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OCTOBER 27-28, 2022

WITH SPECIAL GUESTS
JOSHUA JESSEL
ADITHYAN RAJARAMAN &
SARAH TRAUTMAN

SCHEDULE OF EVENTS

Thursday, October 27, 2022

8:20 - 8:50	Presidential Address
9:00 - 12:00	Morning Sessions
12:00 - 1:30	Round Table Lunch/Break
1:30 - 2:50	Afternoon Sessions
2:50 - 3:10	TABA Networking Sessions
3:10 - 4:00	Afternoon Sessions
4:00 - 5:00	Poster Session

Friday, October 28, 2022

8:00 - 12:00	Morning Sessions
12:00 - 1:20	Lunch Break
1:20 - 2:40	Afternoon Sessions
2:40 - 3:10	Business Meeting/EC Elections
3:10 - 4:00	Afternoon Sessions
4:00 - 5:30	Behaviorallympics

ACKNOWLEDGEMENTS

TABA Executive Committee (2021 – 2022)

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Komal Noordin

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Middle Region Representative

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Special thanks to Lindsey Brady, Mollie Todt, Brianna Giles

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Thank you to the behavior analysts whose contributions to the field and to our organization have greatly helped further the mission of TABA and the dissemination of ABA throughout the state of Tennessee!

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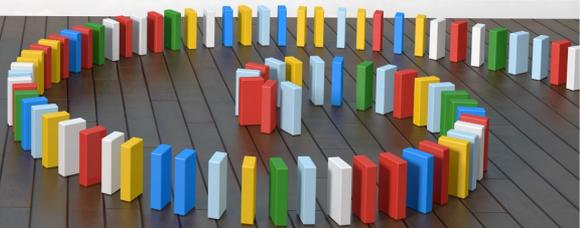
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Check out Thursday's

Special Events



Hungry for knowledge?

Join us at the round table lunch. Don't walk; run! We've only got enough food for those who register at the QR code. We promise you won't get satiated.



12:00 PM - 1:00 PM
ROOM 105A

Who's in your network?

Come to the networking event to talk with other conference attendees about cultural diversity in ABA, supervision, life as a student, and more!

2:50 PM - 3:10 PM
ROOM 105A



What's better than one presenter?

A room full of presenters! Stop by the poster session and chat with presenters about their amazing work!

12:00 PM - 1:00 PM
ROOM 106ABC



TUNE IN FRIDAY FOR EVEN MORE SPECIAL EVENTS!

Conference At-A-Glance Thursday

Thursday, October 27th, 2022

Time	CEUs	Title	Presenters	Room
7:00am		Registration, Breakfast, Networking, Mingling		106ABC
8:20am		Presidential Address	Komal Noordin, MS, LBA, BCBA, TABA President Melanie Bull, TABA Lobbyist, Principal at Capitol and 5th Public Strategies	104ABC
9:00am	1.0 CEU	Advances in the Practical Functional Assessment of Problem Behavior for Today's ABA	Joshua Jessel, PhD, BCBA-D	104ABC
10:00am	1.0 CEU	Promoting Safety and Compassion in the Assessment and Treatment of Dangerous Behavior	Adithyan Rajaraman, PhD, BCBA-D, LBA	104ABC
11:00am	1.0 CEU	TN-TAN and TABA: An Alliance to Improve Behavior Assessment and Intervention Planning in Tennessee Schools	John Staubit, MEd, BCBA, LBA, Blair Lloyd, PhD, BCBA-D, Brooke Shuster, MEd, BCBA, April Ebbinger, PhD, NCSP	104ABC
	1.0 ETH	Adults and ABA: Expanding your scope of practice	Jennifer Lenderman, M.Ed., BCBA, Brandie Wishon, RBT, Leslie Price, RBT	104D
	1.0 ETH CUL/DIV	Derived Relational Responding, Cultural Awareness, and the Emergence of Prejudice	James Meindl, PhD, BCBA-D, LBA, et al.	104E
12:00pm		Round Table Lunch		105A
1:30pm	1.5 ETH CUL/DIV	Best Practices in Clinical Service Provision with Gender-Diverse Individuals	Heather Walker, PhD, LBA, BCBA, Echo Chan, MS, LBA, BCBA, Kayla Jones, MS, RBT, Annie Macomber, MS, RBT	104ABC
	1.5 CEU	Trauma-Informed Replacement Behaviors	Sandra Bishop, MS, BCBA, LBA, CCTP	104D
	1.5 ETH	Incorporating Shareholder Feedback into Program Planning: Community-Informed Practices on Small and Large Scales	Pablo Juarez, MEd, BCBA, LBA, Lauren Weaver, M.S., BCBA, LBA, Kate Chazin, Ph.D., BCBA-D, Brian Middleton, M.Ed., BCBA, LBA	104E
2:50pm		TABA Networking		105A
3:10pm	1.0 ETH	Implications of Private Equity's Expanding Footprint in Tennessee's ABA Community	Zachary Stevens, MS, BCBA, LBA Pablo Juarez, MEd, BCBA, LBA	104ABC
	1.0 CEU	Relational Frame Theory and Value-Based Care	Lyndsy Macri, MS, BCBA, LBA, James Moore, PhD, BCBA-D, Jennifer Freedman, MEd, BCBA, Christina Nylander, MEd, BCBA	104D
4:00pm		Poster Session		106ABC

CEU Key: ETH = Ethics, SUP = Supervision, CUL/DIV = Cultural Diversity (TN LBA)



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Check out Friday's

SPECIAL

EVENTS



Let's talk business

We need your input at the annual Business Meeting. Weigh in on important decisions affecting TABA and vote for the 2023 executive committee at the QR code.

2:50pm - 3:10 pm
Room 104E



Go for the gold!

Ever dreamed of winning the olympics? Make that dream a reality in the Behaviorallympics. Test your knowledge in a series of games. If that wasn't enough, there will be prizes and a cash bar!

Must be a student to participate but all are welcome to attend.

