



Florida Association for  
Behavior Analysis

# FABA Program Preview

*Presented by the  
Program Committee*

For questions or corrections, please email

[Behaviorgirl@gmail.com](mailto:Behaviorgirl@gmail.com)

And

[perezb@ufl.edu](mailto:perezb@ufl.edu)

**Wenesday morning and afternoon Workshops can be found at**

**<https://www.fabaworld.org/2019-workshop-tickets>**

**Wednesday, September, 18, 2019**

**5:30 PM – 6:50 PM          PAPER          Track: PRO**

**#16 (320) An Update on the BACB's Activities**

**JAMES E. CARR** (*Behavior Analyst Certification Board, [carr@bacb.com](mailto:carr@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.

**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](mailto:stower@necc.org))

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



# Thursday, September 19, 2019

## THURSDAY MORNING

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**8:00 AM – 8:50 AM** SYMPOSIUM *Track: AUT*  
**#18 (46) Analysis of social interactions and social cue deficits**

CHAIR: **ANDREW BONNER** (*University of Florida, [achonner@ufl.edu](mailto:achonner@ufl.edu)*)

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

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

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

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

**BRIANNA LAUREANO** (*University of Florida, [blaureano4@ufl.edu](mailto:blaureano4@ufl.edu)*), **Iser DeLeon** (*University of Florida, [deleon@ufl.edu](mailto:deleon@ufl.edu)*), **Rachelle Yankelevitz** (*University of Florida, [ryankelevitz@rollins.edu](mailto:ryankelevitz@rollins.edu)*)

**c. Analysis and Treatment of Social Cue Deficits**

**FARIS KRONFLI** (*University of Florida, [kronfli.faris@ufl.edu](mailto:kronfli.faris@ufl.edu)*), **Timothy Vollmer** (*University of Florida, [vollmera@ufl.edu](mailto:vollmera@ufl.edu)*), **Melanie Parks** (*University of Maryland Baltimore County, [melanieparks629@gmail.com](mailto:melanieparks629@gmail.com)*)

**8:00 AM – 8:50 AM** PAPER SESSION *Track: CA*  
**#19 (73) Recent Research in Applied Behavior Analysis for Enhancing Sports Performance**

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

**a. Evaluating the Effectiveness of Video Feedback to Improve Cheerleading Skills**

**SARA KATE SNAPP** (*University of South Florida, [sarasnapp@mail.usf.edu](mailto:sarasnapp@mail.usf.edu)*), **Raymond Miltenberger** (*University of South Florida, [miltenbe@usf.edu](mailto:miltenbe@usf.edu)*)

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

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

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

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

**8:00 AM – 9:20 AM            SYMPOSIUM    Track: AUT**  
**#20 (59) Variables that Influence Rate of Skill Acquisition**

**CHAIR: CATIA CIVIDINI-MOTTA** (*University of South Florida, [catiac@usf.edu](mailto:catiac@usf.edu)*)  
**DISCUSSANT: KARA WUNDERLICH** (*Rollins College, [kwunder@uga.edu](mailto: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.

**a. The Effects of Instructive Feedback on Skill Acquisition**

**ARIADNA MARTINEZ** (*University of Miami, [axm2222@miami.edu](mailto:axm2222@miami.edu)*), **Laura B. Camafreita** (*University of Miami, [lbc67@miami.edu](mailto:lbc67@miami.edu)*), **Elaine Española** (*University of Miami, [exe183@miami.edu](mailto:exe183@miami.edu)*) **Anibal Gutierrez** (*University of Miami, [a.gutierrez5@miami.edu](mailto:a.gutierrez5@miami.edu)*), **Yanerys Leon** (*University of Miami, [yxl1611@miami.edu](mailto:yxl1611@miami.edu)*)

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

**XIMENA BAEZ** (*University of Miami, [xeb3@miami.edu](mailto:xeb3@miami.edu)*), **Bettina Billings** (*University of Miami, [brb106@miami.edu](mailto:brb106@miami.edu)*), **Elaine Española** (*University of Miami, [exe183@miami.edu](mailto:exe183@miami.edu)*) **Anibal Gutierrez** (*University of Miami, [a.gutierrez5@miami.edu](mailto:a.gutierrez5@miami.edu)*), **Yanerys Leon** (*University of Miami, [yxl1611@miami.edu](mailto:yxl1611@miami.edu)*)

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

**ANDREA VALENCIA** (*University of Miami, [asv46@miami.edu](mailto:asv46@miami.edu)*), **Yanerys Leon** (*University of Miami, [yxl1611@miami.edu](mailto:yxl1611@miami.edu)*), **Yanelis Arias** (*Florida Institute of Technology, [varia009@fiu.edu](mailto:varia009@fiu.edu)*) **Anibal Gutierrez** (*University of Miami, [a.gutierrez5@miami.edu](mailto:a.gutierrez5@miami.edu)*), **Elaine Española** (*University of Miami, [exe183@miami.edu](mailto:exe183@miami.edu)*), **Meagan Gregory** (*Kennedy Krieger Institute, [gregory@kennedykrieger.org](mailto:gregory@kennedykrieger.org)*)

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

**NATALIE MANDEL** (*University of South Florida, [nmandell@mail.usf.edu](mailto:nmandell@mail.usf.edu)*), **Catia Cividini-Motta** (*University of South Florida, [catiac@usf.edu](mailto:catiac@usf.edu)*), **Jeffrey Schram** (*Engage Behavioral Health, [jeffaschram@gmail.com](mailto:jeffaschram@gmail.com)*)

**8:00 AM – 9:20 AM**      **PANEL**      **Track: OBM**

**#21 (53) Five Leadership Principles In Practice That Produce Peak Performance in Organizations & Schools**

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

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.

**PAUL GAVONI** (*Brett DiNovi and Associates, [gavonip@hotmail.com](mailto:gavonip@hotmail.com)*)

**ANIKA COSTA** (*Positive Behavior Supports, Corp., [anikacosta@icloud.com](mailto:anikacosta@icloud.com)*)

**BRETT DINOVI** (*Brett DiNovi and Associates, [brett@brettdassociates.com](mailto:brett@brettdassociates.com)*)

**8:00 AM – 9:20 AM**      **SYMPOSIUM**      **Track: AUT**

**#22 (6) Playing and Pretending: A Behavioral Approach to Teaching Pretend Play**

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

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

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

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

**b. Teaching Pretend Play Actions Across Three Communication Modalities**

**MELISSA SCHISLER** (*ACI Learning Centers, [melissa.schissler@gmail.com](mailto:melissa.schissler@gmail.com)*)

**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](mailto:Mollie.richert@concepts.com)*), **Nancy Champlin** (*ACI Learning Centers, [nancy@concepts.com](mailto:nancy@concepts.com)*), **Melissa Schissler** (*ACI Learning Centers, [melissa.schissler@gmail.com](mailto:melissa.schissler@gmail.com)*)

**8:00 AM – 8:50 AM**      PAPER      **Track: ETH**  
**#23 (136) 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.

**8:00 AM – 8:50 PM**      PANEL      **Track: OBM**  
**#24 (82) Perspectives on the Regulation of OBM Practitioners**

**CHAIR: CHAD KINNEY** (*Florida Institute of Technology, [ckinney@fit.edu](mailto: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](mailto:Carr@bacb.com)*)

**NICOLE GRAVINA** (*University of Florida, [ngravina@ufl.edu](mailto:ngravina@ufl.edu)*)

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

**8:00 AM – 8:50 AM**      PAPER      **Track: ED**

**#25 (183) De-escalation Frustration: Evaluation and Explanation and Therapeutic Amelioration**

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

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

**9:00 AM – 9:50 AM**      PAPER      *Track: OBM*  
**#26 (106) An Overview of Increasing Staff Performance and Productivity**

**AMYE MORRIS** (*Engage Behavioral Health, [amorris@ebhealthgroup.com](mailto:amorris@ebhealthgroup.com)*)

**PAIGE STAMATELOS** (*Engage Behavioral Health, [psanthin@gmail.com](mailto: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 implications 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.

**9:00 AM – 9:50 AM**      PAPER      *Track: VB*  
**#27 (142) Unpacking Values-as-Rules: Finding The Value In Understanding For Parent Training**

**TIMOTHY WEIL** (*Tandem Behavioral Health and Wellness, [tweil@tandembehavioral.com](mailto: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.

**9:00 AM – 9:50 AM**      PAPER      *Track: SUP*  
**#28 (137) The "Do's", "Don'ts", and "How-To" of Providing Quality Student, RBT, and Caseload Supervision Effectively**

**HANA JURGENS** (*Positive Behavior Supports, [hjurgens@teampbs.com](mailto:hjurgens@teampbs.com)*)

**SHANE SPIKER** (*Positive Behavior Supports, Corp., [shane.spiker@hotmail.com](mailto: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.

9:00 AM – 9:50 AM

INVITED SPEAKER

Track: CA

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

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



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

### **About the speaker:**

*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.*



**9:30 AM – 10:20 AM      PAPER      *Track: ED***  
**#30 (376) Integrating ABA and Systemic Thinking When Working with Autism**

**CHAIR: JANESEA DOMINGUEZ** (*Shaping Change*, [janeesa.dominguez@shaping-change.com](mailto:janeesa.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.

**9:30 AM – 10:50 AM      PANEL      *Track: ETH/AUT***  
**#31 (226) Optimal Outcomes: The Road Map for Ethical, Effective and Data Driven Advocacy**

**CHAIR: REBECCA WOMACK** (*Behavior Analysis Advocacy Network*, [rebecca@advocateaba.org](mailto: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](mailto:mmillernbc@gmail.com))

**MIKE WASMER** (*Director of State Government Affairs for Autism Speaks*, [mike.wasmer@autismspeaks.org](mailto:mike.wasmer@autismspeaks.org))

**SUMMER ADAMI** (*BlueSprig Pediatrics*, [sadami@bluesprigpediatrics.com](mailto:sadami@bluesprigpediatrics.com))

**9:30 AM – 10:50 AM      SYMPOSIUM    Track: AUT**

**#32 (47) Evaluating Caregiver and Staff Training Methods Within Pediatric Feeding Disorders**

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

**DISCUSSANT: VIVIAN IBÁÑEZ** (*University of Florida, [vibanez@ufl.edu](mailto:vibanez@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.

