It is not surprising, therefore that many BCBA's are unfamiliar with Cognitive Behavior Therapy or CBT, how its basic processes can be explained by our understanding of verbal behavior, and how it might compliment ABA practice.



Laraine Winston



Merrill Winston

3:30 PM – 4:20 PM

PAPER

Track: AUT/TCP

Grand Salon G/H

1.0 CE – BA, MH, PSY

#52 Conceptual Issues Faced by ABA Practitioners

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

Utilization of an Interval Watch to Increase Independent Manding to Use the Toilet

HANA JURGENS (*Cayer Behavioral Group, Inc*, jurgenshl@gmail.com)

Research on toilet training focuses on interventions targeting pre-requisite skill acquisition and independence with utilizing the toilet. This study focuses on an intervention using an interval watch as a discriminative stimulus on a five-year old child with ASD. Results show that school and parent utilization of an interval watch was successful in increasing independence for gaining access to the bathroom as well as identifying the need to use bathrooms. As a result, spontaneous mands for the toilet outside of scheduled interval times increased, resulting in decreased engagement in all behaviors targeted for reduction, decreasing toileting accidents across multiple environments.



Kimberly Crosland

How Behavior Analyst Can Conceptualize Child Abuse and Neglect

ROCKY HAYNES (*University of South Florida*, rdh72422@gmail.com) and Kimberly Crosland (*University of South Florida*)

In 2013, 679,000 children were victims of child abuse and neglect in the United States (U.S. Department of Health & Human Services, 2015). The recognition of child abuse and neglect as a social problem has only existed in the western culture for a little over 100 years with many theories presented as to why the phenomenon continues to occur. This paper builds on the conceptual foundation of Lutzker, Frame, & Rice (1982) and Mattaini, McGowan, & Williams (1996) eco-behavior perspective for treatment of child abuse and neglect (CAN) and provides suggestions for future lines of research



Hana Jurgens



Rocky Haynes

Thursday Afternoon

4:30 PM – 5:20 PM

PAPER

Track: PL

Grand Salon E

1.0 CE – BA, PB

#53 Legislative Update 2016

MARY RIORDAN (*Behavior Management Consultants, Inc.*, mmriordan@me.com),
YULEMA CRUZ (*Global Behavior Consultants, Inc.*, yulema-cruz@hotmail.com),
GRETCHEN THWING (*Advoserv*, thwingg@advoserv.com) and **ERIC PRUTSMAN**
(*Prutsman & Associates, P.A.*)

This presentation will update FABAs members about the legislative activities during the past year. Members will learn about licensure, the upcoming election, Medicaid etc. Members will learn what they can do to become more involved in the legislative process.



Mary Riordan



Yulema Cruz



Gretchen Thwing



Eric Prutsman

4:30 PM – 5:20 PM

MEETING

Track: TCP

Grand Salon G/H

#54 FABAs Local Chapters Officers Meeting

KIM LUCKER-GREENE (*Behavior Solutions Consulting*, kgreene@mybehaviorsolutions.com)

The purpose of this meeting is to review the previous year's activities and plan for the upcoming year. Time will be spent on discussing details for the 2nd annual CoFABA conference. Ideas for developing new chapters and growing membership for existing chapters will be discussed. All Local Chapter officers are invited to attend this important meeting.



Kim Luckler-Greene



**Florida Association for
Behavior Analysis**

Past Presidents

Amy Polick..... 2014-15
Dawn Bailey..... 2013-14
Kevin Jackson 2012-13
Steve Coleman..... 2011-12
David A. Wilder 2010-11
Jan Montgomery..... 2009-10
Mary Riordan 2008-09
Tony Gelabert 2007-08
Karen Wagner 2006-07
Kevin Murdock 2005-06
Gretchen Thwing 2004-05
Tim Vollmer..... 2003-04
Jose Martinez-Diaz..... 2002-03
Al Murphy 2001-02
Michael Stoutimore 2000-01
Teresa Rodgers 1999-00
Patrick McGreevy 1998-99
James McGimsey..... 1997-98

Michael Hemingway 1996-97
Haydee Toro 1995-96
Judy Favell 1994-95
Steve Starin..... 1993-94
Brian Iwata..... 1992-93
Jerry Shook..... 1991-92
Bill Wolking..... 1990-91
Brian Jacobson 1989-90
Shari Titus 1988-89
Maxin Reiss 1987-88
Rusty Clark..... 1986-87
Jon S. Bailey 1985-86
Gary Jackson 1984-85
Jim Johnston 1983-84
Jerry Martin..... 1982-83
Hank Pennypacker..... 1981-82
Nate Azrin 1980-81



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- High customer and employee satisfaction
- Competitive pay and flexible schedule
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- Award-winning company and CEO



Thursday Evening

5:30 – 6:30 PM

SPECIAL EVENT/SOCIAL

Ocean Ballroom

#55 Grand Poster Session, Book Signing, Presidential Social, and Poster Bingo MC'd by Andrew Houvouras

CHAIR: SHARON OLDER (*Adapt Behavioral Services*)

- 01. Efficiency of Preference Assessments for Individuals with Profound Developmental Disabilities**
ELVIN ALVAREZ (*Miami Cerebral Palsy Residential Services, Inc, elvinalvarez@gmail.com*)
- 02. The Effects of Tact-to-mand Transfer Procedures for Increasing Independent Mandas in a Child with Autism**
MELISSA PERDOMO (*University of North Florida, mperd005@fiu.edu*)
- 03. Attrition Rates in Behavioral Parent Training Programs**
DOMINIQUE LEVERT (*University of North Florida, n00740367@unf.edu*)
- 04. Teaching children with ASD to Recognize and Respond to Bullying Through Video Modeling**
ALYSSA SEDGHI-KHOI (*University of North Florida, am.sedghikhoi@yahoo.com*)
- 05. Evaluating TAGteach as a Training Procedure for Novice-to-Advanced Fast-Pitch Softball Pitchers**
BREANNA SNIFFEN (*Rollins College, bsniffen@rollins.edu*)
- 06. Reducing Perseverative Speech with RIRD**
CHRISTINE ROEPER (*University of South Florida, christineroeper@gmail.com*)
- 07. Antecedents and Healthy Food Choices: Effects of a Healthy Eating Program in a Fast-Casual Restaurant**
CARSON HALL (*Furman University, jeanine.stratton@furman.edu*)
- 08. Feasibility of an Objective Measure of Community Participation in Veterans with Blast-related Mild Traumatic Brain Injury**
J. KAY WAID-EBBS (*North Florida/South Georgia VHA, waid@ufl.edu*)
- 09. A Comparison of the Effects of Screen Sizes during Video Prompting with Children with Autism**
SHANNON BARTON (*The Victory Center for Autism and Related Disabilities, sbarton2014@my.fit.edu*)
- 10. Accountability in ABA Practice: A Proposed Metric and Some Outcome Data**
FRANS VAN HAAREN (*Autism Early Intervention Clinics, fransvanhaaren@gmail.com*)
- 11. Gaining Applied Experience in Organizational Behavior Management**
SHANNON BIAGI (*Florida Institute of Technology, shannon@abatechnologies.com*)
- 12. The use of the PDC-HS in a Human Services Setting to Increase Maintenance of Office Desks**
GENESSYS ISEA (*Florida Institute of Technology, gisea2014@my.fit.edu*)
- 13. A Review of the Efficacy of Lag Schedules and Verbal Behavior Variability**
KAITLYNN GOKEY (*Florida Institute of Technology, KGokey2010@my.fit.edu*)
- 14. Rules and the Efficacy of Distributed versus Accumulated Reinforcement**
APRIL ROWLAND (*Florida Institute of Technology, april@abatechnologies.com*)
- 15. Evaluating the Effects of Unequal Time Intervals on Discriminated Functional Communication**
JOHANNA SOSA (*Florida Institute of Technology/World Evolve, joisosa85@yahoo.com*)
- 16. Exchange Schedules in Token Economies: Second-order Schedule Effects**
TRACY ARGUETA (*Florida Institute of Technology/World Evolve, tracy.argueta@gmail.com*)

Thursday Evening

5:30 – 6:30 PM

SPECIAL EVENT/SOCIAL

Ocean Ballroom

#55 Grand Poster Session, Book Signing, and Presidential Social

CHAIR: SHARON OLDER (*Adapt Behavioral Services*)

17. Further Evaluation of Choice on Instructional Efficacy

CHAVELYS VALLE (*Florida Institute of Technology/World Evolve*, Chavelys.Valle@hotmail.com)

18. Further Evaluation of the Effects of Interviewer Behavior on Accuracy of Children's Responses

GISSELLE ARRIETE (*Florida Institute of Technology/World Evolve*, gissellearriete@gmail.com)

19. Meaningful Technology in the Classroom

JAMES BEVACQUA (*FIT Orlando/Quest, Inc.*, jbevacqua2008@my.fit.edu)

20. A Comparison of Exclusion Time-Out Procedures with and without Release Contingencies for Adults with Developmental Disabilities

CANDACE BARRETT (*Quest, Inc.*, candace.barrett@questinc.org)

21. An Assessment of the Effectiveness of Error-Correction Procedures in Young Learners with Autism

VANESSA FEOLA (*University of Miami*, v.feola@umiami.edu)

22. Behavior Change Through Robot-Human Interactions in Children and Adolescents with Autism Spectrum Disorder

VANESSA FEOLA (*University of Miami*, v.feola@umiami.edu)

23. Evaluating a Coaching model to Increase Parent Behaviors that Promote Development of Joint Attention Behaviors.

CECILIA ALVAREZ-TABIO (*University of Miami-Center for Autism and Related Disorders (CARD)*, C.alvareztabio@miami.edu; ceciliaalvareztabio@gmail.com)

24. An Assessment of Food Stealing in a Nonvocal Child with Autism

JANELLE K. BACOTTI (*Florida Autism Center*, jbacotti@flautism.com)

25. A Systematic Replication of a Toilet Training Package in Children with Autism Spectrum Disorder

YUHUI WANG (*Florida Autism Center/University of Florida*, ywang@flautism.com)

26. An Evaluation of Ethical Infractions Committed by Behavior Analysts

HYPATIA BOLIVAR (*University of Florida*, h.bolivar@ufl.edu)

27. An Evaluation of an All-day Instructional Fading Procedure on Escape-maintained Aggression

JONATHAN FERNAND (*University of Florida*, jkfernand@ufl.edu)



Friday Morning

8:00 am

Morning Coffee
Sponsored by



Caribbean Ballroom

7:00 AM – 7:50 AM

BOARD

Tallahassee/Jacksonville

#56 FABA Past President's Breakfast

CHAIR: AMY POLICK

This is a by-invitation breakfast meeting for our FABA Past-Presidents. The purpose is to draw on their knowledge and wisdom for ideas for improving the FABA Experience.

8:00 AM – 8:50 AM

PAPER

Track: AUT

Grand Salon A/B

1.0 CE – BA, PB

#57 ABA in Florida: Where Are We and Where Are We Going?

IVY CHONG (*The Scott Center for Autism Treatment, ichong@fit.edu*)

NEIL KODSI (*The Law Offices of Neil D. Kodsi*)

This presentation addresses changes in the scope of ABA services over the last decade. Florida was the 5th state to enact autism insurance reform in 2008 (Autism Speaks, 2016), leading to private healthcare coverage and reimbursement. Subsequently, Florida's Medicaid program was ordered to cover ABA in 2012. With the increasing availability of public funding and imminent changes at the federal level, ABA services have grown as a profession and continue in a rapid growth cycle nationally. Current trends, industry attractiveness, competitors, and projections for the industry moving forward will be discussed. Existing legal obstacles and gaps will also be reviewed.



Ivy M. Chong



Neil Kodsi

Save The Date

**Connecting the Pieces:
An ABA Conference Connecting
Parents & Professionals**

May 12, 2017

UCF Fairwinds
Alumni Center, Orlando

Hosted by the Local Chapters of FABA (CoFABA)



Friday Morning

8:00 AM – 8:50 AM

PAPER

Track: TCP

Grand Salon C/D

1.0 CE – BA, MH,PSY

#58 Theoretical and Conceptual Discussion: Video Game Addictions and Discriminative Stimuli

CHAIR: CATALINA REY (*Florida Institute of Technology*, catalinanrey@gmail.com)

Sdeltap: The Missing Discriminative Stimulus

CATALINA REY (*Florida Institute of Technology*, catalinanrey@gmail.com),
Joshua Pritchard, Byron Wine, and Jose Martinez-Diaz (*Florida Institute of Technology*)

As the natural science of behavior evolves, the use of accurate terminology is critical to maintain its conceptual and terminological integrity. We believe the current terminology for discriminative stimulus control in relation to punishment could be enhanced by a new term. In this paper, we aim to provide symmetry and balance to the discussion of the functions of stimuli involved in discriminative control while still recognizing the inherent complexity of the interaction between reinforcement and punishment contingencies.



