Berkshire Association for Behavior Analysis and Therapy

39TH ANNUAL CONFERENCE
OCTOBER 10-12, 2018

Berkshire Association for Behavior Analysis and Therapy
Committed to state-of-the-art behavior analytic practice across the lifespan

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CORPORATE HEADQUARTERS:
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We are uncompromising in our commitment to research and practice in the areas of autism spectrum disorder and other developmental disabilities, brain injury, and other neurobehavioral disorders.

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// GLOBAL ABA SERVICES

JOIN OUR aMAYzing TEAM!
Welcome to the 2018 Conference of the Berkshire Association for Behavior Analysis and Therapy! It is the mission of BABAT to support the field of Applied Behavior Analysis year-round through advocacy for practice, support for the professional development of members, recognition of significant contributions, and the sharing of research and scholarship.

Please thank your 2018 Conference Planning Committee

Conference Chairs: Rick Graff, Maureen Kelly, Tracey Toran
Conference Committee Members: Allison Bergenholztz, Rachel Farber, Brittany Hill, Kathleen Clark, Judah Axe, Patrick Heick, Becky Markovits, Nick Vanselow

Attend our Annual Business Meeting

Interested in learning more about BABAT, what we do, or ways to participate in our organization? If so, come to our BABAT OPEN HOUSE Business Meeting Thursday afternoon at 6pm in Rm 165! Learn more about our mission, accomplishments, initiatives, and other fun facts about us. We will also have information about how you can actively participate in the organization. Whether you are a clinician, administrator, graduate/undergraduate student, or researcher, if you want to volunteer, we want to know!

The Board of Directors, Assistants, and Volunteers

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Welcome 2018 BABAT Conference Attendees

On behalf of the BABAT Board of Directors, I am honored to welcome you to the 39th annual BABAT Conference.

Our field has experienced exponential growth over the past four decades. Under the leadership of Beth Sulzer-Azaroff, a unique community was established all those years ago. In the early years of our organization, the needs of our community were somewhat simple: A regional opportunity for behavior analysts to converge. To share ideas and inspiration.

In BABAT’s first year, community members came together in a small gymnasium, and the first few to speak did so under a basketball net. Under that net, scholars spoke about their science and their excitement was reciprocated by the behavioral scientists sitting in the audience. As time moved on, we found a home at UMass Amherst. Our field was exploding, becoming a household name. New technologies, new achievements, new applications, and new recognition. Our science was taking hold in our larger society, and the need for a place where we could come together once a year and connect was becoming more critical.

I remember my first BABAT conference. I remember nervously coming down that escalator to a sea of professionals. It was a large gathering, but not so large that I couldn’t register for the event upon my arrival. My behavior analytic knowledge was limited to the first few chapters of Cooper, Heron, and Heward and as I waited in line for a muffin a colleague pointed out that the man to my right was a big deal. I looked at his nametag and thought, “Hmm…Nate Azrin. I’ll have to remember the name and see if I come across some of his work.”

As the years passed, the conference changed for me. It became a professional home base. A place to center my professional goals and to be reminded why I love our science and how much good it can bring to our world, and that maybe I could be a part of that in some small way. It’s become a place to meet and listen to people I admire. To learn, grow, and to leave inspired. Professional connections, new research collaborations, learning about different professional opportunities. Finally saying hello to a researcher who has unknowingly shaped a large part of my clinical repertoire. It is difficult to leave the BABAT conference without gaining some insight into myself. I leave with ideas and motivation. And the friends. The friends! As years pass and paths diverge, we come back to this professional home and reconnect. Maybe it’s a quick hug and hello between talks. If we find the time to share a meal while we catch up on your new job, your thoughts on why the keynote speaker was amazing, the symposium I missed, and to look at pictures of your baby that is somehow now 13, so much the better. This is our community. This is a kind of family.

As our community grew, the BABAT Board faced a challenge. There were so many of us and we had outgrown our home. Long-time attendees, who counted on this gathering for CEU’s, but enjoyed it for so much more are turned away. Students of behavior analysis are missing the opportunity to see and meet the invited speakers that would help guide their professional paths. Despite a broadening of BABAT member services, a growing percentage of our community was losing out on the many benefits of this special gathering.

Our history is entwined with the UMass Amherst location. The amazing staff here have gone out of their way year after year to make sure we feel welcome and that the experience is meaningful for us. It’s hard to leave a home. But despite our comfort, our history, and our deep appreciation, this conference is not a place. It’s us. So it is with many years of planning, some sadness, excitement, and great hope for the future of our community that I welcome you to the 2018 BABAT Conference at UMass Amherst and simultaneously invite you to the 2019 BABAT Conference at the Worcester DCU Center. Here we will be able to double the capacity of our conference. We will have expanded opportunity for booths and larger presentation space. This venue, more centrally located, will give us proximity to a vibrant area of Worcester, with many wonderful bars and restaurants nearby. I expect the transition to be bumpy at times…as most are. So please be patient. This is a new chapter for our organization and the BABAT Board is committed to meeting our evolving needs. I’ll see you in Worcester.
Interested in Becoming More Involved with BABAT?

Volunteer as a committee member!

Committee members work as part of a collaborative group under the leadership of a BABAT director. Committee members who commit to a 2-year term beginning in July or December can access a number of incentives:

- Guaranteed access to early registration for BABAT Conference (with a 20% discount) (Starting 2018 BABAT Conference)
- Guaranteed access to early registration for BABAT Social (with a 20% discount) (Starting 2019 BABAT Social)
- Annual acknowledgement in newsletter (New England Behavior Analyst)
- Recognition at the annual conference
- Invitation to annual board meeting luncheon for committee members
- Get your foot in the door for future involvement on the BABAT Board of Directors
- Looks great on your CV or resume
- Help strengthen your Massachusetts behavior community!

Volunteers are needed across almost all of our committees. Committees include:

- Student Relations Committee
- Advertising and Marketing Committee
- Membership Committee
- Conference Committee
- Editorial Board Committee
- Technology Committee
- Professional Practice Committee
- Social Events Committee
- Social Media Committee

BABAT also accepts volunteers for specific events or activities without a 2-year commitment. These opportunities are emailed out to interested individuals on an as-needed basis.

Please email amanda@babat.org for any questions or interest in volunteering as a committee member.
I’ve been associated with BABAT for almost a decade and it has been an amazing and humbling experience for me to be a part of an organization that works so hard to support its members as well as the practice of behavior analysis in Massachusetts and the New England region.

I’m hoping that, like me, BABAT members recognize and appreciate our amazing growth, including all of the efforts to promote the everyday work of our members and the advancement of our shared profession.

Here are just a few highlights of the remarkable changes I have noted during my tenure:

- BABAT’s legislative advocacy targeting the practice of behavior analysis in Massachusetts
- The improvements within our conference offerings, including the addition of a 3rd day to accommodate advanced workshops (i.e., The Behavior Analyst Master Series)
- The expansion of the Annual BABAT Social to include afternoon presentations offering continuing education in ethics and supervision
- The bi-annual New England Behavior Analyst, which regularly offers interesting and timely content relevant to the practice of Behavior Analysts
- The recent update of our website, including the inclusion of a substantial array of resources to support professional practice of our members
- The completion of our new online membership application and renewal process that will support unlimited subscriptions, including Supporting Memberships
- The creation of sponsored student, researcher and practitioner awards to celebrate the ongoing work and achievements of current and upcoming professionals in our field
- And, perhaps above all else, BABAT’s continual commitment to holding one of the nation’s best conferences in behavior analysis!

BABAT’s growth has been shaped by the feedback of our members. As you may know, we regularly ask for feedback from our members about our offerings and strive to respond to noted concerns and/or recommendations. Indeed, one of the more conspicuous recent improvements, based on member feedback, included changes to our CEU process at BABAT events – hopefully members noticed this change and benefited from our improved efficiency! Member feedback also shapes the development of future benefits as well. For example, results from a recent membership survey revealed strong interest in online continuing education opportunities as well as special interest groups. We have already started developing content for online continuing education and are working to establish a platform to ensure efficient access to our members. And, recent changes to our website and membership application will allow us to identify member interest and facilitate the formation of special interest groups. In addition, we are also responding to member interest in access to regional and national employment postings and employment services by exploring potential career services benefits to members. And last, but certainly not least, BABAT has been working extensively to thoughtfully respond to the increasing size of our membership and our desire to accommodate all members who wish to register for our annual conference – you’ll be hearing more about our exciting upcoming plans from the BABAT President soon.

I’ve only experienced a small and recent segment of BABAT’s long history and I’m sure more veteran members along with more experienced members of the Board could easily cite more impressive and dramatic examples of BABAT’s growth than I. Whether you are a seasoned BABAT member or someone who just recently joined, my hope is that you can identify ways in which BABAT offers opportunities for you to improve your work as well as how the organization works to promote the overall field of behavior analysis. We have experienced tremendous growth in the past four decades and I expect our growth and member benefits will continue to expand just as impressively in the years to come.
Providing Applied Behavior Analysis Services to Underserved Populations

An Interview with Whitney Hammel

By Candice Colón-Kwedor, Ph.D., BCBA-D™, LABA

Whitney Hammel, MSEd, BCBA, is the Executive Director and Co-founder of Autism Compassion Africa (ACA) located in Cape Coast, Ghana.

She has over 9 years of experience directly working in the field of autism, mostly with the New England Center for Children. Ms. Hammel holds a Bachelor’s degree in Early Childhood Development and Special Education from the University of Idaho, a Master’s degree in Education in Severe Special Needs Education from Simmons College, and completed two additional years of education at the University of West Florida to become a Board Certified Behavior Analyst® (BCBA®) specializing in the field of Applied Behavior Analysis (ABA) service delivery. Ms. Hammel’s work experience ranges from working with individuals diagnosed with an Autism Spectrum Disorder (ASD), ages 20 months to 21 years; working in a residential facility, home and community settings with families, consulting in general education classrooms for inclusion programs, implementing social skills groups, supervising future BCBA, and working in ABA centers across 4 countries (United States of America, United Arab Emirates, India and Ghana). Her passion has led her to Ghana where she intends to stay to make a lasting impact across West Africa championing human rights advocacy, quality special education services and disseminating the science of ABA.

Ms. Hammel’s co-founder of ACA is Ms. Colleen Fulp. Ms. Fulp holds a Masters degree in African Studies from the Jackson School of International Studies, and a Certificate in Global Health from the Department of Global Health at University of Washington, USA. She has more than 10 years of nonprofit, community organizing, and research experience in the USA, Ghana and Uganda. Ms. Fulp specializes in nonprofit management, nonprofit board governance, program design and delivery, community engagement, program evaluation and grant writing. Ms. Hammel and Ms. Fulp met while attending the University of Idaho as undergraduate students. Their expertise in their respective fields was the perfect combination to create ACA, a day program in Ghana that utilizes the science of Applied Behavior Analysis (ABA) to impact all areas of development for children diagnosed with ASD. ACA opened their doors to serve two students in November of 2017, and has grown over the past few months. In fact, this fall ACA will be serving 12 students. ACA also focuses on being ingrained in the ASD community across Ghana by providing outreach workshops to educators, religious/political leaders, parents, and healthcare workers.

What was the catalyst for your passion/work in other countries?

BCBA® life as a consultant in the United States entailed a lot of driving, and I was beginning to experience burnout and not feeling passionate about the work anymore. I also missed being immersed in other cultures. You can certainly make an impact in the United States, but I thought, “Why not channel that energy in another country where there is even more work to be done?” Working in the community and educating others is my real passion and area of preference within the field. I am energized whenever I provide large trainings to the general public. The dissemination of ABA basics is so important to help more people do good in the world. I wanted to get out into the global community, get out of my current ABA bubble, and do more good for the world.

What are some highlights of the successes you have experienced along the way?

Developing partnerships with other schools to consult for and raising funds to start and maintain our own school have been general highlights of the experience thus far. In addition, we are thrilled that we recently added a second BCBA® to our team, Ms. Akanksha Chhettri, who has joined us from her native country of India and will be helping us develop our team and make more of an impact. But there are also highlights that have occurred throughout the process, such as seeing families experience their child’s progress.
These are families that never had anyone tell them their child could learn and grow, and now they are crying tears of joy watching their child do things they had never done before. One particular child’s mom would carry him on her back everywhere she went and then was able to see her child take his first steps and stand on his own after the help of Occupational Therapy and ABA programming. Another example is a child simply waving “Hi!” to his mom for the first time, as she starts to cry when she realizes that things can get better, and progress can be made!

**Given that behavior analysts still experience struggles in the United states with acceptance, is ABA accepted in Ghana? Are there any other barriers to service delivery that you have encountered?**

In general, the neighboring community has been very welcoming of ABA services. They have been referring friends and family to our school and show appreciation of the services we provide. But unfortunately, there is still a stigma regarding autism and other disabilities that many visitors or even many Ghanaians many not readily see. For example, some members of the community still believe that a disabled child is possessed by a demon or that their disability is a curse on the parents. There is a British Broadcasting Corporation (BBC) documentary titled, “The Worst Place in The World to be Disabled” that details these issues in Ghana. The documentary details heartbreaking stories detailing unfortunate practices such as paying spiritual priest doctors to dispose of disabled children for their parents that don’t want to look after them. These disabled children are referred to as river children or river snakes, so they are sent back to the river gods in a ritual that results in the poisoning and drowning of infants in rivers across Ghana. Children are also left in forests alone to die among other horrors.

In my own personal experience, I have heard about a pregnant school teacher that had a child with autism removed from her classroom so that their unborn child would not “catch” Autism. I have also had a taxi driver ask me “ Why waste your money on these children? They aren’t worth it.” after telling him what I did for a living. These are just a few examples that emphasize why educating the public is so important. It is my hope that we can do our part to stop these misconceptions from being perpetuated. One way that we hope to make an impact with public education is via a partnership with another non-profit charity that approached ACA to train community health workers who will help identify families in need of resources and assist with de-stigmatizing Autism. These community health workers are part of a common model in global health and live in the immediate community themselves. The first part of this project is reaching out to the chief and elders in the community to get their blessing. Following this, an open house for the workers would occur to begin the process of training them in their role. In addition to teaching them about the resources available to those diagnosed with autism, the training would focus on awareness of the diagnosis, as well as an understanding of the etiology. Some medical doctors in Ghana are phenomenal and can provide a diagnosis of autism, but others are not experienced in noticing symptoms of autism. Also, not everyone in the immediate community goes to see a medical doctor regularly, so the community workers may be very helpful as this is already the model for newborn wellness checks and other health related needs.

**How are clients referred, accepted and funded to attend ACA?**

The community in Ghana is welcoming and open! The community is currently coming to us, so we have no need to push the services on others. Some of our students come to us with prior diagnoses from doctors in the capital. If a drop-in to our school occurs, we refer them to a doctor for a diagnosis. If they have a cerebral palsy diagnosis, they are referred on to another program as our program is primarily for those diagnosed with autism. In addition, the referrals we have received are for children who don’t engage in challenging behavior severe enough to require physical management or other protective measures (e.g., protective equipment, or exclusion time out) for safety. Instead, verbal de-escalation and general safety habits have been enough to serve our current students. This may be because there are state-run psychiatric hospitals where children with severe challenging behavior are served. In the future, we would like to also build rapport with these types of facilities to offer consultation and training as well.

Currently, we are not marketing or seeking referrals as we want to make sure we can adequately support each new student. If someone is referred to us we will put them on a waiting list, but we won’t turn them away even if they can’t pay. We have a sliding scale based on local school fees indicating what the family can afford, and we will pay the full cost of the child if necessary. There is no insurance coverage (unless they have health insurance from the United States) and no other government assistance. In the future, we also plan to encourage the government in Ghana to assist with funding, now that ACA is a non-governmental organization. In addition to our waiting list we also make referrals to the state-run special education program because it is the only other school in a 3-hour driving radius. This school serves local children but has a very high student to teacher ratio making it difficult for children to make progress and decrease challenging behavior. The public schools are also mandated by the law to have inclusion, but I have not observed or heard of any compliance.

**What are some examples of how you integrate cultural competence into service delivery/treatment practices?**

Being humble, researching the culture and building rapport are so important. Taking advice from others in the culture to see what they do and how it works has been important. Prior to starting ACA, my co-founder and I took a research trip to Ghana to find out what
These types of trainings and consulting help educate special education schools in Ghana's capital Accra. I have also worked to educate the work that needs to be done to increase community awareness. I went to Nigeria once a month, have clients in the capital, consult to a private school, and also train the staff members of these programs and others to provide ABA services. This past June, I also put on an outreach seminar in Lagos, Nigeria. We will continue working toward educating the community in the coming months.

Tell me a bit about your goal to produce 5 BCBAs or BCaBAs from within ACA, and how that is currently developing.

All of our direct care staff are from Ghana, so the goal is to support our direct care staff to become BCBAs. This initiative is an effort to plant the seed of quality BCBAs from Ghana that can spread and grow over time. If funding goals are reached, one or two staff members will start a BCaBA® or BCBa® certification program within the year. We are currently looking for affordable programs to offer coursework. We are seeking a partnership that can offer us a reduced tuition rate to assist our staff members.

The program would also need to be an online program. But that may come with some challenges because electrical power goes out occasionally, and internet is not always reliable. So, a future goal would be a program offered locally at a university in Ghana. We will also have to work on the BCBa® exam being offered in Ghana. Currently, they are working on offering it in Nigeria, however, at this moment exam takers would need to travel all the way to London to take the exam.

In the United States we are lucky that we have the funding and the availability to do this work and go to graduate school. There are only 11 BCBa®s on the continent of Africa. If you consider the autism diagnostic statistics in the United States (1 in 56 has a diagnosis of autism), that could mean that 20 million people in Africa need services! The need is so great, so it is imperative that we do our part and plant the seed.

How can we support the Autism Compassion Africa organization?

Autismcompassionfrica.org has a link to donate via Paypal and other electronic payment sources. One time donations can be made or monthly recurring donations can be made. Recurring donations are especially beneficial as they assist with budgeting. You can check the website for events and fundraisers that we hold as well. We are a registered 501(c)3 non-profit in the State of Washington, so all US donations are tax exempt. All funds go directly to providing children with access to affordable education and financial assistance for ACA staff members to take ABA coursework.

This interview has been edited and summarized for brevity.

What advice would you give for those pursuing work with other cultures or in other countries that are underserved?

Be humble. Spend time learning and researching the culture and its needs as well as observing and assessing the needs of the immediate community. But when it comes down to it, don’t think too much. Yes, you have to plan and research, but then take the leap! Don’t wait too long, or you may never do it.

If you just want to start by collaborating and learning more, we created a Whatsapp group to connect people studying ABA in West Africa and also have an ABA Africa Facebook group that people can join.

Tell me a bit about your goal to educate the community via outreach workshops?

This goal has been initiated. We brought on an intern via Young African Leaders Initiative (YALI) with a Nelson Mandela fellowship to set-up the framework to reach out to area schools in an effort to increase general public education. This is an important start to the work that needs to be done to increase community awareness. I have also worked to educate special education schools in Ghana’s capital Accra. These types of trainings and consulting help educate the community and raise funds for our center. I go to Nigeria once a month, have clients in the capital, consult to a private school, and also train the staff members of these programs and others to provide ABA services. This past June, I also put on an outreach seminar in Lagos, Nigeria. We will continue working toward educating the community in the coming months.

What is the translation of the ‘language of ABA’ in Ghana. Do you encounter a language barrier?

Ghana is an English-speaking country. However, some only speak the local language, and in those cases, interpreters are necessary. All direct staff are local Ghanaians who speak various languages and can help translate ABA for parents to understand. But, there are also cultural practices to learn and teach our students regarding effective communication or social interaction. For example, in Ghana you don’t use your left hand, because the left hand is seen as unclean. So if the family prefers this, we teach their child to use their right hand.

What advice would you give for those pursuing work with other cultures or in other countries that are underserved?

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Cultural Competence, Diversity, Awareness and Responsivity in the Field of Applied Behavior Analysis

An Interview with Elizabeth Hughes Fong

By Leslie Quiroz, M.S., BCBA® and Candice Colón-Kwedor, Ph.D., BCBA-D™, LABA

Elizabeth Hughes Fong, MA, MA, BCBA®, LBS, has over a decade of experience in the fields of behavioral health, education and management. Ms. Hughes Fong’s educational background is in clinical and counseling psychology and applied behavior analysis. She is currently a clinical psychology doctoral candidate with a concentration in forensic psychology. In 2011, Ms. Hughes Fong founded the Multicultural Alliance of Behavior Analysts (MultiABA) which is a special interest group of the Association of Behavior Analysis International (ABAI). Ms. Hughes Fong is also the founder of the “Diversity in Behavior Analysis”, section of the Behavior Analysis: Research and Practice journal, and serves as an Associate Editor for the same journal. This section focuses on the diverse application of behavior analysis. Ms. Hughes Fong, serves on the Executive Committee for the American Psychological Association’s (APA) Division 35, as the Website Coordinator and Committee on Technology co-chair. In addition, she is on the Executive Committee for the APA’s Division 35, Section 5 and served as an invited reviewer for Behavior Analysis and Practice, Behavior Analysis: Research and Practice, and the National Multicultural Conference and Summit. She is a “Distinguished Scholar” with the Cambridge Center for Behavioral Studies, and a member of the ABAI Diversity, Respect, and Inclusion Task Force. Her primary areas of interest are in the application of ABA to multicultural populations, telehealth, social validity, health and behavior analysis, and examining child custody and parental competency related to parenting a child diagnosed with a disability. Over the past five years, Ms. Hughes Fong has focused her efforts on the dissemination of cultural competence, diversity, awareness and responsivity as it relates to the field of applied behavior analysis.

How did you first become interested in the topic of cultural competence?

Given my masters degree, I have a background in counseling. Throughout my clinical experience, I noticed the differences between textbook knowledge regarding how I should practice in comparison to actual practice and noticed I had to modify my approach a bit. Also, I am adopted. So I was raised in an environment where culture was always an important part of my life.

How would you best describe cultural awareness and responsivity to practitioners?

Cultural awareness is being aware of ourselves, our differences and similarities, and how these impact our interactions with our clients. In a clinical sense, cultural responsivity is the ability to appropriately interact and learn from our clients, within our culture, and outside of our culture. Cultural understanding is not only ethnic or racial, but includes a family’s culture, the community culture, religious culture, and sexual orientation.

What are potential long-term benefits from cultural awareness and responsivity for our clients?

We will be more effective clinicians who provide more effective treatment. A lot of this is based on the fact that we are open on getting input from our client, client’s family, community members, and people who are important for our clients. If we are not open to cultural differences, we might not engage in appropriate treatment planning. This may lead to client non-adherence and they may not be willing to speak up about their concerns. We want to create an environment in which everyone feels...
comfortable providing input. We don’t want to be the sole dictators of treatment planning. We might have a really great behavior analytic intervention, but if we’re not picking up the nuances (cultural preferences) of the client, then we may not be effective. And unfortunately, the client may not want to continue ABA services due to a negative experience.

What are some examples of how you have personally integrated cultural competence into service delivery/treatment practices or observed others innovatively do so?

