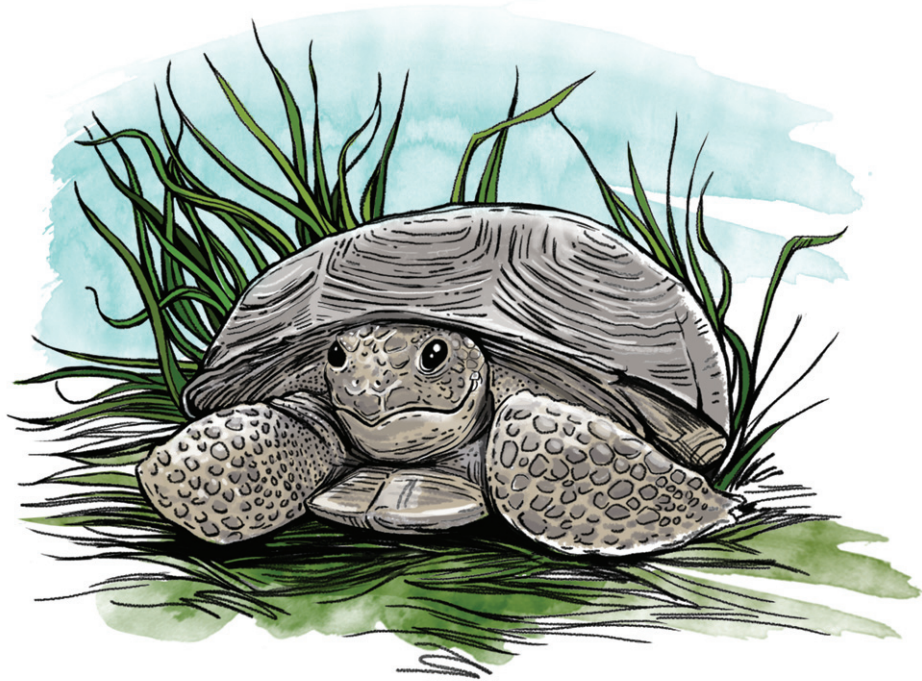


*The 37th  
Annual Meeting*

**faBa**

Florida Association for  
Behavior Analysis

# 2017 Conference Program



# FABBA '17

*Daytona Beach Hilton  
Daytona Beach*

*Ethics • Education • Research • Service • Legislation*

[www.fabaworld.org](http://www.fabaworld.org) #FABA2017

\$15.00



4.0

# Proven Curriculum Proven Progress



ACE 4.0 | The New England Center for Children® Autism Education and Research | Dashboard | App Library | Help | Logout | 5

Curriculum | Student: De, Christopher

### 4.1 Names Shapes (Vocal)

**Lesson Details**

4.1 Names Shapes (Vocal)

Level: Sub Level: 1.01

1. Names Shapes

Target: A. Circle, B. Square, C. Triangle

Trial Type: Baseline

**Sticky Note**

Jan 31, 2015 - Jane Doe  
Do not use M & M's with Christopher.

**Teach Now**

Objective: Across 2 person(s) and 2 settings, student will name shapes in 8 out of 8 opportunities for 2 consecutive sessions with 12 shapes.

**1. Names Shapes: 1.01 - A. Circle, B. Square, C. Triangle**

Prompt Type: Verbal | Fading Options:  0: Immediate prompt,  1: 2 sec delay prompt,  2: 4 sec delay prompt,  3: Independent

Fading Strategy: Time Delay

**Start Teaching Now**

**Instructions & Response**

1. Names Shapes - 1.01

**Instructions:** Present one shape picture and look expectantly at the student.

**Response:** Student names shape.

**Reinforcement & Correction Procedure**

4.1 Names Shapes (Vocal)

**Reinforcement:** Deliver reinforcement for each correct response.

**Correction Procedure:** [Small text]

## Everything You Need

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# HEY FABBA ATTENDEES

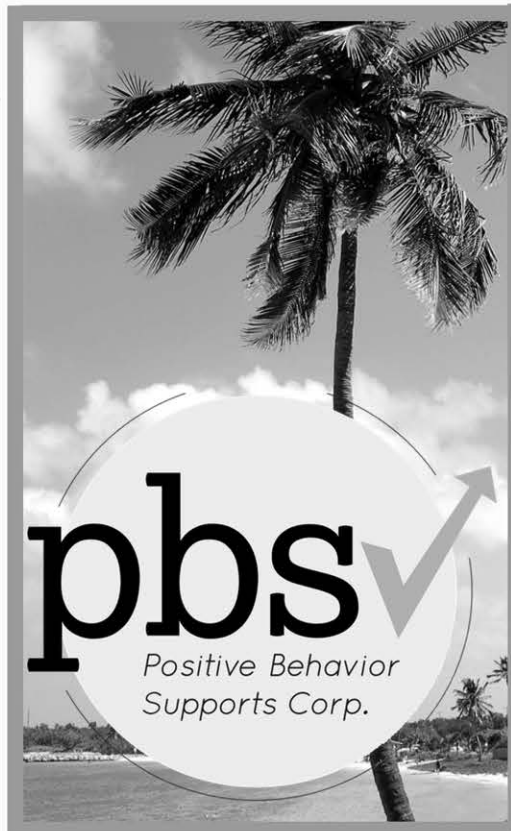
## Are You Ready For Your Next ABA Position?

### Positive Behavior Supports Corporation

PBS Corp. is the premier provider in delivering in-home ABA services in the entire state of Florida. We provide individualized services for those with autism and related disabilities, children and adults, to assist with decreasing challenging behaviors and increasing appropriate behaviors and skill deficits. Our programs are designed to empower caregivers and others involved in the individuals' lives to support them within their natural routines so they can be successful and self-sufficient. We provide service across the states of Florida, California, Texas, Washington, Michigan, Massachusetts, New Jersey, Hawaii, Oregon and North Carolina in home, school, and community environments.

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Bring your résumé by our booth at FABA for a chance to be entered into a private raffle.

## FEATURES FOR 2017

# KEYNOTE ADDRESS

Thursday 11:00 am

## *The Ethics of Replacing “Free Will” with Science*

by Julie Vargas, PhD



## PRESIDENTIAL ADDRESS

Friday 11:00 am

## *How Did I Get Here (and Why Should You Care)?*

by Corey L. Robertson

*ABA Technologies/ Florida Institute of Technology*

Linda LeBlanc, Jr, PhD Thursday 8:00 am  
*Creating Recommended Practice Guidelines for  
Applied Behavior Analytic Service Delivery*

Jon Bailey, PhD Thursday 10:00 am  
*A Passion for Ethics*

Manny Rodriquez Thursday 2:30 pm  
*How to Win Friends and Influence People... With  
OBM! You can Make a Difference*

Wayne Fisher, PhD Friday 9:00 am  
*Behavioral Inoculations to Prevent Relapse Following  
Treatment of Destructive Behavior with Functional  
Communication Training*

Cathleen Piazza, PhD Friday 10:00 am  
*Food Selectivity Treatment in Children With  
Autism: Modified Sequential Oral Sensory  
Approach Compared to ABA*

Mark Dixon, PhD Friday 2:30 pm  
*The Importance of Derived Relational Responding  
for Teaching Language to Children with Autism*

Eb Blakely, PhD Saturday 12:10pm  
*Closing Invited Address  
On Terms: Past, Present, and Future Considerations*

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# Meet Your 2017 FABA Executive Committee

## **COREY L. ROBERTSON, MS, BCBA, President**

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.



## **NIKKI DICKENS, MS, BCBA, President-Elect, 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 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.



## **SHARON OLDER, PhD, Past 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.



## **AMY S. POLICK, PhD, Executive Director**

Amy Polick, PhD, BCBA-D is faculty at FSU and is the Associate Dean for FSU Panama City and Development Director for 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.



## **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.



## **ANDREW HOUVOURAS, 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, Legislative Committee Co-Chair, Program Committee**

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.



# Meet Your 2017 FABA Executive Committee *continued*

**MATT POTAK**, Member-At-Large 2016-2019, Legislative, Program Committees, Co-FABA Committee Co-Chair

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.



**MEGAN MILLER**, Member-At-Large 2016-2019, Program Committee

After obtaining her doctorate from The Ohio State University in 2015 in Applied Behavior Analysis and Special Education, Megan Miller, PhD, BCBA, joined The Florida State University Center for Autism and Related Disabilities. Her previous commitments to initiatives related to behavior analysis include starting a local chapter of ABAAI for the Tidewater area of VA, serving as the BCBA contact for the Virginia Autism Project to coordinate efforts for licensure legislation, actively participating in an ABAAI workgroup for the new CPT codes, and she has worked to promote appropriate coverage of behavior analytic services within Tricare by attending meetings at the Pentagon, serving as an administrator for Tricare related Facebook pages, and disseminating information to families and behavior analysts. She continues to bring this experience and her passion and commitment to the science of behavior analysis to represent herself and her colleagues as a Member at Large for FABAA.



**C. Baker Wright, PhD, BCBA-D, Member-At-Large 2015-2018**

Baker Wright received his PhD at The Florida State University in 2005 following his Masters work at East Carolina University, where he began his work in the Behavior Analysis field in 1998. He is currently the COO and Partner of Behavior Management Consultants, which provides Behavior Analysis services across the state of Florida and areas of South Georgia and South Alabama. He serves as a consulting behavior analyst for school districts across South Georgia, South Alabama and the panhandle of Florida in addition to directing the operations of BMC's team of over 30 BCBA's and BCABA's as well as its diverse team of therapists. He co-authored a book, AutomaticRtI-Behavior Edition, a comprehensive system and guide for teachers and schools to address the RtI process for behavior, and maintains [www.BehaviorBandAid.com](http://www.BehaviorBandAid.com), a website devoted to helping parents heal the "nicks and scrapes" of typical childhood behavior challenges.



**LEIGH STEHLIK**, Business Manager, Local Arrangements, Program Committee

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 FABAA in 2010. Leigh resides in Tallahassee with her husband Mike and their three children.



## Extended Active Members Supporting the Executive Committee:

Mary Burch, PhD, FABAA, *Observer Editor*

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

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

Kim Lucker-Green, PhD, BCBA-D, Co-FABA Co-Chair

Brandon Perez, Program Committee

Christopher McGinnins, PhD, Program Committee



Mary Burch



Mary Riordan



Al Murphy



Kim Lucker-Green



Brandon Perez



Christopher McGinnins

Your FABAA Board 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 FABAA through committees including Awards & Recognition, Elections, History, Legislative, Local Chapters, Local Arrangements, the FABAA 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 of FABAA. 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.

We would 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**, **Leigh Stehlik**, **Corey Robertson**, **Deb Hanratty**, **Al Murphy**, **Brandon Perez** and **Megan Miller** for their careful proofing of the "next-to-last" draft of the Program.

# Membership Information



## Who Can Be a Member of FABA?

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

### Professional Behavior Analyst

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

### Sustaining Member

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

### Student

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

### Membership Year

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

## Conference Registration Info **General Registration Information**

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

### Conference Advanced Registration Fees

	FULL CONF	1-Day CONF
FABA Professional Members	\$ 175	\$ 115
Student / Direct Care / Parent	\$ 107	\$ 70
Non-Members	\$ 252	\$ 206

### FABA Store

<b>Tuesday – October 3</b> 5:30 pm - 7:00 pm	<b>Friday October 6</b> 7:00 am - 6:00 pm
<b>Wednesday October 4</b> 8:00 am - 5:00 pm	<b>Saturday October 7</b> 8:00 am - 12:00 pm
<b>Thursday October 5</b> 7:00 am - 6:00 pm	

### A Note on Workshop Fees

The workshop ticket price includes the BA CEUs for the workshop



# Save The Dates

## 3rd Annual CoFABA Conference

*April 6, 2018*

UCF Fairwinds  
Alumni Center, Orlando



**fABA**

*Hosted by the Local Chapters of FABA (CoFABA)*

**fABA**

Florida Association for  
Behavior Analysis

## 38th Annual Meeting

*September 12-15, 2018*

Bonita Springs • Hyatt Regency Coconut Point



# Tracks and Special Interest Groups (SIGs) at FABA 2017

**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.

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

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

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

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

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

## SIGs

For some of these Tracks, there appears to be an abundance of presentations indicating there are many members who are interested in these topics. 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)  
Autism (AUT)  
Community Applications (CA)  
Developmental Disabilities (DD)  
Education (ED)  
Health, Fitness and Sports (HF)  
Mental Health (MH)  
Professional Ethics (ETH)  
Multi-cultural (MC)

Nicole R. Dorey  
Anibal Gutierrez, Jr.  
Kimberly Crosland  
Matt Potak  
Andrew Houvouras  
Laraine Winston  
Vince Smith  
Tiffany Kilby  
Haydee Toro

ndorey@ufl.edu  
Anibal.gutierrez@fiu.edu  
crosland@usf.edu  
behavioranalysis@gmail.com  
Behaviorconcepts@gmail.com  
laraine@lifetargets.life  
vince.smith@hughes.net  
tiffany@thebehaviorstation.com  
haytoro@bellsouth.net

## Children and Infants

Due to the nature of the FABFA conference, children under the age of 18 are not permitted access to FABFA sessions. Children may visit the exhibit hall during exhibit hall hours only, but must be accompanied by a parent or guardian; additionally, children 5 years of age and younger must be secured in a stroller or carried by a parent/chaperon at all times. Parents traveling with small infants, including mothers who are breast feeding, are ultimately responsible for making all necessary arrangements for the care and well being of children or infants. Please plan ahead so that

you are able to fully participate in the FABFA conference. Children and infants will not be permitted into sessions. This is to protect the interests of all attendees, the quality of our sessions and learning environments, and the overall value returned by our programs to participants. To obtain advance information on local support services, we recommend you contact your hotel's front desk or concierge and inquire directly for assistance and information. Some hotels may offer day care or babysitting services that may be scheduled in advance.

# Continuing Education Information



## CE Credits

**BOARD CERTIFIED BEHAVIOR ANALYSTS AND BOARD CERTIFIED ASSISTANT BEHAVIOR ANALYSTS**  
(Approved events are denoted by BA. Those with Professional/Ethical content are denoted ETH)

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

### LICENSED PSYCHOLOGISTS

(Approved events are denoted by PSY)

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

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

(Approved events are denoted by MH)

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

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

## What is CEUHelper?

CEUHelper is designed to "take the pain out managing Continuing Education Units (CEUs) at conferences." This app offers multiple options for collecting CEUs: attendees can scan a posted QR code or enter session specific check in and check out codes using their own smartphone, FABA staff can scan an attendee's digital badge displayed on their phone, FABA staff can scan an attendee's QR code printed on their conference

badge (this method will work for those members without smart phones) and finally there is a paper form option for those that do not want to use electronic tracking. You will need to sign up for a CEUHelper account to use the app. Please follow the instructions at this link: <https://ceuhelper.com/info>

## Navigating Continuing Education Requirement Changes for BCaBAs and BCBAs

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.



Al Murphy

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.

FABA is a Behavior Analyst Certification Board (BACB) Authorized Continuing Education (ACE) provider (OP-02-0014). Questions or concerns about BACB continuing education offered by FABA should be directed to Al Murphy (phone: 850 770-2251; email: [almurphy@aol.com](mailto:almurphy@aol.com)).

# 37th Annual FABA Conference Highlights

Tuesday, October 3	
5:30 pm – 7:00 pm	FABA Store and Packet Pick Up
Wednesday, October 4	
8:00 am	FABA Store and Packet Pick Up
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
5:00 pm	FABA Store Closes
6:00 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, October 5	
8:00 am	Morning Coffee - sponsored by Florida Institute of Technology
7:00 am	FABA Store and Packet Pick Up
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, October 5 <i>continued</i>	
6:00 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, October 6	
7:00 am	FABA Store Opens
8:00 am	Morning Coffee - sponsored by PBS
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
6:00 pm	FABA Store Closes
9:00 pm	Open Mic and Karaoke
Saturday, October 7	
8:00 am – 12:00 pm	FABA Store
8:00 am – 11:00 am	Sessions
8:00 am – 11:00 am	Workshops
11:10 am – 12:10 pm	Closing Invited Address
12:15 pm	Exhibit Breakdown

## Platinum FABA Sponsors:





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# Serving Florida

# Wednesday Morning

---

8:00 am - 5:00 pm FABA Store

Ponce DeLeon

---

8:00 am - 5:00 pm Packet Pick Up

Ponce DeLeon

---

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

## Workshop #W01 The Role of Joint Control in Teaching Complex Listener Responding to Children with Autism

**Skill Level:** *Intermediate*

VINCENT CARBONE (*Carbone Clinic, [DrVjc@aol.com](mailto:DrVjc@aol.com)*)

Skinner's analysis of language has much to offer clinicians interested in teaching verbal behaviour to persons with autism. An alternative to cognitive explanations of complex behaviour can be found within Skinner's analysis and the concept of joint stimulus control. The purpose of this workshop is to provide an overview of the concept of joint control and then have participants actively respond to exercises regarding clinical application of the concept. Video demonstrations of clinical applications will illustrate the implementation within applied settings.



*Vincent Carbone*

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

1. Define the Concept of Joint Stimulus Control.
2. Describe the Role of Verbal Mediation in the Development of Complex Listener Behavior.
3. List at least five skills that can be taught using joint control.
4. Describe the Role of Multiple Control in the Development of Joint Control Responses.
5. Identify the prerequisite skills required to teach joint control.

### **Bio of Presenter:**

Vincent J. Carbone is a board certified behavior analyst-doctorate. Dr. Carbone has over 40 years of experience in the field of applied behavior analysis. He has published in several peer-reviewed journals including Journal of Applied Behavior Analysis, The Analysis of Verbal Behavior, Behavior Modification and others. He has held adjunct appointments at Penn State University, the medical school at the University of Salerno and European Institute for the Study of Human Behavior, Parma, Italy. He is the 2017 recipient of the Jack Michael Award by ABAI, VB-SIG for the outstanding contribution to the analysis of verbal behavior.

# Wednesday Morning

---

9:00 AM- 12:00 PM

Workshop

Track: AUT, VB

Coquina C

3.0 CE – BA, MH, PSY

## Workshop #W02 It's Not About Laminated Cards or Neat Arrays Anymore

Skill Level: *Intermediate*

PATRICK MCGREEVY ([patrick@essentialforliving.com](mailto:patrick@essentialforliving.com))

The behaviour analytic instruction of young children with autism is often guided by developmental curricula and a goal of closing the gap between these children and their typically-developing peers. Some of these children will acquire skills that will prepare them for academic instruction. Most, however, even after intensive instruction for 2-3 years, will continue to experience significant gaps that will prevent them from functioning effectively in kindergarten or first grade. For these children, we should consider leaving behind the laminated cards and the neat arrays, characteristic of early, developmental intervention, and teaching functional skills in commonly-occurring situations or approximations thereof.



Patrick McGreevy

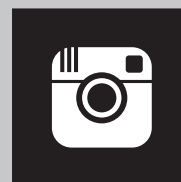
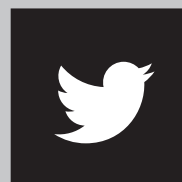
### By the end of this workshop, participants will be able to:

1. Describe how to introduce intensive behaviour analysis services to parents and what they might expect from these services.
2. Describe how to use the Deciding What to Teach diagram with parents
3. Describe several skills they are teaching now and whether each skill is developmental or functional
4. Describe five skills they might begin teaching as they move from a developmental to a functional skills curriculum
5. Describe how they might respond to parents during a contentious discussion regarding functional skills

### Bio of Presenter:

Dr. McGreevy received B.S. and M.A. degrees from the University of Iowa. He was a special education teacher for eight years, working with children and young adults with severe developmental disabilities. He received the Ph.D. degree in Education from Kansas University under the guidance of Ogden R. Lindsley.

Dr. McGreevy has served on the faculties of the University of Missouri-Kansas City, Louisiana State University, the University of Central Florida, and the Florida Institute of Technology. He is the author of one book, nine journal articles, a book chapter on teaching verbal behavior, and Essential for Living, a functional skills curriculum.



**fabaworld.org**

# Wednesday Morning

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9:00 AM- 12:00 PM

Workshop

Track: BP, ETH

Coquina B

3.0 CE – BA, ETH

Workshop #W03 **Strictly Business: How Organizations of Varying Size Comply with the PECC**

Skill Level: *Intermediate*

TIM COURTNEY (*Little Star ABA Therapy, [timc@littlestarcenter.org](mailto:timc@littlestarcenter.org)*)

LAURA MCKEE (*Autism Home Support Services, [lmckee@autismhomesupport.com](mailto:lmckee@autismhomesupport.com)*)

MEGAN MILLER (*Navigation Behavioral Consulting, [mmillernbc@gmail.com](mailto:mmillernbc@gmail.com)*)

MELISSA OLIVE (*Applied Behavioral Strategies, [missy@appliedbehavioralstrategies.com](mailto:missy@appliedbehavioralstrategies.com)*)

In this workshop, we will analyze various ethical dilemmas from the perspective of organization leaders of companies ranging in size from 25-500+clients. The workshop will focus on areas related to human resources, in particular, retention and professional development. We will also evaluate ethical decisions in regards to caseload assignment, marketing, and social networking. This workshop is for both agency leaders as well as BCBAs. It is our goal that through this workshop BCBAs and agency leadership can manage ethical dilemmas in such a way that is mutually beneficial and in strict compliance with the code. .



Tim Courtney



Laura Mckee



Megan Miller



Melissa Olive

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

1. Ensure compliance with the PECC in regards to case load assignments.
2. Analyze ethical dilemmas that apply to case load assignments.
3. Analyze potential ethical issues as it applies to marketing.
4. Ensure compliance with the PECC as it applies to marketing.
5. Analyze ethical dilemmas as it applies to human resources and ensure compliance with the PECC

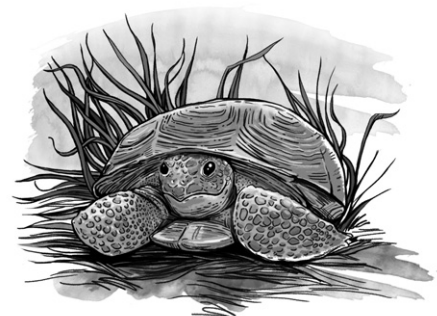
## Bio of Presenter:

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' bios available upon request.

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# Love the FABA Logo This Year?

*Read All About the  
Gopher Tortoise on page 108*





# Wednesday Morning

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9:00 AM- 12:00 PM

Workshop

Track: MH

Coquina F

3.0 CE – BA, MH, PSY

## Workshop #W04 Assessment & Treatment of Children with Emotional & Behavioral Disorders: Broadening the Lens

Skill Level: *Intermediate*

JEANNIE GOLDEN (*East Carolina University, [goldenj@ecu.edu](mailto:goldenj@ecu.edu)*)

Traditional counselors view aberrant behaviors as symptoms of underlying constructs that are the reason for these behaviors, while behaviorists view these behaviors as serving an environmental function. FBA identifies the function of aberrant behaviors and acceptable replacement behaviors that serve the same function. Components that are often missing in the analysis of aberrant behaviors include: 1) motivating operations in the form of private events (thoughts and feelings); and 2) learning history with specific Sds for reinforcement or punishment. This workshop will deal with the following: disturbed attachment, callousness and lack of emotionality, oppositional and defiant behaviors, and anxiety and depression.



*Jeannie Golden*

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

1. Describe the symptoms of emotional/behavioral disorders as behaviors serving an environmental function
2. Describe the process of conducting FBAs with children with emotional/behavioral disorders
3. Describe the role of learning history in treating with children with emotional/behavioral disorders
4. Describe the role of MOs and Sds in treating children with emotional/behavioral disorders
5. Describe how to develop and implement function-based treatments for children with emotional/behavioral disorders

### Bio of Presenter:

Dr. Jeannie Golden is a Licensed Psychologist with a Ph.D. 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.



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

# Wednesday Morning

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9:00 AM- 12:00 PM

Workshop

Track: CA, DD

Coquina G

3.0 CE – BA, MH, PSY

## Workshop #W05 Working Together: Achieving Successful Transitions into Adulthood

**Skill Level: *Intermediate***

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

**SARAH FERNANDEZ** (*Florida Behavior Consultants, sarahe3030@gmail.com*)



*Kim Lucker-Greene*



*Sarah Fernandez*

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, collaborative approach to meeting the challenges of adulthood. Program development & implementation that yields meaningful outcomes for our clients will be discussed. Independence, self-advocacy, job readiness and community access will be covered, along with information on transition.

### **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 individual skills & desires and identify appropriate 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

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9:00 AM- 12:00 PM

Workshop

Track: SUP

Coquina H

3.0 CE – BA, SUP

### Workshop #W06 The Training Curriculum for Supervisors of ABA Technicians – Part 1

Skill Level: *Introductory*

VINCENT LAMARCA (*Little Star Center, [vincel@littlestarcenter.org](mailto:vincel@littlestarcenter.org)*)

This workshop trains supervisors in evidence-based methods of managing RBT's/ front-line staff who provide applied behavior analysis services to people with autism. In order to meet the 8 hour requirements of the BACB, this will be presented as two 3-hour workshops with two additional hours available online. Content is based on over four decades of research. The content includes critical supervision knowledge and skills coinciding with the BACB task list for effective supervision. The workshop is relevant for supervisors who manage staff providing comprehensive and/or focused ABA services across a variety of settings, including center-based programs, homes, schools, and clinics. The instructor will provide the certificate of completion once the 2 online hours are done.



Vincent Lamarca

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

1. Identify and describe the purpose of supervision
2. Identify how to pinpoint the responsibilities of one's supervisees
3. Demonstrate how to assess the performance of supervisees
4. Demonstrate how to establish, change, and maintain the behaviors of supervisees
5. Demonstrate how to address behavior problems of supervisees

#### Bio of Presenter:

Vince LaMarca is Senior Clinical Director at LittleStar ABA Therapy, where he guides and evaluates clinical services across nine programs, consistent with best practice to optimize measurable clinical quality outcomes. He spent the first four years of his ABA journey as a therapist, advanced to the role of behavior analyst for the next eight years, supervised a clinical program for another seven years, and has served the last three years in his current role. Research interests include: encouraging individualized programming decisions to promote rapid progress, predicting outcomes of ABA therapy, and advancing a conceptually systematic understanding of ABA teaching procedures.

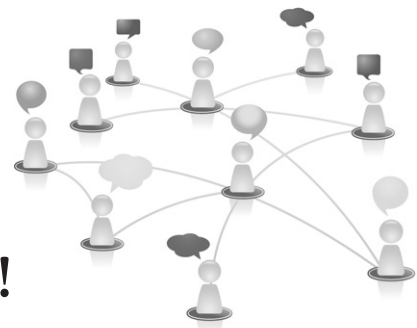
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## Don't Miss Speed Networking Tonight!

*Coquina PreFunction*

*6:00 PM- 7:00 PM*

**Come Network...with FABA Board Members Before the Hospitality Suite!**



## Wednesday Morning

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9:00 AM- 12:00 PM

Workshop

Track: BA, ETH

Coquina E

3.0 CE – BA, ETH, MH, PSY

### Workshop #W07 Ethically Conducting Functional Assessments & Functional Analyses: Guidelines for Practitioners

**Skill Level: *Intermediate***

ANDREW HOUVOURAS (*Brevard Public Schools, [andrehouvouras@gmail.com](mailto:andrehouvouras@gmail.com)*)

With the advance of behavioral technologies and the existing debates as to the use of IISCA versus the more traditional functional analysis, the behavioral practitioner may be at a loss as to which way to go when asked to complete a functional assessment. Using the BACB Professional & Ethical Compliance Code as a guideline, attendees will be taught an assessment-selection model to help guide which step to take in their assessments of problem behavior. The workshop will be hands-on, with review of the Code, hands-on practice of different assessment tools, and active student responding.



*Andrew  
Houvouras*

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

1. Identify which assessments are the least time consuming
2. Identify which part of the ethical Code applies
3. Identify which screening method to use at the onset of an assessment
4. State the role of a control condition in assessments
5. Discriminate between the IISCA model and functional analysis

#### **Bio of Presenter:**

Andrew Houvouras, a behavior analyst for Brevard Public Schools believes in a science of behavior. An avid surfer, paddler, and coach, he and his family live in Viera, Florida. A co-instructor for FIT's online ABA program for 10 years, he is a proud graduate of Florida State. He lives in Viera, Florida with his wife, Rayna and their sons, Preston & Kooper.

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## JOIN THE LATE NIGHT CROWD AT *McCoys* RUM ROOM

McCOYS RUM ROOM, located in the South Tower, overlooks the Atlantic Ocean and historic clock tower. Gather with other Behavior Analysts for a small plate or a rum drink.



# Wednesday Afternoon

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1:00 PM- 4:00 PM    Workshop    *Track: OBM/PM, SUP*    *Coquina D*    3.0 CE – BA, SUP

## Workshop #W08 Organizational Behavior Management Strategies for Behavior Analysts and Leaders in Human Service Settings

**Skill Level: *Intermediate***

**ANSLEY HODGES** (*Nemours Children's Hospital & Florida Institute of Technology, [ahodges2013@my.fit.edu](mailto:ahodges2013@my.fit.edu)*)

**NICOLE GRAVINA** (*Florida Institute of Technology, [ngravina@fit.edu](mailto:ngravina@fit.edu)*)



*Ansley Hodges*



*Nicole Gravina*

Behavior analysts and leaders in human service organizations who attend this workshop will learn strategies for more effectively training, managing, and supporting employees. Topics covered will include building strong rapport with employees, effective time management, providing employees with actionable constructive feedback, and outcomes tracking and measurement. Research from the Organizational Behavior Management (OBM) literature as well as real life examples will help attendees learn and apply concepts. The workshop will be interactive and engaging. Attendees will leave with practical strategies that can be applied immediately in the workplace.

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

1. Identify two ways to build rapport with supporting staff
2. Frame corrective feedback in different ways to achieve optimal results
3. Identify strategies for measuring their time effectiveness and improving it
4. Learn ways to track and monitor performance outcomes
5. Identify staff performance problems and how to address said performance concerns

### **Bio of Presenter:**

Ansley Hodges, M.S., BCBA, received a dual Bachelor of Arts in Deaf Education and Elementary Education from Flagler College, a Master of Science in Applied Behavior Analysis from the Florida Institute of Technology (FIT) in 2005, and full certification as a Board Certified Behavior Analyst in 2005. She is currently enrolled in FIT doctorate of psychology program specializing in ABA. Co-Presenters Bios available upon request

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# Pick up Your FABAs Gear

## *Visit the FABAs Store in Ponce DeLeon*



## Wednesday Afternoon

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1:00 PM- 4:00 PM

Workshop

Track: AUT, VB

Coquina E

3.0 CE – BA, MH, PSY

### Workshop #W09 Recommendations for Teaching Listener Skills to Children with Autism Spectrum Disorder

Skill Level: *Intermediate*

LAURA GROW (*Garden Academy*, [laura.grow@gardenacademy.org](mailto:laura.grow@gardenacademy.org))

Listener skills refer to responding appropriately to another person's verbal behavior (Skinner, 1957; Sundberg & Partington, 1998). Teaching listener skills is a critical component of early intervention for children with developmental disabilities. Listener skills are either simple or conditional discriminations. Designing effective listener training programs relies on an understanding the stimulus control that results from both simple and conditional discrimination training. In this workshop, we will review and practice recommendations for designing and implementing programs based on those described by Grow & Leblanc (2013). The course is appropriate for beginning and advanced clinicians designing programs for children with developmental disabilities.