Catalina Rey

Logging Out: A Conceptual Analysis of Video Game Addiction

KAITLYNN GOKEY (*Florida Institute of Technology*, KGokey2010@my.fit.edu) and
Joshua Pritchard (*Florida Institute of Technology*)

There is no question that behavioral excesses and addictions, such as alcoholism or gambling, destroy lives. There is now evidence of new, emerging behavioral addictions, including the realm of video game addiction. Over 25 million people have reported having an addiction to video games, to the point of impacting their quality of life. This conceptual, behavioral analysis seeks to explain what makes the virtual environment so competitive with the natural world, and suggests avenues of treatment for this complex behavior.



Kaitlynn Gokey

8:00 AM – 8:50 AM

PANEL

Track: ETH

Grand Salon E

1.0 CE – BA, ETH

#59 Key Characteristics of Quality Behavioral Health Organizations

SARA GERSHFELD (*Behavioral Health Center of Excellence*, sara@bhcoe.org)

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

TERESA BOUSSOM (*Beacon Health Options*,
teresa.boussom@beaconhealthoptions.com)

COBY LUND (*Integrated Behavioral Solutions*, coby.lund@ibs.cc)

DAVID PYLES (*PANDA Learning Services*, dpyles@pylesandassociates.com)

Are behavior analytic services as good as they can be? DiGennaro-Reed & Reed (2015) posed this question as part of an ongoing discussion of which interventions are optimal for treating people on the autism spectrum. Suboptimal services do harm to those receiving them, within the behavior analytic community, and stakeholders who fund these services. This panel presentation will discuss key indicators of quality providers and suggest possible systemic solutions that will help guide our community toward a unified ethical practice. The panel will discuss existing quality assurance methods and discuss the importance of quality control within a behavioral practice.



Sara Gershfeld



Jon Bailey



Teresa Boussom



Coby Lund



David Pyles

Friday Morning

8:00 AM – 9:20 AM

SYMPOSIUM

Track: ED

Grand Salon F

1.5 CE – BA

#60 Supporting Individual Students with Problem Behavior within Class-wide Interventions

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

DISCUSSANT: TIMOTHY WEIL (*Tandem Behavioral Health & Wellness*)

This symposium presents research on improving individual student behavior within class-wide interventions in high-need public elementary schools. The first study implemented self-monitoring with the Individualized Behavior Rating Scale Tool (IBRST) and the second study used response cards to decrease problem behavior and increase academic engagement of students at-risk for developing behavioral disorders. The third study further examined the efficacy of the Bully

Prevention in Positive Behavior Support (BP-PBS) program on student bullying behavior as well as appropriate active response to bullying by students being bullied. In all studies, entire classrooms received interventions, but data were collected on target individual students.



Kwang-Sun Blair



Timothy Weil

a. Use of the Individualized Behavior Rating Scale Tool as a Self-Monitoring Tool

DOMINIQUE MARTINEZ

(dfmartinez@mail.usf.edu) and Kwang-Sun Cho Blair (*University of South Florida*)



Dominique Martinez

c. Implementation of the Bully Prevention in Positive Behavior Support (BP-PBS) Program in an Urban Elementary School

AMANDA RUDD (alrudd@mail.usf.edu)

and Kwang-Sun Cho Blair (*University of South Florida*)



Amanda Rudd

b. The Impact of Question Type on Student Behavior in Using Response Cards

ELIZABETH CASSELL

(cassell1@mail.usf.edu) and Kwang-Sun Cho Blair (*University of South Florida*)



Elizabeth Cassell

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Friday Morning

8:00 AM – 9:20 AM

SYMPOSIUM

Track: OBM/PM

Grand Salon G/H

1.5 CE – BA

#61 OBM, School Leadership and Dissemination

CHAIR: **ANDREW HOUVOURAS** (*Brevard County Public Schools*, ahouvouras@fit.edu)

DISCUSSANT: **MANUEL RODRIGUEZ** (*ABA Technologies, The OBM Network*, manny@abatechnologies.com)

This symposium aims to educate the applications of OBM in school settings, highlight some core methods that improve school systems and performance management, describe a case study of impacting a major turnaround effort, and propose a call to action for more behavior analysts to disseminate ABA and work with school leaders to make a difference.



Andrew Houvouras



Manuel Rodriguez

a. OBM in Schools: A Case Study to Turnaround a Schools Performance

CHANA GERHMAN (*ABA Technologies and Florida Institute of Technology*, cgerhman2014@my.fit.edu), Manuel A. Rodriguez (*ABA Technologies, Inc*) and Paul Gavoni (*Chester A Moore Elementary*)



Chana Gerhman

c. Disseminating Behavior Analysis in Schools: A Community of Practice Approach

ABBY GREIF (*ABA Technologies, Inc*, abby@abatechnologies.com), Allison King (*ABA Technologies and Florida Institute of Technology*) and Jan Montgomery (*ABA Technologies*)



Abby Greif

b. Quick Wins! Accelerating School Transformation Through Science, Engagement and Leadership

PAUL GAVONI (*Chester A Moore Elementary and School Leadership Solutions*, gavonip@hotmail.com) and Manuel A. Rodriguez (*ABA Technologies, Inc*)



Paul Gavoni

d. Why Behavior Analysts in Schools Desperately Need OBM

ANDREW HOUVOURAS (*Brevard County Public Schools*, ahouvouras@fit.edu)



Andrew Houvouras

Sponsor of The FABAs Student Research Award



B.F. Skinner Foundation

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Friday Morning

8:00 AM – 9:20 AM

SYMPOSIUM

Track: ETH

Grand Salon J/K

1.5 CE – BA, ETH

#62 A Bridge in Language and Diversity

CHAIR: MARICEL CIGALES (*Florida International University, mcigales@fiu.edu*)

DISCUSSANT: MARICEL CIGALES (*Florida International University*)

Florida has one of the largest bilingual populations in the country and is considered the bridge to the Spanish speaking world. The growth in global work within our field is observed with many practitioners offering services and clinical supervision abroad. According to the Partnership for a New American Economy the demand for bilingual work has doubled from 2010 to 2014. The interest for Spanish training and continuing education is arising along. This is the first symposium offered in Spanish in response to observed trends. Topics will be relevant to services in culturally diverse populations.



Maricel Cigales

a. Training Safety Skills

PALOMA PEDRAZA RODRIGUEZ

(*First Step Interventions,*
prodriguez@firststepsint.com)



Paloma Pedraza
Rodriguez

c. Parent Training Tools and Strategies

CELISABEL CALDEVILLA

(*Changing Behavior, LLC,*
c.caldevilla@changingb.com)



Celisabel
Caldevilla

b. Multicultural Competencies

CLAUDIA AXELROD (*Positive Behavior*
Supports Corp, caxelrod@teampbs.com)



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Friday Morning

9:00 AM – 9:50 AM

PANEL

Track: ETH

Grand Salon A/B

1.0 CE – BA, ETH

#63 Sexual Harassment in Behavior Analysis: What to do if you are the victim

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

NIKKI DICKENS (FSU ECAP, behaviorgirl@gmail.com)

YULEMA CRUZ (Global Behavior Consultants, yulema-cruz@hotmail.com)

Sexual harassment appears to be a growing problem in academic settings; the field of ABA is not exempt. Because of the concealed nature of this phenomenon, it is seldom discussed in public settings, or addressed as part of educational curricula. This presentation attempts to raise awareness of this growing issue in academia, by providing situational examples, data on previously reported incidents of sexual harassment in academia, as well as advice that students may follow should they find themselves the victim of unwanted sexual advances. Additionally, information regarding organizations where victims may report incidents of sexual harassment will also be provided.



Jon Bailey



Nikki Dickens



Yulema Cruz

Ignites At Night

Tonight at 8:00 pm in
GRAND BALLROOM E/F



Followed by Open Mic and Fiesta



Friday Morning

9:00 AM – 10:20 AM

SYMPOSIUM

Track: AUT

Grand Salon C/D

1.5 CE – BA

#64 Unique Interventions to Treat Less Common Problem Behaviors

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

DISCUSSANT: **HENRY S. ROANE** (*Dept. of Pediatrics, The OBM Network, Upstate Medical University*)

The current symposium focus on interventions for addressing less common yet interfering problem behaviors. The first study evaluated the effects of two redirection procedures on public masturbation. The second study assessed the effects of stability ball seating on attending and in-seat behavior for children with ASD. The third study investigated the efficacy of Teaching with Acoustical Guidance (TAG) to increase the number of appropriate steps and decrease toe-walking in a child with ASD. Finally, in the fourth study children with autism were taught to tolerate routine dental and medical procedures.



Catia Cividini-Motta



Henry S. Roane

a. From Public to Private Masturbation: An Assessment of Redirection Procedures

CATIA CIVIDINI-MOTTA (*University of South Florida, cividinimotta.c@gmail.com*), Keira Moore (*Western New England University*), Jonathan Priehs, Lauren Fish, and William H. Ahearn (*New England Center for Children/Western New England University*)



Catia Cividini-Motta

c. Reinforcing Appropriate Walking using TAGteach to Decrease Toe-Walking

ANSLEY HODGES (*Nemours Children's Hospital, ansley.hodges@nemours.org*), Alison M. Betz (*Florida Institute of Technology*), Kristen Antia (*Nemours Children's Hospital*), and David A. Wilder (*Florida Institute of Technology*)



Ansley Hodges

b. The Effects of Stability Ball Seating on Children with Autism Spectrum Disorder

TRICIA KROMBACH (pak1@mail.usf.edu) and Raymond Miltenberger (*University of South Florida*)



Tricia Krombach

d. Increasing Cooperation with Medical and Dental Procedures in the Natural Environment for Children with Autism

CATHERINE K. MARTINEZ (*University of Florida, Positive Behavior Supports Corp., ckmz@hotmail.com*), Iser DeLeon, Elizabeth Schieber, and Nathalie Fernandez (*University of Florida*)



Catherine K. Martinez

9:00 AM – 9:50 AM

PAPER

Track: TCP/AUT

Grand Salon E

1.0 – BA

#65 Science-based and Fad Treatments for Autism: The Good, the Bad, and the Ugly

RICHARD M. FOXX (*Penn State University, hserve@aol.com*),

This talk will identify fads, pseudo scientific, and politically correct treatments that have received wide spread usage in the education and treatment of individuals with autism. It will discuss the allure of fads to both their consumers and perpetrators. Also discussed is how to evaluate the efficacy and appropriateness of a treatment for autism why ABA is not a fad.



Richard M. Foxx

Friday Morning

10:00 AM– 10:50 AM

PAPER

Track: TCP

Ocean Ballroom

1.0 CE – BA, MH, PSY

#66 What are YOU looking at?

MERRILL WINSTON (PCMA, Inc., Merrill@pcma.com),

Higher functioning socialized individuals, unlike non-verbal less socially aware individuals rarely attack without warning or provocation. Many persons with behavior problems, just like anyone else, will pick a fight; which we might call confrontation seeking. This behavior rarely occurs all day long and is typically what one might call an intermittent behavior problem. This presentation will suggest an analysis of the problem in behavioral terms, how to differentially diagnose the problem, and treatment directions.



Merrill Winston

10:00 AM – 10:50 AM

PAPER

Track: ETH

Grand Salon A/B

1.0 CE – BA, ETH, MH, PSY

#67 Functional Analysis: Ethical Considerations and Potential Solutions

MICHAEL WEINBERG (Orlando Behavior Health Services, LLC,
orlandobehaviorhealth@gmail.com)

WILLIAM MARSH (Brevard Co. Schools, Melbourne, FL)

Conducting functional assessments vs. functional analysis has posed increasing legal and ethical dilemmas. Ethically, we are bound to conduct an efficient, evidence-based assessment to find the function for problem behavior and devise a plan that is most likely to be effective based on the literature. There have been legal and ethical challenges using evidence-based assessment methods in many states and settings such as public schools, and public funded services such as state departments of developmental disabilities. This presentation will review the ethical and legal challenges regarding functional assessment and offer some possible solutions.



