

*The 41st  
Annual Meeting*



Florida Association for  
Behavior Analysis

## 2021 Conference Program



*Miami* 2021

September 29–October 2

JW Marriott Miami Turnberry Resort and Spa  
*Aventura Florida*

*Ethics • Education • Research • Service • Legislation*

[www.fabaworld.org](http://www.fabaworld.org) #FABA2021

# WHERE THERE IS ABA, THERE IS PBS.

Ready for something new? PBS offers relocation assistance for areas of high needs! Inquire today if you are interested in learning more about these opportunities. Email your resume to [analyst@teampbs.com](mailto:analyst@teampbs.com) with the subject line "Relocation"

\*Relocation assistance depends on area of need, position, and full-time status.



# CEUHelper Instructions

## CEUHelper Tips on Getting Started:

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

## Let's Get Started!

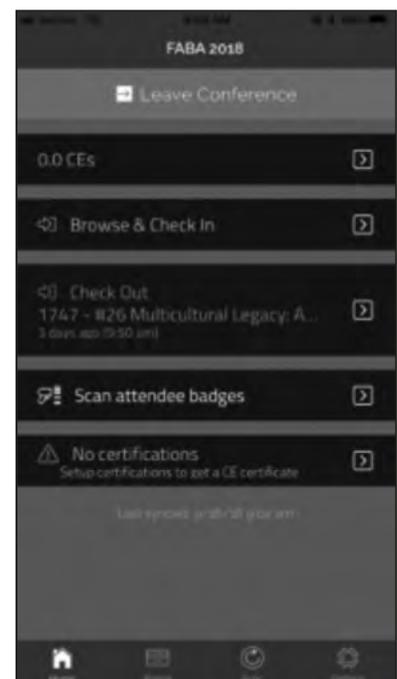
1. Install the app on your smart phone from either Google Play or the App Store.
2. Create your CEUHelper account. Please note: FABA does NOT own or manage this app. FABA staff is UNABLE to reset your password or username. If you have trouble creating your CEUHelper account or logging in, you will need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

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

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

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

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



**Note: CEUhelper only tracks BA CEUs at FABA.**

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

## FEATURES FOR 2021

# KEYNOTE ADDRESS

Thursday 11:00 am

Assessment and Treatment of Behavior Disorders: *The Next 40 Years?*

by Timothy R. Vollmer, PhD, BCBA-D



## PRESIDENTIAL ADDRESS

Friday 11:00 am

*The State of the ABA: Musings from an Iconoclastic Behavior Analyst*

by Josh Pritchard, PhD, BCBA-D

Kaston D. Anderson-Carpenter, PhD, MPH, BCBA-D, LBA

Thursday 9:00 am

*J-DEI and ABA: A Justice-Centered Approach to Expanding Applied Behavior Analysis in Public Health*

Yanerys Leon, PhD, BCBA-D

Thursday 10:00 am

*Toward an Applied Technology of Conditioned Reinforcement*

John Austin, PhD

Thursday 3:30 pm

*Leadership: Creating the Right Environment for Success*

Matthew T. Brodhead, PhD, BCBA-D

Friday 9:00 am

*Ethical Issues in Using Standardized Decision-making to Inform Professional Practice*

Dorothea Lerman, PhD, BCBA-D

Friday 3:30 pm

*Efficient Approaches for Disseminating Behavior-Analytic Procedures to Non-Behavioral Professionals*

Janet Twyman, PhD, BCBA-D, LBA

Saturday 10:00 am

*Can Behavior Analysts Behave Ethically?*

Louis Hagopian, PhD, BCBA-D

Saturday 11:00 am

Closing Invited Address

*Advances in Understanding and Treatment of Automatically-Maintained Self-Injurious Behavior*

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# Meet Your 2021 FABA Executive Committee

## **JOSH PRITCHARD, PhD, BCBA, President**

Dr. Pritchard earned his bachelor's and master's degrees from the Florida Institute of Technology, and his PhD in Behavior Analysis from the University of Nevada, Reno. He is currently a faculty member of the University of Central Florida, Orlando after having been the chair of the Florida Institute of Technology's program, and the Program Director of Southern Illinois University's online degree program. Dr. Pritchard is the founder and owner of JKP Analysts and Lodestone Academy, and has also served as President of the Association for Science in Autism Treatment, on the Executive Council of the Association for Behavior Analysis International, President of the Tennessee Association for Behavior Analysis and was a member of the Supervision Task Force of the Behavior Analyst Certification Board.



## **MARTA T. "TIKI" FIOL, M.S., BCBA, President-Elect, Co-FABA Committee Co-Chair**

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



## **YULEMA CRUZ, PhD, BCBA-D, Past-President, Legislative Committee**

Dr. Yulema Cruz received an PhD in Education with a concentration in Applied Behavior Analysis (ABA) from Nova Southeastern University. She is also a Board Certified Behavior Analyst-Doctoral with 20 years of experience in the field. Her academic interests include ethics and supervision in ABA, the latter of which was the topic of her dissertation. Besides from teaching graduate level courses as an adjunct both in English and in Spanish, Dr. Cruz is an ABA consultant and supervisor. Additionally, she works in the development of supervision systems, and the dissemination of ABA to other countries and languages. Dr. Cruz also provides ethical advice in the area of supervision as part of the international [www.ABAEthicsHotline.com](http://www.ABAEthicsHotline.com). As FABAs past President, she is a member of the Program Committee, and co-chairs the Legislative and Political Action Committee.



## **AMY S. POLICK, PhD, BCBA-D, Executive Director**

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



## **BAKER WRIGHT, PhD, BCBA-D Treasurer**

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



## **KERRI PETERS, PhD, BCBA-D, Secretary**

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



# Meet Your 2021 FABA Executive Committee *continued*

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

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



## **WILIAM CARLUCCI, Member- At- Large 2018-2021**

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



## **ISER G. DELEON, PhD, BCBA-D, Member-At-Large, 2019-2022**

Iser DeLeon earned his PhD at the University of Florida, where he is now Professor in the Department of Psychology. Prior positions include Associate Professor of Psychiatry and Behavioral Sciences at the Johns Hopkins University School of Medicine, Director of Research Development for the Department of Behavioral Psychology at the Kennedy Krieger Institute, and adjunct professor at several universities including the Florida Institute of Technology. Dr. DeLeon is a Fellow of the Association for Behavior Analysis International (ABAI) and has served the behavior analysis community in several roles including President of the Behavior Analyst Certification Board, President of the Maryland Association for Behavior Analysis, Associate Editor for both the Journal of Applied Behavior Analysis and the Journal of the Experimental Analysis of Behavior, member of the Board of Directors for the Society for the Experimental Analysis of Behavior, and member of the ABAI Science Board. Dr. DeLeon's research has focused on assessment and treatment of problem behavior in persons with neurodevelopmental disorders, identification of preferences and determinants of choice, and translation of basic behavioral processes towards enhancing therapeutic and instructional outcomes. He is the 2020 recipient of the American Psychological Association (Division 25) Don Hake Translational Research Award.



## **NICOLE GRAVINA, PhD, Member- At- Large 2019-2022**

Dr. Nicole Gravina is an Assistant Professor of Behavior Analysis in the Department of Psychology at the University of Florida. Nicole earned her Master's in Industrial-Organizational Psychology and her PhD in Behavior Analysis from Western Michigan University. She has published over 40 articles and book chapters and delivered over 100 presentations and workshops. She serves on the editorial boards of Behavior Analysis in Practice, Occupational Health Science, and the Journal of Applied Behavior Analysis, as an Associate Editor for the Journal of Organizational Behavior Management, and as a Trustee for the Cambridge Center for Behavioral Studies. In 2019, Nicole was honored with the APA Early Career Impact Award in Consulting Psychology. Nicole specializes in designing behaviorally-based workplace interventions that improve employee safety, healthcare delivery, and leadership and consulting skills. In addition to her faculty appointment, Nicole has consulted in a variety of industries, including healthcare, human services, manufacturing, public utilities, insurance, and construction.



## **ANSLEY HODGES, PhD, BCBA, Member-At-Large 2020-2023**

Ansley received a dual Bachelor of Arts in Deaf Education and Elementary Education from Flagler College and a Master of Science (2005) and PhD (2020) in ABA from the Florida Institute of Technology (FIT). Ansley has had a variety of clinical work experiences, including founding an ABA-based school, running an early intervention clinic, and working with adults in group homes. For the last seven years, Ansley has served as Nemours Children's Hospital first lead behavior analyst with the goal of embedding behavior analysis in a hospital setting. At Nemours, she is part of a multi-disciplinary assessment team for children with complex medical conditions and intellectual disabilities; she also leads an ABA team in providing services to children and parents. As part of her role, Ansley uses ABA and OBM in training the administrative teams, medical residents, medical students, and other medical divisions on the utility and value of our science. Finally, she has published over 17 articles and book chapters and secured over \$4.5 million in grant funding.



# Meet Your 2021 FABA Executive Committee *continued*

## NICKI POSTMA, Member-At-Large 2020-2023

Nicole Postma is a BCBA that received her Masters of Science with a degree in Organizational Behavior Management from Florida Institute of Technology and received her undergraduate degree from Western Michigan University. She has been working in the field of behavior analysis for over 10 years. She received extensive training in OBM both the graduate and undergraduate level. She has worked in various health and human services settings conducting staff management and training, direct services with adults with disabilities and neurotypical children in foster care, and has also worked as a coordinate for the Center for Autism and Related Disabilities – UCF Campus. Currently Nicole serves as the business development manager overseeing national contracts for Positive Behavior Supports Corp., and is an SME for the BACB.



## EMILY N. DICKENS, EdD, BCBA, Program Chair

Emily N. Dickens, Ed.D, BCBA—or “Nikki”— is the Director of the FSU Early Childhood Autism Program in Panama City, a nonprofit clinic and community outreach organization. A 2005 graduate of the FSU Panama City ABA program, Dr. Dickens spent a decade working with adults diagnosed with intellectual disabilities as a Senior Behavior Analyst with the Agency for Persons with Disabilities before returning to FSUPC in 2013. She is the 2018 Past President of the Florida Association for Behavior Analysis (FABA) and in May 2021, she completed her Doctorate from FSU. She continues to actively serve FABA in multiple roles and enjoys meeting new FABA members. She and her husband of 18 years have two daughters and Princess the Pug.



## KIM LUCKER-GREENE PhD, BCBA-D, CoFABA Chair

Dr. Kim Lucker-Greene is a Board Certified Behavior Analyst (BCBA-D) with more than 20 years experience designing behavioral & learning programs for a variety of populations, including persons with emotional/behavioral disorders, autism and other developmental disabilities. She is President of Behavioral Solutions Consulting, Inc. in Jacksonville, FL, where her 15-member team of certified professionals provide ABA therapy and behavioral consultation services. Dr. Lucker-Greene received her graduate training in Applied Behavior Analysis (ABA) at Florida State University, where she was awarded her PhD in 2000. Dr. Lucker-Greene has created and presented a series of workshops on teaching language and behavioral assessment & intervention for the past 15 years. She has been a consultant to school districts, families and state agencies in the state since 1993. Prior to founding Behavioral Solutions Consulting, Dr. Lucker-Greene was formerly with Behavior Management Consultants for almost 20 years, finishing as their Director of Clinical Services. Dr. Lucker-Greene has served as an adjunct faculty member at University of North Florida in Jacksonville. She served as a Member-at-Large for the Florida Association for Behavior Analysis and remains a Co-Chair of the Local Chapters Committee where she started the CoFABA annual conference in 2015.



## LEIGH STEHLIK, FABA Business Manager

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



## Extended Active Members Supporting the Executive Committee:



Jon Bailey



Mary Burch



Mary Riordan



Leah Koehler



Matt Potak

Jon Bailey, PhD, FABA *Media Coordinator*

Mary Burch, PhD, FABA *Observer Editor*

Matt Potak, *Legislative*

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

We would like to thank **Leah Koehler** from the FSU Panama City Campus for her work as the FABA CE provider and reviewer of workshop and regular submissions. And we would like to thank **Sharon Older** and **Sarah Courtney** of ADAPT, Inc. for their work in reviewing and approving submissions for Mental Health and Psychology CEs. And finally we would like to thank **Jon Bailey**, **Mary Burch**, and **Leigh Stehlik** for their careful proofing of the “next-to-last” draft of the Program.

# Membership Information



## Who Can Be a Member of FABA?

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

### Professional Behavior Analyst

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

### Sustaining Member

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

### Student

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

### Membership Year

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

# Conference Registration Info

## General Registration Information

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

### A Note on Workshop Fees

The workshop ticket price includes the BA CEU's for the workshop.

### Professional – Non-Behavior Analyst

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

### Paraprofessionals

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

### Parents

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

## Conference Advanced Registration Fees

	In Person CONF	Virtual CONF
FABA Professional Members	\$ 225	\$ 225
Student / Direct Care / Parent	\$ 132	\$ 132
Non-Members	\$ 330	\$ 330
BA CEU Flat Rate Package	\$ 85	<i>Incl.</i>
Workshop Tickets	\$ 95	\$ 95



# Tracks and Special Interest Groups (SIGs) at FABA 2021

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

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

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

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

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

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

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

## SIGs

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

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



Special Interest Groups

## SIG Groups & Local Chapter Meetings in 2021:

Local Chapters of FABA (CoFABA) Officer Meeting  
South Florida ABA (SoFABA) Meeting

Friday 10:00 AM  
Friday 1:30 PM

Kim Lucker-Greene, Chair  
Michelle Castanos, Chair

Let us know if you are interested in starting a SIG or joining your local chapter!

# Need to Add the CEU Flat Rate?

<https://faba.memberclicks.net/2021-ba-ceu-fee>

Stop by the **Help Desk** in the **FABA Store** for assistance with CEU helper or adding the CEU package.

# \$85

**Only Professional Members can Accrue BA CEUs.**

The \$85 CEU Flat Rate covers all BA CEUs earned at FABA '21

For MH, PSY CEs, please see page 13 for more info.

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

Visit FABA's Family Room for  
Nursing Mothers!

*Rated #1 by Newborns and Infants Everywhere!*

Family Room for can be found in *Palmetto 9*



# FREE WiFi for FABA Members

*Sponsored by*



## FABA's Statement on Sexual Harassment and Discrimination

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

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

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



# Collecting MH or PSY CEUs?

Earn continuing education units (CEUs) by joining Dr. Sharon Older.

Instructions on applying for Mental Health and Psychology CEUs:

**1. Enter the following web address in your Internet Browser:**

[faba.memberclicks.net/MH-PSY-FABA-2021](http://faba.memberclicks.net/MH-PSY-FABA-2021)

This link will lead you to a Google Form document.

**2. Fill out all items listed in the Google Form document.**

Verify that your information is correct.

**3. Click “Submit” located on the bottom left corner to submit this form to Dr. Sharon Older.**

After completing the Google Form, enter the following web address in your Internet Browser:

[faba.memberclicks.net/mh-psy-2021-paymentform](http://faba.memberclicks.net/mh-psy-2021-paymentform)

**4. Click “Register yourself” to sign-up for the 2021 CEU Flat Rate for BA CEUs.**

Follow the format of the web browser and ensure all your information is listed (*e.g., name, email address*).

**5. Verify that your BACB certificate number is correct.**

Under “Selection Set”, click “Yes – Flat Rate – \$85.00.

Verify that all your information is correct, and press “Submit” at the bottom of the web page.



# Continuing Education Information



## CE Credits

### BOARD CERTIFIED BEHAVIOR ANALYSTS AND BOARD CERTIFIED ASSISTANT BEHAVIOR ANALYSTS

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

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

### LICENSED PSYCHOLOGISTS

*(Approved events are denoted by PSY)*

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

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

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

*(Approved events are denoted by MH)*

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

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

## Navigating Continuing Education Requirements

*Always refers to the BACB website and the corresponding handbooks for specific information on each certification CEU requirements. In general, don't forget:*

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

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

BA = approved for BACB hours.

ETH = approved ethics presentation.

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

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

FABA is a Behavior Analyst Certification Board (BACB) Authorized Continuing Education (ACE) provider (OP-02-0014). Questions or concerns about BACB continuing education offered by FABA should be directed to Leah Koehler (*phone: 850 770-2296; email: koehler@pc.fsu.edu*).

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



Leah Koehler



Sharon Older

## Definition of Events:

- Virtual—the event does not include an in-person audience or speaker at the conference site with all presenters appearing remotely from off-site locations.
- Hybrid—the event is presented online and at the conference site with either the speakers or audience attending in person. A hybrid event may have virtual attendees watching via the BehaviorLive system or in-person attendees watching in-person simultaneously.
  - Hybrid events are held in either Majestic 1234 or Majestic 5678 ballrooms
- event is presented in-person, on-site at the conference without a virtual portion.
  - On-site only events are held in Royal and King Ballrooms

## CEU Collection and Maintenance:

- Virtual Only Event/Virtual Attendee = BehaviorLive
- Hybrid event / Virtual Attendee – BehaviorLive
- Hybrid event / On-Site Attendee = CEUHelper
- On-Site Only Event /On- Site Attendee = CEUHelper

**Note: If you attend an event via the BehaviorLive website, CEUs will be collected and managed through BehaviorLive. If you attend an event at the face-to-face conference, you must use CEUHelper to manage the CEU for that event.**



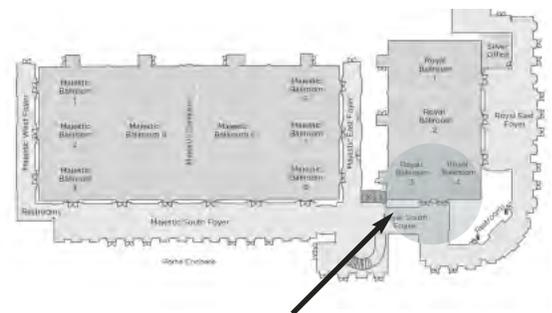
# 41st Annual FABA Conference Highlights

Tuesday, September 28	
5:30 pm – 7:00 pm	FABA Store and Packet Pick Up
Wednesday, September 29	
7:30 am – 8:00 pm	FABA Store & Packet Pick Up
7:30 am - 9:00 am	Morning Coffee
9:00 am – 12:00 pm	Workshops
1:00 pm – 4:00 pm	Workshops
12:00 pm – 4:00 pm	Exhibitor Check-In & Set Up
5:00 pm – 7:00 pm	BACB Virtual Update
6:30 pm – 9:00 pm	Hospitality Suite - <i>sponsored by ACE</i>
Thursday, September 30	
7:00 am – 5:00 pm	FABA Store and Packet Pick Up
7:30 am - 9:00 am	Morning Coffee
8:00 am – 11:00 am	Sessions
9:00 am – 9:50 am	Invited Address - Kaston Anderson-Carpenter
10:00 am – 10:50 am	Invited Address - Yanerys Leon
11:00 am – 12:30 pm	FABA Awards & Keynote Address by Tim Vollmer
1:30 pm – 5:20 pm	Sessions
2:20 pm – 3:30 pm	Refreshment break <i>sponsored by Telligen</i>
3:30 pm – 4:20 pm	Invited Address - John Austin
4:30 pm – 5:20 pm	Inside Behavior Analysis with Timothy Vollmer
5:30 pm – 7:00 pm	Mobile Social and Virtual Posters!

Friday, October 1	
7:00 am – 5:00 pm	FABA Store & Packet Pick Up
7:30 am - 9:00 am	Morning Coffee
8:00 am – 11:00 am	Sessions
9:00 am – 9:50 am	Invited Address - Matthew Broadhead
11:00 am – 12:30 pm	General Session / Presidential Address / Awards
1:30 pm – 5:00 pm	Sessions
2:45 pm – 3:15 pm	Refreshment Break
3:30 pm – 4:20 pm	Invited Address - Dorothea Lerman
4:30 pm - 5:20 pm	Inside Behavior Analysis with Jon Bailey
7:30 pm - 8:30 pm	Ignites@ Nite
8:30 pm - 10:00 pm	Afterglow <i>sponsored by Brett DiNovi &amp; Associates</i>
Saturday, October 2	
7:30 am - 9:00 am	Morning Coffee Sponsored by New Way Day
7:30 am – 9:00 am	FABA Store
8:00 am – 11:00 am	Sessions
10:00 am – 10:50 pm	Invited Address - Janet Twyman
11:00 am – 12:00 pm	Closing Invited Address Louis Halgopain
12:00 pm – 2:00 pm	Exhibit Breakdown

## Help Desk is Located in the FABA Store Royal 3/4

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



**This is the HELP DESK**

# Wednesday Morning

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8:00 AM- 5:00 PM

8 Hr Workshop

Track: SUP

Majestic 123

8.0 CEU – BA, SUP

## Special Supervision Event (Lunch: 12:00 PM – 1:00 PM)

### Workshop #W01 Supervision 101: Learn the BACB Requirements without Boredom

Skill Level: *Intermediate*

DAWN BAILEY (Oregon Institute of Technology, [dawn.bailey@oit.edu](mailto:dawn.bailey@oit.edu))



Dawn Bailey

This workshop will provide attendees with all of the required details (i.e., the "nitty gritty"), rules, and requirements for providing supervision to RBTs/Behavior Technicians, BCaBAs, and BCaBA/BCBA candidates sitting for the exam after January 2022 to include accrual of hours, method and form of supervision, contracts, types of appropriate activities, and documentation. This content is covered in sections 3 and 4 under "Supervision of Ongoing Services" and section 1 of the "Supervision of Trainees" components of the Supervisee Training Curriculum Outline 2.0 document from the BACB. Additionally, this workshop will provide attendees with details and resources for providing quality supervision to RBTs/Behavior Technicians, BCaBAs, and BCaBA/BCBA candidates. This content includes the value of mentorship, development of performance standards, use of BST, feedback and monitoring, practices to develop and hone skills, and methods of creating an ethical learning environment while also developing an ethical repertoire within supervisees. Content for this portion of the presentation covers the BCBA Handbook and Sections 1, 2, 5, and 6 of the "Supervision of Ongoing Services" portion of the Supervisee Training Curriculum Outline 2.0 as well as Sections 2 and 3 of the "Supervision of Trainees" component of the Supervisee Training Curriculum Outline 2.0.

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

1. State the rules required for BCBAAs to provide supervision to BCaBAs, and BCaBA/BCBA candidates and state the rules for and identify components of training, assessing and supervising RBTs.
2. Complete a sample contract, including performance criteria that may be included in a supervision contract.
3. State the rules for providing and documenting supervision under a variety of circumstances including individual versus group, single versus multiple supervisors, and concentrated versus supervised fieldwork.
4. State the purpose of supervision as well as examples of and outcomes related to ineffective supervision of RBTs/Behavior Technicians, BCaBAs, and candidates for certification.
5. Demonstrate via role plays and discussions the use of BST, effective feedback, progress monitoring, and will be able to identify at least three strategies they can use to create a committed and positive relationship with supervisees.

#### Bio of Presenter:

Dr. Dawn Bailey, Associate Professor at Oregon Institute of Technology, is a Board Certified Behavior Analyst (BCBA-D) with over 25 years of experience designing behavioral and learning programs for persons with emotional/behavioral disorders, autism and other developmental disabilities. Dr. Bailey is former member of the Behavior Analysis Peer Review Committee in the State of Georgia, which works with the state to improve the quality of behavior analysis services provided to individuals with developmental disabilities. Dr. Bailey received her graduate training in applied behavior analysis at Florida State University under Dr. Jon S. Bailey, where she was awarded her PhD in 2008. She is a frequent presenter at behavior analysis conferences and gives workshops to teachers, parents, and staff on a variety of topics related to the practice of behavior analysis. She was a consultant to school districts, private families, and state agencies in Florida from 1998 to 2015 and has served as an adjunct faculty member at Florida State University and the University of Massachusetts, Lowell. Dr. Bailey is Past-President of the Oregon Association for Behavior Analysis and the Florida Association for Behavior Analysis (FABA) and held a position on the Executive Committee of FABA prior to that.



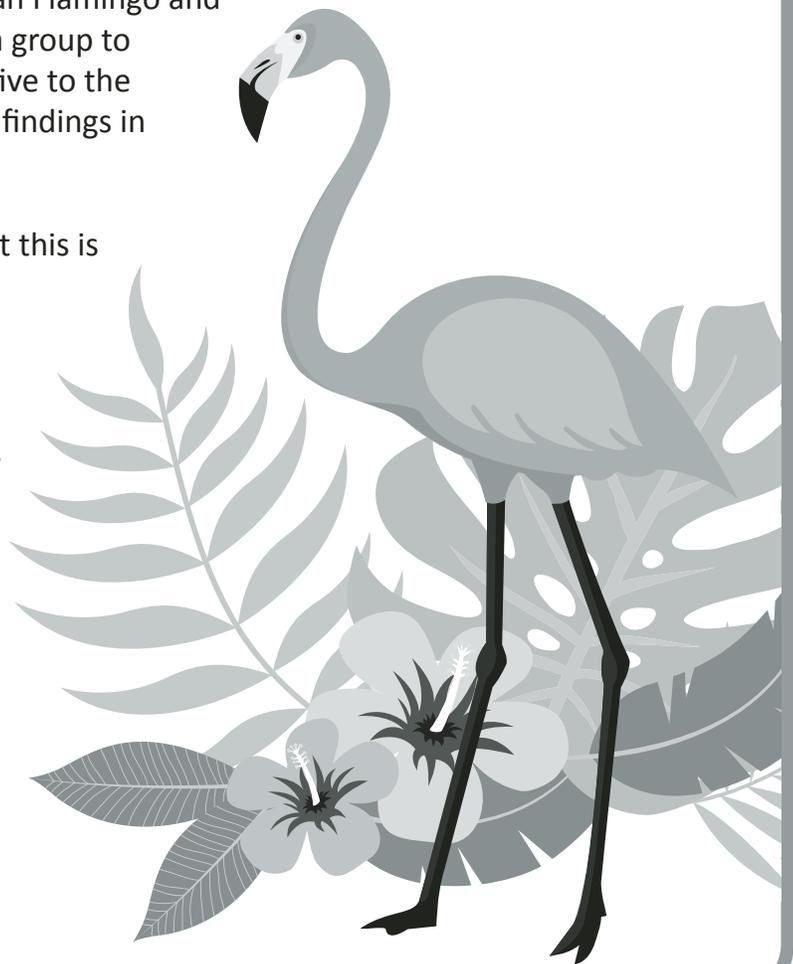
## About This Year's Convention Logo

Until recently, it was thought that the American Flamingo was not native to Florida. However, recent research shows that once was native to our state, but it was hunted to extinction in Florida in the 1800s.

Because American Flamingos were not considered to be native, they have never been considered as a focal species for conservation, management, or monitoring within the state of Florida. The Florida Fish and Wildlife has not included the American Flamingo in their ranking of state threatened and endangered species in the state.

There is now a movement to have them declared native to Florida, which would allow the Flamingo to be listed as endangered and the FWC could create habitat protection areas. In 2018 the Florida Fish and Wildlife was requested to review the American Flamingo and in October 2019 the FWC approved a group to review the species to be listed as native to the state. FWC is expect to release their findings in 2021.

I suppose it should also be noted that this is a Florida issue. The US Fish and Wildlife Service concluded that American Flamingos are a species of "Regional Concern" and in need of "Critical Recovery attention" in 2006. While this is not an endangered species world-wide, I would argue that it is one that needs to be protected in the state of Florida



# Wednesday Morning

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9:00 AM- 12:00 PM

3 Hr Workshop

Track: SUP

Majestic 4

3.0 CEU – BA, SUP, MH

## Workshop #W02 A Practical Guide to Using The Supervision Handbook

**Skill Level: Intermediate**

**YULEMA CRUZ** (KHY ABA Consulting Group, Inc., [yulema-cruz@hotmail.com](mailto:yulema-cruz@hotmail.com))

**KARLY CORDOVA** (KHY ABA Consulting Group, Inc.)

**HANA JURGENS** (KHY ABA Consulting Group, Inc.)

It is the responsibility of every ABA supervisor to provide efficacious supervision to current and prospective certificants (BACB, 2014). The ABA Supervision Handbook offers a systematic method for training professional behavior analysts to acquire clinical competency. Additionally, it allows for the identification of supervisees' skills and needs, helps to structure the supervision experience, operationalizes the practice of supervision, provides competency-based measures, and helps fulfill the supervisor's duty to develop ethical decision-making systems. As a result, organizations will benefit from improved supervisory practices and competent staff.



Yulema Cruz



Karly Cordova



Hana Jurgens

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

1. Use the Supervision Handbook to assess supervisees' baseline performance
2. Practice using competency-based instruments to evaluate supervisee skills.
3. Describe a practical system, consistent with Code element 5.04 (BACB, 2014).
4. Use visual data display to help guide the supervisory experience.
5. Use a flowchart to facilitate ethical decision-making.

### Bio of Presenter:

Dr. Yulema Cruz received a PhD in Education with a concentration in Applied Behavior Analysis from Nova Southeastern University. She is also a Board Certified Behavior Analyst-Doctoral with 20 years of experience in the field. Her academic interests include ethics and supervision in ABA, the latter of which was the topic of her dissertation. Besides from teaching graduate level courses as an adjunct both in English and in Spanish, Dr. Cruz is an ABA consultant and supervisor. Additionally, she works in the development of supervision systems, and the dissemination of ABA to other countries and languages. Dr. Cruz also provides ethical advice in the area of supervision as part of the international [www.ABAEthicshotline.com](http://www.ABAEthicshotline.com). In addition to having served as FABA's 2020 President, she has also served as a member of the Program Committee as well as the co-chair of the Legislative and Political Action Committee.

Bio of co-presenters available upon request.



# Wednesday Morning

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9:00 AM- 12:00 PM

3 Hr Workshop

Track: ETH

Majestic 5

3.0 CEU – BA, ETH, MH

## Workshop #W03 Training Teams to Be Ethically Fit at Every Level: RBTs to BCBA's to Clinical Managers and Clinical Directors

**Skill Level: *Intermediate***

**MELISSA L. OLIVE** (*Cultivate Behavioral Health & Education*,  
[missyolivephd@yahoo.com](mailto:missyolivephd@yahoo.com))

**COLLEEN DEMELLO** (*Cultivate Behavioral Health & Education*)

This workshop will focus on training processes used to ensure that clinicians develop ethical fitness at every level of service delivery. Presenters will review the onboarding and initial training for technicians, BCBA's, and Clinical Managers/Directors. Participants will learn how on-going training is provided at every level to ensure clinicians are well-equipped to engage in appropriate ethical decision-making. Finally, the presenters will share case studies that are used to train clinicians at every level. Participants will practice engaging in the decision-making model and discuss training strategies that can be used to prevent future ethical situations. Participants will receive a detailed handout as well as have ample time for discussion, questions, and answers.



