

**The 44th
Annual Meeting**



**Florida Association for
Behavior Analysis**

2024 CONFERENCE PROGRAM

FABA



JW MARRIOTT MIAMI TURNBERRY RESORT

September 18-21, 2024

ETHICS | EDUCATION | RESEARCH | SERVICE | LEGISLATION

www.fabaworld.org

#FABA2024



*Leaders in
Behavior Analysis*

WE'RE HIRING

Team PBS is **OWNED and OPERATED** by board certified behavior analysts and operates throughout the US and Canada. *Since 2007*, our Florida regions have been dedicated to providing quality ABA services to families.

WE'RE HIRING ACROSS **THE ENTIRE STATE OF FLORIDA** AND WE'RE **CENTRALLY LOCATED IN:**

- ✓ Broward
- ✓ Capital
- ✓ Central Florida
- ✓ Emerald Coast
- ✓ Miami-Dade
- ✓ North Florida
- ✓ Palm Beach
- ✓ Southwest
- ✓ Space Coast
- ✓ Suncoast
- ✓ Suwannee River
- ✓ Treasure Coast
- ✓ West Coast

SOME OF OUR **BENEFITS** INCLUDE: competitive rates, flexible time off, free CEUs & training for employees, PBS University Partnerships, choice of which cases you take, growth opportunities, our PBS Student Analyst Mentoring Program, and more!



APPLY NOW

Scan the QR code to join our team today
Visit **www.teampbs.com** to learn more



FEATURES FOR 2024

OPENING INVITED SPEAKER

Thursday 8:00 AM

The Listening Leader: Empowering Leadership through Listening

Nasiah is a Board Certified Behavior Analyst, with a Doctorate degree in Education from Loyola University of Chicago. She holds a Master's degree in Special Education from the University of Illinois at Chicago, and a Master's degree in Educational Leadership from the American College of Education. She is a graduate of the Infant Studies Specialist program at Erikson Institute of Chicago. In addition to her BCBA credential, she is an Illinois licensed special education teacher and an Illinois Early Intervention provider and State evaluator. Professionally, she has served as a special educator, clinician, educational administrator and professor of special education. Her clinical experience spans infancy through adulthood. Currently, she is the CEO & Founder of ULEZI, LLC and serves as a court appointed special advocate, for children in the Illinois foster care system. She is also a Board member for the Illinois Association for Behavior Analysis.



Nasiah Cirincione-Ulezi
EdD, BCBA, LBA

KEYNOTE SPEAKER

Thursday 11:00 AM

Learning Best Practices Around Language & Terminology from Someone Who Isn't Easily Offended

Kaelynn Partlow is 27 years old and was diagnosed with autism at the age of 10. She lives in Greenville, SC, and has been employed at Project Hope Foundation as a Registered Behavior Technician for the last 7 years. She currently works with middle and high school-aged clients. Kaelynn has published numerous autism advocacy articles and was a recent participant in the Netflix series, Love on the Spectrum. She has been featured on national podcasts and panels. She uses her social media accounts, with over a million combined followers, to promote autism awareness and education. Multiple of her videos have reached millions of views.



Kaelynn Partlow
RBT



FEATURES FOR 2024

INVITED SPEAKER

Friday 8:00 AM

Some Additional Characteristics of Applied Behavior Analysis

William L. Heward, Ed.D., BCBA-D, is Professor Emeritus in the College of Education and Human Ecology at The Ohio State University. He has taught at universities in Brazil, Japan, Portugal, and Singapore and given invited addresses or workshops in 24 other countries. A Past President and Fellow of the Association for Behavior Analysis International, Dr. Heward's publications include co-authoring the books *Let's Make a Contract: A Positive Way to Change Your Child's Behavior* (2022), *Exceptional Children: An Introduction to Special Education* (12th ed., 2022), and *Applied Behavior Analysis* (3rd ed., 2020). Awards recognizing Dr. Heward's contributions to education and behavior analysis include the Fred S. Keller Behavioral Education Award from the American Psychological Association's Division 25, the Ellen P. Reese Award for Communication of Behavioral Concepts from the Cambridge Center for Behavioral Studies, the Outstanding Contributor Award from the California Association for Behavior Analysis, and the Distinguished Psychology Department Alumnus Award from Western Michigan University.



William Heward
EdD, BCBA-D

INVITED SPEAKER

Friday 3:30 PM

The Multidisciplinary Team Approach to Treating Mental Health Related Behaviors

Dr. Soda is board certified in general psychiatry and child and adolescent psychiatry. He obtained his medical degree from Harvard Medical School and obtained his PhD from the Massachusetts Institute of Technology in Cambridge, Massachusetts as part of the Harvard-MIT Division of Health Sciences and Technology Medical Scientist Training Program. Dr. Soda completed his residency in general psychiatry and a fellowship in child and adolescent psychiatry at the University of North Carolina Hospitals. He is a member of AACAP ethics committee and ISPG ethics committee. Dr. Soda works in the Child Division and provides patient care services at the UF Health Springhill II clinic and UF Health Shands Psychiatric Hospital. He also conducts clinical research in autism and neurodevelopmental disorders in adults, adolescents, and children. He has an integral role in the development of research programs in both the UF Health Center for Autism and Neurodevelopment (CAN), and in the UF Center for OCD, Anxiety and Related Disorders (COARD).



Takahiro "Taka" Soda
MD, PhD



FEATURES FOR 2024

INVITED EVENT

Friday 4:30 PM

Inside Behavior Analysis



Andrew Houvouras
MA, BCBA



William Heward
EdD, BCBA-D

CONFERENCISTA INVITADA

Sábado 8:00 AM

*Afrontando los Desafíos de los Problemas
Pediátricos de la Alimentación: Investigación y
Práctica en Diversas Poblaciones (en español)*

Varsovia Hernández Eslava holds a PhD in Psychology with an emphasis on Experimental Analysis of Behavior from the National Autonomous University of Mexico. She completed a postdoctoral fellowship at the Applied Behavior Analysis Research Clinic at the University of Florida. She is a Board Certified Behavior Analyst. She has published over 30 book chapters and articles in specialized journals on Behavior Analysis, including the Journal of Applied Behavior Analysis, Behavior Modification, Behavioural Processes, The Psychological Record, the Mexican Journal of Behavior Analysis, and Acta Comportamentalia. Additionally, she serves on the editorial board of the Mexican Journal of Behavior Analysis and has reviewed for specialized journals such as the European Journal of Behavior Analysis and Behavior Analysis in Practice. She has been a guest speaker at the annual conference of the Association for Behavior Analysis International (ABAI) and the Texas Association for Behavior Analysis.



Varsovia Hernandez Eslava
PhD, BCBA



FEATURES FOR 2024

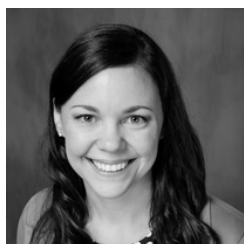
SPECIAL EVENT

Thursday 4:00 PM

*A Celebration of the Lifetime and Contributions
of Henry S. Pennypacker*



Timothy Vollmer
PhD, BCBA-D



Kerri Peters
PhD, BCBA-D



Iser DeLeon
PhD, BCBA-D



Michele Wallace
PhD, BCBA-D



Faris Kronfli
PhD, BCBA-D



Anibal Gutierrez
PhD



Get Involved

Reach out to info@fabaworld.org to
be connected with a committee of
interest!



FEATURES FOR 2024

SPECIAL EVENT

Thursday 5:00 PM

*A Celebration of the Lifetime and Contributions
of Brian A. Iwata*



Timothy Vollmer
PhD, BCBA-D



Mary Riordan
PhD, BCBA-D



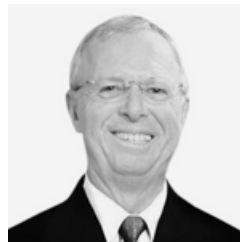
Iser DeLeon
PhD, BCBA-D



Michele Wallace
PhD, BCBA-D



Sarah Bloom
PhD, BCBA-D



Jon Bailey
PhD, BCBA-D



Leah Koehler
PhD, BCBA-D



Claudia Dozier
PhD, BCBA-D, LBA-
KS



FEATURES FOR 2024

CLOSING INVITED EVENT

Saturday 11:00 AM

Recent Research in Community-Based Services for Adults with Intellectual and Developmental Disabilities

Dr. Claudia Dozier is a Professor and Chair of the department of Applied Behavioral Science at the University of Kansas and a Board Certified Behavior Analyst. Dr. Dozier's areas of research include assessment, treatment, and prevention of behavior disorders, as well as schedules of reinforcement, and preference for and reinforcer efficacy of social interaction. Dr. Dozier has served as faculty supervisor and Co-Director of the Edna A. Hill Child Development Center at the University of Kansas. In addition, she and her graduate students provide consultation services to a large residential program serving adults with intellectual and developmental disabilities. She has served as an associate editor for the Journal of Applied Behavior Analysis and serves on the editorial boards of several other behavioral journals. In 2020, Dr. Dozier received the Steeples Service to Kansans Award for her service to the people of Kansas as a purposeful extension of her teaching and research. Furthermore, she and her colleagues received a \$2.5 million federal grant to provide telehealth services to families with children with autism who engage in disruptive, restrictive and repetitive behavior.



Claudia Dozier
PhD, BCBA-D, LBA-KS



Advertising Disclaimer

Paid advertisements appear in Florida Association for Behavior Analysis publications, including print and other digital formats such as the fabaworld.org website. FABA does not endorse or evaluate the advertised companies, services, practices, or products, nor any claims made by the advertisement. FABA reserves the right to refuse, reject, or cancel any ad for any reason at any time without liability.



FEATURES FOR 2024

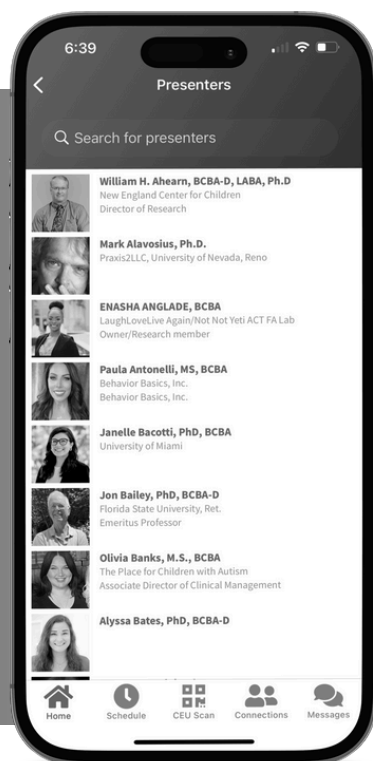
GENERAL CONFERENCE SESSIONS PRESENTED IN ESPAÑOL

We're excited to announce a new feature at this year's conference - general sessions presented entirely in Spanish! This addition reflects our commitment to inclusivity and ensures all attendees can fully engage at FABA Miami 2024.

To find these Spanish-language sessions, simply open the BehaviorLive app and navigate to the "Schedule" tab. Type "Español" in the search bar to view all sessions presented in Spanish. If you are using the printed conference program, look for the Spanish abstract next to these presentations.

Nos complace anunciar una nueva característica en la conferencia de este año: ¡sesiones generales presentadas completamente en español! Esta incorporación refleja nuestro compromiso con la inclusión y garantiza que todos los asistentes puedan participar plenamente en FABA Miami 2024.

Para encontrar estas sesiones en español, simplemente abra la aplicación BehaviorLive y navegue hasta la pestaña "Programar". Escriba "Español" en la barra de búsqueda para ver todas las sesiones presentadas en español. Si está utilizando el programa impreso de la conferencia, busque el resumen en español junto a estas presentaciones.



Read more speaker bios, connect, & message in the BehaviorLive mobile app!



SPONSORED BY



TABLE OF CONTENTS

FABA Board & Committee Leadership	9
Conference Highlights	14
Meeting Room Locator	16
Membership Information	20
Continuing Education Information	22
Wednesday Workshop Descriptions	27
Thursday Session Descriptions	39
FABA Presidential Poster Session	62
Friday Session Descriptions	69
Saturday Session Descriptions	101



2024 FABA BOARD

PRESIDENT

Matt has over 20 years of experience working with children and adults with Intellectual Disabilities. He received his undergraduate degree from the University of South Florida in psychology with a Bachelor of Arts degree in 1999. Matt received his master's degree from Florida Institute of Technology in 2007 with a Master of Science in Applied Behavior Analysis. He has a diverse background which includes working with individuals with acquired and traumatic brain injury, intellectual disabilities, developmental disorders, and autism. Matt began his career as a direct care staff. He has held the positions of behavior assistant, Board Certified Assistant Behavior Analyst, Board Certified Behavior Analyst, and Co-Instructor for the Florida Institute of Technology Program for ABA. Matt started Behavior Analysis Solutions where he provides services for adults with intellectual disabilities and recently opened a clinic for children in central Pinellas County.



Matt Potak
BCBA

PRESIDENT-ELECT

Dr. Kerri P. Peters earned her Masters degree in Behavior Analysis from the University of North Texas in 2007 and her Ph.D. in Psychology from the University of Florida in 2013. Dr. Peters is a Behavior Analyst for the UF Health Center for Autism and Neurodevelopment (UF Health CAN) and is the Clinical and Research Director of the UF Behavior Analysis Research Clinic and Consultative Services (UF BARC). Dr. Peters' primary area of clinical research is applied behavior analysis, with emphases in the areas of intellectual disabilities and autism, the effects of positive reinforcement, and parenting. Dr. Peters was the recipient of the Henry C. and Audrey S. Schumacher Fellowship demonstrating outstanding scientific promise. She currently serves as the secretary for the Florida Association for Behavioral Analysis Executive Committee.



Kerri Peters
PhD, BCBA-D

PAST PRESIDENT

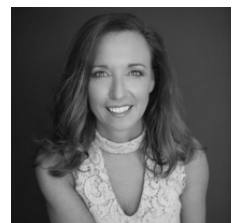
Dr. Kim Lucker-Greene has more than 30 years experience designing behavioral and learning programs for a variety of populations, including persons with emotional/behavioral disorders, autism and other developmental disabilities. She is the creator of the CoFABA conference and is the current President of the Florida Association for Behavior Analysis. Dr. Lucker-Greene conducts trainings and workshops in the areas of language and social skills development, autism and sexuality, and behavioral assessment & intervention. She has been consulting with families, school districts, and state & private agencies since 1993. Dr. Lucker-Greene is involved in professional advocacy and state legislative efforts on behalf of Behavior Analysts and their stakeholders. Dr. Lucker-Greene is extremely passionate about improving the lives of others through the science of Applied Behavior Analysis and the development of ethically-minded professionals in the field of ABA.



Kim Lucker-Greene
PhD, BCBA-D

EXECUTIVE DIRECTOR

Missy founded Applied Behavioral Strategies LLC in 2010 and Cultivate acquired ABS in 2020. Missy served as the Chief Clinical Officer at Cultivate until August 31, 2022. Prior to entering private practice, 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. In Texas, Missy 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. While living in CT, Missy first served as a Member at Large on the Executive Council for CTABA. She currently serves on the CTABA Board of Directors and Chairs the CTABA Public Policy and Legislative Outreach Committee (PPLO). In Florida, Missy first served as the Co-Director of Public Policy for FABA prior to being appointed the FABA Executive Director. 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.



Melissa Olive
PhD, BCBA-D, LBA



2024 FABA BOARD

TREASURER

Baker Wright, PhD, BCBA-D is the team leader and owner of Behavior Management Consultants, an Applied Behavior Analysis group based in Tallahassee, Florida and with teams across Florida and South Georgia. Baker graduated with his PhD in Psychology from Florida State University in 2005 and has been a consulting behavior analyst for school districts across the Southeast for over 20 years, in addition to his direct clinical work with children and adults with learning and behavior challenges. He researched and co-authored a book and procedural manual for teachers and schools, Automatic RtI-Behavior Edition, that provides a comprehensive solution for the many challenges of the RtI process for behavior. He serves on the Board of Directors for the Florida Association for Behavior Analysis and has been an invited presenter at state and national conferences as well as school districts, universities, and private providers across the country.



Baker Wright
PhD, BCBA-D

SECRETARY

Marta T. "Tiki" Fiol is the President of Teaching Interventions Keeping Individuality, Inc., an organization that provides behavior analysis services throughout Brevard County, Florida and beyond. She has been providing ABA with children/adults and their supports in various roles for over 20 years in multiple states. Her experiences come from working in a variety of environments including home and community-based, residential facilities, schools, day-cares and more. She has worked with clients that display intensive dangerous and challenging behaviors, registered sex offenders, and has assisted in medical and dental desensitization with clients to name a few. Within Florida she is an active participant in the local and state ABA communities where she is currently the Vice President of the Association for Behavior Analysis of Brevard, and is Past President of the Florida Association for Behavior Analysis. She is also a recognized ABA Expert Witness working with both public and private entities including the State Attorney's Office in the Central Florida Region's Medicaid Fraud Control Unit.



Marta "Tiki" Fiol
MS, BCBA

MEMBER-AT-LARGE

Dr. Yanerys León is a Research Associate Professor in the Department of Psychology of the University of Miami and Director of Applied Research and Behavioral Training at UM-NSU CARD. Dr. Leon was named the 2021 recipient of the BF Skinner Foundation Applied New Researcher award presented by Division 25 of the American Psychological Association and currently serves on the Board of Editors of the Journal of Applied Behavior Analysis and Board of Directors of the Florida Association for Behavior Analysis. In her role as faculty in the Department of Psychology, Dr. Leon directs the Learning and Behavior, Research and Training Lab. In her role as Division Director of Applied Research and Professional Development at UM-NSU CARD, Dr. León provides programmatic and consultative behavioral support to professionals (e.g., schools, hospitals) working with individuals with Autism Spectrum Disorder and other Intellectual or Developmental Disabilities.



Yanerys Leon
PhD, BCBA-D

MEMBER-AT-LARGE

Michelle Castaños is a BCBA who has been in the field of ABA for over 15 years. She received a bachelor's in psychology and a master's in special education from the University of North Florida. Her work in ABA was inspired by her cousin, Miguel, who was diagnosed with ASD in 1997. She started working as a tech in 2004, at the age of 18. By 2007, she opened a company providing behavioral-based babysitting for children with Autism. Today that company has evolved into a full pediatric ABA center in Miami, FL. She is one of the Founders of THRIVE, the first post-secondary college support program for students with ASD in Florida, located at the University of North Florida. She has also worked on mobile crisis teams and institutional settings for adults with ID/DD and dual diagnosis. Michelle is currently the President of SOFABA, the South Florida Chapter of COFABA.



Michelle Castaños
MEd, BCBA



2024 FABA BOARD

MEMBER-AT-LARGE

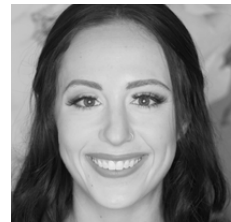
As the Director of Talent Management for ALULA, Kelly Therrien is dedicated to improving workplaces through Organizational Behavior Management. Before returning to ALULA in her current role in Talent Management, Kelly applied her talents as Product Manager for Professional Development with ABA Technologies, Inc., overseeing various professional development products to aid in dissemination of human behavioral science. Kelly earned her MS in Applied Behavior Analysis with an emphasis in OBM from the Florida Institute of Technology. Kelly also holds a BS in Psychology with a minor in Business from Florida State University, having completed the Performance Management track. She has published articles in both the Journal of Applied Behavior Analysis and Journal of Organizational Behavior Management. Kelly was recently elected as President-Elect of the Organizational Behavior Management Network and also volunteers her time as President for the Association for Behavior Analysis of Brevard.



Kelly Therrien
BCBA

MEMBER-AT-LARGE

Dr. Lindsay Lloveras obtained her Masters degree in Applied Behavior Analysis from Western New England University in 2018 and her Ph.D. from the University of Florida in 2022. She completed her post-doctoral training as a Behavior Analyst for the UF Health Center for Autism and Neurodevelopment and Coordinator of the Inpatient Behavioral Consultation Program at UF Shands Children's Hospital. Dr. Lloveras is board-certified as a doctoral-level behavior analyst and manages day treatment cases in the Complex Behavior Support Program at Marcus Autism Center. Dr. Lloveras is also appointed as an Assistant Professor in the Pediatrics Institute at Emory University School of Medicine and Children's Healthcare of Atlanta. Her primary area of research is in assessment and treatment of behavior disorders.



Lindsay Lloveras
PhD, BCBA-D

MEMBER-AT-LARGE

Dr. Jonathan K. Fernand received his master's degree from the California State University, Sacramento in 2012 and his Ph.D. from the University of Florida in 2017. Jonathan is an Assistant Professor in the School of Behavior Analysis at the Florida Institute of Technology. He has served as a reviewer for several journals including the Journal of Applied Behavior Analysis, Behavior Analysis in Practice, Behavior & Philosophy, and The Analysis of Verbal Behavior. Jonathan has presented at regional, national, and international conferences and has authored several articles and book chapters pertaining to a range of topics including the assessment and treatment of pediatric feeding problems, treatment of restricted and repetitive behavior, caregiver and staff coaching, applied animal learning and welfare, as well as issues pertaining to competency, ethics, and equity of marginalized populations.



Jonathan Fernand
PhD, BCBA-D

MEMBER-AT-LARGE

Dr. Vivian Ibañez was born in Guatemala City, Guatemala, and grew up in Baltimore, Maryland. She received her Ph.D. in Behavior Analysis from the University of Nebraska Medical Center under the mentorship of Dr. Cathleen Piazza and postdoctoral training at the University of Florida (UF) from Dr. Timothy Vollmer. Currently, she is a Research Assistant Professor in the Department of Psychology at UF, Director of the Intensive Pediatric Feeding Disorders Program at the Florida Autism Center's Specialty Clinic in collaboration with the UF Health Center for Autism and Neurodevelopment (UF Health CAN), and Coordinator of Pediatric Feeding Programs at UF Health CAN. Before these roles, she was a Senior Behavior Analyst in the Intensive Pediatric Feeding Disorders Program at Children's Specialized Hospital and an Assistant Professor in the Department of Pediatrics, Child Neurology, and Neurodevelopmental Disabilities Division at Robert Wood Johnson Medical School of Rutgers University.



Vivian Ibañez
PhD, BCBA-D

EARLY CAREER MEMBER-AT-LARGE

Colleen F. Taylor became a BCBA in May of 2020. She has been working in the field of ABA since 2011, mostly with children and young adults with Autism Spectrum Disorder. She has a passion for teaching social skills, collaborating across disciplines and professions, and empowering parents and caregivers to utilize Behavior Analysis with their loved ones. In her free time, Colleen enjoys spending time with her two daughters and husband in Tallahassee, attempting to garden and exploring state parks. Colleen began her position as a Early Career Member at Large in January 2024 and is looking forward to using her role in helping our organization.



Colleen Taylor
BCBA



2024 COMMITTEE LEADERSHIP

CONFERENCE CHAIR / AWARDS CO-CHAIR

Dr. Emily N. Dickens —or “Nikki”— is the Director of the FSU Early Childhood Autism Program in Panama City, a nonprofit clinic and community outreach organization. She also serves as FSUPC faculty in the ABA program and is the Program Coordinator for the hybrid masters in Organizational Behavior Management / Communication (OMC) program. She is a graduate of the FSU Panama City ABA program and previously served as a FABA Member-At-Large and the 2018 President. She currently serves FABA as the chair of the Conference/Program Committee and co-Chairs the Awards Committee. She resides in Panama City with her significant other, two beautiful daughters, and adorable pugs.



Emily N. Dickens
EdD, BCBA

MEMBERSHIP COORDINATOR

Kolton Sellers is currently the Associate Director of the Early Childhood Autism Program at Florida State University Panama City. A graduate of the FSU Master's program in ABA, Kolton also serves FSUPC as an adjunct faculty member and joined FABA as the Membership Coordinator in 2021. He resides with his wife and newborn son in north Florida.



Kolton Sellers
MS, BCBA

AWARDS COMMITTEE CO-CHAIR

Iser DeLeon earned his Ph.D. 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 and Director of Research Development for the Department of Behavioral Psychology at the Kennedy Krieger Institute. 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 was the 2020 recipient of the American Psychological Association (Division 25) Don Hake Translational Research Award.



Iser DeLeon
PhD, BCBA-D

Support the FABA PAC
(Political Action Committee)

Donate at www.fabaworld.org/donate



2024 COMMITTEE LEADERSHIP

PUBLIC POLICY COMMITTEE DIRECTOR

Kevin Murdock has nearly 50 years of experience as a behavior analyst. Much of the latter part of his career involved practicing as a consultant in public schools to serve general and special education students with behavior, learning and language challenges. His training and research interests are diverse, frequently concentrating on Computer-Based Programmed Instruction, Keller's Personalized System of Instruction, and distance learning programs. He has taught behavior analysis courses at the University of South Florida, the Florida Institute of Technology, and the University of the Virgin Islands. He is an advocate for systems change at the local, state, and federal levels. He is currently the Public Policy Committee Director and previously served as Past President and Executive Director of the Florida Association for Behavior Analysis.



Kevin Murdock
PhD, BCBA-D

PUBLIC POLICY COMMITTEE CO-CHAIR

Dr. Mary Riordan received her doctorate from Florida State University in 1990, and has been a critical member and leader of the BMC team since 1981. Dr. Riordan was one of the initial Board Certified Behavior Analysts when the certification began in 2000. She has worked for over 40 years providing behavior analysis services in community settings, residential facilities, skilled nursing facilities, medical hospitals and schools. She is presently the Director of Adult and Residential Services for BMC where she oversees the treatment of individuals with developmental disabilities and mental illness in a variety of settings. Even with her extensive experience, Dr. Riordan still maintains consistent direct work with individuals across the state of Florida and Georgia. Throughout her career Dr. Riordan has worked to improve laws and regulations regarding the practice of behavior analysis so quality services are available to all individuals who need them. She is Past President of the Florida Association for Behavior Analysts and Association of Professional Behavior Analysts. Currently she serves as the Public Policy Co-Chair for the Florida Association of Behavior Analysis, a member of Florida's Behavior Analysis Practice Committee, and on the Behavior Analysis Local Review Committee.



Mary Riordan
PhD-BCBA-D

PUBLIC POLICY COMMITTEE CO-CHAIR

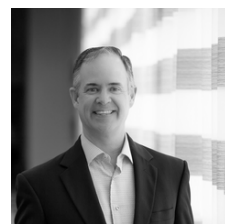
During a career that spans nearly 15 years, Nicki has worked in diverse settings that include home services, school, and foster care. In that period, she has been able to effectively combine her clinical and OBM backgrounds to enhance the quality of care and the client experience, either directly or indirectly, for clients located across the U.S. Additionally, by effectively applying OBM principles, she has improved the service delivery process and overall organizational effectiveness of schools and agencies for which she has worked or consulted with. She successfully applied her clinical skills, OBM background, and interpersonal skills to secure and manage contracts with school districts in the country. Nicki has also taught the OBM Applied course through Florida Institute of Technology.



Nicki Postma
BCBA

GENERAL COUNCIL

Eric Prutsman received his Doctor of Law (J.D.) from Florida State University. He has been the Owner and Attorney at Prutsman & Associates, P.A. since 2005 in Tallahassee, Florida. Eric has been with FABA since 1994. For his longstanding support of high quality behavioral procedures in the Florida Legislature, he was awarded the Michael J. Hemingway-Gerald Shook Public Service Award for the Advancement of Behavior Analysis in Florida.