**a. 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](mailto:clarkr2016@my.fit.edu)*), **Victoria ryan** (*Florida Institute of Technology, [vryan2016@my.fit.edu](mailto:vryan2016@my.fit.edu)*), **David Wilder** (*Florida Institute of Technology, [dawilder@fit.edu](mailto:dawilder@fit.edu)*)

**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](mailto:janellebacotti@ufl.edu)*), **Vivian Ibañez** (*University of Florida, [vibanez@ufl.edu](mailto:vibanez@ufl.edu)*), **Kerri Peters** (*University of Florida, [kberard@ufl.edu](mailto:kberard@ufl.edu)*) **Lindsay Lloveras** (*University of Florida, [llloveras@ufl.edu](mailto:llloveras@ufl.edu)*), **Timothy Vollmer** (*University of Florida, [vollmera@ufl.edu](mailto:vollmera@ufl.edu)*)

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

**EMMA GRAUERHOLZ-FISHER** (*University of Florida, [eg.fisher@ufl.edu](mailto:eg.fisher@ufl.edu)*), **Vivian Ibañez** (*University of Florida, [vibanez@ufl.edu](mailto:vibanez@ufl.edu)*), **Kerri Peters** (*University of Florida, [kberard@ufl.edu](mailto:kberard@ufl.edu)*) **Timothy Vollmer** (*University of Florida, [vollmera@ufl.edu](mailto:vollmera@ufl.edu)*)

**d. Staff and Caregiver Training of a Behavioral Feeding Intervention**

**VICTORIA RYAN** (*Florida Institute of Technology, [vryan2016@my.fit.edu](mailto:vryan2016@my.fit.edu)*), **Ronald Clark** (*Florida Institute of Technology, [clarkr2016@my.fit.edu](mailto:clarkr2016@my.fit.edu)*), **Corina Jimenez-Gomez** (*Auburn University, [cjimenez@auburn.edu](mailto:cjimenez@auburn.edu)*) **Christopher Podlesnik** (*Auburn University, [cpodlesnik@auburn.edu](mailto:cpodlesnik@auburn.edu)*)

**9:30 AM – 10:50 AM PAPER SESSION Track: PL**  
**#33 (62/93) ABA in Professional Practice**

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

**DONNA ROONEY** (*Florida Autism Center, [drooney@flautism.com](mailto: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 is 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.

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

**DONNA ROONEY** (*Florida Autism Center, [drooney@flautism.com](mailto: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.

**10:00 AM – 10:50 AM      SYMPOSIUM      Track: CA**

**#34 (20) So Happy Together: Behavior Analysts and School Psychologists Collaborating in Authentic School Settings**

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

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

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

**DEANNA DEENIHAN** (*University of South Florida, [ddeenihan@mail.usf.edu](mailto:ddeenihan@mail.usf.edu)*), **Rose Iovannone** (*USF, [iovannone@usf.edu](mailto:iovannone@usf.edu)*), **Diana Ginns** (*University of South Florida, [diana.socie@gmail.com](mailto:diana.socie@gmail.com)*) **Catia Cividini-Motta** (*University of South Florida, [catiac@usf.edu](mailto:catiac@usf.edu)*), **Kimberly Crosland** (*University of South Florida, [crosland@usf.edu](mailto:crosland@usf.edu)*)

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

**JENNIFER HODNETT** (*University of South Florida, [hodnett.jennifer@gmail.com](mailto:hodnett.jennifer@gmail.com)*), **Andrea Zuniga** (*University of South Florida, [zuniga1@mail.usf.edu](mailto:zuniga1@mail.usf.edu)*), **Catia Cividini-Motta** (*University of South Florida, [catiac@usf.edu](mailto:catiac@usf.edu)*)

**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](mailto:nscheel@mail.usf.edu)*), **Mollie McDermit** (*University of South Florida, [Mcdermit@mail.usf.edu](mailto:Mcdermit@mail.usf.edu)*), **Deanna Canfield** (*University of South Florida, [dcanfield@mail.usf.edu](mailto:dcanfield@mail.usf.edu)*) **Diana Ginns** (*University of South Florida, [diana.socie@gmail.com](mailto:diana.socie@gmail.com)*)

**10:00 AM – 10:50 AM      PAPER      Track: OBM**

**#35 (164) Using Contextual Variables to Design Objective Quality of Work Life Systems**

**JENNIFER LENDERMAN** (*Positive Behavior Supports, [jenn\\_lenderman@bellsouth.net](mailto:jenn_lenderman@bellsouth.net)*)

Shane Spiker (*Positive Behavior Supports, Corp., [shane.spiker@hotmail.com](mailto: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.

**10:00 AM – 10:50 AM**      **PANEL**      **Track: PL**

**#36 The 2019 Legislative and Public Policy Update**

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

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

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

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

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

**10:00 AM – 10:50 AM**      **PAPER**      **Track: BP**

**#37 (117) Ethical Billing Considerations when Working with Health Insurance Funders**

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

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

11:00 AM – 12:30 PM      KEYNOTE      *Track: CA*

**#38      Keynote Address & Annual FABA Awards**

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**Special Presentaion: In Memoriam of Dr. Maxin Reiss**

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



**RAY MILTENBERGER, PhD, BCBA-D**

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

***About our Keynote Speaker:***

*Dr. Ray 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**

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**12:30 PM – 1:20 PM**

**VIP LUNCHEON**

### **#39 Keynote Luncheon**

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 SESSION**

**Track: ED**

### **#40 (34/36/35) Paper Session on Improving Treatment Integrity through Different Behavior Analytic Approaches**

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

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

**DIANA GINNS** (*University of South Florida, [diana.socie@gmail.com](mailto: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.

#### **b. Utilizing Behavior Skills Training for Graduate Students Conducting Classroom Observations**

**NICHOLAS SCHEEL** (*University of South Florida, [nscheel@mail.usf.edu](mailto: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.

#### **c. Improving Treatment Integrity through Different Behavior Analytic Approaches**

**JENNIFER HODNETT** (*University of South Florida, [hodnett.jennifer@gmail.com](mailto: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.

**1:30 PM – 2:20 PM      SYMPOSIUM      Track: PRO**

**#41 (61) Mental Disorders, Burnout, and Substance Abuse: Occurrence and Stigma among Behavior Analysts**

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

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

**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](mailto:kalbert2015@my.fit.edu)*), **Corina Jimenez-Gomez** (*Auburn University, [cjimenez@auburn.edu](mailto:cjimenez@auburn.edu)*), **April Rowland** (*ABA Technologies, [april@abatechnologies.com](mailto:april@abatechnologies.com)*)

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

**CATALINA REY** (*Vermont Center on Behavioral Health, [catalinanrey@gmail.com](mailto:catalinanrey@gmail.com)*), **Allison Kutri** (*Vermont Center on Behavioral Health, [allison.kurti@uvm.edu](mailto:allison.kurti@uvm.edu)*), **Gary Badger** (*Vermont Center on Behavioral Health, [gbadger@uvm.edu](mailto:gbadger@uvm.edu)*) **Alex Cohen** (*Vermont Center on Behavioral Health, [ahcohen18@gmail.com](mailto:ahcohen18@gmail.com)*), **Sarah Heil** (*Vermont Center on Behavioral Health, [Sarah.Heil@uvm.edu](mailto:Sarah.Heil@uvm.edu)*)



**1:30 PM – 2:20 PM      SYMPOSIUM      Track: AUT**

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

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

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

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

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

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

**KARIE JOHN** (*University of South Florida, [karijohn@mail.usf.edu](mailto:karijohn@mail.usf.edu)*), **Sarah Bloom** (*University of South Florida, [sarahbloom@usf.edu](mailto:sarahbloom@usf.edu)*), **Andrew Samaha** (*University of South Florida, [andrewsamaha@usf.edu](mailto:andrewsamaha@usf.edu)*)  
**Marlesha Bell** (*University of South Florida, [marleshabell@mail.usf.edu](mailto:marleshabell@mail.usf.edu)*), **Paige Talhelm** (*University of South Florida, [talhelm@mail.usf.edu](mailto:talhelm@mail.usf.edu)*)

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

**ANTHONY CONCEPCION** (*University of South Florida, [aconcepcion@usf.edu](mailto:aconcepcion@usf.edu)*), **Andrew Samaha** (*University of South Florida, [andrewsamaha@usf.edu](mailto:andrewsamaha@usf.edu)*), **Paige Talhelm** (*University of South Florida, [talhelm@mail.usf.edu](mailto:talhelm@mail.usf.edu)*)

**1:30 PM – 2:50 PM      SYMPOSIUM      Track: DD**

**#43 (51) Teaching Adaptive Skills to Individuals with Intellectual and/or Developmental Disabilities and Typically Developing Children**

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

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

**a. Teaching Children to Safely Meet Dogs Using TAGteach**

**April Williams** (*Rollins College, [AMWilliams2@Rollins.edu](mailto:AMWilliams2@Rollins.edu)*), **RACHELLE YANKELEVITZ** (*Rollins College, [ryankelevitz@ufl.edu](mailto:ryankelevitz@ufl.edu)*), **Alexandra Knerr** (*Rollins College, [aknerr@rollins.edu](mailto:aknerr@rollins.edu)*)

**b. An Evaluation of an Abbreviated Toilet Training Procedure**

**ANSLEY HODGES** (*Florida Institute of Technology, [ahodges2013@my.fit.edu](mailto:ahodges2013@my.fit.edu)*), **Hallie Ertel** (*Florida Institute of Technology, [hertel2015@my.fit.edu](mailto:hertel2015@my.fit.edu)*), **Victoria Ryan** (*Florida Institute of Technology, [ryan22v@mtholyoke.edu](mailto:ryan22v@mtholyoke.edu)*) **David Wilder** (*Florida Institute of Technology, [dawilder@fit.edu](mailto:dawilder@fit.edu)*)

**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, [eunyoung@jj.ac.kr](mailto:eunyoung@jj.ac.kr)*), **TREVOR MAXFIELD** (*Engage Behavioral Health, [TMaxfield@ebhealthgroup.com](mailto:TMaxfield@ebhealthgroup.com)*), **Deanna Deenihan** (*University of South Florida, [ddeenihan@mail.usf.edu](mailto:ddeenihan@mail.usf.edu)*)

**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](mailto:btopcuoglu2017@my.fit.edu)*), **Corina Jimenez-Gomez** (*Auburn University, [cjimenez@auburn.edu](mailto:cjimenez@auburn.edu)*)

**1:30 PM – 2:50 PM      SYMPOSIUM      Track: CA**

**#44 (66) Evaluations of innovative teaching procedures aimed at training parents, staff, and college students.**

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

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

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

**Anna Garcia** (*University of South Florida, [argarcia@mail.usf.edu](mailto:argarcia@mail.usf.edu)*), **Sarah Bloom** (*University of South Florida, [sarahbloom@usf.edu](mailto:sarahbloom@usf.edu)*), **MARLESHA BELL** (*University of South Florida, [marleshabell@mail.usf.edu](mailto:marleshabell@mail.usf.edu)*)

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

**KACIE MCGARRY** (*Florida Institute of Technology, [kmcgarry2015@fit.edu](mailto:kmcgarry2015@fit.edu)*), **Kristin Albert** (*The Scott Center for Autism Treatment, [kalbert2015@my.fit.edu](mailto:kalbert2015@my.fit.edu)*), **Ronald Clark** (*Florida Institute of Technology, [clarkr2016@my.fit.edu](mailto:clarkr2016@my.fit.edu)*) **Michael Kelley** (*The Scott Center for Autism Treatment, [mkelley@fit.edu](mailto:mkelley@fit.edu)*)

**c. Assessment and Improvement of Parent Training: An Evaluation of the Performance Diagnostic Checklist-Parent**

**ANNA GARCIA** (*University of South Florida, [argarcia@mail.usf.edu](mailto:argarcia@mail.usf.edu)*), **Jamie Villacorta** (*Florida Institute of Technology, [jvillacorta2015@my.fit.edu](mailto:jvillacorta2015@my.fit.edu)*), **Hallie Ertel** (*Florida Institute of Technology, [hertel2015@my.fit.edu](mailto:hertel2015@my.fit.edu)*) **David Wilder** (*Florida Institute of Technology, [dawilder@fit.edu](mailto:dawilder@fit.edu)*)

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

**LESLIE SINGER** (*University of South Florida, [singer@mail.usf.edu](mailto:singer@mail.usf.edu)*), **Kimberly Crosland** (*University of South Florida, [crosland@usf.edu](mailto:crosland@usf.edu)*)

**1:30 PM – 2:20 PM      SPECIAL EVENT**  
**#45 (363)    Remembering Murray Sidman**

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



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.