Michael Weinberg



William Marsh

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Friday Morning

10:00 AM – 10:50 AM

PANEL

Track: TCP

Grand Salon E

1.0 CE – BA

#68 Ask the Experts: Fad Treatments

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

JAMES E. CARR (Behavior Analysis Certification Board, Carr@bacb.com)

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

RICHARD M. FOXX (Penn State University, hserve@aol.com) and

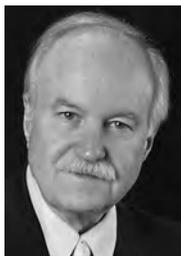
HAYDEE TORO (Independent Consultant, Haytoro@bellsouth.net) and

KIM LUCKER-GREENE (Behavioral Solutions Consulting,

kgreene@mybehaviorsolutions.com) and

TRISTRAM SMITH (University of Rochester, tristram_smith@urmc.rochester.edu)

With an increased awareness of Autism and ABA, it is important for Behavior Analysts to be both knowledgeable of the different kinds of fad treatments as well as how to successfully aid clients in finding the path of scientifically supported treatments. This expert panel will provide insight on how to accomplish that goal as well as an opportunity for the audience members to pose their own questions.



Richard M. Foxx



Haydee Toro



Kim Lucke-Greene



Tristram Smith



Jon Bailey



James E. Carr

10:00 AM-10:50 AM

PAPER

Track: CA

Grand Salon F

1.0 CE – BA

#69 An Overview of the Positive Parenting Program Triple P

AMANDA KEATING (akeating@cfctb.org), HANNAH BUCK, LORI GREENBERG, ERIN O'CONNOR, and ROCKY HAYNES (Champions for Children)

This paper will review Triple P, the Positive Parenting Program. We will highlight how each intervention method can be applied across cultures to help parents learn positive parenting skills, decrease child problem behavior, and ultimately foster healthier parent-child relationships through more frequent positive interactions. Additionally, presenters will discuss a self-regulatory model that can be utilized to help parents achieve their desired parent-child relationships and behavior goals. Last, as the model was developed using a multidisciplinary approach, presenters will also review how this evidence-based approach includes the science of ABA.



Amanda Keating



Hannah Buck



Lori Greenberg



Erin O'connor



Rocky Haynes

Friday Morning

10:00 AM- 10:50 AM

PAPER

Track: ED

Grand Salon G/H

1.0 CE – BA

#70 SCPS Autism Initiative: Maximizing ABA Supports in the Public School Setting

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

MARK DICONSIGLIO (*Seminole County Public Schools, Mark_DiConsiglio@scps.k12.fl.us*)



Michelle Guffee



Mark DiConsiglio

In the past decade, the School Board of Seminole county has observed a 2,655% increase in the number of students identified with an autism spectrum disorder who are being served in the school district's exceptional student education programs. In an effort to increase the use of and standardize the implementation of evidence-based practice for students with ASD or other developmental disabilities, the Exceptional Student Support Services department implemented a behavioral approach to curriculum selection, instructional methods, and data collection. Centered on best practices in instructional methodology for students with autism, SCPS implemented the behavioral model in two model school sites at the start of the 2015-2016 school year. Students were categorized based on their priority educational needs into classes that implemented the type of instruction that would meet those needs (i.e., verbal behavior, direct instruction, etc.). Teachers and support personnel were provided three days of intensive ABA skills training prior to implementation and were provided with ongoing support, technical assistance, and consultation throughout the school year. Year end data suggest that the majority of students achieved more than a year's gain in one year in their priority educational need areas.

Congratulations to All of Our Award Winners!



B.F. Skinner

2016 FABA BF SKINNER FOUNDATION RESEARCH GRANT AWARD WINNER



Jonathan Kyle Fernand
University of Florida
Department of Psychology
Behavior Analysis Program

**If you are interested in nominating a deserving individual for the
2017 conference, email nikkidickens@fabaworld.org**

Friday Morning

10:00 AM – 10:50 AM

PAPER

Track: ETH

Grand Salon J/K

1.0 CE – BA, ETH, SUP

#71 Providing Effective and Ethical Supervision Remotely

PALOMA PEDRAZA RODRIGUEZ (*First Steps Intervention*, prodriguez@firststepsint.com)

This presentation will be in Spanish. In the United States and abroad there continues to be growing interest in behavior analysis and board certification. Further, the growing number of approved university training sites outside of the U.S. far outweighs the number of approved experience sites, making the need for quality supervision a pressing concern. The possibility of remote supervision is a viable option for certification candidates seeking field experience supervision. However, concerns regarding the quality of remote supervision and the potential ethical dilemmas that may arise must be addressed in order to ensure a satisfactory supervisor/supervisee relationship.



Paloma Pedraza
Rodriguez

PRESIDENTIAL ADDRESS

11:00 AM – 12:30 PM

Presidential Address

Track: ST

Ocean Ballroom

1.0 CE – BA

#72 On Being Open...

Sharon Older (*Adapt Behavioral Services*, solder@adapt-fl.com)

INTRODUCED BY: **AMY POLICK** (*FSU-PC*, amypolick@gmail.com)

Many of the earliest applied behavior analytic studies published were with “typically developing” children with behavioral excesses (AKA “clinical” population). As ABA became known for being one of the most effective treatments for individuals with developmentally disabilities, the proportion of behavior analysts serving “clinical” children and research with this population dwindled. When funding for ABA treatment for Autism became easily available in large amounts, behavior analysts working with this population exploded and behavior analysts treating “clinical” children became few and far between. Did ABA reach maximum benefit for the “clinical” population, or did we, as a field, get sucked into the high-density reinforcement schedule (e.g., being renown as “the best” getting quick results in skills training, having more cooperative and involved parents) and financial rewards of treating a “niche” population? This presentation will examine why our profession needs to be open. Open to getting out of our “niche” comfort zone and expanding ABA treatment to more “clinical” populations. Open to inspiration and learning from other disciplines, who are sometimes very effective. Open to conducting research to discover new understanding of and effective treatment for more complex personal and interpersonal problems. Open to expanding the reach of our profession by making a positive impact with a wider audience.



Bio:

Sharon has attended FABA for 28 consecutive years and is honored to have been the FABA President for the past year. Sharon received her Florida CBA in 1988, PhD from West Virginia University in 1991, Florida psychologist license in 1992, and BCBA in 2000. She has treated a variety of client populations and supervised numerous behavior analysts, mental health counselors, and psychologists over the years. Her career mission is to extend the availability and acceptance of behavior analysis within the “clinical” community. She strives for this goal through supervising behavior analysts to transfer their skills to this population, training/supervising mental health professionals in ABA concepts and interventions, and encouraging other ABA agencies to serve this population.

Friday Morning

12:30 PM-1:20 PM

BOARD

Tallahassee/Jacksonville

#73 Presidential Luncheon

CHAIR: AMY POLICK

This is a by invitation only luncheon for the FABAs Board, Invited Speakers, and other FABAs VIP to honor the outgoing President on a successful Presidential Address..

1:30 PM – 2:20 PM

Symposium

Track: CA

Grand Salon A/B

1.0 CE – BA

#74 Beyond the Treatment Room: ABA in Complex Settings

CHAIR: ROCKY HAYNES (*University of South Florida, rdh72422@gmail.com*)

DISCUSSANT: SARAH BLOOM (*University of South Florida, sarahbloom@usf.edu*)

Presentations will focus on the application of ABA in complex community settings. The first presentation will outline the application of Check-In/Check-Out in an after school program for children who are homeless. The second presentation will address the implications of practice-based coaching including data demonstrating the effectiveness in a Head Start Program. The third presentation presents a model for teaching social skills to children who reside in a homeless shelter.



Rocky Haynes



Sarah Bloom

a. An Assessment of Check-In/Check-Out with Children who are Homeless in an After School Care Program

ANA CAMACHO

(anacamacho@mail.usf.edu), Kimberly Crosland, Donald Kincaid, and Rose Iovannone (*University of South Florida*)



Ana Camacho

c. An Evaluation of a Social Skills Application for Children who are Homeless

EMILY BATON (ebaton@mail.usf.edu), Rocky Haynes, and Kimberly Crosland (*University of South Florida*)



Emily Baton

b. Head Start Teachers as Reciprocal Coaches to Promote Fidelity of Evidence-Based Strategies

SHELLEY CLARKE (mmc@usf.edu) and

Rebecca Webster (*University of South Florida*)



Shelley Clarke

Friday Afternoon

1:30 PM – 2:50 PM

SYMPOSIUM

Track: AUT

Grand Salon C/D

1.5 CE – BA

#75 The Use of Behavioral Interventions to Teach Appropriate Play Skills

CHAIR: NANCY CHAMPLIN (*Autism Concepts, Inc.*, nancy@concepts.com)

DISCUSSANT: ANDREW HOUVOURAS (*Brevard County Public Schools*, ahouvouras@fit.edu)

There are high correlations between play, language, and cognitive measures. Play has an integral relationship to early social and linguistic development as well. Assessing children's play provides insight into symbolic understanding that might not be obvious through other cognitive and language assessments. Research demonstrates deficient play skills in children with autism, but also similarities in rates of functional or symbolic play behaviors. These four presentations demonstrate the importance of teaching play and the efficacy of behavior interventions to increase appropriate independent symbolic play and sociodramatic play skills with peers for children with autism and other developmental disabilities.



Nancy Champlin



Andrew Houvouras

a. The Use of Priming to Teach Children Diagnosed with Autism Three Essential Skills During Sociodramatic Play

NANCY CHAMPLIN (*Autism Concepts, Inc.*, nancy@concepts.com)



Nancy Champlin

c. Teaching Character Role Switches and Play Scheme Combinations to Children Diagnosed with Autism

MOLLIE RICHERT (*Autism Concepts, Inc.*, mollie.richert@concepts.com)



Mollie Richert

b. A Comparison of Script Fading with Video Modeling to Teach Independent Pretend Play to Children with Autism

MELISSA SCHISLER (*Autism Concepts, Inc.*, melissa.schissler@concepts.com)



Melissa Schissler

d. The Effectiveness of Priming to Teach Children Diagnosed with Autism Generalized Object Substitutions within Play Schemes

MOLLY SYLVESTER (*Autism Concepts, Inc.*, molly.sylvester@concepts.com)



Molly Sylvester

1:30 PM – 2:20 PM

PAPER

Track: ETH

Grand Salon E

1.0 CE – BA, ETH, MH, PSY

#76 12 Reasons Not to Report an Ethics Violation

JON S. BAILEY (*Florida State University*, Bailey@psy.fsu.edu)

Our Professional and Ethical Compliance Codes for Behavior Analysts, AKA “The Code” serves two purposes: Antecedents to set the occasion for ethical conduct and a provision for Consequences for failure to follow The Code. In this paper I will describe and give examples of a dozen or so reasons I've encountered over the past five years for not filing a “Notice” of ethical violation with the BACB. I will attempt to counter some of these objections with steps behavior analysts can take to prepare themselves to fulfill their duties to maintain the high standards of our field.



Jon S. Bailey

Friday Afternoon

1:30 PM – 2:50 PM

SYMPOSIUM

Track: AUT

Grand Salon F

1.5 CE – BA

#77 Recent Research on Teaching Basic Skills to Children with Autisms

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

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

Three presentations on teaching basic skills will be given. The first presentation highlights a procedure to facilitate grooming skills in a child with autism. The second presentation describes a procedure to teach responding to name among four children with autism. The third presentation describes an evaluation of similar versus dissimilar high-p and low-p instructions to increase compliance among young children.



David Wilder



Timothy Vollmer

a. Increasing Cooperation with Routine Fingernail Grooming

MEGHAN DESHAIS (mdeshais@ufl.edu),
Lisa Guerrero, and Timothy Vollmer
(*University of Florida*)



Meghan Deshais

c. The Effects of High-p and Low-p Instruction Similarity on Compliance among Young Children with Autism

JOSHUA LIPSCHULTZ
(jlipschultz2014@my.fit.edu),
David A. Wilder, Amy Enderli, and
Hallie Ertel (*Florida Institute of Technology*)



Joshua
Lipschultz

b. Responding to Name in Children with Autism: An Evaluation of Training, Generalization, and Maintenance

DANIEL CONINE(dconine@ufl.edu),
Timothy Vollmer, Hypatia Bolivar, and
Kerri Peters (*University of Florida*)



Daniel Conine

THANKS TO VOLUNTEERS



We Could Not Do It Without You!