Eric Prutsman
JD



CONFERENCE HIGHLIGHTS

Tuesday, September 17th

5:30 pm – 7:00 pm FABA Packet Pick Up/Registration

Wednesday, September 18th

8:00 am – 5:30 pm FABA Store & Packet Pick Up
 8:00 am – 9:00 am Morning Coffee & Breakfast
 9:00 am – 12:00 pm Workshops
 12:00 pm – 1:00 pm Lunch On Your Own
 12:00 pm – 3:00 pm Exhibitor Check-In & Set Up
 1:00 pm – 4/5:00 pm Workshops
 2:30 pm – 3:00 pm Afternoon Refreshment Break
 5:00 pm – 6:30 pm FABA Conference Kickoff
 7:00 pm – 10:00 pm Welcome Reception

Friday, September 20th

7:00 am – 5:00 pm FABA Store & Packet Pick Up
 7:00 am – 9:00 am Morning Coffee & Breakfast
 8:00 am – 9:00 am Invited Address - Dr. Heward
 8:00 am – 10:50 am Sessions
 11:00 am – 12:30 pm Presidential Address & Business Meeting
 12:30 pm – 1:30 pm Lunch On Your Own/Food Trucks
 1:30 pm – 4:20 pm Sessions
 2:15 pm – 3:00 pm Afternoon Refreshment Break
 3:30 pm – 4:20 pm Invited Address - Dr. Soda
 4:30 pm – 5:20 pm Inside Behavior Analysis - Dr. Heward
 7:00 pm – 8:00 pm Ignites @ Nite
 8:00 pm – 11:00 pm Friday Night Social

Thursday, September 19th

7:00 am – 5:00 pm FABA Store & Packet Pick Up
 7:00 am – 9:00 am Morning Coffee & Breakfast
 8:00 am – 8:50 am Opening Keynote - Dr. Cirincione-Ulezi
 9:00 am – 10:50 am Sessions
 11:00 am – 12:30 pm Keynote - Kaelynn Partlow
 12:30 pm – 1:30 pm Lunch On Your Own/Food Trucks
 1:30 pm – 4:20 pm Sessions
 2:15 pm – 3:00 pm Afternoon Refreshment Break
 4:00 pm – 4:50 pm Celebration of Hank Pennypacker
 5:00 pm – 5:50 pm Celebration of Brian Iwata
 6:00 pm – 7:30 pm Presidential Poster Session
 7:30 pm – 8:20 pm UM ABA Program Reunion
 7:30 pm – 8:30 pm FSU Reunion

Saturday, September 21st

7:00 am – 12:00 pm FABA Store & Packet Pick Up
 7:00 am – 9:00 am Morning Coffee & Breakfast
 8:00 am – 9:00 am Invited Address - Dr. Hernandez Eslava
 8:00 am – 10:50 am Sessions
 11:00 am – 11:50 am Closing Invited Address - Dr. Dozier

***Casual attire is recommended for evening socials.**

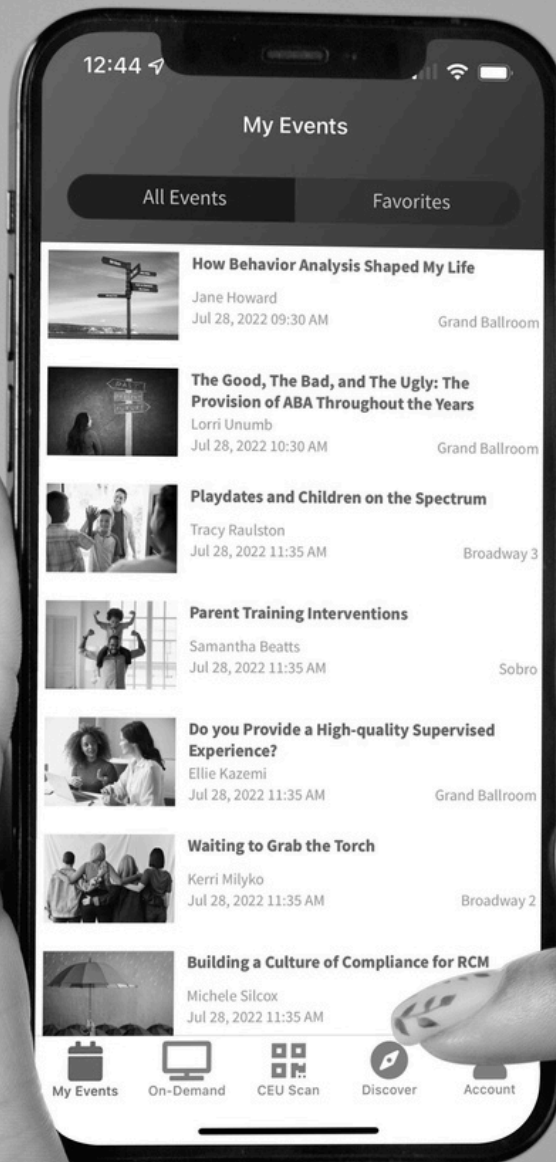
Check the full schedule in the
 BehaviorLive app or online

behaviorlive.com/conferences/faba/schedule



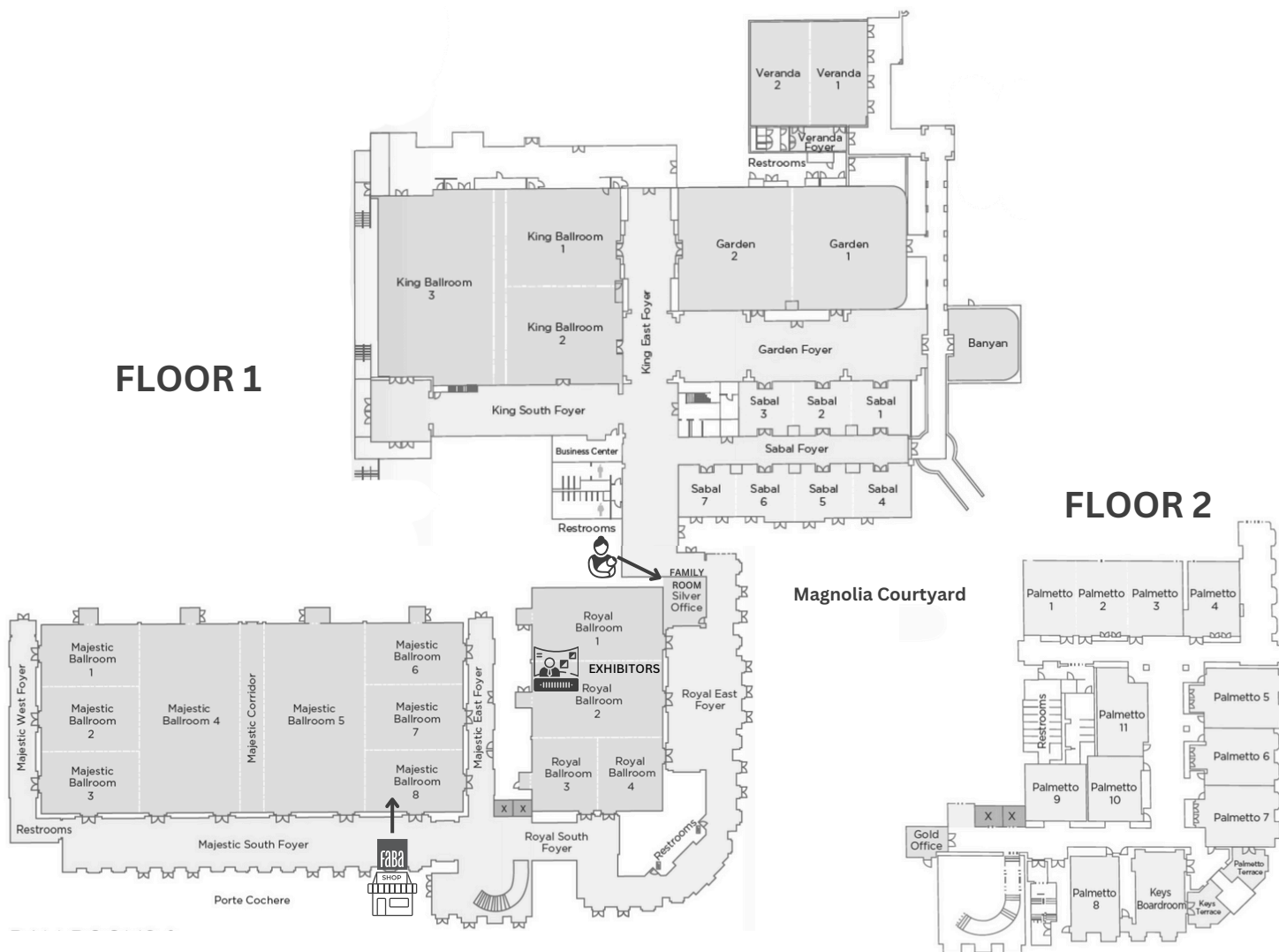


The Mobile App is your key to the hybrid conference!



Check the schedule, scan in/out for CEUs, read speaker bios, visit FABAs sponsors, connect with fellow attendees, & join chat communities - all from the app!

CONFERENCE CENTER ROOM LOCATOR



JW MARRIOTT

JW MARRIOTT MIAMI TURNBERRY RESORT
19999 West Country Club Drive,
Aventura, Florida, USA, 33180

T +1 305-932-6200





Behavior Analysis Programs

Earn a degree or continue your training in applied behavior analysis (ABA) with Florida Tech. Florida Tech's behavior analysis programs are some of the most respected in the country and will prepare you for a rewarding career in this growing field.

If you are interested in learning more about behavior analysis opportunities, please visit our website. We would be happy to answer any questions you have and help you get started on your journey to becoming a certified practitioner.

DEGREE PROGRAMS

- B.A. in Applied Behavior Analysis
- M.S. in Applied Behavior Analysis (Melbourne and the Orlando Education Center)
- M.S. in Organizational Behavior Management (OBM)
- M.S. in ABA and OBM
- M.A. in Behavior Analysis Practice (Online)
- Ph.D. in Behavior Analysis

GRADUATE CERTIFICATE PROGRAMS

- Behavior Analyst Certificate (BCBA®)
- Assistant Behavior Analyst Certificate (BCaBA®)
- Behavior Technician Training (RBT)
- Exceptional Supervisor Certificate

CONTINUING EDUCATION

- BACB Learning (Type-2) CE Courses
- 8-hour Supervision Training for Qualified BACB Certificants

floridatech.edu/behavior





**¡Educando y
fortaleciendo
a nuestra
Comunidad Latina
con un cuidado
sin límites!**

Nuestros Servicios

Our services

- ABA Therapy for autism
- Capacitación de 40 horas RBT
- Clases de repaso RBT
- Entrenamiento para padres
Parent Training



Office +(407) 483-3074



WhatsApp (321) 512-7202



aboundlesscareinc@gmail.com



@ABoundlessCare
@ABAconIsabel



A Boundless Care, Inc.



ABA con Isabel



3501 W. Vine St., Suite 124
Kissimmee, FL 34741

A Boundless Care, Inc.
A Latina BCBA owned
therapy center established
in Central Florida
proudly servicing our
community
since 2014.

Be the difference
in someone's life

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 pay 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 January 1 to December 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 calendar year. Members who pay dues after January 1st may vote in the upcoming yearly elections.

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.

Paraprofessional

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.

Parent

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.




Florida Association for
Behavior Analysis





TRACKS AND SPECIAL INTEREST GROUPS (SIGS)

Specialized Tracks in Autism (AUT), Community Applications (CA), Developmental Disabilities (DD), Education (ED), Ethical* (ETH), Health & Fitness (HF), Multicultural (MC), Mental Health (MH), Organizational Behavior Management (OBM), Supervision* (SUP), Pediatric (PED), Theoretical/Conceptual/Philosophical (TCP), Teaching/Training/Supervision (TTS), and Verbal Behavior (VB) will be highlighted in the Program to assist you in selecting the best presentations for your needs and interests.

 9:00 am - 12:00 pm

 Workshop

 PED

 Majestic 1-2-3

 3 ETH

Continuing Education (CEs) will be available for BCBAs 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. 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.

If you are interested in chairing a special interest group under FABa, or joining a local chapter please contact info@fabaworld.org

SIG Groups & Local Chapter Meetings

CoFABA/Local Chapters Officers Meeting	Friday 10:00 AM	Kim Lucker-Greene
SoFABA Provider Meetup	Thursday 9:00 AM	Michelle Castaños
FABA Multicultural SIG Meeting	Friday 2:30 PM	Christian Mendez





CONTINUING EDUCATION INFO

\$100

Only Professional Members can Accrue BA CEUs.

The \$100 CEU Flat Rate covers all BA CEUs earned at FABA

Need to Add the CEU Flat Rate? Please email info@fabaworld.org

Navigating Continuing Education Requirements

BCBAs and BCaBAs – All events are approved for BACB CEUs.

Licensed Psychologists, Clinical Social Workers, Mental Health Counselors, Marriage And Family Therapists – Approved events are denoted by MH/PSY

Florida Licensed Psychologists, 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).

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 info@fabaworld.org so they can be forwarded to the FABA Ace Coordinator, Dr. Kerri Peters.

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

Always refers to the BACB website and the corresponding handbooks for specific information on each certification CEU requirements.



CEU COLLECTION AND MAINTENANCE

Both virtual and in-person attendees will access content via BehaviorLive. If attending in-person (on-site), attendees will scan in using the BehaviorLive mobile app. In-person registration includes access to all virtual content online + on-demand CEUs!

We are excited to use BehaviorLive's in-person and online CEU experience for our hybrid FABA Conference. This offers FABA members a cohesive environment where in-person (in-the-room) attendees can access the same tools as the online attendees, including the chat, polls, questions, handouts, and more!

Those who prefer to attend in person in a traditional manner are not required to use the app except to scan the QR codes (for attendees wishing to collect CEUs).

Similarly, online attendees will click attendance checks during presentations and, just like in-person attendees, conveniently find all their CEUs combined in a single location!

For those in-person attendees opting to also use BehaviorLive's intuitive mobile app, users will scan in and out of each event, and may choose to join the chat discussion with their online peers. This provides our members with a customized experience.





**NEXT COURSE:
NOVEMBER, 2024**

SERVICES

RBT 40 HR COURSE

STUDY SHEETS

COURSE REVIEWS

MOCK EXAMS

EMPLOYMENT REFERRAL

LEARN ABA
IN A
#SPANGLISH
WAY

WWW.ABAINTER.COM

INFO@ABAINTER.COM



FABA LOCAL CHAPTERS (CoFABA)

Get Involved! Join a Chapter, Become an Officer, or Start a New Chapter in Your Area!

**Association for Behavior
Analysis of Brevard**

(ABAB)

President: Victoria "Tori" Ryan
ababrevard@gmail.com

**Bay Area Association for
Behavior Analysis**

(BAABA)

President: Shannon LeVesque
shanlevesque@gmail.com

**Capitol Association for
Behavior Analysis**

(CABA)

President: Christi Cherpak
caba.tallahassee@gmail.com

**Emerald Coast Association for
Behavior Analysis**

(ECABA)

President: Keegan Welch
kmw22@fsu.edu

**First Coast Association for
Behavior Analysis**

(FCABA)

President: Lysie Boelsche
firstcoastaba@gmail.com

**Greater Gainesville Association
for Behavior Analysis**

(GGABA)

President: Christian Yensen
christian.yensen@
bluesprigpediatrics.com

**Greater Orlando Association
for Behavior Analysis**

(GOABA)

President: Claire Lottman
greaterorlandoaba@gmail.com

**North West Florida Association
for Behavior Analysis**

(NOWABA)

President: Dana Wilmot
dana.wilmot@lakeview-center.org

**Osceola County Association for
Behavior Analysis**

(OCABA)

President: Harry Salaman-Bird
hsalamanbird@ehinc.net

**Palm Beach Association for
Behavior Analysis**

(PBABA)

President: Lora Williams
lora@limitlesstomorrowaba.com

**South Florida Chapter for
Behavior Analysis**

(SOFABA)

President: Michelle Castaños
southfaba@gmail.com

**Southwest Florida Association
for Behavior Analysis**

(SWFLABA)

President: Missy Olive
swflaba@gmail.com

**Sun Coast Association for Behavior
Analysis**

(SCABA)

President: Darla Parry
darpar32@aol.com

**Treasure Coast Florida
Association for Behavior Analysis**

(TCFABA)

President: Valerie Laverty
tcfabachapter@gmail.com

**Volusia Association for
Behavior Analysis**

(VABA)

President: Amanda Lang
alang@bi4aba.com



Scan to Join a
Chapter of FABA!

Save
THE
Date



9th Annual Conference

Hosted by the Local
Chapters of FABA (CoFABA)

APRIL 25, 2025

www.fabaworld.org



🕒 9:00 am - 12:00 pm

🍷 Workshop

🏠 PED

📍 Majestic 1-2-3

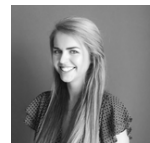
📋 3 LRN/MH
1 ETH

Food selectivity in early intervention settings: Education and training on behavior-analytic feeding skills that can be utilized by Board Certified Behavior Analysts

Pediatric feeding disorders often involve the consumption of limited variety of foods or total refusal of many foods. As many as 90% of children with autism have a feeding difficulty with the majority of the population demonstrating food selectivity, which can have detrimental consequences if left untreated (e.g., nutritional deficits, diabetes, obesity). These disorders can also cause caregiver stress and anxiety and can impact the child's ability to transition to least restrictive environments, such as school. Many clinicians currently do not have access to the necessary training to assess these disorders and best assist in the child's clinical care. This workshop will include background information on pediatric feeding disorders, the importance of collaboration with medical professionals and referring to others when necessary, and finally, a training on the implementation of behavior-analytic skills that can be applied in clinical settings. Attendees will have the opportunity to practice applying the newly learned skills, writing behavioral feeding programs, and collecting data on feeding behaviors, such as acceptance, mouth clean, and challenging mealtime behaviors.

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

- Participants will be able to identify what pediatric feeding disorders are and the multifactorial etiology of the disorders
- Participants will be able to describe the collaboration with multiple professionals and identify when the feeding difficulty is outside of their competence and a referral is necessary
- Participants will be able to implement the behavior-analytic feeding skills, practice collecting feeding data, and practice writing feeding programs in the context of behavioral treatment plans



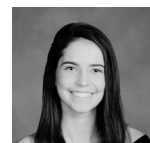
Angie Van Arsdale



Vivian Ibañez



Ronald Clark



Nicole Perrino

Save the Date

FABA 2025

SEPTEMBER 14-21, 2025

SAWGRASS MARRIOTT GOLF RESORT & SPA



🕒 9:00 am - 12:00 pm

👤 Workshop

👤 SUP

📍 King 3

🗨️ 3 SUP/MH

Behavioral Artistry & The Marvel Cinematic Universe: The behavioral artistry behind superheroes and how you too can become a superhero in your daily practice

Being a superhero takes more than strength. It takes compassion, persistence, optimism, and humor. It takes celebrating victories despite hardships and knowing that when others say quit, you'll keep going. Captain America, Thor, and Aunt Man, they're all superheroes, but even more, they're behavioral artists. This presentation will explore how Marvel's superheroes are prime exemplars of Foxx's theory of behavioral artistry (1985) by diving into the research, definitions, and history of the term. In his 1985 lecture, Richard Foxx outlined several traits that distinguished behavior technicians from behavioral artists. He argued that these distinguishing factors made the difference in whether a behavior change program proved successful or not. These features have added to the growing body of work around compassionate care in behavior analysis. Recent studies demonstrate that Foxx's skills of behavioral artistry can be taught to a behavior technicians, special education teachers, and master's students in behavior analysis. This workshop will provide a practical dive into how practitioners can obtain and then train the skills of behavioral artistry through a summary of three contemporary studies and hands on modeling of the teaching interaction procedure. Public Service Announcement: This presentation will not teach you how to fly, throw a hammer, or take you to the Quantum Realm. It will teach you an evidence-based strategy to train and obtain soft skills critical to maintaining a pro-social and therapeutic environment leading to being a more successful and compassionate behavior analysis, supervisor, and clinician.



Amy Bukzspan

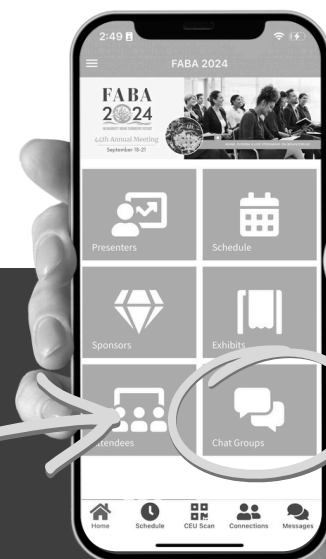
By the end of this workshop, participants will be able to:

- Participants will identify the core features of behavioral artistry in 3 Marvel superheroes.
- Participants will engage in the steps of the Teaching Interaction Procedure to train skills of behavioral artistry.
- Participants will describe the rationale and importance of obtaining the skills of behavioral artistry in terms of a compassionate, responsive, and optimistic practice in working with vulnerable populations.

Join FAB A Attendees in

Creating Community

Check your BehaviorLive App for Chat Groups to get the conversation started!



🕒 9:00 am - 12:00 pm

🏠 Workshop

🧩 OBM

📍 King 1-2

📋 3 LRN/MH

You Down with PDC? Why Isn't Everyone? We'll Tell You the Why and the How of Using the PDC for Improving Staff Support

Organizational behavior management (OBM), is a subdiscipline of applied behavior analysis (ABA) that utilizes a performance analysis (PA) at the individual level within organizations (Wilder et al., 2020). The goal of a PA is to identify potential performance issues and barriers through pre-intervention measures similar to that of a functional assessment, which include indirect measures, descriptive assessments, and functional analysis (Austin, 2000; Wilder et al., 2020). One potential solution to support organizations in identifying performance management needs is the use of the Performance Diagnostic Checklist (PDC). The PDC was developed as a tool to aid managers in identifying variables within four categories that contributed to low performance by employees for a given problem (Austin, 2000). Once completed, a supervisor could then implement an evidence based analytic treatment package based on the results, versus introducing an intervention that may not effectively address the need. Since 2000, modifications have been made to the PDC to focus on human services (Carr, 2013); safety (Martinez-Onstott et. al, 2016), and parent interactions (Hodges et. al., 2020). While the PDC has been around since 2000, more systematic reviews of the PDC have focused only on the PDC-HS. This workshop will present clinical recommendations and guidance for future directions in research as well as providing participants with background, knowledge, and skills related to implementing the PDC and selecting appropriate interventions.



Adriana Anderson



Regina Symons

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

- Participants will be able to review research articles and determine the level of evidence of effectiveness of interventions used. The level of evidence is determine by the criteria set using the PRISMA model to conduct a systematic literature review.
- Participants will use data provided from the PDC to create a heat map, select a PDC indicated intervention, and develop a plan for implementation.
- Participants will participate in a discussion on recommendations for implementation, training, and process for selecting appropriate experimental designs and for assessing and collecting social validity data.



OFFICE PUZZLE

thank you



raven

to our **PLATINUM SPONSORS**



🕒 9:00 am - 12:00 pm

🏠 Workshop

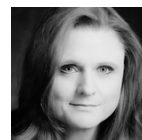
🧩 AUT

📍 Garden 1

📋 3 LRN/MH

Synthesizing ABA Treatment Goals Aligned with DSM-V Criteria

In the landscape of insurance-reimbursed ABA services, treatment plan approval requires adherence to medical necessity criteria. However, a barrier presents in the fieldwork and training of Behavior Analysts: the absence of education on the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-V) diagnostic criteria for autism spectrum disorder (ASD) and how these criteria align with goal development and treatment planning. The knowledge gap is continually expanding; most Behavior Analysts deliver insurance-funded ABA services to consumers with ASD. As the field continues to multiply, practitioners must receive training to ensure the timely provision of ABA services. This workshop combines lectures and hands-on practical exercises to teach participants how to synthesize treatment plan goals with the DSM-V criteria. Through a series of interactive activities, participants will explore the different strategies for aligning treatment goals with common behavior analytic assessment tools. Further, participants will discuss the practical application of the content in the applied setting and address the potential challenges of implementing these strategies.



Ally Dube

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

- Participants will gain a general understanding of the domains of the DSM-V diagnostic criteria for ASD and medically necessary ABA services.
- Participants will develop the practical skills of synthesizing treatment goals with DSM-V criteria to demonstrate medical necessity effectively.
- Participants will learn to align commonly used assessment tools with the DSM-V diagnostic criteria to create treatment goals that meet medical necessity standards.

🕒 9:00 am - 12:00 pm

🏠 Workshop

🧩 DD

📍 Garden 2

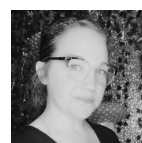
📋 3 ETH/MH

Proactive and Reactive Interventions to Support Sexuality Development and Contextually Inappropriate Sexual Behavior: Recommendations for Practice

There is a long history of individuals with extensive support needs (ESN) being sterilized without their knowledge and consent. Additionally, inappropriate sexualized behavior (ISB) is fairly prevalent among individuals with intellectual or developmental disabilities (IDD); estimates suggest that 18% to 28% of individuals diagnosed with IDD engage in these behaviors. Part of the reason this occurs is a lack of comprehensive sex education (CSE), limited awareness of individuals' with ESN sexual development, and a lack of interventions to address sexual behaviors and build skills related to self-determination or informed decision-making. This workshop will discuss multiple aspects of addressing and supporting the sexuality of individuals with ESN, including a discussion of a study aimed to increase these skills related to speaking to a doctor about menstrual management, a review of research conducted related to antecedent sex education/interventions and self-determination skills for individuals with ESN, and a review the body of research examining the effects of interventions on ISB before outlining implementation of function-based interventions for educators and practitioners working with students with disabilities who engage in ISB. Participants will utilize information and materials provided to develop and practice implementation of individualized interventions.



Jennifer Pollard



Erica McClure

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

- Participants will learn behavior analytic interventions and strategies to support comprehensive sex education and development through out the lifespan.
- Participants will learn to identify functions and develop function-based intervention to work on contextually inappropriate sexual behavior.
- Participants will learn to use behavior analytic interventions to develop self-determination skills related to sexual development.



🕒 9:00 am - 12:00 pm

📄 Workshop

🏠 MH

📍 Sabal

📄 3 LRN/MH

Exploring and Entering the ABA Subspecialty of Primary Care Behavioral Pediatrics: A Practical Workshop

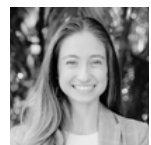
“I didn’t know that was an option!” is the single most frequently overheard comment from behavior analysts when discussing primary care behavioral pediatrics. Well, it IS a career option – a great one – and this workshop is designed to offer you a broad overview of it, including steps to take to move you in the right direction. We will explore its historical and theoretical foundations and cover science-based treatment for commonly addressed problems such as bedtime and sleep problems, noncompliance with directives, anxiety, toileting, habits and tics, and challenging classroom behavior. Treatment adherence and interdisciplinary collaboration will also be discussed.

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

- Describe the niche of primary care behavioral pediatrics and the types of clinical concerns typically addressed in practice
- Explain the assumptions underlying the biomedical model of mental illness versus behavior analytic problem conceptualization
- Describe the most common and effective treatment approaches used in behavioral pediatrics for five commonly addressed problem behaviors in outpatient behavioral health



Chris McGinnis



Cara Shapiro

🕒 9:00 am - 12:00 pm

📄 Special Event

📍 Palmetto 1-2-3

Special Event: APD Meet and Greet

This event will be a drop-in “Meet and Greet” session for any conference attendee to interact with the State Office ABA APD Team. It will include a live Q & A regarding the Behavior Analysis applications and functions including LRC, iConnect, Provider Development, High Watch, and the new collaboration with the Mobile Response Teams across the state. APD staff persons will walk participants through the process of onboarding and accessing functions applicable to the service delivery of Behavior Analysis for APD consumers. There will be opportunities to engage in a Q & A session along with the prompt for feedback and input to help shape future processes.

**Search for your Local FABA Chapter
on Facebook and join today!**



🕒 1:00 pm - 4:00 pm

📄 Workshop

🧩 AUT

📍 Majestic 1-2-3

🗨️ 3 LRN/MH

Invited Workshop: Contracting with Kids: A Positive Way to Teach New Skills and Improve Family Dynamics

First developed in the 1970s, contingency contracting is a behavior change strategy that identifies a task to be completed and a reward to follow successful accomplishment of the task. Numerous research studies have demonstrated the effectiveness of contracting to improve behavior and teach new skills to children with and without disabilities in home, school, and community settings. Examples of contracts used by families to help children fulfill household responsibilities, learn new skills, get ready for school in the morning, and make friends at school will be presented. Workshop participants will practice creating contracts for clients, students, staff, and/or themselves and receive materials for developing, implementing, and evaluating contracts that have been field-tested by more than 300 families and educators.

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

- State the purpose and give an example of each part of a behavior contract: Task, Reward, Task Record, Official Seal, and Signatures.
- Describe a collaborative list-making method that parents (teachers, behavior analysts) and their children (students, clients) can use to identify tasks and select rewards for contracts.
- Identify three common reasons behavior contracts fail and describe a behavior analytic-based remedy for each reason.



William Heward



Jill Dardig

🕒 1:00 pm - 5:00 pm

📄 Workshop

🧩 ETH

📍 King 3

🗨️ 4 ETH
3 MH

Ethically Assessing and Addressing (or not) Repetitive Behavior

Repetitive behavior (e.g., self-injury, stereotypy, and "higher level" perseverative vocal and motor responses) is often, but not always, automatically reinforced behavior. Repetitive behavior presents substantial challenges to clinicians from assessment to treatment, including decision on whether to treat it or not. This workshop will examine this topic from preassessment to generalization and maintenance of treatment gains. Ethicality will also be extensively covered. For example, self-injury is problem behavior that is sometimes maintained by automatic reinforcement and can pose the risk of significant and, in some cases, life threatening harm. On the other hand, stereotypy is nearly always automatically maintained but rarely leads to injury. Such ethical considerations for clinicians will be discussed and the risks and benefits of both treating and not treating self-injury, stereotypy, and other forms of repetitive behavior will be explored. Some applied research on evaluating and addressing repetitive behavior will be reviewed with a focus on what has been learned from attempts to subtype self-injury and how this may or may not apply to stereotypy and higher level perseverative behavior. There is some evidence that higher level perseverative behavior can be an indicator of anxiety. Assessing and treating anxiety in such cases will also be shared.

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

- Be able to describe how to determine whether or not repetitive behavior is automatically reinforced.
- Be able to describe how to prioritize which forms of repetitive behavior should be addressed and in what contexts.
- Be able to describe how to assess and develop treatment strategies for repetitive behavior while incorporating augmented competing stimulus assessments and redirection.



