

BOSTON 2022

**May 26 – May 30
2022**

ABAI is a nonprofit membership organization with the mission to contribute to the well-being of society by developing, enhancing, and supporting the growth and vitality of the science of behavior analysis through research, education, and practice.

Special Thanks to Our Premier Package Exhibitors



Acknowledgements

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Program Content

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Video Recording Policy

Please be aware that ABAI prohibits audio and video recording of convention events by any person or entity other than ABAI.

Harassment Policy

ABAI is committed to providing an environment that is supportive of and welcoming to all participants. ABAI members are expected to treat each other with respect and dignity and to help support a respectful culture at all ABAI-sponsored events.

about ABAI...

ABAI is a nonprofit membership organization with the mission to contribute to the well-being of society by developing, enhancing, and supporting the growth and vitality of the science of behavior analysis through research, education, and practice. ABAI encompasses contemporary scientific and social issues, theoretical advances, and the dissemination of professional and public information. Advancing behavioral science and its application has become an international effort, as witnessed by the countries represented by our members.

ABAI provides a forum for 39 special interest groups, maintains a mutually beneficial relationship with 96 affiliated chapters located across the USA and around the world, and organizes an annual convention in addition to other conferences and events. ABAI publishes three scholarly journals, distributes a triannual newsletter, provides continuing education credits, and accredits behavior analysis undergraduate and graduate training programs.

ABAI was founded in May 1974 at the University of Chicago. The first annual convention was held the following year and has been the largest gathering of behavior analysts for all of its 47-year history. The event gathers over 5,000 behavior analysts from all over the world; typically, more than 50 countries are represented. ABAI also conducts an annual autism conference, an international conference every 2 years, and single-track events covering a range of topics including education, theory and philosophy, behavioral economics and leadership, among others. The association has more than 7,300 members from nearly 70 countries..

Diversity Policy

The Association for Behavior Analysis International encourages diversity and inclusiveness in the field of behavior analysis broadly, and within the organization specifically. Diversity refers to differences in race, ethnicity, sexual orientation, gender identity, age, country of origin, religious or spiritual beliefs, ability, and socioeconomic class.

Code of Ethics

The Association for Behavior Analysis International expects its members to uphold the highest standards of personal and professional behavior in the conduct of their work and the advancement of behavior analysis. ABAI embraces the diversity of professions within its membership; each ABAI member should adhere to the ethical standards that have been defined for his or her profession. Examples include, but are not limited to:

- ❖ The American Psychological Association's "Ethical Principles of Psychologists and Code of Conduct"
- ❖ The Association for Clinical Researchers' "Code of Ethics"
- ❖ The Association for Institutional Research's "Code of Ethics"
- ❖ The Behavior Analyst Certification Board's "Guidelines for Responsible Conduct for Behavior Analysts"
- ❖ The National Association of School Psychologists' "Professional Conduct Manual"
- ❖ The National Association of Social Workers' "Code of Ethics"
- ❖ The National Education Association's "Code of Ethics of the Education Profession"

executive council



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(Association for Behavior Analysis International)



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Past Student Representative (2019–2022)
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48th Annual Convention Schedule

NOTE: All times listed below and throughout the program book are in Eastern Daylight Time (EDT).

Thursday, May 26

4:00 pm–7:00 pm

Pre-convention workshops
(additional fee required)

Friday, May 27

8:00 am–7:00 pm

Pre-convention workshops
(additional fee required)

5:00 pm–8:00 pm

Student Welcome Event and Student Trivia Night

7:00 pm–7:50 pm

Business Meetings

9:00 pm–10:30 pm

International Reception

Saturday, May 28

8:00 am–9:20 am

Opening Event and SABA Award Ceremony

10:00 am–12:50 pm

Sessions

11:00 am–4:00 pm

Exhibits open

1:00 pm–3:00 pm

Poster session

3:00 pm–5:50 pm

Sessions

6:00 pm–6:50 pm

Presidential Scholar Address

7:00 pm–8:50 pm

Business meetings

7:00 pm–10:00 pm

Exhibits open

8:00 pm–10:00 pm

Friends of SABA Reunion

8:00 pm–10:00 pm

ABAI Expo

Sunday, May 29

8:00 am–12:55 pm

Sessions

11:00 am–4:00 pm

Exhibits open

1:00 pm–3:00 pm

Poster session

3:00 pm–6:55 pm

Sessions

7:00 pm–7:50 pm

Business meetings

8:00 pm–10:00 pm

Reunions and receptions

Monday, May 30

7:00 am–7:50 am

ABAI Business Meeting

8:00 am–12:55 pm

Sessions

11:00 am–4:00 pm

Exhibits open

1:00 pm–3:00 pm

Poster session

3:00 pm–5:50 pm

Sessions

6:00 pm–6:50 pm

Presidential Address

7:00 pm–7:50 pm

Business meetings

8:00 pm–midnight

ABAI Social

This schedule may be altered to accommodate changing circumstances. If you are interested in receiving a copy of a paper presented during the convention, please request a reprint from the author at the end of the session.

MASKS REQUIRED!

For the safety and comfort of ALL attendees, masks are REQUIRED to attend the 48th Annual Convention. If you have forgotten your mask, we will provide you one at no cost at the registration desk.

We thank you for your understanding and patience.

Using the Convention Program Book

Understanding Program Entries

To help you understand the structure of this book, the next few paragraphs explain the various terms and codes used throughout.

Session Formats

Pre-convention workshops review recent research, discuss current theoretical issues, and present new methods for the application of behavior analysis. Registration for individual workshops is required, either prior to the convention or on site. There is an additional fee for attending workshops.

Invited speaker events feature presenters asked by the Program Board to discuss information that is new, innovative, or otherwise important to the specialty area. All may attend invited events.

Tutorials are presented by distinguished scholars who teach a specific topic. The 2021 convention includes several tutorials invited by the Program Committee chair with input from area coordinators. All may attend invited tutorials.

Symposia consist of a series of moderated related presentations by different people with no interaction between the speakers. Sessions may also include a discussant.

Paper sessions include papers of theoretical, philosophical, or methodological issues assembled into a session by the area coordinators.

Panel discussions are moderated discussion sessions with panel members responding to a theme.

Poster sessions are displays of information relevant to data-based research projects; presenting authors are available during 120-minute sessions to discuss their work. Posters with odd numbers will be discussed during the first hour and those with even numbers during the second hour..

The *ABAI Expo* is a special poster session for presentations of undergraduate and graduate training programs, internship and employment opportunities, special interest groups, affiliated chapters, ABAI boards and committees, and behavioral organizations from around the world.

Business meetings are held by ABAI committees, chapters, special interest groups, and others. Anyone may attend published meetings.

Reunions are social gatherings for schools, businesses, and other organizations.

Domains of Content

Presenters were asked to categorize their sessions as applied research, basic research, service delivery, or theory.

Applied research deals with behavior selected on the basis of its social significance, human emphasis, intervention driven with cure orientation, data-based activity carried out under auspices of research protocol, development of new technology, and anything with the ultimate function of disseminating artifacts (contingent on peer review) that contribute to generalizable knowledge about how or why interventions, service delivery systems, or their components achieve desired goals. The function of any manipulation or analysis is to go beyond demonstrating that environmental manipulations will produce desired goals by identifying how or why interventions, service delivery systems, or their components achieve those goals.

Basic research deals with representative response, which can include verbal behavior in humans, in any species. It is theoretically driven, data-based activity that is carried out under the auspices of research protocol. It is anything to do with the ultimate function of disseminating artifacts (contingent on peer review) that contribute to generalizable knowledge about fundamental processes.

Service delivery deals with behavior selected on the basis of its social significance, human emphasis, intervention driven with cure orientation, frequently but not necessarily supported through fee-for-service arrangements and staff positions, extension of existing technology to new settings or populations, and is not predominantly undertaken to disseminate an artifact that contributes to generalizable knowledge, even though it may include data-based decision making. Presentations in this category are predominantly case histories, illustrations, descriptions, or demonstrations rather than analysis of how principles may be applied in interventions, service delivery systems, or their components to achieve desired goals. The function of any manipulation or analysis is to apply environmental manipulations to produce desired goals rather than to identify how or why interventions, service delivery systems, or their components achieve those goals.

Theory deals with abstract, conceptual, or integrative statements about organizations of facts, interpretations, or mathematical models and quantitative analyses. This area can also include historical and philosophical analyses or reviews.

Program Area Identifiers

The following program area identifiers appear in the session listings in the program schedule and indicate the general topic under which each presentation falls. Presentations may also indicate a secondary specialty area. The secondary area is listed directly after the first area in symposia, invited events, and panel discussions and after the title of the presentation in posters and paper sessions.

Basic and theoretical work is often found in behavioral pharmacology and neuroscience (BPN); behavioral development (DEV); experimental analysis of behavior (EAB); philosophical, conceptual, and historic issues (PCH); science (SCI); and verbal behavior (VRB).

Work addressing *clinical populations* is often found under autism (AUT), clinical and behavioral medicine (CBM), and developmental disabilities (DDA).

Work addressing *organizations* is often found under applied animal behavior (AAB); community, social, and sustainability issues (CSS); education (EDC); organizational behavior management (OBM); and teaching behavior analysis (TBA).

Practice (PRA) pertains to issues related to clinical practice. Because PRA encompasses both basic science and issues relating to professional practice, such as ethical considerations, insurance, and how to obtain grants, it often includes subject matter from other areas.

Continuing Education

General Information

One of ABAI's primary objectives is to provide educational opportunities for members and other professionals to review recent research, discuss current theoretical issues, and learn new methods in the application of behavior analysis to societal problems. While ABAI does not require participation in the continuing education (CE) program for membership, involvement is encouraged.

The CE program is designed to meet needs for self-improvement and to provide continuing academic training for psychologists and behavior analysts as required by many licensing associations and specialty boards. ABAI maintains records of all CE credits.

ABAI is a Learning Type ACE provider for the Behavior Analyst Certification Board (BACB), is approved by the American Psychological Association (APA) to sponsor CE for psychologists, is approved by the National Association of School Psychologists (NASP) to offer CPD for school psychologists, and is approved by the Qualified Applied Behavior Analysis Credentialing Board (QABA) to offer CE for those with Applied Behavior Analysis Technician or Qualified Autism Services Practitioner credentials. ABAI maintains responsibility for all programs and their content.

Continuing Education Sessions

CE types available are indicated in the session details on the following pages, in the online program, and in the conference app. Not all sessions are approved for all CE types.

Continuing Education Documentation

CE documentation will be available in your ABAI portal after the convention. You must remit payment for the CE package and have scanned in and out of every session you wish to be credited for in order to view your documentation.

Workshops

Workshops are subject to cancellation due to low enrollment, so advanced registration is advised. The fee for continuing education is included in the price of the workshop. Please see the ABAI website (<http://www.abainternational.org/events/program-details/summary.aspx>) for detailed workshop information including rooms, descriptions, learning objectives, activities, and target audience. In order to better accommodate the attendance demands for each workshop, rooms will not be assigned until May 10. Select pre-convention workshops are available for continuing education credit for behavior analysts certified by the Behavior Analyst Certification Board (CE: BACB), psychologists licensed by the American Psychological Association (CE: PSY), CPD school psychologists by the National Association of School Psychologists (CE: NASP), and applied behavior analysis technicians or qualified autism services practitioners certified by the Qualified Applied Behavior Analysis Credentialing Board (CE: QABA).

Cancellations and Refunds

Registrants may cancel convention and workshop registration through May 1, 2022. A handling fee of \$80 per cancellation will be deducted from all refunds. Refunds will not be granted after May 1, 2022.

Special Events

Friday, May 27

Student Welcome Event

5:00 pm–6:30 pm

The ABAL Student Committee will be hosting a special welcome event for the student members participating in the conference. During this session, Student Committee Members will review useful information and distribute materials to help you make the best of your convention experience. From tips on how to put your best foot forward to an overview of important events, your Student Committee has you covered. ABAL 2022 Student "Survival" Kits will be available to attendees on a first-come, first-served basis—so don't be late!

Student Trivia Event

6:30 pm–8:00 pm

Grab your friends and join the Student Committee for our annual Trivia Event, hosted by leading researchers and academics in the field of behavior analysis. Test your knowledge about the ABAL organization, the field of behavior analysis, and more. Come mingle with other students and kick off the conference with a friendly game of trivia! Prizes available for the winners and participants.

Saturday, May 28

Opening Event and Society for the Advancement of Behavior Analysis Award Ceremony

8:00 am–9:20 am

The Society for the Advancement of Behavior Analysis (SABA) provides financial support for the field of behavior analysis. As a 501(c)(3) nonprofit organization, SABA accepts tax-deductible donations, distributes donations through grants and fellowships, and recognizes leaders in behavior analysis with its annual awards ceremony.

Women in Behavior Science: Observations of Life Inside and Outside of the Academy: Beginning

11:00 am–12:50 pm

Women behavior scientists advance relevant and valuable perspectives on behavior analysis as a science and practice: perspectives that facilitate high-quality training, mentoring, and civic engagement. Many scientists balance their pursuits of academic success with their roles and responsibilities as mothers and family members. However, cultural-level contingencies have not always recognized the contributions of women academicians, particularly when compared to their male colleagues. Yet the discipline has historically benefited from the contributions of many female scholars over the course of the decades. The purpose of this panel is to showcase the perspectives of prominent female behavior scientists who have held successful careers in academia and are contributors to the forthcoming ABAL book: *Women in Behavior Science: Observations of Life Inside and Outside of the Academy*. This panel is the first of three, focused on the early phases of one's academic career and addressing topics such as staying connected with values, working as a female scientist in the global network, career and family balance, and making something out of nothing (or very little).

Presidential Scholar Address: Discourse in 2022: Giant Rats to the Rescue! Applied Principles Shape Behaviors and Communities

6:00 pm–6:50 pm

Adopting fundamental principles of behavior, the Belgian NGO, APOPO, developed a hero out of the most unlikely of creatures: the African giant pouched rat (*Cricetomys ansorgei*). The rats are native to Tanzania where they have historically been viewed as pests. APOPO established operational headquarters in Tanzania in 2000 to train the rats to use their keen sense of smell for locating buried landmines in former conflict zones. Landmines not only pose serious safety and psychological risks, they also hamper economic development by blocking access to agriculture and displacing communities. To date, APOPO's rats have safely located more than 140,000 landmines and unexploded ordnances (UXOs) to help return more than 65 million square meters of safe land to local communities in Africa and Southeast Asia. Research that began in 2003 has successfully trained the rats to also detect tuberculosis (TB). Until recently, TB stood as the world's deadliest infectious disease. Working in partnership with local health authorities in Sub-Saharan Africa, TB-detection rats screen upwards of 100 sputum samples from suspected TB patients in under 20 minutes. To date, the rats have efficiently identified more than 20,000 patients that had otherwise been misdiagnosed, effectively increasing case detection by 40%. Ongoing research continues to inform training techniques by revealing the universal nature of behavioral principles. For example, recent results suggest interventions developed to prevent extinction in scent detection dogs and laboratory rats may reduce the need for routine maintenance training of deployed landmine-detection rats. Applying standardized training procedures in additional lines of research provides insights for optimizing how and where the rats are deployed. Recent results show they can be trained to detect other pathogens posing health and economic risks, contribute to various environmental initiatives by detecting contaminated soil and illegally trafficked wildlife, and even support search and rescue efforts following natural disasters. Through the process of training scent detection rats, APOPO's collective work continues to shape behaviors, perspectives, and livelihoods.

Sunday, May 29

Women in Behavior Science: Observations of Life Inside and Outside of the Academy: Surviving & Thriving

11:00 am–12:50 pm

Women behavior scientists advance relevant and valuable perspectives on behavior analysis as a science and practice, perspectives that facilitate high quality training, mentoring, and civic engagement. Many scientists balance their pursuits of academic success with their roles and responsibilities as mothers and family members. However, cultural-level contingencies have not always recognized the contributions of women academicians, particularly when compared to their male colleagues. Yet the discipline has historically benefited from the contributions of many female scholars over the course of the decades. The purpose of this panel is to showcase the perspectives of prominent female behavior scientists who have held successful careers in academia and are contributors to the forthcoming ABAI book: *Women in Behavior Science: Observations of Life Inside and Outside of the Academy*. This panel is the second of three, focused on the mid-phase of one's academic career and addressing topics such as promotions, transitions, and working as a female scientist in the global network.

Monday, May 30

ABAI Annual Business Meeting

7:00 am–7:50 am

The purpose of the annual meeting of members is for ABAI leadership to provide an update on the ongoing activities of and major developments in the association.

Women in Behavior Science: Observations of Life Inside and Outside of the Academy: Thriving
11:00 am–12:50 pm

Women behavior scientists advance relevant and valuable perspectives on behavior analysis as a science and practice: perspectives that facilitate high-quality training, mentoring, and civic engagement. Many scientists balance their pursuits of academic success with their roles and responsibilities as mothers and family members. However, cultural-level contingencies have not always recognized the contributions of women academicians, particularly when compared to their male colleagues. Yet the discipline has historically benefited from the contributions of many female scholars over the course of the decades. The purpose of this panel is to showcase the perspectives of prominent female behavior scientists who have held successful careers in academia and are contributors to the forthcoming ABAI book: *Women in Behavior Science: Observations of Life Inside and Outside of the Academy*. This panel is the third of three, focused on the later phases of one's academic career and addressing topics such as life partners, values, expanding interests, and loss and grief.

Punishment of Severely Problematic Behavior

4:00 pm–5:50 pm

The ABAI Executive Council has appointed a task force to study the use of contingent electric skin shock in the treatment of problem behavior. The members of the task force will summarize their work to date and welcome the viewpoints of invited guests as well as members of the audience.

Presidential Address: Discourse in 2022: Some Thoughts About the Future: Science, Culture, and Values
6:00 pm–6:50 pm

In his seminal paper "Some Thoughts About the Future" (1986), Skinner delineated directions that he thought were critical for the experimental analysis of behavior to take in order to thrive in the future. Now seems to be a fitting time to reflect upon the ways in which behavior analysis as a discipline can flourish in the years ahead, particularly in light of the world's recent sociocultural challenges. Skinner long envisioned that the science of behavior would mature sufficiently to be effectively applied at the level of a culture, where mechanisms of selection could be implemented in ways that supported the well-being of all members and the longevity of the group. I contend that a science of cultural behavior may be well poised to promote cultural change if synthesized with the research program and conceptual framework supplied by relational frame theory (RFT), and applied methods drawn from these innovations that help create a science of intentional change. In this presentation, I explore how cultural practices are selected and transmitted not only by direct-acting contingencies, but also due to the influence of verbal stimulus functions, or indirect acting contingencies. I provide examples from such diverse topics as political propaganda or rhetoric and prejudice and stigma. I further explore how acceptance and commitment training (ACT), scaled up and applied at a systems level, may be able to alter the functions of verbal stimuli so that cultural practices consistent with a community's shared values can be established. Planning for the future requires a behavior analytic conceptualization of values, which has been traditionally defined as the reinforcers that maintain a culture's practices. Challenges persist in arranging contingencies whereby people value not only the well-being of others, but their culture's future as well. RFT helps behavior analysts appreciate valuing as a verbal process, whereby statements of values enhance the efficacy of reinforcers for behaviors consistent with those values. This approach can help us develop a technology for promoting shared or collective values among communities of people, to include, for example, celebrating diversity, promoting the well-being of others, and caring about the future. Although the primary purpose of this address is to serve as a call to action for the broad-scale application of RFT and ACT to propel a behavior analytic science of cultural

change, I conclude by suggesting that the discipline itself engage in something akin to values clarification to ensure that our field adapts to changing circumstances and shifts paradigms so that the field itself has longevity. We may not have time to waste.

ABAI Social

9:00 pm–12:00 am

Join your friends and colleagues for one last night of music, dancing, and celebration!



A | B | A | I
Association for Behavior Analysis International

The ABAI Bookstore is pleased to offer many titles relating to the field of behavior analysis at the 48th Annual Convention in Boston, MA. Invited speaker titles and many other items will be available for purchase. The bookstore will be in the Exhibit Hall, Level 0.

Hours

Thursday, May 26	12:00 pm–7:00 pm
Friday, May 27	7:00 am–8:00 pm
Saturday, May 28	7:00 am–8:00 pm
Sunday, May 29	7:00 am–7:00 pm
Monday, May 30	8:00 am–7:00 pm

Book Categories

AAB	Applied Animal Behavior
AUT	Autism
BPN	Behavioral Pharmacology and Neuroscience
CBM	Clinical, Family, Behavioral Medicine
CSS	Community, Social, and Sustainability Issues
DDA	Developmental Disabilities
DEV	Behavioral Development
EAB	Experimental Analysis of Behavior
EDC	Education
OBM	Organizational Behavior Management
OTH	Other
PD	Professional Development
PCH	Philosophical, Conceptual, and Historical Issues
PRA	Practice
SCI	Science
TBA	Teaching Behavior Analysis
VRB	Verbal Behavior

Author Signing

The author signing will feature some of the convention's invited presenters. Visit and have your purchased books signed.

Saturday, May 28	1:00 pm–3:00 pm
Sunday, May 29	1:00 pm–3:00 pm
Monday, May 30	1:00 pm–3:00 pm

For more information and a complete list of authors, please visit the bookstore.

MORE!

This year the ABAI Bookstore will feature event themed and ABAI themed promotional items, as well as many titles including the new ABAI book series!

BOOKSTORE

For inquiries regarding the ABAI Bookstore, contact the ABAI office at (269) 492-9310 or bookstore@abainternational.org.

B. F. Skinner Lecture Series

ABAI's B. F. Skinner Lecture Series brings distinguished speakers from fields other than behavior analysis to the ABAI annual convention. These guest presenters have been selected for their relevance to our field, and the Program Board has arranged for you to hear an incredible range of scholars.

Applied Animal Behavior

Equitation Science and the 5-4-3-2-1 Framework for Ethical Animal Training

PAUL MCGREEVY (University of New England NSW, Australia)
Sunday, May 29, 9:00 am

Autism

Partnering With Caregivers to Support Development in Young Children With Autism

AUBYN C. STAHMER (University of California, Davis)
Saturday, May 28, 11:00 am

Behavioral Development

Reimagining Solutions to the Persistence of Gun Violence in K–12 Schools

SONALI RAJAN (Columbia University)
Sunday, May 29, 10:00 am

Behavioral Pharmacology and Neuroscience

Positive and Negative Reinforcing Effects of Opioids: The Opponent Process Theory From a Clinical Perspective

SANDRA COMER (New York State Psychiatric Institute, Columbia University)
Saturday, May 28, 5:00 pm

Clinical, Family, Behavioral Medicine

Behavioral Economics Approaches to Improve Care for Seriously and Critically Ill Patients

SCOTT HALPERN (University of Pennsylvania)
Monday, May 30, 3:00 pm

Community, Social, and Sustainability Issues

Power and Empowerment: Honoring By Decision and Design

ANDRATESHA FRITZGERALD (Building Blocks of Brilliance)
Sunday, May 29, 12:00 pm

Developmental Disabilities

Until Earth and Heaven Ring: How Academicians Can Recognize and Help Dismantle Systemic Racism in Child Health

RAY BIGNALL (Nationwide Children's Hospital)
Monday, May 30, 3:00 pm

Diversity, Equity, and Inclusion

Healing the Wounds of Racial Trauma: Moving Toward Liberation

THEMA BRYANT DAVIS (Pepperdine University)
Sunday, May 29, 3:00 pm

Education

Supporting Educator Effectiveness: Measurement, Coaching, and Technology

LINDA REDDY (Rutgers University)
Sunday, May 29, 6:00 pm

Experimental Analysis of Behavior

Laboratory to Clinic: Dysfunctional Behaviors Cannot Be Erased From the Behavioral Repertoire, but a Growing Stable of Modification Techniques Collectively Can Reduce Such Behaviors and Impede Relapse

Ralph R. Miller (State University of New York at Binghamton)
Sunday, May 29, 12:00 pm

Organizational Behavior Management

Embedding Behavior into an Organization: A Blueprint for Success

Alan Cheung (Costain)
Sunday, May 29, 12:00 pm

Philosophical, Conceptual, and Historical Issues

Skinnerian Themes in Psychology

MURRAY J. GODDARD (University of New Brunswick)
Monday, May 30, 12:00 pm

Practice

Preventing and Identifying Human Trafficking Among Individuals With Disabilities

KANATHY HANEY (Palm Beach State College)
Saturday, May 28, 10:00 am

Science

Aversive Effects of Methamphetamine as Arbiters of Risk for Use

Tamara Phillips (Oregon Health & Science University)
Sunday, May 29, 10:00 am

I Looked But I Did Not See: The Science of Missing What is Right in Front of Your Eyes

Jeremy Wolfe (Brigham and Women's Hospital; Harvard Med School)
Sunday, May 29, 3:00 pm

What to Eat, When to Move: Lessons from Hunter-Gatherers

HERMAN PONTZER (Duke University)
Monday, May 30, 12:00 pm

Teaching Behavior Analysis

The Case of the Disengaged Learner

KARL KAPP (Bloomsburg University)
Monday, May 30, 12:00 pm

Verbal Behavior

Understanding Language Development: The Deeper Wisdom in B. F. Skinner's Completely Incorrect Theory

Catherine Snow (Harvard University)
Saturday, May 28, 12:00 pm



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Professional Development Series

The professional development series is an initiative of the ABAI Student Committee. All convention registrants are welcome to attend these events.

Saturday, May 28

You Want Me to What? Responding to Reviewer Comments

Chair: Donald A. Hantula (Temple University)
Saturday, May 28: 11:00 am–11:50 am

Stephanie M. Peterson (Western Michigan University)
M. Christopher Newland (Auburn University)
Mitch Fryling (California State University, Los Angeles)

Navigating Graduate School as a Student of Color: Recommendations and Considerations From BIPOC in Academia

Chair: Stacha Leslie (The University of Kansas)
Saturday, May 28, 12:00 pm–12:50 pm

Anita Li (Western Michigan University)
Marren Marie Leon-Barajas (The University of Kansas)
Karen A. Toussaint (University of North Texas)

Culturo-Behavior Science Experiential Learning: Analyses and Intervention Informed by Community Behavioral Psychology

Chair: Rita Olla (University of Nevada, Reno)
Saturday, May 28, 3:00 pm–3:50 pm

Mark P. Alavosius (Praxis2LLC)
Richard F. Rakos (Cleveland State University)
Brett Gelino (The University of Kansas)
Jenna Mrljak (Association for Behavior Analysis International)

Sunday, May 29

Cultural Humility and Awareness in Behavior Analysis

Chair: Emma Auten (University of North Carolina Wilmington)
Sunday, May 29, 10:00 am–10:50 am

Ramona Homanfar (University of Nevada, Reno)
Elizabeth Hughes Fong (Pepperdine University)
Vanessa Bethea-Miller (Bethea-Miller Behavioral Consulting)

Starting a Psychotherapy Clinic and Finding Supervision in a Global Scenario

Chair: Rodrigo Vianna de Almeida (Ulster University)
Sunday, May 29, 12:00 pm–12:50 pm

Kozue Matsuda (Children Center Inc., Tokyo, Japan; Pepperdine University, California, USA.)
Joao Henrique De Almeida (Londrina State University)
Jesús Alonso-Vega (Universidad Autónoma de Madrid)

Effective Practices for Developing and Maintaining Time-Management and Productive Behavior

Chair: Allyson R. Salzer (The University of Kansas)
Sunday, May 29, 5:00 pm–5:50 pm

Maria E. Malott (Association for Behavior Analysis International)
Claire St. Peter (West Virginia University)
Justin Charles Strickland (Johns Hopkins University School of Medicine)

Monday, May 30

Making It Personal: Meaningful Mentorship—What It Is and Where to Find It

Chair: Leannah Lynn Sheahan (California State University, Sacramento)

Monday, May 30, 10:00 am–10:50 am

Carol Pilgrim (University of North Carolina Wilmington)

Sarah E. Bloom (University of South Florida)

Shrinidhi Subramaniam (California State University, Stanislaus)

Going Back to Get Your Ph.D.? How to Incorporate Pro-Social Behavior, Kindness, and Good Organization, All While Having a Family, Working Full Time, or Having a Social Life!

Chair: Danyl M. H. Epperheimer (LittleStar ABA; Hoosier ABA; Southern Illinois University)

Monday, May 30, 12:00 pm–12:50 pm

Cameron Mittelman (The Chicago School of Professional Psychology)

Shannon Ormandy (The Chicago School of Professional Psychology)

Rocco G. Catrone (The Chicago School Professional Psychology)

A Multidisciplinary Approach to Data Science

Chair: Stephanie Valentini (The University of Kansas)

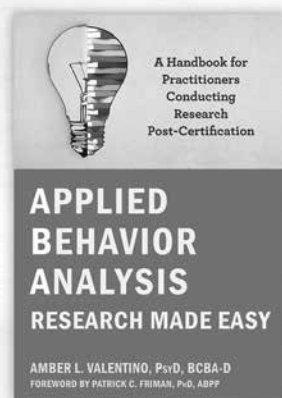
Monday, May 30, 5:00 pm–5:50 pm

David J. Cox (Behavioral Health Center of Excellence; Endicott College)

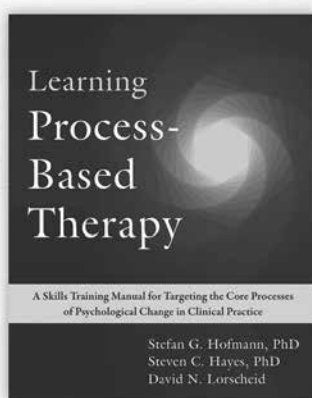
Jacob Sosine (Behavioral Health Center of Excellence; Behavioral Data Science Research Lab, Endicott College)

Elizabeth Garrison (Temple University)

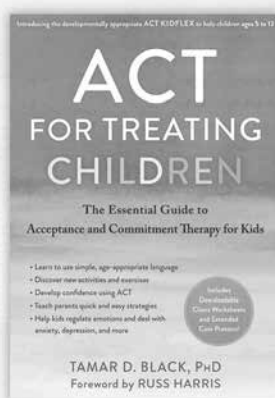
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Business Meetings

Business meetings are held by ABAI committees, chapters, special interest groups, and others. Anyone may attend published meetings.

ABAI Special Interest Groups

Naturalistic Developmental Behavioral Intervention Special Interest Group

Chair: Sophia R. D'Agostino (Utah State University)

Friday, May 27, 7:00 pm–7:50 pm

Behavioral Development Special Interest Group Business Meeting

Chair: Gladys Williams (CIEL, SPAIN)

Friday, May 27, 7:00 pm–7:50 pm

Verbal Behavior Special Interest Group

Chair: Danielle LaFrance (Elmly Autism Care; Hunter College)

Friday, May 27, 7:00 pm–7:50 pm

Business Meeting of the Dissemination for Behavior Analysis Special Interest Group

Chair: Margaret Pavone Dannevik (Lindenwood University)

Friday, May 27, 7:00 pm–7:50 pm

Crime, Delinquency, and Forensic Behavior Analysis Special Interest Group Business Meeting

Chair: Timothy Templin (Hoosier ABA)

Friday, May 27, 7:00 pm–7:50 pm

Behaviorists for Social Responsibility Business Meeting

Chair: Sarah M. Richling (Auburn University)

Saturday, May 28, 7:00 pm–7:50 pm

Organizational Behavior Management Network and Journal of Organizational Behavior Management Annual Meeting

Chair: Lori H. Ludwig (Performance Ally)

Saturday, May 28, 7:00 pm–7:50 pm

Behavior Analysis in Military and Veteran's Affairs

Chair: Abigail B. Calkin (Calkin Consulting Center)

Saturday, May 28, 7:00 pm–7:50 pm

Positive Behavior Support Special Interest Group

Chair: Jodie Soracco (Virginia Commonwealth University)

Saturday, May 28, 7:00 pm–7:50 pm

History of Behavior Analysis

Chair: Edward K. Morris (The University of Kansas)

Saturday, May 28, 7:00 pm–7:50 pm

Behavioral Gerontology Special Interest Group

Chair: Claudia Drossel (Eastern Michigan University; Center for the Advancement of Neurobehavioral Health)

Saturday, May 28, 7:00 pm–7:50 pm

Neuroscience Special Interest Group

Chair: Suzanne H. Mitchell (Oregon Health & Science University)

Saturday, May 28, 7:00 pm–7:50 pm

Sexual Behavior: Research and Practice Special Interest Group

Chair: Barbara Gross (Missouri Behavior Consulting; Sex Ed Continuing Ed)

Saturday, May 28, 7:00 pm–7:50 pm

Speech Pathology Applied Behavior Analysis Special Interest Group Annual Business Meeting and Grant Award Presentation

Chair: Nikia Dower (Dower and Associates, Inc.)

Sunday, May 29, 7:00 pm–7:50 pm

Rehabilitation and Independent Living Special Interest Group Business Meeting

Chair: Megan R. Heinicke (California State University, Sacramento)

Sunday, May 29, 7:00 pm–7:50 pm

Behavior Analysis for Sustainable Societies

Chair: Julia H. Fiebig (Ball State University; AGI)

Sunday, May 29, 7:00 pm–7:50 pm

Acceptance and Commitment Training Special Interest Group

Chair: Emily Kennison Sandoz (University of Louisiana Lafayette)

Sunday, May 29, 7:00 pm–7:50 pm

The Rehabilitation and Independent Living Special Interest Group

Chair: Chris Persel (Centre for Neuro Skills)

Sunday, May 29, 7:00 pm–7:50 pm

Clinical Special Interest Group

Chair: Emily Thomas Johnson (Behavior Attention and Developmental Disabilities Consultants, LLC)

Sunday, May 29, 7:00 pm–7:50 pm

Occupational Therapy and Applied Behavior Analysis Special Interest Group Business Meeting

Chair: Amy Stango (Empirical Pediatric Therapy)

Monday, May 30, 7:00 pm–7:50 pm

Applied Animal Behavior Special Interest Group Business Meeting

Chair: Lindsay Renee Mehrkam (Monmouth University)

Monday, May 30, 7:00 pm–7:50 pm

Theoretical, Philosophical, and Conceptual Issues

Chair: Andres H. Garcia-Penagos (California State University, Chico)

Monday, May 30, 7:00 pm–7:50 pm

Open Educational Resources Special Interest Group Hybrid Business Meeting

Chair: Veronica J. Howard (University of Alaska Anchorage)

Monday, May 30, 7:00 pm–7:50 pm

ABAI Affiliate Chapters

Business Meeting of the New York State Association for Behavior Analysis

Chair: Tricia Moss-Lourenco (New Perspectives ABA, P.C.)

Friday, May 27, 7:00 pm–7:50 pm

China Association of Rehabilitation of Disabled Persons: Professional Committee of Applied Behavior Analysis

Chair: Dorothy Xuan Zhang (The Chicago School of Professional Psychology; George Mason University; ABA Professional Committee of China Association of Rehabilitation of Disabled Persons)

Friday, May 27, 7:00 pm–7:50 pm

Nevada Association for Behavior Analysis Business Meeting

Chair: Megan McGrew (Impact ABA Services)

Monday, May 30, 7:00 pm–7:50 pm

Illinois Association for Behavior Analysis Annual Business Meeting

Chair: Nasiah Cirincione-Ulezi (ULEZI, LLC; Pivot 2 Inclusion; Shaping Leaders; Capella University)

Monday, May 30, 7:00 pm–7:50 pm

Other Business Meetings

***Perspectives on Behavior Science* Annual Report and Business Meeting**

Chair: M. Christopher Newland (Auburn University)

Friday, May 27, 7:00 pm–7:50 pm

***Journal of Applied Behavior Analysis* Business Meeting**

Chair: Linda A. LeBlanc (LeBlanc Behavioral Consulting LLC)

Saturday, May 28, 7:00 pm–7:50 pm

Student Committee Business Meeting

Chair: Rita Olla (University of Nevada, Reno)

Sunday, May 29, 7:00 pm–7:50 pm

***The Analysis of Verbal Behavior* Business Meeting**

Chair: Tiffany Kodak (Marquette University)

Sunday, May 29, 7:00 pm–7:50 pm

Update: Strategic Plan Group

Chair: Susan M. Schneider (Western Michigan University)

Sunday, May 29, 7:00 pm–7:50 pm

Behavior Analysis Programs Interested in ABAI Recognition: Accreditation, Tiered Model, and VCS

Chair: Jenna Mrljak (Association for Behavior Analysis International)

Sunday, May 29, 7:00 pm–7:50 pm

ABAI Licensing Committee

Chair: Gordon Bourland (Trinity Behavioral Associates, ABAI Licensing Committee)

Sunday, May 29, 7:00 pm–7:50 pm

***Journal of the Experimental Analysis of Behavior* Business Meeting**

Chair: Mark Galizio (University of North Carolina Wilmington)

Sunday, May 29, 7:00 pm–7:50 pm

Diversity Events

The following sessions have been identified as diversity events offered during the convention (posters not included).

