

*The 39th
Annual Meeting*



Florida Association for
Behavior Analysis

2019 Conference Program



FABA '19

*Sawgrass Marriott Resort
Ponte Vedra*

Ethics • Education • Research • Service • Legislation

www.fabaworld.org #FABA2019

\$15.00



JOIN OUR TEAM! ACHIEVE YOUR GOALS

OUR BENEFITS INCLUDE:

- Student Loan Reimbursement*
- Corporate Housing Available*
- Relocation Assistance
- Flexible Work Scheduling
- Paid Maternity & Paternity Leave
- 401(k) Retirement Savings
- Paid Time Off & 13 Paid Holidays
- Full Suite of Group Health Benefits:
*Medical, Dental, Vision, Life/AD&D,
and Short Term Disability*

*Available at select locations only

Breakthrough Behavior is proud to offer comprehensive therapy services for children with developmental disabilities including:

- Home-based ABA therapy
- Clinic-based ABA therapy
- School-based ABA therapy
- Social Skills Groups
- Parent Training and Parent Support Groups
- Speech and Language Therapy
- RBT Training
- Diagnostic Evaluations
- Camp InterACTION!
- Breakthrough Behavior *Plus*
- Social, Interactive, Play!

NOW HIRING
BCBA and BCaBA
positions at all locations:

Central Florida
Northern Virginia
Central California

"Breakthrough Behavior has helped me define my career. I am challenged with new development opportunities, and I enjoy being part of a fast-moving, growing and rewarding organization."

-Evie N. (BCBA)



BreakthroughBehavior.com
employment@breakthroughbehavior.com

866-311-4617



<https://www.facebook.com/breakthroughbehavior>

CEUHelper Instructions

CEUHelper Tips on Getting Started:

FABA uses CEUHelper to track the CEUs you accrue during events. CEUHelper is an app for your smartphone that you will use to Scan In and Scan Out of sessions. This app conveniently records the sessions you view and verifies your attendance. After the event, it is very easy to login to CEUHelper to print a Certificate with all the information you need to recertify.

Let's Get Started!

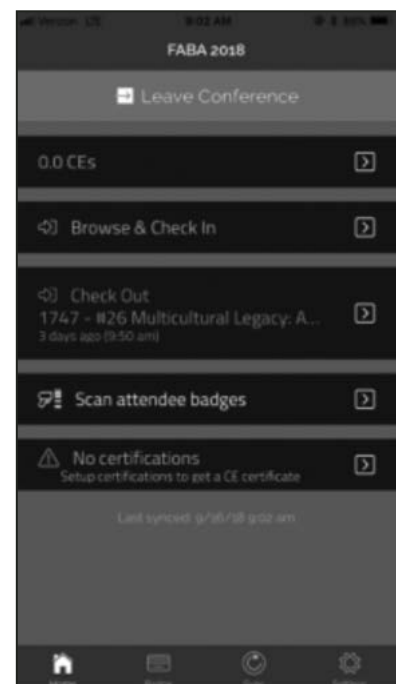
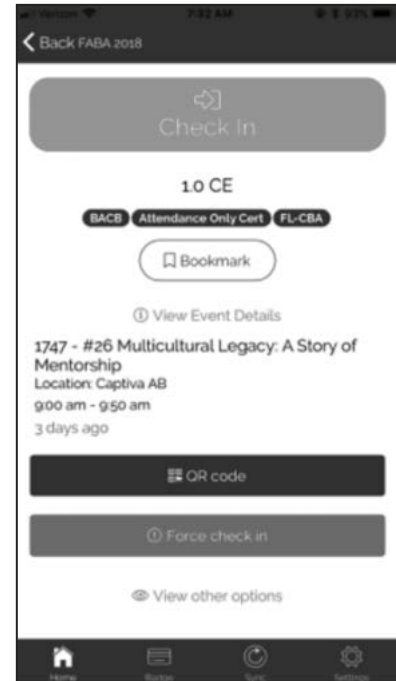
1. Install the app on your smart phone from either Google Play or the App Store.
2. Create your CEUHelper account. Please note: FABA does NOT own or manage this app. FABA staff is UNABLE to reset your password or username. If you have trouble creating your CEUHelper account or logging in, you will need to contact them directly using the “**Forgot Password?**” link on the log in screen.

Note: If you have not set up an account, you will NOT get an error. If you click this link once or twice and you do not get the email, odds are you do not have a CEU helper account associated with the email you are inputting. You can also email CEUhelper directly at support@ceuhelper.com

3. Once logged in, you will see a list of available conferences. Select FABA 2019
4. Using the toolbar along the top of the app, you can either sort sessions by Up Next, Bookmarked, or All. Tap the session you are attending. Then tap Check In.
5. At the entry & exit door for each session, FABA Volunteers will have QR codes to Scan In and Scan Out. Look for a light green sheet to Scan In, and light red sheet to Scan Out. If you miss scanning in or out, tap “**Force Check In**” or “**Force Check Out**” in the CEUhelper app. You must Check Out of the last session before the app will allow you to Check In for the next session.

“**REPORT A PROBLEM**” directly from the app! No need to wait in line at the FABA store. These reports come straight to FABA and in most cases they can adjust your CEUs without a visit. Response time is typically 1-2 hours. You will not get a notice when your issue has been resolved. Just hit “sync” and your totals will be updated.

6. If you have a problem Scanning In or Out for a particular session, just tap “**Report a Problem**” and select a reason for your issue. There is also a text entry if you would like to provide more details. These issues are automatically sent to FABA staff for review. Please allow one business day for your issue to be resolved. In the meantime, you can move onto the next session and continue Scanning In and Out of sessions.
7. IMPORTANT! When you have attended all of the sessions you wish to attend for the conference, tap “**Leave Conference**” and click through the questions to officially close the event and let FABA staff know you are done collecting CEUs for FABA'19.



Note: CEUhelper only tracks BA CEUs at FABA.

If you need to collect MH/PSY/LMHC CE's, you need a yellow form provided by Adapt Behavior Services

FEATURES FOR 2019

KEYNOTE ADDRESS

Thursday 11:00 am

*BST Is Not as Good as You Think:
Lessons Learned from Research on
Teaching Safety Skills*

by **Raymond Miltenberger,**

PhD, BCBA-D

University of South Florida



PRESIDENTIAL ADDRESS

Friday 11:00 am

The Prestige of Behavior Analysis

by Andrew Houvouras, MS, BCBA

Florida Institute for Technology

ahouvouras@fit.edu

Tara Fahmie, PhD Thursday 9:00 am

*Function-based Prevention: Using
Functional Analysis to Screen and Intervene
on Emerging Problem Behavior*

David Palmer, PhD Thursday 2:30 pm

The Behavior of the Listener

Gregory Madden, PhD Friday 9:00 am

*A Game-Design Approach to Healthy
Eating in Children*

Lorrie Unumb, JD Friday 3:00 pm

*Gaps and Caps in Autism Insurance
Coverage*

Gina Green, PhD Saturday 11:00 am

*Closing Invited Address
Public Policies on the Practice of ABA:
Status, Opportunities, and Threats*

Don't miss: Jim Carr, PhD

*Wednesday 5:30 pm
An Update on the BACB's Activities*

Table of Contents

Executive Committee	6-7
Membership Information	8
Tracks & Special Interest Groups (SIGs)	10
Continuing Education Information	11
Conference Highlights	12
Preconference Workshops	13-27
Special Wednesday BACB event/ Hospitality Suite	28
Session Descriptions	28-112
Inside Behavior Analysis Events	58 and 93
FABA Presidential Social	59-61
Postconference Workshops	113-117
Meeting Room Locator	119
Schedule Grids	146-150
Authors List	151-153

Meet Your 2019 FABA Executive Committee

ANDREW HOUVOURAS, MS, BCBA, President

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



NIKKI DICKENS, MS, BCBA, Past-President, Program Committee Chair

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



YULEMA CRUZ, MS, BCBA, President-Elect, Legislative Committee Co-Chair, Program Committee

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



AMY S. POLICK, PhD, Executive Director

Amy Polick, PhD, BCBA-D is faculty at Florida State University and is the Associate Dean for Florida State University Panama City and Development Director for the FSU Early Childhood Autism Program (ECAP), which is a nonprofit ABA provider. She has been at FSU since 2010 and has served on the FABA executive committee since 2011. Dr. Polick has 15 years of clinical experience in ABA and her current passion is helping families affected by autism. Since joining ECAP, she has overseen annual fund-raisers for scholarships awarded to families for ABA services and has also led ECAP's expansion efforts, including the establishment of an on-campus autism clinic in 2012 and a Parent Resource Center which opened in the Fall of 2015.



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

Dr. Bailey is a BCBA-D, a Fellow of ABAI and APA, and is Treasurer and Media Coordinator FABA, which he founded in 1980. He is an Emeritus Professor and has been on the faculty at Florida State University since 1970. He has published over 100 peer-reviewed research articles, is past-Editor of the *Journal of Applied Behavior Analysis* and is co-author of 11 books. Dr. Bailey received from APA Division 25, the *Fred S. Keller Behavioral Education Award* and the prestigious *Nathan H. Azrin Award* for Outstanding Contributions to Applied Behavior Analysis. In 2014 he received a *Lifetime Achievement Award* from FABA and in 2017 he received the *FABA Outstanding Scientific Contributions to the Field of Behavior Analysis Award*.



KERRI PETERS, PhD, BCBA-D, Member-At-Large, 2017-2020

Kerri P. Peters received her Masters degree in Behavior Analysis from the University of North Texas in 2007 and her PhD in Psychology from the University of Florida in 2013. She is currently the Clinical and Research Director of the University of Florida Behavior Analysis Research Clinic. Her primary area of research is applied behavior analysis, with emphases in the areas of developmental disabilities, the use of positive reinforcement in the classroom, skill acquisition and academic task completion, and parenting. Dr. Peters was the recipient of the Henry C. and Audrey S. Schumacher Fellowship demonstrating outstanding scientific promise, as reflected in the excellence of her dissertation. Dr. Peters currently serves as a Member at Large on the Florida Association for Behavior Analysis Executive Committee.



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

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



Meet Your 2019 FABA Executive Committee *continued*

MARTA T. "TIKI" FIOLE, M.S., BCBA, Member at Large, 2017-2020, Public Affairs Committee, Co-FABA Committee Co-Chair
Tiki has worked for children, adults, families and staffs for over 20 years. Currently she is the President of the Association for Behavior Analysis of Brevard and is also one of the Committee Co-Chairs for the Co-FABA Conferences. She completed her undergraduate degree in Psychology at University of Central Florida, and her graduate degree in Applied Behavior Analysis at Florida Institute of Technology. She is the President of Teaching Interventions Keeping Individuality, Inc. and also maintains her own caseload. Additionally, she is contracted with the State of Florida as an expert witness for Medicaid Fraud cases related to ABA. Tiki lives in Merritt Island, Florida with her wife Dana and their two sons, Jackson and Brantley. In her free-time she volunteers for Surfers for Autism or provides free training and parenting classes for local organizations in Brevard County.



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

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



KRISTIN MYERS, PHD, BCBA-D, Member- At- Large 2018-2021

Dr. Kristin Myers-Kemp is an Assistant Professor at Florida Institute of Technology and executive team member at ABA Technologies, Inc. She received a Master of Science in applied behavior analysis from Florida Institute of Technology in 2005 and later return to complete a Ph.D. in 2011. Kristin has experience in child welfare, parent training, treatment of problem behavior, and has been a co-instructor for the ABA Online Program at Florida Institute of Technology since 2007. Today, she is most passionate about curriculum design and training students in the science of behavior analysis. Kristin is an avid runner and lives in Indialantic Florida with her husband and two children.



WILLIAM CARLUCCI, Member- At- Large 2018-2021

William "Bill" Carlucci began his career as a behavior assistant for individuals in foster care in 2002 following 2 years of volunteer work with individuals with Intellectual and Development Disabilities. William has worked in early intervention, intensive behavioral group home settings, and a state inpatient psychiatric program. In 2009, William became a BCBA. From 2010-2016, he worked as a senior-area behavior analyst and LRC chair committee for the Agency for Persons with Disabilities in Volusia and Flagler counties. Soon after, William became a regional clinical training coordinator for Positive Behavior Supports Corporation, later moving into a lead position where he developed and supported other coordinators. Additionally, William has been a co-instructor for ABA Technologies since January of 2010.



EVETTE BERARDI-COX, Secretary, 2018-2021, became a BCBA in 2009 after completing a BA in Forensic Psychology (2006) and MS in ABA (2009) from Florida Tech. She began work in the field of ABA with juveniles and adults in group homes with various intellectual disabilities, behavioral problems and criminal offenses. She worked for the state of Missouri with adults with dual diagnoses, including psychiatric disorders. She was a Behavior Analyst for a crisis intervention team and also assessed and treated young children with autism for the MO First Steps Early Intervention Program. In her private practice in Oklahoma, Evette provided in-home services to diverse client populations. She is currently employed by ABA Technologies, Inc. as a Curriculum Specialist and Co-Instructor, where she aids in the development and maintenance of the Florida Tech ABA Online program curriculum and teaches for the program.



Mary Burch



Mary Riordan



Al Murphy



Kim Luckner-Greene



Brandon Perez

Extended Active Members Supporting the Executive Committee:

Mary Burch, PhD, FABAA Observer Editor
Mary Riordan, PhD, BCBA-D, Legislative Co-Chair
Al Murphy, PhD, BCBA-D, CE Advisor
Kim Luckner-Greene, PhD, BCBA-D, Co-FABA Co-Chair
Brandon Perez MS, BCBA, Program Committee

We would like to thank **Al Murphy** from the FSU Panama City Campus for his work as the ABA CE provider and reviewer of workshop and regular submissions. He had previously been the Program Chair for 15 years. And we would like to thank **Sharon Older** and **Sarah Courtney** of ADAPT, Inc. for their work in reviewing and approving submissions for Mental Health and Psychology CEs. And finally we would like to thank **Mary Burch, Leigh Stehlik, Chris McGinnis, Deb Brinkman, Al Murphy, Brandon Perez, Myklaina Louis, and Emma Grauerholz-Fisher** for their careful proofing of the "next-to-last" draft of the Program.

Membership Information



Who Can Be a Member of FABA?

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

Professional Behavior Analyst

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

Sustaining Member

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

Student

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

Membership Year

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

Conference Registration Info

General Registration Information

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

A Note on Workshop Fees

The workshop ticket price includes the BA CEUs for the workshop

Professional – Non-Behavior Analyst

This category is for everyone who is employed as a professional, but does not hold a certification granted by the Behavior Analyst Certification Board (BACB). This category includes Licensed Mental Health Counselors (LMHC), Psychologists & Psychiatrists (PSY), Social Workers, Speech and Language Pathologists (SLP) and Attorneys. These members are not eligible to earn BA CEUs but will be able to earn CEUs in other disciplines. Dues for this category are \$50.

Paraprofessionals

This group is for paraprofessionals such as Animal Trainers, Registered Behavior Technicians, Line Therapists and School Professionals. Paraprofessionals can not earn BA CEUs, vote in elections or hold office. Dues for this category are \$25 annually.

Parents

Parents of children who are recipients of behavioral services can register for this category to receive the parental discount for conference registration. Parents are not eligible to vote or hold office. Parents cannot receive CEU credits for attending the conference. Parent dues are \$25 annually.

Conference Advanced Registration Fees

	2-Day CONF	1-Day CONF
FABA Professional Members	\$ 195	\$ 125
Student / Direct Care / Parent	\$ 120	\$ 85
Non-Members	\$ 310	\$ 250
CEU Package	\$ 85	\$ 85
Workshop Tickets	\$ 86	

Are You a Nursing FABA Member or Need a Private Area to Pump?

Visit FABA's Family Room for Nursing Mothers!

Rated #1 by Newborns and Infants Everywhere!

Family Room for can be found in Players Ballroom A



**FREE WiFi for
FABA Members**
Sponsored by



WiFi Login Instructions:

Network: Marriott_CONFERENCE • *Password:* DataFinch (code is case sensitive)

Check out the
Attendee Lounge
in the Patrons room

Hosted by



FABA's Statement on Sexual Harassment and Discrimination

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

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

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

Tracks and Special Interest Groups (SIGs) at FABA 2019

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

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

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

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

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

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

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

SIGs

For some of these Tracks, there appears to be an abundance of presentations indicating there are many members who are interested in these topics. For this subgroup we have created Special Interest Groups with a Chair for each one. The goal of the special interest groups is to give those members an opportunity

to meet with each other to discuss common interests, to give them a way to connect with each other after the conference and to give them some voice in the selection of Invited Speakers when we are in the planning phase of each conference that starts in January.



FABA SIG Chairs:

Animal Behavior (AB)
Autism (AUT)
Community Applications (CA)
Developmental Disabilities (DD)
Education (ED)
Health, Fitness and Sports (HF)
Mental Health (MH)
Professional Ethics (ETH)
Multi-cultural (MC)

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

ndorey@ufl.edu
Anibal.gutierrez@fiu.edu
crosland@usf.edu
behavioranalysis@gmail.com
Behaviorconcepts@gmail.com
fanny.shuster@yahoo.com
vince.smith@hughes.net
tiffany@thebehaviorstation.com
haytoro@bellsouth.net

SIG Meetings at this Year's Conference:

Multicultural SIG - Friday Morning 9 am

Health, Fitness and Sports SIG - Friday 12:30 pm

Five Health & Fitness Stations #fabafitness

- | | |
|--------------------------------------|---|
| 1. Hall between Heritage and Masters | 4. Convention Center Entrance (outside) |
| 2. Hall behind Champions | 5. By the stairs to Tournament Hall |
| 3. Tournament Hall Foyer | |

Continuing Education Information



CE Credits

BOARD CERTIFIED BEHAVIOR ANALYSTS AND BOARD CERTIFIED ASSISTANT BEHAVIOR ANALYSTS

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

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

LICENSED PSYCHOLOGISTS

(Approved events are denoted by PSY)

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

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

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

(Approved events are denoted by MH)

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

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

Navigating Continuing Education Requirements

Don't Forget:

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

FABA uses the following continuing education codes in the FABA conference program book:

BA = approved for BACB hours.

ETH = approved ethics presentation.

SUP = approved supervision presentation for those wishing to supervise. Only those who have completed an approved 8-hour supervision training would need continuing education hours.

MH/PSY = approved for Mental Health or Psychological continuing education

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

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



Al Murphy



Sharon Older

Need to Add the CEU Flat Rate?

<https://faba.memberclicks.net/ceus>

Stop by the help desk outside of the Heritage Ballroom for assistance with CEU helper or adding the CEU package.

\$85

Only Professional Members can Accrue BA CEUs.

The \$85 CEU Flat Rate covers all BA CEUs earned at FABA '19

For MH, PSY CEs, please see page 37 for more info.

39th Annual FABA Conference Highlights

Tuesday, September 17	
5:30 pm – 7:00 pm	FABA Store and Packet Pick Up
Wednesday, September 18	
7:30 am – 8:00 pm	FABA Store & Packet Pick Up
8:00 am	Morning Coffee sponsored by Reaching Milestones
9:00 am – 12:00 pm	Workshops
1:00 pm – 4:00 pm	Workshops
12:00 pm – 4:00 pm	Exhibitor Check-In & Set Up
8:00 pm	Packet Pickup Closes
5:00 pm – 7:00 pm	Special Paper Session by the BACB
7:00 pm – 10:00 pm	Hospitality Suite - sponsored by ACE
Thursday, September 19	
7:00 am – 5:00 pm	FABA Store and Packet Pick Up
8:00 am	Morning Coffee - sponsored by Strategies, Inc.
8:00 am – 11:00 am	Sessions
11:00 am – 12:30 pm	General Session / Keynote Address / Awards
1:30 pm – 5:20 pm	Sessions
3:15 pm – 3:45 pm	Snack Break - sponsored by Code Metro
4:30 pm – 5:20 pm	Inside Behavior Analysis with Raymond Miltenberger
5:30 pm – 6:30 pm	Poster Session/ Book Signing Presidential Social (cash bar)

Friday, September 20	
7:00 am – 5:00 pm	FABA Store & Packet Pick Up
8:00 am	Morning Coffee - sponsored by Invo Behavior & Therapy Services
8:00 am – 11:00 am	Sessions
11:00 am – 12:30 pm	General Session / Presidential Address / Awards
1:30 pm – 5:00 pm	Sessions
2:45 pm – 3:15 pm	Snack Break - sponsored by Central Reach
4:30 pm - 5:20 pm	Inside Behavior Analysis with Aubrey Daniels
7:30 pm	Ignites@ Nite
9:00 pm	FABA @ Nite Party Sponsored by Breakthrough Behavior
Saturday, September 21	
8:00 am	Morning Coffee Sponsored by New Way Day/SORT
7:00 am – 12:00 pm	FABA Store
8:00 am – 11:00 am	Sessions
11:00 am – 12:00 pm	Closing Invited Address
12:00 9m – 2:00 pm	Exhibit Breakdown
1:00 pm – 4:00 pm	Workshops

Hospitality Sponsors:



CodeMetro



BREAKTHROUGH
BEHAVIOR

CentralReach



Reaching
Milestones®



Wednesday Morning

7:30 am - 8:00 pm FABA Store

Gallery AB

7:30 am - 8:00 pm Packet Pickup

Champions Registration Desk

8:00 am

Morning Coffee

Players D

Sponsored by



9:00 AM- 12:00 PM

Workshop

Track: DD

Heritage AB

3.0 CEU – BA, ETH, MH, PSY

Workshop #W01 The Ethics and Pragmatics of Life Skills Instruction for Learners with Limited Repertoires

Skill Level: Intermediate

PATRICK MCGREEVY (*Patrick McGreevy, Ph.D., patrick@essentialforliving.com*)

Dr. McGreevy will describe the importance and the specifics of planning and providing life skills instruction to learners with developmental disabilities, including, but not limited to autism. He will describe and demonstrate the teaching of life skills during 1:1 and small-group instruction, with active participation during demonstrations by those in attendance.



Patrick McGreevy

By the end of the workshop participant will be able to:

1. Describe examples of developmental skills and life skills and the importance of differentiation.
2. Describe how life skills can and should be taught using small-group instruction.
3. Describe how life skills can and should be taught using 1:1 instruction.
4. Describe three reasons why life skills may be ignored in favor of developmental skills.
5. Describe the extent to which 'teaching life skills' is an ethical issue.

Bio of Presenter:

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

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

Wednesday Morning

9:00 AM- 12:00 PM Workshop *Track: SUP, ETH Heritage CDE* 3.0 CEU – BA, ETH, SUP, MH, PSY

Workshop #W02 Utilizing Ethics and Supervisory Skills to Overcome Uncomfortable and Challenging Situations with Staff, Supervisees, and other Professionals

Skill Level: *Intermediate*

AMY POLICK (Florida State University Panama City, apolick@pc.fsu.edu)

NIKKI DICKENS (Florida State University Early Childhood Autism Program, behaviorgirl@gmail.com)

According to the BACB Professional and Ethical Compliance Code (PECC) when behavior analysts are supervisors, “they must take full responsibility for all facets of this undertaking” (BACB, 2016). However, being a supervisor is not always easy, and the facets of this role very often involve dealing with difficult or uncomfortable situations with those they work with (e.g., employees, clients, or other professionals). This workshop will discuss difficult behaviors of other people that BCBA supervisors commonly encounter and provide tools for tackling and overcoming challenging situations ethically and professionally.



Amy Polick



Emily Dickens

By the end of the workshop participant will be able to:

1. Identify common patterns of behaviors displayed by “difficult people” that supervisors are likely to encounter in the ABA workplace.
2. Identify strategies for utilizing ethics, professionalism, and behavior analytic skills for assessment of difficult or uncomfortable workplace situation.
3. Identify and implement solutions for challenging or uncomfortable situations across many facets of supervision activities.
4. Discover barriers that may occur when supervisors are tackling challenging situations and how to overcome them.
5. Develop strategies for integrating ethics, professionalism, and communication skills for handling difficult situations as a supervisor when they arise in the ABA workplace.

Bio of Presenter:

Amy Polick, PhD, BCBA-D is faculty at Florida State University and is the Associate Dean for FSU Panama City and Development Director for the FSU Early Childhood Autism Program (ECAP), which is a nonprofit ABA provider. She has been at Florida State University since 2010 and has served on the FABA executive committee since 2011. Dr. Polick has 15 years of clinical experience in ABA and her current passion is helping families affected by autism. Since joining ECAP, she has overseen annual fund-raisers for scholarships awarded to families for ABA services and has also led ECAP’s expansion efforts, including the establishment of an on-campus autism clinic in 2012 and a Parent Resource Center which opened in the Fall of 2015.

Co-presenter’s bio can be found on page 6

Wednesday Morning

9:00 AM- 12:00 PM

Workshop

Track: BP, ETH

Masters D

3.0 CEU – BA, MH, PSY

Workshop #W03 BCBA's in Dementia Care: 101

Skill Level: *Intermediate*

MARANDA TRAHAN (*Abilities Behavioral Services, mtrahan@trinityservices.org*)

AMANDA RIPLEY (*Abilities Behavioral Services, aripley@trinityservices.org*)

Over 5 million seniors call Florida home and almost 30% have a diagnosis of dementia. Behavior and psychological symptoms are the most difficult and most costly aspects of care. In this workshop, learn about signs and symptoms, types of challenging behaviors exhibited, and how BCBA's can be effective change agents for a population in need of services. Speakers use lectures, case presentations, and small group discussions to review how to assess and intervene on the challenging behaviors in dementia. Attendees receive guided notes, a resource packet, and glossary of terms to take home and use in building a clinical practice.



Maranda Trahan



Amanda Ripley

By the end of the workshop participant will be able to:

1. List signs and symptoms of dementia.
2. Differentiate long term care settings where BCBA's may practice.
3. Compare behavior assessment methods in dementia care.
4. Recognize which behavior interventions are common first-line prescriptions.
5. Describe barriers to care.

Bio of Presenters:

Dr. Maranda Trahan, PhD, BCBA-D received her doctorate in behavior analysis from Southern Illinois University in Carbondale, IL. She completed a three-year post-doctoral fellowship in geriatric medicine and gerontology at the Johns Hopkins University School of Medicine in Baltimore, MD. Dr. Trahan is currently the Program Development Coordinator at Abilities Behavior Services. Dr. Trahan is building a service delivery model to provide ABA services in dementia care.

Amanda Ripley, MS, BCBA received her master's degree in behavior analysis from Southern Illinois University in Carbondale. She works at Abilities Behavior Services as a clinical consultant and trainer for ABA services in dementia care. Amanda is also a specialized trainer in dementia care for individuals with ID/DD.

BACB Update with Jim Carr Tonight

5:30 pm – 6:50 pm • Masters Ballroom



Wednesday Morning

9:00 AM- 12:00 PM

Workshop

Track: DD

Masters ABC

3.0 CEU – BA, MH, PSY

Workshop #W04 Title: The Tsunami is Near: A Wave of Transitioning Adults with ID/DD

Skill Level: *Introductory*

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

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

A tsunami of individuals are aging out of youth services and will soon be entering the adult service world with their diverse and challenging needs. The difficulty in navigating the system, lack of qualified providers and limited funding are leaving these individuals without the necessary supports. Inadequate transition planning and a lack of appropriate services often result in unsuccessful transitions, leaving adults unable to fully integrate into their community. The role of Behavior Analysts and the integration of the principles of Applied Behavior Analysis can greatly impact how we withstand this tsunami and ensure success for many of these individuals.



Kim Lucker-Greene



Sarah Fernandez

By the end of the workshop participant will be able to:

1. Participants will be able to list the diverse needs and challenges of adults with ID/DD at home and in the community.
2. Participants will be able to list the ways to support adults with ID/DD in residential settings, community settings and adult day training programs.
3. Participants will be able to discuss how adult services are provided in residential, community and adult day training program settings.
4. Participants will be able to describe ways to improve the transition to adulthood.
5. Participants will be able to discuss the risk associated with unsuccessful transitions.

Bio of Presenters:

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

Sarah is the founder and President of Florida Behavior Consultants in Jacksonville, FL. Her primary area of expertise is adults with autism and developmental disabilities. She has worked as a job coach for Vocational Rehabilitation and is currently a BCBA Consultant to Group Home Agencies as well as the Agency for Persons with Disabilities in northeast Florida. Sarah is an expert in vocational training and transition into adulthood.

Wednesday Morning

9:00 AM- 12:00 PM

Workshop

Track: AUT

Champions A

3.0 CEU – BA, MH, PSY

Workshop #W05 Designing Receptive Language Programs: Pushing the Boundaries of Research and Practice

Skill Level: *Intermediate*

JENNIFER LAMARCA (*Applied Behavior Center for Autism*,
jennl@appliedbehaviorcenter.org)

VINCENT LAMARCA (*Applied Behavior Center for Autism*,
vince@appliedbehaviorcenter.org)



Jennifer LaMarca



Vincent LaMarca

Initial difficulty with receptive language is common for some children with autism. General guidelines for teaching receptive language have been published (Grow & LeBlanc, 2013). But what to do when all else fails? Recently published in *Behavior Analysis in Practice* (LaMarca & LaMarca, 2018), this presentation will review 21 unique strategies that have been effective in teaching some children. The presentation will include active participation through the use of audience member cell phones, role play, and question/answer case reviews. The purpose of this workshop is to provide behavior analysts with a robust, systematic means of problem-solving receptive language difficulties.

By the end of the workshop participant will be able to:

1. Identify 21 different teaching procedures that can be used with receptive language.
2. Categorize different receptive language teaching procedures for systematic review.
3. Describe the conceptually systematic rationale behind each receptive language strategy.
4. Identify different client profiles that may make one strategy more effective than another.
5. Create modifications to different strategies that remain grounded in research.

Bio of Presenter:

Beginning in 1995, while a student at Purdue University, Jennifer was introduced to ABA therapy when her friend's child was diagnosed with ASD. From the first moment, Jennifer knew what her career path would be. Jennifer succeeded in obtaining a position at one of Dr. Lovaas' Young Autism Project replication sites. After completing intensive training at the site, she returned in 1997 as the first early intensive behavior intervention consultant living in Indiana for families needing services in the Midwest. When the BCBA certification became a requirement, she obtained her BCaBA and later completed her master's degree in ABA and earned the BCBA certification. The Arc of Indiana recognized her contributions with the 2016 Cathleen Clark Professional Service Award for her outstanding effort and accomplishments with parents, teachers, other professionals and most importantly, in the lives of young children whom she has served. Her heart wishes to continue the ground breaking work that Dr. Lovaas provided through his outcome studies. Her passion lies in creating rapid progress for life changing skill development. She wants to share the practitioner knowledge she gained at the Young Autism Project with other young professionals by providing insightful supervision and presenting and publishing helpful research papers.

Vince has practiced as a behavior analyst since 1999. Over the course of his career, he has helped guide programs in early intensive behavior intervention, life skills programs, and transitions to adulthood. Research interests include encouraging individualized ABA programming to promote rapid progress and meaningful outcomes.

Wednesday Morning

9:00 AM- 12:00 PM

Workshop

Track: SUP

Champions B

3.0 CEU – BA, SUP, MH, PSY

Workshop #W06 Navigate Challenging Behavior Better: How to Supervise and Train Individuals to Comprehensively Address Challenging Behavior

Skill Level: *Intermediate*

MEGAN MILLER (*Navigation Behavioral Consulting, mmillernbc@gmail.com*)

This workshop focuses on going beyond the typical training provided on functions of behavior and behavioral assessment to provide attendees with a more comprehensive understanding of how to supervise and train others to navigate challenging behavior. This workshop provides an overview of how to truly conduct functional assessment and analysis and reviews research in support of advancements in functional analysis technology (e.g., Hanley, 2015). It then provides a deeper dive into considerations relating to ethical and flexible application of extinction and maintaining analysis when designing behavior intervention plans.



Megan Miller

By the end of the workshop participant will be able to:

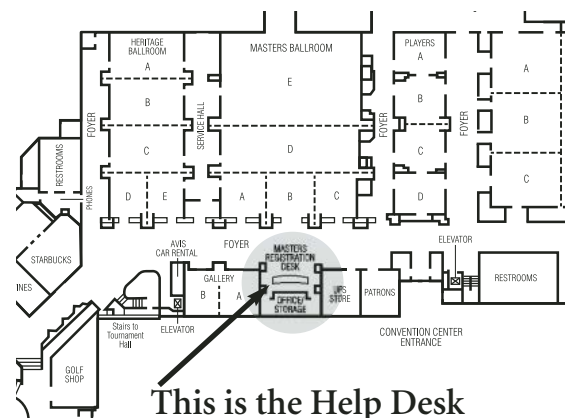
1. Describe how to provide supervision relating to the primary purpose of functional assessment.
2. Identify at least 1 benefit to including advancements in functional analysis technologies during supervision.
3. Explain at least 1 ethical consideration regarding extinction to incorporate during supervision.
4. Describe at least 1 general guideline to follow when addressing challenging behavior during supervision.
5. Describe the importance of maintaining analysis in developing behavior intervention plans when supervising others on the development of such plans.

Bio of Presenter:

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

Help Desk is Located Outside of Masters Ballroom

Questions about CEUs, Checking In and Out, Registration, etc



Wednesday Morning

9:00 AM- 12:00 PM Workshop *Track: AUT* *Champions C* 3.0 CEU – BA, MH, PSY

Workshop #W07 Training on the Use of the Motor and Vocal Imitation Assessment

Skill Level: *Intermediate*

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

ELAINE ESPAÑOLA (*University of Miami, exe183@miami.edu*)

STEPHANIE LLANES (*University of Miami, sel99@miami.edu*)

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



Anibal Gutierrez



Elaine Española



Stephanie Llanes

By the end of the workshop participant will be able to:

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

Bio of Presenter:

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

Co-Presenters' bios available by request.



Special Interest Groups
Groups



*Search for your **SIG** on
Facebook Today!*

Wednesday Afternoon

1:00 PM – 4:00 PM

Workshop

Track: VB

Heritage AB

3.0 CEU – BA, MH, PSY

Workshop #W08 Teaching Complex Verbal Behavior: Chapters 12, 13 and 14 and the Autoclitic in Skinner's Text

Skill Level: *Intermediate*

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

In language training programs for children with autism and related disorders therapists and parents often require multi-word utterances consistent with the child's chronological age. Therapists frequently rely on the psycholinguistic literature (Brown, 1973) and not the behavior analytic literature (Skinner, 1957) to guide the teaching of complex verbal behavior. Through guided activities and discussion the participants will analyze the role of autoclitic processes in the development and teaching of increased length of utterance and complex verbal behavior in children who do not acquire this repertoire typically. The prerequisite verbal repertoires necessary to acquire autoclitic behavior will be discussed.



Vincent Carbone

By the end of the workshop participant will be able to:

1. Describe Brown's stages of language development.
2. Define the autoclitic processes according to Skinner.
3. List the prerequisite skills necessary for the development of autoclitic behavior.
4. Identify the type of autoclitic given written descriptions of each type.
5. Identify three problems that result from teaching autoclitic behavior in children with limited primary verbal operant repertoires.

Bio of Presenter:

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

Need to Add the CEU Flat Rate?

<https://faba.memberclicks.net/ceus>

Stop by the help desk outside of the Heritage Ballroom for assistance with CEU helper or adding the CEU package.

\$85

*Only Professional Members can
Accrue BA CEUs.*

The \$85 CEU Flat Rate covers all BA
CEUs earned at FABA '19

*For MH, PSY CEUs, please see
page 37 for more info.*

Wednesday Afternoon

1:00 PM – 4:00 PM Workshop **Track: BP** *Heritage CDE* 3.0 CEU – BA, MH, PSY

Workshop #W09 Entrepreneurialism 101: Making a Great Living Doing What You Love

Skill Level: *Introductory*

CHRIS MCGINNIS (*McGinnis Behavioral*, chris@mcginnisbehavioral.com)

TIMOTHY WEIL (*Tandem Behavioral Health and Wellness*, tweil@tandembehavioral.com)

Dreaming of opening your own practice? This interactive workshop is geared for anyone considering starting their own practice as well as those who have started a practice but seek more direction. We will discuss the entrepreneurial mindset, incorporation options and steps, data management systems, branding and marketing, website development, revenue streams, market niche, employee hiring and management, and business banking, among other topics. Drs. McGinnis and Weil practice behavioral pediatrics and the workshop will reflect that. Note that this information is not intended to serve as legal or tax advice.



Chris McGinnis



Timothy Weil

By the end of the workshop participant will be able to:

1. State the difference between nonprofit versus for profit, and sole proprietor versus incorporated, business structures.
2. List several options for website development and hosting.
3. List several options for data management systems.
4. Explain the concept of market niche.
5. State the types of professionals with whom a business owner should consult on a regular basis.

Bio of Presenters:

Chris McGinnis, PhD, BCBA-D, is a family psychologist in private practice in Jupiter, Florida. He recently served as founding director of Boys Town South Florida's outpatient Behavioral Health Clinic and is now full time in his own practice where he offers evidence-based services to children, families, and couples. He has published articles in the areas of behavioral pediatrics, motivation, and gifted education, and has served as subject matter expert for the BACB. His current research activities are in collaboration with the University of Nebraska, investigating the relationship between pediatric sleep health, behavioral compliance, and behaviors prompting an ADHD diagnosis. He has helped thousands of families find success directly via his clinical services and indirectly via his training of postdoctoral fellows in psychology over his more than 20-year career across school, outpatient clinic, primary care pediatric, and hospital settings.

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

Wednesday Afternoon

1:00 PM – 4:00 PM

Workshop

Track: BP

Masters D

3.0 CEU – BA, MH, PSY

Workshop #W10 BCBA's in Dementia Care: Next Steps

Skill Level: *Intermediate*

MARANDA TRAHAN (*Abilities Behavioral Services, mtrahan@trinityservices.org*)

AMANDA RIPLEY (*Abilities Behavioral Services, aripley@trinityservices.org*)

Over 5 million seniors call Florida home and almost 30% have a diagnosis of dementia. Behavior and psychological symptoms are the most difficult and most costly aspects of care. In this workshop, learn about signs and symptoms, types of challenging behaviors exhibited, and how BCBA's can be effective change agents for a population in need of services. Speakers use lectures, case presentations, and small group discussions to review how to assess and intervene on the challenging behaviors in dementia. Attendees receive guided notes, a resource packet, and glossary of terms to take home and use in building a clinical practice.