4:00 pm - 5:30 pm
Room 106ABC



That's all for now, folks

Conference At-A-Glance Friday

Friday, October 28th, 2022

Time	CEUs	Title	Presenters	Room
7:00am		Registration, Breakfast, Networking, Mingling		106ABC
8:00am	1.0 ETH CUL/DIV	Understanding Cultural Responsiveness in Behavior Analytic Treatment	Ruby Mannankara-Cabrera, MS, BCBA, LBA	104ABC
	1.0 CEU	Measuring Teacher Practices, Student Behaviors, and Teacher-Student Interactions in the Classroom	Gabby Crowell, M. Ed., BCBA, Blair Lloyd, PhD, BCBA-D, Eleanor Hancock, M. Ed., BCBA	104D
	1.0 CEU	Taking Control of Your Quality of Work Life	Jacquelyn McLeish, MA, BCBA	104E
9:00am	1.0 CEU	Rooted in Compassion	Sarah Trautman, MA, BCBA	104ABC
10:00am	1.0 ETH	Key Partner Collaboration for Family Engagement during Consultation	Emily Grace Johnson, BS, RBT Lauren Weaver, MS, BCBA, LBA	104ABC
	1.0 SUP CUL/DIV	Developing Culturally Responsive Approaches to Serving Diverse Populations in Applied Behavioral Analytic Practice	Philip Kanfush, OSB, EdD, BCBA-D, LBA, LBS	104E
11:00am	1.0 CEU	Advances in the Skill-Based Treatment of Problem Behavior for Today's ABA	Joshua Jessel, PhD, BCBA-D, LBA	104ABC
12:00pm		Lunch Break		
1:20pm	1.5 CEU	Extensions in Skill-Based Treatment Research: Procedural Variations and Implementer Training	Adithyan Rajaraman, PhD, BCBA-D, LBA, Matthew Santini, MAT, Angela Gialanella, BA, Gina Richig, BS	104ABC
	1.5 ETH	Ethics Olympiad - a Contest of Competence!	Philip Kanfush, OSB, EdD, BCBA-D, LBA, LBS	104D
	1.5 CEU	I-Downsized My ABA Company	Sandra Bishop, MS, BCBA, LBA, CCFP	104E
2:40pm		TABA Business Meeting		104E
3:10pm	1.0 ETH	Thumbs Down for ABA: Strategies for Recognizing and Preventing Trauma in ABA	Annette Little, PhD, BCBA-D, LBA, Lisa Fox, MEd, BCBA, LBA, Pamela Sretchen, MS, BCBA, LBA, Ian Zimmerman, MS, BCBA, Josh Little, MFA, Kathy Sharlow, MS. Ed. SPED endorsement	104ABC
	1.0 CUL/DIV	Person-centered Planning & Applied Behavior Analysis: A Review of the Literature and Recommendations for Practice with Adults Diagnosed with ID/DD.	T.J. Larum, MS, BCBA, LBA	104D
4:00pm		Behaviorallympics!		106ABC

CEU Key: ETH = Ethics, SUP = Supervision, CUL/DIV = Cultural Diversity (TN LBA)

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TABA 25th Annual Conference Invited Speakers



Joshua Jessel, PhD, BCBA-D

Dr. Joshua Jessel completed his master's degree at the University of Maryland, Baltimore County where he worked with individuals who exhibited severe problem behavior on the neurobehavioral inpatient unit of the Kennedy Krieger Institute. He went on to earn his doctoral degree at Western New England University with his primary research focusing on the assessment and treatment of problem behavior with autistic children. Dr. Jessel continued to extend this line of research as a postdoctoral fellow at a clinic in Texas where he oversaw nearly 100 children admitted to an outpatient program. Dr. Jessel has authored over 50 research articles and chapters and continues his scholarship as an assistant professor at Queens College in New York City.

Presentations:

Thursday, October 27th, 9:00am, 104ABC

Advances in the Practical Functional Assessment of Problem Behavior for Today's ABA

Friday, October 28th, 11:00am, 104ABC

Advances in the Skill-Based Treatment of Problem Behavior for Today's ABA



Adithyan Rajaraman, PhD, BCBA-D

Adithyan (Dithu) Rajaraman has been blessed to teach, interact with, and learn from children and adolescents with and without disabilities for 15 years. Dithu completed his Doctoral training in Behavior Analysis at Western New England University, under the advisement of Dr. Greg Hanley. In 2019, he joined the faculty at UMBC, where he taught and mentored undergraduate and graduate students of Psychology with an emphasis in behavior analysis. In the fall of 2022, Dithu joined the faculty at Vanderbilt University Medical Center as an Assistant Professor of Pediatrics, where he serves as Director of Behavior Analysis Research within Vanderbilt Kennedy Center's (VKC) Treatment and Research Institute for Autism Spectrum Disorders (TRIAD). Dithu has published research in the *Journal of Applied Behavior Analysis*, *Behavior Analysis in Practice*, the *International Journal of Developmental Disabilities*, and *Autism*. In addition, Dithu has been privileged to conduct and disseminate collaborative research across multiple continents. Dithu's research and practice interests include the assessment, treatment, and prevention of dangerous behavior, with an emphasis on investigating compassionate, trauma-informed approaches to behavioral assessment and intervention. This research aim is intimately connected to the goal of being able to provide safe, dignifying, yet highly effective behavior-analytic services to underrepresented individuals in underserved communities.

Presentations:

Thursday, October 27th, 10:00am, 104ABC

Promoting Safety and Compassion in the Assessment and Treatment of Dangerous Behavior

Friday, October 28th, 1:20pm, 104ABC

Extensions in Skill-Based Treatment Research: Procedural Variations and Implementer Training



Sarah Trautman, MA, BCBA

Sarah has been in-love with Behavior Analysis since she took her first intro to ABA class as an undergraduate student at Gonzaga University. Sarah has been a Board Certified Behavior Analyst since 2004 (she even took the exam using real paper and a pencil). Sarah is the co-founder and CEO of defy community. defy is committed to helping Behavior Analysis professionals decrease the impact of burnout using evidence-based interventions and tools. Sarah has served as the President of the California Association for Behavior Analysis (CalABA) and was a founding Board Member of the Council of Autism Service Providers (CASP). Sarah is also a published author and LOVES public speaking, hip-hop and caffeine (in that order).