What's Technology Got To Do With It? Well Basically Everything Nowadays

Chair: Brandon M. Franklin (Lee Specialty Clinic)

Discussant: Marc J. Lanovaz (Université de Montréal)

Saturday, May 28, 10:00 am–11:50 am

Social Justice, Quality of Life, and Other Essential Dimensions of Applied Behavior Analysis in 2022

Chair: Sarah E. Pinkelman (Utah State University)

Discussant: Ilene S. Schwartz (University of Washington)

Saturday, May 28, 11:00 am–11:50 am

Women in Behavior Science: Observations of Life Inside and Outside of the Academy: Beginning

Chair: Emily Kennison Sandoz (University of Louisiana Lafayette)

Saturday, May 28, 11:00 am–12:50 pm

Queering Our Science: How Behavior Analysts Can Work Toward LGBTQ+ Liberation

Chair: Fernanda Suemi Oda (The University of Kansas)

Saturday, May 28, 12:00 pm–12:50 pm

Navigating Graduate School as a Student of Color: Recommendations and Considerations From BIPOC in Academia

Chair: Stacha Leslie (The University of Kansas)

Saturday, May 28, 12:00 pm–12:50 pm

Creating Action Circles to Advance the Use of Evidence-Based Practices

Chair: Elizabeth Virginia Krulder (California ABA; Values to Action)

Discussant: Criss Wilhite (California State University Fresno)

Saturday, May 28, 3:00 pm–4:50 pm

Why So Racist? A Function-Based and Organizational Assessment and Interventions for Policing

Chair: Shawn Capell (Covenant 15:16 LLC)

Discussant: Ryan Sain (Mary Baldwin University)

Saturday, May 28, 5:00 pm–5:50 pm

Autism Paper Session 2

Chair: Jane Paul (Excella Developmental Services)

Sunday, May 29, 8:00 am–8:50 am

"Who Am I?" Relational Verbal Behavior and the Emergence and Divergence of Culture

Chair: Meredith Matthews (Missouri State University)

Sunday, May 29, 8:00 am–8:50 am

CSS Paper Session 1

Chair: Bosede Asikhia (Association for Behavior Analysis in Nigeria)

Sunday, May 29, 8:00 am–8:50 am

Toward Culturally Responsive and Compassionate Behavior Analysis: A Case for Cultural Humility as It Relates to Neurotype

Chair: David Legaspi (Center For Applied Behavior Analysis)

Discussant: Jamine Layne Dettmering (The Chicago School of Professional Psychology; BIOS ABA; National Louis University)

Sunday, May 29, 9:00 am–9:50 am

Sexuality, Sexual Behavior, and Psychological Flexibility

Chair: Jessica M Venegoni (Missouri State University)

Discussant: Ayla Schmick (Missouri Southern State University)

Sunday, May 29, 9:00 am–9:50 am

Cultural Humility and Awareness in Behavior Analysis

Chair: Emma Auten (University of North Carolina Wilmington)

Sunday, May 29, 10:00 am–10:50 am

Promoting Cultural Sensitivity in Behavior Analytic Practice: Lessons Learned From Service Delivery in Africa and the Middle East

Chair: Ariana D'Arms (Western Connecticut State University)

Discussant: Margaret Uwayo (Western Michigan University)

Sunday, May 29, 10:00 am–10:50 am

Behavior Analytic Instruction in Higher Education

Chair: Nicole Hollins (Little Leaves Behavioral Services)

Discussant: Darlene E. Crone-Todd (Salem State University)

Sunday, May 29, 10:00 am–11:50 am

Replication Versus Application of the Functional Analysis: Culturally Responsive and Individualized Assessment of Behavior

Chair: Justin Boyan Han (University of South Florida)

Sunday, May 29, 11:00 am–11:25 am

Relational Frames of Prejudice and Intersectionality: Promoting Diversity and Advocacy

Chair: Jessica M. Hinman (University of Illinois at Chicago)

Sunday, May 29, 11:00 am–11:50 am

Multiple-Exemplar Training on Verbal Operant Experimental Analyses of Culturally/Linguistically Diverse Speakers With Autism

Chair: Lee L. Mason (Cook Children's Health Care System)

Discussant: Alonzo Alfredo Andrews (The University of Texas at San Antonio; San Antonio Independent School District)

Sunday, May 29, 11:00 am–12:50 pm

Women in Behavior Science: Observations of Life Inside and Outside of the Academy: Surviving and Thriving

Chair: Denise Ross (University of Wisconsin Milwaukee)

Sunday, May 29, 11:00 am–12:50 pm

Culturally Responsive Behavior Analytic Practice: Conceptualization, Training, and Impact

Chair: Kimberly Marshall (Endicott College; The Center for Children with Special Needs)

Discussant: Sneha Kohli Mathur (University of Southern California)

Sunday, May 30, 3:00 pm–4:50 pm

Partnering to Empower Staff in the Trenches: Strategies for Dealing With Trauma Underlying Challenging Behavior

Chair: Jeannie A. Golden (East Carolina University)

Discussant: Gabrielle Morgan (Bay Path University)

Sunday, May 29, 3:00 pm–4:50 pm

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

Chair: Melissa L. Olive (Cultivate Behavioral Health & Education)

Discussant: Joseph H. Cihon (Autism Partnership Foundation)

Sunday, May 29, 3:00 pm–4:50 pm

The Role of Neurodiversity in Applied Behavior Analysis: Past, Present, and Future

Chair: Emily Wade (Alternatives ABA; Reframing Clinical Solutions)

Sunday, May 29, 4:00 pm–4:25 pm

Systems, Equifinality, and Faculty Equity at Universities: Unintended Consequences of Performance Metrics

Chair: Douglas Robertson (Florida International University)

Sunday, May 29, 4:00 pm–4:25 pm

Behavior Analysis and Cultural Competence: Bridging Knowledge and Practice

Chair: Dorothy Xuan Zhang (The Chicago School of Professional Psychology; George Mason University; ABA Professional Committee of China Association of Rehabilitation of Disabled Persons)

Sunday, May 29, 5:00 pm–5:50 pm

Organizational Cultural Change Begins With Partnership: Lessons Learned in Building Diverse, Inclusive, and Equitable Higher Education Programs

Chair: Elizabeth Hughes Fong (Pepperdine University)

Sunday, May 29, 5:00 pm–5:50 pm

Analysis of the Acquisition of Cultural Biases and Cultural Humility

Chair: Somchart Sakulkoo (The Chicago School of Professional Psychology)

Sunday, May 29, 6:00 pm–6:25 pm

Evaluation of Social and Academic Supports for College Students With Autism Spectrum Disorder

Chair: Courtney Butler (Rutgers University)

Sunday, May 29, 6:00 pm–6:50 pm

Social Justice and Verbal Behavior: Evaluating Effects of Empathy Training and Exploring Connections Between Anti-Islamic Incidents and Verbal Behavior

Chair: Natalie Driscoll (Endicott College; Seven Hills Foundation)

Discussant: Noor Younus Syed (SUNY Empire State College; Anderson Center International; Endicott College)

Sunday, May 29, 6:00 pm–6:50 pm

Not Just a Buzzword: Conceptual Analyses and Practical Applications of Compassion in Behavior Analysis

Chair: Hannah Kaplan (Louisiana Contextual Science Research Group)

Monday, May 30, 8:00 am–8:50 am

Diversity in Mentorship and Graduate Programs: Faculty and Student Outlooks

Chair: Brinea Osborne (University of Nebraska Medical Center)

Monday, May 30, 8:00 am–9:50 am

Behaviorists for Social Responsibility Book Club: A Discussion of New Books on Functional Illness, Homelessness in America, and Xenophobia

Chair: Kyosuke Kazaoka (University of North Texas)

Monday, May 30, 9:00 am–9:50 am

Applied Behavior Analysis Service Deserts: Addressing the Gap in Underserved and Marginalized Communities

Chair: Rocio Rosales (University of Massachusetts Lowell)

Monday, May 30, 9:00 am–9:50 am

Ethnic and Racial Issues in Behavior Analysis

Chair: Táhcita Medrado Mizaél (São Paulo University)

Monday, May 30, 10:00 am–10:50 am

Making it Personal: Meaningful Mentorship—What It Is and Where to Find It

Chair: Leannah Lynn Sheahan (California State University, Sacramento)

Monday, May 30, 10:00 am–10:50 am

Recent Trends in the Development of Professional Skills and Diversity, Equity, and Inclusion Practices for Behavior Analysts

Chair: Landon Cowan (Marquette University)

Discussant: Kate E. Fiske Massey (Douglass Developmental Disabilities Center, Rutgers University)

Monday, May 30, 10:00 am–11:50 am

Disparities and Inequities in Early Identification and Treatment for Black Children With Autism Spectrum Disorder

Chair: Jack Scott (Florida Atlantic University)

Monday, May 30, 10:30 am–10:55 am

Ensuring Best Practices in Group Educational Settings: Review of the Literature and Ongoing Applications to China

Chair: Helen McCabe (Daemen College)

Monday, May 30, 10:30 am–10:55 am

Women in Behavior Science: Observations of Life Inside and Outside of the Academy: Thriving

Chair: Traci M. Cihon (University of North Texas)

Monday, May 30, 11:00 am–12:50 pm

Voices from Our Clients: Improving the Cultural Responsiveness of Behavioral Intervention

Chair: Kylan S. Turner (Simmons University)

Monday, May 30, 12:00 pm–12:50 pm

Servicing a Minority Cultural Group as a Black Business Owner

Chair: Arthur Hairston (North Florida Behavior Consultants)

Monday, May 30, 12:00 pm–12:50 pm

Dismantling Oppressive Practices in Clinical and Academic Supervision: How to be a Disruptor

Chair: Anita Li (Western Michigan University)

Monday, May 30, 3:00 pm–3:50 pm

Exploring the Topic of Pay-Equity, Including the Discussion of Strategies at Micro and Macro Levels

Chair: Joshua Garner (The Behavioral Education Research Initiative)

Monday, May 30, 3:00 pm–3:50 pm

Behavioral Systemic Applications in Promoting Well-Being and Cultural Humility in Medical Education

Chair: Ramona Houmanfar (University of Nevada, Reno)

Discussant: Kaston Darriel Anderson-Carpenter (Michigan State University)

Monday, May 30, 4:00 pm–5:50 pm

Discriminatory Practices in Applied Behavior Analysis: Understanding and Ensuring Equitable Access to ABA

Chair: Veronica Hinojosa (Center for Autism and Related Disorders)

Monday, May 30, 5:00 pm–5:50 pm

Sustainability Events

The following sessions and events have been identified as focusing on issues related to environmental sustainability.

Sustainability Action to Research

Chair: Jonathan W. Kimball (Behavior Development Solutions)

Discussant: William L. Heward (Ohio State University)

Saturday, May 28, 3:00 pm–4:50 pm

Contributions to the Sustainability Revolution: The Interplay of Producers' and Consumers' Practices

Chair: Marco Tagliabue (Oslo Metropolitan University)

Sunday, May 29, 10:00 am–10:25 am

Applications of Behavior Analysis in Sustainability: How Small Steps Create Behavioral Waves

Chair: Lawrence Platt (The Chicago School of Professional Psychology)

Sunday, May 29, 4:00 pm–4:50 pm

It's Getting Hot in Here: Individual Behavior Change Related to Climate

Chair: Kaylee Liley (Missouri State University)

Discussant: Albert Malkin (Southern Illinois University; Western University)

Sunday, May 29, 5:00 pm–5:50 pm



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The Association for Behavior Analysis International (ABAI) Accreditation Board is the governance body responsible for the accreditation of training programs in behavior analysis at the bachelor's, master's, and doctoral levels.

The mission of the ABAI Accreditation Board is to establish and implement standards for the accreditation of educational programs in behavior analysis. The accreditation process is designed to encourage, support, and recognize exemplary training of behavior scientists and scientist-practitioners in the experimental and theoretical foundations of behavior analysis and in ethical and evidence-based practice, and to promote continuous improvement through voluntary accreditation. The ABAI Accreditation Board is recognized by the Council for Higher Education Accreditation (CHEA). This recognition assures the public that ABAI is competent to engage in quality review of programs based on CHEA's standards.

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ABAI Accredited Programs

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- Florida Institute of Technology
- Ohio State University
- Teachers College, Columbia University
- University of Kansas
- University of Nebraska Medical Center's Munroe-Meyer Institute
- University of Nevada, Reno
- Western Michigan University
- West Virginia University

Universities with Accredited Master's Programs:

- Caldwell University
- California State University, Los Angeles
- Florida Institute of Technology
- Florida State University, Panama City Campus
- Jacksonville State University
- McNeese State University
- Montana State University Billings
- Ohio State University
- Oslo Metropolitan University
- Rollins College
- Simmons University
- Southern Illinois University
- St. Cloud State University
- Teachers College, Columbia University
- The Chicago School of Professional Psychology, Chicago Campus
- University of Houston-Clear Lake
- University of Kansas
- University of Maryland, Baltimore County
- University of Nevada, Reno (2)
- University of North Texas
- University of South Florida
- Western Michigan University

Universities with Accredited Bachelor's Programs:

- Oslo Metropolitan University
- University of Nevada, Reno

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ABAI accredited programs meet the Behavior Analyst Certification Board's coursework and degree requirements (Pathway 1).

Nearby Restaurants

Restaurant	Phone	Type	Thursday	Friday	Saturday	Sunday	Monday
In The Westin Boston Seaport District							
Birch Lobby Bar	(617) 532-4670	<i>Small Plates</i>	4:00pm - 11:00pm	4:00pm - 11:00pm	4:00pm - 11:00pm	4:00pm - 11:00pm	4:00pm - 11:00pm
MJ O'Connors	(617) 532-4670	<i>American</i>	4:00pm - 11:30pm	4:00pm - 11:30pm	4:00pm - 11:30pm	Closed	Closed
Sauciety	(617) 532-4670	<i>Brunch</i>	7:00am - 2:00pm	7:00am - 2:00pm	7:00am - 2:00pm	7:00am - 2:00pm	7:00am - 2:00pm
Starbucks	(617) 532-4670	<i>Coffee</i>	7:00am - 1:00pm	7:00am - 1:00pm	7:00am - 4:00pm	7:00am - 1:00pm	7:00am - 1:00pm
In The Omni Boston Hotel at the Seaport							
Kestra	(617) 476-6664	<i>Lunch</i>	11:30am - 2:00pm	11:30am - 2:00pm	11:30am - 2:00pm	11:30am - 2:00pm	11:30am - 2:00pm
Coquette	(617) 476-6664	<i>French</i>	11:30am - 2:00am	11:30am - 2:00am	5:00pm - 2:00am	5:00pm - 2:00am	11:30am - 2:00pm
The Sporting Club	(617) 476-6664	<i>American</i>	11:00am - 12:00am	11:00am - 1:00am	11:00am - 1:00am	11:00am - 12:00am	11:00am - 12:00am
Legato	(617) 476-6664	<i>Coffee</i>	6:00am - 1:00pm	6:00am - 1:00pm	6:00am - 1:00pm	6:00am - 1:00pm	Closed
Within Walking Distance (10 minutes)							
Jimmy John's	(857) 317-3947	<i>Sandwiches</i>	11:00am - 8:00pm	11:00am - 8:00pm	11:00am - 8:00pm	11:00am - 8:00pm	11:00am - 8:00pm
Row 34	(617) 553-5900	<i>Seafood</i>	11:30am - 10:00pm	11:30am - 10:00pm	11:30am - 10:00pm	11:30am - 9:00pm	11:30am - 9:00pm
Pink Taco	(617) 535-8070	<i>Mexican</i>	11:00am - 11:00pm	11:00am - 1:00am	10:00am - 1:00am	10:00am - 11:00pm	11:00am - 11:00pm
Larry J's BBQ Café	(617) 348-9800	<i>BBQ</i>	11:00am - 7:30pm	11:00am - 7:30pm	1:00pm - 7:30pm	Closed	Closed
Alma Gaucha	(617) 420-4900	<i>Brazilian</i>	11:30am - 2:30pm	11:30am - 2:30pm	11:30am - 10:30pm	11:30am - 9:00pm	11:30am - 2:30pm
Pete's Dockside	(617) 423-1110	<i>Brunch</i>	7:00am - 2:00pm	7:00am - 2:00pm	Closed	Closed	7:00am - 2:00pm
75 on Liberty Wharf	(617) 227-0754	<i>American</i>	11:30am - 9:00pm	11:30am - 10:00pm	10:30am - 10:00pm	10:00am - 10:00pm	11:30am - 9:00pm
Lolita	(617) 369-0931	<i>Mexican</i>	12:00pm - 12:00am	12:00pm - 2:00am	11:00am - 2:00am	11:00am - 12:00am	12:00pm - 12:00am
Flour Bakery & Café	(617) 338-4333	<i>Bakery</i>	7:00am - 7:00pm	7:00am - 7:00pm	8:00am - 6:00pm	8:00am - 6:00pm	7:00am - 7:00pm
Bon Me	(857) 350-4035	<i>Asian Fusion</i>	10:30am - 7:00pm	10:30am - 7:00pm	10:30am - 7:00pm	10:30am - 7:00pm	10:30am - 7:00pm
Better Bagels	(857) 317-4147	<i>Bagels</i>	7:00am - 4:30pm	7:00am - 4:30pm	7:00am - 4:30pm	7:00am - 4:30pm	7:00am - 4:30pm
Rosa Mexicano	(617) 476-6122	<i>Mexican</i>	11:30am - 10:30pm	11:30am - 10:30pm	11:30am - 10:30pm	11:30am - 9:30pm	11:30am - 9:30pm
Tatte Bakery & Café	(617) 765-7600	<i>Bakery</i>	7:00am - 8:00pm	7:00am - 8:00pm	7:00am - 8:00pm	8:00am - 4:00pm	7:00am - 8:00pm
Honeygrow	(857) 350-3642	<i>Stir Fry</i>	10:30am - 10:00pm	10:30am - 10:00pm	10:30am - 10:00pm	10:30am - 10:00pm	10:30am - 10:00pm
Madras Dosa Company	(857) 233-5188	<i>Indian</i>	11:00am - 9:00pm	11:00am - 9:00pm	11:00am - 9:00pm	11:00am - 9:00pm	11:00am - 9:00pm

ABAI Exhibitors are located in the Boston Convention & Exhibition Center – Exhibit Hall A, Level 0. Exhibitors will have information available about their services and will be ready to answer your questions. See the ABAI mobile app for participating companies or the ABAI website for all organizers participating in the online Career Fair.

Exhibit Hours:

Saturday, May 28	11:00 AM–4:00 PM 7:00 PM–10:00 PM
Sunday, May 29	11:00 AM–4:00 PM
Monday, May 30	11:00 AM–4:00 PM

Career Fair will take place in the exhibit hall. See the ABAI mobile app for participating companies.

Following are descriptions of some of the 2022 exhibitors. **The inclusion of this material is not an indication of endorsement, authorization, sponsorship, or affiliation by ABAI of these organizations or their work, services, or the content of the material they present.**

ABAI Convention Exhibitors have been approved by the Organizational Review Committee as being aligned with ABAI's mission to contribute to the well-being of society by developing, enhancing, and supporting the growth and vitality of the science of behavior analysis through research, education, and practice.

Exhibitors and Sponsors

360 Behavioral Health

Booth Number: 409



9201 Oakdale Ave., Ste. 101
 Chatsworth, CA 91311
 info@360bhmail.com
<https://360behavioralhealth.com>

360 Behavioral Health and our family of providers—including California Psychcare and Behavior Respite in Action—provide ABA-based behavioral health treatment, traditional respite, and specialized personal assistance services to individuals impacted by autism and other developmental disabilities. ABA offerings include 1:1 BHT, adaptive and functional skills training, Social skills training, and parent and caregiver training delivered in-home, in-clinic, in school, or remotely via telehealth.

ABA Schedules

Booth Numbers: 417 & 419



1731 SW 66th Dr.
 Gainesville, FL 32607
www.ABASchedules.com

ABA Schedules is the top scheduler designed specifically for ABA providers! It is a standalone, smart scheduler that helps you generate optimal schedules based on industry constraints. Our patent pending, intuitive features and designs will save you tons of time, energy, and money. It is the perfect solution for all ABA providers. We would love to help you schedule smarter!

ABATEC

Booth Number: 304

43 Montebello Rd.
 Jamaica Plain, MA 02130
abatec.boston@gmail.com
www.abatec.org

Our mission is to provide effective and individualized applied behavior analysis treatment tailored to the unique needs of each child. ABATEC provides culturally sensitive therapies, parent training, and supervision in the Boston and surrounding areas.

ACE ABA Software System**Booth Number: 201**

33 Turnpike Rd.
Southborough, MA 01772
www.acenec.org

The Autism Curriculum Encyclopedia® is the premier, ABA educational software system for learners with autism. The ACE® includes a challenging behavior module, multiple assessments, data entry, and automated graphing features as well as more than 1,900 customizable programs. This all in one solution for autism education also includes a direct data entry app for your iOS devices. Designed by the world-renowned New England Center for Children® the ACE utilizes the principles of applied behavior analysis to help you ensure maximum progress.

Achieve Beyond**Booth Number: 215**

7000 Austin St., Ste. 200
Forest Hills, NY 11375
nationalrecruiting@achievebeyondusa.com
www.achievebeyondusa.com

Achieve Beyond was founded in 1995 and is continuously growing to meet the needs of developmentally disabled children through our ABA, speech, occupational, and physical therapy services. We currently offer our services in the entire metro New York area (including the five boroughs of NYC, Hudson Valley and Long Island) and Albany, New Jersey, Connecticut, the greater Los Angeles area, the Virginia/Maryland/DC area, and Florida. We specialize in conducting initial evaluations and providing ongoing services in home, community and clinic settings. Achieve Beyond is centered on our culture of collaboration and support to ensure our services are of the highest quality and adhere to our strong ethical standards.

Amego Inc.**Booth Number: 309**

33 Perry Ave.
Attleboro, MA 02703
contact@amegoinc.org
www.amegoinc.org

Amego, Inc. has helped pave the way for the development of services for individuals with autism and other developmental disabilities. Amego provides not only educational programs for children ages 8 to 22 years old, but also habilitative and vocational programs for adults 22 years and older, residential programs for both children and adults, specialty early intervention, home- and center-based services for children and young adults, as well as education and support to professionals pursuing certification in the field of ABA.

Applied Behavior Institute**Booth Number: 601**

425 Lake Ave. North, Ste. 203
Worcester, MA 01605
www.abinewengland.com

At Applied Behavior Institute, we believe in the science of ABA as treatment for autism spectrum disorder (ASD). Our mission is focused on delivering individualized care across the lifespan of all our clients to acquire vital living skills, achieve their personal self-sufficiency goals, and become independent citizens in the modern world, while also raising awareness and support for individuals with ASD and their families.

Autism Learning Partners**Booth Number: 106**

1055 E Colorado Blvd.
Pasadena, CA 91106
www.autismlearningpartners.com

Autism Learning Partners is the ABA industry leader in evidence based, family-oriented autism therapies. Our blended model and naturalistic approach are tailored to each individual case, empowering our clinicians to passionately practice the art of their science while providing our patients and their families with the skills, resources, and confidence they need to progress towards becoming successful, effective family units.

Ball State University**Booth Number: 318**

2000 W University Ave.
Muncie, IN 47306
www.bsu.edu/online/aba

Ball State University is a leading pioneer in ABA education. Plus, our expertise in autism spectrum disorder sets us apart. We offer the nation's largest graduate program in ABA, plus undergraduate programs for the beginning ABA professional. All of our programs are offered entirely online.

Bay Path University**Booth Number: 134**

521 Virginia Rd., Building 1, Suite 1
Concord, MA 01742
clombardi@baypath.edu, joconnell@baypath.edu
www.baypath.edu

Founded in 1897, Bay Path University focuses on preparing our students for a constantly changing world. Our main campus is located in Longmeadow, Massachusetts, with additional sites across the state in Concord, East Longmeadow, and online. Our graduate and undergraduate student body consists of more than 3,300 women and men, representing 46 states, the District of Columbia, and several countries. Bay Path University is fully accredited by the New England Commission of Higher Education.

Beacon ABA Services**Booth Numbers: 328 & 330**

321 Fortune Blvd.
Milford, MA 01757
www.beaconservices.org

Beacon was founded by Dr. Robert F. Littleton, Jr. in 1994 in response to the growing number of families of children with developmental challenges seeking access to evidence-based treatments and optimized developmental outcomes. Beacon's home and center based services are based on the science of applied behavior analysis, and are provided by highly trained behavior therapists under the direct supervision of board certified behavior analysts. With consultation from an in-house team of psychologists and speech-language pathologists, programming is developed collaboratively and is individualized to meet the unique needs of each child and family. Through the systematic application of the principles of learning embedded within enjoyable and meaningful teaching opportunities, children acquire the essential skills to be successful in their homes, schools, and communities. Beacon has an excellent reputation as one of the largest and most experienced providers of ABA services in Massachusetts.

Behavior Development Solutions**Booth Number: 202**

28672 Derry Ct.
Bonita Springs, FL 34135
Support@behaviordevelopmentsolutions.com
www.behaviordevelopmentsolutions.com

Behavior Development Solutions provides training products, services, and tools for behavior analysts and technicians. Our data-driven CBA Learning Module Series is the premier BCBA/BCaBA exam prep resource and curriculum supplement. Our RBT Exam Prep course contributes to a deeper understanding of ABA while preparing for exam success. We also offer engaging online CE courses and a bookstore with over 150 titles tailored for professionals.

Behavior Science Tech**Booth Number: 501**

16 Winchard Blvd.
Commack, NY 11725
info@behaviorsciencetech.com
www.behaviorsciencetech.com

BSTperform, by Behavior Science Technology, provides ABA providers with a performance management platform that demonstrates quality delivery, tracks performance progress, and standardizes processes—turning overwhelmed providers into efficient organizations who demonstrate value-based performance. As payers shift towards value-based care, ABA providers are stuck with inadequate data and guessing at their outcomes, having to justify services to insurance companies while losing their key staff—leading to variable quality and underutilized services.

BehaviorLytics: A Social Change Agency**Booth Number: 522**

905 Carlyon Ave. SE
Olympia, WA 98501
behaviorlyticsfoundation.org

BehaviorLytics strives to be the nation's leading scientific research funder to find social solutions to social welfare and justice problems by using the methods of behavior science. BehaviorLytics will aid in diversifying the behavior analytic field through supervision.

Central Reach**Booth Number: 104**

6451 North Federal Hwy.
Fort Lauderdale, FL 33308
careteam@centralreach.com
www.centralreach.com

CentralReach is a leading provider of end-to-end practice management and clinical solutions that enable applied behavior analysis (ABA) clinicians and educators to produce superior outcomes for people with autism. The company is revolutionizing the ABA space with cutting-edge solutions, including precision teaching, clinical data collection, scheduling, billing, learning management, fully digital evidence-based programming, and more. For more information, please visit CentralReach.com.

Comprehensive Behavior Supports**Booth Number: 700**

6214 24th Ave.
Brooklyn, NY 11204
sblanco@bkbehavior.com
<https://cbsupports.org>

Comprehensive Behavior Supports was created to provide newer, more effective developmental therapies to children with autism and related disabilities. CBS propelled solely by the possibilities of child improvement and life enhancement. Stop by our booth and enroll as a parent or provider.

Council of Autism Service Providers**Booth Number: 302**

401 Edgewater Place, Ste. 600
Wakefield, MA 01880
<https://casproviders.org/>

The Council of Autism Service Providers (CASP) is a non-profit association of more than 250 for-profit and not-for-profit agencies serving individuals with autism spectrum disorders. CASP represents the autism provider community to the nation at large including government, payers, and the general public. We serve as a force for change, providing information and education and promoting standards that enhance quality.

Crossroads Continuum**Booth Number: 204**

43 Broad St., Ste. C300
Hudson, MA 01749
info@crossroadscontinuum.org
www.crossroadscontinuum.org

Crossroads Continuum is a non-profit organization dedicated to enhancing the quality of life for individuals with autism and related disorders from birth through adulthood. The organization was originally established in 2002 as a school providing individualized, comprehensive education, and related services and has since grown as a multi-service organization working with individuals of all ages and their families in their homes, communities, and other settings.

Data Makes the Difference**Booth Number: 515**

17 Greystone Dr.
Mountain Top, PA 18707
steve@vbmappapp.com
www.vbmappapp.com

Data Makes the Difference works with both Dr. Sundberg and Dr. McGreevy to produce the VB-Mapp app and the EFLApp. As well as offering electronic versions of these amazing assessments and curricula, Data Makes the Difference also provides onsite and online training.

deTASO**Booth Number: 526**

815 Exchange #105
Conway, AR 72032
www.detaso.com

Now you can accomplish more with the efficiency and accountability of an EMR built for you. deTASO is a complete suite of solutions designed to help you manage patients, staff, therapy, adult, and preschool classrooms, ABA, billing, and financial reporting. From intake to discharge, every facet of your patient interaction is documented electronically and stored in a HIPAA compliant format.

Different Roads to Learning**Booth Number: 508**

12 W. 18th St., Ste. 3E
New York, NY 10011
tatum@difflearn.com
www.difflearn.com

Different Roads to Learning is your one-stop shop for autism spectrum resources and teaching materials! With over 600 products, our carefully curated product line supports the social, academic and communicative development of children on the autism spectrum through applied behavior analysis and verbal behavior interventions.

Emergent Learning Academy**Booth Number: 301**

1 Barberry Ct.
Columbia, SC 29212
heather@emergentlearningacademy.com
www.emergentlearningacademy.com

Emergent Learning is a global enterprise consisting of the official training and publishing operations for PEAK, AIM, and LIFE, as well as dedicated treatment centers that provide exceptional care to persons with autism and related disabilities. Learn more about our various products, trainings, consultations, employment opportunities, and digital resources. Come see the difference that can happen when science guides practice.

Endicott College**Booth Number: 103**

376 Hale St.
Beverly, MA 01915
apenaloz@endicott.edu
www.endicott.com

The programs at Endicott College's ABA Graduate Program includes applied behavior analysis certificate, master's and doctoral degree programs. A variety of resources, including access to the best and latest research, as well as our nine partner programs and ABA conferences that provide up-to-the-minute knowledge, best practices, and continuing education credits to professionals.

Evergreen Center**Booth Number: 100**

345 Fortune Blvd.
Milford, MA 01757
bliuconstant@evergreencntr.org
www.evergreencntr.org

The Evergreen Center provides day and residential treatment services for children and adolescents with developmental disabilities. The Evergreen Center emphasizes building communication, academic, self-care, and social interaction skills. Evergreen uses applied behavior analysis as the cornerstone of its instruction and relies on the best evidence-based practices available.

Floreo Tech**Booth Number: 115**

3336 Quesada St. NW
Washington, DC 30215
www.floreotech.com

Floreo's vision is a world that is open and accessible for every neurodiverse person. Our mission is to create the first behavioral therapy metaverse, a virtual world that is safe for learners, equipping them with skills and tools they can apply in their everyday lives. We have developed a VR platform that teaches social, behavioral, communication, and life skills for individuals with autism spectrum disorder, ADHD, anxiety, and other neurodiverse conditions.

Hi Rasmus**Booth Number: 405**

Hauser Plads 20, 1st Floor
1127 Copenhagen, Denmark
help@hirasmus.com
https://hirasmus.com

Join us today to see how, in collaboration with world-class BCBAs, this intuitive platform reduces barriers to the provision of quality, evidence-based therapies to those who need access worldwide. This tool enables providers to effectively manage treatment plans across therapists and caregivers by easing communication, data collection, and remote supervision. We remove obstacles while maintaining the human touch and professional traits of treatment.

Hi-5**Booth Number: 408**

6802 Grays Mill Rd.
Warrenton, VA 20187
www.hi5aba.com

Hi-5 ABA, Inc. helps BCBA's start their own practice by providing the necessary administrative services, allowing the BCBA to focus on the clinical side. Our services include incorporation, billing, credentialing, payroll, cash-flow assistance, tech recruiting, financial reports, and more.

High Sierra Industries**Booth Number: 426**

555 Reactor Way
Reno, NV 89502
<https://hsireno.org/>

iCelerates Individual Assessment of Skills and Know-How (iASK) is an innovative learning system that integrates Relational Frame Theory, Acceptance and Commitment Training, precision teaching, and applied behavior analysis. The iCelerate team seeks feedback from behavior analytic professionals looking for an individual and efficient, data-based approach to assessing and teaching meaningful life skills with learners and those who support them. (iCelerate is a non-profit, 501(c)(3) corporation.)

Hopeful Journeys Educational Center**Booth Number: 306**

28 Tozer Rd.
Beverly, MA 01833
www.hopefuljourneys.com

Hopeful Journeys believes that a program following the principles of applied behavior analysis (ABA) provides the most promising and successful treatment options for individuals with autism. ABA provides children a method to learn in a highly structured environment that includes positive reinforcement, errorless learning, prompt fading, and discrete trials. ABA techniques can be individualized and implemented to improve language development, promote appropriate behaviors, increase academic, play, pragmatic language skills, and to develop independence in vocational and self-help tasks.

How to ABA**Booth Number: 327**

10 Erica Ave.
Toronto, ON M3H 3H2
info@howtoaba.com
www.howtoaba.com

How to ABA is a website that provides practical resources to ABA professionals. Our membership community, The Bx Resource, provides community, support, program downloads, and CE's to our members.

Huntington**Booth Number: 726**

23 W Federal St., BDM10
Youngstown, OH 44503
mail@insuranceabai.com
www.huntington.com

Huntington Insurance, Inc. has partnered with ABAL to offer member pricing on professional liability insurance. This protection is needed by all professionals to guard individuals and companies from attorneys' errors, omissions, and lawsuits, and is separate from a standard general liability policy. An insurance policy is just the beginning: Huntington Insurance, Inc. agents take it a step further, passing along our knowledge of employee benefits and risk management to help you identify ways to lower risk. ABAL members receive a special discount. Stop by our booth for more information.

Judge Rotenberg Educational Center**Booth Number: 400**

250 Turnpike St.
Canton, MA 02021
jrc@judgerc.org
www.judgerc.org

Judge Rotenberg Educational Center, Inc. is a special needs school. The Judge Rotenberg Center is a special needs day, respite, and residential school located in Canton, Massachusetts, licensed to serve ages 5–adult. Since 1971, JRC has provided education and treatment to both emotionally disturbed students with conduct, behavior, emotional, and/or psychiatric problems and developmentally delayed students with autistic-like behaviors.

Key Autism Services**Booth Number: 415**

106 Apple St., Ste. 221
Tinton Falls, NJ 07724
www.keyautismservices.com/careers

Key Autism Services provides ABA therapy services to bring about meaningful and positive change to individuals diagnosed with ASD. Our mission is to give our clients the ability to unlock their potential. We provide individuals with autism the opportunity to learn, socialize, grow, and have fun. Key uses evidence-based ABA treatments to increase socially significant behavior. We are experienced professionals committed to making a positive impact in our client's lives.

Learners Compass**Booth Number: 709**

187 Leroy St.
Tenafly, NJ 07670
www.learnerscompass.com

At Learners' Compass, the science of applied behavior analysis and the art of teaching are combined to ensure that every moment is a teaching and learning opportunity. Based out of New Jersey, our agency provides services for learners with autism spectrum disorders and behavior disorders in Northern New Jersey and New York City.

Little City Foundation**Booth Number: 421**

1760 W. Algonquin Rd.
Palatine, IL 60067
sisom@littlecitcity.org
<https://littlecitcity.org/>

Since 1959, Little City has been on a mission to provide the best opportunities for children and adults with intellectual and developmental disabilities. Through innovative and personalized programming, we empower our individuals to create a meaningful life.

Little Leaves**Booth Number: 305**

9545 Georgia Ave.
Silver Spring, MD 20910
www.littleleaves.org

Little Leaves is an organization dedicated to helping people with social, communication, and behavioral challenges grow and succeed so that they can participate as fully as possible in their families and communities. Using evidenced-based practices based on the principles of applied behavior analysis, our professionals partner with each family to develop and implement an individualized therapeutic plan.

May Institute**Booth Number: 105**

41 Pacella Park Dr.
Randolph, MA 02368
www.mayinstitute.org

May Institute is a nonprofit organization providing educational, rehabilitative, and behavioral healthcare services to individuals with autism spectrum disorders and other developmental and intellectual disabilities, brain injury, and behavioral health needs.

Measure Practice Management**Booth Number: 200**

14251 Danielson St.
Poway, CA 92064
admin@vbasandiego.com
www.measurepm.com

Measure Practice Management is the newest innovative applied behavior management software which provides complete business solution for practice management, data collection and revenue cycle management.

Medical Billing Management**Booth Number: 701**

460 Boston St., Ste. 6
Topsfield, MA 01983
www.medical-billings.com/aba-billing

You care about the kids in the spectrum that you help. You need to get paid, so that you can continue to help those kids. Consider outsourcing to us. We've been providing medical billing services since 1990. We have a great deal of experience and expertise in ABA billing. We can help you with a full spectrum of ABA billing services. Let's talk.


Melmark First, Every Individual, Every Day

461 River Rd.
Andover, MA 01810
www.melmarkne.org

Melmark is a multi-state human service provider with premier private special education schools, professional development, and training and research centers. We are committed to enhancing the lives of individuals with autism and intellectual and developmental disabilities and their families by providing exceptional evidence-based and applied behavior analytic services to every individual, everyday.

Missing Piece Billing & Consulting Solutions
Booth Number: 423


Missing Piece has provided a comprehensive revenue cycle solution that manages every aspect of the billing and collection process for ABA providers since 2009. We collect the maximum reimbursement available and proactively follow up on all payment issues. Our experts in each area of revenue cycle, including credentialing/contracting, eligibility, authorizations, appeals, and patient billing. Take the entire revenue cycle burden off your hands.

1306 E Gano St.
Kokomo, IN 46901
www.yourmissingpiece.com

Mission Autism Clinics
Booth Number: 114


At Mission Autism Clinics (MAC) our mission is to change lives. We provide children with powerful, evidence-based treatment called applied behavior analysis. Our work improves learning and communication skills, ultimately leading to happier, healthier kids. MAC has clinics in Pennsylvania and Maryland, but we aren't finished growing! We believe that every child deserves access to high quality ABA services. Come and grow with us!

Multiple locations across PA & MD
<https://missionautismclinics.com/>

Motivity Systems
Booth Number: 316

4009 Black Point Rd.
Honolulu, HI 96816
sales@motivity.net
www.motivity.net

Funded by \$5M in grants from the National Institute of Health, Motivity.net is an evidence-based tool being developed for BCBAs who are struggling with the limitations of existing systems. The key difference in Motivity's approach is a simple but powerful modeling tool that lets you tell the system exactly how you want your programs to work.