Laura Grow

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

1. Identify the function of the antecedent stimuli presented by the instructor during listener programs
2. Describe the rules for counterbalancing sample and comparison stimuli
3. Describe common inadvertent therapist cues and strategies for reducing or eliminating the cues
4. Describe the common error patterns during listener training
5. Perform error analyses for listener training programs

#### Bio of Presenter:

Dr. Grow is the Executive Director of Garden Academy. She received her doctorate in behavior analysis from Western Michigan University. She completed a postdoctoral fellowship at the University of Nebraska Medical Center's Munroe-Meyer Institute. She has served on the editorial boards of the *Journal of Applied Behavior Analysis* and *The Analysis of Verbal Behavior*. Dr. Grow is a current editorial board member for *Behavior Analysis in Practice*. Her clinical and research interests include teaching language and communication skills, comparing the efficiency and effectiveness of teaching strategies, and refining parent and staff training techniques.

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## Use the Official FABAs Conference Hashtag:



# #faba2017

# Wednesday Afternoon

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1:00 PM- 4:00 PM      Workshop      *Track: BP, ETH*      *Coquina B*      3.0 CE – BA, ETH

## Workshop #W10 Applying the PECC at the Organizational Level: Billing Ethically (Part 2)

**Skill Level:** *Advanced*

**MELISSA OLIVE** (*Applied Behavioral Strategies, [missy@appliedbehavioralstrategies.com](mailto:missy@appliedbehavioralstrategies.com)*)

**TIM COURTNEY** (*LittleStar ABA Therapy, [timc@littlestarcenter.org](mailto:timc@littlestarcenter.org)*)

**MEGAN MILLER** (*Navigation Behavioral Consulting, [mmillernbc@gmail.com](mailto:mmillernbc@gmail.com)*)

**LAURA MCKEE** (*Autism Home Support Services, [mckeelaura@gmail.com](mailto:mckeelaura@gmail.com)*)

This workshop will focus on the BACB Professional and Ethical Code of Conduct (PECC) as it applies to billing for ABA services. Workshop presenters will represent business of different sizes from small business up to very large businesses. Real case studies will be used to highlight various ethical issues encountered at the agency level. Presenters will focus on: a) how the agency addressed the billing errors; b) how the agency corrected the billing error; and c) how the agency created policies and procedures to prevent future billing issues.

It is encouraged for attendees to also attend the talk by the same authors titled *Strictly Business: How Organizations of Varying Size Comply with the PECC*.



*Melissa Olive*



*Tim Courtney*



*Megan Miller*



*Laura Mckee*

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

1. Identify how the BACB Professional and Ethical Compliance Code applies to billing for ABA Services.
2. Identify organizational procedures to prevent billing fraud.
3. Describe the CPT billing codes and requirements.
4. List common errors that lead to billing fraud.
5. Discuss internal practices that may prevent billing errors and possible fraud.

### **Bio of Presenter:**

Missy is the Executive Director of Applied Behavioral Strategies. Prior, Missy spent 9 years conducting research and training teachers and BCBA's at UT-Austin and UNR. Missy currently serves on the Editorial Boards of *Young Exceptional Children* and *Topics in ECSE*, and she is a frequent guest reviewer for the *Journal of Autism and Developmental Disorders*. She also served on the Editorial Board of the *Journal of Early Intervention* for 8 years. Missy has published over 30 peer-reviewed articles and book chapters focusing on assessment and treatment of challenging behaviors, communication intervention, feeding disorders, and ethical issues for behavior analysts. Co-presenters' bios available upon request.

# Wednesday Afternoon

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1:00 PM- 4:00 PM      Workshop      *Track: ETH, OBM/PM*      *Coquina F*      3.0 CE – BA, ETH

## Workshop #W11 Leadership in Behavior Analysis: How to Use Behavioral Science to Lead Ethically in Our Field

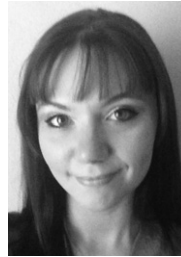
**Skill Level: *Intermediate***

**ASHLEY TUDOR** (*BehaviorLeader*, [atudo001@gmail.com](mailto:atudo001@gmail.com))

**ERICA CROWLEY** (*BehaviorLeader*, [elf102988@gmail.com](mailto:elf102988@gmail.com))

**ADAM VENTURA** (*World Evolve*, [adamvent@gmail.com](mailto:adamvent@gmail.com))

When considering leadership behavior in our field, questions emerge, namely, What is leadership in behavior analysis? More specifically, how do you shape ethical leadership behavior? Identifying all of the elements that yield the ideal behavior analysis leadership mixture can be challenging. But what is the appropriate formula for developing and energizing their ethically? This workshop will provide BST on the intricacies of preparing to lead, leading others, and providing behavioral feedback that will help grow your organization, achieve a high level of prominence within our field, and help to establish a long lasting legacy for everyone at your organization.



*Ashley Tudor*



*Erica Crowley*



*Adam Ventura*

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

1. Identify and define the definition of leadership in behavior analysis
2. Identify and define why leadership in behavior analysis is important
3. Identify and execute steps for preparing to lead in behavior analysis
4. Identify and execute steps for leading others in behavior analysis;
5. Identify and execute steps for providing behavioral feedback.

### **Bio of Presenter:**

Adam is a board certified behavior analyst and has over 15 years' experience working in the field of behavior analysis. Adam is the founder and CEO of World Evolve, Inc. He is also the founder and of the Code Of Ethics For Behavioral Organizations (COEBO) and coFounder of the Miami Association for Behavior Analysis (MiABA), both public benefit companies. Adam also serves as an Adjunct professor at Florida International University in the behavior analysis department. Adam is currently the president elect of the OBM Network. He donates most of his time and experience to helping other businesses grow. Co-presenter's bio available upon request.



## Wednesday Afternoon

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1:00 PM- 4:00 PM

Workshop

Track: BP, OBM/PM

Coquina G

3.0 CE – BA

**Workshop #W12 Creating Free Online Data Collection Systems: No Programming Skills Necessary**

**Skill Level: *Introductory***

**PAUL HEERING** (*May Institute, [pheering@mayinstitute.org](mailto:pheering@mayinstitute.org)*)

**WILLIAM FLOOD** (*Behavior Builders, [wflood@behaviorbuilders.com](mailto:wflood@behaviorbuilders.com)*)

This workshop will demonstrate how to use a free online solution to create customizable electronic data collections systems that allow for online data entry using a computer, tablet or smartphone. Workshop attendees will be shown every step involved in setting up data sheets (including 12 distinct data types), viewing online results, creating automatically updating graphs, notifications, and more. No advanced computer skills or coding experience required. Due to the workshop's hands-on nature, please bring a laptop. At the conclusion of the workshop, attendees will be given access to approximately 100 video tutorials demonstrating everything learned in the workshop.



*Paul Heering*



*William Flood*

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

1. Create online data sheets.
2. Create automatically updating graphs.
3. Share online data sheets.
4. Create notifications when data sheets are completed.
5. Create data sheets that contain different follow up fields based on initial information entered.

**Bio of Presenter:**

Paul is a board certified behavior analyst who received his master's degree from the University of the Pacific. He has worked as a behavior analyst in many settings over the past 15 years. Throughout this time, he has had an interest and expertise in technology and how to use technology to assist behavior analysts in providing better services in a more efficient manner. In his current role, Paul is guiding the process of moving a large organization to an electronic practice management and data collection system. Co-Presenter's Bio available upon request

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## ***Don't Miss Dr. Linda LeBlanc's Invited Address:***

**#17 Creating Recommended Practice Guidelines  
for Applied Behavior Analytic Service Delivery**

***Tomorrow Morning at 8:00 AM! Coquina D***



## Wednesday Afternoon

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1:00 PM- 4:00 PM      Workshop      *Track: SUP*      *Coquina H*      3.0 CE – BA, SUP

### Workshop #W13 The Training Curriculum for Supervisors of ABA Technicians – Part 2

**Skill Level:** *Intermediate*

VINCENT LAMARCA (*Little Star Center, [vincel@littlestarcenter.org](mailto:vincel@littlestarcenter.org)*)

This workshop trains supervisors in evidence-based methods of managing RBT's/ front-line staff who provide applied behavior analysis services to people with autism. In order to meet the 8 hour requirements of the BACB, this will be presented as two 3-hour workshops with two additional hours available online. Content is based on over four decades of research. The content includes critical supervision knowledge and skills coinciding with the BACB task list for effective supervision. The workshop is relevant for supervisors who manage staff providing comprehensive and/or focused ABA services across a variety of settings, including center-based programs, homes, schools, and clinics. The instructor will provide the certificate of completion once the 2 online hours are done.



*Vincent Lamarca*

Note: Supervision certificate will be awarded by the author upon completion of the additional online trainings (in order to meet the BACB supervision training requirements).

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

1. Identify and describe the purpose of supervision
2. Identify how to pinpoint the responsibilities of one's supervisees
3. Demonstrate how to assess the performance of supervisees
4. Demonstrate how to establish, change, and maintain the behaviors of supervisees
5. Demonstrate how to address behavior problems of supervisees

#### **Bio of Presenter:**

Vince LaMarca is Senior Clinical Director at LittleStar ABA Therapy, where he guides and evaluates clinical services across nine programs, consistent with best practice to optimize measurable clinical quality outcomes. He spent the first four years of his ABA journey as a therapist, advanced to the role of behavior analyst for the next eight years, supervised a clinical program for another seven years, and has served the last three years in his current role. Research interests include: encouraging individualized programming decisions to promote rapid progress, predicting outcomes of ABA therapy, and advancing a conceptually systematic understanding of ABA teaching procedures..

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# Wednesday Afternoon

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1:00 PM- 4:00 PM

Workshop

Track: AUT

Coquina A

3.0 CE – BA, MH, PSY

## Workshop #W14 Training on the Use of a Reinforcement-Based Treatment Package to Address Picky Eating

Skill Level: *Intermediate*

ANIBAL GUTIERREZ (*University of Miami, [a.gutierrez5@miami.edu](mailto:a.gutierrez5@miami.edu)*)

JESSICA WEBER (*Els for Autism Foundation, [jessica.weber@elsforautism.org](mailto:jessica.weber@elsforautism.org)*)

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



Anibal Gutierrez



Jessica Weber

**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.

### Bio of Presenter:

Dr. Gutierrez is a Research Associate Professor in the department of psychology at the University of Miami, Director of the IBIS Clinic, Associate Director of UM CARD and Co-Director of the University of Miami Behavior Analysis Program. Co-presenter’s bio available upon request.

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6:00 PM- 7:00 PM

Speed Networking

Coquina Prefunction

*Sponsored by* **Champions for Children**



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7:00 -10:00 pm

Hospitality Suite

Oceanview

*Sponsored by*



# Thursday Morning

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7:00 am - 6:00 pm

FABA Store and Packet Pick Up

Ponce DeLeon

8:00 am

Breakfast  
Co-Sponsored by



Caribbean Ballroom

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## INVITED SPEAKER

8:00 AM – 8:50 AM

INVITED

Track: AUT, SUP

Coquina D

1.0 CEU- BA, MH, PSY, SUP

### #17 Creating Recommended Practice Guidelines for Applied Behavior Analytic Service Delivery

LINDA LEBLANC (*LeBlanc Behavioral Consulting*, [lleblanc@tbh.com](mailto:lleblanc@tbh.com))

INTRODUCED BY: IVY CHONG

Practice guidelines synthesize the published literature on a particular area of applied practice and often include specific recommendations or models to guide clinical decision-making. Agencies that provide applied behavior analytic (ABA) services can use practice guidelines to standardize their clinical services in pursuit of enhanced quality. This presentation presents a structured model for how to create recommended practice guidelines using literature synthesis, creation of tools and templates, and incorporation of feedback on utility to the practicing behavior analyst. This presentation focuses on the organizational systems that must be developed and provides two examples of guidelines and tools.



Linda LeBlanc

#### Author Bio:

Linda A. LeBlanc, Ph.D., BCBA-D, Licensed Psychologist is the President of LeBlanc Behavioral Consulting. She previously served as a professor for 15 years and as the Executive Director of Trumpet Behavioral Health for 5 years. She has over 100 publications on topics such as behavioral treatment of autism, behavioral gerontology, supervision and mentorship, and systems development in human services. Dr. LeBlanc is an Associate Editor (AE) for Behavior Analysis in Practice and a past AE for TAVB and JABA. She is the 2016 recipient of the American Psychological Association Nathan H. Azrin Award for Distinguished Contribution in Applied Behavior Analysis.

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8:00 AM – 8:50 AM

PAPER

Track: PRO

Coquina E

1.0 CEU- BA, PB

### #18 An Update on the Behavior Analyst Certification Board

MELISSA NOSIK (*Behavior Analyst Certification Board*, [melissa@bacb.com](mailto:melissa@bacb.com))

Recent developments at the Behavior Analyst Certification Board (BACB) will be presented. The most current data on the BACB's credentialing programs and university course sequence systems will be presented and discussed in the context of the profession's rapid growth. In addition, a summary of the BACB's international activities will be presented to illustrate important developments in behavior-analytic infrastructure around the world. Finally, a number of the BACB's recent activities will be discussed, including efforts to revise key standards and US legislative developments.



Melissa Nosik

# Thursday Morning

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8:00 AM – 9:20 AM PAPER **Track: TCP** *Coquina BC* 1.5 CEU- BA, ETH, MH, PSY

## #19 ENCORE: Essential Snake Oils: Myth, Superstition, and Pseudoscience in Behavioral Healthcare and the Pediatric Therapies

**CHRIS MCGINNIS** (*Boys Town South Florida, [chris.mcginnis@boystown.org](mailto:chris.mcginnis@boystown.org)*)

Philosopher Karl Popper once wrote, “Science must begin with myths and with the criticism of myths.” This presentation takes a critical look at the myth, superstition, and pseudoscience within historical and current behavioral health and pediatric therapy service provision, identifies current superstitious and pseudoscientific assumptions and treatments, offers guidance in critical thinking, links these considerations to the BACB Professional and Ethical Compliance Code for Behavior Analysts, and offers suggestions for effectively discussing concerns with parents and allied professionals.



Chris McGinnis

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8:00 AM – 9:20 AM SYMPOSIUM **Track: AUT, DD** *Coquina FG* 1.5 CEU- BA

## #20 Recent Research on the Treatment of Problem Behavior Maintained by Negative Reinforcement

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

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

This symposium will include three presentations on the treatment of problem behavior maintained by negative reinforcement. First, a study comparing positive versus negative reinforcement to treat escape maintained problem behavior will be described. Second, data describing how positive and negative reinforcement paradigms may be applied to the treatment of food/drink refusal will be described. Finally, an evaluation of one parameter of the high-probability instructional sequence (i.e., number of instructions delivered) will be presented. A discussant will highlight important features of these talks.



David Wilder



Timothy Vollmer

### a. The Effects of Various Instruction Ratios During the High-Probability Sequence to Increase Compliance

**HALLIE ERTEL** (*Florida Institute of Technology, [hertel2015@my.fit.edu](mailto:hertel2015@my.fit.edu)*), David Wilder (*Florida Institute of Technology*), Ansley Hodges (*Florida Institute of Technology*), Lianne Hurtado (*Nemours Children's Hospital*)



Hallie Ertel

### c. Functional Analysis and Treatment of Refusal to Drink from an Open Cup

**LAURA SENN** (*Florida Institute of Technology*), Michael Kelley (*The Scott Center for Autism Treatment*), Andrew Morgan (*The Scott Center for Autism Treatment*)



Laura Senn

### b. Further Evaluation of Positive versus Negative Reinforcement to Treat Problem Behavior Maintained by Escape

**J. AARON BEVACQUA** (*The Human Institute, [bevacqua7@gmail.com](mailto:bevacqua7@gmail.com)*), Ansley Hodges (*Florida Institute of Technology*), Hallie Ertel (*Florida Institute of Technology*), David Wilder (*Florida Institute of Technology*)



J. Aaron Bevacqua

# Thursday Morning

---

8:00 AM – 9:20 AM

SYMPOSIUM

Track: CA

Coquina H

1.5 CEU- BA

## #21 Health, Fitness and Sports ABA: Exciting New Research, Practice Applications and Opportunities

CHAIR: **LARAINÉ WINSTON** (*Life Targets, LLC*, [laraine@lifetargets.life](mailto:laraine@lifetargets.life))

DISCUSSANT: **RAYMOND MILTENBERGER** (*University of South Florida*, [miltenbe@usf.edu](mailto:miltenbe@usf.edu))

ABA has been applied to health, fitness and sports (HFS) endeavors since the early 70's but until recently few practitioners made these services the primary focus of their practice. A recent rise in both interest and need has resulted in more behavior analysts practicing in this area, and more research on effective methods. This symposium presents an overview of effective methods and practical information on opportunities within this specialization.



Laraine Winston



Raymond Miltenberger

### a. Behavioral Approaches to Enhancing Sports Performance

**SHARAYAH TAI-RUBINSTEIN** (*University of South Florida*, [stairubins@gmail.com](mailto:stairubins@gmail.com))



Sharayah Tai-Rubinstein

### d. Who is Practicing Health, Fitness and Sports ABA and How to Get Started

**LARAINÉ WINSTON** (*Life Targets, LLC*, [laraine@lifetargets.life](mailto:laraine@lifetargets.life))



Laraine Winston

### b. Review of Research on ABA Applications to Enhance Sports Performance

**MERRITT SCHENK** (*University of South Florida*, [schenk@mail.usf.edu](mailto:schenk@mail.usf.edu)), Raymond Miltenberger (*University of South Florida*)



Merritt Schenk

### e. Why the Fitness World Needs Behavior Analysis

**DIAH ASKARI** (*weTrain*, [diah@wetrain.co](mailto:diah@wetrain.co))



Diah Askari

### c. Not Just Exercise, Why The Rest of Your Day Matters Too!

**NICHOLAS GREEN** (*University of Florida*, [nrygreen@ufl.edu](mailto:nrygreen@ufl.edu))



Nicholas Green

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2. Launch Web browser
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**Florida Autism Center**

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# Thursday Morning

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8:00 AM – 9:20 AM

SYMPOSIUM

Track: AUT, DD

Coquina A

1.5 CEU- BA

## #22 Current Research on Preference Assessments: Extensions and Applications

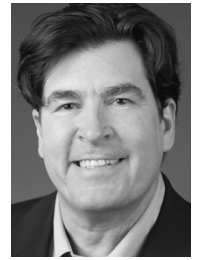
CHAIR: JONATHAN FERNAND (*University of Florida*, [jkfernand@ufl.edu](mailto:jkfernand@ufl.edu))

DISCUSSANT: ISER DELEON (*University of Florida*, [deleon@ufl.edu](mailto:deleon@ufl.edu))

Preference assessments are often used as a means to obtain information about potential reinforcing value among several items. The current symposium provides an update on methods for assessing preference for a variety of stimuli. Study 1 evaluated the displacement of leisure items by edible items when presented within the same array. Study 2 evaluated the use of a negative reinforcement preference assessment to assess differential aversion between nonpreferred foods. Finally, Study 3 evaluated procedures to assess social reinforcer for children diagnosed with autism. Presenters will discuss various applications to clinical practice as well as future research.



Jonathan Fernand



Iser Deleon

### a. Assessing Preference for Different Types of Social Interaction

SAMUEL MORRIS (*University of Florida*, [sirrommas@ufl.edu](mailto:sirrommas@ufl.edu))



Samuel Morris

### c. The Displacement of Leisure Items by Edible Items in Stimulus Preference Assessments: A Replication

DANIEL CONINE (*University of Florida*, [dconine@ufl.edu](mailto:dconine@ufl.edu)), Timothy Vollmer (*University of Florida*)



Daniel Conine

### b. Negative Reinforcement Preference Assessments for Children with Food Selectivity

JONATHAN FERNAND (*University of Florida*, [jkfernand@ufl.edu](mailto:jkfernand@ufl.edu)), Timothy Vollmer (*University of Florida*)



Jonathan Fernand

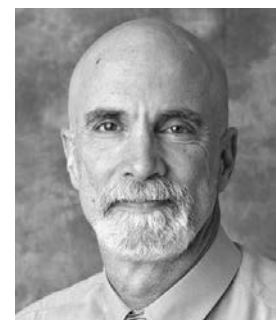
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## Don't Miss the Closing Invited Address:

### #110 On Terms: Past, Present, and Future Considerations

### Eb Blakely, PhD

Coquina D Saturday 12:10 PM - 1:10 PM



## Thursday Morning

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8:00 AM – 9:20 AM

PANEL

Track: ETH, SUP

Flagler ABC

1.5 CEU-BA, ETH, SUP

### #23 To Infinity and Beyond: Three Ways to Maintain and Generalize the Effects of Supervision

CHAIR: HAYDEE TORO (*Independent Consultant, [haytoro@bellsouth.net](mailto:haytoro@bellsouth.net)*)

Providing effective supervision requires juggling responsibilities that can be hard to keep in balance. Supervisors must consider all aspects of the service that is being provided, including developing the skills of the behavior-change agents, developing and maintaining the client's treatment plan, and involving caregivers to maximize effectiveness. This panel will discuss methods to help supervisors balance their tasks and manage the various responsibilities effectively, including the use of teleconferencing technology. Ethical Compliance Codes of the BACB® will be reviewed in each topic area to remind supervisors of their responsibilities to the field. **This presentation will be provided in Spanish.**



Haydee Toro

HAYDEE TORO (*Independent Consultant, [haytoro@bellsouth.net](mailto:haytoro@bellsouth.net)*)

PALOMA RODRIGUEZ (*First Steps Interventions, [prodriguez@firststepsint.com](mailto:prodriguez@firststepsint.com)*)

YULEMA CRUZ (*Global Behavior Consultants, Inc., [yulema-cruz@hotmail.com](mailto:yulema-cruz@hotmail.com)*)

JANET VASQUEZ (*World Evolve Therapy, [Janet@webehave.co](mailto:Janet@webehave.co)*)



Paloma  
Rodriguez



Yulema Cruz



Janet Vasquez

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9:00 AM – 9:50 AM

MEETING

Track: PRO

Oceanview

### #24 FABA Local Chapters Officers Meeting

KIM LUCKER-GREENE (*Behavioral Solutions Consulting, [kgreen@mybehaviorsolutions.com](mailto:kgreen@mybehaviorsolutions.com)*)

MATT POTAK (*Roe and Associates IBS, [behavioranalysis@gmail.com](mailto:behavioranalysis@gmail.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 3rd annual CoFABA conference. Ideas for developing new chapters and growing membership for existing chapters will be discussed. All Local Chapter officers are encouraged to attend this important meeting.



Kim Lucker-  
Greene



Matt Potak

# Save The Date

## 3rd Annual CoFABA Conference April 6, 2018





# Thursday Morning

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9:00 AM – 9:50 AM

PANEL

Track: OBM/PM, SUP

Coquina D

1.0 CEU-BA, SUP

## #25 Managing Staff Performance in Human Service Settings

CHAIR: NICOLE GRAVINA (*Florida Institute of Technology*, [ngravina@fit.edu](mailto:ngravina@fit.edu))

The cobbler's children oft-go unshod. This maxim captures a common scenario in behavior analytic service organizations. Leaders of these agencies generally move from a clinical role into one of supervisor and/or manager with limited training in Organizational Behavior Management (OBM). Leaders must train, monitor, and motivate a variety of employee behaviors. This requires a complex repertoire which includes dealing with difficult employees, managing time and tasks, and modifying ineffective systems. In this panel discussion presenters with experience in these roles will answer questions associated with managing and training staff in human service organizations.



Nicole Gravina

NICOLE GRAVINA (*Florida Institute of Technology*, [ngravina@fit.edu](mailto:ngravina@fit.edu))

LINDA LEBLANC (*LeBlanc Behavioral Consulting*, [lleblanc@tbh.com](mailto:lleblanc@tbh.com))

JOSHUA PRITCHARD (*Southern Illinois University*, [josh@jkpanalysts.com](mailto:josh@jkpanalysts.com))



Linda Leblanc



Joshua Prtichard

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9:00 AM – 9:50 AM

PANEL

Track: ETH, PRO

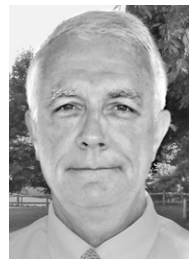
Coquina E

1.0 CEU-BA, ETH

## #26 ABA Ethicists Debate Pivotal Ethics Questions

CHAIR: THOMAS ZANE (*University of Kansas*, [tzane@ku.edu](mailto:tzane@ku.edu))

An ethicist is one who is sought after for ethical advice; for this panel, we have brought together three such ethicists who are regularly consulted on complex cases concerning the practice of ABA. Difficult cases covering: the use of evidence-based treatments, boundaries of competence, conflicts of interest, terminating services, conceptual consistency, gifting, supervisory competence and will be discussed. Toward the end of the session we will open the floor to questions from the audience and again each ethicist will respond so that the range of tactics and strategies will be apparent.



Thomas Zane

THOMAS ZANE (*University of Kansas*, [tzane@ku.edu](mailto:tzane@ku.edu))

MARY JANE WEISS (*Endicott College*, [mjinnj@gmail.com](mailto:mjinnj@gmail.com))

JON BAILEY (*Florida State University*, [jonbailey1@mac.com](mailto:jonbailey1@mac.com))



Mary Jane Weiss



Jon Bailey

# Thursday Morning

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9:30 AM – 10:50 AM

SYMPOSIUM

Track: AUT, DD

Coquina BC

1.5 CEU- BA

## #27 Recent Advances in Assessment and Treatment of Problem Behavior

CHAIR: SARAH BLOOM (*University of South Florida, [sarahbloom@usf.edu](mailto:sarahbloom@usf.edu)*)

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

This symposium includes 3 presentations and a discussant. The first paper, presented by Anna Garcia, is on assessment of problem behavior, specifically, training parents to conduct trial-based functional analysis. The second paper, presented by Brandon Perez, is on an approach to assessment and intervention to treat pica. The third paper is on an intervention to treat rumination using competing stimulation and is presented by Della Neve. Dr. Yanerys Leon of the Florida Institute of Technology will serve as discussant.



Sarah Bloom



Yanerys Leon

### a. Assessment and Treatment of Rumination Using Competing Stimulation

DELLA NEVE (*Florida Institute of Technology, [dneve@devereux.org](mailto:dneve@devereux.org)*), David Wilder (*Florida Institute of Technology*)



Della Neve

### b. A Functional Analysis and Treatment of Pica

BRANDON PEREZ (*University of Florida, [perezb@ufl.edu](mailto:perezb@ufl.edu)*), Kerri Peters (*University of Florida*), Sarah Slocum (*Rollins College*), Timothy Vollmer (*University of Florida*)



Brandon Perez

### c. Training Parents to Conduct Trial-Based Functional Analyses

ANNA GARCIA (*University of South Florida, [argarcia@mail.usf.edu](mailto:argarcia@mail.usf.edu)*), Sarah Bloom (*University of South Florida*), Claudia Campos (*University of South Florida*), Jennifer Weyman (*University of South Florida*)



Anna Garcia

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# Don't Miss FABAs Next Invited Speaker, Dr. Jon Bailey

## A Passion for Ethics

Today, 10:00 AM in Coquina D



# Thursday Morning

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9:30 AM – 10:50 AM

SYMPOSIUM

Track: ED

Coquina FG

1.5 CEU-BA

## #28 Case-Study Demonstrations of the PTR Model to Improve Child Behavior in Elementary and Middle Schools

CHAIR: **SHELLEY CLARKE** (*University of South Florida, [mmc@usf.edu](mailto:mmc@usf.edu)*)

DISCUSSANT: **ROSE IOVANNONE** (*University of South Florida, [iovannone@usf.edu](mailto:iovannone@usf.edu)*)

Problem behavior may emerge early in the lives of children and can remain persistent and pervasive over time, impacting the ability to experience successful daily routines. The Prevent-Teach-Reinforce (PTR) model is an evidence-based approach that promotes collaboration, data collection, FBA and links from function of behavior to intervention strategies, delivered by natural change agents. Three PTR case studies will be shared completed in various school environments. Results of child behavior outcomes and data will be shared to demonstrate the impact of the interventions on problem behavior, as well as improved lifestyle aspects for the child.



Shelley Clarke



Rose Iovannone

### a. Family-School Collaboration to Improve a Morning Routine For an Adolescent with ASD

**SHELLEY CLARKE** (*University of South Florida, [mmc@usf.edu](mailto:mmc@usf.edu)*),  
David Wilder (*Florida Institute of Technology*)



Shelley Clarke

### c. An Overview of the Prevent-Teach-Reinforce Model in School Settings to Address Problem Behavior

**KRYSTAL FONTECHIA** (*University of South Florida, [kmcfee@usf.edu](mailto:kmcfee@usf.edu)*)



Krystal Fontechia

### b. Using PTR to Assist with Student Behavior in a Gifted General Education Classroom

**ELIZABETH CASSELL** (*University of South Florida, [cassell1@mail.usf.edu](mailto:cassell1@mail.usf.edu)*), Shelley Clarke (*University of South Florida*)



Elizabeth Cassell

### d. Using the PTR Process to Address Classroom Wide Behavior for Elementary Students with Behavior Problems

**ROCKY HAYNES** (*University of South Florida, [rdhaynes@usf.edu](mailto:rdhaynes@usf.edu)*), Elizabeth Cassell (*University of South Florida*)



Rocky Haynes

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# Platinum FABAA Sponsor



# Thursday Morning

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9:30 AM – 10:50 AM

PAPER

Track: AUT, DD

Coquina H

1.5 CEU-BA

## #29 Special Topics in Autism Paper Session

CHAIR: JAY KENDRICK (*Behavior Management Consultants, [jkendrick@bmcsoutheast.com](mailto:jkendrick@bmcsoutheast.com)*)

### Now I Play: Teaching Classic Board and Card Games to Individuals with Disabilities

JAY KENDRICK (*Behavior Management Consultants, [jkendrick@bmcsoutheast.com](mailto:jkendrick@bmcsoutheast.com)*)

Too often people with disabilities have extremely limited leisure skills. These skills are often rigid, repetitive, non-functional, not appropriate in certain settings, or for the person's age. This can lead to difficulty connecting socially with peers, family, and caregivers. Many parents and caregivers desire that their child or client would engage in more age appropriate leisure skills but have difficulty teaching or getting the individual interested in engaging in new or different activities. This presentation focuses on using an assessment, task analysis, and shaping strategies to teach individuals to play classic board and card games.