Friday Afternoon

1:30 PM – 2:50 PM SYMPOSIUM *Track: TCP* *Grand Salon G/H* 1.5 CE – BA, MH, PSY, SUP

#78 Make ABA Great Again: Recommendations for Training Others in Evidence Based Practices

CHAIR: **MEGAN MILLER** (*Navigation Behavioral Consulting/Florida State University Center for Autism and Related Disabilities, mmillernbc@gmail.com*)



Megan Miller



Merrill Winston

DISCUSSANT: **MERRILL WINSTON** (*Professional Crisis Management Agency, winston@pcma.com*)

Behavior analysts are professionally and ethically bound to incorporate evidence based practices (EBP) when designing intervention programs. However, discrepancies exist regarding what this entails. This symposium provides an overview of why it is important to train staff to use a medical model of evidence based practice, the unintended consequences of too narrow a definition of EBP, training staff to engage in problem solving as part of this EBP model, and training staff to effectively collaborate with others to promote EBPs. .

a. Training Staff to Use an Evidence Based Practice Model

MEGAN MILLER (*Navigation Behavioral Consulting/ Florida State University Center for Autism and Related Disabilities, mmillernbc@gmail.com*)



Megan Miller

c. Promoting Teachers' Engagement in Evidence-based Practice

MEGAN MILLER (*Navigation Behavioral Consulting/ Florida State University Center for Autism and Related Disabilities, mmillernbc@gmail.com*)



Megan Miller

b. Unintended Consequences of the Evidence-Based Practice Movement from the Perspective of a Creative Behavior Analyst

STEVE WARD (*Whole Child Consulting, LLC, steveandterry35@yahoo.com*)



Steve Ward

Friday Afternoon

1:30 PM – 2:20 PM

PAPER SESSION

Track: OBM

Grand Salon J/K

1.0 CE – BA, MH, PSY

#79 Feedback and Performance: The Technology of BST

CHAIR: JOSH PRITCHARD (*JKP Analysts, LLC*, jkp@fit.edu)

The Use of BST on a System-Wide Roll Out of PEAK in a Human Service Agency

JENNIFER MARTIN (*JKP Analysts, LLC*, jenn@jkpanalysts.com), Morgan Wicks, Holli Perrin, and Josh Pritchard (*JKP Analysts, LLC*)

With the recent arrival of an empirically based assessment and treatment package (PEAK ABA), human service agencies that desire use cutting-edge technology are confronted with a difficult choice: invest significant energy and capital into the adoption of a new system, or maintain the status quo. In this talk, we will examine the challenges and successes of an agency that chose to adopt a new system, and examined the impact of behavior skills training to teach their old and new behavior technicians how to implement the ABA-based services. Using a multiple-baseline probe design across participants and behavior, we investigated the impact of behavior skills training on the treatment fidelity of service delivery and accuracy of data collection.



Josh Pritchard



Jennifer Martin



Morgan Wicks



Holli Perrin

Assessing Feedback Preference of Employees Towards a More Function-Based Feedback System

APRIL ROWLAND (*ABA Technologies*, april@abatechnologies.com), and Manuel Rodriguez (*ABA Technologies*)

Performance Feedback has been used successfully as a solution across varied and numerous studies in organizational behavior management. In addition, the use of preference assessments has been utilized in the context of employee performance improvement. The authors of this presentation investigated the use of a preference assessment method for identifying employee feedback preferences. The presentation will provide the methodology used, the results, and conclude with a discussion on how different aspects of feedback should be investigated and accounted for in the design of feedback systems, and some thoughts on future research to evaluate feedback preferences over time.



April Rowland



Manuel Rodriguez

2:30 PM – 3:20 PM

MEETING

Track: ETH

Grand Salon A/B

1.0 CE – BA, ETH

#80 Dissemination of ABA to Culturally Diverse Communities Special Interest Group

CHAIR: HAYDEE TORO (*Independent Consultant*, Haytoro@bellsouth.net)

The Dissemination of ABA to Culturally Diverse Communities SIG is a forum where multicultural professionals may comfortably share ideas and discussion of issues, while working toward ethically sound and effective solutions. Some of the issues may include sharing of ABA materials/information in other languages, procedure development for increasing the quality of the practice of ABA in other languages, helping to fulfill current needs of multicultural professionals and consumers, guidance with ethical issues in other cultures, encouraging inclusion of multicultural ABA professionals, igniting ideas for research and presentation topics, and raising awareness of issues pertaining to professionals and consumers of ABA.



Haydee Toro

INVITED SPEAKERS

2:30 PM – 3:20 PM

INVITED

Track: AUT

Grand Salon E

1.0 CE – BA, MH, PSY

#81 Parent Training for Children with Autism Spectrum Disorder and Disruptive Behavior

TRISTRAM SMITH (*University of Rochester*, tristram_smith@urmc.rochester.edu) and

CYNTHIA JOHNSON (*University of Florida*, johnsoncr@phhp.ufl.edu)

INTRODUCED BY: COREY ROBERTSON

Many single-subject studies show that parents can learn to use applied behavior analytic strategies to reduce disruptive behavior displayed by their children with autism spectrum disorder (ASD). To integrate these strategies into an exportable, cost-effective intervention, the Research Units in Behavioral Intervention developed a parent training (PT) program that includes 11 core sessions (each 60 to 90 minutes in duration, delivered 1:1 with the primary caregiver), two booster sessions, two home visits, and two optional sessions. We then conducted a randomized clinical trial comparing PT and a parent education program (PEP; 12, 1:1 informational sessions on ASD characteristics, services, and supports plus one home visit). Participants were 180 children, age 3-6 years, with ASD and disruptive

behavior, at six universities: Emory, Rochester, Ohio State, Pittsburgh, Indiana, and Yale. After 24 weeks, independent evaluators, blind to group assignment, rated 69% of PT children and 40% of PEP children as “much” or “very much improved”. In addition, PT children improved more than PEP children on the parent-rated Aberrant Behavior Checklist-Irritability subscale (effect size = 0.71) and Home Situations Questionnaire (effect size = 0.52). Thus, PT reduced disruptive behavior in our sample. Case vignettes illustrate program implementation, including successes and common challenges.

Author Bios:

Tristram Smith, Ph.D., is the Haggerty-Friedman Professor of Developmental/Behavioral Pediatric Research at the University of Rochester Medical Center (URMC), where he leads federally funded studies comparing the efficacy of different interventions for children with autism spectrum disorders. He is also a clinician in URMC's Community Consultation Program, serving students with ASD and other intellectual disabilities in schools and other agencies. His commitment to the study and treatment of children with ASD began in 1982, when he had the opportunity to volunteer as a buddy for an adult with autism who lived near his college. This experience inspired him to apply to graduate school at the University of California, Los Angeles, where he studied clinical psychology and worked as a therapist and researcher with O. Ivar Lovaas, Ph.D., in the UCLA Young Autism Project. Before moving to Rochester in 2000, he directed clinics for children with autism and their families in the states of California, Iowa, and Washington. He has authored or coauthored several of the most widely cited studies on treatment outcomes for children with ASD.

Cynthia Rheney Johnson, PhD joined the Department of Clinical and Health Psychology as an Associate Professor in January, 2015. She came to UF from the University of Pittsburgh School of Medicine where she was the Director of the Autism Center at Children's Hospital and an Associate Professor of Pediatrics, Psychiatry and Education. Dr. Johnson received her doctoral degree from the University of South Carolina. She completed a postdoctoral fellowship at the Johns Hopkins School of Medicine in child psychology and applied behavior analysis. She is currently the principal investigator of two NIH-funded grant studying the efficacy of parent training in 1) the treatment of feeding problems and 2) the treatment of disruptive behaviors in young children with Autism Spectrum Disorder (ASD). She recently completed a NIH-funded study on the treatment of sleep disturbances in young children with ASD as well as a HRSA funded study on nutrition in children with ASD. She is on the editorial board of the Journal of Developmental and Physical Disabilities. Dr. Johnson is a Pennsylvania licensed psychologist and a board-certified behavior analyst- doctoral level.



Tristram Smith



Cynthia R. Johnson

Friday Afternoon

2:30 PM – 3:50 PM

SYMPOSIUM

Track: TCP

Grand Salon J/K

1.5 CE – BA

#82 Translational Research in Behavior Analysis

CHAIR: **CLAUDIA CAMPOS** (*University of South Florida*, claudia24@mail.usf.edu)

DISCUSSANT: **ANDREW SAMAHA** (*University of South Florida*, andrewsamaha@usf.edu)

This symposium will provide an overview of recent translational research in behavior analysis. The first study evaluated human sensitivity to parameters of reinforcement, the second study examined the effects of the language spoken by the listener on the quality and amount of language used by dual language learners, the third study conducted a translational analysis of ABA and ABC renewal of operant behavior, and the last study examined resurgence and response variability during challenges to treatment of problem behavior.



Claudia Campos



Andrew Samaha

a. Human Sensitivity to Parameters of Positive and Negative Sound Reinforcement

ANNA GARCIA (*University of South Florida*, argarcia@mail.usf.edu), Joseph M. Lambert (*Vanderbilt University*), Sarah E. Bloom (*University of South Florida*), Cicely M. Nickerson (*Utah State University*), and Rachel E. Mottern (*Vanderbilt University*)



Anna Garcia

b. La Language del Oyente: Some Effects of Listener Language on Dual Language Learners' Verbal Behavior

CLAUDIA CAMPOS (*University of South Florida*, claudia24@mail.usf.edu)



Claudia Campos

c. Translational Analysis of ABA and ABC Renewal of Operant Behavior

CLARE LIDDON (*Kennedy Krieger Institute and John Hopkins University*, *The Scott Center for Autism Treatment and Florida Institute of Technology*, clareliddon@gmail.com), Michael E. Kelley, Catalina N. Rey, Ashley Abel, and Aurelia Ribeiro (*The Scott Center for Autism Treatment and Florida Institute of Technology*)



Clare Liddon

d. Examination of Resurgence and Response Variability during Challenges to Treatment

HENRY ROANE (*Upstate Medical University*, roaneh@upstate.edu), William E. Sullivan, and Nicole M. DeRosa (*Dept. of Pediatrics, Upstate Medical University*)



Henry Roane

Friday Afternoon

3:30 PM – 4:20 PM

PAPER

Track: AUT

Grand Salon A/B

1.0 CE – BA, MH, PSY

#83 Assessment of a Values-As-Rules Based Approach to Parent Training

TIMOTHY WEIL (*Tandem Behavioral Health & Wellness*, tweil3733@yahoo.com) and JILLIAN DEFREITAS (*University of South Florida*)

When evaluating the efficacy of behavioral parent training, it is well known that behavior analysts are quite good at training parents on what to do. However, what are we to do when parents are in a situation when they are least likely to implement effective techniques? Values-as-rules may be a way forward for affecting change in effective parenting when the behaviors are most difficult. This study sought to affect efficacy of implementation of parenting tools with parents of children diagnosed with autism. Results found it possible to improve implementation efficacy without additional training.



Timothy Weil



Jillian Defreitas

3:30 PM – 4:50 PM

SYMPOSIUM

Track: OBM/PM

Grand Salon C/D

1.5 CE – BA

#84 Applications of OBM in Human Services Settings

CHAIR: KATIE NICHOLSON (*Florida Institute of Technology*, cnicholson@fit.edu)

DISCUSSANT: MMANUEL RODRIGUEZ (*ABA Technologies*, manny@abatechnologies)

Organizational Behavior Management (OBM) provides a useful technology and conceptual basis for changing the behavior of individuals in work settings. This symposium focuses on applications of OBM in human services agencies. The first two presentations describe studies conducted with behavior technicians working in Early Intervention clinics for children with autism to improve their delivery of behavioral intervention. The third presentation describes and discusses the efficacy of a workshop model to teach OBM skills to supervisors in a non-profit agency serving children with autism.