National University System
Booth Number: 600

11355 North Torrey Pines Rd.
La Jolla, CA 92037
advisor@nu.edu
www.nusystem.org

National University is a San Diego-based nonprofit founded in 1971 by retired U.S. Navy Captain Dave Chigos. As the largest private nonprofit university in San Diego, our mission is to provide accessible and achievable higher education to adult learners. Today, we educate students across the United States and from 65 countries, offering over 100 on-campus and online programs through our unique 4-week class format.

The Northeast Arc
Booth Number: 403


The Northeast Arc is a leading organization north of Boston that has been dedicated to serving individuals with disabilities since 1954. Among the many services the Arc delivers, applied behavior analysis is offered within 4 different program modalities: Home and community services, social skills groups, EI services and center-based early learning/preschool services. Our ABA programs at the Northeast Arc, provide a continuum of consistent evidence-based services for children, teens, and adults with autism spectrum disorder and other related neurological or developmental disabilities. Our services focus on client-centered treatment models developed by board certified and licensed behavior analysts, which are based on a thorough assessment process and ongoing in-person and remote consultation (as needed/requested) to meet the needs of our clients.

6 Southside Rd.
Danvers, MA 01923
<https://ne-arc.org/>

NeurAbilities Healthcare**Booth Number: 307**

170 North Henderson Rd., #200
King of Prussia, PA 19406
info@neurabilities.com
https://neurabilities.com/

NeurAbilities Healthcare is the premier provider of neurological, neurodevelopmental and applied behavior analysis services in New Jersey and Pennsylvania. We bring together the experts needed to provide informed diagnoses and treatment recommendations to address each individual's unique needs. Our approach leads to more targeted therapeutic interventions, including ABA services in home, clinic, and community settings with individual/family therapy to maximize outcomes.

New England ABA**Booth Number: 207**

607 North Ave, Door 11, 2nd Floor
Wakefield, MA 01880
www.ne-aba.com

New England ABA and the Southcoast Autism Center have partnered with the Stepping Stones Group as leading providers! Together, we are transforming the lives of children and families through the delivery of high-quality behavioral services across the home, community, and clinic-based settings. In partnership, our mission is to have a greater impact on our communities, one family at a time through collaborative evidence-based, individualized treatment.

New England Center for Children**Booth Number: 222**

33 Turnpike Rd.
Southborough, MA 01772
www.necc.org/

The New England Center for Children (NECC®), is a leading autism center and research institute committed to our mission: to create a global network of educators, researchers and programs so that those living with autism may live fuller lives. We help children with autism acquire the skills they need to maximize their independence. The organization provides a comprehensive structure to help at every stage: home-based, day, residential programs, partner classrooms in public school systems, consulting services, ACE® ABA Software, and ongoing research on educational best practices.

New Horizons in Autism**Booth Number: 407**

906 Rte. 33 East
Freehold, NJ 07728
info@nhautism.org
www.nhautism.com

New Horizons in Autism is a private, non-profit organization dedicated to serving individuals with autism and their families by delivering community-based services as well as providing advocacy and support while increasing public awareness and contributing to the body of knowledge in the field of autism in New Jersey since 1980.

PASstheBIGABAEXAM**Booth Number: 214**

11333 Moorpark St. #441
Studio City, CA 91602
info@passthebigabaexam.com
www.passthebigabaexam.com

Pass the BIG ABA Exam was developed to bridge the gap between the ABA course sequence and what is practically needed to pass the BIG exam. We offer comprehensive workshops, mock exams, lecture series, and our highly revered *Study Manual!* Our multi-modal approach has proven effective for all types of learners. Study BIG!

Patrick McGreevy, Ph.D., P.A. and Associates**Booth Number: 514**

4767 New Broad St.
Orlando, FL 32814
http://essentialforliving.com

We distribute *Essential for Living*: a functional skills curriculum, assessment, and professional practitioners' handbook for use with children and adults with moderate to severe disabilities. This instrument is based on B. F. Skinner's *Analysis of Verbal Behavior*.

Positive Behavior Supports Corporation**Booth Number: 727**

7108 S Kanner Hwy.
Stuart, FL 34997
www.teampbs.com

Positive Behavior Supports Corporation (PBS Corp.) is the premier provider in delivering in-home ABA services. Our staff works in dynamic family environments to develop behavior programs in real world settings that focus on improving quality of life. PBS Corp. provides a great team of leaders, peers, and direct support staff, along with many opportunities for professional growth, as our employees are encouraged and supported in achieving their career goals.

Progressive Behavior Analyst Autism Council**Booth Number: 427**

200 Marina Dr.
Seal Beach, CA 90740
info@progressivebehavioranalyst.org
<https://progressivebehavioranalyst.org/>

Given the growing need to provide specialized, high-quality intervention for individuals diagnosed with autism spectrum disorder (ASD), the Progressive Behavior Analyst Autism Council™ provides credentialing programs that preserve and promote a progressive approach to applied behavior analysis as a treatment method for ASD. These programs use a rigorous and defensible combination of assessment formats to recognize individuals who meet a high standard of practice.

Proud Moments**Booth Numbers: 227 & 326**

1450 37th St., Ste 100
Brooklyn, NY 11219
info@proudmomentsaba.com
www.proudmomentsaba.com

Proud Moments is a growing behavioral health agency offering ABA services for children diagnosed with autism spectrum disorder. We currently service NYC, Long Island, New Jersey, Syracuse, and the DC/Maryland area. We offer expert treatment, innovative techniques, and compassionate client-centered care. Looking for BCBAs and RBTs to design individualized treatment programs to improve social functional communication and adaptive learning skills.

PulseOne**Booth Number: 402**

290 Maple Ct., Ste. 168
Ventura, CA 93003
<https://pulseone.com/>

PulseOne brings together the world's best technologies, renowned engineering design, and proven implementation methodologies to deliver customized IT management solutions for our clients. From strategic IT planning and tactical execution to ongoing IT management and post deployment IT support services, PulseOne brings talent, technology and trust to every client relationship.

Quality Behavioral Solutions**Booth Number: 108**

49 Plains St., Ste. 200
North Attleboro, MA 02760
info@qbscompanies.com
www.qbscompanies.com

Quality Behavioral Solutions (QBS)—a leading national behavioral training company—offers Safety-Care™ Behavioral Safety Training. Much more than the typical “crisis prevention course,” Safety-Care is founded upon the principles and procedures of applied behavior analysis and positive behavioral interventions and supports. QBS trains staff in evidence-based practices toward the prevention, minimization, and management of behavioral challenges. QBS offers a variety of other behaviorally based training and consulting.

Raven Health**Booth Numbers: 203 & 205**

135 W 50th St., Ste 200
New York, NY 10020
hello@ravenhealth.com
<https://ravenhealth.com/>

Raven Health provides best-in-class, intuitive data collection tools for ABA therapy providers, empowering them to seamlessly and rapidly collect data at the point of care.

Ready Set Sleep**Booth Number: 314**

23 Windsong
Irvine, CA 92614
emily@readysetsleep.com
<https://readysetsleep.com/>

Ready Set Sleep provides sleep-specific resources and continuing education opportunities to board certified behavior analysts, clinical providers, and their institutions. As a BCBA and sleep consultant, Emily is on a global mission to dispel the myth that children diagnosed with autism will never sleep well. Emily has offered socially valid solutions for clinicians to easily incorporate into their consumer-care plans for over 20 years.

Simmons University**Booth Number: 500**

Simmons
UNIVERSITY

300 The Fenway
Boston, MA 02115
gsa@simmons.edu
www.simmons.edu/programs/gradstudies

At Simmons University, our behavior analysis programs prepare students for leadership roles in the implementation, evaluation, and administration of applied behavior analysis principles and methods. Our innovative curriculum emphasizes contemporary research and the fusion of behavior analysis with other scientific fields. We offer on-campus MS, Ed.S., and Ph.D. degree programs, as well as an online MS degree.

Strategic Education, Inc. | Capella University**Booth Number: 609**

225 South 6th St., 9th Floor
Minneapolis, MN 5504
employerpartners@strategiced.com
www.strategiceducation.com/home/default.aspx

Education drives economic mobility. We create innovative and relevant learning experiences that prepare our students for the workforce—today and in the future.

StudyNotesABA**Booth Number: 101**

7104 Bremerton Ct.
Dallas, TX 75252
contact@studynotesaba.com
www.studynotesaba.com

StudyNotesABA is passionate about disseminating the science of ABA in a real, raw, relatable way. They offer test prep for the BCBA, BCaBA and RBT exam. They also offer CEs, a study app, and a podcast. StudyNotesABA is more than just a test prep company; they have created a community that supports, inspires, and cultivates growth for practitioners in the field of ABA.

TACT**Booth Number: 223**

20 Main St., Entrance G
Acton, MA 01720
www.tact.care

TACT provides meaningful and empathetic services for people with autism. We believe the first step in providing those services is spending time getting to know our clients, identifying strengths, and understanding individual needs. We offer a variety of ABA services and we design individualized interventions to help each client succeed.

Theralytics**Booth Number: 209**

2423 SW 14th Ave., #2058
Miami, FL 33185
www.theralytics.net

Theralytics is a robust, user-friendly and affordable practice management software application designed for ABA and other healthcare practices. We provide a HIPAA compliant platform for billing, scheduling, payroll, document storage, and business analysis reporting. We also offer custom software development options to create individualized practice management applications.

Therapy and Beyond**Booth Number: 208**

2020 E. Hebron Pkwy., Ste. 100
Carrollton, TX 75007
www.therapyandbeyond.com/

Therapy and Beyond provides intensive, 1:1 ABA and speech therapy for individuals with autism and other developmental disabilities both in-home and in-clinic. Our individualized programs encourage family involvement and are designed on the principles of applied behavior analysis and Skinner's analysis of verbal behavior to focus on major areas of development including behavior, language, social, academic, and self-help.

Therapy Brands**THERAPYBRANDS****Booth Number: 303**

2 North 20th St., Ste. 500
Birmingham, AL 35203
www.therapybrands.com

Therapy Brands is a collection of the best of the best practice management, telehealth, and data collection tools out there. We are here to help you expand the reach and impact of your practice.

Tucci Learning Solutions, Inc**Booth Number: 322**

3180 Imjin Rd., Ste 149
Marina, CA 93933
www.tuccionline.com

Tucci Learning Solutions provides home-based and school-based services for birth to school age children, challenged learners, and adults with a diagnosis of autism and other developmental disabilities. Individualized treatment plans are developed by BCBA's, along with team members, after extensive evaluations and assessments. All Tucci interactions with learners, parents, and educators are based on the PLAY'LEARN'ACHIEVE non-coercive practices.

University of California, Santa Barbara PaCE Department**Booth Number: 406**

2160 Kerr Hall
Santa Barbara, CA 93106
ucinfo@applyucsupport.net
<https://professional.ucsb.edu>

UCSB's flexible and innovative 100% online ABA program prepares students to meet the coursework requirements to take the Board Certified Behavior Analyst® examination. Our VCS program is perfect for working professionals who are looking to pursue a career in the field of applied behavior analysis. Our highly qualified instructors are committed and dedicated to helping each student grasp and understand the key concepts for each course while preparing for exam success. Are you ready to join our exciting program to launch your new career? For more information visit us at ucsb.pro/ucsbaba

University of South Florida**Booth Number: 300**

4202 E. Fowler Ave.
Tampa, FL 33612
<https://usf.edu/aba>

The applied behavior analysis (ABA) program at the University of South Florida (USF) is designed to meet growing needs in Florida and nationally for practitioners who can work effectively in the fields of developmental disabilities, autism, education, child protective services, child behavior disorders, rehabilitation, mental health, business, and technology. The USF ABA program offers a Ph.D. in ABA, MS in ABA, Online MA in ABA, and undergraduate minor as well as online learning opportunities including RBT training, 8-hour supervisor training, and continuing education learning modules.

University of West Florida**Booth Number: 308**

11000 University Pkwy.
Pensacola, FL 32514
aba@uwf.edu
<http://uwf.edu/aba>

The Office of Applied Behavior Analysis at the University of West Florida offers a BACB verified course sequence that prepares students for BCBA or BCaBA certification. We offer a 100% online master's degree in exceptional student education with specialization in ABA that includes all BCBA coursework. We offer mobile-friendly CEUs in collaboration with the Cambridge Center for Behavioral Studies.

Vizi Courseware**Booth Number: 401**

201 W. Ontario Dr.
Muncie, IN 47303
<https://vizilexamprep.com/>

Vizi Courseware is pleased to introduce Vizi BCBA® Exam Prep, a comprehensive review of topics covered on the BCBA Exam. Content was authored and edited by senior faculty members of the Master Program in Applied Behavior Analysis at Ball State University, one of the top programs in the country. Vizi has provided online, interactive study resources in higher education for more than a decade.

Waypoint Behavioral Health Solutions**Booth Number: 404**

2790 Keller Hicks Rd.
Fort Worth, TX 76244
<https://waypointbhs.com/>

We treat children with autism, ADHD, and other behavioral diagnoses through clinic based and in-home therapy plus a learning academy for all ages.

Yellow Brick Academy**Booth Number: 329**

1620 Ohm Ave.
Eau Claire, WI 54701
hello@yellowbrickacademy.org
<https://yellowbrickacademy.org/>

Yellow Brick Academy is a center delivering services based on applied behavior analysis for language, behavior, and educational development. Yellow Brick Academy serves young children diagnosed with a developmental disability by providing early intensive behavioral services to promote language, skill acquisition, social-emotional development, and decrease problem behavior. We also serve neuro-typical pre-school children in preparing for kindergarten and increasing exposure and acceptance of children with disabilities.

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Society for the Quantitative Analyses of Behavior
44th Annual Meeting, May 26–27, 2022
Boston Convention & Exhibition Center, Boston



Thursday, May 26

11:30 am–1:00 pm	Registration
1:00 pm	Suzanne Mitchell (Oregon Health & Science University) <i>President's Introduction</i>
1:15 pm	Ruth M. Colwill (Brown University) <i>Habituation: The Cinderella of Learning</i>
1:55 pm	Mark E. Bouton (University of Vermont) <i>Context, Behavior Change, and Habit Learning</i>
2:35 pm–2:50 pm	Break and refreshments
2:50 pm	Ralph R. Miller (Binghamton University) <i>Researcher Heuristics as an Obstacle to Understanding Learning</i>
3:30 pm	Bryan Klapes (Philadelphia College of Osteopathic Medicine) <i>Modeling and Quantifying Resurgence in an Evolutionary Theory of Behavior Dynamics</i>
4:10 pm–4:25 pm	Break and refreshments
4:25 pm	Samuel J. Gershman (Harvard University) <i>Policy Compression</i>
5:05 pm	Juliet Y. Davidow (Northeastern University) <i>Age-Related Differences in Learning: Considerations for Cross-Sectional Modeling of Age in Regression and Computational Models</i>
7:00 pm–9:30 pm	First poster session and cash bar

Friday, May 27

7:45 am–9:00 am	Registration, coffee, and pastries
9:00 am	John W. Krakauer (Johns Hopkins University) <i>The Cognitive-Motor Interface: Deliberation vs. Intelligence</i>
9:40 am	Alireza Soltani (Dartmouth College) <i>Information Theory for Behaviorism: Predicting Matching Behavior based on Entropy in the Response to Reward Feedback</i>
10:20 am–10:35 am	Break and refreshments
10:35 am	Armando Machado (Universidade de Aveiro) <i>A Dialog Between Two Models of Timing, Scalar Expectancy Theory (SET) and Learning-to-Time (LeT)</i>
11:15 am	Andrew R. Delamater (Brooklyn College) <i>Learning About Reward Identities and Time</i>
11:55 am–1:30 pm	Lunch
1:30 pm	Michael E. Young and Brian Howatt (Kansas State University) <i>Response Limitations: How Depletion and Replenishment Cliffs Affect Waiting</i>
2:10 pm	Shawn Gilroy (Louisiana State University) <i>The Operant Behavioral Economics of Fad, Questionable, and Pseudoscientific Treatment Consumption</i>
2:50 pm–3:10 pm	Break and refreshments

3:10 pm	Gene Heyman (Boston College) <i>Choice Principles (the Matching Law and Global Maximizing) Help Explain Many of Addiction's Defining Features</i>
3:50 pm	The Tony Nevin Invited Student Presentation Series
4:30 pm	Awards and Closing Remarks
4:35 pm	Business meeting
7:00 pm–9:30 pm	Second poster session and cash bar



Saturday, May 28: Meeting Level 1; Room 151A/B

Invited Preeminent Tutorials: From Basics to Contemporary Paradigms

10:00 am	David P. Jarmolowicz (University of Kansas; Cofrin Logan Center for Addiction Research and Treatment); chaired by Yusuke Hayashi <i>Applying Behavioral Economics to Health Behavior: A Case Study</i>
11:00 am	Jack J McDowell (Emory University); chaired by Peter R. Killeen <i>Creating Artificial Organisms Animated by a Selectionist Theory of Adaptive Behavior Dynamics</i>
12:00 pm	Mary Elizabeth Hunter (Behavior Explorer); chaired by Claire C. St. Peter <i>The PORTL Laboratory</i>
3:00 pm	Peter R. Killeen (Arizona State University); chaired by M. Christopher Newland <i>What Is MPR and How Has It Evolved?</i>
4:00 am	John Falligant (Kennedy Krieger Institute; Johns Hopkins University School of Medicine), Brent Kaplan (University of Kentucky), and M. Christopher Newland (Auburn University); chaired by M. Christopher Newland <i>Mathematical Principles of Reinforcement: A Panel With Discussion</i>



For more information, visit sqab.org or contact **Federico Sanabria, SQAB Program Chair, at Federico.Sanabria@asu.edu or Todd McKerchar, SQAB Tutorial Coordinator, tmckerchar@jsu.edu**

SQAB was founded in 1978 by M. L. Commons and J. A. Nevin to present symposia and publish material that bring a quantitative analysis to bear on the understanding of behavior. SQAB proceedings focus on the development and use of mathematical formulations to characterize one or more dimensions of an obtained data set, derive predictions to be compared with data, and generate novel data analyses.

Membership is \$20 and includes one month of free electronic access to the special issue of *Behavioural Processes*, containing the proceedings of last year's SQAB meeting, beginning on the date of our conference.

SQAB Invited Preeminent Tutorials are recorded and made available on iTunes and YouTube:

**[youtube.com/c/
SocietyfortheQuantitativeAnalysesofBehavior](https://youtube.com/c/SocietyfortheQuantitativeAnalysesofBehavior)**

BOSTON 2022

Thursday, May 26

Day Schedule

Workshops

Room	3 pm		4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		10 pm		
	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	
Ballroom East/West																	
203																	
204A/B																	
205A	SQAB Conference (11:30 am–9:30 pm)																
205B																	
205C																	
206A/B																	
207																	
251																	
252A																	
252B																	
253A-C																	
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254B																	
255	<div>Workshops #1–21 †‡◇*</div> <div>Workshops will be assigned to rooms in May. Please check the app or online program (www.abainternational.org/events/annual/workshops.aspx) to find the exact location for your workshop of choice.</div> <div>DEI</div>																
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102A	<div>Workshops #1–21 †‡◇*</div> <div>Workshops will be assigned to rooms in May. Please check the app or online program (www.abainternational.org/events/annual/workshops.aspx) to find the exact location for your workshop of choice.</div> <div>DEI</div>																
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151A/B																	
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Exhib. Hall A																	

LEGEND

- = Special and Invited Events
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= PSY CE
- ‡

= BACB CE
- ◇

= QABA CE
- *

= NASP CE
- Ch.

= Chairperson
- DEI

Diversity, Equity, and Inclusion Sessions

Workshop #1 CE: BACB 4:00 PM–7:00 PM AAB CE Instructor: Stephanie Keeseey-Phelan, Ph.D. Applying a Behavior Analytic Lens to Dog Training STEPHANIE KEESEY-PHELAN and RAN COURANT-MORGAN (The Dog Behavior Institute) Audience: Behavior analysts within their first 5 years of practice, including practitioners, supervisors, etc. or those who are currently enrolled in graduate-level courses in behavior analysis. Audience members should have an understanding of the principles of behavior, the three-term contingency, and functional behavior assessment procedures. Level: Intermediate	Workshop #5 CE: BACB; Supervision 4:00 PM–7:00 PM AUT CE Instructor: Molly Dubuque, MA Creating Dynamic Supervisory Practices That Elevate Applied Behavior Analysis Service Delivery BREANNE K. HARTLEY and MOLLY DUBUQUE (LittleStar ABA Therapy) Audience: Behavior Analysts certified at the master's or doctoral level who supervise direct support staff, behavior technicians, or trainees pursuing the BCBA credential. Level: Intermediate
Workshop #2 CE: BACB; Ethics 4:00 PM–7:00 PM AUT CE Instructor: Jerome T. Chiu, MA When Bad Things Happen to Good Providers: Navigating Insurance Coverage for ABA Therapy AMY WEINSTOCK (Insurance Resource Center; UMass Medical School, EK Shriver Center) and JEROME T. CHIU, LISA CROUSER, and TERRI FARRELL (UMass Chan Medical School) Audience: The target audience includes Behavior Analysts currently working in insurance-funded programs or considering working in insurance-funded programs. Level: Basic	Workshop #6 CE: BACB; Ethics 4:00 PM–7:00 PM AUT CE Instructor: Hazel Baker, Ph.D. Expanding Your Scope of Practice: A Practical Guide to Transition to In-Home Service Provision ASHLEY STILES and GREGORY TODISCO (Ally Behavioral Health) and HAZEL BAKER (Blossom ABA Therapy; Association for Science in Autism Treatment) Audience: Attendees should possess their BCBA credential. Attendees planning a transition to in-home service clinical roles will benefit most from this presentation. Attendees who have recently begun working as in-home service clinicians may also find this useful. Level: Intermediate
Workshop #3 CE: BACB 4:00 PM–7:00 PM AUT CE Instructor: Melissa L. Olive, Ph.D. Is Your Team Audit Ready? Preparing Your Agency for Internal Clinical and Operational Audits MELISSA L. OLIVE (Cultivate Behavioral Health & Education) and STEPHEN WOOD (Cultivate Behavior Management Corporation) Audience: BCBAs, Business owners, BCBAs considering ownership Level: Intermediate	Workshop #7 CE: BACB 4:00 PM–7:00 PM AUT CE Instructor: John M. Guercio, Ph.D. Assessment and Training Protocols for Use in Environments Addressing Severe Problem Behavior JOHN M. GUERCIO (Benchmark Human Services) Audience: The audience should have preliminary experience with functional assessments and the assessment and treatment of extreme aggression. Level: Intermediate
Workshop #4 CE: PSY/BACB 4:00 PM–7:00 PM AUT CE Instructor: Jessica R. Everett, Ph.D. Treating Autism Spectrum Disorder and Psychiatric Co-Morbidities Using Applied Behavior Analysis JESSICA R. EVERETT and BARBARA O'MALLEY CANNON (Melmark New England) Audience: Participants should have three to five years of direct care experience working with children and adolescents with autism spectrum disorder. Clinical experience may include educational, clinic-based or home-based services. Level: Intermediate	Workshop #8 CE: BACB; Ethics 4:00 PM–7:00 PM AUT CE Instructor: Hannah Stauffer, MA Protecting an Applied Behavior Analysis Service Delivery Organization With a Compliance Program TAMMI KEATING, HANNAH STAUFFER, and VERONICA PAP ROCKI (Kadiant) Audience: Individuals in a compliance-related role or with compliance-related responsibilities. Individuals responsible for developing organizational policies and procedures. Behavior analysts seeking to better inform their practice as a qualified healthcare professional. Participants should have a prerequisite understanding of interacting with commercial health plans and government agencies. Level: Advanced

Workshop #9 CE: BACB <hr/> 4:00 PM–7:00 PM CBM CE Instructor: Lilyan Willemijn Johanna Campbell, MA Parent Training Essentials: Top 15 Tools Every Applied Behavior Analysis Provider Should Know LILYAN WILLEMIJN JOHANNA CAMPBELL (ABA Works) Audience: Those with intermediate prerequisite skills in ABA. Level: Intermediate	Workshop #13 CE: BACB <hr/> 4:00 PM–7:00 PM EDC CE Instructor: Clay M. Starlin, Ed.D. Mastery Standards: The Fulcrum of Educational Decision Making CLAY M. STARLIN (Worcester State University) Audience: Basic. Persons (e.g., parents, teachers, psychologists, other helping professional) working with individuals to achieve competence in various academic, personal, or social skills. Level: Basic
Workshop #10 CE: BACB <hr/> 4:00 PM–7:00 PM DDA CE Instructor: Patrick E. McGreevy, Ph.D. Skills, Teaching Procedures, and Measurement Practices for Children and Adults With Limited Skill Repertoires PATRICK E. MCGREEVY and TROY ANTHONY FRY (Patrick McGreevy and Associates) Audience: This workshop is designed for behavior analysts with a basic understanding of the concepts and principles of behavior analysis. Level: Intermediate	Workshop #14 CE: BACB/NASP <hr/> 4:00 PM–7:00 PM EDC CE Instructor: Amanda SW Wilson, Eds Using Teaching Interactions to Teach and Generalize Social and Behavior Skills in the School Setting AMANDA S. W. WILSON and DANIELLE GONYEA (Navigating Behavior Change) Audience: This intermediate workshop is suggested for behavior analysts, school psychologists, and others consulting and/or working within an educational setting to increase prosocial behaviors while decreasing challenging behaviors. Participants should have background knowledge in functional behavior assessments, behavior intervention plans, task analysis, and consultation/collaboration within the school setting. Participants will be encouraged to consider common barriers to generalization of social and behavior skills in the school setting, reflect on their own limitations, and consider expanding their repertoire with the information provided within this workshop.
Workshop #11 CE: BACB <hr/> 4:00 PM–7:00 PM DDA CE Instructor: Frank R. Cicero, Ph.D. Toilet Training for Individuals With and Without Autism and Developmental Disabilities: Assessment to Treatment—Day to Night FRANK R. CICERO (Seton Hall University) Audience: The workshop content will be at the intermediate level. Basic principles and procedures of applied behavior analysis will be described related to how they can be used in toilet training interventions; however, the workshop is not designed to teach these basic principles and procedures for people who are unfamiliar with ABA. The workshop is therefore most appropriate for RBTs, BCaBAs, and BCBAs looking to gain knowledge in this specific area. Level: Intermediate	Workshop #15 CE: BACB <hr/> 4:00 PM–7:00 PM EDC CE Instructor: Sydney J. Berkman, MS Preparing High-Quality Graphs for Publication and Presentation: Constructing Features of Effective Data Displays SYDNEY J. BERKMAN (New England Center for Children; Western New England University), CORMAC MACMANUS (Crossroads School), and ANDREW NUZZOLILLI (Elms College; Western New England University) Audience: BCBAs and BCBA-Ds looking to refine their graphing skills to create high-quality graphs for publication and presentation. Level: Intermediate
Workshop #12 CE: BACB; Ethics  <hr/> 4:00 PM–7:00 PM EDC CE Instructor: Neil Deochand, Ph.D. Serving Diverse Clients: Broader Cultural Impacts and Service Considerations for the Field NEIL DEOCHAND and JAMES HAWKINS (University of Cincinnati) and MACK S. COSTELLO (Rider University) Audience: Board Certified Behavior Analysts - Doctoral (BCBA-D) Board Certified Behavior Analysts (BCBA) Board Certified Assistant Behavior Analysts (BCaBA) Level: Basic	

Workshop #16 CE: BACB 4:00 PM–7:00 PM CE Instructor: Worner Leland, MS Teaching Consent: Building Skills Across the Lifespan for Giving and Receiving an Embodied "Yes" WORNER LELAND (Sex Ed Continuing Ed) and BARBARA GROSS (Missouri Behavior Consulting; Sex Ed Continuing Ed) Audience: Beginner Level: Basic	Workshop #19 CE: BACB; Supervision 4:00 PM–7:00 PM TBA CE Instructor: Cody Morris, Ph.D. A Practitioner's Guide to Evaluating Treatment Integrity in Applied Settings CODY MORRIS, STEPHANIE HOPE JONES, EMMA GRAUERHOLZ-FISHER, JACQUELINE WILSON, ELIZABETH MICAELA NARVAEZ, BIANCE JASMINE FERRUCCI, and ZACHARY JOHN MORAIS (Salve Regina University) Audience: This workshop primarily targets practicing behavior analysts who rely on others (e.g., direct care staff, parents, teachers) to implement their recommendations. Level: Basic
Workshop #17 CE: BACB/NASP; Supervision 4:00 PM–7:00 PM OBM CE Instructor: Guy S. Bruce, Ed.D. Engineering Schools for Student Success: Part I of a Three-Part Workshop GUY S. BRUCE (Appealing Solutions, LLC) Audience: Supervisors, staff trainers, program designers, and directors of schools or clinics that provide educational services to students or clients with learning difficulties are responsible for designing and/or implementing organizational performance engineering processes that change how providers work together, so that every student or client makes efficient progress towards mastery of the types of performance necessary for a successful life. Prerequisite Skills for this Workshop: Master's Level Mastery of the Application of Behavior Analysis. Level: Advanced	Workshop #20 CE: PSY/BACB 4:00 PM–7:00 PM TBA CE Instructor: Monica Gilbert, Psy.D. How to Stop Talking and Start Communicating With Motivational Interviewing MONICA GILBERT (Crystal Minds New Beginning) Audience: BCaBA, BCBA, graduate students, and licensed psychologists. Level: Basic
Workshop #18 CE: PSY/BACB; Ethics 4:00 PM–7:00 PM PCH CE Instructor: Jeannie A. Golden, Ph.D. Help for BCBAs With Challenging Ethical Dilemmas: Avoiding Multiple Relationships, Confidentiality, and Limits to Confidentiality JEANNIE A. GOLDEN (East Carolina University) Audience: Participants can include BCBAs, teachers, school administrators, psychologists, psychiatrists, nurses, counselors, therapists, and social workers. Participants should be familiar with the BACB Professional and Ethical Compliance Code for Behavior Analysts. Level: Intermediate	Workshop #21 CE: BACB 4:00 PM–7:00 PM TBA CE Instructor: Nicole L. Bank, Ph.D. Efficiently Searching the Available Research Resources NICOLE L. BANK (The PartnerShip; Foxylearning; Behavior Development Solutions) Audience: This workshop is appropriate for all behavior analysts. Level: Basic

Please check the ABAI app or our website for updates on workshops, including cancellations.

www.abainternational.org/events/annual/workshops.aspx

BOSTON 2022

Friday, May 27

Day Schedule

Workshops

Special Interest Group Leadership Training

Affiliated Chapter Leadership Training

Student Welcome Event and Trivia Night

Business Meetings

Friday, May 27

Room	7 am		8 am		9 am		10 am		11 am		12 pm		1 pm		2 pm	
	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30
Ballroom East/West																
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204A/B																
205A	SQAB Conference															
205B																
205C																
206A/B											Accreditation Board Meeting					
207			<div>Workshops #22–46 †‡♦*</div> <div>Workshops will be assigned to rooms in May. Please check the app or online program (www.abainternational.org/events/annual/workshops.aspx) to find the exact location for your workshop of choice.</div> <div>DEI</div>													
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259B																
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261																
102A											#1 SIG Leadership Training (closed meeting)					
102B														#2 Aff. Chp. Leadership (closed)		
103			<div>Workshops #22–46 †‡♦*</div> <div>Workshops will be assigned to rooms in May. Please check the app or online program (www.abainternational.org/events/annual/workshops.aspx) to find the exact location for your workshop of choice.</div> <div>DEI</div>													
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151A/B			<div>Workshops #22–46 †‡♦*</div> <div>Workshops will be assigned to rooms in May. Please check the app or online program (www.abainternational.org/events/annual/workshops.aspx) to find the exact location for your workshop of choice.</div> <div>DEI</div>													
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3 pm		4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		10 pm		Room
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Workshops #47-75 †‡◇*

Workshops will be assigned to rooms in May. Please check the app or online program (www.abainternational.org/events/annual/workshops.aspx) to find the exact location for your workshop of choice.



#10 China ABA

#12 Crime SIG

#5 NDBI SIG

#9 VRB SIG

#7 Bhv. Dev. SIG

#6 PoBS

#11 Dissemination

#8 NYSABA

LEGEND

= Special and Invited Events



= PSY CE



= BACB CE



= QABA CE



= NASP CE



Diversity, Equity, and Inclusion Sessions

#2 Affiliated Chapter Leadership Training cont. (closed meeting)

Workshops #47-75 †‡◇*

Workshops will be assigned to rooms in May. Please check the app or online program (www.abainternational.org/events/annual/workshops.aspx) to find the exact location for your workshop of choice.



#3 Student Welcome Event #4 Student Trivia Night

Workshops #47-75 †‡◇*

Workshops will be assigned to rooms in May. Please check the app or online program (www.abainternational.org/events/annual/workshops.aspx) to find the exact location for your workshop of choice.





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Stop by Booth 222 for more information about Friday tours.

Workshop #22 **CE: BACB; Supervision**

8:00 AM–11:00 AM

AUT

CE Instructor: Candice Colón, Ph.D.

**Enhancing Treatment Integrity Practices:
Establishing a System to Foster Client and
Supervisee Progress**CANDICE COLÓN (LEARN) and ROBERT J.
WALLANDER (private practice)

Audience: Behavior analysts in supervisory practitioner roles in various ABA service delivery settings for individuals diagnosed with autism and developmental disabilities. The pre-requisite skills for this workshop will be familiarity with a critical analysis of published research, and familiarity with the BACB Supervisor training curriculum outline (2.0).

Level: Intermediate**Workshop #23** **CE: PSY/BACB; Ethics**

8:00 AM–11:00 AM

OTH

CE Instructor: Nathan Blenkush, Ph.D.

**Risk-Benefit Analysis of Treatments for Severe
Problem Behaviors**NATHAN BLENKUSH, JASON CODERRE, and
JOSEPH TACOSIK (Judge Rotenberg Education
Center) and DYLAN PALMER (Judge Rotenberg
Educational Center; Simmons University)

Audience: Behavior analysts, psychologists, and other professionals who are often confronted with people who emit severe problem behaviors refractory to typical interventions.

Level: Advanced**Workshop #24** **CE: PSY/BACB; Ethics** **DE**

8:00 AM–11:00 AM

AUT

CE Instructor: Joanne Sgambati, Ph.D.

**Ethics Regarding Sexuality Issues for Those on
the Autism Spectrum**JOANNE SGAMBATI (Eden II; Genesis Programs
NYSABA)

Audience: Participants should have prerequisite skills such as a general knowledge of BACB ethical standards and applied behavior analysis as it relates to autism spectrum disorder. This workshop is good for behavior analysts, psychologists, social workers, graduate students, and educators.

Level: Intermediate**Workshop #25** **CE: BACB**

8:00 AM–11:00 AM

CBM

CE Instructor: Jennifer A Bogin, M.Ed.

**Building Effective Prospect-to-Client Pipelines
to Expand Access While Increasing Revenue: A
Case Study in Business Development Practices
for ABA Providers**JENNIFER A BOGIN (Fields Center; Connecticut
Applied Behavior Analysis; Berkshire Associationfor Behavior Analysis) and BERIT ELIZABETH
(Escalate Wellness)

Audience: Intermediate. While anyone can benefit from this workshop, it will be most helpful to clinicians and business owners with an established private practice.

Level: Basic**Workshop #26 CE: BACB**

8:00 AM–11:00 AM

CSS

CE Instructor: Richard Cook, M.D.

**An Applied Behavioral Medicine Approach to
Addiction Recovery and Reanimation: Techniques
From Public Health and Behavior Analysis
Emphasizing Antecedent State as well as
Consequence Management**RICHARD COOK (Applied Behavior Medicine
Associates of Hershey) and MATTHEW GROSS
(Shippensburg University)

Audience: This workshop will be useful to behavior analysts who treat addiction in their practice, are professional addiction clinicians, work with families affected by addiction, or are involved in community development or policy-making.

Level: Basic**Workshop #27** **CE: BACB/NASP**

8:00 AM–11:00 AM

EDC

CE Instructor: Jamie Siden Salter, Eds

**Exploring the Systematic Use of Self-Monitoring as
a Behavioral Intervention: The Self & Match System**
JAMIE SIDEN SALTER (Self & Match Educational
Consultation) and KATHARINE M. CROCE (Felician
University)

Audience: Participants will engage in active learning to increase their knowledge of implementing self-monitoring as a behavioral intervention. Workshop attendees will acquire a systematic guide to planning self-monitoring systems, the Self & Match manual with substantial training materials, and access to Self & Match Maker, an online Self & Match form creator. This workshop is designed for behavior analysts, consultants, school psychologists, autism specialists, special educators, teachers, administrators, parents, and/or others who support individuals from pre-K to 21 in school, home, or clinic settings as well as adults that are interested in increasing appropriate behaviors. Great workshop for individuals and/or teams!

Level: Intermediate**Workshop #28** **CE: BACB; Supervision**

8:00 AM–11:00 AM

OBM

CE Instructor: Shannon Biagi, MS

**Mitigating and Managing Workplace Conflict for
Behavior Analysts**SHANNON BIAGI (Chief Motivating Officers;
University of West Florida)

Audience: Early career behavior analysts and those who would like to practice their conflict-resolution and perspective-taking behaviors.

Level: Basic

Workshop #29 **CE: BACB; Supervision**

8:00 AM–11:00 AM

OBM

CE Instructor: Kerry Ann Conde, Ph.D.