*Melissa L. Olive*



*Colleen Demello*

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

1. Describe key changes in the New Ethics Code for Behavior Analysts.
2. Describe how ethical fitness can be developed in their own ABA practice.
3. Identify the problem-solving process for resolving ethical dilemmas.
4. Develop on-boarding strategies related to ethical fitness to use within their own companies.
5. Develop plans for on-going training for every level of clinician from technician to BCBA to Clinical Managers and Clinical Directors.

### **Bio of Presenter:**

Melissa Olive, PhD, BCBA-D, is the Chief Clinical Officer of Cultivate Behavioral Health and Education. Cultivate acquired Applied Behavioral Strategies that Missy founded and directed from 2010 until 2020. Prior to working in the ABA space, Missy spent 9 years conducting research and training special education teachers and behavior analysts at the University of Texas at Austin and the University of Nevada, Reno. Missy currently serves as a Guest Reviewer for the Journal of Autism and Developmental Disorders and the Review Journal on Autism and Developmental Disorders. She also served on the Editorial Board of the Journal of Early Intervention for 8 years, Topics in Early Childhood Special Education for 10 years, and Young Exceptional Children for 12 years. Missy has published over 30 peer-reviewed articles and book chapters focusing on assessment and treatment of challenging behaviors, communication intervention, feeding disorders, and ethical issues for behavior analysts. Missy currently serves on the CTABA Board of Directors and Chairs the CTABA Public Policy and Legislative Outreach Committee (PPLO). She previously served as a Member at Large on the Executive Council for CTABA. Missy previously served on the Executive Board as a Member at Large for the Division of Early Childhood, a sub-division of the Council for Exceptional Children. Missy also served as President of the Texas Council for Exceptional Children. Her current research interest lies in assessment and treatment of feeding disorders, assessment and treatment of severe challenging behavior, ethical issues in the delivery of ABA services, and ABA services in school settings.

Bio of co-presenter available upon request.

# Wednesday Morning

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9:00 AM- 12:00 PM

3 Hr Workshop

Track: MH

Majestic 678

3.0 CEU – BA, MH

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

Skill Level: *Intermediate*

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

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



Jeannie Golden

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

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

### Bio of Presenter:

Dr. Jeannie A. Golden is a Licensed Psychologist who received her PhD in School Psychology from Florida State University in 1981. Dr. Golden has taught in the Psychology Department at East Carolina University for 40 years and became the first nationally Board Certified Behavior Analyst in North Carolina in 2000. Dr. Golden received ECU teaching awards in 2001 and 2009, the FABA Honorary Lifetime Membership Award in 1994, the NCABA Fred S. Keller Excellence in Behavior Analysis Award in 2005, the ECU Scholarship of Engagement Award in 2012, the NCABA Do Things Award for Outstanding and Sustained Contributions in 2013, the ECU Psychology Department Award for Distinguished Service in 2015, and the ECU Psychology Department Faculty Appreciation Award for Mentoring in 2017. Dr. Golden and colleagues received grants from Kate B. Reynolds Charitable Trust (2008-2011) and the Department of Health and Human Services (2011-2016) to provide school-based mental health services in two rural, impoverished counties in North Carolina. In March of 2018, Dr. Golden and colleagues were awarded the Creating New Economies Fund Grant by Resourceful Communities for the Greene County Community Advancement Project. Dr. Golden has been an invited speaker throughout the United States as well as internationally.



## Wednesday Morning

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9:00 AM- 12:00 PM

3 Hr Workshop

Track: AUT

Royal 1-2

3.0 CEU – BA, MH

### Workshop #W05 Bringing Solution Focused Language and Ideas When Working with Families with Autism

#### Skill Level: *Introductory*

JANESSA DOMINGUEZ (*Shaping Change, LLC*, [janessa.dominguez@shaping-change.com](mailto:janessa.dominguez@shaping-change.com))

Families with autism often experience challenges with the diagnosis and the impact it can have on the family. Attending to our language is extremely important as clinicians. Language does not only pertain to the words we use, but also the meaning of those words and the non-verbal language. Integrating Solution Focused language and ideas when working with families with autism allows us to shift from a more problem-focused perspective to a more solution-focused, systemic perspective, where we can find strengths, build hope, and develop solutions that make sense within the context of the family.



Janessa  
Dominguez

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

1. Identify the systemic process when working with autism and the impact of the diagnosis on the system.
2. Describe what the Solution Focused model is
3. Identify the importance of language in our clinical work in ABA.
4. Practice using Solution Focused language and ideas.
5. Demonstrate how to integrate Solution Focused ideas into ABA when working with autism.

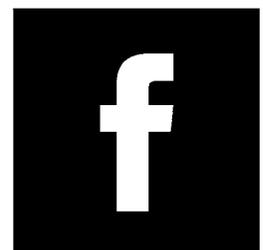
#### Bio of Presenter:

Dr. Janessa Dominguez is the founder and CEO of Shaping Change, LLC. in Weston, Florida. She is a Board Certified Behavior Analyst (BCBA), Licensed Marriage and Family Therapist (LMFT), Qualified Behavior Analyst (QBA), and Licensed Mental Health Counselor (LMHC). Dr. Dominguez completed her master's degree in counseling with an advanced concentration in behavior analysis and doctorate degree in family therapy at Nova Southeastern University (NSU). Dr. Dominguez has worked in a variety of settings, providing services to address challenging behaviors and increase appropriate behaviors. She supervises individuals seeking certification as Registered Behavior Technicians (RBT) and behavior analysts, and conducts trainings on a variety of topics. Dr. Dominguez has presented at national conferences, as well as international conferences, focusing on autism, behavior, and the family system.

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# Wednesday Morning

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9:00 AM- 12:00 PM

3 Hr Workshop

Track: PTO

King

3.0 CEU – BA, MH

## Workshop #W06 Finding the Right Fit: A Behavioral Approach to Navigating Employment Opportunities in the Field of ABA

### Skill Level: *Introductory*

MELISSA KING (*Aurora Behavior Group, [melissaking436@gmail.com](mailto:melissaking436@gmail.com)*)  
ASHLEY M. LUGO (*Aurora Behavior Group*)

**CANCELLED**



*Melissa King*



*Ashley M. Lugo*

Newly certified Board Certified Behavior Analysts are presented with an unprecedented demand for their expertise. This can often result in organizations using recruitment strategies that may not accurately reflect their culture, values, and resources. Unfortunately, not all new certificants have the repertoire to navigate the employment landscape to find a position that will yield long-term personal and professional fulfillment. This workshop will help new certificants build a successful approach to finding and dissecting employment opportunities that best align with their career goals and personal and professional values. Attendees will learn how to conduct a behavioral analysis of their own values, the reinforcers and contingencies for organizations that employ them, and how to best find compatibility between the two. Attendees will also learn how to successfully extract details during the interview process to best determine compatibility.

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

1. Describe recruitment strategies used by organizations to attract candidates.
2. Conduct a behavioral analysis of core values and non-negotiables for employment.
3. Dissect and operationalize the contents of job descriptions, employment offers, and available resources within an organization.
4. Identify contingencies that maintain BCBA behavior when seeking employment and contingencies that maintain organization behavior when recruiting candidates.
5. Learn methods of inquiry during the interview process that will better predict alignment of career goals and personal and professional values.

### Bio of Presenter:

Dr. Melissa King earned her undergraduate degree in Psychology from the University of Missouri-St. Louis (UMSL) and her Master of Science in Behavior Analysis and Therapy from Southern Illinois University Carbondale (SIUC). Dr. King graduated with her doctorate in Applied Behavior Analysis with an emphasis in Behavioral Pediatrics from the University of Nebraska Medical Center. Dr. King has worked with individuals with autism, developmental disabilities, and pediatric psychopathologies for over 15 years. Her work has included service delivery in multiple settings including home, school, and center-based, day treatment, and rural outreach clinics. Over the last 6 years, Dr. King has focused her career on improving clinical outcomes for clients and families through optimizing the efficiency and effectiveness of clinical operations and services within healthcare organizations. Currently, Dr. King is the co-founder and Co-CEO of Aurora Behavior Group. Her publications can be found in multiple peer-reviewed journals including: *Journal of Applied Behavior Analysis*, *Behavior Analysis in Practice*, *Behavioral Interventions*, *Research in Autism Spectrum Disorders*, and the *Journal of Pediatric Health Care*.

Bio of co-presenter available upon request.



# Wednesday Morning

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9:00 AM- 12:00 PM

Attendee/Speaker Ready Room

Palmetto 4

## #07 Attendee Room/ Speaker Ready Room for On-Site Members

Additional space is provided if members need a quiet space to watch a virtual workshop or they need a space to review their presentation materials

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9:00 AM- 12:00 PM

3 Hr Virtual Workshop

Track: ED

3.0 CEU – BA, MH

Virtual Workshop presented through  Behavior LIVE

### Workshop #W08V Multidisciplinary Collaboration: Strategies for Approachable & Accessible Communication with Educators

Skill Level: *Intermediate*

MORGAN VAN DIEPEN (*ABA Visualized*, [morganvandiepen@gmail.com](mailto:morganvandiepen@gmail.com))

CHELSEA PIERCE (*University of Central Florida*, [chelsea2009@knights.ucf.edu](mailto:chelsea2009@knights.ucf.edu))



Morgan Van Diepen



Chelsea Pierce

Principles of Applied Behavior Analysis (ABA) are effectively utilized for students displaying challenging behaviors. There is often a disconnect between educators and BCBA's. Research suggests that professionals outside of the behavior field often find behavior jargon to be aversive (Critchfield et al., 2017), resulting in educators being less likely to use these evidence-based practices in their classroom. This session utilizes joint expertise from the fields of Education & ABA to create more effective dissemination of behavior science in understandable language. Although the education field and behavior analysis are aligned in who they support and long term goals, the practices are often disparate due to use of jargon being a barrier to collaboration (Critchfield et al., 2017). To achieve optimal outcomes for students, collaboration between educators and BCBA's is key (LaFrance et al. 2019). In a social validity survey, 90% of 500+ respondents reported they would use behavior strategies in the classroom if they were easier to understand and 70% reported feeling overwhelmed by behavior jargon. These results shine light upon areas for improvement within multidisciplinary collaboration for the shared benefit of our students. Simpson & colleagues (2020) found that when teachers are provided with accessible classroom management strategies, there was an increase in engagement and a reduction in challenging behaviors, which is the shared goal of educators and behaviorists. **Note: This is a virtual event.**

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

1. Identify the current barriers to multidisciplinary collaboration, as reported by educators.
2. Explain 3 antecedent strategies (i.e. Priming, Providing Choices, and Visual Schedules) that may be used within inclusive classrooms to reduce challenging behaviors without the use of behavior jargon
3. Explain 2 consequent strategies (i.e. Extinction and Differential Reinforcement of Alternative Behaviors) that respond to and redirect challenging behaviors without the use of behavior jargon
4. Explain 3 teaching strategies (i.e. Shaping, Peer Modeling, and Visual Supports) that may be used within inclusive classrooms for increasing expected behaviors without the use of behavior jargon.
5. Show generalization of approachable dissemination skill by explaining 1 novel ABA strategy of attendees' choice without the use of behavior jargon (i.e. Premack, Behavior Momentum, Differential Reinforcement of Other Behavior, etc.)

*continued on next page*

## Wednesday Morning

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### Workshop #W08V Multidisciplinary Collaboration: Strategies for Approachable & Accessible Communication with Educators *continued*

#### Bio of Presenter:

Morgan is a Board Certified Behavior Analyst (BCBA) with over ten years of working experience in the field of ABA. Starting as a 1:1 therapist in home and school settings, she quickly realized her passion for creating a positive impact on others' lives. With further experience and education, Morgan began training parents and teachers on how to use ABA strategies to best support their individual needs and improve their students' quality of life. Her research on using visuals to support parent learning was recently presented at the internationally recognized ABAI conference. Morgan continues to act as an advocate for approachable and accessible behavioral services for families and teachers.

Bio of co-presenter available upon request.

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9:00 AM- 12:00 PM

Meeting

Palmetto 1-2

#### Meeting #09 Agency for Persons with Disabilities (APD) Meet and Greet!

KRISTIN KORINKO (*Agency for Persons with Disabilities*, [kristin.korinko@apdcares.org](mailto:kristin.korinko@apdcares.org))

This meeting will be open to all providers, families, and other interested entities regarding the status of ABA and APD.



Kristin Korinko

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## See You at the Welcome Reception Wednesday 6:30 pm • Banyon Room

Join other FABAA attendees and exhibitors for an evening of fun and networking before the start of the Conference!

*Sponsored by*



# Wednesday Afternoon

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12:00 PM – 4:00 PM

FABA Board Meeting

Keys Boardroom

## Meeting #10 FABA Executive Committee and Board Meeting

CHAIR: AMY POLICK (FABA Executive Director, [apolick@pc.fsu.edu](mailto:apolick@pc.fsu.edu))

This is a private meeting for Board members of FABA. Lunch will be provided.



Amy Polick

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1:00 PM – 4:00 PM

3 Hr Workshop

Track: AUT

Majestic 4

3.0 CEU – BA, MH

## Workshop #W12 Training on the use of a Reinforcement-Based Treatment Package to address Picky Eating

Skill Level: *Intermediate*

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

JESSICA WEBER (Up, Up & Away ABA Therapy LLC)

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



Anibal Gutierrez



Jessica Weber

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

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

### Bio of Presenter:

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

Bio of co-presenter available upon request.

# Wednesday Afternoon

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1:00 PM- 4:00 PM

3 Hr 3 Hr Virtual Workshop

Track: AUT

3.0 CEU – BA, MH

Virtual Workshop presented through



## Workshop #W11 Assessment Tools for Individuals with Autism Spectrum Disorders (ASD): Choosing the Right Tool and Deriving Organizational Outcomes

**Skill Level: *Intermediate***

**ELLIE KAZEMI** (CSUN; BHCOE, [ellie@bhcoe.org](mailto:ellie@bhcoe.org))

**DAVID J. COX** (BHCOE; Endicott College)



*Ellie Kazemi*



*David J. Cox*

Transparency and accountability surrounding patient outcomes calls for a uniform approach to assessment of treatment outcomes. Reporting on quality outcomes are rapidly becoming the norm and expected by healthcare patients worldwide. For behavior analysts, this increased attention on treatment outcomes calls for practitioners to demonstrate that their treatments work and to become more accountable for the costs of treatment. This workshop has two components. In the first half, we propose a systematic approach to assessment by reviewing the best available research evidence and summarizing expert opinion regarding instrument selection for assessment and treatment planning for individuals diagnosed with Autism Spectrum Disorders (ASD). In the second half, we show practitioners one way to store assessment data so that they can efficiently measure, analyze, and communicate patient outcomes to relevant stakeholders. In total, this workshop is aimed at informing the decision-making process of practitioners of Applied Behavior Analysis regarding the use of various instruments to assess and plan treatment for individuals with ASD, such that they can collect and report data on treatment outcomes. Audience members will walk away with an understanding of what influences assessment selection, a decision-aide for taking and comprehensive approach to assessment, and a basic understanding of how to store and leverage assessment data to report on patient outcomes.

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

1. Define the goals of treatment and taking a comprehensive approach to assessment.
2. Describe the three components that influence the selection of assessment tools for individuals with ASD.
3. Identify which assessment is best suited for measuring treatment outcomes based on patient reason for referral.
4. Identify the basic data elements and data storage schema to allow for the efficient analysis of assessment data across patients and practitioners.
5. Conduct basic analyses of mock assessment data for reporting on patient outcomes.

### **Bio of Presenter:**

Dr. Ellie Kazemi is a professor at California State University, Northridge (CSUN) and the Chief Science Officer (CSO) at BHCOE. In her role as CSO, she leads BCOE's scientific and research operations. Dr. Kazemi earned her masters and PhD, at UCLA and is a BCBA-D. She founded the master's degree program in behavior analysis at CSUN where she has been teaching undergraduate and graduate coursework in behavior analysis and research methodology. As a scientist, she has extensive experience collaborating with various stakeholders to develop sound measurement tools, designing large-scale research studies, facilitating focus groups, creating and managing large datasets, and interpreting the results. She has received several awards for her efforts as a mentor (e.g., Outstanding Faculty Award). She is well known for her research in supervision and leadership, staff training, staff turnover, and the use of advanced computer technology (e.g., robotics and V.R.) for simulation-based training. She has served on several nationwide large grants (e.g., with FEMA and NASA), which have given her the opportunity to work collaboratively among multidisciplinary teams to design meaningful, applied research.

Bio of co-presenter available upon request.



## Wednesday Afternoon

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1:00 PM – 5:00 PM

4 Hr Workshop

Track: SUP

Majestic 5

4.0 CEU – BA, SUP, MH

### Workshop #W13 Reviewing Supervisees' Behavior Programs for Dangerous & Challenging Behaviors

Skill Level: *Intermediate*

KAREN WAGNER (*Behavior Services of Brevard/TheBehaviorAnalyst.com*, [kwbehavior@aol.com](mailto:kwbehavior@aol.com))

This workshop teaches participants how to review Supervisee-authored individual behavior plans for recipients with dangerous and challenging behavior. Many clinicians author behavior plans that have simplistic implementation instructions that may be accepted by funders but leave those who implement the programs very little guidance. If the written instructions are generic, even in-person, supervisor-led training will likely fail. The implementer needs detailed, written instructions, particularly with recipients whose behaviors may be nuanced, and whose individual behavior plans may be complex. This presentation will include videos, sample excerpts, reference materials, and didactic information to relay the “how” of reviewing supervisee behavior plans for recipients with difficult behavior. Additionally, interactive discussions and activities between participants and the presenter can help explain the “why” of making sure behavior plans are well-written, and are implementable by a range of staff.



Karen Wagner

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

1. Describe how to critically evaluate behavior plans for implementation details.
2. State the questions to ask supervisees to ensure identified behaviors are accurately described.
3. Demonstrate how to guide supervisee IBPs to allow consistency for all implementers, without software.
4. Differentiate legal and ethical requirements when addressing intensive behaviors.
5. Give appropriate feedback to supervisees regarding IBPs for intensive behaviors.

#### Bio of Presenter:

Karen R Wagner, BCBA-D, is a former member-at-large and past-president of FABAA, a former member-at-large for the Association for Professional Behavior Analysts, a long-time instructor for the UMASS Lowell online ABA program, a frequent presenter at state, national and international conferences, and a frequent attendee at the AHCA Behavior Analysis hearings and workshops. Dr. Wagner is the owner of Behavior Services of Brevard, the Behavior Education Center and TheBehaviorAnalyst.com. She is also the creator of the (R)evolution of Behavior Analysis; a series of video autobiographies by those who have contributed greatly to the field of Behavior Analysis.



*Save The Date*  
**CoFABA Conference**  
*May 13, 2022*

# Wednesday Afternoon

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z1:00 PM – 5:00 PM

4 Hr Workshop

Track: CA

Majestic 678

4.0 CEU – BA, MH

## Workshop #W14 Using Adaptive Assessments Ethically in Behavior Analytic Practice

Skill Level: *Intermediate*

AMANDA KEATING (*University of South Florida, [amkeatin@usf.edu](mailto:amkeatin@usf.edu)*)

Over the past several years, behavior analysts have been tasked by funders to provide a variety of outcome measures and assessments. However, most behavior analytic programs do not provide training in many of these assessments. In this workshop, the ethical use of two specific adaptive measures will be provided, the Vineland Adaptive Behavior Scales, Third Edition (Vineland-3) and the Adaptive Behavior Assessment System, Third Edition (ABAS-3). Each of these instruments will be discussed along with guidance on administration. Case studies will be provided, and participants will practice providing semi-structured interviews with the goal of equipping behavior analysts to utilize the instruments to not only satisfy funders, but to gain valuable information about their behavior programming.



Amanda Keating

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

1. List the different options the Vineland-3 and ABAS-3 can be administered and scored.
2. List several advantages of the semi-structured interview format for adaptive skills assessment
3. Compare and contrast the utility of the Vineland-3 and ABAS-3 for use in behavioral programming.
4. Analyze sample data as provided by the ABAS-3 or Vineland-3.
5. Practice administration of the Vineland-3.

### Bio of Presenter:

Dr. Amanda Keating is a licensed psychologist and board certified behavior analyst-doctoral (BCBA-D) who provides psychological evaluations, behavioral services, and graduate training at the University of South Florida. Dr. Keating specializes the complex assessment of developmental, co-occurring, and neuropsychological concerns for the Interdisciplinary Center for Evaluation and Intervention. She also serves as a research psychologist for the College of Medicine investigating inborn errors of metabolism. Previously, Dr. Keating directed the Autism Spectrum Disorders (ASD) program at the Center for Disabilities, a University Center for Excellence in Developmental Disabilities (UCEDD) and served as the discipline head for Autism Related Studies with the Leadership Education in Neurodevelopmental Disabilities (LEND) program at the University of South Dakota. Dr. Keating is considered an expert in lifespan development, and she has contributed to the practice, training, and research of behavior analytic interventions for over a decade. Her clinical work has included assessment and treatment of adults and children with a variety of developmental, psychiatric, and medical conditions.



## Welcome Reception • *Don't Miss It!*

Wednesday at 6:30 – 9:00 pm • *Banyan*



# Wednesday Afternoon

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1:00 PM – 5:00 PM

4 Hr Workshop

Track: PRO

Royal 1-2

4.0 CEU – BA

## **Special Student Workshop #W15 Is Your Team Audit Ready? Preparing Your Agency for Internal Clinical and Operational Audits**

**Skill Level: *Intermediate***

**MELISSA L. OLIVE** (*Cultivate Behavioral Health & Education*, [missyolivephd@yahoo.com](mailto:missyolivephd@yahoo.com))

**STEPHEN WOOD** (*Cultivate Behavioral Health & Education*)



*Melissa L. Olive*



*Stephen Wood*

This workshop will focus on preparing ABA agencies for clinical and operational audits. A third-party stakeholder could request an audit of various ABA records at any time. These record requests could be used to determine if billing for ABA services is appropriate, if supervision of a Trainee has occurred appropriately, or if an RBT is receiving the 5% supervision as required by the BACB (and many more!). The larger an ABA agency becomes, the greater the likelihood that an audit will occur. This workshop will define internal clinical and operational audits as well as identify steps agencies can take to ensure their company is audit ready. Participants will learn how to mitigate risk when documenting ABA services, billing ABA services, and providing supervision of ABA services to RBTs, BCaBAs, and Trainees. Extensive handouts will be provided and ample time for question and answer will be allowed.

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

1. Describe the difference between a clinical and operational audit
2. Describe the risk associated with documenting and billing for ABA services
3. Identify how regular on-going internal audits can mitigate risk for ABA companies.
4. Develop a plan for conducting clinical and operational audits in their own ABA companies.
5. Discuss strategies for storing and gathering records when an audit has been requested.

### **Bio of Presenter:**

Melissa Olive, PhD, BCBA-D, is the Chief Clinical Officer of Cultivate Behavioral Health and Education. Cultivate acquired Applied Behavioral Strategies that Missy founded and directed from 2010 until 2020. Prior to working in the ABA space, Missy spent 9 years conducting research and training special education teachers and behavior analysts at the University of Texas at Austin and the University of Nevada, Reno. Missy currently serves as a Guest Reviewer for the Journal of Autism and Developmental Disorders and the Review Journal on Autism and Developmental Disorders. She also served on the Editorial Board of the Journal of Early Intervention for 8 years, Topics in Early Childhood Special Education for 10 years, and Young Exceptional Children for 12 years. Missy has published over 30 peer-reviewed articles and book chapters focusing on assessment and treatment of challenging behaviors, communication intervention, feeding disorders, and ethical issues for behavior analysts. Missy currently serves on the CTABA Board of Directors and Chairs the CTABA Public Policy and Legislative Outreach Committee (PPLO). She previously served as a Member at Large on the Executive Council for CTABA. Missy previously served on the Executive Board as a Member at Large for the Division of Early Childhood, a sub-division of the Council for Exceptional Children. Missy also served as President of the Texas Council for Exceptional Children. Her current research interest lies in assessment and treatment of feeding disorders, assessment and treatment of severe challenging behavior, ethical issues in the delivery of ABA services, and ABA services in school settings.

Bio of co-presenter available upon request.

# Wednesday Afternoon

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1:00 PM – 4:00 PM

3 Hr Virtual Workshop

Track: OMB

3.0 CEU – BA, MH

Virtual Workshop presented through



## Workshop #W16V Engineering Schools and Clinics for Student and Client Success

**Skill Level: Intermediate**

**GUY BRUCE** (*Appealing Solutions, LLC*, [guybruce@appealingsolutions.com](mailto:guybruce@appealingsolutions.com))



Guy Bruce

Do you work as an employee, supervisor, or director of an organization that provides services to students or clients with learning difficulties? Are you satisfied with your students' progress? Behavior analysis developed a powerful technology for helping people, but too many students don't receive the benefits. Why not? The easy answer is that providers don't do what they are told. But providers' performance, just like their students' performance, is a product of their environments. Do providers have the resources, training, and management necessary to help students achieve their goals? What about their supervisors? What about their directors? Organizations are groups of individuals who must work together to provide students with the outcomes they want. The failure of students to make adequate progress is not usually an individual provider performance problem, but a performance problem at the system, process, and individual levels of the organization. This workshop will introduce you to an organizational performance engineering process (EARS) that will allow you to Evaluate student progress; Analyze causes of provider performance problems; Recommend changes in provider resources, training, and management; and Solve performance problems by designing and implementing recommended solutions. **Note: This is a virtual event.**

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

1. Distinguish between examples of Skinner's pragmatic approach to the science and engineering of behavior change and other approaches; and describe the benefits of Skinner's pragmatic approach.
2. Describe the steps in the organizational performance engineering process and how that process can be used to ensure that every student makes efficient progress.
3. Diagram your organization as a network of provider-recipient relationships.
4. Evaluate student progress using sensitive measures of behavior change.
5. Analyze causes of provider performance problems and recommend solutions.

### Bio of Presenter:

Since earning his Ed. D. in Educational Psychology from the Behavior Analysis in Human Resources program at West Virginia University, Dr. Bruce has taught behavior analysis in both undergraduate and graduate programs and consulted with variety of organizations. He is the author of *Instructional Design Made Easy*—a workbook for designing more efficient learning programs, and EARS, a pragmatic, organizational performance engineering process that can be used to improve how people work together so that every client or student makes efficient progress. EARS is an acronym for 1) Evaluate student progress; Analyze causes of teacher performance problems and the performance problems of those who provide resources, training, and management to support the teacher; Recommend changes in teacher and provider resources, training, and management; and Solve provider performance problems by designing and implementing recommended solutions. In addition to conducting EARS workshops, he is writing a second book, *Engineering Schools for Student Success*, and designing a web-mobile application, "Progress Charter," that will make it easier for schools to design and implement the EARS process.



## Wednesday Afternoon

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1:00 PM – 4:00 PM

MEETING

Palmetto 1-2

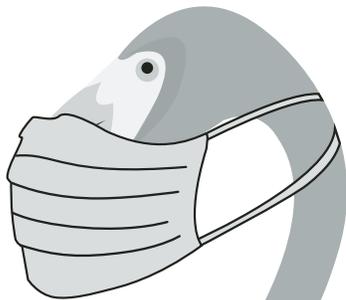
### #17 Agency for Persons with Disabilities (APD) Pre-FABA meeting

KRISTIN KORINKO (Agency for Persons with Disabilities, [kristin.korinko@apdcares.org](mailto:kristin.korinko@apdcares.org))

This meeting will be open to Senior Behavior Analysts of the agency for the morning session. We will be covering many topics and updates on multiple projects.



Kristin Korinko



Florida Association for  
Behavior Analysis

**Requires  
MASKS**

*and Masks are  
Required at*  
**FABA's 41st  
Annual Meeting**

### HYBRID EVENT

5:30 PM - 6:20 PM

PAPER

Track: PRO

Majestic 5678

1.0 CEU- BA

#### #18 Updates from the BACB

MELISSA NOSIK (*Behavior Analysis Certification Board, [melissa@bacb.com](mailto:melissa@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 as well as an update on a number of recent and impending developments at the BACB will be described. The presentation will conclude with a discussion of the state of the profession.



*Melissa Nosik*

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7:00 PM - 9:00 PM

SOCIAL

Royal East Foyer/Magnolia Courtyard

#### #19 Welcome Reception / "Hospitality Suite"—Mobile style

SPONSORED BY STEVE TOWER (*The New England Center for Children, [stower@necc.org](mailto:stower@necc.org)*)

Come through and grab light refreshments and beverages before heading out to your room or to mingle outside in the Majestic Foyer's Porte Cochere or the Magnolia Courtyard. FABA encourages all attendees to wear masks and observe all safety guidelines in order to mitigate the spread of COVID-19. With this, we encourage you to safely socialize in small group settings utilizing masks and distance.

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## See You at the Welcome Reception Wednesday 6:30 pm • Sabel 4-7

Join other FABA attendees and exhibitors for an evening of fun and networking before the start of the Conference!

*Sponsored by*



## Thursday Morning

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8:00 AM – 9:20 AM

Featured PANEL

Track: PRO

King

1.5 CEU - BA

### #20 Providing Behavior Analysis Services after COVID-19: Impact, Lessons Learned and New Challenges

CHAIRS: STEVE COLEMAN (*FABA Public Policy Director, [Steve\\_Coleman@fabaworld.org](mailto:Steve_Coleman@fabaworld.org)*)

This panel discussion will include senior representatives from AHCA, APD, BACB, CASP, and FABA. They will provide a brief presentation from their perspective regarding the current status of behavior analysis service delivery in Florida and nationally, what limitations or reduction in requirements have been or should be implemented, as well as new requirements, recommended practices for services, as well as addressing emerging social initiatives that may shape the need for change in service provision. There will be specific questions provided by the discussant to each agency representative as well as general questions to be responded to by the panel. Time permitting, questions will be accepted from the audience.