Sure, this has to do with assessing social validity of a treatment plan. I’ll ask the family, “Does this goal or treatment plan seem like it fits with your goals?” Initially, I might ask the family or individual, “What are your goals? What would you like to see changed?” I might ask if there are any holidays, dietary restrictions, or customs that I need to be aware of before I go visit them. Some families may require a male or female clinician based on their cultural practices. For example, I worked on healthy eating with a family from another country with a diet heavy in carbohydrates, so it was important that I understood, at least on a basic level, the types of carbohydrates they ate. It was important to include this in our treatment so that the individual could eat the carbohydrates that the family ate but also with a bit of balance.

In your 2016 article, you asserted that behavior analysts should come to terms with their own cultural perspectives and biases, which are shaped by his or her own learning history and cultural experiences. Do you have recommendations for how practitioners can embark on this process?

The first thing is being aware of the fact that we may not actually be aware of all our personal biases. For example, by engaging in self-reflection, I may see that my responses may differ depending on the person I am interacting with. And that might be good, but, what concerns me more is what I can’t see. It’s similar to our code of ethics. We all think we are going to be ethical practitioners, and we can’t imagine not being ethical practitioners. Similarly, I think that when you make assumptions that it can’t happen to you, or that you are not biased, it can be dangerous. That may indicate you are not open, even to non-vocal feedback that your client may be giving you about your approach. We can objectively look at biased behavior and intervene on that. Private events are trickier. So ask yourself, are there cues that you can monitor when you start to feel uncomfortable? Is that discomfort a bias with your client, or is it something else? Taking the time to think about that and not disregard such feelings is important.

You also embraced Skinner’s perspective on an unavoidable bias that affects most fields of study, rather than attempt to claim complete scientific objectivity in ABA (Fong & Tanaka, 2013). Instead, you related cultural understanding to Skinner’s Verbal Behavior (1957) as an exercise in interpretation of the contingencies that shape the lay community. How might this influence how we conduct a science of behavior with an audience that strongly values culture?

It’s part of being responsive to the needs of our clients. We are obviously a data-driven field. So while we are collecting the data or conducting our observations and interviews, I think we can tweak our approach while maintaining the integrity of our interventions. For example, during a functional analysis interview with a family, I try to be aware of how they respond to me asking questions. If I notice that they are uncomfortable, it’s important to be open, seek feedback, and not make assumptions. I might ask them if they understand the questions or if there is a comprehension issue. Or, I might ask a more open-ended question and have a discussion with them about what’s going on either with themselves or the client. Then I go back, and check if I missed anything essential and ask follow-up questions. It’s important to tailor your interview approach to your client’s needs.

What are other potential barriers to cultural responsivity and diversity?

There is a lack of diversity in our field, most obviously racial diversity and languages spoken. I address some of this in our 2017 article titled “Increasing Cultural Understanding and Diversity in Applied Behavior Analysis.” More recently, there has been a lot more dialogue about these issues, but previously even within the past five years, people weren’t really having these types of discussions. Simply making assumptions that behavior analysis is a one-size-fits-all solution and that a good clinician is going to take culture into account is not enough. There is still a lack of literature, standards, and training across the board. I often compare behavior analysis to psychology, and psychology is way ahead of us in terms of what they are doing to address these issues. However, we are now looking at these issues, and I think, “Better late than never!”

How might behavior analysts connect with others to discuss and learn more about cultural awareness and responsivity?

Create a network! Attend presentations on diversity, and talk to the person next to you. Given the fact you are in the same room and have a common interest, use each other as resource to problem solve and share your own experiences. Don’t be afraid to ask questions, start a dialogue, present at conferences, or write a manuscript addressing diversity. Anyone one of us can make a valuable contribution to the field.
A review of recent research in the Journal of Applied Behavior Analysis conducted by Stencil et al., (2017) indicated low and variable reporting of formal social validity measures and cultural variables. Given the increasing heterogeneous population served in our field, what are some recommendations for confronting homogeneity in the research?

On a basic level, I recommend reporting social validity measures and cultural variables so that we are really representing the diverse clients that we’re serving. I also recommend providing support for underserved populations. But not everyone is a fan of reporting measures of social validity and cultural variables. Even when we first started submitting manuscripts to different publications, there were people who don’t believe that this information needs to be included, saying, “What difference does it make where your client comes from?” That’s part of the reason why it was important to me to have a section of a journal like Behavior Analysis: Research and Practice, devoted to diversity and culture so that people who want to publish in this area have a place where these types of manuscripts are being sought after.

It’s also no secret that the field of behavior analysis could presently benefit from a public relations makeover in certain respects. How might cultural responsibility contribute to the public’s regard for behavior analysis and current status amongst other professions?

Again, it’s better late than never. The fact that we are now being reflective and realizing that there are some issues within our field is a good thing. From what I’ve seen the Association for Behavior analysis International is actively looking at their diversity policy; they’ve created a task force. Just the recognition is helping. This is an exciting time! A lot of it has to do with the younger generation of behavior analysts speaking up and not being afraid to say what they think. They’re really going to help change our field, I think.

The Multicultural Alliance of Behavior Analysts has presented standards specifically tailored for increasing cultural responsibility in the field of behavior analysis, with applications across the field including practicing behavior analysts, experience supervision, graduate and professional development programs, and clinical organizations (Fong & Tanaka, 2013). Can you recommend any additional resources that align with these standards?

Within our field, there has been an increase in the discussion of culture and diversity at regional and national conferences. We really need more rigorous standards of training in the field of behavior analysis, but some other great resources include:

1. A book that gives an overview on various ethnicities, approaches, and barriers to therapy is Ethnicity and Family Therapy, 3rd Ed. (2005) by Goldrick, Giordano, and Garcia-Pretto. Although it focuses on family therapy, I still believe the barriers to service delivery and general background information regarding clients are similar.


If you could give one immediate call to action with regard to cultural competence, that a behavior analyst could do right now, what would it be?

Recognize the role that culture plays in service delivery. Ask questions about social validity and gauge the appropriateness of your intervention. Also, ask questions about yourself. Are you making any assumptions about your client’s experience?

This interview has been edited and summarized for brevity.

References
Cindy Muchine is the founder of Kenya Autism Alliance, a nonprofit organization that offers resources and information to families throughout Kenya and the African continent who are affected by an Autism Spectrum Disorder (ASD).

Originally from Kenya, Ms. Muchine has a 16-year-old son who is diagnosed with ASD. The Purpose of this interview was to provide a parent’s perspective on the delivery of culturally competent ABA services in a family’s home.

Tell us a little about your cultural background and the values that are most important to you and your family.

I come from a vibrant African, laid-back culture. A culture that allows children to be children. A culture that teaches kindness, generosity, morals and sincerity. My culture has certain traditions, as well as taboos, that have existed since time immemorial. Our food is different, and we have unique rites of passage. What’s important to me is for my children to have values such as being considerate, loving, and kind human beings. Humans that are full of care and compassion. Let’s be honest, there is so much happening out there in the world and information is shared via social media, etc. However, parents still carry the torch when it comes to teaching values. We are the most important influencers of our children’s lives.

What was your primary reason for seeking ABA services, and what did the services look like?

I began using ABA because I heard that it was a structured way of teaching my child. Every child needs a routine and structure. For example, I needed to teach my child to follow a bedtime routine. This is a tough one, but ABA helped us a lot. We received 6 hours per week of intensive ABA services at our home. I did not have the capacity to drive my child to a center. That was not going to work for us due to my work schedule. The provider was able to send someone three times a week to our home. Some of the goals addressed were establishing a bedtime routine, decreasing bolting behavior (my son used to run outside as soon as the door opened), decreasing other challenging behaviors (including aggression towards his sister), crossing the street safely, and completing various other household tasks.

Describe a positive experience you have had with ABA service providers being culturally sensitive when working with your family.

Our ABA provider was aware that our household was bilingual. It was interesting for them to learn that my son who did not consistently communicate through vocal-verbal language at the time, could respond to cues using a different language other than English. The service providers were impressed. Most often, people warn you that being bilingual affects speech negatively. I beg to differ, because this bilingual life has worked for my child.

It is important for ABA providers to be sensitive to the fact that behavior that is considered problematic in one culture may not necessarily be an issue in another culture. For example, look at the concept of hyperactive behavior. In many African cultures, kids are expected to be happy and jumpy and this energy can be channeled by allowing the child to be outside. On the flip side, other cultures see hyperactivity as a big problem, hence they tend to
medicate the child so the child can be “calm.” This was strange for me.
We are a church-going family and our provider was kind enough to not schedule sessions on Sunday. That was very respectful. We did not need any teaching on this as this had been taught to my child from the word go! We honestly did not have any negative experiences with our provider based on our cultural differences.

Are there any examples of cultural differences that have led to confusion or a lack of understanding between your family and ABA service providers?
We are a bilingual family, and we also believe in just letting children be children, rather than medicating them based on their behaviors.

What are some of the skills that you would most like to see ABA service providers focus on when working with your child?
Developing written language skills in other languages. This is one of my dreams for children with ASD from other cultures. It would benefit them more than you’ll ever imagine. It is also essential for each learner to receive an individualized curriculum, instead of a cookie cutter approach. ABA service providers should always focus more on developing new skills instead of just getting rid of the “bad” behavior.

Describe your experiences connecting with other families, either from your own cultural background or from other backgrounds, to discuss your experiences receiving ABA services.
I have a nonprofit organization Kenya Autism Alliance. It’s been amazing to share what I know about ABA but sadly, ABA is extremely expensive, and most parents do not have access.

How have parents responded to the information you have shared?
It has been amazing to share how ABA has created a great structure for bedtime, safety and independence skills.

What advice would you give to Behavior Analysts who are interested in providing home-based ABA services to families from cultural backgrounds that are different from their own background?
1. Get to know the family first!
2. Ask the parents if there is anything important they want you to know about their culture.
3. Ask the parents what goals they want their children to work towards. Sometimes parents don’t know that they can have input into developing goals and not just wait for the provider to develop the goals.
4. Give the parents time to process. Acceptance is tough and time to process the information provided is necessary, so do not expect immediate responses to all of your questions or ideas. Instead, provide a time frame and follow-up with the parents at a later date.
5. Assure the parents that they can feel free to say “No” if they are not comfortable with a procedure. Remind them that they have the right to consent.
6. Ask the family if they need an interpreter.

For more information on the Kenya Autism Alliance, visit the group’s Facebook page.
This interview has been edited and summarized for brevity.
BABAT Open House and Annual Business Meeting

Please join us on Thursday October 11, 2018 at 6:00 pm in room 165 for the BABAT open house and annual business meeting. Come find out what we do and ways you can participate in our organization! Learn more about our mission, accomplishments, and initiatives.

Board members and the chairs of the following committees will be present to answer all your questions and to share information on upcoming initiatives:

- Membership
- Social Media
- Social Events
- Student Relations
- Conference Planning
- Editorial
- Professional Practice
- Marketing & Advertising
- Technology
- Volunteer Coordination

Come and let us know how we can improve our service to BABAT members and to the field of behavior analysis. Whether you are a clinician, administrator, graduate/undergraduate student, or researcher we want your input to better our organization!

“Austin recently graduated high school as a member of the National Honor Society! I KNOW that wouldn’t have been possible without your services! I can NEVER say enough about how important Northeast Arc was in my son’s development to get to graduation.”

— SHILO, AUSTIN’S MOM
Background and Purpose

Over 3,000 children under the age of 10 died in 2015 as a result of unintentional injuries (CDC, 2015). Specific unintentional injury causes include suffocation, drowning, firearm discharge, burns, and accidental poisonings. Safety responses maybe taught using behavioral skills training (BST), which involves instructions, modeling, practice, and feedback (Parsons, Rollyson, & Reid, 2012). For safety skills, BST is often paired with in-situ training (IST). This involves assessing the safety response in the natural environment while providing positive and corrective feedback as needed. Combining BST, IST, and equivalence-based instruction (EBI) may result in training safety responses to multiple dangerous stimuli. In EBI, a series of conditional relations are trained between stimuli; the structure of training results in the subsequent emergence of a series of untrained relations (Fields & Reeve, 2001). The purpose of this study was to evaluate BST, IST, and EBI for training 3 children (ages 3-5) how to respond in the presence of a lighters, handguns, and medicine bottles (e.g., leave room, tell adult). The specific purpose regarding EBI was to establish two (i.e., dangerous and non-dangerous), three-member classes of stimuli and assess whether transfer of function occurred across the equivalence class members.

Results

The addition of EBI to BST plus IST was effective at training a safety response across multiple dangerous stimuli.

Figure 1. Response scores for Jack, Chrissy, and Janet in the presence of dangerous stimuli during pretest, post BST plus IST, posttest, maintenance, and transfer of function. Black-filled shapes represent sessions with Exemplar 1 of each stimulus, gray-filled shapes represent sessions with Exemplar 2 of each stimulus, and open-shapes represent generalization sessions with untrained exemplars.
Background
Children with autism spectrum disorder (ASD) often need specific teaching to learn question-asking skills. Teaching mands for information may be more challenging than teaching mands for tangible items to children with ASD because the natural consequence (i.e., information) must be established as a conditioned reinforcer if the response is to maintain without contrived reinforcement (Sundberg, Loeb, Hale, & Eigenheer, 2002). Multiple studies have evaluated procedures for teaching the mands “where?”, “what, “who?”, “when?”, and “which?” (Shillingsburg et al., 2011) to children with ASD. Unfortunately, there are no published studies to date that have evaluated teaching “why?” to this population. This may be due to the unique challenge of arranging multiple opportunities for teaching while ensuring an EO controls the response. That is, providing a reason for something is typically an abolishing operation (AO) for asking, “why?” In addition, it may be difficult to bring the mand, “why?” under natural reinforcer control because the consequence, a reason, may not function as a reinforcer for a child with ASD.

Purpose
The proposed study will evaluate procedures for teaching the mand “why?” in three different scenarios to three children diagnosed with ASD (ages 3-18). Different variations of the mand, “why?” will be taught under different EO conditions in these scenarios: (a) restricted access to preferred items (b) observation of emotional responses, and (c) observation of unusual events. For (a), a preference assessment will be conducted prior to every trial in the restricted access scenario to ensure the presence of a momentary EO for the chosen item. In the other scenarios, EO control will be assessed via generalization probes. EO and AO trials will be conducted during each session to facilitate and assess appropriate antecedent control. A trial-unique procedure (Williams, Johnston & Saunders, 2006) will be employed to increase the value of the information provided to participants. We will program for generalization using multiple exemplar training and assess generalization via generalization probes. Maintenance one will be assessed one week after participants reach mastery criterion. Caregivers will be asked to assess the social validity of the goals, procedures, and outcomes of the study.
Verbal Beginnings is hiring BCBAs to join our in-home Clinical Supervisor teams in:

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Dr. Christy Alligood
Disney Animal Kingdom

Dr. Christy Alligood received an M.A. (2003) from the University of North Carolina at Wilmington and a Ph.D. (2007) from West Virginia University. She is also a doctoral-level Board Certified Behavior Analyst (BCBA-D®). Since 2007 she has worked at Disney’s Animal Kingdom® in Orlando, Florida. Much of her initial work focused on a multi-faceted conservation program for Key Largo woodrats, which received a Bean Award for Significant Achievement in Captive Breeding from the Association of Zoos and Aquariums (2009) and a Federal Challenge Grant (2010) in collaboration with the Crocodile Lake National Wildlife Refuge for population monitoring work on Key Largo. Dr. Alligood now works with the Science Operations Team, where she focuses on using the science of behavior to enhance animal care. She is also a lecturer at the University of Florida. She is the secretary of the Southeastern Association for Behavior Analysis and has recently served as At-Large Representative to the ABAI Executive Council, Coordinator of the ABAI Special Interest Groups Board, and co-coordinator of the ABAI Applied Animal Behavior Program Area.

Dr. John Bailey
Florida State University

Dr. John Bailey received his PhD, with Mont Wolf as his mentor, 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 be 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, was published in early 2018. Dr. Bailey receives questions submitted to the ABAI Ethics Hotline and provides timely responses to hundreds of behavior analysts, educators and consumers from all over the world.

Margaret “Misty” Bloom
Behavior Analyst Certification Board®

Margaret “Misty” Bloom, Esq., is the BACB®s in-house Chief Legal Counsel. For over twenty years, Misty has dedicated her legal practice to certification and nonprofit law, including a concentration on state and private regulatory and disciplinary issues, nonprofit organization, exemption issues, antitrust law, intellectual property protection and ADA compliance. Misty has served as a legal advisor to the BACB® since 1998.

Dr. John Borrero
UMBC

Dr. Borrero received his Ph.D. from the University of Florida (UF) and is now Associate Professor of Psychology at UMBC. At UMBC, Dr. Borrero serves as the Director of the Applied Behavior Analysis masters track, and as Coordinator of the BACB® Verified Course Sequence. Dr. Borrero has been involved in behavior analysis for 20 years, since he served as an undergraduate research assistant at Louisiana State University. In the last 20 years Dr. Borrero has been exceedingly fortunate to have a wide range of experiences in the study and application of behavior principles. These experiences have included a stint in a rat laboratory, extensive experimentation in the human operant laboratory, and more recently, studies of infant development in collaboration with colleagues at the University of Maryland School of Medicine. Combined, Dr. Borrero has published more than 50 papers and chapters on topics including: the assessment and treatment of severe problem behavior, classroom management strategies, and choice. Dr. Borrero is former President of the Maryland Association for Behavior Analysis, and a former Associate Editor for the Journal of Applied Behavior Analysis and Behavior Analysis in Practice.

Lynn Bowman
Kennedy Krieger Institute

Lynn Bowman is the Director of Direct Care Services and a Senior Behavior Analyst on the Neurobehavioral Unit (NBU) at the Kennedy Krieger Institute, and an Assistant Professor in the department of Psychiatry and Behavioral Sciences at the Johns Hopkins University School of Medicine. Lynn supervises behavior teams employing functional analysis and behavior analytic interventions aimed at addressing the severe behavior disorders of individuals with developmental disabilities. She also oversees the NBU Direct Care Managers, approximately 120 direct care staff, the staff training team...
and the recruitment team. Lynn’s research interests are diverse, and include the treatment of destructive behavior disorders among persons with developmental disabilities, the interactive effects of pharmacologic and psychological interventions, and managing human service staff. She has over 25 publications in peer-reviewed journals, has served on the Editorial Board for JABA for over 10 years as well as reviewed for many other scientific journals, and has presented research at numerous national and international conferences. In addition, she enjoys taking the lead on hospital performance improvement projects on topics related to staff training, departmental policies, infection control, staff and patient safety, stakeholder satisfaction, behavior analytic supervision, and recruitment.

Lynn is a founding Co-Director, Treasurer, and recently President Elect of the Maryland Association for Behavior Analysis and was appointed by former Governor Martin O’Malley to the Behavior Analysis Advisory Committee for the Maryland Department of Health and Mental Hygiene. She is on the Board of Directors for APBA, has served the BACB as a subject matter expert and is a member of many Kennedy Krieger leadership committees.

**Vincent J. Carbone, Ed.D**

**Carbone Clinic**

Vincent J. Carbone, Ed.D is a Board Certified Behavior Analyst-Doctorate™ and New York State Licensed Behavior Analyst. He received his graduate training in Applied Behavior Analysis (ABA) at Drake University, Des Moines, Iowa, under the supervision of W. Scott Wood. He currently serves as an adjunct faculty member at Penn State University. His behavior analytic research has been published in several peer-reviewed journals including the Journal of Applied Behavior Analysis, The Analysis of Verbal Behavior, Behavior Modification, Research in Autism Spectrum Disorders and others. He is the 2017 recipient of the “Jack Michael Outstanding Contributions in Verbal Behavior Award” from Association for Behavior Analysis International’s Verbal Behavior Special Interest Group. Currently, he serves as the director of the Carbone Clinics in New York, Boston, London, UK and Dubai, UAE. All clinics provide behavior analytic consultation, training and therapeutic services to children with autism and developmental disabilities.

**Chata A. Dickson, Ph.D., BCBA-D™, LABA**

**The New England Center for Children and Western New England University**

Chata A. Dickson, Ph.D., BCBA-D™, LABA, currently serves as Assistant Director of Research, Autism Curriculum Encyclopedia, at the New England Center for Children®. She is also a Clinical Adjunct Faculty in the graduate program in Behavior Analysis at Western New England University. She began her work with children with autism in 1993 in Central FL, where she later piloted the area’s first Applied Behavior Analysis (ABA) program for preschool-aged children with autism and co-founded a private clinic for young children with autism. She is interested in effective methods for teaching individuals with autism spectrum disorders and other intellectual and developmental disabilities; specifically, she is interested in research that examines instructional technology, stimulus control, attention, memory, and effects of learning and history. Her work has been published in American Journal on Mental Retardation, Journal of Applied Behavior Analysis, Journal of the Experimental Analysis of Behavior, Psychological Record, and Research in Developmental Disabilities.

**John Donahoe**

**UMASS Amherst**

John W. Donahoe earned his undergraduate degree from Rutgers University. He then received a master’s degree from the University of Kentucky. He earned a Ph.D. in experimental/physiological psychology from the T. H. Morgan School of Biological Sciences at the University of Kentucky. Dr. Donahoe did postdoctoral work at the Center for Brain Research, University of Rochester. He was an assistant and associate professor in the Psychology Department and Computing Center at the University of Kentucky. He later was a professor in the Psychology Department and the Neuroscience & Behavior Program at the University of Massachusetts. Dr. Donahoe is now professor emeritus at the University of Massachusetts. John’s is the author of 80 articles and book chapters and the textbook, Learning and Complex Behavior, which he wrote with Dave Palmer. John’s research interests include simulations of conditioning phenomena with a neural network model, experimental tests of novel predictions of the model, and philosophy of science and philosophy of mind applied to psychology in general and behavior analysis and radical behaviorism in particular.

**Dr. Mark Durand**

**University of South Florida St. Petersburg**

V. Mark Durand is professor of psychology at the University of South Florida St. Petersburg, where he was the founding Dean of Arts & Sciences and Vice Chancellor for Academic Affairs. Dr. Durand is currently a member of the Professional Advisory Board for the Autism Society of America. He was the co-editor of the Journal of Positive Behavior Interventions and has written 12 books. His books include two textbooks on abnormal psychology that have been translated into 10 languages and used in more than 1,000 universities worldwide. His other books include the multiple national award winning Optimistic Parenting: Hope and Help for You and Your Challenging Child, and most recently the highly acclaimed, Autism Spectrum Disorder: A Clinical Guide for General Practitioners. He was named a 2014 Princeton Lecture Series Fellow for his body of work in the field of autism spectrum disorder. He has been invited to speak all over the world and this fall he gave the keynote address for a major international conference in Milan, Italy. In addition he has more than 100 research publications and major themes in Durand’s research include the assessment and treatment of severe behavior problems for children and adults with ASD and other severe disabilities, parent training and the development of treatments for child sleep problems. Most recently he developed a new approach to help families work with their challenging children (optimistic parenting).