Katie Nicholson



Manuel Rodriguez

a. An Evaluation of the Effects of Video Modeling with Voiceover Instruction

KRISTIN ALBERT

(kalbert2015@my.fit.edu), Katie Nicholson, Lauren Stroker, Marilyn Colato, Regina Nastri (*Florida Institute of Technology*), and Natalie Mandel (*Regis College*)



Kristin Albert

c. An Evaluation of the Consultant Workshop Model in a Human Service Setting

ALLISON KING (aking2009@my.fit.edu), Nicole Gravina (*Florida Institute of Technology*), and John Austin (*Reaching Results*)



Allison King

b. Using the PDC-Human Services-2 Assessment and Precision Teaching to Increase Teaching Opportunities in Early Intervention

ANSLEY HODGES (*Nemours Children's Hospital and Florida Institute of Technology*, Ansley.Hodges@nemours.org) and Nicole Gravina (*Florida Institute of Technology*)



Ansley Hodges

Friday Afternoon

3:30 PM – 4:50 PM

SYMPOSIUM

Track: ED

Grand Salon F

1.5 CE – BA

#85 Current Research on Classroom Management Procedures in Restrictive Settings

CHAIR: P. RAYMOND JOSLYN (*University of Florida*, rjoslyn@ufl.edu)

DISCUSSANT: ANIBAL GUTIERREZ, JR. (*University of Miami*, a.gutierrez5@miami.edu)

The Good Behavior Game (GBG) is an extensively studied classroom management procedure that has been shown to be effective in reducing disruptive behavior and increasing on-task behavior in students of various ages in various settings. However, research on the GBG in restrictive settings has been scarce. Research in this symposium will address variations on the GBG implemented in a restrictive setting with students who have emotional and behavior disorders (EBD), a history of juvenile delinquency, or both.



P. Raymond Joslyn



Anibal Gutierrez, Jr.

a. Evaluating Procedural Variations of the Good Behavior Game Implemented Via Classdojo in an Alternative School

CHRISTOPHER C. RUBOW

(crubow@ufl.edu), and Timothy R. Vollmer (*University of Florida*)



Christopher C. Rubow

c. Evaluation of a Low-Effort Classroom Management Procedure in a Restrictive Setting

P. RAYMOND JOSLYN (rjoslyn@ufl.edu) and Timothy R. Vollmer (*University of Florida*)



P. Raymond Joslyn

b. Evaluation of the Good Behavior Game with High School Students in a Restrictive Setting

FARIS R. KRONFLI (kronfli.faris@ufl.edu), P. Raymond Joslyn, and Timothy R. Vollmer (*University of Florida*)



Faris R. Kronfli

Mark Your Calendars: 37th Annual Meeting

October 4-7, 2017
Daytona Beach



Florida Association for
Behavior Analysis

Hilton Daytona Beach Resort



Friday Afternoon

3:30 PM – 4:50 PM

SYMPOSIUM

Track: AUT

Grand Salon G/H

1.5 CE – BA

#86 Linking Assessment to Treatment: Advancement in Selecting Targets for Early Intervention Programs

CHAIR: **IVY M. CHONG** (*The Scott Center for Autism Treatment, ichong@fit.edu*)

DISCUSSANT: **MELISSA HALE** (*University of Miami, m.hale@miami.edu*)

When treating young children with ASD, a large number of core behaviors and collateral problems need to be identified and treated. Additionally, practitioners often face challenges in narrowing down skills to teach and developing a plan of care that is deemed ‘medically necessary’. This symposium includes three papers, which will review methods to select core areas and target skills to teach children at risk for or diagnosed with ASD.



Ivy M. Chong



Melissa Hale

a. Ameliorating the Warnings Signs of ASD: Using a Parent Observation Checklist to Identify and Target Skills Deficits

IVY M. CHONG (*The Scott Center for Autism Treatment, ichong@fit.edu*), Corina Jimenez- Gomez, and Jeanine Tanz (*The Scott Center for Autism Treatment and Florida Institute of Technology*)



Ivy M. Chong

c. Comparison of Disruptive Behaviors for Two Imitation Interventions

ELAINE AGUIRRE (*Florida International University, eespa001@gmail.com*), Anibal Gutierrez, Jr., and Nathalie V. Roman (*University of Miami*)



Elaine Aguirre

b. Behavioral Profiles and Language Development of Children with ASD

JESSICA WEBER (*ELS for Autism Foundation, jessica.weber@elsforautism.org*), Melissa N. Hale, and Anibal Gutierrez, Jr. (*University of Miami*)



Jessica Weber

4:30 PM – 5:20 PM

PAPER

Track: TCP

Grand Salon A/B

1.0 CE – BA, PB

#87 The Behavior Analyst as a World Citizen: How Behavior Analysts Can Foster World Change

SHANE SPIKER (*Positive Behavior Supports Corp., sspiker@teampbs.com*) and **TAHRA CESSNA** (*Positive Behavior Supports Corp., tcessna@teampbs.com*)

Behavior analysts have the capacity to impart a global impact on the individuals and communities they serve, but how are we to affect those individuals that are unable to attain the resources necessary to assist in enhancing overall quality of life? How are behavior analysts to impact outlying rural areas or those areas in which policy is missing or needs to be changed? This presentation will discuss effective ways for behavior analysts to work as an interdisciplinary team and ways to establish multicultural capacities to support the expansion of behavior analytic practice into uncharted regions.



Shane Spiker



Tahra Cessna

SPECIAL EVENT

4:30 PM – 5:20 PM

INVITED

Track: DD

Grand Salon E

1.0 CE – BA, MH, PSY

#88 Inside Behavior Analysis: Richard Foxx

RICHARD M. FOXX (*Penn State University, hserve@aol.com*)

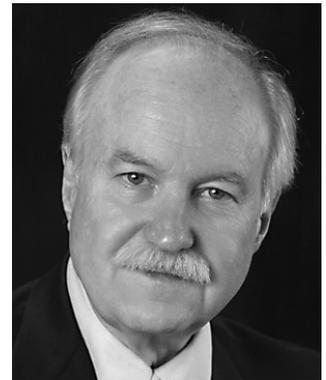
INTERVIEWED BY: **ANDREW HOUVOURAS** (*Brevard Schools, behaviorconcepts@gmail.com*)

Abstract:

Dr. Richard Foxx is a luminary in the field of applied behavior analysis (ABA). From his work on toilet training to his more recent editing of a book on fad treatments for autism, Dr. Foxx's distinguished career and important contributions have spanned several decades. In this new format, Dr. Foxx will provide historical insights, inspirations and ideas for where the field of behavior analysis has been and needs to go.

Bio:

Dr. Foxx is a Professor of Psychology at Penn State University and Adjunct Professor of Pediatrics in the College of Medicine. He has written or co-edited 11 books. His latest book is *Controversial Therapies for Autism and Intellectual Disabilities*. He has written over 130 scientific publications, made 13 training films, given over 2500 talks, and lectured in 17 foreign countries and 47 U. S. states. He is on the editorial board of six journals. He is a Fellow in five divisions of the Psychological Association (APA), the American Psychological Society and The Association for Behavior Analysis- International (ABA-I). He was the President of ABA-I, The Society for the Advancement of Behavior Analysis (SABA) and is President-elect of the Behavior Analysis Division of APA. His awards include New York State ABA Lifetime Achievement and Significant Contributions to Behavior Analysis Awards, Norwegian ABA honorary membership, SABA Award for Effective Mass Media Presentation of Behavior Analysis, The BABAT Murray Sidman Award, APA Division 25 Applied Research Award and the APA Life Achievement Award for Applied Research. He cofounded the Pennsylvania Association for Behavior Analysis, was its first President and serves as executive director. He was one of the founders of the Association of Professional Behavior Analysts. His book *Toilet Training in Less than a Day* has sold over two million copies and been translated into nine languages. His training film, "Harry" (the treatment of a self-abusive man), has won numerous cinematic awards.



Richard M. Foxx



Andrew Houvouras

Friday Evening

8:00 PM – 10:30 PM SPECIAL EVENT *Grand Ballroom*

Come spend an evening laughing and singing! The Friday night event features Ignite! At Night! with an hour of the never before seen ignite presentations. Then, celebrate the success of another conference with an open mic and fiesta at the Friday Night social!



8:00 PM – 9:00 PM IGNITE SESSION

#89 Ignite At Night Session 2016

CHAIR: **ANDRE MAHARAJ** (*Florida International University, andre.maharaj@fiu.edu*)



Andre Maharaj

Ignite #1 – The Wizarding Words of Behavior Analysts

KRYSTIN HUSSAIN (*Florida Institute of Technology, hussaink2013@my.fit.edu*)

Behavior analysts have their very own language. With so many different terms, it can be confusing to even the best behavior analyst. This ignite will take you through the barrier to Platform 9 3/4. Board the Hogwarts Express and let the wizarding world illustrate the magical world of ABA from how we as behavior analysts can misuse our own terminology to how we can work toward being the best behavioral wizards we can.



Krystin Hussain

Ignite #2 – Son of a Behavior Analyst: Why Language Matters So Much with Technology

ANDREW HOUVOURAS (*Brevard Public Schools, behaviorconcepts@gmail.com*)

Data is a four letter word; not nearly as much fun to say as others, though. In spite of our data, our evidence base, our principles, our procedures, and our sheer awesomeness, we sometimes lose our audience. Perhaps it's our language. In a scant 5 minutes, the audience will be subjected to the verbal tirades about why language matters to our audiences and how we might use different language more effectively to convey important ideas.



*Andrew
Houvouras*

Ignite #3– Analyzing Creative Behavior: Why We Should All Take a Painting Class Once in a While

APRIL ROWLAND (*ABA Technologies, april@abatechnologies.com*)

Evidence of artistic endeavors exist dating back to approximately 80,000 BCE. If we consider creative behavior to be an operant consisting of reinforcement for variable responding, than it is likely that many scientific endeavors have depended on this operant. However, sciences including behavior analysis often leave out creative responding when considering what makes a good scientist. Perhaps this is because we have difficulty operationally defining the aspects of creativity that are useful to our given fields. This presentation will explore the specific behaviors of "creatives;" their use to behavior analysis, and how we can cultivate these in our practice.



April Rowland

continued on next page

Friday Evening



continued

Ignite #4 – Swipe Left: Social Media and Behavior Analysis

ANDRE MAHARAJ (*Florida International University, andre.maharaj@fiu.edu*)

Social media has become more prominent than ever before, and is the primary method of communication among many persons. Tweeting, swiping, liking and vine-ing are done more often now than having actual face-to-face conversations. We examine the impact this has had on social behavior from a behavior analytic perspective, and attempt to determine the long-term consequences for short-term instant communication.



Andre Maharaj

Ignite #5 – Overgeneralization and Verbal Behavior, or: Why Its Important to Read the Lyrics at Karaoke

KAITLYNN GOKEY (*Florida Institute of Technology, KGokey2010@my.fit.edu*)

We read Stokes and Baer every year. We strive to promote generalization. But what about the flip side, overgeneralization In this ignite, we will explore overgeneralization, verbal behavior, the verbal summator, and why strict stimulus control is so important for karaoke.



Kaitlynn Gokey

Ignite #6 – Epic Fail: Stimulus Generalization’s a B*tch!

COREY ROBERTSON (*ABA Tech / Florida Institute of Technology, behaviorguy@gmail.com*)

Stimulus generalization occurs when a behavior that has been reinforced in the presence of certain antecedent stimuli is evoked by stimuli that share similar properties. This presentation will look at humorous examples of stimulus generalization gone wrong!



Corey Robertson

Ignite #7 – Multiple Exemplar Training to Compare Sequences of Trained Frames of Coordination and Opposition

JASON LEWIS (*Florida Institute of Technology, jasondlewis49@gmail.com*)

Relational Frame Theory (RFT; Hayes, Barnes-Holmes, & Roche, 2001) proposes that frames of coordination are sequentially learned before frames of opposition. The current capstone project studied four children diagnosed with a developmental disability, who did not demonstrate derived relational responding for frames of coordination and opposition. All participants received one-to-many conditional discrimination training to the same stimuli. Two participants received coordination training before opposition training. The other participants received opposition training first. Number of sessions to criterion for each participant were measured to compare acquisition of derived relational responding.



Jason Lewi

9:00 PM – 10:30 PM

SOCIAL

Grand Ballroom

#90 Open Mic and Fiesta at FABA!

Come celebrate and have a good time... at the Friday Night Social! Sing! Try to Sing! Laugh! And soak up time with FABAlous friends and colleagues! After all, it is the last night of FABA! You can even do an Ignite if you want!

Saturday Morning

8:00 AM – 11:00 AM Workshop **Track: OBM/PM** Grand Salon A/B 3.0 CE – BA, MH, PSY

Workshop #W19 Charting your Company's Direction: Creating Objectives and Strategy to Execute Success

Skill Level: Intermediate

IVY CHONG (*The Scott Center for Autism Treatment, ichong@fit.edu*) and **NICOLE GRAVINA** (*Florida Institute of Technology*) and **ANDRESSA SLEIMAN** (*Florida Institute of Technology*)

This workshop is intended for small business owners and individuals intending to start a sole proprietorship, LLC, or other small company. Often business owners try to squeeze strategic planning in between hiring, putting out fires, and running the business. But to create a strategic plan, you need time to think big. Additionally, It doesn't matter how good a plan is if it isn't executed. This interactive session will help you to chart your company's direction, its vision, mission, objectives and strategy. The importance of both strategic and financial objectives, in the form of a balanced scorecard will be reviewed.



