

*The 38th
Annual Meeting*



Florida Association for
Behavior Analysis

2018 Conference Program



FABA '18

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FEATURES FOR 2018

KEYNOTE ADDRESS

Thursday 11:00 am

*Applications of Verbal Behavior and
Relational Frame Theory to Autism
Treatment: Can We Get Along?*

by **Mark Sundberg, PhD**
Sundberg and Associates



PRESIDENTIAL ADDRESS

Friday 11:00 am

***Being a Champion for Behavior Anlalysis:
Ways to build a Legacy for the Future***

by **Nikki Dickens, MS, BCBA**
FSU Early Childhood Autism Program

William L. Heward, EdD Thursday 8:00 am
*Behavior Change for a Sustainable World:
Ultimate Challenge and Opportunity for
Behavior Analysts*

Haydee Toro, PhD Thursday 1:30 pm
The Ethics Of Political Activisms

Claire St. Peter, PhD Thursday 8:00 am
*How Low Can You Go?: Naturalistic
Treatment Integrity and Its Impact on
Outcomes*

Wayne Fuqua, PhD Friday 9:00 am
*Evidence-based practice: Detecting and
trouble shooting ABA treatment failures*

Ansley Hodges, MS, BCBA Friday 11:15 am
*Pediatric Hospitals: The power of embedding
behavior analysis*

Janet Lund, PhD & Coby Lund, PhD
Saturday 11:15 am
Closing Invited Address
*Big Data and Behavior Analysis: The Future
is Now*

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Meet Your 2018 FABA Executive Committee

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

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



COREY L. ROBERTSON, MS, BCBA, Past President

Corey L. Robertson received his M.S. in Applied Behavior Analysis and Organizational Behavior Management from Florida Institute of Technology in 2006 and became a Board Certified Behavior Analyst in 2007. For the past 8 years, Corey has been dedicated to developing competent behavior analysts through his work as Lead Co-Instructor for FL Tech's online professional development program, and through direct and distance supervision of certificant seekers. He is also passionate about the growth and dissemination of the field through social media, serving as admin for several behavior analytic Facebook groups and maintaining the "behaviorguy" page and website.



ANDREW HOUVOURAS, MS, BCBA, President-Elect

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



AMY S. POLICK, PhD, Executive Director

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



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

Dr. Bailey is a BCBA-D, a Fellow of ABAI and APA, and is Secretary/Treasurer, Program Chair, and Media Coordinator FABA, which he founded in 1980. He has been on the faculty at FSU for 45 years. He has published over 100 peer-reviewed research articles, is past-Editor of the *Journal of Applied Behavior Analysis* and is co-author of nine books. Dr. Bailey received from APA Division 25, the *Fred S. Keller Behavioral Education Award* and the prestigious *Nathan H. Azrin Award for Outstanding Contributions to Applied Behavior Analysis*. In 2014 he received a *Lifetime Achievement Award* from FABA.



KERRI PETERS, PhD, BCBA-D, Member-At-Large, 2017-2020 Kerri P. Peters received her Masters degree in Behavior Analysis from the University of North Texas in 2007 and her PhD in Psychology from the University of Florida in 2013. She is currently the Clinical and Research Director of the University of Florida Behavior Analysis Research Clinic. Her primary area of research is applied behavior analysis, with emphases in the areas of developmental disabilities, the use of positive reinforcement in the classroom, skill acquisition and academic task completion, and parenting. Dr. Peters was the recipient of the Henry C. and Audrey S. Schumacher Fellowship demonstrating outstanding scientific promise, as reflected in the excellence of her dissertation. Dr. Peters currently serves as a Member at Large on the Florida Association for Behavior Analysis Executive Committee.



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

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



Meet Your 2018 FABA Executive Committee *continued*

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



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

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



C. BAKER WRIGHT, PHD, BCBA-D, Member-At-Large 2015-2018

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



LEIGH STEHLIK, Business Manager, Local Arrangements, Program Committee

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



Extended Active Members Supporting the Executive Committee:

Mary Burch, PhD, FABA *Observer Editor*

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

Al Murphy, PhD, BCBA-D, *CE Advisor*

Kim Lucker-Greene, PhD, BCBA-D, *Co-FABA Co-Chair*

Brandon Perez, Program Committee

Christopher McGinnis, PhD, BCBA-D, Program Committee

Deb Hannraty, Program Committee



Mary Burch



Mary Riordan



Al Murphy



Kim Lucker-Greene



Brandon Perez



Chris McGinnis



Deb Brinkman

Your FABA Board is comprised of the Executive Director, the positions of President, President-Elect, and Past President, the Secretary/Treasurer and five Members-At-Large ("At-Large" meaning state wide). In addition to the "Board," individuals also serve the members of FABA through committees including Awards & Recognition, Elections, History, Legislative, Local Chapters, Local Arrangements, the FABA Observer, and the Program Committee. Committee Chairs may or may not also be an elected position on the Board but this entire group of individuals makes up the leadership authority of FABA. Your committee works year round to not only host the annual conference and its related planning but also to increase membership, disseminate the benefits of ABA, network, assist Local chapters, police the right to practice, host local town hall meetings, and meet face to face three times each year in order to discuss the pressing needs of Behavior Analysts around the state.

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

Membership Information



Who Can Be a Member of FABA?

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

Professional Behavior Analyst

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

Sustaining Member

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

Student

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

Membership Year

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

Conference Registration Info

General Registration Information

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

A Note on Workshop Fees

The workshop ticket price includes the BA CEUs for the workshop

Professional – Non-Behavior Analyst

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

Paraprofessionals

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

Parents

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

Conference Advanced Registration Fees

	2-Day CONF	1-Day CONF
FABA Professional Members	\$ 180	\$ 118
Student / Direct Care / Parent	\$ 112	\$ 74
Non-Members	\$ 295	\$ 230
CEU Package	\$ 85	\$ 85
Workshop Tickets	\$ 83	

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

Visit FABA's Family Room for Nursing Mothers!

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Family Room for Nursing Mothers can be found in the Executive Board Room (*between Pine and the Business Center*).



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Network: @Hyatt_Meeting

Password: joinFAC



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FABA's Statement on Sexual Harassment and Discrimination

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

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

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

Tracks and Special Interest Groups (SIGs) at FABA 2018

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

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

10:30am-11:50am

Symposium

Track: AUT

Calusa FGH

1.5 CE – BA

#03 Recent Research on Compliance and Related Problem Behavior

Continuing Education (CEs) will be available for 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. For this subgroup we have created Special Interest Groups with a Chair for each one. The goal of the special interest groups is to give those members an opportunity

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



FABA SIG Chairs:

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

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

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

About the 2019 Logo featured on the Cover:

The Florida scrub jay is the only species of bird that is unique to Florida. This blue and gray bird reaches lengths of 12 inches with a wing span of 13.5 inches. Endangered as of the early 1990s, scrub jays live in areas of scrubby oaks growing in the sandy soils of Florida's mid- peninsula. It is estimated that about 4,000 pairs exist, a reduction of more than 90% from original numbers. The primary threat is habitat loss. Female scrub jays lay about 3 to 4 eggs once or twice a year. During incubation, the males feed the

females. Both parents and "helpers", often, previous offspring, feed the hatchlings. Young scrub jays leave the nest about 18 days after hatching. Diet consists largely of insects, berries, and acorns which are buried and retrieved for later consumption.

****A special thanks is due to Dr. Al Murphy who has been identifying FABA's endangered species for more than 20 years.**

Continuing Education Information



CE Credits

BOARD CERTIFIED BEHAVIOR ANALYSTS AND BOARD CERTIFIED ASSISTANT BEHAVIOR ANALYSTS

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

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

LICENSED PSYCHOLOGISTS

(Approved events are denoted by PSY)

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

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

(Approved events are denoted by MH)

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

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

What is CEUHelper?

CEUHelper is designed to "take the pain out managing Continuing Education Units (CEUs) at conferences." This app offers multiple options for collecting CEUs: attendees can scan a posted QR code or enter session specific check in and check out codes using their own smartphone, FABA staff can scan an attendee's digital badge displayed on their phone, FABA staff can scan an attendee's QR code printed on their conference badge (this method will work for those members without

smart phones) and finally there is a paper form option for those that do not want to use electronic tracking.

You will need to sign up for a CEUHelper account to use the app. Please follow the instructions at this link:

<https://ceuhelper.com/info>

If you signed up last year or have an account already, request your password

Navigating Continuing Education Requirements

Don't Forget:

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

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

BA = approved for BACB hours.

ETH = approved ethics presentation.

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

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

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

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



Al Murphy



Sharon Older

38th Annual FABA Conference Highlights

Tuesday, September 11	
5:30 pm – 7:00 pm	FABA Store and Packet Pick Up
Wednesday, September 12	
8:00 am	FABA Store and Packet Pick Up
8:00 am	Morning Coffee sponsored by Datafinch
9:00 am – 12:00 pm	Workshops
1:00 pm – 4:00 pm	Workshops
12:00 pm – 4:00 pm	Exhibitor Check-In & Set Up
5:00 pm	FABA Store Closes
5:00 pm – 7:00 pm	Special Paper Session by the BACB
7:00 pm – 10:00 pm	Hospitality Suite - sponsored by Applied Behavioral Strategies
Thursday, September 13	
8:00 am	Morning Coffee - sponsored by Code Metro
7:00 am	FABA Store and Packet Pick Up
8:00 am – 11:00 am	Sessions
11:00 am – 12:30 pm	General Session / Keynote Address
1:30 pm – 5:20 pm	Sessions
3:15 pm – 3:45 pm	Snack Break - sponsored by FIT
4:30 pm – 5:20 pm	Inside Behavior Analysis with Mark Sundberg
5:00 pm	FABA Store Closes

Thursday, September 13 <i>continued</i>	
5:30 pm – 6:30 pm	Poster Session/ Book Signing Presidential Social (cash bar)
6:30 pm	Dinner on Your Own / Reunions
Friday, September 14	
7:00 am	FABA Store Opens
8:00 am	Morning Coffee - sponsored by DataFinch
8:00 am – 11:00 am	Sessions
11:00 am – 12:30 pm	General Session / Presidential Address Awards
1:30 pm – 5:00 pm	Sessions
3:15 pm – 3:45 pm	Snack Break - sponsored by ACE
4:30 pm - 5:20 pm	Inside Behavior Analysis with Erik Lovaas
5:00 pm	FABA Store Closes
9:00 pm	Karaoke
Saturday, September 15	
8:00 am	Morning Coffee Sponsored by DataFinch
7:00 am – 12:00 pm	FABA Store
8:00 am – 11:00 am	Sessions
8:00 am – 11:00 am	Workshops
11:15 am – 12:15 pm	Closing Invited Address
10:00 am – 12:00 pm	Exhibit Breakdown

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Wednesday Morning

8:00 am - 5:00 pm FABA Store and Packet Pick Up

Great Egret

8:00 am

Morning Coffee

Calusa Prefunction

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9:00 AM- 12:00 PM

Workshop

Track: VB

Calusa A

3.0 CEU – BA, MH/PSY

Workshop #W01 Teaching Intraverbal Behavior

Skill Level: *Intermediate*

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

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



Vincent Carbone

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

1. Participants will be able to define intraverbal behavior according to Skinner (1957).
2. Participants will be able to define intraverbal control.
3. Participants will be able to describe the relationship between multiple control and intraverbal responding.
4. Participants will be able to explain the role of covert private events in the development of verbal behavior.
5. Participants will be able to explain Skinner's (1974) description of covert perceptual behavior.

Bio of Presenter:

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

Wednesday Morning

9:00 AM- 12:00 PM

Workshop

Track: DD

Calusa B

3.0 CEU – BA, MH/PSY

Workshop #W02 Understanding and Managing Feeding Problems in Children with Autism and Related Disorders

Skill Level: *Introductory*

VIVIAN IBÁÑEZ (*University of Florida, vibanez@ufl.edu*)

KERRI PETERS (*University of Florida*)

FARIS KRONFLI (*University of Florida*)

TIMOTHY VOLLMER (*University of Florida*)

Food selectivity is common among children with ASD, which can result in health and behavior problems. Although ABA intervention has the most empirical support, studies have shown that the etiology of pediatric feeding disorders is often multifactorial, requiring an interdisciplinary approach. Therefore, it is critical that clinicians understand the potential risks associated with feeding intervention and the training necessary to mitigate these risks. In the current workshop, we will review information on the assessment of pediatric feeding disorders, practice strategies to systematically evaluate mealtime behavior, and present research on interventions for food selectivity and considerations when using edible reinforcers.



Vivian Ibañez



Kerri Peters



Faris Kronfli



Timothy Vollmer

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

1. Participants will be able to describe the interdisciplinary approach during the assessment and treatment of pediatric feeding disorders.
2. Participants will gain an understanding of the training necessary to treat children with different types of feeding problems.
3. Participants will be able to describe antecedent-based strategies for the treatment of food selectivity.
4. Participants will be able to arrange a structured mealtime environment and use a data-based approach to directly measure mealtime behavior.
5. Participants will learn about current and future directions for research involving children with ASD and food selectivity.

Bio of Presenter:

Dr. Ibañez received her master's degree in applied behavior analysis (ABA) from the University of Maryland Baltimore County under the supervision of Dr. Carrie Borrero while working at the Kennedy Krieger Institute's Pediatric Feeding Disorders Program. She continued to specialize in the assessment and treatment of pediatric feeding disorders and earned a doctorate in ABA from the University of Nebraska Medical Center under the advisement of Dr. Cathleen Piazza while working in the Munroe-Meyer Institute's day-treatment feeding program. Currently, Dr. Ibañez is a post-doctoral fellow in the Department of Psychology at the University of Florida under the supervision of Dr. Timothy Vollmer where she continues to conduct clinical research on a wide variety of feeding problems.

Co-presenters' bios available upon request.

Wednesday Morning

9:00 AM- 12:00 PM

Workshop

Track: ETH

Calusa C

3.0 CEU – BA, ETH, MH/PSY

Workshop #W03 Innovative Ethical Approaches to the Assessment of Complex & Severe Problem Behavior

Skill Level: *Intermediate*

ANDREW HOUVOURAS (*Brevard Public Schools, andrehouvouras@gmail.com*)

Behavior analysts are adept at handling a myriad number of problem behaviors. With our reliance on research literature and evidence-based practices, we work diligently to remain up to date and consistent with our ethical code and basic principles. In spite of our best intentions, nuances and particulars of how to assess and treat severe problem behaviors can be lost in translation which might place our clients in peril. This workshop will teach behavior analysts to consider what is missing and/or what is necessary in assessments and interventions so complex problem behavior can be understood and safety maintained.



*Andrew
Houvouras*

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

1. Participants will be able to define "safety concern"
2. Given a scenario, participants will be able to identify a safety concern
3. Given a scenario, participants will suggest a safe alternative to replace the safety concern
4. Given an ethical dilemma, participants will select what part of the ethical code applies
5. Participants will list 2 rationales for consultation with another behavior analyst

Bio of Presenter:

Andrew Houvouras, a behavior analyst for Brevard Public Schools believes in a science of behavior. An avid surfer, paddler, and coach, he and his family live in Viera, Florida. A co-instructor for FIT's online ABA program for 10 years, he is a proud graduate of Florida State University.

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Win \$400***

Wednesday Morning

9:00 AM- 12:00 PM

Workshop

Track: SUP

Calusa F

3.0 CEU – BA, SUP, ETH

Workshop #W04 Title: Dealing with Difficult Situations as a BCBA Supervisor: Tools for Tackling Common Workplace Problems Ethically

Skill Level: *Intermediate*

AMY POLICK, PHD, BCBA-D (Florida State University, Panama City,
apolick@gmail.com)

EMILY DICKENS, MS, BCBA (Early Childhood Autism Program,
behaviorgirl@gmail.com)



Amy Polick



Emily Dickens

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

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

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

Bio of Presenter:

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

Co-presenter’s bio available upon request.

Wednesday Morning

9:00 AM- 12:00 PM

Workshop

Track: DD

Calusa G

3.0 CEU – BA, MH/PSY

Workshop #W05 Life After High School: Bridging the Gap

Skill Level: *Introductory*

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

SARAH FERNANDEZ (*Florida Behavior Consultants*)

Transition planning is crucial to increasing successful outcomes for life after high school. This workshop will discuss issues related to transitioning from school to adult life. Activities and discussion to help identify interests and future plans will be included. Strategies for developing appropriate goals as part of the IEP process will be offered. Participants will be informed about resources in the community and our role, as parents and providers, in ensuring a dignified and successful transition into adulthood. Teaching strategies, independence, self-advocacy, job preparedness and community access will be covered as part of this workshop.



Kim Lucker-Greene



Sarah Fernandez

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

1. Participants will be able to understand the changing needs of individuals with DD/ID as they move into adulthood
2. Participants will be able to gain knowledge of ways to support individuals in residential settings, adult day training programs and community worksites
3. Participants will be able to understand the transition process and service options available for individuals with DD/ID.
4. Participants will be able to gain knowledge of ways to improve opportunities for employment and community involvement
5. Participants will be able to understand how to assess individual skills and desires to identify appropriate skills to train

Bio of Presenter:

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

Co-presenter's bio available upon request.

Wednesday Morning

9:00 AM- 12:00 PM

Workshop

Track: MH

Calusa H

3.0 CEU – BA, MH/PSY

Workshop #W06 Practicing Behavioral Pediatrics: Solving the Most Common Childhood Problem Behaviors

Skill Level: *Intermediate*

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

This workshop greatly expands upon a previous paper presentation at FABA and offers behavior analysts and behaviorally-oriented mental health practitioners insight, prerequisite knowledge, and an opportunity to develop unique clinical protocols for some of the most common problem behaviors faced by families. Ethical, marketing, and financial sustainability considerations for practice will be discussed as well.



Chris McGinnis

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

1. List five of the most common problem behaviors of childhood
2. Develop treatment protocols for each common problem behavior
3. Cite sources from the professional literature supporting behavioral treatment options
4. State strategies for marketing such services to potential service users and referral sources
5. Plan to practice and market in consideration of the BACB Professional and Ethical Compliance Code

Bio of Presenter:

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

In lieu of Speed Networking, the BACB will present a Special Paper Session!

Estero B

5:00 PM- 7:00 PM

Before the Hospitality Suite!



Wednesday Morning

9:00 AM- 12:00 PM Workshop **Track: AUT** *Blue Heron ABC* 3.0 CEU – BA, MH/PSY

Workshop #W07 A Case Study: Utilizing the "Parenting Tools for Positive Behavior Change" in Adults with ASD

Skill Level: Intermediate

COLLEEN DEMELLO (*Applied Behavioral Strategies*, colleen@appliedbehavioralstrategies.com)

DOREEN REIS (*Applied Behavioral Strategies*)

CYNDI GIORDANO-DONATO (*Applied Behavioral Strategies*)



Colleen Demello

Dr. Glenn Latham's work in parent training is well known to the field of Applied Behavior Analysis. Based on the book, "The Power of Positive Parenting" a parent training curriculum; "Parenting Tools for Positive Behavior Change" has been used with a wide-variety of parents seeking to improve their parenting repertoire. However, this curriculum is not typically utilized with parents diagnosed with ASD or other developmental disorders. The purpose of this workshop is to present an overview of the curriculum "Parenting Tools for Positive Behavior Change" and how it was successfully implemented with a parent diagnosed with ASD.

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

1. The participants will be able to describe the various Parenting Tools for Positive Behavior Change
2. The participants will be able to identify common "parenting traps" that create barriers to effective parenting
3. The participants will identify the various steps of each parenting tool.
4. The participants will learn how to implement behavioral skills training to effectively train parents
5. The participants will learn how to implement and teach assessment and evaluation tools for self management and maintenance of skills

Bio of Presenter:

Colleen is a board certified behavior analyst and licensed professional counselor. She has over 25 years experience working in the field of applied behavior analysis in the areas of early intervention, adult and child mental health, family support, and foster care. She has served as a Consultant, Administrator, and Clinician within state and privately funded agencies, schools, and families.

Co-presenters' bios available upon request.

FABA '18



snapchat

Ethics • Education • Research • Service • Legislation



Wednesday Morning

1:00 PM – 4:00 PM

Workshop

Track: OBM/PM

Calusa A

3.0 CEU – BA, MH/PSY

Workshop #W08 Train the Trainer: Skills for Staff Working with Caregivers

Skill Level: *Intermediate*

JAN MONTGOMERY (ABA Technologies,
jan@abatechnologies.com)

CHRISTI REED (ABA Technologies)

EVETTE BERARDI-COX (ABA Technologies)



Jan
Montgomery



Christi Reed



Evette Berardi-Cox

While behavior practitioners specialize in using reinforcement with children as clients, there is a need for staff to apply these principles to change parent behavior as well. This workshop is designed to disseminate specific behavioral parenting skills and strategies for use by behavioral practitioners for parent training.

The content also includes common parenting problems, how to avoid them, and supporting literature. Attendees will participate in small groups while learning evidence-based skills. Participants will practice identifying applicable tools to scenarios involving ASD and typically developing children. Workshop will be taught via lecture and Behavior Skills Training.

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

1. Identify common behaviors that reduce parenting effectiveness.
2. Describe the training procedures to be used with behavioral staff.
3. Describe two effective behavioral skills taught in caregiver training sessions.
4. Demonstrate two effective behavioral skills for parent training.
5. Given a scenario, state the parenting strategy that applies.

Bio of Presenter:

Jan Montgomery graduated with a Master of Science in Psychology with an emphasis in Applied Behavior Analysis from North Dakota State University and became certified in 2000. Her career has included work at a head injury rehabilitation program where she directed a secure locked unit for violent offenders, chairing LRC committees, consulting with group homes for individuals with developmental disabilities and providing workshops for caregivers and professionals. From 1997- 2008, Jan worked with dependent children and their caregivers, in a pilot project with the Positive Parenting group for the state of Florida. This pilot project was headed by Dr. Michael Stoutimore, based on Dr. Glenn Latham's work. Jan was elected and served as president of the FABA from 2009 to 2010. The opportunity to work in the areas of developmental disabilities and traumatic brain injury, and also with children, caregivers and professionals in the child welfare system, has given Jan a wide range of experience in training. Her specialty interest areas in ABA include working with the parents of children with problem behaviors and, more recently, she became certified in organizational behavior management. Jan finds it particularly exciting to teach behavior analysis to students.

Co-presenters' bios available upon request.

Wednesday Afternoon

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

Workshop #W09 Writing and Reviewing an Ethical Behavior Program

Skill Level: *Intermediate*

KAREN WAGNER (*TheBehaviorAnalyst.com, Behavior Services of Brevard, kwbehavior@aol.com*)

BETHANY DOWDING KELLER (*Behavior Services of Brevard, Behavior Education Center*)

Are you confident serving recipients with dangerous/intensive behaviors? Are you using, or thinking about using, physical management? Medicaid doesn't fund restraint, and most funders rarely ask for restraint data. What are your obligations to the recipient, the family, and to the agency providing IB services? Are there legal requirements? Does oversight fit in, if so, who should do it? This workshop will address writing and reviewing ethical IBPs for recipients with dangerous/challenging/intensive behaviors. Using a format for "old school" (non-computer generated) IBPs, we will examine recommended components, organization, wordsmithing, effective data collection, and the importance of explicit, detailed, interventions.



Karen Wagner

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

1. Participants will be able to identify behaviors that meet criterion for dangerous and challenging, intensive classification
2. Participants will be able to systematically format IBPs to allow consistency for all implementers without software
3. Participants will be able to differentiate legal and ethical requirements when programming to address intensive behaviors
4. Participants will be able to efficiently and effectively review IBPs for individuals in his or her agency with dangerous and challenging behavior
5. Participants will be able to give appropriate feedback to clinicians who are incorrectly authoring IBPs for intensive behaviors

Bio of Presenter:

Karen Wagner is a BCBA-D, an LMHC, and has a PhD in Education with a focus in Special Education and Applied Behavior Analysis. She is an adjunct instructor for the UMASS Lowell Behavior Analysis program, a Trustee for the Cambridge Center for Behavioral Studies, a past board member of the Association of Professional Behavior Analysts (APBA), a past-president of the Florida Association for Behavior Analysis and has presented nationally and internationally on topics relating to behavior analysis, ethics, supervision, training, and technology.

Co-presenter's bio available upon request.

Wednesday Afternoon

1:00 PM – 4:00 PM

Workshop

Track: DD

Calusa C

3.0 CEU – BA, MH/PSY

Workshop #W10 It's a Two-Way Street: Behavior Analysts Promoting Activity & Assisting Activity Promoters in Applying ABA

Skill Level: *Introductory*

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

KELLI MINTON (*East Carolina University*)

Nearly 35% of Americans are obese, while 30% of typically developing adults are sedentary and as few as 9% of individuals with developmental disabilities meet recommended activity levels. Obese individuals are more likely to develop chronic health issues, lead shorter lives and have a lesser quality of life. Traditional physical activity promotion through educational and persuasion-based interventions is largely ineffective. Workshop presenters will demonstrate how to conduct functional behavioral assessment of activity-abating behaviors and to promote positive exercise behaviors for individuals who are developmentally delayed and typically developing. Suggested interventions will employ unconditioned and conditioned motivational operations and tolerance training.