Jay Kendrick

### A Simple Intervention For Stereotypical Engagement With An Augmentative Alternative Communicative Device

JENNIFER COOK (*University of South Florida, [jlc6@mail.usf.edu](mailto:jlc6@mail.usf.edu)*)

Although electronic devices may enhance the effectiveness of some behavioral interventions for children with autism spectrum disorders, such devices may also give rise to problem behavior such as repetitious button pressing (i.e., object stereotypy). Results of this study showed that a child with autism spectrum disorder only displayed high levels of object stereotypy on an iPad™ when presses generated auditory output. Subsequently, results showed that when the participant used the iPad™ without auditory output, his stereotypical behavior decreased and his manding for various items simultaneously increased.



Jennifer Cook



Florida Association for  
Behavior Analysis

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

## INVITED SPEAKER

10:00 AM – 10:50 AM    INVITED    *Track: ETH*    *Coquina D*    1.0 CEU-BA, ETH, MH, PSY

### #30 A Passion for Ethics

JON BAILEY (Florida State University, [jonbailey1@mac.com](mailto:jonbailey1@mac.com))

INTRODUCED BY: RAY MILTENBERGER

Ethics seems simple, “Just do the right thing.” Why should that be so difficult? I’ve been taking questions from the ABAI Hotline since 2010, in the beginning, I was simply educating people about our “Guidelines” and pointing them in the direction but over the years the problems have become more nuanced, complex, and weighty; doing the right thing I discovered can mean, “Causing the least harm” rather than Doing no harm. Over time I began to view ethical conduct as a rare and difficult task that occurs only under special conditions. I will share my ethical journey with you today.



Jon Bailey

#### Author Bio:

**Dr. Bailey** received his PhD from the University of Kansas in 1970 and is *Professor Emeritus of Psychology* at Florida State University where he was on the graduate faculty for 38 years and produced a record 63 PhDs. He is currently Director of the FSU Panama City Masters Program in Psychology with a Major in Applied Behavior Analysis and teaches Ethics & Professional Issues, Skinner’s Theory of Behaviorism, and Research Methods in ABA.

He is a Board Certified Behavior Analyst, a Fellow of the Association for Behavior Analysis: International and the American Psychological Association, and Secretary/Treasurer for the Florida Association for Behavior Analysis, which he founded in 1980.

Dr. Bailey received the **Distinguished Service to Behavior Analysis Award** from the Society for the Advancement of Behavior Analysis, both the APA Division 25, **Fred S. Keller Behavioral Education Award** and the University of Kansas **Applied Behavioral Science Distinguished Alumni Award** as well as the prestigious **Nathan H. Azrin Award for Outstanding Contributions to Applied Behavior Analysis** from the American Psychological Association.

He has published over 100 peer-reviewed research articles, is past-Editor of the *Journal of Applied Behavior Analysis* and is co-author of ten books: *Research Methods in Applied Behavior Analysis*, *How Dogs Learn*, *Ethics for Behavior Analysts*, *How to Think Like a Behavior Analyst (translated into Japanese)*, *25 Essential Skills and Strategies for Professional Behavior Analysts*, *Ethics for Behavior Analysts, 2nd Expanded Edition* and ***Ethics for Behavior Analysts, 3rd Edition*** which came out in 2016 (translated into Chinese); all were co-authored with Dr. Mary Burch. One additional book is *Performance Management: Changing Behavior that Drives Organizational Effectiveness*, with Dr. Aubrey Daniels. His 10th book, ***Research Methods in Applied Behavior Analysis, 2nd Edition*** published by Routledge, will be published in late 2017.

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## Platinum FABA Sponsors:



# Thursday Morning

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10:00 AM – 10:50 AM

SYMPOSIUM

Track: OBM/PM, VB

Coquina A

1.0 CEU-BA, SUP

## #31 Translational Investigations of Feedback: Examining Effort and Accuracy

CHAIR: **ANDRESSA SLEIMAN** (*Florida Institute of Technology*, [asleiman2014@my.fit.edu](mailto:asleiman2014@my.fit.edu))

DISCUSSANT: **NICHOLAS WEATHERLY** (*Florida Institute of Technology*, [nweatherly@fit.edu](mailto:nweatherly@fit.edu))

Feedback is the most commonly used intervention in Organizational Behavior Management. This symposium is comprised of three analogue studies examining feedback. The first study evaluated whether manager and feedback preference shifted when presented after a high effort task compared to a low effort task. The second study examined the verbal behavior associated with three different levels of feedback accuracy (i.e., 1/3 of the actual number of entries completed, accurate, and tripled). The third study evaluated whether rumors about feedback accuracy as well as feedback accuracy during the task impacted performance. Implications for each of these studies will be discussed.



Andressa Sleiman



Nicholas Weatherly

### a. Feedback and Effort: A Translational Study

**ANDRESSA SLEIMAN** (*Florida Institute of Technology*, [asleiman2014@my.fit.edu](mailto:asleiman2014@my.fit.edu)), Nicole Gravina (*Florida Institute of Technology*), Theo Robinson II (*Florida Institute of Technology*), Christopher Podlesnik (*Florida Institute of Technology*)



Andressa Sleiman

### b. The Effects of Feedback Accuracy on Rumor during an Analogue Task

**NELMAR CRUZ** (*Florida Institute of Technology*, [ncruz2016@my.fit.edu](mailto:ncruz2016@my.fit.edu)), Joshua Lipschultz (*Florida Institute of Technology*), Nga Luong (*Florida Institute of Technology*), David Wilder (*Florida Institute of Technology*), Nicole Gravina (*Florida Institute of Technology*)



Nelmar Cruz

### c. Relative Effects of Feedback Accuracy and Trainer Verbal Behavior on Performance during an Analogue Task

**SCOTT CURRY** (*Florida Institute of Technology*, [currys2016@my.fit.edu](mailto:currys2016@my.fit.edu)), Joshua Lipschultz (*Florida Institute of Technology*), Andressa Sleiman (*Florida Institute of Technology*), Nicole Gravina (*Florida Institute of Technology*)



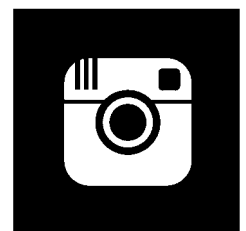
Scott Curry

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## #faba2017

*(They May Make The Observer)!*



## Thursday Morning

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11:00 AM – 12:30 PM      GENERAL SESSION      *Track: TCP*      *Grand Ballroom*      1.0 CEU- BA, ETH, MH, PSY

### Annual FAB A Awards and Keynote Address

CHAIR: NIKKI DICKENS

## KEYNOTE ADDRESS

INTRODUCED BY: COREY L. ROBERTSON

### #32 The Ethics of Replacing “Free Will” with Science

JULIE VARGAS (*BF Skinner Foundation*, [julie.vargas@bfskinner.org](mailto:julie.vargas@bfskinner.org))

A scientific analysis of behavior involves genetics and environmental interactions. Science does not include “free will.” What “Free will” implies goes beyond philosophical discussions. The implications involve options for treatment. Adding a decision-making mind not only undercuts behavioral science, it justifies punishment as a treatment for reducing behavior. I will contrast the harmful effects of punitive procedures with the ethical techniques our science requires. Replacing “free will” with functional relations is not only more effective, but more humane.



*Julie Vargas*

#### Bio:

Dr. Vargas received a bachelors in music from Radcliffe College, a masters in music education from Columbia University, and a Ph.D. in educational research from the University of Pittsburgh. She served as a faculty member at West Virginia University where she and her husband, Ernest A. Vargas, taught for more than 30 years in the College of Human Resources and Education.

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## Congratulations to All of the FAB A Award Winners!

*Special Congratulations to*

**Dr. Tim Vollmer**

*Association for Behavior Analysis International's  
2017 Mentor of the Year Award Recipient*



12:30 PM – 1:30 PM

BOARD LUNCHEON

*Oceanview*

### #33 Keynote Luncheon

CHAIR: COREY ROBERTSON

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

# Thursday Afternoon

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1:30 PM – 2:50 PM

SYMPOSIUM

Track: OBM/PM

Coquina E

1.5 CEU- BA

## #34 OBM Research in Safety and Sustainability

CHAIR: **ALLISON KING** (*Florida Institute of Technology*, [aking2009@my.fit.edu](mailto:aking2009@my.fit.edu))

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

Organizational Behavior Management interventions can impact a wide variety of business outcomes, including safety and sustainability. This symposium will include three data-based presentations. The first study evaluated whether the "observer effect", often cited as an important component of behavioral safety, is related to reactivity in an analogue setting. The second study evaluated whether the accuracy of peer-observations changed when observers were required to deliver feedback following the observation. And, the third study used an intervention to improve sustainability practices at a university. Implications of each study will be discussed.



Allison King



David Wilder

### a. An Analysis of the Role of Reactivity in the Observer Effect

**ALLISON KING** (*Florida Institute of Technology*, [aking2009@my.fit.edu](mailto:aking2009@my.fit.edu)), Nicole Gravina (*Florida Institute of Technology*), Andressa Sleiman (*Florida Institute of Technology*)



Allison King

### b. The Effect of Safety Coaching on The Accuracy of Safety Observations

**NICHOLAS MATEY** (*Florida Institute of Technology*, [nmatey2015@my.fit.edu](mailto:nmatey2015@my.fit.edu)), Nicole Gravina (*Florida Institute of Technology*), Alison Betz (*Trumpet Behavioral Health*)



Nicholas Matey

### c. It's Good to Shut the Hood: Decreasing Energy Consumption in University Laboratories with Behavioral Science

**NELMAR CRUZ** (*Florida Institute of Technology*, [ncruz2016@my.fit.edu](mailto:ncruz2016@my.fit.edu)), Sarah Bloom (*University of South Florida*), Nicholas Matey (*Florida Institute of Technology*), Scott Curry (*Florida Institute of Technology*), Ronald Clark (*The Scott Center for Autism Treatment*), Nicole Gravina (*Florida Institute of Technology*)



Nelmar Cruz

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# Thursday Afternoon

1:30 PM – 2:50 PM

SYMPOSIUM

Track: AUT

Coquina BC

1.5 CEU- BA

## #35 Advances in Early Behavioral Intervention for Children with ASD

CHAIR: **CORINA JIMENEZ-GOMEZ** (*The Scott Center for Autism Treatment, Florida Institute of Technology, [cjimenez@fit.edu](mailto:cjimenez@fit.edu)*)

DISCUSSANT: **LINDA LEBLANC** (*LeBlanc Behavioral Consulting, [lleblanc@tbh.com](mailto:lleblanc@tbh.com)*)

Behavioral interventions for young children with Autism Spectrum Disorder (ASD) include strategies aimed at developing skills and decreasing the occurrence of problem behavior. Research in the area of interventions for skill development seeks to identify effective and efficient strategies for teaching individuals with ASD. This symposium will present interventions for young children with ASD aimed at teaching new skills in the areas of communication, pairing, and living skills.



Corina Jimenez-Gomez



Linda Leblanc

### a. Matrix Training to Promote Emergent Learning Across Verbal Operants in Children with ASD

**REGINA NASTRI** (*The Scott Center for Autism Treatment, [rnastri2015@my.fit.edu](mailto:rnastri2015@my.fit.edu)*), Jessebelle Pichardo (*The Scott Center for Autism Treatment*), Corina Jimenez-Gomez (*The Scott Center for Autism Treatment, Florida Institute of Technology*), Adam Brewer (*Florida Institute of Technology*)



Regina Nastri

### c. An Analysis of Toilet-Training Procedures Recommended for Children with Autism Spectrum Disorder

**JANELLE BACOTTI** (*Florida Autism Center, [jbacotti@flautism.com](mailto:jbacotti@flautism.com)*), Brandon Perez (*University of Florida*), Kerri Peters (*University of Florida*), Timothy Vollmer (*University of Florida*)



Janelle Bacotti

### b. Stimulus-Stimulus Pairing versus Echoic-Training: An Examination of Developmental Appropriateness

**ALEJANDRO RENE DIAZ** (*Florida International University, [adiaz087@fiu.edu](mailto:adiaz087@fiu.edu)*), Stephania Patin-Baratz (*Florida Institute of Technology*), Dahriana Correa (*University of Miami*), Alyssa Alvarez (*University of Miami*)



Alejandro Rene Diaz



## Attention Poster Authors

Posters Set Up is from 2:00 - 3:30  
in the Grand Ballroom (South Tower)  
Judging starts at 3:30 pm!

## Thursday Afternoon

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1:30 PM – 2:20 PM

PAPER

Track: AUT, DD

Coquina FG

1.0 CEU- BA, MH, PSY

### #36 Signs of Damage and MO's

CHAIR: ANDRE MAHARAJ (*Florida International University, [andremaharaj@gmail.com](mailto:andremaharaj@gmail.com)*)

#### Comparing Responses to Signs of Damage across ASD, Conduct Disorder and Callous and Unemotional Traits

ANDRE MAHARAJ (*Florida International University, [andremaharaj@gmail.com](mailto:andremaharaj@gmail.com)*)

Skinner proposed that aggression is mainly reinforced by inflicting injury, and that the reinforcement function was both innate as well as learned. Signs of damage, such as crying, screaming, or visual indicators such as bruises and the sight of blood, are said to function as such reinforcers. We investigated the reactions to signs of damage with kids diagnosed with autism spectrum disorder, conduct disorder (CD), and CD with callous and unemotional traits. Results and implications for treatment are discussed.



Andre Maharaj

#### Callous-Unemotional Traits: Learned Behaviors Related to Motivating Operations

JEANNIE GOLDEN (*East Carolina University, [goldenj@ecu.edu](mailto:goldenj@ecu.edu)*)

In the DSM-V there is a subset of individuals with conduct problems and anti-social behaviors described as having callous-unemotional traits. These individuals appear to have a limited repertoire of emotional behaviors (e.g., lacking fear, guilt, and empathy). These so-called traits could instead be learned behaviors that were functional in environments where children experienced abuse, neglect, and unpredictable contingencies. These traits could act as motivating operations mediating the salience and effectiveness of various reinforcers and punishers. The presenter will discuss how functional assessments and analysis of learning history and motivational operations can facilitate the development of efficacious treatments for these individuals.



Jeannie Golden

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# Don't Miss FABAs Invited Speaker this Afternoon!

## Manny Rodriguez

### How to Win Friends and Influence People... With OBM! You, Can Make A Difference!

2:30 PM in Coquina D



# Thursday Afternoon

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1:30 PM – 2:50 PM

SYMPOSIUM

Track: CA

Coquina H

1.5 CEU- BA

## #37 Behavioral Gerontology: Novel Approaches in Assessment and Treatment of Elders with Memory Loss

CHAIR: CELESTE HARVEY (*Florida Institute of Technology*, [aharvey@fit.edu](mailto:aharvey@fit.edu))

DISCUSSANT: CELESTE HARVEY

The authors will present a series of investigations on current topics in behavioral gerontology. In the first paper, the author will discuss research on assessment and treatment of wandering behavior at an adult day care program. In the second paper, the author will present research on the effects of biological lighting on the behavior of elders in adult day care. A third study will include a presentation on using topic cues to improve socialization in a dining hall at an assisted living program. In a fourth investigation, the author will present a study comparing two methods of enhancing memory recall in elders with dementia.



Celeste Harvey

### a. An Evaluation of Procedures to Increase Recall Behavior in Adults diagnosed with Dementia

ANDREW BUCHANAN (*Florida Institute of Technology*, [abuchanan@columbusorg.com](mailto:abuchanan@columbusorg.com))



Andrew Buchanan

### c. Using Textual Prompts to Initiate Intraverbal Behavior with Older Adults

DIANA CARLOS (*Florida Institute of Technology*, [dc.carlos15@gmail.com](mailto:dc.carlos15@gmail.com)), Sandhya Rajagopal (*Florida Institute of Technology*), Celeste Harvey (*Florida Institute of Technology*), Maranda Trahan (*The Fountains of Melbourne*)



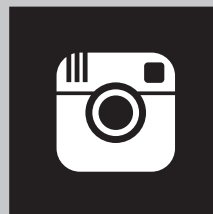
Diana Carlos

### b. Wandering and Alzheimer's-Related Dementia: A Temporal Analysis

SHANNON BIAGI (*ABA Technologies, Inc*, [shannon@abatechnologies.com](mailto:shannon@abatechnologies.com))



Shannon Biagi



# fabaworld.org

# Thursday Afternoon

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1:30 PM – 2:20 PM

PAPER

Track: CA

Coquina A

1.0 CEU- BA, MH, PSY

## #38 Paper Session on BST

CHAIR: **RAYMOND MILTENBERGER** (*University of South Florida*)

### The Effect of Behavioral Skills Training on Shot Performance in Field Hockey

**KELSEY O'NEILL** (*University of South Florida, [oneill4@mail.usf.edu](mailto:oneill4@mail.usf.edu)*)

**RAYMOND MILTENBERGER** (*University of South Florida*)

Behavior analysis procedures have been used to improve sports performance and enhance player safety across a wide variety of sports. The current study evaluated the effects of behavioral skills training on three common field hockey hits, a slap shot, drive, and sweep for young field hockey players. The procedures were evaluated in a multiple baseline across behaviors for three players. Results showed increases in each type of shot once intervention was implemented.



Raymond  
Miltenberger



Kelsey O'Neill

### Using Auditory Feedback to Improve Striking for Mixed Martial Artists

**FRANK KRUKAUSKAS** (*University of South Florida, [frank@behaviorbest.com](mailto:frank@behaviorbest.com)*)

**RAYMOND MILTENBERGER** (*University of South Florida*)

**PAUL GAVONI** (*Kaleidoscope Interventions*)

The purpose of this study was to evaluate auditory feedback to increase the effectiveness of throwing a "right cross." Auditory feedback was evaluated in multiple baselines across participants design with 4 mixed martial arts students, two males and two females, 25-54 years old. The percentage of correct steps of the right cross improved substantially following the introduction of the auditory feedback, and maintained at 90% or more for all participants during follow-up.



Frank Krukaszkas



Paul Gavoni

### Evaluating TAGteach as a Training Procedure for Novice-to-Advanced Fastpitch Softball Pitchers

**BREANNA SNIFFEN** (*Rollins College, [bsniffen@rollins.edu](mailto:bsniffen@rollins.edu)*)

**APRIL WILLIAMS** (*Rollins College*)

The current study evaluated whether TAGteach was effective in developing and/or enhancing the pitching skills of novice-to-advanced fastpitch softball pitchers. TAGteach was implemented in a multiple baseline design across skill with two subjects; Hannah's selected pitch was a fastball (skill already in repertoire) and Megan's selected pitches were fastball and change up (skill already in repertoire and novel skill, respectively). Results demonstrated an improvement in proper mechanics for each subject's selected pitch or pitches. We also probed for and showed performance generalization from training sessions to game competitions for each subject.



Breanna Sniffen



April Williams

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# Thursday Afternoon

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1:30 PM – 2:20 PM

PAPER

Track: MH, TCP

Grand Ballroom

1.0 CEU- BA, MH, PSY

## #39 Trauma or Drama? An ABA Analysis of Trauma Disorders and Treatment

MERRILL WINSTON (*Professional Crisis Management Association, [merrill@pcma.com](mailto:merrill@pcma.com)*) and LARAINÉ WINSTON (*Life Targets, LLC*)

The diagnosis and treatment of trauma and has received much attention in the last several years. This presentation will provide a behavioral perspective on the definition of trauma and the necessary and sufficient conditions that may produce it. A key point is that trauma is not something inherent in the stimulus but may be an interaction between the stimulus, the context, and the history/skills of the organism. There will also be a discussion of common causes of misdiagnoses, an examination standard treatments and how they may align with ABA principles and suggestions of additional strategies based on ABA.



Merrill Winston



Laraine Winston

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## INVITED SPEAKER

2:30 PM – 3:30 PM

INVITED

Track: OBM/PM

Coquina D

1.0 CEU- BA, MH, PSY

## #40 How to Win Friends and Influence People... With OBM! You, Can Make A Difference!

MANUEL RODRIGUEZ (*ABA Technologies, Inc, [manny@abatechnologies.com](mailto:manny@abatechnologies.com)*)

INTRODUCED BY: COREY L. ROBERTSON

As Behavior Analysts, our work is about making a positive different towards achieving socially significant behavior improvements for our consumers. Whether the consumer is a child or adult with development disabilities, a school or school district, a small business or fortune 100 company, we strive to make the world a better place. A long time ago I read Dale Carnegie's book "How to Win Friends and Influence People" and it became a major influence on my professional career. This presentation will highlight some of the key takeaways from the book and offer perspective to using OBM to make a difference.

### Author Bio:

Manny has worked with many organizations across the globe. He has held positions at the largest behavior based consultancies, Aubrey Daniels International and the Continuous Learning Group, and was a Global Environmental Health and Safety leader within FMC Corporation. Today Manny is Vice President of ABA Technologies, Inc. where he launched Operant Leadership, the consulting service of the company, and co-authored the four volume series OBM Applied! and co-authored Quick Wins! Manny volunteers his time as the current Executive Director of the OBM Network, and as a member of the board of directors of the Space Coast Human Resource Association.



Manuel Rodriguez

## Thursday Afternoon

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2:30 PM – 3:20 PM

PAPER

Track: AUT, ETH

Coquina FG

1.0 CEU- BA, ETH, MH, PSY

### #41 Brain or Behavior? Ethical Considerations when Intervening on “Autistic” Behaviors

TERESA DALY (University of Central Florida Center for Autism and Related Disabilities, [terri.daly@ucf.edu](mailto:terri.daly@ucf.edu))



Teresa Daly

Behavior Analysts have long sought to make meaningful differences for individuals with ASD through reduction of behavioral excesses, and increasing approximations of "normal" behavior. However, recent advances in our understanding of how the brains of individuals with ASD respond to stimuli, as well as reports from self-advocates raise ethical questions about the appropriateness of targeting some "autistic" behaviors. This paper will review brain research that may inform selection of target behavior, review related ethical standards, and consider the importance of behavior analysts reading the wider brain research literature when treating individuals with autism spectrum disorders.

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2:30 PM – 3:20 PM

PAPER

Track: AUT

Coquina A

1.0 CEU- BA

### #42 Working on Functional Communication Through the Usage of Visual Support and Signs.

CELISABEL CALDEVILLA (Changing Behavior, [c.caldevilla@changingb.com](mailto:c.caldevilla@changingb.com))



Celisabel Caldevilla

Functional communication skills are essential in the process of decreasing significant problem behaviors. Sometimes children and adults with special needs lack the skills to communicate essential wants and needs. In addition, they have difficulties following environmental cues, and instructions. These variables are analyzed in the process of functional assessment to determine specific skills to replace these problem behaviors. Functional assessment can determine specific antecedent conditions related to problem behavior showing how to provide enough support to get these behaviors under specific stimulus control. Participants will learn specific strategies derived from functional assessments. **This presentation will be in Spanish.**

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# Thursday Afternoon

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3:00 PM – 4:20 PM

SYMPOSIUM

Track: AUT

Coquina E

1.5 CEU – BA

## #43 FBA in School Settings: Innovative Function-Based Interventions for Children with Varying Diagnoses

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

DISCUSSANT: SHARON OLDER (*Adapt Behavioral Services*, [solder@adapt-fl.com](mailto:solder@adapt-fl.com))

FBA provides the basis for developing innovative interventions for children in a variety of school settings experiencing numerous behavior problems including: sucking on clothing, thumb sucking, head rubbing, off-task behavior and school refusal. Pediatric school psychology graduate students at ECU were completing practicum placements in a variety of settings such as a pre-school program for children with autism, a residential school for children who are medically fragile, and public elementary schools. These graduate students conducted FBAs and then developed function-based interventions. Some provided the interventions themselves while other consulted with teachers or staff to facilitate implementation of the interventions.



Jeannie Golden



Sharon Older

### a. Using Noncontingent Reinforcement to Increase On-Task Behavior in Three 2nd Grade Students

CAROLINE MULHARE (*East Carolina University*, [mulharec11@students.ecu.edu](mailto:mulharec11@students.ecu.edu)), Jeannie Golden (*East Carolina University*)



Caroline Mulhare

### c. A Functional Behavior Assessment of Repetitive Behaviors of a Child with Multiple Disabilities

BRITTANY GOSS (*East Carolina University*, [gossb12@students.ecu.edu](mailto:gossb12@students.ecu.edu)), Jeannie Golden (*East Carolina University*)



Brittany Goss

### b. FBA in School Settings: Innovative Function-Based Interventions for Children with Varying Diagnoses

JEANNIE GOLDEN (*East Carolina University*, [goldenj@ecu.edu](mailto:goldenj@ecu.edu)), Lauren Loudouis (*East Carolina University*)



Jeannie Golden

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# Want to Be Involved? Have a Voice?



Don't Miss the  
Annual FABBA Business Meeting  
Friday at the Conclusion of the Presidential Address

# Thursday Afternoon

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3:00 PM – 4:20 PM

SYMPOSIUM

Track: AUT

Coquina BC

1.5 CEU- BA

## #44 Never Give Up! Never Surrender! The Quest for Success or How Practitioners Make It Happen

CHAIR: **EMILY DICKENS** (*FSU Early Childhood Autism Program, [behaviorgirl@gmail.com](mailto:behaviorgirl@gmail.com)*)

DISCUSSANT: **VINCENT CARBONE** (*Carbone Clinic, [drvjc@aol.com](mailto:drvjc@aol.com)*)

This symposium will focus on three papers that highlight the difficulties in skill acquisition related to both communication and toileting. The first presentation will discuss prior ineffective communication procedures and detail current success with modified PECS and Sign Language programming across two children with ASD. The second presentation will review difficulties in teaching receptive skills and current successful strategies including selection based imitation and auditory discrimination.

The third presentation will evaluate a water prompting protocol that was implemented after numerous previous ineffective toilet training attempts. Overall, these presentations exemplify how practitioners never give up after 1, 2, or 11 barriers to success.



Emily Dickens



Vincent Carbone

### a. Utilizing Modified Sign Language and PECS to Teach Communication Skills

**DAKOTA JANUCHOWSKI** (*Florida State University Panama City, [dvj14@my.fsu.edu](mailto:dvj14@my.fsu.edu)*), Lauren Broadwell (*FSU Early Childhood Autism Program*), Aubrie Bauer (*Ability KC*), Andrea Rodgers (*FSU Early Childhood Autism Program*)



Dakota Januchowski

### c. Stepping Outside the Pull-Up: Water Prompting as a Toilet Training Procedure

**CHRISTIANA VEDDER-ABRAMS** (*Florida State University Panama City, [cvedderabrams@gmail.com](mailto:cvedderabrams@gmail.com)*)  
Lauren Broadwell (*FSU Early Childhood Autism Program*), Dakota Januchowski (*Florida State University Panama City*), Andrea Rodgers (*FSU Early Childhood Autism Program*)



Christiana Vedder-Abrams

### b. Difficulties Teaching PECS, Sign Language, and Receptive Skills as a Practitioner

**CLARA FOSTER** (*FSU Early Childhood Autism Program, [clara.foster.aba@gmail.com](mailto:clara.foster.aba@gmail.com)*), Mia Hobson (*FSU Early Childhood Autism Program*), Olivia Banks (*Wedgewood School Services*), Mariah Dodd (*FSU Early Childhood Autism Program*), Emily Dickens (*FSU Early Childhood Autism Program*)



Clara Foster

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# Thursday Afternoon

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3:00 PM – 4:20 PM

SYMPOSIUM

Track: AUT, DD

Coquina H

1.5 CEU- BA

## #45 The Use of Multiple Schedules in the Treatment of Problematic Behavior

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

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

This symposium contains 4 presentations and 1 discussant. Brandon Perez will discuss the use of multiple schedules on Proloquo2go, an app on the iPad. Eliana Pizarro will discuss the use of different arrangements within a multiple schedule and which facilitates faster discrimination. Ansley Hodges will discuss the use of multiple schedules to decrease toe walking in a child with autism spectrum disorder. Lastly, Claudia Campos will discuss the differences between static and dynamic signals in multiple schedule arrangements.



Kerri Peters



Andrew Samaha

### a. An Extension of Multiple Schedules to Proloquo2Go™ on the iPad

**BRANDON PEREZ** (*University of Florida, [perezb@ufl.edu](mailto:perezb@ufl.edu)*), Eliana Pizarro (*University of Florida*), Kerri Peters (*University of Florida*), Timothy Vollmer (*University of Florida*)



Brandon Perez

### b. A Further Evaluation of Multiple Schedules

**ELIANA PIZARRO** (*University of Florida, [epizarro@ufl.edu](mailto:epizarro@ufl.edu)*) Timothy Vollmer (*University of Florida*)



Eliana Pizarro

### c. The Use of a Multiple Schedule to Decrease Toe Walking in a Child with Autism

**ANSLEY HODGES** (*Florida Institute of Technology, [ahodges2013@my.fit.edu](mailto:ahodges2013@my.fit.edu)*), David Wilder (*Florida Institute of Technology*)



Ansley Hodges

### d. Comparing the Effects of Static and Dynamic Signals during Multiple Schedules

**CLAUDIA CAMPOS** (*University of South Florida, [claudia24@mail.usf.edu](mailto:claudia24@mail.usf.edu)*), Lori Kollin (*University of South Florida*), Sarah Bloom (*University of South Florida*)



Claudia Campos

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## Thursday Afternoon

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3:30 PM – 4:20 PM

PAPER

Track: AB

Coquina D

### #46 Recent Research in Animal Behavior

**KRISTEN MORRIS** (*Rollins College*, [kmorris@rollins.edu](mailto:kmorris@rollins.edu))

**HALEH AMANIEH** (*University of Florida*) and **SARAH SLOCUM** (*Rollins College*)

The current paper will include three recent experimental analyses in the area of animal research. The first study evaluated a reverse-reward contingency task with dogs. The second study included an analysis of the paired-stimulus preference assessment methodology with black vultures. Finally, the third study involved the assessment and treatment of the self-injurious feather plucking of a black vulture.