**Judith E. Favell, Ph.D., BCBA-D™**

**Behavior Analyst, Retired**

Judith Favell's career has focused on education, habilitation and treatment of at-risk populations, such as children and adults with intellectual/developmental disabilities and mental health issues. Throughout her years as a clinician, researcher, teacher, lecturer and administrator, she has specialized in the understanding and treatment of significant behavioral challenges, such as self-injurious and aggressive behavior in individuals with autism and other developmental and mental health issues. Regarded as one of the nation’s leaders in applied behavioral analysis, her work has encompassed not only clinical domains but also organizational, regulatory, legal...
and policy issues, for example through testifying, chairing national task forces, serving as an expert witness and writing guidelines and policies governing treatment in intellectual and developmental disabilities. Across her career, she served as President of several of the leading professional organizations in her field, including the American Psychological Association’s Division on Mental Retardation, the Association for Behavior Analysis International, and the Behavior Analysis Certification Board.

Dr. Favell has authored numerous articles, monographs, chapters and books, edited a leading journal and several newsletters, and served on the editorial boards of many others. She has presented extensively both nationally and internationally on topics ranging from innovations in treatment to organizational systems of therapeutic services with vulnerable populations.

Dr. Favell has earned many honors and awards, including the University of Kansas’ Department of Applied Behavior Science Distinguished Alumni Award and Illinois Wesleyan University’s Distinguished Young Alumni Award and Distinguished Alumni Awards.

Lanny Fields
Emeritus Professor of Psychology, Queens College of the City University of New York

Lanny Fields earned a B.A in Psychology from Columbia College in 1960 and a Ph.D. in Psychology from Columbia University in 1968, and then became a faculty member of Richmond College and the College of Staten Island from 1968 to 1996, and finally of Queens College from 1996 to 2014. From 1976 to 1985 and then again in 2017, he studied errorless learning and stimulus fading. That research identified a number of factors that accelerated rate of errorless learning and transfer of stimulus control. From 1984 to the present, he has explored many aspects of equivalence class formation, that include procedures that enhance class formation, the relatedness of stimuli in equivalence classes, the induction of complex categories by the merger of equivalence classes and perceptual categories, meaningfulness and equivalence class formation, the definition of meaningfulness in terms of acquired stimulus control functions, and new methods for the rapid measurement of class formation. He has also studied how the establishment of special equivalence class formation, the definition of meaningfulness in terms of acquired stimulus control functions, and new methods for the rapid measurement of class formation. He has also studied how the establishment of special

Wayne Fisher
Munroe-Meyer Institute, University of Nebraska Medical Center

Wayne Fisher is the H.B. Munroe professor of behavioral research in the Munroe-Meyer Institute and the Department of Pediatrics at the University of Nebraska Medical Center. He is also the director of the Center for Autism Spectrum Disorders at the Munroe-Meyer Institute, a board certified behavior analyst at the doctoral level (BCBA-D™), and a licensed psychologist. He was previously a professor of psychiatry at Johns Hopkins University School of Medicine and served as executive director of the Neurobehavioral Programs at the Kennedy Krieger Institute and the Marcus Behavior Center at the Marcus Institute, where he built clinical-research programs in autism and developmental disabilities with international reputations for excellence. Fisher’s methodologically sophisticated research has focused on several intersecting lines, including preference, choice, and the assessment and treatment of autism and severe behavior disorders, that have been notable for the creative use of concurrent schedules of reinforcement, which have become more commonplace in clinical research primarily as a result of his influence. He has published over 185 peer-reviewed papers in over 30 different behavioral and/or medical journals, including: the Journal of Applied Behavior Analysis; Psychological Reports; American Journal on Intellectual and Developmental Disabilities; Pediatrics; the Journal of Developmental and Behavioral Pediatrics; and The Lancet. Fisher has had near-continuous federal grant support for his research for 19 years. He is a past editor of the Journal of Applied Behavior Analysis, a past president of the Society for the Experimental Analysis of Behavior (SEAB), a fellow in the Association for Behavior Analysis International, and recipient of (a) the Bush Leadership Award; (b) the APA (Division 25) Award for Outstanding Contributions to Applied Behavioral Research; (c) the UNMC Distinguished Scientist Award; (d) the University of Nebraska system-wide Award for Outstanding Research and Creativity Activity; and (e) the SEAB, Don Hake Translational Research Award from APA (Division 25).

Dr. Patrick C. Friman
Boys Town & University of Nebraska Medical School

Dr. Patrick C. Friman received his Ph.D. from the University of Kansas. He is the current Vice President of Behavioral Health at Boys Town and a Clinical Professor in the Department of Pediatrics at the University of Nebraska School of Medicine. He was formerly on the faculties of Johns Hopkins University, University of Pennsylvania, and Creighton University Schools of Medicine. He was also formerly the Director of the Clinical Psychology Program at University of Nevada as well as the Associate Chairman of the Department of Psychology. He is a Fellow of the Association for Behavior Analysis International and in three divisions of the American Psychological Association. He is the former Editor of the Journal of Applied Behavior Analysis and former President of the Association for Behavior Analysis International. He is currently on the editorial boards of four peer reviewed journals. He has published more than 190 scientific articles and chapters and three books. The primary focus of his scientific and clinical work is in the area of Behavioral Pediatrics and Behavioral Medicine. Dr. Friman’s work in behavioral pediatrics has concentrated on the gap between primary medical care for children on one side, and referral-based clinical child psychological and psychiatric care, on the other. A secondary focus is on adolescent behavior and development. He also specializes in consultation regarding workplace issues such as motivation, dealing with difficult people, change, happiness and pathways to success.
Dr. Wayne Fuqua  
*Western Michigan University*

Dr. Wayne Fuqua is a Professor of Psychology and the former Chair of the Psychology Department at Western Michigan University (1999-2013). He currently teaches courses and mentors graduate students in Clinical Psychology and Behavior Analysis at WMU. Fuqua also conducts research across a range of areas including health psychology, ethics, dissemination and developmental disabilities. A Fellow of the Association for Behavior Analysis, Dr. Fuqua has published numerous peer-reviewed articles and given numerous presentations and workshops at national and regional conferences. He has collaborated with researchers from WMU's Sociology and Philosophy Departments on two NSF-funded projects on research ethics. He is actively involved with a number of community-based agencies that provide services to individuals diagnosed with autism spectrum disorders and other developmental and physical disabilities. In his role as a member of the Michigan Autism Council (2013-2016), he was involved in developing, implementing and evaluating a state-wide plan to improve the quality and availability of autism services in the state of Michigan. He was recently honored with a Distinguished Service Award from Western Michigan University. He has developed a series of ABA training videos for BCBA practitioners that are available, free of charge, at wmich.edu/autism/resources.

Peter Gerhardt, Ed.D.  
*EPIC School*

Peter Gerhardt, Ed.D., is the Executive Director of the EPIC School in Paramus, NJ. Dr. Gerhardt has more than 35 years of experience utilizing the principles of Applied Behavior Analysis in support of adolescents and adults with autism spectrum disorders in educational, employment, residential and community-based settings. He is the author or co-author on a number of articles and chapters on the needs of adolescents and adults with ASD and has presented nationally and internationally on this topic. Dr. Gerhardt serves as Co-Chairman of the Scientific Council for the Organization for Autism Research and is on numerous professional advisory boards including the Cambridge Center for Behavioral Studies. He received his doctorate from Rutgers, The State University of New Jersey’s Graduate School of Education.

Dr. Gina Green  
*Association of Professional Behavior Analysts*

Gina Green received a PhD in Psychology (Analysis of Behavior) from Utah State University in 1986 following undergraduate and master’s degree studies at Michigan State University. She has been a faculty member in Behavior Analysis and Therapy at Southern Illinois University; Director of Research at the New England Center for Children in Southborough, Massachusetts; Associate Scientist at the E.K. Shriver Center for Mental Retardation in Waltham, Massachusetts; Research Associate Professor of Psychiatry and Pediatrics, University of Massachusetts Medical School; a Lecturer in Public Health and Special Education at San Diego State University; and a consultant in private practice. Currently Dr. Green is the Chief Executive Officer of the Association of Professional Behavior Analysts. She has authored numerous publications on the treatment of individuals with developmental disabilities and brain injuries, as well as the experimental analysis of behavior. Dr. Green co-edited the books *Behavioral Intervention for Young Children with Autism and Making a Difference: Behavioral Intervention for Autism*. She serves or has served on the editorial boards of several professional journals in developmental disabilities and behavior analysis. Dr. Green also serves on the Autism Advisory Group of the Cambridge Center for Behavioral Studies and the advisory boards of several autism programs and organizations. She is a Board Certified Behavior Analyst-Doctoral™, former president of the Association for Behavior Analysis and the California Association for Behavior Analysis, a former member of the Board of Directors of the Behavior Analyst Certification Board®, a founding Director of the Association of Professional Behavior Analysts, and a Fellow of the American Psychological Association, the Council for Scientific Medicine and Mental Health, and the Association for Behavior Analysis. Other recognitions and awards include Psychology Today’s “Mental Health Professional of the Year” (2000); honorary Doctor of Science degree from The Queen’s University of Belfast, Northern Ireland (2005); California Association for Behavior Analysis Award for Outstanding Contributions to Behavior Analysis (2013); New York State Association for Behavior Analysis John W. Jacobson Award for Contributions to Behavior Analysis (2013); Berkshire Association for Behavior Analysis & Therapy Sidman Award for Enduring Contributions to Applied Behavior Analysis (2014); Friend of the Kendall Centers, Modesto, CA (2014); Autism Speaks Provider of the Year (2014); and Behavior Analyst Certification Board Michael Hemingway Award (2017). Dr. Green lectures and consults widely on autism and related disorders, behavioral research, effective interventions for people with disabilities, and public policies affecting the practice of applied behavior analysis.

Dr. Van Houten  
*Western Michigan University*

Dr. Van Houten received his BA from SUNY at Stony Brook and his MA and Ph.D. from Dalhousie University where he received training in the Experimental Analysis of Behavior. He is currently Professor of Psychology at Western Michigan University. Dr. Van Houten has published extensively in JABA on a wide variety of problems, ranging from the education of inner city youth and children with “learning disabilities”, the treatment of children and adults with developmental delays, the treatment of clinical problems in children, traffic safety, energy conservation, and aviation safety. Currently Dr. Van Houten is a member of the Transportation Research Board and a member of the National Committee for Uniform Traffic Control Devices. He is a past AE for the Journal of Applied Behavior Analysis and a Fellow of the ABAI. In 2013 he received the Waller Award from the National Academy of Science and in 2015 he received the Award for Scientific Translation Impact of Science on Application from the Society for the Advancement of Behavior Analysis. Dr. Van Houten is also an avid pilot flying power aircraft and gliders and a flight instructor.

Dr. Amanda Karsten  
*Western Michigan University*

Amanda Karsten is a Faculty Specialist in the Department of Psychology at Western Michigan University. She currently serves on the editorial board of Journal of Applied Behavior Analysis and she is a former Associate Editor for The Analysis of Verbal Behavior. Dr. Karsten’s clinical and scholarly interests include practitioner training, social-communication deficits of young adults with ASD, and the effectiveness and transportability of behavioral interventions. She has over 15 years of experience providing ABA services and conducting applied research with people diagnosed with autism from early childhood through young adulthood.
Susan Langer, MA, BCBA®
The New England Center for Children
Susan Langer, MA, BCBA®, has been part of The New England Center for Children for over 40 years and has served in many roles, including Teacher, Director Of Training, Director of Education And Program Director Of Day Services. She currently is the Chief Program Officer, and in that role is responsible for overseeing the delivery of educational and clinical programs across the residential and day programs. Susan has a Masters’ Degree in Special Education from New York University and a teaching license in Severe Special Needs. Susan has consulted to a wide variety of outside programs, conducted workshops for public school systems and has taught in the graduate programs for Severe Special needs and Applied Behavior Analysis for Northeastern University, Fitchburg State University, and Simmons College. Her predominant interests are in the areas of curriculum development, discrimination learning and group instruction. She has presented at numerous conferences and has a publication in the Journal of Applied Behavior Analysis.

Dr. Eric Larsson
Lovaas Institute Midwest
Dr. Larsson is the Executive Director of Clinical Services at the Lovaas Institute Midwest, where he implements and researches the renowned program of intensive early intervention services with families of children who suffer from autism. He is a Licensed Psychologist and Board Certified Behavior Analyst-Doctoral™. He is on the Clinical Faculty in the Psychology Department at the University of Minnesota and has an adjacent appointment in the Department of Applied Behavioral Science at the University of Kansas, where he has supervised three successful doctoral dissertations. He is currently a board member of the Behavior Analyst Certification Board®, and the Association for Science in Autism Treatment. He served as Associate Research Director of the NIMH Multi-site Replication Study of the UCLA Young Autism Project. In 2015 he received the Provider of the Year Award from Autism Speaks in Washington, DC, and the Leadership Award from the California Association for Behavior Analysis (CalABA), in Anaheim, CA.

Linda A. LeBlanc
LeBlanc Behavioral Consulting
Linda A. LeBlanc, Ph.D., BCBA-D™, Licensed Psychologist is the President of LeBlanc Behavioral Consulting. She previously served as a professor at Claremont McKenna College, Western Michigan University and Auburn University and as the Executive Director of Trumpet Behavioral Health. She has published over 100 articles and book chapters on topics such as behavioral treatment of autism, technology-based behavioral interventions, behavioral gerontology, supervision and mentorship, and systems development in human services. Dr. LeBlanc is an Associate Editor for Behavior Analysis in Practice and Senior Editor for Education and Treatment of Children. She has previously served as an Associate Editor for The Analysis of Verbal Behavior and the Journal of Applied Behavior Analysis. She is the 2016 recipient of the American Psychological Association Nathan H. Azrin Award for Distinguished Contribution in Applied Behavior Analysis.

Sam LeBlanc
Gonzaga University
Sam LeBlanc is Professor of Psychology at Gonzaga University, where he has been teaching behavior analysis and general experimental psychology for 31 years. He has been a member of the Association for Behavior Analysis International for 35 years, and has presented at least one paper presentation every year since 1983. His primary interests and research in recent years have been in the areas of methodological development for the analysis of verbal behavior and the characteristics and implications of radical behaviorism for the science of behavior (behavior analysis).

Brian K. Martens, Ph.D.
Syracuse University
Brian K. Martens, Ph.D., is a Professor of Psychology at Syracuse University. He received an M.S. in School/Experimental Psychology from Colorado State University (behavior analysis focus) and a Ph.D. in School Psychology from the University of Nebraska-Lincoln. In 1990, he received the Lightner Witmer Award for outstanding early research contributions from Division 16 of the American Psychological Association. Prof. Martens served as Director of Training for the School Psychology program from 1998-2007, as Associate Chair of the Psychology Department from 2007-2008, and then as Chair in 2009. He was Editor-in-Chief of the Journal of Behavioral Education from 2009-2012, and is a past Associate Editor for the Journal of Applied Behavior Analysis and School Psychology Quarterly. Prof. Martens is a Fellow of both ABAI and Division 16 of APA, a member of the Society for the Study of School Psychology, and previously served on the board of directors of the Society for the Experimental Analysis of Behavior. He has published over 120 articles, books, and chapters concerned with translating findings from basic operant research into effective school-based interventions, functional assessment and treatment of children’s classroom behavior problems, and the instructional hierarchy as a sequenced approach to skill training.

Heather McGee
Western Michigan University
Dr. Heather McGee is an associate professor in the Department of Psychology at Western Michigan University and chair of the industrial/organizational program. She has designed, developed and implemented organizational performance solutions in a variety of industries and settings, including autism service providers, health and human services industries, the pharmaceutical industry and education. These solutions have included performance-based instruction, performance management, behavioral systems changes and lean sigma initiatives. McGee serves as the director of the Organizational Behavior Management Network and is a member of the editorial board of the Journal of Organizational Behavior Management. Her interests lie in improving organizational performance through interventions based on comprehensive behavioral systems analysis.
Ray Miltenberger
University of South Florida

Ray Miltenberger received his Ph.D. in clinical psychology from Western Michigan University in 1985 after completing a predoctoral internship in developmental disabilities and behavioral pediatrics from the Kennedy Institute at Johns Hopkins University School of Medicine. He was a professor of psychology at North Dakota State University from 1985 to 2006. He is currently a professor in the Department of Child and Family Studies and the Director of the Applied Behavior Analysis programs at the University of South Florida. Dr. Miltenberger is a former President of the Association for Behavior Analysis International, and has served on the executive committee of the Florida Association for Behavior Analysis and the Board of Directors of the Society for Advancement of Behavior Analysis. He serves or has served on the editorial boards of Journal of Applied Behavior Analysis, Journal of Behavioral Education, Behavioral Interventions, Journal of Positive Behavioral Interventions, and Education and Treatment of Children. Dr. Miltenberger also has been the Literature Review Editor for Education and Treatment of Children, an associate editor for Education and Treatment of Children Behavior Analysis in Practice, and a guest associate editor for Journal of Applied Behavior Analysis. Dr. Miltenberger’s research in applied behavior analysis focuses on teaching safety skills to children and individuals with disabilities, ABA approaches for promoting physical activity, ABA approaches for enhancing sports performance, and analysis and treatment of repetitive behavior disorders. He has published over 220 journal articles and chapters, has co-edited a text on analysis and treatment of tics and repetitive behavior disorders, has written a popular behavior modification textbook, now in its sixth edition. Dr. Miltenberger has received a number of awards for his teaching, research, and mentoring.

Jenna W. Minton, Esq.
Minton Healthcare Strategies, ROI

Jenna W. Minton, Esq, is the President of Minton Healthcare Strategies and has worked in the healthcare regulatory arena for the past 9 years. MHCS was founded in 2013 and specializes in guiding clients through Medicare and Medicaid regulatory processes. Specifically, MHCS focuses on the development of Current Procedural Terminology (CPT) Codes which are used to report medical, surgical, and diagnostic procedures and services. MHCS also assists in valuing medical services through the American Medical Association’s process (the AMA Relative Update Committee). Specialties Jenna has worked with include: nuclear cardiology, otolaryngology, and applied behavior analysis. Jenna also serves as the Director of Operations at Residential Options, Inc., overseeing three learning centers for Autism in the mid-Michigan area. She oversees audit, contracting, and reimbursement issues for ROI which employs almost 350 people and services around 300 clients with ASD or a developmental disabilities. Jenna is licensed to practice law in Maryland and is a member of the Maryland State Bar Association.

Dr. Jay Moore
University of Wisconsin-Milwaukee

Dr. Jay Moore is a native of Grand Rapids, Michigan. He received his undergraduate degree from Kenyon College in Ohio in 1967, and his master’s degree from Western Michigan University in 1969 under David Lyon. Following service in the US Navy from 1969 to 1972, he returned to graduate school at the University of California-San Diego, where he received his doctoral degree in 1975 under the late Edmund Fantino. He joined the Psychology Department at the University of Wisconsin-Milwaukee in 1977, retiring there in December of 2015. He is currently professor emeritus. He served on the boards of editors of several major journals in our field, as well as editor of The Behavior Analyst and Behavior and Philosophy. He also served as president of the Association for Behavior Analysis -International, in addition to holding various leadership positions with ABAI and on the UWM campus. His principal interests are in the experimental analysis of behavior, and theoretical-philosophical-conceptual-historical topics. In the experimental analysis of behavior, he is interested in choice, conditioned reinforcement, and the effects of temporal distributions of reinforcement. In the conceptual domain, he is interested in radical behaviorism as a philosophy of science. He has published articles on experimental and conceptual topics in numerous journals and books, and is the author of two recent books: Conceptual Foundations of Radical Behaviorism and From a Behavioral Point of View. He and his wife Betty have two adult children, David and Sarah, who both live in New York City.

Melissa R. Nosik, PhD, BCBA-D™
Behavior Analyst Certification Board®

Melissa R. Nosik, PhD, BCBA-D is the Deputy CEO at the Behavior Analyst Certification Board. Dr. Nosik received her master’s degree from Florida Institute of Technology in 2004 under the mentorship of Dr. Jose Martinez-Diaz, her doctorate in 2013 from the University of Nevada, Reno under the mentorship of Dr. Larry Williams and completed a post-doctoral fellowship at the Behavior Analyst Certification Board® under the mentorship of Dr. James E Carr. Her professional interests include credentialing, public policy, practitioner training, mentorship practices, behavior-analytic applications in higher education, and diversity of practice. Dr. Nosik has 15 years of experience in practice and has trained behavior analysts both in the United States and internationally. Dr. Nosik has served as a board member for the Tennessee, Nevada, and Colorado Associations for Behavior Analysis.

David Palmer
Smith College

David C. Palmer completed his Ph.D. in 1988 at the University of Massachusetts, on the blocking of conditioned reinforcement. Dave recently retired from Smith College, where he had been teaching courses on behavioral psychology and statistics at Smith College since 1989. His teaching and research has always reflected his ardent advocacy of the behaviorism of B.F. Skinner. His important and frequently cited paper in American Psychologist (1992), co-authored with John Donahoe, explains the advantages of a selectionist approach to the study of complex behavior and the shortcomings of the essentialist approach typically adopted in cognitive science. In about 50 journal articles, book chapters, reviews, and commentaries, Dr. Palmer has offered a far-reaching conceptual analysis of language and cognition from the standpoint of modern behaviorism, and has addressed fundamental issues such as the unit of analysis, response class, and private events. His critiques of other researchers’ structural views of language, and his own tutorial articles, have advanced the analysis of verbal behavior. His textbook co-authored with Donahoe, Learning and Complex Behavior (1994, 2010) integrates behavior analytic and biological approaches to the study of behavior and is still regarded as being at the cutting edge of our basic understanding of behavior. In addition to his articles, critiques, and commentaries, Dr. Palmer has been an energetic contributor to ABAI meetings and other symposia, and has deservedly earned a reputation for being a superb spokesperson for behavior analysis.
Dr. Carol Pilgrim  
*University of North Carolina Wilmington*

Dr. Carol Pilgrim received her Ph.D. from the University of Florida in 1987 with a specialization in the Experimental Analysis of Behavior. She is currently Professor of Psychology at the University of North Carolina Wilmington, where she has been honored with a Distinguished Teaching Professorship (1994-1997), the North Carolina Board of Governors Teaching Excellence Award (2003), the Faculty Scholarship Award (2000), and the Graduate Mentor Award (2008). She received the Chancellor’s Teaching Excellence Award and the College of Arts and Sciences Excellence in Teaching Award in 1992, the ABAI Student Committee Outstanding Mentor Award in 2006, and the ABAI Distinguished Service to Behavior Analysis award in 2017. Her research contributions include both basic and applied behavior analysis, with an emphasis in human operant behavior, relational stimulus control, and the early detection of breast cancer. Dr. Pilgrim has served as editor of The Behavior Analyst, associate editor of the Journal of the Experimental Analysis of Behavior and The Behavior Analyst, co-editor of the Experimental Analysis of Human Behavior Bulletin, and as a member of the editorial boards of those and several other journals. She is a Fellow of the Association for Behavior Analysis International and of Division 25 of the American Psychological Association. She has served as President of the Association for Behavior Analysis, the Society for the Advancement of Behavior Analysis, Division 25 of the American Psychological Association, and the Southeastern Association for Behavior Analysis. Additionally, she has been Member-at-large of the Executive Council of ABA and Division 25, and member of the Boards of Directors of the Society for the Experimental Analysis of Behavior, the Society for the Advancement of Behavior Analysis, and the Cambridge Center for Behavioral Studies.