Jeannie Golden



Kelli Minton

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

1. Participants will be able to describe the problems and consequences of obesity and inactivity in individuals who are developmentally delayed and typically developing.
2. Participants will be able to describe why traditional physical activity promotion through educational and persuasion-based interventions is largely ineffective.
3. Participants will be able to describe how to conduct functional behavioral assessments of activity-abating behaviors.
4. Participants will be able to describe function-based interventions that promote positive exercise behaviors for individuals who are developmentally delayed and typically developing.
5. Participants will be able to describe interventions that employ unconditioned and conditioned motivational operations and tolerance training for maintenance of positive exercise behaviors.

Bio of Presenter:

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

Co-presenter's bio available upon request.



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Wednesday Afternoon

1:00 PM – 4:00 PM

Workshop

Track: ETH

Calusa G

3.0 CEU – BA, ETH, MH/PSY

Workshop #W12 Special Ethical Issues Faced by BCBAs when Providing Services to Persons with ASD

Skill Level: *Advanced*

ELISA CRUZ-TORRES (Florida Atlantic University, ecruz4@fau.edu)

JACK SCOTT (Florida Atlantic University)

NOELLE BALSAMO (Florida Atlantic University)



Elisa Cruz-Torres

Board Certified Behavior Analysts and other professionals providing behavioral services to persons with autism spectrum disorders (ASD) will face unique challenges. From home-based service delivery to working in school settings, serving the extensive needs of persons with ASD can pose ethical challenges that may be in direct conflict with our Professional and Ethical Compliance Code. This interactive workshop will discuss the vulnerability of professional behavior analysts delivering services across settings, illustrate commonly reported dilemmas, consider the impact of business ownership, and facilitate dialogue encouraging ethical practices that protect the integrity of service to both our clients and our certification board.

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

1. Participants will be able to identify concerns related to adherence to the Professional and Ethical Compliance Codes when collaborating with families to deliver early intervention home-based services for persons with ASD.
2. Participants will be able to recognize potential safety concerns that commonly occur in the provision of home-based services for persons with ASD.
3. Participants will be able to identify concerns related to adherence to the Professional and Ethical Compliance Codes when providing behavior analytic school-based services for students with ASD.
4. Participants will be able to discriminate between professional and ethical practices and violations to the Code when presented with contrived scenarios.
5. Participants will be able to collaborate with other attendees to identify potential violations to the Code

Bio of Presenter:

Dr. Elisa Cruz-Torres is a Board Certified Behavior Analyst- Doctoral level (BCBA-D), Visiting Assistant Professor at Florida Atlantic University, and Research Coordinator and Consultant with FAU CARD. She received her Doctor of Education degree from Florida Atlantic University and holds a Florida's Professional Educator's Teaching License in ESE (K-12), Middle Integrated Curriculum (5-9) and Autism Endorsement. Her experience includes educating students with E/BD and ASD. Dr. Cruz-Torres utilizes her educational and clinical knowledge and experience to consult and coach families and professionals in using scientifically-validated academic and behavioral practices in the home, community, and school settings.

Co-presenters' bios available upon request.

Hospitality Suite! *Don't Miss It!*

7:00 - 10:00 PM • Driftwood



Wednesday Afternoon

1:00 PM – 4:00 PM

Workshop

Track: ED

Calusa H

3.0 CEU – BA, ETH

Workshop #W13 Special Education Law and Ethical Issues for Behavior Analysts

Skill Level: Advanced

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

This workshop will focus on the Individuals with Disabilities Education Improvement Act (IDEIA) and the issues that practicing behavior analyst should be apprised of. Participants will learn about federal requirements for conducting functional behavioral assessments, writing behavior intervention plans, understanding the term positive behavior interventions & supports as used in IDEIA, and requirements for independent educational evaluations including FBAs. Information will be provided in lecture format with case studies as examples. Legal and ethical responsibilities of a behavior analyst will be discussed. Time will be allotted for extensive question and answer. Detailed handouts will be provided.



Melissa Olive

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

1. Identify how the BACB Professional and Ethical Compliance Code applies to IDEIA
2. Identify when an FBA must be completed under IDEIA
3. Identify when a BIP must be developed under IDEIA
4. Identify the legal requirements of an Independent Educational Evaluation
5. Identify the areas of IDEIA that impact the practicing behavior analyst

Bio of Presenter:

Missy is the Executive Director of Applied Behavioral Strategies. Prior, Missy spent 9 years conducting research and training teachers and BCBAs at UT-Austin and UNR. Missy currently serves on the Editorial Boards of Young Exceptional Children and Topics in ECSE, and she is a frequent guest reviewer for the Journal of Autism and Developmental Disorders. She also served on the Editorial Board of the Journal of Early Intervention for 8 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.

*Visit the FABAs Store
in Great Egret for
last minute FABAs Gear!*



Wednesday Afternoon

1:00 PM – 4:00 PM

Workshop

Track: BP

Blue Heron ABC

3.0 CEU – BA, ETH

Workshop #W14 Once Upon a Time... Harnessing the Power of Story Telling to Ethically Market Your ABA Business

Skill Level: *Intermediate*

TIM COURTNEY (*LittleStar ABA Therapy*, timc@littlestarcenter.org)

Sarah Trautman-Eslinger (*California Association for Behavior Analysis*)



Tim Courtney

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

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

1. Participants will be able identify the specific components needed to write a compelling story about their ABA business
2. Participants will be able to identify the specific portions of the BACB Ethical and Professional Compliance Code that they must comply with when marketing and promoting their ABA business
3. Participants will be able to identify strategies that they can use to drive traffic to their websites
4. Participants will be able to use social media to increase brand awareness, attract talent and disseminate information about their programs
5. Participants will be able to create social media policies for their staff that are in compliance with the BACB Ethical and Professional Compliance Code

Bio of Presenter:

Tim Courtney earned a Masters of Science in applied behavior analysis from Florida Institute of Technology (FIT) in 2006 and became a board certified behavior analyst that same year. He has worked as a behavior analyst since 2003 with different organizations across the United States. In addition to his work as a behavior analyst, Tim has been a co-instructor in the ABA department of FIT since 2007. His research interests include functional assessment, medical and dental avoidance and escape behavior, verbal behavior and dissemination of the science of Applied Behavior Analysis.

Co-presenter's bio available upon request.

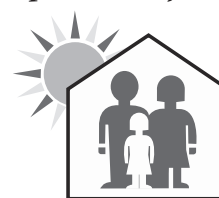
Its Never too Early to Set a Reminder for the Photo Booth



***Don't Forget! Thursday Social
and Poster Session 5:30-6:30 pm***

See You in Estero B

sponsored by



New Way Day Services, Inc.

Wednesday Afternoon

1:00 PM – 4:00 PM

Workshop

Track: AUT

Calusa F

3.0 CEU – BA, MH/PSY

Workshop #W15 Let's Talk About Sex, Baby: A Behavioral Approach to Navigating Sexuality on the Spectrum

Skill Level: *Introductory*

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

JULIA HARVEY (*JSA Clinical Group*)

JESSICA O'LEARY (*JSA Clinical Group*)



Kim Lucker-Greene

Typically developing learners experience puberty with a variety of social and emotional skills that guide them through this significant transition. Learners with Autism and Intellectual Disabilities brave this transition with significant social and emotional deficits. This lack of social and emotional awareness can result in problematic behaviors. In this workshop we will be exploring the issues related to inappropriate sexual behaviors (ISB). We will debunk common myths related to sexuality and disability, discuss effective methods to teach appropriate sexual behavior and provide an overview of the legal aspects related to consent and intimate relationships for learners with ID.

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

1. Debunk common myths about sexuality and individuals with disabilities
2. Describe sexual issues that arise when learners with intellectual disabilities reach puberty and adolescence
3. Discuss effective methods for teaching skill sets related to sexuality and dating
4. Discuss important safety issues related to inappropriate sexual behavior
5. Discuss legal aspects related to consent and intimate relationships for learners with intellectual disabilities

Bio of Presenter:

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

Co-presenters' bios available upon request.

Wednesday Evening

5:00 PM – 6:50 PM

SPECIAL PAPER SESSION

Track: PRO

Calusa A

See below for CEU info

#16 Special Paper Session: Connecting with the BACB: Updates and Questions Answered

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

A special back to back event offered by the BACB including a general update as well as more specific information on disciplinary activity. This format will allow for a Q & A opportunity for FABA members in a paper/panel blended format.



Melissa R. Nosik



Tyra Sellers

An Update on the Behavior Analyst Certification Board 1.0 CEU-BA

MELISSA R. NOSIK (*Behavior Analysis Certification Board*, melissa@bacb.com)

I will discuss recent developments at the Behavior Analyst Certification Board (BACB). The most current data on the BACB's certification programs will be provided: Board Certified Behavior Analyst, Board Certified Assistant Behavior Analyst, and Registered Behavior Technician. In addition, a number of recent and impending developments at the BACB will be described, including changes to standards, new initiatives, and various international development activities.

An Update on Disciplinary Activity from the BACB 1.0 CEU-BA, ETH

MELISSA R. NOSIK (*Behavior Analysis Certification Board*, melissa@bacb.com)

TYRA SELLERS (*Behavior Analysis Certification Board*)

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

7:00 PM – 10:00 PM

SOCIAL

Track: PRO

Estero B

#17 Hospitality Suite

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

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



Melissa Olive

Sponsored by



Thursday Morning

7:00 am - 5:00 pm

FABA Store and Packet Pick Up

Great Egret

8:00 am

Continental Breakfast
Sponsored by



Estero and Caribbean Prefunction

8:00 AM – 8:50 AM

PAPER

Track: DD

Captiva AB

1.0 CE- BA, MH/PSY

#18 Paper Session on Feeding Behaviors

CHAIR: NICOLE BROWN (*Health and Behavioral Dimensions*, nbrown.hbdf@gmail.com)

Identifying Sufficient Prompt Levels that Reduce Rapid Eating in a Group Home Setting

NICOLE BROWN (*Health and Behavioral Dimensions*, nbrown.hbdf@gmail.com)

Rapid eating is a feeding disorder that often occurs in group homes. This places consumers at risk of vomiting, choking, and aspiration while eating. Previous research identifies that verbal prompts are effective in reducing rapid eating. When direct care staff provide verbal prompts, this is delivered in excess and is often accompanied with reprimands. This study measures the effectiveness of vibrating prompts in increasing inter-response time between bites of food. Vibrating prompts allow fading of supervision during mealtime. The purpose of this study is to measure the effectiveness of vibrating prompts in decreasing rapid eating across different meals and settings.



Nicole Brown

Exposure and Response Prevention Approach to Treat Food Neophobia

KRISTINA PATEL (*Nova Southeastern University*, ksamour5149@gmail.com)

ROSEANNE LESACK (*Nova Southeastern University*, rlesack@nova.edu)

Chronic feeding difficulties often appear in children with underlying medical conditions or developmental disabilities; however, typically-developing children without medical conditions may evidence food neophobia (Singer, Ambuel, Wade, Jaffe, 1992). Behavioral-based treatments have been supported in the literature to treat feeding difficulties including escape extinction, differential reinforcement, and stimulus fading (Sharp et al., 2011). Behavioral-based treatment components were utilized to treat a typically-developing, five-year-old girl presenting with food neophobia in an outpatient feeding clinic. An exposure and response prevention protocol was utilized, including gradual exposure to increasingly difficult feeding demands, while implementing differential reinforcement. Treatment results and considerations will be discussed.



Kristina Patel



Roseanne Lesack

*Visit the MindShare Booth
to Pick Up a
FREE Waterbottle*



Thursday Morning

8:00 AM – 8:50 AM

PAPER

Track: CA

Pine ABC

1.0 CE - BA, MH/PSY

#19 Impact of Functional Behavioral Assessment and Independent Group Contingencies on Activity Levels of Obese Adolescents

KELLI MINTON (*East Carolina University, mintonk11@students.ecu.edu*)

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

In this presentation, FBA was applied to a group of 15 obese adolescents to promote positive exercise behaviors using an independent group contingency intervention with a changing criterion design. Criterion for reinforcement varied across participants, whom all exhibited a steady decline in the activity abating target behavior (or an increase in positive exercise behavior). This paper provides promise for the application of FBA to shape positive physical activity behaviors and will discuss the promotion of FBA as best practice for group exercise interventions and the efficacy and feasibility of using group contingency procedures in an existing exercise intervention.



Kelli Minton



Jeannie Golden

Don't Miss TWO Fantastic Inside Behavior Analysis Interviews! *Events #57 and #100*



Mark Sundberg

*Thursday afternoon
4:30-5:20 pm*

Inside
**Behavior
Analysis** FABA



Erik Lovaas

*Friday afternoon
4:30-5:20 pm*

Calusa Ballroom

Thursday Morning

8:00 AM – 9:20 AM

SYMPOSIUM

Track: VB

Estero A

1.5 CEU- BA

#20 Further Evaluation of Verbal Operants

CHAIR: **SARAH SLOCUM** (*Rollins College*, sslocum@rollins.edu)

DISCUSSANT: **KIMBERLY SLOMAN** (knslooman@yahoo.com)

This symposium will include four presentations in the area of verbal behavior. The first will offer an establishing operation paradigm to assess for discriminated manding using an Augmentative and Alternative Communication (AAC) system. The second will discuss instructive feedback in the acquisition of tacting. Third, a method for teaching individuals to respond with intraverbals to questions about the past will be presented, and finally, the last talk will summarize research on emergent intraverbals following listener training. The symposium will conclude with a discussant who will summarize the research and suggest avenues for future research.



Sarah Slocum



Kimberly Sloman

a. Manipulating Establishing Operations to Verify Stimulus Control for Individuals using AAC systems

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



Stephanie Llanes

c. Teaching Children with ASD Intraverbal Responses About the Past

J. STEPHANIE GONZALEZ (*Rollins College*, jsgonzalez@rollins.edu), Sarah Slocum (*Rollins College*)



J. Stephanie Gonzalez

b. Instructive Feedback to Expand Listener Skills in a Different Language

VICTORIA RYAN (*Florida Institute of Technology*, ryan22v@mtholyoke.edu), Jessebelle Pichardo (*The Scott Center for Autism Treatment*), Corina Jimenez-Gomez (*The Scott Center for Autism Treatment, Florida Institute of Technology*), Jordan Dill (*Florida Institute of Technology*)



Victoria Ryan

d. Variables Contributing to the Emergence of Intraverbal Responses Following Listener Training

DANIEL CONINE (*University of Florida*, dconine@ufl.edu), Timothy Vollmer (*University of Florida*), Cynthia Dela Rosa (*University of Florida*)

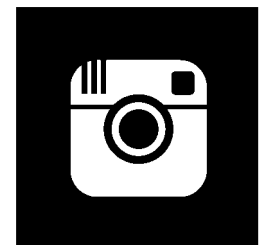


Daniel Conine

Post Your Photos on Instagram!

#faba2018

(They May Make The Observer)!



Thursday Morning

8:00 AM – 9:20 AM

SYMPOSIUM

Track: DD

Estero B

1.5 CEU- BA

#21 Recent Research on Token Economies and Conditioned Reinforcers

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

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

This symposium includes four presentations, each on the use of a token economy or a conditioned reinforcer. The first presentation will examine DRO versus response cost in the context of a token economy. The second presentation will describe a lab study on the use of a conditioned reinforcer during DRA. The third presentation describes the use of a conditioned reinforcer to decrease toe walking in children with autism. The fourth presentation describes a behavioral economic analysis of the Caught Being Good game. A discussant will provide some perspective on each talk.



David Wilder



Iser Deleon

a. DRO Versus Response Cost: Effects of Immediate and Delayed Consequences in Token Economies

FAITH REYNOLDS (*University of South Florida*, faith1@mail.usf.edu)



Faith Reynolds

b. Using an Auditory Extinction Cue to Mitigate Resurgence in the Treatment of DRA with Humans

SAMUEL SHVARTS (*Florida Institute of Technology*, sshvarts2016@my.fit.edu), Rachel Thomas (*Florida Institute of Technology*), James Oskam (*Florida Institute of Technology*), Christopher Podlesnik (*Florida Institute of Technology*)



Samuel Shvarts

c. Evaluation of Gaitspot Squeakers and Conditioned Reinforcement to Decrease Toe-Walking among Children with Autism

HALLIE ERTEL (*Florida Institute of Technology*, hertel2015@my.fit.edu), Ansley Hodges (*Florida Institute of Technology*), David Wilder (*Florida Institute of Technology*), Nga Luong (*Chartlytics*), Rachel Thomas (*Florida Institute of Technology*)



Hallie Ertel

d. Effects of Point Saliency and Price in the Caught Being Good Game: A Behavioral-Economic Analysis

YUDELKIS FUSTE (*University of South Florida*, fusteyudelkis@gmail.com), Andrew Samaha (*University of South Florida*), Cynthia Livingston (*University of South Florida*)



Yudelkis Fuste

Support the FABAPAC

(Political Action Committee)



Thursday Morning

8:00 AM – 9:20 AM

SYMPOSIUM

Track: AUT

Estero C

1.5 CEU- BA

#22 Training Caregivers and Staff Working with Children with ASD

CHAIR: **CORINA JIMENEZ-GOMEZ** (*The Scott Center for Autism Treatment, Florida Institute of Technology, cjimenez@fit.edu*)

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

Staff and caregiver training protocols aim to teach skills necessary to appropriately deliver behavioral interventions. Proper implementation of treatments across settings by therapists and caregivers maximizes positive outcomes for clients, promotes generalization of skills acquired by clients, and ensures treatment integrity. Studies presented in this symposium evaluate training protocols for caregivers and staff, as well as methods for assessing implementation errors.



Corina Jimenez-Gomez



Sarah Bloom

a. Evaluation of a Tool to Identify the Variables responsible for Poor Parent Treatment Adherence (PDC-Parent)

JAMIE VILLACORTA (*Florida Institute of Technology, jvillacorta2015@my.fit.edu*), David Wilder (*Florida Institute of Technology*), Ansley Hodges (*Florida Institute of Technology*), Nga Luong (*Chartlytics*)



Jamie Villacorta

c. Training Behavioral Technicians to Implement Naturalistic Behavioral Interventions: Evaluation of Impact on Client's Behavior

KACIE MCGARRY (*Florida Institute of Technology, kmcgarry2015@fit.edu*), Samuel Shvarts (*Florida Institute of Technology*), Emily Crochet (*The Scott Center for Autism Treatment*), Ivy Chong (*The Scott Center for Autism Treatment*), Corina Jimenez-Gomez (*The Scott Center for Autism Treatment, Florida Institute of Technology*)



Kacie McGarry

b. Parent Observation Checklist to Identify Delays in High-Risk Infants and Select Targets for Caregiver Training

ASHLEY MOSS (*The Scott Center for Autism Treatment, amoss2016@my.fit.edu*), Samuel Shvarts (*Florida Institute of Technology*), Courtney Hannula (*The Scott Center for Autism Treatment*), Ivy Chong (*The Scott Center for Autism Treatment*), Corina Jimenez-Gomez (*The Scott Center for Autism Treatment, Florida Institute of Technology*)



Ashley Moss

d. Teaching Caregivers to Implement SGD-Based Mand Training: Evaluating the Efficacy of Behavioral Skills Training

RACHEL SUBERMAN (*University of South Florida, resuberman@gmail.com*)



Rachel Suberman



CoFABA 2019

Save The Date! March 29th

Speakers include: Eb Blakely, Sorah Stein, Tiki Fiol, David Wilder, Sarah Fernandez, and Miranda Trahan

INVITED SPEAKER

8:00 AM – 8:50 AM

INVITED

Track: CA

Calusa ABCD

1.0 CE-BA

#23 Behavior Change for a Sustainable World: Ultimate Challenge and Opportunity for Behavior Analysts

WILLIAM HEWARD (*Ohio State University*, heward.1@osu.edu)

INTRODUCED BY: **RAY MILTENBERGER**

For decades, scientists have issued fact-filled warnings about our planet's declining health and its diminishing ability to sustain human activity. Behavior analysts have made valuable contributions to many areas—improving education, helping people adopt healthier life styles, teaching children with autism, making highways and factories safer, caring for people exhibiting challenging and life-threatening disorders—but have paid too little attention to the impact of human behavior on the only home we have. Behavior analysts are uniquely poised to contribute to a broad range of interventions to promote the husbandry of our planet's resources, restore damaged ecosystems, and to prepare us to adapt and be resilient in the face of the inevitable changes to come. This talk will survey some of the initiatives developing within the behavior analysis community in response to climate change and the challenges to sustaining a healthy planet for future generations.



William Heward

Author Bio:

William L. Heward, Ed.D., BCBA-D, is Professor Emeritus in the College of Education and Human Ecology at The Ohio State University. Bill has been a Fulbright Scholar in Portugal, Visiting Professor of Psychology at Keio University in Tokyo and at the University of São Paulo, and Visiting Scholar at the National Institute of Education in Singapore. His publications include the books, *Applied Behavior Analysis* (with John Cooper and Tim Heron), *Sign Here: A Contracting Book for Children and Their Parents* (with Jill Dardig), and *Exceptional Children: An Introduction to Special Education*, each of which has been translated into several foreign languages. Awards recognizing Dr. Heward's contributions to 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 John W. Jacobson Award for Contributions to Behavior Analysis from the New York State Association for Behavior Analysis, and the Distinguished Psychology Department Alumnus Award from Western Michigan University. A Past President and Fellow of the Association for Behavior Analysis International (ABAI), Bill served as program chair for ABAI's Behavior Change for a Sustainable World Conference.

8:00 AM – 8:50 AM

PAPER

Track: TCP

Calusa EFGH

1.0 CE-BA, MH/PSY

#24 Neuroplasticity and Behavior Change: Exploration and Implications of Direction of Causality

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

Prevailing wisdom holds that idiosyncratic brain structure and function cause problem behavior. Symptoms of psychiatric disorders, for example, are considered reflective of some underlying structural encephalopathy or neurochemical imbalance. Under such assumptions, helping professionals are left to offer only palliative behavioral care should some relief not be found through psychiatric medication and/or talk therapy. Changing the brain changes behavior, it's assumed. However, while that's partly true, there exists much more compelling evidence that changing behavior changes the brain. This presentation explores the evidence of this causal directionality and discusses its powerful implications on the field of behavior analysis.



Chris McGinnis

Thursday Morning

8:00 AM – 8:50 AM

PAPER

Track: ETH

Blue Heron ABC

1.0 CE-BA, ETH, MH/PSY

#25 Training Cultural Awareness as a Skill Set

PALOMA RODRIGUEZ (*First Steps Interventions*, prodriguez@firststepsint.com)

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

In Florida, we live in a cosmopolitan community where it has become essential to be sensitive to diverse cultural backgrounds. This presentation will describe the immense diversity of professionals and clients with whom we interact, as well as provide a rationale for increasing cultural awareness competence. As behavior analysts it is imperative that we operationally define competence, identify barriers, and create assessments for staff and clients that pinpoint potential biases. Becoming competent in cultural diversity can increase implementation adherence, and ethical aptitude. Literature proposing standards for cultural competence, as well as specific BACB guidelines for cultural competence will be discussed.



Paloma Rodriguez



Yulema Cruz

9:00 AM – 9:50 AM

PANEL

Track: PRO

Captiva AB

1.0 CEU-BA

#26 Multicultural Legacy: A Story of Mentorship

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

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

PALOMA RODRIGUEZ (*First Steps Interventions*, prodriguez@firststepsint.com)

The Multicultural SIG is a forum where professionals of diverse backgrounds may share ideas, discuss issues, and work toward ethical solutions. During this panel, updates will be provided concerning SIG efforts to disseminate the science of ABA, including the introduction of the resource repository website, www.ABAconexión.com that has been developed by members of the FABA Multicultural SIG. This panel will include live interviews of distinguished multicultural professionals and their role as trusted mentors to students of diverse backgrounds. Participation from the audience will be requested to share current ABA practices taking place in other languages/countries/communities.



Haydee Toro



Yulema Cruz



Paloma Rodriguez

Thursday Morning

9:00 AM – 9:50 AM

PAPER

Track: AUT

Pine ABC

1.0 CE-BA, MH/PSY

#27 This is Supposed to be Fun: No Really You're Having a Good Time!

JAY KENDRICK (*Behavior Management Consultants, jkendrick@bmcsoutheast.com*)

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

Strategies for teaching games should differ from teaching other skills. In our treatment, games are too often seen as a skill to be mastered through extensive prompting and fading... only to find frustration, tears, and collective dismay. Part of the value of games should be interest in shared social experiences and their benefits. Admittedly this is more easily said than done. In this paper, we will discuss games via a four-term-contingency, practice gauging motivation (steam), selecting appropriate games for a variety of students at different skill levels, the "do's and don'ts" of games instruction, and conditioning games to be preferred activities.



Jay Kendrick



Steven Ward

9:00 AM – 9:50 AM

PAPER

Track: ETH

Calusa ABCD

1.0 CE-BA, MH/PSY

#28 Restrictive and Aversive: Cut and Dried or are They In the Eye of the Beholder?