**Murray Sidman, PhD**  
***April 29, 1923 – May 18, 2019***

**1:30 PM – 2:20 PM      PAPER      Track: ETH**

**#46 (158) Considerations in Fostering Gender Diversity, Inclusion, and Affirmation**

**ERIN DONOVAN** (*Family Insight*, [edonovan@alumni.su.edu](mailto:edonovan@alumni.su.edu))

**KRISTEN LANCASTER** (*Positive Behavior Supports*, [KLancaster@teampbs.com](mailto: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.

**2:30 PM – 3:20 PM      PAPER      Track: MH      Heritage AB      1.5 CEU – BA, MH, PSY**

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

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

Traditional counselors view aberrant behaviors as symptoms of underlying constructs that are the reason for these behaviors, while behaviorists view these behaviors as serving an environmental function. 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.

**2:30 PM – 3:20 PM      SYMPOSIUM      Track: OBM**

**# 48 (26) Applied Demonstrations of OBM**

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

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

**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](mailto:nmatey2015@my.fit.edu)) Joshua K. Pritchard, Ph.D. (*Factari*), & Byron Wine (*Florida Institute of Technology* and *The Faison Center*)

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

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

**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](mailto: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*)

**2:30 PM – 3:50 PM**      **PANEL**      **Track: BP**

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

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

**JOSHUA PRITCHARD** (*Factari*, [josh@factari.com](mailto:josh@factari.com))

**CHRIS MCGINNIS** (*McGinnis Behavioral*, [chris@mcginnisbehavioral.com](mailto:chris@mcginnisbehavioral.com))

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

## #50 The Behavior of the Listener

DAVID PALMER (*Smith College, [dcpalmer@smith.edu](mailto:dcpalmer@smith.edu)*)



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.

### About the speaker:

*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.*



**3:00 PM – 4:20 PM      SYMPOSIUM      *Track: AUT***

**#51 (42) Beyond BST: Going Further and Doing More**

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

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

**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](mailto:sowcikme@gmail.com))

**b. Using BST to Teach Foundational Learning Skills**

**RACHEL HOOVER** (*Behavioral Solutions Consulting,* [rhoover@mybehaviorsolutions.com](mailto:rhoover@mybehaviorsolutions.com))

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

**MARCUS SOWCIK** (*Behavioral Solutions Consulting,* [sowcikme@gmail.com](mailto:sowcikme@gmail.com))

**3:00 PM – 4:20 PM      SYMPOSIUM      Track: DD**

**#52 (52) Sports, Health, & Fitness: Motivating Physical Activity**

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

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

**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*), Deanna Deenihan (*University of South Florida*), & **TREVOR MAXFIELD** (*Engage Behavioral Health and University of South Florida, [tmaxfield@ebhealthgroup.com](mailto:tmaxfield@ebhealthgroup.com)*)

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

**JESSE DEPAOLO** (*Florida Institute of Technology, [jdepaolo2016@my.fit.edu](mailto:jdepaolo2016@my.fit.edu)*), Kimberly Crosland (*University of South Florida*), & Nicole Gravina (*University of Florida*)

**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](mailto:hana2@mail.usf.edu)*) & Raymond Miltenberger (*University of South Florida*)

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

**KISSEL GOLDMAN** (*University of Florida, [kisselgoldman@ufl.edu](mailto:kisselgoldman@ufl.edu)*) & Iser DeLeon (*University of Florida*)

**3:00 PM – 4:20 PM      SYMPOSIUM      Track: CA**

**#53 (28) 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.

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

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

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

**MOLLIE MCDERMIT** (*University of South Florida, [Mcdermi@mail.usf.edu](mailto:Mcdermi@mail.usf.edu)*) & Kim Crosland (*University of South Florida*)

**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](mailto:jessicalynnm@mail.usf.edu)*) & Kim Crosland (*University of South Florida*)

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

Deanna Deenihan (*University of South Florida*), Eun-Young Park (*Jeonju University*), Won-Ho Kim (*Ulsan College*), & **DANIEL KWAK** (*University of South Florida, [danielkwak.ksb@gmail.com](mailto:danielkwak.ksb@gmail.com)*)

**3:30 PM – 4:20 PM**      PAPER SESSION      *Track: VB*

**#54 (273/201) Verbal Behavior Paper Session**

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

**a. An Examination in the Developmental Trajectory of Arbitrarily Applicable Relational Responding**

**JASON LEWIS** (*Lodestone Academy*, [jasondlewis49@gmail.com](mailto:jasondlewis49@gmail.com))

**Joshua Pritchard** (*Factari*, [josh@factari.com](mailto: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.

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

**DAISY CONFUSIONE** (*Positive Behavior Supports*, [Dconfusione@gmail.com](mailto: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**

**#55 (37) Fast Times at Bridgemont High: Hard and Humorous Lessons Learned from School Consulting**

**ANIKA COSTA** (*Positive Behavior Supports, Corp.*, [anikacosta@icloud.com](mailto:anikacosta@icloud.com))

**PAUL GAVONI** (*Brett DiNovi and Associates*, [gavonip@hotmail.com](mailto: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.

**3:30 PM – 4:20 PM      PAPER      Track: ETH**

**#56 (107) Real Life Ethical and Supervision Dilemmas for BCBAs and How to Deal with Them**

**Jon Bailey** (*Florida State University*, [jonbailey1@mac.com](mailto: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.

4:30 PM – 5:20 PM

SPECIAL EVENT

*Track: PRO*

## **#57 Inside Behavior Analysis: RAY MILTENBERGER**



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

**HOSTED BY: ANDREW HOUVOURAS**

Dr. Ray 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. Ray 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.

**5:30 PM – 6:30 PM**

**SPECIAL EVENT**

**#58 Presidential Social and Grand Poster Session**

**ANDREW HOUVOURAS** (*Florida Institute for Technology, [ahouvouras@fit.edu](mailto: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, , FABA VIP Meet and Greet, fun entertainment and of course, snacks and refreshments! The event will be MC'd by President Andrew Houvouras.

**POSTERS**

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

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

**(02). Teaching Life Saving Swim Skills to Children with Autism**

KARI SHEWARD (*Applied Behavior Center for Autism, [kari@appliedbehaviorcenter.org](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto:cusickm2011@my.fit.edu)), NELMAR CRUZ (*Florida Institute of Technology and The Scott Center for Autism Treatment*, [ncruz2016@my.fit.edu](mailto: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](mailto: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](mailto:jeanine.stratton@furman.edu)), Kendall Thene, & Hannah Tyson

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

JEANETTE BZDUCH (*Quest, Inc.*, [jeanette.bzduch@questinc.org](mailto:jeanette.bzduch@questinc.org))

**(14). Delay discounting of Reinforcer Loss Evident in Policy Preference**

MASON TODD (*Missouri State University*, [mason2564@live.missouristate.edu](mailto: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](mailto: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](mailto: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](mailto: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](mailto:jzinicola01@gmail.com)) & Stephanie Kincaid

**(19). Examining Procrastination a Human-Operant Setting**

ALEXANDRA KNERR (*Rollins College*, [aknerr@rollins.edu](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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 KISHEL (*University of Florida*, [catherine.kishel@ufl.edu](mailto:catherine.kishel@ufl.edu)), Emma Grauerholz-Fisher, Kerri Peters, & Timothy Vollmer
- (26). Pre-Service Teacher Behavior Management in Reading**  
KACI ELLIS (*University of Florida*; [ellisk11@ufl.edu](mailto: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](mailto:rachelkaplan@ufl.edu)) & Kaci Ellis
- (28). mMōtiv8: A Smartphone-Based Incentive Intervention to Promote Smoking Cessation**  
LESLEIGH STINSON (*University of Florida*, [lcraddock@ufl.edu](mailto: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](mailto: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](mailto: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](mailto:alyanaburton@gmail.com))
- (32). An Evaluation of Magnitude and Delay Value Sensitivity Assessments**  
HANNAH MACNAUL (*University of South Florida*, [hmacnaul@mail.usf.edu](mailto: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](mailto:leighsams@gmail.com))
- (34). Assessing Teacher Preference for Training Modalities for Behavior Intervention Plans**  
LAUREL PORTER (*University of South Florida*, [Importer1@mail.usf.edu](mailto:Importer1@mail.usf.edu)) & Andrew Samaha

**(35). 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](mailto:taylor.randall@hotmail.com)*), Catia Cividini-Motta, & Natalie Mandel

**(36). 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](mailto:dcanfield@mail.usf.edu)*) Catia, & Cividini-Motta

**(37.) Does Use of AACs with Children 0 to 5 with CP Help Develop Socialization?**

AMANI MARAR (*University of North Florida, [amaniomarar@gmail.com](mailto:amaniomarar@gmail.com)*)

**(38.) Comparison of Two Interventions to Decrease Social Media Screen Time**

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

*Join us tomorrow for Friday's line up of sessions!*

## Friday, September, 20, 2019

### FRIDAY MORNING

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**7:00 AM – 7:50 AM** MEETING

**#59 (1) The Behavioral Yogi: Yoga for the Behavior Analyst**

JANET VASQUEZ (*Precision Chi*, [janet@precisionchi.com](mailto:janet@precisionchi.com))

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 work out; it promotes awareness and facilitate one's well-being. This meeting will involve a 60-minute vinyasa practice in which attendees will learn to coordinate movement with breath as they move through asanas.

**8:00 AM – 9:20 AM      SYMPOSIUM      Track: ED**  
**#60 (56) Implementation of Teacher Consultation in Public Schools**

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

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

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

**Ashley Knochel** (*University of South Florida, [aknochel@mail.usf.edu](mailto:aknochel@mail.usf.edu)*), **Kwang-Sun Blair** (*University of South Florida, [kwangsun@usf.edu](mailto:kwangsun@usf.edu)*), **ANNA RANDAZZO** (*Pasco County Schools, [arandazz@pasco.k12.fl.us](mailto:arandazz@pasco.k12.fl.us)*)

**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](mailto:ddeenihan@mail.usf.edu)*), **Kwang-Sun Blair** (*University of South Florida, [kwangsun@usf.edu](mailto:kwangsun@usf.edu)*)

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

**Monika Bardzilauskaite** (*University of South Florida, [monika@mail.usf.edu](mailto:monika@mail.usf.edu)*), **RACHEL SCALZO** (*University of South Florida, [rscalzo@usf.edu](mailto:rscalzo@usf.edu)*), **Kwang-Sun Blair** (*University of South Florida, [kwangsun@usf.edu](mailto:kwangsun@usf.edu)*)

**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](mailto:sofiar@mail.usf.edu)*), **Kwang-Sun Blair** (*University of South Florida, [kwangsun@usf.edu](mailto:kwangsun@usf.edu)*)

**8:00 AM – 8:50 AM**      PAPER      *Track: DD*

**#61 (116) Effective Methods for Teaching Sexual Expression: Do and Don't Strategies**

**CLAUDIA AXELROD** (*Positive Behavior Supports, [caxelrod@teampbs.com](mailto:caxelrod@teampbs.com)*)

**MELISSA DELGADO** (*Positive Behavior Supports, [mdelgado@teampbs.com](mailto: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.