Steve Coleman

ANN DALTON (*Agency for Health Care Administration, Bureau Chief for Medicaid Policy*)

MELISSA VERGESON (*Agency for Health Care Administration, Bureau Chief, Medicaid Quality*)

KRISTIN KORINKO (*Florida Agency for Persons with Disabilities, Senior Behavior Analyst*)

MIKE WASMER (*Council of Autism Service Providers, VP of Government Affairs*)

MELISSA NOSIK (*Behavior Analysis Certification Board, Deputy CEO*)

# FREE WiFi for FABA Members

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# Thursday Morning

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8:00 AM – 8:50 AM

PAPER

Track: DD

Royal 1-2

1.0 CEU - BA, MH

## #21 Machine Learning to Improve Practice and Research: A Series of Three Applications in Behavior Analysis

MARC J. LANOVAZ (*University of Montreal, [marc.lanovaz@umontreal.ca](mailto:marc.lanovaz@umontreal.ca)*)

In the past two decades, machine learning has been revolutionizing how humans work and interact. Given the ubiquity of machine learning in our daily lives, behavior analysts should consider its potential utility and impact on practice and research. As most behavior analysts are probably unfamiliar with the topic, the purpose of this presentation is to provide an introduction using a series of three empirical studies that have applied machine learning to solve behavior analytic problems. The first study examined the validity of machine learning in analyzing single-case designs. The results indicated that machine learning produced significantly less interpretation errors than visual inspection and the dual-criteria method on AB graphs. The second study used machine learning to facilitate the measurement of vocal stereotypy in 8 children with autism. Using over 1,500 minutes of audio recordings for training and testing, machine learning produced adequate measures of vocal stereotypy for 6 of 8 participants. The final study involved using machine learning to improve the validity of the Questions About Behavioral Function (QABF), an indirect assessment. In a sample of 49 published QABFs from individuals with developmental disabilities, using machine learning improved correct function identification from 50% to nearly 90%. Overall, this paper presentation will underline potential applications of machine learning in behavior analysis while reviewing its benefits and drawbacks.



Marc J. Lanovaz

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## HYBRID EVENT

8:00 AM – 8:50 AM

PANEL

Track: ETH

Majestic 5678

1.0 CEU - BA, ETH

## #22 Ethical Business Practices for a Profitable Business

CHAIR: MICHELLE CASTANOS (*South Florida Center for Behavioral Health, [mcastanos@southfloridabehavior.com](mailto:mcastanos@southfloridabehavior.com)*)

Often times, ensuring ethical practices within professional organizations can seem expensive and tedious. However, the benefits of running an ethical practice outweigh the setbacks, and you can still have a profitable organization without compromising ethics. This panel will discuss the ethics of business and how to find balance between running an ethical business and being profitable. The panelists are experienced business owners and BCBA's who will discuss their experiences with balancing ethics within their organizations and provide education and feedback to the audience on how to implement such practices within their organizations.



Michelle Castanos

JENILEE ACEVEDO-MEDINA (*First Steps Interventions, Inc, [jmedina@firststepsint.com](mailto:jmedina@firststepsint.com)*)

MARTA T. "TIKI" FIOLO (*Teaching Interventions Keeping Individuality, [tikioli1@gmail.com](mailto:tikioli1@gmail.com)*)

AMANDA WESSON (*Lucent Development and Behavior Solutions, [awesson@lucentdb.net](mailto:awesson@lucentdb.net)*)



Jenilee Acevedo-Medina



Marta T. "Tiki" Fiolo



Amanda Wesson



## HYBRID EVENT

8:00 AM – 8:50 AM

SYMPOSIUM

Track: MC

Majestic 1234

1.0 CEU- BA

### #23 Diversity and Inclusion in Behavior Analysis, Considering the Current Data and Discussing Future Directions

CHAIR: RACHAEL TILKA (*Florida Institute of Technology*, [rtilka@fit.edu](mailto:rtilka@fit.edu))

DISCUSSANT: JONATHAN FERNAND (*Florida Institute of Technology*, [jfernand@fit.edu](mailto:jfernand@fit.edu))

This symposium will explore topics related to diversity and cultural inclusion. The first presentation will consider the results of a review that examined trends specific to the reporting of demographic variables in the *Journal of Organizational Behavior Management* (JOBM) and the *Journal of Applied Psychology*. The second presentation will discuss obstacles that may be encountered by individuals from underrepresented groups when pursuing behavior analytic careers. The final presenter will share the results of a study that applied a behavioral intervention to promote gender inclusive behavior in college students during a simulated work task. The implications of each study, and areas for future research will be discussed.



Rachael Tilka



Jonathan Fernand

#### a. Reporting of Demographic Variables in the *Journal of Organizational Behavior Management* and the *Journal of Applied Psychology*

JESSICA NASTASI (*University of Florida*, [jnastasi@ufl.edu](mailto:jnastasi@ufl.edu)), Andrew Smith, Alyssa Crowe, & Nicole Gravina (*University of Florida*)



Jessica Nastasi

#### c. Increasing Transgender-Inclusive Behaviors Via Self-Monitoring

ABIGAIL PETRONELLI (*Florida Institute of Technology*, [apetronelli2019@my.fit.edu](mailto:apetronelli2019@my.fit.edu)), Rachael Tilka (*Florida Institute of Technology*)



Abigail Petronelli

#### b. Assessing Barriers to Pursuing Behavior Analysis for Underrepresented Populations

TRACY ARGUETA (*University of Florida*, [tracyargueta@ufl.edu](mailto:tracyargueta@ufl.edu)), Nathalie Fernandez, Iser G. DeLeon, & Nicole Gravina (*University of Florida*)



Tracy Argueta

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**fabaworld.org**



## VIRTUAL EVENT

8:00 AM – 8:50 AM

VIRTUAL SYMPOSIUM

Track: DD

Online

1.0 CEU- BA

### #24 Recent Translational Research on Resurgence

CHAIR: SEAN SMITH (*University of Florida*, [seansmith89@gmail.com](mailto:seansmith89@gmail.com))

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

Resurgence is a form of treatment relapse defined by an increase in a previously established behavior due to the worsening of reinforcement conditions for current behavior. For example, a differential reinforcement of alternative behavior (DRA) treatment may decrease a targeted problem behavior, but resurgence may occur when the reinforcement schedule for the alternative response is thinned or when the reinforcer is unavailable. Basic research has shown that many variables interact in complex ways to affect resurgence, so translational research preparations can be helpful for maintaining rigorous experimental control when evaluating the basic processes affecting resurgence with human participants. In this symposium, we present three translational evaluations of resurgence. First, we present an experiment evaluating whether exposing participants to extinction prior to implementing DRA decreases resurgence, and whether reinforcement in the form of point deliveries alone produces different patterns of responding compared to points exchangeable for money. Second, we present an experiment evaluating whether different durations of exposure to reinforcement for target and alternative behaviors affects resurgence. Third, we present an experiment evaluating whether the presence or absence of an alternative response during periods of extinction affects resurgence. These presentations suggest potential procedural refinements to translational research preparations, demonstrate the utility of translational research for identifying novel functional relations, and have important implications for applied research on treatment relapse mitigation techniques.



Sean Smith



Iser G. DeLeon

#### a. Do Results in Human Operant Studies Differ Depending on Whether Earned Points are Exchangeable for Money? A Comparison in the Context of a Resurgence Analysis

PAIGE TALHELM (*University of Florida*, [ptalhelm@ufl.edu](mailto:ptalhelm@ufl.edu)), Brianna Laureano (*University of Florida*), Iser DeLeon (*University of Florida*), David Cox (*University of Florida*)



Paige Talhelm

#### c. Sustaining Behavior Reduction by Transitioning the Topography of the Functional Communication Response

KAYLA R. RANDALL (*Georgia Southern University*, [krandall@georgiasouthern.edu](mailto:krandall@georgiasouthern.edu)), Brian D. Greer (*Children's Specialized Hospital, Rutgers University Center for Autism Research, Education, and Services—CSH RUCARES; Rutgers Robert Wood Johnson Medical School*), Sean W. Smith (*University of Florida*), Ryan T. Kimball (*University of Saint Joseph*)



Kayla R. Randall

#### b. Phase Duration and Resurgence

SEAN W. SMITH (*University of Florida*, [seansmith89@gmail.com](mailto:seansmith89@gmail.com)), Brian D. Greer (*Children's Specialized Hospital, Rutgers University Center for Autism Research, Education, and Services — CSH RUCARES; Rutgers Robert Wood Johnson Medical School*)



Sean W. Smith



## Thursday Morning

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9:00 AM – 9:50 AM

PAPER

Track: CA

Royal 1-2

1.0 CEU- BA, MH

### #25 The Application of Applied Behavior Analysis to the Juvenile Justice Field

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, and more. Reliance on these measures results in public monies spent on detention centers, probation services, etc.; however, there is no research to support these systems. There are also various risk factors associated with juvenile offending behavior that has been documented through the research. Through addressing risk factors, practitioners can help prevent juvenile offending behavior and recidivism. One approach with substantial research of its effects in other populations is behavior analysis. Behavior analysis can contribute to the juvenile justice population in various ways which align with the dimensions described initially by Baer, Wolf, & Risley (1968).



*Vanessa Bethea-Miller*



**Assure Consumer  
Access to  
Competent  
Behavior Analysts**

**Support  
Your  
FABA PAC**

*(Political Action Committee)*

## HYBRID EVENT

### INVITED ADDRESS

9:00 AM – 9:50 AM      INVITED ADDRESS      *Track: CA*      *Majestic 5678*      1.0 CEU - BA

#### #26 J-DEI and ABA: A Justice-Centered Approach to Expanding Applied Behavior Analysis in Public Health

**KASTON D. ANDERSON-CARPENTER, PhD, MPH, BCBA-D, LBA**  
(Michigan State University, [kaston@msu.edu](mailto:kaston@msu.edu))

INTRODUCED BY: **the FABA DEI Committee**

As an applied science, applied behavior analysis (ABA) has a long history of advocacy for populations whose voices have been largely ignored by mainstream society. Although much, if not most, of the practice of ABA has been centered around autism, there are numerous exemplars and opportunities for integration with the field of public health. Implementing culturally responsive behavior-analytic interventions require a commitment to diversity, equity, and inclusion (DEI), yet equitable outcomes cannot become reality without justice. As an ethical principle, justice in public health expansion requires scientists and practitioners to question and consider the influence of motivating operations, such as historical trauma and cultural norms, on health behaviors. Applied behavior analysis is in a unique position to partner with other disciplines such as public health expand its scientific and practical reach, particularly to those whose identities and behaviors have been subject to stigma, discrimination, and marginalization. This presentation will provide an overview of public health concepts, an integration of behavior analysis and public health, and considerations for public health expansion from a justice-oriented epistemology. This invited event will be broadcast as a hybrid event.



*Kaston D. Anderson-Carpenter*

#### About the Speaker:

Dr. Kaston D. Anderson-Carpenter is an Assistant Professor of Psychology at Michigan State University. He also holds appointments as Core Faculty in the MSU Consortium for Multicultural Psychology Research, the MSU Center for Gender in Global Context, and the MSU Consortium for Sexual and Gender Minority Research. He is also an Affiliate Faculty in the MSU Institute for Public Policy and Social Research.

He earned his PhD in Behavioral Psychology from The University of Kansas and a Master of Public Health degree with honors from The University of Kansas School of Medicine. He also earned a Master of Arts degree in Experimental Psychology and Applied Behavior Analysis from McNeese State University. Additionally, is a Board Certified Behavior Analyst-Doctoral (BCBA-D) and Licensed Behavior Analyst in the state of Michigan.

Dr. Anderson-Carpenter's research focuses on substance use and determinants of health in underserved and marginalized communities. Since 2010, Dr. Anderson-Carpenter has worked with local community organizations, state coalitions, and policy makers to address socially important issues affecting marginalized and underserved populations. As a community-engaged scholar, he works with numerous populations, including people living with HIV, adults who use substances, LGBTQ+ populations, Arab Americans, First Nations and Métis people of Canada, and the BDSM/kink community. Dr. Anderson-Carpenter's work has been published in a number of journals and is the 2015 recipient of the G. Alan Marlatt Award for distinguished Scientific Early Career Contributions by the Society of Addiction Psychology.



HYBRID EVENT

9:30 AM – 9:50 AM

PANEL

Track: PRO

Majestic 1234

1.0 CEU - BA

#27 Is That Legal? Understanding the Role of Mental Health Parity in Preserving Best Practices in Applied Behavior Analysis

CHAIR: HANNA RUE (*Learn Behavior*, [hanna.rue@learnbehavioral.com](mailto:hanna.rue@learnbehavioral.com))

In the wake of insurance funding for ABA, behavior analysts increasingly encounter insurer guidelines and limits that hinder their efforts to implement treatment plans that reflect best practices. This panel seeks to empower behavior analysts to recognize and reject payor practices that violate the federal Mental Health Parity and Addiction Equity Act (MHPAEA). Many common insurer guidelines, such as caregiver participation requirements, age and hour limits, and location exclusions, violate MHPAEA. More recently, payors have been using Medically Unlikely Edits (MUEs) to impose improper hour limits on medically necessary ABA in violation of MHPAEA. So-called MUE limits routinely result in claims denials, even though MUEs are intended to deny only those claims that are fraudulent or in error. Some behavior analysts may feel compelled to alter their ABA programs to secure timely authorizations for service or to avoid erroneous claims denials. Although access to ABA is protected by MHPAEA, enforcement of MHPAEA has been inconsistent since MHPAEA was first enacted in 2010. Now, federal agencies are focused on rooting out payor guidelines and practices that violate MHPAEA. With growing scrutiny on payors, behavior analysts have an opportunity to highlight improper guidelines and increase access to ABA that reflects best practices, rather than ABA that is shaped by payor guidelines.



Hanna Rue

ANNA BULLARD (*Behavioral Health Center of Excellence*, [anna@bhcoe.org](mailto:anna@bhcoe.org))

JULIE KORNACK (*CARD*, [j.kornack@centerforautism.com](mailto:j.kornack@centerforautism.com))



Anna Bullard



Julie Kornack

# FABA '21

Ethics • Education • Research • Service • Legislation



## Snapchat



# Thursday Morning

9:30 AM – 10:50 AM

PAPER

Track: CA

King

1.5 CEU - BA

## #28 Four Analyses From Some of the Many Extensions of ABA

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

This paper session will highlight the extensions of ABA to various targeted areas of application. These include using ABA for healthy replacement behaviors, a comparison of graphing types, the impact of music on running, and a look at an ABA collaboration.

### a. Aberrant Dieting Behaviors: Using ABA to Identify Functions and Establish Healthy Replacement Behaviors

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

According to ANAD (2021), eating disorders and other forms of aberrant eating behaviors affect 9% of the population. The most recent statistical data revealed that 20%-30% of adults with eating disorders also have a diagnosis of autism (ANAD, year), which represents a large portion of the consumers of ABA services. Currently, well-renowned therapies for the treatment of eating disorders are rooted in Mental Health practices, including psychotherapy, psychological medications, and physical interventions in the form of hospitalizations for stabilization. However, the above practices leave the person to fend for themselves once released, where the aberrant eating behaviors have a high prevalence of spontaneously recovering under the right mix of environmental contingencies. This paper will discuss the various behavioral functions of aberrant eating behaviors, and how ABA could assist in establishing healthier replacement behaviors.



Chad Kinney



Hanna Jurgens



Jennifer Cook



Sara Guzman



Brittany Schmidt

### b. The Disadvantages of Both Equal-Interval and Semi-Logarithmic Graphs

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

Logarithmically scaled graphs have been used long before the formation of Behavior Analysis (since the 1800s), and equal-interval graphs have been used for even longer (since the 1700s). Though behavior analysts have always seemed to love graphs in general, we have yet to agree upon which type of graphic scaling is best to use. To better understand this disagreement, we will review a history of relevant research and graphing expert guidelines, and then review very recent research comparing these two scaling methods. Lastly, to help inform a decision on which scaling method is best to use, the disadvantages--and advantages – will be compared and explained.

### c. The Role of Antecedent Music in the Running Routines of Experienced Runners

JENNIFER COOK (*University of South Florida*, [jl6@usf.edu](mailto:jl6@usf.edu))

Raymond Miltenberger (*University of South Florida*)

Promoting running as an accessible and cost-effective form of exercise is important because persistent runners have a 29 to 50% lower risk of cardiovascular mortality compared to nonrunners (Lee et al., 2014). Although there is a body of research on music and running, the results have been inconclusive across this literature. This may be due to a reliance on self-report measures and the averaging of results employed with group designs. To address these issues, the current study measured performance (pace) as the primary dependent variable in a series of within-subject designs. We evaluated the effects of a (a) music playlist, (b) boost song, and (c) podcast on running in a series of three-component multiple schedule

*continued on next page*



## Thursday Morning

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### c. The Role of Antecedent Music in the Running Routines of Experienced Runners *continued*

arrangements. Despite participants reporting a preference for listening to audio when they ran, an increase in pace was found for only three of the 18 analyses conducted for this measure. These results suggest that music's effects on running pace are likely idiosyncratic across individuals. Future studies should consider using music in a consequent arrangement to further investigate if music can affect running pace.

### d. The Power of Collaborative Care (And How to Get There)

SARA GUZMAN (BASS ABA, [guzman@bassautism.com](mailto:guzman@bassautism.com))

BRITTANY SCHMIDT (BASS ABA, [brittany@bassautism.com](mailto:brittany@bassautism.com))

The clinical partnership between the BCBA and SLP has been shown to be mutually beneficial for client progress and provider efficacy. However in many instances there is little to no cohesion that occurs between the two services. To evaluate the potential of collaboration, the tact and mand repertoires of three clients with similar profiles, but varying levels of collaboration, were examined. This presentation will present the results of that study, as well as strategies to address the barriers to initiating and maintaining collaborative care.

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## *Tell Us What You Loved About*

# #fabaMiami

# #faba2021



## *Use the Official Conference Hashtag*

## VIRTUAL EVENT

9:30 AM – 10:50 AM

VIRTUAL SYMPOSIUM

Track: ED

Online

1.5 CEU- BA

### #29 Applying Behavior Analysis in Higher Education

CHAIR: **LESLEIGH STINSON** (*University of Florida*, [lesleighcraddock@gmail.com](mailto:lesleighcraddock@gmail.com))

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

Applied behavior analysis has been profitably applied to education for decades. However, most of the research and applied work in education has focused on young learners or students with autism or developmental disabilities. In the present symposium, the results of applications of behavior analysis to promote or alter a variety of socially significant responses in higher education will be shared. In the first presentation, a treatment package to promote educational outcomes in undergraduate students will be discussed. Next, the results of an intervention for instructor behavior informed by the Performance Diagnostic Checklist- Instructor will be reviewed. The third presentation will share results of a treatment package for reducing problematic social media use in undergraduate students. Finally, the last presentation will discuss the development of a heat map to inform an intervention to promote adherence to COVID-19 mask protocols on a university campus.



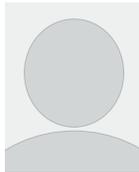
Lesleigh Stinson



Kimberly Crosland

#### a. Improving Student Learning Outcomes in Higher Education through A Behavior-Analytic Approach to Instructional Development and Implementation

**ESTEFANIA ALARCON MOYA** (*Florida Institute of Technology*, [alarcone2015@my.fit.edu](mailto:alarcone2015@my.fit.edu)), Rachael Tilka (*Florida Institute of Technology*)



Estefania Alarcon Moya

#### b. Development and Testing of the Performance Diagnostic Checklist for Instructors

**JESSE DEPAOLO** (*University of South Florida*, [jdepaolo@usf.edu](mailto:jdepaolo@usf.edu)), Kimberly Crosland (*University of South Florida*)



Jesse Depaolo

#### c. Reducing Problematic Social Media Use in Undergraduate Students

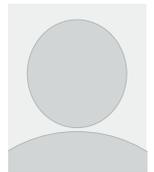
**LESLEIGH STINSON** (*University of Florida*, [lesleighcraddock@gmail.com](mailto:lesleighcraddock@gmail.com)), Jesse Dallery (*University of Florida*)



Lesleigh Stinson

#### d. Give Me a Sign: Using a Heat Map to Identify Intervention Points for COVID Precautions

**ANDREW SMITH** (*University of Florida*, [andrewsmith@ufl.edu](mailto:andrewsmith@ufl.edu)), Nicholas Matey (*University of Florida*), Alyssa Crowe (*University of Florida*), Nicole Gravina (*University of Florida*)



Andrew Smith



# Thursday Morning

10:00 AM – 10:50 AM

SYMPOSIUM

Track: VB

Royal 1-2

1.0 CEU - BA

## #30 Strategies for Teaching Individuals to Talk About Private Events

CHAIR: **AMANDA M. GROOS** (*Florida Institute of Technology*, [agroos2020@my.fit.edu](mailto:agroos2020@my.fit.edu))

DISCUSSANT: **GENEVIEVE MARSHALL** (*The Sparks Group*, [genevieve.marshall@thesparksgroup.org](mailto:genevieve.marshall@thesparksgroup.org))



Amanda M. Groos



Genevieve Marshall

Individuals with autism often have difficulty reporting private events (e.g., tactile and gustatory stimuli). Being able to talk about such private events is an important skill. For example, healthcare professionals frequently ask individuals to use numerical rating scales to rate their pain intensity and being able to discriminate flavors could prevent an individual from eating unsafe items. This symposium will share recent research evaluating procedures to teach individuals to report private events related to tactile sensations and gustatory stimuli. The first presentation will focus on results from a procedure used to teach typically developed adults to tact the intensity of sensations rough, tight, heavy, and hot. The second presentation will describe the effects of procedures previously used with typically developed adults to teach typically developing children and one child with autism to report intensities of tactile sensations hot, rough, and heavy. The third presentation will address procedures used to teach children to tact gustatory stimuli while evaluating the effects of instructive feedback on the color of the items tasted. Implications and the need for more research in this area will be discussed.

### a. An Exploratory Analysis of Teaching Intensity Tacts

**MARLENE ISABEL HERNANDEZ CORREA** (*Florida Institute of Technology*, [mhernandezco2019@my.fit.edu](mailto:mhernandezco2019@my.fit.edu)), Sandhya Rajagopal (*Florida Institute of Technology*), Katie Nicholson (*Florida Institute of Technology*), Madisyn Quidort (*Florida Institute of Technology*), Breanna Odume (*Florida Institute of Technology*)



Marlene Isabel Hernandez Correa

### c. Effect of Instructive Feedback on Gustatory Relations

**NATALIA ARASA BONAVILA** (*Florida Institute of Technology*, [narasabonavi2016@my.fit.edu](mailto:narasabonavi2016@my.fit.edu)), Katie Nicholson (*Florida Institute of Technology*), Sandhya Rajagopal (*Florida Institute of Technology*), Michael Ice (*Florida Institute of Technology*)



Natalia Arasa Bonavila

### b. Teaching Children to Tact the Intensity of Sensations

**MADISYN QUIDORT** (*Florida Institute of Technology*, [mquidort2020@my.fit.edu](mailto:mquidort2020@my.fit.edu)), Sandhya Rajagopal (*Florida Institute of Technology*), Katie Nicholson (*Florida Institute of Technology*), Marlene Hernandez (*Florida Institute of Technology*), Breanna Odume (*Florida Institute of Technology*)



Madisyn Quidort

## HYBRID EVENT

10:00 AM – 10:50 AM

SYMPOSIUM

Track: HFS

Majestic 5678

1.0 CEU - BA

### #31 Recent Research on Using Video to Enhance Sports Performance

CHAIR: **SHREEYA DESHMUKH** (*University of South Florida*, [shreeyadeshmukh@gmail.com](mailto:shreeyadeshmukh@gmail.com))

DISCUSSANT: **NICHOLAS WEATHERLY** (*Shabani Institute*, [weatherly.nic@gmail.com](mailto:weatherly.nic@gmail.com))

This symposium focuses on some recent research using video to improve the performance of skills related to soccer, weightlifting, and dance. The first presentation will discuss the effects of video modeling alone and video modeling with video feedback on improving goal-keeping skills of youth soccer players. The second presentation will describe the effects of using behavioral skills training to teach peers to implement video feedback and further evaluate the effects of peer-implemented feedback to improve deadlifting form. The final presentation will review a comparison of the effects of verbal feedback and video feedback to improve dance skills of beginner-intermediate dancers. Dr. Nicholas Weatherly will provide a discussion of the studies. Overall, this symposium will disseminate research on video procedures used to improve sports performance.



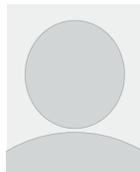
Shreeya Deshmukh



Nicholas Weatherly

#### a. An Evaluation of Video Modeling and Video Modeling with Video Feedback to Enhance the Performance of Competitive Soccer Goalkeepers

**ALEX CAPALBO** (*University of South Florida*, [capalbo1@usf.edu](mailto:capalbo1@usf.edu)), Raymond Miltenberger (*University of South Florida*), Jennifer Cook (*University of South Florida*)



Alex Capalbo

#### c. A Comparison of Verbal Feedback and Video Feedback to Improve Dance Skills

**SHREEYA DESHMUKH** (*University of South Florida*, [sdeshmukh@usf.edu](mailto:sdeshmukh@usf.edu)), Raymond Miltenberger (*University of South Florida*), Mallory Quinn (*ABA Sport Innovations*)



Shreeya Deshmukh

#### b. Evaluating Peer-Implemented Video Feedback to Improve Weightlifting Form

**EMMA COCHRANE** (*University of South Florida*, [ewick@usf.edu](mailto:ewick@usf.edu)), Raymond Miltenberger (*University of South Florida*), Anthony Concepcion (*University of South Florida*)



Emma Cochrane



# HYBRID EVENT INVITED ADDRESS

10:00 AM – 10:50 AM      INVITED ADDRESs      *Track: DD*      *Majestic 5678*      1.0 CEU - BA

## #32 Toward an Applied Technology of Conditioned Reinforcement

YANERYS LEON, PhD, BCBA-D (*University of Miami, [leony@miami.edu](mailto:leony@miami.edu)*)

INTRODUCED BY: **TIKI FIOL**

Reinforcement is a cornerstone of applied behavior analysis interventions. Despite the ubiquitous use of praise and tokens (i.e., conditioned reinforcers) in clinical and applied contexts (Graff and Karsten, 2012), there is a paucity of research examining best practice for arranging conditioned reinforcement systems for individuals with intellectual and developmental disabilities. In this presentation, I will discuss some considerations for establishing and arranging tokens as reinforcers in applied contexts based on basic research findings as well as applied research conducted in my lab. Furthermore, I will highlight some areas for future translational research on conditioned reinforcement and, more broadly, the need for further investigation of operant-respondent interactions.



Yanerys Leon

### Author Bio:

Dr. Yanerys León is a Research Assistant Professor in the Department of Psychology (ABA Master’s Program), co-director of the Intensive Behavior Intervention Services (IBIS) Clinic, and Director of Applied Research and Behavioral Training at UM-NSU CARD. Dr. León began her training in behavior analysis as an undergraduate student at the University of Florida. She earned her master’s degree in Applied Behavior Analysis at the University of Maryland, Baltimore County (UMBC) while working in both clinical and research roles at Kennedy Krieger Institute’s Neurobehavioral Unit. She completed her doctoral training in behavior analysis at the Florida Institute of Technology. In her role as faculty in the ABA Master’s Program, Dr. León teaches advanced graduate courses in Applied Behavior Analysis. Additionally, Dr. León supervises graduate practicum students in the IBIS Functional Assessment and Treatment Clinic. Dr. León’s current research interests can be broadly categorized into the following: a) refinements and extensions of common behavioral interventions, b) conditioned social and token reinforcement in application for individuals with ASD and IDD, and c) technological extensions of behavioral interventions.

# Mark Your Calendars: Our 42th Anniversary

See You at *Sawgrass* Resort and Spa

Ponte Vedra Beach  
September 21-24, 2022



## HYBRID EVENT

11:00 AM – 12:30 PM

KEYNOTE

Track: DD

Majestic 5678

1.0 CE- BA

# KEYNOTE ADDRESS & FABA AWARDS CEREMONY

INTRODUCED BY: **KERRI PETERS, FABA Secretary**

### #33 Assessment and Treatment of Behavior Disorders: The Next 40 Years?

**TIMOTHY R. VOLLMER, PhD, BCBA-D** (*University of Florida, [vollmera@ufl.edu](mailto:vollmera@ufl.edu)*)

The assessment and treatment of severe behavior disorders has come a very long way over the past 40 years. Over those four decades, FABA has been a venue for and a microcosm of some of the leading-edge work that has highlighted important refinements and improvements in the ethical and conceptually sound assessment/treatment process. But we have a long way to go. Contemporary explanations for the occurrence of some behavior disorders are incomplete. We need to develop a more sophisticated understanding of the role of physiological and medical variables as they interact with operant contingencies. We need to uncover deeper levels of causation, rather than stopping at "escape" and "automatic" (for examples) as explanations. We need to consider the role of phylogeny in the occurrence of severe behavior such as aggression and biting. We need to conduct resource and safety evaluations to ensure procedural components (such as extinction) can safely translate to practice. The good news is that we now have 40 years of a very solid base from which to work. The better news is that many of you have the coming decades to do the new work.



*Timothy R. Vollmer*

#### Author Bio:

Timothy R. Vollmer received his PhD from the University of Florida in 1992. From 1992 until 1996 he was on the psychology faculty at Louisiana State University. From 1996 to 1998 he was on the faculty at the University of Pennsylvania Medical School. He returned to the University of Florida in 1998 and is now a Professor and Associate Chair of Psychology. His primary area of research is applied behavior analysis, with emphases in autism, developmental disabilities, reinforcement schedules, and parenting. He has published over 200 articles and book chapters related to behavior analysis. He was the recipient of the 1996 B.F. Skinner New Researcher award from the American Psychological Association (APA). He received another APA award in August, 2004, for significant contributions to applied behavior analysis. He served as the Editor-in-Chief of the Journal of Applied Behavior Analysis from 2014-2016. He is a fellow of the Association for Behavior Analysis (ABAI), and he received the ABAI mentoring award in 2017.



# Thursday Afternoon

12:30 PM – 1:20 PM

PRIVATE EVENT

BOARD

Banyon

## #34 Keynote Luncheon

CHAIR: JOSH PRITCHARD (*FABA President*)

This is a private luncheon to honor the Keynote Speaker upon completion of the Keynote Address. The FABA Board members, FABA VIP, special guests, and Invited Speakers are invited to attend.