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

This talk will provide an analysis of the reasons why parents/guardians/professionals describe something (treatment procedures, restraint, seclusion) as restrictive or aversive or unethical. Individuals who claim restraint or seclusion is wrong or unethical don't truly find all restraint and seclusion unethical. Instead, it is the context of the act, and the agent of the act, agreement with the motivation for doing the act and the perception of malice and/or incompetence on the part of the agent of intervention.



Merrill Winston



Poster Set Up in Estero B!

Poster Presenters

Must Set Up Their Poster by 2:00 pm for Judging!

See You at the Presidential Social and Poster Session!
Tonight! 5:30 - 6:30 pm • Estero B

Thursday Morning

9:00 AM – 9:50 AM

SYMPOSIUM

Track: AUT

Calusa EFGH

1.0 CEU-BA

#29 Toilet Training and Self-Care Skills

CHAIR: **APRIL WILLIAMS** (*Rollins College, AMWilliams2@Rollins.edu*)

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

Toilet training and self-care skills interventions for children with autism were analyzed and compared. In the first study, an abbreviated version of an intensive outpatient procedure to decrease urinary incontinence was examined and found to be effective. In the second study, authors examined the toilet training procedures that are typically recommended for children with autism in terms of their efficacy. Finally, different baseline procedures for task analyses were evaluated.



April Williams



Anibal Gutierrez

a. Evaluation of an Abbreviated Toilet Training Procedure among Young Children

ANSLEY HODGES (*Florida Institute of Technology, ahodges2013@my.fit.edu*),
Hallie Ertel (*Florida Institute of Technology*),
David Wilder (*Florida Institute of Technology*),
Lianne Hurtado (*Nemours Children's Hospital*)



Ansley Hodges

b. An Extension of Toilet Training Procedures Recommended for Children Diagnosed with Autism Spectrum Disorder

Brandon Perez (*University of Florida, perezb@ufl.edu*),
JANELLE BACOTTI (*University of Florida*),
Kerri Peters (*University of Florida*),
Timothy Vollmer (*University of Florida*)



Janelle Bacotti

c. A Comparison of Baseline Procedures in Evaluating Skill Performance Within Task Analyses

EMMA GRAUERHOLZ-FISHER (*University of Florida, eg.fisher@ufl.edu*),
Jonathan Fernand (*University of Florida*),
Brandon Perez (*University of Florida*),
Haleh Amanieh (*University of Florida*),
Kerri Peters (*University of Florida*),
Timothy Vollmer (*University of Florida*)



Emma
Grauerholz-
Fisher

9:00 AM – 9:50 AM

PAPER

Track: DD

Blue Heron ABC

1.0 CEU-BA

#30 Parent Training Tools and Strategies

CELISABEL CALDEVILLA (*Changing Behavior, c.caldevilla@changingb.com*)

Parent training is a key component for ensuring success with behavioral interventions for individuals with special needs. The process of ongoing evaluation should take into account what the individual should learn, as well as the parents' skills set, the family dynamics (i.e., variables that may impact behavioral problems, basic environmental manipulations, and functional communication), and how to train the parents on effective interventions that positively influence the individual's daily life. Using effective behavior behavioral strategies for parent- training and customized competency parent training can be simple and successful. This presentation will be in Spanish.



Celisabel
Caldevilla

Thursday Morning

9:30 AM – 10:50 AM

SYMPOSIUM

Track: ED

Estero A

1.5 CEU-BA

#31 Supporting Individual Students with Problem Behavior in School Settings

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

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

This symposium includes four presentations on school-based interventions implemented in public elementary schools. The first evaluated pre-session pairing in improving classroom behavior of four students, kindergarten through 5th grade. The second examined the use of the Teaching Tools for Young Children with Challenging Behavior for three students, pre-k through 1st-grade. The third compared use of auditory feedback to visual feedback and examined impact of incorporating student choice into feedback on classroom behavior in implementing an interdependent group contingency with three 2nd-graders. The final examined the effects of preprinted response cards on disruptive behavior of three students in a 2nd-grade classroom.



Kwang-Sun Blair



Kimberly Crosland

a. Teacher-Implemented Pre-session Pairing to Improve Classroom Behavior in Public Schools

RACHEL SOFARELLI (*University of South Florida, rsofarelli@gmail.com*)



Rachel Sofarelli

c. The Effects of Preprinted Response Cards on Disruptive Behavior of Students in an Inclusive Classroom

HALEY PAULISH (*University of South Florida, hpaulish@mail.usf.edu*),
Kimberly Crosland (*University of South Florida*)



Haley Paulish

b. Incorporating Auditory and Visual Feedback and Student Choice into an Interdependent Group Contingency

BETH GIGUERE (*University of South Florida, bgiguere@mail.usf.edu*),
Kwang-Sun Blair (*University of South Florida*)



Beth Giguere

d. Evaluation of the Teaching Tools for Young Children with Challenging Behavior (TTYC): Improving Classroom Behavior

LEANN AVILA (*University of South Florida, leannavila@mail.usf.edu*)



LeAnn Avila

Collecting MH or PSY CEUs?

At the conference:

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

Post-Conference Instructions:

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

5. Mail this form and the evaluation forms with payment **POSTMARKED BY 10/14/18** to:

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

Thursday Morning

9:30 AM – 10:50 AM

SYMPOSIUM

Track: AB

Estero B

1.5 CEU-BA

#32 Cultural and Linguistic Diversity and Interventions for Problem Behavior

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

DISCUSSANT: CHRISTINA WHITEHOUSE (*University of Florida, cwhitehouse@ufl.edu*)

Adapting behavior analytic interventions to the culture or linguistic diversity of clients and their families may improve acceptability and effectiveness of treatments for problem behavior. This symposium includes three presentations that will be useful to behavior analysts working with culturally or linguistically diverse clients. The first presentation describes the development and use of a structured interview tool that can be used to learn about cultural values and family preferences. The second presentation is on adaptations of functional communication training for Hispanic families. The third presentation describes adapting interventions for problem behavior for Afro-Caribbean families. Dr. Christina Whitehouse will discuss.



Sarah Bloom



Christina Whitehouse

a. Culturally Adapted Functional Communication Training

ANNA GARCIA (*University of South Florida, argarcia@mail.usf.edu*), Sarah Bloom (*University of South Florida*), Claudia Campos (*University of South Florida*), Jennifer Weyman (*University of South Florida*), Marlesha Bell (*University of South Florida*)



Anna Garcia

c. Evaluating the Effectiveness, Feasibility, and Treatment Acceptability of a Cultural-Adaptation of DFCT with Afro-Caribbean Families

MONIQUE LITCHMORE (*University of South Florida, litchmorem@mail.usf.edu*)



Monique Litchmore

b. Adapting Functional Communication Responses to Parents' Cultural Values: A Questionnaire

ANNA GARCIA (*University of South Florida, argarcia@mail.usf.edu*), Sarah Bloom (*University of South Florida*), Claudia Campos (*University of South Florida*), Jennifer Weyman (*University of South Florida*), Marlesha Bell (*University of South Florida*)



Anna Garcia

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Florida Autism Center

Start here. Go anywhere.

Thursday Morning

9:30 AM – 10:50 AM

SYMPOSIUM

Track: AUT

Estero C

1.5 CEU- BA

#33 Methodological Considerations in Assessing Preference for Tangible and Social Reinforcers

CHAIR: **DANA GADAIRE** (*Florida Institute of Technology, dgadaire@fit.edu*)

DISCUSSANT: **ANDREW SAMAHA** (*University of South Florida, andrewsamaha@usf.edu*)

Subjective preference has repeatedly been shown to correspond with the reinforcing efficacy of environmental stimuli. Various methodologies have used to assess individual preferences for a social and tangible stimuli as well as the reinforcing efficacy of these stimuli on operant responding. This symposium will provide data from four studies evaluating the effects of different methodologies (e.g., MSWO, Paired Choice, Social Interaction Preference Assessment) on the determination of relative preference and reinforcer efficacy in single and concurrent operant arrangements.



Dana Gadaire



Andrew Samaha

a. A Comparison of Sensitivity to Social and Tangible Reinforcement in Children with ASD

ELIZABETH SCHIEBER (*University of Florida, eschieber@ufl.edu*), Iser DeLeon (*University of Florida*), Nathalie Fernandez (*University of Florida*), Kissel Goldman (*University of Florida*)



Elizabeth Schieber

c. Evaluating Preference for and Reinforcing Efficacy of Nutritive and Non-Nutritive Foods.

FARIS KRONFLI (*University of Florida, kronfli.faris@ufl.edu*), Timothy Vollmer (*University of Florida*), Jonathan Fernand (*University of Florida*), Hypatia Bolivar (*University of Florida*)



Faris Kronfli

b. Comparing Methods of Assessing Preference for Social Interactions

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



Samuel Morris

d. Psychological Reactance and Preference for Restricted Stimuli

DANA GADAIRE (*Florida Institute of Technology, dgadaire@fit.edu*), Kacie McGarry (*Florida Institute of Technology*), Marilyn Colato (*Florida Institute of Technology*)



Dana Gadaire

10:00 AM – 10:50 AM

MEETING

Track: PRO

Captiva AB

#34 Tour of the CBA Learning Module Series

ALEXANDER BEAUPRE (*Behavior Development Solutions, alex@behaviordevelopmentsolutions.com*)

Over 80 Verified Course Sequences utilize the CBA Learning Module Series as a curriculum supplement, providing students with the practice necessary to master the objectives outlined in the BACB's Task Lists. In turn, the real-time performance data collected by our learning platform assists professors and supervisors in identifying weaknesses in student repertoires and where remedial activities might prove helpful. This casual meeting will tour both student and administrative experiences of the CBA LMS, focusing on how to utilize these data from a course administrator's perspective. Attendees will be given the opportunity to ask questions, provide feedback, and present ideas for improvements.



Alexander Beaupre

Thursday Morning

10:00 AM – 10:50 AM

PAPER

Track: DD

Pine ABC

1.0 CE-BA, MH/PSY

#35 Teaching Individuals with Developmental Disabilities Basic Life Support Skills

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

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

Many individuals with developmental disabilities do not learn the skills required to maintain physical safety in home, school, and community environments. Many researchers consider safety skill instruction for individuals with developmental disabilities to be just as important as communication and social skill instruction. Although the importance of safety skills is acknowledged, these skills are frequently overlooked by parents and educators. One subset of safety skills, basic life support skills, are particularly important for community inclusion and independent living. This presentation will discuss various procedures that have been successfully used to teach individuals with developmental disabilities basic life support skills.



Kelly Kearney



Michael Brady

10:00 AM – 10:50 AM

PANEL

Track: PL

Calusa Ballroom

1.0 CE-BA

#36 2018 Legislative and Public Policy Update

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

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



Mary Riordan

To document concerns and submit questions, please email Eric and the Legislative Committee at politicalaction@fabaworld.org

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

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

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

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

NIKKI DICKENS (FABA, behaviorgirl@gmail.com)



Eric Prutsman



Yulema Cruz



Matt Potak



Nikki Dickens

Thursday Morning

10:00 AM – 10:50 AM

SYMPOSIUM

Track: AUT

Blue Heron ABC

1.0 CEU- BA

#37 Current Research on Stimulus Pairing Procedures

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

DISCUSSANT: YANERYS LEON (*Florida Institute of Technology*, yleon@fit.edu)

This symposium, three studies will provide an overview of current research in the area of stimulus pairing and conditioning procedures for individuals with ASD. The first two studies will cover topics on the application of stimulus-stimulus pairing as it relates to the development of vocalizations and implications for intervention as well as a comparison of stimulus and pairing compared to traditional echoic training in mand training. The third study will focus on conditioning procedures to establish praise and tokens as reinforcers.



Anibal Gutierrez



Yanerys Leon

a. Translations in Stimulus-Stimulus Pairing: Informed Applications Based on Autoshaping

STEPHANIE DA SILVA (*Columbus State University*, dasilva_stephanie@columbusstate.edu),
APRIL WILLIAMS (*Rollins College*)



Stephanie da Silva

c. Comparison of Conditioning Procedures to Condition Praise as a Reinforcer for Children with Autism

CYNTHIA LIVINGSTON (*University of South Florida*, clivingston@mail.usf.edu),
Andrew Samaha (*University of South Florida*),
Marissa Novotny (*University of South Florida*), Spencer Gauert (*University of South Florida*)



Cynthia Livingston

b. Stimulus-Stimulus Pairing vs Echoic Training: A Second Look at Developmental Appropriateness

ALEJANDRO RENE DIAZ (*Florida International University*, adiaz087@fiu.edu),
Anibal Gutierrez (*University of Miami*)



Alejandro Rene Diaz

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KEYNOTE ADDRESS and ANNUAL FABA AWARDS

INTRODUCED BY: **NIKKI DICKENS**, *FABA President*

#38 Applications of Verbal Behavior and Relational Frame Theory to Autism Treatment: Can We Get Along?

MARK SUNDBERG (*Sundberg & Associates, United States, marksundberg@astound.net*)

Skinner's (1957) analysis of verbal behavior (VB) and Hayes, Barnes-Holmes, and Roche's (2001) relational frame theory (RFT) offer opposing behavioral accounts of what constitutes human language. The similarities and differences between these theories will be described, followed by a discussion of the contributions of each theory to language intervention programs for children with autism. In addition, applications to autism treatment from Sidman's equivalence theory, Horne and Lowe's naming theory, and Lowenkron's joint control account will be discussed. Suggestions will be offered for the practitioner attempting to navigate through these theories in order to identify language intervention priorities and the best teaching strategies for a child with autism.

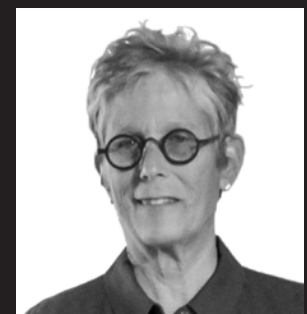


Mark Sundberg

Bio:

Mark Sundberg, PhD, BCBA-D received his doctorate degree in Applied Behavior Analysis from Western Michigan University (1980), under the direction of Dr. Jack Michael. He is the author of the VB-MAPP, and co-author of the original ABLLS and the book *Teaching Language to Children with Autism or Other Developmental Disabilities*. He has published over 50 professional papers and 6 book chapters. He is the founder and past editor of *The Analysis of Verbal Behavior*, a twice past-president of The Northern California Association for Behavior Analysis, a past-chair of the Publication Board of ABAI, and has served on the Board of Directors of the B. F. Skinner Foundation. Dr. Sundberg has given hundreds of conference presentations and workshops nationally and internationally, and taught 80 college and university courses on behavior analysis, verbal behavior, sign language, and child development. He is a licensed psychologist with over 40 years of experience. His awards include the 2001 "Distinguished Psychology Department Alumnus Award" from Western Michigan University, and the 2013 "Jack Michael Outstanding Contributions in Verbal Behavior Award" from ABAI's Verbal Behavior Special Interest Group.

IN MEMORIAM: A Special Tribute to Maxin Reiss, PhD, BCBA-D (1948-2018)



Thursday Afternoon

12:30 PM – 1:30 PM

VIP LUNCHEON

Driftwood

#39 Keynote Luncheon

CHAIR: NIKKI DICKENS

This is an invitation-only luncheon for Invited Speakers and other FABAs VIPs.

1:30 PM – 2:20 PM

PAPER

Track: OBM/PM

Captiva AB

1.0 CEU- BA, MH/PSY

#40 OBM Paper Session

CHAIR: JAN MONTGOMERY (*ABA Technologies*, jan@abatechnologies.com)

The Keys to Collaboration: OBM in Clinical Applications

RYAN CURRAN (*Positive Behavior Supports*, RCurran@teampbs.com)

Consistent implementation of a Behavior Intervention Plan (BIP) is essential to achieving desired clinical objectives. The immediate impact that a BIP can produce on the behavior of caregivers or the systems with which the client(s) encounter is often overlooked or underestimated. Competing contingencies of reinforcement for caregivers and limited understanding of concepts and principals guiding treatment plans can negatively impact the fidelity of BIP implementation. Organizational Behavior Management (OBM) has produced extensive techniques to address these barriers. This presentation will discuss systematic evaluation of these concerns and provide examples of practical applications of OBM techniques used to promote clinical objectives.



Jan Montgomery



Ryan Curran



Christi Reed



Evette Berardi-Cox

A Case Study in Train the Trainer: The Science of Positive Parenting

JAN MONTGOMERY (*ABA Technologies*, jan@abatechnologies.com)

CHRISTI REED (*ABA Technologies*, christi@abatechnologies.com)

EVETTE BERARDI-COX (*ABA Technologies*, evette@abatechnologies.com)

A recent week long train the trainer course was presented to a small ABA company providing services to families with autism. The course was designed to disseminate specific behavioral parenting skills and strategies for use by behavioral practitioners for parent training. This presentation includes supporting literature and evidence based staff training procedures. The application and resulting data of training nine staff to train parents is discussed. The importance of staff satisfaction with the training and follow-up will be reviewed.

Check Out New Products and Gear in the FABAs Store *Great Egret!*



Thursday Afternoon

1:30 PM – 2:20 PM

MEETING

Track: BP

Pine ABC

#41 FABA Local Chapters Officers Meeting

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

The meeting is held for officers of the local chapters across the state. We will review activity from this past year, discuss new business related to the CoFABA conference, support for new chapters and ideas for local chapter activities to be held throughout the year.



Kim Luckler-Greene

1:30 PM – 2:50 PM

SYMPOSIUM

Track: VB

Estero A

1.5 CEU- BA

#42 Recent Developments in Procedures to Teach Verbal Behavior to Children with Autism

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

DISCUSSANT: **GENEVIEVE MARSHALL** (*gcoxon2008@my.fit.edu*)

This symposium will discuss recent research related to verbal behavior of young children with autism. Topics encompass equivalence-based instruction (EBI), private events, and acquisition of untaught targets. Effects of EBI were evaluated based on the acquisition and maintenance of taught and untaught piano skills. The second study examined a teaching package designed to teach children to tact their emotions related to relinquishing preferred items while they are experiencing them. The final study examined a proposed mechanism of instructed feedback (IF), echoic rehearsal, by including a vocal mediation-blocking task to determine its effect on the acquisition of IF targets.



Katie Nicholson



Genevieve Marshall

a. The Effect of a Mediation-Blocking Task on the Acquisition of Instructive Feedback Targets

AMELIA DRESSEL (*Florida Institute of Technology, adressel2016@my.fit.edu*), Katie Nicholson (*Florida Institute of Technology*), Kristin Albert (*Florida Institute of Technology*), Victoria Ryan (*Florida Institute of Technology*)



Amelia Dressel

c. Evaluation of a Stimulus Arrangement to Produce Equivalence in Piano Skills among Children with Autism

KRYSTIN HUSSAIN (*Florida Institute of Technology, hussaink2013@my.fit.edu*), Katie Nicholson (*Florida Institute of Technology*), Michael Passage (*Florida Institute of Technology*), Marilynn Colato (*Florida Institute of Technology*)



Krystin Hussain

b. Teaching Children to Tact Their Emotions as a Replacement for Problem Behavior

REGINA NASTRI (*The Scott Center for Autism Treatment, rnastri2015@my.fit.edu*), Katie Nicholson (*Florida Institute of Technology*), Kristin Albert (*Florida Institute of Technology*)



Regina Nastri

Thursday Afternoon

1:30 PM – 2:50 PM

SYMPOSIUM

Track: AUT

Estero C

1.5 CEU – BA

#43 Evaluations of the Use of Multiple Schedules for Functional Communication Training

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

DISCUSSANT: **DANA GADAIRE** (*Florida Institute of Technology*, dgadaire@fit.edu)

Functional communication training (FCT) is a commonly used treatment for individuals who engage in socially-maintained problem behavior. However, there are some limitations in the application of FCT that lead to either high levels of responding or responses being unreinforced by parents and caregivers. Multiple schedules have been used to address these limitations because they maintain appropriate levels of the communication response and low levels of problem behavior. Components of the multiple schedule, modality (iPad), and effectiveness different trainers (parents) will be discussed.



Kerri Peters



Dana Gadaire

a. An Evaluation of the Variables Controlling Responding within Multiple Schedule Arrangements

ELIANA PIZARRO (*University of Florida*, epizarro@ufl.edu), Timothy Vollmer (*University of Florida*)



Eliana Pizarro

c. Parent-Implemented Multiple Schedules

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



Claudia Campos

b. Signaled Availability Using Proloquo2Go™

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



Brandon Perez

Platinum FABBA Sponsor



INVITED SPEAKER

1:30 PM – 2:20 PM INVITED *Track: ETH Calusa ABCD 1.0 CEU-BA, ETH*

#44 The Ethics Of Political Activism

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

INTRODUCED BY: **STEVE COLEMAN**

The national political scene has become increasingly controversial. Currently, we are in an era in which we encounter many divisive political positions and actions that oftentimes do not conform with our ethical framework. Our commitment to human rights, social justice, evidenced based practices and integrity has driven our work since the early stages of the behavior analysis certification in the State of Florida. We believe in equality, regardless of race, ethnicity, religion, gender, sexual orientation or socioeconomic background. We also recognize among many others, the importance of access to healthcare, freedom of expression, safe, clean and sustainable community environments. When facing injustice we tend to respond zealously and can instantaneously become political activists. Our field is scientific, academic and professional. It is not uncommon to be approached with queries and requests for our involvement. What are we expected to do? Remain neutral? Become a political protester or strong advocate? Some of us voice our concerns in social media, conferences or professional activities. When taking a public position in a controversial issue Behavior Analysts must consider how these activities meet the Professional and Ethical Compliance Code© of the BACB®. We need always to display a civil discourse in the midst of a climate of political polarization. Nevertheless, professionals in our field can still advocate for social causes and display a constructive role publicly while maintaining ethical responsibilities and boundaries. This session will cover the applicable sections of the Ethical Code©, addressing dilemmas and identifying alternatives to participate in political social action.



Haydee Toro

Author Bio:

Haydee Toro had a lengthy career in government social services in Florida. Haydee received her PhD from University of Vermont and post-doctoral training at the Kennedy-Krieger Institute. She is a licensed psychologist in Florida and a Board Certified Behavior Analyst. Dr. Toro has taught courses in Applied Behavior Analysis at Florida International University. She is a past president of FABA and served as a member of the Behavior Analyst Certification Board. Dr. Toro was the recipient of FABA's Charles Kimber Public Service Award. She frequently presents topics related to ethics and behavior analysis at continuing education events.



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

Thursday Afternoon

1:30 PM – 2:20 PM PAPER **Track: DD** *Calusa EFGH* 1.0 CEU- BA, MH/PSY

#45 The Importance of Functional Life Skills for Learners with Moderate-to-Severe Disabilities, Including Autism

PATRICK MCGREEVY (*Patrick McGreevy, PhD, P.A., pmcg@me.com*)

Many practitioners have struggled with ‘what to teach’ children with moderate-to-severe disabilities or limited skill repertoires, including many children with autism, especially as they grow older. In public schools, they are often instructed to adhere to the Common Core State Standards, while in ABA centers they are often offered only developmental curricula designed to help young children ‘catch up’ to their typically-developing peers. When they look for alternative sources of functional life skills, they often find few available options. Dr. McGreevy will describe functional life skills, their value for specific children and adults, and the literature that supports their use.



Patrick McGreevy

1:30 PM – 2:20 PM PAPER **Track: AUT** *Blue Heron ABC* 1.0 CE - BA, MH/PSY

#46 Paper Session: Special Topics in ABA

CHAIR: JENNIFER COOK (*University of South Florida, jennlync@yahoo.ca*)

Using Interactive Web Training to Teach Caregivers to Reduce Stereotypy

JENNIFER COOK (*University of South Florida, jennlync@yahoo.ca*)

MARC LANOVAZ (*University of Montreal, Canada, marc.lanovaz@umontreal.ca*)

CATHERINE MCHUGH (*Brock University, Canada, kmchugh_1@hotmail.com*)

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

We examined the effects of an interactive web training (IWT) designed to teach caregivers to reduce stereotypy. Five caregivers first completed the IWT. Next, they implemented the assessments and interventions, newly learned from IWT, with their child with autism spectrum disorder (ASD). We observed reductions in stereotypy and increases in functional engagement in four of five children, as a result of the parent-implemented interventions. These outcomes suggest that IWT may be a viable option to teach specific behavioral skills to caregivers of children with ASD.



Jennifer Cook



Marc Lanovaz



Catherine
McHugh



Marissa Novotny

Campus-Wide Application of MotivAider Use to Increase Behavior Specific Praise Among Staff

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

Kimberly Crosland (*University of South Florida, crosland@usf.edu*)

Darienne Boyden (*University of South Florida, darienneb@mail.usf.edu*)

This study used a combination of a multiple baseline across participants and a reversal design to evaluate the effects of a MotivAider on the frequency of behavior specific praise provided by staff members to youth at a residential facility for youth in the foster care system. Two staff members were given a brief training on providing behavior specific praise and were instructed to wear the MotivAider on their hip and to delivery behavior specific praise whenever the MotivAider vibrated. Results demonstrated an increase in the frequency of behavior specific praise delivered by staff to the youth when wearing the MotivAider.