Take Out the Guesswork: Assessing and Supporting Staff With the Performance Diagnostic Checklist—Human Services

KERRY ANN CONDE (St. Joseph's College, Behavior Science Technology) and FLORENCE D. DIGENNARO REED (The University of Kansas)

Audience: This workshop is best for clinical leaders who manage teams as well as junior BCBAs and BCaBAs who supervise behavior technicians.

Level: Intermediate

Workshop #30 **CE: BACB; Supervision**

8:00 AM–11:00 AM

TBA

CE Instructor: Yulema Cruz, Ph.D.

The Applied Behavior Analysis Supervision Handbook: A Guide to Quality Fieldwork Experience
HANA LYNN JURGENS (Positive Behavior Supports), YULEMA CRUZ (Rutgers University), and KARLY L. CORDOVA (KHY ABA Consulting Group, Inc.)

Audience: The target audience for this workshop is BCBA-D/BCBA/BCaBA individuals who have taken their 8-hour supervisory training and have been approved by the Behavior Analyst Certification Board (BACB) to supervise.

Level: Basic

Workshop #31 **CE: BACB**

8:00 AM–11:00 AM

TBA

CE Instructor: Margaret Pavone Dannevik, Ph.D.

Contributing to the Creation of Open Access Educational Materials in Behavior Analysis
MARGARET PAVONE DANNEVIK (Lindenwood University)

Audience: Individual participants should have fluent knowledge of basic behavior analytic principles. The workshop will be most appropriate for those in teaching, training, or supervision roles.

Level: Intermediate

Workshop #32 **CE: BACB**

8:00 AM–3:00 PM

AUT

CE Instructor: Sandra Bishop, MS

There Isn't Old Applied Behavior Analysis: Exploring Tangible Ways We Can Actually Reform Applied Behavior Analysis

SAUNDRA BISHOP (Florida Tech)

Audience: BCBAs of 5 years or more

Level: Intermediate

52

Workshop #33

CE: PSY/BACB



8:00 AM–3:00 PM

AUT

CE Instructor: Natalie A. Parks, Ph.D.

Ethics Without Diversity, Equity, and Inclusion Is Unethical

NATALIE A. PARKS (Behavior Leader Inc.; Saint Louis University), CHARDAE RIGDON (Rockwood School District; Behavior Leader, Inc.), and CHELSEA LAXA and ELIZABETH HARRINGTON (Behavior Leader, Inc.)

Audience: Participants should be BCBAs, BCaBAs, or BCBA-Ds that have a strong foundational knowledge of concepts and principles in behavior analysis. Background knowledge of cultural practices and interlocking behavioral contingencies will aid in understanding, but is not necessary.

Level: Intermediate

Workshop #34

CE: BACB



8:00 AM–3:00 PM

CBM

CE Instructor: Thomas G. Szabo, Ph.D.

Acceptance and Commitment Training for Applied Behavior Analysts: This is Great, but How Would I Do This?

THOMAS G. SZABO (Touro University; Autism Care West), AZIZULL KAUR DHADWAL (Pepperdine University), YUKIE KURUMIYA (The Chicago School of Professional Psychology), ENASHA ANGLADE (Laugh, Love, Live Again Limited), JACLYN TRUJILLO (Florida Institute of Technology), SEHAR MOUGHAL (University of Auckland), LARISA SHEPERD (Endicott College), and DESERA E WINGERTER (Florida Institute of Technology)

Audience: Participants should be familiar with the ACT model. Having previously participated in an ACT workshop, read ACT research, or read ACT books would help. This content is appropriate for BCBAs and for BCaBAs under supervision of BCBAs with ACT in ABA background. This content is also appropriate for students and practitioners of clinical behavior analysis (behavioral counseling, therapy, and so forth).

Level: Intermediate

Workshop #35

CE: PSY/BACB

8:00 AM–3:00 PM

DEV

CE Instructor: Carolina Coury Silveira, Ph.D.

Updating Relational Frame Theory and Increasing its Utility in Applied Behavior Analyses of Human Language and Cognition

DERMOT BARNES-HOLMES (Ulster University), COLIN HARTE (Federal University of São Carlos; Paradigma - Centre for Behavior Science and Technology), JOAO HENRIQUE DE ALMEIDA (Londrina State University), CAROLINA COURY SILVEIRA DE ALMEIDA (ABAKids: Desenvolvimento Infantil)

Audience: A basic background in behaviour analysis is assumed.

Level: Intermediate

Workshop #36**CE: BACB; Ethics**

8:00 AM–3:00 PM

EDC

CE Instructor: Melissa L. Olive, Ph.D.

Special Education Law and Ethical Issues for the Practicing Behavior Analyst

MELISSA L. OLIVE (Cultivate Behavioral Health & Education)

Audience: BCBAs who work in schools or who are thinking of working in schools and school administrators who employ/supervise BCBAs.**Level:** Intermediate**Workshop #37****CE: PSY/BACB**

8:00 AM–3:00 PM

EDC

CE Instructor: Jeannie A. Golden, Ph.D.

Trauma: The Invisible Elephant Underlying Challenging Behavior

JEANNIE A. GOLDEN (East Carolina University), PAULA Y FLANDERS (Rethinked.com), and DANIELLE WEBB (East Carolina University)

Audience: Participants can include BCBAs, teachers, school administrators, psychologists, psychiatrists, nurses, counselors, therapists, and social workers. Participants should be familiar with terms including verbal behavior, discriminative stimuli, establishing and abolishing operations, and positive and negative reinforcement, and have experience and examples dealing with those terms.**Level:** Intermediate**Workshop #38****CE: BACB**

8:00 AM–3:00 PM

EDC

CE Instructor: Kate La Londe, Ph.D.

What's Academic Assessment Good For? Using Curriculum-Based Measurement as a BCBA

KATE LA LONDE and RENA MARIE VANDERWALL (Western Michigan University)

Audience: Attendees should have solid background in behavioral assessment, using assessment results to write behavioral objectives, and be able to conduct visual analysis of graphed data.**Level:** Intermediate**Workshop #39****CE: BACB**

8:00 AM–3:00 PM

EDC

CE Instructor: Silva Orchanian, M.Ed.

Assessing Instructional Staffing Needs: Dyad and Group Instruction

SILVA ORCHANIAN (Melmark New England) and KYLEE ANNE FORMENTO (Melmark Pennsylvania)

Audience: Teachers, behavior analysts, and other professionals with experience delivering instruction based on the principles of applied behavior analysis in a 1:1 format.**Level:** Intermediate**Workshop #40****CE: BACB/NASP; Supervision**

8:00 AM–3:00 PM

OBM

CE Instructor: Guy S. Bruce, Ed.D.

Engineering Schools for Student Success: Part II of a Three-Part Workshop

GUY S. BRUCE (Appealing Solutions, LLC)

Audience: Supervisors, staff trainers, program designers, and directors of schools or clinics that provide educational services to students or clients with learning difficulties are responsible for designing and/or implementing organizational performance engineering processes that change how providers work together, so that every student or client makes efficient progress towards mastery of the types of performance necessary for a successful life. Prerequisite Skills for this Workshop: Master's Level Mastery of the Application of Behavior Analysis.**Level:** Advanced**Workshop #41****CE: BACB**

8:00 AM–3:00 PM

OBM

CE Instructor: Aseel M Houmsse, MS

Designing a Culture of Innovation, Improvement, and Quality Using Lean Management

ASEEL M HOUMSSE (Mass General Brigham) and JAMIE REED (The National PERT Consortium)

Audience: The session will be targeted for management-level staff. Appropriate participants would be BCBA supervisors, administrative staff, and operations personnel. Entry level staff are welcome to attend as the information will be relevant to all members of an organization.**Level:** Advanced**Workshop #42****CE: BACB**

8:00 AM–3:00 PM

OBM

CE Instructor: Helena L. Maguire, MS

Organizational Behavior Management Within Human Services Organizations

HELENA L. MAGUIRE (Melmark New England)

Audience: Material presented during this workshop is appropriate for advanced students and those training in ABA and OBM programs, professionals within the field of ABA/OBM, middle management, and leadership teams.**Level:** Intermediate**Workshop #43****CE: BACB**

8:00 AM–3:00 PM

PCH

CE Instructor: Marc J. Lanovaz, Ph.D.

Introduction to Artificial Intelligence and Machine Learning for Behavior Analysts: A Hands-On Workshop

MARC J. LANOVAZ (Université de Montréal)

Audience: Advanced graduate students, BCBAs,

and BCBA-Ds. The prerequisites include being familiar with single-case methodology and behavioral interventions.

Level: Intermediate

Workshop #44 **CE: BACB; Ethics**

8:00 AM–3:00 PM

TBA

CE Instructor: Hillary Laney, M.Ed.

Compassionate Care: A Synthesis of Science and Humanity

EMILY WADE (Alternatives ABA; Reframing Clinical Solutions) and HILLARY LANEY (Centria Autism)

Audience: This workshop will be geared toward behavior analysts, educators, and mental health providers supporting individuals with challenging behaviors. Attendees will require a basic understanding of behavioral principles and have at least one year of relevant experience working with the identified population. Participants of any experience level, nominal or extensive, will be challenged to think outside the box when intervening on challenging behaviors.

Level: Intermediate

Workshop #45 **CE: BACB**

8:00 AM–3:00 PM

TBA

CE Instructor: Jesus Rosales-Ruiz, Ph.D.

Teaching Students and Staff With the PORTL Laboratory

JESUS ROSALES-RUIZ (University of North Texas), MARY ELIZABETH HUNTER (Behavior Explorer), and CRYSTAL FERNANDEZ (University of North Texas)

Audience: This workshop is designed for anyone who is interested in teaching others about basic behavioral principles and who is interested in teaching others about how to design and implement teaching programs. University professors will find the material useful for their undergraduate and graduate behavior classes. BCBAs and licensed psychologists will find the material useful for training practitioners and therapists.

Level: Intermediate

Workshop #46 **CE: PSY/BACB/QABA/NASP**

8:00 AM–3:00 PM

VRB

CE Instructor: Lee L Mason, Ph.D.

VOX: An Experimental Analysis of Verbal Behavior for Speakers With Autism and Other Language Disorders

ALONZO ALFREDO ANDREWS (The University of Texas at San Antonio; San Antonio Independent School District) and LEE L MASON (Cook Children's Health Care System)

Audience: This workshop is geared towards board-certified behavior analysts, board-certified assistant behavior analysts, registered behavior technicians, special education teachers, school psychologists, speech language pathologists, and other professionals who provide direct services to strengthen the language of children with autism.

Level: Intermediate

54

Workshop #47

CE: BACB

12:00 PM–3:00 PM

Off Site

AAB

CE Instructor: Terri M. Bright, Ph.D.

Canine Consulting and Training: An In-Person Primer

TERRI M. BRIGHT (MSPCA Angell)

Audience: The target audience consists of those who are interested in dog behavior and training, whether of their own dogs, shelter dogs, or others.

Level: Basic

Workshop #48 **CE: BACB**

12:00 PM–3:00 PM

AUT

CE Instructor: Shayna Gaunt, MA

Writing Applied Behavior Analysis Programs Beyond Feature, Function, Class—Transitioning From Intermediate to Advanced Learners
SHAYNA GAUNT and SHIRA KARPEL (How to ABA)

Audience: This workshop is intended for newly-minted behavior analysts providing language and social skills interventions for individuals diagnosed with ASD. Standardized competencies (e.g., BCBA) are suggested but not required.

Level: Intermediate

Workshop #49 **CE: BACB; Ethics** **DE**

12:00 PM–3:00 PM

AUT

CE Instructor: Richard Price, MS

Growing Cultural Diversity Recognition and Reflection Within Your Practice

RICHARD PRICE (University of Illinois Urbana-Champaign) and JESSIE WONG and HEATHER LAURA QUADRATO (Autism Behavioral Health, LLC)

Audience: Prerequisites for this workshop include, but are not limited to, those with at least 1–5 years of experience being a practicing BCBA or BCaBCa (e.g., practitioner, supervisor, etc...) and those currently doing or have recently completed graduate-level course work within behavior analysis.

Level: Intermediate

Workshop #50 **CE: BACB**

12:00 PM–3:00 PM

AUT

CE Instructor: Jesse Logue, Ph.D.

Medically Necessary Treatment Authorization: Aligning Autism Symptoms and the Insurance-Funded Treatment Plan

JESSE LOGUE and ERICA OUTLAW (LittleStar ABA Therapy)

Audience: BCBA providing insurance-funded ABA Treatment

Level: Advanced

Workshop #51 CE: BACB 12:00 PM–3:00 PM AUT CE Instructor: Joe Novak, Ed.D. Intervention Considerations for Individuals With Autism Who Use Augmentative and Alternative Communication JOE NOVAK (REED Autism Services; Kean University; Endicott College) Audience: The target audience consists of BCBAs who may only have entry-level competence in the area of augmentative and alternative communication. It is important that BCBAs have a better understanding of evidence-based intervention strategies for individuals with autism who use AAC and also have the tools to collaborate effectively with SLPs on AAC interventions. Level: Intermediate	Workshop #54 CE: PSY/BACB 12:00 PM–3:00 PM EDC CE Instructor: Robert F. Putnam, Ph.D. Improving Classroom Behavior Support Through Applied Behavior Analysis ROBERT F. PUTNAM and ERIK D. MAKI (May Institute) Audience: Behavior analysts who provide direct consultation to instructional staff and other staff who provide support to instruction staff. Level: Intermediate
Workshop #52 CE: BACB 12:00 PM–3:00 PM CBM CE Instructor: Richard Cook, M.D. Systematically Evaluating the Comprehensiveness of a Child's (an Adult's) Treatment Plan for Addressing Problems and Building Upon the Gifts of Attention Deficit Hyperactivity Disorder RICHARD COOK (Applied Behavior Medicine Associates of Hershey) Audience: Attendees who treat/address/have ADHD, or have a spouse, child, or patient who does. Level: Basic	Workshop #55 CE: BACB; Supervision 12:00 PM–3:00 PM OBM CE Instructor: Tiffany Kristin Mrla, Ph.D. Planning for Organizational Growth: Data-Based Decision Making TIFFANY KRISTIN MRLA (Learning & Behavior Solutions, LLC) Audience: Target audience includes small to medium size autism service provider organizational leadership teams. Necessary prerequisite skills include a basic understanding of spreadsheets, data and graphing tools, organizational behavior management, leadership development, as well as supervision, mentorship, and training models, and basic financial metrics. Level: Intermediate
Workshop #53 CE: BACB 12:00 PM–3:00 PM EDC CE Instructor: Shaunessy M. Egan, Ed.D. Instructional Cooperation Observation Tool: Identifying Fragile Links Within the Instructional Chain Using Structured Observation PHILIP HUNT (West Hartford Public Schools) and SHAUNESSY M. EGAN (The Center for Children with Special Needs) Audience: The target audience for this workshop would be Master's level behavior analysts working primarily in the education setting. The intermediate instruction level is indicated because use of the observation tool requires some flexibility in interpretation and application to the individual. Ideally to gain the best experience from this workshop, the participant will have some prior knowledge of Practical Functional Assessment and Skill Based Treatment protocols with a view to applying the principles of the process in an achievable manner in a public school setting. Level: Intermediate	Workshop #56 CE: BACB  12:00 PM–3:00 PM TBA CE Instructor: Lisa Tereshko, Ph.D. Initiatives to Address Diversity, Equity, and Inclusion Within an Applied Behavior Analysis Department in Higher Education JENNIFER LYNN HILTON (Endicott College); NOOR YOUNUS SYED (SUNY Empire State College; Anderson Center International; Endicott College); MARY JANE WEISS, LISA TERESHKO, and VIDESHA MARYA (Endicott College); KIMBERLY MARSHALL (Endicott College; The Center for Children with Special Needs); CHRISTEN RUSSELL (Endicott College); and NATALIE M. DRISCOLL (Seven Hills Foundation; Endicott College) Audience: This workshop is directed towards professionals in managerial and supervisory roles. It is most relevant to a higher education environment but also has applicability to clinical settings. Level: Advanced

Workshop #57**CE: QABA**

4:00 PM–7:00 PM

AUT

CE Instructor: Claudia DeSilva, MAT

Addressing the Whole Child in the Whole Classroom: High-Impact Early Intervention in Elementary Self-Contained Autism Settings

CLAUDIA DESILVA (Grade Level Performance Education Consulting, LLC; Broward County Public Schools; Grand Canyon University)

Audience: Basic**Level:** Basic**Workshop #58****CE: BACB; Ethics DE**

4:00 PM–7:00 PM

AUT

CE Instructor: Lina M. Slim, Ph.D.

Speech Language Pathology-Applied Behavior Analysis Collaboration: History, Barriers, Advantages, and Behavior Analytic Solutions

LINA M. SLIM (A Step Ahead Program, LLC; Endicott College; The Chicago School of Professional Psychology), JOANNE GERENSER (Eden II Programs), MAREILE A. KOENIG (West Chester University), KATE GRANDBOIS (Grandbois Therapy + Consulting, LLC; SLP Nerdcast), and REBECCA L GIAMMATTI (Prism Autism Centers)

Audience: Attendees must be practicing behavior analysts or other related health professions who have an interest in and/or have participated in collaborative practices with other disciplines when servicing children with autism.**Level:** Intermediate**Workshop #59****CE: BACB**

4:00 PM–7:00 PM

AUT

CE Instructor: Haley Steinhauser, Ph.D.

Automatic Reinforcement: Applying the Literature and Individual Considerations to Assessment and Treatment Strategies

HALEY STEINHAUSER (Melmark New England; Regis College) and WILLIAM H. AHEARN (New England Center for Children)

Audience: Attendees should have some experience with functional analysis and familiarity with the concept of automatic reinforcement.**Level:** Intermediate**Workshop #60****CE: BACB DE**

4:00 PM–7:00 PM

AUT

CE Instructor: Susan Wilczynski, Ph.D.

Dismantling Ableism in Practice

SUSAN WILCZYNSKI and SHAWNNA SUNDBERG (Ball State University)

Audience: Junior BCBA's. Currently enrolled in or recently completed graduate-level work. BCBA's and BCBA-Ds. Completed graduate-level work. Licensed or certified individuals. Training is focused on a specific area or need.**Level:** Intermediate**56****Workshop #61****CE: BACB**

4:00 PM–7:00 PM

CBM

CE Instructor: Gerald Francis McKeegan, Ph.D.

The Utilization of Applied Behavior Analysis With Persons With Serious and Persistent Mental Illness

GERALD FRANCIS MCKEEGAN (Friends Hospital)

Audience: The workshop is at an advanced instructional level. Participants should have knowledge and experience in applied behavior analysis and functional behavioral assessment. Participants should have knowledge and experience with assessing and intervening with maladaptive behaviors that are frequently exhibited by persons living with serious and persistent mental illness. Participants should have experience in working in an in-patient psychiatric setting and the limitations of the setting.**Level:** Advanced**Workshop #62****CE: BACB; Ethics DE**

4:00 PM–7:00 PM

CSS

CE Instructor: Roxanne Gayle, Ph.D.

Self-Reflective Practices

NOOR YOUNUS SYED (SUNY Empire State College; Anderson Center International; Endicott College), MARY JANE WEISS (Endicott College), ROXANNE GAYLE (Trumpet Behavioral Health; Endicott College), JESSICA PIAZZA (Endicott College), and COLLEEN SUZIO (Center for Children with Special Needs)

Audience: Practitioners and researchers in the field.**Level:** Intermediate**Workshop #63****CE: BACB**

4:00 PM–7:00 PM

DDA

CE Instructor: Neil Deochand, Ph.D.

Customizing Excel Templates to Save Time Graphing and Interpreting Behavioral Data

NEIL DEOCHAND (University of Cincinnati), MACK S. COSTELLO (Rider University), and JAMES HAWKINS (University of Cincinnati)

Audience: Intermediate instruction for BCaBAs, BCBA's, and BCBA-Ds.**Level:** Basic**Workshop #64****CE: BACB**

4:00 PM–7:00 PM

DDA

CE Instructor: Worner Leland, MS

Designing Instruction That Honors Client Assent Withdrawal, Promotes Self-Advocacy, and Minimizes Harm

WORNER LE LAND (Sex Ed Continuing Ed)

Audience: Beginner**Level:** Basic

Workshop #65**CE: BACB; Ethics** **DEI**

4:00 PM–7:00 PM

EDC

CE Instructor: May Chriseline Beaubrun, M.Ed.

Increasing Cultural Responsiveness in the Practice of Behavior Analysis

MAY CHRISIELINE BEAUBRUN (Brett DiNovi & Associates)

Audience: Intermediate, instructional level
Prerequisite skills and competencies include knowledge of criterion reference assessment tools, positive behavior supports, expectations for supervised practical experience, and a basic understanding of cultural responsiveness.

Level: Intermediate**Workshop #66****CE: PSY/BACB/NASP**

4:00 PM–7:00 PM

EDC

CE Instructor: Whitney L. Kleinert, Ph.D.

Joining Forces: Enhancing School-Based Behavior Analytic Services Through Collaboration With Mental Health Professionals (In-Person and via Telehealth)

WHITNEY L. KLEINERT (May Institute)

Audience: Experience working within school settings and/or collaborating with service providers within school settings preferred (e.g., Psychologists, Counselors, SLPs, OTs, PTs).

Level: Intermediate**Workshop #67****CE: PSY/BACB**

4:00 PM–7:00 PM

EDC

CE Instructor: Megan Robinson Joy, Ph.D.

Successful Intervention in Schools: How to Provide Systematic and Effective Behavioral Consultation

MEGAN ROBINSON JOY, KRISTEN M. VILLONE, and RYAN BIEMULLER (Devereux Advanced Behavioral Health)

Audience: Participants should have experience developing behavior intervention plans. Participants should have experience working in schools or working with staff without a background in ABA.

Level: Intermediate**Workshop #68****CE: BACB/NASP; Supervision**

4:00 PM–7:00 PM

OBM

CE Instructor: Guy S. Bruce, Ed.D.

Engineering Schools for Student Success: Part III of a Three-Part Workshop

GUY S. BRUCE (Appealing Solutions, LLC)

Audience: Supervisors, staff trainers, program designers, and directors of schools or clinics that provide educational services to students or clients with learning difficulties are responsible for designing and/or implementing organizational performance engineering processes that change

how providers work together, so that every student or client makes efficient progress towards mastery of the types of performance necessary for a successful life. Prerequisite skills for this workshop include a master's level mastery of the application of behavior analysis.

Level: Advanced**Workshop #69****CE: BACB; Supervision**

4:00 PM–7:00 PM

OBM

CE Instructor: Danielle Tibert, Ed.D.

Creating Gamified Training Systems: Defining Promotion With Competency-Based Advancement Within the Registered Behavior Technician Credential

DANIELLE TIBERT (Constellations Behavioral Services)

Audience: Practitioners who are responsible for the management of others; supervision is a requirement of their job. Individuals responsible for training and development of staff, including determining compensation and retention practices. Supervisors interested in impacting staff morale and maintaining staff motivation to learn, clinical quality control, and competency-based training and monitoring.

Level: Advanced**Workshop #70****CE: BACB**

4:00 PM–7:00 PM

OBM

CE Instructor: Addressa Sleiman, MS

A Step-By-Step Guide on How to Pivot Into a Fulfilling Career in OBM

NICOLE GRAVINA and ANDRESSA SLEIMAN (University of Florida)

Audience: General**Level:** Basic**Workshop #71****CE: BACB; Supervision**

4:00 PM–7:00 PM

OBM

CE Instructor: Elizabeth C. Nulty, Ph.D.

Conducting Systems-Level Analysis in Clinic-Based Setting: Behavior Technician Climate and Culture

ELIZABETH C. NULTY and NICHOLE D. COLLINS (Center for Children with Special Needs)

Audience: Individuals in supervisory or management positions.

Level: Advanced**Workshop #72****CE: BACB; Supervision**

4:00 PM–7:00 PM

TBA

CE Instructor: Cheryl J. Davis, Ph.D.

Supervision Interactions to Meet the Big 5: Compassion, Ethics, Soft Skills, Cultural Responsiveness, and Task List Skills

DANA R. REINECKE (Capella University; SupervisorABA) and CHERYL J. DAVIS (Russell

Sage College; SupervisorABA)

Audience: This workshop is designed for supervisors who have taken the required coursework to be eligible for supervision.

Level: Advanced

Workshop #73 **CE: BACB; Supervision**

4:00 PM–7:00 PM

TBA

CE Instructor: Laura Kenneally, Ed.D.

The Superhero's Guide to Efficient and Effective Supervision for RBTs in Non-Clinical Settings
LAURA KENNEALLY (Advance Learning Center)

Audience: BCBAs, RBT supervisors, and special educators who supervise paraprofessionals.

Level: Advanced

Workshop #74 **CE: BACB; Supervision**

4:00 PM–7:00 PM

TBA

CE Instructor: Amy Rachel Bukszman, MS

Play Before Work: Teaching Supervisors How to Utilize a Rapport-Building Curriculum to Implement, Train, and Report on a Systematic Approach to Pairing and Rapport Building in Applied Behavior Analysis Therapy
AMY RACHEL BUKSZPAN and MOLLY ANN MCGINNIS (Butterfly Effects)

Audience: Basic. For individuals supervising the training and implementation of direct care providers, technicians, or parent training.

Level: Basic

Workshop #75

CE: PSY/BACB

4:00 PM–7:00 PM

TBA

CE Instructor: John Scibak, Ph.D.

The ABCs of Effective Advocacy: What You Should Know About Policymakers and What They Already Know About You

JOHN WALTER SCIBAK (Retired, Member of Massachusetts House of Representatives; ABAI Licensing Committee)

Audience: Behavior analysts, leaders of state behavior analysis organizations, persons interested in public policy issues including licensure.

Level: Basic

Please check the ABAI app or our website for updates on workshops, including cancellations.

www.abainternational.org/events/annual/workshops.aspx

MayInstitute
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at our reunion/
reception on
Sunday, May 29th
from 8–10 p.m.

EVENT #389

[Meeting Level 2;
Northeast Pre-Function]



Serving individuals with ASD, developmental disabilities, and neurobehavioral disorders at locations across the country.

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#1. Special Event

12:00 PM–3:00 PM
Meeting Level 1; Room 102A

Closed Meeting: Special Interest Group Leadership Training

Chair: Robert K. Ross (Beacon ABA Services)

ABAI is pleased to offer a Leadership Training Session for officers of ABAI Special Interest Groups (SIGs) for the purpose of providing strategies for guiding the growth of SIGs and providing services to members and constituents. This training is for SIG leaders only. Although the SIG training is free for up to three officers per SIG, registration is required. This event is closed; attendance is by invitation only.

#2. Special Event

2:00 PM–5:00 PM
Meeting Level 1; Room 102B

Closed Meeting: Affiliated Chapter Leadership Training

Chair: Gordon Bourland (Trinity Behavioral Associates)

ABAI is pleased to offer a Leadership Training Session for officers of ABAI affiliated chapters for the purpose of providing strategies for guiding the growth of chapters and providing services to members and constituents. Although this training is free for up to three officers per chapter, advanced registration is required and attendance is by invitation only.

#3. Special Event

5:00 PM–6:30 PM
Meeting Level 1; Room 151A/B

Student Welcome Event

Chair: Rita Olla (University of Nevada, Reno)

The ABAI Student Committee will be hosting a special welcome event for the student members participating in the conference. During this session, Student Committee Members will review useful information and distribute materials to help you make the best of your convention experience. From tips on how to put your best foot forward to an overview of important events, your Student Committee has you covered. ABAI 2022 Student "Survival" Kits will be available to attendees on a first-come, first-served basis—so don't be late!

#4. Special Event

6:30 PM–8:00 PM
Meeting Level 1; Room 151A/B

Student Trivia Night

Chair: Stephanie Valentini (The University of Kansas)

Grab your friends and join the Student Committee for our annual Trivia Event, hosted by leading researchers and academics in the field of behavior analysis. Test your knowledge about the ABAI organization, the field of behavior analysis, and more. Come mingle with other students and kick off the conference with a friendly game of trivia! Prizes available for the winners and participants.

#5. Business Meeting

7:00 PM–7:50 PM
Meeting Level 2; Room 252A

Naturalistic Developmental Behavioral Intervention Special Interest Group

Chair: Sophia R D'Agostino (Utah State University)

The purpose of the annual NDBI SIG Business Meeting is to inform new and existing members of the year's ongoing and completed tasks in support of the SIG's mission. New and existing members will be encouraged to attend this meeting to learn how they can get involved and to network and collaborate with others.

#6. Business Meeting

7:00 PM–7:50 PM
Meeting Level 2; Room 254A

Perspectives on Behavior Science Annual Report and Business Meeting

Chair: M. Christopher Newland (Auburn University)

This is the annual meeting of the journal *Perspectives on Behavior Science*. There will be a report of the journal's status, a report from the publisher, and an opportunity to ask questions and meet with the editors. The meeting is open to all.

#7. Business Meeting

7:00 PM–7:50 PM

Meeting Level 2; Room 253A-C

Behavioral Development Special Interest Group Business Meeting

Chair: Gladys Williams (CIEL, SPAIN)

The SIG promotes behavior analytic empirical and conceptual analyses of issues related to behavioral development, and it encourages examination of how methodological and theoretical positions outside behavior analysis approach these issues empirically and conceptually. These kinds of analyses have often dealt with complex kinds of behavior such as verbal behavior development, stimulus equivalence, relational frames, and problem solving, as well as normal and problematic behaviors in social interactions, and the historical bases of behaviorism and behavior analysis as basic science and applied practice. The business meeting will review activities during the past year and discuss plans for the next. All are welcome to attend.

#8. Business Meeting

7:00 PM–7:50 PM

Meeting Level 2; Room 255

Business Meeting of the New York State Association for Behavior Analysis

Chair: Tricia Moss-Lourenco (New Perspectives ABA, P.C.)

NYSABA is a state affiliate chapter of ABAI and an affiliate of APBA. NYSABA's mission is to promote and protect the integrity of the science and professional practice of behavior analysis within the State of New York. During this business meeting, representatives of the NYSABA Board will update attendees on NYSABA's activities over the last year, as well as future goals. Some of the topics to be discussed will be committee reports, NYSABA activities in New York State, ongoing CEU and networking opportunities, and legislative issues in New York State. This meeting is open to all members of NYSABA and anyone interested in learning more about ABA in New York State.

#9. Business Meeting

7:00 PM–7:50 PM

Meeting Level 2; Room 252B

Verbal Behavior Special Interest Group

Chair: Danielle LaFrance (Elmy Autism Care; Hunter College)

The purpose of this business meeting is to update members on ways the VB SIG has been promoting theory, research, and practice in Verbal Behavior. There will be presentations from the Chair, *TAVB* editor, Student Liaison, and other council members. We will present awards to the winners of the VB SIG Student Research Competition, the VB SIG Student Grant Competition, and other professional awards. Attendees may become members prior to attending the meeting or at the front door. We will provide all attendees with a new issue of the VB SIG newsletter, *VB News*.

#10. Business Meeting

7:00 PM–7:50 PM

Meeting Level 2; Room 207

China Association of Rehabilitation of Disabled Persons: Professional Committee of Applied Behavior Analysis

Chair: Dorothy Xuan Zhang (The Chicago School of Professional Psychology; George Mason University; ABA Professional Committee of China Association of Rehabilitation of Disabled Persons)

The purpose of this meeting is to provide an annual update on the development and growth of the China Association of Rehabilitation of Disabled Persons/Professional Committee of Behavior Analysis.

#11. Business Meeting

7:00 PM–7:50 PM

Meeting Level 2; Room 254B

Business Meeting of the Dissemination for Behavior Analysis Special Interest Group

Chair: Margaret Pavone Dannevik (Lindenwood University)

This meeting will review the SIG's progress over the past year and plans for future projects and objectives. Grant recipients will present the results of their funded studies. The SIG will also describe upcoming CE events for members and brainstorm ideas for improving the dissemination of behavior analysis over the coming year.

#12. Business Meeting

7:00 PM–7:50 PM

Meeting Level 2; Room 251

Crime, Delinquency, and Forensic Behavior Analysis Special Interest Group Business Meeting

Chair: Timothy Templin (Hossier ABA)

The purpose of the Crime, Delinquency, and Forensic Behavior Analysis SIG business meeting is to review the SIG vision, plans for the future, and discuss the best ways to assist the criminal and civil justice systems using the science of applied behavior analysis. We will focus on communication within our SIG, including the optimal use of social media to expand our SIG's reach and benefit those interested. An update on outreach efforts will be given, including a SIG newsletter and video presentations. We will discuss individual positions within the club and how to make our SIG work together to achieve new goals for the coming year. All those interested in this area are welcome to attend and share some of their own experiences with the group.

#12a. Special Event

9:00 PM–10:30 PM

Ballroom Level 3; Ballroom East/West

International Reception

Chair: Deisy De Souza (Universidade Federal de São Carlos)

All registrants are welcome to join us in celebrating the diversity of our membership and the world-wide dissemination of the science and practice of behavior analysis. A short presentation about international development in the field and ABAI global efforts will be followed by ample time to socialize with friends and colleagues from around the world.

Friday, May 27



Introducing Our Tiered Model of Education

The Association for Behavior Analysis International's (ABAI) new Tiered Model of Education offers recognition of quality academic training programs. The Tiered Model is based on the ABAI Accreditation Board standards (Tier 1) and includes four main tiers, or levels, of recognition, leading toward ABAI accreditation. Programs in Tier 1 are accredited by the ABAI Accreditation Board and have achieved the highest level of quality recognition in behavior analysis. Tiers 2a through 4b specify approximations to ABAI accreditation, taking into consideration different programmatic structures and offerings. Given the range of program capabilities and structures that exist internationally, the tiers offer recognition of quality training by those programs not able to meet the accreditation standards. At the same time, the tiers offer a road map for programs that aspire to eventually seek accreditation. All programs are evaluated according to the same standards with significant flexibility regarding the

structure of the program and the ways research and practical training are handled. Considerations are given to applicable laws, regulations, and cultural environments.

The tiers are organized by three factors: whether the program is housed in an institution of higher education, whether it produces academic degrees, and whether it includes supervised experiential learning. A non-degree program, also referred to as a certificate or post-graduate program, is generally a coursework-only program that does not result in an academic degree or diploma.

Programs may now apply for quality recognition via the Tiered Model! Visit our website for more information.

ABAI accreditation and recognition are distinct statuses granted to academic training programs. Seeking accreditation or recognition via the Tiered Model of Education is voluntary.

www.abainternational.org/higher-education/tiered-model-of-education

BOSTON 2022

Saturday, May 28

Day Schedule

Business Meetings

Opening Event/SABA Award Ceremony

Sessions

Presidential Scholar

ABAI Expo

Business Meetings

Saturday, May 28

Room	7 am		8 am		9 am		10 am		11 am		12 pm		1 pm		2 pm		
	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	
Ballroom East/West			#14 SABA Award/ Opening Event ‡				#20 EAB Debert ‡‡		#43 AUT Stahmer ‡‡◊*		#76 SCI Aston ‡‡						
203							#38 TBA Ch. Franklin ‡		DEI								
204A/B							#26 TBA Stewart ‡		#52 TBA Ch. Hantula ‡‡		#77 TBA Weiss ‡‡◊		DEI				
205A							#36 EDC Ch. Boateng ‡				#69 EDC Ch. Lord ‡‡						
205B							#37 EDC Ch. Moses ‡				#70 EDC Ch. Di Cocco ‡						
205C							#15 EDC ‡ Ch. Davidson	#40 EDC ‡ Ch. Donnelly	#42 EDC ‡ Ch. Kelso	#56 EDC ‡ Ch. Pollack	#68 EDC Ch. Leslie ‡		DEI				
206A/B																	
207																	
251							#33 DDA Ch. Neidert ‡				#66 DDA Ch. Kranak ‡						
252A							#34 DDA Ch. Mann ‡				#67 DDA Ch. Staubitz ‡						
252B																	
253A-C									#48 OBM Ch. Weiss ‡	DEI		#72 OBM Ch. Lopez ‡	DEI				
254A							#28 AUT Ch. Sturmey ‡‡◊*				#59 AUT Ch. Silbaugh ‡						
254B							#29 AUT Ch. Lang ‡				#57 AUT Ch. Janetzke ‡						
255							#27 VRB Ch. Awasthi ‡	#53 VRB Ch. Lee ‡			#58 AUT Ch. Bukszpan ‡						
256							#24 PRA Haney ‡‡◊	#50 PRA McEachin ‡‡◊*			#78 VRB Snow ‡‡◊*						
257A																	
257B							#30 AUT Ch. Steinhäuser ‡				#62 AUT Ch. Bazinet ‡						
258A							#31 AUT Ch. Wei				#61 AUT Ch. Rogers ‡‡						
258B							#32 AUT Ch. MadNaul ‡				#60 AUT Ch. Suzio ‡						
258C							#39 VRB Ch. Pavlov ‡				#63 AUT Ch. Melo ‡						
259A																	
258B																	
260																	
261																	
102A									#46 DEV Ch. Speckman ‡								
102B							#16 DEI ‡ Ch. Fong/Houmanfar	DEI									
103											#64 CBM Ch. Normand ‡						
104A							#17 CBM Ch. Dozier ‡‡◊*	#44 CBM Ch. Santus‡			CBM PAPER CBM PAPER						
104B/C																	
105																	
151A/B							#25 SOAB Jarmolowicz ‡‡		*#51 SOAB McDowell ‡‡		#75 SOAB Hunter ‡						
152									#55 EAB Ch. French								
153A							#34 EAB Ch. Barnes-Holmes ‡‡										
153B							#21 OBM Ch. Bordlein				#71 OBM Ch. Durgin						
153C									#47 OBM Ch. King ‡								
154							#23 PCH Hackenberg ‡‡	#41 AAB Ch. Gross ‡									
156A							#18 CSS Ch. Meshes ‡	#54 CSS Ch. Sandoz ‡		DEI							
156B							#19 CSS Ch. Ketcham ‡	#45 CSS Ch. Pinkelman ‡	DEI		#65 CSS Ch. Oda ‡◊	DEI					
156C							#22 PCH Ch. Jasperse ‡	#49 PCH Ch. DiDomenico ‡			#74 PCH Ch. Nascimento ‡						
Exhib. Hall A													Poster Sessions #79–#104				DEI

Saturday, May 28

3 pm		4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		10 pm		Room
:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	
#105 DEI Ch. Fong ‡	DEI	#131 SCI Capriotti ‡‡◊*	DEI	#140 BPN Comer ‡‡◊	#154 Presidential Scholar ‡‡◊											Ballroom East/West
#128 TBA Ch. Ruane ‡				#152 TBA Ch. Neuman ‡				#162 JABA								203
#114 TBA Ch. Olla				#153 TBA Ch. Francisco ‡				#157 PBS SIG								204A/B
#125 EDC Ch. Peal ‡				#148 EDC Ch. Kupzyk ‡‡*				#158 History of BA SIG								205A
#110 EDC Ch. West ‡‡		#130 EDC Ch. Lin						#156 Military SIG								205B
#127 TBA Ch. Braren ‡								#161 Sex SIG								205C
								#159 Gerontology SIG								206A/B
								#160 Neurosci SIG								207
#122 DDA Ch. Demchak ‡				#144 DDA Ch. Scheithauer ‡				#155 BFSR SIG								251
#123 DDA Ch. Boyle ‡				#145 DDA Ch. Bishop ‡				#163 OBMN/ JOBM								252A
																252B
#126 OBM Ch. Sadavoy ‡				#150 PCH Sadavoy ‡		DEI										253A-C
#116 AUT Ch. Cordeiro ‡				#137 AUT ‡‡ Ch. MacDonald												254A
#115 AUT Ch. Rahaman ‡				#135 AUT Ch. Alzrayer ‡		🌿										254B
				#134 AUT Ch. McCammon ‡												255
#107 AUT De Souza ‡‡◊*				#151 PRA Virues-Ortega ‡												256
																257A
#117 AUT Ch. Osos ‡																257B
#118 AUT Ch. White ‡				#138 AUT Ch. Zangrillo												258A
				#139 AUT Ch. Barszcz												258B
#119 AUT Ch. Londono ‡				#136 AUT Ch. Ballinger ‡												258C
																259A
																258B
																260
																261
																102A
																102B
				#141 CBM Ch. Peters ‡												103
#108 CBM Ch. Clifton-Bumpass																104A
																104B/C
																105
#113 SQAB Killeen ‡‡		#132 SCI Ch. Newland ‡‡														151A/B
				#146 EAB Ch. Locey												152
#124 EAB Ch. Martínez-Perez ‡																153A
				#149 OBM Ch. Rue ‡												153B
#111 OBM Massaro ‡																153C
#106 AAB Kalafut ‡‡				#147 EAB Kirkpatrick ‡‡												154
#120 CSS Ch. Kimball ‡				🌿 #143 CSS Ch. Perez ‡												156A
#121 CSS Ch. Krulder ‡		DEI		#142 CSS Ch. Capell ‡‡		DEI										156B
#112 PCH Ch. Hayes		#133 PCH Ch. Simon														156C
								ABAI Expo #166–#172								Exhib. Hall A



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I R E L A N D

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#13. Speaker Ready Room

7:00 AM–7:00 PM

Meeting Level 1; Room 150

If you would like to test your presentation on the same setup you will have in your presentation room, stop by the speaker ready room. The room is first-come, first-served. Please be respectful of your fellow attendees.