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

**#62 (34) Stimulus-Stimulus Relations in Preference and Acquisition Contexts and Their Implications for Practice**

**CHAIR: NATHALIE FERNANDEZ** (*University of Florida, [nath363@ufl.edu](mailto:nath363@ufl.edu)*)

**DISCUSSANT: YANERYS LEON** (*University of Miami, [yx11611@miami.edu](mailto:yx11611@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.

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

**SARAH WEINSZTOK** (*University of Florida, [sweinsztok@ufl.edu](mailto:sweinsztok@ufl.edu)*), **Iser DeLeon** (*University of Florida, [deleon@ufl.edu](mailto:deleon@ufl.edu)*), **Kissel Goldman** (*University of Florida, [kisselgoldman@ufl.edu](mailto:kisselgoldman@ufl.edu)*)

**b. Best practice for token training: Comparison of conditioning procedures for tokens**

**TRACY ARGUETA** (*University of Florida, [tracyargueta@ufl.edu](mailto:tracyargueta@ufl.edu)*), **Iser DeLeon** (*University of Florida, [deleon@ufl.edu](mailto:deleon@ufl.edu)*), **Yanerys Leon** (*University of Miami, [yx11611@miami.edu](mailto:yx11611@miami.edu)*)

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

**CYNTHIA LIVINGSTON** (*University of South Florida, [livingcy@kennedykrieger.org](mailto:livingcy@kennedykrieger.org)*), **Andrew Samaha** (*University of South Florida, [andrewsamaha@usf.edu](mailto:andrewsamaha@usf.edu)*)

**d. Varying inter-stimulus and inter-trial intervals during stimulus-stimulus pairing: A translational extension of autoshaping.**

**April Williams** (*Rollins College, [AMWilliams2@Rollins.edu](mailto:AMWilliams2@Rollins.edu)*), **PATRICIA EBERHARDT** (*Rollins College, [peberhardt@rollins.edu](mailto:peberhardt@rollins.edu)*)

**8:00 AM – 9:20 AM      SYMPOSIUM      Track: OBM**

**#63 (65) Improving Staff Performance Using Behavior-Analytic Procedures**

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

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

**a. Using Video Modeling to Improve Staff Implementation of the PEAK Relational Training**  
**KELSIE THOMPSON** (*BCOTB, [kelsielthompson@gmail.com](mailto:kelsielthompson@gmail.com)*), **Kimberly Crosland** (*University of South Florida, [crosland@usf.edu](mailto:crosland@usf.edu)*)

**b. The Effects of Video Modeling with and without Self-Evaluation on Staff Training**  
**STEPHANIE LLANES** (*University of Miami, [sel99@miami.edu](mailto:sel99@miami.edu)*), **Gabriela Baralt** (*Florida International University, [gbara008@fiu.edu](mailto:gbara008@fiu.edu)*), **Elaine Española** (*University of Miami, [exe183@miami.edu](mailto:exe183@miami.edu)*) **Melissa Hale** (*University of Miami, [m.hale@miami.edu](mailto:m.hale@miami.edu)*), **Yanerys Leon** (*University of Miami, [yx11611@miami.edu](mailto:yx11611@miami.edu)*), **Anibal Gutierrez** (*University of Miami, [a.gutierrez5@miami.edu](mailto:a.gutierrez5@miami.edu)*)

**c. What do you want to work for? Assessing therapist preferences for potential workplace reinforcers.**  
**STEPHANIE KINCAID** (*Rollins College, [skincaid@rollins.edu](mailto:skincaid@rollins.edu)*)

**8:00 AM – 9:20 AM      SYMPOSIUM      Track: DD**

**#64 (10) Hello, I'm your Student...Have you Noticed me?**

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

**DISCUSSANT: BAKER WRIGHT** (*Behavior Management Consultants, [bwright@bmcsoutheast.com](mailto: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.

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

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

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

**AMY EVANS** (*Central Reach, [amy.evans@centralreach.com](mailto:amy.evans@centralreach.com)*)

**c. Touchdown: Capitalizing on Client Interest**

**CLAIRE ELLIS** (*Navigation Behavioral Consulting, [cellis@navigationaba.com](mailto:cellis@navigationaba.com)*)

**d. Good teacher Repertoires to Improve Client Outcomes**

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

**8:00 AM – 8:50 AM      Meeting**

**#65 (127) Local Chapters Meeting**

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

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

**8:00 AM – 8:50 AM    PAPER    Track: AUT**

**#66 (23) Get a Life! Creating the Appropriate Environment for Teaching Adolescents with Autism**

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

**JENNIFER LAMARCA** (*Applied Behavior Center for Autism, [jennl@appliedbehaviorcenter.org](mailto: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.

**8:00 AM – 8:50 AM    PAPER    Track: SUP/ETH**

**#67 (120) Answering Ethics Questions About Supervision: Straight from the ABA Ethics Hotline**

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

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



**8:00 AM – 8:50 AM**                      **MEETING**      **Track: ETH**  
**#68 (121) Accountability in Professional ABA Practice**

**CHAIRS: HAYDEE TORO** (*Independent Consultant, [haytoro@bellsouth.net](mailto:haytoro@bellsouth.net)*)  
**YULEMA CRUZ** (*Global Behavior Consultants, Inc, [yulema-cruz@hotmail.com](mailto: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.

**9:00 AM– 9:50 AM**                      **PAPER**                      **Track: DD**  
**#69 (88) Beyond the Freedom and Dignity of Social Media**

**Chris Stabile** (*Keiser University, United States, [stabilecm@yahoo.com](mailto: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.

**9:00 AM– 9:50 AM**                      **PAPER**                      **Track: MH**  
**#70 (78) Resistance is Functional! Analyzing, Preventing & Correcting Caregiver Nonadherence**

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

**CHRIS MCGINNIS** (*McGinnis Behavioral, [chris@mcginnisbehavioral.com](mailto: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.”

9:00 AM – 9:50 AM

INVITED SPEAKER

Track: CA

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

GREGORY MADDEN (Utah State University, [greg.madden@usu.edu](mailto: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.

### About the Speaker:

*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.*

**8:00 AM – 8:50 AM SYMPOSIUM Track: AUT**

**#72 (40) Assessing and Treating Stereotypy in Children with Autism Spectrum Disorder**

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

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

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

**Joel Greenbaum** (*University of South Florida, [jgreenbaum@mail.usf.edu](mailto:jgreenbaum@mail.usf.edu)*), **Catia Cividini-Motta** (*University of South Florida, [catiac@usf.edu](mailto:catiac@usf.edu)*), **NATALIE MANDEL** (*University of South Florida, [nmandell@mail.usf.edu](mailto:nmandell@mail.usf.edu)*)

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

**KIMBERLY SLOMAN** (*The Scott Center for Autism Treatment, [ksloman@fit.edu](mailto:ksloman@fit.edu)*), **Carolyn Ritchey** (*The Scott Center for Autism Treatment, [critchey2018@my.fit.edu](mailto:critchey2018@my.fit.edu)*), **Kristin Albert** (*The Scott Center for Autism Treatment, [kalbert2015@my.fit.edu](mailto:kalbert2015@my.fit.edu)*) **Kacie McGarry** (*Florida Institute of Technology, [kmcgarry2015@fit.edu](mailto:kmcgarry2015@fit.edu)*), **Amber Lampert** (*The Scott Center for Autism Treatment, [amber.lampert@questinc.org](mailto:amber.lampert@questinc.org)*)

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

**JENNIFER COOK** (*University of South Florida, [jlc6@mail.usf.edu](mailto:jlc6@mail.usf.edu)*), **John Rapp** (*Auburn University, United States, [jtr0014@auburn.edu](mailto:jtr0014@auburn.edu)*)

**Evaluating Effectiveness and Maintenance of Interventions to Decrease Toe Walking**

**Stephanie Brand** (*The Scott Center for Autism Treatment, [stephaniewathen@gmail.com](mailto:stephaniewathen@gmail.com)*), **Nicole Adriaenssens** (*Florida Institute of Technology, [nadriaenssen2017@my.fit.edu](mailto:nadriaenssen2017@my.fit.edu)*), **JAIME ALBA** (*The Scott Center for Autism Treatment, [jrus2015@my.fit.edu](mailto:jrus2015@my.fit.edu)*) **Corina Jimenez-Gomez** (*Auburn University, [cjimenez@auburn.edu](mailto:cjimenez@auburn.edu)*), **Christopher Podlesnik** (*Auburn University, [cpodlesnik@auburn.edu](mailto:cpodlesnik@auburn.edu)*)

**9:30 AM – 10:50 AM**      **PAPER SESSION**      **Track: CA**  
**#73 (8/338) Special Topics in Community Applications: Juvenile Justice**

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

**A. Application of Applied Behavior Analysis to the Juvenile Justice Population**

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

**B. ABA & Florida Department of Juvenile Justice: Part 1**

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

**EMILY KIEFFER** (*Adapt & Transform Behavior, LLC*, [ekieffer@atbx.org](mailto: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.

**9:30 AM – 10:50 AM    SYMPOSIUM    *Track: ETH***

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

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

**DISCUSSANT: MARTA FIOL** (*Teaching Interventions Keeping Individuality, Inc, [tikifiol1@gmail.com](mailto: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.

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

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

**b. Making Ethical Decisions Regarding Public and Private Payor Sources**

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

**c. Making Ethical Decisions Regarding Providers of ABA Services**

**KELLI ARMSTRONG** (*JSA Clinical Group, United States, [karmstrong@jsakids.org](mailto:karmstrong@jsakids.org)*)

**9:30 AM – 10:50 AM    SYMPOSIUM    Track: DD**

**#75 (30) Recent research on preference assessment for individuals with developmental disabilities**

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

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

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

**HANNAH MACNAUL** (*University of South Florida, [Hmacnaul@mail.usf.edu](mailto:Hmacnaul@mail.usf.edu)*), **Catia Cividini-Motta** (*University of South Florida, [catiac@usf.edu](mailto:catiac@usf.edu)*), **Shannon Wilsons** (*University of South Florida, [wilsonsl@mail.usf.edu](mailto:wilsonsl@mail.usf.edu)*)

**b. Evaluating the effects of initial versus frequent preference assessments on skill acquisition**

**STEPHANIA PATIN-BARATZ** (*Florida Institute of Technology, [spatin2013@my.fit.edu](mailto:spatin2013@my.fit.edu)*), **Yanerys Leon** (*University of Miami, [yx11611@miami.edu](mailto:yx11611@miami.edu)*), **Claudia Campos** (*University of South Florida, [claudia24@mail.usf.edu](mailto:claudia24@mail.usf.edu)*) **Anibal Gutierrez** (*University of Miami, [a.gutierrez5@miami.edu](mailto:a.gutierrez5@miami.edu)*), **Iser DeLeon** (*University of Florida, [deleon@ufl.edu](mailto:deleon@ufl.edu)*)

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

**MARIE GILBERT** (*Rollins College, [mngilbert@rollins.edu](mailto:mngilbert@rollins.edu)*), **April Williams** (*Rollins College, [amwilliams2@rollins.edu](mailto:amwilliams2@rollins.edu)*)

**d. A Preference Assessment Protocol for Social Interactions**

**JUSTINE HENRY** (*The Scott Center for Autism Treatment, [jhenry@fit.edu](mailto:jhenry@fit.edu)*), **Luiz de Freitas** (*The Scott Center for Autism Treatment, [lfreitas@my.fit.edu](mailto:lfreitas@my.fit.edu)*), **Michael Kelley** (*The Scott Center for Autism Treatment, [mkelley@fit.edu](mailto:mkelley@fit.edu)*)