Kimberly Crosland



Darienne Boyden

Thursday Afternoon

2:30 PM – 3:20 PM

PAPER

Track: AUT

Captiva AB

1.0 CEU- BA, MH/PSY

#47 Autism Treatment Paper Session

CHAIR: **LAUREN LOULUDIS** (*Behavior Consultation & Psychological Services, louloudisl14@students.ecu.edu*)

'Can I get up?': An Escape-Mand Intervention for a Pre-School Boy with Autism

LAUREN LOULUDIS (*Behavior Consultation & Psychological Services, louloudisl14@students.ecu.edu*)

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

A four-year-old boy diagnosed with autism was being served in a preschool clinical setting. The target behavior was elopement from the lunch table. Functional behavior assessment revealed that the function of the behavior was direct escape from an unpleasant social situation and access to a preferred item. The function-based intervention consisted of rearranging the environment, placing a reinforcing item at the table which remained if the child eloped and teaching the child an escape mand 'Can I get up?' The intervention was successful in keeping the child at the table and in building on the child's current verbal repertoire.



Lauren Louloudis



Jeannie Golden



Amye Morris



Faith Woerner

Utilizing a Positive Punishment Procedure to Decrease Bruxism in an Individual with Autism Spectrum Disorder

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

Faith Woerner (*Engage Behavioral Health, twoerner@ebhealthgroup.com*)

Bruxism otherwise known as excessive teeth grinding can have serious health concerns. Individuals who engage in bruxism can cause irreversible damage to their teeth, gums, and bones. This paper discusses the use of a positive punishment procedure utilized to treat automatically maintained bruxism with a nonverbal child diagnosed with autism spectrum disorder. This case study will evaluate the following implications in utilizing a positive punishment procedure to treat bruxism and punishment assessment techniques within the clinical setting.

2:30 PM – 3:20 PM

MEETING

Track: OBM/PM

Pine ABC

#48 BHCOE Accreditation: Introduction and Application

SHANNON BIAGI (*Behavioral Health Center of Excellence, shannon@bhcoe.org*)

This meeting will cover important components of the Behavioral Health Center of Excellence (BHCOE) Accreditation, including information on how to achieve accreditation, eligibility requirements, approved provider structures, evaluation process, and applying for evaluation. The presentation will also offer information regarding the BHCOE's growth, development, and future directions. This meeting is intended for business owners or Clinical Directors who want basic information on the BHCOE Accreditation process, are planning to become accredited, or are current BHCOE Accredited Organizations who would like an update on the BHCOE Activities.



Shannon Biagi

Thursday Afternoon

2:30 PM – 3:50 PM

PANEL

Track: ETH

Calusa ABCD

1.5 CEU- BA, ETH

#49 Time's Up! Sexual Harassment in Applied Behavior Analysis

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

Sexual harassment continues to be an endemic and dimly addressed issue, to which the field of ABA is not exempt. In the wake of the #metoo and #timesup movements, female ABA professionals have also reached out to tell their stories. This presentation attempts to continue to raise awareness of this growing issue within our field, by providing circumstantial real-life examples, as well as an in-depth look at misconduct and harassment from a behavioral perspective. Additionally, information will be shared regarding impact, leadership attitudes, cultural changes, progress made on this issue, policy suggestions, and resources available on the topic. #timesupABA.



Jon Bailey

CARMEN ADRIANA TORRES-DIAZ (*Behavioral Applications, LLC, catorresdiaz@gmail.com*)

KARLY CORDOVA (*Nova Southeastern University, klorsi@gmail.com*)

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



Karly Cordova



Carmen Adriana Torres-Diaz



Yulema Cruz

2:30 PM – 3:20 PM

PANEL

Track: CA

Calusa EFGH

1.0 CEU- BA

#50 ABAallDayEveryDay: Exploring the Potential and Current Applications of ABA

CHAIR: **DIAH ASKARI** (*Mighty Heroes, United States, diahaskari1@gmail.com*)

Applied Behavior Science can be utilized to affect a wide range of socially significant behaviors across diverse populations. Breaking into and establishing the practice in "novel" fields or applications is often discussed among behavior analysts, but can be an overwhelming task and can leave one confused about where exactly to begin. This panel seeks to address areas, practices, and populations that can benefit from applied behavior science, and to discuss approach and entry into interdisciplinary work. The presenters will discuss their own work in diversifying the recipients and proponents of behavioral technology outside traditional funding streams and applications.



Diah Askari

DIAH ASKARI (*Mighty Heroes, United States, diahaskari1@gmail.com*)

ANNIE ESCALANTE (*BehaviorMe, United States, annie@behaviorme.co*)

RYAN O'DONNELL (*RYANO, LLC, United States, ryanodonnell23@gmail.com*)



Annie Escalante



Ryan O'Donnell

Thursday Afternoon

2:30 PM – 3:20 PM

PANEL

Track: SUP

Blue Heron ABC

1.0 CEU - BA, SUP

#51 Supervision, or Why Certification isn't the Finish Line

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

Supervision is a complex process that involves diligent and creative work on the part of the supervisor and supervisee. Nuances of behavior analysis can be lost without active supervision participation. Leadership and supervisory repertoires are a few skills that might be developed within the supervisory relationship. The key is that supervision is MORE than certification; it's a starting point. Supervision is not simply about clinical development, but also about developing a variety of skills that impact behavior analytic practice. The panelists will focus on some of the nuances of supervision and how to foster a more creative supervisory repertoire in practice.



Shane Spiker

JENNIFER LENDERMAN (*Positive Behavior Supports*, Jenn_Lenderman@bellsouth.net)

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

RYAN CURRAN (*Positive Behavior Supports*, RCurran@teampbs.com)



Jennifer
Lenderman



Kristen
Lancaster



Ryan Curran

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

#118 Big Data and
Behavior Analysis

The Future is Now

Dr. Janet Lund and
Dr. Coby Lund



Thursday Afternoon

3:00 PM – 4:20 PM

SYMPOSIUM

Track: DD

Estero A

1.5 CEU – BA

#52 Assessment and Treatment of Problem Behavior

CHAIR: **VIVIAN IBAÑEZ** (*University of Florida*, vibanez@ufl.edu)

DISCUSSANT: **SARAH SLOCUM** (*Rollins College*, sslocum@rollins.edu)

This symposium will show various methods for the assessment and treatment of problem behavior among children with autism and related disorders. The first presentation will discuss how the extended no-interaction condition can be used to develop specific hypotheses about behavior function. The second presentation will show implications for providing praise for compliance during the escape condition of the functional analysis. The third presentation will describe how to examine the effects of behavior-analytic procedures using a bout analysis. The fourth presentation will evaluate the efficacy and durability of different reinforcers for escape-maintained problem behavior.



Vivian Ibañez



Sarah Slocum

a. The Extended No-Interaction as a Screening Tool for Behavioral Function

CRYSTAL SLANZI (*University of Florida*, cslanzi@ufl.edu), Faris Kronfli (*University of Florida*), Timothy Vollmer (*University of Florida*)



Crystal Slanzi

c. Some Effects of Praise During the Escape Condition of the Functional Analysis

JENNIFER WEYMAN (*University of South Florida*, weyman@mail.usf.edu), Sarah Bloom (*University of South Florida*), Claudia Campos (*University of South Florida*)



Jennifer Weyman

b. Effects of Reinforcer Type on Durability of Treatment for Escape-Maintained Problem Behavior

ANDREW BONNER (*University of Florida*, acbonner@ufl.edu), Iser DeLeon (*University of Florida*), Sarah Weinstock (*University of Florida*), Michelle Frank-Crawford (*Kennedy Krieger Institute*), Mariana Castillo (*Kennedy Krieger Institute*), Daniel Clark (*Kennedy Krieger Institute*)



Andrew Bonner

d. Effects of Release Contingencies on Bout-like Responding

CHELSEA SCHUBIGER (*University of South Florida*, ceschubiger@gmail.com), Andrew Samaha (*University of South Florida*), Cynthia Livingston (*University of South Florida*)



Chelsea Schubiger

**Want to Be Involved?
Have a Voice?**
*Don't Miss the
Annual FABA Business Meeting*
Friday at the Conclusion of the Presidential Address



Thursday Afternoon

3:00 PM – 4:20 PM

SYMPOSIUM

Track: AUT

Estero C

1.5 CEU- BA

#53 Current Research Assessing the Effects of Video-Based Instruction on Skill Acquisition and Staff Performance

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

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

This symposium will include four presentations on video-based instructional procedures. The first presentation investigated the efficacy of a systematic instructional intervention for improving responsiveness to video modeling. The second presentation compared acquisition and generalization of action tacts across two stimulus modes, pictures and videos. The third presentation assessed whether video modeling of contingencies alone and combined with direct exposure to the contingencies was an effective treatment of food selectivity. The final presentation evaluated the use of a hierarchical training model that incorporated video modeling, video modeling+assessment, and BST on the acquisition of management strategies by direct-care staff.



Catia Cividini-Motta



David Wilder

a. An Evaluation of Static versus Dynamic Instructional Stimuli on the Generalization of Action Tacts

SHANA FENTRESS (*The Scott Center for Autism Treatment*, sfentress2016@my.fit.edu), Katie Nicholson (*Florida Institute of Technology*), Sandhya Rajagopal (*Florida Institute of Technology*), Jackie Noto (*Florida Institute of Technology*)



Shana Fentress

c. Treatment of Food Selectivity with Video Modeling of Contingencies

ERIN O'CONNOR (*University of South Florida*, erino.clare@gmail.com)



Erin O'Connor

b. Evaluation of a Hierarchical Training Model for Group Home Staff

ELIZABETH LYNCH (*University of South Florida*, lynche@mail.usf.edu), Andrew Samaha (*University of South Florida*)



Elizabeth Lynch

d. Increasing Imitation of Video Models for Toddlers with ASD

SANTIAGO SAIKI (*University of Miami*, sxs2445@miami.edu), Melissa Sanchez (*Florida International University*), Ivan Deveaux (*University of Miami*), Nathalie Roman (*University of Miami*), Melissa Hale (*University of Miami*)



Santiago Saiki

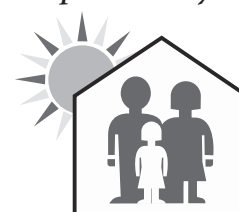
Its Never too Early to Set a Reminder for the Photo Booth



*Don't forget! Thursday Social
and Poster Session 5:30-6:30 pm*

See You in Estero B

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Thursday Afternoon

3:30 PM – 4:20 PM

PAPER

Track: PRO

Captiva AB

1.0 CEU- BA

#54 Challenges and Opportunities in ABA Service Delivery in South America: The Brazilian Connection

VALERIA PAREJO (*Changing Behavior LLC*, valeriaparejo@gmail.com)

CELISABEL CALDEVILLA (*Changing Behavior*, c.caldevilla@changingb.com)

AMANDA BUENO (*CEDIN, Brazil*, amandabueno.autismo@gmail.com)

This presentation aims to share the experience of a Florida-based ABA company providing services in Brazil, listing challenges and opportunities. With the goal of disseminating ABA in Brazil and building local capacity in South America, this paper will discuss the current legal climate related to ABA services in Brazil, the history of ABA services in the country (service delivery format), the stated needs of the families seeking services, the potential for growth, and the possible solutions presented by the authors. Learning objectives include history of ABA in Brazil, legal challenges, future developments in service delivery.



Valeria Parejo



Celisabel Caldevilla



Amanda Bueno

3:30 PM – 4:20 PM

MEETING

Track: CA

Pine ABC

#55 Health, Fitness, and Sport SIG Business Meeting

NICHOLAS GREEN (*University of Florida*, nrygreen@ufl.edu)

The purpose of this business meeting is to share interests related to the application of behavioral principles to the areas of health, fitness, and sport. Students, practitioners, and researchers are welcome to attend to discuss interest in this area as well as network with others. We will be actively looking for individuals to take on roles to further the success of this SIG. Please attend if you are interested in healthy behavior change!



Nicholas Green

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Florida Autism Center

Start here. Go anywhere.

Thursday Afternoon

3:30 PM – 4:20 PM

PANEL

Track: PRO

Blue Heron ABC

1.0 CEU-BA

#56 An Important Perspective: A panel of recipients of behavior analysis services

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

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



Baker Wright

ANGELA NANDIN (*Parent, angelanandin@yahoo.com*)

ISABEL ROMERO (*Parent, isabelromerodmd@gmail.com*)

NERISSA RAMSEY (*Parent, nerissa.ramsey1@gmail.com*)

BARRY RAMSEY (*Parent, barry.ramsey99@yahoo.com*)

4:30 PM – 5:20 PM

SPECIAL EVENT

Track: PRO

Calusa ABCDEFGH

1.0 CEU-BA

#57 Inside Behavior Analysis: Mark Sundberg

MARK SUNDBERG (*Sundberg & Associates, United States, marksundberg@astound.net*)

INTRODUCED BY: **ANDREW HOUVOURAS**

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



Mark Sundberg

Inside
Behavior
Analysis 

Follow SIG Forums on ...

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Thursday Afternoon

5:30 PM – 6:30 PM

SPECIAL EVENT

Estero B

#58 Presidential Social and Grand Poster Session

EMILY DICKENS (*FSU Early Childhood Autism Program*, behaviorgirl@gmail.com)

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



Emily Dickens



Andrew
Houvouras

01. Resurgence of Extinguished Behavior After Thinning a Fixed Time Schedule

GLENN STROUSE (*The Chicago School for Professional Psychology*, gstrouse@ego.thechicagoschool.edu)

02. Evaluation of a Parent Training Program for Promoting Joint Attention in Toddlers with Autism

CECILIA ALVAREZ-TABIO (*University of Miami*, ceciliaalvareztabio@gmail.com)

03. Decreasing Echolalia To Social Questions Using a Transfer of Stimulus Control Procedure

FAJER ALMENAIE (*University of Miami*, fxa371@miami.edu)

04. Attending: Is it Really Necessary for Successful Imitation?

IVAN DEVEAUX (*University of Miami*, ideveaux@miami.edu)

05. What are the Effects of Competing Response on Duration of Hand Mouthing?

NADEGE POIRIER-NYE (*Quest*, nadegepoirier@gmail.com)

06. Effects of Individual and Group Contingencies on Increasing Cleaning Behavior of Clinicians

KELLY TANGA (*Florida Institute of Technology*, kellytanga@gmail.com)

07. Delay, Response Effort, and Impulsive Choice: A Correlational Analysis.

JULYSE MIGAN-GANDONOU (*The Chicago School for Professional Psychology*, jmigangandonou@ego.thechicagoschool.edu)

08. Developing a Screening Process to Identify Gaps in Discrimination Learning

CHATA DICKSON (*New England Center for Children, United States*, chata.dickson@gmail.com)

09. Evaluation of Telehealth During the Training and Ongoing Implementation of a Behavioral Feeding Intervention

KYA FERNANDEZ (*University of Miami*, k.fernandez10@umiami.edu)

10. Evaluation of a Delay Tolerance Intervention for Problem behavior Maintained by Access to Tangible Items.

ALINA VALDES (*Positive Behavior Supports, Corp., United States*, avaldes@teampbs.com)

11. Examination of Parameters of Reinforcement Magnitude

YANELIS ARIAS (*Florida Institute of Technology*, yaria009@fiu.edu)

12. Analysis of the Effects of Catalyst Electronic Data System on ABA Teacher's Data Entry Duration

TARA LOUGHREY (*The Victory Center*, tloughrey@thevictoryschool.org)

13. A Meta-Analysis of Bullying: Previous Research in Psychological & Behavioral Literature

JENNIFER BELLOTTI (*The Chicago School of Professional Psychology, United States*, jbellotti7@gmail.com)

Thursday Afternoon

5:30 PM – 6:30 PM

SPECIAL EVENT

Estero B

#58 Presidential Social and Grand Poster Session

EMILY DICKENS (*FSU Early Childhood Autism Program, behaviorgirl@gmail.com*)

14. Prompting and Decreasing Response Effort to Improve Employee Preparedness in a Human Services Organization

KATHERINE HAGGERTY (*Florida Institute of Technology, khaggerty2017@my.fit.edu*)

15. Evaluating Multiple Choice Questions: A Topography Versus Functional Approach

ESTEFANIA ALARCON (*ABA Technologies, alarcone2015@my.fit.edu*)

16. Evaluating a Peer-Implemented Intervention for Increasing Physical Activity During School Recess

CAROLINA LUQUE (*University of South Florida, cluque@mail.usf.edu*)

17. The Effect of Electronic Guided Notes on Student Academic Performance in an Online Program

YAARA SHAHAM (*Florida Institute of Technology, yaara72@gmail.com*)

18. An Evaluation of Anonymous, Internet-Based Feedback

DENNIS URIARTE (*Florida Institute of Technology, duriarte001@gmail.com*)

19. Comparison of Behavior-Specific and General Praise on Skill Acquisition for a Young Child

NATALIE MANDEL (*Regis College, nmand579@regiscollege.edu*)

20. Comparison of Traditional and Culturally Sensitive Parent Training of Functional Communication Training

ADRIANA RODRIGUEZ (*Rollins College, arodriguez3@rollins.edu*)

21. Seminole County Public Schools Curriculum Project: Three Years of Implementation of an Effective Educational Model

KIMBERLY BAGLEY (*Seminole County Public Schools, bagleykz@scps.k12.fl.us*)

22. A Clinical Evaluation of Instructional Efficiency to Guide Programming Decisions

KRISTIN ALBERT (*Florida Institute of Technology, kalbert2015@my.fit.edu*)

23. Arranging Artificial Contingencies - To Teach How to Teach

SHELDON EBBELER (*Quest Kids, sheldonebbeler@yahoo.com*)

24. Effect of a Treatment Package for Improving Transitions Between Clients in an ABA Service Facility.

AMALIX FLORES (*Florida Institute of Technology, amalixmaria@gmail.com*)

25. Evaluating the Reinforcing Efficacy of Social Interactions Using time Allocation as a Dependent Measure.

MADISON MOLVE (*University of Florida, madisonmolve@gmail.com*)

26. A Comparison of Token Boards with Different Visual Stimuli During Discrete Trial Instruction

ARLENE RUIZCALDERON (*Florida Autism Center, arleenrdgz@gmail.com*)

27. A Comparison of Picture and Video-based Preference Assessments for Social Interaction

BRANDON COLVIN (*University of Florida, bcolvin@ufl.edu*)

28. Teaching Children with Autism to Recall Short Stories: A Replication and Extension

CINDY CAHILL (*Florida Autism Center, ccahill@flautism.com*)

29. The Effect of Music on Vocal Stereotypy

SOL WELLER (*Florida Institute of Technology, sweller2016@my.fit.edu*)



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Friday Morning

8:00 AM – 9:20 AM

PAPER

Track: ED

Captiva AB

1.5 CEU-BA, MH/PSY

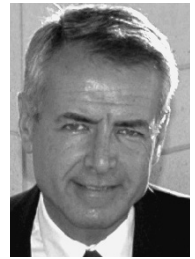
#60 Education Paper Session: Classroom Behavior Management and Point/Level Systems in K-12 Schools

CHAIR: **KEVIN MURDOCK** (*Hillsborough County Public Schools, kmurdock@usf.edu*)

Multi-Tier Support Systems for Behavior (MTSS-B): A Primer for Behavior Analysts Working in K-12 Schools

KEVIN MURDOCK (*Hillsborough County Public Schools, kmurdock@usf.edu*)

Researchers have identified a range of strategies and interventions for improving individual and class-wide student behavior based on the principles of Applied Behavior Analysis. Such methods can be highly effective in general education and special education settings, including classrooms serving students identified with an Emotional Behavioral Disorder (EBD). Some of these methods have been in use for more than 50 years. This presentation will describe a range of group-oriented methods that have been more recently described as Tier 1 and 2 strategies.



Kevin Murdock

A Behavioral Coaching and Integrity Tracking Model to Develop Teacher Skills and Motivate Best Practices

DWAYNE RENAKER (*School District of Hillsborough County, drenaker@live.com*)

This presentation will demonstrate the effectiveness of behavioral coaching in schools using real life examples across a variety of “behavior support” classrooms. The coaching process supplemented traditional professional development methods (powerpoint, small group lectures) with behavior skills training methods (demonstrations, role play, in-vivo coaching, goal setting, performance feedback with graphs). This enhanced training strategy helped teachers become more competent and confident in their use of a core set of behavior management skills. More importantly, they became more motivated to sustain implementation of these skills with high integrity.



Dwayne Renaker

Level System Implementation, Treatment Integrity, and Student Outcomes

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

Students with emotional and/or behavioral disorders often demonstrate long-term behavioral problems. Further, teachers and school staff are underprepared to remediate these students’ difficulties. This research study includes the discussion of the development of a class-wide behavior intervention based on principles of Applied Behavior Analysis with an added consultation element (performance feedback). Using a multiple baseline design, we demonstrated that the addition of performance feedback to consultation drastically improved treatment integrity and student outcomes.



Diana Socie

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Friday Morning

8:00 AM – 8:50 AM

PAPER

Track: AUT

Pine ABC

1.0 CEU-BA, MH/PSY

#61 Further Evaluation of a Practitioner Model for Increasing Eye Contact in Children With Autism

John Rapp (Auburn University, jtr0014@auburn.edu)

JENNIFER COOK (University of South Florida, jennlync@yahoo.ca)

Raluca Nuta (Brock University, Canada, raluca.nuta@brocku.ca)

Carissa Balagot (Monarch House, Canada, cbalagot@monarchhouse.ca)

Kayla Crouchman (Monarch House, Canada, kcrouchman@monarchhouse.ca)

Claire Jenkins (Monarch House, Canada, cjenkins@monarchhouse.ca)



Jennifer Cook

Cook et al. recently described a progressive model for teaching children with autism spectrum disorder (ASD) to provide eye contact with an instructor following a name call. In the present study, we evaluated the extent to which modifications to the model were needed to train 15 children with ASD to engage in eye contact. Results show that 11 of 15 participants acquired eye contact with the progressive model. Results also show that participants who acquired eye contact with or without modifications continued to display high levels of the behavior during follow-up probes.



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8:00 AM – 9:20 AM

SYMPOSIUM

Track: CA

Estero A

1.5 CEU-BA

#62 Recent Research on Behavioral Procedures for Enhancing Sports Performance

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

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

Behavioral analysis procedures have been used to improve performance across a wide variety of sports. This symposium will describe procedures used to improve performance related to three different sports. The first study evaluated the effects of a negative reinforcement procedure and signaling for improving passing in lacrosse. Studies two and three both incorporated technology to provide feedback to athletes. Study two used an app to provide audio feedback to increase cycling speed and study three implemented video feedback using an app to increase skills in competitive figure skating. Dr. Raymond Miltenberger will serve as discussant.



Kimberly Crosland



Raymond Miltenberger

a. Improving Passing Performance of Women's College Lacrosse Players

JESSE DEPAOLO (*Florida Institute of Technology, jdepaolo2016@my.fit.edu*), Nicole Gravina (*University of Florida*), Celeste Harvey (*Florida Institute of Technology*)



Jesse DePaolo

c. Using Video Feedback to Increase Figure Skaters' Performance

LORI GREENBERG (*University of South Florida, lorig@mail.usf.edu*), Kimberly Crosland (*University of South Florida*)



Lori Greenberg

b. Using In-Vivo Audio Feedback to Improve Cycling Performance

ANDREW COET (*University of South Florida, Andrew43@mail.usf.edu*), Jessica Moore (*University of South Florida*)



Andrew Coet



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Friday Morning

8:00 AM – 9:20 AM

SYMPOSIUM

Track: TCP

Estero B

1.5 CEU-BA

#63 Beyond the Textbook: Flexibility as an Analyst in Applied Settings

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

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

Behavior analysts are well trained in operationally defining behavior and developing systematic and structured intervention plans. However, rigid adherence to specific procedures, protocols, and practices is sometimes counterproductive, resulting in individuals blindly implementing interventions without attending to the effects on the learner's behavior. This symposium opens the discussion regarding settings, contexts, and populations for which it may be appropriate to be more flexible as a behavior analyst and include flexibility and problem solving within the treatment planning and training process.



Megan Miller



Baker Wright

a. Increase Flexibility in Behavior Plans and Improve Caretaker Observation Repertoires

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



Steven Ward

c. Navigating School Consultation

CORINNE GIST (*The Ohio State University*,
gist.22@osu.edu)



Corinne Gist

b. Just Put it on Extinction....The misuse of Extinction in Behavior Analytic Practice

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



Megan Miller

d. Do Not Ignore: A Case of Misapplied Extinction

KARI WOZNICK (*Focus on Behavior, Inc.*,
kwoznick@focusonbehavior.com),
Christine Miseo (*Focus on Behavior, Inc.*)



Kari Woznick

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Friday at the Conclusion of the Presidential Address



Friday Morning

8:00 AM – 9:20 AM

PANEL

Track: ETH

Estero C

1.5 CEU-BA, ETH

#64 Power and Influence as Reinforcers, Motivating Operations, and Punishers in the Behavior Analysis Profession

CHAIR: **KAREN WAGNER** (*TheBehaviorAnalyst.com*, kwbehavior@aol.com)

Recent events highlight behavior that was once considered intractable in many environments, despite moral, ethical, and legal prohibitions. These behaviors involve policies or persons who have wielded influence over applicants, peers, or subordinates in harmful ways. Harassment, discrimination, coercion, and retaliation, based on appearance, race, ethnicity, gender identity, or disability are the antithesis of what we purport to highly value. Yet it has happened many times in Behavior Analysis. Join us as we examine power; and our ability to elevate or suppress those around us. Together, perhaps we can identify and remove barriers to diversity and inclusion in our profession.