Maranda Trahan



Amanda Ripley

By the end of the workshop participant will be able to:

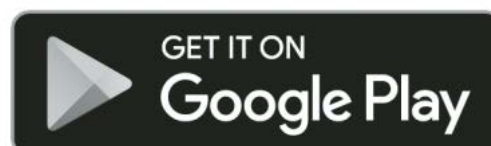
1. Identify common barriers to ABA services in dementia care.
2. Outline marketing strategies for ABA in long term care.
3. Identify outcomes for stakeholders.
4. Describe how BCBA's may need to adjust clinical expectations, priorities, and value systems.
5. Discuss potential conflicts between clinical practice and the BACB Professional & Ethical Compliance Code and be able to resolve these issues successfully.

Bio of Presenters:

Dr. Maranda Trahan, PhD, BCBA-D received her doctorate in behavior analysis from Southern Illinois University in Carbondale, IL. She completed a three-year post-doctoral fellowship in geriatric medicine and gerontology at the Johns Hopkins University School of Medicine in Baltimore, MD. Dr. Trahan is currently the Program Development Coordinator at Abilities Behavior Services. Dr. Trahan is building a service delivery model to provide ABA services in dementia care.

Amanda Ripley, MS, BCBA received her master's degree in behavior analysis from Southern Illinois University in Carbondale. She works at Abilities Behavior Services as a clinical consultant and trainer for ABA services in dementia care. Amanda is also a specialized trainer in dementia care for individuals with ID/DD.

Download the FABBA App



Wednesday Afternoon

1:00 PM – 4:00 PM Workshop *Track: DD* *Masters ABC* 3.0 CEU – BA, MH, PSY

Workshop #W11 Transitioning to Post-Secondary Education and Employment

Skill Level: *Intermediate*

MICHELLE CASTAÑOS (*South Florida Center for Behavioral Health,*
mcastanos@Southfloridabehavior.com)



Michelle Castaños

Students with disabilities encounter significant barriers when transitioning out of high school. Providing students with the proper skills as they approach graduation is vital to their ability to succeed in the future. This workshop will review the challenges that students with intellectual and developmental disabilities encounter when transitioning to post secondary education or employment. We will provide strategies to assisting with transition as well as resources for navigating this challenging time.

By the end of the workshop participant will be able to:

1. Identify a student's abilities and needs.
2. Select goals to teach prior to transition.
3. Identify resources in the community and knowing how to access them. Understanding the difference between employment and post-secondary education.
4. Develop a meaningful plan for transition.
5. List special considerations when developing a transition plan such as cultural variables, personal values, financial, etc.

Bio of Presenter:

Michelle Castanos is a BCBA practicing in Miami, FL. She has been working in the field since 2004. Her primary focus is sexual behaviors of adults with Autism and transitioning to post secondary education. Michelle is also the very proud caregiver of her 24 year old cousin with Autism.

Sunrise Yoga

**Thursday Morning - Meet at Valet Parking Stand
at 6:45 for a Bus Ride to the Beach**

Staying Fit at FABA!

Hashtag alert #fabafitness

Come Join Us for Baptiste Power Yoga

Organized by the Health, Fitness and Sports SIG

Wednesday Afternoon

1:00 PM – 4:00 PM Workshop *Track: MH* *Champions A* 3.0 CEU – BA, MH, PSY

Workshop #W12 Assessment & Treatment of Children with Emotional & Behavioral Disorders: Broadening the Lens

Skill Level: *Intermediate*

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



Jeannie Golden

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

By the end of the workshop participant will be able to:

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

Bio of Presenter:

Dr. Jeannie Golden is a Licensed Psychologist who received her Ph.D. in School Psychology from Florida State University in 1981. Dr. Golden has taught in the Psychology Department at Eastern Carolina University for 36 years and became the first national Board Certified Behavior Analyst in NC in 2000. Dr. Golden received Eastern Carolina University teaching awards in 2001 and 2009, the FABA Honorary Lifetime Membership Award in 1994, the NCABA Excellence in Behavior Analysis Award in 2005, the ECU Scholarship of Engagement Award in 2012, the NCABA Do Things Award for Outstanding and Sustained Contributions in 2013, the ECU Psychology Department Award for Distinguished Service in 2015, and the ECU Psychology Department Faculty Appreciation Award for Mentoring in 2017. Dr. Golden and colleagues received grants from Kate B. Reynolds Charitable Trust (2008-2011) and the Department of Health and Human Services (2011-2016) to provide school-based mental health services in two rural, impoverished counties in North Carolina. In March of 2018, Dr. Golden and colleagues were awarded the Creating New Economies Fund Grant by Resourceful Communities for the Greene County Community Advancement Project.

Wednesday Afternoon

1:00 PM – 4:00 PM Workshop *Track: ETH* *Champions B* 3.0 CEU – BA, ETH, MH, PSY

Workshop #W13 **Beyond the Black and White: Ethics in Human Services**

Skill Level: *Intermediate*

ANN BEIRNE (*Global Autism Project, ann@globalautismproject.org*)

The field of behavior analysis continues to grow in response to the need for services, as does the need for training in responsible practice. In this live, in person workshop, we describe the expectations of ethical practice in behavior analysis and address the challenges of maintaining high standards for ethical behavior when the “right” answers to our ethical questions may be elusive. This workshop will encourage you to ask better questions rather than looking for simple answers. We’ll discuss relative and absolute ethics, and when the use of each is appropriate, as well operational definitions of ethics and professionalism



Ann Beirne

By the end of the workshop participant will be able to:

1. Identify “levels of goodness” in terms of ethical practice and describe the importance of distinguishing among them.
2. Define relative and absolute ethics, as well as the case for each in practice.
3. Identify challenges of ethical practice with clients and families.
4. Identify challenges of ethical practices as individuals and with colleagues.
5. Identify way to meet and overcome these challenges.

Bio of Presenter:

Ann Beirne, M.A. BCBA is a Board Certified Behavior Analyst with over two decades of experience working with individuals with autism spectrum disorder. Ms. Beirne is passionate about the importance of professional development for students of behavior analysis, as well as emerging and seasoned behavior analysts. She has professionals on five continents and consults with centers serving individuals with autism all over the world as the Director of Professional Development at the Global Autism Project, a not-for-profit service organization with which she has had an association for over a decade. Ms. Beirne is co-author of the textbook *Understanding Ethics in Behavior Analysis: Practical Applications* available from Routledge Publishing in 2019.

Give Us Your Feedback

Have Suggestions to Improve the Conference? Want to Provide Comments on a Presentation?

Fill out a comment card at the FABAs Help Desk outside of the Masters Ballroom,
or visit https://faba.memberclicks.net/faba19_feedback

Wednesday Afternoon

1:00 PM – 4:00 PM

Workshop

Track: AUT

Champions C

3.0 CEU – BA, MH, PSY

Workshop #W14 A Treatment Package to Address Picky Eating

Skill Level: *Intermediate*

JESSICA WEBER (*Up, Up, and Away ABA Therapy*,
jessicaweber@upupandawaytherapy.com)

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

Picky eating is defined as a reluctance to try new foods based on some idiosyncratic feature. Children with ASD frequently tend to be described as picky eaters. Rigid eating behaviors may lead to habits that are difficult to break and can result in limited diets and other mealtime challenges. Escape extinction procedures have been well documented as a treatment for feeding related behaviors. However, children with mild feeding behaviors may not require the use of these procedures. The treatment package presented has demonstrated success in increasing food acceptance, in research and clinical settings, without the use of escape extinction.



Jessica Weber



Anibal Gutierrez

By the end of the workshop participant will be able to:

1. Describe the clinical features of picky eating.
2. Describe the shaping procedure presented.
3. Administer the picky eating assessment tool.
4. Describe how to fade the supports and promote generalization.
5. Train caregivers on the use of the steps in the picky eating program.

Bio of Presenters:

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

Co-presenter's bio available upon request.

Did You Know

Only 25% of FABA Members have their mailing address on file.

If you would like to receive a print copy of the FABA Observer, log into your account to verify your address



Wednesday Afternoon

1:00 PM – 4:00 PM

Workshop

Track: MH

Champions D

No CEUs offered

Special Student Workshop #W15 Student's Guide to Productive Writing and Editing

Skill Level: Intermediate

TARA FAHMIE (*California State University, tara.fahmie@csun.edu*)

This interactive workshop is intended for students working on theses, dissertations, and manuscripts for publication. In the first half of the workshop, I will reveal ten tips for developing a productive writing habit. Students will use their workshop handout to practice immediate application of these tips. In the second half of the workshop, we will complete exercises (sometimes disguised as games) to practice editing for concision and precision.



Tara Fahmie

By the end of the workshop participant will be able to:

1. Identify the behavioral characteristics of writing.
2. Distinguish between behaviors that make their writing more vs. less productive.
3. Complete a workbook to guide the initial self-management of a productive writing schedule.
4. Use four editing strategies that improve concision in writing.
5. Use four editing strategies that improve precision in writing.

Bio of Presenter:

Dr. Tara Fahmie is an associate professor in the department of psychology at California State University, Northridge (CSUN). Dr. Fahmie earned her undergraduate degree in psychology from the University of Florida, where she became inspired by the faculty to pursue a graduate degree in Behavior Analysis. She earned her master's degree from the University of Kansas, under the mentorship of Dr. Gregory Hanley, and her PhD from the University of Florida, under the mentorship of Dr. Brian Iwata. Dr. Fahmie is a BCBA-D and has over 15 years of experience implementing behavior analysis with various populations in clinics, schools, and residential settings. Dr. Fahmie currently conducts research in several preschool classrooms and in collaboration with autism agencies in southern California. She has published on the functional analysis of problem behavior and on the acquisition of social skills in young children. These two initial research interests have led to her emerging passion for research on the prevention of problem behavior. Dr. Fahmie's recent research has included both applied and laboratory models of the emergence and prevention of severe problem behavior. Dr. Fahmie also contributes to the field as a member of the editorial board of the *Journal of Applied Behavior Analysis*, an advisor to the Cambridge Center for Behavioral Studies, and as the membership chair of Division 25 of the American Psychological Association.



5th Annual
CoFABA Conference
Save The Date! May 8, 2020

Wednesday Evening

5:30 PM – 6:50 PM

PAPER

Track: PRO

Masters Ballroom

1.5 CEU – BA

#16 An Update on the BACB's Activities

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

The presenter will discuss recent developments at the Behavior Analyst Certification Board (BACB). The most current data on the BACB's certification programs will be provided: Board Certified Behavior Analyst, Board Certified Assistant Behavior Analyst, and Registered Behavior Technician. In addition, a number of recent and impending developments at the BACB will be described, including revisions to certification standards, development of new resources, and outcome data and new functions from the BACB's Ethics Department. The presentation will conclude with a discussion of the state of the profession.



James E. Carr

7:00 PM – 10:00 PM

SOCIAL

Great Room/Cascades Deck

#17 Welcome Reception / "Hospitality Suite"

HOSTED BY: STEVE TOWER (*The New England Center for Children, stower@necc.org*)

Come visit the "Hospitality Suite" and mingle with other FABAs members!

Sponsored by




Steve Tower

FREE WiFi for FABAs Members *Sponsored by*



Here is your High Speed conference information
For
Florida Association for Behavior Analysis
Simply connect to the WIFI hotspot **Marriott_CONFERENCE**

Code is: **DataFinch** (code is case sensitive)

Once connected to Marriott_CONFERENCE, open your internet browser and try going to MSN.com. This will bring up the Marriott splash page automatically. Once the splash page is up you will see the below screen. Simply enter your unique Code as listed above and click 



Should you encounter any problems with your internet connection, please contact

PSAV at 904-686-7015

Thursday Morning

7:00 AM - 9:00 AM

Breakfast

Sponsored by Strategies, Inc.



Tournament Hall

7:00 AM - 5:30 PM

Packet Pick Up

Champions Ballroom Registration Desk

7:00 AM - 5:30 PM

FABA Store

Gallery AB

7:00 AM - 6:30 PM

The FABA Expo

Tournament Hall

8:00 AM - 4:30 PM

Attendee Lounge

Sponsored by PBS



Patrons

8:00 AM – 8:50 AM

SYMPOSIUM

Track: AUT

Tournament A

1.0 CEU- BA

#18 Analysis of Social Interactions and Social Cue Deficits

CHAIR: **ANDREW BONNER** (*University of Florida, acbonner@ufl.edu*)

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

Social-skill deficits are common among individuals with intellectual or developmental disabilities. Assessment and treatment of these deficits can be difficult because social interactions are often complex, unpredictable, and laden with nuance. This symposium describes procedures for assessing the reinforcing value of social interactions, identifying variables that control them, and altering the discriminative properties of social cues. Participants will be able to describe common arrangements for treating social-skill deficits and learn new ways to bring social interactions under experimental control.



Andrew Bonner



Anibal Gutierrez

a. A Comparison of Methods for Assessing Preference for Social Interactions

SAMUEL MORRIS (*University of Florida, sirrommas@ufl.edu*), Timothy Vollmer (*University of Florida*)



Samuel Morris

c. Analysis and Treatment of Social Cue Deficits

FARIS KRONFLI (*University of Florida, kronfli.faris@ufl.edu*), Timothy Vollmer (*University of Florida*), Melanie Parks (*University of Maryland Baltimore County*)



Faris Kronfli

b. Assessing the Preference of Social Versus Solitary Play of Children with Autism Spectrum Disorder

BRIANNA LAUREANO (*University of Florida, blaureano4@ufl.edu*), Iser DeLeon (*University of Florida*), Rachele Yankelevitz (*University of Florida*)



Brianna Laureano

Thursday Morning

8:00 AM – 8:50 AM

PAPER

Track: CA

Heritage AB

1.0 CEU - BA

#19 Recent Research in Applied Behavior Analysis for Enhancing Sports Performance

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

This paper session will feature three papers evaluating behavior analysis interventions for enhancing sports performance. Snapp and Miltenberger evaluated video feedback for enhancing tumbling skills with cheerleaders. Schenk and Miltenberger compared video self-evaluation vs video feedback for improving a golf swing. Finally, Schenk and Miltenberger compared the antecedent and consequent components of BST for improving tackling skills.

Evaluating the Effectiveness of Video Feedback to Improve Cheerleading Skills

SARA KATE SNAPP (*University of South Florida, sarasnapp@mail.usf.edu*)

RAYMOND MILTENBERGER (*University of South Florida, miltenbe@usf.edu*)



Raymond
Miltenberger



Sara Kate Snapp

Video Self-Evaluation vs. Video Feedback to Improve a Golf Swing

MERRITT SCHENK (*University of South Florida, schenk@mail.usf.edu*)

RAYMOND MILTENBERGER (*University of South Florida, miltenbe@usf.edu*)



Merritt Schenk

Antecedent vs. Consequence Components of BST to Improve Proper Tackling Form in Football

MERRITT SCHENK (*University of South Florida, schenk@mail.usf.edu*)

RAYMOND MILTENBERGER (*University of South Florida, miltenbe@usf.edu*)

HOTEL LUNCH OPTIONS

Resort Restaurants

Vernon's... Located in the Lower Lobby of the Resort

Alice & Pete's Pub (Casual)... Located in the Lower Lobby of the Resort

American Gator Club (Casual)... Located outside near the Resort Pools

Starbucks... Located in Upper Lobby of the Resort

Sharkeys... Located at the Cabana Beach Club

Sawgrass Village – Walking Distance from the Resort

Caffe Andiamo (Italian)
caffeandiamo-pvb.com

Aqua Grille (eclectic cuisine)
aquagrill.net

Nona Blue (Modern Tavern)
nonablue.com

Trasca & Co. Eatery (Italian)
trascaandco.com

Metro Diner (All American Diner)
metrodiner.com

Mulligan Pub (Irish)
mulliganspubpontevedra.com

Thursday Morning

8:00 AM – 9:20 AM

SYMPOSIUM

Track: AUT

Heritage CDE

1.5 CEU- BA

#20 Variables that Influence Rate of Skill Acquisition

CHAIR: CATIA CIVIDINI-MOTTA (*University of South Florida*, catiac@usf.edu)

DISCUSSANT: KARA WUNDERLICH (*Rollins College*, kwunder@uga.edu)

This symposium consists of four presentations on variables that impact skill acquisition. The first study compared rate of acquisition across traditional and embedded discrete trial training. The second study investigated the impact of instructive feedback on skill acquisition. The third study evaluated the effects of instructive feedback combined with behavior specific or general praise on acquisition of receptive identification and untrained skills. The fourth study assessed the effects of reinforcer magnitude on skill acquisition. Finally, the symposium will conclude with a discussant who will summarize the research and suggest avenues for future research.



Catia Cividini-Motta



Kara Wunderlich

a. The Effects of Instructive Feedback on Skill Acquisition

ARIADNA MARTINEZ (*University of Miami*, axm2222@miami.edu), Laura B. Camafreita (*University of Miami*), Elaine Española (*University of Miami*) Anibal Gutierrez (*University of Miami*), Yanerys Leon (*University of Miami*)



Ariadna Martinez

b. Efficacy and Efficiency of Traditional and Embedded Discrete Trial Training in Children with ASD

XIMENA BAEZ (*University of Miami*, xeb3@miami.edu), Bettina Billings (*University of Miami*), Elaine Española (*University of Miami*) Anibal Gutierrez (*University of Miami*), Yanerys Leon (*University of Miami*)



Ximena Baez

c. Further Evaluation of the Effects Reinforcer Magnitude on Skill Acquisition

ANDREA VALENCIA (*University of Miami*, asv46@miami.edu), Yanerys Leon (*University of Miami*), Yanelis Arias (*Florida Institute of Technology*) Anibal Gutierrez (*University of Miami*), Elaine Española (*University of Miami*), Meagan Gregory (*Kennedy Krieger Institute*)



Andrea Valencia

d. A Comparison of Behavior-Specific and General Praise with Instructive Feedback on Acquisition

NATALIE MANDEL (*University of South Florida*, nmandel1@mail.usf.edu), Catia Cividini-Motta (*University of South Florida*), Jeffrey Schram (*Engage Behavioral Health*)

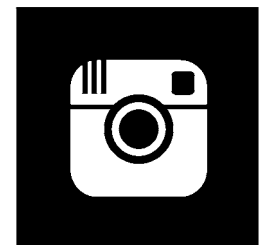


Natalie Mandel

Post Your Photos on Instagram!

#faba19

(They May Make The Observer)!



Thursday Morning

8:00 AM – 9:20 AM

PANEL

Track: OBM

Masters ABCD

1.5 CEU-BA

#21 Five Leadership Principles In Practice That Produce Peak Performance in Organizations & Schools

CHAIR: **ANDREW HOUVOURAS** (*Florida Institute for Technology, ahouvouras@fit.edu*)

PAUL GAVONI (*Brett DiNovi and Associates, gavonip@hotmail.com*)

ANIKA COSTA (*Positive Behavior Supports, Corp., anikacosta@icloud.com*)

BRETT DINOVI (*Brett DiNovi and Associates, brett@brettdassociates.com*)

Pulling on the experience of leaders, trainers, and consultants with extensive experience applying OBM strategies across organizations and schools, this discussion will center on the practical application of BST, pinpointing, goal setting, self-monitoring and report out, reciprocal feedback, and reinforcement as a means of accelerating performance across organizations and schools.



Andrew Houvouras



Paul Gavoni



Anika Costa



Brett DiNovi



Charging Station Sponsors

You Will Find Charging Stations in Each of the Conference Rooms. *Brought to You by...*



CodeMetro



ABA Technologies[®]
IMPROVING LIVES THROUGH THE SCIENCE OF BEHAVIOR



New Way Day Services, Inc.



Thursday Morning

8:00 AM – 9:20 AM

SYMPOSIUM

Track: AUT

Masters E

1.5 CEU- BA

#22 Playing and Pretending: A Behavioral Approach to Teaching Pretend Play

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

DISCUSSANT: KIMBERLY SLOMAN (*The Scott Center for Autism Treatment, ksloman@fit.edu*)

Play is an integral part of typical development and should be an emphasis in early intervention for children with autism (Lifter & Bloom, 1989). Utilizing behavioral interventions leads to significant increases in play skills (Stahmer, 1995) and decreases in inappropriate behaviors (Sani-Bozkurt & Ozen, 2015). The studies in this symposium evaluate the effectiveness of the Pretend Play and Language Assessment and Curriculum (PPLAC) when teaching various stages of pretend play from single actions and vocalizations to a sequence of play actions and vocalizations. The studies focus on evaluating object substitution preferences, teaching across various communication modalities, and comparing behaviorally based interventions.



Nancy Champlin



Kimberly Sloman

a. An Evaluation of Object Substitution Items in the Symbolic Play of Children With Autism

NANCY CHAMPLIN (*ACI Learning Centers, nancy@concepts.com*)



Nancy Champlin

c. Script Fading or Video Modeling to Teach One Character Role in a Sequence of Play

MOLLIE RICHERT (*ACI Learning Centers, Mollie.richert@concepts.com*), Nancy Champlin (*ACI Learning Centers*), Melissa Schissler (*ACI Learning Centers*)



Mollie Richert

b. Teaching Pretend Play Actions Across Three Communication Modalities

MELISSA SCHISLER (*ACI Learning Centers, melissa.schissler@gmail.com*)



Melissa Schissler

8:00 AM – 8:50 AM

PAPER

Track: ETH

Players BC

1.0 CEU- BA, ETH

#23 On the Radar Screen: Signals of Ethical Missteps

HAYDEE TORO (*Independent Consultant, haytoro@bellsouth.net*)

This session will be presented in Spanish. It will center on preventing the three most frequently notified ethical violations reported by the BACB® in 2018. Accordingly, it will emphasize the fulfillment of the supervisory role, timely responses and reports to the BACB®, integrity and professionalism as delineated in the Code of Ethics of the BACB®. It will also include matters pertaining to uses of social media. Finally, the importance of looking for guidance as well as serving as the “radar screen” signaling misconduct to a peer will be discussed. Fostering an ethical culture will be part of this.



Haydee Toro

Thursday Morning

8:00 AM – 8:50 AM

PANEL

Track: OBM

Champions EFGH

1.0 CEU-BA

#24 Perspectives on the Regulation of OBM Practitioners

CHAIR: **CHAD KINNEY** (*Florida Institute of Technology, ckinney@fit.edu*)

There has been a steady growth of certified and licensed behavior analysts in recent years, most of whom work in clinical and educational areas. The vast majority of behavior analysts who work in organizational behavior management (OBM) are not regulated by certification or licensure boards. We will discuss the impact of behavior analyst licensure on OBM practitioners, the cost-benefit analysis of pursuing professional credentials by OBM practitioners, and the how OBM generally fits into the regulatory landscape.

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

NICOLE GRAVINA (*University of Florida, ngravina@ufl.edu*)

NICHOLAS WEATHERLY (*Florida Institute of Technology, nweatherly@fit.edu*)



Chad Kinney



James E. Carr



Nicole Gravina



Nicholas Weatherly

8:00 AM – 8:50 AM

PAPER

Track: ED

Champions ABCD

1.0 CEU- BA, MH, PSY

#25 De-escalation Frustration: Evaluation and Explanation and Therapeutic Amelioration

MERRILL WINSTON (*Professional Crisis Management Association, merrill@pcma.com*)

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

There is general agreement within the field of the value of not only of positive reinforcement, but of a variety of proactive interventions. The Positive Behavior Intervention and Supports model has generally improved treatment for the masses, especially in schools. But what happens during episodes of problem behavior? In the current paper, I will describe examples of the loss of science relating to reactive measures. Specifically, “de-escalation” has adopted a wide variety of meanings, and resultant interventions have generally become less therapeutic. We will describe examples of non-therapeutic consequences, impediments to the use of therapeutic interventions, and potential solutions.



Merrill Winston



Steven Ward

Thursday Morning

9:00 AM – 9:50 AM

PAPER

Track: OBM

Tournament A

1.0 CEU - BA, MH, PSY

#26 An Overview of Increasing Staff Performance and Productivity

AMYE MORRIS (*Engage Behavioral Health, amorris@ebhealthgroup.com*)

PAIGE STAMATELOS (*Engage Behavioral Health, psanthin@gmail.com*)

Employees may have set expectations within the workplace, however without appropriate contingencies in place it can be difficult to ensure employees complete necessary work tasks while also maintaining a positive and dynamic work environment. This presentation will review common organizational problems and the way we addressed these issues utilizing positive reinforcement contingencies in order to improve employee performance and productivity while maintaining a positive work environment. Financial implicants for a large ABA company that employs 125 direct care staff who serve 265 clients across Florida will also be analyzed and discussed in relation to employee performance and productivity.



Amye Morris



Paige Stamatelos

9:00 AM – 9:50 AM

PAPER

Track: VB

Heritage AB

1.0 CEU - BA, MH, PSY

#27 Unpacking Values-as-Rules: Finding The Value In Understanding For Parent Training

TIMOTHY WEIL (*Tandem Behavioral Health and Wellness, tweil@tandembehavioral.com*)

Verbal behavior has long been of interest to behavior analysis. With the development of RFT and an understanding of the impact of derived stimulus relations, the focus on languaging as a behavioral event that may alter other behavioral events has improved our understanding of human behavior. In this, it is observed that verbal behavior may function both as appetitive and aversive stimulation. This paper will unpack languaging in the context of values based parent training and how a focus on relational responding may improve our ability to affect positive change with those we serve.



Timothy Weil

9:00 AM – 9:50 AM

PAPER

Track: SUP

Champions EFGH

1.0 CEU - BA, SUP, ETH

#28 The "Do's", "Don'ts", and "How-To" of Providing Quality Student, RBT, and Caseload Supervision Effectively

HANA JURGENS (*Positive Behavior Supports, Corp., hjurgens@teampbs.com*)

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

The BCBA role is growing - so much so, that we must have separations of the supervision requirements provided daily, weekly, monthly, and annually across BACB Students, RBTs, and caseload clients as a whole. This separation causes the BCBA significant stress, and often the response cost is so high that one or more areas of supervision fall to the side, resulting in huge ethical considerations and errors. This discussion covers the "Dos" and "Don'ts", but also will provide you with some fantastic "How To" when it comes to supervision to reduce the response cost and increase compliance with quality supervision.



Hana Jurgens



Shane Spiker

INVITED SPEAKER

9:00 AM – 9:50 AM

INVITED

Track: CA

Champions ABCD

1.0 CEU - BA

#29 Function-based Prevention: Using Functional Analysis to Screen and Intervene on Emerging Problem Behavior

TARA FAHMIE (*California State University, tara.fahmie@csun.edu*)

INTRODUCED BY: **KERRI PETERS**

Research on the functional analysis of severe behavior has yielded a great deal of information about the conditions that give rise to and maintain such behavior in individuals with intellectual and developmental disabilities. These collective findings have produced a powerful technology for behavior change; however, the prevailing focus of behavior analytic services remains on the treatment of existing severe behavior. In this presentation, I will propose several strategies to prevent the initial onset of severe problem behavior. Strategies will be based on emerging research on screening early problem behavior and intervening prior to the emergence of severe behavior. In our most recent study, we conducted a modified trial-based functional analysis in 7 groups of 3 preschool children each (n=21) to optimize the safety and efficiency of the analysis. We screened several levels of problem behavior severity as well as the presence of adaptive alternatives (e.g., communication). Results showed that functional analyses produced differentiated outcomes in most cases, and clear priorities and preventive strategies emerged from the various profiles of child behavior screened. I will discuss our outcomes as preliminary evidence towards a function-based model of risk identification and behavioral prevention of severe problem behavior.



Tara Fahmie

Author Bio:

Dr. Tara Fahmie is an associate professor in the department of psychology at California State University, Northridge (CSUN). Dr. Fahmie earned her undergraduate degree in psychology from the University of Florida, where she became inspired by the faculty to pursue a graduate degree in Behavior Analysis. She earned her master's degree from the University of Kansas, under the mentorship of Dr. Gregory Hanley, and her PhD from the University of Florida, under the mentorship of Dr. Brian Iwata. Dr. Fahmie is a BCBA-D and has over 15 years of experience implementing behavior analysis with various populations in clinics, schools, and residential settings. Dr. Fahmie currently conducts research in several preschool classrooms and in collaboration with autism agencies in southern California. She has published on the functional analysis of problem behavior and on the acquisition of social skills in young children. These two initial research interests have led to her emerging passion for research on the prevention of problem behavior. Dr. Fahmie's recent research has included both applied and laboratory models of the emergence and prevention of severe problem behavior. Dr. Fahmie also contributes to the field as a member of the editorial board of the *Journal of Applied Behavior Analysis*, an advisor to the Cambridge Center for Behavioral Studies, and as the membership chair of Division 25 of the American Psychological Association.

Thursday Morning

9:30 AM – 10:50 AM

PAPER

Track: AUT

Heritage CDE

1.5 CEU - BA

#30 Integrating ABA and Systemic Thinking When Working with Autism

CHAIR: **JANESSA DOMINGUEZ** (*Shaping Change*,
janessa.dominguez@shaping-change.com)

A diagnosis of Autism Spectrum Disorder (ASD) not only affects the diagnosed individual, but also impacts the family system (Baker, Seltzer, & Greenberg, 2011; Rogers & Hogan, 2003). As the prevalence of ASD rises, as does the need to improve treatment for the family, as a whole. Integrating Applied Behavior Analysis (ABA) and systemic thinking, allows clinicians to provide more comprehensive treatment, addressing both the individual and the entire system affected by ASD. This presentation will illustrate the influence ASD can have on the family, provide introductory training on systemic thinking, and highlight the benefits of implementing an integrated approach.



Janessa
Dominguez

Collecting MH or PSY CEUs?

At the conference:

1. Have the FABAs room volunteer (in the blue vest) initial to verify the beginning and end of each session that you attend. This is in addition to the BCBA CEUhelper app.
2. Complete, but do not turn in the attached evaluation form at the session's end. You will be mailing those in with this application after the conference.

Post-Conference Instructions:

1. Complete all information on your MH/PSY form legibly.
2. Total your completed CEU hours and total certificates fee. **Note: It is \$10 per certificate, not per hour or CEU.*
3. Make your check payable to Adapt Behavioral Services or complete the credit card box below.
4. Attach the evaluation forms for each session you are seeking licensure CEUs.

5. Mail this form and the evaluation forms with payment **POSTMARKED BY 10/21/19** to:

Adapt Behavioral Services
c/o FABAs CEU Event
225 S. Swoope Ave. #211
Maitland, FL 32751



DataFinch Technologies is a software company on a mission to provide the most comprehensive and state-of-the-art technological solutions for Behavior Analysts working with special needs communities. Our flagship product, CATALYST, is the premier and most robust electronic data collection system available to ABA professionals. Catalyst data collection now integrates with three certified

practice management partners: AccuPoint, CodeMetro, and WebABA to provide an all-in-one experience that seamlessly links data collection, authorization tracking, scheduling, session notes, and billing. Our newest product, Pinnacle, is a first-of-its-kind Organizational Behavior Management tool designed with ABA providers in mind to streamline employee supervision.

Thursday Morning

9:30 AM – 10:50 AM

PANEL

Track: AUT

Masters ABCD

1.5 CEU - BA

#31 Optimal Outcomes: The Road Map for Ethical, Effective and Data Driven Advocacy

CHAIR: **REBECCA WOMACK** (*Behavior Analysis Advocacy Network, rebecca@advocateaba.org*)

When it comes to providing therapy for children with autism, policies and procedures are often developed to provide structure, oversight, and equitable access to therapy. Providers and payors may disagree on many facets of service delivery. Providers and agencies owners have a responsibility to protect evidence-based practices. It's essential for providers to navigate payor relationships without increasing the family's stress. The panelists will share their expertise as it relates to advocating for clients both stateside and around the world. Ethical education about data driven advocacy is imperative for achieving optimal treatment outcomes no matter the funding source.

MEGAN MILLER (*Navigation Behavioral Consulting, mmillernbc@gmail.com*)

MIKE WASMER (*Director of State Government Affairs for Autism Speaks, michael.wasmer@autismspeaks.org*)

SUMMER ADAMI (*BlueSprig Pediatrics, sadami@bluesprigpediatrics.com*)



Rebecca Womack



Megan Miller



Mike Wasmer



Summer Adami

Tell Us What You Loved About #faba19



Use the Official Conference Hashtag

Thursday Morning

9:30 AM – 10:50 AM SYMPOSIUM *Track: AUT Masters E* 1.5 CEU - BA

#32 Evaluating Caregiver and Staff Training Methods Within Pediatric Feeding Disorders

CHAIR: RONALD JOSEPH CLARK (*Florida Institute of Technology*, clarkr2016@my.fit.edu)

DISCUSSANT: VIVIAN IBAÑEZ (*University of Florida*, vibaney@ufl.edu)

This symposium is a collection of 4 research projects focusing on the evaluation of training for both caregivers and staff implementation of clinical feeding protocols. Each study systematically assesses different approaches to training caregivers and staff members to implement an assortment of pediatric feeding disorder treatments for children demonstrating feeding issues. From the implementation of "resource-light" training materials to promote caregiver behavior when conducting treatment for mildly food selective children to a group design evaluating different approaches to training staff to implement escape extinction, these talks cover a range of important clinical concerns.



Ronald Joseph Clark



Vivian Ibañez

a. Interdisciplinary Evaluation of Children with Feeding Disorders: Review and Recommendations

EMMA GRAUERHOLZ-FISHER

(*University of Florida*, eg.fisher@ufl.edu), Vivian Ibañez (*University of Florida*), Kerri Peters (*University of Florida*) Timothy Vollmer (*University of Florida*)



Emma Grauerholz-Fisher

c. Training Caregivers to Implement a Structured Meal Protocol to Decrease Food Selectivity Among Young Children with Autism

RONALD CLARK (*Florida Institute of Technology*, clarkr2016@my.fit.edu), Victoria Ryan (*Florida Institute of Technology*), David Wilder (*Florida Institute of Technology*)



Ronald Clark

b. Teaching Behavior Analysts in an Early and Intensive Behavioral Intervention Setting to Conduct A Structured Mealtime Assessment

JANELLE BACOTTI (*University of Florida*, janellebacotti@ufl.edu), Vivian Ibañez (*University of Florida*), Kerri Peters (*University of Florida*) Lindsay Lloveras (*University of Florida*) Timothy Vollmer (*University of Florida*)



Janelle Bacotti

c. Staff and Caregiver Training of a Behavioral Feeding Intervention

VICTORIA RYAN (*Florida Institute of Technology*, vryan2016@my.fit.edu), Ronald Clark (*Florida Institute of Technology*), Corina Jimenez-Gomez (*Auburn University*) Christopher Podlesnik (*Auburn University*)



Victoria Ryan

FREE WiFi for FABAs Members

has been brought to you by

WiFi Login Instructions:

Network: Marriott_CONFERENCE • **Password:** DataFinch (code is case sensitive)



Thursday Morning

9:30 AM – 10:50 AM

PAPER

Track: PL

Players BC

#33 Creating and Building a Compliance and Ethics Program in a New ABA World

DONNA ROONEY (Florida Autism Center, drooney@flautism.com)

Fraud, Waste and Abuse...is now a “Hot” topic for providers of behavioral therapy for children with Autism. Generally, behavioral healthcare, and specifically, ABA practices, are being scrutinized closely by the DOJ, Office of Inspector General, and Medicaid Integrity Program (“MIP”) Units. As the risk of being investigated for Medicaid fraud increases, it is essential for behavioral therapy organizations to have a compliance program in place to identify and mitigate risks early. The purpose of this training to provide a step by step process on what is required to develop and implement an effective compliance program for your organization. Every behavioral therapy provider should know why we need compliance programs and this practical training will lay the foundation for navigating through this jungle of regulation.



Donna Rooney

Audits...How to Prepare for Audits and Avoid Penalties.

DONNA ROONEY (Florida Autism Center, drooney@flautism.com)

As the ABA Therapy industry grows, ABA providers can expect an increase of Medicaid Audits and Private Payor Audits. Both types of audits (government or private) have the potential to result in serious overpayments, civil and criminal penalties, and even loss of license to practice. In Florida, the Agency for Healthcare Administration (“AHCA”), is conducting the audits for Medicaid and has the sophisticated technology and resources available to sift and analyze your claims and session notes with the specific goal to detect errors, fraud, waste and abuse. ABA providers, it is not time to procrastinate or sit on the side lines. It is time to get prepared. The purpose of this training is to provide the tools and a step by step process to obtain an understanding of how these audits work and how to prepare to handle them successfully.

Hospitality Sponsors:

CentralReach



CodeMetro



Reaching Milestones®



Thursday Morning

10:00 AM – 10:50 AM

SYMPOSIUM

Track: CA

Tournament A

1.0 CEU - BA

#34 So Happy Together: Behavior Analysts and School Psychologists Collaborating in Authentic School Settings

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

DISCUSSANT: **DIANA GINNS** (*University of South Florida, dianasocie@usf.edu*)

This symposium will describe a federally funded project to improve training for behavior analysts and school psychologists to work collaboratively in the public school system. The focus will also be on interdisciplinary training and the implementation of a team-based model for function-based assessments and interventions (e.g., the PTR model) within schools. The first paper will describe the overall project goals and outcomes. The second and third papers will describe how behavior analysis and school psychology students in the program have collaborated with schools to implement the PTR model in different classroom settings with successful outcomes.



Kimberly Crosland



Diana Ginns

a. Overview and Preliminary data for Project Enhancing Behavior Analytic Services (EBAS)

KWANG-SUN BLAIR (*University of South Florida, kwangsun@usf.edu*), Rose Iovannone (*University of South Florida*), Diana Ginns (*University of South Florida*), Catia Cividini-Motta (*University of South Florida*), Kimberly Crosland (*University of South Florida*)



Kwang Sun-Blair

c. Using the PTR Process to Facilitate Intervention for a Student with Emotional and Behavioral Difficulties

NICHOLAS SCHEEL (*University of South Florida, nscheel@mail.usf.edu*), Mollie McDermit (*University of South Florida*), Deanna Canfield (*University of South Florida*) Diana Ginns (*University of South Florida*)



Nicholas Scheel

b. Using the Prevent-Teach-Reinforce (PTR) Model to Improve Classroom Behavior

JENNIFER HODNETT (*University of South Florida, hodnett.jennifer@gmail.com*), Andrea Zuniga (*University of South Florida*), Catia Cividini-Motta (*University of South Florida*)



Jennifer Hodnett

FABA '19

Ethics • Education • Research • Service • Legislation



Snapchat



Thursday Morning

10:00 AM – 10:50 AM

PAPER

Track: OBM

Heritage AB

1.0 CEU - BA, MH, PSY

#35 Using Contextual Variables to Design Objective Quality of Work Life Systems

JENNIFER LENDERMAN (*Positive Behavior Supports, Corp.*,

Jenn_Lenderman@bellsouth.net)

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

With a growing field of practice, growth of new business, and an overall expansion of behavior analytic services, options for employment continue to expand worldwide. As organizations begin to scale, how do they best address employee concerns regarding job satisfaction and quality of work life? This discussion will review how to identify and utilize contextual variables to progress toward objective and measurable goals as they related to identified quality of life factors within behavior analytic business.