*Kristen Morris*



*Haleh Amanieh*



*Sarah Slocum*

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# Friday's Invited Speakers!

**Dr. Wayne Fisher**

9:00 AM *Coquina D*

**#65 Behavioral Inoculations to Prevent Relapse Following Treatment of Destructive Behavior with Functional Communication Training**



**Dr. Cathleen Piazza**

10:00 AM *Coquina D*

**#71 Food Selectivity Treatment in Children With Autism: Modified Sequential Oral Sensory Approach Compared to ABA**



# Thursday Afternoon

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3:30 PM – 4:20 PM      PAPER      *Track: DD*      *Coquina FG*      1.0 CEU- BA, MH, PSY

## #47 ABA in Multiple Settings Paper Session

CHAIR: **MAGGIE TERRY** (*Behavior Management Consultants, [mterry@bmcsoutheast.com](mailto:mterry@bmcsoutheast.com)*)

### Moving Beyond Perfection to Increase Independence with Children in Mainstream Settings

**MAGGIE TERRY** (*Behavior Management Consultants, [mterry@bmcsoutheast.com](mailto:mterry@bmcsoutheast.com)*) and  
**HEATHER GRIFFIN** (*Behavior Management Consultants*)

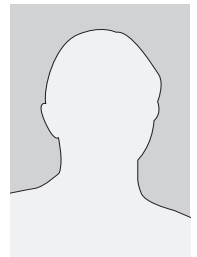
Often times we encounter individuals with who become prompt dependent and rely on others to encourage them to engage in skills already in their repertoire. Although these individuals may possess the necessary skills, they engage in ‘freezing’ or ‘getting stuck’ behaviors waiting on prompts to initiate engaging in a necessary skill. This ‘freezing’ behavior reduces the child’s ability to engage in the natural environment independently. This presentation focuses on using strategy mapping with several children to help them recognize when they are ‘frozen’ and most importantly how to select an appropriate strategy from a known repertoire to increase independence.



Maggie Terry



Heather Griffin



Laquita Spivey  
Montgomery

### Working with Families to Enhance the Quality of Supports in Home and Community Settings

**LAQUITA SPIVEY MONTGOMERY** (*Positive Behavior Supports, [lsmontgomery@lsmcorp.com](mailto:lsmontgomery@lsmcorp.com)*)

In the effort to provide evidence-based, family-centered supports in home and community settings, behavior analysts often encounter challenges in the delivery of services that may impact the effectiveness of interventions. Behavior analysts develop behavior plans with parents and train them with the expectation that parents are primarily responsible for implementing procedures. However, in some cases, families may be experiencing circumstances that affect treatment integrity and function as barriers to successful implementation. Although behavior analysts have little control in mitigating families’ circumstances, research shows that evidence-based, family-centered strategies may be used to improve treatment integrity and enhance the quality of supports.

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3:30 PM – 4:20 PM      PAPER      *Track: AUT*      *Coquina A*      1.0 CEU- BA, MH, PSY

## #48 Building Fundamental Teamwork Skills in Children with Autism at a Summer Social Skills Camp

**LAUREN GIANINO** (*Strategies for Social Success, [gianino.saralauren@gmail.com](mailto:gianino.saralauren@gmail.com)*), and  
**COLLEEN FITZPATRICK** (*Strategies for Social Success*)

This study employed a behavioral skills training model to teach interactive teamwork skills to five children with High Functioning Autism within a summer day camp. The camp included trained peer models, parent involvement, and individualized social skills objectives for each camper, which were embedded within the group curriculum. Data show rapid acquisition of skills for all five participants. Results of this study suggest that this model may serve as an effective means for teaching teamwork skills to children with High-Functioning Autism as a prerequisite for success in a mainstream summer camp among typically developing peers.



Lauren Gianino



Colleen Fitzpatrick

# Thursday Afternoon

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3:30 PM – 4:50 PM

MEETING

Track: CA

Flagler ABC

1.5 CEU- BA

## #49 Multicultural SIG Meeting

HAYDEE TORO (*Independent Consultant*, [haytoro@bellsouth.net](mailto:haytoro@bellsouth.net)) and

YULEMA CRUZ (*Global Behavior Consultants*, [Yulema-cruz@hotmail.com](mailto:Yulema-cruz@hotmail.com))

The Multicultural SIG is a forum where professionals of diverse backgrounds may share ideas, discuss issues, and work toward ethical solutions. During this meeting, updates will be provided concerning SIG efforts to disseminate the science of ABA, throughout the past year. This presentation will include interviews of prominent multicultural professionals, their contributions and recommendations for the multicultural behavior analyst, as well as examine the professionals' impact to the field. Lastly, a variety of professional practice resources in Spanish will be identified, while requesting participation from the audience to share current ABA activities taking place in other languages/countries/communities.



Haydee Toro



Yulema Cruz

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4:30 PM – 5:20 PM

PANEL

Track: PRO, PL

Coquina D

1.0 CEU-BA, PB

## #50 2017 Public Policy and Legislative Update

CHAIR: MARY RIORDAN (*Behavior Management Consultants*, [mmriordan@me.com](mailto:mmriordan@me.com))

Practicing Behavior Analysts should be aware of legislative and policy issues that support their profession and/or threaten their ability to practice (or get paid for their work). FABA's Legislative and Public Policy Committee will update members on their advocacy efforts for the past year and projected activities for the coming year. Participants will learn about prospects for licensure, Medicaid policy and the upcoming legislative session. Tips for promoting behavior analysis and educating legislators, families and the community at large on selecting qualified providers will be provided.



Mary Riordan

MARY RIORDAN (*Behavior Management Consultants*, [mmriordan@me.com](mailto:mmriordan@me.com))

YULEMA CRUZ (*Global Behavior Consultants, Inc.*, [yulema-cruz@hotmail.com](mailto:yulema-cruz@hotmail.com))

ERIC PRUTSMAN (*Prutsman & Associates, P.A.*, [eric@prutsmanlaw.com](mailto:eric@prutsmanlaw.com))

SHARON OLDER (*Adapt Behavioral Services*, [solder@adapt-fl.com](mailto:solder@adapt-fl.com))

MATT POTAK (*Roe and Associates IBS*, [behavioranalysis@gmail.com](mailto:behavioranalysis@gmail.com))



Yulema Cruz



Eric Prutsman



Sharon Older



Matt Potak

# Thursday Afternoon

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4:30 PM – 5:20 PM

SYMPOSIUM

Track: AUT

Coquina E

1.0 CEU- BA

## #51 Procedures to Maximize Efficiency of Teaching for Children with ASD

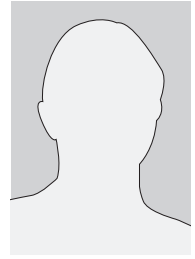
CHAIR: **JEANINE TANZ** (*Florida Institute of Technology, [JTanz@FLautism.com](mailto:JTanz@FLautism.com)*)

DISCUSSANT: **EVELYN SPRINKLE** (*Trumpet Behavioral Health, [esprinkle@tbh.com](mailto:esprinkle@tbh.com)*)

In this symposium, attendees will learn ways to increase efficiency of teaching procedures for children diagnosed with autism spectrum disorder. The first study compared two stimulus equivalence training structures to determine which was most effective at producing untaught relations with individuals with ASD. The second study compared stimulus presentation orders to determine which one resulted in acquisition with the least number of teaching trials. The final study examined the effects of video prompting without voice-over narration in isolation. Results of each study will be discussed along with implications for practice and future research.



Jeanine Tanz



Evelyn Sprinkle

### a. Evaluation of Stimulus Presentation Order on Rate of Acquisition

**KRISTIN ALBERT** (*Florida Institute of Technology, [kalbert2015@my.fit.edu](mailto:kalbert2015@my.fit.edu)*), Jeanine Tanz (*Florida Institute of Technology*), Ivy Chong (*The Scott Center for Autism Treatment*), Evelyn Sprinkle (*Trumpet Behavioral Health*)



Kristin Albert

### c. Effects of Video Prompting Without Voice-Over Narration Among Students with Autism Spectrum Disorder.

**TARA LOUGHREY** (*The Victory Center, [toughrey@thevictoryschool.org](mailto:toughrey@thevictoryschool.org)*)



Tara Loughrey

### b. Discrimination Training to Produce Emergent Relations of Pre-Algebraic Math Skills

**JEANINE TANZ** (*Florida Institute of Technology*), Ivy Chong (*The Scott Center for Autism Treatment*), Madeline Keevy (*Florida Institute of Technology*)



Jeanine Tanz

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# Thursday Afternoon

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4:30 PM – 5:20 PM

PAPER

Track: MH, TCP

Coquina BC

1.0 CEU- BA, MH, PSY

## #52 The King has Gone Mad! Behavior Analysts in a Biomedical World

CHRIS MCGINNIS (*Boys Town South Florida*, [chris.mcginnis@boystown.org](mailto:chris.mcginnis@boystown.org))

The king enjoyed his own water source in a kingdom in which everyone else drank from a poisoned well. Everyone went insane but collectively came to believe it was the king who went mad. Behavior analysts may have noticed the world revolves around the biomedical model that holds problem behavior reflects underlying disease states of the brain. We fortunately have enjoyed our own water supply yet we live among those who have sipped from the poisoned well. This presentation offers direction for behavior analysts interested in improving their effectiveness with consultation and collaboration while also working to detoxify the well.



Chris McGinnis

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4:30 PM – 5:20 PM

SYMPOSIUM

Track: ETH, PRO

Coquina FG

1.0 CEU- BA, ETH

## #53 ABA Crash Course: How to Establish an Ethical Training Program at an ABA Company

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

DISCUSSANT: ADAM VENTURA (*World Evolve*, [adamvent@gmail.com](mailto:adamvent@gmail.com))

Do no harm. One of the most fundamental items in the Professional and Ethical Compliance Code for Behavior Analysts. However, compliance with this code item may present challenges especially if you are not the individual directly implementing or supervising the procedures with clients and staff. Enter training programs, the development and maintenance of an ethical training department within an ABA company is paramount to the successful implementation of ethical ABA interventions. This talk will explore the establishment and maintenance of a training program and examine recruitment, trainers training, training curriculum development, and ongoing support at various ABA programs.



Adam Ventura

### a. Using Software To Create an Ethical ABA Training Program

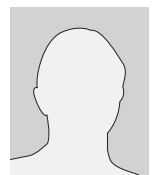
ADAM VENTURA (*World Evolve*, [adamvent@gmail.com](mailto:adamvent@gmail.com))



Adam Ventura

### c. Best Practices in Training Adults to Implement Behavior Analytic Services per BACB Standards

ALYSSA KAVNER (*Easterseals Southern California*, [alyssa.kavner@essc.org](mailto:alyssa.kavner@essc.org))



Alyssa Kavner

### b. Creating and Maintaining an Ethical Training Department.

YENDRI DIAZ (*weTrain*, [yendri@weTrain.co](mailto:yendri@weTrain.co))



Yendri Diaz

# Thursday Afternoon

---

4:30 PM – 5:20 PM

PAPER

Track: TCP

Coquina H

1.0 CEU- BA, MH, PSY

## #54 Theoretical and Conceptual Paper Session

CHAIR: SHANE SPIKER (*Positive Behavior Supports, Corp.*, [Shane.Spiker@hotmail.com](mailto:Shane.Spiker@hotmail.com))

### Who Cares?: Chronic Lack of Self-Care in Behavior Analytic Practice

SHANE SPIKER (*Positive Behavior Supports, Corp.*, [Shane.Spiker@hotmail.com](mailto:Shane.Spiker@hotmail.com))

Self-care is an ill-defined but commonly discussed ethical practice that focuses on the caregiver and their well-being. Originally a framework developed in the healthcare field, the concept of self-care has been adapted for fields of practice related to nursing, counseling, psychological practice, and even sports medicine. Furthermore, implications of chronic lack of self-care are evident, with a large body of literature highlighting vicarious traumatization, burnout, and caregiver fatigue among other concerns. But self-care seems to be missing in behavior analysis. So we ask; who cares? And why should we care?



Shane Spiker

### How Neuroscience and Behavior Science Interpret Illusions and Perception

J. AARON BEVACQUA (*The Human Institute*, [bevacqua7@gmail.com](mailto:bevacqua7@gmail.com))

“Illusions are defined by the dissociation between the physical reality and our subjective perception of an object or event” (Martinez-Conde & Macknik, 2016). That is: responses are different despite similar stimuli, or responses are the same despite contrasting stimuli. Following the line of Skinner's critiques of neuroscience (Zilio, 2016) and current discussions on common psychological terms (Schlinger, 2013), how have illusions informed neuroscience research, how useful is this information in an analysis of behavior, and what does a science of behavior offer this line of research and applications (especially as related to aviators and crashes)?



J. Aaron Bevacqua

---

4:30 PM – 5:20 PM

PAPER

Track: CA

Coquina A

1.0 CEU- BA, MH, PSY

## #55 Agency-Wide Application of Positive Behavioral Interventions and Supports for High Risk Youth In Residential Care

ROCKY HAYNES (*University of South Florida*, [rdhaynes@usf.edu](mailto:rdhaynes@usf.edu))

KIMBERLY CROSLAND (*University of South Florida*)

In the U.S. approximately 14% of the 57k youth in the child welfare system reside in residential care. These systems have a long history of utilizing punishment-based, coercive techniques for managing problem behavior. Although these methods are thought to be further traumatizing for youth who have been traumatized throughout their lives, the punishment-based techniques are ubiquitous throughout residential care. This study evaluated the feasibility of adopting the School-Wide Positive Behavioral Interventions and Supports (PBIS) model to residential care for youth involved within the Florida child welfare system. Results of implementation, outcome data, lessons learned, and future directions will be discussed.



Rocky Haynes



Kimberly Crosland

# Thursday Evening

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5:30 – 6:30 PM

SPECIAL EVENT/SOCIAL

Grand Ballroom

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

CHAIR: COREY L. ROBERTSON, *FABA President*

Come mingle and network with Florida's finest Behavior Analysts while enjoying Poster BINGO, Book Signings by Invited Speakers, and of course, snacks and refreshments!

**01. Generalized Reinforcement Effects on Manding:  
A Replication**

CHRISTINA GRECO (*Rollins College,*  
[cgreco@rollins.edu](mailto:cgreco@rollins.edu))

**02. Effects of Initial versus Frequent Preference**

**Assessments on Skill Acquisition**

STEPHANIA PATIN-BARATZ (*Florida Institute of  
Technology,* [spatin2013@my.fit.edu](mailto:spatin2013@my.fit.edu))

**03. Using the Prevent-Teach-Reinforce Process to  
Decrease Out of Seat and Out of Area Behavior**

CAROLINA LUQUE (*University of South Florida,*  
[cluque@mail.usf.edu](mailto:cluque@mail.usf.edu))

**04. Using negative reinforcement to improve  
performance of women's college lacrosse players**

JESSE DEPAOLO (*Florida Institute of Technology,*  
[jdepaolo2016@my.fit.edu](mailto:jdepaolo2016@my.fit.edu))

**05. Training Direct Care Staff in an Applied Setting**

RENE LEON (*Central Florida Communities,*  
[rleon4000@gmail.com](mailto:rleon4000@gmail.com))

**06. Skill Acquisition by Age and Time of  
Intervention**

BRITTANY PIGG (*University of North Florida,*  
[n01295340@ospreys.unf.edu](mailto:n01295340@ospreys.unf.edu))

**07. Lunchroom Showdown: Use of an  
Interdependent Group Contingency to Decrease  
Disruptive Behavior**

MICHAEL MAROTTA (*University of South Florida,*  
[mmarotta2@mail.usf.edu](mailto:mmarotta2@mail.usf.edu))

**08. Water Prompting as a Form of Toilet Training**

DAKOTA JANUCHOWSKI (*Florida State University  
Panama City,* [dvj14@my.fsu.edu](mailto:dvj14@my.fsu.edu))

**09. A Functional Analysis of Prompt Level on  
Tantrum Behavior**

GRANT INGRAM (*Interventions Unlimited,*  
[grant.ingramWTCDC@gmail.com](mailto:grant.ingramWTCDC@gmail.com))

**10. Effects of Noncontingent Reinforcement to Treat  
Food Selectivity and Associated Destructive  
Behavior**

JEANNE LUIS (*Florida Institute of Technology,*  
[jluis2011@my.fit.edu](mailto:jluis2011@my.fit.edu))

**11. Assessing Impulsive Choice in Young Children:  
Marshmallow Test or Delay Discounting Task?**

JULYSE MIGAN-GANDONOU (*The Chicago School  
for Professional Psychology,*  
[jmigangandonou@ego.thechicagoschool.edu](mailto:jmigangandonou@ego.thechicagoschool.edu))

**12. Using Shaping and Positive Reinforcement to  
Increase Food Acceptance in Children with  
Autism Spectrum Disorders**

KIMBERLY BROWN (*University of Rochester,*  
[kimberly\\_brown@urmc.rochester.edu](mailto:kimberly_brown@urmc.rochester.edu))

**13. Multiple-Schedule for Rapidly Thinning  
Noncontingent Reinforcement**

RONALD CLARK (*The Scott Center for Autism  
Treatment,* [clarkr2016@my.fit.edu](mailto:clarkr2016@my.fit.edu))

**14. Increasing Parent Child Interactions using an  
Adapted Therapeutic Play Protocol**

EMILY CROCHET (*The Scott Center for Autism  
Treatment,* [ecrochet2014@my.fit.edu](mailto:ecrochet2014@my.fit.edu))

**15. Comparative Evaluation of DTT, NET, and Small  
Group Instruction for Children with ASD**

REBECCA FIRE (*The Scott Center for Autism  
Treatment,* [rfire2015@my.fit.edu](mailto:rfire2015@my.fit.edu))

**16. Increasing Employee-Guest Interactions using  
Task Clarification and Graphical Display at a  
Zoological Facility**

CASIE VERGASON (*Florida Institute of Technology,*  
[cvergason2014@my.fit.edu](mailto:cvergason2014@my.fit.edu))

**17. Effects of Reinforcer Magnitude and Ratio Size  
on Choice Behavior**

NONA MELVIN (*Quest Kids,* [nmelvin@questinc.org](mailto:nmelvin@questinc.org))



## Thursday Evening

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5:30 – 6:30 PM

SPECIAL EVENT/SOCIAL

Grand Ballroom

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

CHAIR: COREY ROBERTSON, *FABA President*

**18. The Effects of Discrete Trial Training on the Acquisition of Aquatic Skills**

LINDSEY WRIGHT (*Quest Kids*,  
[lwright@questinc.org](mailto:lwright@questinc.org))

**19. The Effect of Response Interruption and Redirection on Repetitive Verbalizations**

LINDSEY WRIGHT (*Quest Kids*,  
[lwright@questinc.org](mailto:lwright@questinc.org))

**20. Effects of Varied Versus Single Reinforcer Presentation**

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

**21. Assessment of Various Fidgets to Increase Academic Performance in Children**

J TURNER BRAREN (*Florida Children's Institute*,  
[bbraren@floridachildrensinsitute.com](mailto:bbraren@floridachildrensinsitute.com))

**22. On the menu: Effects of point-of-purchase antecedents on healthier food choices**

JEANINE STRATTON (*Furman University*,  
[jeanine.stratton@furman.edu](mailto:jeanine.stratton@furman.edu))

**23. Towards a More Functional Analysis of Prompt Maintained Behavior**

LOGAN MCDOWELL (*Florida International University*, [lsmcdowe@fiu.edu](mailto:lsmcdowe@fiu.edu))

**24. Stim City: Creating a Designated Area for Stereotypy**

JENNIFER DAWN VERGARA (*Behavioral Consulting of Tampa Bay*, [jenndvergara@gmail.com](mailto:jenndvergara@gmail.com))

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## *Charity Dining Night at Sloppy Joe's Daytona Beach to Benefit the*



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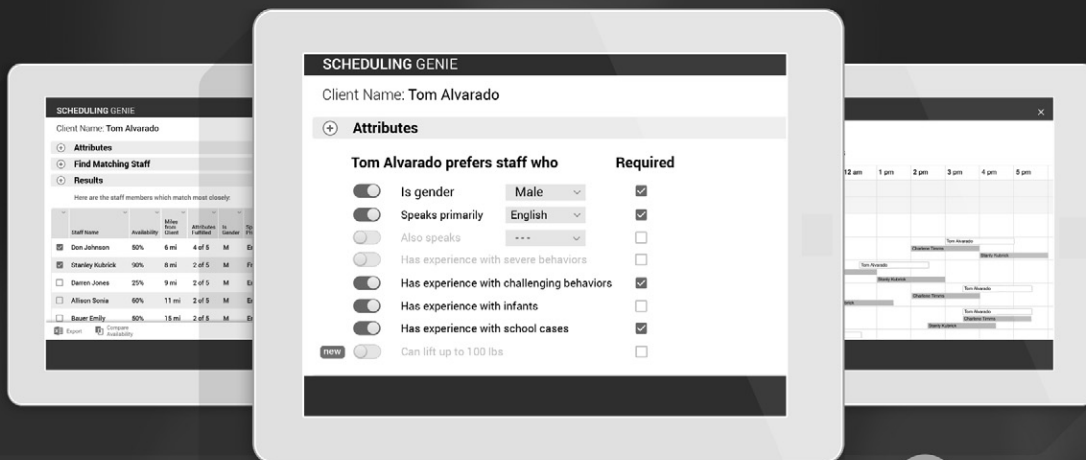
# Past Presidents

Sharon Older ..... 2015-16  
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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# Friday Morning

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8:00 am

Morning Coffee  
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7:00 AM – 7:50 AM

SPECIAL EVENT

Oceanview

## #57 Past Presidents Breakfast

CHAIR: SHARON OLDER (*Adapt Behavioral Services*, [solder@adapt-fl.com](mailto:solder@adapt-fl.com))

The annual catered breakfast and meeting for the current Past President and all past presidents of the association to discuss ongoing issues and reconnect with leaders of FABA past.

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8:00 AM – 8:50 AM

PANEL

Track: AUT, BP

Coquina D

1.0 CEU-BA

## #58 Top 5 Considerations from a Clinical and Legal Perspective When Providing Medically Necessary ABA Services

CHAIR: EMILY DICKENS (*FSU Early Childhood Autism Program*, [behaviorgirl@gmail.com](mailto:behaviorgirl@gmail.com))

Dan Unumb, Autism Legal Resource Center and Tim Courtney, COO LittleStar ABA Therapy, will summarize the top 5 considerations from a legal and clinical perspective when navigating the medical necessity review process. Topics to include will cover areas related to the use of diagnosis, mental health parity, and educational vs medical necessity. This panel is a unique opportunity to not only hear the perspective of a clinical and legal expert in the area of treatment planning, medical necessity determinations, and handling the appeal process, but to also ask questions and discuss pertinent issue for practitioners today. Guided discussion and the information provided will give BCBAs key information for creating medically necessary documents that have strong legal support.



Emily Dickens

TIM COURTNEY (*LittleStar ABA Therapy*, [timc@littlestarcenter.org](mailto:timc@littlestarcenter.org))

DAN UNUMB (*Legal Resource Center*, [familyservices@autismspeaks.org](mailto:familyservices@autismspeaks.org))



Tim Courtney



Dan Unumb

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## Pick up Your FABA Gear

### Visit the FABA Store in Ponce DeLeon



# Friday Morning

8:00 AM – 8:50 AM

PAPER

Track: OBM/PM, SUP

Coquina E

1.0 CEU-BA, SUP, MH, PSY

## #59 Holding Effective Supervision Meetings

SHANNON BIAGI (*ABA Technologies, Inc*, [shannon@abatechnologies.com](mailto:shannon@abatechnologies.com)) and  
MANUEL RODRIGUEZ (*ABA Technologies, Inc*)

This presentation applies the science of organizational behavior management (OBM) to determine the functions of the BACB supervision meeting and discuss strategies and techniques to ensure that supervision meetings are as effective and efficient as possible. Tools and templates will be provided to help participants create agendas for supervision meetings and to evaluate the meeting chairperson behaviors participants may (or may not) be engaging in. Three empirical studies concerning meetings are summarized and explored in relation to the functions and strategies outlined in the course.



Shannon Biagi



Manuel Rodriguez

8:00 AM – 9:20 AM

SYMPOSIUM

Track: AUT, TCP

Coquina BC

1.5 CEU-BA

## #60 Translational Behavioral Research: Insights from Basic Science on Conditioned Reinforcement

CHAIR: ANDREW SAMAHA (*University of South Florida*,  
[andrewsamaha@usf.edu](mailto:andrewsamaha@usf.edu))

DISCUSSANT: CLARE LIDDON ([clare.liddon@unf.edu](mailto:clare.liddon@unf.edu))

Translational research seeks to bridge the basic and applied areas of behavior analysis, by utilizing frameworks and methods from the basic literature to evaluate questions of applied nature. In turn, clinical questions suggest relevant areas of future basic research. This bidirectional approach allows systematic and thorough assessment of underlying processes governing clinically relevant problems. This translational symposium will include talks on the study of conditioned reinforcement.



Andrew Samaha



Clare Liddon

### a. Discriminative vs. Reinforcing Effects of Praise in Children with ASD

COURTNEY HANNULA (*The Scott Center for Autism Treatment*,  
[channula2016@my.fit.edu](mailto:channula2016@my.fit.edu)), Samuel Shvarts (*Florida Institute of Technology*), Corina Jimenez-Gomez (*The Scott Center for Autism Treatment, Florida Institute of Technology*), Christopher Podlesnik (*Florida Institute of Technology*), Cassie Vergason (*Florida Institute of Technology*), Shana Fentress (*The Scott Center for Autism Treatment*)



Courtney Hannula

### b. Comparison of Response-Stimulus Conditioning and Observational Conditioning in Young Children

CYNTHIA LIVINGSTON (*University of South Florida*, [clivingston@mail.usf.edu](mailto:clivingston@mail.usf.edu)), Andrew Samaha (*University of South Florida*), Lindsey Slattery (*University of South Florida*), Spencer Gauert (*University of South Florida*)



Cynthia Livingston

### c. Behavioral Sensitivity to Primary, Conditioned, and Generalized Conditioned Reinforcement

NATHALIE FERNANDEZ (*University of Florida*, [nath363@ufl.edu](mailto:nath363@ufl.edu)), Yanerys Leon (*Florida Institute of Technology*), Elizabeth Schieber (*University of Florida*)



Nathalie Fernandez

# Friday Morning

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8:00 AM – 9:20 AM

SYMPOSIUM

Track: DD

Coquina FG

1.5 CEU-BA

## #61 Considerations in Stimulus Preference and Reinforcer Assessment

CHAIR: **YANERYS LEON** (*Florida Institute of Technology, [yleon@fit.edu](mailto:yleon@fit.edu)*)

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

In this symposium, three studies will be presented on stimulus preference and reinforcer assessment. The first study is a comparison of across-session and within-session increases in unit price as a method of determining reinforcer efficacy. The second and third studies examine the effects of delays on preference.



Yanerys Leon



Anibal Gutierrez

### a. Some Effects of DTR on High-Tech Selections in Individuals with ASD or ADHD

**KARIE JOHN** (*University of South Florida, [lilbirdsmama@yahoo.com](mailto:lilbirdsmama@yahoo.com)*), Andrew Samaha (*University of South Florida*), Sarah Bloom (*University of South Florida*)



Karie John

### c. Evaluating Reinforcer Demand: A Comparison of Across-Session and Within-Session Increases in Unit Price

**YANERYS LEON** (*Florida Institute of Technology, [yleon@fit.edu](mailto:yleon@fit.edu)*), David Wilder (*Florida Institute of Technology*), Valdeep Saini (*Upstate Medical University*)



Yanerys Leon

### b. Identifying Children's Preference in Toys and Encouraging Low-Tech Toy Use with Reinforcement Delays

**SOFIA BONILLA** (*University of South Florida, [sbonilla1@mail.usf.edu](mailto:sbonilla1@mail.usf.edu)*)



Sofia Bonilla

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# Platinum FABBA Sponsor



# Friday Morning

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8:00 AM – 9:20 AM      SYMPOSIUM      *Track: CA*      *Coquina H*      1.5 CEU-BA

## #62 Activity Abating Behaviors: FBA to the Rescue

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

DISCUSSANT: RAYMOND MILTENBERGER (*University of South Florida, [miltenbe@usf.edu](mailto:miltenbe@usf.edu)*)

Traditional physical activity promotion interventions are largely ineffective and further contribute to sedentary lifestyles and obesity. FBA can be applied to target behaviors of new and current exercisers to assist individuals in overcoming exercise obstacles. Each case includes a functional assessment applied to an intervention to promote positive exercise behaviors. FBA was used to determine the function of exercise cessation in a sedentary adolescent male and a group of 14 adolescents with obesity. FBA is also applied to sport and exercise training. Function-based interventions decreased the frequency of activity abating target behaviors and increased positive exercise behaviors.



*Jeannie Golden*



*Raymond Miltenberger*

### a. Functional Assessment and Treatment of Exercise Cessation in an Adolescent with Obesity

JEANNIE GOLDEN (*East Carolina University, [goldenj@ecu.edu](mailto:goldenj@ecu.edu)*)



*Jeannie Golden*

### c. Motivating People with Negative Exercise Behaviors to Exercise in Sport and Training

BRUCE PATE (*East Carolina University, [pateg12@students.ecu.edu](mailto:pateg12@students.ecu.edu)*), Kelli Minton (*East Carolina University*), Jeannie Golden (*East Carolina University*)



*Bruce Pate*

### b. Utilizing Group Contingencies in Group Exercise Settings to Promote Positive Exercise Behaviors

KELLI MINTON (*East Carolina University, [mintonk11@students.ecu.edu](mailto:mintonk11@students.ecu.edu)*)



*Kelli Minton*

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# Friday Morning

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8:00 AM – 9:20 AM      SYMPOSIUM      *Track: AUT*      *Coquina A*      1.5 CEU-BA

## #63 An Evaluation of the Model 'Students with Autism Accessing General Education (SAAGE)'

CHAIR: **ELIZABETH CASSELL** (*University of South Florida, [cassell1@mail.usf.edu](mailto:cassell1@mail.usf.edu)*)

DISCUSSANT: **ELIZABETH CASSELL** (*University of South Florida*)

Modular interventions may bridge the research-practice gap by matching students' needs with customized, evidence-based interventions. Students with Autism Accessing General Education (SAAGE) is one such intervention. The model consists of a framework for establishing school-based teams around individual students, selecting appropriate intervention models, and the provision of active coaching throughout implementation. This symposium will present the SAAGE model, focus group data on stakeholders' perceptions of the coaching model, and case studies on coaching to demonstrate the utility of the model within school systems. Future lines of research will also be discussed.