Karen Wagner

ALICE DARNELL LATTAL (*ABA Technologies, Inc.*, adh lattal@gmail.com)

RONNIE DETRICH (*Detrich and Associates, LLC*, ronniedetrich@gmail.com)

CHATA DICKSON (*New England Center for Children*, chata.dickson@gmail.com)



Alice Darnell
Lattal



Ronnie Detrich



Chata Dickson

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FABA President Emily N. Dickens

**Being a Champion for Behavior Analysis:
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Calusa Ballroom 11:00 AM



*All interested members are encouraged to attend the
Business Meeting immediately following.*

INVITED SPEAKER

8:00 AM – 8:50 AM

INVITED

Track: TCP

Calusa ABCD

1.0 CEU-BA

#65 How Low Can You Go? Naturalistic Treatment Integrity and Its Impact on Outcomes

CLAIRE C. ST. PETER (*West Virginia University, claire.stpeter@mail.wvu.edu*)

INTRODUCED BY: TIM VOLLMER

The term treatment integrity refers to the extent to which interventions are implemented as they are designed. For over 20 years, there have been calls for increased reporting of treatment integrity in research and consideration of treatment integrity in clinical practice. Yet, treatment integrity remains an infrequent research topic and rare practice consideration. In this presentation, I describe several studies evaluating naturalistic levels of treatment integrity across several procedures and relate those data to the likely impact that reduced integrity had on treatment outcomes for clients. I hope to convince the audience that evaluations of treatment integrity are critical for research and practice if we hope to create sustainable change in socially significant behavior.



Claire C. St. Peter

Author Bio:

Dr. St. Peter received her PhD in psychology with a specialization in behavior analysis in 2006 from the University of Florida. During her graduate training, she worked under the supervision of Timothy R. Vollmer. Dr. St. Peter joined the faculty at WVU in fall of 2006, and was promoted to associate professor in 2012. Dr. St. Peter's primary research interest is the assessment and intervention of challenging behavior. She is particularly interested in the development of effective interventions for challenging behavior displayed in school contexts (including the effects of degraded integrity on intervention efficacy) and with the dissemination of behavioral approaches to caregivers (teachers, parents, etc.).

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Friday Morning

8:00 AM – 8:50 AM

PANEL

Track: ETH

Calusa EFGH

1.0 CEU-BA, ETH

#66 School-Based Settings: Ethical Dilemmas and What to do About Them

CHAIR: **ANDREW HOUVOURAS** (*Brevard Public Schools, andrewhouvouras@gmail.com*)

This panel will cover the common pitfalls and ethical dilemmas analysts face within the school system, what the Code of Ethics has to say about these dilemmas, and finally review specific skills sets required of a clinician in order to effectively work in the school. The panel will also tie in ethical considerations and BACB guidelines in order to ensure clinicians stay within scope of practice and moral obligation.



Andrew Houvouras

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

NICOLE POSTMA (*Positive Behavior Supports, nicki.postma@gmail.com*)



Jon Bailey



Nicole Postma



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Friday Morning

8:00 AM – 9:20 AM

SYMPOSIUM

Track: MH

Blue Heron ABC

1.5 CEU-BA

#67 Callous-Unemotional Traits in Children with ODD, CD & ASD: Assessment & Intervention Strategies

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

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

Callous-unemotional traits are exhibited by children with a variety of diagnoses including ODD, CD, & ASD. Callous-unemotional traits include: lack of remorse, guilt, and concern for others' feelings; lack of concern over poor performance at school; and shallow/deficient emotions. Regardless of diagnosis, children with these traits are often challenging for parents and school personnel. Because they readily express anger, seek immediate reinforcement, engage in risky behavior, and do not learn from punishing consequences, they may experience problems such as academic failure, office referrals and suspensions/expulsions, and involvement in fighting, bullying, and gangs. Assessment and intervention strategies will be provided.



Jeannie Golden



Anibal Gutierrez

a. Children who Exhibit Anger: Teaching Alternate Responses of Empathy, Sorrow & Remorse

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



Jeannie Golden

c. Moderating Effects of Callous-Unemotional Traits in Early Intervention for ODD, CD, & ASD.

ANDRE MAHARAJ (*Florida International University, andremaharaj@gmail.com*), Logan McDowell Maharaj (*Florida International University*)



Andre Maharaj

b. Distinct Difficulties Expressing Empathy: Children with Autism vs. Children with Callous-Unemotional Traits

LORI STUART (*Behavior Consultation & Psychological Services, Lori.stuart@bcps-autism.com*)



Lori Stuart



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Friday Morning

9:00 AM – 9:50 AM

SYMPOSIUM

Track: AUT

Pine ABC

1.0 CEU-BA

#68 Advancements in the Treatment of Stereotypy

CHAIR: **KIMBERLY SLOMAN** (knsloman@yahoo.com)

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

The proposed symposium will present data from three research studies on the treatment of stereotypy. The first study compares response interruption and redirection (RIRD), differential reinforcement of alternative behavior (DRA), and RIRD + DRA on stereotypy and appropriate behavior. The second study compares RIRD and response cost on vocal stereotypy. The third study involves a parametric analysis to assess the effects of exercise on stereotypy and on-task behavior. Dr. Kara Wunderlich, whose research has focused extensively on the assessment and treatment of automatically reinforced behavior, will serve as discussant.



Kimberly Sloman



Kara Wunderlich

a. A Parametric Analysis of the Effects of Physical Activity on Stereotypy and Academic Engagement

KISSEL GOLDMAN (*University of Florida*, kisselgoldman@ufl.edu), Iser DeLeon (*University of Florida*), Sarah Weinsztok (*University of Florida*), Elizabeth Schieber (*University of Florida*), Gina Nicolini (*BehaviorFit*)



Kissel Goldman

c. Further Evaluation of Treatments for Vocal Stereotypy: Response Interruption Redirection and Response Cost

KIERSTY MCNAMARA (*University of South Florida*, kiersty1@mail.usf.edu)



Kiersty
McNamara

b. Response Interruption and Response Redirection (RIRD): A Comparison of Iterations of RIRD

HANNAH MACNAUL (*University of South Florida*, Hmacnaul@mail.usf.edu), Anna Garcia (*University of South Florida*), Cynthia Livingston (*University of South Florida*), Catia Cividini-Motta (*University of South Florida*)



Hannah
MacNaul

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9:00 AM – 9:50 AM

INVITED

Track: ETH

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1.0 CE-BA, ETH

#69 Evidence-Based Practice: Detecting and Trouble Shooting ABA Treatment Failures

WAYNE FUQUA (*Western Michigan University, wayne.fuqua@wmich.edu*)

INTRODUCED BY: **JON BAILEY**

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



Wayne Fuqua

Author Bio:

Dr. R. Wayne Fuqua is professor and chair of the Department of Psychology at Western Michigan University. Dr. Fuqua earned his PhD in psychology from the University of Florida in 1977. He has been on the faculty at Western Michigan since 1976, where he has served as director of graduate training (1994-1999) and department chair (1999-present). Throughout his career he has contributed substantially to the department's long-standing reputation as one of the foremost academic programs in behavior analysis (graduating more than 300 doctoral-level behavior analysts). Under his leadership, the department has survived multiple institutional challenges and has thrived. In addition to this sustained record of administrative service, Dr. Fuqua has been on the editorial boards of and published more than 50 articles in some of the field's most prestigious and respected journals. His research has targeted a diverse range of society's most important problems including health, community, and clinical behavior analysis; developmental disabilities; rehabilitation; behavioral medicine; and HIV prevention.

Notes:

Friday Morning

9:00 AM – 9:50 AM

PAPER

Track: AUT

Calusa EFGH

1.0 CEU-BA, MH/PSY

#70 Paper Session: Innovations in the Treatment of Autism

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

A Cognitive-Behavioral Approach for Developing Social Problem Solving Skills

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

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

It is clearly understood that individuals with ASD have very varied social learning abilities. This requires assessment of real-time social competencies and development of treatments for addressing problems with perspective taking, social communication and social anxiety, to name a few. A successful cognitive behavioral approach promotes the use of evidence-based practices such as: visual supports, modeling, naturalistic teaching, and self-management strategies. There is a relative lack of treatment research on these types of approaches for treating highly verbal children on the autism spectrum. This paper illustrates a successful intervention using a combination of cognitive and behavior analytic approaches.



Joshua Pritchard



Kim Luckier-Greene



Marcus Sowcik



Manu Kohli

Leveraging Machine Learning to Auto Collect Data from Video Samples

MANU KOHLI (*Learning Skills Academy, India, kohlimanu@gmail.com*)

Ap Prathosh (*IIT Delhi, India, ap@factari.com*)

Swati Kohli (*Learning Skills Academy for Special Needs, India, swati@factari.com*)

Prashant Pandey (*IIT Delhi, India, prashant@factari.com*)

Joshua Pritchard (*Factari, josh@factari.com*)

The success of ABA in the treatment of children diagnosed with autism spectrum disorder depends upon the collection and analysis of high quality observational data. However data collection can be labor intensive and prone to human error. To overcome those challenges we developed software using artificial intelligence and machine learning that can automatically collect data from video inputs of traditional DTT scenarios across multiple response domains. Videos of imitation and listener responding sessions during three months of treatment with 18 children was processed via our machine learning model. The outputs were contrasted with the true measure and those of humans.



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Friday Morning

9:30 AM – 10:50 AM

SYMPOSIUM

Track: DD

Estero A

1.5 CEU-BA

#71 Towards Enhancing the Effects of Differential Reinforcement on Problem Behavior: Translational Investigations

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

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

Differential reinforcement of alternative behavior (DRA) is the treatment of choice in function-based intervention for problem behavior. However, reinforcing all appropriate responses and keeping all problem behavior on extinction can be difficult and failures of this sort can lead to relapse. In this symposium, we will consider several innovations to enhance DRA effects or protect against relapse, all in a translational context. The factors considered include: (a) the sequence of introducing treatment components, (b) enhanced reinforcement for alternative responses, (c) training multiple alternative responses, and (d) training the alternative response in multiple contexts.



Iser DeLeon



Timothy Vollmer

a. Assessing the Effect of Multiple-Context Training on Resurgence

RONALD CLARK (*The Scott Center for Autism Treatment*, clarkr2016@my.fit.edu), Stephanie Wathen (*The Scott Center for Autism Treatment*), Weizhi Wu (*The Scott Center for Autism Treatment*), Melinda Galbato (*The Scott Center for Autism Treatment*), Ashley Shuler (*Florida Institute of Technology*), Christopher Podlesnik (*Florida Institute of Technology*)



Ronald Clark

b. Evaluating the Role of Extinction in a Human Operant Model of Resurgence

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



Brianna Laureano

c. The Mitigating Effects of Reinforcer Magnitude and Quality on Treatment Degradation: A Translational Approach

SARAH WEINSZTOK (*University of Florida*, sweinsztok@ufl.edu), Iser DeLeon (*University of Florida*), Brianna Laureano (*University of Florida*)



Sarah Weinsztok

d. Does Training Multiple Alternative Responses Mitigate Resurgence?

WEIZHI WU (*The Scott Center for Autism Treatment*, wwu2017@my.fit.edu), Kelsey Purcell (*Florida Institute of Technology*), Ashley Shuler (*Florida Institute of Technology*), Cheyenne Dong (*Florida Institute of Technology*), Shana Fentress (*The Scott Center for Autism Treatment*), Christopher Podlesnik (*Florida Institute of Technology*)



Weizhi Wu

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Friday Morning

9:30 AM – 10:50 AM

SYMPOSIUM

Track: CA

Estero B

1.5 CEU-BA

#72 Teaching Safety Skills to Children in Community Settings

CHAIR: **CELESTE HARVEY** (*Florida Institute of Technology, aharvey@fit.edu*)

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

The papers in this symposium focus on interventions to improve safety of children with and without autism in community settings. In the first study, the authors evaluated the effect of social stories with in situ generalization probes and behavioral skills training to teach safety-related behaviors. In the second study, the authors implemented video self modeling and in vivo training to teach three children to state personal safety information if lost. In a third study, the authors conducted simulated firearm safety training for children. The final study included methods to increase teenagers' responding to texts on their whereabouts and safety.



Celeste Harvey



Raymond Miltenberger

a. An Evaluation of Social Stories to Teach Safety Skills

NICOLE UMPIERRE (*Florida Institute of Technology, numpierre2016@my.fit.edu*),
Yanerys Leon (*Florida Institute of Technology*)



Nicole Umpierre

c. Evaluating Small-Scale Simulation for Training Firearm Safety Skills

TREVOR MAXFIELD (*Engage Behavioral Health, TMaxfield@ebhealthgroup.com*),
Raymond Miltenberger (*University of South Florida*), Marissa Novotny (*University of South Florida*)



Trevor Maxfield

b. A Comparison of Video Self-Modeling and In-Vivo Procedures to Teach Personal Safety Information

DIANA CARLOS (*Florida Institute of Technology, dc.carlos15@gmail.com*),
Celeste Harvey (*Florida Institute of Technology*)



Diana Carlos

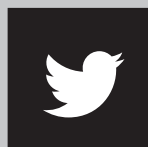
d. Using BST and In-Situ Training to Teach Youth to Respond to Safety Questions via Text

BRYON NEFF (*Florida Institute of Technology, bneff@fit.edu*), Jack Graves (*Behavior Analysis Center for Autism – BACA*)



Bryon Neff

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Friday Morning

9:30 AM – 10:50 AM

SYMPOSIUM

Track: OBM/PM

Estero C

1.5 CEU-BA

#73 An Evaluation of OBM Techniques: Rapport, Assessment, and Scorecards

CHAIR: **RACHAEL TILKA** (*Florida Institute of Technology*, irtilka@fit.edu)

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

This symposium will include data-based presentations evaluating OBM techniques used in organizations. The first lab-based study will discuss how rapport may lead to performance improvements and discretionary effort. The next study, conducted in an applied setting, will describe a comparison of two common assessment techniques in OBM. The third study will present findings from applied research evaluating the impact of scorecards, presented in different ways, on performance. Finally, implications for this work will be discussed.



Rachael Tilka



David Wilder

a. The Effects of Rapport Building on Performance and Discretionary Effort

SCOTT CURRY (*Florida Institute of Technology*, currys2016@my.fit.edu), Nicole Gravina (*University of Florida*), Andressa Sleiman (*University of Florida*)



Scott Curry

c. The Effect of Performance Scorecards in an Early Intervention Clinic

DANIEL CYMBAL (*Florida Institute of Technology*, dcymbal2015@my.fit.edu), Nicole Gravina (*University of Florida*), Kavita Ramsahai (*JKP Analysts, LLC*), Joshua Pritchard (*Factari*)



Daniel Cymbal

b. A Comparative Analysis of Preintervention Diagnostic Tools in Organizational Behavior Management

RACHAEL TILKA (*Florida Institute of Technology*, rtilka@fit.edu)



Rachael Tilka

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Friday Morning

9:30 AM – 10:50 AM

SYMPOSIUM

Track: AUT

Blue Heron ABC

1.5 CEU-BA

#74 Advancements in Skill Acquisition Programming for Children with Autism Spectrum Disorders

CHAIR: **YANERYS LEON** (*Florida Institute of Technology*, yleon@fit.edu)

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

This symposium will cover content related to advancements in skill acquisition programming for children with autism spectrum disorders. Katherine Haggerty will present on the use of wearable activity schedules to increase independent play in young children with autism. Sandhya Rajagopal will then present on single versus varied operant training on the rate of skill acquisition. Next, Justine Henry will present on the use of a pre-post design to evaluate progress in early intensive behavioral intervention. Finally, Victoria Cabrera will present on language outcomes of kids with ASD enrolled in an early intervention program based on treatment dosage.



Yanerys Leon



Catia Cividini-Motta

a. Evaluation of a Wearable Activity Schedule for Promoting Independent Skills in Young Children

KATHERINE HAGGERTY (*Florida Institute of Technology*, khaggerty2017@my.fit.edu), Basak Topcuoglu (*Florida Institute of Technology*), Corina Jimenez-Gomez (*The Scott Center for Autism Treatment, Florida Institute of Technology*), Nicole Adriaenssens (*Florida Institute of Technology*), Kayce Nagel (*Florida Institute of Technology*)



Katherine Haggerty

c. A Comparison of Trial Arrangement Procedures in Children with Autism

SANDHYA RAJAGOPAL (*Florida Institute of Technology*, srajagopal2015@my.fit.edu), Katie Nicholson (*Florida Institute of Technology*), Kristin Albert (*Florida Institute of Technology*), Amelia Dressel (*Florida Institute of Technology*), Ashley Felde (*Florida Institute of Technology*), Michael Passage (*Florida Institute of Technology*)



Sandhya Rajagopal

b. Training Early Intervention Skills in an Alternative Design

Michael Kelley (*The Scott Center for Autism Treatment*, mkelley@fit.edu), **JUSTINE HENRY** (*The Scott Center for Autism Treatment*), Regina Nastri (*The Scott Center for Autism Treatment*)



Justine Henry

d. Evaluation of Treatment Intensity and Language Related Outcomes

VICTORIA CABRERA (*University of Miami*, vmc78@miami.edu), Elaine Española (*University of Miami*), Anibal Gutierrez (*University of Miami*)



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Friday Morning

10:00 AM – 10:50 AM

PAPER

Track: ETH

Captiva AB

1.0 CE - BA, ETH, MH/PSY

#75 Intervening with a Colleague's Ethical and Professional Misconduct

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

This session will be delivered in Spanish. The Professional and Ethical Compliance Code® of the BCBA® states an obligation to intervene with colleagues displaying ethical transgressions. This presentation will discuss the VandenBos and Duthie (1986) six step intervention model which can be useful approaching colleagues displaying unethical practices. The seven step model for complex ethics cases by Burch and Bailey (2016) will be integrated. It will also cover how to respond professionally when contacted for unethical behavior by a colleague, regulatory agency or the BACB®. Section 7.0 and applicable parts of Section 10.0 of the BACB Code® will be examined.



Haydee Toro

10:00 AM – 10:50 AM

PAPER

Track: CA

Pine ABC

1.0 CE - BA, MH/PSY

#76 Principles of Radical Behaviorism and Police Brutality

MARY KNOWLES (*The Chicago School for Professional Psychology, maryfknowles@yahoo.com*)

The utilization of principles in radical behaviorism are analyzed in order determine an effective way to reduce the occurrences of police brutality. Operantly defining what police brutality is, community education, using technology to collect data consistently and reliability as well as using principles of operant conditioning are examined for potential efficacy.



Mary Knowles

10:00 AM – 10:50 AM

PAPER

Track: ETH

Calusa ABCD

1.0 CE - BA, ETH, MH/PSY

#77 Behavioral Businesses Behaving Badly

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

Many companies are engaging in unethical practices. The MOs appear to be increased profit or ease/convenience of operation. Examples include a company offering “kickbacks” for signing up students, violating copyright laws, failure to deliver on bonuses, background checks/fingerprinting not completed prior to hiring, acquiring new clients at a rate exceeding their capacity to treat effectively, exploitative use of non-compete clause, billing fraud, and more. In this presentation, I will discuss ways of detecting unethical cracks in the foundation of a company when you are interviewing and how to respond if you discover if your company is developing unethical practices.



Jon Bailey

PRESIDENTIAL ADDRESS AND ANNUAL BUSINESS MEETING

11:00 AM – 12:30 PM PRESIDENTIAL ADDRESS *Track: SUP Calusa 1.0 CE-BA*

#78 Being a Champion for Behavior Analysis: Ways to build a Legacy for the Future

NIKKI DICKENS (*FSU Early Childhood Autism Program, behaviorgirl@gmail.com*)

INTRODUCED BY: AMY POLICK

Whether you are a supervisor, student, business owner, or sole provider, you are tasked with building a legacy. As Behavior Analysis' footprint expands, each of us has an important role to play. What will your legacy be and how do you ensure your impact? Surprisingly, the answers are not in the task list and likely fall under the category of "Things you did not learn in graduate school." This presentation will discuss the different ways to advocate and the different avenues we must address, the importance of doing so for our field, and just how dangerous the future could be if we do not act now. If you struggled with a response about your impact or do not see the clear call to action, get ready to work because you have more to give...to the field, your supervisees, and to yourself.



Emily N. Dickens (Nikki)

Bio:

Emily N. Dickens, M.S., BCBA—or "Nikki"— is the Director of the FSU Early Childhood Autism Program in Panama City, a nonprofit clinic and community outreach organization. She received her Masters from FSU Panama City in 2005, returned in 2013 to oversee the ECAP practicum site, and is currently pursuing a doctorate from FSU. Previously, she was the Senior Behavior Analyst for the Developmental Disabilities Defendant Program in Chattahoochee, FL where she spent a decade working with adults facing felony charges. She has served as a Local Review Committee Chair and presented numerous times at the state and national level on the application of verbal operants in trial competency evaluations, the role of Behavior Analysts in forensic examinations, and barriers and challenges for newly certified individuals. Nikki previously served as a Member-At-Large and currently chairs both the FABA Awards and Program Committees. She and her husband of 15 years have two beautiful daughters and one very chunky chihuahua. In her spare time, she enjoys sleeping.

12:30 PM-1:30 PM

VIP LUNCHEON

Rookery Bay

#79 Presidential Luncheon

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

Friday Afternoon

1:30 PM – 2:20 PM

PAPER

Track: TCP

Captiva AB

1.0 CEU-BA, MH/PSY

#80 Paper Session: Special Topics in ABA 2

CHAIR: CHRIS STABILE (*Keiser University*, stabilecm@yahoo.com)

Behavioral Training: A Constructivist Meme and Implications for Improvement

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

Memes are ideas or overt behaviors that spread among people. Behavioral training is a meme, where ineffective practices, such as talking at the learner or punishment, spread by mimicking. Constructivism states that learners are at the center of their learning by creating meaning of that learning. Does not behaviorism focus on the individual? Implications for improvement is to rework the meme “training” by putting learners at the center of instruction, thereby engaging learners through reinforcement. Effective training requires both behavioristic and constructivist ideas/practices to help learners learn by doing. As new meme, these effective ideas/practices are equally likely to be adopted and spread.



Chris Stabile

Using Animated Edutainment to Teach Social Behaviors

BILLY RUSH (*Florida Institute of Technology*, billyjohnrush@gmail.com)

MARK HARVEY (*Florida Institute of Technology*, mharvey@fit.edu)

CELESTE HARVEY (*Florida Institute of Technology*, aharvey@fit.edu)

Social competency is paramount to a student's ability to navigate the social landscape inherent in educational contexts. Video-modeling, an evidence-based educational technology commonly used to teach social skills to children, has progressed to include edutainment, media designed to educate through entertainment. We developed an edutainment-based video-model, using clips from an animated television show, and paired with stimuli used within the program (e.g., play items, tokens) to teach preschool children social initiations, turn-taking, and sharing. Integrating televised social stories within a video-modeling paradigm increased social skills for all participants and was readily incorporated within educational/clinical settings.



Billy Rush



Mark Harvey



Celeste Harvey

Don't miss DJ Ill Behavior

(Cough, Cough Tim Courtney)

Tonight at the Friday Night Social

Immediately following Ignites! At Nite!



Tim Courtney

Calusa Prefunction Area • 9:00 pm - 11:00 pm

Friday Afternoon

1:30 PM – 2:20 PM

PAPER

Track: ETH

Pine ABC

1.0 CE - BA, ETH, MH/PSY

#81 Ethical Considerations in Overseas Telehealth Service Delivery

VALERIA PAREJO (*Changing Behavior LLC, valeriaparejo@gmail.com*)

CELISABEL CALDEVILLA (*Changing Behavior LLC, c.caldevilla@changingb.com*)

This presentation will focus on challenges encountered by a Florida-based ABA company when providing services in Brazil with the assistance of telehealth technology. This paper will use case studies and relate them to specific Compliance Code elements to discuss the challenges and possible solutions to ethical dilemmas when providing services abroad, in a country in which certification is not required, while providers are certified. It is the aim of this presentation to cover ethical issues as they interface with cultural differences, opening the discussion for potential growth of ABA around the world.



Valeria Parejo



Celisabel Caldevilla

1:30 PM – 2:50 PM

PAPER

Track: DD

Estero A

1.5 CE - BA, MH/PSY

#82 Toileting: Review of Research and Interventions Aimed to Address Urinary Incontinence in Children

NINA DEESE (*Behavioral Solutions Consulting, ninalynnedeeese@gmail.com*)

The purpose of this paper is to review and analyze research on toileting procedures aimed to address urinary incontinence in children. Various devices used in toilet training will be compared and contrasted, including urinary alarms, watches, and other wearable and non-wearable devices. Common barriers encountered in practice in both low-intensity and intensive toilet training will be discussed. xData sets and methods for data collection from clinical practice will be shared and analyzed. Attendees will investigate and discuss problem-solving methods for atypical situations to create buy-in and reduce likelihood of problems or barriers in future practice.