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Dr. John T. Rapp  
*Auburn University*

John T. Rapp is the Director of the Applied Behavior Analysis program and a full Professor in the Department of Psychology at Auburn University, Auburn, Alabama. He is also the Project Director for the Alabama Psychiatric Medication Review Team with the Alabama Department of Human Resources. He received his doctoral degree in Behavior Analysis from The University of Florida in 2003. He currently serves on the editorial boards of Behavioral Interventions, Behavior Modification, Education and Treatment of Children, Research in Autism Spectrum Disorder, and The European Journal of Behavior Analysis. To date, he has coauthored over 100 articles that are published in peer-reviewed journals. His research interests include the assessment and treatment of automatically reinforced behavior such as stereotypy, evaluating the sensitivity of discontinuous recording methods for detecting changes in behavioral events, and production of false positives with single-subject designs. Recently, he and his graduate students have begun to extend behavioral interventions to nontraditional populations such as foster care youth and detained adolescents.

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Dr. Henry Roane  
*Upstate Medical University*

Dr. Henry Roane received his Ph.D. in Psychology with an emphasis in Applied Behavior Analysis from Louisiana State University. He completed a pre-doctoral internship at the Kennedy Krieger Institute and the Johns Hopkins University School of Medicine. Dr. Roane has held previous clinical and faculty positions at the Marcus Institute/Emory University School of Medicine and the Munroe-Meyer Institute/University of Nebraska Medical Center. At present, Dr. Roane is the Gregory S. Liptak MD Professor of Child Development in the Department of Pediatrics at Upstate Medical University in Syracuse NY. In addition to serving as Chair of the Behavior Analysis program at Upstate, Dr. Roane also serves as the Chief of the Division of Development, Behavior and Genetics in the Department of Pediatrics where he directs medical and behavior analysis clinics that provide treatment services for children affected by autism and related disorders.

Dr. Roane is the Editor-in-Chief of Behavioral Development, an academic journal published by the American Psychological Association. He is a former Associate Editor for the Journal of Applied Behavior Analysis and Behavior Analysis in Practice, and serves on the Editorial Boards of several journals in the field. Dr. Roane serves on the Board of Directors for the Association of Professional Behavior Analysts and the Society for the Experimental Analysis of Behavior, and he has previously served on the Board of Directors for the Behavior Analysis Certification Board®. Dr. Roane has co-authored over 75 research articles and chapters as well as three academic texts on the assessment and treatment of behavior disorders in children with autism and related disorders. He also has been the principle or a co-investigator on grants funded by National Institute of Health, the US Department of Defense, and the New York State Department of Health and serves as a consultant to programs nationwide.

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Jesús Rosales-Ruiz  
*University of North Texas*

Jesús Rosales-Ruiz is an associate professor and chair of the Department of Behavior Analysis at the University of North Texas. He obtained his Ph.D. from the University of Kansas in 1995, under the mentorship of two pioneers in the field of behavior analysis, Donald M. Baer and Ogden R. Lindsay. Jesús is one of the few scientists in the world studying animal training from both the theoretical and applied perspectives. He, along with his students, has greatly contributed to the understanding of the science and practice of animal training. Jesús also studies the antecedent control of behavior, generalization, behavioral cups, fluency-based teaching, treatment of autism, teaching of academic behavior, rule-governed behavior and contingency-shaped behavior. He has served on several editorial boards, including the Journal of Precision Teaching, the European Journal of Behavior Analysis, and the International Journal of Psychology and Psychological Therapy. He has also served as a reviewer for the Journal of Applied Behavior Analysis, the Journal of Neuroscience Methods, Behavioral Processes, and PLOS ONE. Jesús is a fellow of the Eastern Psychological Association, a trustee of the Cambridge Center for Behavioral Studies and a member of the Association for Behavior Analysis International.
Analysis of Verbal Behavior.

Dr. Alice Shillingsburg
University of the Pacific

Susan Schneider corresponded with B. F. Skinner through an engineering career and a Peace Corps stint, ultimately obtaining her Ph.D. in behavior analysis (University of Kansas). A research pioneer, she was the first to apply generalized matching to sequences and to demonstrate operant generalization in neonates. Her publications also cover the history and philosophy of behavior analysis and she’s championed the inclusive interdisciplinary “systems” approach to nature-nurture relations. She’s served on the JEAB and Behavior Analyst editorial boards. Her trade book, The Science of Consequences, covers operant behavior, its larger nature-nurture context, and its full range of applications, receiving advance praise from experts in genetics, neuroscience, and economics as well as behavior analysis. It earned a mention in top journal Nature, was a selection of the Scientific American Book Club, and won the 2015 Media Award from the Society for the Advancement of Behavior Analysis. Schneider’s extensive book tour has crisscrossed the US and Europe. She is currently focused on applying behavior analysis to climate change mitigation.

Timothy Shahan
Utah State University

Dr. Shahan received his Ph.D. in Psychology from West Virginia University in 1998. He was a postdoctoral research fellow at the University of Vermont, and then a Research Assistant Professor at the University of New Hampshire until 2003. He was the 2006 recipient of the B.F. Skinner Young Researcher Award from Division 25 of APA. He is presently a Professor in the Psychology Department at Utah State University. Dr. Shahan’s research focuses on resurgence, behavioral momentum, choice, conditioned reinforcement, and drug self-administration. Since 2000, his research has been funded by a variety of NIH Institutes including the National Institute on Drug Abuse, National Institute on Alcohol Abuse and Alcoholism, National Institute of Mental Health, and the National Institute of Child Health and Human Development. Dr. Shahan is a Fellow of ABAI and has previously served as an Associate Editor for the Journal of the Experimental Analysis of Behavior, president of the Society for the Quantitative Analyses of Behavior, and chair of the Biobehavioral Regulation, Learning and Ethology study section at NIH.

Dr. Claire St. Peter
West Virginia University

Dr. Claire St. Peter received her Ph.D. from the University of Florida in 2006. She is currently an Associate Professor of Psychology and the Coordinator of the Behavior Analysis program area at West Virginia University. Dr. St. Peter’s research focuses on development of assessments and interventions for challenging behavior, including the challenging behavior displayed in school contexts. She is interested in evaluating naturalistic conditions of intervention implementation, including effects of degraded integrity on intervention efficacy and conditions that result in relapse of previously treated behavior. She has also conducted research on the dissemination of behavioral approaches. She currently serves the editorial boards of the Journal of the Experimental Analysis of Behavior and Perspectives on Behavioral Science, and is an associate editor for Education and Treatment of Children and the Journal of Applied Behavior Analysis.

Dan Sunburg
Kendrick Realty

Dan Sunburg is co-owner and Director of People and Culture at Kendrick Realty. Kendrick is re-aligning the broker-realtor relationship by providing lead generation, extensive training, and support. Dan’s main role is to recruit, train, and support high performing agents, and foster a positive culture of high performance and fun. Dan accomplishes this by using evidence-based behavioral science techniques to train and coach agents to top performance. Prior to joining Kendrick Realty, Dan worked as a corporate consultant for small businesses and Fortune 1000 enterprises alike. Dan had the opportunity to consult for a wide range of companies, from human services, education, and health care, to insurance, manufacturing, and banking. This work included coaching senior leaders, improving job process, and creating employee training and development programs. Dan earned his PhD in Organizational Behavior Management from Western Michigan University, where he also taught courses on Organizational Psychology, and M.S. in OBM from Florida Institute of Technology. Dan earned his B.A. in Psychology from the University of California at Berkeley; an is a published author and has served as University lecturer on Organizational Performance. Dan also serves as a guest editor for academic journals including the Journal of Organizational Behavior Management, and the Journal of Applied Behavior Analysis. When he’s not working, Dan enjoys sailing and taking advantage of all the other outdoor activities California has to offer, and travels at every possible opportunity.

Dan Unumb, Esq.
Autism Legal Resource Center LLC

Dan Unumb, Esq. is President of the Autism Legal Resource Center LLC, a national legal consulting firm assisting providers, families and associations with insurance, Medicaid, and other coverage-related issues. Dan is also founder of the recently established nonprofit National Autism Law Center, providing information, litigation and legal policy support, and advocacy on behalf of the autism community. Previously, Dan was Executive Director of the Autism Speaks Legal Resource Center. He has briefed autism issues in state and federal courts, including the U.S. Supreme Court. Dan is co-author of the law school casebook “Autism and the Law” and has presented on autism legal topics at numerous national conferences. Dan graduated from Northwestern University School of Law and has litigated cases in federal and state courts across the country in private practice in Boston, Washington, D.C., and Charleston; as Director of Litigation for his state’s legal services program; and as an attorney with the United States Department of Justice.
Valerie M. Volkert, Ph.D., BCBA-D™  
*Marcus Autism Center*

Valerie M. Volkert, Ph.D., BCBA-D, Assistant Professor (Pediatrics), is a psychologist program manager in the Pediatric Feeding Disorders Program at Marcus Autism Center. She received her doctorate in school psychology from Louisiana State University in 2007. She was previously at the Munroe-Meyer Institute, and adjunct faculty at the University of Nebraska at Omaha, where she became the Training Director for the Applied Behavior Analysis Ph.D. Program and Center for Autism Spectrum Disorders. In 2015, Dr. Volkert joined the Marcus Autism Center. She sees patients in the outpatient and intensive day-treatment clinics of the Feeding program, supervises interns and residents, and pursues lines of clinical research. Of particular interest are treatments to increase advanced feeding skills (e.g., self-feeding and chewing) and synthesizing the findings of studies on the treatment of pediatric feeding disorders. She has authored three book chapters and published 30 peer-reviewed research studies in multiple journals, including the Journal of Applied Behavior Analysis, the Journal of Disability and Rehabilitation, Research in Developmental Disabilities, Behavior Modification, Behavior Analysis in Practice, and the Journal of Pediatrics. Dr. Volkert served as the Editorial Assistant for the Journal of Applied Behavior Analysis from 2008 to 2010. She also serves on the board of editors for two journals and as a guest associate editor for the Journal of Applied Behavior Analysis.

Timothy R. Vollmer  
*University of Florida*

Timothy R. Vollmer received his Ph.D. from the University of Florida in 1992. From 1992 until 1996 he was on the psychology faculty at Louisiana State University. From 1996 to 1998 he was on the faculty at the University of Pennsylvania Medical School. He returned to the University of Florida in 1998 and is now a Professor of Psychology. His primary area of research is applied behavior analysis, with emphases in autism, developmental disabilities, reinforcement schedules, and parenting. He has published over 150 articles and book chapters related to behavior analysis. He was the recipient of the 1996 B.F. Skinner New Researcher award from the American Psychological Association (APA). He received another APA award in August, 2004, for significant contributions to applied behavior analysis. He served as the Editor-in-Chief of the Journal of Applied Behavior Analysis from 2014-2016, and he is a fellow of the Association for Behavior Analysis International.

Jennifer Zarcone  
*Kennedy Krieger Institute*

Jennifer Zarcone is a Senior Behavior Analyst on the Neurobehavioral Unit in Behavioral Psychology and an Associate Professor in the Department of Psychiatry and Behavioral Sciences. She obtained her doctoral degree from the Behavior Analysis program at the University of Florida, Department of Psychology in 1993. She is a Board Certified Behavior Analyst® and a licensed psychologist. She has served in leadership positions for the Association of Behavior Analysis (ABAI) on the ABAI Practice Board and now on the Science Board. She was a conference coordinator for the annual Autism Conference and in 2016 named a Fellow by ABAI. She served as an associate editor for the Journal of Applied Behavior Analysis and is currently an associate editor for the Journal of Intellectual Disabilities Research. She is currently on the executive board of the Maryland Association for Behavior Analysis and the Gatlinburg Conference for Research in Developmental Disabilities. Dr. Zarcone has obtained NIH grant funding in the areas of functional analysis and clinical trials, as well as evaluating neuroanatomical functioning associated with hyperphagia in people with Prader-Willi syndrome. She has served as a co-investigator on several multi-center clinical trials in autism research at the University of Rochester Medical Center and at the Kennedy Krieger Institute and is currently collaborating with colleagues at Kennedy Krieger on grants related to severe self-injury. She is interested in further development of research in the effects of pharmacological and behavioral interventions in the treatment of severe behavior disorders as well as repetitive behavior disorders in individuals with autism.

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WEDNESDAY OCTOBER 10, 2018:
THE BEHAVIORAL ANALYST MASTER SERIES

12:30 PM-3:30 PM, Room 165
Workshop: Front of the Room Training: A Workshop on Presenting Effectively. (3.0 CEUs: BACB and PSYCH)
PATRICK C. FRIMAN (Boys Town)
This workshop will focus on providing effective presentations. It will cover at least 25 steps the taking of which would improve anyone’s presentation skills. In fact, following just three or four could make a significant difference. The talk will be composed of personal perspectives (i.e., mine), experimental findings, folklore, and common sense. There will be performance-based exercises. If there are volunteers, I may use a few. If there are not, I will use myself for the exercises. If you would like to volunteer, merely bring a little material from either the beginning or ending of a talk you plan to give. No one will be required to participate in the exercises. Just attending and listening will more than meet the criteria for benefiting from this workshop.

12:30 PM-3:30 PM, Room 168
Workshop: Teaching Safety Skills to Children. (3.0 CEUs: BACB and PSYCH)
RAYMOND MILTENBERGER (University of South Florida)
This workshop will discuss approaches to assessing and teaching safety skills to children. The workshop will start with a discussion of various safety threats and safety skills appropriate to these threats, followed by discussion of assessment of safety skills with a focus on in situ assessment. Next, the presentation will discuss training approaches, beginning with informational approaches and research on their ineffectiveness followed by active learning approaches. The focus of the workshop will be on active learning approaches, including behavioral skills training and in situ training, and the research supporting their effectiveness. The workshop will discuss data-based decision making in training and factors to consider during training to produce the best results.

12:30 PM-3:30 PM, Room 163
Workshop: Selecting and Teaching Social Skills in Early Intensive Behavioral Intervention for Autism. (3.0 CEUs: BACB and PSYCH)
ERIC LARSSON (Lovaas Institute Midwest)
In this workshop, “Social Skills” will mean that the child consistently engages in successful social behavior at opportune times and appropriately in all situations. The focus of therapy is to develop spontaneity, creativity, social responsiveness, age-appropriate empathy, observational learning, creative language, self-control, and mutual friendships. The natural social behavior program is based on a foundation of, one, social contingency management and two, generative language development. The child’s individualized social program is clinically focused to replace the functional “social” relationships which currently interfere with natural development. Specialized intervention includes a developmental progression of play (i.e., closed-ended play, open-ended play, competent play, independent play, parallel play, associative play, cooperative play, dramatic play, social congruent play, responsive play organizing, and social comprehension); effective behavioral techniques and procedures to develop creative and spontaneous play skills; problem-solving strategies to enhance the acquisition of play skills; and generalization of play skills from highly structured environments to naturalized environments. Complex social contingencies will be addressed to ensure that the child is not only acquiring social skills but is using those skills functionally throughout the child’s 24-hour and 7-day life. These clinical interventions are implemented through flexible, dynamic, and accountable program management.
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Striving Toward Excellence in Practice

12:30 PM-3:30 PM, Room 162
Workshop: Recent Advances in the Functional Assessment and Treatment of Destructive Behavior. (3.0 CEUs: BACB and PSYCH)
WAYNE W. FISHER (University of Nebraska Medical Center’s Munroe-Meyer Institute)

Functional analysis (FA) is an individualized assessment designed to evaluate a person’s destructive behavior in relation to environmental events that may affect the future probability of that behavior. It is designed to identify (a) the environmental contexts in which destructive behavior is likely and unlikely to occur; (b) the consequences that reinforce destructive behavior; and (c) specific interventions that will effectively reduce destructive behavior. In this workshop, I will show how FA methods have (a) increased our understanding of how environmental antecedents and consequences affect destructive behavior; (b) facilitated the development of novel and effective treatments, and (c) produced simpler and more efficient interventions. Next, I will show how descriptive data can be used to develop alternative functional analyses for idiosyncratic functions of destructive behavior displayed by individuals with autism. Finally, I also 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; and (c) the use of behavioral momentum theory to prevent resurgence of problem when caregivers do not implement treatment procedures with high procedural integrity.

12:30 PM-3:30 PM, Room 174
Workshop: Tackling Staff Turnover and Retention. (3.0 CEUs: BACB)
DANIEL SUNDBERG (Kendrick Realty, Inc.)

Recruiting and keeping top employees is a top challenge for any organization. However, human service companies, and particularly clinical ABA service providers particularly struggle with keeping staff. This workshop will provide a hands-on experience to walk leaders through tools and techniques to help measure, understand, and improve staff retention. Participants will appropriate methods for data collection and measurement to help benchmark retention rates. Then participants will develop methods to improve retention in their organization, focusing specifically on recruitment, and leadership practices. This workshop is intended for individuals in middle to senior level management positions.

12:30 PM-3:30 PM, Room 917
Workshop: Building General Repertoires for Children with Autism (3.0 CEUs: BACB)
CHATA DICKSON and SUSAN LANGER (New England Center for Children)

Behavior change is helpful to an individual only to the extent that this change is seen across relevant environments. Although the importance of the generality of behavior change has been emphasized by behavior analysts for more than four decades, there remains work to be done to encourage practitioners to apply recommended methods to improve learners’ performance across settings and to support them in this application. In this workshop we will (1) discuss the meaning of the terms “generalization,” “generality,” and “general repertoire”; (2) discuss the importance of considerations of use as part of the initial planning for teaching a skill; (3) review strategies for establishing general repertoires; and (4) facilitate exercises whereby attendees will practice these strategies. Strategies to be discussed include those offered by Stokes and Baer in 1977, as well as general case analysis, and matrix training.

3:30 PM-4:00 PM, FIRST FLOOR: BREAK WITH REFRESHMENTS
Baer, Wolf and Risley (1968), noted that competently applied behavior analytic interventions should result in strong, socially important, and generalizable outcomes which, in this case, should mean positive adult outcomes in ASD. Unfortunately, despite an emphasis on evidence-based intervention in ASD, adult outcomes remain poor “for almost any outcome you choose.” (Roux, et al, 2015, p. 8). While there may be several reasons for such continued poor outcomes, the potential of applied behavior analysis to support more positive adult outcomes has yet to be fully explored or realized. More positive outcomes should, however, be well within the reach of our behavior analytic technology. This workshop will provide an overview of a number of interventions and protocols designed to address this “outcome-deficit” via a better understanding of linkages between skills targeted in preschool, elementary, middle and high school to those required in adulthood. In addition, challenges related to translating effective behavior analytic intervention from the clinic or classroom to the community at large will be reviewed. The workshop will end with a discussion of the ethical issues associated with the provision of effective behavior analytic intervention with adolescents and adults with ASD.

The new Professional and Ethical Compliance Codes for Behavior Analysts are more inclusive and descriptive than the former BACB Guidelines; they require behavior analysts to be aware of signs of unethical conduct and to attempt an informal resolution if possible. If the violation cannot be resolved behavior analysts are to report to appropriate authorities including the BACB. Tactful social and professional skills are required to be effective yet not offensive. This workshop will include very limited lecture content. Emphasis will be placed on small group activities and discussion, role plays, guided practice and fluency building exercises.

Many children with autism acquire mand and tact repertoires but fail to develop intraverbal responding. Failure to acquire intraverbal behavior leads to difficulties in academic, social and overall communication. In the past few years the behavior analytic literature has included reports of methods to teach the intraverbal. The purpose of this workshop is to present the current research on teaching the intraverbal which extends Skinner’s 1957, analysis of this verbal operant. A sequence for teaching intraverbal responding from simple to complex will be offered with many video illustrations of teaching methods within applied settings.

Many important skills involve recognizing and responding to differences among stimuli, such as numbers, letters, and words. There are also many occasions when physically dissimilar stimuli must be treated as if they are the same in some sense, such as objects and corresponding pictures, spoken words and corresponding objects, pictures, people, etc. Many individuals with autism and related disorders do not learn such skills readily from exposure to typical teaching procedures. Behavior analytic research has shown that certain teaching methods are likely to produce the desired stimulus control, while others may establish errors that can impede learning. This workshop provides an overview of effective methods for teaching discrimination and matching skills, with an emphasis on practical strategies for minimizing errors.
Striving Toward Excellence in Practice

4:00 PM-7:00 PM, Room 174
Workshop: Sleep Better! Improving Sleep for Persons with Special Needs.
(3.0 CEUs: BACB and PSYCH)

V. MARK DURAND (University of South Florida St. Petersburg)

Sleep refreshes and restores us. However, when sleep is disrupted it can result in behavioral as well as physical problems that can seriously impact on the ability of the child to perform optimally in school. This talk will provide participants with an overview of sleep and the problems that are associated with it. Highlighted will be a number of the more common disturbances of sleep such as bedtime difficulties, night waking, circadian rhythm disorders and sleep terrors, and recent work on the non-medical treatments for these problems. Described will be our work with children who have special needs who pose unique challenges and who exhibit a higher prevalence of sleep problems compared to the general population.

4:00 PM-7:00 PM, Room 163
Workshop: Using OBM Tools to Improve Supervision in ABA Organizations.
(3.0 CEUs: BACB SUPERVISION and PSYCH)

HEATHER MCGEE (Western Michigan University)

Providing effective staff supervision requires first defining the job and performance requirements, then designing and implementing training and management systems around those requirements. This workshop will introduce and provide hands-on practice in the use of performance support tools to assist supervisors in this important undertaking.

THURSDAY OCTOBER 11, 2018

8:45 AM-9:00AM, AUDITORIUM (1st floor)
Simulcast in Rooms 162, 163, and 165
Opening Remarks. Stacie Bancroft (BABAT President)

9:00 AM-9:50 AM, AUDITORIUM (1st floor)
Simulcast in Rooms 162, 163, and 165
Invited Address: Operant Principles Everywhere: Interdisciplinary Behavior Analysis and the Future of Our Field. (1.0 CEU: BACB)

SUSAN SCHNEIDER (University of the Pacific)

Operant principles apply everywhere from simple invertebrates to Wall Street. It’s reassuring to observe how scientists and practitioners in related fields are increasingly discovering “our” operant principles and applications—with or without discovering our field and its established terminology, methodology, and practices. Like other sciences, ours has always been part of a larger interdisciplinary effort. Interdisciplinary work is arguably more important than ever: We now know how fully operant principles interact with others in the large and complex nature-and-nurture system, for example.