Elizabeth Cassell

### a. An Introduction to the model 'Students with Autism Accessing General Education (SAAGE)'

**ROSE IOVANNONE** (*University of South Florida, [iovannone@usf.edu](mailto:iovannone@usf.edu)*)



Rose Iovannone

### c. Using SAAGE Collaborative Coaching with Two Case Studies

**KRYSTAL FONTECHIA** (*University of South Florida, [kmcfee@usf.edu](mailto:kmcfee@usf.edu)*), **Rocky Haynes** (*University of South Florida*)



Krystal Fontechia

### b. Utilizing Stakeholder's Perceptions to Develop and Implement a Modular Approach for Supporting Students with Autism

**ROCKY HAYNES** (*University of South Florida, [rdhaynes@usf.edu](mailto:rdhaynes@usf.edu)*), **Krystal Fontechia** (*University of South Florida*), **Rose Iovannone** (*University of South Florida*)



Rocky Haynes

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8:00 AM – 9:20 AM      MEETING      *Track: OBM/PM*      *Flagler ABC*      1.5 CEU- BA, ETH

## #64 BHCOE Accreditation: Introduction and Application

**SARA GERSHFELD LITVAK** (*Behavioral Health Center of Excellence, [sara@bhcoe.org](mailto:sara@bhcoe.org)*)

This meeting will cover important components of the Behavioral Health Center of Excellence (BHCOE) Accreditation, including information on how to achieve accreditation, eligibility requirements, approved provider structures, evaluation process, and applying for evaluation. The presentation will also offer information regarding the BHCOE's growth, development, and future directions. This meeting is intended for business owners or Clinical Directors who want basic information on the BHCOE Accreditation process, are planning to become accredited, or are current BHCOE Accredited Organizations who would like an update on the BHCOE Activities.



Sara Gershfeld Litvak



## INVITED SPEAKER

9:00 AM – 9:50 AM    INVITED    *Track:* AUT, BP    *Coquina D*    1.0 CEU-BA, MH, PSY

### #65 Behavioral Inoculations to Prevent Relapse Following Treatment of Destructive Behavior with Functional Communication Training

WAYNE FISHER (*University of Nebraska Medical Center, [wfisher@unmc.edu](mailto:wfisher@unmc.edu)*)

INTRODUCED BY: JON BAILEY

The most important advancement in the treatment of destructive behavior has been the development of functional analysis (FA), which is used to prescribe effective treatments, such as functional communication training (FCT). With FCT, the consequence that historically reinforced destructive behavior is delivered contingent on an appropriate communication response and problem behavior is correlated with extinction. Although this approach can be highly effective, many pitfalls and practical challenges arise when this treatment is implemented by caregivers in natural community settings. In this presentation, we will present data and describe a line of research routed in behavioral momentum theory aimed at increasing the effectiveness, efficiency, and practicality of FCT for individuals with ASD who display destructive behavior in typical community settings. Specifically, I will focus on: (a) recent research on establishing-operation manipulations that can be used to prevent extinction bursts when treatment is initiated; (b) stimulus-control procedures that can be used to promote the rapid transfer of treatment effects to novel therapists, contexts, and caregivers without reemergence of destructive behavior; and (c) stimulus- and consequence-control procedures that can be used as “behavioral inoculation” to prevent resurgence of problem when caregivers do not implement treatment procedures with pristine procedural integrity.



Wayne Fisher

#### Author Bio:

Dr. Fisher directs the Center for Autism Spectrum Disorders and is the H.B. Munroe Professor of Behavioral Research at the University of Nebraska Medical Center. Fisher’s research focuses on preference, choice, and the assessment and treatment of autism and severe behavior disorders. He has published over 175 peer-reviewed papers in prestigious journals, including: the Journal of Applied Behavior Analysis; the Journal of the Experimental Analysis of Behavior; Pediatrics; and the Lancet. Fisher has received over \$13 million dollars in research grant support. He is a past editor of the Journal of Applied Behavior Analysis and has received numerous awards.

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## Platinum FABA Sponsors:



## Friday Morning

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9:00 AM – 9:50 AM

PANEL

Track: DD

Coquina E

1.0 CEU-BA

### #66 New Florida Medicaid Behavior Analysis (BA) Program Overview

CHAIR: ELLEN LIVINGSTON (*Beacon Health Options*, [ellen.livingston@beaconhealthoptions.com](mailto:ellen.livingston@beaconhealthoptions.com))

Members of the Beacon Health Options BA UM Program staff will serve on a panel to discuss the new BA benefit through Florida Medicaid. This panel will serve as Question & Answer opportunity for the community and provider network. Some topics will include many frequently asked questions areas related to: enrollment claims and billing clinical requests for authorizations trends in submitted behavior plans transition into services provider training and education opportunities for the provider network expectations and requirements of working within a Managed Care system.



Ellen Livingston

JAMES CRAIG (*Beacon Health Options*, [james.craig@beaconhealthoptions.com](mailto:james.craig@beaconhealthoptions.com))

MANNY GONZALEZ-ABREU (*Beacon Health Options*,  
[Manny.GonzalezAbreu@beaconhealthoptions.com](mailto:Manny.GonzalezAbreu@beaconhealthoptions.com))

LAUREN SCHELLER DEBLASIO (*Beacon Health Options*,  
[lauren.deblasio@beaconhealthoptions.com](mailto:lauren.deblasio@beaconhealthoptions.com))

MICHAEL BENVENUTO (*Beacon Health Options*,  
[michael.benvenuto@beaconhealthoptions.com](mailto:michael.benvenuto@beaconhealthoptions.com))



James Craig



Manny  
Gonzalez-Abreu



Lauren Scheller  
Deblasio



Michael  
Benvenuto

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# Ignites At Night

Friday at 8:00 pm in  
GRAND BALLROOM  
(*South Tower*)



# Friday Morning

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9:30 AM – 10:50 AM

SYMPOSIUM

Track: AUT, TCP

Coquina BC

1.5 CEU-BA

## #67 Translational Behavioral Research: Insights from Basic Science on Relapse

CHAIR: **CORINA JIMENEZ-GOMEZ** (*The Scott Center for Autism Treatment, Florida Institute of Technology, [cjimenez@fit.edu](mailto:cjimenez@fit.edu)*)

DISCUSSANT: **ISER DELEON** (*University of Florida, [deleon@ufl.edu](mailto:deleon@ufl.edu)*)

This is the second in the translational series of symposia. Translational research seeks to bridge the basic and applied areas of behavior analysis, by utilizing frameworks and methods from the basic literature to evaluate questions of applied nature. Studies presented in this translational symposium evaluate various models of treatment relapse, specifically resurgence and context renewal, and discuss links to clinical relevance.



Corina Jimenez-Gomez



Iser Deleon

### a. Comparing ABA and ABB Resurgence in Children with ASD

**STEPHANIE WATHEN** (*The Scott Center for Autism Treatment, [stephaniewathen@gmail.com](mailto:stephaniewathen@gmail.com)*), Karli Silverman (*The Scott Center for Autism Treatment*), Toshikazu Kuroda (*Aichi Bunkyo University*), Christopher Podlesnik (*Florida Institute of Technology*), Corina Jimenez-Gomez (*The Scott Center for Autism Treatment, Florida Institute of Technology*)



Stephanie Wathen

### c. Assessing the Combined Effects of Resurgence and Reinstatement

**KELSEY PURCELL** (*Florida Institute of Technology, [kpurcell2015@my.fit.edu](mailto:kpurcell2015@my.fit.edu)*), Ashley Ligget (*Florida Institute of Technology*), Regina Nastri (*The Scott Center for Autism Treatment*), Christopher Podlesnik (*Florida Institute of Technology*)



Kelsey Purcell

### b. A Laboratory Study of Renewal while Maintaining DRA Treatment

**MELINDA GALBATO** (*The Scott Center for Autism Treatment, [mgalbato2015@my.fit.edu](mailto:mgalbato2015@my.fit.edu)*), Madeline Keevy (*Florida Institute of Technology*), Christopher Podlesnik (*Florida Institute of Technology*), Stephanie Wathen (*The Scott Center for Autism Treatment*)



Melinda Galbato

### d. Effects of Richer and Leaner Treatment Contexts on Renewal

**SANDHYA RAJAGOPAL** (*Florida Institute of Technology, [srajagopal2015@my.fit.edu](mailto:srajagopal2015@my.fit.edu)*), Nicholas Matey (*Florida Institute of Technology*), Rebecca Fire (*The Scott Center for Autism Treatment*), Christopher Podlesnik (*Florida Institute of Technology*)



Sandhya Rajagopal

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# Friday Morning

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9:30 AM – 10:50 AM

SYMPOSIUM

Track: OBM/PM, SUP

Coquina FG

1.5 CEU-BA, SUP

## #68 Research on Organizational Behavior Management in Human Service Settings

CHAIR: **ANSLEY HODGES** (*Florida Institute of Technology*, [ahodges2013@my.fit.edu](mailto:ahodges2013@my.fit.edu))

DISCUSSANT: **LINDA LEBLANC** (*LeBlanc Behavioral Consulting*, [lleblanc@tbh.com](mailto:lleblanc@tbh.com))

The need for Organizational Behavior Management (OBM) applications in human service settings has become more and more apparent. This first paper in this symposium will highlight research that demonstrates the need for clinical behavior analysts to obtain training in OBM. The second paper will present a quantitative literature review of research on OBM in human service settings, and discussing strengths and opportunities, including the need to conduct more pre-intervention assessments before implementing OBM interventions. The last paper will introduce the PDC-HS, an OBM pre-intervention tool, and will present data on the validation of that tool.



Ansley Hodges



Linda Leblanc

### a. Literature Review: The Use of OBM Interventions to Improve Staff Performance in Human Service Settings

**JAMIE VILLACORTA** (*Florida Institute of Technology*, [jvillacorta2015@my.fit.edu](mailto:jvillacorta2015@my.fit.edu)), Nicole Gravina (*Florida Institute of Technology*), Kristin Albert (*Florida Institute of Technology*), Scott Curry (*Florida Institute of Technology*)



Jamie Villacorta

### c. Assessment of Inter-Rater and Test-Retest Reliability of the Performance Diagnostic Checklist - Human Services

**ANSLEY HODGES** (*Florida Institute of Technology*, [ahodges2013@my.fit.edu](mailto:ahodges2013@my.fit.edu)), David Wilder (*Florida Institute of Technology*), Joshua Lipschultz (*Florida Institute of Technology*), Hallie Ertel (*Florida Institute of Technology*)



Ansley Hodges

### b. OBM in Human Service Settings: A Survey of Clinical Behavior Analysts

**KRISTIN ALBERT** (*Florida Institute of Technology*, [kalbert2015@my.fit.edu](mailto:kalbert2015@my.fit.edu)), Nicole Gravina (*Florida Institute of Technology*), Daniel Sundberg (*ABA Technologies*), Scott Curry (*Florida Institute of Technology*)



Kristin Albert

## Friday Morning

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9:30 AM – 10:50 AM      SYMPOSIUM      Track: AUT, DD      Coquina H      1.5 CEU-BA

### #69 Reaching the Unreachable: Establishing Histories that Promote Learning to Learn

CHAIR: **STEVEN WARD** (*Whole Child Consulting, LLC*, [steveandterry35@yahoo.com](mailto:steveandterry35@yahoo.com))

DISCUSSANT: **BAKER WRIGHT** ([bwright@bmcsoutheast.com](mailto:bwright@bmcsoutheast.com))

Teachers can struggle to get started with very inexperienced or resistant learners. In these cases, much time can be spent dealing with problem behaviors or inefficiently "teaching" students who are not responding well. The presenters in this symposium will describe analyses, target behaviors, and instructional strategies that can help earn quality participation from these challenging students in a manner that tends to result in future increases in instructional efficiency.



Steven Ward



Baker Wright

#### a. Hey look at me! Establishing Rapport and Building Reinforcers

**MEGAN MILLER** (*Navigation Behavioral Consulting*, [mmillernbc@gmail.com](mailto:mmillernbc@gmail.com))



Megan Miller

#### c. Who's in Control Here: Arranging the Environment to Set Up a Challenging Learner for Success

**KARI WOZNICK** (*Focus on Behavior, Inc.*, [kwoznick@focusonbehavior.com](mailto:kwoznick@focusonbehavior.com)),  
Malayna Martin (*Focus on Behavior, Inc.*),  
Katherine Mock (*Focus on Behavior, Inc.*)



Kari Woznick

#### b. Advanced Considerations Using the 7 Steps to Earning Instructional Control

**ROBERT SCHRAMM** (*Knospe-ABA GmbH, Germany*, [robert@knospe-aba.com](mailto:robert@knospe-aba.com))



Robert Schramm

#### d. Using Dimensions Grids to Reach Unreachable Students

**STEVEN WARD** (*Whole Child Consulting, LLC*, [steveandterry35@yahoo.com](mailto:steveandterry35@yahoo.com))



Steven Ward

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# Don't Miss the Presidential Address and General Session!

## FABA President Corey L. Robertson

### How Did I Get Here? (And Why Should You Care)?

Grand Ballroom (South Tower) 11:00 AM



# Friday Morning

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9:30 AM – 10:50 AM

PAPER

Track: CA

Coquina A

1.5 CEU-BA, MH, PSY

## #70 Verbal Behavior Paper Session—Mands, Peak, and Joint Control

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

### Developing a Manding Repertoire: Establishing Stimulus Control over Echoic Behaviour to Teach the Mand.

CHARLENE GERVAIS (*Portia International*, [cgervais@portialearning.com](mailto:cgervais@portialearning.com)),  
Margherita Curcio (*Portia International*)

Many children with autism do not have an established echoic repertoire. Imitating vocalizations is an important skill for learning to vocally mand. Pairing procedures have been shown to increase vocalizations in some limited research studies, however, there is no evidence to suggest that pairing words with reinforcement reliably establishes echoic behavior. This study examined the use of two procedures to establish echoic behavior and eventually establish a manding repertoire in a young boy with autism. Both procedures used direct reinforcement for echoic behavior, however, the second procedure included the use of visual cues and edible reinforcement.



Jason Lewis



Charlene Gervais



Kavita Ramsahai

### Adding to the Evidence Base of PEAK-ABA

KAVITA RAMSAHAI (*JKP Analysts*, [kavita@jkpanalysts.com](mailto:kavita@jkpanalysts.com))

Behavior analysis approach to teach language and cognition that, although nascent, has already accrued more empirical support of available behavior-analytic assessments. Many third-party funders of behavior analytic services now require standardized assessments such as the Vineland-3 and the PDDBI. The current study examined correlations between PEAK scores, the Vineland-3, and the PDDBI. Strong correlations between PEAK and the other two standardized assessments will yield validity to the use of PEAK not only as a measure of the repertoire, but as valuable to third party funders.

### Joint Control: Recent Experimental Results and Future Considerations

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

Joint control is a conceptually systematic analysis of verbal behavior that may explain how humans acquire complex verbal operants. Researchers have utilized experimental paradigms that appear to provide a parsimonious explanation of the generative processes that occur in stimulus equivalence procedures. The current paper analyzes the joint control literature and provides data from an experiment to replicate the findings from previous joint control sequencing experiments. Research suggestions are also offered to promote further critical analysis of the effectiveness of joint control procedures for complex verbal behavior.



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## INVITED SPEAKER

10:00 AM – 10:50 AM INVITED Track: AUT, TCP Coquina D 1.0 CEU-BA, MH, PSY

### #71 Food Selectivity Treatment in Children With Autism: Modified Sequential Oral Sensory Approach Compared to ABA

CATHLEEN PIAZZA (*University of Nebraska Medical Center's Munroe-Meyer Institute, [cpiazza@unmc.edu](mailto:cpiazza@unmc.edu)*)

INTRODUCED BY: JON BAILEY

Treatments of pediatric feeding disorders based on applied behavior analysis (ABA) have the most empirical support (Volkert & Piazza, 2012); however, professionals often recommend and caregivers often use treatments that lack empirical support. In the current investigation, we conducted a randomized clinical trial comparing a Modified Sequential Oral Sensory approach (M-SOS) to an ABA approach to treat the food selectivity of 6 children with autism. Acceptance of target foods increased for children who received ABA, but not for children who received M-SOS. Acceptance of target foods increased when we implemented ABA with the children for whom M-SOS was not effective.



Cathleen Piazza

#### Author Bio:

Cathleen is a Professor of Pediatrics and Director of the Pediatric Feeding Disorders Program at the University of Nebraska Medical Center in Omaha and former director of similar programs at the Marcus Institute in Atlanta and at the Johns Hopkins University School of Medicine in Baltimore. Dr. Piazza's research on pediatric feeding disorders has been among the most systematic in the field. She is a former Editor of the Journal of Applied Behavior Analysis.

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# Friday Morning

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10:00 AM – 10:50 AM

SYMPOSIUM

Track: ETH, PRO

Coquina E

1.0 CEU-BA, ETH

## #72 Ethics and Professionalism: She Said What?!

CHAIR: **ANDREW HOUVOURAS** (*Brevard Public Schools*, [andrewhouvouras@gmail.com](mailto:andrewhouvouras@gmail.com))

DISCUSSANT: **COREY L. ROBERTSON** (*Florida Institute of Technology*, [behaviorguy@gmail.com](mailto:behaviorguy@gmail.com))

Behavior analysts face dilemmas related to ethics and professionalism daily when providing services or interacting with other professionals. Ethics and Professionalism: She Said What?! will provide practice in examining potential professional and ethical conundrums. This presentation will link code elements and possible solutions to real life scenarios. Scenarios will include the areas of public education, online learning, professional development, and collaboration with non-behavior analysts as well as professionals in applied populations.



Andrew Houvouras



Corey L. Robertson

### a. Ethics and Professionalism: Does the Golden Rule Apply to Our Field?

**CHRISTI REED** (*ABA Technologies*, [christi@abatechnologies.com](mailto:christi@abatechnologies.com)), Andrew Houvouras (*Brevard Public Schools*), April Rowland (*ABA Technologies*)



Christi Reed

### c. Carrying the Weight of the World: How Practitioners Can Ethically Foster Lasting Behavior Change

**ANDREW HOUVOURAS** (*Brevard Public Schools*, [andrewhouvouras@gmail.com](mailto:andrewhouvouras@gmail.com))



Andrew Houvouras

### b. Ethics and Professionalism in Teaching and Disseminating

**APRIL ROWLAND** (*ABA Technologies*, [april@abatechnologies.com](mailto:april@abatechnologies.com))



April Rowland

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## PRESIDENTIAL ADDRESS

**11:00 AM – 12:30 PM**    PRESIDENTIAL ADDRESS    *Track: PRO*    *Grand Ballroom*    1.0 CEU-BA, MH, PSY  
**#73 Presidential Address and Annual FAB A Business Meeting**

The Annual FAB A business meeting will commence immediately after the conclusion of the Presidential address to include committee reports and election results.

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*A Special Tribute in Memory of Dr. Maria Ruiz (07/07/50 - 08/15/17)*

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### How Did I Get Here? (And Why Should You Care)?

COREY L. ROBERTSON (*Florida Institute of Technology, [behaviorguy@gmail.com](mailto:behaviorguy@gmail.com)*)

INTRODUCED BY: SHARON OLDER

Patrick Friman has stated that "the single greatest idea in human history is that behavior is largely a function of its consequences". Learning how to apply this idea, and how to change lives for a living, has changed all of us immeasurably. In becoming professional behavior analysts, we have found a new family, a family of intelligent, caring, ethical individuals who eat, sleep, and breathe ABA. In order to fully realize Skinner's vision, we must not only do more for our clients, but do more for our science and for our profession. We must do more! Is it lunchtime yet?



*Corey L. Robertson*

**Bio:**  
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 10 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.

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**12:30 PM-1:20 PM**    BOARD LUNCHEON    *Track: PRO*  
*Oceanview*

### #74 Presidential Luncheon

CHAIR: AMY POLICK (*Florida State University Panama City, [amypolick@gmail.com](mailto:amypolick@gmail.com)*)

FABA Invited Speaker, Board members, and other VIP are invited for a closed luncheon immediately after the Presidential Address. This luncheon is by invitation only and for the purpose of honoring our outgoing President.



*Amy Polick*

## Friday Afternoon

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1:30 PM – 2:20 PM

SYMPOSIUM

Track: AUT, DD

Coquina D

1.0 CEU-BA

### #75 Refinement in Intensive Behavioral Intervention (IBI) Programming and Data Collection Procedures

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

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

This data-based symposium includes three papers with a focus on early intensive behavioral intervention (EIBI) practices and procedures. The first paper examines procedural variations (i.e., array size) in teaching conditional discriminations to toddlers and young children diagnosed with autism spectrum disorder, with data on the rate of acquisition and maintenance. The second paper examines the acquisition of imitation with and without permanent products. Finally, the third paper provides an analysis of Datafinch Catalyst, comparing programming practices of electronic data collection users to published survey data on EIBI and data collection practices (e.g., Love et al., 2009; Olivier et al., 2015).



Ivy Chong



Anibal Gutierrez

#### a. Descriptive Analysis of Data Collection Procedures of Users of the DataFinchCatalyst Electronic Data Collection Platform

**LINDA LEBLANC** (*LeBlanc Behavioral Consulting, [lleblanc@tbh.com](mailto:lleblanc@tbh.com)*) and Coby Lund (*DataFinch Technologies*)



Linda Leblanc

#### c. A Comparison of Targets With and Without Permanent Products during Object Motor Imitation Training

**MEGHAN DESHAIS** (*University of Florida, [mdeshais@ufl.edu](mailto:mdeshais@ufl.edu)*) and Timothy Vollmer (*University of Florida*)



Meghan Deshais

#### b. An Evaluation of Stimulus Set Size During Conditional Discrimination for Children with Autism Spectrum Disorder

**SANDHYA RAJAGOPAL** (*Florida Institute of Technology, [srajagopal2015@my.fit.edu](mailto:srajagopal2015@my.fit.edu)*), Laura Grow (*Garden Academy*), Ivy Chong (*The Scott Center for Autism Treatment*), and Rebecca Fire (*The Scott Center for Autism Treatment*)



Sandhya Rajagopal

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## Don't Miss this Afternoon's Invited Speaker:

### Dr. Mark Dixon

#### #82 The Importance of Derived Relational Responding for Teaching Language to Children with Autism

2:30 PM in Coquina D



# Friday Afternoon

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1:30 PM – 2:50 PM

SYMPOSIUM

Track: ED

Coquina E

1.5 CEU-BA

## #76 Addressing Problem Behavior in the Classroom

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

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

This symposium presents findings from three papers on improving individual student behavior in elementary school classroom settings. The first study evaluated the use of the Class Pass Intervention to decrease problem behavior and increase academic engagement of three students with disabilities in three classrooms. The second study focused on comparing the impact of student-chosen versus teacher-chosen group contingency criteria on disruptive behavior and academic engagement in using the Caught Being Good Game with four students in two classrooms. The final study examined the use of computer-assisted instruction to decrease transition times for three students with autism spectrum disorders.



Kwang-Sun Blair



Kimberly Crosland

### a. Evaluation of the Class Pass Intervention (CPI): Improving Classroom Behavior in Students with Disabilities

TAYLOR NAROZANICK (*University of South Florida*, [narozanickt@mail.usf.edu](mailto:narozanickt@mail.usf.edu)), and Kwang-Sun Blair (*University of South Florida*)



Taylor Narozanick

### c. Using Computer Assisted Instruction to Decrease Transition Times for Students with Autism Spectrum Disorder

ASHLEE BEWLEY (*University of South Florida*, [kbewley@mail.usf.edu](mailto:kbewley@mail.usf.edu)), Kimberly Crosland (*University of South Florida*), and Jessica Moore (*University of South Florida*)



Ashlee Bewley

### b. Comparing Teacher and Student Choices on Reinforcement Criteria in Using the Caught Being Good Game

MICHAEL MAROTTA (*University of South Florida*, [mmarotta2@mail.usf.edu](mailto:mmarotta2@mail.usf.edu)), and Kwang-Sun Blair (*University of South Florida*)



Michael Marotta

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# Friday Afternoon

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1:30 PM – 2:20 PM

PANEL

Track: ETH, PRO

Coquina BC

1.0 CEU-BA, ETH

## #77 Trust No One, Just Their Data: How to Identify Ethical Behavior Analysts and Organizations

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

Recently we have seen a dramatic shift in trust within our society, specifically who to trust and how much. The concept of mistrust is familiar to the behavior analytic community. Savvy marketing can influence consumers or newly minted BCBA's to trust unethical organizations. Platforms like Angie's List, Uber and Yelp have created unique contingencies for establishing and reinforcing trust between businesses and customers. This presentation will discuss using similar methods and available data in our community to assist behavior analysts and consumers in identifying ethical providers.



Adam Ventura

SARA GERSHFELD LITVAK (*Behavioral Health Center of Excellence*, [sara@bhcoe.org](mailto:sara@bhcoe.org))

AILEEN MADERAL (*Florida Institute of Technology*, [aileen@webehave.com](mailto:aileen@webehave.com))

ADAM VENTURA (*World Evolve*, [adamvent@gmail.com](mailto:adamvent@gmail.com))

NICHOLAS WEATHERLY (*Florida Institute of Technology*, [nweatherly@fit.edu](mailto:nweatherly@fit.edu))



Sara Gershfeld  
Litvak



Aileen Maderal



Nicholas  
Weatherly

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1:30 PM – 2:20 PM

PANEL

Track: ED

Coquina FG

1.0 CEU-BA

## #78 Measurement Practices: Past, Present, and Future

CHAIR: MEGAN MILLER (*Navigation Behavioral Consulting*, [mmillernbc@gmail.com](mailto:mmillernbc@gmail.com))

Measurement has played a critical role in the shaping and founding of the science of behavior, behavior analysis. Skinner's measurement instrument, the cumulative recorder, and subsequent cumulative records provided a direct visual representation of real-time behavior. As behavior analysis grew from its laboratory roots, many changes have occurred in measurement practices. The rapid expansion of technology will further impact how behavior analysts measure, analyze, and communicate behavior change. The panel will discuss the good, and not so good, measurement practices of the past, present, and future.



Megan Miller

RICHARD KUBINA (*Penn State University*, [rickkubina@yahoo.com](mailto:rickkubina@yahoo.com))

JULIE VARGAS (*BF Skinner Foundation*, [julie.vargas@bfskinner.org](mailto:julie.vargas@bfskinner.org))

PATRICK MCGREEVY (*Patrick McGreevy, Ph.D., P.A.*, [pmcg@me.com](mailto:pmcg@me.com))

EB BLAKELY (*Quest, Inc*, [eblakely@questinc.org](mailto:eblakely@questinc.org))



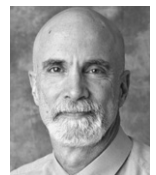
Richard Kubina



Julie Vargas



Patrick  
McGreevy



Eb Blakely

# Friday Afternoon

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1:30 PM – 2:50 PM

SYMPOSIUM

Track: AUT

Coquina H

1.5 CEU-BA, SUP

## #79 Training Caregivers and Staff to Implement Behavioral Interventions

CHAIR: COURTNEY HANNULA (*The Scott Center for Autism Treatment, [channula2016@my.fit.edu](mailto:channula2016@my.fit.edu)*)

DISCUSSANT: CATIA CIVIDINI-MOTTA ([caticac@usf.edu](mailto:caticac@usf.edu))

The long-term success of behavioral interventions depends on whether skills taught maintain over time and generalize to novel situations. Much of this success relies on our ability to properly teach skills in the first place and to set up conditions that support new skills outside of the treatment context. Thus, it is important to ensure behavioral therapists and caregivers are properly trained in the implementation of interventions. Studies in this symposium explore various features of training protocols for caregivers and staff.



Courtney Hannula



Catia Cividini-Motta

### a. Effectiveness of Online vs. in Vivo Training for Parents of Children with ASD

SAMUEL SHVARTS (*Florida Institute of Technology, [sshvarts2016@my.fit.edu](mailto:sshvarts2016@my.fit.edu)*), Corina Jimenez-Gomez (*The Scott Center for Autism Treatment, Florida Institute of Technology*), Christopher Podlesnik (*Florida Institute of Technology*), and Abigail Blackman (*Florida Institute of Technology*)



Samuel Shvarts

### b. Use of Video Modeling to Train RBTs

MARILYN COLATO (*Florida Institute of Technology, [mcolato2015@my.fit.edu](mailto:mcolato2015@my.fit.edu)*), Katie Nicholson (*Florida Institute of Technology*), Kristin Albert (*Florida Institute of Technology*), Regina Nastri (*The Scott Center for Autism Treatment*), and Lauren Stroker (*Florida Institute of Technology*)



Marilyn Colato

### c. A Quantitative Evaluation of Caregiver Training

FARIS KRONFLI (*University of Florida, [kronfli.faris@ufl.edu](mailto:kronfli.faris@ufl.edu)*)



Faris Kronfli

### d. Training Registered Behavioral Technicians (RBTs) to Implement Natural Environment Teaching Using Therapeutic Play Protocol

EMILY CROCHET (*The Scott Center for Autism Treatment, [ecrochet2014@my.fit.edu](mailto:ecrochet2014@my.fit.edu)*), Ivy Chong (*The Scott Center for Autism Treatment*), and Corina Jimenez-Gomez (*The Scott Center for Autism Treatment, Florida Institute of Technology*)



Emily Crochet



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## Friday Afternoon

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1:30 PM – 2:20 PM      PAPER      *Track: CA*      *Coquina A*      1.0 CEU-BA, MH, PSY

### #80 Parent Training: A Dynamic BST Model

PALOMA RODRIGUEZ (*First Steps Interventions*, [prodriguez@firststepsint.com](mailto:prodriguez@firststepsint.com))

JENILEE ACEVEDO-MEDINA (*First Steps Interventions*)

Parent training is an important component to obtaining maintenance and generalization of treatment goals. However, parent involvement presents challenges with regards to family schedule and provider availability. One way to achieve a higher degree of parent involvement is to incorporate all members of the therapeutic team. This presentation will describe a model that utilizes behavior skills training in a collaborative and dynamic approach. By breaking down specific skill sets into measurable objectives, supervisors can present direct instruction on the specific skills, while allowing therapists to model, observe and provide feedback for caregiver behavior in subsequent sessions until mastery is reached.



*Paloma Rodriguez*



*Jenilee Acevedo-Medina*

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1:30 PM – 2:20 PM      PAPER      *Track: DD, TCP*      *Grand Ballroom*      1.0 CEU-BA, MH, PSY

### #81 Why Your Distant Reinforcers Aren't: The Myth, The Madness And The Fix

MERRILL WINSTON (*Professional Crisis Management Association*, [merrill@pcma.com](mailto:merrill@pcma.com))

Reinforcement as a process stipulates that the reinforcing stimulus must be both contingent on and contiguous with (happening almost simultaneously) the response that produces it. Yet it is quite common to see behavior programs in which the alleged reinforcer occurs minutes, hours or even days after the completion of the response requirements. Although most practitioners know it is necessary to have immediate reinforcement for lower-functioning individuals, these same practitioners will arrange "distant reinforcers" for those with good verbal skills. These distant reinforcers are in fact not reinforcers, but an important component in rule following.