Josh Pritchard

1:30 PM – 2:20 PM

SYMPOSIUM

Track: CA

King

1.0 CEU - BA

## #35 Recent Developments in Research on Teaching Safety Skills

CHAIR: RASHA R. BARUNI (*University of South Florida, [rbaruni@usf.edu](mailto:rbaruni@usf.edu)*)

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

Unintentional injuries are the leading cause of fatalities among children (CDC, 2008). One way to prevent fatal outcomes is to teach children to engage in safety responses when they encounter a potential safety threat. This symposium aims to disseminate some current research related to safety skills training. Two presentations focus on interventions to teach children safety skills and one presentation describes a literature review discussing some important considerations. This review is the first presentation and outlines critical issues in the literature that have emerged related to best practices for assessing and training safety skills and provides recommendations for practitioners. The next presentation describes an evaluation of generalization-enhanced behavioral skills training to teach children with autism spectrum disorder poison prevention skills. The final presentation describes a web-based training protocol for parents to teach their children to engage in correct safety responses in the presence of a firearm. Dr. Kwang-Sun Blair will provide a discussion of this research. As a whole, these presentations will highlight recent advances in safety skills research, and considerations for practice when teaching safety skills.



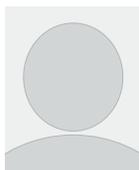
Rasha R. Baruni



Kwang-Sun Cho Blair

### a. Critical Issues in Teaching Safety Skills to Children

RASHA R. BARUNI (*University of South Florida, [rbaruni@usf.edu](mailto:rbaruni@usf.edu)*), Raymond G. Miltenberger (*University of South Florida*)



Rasha R. Baruni

### b. Using Generalization, Enhanced Behavioral Skills Training to Teach Poison Safety Skills to Children with Autism

ELLIE MOROSOHK (*Adapt and Transform Behavior, [emorosohk@atbx.org](mailto:emorosohk@atbx.org)*), Raymond G. Miltenberger (*University of South Florida*)



Ellie Morosohk

### c. Evaluating a Web-Based Program for Training Parents to Teach Safety Skills to Their Children

MARISSA A. NOVOTNY (*Action Behavior Centers, [marissa.novotny@actionbehavior.com](mailto:marissa.novotny@actionbehavior.com)*), Raymond G. Miltenberger (*University of South Florida*), Rasha R. Baruni (*University of South Florida*), Trevor C. Maxfield (*University of South Florida*), Vanessa Larson (*Positive Behavior Supports Corporation*)



Marissa A. Novotny

# Thursday Afternoon

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1:30 PM – 2:20 PM

PANEL

Track: CA

Royal 1-2

1.0 - CEU - BA

## #36 2021 Legislative Update

CHAIR: **STEVE COLEMAN** (*FABA Public Policy Director, [Steve\\_Coleman@fabaworld.org](mailto:Steve_Coleman@fabaworld.org)*)

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.



Steve Coleman

**STEVE COLEMAN** (*FABA Public Policy Director, [Steve\\_Coleman@fabaworld.org](mailto:Steve_Coleman@fabaworld.org)*)

**ERIC PRUTSMAN** (*FABA Lobbyist*)

**MATT POTAK** (*FABA Committee Member*)



Steve Coleman



Eric Prutsman

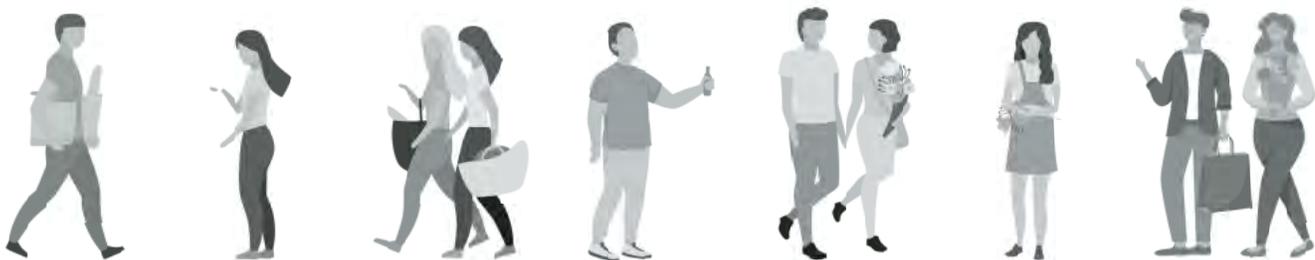


Matt Potak

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# Join us for COVID-Safe Fun & Games Mobile Presidential Social

After Inside Behavior Analysis in the Foyer Areas  
Thursday at 5:30 pm



- Flamingo Ring-O Game
- Bartenders Serving "The Antecedent" Punch
- Food Station - Crudités
- Business Card Contest
- Selfie Station
- Virtual Poster Viewing
- FABA-pong
- Cash Bar
- Jinga Networking



## HYBRID EVENT

1:30 PM – 2:20 PM      PANEL      *Track: PRO*      *Majestic 5678*      1.0 CEU - BA

### #37 Where have all the White Men Gone? A Panel Discussion on Diversity, Equity, and Inclusion

CHAIR: MEGAN MILLER (*Do Better Collective, [mmillernbc@gmail.com](mailto:mmillernbc@gmail.com)*)

Over the past year the field of behavior analysis has demonstrated a marked increase in professional development events and initiatives focusing on Diversity, Equity, and Inclusion (DEI). After hosting and attending many of these events, the panelists observed a lack of participation from white men in the field. The purpose of this panel is to serve as a starting point for discussing whether or not white men are focused on DEI initiatives in the field and how we would study and address this potential issue. Each of the panelists will share their personal experiences actively participating in DEI initiatives and provide a behavioral analysis of the reasons why people may choose to participate or fail to participate in these initiatives. The panel will conclude with actionable items we all can take relating to DEI to call more people in as opposed to calling them out.



Megan Miller

STEPHANIE BOLDEN (*Sprout, [sbolden2017@my.fit.edu](mailto:sbolden2017@my.fit.edu)*)

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

JOSEPH SMITH (*Acorn Health, [jsmit028@odu.edu](mailto:jsmit028@odu.edu)*)



Stephanie Bolden



Vincent Lamarca



Joseph Smith

## AFTERGLOW PARTY Friday Night

Come to watch Ignites @Nite and stay for the afterglow party.

*Music. Dancing. Glow Sticks.*



*Sponsored by Brett DiNovi & Associates*

## HYBRID EVENT

1:30 PM – 2:50 PM

SYMPOSIUM

Track: DD

Majestic 1234

1.5 CE – BA

### #38 Some Recent Advances in Preference and Reinforcer Assessment Methods

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

DISCUSSANT: **KARA WUNDERLICH** (*Rollins College*, [kwunderlich@Rollins.edu](mailto:kwunderlich@Rollins.edu))

Presentations in this symposium will cover a range of recent advances in preference and reinforcer assessment methods. The first presentation will discuss the effect of low and high effort responses on preference assessment outcomes. The second presentation will review some retrospective data on the effect of session-end criteria on breakpoints and problem behavior during progressive ratio reinforcer assessments for individuals with developmental disabilities. The third and fourth presentations will address some recent advances in competing stimulus assessments (CSA). These advances include (a) considerations for the use of an augmented CSA for children with limited play skills and (b) implications for the use of CSAs on engagement with other adaptive tasks. Findings will be presented in light of implications for practicing behavior analysts.



Yanerys Leon



Kara Wunderlich

#### a. Does Adding Effort to Preference Assessments Alter the Conclusions?

**TRACY ARGUETA** (*University of Florida*, [tracyargueta@ufl.edu](mailto:tracyargueta@ufl.edu)), Nathalie Fernandez (*University of Florida*), Brooke Sprague (*University of South Florida*)



Tracy Argueta

#### c. Evaluating Variations in Competing Stimulus Assessment Methodology

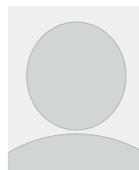
**ANGELA VAN ARSDALE** (*University of Florida*, [angievanarsdale@ufl.edu](mailto:angievanarsdale@ufl.edu)), Savannah Tate (*University of Florida*), Timothy Vollmer (*University of Florida*)



Angela Van Arsdale

#### b. Effects of Session-End Criteria on Break Points and Problem Behavior during Progressive Ratio Assessments

**FRANCESCA IZQUIERDO** (*University of Miami*, [fxi52@miami.edu](mailto:fxi52@miami.edu)), Yanerys Leon (*University of Miami*), Gabriella Balzano (*University of Miami*), Kamila Garcia (*University of Miami*)



Francesca Izquierdo

#### d. Some Effects of Noncontingent Delivery of Competing Stimuli on Automatically-Maintained Self-injurious Behavior and Compliance

**CLAUDIA CAMPOS** (*Simmons University*, [claudiacampos2001@yahoo.com](mailto:claudiacampos2001@yahoo.com)), Yanerys Leon (*University of Miami*), Laura Wilcke (*Florida Institute of Technology*), Matthew Leal (*Florida Institute of Technology*)



Claudia Campos

Join us for COVID-Safe Fun & Games



## Mobile Presidential Social



After Inside Behavior Analysis in the Foyer Areas

Thursday at 5:30 pm



VIRTUAL EVENT

1:30 PM – 2:20 PM      VIRTUAL PANEL      Track: MC      Online      1.0 CEU - BA

#39 LGBTQ+ Conversion Therapy and Applied Behavior Analysis: A Call to Action

CHAIR: SARAH CAMPAU (*University of Arkansas, [s3campau@hotmail.com](mailto:s3campau@hotmail.com)*)

Historical connections exist between the design and dissemination of conversion therapy practices and applied behavior analysis. The purpose of this paper is to highlight these connections and to call for further attention and action from contemporary behavior analysts. We will discuss the current debates in behavioral analysis, calls to action and actionable items for current practitioners. This panel will be conducted virtually.

SARAH CAMPAU (*University of Arkansas, [s3campau@hotmail.com](mailto:s3campau@hotmail.com)*)

DANIEL CONINE (*Georgia State University*)

ABIGAIL PETRONELLI (*Florida Institute of Technology*)



Sarah Campau



Daniel Conine

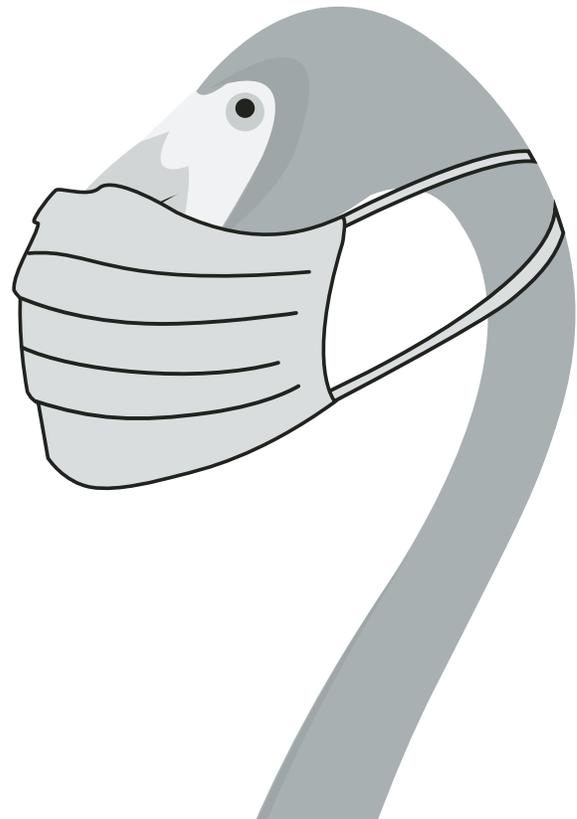


Abigail Petronelli



Florida Association for Behavior Analysis

**Requires MASKS**



*and Masks are Required at*  
**FABA's 41st Annual Meeting**

# Thursday Afternoon

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2:30 PM – 3:20 PM

SYMPOSIUM

Track: ED

Royal 1-2

1.0 CEU - BA

## #40 Antecedent Interventions in Educational Settings: Does an Ounce of Prevention Really Work!

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

DISCUSSANT: **ROCKY HAYNES** (*Learning & Behavior Solutions, Inc, [rhaynes@learningandbehavior.org](mailto:rhaynes@learningandbehavior.org)*)

Antecedent interventions have demonstrated positive results by increasing desired behaviors and preventing undesirable behaviors. Antecedent interventions have been conducted within schools to improve academic engagement and learning while decreasing disruptive student behaviors. This symposium will consist of three presentations on antecedent interventions. The first study in this symposium will describe a comparison of an antecedent intervention (Choice) versus a consequence intervention (Reinforcement). The second study will describe the use of alternative seating in a public school classroom for students with EBD. The last study will discuss the use of alternative seating in a clinic based educational setting. The results of each of these studies showed that antecedent interventions, such as choice and alternative seating, were easy to implement in the classroom and improved classroom engagement for children with Emotional and Behavioral Disorders and children with ASD. The symposium will conclude with a discussant who will summarize the research and offer suggestions for future directions.



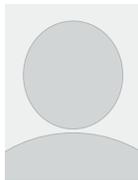
Kimberly Crosland



Rocky Haynes

### a. Choice versus Reinforcement: Which Produces Better Effects in Decreasing Disruptive Behavior for Students with Emotional and Behavioral Disorder?

**SARA HORDGES** (*University of South Florida, [sarahordges@gmail.com](mailto:sarahordges@gmail.com)*), Kimberly Crosland (*University of South Florida*), Jennifer Hodnett (*University of South Florida*)



Sara Hordges

### c. Evaluating the Use of Stability Ball Chairs for Children with ASD in a Clinic Instructional Setting

**JUSTINE BRENNAN** (*University of South Florida, [justinebrennan98@gmail.com](mailto:justinebrennan98@gmail.com)*), Kimberly Crosland (*University of South Florida*)



Justine Brennan

### b. Evaluating the use of Alternative Seating in Classrooms of Children with Emotional and Behavioral Disabilities

**CORINNE BLOOM WILLIAMS** (*University of South Florida, [corinnebloom96@gmail.com](mailto:corinnebloom96@gmail.com)*), Kimberly Crosland (*University of South Florida*), Jennifer Hodnett (*University of South Florida*)



Corinne Bloom Williams

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Join us for COVID-Safe Fun & Games

# Mobile Presidential Social

After Inside Behavior Analysis in the Foyer Areas  
Thursday at 5:30 pm



## HYBRID EVENT

2:30 PM – 3:20 PM

PAPER

Track: ETH

Majestic 5678

1.0 CEU-BA, ETH

### #41 What's New in the 2022 Ethics Code? What's Out? Why Should You Care?

JON BAILEY (Florida State University, [jbailey@fsu.edu](mailto:jbailey@fsu.edu))

The new BACB Ethics Code is remarkable for the addition of over a dozen new standards and the removal of some critical ones from the previous 2016 Code. In this presentation I will review the newly added code items and discuss the implications for the practice of behavior analysis. Questions from the ABA Ethics Hotline pertinent to the new Code will be used to illustrate how some of the changes will affect behavior analysts on a daily basis.



Jon Bailey

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## VIRTUAL EVENT

2:30 PM – 3:20 PM

VIRTUAL SYMPOSIUM

Track: CA

Online

1.0 CEU- BA

### #42 Behavior Analysis in Environmental Preservation and Climate Change

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

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

Environmental protection ultimately involves changing individual choices and behavior. Behavior analysts have contributed decades of research efforts towards environmental preservation, beginning in the 1970's. A steady stream of research has occurred since and the climate change urgency of the past few decades has spawned a great deal of renewed interest and research activity. Studies in the current symposium continue, replicate, and extend these early efforts through both practical and conceptual analyses. A first study examines issues related to stimulus control in improving the "quality" of the recycling waste stream. Another replicates and updates important early BA research on gasoline consumption by adopting contemporary methodology while reconsidering appropriate aims of behavioral intervention. The third applies hypothetical discounting methodology towards understanding how "inconvenience" might influence personal vehicle use relative to public transportation.



Iser G. DeLeon



Nicole Gravina

#### a. Effectiveness of Visual Prompts on Correct Disposal of Trash and Recyclable Materials

RONNI HEMSTREET (Rollins College, [rhemstreet@rollins.edu](mailto:rhemstreet@rollins.edu)), Stephanie Kincaid (Rollins College)



Ronni Hemstreet

#### c. The Effects of Framing on Discounting of Pro-Environmental Choices

GARRET HACK (University of Florida, [gohack@ufl.edu](mailto:gohack@ufl.edu)), Iser DeLeon (University of Florida), Andrew Bonner (University of Florida), Sarah Weinzstok (University of Florida)



Garret Hack

#### b. Effects of Varying Forms of Feedback and Incentives on Gasoline Consumption: A Replication of Foxx & Hake (1977)

ANDREW BONNER (University of Florida, [acbonner@ufl.edu](mailto:acbonner@ufl.edu)), Iser DeLeon (University of Florida), Garret Hack (University of Florida)



Andrew Bonner

# Thursday Afternoon

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3:00 PM – 4:20 PM

PAPER

Track: OBM

King

1.5 CEU - BA, MH

## #43 A Behavioral Coaching Toolbox of Essentials for Creating Sustainable Improvement in Schools

LYNN VON THADEN (*Brett Dinovi & Associates, [Lynnv@Brettdassociates.Com](mailto:Lynnv@Brettdassociates.Com)*)

LAUREN HALEY (*Brett DiNovi & Associates*)

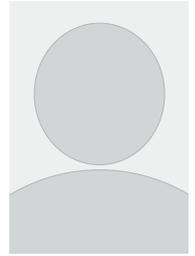
MATTHEW INGEMI (*Brett DiNovi & Associates*)

PAUL “PAULIE” GAVONI (*Brett DiNovi & Associates*)

Supporting individual, classroom, or school improvement is often a challenging task in education. One of the focuses of Behavior Analysts consulting in schools should be to design strategies that accelerate and sustain good practice throughout the classroom or school. Whether it be working with a student, teacher, or school leader, as a behavior analyst, the objective should be to bring out the best in students by helping those in education develop the ability to do the right thing in the right way across varied situations. Essentially, creating a culture of good habits that are behaviorally sound and a contextual fit. Thankfully, decades of research on applying behavior analysis through Organizational Behavior Management (OBM) approaches to coaching and leadership practices has given us a number of tools proven to be effective at creating meaningful behavior change in education. Schools are complex organizations. And the classroom is very much like a small organization complete with the teacher as the leader, systems, processes, tasks, and behaviors all aimed at producing an extremely important, business result. In this case, student achievement. To achieve this result, school and classroom leaders (teachers) should be constantly assessing and adjusting their approach to improve the individual and collective performance of their students using approaches grounded in behavior analysis. To make this happen, behavior analysts. The purpose of this address is to discuss behavioral coaching of classroom and school leaders to ensure institutionalization of applied interventions in order to achieve socially valid outcomes at the individual, classroom, and school level.



Lynn Von Thaden



Lauren Haley



Matthew Ingemi



Paul “Paulie” Gavoni

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Join us for COVID-Safe Fun & Games



# Mobile Presidential Social



After Inside Behavior Analysis in the Foyer Areas  
Thursday at 5:30 pm

- Flamingo Ring-O Game
- Selfie Station
- and More!



## HYBRID EVENT

3:00 PM – 4:20 PM

SYMPOSIUM

Track: AUT

Majestic 1234

1.5 CEU - BA

### #44 Recent Advances in Pediatric Feeding Research: Assessment, Treatment, and Staff Training

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

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

This symposium includes four presentations focusing on recent evaluations within pediatric feeding research. These presentations will focus on advancements across several primary areas of concern in both the assessment and treatment of mealtime problem behavior. The first presentation will discuss an extension of a structured criteria when analyzing the results of a functional analysis for inappropriate mealtime behavior. The second presentation will discuss the treatment of food selectivity in children when using the high-probability request sequence in the absence of escape extinction. The third presentation will describe the results from an online research survey that gathered data on pediatric feeding concerns across clinics in the United States. The fourth presentation will share the effects of behavioral skills training to increase treatment fidelity when training staff to implement a pediatric feeding protocol. Finally, Dr. Vivian Ibañez will discuss the findings of the presentations and provide directions for future pediatric feeding research.



Ronald J. Clark



Vivian Ibañez

#### a. Using Structured Criteria for Ongoing Visual Inspection of the Functional Analysis of Inappropriate Mealtime Behavior

**LISA A. GUERRERO** (*Rutgers University, [lisa.guerrero@rutgers.edu](mailto:lisa.guerrero@rutgers.edu)*), Christopher Engler (*Children's Specialized Hospital*), Bethany Hansen (*University of Nebraska Medical Center*), Cathleen C. Piazza (*Children's Specialized Hospital, Rutgers University*)



Lisa A. Guerrero

#### c. A Survey of Clinical Pediatric Feeding Practices Among Behavior Analysts

**RONALD J. CLARK** (*Florida Institute of Technology, [clarkr2016@my.fit.edu](mailto:clarkr2016@my.fit.edu)*), David A. Wilder (*Florida Institute of Technology*), Aaron D. Lesser (*Kennedy Krieger Institute, Johns Hopkins School of Medicine*)



Ronald J. Clark

#### d. The Effects of Behavioral Skills Training on Staff Implementation of Feeding Interventions

**JONATHAN K. FERNAND** (*Florida Institute of Technology, [jfernand@fit.edu](mailto:jfernand@fit.edu)*), Rita Koziol (*Aurora University, Positive Behavioral Connections*), Shannon Summit (*Aurora University, Positive Behavioral Connections*)



Jonathan K. Fernand

#### b. The Effects of a High-Probability Request Sequence on Food Acceptance

**AMBER LAMPERT** (*Florida Institute of Technology, [alampert2015@my.fit.edu](mailto:alampert2015@my.fit.edu)*), Ashley Lugo-King (*Florida Institute of Technology*), Anna Schulz (*Florida Institute of Technology*)



Amber Lampert

# Thursday Afternoon

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3:30 PM – 4:20 PM

PANEL

Track: ED

Majestic 1234

1.0 - CEU - BA

## #45 MythBusters: Public School Edition - What We Wish You Knew About Public School

CHAIR: JENNIFER MACHITA (*Seminole County Public Schools*, [Jmachita2015@my.fit.edu](mailto:Jmachita2015@my.fit.edu))

Have you ever wondered what goes on daily in a classroom? Do you know all of the things a teacher is asked to do on a daily basis from their administration, parents, and other school resource staff? As BCBA's who support 48 classrooms in our school district, we want to share our experiences with you! We also know that community-based behavior analysts providing ABA services to clients in public school settings can face barriers and ethical dilemmas that make it challenging to provide the support their clients need. This panel discussion will bring together school-based behavior analysts with a private behavior analyst who provides ABA services to clients in schools to address common challenges faced by providers. We will explore common myths regarding public schools and outside ABA providers and will either confirm or bust the myth open with evidence.



Jennifer Machita

JENNIFER MACHITA (*Seminole County Public Schools*, [Jmachita2015@my.fit.edu](mailto:Jmachita2015@my.fit.edu))

KIMBERLY BAGLEY (*Seminole County Public Schools*)

ASHLEY BOWLES (*Seminole County Public Schools*)

AMY OFER (*Breakthrough Behavior*, [aoffer@breakthroughbehavior.com](mailto:aoffer@breakthroughbehavior.com))



Kimberly Bagley



Ashley Bowles



Amy Ofer

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Join us for COVID-Safe Fun & Games

# Mobile Presidential Social

After Inside Behavior Analysis in the Foyer Areas

Thursday at 5:30 pm



- Flamingo Ring-O Game
- Bartenders Serving "The Antecedent" Punch
- Food Station - Crudités
- Business Card Contest
- Selfie Station
- Virtual Poster Viewing
- FABA-pong
- Cash Bar
- Jinga Networking



HYBRID EVENT  
INVITED ADDRESS

3:30 PM – 4:20 PM

INVITED ADDRESS

Track: OBM

Majestic 1234 1.0 CEU - BA

#46 Creating the right environment for success

JOHN AUSTIN, PhD, BCBA-D (*Reaching Results*, [john@reachingresults.com](mailto:john@reachingresults.com))

INTRODUCED BY: NICOLE GRAVINA

Leadership is broad term that is often confused with management. Unfortunately, there is not a common definition of either term, and that makes practicing them more difficult. Dr. Austin will discuss the difference between leadership and management, he will ask participants to reflect on the behaviors of the best and worst leaders, and he will describe a model of behavioral leadership that accounts for important aspects of leading, managing, self-management, and relationship management. He will walk participants through some self-reflective exercises about their own leadership and management behaviors, as well as where they might improve.



John Austin

**About the Speaker:**

Dr. John Austin is an internationally recognized expert in human performance. He is CEO of Reaching Results, where he teaches leaders to create more effective work environments. Dr. Austin was also a Professor of Psychology at Western Michigan University. He has consulted with organizations for 30 years to improve productivity and safety.

John and his teams have been instrumental in delivering over 10,000 work improvement, quality, and safety projects that have generated millions of dollars in improvements to businesses. They have coached over 350 senior leaders from many companies and 12 countries to help them improve business performance.



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

VIRTUAL EVENT

3:30 PM – 4:20 PM

VIRTUAL PAPER

Track: ETH

Online

1.0 CEU- BA ,SUP, ETH

*Presented in Spanish*

**#47 Responsible Supervision of RBT Ethics and Preparing for Upcoming Changes in 2022 - IN SPANISH**

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

MELANIE KORNER (*Positive Behavior Treatments, Inc.*)

MAXINE KORNER (*Positive Behavior Treatments, Inc.*)

This presentation will be given in Spanish, in association with the MC SIG. The following presentation will emphasize the importance of responsible supervision of the Registered Behavior Technicians, It will explain how to become a Registered Behavior Technician (RBT), the purpose of this entry level position to provide behavioral services and why it was created. Additionally, it will discuss how to appropriately train and supervise RBTs, as well as the new RBT Code of Ethics, how to have supervision/communication through all the levels of certification. Finally, we will discuss how to prepare for the upcoming changes in 2022.



Jacqueline Korner



Melanie Korner



Maxine Korner

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Join us for COVID-Safe Fun & Games



# Mobile Presidential Social



After Inside Behavior Analysis in the Foyer Areas  
Thursday at 5:30 pm

- Bartenders Serving “The Antecedent” Punch
- Virtual Poster Viewing



### HYBRID EVENT

4:30 PM – 5:20 PM      SPECIAL EVENT      *Track: PRO*      *Majestic 1234*      1.0 CEU-BA

#### #48 Inside Behavior Analysis: TIMOTHY VOLLMER

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

HOSTED BY: ANDREW HOUVOURAS

Dr. Tim Vollmer's research, distinguished career, and thoughts on ABA will be a highlight of this interview modeled off of the television show, Inside the Actor's Studio. Join Andrew Houvouras talks with Dr. Vollmer about his life, experiences and commentary.

#### About the Guest of Honor:

Dr. Tim Vollmer received his PhD from the University of Florida in 1992 where he is now a Professor and Associate Chair of Psychology. His primary area of research is applied behavior analysis, with emphases in autism, developmental disabilities, reinforcement schedules, and parenting. He has published over 150 articles and book chapters related to behavior analysis. He was the recipient of the 1996 B.F. Skinner New Researcher Award from the American Psychological Association (APA). He received another APA award in August 2004, for significant contributions to applied behavior analysis. He served as the Editor-in-Chief of the Journal of Applied Behavior Analysis from 2014-2016. He is a fellow of the Association for Behavior Analysis (ABAI), and he received the ABAI mentoring award in 2017.