Nina Deese

1:30 PM – 2:20 PM

PAPER

Track: TCP

Estero B

1.0 CE - BA, MH/PSY

#83 The Behavior Analysts' Road to Environmental Activism: Can We Map It?

HOLLY DOWNS (*Positive Behavior Supports, behavioryoda@gmail.com*)

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

The book “Silent Spring” is known as the catalyst for the modern environmental movement. Since that time, there have been several ebbs and flows of environmental activism in society. In this symposium, we hope to continue the discussion of defining social responsibility and environmental activism. What do these behaviors look like in practice for a behavior analyst? What barriers are preventing researchers and practitioners from engaging in environmental activism? Can behavior analysts breach these barriers in the field of social and environmental responsibility? We are hoping to provide insight based on previous research that may begin to answer these questions.



Holly Downs



Shane Spiker

Friday Afternoon

1:30 PM – 2:50 PM

SYMPOSIUM

Track: CA

Estero C

1.5 CEU-BA

#84 Evaluating Efficient Interventions for Improving Sports Performance

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

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

This symposium includes three papers that evaluate interventions for enhancing sports performance with a focus on interventions that are efficient and thus accessible to coaches. Schenk and Miltenberger discuss research evaluating the separate contributions of video modeling and video feedback for enhancing the performance of little league baseball pitchers. Ortega and Miltenberger discuss research evaluating pictorial task analysis and self-evaluation for enhancing the performance of yoga poses with adults. Giambrone and Miltenberger discuss research evaluating video self-evaluation for enhancing dance performance of children who are competitive dancers. Kim Crosland will serve as discussant.



Raymond
Miltenberger



Kimberly Crosland

a. Using Video Modeling and Video Feedback to Improve Baseball Pitching Skills

MERRITT SCHENK (*University of South Florida*, schenk@mail.usf.edu), Raymond Miltenberger (*University of South Florida*), Kwang-Sun Blair (*University of South Florida*)



Merritt Schenk

c. Using Video Self-Evaluation to Enhance Performance of Competitive Dancers

JESENIA GIAMBRONE
(*University of South Florida*, jesenia.giambrone@yahoo.com)



Jesenia
Giambrone

b. The Effects of a Pictorial Task Analysis and Self-Evaluation on the Acquisition of Yoga Postures

ELIZABETH ORTEGA (*University of South Florida*, eortega@mail.usf.edu), **RAYMOND MILTENBERGER** (*University of South Florida*)



Elizabeth Ortega

1:30 PM – 2:50 PM

PAPER

Track: VB

Calusa ABCD

1.5 CE - BA, MH/PSY

#85 Language as a time machine: Implications for reading comprehension and higher learning

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

The ability of early learners to move further and further back in time (using mediating responses) may be critical for abstract thinking, reading comprehension and predicting outcomes. If this ability is not taught and refined it may be all too easy to teach the basics of reading (decoding and pronouncing words, word definitions, etc.) without the individual being able to talk about what they read or make predictions based on what they learned. This talk will examine the importance of this time travel and the implications for higher learning and developing judgment and predicting outcomes.



Merrill Winston

Friday Afternoon

1:30 PM – 2:50 PM

PAPER

Track: ED

Calusa EFGH

1.5 CEU-BA

#86 Paper Session: ABA and Education

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

Transforming A School with Applied Behavioral Analysis

AMY MICHAELIS (*Volusia County Schools*, amylmichaelis@yahoo.com)

Behavior Analysts are often challenged with clients who are struggling in school and teachers that hope we can fix things. The lack of resources and curriculums does not always allow for effective behavior change. One Behavior Analyst decided to commit herself and transform on school using ABA. These changes began with the implementation training all teachers on ABA principles and utilized Direct Instruction programs with students. Collaboration with the Seminole County Schools inspired bringing a “Developmental” program to the school which utilizes the VB-MAPP. We serve as a model for Volusia Schools in hopes of it spreading throughout the county.



Amy Michaelis

Seminole County Public Schools Curriculum Project: Spread of Effective Educational Practice Updates From Year 3

SANDRA GUFFEE (*Seminole County Public Schools*, mguffee@hotmail.com)

ELIZABETH WILKERSON (*Seminole County Public Schools*,
Elizabeth_Wilkerson@scps.k12.fl.us)



Sandra Guffee



Elizabeth Wilkerson

Over the past three years an effort to develop a public school program based on the principles of Applied Behavior Analysis has been implemented in Seminole County Public Schools. The initiative has grown from supporting 9 ESE classrooms in the first year to 45 in the third year along with expansion of the project into the general education setting. The classroom organization adopted in Seminole County is based on a training model developed through the Pennsylvania Training and Technical Assistance Network. A review of the model implemented, classroom fidelity data, as well as student growth data will be presented.

1:30 PM – 2:20 PM

PAPER

Track: DD

Blue Heron ABC

1.0 CE - BA, MH/PSY

#87 If not you, then who? Addressing health related behaviors with individuals with disabilities.

GINA NICOLINI (*BehaviorFit*, nicolinigm@gmail.com)

Programming health targets is often overlooked for individuals with disabilities. Behavior analysts shy away from addressing such issues, despite socially significant and meaningful outcomes. Ethical considerations abound when addressing behaviors related to increased physical activity and varied food consumption. However, decreasing dependence on potentially harmful backup reinforcers that include long bouts of sedentary activities and excessive use of edible consumption should be considered. Behavior analysts addressing such issues need to have a firm grasp on recommendations, the use of evidence-based treatments, develop goals with stakeholders, and understand their own boundaries of competence. This presentation will address of these aforementioned issues.



Gina Nicolini

Friday Afternoon

2:30 PM – 3:20 PM

PAPER

Track: AB

Captiva AB

#88 Living With Dog a Behavioural Approach

JOHN ANGEL (*Applied*, johnangel@usf.edu)

As an animal behaviorist and experienced animal trainer I have had occasion over the past eight years to research various ABA methods of changing their inappropriate, dangerous, and maladaptive behaviors. Briefly my method in Finding the Function is interdisciplinary and utilizes the model MAPBC. This results in baseline data that I can use to determine the best course of action resulting in a humane effective treatment plan. The main focus in my research is evaluating the motivational variables and reinforcers that are created automatically.



John Angel

2:30 PM – 3:20 PM

PAPER

Track: PRO

Pine ABC

1.0 CEU-BA, MH/PSY

#89 Act Like an Analyst; What it REALLY Means to be an Analyst

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

What does it mean to be a behavior analyst? This field of scientist-practitioners continues to expand, allowing for more analyst to access practice and provide services for those in need. Where we excel in practice, we may sacrifice in other essential practice domains. Activism, advocacy, and caregiving are but a few areas that are necessary to successfully navigate human services fields. While we continue to thrive, we need to also consider our deficits. It's time to take a good, hard look at what it means to be a behavior analyst in practice.



Shane Spiker

2:30 PM – 3:20 PM

PAPER

Track: AUT

Estero B

1.0 CEU-BA

#90 Molecular Functional Analysis: What It Is and How to Do It

MICHAEL WEINBERG (*Orlando Behavior Health*, mweinberg2007@att.net)

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

Conducting functional analysis poses legal and ethical dilemmas. Ethically, we are bound to conduct the most efficient, evidence-based assessment to find the function and other maintaining variables for problem behavior then devise a plan that is most likely to be effective. However, there have been legal and ethical challenges to doing so in many settings, such as public schools, and public funded services such as state departments of developmental disabilities. This presentation will review the main ethical concerns regarding functional assessment and will provide the methods and procedures for conducting an Molecular Functional Assessment.



Michael Weinberg



William Marsh

Friday Afternoon

2:30 PM – 3:20 PM

PAPER

Track: AUT

Blue Heron ABC

1.0 CEU-BA, MH/PSY

#91 Flowcharting: How to Program with a Purpose

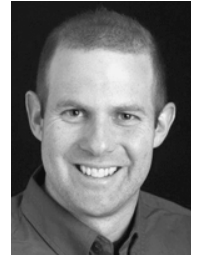
JENNIFER LAMARCA (*Applied Behavior Center for Autism, jennl@appliedbehaviorcenter.org*)

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

So you've finished the VB-MAPP...or the ABLLS...or PEAK. You're familiar with some manualized curriculums like Lovaas' Me Book...or The Big Book of ABA Programs. Only one problem. There's no guide on how to put it all together. This paper presentation will provide a tutorial on a flowcharting process that can help behavioral practitioners program more systematically and effectively. Based on the authors' 23 years of experience programming for young children with autism, this presentation provides a systematic way to combine the purpose, prerequisites and possibilities available in treatment to create a more effective plan for each child's individualized programming..



Jennifer LaMarca



Vincent LaMarca

3:00 PM – 4:20 PM

SYMPOSIUM

Track: ED

Estero A

1.5 CEU-BA

#92 A Collaborative Approach to Improving Student Behavior Using the Prevent-Teach-Reinforce (PTR) Process

CHAIR: SHELLEY CLARKE (*University of South Florida, mmc@usf.edu*)

DISCUSSANT: ROSE IOVANNONE (*USF, iovannone@usf.edu*)

The Prevent-Teach-Reinforce (PTR) model is an evidence-based approach for addressing student challenging behavior. This process is based on collaboration with the school team throughout the FBA, and links function of student behavior to intervention strategies which are delivered by natural change agents. This symposium will describe the PTR process along with three PTR applied case studies. Results of child behavior outcomes and data will be shared to demonstrate the impact of the interventions on problem behavior, as well as teaching replacement behaviors for the child. Quality of life outcomes will also be shared.



Shelley Clarke



Rose Iovannone

a. Introduction to Prevent-Teach-Reinforce

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



Rocky Haynes

c. Using the PTR Process to Address Wandering for an Elementary Student with Behavior Difficulties

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



Elizabeth Cassell

b. Using the PTR Process to Reduce the Problem Behavior of an Elementary Student with ADHD

SHELLEY CLARKE (*University of South Florida, mmc@usf.edu*)



Shelley Clarke

d. Prevent-Teach-Reinforce: Addressing Problem Behaviors of a Student with Autism Across Educational Settings

KRYSTAL FONTECHIA (*University of South Florida, kmcfee@usf.edu*)



Krystal Fontechia

Friday Afternoon

3:00 PM – 4:20 PM

SYMPOSIUM

Track: DD

Estero C

1.5 CEU-BA

#93 Teaching Independent Living Skills for Adults with Intellectual Disabilities

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

DISCUSSANT: **STACIE NEFF** (*Clemson University, Sneff@clemson.edu*)

Independent living skills are important for individuals with intellectual disabilities as these skills may assist with integration into the community and may lessen the burden on caregivers. This symposium presents findings from three studies that taught different types of skills. The first study used self-monitoring to teach adults how to compose e-mail messages. The second study implemented general case programming to teach purchasing skills using a debit card. The final study taught behavioral relaxation training to decrease aggression of young adults transitioning to independent living. Stacie Neff will serve as discussant.



Kimberly Crosland



Stacie Neff

a. Impact of Self-Monitoring on Independent Vocational Task Completion of Adults with Disabilities

CHELSEA PALUMBO (*University of South Florida, chelsea32@mail.usf.edu*), Kwang-Sun Blair (*University of South Florida*), Ashley Knochel (*University of South Florida*)



Chelsea Palumbo

c. Take a Deep Breath and Relax

BRYON NEFF (*Florida Institute of Technology, bneff@fit.edu*), Beth Walker (*Behavior Analysis Center for Autism (BACA)*)



Bryon Neff

b. Teaching Debit Card Skills Using General Case Programming

KRISTIN MORE (*University of South Florida, kmore@mail.usf.edu*), Kimberly Crosland (*University of South Florida*), Rocky Haynes (*University of South Florida*)



Kristin More

Thanks to



for Sponsoring the FABA Note Pads

INVITED SPEAKER

3:00 PM – 3:50 PM

INVITED

Track: CA

Calusa ABCD

1.0 CEU-BA

#94 Pediatric Hospitals: The Power of Embedding Behavior Analysis

ANSLEY HODGES (*Florida Institute of Technology*, ahodges2013@my.fit.edu)

INTRODUCED BY: EB BLAKELY

In this presentation, I will describe my journey of embedding behavior analytic services within a pediatric hospital. Behavior analysis services integrated into a pediatric hospital presents both tremendous advantage and some challenges. First, most physicians are not trained in the science of behavior, and often have their own approaches to treating problem behavior, increasing compliance with treatment protocols, and developing new skills. Thus, we must train physicians in the fundamentals of our field. To accomplish this, behavior analysts must develop positive, effective relationships; simple pairing can be an essential element of this process. Once this is accomplished, then behavioral strategies can be integrated into other departments such that a more thorough, effective way of treating medical problems may be implemented. Moreover, behavior analysts can assist other departments in their processes. For example, different departments might well benefit from organizational strategies constructed in tandem with the ABA department. Finally, conducting behavioral research with our division and multi-disciplinary research projects can provide studies with far-reaching implications, while disseminating our research and science into the medical field.



Ansley Hodges

Author Bio:

Ansley received a dual Bachelor of Arts in Deaf Education and Elementary Education from Flagler College and a Master of Science in ABA from the Florida Institute of Technology (FIT) in 2005. She is currently a third-year doctoral student at FIT. Ansley has had a variety of work experiences. Fluent in American Sign Language, Ansley worked as a teacher at The Bolles School St. Augustine campus, The Florida School for the Deaf and Blind, and The National Deaf Academy. She was employed as an instructor in the certification program for ABA offered by ABA Technologies, and she was an instructor and doctoral-level teacher's assistant for various FIT courses. For nearly ten years, she was the Director of Quest Kids and Quest Kids Academy, both providing ABA services. For the last five years, Ansley has served as Nemours Children's Hospital first lead behavior analyst. At Nemours, she is part of a multi-disciplinary assessment team for children with complex medical conditions as well as autism spectrum disorder; she also leads an ABA team in providing services to children. As part of her role, Ansley is training the administrative team and other medical divisions on the utility of ABA and organizational behavior management (OBM). Finally, she has published and presented research on verbal behavior, common behavioral difficulties (e.g., toilet training, tantrums, feeding), and OBM.



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

Friday Afternoon

3:00 PM – 4:20 PM

SYMPOSIUM

Track: PRO

Caluda EFGH

1.5 CEU-BA

#95 Behavioral Assessment Practices within Various ABA Programs

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

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

This session will focus on strategies for behavioral assessment within various types of ABA programs. The first author will discuss necessary training for BCBAs to implement standardized, norm-referenced assessments such as those required by insurance carriers during pre-authorization. The next author will focus on the role of behavior analysts in observing and assessing skill deficits without over-reliance on commercially available materials and products. The third author will discuss critical predictors of long-term academic success. The final author will present on issues related to learning to learn, barriers to learning, and other readiness factors necessary for the skills assessment process.



Melissa Olive



Jeannie Golden

a. Put Down the Cookie Cutter: Appropriately Choosing Assessments

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



Megan Miller

c. What are you really measuring? Learner Repertoires and Criterion Referenced Assessments

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



Steven Ward

b. Assessing Academic Outcomes with Precision: A Uniquely Behavior Analytic Approach

MARY SAWYER (*The Aubrey Daniels Institute*, drmary@fitlearningatl.com)



Mary Sawyer

d. Ethical Issues for Behavior Analysts Conducting Norm-Referenced Standardized Assessments

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



Melissa Olive

3:30 PM – 4:20 PM

PAPER

Track: TCP

Captiva AB

1.0 CE-BA, MH/PSY

#96 Crisis Management: A Behavioral Approach

MIGUEL AVILA (*PCMA*, avila@pcma.com)

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

Clinicians that provide services to individuals who engage in crisis behaviors ought to consider the implications of reactive strategies that may be warranted as they develop and oversee the implementation of a behavioral intervention. Safety is the primary purpose of crisis intervention, but other processes could take place when contact with physical restraint is contingent on crisis behaviors. This discussion will list some of these implications using a behavior analytic perspective.



Miguel Avila



Merrill Winston

Friday Afternoon

3:30 PM – 4:20 PM

SYMPOSIUM

Track: AUT

Pine ABC

1.0 CEU-BA

#97 Behavioral Approach to Targeting Play Skills and Language Acquisition

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

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

Teaching children to play is an integral part of development because it sets the occasion for having social and communicative interactions with peers, increases the likelihood of learning in natural and inclusive settings, and offers flexibility to be used in multiple environments (Barton & Wolery, 2008). Examination of the research and direct observation identified various aspects seen in typically developing children's play and prompted the development of the Pretend Play and Language Assessment and Curriculum (PPLAC). The components of play include category, agent, and object of play, rotating and combining play, and the essential skills of sociodramatic play.



Nancy Champlin



Katie Nicholson

a. Examining Independent Pretend Play Skills in Typically Developing Children

MELISSA SCHISLER (*ACI Learning Centers*, Melissa.schissler@concepts.com)



Melissa Schissler

c. Teaching Children Diagnosed with Autism a Chain of Play Actions and Corresponding Vocalizations

BAILEY BOSC (*ACI Learning Centers*, Bailey.bosc@concepts.com), Nancy Champlin (*ACI Learning Centers*), Melissa Schissler (*ACI Learning Centers*)



Bailey Bosc

b. An Evaluation of Typically Developing Children's Sociodramatic Play and Language Skills

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



Nancy Champlin

3:30 PM – 4:20 PM

PAPER

Track: DD

Estero B

1.0 CE-BA

#98 A Replicable Behavior Analytic Lesson Plan for Small Group Instruction in Functional Life Skills

PATRICK MCGREEVY (*Patrick McGreevy, PhD, P.A.*, pmcg@me.com)

Dr. McGreevy will describe and demonstrate the implementation of a lesson plan for teaching mands, waiting and accepting no after exhibiting mands, transitions, listener responses, and tolerating skills to each of two learners simultaneously. The plan will include the following activities: (1) managing physical proximity, (2) contriving motivating operations, (3) effecting stimulus control transfer through prompting and prompt-fading, (4) providing naturally-occurring consequences, (5) using probe data to record small increments of learner progress, and (6) teaching to fluency. Members of the audience will be recruited to actively participate in the demonstration.



Patrick McGreevy

Friday Afternoon

3:30 PM – 4:20 PM

PAPER

Track: MH

Blue Heron ABC

1.0 CEU-BA, MH/PSY

#99 Yes We Can! Using ABA to Treat Anxiety Disorders

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

We often observe behaviors that could be characterized as anxious or fearful (e.g., worrying, avoidance/escape, clinging). These individuals may have diagnoses such as Separation Anxiety, Selective Mutism, Specific Phobia, Social Anxiety Disorder, Panic Disorder, Agoraphobia, Generalized Anxiety Disorder, or PTSD. Many behavior analysts refer these clients to mental health professionals, since treating emotional problems is considered "outside the scope" of ABA. These clients need to change their patterns of behavior (overt and covert) in the presence of certain stimuli, which is what ABA does. This presentation will explain how to use ABA to design effective interventions for these emotional responses.



Sharon Older

4:30 PM – 5:20 PM

SPECIAL EVENT

Track: AUT

Calusa ABCD

1.0 CEU- BA

#100 Inside Behavior Analysis: Erik Lovaas

ERIK LOVAAS (*The Lovaas Center*, elovaas@thelovaascenter.org)

INTRODUCED BY: ANDREW HOUVOURAS (*Brevard Public Schools*, andrewhouvouras@gmail.com)

The pioneering work that began in the 1950s by the late Dr. O. Ivar Lovaas is now carried on by his son, Erik Lovaas and the staff of The Lovaas Center staff. Join Andrew Houvouras and he dives into the life of Erik Lovaas and hear moments and experiences from his life as the son of the "Father of ABA." This interview event is the second for 2018 and is modeled off of the television show, *Inside the Actor's Studio*. Attendees will hear historical insights, inspirations, and personal reflections drawn from the life of Dr. Lovaas.

Author Bio:

Andrew Houvouras, a behavior analyst for Brevard Public Schools believes in a science of behavior. An avid surfer, paddler, and coach, he and his family live in Viera, Florida. A co-instructor for FIT's online ABA program for 10 years, he is a proud graduate of Florida State.



Erik Lovaas

Inside
Behavior
Analysis 



a chance
to go
Paperless



PBS Corp. provides a variety of applied behavior analysis (ABA) services to meet the unique needs of individuals, families and systems. We work collaboratively to provide support in community, school, vocational, and home-based settings, all while going paperless. We are always looking for qualified Board Certified Behavior Analysts (BCBA) and Board Certified Assistant Behavior Analyst (BCABA) to join our team.

BCBA or BCABA Perks

- Competitive Wages - paid weekly! (with the option to use our "Pay Now" option to request funds within 24 hours of a service being provided!)
- Significant tax benefits - deduct 20% of your income as an Independent Contractor!
- No Non-Compete to Sign
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Friday Evening

8:00 PM – 9:00 PM

IGNITE SESSION

Calusa ABCD



#101 Ignites! At Night!

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

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



Andre Maharaj

Ignite #1 - Reinforcement: Whatever It Takes

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

Reinforcement is the most important factor of effective ABA therapy. The best technicians not only identify effective reinforcers, they create effective reinforcers. The following presentation is meant to inspire the imagination of technician's and behavior analysts so that they may answer Dr. Lovaas' call to do whatever it takes to help a child learn.



Vincent Lamarca

Ignite #2 - Can Stress Be A Reinforcer: A Conceptual Analysis of "Workaholic" Behavior

APRIL ROWLAND (*ABA Technologies, april@abatechnologies.com*)

Do you work too much? Do you work on projects that no one has asked you to do and for which there is little to no socially-mediated reinforcement available? Do you stop working for a moment at 2am to think, "This is weird. Someone should do an IGNITE on it"? Using verbal reports and conceptual analysis we will define what "workaholic" behavior is and identify potential contingencies of reinforcement, all in an effort to answer the question "why are we like this?"



April Rowland

Ignite #3 - When Data Driven People Give Back

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

How can analysts involved with volunteering make giving back to the community more effective? Data! This ignite talk will discuss this analyst's challenge of disseminating the field to a new population and detail her plan to implement behavior principles to help train 400+ volunteers, collect data, and ensure the organization is effective at producing change in the community.



Nina Malagic

Ignite #4 - Move Your Body to Save Your Life

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

The United States has experienced a decline in health and a rise of chronic disease and illness. This Ignite presentation discusses the rise in illness and identifies the lack of physical activity as a potential cause from a behavior analytic perspective. It charges people with a mission for change to increase physical movement to save our lives.



Erin Lusby-Donovan

continued on next page

continued

Ignite #5 - It's a Two-Way Street: Behavior Analysts Promoting Activity & Assisting Activity Promoters in Applying ABA

KELLI MINTON (*East Carolina University, mintonk11@students.ecu.edu*)

Traditional physical activity promotion is largely ineffective, and this lack of effective research has further contributed to the increase in obese and sedentary lifestyles in both typically developing and developmentally delayed individuals. FBA can be applied in activity promotion with behaviors of new exercisers including avoidance behaviors and escape behaviors. FBA has a potential as best practice in activity promotion and adherence. This session will discuss how to promote positive exercise behaviors, successfully communicate FBA principles to those outside of ABA and how to assist direct care staff (or exercise professionals) in ABA to promote activity



Kelli Minton

Ignite #6 - I'm So Meta Even This Acronym (An Ignite on How-to Give an Ignite!)

ANDRE MAHARAJ (*Florida International University, andremaharaj@gmail.com*)

The stimulus control of the stage, the social reinforcement from peers, the negative reinforcement of getting away with it! Every year before Ignite, I plan to finish the talk weeks in advance, but as Hofstadter's Law states "It always takes longer than you expect, even when you take into account Hofstadter's Law." As such, I've come up with a few short-cuts and figured out some pitfalls to avoid. In this Ignite, I hope to Ignite your passion for Ignite, inspire you to give an Ignite, and show you how to complete an Ignite befo...



Andre Maharaj

Ignite #7 - #BehaviorAnalystsPartyToo: The "Inner Thoughts" of a BCBA at a Party

DIAH ASKARI (*Mighty Heroes, diahaskari1@gmail.com*)

It is Saturday night. The tunes are bumping. The beverages are flowing. The Behavior-Muggles are fraternizing amongst one another, carrying on in their interactions without ever sparing a moment to consider the variables that led them to this moment. But there, in the corner, stands a BCBA observing. Alone, save for his thoughts. These inner private events, an analysis of the interactions that are unfolding. The BCBA cannot help himself, for this is the way of the analyst. Forever conditioned to view the world through the lens of science and analysis.



Diah Askari

Ignite #8 – Mischief Mis-Managed: Why Hogwarts Needs a Behavior Analyst

KRYSTIN HUSSAIN (*Florida Institute of Technology, hussaink2013@my.fit.edu*)

Applied behavior analysis (ABA) has provided several programs for use in schools, but they're not always implemented correctly. Hogwarts School of Witchcraft and Wizardry is no stranger to the poor use of behavior analytic strategies. From the reinforcement of dangerous behaviors to confusing point systems, Hogwarts has a lot it could improve on. This ignite will look into how Hogwarts could benefit from a behavior analyst to help revise their misguided attempts at ABA.