Jennifer Lenderman



Shane Spiker

10:00 AM – 10:50 AM

PANEL

Track: PL

Champions EFGH

1.0 CEU - BA

#36 2019 Legislative and Public Policy Update

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

As active professionals, behavior analysts should remain informed of relevant legislative and policy issues that both support and/or may threaten their ability to provide ethical services, as well as appropriate remuneration. This year's legislative and public policy updates will include a description of the committee's advocacy efforts throughout the past year. Attendees will also learn about the current licensure status, Medicaid-related news, and the upcoming legislative session. Lastly, the committee will share projected activities for the upcoming year, along with information on how members may become more involved in legislative efforts.



Mary Riordan

ERIC PRUTSMAN (*Prutsman & Associates*, eric@prutsmanlaw.com)

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

MATT POTAK (*Roe & Associates*, behavioranalysis@gmail.com)

ANDREW HOUVOURAS (*Florida Institute for Technology*, ahouvouras@fit.edu)



Eric Prutsman



Yulema Cruz



Matt Potak



Andrew Hovouras

#FABA19
fabaworld.org



Thursday Morning

10:00 AM – 10:50 AM

PAPER

Track: BP

Champions ABCD

1.0 CEU-BA,ETH, MH,PSY

#37 Ethical Billing Considerations when Working with Health Insurance Funders

MICHELE SILCOX (*ABA Therapy Billing and Insurance Services*,
micheler@ababilling.net)

JON BAILEY (*Florida State University*, jonbailey1@mac.com)

Board Certified Behavior Analysts who choose to work with health insurance funding sources and tighter regulations for healthcare services, find themselves in need of risk analysis for non-compliance to remain out of harm's way for fraudulent activity. As an industry with new Category I codes, providers are educating themselves in the proper use of the Adaptive Behavior Services code set. In doing this, some are faced with ethical billing considerations they are seeking further information for. In this talk, we will address some of the situations that providers have shared with us and the guidance we have given to create strategies for research and evaluation of the elements involved, and action steps to move forward in an ethical manner.

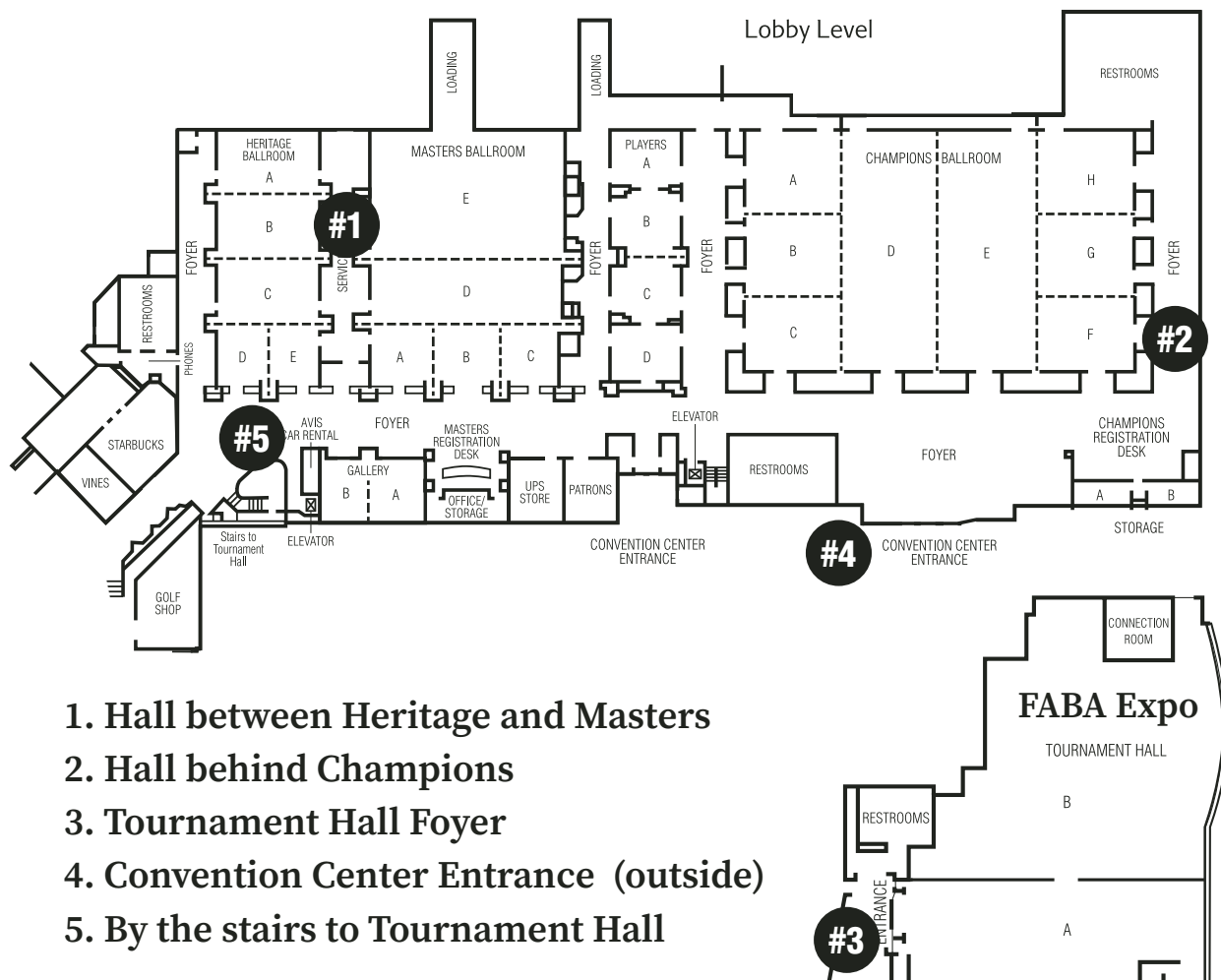


Michele Silcox



Jon Bailey

Five Health & Fitness Stations



KEYNOTE ADDRESS & ANNUAL FAB A AWARDS



Special Dedication to Dr. Maxin Reiss

INTRODUCED BY: **ANDREW HOUVOURAS**, *FABA President*

#38 BST Is Not as Good as You Think: Lessons Learned from Research on Teaching Safety Skills

RAYMOND MILTENBERGER (*University of South Florida, miltenbe@usf.edu*)

This presentation will discuss research conducted by the author since the late 1980s on teaching safety skills, including abduction prevention, sexual abuse prevention, and firearm injury prevention, to children and individuals with disabilities. After a brief review of assessment issues, the presentation will discuss major findings from this research - what works and what doesn't, accessibility of interventions, implementation fidelity, and issues of generalization and maintenance. A major theme of the presentation will focus on the limits of behavioral skills training and how to make BST more effective.



Raymond Miltenberger

Bio:

Dr. Raymond Miltenberger got his PhD in clinical psychology with a behavior analysis focus in 1985 from Western Michigan University. He is currently professor and director of the ABA program at the University of South Florida. His research interests are in safety skills, ABA approaches to enhance sports performance, and ABA approaches to promote fitness.

Thursday Afternoon

12:30 PM – 1:20 PM

VIP LUNCHEON

Players BC

#39 Keynote Luncheon

CHAIR: ANDREW HOUVOURAS

FABA VIPs, honored guests and Invited Speakers are invited to join the FABA Board at the Keynote Luncheon to honor the Keynote Speaker.

1:30 PM – 2:50 PM

PAPER

Track: ED

Tournament A

1.5 CE- BA

#40 Paper Session on Improving Treatment Integrity through Different Behavior Analytic Approaches

CHAIR: NICHOLAS SCHEEL (*University of South Florida*, nscheel@mail.usf.edu)

Improving Treatment Fidelity to a Class-Wide Behavior Intervention using Performance Feedback

DIANA GINNS (*University of South Florida*, diana.socie@gmail.com)

Traditional methods of professional development rarely lead to long term changes in teacher behavior. More and more, researchers and behavior analysts are adopting performance feedback as a way to increase and maintain teachers' implementation of behavioral interventions. This study includes the discussion of performance feedback as a tool to increase teacher fidelity to a class-wide behavior intervention for students with emotional and behavioral disorders. Using a multiple baseline design, we demonstrated that the addition of performance feedback drastically improved teachers' fidelity to a class-wide behavior intervention.



Nicholas Scheel



Diana Ginns

Utilizing Behavior Skills Training for Graduate Students Conducting Classroom Observations

NICHOLAS SCHEEL (*University of South Florida*, nscheel@mail.usf.edu)

Training individuals to conduct classroom observations of student behavior typically requires practice in an analogue setting. However, researchers have yet to determine a standard training approach. Research in applied behavior analysis includes the use of behavior skills training (BST) to teach a variety of skills. In the current study, BST was used to teach trainees to collect student problem behaviors utilizing videos of classrooms. We utilized a concurrent multiple baseline design to evaluate the effect of BST with performance feedback on observers' rating accuracy. Results indicate trainees' ability to take reliable classroom behavior data improved after training with BST.



Jennifer Hodnett

Improving Treatment Integrity through Different Behavior Analytic Approaches

JENNIFER HODNETT (*University of South Florida*, hodnett.jennifer@gmail.com)

Teachers are often insufficiently prepared to implement behavioral interventions, and traditional professional development rarely help to increase teachers' skills. This study utilized a concurrent, multiple baseline design that examined tiered levels of professional development to support the implementation of the Good Behavior Game (GBG). All participants accessed Tier 1 professional development in the form of didactic, group training. Teachers who were unable to achieve implementation fidelity of at least 80% were subsequently, provided additional support through Tier 2, goal setting with self-monitoring. Finally, if teachers failed to implement the GBG with fidelity, we provided intensive Tier 3 support, performance feedback.

Thursday Afternoon

1:30 PM – 2:20 PM

SYMPOSIUM

Track: PRO

Heritage AB

1.0 CEU - BA

#41 Mental Disorders, Burnout, and Substance Abuse: Occurrence and Stigma among Behavior Analysts

CHAIR: **ANDREW HOUVOURAS** (*Florida Institute for Technology, ahouvouras@fit.edu*)

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

In this symposium, the presenters will share results from two surveys, conducted with behavior analysts, that looked at stigma for mental health disorders and treatment. The first presentation will discuss to what extent behavior analysts experienced symptoms or diagnoses of mental disorders and burnout, as well as how they viewed persons with mental disorders and mental health treatment. The second presentation will compare behavior analysts' views on persons with substance abuse disorders versus individuals with other mental disorders, as well as views on the potential effectiveness of treatments targeted to these different populations.



Andrew
Houvouras



Sarah Bloom

a. Mental Illness and Burnout Symptoms, Diagnoses, and Stigma Among Behavior Analysis Students, Practitioners, and Professors

KRISTIN ALBERT (*The Scott Center for Autism Treatment, kalbert2015@my.fit.edu*), Corina Jimenez-Gomez (*Auburn University*), April Rowland (*ABA Technologies*)



Kristin Albert

b. Stigma and Discrimination: Comparing Behavior Analysts' Views on Drug Addiction and Mental Illness

CATALINA REY (*Vermont Center on Behavioral Health, catalinanrey@gmail.com*), Allison Kurti (*Vermont Center on Behavioral Health*), Gary Badger (*Vermont Center on Behavioral Health*), Alex Cohen (*Vermont Center on Behavioral Health*), Sarah Heil (*Vermont Center on Behavioral Health*)



Catalina Rey



Poster Set Up in Tournament Hall

Poster Presenters Set up at 1:30 Judging starts at 2:30!

**See You at the Presidential Social and Poster Session!
Tonight! 5:30 - 6:30 pm • Tournament Hall**

Thursday Afternoon

1:30 PM – 2:20 PM

SYMPOSIUM

Track: AUT

Heritage CDE

1.0 CE – BA

#42 Further Evaluations of Functional Analyses: Screening Tools, Post-session Effects, and Interpretation of Data

CHAIR: ELIZABETH SCHIEBER (*University of Florida, eschieber@ufl.edu*)

DISCUSSANT: TARA FAHMIE (*California State University, tara.fahmie@csun.edu*)

This symposium will include three presentations related to different aspects of functional analyses (FA) of problem behavior. First, an evaluation of the utility of use of preference assessments as a potential screening tool for tangible functions of problem behavior. Second, an evaluation of the effects of FA sessions on post-session rates of problem behavior. Third, a methodology for transcribing latency-based measures during FAs to instantaneous rates of behavior to aid in visual analyses of data. Implications of these studies will be discussed.



Elizabeth Schieber



Tara Fahmie

a. Problem Behavior During Preference Assessments: A Tangible Function Screening

BRANDON PEREZ (*University of Florida, perezb@ufl.edu*), Timothy Vollmer (*University of Florida*)



Brandon Perez

c. Transforming Latency Functional Analysis Results into Rate Measures for Visual Analysis

ANTHONY CONCEPCION (*University of South Florida, aconcepcion@usf.edu*), Andrew Samaha (*University of South Florida*), Paige Talhelm (*University of South Florida*)



Anthony Concepcion

b. Some Effects of Functional Analysis on Problem Behavior Outside of Session

KARIE JOHN (*University of South Florida, kariejohn@mail.usf.edu*), Sarah Bloom (*University of South Florida*), Andrew Samaha (*University of South Florida*), Marlesha Bell (*University of South Florida*), Paige Talhelm (*University of South Florida*)



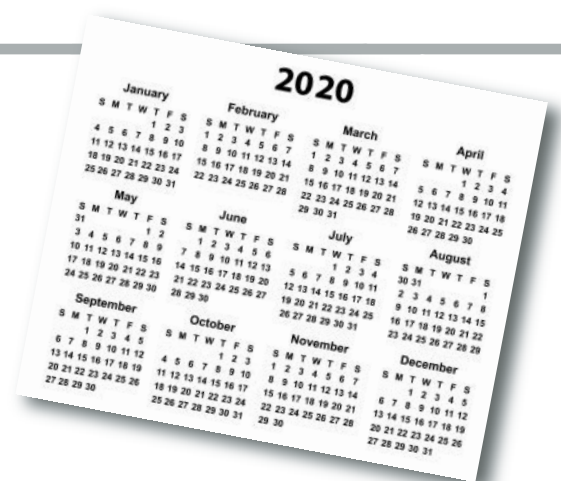
Karie John

Mark Your Calendars: Our 40th Anniversary Hyatt Grand Cypress, Orlando



Florida Association for
Behavior Analysis

Sept 16 - 19, 2020



Thursday Afternoon

1:30 PM – 2:50 PM

SYMPOSIUM

Track: DD

Masters ABCD

1.5 CEU- BA

#43 Sports, Health, & Fitness: Motivating Physical Activity

CHAIR: SARAH WEINSZTOK (*University of Florida*, sweinsztok@ufl.edu)

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

In this symposium, authors will present on some current methods of behavioral interventions to increase physical activity. The first presenter will discuss results of a meta-analysis of 14 studies, evaluating the effects of interventions to increase physical activity in individuals with ASD. The second presenter will propose a method designed to determine how to intervene upon sports-based behaviors. The third presenter will analyze preference and efficacy of tokens versus monetary reinforcement to increase physical activity in individuals with ASD. Finally, the fourth presenter will expand upon some methods to shift preference among children with ASD from sedentary to physical activity.



Sarah Weinsztok



Raymond Miltenberger

a. Effectiveness of Physical Activity Interventions for Individuals with Autism Spectrum Disorder: A Meta-Analysis

Won-Ho Kim (*Ulsan College*), Eun-Young Park (*Jeonju University*), Kwang-Sun Blair (*University of South Florida*), **TREVOR MAXFIELD** (*Engage Behavioral Health and University of South Florida*, tmaxfield@ebhealthgroup.com)



Trevor Maxfield

b. Sports Based PDC: Assessing What Behaviors to Study and How to Intervene

JESSE DEPAOLO (*University of South Florida*, jdepaolo@mail.usf.edu), Kimberly Crosland (*University of South Florida*), Nicole Gravina (*University of Florida*)



Jesse DePaolo

c. Comparison of Token Reinforcement and Monetary Reinforcement to Increase Steps in Adults with Intellectual Disabilities

HANA HANASHIRO-PARSON (*University of South Florida*, hana2@mail.usf.edu)
Raymond Miltenberger (*University of South Florida*)



Hana Hanashiro-Parson

d. Shifting the Preferences of Children with ASD from Sedentary Towards Physical Activities

KISSEL GOLDMAN (*University of Florida*, kisselgoldman@ufl.edu), Iser DeLeon (*University of Florida*)



Kissel Goldman



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

Thursday Afternoon

1:30 PM – 2:50 PM

SYMPOSIUM

Track: CA

Masters E

1.5 CEU - BA

#44 Evaluations of Innovative Teaching Procedures Aimed at Training Parents, Staff, and College Students.

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

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

In this symposium the authors will discuss research aimed at evaluating effective, efficient, and meaningful teaching procedures across multiple populations. The first presenter will discuss an application of pyramidal training to teach caregivers in Hispanic households behavior analytic procedures. The second presenter will discuss an application of the PDC-P for parent training. The third presenter will discuss the efficacy of training staff to conduct trial-based functional analyses via telehealth. Finally, the fourth presenter will discuss the use of response cards, specifically evaluating question type, during college lectures.



Kerri Peters



Rocky Haynes

a. Using Pyramidal Training to Teach Behavior Analytic Procedures to Hispanic Families

Anna Garcia (*University of South Florida*), Sarah Bloom (*University of South Florida*), **MARLESHA BELL** (*University of South Florida*, marleshbell@mail.usf.edu)



Marlesha Bell

c. Assessment and Improvement of Parent Training: An Evaluation of the Performance

ANSLEY HODGES (*Florida Institute of Technology*, ahodges2013@my.fit.edu), Jamie Villacorta (*Florida Institute of Technology*), Hallie Ertel (*Florida Institute of Technology*), David Wilder (*Florida Institute of Technology*)



Ansley Hodges

b. Training Staff to Conduct Trial-Based Functional Analyses via Telehealth

KACIE MCGARRY (*Florida Institute of Technology*, kmcgarry2015@fit.edu), Kristin Albert (*The Scott Center for Autism Treatment*), Ronald Clark (*Florida Institute of Technology*) Michael Kelley (*The Scott Center for Autism*)



Kacie McGarry

d. Effects of Interspersing Recall versus Recognition Questions with Response Cards During College Lectures

LESLIE SINGER (*University of South Florida*, singer@mail.usf.edu), Kimberly Crosland (*University of South Florida*)



Leslie Singer

Friday Morning Yoga

Meet in Tournament A

Staying Fit at FABA!

Hashtag alert #fabafitness

Come Join Us for Vinyasa Flow Yoga

Thursday Afternoon

1:30 PM – 2:20 PM SPECIAL EVENT *Track: PRO* *Champions EFGH* 1.0 CEU-BA

#45 Remembering Murray Sidman

IVER IVERSEN (*University of North Florida, iiversen@unf.edu*)

INTRODUCED BY: JON BAILEY

Murray Sidman was among the founders of behavior analysis. He helped lead the field through conceptual writing and research that explored topics including avoidance, coercion, behavior pharmacology, stimulus control, aphasia, and equivalence relations; he touched on many other fields as well. He offered insight into how applied practitioners could use basic research to inform and improve their practices. His scientific publications in peer-reviewed journals number over 150 and his *Tactics of Scientific Research* (1960) is a cornerstone text on within-subject research methodology, and citations to Dr. Sidman's publications exceed 20,000. Dr. Sidman was highly influential in our field and greatly respected by so many. During this special presentation, Dr. Iver Iversen, who was a colleague and friend of Dr. Sidman, will describe Dr. Sidman's life and work as a tribute to his impact on our field. Please join us in celebrating the impact and legacy of Dr. Murray Sidman.



Iver Iversen

1:30 PM – 2:20 PM PAPER *Track: ETH* *Champions ABCD* 1.0 CE – BA, MH, PSY

#46 Considerations in Fostering Gender Diversity, Inclusion, and Affirmation

ERIN DONOVAN (*Family Insight, edonovan@alumni.su.edu*)

KRISTEN LANCASTER (*Positive Behavior Supports, KLancaster@teampbs.com*)

This presentation will define and differentiate gender identity, gender expression, and sexual orientation specific to the transgender and gender-nonconforming community. Relevant research and data will be presented to highlight the unique needs of transgender individuals and common barriers that impact their quality of life. Specific action steps will be outlined to promote an inclusive environment and improve cultural sensitivity among professionals in the with a highlight on navigating verbal behavior change.



Erin Donovan



Kristen Lancaster

2:30 PM – 3:20 PM PAPER *Track: MH* *Heritage AB* 1.0 CEU – BA, MH, PSY

#47 Innovative Applications of Functional Behavioral Assessment: Disturbed Attachment, Callousness and Lack of Emotional Expression

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

Traditional counselors view aberrant behaviors as symptoms of underlying constructs that are the reason for these behaviors, while behaviorists view these behaviors as serving an environmental function. Functional Behavioral Assessment (FBA) identifies the function of aberrant behaviors and acceptable replacement behaviors that serve the same function. Components that are often missing in the analysis of aberrant behaviors include: 1) motivating operations in the form of private events (thoughts and feelings) and 2) learning history with specific Sds for reinforcement or punishment. This paper will discuss how to conduct an FBA with disturbed attachment, callousness and lack of emotional expression.



Jeannie Golden

Thursday Afternoon

2:30 PM – 3:20 PM

SYMPOSIUM

Track: OBM

Heritage CDE

1.0 CEU - BA

#48 Applied Demonstrations of OBM

CHAIR: NICHOLAS MATEY (*University of Florida*, nmatey2015@my.fit.edu)

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

This symposium highlights recent applications of OBM interventions in a variety of settings. The first presentation used the PDC-Safety and compared indicated and non-indicated interventions for hand-washing in an autism clinic. The second developed a scorecard to improve technician performance in an autism clinic and evaluated the additional effects of lottery incentives based on scorecard outcomes. The final presentation investigated whether a leadership behavior measurement tool (the in-basket assessment) is predictive of leadership effectiveness in a hospital setting.



Nicholas Matey



Nicholas Weatherly

a. Using Scorecards to Improve Staff Performance

Maya Griffin (*The Child Center*, Nicole Gravina (*University of Florida*), NICHOLAS MATEY (*University of Florida*, nmatey2015@my.fit.edu), Joshua K. Pritchard (*Factari*), Byron Wine (*Florida Institute of Technology* and *The Faison Center*)



Nicholas Matey

b. The Operant Model of Effective Supervision to Predict Employee Engagement for Leaders in a Hospital

David Kelley (*Therapeutic Pathways*), Nicole Gravina (*University of Florida*), ANDRESSA SLEIMAN (*University of Florida*, asleiman@ufl.edu), Dennis Uriarte (*Florida Institute of Technology*), Judi Komaki (*Baruch College*)



Andressa Sleiman

c. Further Evaluation of the PDC-Safety

NELMAR J. CRUZ (*Florida Institute of Technology* and *The Scott Center for Autism Treatment*, ncruz2016@my.fit.edu), David Wilder (*Florida Institute of Technology*), Rachel R. Thomas (*Florida Institute of Technology*), Michael Cusick (*Florida Institute of Technology* and *The Scott Center for Autism Treatment*), Curtis Phillabaum (*Florida Institute of Technology*), Nicole Gravina (*University of Florida*)



Nelmar J. Cruz

Today's Snack Break is Sponsored by



CodeMetro

2:45 pm – 3:15 pm

Located in *The FAB A Expo* downstairs in *Tournament Hall*

Thursday Afternoon

2:30 PM – 3:50 PM

PANEL

Track: BP

Champions EFGH

1.5 - CEU - BA

#49 Behavioral Pediatrics and Clinical Behavior Analysis: Working With a Variety of Presenting Problems

CHAIR: **TIMOTHY WEIL** (*Tandem Behavioral Health and Wellness*, tweil@tandembehavioral.com)

Skinner's vision for a behavior analysis that may beneficially impact the human condition is now, more so than ever, coming to fruition. Over the past two decades a growing focus has been to realize Skinner's dream of a more-expanded approach to human suffering that reaches into clinical populations traditionally served in related fields. Behavioral pediatrics offers ABA clinicians professional opportunity in a way that stays true to its behavioral roots. This panel offers the audience an opportunity to interact with 3 experts in clinical behavior analysis with extensive experience with myriad presenting problems. The panel will include parameters of CBA, and Q&A.



Timothy Weil

JOSHUA PRITCHARD (*Factari*, josh@factari.com)

CHRIS MCGINNIS (*McGinnis Behavioral*, chris@mcginnisbehavioral.com)



Joshua Pritchard



Chris McGinnis

Psssst . . . Don't Miss the Closing Invited Address

11:00 AM

in Champions EFGH

**#121 Public Policies on the
Practice of ABA: Status,
Opportunities, and Threats**

Gina Green



INVITED SPEAKER

2:30 PM – 3:20 PM

INVITED

Track: VB

Champions ABCD

1.0 CEU-BA

#50 The Behavior of the Listener

DAVID PALMER (*Smith College, dcpalmer@smith.edu*)

INTRODUCED BY: NIKKI DICKENS

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." 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. Reader behavior is analogous, if not identical, in many respects, but whereas auditory stimuli are fleeting, a reader can control both the pace and frequency of presentation of textual stimuli. The behavior of the listener is commonly unobserved, but even so the role of listener behavior should not be neglected in experimental or therapeutic settings.



David Palmer

Author Bio:

In 1970, Dave Palmer stumbled on the book *Walden Two* and spent the next decade on a soap box talking about Skinner, trying to start an experimental community, and reading the rest of the Skinner canon. Eventually he despaired of saving the world and entered graduate school in John Donahoe's pigeon lab at UMass/Amherst. His main preoccupation ever since has been attempting to extend Skinner's interpretations of memory, language, and other complex behavior. He is the co-author, with Donahoe, of *Learning and Complex Behavior*, a book that attempts to integrate behavior analysis with physiology and to embed the field in the context of the broader study of selectionism. Last year, Palmer retired from 30 years of teaching statistics and behavior analysis at Smith College, but he will continue to teach verbal behavior in the graduate program at Western New England University and will continue to do so until senility claims him. He lives on the site of a failed experimental community in Leverett, Massachusetts with his wife, cats, and chickens, his own chicks having fledged and left the nest.

Give Us Your Feedback

**Have Suggestions to Improve the Conference?
Want to Provide Comments on a Presentation?**

Fill out a comment card at the FABA Help Desk outside of the Masters Ballroom,
or visit https://faba.memberclicks.net/faba19_feedback

Thursday Afternoon

3:00 PM – 4:20 PM

SYMPOSIUM

Track: AUT

Tournament A

1.5 CEU- BA

#51 Beyond BST: Going Further and Doing More

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

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

This symposium will demonstrate the use of effective behavioral training procedures to develop skills ranging from initial prerequisites to learning all the way to self-awareness, self-regulation and self-advocacy. We will present three papers illustrating procedures that include BST but go beyond to also include CBT and ACT approaches to development of important life skills.



Kim Lucker-Greene

a. Using Self-Monitoring to Develop and Improve Social Relationships for Individuals with ASD

Kim Lucker-Greene (*Behavioral Solutions Consulting*), **MARCUS SOWCIK** (*Behavioral Solutions Consulting*,
sowcikme@gmail.com)



Marcus Sowcik

c. From BST to ACT: Achieving A Better Life Through A Continuum of Treatment Modalities

MARCUS SOWCIK (*Behavioral Solutions Consulting*,
sowcikme@gmail.com)



Marcus Sowcik

b. Using BST to Teach Foundational Learning Skills

RACHEL HOOVER (*Behavioral Solutions Consulting*,
rhoover@mybehaviorsolutions.com)



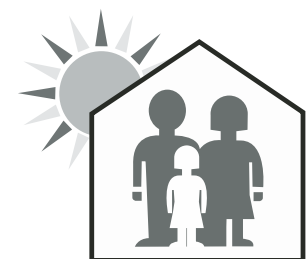
Rachel Hoover

Its Never too Early to Set a Reminder for the Photo Booth



Don't forget!
**Thursday Social and
Poster Session**
5:30-6:30 pm
See You in Tournament Hall

sponsored by



New Way Day Services, Inc.

Thursday Afternoon

3:00 PM – 4:20 PM

SYMPOSIUM

Track: DD

Masters ABCD

1.5 CEU - BA

#52 Teaching Adaptive Skills to Individuals with Intellectual and/or Developmental Disabilities and Typically Developing Children

CHAIR: **KISSEL GOLDMAN** (*University of Florida*, kisselgoldman@ufl.edu)

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

The presenters in this symposium will describe recent innovations in and analyses regarding teaching adaptive skills across a range of populations, including individuals with autism spectrum disorder, individuals with intellectual disabilities, and typically developing children. Skills varied across topographies such as toilet training, safety skills, independent play, and approaching canines. The authors discuss methodological differences with previous studies, commonalities and differences among studies within a meta-analysis, and the adaptive utility of taught skills.



Kissel Goldman



James E. Carr

a. Teaching Children to Safely Meet Dogs Using TAGteach

April Williams (*Rollins College*), **RACHELLE YANKELEVITZ** (*Rollins College*, ryankelevitz@rollins.edu), Alexandra Knerr (*Rollins College*)



Rachelle Yankelevitz

b. An Evaluation of an Abbreviated Toilet Training Procedure

ANSLEY HODGES (*Florida Institute of Technology*, ahodges2013@my.fit.edu), Hallie Ertel (*Florida Institute of Technology*), Victoria Ryan (*Florida Institute of Technology*) David Wilder (*Florida Institute of Technology*)



Ansley Hodges

c. Safety Skills Interventions for Individuals with Intellectual Disabilities: A Meta-Analysis of Single Subject Design Studies

Eun-Young Park (*Jeonju University, Republic of Korea*), **TREVOR MAXFIELD** (*Engage Behavioral Health*, TMaxfield@ebhealthgroup.com), Kwang-Sun Blair (*University of South Florida*)



Trevor Maxfield

d. Evaluation of a Wearable Activity Schedule to Support Independent Play in Children with ASD

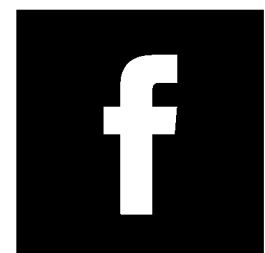
BASAK TOPCUOGLU (*Florida Institute of Technology*, btopcuoglu2017@my.fit.edu), Corina Jimenez-Gomez (*Auburn University*)



Basak Topcuoglu

Join Your Local Chapter on ...

*Search for your local chapter
on Facebook Today!*



Thursday Afternoon

3:00 PM – 4:20 PM

SYMPOSIUM

Track: CA

Masters E

1.5 CEU- BA

#53 School-Based Interventions for Problem Behavior

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

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

This symposium will present four papers on improving student behaviors in school-based classroom settings. The first study evaluated the use of the Class Pass Intervention to decrease disruptive behaviors and improve academic engagement for students diagnosed with ADHD. Both the second and third studies focused on improving classroom behavior using self-monitoring combined with either Check In/Check-Out or the Individualized Behavior Rating Scale Tool with students with a variety of disabilities. The final study presents a meta-analysis on the results of Tier 2 interventions used in school-based settings for improving behavior and academic engagement. Dr. Tim Vollmer will serve as discussant.



Kimberly Crosland



Timothy Vollmer

a. Using Class Pass Intervention (CPI) to Decrease Disruptive Behavior in Children with ADHD

ANDREA ZUNIGA (*University of South Florida, zuniga1@mail.usf.edu*) Catia Cividini-Motta (*University of South Florida*)



Andrea Zuniga

c. An Evaluation of Self-Monitoring using the Individualized Behavior Rating Scale Tool (IBRST) in Classroom Settings

JESSICA MOORE (*University of South Florida, jessicalynnm@mail.usf.edu*), Kimberly Crosland (*University of South Florida*)



Jessica Moore

b. Evaluating Check-In/Check-Out with a Self-Monitoring Component

MOLLIE MCDERMIT (*University of South Florida, Mcdermmit@mail.usf.edu*), Kimberly Crosland (*University of South Florida*)



Mollie McDermit

d. A Meta-Analysis of Tier 2 Interventions Implemented within School-Wide PBIS

Kwang-Sun Blair (*University of South Florida*), Eun-Young Park (*Jeonju University*), Won-Ho Kim (*Ulsan College*), & **DANIEL KWAK** (*University of South Florida, danielkwak.ksb@gmail.com*)



Daniel Kwak

fabaworld.org



Thursday Afternoon

3:30 PM – 4:20 PM

PAPER

Track: VB

Heritage AB

1.0 CEU-BA, MH, PSY

#54 Verbal Behavior Paper Session

CHAIR: **DAISY CONFUSIONE** (*Positive Behavior Supports*, Dconfusione@gmail.com)

An Examination in the Developmental Trajectory of Arbitrarily Applicable Relational Responding

JASON LEWIS (*Lodestone Academy*, jasondlewis49@gmail.com)

JOSHUA PRITCHARD (*Factari*, josh@factari.com)

Although Luciano and colleagues (2007), in their seminal study, provided clarification on the processes involved in emergent bidirectional responses and equivalence relations, the results created more questions for the field. Some further questions that require clarification are emergence of bidirectionality earlier than 17 months of age; number of exemplars that may be required before the emergence of bidirectionality; the number of three-member stimulus classes to initially train before the emergence of equivalence relations; and if symbolic equivalence relations emerge in infants. The present paper examines these questions and presents data from Lennon, who was 14m14d when the experiment began.



Daisy Confusione



Jason Lewis



Joshua Pritchard

Words Could Never Hurt Me: How Beliefs, Opinions and Ideas Influence Human Behavior

DAISY CONFUSIONE (*Positive Behavior Supports*, Dconfusione@gmail.com)

Today more than ever, words not only hurt, but can drive groups of people to behave in ways they otherwise wouldn't have. Social media platforms such as Twitter allow people from all over the world to create social communities that reinforce those shared beliefs or opinions. It's not until those beliefs coincide with social behaviors that they can potentially be dangerous and even life-threatening. Verbal communities have the power to destroy an individual's career, challenge freedom of speech or even cause physical harm to others of differing beliefs or opinions. Behavior analysis allows us the opportunity to not only evaluate how verbal communities reinforce these behaviors but to take a closer look at how verbal behavior then leads to social behaviors. What might be some ethical ramifications of this power? How do we as analysts use our science to help decrease verbal behaviors that would harm, criminalize or demean people of differing beliefs? Or better yet, should we?

3:30 PM – 4:20 PM

PAPER

Track: ED

Heritage CDE

1.0 CEU-BA, MH, PSY

#55 Fast Times at Bridgmont High: Hard and Humorous Lessons Learned from School Consulting

ANIKA COSTA (*Positive Behavior Supports*, anikacosta@icloud.com)

PAUL GAVONI (*Brett DiNovi and Associates*, gavonip@hotmail.com)

Unfortunately, too many schools are in crisis. But like the old saying goes, crisis is opportunity. And in this case, opportunity for behavior analysts to work with educators to create positive and lasting outcomes. Drawing on 40 plus years of collective and sometimes humorous trials and tribulations of two behavior analysts working with schools, this session will provide participants with strategies rooted in OBM for bringing out the best in students, teachers, and school leaders.



Anika Costa



Paul Gavoni

Thursday Afternoon

3:30 PM – 4:20 PM PAPER *Track: ETH Champions ABCD* 1.0 CEU-BA, ETH, MH, PSY

#56 Real Life Ethical and Supervision Dilemmas for BCBAs and How to Deal with Them

JON BAILEY (*Florida State University, jonbailey1@mac.com*)

Board Certified Behavior Analysts have one of the most complex but also the most rewarding careers ever imagined. Their basic task is to analyze the behavior of clients that are assigned to them, design an evidence-based treatment plan based on a functional analysis of the client's behavior, and then see to it that the plan with is carried out with a high degree of fidelity. Oh, yes, the BCBA must also make sure that the environment (school, home, community) where the treatment is to take place is actually suitable for treatment; it must be safe, clean and free of distractions and the caregivers must be capable of and cooperative with the treatment. There are many complications along the way including that RBTs need to be trained and monitored to implement the plan and at some point the parents or caregivers also need to be trained so that the BCBA can phase themselves out and allow the natural environment to take over. Ethical dilemmas come at the BCBA from many sides: from the RBTs, the client and client family, from colleagues and the administration of the company where the behavior analyst works. In this talk I will discuss some of these ethical dilemmas and provide some strategies to cope with them. If there is time I will take questions from the audience.



Jon Bailey

4:30 PM – 5:20 PM SPECIAL EVENT *Track: PRO Champions* 1.0 CEU-BA

#57 Inside Behavior Analysis: RAYMOND MILTENBERGER

RAYMOND MILTENBERGER (*University of South Florida, miltenbe@usf.edu*)

HOSTED BY: ANDREW HOUVOURAS

Dr. Raymond Miltenberger's distinguished career will be a highlight of this interview style panel modeled off of the television show, Inside the Actor's Studio. Join Andrew Houvouras as he delves into Dr. Miltenberger's, life, experiences and commentary.

About the Guest of Honor:

Dr. Raymond Miltenberger got his PhD in clinical psychology with a behavior analysis focus in 1985 from Western Michigan University. He is currently professor and director of the ABA program at the University of South Florida. His research interests are in safety skills, ABA approaches to enhance sports performance, and ABA approaches to promote fitness.



Raymond Miltenberger

Inside
Behavior
Analysis 

Thursday Afternoon

5:30 PM – 6:30 PM

SPECIAL EVENT

Tournament Hall

#58 Presidential Social and Grand Poster Session

ANDREW HOUVOURAS (*Florida Institute for Technology, ahouvouras@fit.edu*)

The President of FABA invites you to come mingle and network with Florida's finest Behavior Analysts while enjoying the Grand Poster Session, Book Signings by Invited Speakers, FABA VIP Meet and Greet, fun entertainment and of course, snacks and refreshments! The event will be MC'd by President Andrew Houvouras.