William Ahearn



🕒 1:00 pm - 5:00 pm

📋 Workshop

🏠 ED

📍 King 1-2

🗨️ 4 LRN
3 MH

Trauma: The Invisible Elephant Underlying Challenging Behavior

Behavior analysts and educators are often charged with the responsibility of dealing with challenging behaviors and may be unaware of the impact of underlying trauma on these behaviors. These challenging behaviors are frequently not amenable to traditional functional behavioral assessments (FBAs) and positive behavioral interventions (PBIs). This may be because behavior analysts are reluctant to incorporate distal setting events, discriminative stimuli, and motivating operations into their FBAs, which is essential to the incorporation of trauma into these analyses. One of the key impacts of trauma is on challenging behaviors which often leads to disciplinary referrals, suspensions, alternative placements, and inaccurate diagnoses disproportionately for students of color. Additionally, racial trauma is a form of trauma which has devastating consequences and is often overlooked. Further, it is necessary to acknowledge the impact of verbal behavior in implementing effective interventions, as covert thoughts and feelings often are the establishing operations that motivate challenging behaviors. This workshop will familiarize participants with FBAs that incorporate trauma as well as with strategies that use verbal behavior in conducting interventions. Participants will see role-play demonstrations of these strategies and practice these strategies with feedback and correction.

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

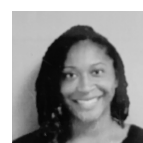
- Participants will be able to explain why youth who have experienced trauma exhibit challenging behaviors and how to incorporate distal setting events, discriminative stimuli, and motivating operations into functional behavioral assessments.
- Participants will be able to explain how implicit bias can lead to disciplinary referrals, suspensions, alternative placements, and inaccurate diagnoses disproportionately for students of color and describe ways to deal with implicit bias.
- Participants will be able to explain why verbal behavior is important in implementing effective interventions for youth who have experienced trauma and describe some effective verbal behavior strategies for staff to use interacting with youth.



Jeannie Golden



Paula Flanders-Farmer



Melissa Glenn

🕒 1:00 pm - 4:00 pm

📋 Workshop

🏠 TTS

📍 Garden 1

🗨️ 3 LRN

Utilizando Entrevistas Motivacionales (EM) durante el entrenamiento de padres (en español)

(En español) ¿Como terapeutas, le hablamos a los padres o A hablamos con ellos? ¿Es efectivo motivarlos a participar en intervenciones o a veces los vemos tomando una respiración profunda al escuchar la oración "sesiones de entrenamiento para padres"? Aunque los Analistas del comportamiento ofrecen estrategias validadas empíricamente y logran cambiar comportamientos con éxito, puede ser difícil para los padres seguir el tratamiento. La resistencia ("discordia") es provocada por un estímulo antecedente (lenguaje confrontativo de los terapeutas), lo cual se refuerza por escapar de los estímulos aversivos. La Entrevista Motivacional (EM) es una intervención de comunicación probada empíricamente que ha mostrado un éxito sustancial en la literatura al cambiar comportamientos adictivos en abusadores de sustancias, adherencia a medicamentos y discapacidades del desarrollo. En este seminario, presentaré las estrategias probadas de EM para disminuir la resistencia y aumentar la cooperación entre padres y terapeutas. Además, se introducirá el modelo Transteórico (etapas de preparación) que ayuda a identificar el nivel de resistencia de los padres. Los asistentes desarrollarán habilidades para evaluar el nivel de resistencia de los padres, medir el cambio en la conversación (indicativo de comportamiento cambiado) y aprenderán a aplicar los procedimientos de EM para incrementar exitosamente la "aceptación" de los padres y establecer efectivamente una buena relación durante las terapias de ABA.



Monica Gilbert

(continúa en la página siguiente)



Al finalizar este taller, los participantes podrán:

- Proporcionar ejemplos de estrategias efectivas de conversación de cambio para desarrollar y construir relaciones colaborativas con los padres
- Identificar trampas que pueden dañar las relaciones entre clínicos y padres.
- Identifica las características clave necesarias para las relaciones cooperativas entre padres y clínicos.

🕒 1:00 pm - 5:00 pm

🍷 Workshop

🏢 ETH

📍 Garden 2

🗨️ 4 ETH
3 MH

Ethical Leaders Do What It Takes! Organizational Performance Engineering for Provider, Parent, and Client Success

Do you work as a program designer, staff trainer, supervisor, or director of an agency that provides educational services to clients with learning difficulties? Are you satisfied with your clients' progress? Behavior analysis developed a powerful technology for helping people, but too many clients don't receive the benefits. Why not? The easy answer is that employees don't do what they are told. But the employees' performance, just like their clients' performance, is a product of their environment. Do employees have the resources, training, and management necessary to help their clients achieve their goals? What about their supervisors and their staff trainers? What about their directors? Organizations are groups of individuals who must work together to provide their clients with the outcomes they want. The failure of clients to make adequate progress is not usually an individual employee performance problem, but a performance problem at the system process, and individual levels of the organization. This workshop will teach you how to design and implement an ethical, pragmatic, organizational performance engineering process to change how providers work together, so that every client makes efficient progress. The EARS process has the following steps: 1) Evaluate client progress; 2) Analyze causes of provider performance problems; 3) Recommend changes in provider resources, training, and management; and 4) Solve provider performance problems by designing and implementing recommended changes in provider resources, training, and management.



Guy Bruce

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

- Label examples of ethical and unethical behavior change goals and methods.
- Label examples of pragmatic and dogmatic approaches to behavior change
- Distinguish between the goals of scientists, engineers and technicians.
- Describe the provider-recipient relationships needed to ensure efficient client progress.
- Evaluate client products, performance, and progress using frequent, accurate, sensitive measures
- Analyze causes of provider performance problems using direct measures to identify problems due to inadequate resources, know-how problems due to inadequate resources, training, or management, Recommend solutions, and Solve provider performance problems.

Join us in the Attendee Lounge in Majestic 7
for FREE Professional Headshots

THU. & FRI. 8:00-11:00 AM

SPONSORED BY



🕒 1:00 pm - 4:00 pm

🏠 Workshop

🏗️ OBM

📍 Sabal

📄 3 LRN/MH

Beyond Performance Management: Process Mapping

Behavior analysts usually learn the basics of Performance Management (PM) when first introduced to Organizational Behavior Management (OBM). But PM is just one part of applying OBM in an organization. Organizations often re-engineer their processes to become more effective and efficient and must respond effectively to ever-changing environments internal and external to the organization. Responding to these pressures frequently requires changes to the organization's processes (or "the way the work gets done"), whether to better meet customer requirements, or support a change in the organization's strategy. This workshop will begin with an overview of behavioral systems analysis – the organization, process, and performer level. The remainder of the workshop will focus on a hands-on activity about constructing an "IS" and a "Should" process map. The workshop will conclude with a Q&A about strategies on how the learners can incorporate this learning into their current roles.



Andressa Sleiman

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

- Participants will be able to define the three levels of analysis in OBM
- Participants will be able to create an "IS" and "SHOULD" process map
- Participants will be able to identify disconnects in process maps



SCAN FOR FREE TRIAL



Find Out Immediately If Your Clients Are Making Efficient Progress Towards Mastery of Their Objectives

ProgressCharter makes it easy for providers, parents, and clients to evaluate their products, performance, and progress using frequent, accurate, sensitive measures and standard charts. Measures are automatically calculated and charted on the user's mobile device and reported to the administrator's website.

Change How People Work Together So That Every Client Makes Efficient Progress!

For a free trial subscription, navigate to dev.progresscharter.com. Contact gyubruce@maplecity.com for assistance.



WEDNESDAY AFTERNOON

September 18

🕒 1:00 pm - 5:00 pm



Special Event



Palmetto 1-2-3

2024 APD Pre-FABA Meeting

This meeting will be a combination of in-person (and virtual) meeting for all Behavior Analysts and other APD pertinent staff only. It is not open to the public.

🕒 5:00 pm - 6:30 pm



Panel



CA



Majestic 1-2-3



1.5 LRN

FABA Conference Kickoff: Updates, Answers & Excitement



Kevin Murdock



Mary Riordan



Nicki Postma



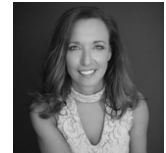
Eric Prutsman



Matt Potak



Michelle Castaños



Missy Olive



Colleen Taylor



Nikki Dickens



Kim Lucker-Greene



Tiki Fiol

Join us as we kick off another great FABA conference. After a little information sharing about your association, we will have an exciting evening of fun. We'll start this event with a quick update of recent public policy and legislative activities and future priorities that impact the ability of our members to provide effective and ethical services and to receive appropriate compensation. We'll discuss licensure, AHCA/Medicaid, Commercial insurance, APD MedWaiver, ABA providers in schools, and more. Discover how you can join in with other members who have successfully advocated for ABA services in Florida. Learn about local chapter memberships, CoFABA initiatives, and benefits. We'll also give an overview of how the FABA Board of Directors operates, conference program committee procedures, and the Elections process. We will finish the evening with networking, meeting new people, and having plenty of fun with friends and colleagues.

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

- Describe at least three legislative, rule, and policy issues that may threaten the ability of behavior analysts to provide effective and ethical services and to receive appropriate remuneration.
- Identify at least four ongoing activities of the Public Policy Committee.
- List at least three ways that individual behavior analysts and their organizations can support effective advocacy efforts.

thank you

to our Badge Sponsor



WEDNESDAY EVENING

September 18

🕒 7:00 pm - 10:00 pm



Special Event



Royal East Foyer

Welcome Reception

Join us for networking and kicking off the 44th Annual Conference!

Sponsored by Florida Community Care



FIRE YOUR SCHEDULER!

OR MAKE THEM

UNBELIEVABLY

EFFICIENT



 **ScheduleIt**



STREAMLINE WORKFLOWS



POWERFUL+ FLEXIBLE **INTEGRATION**



SMART **SCHEDULING** ALGORITHM





A1A
BEHAVIORAL
HEALTH


*Enhancing the quality of
life of all patients, families,
and all those we serve*


A1A State-of-the-Art Center


*The 7,000 square foot facility,
located at the heart of Doral, FL
serves as a center for all our
patients and families and is dedi-
cated to providing the best quality
ABA Therapy. We also specialize
in providing community-based
services. Our highly trained team
can provide care at your home,
daycare, school, after care, or any
other family's location of choice.*





We are here 24 hours a day to support and help you and your family.
305-224-1929 | team@a1ahealth.com | www.a1abehavioralhealth.com

 8:00 am - 8:50 am

 Keynote

 OBM

 Majestic 4-5

 1 LRN/MH

Opening Keynote: The Listening Leader: Empowering Leadership through Listening

Introduced by Jonathan Fernand


Listening is the bridge between leadership and collaboration. Without an intentional practice of listening, a leader can only lead in the direction of his or her own ideas (Green, 2016). This 50-minute talk delves into the fundamental role of listening in leadership within the framework of behavior analysis. By examining the antecedents, behaviors, and consequences of listening, participants will uncover its profound impact on shaping organizational culture and effectiveness. Through the lens of behavior analysis, participants will explore how leaders who actively listen demonstrate empathy, reinforce open communication, and cultivate a positive work environment. Drawing on principles of reinforcement, shaping, and contingency management, participants will examine and explore practical strategies for leaders to enhance their listening skills and elicit desired behaviors from their teams. Join us in exploring the behavioral dynamics that drive the power and influence of a leader who listens and discover how this approach can drive meaningful change and propel organizations toward success.



Nasiah Cirincione-
Ulezi

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


- Participants will examine how fundamental principles of behavior analysis apply to the context of listening in leadership.
- Participants will identify the antecedents, behaviors, and consequences associated with effective listening in leadership roles, and recognize their impact on shaping organizational culture and effectiveness.
- Participants will develop practical strategies grounded in the principle of behavior analysis to enhance listening skills as a leader, foster open communication, and cultivate a positive work environment within teams.

 9:00 am - 9:50 am

 Paper

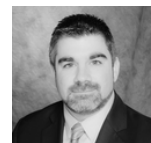
 ETH

 Majestic 4-5

 1 ETH/MH

Nonprofit Accreditation is Essential to the Future of Our Industry

Over the last decade, access to applied behavior analysis (ABA) services has improved for individuals and families affected by autism. Despite this positive trend, the demand for quality ABA services is still largely not being met. Growing the field responsibly to meet this need will involve addressing the multiple challenges that threaten the quality of ABA services. These challenges include, but are not limited to, (a) provider credentialing, diversity, and expertise; (b) training standards, options, and pass rates; (c) financial incentives, reimbursement rates, and profiteering; and (d) individualized standards, treatment, and outcomes. Addressing these challenges will require comprehensive education efforts about their existence, adoption of industry standards developed and supported by the community, promotion of regulations and policies that prioritize patients over profits, and innovations that encourage the responsible use of technology to improve individualized care. During this presentation, the author will discuss the barriers preventing access to quality services and how industry standards developed and enforced by a nonprofit accreditation program like the Autism Commission on Quality (ACQ) can be used to help patients receive the level of ABA services they deserve.

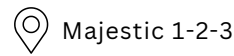
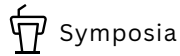
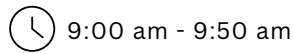


Erick Dubuque

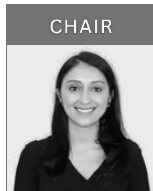
By the end of this event, participants will be able to:

- Identify the barriers preventing access to quality applied behavior analysis (ABA) services.
- Explain why addressing these barriers is necessary to promote the responsible growth of ABA.
- Describe how accreditation standards created and enforced by a trusted nonprofit can help address these barriers.

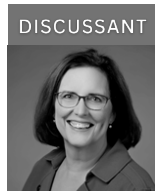




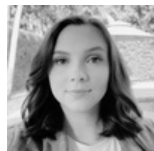
Advancements in the Assessment and Treatment of Pediatric Feeding Disorders



Vivian Ibañez



Mary Riordan



Mia Goodwin



Julissa Robles

Presentations in this symposium will cover a range of recent advances in different treatment approaches for pediatric feeding disorders. The first presentation will discuss the effects of simultaneous presentation on packing. The second presentation will review data on the possible implications of adding choice during gradual exposure of novel foods. Finally, the last presentation will show data related to generalization outcomes across foods that are similar and dissimilar to target foods. Overall, these talks will provide the audience with different strategies that should be considered in response to concerns like expanding food variety and decreasing corollary mealtime behavior. Findings will also be discussed in the context of implications for practicing behavior analysts who encounter children with feeding concerns.

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

- Participants will explain to explain possible effects of simultaneous presentation on packing during mealtimes for children with feeding disorders.
- Participants will be able to describe how choice can be incorporated during feeding intervention for children with autism and food selectivity.
- Participants will be able to explain considerations for treatment generalization when promoting an increase in diet variety during feeding intervention.



🕒 9:00 am - 9:50 am

📄 Multi-Paper

🏢 CA

📍 King 3

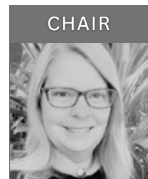
💬 1 LRN/MH

Interventions in Juvenile Residential and Home Settings

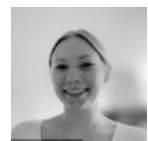
Pyramidal Behavioral Skills Training to Increase Behavior Specific Praise in Juvenile Residential Staff

Kyra Ludwiczewski, Kwang-Sun Blair, Paula Petit-Frere

Juvenile residential facilities are often characterized by the utilization of a punitive-based approach, focusing primarily on discipline and control rather than fostering positive interactions between staff and youth. This study aimed to investigate the implementation of a pyramidal training model within behavioral skills training (BST), focusing on training level 1 supervisors to teach level 2 floor staff in the use of self-monitoring procedures to increase their delivery of behavior specific praise (BSP) in a juvenile residential facility. Specifically, the study focused on examining whether supervisors can successfully implement the BST procedures after receiving training from the researcher to teach floor staff to self-monitor their delivery of BSP to the youth in the facility. The study also aimed to determine whether the implementation of self-monitoring for BSP results in increased BSP, and whether it leads to changes in their perception on youth behavior. To evaluate the impact of the pyramidal BST on staff's behaviors, the study employed a multiple baseline design across participants. The participants included two supervisors and three floor staff members recruited from a local high-risk female juvenile residential facility. Data collection is still ongoing at this time. The data collected so far indicate that supervisor participant 1 demonstrated successful implementation of BST steps during initial training, and all three floor staff participants showed a zero rate of delivering BSPs during the baseline phase. The floor staff's ratings of the youth's problem behavior levels were high.



Kimberly Crosland



Kyra Ludwiczewski



Christine Colon

Evaluating the Prevent-Teach-Reinforce Secondary Model for Individuals with Emotional and Behavioral Disorders

Christine Colon, Kwang-Sun Blair, Madeline Risse

The intensity and range of behaviors displayed by youths with an emotional and behavioral disorders (EBD), along with the limited competence of teachers and parents in responding to these behavioral events, present significant challenges in effectively addressing behavioral difficulties and promoting prosocial skills. The current study evaluated the use of the Prevent-Teach-Reinforce (PTR) model, a manualized function-based intervention model, for three youths with EBD in the home setting. The caregivers of the youths were involved in the 4-step PTR process, contributing to the design and implementation of the PTR intervention within family routines. The impact of the intervention on youth behavior was evaluated using a multiple baseline design across participants. Results demonstrated a decrease in problem behaviors, increase in alternative behaviors, and high fidelity and social validity. Limitations and areas for future research are also discussed.

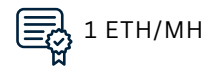
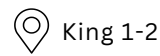
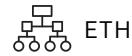
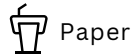
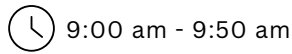


Connect with FABA



#FABA2024





Special Paper Session on Ethics

The Ethical Delivery of Insurance Funded ABA in Schools

In April of 2022 HB 255 was passed in the state of Florida expanding the definition of private instructional personnel allowed to provide services in Florida public schools to include Registered Behavior Technicians. This change in legislation now allows for children who would benefit from medically necessary ABA services at school to be able to receive those services. This has also produced an influx of services provided by private ABA companies inside of Florida public schools. Our paper seeks to discuss how BCBAs can partner with schools to provide medically necessary ABA services during the school day. Providing insight from first hand experience from a clinical and operational perspective, we'll dive into how medically necessary ABA can be delivered ethically at school, what BCBAs need to be mindful of when delivering services in educational environments, and how BCBAs can work with their district and create collaborative partnerships that better serve children and families.



Chrystal Ayala



Rose Griffin

The Ethics of SLP/BCBA Collaboration

In the ethics of SLP/BCBA collaboration, the ethics code and real world strategies to enhance collaboration will be discussed. Collaboration is important for a variety of reasons, one being that it maximizes client outcomes. How can we support our students if we are not able to collaborate effectively? We will discuss a framework for working through collaboration challenges by discussing Dr. Brodhead's article- Maintaining Professional Relationships in an Interdisciplinary Setting: Strategies for Navigating Nonbehavioral Treatment Recommendations for Individuals with Autism (2015). We will also discuss communication strategies as outlined in Suarez et al (2021). The presentation will close with strategies that can be utilized during your next session and a Q/A.

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

- Participants will understand how to create goals for medically funded ABA services delivered in schools that align with medical necessity criteria.
- Participants will examine how to effectively disseminate information about the science of ABA to educational partners and how to collaborate with them to allow children to access medically funded ABA services as a part of their school day.
- Participants will learn how to assess for clinical indication that school based ABA services are appropriate and illustrate how they align with relevant ethical codes.

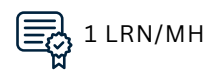
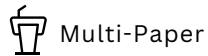
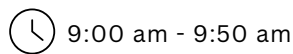
FABA

Florida Association for
Behavior Analysis

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

fabaworld.org





Teaching Children with Autism Spectrum Disorder Various Methods to Advocate for Themselves and Cope across a Variety of Difficult Situations

Stand Up, Speak Up: Teaching a Child with Autism Spectrum Disorder to Advocate for Himself when Encountering Bullying in the School Environment
Kimberley Guiler

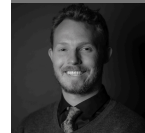
The client in the procedure is a 10-year-old boy diagnosed with autism spectrum disorder. He has an extensive vocal repertoire and routinely engages peers in conversations related to preferred topics. With his expanding vocal repertoire, the client began initiating spontaneous social interactions with peers in his general education classes. As his communication repertoire began to expand, caregivers expressed concern about the client experiencing bullying at school. The clinical team elected to target his ability to identify and respond to inappropriate (bullying) statements emitted by others. Clinicians utilized procedures outline in Stannis et al. (2019) Response to Bullying (RTB): Behavioral skills and in situ training for individuals diagnosed with intellectual disabilities. Clinicians utilized a task analysis that outline steps that included identifying the bullying statement, emitting a self-advocacy statement, leaving the environment, and enlisting help from an adult if the bullying persisted. Percent independence was calculated based on the steps commented during role-play and In-Situ training. Role-play was conducted with members of the client's clinical team, and In-Situ training was performed by confederates within the clinical setting. Following mastery of these self-advocacy skills within BST and In-Situ training, clinicians implemented generalization probes to identify if the complex social skills of self-advocacy generalized to novel people, environments, and forms of bullying. The client exhibited high rates of generalization within all novel people, environments, and forms of bullying trials.

Teaching a Teenager with Autism Spectrum Disorder to Advocate for Themselves through the use of Differential Reinforcement and Fixed Time Schedules
Kirstyn Yountz

The client in the procedure is a 16-year-old girl diagnosed with Autism Spectrum Disorder. She received approximately six hours per week of applied behavior therapy and is able to communicate with an expansive vocal repertoire. Recently, the clinical team met with the client's caregivers regarding deficits that have been observed in the client's repertoire. Parents expressed concern with the client's ability to advocate for themselves and with requesting help when needed. Clinicians have also observed this deficit within the client's sessions at ECAP, particularly when other individuals annoy her, when she needs assistance with an activity, or when she wants to take a break from work. According to Sundberg & Michael, "one of the primary goals of intervention programs for children diagnosed with autism should be to establish a repertoire that allows the child to communicate his or her wants and needs." (2001). To remediate the deficits observed, the clinical team introduced two important life skill programs; Requesting Assistance and Self-Advocacy to increase her communicative repertoire. The purpose of this program aims to promote her overall autonomy and independence by allowing her to advocate for her wants and needs. Autonomy is an essential prerequisite concept to make one's own decisions and to create a life one wants to lead (Jennings 2016). The clinical team utilized least-to-most prompting, differential reinforcement, and transfer trials to assist with acquisition of this skill. While these programs were in acquisition, the clinical team set a timer on a fixed-time schedule (e.g., 5 minutes, 10 minutes, 15 minutes, and 30 minutes) to remind the client that she is able to request assistance and advocate for themselves. The client mastered the Requesting Assistance program within two months of implementation and Self-Advocacy program within three months of implementation. Per parental report, this skill has generalized to various natural environments including her school, the community, and at home.

(continued on the next page)

CHAIR



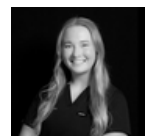
Dakota
Januchowski



Sidney Wade



Kirstyn Yountz





Kimberley Nixon



Safety First: Developing the Ability of a Child with Autism Spectrum Disorder to Relay Important Messages to Individual's in their Environment
Sidney Wade

The client in the protocol is a 10-year-old boy diagnosed with autism spectrum disorder. They currently receive twenty hours of applied behavior analysis therapy per week. The client has a limited vocal repertoire consisting of three-word communicative phrases. However, the client has made great progress in current receptive, tacting, and manding protocols and has shown increased communication skills overall. Due to clinical significance and parental request, clinicians have elected to focus on targeting communication and social skills within his current programming. Caregivers have previously experienced the client wandering away/ getting lost. Clinicians have previously targeted safety protocols that included desensitization to wearing a smart watch at parents request so that they may be able to track him in these instances. Due to the social significance of these concerns, much of the client's programming revolves around independent safety skills. A relaying message program (Partington, 2010) was introduced into this client's repertoire to target the development of these skills. The purpose of this program is for the client to gain the skill to independently and appropriately approach a specific individual to relay a message, give an item, or request an item from them. This will promote the client's ability to assist in various social or emergency scenarios. Individuals with autism are often unable to initiate or respond in various social situations (Carlile et al., 2018.) This program requires the client to independently approach and initiate various interactions with familiar and novel clinicians. The clinical team utilized least-to-most prompting, differential reinforcement, and transfer trials to assist in the acquisition of this skill. The length of the messages were systematically increased (1-5-word messages, requesting 1-3 items, and delivering 1-3 items.) The relaying messages and requesting an item portion of this program is still in acquisition. The delivery of an item portion of this program is considered mastered.

 9:00 am - 9:50 am

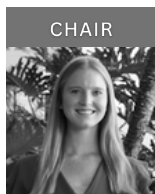
 Symposia

 ED

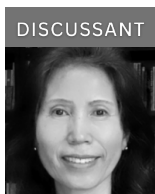
 Garden 2

 1 LRN

School-Based Interventions for Academic Success



Madeline Risse



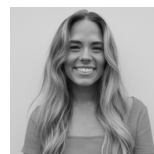
Kwang-Sun Blair



Jessica Benevides



Grace Maxwell



Lillian McCook

Challenging behavior in the classroom setting can negatively impact teacher implementation of classroom management strategies and lead to poorer student outcomes and increased risk for teacher burnout (Fernet et al., 2012; Garwood et al., 2017; Gilmour et al., 2022). When challenging classroom behaviors are targeted through antecedent-based interventions, such as physical exercise or relaxation techniques, improved academic and social outcomes have been observed. Moreover, evidence-based strategies such as differential reinforcement have been shown to be effective at reducing challenging behavior (Boniecki & Moore, 2003; Petscher et al., 2009). This symposium will focus on three presentations highlighting interventions that have been successful in reducing disruptive behavior and increasing appropriate behavior in school-based settings. The first presentation will focus on the impact of antecedent physical exercise on academic engagement and task completion of elementary school students. The second presentation will be an evaluation of the effectiveness of brief video based PMR to increase academic engagement in the classroom. Finally, the third presentation will assess the effectiveness of and preference for teacher-implemented accumulated and distributed schedules of reinforcement in a classroom setting. Collectively, these studies represent school-based intervention approaches to decrease challenging behavior and promote optimal academic engagement exhibited by students in the classroom setting.

(continued on the next page)



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

- Participants will learn the basis of physical activity as an antecedent exercise and how it can be applied within the classroom setting to increase academic engagement and task completion.
- Participants will learn the basics of progressive muscle relaxation and how it can be applied in the classroom as an antecedent-based intervention to increase academic engagement.
- Participants will describe the differences between accumulated and distributed schedules of reinforcement.



9:00 am - 9:50 pm



Special Event



Majestic 6

SOFABA presents: South Florida Provider Meet Up

Calling all South Florida providers! The South Florida Association for Behavior Analysis (SOFABA) is thrilled to host our fourth annual FABAs meet-up. We invite you to connect with fellow professionals and delve into conversations surrounding the challenges and opportunities facing our community.



10:00 am - 10:50 am



Paper



ETH



Majestic 4-5



1 ETH/MH

Standing at the Intersection of Ethics and the Law: Frequent Hotline Questions Answered by Our Attorney

The ABA Ethics Hotline was established to assist BCBAs in navigating ethics issues which arise in everyday practice and provide the BCBA with assistance in understanding the Ethics Code established by the Behavior Analyst Certification Board. Hybrid questions have arisen regarding how the ethics code and the law overlap. BCBAs have experienced situations involving family law as well as contract law and privacy issues which necessarily crossover from the ethics area into law. We will discuss balancing the ethics code and the law when there are similarities as well as differences. We will discuss traversing those areas so as to keep a BCBA out of trouble by presenting questions (with permission) we have previously fielded through the Hotline.

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

- Participants will be able to describe situations where the ethics code and the court systems seem to differ.
- Participants will be able to describe and give examples of family law situations where parents are embroiled in custody or divorce while following the Ethics Code.
- Participants will be able to describe employment contracts and identify those parts of contracts which deal with non-compete and compensation clauses that effect employment.



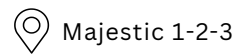
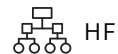
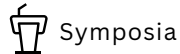
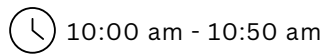
Jon Bailey, II



Hugh Eighmie, II

thank you
to our BehaviorLive
QuickScan Sponsor

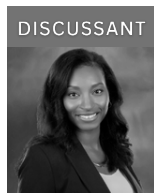




Understanding Behavior Analysts Opinions and Practices: Surveys on Basic Principles, Teaching Strategies, and Health, Sports, and Fitness



CHAIR

Raymond
Miltenberger

DISCUSSANT

Meka McCammon



Amalix M. Flores



Madeline Risse



Stephanie Howell

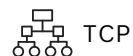
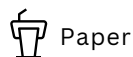
In this symposium, researchers will describe three survey studies and results related to behavior analysts' practice activities in health, sports, and fitness, and active student response strategies used in college classrooms, and doctoral level behavior analysts' categorization of basic behavioral principles. In the first presentation, Stephanie Howell will describe survey research focused on understanding the extent to which practicing behavior analysts work in the areas of health, sports, and fitness and what their practice activities consist of in these areas. The results of this survey show that there are few behavior analysts practicing in HSF. In the second presentation, Madeline Risse will discuss survey research investigating the use of active student response (ASR) strategies in college classes. The survey of instructors in behavior analysis programs assessed the extent of their use of ASR strategies and which strategies they used most frequently. The results showed that behavior analyst instructors use a variety of ASR strategies and that almost all instructors reported using one or more approaches. In the third study, Amalix Flores will describe a survey study in which they asked doctoral level behavior analysts to identify basic behavioral principles that define the field. They presented lists of respondent conditioning terms and operant conditioning terms and asked participants to categorize each term as a behavioral principle, behavioral procedure, or neither. Participants could also categorize the term as unfamiliar. The results showed that there was less consensus than expected on what constitutes the set of behavioral principles that define our field.