*Timothy Vollmer*

## Inside Behavior Analysis

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*Join us for COVID-Safe Fun & Games*



## Mobile Presidential Social



*After Inside Behavior Analysis in the Foyer Areas  
Thursday at 5:30 pm*

- Food Station - Crudités
- FABA-Pong
- and More!*

## VIRTUAL EVENT

5:30 PM – 6:30 PM

VIRTUAL POSTER SESSION

Online

### #49 Virtual Poster Session!

POSTER CHAIR: Nicki Postma,  
FABA Member at Large



- 01. Evaluating the Effects of Self-Monitoring, a Lottery, and Performance Scorecards with Registered Behavior Technicians**  
SARA R. LALANI, Laura Kruse & Amanda Mahoney  
(*Broward Children's Center*, [saralalani19@gmail.com](mailto:saralalani19@gmail.com))
- 02. Investigation into how challenging behaviors impact pediatric occupational therapy and what practitioners are doing about them**  
SANDRA BROWN, FRANCESCA ALBANI, TARA FERLANIE, ELIZABETH KRISTA, PAULINE RINTHARA, TAYLER THOMPSON & SHANTAL WRIGHT (*Jacksonville University*, [sandyot@comcast.net](mailto:sandyot@comcast.net))
- 03. Telehealth Training in Principles of Applied Behavior Analysis for Caregivers of Young Children with Autism Spectrum Disorders during the COVID-19 Pandemic.**  
BRITTANY BATTON, RACHEL KAPLAN, KACI ELLIS & CARLA SCHMIDT (*University of Florida*, [brittany.batton@ufl.edu](mailto:brittany.batton@ufl.edu))
- 04. The Effects of Conditioning Faces and Voices on the Emergence of Novel Observing Responses**  
CARMEN VARA-NAPIER, DEANNA PURSLOW & VICTORIA SARTIN (*Beyond Expectations, Inc.*, [victoriasartin@gmail.com](mailto:victoriasartin@gmail.com))
- 05. Predictive Utility of Conversation Topic Preference Assessments**  
CATHERINE KISHEL, Faris Kronfli & Timothy Vollmer (*University of Florida*, [catherine.kishel@ufl.edu](mailto:catherine.kishel@ufl.edu))
- 06. Telepractice Intervention to Increase Parent's Skill Fluency and Knowledge of Behavior Analytic Interventions**  
RACHEL KAPLAN, KACI ELLIS, BRITTANY BATTON & CARLA SCHMIDT (*University of Florida*, [rachelkaplan@ufl.edu](mailto:rachelkaplan@ufl.edu))
- 07. Teacher Knowledge and Perception of BCBA's in Schools: A Survey**  
KACI ELLIS (*University of Florida*, [ellisk11@ufl.edu](mailto:ellisk11@ufl.edu))
- 08. A systematic review of studies on teaching conversation skills to individuals with developmental disabilities using BST or self-monitoring**  
LAURA DE ZAYAS & Kwang-Sun Blair (*University of South Florida*, [lauradz42@gmail.com](mailto:lauradz42@gmail.com))
- 09. Validity Analysis of a Modified Questions About Behavioral Function (QABF) Assessment: Preliminary Analysis**  
CHRISTINA MARIE SHEPPARD & Kara Wunderlich  
(*Rollins College & Florida Institute of Technology*, [sheppardc2014@my.fit.edu](mailto:sheppardc2014@my.fit.edu))
- 10. Evaluating the Effects of Self-Monitoring and Performance Scorecards with Registered Behavior Technicians**  
SARA R. LALANI, Laura Kruse & Amanda Mahoney  
(*Broward Children's Center*, [saralalani19@gmail.com](mailto:saralalani19@gmail.com))
- 11. Use of Token Economy With Response Cost Guided by AIM Curriculum to Decrease Severe Behaviors and Increase Targeted Replacement Behaviors**  
JACY REED-ROBLES, CLAIRE SPIELER & MOLLY ANN MCGINNIS (*Butterfly Effects*, [jacyreed@comcast.net](mailto:jacyreed@comcast.net))
- 12. Comparing the Effects of Noncontingent Reinforcement and Environmental Enrichment on Problem Behavior Maintained by Automatic Reinforcement**  
MARY LLINAS, David A. Wilder & Ryan J. Walz  
(*Florida Tech*, [maryllinas98@gmail.com](mailto:maryllinas98@gmail.com))

*continued on next page*



## Thursday Afternoon

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5:30 PM – 6:30 PM

VIRTUAL POSTER SESSION

Online

### #49 Virtual Poster Session!

*continued*

**13. Learning better by learning together: An inclusive approach to socialization**

PHOEBE DACHOUTE & EVA MOORE (*BASS Autism*, [dachoute@bassautism.com](mailto:dachoute@bassautism.com))

**14. Teaching an infant to mand for help**

CIOBHA A. MCKEOWN & Carley E. Smith, Domenic C. Inskip, Lindsay A. Lloveras, Kerri P. Peters & Timothy R. Vollmer (*University of Florida*, [cmckeown@ufl.edu](mailto:cmckeown@ufl.edu))

**15. Further Evaluation of Implementation Errors and Reinforcer Delays during Discrete Trial Instruction**

KAMILA GARCIA MARCHANTE, Yanerys Leon & Franchesca Izquierdo (*University of Miami*, [leony@miami.edu](mailto:leony@miami.edu))

**16. A Replication of Recent Advancements in Toilet-Training Children with Autism**

J. STEPHANIE GONZALEZ, Janelle K. Bacotti, Brandon C. Perez, Kerri P. Peters, Ciobha McKeown & Timothy Volmer (*University of Florida*, [janellebacotti@ufl.edu](mailto:janellebacotti@ufl.edu))

**17. Possible Indicators of Differential Success When Toilet-Training Children with Autism**

FREDRICA ST. HILAIRE, Janelle K. Bacotti, Brandon C. Perez, Kerri P. Peters & Timothy Volmer (*ACG Therapy Center*, [janellebacotti@ufl.edu](mailto:janellebacotti@ufl.edu))

**18. Demographic Variables and Access to Autism Services: A Preliminary Analysis**

JANELLE BACOTTI, Tracy Argueta, Ann-Marie Orlando, Timothy Vollmer & Iser G. DeLeon (*University of Florida*, [janellebacotti@ufl.edu](mailto:janellebacotti@ufl.edu))

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6:00 PM – 7:00 PM

SOCIAL

*Majestic Foyer, Majestic Ballroom, Royal Foyer, Magnolia Courtyard*

### #50 Mobile Presidential Social- Visit all of the Stations!

Come experience a themed mobile social with the changes to win prizes! Visit all of the indoor and out door “Stations” in order to be entered in a drawing! Enjoy each stations’s activities as each one may be food, drinks, or a fun game!

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*Join us for COVID-Safe Fun & Games*



# Mobile Presidential Social



*After Inside Behavior Analysis in the Foyer Areas*  
**Thursday at 5:30 pm**

- Jinga Networking
- Business Card Contest
- and More!*

## Thursday Afternoon

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6:00 PM – 8:00 PM

REUNION

Royal 1&2

### #51 FIU BAMS Networking Session

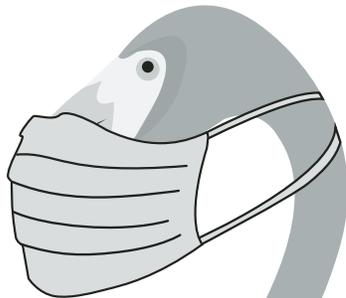
CHAIR: MARICEL CIGALES (*Florida International University, [mcigales@bellsouth.net](mailto:mcigales@bellsouth.net)*)

This special event is hosted by the new Behavior Analysis Master of Science program (BAMS) at Florida International University. Drop in to hear about the exciting things happening at BAMS, live and in person. All are welcome to chat with BAMS students and faculty. BAMS is seeking students and community partners that share our commitment to excellence and service. Come and learn about becoming an affiliated practicum site, the program admission requirements, the flexible enrollment options and more. Join us for light refreshments, networking and BAMS giveaways.



Maricel Cigales

**CANCELLED**



Florida Association for  
Behavior Analysis

**Requires  
MASKS**

*and Masks are  
Required at*  
**FABA's 41st  
Annual Meeting**





# Past Presidents

Yulema Cruz..... 2019-20  
Andrew Houvouras ..... 2018-19  
Nikki Dickens ..... 2017-18  
Corey Robertson..... 2016-17  
Sharon Older ..... 2015-16  
Amy Polick ..... 2014-15  
Dawn Bailey..... 2013-14  
Kevin Jackson ..... 2012-13  
Steve Coleman..... 2011-12  
David A. Wilder..... 2010-11  
Jan Montgomery..... 2009-10  
Mary Riordan ..... 2008-09  
Tony Gelabert ..... 2007-08  
Karen Wagner ..... 2006-07  
Kevin Murdock ..... 2005-06  
Gretchen Thwing ..... 2004-05  
Tim Vollmer ..... 2003-04  
Jose Martinez-Diaz..... 2002-03  
Al Murphy ..... 2001-02  
Michael Stoutimore ..... 2000-01

Teresa Rodgers..... 1999-00  
Patrick McGreevy ..... 1998-99  
James McGimsey..... 1997-98  
Michael Hemingway..... 1996-97  
Haydee Toro ..... 1995-96  
Judy Favell ..... 1994-95  
Steve Starin..... 1993-94  
Brian Iwata..... 1992-93  
Jerry Shook..... 1991-92  
Bill Wolking ..... 1990-91  
Brian Jacobson ..... 1989-90  
Shari Titus ..... 1988-89  
Maxin Reiss ..... 1987-88  
Rusty Clark..... 1986-87  
Jon S. Bailey ..... 1985-86  
Gary Jackson ..... 1984-85  
Jim Johnston ..... 1983-84  
Jerry Martin..... 1982-83  
Hank Pennypacker ..... 1981-82  
Nate Azrin..... 1980-81

# Friday Morning

7:00 AM - 5:30 PM

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

Royal 3/4

8:00 AM – 9:20 AM

PANEL

**Track: PRO**

King

1.5 CEU - BA

## #52 School-Based Consultation for Children with Disabilities in Public Schools

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

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

Classrooms are complex environments that require teachers to implement a variety of classroom management strategies to minimize problem behavior and maximize learning time. Given the difficulty of implementing behavioral interventions in the school setting, there is a need for teacher training and support. This symposium will present four papers that examined the impact of school-based consultation on student behavioral outcomes. The first paper will describe preliminary outcomes of a federally funded project aimed to prepare school-based behavior analysts and school psychologists to work collaboratively in the public school system. The second and third papers will present student behavioral outcomes of using a team-based consultation model for function-based assessments and interventions (the Prevent-Teach-Response; PTR model) in public schools. The fourth paper will describe a meta-analytic review of studies that utilized behavioral procedures to train educators to implement behavioral interventions.



Kwang-Sun Blair



Anibal Gutierrez

### a. Interdisciplinary Training to Prepare School-Based Behavior Analysts and School Psychologists: Project EBAS

**CATIA CIVIDINI-MOTTA** (University of South Florida, [catiac@usf.edu](mailto:catiac@usf.edu)), Kwang-Sun Cho Blair (University of South Florida), Kimberly Crosland (University of South Florida), Jose Castillo (University of South Florida), Evan Dart (University of South Florida), Rose Iovannone (University of South Florida)



Catia Cividini-Motta

### b. Interdisciplinary Collaboration Using the Prevent-Teach-Reinforce Model for Children with Disabilities

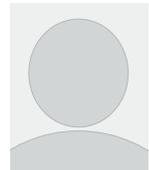
**ROSE IOVANNONE** (University of South Florida, [iovannone@usf.edu](mailto:iovannone@usf.edu)), Kwang-Sun Cho Blair (University of South Florida), Kimberly Crosland (University of South Florida), Catia Cividini-Motta (University of South Florida), Jose Castillo (University of South Florida), Evan Dart (University of South Florida)



Rose Iovannone

### c. School Professional Coaching on Facilitation of Prevent-Teach-Reinforce (PTR) Model for Students with Persistent Problem Behavior

**RACHEL AYRES** (University of South Florida, [rayres@usf.edu](mailto:rayres@usf.edu)), Kwang-Sun Cho Blair (University of South Florida), Daniel Kwak (University of South Florida)



Rachel Ayres

### d. A Meta-Analysis of High-Quality Studies on Training Educators to Implement Behavioral Interventions

**DANIEL KWAK** (University of South Florida, [danielkwak@usf.edu](mailto:danielkwak@usf.edu)), Kwang-Sun Cho Blair (University of South Florida)



Daniel Kwak



## Friday Morning

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8:00 AM – 8:50 AM

PAPER

Track: DD

Royal 1-2

1.0 CEU – BA

### #53 Training Staff Working with Adults with Intellectual and Developmental Disabilities in Inpatient Settings Using the ECHO Model

**NATALIE BADGETT** (*University of North Florida, [natalie.badgett@unf.edu](mailto:natalie.badgett@unf.edu)*)

**Rose Nevill** (*University of Virginia*)

**Jaimee Traub** (*University of Virginia*)

**Keith Paige** (*University of Virginia*)

**Gail Lovette** (*University of Virginia*)



*Natalie Badgett*

Adults with intellectual and developmental disabilities (IDD) are at a greater risk than the general population of experiencing poor overall mental health and challenging behavior, placing them at higher risk of inpatient hospitalization. When adults with IDD are placed in inpatient settings, they face longer hospitalization duration and high rates of readmission. However, there are large knowledge gaps related to best practices for care for adult populations, especially related to behavioral assessment and intervention strategies. The purpose of this presentation is to share findings of a pilot study in which we trained inpatient staff working with adults with IDD using an innovative, case-based training model, the ECHO Model. Qualitative and quantitative data will be shared, including pre- and post-test measures of participants' knowledge, self-efficacy, and beliefs about working with Adults with IDD, as well as social validity findings.

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

## Saturday at 11:00 am

*in Majestic 1234*

### #99 Advances in Understanding and Treatment of Automatically- Maintained Self-Injurious Behavior

## Louis Hagopian



## HYBRID EVENT

8:00 AM – 8:50 AM

SYMPOSIUM

Track: CA

Majestic 5678

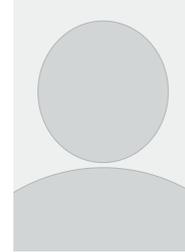
1.0 CEU-BA

### #54 Recent Research on Behavioral Interventions within Juvenile Justice Facilities

CHAIR: RASHA R. BARUNI (*University of South Florida, [rbaruni@usf.edu](mailto:rbaruni@usf.edu)*)

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

This symposium aims to disseminate some current research on behavioral interventions within the context of juvenile justice settings. It brings together three studies that focus on important considerations that are pertinent to the safe functioning of the facility and delivering beneficial interventions for the residents. The first presentation describes an evaluation of the Good Behavior Game for detained juvenile offenders. The next presentation discussed a pyramidal training model using behavioral skills training (BST) to improve the use of praise by staff. The final presentation describes a training protocol using BST for staff to improve contraband searches in resident rooms. Following the presentations, Dr. Tim Vollmer will provide a discussion of the research. Collectively, these presentations will highlight some of the varied interventions that may be important to consider in the context of juvenile justice facilities.



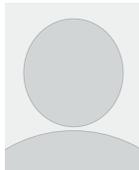
Rasha R. Baruni



Timothy R. Vollmer

#### a. Teacher-Implemented Good Behavior Game with Detained Juvenile Offenders

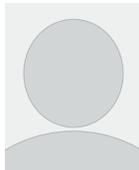
FARIS R. KRONFLI (*University of South Florida, [kronfli.faris@ufl.edu](mailto:kronfli.faris@ufl.edu)*),  
P. Raymond Joslyn (*Utah State University*)



Faris R. Kronfli

#### b. Pyramidal Training in a Juvenile Residential Facility: Staff to Self-Monitor Use of Behavior Specific Praise

ZOE HAY (*Adapt and Transform Behavior, [zhay@atbx.org](mailto:zhay@atbx.org)*), Kwang-Sun Cho Blair (*University of South Florida*),  
Trevor C. Maxfield (*University of South Florida*)



Zoe Hay

#### c. Behavioral Skills Training to Increase Fidelity of Staff Room Searches at a Juvenile Residential Facility

ELLIE MOROSOHK (*Adapt and Transform Behavior, [emorosohk@atbx.org](mailto:emorosohk@atbx.org)*),  
Raymond G. Miltenberger (*University of South Florida*), Rasha R. Baruni (*University of South Florida*),  
Jennifer L. Cook (*University of South Florida*)



Ellie Morosohk

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**fabaworld.org**



## HYBRID EVENT

8:00 AM – 9:20 AM

SYMPOSIUM

Track: ETH

Majestic 1234

1.5 CEU-BA, ETH

### #55 Applying the New Ethics Code for Behavior Analysts Across a Variety of Service Locations: Addressing Cultural Needs and Institutional Challenges

CHAIR: **MELISSA OLIVE** (*Cultivate Behavioral Health & Education*, [missyolivephd@yahoo.com](mailto:missyolivephd@yahoo.com))

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

This session will focus on numerous ethical challenges encountered when providing ABA therapy in a variety of service locations. Each paper will use a case study approach to highlight challenges when working with racially, linguistically, financially, and regionally diverse clients. Presenters will highlight the challenges, present the problem-solving solutions, and discuss strategies for prevention of future ethical dilemmas. ABA teams cannot prepare for every possible ethics scenario, however, using a problem-solving strategy and practicing ethical fitness regularly will help ABA providers be better equipped to respond in the moment to ethical dilemmas.



Melissa Olive



Jon Bailey

#### a. Providing ABA Services Internationally: Ethical Considerations, Challenges and Solutions

**PAMELA PEREZ** (*Progressive Behavioral Science Powered by Cultivate*, [pamela.perez@pbstherapy.com](mailto:pamela.perez@pbstherapy.com)),

**MARIA ARIZMEN** (*PBS Powered by Cultivate*, [maria.arizmendi@pbstherapy.com](mailto:maria.arizmendi@pbstherapy.com))



Maria Arizmen

#### c. Providing ABA in a Large ABA Company: Ethical Considerations across 12 States and 1,000+ Employees

**STEPHEN WOOD** (*Cultivate Behavioral Health and Education*, [stephen.wood@cultivatebhe.com](mailto:stephen.wood@cultivatebhe.com)) & **Melissa L. Olive** (*Cultivate Behavioral Health & Education*)



Stephen Wood

#### b. Providing ABA Services in a Diverse Region: Ethical Challenges and Solutions

**AMANDA BLOOM** (*Progressive Behavioral Science Powered by Cultivate*, [amanda@pbstherapy.com](mailto:amanda@pbstherapy.com)),

**Maria Arizmendi** (*Progressive Behavioral Science Powered by Cultivate*)



Amanda Bloom



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

## VIRTUAL EVENT

8:00 AM – 9:20 AM

VIRTUAL SYMPOSIUM

Track: OBM

Online

1.5 CEU-BA

### #56 Evaluating Factors Related to Staff Performance in Human Service Settings: Applying OBM Techniques to Improve Staff Behavior and Identifying Variables Predictive of Staff Turnover

CHAIR: RACHAEL TILKA (*Florida Institute of Technology*, [rtilka@fit.edu](mailto:rtilka@fit.edu))

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

This symposium will address factors related to staff performance and turnover. The first presentation will assess the effects of two different methods of data collection on the number of trials and quality of therapy provided. The second will examine the use of self-monitoring with registered behavior technicians to increase the rate of trials during therapy. The third presentation will focus on the application of social comparison feedback to increase the percentage of end-of-shift cleaning tasks completed by staff following therapy sessions. The symposium will conclude with a final presentation that will identify predictors of staff turnover and satisfaction. Collectively, the presentations are intended to provide attendees with an overall understanding of critical factors that may impact staff performance and turnover in a human service setting and offer Organizational Behavior Management (OBM) techniques that can be applied to increase staff performance. This symposium will be presented virtually.



Rachael Tilka



Nicole Gravina

#### a. Evaluating the Effects of Continuous and Discontinuous Data collection on Staff Behavior during Discrete Trial Instruction

KACIE MCGARRY (*Florida Institute of Technology*, [kmcgarry2015@my.fit.edu](mailto:kmcgarry2015@my.fit.edu)), Kimberly N. Sloman (*The Scott Center for Autism Treatment*), Sandhya Rajagopal (*Florida Institute of Technology*), Mary Lewis (*Florida Institute of Technology*)



Kacie McGarry

#### b. Effect of Self-Monitoring on Intertrial Intervals during Discrete Trial Training

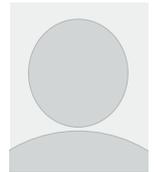
MARY LEWIS (*Florida Institute of Technology*, [lewism2018@my.fit.edu](mailto:lewism2018@my.fit.edu)), Kimberly N. Sloman (*The Scott Center for Autism Treatment*), Rachel Tilka (*Florida Institute of Technology*), Katie Nicholson (*Florida Institute of Technology*)



Mary Lewis

#### c. The Effect of Social Comparison Feedback on Task Completion in a Human-Service Setting

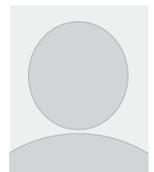
ESTEFANIA ALARCON MOYA (*Florida Institute of Technology*, [alarcone2015@my.fit.edu](mailto:alarcone2015@my.fit.edu)), Curtis Phillabaum (*Florida Institute of Technology*), Rachael Tilka (*Florida Institute of Technology*)



Estefania Alarcon Moya

#### d. An Examination of Variables that Predict Turnover, Staff and Caregiver Satisfaction in Behavior-analytic Organizations

DANIEL J. CYMBAL (*Florida Institute of Technology*, [dcymbal2015@my.fit.edu](mailto:dcymbal2015@my.fit.edu)), Sara Litvak (*The Behavioral Health Center of Excellence*), David A. Wilder, (*Florida Institute of Technology*), Gary N. Burns (*Florida Institute of Technology*)



Daniel J. Cymbal



# Friday Morning

9:00 AM – 9:50 AM

PAPER

Track: DD

Royal 1-2

1.0 CEU- BA, MH

## #57 From Baselines to Phase Lines: The State of Behavior Analysis in Florida's Agency for Persons with Disabilities

**KRISTIN KORINKO** (*Agency for Persons with Disabilities, kristin.korinko@apdcares.org*)

**AMANDA JACKSON** (*Agency for Persons with Disabilities*)

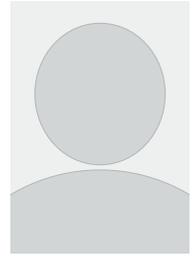
**Scott Traynor** (*Agency for Persons with Disabilities*)

**Zachariah Sims** (*Agency for Persons with Disabilities*)

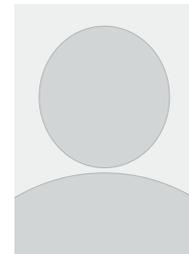
This paper presentation will review progress made in one state agency across several projects of interest. A disproportionately small number of consumers engage in target behaviors that have the greatest intensity and resultant consequences such as admission to Crisis Stabilization Units (CSUs), emergency room visits, and incarceration. The Agency for Persons with Disabilities (APD) is a government agency who is tasked with funding and overseeing behavioral and medical supports for these high watch consumers. By creating a High Watch List of qualifying aberrant behaviors and/or acute medical episodes, APD can provide additional resources for these individuals in the form of more frequent oversight and technical assistance on individualized recommendations. In this way, a larger allocation of time and resources can be more focused to effect long term outcomes. Additionally, proactive recommendations to prevent future episodes can result in more stabilized living settings, consistent service delivery, and potential higher indices of satisfaction of services received by consumers. The results of this project has the potential for applicable state agencies to develop similar processes to serve consumers that have a disproportionately higher level of impactful behaviors that addressed successfully, can improve the quality-of-service provision while lowering long term costs.



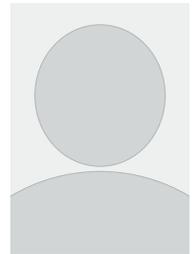
Kristin Korinko



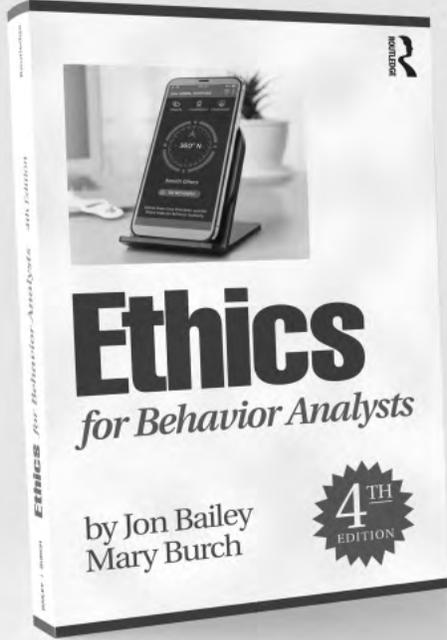
Amanda Jackson



Scott Traynor



Zachariah Sims



# COMING SOON!

## *4th Edition*



Jon Bailey, PhD



Mary Burch, PhD

HYBRID EVENT  
INVITED ADDRESS

9:00 AM – 9:50 AM      INVITED ADDRESS      *Track:* ETH      *Majestic 5678*      1.0 CEU - BA, ETH

**#58 Ethical Issues in Using Standardized Decision-making to Inform Professional Practice**

**MATTHEW T. BRODHEAD, PhD, BCBA-D** (*Michigan State University, [mtb@msu.edu](mailto:mtb@msu.edu)*)

INTRODUCED BY: **JON BAILEY**

Recent scholarship in applied behavior analysis has focused on the conceptual development of decision-making algorithms (DMA) to assist professionals in making practice-related decisions. A DMA is typically portrayed as a decision tree or flow-chart. By answering a series of questions, the user is guided through the DMA towards a specific answer. Though a DMA may allow for standardization of employee decision-making, the ethical issues and limitations surrounding their use requires discussion. The purpose of this presentation is to discuss outcomes from a series of empirical studies that have evaluated DMAs in order to highlight some of the ethical issues and limitations associated with their use in practice.



*Matthew T. Brodhead*

**Author Bio:**

Matthew T. Brodhead is an assistant professor at Michigan State University and the Research Director of the Early Learning Institute. His research examines focused social skill interventions for children with autism. He also writes about conceptual issues relating to the ethical and professional behavior of practicing behavior analysts. He is on, or has served on, the editorial boards of multiple behavior-analytic journals, including the Journal of Applied Behavior Analysis, Behavior Analysis in Practice, and The Analysis of Verbal Behavior. He is also the co-guest editor of the special issue in Behavior Analysis in Practice on diversity and equity in the practice of behavior analysis. Through workshops and consultation, he has established multiple school-based programs for children with autism, and he has provided training to teachers, related service providers, and behavior analysts both nationally and internationally. Finally, he specializes in program evaluation for both applied behavior analysis and public school placements for individuals with autism.

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**Want to Be Involved?  
Have a Voice?**

**Don't Miss the Annual  
FABA Business Meeting**

*Friday at the Conclusion of the Presidential Address*



# Friday Morning

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

## #59 The Use of Antecedent-Based Interventions to Decrease Disruptive Behavior and Increase Appropriate Responses

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

DISCUSSANT: BRYON MILLER (*University of South Florida*, [bryonmiller@usf.edu](mailto:bryonmiller@usf.edu))

Disruptive behaviors such as non-compliance and off-task responses can hinder acquisition of socially relevant skills. This symposium consists of four presentations on antecedent-based interventions. The first two studies evaluated the impact of antecedent exercise (e.g., Brain Breaks Videos) on disruptive behaviors and academic engagement or on-task responses. The other two presentations focus on the High-Probability Instructional Sequences (HPIS). The first is a literature review of HPIS, which focused on procedural variations of HPIS. The second presentation is on an empirical evaluation of the impact of HPIS on initiation and compliance.



Catia Cividini-Motta



Bryon Miller

### a. Pre-Class Physical Activity: Does Choice Expand its Effect on Disruptive Behavior?

ALYSSA ROJAS ([alyssabrojas@usf.edu](mailto:alyssabrojas@usf.edu)),  
Olivia R. Mulligan, Catia Cividini-Motta  
(*University of South Florida*)



Alyssa Rojas

### c. High-Probability Instructional Sequence: A Literature Review of Procedural Variations

AMALIX M. FLORES  
([afloresmonte@usf.edu](mailto:afloresmonte@usf.edu)),  
Catia Cividini-Motta, & Holly Denette  
(*University of South Florida*)



Amalix M. Flores

### b. Using Brain Breaks' Videos to Increase On-Task Behavior in the Classroom

PEYTON STIPES ([plstipes@usf.edu](mailto:plstipes@usf.edu)),  
Kimberly Crosland (*University of South Florida*)



Peyton Stipes

### d. Use of High-Probability Instructional Sequences During Pre-Academic Activities for Young Children with Autism Spectrum Disorder

DANIELLE RUSSO ([russod@usf.edu](mailto:russod@usf.edu)),  
Kwang-Sun Blair (*University of South Florida*)



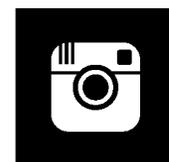
Danielle Russo

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## #faba2021



## HYBRID EVENT

9:30 AM – 10:50 AM SYMPOSIUM *Track: OBM* *Majestic 1234* 1.5 CEU – BA

### #60 Everyone Cares about Quality: How Do We Show It?

CHAIR: **ELLIE KAZEMI** (*Behavioral Health Center of Excellence, [ellie@bhcoe.org](mailto:ellie@bhcoe.org)*)

DISCUSSANT: **WAYNE FUQUA** (*Western Michigan University, [wayne.fuqua@wmich.edu](mailto:wayne.fuqua@wmich.edu)*)



Ellie Kazemi



Wayne Fuqua

What patients, their parents/guardians, insurance providers, and the community at large have in common with direct care staff, clinical supervisors, and ABA service organizations is that each stakeholder, cares about quality services. To assure all stakeholders that quality services are being provided, a neutral entity must set standards to define what is considered quality. Such standards are typically based on the scientific literature, and where research may fall short, subject matter experts provide guidance based on best practice. Then, to determine if services meet these standards, an objective entity conducts thorough evaluations using reliable assessment methods. In this symposium, we will share how Behavioral Health Center of Excellence (BHCOE) has developed a quality assurance system with a focus on our accumulated data collected over the past five years. The first presenter will discuss the value of quality assurance and best practice recommendations for conducting quality assurance. The second presenter will discuss outcomes assessments and why they are important for determining the value of behavioral interventions for individuals with Autism Spectrum Disorder. The third and fourth presenters will share the results of evaluations with patients and staff. All presenters will discuss the implications of their findings and future steps.

#### a. A Multimodal Approach to Measuring Quality Assurance

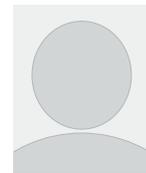
**SARA GERSHFELD LITVAK** (*Behavioral Health Center of Excellence, [sara@bhcoe.org](mailto:sara@bhcoe.org)*), Nichole Williams (*Behavioral Health Center of Excellence*), David Cox (*Behavioral Health Center of Excellence*), Ellie Kazemi (*Behavioral Health Center of Excellence*)



Sara Gershfeld Litvak

#### c. Patient Satisfaction as a Quality Assurance Metric: What it Does and Doesn't Tell Us

**P. MICAH FRIDDLE** (*Behavioral Health Center of Excellence, [micah@bhcoe.org](mailto:micah@bhcoe.org)*), David J. Cox (*Behavioral Health Center of Excellence*), Sara Gershfeld Litvak (*Behavioral Health Center of Excellence*), Ellie Kazemi (*Behavioral Health Center of Excellence*)



P. Micah Friddle

#### b. Organizational Outcome Data: Don't I Already Do That?

**SCOTT PAGE** (*Behavioral Health Center of Excellence, [scott@bhcoe.org](mailto:scott@bhcoe.org)*), David J. Cox (*Behavioral Health Center of Excellence*), Sara Gershfeld Litvak (*Behavioral Health Center of Excellence*), Ellie Kazemi (*Behavioral Health Center of Excellence*)



Scott Page

#### d. Staff Satisfaction Surveys: A Multi-Organization Analysis of Quality Assurance Data

**MELISSA COTTENGIM** (*Behavioral Health Center of Excellence, [melissa@bhcoe.org](mailto:melissa@bhcoe.org)*), Ellie Kazemi (*Behavioral Health Center of Excellence*), David J. Cox (*Behavioral Health Center of Excellence*), Sara Gershfeld Litvak (*Behavioral Health Center of Excellence*)



VIRTUAL EVENT

9:30 AM – 10:50 AM

VIRTUAL PAPER

Track: OBM

Online

1.5 CEU- BA

#61 Engineering Schools and Clinics for Student and Client Success

GUY BRUCE (*Appealing Solutions, LLC, [guybruce@appealingsolutions.com](mailto:guybruce@appealingsolutions.com)*)

Do you work as an employee, supervisor, or director of an organization that provides services to students or clients with learning difficulties? Are you satisfied with your students' progress? Behavior analysis developed a powerful technology for helping people, but too many students don't receive the benefits. Why not? The easy answer is that providers don't do what they are told. But providers' performance, just like their students' performance, is a product of their environments. Do providers have the resources, training, and management necessary to help students achieve their goals? What about their supervisors? What about their directors? Organizations are groups of individuals who must work together to provide students with the outcomes they want. The failure of students to make adequate progress is not usually an individual provider performance problem, but a performance problem at the system, process, and individual levels of the organization. This paper will introduce you to an organizational performance engineering process (EARS) that will allow you to Evaluate student progress; Analyze causes of provider performance problems; Recommend changes in provider resources, training, and management; and Solve performance problems by designing and implementing recommended solutions. This paper will be presented virtually.