This talk takes stock of our field’s current interdisciplinary extensions, with their boundless opportunities. Our biological context includes significant advances in operant-related genetics and epigenetics as well as sophisticated neuroscience. When it comes to higher-order skills, the functional linguists are among many fellow travelers. In application, ever more randomized controlled trials are expanding our reach in the mainstream, even as our small-n designs are increasingly accepted (and even adopted). I will summarize selected advances in all of these areas, and discuss what behavior analysts can learn and how we can contribute. While interdisciplinary work entails some barriers to be surmounted, the benefits can be considerable, and they flow in both directions.
9:00 AM-10:20 AM, Room 917
**Workshop: Conducting Behavioral Consultation in Educational and Treatment Settings. (1.5 CEUs: BACB SUPERVISION and PSYCH)**

**JAMES LUISELLI (Melmark New England)**

Behavioral consultation is a highly effective approach of indirect service delivery to children and adults within educational and treatment settings. This workshop addresses a five-phase problem-solving model of behavioral consultation with emphasis on methods and practices for consulting successfully, efficiently, and ethically. Primary topics to be covered in the workshop are (a) establishing a consultation relationship, (b) organizing consultation teams, (c) providing supervision, (d) delivering performance feedback, and (e) evaluating consultation outcomes. Throughout the workshop, the presenter will focus on skills and competencies often overlooked in academic and professional training such as conflict resolution, time management, communication style, and promoting “likeability” among consultees. Finally, the workshop will include real-life examples of evidence-supported consultation practices and common challenges (ethical and procedural) to service delivery.

9:00 AM-11:50 AM, Hadley Room
**Workshop: Writing and Reviewing an Ethical Intensive Behavior Program. (3.0 CEUs: BACB ETHICS and PSYCH)**

**KAREN WAGNER (TheBehaviorAnalyst.com/UMASS Lowell)**

In New England, between 12/2015 and 12/2017, there was an average 30% increase in BCaBAs/BCBAs and BCBA-Ds. Do they work with you? Did you recently open your own company, or became a clinical supervisor? Are you, or several of your staff, “newbies”? Have you worked with, or supervised staff who work with, recipients with severe behavior? Individualized Behavior Plans (IBPs) and review processes often vary between providers. Schools, and some practitioners/agencies limit services to certain populations, ages and/or behaviors. Some clinicians indicate “language acquisition,” or “asking for break” as the replacement behavior for escape, SIB, and aggression without identifying methods of intervening when the dangerous behavior occurs. Or, indicate a simple strategy, like block and redirect, without follow-up procedures if the intervention doesn’t work the first time. Others pick and choose behaviors on which to work. But can you do this? Who reviews the IBP to determine if an intervention is clinically sound, is evidence-influenced, and won’t inadvertently shape unwanted stimulus responses? This workshop will examine ethical obligations in regard to how IBPs are written and implemented, when or if clinicians can choose behaviors on which to work, and relevant questions to ask when reviewing IBPs written by others.

9:00 AM-11:50 AM, Room 904
**Workshop: Working with Parents: Tips and Strategies around Issues of Sexuality.**

**MIRANDA COURANT-MORGAN & JENNIFER HART (Planned Parenthood League of Massachusetts)**

This workshop will help providers recognize the importance and necessity of partnering with parents and other caring adults in order to support and complement education about relationships, sex, and sexuality. Participants will develop specific strategies to engage parents in clarifying their values, maintaining ongoing communication, and creating contingencies with young people so they can make informed choices about health and safety. This workshop will also include a brief overview of stages of sexual development across several age ranges, as well as behaviors that can be targeted to increase safety around sexuality and autonomy.

9:00 AM-11:50 AM, Room 905
**Workshop: Autism, ABA and Health Care Fraud (3.0 CEUs: BACB)**

**DAN UNUMB, Esq., J.D. (Autism Legal Resource Center)**

The workshop will focus primarily on the False Claims Act as it applies to ABA practice. Increased availability of reimbursement options in autism intervention has led to increased review of billing practices of providers. In particular, providers of Applied Behavior Analysis have been subject to increased scrutiny of their billing practices, which has on several occasions led to federal investigations. This session will equip providers with basic information about provider responsibilities and the federal government’s tools for investigating and prosecuting health care fraud.
10:00 AM-10:50 AM, AUDITORIUM
Invited Address: Supporting Teachers as Behavioral Engineers: Creating High-Quality Trainings for School Contexts. (1.0 CEU BACB)
CLAIRE ST. PETER (West Virginia University)
American teachers are increasingly asked to manage difficult behavior in the classroom, and consistently report feeling unprepared to do so. To have the greatest positive impact on child behavior, teachers must be able to implement high-quality, empirically based interventions. Behavior analysts can assist teachers by determining the teachers' skill sets and the fidelity with which teachers implement procedures. These fidelity data can serve as quality indicators as teachers receive additional training. Data from our research group suggests that teachers need frequent training and supports to become successful implementers. To sustain behavior-analytic practice in schools, our trainings must meet both our quality standards and be “do-able” for school districts. I will describe three ways that behavior analysts can adapt well-established behavioral skills training to increase our impact in educational contexts.

10:00 AM-10:50 AM, Room 163
Invited Address: The Importance of Listener Behavior in Language Acquisition. (1.0 CEU BACB)
DAVE PALMER (Smith College)
The function of speech is, in part, to induce the listener to speak along with the speaker. We do so when we “pay attention” to a speaker. Other discriminative behavior also occurs, often in a cascade of responses, as when the speaker is telling a story, and we follow along in a rich private “movie.” (Reader behavior is analogous, if not identical, in relevant respects.) Subsequent behavior of the listener is controlled both by spoken stimuli and by the stimulus products of one’s own listener behavior, both verbal and nonverbal. The behavior of the listener is commonly unobservable, but even so the role of listener behavior should not be neglected in experimental or therapeutic settings. The remediation of verbal behavior in those with verbal deficits requires an understanding of all of the variables that typically evoke such behavior. Listener behavior is easily overlooked, because it is commonly wholly, or partly, covert. This talk draws attention to the necessary role that listener behavior plays is the stimulus control of subsequent verbal behavior and suggests some ways of circumventing the problem of privacy.

10:00 AM-10:50 AM, Room 168
Invited Address: Research to Practice in Effective Community-Based Instruction in ASD: The “Applied” Aspect of ABA. (1.0 CEU: BACB and PSYCH)
PETER GERHARDT (The Epic School)
Since the publication of Lovass, (1987), interest in ABA-based intervention in autism has grown almost exponentially to a point where Behavior Analysis is now broadly recognized as a scientifically valid and highly effective field of practice and the Board Certified Behavior Analyst (BCBA), its primary practitioner. And while we have a large (and growing) body of literature in support of behavior analytic intervention in autism, the vast majority of this research was completed in tightly controlled clinic settings with young children (e.g., Stadnick, Stahmer, & Brookman-Frazee, 2015). Unfortunately, when the complexity of autism is then coupled with the complexity of the community-at-large, the easy generalization of these findings becomes, at best, challenging. Further, when research is designed to address community-based intervention, the result is often viewed as being of poorer quality and, therefore, less suitable for publication (Singh & Elsabbaugh, 2014). This presentation will provide an overview of a few of the most relevant implications of this research to practice disconnect along with guidelines, extrapolated from the research, for the provision of effective behavior analytic intervention in the uncontrolled environment that is the community.
10:00 AM-11:20 AM, Amherst Room (10th Floor)

Symposium: Assessment and Treatment of Severe Problem Behavior in the School Setting. (1.5 CEUs: BACB)

Chair: EMILY SULLIVAN (May Institute).
Discussant: YANNICK SCHENK (May Institute)
The Use of Contingency-Based Delay of Specific Mands in the Treatment of Problem Behavior. Emily Sullivan, ALI SCHROEDER, & Yannick Schenk (May Institute)
Assessment and Treatment of Auditory Hyposensitivity in the School Setting. ALI SCHROEDER, Emily Sullivan, & Yannick Schenk (May Institute)

10:00 AM-11:20 AM, Room 162
Panel Discussion: Developing Cultural Competence: Translating Tradition to Supportive Training Programs and Socially Valid Treatment. (1.5 CEUs: BACB)

Chair: CANDICE COLÓN (Behavioral Concepts)
Panelists: HANNA RUE (Autism Spectrum Therapies), SARA LITVAK (The Behavior Health Center of Excellence), & JORGE REYES (Westfield State University)
As behavior analysis evolves, it is important to continuously evaluate areas of training and practice in need of improvement. One such area is cultural competence. The National Center for Cultural Competence has outlined National Standards on Culturally and Linguistically Appropriate Services (CLAS). Similarly, in 2013, the Multicultural Alliance of Behavior Analysis proposed comparable standards for behavior analysts. Resources and training devoted to supporting clinicians working with families from diverse backgrounds are necessary to achieve such standards. Professional associations such as the American Psychological Association, American Medical Association, and the American Speech-Language-Hearing Association provide guidelines and/or resources to support practitioners working with diverse populations. The focus of the panel will be to discuss issues related to the development of cultural competence and the influence of culture on 1) graduate training and practicum supervision 2) ethical service delivery and 3) professional development as well as 4) organization level considerations to support cultural competence. Participating panelists will address practices that behavior analysts can engage in to increase cultural competence in these areas.

10:00 AM-11:20 AM, Room 165
Symposium: Recent Advances in Stimulus Equivalence-Based Instruction (1.5 CEUs: BACB)

Chair: JASON VLADESCU (Caldwell University)
Discussant: CAROL PILGRIM (University of North Carolina Wilmington)
Comparing Match-to-Sample and Stimulus-Pairing Yes-No Responding Equivalence-Based Instruction to Teach Logical Fallacies to College Students. EMILY GALLANT (Caldwell University), Kenneth Reeve (Caldwell University), Sharon Reeve (Caldwell University), Jason Vladescu (Caldwell University), & April Kisamore (Hunter College)
Equivalence-Based Instruction with Non-Food Items to Increase Portion-Size Estimation Accuracy. BRIANNA REGAN, Jason Vladescu, Kenneth Reeve, Ruth DeBar, & Jacqueline Carrow (Caldwell University)
Teaching Creature Features to Children with Autism Spectrum Disorder Using Equivalence-Based Instruction. LAUREN GRITENAS (Caldwell University), April Kisamore (Hunter College), Sharon Reeve (Caldwell University), Kenneth Reeve (Caldwell University), Peter Gerhardt (Epic School), & Leif Albright (Caldwell University)

10:00 AM-11:20 AM, Room 174
Symposium: Assessing the Effectiveness of Using Video Modeling in Staff Training. (1.5 CEUs: BACB and PSYCH)

Chair: JACQUELYN MACDONALD (Regis College)
Discussant: ALLEN KARSINA (New England Center for Children)

Using Antecedent Strategies to Teach Implementation of the Brief Response Restriction Preference Assessment. KELLY JAMES, Elin Thorsvaldsdottir, & Allen Karsina (New England Center for Children and Western New England University)

Training Supervisors to Provide Feedback Using Video Modeling. NATALIE J. SHULER (West Virginia University) & Regina A. Carroll (Munroe-Meyer Institute and University of Nebraska Medical Center)

Effects of Training Staff on Discrete Trial Instruction Through Video and Live Behavior Skills Training. JOHANNAH JOSLIN (Regis College and Constellations Behavioral Services), Jacquelyn MacDonald (Regis College), & Kimberly Heald (Constellations Behavioral Services)

10:00 AM-11:20 AM, Room 804

Symposium: Examining Social Behavior in Persons with Autism Spectrum Disorder. (1.5 CEUs: BACB)

Chair: LAURA WILHELM (New England Center for Children)

Discussant: REBECCA MACDONALD (New England Center for Children)

Assessment of Preference and Reinforcing Value of Social Interactions for Individuals with Developmental Disabilities. LAUREN GOODWYN (Garden Academy), Lynn Service (University of British Columbia), & Laura Grow (Garden Academy)


Establishing a Generalized Repertoire of Visual Perspective Taking Skills in Children with Autism Spectrum Disorder. JEANNA M. SHERIDAN (Caldwell University), Sharon A. Reeve (Caldwell University), Tina M. Sidener (Caldwell University), & April N. Kisamore (Hunter College)

10:30 AM-11:50 AM, Room 917

Workshop: Bringing Applied Behavior Analysis Into the 21st Century: Becoming a Culturally Competent BCBA. (1.5 CEUs: BACB ETHICS and PSYCH)

LAUREN BEAULIEU (Newton Public Schools)

The United States (US) continues to become more culturally diverse and within the next half century, the US will become a plurality nation where there will be no majority (U.S. Census Bureau, 2012). The increase in the diversity of our country requires behavior analysts to become skilled at working with individuals with diverse backgrounds. This workshop will explore cultural diversity and methods to become a culturally competent behavior analyst. We will review cultural barriers that can impact the assessment process and impede the implementation of effective treatment and discuss methods to break these barriers down.

11:00 AM-11:50 AM, AUDITORIUM

Invited Address: A Passion for Ethics. (1.0 CEU: BACB ETHICS)

JON S. BAILEY (Florida State University)

Ethics seems so simple, “Just do the right thing” is the fundamental principle. Why should that be so difficult? I’ve been receiving questions from the ABAI Hotline since 2010 and have been informed by hundreds of behavior analysts, dozens of parents, and a whole slew of administrators, students, clients and supervisees about why they are having such a difficult time doing the right thing or getting someone else to conduct themselves ethically. In the beginning, I was simply educating behavior analysts about our “Guidelines” and often just pointing them in the direction of relevant ethical markers but over the years the problems have become more nuanced, complex, and weighty; doing the right thing I’ve discovered can mean, “Causing the least harm” rather than Doing no harm. In the last couple of years, I have been receiving more and more questions regarding unethical activity by employers and it has become clear: to understand ethics one must understand implicit contingencies of reinforcement in the workplace. I now see ethical conduct as a rare and difficult task that occurs only under special conditions and to modify unethical behavior is arduous, demanding and risky. I have come to accept that my guidance can cause distress and result in behavior analysts being demoted, fired, and sued. Sometimes they confront a colleague or business owner and make a difference, and what a rush that is, it is the fuel that powers the passion for ethics.
11:00 AM-11:50 AM, Room 163
Invited Address: Understanding Resurgence as Choice. (1.0 CEU: BACB)
TIMOTHY SHAHAN (Utah State University)

Resurgence is an increase in a previously eliminated behavior resulting from a “worsening of conditions” for a more recently reinforced alternative behavior. The phenomenon is important because it is often observed following differential reinforcement of alternative behavior (DRA) interventions for problem behavior when reinforcement for an alternative behavior is omitted or reduced. The efficacy of DRA has long been conceptualized as being related to the same basic processes that govern choice between concurrently available operants. This talk will describe a novel theory of resurgence that suggests that resurgence results from these same basic choice processes. The theory accounts for resurgence in situations in which the only existing quantitative theory of resurgence (behavioral momentum theory) has failed. The theory generates novel predictions about the conditions under which resurgence might be expected to occur and how it might be reduced in applied settings.

11:00 AM-11:50 AM, Room 168
Invited Address: A Process and Tools for Effective Staff Performance Management (1.0 BCBA CEU)
HEATHER MCGEE (Western Michigan University)

Performance Management (P.M.) is the application of behavior analytic concepts and principles to the management of people at work. A comprehensive P.M. process or program involves (a) clarifying performance expectations, including goals or performance standards, (b) monitoring/measuring performance, (c) identifying and determining causes of performance gaps, and (d) implementing solutions to close the performance gaps. The P.M. process can and should be used prior to the start of or at the beginning of employment to determine how to select the right employees and quickly get them “up-to-speed”, as well as throughout the employee life cycle to ensure the work environment is designed to produce exceptional performance and employee satisfaction. Attendees will be introduced to several tools that can be used to facilitate the P.M. process and create a positively engaged workforce.

11:30 AM-12:50 PM, STUDENT UNION BALLROOM AND MARRIOTT ROOM (11th FLOOR): LUNCH

12:00 PM-12:50 PM, Dukes Room
BABAT Board of Director’s Meeting

1:00 PM-1:50 PM, AUDITORIUM
Simulcast in Rooms 162, 163, and 165
Invited Address: Unified Field Theory: 10 Steps Towards Increased Unity in the Behavior Analytic Field. (1.0 CEU: BACB)
PATRICK C. FRIMAN (Boy’s Town)

The field of behavior analysis is small and mighty but it could be bigger and mightier. To achieve this salutary goal, greater unity across its multiple factions is needed. One thing all members have in common is allegiance to the assumption that behavior is a function of its environmental circumstances. This idea attributes the source of behavior to what has happened to the person--not to the person him or herself. This is the most powerful idea ever invented by mankind for understanding, knowing, and approaching human behavior, especially problem behavior. Everything this idea touches improves (e.g., autism, incontinence, tics and Tourette’s, addictions, etc.). The central point of this talk is that the field could expand its power greatly if its members would reduce the critical attention paid to divisive issues and increase affirmative attention paid to a goal we all share: dissemination of the circumstantial view of behavior.
Practice guidelines synthesize the published literature on a particular area of applied practice. Practice guidelines may also include specific recommendations and models to guide clinical decision-making. Practicing behavior analysts frequently assess and treat problem behavior as part of their ongoing job responsibilities. Effective measurement of problem behavior is critical to success in these activities because some measures of problem behavior provide more accurate and complete information about the behavior than others. This presentation summarizes five practice recommendations for using measurement systems for problem behavior and describes a clinical decision-making model for selecting measurement produces given certain features of the behavior and constraints of the therapeutic environment. Data from recent analyses of a large electronic data collection database will be presented.

Basic research on the behavioral and neural processes of learning suggests that the range of deficits observed along the autism spectrum arise from developmental errors in the mechanisms of conditioned reinforcement. Specific instances of these errors can produce any of a wide range of behavioral dysfunctions, including delay in language acquisition and ineffectiveness of social stimuli as reinforcers. Findings consistent with this interpretation of autism are presented from both behavioral and neuroscientific research, including neural imaging. If autism arises from problems in the conditioned-reinforcement system, then certain behavioral procedures hold promise for remediating these deficits. The presentation identifies some potentially effective procedures and discusses possible origins of the neurodevelopmental errors.

A workforce demand report commissioned by the Behavior Analyst Certification Board revealed that the annual demand for Board Certified Behavior Analysts increased 800% from 2010 to 2017 (Burning Glass Technologies, 2018) and that Massachusetts and New Jersey are among five states accounting for over 50% of all postings nationwide. According to the Association for Professional Behavior Analysts (2009), nearly half of all practicing behavior analysts have less than 5 years of experience. This high proportion of newly certified practitioners will play a critical role in introducing ABA to a wider audience of consumers, funders, and potential collaborators than ever before. So how can professors and field supervisors help aspiring behavior analysts become competent BCBAs? The purpose of my presentation is to describe processes, pitfalls, and preliminary findings from our recent efforts to study the evidence-based practice of ABA.
Panel Discussion: Viewing Trauma Related Disorders Through a Behavior Analytic Lens. (1.5 CEUs: BACB)

Chair: GABRIELLE MORGAN (Endicott College)
Panels: SHANNON SHEA-MCDONALD, MELANIE GILES, & MARY JANE WEISS (Endicott College)

The experience of traumatic events has been linked to the diagnosis of many psychological disorders. Adults with intellectual disability are seven times more likely to experience sexual abuse than any other population, making the topic of analyzing and treating those who have experienced traumatic events an especially important topic for Behavior Analysts. The science of ABA is particularly well suited to address behaviors that have developed as a result of adverse events. However, there remains a paucity of Behavior Analytic research and discussion regarding this topic. This discussion will examine the behavioral origins of childhood Post Traumatic Stress Disorder, Borderline Personality Disorder, and swallowing disorders and align the language used to define the acquisition of these disorders with behavior analytic principles. The discussion will consist of a literature review of articles pertaining to trauma from a behavior analytic perspective, a presentation on the development of borderline personality disorder symptoms as explained with behavior analytic terminology, and a case study of an individual with a swallowing disorder developed through exposure to early childhood feeding trauma. The discussion will conclude with identification of the future role of Behavior Analysis in providing effective treatment and guidance for those who have experienced traumatic events.

Symposium: Recent Research on Teaching Mands for Items and Information to Individuals with Developmental Disabilities. (1.5 CEUs: BACB)

Chair: TINA SIDENER (Caldwell University)

Effects of Echoic Prompts on Increasing Mand Utterance Length for Children with Autism. YANNICK SCHENK (May Institute), Alice Shillingsburg (May Institute), Sarah Frampton (May Institute), Brittany Bartlett (Children’s Healthcare of Atlanta), Taylor Thompson (Children’s Healthcare of Atlanta), & Bethany Hansen (Children’s Healthcare of Atlanta)

Teaching the Mand, “When?” to Children with Autism Spectrum Disorder. TALIA KAHLow (Caldwell University), Tina Sidener (Caldwell University), April Kisamore (Hunter College), Kenneth Reeve (Caldwell University), & Priya Patil (Caldwell University)

Teaching Mands for Social Information to Adolescents with Developmental Disabilities. KAYLA GORDON, Alice Shillingsburg, Sarah Frampton, & Raechel Pacheco (May Institute)

Effects of Observational Learning on Acquisition of Mands “Who?” and “Which?” WHITNEY TRAPP (May Institute), Videsha Marya (May Institute), Devorah Story (May Institute), Bethany Hansen (Children’s Health of Atlanta), & Alice Shillingsburg (May Institute)

Symposium: The Assessment and Treatment of Problem Behavior and Food Selectivity without Extinction. (1.5 CEUs: BACB)

Chair: TANYA MOUZAKES (Western New England University, Crossroads School)

An Evaluation of Differential Reinforcement Without Extinction to Decrease Severe Problem Behavior. LAURA A. HANRATTY, Alyssa J. Clarke, Christopher Tamburrino, & Miranda L. Fogg (Elms College)

Assessment and Treatment of Problem Behavior with an Enhanced Choice Model and Minimized Extinction Procedures. ADITHYAN RAJARAMAN (Western New England University), Gregory P. Hanley (Western New England University), Holly C. Gover (Western New England University), Johanna L. Staubitz (Vanderbilt University), John E. Staubitz (Vanderbilt University Medical Center), & Kathleen Simcoe (Vanderbilt University Medical Center)

Assessment and Treatment of Pediatric Food Selectivity Via Shaping with Synthesized Reinforcers and Partial Extinction. HOLLY C. GOVER (Western New England University), Juliana Marcus (New England Center for Children, Western New England University), Kelsey Ruppel (Western New England University), Gregory P. Hanley (Western New England University), & Robin Landa (Western New England University)

Meals Without Tears: The Treatment of Food Selectivity in Children with Autism. JULIANA MARCUS (New England Center for Children, Western New England University), Gregory P. Hanley (Western New England University), Kyle Sears (New England Center for Children, Western New England University), Holly C. Gover (Western New England University), Kelsey Ruppel (Western New England University), & Christy Warner (New England Center for Children, Western New England University)
2:00 PM-3:20 PM, Room 804

**Paper Session: Classroom and Behavior Management. (1.5 CEUs: BACB)**

A Systematic Review of the use of Token Reinforcement with Individuals with Autism Spectrum Disorder. STEPHANIE ORTIZ & Ruth M. DeBar (Caldwell University)


Coaching Teachers’ Classroom Management in High-need Schools: Findings from a Preliminary Study. LINDSAY FALLON & Mel Collier-Meek (University of Massachusetts Boston)

A Behavior Analytic Approach to Reducing Restraint Use Across a School for Individuals with Autism. JESSICA ALVERSON (Hopeful Journeys Educational Center, Inc.)