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

- Describe the scope of professional practice in HSF by behavior analysis.
- Describe the use of ASR strategies in college teaching by behavior analysts.
- Describe the consensus among doctoral level behavior analysts about what constitutes behavioral principles.



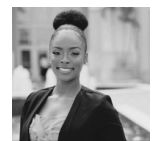
10:00 am - 10:50 am



1 ETH/MH

From Intake to Termination: The Lifespan of Treatment for Those Affected by Abuse

"From Intake to Termination: The Lifespan of Treatment for Those Affected by Abuse" offers a comprehensive exploration of the journey individuals undertake when receiving support for abuse-related trauma within the framework of behavior analysis. This presentation provides a roadmap spanning from initial intake procedures to the conclusion of therapeutic interventions, offering insights into the multifaceted nature of treatment across the lifespan. Attendees will gain a deeper understanding of the nuanced challenges and considerations involved at each stage of the treatment process. From establishing rapport and conducting thorough assessments during intake, to implementing evidence-based interventions and navigating potential setbacks, this session equips participants with practical strategies for addressing the complex needs of individuals affected by abuse. Through a combination of theoretical frameworks, case examples, and practical insights grounded in behavior analysis, this presentation highlights the importance of a holistic approach to treatment that considers the



Enasha Anglade

(continued on the next page)




unique experiences and developmental trajectories of survivors. Whether you're a mental health professional, researcher, or advocate, this presentation offers valuable perspectives on supporting individuals through every stage of their healing journey. Join us as we explore the lifespan of treatment for those affected by abuse, and learn how to provide effective support from intake to termination.


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

- Recall at least three concepts of behavior analysis as they relate to the treatment of individuals affected by abuse.
- Identify at least three stages involved in the lifespan of treatment for survivors of abuse, from intake to termination.
- Explain the significance of establishing rapport and conducting thorough assessments during the intake phase of treatment for survivors of abuse.




 10:00 am - 10:50 am

 Paper

 ETH

 King 1-2

 1 ETH/MH

Cultural Humility In Care: Guidelines For Cultural Sensitivity In Care

As Wright stated in Cultural Humility in Applied Behavior Analysis, data administered regarding the race and ethnicity of current BCBAs indicates continued low percentages of practitioners of diverse racial ethnicities. In the article Exploring Cultural Humility in ABA, Wright identified that"Access to ABA intervention is inequitable, and cultural differences are not adequately addressed in many current established behavioral interventions" (Wright, 2019). While our field continues to use self examination as a driving force to evolve our practice as a whole and remain dedicated to creating meaningful change, we need to ensure ample focus remains on the integration of culturally sensitive practice and increasing our knowledge surrounding its undeniable impact on successful care delivery and buy-in. This presentation will explore considerations of a multicultural framework and daily application in practice promoting truly inclusive and competent care and practice.




Cassandra Wilson

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

- Define Cultural Humility and its Impact on Service Delivery
- Develop Effective Application and Assessment Strategies to Promote True Inclusivity
- Ensure Dissemination of Cultural Humility and Sensitivity For Continued Effective Leadership and Training



Thinking of Presenting Next Year?

Be sure to update your  Behavior **LIVE**
Headshot, Organization, Bio, and Email



🕒 10:00 am - 10:50 am

🗨️ Panel

🏠 ED

📍 Garden 1

📋 1 LRN

Coaching for Classroom Success: Empowering Teachers with Students with Challenging Behaviors

CHAIR



Catia Cividini-Motta



Rose Iovannone



Kimberly Crosland



Kwang-Sun Blair

Persistent challenging behavior displayed by school-aged children with or at-risk for disabilities is identified as a major concern for parents, educators, and other stakeholders because of its personal, social, academic, and legal consequences that hinder success in school (e.g., McFarland et al., 2018). Because failure of addressing these children's behavioral challenges leads to poor academic outcomes and is predictive of future school drop-out and socioeconomic disparities during adulthood (Lane et al., 2007; Reinke et al., 2008), it is critical to support classroom teachers in the provision of behavioral interventions. However, many effective behavioral interventions are not feasible within a school. Thus, it is imperative that researchers collaborate with school personnel (e.g., teachers, administrator) to develop school-based interventions that are likely to be effective, efficient, feasible, and socially valid. The purpose of this panel is to describe three research grants funded by Institute of Educational Sciences (IES), ePTR Coach, MAAPS, and MOTIVATED. Panelists will provide a brief description of each of their projects, their approach to collaborating with school personnel in developing behavioral interventions, discuss benefits and challenges of conducting research in public schools, and provide insights on the funding source that helps to support these programs.

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

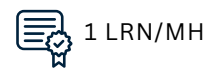
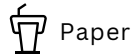
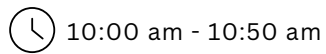
- Participants will describe the components for coaching teachers to implement class-wide interventions
- Participants will describe the advantages and challenges of a virtual coaching approach.
- Participants will describe three key features that support using modular approaches for teacher implementation of evidence-based interventions.

thank you

to our Lanyard Sponsor

ACE[®]
ABA Software System





Special Paper Session: Parent Training

Practical Parent Training Strategies

As of 2024, over half of all BCBA's have received their initial certification to work in the field within the past five years. In addition, early career behavior analysts are frequently required to conduct caregiver training. According to the BACB certificant data, although over 80% of BCBA's provide services to Autism Spectrum Disorders, only .4% of BCBA's report caregiver training as their primary area of practice. Effective caregiver training is the cornerstone of effectively fading services over time, yet many early career BCBA's report receiving minimal training or education in working with caregivers. This paper presentation aims to address common barriers to effective caregiver training including strategies to bolster the pairing process and selecting goals that align the values of the caregiver and the therapist. Evidence-based behavior analytic strategies for assessing and addressing barriers to progress will be discussed that any BCBA, regardless of experience level, will be able to use in daily practice. A case study in which one of the assessment tools was used to address barriers will be reviewed as well.

Parent Training, but do I gotta?!?

In the realm of Applied Behavior Analysis (ABA) services, the imperative of caregiver involvement is paramount, particularly when receiving funds from insurance providers. Despite the BACB mandate to engage relevant stakeholders in client treatment, formal education on caregiver training remains at a minimum and sometimes even absent from standard coursework and task lists. This deficiency poses a significant challenge for practitioners, thrusting them into a trial-by-fire scenario as they navigate the complexities of caregiver collaboration. Our presentation aims to illuminate this critical gap in ABA training and offer insights into novel strategies for effective caregiver engagement. Drawing upon contemporary research and leveraging real-world case studies, we seek to equip both novice and experienced practitioners with practical tools to avoid common pitfalls in parent training while upholding the standards of excellence in treatment provision. By bridging the divide between theory and practice, our session endeavors to empower ABA service providers to cultivate meaningful partnerships with caregivers, thereby optimizing outcomes for clients across the lifespan.

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

- Participants will learn strategies for building and maintaining rapport with families
- Participants will learn to select goals that are meaningful to the caregiver and impactful to the client's overall program
- Participants will learn how to assess and respond to barriers in parent performance using evidence-based strategies



Colleen Taylor



Lillian Suarez



Adam Pakiela

thank you

TO OUR MOBILE APP SPONSOR

Progressive
Behavior Analyst
Autism Council™



🕒 11:00 am - 12:30 pm

🎤 Keynote

🧩 AUT

📍 Majestic 4-5

📋 1 LRN/MH

Welcome and Annual FABA Awards Ceremony

Chairs: Drs. Nikki Dickens and Willie DeLeon

The Annual Award Ceremony is the opening of the Keynote Address and is designed to highlight accomplishments in and around the behavior analytic community.

Keynote Address: Learning Best Practices Around Language & Terminology from Someone Who Isn't Easily Offended

Introduced by Matt Potak

Drawing from my personal experience as both someone on the autism spectrum and someone who is a service provider to others on the spectrum, I will share my thoughts on why words matter when talking about and with autistic people. My involvement "on both sides" of the community - autism service provider and autistic person- gives me a unique perspective on best practices.



Kaelynn Partlow

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

- Participants will be able to identify representations of ABA that result in misunderstanding and/or disapproval of the field.
- Participants will be able to sort criticism of the ABA field into 3 categories.
- Participants will understand at least 2 actionable critiques of ABA and identify potential responses.

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

**Visit FABA's Family
Room for Nursing
Caretakers!**

Family Room can be found in Silver Office next to Royal Ballroom



THURSDAY AFTERNOON

September 19

🕒 1:30 pm - 2:50 pm

🎤 Symposia

🏢 ETH

📍 Majestic 4-5

📋 1.5 ETH

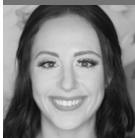
Integrating Behavior Analysis and Medical Care

CHAIR

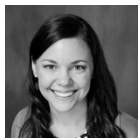


Janae Pendergrass

DISCUSSANT



Lindsay Lloveras



Kerri Peters



Justin Han



Kacie McGarry

The BACB ethics code emphasizes that behavior analysts should collaborate with other professionals to effectively meet the needs of their clients. Given the complex behavioral and health needs of our clients, behavior analysts must rely on the expertise of medical professionals. The first presenter will discuss integrating behavior analytic measurement into the hospital systems. The second presenter will discuss collaboration with psychiatrists to produce meaningful behavior change. The third presenter will discuss collaborating with psychologists to adapt traditional psychotherapy to clients with limited verbal repertoires.

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

- Participants will be able to identify metrics of patient care quality that are unique to an inpatient setting.
- Participants will be able to identify at least one benefit of collaborating with a psychiatrist.
- Participants will be able to identify some similarities and differences between differential reinforcement and exposure and response prevention therapy.

🕒 1:30 pm - 2:50 pm

🎤 Panel

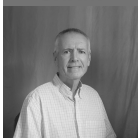
🏢 TCP

📍 Majestic 1-2-3

📋 1.5 LRN

Challenges facing us today: A conversation with an expert panel

CHAIR



Kevin Murdock



Kristin Korinko



Alan Abramowitz



Robin Bartleman



Kristen Myers

This panel allows FABA members the opportunity to observe and participate in a collaborative conversation about challenges that Florida practitioners are, or will be, facing. Topics will include how we can provide access to high quality behavior analytic services while protecting consumers and our profession. FABA members may ask questions, express concerns, and contribute to an active discussion to identify solutions and develop action plans.

- Alan Abramowitz, Chief Executive Officer, The ARC of Florida
- Representative Robin Bartleman, Florida House of Representatives
- Kristin Kemp-Myers, Accreditation Board Member, APBA
- Kristin Korinko, Agency Senior Behavior Analyst, State of Florida Agency for Persons with Disabilities (APD)

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

- Recognize five distinct challenges that ABA practitioners in Florida are, or will be, facing.
- Actively participate in a problem-solving conversation with expert panelists.
- Identify three possible action plan steps to solve problems faced by practitioners.



🕒 1:30 pm - 2:50 pm

📄 Paper

🏗️ PRO

📍 King 3

💬 1.5 LRN/MH

Fraud in the South: Examining the Contingencies Driving Fraudulent Behavior

South Florida has long been plagued by issues of ABA fraud, with reports of fraudulent services, exam cheating, and misappropriation of funds pervading the state. Despite efforts by various organizations and governmental agencies to combat the problem, evidence suggests that little progress has been made in curbing fraudulent behavior. This ongoing misconduct has had detrimental effects on both the ABA field and its clients. In 2023, the "Fraud in the South" presentation delved into the historical, cultural, and environmental factors perpetuating fraudulent behavior in South Florida, alongside the concerning disparity in provider numbers compared to the rest of the state. Building on this foundation, our current presentation serves as a follow-up to last year's session. Our goal is to compare last year's data with this year's findings and assess any progress or regression in addressing the problem. Moreover, we want to assess the underlying motivations fueling the fraud. Are these actions inadvertently driven by a lack of understanding about billing codes and policies, or are they deliberate and knowingly illegal? To answer these pivotal questions, we conducted surveys among providers in South Florida, seeking insights into their understanding of billing codes, insurance policies, and perceptions regarding the consequences of overbilling or fraud. Our presentation will unveil the outcomes of these surveys, offering valuable insights into the possible causes of ABA fraud in the region and charting a course toward effective mitigation strategies.



Michelle Castaños

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

- Participants will comprehend the historical and environmental factors contributing to fraudulent behavior within the ABA field, particularly prevalent in South Florida.
- Participants will analyze efforts by organizations and agencies to combat ABA fraud in South Florida, evaluate the effectiveness of these measures, and compare previous data to assess whether there has been progression or reduction of the issue over time.
- Participants will uncover potential causes of fraud by evaluating providers' understanding of billing codes, insurance policies, and their perceptions of the immediate and long-term consequences of overbilling or fraud.

🕒 1:30 pm - 2:50 pm

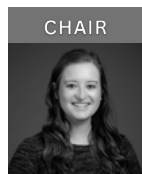
📄 Symposia

🏗️ OBM

📍 King 1-2

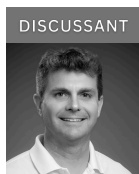
💬 1.5 LRN

The Expansion of OBM Research: Using OBM interventions to explore new areas of study from AI utilization to burnout mitigation



CHAIR

Mary Lewis

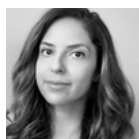


DISCUSSANT

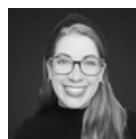
David Wilder



Paige O'Neill



Fran Echeverria



Hanna Vance

This symposium will include four papers demonstrating empirical studies exploring new areas of research using OBM interventions. The first paper evaluates the methods to identify interventions using the PDC-HS among managers in a clinical setting. The second paper evaluates the impact of treatment integrity errors when implement DRO procedures. The third paper evaluates the effects of Performance Matrix Scorecards and Job Crafting to reduce burnout among students. The fourth paper evaluates preferences among women-identifying behavior analysts as they compare human and AI generated training for engaging in email negotiations. Overall, these studies demonstrate the expansion of research topics among OBM, from burnout mitigation to AI.

(continued on the next page)



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

- Participants will be able to describe methods for using the PDC-HS to improve managerial performance, and the performance matrix scorecards to evaluate levels of student burnout.
- Participants will be able to describe and evaluate the impact of treatment integrity errors on DRO, as well as apply findings to mediator training and implementation of DRO in practice.
- Participants will be able to describe the differences among professional emails generated by humans vs. AI, and respondents preferences for either option.

🕒 1:30 pm - 2:50 pm

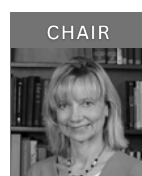
📄 Symposia

📊 MH

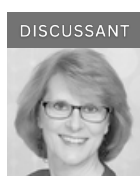
📍 Garden 1

📄 1.5 LRN

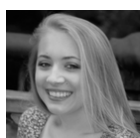
The Many Faces of Trauma: Trauma from a Behavioral Perspective Across Populations



Jeannie Golden



Sharon Older



Sarah Hayes



Taylor Smith



Richard Ung

Trauma manifests in many forms and within many populations. In each of these forms and populations, using a behavioral lens to understand these traumas assists in developing appropriate prevention and intervention strategies. Each of the presenters in this symposium will discuss trauma from a behavioral perspective in different populations that include children that have been maltreated, children on the autism spectrum, students who face disparities in discipline, and war veterans with suicide ideation.

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

- Participants will be able to describe the effects of trauma on children who have been maltreated and on the autism spectrum from a behavioral perspective and propose implications for prevention and intervention strategies.
- Participants will be able to describe the effects of trauma on students who face disparities in discipline and propose behaviorally based prevention and intervention strategies.
- Participants will be able to describe the effects of trauma on war veterans with suicide ideation from a behavioral perspective and propose implications for prevention and intervention strategies.

🕒 1:30 pm - 2:50 pm

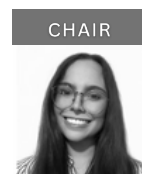
📄 Multi-Paper

📊 VB

📍 Garden 2

📄 1.5 LRN

Adquisición, Surgimiento, y Uso de Repertorios Verbales a través de uno o más Idiomas (en español)



Mary (Max) Llinás



Amalix Maria Flores Montero



Claudia Campos



Ariadna Martinez

La conducta verbal es una de las habilidades más complejas pero cruciales que los individuos necesitan aprender para facilitar la adquisición de otras habilidades y acceder a una gran cantidad de reforzadores. Además, cuando el individuo esta aprendiendo múltiples operantes verbales o más de un idioma, la complejidad aumenta. Dado el papel

(continúa en la página siguiente)



fundamental de la conducta verbal, es imperativo utilizar métodos de entrenamiento que sean efectivos y eficientes al enseñar las habilidades de lenguaje. Esta sesión de varios trabajos ofrecerá tres estudios centrados en diversas facetas de la conducta verbal. La primera presentación discutirá cómo los niños hispanos adaptan su comportamiento verbal para que coincida con el lenguaje del oyente. La segunda presentación discutirá el uso de entrenamiento con ejemplares múltiples para transferir el control de estímulos de tactos directamente entrenados a mandos emergentes. Por último, la tercera presentación discutirá los hallazgos de una revisión sistemática de estudios de análisis de la conducta que evaluaron la adquisición y el surgimiento de habilidades en un segundo idioma.

Al finalizar este evento, los participantes podrán:

- Al final de la presentación, los asistentes aprenderán cómo pueden ayudar a los estudiantes que aprenden en dos idiomas para garantizar que estos niños mantengan su lengua materna.
- Al final de la presentación, los asistentes podrán describir los múltiples efectos ejemplares del entrenamiento sobre la aparición de mandos tras el entrenamiento del tacto.
- Al final de la presentación, los asistentes describirán la importancia de la validez social en la adquisición de una segunda lengua.

🕒 3:00 pm - 3:50 pm

📄 Paper

🏠 ETH

📍 Majestic 1-2-3

🗨️ 1 ETH/MH

Expert Texpert: The behavior analyst as an expert witness

An expert witness is someone who helps attorneys understand the subject matter of cases, reviews documents and formulates opinions based on that documentation and, when necessary, provides depositions and testimonials in court. The behavior analyst as an expert witness is needed in cases involving client injury (physical or alleged psychological), staff injury, standards of care for behavioral services, educational due process, and even criminal cases and sentencing (rare). This presentation will highlight the tasks and responsibilities of a behavioral expert witness with a focus on definitions, qualifications, case examples, lessons learned as an expert, the importance of balanced experience with plaintiff/defendant cases, and the ethical dilemmas faced by expert witnesses.



Merrill Winston

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

- Participants will be able to explain the “4 C’s of an expert witness
- Participants will be able to identify the warning signs so that they may decline inappropriate cases
- Participants will be able to apply the BACB code to ethical issues in expert witnessing

🕒 3:00 pm - 3:50 pm

📄 Paper

🏠 DD

📍 King 3

🗨️ 1 LRN/MH

Assessing the Availability and Accessibility of State Service Delivery Systems

The National Association for the Dually Diagnosed (NADD) and the Florida Developmental Disabilities Council (FDDC) jointly examined the strengths and challenges related to supporting people with Intellectual and Developmental Disabilities (IDD). The Access to Services through Knowledge (ASK) project incorporated a mixed methods approach to survey parents, self-advocates, and family members about (a) existing state-led programs, (b) methods for identifying and accessing services, and (c) the type and frequency of resource usage. Participants noted service needs: (a) related to mental health care for individuals with IDD should be established, (b) should be adapted to reflect culture / ethnicity, and (c) related to peer support, advocacy, and state-led collaboration need to be prioritized. Social media was the most common resource used by families to identify available services. Most participants shared a distrust or dissatisfaction with service systems and expressed worry about the quality of life



Mark Harvey


(continued on the next page)




for individuals with IDD once family members were no longer able to care for them. Several parents of children with severe I/DD prioritize the care of their child over their own health and welfare.

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


- Attendees will consider how both quantitative and qualitative data can be used to refine service delivery systems.
- Attendees should consider how to expand their scope of competence to address the mental health needs of individuals with IDD.
- Recognize the need to adapt behavior service delivery to meet the needs of culturally diverse clientele.

 3:00 pm - 3:50 pm

 Paper

 TCP

 King 1-2

 1 LRN/MH

Skinner Was Probably NOT a Determinist: The Explanatory Power of Selectionism

Most assert that Skinner served a deterministic agenda, that all behavior is strictly “caused” by the environment. While determinism is a certain pillar of behavior analysis, Skinner was likely not a determinist, philosophically, as most think. This is due to an examination of his writings where he provides a probabilistic account of human behavior. Thus, it is our point to show that Skinner’s radical behaviorism is based on a probabilistic, selectionist, and pragmatic epistemology rather than one that presumes exact causal necessitation. In other words, we will show that Skinner abandoned determinism as a mode of explanation as he found it irrelevant because humans cannot know all the variables as he argued in various writings. Abductively, the role of the “scientist” is to find the most evidence to interpret the data to make predications regarding the object of study. While for scientific study, behavior may be lawful, but those behaviors will be selected due to certain random variations in the ontogenetic development of the individual. Thus, to account for this, we will show that Skinner created a functional, descriptive, and pragmatic view of science based on all variables possible, as a result, he found determinism irrelevant because those elements of science do not lead to a causal connection, only probability. What Skinner does is to focus on random variations within the study of behavior. He compares operant conditioning to natural selection, where it is the organism’s ability to select those behaviors that produce a probabilistic contingency, and if reinforced, strengthens the likelihood that the behavior survives. Reinforcement increases the probability that the selected behavior will be emitted again under similar circumstances, but not exactly. Implications for freedom stem from the study of the randomness of variations. Furthermore, as many make the case that with determinism, freedom becomes impaired; however, we will state that Skinner’s selectionist view expresses a compatibilist view where one is free, yet behavior is emitted as a response to stimuli found in the environment. We argue that Skinner championed freedom because he implied that freedom is to be found in the randomness of variations, or the ability for the individual to select behaviors that work to solve problems, create things, or engage in tasks, thereby making determinism irrelevant. In sum, the organism’s ability to behave in random and accidental ways depend on “unforeseen variations and adventitious contingencies of selection.” We will ultimately show that selectionism serves as the essential element of Skinner’s science to explain accounts rather than determinism. In short, Skinner was likely not a determinist but created a selectionist account of behavior via his three-term contingency.



Christopher Stabile

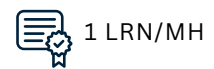
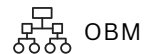
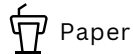
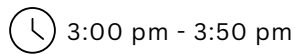


Cesar Rueda

By the end of this event, participants will:

- Differentiate between causal determinism and probabilistic forms of “lawfulness”
- Examine the philosophical views of determinism and Skinner’s thoughts reflecting the difficulties in assuming a deterministic position
- Analyze the role of random variation and selection within operant conditioning





ABA Service Delivery Quality: A Novel Application of a Quality Framework

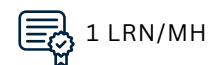
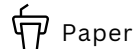
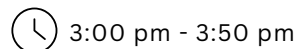
The applied behavior analysis service delivery industry continues to grapple with criticism due to widespread deficiencies in quality control measures throughout the field. Organizations often boast claims that they provide high-quality services without substantiating data, jeopardizing the wellbeing of consumers, employees, and the field at large. In Silbaugh & El Fattal's 2021 article 'Exploring Quality in the ABA Service Delivery Industry', the authors explore a framework for developing clearly defined quality metrics and behavioral systems for ongoing evaluation. This session discusses the implementation of that framework with an organization of 15 clinics, roughly 300 clients, and 50 behavior analysts. Example quality standards, potential limitations or barriers, future directions, and supporting quality dependent data will be provided.



Olivia Banks

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

- Participants will be able to identify ways to develop quality definitions within their own practice and potential sources for developing standards for evaluation.
- Participants will identify and be able to discuss ways in which an ongoing quality control system could impact quality dependent key performance indicators of their organization.
- Participants will be able to identify potential limitations and barriers to implementation, as well as potential solutions to those barriers.



Compassionate Care in ABA: Assessing and supporting family needs for intensive cases

The field of ABA is currently making an essential shift in understanding and providing more compassionate care. Often, families with children that have more intensive behavioral needs do not receive the full extent of support and resources required. This can occur for many reasons. This speech will discuss common barriers to the typical ABA family model within intensive cases. Data will be provided from a poll of local parents with children diagnosed with ASD and a brief personal account from Kerry Jones, BCBA and mother to ASD high needs child. A review of potential assessment tools and support solutions will be provided.



Linda Meckler




Kerry Jones


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

- Participants will learn common barriers in resources and support for intensive cases in Florida.
- Participants will review their current model for assessing family support needs during initial and ongoing ABA services.
- Participants will learn innovative procedures and awareness of proper support methods for intensive cases.


Visit the **FABA STORE** | Majestic 8



 4:00 pm - 4:50 pm

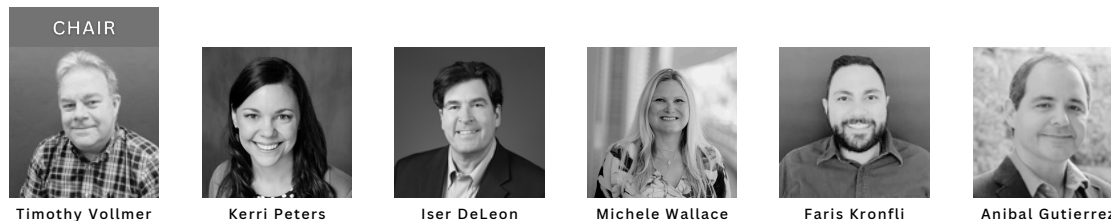
 Panel

 PRO

 Majestic 4-5

 1 LRN


A celebration of the lifetime and contributions of Henry S. Pennypacker



Dr. Pennypacker (“Hank”) was one of the original members of FABA, and a past-president of the organization. He taught thousands of students at the University Florida. Hank passed away earlier this year. He was a trail-blazer in so many ways including his work on breast cancer self-detection, educational practices, behavioral measurement, and his groundbreaking text “Strategies and Tactics of Human Behavioral Research.” To many, he was best known as a kind, sensitive, and highly intelligent person. This panel will discuss, reminisce, and celebrate Hank as his former students, colleagues, and friends. A special poster session will follow the celebrations of Drs. Pennypacker and Iwata.

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

- List the different areas of research in which Dr. Pennypacker made contributions.
- Describe the overall impact Dr. Pennypacker left on the field.
- Discuss the various achievements of individuals mentored by Dr. Pennypacker.

 5:00 pm - 5:50 pm

 Panel

 PRO

 Majestic 4-5

 1 LRN

A celebration of the lifetime and contributions of Brian A. Iwata



Dr. Iwata (Brian) was a great leader of our field, and former President of FABA. He taught thousands of students at the University of Florida. Brian passed away earlier this year. From a research standpoint, Brian was best known for his work in functional analysis, self-injurious behavior, and intellectual/developmental disabilities. He was a former editor of JABA, and has more publications than anyone in the history of that journal. To many, he was best known as a great mentor and role model. The panel will discuss, reminisce, and celebrate Brian as his former Professor (Dr. Bailey), students, colleagues, and friends. A special poster session will follow the celebrations of Drs. Iwata and Pennypacker.

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

- Describe the overall impact Dr. Iwata left on the field.
- Discuss the various achievements of individuals mentored by Dr. Iwata.
- List the different areas of research in which Dr. Iwata made contributions.





A1A
BEHAVIORAL
HEALTH

***Enhancing the quality of life
of all patients, families,
and all those we serve***

***One of the preferred providers of
ABA Therapy in South Florida.
Our core team has well over 50
years combined & dedicated
proven experience in helping
patients and families.***

Core treatment diagnoses include:

- Autism
- ADHD
- ODD
- GDD

***A1A has proven success in providing
treatment in the following:***

- Residence
- School
- PPEC
- Daycare
- A1A Center

Licensed by AHCA

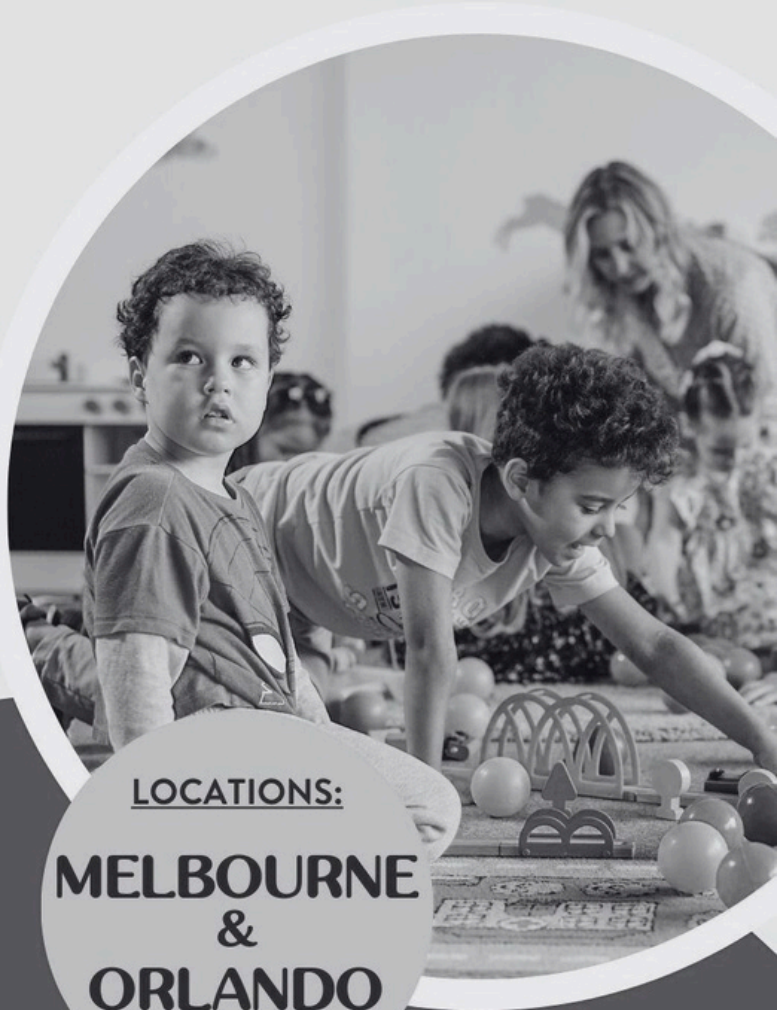
We are here 24 hours a day to support and help you and your family.
305-224-1929 | team@a1ahealth.com | www.a1abehavioralhealth.com



POSITIVE STEPS

APPLIED BEHAVIOR ANALYSIS

**WE'RE
HIRING**
BCBAs & RBTs



LOCATIONS:

**MELBOURNE
&
ORLANDO**

WHY JOIN US?