*Merrill Winston*



# Hey Everyone!

## *Don't Miss Karaoke and Open Mic Tonight at the Friday Night Social*

*(Right After Friday Night Gets fun with Ignites At Night!)*

**GRAND BALLROOM 9:00 PM**

## INVITED SPEAKER

2:30 PM – 3:20 PM

INVITED

Track: AUT, VB

Coquina D

1.0 CEU-BA, MH, PSY

### #82 The Importance of Derived Relational Responding for Teaching Language to Children with Autism

MARK DIXON (Southern Illinois University, [drmarkrdixon@gmail.com](mailto:drmarkrdixon@gmail.com))

INTRODUCED BY: MEGAN MILLER

This presentation will introduce attendees to the power that contemporary behavioral science has for developing meaningful, robust generalizing repertoires for children with autism. Dr. Dixon will provide an overview of the PEAK Relational Training System and how it programs for simple motor responses and verbal operants, social emotional comprehension, advanced generalization, stimulus equivalence, and relational framing. Peer reviewed research has shown correlational relationships between PEAK and IQ, convergent validity with expressive and receptive language tests, factor analyses of curriculum items, exceeding alternative ABA assessments / treatments in complexity, inter-rater reliability and perhaps most importantly, treatment gains in a randomized clinical trial. Single-subject efficacy studies as well as between-group design data will be presented that illustrates the power of derived relational responding by children with autism.



Mark Dixon

#### Author Bio:

Dr. Mark R. Dixon, BCBA-D is a Professor and Coordinator of the Behavior Analysis and Therapy Program at Southern Illinois University. For the past five years he has also served as the Director of an SIU initiative (Behavioral Consultant Group) to infuse behavior analysis within schools, alternative education, and residential facilities serving individuals with autism and other developmental disabilities. He also runs a behavioral therapy clinic (Project HEALTH) for persons suffering from problem gambling or obesity. Dr. Dixon has published 8 books, over 150 peer reviewed journal articles, and delivered over 500 presentations nationally and internationally. Dr. Dixon is recognized as one of the most skilled programmers of behavior analysis research and data collection systems worldwide. His software has been distributed across many countries and has been translated into foreign languages. Mark has been the Editor of the peer-reviewed journals Behavior Analysis in Practice and Analysis of Gambling Behavior, a former Associate Editor for Journal of Applied Behavior Analysis and Associate Editor for the Journal of Organizational Behavior Management. Mark's research and/or expert opinions have been featured in Time Magazine, Newsweek, The New York Times, National Public Radio, This American Life, and local affiliates of ABC, CBS, PBS, and the Southern Illinoian. Most recently Dr. Dixon has started directing an animal learning laboratory to the BAT Program to allow for nonhuman research that models the applied challenges of brain injury, dementia, and autism.

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## Platinum FABA Sponsors:



## Friday Afternoon

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2:30 PM – 3:20 PM

PAPER

Track: PRO, BP

Coquina BC

1.0 CEU-BA

### #83 Beyond Coursework: Beginning a Career in ABA

HEATHER GRIFFIN (*Behavior Management Consultants, [hgriffin@bmcsoutheast.com](mailto:hgriffin@bmcsoutheast.com)*)

I have encountered eager college students or recent graduates who are qualified to enter the field – in regards to coursework. Many of these up-and-coming behavior analysts have no hands on experience and at times have not even directly observed a live ABA session. That said, the lack of guidance for these students is appalling in a field that prides itself in the training of others. This presentation will provide a framework for those interested in entering the field in regards to applied experience beyond coursework.



Heather Griffin

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2:30 PM – 3:20 PM

PAPER

Track: AUT

Coquina FG

1.0 CEU-BA, MH, PSY

### #84 Conversation Programming - Talking Your Way Into the Friend Zone: Guidelines from a Reluctant Expert

VINCENT LAMARCA (*Little Star Center, [vincel@littlestarcenter.org](mailto:vincel@littlestarcenter.org)*)

Through the science of applied behavior analysis, many behavior analysts learn how to teach children with autism. But knowing how to teach is different than knowing what to teach. This presentation will examine a process for designing relevant programming, specifically focused on the development of early conversation skills. Based on a literature review of 35 conversation articles published since 1987 and 5 common conversation curriculums, attendees will learn to design programs in a systematic and comprehensive manner that increases the likelihood a child will continue to chat with family and friends in a way that is both appropriate and reinforcing.



Vincent Lamarca

## Congratulations to Anna Garcia



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*University of  
South Florida*

If you are interested in nominating a deserving individual for the 2018 conference, email [nikkidickens@fabaworld.org](mailto:nikkidickens@fabaworld.org)



## Friday Afternoon

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2:30 PM – 3:20 PM

SYMPOSIUM

Track: AUT

Coquina A

1.0 CEU-BA

### #85 Learning to Play and Playing to Learn

CHAIR: NANCY CHAMPLIN (*ACI Learning Centers, [nancy@concepts.com](mailto:nancy@concepts.com)*)

DISCUSSANT: ANDREW HOUVOURAS (*Brevard Public Schools, [andrewhouvouras@gmail.com](mailto:andrewhouvouras@gmail.com)*)

Play is one of the core deficits of children with autism. Appropriate play skills are critical to a child's social development. Play is an integral part of the development of children and should be an emphasis in behavioral intervention for children with autism. The PPLAC incorporates a systematic approach to teaching children appropriate play and language skills. The PPLAC incorporates skills across stages of play, agents of play, object of play, vocalizations within play and categorization of play actions. Specific skills included abstract play, rotating between play schemes, combining play schemes, initiating, responding and expanding on current play targets.



Nancy Champlin



Andrew Houvouras

#### a. Assessing Typical Children's Imaginary Play to More Effectively Program for Children with Autism

NANCY CHAMPLIN (*ACI Learning Centers, [nancy@concepts.com](mailto:nancy@concepts.com)*)



Nancy Champlin

#### b. Teaching the Foundational Components of Pretend Play to Children with Autism

MELISSA SCHISSLER (*ACI Learning Centers, [Melissa.schissler@concepts.com](mailto:Melissa.schissler@concepts.com)*)



Melissa Schissler

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## ***Don't Miss***

### **Inside Behavior Analysis: A Conversation with Dr. Julie Vargas**



## **Come Experience History in the Making**

*4:30 PM in Coquina D*

## Friday Afternoon

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3:00 PM – 4:20 PM

SYMPOSIUM

Track: BP, ETH

Coquina E

1.5 CEU-BA, ETH

### #86 From infancy to adulthood: Applying the PECC at the organizational level

CHAIR: **TIM COURTNEY** (*LittleStar ABA Therapy, [timc@littlestarcenter.org](mailto:timc@littlestarcenter.org)*)

DISCUSSANT: **JON BAILEY** (*Florida State University, [jonbailey1@mac.com](mailto:jonbailey1@mac.com)*)

The BACB recently published the Professional and Ethical Compliance Code (PECC) that is enforceable for all BACB certificants. Application of the code at the individual level is discussed regularly at conferences and in publications. However, how behavior analysts are interpreting and applying the code at a leadership level within organizations receives little to no attention. The purpose of this symposium is to review common organizational issues such as staff turnover and dual relationships and provide insight to fellow behavior analysts regarding how the PECC applies to these situations.



Tim Courtney



Jon Bailey

#### a. Ethically Piecing Together the Puzzle of Client Case Assignments

**MEGAN MILLER** (*Navigation Behavioral Consulting, [mmillernbc@gmail.com](mailto:mmillernbc@gmail.com)*)



Megan Miller

#### c. Agency Decision Making for Effective Ethical Marketing

**LAURA MCKEE** (*Autism Home Support Services, [lmckee@autismhomesupport.com](mailto:lmckee@autismhomesupport.com)*), and  
**Megan Miller** (*Navigation Behavioral Consulting*)



Laura Mckee

#### b. Fun, Sun, and Ethics: The PECC and Human Resources

**TIM COURTNEY** (*LittleStar ABA Therapy, [timc@littlestarcenter.org](mailto:timc@littlestarcenter.org)*)



Tim Courtney

#### d. Living the Dream: HR Nightmares

**MELISSA OLIVE** (*Applied Behavioral Strategies, [missy@appliedbehavioralstrategies.com](mailto:missy@appliedbehavioralstrategies.com)*)



Melissa Olive

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# Friday Afternoon

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3:00 PM – 4:20 PM

SYMPOSIUM

Track: AUT, DD

Coquina H

1.5 CEU-BA

## #87 Recent Investigations in Skill Acquisition

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

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

These three presentations focus on skill acquisition. Two presentations are related to discrimination acquisition. The first is presented by Jennifer Weyman, and examines the effects of neutral versus enthusiastic praise. The second is presented by Alexa Suarez and investigates the order of presentation on acquisition of a discrimination by individuals with ASD. The third is presented by Sarah Castro and employs video modeling to teach culinary skills to individuals with traumatic brain injury. Dr. Sarah Bloom will serve as discussant.



Kimberly Crosland



Sarah Bloom

### a. Effects of Neutral and Enthusiastic Praise on the Rate of Discrimination Acquisition

**JENNIFER WEYMAN** (*University of South Florida, [weyman@mail.usf.edu](mailto:weyman@mail.usf.edu)*), Jolene Sy (*University of Maryland, Baltimore County*)



Jennifer Weyman

### c. Order of Stimulus Presentation in Receptive Discrimination: Sample-first vs. Comparison-first

**ALEXA SUAREZ** (*Florida Institute of Technology, [alexa\\_suarez44@yahoo.com](mailto:alexa_suarez44@yahoo.com)*), Yanerys Leon (*Florida Institute of Technology*)



Alexa Suarez

### b. Teaching Culinary Skills using Video Modeling to Individuals with Traumatic Brain Injury

**SARAH CASTRO** (*University of South Florida, [scastro1820@gmail.com](mailto:scastro1820@gmail.com)*), Kimberly Crosland (*University of South Florida*), Jessica Moore (*University of South Florida*)



Sarah Castro

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3:30 PM – 4:20 PM

PAPER

Track: AUT

Coquina D

1.0 CEU-BA

## #88 Some Effects of Extinction During Functional Analyses

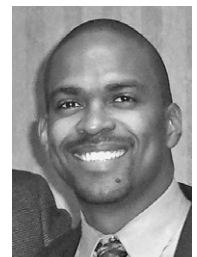
**MICHAEL MUELLER** (*Southern Behavioral Group, [mmueller@southernbehavior.com](mailto:mmueller@southernbehavior.com)*),

**AJAMU NKOSI** (*Southern Behavioral Group*)

The results of functional analyses are usually interpreted by comparing the rate or level of target behavior within test conditions to the rate or level of target behavior in other test and control conditions. When the rate or level of behavior during test conditions is elevated above the control, a reinforcement effect is typically thought to be demonstrated. There are times however, when target behavior can be elevated due to extinction, not by the direct reinforcement of the target behavior through the contingencies structured in the test conditions. Two different case examples will be presented that show these effects.



Michael Mueller



Ajamu Nkosi

## Friday Afternoon

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3:30 PM – 4:20 PM

PAPER

Track: MH

Coquina BC

1.0 CEU-BA, MH, PSY

### #89 Yes We Can! Using ABA to Treat Couples

SHARON OLDER (*Adapt Behavioral Services*, [solder@adapt-fl.com](mailto:solder@adapt-fl.com))

When working in a client's home, we often observe parents whose negative relationship has a damaging effect on our client. Most behavior analysts would refer them for couples counseling by a mental health professional, since couples therapy is considered to be practicing "outside the scope" of ABA. What that couple needs is to change their patterns of behavior toward each other, which is what ABA does. This presentation will explain a structured approach to creating improved relationships through ABA-based motivation and behavior-change strategies with "typical" adults.



Sharon Older

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# Platinum FABAs Sponsors:



# Friday Afternoon

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3:30 PM – 4:20 PM

PAPER

Track: CA

Coquina FG

1.0 CEU-BA, MH, PSY

## #90 Health and Fitness Paper Session

CHAIR: **RAYMOND MILTENBERGER** (*University of South Florida*)

### Evaluating the Effectiveness of Goal Setting and Textual Feedback for Increasing Running Distance

**MICHAEL ZARATE** (*University of South Florida, [zaratem@mail.usf.edu](mailto:zaratem@mail.usf.edu)*)

**RAYMOND MILTENBERGER** (*University of South Florida*)

**DIEGO VALBUENA** (*University of South Florida*)

Obesity is a growing problem that has life-threatening health consequences. One way to combat obesity is by increasing physical activity levels, which has been a focus of recent applied behavioral research. The purpose of this study was to evaluate the effectiveness of goal setting and textual feedback without social support to increase physical activity, specifically weekly running distance. A multiple-baseline across participants design was employed with four participants using a Fitbit Flex accelerometer to collect two physical activity measures, intense steps and distance. Results showed an increase in weekly running distance for all participants following the intervention.



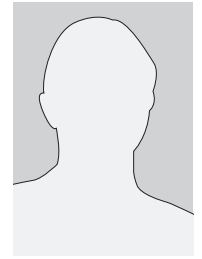
Raymond Miltenberger



Michael Zarate



Diego Valbuena



Cynthia Livingston

### Monetary Reinforcement for Increasing Walking in Adults with Intellectual Disabilities

**DIEGO VALBUENA** (*University of South Florida, [valbuena@mail.usf.edu](mailto:valbuena@mail.usf.edu)*)

**RAYMOND MILTENBERGER** (*University of South Florida*)

**CYNTHIA LIVINGSTON** (*University of South Florida*)

**LINDSEY SLATTERY** (*University of South Florida*)

The present study evaluated monetary reinforcement for increasing physical activity in adults with intellectual disabilities. We evaluated a session-based intervention where participants earned monetary rewards for attaining step count goals as recorded by pedometers in one hour sessions each day in a work setting. The study also assessed the fidelity of staff implementation of the intervention and its acceptability. Five participants increased their steps when the intervention was implemented in an ABAB design. In addition, staff implemented the intervention with high fidelity (93%-100% accuracy).



Lindsey Slattery



Bryon Miller

### Evaluating Public Posting, Self-Monitoring and Goal Setting to Increase Physical Activity in Children

**BRYON MILLER** (*University of South Florida, [bmiller1984@gmail.com](mailto:bmiller1984@gmail.com)*)

**RAYMOND MILTENBERGER** (*University of South Florida*)

**CYNTHIA LIVINGSTON** (*University of South Florida*)

**HEATHER ZERGER** (*University of South Florida*)

The study evaluated behavioral procedures to increase exercise across the entire day. With the introduction of self-monitoring and public posting, class average steps per day increased above baseline levels. When goal setting was added, average steps per day did not increase, however, when monetary rewards were delivered to individual participants for attaining daily step goals, the average steps per day increased above levels observed during previous intervention phases. We will discuss the class-wide and individual data, including the effect of specific intervention components on pedometer wearing adherence.



Heather Zerger

## Friday Afternoon

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3:30 PM – 4:20 PM

PAPER

Track: AUT

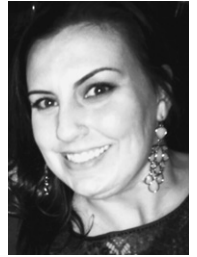
Coquina A

1.0 CEU-BA

### #91 A Parent-Mediated Naturalistic Behavioral Intervention for Young Children with ASD

JAMIE HUGHES-LIKA (*Summit Autism Services, [jhughes3538@yahoo.com](mailto:jhughes3538@yahoo.com)*)

This paper will examine the feasibility of implementing a parent-mediated naturalistic behavioral intervention for young children with ASD in the home setting. The researcher developed a 12-week intervention program, and used Behavior Skills Training (BST) to train parents to fidelity, on the six motivational procedures of Pivotal Response Training (PRT). Results of the study show that in addition to parents achieving fidelity with the intervention procedures, there were also improvements in social communication behaviors, and a decrease in challenging behaviors for all child participants. Additionally, parents reported lower levels of stress and were overall satisfied with the intervention.



Jamie Hughes-Lika

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## SPECIAL EVENT

4:30 PM – 5:20 PM

SPECIAL EVENT

Track: PRO, TCP

Coquina D

1.0 CEU-BA

### #92 Inside Behavior Analysis: Julie Vargas

CHAIR: ANDREW HOUVOURAS (*Brevard Public Schools, [andrewhouvouras@gmail.com](mailto:andrewhouvouras@gmail.com)*)

JULIE VARGAS (*BF Skinner Foundation, [julie.vargas@bfskinner.org](mailto:julie.vargas@bfskinner.org)*)

Dr. Julie Vargas' distinguished life and career will be a highlight of this interview style panel modeled off of the television show, Inside the Actor's Studio. Join Andrew Houvouras as he delves into Dr. Vargas' experiences and moments from her life as the daughter of B.F. Skinner. In this new format, Dr. Vargas will provide historical insights, inspirations and ideas for the future.



Andrew  
Houvouras



Julie Vargas

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*Sponsor of The FABAs Student Research Award*

**B.F. Skinner Foundation**



**[www.bfskinner.org](http://www.bfskinner.org)**

## Friday Afternoon

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4:30 PM – 5:20 PM

PANEL

Track: AUT, PRO

Coquina E

1.0 CEU-BA

### #93 The Benefits of Telehealth Services in Behavior Analytic Service Delivery

CHAIR: JANET VASQUEZ (*World Evolve Therapy*, [Janet@webehave.co](mailto:Janet@webehave.co))

Due to the limited number of professionals available to work with the ASD population, this results in numerous families across the globe without access to quality access to behavior analytic services. Telehealth has been proven to be a viable option for both providers and families. With the Telehealth model, clients are able to connect with providers despite their geographic location. This panel will address the benefits of Telehealth, while reviewing key areas of this model which include but are not limited to assessments, supervision, parent training and reporting. Each panel member will contribute their unique experiences in providing Telehealth services.



Janet Vasquez

KIMBERLY WOOLERY (*World Evolve*, [kimberlywoolerybcb@gmail.com](mailto:kimberlywoolerybcb@gmail.com))

KARELIX ALICEA (*Lotus Behavioral Interventions*, [lotusbehavior@gmail.com](mailto:lotusbehavior@gmail.com))

MARIAM NAWABI (*Lotus Behavioral Interventions*, [mawabi.lbi@gmail.com](mailto:mawabi.lbi@gmail.com))



Kimberly Woolery



Karelix Alicea



Mariam Nawabi

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4:30 PM – 5:20 PM

PAPER

Track: ETH, PRO

Coquina BC

1.0 CEU-BA, ETH

### #94 Don't be duped; let's look at the evidence.

HAYDEE TORO (*Independent Consultant*, [haytoro@bellsouth.net](mailto:haytoro@bellsouth.net))

Behavior analysts involved in clinical and educational settings oftentimes encounter caregivers or staff pursuing interventions that lack scientific evidence. It becomes awkward and challenging to deliver services when consumers are being exposed to bogus treatments. This session will offer a list of pointers to help protect consumers from scams and treatments that lack validity and ethical standards. It will focus on evidenced based treatment and responsibilities of the behavior analyst as stipulated on Ethical Code Sections 1.0, 2.0, 6.0 and 8.0 of the BACB® **This session will be delivered in Spanish.**



Haydee Toro

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## Pick up Your FABA Gear

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# Friday Afternoon

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4:30 PM – 5:20 PM

PAPER

Track: ED

Coquina FG

1.0 CEU-BA, MH, PSY

## #95 ABA in Education Paper Session

CHAIR: SANDRA GUFFEE (*Seminole County Public Schools, [mguffee@hotmail.com](mailto:mguffee@hotmail.com)*)

### SCPS Curriculum Project-Maximizing ABA Supports in the Public School Setting: Updates from Year Two

SANDRA GUFFEE (*Seminole County Public Schools, [mguffee@hotmail.com](mailto:mguffee@hotmail.com)*)

In an effort to increase the use of and standardize the implementation of evidence-based practice for students with ASD or other developmental disabilities, Seminole County Public Schools implemented a behavioral approach to curriculum selection, instructional methods, and data collection. Centered on best practices in instructional methodology, SCPS implemented the model in two focus school sites at the start of the 2015-2016 school year. In 2016-2017, five elementary schools were included. The learning gains made from the students have captured the attention of many levels of administration and has now grown to include general education students at some school sites.



Sandra Guffee

### Applying Behavior Coaching Techniques to Motivate Teachers to Implement Evidence-Based Behavior Management Strategies

DWAYNE RENAHER (*School District of Hillsborough County, [drenaker@live.com](mailto:drenaker@live.com)*)

ANDREW HARTRANFT (*School District of Hillsborough County*)

PreK-12 teachers are exposed to many traditional training events in behavior management. Despite such training, educators often struggle to use positive behavior management techniques. Based on recent research on behavior coaching and implementation science, this presentation summarizes the effectiveness of a comprehensive behavior coaching model. The presenters will reveal important tools for observing and monitoring teacher behavior and illustrate how teachers were successfully coached to pay more attention to students who are on-task and to apply other evidence-based behavior management strategies. The presentation includes ways to motivate teachers and other consultees who appear unmotivated or resistant to the coaching process.



Dwayne Renaker



Andrew Hartranft

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4:30 PM – 5:20 PM

MEETING

Track: CA

Coquina H

## #96 50 Health, Fitness and Sport SIG Business Meeting

LARAINÉ WINSTON (*Life Targets, LLC, [laraine@lifetargets.life](mailto:laraine@lifetargets.life)*)

The purpose of this meeting is to introduce potential SIG members to the group and each other, set objectives, create an action plan and delegate tasks. The goals of the SIG are to encourage dissemination of ABA to health, fitness and sports endeavors, and to provide continuing education and support to behavior analysts interested in this specialization.



Laraine Winston



## Friday Afternoon

4:30 PM – 5:20 PM

PAPER

Track: AB

Coquina A

### #97 Living With Dogs and Other Wild Canids

JOHN ANGEL (*Applied Canid Research*, [johnangel@usf.edu](mailto:johnangel@usf.edu))

As an animal behaviorist and experienced animal trainer I have had occasion over the past eight years to research various ABA methods of changing their inappropriate, dangerous, and maladaptive behaviors. Briefly my method in Finding the Function is interdisciplinary and utilizes the model MAPBC. This results in baseline data that I can use to determine the best course of action resulting in a humane effective treatment plan. The main focus in my research is evaluating the motivational variables and reinforcers that are created automatically out of deprivation.



John Angel

## The Future is Going to be Fun ...



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## Kaleidoscope Interventions

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Kaleidoscope Interventions specializes in pediatric to adolescent behavioral services that focus on reducing problematic behaviors while simultaneously teaching socially acceptable replacement and adaptive skills. Our highly trained team specializes in variety of services include:

- ✓ Early Intervention Services
- ✓ Assessment and Treatment of Challenging Behavior
- ✓ Comprehensive Assessment of Functional and Individual Living Skill
- ✓ Verbal Behavior Training
- ✓ Social Skills Training
- ✓ Client-Specific Parent Training

### Services

### Our Vision

By providing intensive evidence-based therapies, parent training, and community education, Kaleidoscope Interventions seeks to become a signature resource in Brevard County for families and their fight with Autism Spectrum Disorder.

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- High ethical and professional standards
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- Multiple facilities that are beautifully maintained



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# Friday Evening

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8:00 PM – 9:00 PM

SPECIAL EVENT

Track: CA, TCP

Grand Ballroom



## #98 Ignites! At Night!

CHAIR: **ANDRE MAHARAJ** (*Florida International University, [andremaharaj@gmail.com](mailto:andremaharaj@gmail.com)*)

Come spend an evening laughing and singing! The Friday night social opens with Ignite! At Night! An hour of never before seen ignite presentations! Then, continue celebrating and networking the success of another conference with the Friday Night Karaoke and Open Mic social, all before enjoying the last sessions and workshops on Saturday morning!

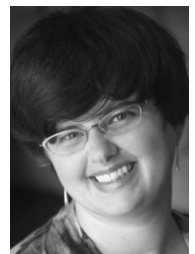
### Ignite #1 – The Dark Side of Highlighting: Ineffective Study Practices and How You Can Do Better

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

Studying practices are critical to surviving your master's program and passing the Board exams, yet studying behaviors are not usually explicitly taught by instructors or supervisors. Students that deliver exemplary ABA services may find themselves resorting to fads and pseudoscience in their own skill acquisition practices. In this presentation, we'll explore some of those fads and identify some alternative responses. Spoiler: You may want to hold off on buying that pack of highlighters.



Andre Maharaj



Kaitlynn Gokey

### Ignite #2 – Hiring Fantastically Irresistible Genuinely Joyful Amazingly Motivated Therapists

**VINCENT LAMARCA** (*Little Star Center, [vincel@littlestarcenter.org](mailto:vincel@littlestarcenter.org)*)

An Ignite presentation that answers the ultimate interview question, "How do I know I've found a fantastic therapist?"



Vincent Lamarca

### Ignite #3– Feminism: A Case Study

**APRIL ROWLAND** (*ABA Technologies, [april@abatechnologies.com](mailto:april@abatechnologies.com)*)

Feminism will be presented as an example of how behavioral principles apply to large-scale movements. The history of feminism will be reviewed alongside behavioral concepts, beginning with early iterations of the movement to the broader, inclusive movement of today. Suggestions will be made on advancing issues of equity, including the use of verbal behavior toward progress and not just winning Internet points.



April Rowland

### Ignite #4 – Delay Discounting: What Does It Mean to Practitioners?

**JULYSE MIGAN-GANDONOU** (*The Chicago School for Professional Psychology, [jmigangandonou@ego.thechicagoschool.edu](mailto:jmigangandonou@ego.thechicagoschool.edu)*)

Delay discounting is a term used to describe both the devaluation of a reward due to a delay to its receipt and the weakening of consequences as a function of increases in delays. Delay discounting is associated with socially significant behaviors involving impulsive choice and poor tolerance to delayed reinforcement, such as ADHD, substance abuse, obesity, problem behavior in children with ASD/ID, etc. However, many practitioners are unfamiliar with delay discounting. This presentation will describe delay discounting, and the implications for practitioners will be discussed.



Julyse Migan-Gandonou

*continued on next page*

*continued*

## **Ignite #5 – Rock is Dead (and Behavior Analysis is to Blame)**

**ANDRE MAHARAJ** (*Florida International University, [andremaharaj@gmail.com](mailto:andremaharaj@gmail.com)*)

The state of music has gradually been getting worse and worse. Every generation seems to regard their music as better, and the next generations' music as inferior. We examine the trends in music with respect to song structure and lyrics, with a focus on musical note patterns and verbal behavior, and see just how behavior analysis is to blame for the songs like "Umbrella".



*Andre Maharaj*

## **Ignite #6 – What We Have Here is a Failure to Communicate. . .**

**TERESA DALY** (*University of Central Florida Center for Autism and Related Disabilities, [terri.daly@ucf.edu](mailto:terri.daly@ucf.edu)*)

The field of Applied Behavior Analysis continues to add terminology with the aim of refining understanding and establishing a precise language we can all use to communicate clearly (at least with each other). However, anyone who teaches ABA to undergraduates will agree that our existing language often gets in the way of acquisition of behavioral concepts, because it is rooted in basic English, replete with connotation and contextual baggage. Rather than creating even more alienating jargon, this ignite will illustrate some examples of students' misunderstanding of basic terms, and propose a solution or two that may reduce these difficulties.



*Teresa Daly*

## **Ignite #7 – Who Was Trained First: The Chicken or the Child? Teaching Clicker Training to ASD Children**

**DIANA KITHCART** (*Engage Behavioral Health, [DKithcart@ebhealthgroup.com](mailto:DKithcart@ebhealthgroup.com)*)

Teaching leisure activities that fit a client's age, skills, and interests levels are crucial to ensuring clients are motivated to actually engage in the activities outside of training sessions. BST was used to teach a high-functioning child with ASD how to use clicker training with his pet chickens. Verbal descriptions, modeling, and in-situ feedback were all provided to the client on the use of clicker training and shaping to teach his chicken to jump through a hoop.



*Diana Kithcart*

## **Ignite #8 – The World Is Dying. What Are You Going to Do About It?**

**DIAH ASKARI** (*weTrain, [diah@wetrain.co](mailto:diah@wetrain.co)*)

Dark times have befallen Earth. The inhabitants of this planet have abandoned science and reasoning. The age of bias and ignorance is upon us. It is now up to you, to save the world. Behavior Analysis is the key to humanity's salvation. Behavior Man is here to inspire you to action!



*Diah Askari*

## **Ignite #9 – Are you Analyzing my Behavior? : Interacting with Those Outside of Behavior Analysis**

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

Do you constantly find you're being asked the same questions about behavior analysis? Do these questions "frustrate" you? Do you find yourself unable to respond with a viable (and witty) response? This ignite will briefly provide examples on how to answer these questions, and positively interact with those outside of behavior analysis.



*Krystin Hussain*

*continued on next page*

*continued*

**8:00 PM – 9:00 PM**      SPECIAL EVENT      *Track: CA, TCP*      *Grand Ballroom*

## #98 Ignites! At Night!

### **Ignite #10 – "What'chu Talkin' 'bout, Willis?": When Behavior Analysts Aren't Even Speaking the Same Language**

**KRISTIN ALBERT** *Florida Institute of Technology, [kalbert2015@my.fit.edu](mailto:kalbert2015@my.fit.edu)*)

Behavior analysts are often said to have our own language - and we pride ourselves in speaking with technical precision. It's reinforcer, not reward; remembering, not memory; food deprivation, not hunger. We often struggle to communicate with non-behavior analysts, when sometimes our own colleagues can't even understand what we're saying! What are the multiple meanings for induction? Are mixing and varying and task interspersal the same thing? And what exactly are the principles of behavior? These and other vernacular conundrums will be presented in an effort to better understand the words coming out of each other's mouths.



*Kristin Albert*

### **Ignite #11 – How to Marry a Behavior Analyst.....and Survive.**

**ALEJANDRO RENE DIAZ** *(Florida International University, [adiaz087@fiu.edu](mailto:adiaz087@fiu.edu))*

For the first time in history, a secret formula to getting a behavior analyst to agree to marriage is revealed. Attendees will discover the shaping strategies that have a 100% success rate for shaping a behavior analyst's "yes" response to the discriminative stimuli of "will you marry me?" More importantly, attendees will learn some strategies for surviving marriage and co-habitation with a behavior analyst. Verbal behavior strategies and expectations for future couples are discussed.