#14. Special Event

8:00 AM–9:20 AM

Ballroom Level 3; Ballroom East/West

OTH

BACB CE Offered. CE Instructor: Erin B. Rasmussen, Ph.D.

Opening Event and Society for the Advancement of Behavior Analysis Award Ceremony

Chair: Erin B. Rasmussen (Idaho State University)

SABA Award for Distinguished Service: Deisy de Souza—A Long-Lasting Partnership for the Study of Symbolic Behavior From a Behavioral Perspective

DEISY DE SOUZA (Universidade Federal de São Carlos)



Deisy de Souza is full professor at the Psychology Department, Universidade Federal de São Carlos, Brazil, where she teaches behavior analysis in graduate and undergraduate courses in psychology, and in special education. She obtained her Ph.D. in experimental psychology at Universidade de São Paulo, under the direction of Carolina Bori, and she held a post-doctoral position at the University of Maryland Baltimore County, in Charlie Catania's Laboratory. She has published articles on avoidance behavior, choice, discriminative learning, and cooperative behavior in non-human subjects, and articles, books, and book chapters on human relational learning, including studies applying the stimulus equivalence paradigm to investigate the acquisition of symbolic relations involved in reading and writing repertoires, and to develop curricula to teach those skills. She is past-editor of the *Brazilian Journal of Behavior Analysis (BJBA)*, past-associate editor of *Acta Comportamentalia*, and she is currently a member of the Board of Editors of *JEAB*. She was president and member of the Council of the Brazilian Association of Psychology and member of the Brazilian Association of Psychology and Behavioral Medicine. She received the 2015 Distinguished Contributions to the Experimental Analysis of Human Behavior Award from the Experimental Analysis of Human Behavior Special Interest Group (EAHB SIG), she is a Fellow of the Association for Behavior Analysis International (ABAI), and she is currently the International Representative in the ABAI Executive Council and in the SABA Board of Directors.

Abstract: This presentation will summarize the achievements of The National Institute of Science and Technology on Behavior, Cognition, and Teaching, as an example of a collective effort in developing and applying Behavior Analysis to the understanding of relational learning and symbolic behavior. I have been coordinating the Institute since 2008, but its foundations were laid long before, under the leadership of Carolina Bori, Maria Amelia Matos, and Julio de Rose. Strong contributions from the E.K. Shriver Center research group and other internationally renowned researchers also helped to shape our research theme, which has been explored in basic, translational, and applied research. The Institute's Basic research program is devoted to the development of new knowledge and new methodologies relevant to the understanding of symbolic function. The translational research component seeks the validation of new principles or procedures derived from basic studies in preliminary clinical/educational trials. The applied research component intends to develop feasible solutions to the challenge of providing scientifically based procedures in typical service settings, such as schools, clinics, etc. The integration of these research components demonstrates how basic, translational, and applied research constitute a continuum, leading from basic knowledge to service implementation. The Institute has devoted considerable effort in developing teaching programs to promote symbolic behavior and to remedy deficits in this repertoire, aiming to reach increasingly larger groups. Over the years, we have reported the main results of reading programs, but the Institute has also invested in math, music, and second language acquisition, and their prerequisites, with a particular interest in some challenging populations that may need intervention for the development or rehabilitation of symbolic repertoires. The Institute has also invested in the formation of human resources at all levels, from undergraduate students to post-doc researchers, many of which have been incorporated as members of the research team, thus increasing the Institute's potential for research and application.

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SABA Award for Scientific Translation: Stephen Higgins—Leveraging the Reinforcement Process to Improve Health

STEPHEN HIGGINS (University of Vermont)



Stephen T. Higgins, Ph.D., is Director of the University of Vermont's Center on Behavior and Health, and Principal Investigator on multiple NIH grants on the general topic of behavior and health, including an NIGMS Center for Biomedical Research Excellence (COBRE) award, a NIDA/FDA Tobacco Centers of Regulatory Science award, and a NIDA institutional training award. He is the Virginia H. Donaldson Endowed Professor of Translational Science in the Departments of Psychiatry and Psychological Science. He has held many national scientific leadership positions, including terms as President of the College on Problems of Drug Dependence and the American Psychological

Association's Division on Psychopharmacology and Substance Abuse. He has received numerous national awards for research excellence including a 2001 NIH-MERIT Award (NIDA), 2001 Don Hake Basic/Applied Research Award (Div 25, APA), 2011 Brady-Schuster Award for Outstanding Behavioral Science Contributions to Psychopharmacology or Substance Abuse (Div 28, APA), and a 2017 Mentorship Award (College on Problems of Drug Dependence). He is the author of more than 425 journal articles and invited book chapters and editor of a dozen volumes and therapist manuals in behavior and health.

Abstract: This presentation will briefly review how the reinforcement process underpins drug use and addiction and can be leveraged to reduce illicit and licit drug use. This potential also extends to improving other challenging public-health problems (e.g., preventing unplanned pregnancies) and adherence with life-saving secondary prevention interventions (e.g., cardiac rehabilitation). Because these health problems are often overrepresented in socio-economically disadvantaged populations, reinforcement-based interventions are also important to reducing health disparities.

SABA Award for International Dissemination: Carbone Clinic—"We Happy Few, But Why So Few?" Dissemination of Radical Behaviorism as a Response to Skinner

VINCENT JOSEPH CARBONE (Carbone Clinic)



Dr. Vincent J. Carbone is a board certified behavior analyst-doctorate and New York State Licensed Behavior Analyst. He received his graduate training in behavior analysis at Drake University and a doctorate in education from Nova-Southeastern University. He currently serves as an adjunct faculty member at Penn State University and previously taught in the graduate programs in Behavior Analysis at the European Institute for the Study of Human Behavior (IESCUM), in Parma, Italy, and at the Medical School at the University of Salerno, Salerno, Italy. His behavior analytic research has been published in several peer-reviewed journals including the *Journal of*

the Experimental Analysis of Behavior, *Journal of Applied Behavior Analysis*, *The Analysis of Verbal Behavior*, *Behavior Modification*, and others. He has provided the requisite university training to hundreds of board certified behavior analysts in the U.S. and internationally. He is the 2017 recipient of the "Jack Michael Outstanding Contributions in Verbal Behavior Award" from the Association for Behavior Analysis International's Verbal Behavior Special Interest Group. Currently, he serves as the director of the Carbone Clinics in London, UK, and Dubai, UAE. All clinics provide behavior analytic consultation, training, and therapeutic services to children and young adults with autism and developmental disabilities. The Carbone Clinic is the 2022 recipient of the Society for the Advancement of Behavior Analysis (SABA) award for "International Dissemination of Behavior Analysis". Dr. Carbone currently serves as a member of the board of directors of the B. F. Skinner Foundation.

Abstract: In 1981, at the Association for Behavior Analysis annual meeting in Milwaukee, B. F. Skinner presented his "We Happy Few" paper. He lamented about the small number of behavior analysts ready to solve societal problems with behavior analytic methods. In the 40-year period since Skinner's remarks there has been a substantial increase in the number of behavior analysts. The majority of these individuals are applied behavior analysts responding to the demand for their service to children and adults with autism. While these behavior analysts are addressing a social issue of extreme importance, does their training also prepare them to disseminate the philosophy of radical behaviorism through their daily interactions leading to cultural benefits (e.g., end poverty, eliminate societal inequities, etc.)? Schlinger (2015) suggests that graduate training programs in behavior analysis that are responding to the demands of the autism epidemic are not taking advantage of the opportunity to broaden the influence of the field by providing training in the conceptual and theoretical aspects of behavior analysis. Through the Carbone Clinics' efforts to meet the needs of children with autism internationally, we have acknowledged the need for training in the philosophy of our science by incorporating heavy emphasis upon radical behaviorism. This emphasis can be found in our approach to treatment, trainings, and workshops, as well exposing our staff to a generalized approach consistent with Michael's (1977) notion of "Radical Behaviorism as a Way of Life." Where and how we have approached this dual-purposed mission of international dissemination will be discussed during this brief talk.

SABA Award for Enduring Programmatic Contributions: Drake University— The Nonlinear Path of Drake University's Program in Applied Behavior Analysis
WILLIAM KLIPEC (Drake University)



Abstract: The history of the behavior analysis program at Drake University is long and has undoubtedly experienced a nonlinear path over the last 50 years. Scott Wood, Kenneth, and Maggie Lloyd were instrumental in initiating the Master's program at Drake University in 1974. Four new positions that were added in 1974 were filled by behavior analysts including William Klipec and Larry Alferink in the experimental analysis of behavior (EAB), and John Williams and Maryann Powers in applied analysis of behavior (AAB). Through the seventies the program earned a strong national reputation for excellence in both EAB and AAB with an additional specialists' degree in school psychology. During this time, in the mid to late 70s, the department, and its faculty, was a prime mover in the organization of Midwestern Association of Behavior Analysis (MABA) and the separation from Midwestern Psychological Association (MPA), which ultimately lead to the formation of the Association of Behavior Analysis (ABA; later added International; ABAI). Despite the contributions to the field, the weight of factors that contributed to its success ultimately led to the demise of the program during the late 80s. Nonetheless, the department continued its emphasis on behavior analysis and continued to send undergraduates to doctoral programs in behavior analysis developed in the 80s. Through the 2000s, faculty in the program have worked to address the need for behavior analysts within Iowa with faculty holding leadership positions within the Iowa Association for Behavior Analysis. Their contributions led to licensure within the State of Iowa for behavior analysts and professional recognition by the Board of Educational Examiners, thus continuing to impact the landscape of the profession on a broader scale. Dr. Klipec will expand upon the history of the department describing the height of the program and the pressures faced at a small liberal arts institution.

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Honoring the Legacies of Illustrious Contributors to the Science of Behavior

Abstract: With sadness and great admiration, we pay tribute to several remarkable individuals who left tremendous footprints in our field. We honor the legacy left behind by these friends, colleagues, and mentors whose contributions are indelible in the fabric of our discipline. While they may be lost to us, the importance of their research, writing, and the many people they have inspired will endure for decades to come.

#15. Paper Session

10:00 AM–10:25 AM
Meeting Level 2; Room 205C
EDC

Effectiveness of Online Training of Paraprofessionals in Delivering Instruction With a System of Least Prompts

Chair: Michele Davidson (The Pennsylvania State University)

Effectiveness of Online Training of Paraprofessionals in Delivering Instruction With a System of Least Prompts (Applied Research)

MICHELE DAVIDSON and Pamela Wolfe (The Pennsylvania State University)

#16. Invited Symposium

DEI

10:00 AM–10:50 AM
Meeting Level 1; Room 102B
DEI
BACB CE Offered. CE Instructor: Elizabeth Hughes Fong, Ph.D.

Scholarly Contributions to Diversity, Equity, and Inclusion Paper Competition Winners

Chair: Elizabeth Hughes Fong (Pepperdine University) and Ramona Houmanfar (University of Nevada, Reno)

A Behavioral Approach to Analyzing Bias-Based Behaviors in Public Schools

DAPHNE SNYDER (Western Michigan University)



Daphne Snyder, MA, BCBA, LBA, is a doctoral student at Western Michigan University under the direction of Dr. Stephanie Peterson. She received her bachelor's degree in Psychology and Global Health Studies at Allegheny College. Her main research interests include the assessment and treatment of challenging behavior in the school setting and training teachers to implement effective classroom management strategies. Currently, Daphne is the Project Coordinator for KRESA Classroom Consultations (KCC). KCC provides graduate and undergraduate students with the opportunity to learn about applied behavior analysis and collaborate with multi-disciplinary teams in the school setting.

Abstract: Students of color are more likely to receive negative teacher-student interactions compared to their peers. Some have attributed the inequalities of teacher-student interactions to implicit bias or bias-based behaviors. Given the impact of bias-based behaviors on student academic and social outcomes, it is critical for school-based practitioners to objectively measure bias-based behaviors to assist in providing culturally relevant and socially significant treatments. The most commonly cited procedure for

Saturday, May 28

assessing bias is the Implicit Bias Relational Assessment Procedure (IRAP). While the IRAP assessment has produced socially significant results, the utility and acceptability of the IRAP in school-based settings may be limited due to several factors. Moreover, there is limited research that extends the assessment of bias-based behaviors to treatment in primary educational settings. Practitioners must have an efficient data collection system to measure interactions and use the data collection system when providing feedback to school personnel. Thus, the purpose of this paper is to discuss considerations to current procedures being used to assess bias-based behaviors and propose the Teacher Student Interaction Tool (T-SIT) for school-based practitioners. The utility and considerations of the T-SIT will be discussed.

Cultural Responsiveness in Assessment, Implementer Training, and Intervention: A Systematic Review DANIEL KWAK (University of South Florida)



Daniel Kwak is a Ph.D. candidate in the Applied Behavior Analysis Program at University of South Florida under the advisement of Dr. Kwang-Sun Cho Blair. Daniel received his Bachelor of Arts in Psychology with minors in Education and History from University of California, San Diego in 2013. His interest in working with children and students developed when he gained experience in the assessment and treatment of students' academic, behavioral, and mental health problems in public schools. Daniel received his Master of Arts in Education from University of California, Riverside in 2017. During his time in the program, Daniel found particular interest in behavioral assessment and

interventions and began providing behavior-analytic services as direct staff. His passion for behavior analysis led him to receive his Master of Science in Behavioral Psychology from Pepperdine University in 2018. Upon graduating, Daniel was trained and certified as a Board Certified Behavior Analyst (BCBA). To pursue his interest in research and teaching, Daniel enrolled in the Ph.D. program at University of South Florida. In the Ph.D. program, Daniel served as the instructor for several courses including ABA in Autism and Developmental Disabilities, Research Methods and Ethical Issues in Behavior Analysis, Observational Methods and Functional Assessment, and Single Subject Experimental Design in both the undergraduate ABA minor and online master's degree programs. Additionally, he mentored graduate students in teaching and research by assisting with course development and delivery as well as assisting with conducting literature reviews, developing research questions, running experimental sessions, and writing manuscripts. Daniel's current research topics include social validity and cultural responsiveness, measurement and analysis, and efficiency and resource allocation. Some specific topics of interest include improving the methods in which social validity of interventions is assessed, determining appropriate ways in which values and cultures of families can be incorporated into service provision, and quantifying effects of interventions to investigate variables that moderate the effects. His dissertation focuses on several of these interests. The purpose of his dissertation is to develop a tool that will be used to culturally adapt behavioral training and interventions, and to evaluate culturally responsive behavioral parent training intervention that is informed by the tool. Through this research, he hopes to provide a tool that behavior analysts can use to take an individualized approach to considering the values and cultures of families. Understanding the lack of consideration of diversity, equity, and inclusion (DEI) in behavior analysis has led him to take an active role in starting research projects that address this issue. In the future, he hopes to continue incorporating the topic of DEI within his research, teaching/training, and clinical services as well as advocate for improved graduate training and fieldwork supervision in multiculturalism and diversity.

Abstract: This systematic review consists of 22 peer-reviewed single subject and group design studies that used culturally responsive assessment, implementer training, and intervention to yield positive outcomes for children and adolescents from diverse cultural backgrounds. The studies were published across 15 journals (2010-2021) and included at least 281 implementers and 536 service recipients. The review identified culturally responsive interventions targeting behavioral, social skills, academic, and social-emotional outcomes. Results indicated that most studies considered race, ethnicity, nationality, or language for cultural adaptations in assessment, implementer training, and intervention and addressed the specific culturally sensitive elements suggested by the Ecological Validity Model to some degree. The studies addressed cultural responsiveness in conducting research suggested in the literature, mostly in the area of problem formulation; scant research adequately addressed cultural responsiveness in the area of dissemination. Recommendations, implications, and directions for future research and behavior-analytic practices are discussed.

Understanding the Role of Cultural Values in Applied Behavior Analysis Service Delivery From Latinx Families

MARIELA CASTRO-HOSTETLER (University of Nevada, Reno)



Mariela Castro-Hostetler is a board certified behavior analyst and licensed behavior analyst in Nevada. She is a Project Coordinator at the Nevada Positive Behavioral Interventions at the University of Nevada, Reno (UNR) and doctoral candidate in the behavior analysis program at UNR. In her role, she provides behavioral support services for families and children with disabilities and dual diagnoses in Nevada. Castro-Hostetler completed her MS in behavior analysis at Southern Illinois University in 2016. Castro-Hostetler's experience includes more than 8 years working with children and adults across various settings including homes, treatment centers, and schools. Her current research interests include parent and staff training, Acceptance and Commitment Training, and cultural responsiveness for culturally diverse and linguistically diverse individuals.

Abstract: The aim of this study was to identify and learn about the cultural values and beliefs held by Latinx families in Nevada. In addition, we also examined barriers faced by Latinx families when accessing ABA services. In Study 1, we distributed the Participant Demographic and Experience Survey to Latinx families who were currently receiving ABA services or had received services in the past. The survey included questions about the family's cultural identity, their primary language spoken in the home, and parent educational level. The second part of the questionnaire asked the parents to share their experiences in receiving ABA services and the extent to which those services were received. In Study 2, we conducted structured interviews and focus groups with some of the families who participated in Study 1. From the structured interviews and focus groups, we identified four main themes: (1) family and cultural values; (2) reaction of receiving a diagnosis; (3) impact of ABA services; (4) future recommendations for the field of ABA. From these themes, we found what aspects were meaningful in receiving ABA services, as well as barriers that families faced when seeking services.

#17. Symposium

10:00 AM–10:50 AM

Meeting Level 1; Room 104A

CBM

PSY/BACB/QABA/NASP CE Offered. CE Instructor: Thomas H. Dozier, M.S.

Theory and Intervention for Misophonia: A Conditioned Aversive Respondent Behavior

Chair: Thomas H. Dozier (Misophonia Institute; Misophonia Treatment Institute)

Discussant: Emily Thomas Johnson (Behavior Attention and Developmental Disabilities Consultants, LLC)

The Composition of Misophonia: A Conditioned Respondent Behavior

THOMAS H. DOZIER (Misophonia Institute; Misophonia Treatment Institute)

Counterconditioning Intervention for Misophonic Triggered Aggressive Behavior of a Student With Autism

MOLLY LUTZ (Pediatric Therapeutic Services)

#18. Panel Discussion

10:00 AM–10:50 AM

Meeting Level 1; Room 156A

CSS; Service Delivery

BACB CE Offered. CE Instructor: Elizabeth Meshes, Ph.D.

Behavior Analysts and Public Advocacy: Lessons Learned, Pathways Forward

Chair: Elizabeth Meshes (The Chicago School of Professional Psychology, Southern California)

JULIE KORNACK (Center for Autism and Related Disorders)

HOLLI HELEN HENNINGSEN JERDES (BehaviorLytics: A Social Change Agency)

DEBORAH A. NAPOLITANO (Applied Behavior Analysis at Daemen College; Golisano Institute for Developmental Disability Nursing at St. John Fisher College)

#19. Symposium

10:00 AM–10:50 AM

Meeting Level 1; Room 156B

CSS/EDC; Applied Research

BACB CE Offered. CE Instructor: Scott Herbst, Ph.D.

Prosocial: Applications of Applied Behavior Analysis and Acceptance and Commitment Therapy at the Group Level

Chair: Adryon Ketcham (GOALS For Autism)

Discussant: Yukie Kurumiya (The Chicago School of Professional Psychology)

An Overview of Prosocial: The Method, Results, and Practical Considerations

SCOTT HERBST (SixFlex Training & Consulting), Adryon Ketcham (GOALS For Autism), and Mariah Harnish (Florida Institute of Technology)

Increasing Equity of Active Student Engagement: An Evaluation of Acceptance and Commitment Training Prosocial in Online University Classes

Thomas G. Szabo (Touro University), Jonathan J. Tarbox (University of Southern California; FirstSteps for Kids), and Gabriela Carrillo Naquira and TIFFANY HAMILTON (University of Southern California)

#20. Invited Presenter

10:00 AM–10:50 AM

Ballroom Level 3; Ballroom East/West

EAB; Basic Research

PSY/BACB CE Offered. CE Instructor: Paula Debert, Ph.D.

Empirically Based Analysis of the Traditional Definitions of Conditional Discrimination, Equivalence Classes, and Contextual Control

Chair: Erik Arntzen (Oslo Metropolitan University)



Dr. Paula Debert is a professor of Psychology at Universidade de São Paulo. She is the vice-coordinator of Experimental Psychology Graduate Program in the university and the coordinator of Psychology Undergraduate Program in the Psychology Institute at Universidade de São Paulo. She is a researcher at the Brazilian National Institute of Science and Technology on Behavior, Cognition and Teaching (INCT-ECCE) and a member of the Board of Editors of the *Journal of the Experimental Analysis of Behavior*. Dr. Debert's research focuses on the study of alternative procedures to generate symbolic emergent behaviors.

Abstract: This presentation proposes an empirically based revision of the traditional definitions of conditional discrimination, equivalence classes, and contextual control. Some experiments that employed alternative procedures to matching-to-sample (MTS) will be described and analyzed. Results from these experiments suggested the establishment of behaviors similar to those produced with the MTS procedure. The first experiment to be described indicated that the go/no-go procedure with compound stimuli could generate emergent control by stimulus combinations not presented in training. The second experiment revealed that simple discrimination procedures could generate emergent stimuli substitutability. The final experiment to be described shows that the go/no-go procedure with compound stimuli established what would be called equivalence classes, comprising stimuli with multiple class membership without combining them into a single large class. The manner by which stimuli were presented in these experiments does not allow inferring supposed discriminative, conditional, and contextual functions that are specified in the traditional definitions. In order to account for the performances observed in the studies described, it is proposed that the definitions of conditional discrimination, equivalence classes, and contextual control specify, respectively, performances that involve stimuli recombination, stimuli substitutability, and stimuli sharing by different equivalence classes without merging them into one. These definitions will allow the use of a wider range of procedures that may be useful in developing new teaching technologies to reach diverse populations and contexts that require procedures alternative to the traditional matching-to-sample.

#21. Symposium

10:00 AM–10:50 AM

Meeting Level 1; Room 153B

OBM/CSS; Applied Research

Behavioral Safety in Different Work Environments

Chair: Christoph F. Bördlein (University of Applied Sciences Würzburg-Schweinfurt)

Discussant: Sabrina Liebich (ABA/VB-Therapie & -Beratung)

Behavior Based Safety With Rescue Assistants

CHRISTOPH F. BÖRDLEIN and Lisa Maria Zeitler (University of Applied Sciences Würzburg-Schweinfurt)

A Study on Collaboration Work Effects With Robots in Manufacturing Sites

RIEKO HOJO (National Institute of Occupational Safety and Health); Masaki Nobuhiro, Kota Kida, and Nobuyuki Yasui (Toyota Motor Corporation); Yuka Koremura (ballast); Chiemi Kan (National Institute of Occupational Safety and Health); Yusuke Kobayashi (Toyota Motor Corporation); and Shoken Shimizu (National Institute of Occupational Safety and Health)

Verification of Work Simulation Effect Under Virtual Reality for Safety Education

SHOKEN SHIMIZU (National Institute of Occupational Safety and Health); Masaki Nobuhiro, Yusuke Kobayashi, Nobuyuki Yasui, and Yuki Asano (Toyota Motor Corporation); Yuka Koremura (ballast); Chiemi Kan (National Institute of Occupational Safety and Health); and Kota Kida (Toyota Motor Corporation)

Observation Analysis at Manufacturing Line Work from the Perspectives of Organizational Context

YUKA KOREMURA (ballast; Koremura Giken), Shoken Shimizu and Chiemi Kan (National Institute of Occupational Safety and Health); Masaki Nobuhiro, Nobuyuki Yasui, and Kota Kida (Toyota Motor Corporation); and Rieko Hojo (National Institute of Occupational Safety and Health)

#22. Panel Discussion

Ethics

10:00 AM–10:50 AM

Meeting Level 1; Room 156C

PCH; Theory

BACB CE Offered. CE Instructor: Sarah C. Mead Jasperse, Ph.D.

Ethical Considerations Regarding Assent and Consent in Behavior Analytic Research

Chair: Sarah C. Mead Jasperse (Emirates College for Advanced Education)

JONATHAN K. FERNAND (Florida Institute of Technology)

SHANNON WARD (Mohammed bin Rashid Center for Special Education operated by The New England Center for Children)

P. RAYMOND JOSLYN (Utah State University)

#23. Invited Presenter

10:00 AM–10:50 AM

Meeting Level 1; Room 154

PCH; Theory

PSY/BACB CE Offered. CE Instructor: Timothy D. Hackenberg, Ph.D.

When We Speak of Self...

Chair: Michael D. Hixson (Central Michigan University)

TIMOTHY D. HACKENBERG (Reed College)



Tim Hackenberg has had the good fortune to work with and learn from great teachers and students over the years. He received a BA degree in psychology from the University of California, Irvine in 1982 and a doctorate in Psychology from Temple University in 1987, under the supervision of Philip Heline. Following a two-year post-doctoral research position at the University of Minnesota with Travis Thompson from 1988-90, he served on the faculty in the Behavior Analysis program at the University of Florida from 1990-2009. He is currently a professor of psychology at Reed College in Portland, Oregon. He has served on the Board of Directors of the Society for the Experimental

Analysis of Behavior, of the Society for the Quantitative Analysis of Behavior, as associate editor of the *Journal of the Experimental Analysis of Behavior*, as president of Division 25 of the American Psychological Association, as the experimental representative to the ABAL Council, and as the first Director of the ABAL Science Board. His major research interests are in the area of behavioral economics and comparative cognition, with a particular emphasis on decision-making, token economies, and social behavior. In work funded by the National Science Foundation and the National Institutes of Health, he and his students have developed procedures for cross-species comparisons of complex behavior.

Abstract: The concept of self has a long and complex history in philosophy and psychology, ranging from an inner cause of behavior (e.g., as in psychodynamic theory) to an illusion (e.g., as in some Eastern religious traditions). In this talk, I consider the concept of self through a behavioral lens by identifying some of the conditions surrounding its use. From a behavioral perspective, the concept of self can be viewed as a kind of self-discrimination, where some aspect of one's own body or behavior serves a discriminative function. This encompasses a wide range of discriminative behavior, some shared with other animals, but mostly unique to human social environments in which we are prompted by others to examine our own behavior and the variables of which it is a function. I will discuss this type of self-descriptive behavior, where it comes from, how it relates to self-awareness, the extent to which it is seen in other animals, and relations between aware and unaware repertoires in the same skin. By grounding the concept of self in the particular conditions surrounding its use, my aim is to demystify it, treating it not as a causal entity separate from behavior, but rather, as behavior itself, a class of environment-behavior relations. This provides the basis for a behavioral view with intriguing parallels to other process-oriented and non-dualistic approaches to self, some of which will be considered in the talk.

#24. B. F. Skinner Lecture Series

10:00 AM–10:50 AM

Meeting Level 2; Room 256

PRA; Service Delivery

BACB/PSY/QABA CE Offered. CE Instructor: Kanathy Haney, Ph.D.

Preventing and Identifying Human Trafficking Among Individuals With Disabilities

Chair: Susan Wilczynski (Ball State University)

KANATHY HANEY (Palm Beach State College)



Dr. Kanathy Haney is a health sciences professor and chair of the human trafficking coalition at Palm Beach State College. Dr. Haney is working to increase awareness and prevention of human trafficking from a public health lens. Dr. Haney advocates for a multi-disciplinary approach to reduce mental health and substance use issues among human trafficking victims and survivors, as well as the general population as a method of prevention. She also places importance on the ability of professionals in the field to identify risk factors and intersections among those affected by human trafficking to decrease health disparities among marginalized populations. Individuals with disabilities

are at increased risk for human trafficking and other forms of interpersonal violence. She believes that by better understanding the nature of trauma we can implement culturally competent, evidence-based community interventions. Dr. Haney is a member of the Human Trafficking Coalition of the Palm Beaches and the Palm Beach County Human Trafficking Task Force. Her goal is to advocate the public health issue of human trafficking around the globe to reduce health disparities and enhance social justice. Dr. Haney received her doctorate in public health at the University of Florida in which she focused her dissertation on sex trafficking in the United States. She received a masters of science in health education and promotion as well as her bachelors of social work degree with a child welfare certificate from Florida Atlantic University. She is certified in Public Health (CPH) and a Master Certified Health Education Specialist (MCHES).

Abstract: Individuals with intellectual and developmental disabilities are at increased risk for abuse, violence, and human trafficking. According to the Trafficking Victim Protection Act (TVPA), trafficking is the use of force, fraud, or coercion for commercial sex, or if the individual is under 18 years. Labor trafficking includes involuntary servitude, peonage, debt bondage, or slavery. Individuals with disabilities may be targeted as they may be more isolated, be more easily manipulated and groomed, or not be able to communicate what is occurring. Sometimes there are signs of abuse such as an increase in certain behaviors, difficulty at school, home, or therapy, and new behaviors not present prior. Considering that some children with disabilities are nonverbal, they may not be able to communicate any abuse that may be occurring. It is vital to teach healthy and unhealthy relationships, appropriate and inappropriate touch, how to communicate an occurrence, and who they should confide in. More research should be conducted with individuals with disabilities for identification, screening, and prevention. All clinics should include mandatory training for human trafficking and abuse prevention and identification. Collaboration with therapists and families is vital to increase training and reporting to reduce the rates of human trafficking in this population.

#25. SQAB Tutorial

10:00 AM–10:50 AM

Meeting Level 1; Room 151A/B

SCI; Basic Research

PSY/BACB CE Offered. CE Instructor: David P. Jarmolowicz, Ph.D.

Applying Behavioral Economics to Health Behavior: A Case Study

Chair: Yusuke Hayashi (Pennsylvania State University, Hazleton)

DAVID P. JARMOLOWICZ (University of Kansas, Cofrin Logan Center for Addiction Research and Treatment)



David Jarmolowicz is an Associate Professor in the University of Kansas's Department of Applied Behavioral Science, a Scientist in the University of Kansas's Cofrin Logan Center for Addiction Research & Treatment, and a Researcher for the Kansas City Quality & Value Innovation Consortium. Dr. Jarmolowicz graduated with a B.S. in Psychology from Western Michigan University in 2000, a MA in Psychology from the University of Maryland-Baltimore County in 2006, and a MS and Ph.D. in psychology from West Virginia University in 2009 and 2011, respectively. Following this initial training, Dr. Jarmolowicz completed Post-Doctoral Fellowships at the University of

Arkansas for Medical Sciences and the Virginia Tech Carilion Research Institute. Dr. Jarmolowicz's research—conducted with both humans and non-human animals—focuses on the behavioral and neurobiological processes that drive and/or are altered by health behavior and its facilitation. Much of this research falls under the umbrella of behavioral economics. This work has been recognized by Dr. Jarmolowicz being a co-recipient of the 2016 Joseph V. Brady Significant Contribution Award from the Society for the Experimental Analysis of Behavior a recipient of the 2017 of the B. F. Skinner Foundation new Basic Researcher Award from Division 25 of the American Psychological Association. Dr. Jarmolowicz is a current member ABAI Science Board, served as an associate editor for *Perspectives on Behavior Science* (2018–2021), is currently an associate editor for the *Journal of the Experimental Analysis of Behavior*, and as an academic editor for *PLOS-One*.

Abstract: As humans, we are often concerned with health behavior and its treatment. This makes sense. Many of the leading causes of death (e.g., heart disease, cancer), as identified by the Centers for Disease Control, could be prevented and/or treated by improving health behavior. While many behavior analytic techniques been leveraged to help us understand and/or improve health behaviors, the insights that flow from behavioral economics show particular promise. Harnessing those insights, however, can be a daunting task—particularly for those with little experience and/or exposure to doing so. The purpose of this tutorial is to introduce those with little experience with behavioral economics to these important principles and how they can be used to understand health behavior. We will begin with a brief primer on behavioral economics, and a description of how my colleagues and/or I have used these techniques to better understand a range of health behaviors. This will culminate in specific examples of how and why we have adapted these techniques to provide insight into a range of health behaviors.

#26. Paper Session

Supervision

10:00 AM–10:50 AM

Meeting Level 2; Room 204A/B

TBA

TBA Paper Session 1

Chair: Hana Lynn Jurgens (Positive Behavior Supports)

Shaping Future Behavior Analysts: Reimagining the Framework of BCBA Supervision (Theory)

NICOLE STEWART, Gabriella Davila, and Megan Dennehy (Supervision Reimagined)

Supervising Beyond the Tasklist: Preparing Your Supervisee to be a Real-World BCBA (Service Delivery)

HANA LYNN JURGENS (Positive Behavior Supports), Yulema Cruz (Rutgers University), and Karly L. Cordova (KHY ABA Consulting Group, Inc.)

#27. Symposium

10:00 AM–10:50 AM

Meeting Level 2; Room 255

VRB/AUT; Applied Research

BACB CE Offered. CE Instructor: Smita Awasthi, Ph.D.

Teaching Discriminated and Divergent Intra-verbal Responses to Children With Autism Spectrum Disorder

Chair: Smita Awasthi (Behavior Momentum India)

Discussant: Anna I. Petursdottir (Texas Christian University)

All at Once or One at a Time: Teaching Discriminated and Divergent Responses to Three Children With Autism Spectrum Disorder

SRIDHAR ARAVAMUDHAN, Smita Awasthi, Shushmita K. S., Annamma T. J., and Pavithra Perumal (Behavior Momentum India)

Training Divergent Responses and Stimulus Relations to Teach Discriminated Divergent Responding to Paired Questions to Three School-Going Children With Autism Spectrum Disorder

SMITA AWASTHI, Sridhar Aravamudhan, Tejashree Dhruvaraj Mujumdar, Annamma T. J., and Anupama Jagdish (Behavior Momentum India)

#28. Symposium

Supervision

10:00 AM–11:50 AM

Meeting Level 2; Room 254A

AUT/DDA; Applied Research

PSY/BACB/QABA/NASP CE Offered. CE Instructor: Peter Sturmey, Ph.D.