**10:00 AM – 10:50 AM    SYMPOSIUM    Track: DD**

**#76 (32) Treatment of Problem Behavior During Transition and Wait Periods**

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

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

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

**ANDREW BONNER** (*University of Florida, [acbonner@ufl.edu](mailto:acbonner@ufl.edu)*), **Nathalie Fernandez** (*University of Florida, [nath363@ufl.edu](mailto:nath363@ufl.edu)*), **Elizabeth Schieber** (*University of Florida, [eschieber@ufl.edu](mailto:eschieber@ufl.edu)*) **Kissel Goldman** (*University of Florida, [kisselgoldman@ufl.edu](mailto:kisselgoldman@ufl.edu)*), **Iser DeLeon** (*University of Florida, [deleon@ufl.edu](mailto:deleon@ufl.edu)*)

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

**IVAN DEVEAUX** (*University of Miami, [ideveaux@miami.edu](mailto:ideveaux@miami.edu)*), **Yanerys Leon** (*University of Miami, [yxl1611@miami.edu](mailto:yxl1611@miami.edu)*), **Adam Brewer** (*Florida Institute of Technology, [abrewer@fit.edu](mailto:abrewer@fit.edu)*) **Mallory Fandal** (*Florida Institute of Technology, [malloryfandal@gmail.com](mailto:malloryfandal@gmail.com)*)

**c. Waiting Assessment Interview Tool: Validation and Usage**

**CLAUDIA CAMPOS** (*University of South Florida, [claudia24@mail.usf.edu](mailto:claudia24@mail.usf.edu)*), **Leslie Singer** (*University of South Florida, [singer@mail.usf.edu](mailto:singer@mail.usf.edu)*), **Jennifer Weyman** (*University of South Florida, [weyman@mail.usf.edu](mailto:weyman@mail.usf.edu)*) **Anna Garcia** (*University of South Florida, [argarcia@mail.usf.edu](mailto:argarcia@mail.usf.edu)*)

**10:00 AM – 10:50 AM      PAPER      *Track: ETH***

**#77 (127) Responsible Supervision of RBT Ethics and preparing for upcoming changes, November 2019 (Spanish version)**

**JACQUELINE KORNER** (*Positive Behavior Treatments Inc.*, [jkorner@hotmail.com](mailto:jkorner@hotmail.com))

Melanie Korner (*Positive Behavior Treatments Inc.*, [korner.melanie@gmail.com](mailto:korner.melanie@gmail.com))

Maxime Korner (*University of Florida*, [maximek@ufl.edu](mailto: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 pupose 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.



**10:00 AM– 10:50 AM      PANEL      *Track: CA***  
**#78 An Important Perspective: A panel of recipients of behavior analysis service**

**CHAIR: BAKER WRIGHT** (*Behavior Management Consultants, [bwright@bmcsoutheast.com](mailto: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 GUEST 1**  
**SPECIAL PARENT GUEST 2**  
**SPECIAL PARENT GUEST 3**

**10:00 AM– 10:50 AM      PAPER      *Track: SUP/ETH***  
**#79 (39) Tough Talks – Strategies for Delivering Feedback for Poor Performance**

**PAUL GAVONI** (*Brett DiNovi and Associates, [gavonip@hotmail.com](mailto:gavonip@hotmail.com)*)

**ANIKA COSTA** (*Positive Behavior Supports, Corp., [anikacosta@icloud.com](mailto: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.

# **PRESIDENTIAL ADDRESS & Annual Business Meeting**

**11:00 AM – 12:30 PM**      GENERAL SESSION      *Track: PRO*

## **#80 (340) The Prestige of Behavior Analysis**

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

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.



### **About President Houvouras:**

*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."*

**12:00 – 12:30 PM**

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

## **FRIDAY AFTERNOON**

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### **12:30 AM – 1:30 PM      VIP LUNCHEON #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* #82 (2) How to open your own ABA company! Do's and Don'ts Legally, Financially and Clinically**

**CHAIR: VANESSA CABRERA** (*Limitless Learning ABA*, [vanessa@limitlesslearningaba.com](mailto:vanessa@limitlesslearningaba.com))

Many BCBAs 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.

**NINA MALAGIC** (*Positive Behavior Supports*, [nmalagic@gmail.com](mailto:nmalagic@gmail.com))

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

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

**1:30 PM – 2:50 PM      SYMPOSIUM      Track: ETH**

**#83 (27) The Ethics of Functional Analysis: Implementation Challenges and Practical Solutions**

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

**DISCUSSANT: MISSY OLIVE**

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.

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

**MICHAEL DORSEY** (*Amego, Inc.*, [mdorseylabal@gmail.com](mailto:mdorseylabal@gmail.com)), **Mary Jane Weiss** (*Endicott College*, [mjinnj@gmail.com](mailto:mjinnj@gmail.com))

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

**WILLIAM MARSH** (*Brevard Public Schools*, [billm001@hotmail.com](mailto:billm001@hotmail.com))

**c. Ethical Challenges to Functional Analysis and Potential Practical Solutions**

**MICHAEL WEINBERG** (*Amego, Inc.*, [mweinberg2007@att.net](mailto:mweinberg2007@att.net))

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

**RON DEMUESY** (*Dublin City Schools*, [demuesy\\_ron@dublinschools.net](mailto:demuesy_ron@dublinschools.net))

**e. Analyzing Consent: Ethical Practice in Assessment**

**ANN BEIRNE** (*Global Autism Project*, [ann@globalautismproject.org](mailto:ann@globalautismproject.org))

**1:30 PM – 2:50 PM      PAPER      Track: CA**

**#84 (12) Behavior analysis in child welfare: An Innovative Approach to Restoring Protective Capacities**

**KARIN TORSIELLO** (*Behavior Basics, Incorporated*, [ktorsiello@behaviorbasicsinc.com](mailto:ktorsiello@behaviorbasicsinc.com))

**PAULA LEONARDO** (*Behavior Basics, Incorporated*, [pleonardo@behaviorbasicsinc.com](mailto:pleonardo@behaviorbasicsinc.com))

**ANGELIQUE WALSH** (*Behavior Basics, Incorporated*, [awalsh@behaviorbasicsinc.com](mailto: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.

**1:30 PM – 2:50 PM    SYMPOSIUM                      Track: TCP**  
**#85 (72) Translational Evaluations of Response Persistence and Relapse**

CHAIR: **BRIANNA LAUREANO** (*University of Florida, [blaureano4@ufl.edu](mailto:blaureano4@ufl.edu)*)  
DISCUSSANT: **STEPHANIE KINCAID** (*Rollins College, [skincaid@rollins.edu](mailto: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.

**a. Translational evaluation of history effects on resurgence**

**PAIGE TALHELM** (*University of South Florida, [talhelm@mail.usf.edu](mailto:talhelm@mail.usf.edu)*), **Sarah Bloom** (*University of South Florida, [sarahbloom@usf.edu](mailto:sarahbloom@usf.edu)*), **Anthony Concepcion** (*University of South Florida, [aconcepcion@usf.edu](mailto:aconcepcion@usf.edu)*) **Andrew Samaha** (*University of South Florida, [andrewsamaha@usf.edu](mailto:andrewsamaha@usf.edu)*)

**b. Translational evaluation of super-resurgence and mitigation techniques**

**RACHEL THOMAS** (*Florida Institute of Technology, [thomasr2016@my.fit.edu](mailto:thomasr2016@my.fit.edu)*), **Luiz de Freitas** (*The Scott Center for Autism Treatment, [lfreitas@my.fit.edu](mailto:lfreitas@my.fit.edu)*), **Justine Henry** (*The Scott Center for Autism Treatment, [jhenry@fit.edu](mailto:jhenry@fit.edu)*) **Michael Kelley** (*The Scott Center for Autism Treatment, [mkelley@fit.edu](mailto:mkelley@fit.edu)*), **Ifeanyi Umeh** (*Florida Institute of Technology, [iumah@fit.edu](mailto:iumah@fit.edu)*)

**c. Translational evaluation of various interruptions on response performance during delayed MTS tasks.**

**JUSTINE HENRY** (*The Scott Center for Autism Treatment, [jhenry@fit.edu](mailto:jhenry@fit.edu)*), **Luiz de Freitas** (*The Scott Center for Autism Treatment, [lfreitas@my.fit.edu](mailto:lfreitas@my.fit.edu)*), **Michael Kelley** (*The Scott Center for Autism Treatment, [mkelley@fit.edu](mailto:mkelley@fit.edu)*)

**d. An analysis of timeout calling in college basketball**

**LINDSAY LLOVERAS** (*University of Florida, [llloveras@ufl.edu](mailto:llloveras@ufl.edu)*), **Timothy Vollmer** (*University of Florida, [vollmera@ufl.edu](mailto:vollmera@ufl.edu)*)

**1:30 PM – 2:50 PM    SYMPOSIUM    Track: AUT**

**#86 (48) Evaluating Interventions in the Treatment of Pediatric Feeding Disorders**

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

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

**a. Promoting Generalization and Mitigating Resurgence of Pediatric Feeding Problems**

**RONALD CLARK** (*Florida Institute of Technology*, [clarkr2016@my.fit.edu](mailto:clarkr2016@my.fit.edu)), **Tiara Putri** (*Florida Institute of Technology*, [tputri2017@my.fit.edu](mailto:tputri2017@my.fit.edu)), **Ryan Walz** (*Florida Institute of Technology*, [rwalz2018@my.fit.edu](mailto:rwalz2018@my.fit.edu)) **Marissa Kamlowsky** (*Florida Institute of Technology*, [mkamlowsky2018@my.fit.edu](mailto:mkamlowsky2018@my.fit.edu)), **Corina Jimenez-Gomez** (*Auburn University*, [cjimenez@auburn.edu](mailto:cjimenez@auburn.edu)), **Christopher Podlesnik** (*Auburn University*, [cpodlesnik@auburn.edu](mailto:cpodlesnik@auburn.edu)).

**b. A Model for the Treatment of Food Selectivity**

**ANGIE VAN ARSDALE** (*Rollins College*, [avanarsdale@rollins.edu](mailto:avanarsdale@rollins.edu)), **Sarah Slocum** (*Rollins College*, [sslocum@rollins.edu](mailto:sslocum@rollins.edu)), **Kara Wunderlich** (*Rollins College*, [kwunder@uga.edu](mailto:kwunder@uga.edu))

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

**TONI LAMONICA** (*The Scott Center for Autism Treatment*, [tlamonica2013@fit.edu](mailto:tlamonica2013@fit.edu)), **Corina Jimenez-Gomez** (*Auburn University*, [cjimenez@auburn.edu](mailto:cjimenez@auburn.edu)), **Ronald Clark** (*Florida Institute of Technology*, [clarkr2016@my.fit.edu](mailto:clarkr2016@my.fit.edu)) **Christopher Podlesnik** (*Auburn University*, [cpodlesnik@auburn.edu](mailto:cpodlesnik@auburn.edu))

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

**VIVIAN IBÁÑEZ** (*University of Florida*, [vibanez@ufl.edu](mailto:vibanez@ufl.edu)), **Kerri Peters** (*University of Florida*, [kberard@ufl.edu](mailto:kberard@ufl.edu)), **Timothy Vollmer** (*University of Florida*, [vollmera@ufl.edu](mailto:vollmera@ufl.edu))

**1:30 PM – 2:50 PM    PAPER SESSION        *Track: ED***

**#87 (7/257) Special Topics in Education**

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

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

**KELLY KEARNEY** (*Florida Atlantic University*, [kbrown65@fau.edu](mailto:kbrown65@fau.edu))

Michael Brady (*Florida Atlantic University*, [mbrady@fau.edu](mailto: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.