2:00 PM-3:20 PM, Room 917

**Workshop: A Comprehensive Look at Authorizations, Appeals, & Peer Reviews. (1.5 CEUs: BACB and PSYCH)**


In this workshop, attendees will be guided through the authorization and appeals processes. Attendees will be exposed to state and federal laws that all clinicians should be aware of that guide and support clinical recommendations, continuity of services, and access to care for the populations served. This workshop provides an emphasis on creating internal processes and procedures to lend support to clinician’s recommendations for service delivery based on medical necessity. Attendees will be provided with guidance on submitting authorizations and appeals, preparing for and holding a utilization/peer reviews, holding external reviews, and contacting relevant representatives when violations occur. Common reasons for denial of services and recommendations for generating support for these services will be a focus of this workshop (i.e., insurance-funded services in schools, role of parent training, location of services, services that are “educational” in nature).

2:00 PM-3:20 PM, Room 905

**Paper Session: Self-Control, Independence, and Parent Training. (1.5 CEUs: BACB)**

A Procedure to Teach Self-control to Preschoolers of Typical Development. Nicole Kovar (Caldwell University), Erin McGuire (Caldwell University), April Kisamore (Hunter College), Tina Sidener (Caldwell University), Ruth DeBar (Caldwell University), & LESLIE QUIROZ (Caldwell University)

A Comparison of Procedures for Maintaining On-Task Behavior in the Absence of an Instructor. AMIRA EL-BOGHDEDY (Caldwell University), Tina Sidener (Caldwell University), Sharon Reeve (Caldwell University), & Erin Richard White (Alpine Learning Group)


2:00 PM-4:50 PM, Hadley Room

**Workshop: Ethics of BACB Supervision: Best Practices, Challenges, and ABA-Lite. (3.0 CEUs: BACB 2 SUPERVISION AND 1 ETHICS)**

ALLEN KARSINA and WILLIAM HOLCOMB (New England Center for Children).

Recent changes in supervision requirements have provided supervisors with additional training and guidelines, but supervisors and supervisees still face many obstacles to providing and obtaining effective supervision. In this workshop, we will first identify obstacles facing supervisors and supervisees today, along with recommendations for best supervision practices. These recommendations include practical measures from the behavior-analytic literature, as well as recommendations based upon ethical guidelines in the BACB® Professional and Ethical Compliance Code for Behavior Analysts. Next, we will focus on the ethical guidelines for effective supervision, with the goal of refining the boundaries of these guidelines. During the last hour of the workshop, we will discuss ethical considerations for providing (or not providing) behavior analytic services when resources are limited. Implications for supervision are discussed. The workshop will consist of lecture, guided discussion, and small group exercises.
2:00 PM-4:50 PM, Room 904
**Workshop: Once Upon a Time...Harnessing the Power of Stories to Ethically Market Your ABA Business. (3.0 CEUs: BACB ETHICS)**

**SARAH TRAUTMAN-ESLINGER (STE Consultants, LLC) & TIM COURTNEY (CASP)**

Do you struggle to promote your ABA business? Do you know how to attract new clients and staff without violating the Behavior Analyst Professional and Ethical Compliance Code? If you answered “Yes” to these questions, then this workshop is for you! Attendees of this workshop will learn how to harness the power of storytelling to ethically market their ABA business. Attendees will also be given social media and other marketing strategies that they can use to expand the reach of their business while staying in compliance with the BACB Professional and Ethical Compliance Code.

3:00 PM-3:50 PM, AUDITORIUM
**Invited Address: Human Operant and Clinical Research On Relapse: Implications for Treatment Development. (1.0 CEU: BACB)**

**HENRY S. ROANE, William E. Sullivan, Valdeep Saini, and Andrew Craig (Upstate Medical University)**

Treatment of challenging behavior in developmental disabilities often involves withholding reinforcement for problem behavior (i.e., extinction) while simultaneously reinforcing an appropriate alternative behavior (i.e., differential reinforcement). Previous research has demonstrated that if reinforcement of the alternative behavior is reduced or eliminated (i.e., interruption of treatment), re-emergence of problem behavior may occur. The current set of studies examines two aspects of relapse: resurgence and renewal. Within resurgence, we present data on the extent to which extinction-induced response variability (i.e., emergence of functionally related topographies of behavior) may occur when reinforcement is withheld for previously reinforced responses. Finding on extinction-induced variability and the occurrence of resurgence of will be presented from our work in human-operant arrangements and from clinical cases in which interruptions to treatment were programmed. Our data on renewal examines the clinical implications of renewal when treatments are transferred from a clinical to a home setting. Finally, we present data on a novel measure of renewal -non-sequential renewal- which has implications for this form of relapse when applied to clinical treatment. Collectively, clinical implications regarding the effects of treatment interruptions will be discussed.

3:00 PM-3:50 PM, Room 163
**Invited Address: Radical Behaviorism: A Foundation of Behavior Analysis and Source of Research and Development. (1.0 BCBA CEU)**

**SAM LEIGLAND (Gonzaga University)**

The experimental analysis of behavior began as an inductively oriented, empirically based scientific field. As the field grew, its distinctive system of science, radical behaviorism, grew with it. The continuing growth of the empirical base of the field has been accompanied by the growth of the literature of radical behaviorism and its implications. In this article the case is made that radical behaviorism is more than an abstract description of the assumptions and practices of the field; it is an active area of research within the field itself, and that such theoretical research is of great importance to the development of the field. Some of the characteristics of radical behaviorism are described in brief, along with the functions of organization, clarification, and extension of various aspects of behavior-analytic science. The unique characteristics of radical behaviorism provide an integrative and generative scientific framework for the continuing development of behavior analysis.

3:00 PM-3:50 PM, Room 168
**Invited Address: Teaching Advanced Verbal Behavior to Children with Autism Using Speech Generating Devices. (1.0 CEU: BACB and PSYCH)**

**ALICE SHILLINGSBURG (May Institute)**

Approximately 30% of individuals diagnosed with autism fail to develop vocal communication. For these individuals, Augmentative and Alternative Communication (AAC) systems such as manual signs, picture exchange communication system (PECS), and speech generating devices (SGD) are often used. Numerous studies have shown the effectiveness of selection-based pictorial systems to promote functional communication. With the increased affordability and accessibility of mobile devices, the demand for high-tech SGDs by parents to use for communication has also increased. Resources now exist to aid clinicians in...
transitioning from picture communication systems to high-tech SGDs. However, there is a dearth of research on strategies to teach advanced verbal behavior using SGDs. This presentation will cover a series of studies examining procedures to teach mands for information, intraverbals to report past behaviors, and tacts of noun-verb combinations to non-vocal children with autism. Considerations and complications when teaching these skills using high-tech SGDs will be discussed.

3:30 PM-4:50 PM, Amherst Room, 10th Floor
Symposium: Recent Research on Individual and Synthesized Contingencies: Implications for Functional Analysis. (1.5 CEUs: BACB and PSYCH)
Chair: BRIAN GREER (University of Nebraska Medical Center’s Munroe-Meyer Institute)
Discussant: TIMOTHY VOLLMER (University of Florida)
Exposure of Single-Function Responses to Combined Reinforcement Contingencies. LEAH KOEHLER & Brian Iwata (University of Florida)
On the Necessity of Synthesized Contingency Analysis and the Utility of the Assessments Informing Synthesis. ADAM BRIGGS (Eastern Michigan University), Brian Greer, Daniel Mitteer, Wayne Fisher, & Andrew Sodawasser (University of Nebraska Medical Center’s Munroe-Meyer Institute)
A Translational Investigation of the Potential for Induction of Additional Functions Following Synthesized Contingency Analyses. BILLIE RETZLAFF, Wayne Fisher, Jessica Akers, & Brian Greer (University of Nebraska Medical Center’s Munroe-Meyer Institute)

3:30 PM-4:50 PM, Room 165
Symposium: Using Equivalence-Based Instruction Systems with Web-Based Apps and Evaluations of Emergent Topographical Responding Fluency. (1.5 CEUs: BACB)
Chair: BRYAN BLAIR (Endicott College)
Discussant: BROOKE WALKER (Transformation Learning)
Training the Identification of Functional Relations with Equivalence-Based Instruction: An Extension Using Web-Based Learning Tools. BRYAN BLAIR (Endicott College)
Using equivalence-based instruction to teach the identification of asymmetrical head shapes in infants. ELIZABETH KIRBY (Endicott College and Hopeful Journeys), Bryan Blair (Endicott College), Michael Dorsey (Endicott College), & Gregory Young (Franciscan Children’s Hospital)
Using Computer-Aided Tools to Measure Rate of Responding in an Equivalence Paradigm. HAZEL BAKER (Endicott College and Advances Learning Center), Ginette Wilson-Bishop (Advances Learning Center), Mary Jane Weiss (Endicott College), & Thomas Zane (Endicott College)

3:30 PM-4:50 PM, Room 162
Panel Discussion: Bridging the Gab: Minimizing Jargon and Promoting our Strengths with Common Language. (1.5 CEUs: BACB)
Chair: TODD CASTINE (Trading Spaces ABA)
Panelists: RICHARD B. GRAFF (May Institute), SOLANDY FORTE (Milestones Behavioral Services), & JOHN MOLteni (St. Joseph University, CT).
For decades, behavior analysts have had public relations difficulties, some of which are related to our language. Behavior analysts use technically precise terminology that is fully consistent with the science of behavior, but our language neither matches the language from other disciplines nor is easily understood by most people. Thus, behavior analysts need to master different verbal repertoires, a scientific repertoire used with other professionals, and a colloquial one used with non-behavior analysts. By mastering a colloquial dialect and minimizing jargon, our assessment recommendations and ability to help others can be more openly accepted. However, our use of colloquial descriptors of behavior, or a lack of precision in our language when speaking with other behavior analysts may allow mentalistic views of behavior to creep into our lexicon, which could diminish our effectiveness over time. These challenges become more daunting for the newest of those who have joined our ranks as behavioral scientists. This panel discussion will review our challenges and offer suggestions for success.
Symposium: Optimizing Learning During Instruction for Children with Autism Spectrum Disorders. (1.5 CEUs: BACB)

Chair: MEGHAN DESHAIS (Caldwell University)
Discussant: AMANDA KARSTEN (Western Michigan University)
A Comparison Of Static And Dynamic Imitative Responses. MEGHAN DESHAIS (Caldwell University) and Timothy Vollmer (University of Florida)
Using Assessment to Identify Learner-Specific Instructional Procedures for Children with Autism Spectrum Disorders. LAUREN SCHNELL (Hunter College), Jason Vladascu (Caldwell University), April Kisamore (Hunter College), Ruth DeBar (Caldwell University), SungWoo Kahng (Rutgers University), & Kathleen Marano (Caldwell University)
A Comparison of Differential Reinforcement, Nondifferential Reinforcement, and Extinction During Skill Acquisition. LAURA GROW (Garden Academy), Tyla Frewing (University of British Columbia), Jennifer Vellenoweth (Semiahmoo Behaviour Analysts, Inc.), & Maria Turner (ABLE Developmental Clinic)

Symposium: Large-N Research in the Context of Applied Behavior Analysis: Applications and Considerations. (1.5 CEUs: BACB)

Chair: RYAN MARTIN (May Institute)
Discussant: PATRICK C. FRIMAN (Boy’s Town)
Randomized Controlled Trial of a Comprehensive School-Based Intervention for Students with Autism Spectrum Disorder. MEGHAN SILVA (May Institute), Ryan Martin (May Institute), Tristram Smith (University of Rochester Medical Center), Rose Iovannone (University of South Florida), & Cynthia Anderson (May Institute)
Conducting Randomized Controlled Trials in School Settings: Common Pitfalls and How to Address Them. RYAN MARTIN & Cynthia Anderson (May Institute)
A Comparison of Two Methods for Measuring Treatment Integrity in School-Based Research. BRITTANY JUBAN, Ryan Martin, Meghan Silva, Whitney Kleinert, Ali Schroeder, & Cynthia Anderson (May Institute)

Workshop: Retaining Talent from RBT to BCBA-D & Supporting Early Career Behavior Analysts. (1.5 CEUs: BACB SUPERVISION and PSYCH)

JACQUELYN MACDONALD (Regis College and MASSCAP), KEVIN SCHLICHENMEYER (TACT and MassCAP), & ARIANNE KINDLE (Kindle Behavior Consultants)
In this workshop, attendees will discuss reasons why employees in clinic-based and home-based settings providing behavior analytic services may leave their current employment. High staff turnover may have devastating effects on the quality of care agencies can provide to children diagnosed with an autism spectrum disorder and/or other related disabilities. Attendees will identify environmental signs that may indicate that an employee may seek alternative employment. Attendees will learn tips and strategies to promote staff retention across RBTs, BCBA, and the BCBA-Ds. Attendees will discuss challenges faced by early career behavior analysts and how these challenges relate to staff retention. Attendees will learn strategies to support early career BCBAs in the clinic and home-based setting. Opportunities to provide professional development to early career BCBAs will be discussed.

Tutorial: “Rewards Don’t Work!” Fine-Tuning Reward Systems to Increase Effectiveness in School-based Settings. (1.5 CEUs: BACB and PSYCH)

ERIN CROSBY, JESSICA MIGLIO, RAVIT STEIN, & MELINDA JUDSON (EASTCONN Regional Education Service Center)
Consistent and sustainable implementation of behavior intervention plans (BIPs) in public school settings can be challenging. BCBAs often must respond to claims that the reinforcement system “isn’t working.” In this session, participants will learn how to effectively respond to common statements of resistance to
providing reinforcement and review five key factors that may influence the effectiveness of reinforcement systems in school-based settings. Attendees will be introduced to a practical tool for assessing how well existing behavior intervention plans align with factors impacting the effectiveness of reinforcement in order to make meaningful improvements to plans and improve student outcomes.

4:00 PM-4:50 PM, AUDITORIUM
Invited Address: What’s New at the Zoo: Building a Science-based Behavioral Husbandry Program. (1.0 CEU: BACB)
CHRISTINA ALLIGOOD (Disney’s Animal Kingdom and University of Florida)
The Disney’s Animal Kingdom Behavioral Husbandry program began 20 years ago. As the program continues to grow and develop, our aim is to build an environment of sustained progress and learning to support high-quality animal care. To that end, a few years ago we began a close partnership between scientists and behavioral husbandry managers with the goal of integrating scientific best practices into our training and enrichment programs. Through this partnership we have embarked on a journey that has led us to re-imagine every aspect of our behavioral husbandry program, from philosophy to staff training to the details of planning, implementing, and evaluating training and enrichment. In this talk, I will share some of the things we have learned, detail some of the resulting changes we have made, and reflect on some of the implications of this work for behavior analysts and behavior analysis.

4:00 PM-4:50 PM, Room 163
Invited Address: Preference for Variable Reinforcement Delays: A Tutorial on Risky Choice. (1.0 CEU: BACB)
BRIAN MARTENS (Syracuse University)
Preference for variable over fixed reinforcement delays is referred to as risky choice and has been demonstrated with variable-time, variable-interval, and variable-ratio schedules. Mazur (1984) proposed an extension of his hyperbolic-decay equation to explain risky choice based on the average subjective value of short and long reinforcement delays. Research examining Mazur’s equation with nonhumans and humans has suggested cross-species generality of risky choice. In this tutorial, parameters in Mazur’s hyperbolic-decay equation are defined, and simple numerical examples are presented showing how the subjective value of a given amount of reinforcement decreases or decays at different discounting rates and delays. Holding reinforcement amount and discounting rate constant, numerical examples are also presented showing how the same equation can be used to calculate the subjective value of fixed- or variable-ratio schedules. Throughout the tutorial, findings from basic and translational studies are presented illustrating applications of delay discounting and risky choice.

4:00 PM-4:50 PM, Room 168
Invited Address: Problematic Mealtime Behaviors Interfering with Swallowing. (1.0 CEU: BACB and PSYCH)
VALERIE M. VOLKERT (Marcus Autism Center and Emory University School of Medicine)
Behavioral interventions have the most empirical support for the assessment and treatment of pediatric feeding disorders. Although interventions to establish the acceptance of food while mitigating refusal behaviors such as turning the head or pushing the spoon are well-established (Volkert & Piazza, 2012), less is known about the treatment of behaviors that interfere with swallowing (e.g., holding food in the mouth). There is also a notable gap in the literature on the evaluation of interventions to improve chewing. First, this presentation will review research evaluating techniques to improve swallowing or reduce packing of lower-textured food (purees). Second, this presentation will review behavioral studies clearly describing replicable procedures to effectively increase and evaluate chewing and mastication (i.e., product measure of chewing that indicates food is processed enough to safely swallow) for children with feeding disorders.
5:00 PM-5:50 PM, Auditorium
Simulcast in Rooms 162 and 165
BABAT AWARDS CEREMONY AND SIDMAN AWARD PRESENTATION.
Chair: RICHARD B. GRAFF (May Institute)
Title: Following the Journey of Applied Behavior Analysis: Perspectives from the Path. JUDITH E. FAVELL, Ph.D., BCBA-D (Behavior Analyst, Retired)

The occasion of this wonderful Murray Sidman Award allows me to reflect on the course of change in our discipline over the last decades and in my own personal and professional development during this time as well. Among the myriad of events, trends and discoveries that have marked our mutual progress and individual stories, we have seen steady progress in our objectives of refining our understanding of behavior, improving the process and outcome of service delivery, and crafting a rational and constructive context for behavior analytic supports, all to the end of improving people’s lives.

Across the course of these years and through these changes I have had an opportunity to observe and in some cases participate in these events that have impacted the development of our field - and myself. Today I briefly share some perspectives from these experiences. They are not profound, not particularly surprising, but worth mentioning because they weave throughout much of our shared experience, reflecting past efforts and impacting our progress forward.

These perspectives touch on such issues as the effectiveness, advocacy, impact, business and legacy of behavior analysis and include all of us who have and continue to dedicate ourselves to its advancement.

6:00 PM-6:30 PM, Room 165
BABAT OPEN HOUSE Business Meeting
Please join us to learn more about our organization and opportunities with BABAT
All are welcome!

6:00 PM-7:30 PM, Room 163
BABAT Poster Session and Social

POSTER SESSION

1. A Descriptive Assessment of Activity-Based Variation in Pre-School Children. NICOLE LENARES, Joseph Dracobly, Tayler Shea, Ashley Williams, Morgan Winship, and Sydney Spencer (Eastern Connecticut State University).

2. Effects of the Presence of an Officer on Stopping at Stop Signs. ALEXANDRIA HOLLWEDEL, Jill Monck, and Joseph Dracobly (Eastern Connecticut State University).


5. Teaching Students to Ask Questions Through Transitional Tasks. ALYCIA TOOMEY (The Children’s Center for Communication/Beverly School for the Deaf).

6. Typically Developing Preschool Peer-to-Peer Speech Topographies to Inform Selection of Social Skills Objectives. AUDREY GIFFORD and Mary Jane Weiss (Endicott College).

8. Behavioral Adaptation in a Rat Model of Post-Traumatic Stress Disorder. PAIGE CURRIE, Cole Poulin, Makayla Rogers, Cheyenne McQuain, and Adam Fox (St. Lawrence University).

9. Decision Making and Internet Access. KATHLEEN DOLLARD (Salem State University).


11. Response Duration is Sensitive to Both Immediate and Delayed Reinforcement. BRIANNA SARNO and Tom Byrne (MCLA).


14. Rats Emit Idiosyncratic Responses While Lever Holding During Fixed-Duration Schedules. KABAS ELMELIGY, Nicole Nadeau, Brianna Lamb, and Tom Byrne (MCLA).

15. Multiple Exemplar Training: A Demonstration of Two Strategies. ERIN M. MCCULLOUGH (Simmons College and New England Center for Children), G. Tracey Toran (New England Center for Children), and Chata Dickson (New England Center for Children).


17. Email Professionalism Training for Undergraduates. THOMAS FARNSWORTH, Rachel Thompson, Joseph Van Allen, and Tylynn Kuralt (Western New England University).


22. Analyzing Consequences Within the High Probability Request Sequence for a Child Diagnosed with CHARGE Syndrome. CALEB DAVIS (Simmons College and Perkins School for the Blind) and Judah Axe (Simmons College).

23. Increasing Behavior Data Collection Using the Performance Diagnostic Checklist – Human Services. LAURA SUTHERLAND (Western New England University) and Allen Karsina (New England Center for Children).


25. The Effects of Incorporating Echoic Responding into Intra verbal-Tact Training. OLGA MEleshKEVICH (Simmons College), Judah Axe (Simmons College), and Francesca Espinosa (ABA Clinic, U.K., University of Salerno, Italy).


27. Making Words Meaningful. NICOLE KEANE (Bierman ABA).


30. Decreasing Energy Usage Through the Use of Feedback, Prompts, and Rewards. TANVI PENDHARKAR (New England Center for Children) and Jason Bourret (New England Center for Children and Western New England University).

31. Developing a Behavioral Apparatus to Measure Stimulus Control Changes Over Repeated Instances of Episodic Remembering. OANH LUC and Daniele Ortu (University of North Texas).

32. Competing Stimulus Assessment in the Classroom Setting for an Individual with Vocal Stereotypy. KARA ROMANETZ, Meghan Silva, Rachel Luebbert, Katelyn Arraiol, Karly Covall, and Sarah Frampton (May Institute).

33. Evaluating the Efficacy of Reinforcer Variation and Choice to Teach Academic Skills. MIRANDA FOGG, Laura Hanratty, Alyssa Clark, and Christopher Tamburrino (Elms College).


35. Treatment of Severe Skin Scratching and Picking Self Injurious Behavior. TANIA VIDOSEVIC, David Kuhn, and Elena Almodovar (Milestones Behavioral Services).

36. Assessment and Treatment of Immediate Echolalia. ZOE NEWMAN, Sarah Lundstrom, and Eileen Roscoe (New England Center for Children).


41. Increasing Leisure Item Engagement Across Multiple Stimuli in Individuals with Restricted Interests. VALERIE HALL and Eileen Roscoe (New England Center for Children and Western New England University).

42. Evaluating the Paired-Stimulus Preference Assessment for Identifying Social Reinforcers for Skill Acquisition. ALISON SCHAEFER (Western New England University) and Eileen Roscoe (New England Center for Children).

43. Treatment of Stereotypy: Differential Reinforcement Schedules and Reinforcer Delivery Rate. FINLEY CRUGER, ANGELICA SEDANO, Eileen Roscoe, and Chelsea Hedquist (New England Center for Children).

44. The Effects of Response Force Requirements on Responding During Extinction. ANDREW NUZZOLILLI and Jonathan Pinkston (Western New England University).

45. Teaching Children to Implement Response Interruption Redirection to Reduce Siblings’ Stereotypy. KAITLYN MILES and Jacquelyn MacDonald (Regis College).

46. Teaching Abduction Prevention Skills to Children. TAYLOR JOHNS and Jacquelyn MacDonald (Regis College).

47. Random Sampling Affects Background Probability Calculations in Descriptive Assessments. RANDI MAHONEY and Jason Bourret (New England Center for Children).