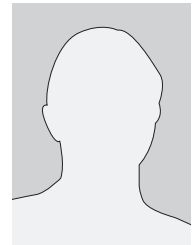


*Alejandro Rene Diaz*

### **Ignite #12 – You Want Me to Do What? Adventures of a Home and Community-Based Behavior Analyst**

**LAQUITA SPIVEY MONTGOMERY** *(Positive Behavior Supports, [lsmontgomery@lsmcorp.com](mailto:lsmontgomery@lsmcorp.com))*

Having provided behavior supports in a variety of settings over the course of my nearly twenty-year career, I always say I have seen a lot but certainly have not seen it all. Although I have enjoyed working in schools, intermediate care facilities, day programs and group homes; I am most passionate about working with families and helping them to improve their quality of life. Working to change behavior within the context of the family home presents tremendous challenges, monumental successes and the occasional odd request but I could not imagine a more satisfying working environment.



*LaQuita Spivey Montgomery*

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**9:00 PM – 11:00 PM**      SOCIAL      *Grand Ballroom*

## #99 Friday Night Karaoke and Open Mic

**CHAIR: EMILY DICKENS** *(FSU Early Childhood Autism Program, [behaviorgirl@gmail.com](mailto:behaviorgirl@gmail.com))*

Laughs! Songs! One Hit Wonders! After the fantastic Friday Ignites! At Night, experience the FABA Friday night escapades of Karaoke, Networking, and an Open Mic!



*Emily Dickens*

# Saturday Morning

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8:00 AM – 8:50 AM

PANEL

Track: ED, PRO

Coquina D

1.0 CEU-BA

## #100 Beyond Autism - Applied Behavior Analysis for ALL

CHAIR: **ANDREW HOUVOURAS** (*Brevard Public Schools, [andrewhouvouras@gmail.com](mailto:andrewhouvouras@gmail.com)*)

ABA is a science with a limitless reach. This panel will discuss how practitioners, administrators and academia should prepare to expand the practice of ABA to all problems of human, and non-human, action and interaction with the environment. Many education programs and experience hours for students are focused on autism and related disabilities. We can expand the reach of our science with more tracks at our Universities and Colleges. We look toward the future as our science becomes a standard in the solution to diverse issues that we face a society.



Andrew  
Houvouras

**TARA ZELLER** (*The AppleTree Connection, [tara@theappletreeconnection.com](mailto:tara@theappletreeconnection.com)*)

**ANDREW HOUVOURAS** (*Brevard Public Schools, [andrewhouvouras@gmail.com](mailto:andrewhouvouras@gmail.com)*)

**SHARON OLDER** (*Adapt Behavioral Services, [solder@adapt-fl.com](mailto:solder@adapt-fl.com)*)

**COREY L. ROBERTSON** (*Florida Institute of Technology, [behaviorguy@gmail.com](mailto:behaviorguy@gmail.com)*)



Tara Zeller



Sharon Older



Corey L. Robertson

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8:00 AM – 8:50 AM

PAPER

Track: TCP

Coquina E

1.0 CEU-BA, MH, PSY

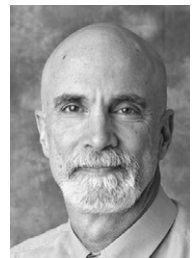
## #101 Where Do We Go From Here: Social Validity And Writing Successful Behavior Objectives

**KEN WINN** (*Firefly Autism, [shapingbehavior@hotmail.com](mailto:shapingbehavior@hotmail.com)*) and  
**EB BLAKELY** (*Quest, Inc*)

Montrose Wolf in his 1978 seminal article posed the question regarding social validity and "How Behavior Analysis Is Finding Its Heart." This paper will strive to answer that important question. We will discuss the critical importance of knowing your destination (behavioral objectives) before you set out on your journey to change someone's behavior (behavior plan), and show how critical socially valid objectives are to the value and effectiveness of behavioral interventions. We will provide examples and discuss ways to enhance behavioral objectives so that they are socially significant and critical to the success of behavioral change procedures.



Ken Winn



Eb Blakely



**Florida Association for Behavior Analysis**  
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# Saturday Morning

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8:00 AM – 8:50 AM PAPER *Track: AUT Coquina B* 1.0 CEU-BA, MH, PSY

## #102 Functional Communication Training, Compliance, and Tolerance

STEVEN WARD (*Whole Child Consulting, LLC, [steveandterry35@yahoo.com](mailto:steveandterry35@yahoo.com)*)

Functional Communication Training (FCT), compliance training, and tolerance training, alone or in combination, are frequent components of programs for students with special needs. This paper describes conceptual and practical considerations (potential incompatibilities, critical attributes, etc.) that professionals should consider when employing these strategies. For example, aggressive tolerance training with a student deficient in communication may impede the development of communication repertoires and exacerbate problem behaviors. But excessive reinforcement of communication can also impede compliance and tolerance. If instruction is carefully sequenced (e.g., Hanley, et al, 2014), each of these repertoires can be developed without impeding the development of the others.



Steven Ward

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8:00 AM – 9:20 AM SYMPOSIUM *Track: CA, DD Coquina C* 1.5 CEU-BA

## #103 Transitioning into adolescence and adulthood

CHAIR: YULEMA CRUZ (*Global Behavior Consultants, Inc., [yulema-cruz@hotmail.com](mailto:yulema-cruz@hotmail.com)*)

DISCUSSANT: HAYDEE TORO (*Independent Consultant, [haytoro@bellsouth.net](mailto:haytoro@bellsouth.net)*)

As behavior analysts we are often less prepared to work with challenging behaviors relevant to individuals who are transitioning into adolescence and early adulthood. Some of those challenges include problems with peers such as “bullying” and sexual development and expression. Likewise, individuals may have histories of involvement with the law or present with behaviors that could result in legal action. Furthermore, individuals may lack social and safety skills, increasing the risk of victimization. This symposium will provide basic considerations for behavior interventions and caregiver involvement for adolescents and young adults. **This symposium will be presented in Spanish.**



Yulema Cruz



Haydee Toro

### a. Transición de la pubertad a la edad adulta en niños con discapacidades.

CLAUDIA AXELROD (*Positive Behavior Supports, [caxelrod@teampbs.com](mailto:caxelrod@teampbs.com)*)



Claudia Axelrod

### c. Bullying and ASD: Teaching Prevention and Response Strategies Using BST

ELISA CRUZ-TORRES (*Florida Atlantic University, [ecruz4@fau.edu](mailto:ecruz4@fau.edu)*)



Elisa Cruz-Torres

### b. Behavior strategies derived from functional assessments for social initiation in adolescents with developmental disabilities

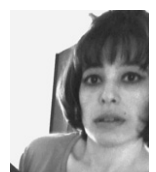
CELISABEL CALDEVILLA (*Changing Behavior, [c.caldevilla@changingb.com](mailto:c.caldevilla@changingb.com)*)



Celisabel Caldevilla

### d. Behavior Risk Management: Basic Guidelines for Prevention and Treatment of Sexually Inappropriate/Deviant Behaviors

MYRA DUARTE LEIBOWITZ (*Sunrise Community, [mduarte@sunrisegroup.org](mailto:mduarte@sunrisegroup.org)*)



Myra Duarte Leibowitz

# Saturday Morning

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9:00 AM – 9:50 AM PAPER **Track: AUT, DD** *Coquina D* 1.0 CEU-BA, MH, PSY

## #104 The Effects of Response-Independent Delivery of Preferred Stimuli on Child Compliance

MARY KNOWLES (*The Chicago School for Professional Psychology*, [MARYFKNOWLES@YAHOO.COM](mailto:MARYFKNOWLES@YAHOO.COM))

The current study was conducted in order to assess the efficacy of a high-p request sequence utilizing fixed time delivery of a preferred item in order to increase compliant responding by children with autism. Three children with autism with a history of non-compliant behavior are the participants. A fixed time delivery of an edible every 10 seconds occurred three times prior to the presentation of a low-p target. Percentage of compliant responding was calculated in order to assess for treatment efficacy. Results revealed an increase in compliant responding across participants and behaviors.



Mary Knowles

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9:00 AM – 9:50 AM PANEL **Track: OBM/PM** *Coquina E* 1.0 CEU-BA, PB

## #105 BehaviorPreneur: Behavior Analytic Approaches to Starting a New Business

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

Starting a business in any field can be a scary proposition and often times evokes overwhelming questions: Am I ready for this? Can I afford this? What if I fail? These questions can be amplified in emerging industries like Applied Behavior Analysis (ABA) where the field itself is already on shaky and unstable ground. However, being prepared for successfully building an enduring, ethical enterprise is a critical set of skills for those who endeavor to realize their ambitions. This panel will answer questions about starting a business in ABA from ethics to finance, marketing and OBM.



Adam Ventura

ADAM VENTURA (*World Evolve*, [adamvent@gmail.com](mailto:adamvent@gmail.com))

SARA GERSHFELD LITVAK (*Behavioral Health Center of Excellence*, [sara@bhcoe.org](mailto:sara@bhcoe.org))

MANUEL RODRIGUEZ (*ABA Technologies, Inc.*, [manny@abatechnologies.com](mailto:manny@abatechnologies.com))

DIAH ASKARI (*weTrain*, [diah@wetrain.co](mailto:diah@wetrain.co))



Sara Gershfeld  
Litvak



Diah Askari



Manuel  
Rodriguez

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9:30 AM – 10:50 AM PAPER **Track: CA, PRO** *Coquina B* 1.5 CEU-BA, MH, PSY

## #106 Help the Siblings Too! Solving the 5 Most Common Childhood Problem Behaviors

CHRIS MCGINNIS (*Boys Town South Florida*, [chris.mcginis@boystown.org](mailto:chris.mcginis@boystown.org))

Two entwined truths for behavior analysts today: 1) You have yet to realize your true potential within the marketplace, and 2) kids without autism ALSO desperately need you. This presentation serves as a jumpstarter for behavior analysts who have been considering expanding their scope of practice and begin to also serve the other 99% of children, and the shortest distance between two points here may just be to begin to serve the neurotypical siblings of those with autism who need help.



Chris McGinnis

## Saturday Morning

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9:30 AM – 10:50 AM

PAPER

Track: DD

Coquina C

1.5 CEU- BA

### #107 Special Topics In DD Paper Session

CHAIR: BRUCE PATE (*East Carolina University, [pateg12@students.ecu.edu](mailto:pateg12@students.ecu.edu)*)

#### The Effectiveness of Job Card Grounding in an ICF/IID

BRUCE PATE (*East Carolina University, [pateg12@students.ecu.edu](mailto:pateg12@students.ecu.edu)*)

Jeannie Golden (*East Carolina University*)

The current study examined the effectiveness and social acceptability of Job Card Grounding in an Intermediate Care Facility for Individuals with Intellectual Disability (ICF/IID) using an ABAB reversal design. Participants included six adolescent/young adult females with intellectual and related psychological disabilities. Job Card Grounding was introduced as a multi-element intervention, adapted for use in the ICF/IID, that afforded participants the option to complete brief 10 - 15 minute household chores contingent upon rule violations. Daily rewards were also provided to encourage appropriate behavior.



Bruce Pate



Jeannie Golden

#### Contributing Factors and Potential Consequences of Behavioral Crises in Individuals with Intellectual Disabilities

JOSEPH DARLING (*Benchmark Human Services, [josephdarling1984@gmail.com](mailto:josephdarling1984@gmail.com)*)

This is a study informing service allocation of supports for services surrounding a behavioral crisis of individuals with IDD. Data are reviewed between September 2011 and March 2016 on response time of the crisis teams, the number of dispatches of the team, and location of the dispatch. Further analysis was completed on contributing factors for the crisis and consequences had the crisis team not been available. Data provide information to continue to inform future research in behavioral crises and identify strategies to prevent crises and assist with the development of community based services for individuals with intellectual disabilities.



Joseph Darling

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ABAB – Association for Behavior Analysis of Brevard

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# Saturday Morning

10:00 AM – 10:50 AM

PANEL

Track: AUT, PRO

Coquina D

1.0 CEU – BA

## #108 Measuring Intervention Outcomes and Evaluating Quality of Programs for Individuals with Autism Spectrum Disorder

CHAIR: SARA GERSHFELD LITVAK (*Behavioral Health Center of Excellence, [sara@bhcoe.org](mailto:sara@bhcoe.org)*)

Intervention outcomes in ABA are most commonly measured through single-case research designs where the effects of individualized interventions are evaluated. Given the countless combinations of behaviors that meet the diagnostic criteria for ASD, it is of little surprise that consensus has not been reached on how to measure intervention outcomes. The lack of consensus makes it difficult to evaluate the overall quality of organizations' clinical programs. However, BCBA's are experiencing more pressure than ever before to demonstrate intervention outcomes for insurance reimbursement and allocation of public funds. Various methods to measure intervention outcomes and quality of programs will be discussed.



Sara Gershfeld  
Litvak

CHANNA C. RUE (*Autism Spectrum Therapies, [hannah.rue@autismtherapies.com](mailto:hannah.rue@autismtherapies.com)*)

KATHLEEN STENGEL (*Epic Developmental Services, [kathleen.stengel@epicdevelopmentalservices.com](mailto:kathleen.stengel@epicdevelopmentalservices.com)*)

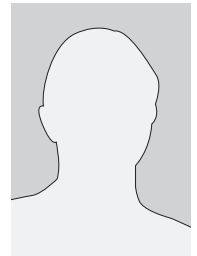
YAGNESH VADGAMA (*Magellan Health, [YJVadgama@magellanhealth.com](mailto:YJVadgama@magellanhealth.com)*)



Hanna C. Rue

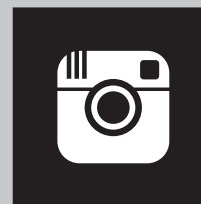
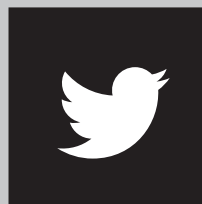


Kathleen Stengel



Yagnesh Vadgama

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## Use the Official Conference Hashtag

# Saturday Morning

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10:00 AM – 10:50 AM

PANEL

Track: AUT, BP

Coquina E

1.0 CEU – BA

## #109 Successful Implementation of Technology in Behavioural Healthcare

CHAIR: **HELLEN ADEDIPE** (*Reason for Hope*, [hadedipe@thereasonforhope.com](mailto:hadedipe@thereasonforhope.com))

**RICHARD KUBINA** (*Penn State University*, [rickkubina@yahoo.com](mailto:rickkubina@yahoo.com))

There is increased discussion regarding the adoption of technology in the healthcare industry, including settings that regularly employ behavior analysts (BA's). Technology has increased the ease of data analysis for patients and healthcare staff; however, little research exists regarding use of the technology itself. Professionals are faced with the challenge of developing systems for effectively implementing technology into their practice. This panel will discuss (a) advantages and disadvantages of technology, (b) how to successfully onboard technology, (c) research to date.



Hellen Adedipe



Richard Kubina

**RICHARD KUBINA** (*Penn State University*, [rickkubina@yahoo.com](mailto:rickkubina@yahoo.com))

**KIM MOORE** (*Portia International*, [kim@portipro.com](mailto:kim@portipro.com))

**HELLEN ADEDIPE** (*Reason for Hope*, [hadedipe@thereasonforhope.com](mailto:hadedipe@thereasonforhope.com))

**ROB OBERLEITNER** (*Behavior Imaging*, [ron@behaviorimaging.com](mailto:ron@behaviorimaging.com))



Kim Moore



Rob Oberleitner

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## Notes:

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## CLOSING INVITED ADDRESS

11:10 AM – 12:10 PM

INVITED

Track: TCP

Coquina D

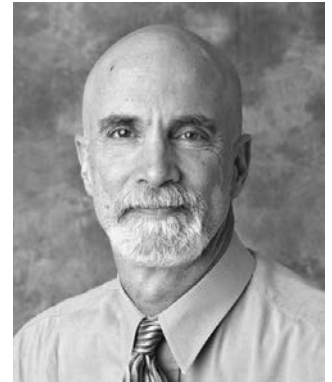
1.0 CEU-BA, MH, PSY

#110 On Terms: Past, Present, and Future Considerations

EB BLAKELY (*Quest, Inc, [eblakely@questinc.org](mailto:eblakely@questinc.org)*)

INTRODUCED BY: ANDREW HOUVOURAS

Terminology is important in effective communication within the field. Thus, terms should be precisely defined to ensure consistent usage. It is perhaps inevitable that the definitions undergo changes over time. Some changes are welcomed and indicate positive developments, while others cause confusion. This presentation will examine a sample of terms that will include some historical roots of each term, as well as some current usages. Recommendations for the future will be offered.



*Eb Blakely*

**Author Bio:**

Elbert Blakely received a Ph.D. in 1988 from Western Michigan in Psychology with a specialty in Applied Behavior Analysis. He has worked in the fields of developmental disabilities, mental health, behavioral pharmacology, experimental analysis of behavior, organizational behavior management, and database design. Dr. Blakely has co-authored 25 articles and one book. The articles address research questions in the experimental analysis of behavior, conceptual issues, and behavioral pharmacology. He is an Assistant Professor at Florida Institute of Technology and teaches courses in applied behavior analysis, radical behaviorism, and behavioral pharmacology.

**The 8:00 am Saturday  
Morning Workshops  
Appear on the Next Pages**



*(Additional Fees Apply)*

Members may attend workshops *(if purchased)*  
or the breakout sessions *(included in the cost of the  
full conference registration)*.

## Saturday Morning

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8:00 AM – 11:00 AM

Workshop

Track: AUT, MH

Coquina F

3.0 CE – BA, MH, PSY

### Workshop #W15 Autism Diagnosis and Evaluations: What You Need to Know

Skill Level: *Intermediate*

**IVY CHONG** (*The Scott Center for Autism Treatment & Florida Institute of Technology, [ichong@fit.edu](mailto:ichong@fit.edu)*)

This workshop will introduce diagnostic and assessment practices for use with children demonstrating behavioral characteristics of autism spectrum disorder (ASD; delays in social affect, RRB's). An emphasis will be placed on development and specific assessment tools used for differential diagnosis. The unique and challenging issues posed by these populations when administering standardized tests will be an underlying theme as assessment tools are introduced. Didactic instruction will be augmented with video presentation and practice scoring. The 'gold standard' for diagnosis of ASDs from a behavior analytic perspective and concepts related to medical necessity will be reviewed.



Ivy Chong

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

1. State the diagnostic criteria for ASD's and discuss typical development from a behavior analytic perspective
2. State the trajectory across major domains of development including language, motor, social-emotional, cognitive and adaptive living
3. Identify developmental assessment tools for young children when evaluating autism spectrum disorders
4. Identify the difference between a medical diagnosis and an educational diagnosis
5. Identify the importance of standardized evaluations in the insurance authorization process

#### Bio of Presenter:

Dr. Chong is the Director of Autism Services and Training at the Scott Center for Autism Treatment and Associate Professor at the Florida Institute of Technology. She has specialized in the assessment and treatment of individuals with 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. Professional interests include diagnosis and evaluation of autism, linking assessment to treatment, and development of training systems.

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## Saturday Morning

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8:00 AM – 11:00 AM

Workshop

Track: AUT, VB

Coquina G

3.0 CE – BA, MH, PSY

### Workshop #W16 Motivating Learner Participation: An Alternative to Traditional Escape Extinction Methods with the 7 Steps to Earning Instructional Control

Skill Level: *Intermediate*

ROBERT SCHRAMM (*Knospe-ABA GmbH, robert@knospe-aba.com*)

The 7 Steps to Earning Instructional Control offers a comprehensive Intervention package that maintains motivation and reinforcement opportunity while reducing escape maintained behavior without using traditional escape extinction procedures. The 7 Steps are based on sound behavioral principles and practice. This approach does not rely on the traditional escape extinction procedures of escape blocking, forced physical prompting or repeating SD's. In addition to offering a more simple and less restrictive way to earn instructional control with most learners, it is also easy to teach, allowing for better implementation and reproduction in less skilled environments.



Robert Schramm

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

1. Identify traditional escape extinction procedures and their relative placement in least restrictive environment
2. Will be able to list and recognize the 7 individual steps or earning instructional control without escape extinction.
3. Will be able to discuss the pros and cons of traditional escape extinction and the 7 Steps as tools to gain compliance and cooperation.
4. Can explain the pitfalls of extinction and the benefits of negative vs. positive punishment along with the values of positive vs. negative reinforcement
5. Will be able to identify the CEO-Reflexive and it's role in limiting escape with Mini-consequences.

#### Bio of Presenter:

Robert Schramm is the Lead Supervising Behavior Analyst for the Knospe-ABA GmbH in Germany. Knospe-ABA is Europe's largest ABA/VB consulting service working with as many as 300 children at a time. Robert is also the author of the books "Motivation and Reinforcement: Turning the Tables on Autism" and "The 7 Steps to Earning Instructional Control" A consistent presenter at ABAI and workshops around the world, Robert is well known as an engaging and forward thinking presenter.

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# Saturday Morning

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8:00 AM – 11:00 AM      Workshop      **Track: AUT, VB**      *Coquina H*      3.0 CE – BA, MH, PSY

## Workshop #W17 PEAK Relational Training System

**Skill Level: *Introductory***

**MARK DIXON** (*Southern Illinois University, [drmarkrdixon@gmail.com](mailto:drmarkrdixon@gmail.com)*)

This workshop will introduce attendees to the power that contextual behavioral science has for developing meaningful, robust generalizing repertoires for children with autism. PEAK modules include programming for simple motor responses and language, social emotional comprehension, advanced generalization, stimulus equivalence, and relational framing. Peer reviewed research has shown correlational relationships with IQ, convergent validity with expressive and receptive language tests, factor analyses of curriculum items, exceeding alternative ABA assessments / treatments in complexity, inter-rater reliability and perhaps most importantly treatment gains in only 60 days in a randomized clinical trial.



*Mark Dixon*

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

1. Effectively use the PEAK assessment
2. Understand the procedures for data collection using PEAK
3. Effectively manage PEAK related materials and treatment programs when running ABA sessions
4. Use the treatment protocols to promote skill gains
5. Explain the research supporting the effectiveness of the PEAK assessment

### **Bio of Presenter:**

Dr. Mark R. Dixon, BCBA-D is a Professor and Coordinator of the Behavior Analysis and Therapy Program at Southern Illinois University. For the past five years he has also served as the Director of an SIU initiative (Behavioral Consultant Group) to infuse behavior analysis within schools, alternative education, and residential facilities serving individuals with autism and other developmental disabilities. Mark also runs a behavioral therapy clinic (Project HEALTH) for persons suffering from problem gambling or obesity. Dr. Dixon has published 8 books, over 150 peer reviewed journal articles, and delivered over 500 presentations nationally and internationally. Dr. Dixon is recognized as one of the most skilled programmers of behavior analysis research and data collection systems worldwide. His software has been distributed across many countries and has been translated into foreign languages. Mark has been the Editor of the peer-reviewed journals Behavior Analysis in Practice and Analysis of Gambling Behavior and the Journal of Applied Behavior Analysis.

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## Platinum FABAs Sponsors:



# Saturday Morning

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8:00 AM – 11:00 AM

Workshop

Track: CA

Coquina A

3.0 CE – BA, MH, PSY

## Workshop #W18 An ABA Approach to Treating Children and Teens with Anorexia Nervosa

**Skill Level:** *Introductory*

TERESA DALY (University of Central Florida Center for Autism and Related Disabilities, [terri.daly@ucf.edu](mailto:terri.daly@ucf.edu))

Anorexia Nervosa has the highest mortality rate of any DSM-5 disorder and persists an average of seven years with standard psychological treatment. Behavior Analysts have much to offer to this population to improve outcomes for this expanding group of children and teenagers. An alternative, empirically demonstrated behaviorally-based program of parent training, coaching and goal setting will be described. Diagnostic and behavioral indicators, assessment, and behavioral methods will be described. Strategies for collaboration with medical treatment teams and families and outcome measures will be addressed.



*Teresa Daly*

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

1. Assess and Identify behaviors consistent with anorexia nervosa and related eating disorders.
2. Describe the components of the Maudsley Program and other behavioral treatments for anorexia nervosa.
3. Set appropriate behavioral goals for individuals with eating disorders and families and teams working with these individuals and methods of evaluating outcomes.
4. Describe important components of behavioral contracting and program fading for families pursuing behavioral treatment of anorexia nervosa.
5. Contrast mentalistic and behavioral models of the causes of eating disorders, and the research base (or lack thereof) for these models and their subsequent treatments.

### Bio of Presenter:

Teresa Daly is the director of the UCF Center for Autism and Related Disabilities. She is a licensed psychologist and BCBA-D, and has worked in the field of autism for over 30 years..



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# Saturday Morning

8:00 AM – 11:00 AM

Workshop

Track: VB

Volusia A

3.0 CE – BA, MH, PSY

## Workshop #W19 Teaching Intermediate and Advanced Verbal Behavior Skills in the Natural Environment

**Skill Level:** *Intermediate*

**CHERISH TWIGG** (*Motivation Matters Inc, [cherishgr@aol.com](mailto:cherishgr@aol.com)*)

**REDNER SALONGA** (*JSA Clinical Group, [rsalonga@jsakids.org](mailto:rsalonga@jsakids.org)*)

**MARTHA BOEHM** (*Motivation Matters Inc, [marty.boehm@gmail.com](mailto:marty.boehm@gmail.com)*)

**RACHEL AYER** (*JSA Clinical Group, [rayers@jsakids.org](mailto:rayers@jsakids.org)*)

This presentation will focus on how to teach intermediate and advanced language skills to individuals with autism. The focus will be on teaching the more difficult and less common intermediate mands, how to contrive and teach mands for information and attention, as well as how to teach the learner to answer novel questions with appropriate intraverbal responses. We will also discuss how to improve peer interactions. Participants will have opportunities to create intermediate and advanced NET lesson plans using a provided template and discuss ways to contrive motivating operations to get mands for information.

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

1. Develop NET lesson plans for intermediate and advanced learners.
2. Contrive and teach mands for information.
3. Teach learners to give novel responses to conversational intraverbal questions, including recalling past events.
4. Improve peer interactions in learners with autism.

### Bio of Presenter:

Cherish currently consults and presents verbal behavior training workshops through her company Motivation Matters Inc, and supervises clients two days a week at the Jacksonville School for Autism. She has worked in the field of autism and ABA for more than 20 years. When not working, Cherish enjoys spending time with her son Nathan, husband Paul, and their two dogs. Co-presenter's bio available upon request.



*Cherish Twigg*



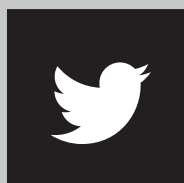
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*Martha Boehm*



*Rachel Ayer*



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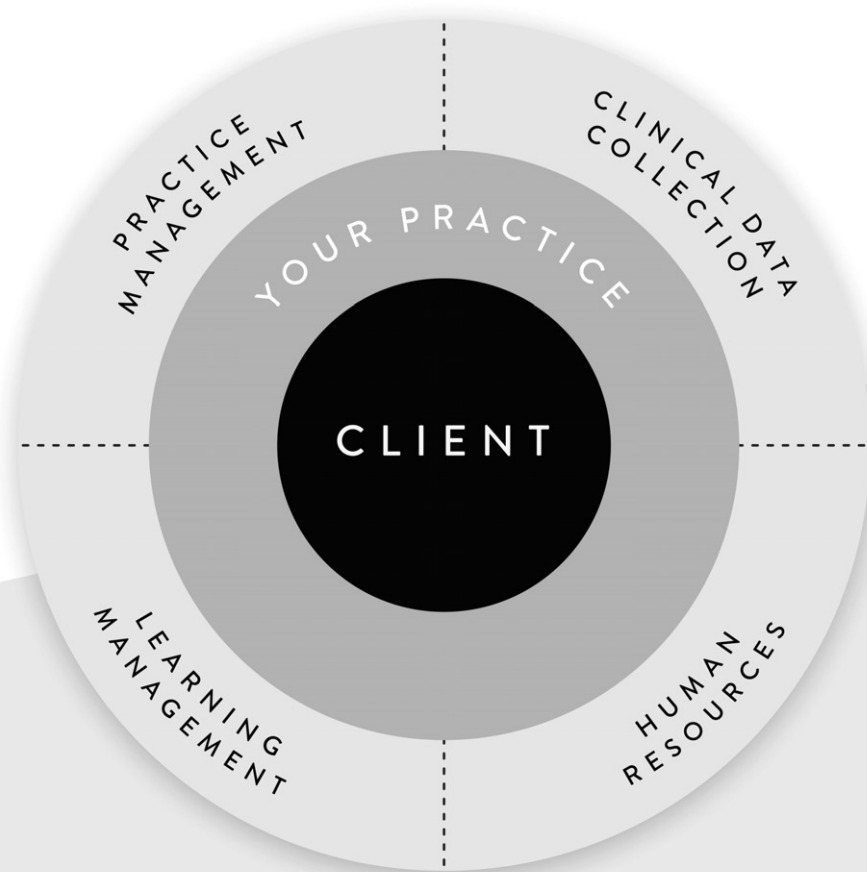
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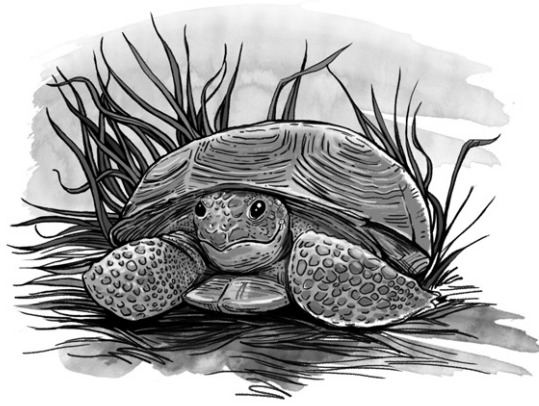
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# About FABA's 2017 Logo – *The Gopher Tortoise*

Gopher tortoises are members of land tortoises that originated some 60 million years ago. Of the five North American tortoise species, they are the only ones occurring east of the Mississippi.

Approximately 10” in length, gopher tortoises can be identified by their stumpy hind feet and flattened, shovel-like forelimbs adapted for digging.

These tortoises dig burrows averaging 15 feet long and 6.5 feet deep in well-drained sandy areas affording refuge from extreme temperatures, drought, predators, and the forest fires needed for their survival. Fires are critical in maintaining the native ecosystems of longleaf pines and the low-growing plants that



make up the tortoises’ diet, e.g., grasses, prickly pear cactus, and seasonal fruit.