Krystin Hussain

continued on next page

continued

8:00 PM – 9:00 PM

IGNITE SESSION

Calusa ABCD



#101 Ignites! At Night!

Ignite #9 – How to Kill Organizations: A Millennial's Guide

DENNIS URIARTE (*Florida Institute of Technology, duriarte001@gmail.com*)

Millennials are the worst, aren't they? When they're not busy killing industries, these entitled people are taking selfies, refusing to do things because they "can't even," and going on and on about brunch and avocado toast. Is it possible, however, that Millennials can be stopped? Unfortunately, data suggest that the number of Millennials in the workforce is trending upward, so it looks like we might be stuck with them for a while. But we're scientists, so we should probably learn as much about them as we possibly can...in five minutes.



Dennis Uriarte

Ignite #10 – There's NO Crying in Grad School!!!

KRISTIN ALBERT (*Florida Institute of Technology, kalbert2015@my.fit.edu*)

Many people are uncomfortable discussing mental health issues, behavior analysts included and perhaps more so. Ahhh, mentalisms! But silence on this subject can have a terrible cost. In these 5 minutes, I will start to break that silence by showing research that graduate students are at a considerably higher risk for depression/anxiety and giving a behavioral analysis of the role of medications and (even traditional talk) therapy. I will also hypothesize about metacontingencies that may be contributing to this growing problem and emphasize why saying, "You're not alone; everyone goes through this at some point," is, quite simply, not an adequate response.



Kristin Albert

Ignite #11 – Reverse Ageism in Clinical Practice

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

Reverse Ageism is common in the workplace. When talking to many colleagues I have discovered that young behavior analysts are often questioned about how qualified they can possibly be when they look so young. Unfortunately, a common bias is that with age comes wisdom. This presentation will attempt to discuss the implications of this type of bias and advise young behavior analysts on how to navigate the often loaded question of "so how old are you?!".



Amye Morris

9:00 PM – 11:00 PM

SOCIAL

Calusa Prefunction Area

#102 Friday Night Karaoke and Social

CHAIR: **TIM COURTNEY** (*LittleStar ABA Therapy*)

Laughs! Songs! One Hit Wonders! After the fantastic Friday Ignites! At Night, experience the FABA Friday night escapades of Karaoke, and Networking with a special appearance by DJ Ill Behavior!



Tim Courtney

Saturday Morning

7:00 am - 12:00 pm

FABA Store

Great Egret

8:00 am

Morning Coffee

Calusa Prefunction

Sponsored by



8:00 AM – 8:50 AM

PAPER

Track: CA

Calusa FG

1.0 CE-BA, MH/PSY

#103 Working on Health: Helping Adults Drink Less Soda, Exercise More, and Evaluate Sports Programming

NICHOLAS GREEN (*University of Florida, nrygreen@ufl.edu*)

Health and fitness research exist, yet examples of successful applications of single-case design in the real world are hard to find. In this presentation, I will describe a general consultation model that helps typical adults change specific, health-related target behaviors. Three case studies will be reviewed for clients that targeted a wide-range of health behaviors such as: reducing the number of sugary sodas consumed, increasing exercise time, and evaluation of marathon training. Procedures and difficulties related to data collection, program implementation, and ethical issues concerning scope of practice will be discussed.



Nicholas Green

8:00 AM – 8:50 AM

PAPER

Track: BP

Calusa H

#104 Working with Insurance: ABA Providers

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

There is a lot to consider when embarking on working with insurance as a funding source. We will cover the revenue management cycle from contracting through to appealing unpaid claims. The key to success is understanding each level and how it plays a part in the revenue cycle. Learn how to set yourself up for successful eligibility, authorizations and billing for insurance plans.



Michelle Silcox

Saturday Morning

8:00 AM – 9:20 AM

SYMPOSIUM

Track: DD

Estero A

1.5 CEU-BA

#105 Acquisition and Maintenance of Discrimination Skills

CHAIR: **ANDREW SAMAHA** (*University of South Florida, andrewsamaha@usf.edu*)

DISCUSSANT: **CORINA JIMENEZ-GOMEZ** (*The Scott Center for Autism Treatment, Florida Institute of Technology, cjimenez@fit.edu*)

Being able to do the right thing at the right time is an essential skill and often the *raison d'être* of intentional academic programs. A fundamental process related to that goal is discrimination, yet many open questions related to the acquisition, maintenance, and performance measures of discriminations remain. This symposium includes three papers on the topic spanning research in both individuals with autism and typically developing individuals, and across both simple and conditional discriminations.



Andrew Samaha



Corina Jimenez-Gomez

a. Evaluating acquisition of discriminations with statically and dynamically positioned stimuli.

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



Samuel Morris

c. Examination of Errorless Discrimination Training and Over-Correction to Teach Math Skills: Acquisition and Maintenance

SPENCER GAUERT (*University of South Florida, sgauert@mail.usf.edu*)



Spencer Gauert

b. Categorizing Errors in Conditional Discriminations as Bias and Discriminability

COURTNEY HANNULA (*The Scott Center for Autism Treatment, channula2016@my.fit.edu*), Adam Brewer (*Florida Institute of Technology*), Weizhi Wu (*The Scott Center for Autism Treatment*), Corina Jimenez-Gomez (*The Scott Center for Autism Treatment, Florida Institute of Technology*), Christopher Podlesnik (*Florida Institute of Technology*)



Courtney Hannula

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Saturday Morning

8:00 AM – 8:50 AM

PAPER

Track: AUT

Estero B

1.0 CEU, MH/PSY

#106 Improving Access to Dental Care for Individuals with ASD through Interdisciplinary Collaboration with Dental Professionals

TARA SHEEHAN (Nova Southeastern University, tarashee@nova.edu)

OSCAR PADILLA (Nova Southeastern University, poscar@nova.edu)

JENNIFER CHUNG (Nova Southeastern University, jj683@nova.edu)

Individuals with autism spectrum disorders are an underserved population in dental care. Barriers to accessing quality care include; lack of training for dentists, shortage of dentists willing to provide care, parental anxiety with the dental care system, and challenging behaviors that interfere with dental procedures. Interdisciplinary collaboration between behavior analysts and dental professionals can increase access to care to individuals with autism spectrum disorders. Case studies of patients will be discussed and the results of a dental training curriculum will be reviewed.



Tara Sheehan



Oscar Padilla



Jennifer Chung

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Saturday Morning

8:00 AM – 9:20 AM

SYMPOSIUM

Track: OBM/PM

Estero C

1.5 CEU-BA

#107 Organizational Behavior Management: From the Laboratory to the Applied Setting

CHAIR: **ANDRESSA SLEIMAN** (*University of Florida, asleiman@ufl.edu*)

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

This symposium will present four OBM studies conducted in the laboratory and in the applied setting. The first study evaluated the effects that micromanaging has on productivity in the laboratory with undergraduate participants. The second study investigated how reaction to feedback impacts the accuracy of data collection and feedback delivery with undergraduate students in the laboratory. The third study evaluated whether changing posted signs daily was effective in increasing staff responding relative to a static sign condition. Finally, the fourth study evaluated the use of a guest-delivered token economy to improve customer service-related behaviors of employees at a zoological facility.



Andressa Sleiman



Nicholas Weatherly

a. Preliminary Examination of the Effects of Repeated Observation on Productivity as an Analog of Micromanagement

CHRISTOPHER LYTLE (*Florida Institute of Technology, clittle2015@my.fit.edu*), David Wilder (*Florida Institute of Technology*)



Christopher Lytle

c. Can Reactions to Feedback Affect the Data Observers Collect?

NICHOLAS MATEY (*University of Florida, nmatey2015@my.fit.edu*), Nicole Gravina (*University of Florida*), Ronald Clark (*The Scott Center for Autism Treatment*), Noell Jankowski (*Florida Institute of Technology*), Dennis Uriarte (*Florida Institute of Technology*)



Nicholas Matey

b. Increasing Employee-Guest Interactions using a Guest-Delivered Token Economy at a Zoological Facility

CASSIE VERGASON (*Florida Institute of Technology, cvergason2014@my.fit.edu*), Nicole Gravina (*University of Florida*)



Cassie Vergason

d. An Evaluation of Static versus Variable Antecedents on Employee Performance

ANDRESSA SLEIMAN (*University of Florida, asleiman@ufl.edu*), Adam S. Warman (*The Faison Center, United States*), Byron Wine (*Florida Institute of Technology*), Eli T. Newcomb (*The Faison Center, United States*)



Andressa Sleiman



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Saturday Morning

8:00 AM – 9:20 AM

PAPER

Track: AUT

Calusa ABCD

1.5 CE-BA, MH/PSY

#108 Delay Discounting and Delay of Gratification as Behavioral Measures of Impulsive Choice in Preschoolers.

JULYSE MIGAN-GANDONOU (*The Chicago School for Professional Psychology, jmigangandonou@ego.thechicagoschool.edu*)

JULIE ACKERLUND-BRANDT (*The Chicago School for Professional Psychology, jbrandt@thechicagoschool.edu*)

ALINA VALDES (*Positive Behavior Supports, Corp., avaldes@teampbs.com*)

CHRISTOPHER MONTANO (*Positive Behavior Supports, cmontano@teampbs.com*)

Impulsive choice (colloquially referred to as impulsivity) is a term used to describe one's tendency to choose smaller immediate (but less advantageous) consequences over delayed (but more advantageous) consequences. Impulsive choice is at the root of several psychiatric and behavioral disorders (e.g., ADHD, pathological gambling, substance abuse, kleptomania, etc.). Research suggests that impulsive choice in young children may be a predictor of maladaptive behaviors in adolescence and adulthood. The present study replicated and extended previous research by comparing two behavioral methods for assessing impulsive choice in preschoolers. Results revealed both methods to be discrete but related measures of impulsive choice.



Julyse Migan-Gandonou



Julie Ackerlund-Brandt



Alina Valdes



Christopher Montano

9:00 AM – 9:50 AM

PAPER

Track: AUT

Calusa FG

1.0 CE-BA, MH/PSY

#109 Utilization of a Simulated Independence Training Protocol with an Adolescent with Autism

HANA JURGENS (*Cayer Behavioral Group, jurgenshl@gmail.com*)

DIKEMBA SEYMOUR (*Cayer Behavioral Group, dikembaseymour@cayerbehavioral.com*)

The primary goal of all BCBA's is to systematically fade therapy from any client's environment. However, when working with clients with histories of high-risk inappropriate behaviors, there comes the ethical concern of regression if therapeutic hours are faded. This presentation addresses specific issues faced with one client, in which previous goals met mastery criterion paired with faded therapist proximity, but full therapist removal could evoke risky behavioral regression. This paper discusses a "simulated independence" protocol where all mastered programs were targeted for self-administration by the client independently through a daily schedule binder, self-monitoring, and self-administered reinforcement prior to therapeutic fadeout.



Hana Jurgens



Dikemba Seymour

Saturday Morning

9:00 AM – 9:50 AM

PAPER

Track: TCP

Calusa H

1.0 CE-BA, MH/PSY

#110 Integrating Solution-Focused Brief Therapy techniques to increase parental compliance during parent training sessions.

DAISY MONTERROSO (*Monterroso Integrative Services, INC,*
Daisy@mistherapy.com)

BRENDAN MURPHY (*Monterroso Integrative Services, INC,* Bmurphy6@gmail.com)

LUIS GARCIA (*Monterroso Integrative Services, INC,* lgarc084@fiu.edu)

Compliance during parent training has been shown to have a positive impact on client outcome within ABA sessions. However, a percentage of parents described commonly used parent training techniques, such as Behavioral Skills Training, as difficult to generalize to a natural setting. This paper will explore how Board Certified Behavior Analysts (BCBA) can utilize specific techniques from Solution-Focused Brief Therapy (SFBT) during parent training in order to obtain measurable and attainable behavioral goals while increasing parental compliance. Using evidence-based techniques found within SFBT can provide behavior analysts with new, effective methods for finding success in parent training.



Daisy Monterroso



Brendan Murphy



Luis Garcia

9:00 AM – 9:50 AM

PAPER

Track: PRO

Estero B

1.0 CE-BA

#111 Attend this Session, Take a Nap, and Still Get Your CEUs...or Not?

JANELLE ALLISON (*Behavior Development Solutions,* janelle@behaviordevelopmentsolutions.com)

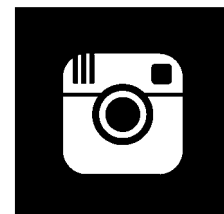
Behavior analysts scoff at the idea of measuring learning based on student attendance. Yet, this is the primary measure used for awarding CEUs in our field. Is this acceptable or should there be a demonstration of learning? If a demonstration of learning is called for, is accountability the responsibility of the presenters, the audience, or both? This presentation will discuss the rationale for the current practice and explore alternatives. Moreover, a solution for behavior analysis may be adopted by other disciplines and promote a greater focus on measurement in other educational contexts.



Janelle Allison

Post Your Photos on Instagram! #faba2018

(They May Make The Observer)!



Saturday Morning

9:30 AM – 10:50 AM

SYMPOSIUM

Track: ED

Estero A

1.5 CEU-BA

#112 Classroom and Group-Based Interventions in Autism

CHAIR: **CELESTE HARVEY** (*Florida Institute of Technology*, aharvey@fit.edu)

DISCUSSANT: **ANDREW HOUVOURAS** (*Brevard Public Schools*, andrehouvouras@gmail.com)

In this symposium, the authors will present research involving social and behavioral skills instruction in small group settings for children with and without autism. In the first paper, the author will describe the effects of ClassDojo as a digital token economy in three children with and without autism. In the second paper, the author will discuss variables involved in compliance during individual and group instruction. The third paper includes an evaluation of group activity schedules to increase peer engagement and turn-taking. The fourth paper will evaluate the effects of "opportunity to mand" during instruction for learners with and without autism.



Celeste Harvey



Andrew Houvouras

a. Using ClassDojo to Enhance School Age Students' Prosocial Behavior in a Classroom Setting

VALERIE FORTE (*Florida Institute of Technology*, vforte2015@my.fit.edu), Victoria Ryan (*Florida Institute of Technology*), Celeste Harvey (*Florida Institute of Technology*), Katie Nicholson (*Florida Institute of Technology*)



Valerie Forte

c. An Evaluation of the "Opportunity to Mand" as a Consequence during Instruction

MICHAEL PASSAGE (*Florida Institute of Technology*, mpassage2017@my.fit.edu), Marilynn Colato (*Florida Institute of Technology*), Katie Nicholson (*Florida Institute of Technology*), Kristin Albert (*Florida Institute of Technology*), Krystin Hussain (*Florida Institute of Technology*)



Michael Passage

b. Effects of Group Activity Schedules on Social Motivation

DANA GADAIRE (*Florida Institute of Technology*, dgadaire@fit.edu), Katrina Bartell (*The Scott Center for Autism Treatment*), Jackie Noto (*Florida Institute of Technology*), Grace Boatman (*The Scott Center for Autism Treatment*)



Dana Gadaire

d. An Initial Evaluation of Variables Influencing Responding During Group Instruction

ASHLEY FELDE (*Florida Institute of Technology*, afelde2017@my.fit.edu), Katie Nicholson (*Florida Institute of Technology*), Kristin Albert (*Florida Institute of Technology*), Michael Passage (*Florida Institute of Technology*)



Ashley Felde



Protect
Your Right to Practice
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Saturday Morning

9:30 AM – 10:50 AM

SYMPOSIUM

Track: DD

Estero C

1.5 CEU-BA

#113 From translational to clinical: Current research relevant to practice

CHAIR: **PAIGE TALHELM** (talhelm@mail.usf.edu)

DISCUSSANT: **TYRA SELLERS** (*Behavior Analysis Certification Board*,
TSellers@bacb.com)

This symposium combines current research topics, ranging from translational to clinical, that are relevant to practice. The first presentation considers clinical implications of synthesized functional analysis and multiply-controlled problem behavior. The second presentation examines conditioned reinforcing properties of tokens in a token economy. The third presentation evaluates a modification to trial-based functional analysis to make it suitable for clinic settings. Dr. Joseph Lambert will provide a discussion.



Paige Talhelm



Tyra Sellers

a. Exposure of Single-Function Responses to Combined Reinforcement Contingencies

LEAH KOEHLER (*Florida State University Panama City*, lkoehler@ufl.edu), Brian Iwata (*University of Florida*)



Leah Koehler

c. Evaluation of Conditioned Reinforcing Properties of Tokens

ANTHONY CONCEPTION (*University of South Florida*, aconc013@gmail.com), Jolene Sy (*University of Maryland, Baltimore County*)



Anthony Conception

b. Evaluating the Efficiency and Correspondence of Trial-Based and Session-Based Functional Analyses in Controlled Settings

SARAH GONZALEZ (*University of South Florida*, sgonzalez5@mail.usf.edu), Sarah Bloom (*University of South Florida*), Claudia Campos (*University of South Florida*)



Sarah Gonzalez

Already sad that FABA is almost over?
Come network at



CoFABA 2019
March 29th

Saturday Morning

9:30 AM – 10:50 AM

PANEL

Track: ETH

Calusa ABCD

1.0 CEU-BA, ETH

#114 Ethical Issues in Providing ABA Reimbursed by Health Insurance

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

This session will focus on ethical issues regarding ABA services covered by health insurance. The first panelist will review specific items from the BACB Professional and Ethical Compliance Code that apply. The second panelist will identify and discuss areas within T-Codes where providers have encountered difficulties as well as how providers have successfully addressed issues with service delivery. Finally, the last panelist will discuss how software applications may be used to protect providers from staff engaging in fraud as well as how to use those systems to ensure ethical billing. Time for questions and discussion will be allocated throughout.



Melissa Olive

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

CHERYL ECOTT (*Better Life of Central Florida*, cheryl@betterlifeofcentralfl.com)

COLLEEN DEMELLO (*Applied Behavioral Strategies*, colleen@appliedbehavioralstrategies.com)



Cheryl Ecott



Colleen Demello

10:00 AM – 10:50 AM

PAPER

Track: DD

Calusa FG

1.0 CEU-BA, MH/PSY

#115 Working on Functional Communication Through the Usage of Visual Support and Signs

CELISABEL CALDEVILLA (*Changing Behavior*, c.caldevilla@changingb.com)

Functional communication skills are essential in the process of decreasing significant problem behaviors. Sometimes children and adults with special needs lack the skills to communicate essential wants and needs. In addition, they have difficulties following environmental cues, and instructions from other children and adults. These variables are analyzed in the process of functional assessment to determine specific skills to replace these problem behaviors. Functional assessment can also determine specific antecedent conditions related to problem behavior that can show how to provide enough support and get these behaviors under specific stimulus control. Participants will learn specific strategies derived from functional assessments.



Celisabel Caldevilla

Platinum FABA Sponsor



Saturday Morning

10:00 AM – 10:50 AM

PAPER

Track: AUT

Calusa H

1.5 CE-BA, MH/PSY

#116 Replication of Delay & Denial Tolerance Training in an In-Home Setting

NINA DEESE (Behavioral Solutions Consulting, ninalynnedeeese@gmail.com)

COLLEEN FITZPATRICK (Behavioral Solutions Consulting, colleen.c.fitzpatrick@gmail.com)

In recent years, Dr. Greg Hanley's work in the area of problem behavior has garnered interest from a large population of practicing behavior analysts. This paper serves as a systematic replication of the delay and denial tolerance training procedures, with an emphasis and focus on application in the home setting. This paper will discuss response to barriers discovered in implementation in this type of setting. Additionally, information on how to ensure consistency through IOA data collection and effective communication across the therapy team will be shared. Lastly, measures of social validity will be reviewed.



Nina Deese



Colleen Fitzpatrick

10:00 AM – 10:50 AM

PAPER

Track: SUP

Estero B

1.0 CE-BA

#117 Supervising/Training Registered Behavior Technicians: Ethical Quandaries

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

JENNIFER AGGANIS (PBS CORP, jagganis@teampbs.com)

This session will be delivered in Spanish and it is based on prior work of Jennifer Agganis, BCBA. This presentation will expand the work of aforementioned author to focus on training/supervision of Registered Behavior Technicians (RBT). It will cover applicable responsibilities of the supervising Behavior Analyst and the RBT as detailed in the Professional and Ethical Compliance Code for Behavior Analysts® of the BACB®. The ethical implications and risks of ineffective supervision will be discussed. It will address and deliberate common ethical dilemmas and issues that can be encountered while supervising RBT's.



Claudia Axelrod



Jennifer Agganis

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CLOSING INVITED ADDRESS

11:10 AM – 12:10 PM

INVITED

Track: BP

Calusa ABCD

1.0 CEU-BA, MH, PSY

#118 Big Data and Behavior Analysis: The Future is Now

COBY LUND, PhD (*DataFinch Technologies*, cobylund@datafinch.com)

JANET LUND, PhD (*DataFinch Technologies*, janet@datafinch.com)

LINDA LEBLANC, PHD, BCBA-D

INTRODUCED BY: **JON BAILEY, PHD, BCBA-D**

Everyone is excited about “Big Data.” To a greater extent than ever, we can use advanced analytics to derive value from growing data sets to solve problems in business, medicine, environmental science, and many other fields. In Applied Behavior Analysis, practitioners have long relied upon more modest data sets to make decisions concerning both individual treatment implications and broader trends and best practices within the science as a whole. Now, with many ABA practitioners using a variety of electronic data collection and storage tools, new opportunities and challenges are upon us today. During this presentation, the speakers will present several current examples of each—the challenges that “Big Data” pose (and possible “threats” of which we should be mindful), as well as opportunities, including examples of how analyses of large data sets can enhance our understanding of common practices of ABA practitioners.



Coby Lund



Janet Lund

Author Bios:

Coby Lund is a Board Certified Behavior Analyst who specializes in the treatment of autism and other developmental disabilities. Dr. Lund received his Masters degree from Southern Illinois University and PhD from Florida State University. In addition to his role with DataFinch, which includes the refinement of existing and development of new ABA tools and features in Catalyst, Dr. Lund has continued his clinical practice, as Executive Program Director at Integrated Behavioral Solutions.

Dr. Janet Lund received her MS degree in Behavior Analysis and Therapy from Southern Illinois University in 1995 and her PhD in Cognitive Behavioral Science from Florida State University in 1999. She and her husband, Dr. Coby Lund, founded Integrated Behavioral Solutions, a clinical practice in Atlanta, GA in 2000 which provides ABA services for individuals with developmental disabilities. She is a Founder of DataFinch Technologies, an ABA data collection software company. Currently, she is Chief Production Officer and responsible for product design at DataFinch. She is a past president of the Georgia Association for Behavior Analysis. Janet’s interests also include Organizational Behavior Management and she worked as a Senior Consultant with Aubrey Daniels International from 1999-2016.

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Saturday Morning

8:00 AM – 11:00 AM

Workshop

Track: ED

Captiva ABC

3.0 CEU – BA, MH/PSY

Workshop #W17 Azrin and Foxx's Rapid Toilet Training Protocol

Skill Level: *Intermediate*

AMANDA KEATING (*University of South Florida, amkeatin@usf.edu*)

While many children achieve successful toileting without intervention, others need additional support. During this workshop, Azrin and Foxx's Rapid Toilet Training method will be discussed and demonstrated in detail. Within the workshop, participants will discuss readiness tests, teaching protocols, and error correction methods. Use of RTT with typically developing children and those with developmental disabilities will be discussed. Research on modifications and abbreviated methods will also be introduced. Finally, participants will be provided with sample data sheets and fidelity protocols.



Amanda Keating

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

1. Identify readiness test components for RTT.
2. Demonstrate the teaching protocol with prop.
3. Describe the RTT training phases with associated activities and time frames
4. Demonstrate the error correction protocol.
5. Describe modifications that can be made to the RTT for children with autism or developmental disabilities.

Bio of Presenter:

Amanda Keating is a licensed psychologist and board certified behavior analyst with the University of South Florida. Dr. Keating teaches specialty classes, administers specialty evaluations, designs behavioral intervention programs, and provides clinical supervision. Dr. Keating also holds a position with Champions for Children where she serves as the clinical director for the Positive Parenting Partnership, a five-year federal grant program. At Champions, Dr. Keating provides mentorship of the clinical staff implementing evidence-based programs as well as monitoring program fidelity and implementation.

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Saturday Morning

8:00 AM – 11:00 AM Workshop **Track: SUP** *Pine ABC* 3.0 CEU – BA, SUP

Workshop #W18 A Practical Application of Evidence-based Training Strategies

Skill Level: Intermediate

YENDRI DIAZ (*SKILLOMETRY INC., yendri@skillometry.com*)

ALYSSA KAVNER (*Easterseals Southern California*)

KIM ENLOE (*Easter Seals of Southern California*)



Yendri Diaz

The recent growth in ABA based services for individuals with ASD has led to the rapid hiring and training of RBTs, BCaBAs, and BCBAs resulting in a need to establish competency-based curriculum for both trainers and clinicians. Building effective training is paramount to an ABA practice's success. Trainers are responsible for training staff to fluency and ensuring readiness to work in the field. This workshop will demonstrate how evidenced-based training methodologies can achieve this. There will be discussion on the establishment and maintenance of training programs, training staff to become effective trainers, curriculum development, and ongoing ABA staff support.