Guy Bruce

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**FABA Store**  
in ROYAL 3/4 for  
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and Gifts!



# Friday Morning

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10:00 AM – 10:50 AM

PANEL

Track: SUP

Royal 1&2

1.0 - CEU - BA, SUP

## #62 Emerging from the Pandemic: New Initiatives in Supervision

CHAIR: **PIERRE LOUIS** (*Brett DiNovi & Associates*, [pierre@brettdassociates.com](mailto:pierre@brettdassociates.com))

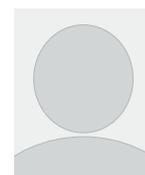
The Covid-19 pandemic forced our organization to self-assess and change how our behavior practitioners engage in service delivery and internal processes. Through our self-assessment, we identified what was working along with opportunities for improvement. At Brett DiNovi and Associates, these changes began with creating various training programs and initiatives involving remote service delivery, remote supervision, remote coaching, and professional development opportunities made available to all of our service providers. During this presentation, our panelists will outline how as an organization, we provided direct support professionals with opportunities to participate in activities such as functional analyses under the supervision of experienced BCBAs and BCBA-D's and assigned additional responsibilities to behavior analysts who demonstrated resilience and innovation during the pandemic. These new programs afford our behavior practitioners opportunities for mentorship, reciprocal feedback and leverage their expertise to assist other behavior analysts and direct service practitioners. Panelists will discuss the programs mentioned above and their impact on training, ongoing supervision, and trainees pursuing board certification.



Pierre Louis



Samantha Mollica



Ginamarie Masco

**SAMANTHA MOLLICA** (*Brett DiNovi & Associates*, [samantha@brettdassociates.com](mailto:samantha@brettdassociates.com))

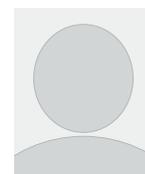
**GINAMARIE MASCO** (*Brett DiNovi & Associates*, [gina@brettdassociates.com](mailto:gina@brettdassociates.com))

**PATRICK R. PROGAR** (*Brett DiNovi & Associates*, [drpatprogar@brettdassociates.com](mailto:drpatprogar@brettdassociates.com))

**LYNN VON THADEN** (*Brett DiNovi & Associates*, [lynnv@brettdassociates.com](mailto:lynnv@brettdassociates.com))



Patrick R. Progar



Lynn Von Thaden

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## HYBRID EVENT

10:00 AM – 10:50 AM

PAPER

Track: AUT

Majestic 5678

1.0 CEU - BA, MH

## #63 Company-wide Implementation of a Parent Training Curriculum

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

We all know parent training is important when helping children with autism. Research provides solid support for parent training, but also indicates a need to define what is happening, identify essential components, and verify social validity (Deb et al., 2020; Postorino et al., 2017). Just as important, any organization knows that BCBAs come with diverse experiences and different levels of competence in conducting parent training. How does one ensure quality parent training across an organization? This presentation follows one organization's efforts to answer that question. The presentation will briefly review parent training research and practices (Taylor et al., 2019), identify available curricula, discuss the pros/cons of standardization, review OBM strategies used during companywide implementation of parent training protocols (Gravina et al., 2018), highlight considerations from healthcare coverage (Kornack et al., 2017), and report social validity from parents and BCBAs after two years of implementation. Ultimately, we hope to provide a ready-to-use format and additional resources for those who wish to systematically implement changes in their own parent training protocols.



Jennifer Lamarca



## Friday Morning

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10:00 AM – 10:50 AM

Meeting

Palmetto 1-2

### #64 Local Chapters Meeting

CHAIR: **KIM LUCKER-GREENE** (*ABA Technologies, Inc.*, [behaviorguy@gmail.com](mailto:behaviorguy@gmail.com))

A meeting of the local chapter officers to discuss the recent CoFABA conference, the state of the nine chapters, and other upcoming events planned for 2022.



Kim Lucker-Greene

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## HYBRID EVENT

# PRESIDENTIAL ADDRESS AND ANNUAL BUSINESS MEETING

11:00 AM – 12:30 PM

GENERAL SESSION

Track: AUT

Majestic 5678

1.0 CEU – BA

### #65 The State of the ABA: Musings from an Iconoclastic Behavior Analyst

**JOSH PRITCHARD, PhD, BCBA-D** (*Factari*, [josh@factari.com](mailto:josh@factari.com))

INTRODUCED BY: **AMY POLICK**

In this presentation, the author will take the audience on a personal journey through his career in the field of behavior analysis, using his experiences, successes & failures to illuminate the state of the field. During this presentation, the audience will learn about the field's recent past, its current growth (and subsequent growing pains) and threats and opportunities for the future.

#### About the President:

Dr. Joshua Pritchard has been in the field of behavior analysis since 2000 and has worked with a wide variety of populations with diverse behavioral issues. He has been a faculty member in several universities including Southern Illinois University's behavior analysis program, as well as with Florida Tech. During his time with FIT, he developed and was the chair of the Florida Tech Hybrid Master of Arts in Professional Behavior Analysis. He received bachelor's and master's degrees from the Florida Institute of Technology and his PhD in behavior analysis from the University of Nevada, Reno. His professional experience includes providing direct consultation services for a wide range of ages and populations in behavior acceleration and deceleration. Pritchard has served as a consultant with state facilities under review by the Department of Justice, consulted internationally on behavioral programs and setting up practicum experience, and conducted remote supervision of international students desiring certification in behavior analysis. His expertise is requested from around the globe to consult on setting up, refining, and maintaining behavior analytic centers for persons with autism and related disorders. Lately he has begun focusing on how technology can help enhance the reach of our science.



Josh Pritchard

**The Annual Business meeting will follow the Presidential Address  
after a brief five minute intermission. All members are invited to attend.**

# Friday Afternoon

12:30 PM-1:30 PM

PRIVATE EVENT

Banyon

## #66 Presidential Luncheon

CHAIR: **AMY POLICK** (*FABA Executive Director*, [apolick@pc.fsu.edu](mailto:apolick@pc.fsu.edu))

This is a private luncheon to honor the Immediate Past President of FABA on a successful presidential address. The FABA Board members, FABA VIP, special guests, and Invited Speakers are invited to attend.



Amy Polick

1:30 PM – 2:50 PM

SYMPOSIUM

Track: CA

King

1.5 CEU- BA

## #67 When the Going Gets Tough: Teaching Individuals to Tolerate Important but Aversive Situations

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

DISCUSSANT: **MARC J. LANOVAZ** (*University of Montreal*, [marc.lanovaz@umontreal.ca](mailto:marc.lanovaz@umontreal.ca))

Many individuals have difficulty tolerating certain events that are important to their medical well-being (e.g., dental exams, blood draws), general health (e.g., wearing eye glasses, hearing aids, and winter mittens), safety (e.g., wearing seatbelts, bike helmets), and daily social routines (getting a haircut, managing a fear of escalators). These issues have been addressed across various research studies, but the aggregate results of these studies are not well known. The first presentation of this symposium will review the literature on toleration research, followed by three presentations discussing applied research in this area. One application involves teaching toleration skills for individuals attending dental and medical routines. The other two studies are separate evaluations on teaching children with ASD to wear face masks during the COVID-19 pandemic. Taken together, these presentations will highlight an area of research that is commonly overlooked as a evidenced-base compilation of studies for teaching toleration.



Jennifer L. Cook



Marc J. Lanovaz

### a. Passive Cooperation: A Review of the Literature

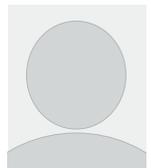
**JENNIFER L. COOK** (*University of South Florida*, [jlc6@usf.edu](mailto:jlc6@usf.edu)), Raymond G. Miltenberger (*University of South Florida*), Rasha R. Baruni (*University of South Florida*), Anna Kate Edgemon (*Auburn University*), Anthony Concepcion (*University of South Florida*)



Jennifer L. Cook

### c. Wearing Masks: Removing Barriers to Accessing School and the Community for Children with ASD

**VANESSA LARSON** (*Positive Behavior Supports Corporation*, [vlarson@teampbs.com](mailto:vlarson@teampbs.com)), Jennifer L. Cook (*University of South Florida*), Raymond G. Miltenberger (*University of South Florida*)



Vanessa Larson

### b. Adherence to Medical Routines: Promoting Health and Happiness Without Restraints or Sedation

**ANSLEY C. HODGES** (*Nemours Children's Hospital*, [Ansley.Hodges@nemours.org](mailto:Ansley.Hodges@nemours.org)), David A. Wilder (*Florida Institute of Technology*), Elbert Blakely (*Florida Institute of Technology*), Christopher Podlesnik (*Auburn University*)



Ansley C. Hodges

### d. Evaluation of a Graduated Exposure Procedure to Teach Extended Mask Wearing in Various Settings to Children with Autism

**HALLIE ERTEL** (*Full Spectrum Behavior Analysis*, [hertel2015@my.fit.edu](mailto:hertel2015@my.fit.edu)), David A. Wilder (*Florida Institute of Technology*), Ansley C. Hodges (*Nemours Children's Hospital*)



Hallie Ertel



# Friday Afternoon

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1:30 PM – 2:20 PM

PAPER

Track: AUT

Royal 1&2

1.0 CEU-BA

## #68 Response Effort, Labeling, and Matching: Non-Traditional Methods of Achieving Success in Teaching Communication to Children with Autism Spectrum Disorder

CHAIR: DAKOTA JANUCHOWSKI (*FSU Early Childhood Autism Program, [djanuchowski@pc.fsu.edu](mailto:djanuchowski@pc.fsu.edu)*)

Being a Behavior Analyst comes with the difficulties of having some, but not all of the answers. Traditional means of teaching children skill acquisition and communication goals sometimes go awry as procedures are not designed as a blanket intervention for all children. While maladaptive behavior is traditionally initially targeted in a behavior plan, verbal behavior and functional communication training are generally the targeted replacement behaviors to increase. However, verbal behavior is often a difficult to acquire skill for children diagnosed with Autism Spectrum Disorder. When methods to teach verbal behavior are ineffective, clinicians continue down the path of more-intrusive protocols until punishment is the often-preferred method of treatment for all parties. This paper session will review three separate procedures based upon the principles of stimulus equivalence, stimulus generalization, and stimulus prompt fading across both Picture Exchange Communication and vocal behavior. Results produced increases in spontaneous, independent, and discriminative manding and tacting and these data will be discussed.



Dakota  
Januchowski

### a. Difficulties in Teaching Verbal Behavior: How Simple Changes in Response Effort Impact Communication Acquisition

SAVANNAH KELLY (*Florida State University Panama City, [snk16c@my.fsu.edu](mailto:snk16c@my.fsu.edu)*), Dakota Januchowski (*FSU Early Childhood Autism Program*)



Savannah Kelly

### c. Matching the Protocol to the Child: Utilizing Stimulus Prompt Fading and Matching with PECS to Finally Achieve Success

ZOE CARLO (*Florida State University Panama City, [Carlo@psy.fsu.edu](mailto:Carlo@psy.fsu.edu)*), Dakota Januchowski (*FSU Early Childhood Autism Program*)



Zoe Carlo

### b. Tact Deficiencies: How Learning to Label Unlocked Vocal Communication in a Child with ASD

JADE ASTIN (*Florida State University Panama City, [astin@psy.fsu.edu](mailto:astin@psy.fsu.edu)*), Dakota Januchowski (*FSU Early Childhood Autism Program*), Bruce Barger (*Wallingford Public Schools, Connecticut*)



Jade Astin



# Florida Association for Behavior Analysis

*Dedicated to Protecting Your Right to Practice*

HYBRID EVENT

1:30 PM – 2:20 PM      PANEL      *Track: PRO*      *Majestic 5678*      1.0 CEU - BA

#69 **Compassionate Parenting: Synthesizing Behavior Analysis and Mainstream Parenting Models**

CHAIR: MEGAN MILLER (*Do Better Collective, [mmillernbc@gmail.com](mailto:mmillernbc@gmail.com)*)

The science of behavior analysis has strong roots in providing parents with solutions for common issues that arise in parenting (Latham, 1994). The purpose of this panel is to synthesize the findings of behavior analytic research on parenting with mainstream models of parenting such as Resources for Infant Educators (RIE). Each of the panelists will discuss how their own lived experiences, the science of behavior analysis, and mainstream parenting resources have influenced how they provide effective and evidence-based coaching to parents.



Megan Miller

HILLARY LANEY (*Sendan Center, [laney.hillary@gmail.com](mailto:laney.hillary@gmail.com)*)

JAMIE WALDVOGAL (*Behave Your Best, [jamie@behaveyourbest.com](mailto:jamie@behaveyourbest.com)*)

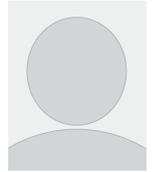
JOSEPH SMITH (*Acorn Health, [jsmit028@odu.edu](mailto:jsmit028@odu.edu)*)



Hillary Laney



Jamie Waldvogal



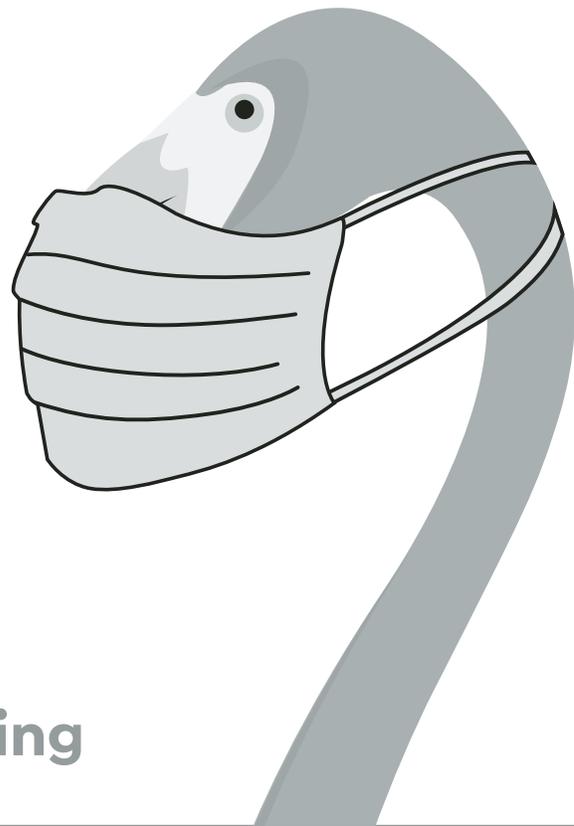
Joseph Smith



Florida Association for Behavior Analysis

**Requires MASKS**

*and Masks are Required at*  
**FABA's 41st Annual Meeting**



## HYBRID EVENT

1:30 PM – 2:20 PM

PAPER

Track: ED

Majestic 1234

1.0 CEU - BA, MH

### #70 Special Paper Session: ABA in Education

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

**Behavior and Curriculum Support Team in a Public School District: An overview of our model for infusing Applied Behavior Analysis and supporting behavior intervention.**

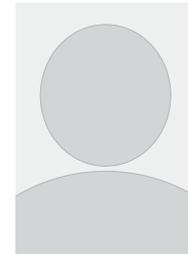
CLAYTON J. CROW (*Seminole County Public Schools, [claytonjohncrow@gmail.com](mailto:claytonjohncrow@gmail.com)*)

GRETCHEN VOIT (*Seminole County Public Schools*)

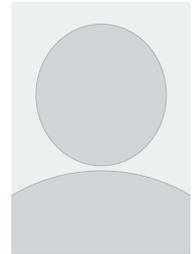
Behavior Analysts are in high demand in public school districts. The door is now wide open for behavior analysts to share their expertise in behavior to support districts not only with functional behavior assessment, but also with special education curriculum, instruction, consultation and training. This presentation will outline the model of the Behavior and Curriculum Support Team in Seminole County Public Schools. Our multidisciplinary team is comprised of BCBA/BCaBAs, RBTs, school psychologists, and teachers on assignment. We will discuss both the struggles and the successes we have encountered as we have grown to support ABA-based curricula in over 120 ESE classrooms and behavioral consultation throughout the district.



*Michelle Guffee*



*Clayton J. Crow*



*Gretchen Voit*

### **Seminole County ESE Curriculum Project: Infusing a Behavioral Approach to Curriculum in a Public School District (Six Years and Counting)**

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

The Every Student Succeeds Act (ESSA) calls for use of evidenced-based interventions. Observations of classroom practice, however, have suggested that the education received by many students with disabilities does not take advantage of that knowledge (Kauffman, 1996; Moody, Vaughn, Hughes, & Fischer, 2000; Wagner, Blackorby, Cameto, & Newman, 1994). Over the past six years, Seminole County Public Schools has infused a behavioral approach into traditional instructional pedagogy, creating a significant merger between clinical interventions for children and youth, and instructional strategies for students with Autism and related disabilities through the implementation of the ESE Curriculum Project (ESECP). The ESECP started by supporting 9 classrooms in 2 schools in 2015-2016 and has scaled up to include 120 classrooms in 29 schools for the 2020-2021 school year. In 2019, SCPS was awarded a \$4M grant from the Office of Education Innovation and Research (EIR) to research and establish the effectiveness of a whole school ESECP approach. Key components of the ESECP include dynamic grouping of students into classrooms that employ either a Verbal Behavior approach (Developmental) or use of Direct Instruction Curricula (Academic). Developmental Classrooms are replicating the system of instruction used by the PaTTAN Autism Initiative to include Mand training, Discrete Trial Training using a card sort system, and Natural Environment Teaching. In academic classrooms students who are two or more years below grade level are taught using Reading Mastery, Connecting Math Concepts, and/or Corrective Reading. This presentation will define the key ABA components that make up the ESECP, review student outcome data (gains on VB-MAPP milestones, total skills mastered, impacts on the Florida Standards Assessment (FSA), and fidelity of implementation data) demonstrating a promising approach, describe the evaluation plan, and introduce key stakeholders.

# Friday Afternoon

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1:30 PM – 2:20 PM

Meeting

Palmetto 1-2

## #71 SoFABA Meeting: The State of Behavior Analysis in South Florida

CHAIR: **CHRISTIAN MENDEZ** (*South Florida chapter of Florida Association of Behavior Analysis, [cmendezbcba@gmail.com](mailto:cmendezbcba@gmail.com)*)

South Florida behavior analysts are invited to a SoFABA chapter meeting as a meet and greet of local providers and a shared discussion of the state of the field as it currently stands in South Florida.



Christian Mendez

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## VIRTUAL EVENT

1:30 PM – 2:20 PM

VIRTUAL SYMPOSIUM

Track: ED

Online

1.0 CEU - BA

## #72 Using Proactive Interventions to Improve Student Behavioral Outcomes

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

DISCUSSANT: **MARISSA NOVOTNY** (*University of Texas at San Antonio, [noma0502@gmail.com](mailto:noma0502@gmail.com)*)

This symposium presents three studies that focused on teaching new behavioral skills to students with varying disabilities in grades pre-k through 5. The interventions examined in the studies include Class Pass Intervention, pre-session pairing, and peer-mediated bullying safety skills intervention. These interventions have been found to be effective for preventing problem behavior and teaching new behavioral skills to students in the school setting. The three studies successfully used these interventions in private and public schools to improve student academic engagement, on-task behavior, or bullying safety skills and to decrease problem behavior.



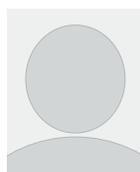
Kwang-Sun Blair



Marissa Novotny

### a. Implementing the Class Pass Intervention to Improve Classroom Behavior in Students with Disruptive Behavior

**NICOLE HARRIS** (*University of South Florida, [nicolemarieh@usf.edu](mailto:nicolemarieh@usf.edu)*), Daniel Kwak (*University of South Florida*)



Nicole Harris

### c. Using a Peer-Mediated Bullying Safety Skills Intervention for Children with Disabilities

**TREVOR MAXFIELD** (*University of South Florida, [tmaxfield@usf.edu](mailto:tmaxfield@usf.edu)*), Jennifer Trapani (*University of South Florida*), Kwang-Sun Blair (*University of South Florida*)



Trevor Maxfield

### b. Teacher-Implemented Pre-session Pairing for a Child with Autism Spectrum Disorder

**DANIEL KWAK** (*University of South Florida, [danielkwak@usf.edu](mailto:danielkwak@usf.edu)*), Taylor Comber (*University of South Florida*), Kwang-Sun Blair (*University of South Florida*)



Daniel Kwak



# Friday Afternoon

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2:30 PM – 3:20 PM

SYMPOSIUM

Track: ED

Royal 1&2

1.0 CEU-BA

## #73 Evaluations of Training Procedures in Functional Analysis Methodology

CHAIR: SAVANNAH A. TATE (*University of Florida, [tatesavannah@ufl.edu](mailto:tatesavannah@ufl.edu)*)

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

This symposium will include three presentations related to functional analysis (FA) training. The first study evaluated training procedures within coursework for visual inspection of FA data. The second study incorporated the use of video modeling in training undergraduate students to conduct trial-based FAs. The third study developed a completely remote group BST package for training BCBAs to conduct FAs. Dr. Sarah Bloom will serve as discussant. Objectives: At the end of the symposium, attendees will be able to 1) describe the utility of including visual-inspection training within coursework, 2) discuss important components in FA training, and 3) identify the utility of various instructional procedures in FA training.



Savannah A. Tate



Sarah E. Bloom

### a. Visual-Inspection and Conceptualization of Functional Analysis in Graduate Setting

JUSTAN BOYAN HAN (*University of South Florida, [justinhan@usf.edu](mailto:justinhan@usf.edu)*), Michele D. Wallace (*California State University, Los Angeles*)



Justan Boyan Han

### c. Training Behavior Analysts to Conduct Functional Analyses Using a Remote Group Behavioral Skills Training Package

SAVANNAH A. TATE (*University of Florida, [tatesavannah@ufl.edu](mailto:tatesavannah@ufl.edu)*), Lindsay A. Lloveras (*University of Florida*), Timothy R. Vollmer (*University of Florida*), Melissa King (*Florida Autism Center*), Hannah Jones (*Florida Autism Center*), Kerri P. Peters (*University of Florida*)



Savannah A. Tate

### b. Training Undergraduate Students to Conduct Trial-Based Functional Analyses Through Video Modeling

KARIE S. JOHN (*University of South Florida, [kariejohn@usf.edu](mailto:kariejohn@usf.edu)*), Breanna Pauline (*University of South Florida*), Sarah E. Bloom (*University of South Florida*), Anna Garcia (*University of South Florida*)



Karie S. John

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# Support the FABAPAAC

(Political Action Committee)



## HYBRID EVENT

2:30 PM – 3:20 PM

PAPER

Track: DD

Majestic 5678

1.0 CEU - BA, MH

### #74 Informing ABA on Trauma-Informed Care: Crisis Evaluations, Ethical Implications, and Practice Applications

**KRISTIN KORINKO** (*Agency for Persons with Disabilities, kristin.korinko@apdcares.org*)

**KAREN WEIGLE** (*Center for START Services*)

**KEN WINN** (*Firefly Autism*)

**Elizabeth Houck** (*University of North Texas*)

The need for expanded and applicable trauma-informed services for people with intellectual and developmental disabilities is paramount. This paper presentation will approach this need from three vantage points while reinforcing the concept of trauma-informed behavior analysis. First, trauma as , crisis, for people with intellectual/developmental disabilities will be presented due to the apparent high risk of experiencing traumatic events throughout the lifespan. Our second presentation will focus on the reinforcement of collaboration between trauma-informed care and applied behavior analysis. It is important that behavior analysts continue to improve their treatments for people with intellectual disabilities (ID) by considering the effects of past traumatic events. This paper describes behavior changes frequently reported in people with ID following exposure to trauma and proposes ways that these changes may be understood from a behavior analytic framework. When providing services to individuals with developmental disabilities, it is becoming more common to discuss those services with an approach to understanding the role of trauma in the lives of those being served. Yet, often, the role of the parents/guardians/caregivers, as well as the role of the provider are often overlooked. This talk will discuss the role of stakeholders and providers in enhancing the way we provide trauma-informed care.



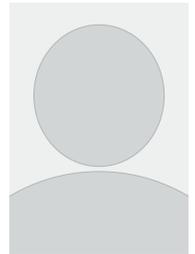
Kristin Korinko



Karen Weigle



Ken Winn



Elizabeth Houck

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*Sponsor of The FABA Student Research Award*

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## HYBRID EVENT

2:30 PM – 3:20 PM

PAPER

Track: SUP

Majestic 1234

1.0 CEU - BA, SUP, MH

### #75 Beyond the Task List: Preparing Your Supervisee for the Real World

YULEMA CRUZ (KHY ABA Consulting Group, Inc., [yulema-cruz@hotmail.com](mailto:yulema-cruz@hotmail.com))

KARLY CORDOVA (KHY ABA Consulting Group, Inc.)

HANA JURGENS (KHY ABA Consulting Group, Inc.)

For the most part, supervision has primarily focused on teaching items from the task list. However, as supervisors, we often receive feedback regarding, soft skills, (known as common skills or core skills, including critical thinking, problem solving, public speaking, professional writing, teamwork, leadership, professional attitude, work ethic, career management and cultural competency, among others) that supervisees are lacking. Additionally, supervisors are often at a loss regarding how to systematically fade their supervisory support. Until now, there has not been a sequential means for supervisors to accomplish this, leaving students ready to pass the exam, and ready to work as a BCBA. This paper will highlight a competency-based approach to guiding and measuring soft skills. This includes how to systematically supervise, manage cases, build skills to demonstrate professionalism, as well as how to fade supervision ethically; thus ensuring supervisees demonstrate competency, readiness, and independence.



Yulema Cruz



Karly Cordova



Hana Jurgens

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## VIRTUAL EVENT

2:30 PM – 3:20 PM

VIRTUAL PAPER

Track: OBM

Online

1.0 CEU- BA

### #76 Using Behavioral Skills Training to Teach Sexual Assault Reporting Skills to University Students

ASHA FULLER (University of South Florida, [ashafuller@usf.edu](mailto:ashafuller@usf.edu))

Sexual assaults are prevalent worldwide, yet they are historically underreported (The National Sexual Violence Resource Center, 2018a). Among college students, this underreporting occurs significantly more than among other populations. Two main types of training attempt to address the prevalence and underreporting of sexual assault: bystander education and victim advocate training. However, neither of these methods have been empirically validated. The purpose of this study was to compare behavioral skills training to the traditional information-only approach when teaching college student victim advocates the steps to reporting a sexual assault. Results from this study indicated that individuals taught with behavioral skills training scored higher when assessed on content compared to the information-only group. In the one-month follow up the information-only group scored higher than the BST group. Implications and future research were discussed. This will be presented virtually.



Asha Fuller

# Friday Afternoon

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3:00 PM – 4:20 PM

PAPER

Track: ETH

King

1.0 CEU - BA

## #77 Whitesplaining Racism—Part Deux—Logic Disproportionality and Avatars

MERRILL WINSTON (*PCMA, Inc.*, [merrill@pcma.com](mailto:merrill@pcma.com))

In a continuation from the pre-Covid world, this seminar will focus on how people can theoretically misuse logic (incorrect rule following) to create and perpetuate a stereotype. Incorrect logic is often used to explain perceived causes of ANY mismatch in the proportions of any groups of people or objects. This talk will focus on the variables that control our use of the word mostly, or disproportionate. That there is more of one group than another in any given situation doesn't automatically mean that there are biases operating to cause and maintain these different proportions, but there always could be biases operating, and when resources, rights, access and fairness are on the line we must be vigilant for multiple sources of bias operating at the societal level, the individual level, at point of access/escape (obtain services/avoid jail). These biases that can cause disproportionality could be historical factors that steer us one way or another on our path at critical moments, and/or they may not affect us until the point of contact, so these variables can be cumulative (telling someone who they should or should not try to become) or almost instantaneous, at the point of contact like extreme bias or even overt racism or one of the other isms. The seminar will finish with the concept of avatars and how they relate to hate crimes and how hate crimes are related to terrorism (our inability to feel safe even when we are law abiding citizens).



*Merrill Winston*

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3:30 PM – 4:20 PM

PAPER

Track: VB

Royal 1&2

1.0 CEU - BA

## #78 Private Events in Behavior Analysis: A Review of Studies Investigating Emotion

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

Sandhya Rajagopal (*Florida Institute of Technology*)

Marlene Isabel Hernandez Correa (*Florida Institute of Technology*)

Amanda Marie Groos (*Florida Institute of Technology*)

Private events have been defined as verbal responses involving private stimuli, covert responses, or both. Understanding variables influencing emission of language related to private events becomes especially important when considering special populations such as individuals with autism spectrum disorder. The present literature review examined emotion, a type of private event, and how it has been studied in 6 behavior analytic journals. Studies were coded according to the publishing journal, decade of publication, population, dependent and independent variables, and data collection methods used. Additionally, studies were grouped by contribution to components culminating in teaching tacts of emotions, such as definition, measurement, and tacting emotions. Implications and the need for more applied studies on this topic will be discussed.



*Katie Nicholson*



*Sandhya Rajagopal*



*Marlene Isabel  
Hernandez Correa*



*Amanda M. Groos*



# HYBRID EVENT INVITED ADDRESS

3:30 PM – 4:20 PM

INVITED ADDRESS

Track: PRO

Majestic 5678

1.0 CEU - BA

### #79 Efficient Approaches for Disseminating Behavior-Analytic Procedures to Non-Behavioral Professionals

DOROTHEA C. LERMAN, PhD, BCBA-D (*Michigan State University, [mtb@msu.edu](mailto:mtb@msu.edu)*)

INTRODUCED BY: ISER DELEON

Behavior analysts have a long history of training non-behavioral professionals, such as teachers, to implement behavior-analytic procedures. However, the most effective training modalities are often the least efficient, which may prohibit the dissemination of our science to large numbers of professionals and encourage trainers to rely on largely ineffective approaches. The presenter will discuss research and practice in this area with a particular focus on two types of professionals – law enforcement officers and medical personnel – who would benefit from more specialized training in working with individuals with neurotypical developmental disabilities (NDD). First, the presenter will describe research from her lab that aimed to train law enforcement officers to interact more successfully with individuals with autism spectrum disorder. Results suggested that abbreviated behavioral skills training (BST) provided in a group format was (a) highly effective, (b) a necessary supplement to more traditional forms of instruction, and (c) practical for police academies to implement. Next, the presenter will describe ongoing research from her lab that aims to train dental and medical professionals to promote compliance when providing routine exams to adults with NDD. Results thus far suggest the efficacy of brief BST provided in a virtual group format. The presenter will conclude with implications of the findings and directions for future research.