More than 350 other species share the gopher tortoises’ burrow including burrowing owls, indigo snakes, opossums, and rabbits. For this reason the gopher tortoise is considered a “keystone” species upon whom other species depend. Both the tortoise and its burrows have

been deemed as threatened in Florida.

[Adapted from – <http://myfwc.com/wildlifehabitats/profiles/reptiles-and-amphibians/reptiles/gopher-tortoise/>]

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## Notes:

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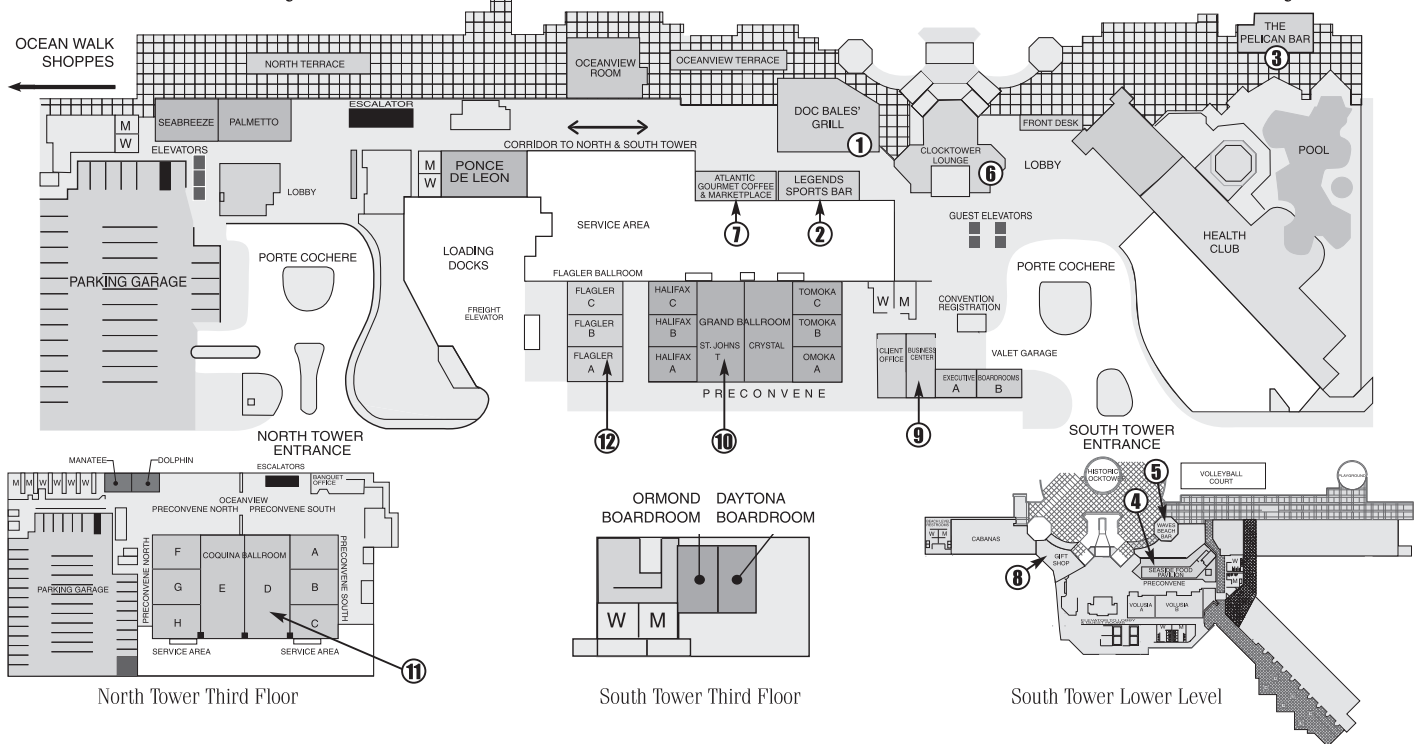
*Kelly Goudreau at [KellyG@appliedbehaviorcenter.org](mailto:KellyG@appliedbehaviorcenter.org), Ext. 228*

*Risa Turney at [Risa@appliedbehaviorcenter.org](mailto:Risa@appliedbehaviorcenter.org) Ext. 223*

# Meeting Room Locator

## North Tower Lobby Level

## South Tower Lobby Level



North Tower Third Floor

South Tower Third Floor

South Tower Lower Level



100 North Atlantic Avenue | Daytona Beach, Florida 32118  
386.254.8200 | 386.253.0275 fax

- |                                      |   |
|--------------------------------------|---|
| 1 Doc Bales' Grill                   | 7 Atlantic Gourmet Coffee & Marketplace |
| 2 Legends Sports Bar                 | 8 Beach Emporium Gift Shop              |
| 3 The Pelican Bar                    | 9 Business Center                       |
| 4 Seaside Food Pavilion (Food Court) | 10 Grand Ballroom                       |
| 5 Waves Beach Bar                    | 11 Coquina Ballroom                     |
| 6 Clocktower Lounge                  | 12 Flagler Ballroom                     |

# Platinum FABAs Sponsors:



## WEDNESDAY MORNING

ROOM	8:00-8:50	9-9:50	10-10:50	11-11:50	12-1:00
Preconvenc North					LUNCH On Their Own 12:00 till 1:00 pm
Coquina D 300		<b>Workshop #1</b> <b>Role of Joint Control Listener Responding</b> <i>Vincent Carbone</i>			
Coquina E 300		<b>Workshop #7</b> <b>Ethically Conducting FxA and FAs</b> <i>Andrew Houvouras</i>			
Coquina B 105		<b>Workshop #3</b> <b>Strictly Business: Organizations... PECC(1of2)</b> <i>Tim Courtney</i>			
Coquina C 105		<b>Workshop #2</b> <b>Not About Laminated Cards Anymore</b> <i>Patrick McGreevy</i>		Option for Board Meeting Location	
Coquina F 105		<b>Workshop #4</b> <b>Assess/Tx Children Emot &amp; Beh DO....Lens</b> <i>Jeannie Golden</i>			
Coquina G 105		<b>Workshop #5</b> <b>Working Together: Successful Adulthood</b> <i>Kim Lucker-Greene</i>			
Coquina H 105		<b>Workshop #6</b> <b>Curriculum for ABA Supervisors in Autism (1)</b> <i>Vincent LaMarca</i>			
Coquina A 105					
Ponce de Leon N/A	<b>FABA Store (8:00 am until 6:00 pm)</b>				



## WEDNESDAY AFTERNOON

ROOM	1:00-1:50	2:00-2:50	3:00-4:00	4:00-6:00	6:00-7:00	7:00-10:00
Preconvenc North				BREAK from 4:00 to 6:00 pm	#15 6:00-7:00 pm Speed Networking	
Coquina D 300	<b>Workshop #8</b> <b>OBM Strategies for BA /Leaders in Human Serv Settings</b> <i>Nicole Gravina</i>					#16 7:00-10:00 pm <b>Hospitality Suite</b>
Coquina E 300	<b>Workshop #9</b> <b>Teaching Listener Skills to Children With Autism</b> <i>Laura Grow</i>					
Coquina B 105	<b>Workshop #10</b> <b>Applying the PECC (Part 2)</b> <i>Melissa Olive, Tim Courtney, et al</i>					
Coquina C 105	Reserved					
Coquina F 105	<b>Workshop #11</b> <b>Leadership in Behavior Analysis: ...Ethically</b> <i>Adam Ventura</i>					
Coquina G 105	<b>Workshop #12</b> <b>Creating Free Online Data Collection</b> <i>Paul Heering &amp; Bill Flood</i>					
Coquina H 105	<b>Workshop #13</b> <b>Curriculum for ABA Supervisors in Autism (2)</b> <i>Vincent LaMarca</i>					
Coquina A 105	<b>Workshop #14</b> <b>Reinforcement to Address Picky Eating</b> <i>Anibal Gutierrez</i>					
Ponce de Leon N/A	<b>FABA Store (8:00 am until 6:00 pm)</b>					

# THURSDAY MORNING

ROOM	7:00-7:50	8-8:50	9-9:50	10-10:50	11-12:30	12:30-1:30
Oceanview Meal Functions			#24 9:00-9:50 am Local Chapters Officers Meeting <i>Lucker-Greene, Potak</i>		Simulcast to Coquina D or E	#33 12:30 pm- 1:30 pm Keynote Address CHAIR: <i>Robertson</i>
Coquina D 450		#17 8:00-8:50 am Creating Practice Guidelines <i>LeBlanc</i> INTRO: <i>Chong</i>	#25 9:00-9:50 am Staff Performance CHAIR: <i>Gravina</i> <i>LeBlanc, Pritchard</i>	#30 10:00-10:50 am A Passion for Ethics <i>J. Bailey</i> INTRO: <i>Miltenberger</i>		LUNCH No Scheduled Sessions
Coquina E 450		#18 8:00-8:50 am Update on the BACB <i>Nosik</i>	#26 9:00-9:50 am Ethicists CHAIR: <i>Zane</i> <i>Zane, Wiess, J. Bailey</i>			
Coquina B/C 260		#19 8:00-9:20 am Essential Snake Oils <i>McGinnis</i>		#27 9:30-10:50 am Recent Advances...Tx of Prob Beh CHAIR: <i>Bloom</i> DISCUSSANT: <i>Leon</i> <i>Garcia, Perez, Neve, (Vollmer)</i>		
Coquina F/G 260		#20 8:00-9:20 am Prob Beh Mx by sR neg CHAIR: <i>Wilder</i> DISCUSSANT: <i>Vollmer</i> <i>Ertel, Bevacqua, Senn</i>		#28 9:30-10:50 am PTR Model in Schools CHAIR: <i>Clarke</i> DISCUSSANT: <i>Iovannone</i> <i>Clarke, Cassell, Fontechia, Haynes</i>		
Coquina H 130		#21 8:00-9:20 am Health, Fitness and Sports ABA CHAIR: <i>Winston</i> DISCUSSANT: <i>Miltenberger</i> <i>Tai-Rubinstein, Schenk, Green,</i> <i>Winston, Askari</i>		#29 9:30-10:50 am Special Topics Board Games / Alt Comm Device CHAIR: <i>Kendrick</i> <i>Kendrick, Cook</i>		
Coquina A 130		#22 8:00-9:20 am Pref Assess: Extens & Applic CHAIR: <i>Fernand</i> DISCUSSANT: <i>DeLeon</i> <i>Morris, Fernand, Conine</i>		#31 10:00-10:50 am Feedback: Effort/Accuracy CHAIR: <i>Sleiman</i> DISCUSSANT: <i>Weatherly</i> <i>Sleiman, Cruz, Curry</i>		
Ponce de Leon N/A	<b>FABA Store (7:00 am until 11:00 am)</b>					
Flagler A/B/C 220		#23 8:00-9:20 am Infinity and Beyond: Sup CHAIR: <i>Toro</i> <i>Rodriquez, Cruz, Vasquez</i>			#32 11:00am-12:30 pm Keynote Address: <i>Vargas</i> CHAIR: <i>Dickens</i> INTRO: <i>Robertson</i> Simulcast from Grand Ballroom	
Grand Ballroom 1000					#32 11:00 am-12:30 pm Keynote Address <i>Vargas</i> CHAIR: <i>Dickens</i> INTRO: <i>Robertson</i> Simulcast to Flagler A/B/C	

## THURSDAY AFTERNOON

ROOM	1:30-2:20	2:30-3:20	3:30-4:20	4:30-5:20	6:00-8:00
Oceanview Meal Functions					
Coquina D 450		<b>#40</b> 2:30-3:30 pm Win Friends... <i>Rodriguez</i> INTRO: <i>Robertson</i>	<b>#46</b> 3:30-4:20 pm Recent Animal Rsrch <i>Morris, Amanieh, Slocum</i>	<b>#50</b> 4:30-5:20 pm Legislative Update CHAIR: <i>Riordan</i> <i>Cruz, Prutsman, Older</i>	
Coquina E 450	<b>#34</b> 1:30-2:50 pm OBM Safety & Sustainability CHAIR: <i>King</i> DISCUSSANT: <i>Wilder</i> <i>King, Matey, N.Cruz</i>		<b>#43</b> 3:00-4:20 pm FBA in Schools: Fx Based Innovations CHAIR: <i>Golden</i> DISCUSSANT: <i>Older</i> <i>Mulhare, Golden, Goss</i>	<b>#51</b> 4:30-5:20 pm Max Teach CHAIR: <i>Tanz</i> DISCUSSANT: <i>Sprinkle</i> <i>Albert, Tanz, Loughrey</i>	
Coquina B/C 260	<b>#35</b> 1:30-2:50 pm Advances in EBI for Autism CHAIR: <i>Jimenez-Gomez</i> DISCUSSANT: <i>LeBlanc</i> <i>Nastri, A. Diaz, Bacotti</i>		<b>#44</b> 3:00-4:20 pm Never Give Up! Practitioner Succes CHAIR: <i>Dickens</i> DISCUSSANT: <i>Carbone</i> <i>Januchowski, Foster, Vedder-Abrams</i>	<b>#52</b> 4:30-5:20 pm King Mad: Bio-Med World <i>McGinnis</i>	
Coquina F/G 260	<b>#36</b> 1:30-2:20 pm Signs of Damage/ MOs CHAIR: <i>Maharaj</i> <i>Maharaj, Golden</i>	<b>#41</b> 2:30-3:30 pm Brain or Behavior? <i>Daly</i>	<b>#47</b> 3:30-4:20 pm Beyond Perfection Quality of Life CHAIR: <i>Terry</i> <i>Griffin, Montgomery</i>	<b>#53</b> 4:30-5:20 pm ABA Crash Course: Co CHAIR: <i>Ventura</i> DISCUSSANT: <i>Ventura</i> <i>Ventura, Y. Diaz, Kavner</i>	
Coquina H 130	<b>#37</b> 1:30-2:50 pm Beh Gerontology: Mem Loss CHAIR: <i>Harvey</i> DISCUSSANT: <i>Harvey</i> <i>Buchanan, Biagi, Carlos</i>		<b>#45</b> 3:00-4:20 pm Mult Schedules..Tx of Prob Beh CHAIR: <i>Peters</i> DISCUSSANT: <i>Samaha</i> <i>Perez, Pizarro, Hodges, Campos</i>	<b>#54</b> 4:30-5:20 pm Who Cares? Neuroscience and Beh CHAIR: <i>Spiker</i> <i>Spiker, Bevacqua</i>	
Coquina A 130	<b>#38</b> 1:30-2:20 pm BST: Field Hockey CHAIR: <i>Miltenberger</i> <i>Miltenberger, O'Neill, Sniffen,</i> <i>Krukauskas, Gavoni, Williams</i>	<b>#42</b> 2:30-3:30 pm Visual Supports <i>Caldevilla</i>	<b>#48</b> 3:30-4:20 pm Autism Summer Camp <i>Gianino, Fitzpatrick</i>	<b>#55</b> 4:30-5:20 pm High Risk Residential <i>Haynes, Crosland</i>	
Ponce de Leon N/A	<b>FABA Store (1:30 pm until 5:00 pm)</b>				
Flagler A/B/C 220			<b>#49</b> 3:30-4:50 pm Multi-Cultural Sig Meeting <i>Toro, Y.Cruz</i>		
Grand Ballroom 1000	<b>#39</b> 1:30-2:20 pm Trauma or Drama <i>Winston &amp; Winston</i>			<b>#56</b> 5:30-6:30 pm Poster Session Pres Social CHAIR: <i>Robertson</i>	

# FRIDAY MORNING

ROOM	7:00-7:50	8-8:50	9-9:50	10-10:50	11-12:30	12:30-1:30
Oceanview Meal Functions	<b>#57</b> 7:00-7:50 am Past Presidents Breakfast CHAIR: <i>Older</i>				Simulcast to Coquina D or E  No other Scheduled Sessions	<b>#74</b> 12:30 pm- 1:20 pm Presidential Luncheon CHAIR: <i>Polick</i>
Coquina D 450	<b>#58</b> 8:00-8:50 am Consid Med Necessity CHAIR: <i>Dickens</i> <i>Courtney, Unumb</i>	<b>#65</b> 9:00-9:50 am Beh Innoculations <i>Wayne Fisher</i> INTRO: <i>Jon Bailey</i>	<b>#71</b> 10:00-10:50 am Comparison Senory to ABA <i>Piazzar</i> INTRO: <i>J. Bailey</i>			
Coquina E 450	<b>#59</b> 8:00-8:50am Effective SUP Meetings <i>Biagi, Rodriguez</i>	<b>#66</b> 9:00-9:50am FL Medicaid BA CHAIR: <i>Livingston</i> <i>Craig, DeBlasio,</i> <i>Gonzalez-Abreu, Benvenuto</i>	<b>#72</b> 10:00-10:50am Ethics/Prof: She said What? CHAIR: <i>Houvouras</i> DISCUSSANT: <i>Robertson</i> <i>Reed, Rowland, Houvouras</i>			
Coquina B/C 260	<b>#60</b> 8:00-9:20 am TBR-1: Basic Sci on Cond. Reinf CHAIR: <i>Samaha</i> DISCUSSANT: <i>Liddon</i> <i>Hannula, Livingston, Fernandez /DeLeon</i>	<b>#67</b> 9:30-10:50 am TBR-2: Basic Sci on Relapse CHAIR: <i>Jimenez-Gomez</i> DISCUSSANT: <i>DeLeon</i> <i>Wathen, Galbato, Purcell, Rajagopal</i>				
Coquina F/G 260	<b>#61</b> 8:00-9:20 am Consider...Stim Pref / Reinf Assess CHAIR: <i>Leon</i> DISCUSSANT: <i>Gutierrez</i> <i>Leon, John, Bonilla</i>	<b>#68</b> 9:30-10:50 am Human Service Settings CHAIR: <i>Hodges</i> DISCUSSANT: <i>LeBlanc</i> <i>Villacorta, Albert, Hodges</i>				
Coquina H 130	<b>#62</b> 8:00-9:20 am Activity Abating Behs CHAIR: <i>Golden</i> DISCUSSANT: <i>Miltenberger</i> <i>Golden, Minton, Pate</i>	<b>#69</b> 9:30-10:50 am Promoting Hx to Learn CHAIR: <i>Ward</i> DISCUSSANT: <i>Wright</i> <i>Miller, Schramm, Woznik, Ward,</i>				
Coquina A 130	<b>#63</b> 8:00-9:20 am Model Students Assess Gen Ed CHAIR: <i>Cassell</i> DISCUSSANT: <i>Cassell</i> <i>Iovannone, Haynes, Fontechia</i>	<b>#70</b> 10:00-10:50 am Mands/Peak/ Joint Control CHAIR: <i>Lewis</i> <i>Gervais, Ramsahai, Lewis</i>				
Ponce de Leon N/A	<b>FABA Store (7:00 am until 11:00 am)</b>					
Flagler A/B/C 220	<b>#64</b> 8:00-9:20 am BHCOE Accreditation <i>Litvak</i>					
Grand Ballroom 1000				<b>#73</b> 11:00-12:30 pm Presidential Address Business Meeting <i>Robertson</i> INTRO: <i>Older</i>		

## FRIDAY AFTERNOON

ROOM	1:30-2:20	2:30-3:20	3:30-4:20	4:30-5:20	8:00-11:00
Oceanview Meal Functions					
Coquina D 450	<b>#75</b> 1:30-2:20 pm Refine. EBI CHAIR: <i>Chong</i> DISCUSSANT: <i>Gutierrez</i> <i>LebLanc, Rajagopal, Deshais</i>	<b>#82</b> 2:30-3:20 pm Teaching Derived Relational Resp. <i>Dixon</i> INTRO: <i>Miller</i>	<b>#88</b> 3:30-4:20 pm Ext during FxA <i>Mueller, Nkosi</i>	<b>#92</b> 4:30-5:20 pm Inside Behavior CHAIR: <i>Houvouras</i> <i>Vargas</i>	
Coquina E 450	<b>#76</b> 1:30-2:50 pm Assess Prob Beh in Classroom CHAIR: <i>Blair</i> DISCUSSANT: <i>Crosland</i> <i>Narozanick, Marotta, Bewley</i>		<b>#86</b> 3:00-4:20 pm Infancy to Adult: Applying PECC CHAIR: <i>Courtney</i> DISCUSSANT: <i>J. Bailey</i> <i>Miller, Courtney, Mckee, Olive</i>	<b>#93</b> 4:30-5:20 pm Telehealth Services CHAIR: <i>Vasquez</i> <i>Woolery, Alicea, Nawabi</i>	
Coquina B/C 260	<b>#77</b> 1:30-2:20 pm Identify Ethical Behaving CHAIR: <i>Ventura</i> <i>Litvak, Maderal, Weatherly</i>	<b>#83</b> 2:30-3:20 pm Beyond Coursework <i>Griffin</i>	<b>#89</b> 3:30-4:20 pm ABA for Couple <i>Older</i>	<b>#94</b> 4:30-5:20 pm Don't be Duped <i>Toro</i>	
Coquina F/G 260	<b>#78</b> 1:30-2:20 pm Measurement Practices CHAIR: <i>Miller</i> <i>Kubina, Vargas,</i> <i>McGreevy, Blakely</i>	<b>#84</b> 2:30-3:20 pm Conversation Programming <i>Lamarca</i>	<b>#90</b> 3:30-4:20 pm Phys Activity CHAIR: <i>Miltenberger</i> <i>Zarate, Valbuena, Livingston,</i> <i>Slattery, Miller, Zerger</i>	<b>#95</b> 4:30-5:20 pm Max ABA Beh Coaching CHAIR: <i>Guffee</i> <i>Renaker, Hartranft</i>	
Coquina H 130	<b>#79</b> 1:30-2:50 pm Training Caregivers and Staff CHAIR: <i>Hannula</i> DISCUSSANT: <i>Cividini-Motta</i> <i>Shvarts, Colato, Kronfli, Crochet</i>		<b>#87</b> 3:00-4:20pm Recent Invest in Skill Acq CHAIR: <i>Crosland</i> DISCUSSANT: <i>Bloom</i> <i>Weyman, Castro, Suarez</i>	<b>#96</b> 4:30-5:20pm Health Fitness SIG Meeting <i>Winston</i>	
Coquina A 130	<b>#80</b> 1:30-2:20pm Parent Training: BST <i>Rodriguez, Acevedo-Medina</i>	<b>#85</b> 2:30-3:20 pm Learning to Play CHAIR: <i>Champlin</i> DISCUSSANT: <i>Houvouras</i> <i>Champlin, Schissler</i>	<b>#91</b> 3:30-4:20 pm Parent Mediated <i>Hughes-Lika</i>	<b>#97</b> 4:30-5:20 pm Living w/Dogs/Canids <i>Angel</i>	
Ponce de Leon N/A	<b>FABA Store (1:30 pm until 5:00 pm)</b>				
Grand Ballroom 1000	<b>#81</b> 1:30-2:20 pm Distant Reinforcers <i>M. Winston</i>				<b>#98</b> 8:00-9:00 pm Ignites! At Night! <b>#99</b> 9:00-11:00 pm Friday Night Karaoke CHAIR: <i>Dickens</i>

## SATURDAY MORNING

ROOM	8:00-8:50	9-9:50	10-10:50	11-11:50	12-1:00
Coquina D 450	<b>#100</b> 8:00-8:50 am Beyond Autism CHAIR: <i>Houvouras Zeller, Older, Robertson</i>	<b>#104</b> 9:00-9:50 am Response Independent-Pref Assess <i>Knowles</i>	<b>#108</b> 10:00-10:50 am Tx Outcomes CHAIR: <i>Litvak Rue, Stengel, Vadgama</i>	<b>#110</b> 11:10 am-12:10 pm On Terms <i>Blakely</i> INTRO: <i>Houvouras</i>	No other Scheduled Sessions
Coquina E 450	<b>#101</b> 8:00-8:50 am Social Validity/Obj <i>Winn, Blakely</i>	<b>#105</b> 9:00-9:50 am BehaviorPreneur CHAIR: <i>Ventura Litvak, Askari, Rodriguez</i>	<b>#109</b> 10:00-10:50 am Tech in Beh Health CHAIR: <i>Adedipe Kubina, Moore, Adedipe, Oberleitner</i>		
Coquina B 130	<b>#102</b> 8:00-8:50 am Compliance, & Tolerance <i>Ward</i>		<b>#106</b> 9:30-10:50 am Help the Siblings Too! <i>McGinnis</i>		
Coquina C 130	<b>#103</b> 8:00-9:20 am Transitioning to Adulthood (SPAN) CHAIR: <i>Y. Cruz</i> DISCUSSANT: <i>Toro Axelrod, Caldevilla, Cruz-Torres, Leibowitz</i>		<b>#107</b> 9:30-10:50 am Job Card / Beh Crisis CHAIR: <i>Pate</i> <i>Pate, Golden, Darling</i>		
Coquina F 130	<b>Workshop #15</b> <b>Autism Diagnosis: What to Know</b> <i>Ivy Chong</i>				
Coquina G 130	<b>Workshop #16</b> <b>Motivating Learner Participation</b> <i>Robert Schramm</i>				
Coquina H 130	<b>Workshop #17</b> <b>PEAK Training</b> <i>Mark Dixon</i>				
Coquina A 130	<b>Workshop #18</b> <b>Treating .... Anorexia Nervosa</b> <i>Teresa Daly</i>				
Ponce de Leon N/A	<b>FABA Store</b>				
Volusia A 110 (70)	<b>Workshop #19</b> <b>Teaching Advanced NET</b> <i>Cherish Twigg</i>				

# DOES YOUR ORGANIZATION HAVE WHAT IT TAKES TO BE BHCOE ACCREDITED?

Are your Staff Qualifications & Training up to par?

1

Is collaboration paramount to your program's success?

3

2

Is your treatment program & planning top notch?

Does your organization prioritize Consumer Protection?

4

Does your organization practice responsible Social Media & Marketing?

5

If you've answered yes to these 5 critical questions, perhaps it's time to apply.

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Lindsay Nguyen, MA, BCBA  
Clinical Director  
Acuity Behavior Solutions



**Kathy Woodhouse Lopez** ▶ ABA Business Owners Collaborative

February 18 · Altadena, CA · 🌐

For those of you who use Accupoint for your practice management software, or are thinking about it, I just wanted to let you know that they are now adding claims collections to their list of services. We have over 100 clients, and they have helped me receive payment for claims that I've been trying to get paid for a while. This allows me to focus my time and energy on running my practice, rather than chasing after insurance companies. I highly recommend Accupoint!

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November 23, 2016 · 🌐

On this Thanksgiving eve day, I have to give a shout-out to the team at AccuPoint who make running our business so much easier every day! Three Thanksgivings in with this awesome team and still feeling #verythankful for all your help and support.



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These services are available to all eligible persons, regardless of race, gender, age disability, or religion. Funding for this project was provided by the United States Department of Health and Human Services, Administration for Children and Families, Grant: 90FM0088-01-00. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the United States Department of Health and Human Services, Administration for Children and Families.





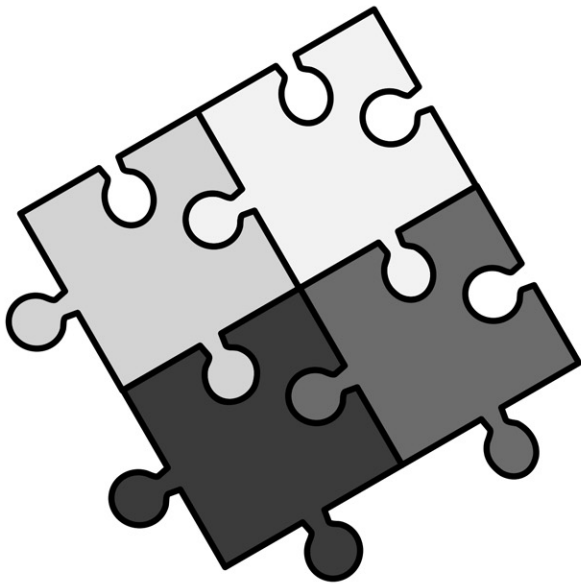
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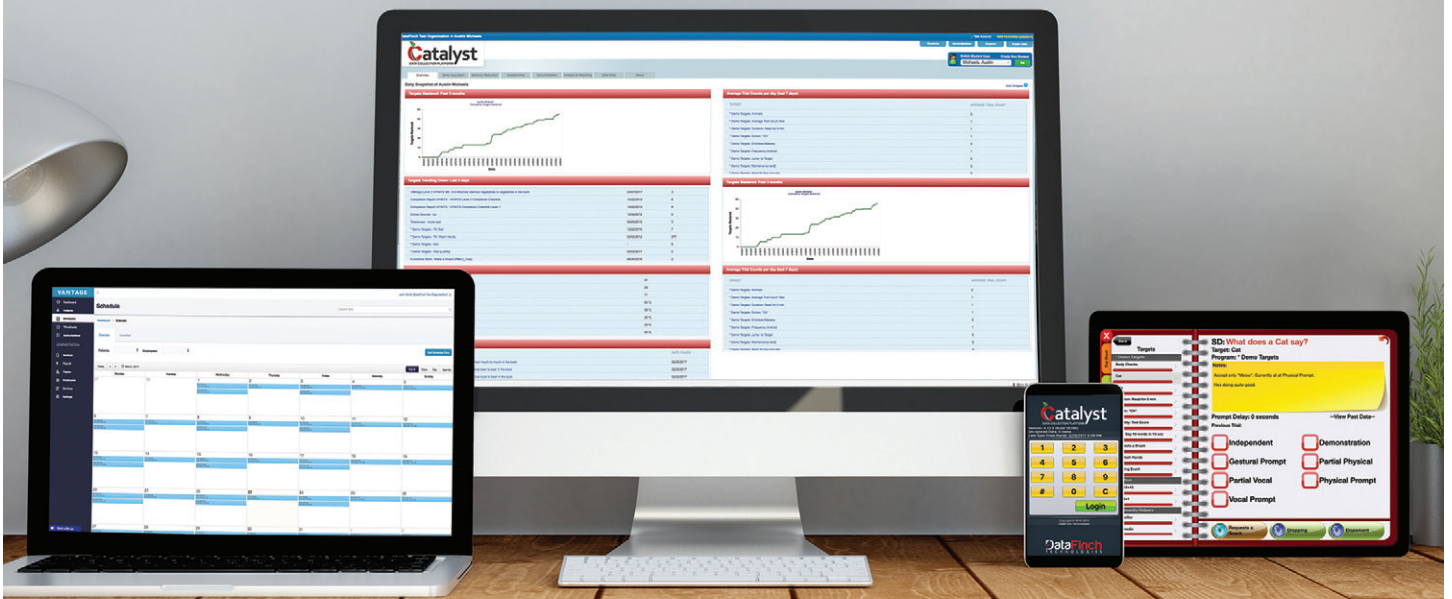
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