Behavioral Skills Training: Applications in Real-World Settings With Typical Caregivers

Chair: Peter Sturmey (The Graduate Center and Queens College, City University of New York)

Discussant: Wendy A. Machalicek (University of Oregon)

Grandparent-Implemented Interventions to Reduce Challenging Behavior of an Adult With Autism: A Pilot Telehealth Study

EMILY GREGORI (University of Illinois at Chicago), Christine Drew (Auburn University), Catharine Lory (Baylor University), and Namhee Kim (University of Illinois at Chicago)

An Efficiency Tactic for Behavioral Skills Training

BRIAN C. LIU-CONSTANT and John Claude Ward-Horner (Evergreen Center)

Behavioural Skills Training for Teaching Safety Skills to Mental Health Clinicians: A Pragmatic Randomized Control Trial

Elizabeth Lin (Centre for Addiction and Mental Health; University of Toronto); Mais Malhas and Emmanuel Bratsalis (Center for Addiction and Mental Health); KENDRA THOMSON (Brock University); Rhonda Boateng (Centre for Addiction and Mental Health; University of Toronto); and Fabienne Hargreaves, Heba Baig, and Louis Paul Alexander Busch (Centre for Addictions and Mental Health)

Evaluation of a Telehealth Parent Training Program for Parents of Children With Autism Spectrum Disorder who have Sleep Difficulties

AMANPREET RANDHAWA and Julie Koudys (Brock University), Angeline Savard (The Gregory School for Exceptional Learning), Catherine McConnell (Ontario ABA), Meghan Dunnet (Kalyana Support Systems), Jeffrey Esteves (York University), and Andrea Valencia (Kalyana Support Systems)

#29. Symposium

10:00 AM–11:50 AM

Meeting Level 2; Room 254B

AUT/EDC; Applied Research

BACB CE Offered. CE Instructor: Marjorie H. Charlop, Ph.D.

Measuring Idiosyncratic Indices of Happiness in Children With Autism Spectrum Disorders: Implications for Practice and Research

Chair: Russell Lang (Clinic for Autism Research Evaluation and Support; Texas State University)

Discussant: Marjorie H. Charlop (Claremont McKenna College)

Empirical Support for Operational Definitions of Idiosyncratic Behavioral Indices of Happiness in Children With Autism

STEPHANIE L WEBB, Jessica Price, Katy Davenport, and Russell Lang (Clinic for Autism Research Evaluation and Support; Texas State University)

Parent and Practitioner Perspectives on Defining and Monitoring Child Indices of Happiness for Children With Autism Spectrum Disorder

JESSICA PRICE, Stephanie L. Webb, Katy Davenport, and Russell Lang (Clinic for Autism Research Evaluation and Support; Texas State University)

Evaluating the Effect of Stimulus-Stimulus Pairing Procedures on Indices of Happiness With Toddlers At-Risk for Autism

Leslie Neely and KATHERINE CANTRELL (The University of Texas at San Antonio) and Amarie Carnett (Victoria University of Wellington)

Effects of Caregiver Coaching on Caregiver and Child Indices of Happiness

Leslie Neely, SIERRA STEGEMANN, and Katherine Cantrell (The University of Texas at San Antonio)

#30. Symposium

10:00 AM–11:50 AM

Meeting Level 2; Room 257B

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Haley Steinhauser, Ph.D.

Systematic Fading of Restrictive Programming

Chair: Haley Steinhauser (Melmark New England; Regis College)

Discussant: Patrick Romani (University of Colorado, Anschutz Medical Campus; Children's Hospital Colorado)

Clinical Safety in Treating Severe Aggression: Evaluation of Behavioral-Pharmacological Intervention

JAIME ALYSSA SCIBELLI, Frederick Scibelli, Julia Hrdina, Kelly Anglin, and Silva Orchanian (Melmark New England) and James Luiselli (Melmark New England; William James College)

Interdisciplinary Review Team Approach for Medication Management With Individuals With Autism Spectrum Disorder

FRANK L. BIRD, Jill Harper, and Andrew Shlesinger (Melmark New England) and James Luiselli (Melmark New England; William James College)

Long-Term Effects of Behavioral Intervention and Electroconvulsive Therapy in a Man With Catatonia, Life-Threatening Self-Injury, and Autism

Frank L. Bird and RUCHI SHAH (Melmark New England) and James Luiselli (Melmark New England; William James College)

Restrictive Procedures: An Organizational Approach to Monitoring and Reduction

SHAWN P. QUIGLEY and Brad Stevenson (Melmark) and Jill Harper, Frank L. Bird, and Helena L. Maguire (Melmark New England)

#31. Symposium

10:00 AM–11:50 AM

Meeting Level 2; Room 258A

AUT/CSS; Applied Research

Training Teachers to Use Evidence-Based Practices for Autism or Evidence-Based Practices for Autism in Schools

Chair: Qi Wei (University of Oregon)

Discussant: Christine Drew (Auburn University)

Effects of Professional Development on Educators' Knowledge and Use of Behavior Analytic Interventions

JULIA M. HRABAL, Tonya Nichole Davis, Stephanie Gerow, Tracey Sulak, Katie Hine, MacKenzie Raye Wicker, Providence Lively, and Kailah Hall (Baylor University)

Examining the Efficacy of CW-FIT in a General Education Setting for Three Students With Autism

JOHN AUGUSTINE (Purdue University), Mary Ortman (Burrell Behavioral Health), Rose A. Mason (Purdue University), Linda G. Garrison-Kane (Missouri State University), and Taylor Janota (Emergent Learning Center, LLC)

Teacher Familiarity, Confidence, and Use of Function-Based Interventions With Students With Autism Spectrum Disorder in Schools

LAURA C. CHEZAN (Old Dominion University), Meka McCammon (May Institute), and Katie Wolfe and Erik Drasgow (University of South Carolina)

A Proposed Method for Supporting Special Education Teachers in Becoming Board Certified Behavior Analysts

MARIE KIRKPATRICK, Leslie Neely, Hannah Lynn MacNaul, and Katherine Cantrell (The University of Texas at San Antonio)

#32. Symposium

10:00 AM–11:50 AM

Meeting Level 2; Room 258B

AUT

BACB CE Offered. CE Instructor: Catia Cividini-Motta, Ph.D.

Recent Advances in the Measurement, Assessment, and Treatment of Stereotypy

Chair: Hannah Lynn MacNaul (The University of Texas at San Antonio)

Discussant: Catia Cividini-Motta (University of South Florida)

Artificial Intelligence for the Measurement of Vocal Stereotypy

MARIE-MICHELE DUFOUR and Marc J. Lanovaz (Université de Montréal) and Patrick Cardinal (École de Technologie Supérieure)

Various Functional Analysis Patterns of Automatic Reinforcement: A Review and Component Analysis of Treatment Effects

AGUSTIN GONZALO PEREZ-BUSTAMANTE PEREIRA (Hospital Ramón y Cajal) and Javier Virues Ortega (The University of Auckland; Universidad Autónoma de Madrid)

Antecedent-Based Interventions for Motor Stereotypy: A Systematic Review

ALYSSA ROJAS and Catia Cividini-Motta (University of South Florida)

Examining Procedural Variations of Delivering Competing Stimuli in the Treatment of Stereotypy

JULIA LYNN TOUHEY, Catlyn Li Volsi, Alexis Shostek, Michaela Efflandt, and William H. Ahearn (New England Center for Children)

#33. Symposium

10:00 AM–11:50 AM

Meeting Level 2; Room 251

DDA

BACB CE Offered. CE Instructor: Pamela L. Neidert, Ph.D.

Factors Influencing Preference and Reinforcer Assessment Outcomes

Chair: Pamela L. Neidert (University of Kansas)

Discussant: Iser Guillermo DeLeon (University of Florida)

Does Adding Effort to Preference Assessment Alter the Conclusions?

Tracy Argueta (University of Florida); Nathalie Fernandez (Kennedy Krieger); and Brooke Sprague, Iser Guillermo DeLeon, and PAIGE TALHELM (University of Florida)

Effects of Session-End Criteria on Break Points and Problem Behavior During Progressive Ratio Assessments

Franchesca Izquierdo, YANERYS LEON, and Kamila Garcia Garcia Marchante (University of Miami)

An Evaluation of an Electronic Picture-Based Multiple-Stimulus-Without-Replacement Preference Assessment

KATHRYN A GORYCKI, Breanna R. Roberts, Ashley Romero, and Pamela L. Neidert (University of Kansas)

Evaluating a Briefer Version of Paired-Stimulus-Preference Assessments

MARY KATHERINE CAREY and Renea Rose (Glenwood, Inc.)

#34. Symposium

10:00 AM–11:50 AM

Meeting Level 2; Room 252A

DDA/AUT; Applied Research

BACB CE Offered. CE Instructor: April N. Kisamore, Ph.D.

Improving Vocational Skills and Employment Outcomes in Adolescents and Adults With Developmental Disabilities

Chair: Tracie B. Mann (Child Study Center at Cook Children's Medical Center)

Discussant: April N. Kisamore (Hunter College, City University of New York)

Accounting for Environmental and Task-Specific Factors for Improving Employment Matching for Adolescents and Adults With Autism Spectrum Disorder

JENNA BUDGE, Robert LaRue, James Maraventano, Todd Frischmann, Caitlin Kehoe, and SungWoo Kahng (Rutgers University)

Conducting an Assessment and Intervention of Vocational Social Skills via Telehealth

MEGAN DORA, Dorothea C. Lerman, Sophia Som, and Amanda Davis (University of Houston-Clear Lake)

Using an App-Based Token Economy to Increase Engagement in Daily Living and Vocational Tasks With Adults With Developmental Disabilities

LYDIA A BEAHM, Einar T. Ingvarsson, Noelle Arico Funk, and Lauren Haskins (Virginia Institute of Autism) and Jake Frazier (Virginia Institute of Autism; Florida Institute of Technology)

Using Behavioral Skills Training to Teach Interview Skills to Adolescents and Adults With Developmental Disabilities

KIMBERLY JAMES-KELLY and Tracie B. Mann (Child Study Center at Cook Children's)

#35. Symposium

10:00 AM–11:50 AM

Meeting Level 1; Room 153A

EAB/DEV; Translational

PSY/BACB CE Offered. CE Instructor: Carolina Coury Silveira de Almeida, Ph.D.

Updating Relational Frame Theory: What Is It, What Are Its Implications, and Where Is It Going?

Chair: Dermot Barnes-Holmes (Ulster University)

Discussant: Julio C. De Rose (Universidade Federal de São Carlos)

Why I Shot the Implicit Relational Assessment Procedure (As a Measure of Implicit Cognition)

DERMOT BARNES-HOLMES (Ulster University)

Pliance, Tracking, and Augmenting Within Relational Frame Theory: Vague Concepts

Masquerading as High-Precision Technical Terms?

COLIN HARTE (Federal University of São Carlos; Paradigma - Centre for Behavior Science and Technology) and Dermot Barnes-Holmes (Ulster University)

Evaluating and Training Perspective-Taking Guided by the Multi-Dimensional Multi-Level Framework

CAROLINA COURY SILVEIRA DE ALMEIDA (ABAKids: Desenvolvimento Infantil), João Henrique de Almeida (Londrina State University), Yvonne Barnes-Holmes (Perspectives Ireland Consulting Psychologists, Ltd.), and Dermot Barnes-Holmes (Ulster University)

An Application of Updated Relational Frame Theory to Study Naming

MAITHRI SIVARAMAN (Ghent University; Tendrils Centre for Autism), Dermot Barnes-Holmes (Ulster University), and Herbert Roeyers (Ghent University)

#36. Symposium

10:00 AM–11:50 AM

Meeting Level 2; Room 205A

EDC/AUT; Service Delivery

BACB CE Offered. CE Instructor: Jeffrey Michael Chan, M.A.

Improving Implementation of Evidence-Based Practices for Students With Autism in School Settings

Chair: Evelyn Boateng (University of Illinois at Chicago)

Discussant: Jeffrey Michael Chan (Northern Illinois University)

Program Evaluation of Special Education Programming in a Public Elementary School

Jasmine Begeske, Eric Shannon, AMANDA M. AUSTIN BOROSH, Jingyuan Zhang, Mehmet Sulu, Suneeta Kercood, and Rose A. Mason (Purdue University)

Use of Pyramidal Training in Schools: A Systematic Review

Rachel García and REBECCA ANNE RECEVEUR (The Chicago School of Professional Psychology)

Special Educators Self-Efficacy in Implementing Evidence-Based Practices for Students With Autism

MACKENZIE RAYE WICKER, Julia M. Hrabal, Tonya Nichole Davis, Stephanie Gerow, Tracey Sulak, Providence Lively, Kailah Hall, and Katie Hine (Baylor University)

Evaluating Implementation Fidelity of Peer-Mediated Interventions to Enhance Social Communication: A Systematic and Quality Review

HANNAH CROSLEY, Amanda M. Austin Borosh, Rose A. Mason, Christopher Santos, Dylan Nicholls, and Sierra Allen (Purdue University)

#37. Symposium

10:00 AM–11:50 AM

Meeting Level 2; Room 205B

EDC

BACB CE Offered. CE Instructor: Ky'Aria Moses

Behavior Analysis in Classrooms: Applications Across Teachers and Students

Chair: Ky'Aria Moses (Western Michigan University)

Discussant: Ashley Elizabeth Knochel (The Chicago School of Professional Psychology)

Impact of Training Approach to Enhance Teacher-Implemented Intervention for Students With Autism Spectrum Disorder: A Meta-Analytic Comparison

SUNGWOO KANG (Purdue University), Youjia Hua (University of Virginia), and Suzanne Woods-Groves (University of Iowa)

Enhancing Teacher Delivery of Behavior-Specific Praise With Performance Feedback and Self-Monitoring

KY'ARIA MOSES and Jessica E. Van Stratton (Western Michigan University)

Using Baseline Classroom Conditions Data to Train Teachers to Implement Classroom Management Strategies

SYDNEY MARIE HARMON, Daphne Snyder, and Stephanie M. Peterson (Western Michigan University) and Jennifer Sova (Kalamazoo RESA)

School-Based Interventions Targeting Challenging Behavior of Adolescents With Developmental Disabilities: A Meta-Analysis

MARIE DAVID and Rose A. Mason (Purdue University), John Davis (University of Utah), Emily Gregori (University of Illinois at Chicago), and Qingli Lei and Catherine Lory (Purdue University)



#38. Symposium

10:00 AM–11:50 AM

Meeting Level 2; Room 203

TBA/AUT; Applied Research

BACB CE Offered. CE Instructor: Marc J. Lanovaz, Ph.D.

What's Technology Got to Do With It? Well Basically Everything Nowadays

Chair: Brandon M. Franklin (Lee Specialty Clinic)

Discussant: Marc J. Lanovaz (Université de Montréal)

Evaluation of the Simple Steps Online Training Platform: Promoting Diversity and Inclusion in Autism Interventions

GENEVIEVE N. ROY-WSIAKI (Université de Saint Boniface), Nicolas Gravel (University of Manitoba), and Maria Pongoski (Manitoba Association for Behaviour Analysis; University of Manitoba)

Training Behavior Analysts via Telehealth to Conduct Trial-Based Functional Analysis Through Video Modeling

KARIE JOHN, Sarah E. Bloom, and Alyssa Zak (University of South Florida)

Integrating Behavioral Skills Training and Video Modelling Within an E-Learning Modality to Train Volunteers Working With Neurodiverse Populations

KIRSTEN YOUNG, Kendra Thomson, Priscilla Burnham Riosa, Maureen Connolly, and Julia DeSantis (Brock University)

Review of Artificial Intelligence Embedded Virtual Reality Trainings

AN AN CHANG, Ellie Kazemi, Roxana Lemus, Matthew Davies, and Vahe Esmaeili (California State University, Northridge)

#39. Symposium

10:00 AM–11:50 AM

Meeting Level 2; Room 258C

VRB/DDA; Applied Research

BACB CE Offered. CE Instructor: Alice Shillingsburg, Ph.D.

Advances in Verbal Behavior

Chair: Alexis Constantin Pavlov (Marcus Autism Center)

Discussant: Alice Shillingsburg (May Institute)

Searching for the Active Ingredients: A Review of the Critical Components in Mand Training Interventions

MEKA MCCAMMON (May Institute) and Katie Wolfe and Aaron Check (University of South Carolina)

A Comparison Study of Total Communication Training and Vocal Alone Teaching Tacts With Individuals With Developmental Delays

HAILEE PEREZ, Tracy L. Kettering, and Kellie P. Goldberg (Bancroft)

Evaluation of a Mand Modality Assessment

COURTNEY MAUZY (University of Georgia), Courtney Hannula (Marcus Autism Center), and Sarah Slocum (Marcus Autism Center; Emory School of Medicine)

Preference for High- and Low-Tech Augmentative and Alternative Communication Mand Modalities: A Review of the Literature and Current Outcome Data

ALEX PAULS and Matthew O'Brien (University of Iowa), Joel Eric Ringdahl (University of Georgia), Kelly M. Schieltz (University of Iowa), and Jennifer J. McComas (University of Minnesota)

#40. Paper Session

Ethics

10:30 AM–10:55 AM
Meeting Level 2; Room 205C
EDC

Delivering Applied Behavior Analysis Services in a Special Education Model: Suggested Guidelines for Ethical and Effective Practice

Chair: Maeve G. Donnelly (Northeastern University)

Delivering Applied Behavior Analysis Services in a Special Education Model: Suggested Guidelines for Ethical and Effective Practice (Service Delivery)

MAEVE G. DONNELLY (Northeastern University)

#41. Paper Session

11:00 AM–11:25 AM
Meeting Level 1; Room 154
AAB

Managing the Key Behaviors in Training a New Dog: Most of Them are NOT the Dog's

Chair: Matthew Gross (Shippensburg University)

Managing the Key Behaviors in Training a New Dog: Most of Them Are NOT the Dog's (Service Delivery)

MATTHEW GROSS (Shippensburg University) and Richard Cook (Applied Behavior Medicine Associates of Hershey)

#42. Paper Session

11:00 AM–11:25 AM
Meeting Level 2; Room 205C
EDC

From Faculty to the Front Lines: Living the Research to Practice Gap

Chair: Ginger Kelso (Northwestern State University of Louisiana)

From Faculty to the Front Lines: Living the Research to Practice Gap (Service Delivery)

GINGER KELSO (Northwestern State University of Louisiana)

#43. B. F. Skinner Lecture Series

11:00 AM–11:50 AM
Ballroom Level 3; Ballroom East/West
AUT; Service Delivery
PSY/BACB/QABA/NASP CE Offered. CE Instructor: Aubyn C. Stahmer, Ph.D.

Partnering With Caregivers to Support Development in Young Children With Autism

Chair: Corina Jimenez-Gomez (Auburn University)

AUBYN STAHMER (University of California, Davis Health)



Dr. Aubyn Stahmer is a professor of psychiatry and behavioral sciences at the UC Davis MIND Institute, a clinical psychologist, and a board certified behavior analyst. She directs the Center of Excellence in Developmental Disabilities. Dr. Stahmer has over 25 years of experience in implementation of evidence-based practices for children with autism, including a range of caregiver-implemented interventions. She is an expert in the translation of evidence-based autism research to community-based practice and delivery. She is an internationally respected expert in the use of naturalistic developmental behavioral interventions which are validated treatments for autism. Dr. Stahmer has conducted extensive research in the areas of caregiver coaching, early intervention, inclusive education and services research in autism spectrum disorders. Dr. Stahmer leads several grants funded through the U.S. Department of Education that involve adapting evidence-based practices for children with autism in collaboration with teachers and community providers.

Abstract: Caregiver-mediated early interventions have demonstrated positive child and family outcomes for young children with, or at high likelihood of having, autism (Zwaigenbaum et al., 2015; Burrell & Borrego, 2012). Additionally, there is consensus that effective early intervention includes a caregiver component, including input in the development of treatment goals and priorities, identifying support for the family, and learning specific strategies to support their child's development. However, many intervention providers working with children with autism and their families have limited training in how to partner with parents or how to coach them in the use of evidence-based intervention strategies. Recent research has identified key elements for caregiver coaching and engagement (e.g., Pellecchia et al., 2020). This presentation will examine the literature on effective coaching strategies and provide methods to increase caregiver partnership in the intervention process. The use of telehealth to deliver coaching will be examined.

#45. Symposium

Ethics **DE**

11:00 AM–11:50 AM

Meeting Level 1; Room 156B

CSS/EDC; Service Delivery

BACB CE Offered. CE Instructor: Sarah E. Pinkelman, Ph.D.

Social Justice, Quality of Life, and Other Essential Dimensions of Applied Behavior Analysis in 2022

Chair: Sarah E. Pinkelman (Utah State University)

Discussant: Ilene S. Schwartz (University of Washington)

Quality of Life for People with Disabilities: Why Applied Behavior Analysts Should Consider This a Primary Dependent Variable

Ilene S. Schwartz and ELIZABETH KELLY (University of Washington)

Behavior Analysis and Equity in Public Education: An Abolitionist Approach

MALIKA N. PRITCHETT (University of Kansas), Sarah E. Pinkelman (Utah State University), Shahla Susan Ala'i (University of North Texas), and Dylan Murphy Zimmerman (Utah State University)

#46. Symposium

11:00 AM–11:50 AM

Meeting Level 1; Room 102A

DEV/TBA; Applied Research

BACB CE Offered. CE Instructor: JeanneMarie Speckman, Ph.D.

Investigating Instructional Practices to Accelerate Learning

Chair: JeanneMarie Speckman (Fred S. Keller School Teachers College Columbia University)

Discussant: Jennifer Longano (Fred S. Keller School; Teachers College Columbia University)

Investigating the Effects of Foundational Verbal Developmental Protocols on Early Listener and Speaker Repertoires

JEANNEMARIE SPECKMAN, Katherine Loomis, and Lin Du (Fred S. Keller School; Teachers College, Columbia University)

A Comparison of Set Analysis and Operant Analysis in Tact Learning for Children With Developmental Disabilities

LIN DU and JeanneMarie Speckman (Fred S. Keller School Teachers College Columbia University) and Daniel Mark Fienup (Teachers College, Columbia University)

#47. Panel Discussion

11:00 AM–11:50 AM

Meeting Level 1; Room 153C

OBM; Service Delivery

BACB CE Offered. CE Instructor: Christina M King, Ph.D.

Creating Your Dream Job: Self-Advocacy and Burnout Prevention in Applied Work Settings

Chair: Christina M. King (Simmons University)

ELIZABETH KELSEY (RCS Learning Center)

JULIYA KRASNOPOLSKY (RCS Learning Center)

COLLEEN YORLETS (RCS Behavioral & Educational Consulting; Simmons University)

#48. Invited Panel

Supervision **DE**

11:00 AM–11:50 AM

Meeting Level 2; Room 253A-C

OBM; Service Delivery

BACB CE Offered. CE Instructor: Mary Jane Weiss, Ph.D.

Integrating Cultural Responsiveness Into Supervision: Understanding the Context, Meeting the Need, and Suggestions for Practice

Chair: Mary Jane Weiss (Endicott College)

KIM EDWARDS (SIQS Educational Consulting, LLC)

ADRIANA RODRIGUEZ (Rollins College)

BRIAN CONNERS (Seton Hall University)



Ms. Kimberly Edwards, M.Ed., is a Program Manager and educator in Washington, DC. Kimberly has worked in the field of education for more than 10 years. She received a Master of Education from the University of Virginia in 2011 and a Graduate Certificate in Applied Behavior Analysis from George Mason University in 2018. Prior to moving to Washington, DC, Ms. Edwards worked in Richmond, VA, in therapeutic day schools and public schools. Her current work aligns with her research interests,

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centering on coaching staff on culturally responsive and impactful learning pathways, instructing behavior management, focused professional development, strategizing and developing school-wide anti-racism, and effective social behavior practices.



Adriana Rodriguez is a Board Certified Behavior Analyst (BCBA). She earned her master's degree in Applied Behavior Analysis and Clinical Science from Rollins College. Adriana has experience working with individuals diagnosed with Autism Spectrum Disorder (ASD), Attention Deficit and Hyperactivity Disorder (ADHD), and Fragile X syndrome, she has worked with a variety of age groups ranging from early intervention to young adults. Ms. Rodriguez's graduate research focused on the effect of including cultural concerns when providing parent training on behavioral interventions.



Brian Connors, Ph.D., BCBA, is a New Jersey Department of Education certified school psychologist and a Board Certified Behavior Analyst. He originally developed the graduate program in Applied Behavior Analysis at Seton Hall University, where he currently serves on their faculty and is their Interim Associate Dean for Academic Affairs for the College of Education and Human Services. He has worked within various sectors as a behavior analyst and consultant including public and private schools, psychiatric hospitals, and community agencies. He has presented at state and national conferences and has published articles and book chapters in multicultural and diversity issues in behavior analysis, crisis intervention, and restraint and seclusion practices in schools. He was the editor for the first book ever to be published on diversity issues in the field of ABA entitled *Multiculturalism and Diversity in Applied Behavior Analysis: Bridging Theory and Application*.

Abstract: In recent years, much more emphasis has been placed on cultural competence, humility, and responsiveness, as they relate to ABA service provision. These concepts have received attention in published literature, in discussions about issues facing the field, and in our new Ethics Code. The field is making progress in defining these skills, and much discussion exists around the teaching and training of this skill set for practitioners. In addition to these needs, there is an obligation to integrate the coverage of these issues into supervision. In this panel discussion, panelists will review the context and need for this expansion of supervision, the development of a tool to assess the extent to which supervision is culturally responsive, the associated issues in practice and mentorship that should be considered in this context, and future directions for mentoring.

#49. Panel Discussion

11:00 AM–11:50 AM
Meeting Level 1; Room 156C
PCH; Service Delivery
BACB CE Offered. CE Instructor: Justin A. DiDomenico, M.S.

Addressing Ethical Dilemmas for the Behavior Analyst: An Interactive Panel Discussion of Ethics Using Video Recorded Scenarios

Chair: Justin A. DiDomenico (Brett DiNovi and Associates, LLC)

DEBORAH RUFF (Brett DiNovi and Associates, LLC)
BRIANNA SNYDER (Brett DiNovi and Associates, LLC)
TIMOTHY HINCHEY (Brett DiNovi and Associates, LLC)

#50. Invited Tutorial

11:00 AM–11:50 AM
Meeting Level 2; Room 256
PRA; Applied Research
PSY/BACB/QABA/NASP CE Offered. CE Instructor: John McEachin, Ph.D.

Discrete Trial Teaching: The Worst Form of Instruction Except for All Those Other Forms of Instruction

Chair: Susan Wilczynski (Ball State University)

JOHN MCEACHIN (Autism Partnership Foundation)



John McEachin is a licensed psychologist and behavior analyst who has been providing intervention to children with autism as well as adolescents and adults with a wide range of developmental disabilities since 1974. He received his graduate training under Ivar Lovaas at the UCLA Young Autism Project. During his 11 years at UCLA, Dr. McEachin served in various roles including clinic supervisor, research and teaching assistant, and lecturer. His research has included a long-term follow-up study of the children who received intensive behavioral treatment at the UCLA YAP, which was published in 1993. In 1994, he joined with Ron Leaf in forming Autism Partnership, which they continue to co-direct. In 1999 they published *A Work in Progress*, a widely used behavioral treatment manual and curriculum for children with autism. Dr. McEachin has lectured throughout the world and co-authored numerous books and research articles. He is an instructor at Long Beach State University and consults regularly to families, agencies, and school districts, assisting in the development of treatment programs and providing training to parents, interventionists, and teachers.

Abstract: Discrete trial teaching (DTT) is one of the most widely implemented interventions for children with autism and at the same time one of the most maligned. It can be an incredibly powerful tool and is an acknowledged key component in intensive early intervention for children with autism. But it is also the intervention that everyone loves to hate: "It is too rigid and formulaic... Behavior change does not generalize to real-world contexts... It is overly contrived and unnatural... It does not have curb appeal." But we have to consider whether all these purported shortcomings are inherent in the DDT model or whether they are by-products of rigidly formulated or incompletely implemented translations of the model. This talk will propose a broader conceptualization of DTT that allows for flexible application along a number of relevant continua according to the readiness of the learner. It will be argued that while the structure that is commonly viewed as a defining characteristic of DTT and arguably a major contributor to its effectiveness can and should be varied according to the needs of the student. In other words, we should aim to provide the just right amount of structure. This flexible but systematic approach has been referred to as progressive (e.g. Leaf et al., 2016). Within this progressive model all elements of DTT are fair game for rethinking what we do and why we do it. Willingness to contrive learning opportunities and space them closely together could actually be an advantage, not a shortcoming, of DTT. The research behind this model will be described and the areas where more research is needed will be highlighted.

#51. SQAB Tutorial

11:00 AM–11:50 AM

Meeting Level 1; Room 151A/B

SCI; Theory

PSY/BACB CE Offered. CE Instructor: Jack J McDowell, Ph.D.

Creating Artificial Organisms Animated by a Selectionist Theory of Adaptive Behavior Dynamics

Chair: M. Jackson Marr (Georgia Tech)

Jack J McDowell (Emory University)



Jack J McDowell received an AB from Yale University in 1972 and a Ph.D. from the State University of New York at Stony Brook in 1979. After completing his clinical internship, he joined the faculty of Emory University, where he is currently a professor in the Department of Psychology. Dr. McDowell is also a licensed clinical psychologist and maintains a private practice of behavior therapy in Atlanta. Dr. McDowell's research has focused on the quantitative analysis of behavior. He has conducted tests of matching theory in experiments with humans, rats, and pigeons, has made formal mathematical contributions to the matching theory literature, and has proposed a

computational theory of behavior dynamics. He has also written on the relevance of mathematical and computational accounts of behavior for the treatment of clinical problems. Dr. McDowell's current research is focused on his computational theory of selection by consequences, including studies of behavior generated by the theory's genetic algorithm, and possible implementations of the theory in neural circuitry. His work, including collaborations with students and former students, has been funded by NIMH, NSF, and NIDA. Dr. McDowell is a Fellow of the Association for Behavior Analysis International.

Abstract: The evolutionary theory of behavior dynamics (ETBD) is a complexity theory, which means that it is stated in the form of simple low-level rules, the repeated operation of which generates high-level outcomes that can be compared to data. The low-level rules of the theory implement Darwinian processes of selection, reproduction, and mutation. This tutorial is an introduction to the ETBD and will illustrate how the theory is used to animate artificial organisms that behave freely, and continuously, in any desired experimental environment. Extensive research has shown that the behavior of artificial organisms animated by the theory successfully reproduces the behavior of live organisms, in qualitative and quantitative detail, in a wide variety of experimental environments, including concurrent ratio schedules with equal and unequal ratios in the components, and concurrent interval schedules with and without punishment superimposed on one or both alternatives. An overview and summary of the research testing the ETBD will be provided. The material interpretation of the theory as an instance of supervenient realism will also be discussed. Finally, possible future directions will be considered with an eye toward identifying the most valuable path or paths for future development.

#52. Panel Discussion

Professional Development Series

11:00 AM–11:50 AM

Meeting Level 2; Room 204A/B

TBA; Theory

You Want Me to What? Responding to Reviewer Comments

Chair: Donald A. Hantula (Temple University)

STEPHANIE M. PETERSON (Western Michigan University)

M. CHRISTOPHER NEWLAND (Auburn University)

MITCH FRYLING (California State University, Los Angeles)

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#53. Symposium

11:00 AM–11:50 AM

Meeting Level 2; Room 255

VRB/EAB; Translational

BACB CE Offered. CE Instructor: Amanda N. Chastain, M.S.

Advances in a Behavior Analytic Account of Complex Human Behavior: Relational Density Theory and PEAK-T as Tools for Analysis

Chair: Breanna Lee (Missouri State University)

Discussant: Jennifer J. McComas (University of Minnesota)

Evaluating the Interrelatedness and Responsiveness of Psychological Flexibility, Self-Compassion, and Sense of Self in a College Student Sample

BRITTANY A SELLERS, Meredith Matthews, and Jordan Belisle (Missouri State University)

Correlations Between Derived Relational Responding, Delay Discounting, and Psychological Flexibility

AMANDA N. CHASTAIN, Jessica M. Hinman, and Mark R. Dixon (University of Illinois at Chicago)

#54. Special Event



11:00 AM–12:50 PM

Meeting Level 1; Room 156A

CSS; Theory

BACB CE Offered. CE Instructor: Emily Kennison Sandoz, Ph.D.

Women in Behavior Science: Observations of Life Inside and Outside of the Academy: Beginning

Chair: Emily Kennison Sandoz (University of Louisiana Lafayette)

LYNN FARRELL (National College of Ireland)

ZUILMA GABRIELA SIGURDARDOTTIR (University of Iceland)

Abstract: Women behavior scientists advance relevant and valuable perspectives on behavior analysis as a science and practice: perspectives that facilitate high-quality training, mentoring, and civic engagement. Many scientists balance their pursuits of academic success with their roles and responsibilities as mothers and family members. However, cultural-level contingencies have not always recognized the contributions of women academicians, particularly when compared to their male colleagues. Yet the discipline has historically benefited from the contributions of many female scholars over the course of the decades. The purpose of this panel is to showcase the perspectives of prominent female behavior scientists who have held successful careers in academia and are contributors to the forthcoming ABAI book: *Women in Behavior Science: Observations of Life Inside and Outside of the Academy*. This panel is the first of three, focused on the early phases of one's academic career and addressing topics such as staying connected with values, working as a female scientist in the global network, career and family balance, and making something out of nothing (or very little).

#55. Symposium

11:00 AM–12:50 PM

Meeting Level 1; Room 152

EAB

Basic and Applied Investigations of Resurgence: A Translational Approach to Demonstrating and Mitigating Relapse

Chair: Jessica L. French (Rutgers University)

Discussant: Christopher A. Podlesnik (Auburn University)

High- and Low-Technology Resurgence Preparations Fail to Produce Extinction

WILLIAM SULLIVAN (SUNY Upstate Medical University), Valdeep Saini (Brock University), Andrew R. Craig and Nicole M. DeRosa (SUNY Upstate Medical University), Arohan Rimal (William Patterson University), Kate Elizabeth Derrenbacker (SUNY Upstate Medical University), and Henry S. Roane (Upstate Medical University; Elmy Autism Care)

The Impact of Exposures to Extinction During Functional Communication Training on Resurgence During Intervention Disruption

KELLY M. SCHIELTZ (University of Iowa) and Joel Eric Ringdahl (University of Georgia)

The Combined and Individual Effects of Rates of Reinforcement in Baseline and in Treatment and Treatment Duration on the Resurgence of Destructive Behavior

ASHLEY MARIE FUHRMAN (Rutgers University), Wayne W. Fisher and Brian D. Greer (Rutgers Robert Wood Johnson Medical School), and Daniel R. Mitteer (Rutgers University - Children's Specialized Hospital Center for Autism Research, Education, and Services)

The Effects of Response Effort on Extinction and Relapse During Human-Laboratory Experiments on Resurgence

ANDREW R. CRAIG and William Sullivan (SUNY Upstate Medical University), Valdeep Saini (Brock University), Charlene Nicole Agnew and Kate Elizabeth Derrenbacker (SUNY Upstate Medical University), Abbie Cooper and David Mathews (Brock University), and Henry S. Roane (Upstate Medical University; Elemetry Autism Care)

#56. Paper Session

Ethics

11:30 AM–11:55 AM

Meeting Level 2; Room 205C

EDC

Behavior Analysts' and Mental Health Specialists' Perspectives on Interdisciplinary Collaboration for Intensive Intervention

Chair: Marney Squires Pollack (Vanderbilt University)

Behavior Analysts' and Mental Health Specialists' Perspectives on Interdisciplinary Collaboration for Intensive Intervention (Applied Research)

MARNEY SQUIRES POLLACK, Blair Lloyd, Gabrielle Crowell, Matthew Santini, Olivia Reznik, and Emily Baran (Vanderbilt University)

#57. Symposium

12:00 PM–12:50 PM

Meeting Level 2; Room 254B

AUT

BACB CE Offered. CE Instructor: Shawn J Janetzke, M.S.

Increasing Compliance With COVID-19-Related Preventative Health Measures

Chair: Shawn J. Janetzke (New England Center for Children)

Discussant: Wayne W. Fisher (Rutgers Robert Wood Johnson Medical School)

Evaluation of a Graduated Exposure Procedure to Teach Extended Mask Wearing to Children With Autism

CHRISTINA MARIE SHEPPARD, Hallie Marie Ertel, and David A. Wilder (Florida Institute of Technology) and Ansley Catherine Hodges (Nemours Children's Hospital)

Increasing Compliance With Nasopharyngeal Swab Procedures

SHAWN J. JANETZKE, Jason C. Bourret, and Makenzie Briere (New England Center for Children)

#58. Panel Discussion

12:00 PM–12:50 PM

Meeting Level 2; Room 255

AUT; Service Delivery

BACB CE Offered. CE Instructor: Amy Rachel Bukszan, M.S.

Towards a More Meaningful Collaboration: A Frank Discussion on Collaborating around AAC with SLPs and BCBAs

Chair: Amy Rachel Bukszan (Butterfly Effects)

MELANIE OLSON GILES (Endicott College)

REBEKAH LEE (Endicott College)

VICTORIA BOONE (Endicott College)

#59. Panel Discussion

12:00 PM–12:50 PM

Meeting Level 2; Room 254A

AUT; Service Delivery

BACB CE Offered. CE Instructor: Bryant C. Silbaugh, Ph.D.

Current Trends in Applied Behavior Analysis Service Delivery Quality

Chair: Bryant C. Silbaugh (Maraca Learning)

ROBBIE FATTAL (Maraca Learning)

IVY M CHONG (The May Institute, Inc.)

ERICK M. DUBUQUE (The Council of Autism Service Providers)

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#60. Symposium

12:00 PM–12:50 PM

Meeting Level 2; Room 258B

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Roxanne Gayle, Ph.D.

The Use of Biomarkers for Behavioral Decision Making

Chair: Colleen Suzio (Center for Children with Special Needs)

Discussant: Matthew Goodwin (The Groden Center)

Autonomic Arousal and Adherence With Appointments

ROXANNE GAYLE (Trumpet Behavioral Health; Endicott)

Relationship Between Biological Events and Challenging Behavior: A Molecular and Molar Analysis

JAVIER SOTOMAYOR (Endicott)

#61. Symposium

12:00 PM–12:50 PM

Meeting Level 2; Room 258A

AUT

PSY/BACB CE Offered. CE Instructor: Valerie R. Rogers, Ph.D.