Andrew
Houvouras

01. Impacting Parent's Commitment: A Values-Based Approach to Increasing Parent Data Collection

Ashley Fiorilli & ELYSE BAIN (*Animate Behavior, elyse.bain@animatebehavior.com*)

02. Teaching Life Saving Swim Skills to Children with Autism

KARI SHEWARD (*Applied Behavior Center for Autism; kari@appliedbehaviorcenter.org*), & Vincent LaMarca

03. Reducing Disruptive Classroom Behaviors of 7-year-old with Autism and ADHD in Mainstream Classroom Without Medication

KAITLYN SIMMONS (*Behavior Management Consultants, Kaitlynd.simmons@gmail.com*) & Paiten Kelly

04. Evaluating Correspondence for Visual Inspection Methods in Group-Based Sensitivity Test

ALYSSA ROJAS (*California State University, alyssa.rojas.865@my.csun.edu*), Amanda Garcia, Sarah Marks, Saba Mahmoudi, & Tara Fahmie

05. Training front line supervisors on basic behavior analysis concepts/skills in multiple applied settings (ICFs/ADT)

DEBBIE GAYTAN (*Central Florida Communities, dgaytan@d-s-i.com*), Rene Leon, Roger Zhuang, & Wen-lin Chung

06. Evaluating the use of Technology to Promote Social Communication and Engagement

CHRISTINE HONSBERGER (*Els Center of Excellence, christine.honsberger@elsforautism.org*), Jessica Weber, Laura Dezayas, & Anibal Gutierrez

07. Acquisition of Non-target Stimuli Through Discrete Trial Instruction

JEFFREY SCHRAM (*Engage Behavioral Health, jeffaschram@gmail.com*), Natalie Mandel, & Catia Cividini-Motta

08. Watching Hockey to Increase Compliance with Wearing a Dental Retainer

ELIZABETH ANDERSON (*Forbes Behavioral Services, 923era@gmail.com*)

09. The Effects of Whole Interval DRO and Delayed Permanent Product Reinforcement on Covert Scripting Behaviors

LISA FEEZLE (*Forbes Behavioral Services, l.feezle.bcba@fbsaba.com*)

10. Stop, Drop, and Bill: Using Feedback to Increase Timely Session Note Completion

MICHAEL CUSICK (*Florida Institute of Technology and The Scott Center for Autism Treatment, cusickm2011@my.fit.edu*), NELMAR CRUZ (*Florida Institute of Technology and The Scott Center for Autism Treatment, ncruz2016@my.fit.edu*), Kimberly Sloman, & Alexandra Wiegand

11. Vocal Stereotypy: To Escape or Not to Escape; That is the Question

LOREN EIGHMIE (*Florida State University, lae14@my.fsu.edu*), Megan Myers, & Leah Koehler

12. User Behavior and Eye Tracking: An Assessment of a Mobile Application to Improve Patient-Centered Care

JEANINE STRATTON (*Furman University, jeanine.stratton@furman.edu*), Kendall Thene, & Hannah Tyson

continued on next page

Thursday Afternoon

5:30 PM – 6:30 PM

SPECIAL EVENT

Tournament Hall

#58 Presidential Social and Grand Poster Session

ANDREW HOUVOURAS (*Florida Institute for Technology*, ahouvouras@fit.edu)

continued

13. A Systematic Approach to Increasing the Duration of Work and Decreasing the Duration of Break

JEANETTE BZDUCH (*Quest, Inc*, jeanette.bzduch@questinc.org)

14. Delay discounting of Reinforcer Loss Evident in Policy Preference

MASON TODD (*Missouri State University*, mason2564@live.missouristate.edu), & Jordan Belisle

15. Relational Density: Volumetric-Mass-Density and the Self-Organization of Relational Networks

ANNALISE GIAMANCO (*Missouri State University*, annalise2015@live.missouristate.edu), Jordan Belisle, & Mason Todd

16. Citation and Content Analysis of RFT Research in Major Behavior Analytic Journals

TAYLOR LAUER (*Missouri State University*, taylor45911@live.missouristate.edu), Jordan Belisle, & Annalise Giamanco

17. Project ALPHA: Embedding Relational Training into Curricular Instruction in Special Education

NICOLE CHOATE (*Missouri State University*, choate88@live.missouristate.edu), Jordan Belisle, Leah Clark, Taylor Lauer, & Annalise Giamanco

18. Matching Analysis of Mixed-Martial Arts Fighters

JOHN ZINICOLA (*Rollins College*, jzinicola01@gmail.com) & Stephanie Kincaid

19. Examining Procrastination a Human-Operant Setting

ALEXANDRA KNERR (*Rollins College*, aknerr@rollins.edu), Stephanie Kincaid, & Rachelle Yankelevitz

20. The Effects of a BST Package on Parents' Accuracy of Implementation of Task Analyses

CHRISTIAN MENDEZ (*The Chicago School for Professional Psychology*, cmendezbcba@gmail.com), Susan Flynn, & Kelly McElrath

21. Participation of Women in The Journal of Organizational Behavior Management

Nicole Gravina, Andressa Sleiman, Nicholas Matey, & JESSICA NASTASI (*University of Florida*, jnastasi@ufl.edu)

22. Ranking of the Most Prolific Authors and Institutions in Journal of Organizational Behavior Management

Andressa Sleiman, Nicholas Matey, DAVIS SIMMONS (*University of Florida*, desimmons333@gmail.com), & Nicole Gravina

23. Direct Behavioral Measures Towards Evaluating Drug Effects in a Child with Autism

Nathalie Fernandez, Elizabeth Schieber, CANDACE HARRIS (*Behavior Analysis Support Services*, candace_harris95@yahoo.com), Kissel Goldman, & Iser DeLeon

24. Effects of Procedural Fidelity of Photographic Activity Schedules on Client Performance

Bethany Contreras, SAVANNAH TATE (*University of Florida*, tatesavannah@ufl.edu), Miriam Koech, Alison Cooper, Ashley Stevens, Emma Keicher, & SungWoo Kahng

25. Identifying Feedback Preferences Across Contexts in Direct Care Staff

Janelle Bacotti, CATHERINE KISHHEL (*University of Florida*, catherine.kishel@ufl.edu), Emma Grauerholz-Fisher, Kerri Peters, & Timothy Vollmer

continued on next page

Thursday Afternoon

5:30 PM – 6:30 PM

SPECIAL EVENT

Tournament Hall

#58 Presidential Social and Grand Poster Session

ANDREW HOUVOURAS (*Florida Institute for Technology*, ahouvouras@fit.edu)

continued

26. Pre-Service Teacher Behavior Management in Reading

KACI ELLIS (*University of Florida*, ellisk11@ufl.edu) & Rachal Kaplan

27. Increasing Teacher Use of BSP or OTR Through Training: A Systematic Review

RACHAL KAPLAN (*University of Florida*; rachelkaplan@ufl.edu) & Kaci Ellis

28. Mōtiv8: A Smartphone-Based Incentive Intervention to Promote Smoking Cessation

LESLEIGH STINSON (*University of Florida*, lcraddock@ufl.edu), Hypatia Bolivar, Pulkit Rohilla, Tonatiuh Mendoza, & Jesse Dallery

29. The effects of audience gender on gender biased verbal behavior and self-editing

FERNANDA ODA (*University of Houston-Clear Lake*, fsuemioda@gmail.com), Sarah Lechago, Bruno Silva, & Justin Hunt

30. Imitation Mastery as a Predictor of Skill Mastery During Intervention

CHITRA BANARJEE (*University of Miami*, cxb783@miami.edu), Elaine Española, & Anibal Gutierrez

31. Assessing the impact of data collection system on treatment integrity during DTT

Yanerys Leon, Anibal Gutierrez, Elaine Española, & BRANDI BURTON (*Florida A&M University*, alyanaburton@gmail.com)

32. An Evaluation of Magnitude and Delay Value Sensitivity Assessments

HANNAH MACNAUL (*University of South Florida*, hmacnaul@mail.usf.edu) & Catia Cividini-Motta

33. It's Time to Play! Effects of Peer Implemented Pivotal Response Training

LEIGH ASHLEY (*University of South Florida*, leighsams@gmail.com)

34. Assessing Teacher Preference for Training Modalities for Behavior Intervention Plans

LAUREL PORTER (*University of South Florida*, lporter1@mail.usf.edu) & Andrew Samaha

35. Teaching Individuals with an ASD to Tact and Comment on Emotions: An Evaluation of OiGO

TAYLOR RANDALL (*University of South Florida*, taylor.randall@hotmail.com), Catia Cividini-Motta, Raymond Miltenberger, & Kimberly Crosland

36. Teaching Individuals with an ASD to Tact and Comment on Emotions: An Evaluation of OiGO (C)

TAYLOR RANDALL (*University of South Florida*, taylor.randall@hotmail.com), Catia Cividini-Motta, & Natalie Mandel

37. The Effects of a Daily Behavior Report Card Intervention: Inclusion of a Peer Mediator Component

DEANNA CANFIELD (*University of South Florida*, dcanfield@mail.usf.edu)

38. Does Use of AACs with Children 0 to 5 with CP Help Develop Socialization?

AMANI MARAR (*University of North Florida*, amaniomamarar@gmail.com)

39. Comparison of Two Interventions to Decrease Social Media Screen Time

MARWA ABDELKADER (*Florida State University Panama City*, mna18i@my.fsu.edu), Leah Koehler, & Elaina Chason



Past Presidents

Nikki Dickens 2017-18
Corey Robertson..... 2016-17
Sharon Older 2015-16
Amy Polick 2014-15
Dawn Bailey..... 2013-14
Kevin Jackson 2012-13
Steve Coleman 2011-12
David A. Wilder..... 2010-11
Jan Montgomery..... 2009-10
Mary Riordan 2008-09
Tony Gelabert 2007-08
Karen Wagner 2006-07
Kevin Murdock 2005-06
Gretchen Thwing 2004-05
Tim Vollmer 2003-04
Jose Martinez-Diaz..... 2002-03
Al Murphy 2001-02
Michael Stoutimore 2000-01
Teresa Rodgers..... 1999-00

Patrick McGreevy 1998-99
James McGimsey..... 1997-98
Michael Hemingway..... 1996-97
Haydee Toro 1995-96
Judy Favell 1994-95
Steve Starin..... 1993-94
Brian Iwata..... 1992-93
Jerry Shook..... 1991-92
Bill Wolking 1990-91
Brian Jacobson 1989-90
Shari Titus 1988-89
Maxin Reiss 1987-88
Rusty Clark..... 1986-87
Jon S. Bailey 1985-86
Gary Jackson 1984-85
Jim Johnston 1983-84
Jerry Martin..... 1982-83
Hank Pennypacker 1981-82
Nate Azrin..... 1980-81

Friday Morning

7:00 AM - 5:30 PM

FABA Store & Packet Pick Up
(Packet Pickup located in FABA store)

Gallery AB

7:00 AM - 5:30 PM

The FABA Expo

Tournament Hall

Breakfast sponsored by



In Tournament Hall 7-9 am

8:50 AM - 5:00 PM

Attendee Lounge
Sponsored by PBS



Patrons

7:00 AM – 7:50 AM

MEETING

Tournament A

#59 The Behavioral Yogi: Yoga for the Behavior Analyst

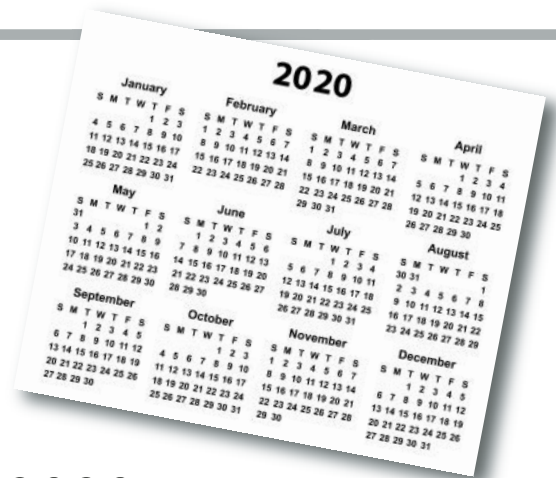
JANET VASQUEZ

Yoga has gained much interest and popularity due to its myriad health benefits. In addition to facilitating weight loss and increasing strength and flexibility, it facilitates the management stress, as well as improves brain function, cardiovascular health and immune functionality. Practitioners of yoga may initially be drawn to the physicality of the asana practice, but with continued practice, quickly discover that it is more than just a way to workout; it promotes awareness and facilitate one's well-being. This meeting will involve a 50-minute vinyasa practice in which attendees will learn to coordinate movement with breath as they move through asanas.



Janet Vasquez

Mark Your Calendars: Our 40th Anniversary



Florida Association for
Behavior Analysis

Sept 16 - 19, 2020

Friday Morning

8:00 AM – 9:20 AM

SYMPOSIUM

Track: ED

Tournament A

1.5 CEU- BA

#60 Implementation of Teacher Consultation in Public Schools

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

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

This symposium presents school-based intervention studies focused on teacher consultation to assist public school teachers in creating a classroom context where they use positive, proactive behavior management strategies to foster success for students with behavioral difficulties. Study 1 promoted equity in teachers' use of behavior-specific praise through self-monitoring and performance feedback. Studies 2 and 3 used the Prevent-Teach-Reinforce consultation model to improve classroom behavior of students with behavioral difficulties. Study 4 focused on promoting positive teacher interactions with students and decreasing student off-task behavior through teacher training on using DRO and response cost token economy as a class-wide intervention.



Kwang-Sun Blair



Rose Iovannone

a. Promoting Equity in Teachers' Use of Behavior Specific Praise with Self-Monitoring and Performance Feedback

Ashley Knochel (*University of South Florida*), Kwang-Sun Blair (*University of South Florida*), ANNA RANDAZZO (*Pasco County Schools, arandazz@pasco.k12.fl.us*)



Anna Randazzo

b. Using the Prevent-Teach-Reinforce for Secondary (PTR-SEC) Model for High School Students with Autism Spectrum Disorders

DEANNA DEENIHAN (*University of South Florida, ddeenihan@mail.usf.edu*), Kwang-Sun Blair (*University of South Florida*),



Deanna Deenihan

c. Using DRO and Response Cost as a Class-Wide Intervention to Improve Student and Teacher Behaviors

Monika Bardzilauskaite (*University of South Florida*), RACHEL SCALZO (*University of South Florida, rscalzo@usf.edu*), Kwang-Sun Blair (*University of South Florida*)



Rachel Scalzo

d. Implementation of the Prevent-Teach-Reinforce Model within Multi-tiered Systems of Support for Elementary School Students with Problem Behavior

SOFIA REYES (*University of South Florida, sofiar@mail.usf.edu*), Kwang-Sun Blair (*University of South Florida*)



Sofia Reyes

fabaworld.org



Friday Morning

8:00 AM – 8:50 AM PAPER Track: DD Heritage AB 1.0 CEU - BA

#61 Effective Methods for Teaching Sexual Expression: Do and Don't Strategies

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

MELISSA DELGADO (Positive Behavior Supports, mdelgado@teampbs.com)

This session will be delivered in Spanish. As the population we serve develops, critical skills are lacking in the areas of safe sexual expression. It is difficult for caregivers of persons with or without disabilities to address these concerns. This presentation is applicable across populations. We will describe basic components of sociosexual training using the principles of Behavior Analysis. We will specify the role of caregivers in training such skills while identifying special considerations. Participants will become familiar with developing a sociosexual skills training plan and we will discuss the value of using Behavioral Skills Training to prevent sexual abuse.



Claudia Axelrod



Melissa Delgado

8:00 AM – 9:20 AM SYMPOSIUM Track: AUT Heritage CDE 1.5 CEU-BA

#62 Stimulus-Stimulus Relations in Preference and Acquisition Contexts and Their Implications for Practice

CHAIR: NATHALIE FERNANDEZ (University of Florida, nath363@ufl.edu)

DISCUSSANT: YANERYS LEON (University of Miami, yxl1611@miami.edu)

Respondent and operant relations between stimuli play an important role in most behavioral preparations. Presenters in this symposium explored stimulus-stimulus relations in contexts that include establishing conditioned reinforcers, shifting preferences, and establishing novel vocal responses. One study evaluated the substitutability of preferred snack foods with topographically similar, healthy alternatives. Another evaluated the effectiveness of various stimulus-pairing procedures to establish tokens as conditioned reinforcers. The third examined the effects of varying inter-trial and inter-stimulus intervals on elicited vocalizations. The last assessed the effects of video modeling on reinforcer valuation. All are discussed in terms of their implications for practice.



Nathalie Fernandez



Yanerys Leon

a. Substitutability of Healthier Alternatives for Edible Reinforcers in Children with ASD

SARAH WEINSZTOK (University of Florida, sweinsztok@ufl.edu), Iser DeLeon (University of Florida), Kissel Goldman (University of Florida)



Sarah Weinsztok

c. Effects of Video Modeling on the Preference and Reinforcer Value of Low-Preference Toys

CYNTHIA LIVINGSTON (University of South Florida, livingcy@kennedykrieger.org), Andrew Samaha (University of South Florida)



Cynthia Livingston

b. Best practice for Token Training: Comparison of Conditioning Procedures for Tokens

TRACY ARGUETA (University of Florida, tracyargueta@ufl.edu), Iser DeLeon (University of Florida), Yanerys Leon (University of Miami)



Tracy Argueta

d. Varying Inter-Stimulus and Inter-Trial Intervals During Stimulus-Stimulus Pairing: A Translational Extension of Autoshaping.

April Williams (Rollins College), PATRICIA EBERHARDT (Rollins College, peberhardt@rollins.edu)



Patricia Eberhardt

Friday Morning

8:00 AM – 9:20 AM

SYMPOSIUM

Track: OBM

Masters ABCD

1.5 CEU-BA

#63 Improving Staff Performance Using Behavior-Analytic Procedures

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

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

This symposium will include three presentations on improving staff performance using behavior-analytic procedures. First, a study assessing therapist preference of reinforcers will be described. Second, the effects of video modeling with and without self-evaluation on staff training will be described. Finally, a study using video modeling to improve staff implementation of the PEAK Relational Training System will be described. A discussant will highlight important features of these talks.



Faris Kronfli



David Wilder

a. Using Video Modeling to Improve Staff Implementation of the PEAK Relational Training

KELSIE THOMPSON (*BCOTB*, kelsielthompson@gmail.com), Kimberly Crosland (*University of South Florida*)



Kelsie Thompson

c. What do You Want to Work for? Assessing Therapist Preferences for Potential Workplace Reinforcers

STEPHANIE KINCAID (*Rollins College*, skincaid@rollins.edu)



Stephanie Kincaid

b. The Effects of Video Modeling with and without Self-Evaluation on Staff Training

STEPHANIE LLANES (*University of Miami*, sel99@miami.edu), Gabriela Baralt (*Florida International University*), Elaine Española (*University of Miami*), Melissa Hale (*University of Miami*), Yanerys Leon (*University of Miami*), Anibal Gutierrez (*University of Miami*)



Stephanie Llanes



*Dedicated to
Protecting Your Right
to Practice*

Friday Morning

8:00 AM – 9:20 AM

SYMPOSIUM

Track: DD

Masters E

1.5 CEU-BA

#64 Hello, I'm your Student...Have you Noticed me?

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

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

Behavior analysts frequently say "the rat is always right" or "the learner is always right" but do not always focus their attention on the behavior and responding of the student in the moment to determine how to apply the science of behavior analysis. This symposium opens with a discussion of how behavior analysts can encourage more responsive teaching with their learners, provides resources for accomplishing this task, provides an overview of how to respond to data using the Standard Celeration Chart to adjust teaching procedures, and presents a case study focusing on incorporating the learner to develop intervention.



Megan Miller



Baker Wright

a. Death by protocol: Training Caregivers to Think Like Behavior Analysts

MEGAN MILLER (*Navigation Behavioral Consulting, mmillernbc@gmail.com*)



Megan Miller

c. Touchdown: Capitalizing on Client Interest

CLAIRE ELLIS (*Navigation Behavioral Consulting, cellis@navigationaba.com*)



Claire Ellis

b. Measurement to Empower Moment-To-Moment Decision Making

SHELBY GUNDLING (*Central Reach, shelby.gundling@centralreach.com*)



Shelby Gundling

d. Good teacher Repertories to Improve Client Outcomes

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



Steven Ward

Want to Be Involved? Have a Voice?

*Don't Miss the
Annual FABBA Business Meeting*

Friday at the Conclusion of the Presidential Address



Friday Morning

8:00 AM – 8:50 AM

MEETING

Players BC

#65 Local Chapters Meeting

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

This meeting is for the local chapters of FABAA to meet to discuss upcoming plans.



Kim Lucker-Greene

8:00 AM – 8:50 AM

PAPER

Track: AUT

Champions EFGH

1.0 CEU - BA, MH, PSY

#66 Get a Life! Creating the Appropriate Environment for Teaching Adolescents with Autism

VINCENT LAMARCA (*Applied Behavior Center for Autism, vince@appliedbehaviorcenter.org*)

JENNIFER LAMARCA (*Applied Behavior Center for Autism, jennl@appliedbehaviorcenter.org*)

Tools like EFL and AFLS remind us that treatment for older children with ASD should not look the same as treatment for younger children. We not only need to reflect on what we teach, but also how we teach. Randomness vs. routine, choice vs. control, and independence vs. interdependence are all relevant factors in treatment and meaningful outcomes (Bannerman, Sheldon, Sherman, & Harchik, 1990; Bal et al., 2017). This presentation will describe important factors to consider and practical strategies to implement when treating adolescents with ASD. The experience of a large Midwest organization will be used as a case study.



Vincent LaMarca



Jennifer LaMarca

8:00 AM – 8:50 AM

PAPER

Track: SUP/ETH

Champions ABCD

1.0 CEU – BA, ETH, MH, PSY, SUP

#67 Answering Ethics Questions About Supervision: Straight from the ABA Ethics Hotline

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

JON BAILEY (*Florida State University, jonbailey1@mac.com*)

Supervision is one of the most difficult tasks that any behavior analyst will engage in since it involves managing a supervisee who may be facing many challenges on a job that is very new to them as well as staying within the parameters of Ethics Code 5.0 and withstanding pressures from their clinical director to produce evermore billable hours. In this paper we will discuss questions received through the ABAethicsHotline.com from RBTs as well as BCBAs in 2018 and 2019 that capture the pressures and pitfalls of ethical supervision.



Yulema Cruz



Jon Bailey

Friday Morning

9:00 AM – 9:50 AM

PAPER/MEETING

Track: ETH

Heritage AB

1.0 CEU - BA, ETH

#68 Accountability in Professional ABA Practice: The Multicultural SIG Meeting

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

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

Recently, the field of ABA has been tarnished by fraudulent and deficient practices. As a result, multicultural communities have been adversely impacted by lack of provider compliance. In addition, caregivers' limited awareness and in some cases misconceptions about the practice of ABA have allowed the proliferation of unethical service delivery. The continuous misuse of fiscal resources will result in direct harm to individuals needing services and damage the credibility of our field. This meeting will focus on raising awareness of the aforementioned issues for both providers and recipients. Our goal is to incite a movement toward increasing ethical multicultural professionals.



Haydee Toro



Yulema Cruz

9:00 AM – 9:50 AM

PAPER

Track: DD

Players BC

1.0 CEU - BA

#69 Beyond the Freedom and Dignity of Social Media

CHRIS STABLE (*Keiser University, stabilecm@yahoo.com*)

Show how the effects of social media fit within the work of Beyond Freedom and Dignity. Terms of freedom, dignity, free will and determinism will be discussed within the context of how users of social media demonstrate the “happy slave” that Skinner noted in this work. Will discuss how social media expands the world of the user; yet, at the same time, through “big data,” limits the environment and responses via targeted ads, news and information. Thus, the more access to social media and the more the user engages, the less free that individual becomes. Self-control will also be explored.



Chris Stable

9:00 AM – 9:50 AM

PAPER

Track: MH

Champions EFGH

1.0 CEU – BA, MH, PSY

#70 Resistance is Functional! Analyzing, Preventing & Correcting Caregiver Nonadherence

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

CHRIS MCGINNIS (*McGinnis Behavioral, chris@mcginnisbehavioral.com*)

In this time of belt-tightening, we should all be looking for more cost-efficient ways to reach client goals. One approach likely to make a big impact is training parents to be the “behavior technician” for their own children, whenever possible. For most children, parents can be trained in the behavioral interventions necessary to create (not just maintain) behavior change. With parents as change agents, we can reach goals far more quickly while making those RBT hours count across many more clients. One of the biggest obstacles to this model, however, is caregiver nonadherence with strategies shared with them. In a remarkably insightful article, Allen and Warzak (2000) emphasized the need to analyze the contingencies that influence caregiver behavior in order to increase treatment adherence. This presentation will describe and analyze clinical examples of caregiver nonadherence, then provide suggestions for interventions that are based on the analysis, including strategies to prevent caregiver inconsistency and “resistance.”



Sharon Older



Chris McGinnis

INVITED SPEAKER

9:00 AM – 9:50 AM

INVITED

Track: CA

Champions ABCD

1.0 CEU-BA

#71 A Game-Design Approach to Healthy Eating in Children

GREGORY MADDEN (*Utah State University*, greg.madden@usu.edu)

INTRODUCED BY: AMY POLICK

This 50-min talk reviews the empirical studies, mostly conducted by nutritionists, designed to improve children's dietary choices in school. These studies overly rely on self-report measures and rarely evaluate long-term efficacy of their large, sometimes expensive, interventions. Behavioral and behavioral-economic interventions have a better track record and these methods/data are discussed. The best outcomes are obtained with incentives (e.g., the Food Dudes program of Horne & Lowe) but their operating costs are a barrier to wide-spread adoption. Our research group has explored the efficacy of virtual incentives embedded within a cooperative game played in elementary schools. Four of these game-based studies will be reviewed that collectively demonstrate significant, lasting, and meaningful improvements in dietary decision making.



Gregory Madden

Author Bio:

Dr. Madden received his training from the University of North Texas, West Virginia University, and the University of Vermont. His research falls under the umbrella of behavioral economics. He is currently investigating methods for reducing impulsivity, promoting resiliency, and using game-design principles to improve children's health decision-making. These research lines have been supported by over 4.5 million dollars in grants from the National Institute on Drug Abuse, the National Institute for Child Health and Development, and the US Department of Agriculture. Dr. Madden he has published more than 100 peer-reviewed papers and book chapters, which have been cited more than 7,500 times. From 2011 until 2015, he served as the Editor of the Journal of the Experimental Analysis of Behavior and he is a regular grant reviewer for the National Institutes of Health. He has published a handful of edited books including the two-volume APA Handbook of Behavior Analysis, and is currently co-writing an introductory Behavior Analysis textbook. In his free time, he and his wife ski and hike the mountains of Northern Utah.

Sponsor of The FABA Student Research Award

B.F. Skinner Foundation



www.bfskinner.org

Friday Morning

9:30 AM – 10:50 AM SYMPOSIUM *Track: AUT Tournament A 1.5 CEU – BA*

#72 Assessing and Treating Stereotypy in Children with Autism Spectrum Disorder

CHAIR: **KRISTIN ALBERT** (*The Scott Center for Autism Treatment, kalbert2015@my.fit.edu*)

DISCUSSANT: **CATIA CIVIDINI-MOTTA** (*University of South Florida, catiac@usf.edu*)

This symposium comprises four talks on assessing and treating motor stereotypy in children with autism. The first presentation will describe an assessment to determine the extent to which stereotypy interferes with learning and communication, with recommendations for when to intervene. The second presentation will discuss an intervention to reduce vocal stereotypy and the third presentation will show a component analysis of interventions to reduce stereotypy, with both focusing on the effects of stereotypy upon skill acquisition. The final presentation will describe the effects and maintenance of various treatments on toe walking, with implications for mitigating treatment relapse.



Kristin Albert



Catia Cividini-Motta

a. Evaluating the Effects of Access to Music on Vocal Stereotypy and Skill Acquisition

Joel Greenbaum (*University of South Florida*), Catia Cividini-Motta (*University of South Florida*), **NATALIE MANDEL** (*University of South Florida, nmandel1@mail.usf.edu*)



Natalie Mandel

c. To What Extent Do Practitioners Need to Treat Stereotypy During Academic Tasks?

JENNIFER COOK (*University of South Florida, jlc6@mail.usf.edu*), John Rapp (*Auburn University*)



Jennifer Cook

b. Assessing the Interference of Stereotypy in Academic Engagement and Communication

KIMBERLY SLOMAN (*The Scott Center for Autism Treatment, ksloman@fit.edu*), Carolyn Ritchey (*The Scott Center for Autism Treatment*), Kristin Albert (*The Scott Center for Autism Treatment*), Kacie McGarry (*Florida Institute of Technology*), Amber Lampert (*The Scott Center for Autism Treatment*)



Kimberly Sloman

d. Evaluating Effectiveness and Maintenance of Interventions to Decrease Toe Walking

Stephanie Brand (*The Scott Center for Autism Treatment*), Nicole Adriaenssens (*Florida Institute of Technology*), **JAIME ALBA** (*The Scott Center for Autism Treatment, jrus2015@my.fit.edu*), Corina Jimenez-Gomez (*Auburn University*), Christopher Podlesnik (*Auburn University*)



Jaime Alba

Visit the FABAs Store in Gallery AB for Last minute FABAs Gear!



Friday Morning

9:30 AM – 10:50 AM PAPER Track: CA Heritage CDE 1.5 CEU-BA, MH, PSY

#73 Special Topics in Community Applications: Department of Juvenile Justice

CHAIR: SAMANTHA FUESY (*Adapt & Transform Behavior, LLC*, sfuesy@atbx.org)

Application of Applied Behavior Analysis to the Juvenile Justice Population

VANESSA BETHEA-MILLER (*Bethea-Miller Behavioral Consulting*, vanessa@bethea-millerbehavioralconsulting.org)

Juvenile delinquency continues to be a socially significant problem for society. Historically, juvenile offenders are punished with residential placement, heavy monitoring, etc. Reliance on these measures results in public monies being spent on detention centers, probation services, etc.; however, there is no research to support these systems. One approach to crime prevention and reduction in recidivism with substantial research of its effects in other populations is ABA. ABA can contribute to the juvenile justice population in various ways which align with the dimensions originally described by Baer, Wolf, & Risley (1968).



Samantha Fuesy



Vanessa Bethea-Miller



Emily Kieffer

ABA & Florida Department of Juvenile Justice: Part 1

SAMANTHA FUESY (*Adapt & Transform Behavior, LLC*, sfuesy@atbx.org)

EMILY KIEFFER (*Adapt & Transform Behavior*, ekieffer@atbx.org)

The Florida DJJ requested assistance in creating an effective behavior management system that can be implemented in detention centers state-wide. The department aims to create a shift in the current culture, reducing an over reliance on punitive consequences by training staff on the science of behavior. The BCBA's developed and implemented a FW-PBIS system, including RBT positions within the DJJ setting. The BCBA's will discuss procedures used, progress made, obstacles that had to be overcome and future opportunities for ABA and research projects.

Platinum FABAs Sponsors:

CentralReach



CodeMetro

DataFinch
TECHNOLOGIES

Reaching
Milestones®

INVO
BEHAVIOR AND
THERAPY SERVICES



BREAKTHROUGH
BEHAVIOR

bcotb
Collaborative Analysis - Individualized Care

ABA
SOLUTIONS

ABA Technologies®
IMPROVING LIVES THROUGH THE SCIENCE OF BEHAVIOR

ACE
ABA Software
System

SORT

pbs
Leaders in behavior
analysis services

Applied Behavior Center for Autism



New Way Day Services, Inc.

Portia
ABA Clinic Software

Friday Morning

9:30 AM – 10:50 AM

SYMPOSIUM

Track: ETH

Masters ABCD

1.5 CEU- BA, ETH

#74 A Global Approach to Ethics: Making Decisions Regarding Providers, Parents & Payors

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

DISCUSSANT: **MARTA “TIKI” FIOL** (*Teaching Interventions Keeping Individuality, Inc.*,
tikifiol1@gmail.com)

This symposium will discuss a multifaceted approach for ABA professionals. Three individual presentations will illuminate important areas in which challenges exist related to making decisions that work for all stakeholders, from RBTs to parents to public and private payor sources. Ideas for procedural practices will be discussed in terms of ensuring best practices among behavior analytic service providers and agencies. We hope to generate a thought provoking discussion about important aspects of applying our science in the most responsible and ethical manner.



Kim Lucker-Greene



Tiki Fiol

a. Making Ethical Decisions Regarding Parents and Caregivers Involved in the Therapeutic Process

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



Kim Lucker-Greene

c. Making Ethical Decisions Regarding Providers of ABA Services

KELLI ARMSTRONG (*JSA Clinical Group*,
karmstrong@jsakids.org)



Kelli Armstrong

b. Making Ethical Decisions Regarding Public and Private Payor Sources

JESSICA O'LEARY (*JSA Clinical Group*,
joleary@jsakids.org)



Jessica O'Leary

Give Us Your Feedback

**Have Suggestions to Improve the Conference?
Want to Provide Comments on a Presentation?**

Fill out a comment card at the FABA Help Desk outside of the Masters Ballroom,
or visit https://faba.memberclicks.net/faba19_feedback

Friday Morning

9:30 AM – 10:50 AM

SYMPOSIUM

Track: DD

Masters E

1.5 CEU-BA

#75 Recent Research on Preference Assessment for Individuals with Developmental Disabilities

CHAIR: **YANERYS LEON** (*University of Miami*, yx11611@miami.edu)

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

This symposium will present on recent research as it relates to preference assessment for individuals with intellectual and developmental disabilities. First, Hannah MacNaul will provide a synthesis of research on stability of preference over time. Second, Marie Gilbert will present on the correspondence between motor and vocal preference assessments. Next, Stephania Patin will present on the influence of frequent preference assessment on the rate of skill acquisition within the context of discrete trial teaching. Finally, Justine Henry will present on assessing social preferences for individuals with autism spectrum disorder.



Yanerys Leon



Iser DeLeon

a. Preference Stability Across Repeated Administrations: A Systematic Review and Meta-analysis

HANNAH MACNAUL (*University of South Florida*, Hmacnaul@mail.usf.edu), **Catia Cividini-Motta** (*University of South Florida*), **Shannon Wilsons** (*University of South Florida*)



Hannah MacNaul

c. Evaluating Correspondence Between Preference Assessments Requiring Motor and Vocal Responses

MARIE GILBERT (*Rollins College*, mngilbert@rollins.edu), **April Williams** (*Rollins College*)



Marie Gilbert

b. Evaluating the Effects of Initial Versus Frequent Preference Assessments on Skill Acquisition

STEPHANIA PATIN-BARATZ (*Florida Institute of Technology*, spatin2013@my.fit.edu), **Yanerys Leon** (*University of Miami*), **Claudia Campos** (*University of South Florida*), **Anibal Gutierrez** (*University of Miami*), **Iser DeLeon** (*University of Florida*)



Stephania Patin-Baratz

d. A Preference Assessment Protocol for Social Interactions

JUSTINE HENRY (*The Scott Center for Autism Treatment*, jhenry@fit.edu), **Luiz de Freitas** (*The Scott Center for Autism Treatment*), **Michael Kelley** (*The Scott Center for Autism Treatment*)



Justine Henry

Join Your Local Chapter on ...

*Search for your local chapter
on Facebook Today!*



Friday Morning

10:00 AM – 10:50 AM

SYMPOSIUM

Track: DD

Heritage AB

1.0 CEU - BA

#76 Treatment of Problem Behavior During Transition and Wait Periods

CHAIR: TRACY ARGUETA (*University of Florida*, tracyargueta@ufl.edu)

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

In this symposium, presenters will discuss research on problem behavior during transitions and waiting in individuals with developmental disabilities. The authors will present the results of a systematic assessment of the effects of unpredictability in routines on problem behavior and compliance, and on the development and evaluation of an indirect assessment to determine initial and terminal wait times for a treatment to increase waiting and reduce problem behavior. Additionally, the symposium will include an assessment of the effects of transitioning between low-, moderate-, and high-preference activities on escape-maintained problem behavior and differences in subsequent treatments for different types of transitions.



Tracy Argueta



Faris Kronfli

a. The Establishing Effects of Task Preference on Escape-Maintained Destructive Behavior During Transitions

ANDREW BONNER (*University of Florida*, acbonner@ufl.edu), Nathalie Fernandez (*University of Florida*), Elizabeth Schieber (*University of Florida*), Kissel Goldman (*University of Florida*), Iser DeLeon (*University of Florida*)



Andrew Bonner

c. Waiting Assessment Interview Tool: Validation and Usage

CLAUDIA CAMPOS (*University of South Florida*, claudia24@mail.usf.edu), Leslie Singer (*University of South Florida*), Jennifer Weyman (*University of South Florida*), Anna Garcia (*University of South Florida*)



Claudia Campos

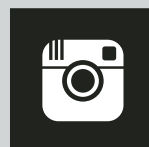
b. A Preliminary Investigation of the Effects of Unpredictability During Transitions on Problem Behavior and Compliance

IVAN DEVEAUX (*University of Miami*, ideveaux@miami.edu), Yanerys Leon (*University of Miami*), Adam Brewer (*Florida Institute of Technology*), Mallory Fandal (*Florida Institute of Technology*)



Ivan Deveaux

Tell Us What You Loved About #faba19



Use the Official Conference Hashtag

Friday Morning

10:00 AM – 10:50 AM PAPER *Track: ETH* *Players BC* 1.0 CEU-BA, ETH, SUP

#77 Responsible Supervision of RBT Ethics and Preparing for Upcoming Changes, November 2019

JACQUELINE KORNER (*Positive Behavior Treatments Inc.*, jkorner@hotmail.com)

MELANIE KORNER (*Positive Behavior Treatments Inc.*, korner.melanie@gmail.com)

MAXIME KORNER (*University of Florida*, maximek@ufl.edu)

This presentation will be held in Spanish for the Special Interest Group. The following presentation will emphasize the importance of responsible supervision of the Registered Behavior Technicians. It will explain how to become a Registered Behavior Technician (RBT), the purpose of this entry level position to provide behavioral services and why it was created. Additionally, it will discuss how to appropriately train and supervise RBTs, as well as the new RBT Code of Ethics, how to have supervision/communication through all the levels of certification. Finally, we will discuss how to prepare for the upcoming changes for RBTs and supervision 11/2019.