- Competitive Pay & Benefits
- Supportive Team Environment
- Professional Development
- Access to CEU Library
- Make a Real Difference
- Clinic, School & Home Based
- RBT & Student Analyst Supervision

Follow Us +



Contact Information:



Careers@PositiveStepsABA.com



(321) 477-3905

www.PositiveStepsABA.com



Maximize the efficiency of your agency.
with our complete management support:

- We Provide Payroll Services or Payroll Processing Available.
- Medicaid & Privates Insurances Billing.
- Agency Structure.
- Staff Training.



☎ 305-731-6457

✉ ascendingbillingplus

🌐 ascendingbillingplus.com

Best solution for billing outsourcing



THURSDAY EVENING

September 19

⌚ 6:00 pm - 7:30 pm



Special Event



Royal Ballroom

The Iwata-Pennypacker Presidential Poster Session and Book Signing with Special Invited Guests!

Sponsored by MOD Behavior ABA
(See details on the next page)



⌚ 7:30 pm - 8:30 pm



Special Event



Majestic 6

FSU Reunion

Alumni of the FSU ABA program mingle and reminisce! Current students are also encouraged to attend.

⌚ 7:30 pm - 8:30 pm



Special Event



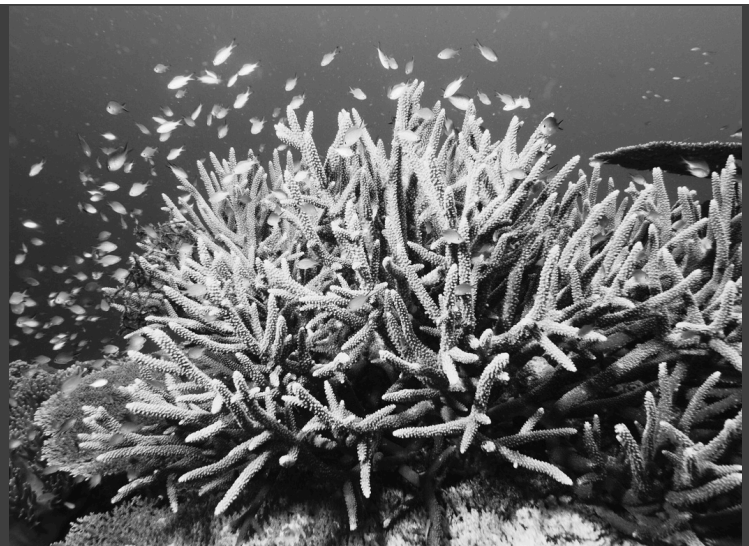
Sabal 7

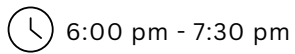
UM ABA Program Reunion

Stop by and mingle with alumni, students, and faculty from the Applied Behavior Analysis Master's program at the University of Miami.

Staghorn Coral

This year, FABA highlights the Staghorn coral as our endangered species. It is found typically in clear, shallow water (4 to 18 meters) on coral reefs throughout the Bahamas, Florida, and the Caribbean. It is one of the fastest growing corals, when healthy, it can grow up to 10 cm in branch length per year with a range from 4 to 11 cm per year. This coral is highly dependent on sunlight for nourishment and it is the principal contributor to reef accretion in the Caribbean. Shallow water corals like the staghorn coral (*Acropora cervicornis*) have suffered unprecedented declines in the last 40 years. Its future is in our hands.





6:00 pm - 7:30 pm



Special Event



Royal Ballroom

The Iwata-Pennypacker Presidential Poster Session

Sponsored by MOD Behavior ABA

The President of FABA invites you to come mingle and network with Florida's finest Behavior Analysts while enjoying the Poster Session. Join us for a Meet and Greet, fun entertainment, snacks, and refreshments!

1: Implementation of PFA and SBT Protocol During Extended Center-Based Service Delivery to Reduce Problem Behavior

Stephanie Whitaker

2: Using a Multiple Schedule of Reinforcement to Decrease Vocal Outbursts in the Classroom Setting

Hallie Ertel

3: The Use of Response Blocking and Differential Reinforcement in Reducing the Inappropriate Touching of a Child Diagnosed with Autism Spectrum Disorder

Hailey Brock

4: Correspondence Between Rate-Based and Latency-Based Competing Stimulus Assessments for Automatically Maintained Self-Injurious Behavior

Sabrina Olivera

5: Effects of Video Modeling and Video Modeling Plus Graphic Feedback for Staff Training

Paola Guareschi Mujica

6: Neurodiversity Terminology: Comparing SAFMEDS and Computer-Based Instruction Models

Sofia Baylac Mingo

7: Reducing Tangible and Escape maintained Aggression using Visual Stimuli and Functional Communication Training

Toni Ford

8: Reducing Self-Injury, Aggression, and Property Destruction through the use of FCT and Differential Reinforcement

Madie Roberson

9: The Use of Matrix Training to Teach Sensation Tacting to a Child Diagnosed with Autism Spectrum Disorder

Nicolle Quesada

10: Concurrent Chains Preference Evaluation of Traditional and Embedded Discrete Trial Training

Elaine Aguirre

11: Matching Picture to Picture Program as a Prerequisite for PECS Communication with a Non-verbal Child Diagnosed with Autism

Keegan Welch

12: Incorporating Choice in Comparison of Traditional & Embedded Discrete Trial Training

Amanda Garcia

13: Feelings and You: Identifying Hurt Body Parts

Clayton Hislop

14: An Exploratory Survey of Latinidad in Behavior Analysis

Sofia Urdaneta Vargas

15: Methods of Quantifying Relapse in Clinical Research, a Literature Review

Madelyn Mercado

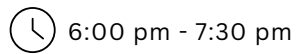
16: Evaluating the Effects of Sit Schedules on Toileting Events with Children on the Autism Spectrum

Joanne Li

17: Manipulating mealtime structure: The early intervention for feeding treatment?

Alexandra Louder





6:00 pm - 7:30 pm



Special Event



Royal Ballroom

The Iwata-Pennypacker Presidential Poster Session

Sponsored by MOD Behavior ABA

continued

18: A comparison of acquisition under immediate and delayed reinforcement paradigms: Unexpected findings

Rhea Bahtnagar

19: The Acquisition of Untrained Tacts through Multiple Auditory-Visual Conditional Discrimination Conditions

Olivia Jane Joyce

20: On the Role of Pre-requisite Skills for Toilet Training

Wendy Garcia

21: The Efficacy of Using AI to Audit Session Notes

Ashley Romero

22: Response Interruption and Redirection: A Quality Review

Anh Nguyen

23: Supporting Caregivers of Children with ASD in the Delivery of Behavioral Interventions Through a Smart App

Kaitlyn Picallo

24: Functional Analysis and Treatment of Psychogenic Non-Epileptic Seizures

Jason Wiley

25: Correlation Between Social Media Responses to Behavior-Analytic Content and Mock Exam Scores

Maddie Duke

26: The Effects of Voice Preference on Rate of Mands via Speech Generating Device (SGD)

Lindsey Wright

27: A Novel Treatment Procedure to Teach Response to Name for Children with Developmental Delays

Jessica Jacobos

28: An evaluation of the Caught Being Good Game with early learners with autism

Lucy Amaya

29: The Effects of Pre-trial Access to Varying Magnitudes of Preferred Edibles and Activities in Combination With or Without Attention to Increase Compliance

Alexis Marsh-Vermette

30: Evaluating Social Reinforcers for a Child with Developmental Delays: A Comparative Analysis of Assessment Methodologies

Teagan Campbell

31: Using Instructive Feedback to Expand Second Language of Children with Autism Spectrum Disorder

Barbara Rodriguez

32: Disparities among Individuals with Autism Spectrum Disorders: A Systematic Review

Prasika Bhattarai

33: On the Prevalence and Magnitude of Resurgence During Functional Communication Training with Delay-and-Denial Tolerance Training

Arielle Marshall





- Applied Behavior Analysis (ABA) Therapy
- Accredited by the Behavioral Health Certification of Excellence (BHCOE)
- Home, school and community based services provided by Board Certified Behavior Analysts (BCBA) & Registered Behavior Technicians (RBT)
- Most insurances accepted & self pay options available
- Career opportunities available
- Currently servicing Miami-Dade, Broward & Palm Beach Counties.



WWW.BehavioralFamilySolutions.com

ABA Therapy at Great Strides

Quality Growth for a Sustainable Field

Communities We Serve

Greater Jacksonville Area

St. Augustine

New Smyrna Beach

Land O'Lakes *coming soon*

We have the resources to provide the highest quality therapy in every community we serve. We are passionate about staffing local talent & giving back to every community we are in. Come dare to make a difference with us! Check out the benefits of working at Great Strides:

- ✓ **Mentoring & Professional Development**
- ✓ **Flexibility & Support**
- ✓ **Sign on Bonus**
- ✓ **Quarterly Bonus Opportunities**
- ✓ **Competitive Pay & Benefits**
- ✓ **401K Match**
- ✓ **Student Loan Repayment**



904-618-3311



ocollings@h2health.com

APPLY ONLINE



Dreams Academy of Florida



OUR MISSION

We provide children with varying exceptionalities (ages from 18 months to 18 years) with enriching environments through early intervention, school readiness, and transitional life skills. We entrust our Dream Team, clients, and stakeholders by nurturing a culture of growth. Dreams Academy of Florida will strive to work within local communities to increase Autism Awareness and provide 360-Behavior Support Services.

SERVICES INCLUDE: BEHAVIOR
ASSESSMENTS, PARENT TRAINING,
360 BEHAVIOR SUPPORTS AND
BEHAVIOR THERAPY

OUR CERTIFIED AND LICENSED
PROFESSIONALS MEET OUR CLIENTS
WHERE THEY ARE AT: HOME,
SCHOOL, AND COMMUNITY

We accept
private
insurance,
Medicaid,
private pay,
FES-UA



618 E. South Street, Suite 500
Orlando, FL 32801

Phone: (321)-271-6950

info@dreamsacademyofflorida.org





Advertising Disclaimer

Paid advertisements appear in Florida Association for Behavior Analysis publications, including print and other digital formats such as the fabaworld.org website. FABA does not endorse or evaluate the advertised companies, services, practices, or products, nor any claims made by the advertisement. FABA reserves the right to refuse, reject, or cancel any ad for any reason at any time without liability.



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





WE ARE HIRING

join our team

BCBAs and BCaBAs

- Top notch benefits
- Team collaboration with experienced BCBAs
- Student mentorship program
- Palm Beach, Martin, St Lucie, and Okeechobee

ABA Therapy Solutions, LLC

Submit your resume to:

Suzanne.Wilbur@abasolutions.org

(772) 678-6704, x105



BUILD-A-BLOCK

Children Therapy Solutions, Inc

OUR MISSION

We are committed to empowering all children with autism to reach their full potential by providing them and their families with the tools necessary to help with communication and learning.

We believe that through love, compassion and understanding we can help children with autism live their life to the fullest.



WE'RE HIRING!


Here at Build-A-Block, we strive to hire quality individuals who share our same passion for helping children with autism and related disabilities.

BENEFITS

- Paid trainings and drive time
- Life and disability insurance
- Session materials allowance
- On-going supervision
- Mentorship Program


Sign up here!




 8:00 am - 8:50 am

 Invited

 DPP

 Majestic 4-5

 1 LRN/MH

Invited Address: Some Additional Characteristics of Applied Behavior Analysis

Introduced by Missy Olive


Baer, Wolf, and Risley's (1968, 1987) seven dimensions of applied behavior analysis (ABA) have served the science and its practice well. ABA embodies five additional characteristics that should raise the spirits of those who study, practice, teach, and/or research the science and encourage decision makers and consumers in many domains to view ABA as a trustworthy source of knowledge and tools for achieving socially significant behavior change. I will identify those characteristics and suggest several actions that behavior analysts, regardless of career stage or role, can take to help narrow the gap between ABA's tremendous potential to help make the world a more humane place and its restricted impact to date.





William Heward


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

- Name and give an example of any three of the five additional characteristics of ABA identified in this talk.
- Name two domains of socially significant behavior that prior to this talk you did not know that ABA researchers have studied.
- Give an example of how you could do (or up your game performing) any two of the recommended actions for behavior analysts who want to help make the world a more humane place with behavior analysis.

 8:00 am - 9:20 am

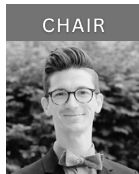
 Symposia

 OBM

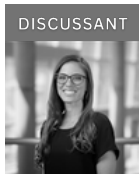
 Majestic 1-2-3

 1.5 LRN

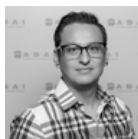
Experimental Evaluation and Social Validity in Organizational Behavior Management: Innovative Technologies in Application



Jonathan Fernand



Catalina Rey



Williams
Espericueta



Flavio Hinostroza
Baldus



Franchesca
Izquierdo



Alexandra Ewald


Organizational Behavior Management (OBM) is dedicated to enhancing employee performance and fostering positive workplace culture through the assessment and modification of organizational environments. Oftentimes OBM-related efforts occur to impact meaningful employee behavior and to improve business practices or outcomes. The current symposium will provide an overview of scientific practices including both research design and social validity metrics applied to problems and related solutions within business and industry. Additionally, several talks will focus on novel interventions to impact safety and wellness of employees and clients. Lastly, discussion regarding utilization of research practices in clinical settings within the realm of OBM will be central to this symposium, highlighting practical implications and benefits to OBM practitioners and organizations.

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

- To describe the commonality of various research designs in organizational behavior management.
- To discuss the measurement of social validity to evaluate the acceptability of goals, procedures, and outcomes
- To discuss interventions to impact safety in the workplace



8:00 am - 8:50 am

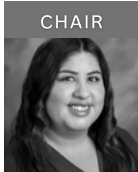
 Symposia

 AUT

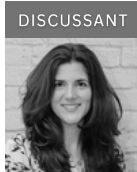
 King 3

 1 LRN

Empowering Parents: Promoting Treatment Integrity and Adherence



Denice Rios Mojica



Claudia Campos



Michele Wallace



Jennifer Weyman




Casey Marsh

It is important for behavior change to maintain across time and settings. To ensure that treatment effects maintain, it is essential to train parents and caregivers as they may serve as the primary behavior-change agents in the home setting. The current symposium provides insight on how to train parents to implement behavioral assessments with high treatment integrity, and strategies to ensure that parents adhere to behavioral treatments to promote and maintain behavior change.

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

- Participants will be able to describe strategies for training parents to implement behavioral assessments.
- Participants will be able to differentiate treatment integrity and treatment adherence and be able to suggest one possible method for increasing both with support agents.
- Participants will be able to discuss potential relationships between parental stress and treatment adherence as well as behavioral approaches to managing stress.

8:00 am - 9:20 am

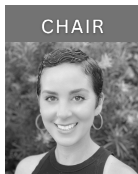
 Symposia

 DD

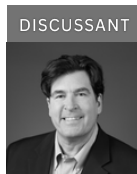
 King 1-2

 1.5 LRN

Recent Advances in Preference and Reinforcer Assessment Methods: Considerations for Measurement, Efficiency, and Assessment of Social Interactions



Yanerys Leon



Iser DeLeon



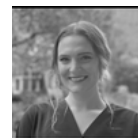
Caeli Cormier



Brianna Laureano



Grace Sigwanz




Kyla Pagliai

This symposium includes presentations highlighting recent research on preference and reinforcer assessments. The first study describes a comparison of measurement tactics during the assessment of sociability and the impact of data collection approaches on procedural fidelity. The second study describes a Bracketed Preference Assessment (BPA) and reports correspondence between hierarchies obtained during the BPA and a paired-stimulus preference assessment (PSPA). Study 3 describes a comparison of stimuli identified during a PSPA using choice and social interaction as indicators of preference. Finally, Study 4 reports on an indirect assessment to identify hierarchies of preference of social interaction.


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

- Attendees will describe the effect of concurrent data collection on implementation of sociability assessments.
- Attendees will review the procedures of standard preference assessments (i.e., paired-stimulus preference assessments).
- Attendees will identify methods of objectively measuring and operationally defining social interaction behaviors.




 8:00 am - 9:20 am

 Panel

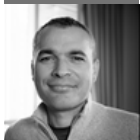
 BPL

 Garden 1

 1.5 LRN

Modelos Empresariales de Provisión de Servicios ABA en el Mundo Hispanohablante (en español)

CHAIR



Francisco Javier
Virues Ortega



Alda Tarifa-
Rodríguez



Miguel Ávila



Monica Gilbert




Daniela Galvez

Este panel profesional abordará los diversos modelos empresariales para la provisión de servicios de Análisis Aplicado de Conducta (ABA), particularmente en sus aplicaciones en autismo, aunque con una visión amplia de las aplicaciones presentes y futuras del campo. Se reunirá a un destacado grupo de expertos internacionales que tratarán los modelos corporativos de provisión de servicios en varios contextos del mundo de habla hispana con una visión hacia la expansión y la mejora de los servicios en comunidades de habla española. El panel se centrará inicialmente en una revisión de los modelos de servicio tanto privados como semipúblicos existentes, destacando cómo las diferentes estructuras pueden influir en la calidad y accesibilidad de los servicios ABA. Expertos de diversos países compartirán sus experiencias y mejores prácticas, así como los retos específicos que se encuentran en la práctica profesional en sus regiones respectivas. Se discutirán temas críticos como la financiación, la regulación e interacción con decisiones sociales, la formación continua, la certificación, la evaluación de la eficacia y la calidad, la diseminación en la comunidad, y la necesidad de desarrollar modelos de servicios culturalmente sensibles y apropiados para garantizar su efectividad en diferentes contextos sociales y económicos. Se considerará el futuro del campo en el ámbito hispanohablante, incluyendo el impacto de las tecnologías emergentes y las políticas públicas en la evolución de estos modelos de negocio. Este debate busca no solo presentar un panorama actual, sino también trazar un camino proactivo para futuros líderes del sector motivados en desarrollar sus propios servicios e iniciativas empresariales.


Al final de este panel, los participantes podrán:


- Adquirir una comprensión de los modelos empresariales existentes para los servicios de ABA en diversos contextos hispanohablantes.
- Desarrollar una comprensión de los pasos necesarios para hacer realidad una idea de negocio y los factores clave a considerar en diversos contextos de habla hispana.
- Adquirir una comprensión del estado actual del campo del análisis de la conducta en el mundo hispanohablante.

 8:00 am - 9:20 am

 Panel

 PRO

 Garden 2

 1.5 LRN

Bringing Together the Pillars of Promise Keeping

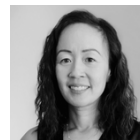
CHAIR



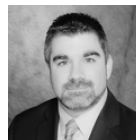
Kim Luckner-Greene



Paloma Rodriguez



Ivy Chong



Erick Dubuque



Terry Blackmon



Kristen Myers

FABA's 2023 Presidential Address introduced the concept of 'The Promise' of Applied Behavior Analysis and discussed the changes in our educational and professional practices over the past two decades that have put this promise in jeopardy. The panelists are being brought together to discuss how their individual areas make up the pillars of promise keeping through the important work that they are doing in the field. It will take the coordination and collaboration of our behavioral scientists, university educators, accreditation and professional associations, payor sources and

(continued on the next page)



provider agency leaders to move the field back to practices that align with the very nature of our original teachings in behavior analysis. The panelists will share their ideas for KEEPING THE PROMISE and getting back to what our science offers to the world through ethical, science-based practices within the profession.

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

- Participants will be able to understand the meaning of 'The Promise' of Applied Behavior Analysis and how it relates to specific practices within the field.
- Participants will gain an understanding of the detrimental practices and events that have put the most valuable offerings of our science at risk.
- Participants will learn about how the experts who make up the pillars of promise keeping are actively working to bring our professional practices back in line with the ethical and scientific underpinnings of Applied Behavior Analysis.



9:00 am - 9:50 am



Paper



ETH



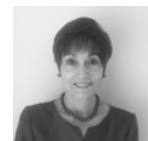
Majestic 4-5



1 ETH/MH

Definición de un lugar de trabajo ético (en español)

Todos deseamos trabajar en una organización estelar; queremos ser respetados como profesionales, tener credibilidad y oportunidades para prosperar profesionalmente, lo que debe incluir un crecimiento ético. La responsabilidad ética no sólo pertenece al profesional individual, las organizaciones que brindan servicios de Análisis de Comportamiento Aplicado (ABA) también desempeñan un papel en este esfuerzo. El comportamiento ético se aprende y puede mantenerse en el entorno laboral. No basta con el conocimiento del Código de Ética de la BACB®. Requiere un esfuerzo especial para establecer e integrar políticas y procedimientos en las prácticas cotidianas que reflejen el Código y conduzcan a una conducta ética en el lugar de trabajo. Según publicaciones populares y empresariales, las organizaciones éticas obtienen beneficios. Suelen atraer trabajadores talentosos, tienen menos rotación, gozan de un buen nombre, ofrecen servicios de calidad y aumentan la satisfacción del consumidor. Lo anterior puede generar ganancias financieras e impacto social. Además, cuando los servicios se prestan de forma ética se reducen los riesgos, así como la probabilidad de exposición pública negativa, sanciones, penas y litigios. Algunos de estos mismos beneficios pueden aplicarse fácilmente a organizaciones que brindan servicios de análisis de comportamiento. Esta sesión se basa en información recopilada luego de una revisión de un grupo de publicaciones de análisis de comportamiento (Britton et al., 2021; Broadhead et al., 2012, 2018; Cicero, 2021; Contreras et al., 2022; Gardner, 2020; Lattal & Clark 2007; LeBlanc, et al., 2020). Incluirá consideraciones a mantener en una organización de servicios conductuales citando las secciones pertinentes del Código de Ética de la BACB®.



Haydee Toro

Al finalizar este evento, los participantes podrán:

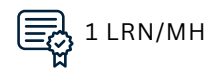
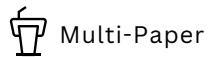
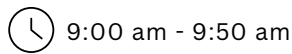
- Los participantes expondrán al menos 5 consideraciones básicas para establecer un ambiente de trabajo ético.
- Los participantes indicarán al menos 3 preguntas o temas a plantear durante una entrevista de trabajo para medir el compromiso con el desempeño laboral ético.
- Los participantes describirán cómo el comportamiento ético y no ético puede verse influenciado por las condiciones del entorno laboral.

Post your photos & tag us on Instagram!

#FABA2024

@FABABEHAVIOR





Becoming Comfortable with the Uncomfortable: An Evaluation of Methods to Assist Children with Autism Spectrum Disorder in Navigating Aversive and Uncomfortable Stimuli in Their Environment

Using Differential Reinforcement to Assist a Client with Discussing Uncomfortable Information
Elizabeth Peebles

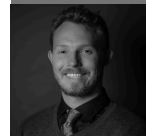
The client in the procedure is a ten-year-old boy who is diagnosed with autism spectrum disorder. He began services at the Early Childhood Autism Program in April of 2022. Throughout his clinical and home environments, it has been reported that the client displayed a deficit in his ability to tolerate non-preferred topics, such as bugs, blood, throw up etc. When encountering non-preferred topics throughout his environment, the client would engage in maladaptive behaviors including screaming, crying, and elopement. To remediate these deficits, the clinical team opted to implement a Communicating Novel Topics program. The procedure implemented denial and tolerance training to non-preferred topics, before fading in conversations regarding the non-preferred topics. Differential reinforcement and escape extinction from the nonpreferred topic were implemented to aid in the acquisition of the procedure. Research conducted by O'Rourke et al. (2019) demonstrated that the utilization of tolerance training increased the subject's ability to tolerate a non-preferred stimulus event. Within the individual steps of the program, the client appropriately and independently rejected a conversation involving a non-preferred topic. Once the client was appropriately rejecting a conversation, the client was then required to engage in conversations with up to two exchanges involving the non-preferred conversation. The client has demonstrated substantial progress with this protocol and is now able to discuss non-preferred topics with a minimum of two verbal exchanges about the non-preferred topic. This program was implemented within the month of February 2024 and was mastered in March 2024. Parental reports have shown that the procedure has generalized across environments including his school, the community with friends, and at his home.

Decreasing Inappropriate Behavior in a Child with Autism Spectrum Disorder through the use of Differential Reinforcement and a Rules Board
Kirstin Taylor

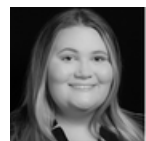
The client is an 11-year-old boy who receives applied behavior analysis (ABA) services for six hours a week. During sessions, the client has been observed to engage in noncompliant behavior including verbal protest, and negative self-talk. A comprehensive functional behavior assessment (FBA) was conducted in which clinicians hypothesized escape from demands as the function of the noncompliant behavior. Additionally, it had been hypothesized that there was a sensitivity to attention due to the most common consequence being following through with the demands or prompting a functional communicative response. Clinicians utilized the results from the FBA to formulate a behavior intervention plan intended to promote the reduction of noncompliant behaviors. Clinicians utilized various antecedent and consequential interventions to aid in the reduction of maladaptive behavior. The interventions included a rules board that lists out the expectations for the session as well as a systematic demand fade in which the ratio of demands prior to a break gradually increased as the client demonstrated reductions in the targeted maladaptive behaviors. Rule-following has been important conceptually for the field of behavior analysis because of the functional control over behavior exerted by the verbal rules or instructions (Faloon & Rehfeldt, 2008). Given the client's strong verbal repertoire, establishing rules within session is a minimally intrusive antecedent intervention that may teach him self-awareness of his own behaviors. Additionally, Cooper et al. (1992) researched task preferences in addition to task demands and demonstrated a positive relationship in improving behavior and increasing compliance. The procedures are as follows; prior to beginning session, clinicians reviewed the client's rules with him. Throughout the session, the client was presented with a set of demands followed by a break. Clinicians differentially reinforced the durations of the breaks. The duration of the break was contingent on whether the client followed his rules within the demand set. If he followed his rules, he received a three-minute break; however, if he did not follow his rules, he received a one-minute break. If the client followed his rules throughout the whole session, he received an extended break at the conclusion of the session with his highest preferred item, as determined by a preference assessment conducted prior to the beginning of session. While this protocol is new, the client has demonstrated progress thus far, preliminarily indicating that the procedure will be successful. Initial data is provided, however, extended data with a conclusion will be presented at the symposium.

(continued on the next page)

CHAIR



Dakota
Januchowski



Elizabeth Peebles



Keegan Welch





Kirstin Taylor



Embracing Social Growth: Understanding and Demonstrating Skills to Respond to Negative Interactions
Keegan Welch


Negative social interactions are an inevitable part of day-to-day life, and responding to these situations can be very difficult, especially with a diagnosis of autism spectrum disorder (ASD). In response to this challenge, I will be presenting a comprehensive program that was implemented with a 7-year-old client to allow him to effectively respond and self-advocate during negative social interactions. Stannis et al., (2018) conducted a similar study with four adults with autism using in situ training (IST) to promote self-advocacy after a bullying event. The procedures consisted of refraining from retaliating, stating disapproval, walking away, and telling a staff member (Stannis et al., 2018). Throughout this program, the client is currently learning communication skills to address and appropriately respond to interactions that are negative in connotation. The purpose of this program is to equip the client with the skills to appropriately react to negative social interactions by having him respond to intraverbals, roleplay scenarios, and natural environment situations regarding negative interactions. Upon completion and mastery of this program, the client will appropriately respond to negative social interactions in the absence of maladaptive behaviors or reciprocating negative interactions/comments back to his peers. Throughout the program, the clinicians prompted the client to practice responding appropriately to negative interactions. They provided examples of suitable responses for both contrived and natural scenarios, such as "That hurt my feelings," "Please don't talk to or about me like that," and "Can we perhaps discuss this later?" Currently, the client has made significant progress in self-advocacy by practicing intraverbals with clinicians to prepare for the next objectives of role-play and real-life situations. Presenting on this topic may help other ABA personnel to target the response of negative social interactions to increase self-advocacy in situations of adversity.