Ivy Chong

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

1. Describe why it is critical for leaders to have a clear strategic vision of where a company is headed
2. Describe the use of a SWOT analysis to assess a business
3. Use SMART goals to create strategic and financial objectives
4. Describe the importance of a balanced scorecard in creating objectives
5. Describe strategies to achieve operating excellence and to execute strategy efficiently



Nicole Gravina



Andressa Sleiman

Bio of Presenter:

Dr. Chong is 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. She has specialized in the assessment and treatment of individuals with ASD and developmental disabilities for close to 20 years, holds a doctorate in Behavior Analysis from Western Michigan University, is a board certified behavior analyst and licensed psychologist. Dr. Chong has presented at numerous national and international conferences and served on several professional committees. She recently completed her MBA in Healthcare Management.

Co-presenters' bios available upon request.

Saturday Morning

8:00 AM – 11:00 AM Workshop *Track:* ETH *Grand Salon C/D* 3.0 CE – BA, ETH

Workshop #W20 The Ethics of Behavior Services and Planning for Behavior Change

Skill Level: *Intermediate*

HAYDEE TORO (*Independent Consultant, Haytoro@bellsouth.net*) and
YULEMA CRUZ (*Global Behavior Consultants, Inc.*)

This is the first workshop offered in the Spanish language concerning the ethics of behavior services and planning for behavior change. The workshop is geared for Spanish-speaking practitioners and encompasses the steps of service delivery, as well as the ethics involved in each component. Some of the topics will include referrals, funding, behavior plan development, and termination of services. Relevant BACB ethical codes will be incorporated into each component. Participants will have opportunities for hands on exercises and development of job aides. Active audience participation will be facilitated via scenarios related to service delivery and topics discussed.



Haydee Toro

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

1. Participants will identify relevant ethics codes related to service referrals.
2. Participants will identify applicable ethics codes for each service delivery tier.
3. Participants will pinpoint appropriate and ethical billing practices.
4. Participants will practice developing service delivery job aides.
5. Participants will practice implementing service delivery job aides.



Yulema Cruz

Bio of Presenter:

Haydee Toro worked 27 years as a behavior analyst in state government social services in South Florida. She received her PhD from University of Vermont and obtained post-doctoral training in behavioral pediatrics and behavior analysis at the Kennedy-Krieger Institute. She is a licensed psychologist in Florida and a Board Certified Behavior Analyst. Dr. Toro has taught courses in Applied Behavior Analysis in the Psychology Department of Florida International University. She is a past president of the Florida Association for Behavior Analysis and served as a member of the Behavior Analyst Certification Board for two consecutive terms.

Co-presenters' bio available upon request.



Protect
Your Right to Practice
Support Your FABAPAC



Saturday Morning

8:00 AM – 11:00 AM Workshop **Track: AUT** *Grand Salon G/H* 3.0 CE – BA, MH, PSY

Workshop #W21 The Use of Behavioral Interventions to Teach Appropriate Play Skills

Skill Level: *Introductory*

NANCY CHAMPLIN (*Autism Concepts, Inc., nancy@concepts.com*) and
MELISSA SCHISLER (*Autism Concepts, Inc.*)

Research supports evidence-based play interventions impact on future communication and language skills, cognitive functioning, as well as social interactions for individuals with autism and developmental disabilities. Based upon the instructors' clinical and research experience teaching functional play through sociodramatic play, participants will learn how to effectively implement behaviorally-based play interventions, from assessment through mastery criteria. Instructors will identify the progression of the prerequisite skills and programming modifications that can be utilized. Workshop objectives will be met by alternating between didactic instruction, discussion, video modeling, and small group activities including role plays.



Nancy Champlin

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

1. Participants will review and discuss the developmental stages of play for typically developing children
2. Participants will review and discuss the core deficits of play as reviewed in the literature for children with autism, downs syndrome, and other developmental delays
3. Participants will learn to assess play and implement behaviorally-based interventions to teach each developmental stage of play
4. Participants will learn when and how to modify play at each developmental stage of play
5. Participants will learn to assess mastery and track data for each developmental stage of play



Melissa Schissler

Bio of Presenter:

Nancy Champlin is the founder and CEO of Autism Concepts, Inc. which is the parent company of ACI Learning Centers. ACI Learning Centers provide center-based applied behavior analysis services to individuals with autism and other developmental delays. Locations include Overland Park, KS, Colorado Springs, CO, Edmond, OK, Harker Heights and Southlake, TX. Ms. Champlin has worked with individuals with disabilities for over 30 years. She holds a BA in elementary education, MA in Learning Disabilities, and MS in Early Childhood Special Education. She was certified as a BCBA in 2004 following completion of coursework through Penn State.

Co-presenters' bio available upon request.



Florida Association for Behavior Analysis
Dedicated to Protecting Your Right to Practice

Saturday Morning

8:00 AM – 11:00 AM Workshop *Track:* AUT *Grand Salon J/K* 3.0 CE – BA, MH, PSY

Workshop #W22 I’m Good Enough, I’m Smart Enough and Doggone It People Like Me: Training For Social Success

Skill Level: *Introductory*

KIM LUCKER-GREENE (*Behavior Solutions Consulting, kgreene@mybehaviorsolutions.com*), **RANEY THOMAS**, **KELLI ARMSTRONG**, and **JULIA HARVEY** (*JSA Clinical Group*)

The development of meaningful social relationships involves a wide range of skills. An understanding of these complex skill sets, and how to teach them, is necessary to ensure success for those that we serve. This workshop will discuss some of the relevant components of social development and describe ways to teach skills that will allow individuals with autism to successfully integrate into their communities. Topics will include: puberty issues, social pragmatics, bullying and self-advocacy, executive functioning and self-management.

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

1. Gain a better understanding of the various skill areas involved in successful social integration and relationship development.
2. Identify and describe strategies for addressing issues related to puberty.
3. Gain awareness of successful strategies for teaching social pragmatics.
4. Acquire knowledge of methods for addressing bullying and training self-advocacy skills.
5. Identify relevant executive functioning skills impacting social responding and describe effective self-management training techniques.

Bio of Presenter:

Dr. Kim Lucker-Greene is the Founder & President of Behavioral Solutions Consulting, Inc. in Jacksonville, Florida. Her company provides behavioral support services, training and consultation services to public and private schools, human service agencies and private families. Dr. Lucker-Greene is a Board Certified Behavior Analyst (BCBA-D) with 25 years experience designing behavioral & learning programs for a variety of populations. She has been a consultant to school districts, private families and state agencies in Florida since 1993. She is a member of the Executive Committee of the Florida Association for Behavior Analysis.

Co-presenters’ bios available upon request.



Kim Lucker-Greene



Raney Thomas



Kelli Armstrong



Julia Harvey

Saturday Morning

8:00 AM – 9:20 AM

PANEL

Track: ETH

Grand Salon E

1.5 CE- BA, ETH

#91 Q&A with Dr. Jon Bailey on International Ethical Dilemmas

KAREN CHUNG (*Special Learning, Inc*, kchung@special-learning.com)

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

MAYRA CAMACHO (*Special Learning*, mayracamacho365@gmail.com)

SARAH WINNINGHAM (*Special Learning*, swinningham@special-learning.com)

With only 23,000 BCBAs worldwide, 21,000 of them residing in the United States, over 70 million people on the autism spectrum residing outside the U.S. must rely on the scant 2,000 BCBAs practicing internationally. Our presentation will begin with an introduction to the needs of the international community and a brief overview of some of the main concerns international BCBAs face. Dr. Bailey will then present his Triage Model, a decision framework that he developed to help BCBAs categorize/classify Ethics violations. The remainder of the session will be a live Q&A with questions submitted by International BCBAs and attendees.



Karen Chung



Jon S. Bailey



Mayra Camacho



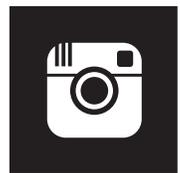
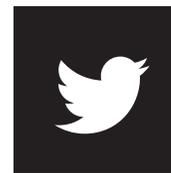
Sarah Winningham

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#92 Interpreting the Language of Managed Healthcare

HOWARD SAVIN (*Beacon Health Options*, Howard.Savin@autismservicesgroup.com) and JAMES CRAIG (*Beacon Health Options*) and TERESA BOUSSOM (*Beacon Health Options*)

Many BCBAs are finding that managed health care has an entirely different set of vocabulary when speaking about Applied Behavior Analysis (ABA) services. Terms such as medical necessity criteria and level of care are frequently used by managed care when discussing the appropriateness of treatment. Furthermore, it is important for BCBAs to be aware of HOW a managed healthcare entity is managing care for the members. We will address common mistakes and misconceptions that surround insurance funded ABA services, and how these mistakes can be avoided.



Howard Savin



James Craig



Teresa Boussom

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Saturday Morning

9:00 AM – 9:50 AM

PANEL

Track: AUT

Grand Salon F

1.0 CE – BA

#93 Educating First Responders on ABA and Autism: A Community Safety Discussion

CHAIR: NIKKI DICKENS (*FSU ECAP*, behaviorgirl@gmail.com)

CLINTON BOWER (*MacTown*, clintb@mactown.org)

JACK SCOTT (*Florida Atlantic University*, jscott@fau.edu)

TERESA BECERRA (*Autism Society of Florida*, tbecerra19@aol.com)

MICHAEL E. KELLEY (*The Scott Center for Autism Treatment*, mkelley@fit.ed)

Now more than ever, it is evident that Behavior Analysts need to make a significant difference in the quality of interactions between First Responders and the individuals we serve – particularly those with autism. This panel will provide a forum for the audience to discuss recent events and the need to provide community outreach trainings and in-service opportunities. How do we educate these community professionals? What is currently in place? What barriers persist when attempting to establish these professional partnerships? These questions and more will be discussed as a means to guide Behavior Analysts who want to make a difference and to help pave a path of increased awareness, safety and communication – before issues occur.



Nikki Dickens



Clinton Bower



Jack Scott



Teresa Becerra



Michael E. Kelley

10:00 AM – 10:50 AM

PAPER

Track: CA

Grand Salon E

1.0 CE – BA, MH, PSY

#94 Effects of Video Modeling and Visual Supports on Preschoolers' Compliance With Dental Procedures

TARA SHEEHAN (*Nova Southeastern University*, tarashee@nova.edu) and

OSCAR PADILLA (*Nova Southeastern University*, poscar@nova.edu)

Individuals with autism are reported to visit the dentist infrequently. Infrequent visits to the dentist may result in a higher occurrence of caries, and it is therefore imperative for children with autism to visit a pediatric dental practice routinely. Some basic behavior management techniques, such as live modeling and reinforcement strategies, have been used with patients with autism. This paper will review the findings of a group design comparing video modeling to visual supports on pediatric patients' compliance with dental procedures.



Tara Sheehan



Oscar Padilla

Saturday Morning

10:00 AM – 10:50 AM

PANEL

Track: ETH

Grand Salon F

1.0 CE – BA, ETH

#95 Tips to Running an Ethical and Successful ABA Company

CHAIR: ADAM VENTURA (*World Evolve*, adamvent@gmail.com)

JANET VASQUEZ (*World Evolve Therapy*, janet@webehave.co) and

ASHLEY MESTRE (*Mestre Behavior*, ashley@mestrebehavior.com) and

JENILEE ACEVEDO-MEDINA (*First Steps Interventions*, jmedina@firststepsint.com)

The life of an Applied Behavior Analysis (ABA) company owner is filled with challenges that have unexpected twists and turns. Managing day-to-day operations while continuing to move the company ethically towards its mission requires a unique skill set: one that is not explicitly taught in graduate school. This panel will review several key topics pertaining to running an ethical and successful ABA company, such as staff satisfaction, systems development, performance management, as well as ethical, legal, and funder compliance. Each of the panel members will contribute their own unique experiences.