Presentation:

Friday, October 28th, 9:00am, 104ABC

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Dear PBA Team,

This space could have been used to advertise for our company. Instead, I am using it to thank you for everything that you do to provide incredibly effective, ethical services. Each of you have made an impact on your community and our field; I am so proud of you! Enjoy the conference!

Zack



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THURSDAY, OCTOBER 27, 2022

Events by Day

Session #1

8:20-8:50 AM

104ABC

Presidential Address

Komal Noordin, MS, LBA, BCBA, TABA President

Melanie Bull, TABA Lobbyist, Principal at Capitol and 5th Public Strategies

ABSTRACT: The members will receive a brief update on the actions of the TABA executive committee for the 2021-2022 year from Komal Noordin. The members will also receive an update from their lobbyist Melanie Bull.

Session #2

9:00-9:50am

1.0 CEU

104ABC

Invited Speaker

Advances in the Practical Functional Assessment of Problem Behavior for Today's ABA

Joshua Jessel, PhD, BCBA-D

ABSTRACT: The functional analysis is often recommended as a tool for clinicians to use to identify environmental causes of problem behavior to better inform subsequent treatment. However, the lack of concrete guidelines supporting the safe and practical application of functional analysis procedures often leaves clinicians in a precarious position having to choose between what is empirically supported and what is feasible. In this talk I will introduce the Practical Functional Assessment (PFA) model, which was developed to address the growing concerns among clinicians and caregivers for a more compassionate and caring field. In addition, I will discuss how the procedures can be modified to address the specific needs of many clinical situations for today's ABA.

Session #3

10:00-10:50am

1.0 CEU

104ABC

Invited Speaker

Promoting Safety and Compassion in the Assessment and Treatment of Dangerous Behavior

Adithyan Rajaraman, PhD, BCBA-D, LBA

ABSTRACT: We need to talk about trauma. It is pervasive, can have lasting impact on our physical and emotional health, and intellectually- and developmentally-disabled (IDD) individuals are at greater risk for experiencing traumatic events relative to typically developing peers. Some IDD individuals may also exhibit intractable, dangerous behavior, which may or may not be related to previous trauma exposure. Although applied behavior analysis (ABA) has a rich history of successfully addressing dangerous behavior, certain procedures may warrant reconsideration in light of an acknowledgment of the impacts of trauma on individuals and their behavior. In this presentation, after describing a conceptual framework for incorporating trauma-informed care (TIC) into ABA, I will provide some case examples of how the core commitments of TIC could be applied to assessments and treatments of dangerous behavior to prioritize safety, assent, choice, and skill development. What I hope you will be able to abstract from case examples is not a specific set of procedures (although you may), but an overall approach and an evidence-based strategy—guided by values of compassion, empathy, and dignity—that you would feel comfortable and confident in applying to your practice right away.

Session #4

11:00-11:50am

1.0 CEU

104ABC

TN-TAN and TABA: An Alliance to Improve Behavior Assessment and Intervention Planning in Tennessee Schools

Chair: John Staubitz, MEd, BCBA, LBA

Panelists: Blair Lloyd, PhD, BCBA-D , Brooke Shuster, MEd, BCBA, John Staubitz, MEd, BCBA, April Ebbinger, PhD, NCSP

ABSTRACT: The Tennessee Technical Assistance Network (TN-TAN) provides school districts, administrators, educators, and families high-quality training, resources, and supports to improve outcomes for students with disabilities. One aspect of this support focuses on increasing district and school capacity to complete high quality functional behavior assessments (FBAs) and behavior

intervention plans (BIPs). Earlier this year, state legislators codified new regulations and expectations for FBAs and BIPs. In response, TN-TAN partners worked with the TN Department of Education to produce a set of technical assistance materials—including template forms and evaluation rubrics—to support implementation of high quality FBAs and BIPs that meet or exceed current state regulations. In this session, representatives from the TN Department of Education and two TN-TAN partners (TRIAD and the Tennessee Tiered Supports Center) will review and discuss updated FBA and BIP regulations, the tools and rubrics created to support their implementation, and ways in which TABA’s membership can partner with TN-TAN to improve the assessment and treatment of challenging behavior in school across Tennessee.

Session #5

11:00-11:50am

1.0 CEU, Ethics

104D

Adults and ABA: Expanding your scope of practice

Jennifer Lenderman, M.Ed., BCBA

Brandie Wishon, RBT

Leslie Price, RBT

ABSTRACT: There are many misconceptions about working with the adult population. In reality, it can be simple and rewarding with the right guidance and support. The presenters’ goal is to provide some of this guidance in order to encourage more behavior analysts to work with the adult population. The first objective will review background information about working with the adult population, which consists of stakeholders/caregivers involved in their care, how to appropriately interact with adult learners, and some common scenarios that might occur during ABA therapy. The presenters will also provide information about advocacy for the adult population and how to individualize their treatment while also guiding the clients to participate in making their own choices and decisions. The second objective focuses on promoting dignity and respect when working with the adult population, while also honoring our adult clients’ rights and preferences. The presenters will also showcase trauma informed approaches that are likely to set up a path for success in the least intrusive way for all stakeholders. For the third objective, the presenters will discuss how social validity and age-appropriateness is critical when working with the adult population. Participants will be reminded of the rights our adult clients are entitled to, and the ethical obligations practitioners are bound to while serving them.