49. Establishing an Effective Treatment: Completing a Component Analysis within a Competing Items Assessment. ERIN SHERMAN and Jill Harper (Melmark New England).

50. Effect of Stimulus Equivalence on Wh-Question Comprehension in a Student with Autism. HOLLY CLARK (University of Massachusetts Boston).


52. A Descriptive Assessment of Functional Analysis Methodology at a Behavior-Analytic School for Individuals with Autism. JACQUELYN LANPHEAR and Jason Bourret (New England Center for Children).


54. Increasing Food Tolerance in an Individual with Autism. SERRA LANGONE, Jennifer Decie, Jaimie March, and Cynthia Anderson (May Institute).

55. Virtual Reality Functional Communication Training. CASEY CLAY, BRITTANY SCHMITZ (University of Missouri and the Thompson Center for Autism), Bimal Balakrishnan, James Hopfenblatt (University of Missouri), and SungWoo Kahng (Rutgers University).

FRIDAY, OCTOBER 12, 2018

8:00 AM-8:50 AM, Room 163
Business Meeting: MassCAP Social
Come meet and network with ABA organizations in Massachusetts. Members and NonMembers welcome. Come learn about the benefits of being a MassCAP organization member! Refreshments will be served!

Note: This event is not affiliated with the BABAT conference.

8:00 AM-8:50 AM, Room 162
The CBA Learning Module Series (CBA LMS) has a proven record of effectiveness as a BCBA/BCaBA exam prep course, with a 91% pass rate for first time exam takers. In addition, over 80 Verified Course Sequences utilize the software as a curriculum supplement, providing students with the practice necessary to master the objectives outlined in the BACB’s Task Lists. In turn, the real-time performance data collected by our learning platform assists professors and supervisors in identifying weaknesses in student repertoires and where remedial activities might prove helpful. This casual meeting will tour both student and administrative experiences of the CBA LMS, focusing on how to utilize these data from a course administrator’s perspective. A discussion will give the opportunity for attendees to ask questions, provide feedback, and present ideas for additional features.

(Behavior Development Solutions)

Note: This event is not affiliated with the BABAT conference.
Invited Address: Evidence-Based Practice: Implications for Behavior Analysts. (1.0 CEU: BACB)
GINA GREEN (Association of Professional Behavior Analysts)
“Evidence-based practice” has become a popular buzz-phrase. Many groups have developed guidelines for treating various conditions that are described as “evidence-based,” and that phrase is being used to market many interventions. Some laws and policies even mandate that practices be “evidence-based.” This would seem to be a good thing for behavior analysts and consumers of behavior analytic services. But is it? Although “evidence-based practice” originally referred to practices that have proved effective in scientific studies, developers of some practice guidelines have defined “evidence” in a way that excludes most behavior analytic research. The implications of those definitions, the question of why the science of behavior analysis is ignored by so many guidelines developers, and what behavior analysts might do to remedy the situation are the topics of this address.

Workshop: Expanding Staff Development Procedures Using the Performance Diagnostics Checklist-Human Services (PDC-HS). (1.5 CEUs: BACB and PSYCH)
ELIZABETH SELLINGER, KATHRYN CYR, TAMARA SHOOK, & VICTORIA GOMEZ (Institute of Professional Practice)
The use of Organizational Behavior Management (OBM) strategies to improve staff performance has increased in a variety of employment realms, including human services. Specifically, Performance Management is one focus of OBM which involves analyzing staff behavior (one staff or a group of staff) within a system. During this workshop, participants will be shown a model of staff development in an approved special education school. Within this model, participants will be shown how the Performance Diagnostic Checklist-Human Services can be used to identify appropriate functional interventions for staff not meeting competency on procedural integrity checklists for behavior plans and other instructional strategies. A case example of this process will be showcased including a discussion of outcome data and future considerations.

Workshop: Legal and Ethical Issues for Massachusetts BCBAs: The Post-ARICA Landscape. (3.0 CEUs: BACB ETHICS)
NAN LEONARD (Massachusetts Coalition for Applied Behavior Analysis Providers), AMY WEINSTOCK (Autism Insurance Resource Center), KATHERINE JOHNSON (Advances Learning Center), & JODI BOUER (Bouer Law LLC)
The passage of laws requiring private insurance and Medicaid to cover medically necessary ABA therapy has been a catalyst for systemic change in the system of care of thousands of people with autism in Massachusetts. This has created opportunities for behavior analysts, but also has profound implications for professionals, clinically, ethically, and legally. This half-day workshop will give an overview of the policy and clinical implications and dig deep on the ethical and legal topics. Participants will learn more about the laws that mandate coverage of ABA, and how these, along with the BACB Code of Conduct, should inform our practice. We will examine how new contingencies created by insurance funding might shape our behavior and use the BACB Code of Conduct to determine our ethical responsibility in these situations. Legal topics will include understanding provider contracts, being mindful of anti-trust laws, supporting medical necessity appeals, and how to respond and minimize risks related to recoupments, audits, prepayments, retrospective reviews, and fraud investigations.

Professional Practice Invited Address: ABA Coding: CPT Updates for 2018/2019. (1.0 CEU: BACB)
JENNA MINTON (Minton Healthcare Strategies)
In February 2017 the American Medical Association CPT Editorial Panel approved 8 modified CPT codes for billing health insurance for “adaptive behavior” services as Category I codes, and two modified codes to
remain Category III (temporary). This was the result of a collaborative effort involving representatives of APBA, ABAI, the BACB, Autism Speaks, and CPT consultants. This tutorial will provide an update on the status of the new codes, processes and timelines of their publication, opportunities for public comment and feedback, and ongoing efforts of the Steering Committee.

10:00 AM-10:50 AM, AUDITORIUM
Invited Address: Implementing a Transactional Approach to Basic and Applied Research in Order to Improve Interventions for Children with Autism. (1.0 CEU: BACB and PSYCH)
WAYNE W. FISHER (University of Nebraska Medical Center’s Munroe-Meyer Institute)

Conceptualizing translational research from a transactional perspective in which information flows in multiple directions leads to more relevant basic and applied research and interventions that are more effective. In this presentation, I will describe two lines of research based on this transactional approach. One line of research involves the application of behavioral momentum theory to increase the effectiveness, efficiency, and practicality of function-based treatment of destructive behavior in individuals with autism spectrum disorder (ASD). The other line of research involves the integration of Skinner’s taxonomy of verbal behavior with Sidman’s continuum of stimulus control in order to increase generative verbal behavior in individuals with ASD. I hope to show how increased collaboration between basic and applied researcher and practitioners can improve the quality of our research and the efficacy of our interventions.

10:00 AM-10:50 AM, Room 163
Invited Address: Developmental Pediatrics: Addressing Public Health Concerns with Behavior Science. (1.0 CEU: BACB and PSYCH)
JOHN BORRERO (University of Maryland-Baltimore County)

Annually, approximately 3,500 infants die suddenly and unexpectedly in the United States (Centers for Disease Control, 2018). The number of infant deaths has declined sharply since the early 1990s when the American Academy of Pediatrics (AAP) recommended that caregivers place infants in the supine position (i.e., on their backs) for sleep. As a part of the recommendations to place infants on their backs for sleep, the AAP also recommended that infants be placed in prone (positioned on their stomachs) for play, known as “tummy time.” Lack of tummy time has been associated with developmental delays and cranial deformation. Those who report awareness of these recommendations, a number of caregivers’ report implementation barriers (infant intolerance). Additionally, although infant intolerance of tummy time is frequently reported in the literature and the AAP has recommended interventions to improve tummy time (e.g., provision of toys), very limited research has been conducted on the efficacy of these recommended interventions. In this presentation I will: (a) attempt to make the case for the role of behavior analysts in early childhood development, and (b) describe a technological education program for educating new and expectant parents, and (c) describe a systematic evaluation of procedures to enhance tummy time.

10:00 AM-10:50 AM, Room 168
Invited Address: Detecting and Trouble Shooting Treatment Failures: An Essential Component of Evidence-based ABA Practice. (1.0 CEU: BACB and PSYCH)
R. WAYNE FUQUA (Western Michigan University)

Evidence-based practice (EBP) is a multi-component process in which practitioners select, refine and deliver clinical services based on a) the best available scientific evidence, b) unique client and contextual features, c) training and competence of the practitioner, d) ongoing clinical progress monitoring and decision making and e) early detection and troubleshooting of treatment “failures.” Developed initially in medicine, EBP has been extended to the delivery of applied behavior analysis (ABA) services and is considered an essential feature of ethical and high-quality ABA service delivery. This presentation will offer practical advice for ABA practitioners who wish to incorporate EBP strategies into their clinical services and thus improve the quality and accountability of ABA and clinical behavior analysis service delivery. Special focus will be on strategies to detects and trouble shoot treatment failures.
10:00 AM-10:50 AM, Room 904

Tutorial: Executive Functioning Redefined

MARIELA VARGAS-IRWIN (Applied Behavioral Learning Services)

Executive Functioning has traditionally been defined by psychology as the series of neurologically-based skills involving mental control and self-regulation. Executive Functioning has also been defined as set of processes that have to do with managing oneself and one’s resources in order to achieve a goal. Notwithstanding the obvious importance of the brain in executive (and most other) behavior, we propose that Executive Behavior is akin to Cooper, Heron, & Heward’s Self-Management: The personal and systematic application of behavioral principles that result in the desired modification of one’s own behavior (1987). Examples of naturalistic and contrived methods to teach Executive Behavior will be presented, as well as a brief review of the research on the effect of stress on executive functions.

10:00 AM-10:50 AM, Room 162

Panel Discussion: Cultural Competency, Diversity, and Inclusion in Behavior Analytic Services. (1.0 CEU: BACB)

Chair: MIRANDA COURANT-MORGAN (Planned Parenthood League of Massachusetts)

Panelists: CHATA DICKSON (New England Center for Children and Western New England University), KAREN YOSHIDA (Vinfen), & HUMBERTO SANCHEZ (New England Center for Children and Western New England University)

This roundtable discussion will feature four panelists. We will discuss behavior analytic perspectives related to current research and practice in cultural competency, diversity, and inclusion from other fields such as psychology, education, medicine, and social work.

10:00 AM-11:20 AM, Amherst Room

Panel Discussion: Behavioral Skills Training: A Comparison of Four Pre-service Training Models. (1.5 CEUs: BACB)

Chair: CANDICE COLÓN (Behavioral Concepts)

Panelists: JILL HARPER (MELMARK NEW England), JULIE BAZINET (Behavioral Concepts), HANNA RUE (Autism Spectrum Therapies), & JESSICA WENIG (Advances Learning Center)

Organizations providing services to individuals with developmental disabilities often face challenges when developing and implementing effective staff training. For instance, in some regions of the country, funders require direct care staff to hold certification as a Registered Behavior Technician™ (RBT®). Behavioral Skills Training (BST) provides an evidence-based methodology that can be used to train a variety of skills necessary of a direct care staff member. Data collected during pre-service training (e.g., pre and post feedback surveys, competency assessment scores) offer a source of information regarding training practices that are best for an organization’s needs. For instance, training curriculum, format and duration can be modified based upon the information gathered from such assessments while still maintaining the integrity of BST. The focus of this panel will be a comparison of training models across four organizations (home-based, center-based and educational services) inclusive of a discussion regarding the utility of continual assessment during the training process to inform further development of a pre-service training program.

10:00 AM-11:20 AM, Room 165

Symposium: Health and Wellness of Persons with Intellectual and Developmental Disabilities. (1.5 CEUs: BACB and PSYCH)

Chair: JAMES LUISELLI (Melmark New England)

Overview of Behaviorally-Based Health Promotion and Intervention. JAMES LUISELLI (Melmark New England)

Assessing Pain in Adults with Intellectual Disability: Ratings and Impressions Among Care-Providers. ALLISON ROTHSCILD (Seven Hills Foundation), James Luiselli (Melmark New England), & Joseph Ricciardi (Seven Hills Foundation)

Evaluation of a Comprehensive Health-Wellness Intervention on Weight-BMI of Residential Students with Neurodevelopmental Disorders. ANDREW SHLESINGER, James Luiselli, Kimberly Duhanyan, Jill Harper, & Frank Bird (Melmark New England)
10:00 AM-11:20 AM, Room 174

**Symposium: Evaluating the Role of Categories on Displacement and Stability of Preference. (1.5 CEUs: BACB)**

Chair: ALLEN KARSINA (New England Center for Children)

Discussant: RICHARD B. GRAFF (May Institute)


The Displacement of Low-Tech Items by High-Tech Items During MSWO Preference Assessments. AUDREY N. HOFFMAN (Vermont University-Johnson), Anna Brady (Utah State University), Ryan P. Paskins (University of Wisconsin-Stout), & Tyra P. Sellers (Utah State University)


10:00 AM-11:20 AM, Room 804

**Symposium: Utilizing Equivalence-Based Instruction to Teach Academic Skills to Children with Autism Spectrum Disorders. (1.5 CEUs: BACB)**

Chair: COLLEEN B. YORLETS (RCS Behavioral & Educational Consulting, Simmons College)

Categorization and the Emergence of Selection and Topography-Based Verbal and Non-Verbal Behavior. CHRISTINA M. KING (RCS Learning Center, Simmons College), Colleen B. Yorlets (RCS Behavioral & Educational Consulting, Simmons College), Megan Breault (RCS Learning Center, Simmons College), Lauren Donovan (RCS Learning Center), Jessica Byrne (RCS Learning Center, Simmons College), & R. W. Maguire (Simmons College)

Arranging for Generalized Equivalence Classes to Teach Functional Money Skills. MEGAN BREAULT (RCS Learning Center, Simmons College), R. W. Maguire (Simmons College), Christina M. King (RCS Learning Center, Simmons College), & Colleen B. Yorlets (RCS Behavioral & Educational Consulting, Simmons College)

The Effects of Reinforcement Density in Equivalence-Based Instruction. R. W. Maguire (Simmons College), Megan Breault (RCS Learning Center, Simmons College), COLLEEN B. YORLETS (RCS Behavioral & Educational Consulting, Simmons College), & Christina M. King (RCS Learning Center, Simmons College)

10:30 AM-11:50 AM, Room 917

**Workshop: Licensure and Ethics in Massachusetts: Updates and Q & A. (1.5 CEUs: BACB ETHICS)**

WILLIAM H. AHEARN (New England Center for Children)

Massachusetts has a title and practice component to the licensing law. The law identifies the criteria relative to obtaining and using the state-approved title for practicing ABA, the MA law (in combination with regulations for carrying out the law) identifies the scope of practice of providers, when they can practice, the types of intervention they provide, how they design and oversee services, how they are to establish and manage their professional relationships with clients, and ethical guidelines. When a practice component of a law has been developed by a state there is typically an entity, such as a licensing board, that serves to regulate the profession. Licensure in Massachusetts occurs under the board of Allied Mental Health and Human Services Professions (AMHHSP). This presentation will review the practices of the AMHHSP board as they oversee and regulate the practice of Applied Behavior Analysis (ABA) in MA. This workshop will describe the rules and regulations relative to the practice of ABA.
11:00 AM-11:50 AM, AUDITORIUM  
**Invited Address: Analyzing and Interpreting Trends in Data: Dancing with the Data. (1.0 CEU: BACB AND PSYCH)**  
**RON VAN HOUTEN (Western Michigan University)**

Behavior Analysis is an evidence-based data driven approach to solving problems. Baseline data provide a wealth of information about behavior in addition to providing a benchmark against which to evaluate the effectiveness of treatments. This workshop will describe patterns of behavior frequently observed in baseline measurement and what they tell us about variable responsible for behavior. The workshop will also evaluate how to compare baseline and treatment data and what it they tell us about motivating operations and learning effects. His workshop will also examine the importance of tracking down sources of variability and how this can influence our understanding of the controlling stimuli, contexts and functions of behaviors.

11:00 AM-11:50 AM, Room 163  
**Invited Address: John B. Watson's Classical S-R Behaviorism. (1.0 CEU: BACB)**  
**JAY MOORE (University of Wisconsin-Milwaukee)**

John Broadus Watson was born in rural South Carolina in 1878 and died in New York City in 1958. In between, he held academic positions at the University of Chicago and Johns Hopkins University, where he excelled as a researcher and scholar, and executive positions at J. Walter Thompson and William Esty advertising companies, where he excelled as a businessperson. He was married twice, with two children from each marriage. This presentation will examine such notable features of Watson’s career as the background to his 1913 “Behaviorist Manifesto,” the background to his research with Little Albert, and the relation between his classical S-R behaviorism and B.F. Skinner’s behavior analysis.

11:00 AM-11:50 AM, Room 168  
**Invited Address: An Ethics Update from the Behavior Analyst Certification Board. (1.0 CEU: BACB ETHICS)**  
**MISTY BLOOM (Behavior Analyst Certification Board)**

Resources on ethical conduct in behavior analysis (e.g., ethics code, coursework, publications, continuing education) have primarily been in development over the last two decades and only widely available in the last decade. It was not until 2016 that the first fully enforceable code of ethics in behavior analysis went into effect: the BACB’s Professional and Ethical Compliance Code for Behavior Analysts. In this presentation, I will provide an overview of the BACB’s disciplinary system and data on the Notices of Alleged Violation received in the past 2 years. I will also discuss three areas of the Code on which the BACB receives the most reports, and propose individual-and group-level solutions to preventing such violations. Finally, I will summarize the steps that should be taken when one encounters an instance of potentially unethical behavior.

11:00 AM-11:50 AM, Room 162  
**Panel Discussion: Can You Hear Me Now? Discussions on the Dissemination of Behavior Analysis. (1.0 CEU: BACB)**  
**Chair: DIANA PARRY-CRUWYS (Regis College/ABA Inside Track)**  
**Panelists: ROBERT PARRY-CRUWYS (ABA Inside Track), JACQUELYN MACDONALD (Regis College/ABA Inside Track)**

There is an ongoing need for ways to connect BCBAs to the literature, each other, and to our ethical standards. The recent exponential growth in our field, the disparity in availability of in-person CEU offerings in varying parts of the US and the world, and the advances in online technology have changed the landscape for providing and receiving behavior analytic information. Our solution to these problems was to create a podcast that BCBAs can listen to for information on behavior analytic topics and receive CEU credit. In this panel we will discuss the following topics: What are the modern methods of disseminating behavior analysis, and how can they support traditional methods? What should the role of technology be in dissemination? Can technology help alleviate concerns of BCBAs with limited resources meeting their CEU goals? What is the growth and direction of our field with regard to social media and online communities? What are the ethical pitfalls which must be navigated online? What are the advantages and disadvantages of a medium such as podcasting for disseminating information? We will also provide demographic information and survey results from our ABA Inside Track listeners as we discuss this new frontier of dissemination.
11:00 AM-11:50 AM, Room 905

**Paper Session: Cultural Issues**

- **Feminism, Sexuality, and Behaviorism.** KAYLEE DEFELICE & James Diller (Eastern Connecticut State University)
- **Cryptocurrency: Disruptive technology altering the metacontingencies of money.** PAUL JOHNSON (University of Maine Presque Isle)

11:00 AM-11:50 AM, Room 904

**Tutorial: Designing a Computer-Based Equivalence-Based Instruction (EBI) System with Commercially Available Learning Tools. (1.0 CEU: BACB)**

BRYAN BLAIR (Endicott College)

In recent years, research in the area of stimulus equivalence and derived relations (Equivalence-Based Instruction) has demonstrated that a vast array of complex skills can be taught using a variety of training preparations (e.g., match-to-sample, intraverbal/tact training, naming, categorization, sorting etc.). Ongoing research at the Institute for Behavioral Studies at the Van Loan School at Endicott College has demonstrated that complex socially relevant behavior (e.g., graphical analysis and identifying medical conditions) can be taught using derived relations training protocols. This tutorial will review the history of instruction in this area, theoretical and conceptual interpretations of derived relational responding, empirical data, and practical applications of simple and easy-to-create teaching systems. A web-based training “application” will be demonstrated, and participants will have an opportunity to create their own training application based on the principles of derived relational responding.

11:30 AM-12:50 PM, STUDENT UNION BALLROOM AND MARRIOTT ROOM (11TH FLOOR): LUNCH

1:00 PM-1:50 PM, AUDITORIUM

**Invited Address: Representation of Women in Behavior Analysis: An Empirical Investigation. (1.0 CEU: BACB)**

MELISSA NOSIK (Behavior Analyst Certification Board)

As in other disciplines and society at large, women were underrepresented in behavior analysis in its early decades. Over the years, multiple articles have documented increasing trends in women’s representation in behavior analysis in a number of areas such as publications, association membership, and editorial appointments. These articles have documented modest progress toward gender parity, but there still remains, perhaps justifiably, a perception that women are underrepresented in some areas and that the “glass ceiling” may still exist. In my presentation, I will share contemporary data that depict notable increases in women’s representation, including some exciting trends that foreshadow a female-led discipline.

1:00 PM-1:50 PM, Room 163

**Invited Address: Meaningfulness and Acquired Stimulus Control Functions Enhance Equivalence Class Formation. (1.0 CEU: BACB)**

LANNY FIELDS (Queens College and the Graduate School of City University of New York)

The meaningfulness of a term is defined by its hedonic value, as well as its denotative and connotative properties. When a meaningful term is included in a set of otherwise meaningless stimuli, its inclusion enhances the formation of an equivalence class amongst the set. This effect is attributed to the three above mentioned defining properties of meaningful terms. Meaningful terms also exert simple and conditional discriminative functions. When an initially meaningless stimulus acquires one of these stimulus control functions, its inclusion in a set of other meaningless cues also enhances the formation of an equivalence class amongst the stimuli in the set. Thus, the enhancement of class formation produced by meaningful terms can be accounted for by the stimulus control functions served by the meaningful terms. Stimulus meaningfulness, then, should be defined in terms of hedonic value, connotative and denotative properties, and acquired stimulus control functions.
1:00 PM-1:50 PM, Room 168
Invited Address: Best Practices of Continuous and Discontinuous Observation and Recording Methods. (1.0 CEU: BACB and PSYCH)

JOHN RAPP (Auburn University)

In the first part of the presentation, the presenter will provide a brief overview of discontinuous recording methods. Thereafter, the presenter will review a series of published studies that evaluated the extent to which commonly used interval recording methods produced the same conclusions about changes in simulated and non-simulated events as continuous recording methods that were depicted in single-case experimental designs. The presenter will emphasize the relative merits of partial interval recording and momentary time sampling for detecting changes in either frequency or duration events. The presenter will also discuss the tendency for these observation methods to produce false negatives when measuring small behavior changes over brief periods of time. In the second part of the presentation, the presenter will illustrate how interval recording methods have been used in recently published studies to both detect moderate to large changes in behavioral events and maximize observer efficiency in various settings.