 9:30 am - 10:50 am

 Symposia

 DD

 Majestic 1-2-3

 1.5 LRN

Recent Research on the Functional Analysis of Challenging Behavior

CHAIR



Iser DeLeon

DISCUSSANT



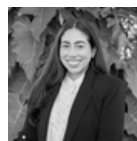
Sarah Bloom



Garret Hack



Janae' Pendergrass




Alexandra Ramirez


The development and evolution of functional analytic methodology has revolutionized clinical approaches to the treatment of challenging behavior. One study in this symposium will extend prior research on how, exactly, this technology has altered the course of treatment selection in the behavior-analysis literature. Functional-analytic methodology has been modified and expanded over the years and recent developments have included modifications designed to expedite the assessment process, including screening procedures and alternative dependent variables. A second paper in this symposium will examine the utility of one screening procedure, the automatic-reinforcement "screener," to evaluate the extent to which alternative responses observed during the screener correspond with the function of socially mediated problem behavior, while a third paper will evaluate the utility of a common alternative dependent measure, trial-based data collection, towards understanding the influence of pain/discomfort as a motivative variable for challenging behavior. Finally, several concerns have arisen about possible side effects and detrimental effects of functional analyses. The final paper in this symposium will examine the likelihood of one such concern, the potential for establishing novel functional relations during the assessment process.


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

- Participants will understand how screening methods can help predict whether challenging behavior is maintained by automatic or socially mediated reinforcement.
- Participants will be able to describe the influence of pain and/or discomfort as a motivational variables for challenging behavior.
- Participants will understand the extent to which functional analyses result in the establishment of novel functional relations for challenging behavior.



 9:30 am - 10:50 am

 Panel

 DPP

 King 1-2

 1.5 LRN

El panorama en evolución del Análisis Conductual Aplicado en Latinoamérica: Desafíos, Oportunidades y Estrategias (en español)



CHAIR

Alejandro León
MaldonadoVarsovia Hernandez
Eslava

Carola Scolari


Estefanía Alarcon
Moya


Miguel Avila

Este panel explorará el panorama en continua evolución de la regulación del Análisis Conductual Aplicado (ACA) en Latinoamérica. Con la participación de panelistas expertos de Venezuela, Chile, Argentina y México, esta sesión tiene como objetivo proporcionar una visión integral del estado actual de las prácticas y regulación del ACA en 15 países latinoamericanos y los desafíos que enfrentan. Nuestros ponentes discutirán el estado profesional de los Analistas del Comportamiento, regulaciones, leyes y cobertura de servicios, identificando los desafíos y oportunidades para implementar y hacer cumplir las prácticas de los analistas del comportamiento así como las iniciativas en curso diseñadas para mejorar la práctica y la difusión del ACA. Además, los panelistas delinearán colaborativamente caminos futuros a través de discusiones sobre estrategias potenciales, colaboraciones y avances en política pública, con el objetivo de sostener el crecimiento e influencia del ACA dentro de la sociedad latinoamericana. Se anticipa que este diálogo servirá como un recurso crucial para profesionales, investigadores y responsables de políticas interesados en el campo del ACA en medio de un panorama de evolución de la disciplina, fomentando prácticas y estándares sensibles y equitativos.

Al final de este panel, los participantes podrán:

- Tener una comprensión del panorama regulatorio actual del ACA en Latinoamérica, incluyendo una visión general de las prácticas, regulaciones, leyes y cobertura
- Identificar los principales desafíos y oportunidades en la implementación y aplicación de prácticas del análisis de la conducta en Latinoamérica.
- Explorar estrategias potenciales, colaboraciones y avances en política pública para sostener el crecimiento e influencia del ACA dentro de la sociedad latinoamericana.

 9:30 am - 10:50 am

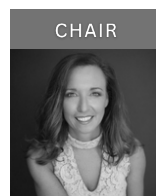
 Panel

 AUT

 Garden 1

 1.5 ETH

Defining Features of Quality ABA



CHAIR

Missy Olive

Paul "Paulie"
Gavoni

Justin Leaf



Melissa Saunders


ABA has been demonstrated as an effective intervention for individuals with autism and other developmental disabilities for decades. However, with the rapid growth of the profession, children's access to quality ABA services has diminished. This panel will discuss components of quality ABA including timely access to treatment, fidelity of implementation, appropriately trained clinicians, appropriate oversight of each clinical case, and other quality metrics.


(continued on the next page)




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


- Participants will describe 3 quality metrics for ABA
- Participants will identify strategies for ensuring access to quality ABA
- Participants will describe strategies for continuous improvement and innovation in quality care and improved outcomes for kids

 9:30 am - 10:50 am

 Multi-Paper

 ETH

 Garden 2

 1.5 ETH/MH

Improving Oral Health for Patients with ASD through Coordination of Care with Dental Professionals

Filling in the Gaps: Lessons Learned from Collaborative Practice in a Pediatric Dental Clinic
Marilyn Taylor, Jennifer Chung, Romer Ocanto

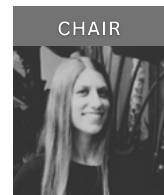
This presentation will share lessons learned from over 10 years of providing dental services to patients with ASD using a collaborative model. The collaborative model included didactic trainings, clinical trainings, and the use of clinic support plans to promote effective dental care. Case studies will be shared to demonstrate techniques, procedures, and practices to promote success in the dental clinic. Furthermore, strategies for working with families and private ABA providers to promote in-home oral care routines and simulated practice for dental office procedures will be integrated throughout.

From the Dentist's Mouth: What Every Dental Professional Wishes Their Patient's ABA Provider Knew
Krystal Eischen, Oscar Padilla

Dental providers including a Pediatric Dentist and a Certified Dental Assistant will share their experiences providing dental care to patients with ASD in collaboration with ABA professionals. They will indicate what ABA providers did that was most helpful, and make suggestions for behavior analysts who want to collaborate effectively with dental providers. Considerations for collaboration in the dental office as well as at home oral hygiene practices and simulated dental procedure practice will be presented. Common pitfalls for ABA providers to avoid will be discussed.

How to Avoid Biting off More Than You Can Chew: Ethical and Effective Collaboration for Behavior Analysts Targeting Oral Health Behaviors
Tara Sheehan

A BCBA with 10 years of experience collaborating with dental professionals will discuss how to work effectively and ethically on an interdisciplinary team. Strategies for establishing and maintaining professional interdisciplinary relationships will be discussed. A model for reconciling dental and behavioral needs will be presented. Considerations for navigating ethical challenges will be discussed including the use of behavioral guidance techniques, medical stabilization, and sedation.




Tara Sheehan




Marilyn Taylor



Krystal Eischen

 10:00 am - 10:50 pm

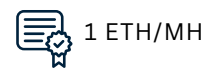
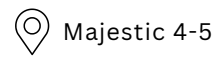
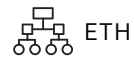
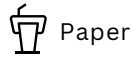
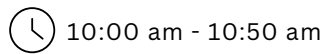
 Special Event

 Majestic 6

CoFABA (Local Chapters) Meeting

Officers from the local chapters across the state will meet to discuss and plan activities for the upcoming year, including the CoFABA conference and other jointly sponsored events. Business issues related to chapter operations will be reviewed, along with the local chapter score cards that should be submitted prior to the meeting.





Kanner and Asperger: The complex ethical history of the autism diagnosis

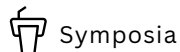
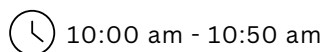
In 1981, UK psychiatrist Lorna Wing brought an obscure German paper on autism, published in 1944, to the world's attention. Austrian physician Hans Asperger had described the new psychosocial childhood disorder, autism, which had been introduced to the world only one year before by Leo Kanner's 1943 seminal paper, "Autistic disturbances of affective contact". Asperger's article, written in German during the height of WW II, had been mostly forgotten. Wing cited Asperger's work, especially relating to the autistic behaviors exhibited by some higher functioning children, as she introduced the idea of autism as a spectrum of disorders with differing etiologies. Wing went on to describe a highly verbal form of autism for which she coined the term, "Asperger's Syndrome". Since that time, the known history of Asperger's work (and his possible connection to Kanner) has gone through several revisions as new historical records have been unearthed. Our most recent understanding poses several serious ethical questions relating to both proper scientific credit (Code Element 6.08) and more importantly, three core principles of the Code, "Benefit Others", "Treat Others with Compassion, Dignity, and Respect", and "Behave with Integrity". In this paper and the discussion that follows, we will explore the ethical issues that can arise in a rapidly changing cultural environment, and the impact those issues can have on the scientific approach to the study of human behavior.



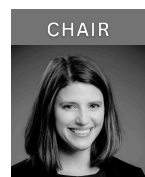
Thomas Freeman

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

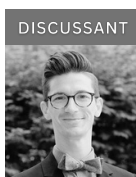
- Participants will be able to describe the importance of Wing's paper on Kanner and Asperger, and her contribution to our understanding of autism as characterized by wide spectrum of behavioral characteristics, including both deficits and skills.
- Participants will be able to describe the evolution of the diagnosis of autism through various editions of the DSM (diagnostic and statistical manual).
- Participants will be able to list two ethical issues relating to Asperger and Kanner's history as early researchers in autism, and discuss some of the pressures a rapidly changing socio-cultural environment can exert on ethical standards and behavior.



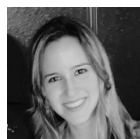
Advances in Behavioral Treatment of Automatically Reinforced Behavior



Kim Sloman



Jonathan Fernand



Christina Sheppard



Julianne Fernandez



Mary (Max) Llinás

The current symposium includes three presentations related to behavioral treatment of automatically reinforced behavior. First, Max Linas will present a literature review on the term and application of noncontingent reinforcement. Next, Christina Sheppard will discuss technological advancements to measure and evaluate interventions for idiopathic toe walking. Third, Julianne Fernandez will present a study on the effects of noncontingent reinforcement on stereotypy and response persistence. Lastly, Dr. Jonathan Fernand will provide a discussion of the three talks.

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

- Describe the trend on the use of the term "noncontingent reinforcement" across the years in behavior analytic journals and discuss the application of the term noncontingent reinforcement to describe different procedures.
- Attendees will be able to describe idiopathic toe walking and its measurement and also describe the outcome of a comparison between video recording methods of collecting data on toe walking versus the use of a sensor.
- Participants will describe how variations of non-contingent reinforcement affect response persistence of stereotypy when the treatment is removed.



🕒 11:00 am - 12:30 pm

🎤 Presidential

🔗 TCP

📍 Grand Cypress

📄 1 LRN/MH

Presidential Address: The ABA Evolution Continues, A Moment in Time

Followed by the FABA Business Meeting

The ABA profession has evolved in many ways over the last 20 years. Growth in the field created a chain of events that has led to changes in the application of ABA with children and adults. Throughout this period, the practitioner navigated through social, political and ethical challenges that created many obstacles for the future of the profession. This keynote address will focus on the reflection of how ABA has been perceived across this time and the implications of social and ethical barriers to the practice of our science. The focus will also show the impact of our state and local chapters of FABA along with the grassroots efforts of connecting parents with state legislatures. This presentation will guide the practitioner through the path of personal experiences during this timeframe and focus on what the ABA profession can do to prepare for the next 20 years.



Matt Potak

By the end of this event, participants will:

- The participant will identify past applications of behavior analysis and associated ethical challenges
- The participant will identify current and future social, political, and ethical dilemmas that practitioners may encounter
- The participant will identify building blocks for successful future applications of behavior analysis

FABA Business Meeting (12:00-12:30)

The FABA Annual Business Meeting follows the Presidential Address and includes reports on the yearly business conducted on behalf of the organization as well as items the membership can vote on. All members are encouraged to join and participate in the association's initiatives.

Chair: Kerri Peters


Ignites
Behavior Analysis


@nite
FABA Florida Association for Behavior Analysis

7:00 PM
MAJESTIC 4-5

Join us Friday Night
for Ignites at Nite!



🕒 1:30 pm - 2:20 pm

📄 Paper

🏢 ETH

📍 Majestic 4-5

🗨️ 1 ETH/MH

A Day in the Life of an Ethicist: Questions from the ABA Ethics Hotline Tell a Lot About Our Field

The ABA Ethics Hotline was initially established to help BCBAs understand the ethics code established by the Behavior Analyst Certification Board. In the six years that the Hotline has been in place a great deal has happened in our profession that is reflected in the types of questions that are coming in daily to the Hotline. In this presentation I will describe several categories of questions including problems encountered by BCBAs working in school districts and in-home with caregivers. In addition, I will discuss problems regarding supervision of RBTs and trainees, as well as insurance and billing concerns. As a bonus I will describe how private-equity-owned companies are the source of an additional set of systems-level ethics challenges for BCBAs and what can be done to thwart them.



Jon Bailey

By the end of this event, participants will:

- Participants will be able to describe and give examples of current ethics problems encountered by BCBAs working in the schools.
- Participants will be able to describe and give examples of issues dealing with families.
- Participants will be able to describe the larger systems-level ethics crises resulting from private-equity-owned companies.

🕒 1:30 pm - 2:20 pm

📄 Paper

🏢 ETH

📍 Majestic 1-2-3

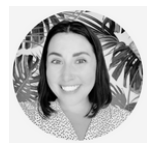
🗨️ 1 ETH/MH

Expanding Applications of Behavioral Systems Analysis: Systems of Oppression & Violence

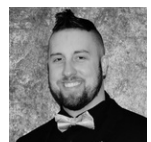
In 1953, Skinner argued that those practicing behavior analysis have the opportunity, and beyond that, an obligation to save the world. To work to save the world and those who inhabit it, dissemination of behavior analysis to novel sectors is a must. To initiate change, individual action is needed; however, system changes are imperative for a large-scale impact. A system is a set of elements or individuals working together as an interdependent and interconnected entity like a family, department, institution, or country. Throughout history, there have been systems of oppression at various levels based on characteristics like race, ethnicity, religion, gender, and sexual orientation, which have resulted in unfair, unjust, and illegal treatment of humans. Behavior analysts can disseminate into scopes relating to public policy and utilize the science to dissect system components through a scientific methodology, identify individual influences, tact societal influences, and advocate for the shared ethical responsibility to humanity.



Candace Fay



Jacqueline Noto





James Riswick-Estelle

By the end of this event, participants will:

- Attendees will examine the concept of behavioral systems analysis and its application in examining complex social phenomena.
- Attendees will analyze and synthesize the information presented to develop a comprehensive conceptualization of interlocking contingencies of individual behavior, social structures, and historical processes in shaping patterns of oppression and violence.
- Attendees will evaluate and reflect on individual and societal responsibilities in confronting and challenging systems of oppression and violence, and promoting social justice.




 1:30 pm - 2:20 pm

 Paper

 TCP

 King 3

 1 ETH/MH

Why Be Ethical: What Behavior Analysis Can Learn from Kant and Aristotle

Ethics is a branch of philosophy that explores the actions, motives, consequences, and virtues of how humans make decisions regarding what is right or wrong or what is considered good or bad. Ethics differs from morals, codes, and laws because ethics focuses on what “ought to be done.” Ethics is also divided into descriptive, normative, and meta-ethics, and we will clarify this division during the presentation. Our central point is that a code of ethics alone does not help a person be ethical. While it dictates what behavior is considered acceptable, it fails to determine why one ought to be ethical in the first place. In other words, we ask the question: why follow a code of ethics when that code says nothing about following the code itself. We will show that for one to be considered ethical, one must go beyond a code of ethics to justify following that very code. Codes of ethics, like laws, do not determine what is right because the code or legal framework are only expressions of acceptable behavior of a particular group within a specific context of time and lists the punishments for not following them. So, the more specific question we ask is why one ought to follow the code in the first place without reference to punishment or retribution. As Skinner noted, ethical behavior attributed to environmental contingencies creates no room for absolutes, thereby leading to a form of cultural relativism. This becomes problematic because what is considered ethical differs based on environmental control. Therefore, it is possible for a group to agree on not following the law or a code of conduct, which would be considered “good”. Appealing to relativism is therefore problematic, so we must look elsewhere to determine how to be ethical. We indicate that drawing on ethical philosophers such as Kant and Aristotle will help analysts develop a better and more universal ethical practice so that they follow the code because it is the right thing to do rather than being afraid of not following it. We will show how Kant’s deontological Categorical Imperative helps any analyst form a sense of duty to follow the code. We will finally demonstrate that appealing to Aristotle’s virtue-based ethics will indicate that the character of honest analysts stems from their habits of being honest. This sense of virtue leads one to flourish because they do the right thing rather than doing things right. In sum, analysts must go beyond a code of ethics to learn to engage in ethical behaviors that build a “sense” of duty and foster “good” character.



Carly Hockenberry




Christopher Stabile




Cesar Rueda

By the end of this event, participants will:

- Examine the limitations of appealing to only applied ethics
- Analyze the differences between normative and meta-ethics
- Identify the limits of cultural relativism and examine the benefits of deontology and virtue-based ethics can bring to behavior analysis

 1:30 pm - 2:20 pm

 Symposia

 HF

 King 1-2

 1 LRN

Recent Research Evaluating ABA in Sports

CHAIR



Madeline McCullen

DISCUSSANT



Heather Zerger



Shreeya Deshmukh



Jason Wiley



Ellie Warmund

In this symposium researchers will discuss three recent studies evaluating behavioral interventions to enhance performance in dance and football and to reduce disruptions among students in dance classes. In the first presentation, Ellie Warmund will discuss her study comparing video feedback (VF) and video self-evaluation (VSE) for


(continued on the next page)



enhancing tap dance performance of 10 to 14-year-old dancers. The study evaluated the performance of three tap dance routines in baseline and intervention phases with one routine receiving VF, one receiving VSE, and one remaining in baseline as a control. The results showed that VF was superior to VSE for increasing performance. In the second presentation, Jason Wiley will discuss his study evaluating behavioral skills training (BST) for enhancing run blocking skills of offensive lineman on a high school football team. He measured performance with a blocking pad and in scrimmages and showed that BST implemented with the blocking pad improved performance and produced moderate generalization to scrimmages. BST applied to scrimmages improved performance in this context also. In the third presentation, Shreeya Deshmukh will describe her study evaluating the effects of the Good Behavior Game (GBG) for decreasing disruptive behavior for 6- to 13-year-old girls in three dance classes. In the GBG, Shreeya divided the class into two groups and the group with the fewest disruptions won prizes. Her results show substantial disruptions from baseline to intervention for all three classes. Dr. Heather Zerger, from the University of South Florida, will serve as discussant and comments on the three studies.


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

- Describe the Good Behavior Game implemented in dance classes.
- Describe behavioral skills training applied to sports performance.
- Describe video feedback and video self-evaluation applied to sports performance.

 1:30 pm - 2:20 pm

 Panel

 AUT

 Garden 1

 1 SUP

RBTs in the Classroom in Florida Schools: Opportunities and Challenges



Jack Scott



Steve Woolf



Lisa Finn



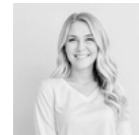
Elisa Cruz



Stacey Hoaglund



Ivelyne Daniel



Carli Legambi

With HB 795 passed in July of 2023, the Florida Legislature permits Registered Behavior Technicians (RBTs) to provide services as “private instructional personnel” in public schools. While welcomed by behavior analysts, the supporting legislation is short on the specifics for how the collaboration and coordination of services will be accomplished. RBTs are meant to “promote educational progress” for students with many disabilities, helping them learn new skills, implementing behavioral interventions to reduce problem behaviors, promoting socialization and work readiness, and more. Parents are highly supportive of this legislation, and in schools that may be regarded as poorly resourced, parents see the RBT as a lifeline for the child. However, problems are evident. BCBAs are to develop interventions and are charged with collaboration and coordination of services, yet no firm consensus on how this is to be done has yet to emerge. In some classrooms, a BCBA may rarely visit, and the RBT may operate in relative isolation. The BCBA is not cited in the legislation as the one to coordinate and collaborate, but they do have this role under the Code of Ethics for Behavior Analysts. Clarification of the role of the RBT as private instructional personnel is called for. This panel brings together a diverse group of stakeholders to address the benefits and challenges of RBTs in Florida classrooms. Dr. Steve Woolf, the President of Butterfly Effects, will address the issue from the standpoint of a behavioral services organization. Stacey Hoaglund, the President of the Autism Society of Florida, will share the view of parents of children with autism. Carli Legambi, an RBT with Early Start Autism, will comment on her role as an RBT in public school classrooms. Ivelyne Daniel, an ESE Pre-K teacher, will address hosting multiple RBTs in her special education classroom. Lisa Finn, senior behavior analyst for the School District of Palm Beach County, will comment on coordination efforts being made with behavioral service organizations. Finally, Dr. Elisa Cruz, the VCS Program Coordinator and ABA course instructor at Florida Atlantic University will comment on training components for new BCBAs to provide supervision and direction for school RBTs.

(continued on the next page)



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

- Be able to name the legislation supporting RBTs in Florida schools and the requirements for these personnel.
- Identify three benefits of RBTs in Florida schools
- Identify three challenges or problems of RBTs in Florida schools.

🕒 1:30 pm - 2:20 pm

📄 Paper

🧑‍🤝‍🧑 AUT

📍 Garden 2

📋 1 LRN/MH

Special Paper Session on Technology

Programming with Proloquo2Go

As of July 2022, there are more than 2 million people in the United States using Augmentative and Alternative Communication (AAC) methods. Proloquo2Go is the most common app as an AAC method. Despite this, there are very few assessments/programming resources for ABA providers. This can make it difficult to promote growth for your client while staying within your scope of competence. As our field continues to evolve, multidisciplinary collaboration has become more important than ever. This case study will focus on overcoming the challenges of the lack of assessments for proloquo2go by showing the participants how to identify socially significant goals that also align with the progression of using AAC methods in an innovative way, implementing those goals and collaborating with stakeholders to ensure generalization.



Jessica DeMarco



Lavonda Pierre



Olivia Whalen

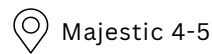
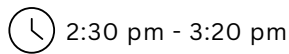
Algorithmic Assessment: Using a Coding Curriculum to Assess Social and Communication Skills

This presentation will be catered to BCBA's looking to find alternative ways to assess social and communication skills for learners with IDD. This presentation will highlight the growing use of robots for teaching social skills and introduce methods for integrating technology, such as robots and coding, into social communication assessments. Three main objectives will guide the presentation: (1) to examine the methods of using coding-based curriculum to assist in social communication assessment for individuals with IDD, (2) to evaluate the accessibility of incorporating coding activities into existing assessment protocols, and (3) to examine ideas on how to increase communication opportunities within assessment and sessions.

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

- Participants will be able to identify and program socially significant goals related to proloquo2go.
- Participants will be able to effectively collaborate with other disciplines to promote generalization.
- Participants will expand their knowledge on the various types of AAC methods.



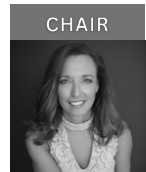


There's More to Running an ABA Business than Being a Great BCBA

The “business” of ABA is booming. It is not uncommon to see a newly certified BCBA hang a shingle to open their own ABA service delivery organization. Private equity has also entered the ABA space as evidenced by acquisitions of small to mid-sized ABA providers by large organizations such as The Center for Autism and Related Disorders (CARD), Action Behavior Centers, and Acorn Behavioral Health. With the growth of the business of ABA comes challenges such as clinician turnover, RBT Training, legal compliance, supervision of trainees who are pursuing their BCBA credential, and potential fraud. The profession has also seen high-profile businesses failures. This session will cover the challenges and complexities of running an ABA business with a focus on the essentials business elements needed to keep the doors open. Topics to be covered include managing a business in an ethical manner, how to grow the business, the need for co-developed policies and procedures that align with the accrediting body, and understanding compliance with payers. It will also cover various legal and employment-related issues such as compliance with Department of Labor regulations, wage and hour laws, and the misclassification of RBTs and BCBAs as independent contractors. Finally, time will be allowed for questions from the audience. Disclaimer: This session will not prepare you to become a business owner. However, this session could be used in conjunction with additional training, supervision, and mentorship.

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

- Participants will describe issues around running a compliant ABA business
- Participants will identify strategies for ensuring the doors of the business remain open
- Participants will describe strategies for growing a business while remaining ethical and compliant.

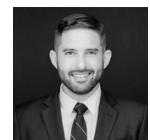


CHAIR

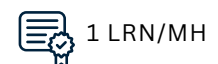
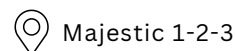
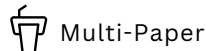
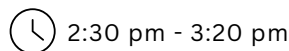
Missy Olive



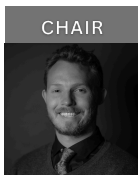
Steve Woolf



Paul Crucet

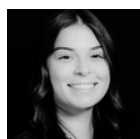


Lights, Camera, Action! Using Video Modeling to Teach Functional Independent Living Skills, Social Peer Play, and Social Conversations



CHAIR

Dakota Januchowski



Madie Roberson



Lakya Jackson



Emily Cloninger

Teaching a Young Girl with Autism Spectrum Disorder to Brush her Teeth through the Use of Video Modeling Emily Cloninger

The client in the procedure is an eight-year-old girl diagnosed with autism spectrum disorder and coffin-siris syndrome. While the client does not have a vocal repertoire, she has an expansive verbal repertoire via an AAC Proloquo2Go™ device. This program was implemented to aid the client in acquiring the skill of brushing her teeth independently. This program was an addendum to her original toothbrushing task analysis due to the client plateauing in progress in the original toothbrushing task analysis. Additionally, a by-product of this protocol was to aid the client in strengthening her fine motor skills (Tangnuntachai, et., al, 2021). The procedures of this program were systematically broken down, targeting separate parts of the client's mouth for toothbrushing. Clinicians would show the client the video model for the specific part of the mouth being targeted and then as mastery criteria was met for each part of the mouth the clinician would increase to other parts of

(continued on the next page)



the mouth until the client followed the full video targeted all parts of the mouth. The client would then be required to use her toothbrush and brush her teeth following the steps she had previously seen in the video. During the modeling phase where clinicians targeted each part of the client's mouth, data was collected utilizing plus and minus's. Once the client mastered the modeling objective, the clinicians recorded data via a total-talk task analysis data sheet, assisting via least-to-most prompting for steps in which she would error (Murzynski, N.T. and Bourret, J.C., 2007). Differential reinforcement was provided within the task analysis and at the conclusion contingent on performance within the given steps. If the client independently and correctly followed the sequence outlined in the video, she would receive high magnitude reinforcement. Lesser amounts, and shorter durations of access to preferred stimuli were provided if clinicians prompted steps of the task analysis. The results of this video modeling program showed that after meeting mastery criteria of three days at one hundred percent independence, the client was able to independently brush her teeth following all the steps of her original toothbrushing task analysis without prompting or needing the video model.

Using Video Modeling to Teach a Child with Autism Spectrum Disorder to Engage in Back-and-Forth Conversation
Madie Roberson

The client is a seven-year-old boy who receives 12 hours a week of ABA services at Florida State University's Early Childhood Autism Program. The client has an advanced expressive language repertoire consisting of generalized tacts and mands, and he is able to follow a variety of receptive instructions. Despite these strengths in verbal behavior, the client demonstrates deficits in his ability to engage in back-and-forth conversations. The client will often engage in rote intraverbal responses, or he will provide off-topic responses to the conversation. To promote more naturalistic and social positive conversations, an Increasing Verbal Exchanges program was introduced. The client did not demonstrate strong acquisition, so an addendum utilizing a systematic prompt fade of a textual prompt was introduced. While the client demonstrated progress within this program, he was unable to maintain the skill as prompting faded. As engaging in back-and-forth conversations is a vital age-appropriate skill, an additional addendum to the program using video modeling was then introduced with procedures modeled by Charlop and Milstein (1989). By using video modeling for conversations, the client is taught the structure and lay-out of conversations that he may be able to imitate and generalize to untrained situations. In Objective One of this program, the Client is shown a video modeling an appropriate conversation of three verbal exchanges regarding a preferred topic. Following the video model, clinicians will state, "Let's have a conversation like them" and will hold a visual that corresponds with the topic. The clinician and Client will proceed to have a scripted conversation as modeled by the video. To fade the video model, within Objective Two, the client is given the visual that corresponds to the topic but is not shown the video model before the targeted conversation is initiated. The final objective of the program targets the client engaging in novel, abstract conversation topics without the use of a video model. Upon the first day of implementation, the client showed immediate progress in his back-and-forth conversation. When clinicians asked Client a novel question outside of the context of a video modelling trial, he proceeded to follow the same structure of the modeled conversation. Upon the first month of the program's implementation, he has mastered the first two objectives and is working towards mastery of novel and abstract conversations without the use of a video model.

Lights, Camera, Action: Increasing Turn Taking in a Child Diagnosed with Autism Spectrum Disorder through Video Modeling
Lakya Jackson

After observing deficits in the client's ability to engage in turn-taking behaviors with peers, clinicians elected to introduce a program designed to expand the client's social interactions repertoire, cooperation, and receptive skills. It is to be noted that the client has been observed to have increased motivation to engage in social interactions where vicarious reinforcement is present. Additionally, the client has been observed to engage in imaginative play imitating videos he has previously watched. To remedy the social deficit while capitalizing on his sensitivity to vicarious reinforcement and imitation of activities watched videos, clinicians elected to introduce an Increasing Turn Taking via Video Modeling program to increase the client's appropriate responding in social situations where he may need to take turns with others. Video modeling is a method of teaching that allows visual analysis of a skill performance before it is attempted (Marcus & Wilder, 2009). Furthermore, prior research on video modeling has been shown to produce acquisition of social communication and conversational repertoires (Ezzeddine et al., 2019). Within these procedures, clinicians will show the client a video of clinicians engaging in turn-taking and sharing behaviors within previously identified preferred and non-preferred activities. Then, clinicians will seek for the client to engage in the appropriate turn-taking behavior with a peer during a similar activity as shown in the video. Clinicians will target the duration in which the client is able to engage in turn-taking in increments of one minute. If the client independently engages in the correct turn-taking behavior in the absence of additional prompting, clinicians will provide high magnitude reinforcement. Clinicians will provide low magnitude reinforcement if the client requires additional prompting or engages in maladaptive behaviors. Ultimately, the client will be capable of engaging in appropriate turn-taking behaviors with 90% independence for up to five minutes. This program aims to target enhancements within social interaction skills, tolerance of non-preferred situations, cooperative play, associative play, and reciprocal play skills (Stanton-Chapman & Schmidt, 2021 & Macdonald et al., 2009).