Session #6

11:00-11:50am

1.0 CEU, Ethics

104E

Derived Relational Responding, Cultural Awareness, and the Emergence of Prejudice (Cultural Diversity)

James Meindl, PhD, BCBA-D, LBA

Diana Delgado, Ph.D., BCBA-D

Jonathan Ivy, Ph.D., BCBA-D

ABSTRACT: Culture is the shared private and public behaviors that members of a group display, and that can be used to distinguish one group from another. Many different cultures exist, and although everyone belongs to at least one culture, membership is fluid and often overlapping. Given that a culture encompasses both a learning history and specifies relevant contingencies, enhanced cultural awareness is important in that it may enable a behavior analyst to better predict and influence important client behavior. However, increased cultural awareness does not come without potential pitfalls. Our capacity to derive relations between stimuli creates the possibility that increased cultural awareness may inadvertently lead to prejudicial responding. This talk will describe various approaches to cultural awareness, identify how derived relational responding is of critical importance in cultural awareness, and provide direction to prevent inadvertent prejudicial responding.

Session #7

1:30-2:50pm

1.5 CEU Ethics, Cultural Diversity

104ABC

Best Practices in Clinical Service Provision with Gender-Diverse Individuals

Chair: Heather Walker, PhD, LBA, BCBA

Panelists: Heather Walker, PhD, LBA, BCBA, Echo Chan, MS, LBA, BCBA, Kayla Jones, MS, RBT, Annie Macomber, MS, RBT

ABSTRACT: Recent research suggests there may be a higher percentage of individuals diagnosed with Autism Spectrum Disorder (ASD) who identify as gender-diverse (Warrier, et al., 2020). Many behavior analysts serve individuals with ASD and thus, are likely to encounter children, adolescents, and adults who are gender-diverse. The field of applied behavior analysis has not formally outlined best-practices in working with gender-diverse individuals. The purposes of this panel are to review data on gender-diversity and ASD, summarize research and position statements from our field as well as related fields, and to present a case study on ethics and effective service provision with an adolescent with ASD who identifies as gender-diverse.

Session #8 : CANCELED

1:30-2:50pm

1.5 CEU

104D

Trauma Informed Replacement Behaviors

Saundra Bishop, MS, BCBA, LBA, CCTP

ABSTRACT: Behavior analysts focus on observable and measurable behavior and direct function. This can make it difficult when trauma informed strategies seem counter to our assessments. However, if BCBA's and other providers that create behavior plans look at trauma events as setting events, they can create sensitive and effective interventions, which support all clients, including those who may be in foster care, school programs, or even simply living through COVID-19. Saundra Bishop provided part 1 of the workshop last year. Join her as we will explore part 2 and learn how to identify Trauma Events, interventions targeting Trauma Event Setting Events (TESE), and interventions targeting teaching Trauma Informed Replacement Behaviors. It is okay if you didn't attend her workshop last year but it is great if you did!

Session #9

1:30-2:50pm

1.5 CEU, Ethics

104E

Incorporating Shareholder Feedback into Program Planning: Community-Informed Practices on Small and Large Scales

Pablo Juarez, MEd, BCBA, LBA

Lauren Weaver, M.S., BCBA, LBA

Kate Chazin, Ph.D., BCBA-D

Brian Middleton, M.Ed., BCBA, LBA

ABSTRACT: We will describe the development of a community-informed ABA model and discuss preliminary ideas and resources other ABA programs can use to develop similar approaches more efficiently. TRIAD defines community-informed practice (CIP) as a human services model developed with guidance and feedback from communities served by that model (i.e., shareholders). In our first presentation, we will share the ethical reasons CIP was conceptualized and developed by TRIAD over the past six years, including the need to center the perspectives of relevant community members, e.g., autistic people and caregivers. While the approach TRIAD took to developing a CIP model for its ABA service lines required (and requires) a level of time and funding not sustainable for most private businesses, there are some lessons learned and emerging resources for approximating a CIP approach which could benefit private practices and practitioners. In our second presentation, we will

demonstrate CIP via a case presentation and discussion of how CIP impacted goals, assessments/analyses, interventions, and other ethical decision-making opportunities throughout the course of service delivery for a school student. In our third presentation we will discuss the results from a survey of 660 relevant ABA shareholders, including autistic adults, parents of young autistic children, and early childhood practitioners. This presentation will center autistic perspectives, describing the goals, learning contexts, and behavioral intervention procedures considered most and least socially acceptable to autistic adults, and comparing these to the perspectives of other ABA shareholders. We use these results to inform recommendations for practitioners that are more trauma informed, autistic affirming, and socially valid. Finally, Brian Middleton will serve as discussant. Mr. Middleton, aka The Bearded Behaviorist, will call on his experiences as a BCBA and autistic professional and advocate to discuss the concept and early implementation of CIP.

Session #10

3:10-4:00pm

1.0 CEU, Ethics

104ABC

Implications of Private Equity's Expanding Footprint in Tennessee's ABA Community

Zachary Stevens, MS, BCBA, LBA

Pablo Juarez, MEd, BCBA, LBA

ABSTRACT: The impact of private equity-backed Applied Behavior Analysis (ABA) programs has been an ongoing national conversation. Since Tennessee has joined the other 49 states with autism insurance mandates, it has brought an influx of private equity-backed ABA programs to our state. In this presentation we will discuss valid concerns related to private equity's rapidly expanding market share of ABA programs, implications of continued and under-regulated growth of that footprint, implications on the public image and social acceptance of ABA for vulnerable populations, and some possible ways forward for behavior analysts in our state.

Session #11

3:10-4:00pm

1.0 CEU

104D

Relational Frame Theory and Value-Based Care

Chair: Lyndsy Macri, MS, BCBA, LBA

Discussant: James Moore, PhD, BCBA-D

ABSTRACT: Given the continued provision of insurance coverage for Applied Behavior Analysis, there has been a recent call to determine an approach to value-based care within the field. Dixon and colleagues (2018) offered a normative sample of typically-developing peer performance on the PEAK Direct Training Curriculum. This provides the ability to assess client progress on 184 specific operant targets as compared to same-age typically-developing peers, a comparison that no other assessment or curriculum in the field currently offers.