1:00 PM-1:50 PM, Room 904
Panel Discussion: Using Our Science and Professional and Ethical Compliance to Address Discrimination in Professional Settings. (1.0 CEU: BACB ETHICS)

HANNA RUE (Autism Spectrum Therapies)

Chair: WILLIAM AHEARN (New England Center for Children)

Panelists: IVY CHONG (May Institute); Emily CALLAHAN (Council of Autism Service Providers); SARA LITVAK (Behavioral Health Center of Excellence)

Sparked in part by the #MeToo movement, thousands of individuals have taken to social media to share incidents of harassment, discrimination and inappropriate treatment in the workplace over the last year. The field of ABA is not immune to such issues. The BACB Guidelines for Responsible Conduct (Standards 1.05 (c), (d), (e), (f) and Standards 1.07 (a), (b)) address harassment, discrimination, and exploitation in professional relationships. Further, the BACB Professional and Ethical Compliance Code provides guidance on what professionals should do when potential issues arise. This panel will discuss the importance of supervision and mentorship to proactively address inappropriate workplace behaviors and difficult conversations. Additionally, the panel will guide discussion on personal experiences that shaped their respective careers and provide suggestions on how to document and make data-based decisions regarding potential ethical violations.

1:00 PM-1:50 PM, Room 804
Tutorial: Park Services are Trailing Behind: Applying ABA Principles to Outdoor Recreation Research. (1.0 CEU: BACB)

SARAH FEFER (University of Massachusetts Amherst) & JESSICA FEFER (Clemson University)

National parks and other protected areas support millions of visitors each year, providing a range of outdoor recreation opportunities. Decades of research have been dedicated to understanding behaviors and associated benefits of outdoor recreation. Evidence shows that outdoor recreation participants experience increased quality of life, yet some park visitors do not engage in behaviors that promote sustainability. This presentation will explore how principles of behavior analysis can be used to promote positive conservation behaviors among park visitors. Two wildly different outdoor recreation scenarios will be discussed. The first is a waterfall site in Pennsylvania where adolescents continue to jump off a waterfall where swimming is prohibited, and cause negative environmental impact. We will share examples of how applied behavior analysis could be used to achieve compliance with park rules. The second example is from Kaktovik, Alaska where polar bear viewing opportunities attract visitors who are concerned about climate change. We will discuss how behavior analysis can be used to understand programmatic factors that contribute to future pro-environmental actions. An outdoor recreation scientist and a behavior analyst, the Fefer sisters, come together to apply behavior analytic principles to a diversity of park scenarios as one step towards a sustainable world.
1:00 PM-2:20 PM, Room 162

Symposium: Applications of Behavior Analysis in Schools. (1.5 CEUs: BACB and PSYCH)
Chair: BRITTANY JUBAN (May Institute)
Discussant: CLAIRE ST. PETER (West Virginia University)
Using Multiple Schedules in Schools to Develop Stimulus Control of Student Mands. WHITNEY L. KLEINERT, Brittany Juban, Sarah A. Weddle, & Cynthia M. Anderson (May Institute)
Using Multiple Schedules in Schools to Develop Stimulus Control of Vocal Stereotypy. JENNA GARVEY (May Institute), Ryan Martin (May Institute), Brenna Cavanaugh (University of Rochester Medical Center), Brittany Juban, (May Institute), & Cynthia M. Anderson (May Institute)
Functional Behavioral Assessments and Functional Analysis: Utility and Implications for School-Based Settings. SARAH A. WEDDLE, Brittany Juban, Whitney L. Kleinert, Megan Silva, & Cynthia M. Anderson (May Institute)

1:00 PM-2:20 PM, Amherst Room

Symposium: Beyond an 80% Reduction: Achieving Meaningful Reductions in Problem Behavior in Schools, Clinics, and Homes. (1.5 CEUs: BACB and PSYCH)
Chair: CORY J. WHELAN (May Institute, Western New England University)
Balance: A Home-Based Parent Training Program. KELSEY RUPPEL, Gregory P. Hanley, Robin Landa, & Adithyan Rajaraman (Western New England University)
An Extension of the Single-Session Interview-Informed Synthesized Contingency Analysis. RACHEL METRAS (Western New England University), Joshua J. Jessel (Queens College), Gregory P. Hanley, (Western New England University), & Mahshid Ghaemmaghami (University of the Pacific)
Effectiveness of the IISCA and Skill-Based Treatment in a School Setting. JESSICA D. SLATON, Katherine J. Raftery, David DePetris, Jessica Lee, Katlyn Phillips, & Melissa Rupprecht (Nashoba Learning Group).

1:00 PM-2:20 PM, Room 165

Symposium: A Non-Leisurely Approach to Teaching Leisure. (1.5 CEUs: BACB and PSYCH)
Chair: STACIE BANCROFT (New England Center for Children).
Discussant: ALICE SHILLINGSBURG (May Institute)
When Teaching Leisure Isn’t Enough: Increasing Preference for Leisure Activities by Embedding Natural Reinforcers. COREY A. ANDERSON, Fatima Z. Zaidi, & Stacie Bancroft (New England Center for Children)
Evaluation of Strategies for Teaching Social Skills During Leisure Engagement. ERIN I. JARVIS, Chantal S. Little, & Stacie Bancroft (New England Center for Children)
Teaching Discriminated-Use of a Tablet Device for Leisure and Educational Activities. AUDREY N. HOFFMAN (Vermont University-Johnson), Jason T. Lee (Utah State University), Stephanie Mattson (Utah State University), & Tyra P. Sellers (Utah State University)

1:00 PM-2:20 PM, Room 174

Symposium: Recent Advances in Parent and Staff Training. (1.5 CEUs: BACB and PSYCH)
Chair: APRIL KISAMORE (Hunter College)
Discussant: LINDA LEBLANC (LeBlanc Behavioral Consulting).
Effect of Conducting Behavioral Observations and Ratings on Staff Implementation of a Paired-Stimulus Preference Assessment. KATHLEEN MARANO (Caldwell University), Jason Vladescu (Caldwell University), Kenneth Reeve (Caldwell University), & Florence DiGenarro Reed (University of Kansas).
Using Video-based Instruction to Train Parents to Implement a Token Economy. Shannon Monaghan (Caldwell University), APRIL KISAMORE (Hunter College), Jason Vladescu (Caldwell University), Sharon Reeve (Caldwell University), & Joseph Novak (Reed Academy)

Evaluation of an Instructional Manual to Train Staff to Implement a Token Economy. JENNIFER GUTIERREZ (Caldwell University), Sharon Reeve (Caldwell University), Jason Vladescu (Caldwell University), Ruth M. DeBar (Caldwell University), & Antonia Giannakakos (Université de Montréal)

1:00 PM-3:50 PM, Room 917
Workshop: Establishing Social Repertoires in Toddlers with Autism: The Nuts and Bolts of Teaching. (3.0 CEUs: BACB)
REBECCA MACDONALD, PAMELA PETERSON, BRIANNA HOLOHAN, & CAROLYN WALKER (New England Center for Children)

It is widely known that Early Intensive Behavioral Intervention (EIBI) can produce large gains in social, cognitive, and language development in children with ASD, especially when treatment begins prior to their second birthday. The nature of early intensive behavioral intervention requires that instruction be delivered throughout the child’s waking day. As a result, both therapists and caregivers should be actively involved in the delivery of behavior-analytic programming. When therapists and parents work in coordination and take advantage of the many learning opportunities that arise in the natural environment, rates of skill acquisition increase as well as generalization and maintenance of skills across people and settings. Naturalistic behavioral teaching strategies have been used to teach a wide variety of social skills, including responding to joint attention bids; referencing the behavior of a familiar adult in the context of a novel situation; engaging in functional play skills; and making functional requests. The purpose of the present workshop is to highlight key social skills to include in early behavioral treatment and to provide strategies for coaching and training both therapists and parents on the delivery of these services. A variety of exercises will allow participants to identify learning opportunities and practice developing and implementing treatment protocols. In addition, we will present staff and parent training protocols and review data from our research on the efficacy of these procedures.

1:00 PM-3:50 PM, Hadley Room
Workshop: Supervising Humans: A Look at Supervision Beyond the Task List. (3.0 CEUs: BACB SUPERVISION)
JAMES HOKO, CARA CAPPALLI-DAVEY, & STEPHANIE REINOSO (ACES)

To be an effective supervisor of individuals the supervisor needs an understanding of how to effectively provide training and supervision for job skills beyond what is outlined in the task list. Although it is important and required to be in compliance with the task list, it is also important to develop an understanding of other contextual and indigenous contingencies at play for the supervisee working in a particular employment environment. These practical and unique challenges can be addressed with an understanding of individuals’ reinforcement histories and the application of evidence-based supervision protocols. This presentation will also review how to identify and develop measurable goals and objectives and performance improvement plans for supervisees.

1:00 PM-1:50 PM, Room 905
Tutorial: Visualizing Complex Sets of Data: Beyond Line Graphs & Bar Charts. (1.0 CEU: BACB)
PAUL HEERING (May Institute)

As behavior analysts we are trained to use visual inspection of data to inform our assessment and treatment decisions. This is typically done using line graphs or bar charts. This presentation will show alternatives to use when complex data sets would require multiple graphs or one graph with multiple series.

Three alternative graphing strategies will be discussed; using heat maps, tree graphs, & interactive graphs created using business intelligence software will be discussed.

All three of these strategies can be used when a typical line or bar graph would not be able to display the data in a simple way.

For each of these alternatives attendees will be shown traditional line graph versions of these graphs, demonstration of the alternative graphs, be shown quick steps of how they were created, and be given links to online tutorials with specific instructions for creating these visualizations.
2:00 PM-2:50 PM, AUDITORIUM
**Invited Address: B.F. Skinner's Legacy to Education. (1.0 CEU: BACB)**

**VINCENT CARBONE (Carbone Clinic)**

B.F. Skinner’s research and writings have provided the world with a rich accounting of human behavior and learning. It only stands to reason that his work would translate into effective educational practices. During the 1950s and ‘60s, Skinner devoted a considerable amount of time and effort to translating his finds from the laboratory to the public school classroom. Despite some success, one of his greatest professional disappointments was his failure to have more influence over the American educational establishment. Notwithstanding this experience, several of his ideas and discoveries are part of the fabric of our educational system today. Many of the well-accepted teaching practices found in today’s classrooms had their origin in Skinner’s efforts to develop programmed instruction, teaching machines and a technology of teaching. An overview of current educational practices that had their origin in Skinner’s laboratory will be presented. A few important derivatives of Skinner’s work in education that have had a beneficial impact on the education of children with autism will be highlighted.

2:00 PM-2:50 PM, Room 163
**Invited Address: Stimulus Equivalence as Translational Research: Some Benefits of Integrated Basic, Conceptual, and Applied Science**

**CAROL A. PILGRIM (University of North Carolina-Wilmington)**

There can be little doubt that Sidman’s original definition of stimulus equivalence (Sidman & Tailby, Room 1982), based on the mathematical properties of reflexivity, symmetry, and transitivity, provided a critical starting point for a behavior-analytic examination of complex human repertoires often described in cognitive terms. As important as this starting point has proved to be, recent findings in equivalence research indicate that the original definition may not capture well the full range of emergent behavior patterns that are possible. Restricting ourselves to only those mathematical properties may underestimate the power and the promise of equivalence approaches for understanding and establishing necessary functional skills. This talk will review the basic equivalence approach, and then provide examples of emergent patterns that go far beyond the properties of reflexivity, symmetry, and transitivity. In doing so, the talk will highlight the benefits of lessons learned in applying equivalence approaches for basic science, and the potential that lies in application of new laboratory findings for furthering the impact of equivalence approaches.

2:00 PM-2:50 PM, Room 168
**Invited Address: Adopting OBM Strategies in Human Service Settings: Improving Safety, Training, and Staff Performance. (1.0 CEU: BACB SUPERVISION)**

**LYNN BOWMAN (Kennedy Krieger Institute and Johns Hopkins University School of Medicine)**

The Neurobehavioral Unit (NBU) at the Kennedy Krieger Institute has a documented history of reducing life-threatening problem behaviors exhibited by individuals who have not responded to less intensive forms of treatment. Positive treatment outcomes for clients we serve are dependent not only on well-devised behavioral and psychiatric treatment plans, but also on the integrity with which the treatment is implemented by the staff we employ. Implementation of best practice training and management strategies with all staff is critical to achieving these outcomes.

As a behavior analyst on the NBU, I turn to the field of Organizational Behavior Management (OBM) for best practice strategies to assist in the recruitment, training, and management of 120 entry-level direct care staff. Past and current projects will be described, including large scale projects to enhance staff training, and efforts to understand and reduce staff injuries. Additionally, targeted quality improvement projects will be discussed such as improving hand hygiene compliance, reducing excessive paper work submitted to payroll staff, and increasing the delivery of positive feedback by supervisors. Participants will glean ideas on how to successfully implement a variety of OBM strategies to address performance management issues commonly encountered by those employed in human service settings.

2:00 PM-2:50 PM, Room 905
**Panel Discussion: Town Hall: Public Schools & Private Insurance—Who Should Pay!? (1.0 CEU: BACB)**

**Chair: COLLEEN B. YORLETS (RCS Consulting)**
Panelists: ASHLEY WILLIAMS (ABACS & MassCAP), DAN UNUMB (Autism Legal Resource Center), & JENNA MINTON (Minton Healthcare Strategies)

With a robust state mandate for ABA coverage for autism and a dense population of BCBAs, clinicians in Massachusetts often wonder whether the responsibility to fund ABA falls to the public school district or to the child’s insurance company. In this presentation, panelists will dissect the nuances of both funding streams and debate the legal and clinical implications of each. The 2017 Supreme Court ruling on the Endrew F v. Douglas County School District case, IDEA, and FAPE will be discussed. Lastly, suggestions for navigating this complex issue will be made for clinicians who are tasked with making clinical recommendations.

2:00-2:50, Room 904

Panel Discussion: Considerations and Challenges of Practicing Behavior Analysis Abroad. (1.0 CEUs: BACB)

Chair: CAROLYN MUELLER (Cooperative for Human Services)

Panelists: KSENIA KRAVTCHENKO (Endicott College), WAFA A ALJOHANI (Endicott College)

This panel presentation will discuss various issues, challenges, and considerations of practicing behavior analysis abroad. All three panel members have traveled with the non-profit organization Global Autism Project to various centers around the world to assist in training staff and programming for children with autism and other disabilities. Some topics of discussion will include: providing remote BACB supervision in languages other than English, lack of early intervention services and poor public perception of autism and behavior analysis, cultural and ethical considerations when working abroad and with those of varying cultures and ethnicities, and focus on sustainability in providing clinical services abroad. Panel members will each discuss their personal experiences in traveling abroad to provide behavior analytic services in countries such as Kenya, Czech Republic, Indonesia, and Nicaragua. Panel members will then take questions from the audience regarding the Global Autism Project, clinical work abroad, ethics, sustainability, and remote supervision.

2:30 PM-3:50 PM, Amherst Room

Symposium: THE Automatic Reinforcement Symposium (Bing, bing, boom, boom). (1.5 CEUs: BACB)

Chair and Discussant: WILLIAM H. AHEARN (New England Center for Children)

Examining Stimulus-Stimulus Pairing (SSP) Procedures: From SSP to Direct Reinforcement. MICHAEL HEIBERGER (Western New England University), Rachel Schweon (New England Center for Children), & William H. Ahearn (New England Center for Children)

A Naturalistic Approach to the Treatment of Stereotypy. HALEY M K STEINHAUSER, Rebecca Foster, & William H. Ahearn (New England Center for Children)

Treatment Integrity Considerations when Treating Automatically Maintained Behavior. CANDICE COLÓN (Behavioral Concepts Inc.)

2:30 PM-3:50 PM, Room 162

Tutorial: Beyond the Small Group: Overcoming Challenges to Generalization and Maximizing Impact of Social Skills Instruction. (1.5 CEUs: BACB and PSYCH)

ERIN DUNN (EASTCONN Regional Education Center), JACQUELYN DUBOIS (EASTCONN Regional Education Service Center), ROSE JAFFERY (EASTCONN Regional Education Service Center), Taylor Koriakin (University of Connecticut -NEAG School of Education), & Jennifer Carr (EASTCONN Regional Educational Service Center)

Oftentimes in schools, the primary mechanism for social skills intervention is a small group, led by a social worker, counselor, or school psychologist. While students learn important skills and principles of effective social interactions by participating in these groups, these newly acquired skills rarely generalize to the classroom and beyond. Behavior analysts, who are experts in the principles of generalization AND play an integral role in supporting students with disabilities to improve functional communication and social interactions, have a unique opportunity to maximize the impact of social skills instruction. The purpose of this session is to familiarize behavior analysts with the tools necessary to proactively plan for generalization of social skills instruction across settings in order to increase the likelihood that students with special needs will apply what they learn in small group sessions in the classroom and the broader school environment.
2:30 PM-3:50 PM, Room 174

**Symposium: Maintaining Employee Performance: Specific Strategies for Training and Maintaining High Levels of Staff Fidelity. (1.5 CEUs: PSYCH)**

*Chair: THOMAS ZANE (University of Kansas)*

**Distribution of Fidelity Errors when Implementing Instructional Programs.** ERIKA MAJESKEY (The Children’s Center for Communication and the Beverly School for the Deaf), Nikki Snizek (The Children’s Center for Communication and the Beverly School for the Deaf), Kathleen Dollard (The Children’s Center for Communication and the Beverly School for the Deaf), Alycia Toomey (The Children’s Center for Communication and the Beverly School for the Deaf), & Thomas Zane (University of Kansas).


2:30 PM-3:50 PM, Room 165

**Symposium: Teaching Social Referencing, Helping, and Empathy to Individuals with Autism Spectrum Disorder. (1.5 CEUs: BACB)**

*Chair: SHARON REEVE (Caldwell University)*

**Social Referencing to Teach the Discrimination Between Safe and Dangerous Stimuli in Toddlers with Autism.** KATHRYN COUGER & Rebecca MacDonald (New England Center for Children).

**Using a Three Component Generalization Strategy to Teach Empathy to Adolescents with Autism Spectrum Disorder.** VICTORIA BARBUTO (Caldwell University), Sharon Reeve (Caldwell University), Kenneth Reeve (Caldwell University), Danielle Gureghian (Garden Academy), & Alexandra O’Grady (Caldwell University).

**Comparing Group and Individual Instruction to Teach Children with ASD Empathy and Helping Skills.** MELISSA ANDREACIO (Caldwell University), Sharon Reeve (Caldwell University), Kenneth Reeve (Caldwell University), & Anjalee Nirgudkar (Behavior Analysts of NJ, LLC).

2:30 PM-3:20 PM, Room 804

**Paper Session: Translational Studies (1.0 CEU: BACB)**

The Examination of Stereotypic Responding as Adjunctive Behavior in Children with Autism, TIMOTHY PISKURA (Hopeful Journeys Educational Center, Simmons College) & Ron Allen (Simmons College).

Evaluating Transitions to Earning Less-Preferred Items as a Form of Error Correction. SOPHIA MA, Joshua Jessel, Joanna Spartinos, & Adrianna Villanueva (Queens College).

3:00 PM-3:50 PM, AUDITORIUM

**Invited Address: The Poisoned Cue and Its Implications for Teaching and Social Interactions. (1.0 CEU: BACB)**

*JESUS ROSALES-RUIZ (University of North Texas)*

Much is known about discriminative stimuli established under either reinforcing or aversive stimuli and about how they work as conditioned reinforcers or conditioned aversive stimuli. However, little is known experimentally about discriminative stimuli established with both reinforcing as well as aversive events. It has been reported that the interaction between reinforcing and aversive events makes the discriminative function somewhat different from other discriminative stimuli (see Hearst & Sidman, Room 1961). Karen Pryor (2002) called this phenomenon the Poisoned Cue. She suggested that a cue, or SD, that is established using both reinforcing and aversive events leads to the breakdown of the behavior both preceding and following the cue. This may be due to an increase in avoidance behaviors and the
uncertainty that exists regarding the consequence that will follow. The Poisoned Cue phenomenon is important because it reflects the majority of teaching situations in the real world. SDs in the real world are rarely taught with purely positive reinforcement or purely aversive consequences. This presentation will show an experimental analysis of the Poisoned Cue, and techniques to identify situations that might involve Poisoned Cues. It will also discuss ways to overcome these cues.

3:00 PM-3:50 PM, Room 163
Invited Address: Measuring the Effects of Psychotropic Medication on Challenging Behavior. (1.0 CEU: BACB and PSYCH)
JENNIFER ZARCONE (Kennedy Krieger Institute and Johns Hopkins University School of Medicine)
The presentation will focus on methods that are currently being used to evaluate the behavioral effects of medication for individuals with autism and other developmental disabilities. The ideal guidelines for conducting clinical trial research will be discussed and how these guidelines can be adapted to non-research settings (e.g., school, home, community settings). The focus of the presentation will be on the most commonly used behavioral measures, including rating scales, direct observation and functional analysis measures and how they can be used within the context of medication evaluations. Data will be presented from a randomized clinical trial of the most commonly described psychotropic medication (risperidone) using functional analysis methods for children and adults with severe self-injury and aggression. Finally, the need for measures of social validity and consumer satisfaction as well as collaboration across disciplines will be discussed.

3:00 PM-3:50 PM, Room 904
Tutorial: Teaching Children with ASD to Tact Internal States through Matrix Training. (1.0 CEU: BACB)
MEGHAN MARTINEAU (Newton Public Schools), MARY QUESSIER (UMASS-Lowell and Newton Public Schools), DAVID PALMER (Smith College), & DANIEL ALMEIDA (UMASS-Boston and Newton Public Schools)
The identification of internal states, such as pain or illness, is of critical importance for individuals that are not able to provide a self-report. DeGrande, Bickel, and Higgins (1992) found that private and public stimulus events could be established as members of the same equivalence class suggesting that unique tacts could be taught to relate to specific private events, such as physical sensations. The purpose of this investigation was to determine if children with autism could learn to tact physical sensations such as warmth, cold, or vibration using a matrix training procedure. Data indicate that the direct teaching of tactual internal states (e.g., hot-arm, cold-hand) resulted in acquisition of taught relations, and that recombinative response generalization occurred to all untaught target relations within a matrix training procedure. These results suggest that the application of a matrix to teach internal states may be an efficient procedure that promotes recombinative response generalization.

3:00 PM-3:50 PM, Room 168
Paper Session: Behavioral Momentum and Persistence of Responding. (1.0 CEU: BACB)
The Effects of Aggregate Reward History on Overjustification and Behavioral Momentum. ABBEY CARREAU & John (University of Maryland, Baltimore County)
Persistence of responding following DRA in multiple phases of extinction. CORMAC MACMANUS, William H. Ahearn, & Riley Fergus (New England Center for Children)
4:00 PM-4:50 PM, AUDITORIUM
Invited Address: Toward a Longitudinal Evaluation of Behavior Disorders.
(1.0 CEU: BACB and PSYCH)

TIMOTHY R. VOLLMER (University of Florida), Meghan Deshais (Caldwell University), Eliana Pizarro (University of Florida), and Brandon Perez (University of Florida)

Few studies have implemented successive functional analyses across time, in a longitudinal approach. Ethical considerations probably come into play even though information on the developmental course of behavior disorders is needed. The presenter and his research team have developed an ethically sound longitudinal functional analysis approach for individuals with autism spectrum disorders that involves reinforcement of either appropriate alternative behavior or problem behavior. Five studies within the context of a longitudinal approach will be described, along with preliminary results.

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NOTES
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