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

**LILIANA DIETSCH-VAZQUEZ** (*Integrative Methods*, [liliana@integrativemethods.com](mailto: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.

**1:30 PM – 2:50 PM    PAPER SESSION        Track: AUT**

**#88 (187/64/66) Special Topics in Autism Spectrum Disorder**

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

**A. The Effects of Behavioral Skills Training on the Acquisition of Swimming Skills**

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

**B. 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](mailto:cerollings@crimson.ua.edu)*)

**AMBER KOUTNIK** (*Oak Hill Academy, [koutnika@duvalschools.org](mailto:koutnika@duvalschools.org)*)

**ASHLEIGH AVINA** (*Oak Hill Academy, [buchanana@duvalschools.org](mailto: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.

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

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

**Victoria Martensen** (*Oak Hill Academy, [rossv@duvalschools.org](mailto: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.



**1:30 PM – 2:50 PM**

**PAPER**

**Track: TCP**

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

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

**2:30 PM – 3:20 PM**

**PAPER SESSION**

**Track: CA**

**#90 (75) Recent Research on Teaching Firearm Safety Skills to Children**

**CHAIR: TREVOR MAXFIELD** (*Engage Behavioral Health, [TMaxfield@ebhealthgroup.com](mailto: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.

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

**MARISSA NOVOTNY** (*University of South Florida, [novotny3@mail.usf.edu](mailto:novotny3@mail.usf.edu)*), **Raymond Miltenberger** (*University of South Florida, [miltenbe@usf.edu](mailto:miltenbe@usf.edu)*), **Katelyn Frederick** (*University of South Florida, [katehull@mail.usf.edu](mailto:katehull@mail.usf.edu)*) **Trevor Maxfield** (*Engage Behavioral Health, [tmaxfield@ebhealthgroup.com](mailto:tmaxfield@ebhealthgroup.com)*)

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

**MARGARET ORNER** (*University of South Florida, [meorner@mail.usf.edu](mailto:meorner@mail.usf.edu)*), **Raymond Miltenberger** (*University of South Florida, [miltenbe@usf.edu](mailto:miltenbe@usf.edu)*), **Trevor Maxfield** (*Engage Behavioral Health, [tmaxfield@ebhealthgroup.com](mailto:tmaxfield@ebhealthgroup.com)*)

**c. Video Self-modeling to Teach Firearm Safety Skills**

**Raymond Miltenberger** (*University of South Florida, [miltenbe@usf.edu](mailto:miltenbe@usf.edu)*), **Marissa Novotny** (*University of South Florida, [novotny3@mail.usf.edu](mailto:novotny3@mail.usf.edu)*), **TREVOR MAXFIELD** (*Engage Behavioral Health, [tmaxfield@ebhealthgroup.com](mailto:tmaxfield@ebhealthgroup.com)*)

**3:00 PM – 4:20 PM    SYMPOSIUM    Track: CA**  
**#91 (31) Teaching Complex Skills**

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

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

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

**ANNA KATE EDGEMON** (*Auburn University, [akoedgemon@gmail.com](mailto:akoedgemon@gmail.com)*), **John Rapp** (*Auburn University, [jtr0014@auburn.edu](mailto:jtr0014@auburn.edu)*)

**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](mailto:TJschulz1020@gmail.com)*), **Catia Cividini-Motta** (*University of South Florida, [catiac@usf.edu](mailto:catiac@usf.edu)*), **Kwang-Sun Blair** (*University of South Florida, [kwangsun@usf.edu](mailto:kwangsun@usf.edu)*)

**c. An Evaluation of Khan Academy Videos as a Supplement to Teacher Instruction**

**JACY REED** (*University of South Florida, [jacyr@mail.usf.edu](mailto:jacyr@mail.usf.edu)*), **Kimberly Crosland** (*University of South Florida, [crosland@usf.edu](mailto:crosland@usf.edu)*)

**d. Naturalistic interventions during group instruction with young children with ASD**

**MATTHEW GIULIANO** (*Florida Institute of Technology, [mgiuliano@fit.edu](mailto:mgiuliano@fit.edu)*), **Corina Jimenez-Gomez** (*Auburn University, [cjimenez@auburn.edu](mailto:cjimenez@auburn.edu)*)

**3:00 PM – 4:20 PM    SYMPOSIUM    Track: ED**  
**#92 (14) Royal Flush: Prevent-Teach-Reinforce**

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

**DISCUSSANT: ROSE IOVANNONE** (*USF, [iovannone@usf.edu](mailto: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 kindergartener 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.

**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](mailto:rdhaynes@usf.edu)*)

**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](mailto:mmc@usf.edu)*)

**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](mailto:kmcfee@usf.edu)*)

**d. Using the Prevent-Teach- Reinforce Model to Decrease Classroom Wide Disruptive Behavior**

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

**3:00 PM – 4:20 PM** PAPER SESSION *Track: OBM*

**#93 (3/5) Special Topics in Organizational Behavior Management**

**CHAIR: SHANNON BIAGI** (*Chief Motivating Officers, [shannon@chiefmotivatingofficers.com](mailto:shannon@chiefmotivatingofficers.com)*)

**A. OBM: It's not a title, it's a tool box!**

**NICOLE POSTMA** (*Positive Behavior Supports, [nicki.postma@gmail.com](mailto: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.

**B. The Good Person vs. The Bad System: Resolving Employee Performance Issues Using Organizational Behavior Management**

**SHANNON BIAGI** (*Chief Motivating Officers, United States, [shannon@chiefmotivatingofficers.com](mailto: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.

**3:00 PM – 4:20 PM SYMPOSIUM Track: AUT**  
**#94 (68) Measuring and Evaluating Indirect and Procedural Variables**

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

**DISCUSSANT: LEAH KOEHLER** (*Florida State University Panama City, [lkoehler@ufl.edu](mailto: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.

**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](mailto:jmolina2016@my.fit.edu)*), **Yanerys Leon** (*University of Miami, [yx11611@miami.edu](mailto:yx11611@miami.edu)*), **Kaitlynn Gokey** (*Florida Institute of Technology, [KGokey2010@my.fit.edu](mailto:KGokey2010@my.fit.edu)*)

**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](mailto:ashuler2017@my.fit.edu)*), **Ansley Hodges** (*Florida Institute of Technology, [ahodges2013@my.fit.edu](mailto:ahodges2013@my.fit.edu)*), **Hallie Ertel** (*Florida Institute of Technology, [hertel2015@my.fit.edu](mailto:hertel2015@my.fit.edu)*) **David Wilder** (*Florida Institute of Technology, [dawilder@fit.edu](mailto:dawilder@fit.edu)*)

**c. Comparing the Effects of Continuous and Discontinuous Measurement on Sessions to Acquisition and Maintenance**

**CRYSTAL SLANZI** (*University of Florida, [cslanzi@ufl.edu](mailto:cslanzi@ufl.edu)*), **Daniel Conine** (*University of Florida, [dconine@ufl.edu](mailto:dconine@ufl.edu)*), **Timothy Vollmer** (*University of Florida, [vollmera@ufl.edu](mailto:vollmera@ufl.edu)*) **James E. Carr** (*Behavior Analyst Certification Board, [Carr@bacb.com](mailto:Carr@bacb.com)*)

**d. The Role of Attention in Developing Imitation Skills within the Autism Spectrum**

**CHRISTINA RODRIGUEZ** (*University of Miami, [crodriguez18@miami.edu](mailto:crodriguez18@miami.edu)*), **Ivan Deveaux** (*University of Miami, [ideveaux@miami.edu](mailto:ideveaux@miami.edu)*), **Elaine Española** (*University of Miami, [exe183@miami.edu](mailto:exe183@miami.edu)*) **Anibal Gutierrez** (*University of Miami, [a.gutierrez5@miami.edu](mailto:a.gutierrez5@miami.edu)*)

**3:00 PM – 3:50 PM**      PAPER      **Track: MH**  
**#95**    **Yes We Can! Using ABA to Treat Depressive Disorders**

**Sharon Older** (*Adapt Behavioral Services, [solder@adapt-fl.com](mailto: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.

**3:00 PM – 4:20 PM**    PAPER SESSION      **Track: SUP**  
**#96 (179/4) Special Topics on Supervision**

**CHAIR: LINDA MECKLER** (*Positive Behavior Supports, [lindafl@hotmail.com](mailto:lindafl@hotmail.com)*)

**A. Responsible Supervision of RBT Ethics and preparing for upcoming changes, November 2019**

**JACQUELINE KORNER** (*Positive Behavior Treatments Inc., [jkorner@hotmail.com](mailto:jkorner@hotmail.com)*)

Melanie Korner (*Positive Behavior Treatments Inc., [korner.melanie@gmail.com](mailto:korner.melanie@gmail.com)*)

Maxime Korner (*University of Florida, [maximek@ufl.edu](mailto:maximek@ufl.edu)*)

This presentation version will be delivered in Elnghish. The following presentation will emphasise the importance of responsible supervision of the Registered Behavior Technicians, It will explain how to become a Registered Behavior Technician (RBT), the pupose 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.

**B. “Parent’s Night Out”: An innovative and strategic approach to RBT competency evaluation.**

**LINDA MECKLER** (*Positive Behavior Supports, [lindafl@hotmail.com](mailto:lindafl@hotmail.com)*)

Erin Harlan (*Positive Behavior Supports, [eharlan@teampbs.com](mailto:eharlan@teampbs.com)*)

Shannon Ballinger (*Positive Behavior Supports, [sballinger@teampbs.com](mailto: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.

3:00 PM – 3:50 PM

INVITED SPEAKER

Track: AUT

## #97 Gaps and Caps in Autism Insurance Coverage

LORRI UNUMB, JD (*Council of Autism Service Providers, [lunumb@casproviders.org](mailto: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.

### About the Speaker:

*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 13<sup>th</sup> 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**.*

**3:30 PM – 4:20 PM    PAPER                      Track: AUT**

**#98 A Collaborative Electronic Behavior Assessment System (eBA): Validation and Evaluation of Feasibility**

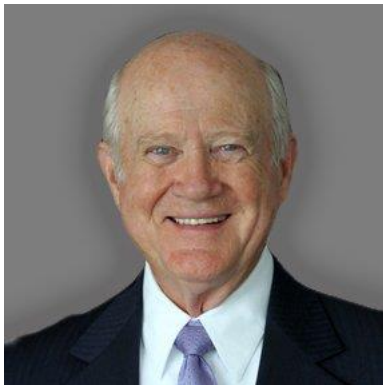
**CARLOS SILVESTRE** (*University of South Florida, [csilvestre@mail.usf.edu](mailto:csilvestre@mail.usf.edu)*)

Kwang-Sun Blair (*University of South Florida, [kwangsun@usf.edu](mailto: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.

**3:30 PM – 5:20 PM    SPECIAL EVENT**

**# 99      Inside Behavior Analysis: Aubrey Daniels**



**HOSTED BY: ANDREW HOUVOURAS**

Dr. Daniels’ substantial impact on the field 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. Daniels’, life, experiences and career.