Jacqueline Korner



Melanie Korner



Maxime Korner

10:00 AM – 10:50 AM PANEL *Track: PRO* *Champions EFGH* 1.0 CEU - BA

#78 An Important Perspective: A Panel of Recipients of Behavior Analysis Service

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

It is important for providers to hear from the perspective of the recipients of behavior analysis services. This panel will be comprised of parents of individuals who have benefitted from ABA services for a discussion of what mattered, what worked, and what did not. There is a distinctive difference in the product of quality behavior analysis. The panel, led by a BCBA, will help to describe these differences experienced from their side and how Behavior Analysts can improve their practices to deliver more effective and meaningful services.

Special Parent Panelists will join Dr. Wright



Baker Wright

Friday Morning

10:00 AM – 10:50 AM

PAPER

Track: SUP/ETH

Champions ABCD

1.0 CEU – BA,SUP

#79 Tough Talks – Strategies for Delivering Feedback for Poor Performance

PAUL GAVONI (*Brett DiNovi and Associates, gavonip@hotmail.com*)

ANIKA COSTA (*Positive Behavior Supports, Corp., anikacosta@icloud.com*)

Whether you are a practitioner, supervisor, manager, or leader, there are certain conversations we all dread: the ones that require us to provide some sort of corrective feedback for poor performance or unwanted behavior. If action isn't taken, something regretful might happen as often the price of NOT having these "Tough Talks" can be far costlier than the temporary discomfort that may be experienced when having them. This presentation will provide strategies for providing difficult feedback to correct unwanted behavior, improve performance, and achieve outcomes in a way that strengthens, as opposed to damages relationships.



Paul Gavoni



Anika Costa

Hang Out with FABAs Health, Fitness, and Sports SIG for Lunch Friday!

Look for the SIG's activities!

Win a Fitbit (*to be raffled during lunch*)!

#FABAFITNESS

Find the SIG on Instragram @HFS_FABA



AccuPoint

HEALTH CARE AND HUMAN SERVICE TECHNOLOGY SOLUTIONS

Data Collection, Scheduling, Billing, Payroll, Parent Portal

Accupoint is now integrating Catalyst Data Collection with our system. For more information regarding the integration, stop by our booth and make sure to ask about special pricing!

1 (888) 974-7081 • www.accupointmed.com

PRESIDENTIAL ADDRESS AND ANNUAL BUSINESS MEETING

11:00 AM – 12:30 PM GENERAL SESSION *Track: PRO* *Champions Ballroom* 1.0 CEU – BA,MH,PSY

#80 The Prestige of Behavior Analysis

ANDREW HOUVOURAS (*Florida Institute for Technology, ahouvouras@fit.edu*)

INTRODUCED BY: NIKKI DICKENS

Those who foster behavior change in the most unlikely and difficult of circumstances are often viewed as being endowed with magic or superpowers. What is perceived as the supernatural, when the curtains are pulled back and masks removed, are our true identities: dedicated, kind, committed individuals who rely on the science of behavior analysis to help bring about socially significant behavior change. The reality is behavior analysts are not prestidigitators. The prestige of behavior analysis, rests not in slight of hand but in perseverance and good practices. The prestige of behavior analysis is revealed through the astounding, miraculous, small changes made by behavioral science, conjured by behavioral scientists daily.



Andrew Houvouras

Bio:

One of 5 boys born to Jane and Drew Houvouras, Andrew was raised to believe in helping others. A behaviorist for much of his life, Andrew has served in some behavioral capacity since 1987 when he was introduced to Henry, the first individual he met with autism. "It was life changing how much he and his family shaped my life." A behavior analyst in residential treatment, he also worked for 17 plus years in the Brevard Public Schools system prior to joining the School of Behavior Analysis at the Florida Institute of Technology as the Director of Experiential Training. A longtime co-instructor in FIT/ABA Technologies applied behavior analysis courses, he finds teaching and supervision to be particularly reinforcing career choices. "I owe so much to applied behavior analysis. Without it, I wouldn't have met my wife and then had the family I have." Rayna Houvouras is an LMHC, BCaBA and Certified Addiction Professional who has raised two sons, Preston and Kooper, with Andrew. "It's very fulfilling having a wife and children who are smart enough to challenge you to think outside your box and have your back no matter what. They give great meaning to my life."

Friday Afternoon

12:00 – 12:30 PM

FABA's Annual Business Meeting will begin at the conclusion of the Presidential Address

12:30 PM-1:30 PM

VIP LUNCHEON

Players BC

#81 Presidential Luncheon

FABA VIPs and Invited Speakers are invited to join incoming President Yulema Cruz and the FABA Board as they celebrate Immediate Past-President Andrew Houvouras

1:30 PM– 2:20 PM

PANEL

Track: BP

Tournament A

1.0 CEU -BA

#82 How to open your own ABA company! Do's and Dont's Legally, Financially and Clinically

CHAIR: **VANESSA CABRERA** (*President and Owner: Limitless Learning ABA,*
Vanessa@limitlesslearningaba.com)

Many BCBA's dream of opening their own ABA practice. However, being a BCBA does not give you the training or education to understand legal issues, finance management, staff management, and the many other roles involved in transitioning from a BCBA into a CEO. In this panel you will hear 3 perspectives, that of a BCBA who opened an in home ABA practice, an attorney specializing in work with ABA companies and a CPA specializing in finance management of ABA companies. You will have access to legal and financial advice as well as hear the mistakes you should avoid to be successful in opening your own ABA practice.



Vanessa Cabrera

NINA MALAGIC (*Positive Behavior Supports,* nmalagic@gmail.com)

PAUL CRUCET (*Florida State University Panama City,*
pcrucet@stearnsweaver.com)

JOHANNA EDDY (*Florida State University Panama City,*
jmeddy@eddyadvisory.com)



Nina Malagic



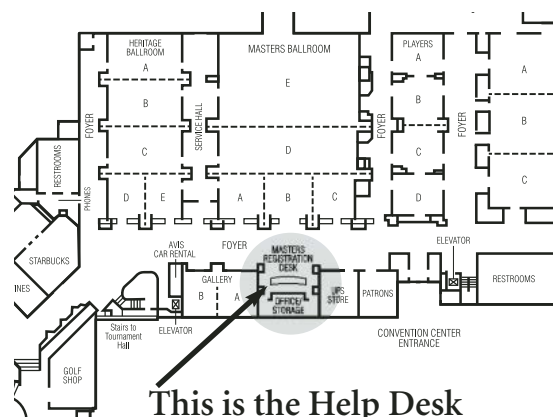
Paul Crucet



Johanna Eddy

Help Desk is Located Outside of Masters Ballroom

Questions about CEUs,
Checking In and Out, Registration, etc



Friday Afternoon

1:30 PM – 2:50 PM

SYMPOSIUM

Track: ETH

Heritage AB

1.5 CEU-BA, ETH

#83 The Ethics of Functional Analysis: Implementation Challenges and Practical Solutions

CHAIR: **MICHAEL WEINBERG** (*Amego, Inc.*, mweinberg2007@att.net)

DISCUSSANT: **MELISSA OLIVE** (*Applied Behavioral Strategies*, missy@appliedbehavioralstrategies.com)

Given the current ethical standard to conduct a functional assessment when addressing problem behavior, there are a myriad of challenges for practitioners in applied settings to conduct such an assessment consistent with evidence-based practices. Ethically, we are bound to conduct the most efficient, evidence-based assessment to find the function and other maintaining variables for problem behavior then devise a plan that is most likely to be effective. This symposium will provide an overview of several perspectives by the presenters regarding ethical and legal challenges to conducting functional assessments in applied settings and offer potential practical solutions for practitioners.



Michael
Weinberg



Missy Olive

a. The Ethics of Functional Analysis: Implementation Challenges and Ethical Considerations

MICHAEL DORSEY (*Amego, Inc.*, mdorseylab1@gmail.com), Mary Jane Weiss (*Endicott College*)



Michael Dorsey

d. Ethical Considerations in the Absence of State Regulations: Relying Heavily on the Ethical Code

RON DEMUESY (*Dublin City Schools*, demuesy_ron@dublinschools.net)



Ron Demuesy

b. Molecular Functional Analysis: What It Is and How to Do It

WILLIAM MARSH (*Brevard Public Schools*, billm001@hotmail.com)



William Marsh

e. Analyzing Consent: Ethical Practice in Assessment

ANN BEIRNE (*Global Autism Project*, ann@globalautismproject.org)



Ann Beirne

c. Ethical Challenges to Functional Analysis and Potential Practical Solutions

MICHAEL WEINBERG (*Amego, Inc.*, mweinberg2007@att.net)



Michael
Weinberg

Friday Afternoon

1:30 PM – 2:50 PM

PAPER

Track: CA

Heritage CDE

1.5 CEU- BA, MH, PSY

#84 Behavior Analysis in Child Welfare: An Innovative Approach to Restoring Protective Capacities

KARIN TORSIELLO (*Behavior Basics, Incorporated*,
ktorsiello@behaviorbasicsinc.com)

PAULA LEONARDO (*Behavior Basics, Incorporated*,
pleonardo@behaviorbasicsinc.com)

ANGELIQUE WALSH (*Behavior Basics, Incorporated*,
awalsh@behaviorbasicsinc.com)

Evaluating the effectiveness of Parenting Program in Child Welfare aimed at reducing child abuse and increasing positive parenting practices. Data from this program reveals that outcome measures are statistically significant: Post Test results, reduction in target behaviors, positive to negative interaction ratios, Parental Stress Index scores and recurring verified maltreatments. This project revealed an effective clinical parent training program with multiple outcome measures and results which positively impact the child welfare system of care.



Karin Torsiello



Paula Leonardo



Angelique Walsh

Need to Add the CEU Flat Rate?

<https://faba.memberclicks.net/ceus>

Stop by the help desk
outside of the Heritage
Ballroom for assistance
with CEU helper or
adding the CEU package.

\$85

*Only Professional Members can
Accrue BA CEUs.*

The \$85 CEU Flat Rate covers all BA
CEUs earned at FABA '19

*For MH, PSY CE, please see
page 37 for more info.*

Friday Afternoon

1:30 PM – 2:50 PM

SYMPOSIUM

Track: TCP

Masters ABCD

1.5 CEU-BA

#85 Translational Evaluations of Response Persistence and Relapse

CHAIR: **BRIANNA LAUREANO** (*University of Florida*, blaureano4@ufl.edu)

DISCUSSANT: **STEPHANIE KINCAID** (*Rollins College*, skincaid@rollins.edu)

This symposium includes four presentations, each on translational arrangements evaluating variables that affect response persistence and relapse. The first presentation will examine the effects of duration of reinforcement on behavior subsequently exposed to resurgence contingencies. The second presentation will describe super-resurgence and ways to mitigate it. The third presentation will share the effects of various interruptors on response persistence. The fourth presentation will discuss a quantitative analysis of time-out calling in college basketball. Finally, Dr. Stephanie Kincaid will discuss the collective findings and provide directions for future research.



Brianna Laureano



Stephanie Kincaid

a. Translational Evaluation of History Effects on Resurgence

PAIGE TALHELM (*University of South Florida*, talhelm@mail.usf.edu), Sarah Bloom (*University of South Florida*), Anthony Concepcion (*University of South Florida*), Andrew Samaha (*University of South Florida*)



Paige Talhelm

c. Translational Evaluation of Various Interruptions on Response Performance During Delayed MTS Tasks.

JUSTINE HENRY (*The Scott Center for Autism Treatment*, jhenry@fit.edu), Luiz de Freitas (*The Scott Center for Autism Treatment*), Michael Kelley (*The Scott Center for Autism Treatment*)



Justine Henry

b. Translational Evaluation of Super-Resurgence and Mitigation Techniques

RACHEL THOMAS (*Florida Institute of Technology*, thomasr2016@my.fit.edu), Luiz de Freitas (*The Scott Center for Autism Treatment*), Justine Henry (*The Scott Center for Autism Treatment*), Michael Kelley (*The Scott Center for Autism Treatment*), Ifeanyi Umeh (*Florida Institute of Technology*)



Rachel Thomas

d. An Analysis of Timeout Calling in College Basketball

LINDSAY LLOVERAS (*University of Florida*, llloveras@ufl.edu), Timothy Vollmer (*University of Florida*)



Lindsay Lloveras

fabaworld.org



Friday Afternoon

1:30 PM – 2:50 PM

SYMPOSIUM

Track: AUT

Masters E

1.5 CEU-BA

#86 Evaluating Interventions in the Treatment of Pediatric Feeding Disorders

CHAIR: VICTORIA RYAN (*Florida Institute of Technology*, vryan2016@my.fit.edu)

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

This symposium will provide data on several ongoing evaluations looking into the treatment of pediatric feeding disorders. These presentations will provide overviews on the behavioral approach to evaluating and treating different feeding issues commonly identified in children. Issues such as relapse, transitioning from a bottle to an open-cup, and expulsion of liquids. Presentations will provide a model for the treatment of food selectivity, discuss the generalization effects of feeding interventions, approaches to mitigating the return of inappropriate mealtime behavior following feeding treatment, as well as evaluating treatment components that may improve current feeding protocols.



Victoria Ryan



Anibal Gutierrez

a. Promoting Generalization and Mitigating Resurgence of Pediatric Feeding Problems

RONALD CLARK (*Florida Institute of Technology*, clarkr2016@my.fit.edu), Tiara Putri (*Florida Institute of Technology*), Ryan Walz (*Florida Institute of Technology*), Marissa Kamlowsky (*Florida Institute of Technology*), Corina Jimenez-Gomez (*Auburn University*), Christopher Podlesnik (*Auburn University*)



Ronald Clark

b. A Model for the Treatment of Food Selectivity

ANGIE VAN ARSDALE (*Rollins College*, avanarsdale@rollins.edu), Sarah Slocum (*Rollins College*), Kara Wunderlich (*Rollins College*)



Angie Van Arsdale

c. Renewal of Problem Behavior Associated with Drinking from an Open Cup

TONI LAMONICA (*The Scott Center for Autism Treatment*, tlamonica2013@fit.edu), Corina Jimenez-Gomez (*Auburn University*), Ronald Clark (*Florida Institute of Technology*), Christopher Podlesnik (*Auburn University*)



Toni LaMonica

d. A Comparison of Re-presentation and Modified Chin Prompt to Treat Different Topographies of Liquid Expulsion

VIVIAN IBAÑEZ (*University of Florida*, vibaney@ufl.edu), Kerri Peters (*University of Florida*), Timothy Vollmer (*University of Florida*)



Vivian Ibañez

Friday Afternoon

1:30 PM – 2:50 PM

PAPER

Track: ED

Players BC

1.5 CEU-BA

#87 Special Topics in Education

CHAIR: LILIANA DIETSCH-VAZQUEZ (*Integrative Methods*, liliana@integrativemethods.com)

Literacy Based Behavioral Interventions: The Role of Text, Visual Directions, and Behavioral Rehearsal

KELLY KEARNEY (*Florida Atlantic University*, kbrown65@fau.edu)

MICHAEL BRADY (*Florida Atlantic University*, mbrady@fau.edu)

Literacy Based Behavioral Interventions (LBBIs) form a class of teaching strategies that combine literacy with step-by-step directions, visual models, and behavioral rehearsal. LBBIs combine words and visuals in sequence that allow students to “see” and rehearse the steps to complete a task (Bucholz & Brady, 2008). A series of studies have explored the efficacy of these interventions as instructional strategies to teach new behaviors, skills, and routines. In these studies, the participants read personalized stories with adults or other children, and re-enacted the routines presented in the stories. The stories coupled with rehearsal were effective in increasing acquisition of targeted skills.



Kelly Kearney



Michael Brady



Liliana Dietsch-Vazquez

The Concept of Stimulus Control as the Common Denominator in Special Education Instructional Programming

LILIANA DIETSCH-VAZQUEZ (*Integrative Methods*, liliana@integrativemethods.com)

Behavior Analysts can assist special educators enhance the effectiveness of lesson plans by focusing on the core concept of stimulus control. In three separate studies, curriculum design for phonetic reading, comprehension skills, and communication skills, respectively, anchored around this concept. Data showed rapid acquisition of skills for each participant. Instructional sessions occurred in the classroom or summer camp following a behavioral skills training model. Systematic instructional sequences were designed considering competing responses, stimulus salience, and mediating responses. Results of these studies suggest that a curriculum based on the principles of stimulus control may help teachers create more effective lesson plans.

Check out the
Attendee Lounge

in the *Patrons* room

Hosted by



Friday Afternoon

1:30 PM – 2:50 PM

PAPER

Track: AUT

Champions EFGH

1.5 CEU - BA

#88 Special Topics in Autism Spectrum Disorder

CHAIR: COURTNEY ROLLINGS LATHAM (*Oak Hill Academy*, cerollings@crimson.ua.edu)

The Effects of Behavioral Skills Training on the Acquisition of Swimming Skills

LINDSEY WRIGHT (*Quest Kids*, lwright@questinc.org)

The current study evaluated the effects of Behavior Skills Training (BST) on the acquisition of aquatic skills needed to swim laps for 3 participants diagnosed with autism spectrum disorder (ASD). Prior to implementation of BST, each participant was evaluated using the American Red Cross Learn-to-Swim Level 4 criteria. Skills selected were those needed to swim laps for exercise. Treatment was evaluated using a multiple baseline across skills. Results showed that the percentage correct increased for all skills following BST. These results suggest that BST is a viable approach for teaching intermediate swimming skills to children with ASD.



Courtney Rollings



Lindsey Wright

Using an Interdisciplinary Approach to Increase Socially Appropriate Behavior and Communication in a School Setting

COURTNEY ROLLINGS LATHAM (*Oak Hill Academy*, cerollings@crimson.ua.edu)

AMBER KOUTNIK (*Oak Hill Academy*, koutnika@duvalschools.org)

ASHLEIGH AVINA (*Oak Hill Academy*, buchanana@duvalschools.org)

Communication is critical in decreasing maladaptive behavior for individuals with Autism Spectrum Disorder. Maladaptive behaviors in the form of property destruction and inappropriate use of a communication device were identified as target behaviors. Due to the complexity of inappropriate behavior and communication needs, an interdisciplinary approach was necessary in conducting a successful Functional Behavior Assessment and Behavior Intervention Plan. Implementing the principles of applied behavior analysis and evidence-based practices such as a token economy, positive reinforcement and deprivation are essential components in reaching socially appropriate behavior in the public-school setting.



Amber Koutnik



Ashleigh Avina



Victoria Martensen

Reducing Voluntary Vomiting and Spitting in the Public School Setting Using an Interdisciplinary Approach

Z (*Oak Hill Academy*, cerollings@crimson.ua.edu)

VICTORIA MARTENSEN (*Oak Hill Academy*, rossv@duvalschools.org)

Displaying socially appropriate behavior is a goal for students with Autism Spectrum Disorder. Problem behaviors in the form of voluntary vomiting and spitting at staff and objects were targeted in the intervention. Due to the complexity of inappropriate behavior, an interdisciplinary approach was necessary in conducting a successful Functional Behavior Assessment and Behavior Intervention Plan. Applying the principles of applied behavior analysis and evidence-based practices such as token economy, positive reinforcement, positive punishment and positive practice overcorrection are essential elements in attaining socially appropriate behavior in the public-school setting.

Friday Afternoon

1:30 PM – 2:50 PM

PAPER

Track: TCP

Champions ABCD

1.5 CEU - BA, MH, PSY, ETH

#89 Whitesplaining Racism: Logic, Bias, Computers, Avatars, Groups, Graphic Equalizers, and Uncomfortable Feelings

MERRILL WINSTON (*Professional Crisis Management Association, merrill@pcma.com*)

Racism exists, like all the other "isms" as a social construct. As with all the other forms of discrimination, racism involves not just a conditional discrimination of skin color, but a number of conditional discriminations that may or may not be based on visual stimuli. Racism will be analyzed in terms of faulty rule following (poor logic), bias (history/rules), avatars (a generalized "prototypical" representation), labels we apply to groups, and how our reinforcers and aversives contribute, unavoidably, to our bias.



Merrill Winston

2:30 PM – 3:20 PM

PAPER

Track: CA

Tournament A

1.0 CEU- BA

#90 Recent Research on Teaching Firearm Safety Skills to Children

CHAIR: TREVOR MAXFIELD (*Engage Behavioral Health, TMaxfield@ebhealthgroup.com*)

This paper session features three papers evaluating interventions for teaching safety skills to children to prevent gun play. Orner, Miltenberger, and Maxfield evaluated small scale simulation training with kids with autism and found it effective for only one of three children. Novotny, Miltenberger, Frederick, and Maxfield evaluated a web-based parent training program and found it effective with 3 of 6 children. Finally, Miltenberger, Novotny, and Maxfield evaluated video self modeling with children with autism and preliminary data show the procedure is effective.



Trevor Maxfield

Evaluation of Parent Implemented Web-Based Behavior Skills Training for Fireman Safety Skills

MARISSA NOVOTNY (*University of South Florida, novotny3@mail.usf.edu*)

Raymond Miltenberger (*University of South Florida, miltenbe@usf.edu*)

Katelyn Frederick (*University of South Florida, katehull@mail.usf.edu*)

Trevor Maxfield (*Engage Behavioral Health, TMaxfield@ebhealthgroup.com*)



Marissa Novotny



Raymond Miltenberger

Evaluating Small Scale Simulation Training for Teaching Firearm Safety to Children with ASD

MARGARET ORNER (*University of South Florida, meorner@mail.usf.edu*),

Raymond Miltenberger (*University of South Florida, miltenbe@usf.edu*)

Trevor Maxfield (*Engage Behavioral Health, TMaxfield@ebhealthgroup.com*)



Katelyn Frederick



Margaret Orner

Video Self-modeling to Teach Firearm Safety Skills

Raymond Miltenberger (*University of South Florida*)

Marissa Novotny (*University of South Florida*)

TREVOR MAXFIELD (*Engage Behavioral Health, TMaxfield@ebhealthgroup.com*)

Friday Afternoon

3:00 PM – 4:20 PM

SYMPOSIUM

Track: CA

Heritage AB

1.5 CEU-BA

#91 Teaching Complex Skills

CHAIR: ANNA KATE EDGEMON (*Auburn University, akoedgemon@gmail.com*)

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

This symposium addresses methods for teaching complex skills. Specifically, active responding, instructional videos, naturalistic interventions, and behavioral skills training are discussed. Clinical and research applications presented may benefit behavior analysts who are currently teaching or seeking to teach complex skills such as mathematics, language arts, or interview skills.



Anna Kate Edgemon



Kimberly Crosland

a. Behavioral Skills Training to Increase Interview Skills of Adolescent Males in a Secured Facility

ANNA KATE EDGEMON (*Auburn University, akoedgemon@gmail.com*),
John Rapp (*Auburn University*)



Anna Kate Edgemon

c. An Evaluation of Khan Academy Videos as a Supplement to Teacher Instruction

JACY REED (*University of South Florida, jacyr@mail.usf.edu*), Kimberly Crosland (*University of South Florida*)



Jacy Reed

b. A Comparison of High-Tech and Low-Tech Response Modalities to Improve Student Performance and Classroom Behavior

THOMAS SCHULZ (*University of South Florida, TJschulz1020@gmail.com*),
Catia Cividini-Motta (*University of South Florida*), Kwang-Sun Blair (*University of South Florida*)



Thomas Schulz

d. Naturalistic Interventions During Group Instruction with Young Children with ASD

MATTHEW GIULIANO (*Florida Institute of Technology, mgiuliano@fit.edu*), Corina Jimenez-Gomez (*Auburn University*)



Matthew Giuliano

Today's Snack Break is Sponsored by

CentralReach

2:45 pm – 3:15 pm

Located in *The FABA Expo* downstairs in *Tournament Hall*

Friday Afternoon

3:00 PM – 4:20 PM

SYMPOSIUM

Track: ED

Heritage CDE

1.5 CEU-BA

#92 Royal Flush: Prevent-Teach-Reinforce

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

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

This symposium will take the audience on a journey of collaboration using the evidence-based Prevent-Teach-Reinforce (PTR) process. First, the audience will experience a full house watching video models of the PTR process. Next, showing her high card, the audience will be presented results from a successful collaboration with a team supporting a kindergartner that engaged in problem behavior. The third presenter won a team over with her royal flush while facilitating a team working to decrease elopement and aggression. Finally, our fourth presenter will discuss winning the jack pot helping a teacher implement classroom wide strategies.



Rocky Haynes



Rose Iovannone

a. What are the Steps of the Process that Make P-T-R a Royal Flush!?

ROCKY HAYNES (*University of South Florida*, rdhaynes@usf.edu)



Rocky Haynes

c. Prevent-Teach-Reinforce: Addressing the Challenging Behavior of a Student in a General Education Elementary Classroom

KRYSTAL FONTECHIA (*University of South Florida*, kmcfee@usf.edu)



Krystal Fontechia

b. Using the PTR Process to Reduce Problem Behavior of an Kindergartner at School and Home

SHELLEY CLARKE (*University of South Florida*, mmc@usf.edu)



Shelley Clarke

d. Using the Prevent-Teach- Reinforce Model to Decrease Classroom Wide Disruptive Behavior

ELIZABETH CASSELL (*University of South Florida*, cassell1@mail.usf.edu)



Elizabeth Cassell

CEUHelper

Getting Ready to Leave FAB A'19?

If you used CEUHelper, make sure you choose to "Leave the Conference" after you are done attending events.

This will make sure all your CEUs are synced.

You will receive a CEU certificate via email by October 31, 2019 (remember to check junk email folders).

If you did not use CEUHelper, you will still receive a digital certificate from CEU helper by October 31, 2019.

Friday Afternoon

3:00 PM – 4:20 PM

PAPER

Track: OBM

Players BC

1.5 CE - BA, MH, PSY

#93 Special Topics in Organizational Behavior Management

CHAIR: **SHANNON BIAGI** (*Chief Motivating Officers*, shannon@chiefmotivatingofficers.com)

OBM: It's Not a Title, It's a Tool Box!

NICOLE POSTMA (*Positive Behavior Supports*, nicki.postma@gmail.com)

Organizational Behavior Management (OBM) has had growing popularity in the clinical world of ABA. Many people ask the question, "how do I get a job in OBM?". The answer is not in your job title, but rather in the set of tools you use. This presentation discusses the various tools that practitioners and supervisors can use to promote better business practices and improve the culture of a company. This presentation will also demonstrate OBM in action with several case studies conducted in a large ABA company and provide additional resources for those looking to further their knowledge in OBM.



Shannon Biagi



Nicole Postma

The Good Person vs. The Bad System: Resolving Employee Performance Issues Using Organizational Behavior Management

SHANNON BIAGI (*Chief Motivating Officers*, shannon@chiefmotivatingofficers.com)

When a manager or supervisor is struggling to improve employee performance, they often attribute a lack of skill or motivation to internal states or individual capacity problems. However, a behavior analyst should address these issues exactly how we address client performance issues: assessing, diagnosing, designing interventions, and adjusting based upon the data. Behavior analysts often don't receive training in how to apply these same principles to their employees. This presentation will provide an introduction to the job level of behavioral systems analysis in organizational behavior management, a systematic way of viewing performance problems at work to develop functional interventions to improve employee performance. Tools will be reviewed to guide leaders and supervisors in their journey towards applying the science they know and love to more than their clinical clients, and additional strategies will be shared for using these tools to create new jobs, help people as they transition into new positions, and to build rapport with existing employees.

FABA@ Nite Party

Come to watch Ignites @Nite and stay for the afterglow party.

Music. Dancing. Karaoke.



Friday Afternoon

3:00 PM – 4:20 PM

SYMPOSIUM

Track: AUT

Masters E

1.5 CEU- BA

#94 Measuring and Evaluating Indirect and Procedural Variables

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

DISCUSSANT: LEAH KOEHLER (*Florida State University Panama City*, lkoehler@ufl.edu)

A variety of factors can affect skill acquisition, including mastery criteria, durations and magnitudes of preferred items, as well treatment integrity, to name a few. This symposium will review current from various research teams investigating these variables and will discuss the impact on skill acquisition and development. Presenters will discuss the implications for designing treatments as well as the implications for future research.



Anibal Gutierrez



Leah Koehler

a. Further Evaluation of Treatment Integrity Errors During Discrete Trial Instruction: Assessing Errors Across Reinforcer Type

JACQUELYN MOLINA (*Florida Institute of Technology*, jmolina2016@my.fit.edu), Yanerys Leon (*University of Miami*), Kaitlynn Gokey (*Florida Institute of Technology*)



Jacquelyn Molina

c. Comparing the Effects of Continuous and Discontinuous Measurement on Sessions to Acquisition and Maintenance

CRYSTAL SLANZI (*University of Florida*, cslanzi@ufl.edu), Daniel Conine (*University of Florida*), Timothy Vollmer (*University of Florida*), James E. Carr (*Behavior Analyst Certification Board*)



Crystal Slanzi

b. The Effect of Varying Durations and Magnitudes of Noncontingent Access to Preferred Items on Compliance

ASHLEY SHULER (*Florida Institute of Technology*, ashuler2017@my.fit.edu), Ansley Hodges (*Florida Institute of Technology*), Hallie Ertel (*Florida Institute of Technology*), David Wilder (*Florida Institute of Technology*)



Ashley Shuler

d. The Role of Attention in Developing Imitation Skills within the Autism Spectrum

CHRISTINA RODRIGUEZ (*University of Miami*, crodriguez18@miami.edu), Ivan Deveaux (*University of Miami*), Elaine Española (*University of Miami*), Anibal Gutierrez (*University of Miami*)



Christina Rodriguez

3:00 PM – 3:50 PM

PAPER

Track: MH

Masters ABCD

1.0 CEU – BA, MH, PSY

#95 Yes We Can! Using ABA to Treat Depressive Disorders

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

We often observe behaviors that could be characterized as sad or depressed (e.g., crying, negative self-statements, statements of hopelessness, isolation, sleeping too much, poor appetite, cutting). These individuals may have diagnoses such as Bipolar Disorder, Major Depression, Persistent Depressive Disorder (Dysthymia), Premenstrual Dysphoric Disorder, Substance-Induced Depressive Disorder, Depressive Disorder Due to Another Medical Condition, or Other Specified (or Unspecified) Depressive Disorder. Many behavior analysts refer these clients to mental health professionals, since treating emotional problems is considered "outside the scope" of ABA. These clients need to change their patterns of behavior (overt and covert) in the presence of certain stimuli, which is what ABA does. This presentation will explain how to use ABA to design effective interventions for these emotional responses.



Sharon Older

Friday Afternoon

3:00 PM – 4:20 PM

PAPER

Track: SUP

Champions EFGH

1.5 CEU- BA, SUP

#96 Special Topics on Supervision

CHAIR: LINDA MECKLER (*Positive Behavior Supports*, lindafl@hotmail.com)

Responsible Supervision of RBT Ethics and Preparing for Upcoming Changes, November 2019

JACQUELINE KORNER (*Positive Behavior Treatments Inc.*, jkorner@hotmail.com)

MELANIE KORNER (*Positive Behavior Treatments Inc.*, korner.melanie@gmail.com)

MAXIME KORNER (*University of Florida*, maximek@ufl.edu)

The following presentation will emphasize the importance of responsible supervision of the Registered Behavior Technicians, It will explain how to become a Registered Behavior Technician (RBT), the purpose of this entry level position to provide behavioral services and why it was created. Additionally, it will discuss how to appropriately train and supervise RBTs, as well as the new RBT Code of Ethics, how to have supervision/communication through all the levels of certification. Finally, we will discuss how to prepare for the upcoming changes for RBTs and supervision 11/2019.

“Parent’s Night Out”: An Innovative and Strategic Approach to RBT Competency Evaluation.

LINDA MECKLER (*Positive Behavior Supports*, lindafl@hotmail.com)

ERIN HARLAN (*Positive Behavior Supports*, eharlan@teampbs.com)

SHANNON BALLINGER (*Positive Behavior Supports*, sballinger@teampbs.com)

The purpose of this experiment was to provide an innovative social activity that allows for evaluation of RBT applicants’ skill competencies with the supervision of qualified BCBAs. The project room was set up into several “stations” with activities for the children to complete with RBT staff. The stations were identified as listed: Measurement (toy play with data collection), Assessment (MSWO of snacks/toys), skill acquisition (NET, DTT, chaining, tacting), behavior reduction (DRA and DRO activity/ movie area), and a final “documentation area” for staff to complete role plays, questionnaires, and graphing. Successes and difficulties related to RBT competency evaluation are discussed.



Linda Meckler



Jacqueline Korner



Melanie Korner



Maxime Korner



Erin Harlan



Shannon Ballinger

fabaworld.org



INVITED SPEAKER

3:00 PM – 3:50 PM

INVITED SPEAKER

Track: AUT

Champions ABCD

1.0 CEU- BA

#97 Gaps and Caps in Autism Insurance Coverage

LORRI UNUMB, JD (*Council of Autism Service Providers, lunumb@casproviders.org*)

INTRODUCED BY: MARY RIORDAN

What a difference a decade makes! Only 10 years ago, very few families had access to health insurance coverage for ABA. Today, ABA coverage is expected. But significant gaps in coverage still exist in Florida and throughout the United States, and significant restrictions sometimes discourage or block providers from recommending and delivering needed intensity. Join Lorri Unumb, Esq., as she shares strategies for addressing or overcoming the coverage gaps and caps. Lorri will also discuss general insurance trends, including the recent proliferation of products that masquerade as insurance but don't include ABA coverage.



Lorri Unumb, JD

Author Bio:

Lorri Shealy Unumb is a lawyer, professor, mother of three boys (ages 17, 14, and 11), and an internationally renowned autism advocate. After two academic stints at law schools in D.C. (George Washington University) and Charleston, Lorri began teaching advocacy at the U.S. Department of Justice's **National Advocacy Center**. During the same timeframe, she hosted an award-winning weekly television show called "The Law with Professor Lorri." Following her firstborn son's diagnosis with autism, Lorri began working in autism advocacy as a volunteer, writing ground-breaking autism insurance legislation for South Carolina ("Ryan's Law") that passed in 2007 and served as the catalyst for the national movement toward autism insurance reform. In recognition of Ryan's Law, Lorri was awarded the Autism Society of America 2008 "Parents of the Year" award (along with her husband Dan). She then was recruited by the New York-based nonprofit **Autism Speaks**, where she now advocates full-time on behalf of individuals with autism. As head of state government affairs, she has testified more than 100 times on health insurance issues in legislatures throughout the United States and beyond. Additionally, Lorri is in her 13th year of organizing and conducting the annual "**Autism Law Summit**," a national gathering of parents and professionals who advocate for legal and policy changes to better the lives of individuals with autism. Recently, Lorri was appointed by the governor of South Carolina to serve as a Commissioner for the SC Department of Disabilities and Special Needs, which administers several of the state's Medicaid waivers. She is also in her third year as an Appointed Consumer Representative for the **National Association of Insurance Commissioners**.



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

Friday Afternoon

3:30 PM – 4:20 PM

PAPER

Track: AUT

Tournament A

1.0 CEU- BA, MH, PSY

#98 A Collaborative Electronic Behavior Assessment System (eBA): Validation and Evaluation of Feasibility

CARLOS SILVESTRE (*University of South Florida, csilvestre@mail.usf.edu*)

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

This presentation describes a 2-phase study that validated and evaluated the feasibility of a web-based electronic behavior assessment system, 'eBA,' designed to facilitate collaboration between caregivers and service providers (behavior analysts) during indirect functional behavior assessment (FBA). Results of pilot testing of the eBA system with 10 service providers and 10 caregivers, conducted following validation and refinement of its content and web architecture, indicated that the eBA was appropriate to conduct quality FBA and useful for collaborative use by service providers and caregivers. The eBA demonstrated higher levels of caregiver and service provider satisfaction, compared to paper-pencil format of assessment.



Carlos Silvestre



Kwang-Sun Blair

4:30 PM – 5:20 PM

SPECIAL EVENT

Track: PRO

Champions A-H

1.0 CEU- BA

#99 Inside Behavior Analysis: Aubrey Daniels

AUBREY DANIELS (*Aubrey Daniels International*)

INTRODUCED BY: ANDREW HOUVOURAS (*Florida Institute for Technology, ahouvouras@fit.edu*)

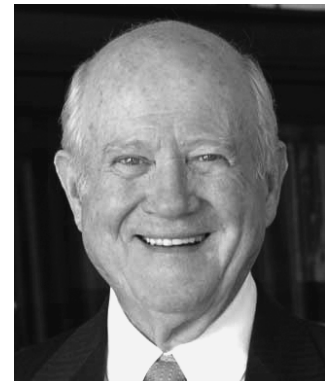
Dr. Aubrey Daniels' distinguished career will be highlighted in this interview style panel modeled off of the television show, Inside the Actor's Studio. Join Andrew Houvouras as he delves into Dr. Daniels' extensive career in the business world, his experiences and hear stories from his life.

About the Guest of Honor:

Aubrey C. Daniels, Ph.D., is the world's foremost authority on applying the scientifically-proven laws of human behavior to the workplace.

With business and industry confronting complex new challenges—from ethics to high turnover to outsourcing—Daniels helps the world's leading organizations employ the timeless principles of behavioral science to re-energize the workplace, optimize performance and achieve lasting results.

His management consulting firm, Aubrey Daniels International (ADI), works with business leaders such as Nestle, AFLAC, Old Castle, ADT, FMC, Sears, Boeing, La Farge, Genentech, NASA, and Westinghouse to develop management strategies that reinforce critical behaviors vital to their long-term success. Headquartered in Atlanta, the firm was founded in 1978. His numerous awards include the Lifetime Achievement Award from the Organizational Behavior Management Network and the Outstanding Service Award from the Association of Behavior Analysis International which also named him a 2005 Fellow.



Aubrey Daniels

Inside
Behavior
Analysis 

Friday Evening

7:30 PM – 9:00 PM

IGNITE SESSION

Champions EFGH



#100 Ignites! At Night!

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

Come spend an evening laughing and singing! The Friday night social opens with Ignite! At Night! Experience never before seen ignite presentations! Then, continue celebrating and networking the success of another conference with the Friday Night social, all before enjoying the last sessions and workshops on Saturday!