Given that some payers are requiring normative age comparisons, but with assessments potentially insensitive to ABA treatment gains in periods of time such as six months, such as the Vineland and the Pervasive Developmental Disabilities Behavior Index, age norms around specific and relevant operant targets may hold promise. Additionally, with the inclusion of stimulus equivalence learning and Relational Frame Theory (RFT) programming offered in PEAK, age-norm comparisons offer the potential to assess the impact of derived relational responding (DRR) gains and acceleration on client improvement relative to typically-developing peers. In this symposium, clinical data will be offered to both assess the viability of age-norm comparisons of operant targets, as well as the impact of DRR on client improvement relative to same-age typically-developing peers.

Paper 1: Value-Based Care and Applied Behavior Analysis

Lyndsy Macri, BCBA, James Moore, BCBA-D

Paper 2: An initial evaluation of PEAK Direct Training Age-Norms to assess value-based care

Christina Nylander, BCBA, James Moore, BCBA-D, Lyndsy Macri, BCBA

Paper 3: The effects of stimulus equivalence teaching and Relational Frame Theory programming on age-norm progress

Jennifer Freedman, BCBA, James Moore, BCBA-D Lyndsy Macri, BCBA



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Poster Session

Thursday, October 27th, 2022

4:00-5:00 PM 106ABC

Poster #1

A Function-Informed Intervention for Smoking Cessation

Josephine Tope-Ojo

ABSTRACT: Smoking is the leading cause of preventable death, and on average, smokers die 10 years earlier than nonsmokers (Center for Disease Control and Prevention, 2021). Similarly, tobacco use causes more than 7 million deaths per year worldwide. Given these statistics, successful behavioral interventions to decrease smoking require further empirical evaluation. Predominantly, recent studies on smoking cessation have demonstrated the effectiveness of interventions using tokens, vouchers, or monetary compensation to reinforce abstinence. However, one potential limitation of this approach is the lack of maintenance effects and the increased probability of relapse after the reinforcement contingency is withdrawn. A functional approach to smoking cessation might help overcome this limitation. This case study evaluates the effectiveness of a function-based, self-management program to decrease cigarette smoking. Unlike in most smoking cessation programs described in the literature, a functional assessment of smoking behavior was conducted, and goals to increase functionally equivalent behaviors were established with the participant. Results show that the participant achieved his goal of reducing cigarette smoking by 2/3 of his baseline use without physical discomfort or side effects. Data from a 1 week and 1 month follow-up show maintenance of these effects and continued use of the self-management procedures.

Poster #2

Application for Competing Stimulus Assessment for Automatically Reinforced Behavior for a Child with Autism.

Kara Smith

ABSTRACT: One of the primary characteristics of autism spectrum disorder is repetitive or stereotypic behavior. Many times, this behavior is automatically reinforced and is very interfering with learning. To reduce this type of behavior we must find something that competes with the reinforcement or matches the stimulation from engaging in the problem or interfering behavior. In a CSA, you essentially record the engagement with the item or activity and compare it with the problem behavior. You effectively find a competing stimulus when you have found something with a high level of engagement associated with low levels problem behavior. In this study, I established a competing stimulus and incorporated it into a DRO procedure with an autistic child with high levels of motor stereotypy. The interfering stereotypic motor behavior was defined as any instance of the child tapping surfaces with objects and jumping out of their seat. The goal of the intervention is to bring the table under stimulus control for the absence of motor stereotypy. This goal has the long-term purpose of acquiring a skill to be able to sit calmly at a table to increase learning

opportunities and for the stakeholders to be able to eat together at the table without constant supervision of the child. The results of the DRO with the competing stimulus show a reduction in motor stereotypy at the table. The purpose of this study is to show how competing stimulus assessments can be used to identify items or activities that can be added to treatment to reduce problem behavior and increase learning.

Poster #3

Targeting Communication Adaptability Using Lag Schedules of Reinforcement

Maggie Wickman

ABSTRACT: Functional communication training (FCT) has been studied time and time again throughout multiple populations of children who have challenging behavior such as aggression, tantrums, and self-injury (Carr & Durand, 1985). It is a practice that teaches children to utilize socially appropriate responses to replace challenging behavior, such as saying “break please” instead of engaging in physical aggression to escape from a demand. We use lag schedules of reinforcement combined with FCT in order to increase variable manding and decrease challenging behavior. FCT itself only trains a single response which fails to promote generalization across settings which is why adding a lag schedule of reinforcement will increase the variability in responding which will then make it easier for the child to generalize. Lag schedules of reinforcement promotes variable responding in these socially appropriate responses, referred to as mands. Variable responding can include things like responses via vocal/verbal, iPad, mand card, button, etc. This is different from typical reinforcement during FCT because a reinforcer is delivered contingent on target responses that differ from a predetermined number of target responses within a session (Silbaugh et al. 2021) Lag schedules have often been used across different vocal mands or skills like repetition in feeding. This study is focusing on a specific type of variability in order to promote generalization of the mands. When combining lag schedules of reinforcement with FCT, results from previous studies have shown a functional relation with an increase in frequency of variable mands as well as decreased levels of challenging behavior.

Poster #4

Expanding the task list: Is the inclusion of soft skills something we need to address?

Briana Wynn

ABSTRACT: The field of applied behavior analysis (ABA) focuses heavily on technical skills, precise application, and it has shown itself to be one of the most valuable treatment options in autism. However, the value of soft skills such as compassionate care, reflective and reflective listening, motivational interviewing, and effective interpersonal communication has not been one of the main focuses in most ABA academic programs which causes some outside of the field to question whether ABA can grow outside of autism. This article will examine previous literature regarding soft skills, compassionate care, and

the barriers affecting applied behavior analysis' delay in adapting these skills into applied practices. Consideration of current research trends will demonstrate the call for the field of ABA to build on more interpersonal skills to communicate and collaborate with clients, their families, and other professionals for more comprehensive treatment. The outcome could help usher in mainstream awareness of the benefits of applied behavior analysis in other areas independent of autism treatment. Adapting to these new requirements of care can help the field become more conscious of the need for soft skills in every application and potentially provide growth opportunities. This article will also provide current research's options for adaptation of soft skills in ABA and the need for BCBA's to have a behavioral repertoire around soft skills initiated in academic programs as a part of the Behavior Analyst Certification Board (BACB) task lists.