Insurance-Funded Applied Behavior Analysis Intervention Amidst the COVID-19 Pandemic: Telehealth and Learner Outcomes

Chair: Valerie R. Rogers (The ABRITE Organization)

Discussant: Kendra B. Newsome (Fit Learning)

An Examination of Telehealth and the Outcomes Achieved Across Various Types of Learners

GINGER R. RAABE, Valerie R. Rogers, and Janice Frederick (The ABRITE Organization)

Pandemic Silver Linings: An Investigation of Parameters Related to Individual Learner Outcomes for Insurance-Funded Applied Behavior Analysis Intervention

VALERIE R. ROGERS, Ginger R. Raabe, and Janice Frederick (The ABRITE Organization)

#62. Panel Discussion

12:00 PM–12:50 PM

Meeting Level 2; Room 257B

AUT; Service Delivery

BACB CE Offered. CE Instructor: Julie Bazinet, M.Ed.

Improving Coordination of Care: A Public Health Model

Chair: Julie Bazinet (ABA Centers of America)

EMILY SANTAGATI (ABA Centers of America)

PHILIP MCCALLION (Temple University)

LISA FERRETTI (Temple University)

#63. Symposium

12:00 PM–12:50 PM

Meeting Level 2; Room 258C

AUT

BACB CE Offered. CE Instructor: Laura Barcelos Nomicos, Ph.D.

Efficient Learning: Basic and Applied Investigations in Skill Acquisition and Application

Chair: Abraao Melo (University of Nevada, Reno)

Discussant: Donny Newsome (Fit Learning)

Efficient Learning: An Analysis of Stimulus Presentation on Fluent Performance

COURTNEY SMITH and Matt Locey (University of Nevada, Reno)

Efficient Learning: The Use of Virtual Reality and Eye-Tracking in Interventions for Children With Autism

LAURA BARCELOS NOMICOS (University of Nevada, Reno), Hana Alarifi and Hesham Aldhalaan

(University of Nevada, Reno Center for Autism Research), and Linda J. Parrott Hayes (University of Nevada, Reno)

#64. Symposium

12:00 PM–12:50 PM

Meeting Level 1; Room 103

CBM

BACB CE Offered. CE Instructor: Matthew P. Normand, Ph.D.

Applied Behavior Analysis in Integrative Healthcare

Chair: Matthew P. Normand (University of the Pacific)

Evaluating the Effects of Nondirective and Directive Health Coaching Packages on Physical Activity

HAILEY EVELYN DONOHUE and Matthew P. Normand (University of the Pacific)

Evaluating the Effects of Client-Set Versus Coach-Set Goals in the Context of a Health Coaching Intervention for Physical Activity

J. LOGAN GIBSON and Matthew P. Normand (University of the Pacific)

The Role of Applied Behavior Analysis in Healthcare: Examples from Physical Therapy

BRENNAN PATRICK ARMSHAW and Manish Vaidya (University of North Texas)



#65. Panel Discussion

12:00 PM–12:50 PM

Meeting Level 1; Room 156B

CSS; Theory

BACB/QABA CE Offered. CE Instructor: Fernanda Suemi Oda, M.A.

Queering Our Science: How Behavior Analysts Can Work Toward LGBTQ+ Liberation

Chair: Fernanda Suemi Oda (University of Kansas)

MATTHEW CAPRIOTTI (San Jose State University)

SARAH CAMPAU (University of Arkansas)

CODY MORRIS (Salve Regina University)

#66. Symposium

12:00 PM–12:50 PM

Meeting Level 2; Room 251

DDA/AUT; Translational

BACB CE Offered. CE Instructor: Michael P. Kranak, Ph.D.

Building Durable Behavioral Treatments: Advancements In and Discussions On Relapse Mitigation and Clinical Implications

Chair: Michael P. Kranak (Oakland University Center for Autism)

Discussant: Daniel R. Mitteer (Rutgers University - Children's Specialized Hospital Center for Autism Research, Education, and Services)

On the Prospective Application of Quantitative Models in the Assessment and Treatment of Problem Behavior

MICHAEL P. KRANAK (Oakland University Center for Autism), John Falligant (Kennedy Krieger Institute; Johns Hopkins University School of Medicine), and Griffin Rooker (Mount St. Mary's University)

Six Things Practitioners Should Know About Renewal

RYAN KIMBALL (University of Saint Joseph) and Michael P. Kranak (Oakland University Center for Autism)

#67. Symposium

Ethics

12:00 PM–12:50 PM

Meeting Level 2; Room 252A

DDA/AUT; Applied Research

BACB CE Offered. CE Instructor: John E. Staubitz, M.Ed.

Machine Learning Applications for Improving Behavior Analyst Decision-Making in Practice and Research

Chair: John E. Staubitz (Vanderbilt University Medical Center; TRIAD)

Integrating Traditional Behavior Analytic Practices With Emerging Technology to Understand and Treat Challenging Behaviors

JOHANNA F. LANTZ, Tania Villavicencio, and Corey Olvera (The Center for Discovery) and Ali Rad (Emory University School of Medicine)

Predicting Problem Behavior through a Multimodal Machine Learning-Based Predictive Framework

JOHN E. STAUBITZ (Vanderbilt University Medical Center; TRIAD), Zhaobo Zheng (Vanderbilt University), Lauren Shibley (Vanderbilt University Medical Center; TRIAD), Nibraas Khan (Vanderbilt University), Amy Weitlauf and David Reichley (Vanderbilt University Medical Center), Johanna Staubitz (Vanderbilt University), and Nilanjan Sarkar (Vanderbilt University School of Engineering)

A Machine Learning Analysis of Applied Behavior Analysis Service Delivery Characteristics That Predict Improved Patient Outcomes

DAVID J. COX (Behavioral Health Center of Excellence; Endicott College), Zachary Harrison Morford (Texas Association for Behavior Analysis), and Jacob Sosine and Cora Gninkobou (Behavioral Health Center of Excellence)

Saturday, May 28

12:00 PM–12:50 PM
Meeting Level 2; Room 205C
EDC; Service Delivery
BACB CE Offered. CE Instructor: Stacha Leslie, M.Ed.

Navigating Graduate School as a Student of Color: Recommendations and Considerations From BIPOC in Academia

Chair: Stacha Leslie (University of Kansas)

ANITA LI (Western Michigan University)
MARREN MARIE LEON-BARAJAS (University of Kansas)
KAREN A. TOUSSAINT (University of North Texas)

#69. Symposium

12:00 PM–12:50 PM
Meeting Level 2; Room 205A
EDC/OBM; Service Delivery
PSY/BACB CE Offered. CE Instructor: Robert F. Putnam, Ph.D.

What Works to Reduce Bullying From Applied Behavior Analytic Perspective

Chair: Jeridith Ann Lord (Endicott College)
Discussant: Robert F. Putnam (May Institute)

A Systematic Literature Review of Anti-Bullying Interventions

JACQUELINE J. WEBER and Brian Keith Mason (Endicott College)

A Systematic Analysis of the Components of Effective Bullying Programs

BRIAN KEITH MASON and Jacqueline J. Weber (Endicott College)

#70. Symposium

12:00 PM–12:50 PM
Meeting Level 2; Room 205B
EDC
BACB CE Offered. CE Instructor: Melissa A. Diaz, M.A.

Behavioral Interventions Targeting Teacher Stress and Burnout

Chair: JULIANNE DICOCCO (The Chicago School of Professional Psychology; Union School District)
Discussant: Anthony Biglan (Oregon Research Institute; Values to Action)

Teacher Burnout and Self-Care

NICOLE BARTON, Amanda Mahoney, Yors A. Garcia, and Robyn M. Catagnus (The Chicago School of Professional Psychology)

Using the ACT Matrix to Improve Psychological Flexibility, Stress, and Burnout in Special Education Teachers

MELISSA A. DIAZ (Simmons University; The Chicago School of Professional Psychology), Yors A. Garcia (The Chicago School of Professional Psychology), Thomas G. Szabo (Touro University), and Tyler Ré (The Chicago School of Professional Psychology)

#71. Symposium

12:00 PM–12:50 PM
Meeting Level 1; Room 153B
OBM

Agile Leadership and ABS

Chair: Amy Durgin (Aspirant)
Discussant: Judy A. Johnson (Aspirant)

Agile Leadership and ABS

Judy Johnson and AMY DURGIN (Aspirant)

Using Technology to Improve Leadership in a Remote Environment

JUDY A. JOHNSON and Amy Durgin (Aspirant)

#72. Invited Panel

Supervision **DE**

12:00 PM–12:50 PM

Meeting Level 2; Room 253A-C

OBM; Service Delivery

BACB CE Offered. CE Instructor: Tanya Lopez, M.S.

Students' Perspective on Diversity and Culturally Responsive Supervisory Practices and Feedback

Chair: Fernande Deguenon (Brooklyn Autism Center)

MAJDI BUZOOR (Arab American University-Palestine; Florida Institute Technology)

ANNABEL GARZA (The University of Texas at Austin)

TANYA LOPEZ (Positive Behavior Supports)



Majdi Buzoor graduated in 2006 as an occupational therapist from Arab American University-Palestine. He is a certified Sensory Integration Specialist from USC 2012 and started his BCaBA course program at FIT last May and his fieldwork supervised experience with three "amazing" supervisors. Majdi loves his job as an OT; however, the field of applied behavior analysis (ABA) has significantly augmented his professional practice and has enriched and improved the quality of his service delivery, which in turn has supported his passion to help many more children who need specialized, individualized effective interventions based on the science of ABA.



Annabel Garza graduated from The University of Texas at Austin with a master's degree in special education with a concentration in autism and developmental disabilities. She is currently working on finishing up her fieldwork experience hours at an early intervention center for children with autism in Austin, Texas. She is planning on sitting for the BCBA exam in the fall of 2022. Annabel enjoys working closely with families and coaching parents/caregivers during direct therapy sessions.



Tanya Lopez graduated from Bay Path University with a master's degree in applied behavior analysis (ABA). She is currently working as a board-certified behavior analyst (BCBA) for Positive Behavior Supports (PBS), providing in-home services for children diagnosed with autism in the state of Massachusetts. In her free time, Tanya enjoys spending time with her husband and son, shopping at Target, and ordering Starbucks.

#73. Symposium

12:00 PM–12:50 PM

Meeting Level 1; Room 153C

PCH/DDA; Service Delivery

BACB CE Offered. CE Instructor: Elizabeth Fitter, M.A.

When Nothing Works: On the Concept of Treatment Refractory Problem Behaviors in Applied Behavior Analysis

Chair: Elizabeth Fitter (The Chicago School of Professional Psychology)

Definitions of "Treatment Refractory" From Other Disciplines

LYNDE KAYSER (Judge Rotenberg Education Center)

Factors Contributing to the Development of Treatment Refractory Problem Behaviors

JESSICA LINDSAY (Judge Rotenberg Education Center)

Case Examples of Treatment Refractory Problem Behaviors

JOSEPH TACOSIK (Judge Rotenberg Education Center)

#74. Symposium

Ethics

12:00 PM–12:50 PM

Meeting Level 1; Room 156C

PCH

BACB CE Offered. CE Instructor: Elisa M. Cruz-Torres, Ed.D.

Adhering to Our Ethical Core Principles for the Promotion of Humanistic Behavior Analytic Treatment

Chair: Marla C. Nascimento (Nascimento New Directions Inc.)

Discussant: Candace Barrett (University of Miami)

Compassionate Care: Reconnecting to the "Applied" Dimension in Applied Behavior Analysis

ELISA M. CRUZ-TORRES (Florida Atlantic University)

Identifying Competencies for Training Direct Care Staff to Implement Humane, Respectful, and Beneficial Behavior Interventions

JESSICA NAOMI CADETTE DUNN (Orlando Health)

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#75. SQAB Tutorial

12:00 PM–12:50 PM

Meeting Level 1; Room 151A/B

SCI; Applied Research

BACB CE Offered. CE Instructor: Claire C. St. Peter, Ph.D.

The PORTL Laboratory

Chair: Claire C. St. Peter (West Virginia University)

MARY ELIZABETH HUNTER (Behavior Explorer)



Mary Hunter earned an undergraduate degree in biology from the University of Chicago in 2008 and a master's degree in behavior analysis from the University of North Texas in 2013. She provides animal training services to people and their pets, working mainly with dogs and horses. She also serves as president of the Art and Science of Animal Training nonprofit organization. In addition, Mary has taught as an adjunct instructor at the University of North Texas. As an instructor, her interest in teaching led her to convert an upper-level undergraduate class into an entirely self-paced, mastery-based course using Dr. Fred Keller's Personalized System of Instruction. In 2019, Mary and Dr. Jesús Rosales-Ruiz published their first book, *PORTL: The Portable Operant Research and Teaching Lab*. Mary's research interests include studying the process of shaping and finding better ways to teach people and to train animals. Her master's thesis, which examined the effects of a single reinforcer during shaping, was published in 2019.

Abstract: Laboratory experiences allow students to see basic concepts in action and ask questions about behavior. Historically, the operant chamber has been used as a laboratory apparatus by behavior analysts. It can be used for both teaching and experimental investigations. However, most students no longer have access to hands-on experiences in animal laboratories. PORTL (the Portable Operant Research and Teaching Lab) can fill this void. PORTL is a table-top game that creates a free-operant environment for studying the principles of behavior and their application. In this tutorial, you will learn how PORTL works and how it can be used to teach concepts such as reinforcement, extinction, shaping, and chaining. In addition to its use as a teaching tool, PORTL can be used to replicate research studies and ask research questions. You will learn how PORTL provides a convenient and inexpensive way for students to gain experience designing their own apparatus and identifying and manipulating relevant variables.

#76. Invited Presenter

12:00 PM–12:50 PM

Ballroom Level 3; Ballroom East/West

SCI; Applied Research

PSY/BACB CE Offered. CE Instructor: Elizabeth Aston, Ph.D.

Assessment of Cannabis' Relative Value: Laboratory Evaluation of Reward Processing Among Those Who Use Cannabis

Chair: Susan Wilczynski (Ball State University)

ELIZABETH ASTON (Brown University)



Dr. Elizabeth Aston completed her Ph.D. in Neuroscience at Wake Forest School of Medicine. She is currently an Assistant Professor in the Center for Alcohol and Addiction Studies at the Brown University School of Public Health. She studies the behavioral economics of cannabis use, as well as predictors of cannabis-related outcomes (e.g., frequency, cannabis use disorder, problems) among individuals who use cannabis. She recently completed a K01 career development award from the National Institute on Drug Abuse using qualitative and quantitative methods to modify and validate a behavioral economic measure of demand for cannabis. She is also interested in cannabis' medical applications and is currently using qualitative and quantitative methods to study potential medical benefits of cannabis in the treatment of pain and inflammation for individuals with rheumatic diseases (e.g., rheumatoid arthritis, psoriatic arthritis).

Abstract: Behavioral economics, an interdisciplinary field that prioritizes the assessment of reinforcer valuation, provides a powerful approach to examine the relative value of cannabis. Demand, an integral component of a behavioral economic approach to studying cannabis use, characterizes the value of a given reinforcer and facilitates identification of excessive substance valuation. Demand may be obtained via systematic assessment of hypothetical consumption across escalating price on the Marijuana Purchase Task. This talk will present the utility of demand as a potential marker of cannabis risk severity, including use frequency, use of high-potency cannabis formulations, and engagement in hazardous behaviors such as driving following use. This presentation will focus on demand assessment paired with ad libitum cannabis administration in the laboratory, including simulated purchasing behavior, subjective intoxication, and smoking topography (i.e., the way in which one smokes). The talk will conclude with discussion of clinical applications for demand assessment, how behavioral economic approaches can inform policy surrounding cannabis, and how we can tailor demand assessment in the wake of ever-evolving cannabis formulations, modes of administration, and legislation.

#77. Invited Presenter



12:00 PM–12:50 PM

Meeting Level 2; Room 204A/B

TBA; Service Delivery

BACB/PSY/QABA CE Offered. CE Instructor: Mary Jane Weiss, Ph.D.

Defining, Measuring, and Ensuring the Social Validity of Skills in Interprofessional Collaboration, Compassionate Care, and Cultural Humility in Behavior Analysts

Chair: Peter F. Gerhardt (The EPIC School)

MARY JANE WEISS (Endicott College)



Mary Jane Weiss, Ph.D., BCBA-D, LABA, is a professor at Endicott College, where she has been for 10 years, and where she serves as the Executive Director of ABA and Autism Programs, including overseeing the master's programs in ABA and directing the Ph.D. Program in ABA. She also does research with the team at Melmark. She has worked in the field of ABA and autism for over 35 years. She received her Ph.D. in Clinical Psychology from Rutgers University in 1990 and she became a board certified behavior analyst in 2000. She previously worked for 16 years at the Douglass

Developmental Disabilities Center at Rutgers University. Her clinical and research interests center on defining best practice ABA techniques, exploring ways to enhance the ethical conduct of practitioners, teaching social skills to learners with autism, training staff to be optimally effective at instruction and at collaboration, and maximizing family members' expertise and adaptation. She serves on the Scientific Council of the Organization for Autism Research, is on the board of Association for Science in Autism Treatment, is a regular contributor to the ABA Ethics Hotline, and is an advisor to the Cambridge Center for Behavioral Studies. She is a regular reviewer for several professional journals, and is a frequent member of service committees for a variety of organizations.

Abstract: In recent years, there has been some discussion of the need to increase the training of behavior analysts in soft skills. Examples of soft skills that have been discussed include active listening, engagement, empathetic statements, and the provision of support. Specifically, some sources of data indicate that behavior analysts may be less skilled in these areas than is ideal (e.g., Taylor et al., 2018; LeBlanc et al., 2019). Given the humanitarian foundations of the field, the focus on the improvement of the human condition, and the associations between consumer satisfaction and outcomes, it is important to maximize the extent to which behavior analysts master and demonstrate these skills. Challenges include operationally defining terms that may be mentalistic in nature and measuring behaviors that are inherently somewhat subjective. Additional challenges include ensuring that there is a genuineness and authenticity to the demonstration of the skills, and that social validity measures support that they are received well by clients. In recent years, progress has been made in issuing calls to action in the realms of interprofessional collaboration (e.g., Brodhead, 2015), compassionate care (e.g., Taylor et al, 2018; LeBlanc et al, 2019) and cultural humility (e.g., Fong et al, 2016; Miller et al, 2019; Wright, 2019). Models from other fields have been reviewed, adaptations of existing tools and models have been suggested, and the BACB Code of Ethics has been expanded to include these obligations (BACB, 2020). Several recent empirical explorations of work in these areas will be shared, and directions for future research and training will be suggested. Reasons for enthusiasm and hope will be reviewed, as the field both returns to its roots and meets the challenges of the future in this endeavor to expand the skill sets of practicing behavior analysts.

#78. B. F. Skinner Lecture Series

12:00 PM–12:50 PM

Meeting Level 2; Room 256

VRB; Theory

PSY/BACB/QABA/NASP CE Offered. CE Instructor: Catherine Snow, Ph.D.

Understanding Language Development: The Deeper Wisdom in B. F. Skinner's Completely Incorrect Theory

Chair: Rocio Rosales (University of Massachusetts Lowell)

CATHERINE SNOW (Harvard University)



Catherine Snow is the Patricia Albjerg Graham Professor at the Harvard Graduate School of Education. She received her Ph.D. in 1971 from McGill University, having written a dissertation on Mothers' Speech to Children in which she argued against Chomsky's claim that the 'primary linguistic data' available to children was misleading, degraded, and ungrammatical. She subsequently worked for 8 years in the Linguistics Department of the University of Amsterdam, and has worked since 1980 at Harvard. Her current work focuses on the quality of early childhood programs, and on promoting discussion to support learning in elementary classrooms.

Abstract: In 1959 Noam Chomsky published a famously scathing review of Skinner's 1957 book, *Verbal Behavior*. For the next 30 or so years, invoking the role of the child's language environment in explaining acquisition was viewed positively only in limited clinical and restricted educational contexts,

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while the majority of legitimate child language researchers focused on children's acquisition of rules and abstract patterns remote from their actual verbal behavior. However, the role of the child's language environment was never fully ignored as a research topic, and in the last 30 years has regained legitimacy as an explanation for individual and group differences in rate and course of acquisition. Although some might take this as an affirmation of the claims in Verbal Behavior, child language researchers would vehemently reject that interpretation, noting, for example, the central role that must be attributed to infants' innate social-pragmatic categories and their general cognitive capacities, which far transcend the learning mechanisms Skinner posited. This talk will summarize the findings supporting a role for variation in the child's language environment in explaining aspects of language development and argue that the polarizing dispute between Skinner and Chomsky retarded progress toward understanding how children's innate socio-pragmatic skills and linguistic input interact to support language development.

#79. Poster Session

1:00 PM–2:00 PM
Exhibit Level; Exhibit Hall A
AAB

Discussant: Veronica J. Howard (University of Alaska Anchorage)

1. Consent and Coercion in Positive Reinforcement Animal Training (Applied Research) HANNAH DAVIS MCGEE and Jesus Rosales-Ruiz (University of North Texas)

3. Developing Stimulus Control of a Border Collie's Vocalizations (Applied Research) ASHLEY HOGAN (ABC Group Hawai'i)

5. Using Behavior Analytic Training Techniques and Enrichment as a Measure of Fish Welfare (Theory) LINDSAY RENEE MEHRKAM (Monmouth University) and Ashley Farrell (AAB SIG)

#80. Poster Session

1:00 PM–2:00 PM
Exhibit Level; Exhibit Hall A
BPN

Discussant: Kelly M. Banna (Millersville University of Pennsylvania)

7. Applied Behavioural Pharmacology: A User's Guide to the Literature (DDA; Basic Research) NAZURAH KHOKHAR and Alison Cox (Brock University)

9. A Clinical Comparison of Fixed and Escalating Incentive Schedules on Cocaine Abstinence in Contingency Management (Applied Research) SEAN REGNIER (University of Kentucky), Justin Charles Strickland (Johns Hopkins University School of Medicine), and William Stoops (University of Kentucky College of Medicine)

#81. Poster Session

1:00 PM–2:00 PM
Exhibit Level; Exhibit Hall A
EAB

Discussant: Cinthia Hernandez (Universidad de Guadalajara)

13. Resistance to Change and Transferability: Can Persistence Transfer to Other Stimuli? (AAB; Basic Research) BEATRIZ ELENA ARROYO ANTUNEZ (Universidad de Guadalajara; Centro de Estudios e Investigaciones en Comportamiento) and Carlos Javier Flores Aguirre (Universidad de Guadalajara)

15. An Efficient Method for Studying Variables That Impact Impulsive Choice in Rats (BPN; Basic Research) RYAN CHARLES BLEJEWSKI, Elizabeth Katherine Garcia, Justin T. Van Heukelom, Christine E. Hughes, and Raymond C. Pitts (University of North Carolina Wilmington)

17. Verifying Pre-Experimental Equivalence Relations Using Sorting Tests (Basic Research) RAMON MARIN and Deisy De Souza (Universidade Federal de São Carlos)

19. Resurgence of Movement Patterns During the Acquisition of Sequences (Basic Research) JOSEF HARRIS and Jesus Rosales-Ruiz (University of North Texas), Mary Elizabeth Hunter (Behavior Explorer)

21. Impacts of Stimulus Type on Behavioral Contrast and Resurgence (Basic Research) AMANDA MILES (West Virginia University), Anthony Oliver (University of Vermont), and Kennon Andy Lattal (West Virginia University)

Discussant: Jonathan E Friedel (Georgia Southern University)

23. The Effects of Blocking Episodic Future Thinking on Measures of Delay Discounting (VRB; Basic Research) MIKE HARMAN (Briar Cliff University) and James House (The Pier Center for Autism)

25. The Effects of Variability Constraints, in the Form of Lag Schedules, on Structure Diversity in a

Virtual Block Building Environment (Applied Research) LAUREN PALMATEER (Western New England University; New England Center for Children) and Jonathan W. Pinkston (Western New England University)

27. Assessing Infants' Social Evaluations: Virtual Replication and Extension Using Repeated Measures (Basic Research) MARIEL MONTES, Samantha Crooks, Alondra Del Real, Ashley Bonfoey, Angel Zhong, Mark Matz, and Carolyn S. Kohn (University of the Pacific)

29. Rate of Positive Alternative Reinforcement Affects Resurgence of Negatively Reinforced Target Behavior (CBM; Basic Research) LUCIE ROMANO (Western Michigan University), Gregory S. Smith (University of Dayton; University of Nevada, Reno School of Medicine), and Brooke M. Smith (Western Michigan University)

31. A Remote Application of the Matching Law to Social Dynamics (Applied Research) KAYLA N. MINEHART (Western New England University; New England Center for Children), Jason C. Bourret (New England Center for Children), and Brenna Michele Anderson (New England Center for Children; Western New England University)

33. An Evaluation of the Effects of the Number of Options Within an Array and Time Constraints on an Individual's Preference for Choice Contexts (DEV; Basic Research) MINDY CASSANO, Julie A. Ackerlund Brandt, Kathryn L. Kalafut, and Jack Spear (The Chicago School of Professional Psychology)

35. Effect of C:T Ratios on Sign-Tracking and Conditioned Reinforcer Efficacy (AAB; Basic Research) SABA MAHMOUDI and Gregory J. Madden (Utah State University)

#82. Poster Session

1:00 PM–2:00 PM
Exhibit Level; Exhibit Hall A
PCH

Discussant: Sherry L. Serdikoff (Savannah State University)

37. Quantifying Research Impact of Faculty in Behavior Analysis Programs via the h-Index (Theory) MATTHEW SPÄNN and John C. Borrero (University of Maryland, Baltimore County)

39. Systematic Literature Reviews in Applied Behavior Analysis: A Brief How To (Theory) RACHAEL SCHNEIDER, Brittany Beaver, Jane Goodman Tammik, and Tyler Ré (The Chicago School of Professional Psychology)

41. The Irish Society for Behaviour Analysis: History & Future Planning in the Professional Regulatory Context of Ireland (Theory) BRIAN FENNELL (Queen's University Belfast), Alan Leo Tennyson (Brothers of Charity), Laura Skelly (University of Ulster), David Scannell (Trinity College Dublin), Saskia Dodebier (Psychology Society of Ireland - Division of Behaviour Analysis), and Catherine Wells (Trinity College Dublin)

#83. Poster Session

1:00 PM–2:00 PM
Exhibit Level; Exhibit Hall A
EDC

Discussant: Melissa L. Olive (Cultivate Behavioral Health & Education)

43. Remotely Assessing Visual Attention Online in Participants of Differing Ages (DEV; Applied Research) NANCY H. HUGUENIN (Behavior Analysis & Technology, Inc.)

45. Reading Performance of a Child With ASD in a Program With Critical Differences of Vowels (AUT; Service Delivery) LUIZA Hübner (Behavior Analysis Hübner Center) and Martha Costa Hübner (University of São Paulo)

47. Training School-Based Practitioners to Conduct Functional Behavioral Assessments and Develop Function-Based Intervention Plans (TBA; Service Delivery) SAMANTHA GOLDMAN (Assumption University), Allison Negron (Worcester Public Schools), and Nanho Vander Hart (Assumption University)

49. An Evaluation of Active Student Responding Requirements to Teach Updated APA Guidelines to Graduate Students via Online Modules (DEV; Applied Research) CRYSTAL FIELDS, Julie A. Ackerlund Brandt, Gena Pacitto, and Nicole Kanew (The Chicago School of Professional Psychology) and Roger Frank Bass (Bass Behavioral Consulting)

51. Telehealth Application of PEERS® Informed Social Skills Training for Adults With Autism (AUT; Applied Research) HADLEY KUNZ, Sasha Birosik, Kara Constantine, Amanda Duffy, Kate A Langston Rooney, Ashley McClennen, Todd Harris, and Megan Robinson Joy (Devereux Advanced Behavioral Health)

53. Technology Within Applied Behavior Analysis (TBA; Theory) BETHANY A. PATTERSON and Tiffany Michels (Helianthus Positive Behavior Supports, LLC)

#84. Poster Session

1:00 PM–2:00 PM
Exhibit Level; Exhibit Hall A
TBA

Discussant: Avner Fraidlin (Western Michigan University)

55. CBAI Field Supervision Curriculum (EDC; Applied Research) RACHEL L. WHITE (University of Alaska, Anchorage Center for Human Development) and Rebecca Erli Parenteau

57. Supporting Caregivers of Children With ASD: Preliminary Effects and Feasibility of a Telehealth ABA Program (AUT; Applied Research) KRISTINA MCGINNIS and Stephanie Gerow (Baylor University), Marie Kirkpatrick (The University of Texas at San Antonio), and Stephanie Fritz (Baylor University)

59. Toward a Data-Based Approach to the Selection of ABA Program Characteristics (EDC; Basic Research) TRACY L. LEPPER, Jordan Bailey, Emily Anne Whittington, and Michelle Nicole Topham (Franciscan Missionaries of Our Lady University)

61. Assessing 'Behavioral Artistry' Staff Training on Behavior Technician's Use of Behavioral Artistry Traits and the Behavior of Young Children With Autism Spectrum Disorder (Applied Research) EMILIA NOTARIANNI, Rebecca Saur, and Josh Plavnick (Michigan State University)



#85. Poster Session

1:00 PM–2:00 PM
Exhibit Level; Exhibit Hall A
CSS

Discussant: Amanda N. Kelly (BEHAVIORBABE)

63. Improving Team Behaviors of Youth Cheerleaders Using a Group Contingency and Public Posting (Applied Research) KELLY JOETTE FRANKS, Julie A. Ackerlund Brandt, and Nicole Kanew (The Chicago School of Professional Psychology)

65. Framing Vaccine Effectiveness Communication on Hospitalization Prevention Increases Willingness to Vaccinate Among University Students in Italy (CBM; Applied Research) Massimo Cesario (Istituto Europeo per lo Studio del Comportamento Umano; aBetterPlace), MARCO TAGLIABUE (Oslo Metropolitan University), Beatrice Conte (Swiss Center for Affective Sciences, University of Geneva; aBetterPlace), Magdalena Lopes (Istituto Europeo per lo Studio del Comportamento Umano; aBetterPlace), and Paolo Moderato (Istituto Europeo per lo Studio del Comportamento Umano; aBetterPlace; Business, Law, Economics and Consumer Behaviour, IULM University)

67. A Preliminary Investigation of Political Views: A Relational Flexibility Perspective (Basic Research) JESSICA M. HINMAN, Mark R. Dixon, and Zhihui Yi (University of Illinois Chicago)

#86. Poster Session

1:00 PM–2:00 PM
Exhibit Level; Exhibit Hall A
OBM

Discussant: Kacie McGarry (Florida Institute of Technology)

69. A Parametric Analysis of Procedural Integrity Errors Comparing In-Vivo and Online Modalities (DDA; Basic Research) DEBORAH CHRISTINE RICHARDSON, Lea Jones, Allan Bernard-Pantin, Galan Falakfarsa, and Denys Brand (California State University, Sacramento) and Joshua Bensemann (University of Auckland)

71. Evaluation of Behavioral Skills Training on Behavior Technicians Adherence to COVID-19 Protocols at an Applied Behavior Analysis Clinic (Applied Research) VICTOR XIMENEZ and Leslie Neely (The University of Texas at San Antonio)

73. An Evaluation of Multiple Interventions to Reduce the Frequency of Significant Medication Errors (Service Delivery) CHRISTOPHER JAMES HARGRAVE, Timothy McKenna, Steven Cook, Michael Toland, and Jessica Shaw (The Arc Mercer)

75. Staff Safety While Conducting Functional Analyses (Applied Research) BRODY CAVANAUGH (Kennedy Krieger Institute; University of Maryland, Baltimore County), Samantha Hardesty (Kennedy Krieger Institute), and Mirela Cengher (University of Maryland, Baltimore County)

#87. Poster Session

1:00 PM–2:00 PM
Exhibit Level; Exhibit Hall A
CBM

Discussant: Nichole D. Collins (GCSN Behavioral Health)

77. Pattern-Setting as a Behavioral Technology to Reduce Smoking Behavior (EAB; Applied Research) JUAN PABLO MOLANO GALLARDO and Alvaro A. Clavijo Alvarez (Universidad Nacional de Colombia)

79. Behavioral Interventions for Selective Mutism: A Review (EDC; Applied Research) NIRUBA RASURATNAM and Kimberley L. M. Zonneveld (Brock University)

81. A Behavioral Analytic Perspective on Resilience (EAB; Theory) RACHEL KRILCICH and Daniele Ortu (University of North Texas)

83. Trauma-Informed Functional Analysis of Severe Behavior (Theory) LAUREN CHRISTINE NARDUCCI, Tara A. Fahmie, and Amanda Zangrillo (University of Nebraska Medical Center's Munroe-Meyer Institute)

85. Training Caregivers How to Implement Feeding Assessments With Integrity (Applied Research) LINDSEY ELSON, Laura E. Phipps, and Bethany Hansen (University of Nebraska Medical Center's Munroe-Meyer Institute)

#88. Poster Session

1:00 PM–2:00 PM
Exhibit Level; Exhibit Hall A
DEV

Discussant: Annette Estes (University of Washington)

87. Teaching With Acoustical Guidance: A Scoping Review (Theory) SAMANTHA PAIGE KUNO, Arezu Alami, Nicole Bajcar, and Kimberley L. M. Zonneveld (Brock University)

89. Effects of Pre-session and Interspersed Attention on the Disruptive Behaviors of an Elementary Student in an Inclusive Classroom (Basic Research) KERRY KISINGER (Eastern Washington University)

#89. Poster Session

1:00 PM–2:00 PM
Exhibit Level; Exhibit Hall A
VRB

Discussant: Smita Awasthi (Behavior Momentum India)

91. Preliminary Results of the Comparison of Multiple- and Single-Exemplar Instruction to Strengthen Bidirectional Naming (DEV; Applied Research) HEIDI SKORGE OLAFF (Oslo Metropolitan University), Vibeke Haaland (Oslo Metropolitan University; Ecura Supervision and Habilitation), and Per Holth (Oslo Metropolitan University)

93. Increasing Response Effort of SGD Use to Increase Echoics: Single Case Efficacy and Ethical Considerations (AUT; Applied Research) ANDREA CLEMENTS, Maya Fallon, Kevin C. Luczynski, Paige O'Neill, and Leslie VanWinkle (University of Nebraska Medical Center's Munroe-Meyer Institute)

95. Multidimensional Visual Analyses: Performance Mapping of Verbal Behavior using Permutated Radar Charts (AUT; Theory) LEE L. MASON (Cook Children's Health Care System) and Alonzo Alfredo Andrews (The University of Texas at San Antonio)

97. Teaching Children With Autism to Mand for Information Across Tact and Intraverbal Operants (AUT; Applied Research) JAMIE GILMORE-BLACK, Nicole M. Rodriguez, Desiree Dawson, and Michael Aragon (University of Nebraska Medical Center's Munroe-Meyer Institute)

99. Arranging Instruction to Promote Derived Rule-Following and Transformation of Stimulus Functions (Basic Research) JESSICA LEE PARANCZAK, Joseph Michael Lambert, Bailey Copeland, and Margaret Jane Macdonald (Vanderbilt University)

#90. Poster Session

1:00 PM–2:00 PM
Exhibit Level; Exhibit Hall A
DDA

Discussant: Noor Y. Syed (SUNY Empire State College; Anderson Center International; Endicott College)

101. How Am I Doing? The Role of Self-Evaluation in an Authentic Work Setting for Individuals With a Developmental Disability (EDC; Applied Research) TRACY EILEEN SINCLAIR (University of Connecticut)



103. Assessing Interactions Between Array Size and Reinforcement Probability on Preferences for Choice and No-Choice Conditions (Applied Research) HANNAH EFFERTZ and Jeffrey H. Tiger (Marquette University) and Madelynn A. Lillie (Pier Center for Autism)

105. Children With Neurodevelopmental and Behavioral Challenges: A Descriptive Case Study Examining the Integration of Dance and Behavior Therapy Within Day Treatment (DEV; Applied Research) DANA KALIL, Tricia Corinne Vause, Linda Morrice, Sarah Davis, Priscilla Burnham Riosa, and Maureen Connolly (Brock University)

107. Teaching Leisure Skills to Individuals With Developmental Disabilities Using Video Prompting (TBA; Applied Research) KARISHMA DEEPAK VASWANI (Rutgers, The State University of New Jersey - Graduate School of Applied Professional Psychology)

109. Effect of Behavior Skills Training on Stimulus Control Transfer Procedures for Teachers of Adults With Developmental Disabilities (EDC; Applied Research) LYDIA LIBRIZZI and Helen McCabe (Daemen College)

Discussant: Matthew L. Edelstein (Kennedy Krieger Institute)

111. An Evaluation of Procedural Drift in the Implementation of Crisis Management Techniques (AUT; Applied Research) STEPHEN F. WALKER (Northern Illinois University), Lauren Michele Schwass (APARA Autism Center), Brooke Nicole Koczmar (Oswego Community School District), and Natalie Andzik (Northern Illinois University)

113. Modifications to the Picture Exchange Communication System in the Classroom (AUT; Applied Research) ASHLEY BOUDREAU, Anna Linnehan, and Lisa Tereshko (Endicott College)

115. The Effects of Functional Communication Training on Multiply Controlled Problem Behavior (Applied Research) JOCELYN MCCORMACK (Salve Regina University), Jesse Perrin and Andrea Giacobbe (Pathways Strategic Teaching Center), and Cody Morris (Salve Regina University)