Adam Ventura



Janet Vasquez



Ashley Mestre



Jenilee Acevedo-Medina



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INVITED SPEAKER

11:00 AM – 12:00 PM

INVITED

Track: AUT

Grand Salon E

1.0 CE – BA

#96 Behavior-Analytic Interventions with Infants at Risk of Developmental Delays

MARTHA PELAEZ (*Florida International University, pelaezm@gmail.com*)

INTRODUCED BY: YULEMA CRUZ (*Global Behavior Consultants, yulema-cruz@hotmail.com*)

In the U.S. alone, more than 1 million of young children are on record as showing some form of autism or learning disability. This number continues to increase rapidly. Researchers are recognizing the enormous value of behavior analytic early interventions and are focusing their attention in the development of early social behavior and communication. Dr. Pelaez will provide experimental illustrations with infants "at risk" of later developmental delays that use specific forms of social reinforcers like synchronized touch and cooing to increase infant's eye contact, gaze at mother's face, joint attention and social referencing. She will show examples of synchronized mother-infant interactions that include several of the social reinforcers studied. She will explain a procedure where a caregiver's vocal imitation and motherese speech increase infant vocalizations, smiles, and redirects infant attention. In sum, a caregiver's social contingencies in the form of gestural expressions (e.g., smiles and fearful faces) can work effectively as signals for the infant on when and how to respond toward an ambiguous object in the context of uncertainty. These early interventions with infants have shown to be effective in improving their social behavior and explain early social learning phenomena as attachment, joint attention, and social referencing. These are experimental illustrations of how operant contingencies and methodologies are essential to further our understanding of early learning processes..



Martha Pelaez

Author Bio:

Martha Pelaez is the Frost Professor at Florida International University. Her research is in the areas of mother-infant interactions and infant social-learning processes. She has developed intervention protocols for infants at risk of developmental delays published in her book with G. Novak, *Child and Adolescent Development: A Behavioral Systems Approach* (2004, in review), in chapters including Rehfeldt & Barnes-Holmes (2009), and Mayville & Mulick (2011, Eds.) on effective autism treatment. Among her main theoretical and experimental contributions are: an analysis of infant learning social-referencing in the *Journal of Applied Behavior Analysis* (JABA, Pelaez, et al., 2012); maternal vocal imitation as reinforcer of infant vocalizations (JABA, Pelaez, et al., 2011) and the reinforcing effects of touch (1996, & in press). Other developmental areas include a taxonomy of rules and rule-governed behavior (Pelaez, 2013, *European Journal of Behavior Analysis, EJOBA*); a behavior-analytic approach to moral development (Pelaez & Gewirtz, 1995); the relation between derived relational responding and intelligence (with D. O'Hora & D. Barnes-Holmes, 2005, 2008, *Psychological Record*).



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Sept 28; 1-5pm	Ethical Issues in Using ABA to Address Feeding	\$100	4
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Nov 10; 1-4pm	Using Excel to Graph and Analyze FBA Data	\$75	3
Dec 8; 1-5pm	SPED Law and Ethical Issues for Behavior Analysts	\$100	4

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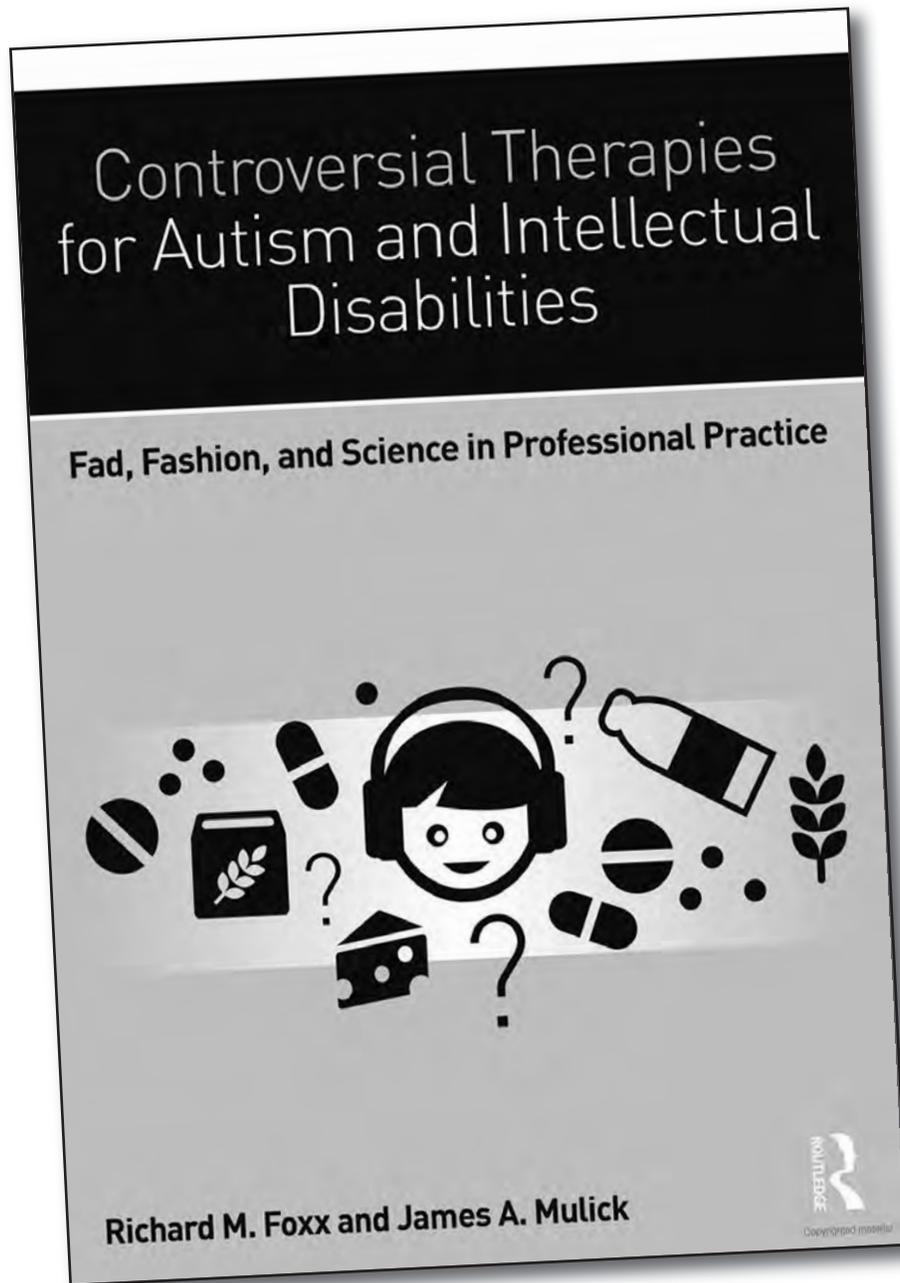
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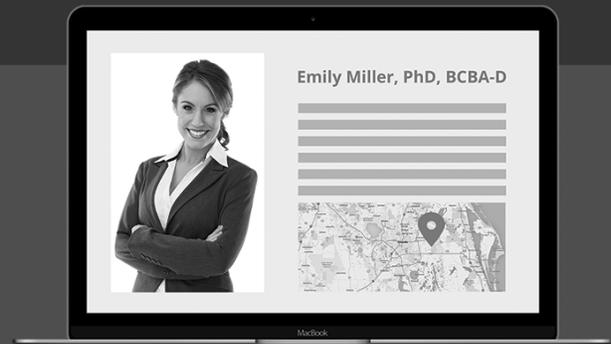


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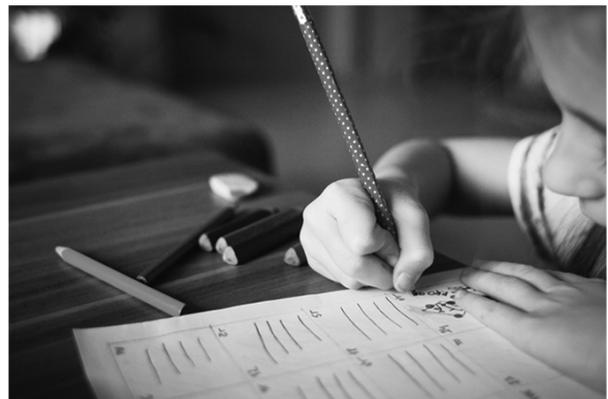
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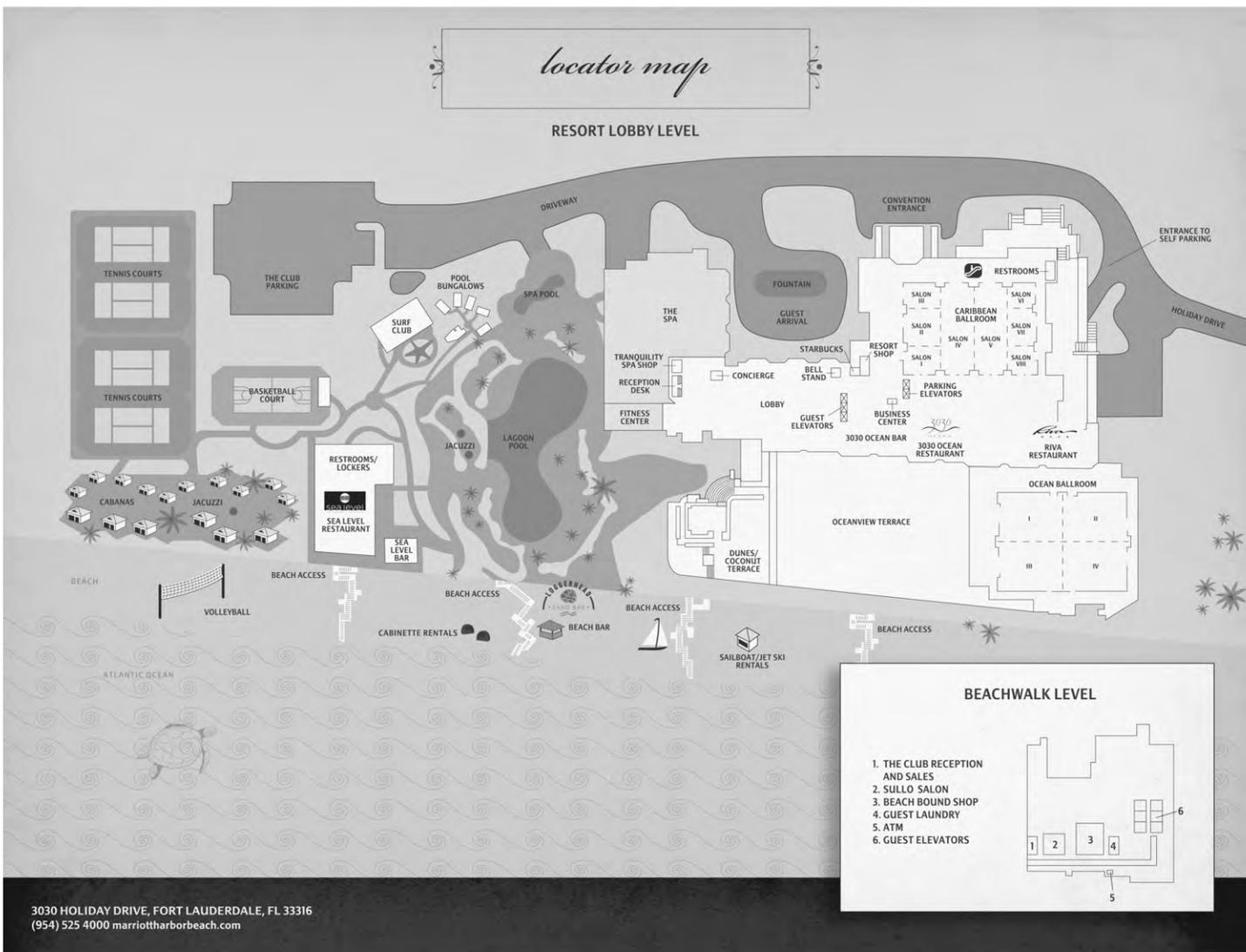
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THURSDAY MORNING