Poster #5

Inclusion

Alysa Longo

ABSTRACT: TRIAD has formed an Autistic Advisory Committee as a collaborative and ongoing process in which the lived experience and expertise of autistic and other neurodivergent people informs and guides their work both internally and externally to TRIAD. TRIAD wants to ensure the perspective of autistic people is embedded throughout and guides all of their work. This poster shares outcomes of initial collaborations which has led to recommendations for striving to use respectful language regarding autism, disabilities, etc. Topics reviewed by the committee included concept of disability, disorder, or difference, identify language, diagnostic features, ableist language, autism and mental health, masking and self-advocacy.

Poster #6

Using transformed-task analysis and total-task chaining to teach chores routines

Kelley Fowler

ABSTRACT: Individuals with disabilities are often limited in opportunities to develop skills related to their independence in the home environment. An effective strategy for teaching skill acquisition is the use of chaining tasks to create routines that the student can complete independently. James is a 9-year-old black deaf male child referred to a university-based clinic for engagement in challenging behavior at both home and school. In this study, we taught James two chores' routines by chaining the tasks using picture symbols on a visual schedule. We conducted a multiple baseline across skills to determine if by chaining the tasks on a visual schedule, was the student able independently to implement the tasks. The preliminary results indicate that the pairing of chaining and a visual schedule are effective in the student successfully completing chores routines.

Poster #7

The effect of social and non-social olfactory stimuli as reinforcers for rats' nose poking behavior

Annie Galizio

ABSTRACT: Pilot research from our lab indicates that social olfactory stimuli function as reinforcers for rats' nose poking behavior. The purpose of the present study was to: (1) replicate our lab's pilot research, (2) identify if non-social olfactory stimuli also maintain rats' nose poke responding, and (3) investigate if presenting multiple social olfactory stimuli produces more responding than a single olfactory stimulus. In the present experiment, six non-deprived female Long-Evans rats completed daily 60-minute sessions in operant chambers containing two nose poke ports connected to an olfactometer. During each session, rats could nose poke in one of two ports to produce social or nonsocial scents (scent type and scents randomly determined each day) or in the alternative port to produce a control scent. Scents were created by blowing air through: used rat bedding (social scents), unused bedding mixed with essential oils (e.g., vanilla, strawberry, clove, etc.) (nonsocial scents), or unused bedding (control scents). All six rats spent more time in and responded more to the nose poke port associated with the social and nonsocial scents than to the port associated with the control scent. This preference persisted even after the locations of the scents were reversed.

Poster #8

Using systematic instruction and visual activity schedules to teach self-help home environment routines

Kristal Orta

ABSTRACT: Challenging behavior often impedes individuals with disabilities ability to learn skills to participate in the home environment. An effective strategy for teaching independent skill acquisition is through systematic instruction and the use of visual activity schedules. Visual activity schedules are a commonly used environmental modification for facilitating independent engagement within routines. Services are needed to teach these skills in the home environment. In this study, a university-based clinic for engagement in challenging behavior at both home and school taught Elijah, a 9-year-old Black, deaf male with challenging behavior two self-help routines through systematic instruction and visual activity schedules. A multiple baseline study was conducted across many skills to determine if with systematic instruction and visual activity schedules was the student able to independently implement the tasks. Through preliminary results, it is shown systematic instruction and visual activity schedules are effective in the student successfully completing home routines.



VANDERBILT KENNEDY CENTER

TREATMENT & RESEARCH INSTITUTE FOR AUTISM SPECTRUM DISORDERS

TRIAD, the autism institute at the Vanderbilt Kennedy Center, is calling on the Association for Behavior Analysis International (ABAI) to fully condemn the use of contingent electric skin shock (CESS) by behavior analysts and related providers.

In response to mounting public criticism, ABAI assembled a task force to investigate the use of CESS in applied behavior analytic services. On September 28, 2022, ABAI released the findings of their task force report as well as a draft of recommendations informed by the report. This document, "Report of the ABAI Task Force on Contingent Electric Skin Shock," was distributed to ABAI members for feedback. Upon studying and discussing the report and associated recommendations, we concluded it is deeply flawed through inconsistent, confusing, and contradictory conceptualization and reasoning. This report did not provide a clear justification for CESS; rather, it provided components for a clear scientific and humanistic case against CESS which would make ABAI's lack of a full condemnation of CESS within a final report perplexing and troubling.

Scan the QR code for TRIAD's full statement to ABAI. TRIAD implores ABAI to fully condemn the use of CESS by behavior analysts and related providers.



FRIDAY, OCTOBER 28, 2022

Session #12

8:00-8:50 AM

1.0 CEU, Ethics, Cultural Diversity

104ABC

Understanding Cultural Responsiveness in Behavior Analytic Treatment

Ruby Mannankara-Cabrera, MS, BCBA, LBA

ABSTRACT: There is a significant update to the January 2022 edition of the Ethics Code for Behavior Analysts, cultural responsiveness and diversity. Healthcare disciplines, such as medicine, social work, and auxiliary healthcare services, often discuss cultural competence and humility in the approach to treatment for patient-centered care. Yet, behavior analysis has only begun the discussion. In recent years, researchers in behavior analysis have pinpointed the need for cultural awareness in behavior analytic treatment. Still, cultural awareness alone may not be enough to develop culturally responsive behavior analytic care. Practitioners need to understand and define cultural responsiveness and diversity in ABA. This presentation will define and outline the components of cultural responsiveness and explore practitioner self-assessment.