Andre Maharaj

Ignite #1 - Clinic Care Hacks- All the Things You Never Thought About Before You Opened One

DIANA KITHCART (*Engage Behavioral Health, DKithcart@ebhealthgroup.com*)

You've been dreaming about this day for years—you finally opened your own clinic. You're your own boss now! You look around your new workspace in triumph... only to see Suzy drawing on the wall in marker, while Johnny has his 3rd potty accident this morning. No one told you how hard it is to keep a clinic looking good! This presentation will discuss the parts of clinic upkeep no one talks about, while also providing some cleaning hacks that will help you prevent chaos and clean up messes quickly.



Diana Kithcart

Ignite #2 - Board Certified Behavior Gringo: BA Navigating Miami-No Hablo Español

DIAH ASKARI (*Mighty Heroes, diahaskari1@gmail.com*)

Possessing the knowledge of a BCBA in today's world should equip one to adapt to any environment. That is, unless that BCBA is in Miami and does not speak Spanish. This is a tale of a BCBA who braved a new world that he was ultimately unprepared for. A tale of generalization gone wrong. A tale of his first-hand experience of what is like to attempt to mand for wants and needs, without the necessary verbal repertoire. And a tale of learning, humility, and survival. My name is Diah Askari, I am a gringo, and this is my story.



Diah Askari

Ignite #3 - Callous & Unemotional? You Would Be Too If it Happened To You!

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

Learning history provides a robust explanation of why many of the children served by BCBAs exhibit symptoms of disturbed attachment, callousness and lack of emotionality. Early abuse and neglect teach children to engage in functional survival behaviors and also affect their brain development. Living in a chaotic environment, with intermittent reinforcement for aberrant behavior, unpredictable aversive stimuli, deprivation of attention, care and comfort, and discriminative stimuli for punishment of expressions of emotion, creates the setting conditions for unattached, callous and unemotional behaviors. Using visual and auditory aids, the presenter will illustrate the processes that elicit and maintain these behaviors.



Jeannie Golden

Ignite #4 - WTFunky Blue Chart!?!?

MARY SAWYER (*The Aubrey Daniels Institute, drmary@fitlearningatl.com*)

Standardized measurement is the hallmark of any natural science; yet, many behavior analysts shy away from using the "funky blue chart." The intention of this talk is to illustrate the utility of the standard celeration chart, demystify its conventions, and IGNITE its use among scientist practitioners.



Mary Sawyer

continued on next page

continued

Ignite #5 - How BCBA's Can Change The World Of Dementia Care

MARANDA TRAHAN (*Abilities Behavioral Services, mtarahan@trinityservices.org*)

Dementia is currently the most costly disease to manage in America. Behavior and psychological symptoms (BPS) are the most difficult and sometimes the most expensive aspects of care. Given that our dementia population will double in the upcoming decade, toppling 75 million cases worldwide, and that nearly everyone diagnosed will exhibit a BPS, it is imperative that society create a solution to this impending economic and healthcare tsunami. Behavior therapy proves to be safer and more effective than medical interventions for BPS, yet medications are over-prescribed and BCBA's shy from the field. What if Florida changed that? What if BCBA's from the sunniest state tackle behavior issues in our grayest counties? Attend this Ignite and become inspired to pioneer ABA in dementia.



Maranda Trahan

Ignite #6 - Why You Should Hire People with Autism, Like Me!

MIGUEL SANCHEZ (*Miguel's Holiday Corner, info@southfloridabehavior.com*)

My name is Miguel, I'm 24 years old and I have autism. Now that I am an adult, I am on a job hunt! In just 5 minutes, I'm here to tell you why it makes good business sense to hire people with autism, like me! We have skills that can make your business soar!



Miguel Sanchez

Ignite #7 - #The Office 2019 Reboot: Dunder Mifflin Behavior Analysts, Inc.

KRISTIN ALBERT (*The Scott Center for Autism Treatment, kalbert2015@my.fit.edu*)

Hopes were high that the cast of The Office would soon be reuniting for a reboot. Viewers - your voices were heard! At long last, we have confirmation that some of our most beloved TV characters of all time are returning to the small screen. With all paper supply services shut down, the Scranton crew has (inexplicably) been retained to take the company in a new direction. Tune in to the FABA 2019 Ignites for a first look at, The Office 2019 Reboot: Dunder Mifflin Behavior Analysts, Inc., to see which characters are most likely to succeed as behavior analysts and why.



Kristin Albert

Ignite #8 – Eat, Love, and ABA!

ONAIIDA SANCHEZ (*Positive Behavior Supports, Onaida.sanchez@gmail.com*)

With an abundance of relationship apps developing and a divorce rate at 50%, it's pretty clear there is a need for developing and maintaining relationships. We have the blue prints for this, but we are not providing interventions. We are experts in dating (preference assessments/pairing), and we certainly know how to achieve and maintain behaviors. I would like to take you on a journey through a courting experience and demonstrate the ABA techniques we are inadvertently using. Simultaneously, I would like to illustrate the misuse of the science of behavior in our relationships, that lead to these dreadful divorce rates.



Onaida Sanchez

continued on next page

continued

7:30 PM – 9:00 PM

IGNITE SESSION

Champions EFGH

#100 Ignites! At Night!

Ignite #9 – Overcoming the Haters: The BCBA Anger Translator

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

How many times do we as BCBA's need to go head to head with a "hater" outside of the field? How many times do we need to stand our ground, professionally, and smile and nod, and politely go through all of the ways in which our practice is evidence based? Had enough of it? Us too! So, join us as we explore all of the criticisms of ABA, and say all the things we REALLY want to say, shall we?



Shane Spiker

Ignite #10 – That Moment When You...

VINCENT LAMARCA (*Applied Behavior Center for Autism*, vince@appliedbehaviorcenter.org)

The third in a three-part series on exceptional ABA techs, this presentation hopes to persuade those who train technicians that after hiring Fantastically Irresistible Genuinely Joyful Amazingly Motivated therapists who are willing to do Whatever It Takes to help a child with autism, the most important thing a BCBA can do is empower them to use their own clinical judgement. Let technicians have their Moment.



Vincent LaMarca

Ignite #11 – Problem Behaviors of Adults in Disney World

MICHELLE CASTAÑOS (*South Florida Center for Behavioral Health*, mcastanos@Southfloridabehavior.com)

Have you ever sat down to do some people watching while at Disney World? Observation is just the beginning, but when you truly start to analyze the behavior of adults in Disney World, you will notice it's a WHOLE NEW WORLD! This 5 minute presentation will go over the basic and most common problem behaviors exhibited by adults in Disney World, such as trampling people with the baby stroller, or the "too close for comfort Connie" who is basically standing on top of you during the entire 3 hour line to ride Pandora, Flight of Passage.



Michelle Castaños

Ignite #12 - Be Honest. Be Humble. Be Human.

ERIN DONOVAN (*Family Insight*, edonovan@alumni.su.edu)

Come join the creators of Confessions of Behavior Analyst as we play a familiar game, live and on stage. As you know, we all live on the emotional BCBA rollercoaster. Regardless of the situation, we are met with the choice to act with judgement or humility. Join us as we help you embrace the shared human experience as humble humans.



Erin Donovan

continued on next page

continued

Ignite #13 - Gossip: The Good, the Bad, and the Ugly

KRYSTIN HUSSAIN (*Florida Autism Center, khussain@flautism.com*)

The spread of gossip plagues organizations everywhere. While gossip may include important information, it can be harmful to the target individual. But what exactly is gossip and why do we engage in it? Are there some types of “gossip” that are okay/beneficial? It’s important for us as supervisors to learn why this information is spreading, teach our supervisees the consequences of gossip, and figure out how we can use behavior analysis to address it within our organizations.



Krystin Hussain

Ignite #14 - You Can't Prank Me - I'm a Behavior Analyst

HANA JURGENS (*Positive Behavior Supports, hjurgens@teampbs.com*)

The BCBA is a rare human. We are programmed to watch the people around us, identifying their behaviors, operationally defining them, and ultimately failing to resist the urge to alter them. For the fun of it? Sometimes. Sometimes its just that we cannot turn it off. For this reason, the BCBA is a terrible person to be around, especially those outside of the field who might even go as far as to reside with us. We ruin everything! Especially the fun stuff in life. This discussion covers why you can't, and really shouldn't even try, to prank a behavior analyst.



Hana Jurgens

Ignite #15 - The Sky is Falling!

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

Extra, extra! The Earth is round! Or is it? Polar Ice caps are melting! Or are rocks just falling into the ocean? Vaccines prevent diseases! Or do they cause Autism? Join us as we discuss fake news, maladaptive behaviors, and the contingencies that maintain them (special appearance by chicken little).



Andre Maharaj

9:00 PM – 11:00 PM

SOCIAL

Champions: ABCD

#101 FABA@Nite Friday Night Party

Laughs! Songs! One Hit Wonders! After the fantastic Friday Ignites! At Night, experience the FABA Friday night escapades of Karaoke and Networking!

Saturday Morning

7:30 AM - 12:00 PM

FABA Store

Gallery AB

7:30 AM - 12:00 PM

The FABA Expo

Tournament Hall

8:50 AM - 12:00 PM

Attendee Lounge
Sponsored by PBS



Patrons

8:00 AM – 9:20 AM

SYMPOSIUM

Track: AUT

Tournament A

1.5 CEU-BA

#102 Challenges for ABA Providers as Funding Streams Change

CHAIR: TERESA BOUSSOM (*EBS Healthcare*, Teresa.Boussom@ebshealthcare.com)

DISCUSSANT: WYNDI CAPECI (capeciw@gmail.com)

ABA Providers must always be aware of changes in the funding sources for service payment. While the need for ABA services remains high and demand increases across the country the pressures on payers to increase the return on the dollar for the service are going to change the approach to working with providers. Challenges that ABA providers can expect to see in an ever changing market will be discussed. In particular, working effectively with other disciplines in providing ABA services and providing ABA services across the lifespan of clients will be highlighted.



Teresa Boussom



Wyndi Capeci

a. Collaboration Between BCBAs and SLPs; Lessons Learned

MICHELE JERVIS-SCHULTZ

(*EBS Healthcare*,

Michele.Schultz@ebshealthcare.com)



Michele Jervis-Schultz

c. Whole Person Care vs. Person-Centered Health Care Providers

TERESA BOUSSOM (*EBS Healthcare*,

Teresa.Boussom@ebshealthcare.com)



Teresa Boussom

b. Challenges in Providing Services to all Ages Within ASD

CODY CARRARO (*EBS Healthcare*,

Cody.Carraro@ebsunited.com)



Cody Carraro

Saturday Morning

8:00 AM – 9:20 AM

SYMPOSIUM

Track: DD

Champions E

1.5 CEU-BA

#103 Research on Reinforcer Effectiveness, Token Economies, and Translational Research on Conditional Discriminations and Behavioral Variability.

CHAIR: **KACIE MCGARRY** (*Florida Institute of Technology*, kmcgarry2015@fit.edu)

DISCUSSANT: **GREGORY MADDEN** (*Utah State University*, greg.madden@usu.edu)

The first study in this symposium examines the effect of economy type on reinforcer efficacy by comparing the rate of skill acquisition across open and closed economies. The second study in this symposium examines choice overload in token economies. Specifically, the study examines preference for array size or presentation modality. The third study utilizes quantitative analyses to examine error patterns in a conditional-discrimination task, categorizing errors due to bias and discriminability. The final study examines response variability during extinction. Specifically, does extinction produce an increase in previously reinforced responses or a general increase in response variability.



Kacie McGarry



Gregory Madden

a. Evaluating the Effects of Open and Closed Economies on the Rate of Skill Acquisition

ANA MORENO (*Florida Institute of Technology*, a.moreno7@umiami.edu), Yanerys Leon (*University of Miami*), Jessica Gomez (*Florida Institute of Technology*)



Ana Moreno

b. Examining Behavior Flexibility Following Discontinuation of Reinforcement for Previously Reinforced Responses Using a Touchscreen

Carolyn Ritchey (*The Scott Center for Autism Treatment*), **YAARA SHAHAM** (*Florida Institute of Technology*, yaara72@gmail.com), Ronald Clark (*Florida Institute of Technology*), Victoria Ryan (*Florida Institute of Technology*), Yuto Mizutani (*Aichi Gakuin University*), Weizhi Wu (*The Scott Center for Autism Treatment*), Toshikazu Kuroda (*Aichi Bunkyo University, Japan*), Christopher A. Podlesnik (*Auburn University*)



Yaara Shaham

c. Choice Overload in the Context of Token Economies

NATHALIE FERNANDEZ (*University of Florida*, nath363@ufl.edu), Iser DeLeon (*University of Florida*), Elizabeth Schieber (*University of Florida*)



Nathalie Fernandez

d. Quantitative Analysis of Discriminability and Bias during Conditional Discriminations in Children with Autism Spectrum Disorder

WEIZHI WU (*The Scott Center for Autism Treatment*, wwu2017@my.fit.edu), Courtney Hannula (*The Scott Center for Autism Treatment*), Tiara Putri (*Florida Institute of Technology*), Carolyn Ritchey (*The Scott Center for Autism Treatment*), Adam Brewer (*Florida Institute of Technology*), Blake Hutsell (*East Carolina University*), Corina Jimenez-Gomez (*Auburn University*), Christopher A. Podlesnik (*Auburn University*)



Weizhi Wu

Saturday Morning

8:00 AM – 9:20 AM

PAPER

Track: CA

Masters D

1.5 CEU - BA

#104 Applications for the Environment and Climate: A Special Paper Session

CHAIR: NICOLE CHOATE (*Missouri State University*,
Choate88@live.missouristate.edu)

The Ocean's Importance: Utilizing a Values-Based Intervention to Alter Discounting Behavior Related to Marine Life

JESSICA HINMAN (*Southern Illinois University, Carbondale*,
jessi.hinman@gmail.com)

RUTH ANNE REHFELDT (*Southern Illinois University, Carbondale*,
rehfeldt@siu.edu)

JORDAN BELISLE (*Missouri State University*, jbelisle@missouristate.edu)

MARK DIXON (*Southern Illinois University*, drmarkrdixon@gmail.com)

At the register, customers must choose between a free plastic bag or a reusable bag, for a small fee. Such a decision illustrates a person's ability to devalue a delayed outcome based on the probability of that outcome actually happening. Following a values activity which asked participants to relate a picture of nature to one of their chosen values, individuals were more likely to spend higher amounts of money for a reusable bag even when the probability of a plastic bag causing harm to a marine animal was low.



Nicole Choate



Jessica Hinman

Things are Heating Up: Choice, Collective Action, and Climate Change

JORDAN BELISLE (*Missouri State University*, jbelisle@missouristate.edu)

Climate change experts generally agree that human action is leading to unprecedented levels of global warming. The first study conducted with 415 participants compared delay discounting of non-recoverable climate change (PNR) to discounting of monetary losses. Discounting of PNR produced a hyperboloid function similar to prior work examining delay discounting. The second study adjusted the standard monetary loss discounting survey to encompass catastrophic financial losses with nearly identical results. The third study compared carbon tax policies to redistributive policies. Together, results suggested that climate discounting may be analogous to discounting of monetary losses, with the potential to inform policy development.

Check out the
Attendee Lounge

in the *Patrons* room

Hosted by



Saturday Morning

8:00 AM – 8:50 AM

SYMPOSIUM

Track: SUP

Masters ABC

1.0 CEU - BA, SUP

#105 Train-the-Trainer: Achieve Best Training Outcomes Using Evidence-Based Procedures for Staff Training

CHAIR: **YENDRI DIAZ** (*SKILLOMETRY INC.*, yendri@skillometry.com)

Building and maintaining an ethical training company or training department is paramount to the effectiveness and success of any ABA practice. Trainers are responsible for training staff to fluency and mastery and ensuring readiness to work in the field. In this talk, we will discuss the development and growth of a train the trainer program, best training practices such as BST, Precision Teaching, and digital technologies to train and supervise, trainers and ABA Staff.



Yendri Diaz

a. Implementation of Behavioral Skills Training in Train-the-Trainer Programs

ZUHE ARNESEN (*SKILLOMETRY*, zuhe@skillometry.com)



Zuhe Arnesen

c. Evaluating the Use of Acoustical Guidance as an Immediate Method of Reinforcement for Staff Training

MARIA BROWN (*SKILLOMETRY*, maria@skillometry.com)



Maria Brown

b. Utilizing Digital Technology to Train and Supervise Staff

YENDRI DIAZ (*SKILLOMETRY INC.*, yendri@skillometry.com)



Yendri Diaz

8:00 AM – 8:50 AM

PAPER

Track: CA

Masters E

1.0 CEU - BA, MH, PSY

#106 Treating Health Related Behaviors with Acceptance and Commitment Therapy

ERIN DONOVAN (*Family Insight*, edonovan@alumni.su.edu)

JAMES MOORE (*Canopy Children's Solutions*, james.moore@mycanopy.org)

This presentation will identify common health related behaviors that if left untreated, can result in serious conditions that can impact one's health and life longevity. Recent research and data surrounding ACT and treatment of health-related behaviors will be presented. ACT based treatments will be presented in a case study format.



Erin Donovan



James Moore

Saturday Morning

8:00 AM – 8:50 AM PAPER *Track: ETH* *Players BC* 1.0 CEU – BA, ETH

#107 (SPANISH) Hispanic Culture and Sexual Harassment: Where's the line?

CARMEN ADRIANA TORRES-DIAZ (*Behavioral Applications, LLC, catorresdiaz@gmail.com*)

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

Cultural awareness should include education regarding ethical social interactions with peers. Historically, professional interactions within our Spanish-speaking cultures have also included sexual innuendos and inappropriate sexual teasing. Often accepted as part of our cultural bantering, these exchanges have led to uncomfortable situations, including invasion of space, unnecessary physical contact, and ultimately sexual advances typically associated with harassment. This is especially true for those who lack power and are often intimidated by their superiors. This paper will attempt to raise awareness of these practices and provide recommendations as well as skill building tools.



Carmen Adriana
Torres-Diaz



Yulema Cruz

This presentation will be offered in Spanish.

8:00 AM – 9:20 AM PANEL *Track: ETH* *Champions FGH* 1.5 CEU – BA, ETH

#108 Legal and Ethical Considerations in ABA: The Good, the Bad, and the Ugly

CHAIR: AMANDA WESSON (*Virtus Health, awessonfl@gmail.com*)

Board Certified Behavior Analyst hold a high standard of professional ethics. We work with and work to protect vulnerable populations within our daily scope of practice. In recent years Applied Behavior Analysis has held less than favorable headlines in the news. Topping these headlines have been stories of identified and prosecuted criminal acts, specifically insurance fraud. These crimes have forever altered policies and procedures which directly affect our ability to practice. In this presentation we will discuss violations of the law and our ethics code from several perspectives as providers, an expert witness, an ethicist and representatives of law enforcement.



Amanda Wesson

JON BAILEY (*Florida State University, jonbailey1@mac.com*)

MARTA "TIKI" FIOI (*Teaching Interventions Keeping Individuality, Inc., tikifiol1@gmail.com*)



Jon Bailey

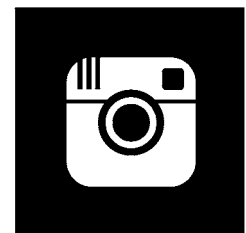


Tiki Fiol

Post Your Photos on Instagram!

#faba2019

(They May Make The Observer)!



Saturday Morning

8:00 AM – 8:50 AM

PAPER

Track: ED

Champions ABC

1.0 CEU – BA,MH,PSY

#109 Special Topics in Education Paper Session

CHAIR: **MICHAEL PASSAGE** (*Florida Institute of Technology*, mpassage2017@my.fit.edu)

An Assessment and Treatment Component Analysis for Impulsivity in Typically Developing Schoolchildren

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

Impulsivity is defined behaviorally as the preference for a smaller, immediate reinforcer at the expense of a delayed, larger reinforcer. This preference for ‘immediate gratification’ correlates with numerous barriers, including obesity, problem behavior, and lower academic performance. The present study compares various assessment procedures for impulsivity. In addition, the present study compares two common interventions for treating impulsivity—rules and concurrent activities—both individually and as a package intervention with children aged 5 to 10 years old.



Michael Passage



Kaitlynn Gokey



Katie Nicholson

An Evaluation of Self-Control Training Studies in Applied Behavior Analysis

MICHAEL PASSAGE (*Florida Institute of Technology*, mpassage2017@my.fit.edu)

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

Self-control training (SCT) procedures have been studied in applied behavior analysis to address problems with impulsivity since the initial study by Schweitzer & Sulzer-Azaroff (1998). Impulsivity, or delay discounting, is conceptualized as responding that produces a consequence that is immediate and less valued, rather than delayed and more valued (Ainslie, 1974). Studies evaluating SCT aim to instruct individuals to make more optimal choices that produce delayed rewards. An analysis was conducted of articles published between 1998 and 2019 across peer-reviewed journals to evaluate the effectiveness of SCT. The presented results could inform future research, thus leading to more clinical applications.

Notes:

Saturday Morning

8:00 AM– 8:50 AM

PANEL

Track: AUT

Champions D

1.0 CEU – BA

#110 Challenges and Successes of Safety Skill Instruction Across Learner Environments

CHAIR: KELLY KEARNEY (Florida Atlantic University, kbrown65@fau.edu)

Individuals with autism may lack necessary safety skills required to interact safely within their environments. Educators may overlook teaching safety skills in order to focus on mastery of skills required daily, such as communication or daily living skills. Although individuals with autism may need to use safety skills less often than other skills, mastery of safety skills can be life-saving. This panel will engage the audience in a discussion about effective methodologies used to teach safety skills, programming for maintenance and generalization, and the challenges and the successes experienced by practitioners teaching safety skills in school, home, and community environments.



Kelly Kearney

JACQUELINE WOOD (Florida Atlantic University Center for Autism Related Disabilities, jacquelinewood@fau.edu)

TAHRA CESSNA (Positive Behavior Supports, tcessna@teampbs.com)

MONIEK WILSON (Positive Behavior Supports, mwilson@teampbs.com)



Jacqueline Wood



Tahra Cessna



Moniek Wilson

9:00 AM– 9:50 AM

PAPER

Track: TCP

Masters ABC

1.0 CEU – BA

#111 Jack of All Trades, Master of None...

SHANE SPIKER (Positive Behavior Supports, Corp., Shane.Spiker@hotmail.com)

There are arguments for specializing in behavior analytic practice. But does specialization harm the practitioner, pigeonholing them in a particular area and preventing the development of useful skills that may enhance their specialized practice? This talk will discuss how skills developed across a variety of specialties may actually work to serve the practitioner to improve client outcomes and create a more well-rounded behavior analytic provider.



Shane Spiker

FREE WiFi for FABA Members

has been brought to you by

WiFi Login Instructions:

Network: Marriott_CONFERENCE • *Password:* DataFinch (code is case sensitive)

 **DataFinch**
TECHNOLOGIES

Saturday Morning

9:00 AM – 9:50 AM PAPER *Track: DD* *Champions D* 1.0 CEU – BA, MH, PSY

#112 The Effects of Competing Response on Duration of Hand Mouthing

NADEGE POIRIER-NYE (*Quest*, nadegepoirier@gmail.com)

ELYSCHA HARRIS (*Quest*, eharris@questinc.org)

The purpose of this study is to determine the effects of competing response on duration of hand mouthing. A single phase alternating treatment design is used to determine the effects of an oral stimulatory toy as a replacement behavior for hand mouthing for a severe intellectually disabled with limited mobility adult woman. We first look at the historical use of upper walls as a method to prevent hand mouthing, leading to the use of arm splints and finally the use of an oral stimulatory toy as a least intrusive most effective treatment.



Nadege Poirier-Nye



Elyscha Harris

9:30 AM – 10:50 AM SYMPOSIUM *Track: ETH* *Tournament A* 1.5 CE – BA, ETH

#113 Ethical Issues Conducting Assessments in Applied Practice

CHAIR: MELISSA OLIVE (*Applied Behavioral Strategies*, missy@appliedbehavioralstrategies.com)

DISCUSSANT: KIMBERLY BERENS (*Fit Learning*, drkim@fitlearners.com)

Ethical issues in assessment related to scope of training and practice of behavior analysts and ethical assessment driving treatment planning will be addressed. The BACB® Ethics Code and Task List pertaining to assessment, with a sample of VCS coursework will be presented. Training, qualifications, ethical, and legal requirements for licensed psychologists to conduct standardized assessments will also be presented.

An overview of a student's right to effective education driven by appropriate assessment and hold a rich discussion of the pressures applied to behavior analysts driven by insurance carriers in the context of ethical issues surrounding assessment in practice.



Melissa Olive



Kimberly Berens

a. Ethical Practice for Behavior Analytic Assessment

MARY SAWYER (*The Aubrey Daniels Institute*, drmarty@fitlearningatl.com)



Mary Sawyer

c. Ethical and Legal Considerations for Conducting Standardized Assessments

MICHAEL WEINBERG (*Amego, Inc.*, mweinberg2007@att.net)



Michael Weinberg

b. Ethical Issues Conducting Assessments in Applied Practice

MELISSA OLIVE (*Applied Behavioral Strategies*, missy@appliedbehavioralstrategies.com)



Melissa Olive

Saturday Morning

9:30 AM – 10:50 AM

PAPER

Track: ED

Champions E

1.5 CEU – BA, MH/PSY

#114 ABA and Education

CHAIR: AMY MICHAELIS (*Volusia County Schools, amylmichaelis@yahoo.com*)

Applied Behavior Analysis Impacting Public School Classrooms

AMY MICHAELIS (*Volusia County Schools, amylmichaelis@yahoo.com*)

Over the past two years, the implementation of the PATTAN project has been successful with a variety of students and needs in public school classrooms. The combination of teacher training, direct instruction, discrete trials, precision teaching, and other behavior analytic principles have been implemented to create meaningful change in the lives of students. The efforts are impacting multiple ESE classrooms and students in general education.



Amy Michaelis

Seminole County Curriculum Project: Four Years of Infusing Applied Behavior Analysis Into Traditional Instructional Pedagogy

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

ELIZABETH WILKERSON (*Seminole County Public Schools, Elizabeth_Wilkerson@scps.k12.fl.us*)

For the past four years Seminole County Public Schools has implemented a replication and extension of the work done by the PaTTAN Autism Initiative in 15 school sites across the district. The project aims to improve capacity of ESE teachers to implement Applied Behavioral Analysis techniques in the classroom setting resulting in increased student achievement. A description of the model, methods, and outcome data focused on teacher fidelity and student gains from year four will be presented.



Michelle Guffee



Elizabeth Wilkerson

Give Us Your Feedback

**Have Suggestions to Improve the Conference?
Want to Provide Comments on a Presentation?**

Fill out a comment card at the FABA Help Desk outside of the Masters Ballroom,
or visit https://faba.memberclicks.net/faba19_feedback

Saturday Morning

9:30 AM – 10:50 AM

PAPER SESSION

Track: AUT

Masters D

1.5 CEU – BA, MH, PSY

#115 Special Topics in Autism Treatment

CHAIR: ALICIA LASAGA (*Autism Worldwide*, alicialasaga@autismworldwide.us.com)

The Side of Autism Nobody Talks About and How Trainings are Not Addressing Severe Autism

ALICIA LASAGA (*Autism Worldwide*, alicialasaga@autismworldwide.us.com)

Only the parents and professionals know about the severe and low functioning side of ASD. The general public is often shown high functioning kids, and even ABA training videos refrain from discussing how severe the behaviors can be. The result is shock and negative impressions for the individual observing the severity for the first time. Danger can even occur for the person with ASD if law enforcement misinterprets the innocuous behavior as threatening. This talk will discuss the disparity between the portrayal of ASD and its reality, highlighting the necessity to remove this facade as it only reinforces the stigma.



Alicia Lasaga

Teaching Foundational ABA Principles to Schools: A Holistic Approach from Administration to Teachers to Paraprofessionals

ROSE MARTINEZ (*Autism Worldwide*, rosem@autismworldwide.us.com)

ABA trainings at schools tend to focus on providing only the teachers with the necessary ABA skills to help their students. However, this approach does not consider the teamwork of a school system. The school administration supports the teachers and the teachers support the paraprofessionals; together they create the learning environment for the students. This talk will help illuminate the underpinnings of a more complete approach for ABA training at schools.



Rose Martinez



Eva Moore

Case Study: Combination of Positive Punishment and Manding with Immediate Positive Reinforcement to decrease Elopement

EVA MOORE (*Autism Worldwide*, evam@autismworldwide.us.com)

A child eloping can be a parent's worst nightmare. Running into the street, running away from home, running out of sight when not at home can result in a disaster. Manding combined with positive punishment has decreased elopement that is controlled by multiple functions: attention, escape, access to tangible, and automatic.

Notes:

Saturday Morning

9:30 AM – 10:50 AM

SYMPOSIUM

Track: DD

Masters E

1.5 CEU - BA

#116 Recent Developments in Verbal Behavior

CHAIR: SANDHYA RAJAGOPAL (*Florida Institute of Technology*, srajagopal2015@my.fit.edu)

DISCUSSANT: GENEVIEVE MARSHALL (gcoxon2008@my.fit.edu)

In this symposium, the authors will present research involving verbal behavior instruction. In the first study, the author will present findings on teaching children with Autism Spectrum Disorder (ASD) to emit sensation-body part tacts. The second study compares skill acquisition rates across two trial arrangement procedures for children with ASD. The third paper (a) compared one-to-many (OTM) and many-to-one (MTO) training structures, and (b) determined the extent to which children with ASD demonstrate stimulus equivalence and stimulus class mergers.



Sandhya Rajagopal



Genevieve Marshall

a. Effects of Mixed Operant Training Across Similar and Different Response Topographies

ASHLEY FELDE (*Florida Institute of Technology*, afelde2017@my.fit.edu), Katie Nicholson (*Florida Institute of Technology*), Michael Passage (*Florida Institute of Technology*), Sandhya Rajagopal (*Florida Institute of Technology*)



Ashley Felde

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

JEANINE TANZ (*Florida Institute of Technology*, JTanz@FLautism.com), Ivy Chong (*The Scott Center for Autism Treatment*), Madeline Keevy (*Florida Institute of Technology*), Celeste Harvey (*Florida Institute of Technology*), Katie Nicholson (*Florida Institute of Technology*)



Jeanine Tanz

b. An Evaluation of a Procedure to Teach Children with Autism to Tact Private Rvents

SANDHYA RAJAGOPAL (*Florida Institute of Technology*, srajagopal2015@my.fit.edu), Katie Nicholson (*Florida Institute of Technology*), Ashley Felde (*Florida Institute of Technology*), Tiara Putri (*Florida Institute of Technology*), Yaara Shaham (*Florida Institute of Technology*), Michael Passage (*Florida Institute of Technology*)



Sandhya Rajagopal

fabaworld.org



Saturday Morning

9:30 AM– 10:50 AM PANEL *Track: AUT* *Players BC* 1.5 CEU – BA

#117 Autism Knows No Borders: The Why and How of Worldwide Dissemination of ABA

CHAIR: **CRYSTAL THOMPSON** (*Believe Autism*, crystal@globalautismproject.org)

Most individuals with autism live in countries where awareness, acceptance, and access to resources are minimal or non-existent. There is an urgent need for a sustainable way to improve ABA-based education and increase the number of people who can effectively utilize it to impact the lives of those with autism around the world. The model used by the Global Autism Project will be introduced with data about current partner participation. The concerns and challenges of generalizing the code of ethics and conduct of the BACB to training and supervision in other cultures and countries will be considered.



Crystal Thompson

CHRISTINA FLORES (*Crystal Minds New Beginning*, cflor035@fiu.edu)

MELISSA ESCUTIA (*Shine Bright Therapy*, meli@shinebrighttherapy.com)



Christina Flores



Melissa Escutia

9:30 AM– 10:50 AM PANEL *Track: TCP* *Champions ABC* 1.5 CEU – BA

#118 Challenges Facing Us Today: A Conversation with an Expert Panel

CHAIR: **EMILY DICKENS** (*Florida State University ECAP*, behaviorgirl@gmail.com)

This panel will afford members of FABAA the opportunity to observe and participate in a conversation about challenges Florida practitioners are facing and how solutions can be achieved.



Emily Dickens

GINA GREEN (*Association for Professional Behavior Analysts*, ggreen3@cox.net)

LORRI UNUMB (*Council of Autism Service Providers*, lunumb@casproviders.org)

MARY RIORDAN (*Behavior Management Consultants*, mmriordan@me.com)

ERICA FLOYD THOMAS (*Agency for Health Care Administration*)

SHEVAUN HARRIS (*Agency for Health Care Administration*)



Gina Green



Lorri Unumb



Mary Riordan



Saturday Morning

10:00 AM – 10:50 AM

SYMPOSIUM

Track: OBM

Masters ABC

1.0 CEU - BA

#119 Behavioral Applications for Human Services Staff

CHAIR: **MICHAEL PASSAGE** (*Florida Institute of Technology*, mpassage2017@my.fit.edu)

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

In this symposium, the authors will present research on staff behavior in human services settings. In the first paper, the author describes the use of a checklist as a tool for practitioners to increase cultural competence. In the second paper, the author will discuss how video models can improve toy play instruction by teaching toy play to RBTs. The third paper evaluated the effects of self-monitoring and goal setting on therapist-provided mand opportunities. The final paper compares effects of behavior skills training (BST) to traditional approaches for teaching staff to respond to active shooter scenarios.



Michael Passage



Nicholas Weatherly

a. The Effects of Culturally-Competent Care Training Among Behaviorally-Oriented Clinicians

JOSHUA ADDINGTON (*Florida Institute of Technology*, jaddington2017@my.fit.edu), Katie Nicholson (*Florida Institute of Technology*), Michael Passage (*Florida Institute of Technology*), Michael Cusick (*Florida Institute of Technology*)



Joshua Addington

c. An Evaluation of Self-Monitoring and Goal Setting for Increasing Mand Opportunities Among RBTs

MARY LEWIS (*Florida Institute of Technology*, lewism2018@my.fit.edu), Sandhya Rajagopal (*Florida Institute of Technology*), Katie Nicholson (*Florida Institute of Technology*)



Mary Lewis

b. Playing Isn't Just for the Kids: The Effects of Video Modeling on Adult Play Behavior

GRACE BOATMAN (*The Scott Center for Autism Treatment*, gboatman2017@my.fit.edu), Katie Nicholson (*Florida Institute of Technology*), Sandhya Rajagopal (*Florida Institute of Technology*), Mary Lewis (*Florida Institute of Technology*)



Grace Boatman

d. Behavioral Skills Training for Active Shooter Scenarios: Human Service Staff

JACKIE NOTO (*Florida Institute of Technology*, jnoto2015@my.fit.edu), Katie Nicholson (*Florida Institute of Technology*), Sandhya Rajagopal (*Florida Institute of Technology*)



Jackie Noto

Saturday Morning

10:00 AM– 10:50 AM

PAPER SESSION

Track: CA

Champions D

1.0 CEU - BA, MH, PSY

#120 International Dissemination of ABA

CHAIR: VALERIA PAREJO (*Changing Behavior LLC*, valeriaparejo@gmail.com)

Real World Programming: Building Bridges between DTT and NET - Case Studies in Brazil

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

VALERIA PAREJO (*Changing Behavior LLC*, valeriaparejo@gmail.com)

This presentation will share the challenges encountered in Brazil by a Florida-based ABA company regarding programming and implementing behavior interventions in that setting. In an ABA culture very much focused on DTT and tabletop-style service delivery, the presenters explored different ways to change the delivery style to build bridges between very structured implementation of behavior interventions and a more naturalistic approach. This paper will use real-life examples of the use of different curricula such as the VB-MAPP and PEAK as an opportunity to build flexibility in the service delivery style of professionals on the ground.



Valeria Parejo



Celisabel Caldevilla

Ethics of Dissemination Abroad: Sharing Resources but Recognizing Limitations

VALERIA PAREJO (*Changing Behavior LLC*, valeriaparejo@gmail.com)

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

This presentation aims to share the experience of a Florida-based ABA company providing services in Brazil, discussing the challenges related to the goal of disseminating ABA and building local capacity in South America. This paper will use real-life examples as illustrations of the potential ethical pitfalls of disseminating ABA in a country that does not recognize or regulate the profession of Behavior Analyst. Learning objectives include legal standing of behavior analysts in Brazil, need for building capacity to meet the demand for ABA, case studies and their resolutions, and pro-active steps to guarantee ethical dissemination efforts in the future.

CEUHelper

**Getting
Ready to
Leave
FABA'19?**

If you used CEUHelper, make sure you choose to “Leave the Conference” after you are done attending events.

This will make sure all your CEUs are synced.

You will receive a CEU certificate via email by October 31, 2019 (remember to check junk email folders).

If you did not use CEUHelper, you will still receive a digital certificate from CEU helper by October 31, 2019.

CLOSING INVITED ADDRESS

11:00 AM – 12:00 PM

INVITED

Track: PL

Champions EFGH

1.0 CEU- BA

#121 Public Policies on the Practice of ABA: Status, Opportunities, and Threats

GINA GREEN (*Association for Professional Behavior Analysts, ggreen3@cox.net*)

INTRODUCED BY: MARY RIORDAN

Public policies affecting the practice of applied behavior analysis (ABA) have proliferating in the past decade. They include but are not limited to laws to license or otherwise regulate practitioners of ABA; other laws and regulations on qualifications of ABA service providers; and laws governing coverage of ABA services by private and public health plans. An overview of current laws, regulations, and policies is provided, and their impact on current and future ABA practitioners and the field as a whole is discussed. Emerging trends as well as successful and unsuccessful advocacy tactics are described. Finally, some opportunities and threats regarding public policies on the practice of ABA are identified and suggestions for addressing them are offered.