🕒 2:30 pm - 3:20 pm

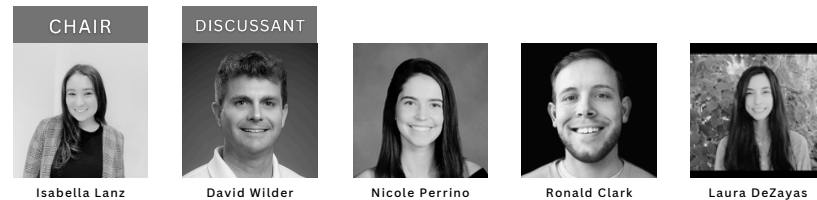
📺 Symposia

🏠 PED

📍 King 3

📄 1 LRN

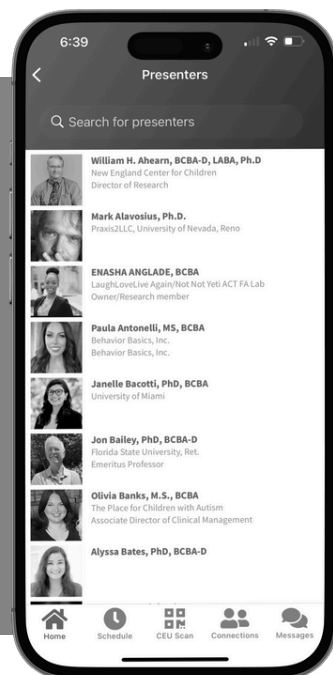
Pediatric Considerations for Secondary Measures Throughout Intensive Feeding Therapy



Approximately 25-35% of typically developing children and up to 80-90% of children with autism may experience persistent feeding difficulties which require intensive feeding interventions (Sharp et al., 2017). This symposium will focus on recent research considering what secondary measures should be evaluated during intensive feeding therapy. The first presentation will discuss evaluating the sociability of children in an intensive feeding program and their therapists. The second presentation will discuss an extension of the Grauerholz-Fisher et al. (2019) study to evaluate safe care practices in an intensive feeding program. The third presentation will focus on the feasibility of measuring child behavior during daily transitions into clinic while receiving behavioral feeding services and the social validity of measuring transitions during a child's participation in feeding treatment. Overall, these talks will provide the audience with considerations to make when evaluating the effectiveness, safety, social validity, and participation in intensive feeding interventions. As such, findings will also be discussed considering implications for practicing behavior analysts.

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

- Participants will understand the social validity of measuring sociability in intensive feeding interventions.
- Participants will understand the importance of assessing safe care practices in an intensive feeding program.
- Participants will understand the importance and practicality of assessing transitions into clinic while receiving behavioral feeding services.



Read more speaker bios, connect, & message
in the BehaviorLive mobile app!



Celebrating 21
years of
milestones,
with
excellence.



bcotb

Collaborative Analysis - Individualized Care



Unparalleled Support. Unparalleled Care. Unparalleled Passion for Excellence.

With over 21 years of dedicated service to the Tampa Bay Autism community, BCOTB's commitment to excellence is evident in our high standards of care and in the success of every client who reaches their next milestone.



About BCOTB

Established in 2003 by Founder, President, and Owner Kelley Prince, M.A., BCBA, BCOTB's mission is to deliver the highest quality care by upholding and adhering to the ethical standards set forth by the industry.



Clinic-Based

BCOTB operates four clinics throughout the Tampa Bay area, providing in-clinic support for training, quality therapy oversight, and crisis support.



Trusted Partnership

BCOTB serves as a trusted partner for several Universities, such as The University of South Florida & Auburn University, and offers one and two-year fellowship opportunities for continued education for team members.



Community-Driven

BCOTB believes in giving back to the Tampa Bay community. BCOTB is a proud partner of Lawyer's Autism Awareness Foundation, Habitat for Humanity Women's Build, and a proud supporter of local-area schools.



(813) 814-2000



bcotb.com



info@bcotb.com

ABA SOLUTIONS

OPPORTUNITIES

ACROSS FLORIDA AND NEW JERSEY



CLINICAL EXCELLENCE

We are proud to be BHCPE accredited, a testament to our commitment to delivering high-quality clinical expertise and exceptional care in the ABA field.



INCLUSION IN ACTION

At ABA Solutions, we advocate and practice inclusion for our team, clients, and families, fostering an environment where every team member and client is valued and respected.



A COMMUNITY OF PEERS

As an analyst-owned and operated organization, we understand the unique challenges and triumphs of the ABA field from the inside out.

What we offer...

- > Comprehensive health insurance, dental, and vision
- > Travel time reimbursement, PTO, and holiday pay
- > Signing Bonus, Life Insurance and 401K
- Indirect hours reimbursement, Materials reimbursement stipend

DEDICATED
TO YOUR
GROWTH



STUDENT ANALYST



CLINICAL SUPERVISOR



ASSISTANT DIRECTOR



SITE DIRECTOR



REGIONAL DIRECTOR



SCAN ME

CONNECT WITH US

f abasolutionsinc

@ abasolutions

in aba-solutions-inc

🕒 2:30 pm - 3:20 pm

📄 Paper

🏠 ED

📍 King 1-2

💬 1 LRN/MH

Can't we all just get along?

The integration of home ABA providers into school settings has been a significant step forward, offering a more cohesive approach to supporting individuals with special needs. However, challenges remain, such as aligning goals with individualized education plans and ensuring consistent communication between providers and school staff. The presentation will include insights from various stakeholders, including a special education director of a large Florida district, a parent activist, and FABAs' Public Policy Co-chair, and identify actionable items a ABA provider can do to help bridge the gap of fostering effective collaboration for the benefit of the children we serve.

By the end of this event, participants will:

- Participants will identify pitfalls that providers engage in that hinder home and school relationship.
- Participants will understand the different perspectives of various stakeholders for school based services.
- Participants will identify action items they can implement when collaborating with home and school services.



Nicki Postma



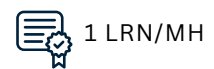
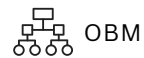
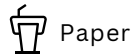
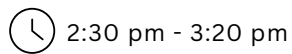
Kevin McCormick



Tamara Perez

Visit the FABA STORE Majestic 8





Listen, learn include: Steps to ADA accommodations in the workplace

This paper invites attendees to engage in a comprehensive exploration of the challenges and strategies associated with fostering workplace inclusivity for individuals with Autism Spectrum Disorder (ASD). Guided by our expert speakers, we'll explore a structured roadmap – the ASD ADA GPS – designed to empower organizations to create environments where neurodiverse talent thrives.. The presentation will begin by highlighting the critical role of active listening in organizational settings. We will examine evidence-based methods that enhance communication channels to better understand and meet the unique needs of autistic employees. Research by Scott et al. (2019) underscores the importance of such personalized communication strategies, identifying them as key to improving employment outcomes for autistic employees. Through engaging discussions and analysis of real-world applications, participants will gain a deeper appreciation of the importance of adapting communication strategies to support inclusivity. Further, we will delve into the continuous education of employees about ASD. Johnson and Joshi (2016) highlight the negative impact of stigma on workplace well-being for autistic employees, emphasizing the need for management strategies that recognize and actively counteract these challenges. The paper details effective educational practices and resources aimed at promoting awareness and empathy within the workplace. By fostering an informed understanding among staff, we aim to lay a robust foundation for a culture that accepts and actively supports neurodiversity. Moreover, practical measures to optimize the workplace environment for individuals with ASD will be discussed. Lorenz et al. (2016) discuss various job-related barriers and the effectiveness of tailored accommodations, such as creating sensory-friendly spaces and flexible work arrangements. These adaptations are crucial for creating a work-place environment that is safe and productive for all employees. Attendees will leave this session equipped with actionable insights and strategies to implement meaningful changes, driving forward the agenda of building inclusive workplaces that recognize and unleash the potential of all employees, including those with ASD.



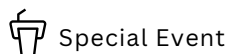
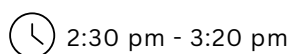
Megan Miller



Holli Beth Clauser

By the end of this event, participants will:


- Participants will be able to identify at least three key characteristics of autism spectrum disorder (ASD) and explain how these may manifest in the workplace
- Participants will be able to identify two practical strategies to create a more sensory-friendly work environment for autistic employees.
- Participants will be able to differentiate between "accommodating" and "accommodations" in the context of supporting individuals with disabilities, including autism spectrum disorder (ASD).




FABA Multicultural SIG - A Shared Discussion on Disseminating ABA in 2024

The FABA Multicultural SIG invites members, and non-members, to a shared discussion on disseminating ABA in 2024. An update will also be provided on the SIG's 2024 event calendar, and the SIG's planned events for 2025. Information will also be provided for those interested in becoming members of the SIG.



 2:30 pm - 3:20 pm

 Panel

 PRO

 Garden 2

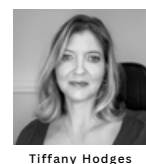
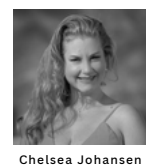
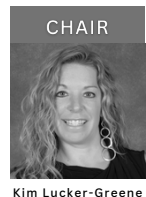

 1 LRN


Navigating ABA Funding: Expert Insights for Managing Requests with your Payor

Navigating the complexities of managed health care funding for Applied Behavior Analysis (ABA) services in the context of Autism Spectrum Disorder (ASD) can be daunting. The landscape is often muddled with misinformation and misconceptions, propagated through various channels including social media and dubious training programs. To cut through the noise, we've convened a panel of leaders from an ABA service funder. They will demystify common authorization queries, forecast the evolution of ABA payment structures, and highlight resources and support systems.

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


- Participants will learn resources for accessing medical necessity criteria (MNC), how MNC are created, and identify strategies for demonstrating MNC of services within applied behavior analysis (ABA) authorization requests.
- Participants will learn to integrate clinically and ethically appropriate treatment suggestions within the ABA authorization request process.
- Participants will learn information about payor views on outcome measurements and next steps towards value-based performance within the ABA space.


 3:30 pm - 4:20 pm

 Invited

 MH

 Majestic 4-5

 1 ETH/MH

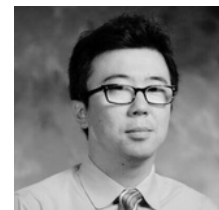
The multidisciplinary team approach to treating mental health related behaviors

Introduced by Kerri Peters

People often come to the attention of the mental health system due to the recognition of behaviors that raise concern, either to themselves, or to others. Psychotherapeutic and behavioral interventions are often recommended as first-line treatments, yet effective communication between mental health providers and BCBA's are often lacking. Strategies to promote collaborative efforts involving psychiatrists, psychologists, BCBA's being undertaken at an academic institution in North Florida will be discussed as well as methods to facilitate coordination of care and interpret the measures being used to guide treatment decisions by BCBA's, psychologists, and psychiatrists.

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

- Participants will learn about 4 contexts in which ABA providers may be asked to be part of a multidisciplinary team to treat mental health conditions
- Participants will hear suggestions to facilitate an efficient and mutually beneficial interaction in the context of mental health treatment when working with mental health providers
- Participants will learn about validated scales in used in mental health to track symptoms and treatment response



Takahiro "Taka"
Soda



🕒 3:30 pm - 4:20 pm

📄 Paper

📍 Majestic 1-2-3

Being a Non-Profit in a Private Equity World

The field of ABA has changed drastically over the last decade due to the involvement of Private Equity. Not only has their involvement changed the for profit clinics, but the non-profit clinics as well, often putting them at a disadvantage. This presentation will discuss how Private Equity has changed the landscape of the field but more importantly, how non-profits can stay competitive and meet their mission.



Mary Rosswurm

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

- Participants will learn about the state of the ABA field as related to Private Equity involvement.
- Participants will learn about the challenges that Private Equity in the ABA space has created for non-profits.
- Participants will learn about non-profit ABA providers and how they can stay competitive.

🕒 3:30 pm - 4:20 pm

📄 Paper

🏠 ETH

📍 King 3

🗨️ 1 ETH/MH

Sometimes the Question IS Whether Machines Think: An AI Tutorial for Behavior Analysts

With the advent of generative AI, for both graphics and text, a powerful new tool has been made available for scientists, practitioners, and laypersons alike. How do AI applications like DALL·E 2 and ChatGPT function? What utility do they hold for behavior analysts? What ethical considerations are there for their clinical use? This tutorial will provide a brief, accessible explanation on the mechanics of generative AI, the pitfalls to avoid, and hopefully alleviate some of "the mystery which surrounds a thinking machine."



Kaitlynn Gokey

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

- Participants will describe the general process by which a generative AI model is developed and operates.
- Participants will list at least 3 potential ethical violations that can occur when using generative AI in clinical practice.
- Participants will list at least 3 ways generative AI can be incorporated into clinical practice effectively and ethically.

🕒 3:30 pm - 4:20 pm

📄 Paper

🏠 ED

📍 King 1-2

🗨️ 1 LRN/MH

IEPs and ABA: A Crash Course in the History & Legislation of Special Education and What This Means for Behavior Analysts

According to the most recent data available from the BACB (BACB, 2024), only 7.16% of credentialed individuals list education as the primary area of professional emphasis. Federal legislation such as the 2004 reauthorization of IDEA, recent regulations in Florida, and the ongoing need for behavior support in the school setting, have led to new opportunities for collaboration between education professionals, BCBAs, and RBTs. However, individuals credentialed through the BACB are required to practice within the individual's scope of practice and competence (BACB 2019, 2020). Practicing outside of one's scope is not only unethical but can be harmful to the client, individual, and the field (Brodhead et al., 2018; Layden et al., 2023). The public school setting can be viewed as a unique and complex environment which requires



Rachel Davis


(continued on the next page)




specialized knowledge (Brodhead et al., 2018; Layden et al., 2023). Participating in IEP meetings and implementing IEPs are just some ways BCBAs may be asked to collaborate with educators as part of a multidisciplinary team. In order to meaningfully participate in IEP meetings and advocate for student needs, an understanding of the history and legal context of IEPs and special education services is paramount. Additionally, an IEP is a legal document with legal protections. Being aware of the legal requirements of an IEP is critical to effectively work and collaborate in the school setting. Presented by a special education teacher turned BCBA and current doctoral student in special education, this presentation will provide a crash course in the history of special education in the United States, an overview of past and current educational legislation, and how this information can be used to be an effective member of an IEP team, assist parents and guardians navigate the IEP process, and advocate for appropriate and realistic behavior supports within the school setting.


By the end of this event, participants will:

- Participants will be able to list and describe key pieces of legislation pertaining to special education in the U.S.
- Participants will be able to describe the components of an IEP, including timelines, members, and minimum legal standards.
- Participants will be able to describe how IEP eligibility determination is made and the legal requirements of addressing behavior on an IEP.

 3:30 pm - 4:20 pm

 Paper

 OBM

 Garden 1

 1 ETH/MH

Ethical Leaders Do What It Takes! Organizational Performance Engineering for Provider, Parent, and Client Success

When providers don't work together, clients fail to make efficient progress towards mastery of the knowledge and skills they need for successful lives. "Things Fall Apart." Ethical leaders do what it takes so that providers will act in each client's long-term best interest. "If you pit a good performer against a bad system, the system wins almost every time." We can use behavior analysis to engineer provider behavior change at the system, process, and individual levels of a school, center, or tutoring program, to solve its organizational performance problems so that every client will make efficient progress towards mastery of the knowledge and skills needed for a successful life. I will tell the story of a preschool for children with autism that was losing clients and staff because it lacked a pragmatic organizational performance engineering process to ensure provider, parent, and client success. We designed and implemented the EARS process of organizational performance engineering to solve this problem. The EARS process has the following steps: 1) Evaluate client progress using frequent, accurate, and sensitive measures, to identify as soon as possible when a client is not making efficient progress. 2) Analyze the causes of provider performance problems using direct, accurate measures. 3) Recommend changes in provider resources, training, and management based on the analysis. 4) Solve provider performance problems by designing and implementing changes in provider resources, training, and management.

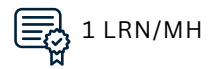
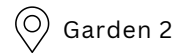
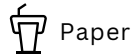
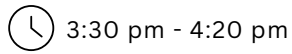


Guy Bruce

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

- Distinguish between examples of Skinner's ethical, pragmatic approach to the science and engineering of behavior change and other approaches.
- Describe the benefits of Skinner's ethical, pragmatic approach for providers and clients.
- Describe how to Evaluate client progress using frequent, accurate, sensitive measures.
- Describe how to Analyze provider performance problems using direct measures to identify their causes.
- Describe how to Recommend changes in provider resources,
- Describe how to Solve provider performance problems by designing and implementing recommended solutions.





Special Paper Session: Assessment and Implementation

Analysis of Training Practitioners to Implement the Practical Functional Assessment and Skills Based Treatment to Address Severe Problem Behavior

The evidence supporting interventions for young autistic children has changed in the last decade, and meaningful research supports the effectiveness of Naturalistic Developmental Behavioral Interventions (NDBIs; Schreibman et al., 2015), as a widely accepted and validated approach. As valued-based approaches, NDBIs are increasingly tackling various methodological and ethical concerns in implementing interventions and supporting autistic children. They hold considerable promise in promoting strengths-based approaches, respecting assent, centering autistic voices, and ultimately enhancing the efficacy and effectiveness of interventions and support for autistic individuals in natural settings. Despite the demonstrated effectiveness of NDBIs, they are not widely integrated into early intervention programs for autistic children. One primary hurdle is the insufficient training, knowledge, and support among practitioners for implementing NDBIs (Hampton & Sandbank, 2021). This presentation aims to outline the effectiveness of NDBI research, elucidate how NDBIs align with the scope of practice for behavioral practitioners, delineate the key components of NDBIs, and discuss the similarities and distinctions between traditional ABA programs and NDBIs.



Taylor Thomas



Jamie Hughes-Lika

Bridging the Gap: Exploring Naturalistic Developmental Behavioral Interventions (NDBIs) for Supporting Young Autistic Children

The evidence supporting interventions for young autistic children has changed in the last decade, and meaningful research supports the effectiveness of Naturalistic Developmental Behavioral Interventions (NDBIs; Schreibman et al., 2015), as a widely accepted and validated approach. As valued-based approaches, NDBIs are increasingly tackling various methodological and ethical concerns in implementing interventions and supporting autistic children. They hold considerable promise in promoting strengths-based approaches, respecting assent, centering autistic voices, and ultimately enhancing the efficacy and effectiveness of interventions and support for autistic individuals in natural settings. Despite the demonstrated effectiveness of NDBIs, they are not widely integrated into early intervention programs for autistic children. One primary hurdle is the insufficient training, knowledge, and support among practitioners for implementing NDBIs (Hampton & Sandbank, 2021). This presentation aims to outline the effectiveness of NDBI research, elucidate how NDBIs align with the scope of practice for behavioral practitioners, delineate the key components of NDBIs, and discuss the similarities and distinctions between traditional ABA programs and NDBIs.

By the end of this event, participants will:

- Summarize the research supporting the effectiveness of NDBIs.
- Clarify how NDBIs align with the scope of practice for behavioral practitioners.
- Outline the key components of NDBIs

Don't Miss the Friday Night Social!

sponsored by

8:00 PM
MAJESTIC 4-5



🕒 4:30 pm - 5:20 pm

🍷 Invited

🔗 TCP

📍 Majestic 4-5

📄 1 LRN



Inside Behavior Analysis: Dr. Bill Heward

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

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

- Participants will be able to summarize the contributions of and research areas explored by Dr. Heward.
- Participants will be able to list 3 to 5 critical areas to focus upon as they relate to ABA.
- Participants will be able to discuss the important areas of career establishment pertaining to the learning history of the interviewee.



William Heward



Andrew Houvouras

🕒 7:00 pm - 8:00 pm

🍷 Special Event

📍 Majestic 4-5

Ignites at Night!

Assent-based ABA practices

Kari Sheward, Tia Jaenicke, Bailie Dillingham, Sam Criss

Mobile Response Teams and Behavior Analysis!

Scott Traynor, Kristin Korinko, Zac Sims, Michelle Ammon

Nourishing Insights: Unveiling Behavioral Habits in Nutrition

Maryann Walsh

*Sh*t Behavior Analysts Say*

Diah Askari

Listen and Aprende? Or Escucha and Learn? Tips for Supervising Across a Language Barrier

Diana Kithcart

Can't We All Just Get Along?

Adam Pakiela

Cafecito Chronicles: Navigating Miami ABA with Humor and Heart

Michelle Castaños

Precision Teaching: A Perfect Fit for Private Instructional Personnel in Schools

Jack Scott

Adulting 101: Reasons Why You Should Work with Adults

Miguel Sanchez



FRIDAY EVENING

September 20

🕒 8:00 pm - 11:00 pm



Special Event



Majestic 4-5

Friday Night Social

After the conclusion of Ignites at Night, come mingle with your fellow FABA members on the last night of the conference!

Sponsored by On & Up Behavior Therapy



LIMITLESS MINDS



ABA Therapy Miami, FL Love Science Play and ABA

**LimitLess individualized goals for
communication, problem-solving, and
independence using the
Science and Power of ABA**



LimitlessMinds.ABA

1100 BRICKELL BAY DR #310908, Miami, Florida 33131 | www.LLMinds.com | 786-301-7706



Dreams Academy of Florida



OUR MISSION

We provide children with varying exceptionalities (ages from 18 months to 18 years) with enriching environments through early intervention, school readiness, and transitional life skills. We entrust our Dream Team, clients, and stakeholders by nurturing a culture of growth. Dreams Academy of Florida will strive to work within local communities to increase Autism Awareness and provide 360-Behavior Support Services.

SERVICES INCLUDE: BEHAVIOR
ASSESSMENTS, PARENT TRAINING,
360 BEHAVIOR SUPPORTS AND
BEHAVIOR THERAPY

OUR CERTIFIED AND LICENSED
PROFESSIONALS MEET OUR CLIENTS
WHERE THEY ARE AT: HOME,
SCHOOL, AND COMMUNITY

We accept
private
insurance,
Medicaid,
private pay,
FES-UA



618 E. South Street, Suite 500
Orlando, FL 32801

Phone: (321)-271-6950

info@dreamsacademyofflorida.org





**Maximize the efficiency of your agency with
our complete management support:**

- We Provide Payroll Services or Payroll Processing Available.
- Medicaid & Privates Insurances Billing.
- Agency Structure.
- Staff Training.



305-731-6457



ascendingbillingplus



ascendingbillingplus.com





“Every journey
begins with a
positive step.”

About Us

At Positive Steps ABA, we are dedicated to providing exceptional Applied Behavior Analysis (ABA) services to children with autism and other developmental disabilities. With locations in West Melbourne and Orlando, we strive to create a supportive and nurturing environment where every child can achieve their fullest potential.

Our team of highly trained and compassionate professionals employs evidence-based practices to design individualized treatment plans tailored to the unique needs of each child. We work closely with families to ensure that our comprehensive services promote meaningful improvements in communication, social skills, and daily living activities.

Our Mission

At Positive Steps ABA, our mission is to make a lasting difference in the lives of our clients through effective, research-based therapy. We embrace a team approach to ensure each child receives the right services to meet their unique needs. We are committed to delivering the highest quality care for children and young adolescents with autism and other developmental disabilities, focusing on their achievement and potential in all areas of life. Our dedication to ethical standards ensures we provide trustworthy and exceptional support.



@positivestepsaba



Positive Steps ABA



Positivestepsaba.com



A1A
BEHAVIORAL
HEALTH

***Enhancing the quality of
life of all patients, families,
and all those we serve***

A1A State-of-the-Art Center

***The 7,000 square foot facility,
located at the heart of Doral, FL
serves as a center for all our
patients and families and is dedi-
cated to providing the best quality
ABA Therapy. We also specialize
in providing community-based
services. Our highly trained team
can provide care at your home,
daycare, school, after care, or any
other family's location of choice.***



We are here 24 hours a day to support and help you and your family.
305-224-1929 | team@a1ahealth.com | www.a1abehavioralhealth.com

8:00 am - 8:50 am

Invited

PED

Majestic 4-5

1 LRN

Afrontando los Desafíos de los Problemas Pediátricos de la Alimentación: Investigación y Práctica en Diversas Poblaciones (en español)

Introducido por Michelle Castaños

Los Problemas Pediátricos de la Alimentación (PPA) afectan a un gran número de niños, especialmente a aquellos con discapacidades del desarrollo. Si no se atienden, estos problemas pueden tener efectos perjudiciales en la salud del niño, como desnutrición, pérdida de peso severa y retraso en el crecimiento. También pueden impactar negativamente en la socialización y provocar altos niveles de estrés en los cuidadores. En esta presentación, proporcionaremos una visión general del proceso de tratamiento para los PPA, considerando nuestro papel como analistas del comportamiento. Describiremos métodos comunes de evaluación y tratamiento, así como la participación de los cuidadores, mientras compartimos parte del trabajo realizado en este campo con poblaciones de Estados Unidos y México. Se hará especial énfasis en resaltar algunas consideraciones que podrían afectar las opciones de tratamiento y las decisiones éticas, como son variables culturales, estructurales y formativas.



Varsovia Hernandez
Eslava

Al finalizar este evento, los participantes podrán:

- Los participantes describirán los Problemas Pediátricos de la Alimentación y los indicadores de la necesidad de intervención.
- Los participantes enumerarán métodos comunes de evaluación y tratamiento.
- Los participantes identificar variables culturales, estructurales y formativas que podrían afectar las opciones de tratamiento y las decisiones éticas.

8:00 am - 9:20 am

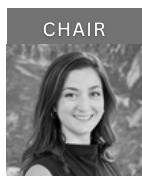
Symposia

DD

Majestic 1-2-3

1.5 LRN

Navigating the Assessment and Treatment of Challenging Behavior from Intake to Discharge



Paige O'Neill



Catalina Rey



Jessica Tran



Alexandra Cicero



Amaya Rocheleau



McKenna Reilly

This symposium will walk you through the assessment and treatment of severe challenging behavior from the start of an admission to discharge. The first presentation will describe procedures for comparing problem behavior across preference assessment formats. The second presentation describes a comparison between first admission and second admission functional analyses. The third presentation will describe procedures for promoting patient's and caregiver's choice autonomy when selecting communication modalities during functional communication training. Finally, the last presentation will describe procedure that also promotes choice autonomy within the context of treatment and generalization for severe challenging behavior.

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

- Participants will learn procedures for assessing preference for children who exhibit challenging behavior following item removal.
- Participants will learn procedures for promoting choice autonomy during the treatment of challenging behavior.
- Participants will learn about potential changes in function of challenging behavior across admissions to a severe behavior clinic.



⌚ 8:00 am - 8:50 am

📄 Symposia

🏗️ ED

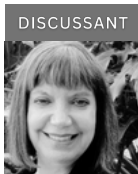
📍 King 3

📋 1 LRN

School-Based Interventions for Reducing Disruptive Behaviors in the Classroom



CHAIR
Marissa Del Vecchio



DISCUSSANT
Rose Iovannone



Lanease Ganey



Michaela Elza



Paris Thie

Disruptive behavior is commonly reported to have a negative impact on students' academic achievement and loss of instructional time in the classroom. Our session highlights the use of three school-based interventions aimed to decrease the level of disruptive behavior exhibited by elementary and middle school students. The first presentation will provide an overview of the use of a function-based self-monitoring procedure used to promote functional communicative responses and decrease the level of disruptive behavior exhibited by three middle school students diagnosed with autism spectrum disorder (ASD). The second presentation will illustrate the effectiveness of Brain Breaks®, an antecedent exercise program, to increase on-task behavior and decrease disruptive behavior exhibited by three elementary school students in a general education classroom. The final presentation will describe the implementation of the prevent-teach-reinforce secondary (PTR-SEC) model to increase the level of on-task behavior exhibited by three middle school students with emotional and behavioral disorders. Collectively, these studies will provide valuable insight regarding the effectiveness of three school-based interventions implemented with students of different ages and diagnoses across general education and self-contained classrooms.

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

- As a result of participating in the presentation, the participants will be able to describe the steps involved in designing and implementing function-based self-monitoring procedures.
- Participants will be able to summarize the effects of antecedent exercise programs, such as Brain Breaks®, on students on task and disruptive behaviors in a classroom setting.
- The participants will be able to describe the Prevent-Teach-Reinforce Secondary (PTR-SEC) model implementation with students with emotional and behavioral disorders in school settings.

Thank you!