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

1. Identify and define evidence-based training strategies;
2. Create an outline for training content using evidence-based training strategies;
3. Identify next steps in implementing their training;
4. Identify how to measure quality and effectiveness of their training;
5. Plan for generalization of skills from the training environment into the clinical field and supervision.

Bio of Presenter:

Yendri is Director of Training and a Board Certified Behavior Analyst at Intraverbal. She studied psychology at Florida International University in Miami, FL and completed her graduate degree at California State University, Northridge, in behavior analysis; what she describes as her calling. Passionate about teaching and with the encouragement of her students, Yendri became a trainer of ABA and currently develops trainings and disseminates ABA. She continues to work closely with kids to which she provides ABA therapy and loves every minute of it. In her free time, she likes going kayaking, and travelling. Her goal is to provide trainings to families and behavior providers all over the world.

Co-presenters' bios available upon request.



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Saturday Morning

8:00 AM – 11:00 AM

Workshop

Track: SUP

Blue Heron ABC

3.0 CEU – BA

Workshop #W19 Ignite Your Audience: How to Really Present Presentations Like a Real Presenter. (Really!)

Skill Level: *Introductory*

COREY ROBERTSON (*ABA Technologies and Florida Institute of Technology, behaviorguy@gmail.com*)



Corey Robertson

Presenting information to a variety of audiences is an integral part of the professional's role in dissemination of ABA. Yet, even when professionals brave the "front of the room", they may not achieve their objectives for a variety of reasons, ranging from the quality and format of their materials to the actual presentation. In this WORKshop, participants will learn how to tell their story and use technology to ensure their audiences achieve the learning objectives and walk away inspired! Participants will develop a 5-minute presentation with support from the instructor and peers, deliver this presentation, and receive supportive feedback.

Note: A laptop or tablet with Microsoft PowerPoint or Apple Keynote installed is required, and some prior experience with presentation software is preferred. Additionally, participants may have a specific topic or data to present, but this is not required. Recommended Reading: Skinner, B. F. (1981). How to discover what you have to say—a talk to students. The Behavior Analyst, 4(1), 1–7. Friman, P. C. (2014). Behavior Analysts to the Front! A 15-Step Tutorial on Public Speaking. The Behavior Analyst, 37(2), 109–118. Duarte, N. (2013). Resonate: Present Visual Stories that Transform Audiences- Multimedia version. California: Duarte Press. Retrieved from <http://resonate.duarte.com>

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

1. Cite elements from the BACB Professional and Ethical Compliance Code regarding Responsibility to the Profession and Public statements;
2. Recognize the key elements of “The hero’s journey”, and use these elements in a presentation;
3. Define and use elements of contrast in public speaking;
4. Develop slides using thematic elements, using media with appropriate licensing to refrain from copyright or trademark infringement;
5. Present to peers in a dynamic and engaging manner

Bio of Presenter:

Corey L. Robertson received his M.S. in Applied Behavior Analysis and Organizational Behavior Management from Florida Institute of Technology in 2006 and became a Board Certified Behavior Analyst in 2007. For the past 10 years, Corey has been dedicated to developing competent behavior analysts through his work as Lead Co-Instructor for FL Tech's online professional development program, and through direct and distance supervision of certificant seekers. He is also passionate about the growth and dissemination of the field through social media, serving as admin for several behavior analytic Facebook groups and maintaining the 'behaviorguy' page and website.



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The Florida Scrub Jay: An Endangered Species

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Endangered as of the early 1990s, scrub jays live in areas of scrubby oaks growing in the sandy soils of Florida's mid- peninsula. It is estimated that about 4,000 pairs exist, a reduction of more than 90% from original numbers. The primary threat is habitat loss.

Female scrub jays lay about 3 to 4 eggs once or twice a year. During incubation, the males feed the females.



Both parents and “helpers”, often, previous offspring, feed the hatchlings. Young scrub jays leave the nest about 18 days after hatching. Diet consists largely of insects, berries, and acorns which are buried and retrieved for later consumption.

***A special thanks is due to Dr. Al Murphy who has been identifying FABA's endangered species for more than 20 years.*

Notes:

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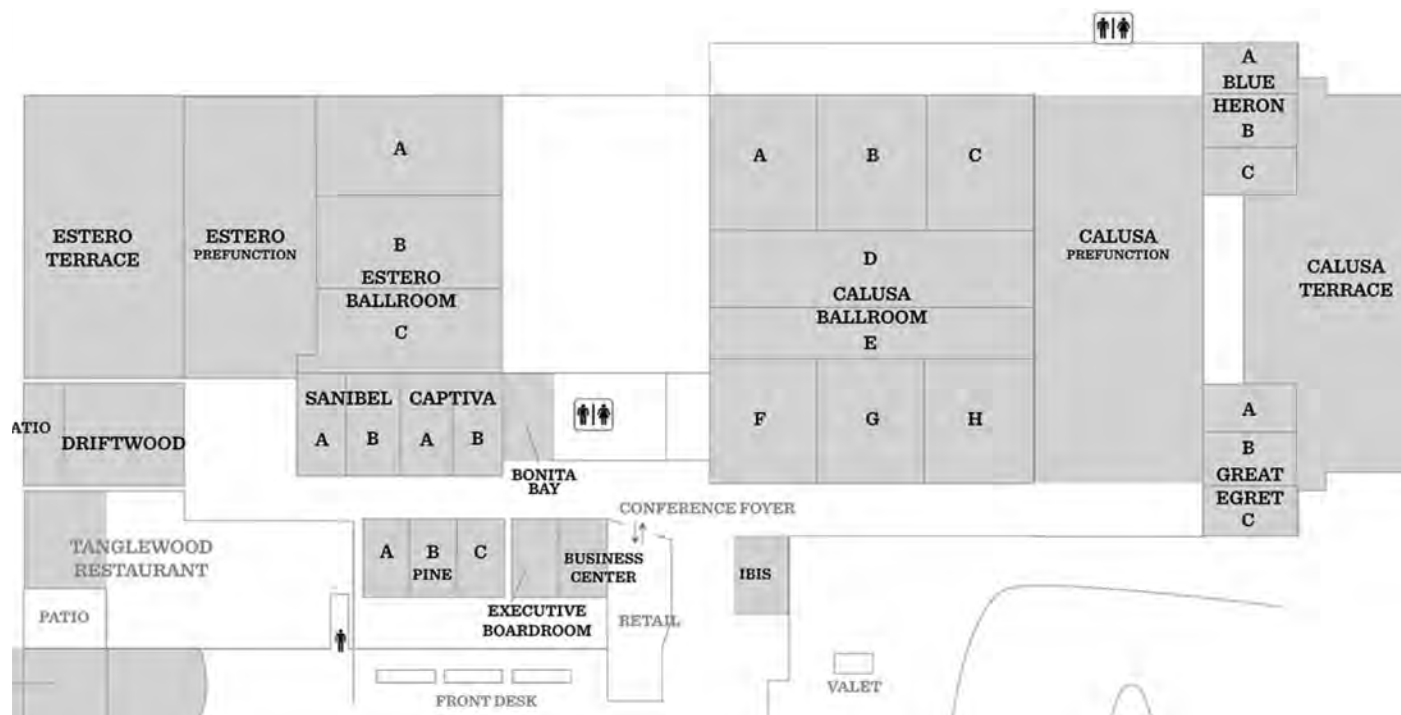
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THURSDAY MORNING

ROOM	7:00-7:50	8-8:50	9-9:50	10-10:50	11-12:30	12:30-1:20
Driftwood 60						#39 12:30 pm- 1:30 pm Keynote Luncheon CHAIR: <i>Dickens</i>
Captiva AB 120		#18 8:00-8:50 am Feeding Behaviors <i>Brown, Patel, Lesack</i>	#26 9:00-9:50 am Multicultural Panel <i>Toro. Cruz, and Paloma</i>	#34 10:00-10:50 am BDS Meeting for University Staff <i>Beaupre</i>		LUNCH No Scheduled Sessions
Pine ABC 150		#19 8:00-8:50 am FBA Promoting Activity <i>Minton, Golden</i>	#27 9:00-9:50 am Supposed to be fun <i>Kendrick, Ward</i>	#35 10:00-10:50 am Basic Life Support <i>Kearney, Brady</i>		
Estero A 230		#20 8:00-9:20 am Furhter Eval of Ver Op CHAIR: <i>Slocum</i> DISCUSSANT: <i>Sloman</i> <i>Llanes -OR-Martinez,</i> <i>Gonzalez, Conine, Ryan</i>		#31 9:30-10:50 am Problem Behavior in Schools CHAIR: <i>Blair</i> DISCUSSANT: <i>Crosland</i> <i>Sofarelli, Giguere, Paulish, Avila</i>		
Estero B 230		#21 8:00-9:20 am Token E and Cond Reinf. CHAIR: <i>Wilder</i> DISCUSSANT: <i>Deleon</i> <i>Fuste, Shvarts, Ertel, Reynolds</i>		#32 9:30-10:50 am Cultural & Linguistic CHAIR: <i>Bloom</i> DISCUSSANT: <i>Whitehouse</i> <i>Garcia, Bell, Litchmore</i>		
Estero C 230		#22 8:00-9:20 am Training Caregivers and Staff CHAIR: <i>Jimenez-Gomez</i> DISCUSSANT: <i>Bloom</i> <i>Villacorta, Moss, McGarry, Suberman</i>		#33 9:30-10:50 am Methodological Considerations CHAIR: <i>Gadaire</i> DISCUSSANT: <i>Samaha</i> <i>Schieber, Morris, Kronfli, Gadaire</i>		
Great Egret ABC 180	FABA Store Hours Vary- Please refer to the posted times during the conference.					
Calusa ABCD 720		#23 8:00-8:50 am Invited -Bx Ch Sustainable World <i>Heward</i> INTRO: <i>Bailey</i>	#28 9:00-9:50 am Restrictive & Aversive <i>Winston</i>	#36 10:00-10:50 am Legislative Update CHAIR: <i>Riordan</i> <i>Prutsmann, Potak,</i> <i>Cruz, Dickens</i>		#38 11:00 am- 12:30 pm Keynote Address
Calusa EFGH 720		#24 8:00-8:50 am Neuroplasticity <i>McGinnis</i>	#29 9:00-9:50 am Self Care Skills CHAIR: <i>Williams</i> DISCUSSANT: <i>Gutierrez</i> <i>Hodges, Bacotti,</i> <i>Grauerholz-Fisher</i>			Applications of VB and RFT: Can't we all get along? <i>Sundberg</i>
Blue Heron ABC 180		#25 8:00-8:50 am Cultural Awareness <i>P.Rodriguez, Cruz</i>	#30 9:00-9:50 am Parent Training <i>Caldevilla</i>	#37 10:00-10:50 am Stimulus Pairing CHAIR: <i>Gutierrez</i> DISCUSSANT: <i>Leon</i> <i>Williams, Diaz, Samaha</i>		

THURSDAY AFTERNOON

ROOM	1:30-2:20	2:30-3:20	3:30-4:20	4:30-5:20	6:00-8:00
Driftwood 60					
Captiva AB 120	#40 1:30-2:20 pm OBM Paper Session CHAIR: <i>Montgomery Curran, Berardi-Cox, Reed, Montgomery</i>	#47 2:30-3:20 pm Autism Treatment Paper Session CHAIR: <i>Louloudis Golden, Morris, Woerner</i>	#54 3:30-4:20 pm ABA in South America <i>Parejo, Caldevilla , Bueno</i>		
Pine ABC 150	#41 1:30-2:20 pm Local Chapters Officers Meetingy <i>Lucker-Greene</i>	#48 2:30-3:20 pm BHCOE Accreditation <i>Biagi, Litvak</i>	#55 3:30-4:20 pm Health & Fitness SIG Meeting <i>Green</i>		
Estero A 230	#42 1:30-2:50 pm Teaching Verbal Behavior CHAIR: <i>Nicholson</i> DISCUSSANT: <i>Marshall Dressel, Nastri, Hussain</i>		#52 3:00-4:20 pm Assess Tx Prob Beh CHAIR: <i>Ibañez</i> DISCUSSANT: <i>Slocum Slanzi, Bonner, Weyman, Schubiger</i>		
Estero B 230					#58 5:30-6:30 pm Poster Session Pres Social <i>Dickens</i>
Estero C 230	#43 1:30-2:50 pm Eval. Multiple Schedules CHAIR: <i>Gadaire</i> DISCUSSANT: <i>Peters Perez, Campos, Pizarro</i>		#53 3:00-4:20 pm Video Based Instruction CHAIR: <i>Cividini-Motta</i> DISCUSSANT: <i>Wilder Fentress, Lynch, O'Connor, Saiki</i>		Reunions 6-8 PM
Great Egret ABC 180	FABA Store Hours Vary- Please refer to the posted times during the conference.				
Calusa ABCD 720	#44 1:30-2:20 pm Invited Speaker Political Activism <i>Toro</i> INTRO: <i>Coleman</i>	#49 2:30-3:50 pm Time's Up! Sexual Harassment CHAIR: <i>Bailey</i> <i>Torres-Diaz, Cordova, Cruz</i>		#57 4:30-5:20 pm Inside Beh Analysis <i>Sundberg</i> INTRO: <i>Houvouras</i>	
Calusa EFGH 720	#45 1:30-2:20 pm Functional Life Skills <i>McGreevy</i>	#50 2:30-3:20 pm ABAallDayEveryDay CHAIR: <i>Askari Escalante, O'Donnell</i>			
Blue Heron ABC 180	#46 1:30-2:20 pm Special Topics in ABA CHAIR: <i>Cook Novotny, Crosland, Boyden Lanovaz, McHugh</i>	#51 2:30-3:20 pm Cert. isn't the Finish Line CHAIR: <i>Spiker Lenderman, Lancaster, Curran</i>	#56 3:30-4:20 pm Legislative Update CHAIR: <i>Riordan Cruz, Prutsman, Potak, Dickens</i>		

FRIDAY MORNING

ROOM	7:00-7:50	8-8:50	9-9:50	10-10:50	11-12:30	12:30-1:20
Driftwood 60	#59 7:00-7:50 am Past Presidents Breakfast CHAIR: <i>Rovertson</i>				No Other Scheduled Sessions	#79 12:30 pm- 1:30 pm Presidential Luncheon
Captiva AB 120		#60 8:00-9:20 am Classroom Behavior Management CHAIR: <i>Murdock Renaker, Socie</i>		#75 10:00-10:50 am Intervening Colleague <i>Toro</i>		LUNCH No Scheduled Sessions
Pine ABC 150		#61 8:00-8:50 am Teaching Eye Contact <i>Rapp, Cook, Nuta, Balagot, Crouchman, Jenkins</i>	#68 9:00-9:50 am Adv in Tx of Stereotypy CHAIR: <i>Sloman</i> DISCUSSANT: <i>Wunderlich Goldman, MacNaul, McNamara</i>	#76 10:00-10:50 am Reduction of Brutality <i>Knowles</i>		
Estero A 230		#62 8:00-9:20 am Improving Sports CHAIR: <i>Crosland</i> DISCUSSANT: <i>Miltenberger DePaolo, Coet, Greenberg</i>		#71 9:30-10:50 am Towards Enhancing Diff R CHAIR: <i>DeLeon</i> DISCUSSANT: <i>Vollmer Clark, Laureano, Weinsztok, Wu</i>		
Estero B 230		#63 8:00-9:20 am Beyond the Textbook CHAIR: <i>Miller</i> DISCUSSANT: <i>B. Wright Ward, Miller, Gist, Woznick</i>		#72 9:30-10:50 am Teaching Safety Skills CHAIR: <i>Harvey</i> DISCUSSANT: <i>Miltenberger Carlos, Neff, Umpierre, Maxfield</i>		
Estero C 230		#64 8:00-9:20 am Power as a Reinforcer CHAIR: <i>Wagner</i> <i>Darnell Lattal, Detrich, Dickson</i>		#73 9:30-10:50 am OBM...Scorecards CHAIR: <i>Tilka</i> DISCUSSANT: <i>Wilder Sleiman, Tilka, Cymbal</i>		
Great Egret ABC 180	FABA Store Hours Vary- Please refer to the posted times during the conference.					
Calusa ABCD 720		#65 8:00-8:50 am Invited Speaker How Low? Tx Integrity <i>St. Peter</i> INTRO: <i>Vollmer</i>	#69 9:00-9:50 am Invited Speaker EVB: ABA Tx Failures <i>Fuqua</i> INTRO: <i>Bailey</i>	#77 10:00-10:50 am Behaving Badly <i>Bailey</i>	#78 11:00 am- 12:30 pm Presidential Address:	
Calusa EFGH 720		#66 8:00-8:50 am Ethics in School CHAIR: <i>Houvouras Bailey, Postma</i>	#70 9:00-9:50 am Innov Treatment Autism CHAIR: <i>Pritchard Lucker-Greene, Sowcik, M. Kohli, Prathosh, S. Kohli, Pandey</i>		<i>Dickens</i> INTRO: <i>Polick</i>	
Blue Heron ABC 180		#67 8:00-9:20 am Callous Traits CHAIR: <i>Golden</i> DISCUSSANT: <i>Gutierrez Golden, Stuart, Maharaj</i>		#74 9:30-9:50 am Skill Acquisition ASD CHAIR: <i>Leon</i> DISCUSSANT: <i>Cividini-Motta Haggerty, Henry, Rajagopal, Gutierrez</i>		

FRIDAY AFTERNOON

ROOM	1:30-2:20	2:30-3:20	3:30-4:20	4:30-5:20	6:00-11:00
Driftwood 60					
Captiva AB 120	#80 1:30-2:20 pm Special Topics in ABA 2 CHAIR: <i>Stabile</i> <i>M. Harvey, Rush,</i> <i>C. Harvey</i>	#88 2:30-3:20 pm Living with a Dog <i>Angel</i>	#96 3:30-4:20 pm Crisis Management <i>Avila, Winston</i>		
Pine ABC 150	#81 1:30-2:20 pm Ethics in Telehealth <i>Parejo, Caldevilla</i>	#89 2:30-3:20 pm Act like an Analyst <i>Spiker</i>	#97 3:30-4:20 pm Play Skills CHAIR: <i>Champlin</i> DISCUSSANT: <i>Nicholson</i> <i>Schissler, Champlin, Bosc</i>		
Estero A 230	#82 1:30-2:50 pm Toileting <i>Deese</i>		#92 3:00-4:20 pm Prevent Teach Reinforce CHAIR: <i>Clarke</i> DISCUSSANT: <i>Iovannone</i> <i>Haynes, Cassell, Fontechia, Clarke</i>		
Estero B 230	#83 1:30-2:20 pm The Road to Activism <i>Downs, Spiker</i>	#90 2:30-3:20 pm Molec FA: What & How to <i>Weinberg, Marsh</i>	#98 3:30-4:20 pm Small Group Instruction <i>McGreevy</i>		
Estero C 230	#84 1:30-2:50 pm Improving Sports CHAIR: <i>Miltenberger</i> DISCUSSANT: <i>Crosland</i> <i>Schenk, Ortega, Giambrone</i>		#93 3:00-4:20 pm Teaching Living Skills CHAIR: <i>Crosland</i> DISCUSSANT: <i>S.Neff</i> <i>Palumbo, Crosland, B.Neff</i>		
Great Egret ABC 180	FABA Store Hours Vary- Please refer to the posted times during the conference.				
Calusa ABCD 720	#85 1:30-2:50 pm Language and time machine <i>Winston</i>		#94 3:00-3:50 pm Invited Speaker Pediatric Hospitals <i>Hodges</i> INTRO: <i>Blakely</i>	#100 4:30-5:20 pm Inside Beh Analysis <i>Lovaas</i> INTRO: <i>Houvouras</i>	#101 8:00-9:00 pm Ignites! At Nite! CHAIR: <i>Maharaj</i>
Calusa EFGH 720	#86 1:30-2:50 pm SPCS Curriculum Project CHAIR: <i>Michaelis</i> <i>Guffee, Wilkerson</i>		#95 3:00-4:20 pm Beh Assess Practices CHAIR: <i>Olive</i> DISCUSSANT: <i>Golden</i> <i>Miller, Sawyer, Ward, Olive</i>		#102 9:00-11:00 pm Friday Night Karaoke CHAIR: <i>Houvouras</i>
Blue Heron ABC 180	#87 1:30-2:20 pm Health Behaviors in DD <i>Nicolini</i>	#91 2:30-3:20 pm Flowcharting <i>J. Lamarca, V. Lamarca</i>	#99 3:30-4:20 pm Yes We Can <i>Older</i>		

SATURDAY MORNING

ROOM	8:00-8:50	9-9:50	10-11:00	11:10-12:10	No other Scheduled Sessions
Sanibel AB 120	<div>Workshop #16</div> <div>Apprentice: Innovative Approach to Supervision</div> <div>CANCELED</div> <div>Courtney</div>				
Captiva AB 120	<div>Workshop #17</div> <div>Azrin and Foxx's Rapid Toilet Training</div> <div>Keating</div>				
Pine ABC 150	<div>Workshop #18</div> <div>A Practical Application of EBT Strategies</div> <div>Diaz, Kavner, Enloe</div>				
Calusa FG	#103 8:00-8:50 am Working on Health Green	#109 9:00-9:50 am Simulated Independence Jurgens, Seymour	#115 10:00-10:50 am FCT with Support Caldevilla		
Calusa H	#104 8:00-8:50 am ABA Billing Silcox	#110 9:00-9:50 am Integrating ABA & SFBT Monterroso, Murphy, Garcia	#116 10:00-10:50 am Delay & Denial Tolerance Fitzpatrick, Deese		
Estero A 230	#105 8:00-9:20 am Health Behaviors in DD CHAIR: Samaha DISCUSSANT: Jimenez-Gomez Morris, Hannula, Gauert		#112 9:30-10:50 am Group Instruction in Autism CHAIR: Harvey DISCUSSANT: Houvouras Forte, Gadaire, Passage, Felde		
Estero B 230	#106 8:00-8:50 am Access Dental Care Sheehan, Padilla, Chung	#111 9:30-10:50 am Attend this Session Allison	#117 10:30-10:50 am Supervising RBT: Ethics Axelrod, Agganis		
Estero C 230	#107 8:00-9:20 am OBM -From the Lab... CHAIR: Sleiman DISCUSSANT: Weatherly Lytle, Vergason, Matey, Sleiman		#113 9:30-10:50 am Translational to Clinical CHAIR: Talhelm DISCUSSANT: Lambert Koehler, Gonzalez, Concepcion		
Great Egret ABC 180	FABA Store Hours Vary- Please refer to the posted times during the conference.				
Calusa ABCD 720	#108 8:00-9:20 am Delay discounting and a tutorial Migan-Gandonou, Ackerlund-Brandt, Valdes, Montano		#114 9:30-10:50 am ABA Through Health Ins CHAIR: Olive Ecott, Finger	#118 11:10-12:10 am Invited Speaker Big Data and BA C. Lund, J. Lund INTRO: Bailey	
Blue Heron ABC 180	Workshop #19 Ignite your Audience Robertson				

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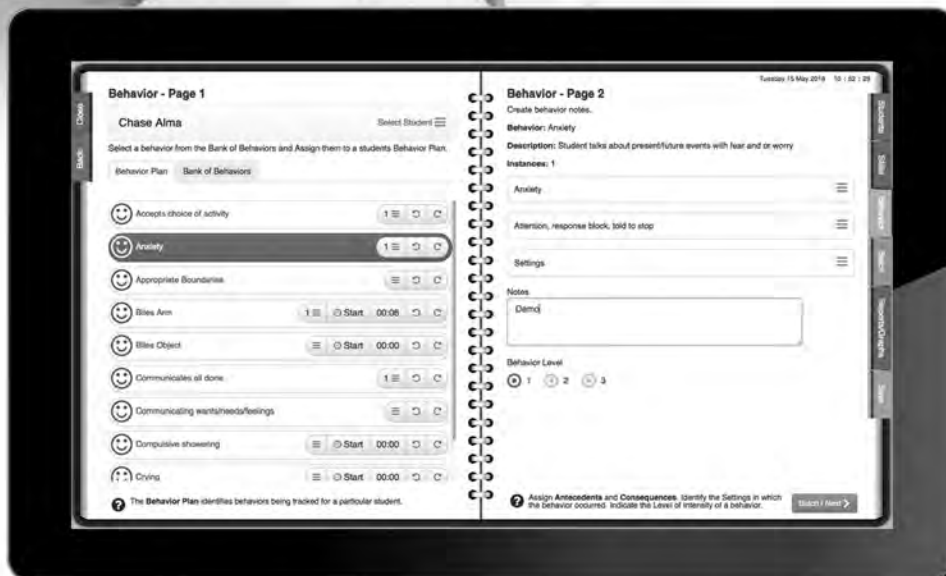
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