*Dorothea C. Lerman*

#### Author Bio:

Dorothea Lerman is currently a Professor of Behavior Analysis at the University of Houston - Clear Lake, where she chairs the master's program in behavior analysis and serves as Director of the UHCL Center for Autism and Developmental Disabilities (CADD). She received her doctoral degree in Psychology from the University of Florida in 1995, specializing in behavior analysis. Her areas of expertise include autism, developmental disabilities, early intervention, functional analysis, teacher and parent training, and treatment of severe behavior disorders. She currently oversees several programs at CADD, including a focused intervention program for children with autism, a vocational program for adults with disabilities, a student support program for college students with autism, and a teacher training program for local school districts. Dr. Lerman has published more than 80 research articles and chapters, served as Editor-in-Chief for *The Journal of Applied Behavior Analysis* and *Behavior Analysis in Practice* and has secured more than \$2 million in grants and contracts to support her work. She was the recipient of the 2007 Distinguished Contribution to Applied Behavioral Research Award and the 2001 B.F. Skinner Award for New Researchers, awarded by Division 25 of the American Psychological Association. She also was named a Fellow of the Association for Behavior Analysis-International in 2008. Dr. Lerman is a Licensed Behavior Analyst and a Board Certified Behavior Analyst.

## HYBRID EVENT

3:30 PM – 4:20 PM

PAPER

Track: CA

Majestic 1234

1.0 CEU - BA, MH

### #80 Context is Key: Using the Contextual Variable Analysis and Planning Tool to Improve Treatment Outcomes

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

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

Contextual analyses require adequate observation and a summation of the relevant variables that contribute to the success and barriers of treatment. In any given context, there may be more challenging variables to address, while other variables may still play a role but have less of an impact. In this discussion, the authors discuss a recently developed tool to help organize this information and to allow practitioners to develop a contextually relevant and individualized plan of action to improve treatment outcomes.



Shane Spiker



Jennifer Lenderman



# Friday at 6:30 – 7:20 pm in *Majestic 6789*

Laugh, Grimace, Clap, or be Amazed  
Don't miss the Ignites!

*Hurry! Only 5 seconds per slide (no pressure)!*



## VIRTUAL EVENT

3:30 PM – 4:20 PM

VIRTUAL SYMPOSIUM

Track: CA

Online

1.0 CEU - BA

### #81 Expanding Behavior Analysts' Role in Psychotropic Medication: Informing Prescriber Behavior

CHAIR: ANNA KATE EDGEMON *Department of Psychological Sciences, Auburn University, [ake0008@auburn.edu](mailto:ake0008@auburn.edu)*

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



Anna Kate Edgemon



Kimberly Crosland

Individuals who engage in severe problem behavior are often prescribed psychotropic medication alone or in combination with behavioral interventions to decrease problem behavior. This often includes adolescents in juvenile residential treatment facilities and children in foster care. However, prescribing practices and any cost savings of these practices are not well known. The first and second presentations describe prescribing practices in a residential treatment facility and with foster children, respectively. The third presentation describes findings from cost-benefit analyses to evaluate the extent to which providing behavioral services to children in foster care who displayed problem may have yielded long-term cost savings in the form of avoiding pharmacological interventions. Taken together, these three presentations will highlight psychotropic medication prescribing practices with two populations who often receive psychotropic medications and behavioral interventions.

#### a. Psychotropic Medication Prescribing in a Residential Treatment Facility: Evidence of a Limited Deprescribing Process

ASHLEY N. ANDERSON *(Department of Psychological Sciences, Auburn University, [ana0031@auburn.edu](mailto:ana0031@auburn.edu)), John T. Rapp (Department of Psychological Sciences, Auburn University), Erica Ramsey (School of Nursing, Auburn University)*



Ashley N. Anderson

#### c. Comparison of Pharmacological and Non-pharmacological Interventions in Children in Foster Care in Alabama

ANNA KATE EDGEMON *(Department of Psychological Sciences, Auburn University, [ake0008@auburn.edu](mailto:ake0008@auburn.edu)), John T. Rapp (Department of Psychological Sciences, Auburn University), M. Christopher Newland (Department of Psychological Sciences, Auburn University)*



Anna Kate Edgemon

#### b. Reasons Why Prescribers Decrease Psychotropic Medication for Foster Youth

JODI C. COON *(Department of Psychological Sciences, Auburn University, [jodi.coon@auburn.edu](mailto:jodi.coon@auburn.edu)), John T. Rapp (Department of Psychological Sciences, Auburn University), Erica Ramsey (School of Nursing, Auburn University)*



Jodi C. Coon

## HYBRID EVENT

4:30 PM – 5:20 PM

SPECIAL EVENT

Track: PRO

Majestic 1234

1.0 CEU- BA

### #82 Inside Behavior Analysis: Jon Bailey

JON BAILEY (Florida State University, [jbailey@fsu.edu](mailto:jbailey@fsu.edu))

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

Dr. Jon Bailey's founding role in FABA, contributions to ABA & OBM and the importance of ethics will be highlights of this interview modeled off of the television show, Inside the Actor's Studio. Join Andrew Houvouras talks with Dr. Bailey about his life of service to ABA, the view of watching ABA grow from within, and his unparalleled contributions to the field.

#### About the Guest of Honor:

Dr. Bailey received his PhD in 1970 from the University of Kansas. Dr. Bailey is a mentor, having supervised 63 PhD students. A highly regarded teacher, he has received numerous university awards for instructional excellence and is currently "semi-retired" and teaching in the FSU Panama City master's in ABA program as emeritus professor of psychology. Dr. Bailey has been the primary force behind the growth of behavior analysis throughout the state of Florida, founding the Florida Association for Behavior Analysis in 1980, and spearheading the meetings of the Organizational Behavior Management Network in the 1990s. Finally, it should be noted that Dr. Bailey is also an eminent researcher. The largest proportion of his work has been published in the flagship journal of our field, the Journal of Applied Behavior Analysis. Many of his articles were innovative in defining new areas of research for applied behavior analysts. Among the several books he has authored or co-authored, was Ethics for Behavior Analysts with Dr. Mary Burch.



Jon Bailey

## Inside Behavior Analysis



**Protect**  
Your Right to Practice  
Support Your FABA PAC



# Friday Evening

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6:30 PM – 7:20 PM

IGNITE SESSION

Majestic 6789



## #83 Ignites! At Night 2021!

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

Come spend an evening laughing and singing! The Friday night social opens with Ignite! At Night! Experience never before seen ignite presentations! Then, continue celebrating and networking the success of another conference with the Friday Night social, all before enjoying the last sessions and workshops on Saturday!

### Ignite #1 (83A) - Parent Support not Parent Training

ANNA BULLARD (*BHCOE and Parent*, [anna@bhcoe.org](mailto:anna@bhcoe.org))

My daughter was diagnosed in 2007 and received intensive ABA. I had a great experience with a BCBA who provided the best opportunity for parent engagement that contributed to the outcomes my daughter achieved. I will provide a 5 minute presentation on what real parent engagement should look like and explain why parent training in terminology can be diminishing.

### Ignite #2 (83B) - De-Escalation Strategies to Teach Emotional Self-Regulation

JOYCY ANN LACOMBE (*PBS*, [behaviorconcepts@gmail.com](mailto:behaviorconcepts@gmail.com))

This presentation will demonstrate ten, easy to learn de-escalation strategies to teach emotional self-regulation. The slides will be presented in a children's book format with illustrations and a rhyming cadence that makes it memorable and easy to follow.

### Ignite #3 (83C) - How I Got So Cool

KODI A. ERNEWEIN (*Butterfly Effects*, [kodiernewein@gmail.com](mailto:kodiernewein@gmail.com))

I provide a brief synopsis of why pairing for the sake of pairing is not enough and how being "cool" is the key to truly efficient pairing.

### Ignite #4 (83D) - WYD On the WWW: Do Our Online Interactions Line Up with Our Professional Code?

DIANA KITHCART (*Shaping Expectations Therapy*, [Diana.Kithcart@gmail.com](mailto:Diana.Kithcart@gmail.com))

Thanks to all the social media groups that are readily available to any behavior analyst with a Facebook account, BCBAs around the globe are able to share ideas and disseminate information at a level that was never imagined when our work first began. While (most) of us do the best we can to act ethically and professionally in our face-to-face practices, a quick scroll through almost any Facebook group shows that many of us forget our code once we're behind a keyboard. This presentation looks at the common themes of social media posts in professional groups, and what parts of the code we need to consider when discussing our work in a digital setting.



Vince Lamarca



Anna Bullard



Joycy Ann Lacombe



Kodi A. Ernewein



Diana Kithcart

*continued on next page*



continued

## Ignite #5 (83E) - How Kindness Can Change ABA

**SAUNDRA BISHOP** (*BASICS ABA Therapy*, [saundra@basicsaba.com](mailto:saundra@basicsaba.com))

Can kindness be operationally defined? Should it be? ABA can be so focused on outcomes that we forget to assess if our programs and interventions are kind. Saundra Bishop, BCBA will explore what kindness means as a clinician and how that applies to our clients and to families. She will also explore how this concept leads to better outcomes and will lead to important changes to ABA that Autistic Advocates are calling for.



Saundra Bishop

## Ignite #6 (83E) - I Believe: A 40+1 Year History of FABAs

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

The creation and development of FABAs these 40+ years are more than just reports of people, places, and events. It's the tale of an idea. It's the story of us. Join us on a 5-minute journey through the history of FABAs in a version only IGNITE can tell.



Vincent Lamarca

7:30 PM – 9:00 PM

SOCIAL

Sabel 4-7

## #84 Ignites@Nite After'glow' Party

Come to watch Ignites @Nite and stay for the afterglow party. Music. Dancing. Glow Sticks. Sponsored by Brett DiNovi & Associates.

# Did You Know

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

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



# Saturday Morning

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8:00 AM – 8:50 AM

PAPER

Track: AUT

King

1.0 CEU - BA, MH

## #85 Compassionate Care in Applied Behavior Analysis - How Our Past can Inform Our Future as Leaders in Compassionate Care

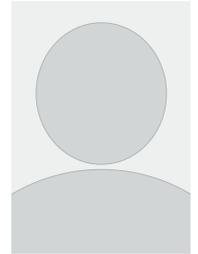
AMY BUKSPAN (*Butterfly Effects, LLC/Endicott College*, [abukspan@gmail.com](mailto:abukspan@gmail.com))

Ashley Creem (*Endicott College*)

Jill Hickey (*Endicott College*)

Victoria Boone (*Endicott College*)

Jessica Piazza (*Endicott College*)



Amy Bukspan

The great scholar, leader and Buddhist monk, Thich Nhat Hanh, once stated, “compassion is a verb, action of the heart” (Salzberg, 1997). Hanh conceptualized compassion not as a quality to possess, but rather, the sum of an individual’s behaviors towards improving the lives of others. In applied behavior analysis (ABA), this charge should resonate through the halls of academic institutions, to the jungle gyms of schoolyard playgrounds, and onward to the dining halls of residential living. As the call for compassionate care in today’s healthcare and medical fields reverberates through the ears of practitioners, what field is better suited than applied behavior analysis to lead the way? Emboldened by a science of human behavior, including the principles of reinforcement and punishment (Skinner, 1953), applied behavior analysis is well equipped to be at the forefront in addressing and engaging in compassionate care. Compassionate care must be systematically taught, like any skill set, as a set of responses that clinicians learn while in training (Taylor, LeBlanc, and Nosik, 2018). As with other medical or helping professions, compassionate care is not new to applied behavior analysis (cite). Rather, a renewed emphasis on how compassionate care is embodied in applied behavior analysis, what it looks like in practice, and how behavior analysts obtain those skills, has come increasingly under scrutiny (Barbera, 2021; Cicoria, 2021; LeBlanc et al., 2019; Taylor et al., 2018; Roher et al., 2021). Reflecting on this history may allow behavior analysts to learn and better determine future directions for the field of applied behavior analysis, incorporating what the field does well and where there remains room for improvement. This paper will first highlight the need for compassionate care in applied behavior analysis, review the history within the field of behavior analysis, and then determine how those factors influenced the current state of the field. Finally, we consider compassionate care as outlined in other fields, and draw upon examples from the past and the present to consider a new outlook for applied behavior analysis informed by compassionate practice.



# Florida Association for Behavior Analysis

*Dedicated to Protecting Your Right to Practice*

# Saturday Morning

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8:00 AM – 9:20 AM

PANEL

Track: OBM

Royal 1&2

1.5 CEU - BA

## #86 Using OBM to Engage Employees and Improve Outcomes in Behavior Analytic Organizations

CHAIR: ADAM VENTURA (*Bueno Ventures, Inc*, [adam@buenoventures.com](mailto:adam@buenoventures.com))

In an industry where organizations often struggle with retention, employee engagement seems to be the proverbial Unicorn pursued by many yet found by few. Operationalized by Ludwig and Frazier (2012) as value-added behavior that is reinforced, engagement is easy to pronounce, yet challenging to produce. Engaging employees requires precise, purposeful, and systematic approaches on the part of leadership in order to increase committed employees and worthy performance reflective of an organization's values and mission. This presentation will be divided into the following 15-20-minute presentations describing behaviors and processes critical to employee engagement and retention:



Adam Ventura

- The importance of aligning employees' passion and aptitude with their roles and responsibilities as an engagement strategy that generates discretionary performance.
- Sustainable employee engagement through effective pay for performance systems and accomplishments reporting.
- Practical behavioral coaching methods for supporting the transference of skills learned in the training environment into the natural setting to support performance improvement.



Brett Dinovi



Jason Golowski



Paul "Paulie" Gavoni

The panel will allocate generous time for audience participation and discussion after each presentation while providing attendees with real life scenarios to illustrate the effective application of Organizational Behavior Management for increasing engagement, accomplishments, and business results.

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

JASON GOLOWSKI (*Brett DiNovi & Associates*, [jgolowski@brettdassociates.com](mailto:jgolowski@brettdassociates.com))

PAUL "PAULIE" GAVONI (*Brett DiNovi & Associates*, [drpaulie@brettdassociates.com](mailto:drpaulie@brettdassociates.com))

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**HYBRID EVENT**

8:00 AM – 8:50 AM

PAPER

Track: OBM

Majestic 5678

1.0 CEU – BA

**#87 From Business Opportunity to Behaviors: Selecting Meaningful Pinpoints for Your OBM Project**

**RYAN CURRAN** (*ABA Technologies, Inc.*, [rncurran82@gmail.com](mailto:rncurran82@gmail.com))

**ALLISON KING** (*ABA Technologies, Inc.*, [aking.sci@gmail.com](mailto:aking.sci@gmail.com))

A great way to gain OBM experience is to practice applying it in an organization you are familiar with... doing an OBM project where you work today. However, the way projects are often initiated can limit the application of OBM methods and success of the projects. This presentation will begin with a brief introduction to beginning a project with a business opportunity. The rest of the presentation will cover some tips and tools project teams can use to “funnel down” from the business opportunity to project targets that will lead to meaningful improvements in the organization.



Ryan Curran



Allison King

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

**11:00 am**

***in Majestic 1234***

**#99 Advances in Understanding  
and Treatment of Automatically-  
Maintained Self-Injurious Behavior**

**Louis Hagopian**



## HYBRID EVENT

8:00 AM – 8:50 AM

SYMPOSIUM

Track: MH

Majestic 1234

1.0 CEU - BA

### #88 Stress, Trauma, Anxiety, and Depression: Hidden Factors Underlying Behavior Problems

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

DISCUSSANT: MELISSA L. OLIVE (*Cultivate Behavioral Health and Education*, [missy.olive@cultivatebhe.com](mailto:missy.olive@cultivatebhe.com))

Behavior analysts often fail to realize that there may be hidden factors underlying behavior problems. By not identifying those hidden factors, behavior analysts may be overlooking important establishing operations that may make reinforcers more salient and result in increases in problem behaviors. In school-aged children, behaviors may include tantrums, off-task, noncompliance, and verbal and physical aggression. In college students, behavior problems include skipping classes, not completing assignments, not participating, not paying attention, and not studying. While behavior analysts may admit that people experience stress, trauma (sudden loss, abuse, racial trauma), anxiety and depression, behavior analysts may not believe that they have the skills to identify these hidden factors because they are not directly observable in the present environment. However, often there are important antecedents to problem behaviors that may have occurred in a different environment or time period and may be part of their learning history. This symposium will provide strategies for identifying each of these factors and provide examples of how to incorporate these factors to develop more effective behavior programs.



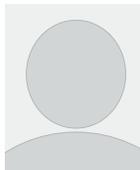
Jeannie Golden



Melissa L. Olive

#### a. Removing the Mask & Breaking the Cycle: Mother & Daughter Perspectives

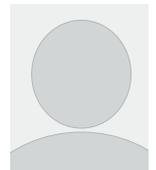
SARAH G. MANNING (*Vidant Medical Center*, [brendenshanetolan13@gmail.com](mailto:brendenshanetolan13@gmail.com)),  
Jeannie Golden (*East Carolina University*)



Sarah G.  
Manning

#### c. Covert Mission: Identifying and Alleviating Trauma-Based Behaviors in College Students

ALBEE O. MENDOZA (*Delaware State University*, [albee.ongsuco@gmail.com](mailto:albee.ongsuco@gmail.com))



Albee O.  
Mendoza

#### b. Underlying Trauma: The Invisible Elephant in the Classroom

PAULA Y. FLANDERS (*rethinked.com*, [paula.flanders@rethinked.com](mailto:paula.flanders@rethinked.com))



Paula Y.  
Flanders



## VIRTUAL EVENT

8:00 AM – 8:50 AM

VIRTUAL PAPER

Track: PRO

Online

1.0 CEU- BA, MH

### #89 Integrating Care for Children with Autism Spectrum Disorder: Promoting Collaboration between Behavior Analysts and Medical Personnel

DIDIANA DE LA OSA ((Florida Autism Center, [didi.delaosa@gmail.com](mailto:didi.delaosa@gmail.com))

Collaboration between behavior analysts and medical professionals is often lacking in treatment planning for feeding disturbances in individuals with Autism Spectrum Disorder. Although ample research exists on the importance of team-based care in medical settings, less is known about collaboration in the field of Behavior Analysis. Objectives: The current study sought to review the effect of a collaboration training on the behavior analysts' ability to consult with medical professionals regarding their clients' feeding therapy. Furthermore, behavior analysts engaged in role plays on strategies to engage medical professions in collaborative meetings. The results of the study have implications for businesses and clinical practice alike. This paper will be presented virtually.



Didiana De La Osa

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9:00 AM – 9:50 AM

PAPER

Track: VB

King

1.0 CEU - BA

### #90 El Uso del ABA en el Deficit del Lenguaje Funcional (The Use of ABA in the Functional Language Deficit)

MARIA MEJIA (*Early Intervention Behavioral Services*)

El Análisis de Comportamiento Aplicado (ABA) se ha utilizado con éxito en el manejo de los excesos y déficits de conducta. Así mismo se usa en el déficit del lenguaje funcional, pues a falta de un desarrollo óptimo del mismo pueden desencadenarse problemas de conducta. El libro de Skinner, *Verbal Behavior*, publicado en 1957, le dio al Análisis del Comportamiento Aplicado una dimensión completamente nueva de lo que es el lenguaje y su implicación en la conducta humana. Por lo tanto, es imperativo considerar como la implementación de un programa de Conducta Verbal durante la terapia ABA podría afectar el resultado de la misma, especialmente cuando se busca reducir un comportamiento no deseado a través de conductas de reemplazo. Este artículo proporciona: (a) una descripción general de la conducta verbal y su asociación con la reducción de un comportamiento no deseado, (b) una descripción general de los operantes verbales y (c) los requisitos previos al implementar un mando de entrenamiento (training mand).



Maria Mejia

Translation:

Applied Behavior Analysis (ABA) has been used successfully in managing excesses and deficits in behavior. Likewise, it is used in the deficit of functional language, because in the absence of an optimal development of the same, behavioral problems can be triggered. Skinner's book, *Verbal Behavior*, published in 1957, gave Applied Behavior Analysis a whole new dimension of what language is and its implication in human behavior. Therefore, it is imperative to consider how the implementation of a Verbal Behavior program during ABA therapy could affect its outcome, especially when seeking to reduce unwanted behavior through replacement behaviors. This article provides: (a) an overview of verbal behavior and its association with reducing unwanted behavior, (b) an overview of verbal operants, and (c) the prerequisites when implementing a training command (training mand).

HYBRID EVENT

9:00 AM – 9:50 AM

PAPER

Track: ED

Majestic 1234

1.0 CEU - BA

#91 ABA Applications to Homeschooling

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

This presentation follows the homeschooling struggles of a first grade student and her BCBA-D dad. As many children did, our daughter fell behind academically during the pandemic, so we unenrolled her from public school e-learning and began homeschooling to catch her up with computer programed instruction, direct instruction, and precision teaching. While homeschooling we discovered a specific learning disability (combined with some difficult-to-diagnose vision issues) had likely contributed to her falling behind. The evolution of the homeschool structure, curricula, placement assessments, graphed progress, corrective procedures, developmental ophthalmology, and feelings will be presented.

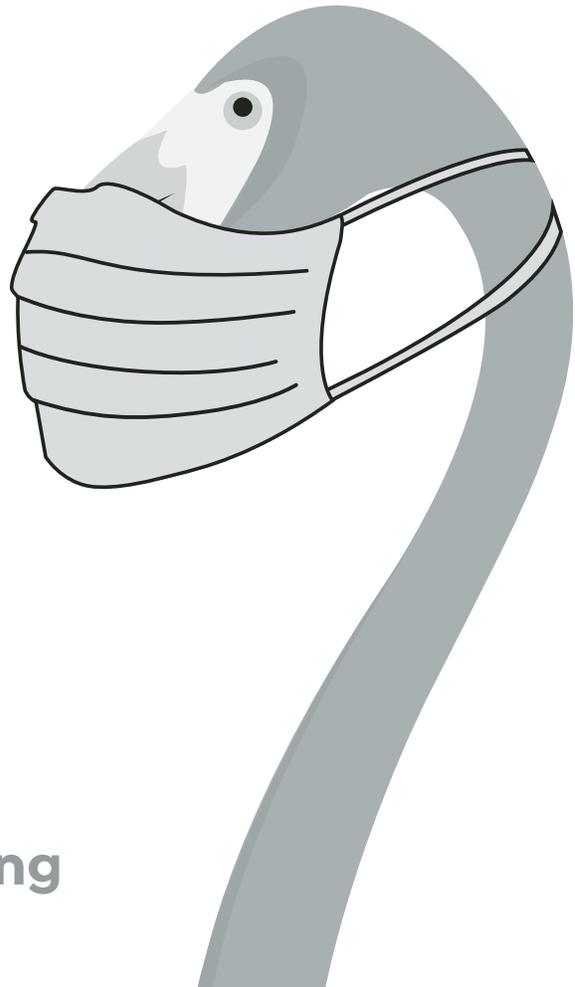


Chad Kinney



Florida Association for Behavior Analysis

**Requires MASKS**



*and Masks are Required at*  
**FABA's 41st Annual Meeting**



## VIRTUAL EVENT

9:00 am – 9:50 am

VIRTUAL PAPER

Track: MC/CA

Online

1.0 CEU- BA

### #92 Considerations for Parent and Educator Training

Consideration of ecological validity and culture, among other variables, may be an integral part of service provision (e.g., training). This paper session consists of two review papers that aim to identify these variables and provide recommendations for parent and educator training. The purpose of the first paper was to review literature on behavioral parent training (BPT) interventions, in particular, single case experimental design studies designed for addressing problem behavior in young children needing individualized interventions. The study evaluated variables including types of manualized BPT interventions used, children and parents who benefited from the BPT interventions, and training provided to the parents to help them address their children's problem behavior during family routines. The purpose of the second study was to conduct a systematic review of literature to identify empirical studies that have incorporated culturally responsive services for individuals from diverse backgrounds. We searched for articles that considered a multitude of cultural variables including language, race/ethnicity, socioeconomic status, sex, gender identity, religion or spirituality, age, dis/ability, and geographical areas, among other variables. We will present the adaptations that were made within the included empirical studies and discuss gaps in the literature and future directions. This paper will be presented virtually.

#### A. A Review of Manualized Behavioral Parent Training Interventions for Young Children with Problem Behavior

**KHENDAL ROBINSON** (*University of South Florida, [russod@usf.edu](mailto:russod@usf.edu)*)

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

Danielle Russo (*University of South Florida*)

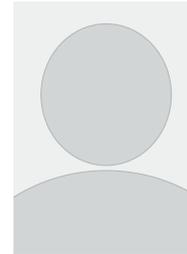
#### B. Cultural Responsiveness in Education Services: A Systematic Review

**DANIEL KWAK** (*University of South Florida, [danielkwak@usf.edu](mailto:danielkwak@usf.edu)*)

Marlesha C. Bell (*University of the Pacific*)

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

Sarah E. Bloom (*University of South Florida*)



Khendal Robinson



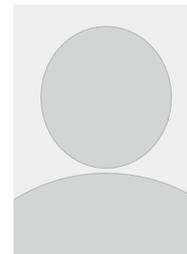
Kwang-Sun Cho Blair



Danielle Russo



Daniel Kwak



Marlesha C. Bell



Sarah E. Bloom

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## HYBRID EVENT

10:00 AM – 10:50 AM

VIRTUAL PANEL

Track: ETH

Online

1.0 CEU - BA, ETH

### #93 Hindsight's 2020: Missteps, Mistakes, and Lessons Learned for the Future of Ethics in Behavior Analysis

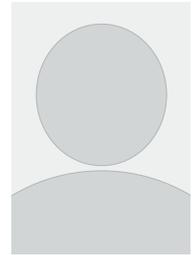
CHAIR: **DARREN SUSH** (*Cigna*, [darren.sush@pepperdine.edu](mailto:darren.sush@pepperdine.edu))

While the field of applied behavior analysis (ABA) is full of monumental accomplishments and noteworthy achievements, today's behavior analysts must also acknowledge the ethical challenges that contributed to the shaping of our discipline. Just as we review the behaviors of our predecessors, with the benefit of hindsight and context, it is imperative that we continue to monitor our current practice and anticipate how the choices we make as a field will be viewed and interpreted by future behavior analysts 5-, 10- and 20-years from now. Panelists will discuss ethical dilemmas in relation to the Professional and Ethical Compliance Code for Behavior Analysts (BACB, 2014), and what the behavior analysts of the future will learn from our successes and mistakes, with particular emphasis on the field's response and reaction to the events surrounding COVID-19.

**SARA LITVAK** (*Behavioral Health Center of Excellence*)

**IVY CHONG** (*The May Institute*)

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



*Darren Sush*



*Sara Litvak*



*Ivy Chong*



*Shane T. Spiker*

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## HYBRID EVENT

### INVITED ADDRESS

10:00 AM – 10:50 AM    INVITED ADDRESS    *Track: OBM*    *Majestic 1234*    1.0 CEU - BA, ETH

#### #94 Can Behavior Analysts Behave Ethically?

**JANET S. TWYMAN, PhD, BCBA, LBA**

(blast: A Learning Sciences Company, [jstwyman@gmail.com](mailto:jstwyman@gmail.com))

INTRODUCED BY: **KRISTEN MEYERS KEMP**

Ethics is said to represent the moral code that guides one's choices and behaviors; a moral code that often extends beyond one person to include what is right or wrong for groups, organizations, or society at large. Most humans share a common belief that we all should behave ethically, both personally and professionally. Inherent in the idea of ethics or morality is the perception of free choice. Given a conflicting situation one should choose to behave ethically. Yet in a deterministic science such as behavior analysis, behavior is viewed as a product of the intersection of genetic inheritance, learning history, current conditions, and available alternative contingencies. Can a behavior analyst (or anyone) choose to behave ethically? When behavior tacted as unethical occurs, is it right to blame or punish the individual? As B.F. Skinner famously noted, "the rat is always right." Given the stance that behavior is lawful, how should we as a field view and respond to unethical professional behavior? These issues will be analyzed from a non-linear perspective which will lead to suggestions towards a more systemic, contingency-analytic approach to ethical behavior.



*Janet S. Twyman*

#### **Author Bio:**

Dr. Janet Twyman is an education innovator, thought leader, and founder of blast: A Learning Sciences Company. Her numerous articles, book chapters, and presentations address behavior analysis, instructional design, technology, and educational systems, and includes co-editing three books on educational innovation, personalized learning, and equity. Always passionate about education, Janet been a pre-school and public school teacher, administrator, researcher, and university professor. She currently holds a faculty appointment as Associate Professor of Pediatrics at the University of Massachusetts Medical School, and formerly served as Director of Innovation and Technology for the U.S. Dept of Education funded Center on Innovations in Learning and as Vice President of Instructional Development, Research, & Implementation at Headsprout. She has presented to and worked with education systems, organizations, and institutions over 50 states and countries, including speaking about technologies for diverse learners and settings at the United Nations. She also consults for numerous organizations and serves on several boards and committees, offering support in research, education innovation, and system refinement. In 2007-08 she served as the President of the Association for Behavior Analysis and in 2014 was named an ABAI Fellow. For her distinguished contributions to educational research and practice she received the 2015 Wing Award for Evidence-based Education and the 2017 American Psychological Association Division 25 Fred S. Keller Behavioral Education Award.

## VIRTUAL EVENT

10:00 AM – 10:50 AM

VIRTUAL PANEL

Track: ETH

Online

1.0 CEU - BA, ETH

### #95 Lessons From 2020 to Carry Forward: A FABA Multi-Cultural SIG Presentation

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

2020 was a year like no other. A year no one could have predicted or expected. Join our panel discussion as we share some of the lessons we learnt throughout the year, that we can carry forward. In 2020, the COVID-19 pandemic took the world and ABA services through a whirlwind, we quickly learned how to adapt as we moved into new modalities such as telehealth/telemedicine, we learned how to support our teams and clients in a pandemic, and we learned the great benefits and effectiveness of telehealth. In addition, last year, was a year that not only took us through a pandemic but was also a year where we encountered a lot of issues dealing with, discrimination, cultural/racial prejudice, equity, diversity, and sensitivity brought to the surface. So we asked ourselves (as a Multicultural SIG), “How can we, as behavior analysts, help?” In this panel, we discuss the lessons we have learnt about cultural equity, diversity, and humility and how to promote such values within the field of ABA and within society. The following presentation will emphasize the importance of 2020, how in these unprecedented times we continued teaching, training, and providing services in a safe and remote manner, how we promoted dignity and equity of services. Additionally, we will discuss the importance of appropriately training others in understanding and respecting different cultures and how to provide support to our staff and clients in a safe and positive manner independent of the circumstances.