TO OUR
SOCIAL SPONSORS



FLORIDA
COMMUNITY CARE



on & up
BEHAVIOR
THERAPY



🕒 8:00 am - 8:50 am

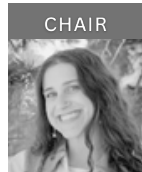
📄 Symposia

🏠 HF

📍 King 1-2

📋 1 LRN

Recent Research in the Application of ABA to Increase Physical Activity



Ellie Warmund



Bryon Miller



Emma Walker



Madeline McCullen

In this symposium, researchers will describe studies in which they evaluated ABA approaches for increase physical activity. In the first presentation, Maddy McCullen will describe her research evaluating self-tailored deposit contracts for increasing physical activity in neurotypical adults and reinforcement thinning for maintaining intervention gains. Her results show increases in step count for all three participants and some degree of maintenance for all participants. In the second presentation, Emma Walker will describe research evaluating the effects of synchronous schedules of music reinforcement for movement on a treadmill with neurotypical young adults. Following a preference assessment, some participants had access to high-p music for increasing or decreasing pace while other participants had access to low-p music contingent on increasing or decreasing their pace. Results showed that high-p music participants adjusted their pace to keep the music going and the low-p music participants were more likely to adjust their pace to avoid music. In the third presentation, Emma Walker will discuss a study in which the researchers evaluated the effects of synchronous music reinforcement on pace on a treadmill with young adults with ASD. Following a preference assessment, the researchers made high-p music contingent on increased or decreased pace on the treadmill. They then replicated the procedures with music from the participants' own playlists. The results showed moderate schedule control with high-p music provided by the experimenters and greater schedule control with music from the participants' own playlists.

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

- Describe the use of self-tailored deposit contracts to increase physical activity.
- Describe synchronous musical reinforcement schedules to influence pace on a treadmill.
- Describe how music preference in synchronous reinforcement can influence schedule control.

🕒 8:00 am - 8:50 am

📄 Paper

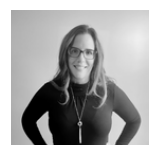
🏠 PED

📍 Garden 1

📋 1 LRN/MH

Utilizing online platform to deliver feeding therapy treatment to children of varying ages and diagnoses

Many children struggle with feeding difficulties. It is suggested that feeding disorders could arise because individuals link eating with negative occurrences like gagging, choking, or vomiting. These problematic behaviors persist due to environmental factors during meals (e.g., Di Lorenzo et al., 2005). Most of those families have a difficult time gaining access to appropriate treatment to address the changes required in the home environment to elicit change in mealtime behavior. Since COVID, more cases are starting to be noted to use a virtual platform. Even though now that restrictions have lifted, the virtual model of feeding therapy implementation remains impactful for both access to the care and generalization of the skills. Through multiple clients we explore the effectiveness of a virtually implemented behavior-based feeding program. Significant improvements were observed in each child's dietary habits and eating behavior. The intervention aimed to enhance the child's consumption of non-preferred foods, as well as promote greater flexibility in eating behavior.



Dena Kelly

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

- Participants will learn how a virtual platform can be used to implement feeding therapy
- Participants will observe real client progress via visuals
- Participants will learn strategies to apply their in person feeding therapy techniques to an online platform



8:00 am - 9:20 am

Symposia

VB

Garden 2

1.5 LRN

Improving Communication Skills of Children with Autism

CHAIR



Catia Cividini-Motta

DISCUSSANT



Kim Sloman



Skye Nelson



Gabriela Salazar



Valeria Alai Palacios



Breanna White

Communication skills (i.e., verbal behavior) are imperative for day-to-day interactions, however, many individuals with autism experience delays in communication. This symposium will include four presentations evaluating the impact of different teaching procedures on the acquisition of verbal behavior. The first study evaluated differences in acquisition of receptive identification targets with speech output (SO condition) versus no speech output (NSO condition). We also assessed if results would transfer to tacts. The second study replicated and extended discriminated mand training procedures using an SGD. The third study compared two picture exchange communication training models, both of which incorporated an establishing operation manipulation phase. The final study evaluated the effect of scenic pictures containing multiple exemplars and progressive time delay on the acquisition of varied intraverbal responding to categorical questions by three autistic individuals. The symposium concludes with thoughtful comments from the discussant.

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

- Participants will be able to analyze, compare, and evaluate the efficacy of conventional and abbreviated picture exchange communication training models
- Participants will describe how speech output technology can be incorporated into skill acquisition programs and the effects of speech output on acquisition of receptive identification targets.
- Participants will learn to use scenic pictures to teach varied intraverbal responding.

9:00 am - 9:50 am

Paper

PRO

Majestic 4-5

1 LRN

Más allá de Medicaid: Cómo escribir planes adaptados a las necesidades del cliente, y no solo a los requisitos de Medicaid (en español)

En los últimos años, los BCBA's se han enfrentado a un incremento en los retrasos y negaciones de Florida Medicaid, lo que ha impulsado una búsqueda para comprender las expectativas de Medicaid. Con políticas a menudo ambiguas, los BCBA's han comenzado a redactar planes adaptados "para Medicaid", priorizando los requisitos percibidos sobre las necesidades del cliente. Sin embargo, adaptarse al entorno siempre cambiante de Medicaid ha sido difícil, lo que ha ocasionado frecuentes negaciones de servicios. El objetivo de esta presentación es aclarar el proceso de elaboración de planes clínicos que armonicen las necesidades del cliente con los requisitos de Medicaid, ofreciendo ideas para equilibrar el cumplimiento de políticas con la atención centrada en el paciente.





Michelle Castaños

Al finalizar este evento, los participantes podrán:

- Los participantes aprenderán los elementos esenciales para elaborar planes clínicos integrales y entenderán las limitaciones de basar la planificación del tratamiento de ABA solo en los requisitos de Medicaid.
- Los participantes aprenderán estrategias para alinear los objetivos del cliente con los requisitos de Medicaid, asegurando un equilibrio entre el cumplimiento de políticas y las necesidades del paciente.
- Los participantes recibirán orientación sobre cómo comunicarse de manera efectiva con los proveedores de seguros para abogar por enfoques de tratamiento que se centren en el bienestar del cliente.




 9:00 am - 9:50 am

 Paper

 ETH

 King 3

 1 ETH/MH

The Evolving Landscape of Stereotypy Treatment: A Person-Centered Approach


The ethical landscape surrounding treatment of stereotypy is undergoing a critical re-evaluation, and applied behavior analysis is rightly included in this discussion. A clinician must prioritize an approach that respects diversity, carefully weighing the potential benefits of treatment against any potential harm to the individual. Drawing on expertise from diverse fields, this presentation proposes a person-centered decision-making framework for analysis and treatment of stereotypy. Case studies will showcase the value of a practical functional analysis to identify the combined triggers and maintaining consequences. The discussion delves into how these factors – interference with learning, individual unique profiles, and social validity – inform the decision of when treatment is warranted, staying within the clinician's scope of competence. Specifically, we guide the clinician in refining their use of scientific principles to better understand stereotypy.




Liliana Dietsch-Vasquez


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


- Explain the ethical considerations in the analysis and treatment of stereotypy.
- Identify how and when to seek collaboration and resources from outside the behavior analysis field.
- Identify crucial components in the analysis of stereotypy to determine if and what type of intervention is warranted.

 9:00 am - 9:50 am

 Multi-Paper

 AUT

 King 1-2

 1 LRN/MH

Use of Assessment Instruments by Behavior Analysts (BCBAs/BCBA-Ds) Part II: From Assessment to Intervention Planning

From Assessment to Intervention Planning

Michael Weinberg, Craig DeVincenzo

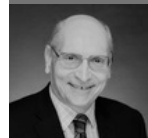
This presentation will review how to use the results of a diagnostic evaluation as the basis for identifying goals and objectives to address for the individual's treatment plan. Given requirements by some funders for behavior analysts to conduct standardized assessments on a periodic basis such as the Vineland Adaptive Behavior Scales, it would be useful to learn how to use such assessment instruments as well as results of autism specific instruments (such as CARS, GARS, and ADOS) to devise the behavior plan and identify goals for the individual that would be relevant to the individual's developmental needs as well as acceptable by the funder.

Writing Goals and Objectives Using Standardized Developmental Assessment Instruments: Linking Intervention to Assessment

Craig DeVincenzo

This presentation will specifically focus on use of standardized assessments such as the Vineland (VABS) to develop developmentally-appropriate objectives to plan ABA programs for service recipients with autism. Program planning based upon standardized instruments will serve to address both behavior and skill deficits as well as developmental needs of these service recipients. Use of this approach will also meet requirements by third party funders to address clinically essential behaviors and skill areas identified by the diagnostician during the evaluation. Clinically, there needs to be such linkage of the intervention plan to the specific diagnostic concerns identified in the evaluation.

CHAIR



Michael Weinberg



Craig DeVincenzo



9:00 am - 9:50 am

Paper

MC

Garden 1

1 LRN

Ya Soy RBT, Y ¿Ahora Que?, Un paso a paso de como mantenernos profesionales en los diferentes entornos de trabajo, aumentando nuestra competencia cultural al comunicarnos en Español y Spanglish (en español)

La comunidad Latina de América sigue creciendo y con esta crece aún más la necesidad de profesionales certificados que entiendan y puedan comunicarse de forma fluida con nuestros aprendices y sus cuidadores en su lengua materna, el Español con adaptaciones del uso del Spanglish si así es de su preferencia. Entrenar a nuestros RBTs a desarrollar competencia cultural a través del uso de un lenguaje común ayuda a desarrollar compenetración (rapport) y a establecer canales de comunicación apropiados incluso cuando se trabaja en diferentes entornos laborales.



Isabel N. Mendoza Naim



Daniel Zimmerman

Al finalizar este evento, los participantes podrán:

- Aprender la conducta profesional adecuada en los entornos usuales de trabajo de un RBT: Casa, Escuela y Centro de Terapia y como manejar la comunicación apropiada entre los stakeholders cuando el lenguaje de preferencia de los cuidadores es el Español.
- Programas de enfoque en un plan de Adquisición de Habilidades en Español, evitando palabras técnicas, evaluando si el uso del Spanglish es beneficioso en la comunicación.
- Identificar conductas sociales y contrastarlas con las conductas éticas para crear un balance entre ambas y así poder desarrollar competencia cultural.

9:30 am - 10:50 am

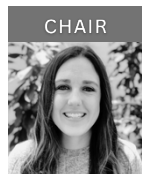
Symposia

AUT

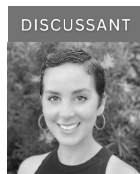
Majestic 1-2-3

1.5 LRN

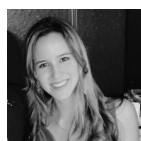
Recent Approaches on Enhancing Task Engagement



Paige Talhelm



Yanerys Leon



Christina Sheppard



Julianne Fernandez



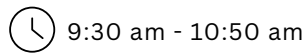
Ariadna Martinez

Task completion and cooperating behaviors are examples of skills that many children acquire with ease. However, many children with autism spectrum disorder (ASD) or other disabilities may not acquire these skills without direct teaching. This symposium includes three studies investigating the impacts of behavioral interventions on task engagement. The first study evaluated the effects of a peer-mediated self-monitoring intervention on task completion and disruptive behavior among students with ASD. The second study evaluated the effects of music on-task behavior and stereotypy among children with ASD. The third study assessed the impact of high-probability instruction and medium-probability instruction on cooperating behaviors of children with intellectual disabilities. Finally, the discussant will provide valuable insights into the implications of these research projects.

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

- Attendees will be able to describe the effects of a peer-mediated self-monitoring intervention for students with autism spectrum disorder.
- Attendees will be able to describe limitations to evaluating treatments for stereotypy in play or no-consequence contexts and will describe methods to measure effects of treatments on target skills.
- Attendees will be able to describe the effectiveness of medium-probability instructions when delivered in the context of the high-p instructional sequence.





9:30 am - 10:50 am



Multi-Paper



OBM



Garden 2



1.5 LRN/MH

Behavior Analysis and Human Trafficking: How Applied Behavior Analysis Can Guide a Housing Program Evaluation

Understanding Human Trafficking Through a Behavior Analytic Lens: Evaluating the Effectiveness of a Housing Program

Arturo Garcia, Kimberly Crosland, Marissa Del Vecchio

Labeled as “modern-day slavery,” human trafficking is defined as the deliberate use of force, fraud, or coercion to lure an individual to the involuntary commercial exchange of sexual activity or labor services for remuneration. Due to the vulnerability to revictimization, service providers should aim to implement the most effective and efficient treatments for survivors of human trafficking. A behavioral perspective can be used to understand the interrelationship between the environment, the trafficker’s actions, and the behavior of the victim/survivor. Similarly, the principles of behavior analysis have proven effective at improving employee and organizational performance. This conceptual presentation will describe a housing program evaluation through a behavior-analytic lens. Additionally, the presentation will provide suggestions for providing effective wraparound services to survivors of human trafficking through principles of behavior analysis.

Considerations for Success Among Human Trafficking Survivors: A Housing Program Evaluation

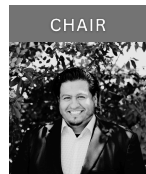
Marissa Del Vecchio, Kimberly Crosland, Arturo Garcia, Shelly Wagers

According to recent research, there is a critical need for human trafficking (HT) programs to take a trauma-informed approach to improve methods toward defining goals, recording data reported directly from survivors, and continuously assessing survivors’ perceptions of their quality of life. Using the recommendations outlined by Macy et al. (2022), a retrospective analysis of 60 case files was conducted to evaluate the level to which wrap-around service provision resulted in survivors’ successful completion of a HT housing program in southern Florida. Successful completion of the program required that survivors demonstrated effective finance management and were able to acquire and maintain housing and employment. Using the results from this program evaluation, the current presentation will further evaluate the mechanisms of service provision across successful, unsuccessful, and terminated case file groups. These data can improve short- and long-term service provision and guide practitioners’ decisions on whether to continue to offer or omit specific external services.

Using SMART Goals to Support Human Trafficking Survivors: A Systematic Approach to Success

Marqueline Cenatus, Marissa Del Vecchio, Kimberly Crosland, Arturo Garcia, Shelly Wagers

Many programs that serve survivors of human trafficking (HT) struggle to create well-defined goals, measure program effectiveness, and establish a clear cause-and-effect relationship between the program and survivor outcomes. Goals that lack clarity can be problematic as they do not serve as a practical guide toward goal attainment and may increase the likelihood that survivors will engage in unsafe and risky behaviors to meet basic survival needs. The SMART goal method is widely cited within program planning/evaluation literature and may be a useful tool to combat obstacles faced by HT survivors and service providers. This method helps guide the development of specific, measurable, attainable, realistic, and timely (SMART) goals and has been associated with increased levels of goal achievement in various settings. However, research on SMART goals with HT survivors is limited, emphasizing the need for further evaluation within HT programs. This presentation presents current findings of goal-setting methods in an HT housing program and proposes a systematic model for evaluating HT program effectiveness and survivor outcomes.



Arturo Garcia



Marissa Del Vecchio



Marqueline Cenatus



🕒 10:00 am - 10:50 am

📄 Paper

🏠 ETH

📍 Majestic 4-5

📋 1 ETH

Sensibilidad Cultural y Latinidad en el Análisis de la Conducta (en español)

Las historias de aprendizaje de cada individuo son influenciadas por variables culturales, como idioma o roles de género. Mucho se ha escrito recientemente de la importancia de adoptar estrategias de sensibilidad cultural al implementar intervenciones conductuales, tutoría y supervisión de aprendices, y al realizar investigación. Una propuesta para fomentar servicios culturalmente sensibles es alinear la cultura del analista conductual con la cultura del cliente. En el caso de familias Latinas, tal alineamiento incluiría el uso del idioma natal y consideración de valores típicamente latinos (e.g., familismo, religiosidad, machismo). Sin embargo, no todos los individuos de un grupo cultural compartirán valores, o reglas que controlan la conducta. Así que es indispensable contar con estrategias para promover la sensibilidad cultural independientemente del grupo cultural al que se pertenezca. Esta presentación describirá el estado actual de la literatura sobre servicios conductuales culturalmente sensibles, lo que significa ser un analista de conducta Latino, y estrategias para promover la sensibilidad cultural en el análisis de la conducta.



Corina Jimenez-Gomez

Al finalizar este evento, los participantes podrán:

- Describir servicios conductuales culturalmente sensibles
- Identificar variables relevantes que definen la Latinidad
- Identificar áreas de crecimiento y estrategias para mejorar la tutoría/supervisión y servicios clínicos

🕒 10:00 am - 10:50 am

📄 Multi-Paper

🏠 TCP

📍 King 3

📋 1 LRN/MH

The Role of Teach-Back in Supervision and Discriminative Stimuli for Punishment

From Healthcare to Behavior Analysis: The Role of Teach-Back in Supervision

Andressa Sleiman

Teach-back is an effective communication technique originally used in healthcare settings. Clinicians explain one chunk of information at a time and asks the patient to repeat it back using their words. If there is no correspondence the clinician explains it again using different words, if there is correspondence, the clinician explains the next chunk of information. In this presentation I will a) explain teach-back in healthcare settings, b) analyze its effectiveness from a behavioral perspective, and c) discuss its benefits for training and enhancing communication in applied behavior analysis. This presentation aims to illuminate how behavior analysts can leverage teach-back to improve supervision and communication efficacy in their practice.



Catalina Rey




Andressa Sleiman

Revisiting Discriminative Stimuli for Punishment

Catalina Rey

As the natural science of behavior evolves, the use of precise terminology is critical to maintain its conceptual and terminological integrity. The current state of terminology in stimulus control is well-developed with respect to reinforcement and incomplete with respect to punishment. In this presentation, I aim to make the case that the current conceptualization for discriminative stimulus control in relation to punishment would be enhanced by modifying the definition of the discriminative stimulus for punishment (SDp) and by adding a new term to the current taxonomy that denotes when a punishment contingency is inactive (SΔp).



 10:00 am - 10:50 am

 Paper

 MC

 King 1-2

 1 LRN

Conducta Ética VS. Conducta Cultural, Desarrollo de Habilidades Blandas en La Prestación de Servicio Analíticos de Conducta Como Profesional Latinoamericano (en español)

Mientras nuestra comunidad hispana sigue creciendo, hay necesidad de contar con profesionales éticos y capacitados de América Latina en el campo terapéutico del ABA. Durante esta presentación, aprenderemos a identificar comportamientos profesionales comunes aceptables en nuestra cultura hispana y evaluaremos cuáles de ellos comprometen y/o violan el Código de Ética de la BACB. Una vez que la audiencia identifique sus comportamientos culturales y evalúe sus propios prejuicios, exploraremos las habilidades interpersonales necesarias y cómo desarrollarlas para mantenernos éticos en la prestación de servicios, mientras permanecemos culturalmente competentes y no perdemos nuestra conexión con nuestros valores culturales.

Al finalizar este evento, los participantes podrán:


- Identifique y describa conductas profesionales aceptables en América Latina y evalúe si alguna de ellas compromete o viola el Código de Ética de la BACB.
- Explore y aprenda las habilidades interpersonales necesarias que nos ayudarían a reemplazar comportamientos culturales que puedan causar daño en la prestación de servicios como profesionales latinoamericanos.
- Aprenda a equilibrar los valores culturales con un marco ético para garantizar la competencia cultural.





Isabel N. Mendoza
Naim




Daniel Zimmerman

 10:00 am - 10:50 am

 Paper

 MC

 King 1-2

 1 LRN

Una Comparación de dos Procedimientos para Condicionar Estímulos Sociales para que Funcionen Como Reforzadores en Niños con Autismo (en español)

Un cuerpo de literatura interesante y en crecimiento apoya la noción de que los síntomas del autismo pueden estar relacionados con una reducción general en la motivación social (Chevallier, Kohls, Troiani, Brodtkin, & Schultz, 2012). Una revisión de la literatura sugiere que la orientación social y la motivación social son bajas en individuos con autismo, y que incluir la motivación social como un objetivo para la intervención debería ser priorizado (Helt et al., 2008). Los investigadores han utilizado procedimientos de condicionamiento para cambiar la función de estímulos sociales neutrales, como expresiones faciales arbitrarias (Gewirtz & Pelaez-Nogueras, 1992) y elogios no reforzadores (Dozier, Iwata, Thomason-Sassi, Worsdell, & Wilson, 2012) de manera efectiva. El estudio actual tenía como objetivo comparar los procedimientos operantes y respondientemente en su efectividad para condicionar estímulos sociales previamente neutrales para que funcionen como reforzadores. A lo largo de la presentación de este estudio, se hará hincapié en la importancia de procedimientos de condicionamiento efectivos durante las intervenciones terapéuticas de ABA con individuos con TEA, y en los aspectos técnicos de los procedimientos operantes y respondientemente más efectivos para el condicionamiento de estímulos sociales.

Al finalizar este evento, los participantes podrán:

- Conozca la Teoría de la Motivación Social del Autismo (Chevallier et al., 2012) y sus implicaciones en el desarrollo y el aprendizaje.
- Aprenda sobre los procedimientos operantes y respondientes para condicionar estímulos sociales y cómo implementar estos procedimientos.
- Aprenda a evaluar la efectividad de los procedimientos de condicionamiento.



Paloma Rodriguez



🕒 11:00 am - 11:50 am

🍷 Invited

👤 DD

📍 Majestic 4-5

📄 1 LRN/MH

Closing Invited Event: Recent Research in Community-Based Services for Adults with Intellectual and Developmental Disabilities

Introduced by Yanerys Leon

The transition to community-based services for adults with intellectual and developmental disabilities (IDD) is associated with increased quality of life through enhanced choice and community integration. However, it is also associated with various challenges, particularly with respect to staff training, supervision, and oversight. Furthermore, best practices in community-based services for adults with IDD involves active treatment, which includes staff positive interactions and rapport building, choice provision, delivery of effective instructions and procedures such that learning and more independence is obtained, and promotion of consumer engagement in various activities. The purpose of the current presentation is to review research from over the past five years conducted in collaboration with a community partner serving adults with IDD. I will discuss a series of studies involving the use of behavioral skills training and remote observation and feedback to promote various aspects of staff implementation of active treatment, specifically what we call “Healthy Behavioral Practices.” I will also discuss a series of studies on the application of synchronous reinforcement schedules to promote health-related behavior including exercise, activities of daily living, and hygiene routines. Finally, I will discuss studies on promoting tolerance to preferred items and interactions and acquisition of mands in adults with IDD.



Claudia Dozier

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

- Participants will be able to describe the advantages and challenges of community-based services for adults with IDD.
- Participants will be able to provide an overview of procedures in healthy behavioral practices and some possible barriers to their implementation.
- Participants will be able to define synchronous reinforcement and describe some applications of this schedule for behavior change.

thank you to our Break Sponsors



THERAPY NETWORK
A Health Network One Company



SATURDAY MORNING

September 21

Devereux | FLORIDA
ADVANCED BEHAVIORAL HEALTH

www.DevereuxFL.org

Mark Your Calendar

FABA 2025

September 17-20, 2025

Ponte Vedra Beach, Florida



Florida Association for
Behavior Analysis

CALL FOR PAPERS OPENS EARLY SPRING 2025





Enriching Lives | Maximizing Potential



Specializing in ABA therapy for children and teens with autism and other developmental disabilities.

Three convenient centers in the Orlando region and one in Tampa

Decades of Innovation

For more than 20 years, Quest Kids Therapy has specialized in supporting children and teens with Autism spectrum disorder, Down syndrome, learning delays and related disabilities using applied behavior analysis (ABA).

We Offer Expert Guidance in:

- Early intervention services for Autism Spectrum Disorders
- Toilet training & personal hygiene
- Motor skills development
- Communication
- Social skills development
- Life skills development
- Health and safety

Reach Out Today!

Orlando Region: 407.218.4340 |

Tampa Region: 813.423.7740

www.questinc.org



Enriching Lives | Maximizing Potential

Quest Kids Academy provides a supportive educational setting for children and teens with autism and other intellectual disabilities with instruction guided by the principles and procedures of ABA therapy



Reach Out Today!

Orlando Region: 407.218.4340

www.questinc.org

An Individualized Approach to Education

At Quest Kids Academy, our team works with families to carefully create a personalized education plan to meet the unique needs of every student. Evidence-based approaches are implemented in order to ensure that each child has an effective, enjoyable educational experience.

Programs

Quest Kids Academy provides two distinct program offerings: Early Academics and Life/Employment Readiness. In the Early Academics program, emphasis is placed on building foundational core academics in

Curriculum

The curriculum at Quest Kids Academy is designed to provide students with a wide range of academic, communication, social, leisure and practical skills to give them a well-rounded education that will lead them toward greater independence.

In Early Academics, students are grouped by similar academic levels. A variety of research-based curriculum tools are used depending on individual needs/levels of group program offerings to address academic deficits. In Life/Employment Readiness, student goals are aligned to their ultimate plan for transition to adulthood. A combination of established curriculum, assessment tools and other resources are utilized.

ABA Therapy Services Available

Afterschool care and ABA therapy services are additionally available to enrolled Quest Kids Academy students.

THANK YOU TO OUR 2024 SPONSORS



IQR Group

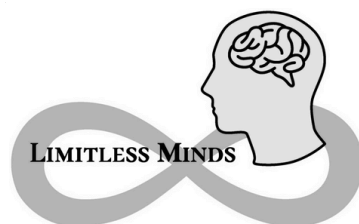
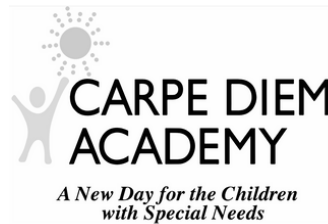
Inclusion | Quality | Respect



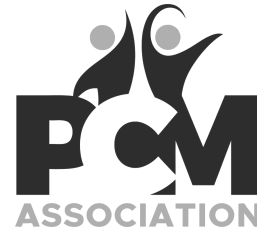
THANK YOU TO OUR 2024 SPONSORS



THANK YOU TO OUR 2024 SPONSORS



THANK YOU TO OUR 2024 SPONSORS





JOIN OUR ABA TEAM!

Unlock potential with ABA



Rewarding
Career in Behavior
Analysis



Help Individuals with
Autism and other
special needs



Professional
development and
growth opportunities



Work in
a collaborative
and supportive
environment

BENEFITS

- ✦ Competitive Pay
- ✦ Access to CEU Library
- ✦ Bonuses
- ✦ Certification Training
- ✦ Insurance credentialing
- ✦ Paid training
- ✦ Paid supervision

Kids Therapy Solutions is a private agency providing ABA-based therapy in different settings, including home, school, our center, and community.

We're committed to attracting and retaining a talented workforce to support our shared goal of transforming lives through ABA Therapy Services.

We serve all the southwest of Florida including LaBelle, Lehigh Acres, Cape Coral, Fort Myers, Punta Gorda, More Heaven, and Clewiston, Naples

Call today to learn more about ABA

Call Us Today!

☎ (239) 544-8602 | (293) 379-1986

✉ info@kidstherapysolutions.com



SCAN ME!





BCBAs and RBTs! Come join our team!



Angelic Steps
Therapy

Angelic Steps Therapy is excited to invite BCBAs and Student Analysts to join our team at our Davie, FL location!

Our Behavior Analysts benefit from the flexibility of setting their own schedules and have the option to work remotely. Say goodbye to after-hours work and embrace the freedom of managing your own time while being part of a team that values employee wellness and clinical growth!

We emphasize professional development through various initiatives, including Clinical Roundtables with in-house CEU opportunities, Behavior Analyst meetings, and bi-weekly Clinical Collaborative Check-ins, all designed to support our clinical staff.

Come be a part of a supportive work environment focused on growth and mentorship! Inquire about our comprehensive benefit package also!

www.AngelicSteps.com



Attention South Florida RBTs!

Angelic Steps is excited to announce that we are hiring RBTs who are seeking a supportive and ethical workplace. We provide our RBTs with comprehensive EMPLOYEE benefits, including:

- Paid Supervision
- Sick Leave for all employees
- Compensation for office hours during client cancellations
- Consistent 40-hour work weeks for full-time employees (If desired)
- Monthly Professional Development Trainings
- Regular RBT Meetings and Clinical Check-Ins
- Fun Quarterly Team-Building Activities
- Health benefits & 401K Contribution



Join a team that truly invests in its RBTs and Student Analysts with paid registration for ABA conferences and plenty of opportunities to gain both restricted and unrestricted hours, all while being supported by an exceptional group of BCBA supervisors.

Contact us today at Info@AngelicSteps.com

Professional education with online convenience

The Center for Behavior Analysis at the University of West Florida features online undergraduate and graduate level degree offerings and continuing education courses.

We offer an ABAI-verified course sequence that prepares students for BCBA, BCaBA, and RBT certification requirements. We are a QABA coursework provider for students pursuing ABAT, QASP-S, and QBA credentials as well as an IBAO approved content provider for students pursuing IBA certification.

Get started today!

Contact Us:
850.474.2704
aba@uwf.edu
live chat at uwf.edu/aba

Follow @UWFABA on



uwf.edu/aba



Center for
Behavior Analysis
UNIVERSITY of WEST FLORIDA

Compassionate & Effective Treatment to Every Patient.



Bloom is a family-owned and operated clinic in Atlantic Beach, Florida, with a multidisciplinary approach. Established in 2012 by a BCBA, our practice fosters collaboration among disciplines such as ABA, OT, and Speech Therapy.

Our clinic provides a range of therapy services including, Petit Sprouts early intervention, Super Sprouts social skills groups, and Bloom Nutrition Academy and feeding intervention. We take pride in our organizational culture and high staff retention rates. At Bloom, it is not just a job; it is a calling!

We are offering sign-on bonuses for our current job openings! Explore further details at [Jaxbloom.com](https://jaxbloom.com).