**About the Guest of Honor:**

Coming soon!



**7:30 PM – 9:00 PM**

**IGNITES**

**#100 FABA Ignites! At Nite!**

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

**Ignite #1 - Clinic Care Hacks- All the Things You Never Thought About Before You Opened One**

**DIANA KITHCART** (*Engage Behavioral Health, [DKithcart@ebhealthgroup.com](mailto: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.

**Ignite #2 - Board Certified Behavior Gringo: BA Navigating Miami-No Hablo Español**

**DIAH ASKARI** (*Mighty Heroes, [diahaskari1@gmail.com](mailto: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.

**Ignite #3 - Callous & Unemotional? You Would Be Too If it Happened To You!**

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

**Ignite #4 - WTFunky Blue Chart???**

**MARY SAWYER** (*The Aubrey Daniels Institute, [drmary@fitlearningatl.com](mailto: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.

## **Ignite #5 - How BCBAs Can Change The World Of Dementia Care**

**MARANDA TRAHAN** (*Abilities Behavioral Services*, mtrahan@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 BCBAs shy from the field. What if Florida changed that? What if BCBAs from the sunniest state tackle behavior issues in our grayest counties? Attend this Ignite and become inspired to pioneer ABA in dementia.

## **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!

## **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.

## **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.

### **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 BCBAs 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?

### **Ignite #10 - Signs and Symptoms of Dementia In Seniors With ID/DD**

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

The number of seniors with ID/DD is increasing, swelling to nearly 1.4 million Americans by 2030. Between 10-30% of that population will be diagnosed with dementia. The signs and symptoms of dementia are the same for the individuals with and without ID/DD. However, the memory assessments we conduct or the case examples we refer to may be different for our ID/DD population. Attend this Ignite and learn about two common memory assessments used to differentially diagnosis dementia in ID/DD. Also hear about the most common first symptoms of dementia and how they may present clinically in our seniors with ID/DD.

### **Ignite #11 - 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.

### **Ignite #12 - Problem Behaviors of Adults in Disney World**

**MICHELLE CASTANOS** (*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.

### **Ignite #13 - Be Honest. Be Humble. Be Human.**

**ERIN DONOVAN** (*Family Insight, United States*, 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.

### **Ignite #14 - 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.

### **Ignite #15 - 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.

### **Ignite #16 - 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).

**9:00 PM – 11:00 PM**

**SOCIAL**

### **#101 Friday Night Social**

Laughs! Songs! One Hit Wonders! After the fantastic Friday Ignites! At Night, experience the FAB Friday night escapades of Karaoke and Networking!

# Saturday, September 21, 2019

*\*NEW: Workshops will be offered in the afternoon!*

## SATURDAY MORNING

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**8:00 AM – 9:20 AM      SYMPOSIUM      *Track: AUT***  
**#102 (67) Challenges for ABA Providers as Funding Streams Change**

CHAIR: **TERESA BOUSSOM** (EBS Healthcare, [teresa.boussom@ebshealthcare.com](mailto:teresa.boussom@ebshealthcare.com))

DISCUSSANT: **WYNDI CAPECI** ([capeciw@gmail.com](mailto: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.

**a. Collaboration between BCBAs and SLPs; Lessons Learned**

**MICHELE JERVIS-SCHULTZ** (EBS Healthcare, United States, [Michele.Schultz@ebshealthcare.com](mailto:Michele.Schultz@ebshealthcare.com))

**b. Challenges in Providing Services to all Ages Within ASD**

**CODY CARRARO** (EBS Healthcare, United States, [Cody.Carraro@ebsunited.com](mailto:Cody.Carraro@ebsunited.com))

**c. Whole Person Care vs. Person-Centered Health Care Providers**

**TERESA BOUSSOM** (EBS Healthcare, United States, [Teresa.Boussom@ebshealthcare.com](mailto:Teresa.Boussom@ebshealthcare.com))

**8:00 AM – 9:20 AM      SYMPOSIUM      Track: DD**

**#103 (43) 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](mailto:kmcgarry2015@fit.edu)*)

**DISCUSSANT: GREGORY MADDEN** (*Utah State University, [greg.madden@usu.edu](mailto: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.

**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](mailto:a.moreno7@umiami.edu)*), **Yanerys Leon** (*University of Miami, [yx11611@miami.edu](mailto:yx11611@miami.edu)*), **Jessica Gomez** (*Florida Institute of Technology, [gomez2015@my.fit.edu](mailto:gomez2015@my.fit.edu)*)

**b. Examining Behavior Flexibility Following Discontinuation of Reinforcement for Previously Reinforced Responses Using a Touchscreen**

**Carolyn Ritchey** (*The Scott Center for Autism Treatment, [critchey2018@my.fit.edu](mailto:critchey2018@my.fit.edu)*), **YAARA SHAHAM** (*Florida Institute of Technology, [yaara72@gmail.com](mailto:yaara72@gmail.com)*), **Ronald Clark** (*Florida Institute of Technology, [clarkr2016@my.fit.edu](mailto:clarkr2016@my.fit.edu)*) **Victoria Ryan** (*Florida Institute of Technology, [ryan22v@mtholyoke.edu](mailto:ryan22v@mtholyoke.edu)*), **Weizhi Wu** (*The Scott Center for Autism Treatment, [wwu2017@my.fit.edu](mailto:wwu2017@my.fit.edu)*), **Toshikazu Kuroda** (*Aichi Bunkyo University, Japan, [toshikazu.kuroda@gmail.com](mailto:toshikazu.kuroda@gmail.com)*)

**c. Choice Overload in the Context of Token Economies**

**NATHALIE FERNANDEZ** (*University of Florida, [nath363@ufl.edu](mailto:nath363@ufl.edu)*), **Iser DeLeon** (*University of Florida, [deleon@ufl.edu](mailto:deleon@ufl.edu)*), **Elizabeth Schieber** (*University of Florida, [eschieber@ufl.edu](mailto:eschieber@ufl.edu)*)

**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](mailto:wwu2017@my.fit.edu)*), **Courtney Hannula** (*The Scott Center for Autism Treatment, [channula2016@my.fit.edu](mailto:channula2016@my.fit.edu)*), **Tiara Putri** (*Florida Institute of Technology, [tputri2017@my.fit.edu](mailto:tputri2017@my.fit.edu)*) **Carolyn Ritchey** (*The Scott Center for Autism Treatment, [critchey2018@my.fit.edu](mailto:critchey2018@my.fit.edu)*), **Adam Brewer** (*Florida Institute of Technology, [abrewer@fit.edu](mailto:abrewer@fit.edu)*), **Corina Jimenez-Gomez** (*Auburn University, [cjimenez@auburn.edu](mailto:cjimenez@auburn.edu)*),

**8:00 AM – 9:20 AM** PAPER SESSION *Track: CA*

**#104 (291/281)** Applications for the Environment and Climate: A Special Paper Session

CHAIR: NICOLE CHOATE (*Missouri State University, [Choate88@live.missouristate.edu](mailto:Choate88@live.missouristate.edu)*)

**A. 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](mailto:jessi.hinman@gmail.com)*)

Ruth Anne Rehfeldt (*Southern Illinois University, Carbondale, [rehfeldt@siu.edu](mailto:rehfeldt@siu.edu)*)

Jordan Belisle (*Missouri State University, [jbelisle@missouristate.edu](mailto:jbelisle@missouristate.edu)*)

Mark Dixon (*Southern Illinois University, [drmarkrdixon@gmail.com](mailto: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.

**B. Things are Heating Up: Choice, Collective Action, and Climate Change**

**JORDAN BELISLE** (*Missouri State University, United States, [jbelisle@missouristate.edu](mailto: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.

**8:00 AM – 8:50 AM    SYMPOSIUM    Track: SUP**

**#105 (82)    Train-the-Trainer: Achieve Best Training Outcomes Using Evidence-Based Procedures for Staff Training**

**CHAIR: YENDRI DIAZ** (*Skillometry, Inc*, [yendri@skillometry.com](mailto: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.

**a. Implementation of Behavioral Skills Training in Train-the-Trainer Programs**

**ZUHE ARNESEN** (*SKILLOMETRY*, [zuhe@skillometry.com](mailto:zuhe@skillometry.com))

**b. Utilizing Digital Technology to train and supervise staff**

**YENDRI DIAZ** (*SKILLOMETRY INC.*, [yendri@skillometry.com](mailto:yendri@skillometry.com))

**c. Evaluating the Use of Acoustical Guidance as an Immediate Method of Reinforcement for Staff Training**

**MARIA BROWN** (*SKILLOMETRY*, [maria@skillometry.com](mailto:maria@skillometry.com))



**8:00 AM – 9:20 AM**

**PAPER**

***Track: CA***

**#106 (158) Treating Health Related Behaviors with Acceptance and Commitment Therapy**

**ERIN DONOVAN** (*Family Insight*, [edonovan@alumni.su.edu](mailto:edonovan@alumni.su.edu))

James Moore (*Canopy Children's Solutions*, [james.moore@mycanopy.org](mailto: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.

**8:00 AM – 8:50 AM**      PAPER      **Track: ETH**

**#107 (119) (SPANISH) Hispanic Culture and Sexual Harassment: Where's the line?**

**CARMEN ADRIANA TORRES-DIAZ** (*Behavioral Applications*, [catorresdiaz@gmail.com](mailto:catorresdiaz@gmail.com))

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

This will be presented in Spanish. 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. This presentation will be offered in Spanish.

**8:00 AM – 8:50 AM**      PANEL      **Track: ETH**

**#108 (188)    Legal and Ethical Considerations in ABA: The Good, the Bad, and the Ugly**

**CHAIR: AMANDA WESSON** (*Virtus Health*, [awessonfl@gmail.com](mailto: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.

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

**MARTA FIOL** (*Teaching Interventions Keeping Individuality, Inc.*, [tikifiol1@gmail.com](mailto:tikifiol1@gmail.com))

**8:00 AM– 8:50 AM PAPER SESSION Track: ED**  
**#109 (261/258) Special Topics in Education Paper Session**

**CHAIR: Michael Passage** (*Florida Institute of Technology*, [mpassage2017@my.fit.edu](mailto:mpassage2017@my.fit.edu))

**A. An Assessment and Treatment Component Analysis for Impulsivity in Typically Developing Schoolchildren**

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

**Adam Brewer** (*Florida Institute of Technology*, [abrewer@fit.edu](mailto:abrewer@fit.edu))

**Celeste Harvey** (*Florida Institute of Technology*, [aharvey@fit.edu](mailto:aharvey@fit.edu))

**Christopher Podlesnik** (*Auburn University*, [cpodlesnik@auburn.edu](mailto:cpodlesnik@auburn.edu))

**Joshua Pritchard** (*Factari*, [josh@factari.com](mailto:josh@factari.com))

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.

**B. An evaluation of self-control training studies in applied behavior analysis**

**MICHAEL PASSAGE** (*Florida Institute of Technology*, [mpassage2017@my.fit.edu](mailto:mpassage2017@my.fit.edu))

**Katie Nicholson** (*Florida Institute of Technology*, [cnicholson@fit.edu](mailto: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.

**8:00 AM– 8:50 AM**      **PANEL**      **Track: AUT**

**#110 (261/258) Challenges and Successes of Safety Skill Instruction Across Learner Environments**

**CHAIR: KELLY KEARNEY** (*Florida Atlantic University, [kbrown65@fau.edu](mailto: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.