Session #13

8:00-8:50 AM

1.0 CEU

104D

Measuring Teacher Practices, Student Behaviors, and Teacher-Student Interactions in the Classroom

Chair: Gabby Crowell, M.Ed., BCBA

Discussant: Blair Lloyd, PhD, BCBA-D

ABSTRACT: Systematic direct observation is a critical tool for describing and explaining relationships between teacher and student behavior in classroom settings (Lloyd & Wehby, 2019). Direct observation methods have informed naturally-occurring patterns of teacher-student interactions during instruction (e.g., Sutherland et al., 2002); differences in how teachers interact with students with and without behavioral disorders (e.g., Wehby et al., 1998); and the extent to which classroom interventions lead to meaningful changes in teacher and student behaviors (e.g., Kamps et al., 2011). However, the classroom can be a difficult context to obtain reliable estimates of behavior, or accurately describe moment-to-moment interactions between teachers and the students they support. Presenters will share the results of two observational studies that address each of these challenges and inform best

practices for measuring teacher behaviors, student behaviors, and teacher-student interactions in the classroom.

Paper 1: Evaluating Generalizability and Dependability of Classroom
Observational Data on Students and Teachers
Eleanor Hancock, M.Ed., Joseph Wehby, Ph.D.

Paper 2: Classroom interactions between general education teachers and
students with persistent challenging behavior
Gabby Crowell, M.Ed., BCBA, Blair Lloyd, Ph.D., BCBA-D, BCBA, Johanna
Staubitz, Ph.D., BCBA-D

Session #14

8:00-8:50 AM

1.0 CEU

104E

Taking Control of Your Quality of Work Life

Jacquelyn McLeish, MA, BCBA

Nicole Remillard, MA, BCBA

ABSTRACT: With the increase of certified professionals in the ABA field, more and more organizations providing ABA services have popped up over the years providing ABA professionals with many options for employment. This combined with the high risk of burnout in the field has led to many ABA professionals seeking new employment every few years. This presentation serves as a guide to encourage ABA providers to identify employers based on professional values and ethical practices in order to reduce the amount of turnover and subsequent service interruptions that are common when turnover occurs. Furthermore, this presentation will encourage providers to engage in a practice coined job crafting by goal setting based on occupational and educational well-being once established in a workplace. The ultimate goal is to encourage providers to take ownership of their own Quality of Work Life by choosing organizations that fit their needs. Once committed to that organization, they are empowered to work to transform any adverse conditions to contexts that offer rich sources of reinforcement.

Session #15

9:00-9:50am

1.0 CEU

104ABC

Invited Speaker

Rooted in Compassion

Sarah Trautman, MA, BCBA

ABSTRACT: B.F. Skinner planted the seeds of social justice for our field when he wrote *Walden Two* in 1948. Over the 70-years since *Walden Two* was published, behavior analysis has continued to build upon Skinner's belief that our field can be used to help improve the quality of life for all people using the best of our science. This presentation is an attempt to capture some of the most important historical contributions that have shaped how our field addresses issues related to compassion and social justice, while also providing attendees with a contextual overview of the current state of our field, a little bit of humor, a healthy infusion of pop culture references, and a big dose of hope.

Session #16

10:00-10:50am

1.0 CEU, Ethics

104ABC

Key Partner Collaboration for Family Engagement during Consultation

Emily Grace Johnson, BS, RBT

Lauren Weaver, MS, BCBA, LBA

ABSTRACT: Behavior analysts are ethically obligated (BACB Ethics Code 2.09, 2.13, 3.02) to involve key partners (e.g. clients and their family/caregivers) in designing and implementing consultation assessment and interventions. In addition to our ethical obligations, we know we can obtain more socially valid results when key partners input is included throughout the consultation process. This presentation will review how TRIAD sought input from Vanderbilt Kennedy Center's Community Advisory Council and the Arc TN on consultation processes involving key partners, key questions asked during consultation, and data from a case example.

Session #17

10:00-10:50 AM

1.0 CEU, Supervision, Cultural Diversity

104E

Developing Culturally Responsive Approaches to Serving Diverse Populations in Applied Behavioral Analytic Practice

Philip Kanfush, OSB, EdD, BCBA-D, LBA, LBS

ABSTRACT: Increasing diversity in communities across the nation makes it necessary that Behavior Analysts develop skills necessary to guarantee equal access to care and nondiscriminatory policies that enhance the inclusion of the our clients and their families. By recognizing and honoring their lived experiences, culture and language differences, we can more effectively engage our clients and staff in collaborative approaches to treatment. This session provides information not only to enhance BCBA's clinical practice and meet ethics standard 1.07, but to help supervisors to support BCaBAs (see test outline E9 & E 10) and RBTs (see ethical standards 1.07 & 1.08) in the provision of high quality care that meets the standards of the Behavior Analyst Certification Board.

Session #18

11:00-11:50am

1.0 CEU

104ABC

Invited Speaker

Advances in the Skill-Based Treatment of Problem Behavior for Today's ABA

Joshua Jessel, PhD, BCBA-D, LBA

ABSTRACT: Behavioral interventions based on operant interpretations of problem behavior have existed for decades. However, procedures have continuously evolved, improving practicality among clinicians in more ecologically relevant settings (home, school, community) and focusing on humane forms of treatment. More recent advancements have been influenced by the neurodiversity movement and have focused on maintaining respect for one's autonomy and care during the implementation of assessment and treatment procedures. In this talk I will be reflecting on evidence-based procedures I have used in the past (e.g., extinction, physical prompting), and present adaptations from the current research literature (e.g., choice, trauma-informed procedures) that I have personally adopted in the hopes of improving the treatment of the children I serve.

Session #19

1:20-2:40pm

1.5 CEU

104ABC

Extensions in Skill-Based Treatment Research: Procedural Variations and Implementer Training

Chair: Matthew Santini, MAT

Discussant: Adithyan Rajaraman, PhD, BCBA-D, LBA

ABSTRACT: Skill-based treatment (SBT) is a comprehensive, function-based behavioral intervention package designed to decrease challenging behavior and increase contextually appropriate behavior. Originally described by Hanley and colleagues (2014) and subsequently extended by Rajaraman and colleagues (2021), SBT requires complex responses from both implementers and clients. While the clinical utility of SBT has been demonstrated in several studies, fewer studies have conducted SBT for students with behavioral disorders in public school settings (Staubitz et al., 2022). More research is needed to explore effective procedures for training implementers, and for modifying SBT components to address individual student needs and preferences. In this symposium, we will share results of three studies—one school-based application of SBT incorporating signaled work requirements, and two evaluations of asynchronous computer-based instruction on skill mastery and integrity of SBT implementation by behavior analytic practitioners. Implications for practice and directions for future research will be discussed.