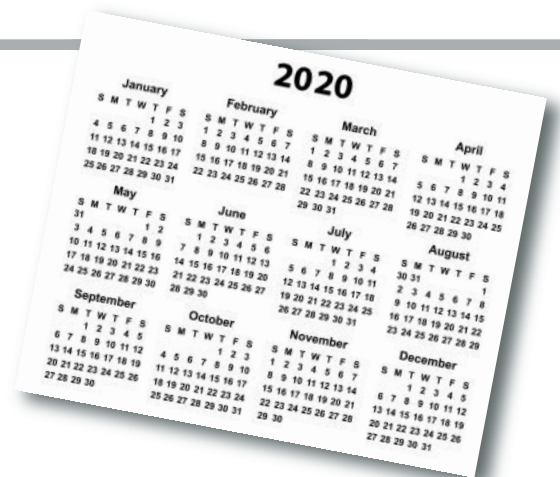


Gina Green

Author Bios:

Public policies affecting the practice of applied behavior analysis (ABA) have proliferating in the past decade. They include but are not limited to laws to license or otherwise regulate practitioners of ABA; other laws and regulations on qualifications of ABA service providers; and laws governing coverage of ABA services by private and public health plans. An overview of current laws, regulations, and policies is provided, and their impact on current and future ABA practitioners and the field as a whole is discussed. Emerging trends as well as successful and unsuccessful advocacy tactics are described. Finally, some opportunities and threats regarding public policies on the practice of ABA are identified and suggestions for addressing them are offered.

Mark Your Calendars: Our 40th Anniversary Hyatt Grand Cypress, Orlando



Florida Association for Behavior Analysis

Sept 16 - 19, 2020

Saturday Afternoon

1:00 PM – 4:00 PM

Workshop

Track: AUT

Players B

3.0 CEU – BA, MH, PSY

Workshop #W16 Teaching the Foundational Components of Pretend Play

Skill Level: *Intermediate*

NANCY CHAMPLIN (ACI Learning Centers, nancy@concepts.com)

MELISSA SCHISLER (ACI Learning Centers, melissa.schissler@gmail.com)

Play is imperative to a child's development and is identified as one of the core deficits in children diagnosed with autism, often described as lacking in symbolic qualities and flexibility (Jarr & Eldevik, 2007). The purpose of this workshop is to train participants on how to teach the foundational components of pretend play utilizing the Pretend Play and Language Assessment and Curriculum (PPLAC). The five elements of play including agent, object, category of play, advanced play, and the essential skills to sociodramatic play are identified and separated into teachable components.



Nancy Champlin



Melissa Schissler

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

1. Identify and examine the five elements of pretend play.
2. Demonstrate implementation of targets from Stage 1: Single Agent in the Pretend Play and Language Assessment and Curriculum.
3. Demonstrate collecting and analyzing data for targets in Stage 1 in the Pretend Play and Language Assessment and Curriculum.
4. Demonstrate initiating play, positioning appropriately, effective prompting, and providing feedback following a play opportunity.
5. Identify effective components of short-term and long-term pretend play goals.

Bio of Presenters:

Nancy Champlin, BCBA, is the CEO and owner of 5 ACI Learning Centers. Ms. Champlin holds degrees in elementary education, learning disabilities, and early childhood special education and received board certification in 2004. She has over 35 years experience working with children with autism and other developmental disabilities. She recently published the PPLAC (Pretend Play and Language Assessment and Curriculum) utilizing a behavioral approach to target play skills. She has also developed a teaching curriculum that corresponds with the ABLLS™-R and the VB-MAPP. She has conducted and presented research on pretend play at ABAI, state conferences, and international conferences.

Melissa Schissler, BCBA, is the Research Director for ACI Learning Centers. She has her master's degree in Applied Behavior Analysis with an emphasis in Autism and received her BCBA credential in 2012. Melissa has 10 years of experience working with children diagnosed with autism and other developmental disabilities. She recently published the PPLAC (Pretend Play and Language Assessment and Curriculum) utilizing a behavioral approach to target play skills. She has conducted research on establishing and increasing appropriate play skills and presented her research at ABAI and other state ABA conferences.

Saturday Afternoon

1:00 PM – 4:00 PM

Workshop

Track: VB

Players C

3.0 CEU – BA, MH, PSY

Workshop #W17 Inclusion of Advanced Verbal Behavior Programming with Childhood Clients: RFT and Acceptance & Commitment Training

Skill Level: *Intermediate*

TIMOTHY WEIL (*Tandem Behavioral Health and Wellness, tweil@tandembehavioral.com*)



Timothy Weil

Taking young clients beyond the basics of intraverbal languaging is often quite difficult. To fully appreciate the child's abilities, it is necessary to move into advanced verbal world of programming; and yet that wasn't offered in graduate school. The goal is to train flexible language repertoires for executive functions and understanding of the Self and others. Acceptance and Commitment Training offers the ability to continue verbal programming while staying within our professions boundaries. This workshop will focus on basics of RFT and how ACT is ABA. Case conceptualizations and audience client exemplars will make this an active, entertaining workshop.

By the end of the workshop participant will be able to:

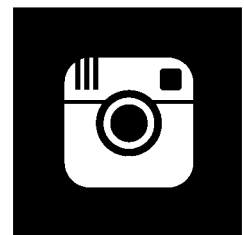
1. Identify derived stimulus relations.
2. State how stimulus function (e.g., aversive functions) change/is altered through verbal relational networks.
3. Break down Acceptance & Commitment Training into basic behavioral principles and procedures.
4. Identify three functions of rule governance and how these functions affect the behaviors that our young clients emit in the moment.
5. Develop a values based system for their young clients to serve as guiding 'rules' to help them overcome avoidance, impulsive responding, and other restrictions on living a full, positively reinforcing life.

Bio of Presenter:

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

Post Your Photos on Instagram! #faba2019

(They May Make The Observer)!



Saturday Afternoon

1:00 PM – 4:00 PM

Workshop

Track: BP

Champions A

3.0 CEU – BA

Workshop #W18 Understanding ABA Billing and Revenue Cycle Management

Skill Level: *Intermediate*

MICHELE SILCOX (*ABA Therapy Billing and Insurance Services, micheler@ababilling.net*)

SARAH SCHMITZ (*Comprehensive Billing Consultants, sarahschmitz@comprehensivebillingconsultants.com*)

REBECCA WOMACK (*Behavior Analysis Advocacy Network, rebecca@advocateaba.org*)



Michele Silcox



Sarah Schmitz



Rebecca Womack

Working with insurance can be complicated and time-consuming. Providers should become comfortable with navigating contracting, authorizations, session note requirements, and managing claims appeals in order to keep services running smoothly. This workshop will review RCM tips and a deep dive into best practices for documentation and appeals management. We'll walk through common problems encountered and how to address them. With more ABA coverage by insurance plans, providers need to know when they are at risk for non-compliance and remain out of harm's way of fraudulent activity. We will also review internal audits and accountability to avoid unexpected outcomes in routine audits.

By the end of the workshop participant will be able to:

1. Identify derived stimulus relations.
2. State how stimulus function (e.g., aversive functions) change/is altered through verbal relational networks.
3. Break down Acceptance & Commitment Training into basic behavioral principles and procedures.
4. Identify three functions of rule governance and how these functions affect the behaviors that our young clients emit in the moment.
5. Develop a values based system for their young clients to serve as guiding 'rules' to help them overcome avoidance, impulsive responding, and other restrictions on living a full, positively reinforcing life.

Bio of Presenter:

Since graduating from her master's program at ND State University, Rebecca has been privileged to serve adults and children using ABA in a variety of capacities. From facility-based care, group homes, schools and in-home services, her experience includes implementing evidence-based therapy across multiple settings. She has traveled across the US and overseas to provide consultation for families with children who have autism. Additional experiences include administrative work, presentations, oversight of center and home-based services, staff and parent training, and supervision. As the Executive Director for BAAN, she works closely with policy makers to preserve services and continuity of care for children with autism. In addition to facilitating provider and family concerns, she also disseminates information on clinical and ethical practices relating to funding source requirements. Whatever the role, her ultimate goal is to always make a significant impact through effective and efficient services utilizing the science of behavior analysis.

Bios of co-presenters available upon request.

Saturday Afternoon

1:00 PM – 4:00 PM

Workshop

Track: SUP

Champions B

3.0 CEU – BA, ETH, SUP

Workshop #W19 Simplivise: Training the Trainer to Simplify Training & Supervision Through the Use of Evidence-Based Strategies

Skill Level: *Intermediate*

YENDRI DIAZ (*Skillometry, Inc, yendri@skillometry.com*)



Yendri Diaz

This workshop is designed to develop effective trainers and supervisors within ABA organizations. This workshop will demonstrate how to incorporate Behavioral Skills Training, Precision Teaching, and digital technology into a simplified training and supervision program that develops and maintains critical skills for effective ABA services in online and in-person environments. Phase 1: Instructional design segment where attendees will learn how to create an evidenced-based training program. Phase 2: Teach attendees how to train and supervise staff utilizing a unique blend of BST, PT, and digital tech. Phase 3: Prepare attendees to maintain skill repertoires through simplified supervision and digital technology.

By the end of the workshop participant will be able to:

1. Identify and define evidence-based training and supervision strategies.
2. Develop an outline for training and supervision content using evidence-based strategies and digital technology.
3. Identify and set goals for trainers, supervisors, and their learners.
4. Identify how to measure quality and effectiveness of their training and supervision.
5. Plan for maintenance of skills through supervision.

Bio of Presenter:

Yendri is Director of Training and a Board Certified Behavior Analyst at Intraverbal. She studied psychology at Florida International University in Miami, FL and completed her graduate degree at California State University, Northridge, in behavior analysis; what she describes as her calling. Passionate about teaching and with the encouragement of her students, Yendri became a trainer of ABA and currently develops trainings and disseminates ABA. She continues to work closely with kids to which she provides ABA therapy and loves every minute of it. In her free time, she likes going kayaking, and travelling. Her goal is to provide trainings to families and behavior providers all over the world.

fabaworld.org



Saturday Afternoon

1:00 PM – 4:00 PM

Workshop

Track: BP

Champions C

3.0 CEU – BA, MH, PSY

Workshop #W20 Leadership in Behavior Analysis: The Independent Variable for Our field

Skill Level: *Intermediate*

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

NATALIE PARKS (*Behavior Leader Inc*, natalie.parks@BehaviorLeader.com)

Leadership is set of skills that effectively energizes followers to accomplish the mission of the company in an ethical manner. Unfortunately, many leaders are promoted due to their excellent technical skills without being provided any specific training in the skills of leadership. Behavior analysts have the specific skills necessary to motivate others, teach new skills, and maintain behavior over time; however, applying these skills organizationally can be difficult. This workshop will discuss the Leadership in Behavior Analysis (LIBA) model and provide an outline for the ideal behavior analysis leadership formula.



Adam Ventura



Natalie Parks

By the end of the workshop participant will be able to:

1. State the different components of the Leadership in Behavior Analysis (LIBA) model.
2. Complete the LIBA assessment and identify current leadership skills.
3. Conceptually analyze leadership in behavior analysis.
4. State how to write a vision, mission, and values that align with the BACB Code of Professional Conduct.
5. Pinpoint strategies and behaviors that will lead to best performance in followers.

Bio of Presenter:

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

Dr. Natalie Parks graduated from University of Missouri with her master's and doctorate degrees in school psychology. She completed her internship at Kennedy Krieger Institute. From there Dr. Parks worked with various organizations that provide services to individuals with autism, developmental disabilities, and severe problem behavior. As Dr. Parks advanced into leadership positions within the field of ABA, she began focusing on providing the necessary training for leadership skills. Dr. Parks currently focuses on Organizational Behavior Management and works with companies that are expanding, restructuring, or experiencing difficulties in various areas. Her main foci are leadership and business development, with the understanding that effective leadership is a necessary component for any business to thrive.

About FABA's 2019 Logo

Red-cockaded Woodpecker: An Endangered Species

This cardinal-sized (7" long) bird can be recognized by its back barred with black and white horizontal stripes and its black cap and nape encircling white cheek patches. Rarely visible is the male's small red streak (the cockade) on the sides of the black cap.

The red-cockaded woodpecker (RCW) is a territorial, non-migratory species once common in the open pine forests from New Jersey to Texas. Unlike other woodpeckers who nest in the rotting wood of dead trees, RCWs bore holes in living, mature (ca. 80 years) longleaf pines. In mid-April, the female lays a clutch of 3 to 5 white eggs in the male's roost cavity. Eggs hatch after 10-12 days and nestlings fledge from the nest 24-27 days later. Fledglings require a lot of care provided by the parents as well as up to 4 "helpers", mostly male previous offspring, who provide food and clean the cavity for up to six



months. Diet consists largely of insects such as ants, beetles, roaches and spiders.

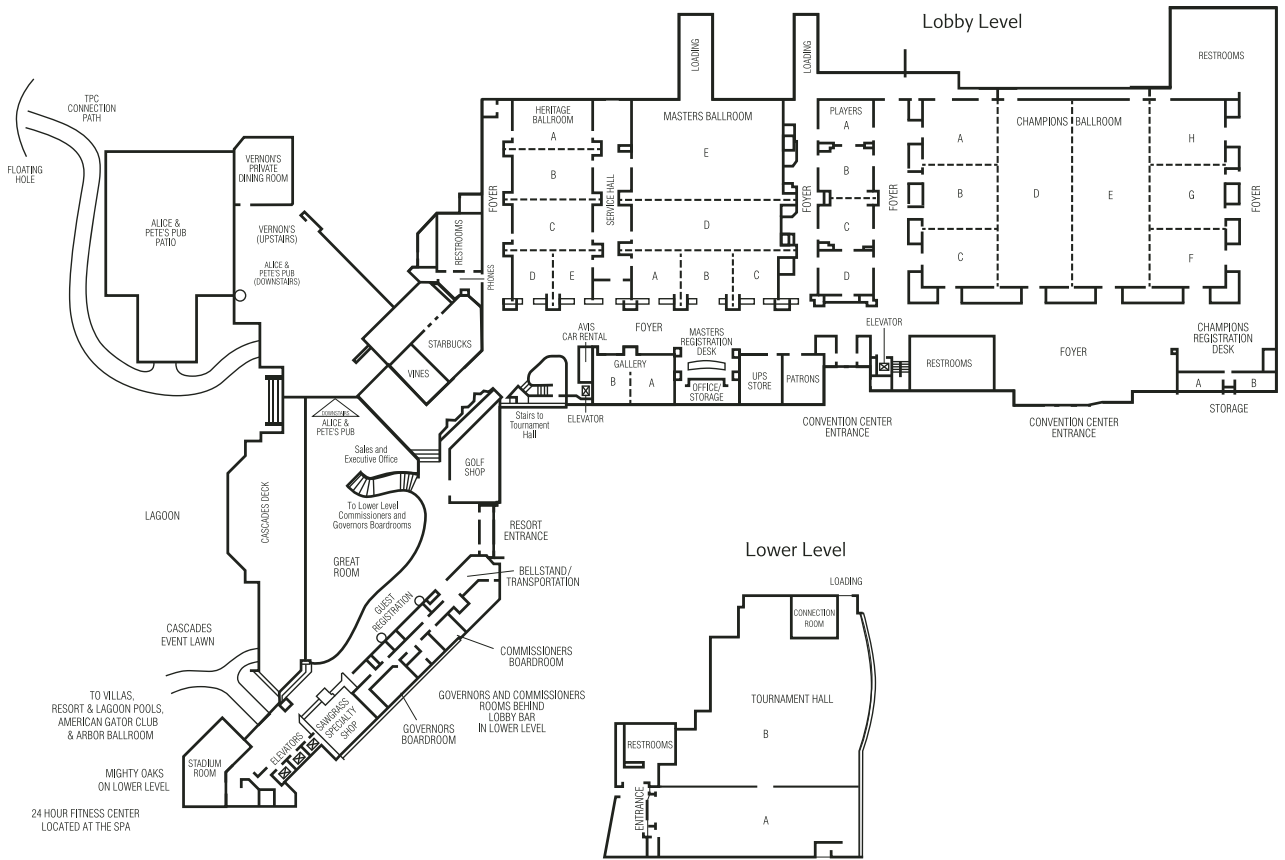
RCWs are considered a "keystone" species due to the use of their nesting cavities by other species such as other birds, lizards, squirrels, and frogs. RCW's endangered status results from habitat loss from timber harvesting, tree farming, urbanization, and agriculture. Although efforts have been made to reestablish longleaf pines forests, many of these forests are young and an absence of fire has created a dense pine/hardwood forest.

Adapted from U.S. Fish & Wildlife Service: Red-cockaded Woodpecker Recovery (<https://www.fws.gov/rcwrecovery/rcw.html>)

***A special thanks is due to Dr. Al Murphy who has been identifying FABA's endangered species for more than 20 years.*

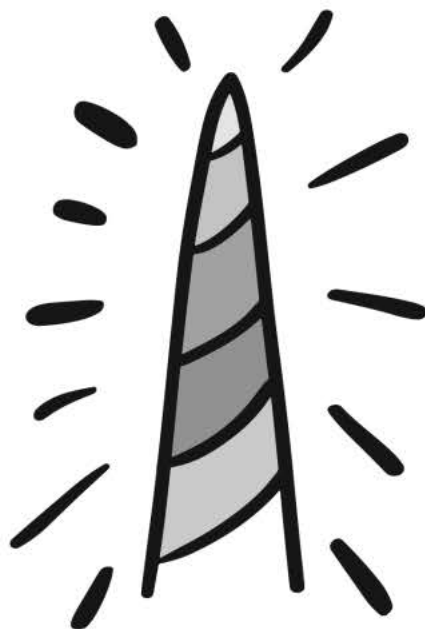
Notes:

Meeting Room Locator



Platinum FABA Sponsors:





We Believe in Unicorns.

We take great pride in hiring extraordinary professionals. Ones who go the extra mile for the children and families they serve. BCBAs, BCaBAs and RBTs who thrive on collaboration, data, ethics and positive outcomes. They love what they do and make a difference in the lives of children every single day. And we have the data to back that up.

The Invo Family of Companies is hiring in cities around the country. Apply today and learn more about our exceptional pay and benefits, professional development, support, mentoring and more!

Unicorns Wanted. Apply Today.

invocompanies.com | 800.892.0640





CONTINUING
EDUCATION
COURSE SERIES

NEW!

21ST CENTURY SUPERVISION COURSE SERIES

INSTRUCTORS:

ALLISON KING, PhD, BCBA

COREY ROBERTSON, MS, BCBA

JOSE MARTINEZ-DIAZ, PhD, BCBA-D

KELLY THERRIEN, MS, BCBA

KRISTIN MYERS-KEMP, PhD, BCBA-D

SHAUNA COSTELLO, MA, BCBA

THOMAS FREEMAN, MS, BCBA

 8 hrs 27min

10 CEUs

Supervision

BACB Type 2

 **FLORIDA TECH**



ABA Technologies

\$99



INNOVATIVE PRACTICE MANAGEMENT AND EHR TECHNOLOGY

Leading Technology. Expert Services. Superior Outcomes.



Trusted by Over 69,000 Clinicians and Educators

CentralReach's powerful all-in-one practice management and clinical solutions platform equips ABA practices and behavioral health clinicians with the software and tools needed to help them grow their practice and improve client care. Never worry about losing client data due to syncing and WIFI connectivity issues out on the field. Never worry about the next audit, incomplete claims submissions and never worry about scheduling nightmares again.

- Billing
- Scheduling
- Reporting
- Offline Data Collection
- Clinical Documentation
- Powerful Mobile App
- Payroll
- Courses & Trainings
- Client/Parent Portal
- Employee Onboarding
- Client Intake
- Precision Teaching

You now have one centralized system to help you do it all. Book a Demo Today

Comprehensive programs
and coursework in
applied behavior analysis

Registered Behavior
Technician™ Training
also available in Spanish

Board Certified Assistant
Behavior Analyst®
online course sequence

Board Certified
Behavior Analyst®
online course sequence

Type-2 CEs to maintain
BCBA® or BCaBA® certification



Uncover the possibilities
with *Florida Tech*

RBT® | BCaBA® | BCBA®
CEs | Exam Prep & More



Keep exploring at <http://aba.fit.edu/>

**HOME OF THE CBA LEARNING MODULE SERIES
91% PASS RATE***

MASTERY TRAINING FOR A BETTER WORLD

PROVIDING SERVICES SINCE 1998



ACCESS FREE DEMOS
fluency.behaviordevelopmentsolutions.com

***FIRST TIME EXAM TAKERS; 100% COMPLETION**

BEHAVIORDEVELOPMENTSOLUTIONS.COM



LEARNING MODULE SERIES

- Premier BCBA/BCaBA exam prep
 - Curriculum supplement
 - Recognized by over 120 Verified Course Sequences
- 4th & 5th Edition Task List available

CONTINUING EDUCATION

- Supervisory Training
 - Ethics & more...
- Type II BCBA & PSYCH credits
 - Live webinars

REGISTERED BEHAVIOR TECHNICIANS

- RBT Readiness -- 40-Hour Training
 - RBT Exam Prep

ABA BOOKSTORE

- Over 200 titles



SUPPORT@BEHAVIORDEVELOPMENTSOLUTIONS.COM

866 823 4283

Next Generation Data Collection & Reporting Portal

ABA • SLP • OT • PT

BIPTrack® simplifies data collection, skill program instruction, and reporting processes for therapists, teachers, and parents.

- Skill Acquisition Programs
- Task Analysis Programs
- Self Evaluations
- Goal Tracking
- Reinforcement Rewards
- Automated Reporting
- Real-Time Status Reports
- Fidelity Checks
- Drag-and-Drop Scheduling
- Time Management & Invoicing

- Advanced Data Graphing System
- Encrypted Document Storage
- Multilingual Support
- Team Notifications
- Client-Centered Discussions
- Interobserver Agreement (IOA)
- Customizable, Dynamic Templates
- Secure Collaborative Communications



THE EDTECH
AWARDS
COOL TOOL
FINALIST 2019

& Fully-integrated **VB-MAPP**

Verbal Behavior Milestones Assessment and Placement Program
VB-MAPP created by Mark L. Sundberg, PH.D, BCBA-D

Pre- and Post-Implementation Support Included



Offline Data Collection On Any Device!
Nothing to Install



HIPAA
COMPLIANT

**Spend less time with your data
and more time with your clients!**

**Try our Sandbox NOW
at sandbox.biptrack.com**

Play with sample clients, track data,
generate reports, and more!



Or launch a FREE live trial with your own clients!



BIPTrack®

BEHAVIOR, SKILL, AND IEP GOAL MANAGEMENT

BOOTH #11

(475) 444-3115

www.BIPTrack.com

HOW DO YOU MEASURE QUALITY CARE?

BHCOE Accreditation relies on cooperation from providers, funders, and patients to ensure that ABA services are delivered ethically, sustainably and in a client-focused manner.

To earn BHCOE Accreditation, providers must be reviewed with an on-site visit, session observation, leadership interview, extensive document review, and staff and consumer satisfaction surveys. Rules and guidelines have been produced through consensus and collaboration. BHCOE works collaboratively with subject-matter experts, consumers, and funders to identify region-specific quality standards.

Some of BHCOE's Quality Indicators & Best Practices

- Staff Qualifications
- Staff Training
- Staff Turnover
- Treatment Fidelity
- Data Collection
- Client Outcomes
- Consumer Protection
- Progress Documentation
- Treatment Plan Review
- Consumer Satisfaction
- Staff Satisfaction
- Dosage Recommendation

The BHCOE evaluates best practices in these domains based on guidelines established by leading authorities in the field of behavior analysis, such as the Behavior Analyst Certification Board, the National Standards Project, and the Association for Behavior Analysis International. The accreditation program accomplishes its mission by continually evaluating the adequacy and appropriateness of accreditation standards in accordance with the changing regulatory environment and through continued monitoring of accredited organizations.

What are some of the benefits of BHCOE Accreditation?

- Consumer Protection
- Strengthens Confidence in Quality
- Access to Benchmarking Data
- Reduces Risk of Litigation
- May Reduce Liability Insurance Costs
- Provides Independent Third Party Feedback
- Enhances Staff Recruitment
- Provides a Road Map of Best Practices for ABA Organizations
- May Fulfill Regulatory Requirements in Select States

BECOME BHCOE ACCREDITED TODAY



Behavioral Health Center of Excellence

Telephone: 310-627-2746

Website: www.bhcoe.org

BHCOE Standards: <http://bhcoe.org/resources/code-of-effective-behavioral-organizations/>



The Liberty Company Will Help
Your Agency Reach New Heights!

THE LIBERTY COMPANY

insurance brokers



Exclusive ABA Insurance Program Includes:

- Professional Liability
- Abuse Coverage
- General Liability
- Workers' Comp
- Automobile
- Claims Management
- Loss Control Services



Professional education with online flexibility

The Center for Behavior Analysis at the University of West Florida is a leading resource for individuals interested in ABA. UWF provides the complete pathway to develop your career—featuring an online ABAI-verified course sequence, RBT training, undergraduate and graduate coursework with degree offerings as well as continuing education courses.

Get started today!
Contact us at 850.474.2704
or aba@uwf.edu.

Follow @UWFABA on   

uwf.edu/aba



Center for
Behavior Analysis
UNIVERSITY of WEST FLORIDA

Develop tomorrow's leaders in behavior analysis *today*

Capella University helps you bring positive change to the lives of individuals through certificates and bachelor's, master's, and PhD programs in behavior analysis. Our flexible, affordable programs meet the academic requirements of the Board Certified Behavior Analyst® certification and Board Certified Assistant Behavior Analyst® examination. Students graduate prepared to take the appropriate exam and use what they've learned to help clients.

A partnership with Capella means tuition benefits for your employees, including:

- \$6,000 GuidedPath scholarship.
- An additional 10% tuition discount.
- A prior learning assessment to determine additional savings based on work experience, training, and transfer credits.



Professionally aligned, ABAI verified

This coursework sequence has been verified to meet the coursework requirements for eligibility to take the Board Certified Behavior Analyst® examination and the Board Certified Assistant Behavior Analyst® examination. Applicants will have to meet additional requirements to qualify.



es.capella.edu/faba19



888.227.9896



CAPELLA UNIVERSITY

Accreditations: Capella University is accredited by the Higher Learning Commission. **Higher Learning**

Commission: <https://www.hlcommission.org>, 800.621.7440 **Capella University:** Capella Tower, 225 South Sixth Street, Ninth Floor, Minneapolis, MN 55402 1.888.CAPELLA (227.3552) © 2019 Capella University 19-1280





Therapy-first software for your ABA clinic.
Built by BCBA's, for BCBA's.

Whether you're in the office
or on the go, Portia is the
all-in-one solution
you've been looking for.



Practice
Management



Reports &
Analytics



Data
Collection



One Click
Claim
Submission



Insurance
Billing



Accounts
Receivable



Start your free
trial today.

www.portiainternational.com
1.855.297.6431

TEAM PBS IS HIRING

If you're searching for purpose in your career, look no further than Team PBS. We believe one person can make a profound impact. When you join our team, you join a culture of caring. PBS Corp. is committed to producing outcomes that improve an individual's skills and quality of life.

WE OFFER THE BEST BECAUSE WE WANT THE BEST

- Quarterly Raises
- Yearly Bonuses
- Health Insurance
- Paid Time Off and Sick Leave
- Paid Maternity Leave
- Competitive Sallaries

- Paid Weekly
- Professional Advancements
- Opportunities to Transfer
- Conference Bonuses
- University Partnerships
- Complimentary Live and Online CEUs
- 401K Retirement Options

APPLY NOW

Email:
analyst@teampbs.com

Click:
www.teampbs.com
"WorkWithUs"

Phone:
855-832-6727





JOIN OUR TEAM!

Contact us!

You can apply on our website,
www.reachingmilestones.com

Email our Recruiting Team at
recruiting@reachingmilestones.com

Call us at (912)483-5274

What we offer!


- ★ Full time, salary or hourly positions available!
- ★ Extensive health benefits, 401K with up to 4% company matching, PTO & paid holidays!
- ★ Work life balance: family friendly hours and little to no travel!
- ★ Dedicated professional development time
- ★ Tuition reimbursement!
- ★ So much more!

We are seeking:

- ★ Individuals who are energetic, dedicated and passionate about the field of ABA!
- ★ Professionals who are motivated to make a difference in a collaborative team environment.

Follow us!

 [ReachingMilestoneswithBCS](#)

 [Reaching Milestones](#)

 [ReachMilestones](#)



Helping complete the puzzle

- **ABLLS-R based tool with normative scores.**
- **Time Saving Automated Objective Selection, based on natural developmental progression.**
- **Great for justifying services to Parents and Insurance Companies.**

Come by and see us at booth #E during the FABA Conference

Student Objective Recommendation Tool.

+1 888 365 7678
<https://sort.systems>

Contact us: info@sort.systems



*We Believe in Our Students
& Champion Their
Educational Opportunities*



Educate



Engage



Inspire

For over 15 years, JSA has focused on whole child development and individualized programs that encourage both family and community involvement. JSA serves students with Autism Spectrum Disorders (ASD) and offers programs for Early Childhood Development, K-12, and Post-Secondary Vocation.

Jacksonville School for Autism | 9000 Cypress Green Dr. | Jacksonville, FL 32256 | 904.732.4343 | jsakids.org



Contact Us!
1 (888) 974-7081
www.accupointmed.com

ASK ABOUT OUR
REVENUE CYCLE
MANAGEMENT
SERVICES



Comprehensive Reporting



Data Collection



Integrated Compliance,
Scheduling, Payroll, and Billing



World Class Support

BILLING MADE EASY

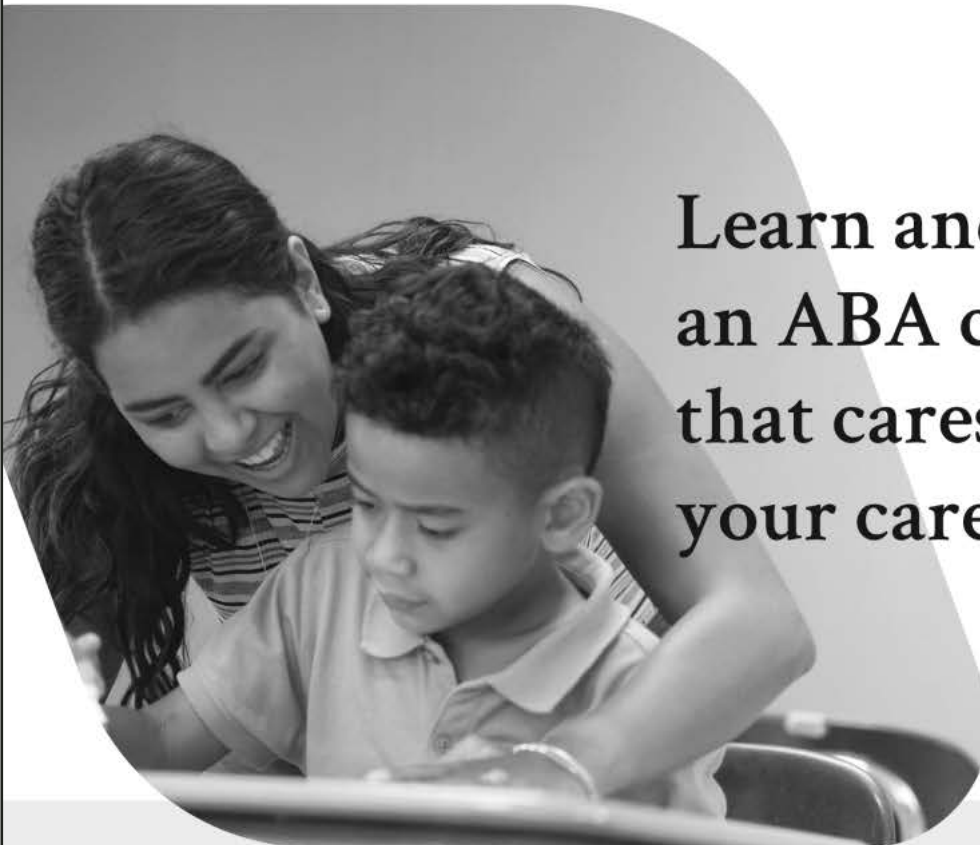
We bill the codes, split t-codes, round units, submit adjustment claims, batch & transmit claims, download and post remittances nightly and give you your weekend back in the process!

PARENT PORTAL

Our Parent Portal gives parents real time access to view their child's data, sign off on sessions, manage their schedule, pay invoices and complete their intake documentation!

DATA COLLECTION

Why reconcile multiple systems when you can have the ease of tracking your entire practice in one location? Ask us about how AccuPoint has simplified data collection!



Learn and grow at an ABA company that cares about your career.

We offer greater autonomy in individualizing assessment and treatment, support for maintaining a caseload that meets your individual scheduling needs, interests, and expertise, and excellent opportunities for advancement.

In addition to our industry-leading compensation rates, medical/dental/

vision plan, and matching 401(k), we offer a signing bonus, PTO, indirect hours reimbursement, materials reimbursement, and more.

Learn more about our full and part-time positions in West Central and Central Florida at abasolutionsinc.com or email your curriculum vitae/resume to info@abasolutionsinc.com

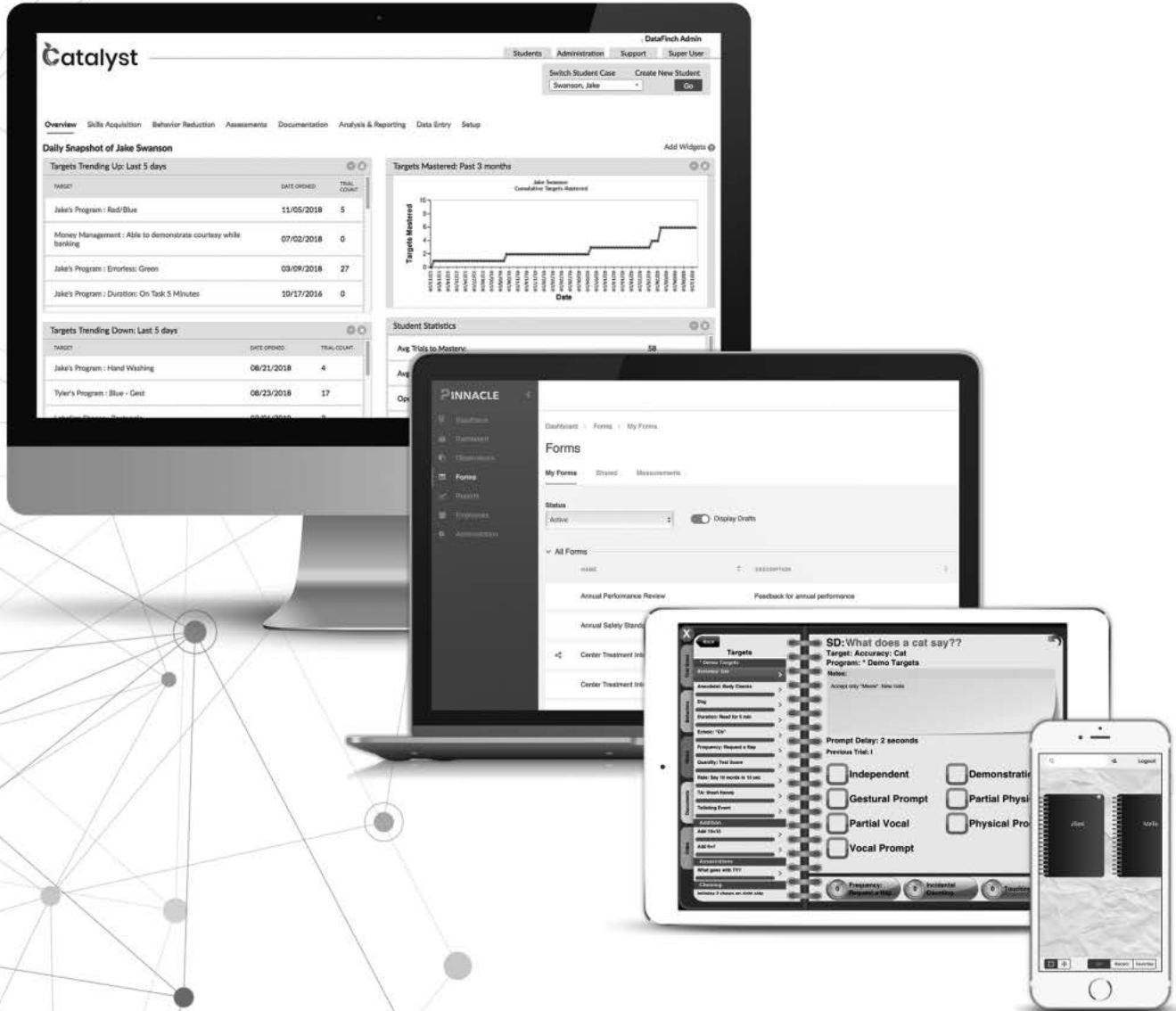


abasolutionsinc.com/careers (727) 492-5369

DataFinch

TECHNOLOGIES

Transformative solutions for behavior analysts



ABA Data Collection | OBM & Supervision | Practice Management

✉ info@datafinch.com

📘 facebook.com/DataFinch

🌐 www.datafinch.com

🐦 twitter.com/DataFinch

ABA Therapy Billing and Insurance Services



Over 25 years of progressive accounting management and software experience coupled with over 7 years of ABA specific back office functions. We pride ourselves on providing top notch, personal touch service at affordable rates.



Billing and Collections

We establish effective billing and collection practices to facilitate reimbursement of all billable insurance claims and subscriber responsibility.



Credentialing/Contracting

We provide insurance credentialing services to help guide your agency through the process of becoming an in-network provider with managed care companies.



Case Management Support

We successfully streamline your intake process through careful navigation of insurance requirements, professional interface with care coordinators, acquiring accurate authorizations, and ongoing support and consultation to your agency.



Consulting Services

We offer general consultation on working with insurance carriers, assistance with contracting and billing issues, and training for your internal staff.

ABABilling.net

Membership Gives You Access!

Join one of our memberships at ababilling.net for access to monthly webinars that include useful tips, ideas, and handouts that you can put into practice immediately!

Webinar topics include billing code changes, contracts and negotiations, credentialing, team building, accounting, audits, appeals, and much more.

Enjoy our monthly live webinars, subscribe to each webinar replay on-demand, or even sign up for a Gold (yearly) or Silver (monthly) membership for full access to all our webinars.

Stay up-to-date in your agency! Sign up today!



www.ababilling.net



facebook.com/robinsonsandassociates



twitter.com/ababillingsvcs

ABA Therapy Billing and Insurance Services

Tel: 520-800-4740

Fax: 888-503-0287

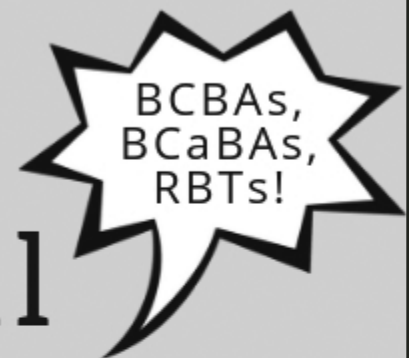
Email: info@ababilling.net



NOW
HIRING!



engage
behavioral
health



BCBAs,
BCaBAs,
RBTs!