**JACQUELINE KORNER** (*Positive Behavior Treatment Inc, [pbtinc@gmail.com](mailto:pbtinc@gmail.com)*)

**JANET VASQUEZ** (*Precision Teaching, [jvasque@fiu.edu](mailto:jvasque@fiu.edu)*)

**MELANIE KORNER** (*Positive Behavior Treatment Inc, [korner.melanie@gmail.com](mailto:korner.melanie@gmail.com)*)

**ELISA CRUZ-TORRES** (*Florida Atlantic University, [ecruz4@fau.edu](mailto:ecruz4@fau.edu)*)



Maricel Cigales



Jacqueline Korner



Janet Vasquez



Melanie Korner



Elisa Cruz-Torres

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HYBRID EVENT  
CLOSING INVITED ADDRESS

11:00 AM – 12:00 PM      GENERAL SESSION      *Track: OBM*      *Majestic 1234*      1.0 CEU- BA

**#96 Advances in Understanding and Treatment of Automatically-Maintained Self-Injurious Behavior**

**LOUIS HAGOPIAN, PhD, BCBA-D** (*Department of Behavioral Psychology/Kennedy Krieger Institute, [hagopian@kennedykrieger.org](mailto:hagopian@kennedykrieger.org)*)

INTRODUCED BY: **ANDREW HOUVOURAS**

Recent research on automatically-maintained self-injurious behavior (SIB) has described subtypes based on the level of differentiation in the functional analysis between the control and no-interaction conditions; and the presence of self-restraint. These response features are thought to reflect important dimensions of the behavior, including its sensitivity to disruption by alternative reinforcement, and the aversive contingencies that SIB produces, respectively. Subtypes differ markedly in terms of their response to treatment using reinforcement alone and also with regard of injuries produced SIB - with the more treatment-resistant variants being associated with a higher number of injuries, and more severe injuries. Research findings offering some insight into the potential mechanisms will be discussed, along with some advances in treatment technologies.



*Louis Hagopian*

**About the Speaker:**

Dr. Hagopian directs the Neurobehavioral Programs at Kennedy Krieger Institute, and is a Professor at the Johns Hopkins University School of Medicine. He conducts research and directs clinical services for individuals with IDD who have severe behavioral dysfunction. He has published articles in 34 different peer-reviewed behavioral and medical journals and has been awarded several research grants from the National Institutes of Health, which has funded his research since 2004. Dr. Hagopian is a Board-Certified Behavior Analyst (BCBA-D) and a Fellow of the Association for Behavior Analysis International.

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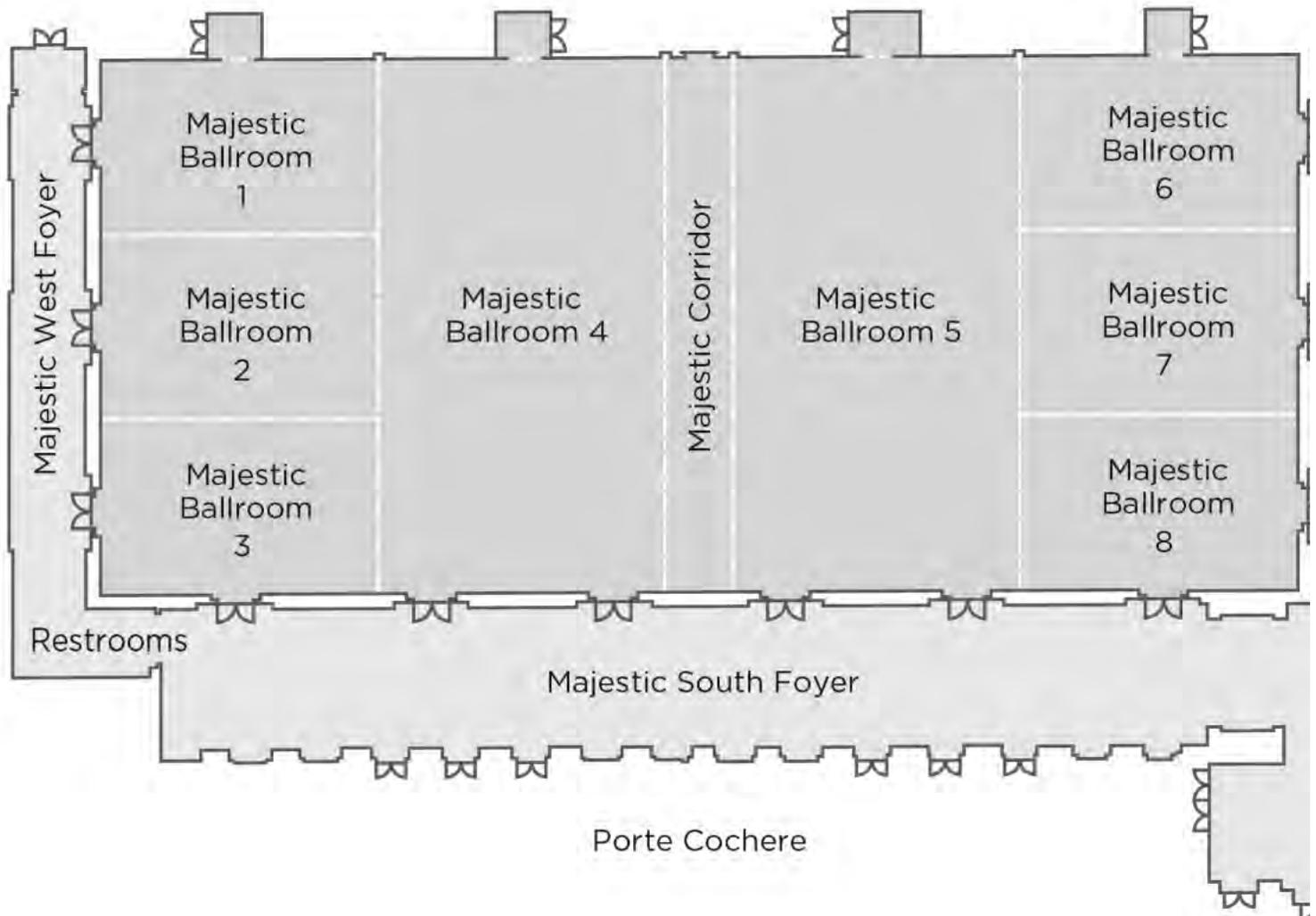
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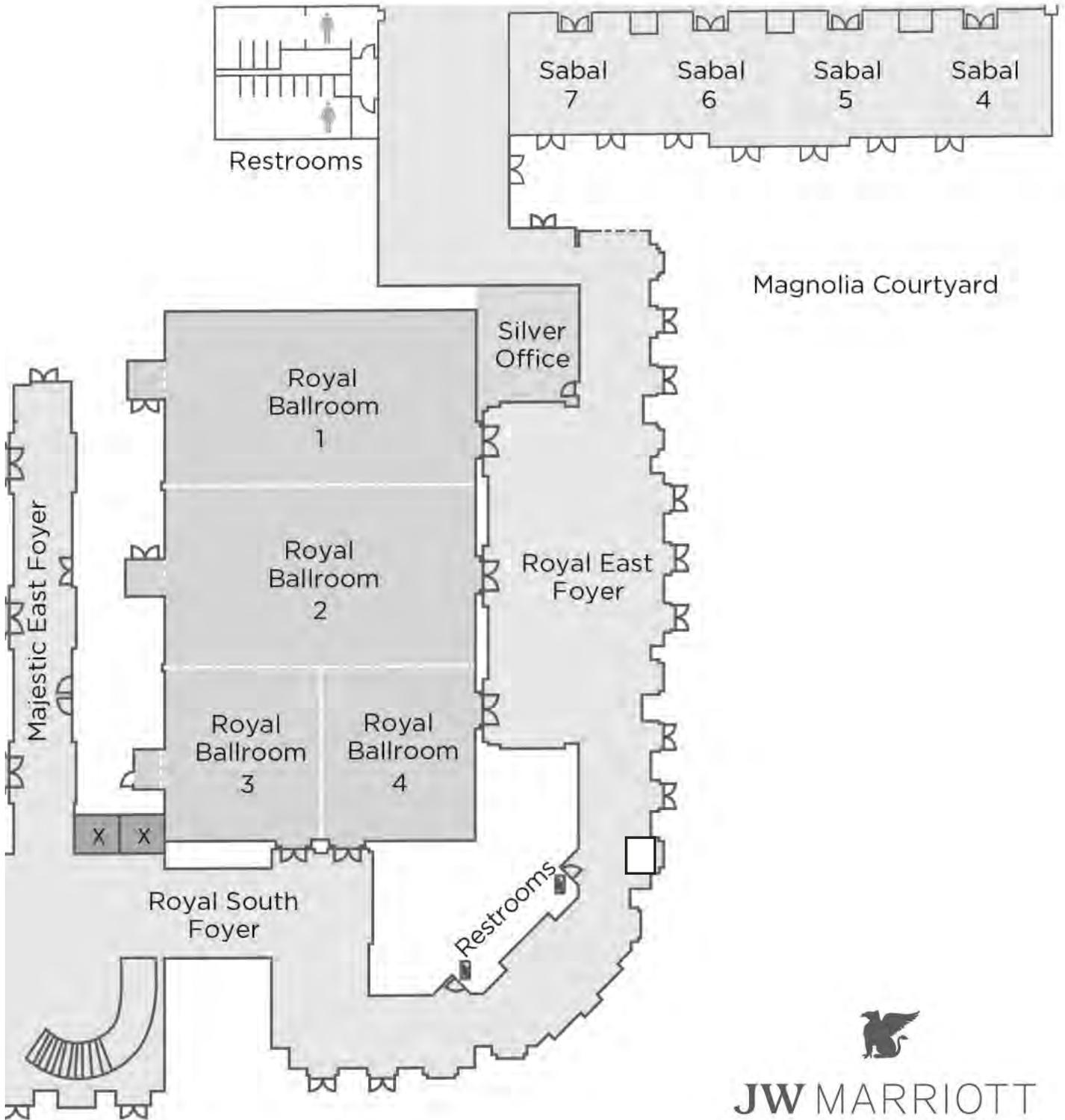


# Miami 2021

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## Path2Potential

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**Path 2 Potential** is an ABA therapy company that provides in-person, as well as remote teletherapy services for autistic children. Path 2 Potential recently expanded services from our NYC based office to Florida. Currently, we are servicing clients in West Palm Beach, Stuart, Jupiter, Port St. Lucie, and Melbourne with the intention and resources to provide treatment across the state. To learn more about these services, or to be a part of the team please visit our website at [www.path2potential.org](http://www.path2potential.org).

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# ABA Applied Behavior Analysis Programs at the University of South Florida

The University of South Florida's Applied Behavior Analysis Program offers the doctoral degree, the master of science degree, the master of arts degree, and an undergraduate minor.

## Doctor of Philosophy in ABA

The emphasis of the ABA doctoral program is on the development of behavior analysts who are successful researchers and teachers. Students graduating from the program will receive training through coursework, mentoring in college teaching, and research activities with community partners. Doctoral students have the opportunity to conduct research with ABA faculty members in numerous areas including: functional analysis and intervention, skills acquisition, health, sports, and fitness, positive behavioral interventions, verbal behavior, school-based interventions, and others. The program can be completed in 3 years. Tuition waiver and competitive stipend provided to students.

## Master of Arts in ABA *Fully Online*

The Master of Arts in Applied Behavior Analysis is fully online and consists primarily of asynchronous activities providing students with a flexible schedule that allows them to work full time. It has a verified course sequence and provides the coursework and fieldwork experience needed to become a board certified behavior analyst. The program can be completed in 2 years.

## Undergraduate Minor in ABA

The ABA minor is for students seeking knowledge and skills in the field and is especially valuable for those seeking to become a Board Certified Assistant Behavior Analyst or those seeking to prepare for a graduate program in ABA. Individuals with a bachelor's degree can complete these courses as a non-degree seeking student."

## Master of Science in ABA

The Master of Science in ABA meets the course requirements to become a Board Certified Behavior Analyst and is accredited by the Association for Behavior Analysis International Accreditation Board. The program can be completed in 2 years. Graduates of the MS program are trained to be successful practitioners and researchers so graduates can work as BCBAs or pursue a doctoral program in behavior analysis. Most fieldwork sites offer paid positions to students and some scholarships are available (<https://www.usf.edu/cbcs/cfs/academics/aba/masters/scholarship.aspx>)

## Continuing Education & RBT Training Course

### *Online CEs in ABA*

Online CEs and training modules are offered by the ABA program at USF. USF is an approved continuing education (ACE) provider of Type 2 continuing education hours for BCBA and BCaBA certificants.

### *Registered Behavior Technician (RBT) Course*

The RBT training program is based on the Registered Behavior Technician Task List and is designed to meet the 40-hour training requirement for the RBT credential. The program is offered independent of the BACB.

### *Supervisor Training Course*

The Supervisor Training Course is designed to meet the 8-hour supervisor training requirement as described by the BACB's Supervisor Training Curriculum Outline. The program is offered independent of the BACB.

[www.usf.edu/aba](http://www.usf.edu/aba)



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The University of South Florida's Applied Behavior Analysis Program offers the doctoral degree, the master of science degree, the master of arts degree, and an undergraduate minor.

## **Doctor of Philosophy in ABA**

The emphasis of the ABA doctoral program is on the development of behavior analysts who are successful researchers and teachers. Students graduating from the program will receive training through coursework, mentoring in college teaching, and research activities with community partners. Doctoral students have the opportunity to conduct research with ABA faculty members in numerous areas including: functional analysis and intervention, skills acquisition, health, sports, and fitness, positive behavioral interventions, verbal behavior, school-based interventions, and others. The program can be completed in 3 years. Tuition waiver and competitive stipend provided to students.

## **Master of Arts in ABA Fully Online**

The Master of Arts in Applied Behavior Analysis is fully online and consists primarily of asynchronous activities providing students with a flexible schedule that allows them to work full time. It has a verified course sequence and provides the coursework and fieldwork experience needed to become a board certified behavior analyst. The program can be completed in 2 years.

## **Undergraduate Minor in ABA**

The ABA minor is for students seeking knowledge and skills in the field and is especially valuable for those seeking to become a Board Certified Assistant Behavior Analyst or those seeking to prepare for a graduate program in ABA. Individuals with a bachelor's degree can complete these courses as a non-degree seeking student."

## **Master of Science in ABA**

The Master of Science in ABA meets the course requirements to become a Board Certified Behavior Analyst and is accredited by the Association for Behavior Analysis International Accreditation Board. The program can be completed in 2 years. Graduates of the MS program are trained to be successful practitioners and researchers so graduates can work as BCBAs or pursue a doctoral program in behavior analysis. Most fieldwork sites offer paid positions to students and some scholarships are available (<https://www.usf.edu/cbcs/cfs/academics/aba/masters/scholarship.aspx>)

## **Continuing Education & RBT Training Course**

### ***Online CEs in ABA***

Online CEs and training modules are offered by the ABA program at USF. USF is an approved continuing education (ACE) provider of Type 2 continuing education hours for BCBA and BCaBA certificants.

### ***Registered Behavior Technician (RBT) Course***

The RBT training program is based on the Registered Behavior Technician Task List and is designed to meet the 40-hour training requirement for the RBT credential. The program is offered independent of the BACB.

### ***Supervisor Training Course***

The Supervisor Training Course is designed to meet the 8-hour supervisor training requirement as described by the BACB's Supervisor Training Curriculum Outline. The program is offered independent of the BACB.

[www.usf.edu/aba](http://www.usf.edu/aba)



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## Revenue Centric

Funded by venture capital & institutions.

## WEDNESDAY MORNING

ROOM	8:00-8:50	9:00-9:50	10:00-10:50	11:00-11:50	12:00-1:00
Majestic 123	<p style="text-align: center;"><b>Workshop #1</b> 8 am - 5 pm (<i>Lunch from 12 - 1pm</i>)                      Supervision 101: Learn the BABC Requirements without Boredom  <i>D. Bailey</i></p>				<p style="text-align: center;"><b>#10</b>                      12 pm - 4 pm                      FABA Board Meeting</p>
Majestic 4		<p style="text-align: center;"><b>Workshop #2</b> 9 am - 12 pm                      Using the Supervisor Handbook  <i>Cruz, Cordova, Jurgens</i></p>			
Majestic 5		<p style="text-align: center;"><b>Workshop #3</b> 9 am - 12 pm                      Training Team to be Ethically Fit at Every Level  <i>Olive</i></p>			
Majestic 678		<p style="text-align: center;"><b>Workshop #4</b> 9 am - 12 pm                      Emotional &amp; Behavioral Disorders Children  <i>Golden</i></p>			
Royal 1-2		<p style="text-align: center;"><b>Workshop #5</b> 9 am - 12 pm                      Solution Focused Language  <i>Dominguez</i></p>			
King		<p style="text-align: center;"><b>Workshop #6</b> 9 am - 12 pm                      Finding the right fit: Navigating Employment  <i>King, Lugo</i></p>			
Palmetto 4		<p style="text-align: center;"><b>#7</b> 9 am - 12 pm                      Attendee Room/ Speaker Ready Room for On-Site Members                      Additional space is provided if members need a quiet space to watch a virtual workshop or they need a space to social distance</p>			
Virtual		<p style="text-align: center;"><b>Virtual Workshop #8</b> 9 am - 12 pm                      Multidisciplinary Collaboration  <i>Van Diepen, Peirce</i></p>			
Palmetto 1-2		<p style="text-align: center;"><b>Event #9 Meeting</b> 9 am - 12 pm                      Status Update: Open to Providers, Families  <i>Korinko</i></p>			

## WEDNESDAY AFTERNOON

ROOM	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00
Majestic 123	<i>continued - Workshop #1 8 am - 5 pm (Lunch from 12 - 1pm)</i> Supervision 101: Learn the BABC Requirements without Boredom <i>D. Bailey</i>			
Virtual	<b>Virtual Workshop #11 1 pm - 4 pm</b> Assesment Tools for ASD and Deriving Org Outcomes <i>Kazemi, Cox</i>			
Majestic 4	<b>Workshop #12 1 pm - 4 pm</b> Picky Eating <i>Gutierrez, Weber</i>			
Majestic 5	<b>Workshop #13 1 pm - 5 pm (4 hours)</b> Reviewing Programs of Supervisees <i>Wagner</i>			
Majestic 678	<b>Workshop #14 1 pm - 5 pm (4 hours)</b> Adaptive Assessments Ethically in BA Practice <i>Keating</i>			
Royal 1-2	<b>Workshop #15 1 pm - 5 pm (4 hours)</b> Is Your Team Audit Ready <i>Olive</i>			
Virtual	<b>Virtual Workshop #16 1 pm - 4 pm</b> Engineering Behaviorally <i>Bruce</i>			
Palmetto 1-2	<b>Event #17 Meeting 1 pm - 4 pm</b> APD Senior Behavior Analysts Meeting <i>Korinko</i>			

Majestic	<b>#18 5:30 pm - 6:30 pm</b> BACB Update <i>Nosik</i>		<b>#19 Social 6:30 pm</b> Majetic South Foyer and out to the Magnolia Courtyard -or- the Majestic Porte Cochere
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# THURSDAY MORNING

ROOM	7-7:50	8-8:50	9-9:50	10-10:50	11-12:30	12:30-1:20
King Ballroom (King 123)		#20 8:00-9:20 am Agencies on Covid and ABA <i>Riordan/Coleman, Wallace, Vergeson, Green, Korinko, Wasmer, Nosik</i>		#28 9:30-10:50 am Extensions of ABA <i>Kinney, Jurgens, Cook, Guzman, Schmidt</i>		LUNCH No Scheduled Sessions
Royal 1 & 2		#21 8:00-8:50 am Machine Learning <i>Lanovaz</i>	#25 9:00-9:50 am ABA to JJ <i>Bethea-Miller</i>	#30 10:00-10:50 am Talk about Private Events <i>Groos, ( Marshall), Hernandez, Quidort, Bonavila</i>		
Royal 3 & 4 STORE	<b>FABA Store</b>					
Majestic 5678 Broadcast on Web (Hybrid)		#22 8:00-8:50 am Ethical Business Practice <i>Castanos, Acevedo- Medina, Fiol, Wesson</i>	#26 9:00-9:50 am Invited Speaker <i>Anderson-Carpenter</i>	#31 10:00-10:50 am Video Sports Performance <i>Deshmukh, Weatherly, Capalbo, Cochrane, Deshmukh</i>	#33 11:00am- 12:30 pm Keynote Address and Awards Ceremony <i>Tim Vollmer</i>	
Majestic 1234 Broadcast on Web (Hybrid)		#23 8:00-8:50 am Diversity Current Data <i>Tilka (Fernand), Nastasi, Argueta, Petronelli</i>	#27 9:00-9:50 am Code, Denial, MH Parity <i>RUE, Bullard, Kornack</i>	#32 10:00-10:50 am Invited Speaker <i>Yanerys Leon</i>		
Palmetto 10	Lactation and Family Care Room					
Live Virtual Track/ Virtual Room		#24 8:00-8:50 am Translational Research Resurgence <i>Smith (DeLeon), Talhelm, Smith, Randall</i>		#29 9:30-10:50 am Applying ABA in Education <i>Stinson (Crosland), Moya, Depaolo, Stinson, Smith</i>		
Meeting Room						

## THURSDAY AFTERNOON

ROOM	1:30-2:20	2:30-3:20	3:30-4:20	4:30-5:20	6:00-8:00
King Ballroom (King 123)	#35 1:30-2:50 pm Teaching Safety Skills <i>Baruni (Blair), Baruni, Morosohk, Novotny</i>		#43 3:00-4:20 pm Coaching Toolbox for Schools <i>Thaden, Haley, Ingemi, Gavoni</i>		
Royal 1 & 2	#36 1:30-2:20 pm Legislative Update <i>Riordan, Prutsman, Potak, Coleman</i>	#40 2:30-3:20 pm Prevention in Ed <i>Crosland, (Haynes), Hodges, Williams, Brennan</i>	#45 3:30-4:20 pm Mythbusters and Challenges in Schools <i>MACHITA, BAGLEY, BOWLES, OFER</i>		#51 6:30 pm Reunion FIU BAMS Networking Session <i>Cigales</i>
Royal 3 & 4 STORE	<b>FABA Store</b>				
Majestic 5678 Broadcast on Web (Hybrid)	#37 1:30-2:20 pm Where White Men Gone? <i>M.MILLER, Bolden, LaMarca, Smith</i>	#41 2:30-3:20 pm What's New in 2022 <i>Bailey</i>	#46 3:30-4:20 pm Creating the right environment for success <i>Austin</i>		
Majestic 1234 Broadcast on Web (Hybrid)	#38 1:30-2:50 pm Pref and Reinforcer Assess Methods <i>Leon (Wunderlich), Argueta, Izquierdo, Arsdale, Campos</i>	#44 3:00-4:20 pm Feeding Research <i>Clark (Ibanez), Guerrero, Lambert, Clark, Fernand</i>	#48 4:30-5:20 pm Inside Beh Analysis <i>Tim Vollmer Houvouras</i>		#50 6:00-7:00 pm Mobile Social
Palmetto 10	Lactation and Family Care Room				
Live Virtual Track/ Virtual Room	#39 1:30-2:20 pm Conversion Therapy <i>CAMPAU, CONINE, PETRONELLI</i>	#42 2:30-3:20 pm Environment Climate Change <i>DeLeon (Gravina), Hemstreet, Bonner, Hack</i>	#47 3:30-4:20 pm Responsible Supervision (Spanish) <i>Korner, Korner, Korner</i>		#49 5:30-6:30 pm Virtul Poster Session
Meeting Room					



## FRIDAY MORNING

ROOM	7-7:50	8-8:50	9-9:50	10-10:50	11-12:30	12:30-1:20
King Ballroom (King 123)		#52 8:00-9:20 am School Consultation <i>Blair (Gutierrez), Motta, Iovannone, Ayres, Kwak</i>	#59 9:30-10:50 am Antecedent Based Decrease <i>Cividini-Motta (B.Miller), Rojas, Stipes, Flores, Russo</i>			LUNCH No Scheduled Sessions
Royal 1 & 2		#53 8:00-8:50 am Training staff on ECHO Model <i>BADGETT, Nevill, Traub, Paige, Lovette</i>	#57 9:00-9:50 am Baselines to Phase Lines APD <i>KORINKO, JACKSON, Traynor, Sims</i>	#62 10:00-10:50 am Pandemic: Supervision <i>LOUIS, Mollica, Masco, Progar, Thaden</i>		
Royal 3 & 4 STORE	<b>FABA Store</b>					
Majestic 5678 Broadcast on Web (Hybrid)		#54 8:00-8:50 am Juvenile Justice Facilities <i>Baruni (Vollmer), Kronfli, Hay, Morosohk</i>	#58 9:00-9:50 am Invited Speaker <i>Matthew, Broadhead</i>	#63 10:00-10:50 am Company Wide Parent Training <i>J. LaMarca</i>	#65 11:00am-12:30 pm Presidential Address and Business Meeting <i>Josh Pritchard</i>	
Majestic 1234 Broadcast on Web (Hybrid)		#55 8:00-9:20 am New Ethics Variety Locations/ Cultural <i>(Bailey), Perez, A.Bloom, Wood</i>	#60 9:30-10:50 am Cares About Quality <i>Kazemi (Fuqua), Litvak, Page, Friddle, Cottengim (Virtual Presenters)</i>			
Palmetto 10	Lactation and Family Care Room					
Meeting Room				#64 10:00-10:50 am Local Chapters Officers Meeting <i>Lucker-Greene</i>		
Live Virtual Track/ Virtual Room		#56 8:00-9:20 am Human Perform Staff Tunover <i>Tilka (Gravina), McGarry, Lewis, Alarcon, Cymbal</i>	#61 9:30-10:50 am Engineering Student Success <i>GUY</i>			
Meeting Room						#66 12:30-1:30 pm Presidential Luncheon

## FRIDAY AFTERNOON

ROOM	1:30-2:20	2:30-3:20	3:30-4:20	4:30-5:20	6:00-8:00
King Ballroom (King 123)	#67 1:30-2:50 pm Going Gets Rough..Aversive Cook (Lanovaz), Cook, Hodges, Larson, Ertel		#77 3:00-4:20 pm Whitesplaining Part 2 Winston		
Royal 1 & 2	#68 1:30-2:20 pm Nontraditional Methods JANUCHOWSKI, S. KELLY, ASTIN, CARLO	#73 2:30-3:20 pm Eval Tx Procedures FxA Method Tate (S.Bloom), Boyn, Han, Karie John, Tate	#78 3:30-4:20 pm Lit Review NICHOLSON, Rajagopal, Hernandez, Correa, Groos		
Royal 3 & 4 STORE	<b>FABA Store</b>				
Majestic 5678 Broadcast on Web (Hybrid)	#69 1:30-2:20 pm PRO-50 Synthesizing ABA & Parenting MILLER, Laney, Waldvogal, Smith	#74 2:30-3:20 pm Trauma Informed Care KORINKO, WEIGLE, WINN, Houck	#79 3:30-4:20 pm Invited Speaker Dorothea Lerman		#83 6:30-7:20 pm Ignites at Nite
Majestic 1234 Broadcast on Web (Hybrid)	#70 1:30-2:20 pm Curriculum Project and Support Model GUFFEE, CROW, VOIT	#75 2:30-3:20 pm Beyond Task List CRUZ, CORDOVA, JURGENS	#80 3:30-4:20 pm Context Variable Analysis SPIKER LENDERMAN	#82 4:30-5:20 pm Inside Beh Analysis Jon Bailey Houvouras	#84 6:30-8:30 pm Mobile Social
Palmetto 10	Lactation and Family Care Room				
Meeting Room	#71 1:30-2:20 pm SoFABA Meeting Mendez				
Live Virtual Track/ Virtual Room	#72 1:30-2:20 pm Proactive Inrterven Positive Outcomes Blair (Novotny),Harris, Kwak, Maxfield	#76 2:30-3:20 pm BST to Teach Sexual Assualt Reporting FULLER	#81 3:30-4:20 pm Role in Psych Med Edgemon, (CROSLAND), Anderson, Coon, Edgemon		
Meeting Room					



## SATURDAY MORNING

ROOM	7-7:50	8-8:50	9-9:50	10-10:50	11-12:30	12:30-1:20
King Ballroom (King 123)		<b>#85</b> 8:00-8:50 am Compassionate Care <i>BUKSPAN, Creem, Hickey, Boone, Piazza</i>	<b>#90</b> 9:00-9:50 am ABA and Fx Language Spanish <i>Mejia</i>			
Royal 1 & 2		<b>#86</b> 8:00-9:20 am Engage Employees & Improve <i>VENTURA, DiNovi, Golowski, Gavoni</i>				
Royal 3 & 4 STORE	<b>FABA Store</b>					
Majestic 5678 Broadcast on Web (Hybrid)		<b>#87</b> 8:00-8:50 am Pinpointing OBM <i>CURRAN, KING</i>		<b>#93</b> 10:00-10:50 am Hindsight's 2020 <i>SUSH, Litvak, Chong, Spiker</i>	<b>#96</b> 11:00am-12:30 pm Invited Speaker <i>Louis Hagopian</i>	
Majestic 1234 Broadcast on Web (Hybrid)		<b>#88</b> 8:00-8:50 am Stress..Hidden Factors <i>Golden (Olive), Manning, FLanders, Mendoza</i>	<b>#91</b> 9:30-10:50 am Pandemic ABA Applications to Homeschooling <i>KINNEY</i>	<b>#94</b> 10:00-10:50 am Invited Speaker <i>Janet Twyman Kemp</i>		
Palmetto 10	Lactation and Family Care Room					
Live Virtual Track/ Virtual Room		<b>#89</b> 8:00-8:50 am Collaboration with Med Personnel <i>De La Osa</i>	<b>#92</b> 9:00-9:50 am Considerations and Cultural Review <i>KWAK, ROBINSON</i>	<b>#95</b> 10:00-10:50 am Lessons from 2020 <i>KORNER, Cigales, Vasquez, Korner, Cruz-Diaz</i>		
Meeting Room						





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