Paper 1: On the Effectiveness of and Preference for Signaled Versus Unsignaled Work Requirements in Skill-Based Treatment

Matthew Santini, MAT, Blair Lloyd, Ph.D., BCBA-D, Marney Pollack, M.S., BCBA, Gabby Crowell, M.Ed., BCBA, Johanna Staubitz, Ph.D., BCBA-D, Eleanor Hunter, B.S.

Paper 2: Computer-Based Instruction Increases Mastery Attainment and Skill-Based Treatment Integrity of Board-Certified Behavior Analysts

Angela Gialanella, B.A., Marney Pollack, M.S., BCBA, Jacob Frier, M.Ed, BCBA, Johanna Staubitz, Ph.D., BCBA-D, Gina Richig, B.S., Katherine McMahon, B.A., Bernarda Guzman, M.Ed., Taylor Crawford, B.A., John Staubitz, M.Ed., BCBA

Paper 3: Individual Differences in Registered Behavior Technician Response to Computer-Based Instruction for Skill-Based Treatment

Gina Richig, B.S., Blair Lloyd, Ph.D., BCBA-D, Johanna Staubitz, Ph.D., BCBA-D, Angela Gialanella, B.A.

Session #20

1:20-2:40pm
1.5 CEU, Ethics
104D

Ethics Olympiad - a Contest of Competence!

Philip Kanfush, OSB, EdD, BCBA-D, LBA, LBS

ABSTRACT: This interactive session reviews key points from the 2022 Ethics Code for Behavior Analysts in the context of a fast-paced gaming environment. Topics including Responsibility as a Professional, Responsibility in Practice, and other requirements of the Ethics Codes will be discussed in the context of decision-making vignettes. Because this session will take place in the context of a game, active participation is encouraged in the session. This session provides an excellent opportunity for newer practitioners and students to test their decision-making mettle. Because this session will take place in the context of a game, active participation is encouraged in the session. This session provides an excellent opportunity for newer practitioners and students to test their decision-making mettle.

Session #21: CANCELED

1:20-2:40pm
1.5 CEU
104E

I Downsized My ABA Company

Saundra Bishop, MS, BCBA, LBA, CCTP

ABSTRACT: Many ABA companies are struggling right now. Small companies and big companies can't find and retain RBTs. Small business owners are having trouble paying their bills. Large companies are closing their practices in entire states. In 2018, the turnover rates for RBTs ranged in studies from 30% to 75% (Molko, 2018). These numbers are likely the same or higher since the COVID pandemic and companies are also finding that the workforce pool is significantly smaller as well. In addition, since the pandemic began the field has also seen a 13% increase in turnover rate in Clinical Directors. Saundra Bishop, BCBA, LBA, CCTP has run a successful business for 13 years and pivoted in several ways during the pandemic. However, in March of 2022, she made the decision to downsize her company in order to stay open, provide services, and maintain a consistent workforce. In this workshop, Saundra Bishop will normalize the experience that many ABA owners are currently going through. She will discuss ways to recruit and retain using OMB strategies first and then the steps of downsizing. Her focus on following the ethical and supervision guidelines during a downsize make this a must see.

Session #22

3:10-4:00pm

1.0 CEU, Ethics

104ABC

Thumbs Down for ABA: Strategies for Recognizing and Preventing Trauma in ABA

Chair: Annette Little, PhD, BCBA-D, LBA

Panelists: Lisa Fox, MEd, BCBA, LBA, Pamela Scretchen, MS, BCBA, LBA, Ian Zimmerman, MS, BCBA, Josh Little, MFA, Kathy Sharlow, MS.Ed. SPED endorsement

ABSTRACT: Exposure to trauma is widespread and has pervasive, pejorative impacts. Children who have experienced trauma may react in overly aggressive or escape motivated behaviors that interrupt the learning environment for themselves and peers. This panel will discuss trauma that some ABA therapy has created for people on the Autism Spectrum, and what we, as Behavior Analysts, can do about this exposure to ABA related trauma.

Session #23

3:10-4:00pm

1.0 CEU, Cultural Diversity

104D

Person-centered Planning & Applied Behavior Analysis: A Review of the Literature and Recommendations for Practice with Adults Diagnosed with ID/DD

T.J. Larum, MS, BCBA, LBA

ABSTRACT: Person-Centered Planning centers the service planning process around the recipient of the therapeutic services. Doing so lends itself to improved outcomes, as client autonomy is not only respected, but is guiding force behind decision-making. One of the four foundational principles cited in the Ethics Code for Behavior Analysts is to Treat Others with Compassion, Dignity, and Respect, which includes “respecting and actively promoting clients’ self-determination to the best of their abilities, particularly when providing services to vulnerable populations.” Behavior Analysts often find themselves working with vulnerable populations, such as adults diagnosed with Intellectual and Developmental Disabilities. This presentation will explore a historical analysis of behavior analytic services provided to adults diagnosed with ID/DD in residential and community settings, the Person-centered Planning process, how this process relates to dimensions of Applied Behavior Analysis outlined by Baer, Wolf, & Risley (1968, 1987), barriers to an Applied Behavior Analysis of Person-centered Planning, a method to conceptualize Person-centered Planning from a behavior analytic lens, a comparison of Person-centered Planning and typical Individual Support Planning, and generalized recommendations for practice that extend beyond services provided to adults diagnosed with ID/DD.

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for attending TABA's first in-person conference since 2019. We are appreciative of your continued support which made it possible for us to gather together in person and online this year.

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We hope to see you in 2023!