**JACQUELINE WOOD** (*Florida Atlantic University Center for Autism Related Disabilities, [jacquelinewood@fau.edu](mailto:jacquelinewood@fau.edu)*)

**TAHRA CESSNA** (*Positive Behavior Supports, [tcessna@teampbs.com](mailto:tcessna@teampbs.com)*)

**MONIEK WILSON** (*Positive Behavior Supports, [mwilson@teampbs.com](mailto:mwilson@teampbs.com)*)

**9:00 AM– 9:50 AM**      **PAPER**      **Track: TCP**

**#111 (58) Jack of All Trades, Master of None...**

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

**9:00 AM– 9:50 AM    PAPER    Track: DD**

**#112 (38) The Effects of Competing Response on Duration of Hand Mouthing**

**NADEGE POIRIER-NYE** (*Quest*, [nadegepoirier@gmail.com](mailto:nadegepoirier@gmail.com))

**Elyscha Harris** (*Quest*, [eharris@questinc.org](mailto: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.

**9:30 AM – 10:50 AM    Symposium    Track: ETH**

**#113 (13) Ethical Issues Conducting Assessments in Applied Practice**

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

**DISCUSSANT: KIMBERLY BERENS** (*Fit Learning*, [drkim@fitlearners.com](mailto: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.

**Ethical Practice for Behavior Analytic Assessment**

**MARY SAWYER** (*The Aubrey Daniels Institute*, , [drmary@fitlearningatl.com](mailto:drmary@fitlearningatl.com))

**Ethical Issues Conducting Assessments in Applied Practice**

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

**Ethical and Legal Considerations for Conducting Standardized Assessments**

**MICHAEL WEINBERG** (*Amego, Inc.*, , [mweinberg2007@att.net](mailto:mweinberg2007@att.net))

**9:30 AM– 10:50 AM**      PAPER SESSION      *Track: ED*

**#114 (162/174) ABA and Education**

**CHAIR: AMY MICHAELIS** (*Volusia County Schools, [amylmichaelis@yahoo.com](mailto:amylmichaelis@yahoo.com)*)

**A. Applied Behavior Analysis Impacting Public School Classrooms**

**AMY MICHAELIS** (*Volusia County Schools, [amylmichaelis@yahoo.com](mailto: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.

**B. Seminole County Curriculum Project: Four Years of Infusing Applied Behavior Analysis Into Traditional Instructional Pedagogy**

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

Elizabeth Wilkerson (*Seminole County Public Schools, [Elizabeth.Wilkerson@scps.k12.fl.us](mailto: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.

**9:30 AM– 10:50 AM     PAPER SESSION     Track: AUT**

**#115 (67/70/71) Special Topics in Autism Treatment**

**ALICIA LASAGA** (*Autism Worldwide*, [alicialasaga@autismworldwide.us.com](mailto:alicialasaga@autismworldwide.us.com))

**The Side of Autism Nobody Talks About and How Trainings are Not Addressing Severe Autism**

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.

**Teaching Foundational ABA Principles to Schools: A Holistic Approach from Administration to Teachers to Paraprofessionals**

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.

**Case Study: Combination of Positive Punishment and Manding with Immediate Positive Reinforcement to decrease Elopement**

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.

**9:30 AM – 10:50 AM      SYMPOSIUM      Track: DD**  
**#116 Recent Developments in Verbal Behavior**

**CHAIR: SANDHYA RAJAGOPAL** (*Florida Institute of Technology, [srajagopal2015@my.fit.edu](mailto:srajagopal2015@my.fit.edu)*)

**DISCUSSANT: GENEVIEVE MARSHALL** (*[gcoxon2008@my.fit.edu](mailto: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.

**a. Effects of Mixed Operant Training Across Similar and Different Response Topographies**

**ASHLEY FELDE** (*Florida Institute of Technology, [afelde2017@my.fit.edu](mailto:afelde2017@my.fit.edu)*), **Katie Nicholson** (*Florida Institute of Technology, [cnicholson@fit.edu](mailto:cnicholson@fit.edu)*), **Michael Passage** (*Florida Institute of Technology, [mpassage2017@my.fit.edu](mailto:mpassage2017@my.fit.edu)*) **Sandhya Rajagopal** (*Florida Institute of Technology, [srajagopal2015@my.fit.edu](mailto:srajagopal2015@my.fit.edu)*)

**b. An evaluation of a procedure to teach children with autism to tact private events**

**SANDHYA RAJAGOPAL** (*Florida Institute of Technology, [srajagopal2015@my.fit.edu](mailto:srajagopal2015@my.fit.edu)*), **Katie Nicholson** (*Florida Institute of Technology, [cnicholson@fit.edu](mailto:cnicholson@fit.edu)*), **Ashley Felde** (*Florida Institute of Technology, [afelde2017@my.fit.edu](mailto:afelde2017@my.fit.edu)*) **Tiara Putri** (*Florida Institute of Technology, [tputri2017@my.fit.edu](mailto:tputri2017@my.fit.edu)*), **Yaara Shaham** (*Florida Institute of Technology, [yaara72@gmail.com](mailto:yaara72@gmail.com)*), **Michael Passage** (*Florida Institute of Technology, [mpassage2017@my.fit.edu](mailto:mpassage2017@my.fit.edu)*)

**Discrimination training to produce emergent relations of pre-algebraic math skills**

**JEANINE TANZ** (*Florida Institute of Technology, [JTanz@FLautism.com](mailto:JTanz@FLautism.com)*), **Ivy Chong** (*The Scott Center for Autism Treatment, [ichong@fit.edu](mailto:ichong@fit.edu)*), **Madeline Keevy** (*Florida Institute of Technology, [mkeevy2015@my.fit.edu](mailto:mkeevy2015@my.fit.edu)*) **Celeste Harvey** (*Florida Institute of Technology, [aharvey@fit.edu](mailto:aharvey@fit.edu)*), **Katie Nicholson** (*Florida Institute of Technology, [cnicholson@fit.edu](mailto:cnicholson@fit.edu)*)



**9:30 AM– 10:50 AM      PANEL      *Track: AUT***  
**#117 (146) Autism Knows No Borders: The Why and How of Worldwide Dissemination of ABA**

**CHAIR: CRYSTAL THOMPSON** (*Believe Autism*, [crystal@globalautismproject.org](mailto: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.

**CHRISTINA FLORES** (*Crystal Minds New Beginning*, [cflor035@fiu.edu](mailto:cflor035@fiu.edu))

**MELISSA ESCUTIA** (*Shine Bright Therapy*, [meli@shinebrighttherapy.com](mailto:meli@shinebrighttherapy.com))

**9:30 AM – 10:50 AM**    **PANEL**        *Track: TCP*

**#118 (369) Challenges Facing Us Today: A Conversation with an Expert Panel**

**CHAIR: EMILY DICKENS** (*FSU ECAP, [behaviorgirl@gmail.com](mailto:behaviorgirl@gmail.com)*)

This panel will afford members of FABAA the opportunity to observe and participate in a conversation about challenges that many Florida practitioners are facing and how solutions can be achieved.

**GINA GREEN** (*Association for Professional Behavior Analysts, [ggreen3@cox.net](mailto:ggreen3@cox.net)*)

**LORRIE UNUMB** (*Council of Autism Service Providers, [lunumb@casproviders.org](mailto:lunumb@casproviders.org)*)

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

**#119 (79) Behavioral Applications for Human Services Staff**

CHAIR: **MICHAEL PASSAGE** (*Florida Institute of Technology, [mpassage2017@my.fit.edu](mailto:mpassage2017@my.fit.edu)*)

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

**a. The Effects of Culturally-Competent Care Training Among Behaviorally-Oriented Clinicians**

**JOSHUA ADDINGTON** (*Florida Institute of Technology, [jaddington2017@my.fit.edu](mailto:jaddington2017@my.fit.edu)*), **Katie Nicholson** (*Florida Institute of Technology, [cnicholson@fit.edu](mailto:cnicholson@fit.edu)*), **Michael Passage** (*Florida Institute of Technology, [mpassage2017@my.fit.edu](mailto:mpassage2017@my.fit.edu)*) **Michael Cusick** (*Florida Institute of Technology, [cusickm2011@my.fit.edu](mailto:cusickm2011@my.fit.edu)*)

**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](mailto:gboatman2017@my.fit.edu)*), **Katie Nicholson** (*Florida Institute of Technology, [cnicholson@fit.edu](mailto:cnicholson@fit.edu)*), **Sandhya Rajagopal** (*Florida Institute of Technology, [srajagopal2015@my.fit.edu](mailto:srajagopal2015@my.fit.edu)*) **Mary Lewis** (*Florida Institute of Technology, [lewism2018@my.fit.edu](mailto:lewism2018@my.fit.edu)*)

**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](mailto:lewism2018@my.fit.edu)*), **Sandhya Rajagopal** (*Florida Institute of Technology, [srajagopal2015@my.fit.edu](mailto:srajagopal2015@my.fit.edu)*), **Katie Nicholson** (*Florida Institute of Technology, [cnicholson@fit.edu](mailto:cnicholson@fit.edu)*)

**d. Behavioral Skills Training for Active Shooter Scenarios: Human Service Staff**

**JACKIE NOTO** (*Florida Institute of Technology, [jnoto2015@my.fit.edu](mailto:jnoto2015@my.fit.edu)*), **Katie Nicholson** (*Florida Institute of Technology, [cnicholson@fit.edu](mailto:cnicholson@fit.edu)*), **Sandhya Rajagopal** (*Florida Institute of Technology, [srajagopal2015@my.fit.edu](mailto:srajagopal2015@my.fit.edu)*)

**10:00 AM– 10:50 AM PAPER SESSION *Track: CA***  
**#120 (162/174) International Dissemination of ABA**

**CHAIR: VALERIA PAREJO** (*Changing Behavior LLC, [valeriaparejo@gmail.com](mailto:valeriaparejo@gmail.com)*)

**A. Real World Programming: Building Bridges between DTT and NET - Case Studies in Brazil**

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

Valeria Parejo (*Changing Behavior LLC, [valeriaparejo@gmail.com](mailto: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.

**B. Ethics of dissemination abroad: sharing resources but recognizing limitations**

**VALERIA PAREJO** (*Changing Behavior LLC, United States, [valeriaparejo@gmail.com](mailto:valeriaparejo@gmail.com)*)

Celisabel Caldevilla (*Changing Behavior, United States, [c.caldevilla@changingb.com](mailto: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.

## CLOSING INVITED ADDRESS

11:00 AM – 12:00 PM      INVITED SPEAKER      *Track: PL*

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

**GINA GREEN** (*Association for Professional Behavior Analysts, [ggreen3@cox.net](mailto: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.

#### **About the Speaker:**

*Gina Green is Chief Executive Officer, Association of Professional Behavior Analysts. She is a Board Certified Behavior Analyst-Doctoral, former president of the Association for Behavior Analysis and the California Association for Behavior Analysis, and a former member of the Board of Directors of the Behavior Analyst Certification Board. Dr. Green has authored numerous publications in experimental and applied behavior analysis and served on the editorial boards of several professional journals. Her work has garnered awards from numerous state, regional, national, and international organizations. She lectures and consults widely on effective interventions for people with autism and related disorders, behavioral research, and public policies affecting the practice of ABA.*

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