Passionate Professionals making a difference with ABA Therapy since 2008.

Tallahassee

Tampa Bay
(Five Clinics)

Virginia

Stop by our booth or apply today: careers@ebhealthgroup.com

inspiring hearts, engaging minds™



800-578-7906
hr@ebshealthcare.com
www.ebshealthcare.com

Visit EBS at Booth #12
to learn about the exciting
opportunities we have to offer!

WE'RE HIRING ABA THERAPISTS IN YOUR LOCAL AREA AND NATIONWIDE!

You Support
T H E M
We Support
Y O U



GROW

with opportunities for career advancement from entry-level to Director positions.



LEARN

from renowned supervisors trained in our coaching model, CEUs, and professional development.



EXPLORE

new specialty areas in settings nationwide: homes, clinics, communities, and schools.

YOUR PASSION IS OUR PURPOSE

It's our mission to provide you with the most support, training, and mentorship so that you can continue to grow throughout your career as an ABA Therapist. A career with EBS allows you to become a part of our leading network of clinicians providing superior services to the pediatric population. EBS is the difference between just having a job and having a career you love. Join the EBS team today!



CodeMetro

Visit Us at Booth F
in the Foyer

DATA COLLECTION + NPAWORKS + BILLING

Software & Services Built for Your ABA Practice



DATA COLLECTION

Save time and integrate your NPAWorks account with your Catalyst account. The unparalleled depth of NPAWorks combined with the #1 data collection tool are an absolute necessity for every ABA practice.

EXPERT RCM SERVICES

Increase revenue, save time, and cut costs with CodeMetro's insurance billing services. Our team of experts provide accurate and transparent services to make sure you get paid for every service every time.

BUILT-IN BILLING IN NPA

The end-to-end built-in billing solution has arrived! Billing in NPAWorks offers seamless electronic claim submissions, claim status updates, claim tracking, and so much more!

www.CodeMetro.com

info@codemetro.com | 877.796.9883 ext 123



Not All Heroes Wear Capes



(Well, sometimes we do, we just leave them at home.)

Having proudly served the Tampa Bay area for almost sixteen years, we're not the new ABA therapy company on the block! Owned and operated by a Board Certified Behavior Analyst, our reputation for excellence speaks for itself. With four clinic locations, school shadowing and new, in-home opportunities, we know we're the right fit for you!



Competitive Pay
and Benefits



Supervision and
Continued Education



Promotional Opportunities
and Room for Growth

Why Choose BCOTB?

- Exceptional Supervision
- Competitive Pay/Benefits
- Continued Educational Opportunities
- Promotional Opportunities
- Room for Growth

Comprehensive Benefits

- 401k Retirement Plan
- Paid Sick Time
- Paid Vacation and Holidays
- Paid Parental Leave
- Short-term Disability



(813) 814-2000 | bcotb.com



LIFELONG LEARNINGSM

Quality of Life



WE OPTIMIZE THE QUALITY OF LIFE
OF THE INDIVIDUALS WE SERVE.

At Anderson we give children with autism freedom, choices, and opportunities for growth so they **live a life of quality** - learning, working, playing, relaxing, making art or music. This mission is at the heart and soul of the work of Anderson's 850 employees.

AndersonCenterForAutism.org

INTEGRATING CATALYST & ACCUPOINT

AccuPoint is now integrating Catalyst Data Collection with our system! For more information regarding the integration, stop by our booth and make sure to ask about special pricing!

Jameson Kimball

201.492.6954 • jkimball@accupointmed.com





NOW HIRING

Founded in 1997, the Applied Behavior Center for Autism has 7 locations throughout the state of Indiana. We provide both focused and comprehensive ABA services to toddlers through young adulthood.

- **Dedicated research department that focuses on the research interests of all staff**
- **Collaborate with over 30 other BCBA's in the organization.**
- **Sign on bonus for relocation**
- **Full health, dental, vision and life insurance**
- **Paid holidays, flex days and vacation days**
- **401k plan**
- **Tuition reimbursement**
- **Compensation for state chapter conference attendance**

AppliedBehaviorCenter.org

THURSDAY MORNING

ROOM	8-8:50	9-9:50	10-10:50	11-12:30	12:30-1:20
Tournament A 150	#18 8:00-8:50 am Social Interaction <i>Bonner, Morris, Laureano, Kronfli, Gutierrez</i>	#26 9:00-9:50 am Increase Staff Perf <i>Morris, Stamatelos</i>	#34 10:00-10:50 am So Happy Together <i>Crosland, Blair, Hodnett, Scheel, Ginns</i>		
Tournament B	Exhibits				
Heritage AB 160	#19 8:00-8:50 am Improving Sports <i>Miltenberger, Snapp, Schenk</i>	#27 9:00-9:50 am Values as Rules <i>Weil</i>	#35 10:00-10:50 am Quality of Worklife <i>Lenderman, Spiker</i>		LUNCH No Scheduled Sessions
Heritage CDE 160	#20 8:00-9:20 am Rate of Skill Acquisition CHAIR: <i>Cividini-Motta</i> DISCUSSANT: <i>Wunderlich</i> <i>Baez, Martinez, Mandel, Valencia</i>	#30 9:30-10:50 am Integrating ABA and Systemic Thinking CHAIR: <i>Dominguez</i>			
Masters ABCD 280	#21 8:00-9:20 am Leadership Skills CHAIR: <i>Houvouras</i> <i>Gavoni, Costa, DiNovi</i>	#31 9:30-10:50 am Road Map Advocacy CHAIR: <i>Womack</i> <i>Miller, Wasmer, Adami</i>			
Masters E 280	#22 8:00-9:20 am Playing and Pretending CHAIR: <i>Champlin</i> DISCUSSANT: <i>Sloman</i> <i>Champlin, Schissler, Richert</i>	#32 9:30-10:50 am Feeding Disorder Training CHAIR: <i>Clark</i> DISCUSSANT: <i>Ibanez</i> <i>Clark, Bacotti, Grauerholz-Fisher, Ryan</i>			
Players A	(Lactation)				
Players BC (60)	#23 8:00-8:50 am Missteps <i>Toro</i>		#33 9:30-10:50 am Creating Comp Prog Audits Avoid Penalties <i>Rooney</i>		
Gallery AB	FABA Store. Hours are posted at the time of the conference.				
Champions EFGH 595	#24 8:00-8:50 am Regulation of OBM CHAIR: <i>Kinney</i> <i>Carr, Gravina, Weatherly</i>	#28 9:00-9:50 am Do and Don'ts <i>Jurgens, Spiker</i>	#36 10:00-10:50 am Legislative Update CHAIR: <i>Riordan</i> <i>Pruitsman, Potak, Cruz, Houvouras</i>	#38 11:00 am-12:30 pm Keynote Address: <i>Raymond Miltenberger</i> & Awards Ceremony	Turn the Room
Champions ABCD 660	#25 8:00-8:50 am De-escalation <i>Winston, Ward</i>	#29 9:00-9:50 am Invited Speaker <i>Tara Fahmie</i> INTRO: <i>Peters</i>	#37 10:00-10:50 am Ethical Billing <i>Silcox, Bailey</i>		

THURSDAY AFTERNOON

ROOM	1:30-2:20	2:30-3:20	3:30-4:20	4:30-5:20	6:00-8:00
Tournament A 150	#40 1:30-2:50 pm Improving Treatment Integrity CHAIR: <i>Scheel Ginns, Hodnett</i>	#51 3:00-4:20 pm Beyond BST CHAIR: <i>Lucker-Greene</i> DISCUSSANT: <i>Lucker-Greene, Hoover</i>			
Tournament B	Exhibits				#58 FABA Social 5:30-6:30 pm
Heritage AB 160	#41 1:30-2:20 pm Mental Health Stigma CHAIR: <i>Houvouras</i> DISCUSSANT: <i>Bloom Albert, Rey</i>	#47 2:30-3:20 pm FBA Callous Beh <i>Golden</i>	#54 3:30-4:20 pm Verbal Behavior CHAIR: <i>Confusione Lewis, Pritchard</i>		
Heritage CDE 160	#42 1:30-2:20 pm Functional Analyses CHAIR: <i>Schieber</i> DISCUSSANT: <i>Fahmie Perez, John, Concepcion</i>	#48 2:30-3:20 pm OBM Interventions CHAIR: <i>Matey</i> DISCUSSANT: <i>Weatherly Sleiman, Cruz</i>	#55 3:30-4:20 pm School Consulting <i>Costa, Gavoni</i>		
Masters ABCD 280	#43 1:30-2:50 pm Physical Activity CHAIR: <i>Weinstok</i> DISCUSSANT: <i>Miltenberger Maxfield, DePaolo, Hanashiro-Parson, Goldman</i>	#52 3:00-4:20 pm Teaching Adaptive Skills CHAIR: <i>Goldman</i> DISCUSSANT: <i>Carr Topcuoglu, Hodges, Maxfield, Yankelevitz</i>			
Masters E 280	#44 1:30-2:50 pm Innovative Training CHAIR: <i>Peters</i> DISCUSSANT: <i>Haynes Bell, Hodges, McGarry, Singer</i>	#53 3:00-4:20 pm School-Based Intervention CHAIR: <i>Crosland</i> DISCUSSANT: <i>Vollmer Zuniga, McDermit, Moore, Kwak</i>			
Players A	(Lactation)				
Players BC (60)					
Gallery AB	FABA Store. Hours are posted at the time of the conference.				
Champions EFGH 595	#45 1:30-2:20 pm Remebering Murray Sidman <i>Iversen</i> INTRO: <i>Bailey</i>	#49 2:30-3:50 pm Beh Pediatrics CHAIR: <i>Weil Pritchard, McGinnis</i>		#57 4:30-5:20 pm Inside Beh Analysis <i>Miltenberger</i> HOSTED: <i>Houvouras</i>	Reunions 7:00-9:00 pm
Champions ABCD 660	#46 1:30-2:20 pm Diversity, Inclusion <i>Donovan, Lancaster</i>	#50 2:30-3:20 pm Invited Speaker <i>David Palmer</i> INTRO: <i>Dickens</i>	#56 3:30-4:20 pm Ethical Billing <i>Bailey</i>		

FRIDAY MORNING

ROOM	7:00-7:50	8-8:50	9-9:50	10-10:50	11-12:30	12:30-1:20	
Tournament A 150	#59 7:00-7:50 am Beh Yoga Vasquez	#60 8:00-9:20 am Teacher Consultation CHAIR: <i>Blair</i> DISCUSSANT: <i>Iovannone</i> <i>Randazzo, Scalzo, Deenihan, Reyes</i>		#72 9:30-10:50 am Stereotypy in ASD CHAIR: <i>Albert</i> DISCUSSANT: <i>Cividini-Motta</i> <i>Sloman, Cook, Mandel, Alba</i>			
Tournament B	Exhibits						
Heritage AB 160		#61 8:00-8:50 am Sexual Expression <i>Alexrod, Delgado</i>	#68 9:00-9:50 am Accountability CHAIR: <i>Murdock</i> <i>Toro, Cruz</i>	#76 10:00-10:50 am Transitions and Waiting CHAIR: <i>Argueta</i> DISCUSSANT: <i>Kronfli</i> <i>Bonner, Deveaux, Campos</i>		LUNCH No Scheduled Sessions	
Heritage CDE 160		#62 8:00-9:20 am S-S Relations CHAIR: <i>Fernandez</i> DISCUSSANT: <i>Leon</i> <i>Weinszotk, Argueta, Livingston, Eberhardt</i>		#73 9:30-10:50 am ABA & FL DJJ CHAIR: <i>Fuesy</i> <i>Bethea-Miller, Kieffer</i>			
Masters ABCD 280		#63 8:00-9:20 am Staff Performance CHAIR: <i>Kronfli</i> DISCUSSANT: <i>Wilder</i> <i>Kincaid, Llanes, Thompson</i>		#74 9:30-10:50 am Making Ethical Decisions CHAIR: <i>Lucker-Greene</i> DISCUSSANT: <i>Fiol</i> <i>Armstrong, Lucker-Greene, O'Leary</i>			
Masters E 280		#64 8:00-9:20 am Noticing Your Students CHAIR: <i>Miller</i> DISCUSSANT: <i>Wright</i> <i>Gundling, Ellis, Ward</i>		#75 9:30-10:50 am Preference Assessment CHAIR: <i>Leon</i> DISCUSSANT: <i>DeLeon</i> <i>Patin-Baratz, MacNaul,</i> <i>Gilbert, Henry</i>			
Players A	(Lactation)						
Players BC (60)		#65 8:00-8:50 am Local Chapters Meeting <i>Kim Lucker-Greene</i>	#69 9:00-9:50 am Beyond Soc Media <i>Stabile</i>	#77 10:00-10:50 am RBT Supervision <i>Korner, Korner, Korner,</i> <i>Bethea-Miller</i>			#81 12:30-1:30 9m Presidential Luncheon
Gallery AB	FABA Store. Hours are posted at the time of the conference.						
Champions EFGH 595		#66 8:00-8:50 am Get a Life! <i>LaMarca, LaMarca</i>	#70 9:00-9:50 am Resistance Futile <i>Older, McGinnis</i>	#78 10:00-10:50 am Parent Panel <i>Wright, parents</i>	#80 11:00 am- 12:30 pm Presidential Address <i>Houvouras</i>		
Champions ABCD 660		#67 8:00-8:50 am Ethics Hotline <i>Cruz, Bailey</i>	#71 9:00-9:50 am Invited Speaker <i>Gregory Madden</i> INTRO: <i>Polick</i>	#79 10:00-10:50 am Tough Talks <i>Gavoni, Costa</i>	Awards & Business Meeting		

FRIDAY AFTERNOON

ROOM	1:30-2:20	2:30-3:20	3:30-4:20	4:30-5:20	7:30-11:00
Tournament A 150	#82 1:30-2:20 pm Open Your Own ABA Company CHAIR: <i>Cabrera Malagic, Cruet, Eddy</i>	#90 2:30-3:20 pm Safety Skills CHAIR: <i>Maxfield Novotny, Orner, Miltenberger, Frederick</i>	#98 3:30-4:20 pm eBA assessment <i>Silvestre, Blair</i>		
Tournament B	Exhibits				
Heritage AB 160	#83 1:30-2:50 pm Ethics and FA CHAIR: <i>Weinberg</i> DISCUSSANT: <i>Olive Marsh, Dorsey, Demuesy, Beirne</i>	#91 3:00-4:20 pm Teaching Complex Skills CHAIR: <i>Edgemon</i> DISCUSSANT: <i>Crosland Guiliano, Reed, Schulz, Edgemon</i>			
Heritage CDE 160	#84 1:30-2:50 pm BA in Child Welfare <i>Torsiello, Leonardo, Walsh</i>	#92 3:00-4:20 pm Royal Flush: PTR CHAIR: <i>Haynes</i> DISCUSSANT: <i>Iovannone Clarke, Fontechia, Cassell</i>			
Masters ABCD 280	#85 1:30-2:50 pm Persistence and Relapse CHAIR: <i>Laureano</i> DISCUSSANT: <i>Kincaid Talhelm, Thomas, Henry, Lloveras</i>	#95 3:00-3:50 pm Yes We Can <i>Older</i>			
Masters E 280	#86 1:30-2:50 pm Treating Feeding Disorders CHAIR: <i>Ryan</i> DISCUSSANT: <i>Gutierrez Clark, Van Arsdale, LaMonica, Ibañez</i>	#94 3:00-4:20 pm Procedural Variables CHAIR: <i>Gutierrez</i> DISCUSSANT: <i>Koehler Molina, Shuler, Slanzi, Rodriguez</i>			
Players A	(Lactation)				
Players BC (60)	#87 1:30-2:50 pm Special Topics in Education CHAIR: <i>Dietsch- Vazquez Kearney, Brady</i>	#93 3:00-3:50 pm Organizaional Beh CHAIR: <i>Biagi Postma</i>			
Gallery AB	FABA Store. Hours are posted at the time of the conference.				
Champions EFGH 595	#88 1:30-2:50 pm Autism Spectrum Disorder CHAIR: <i>Rollings-Latham</i> <i>Wright, Avina, Koutnik, Martensen</i>	#96 3:00-4:20 pm RBT Supervision CHAIR: <i>Meckler</i> <i>Korner, Korner, Korner, Harlan, Ballinger</i>	#99 4:30-5:20 pm Inside Beh Analysis <i>Aubrey Daniels</i> INTRO: <i>Dickens</i>		#100 7:30-9:00 pm Ignites! At Nite! CHAIR: <i>Maharaj</i>
Champions ABCD 660	#89 1:30-2:50 pm Racism <i>Winston</i>	#97 3:00-3:50 pm Invited Speaker <i>Lorri Unumb</i> INTRO: <i>Riordan</i>			#101 9:00-11:00 pm Friday Night Karaoke

SATURDAY MORNING

ROOM	8-8:50	9-9:50	10-10:50	11-12:00	12:00-1:00	
Tournament A 150	#102 8:00-9:20 am Funding Challenges for ABA CHAIR: <i>Boussom</i> DISCUSSANT: <i>Capeci</i> <i>Boussom, Jervis-Schultz, Carraro</i>		#113 9:30-10:50 am Ethics and Assessment CHAIR: <i>Olive</i> DISCUSSANT: <i>Berens</i> <i>Olive, Sawyer, Weinberg</i>			
Tournament B	Exhibits					
Champions E 280	#103 8:00-9:20 am Reinforcer Efficacy CHAIR: <i>McGarry</i> DISCUSSANT: <i>Madden</i> <i>Moreno, Fernandez, Shaham, Wu</i>		#114 9:30-10:50 am ABA and Education CHAIR: <i>Michaelis</i> <i>Guffee, Wilkerson</i>		Lunch No Scheduled Sessions	
Masters D 150	#104 8:00-9:20 am Environment and Climate CHAIR: <i>Choate</i> <i>Hinman, Rehfeldt, Belisle, Dixon</i>		#115 9:30-10:50 am Special Topics in Autism Treatment CHAIR: <i>Lasaga</i> <i>Martinez, Moore</i>			
Masters ABC 280	#105 8:00-8:50 am Training Staff Effectively CHAIR: <i>Diaz</i> <i>Arnesen, Brown</i>	#111 9:00-9:50 am Jack of Trades <i>Spiker</i>	#119 10:00-10:50 am Staff Training CHAIR: <i>Passage</i> DISCUSSANT: <i>Weatherly</i> <i>Addington, Lewis, Boatman, Noto</i>			
Masters E 280	#106 8:00-8:50 am Health & ACT <i>Donovan, Moore</i>		#116 9:30-10:50 am Verbal Behavior CHAIR: <i>Rajagopal</i> DISCUSSANT: <i>Marshall</i> <i>Felde, Tanz</i>			
Players A	(Lactation)					
Players BC (60)	#107 8:00-8:50 am Span. Sex Harras <i>Torres-Diaz, Cruz</i>		#117 9:30-10:50 am Autism Knows No Borders CHAIR: <i>Thompson</i> <i>Flores, Escutia</i>			
Champions FGH 595	#108 8:00-9:20 am Good, Bad, Ugly CHAIR: <i>Wesson</i> <i>Fiol, Bailey</i>			#121 11:00am - 12:00 pm Closing Invited Address <i>Green</i> INTRO: <i>Riordan</i>		
Champions ABC 180	#109 8:00-8:50 am Special Topics Education CHAIR: <i>Passage</i> <i>Gokey, Brewer, Harvey, Podlesnik, Pritchard, Nicholson</i>		#118 9:30-10:50 am Challenges Facing Us Today CHAIR: <i>Dickens</i> <i>Unumb, Green, Riordan</i>			
Champions D 285	#110 8:00-8:50 am Safety Skills CHAIR: <i>Kearney</i> <i>Wood, Cessna, Wilson</i>	#112 9:00-9:50 am Competing Response <i>Poirier-Nye, Harris</i>	#120 10:00-10:50 am ABA Bridges CHAIR: <i>Parejo</i> <i>Caldevilla</i>			
Gallery AB	FABA Store. Hours are posted at the time of the conference.					

2019 Authors List

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

Abdelkader, Marwa	58(39)	Campos, Claudia	75, 76	Dixon, Mark	104
Adami, Summer	31	Canfield, Deanna	34, 58(37)	Dominguez, Janessa	30
Addington, Joshua	119	Carbone, Vincent	W8	Donovan, Erin	46, 100(12), 106
Adriaenssens, Nicole	72	Carr, James E.	16, 24, 52, 94	Dorsey, Michael	83
Alba, Jaime	72	Carraro, Cody	102	Eberhardt, Patricia	62
Albert, Kristin	41, 44, 72, 100(7)	Cassell, Elizabeth	92	Eddy, Johanna	82
Anderson, Elizabeth	58(8)	Castanos, Michelle	W11, 100(11)	Edgemon, Anna Kate	91
Argueta, Tracy	62	Cessna, Tahra	110	Eighmie, Loren	58(11)
Arias, Yanelis	20	Champlin, Nancy	22, W16(#122)	Ellis, Claire	64
Armstrong, Kelli	74	Chason, Elaina	58(39)	Ellis, Kaci	58(26), 58(27)
Arnesen, Zuhe	105	Choate, Nicole	58(17)	Ertel, Hallie	43, 44, 94
Ashley, Leigh	58(33)	Chong, Ivy	116	Escutia, Melissa	117
Askari, Diah	100(2)	Chung, Wen-lin	58(5)	Española, Elaine	W7, 20, 58(30), 58(31), 63, 94
Avina, Ashleigh	88	Cividini-Motta, Catia	20, 34, 53, 58(7), 58(32), 58(35), 58(36), 72, 75, 91	Fahmie, Tara	W15, 29, 58(4)
Axelrod, Claudia	61	Clark, Leah	58(17)	Fandal, Mallory	76
Bacotti, Janelle	32, 58(25)	Clark, Ronald	32, 44, 86, 103,	Feezle, Lisa	58(9)
Badger, Gary	41	Clarke, Shelley	92	Felde, Ashley	116
Baez, Ximena	20	Cohen, Alex	41	Fernandez, Nathalie	58(23), 76, 103
Bailey, Jon	37, 56, 67, 108	Concepcion, Anthony	42, 85	Fernandez, Sarah	W4
Bain, Elyse	58(1)	Confusione, Daisy	54	Fiol, Marta	108
Ballinger, Shannon	96	Conine, Daniel	94	Fiorilli, Ashley	58(1)
Banarjee, Chitra	58(30)	Contreras, Bethany	58(24)	Flores, Christina	117
Baralt, Gabriela	63	Cook, Jennifer	72	Flynn, Susan	58(20)
Bardzilauskaite, Monika	60	Cooper, Alison	58(24)	Fontechia, Krystal	92
Beirne, Ann	W13, 83	Costa, Anika	21, 55, 79	Frederick, Katelyn	90
Belisle, Jordan	58(14), 58(15), 58(16), 58(17), 104	Crosland, Kimberly	34, 44, 52, 53, 58(35), 63, 91	Fuesy, Samantha	73
Bell, Marlesha	42, 44	Crucet, Paul	82	Garcia, Amanda	58(4)
Bethea-Miller, Vanessa	73, 77	Cruz, Nelmar	48, 58(10)	Garcia, Anna	44, 76
Biagi, Shannon	93	Cruz, Yulema	36, 67, 68, 107	Gavoni, Paul	21, 55, 79
Billings, Bettina	20	Cusick, Michael	48, 58(10), 119	Gaytan, Debbie	58(5)
Blair, Kwang-Sun	34, 43, 52, 53, 60, 91, 98	Dallery, Jesse	58(28)	Giamanco, Annalise	58(15), 58(16), 58(17)
Bloom, Sarah	42, 44, 85	Daniels, Aubrey	99	Gilbert, Marie	75
Boatman, Grace	119	de Freitas, Luiz	75, 85	Ginns, Diana	34, 40
Bolivar, Hypatia	58(28)	Deenihan, Deanna	60	Giuliano, Matthew	91
Bonner, Andrew	76	DeLeon, Iser	18, 52, 58(23), 62, 75, 76, 103,	Gokey, Kaitlynn	94, 109
Boussom, Teresa	102	Delgado, Melissa	61	Golden, Jeannie	W12, 47, 100(3)
Brady, Michael	87	Demuesy, Ron	83	Goldman, Kissel	43, 52, 58(23), 62, 76,
Brand, Stephanie	72	DePaolo, Jesse	43	Gomez, Jessica	103
Brewer, Adam	76, 103, 109	Deveaux, Ivan	76, 94	Grauerholz-Fisher, Emma	32, 58(25)
Brown, Maria	105	Dezayas, Laura	58(6)	Gravina, Nicole	24, 48, 52, 58(21), 58(22)
Burton, Brandi	58(31)	Diaz, Yendri	105, W19(#125)	Green, Gina	118, 121
Bzduch, Jeanette	58(13)	Dickens, Emily	W2, 50, 80, 118	Greenbaum, Joel	72
Cabrera, Vanessa	82	Dietsch-Vazquez, Liliana	87	Gregory, Meagan	20
Caldevilla, Celisabel	120	DiNovi, Brett	21	Griffin, Maya	48

2019 Authors List

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

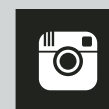
Guffee, Michelle	114	Kithcart, Diana	100(1)	Martinez, Ariadna	20
Gundling, Shelby	64	Knerr, Alexandra	43, 58(19)	Martinez, Rose	115
Gutierrez, Anibal	W7, W14, 20, 58(6), 58(30), 58(31), 63, 75, 94	Knochel, Ashley	60	Matey, Nicholas	48, 58(21), 58(22)
Hale, Melissa	63	Koech, Miriam	58(24)	Maxfield, Trevor	43, 52, 90
Hanashiro-Parson, Hana	43	Koehler, Leah	58(11), 58(39)	McDermit, Mollie	34, 53
Hannula, Courtney	103	Komaki, Judi	48	McElrath, Kelly	58(20)
Harlan, Erin	96	Korner, Jacqueline	77, 96	McGarry, Kacie	44, 72
Harris, Candace	58(23)	Korner, Maxime	77, 96	McGinnis, Chris	W9, 49, 70
Harris, Elyscha	112	Korner, Melanie	77, 96	McGreevy, Patrick	W1
Harvey, Celeste	109, 116	Koutnik, Amber	88	Meckler, Linda	96
Haynes, Rocky	92	Kronfli, Faris	18	Mendez, Christian	58(20)
Heil, Sarah	41	Kuroda, Toshikazu	103	Mendoza, Tonatihu	58(28)
Henry, Justine	75, 85	Kurti, Allison	41	Michaelis, Amy	114
Hinman, Jessica	104	Kwak, Daniel	53	Miller, Megan	W6, 31, 64
Hodges, Ansley	44, 94, 52	LaMarca, Jennifer	W5, 66	Miltenberger, Raymond	19, 38, 43, 57, 58(35), 90
Hodnett, Jennifer	34, 40	LaMarca, Vincent	W5, 58(2), 66, 100(10)	Molina, Jacquelyn	94
Honsberger, Christine	58(6)	LaMonica, Toni	86	Moore, Eva	115
Hoover, Rachel	51	Lampert, Amber	72	Moore, James	106
Houvouras, Andrew	21, 36, 38, 41, 57, 58, 80, 81, 99	Lancaster, Kristen	46	Moore, Jessica	53
Hunt, Justin	58(29)	Lasaga, Alicia	115	Moreno, Ana	103
Hussain, Krystin	100(13)	Lauer, Taylor	58(16), 58(17)	Morris, Amye	26
Ibañez, Vivian	32, 86	Laureano, Brianna	18	Morris, Samuel	18
Iovannone, Rose	34	Lechago, Sarah	58(29)	Myers, Megan	58(11)
Iverson, Iver	45	Lenderman, Jennifer	35	Nastasi, Jessica	58(21)
Jimenez-Gomez, Corina	32, 41, 43, 72, 86, 91, 103	Leon, Rene	58(5)	Nicholson, Katie	109, 116, 119
John, Karie	42	Leon, Yanerys	20, 58(31), 62, 63, 75, 76, 94, 103	Noto, Jackie	119
Jurgens, Hana	28, 100(14)	Leonardo, Paula	84	Novotny, Marissa	90
Kahng, SungWoo	58(24)	Lewis, Jason	54	O'Leary, Jessica	74
Kamlowsky, Marissa	86	Lewis, Mary	119	Oda, Fernanda	58(29)
Kaplan, Rachel	58(26), 58(27)	Livingston, Cynthia	62	Older, Sharon	70, 95
Kearney, Kelly	87, 110	Llanes, Stephanie	W7, 63	Olive, Melissa	113
Keevy, Madeline	116	Lloveras, Lindsay	32, 85	Orner, Margaret	90
Keicher, Emma	58(24)	Lucker-Greene, Kim	W4, 51, 65, 74	Palmer, David	50
Kelley, David	48	MacNaul, Hannah	58(32), 75	Parejo, Valeria	120
Kelley, Michael	44, 75, 85	Madden, Gregory	71	Park, Eun-Young	43, 52, 53
Kelly, Paiten	58(3)	Maharaj, Andre	100(15)	Parks, Melanie	18
Kieffer, Emily	73	Mahmoudi, Saba	58(4)	Parks, Natalie	W20(#126)
Kim, Won-Ho	52, 53	Malagic, Nina	82	Passage, Michael	109, 116, 119
Kincaid, Stephanie	58(18), 58(19), 63	Mandel, Natalie	20, 58(7), 58(36), 72	Patin-Baratz, Stephania	75
Kinney, Chad	24	Marar, Amani	58(38)	Perez, Brandon	42
Kishel, Catherine	58(25)	Marks, Sarah	58(4)	Peters, Kerri	32, 58(25), 86
		Marsh, William	83	Phillabaum, Curtis	48
		Martensen, Victoria	88	Podlesnik, Christopher	32, 72, 86, 103, 109

continued on next page

continued

Poirier-Nye, Nadege	112	Schulz, Thomas	91	Uriarte, Dennis	48
Polick, Amy	W2	Shaham, Yaara	103, 116	Valencia, Andrea	20
Porter, Laurel	58(34)	Sheward, Kari	58(2)	Van Arsdale, Angie	86
Postma, Nicole	93	Shuler, Ashley	94	Vasquez, Janet	59
Potak, Matt	36	Silcox, Michele	37, W18(#124)	Ventura, Adam	W20(#126)
Pritchard, Joshua	48, 49, 54, 109	Silva, Bruno	58(29)	Villacorta, Jamie	44
Prutsman, Eric	36	Silvestre, Carlos	98	Vollmer, Timothy	18, 32, 42, 53, 58(25), 85, 86, 85, 94
Putri, Tiara	86, 103, 116	Simmons, Davis	58(22)	Walsh, Angeliq ue	84
Rajagopal, Sandhya	116, 119	Simmons, Kaitlyn	58(3)	Walz, Ryan	86
Randall, Taylor	58(35), 58(36)	Singer, Leslie	44, 76	Ward, Steven	25, 64
Randazzo, Anna	60	Slanzi, Crystal	94	Wasmer, Mike	31
Rapp, John	72, 91	Sleiman, Andressa	48, 58(21), 58(22)	Weatherly, Nicholas	24
Reed, Jacy	91	Slocum, Sarah	86	Weber, Jessica	W14, 58(6)
Rehfeldt, Ruth Anne	104	Slo man, Kimberly	58(10), 72	Weil, Timothy	W9, 27, 49, W17
Rey, Catalina	41	Snapp, Sara Kate	19	Weinberg, Michael	83, 113
Reyes, Sofia	60	Sowcik, Marcus	51	Weinsztok, Sarah	43
Richert, Mollie	22	Spiker, Shane	28, 35, 100(9), 111	Weiss, Mary Jane	83
Riordan, Mary	36, 118	Stabile, Chris	69	Wesson, Amanda	108
Ripley, Amanda	W3, W10	Stamatelos, Paige	26	Weyman, Jennifer	76
Ritchey, Carolyn	72, 103	Stevens, Ashley	58(24)	Wiegand, Alexandra	58(10)
Rodriguez, Christina	94	Stinson, Lesleigh	58(28)	Wilder, David	32, 43, 44, 48, 94
Rohilla, Pulkit	58(28)	Stratton, Jeanine	58(12)	Wilkerson, Elizabeth	114
Rojas, Alyssa	58(4)	Talhelm, Paige	42, 85	Williams, April	43, 62, 75
Rollings Latham, Courtney	88	Tanz, Jeanine	116	Wilson, Moniek	110
Rooney, Donna	33	Tate, Savannah	58(24)	Wilson, Shannon	75
Rowland, April	41	Thene, Kendall	58(12)	Wine, Byron	48
Ryan, Victoria	32, 43, 103	Thomas, Rachel	48, 85	Winston, Merrill	25, 89
Samaha, Andrew	42, 58(34), 62, 85	Thompson, Crystal	117	Womack, Rebecca	31, W18
Sanchez, Miguel	100(6)	Thompson, Kelsie	63	Wood, Jacqueline	110
Sanchez, Onaida	100(8)	Todd, Mason	58(14), 58(15)	Wright, Baker	78
Sawyer, Mary	100(4), 113	Topcuoglu, Basak	52	Wright, Lindsey	88
Scalzo, Rachel	60	Toro, Haydee	23, 68	Wu, Weizhi	103
Scheel, Nicholas	34, 40	Torres-Diaz, Carmen Adriana	107	Wunderlich, Kara	86
Schenk, Merritt	19	Torsiello, Karin	84	Yankelevitz, Rache lle	18, 52, 58(19)
Schieber, Elizabeth	58(23), 76, 103	Trahan, Maranda	W3, W10, 100(5)	Zhuang, Roger	58(5)
Schissler, Melissa	22, W16(#122)	Tyson, Hannah	58(12)	Zinicola, John	58(18)
Schmitz, Sarah	W18(#124)	Umeh, Ifeanyi	85	Zuniga, Andrea	34, 53
Schram, Jeffrey	20, 58(7)	Unumb, Lorri	97, 118		

fabaworld.org



Notes:



Strategies, Inc.

Applied Behavior Analysis

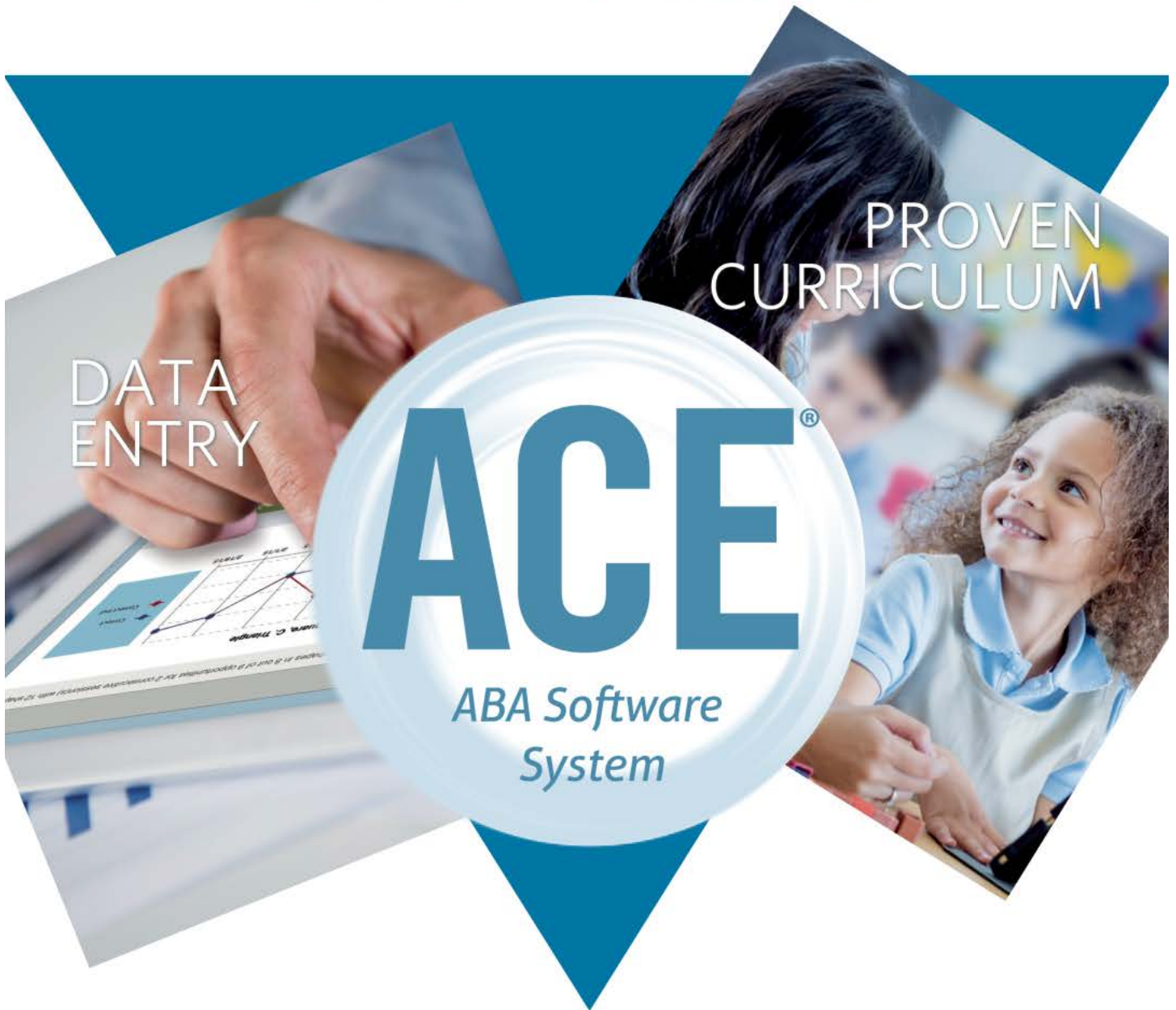
4647 Clyde Morris Blvd, Suite 501

Port Orange, FL 32127

Phone: 386-767-3752

Fax: 386-767-4319

PROVEN PROGRESS



The Very Best ABA Software

A product of



The New England Center
for Children®
Autism Education and Research

Free Trial

508-658-7555
acenec.org