ROOM	8-9:00	9-10:00	10-11:00	11-12:30
Ocean Ballroom (1100), Ocean I 230, Ocean II 230, Ocean III 230, Ocean IV 230				#37 11:00-12:30pm Keynote Address <i>Richard Foxx</i> CHAIR: <i>Dickens</i> INTRO: <i>J. Bailey</i>
Grand Salon A/B 150	#23 8:00-8:50am Azrin Film <i>R. Azrin, V. Azrin, D. Azrin, R. Azrin, & M. Azrin</i>	#29 9:00-10:20am Food Selectivity CHAIR: <i>Fernand Benson</i> DISCUSSANT: <i>Lesack</i>		
Grand Salon C/D 150	#24 8:00-9:20am Supervising Practicum Students CHAIR: <i>Crook</i> <i>Haynes, Clarke, Fontechia</i> DISCUSSANT: <i>Crosland</i>		#32 10:00-10:50am Extremism <i>Casella-Jones</i>	
Grand Salon E 500	#25 8:00-8:50am Video Samples <i>Fernandez, Stokes</i>	#30 9:00-9:50am Invited Speaker <i>Schlinger</i> INTRO: <i>K. Lucker-Greene</i>	#33 10:00-10:50am Excelling Ethically <i>Ventura, Bailey, Tudor</i>	
Grand Salon F 500	#26 8:00-8:50am BCBA Survey/ Safety Children <i>Scott, Honsberger, Cruz Torres</i>	#31 9:00-9:50am Pushing Boundaries <i>Lamarca</i>	#34 10:00-10:50am Update on the BACB <i>Carr</i>	
Grand Salon G/H 150	#27 8:00-9:20am Teaching Procedures CHAIR: <i>Montgomery</i> <i>Jimenez-Gomez, Tanz, Gehrman, Matthews</i> DISCUSSANT: <i>Carr</i>		#35 10:00-10:50am Staff Behavior CHAIR: <i>Grauerholz-Fisher</i> <i>Gehrman, Stich</i> DISCUSSANT: <i>Wilder</i>	
Grand Salon J/K 150	#28 8:00-9:20am Real World CHAIR: <i>Chong</i> <i>Reed, Meyer</i> DISCUSSANT: <i>Freeman</i>		#36 10:00-10:50am OBM Healthcare CHAIR: <i>Kelley</i> <i>King, Lipschultz,</i> DISCUSSANT: <i>Chong</i>	
Tallahassee / Jacksonville				
Caribbean Ballroom	Breakfast 7:30-8:30am	Exhibit Hall		
Caribbean Salon III	FABA Store			

THURSDAY AFTERNOON

ROOM	12-1:00	1-2:00	2-3:00	3-4:00	4-5:20
Grand Salon A/B 150		#39 1:30-2:50pm Behavior Classroom CHAIR: <i>Blair</i> <i>Andreu, Herrera, Sullivan, Cameron</i> DISCUSSANT: <i>Crosland</i>		#47 3:30-4:20pm Supervision Updates <i>White</i>	
Grand Salon C/D 150		#40 1:30-2:20pm Social Skills <i>Hanney, Morris, White, Gonzalez</i>	#45 2:30-3:20pm Critical Look Reinf. <i>Schlinger</i>	#50 3:30-4:20pm Pairing Procedures CHAIR: <i>Betz</i> <i>Wathen, Moore, Blackman</i> DISCUSSANT: <i>Jimenez-Gomez</i>	
Grand Salon E 500		#41 1:30-2:20pm Invited Speaker <i>Carr</i> INTRO BY: <i>J. Bailey</i>	#46 2:30-3:20pm Navigating Insurance CHAIR: <i>Dickens</i> <i>Courtney, Fernandez, Boussem, Craig,</i>	#51 3:30-4:20pm Supervision Updates <i>L. Winston, M. Winston</i>	#53 4:30-5:20pm Legislat. update <i>Riordan, Cruz, Thwing, Prutsman</i>
Grand Salon F 500		#42 1:30-2:50pm Sports Performance CHAIR: <i>Miltenberger</i> <i>Tai, Dyal, Narozanick, Greenberg</i> DISCUSSANT: <i>Miltenberger</i>	#48 3:00-4:20pm Reinforcer Identification CHAIR: <i>Wilder</i> <i>Livingston, Muniz, Sleiman, Radomski</i> DISCUSSANT: <i>Carr</i>		
Grand Salon G/H 150		#43 1:30-2:50pm OBM Applied Virtual CHAIR: <i>Lewis</i> <i>Biagi, Lewis, Uriarte</i> DISCUSSANT: <i>Pritchard</i>		#52 3:30-4:20pm Interval Watch CHAIR: <i>Crosland</i> <i>Jurgens, Haynes</i>	#54 4:30-5:20pm Local Chapter Meeting <i>Lucker-Greene</i>
Grand Salon J/K 150		#44 1:30-2:50pm Manipulating Parameters CHAIR: <i>Betz</i> <i>Henry, Villacorta, John</i> DISCUSSANT: <i>Leon</i>		#49 3:00-4:20pm ABA Revisited CHAIR: <i>Golden</i> <i>Maharaj</i> DISCUSSANT: <i>Gutierrez</i>	
Tallahassee / Jacksonville		#38 12:30-1:30pm Keynote Luncheon CHAIR: <i>Older</i>			
Ocean Ballroom					#55 5:30-6:30pm Book Signing/ Poster Session/ Pres Social CHAIR: <i>Older</i> MC'D: <i>Houvouras</i>
					6:00-8:00pm Dinner on Your Own / Reunions

FRIDAY MORNING

ROOM	8-9:00	9-10:00	10-11:00	11-12:30
Ocean Ballroom (1100), Ocean I 230, Ocean II 230, Ocean III 230, Ocean IV 230				#72 11:00-12:30pm Presidential Address "On Being Open...." <i>Sharon Older</i> INTRO: <i>Polick</i>
Ocean I 230, Ocean II 230			#66 10:00-10:50am What are you Looking at? <i>M, Winston</i>	
Grand Salon A/B 150	#57 8:00-8:50am ABA in Florida <i>Chong, Kodosi</i>	#63 9:00-9:50am Sexual Harassment <i>J. Bailey, Dickens, Cruz</i>	#67 10:00-10:50am FA Considerations <i>Weinberg, Marsh</i>	
Grand Salon C/D 150	#58 8:00-8:50am SD Video Game CHAIR: <i>Rey Gokey</i>	#64 9:00-10:20am Unique Interventions CHAIR: <i>Cividini-Motta</i> <i>Krombach, Hodges, Martinez,</i> DISCUSSANT: <i>Roane</i>		
Grand Salon E 500	#59 8:00-8:50am Key Charact. Quality <i>Gershfeld, J. Bailey,</i> <i>Boussoum, Lund, Pyles</i>	#65 9:00-9:50am Fad Treatment <i>Foxx</i>	#68 10:00-10:50am Ask the Experts: Fad CHAIR: <i>J. Bailey</i> <i>Carr, Foxx, Toro,</i> <i>Lucker-Green, Smith</i>	
Grand Salon F 500	#60 8:00-9:20am Supporting Students CHAIR: <i>Blair</i> <i>Martinez, Cassell, Rudd,</i> DISCUSSANT: <i>Weil</i>		#69 10:00-10:50am Triple P <i>Keating, Buck, Greenberg</i> <i>O'Connor, Haynes</i>	
Grand Salon G/H 150	#61 8:00-9:20am School Leadership CHAIR: <i>Houvouras</i> <i>Gerhman, Gavoni, Greif</i> DISCUSSANT: <i>Rodriguez</i>		#70 10:00-10:50am ABA School <i>Guffee, DiConsiglio</i>	
Grand Salon J/K 150	#62 8:00-9:20am Language and Diversity CHAIR: <i>Cigales</i> <i>Pedraza Rodriguez, Axelrod, Caldevilla</i> DISCUSSANT: <i>Cigales</i>		#71 10:00-10:50am Remote Supervision <i>Pedraza Rodriguez</i>	
Tallahassee / Jacksonville	#56 7:00-7:50am Past President's Breakfasts			
Caribbean Ballroom	Morning Coffee 7:30-8:30am			

FRIDAY AFTERNOON

ROOM	12-1:00	1-2:00	2-3:00	3-4:00	4-5:20
Grand Salon A/B 150		#74 1:30-2:20pm Complex Settings CHAIR: <i>Haynes</i> <i>Camacho, Clarke,</i> <i>Baton</i> DISCUSSANT: <i>Crosland</i>	#80 2:30-3:20pm Spanish SIG Dissemination of ABA CHAIR: <i>Toro</i>	#83 3:30-4:20pm Values as Rules <i>Weil, Defreitas</i>	#87 4:30-5:20pm World Change <i>Siker, Cessna</i>
Grand Salon C/D 150		#75 1:30-2:50pm Appropriate Play Skills CHAIR: <i>Champlin</i> <i>Schissler, Richert, Sylvester</i> DISCUSSANT: <i>Houwouras</i>		#84 3:30-4:50pm Critical Look Reinf. <i>Schlinger</i>	
Grand Salon E 500		#76 1:30-2:20pm 12 Reasons <i>J. Bailey</i>	#81 2:30-3:20pm Invited Speakers Parent Training <i>Smith, Johnson</i>		#88 4:30-5:20pm Special Event Inside Behavior Analysis <i>Foxx, Houwouras</i>
Grand Salon F 500		#77 1:30-2:50pm Recent Research CHAIR: <i>Wilder</i> <i>Deshais, Conine, Lipschultz</i> DISCUSSANT: <i>Vollmer</i>		#85 3:30-4:50pm Classroom Management CHAIR: <i>Joslyn</i> <i>Rubow, Kronfli, Joslyn</i> DISCUSSANT: <i>Gutierrez</i>	
Grand Salon G/H 150		#78 1:30-2:50pm Make ABA Great Again: CHAIR: <i>Miller</i> <i>Ward</i> DISCUSSANT: <i>M. Winston</i>		#86 3:30-4:50pm Linking Assessment CHAIR: <i>Chong</i> <i>Weber, Aguirre</i> DISCUSSANT: <i>Hale</i>	
Grand Salon J/K 150		#79 1:30-2:20pm BST Technology CHAIR: <i>Pritchard</i> <i>Martin, Wicks, Perrin</i> <i>Rowland, Rodriguez</i>	#82 2:30-3:50pm Translational Research CHAIR: <i>Campos</i> <i>Garcia, Liddon, Roane</i> DISCUSSANT: <i>Samaha</i>		
Grand Ballroom					#89 8:00-10:00pm Ignites! CHAIR: <i>Maharaj</i> #90 9:00-10:30pm Social Open Mic and Fiesta

SATURDAY

ROOM	8-9:00	9-10:00	10-11:00	11-12:30
Grand Salon A/B 150	Workshop #19 8:00am - 11:00pm Charting Direction <i>Ivy Chong</i>			
Grand Salon C/D 150	Workshop #20 8:00am - 11:00pm Ethics <i>Haydee Toro</i>			
Grand Salon E 500	#91 8:00-9:20am International Ethical Dilemmas <i>Chung, J. Bailey</i> <i>Camacho, Winningham</i>		#94 10:00-10:50am Dental Procedures <i>Sheehan, Padilla</i>	#96 11:00-12:00am Invited Speaker <i>Pelaez</i> INTRO BY: <i>Cruz</i>
Grand Salon F 500	#92 8:00-9:00am Interpreting Language <i>Savin, Craig, Boussom</i>	#93 9:00-9:50am First Responders CHAIR: <i>Dickens</i> <i>Bower, Scott, Becerra, Kelley</i>	#95 10:00-10:50am Company Tips CHAIR: <i>Ventura</i> <i>Vasquez, Mestre</i> <i>Acevedo-Medina</i>	
Grand Salon G/H 150	Workshop #21 8:00am - 11:00pm Teach Play Skills <i>Nancy Champlin</i>			
Grand Salon J/K 150	Workshop #22 8:00am - 11:00pm Im Good Enough <i>Kim Lucker</i>			
Tallahassee / Jacksonville	Tentative Meeting			
Caribbean Ballroom	Breakfast			
Caribbean Salon III	FABA Store			

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All Numbers are Session #'s • W+Number=Workshop

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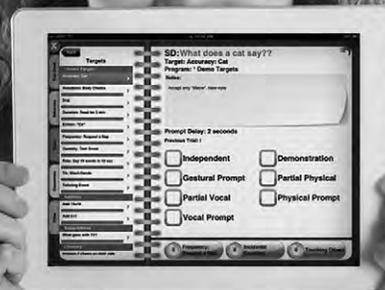
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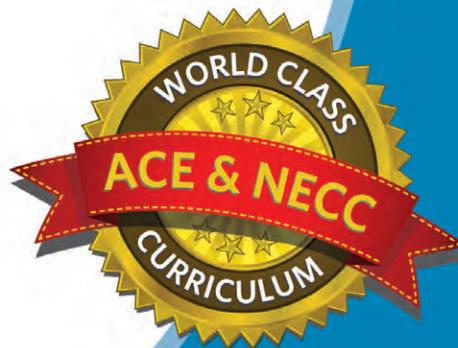
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