117. Assessment and Treatment of Challenging Behavior Maintained by Access to Restricted Interests (AUT; Applied Research) HANNAH CHRISTINE GREY (Pathways Strategic Teaching Center; Salve Regina University), Jesse Perrin and Natanielle Hatfield (Pathways Strategic Teaching Center), and Cody Morris (Salve Regina University)

#91. Poster Session



1:00 PM–2:00 PM
Exhibit Level; Exhibit Hall A
AUT

Discussant: Jessica Zawacki (Preparing Adolescents and Adults for Life)

119. Further Evaluation of Multiple Schedules to Rapidly Establish Discriminated Manding During Functional Communication Training (Applied Research) ALEXANDRA RAMIREZ, Yanerys Leon, and Shermetrius Mack-Gray (University of Miami)

121. An Evaluation of Robot-Directed Prompts to Facilitate Interactions With Learners With Autism Spectrum Disorder (DDA; Applied Research) ROBERT C. PENNINGTON (University of North Carolina-Charlotte) and Karla Welch (University of Louisville)

123. Comparison of Escape Treatments (Applied Research) JANAE' PENDERGRASS (Marcus Autism Center; Children's Healthcare of Atlanta) and Catherine Williams and Sarah Slocum (Marcus Autism Center; Children's Healthcare of Atlanta; Emory School of Medicine)

125. Teaching Quality Engagement During Play in a Residential Setting (Applied Research) KATELYN MARIE ARRAIOL, Robin K. Landa, and Danielle Cotton (May Institute)

127. Examining the Use of In-Vivo Feedback and the Effects of Generalization During Caregiver Training (Applied Research) XUEHUA ZHAO and Carrie S. W. Borrero (Kennedy Krieger Institute)

129. Implementation of a Visual Choice-Making Schedule to Reduce Screaming Behavior (CBM; Applied Research) MARISSA DEL VECCHIO (University of South Florida) and Sheridan Tihista and Mary Spivey (Behavior Analysis Support Services)

Discussant: Brittany R Schmidt (BASS ABA Therapy)

131. Assessment of Protective Equipment to Minimize Severe Self-Injurious Behavior: A Demonstration in a Hospital-Based Inpatient Setting (Applied Research) TYLER ROSADO and Emily Ann Chesbrough (Kennedy Krieger Institute) and John Falligant (Kennedy Krieger Institute; Johns Hopkins University School of Medicine)

133. An Evaluation of Escape-Maintained Problem Behavior Across Multiple Stimulus Classes of Demands (Service Delivery) BLUEB BLUE, Alexa Noppenberger, Michelle A. Frank-Crawford, and Margaret R. Wright (Kennedy Krieger Institute)

135. Differential Reinforcement of Correct Responses During Baseline Conditions: A Preliminary Investigation (Applied Research) KAITLYN JUDITH FRASER, Cory Whelan, Rachelle de Saint Phalle, and Kara LaCroix (The Autism Community Therapists, LLC)

139. An Evaluation of the Number of Sessions in MSWO Preference Assessments for Social Interaction (Applied Research) Samuel L. Morris (Southeastern Louisiana University), ALVA ELIZABETH ALLEN (Southeastern Louisiana University; Rollins College), and Madison Leigh Gallagher (Southeastern Louisiana University)

141. Treatment of Self-Injurious Behavior Through Intervention on Precursor Behavior (DDA; Applied Research) MARIATU FORNAH, Emily Ann Chesbrough, and Michelle A. Frank-Crawford (Kennedy Krieger Institute); Griffin Rooker (Mount St. Mary's University); and Alyssa Fisher (Kennedy Krieger Institute)

Discussant: Eric Shannon (Purdue University)

143. Assessment of Intraverbal Errors in Children With and Without Autism Spectrum Disorder (Applied Research) NICOLE PANTANO, Tina Sidener, and Jason C. Vladescu (Caldwell University) and April N. Kisamore (Hunter College, City University of New York)

145. Qualitative Features of Synthesized Reinforcement Contingencies (DDA; Applied Research) RACHEL METRAS (Virginia Institute of Autism) and Gregory P. Hanley (FTF Behavioral Consulting; Western New England University)

147. Differential Reinforcement and Stimulus Fading to Teach Tolerance of a Polysomnography (Overnight Sleep Study) Setup (DDA; Service Delivery) SARAH ELIZABETH MARTINEZ ROWE and Seth Walker (University of Nebraska Medical Center's Munroe-Meyer Institute)

149. A Comparison of the Effects of Mastery Criteria on Skill Maintenance (Applied Research) AMBER R. PADEN, Madison Schaller, Mikayla Crawford, Megan Marie Harper, and Regina A. Carroll (University of Nebraska Medical Center Munroe-Meyer Institute)

151. Guiding Medication Changes Based on the Results of a Functional Analysis (Applied Research) AMANDA MARIE FINLAY and Lauren Carol Carson (Melmark)

153. An Assessment of the Prevalence of Feeding Difficulties in Children With Autism Spectrum Disorder (CBM; Applied Research) ANGIE VAN ARSDALE and Vivian F. Ibanez (University of Florida), Emma Grauerholz-Fisher (Salve Regina University), and Kerri P. Peters and Timothy R. Vollmer (University of Florida)

Discussant: Maria J. Otero (Child Study Center, Cook Children's)

155. Functional Relation Between Modeled Communication to a Learner Using Their Primary Communication Modality and Expressive Communication (VRB; Applied Research) Amira Ahmad, Brittany Nicole Farrell, and BRITTANY RUTH SCHMIDT (BASS ABA Therapy)

157. The Effects of Behavioral Skills Training on Parental Implementation of a Positive Bedtime Routine With Children With Autism and Intellectual Disabilities to Increase Child Total Sleep Duration (CBM; Applied Research) JOSEPH DAVID PANNOZZO (The Chicago School of Professional Psychology), Amanda C. Philp (Teachers College, Columbia University), and Chrystal Jansz Rieken (The Chicago School of Professional Psychology)

159. Effects of Practice-Based Coaching via Telehealth on Parent Implementation of Functional Communication Training (DDA; Applied Research) Mandy J. Rispoli, CHARISSA DONN VOORHIS, Amanda M. Austin Borosh, Rose A. Mason, and Eric Shannon (Purdue University)

161. The Effect of Multiple Exemplar Training in Relational Training (Applied Research) Zhihui Yi, Claire Holmes, Jessica M. Hinman, Amanda N. Chastain, JASMINE RANDHAWA, and Mark R. Dixon (University of Illinois at Chicago)

163. Evaluating the Efficiency of Conducting a Brief Bidirectional Naming Assessment on CentralReach (VRB; Service Delivery) KARLY COVALL, Laura Eisen, Sarah C. Connolly, and Sarah Frampton (May Institute)

165. Using Progressive Ratio Functional Analysis to Understand Persistence in Extinction (DDA; Applied Research) BAILEY COPELAND, Joseph Michael Lambert, Jessica Lee Paranczak, and Margaret Jane Macdonald (Vanderbilt University)

Discussant: Michael P. Kranak (Oakland University)

167. Identifying Sensitivity to Conversational Attention and Assessing Conversation Skills (Applied Research) Sylvia Aquino, JESEY MARIE GOPEZ, and Stephanie A. Hood (Marquette University) and Michelle Castillo (University of Northern Texas)

169. Non-Medical Intervention Publication Trends for Individuals With Autism Spectrum Disorder in China (Theory) WENYONG QU, Krystal Kennedy, and George Chitiyo (Tennessee Technological University)

171. Utilizing Telehealth to Improve Access to Social Skills Groups During and Post-Pandemic (Service Delivery) Lillian Hernandez and ELIZABETH ANNE PASCUAL (360 Behavioral Health; California Psychcare)

173. Crisis Admissions Program: An Alternative Pilot Discharge Plan for Patients With Autism Presenting in Behavioral Crisis (CBM; Service Delivery) EDIE GRACE BRUSH (Marcus Autism Center); Alexis Constantin Pavlov (Marcus Autism Center; Emory University School of Medicine); and Colin S. Muething, Joanna Lomas Mevers, and Nathan Call (Marcus Autism Center)

177. The Role Parental Stress Plays on the Intelligence Test of 5-Year-Old Children With Potential Autism Trait (CBM; Basic Research) SHEOW YUN SIE, Donato DeIngeniis, and Christine Ginalis (Queens College, City University of New York); Harold Butler (Fordham University); and Yoko Nomura (Queens College, City University of New York)

#92. Poster Session

2:00 PM–3:00 PM

Exhibit Level; Exhibit Hall A

AAB

Discussant: Jordan Belisle (Missouri State University)

2. Training a Wild Squirrel to Approach and Accept Food From the Hand of Humans Using Shaping Procedures (EAB; Applied Research) TEJASHREE DHURVARAJ MUJUMDAR and Smita Awasthi (Behavior Momentum India)

4. Concerns, Advantages, and Roles of "Positive Only" Versus "Balanced Training Including Use of Aversives" for Dog Training (PCH; Service Delivery) MATTHEW GROSS (Shippensburg University) and Richard Cook (Applied Behavior Medicine Associates of Hershey)

#93. Poster Session

2:00 PM–3:00 PM

Exhibit Level; Exhibit Hall A

BPN

Discussant: Jared T. Armshaw (University of North Texas)

6. Oxycodone and Impulsive Choice: Effects on Sensitivity to Reinforcement Magnitude and Delay in Female/Male Rats (EAB; Basic Research) JUSTIN T. VAN HEUKELOM, Isabelle R. Rinkert, Thomas Wagner, Christine E. Hughes, and Raymond C. Pitts (University of North Carolina Wilmington)

8. TPA023B has Chlordiazepoxide-Like Discriminative Stimulus Effects, but Lacks Acute Withdrawal-Like Effects (EAB; Basic Research) JEMMA E. COOK (West Virginia University Institute of Technology), Andria Nanney, Jessica Tran, and James K. Rowlett (University of Mississippi Medical Center)

10. Evaluating Preference Stability Across Psychotropic Medication Changes in Persons With Intellectual and Developmental Disabilities (DDA; Applied Research) AUTUMN KOZLUK and Alison Cox (Brock University)

#94. Poster Session

2:00 PM–3:00 PM

Exhibit Level; Exhibit Hall A

EAB

Discussant: Nicole M. Davis (Northeastern University)

12. An Analysis of Preference for Delayed Timeout in the Pigeon (Basic Research) ELIZABETH PAIGE THUMAN, Raymond C. Pitts, and Christine E. Hughes (University of North Carolina Wilmington)

14. Concurrent-Chains Procedures and Polydipsia in Spontaneously Hypertensive and Lewis Rats (Basic Research) MALANA JEAN MALONSON (West Virginia University) and Carlos F. Aparicio Naranjo (Salem State University)

16. Living and Eating Alone: Conspecifics Modulate Spatial Behavior in a Food-Searching Task in Rats (Basic Research) FRYDA ABRIL DIAZ (Center for Studies and Research in Human Knowledge and Learning; Universidad Veracruzana) and Varsovia Hernandez Esclava, Alejandro Leon, and Bernardo Castro (Universidad Veracruzana)

18. Selection and Rejection Control by Discriminative Compounds: The Role of Observation (Basic Research) PABLO ANDRÉS LEDESMA and Alvaro A. Clavijo Alvarez (Universidad Nacional de Colombia)

20. Hyperbole or Actually Hyperbolic? An Evaluation of Demand Analysis Using Hyperbolic Curve-Fitting (Basic Research) ALBERT MALKIN (Southern Illinois University; Western University) and Eric A. Jacobs (Southern Illinois University Carbondale)

22. The Effect of "Hidden Zeros" on Delay Discounting of Monetary Rewards (Basic Research) AMANDA SIMON and Kelly M. Banna (Millersville University of Pennsylvania)

Discussant: Natalie Buddiga (University of Nevada, Reno)

26. Relational Behavior in Rats With Successive Auditory Stimuli (Basic Research) SANDINO ALEJANDRO PERALTA VILLAFANA and Mario Serrano (Universidad Veracruzana)

28. Examining Children's Preference for Behavioral Treatment of Food Refusal (Applied Research) RITA MARIE DRUFFNER and Carrie S. W. Borrero (Kennedy Krieger Institute; University of Maryland, Baltimore County)

30. Effects of Goal-Setting Methods on Basketball Dribbling Rate and Fluency (Basic Research) ALEX NIETO and Matthew Lewon (University of Nevada, Reno)

32. Interactive Effects of Extinction in Multiple Contexts and Cues Associated With Alternative Reinforcement on Resurgence (CBM; Basic Research) CARLOS DANIEL EVERARDO RIVERA and Carlos Javier Flores Aguirre (Centro de Estudios e Investigaciones en Comportamiento, Universidad de Guadalajara) and L. Rebeca Mateos Morfin (Instituto de Gestión del Conocimiento y el Aprendizaje en Ambientes Virtuales, Universidad de Guadalajara)

34. Comparison of Reinforcer Duration During the Functional Analysis (Applied Research) MARGARET CAVANAUGH (Kennedy Krieger Institute), Nicole Hausman (Journey Autism & Behavioral Care Centers), and Michelle A. Frank-Crawford (Kennedy Krieger Institute)

#95. Poster Session

2:00 PM–3:00 PM

Exhibit Level; Exhibit Hall A
PCH

Discussant: Emily K. Sandoz (University of Louisiana Lafayette)

36. Toward an Explicit Technology of Ecological Validity (Theory) BRINEA OSBORNE, Javid Rahaman, and Tara A. Fahmie (University of Nebraska Medical Center) and Kevin C. Luczynski, Nicole M. Rodriguez, and Amanda Zangrillo (University of Nebraska Medical Center's Munroe-Meyer Institute)

38. Data Structures for Stimulus Equivalence Software Development: Sets or Graphs? (EAB; Theory) CELSO SOCORRO OLIVEIRA (American Psychological Association)

40. A Survey of the State of the Field of Applied Behavior Analysis in Vermont (OBM; Theory) MEGAN RITCHEY MAYO (Antioch University New England) and Audrey N. Hoffmann (Utah Behavior Services)

#96. Poster Session

2:00 PM–3:00 PM

Exhibit Level; Exhibit Hall A
EDC

Discussant: Kristina Axenova (Western University)

42. Increasing Caregivers' Access to Behavioral Practices in Israel: Developing Culturally and Linguistically Adapted Online Modules (AUT; Service Delivery) SHIRI AYVAZO and Hagit Inbar-Furst (David Yellin Academic College) and Hedda Meadan (University of Illinois at Urbana-Champaign)

44. A Comparison of Two Methods for Increasing College Student Attendance and Punctuality (TBA; Applied Research) ELIAN ALJADEFF-ABERGEL (Kinneret College on the Sea of Galilee)

46. Effects of a Multicomponent Telehealth Intervention on Reading and Behavioral Outcomes for an Adolescent With Autism (Service Delivery) SARAH DEANGELO and Emily Gregori (University of Illinois at Chicago), So Yeon Kim (independent researcher), and Sunyoung Kim and Angie Fermin-Hernandez (University of Illinois at Chicago)

48. Exploring the Use of Virtual Reality to Train Pre-Service Teachers to Implement a Trial-Based Functional Analysis (Applied Research) LYNDSEY ANN FAIRCHILD (Mississippi State University; Kennedy Krieger Institute) and Daniel L. Gadke, Kasee Stratton-Gadke, Tawny N. Evans-McCleon, and Kevin Armstrong (Mississippi State University)

50. Response to Intervention: A Mixed-Methods Study Evaluating the Effects of Behavior Training Software on Behavior of In-School Suspension Students (Service Delivery) ROSIE NICOLE COOPER-NEARY (Louisiana State University in Shreveport)

52. Using Pyramidal Training to Coach Educators on Reinforcement-Based Interventions to Decrease Student Challenging Behavior (AUT; Applied Research) COURTNEY THOMPSON and Hannah Lynn MacNaul (The University of Texas at San Antonio)

54. Shaping Appropriate Face Mask Wearing in Inclusive Kindergarten—Examining the Effect of Immediate Feedback Using a Multiple Baseline Design (DEV; Applied Research) YUMIKO SASADA (Academy of Behavioral Coaching) and Kenji Okuda (Educational Foundation of Nishi Karuizawa Gakuen)

Saturday, May 28

#97. Poster Session

2:00 PM–3:00 PM
Exhibit Level; Exhibit Hall A
TBA

Discussant: Amanda M. Adams (Capella University)

56. Appropriate Interactions by Officers and Individuals With Developmental Disabilities (Service Delivery) TAMI JURSIK, Kaitlyn Venberg Wittig, April Chaires, and Danielle Cannizzaro (Lauren's Institute for Education)

58. Teaching Behaviour Analysts Statistical Approaches to Analyze Extended Clinical Data (Service Delivery) MARIE-CHANEL MONIQUE MORGAN, Nazurah Khokhar, and Alison Cox (Brock University) and Jonathan E. Friedel (Georgia Southern University)

60. Survey of Former BACB 4th Ed. Task List Trainees' Experiences in Fieldwork Supervision (OBM; Applied Research) Marija Colic, Jennifer Ninci, Rachelle Huntington, ROXANNE MICHEL BRISTOL, and Gregory Taylor (University of Hawai'i at Mānoa)



#98. Poster Session

2:00 PM–3:00 PM
Exhibit Level; Exhibit Hall A
CSS

Discussant: Thomas G. Szabo (Touro University)

62. How Socially Controlled Are Protective Behaviors Against COVID-19? (Basic Research) CRISTIAN YESID URBANO MEJIA, Juan Pablo Molano Gallardo, Julian Zanguña, and Alvaro A. Clavijo Alvarez (Universidad Nacional de Colombia; Centro de Investigación e Innovación en Análisis de la Conducta)

64. Are You Unhealthy? Let's Fix It: An Evaluation of Virtual Behavior Interventions on Increasing Healthy Lifestyle Choices (DEV; Applied Research) JANE GOODMAN TAMMIK, Kristin McCoy, Julie A. Ackerlund Brandt, and Robyn M. Catagnus (The Chicago School of Professional Psychology) and Nicholas Green (BehaviorFit)

66. Examining the Impact of a Multicomponent Violence Intervention and Prevention Initiative on Participant Experiences of Violence (Service Delivery) JOSHUA HARSIN, Jomella Watson-Thompson, and Malika N. Pritchett (University of Kansas) and Marvia Jones (Aim4Peace)

#99. Poster Session

2:00 PM–3:00 PM
Exhibit Level; Exhibit Hall A
OBM

Discussant: Nicole Gravina (University of Florida)

70. The Continued Use of Incentives to Increase Staff Participation in Training (Applied Research) JAMES SHERMAN and Joseph M. Vedora (Evergreen Center)

72. Examining Relationships in Applied Behavior Analysis: Training in Compassion, Burnout, Self-Compassion, and Inflexibility (TBA; Applied Research) CATHERINE MARY FULLER, Darlene E. Crone-Todd, and Nele Schulze (Salem State University)

74. Is It Only Skin Deep? Behavioral Systems Analysis and Consumer Analysis of a Facial Bar (Applied Research) MADELYN UPTEGROVE, Lindsay Ouellette, and Donald A. Hantula (Temple University)



#100. Poster Session

2:00 PM–3:00 PM
Exhibit Level; Exhibit Hall A
CBM

Discussant: Kendra Thomson (Brock University)

76. Functional Analysis of Problem Behavior in Brazil: A Systematic Review (EAB; Applied Research) FELIPE MAGALHÃES LEMOS (Universidade Federal de São Carlos; Luna ABA), Christiana Almeida Gonçalves Meira and João S. Carmo (Universidade Federal de São Carlos), and Joshua Jessel (Queens College, City University of New York)

78. Not Just for Autism Spectrum Disorder: A Systematic Literature Review on the Effectiveness of Applied Behavior Analysis With Individuals of Different Disorders (DEV; Theory) MONICA GILBERT, Chanel Nunez, Misleiny Acosta Valdes, and Bridgette Bayate (Crystal Minds New Beginning)

80. A Behavioral-Analytic Analysis of the Loneliness of Black Women in Brazil (PCH; Theory) TAHCITA MEDRADO MIZAEL and Maria Helena Leite Hunziker (Universidade de São Paulo)

82. Mindfulness Practice Predicts Interleukin-6 Responses to a Mindfulness-Based Alcohol Relapse Prevention Intervention (Applied Research) ANDREW MCCLINTOCK (University of Wisconsin Health) and Shannon McCarrick (Access Community Health Centers)

84. Functional Assessment of Social Media Use (EDC; Basic Research) RINISHA NAIDU and Elizabeth Kyonka (California State University, East Bay)

#101. Poster Session

2:00 PM–3:00 PM

Exhibit Level; Exhibit Hall A

DEV

Discussant: Jo Ann Pereira Delgado (Teachers College, Columbia University)

86. The Effect of Intensive Listener Instruction and Intensive Tact Instruction on Joint Attention (AUT; Applied Research) NANA ISHIKAWA (Teachers College Columbia University)

88. Decreasing Food Selectivity Using the High-Probability Request Sequence: A Scoping Review (Theory) SAHAR ALLAH DINI and Kimberley L. M. Zonneveld (Brock University)

90. The Effects of an Accelerated Auditory Matching Protocol for Early Intervention Students (EDC; Applied Research) TIANYUE SUN (Teacher College, Columbia), Yifei Sun and Cesira K. Farrell (Fred S. Keller School), and Song Choi (Teachers College, Columbia University)

#102. Poster Session

2:00 PM–3:00 PM

Exhibit Level; Exhibit Hall A

VRB

Discussant: Sarah A Lechago (University of Houston-Clear Lake)

92. An Extension of Analyses of Verbal Operants: Identifying the Functions of Perseverative Speech (AUT; Applied Research) SAGAR PATEL and Michelle A. Frank-Crawford (Kennedy Krieger Institute), Nicole Hausman (Journey Autism & Behavioral Care Centers), Melissa Theodore (May Institute), and Margaret Cavanaugh (Kennedy Krieger Institute)

94. Effects of Fluency Training on Conditional Discrimination and Emergent Relations Across Verbal Operants (Applied Research) FAYE SIMPSON (Endicott College), Sarah Jarakji (Ball State University), Jessica Piazza (Endicott College), Justin B. Leaf (Autism Partnership Foundation; Endicott College), and Lisa Tereshko (Endicott College)

96. Programmed Equivalence Based Self-Instruction to Teach Behavior Analytic Concepts (TBA; Applied Research) LAUREN A. ALIBERTE, OLGA SIRBU, Darlene E. Crone-Todd, Catherine Salvetti, and Jurnee Dunn (Salem State University)

98. Evaluation of a Contingency-Based Assessment of Vocal Production in a Neurotypical Learner (Applied Research) PIPPIN LENFESTY (Kennedy Krieger Institute; Johns Hopkins University School of Medicine) and Matthew L. Edelstein (Kennedy Krieger Institute)

#103. Poster Session

2:00 PM–3:00 PM

Exhibit Level; Exhibit Hall A

DDA

Discussant: Melissa Hunsinger-Harris (Bay Path University)

100. A Synthesized Functional Analysis and Corresponding Functional Communication Training Procedure to Reduce Problem Behaviors for a Child Diagnosed With Autism and Cortical Vision Impairment (AUT; Service Delivery) BRADLEY RAY TIEFENTHALER (Montana State University Billings; Montana Association for Behavior Analysis; Family Outreach, Inc.)

102. Establishing Discriminative Control in a Multioperant Setting (VRB; Applied Research) STEPHANIE BONFONTE and Jason C. Bourret (New England Center for Children)

104. Modification of Skills Based Treatment to Decrease Maladaptive Behaviors in Children With Disabilities (EDC; Service Delivery) ALLISON SCHEAR, Jordan Freeman, and Justina Fischetti (Helping Hands Family & Helping Hands Licensed Behavior Analysts)

106. Telehealth Parent Training and Coaching to Improve Exploratory Motor Behaviors in Infants With Down Syndrome (AAB; Applied Research) E AMANDA DIGANGI and Samuel DiGangi (Arizona State University)

108. Picture Exchange Communication System as a Communication System for Individuals With a Diagnosis Other Than Autism: A Systematic Literature Review (VRB; Theory) TERI GRISWOLD (The Chicago School of Professional Psychology Central Coast ABA) and Patricia Weigand and Amanda Mahoney (The Chicago School of Professional Psychology)

Discussant: Maeve G. Donnelly (Northeastern University)

110. Evaluation of Variable-Influencing Physical Activity in Children With Intellectual and Developmental Disabilities (AUT; Applied Research) HEATHER ANDERSON (University Nebraska Medical Center's Munroe-Meyer Institute; University of Nebraska Omaha) and Isaac Melanson, Kortlyn Tawney, Sarah Elizabeth Martinez Rowe, and Cynthia P. Livingston (University of Nebraska Medical Center's Munroe-Meyer Institute)

112. Increasing Cooperation in a Child With Down Syndrome Through Interview-Informed Synthesized Analyses and Treatment (Applied Research) ANGELA M. BRYSON and Mila Zea (Building Blocks Behavior Consultants)

114. An Analysis of Teaching Choice-Making Behavior and Communication Modalities to Individuals With Disabilities (Applied Research) ALLISON QUICHO (Endicott College), Kimberly Marshall (Endicott College; The Center for Children with Special Needs), and Jessica Piazza and Lisa Tereshko (Endicott College)

116. Comparing Existing and Novel Functional Communicative Responses on Problem Behavior (AUT; Applied Research) ELISE ZARCARO (Pathways Strategic Teaching Center; Salve Regina University), Jesse Perrin and Andrea Giacobbe (Pathways Strategic Teaching Center), and Cody Morris (Salve Regina University)

#104. Poster Session

2:00 PM–3:00 PM
Exhibit Level; Exhibit Hall A
AUT

Discussant: Anthony Concepcion (University of South Florida)

118. Teaching Mask Wearing Using Shaping, Choice, and Synthesized Reinforcement (DDA; Applied Research) Alicia Zielenski and MARA VANDERZELL (Upstate Cerebral Palsy)

120. Accumulated Versus Distributed Token Exchange Production Schedules (DEV; Applied Research) EMILY ANN CHESBROUGH (Kennedy Krieger Institute), John Falligant (Kennedy Krieger Institute; Johns Hopkins University School of Medicine), Mary Margaret Ruckle (Kennedy Krieger Institute), and Brianna Laureano (Kennedy Krieger Institute; Johns Hopkins University School of Medicine)

122. Testing for and Inducing Bidirectional Naming: Contrived Versus Non-Contrived Stimuli (Applied Research) LARA SANDYS (Jigsaw CABAS School)

124. An Evaluation of the Use of a Behaviour Contract on the Transition Behaviour of a 10-Year-Old Boy With Autism (Applied Research) NATALIE LEOW-DYKE (Jigsaw CABAS School)

126. Increasing Cooperation With Activity Transitions (DDA; Applied Research) GEGUEL FEDERICO LANDESTOY (Western New England University; The New England Center for Children)

128. Caregiver Preference for Behavior Interventions (TBA; Applied Research) ESTHER PARK, Kimberly Nicole Palmer, and Janae' Pendergrass (Marcus Autism Center) and Sarah Slocum and Nadratu Nuhu (Marcus Autism Center; Emory School of Medicine)

Discussant: Art Dowdy (Temple University)

130. Evaluation of a Brief Telehealth PECS® Parent Training (Applied Research) JEFFREY ESTEVES (York University), Julie Koudys (Brock University), Melissa Elliot (Bethesda Services), Amanpreet Randhawa (Brock University), Krysten Spottiswood (Pyramid Educational Consultants of Canada), and Alyssa Treszl and Katelyn Rolfe (Brock University)

132. Application of Crowding Bars in Visual Stimuli to Increase Acquisition and Response Accuracy in Skills Training for Children With Autism and Visual Impairment (Service Delivery) KENNAN JAY LISTON (Behavior Analysis Support Services)

134. Implementing An Intervention To Reduce Self-Injurious Behavior In A Child With Autism Using Telehealth Resources During COVID-19 Pandemic (DEV; Applied Research) VERÓNICA OLIVEIRA DOS SANTOS (Grupo Metodo) and Maria Andrade (Grupo Método; Intervenção Comportamental)

136. Naturalistic Developmental Behavioral Interventions: A Review of Data Collection and Measurement Techniques (Theory) NOEL E. OTETO, Allison Nicole White, Josh Plavnick, and Andrea D. Mata (Michigan State University)

138. Assessment and Treatment of Self Injury for a Visually Impaired Elementary Student With Autism (Applied Research) SARA SNYDER and Kevin Ayres (University of Georgia)

140. Teaching Preschool Children With Autism Spectrum Disorder to Request Assistance (DDA; Applied Research) MOLLY MATTES, Kayla Vincenty-Cole, and Sacha T. Pence (Western Michigan University)

Discussant: Amalix Flores (University of South Florida)

142. Theory of Psychology: Its Application to Autism Spectrum Disorder (Applied Research) EMANUEL MERAZ-MEZA, Luis Martell, and Agustín Daniel Gómez Fuentes (Universidad Veracruzana)

144. Isolating the Effects of Attention on Problem Behavior During Small Group Instruction (Service Delivery) MARISSA JEANETT LEWIS, Meagan K. Gregory, and Sara Deinlein (Kennedy Krieger Institute)

146. Effects of Incorporating Multiple Stimulus Without Replacement Preference Assessment Into Token Economies: A Preliminary Investigation (DEV; Service Delivery) STEPHANIE HAROOTUNIAN, Jeremy Douglas Steele, Sean Page, and Jeffrey Gesick (The Learning Consultants)

148. Autism Spectrum Disorder Services in The Kingdom of Saudi Arabia (EDC; Service Delivery) DUAA ALZAHIRANI (King Abdul Aziz University) and Xiuchang Huang (Duquesne University)

150. Using Video Based Preference Assessments for Vocational Tasks (Applied Research) ASHLEY RODRIGUEZ and Tracy L. Kettering (Bancroft; Rider University)

152. Increasing Accurate Recycling in a Self-Contained Special Education School (Service Delivery) JOHN DOUGLAS ZANGERLE and Jessica M. Cohenour (The May Institute; Randolph School)

Discussant: Sarah G. Hansen (Georgia State University)

154. Teaching Engagement in Safe Behaviors to Respond to Aversive Stimuli (Applied Research) MALCHIAH WILLIAMS (Florida Autism Center) and Faris Rashad Kronfli, Jeanne Stephanie Gonzalez, and Timothy R. Vollmer (University of Florida)

156. Improving Daily Living Skills via Telehealth Caregiver Coaching (DDA; Applied Research) STEPHANIE GEROW, Catharine Lory, Kristina McGinnis, Remington Swensson, Tracey Sulak, Jessica Akers, and Stephanie Fritz (Baylor University) and Marie Kirkpatrick (The University of Texas at San Antonio)

158. Increasing Mask Wearing Tolerance for Two Developmentally Disabled Individuals (DDA; Applied Research) SANGWEON AUM (Eden II Programs); Holly Weisberg (College of Staten Island, City University of New York); and Danielle French, Minira Ottiano, and Stephanie Tafone (Eden II Programs)

160. Mothers' and Fathers' Stress Over Time in Families of Children With Autism Spectrum Disorder (DDA; Applied Research) SHANEHA PATEL and Mélina Rivard (Université du Québec à Montréal), Catherine Mello (Penn State Berks), and Diane Morin (Université du Québec à Montréal)

162. A Choice-Based Approach for Schedule Thinning Treatments for Multiply Maintained Destructive Behavior (Applied Research) HALLE NORRIS (Rutgers University; Children's Specialized Hospital; Rutgers University Center for Autism Research, Education, and Services) and Brian D. Greer (Rutgers Robert Wood Johnson Medical School)

164. Heart Rate as a Predictive Biomarker for Severe Destructive Behavior (EAB; Applied Research) LIAM MCCABE (Rutgers University; Children's Specialized Hospital; Rutgers University Center for Autism Research, Education, and Services) and Brian D. Greer (Rutgers Robert Wood Johnson Medical School)

Discussant: Sarah Slocum (Marcus Autism Center; Emory School of Medicine)

166. Exploring Factors Influencing Compatibility of Roommates on the Autism Spectrum: A Scoping Review (DEV; Theory) AMANDA MARIE BAILEY and Laura E. Mullins (Brock University) and Marco Kilada (Niagara College Canada; British Psychological Society)

168. Increasing Cooperation in Children With Autism During Play (Applied Research) CHENGAN YUAN (Arizona State University), Langqi Wang (University of Iowa), Qiuyu Min (Glover Children Rehabilitation Kindergarten, Shanghai), and Zuxuan Huo (Sunshine Special Education Center)

170. Teaching a Learner With Sophisticated Verbal Skills Appropriate Alternatives to Low-Frequency, High-Intensity Undesired Behaviors (Applied Research) SANDRA R. GOMES, Jessica Lamb, Emily Gallant, and Kevin J. Brothers (Somerset Hills Learning Institute)

172. Individualized Curricula for Teaching Foundational Reading Comprehension Skills to Learners With Autism (Applied Research) Priya P. Patil (Caldwell University) and Catherine Collins, Cassandra McGuirl, Amber Trinidad, EMILY GALLANT, and Kevin J. Brothers (Somerset Hills Learning Institute)

174. Surveying Caregivers of Children With Autism (Theory) KATELIN HOBSON and Scott A. Spaulding (University of Washington)

#105. Invited Panel

DEI

3:00 PM–3:50 PM

Ballroom Level 3; Ballroom East/West

DEI; Theory

BACB CE Offered. CE Instructor: Elizabeth Hughes Fong, Ph.D.

Reflections on Our Journey Into DEI: A Conversation With the ABAI DEI Board

Chair: Elizabeth Hughes Fong (Pepperdine University), Ramona Houmanfar (University of Nevada, Reno)

R. WAYNE FUQUA (Western Michigan University)

JOVONNIE L. ESQUIERDO-LEAL (University of Nevada, Reno)

JOMELLA WATSON-THOMPSON (University of Kansas)



Dr. R. Wayne Fuqua is professor and chair of the Department of Psychology at Western Michigan University. Dr. Fuqua earned his Ph.D. 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.



Jovonnie Esquiedo-Leal received her master's degree from California State University, Fresno (CSUF) and is currently a doctoral student, under the advisement of Dr. Houmanfar, at the University of Nevada, Reno (UNR). She serves as the graduate research assistant to the Office of Diversity and Inclusion at the University of Nevada, Reno School of Medicine as well as a graduate research assistant to the UNR Office of Diversity Initiatives. As a graduate research assistant, Jovonnie works closely with the associate dean for Diversity and Inclusion at UNR Med and the Chief Diversity Officer at UNR to create and facilitate effective practices that improve the culture of the

institution. Her research interests include Behavioral Systems Analysis (BSA), verbal behavior, and leadership. Jovonnie is also a Board Certified Behavior Analyst (BCBA).



Dr. Thompson holds a Ph.D. in behavioral psychology and a master's of urban planning from the University of Kansas. She applies behavioral science methods and interventions to improve how communities address issues related to community health and development. Her research has focused on neighborhood development, healthy youth development, and prevention, including substance abuse and violence prevention. Dr. Thompson supports community capacity-building efforts to address social determinants of health through community-based participatory research in urban neighborhoods and disparate communities. She has researched the effects of community-based processes

and intervention to promote mobilization and change in communities. Dr. Thompson has extensive experience providing training, technical support, and evaluation for community-based initiatives. Dr. Thompson has co-authored articles on community capacity-building, youth development, and prevention. She has been a consultant for several community coalitions and community-based initiatives.

Abstract: This panel represents the third annual DEI Board discussion in a series designed to provide the ABAI membership with: 1) updates on Board activities, 2) opportunities for considering specific topics of relevance to advancing DEI efforts within ABAI and more broadly, and 3) a mechanism for input and ideas from the audience. This year's panel will focus on the potential contributions of behavior analysis theory and scientific research to improving diversity, equity, and inclusion in ABAI and, more generally, in society. A brief review of the Board's actions over the past year will be provided by the Co-Coordinator of the ABAI DEI Board, Elizabeth Fong and Ramona Houmanfar. In addition, ABAI DEI Board members will share perspectives on how DEI issues have impacted our ABA community. Time for questions and comments from the audience will be included to allow for sharing relevant experiences and lessons learned.

#106. Invited Presenter

3:00 PM–3:50 PM

Meeting Level 1; Room 154

AAB/ Service Delivery

PSY/BACB CE Offered. CE Instructor: Kathryn L. Kalafut, Ph.D.

Using Technology to Extend the Collection and Use of Behavioral Data in Applied Settings

Chair: Erica N. Feuerbacher (Virginia Tech)

KATHRYN L. KALAFUT (The Chicago School of Professional Psychology)



Katie has published animal research in both applied and basic settings. Her background of basic and applied work carries equal weight in the research she conducts today. Her passion lies in building captive animal environments that enhance animal welfare, from building devices that continuously collect data to developing platforms that facilitate up-to-the-minute, data-based decisions regarding an animal's care. She does this work both as an associate professor at the Chicago School of Professional Psychology in applied behavior analysis, as well as CEO of Tracks Technology, a consulting company working with animal facilities to collect, analyze, and interpret behavioral data to ensure the highest welfare for their animals.

Abstract: Behavioral data is necessary in order to make informed decisions about the welfare of humans and animals, but its collection can be challenging--particularly so in animal care facilities. Traditional

methods of collecting insightful behavioral data require time, resources, and experts who understand data analysis and visualization. Furthermore, in order for data to be used in the moment to make decisions about an animal's care, it needs to be collected, analyzed, and visualized on a continuous basis. While this is nearly impossible to achieve with the methods frequently used in applied settings, it is not for those used in a basic laboratory. By finding inspiration from the standard operant chamber and taking advantage of the availability of microcontrollers and sensors, automating data collection in applied settings is more feasible than ever. This presentation will discuss what it takes to provide continuous welfare for animals living under human care, and how we can achieve this with the use of current technologies. Projects involving domestic cats, Asian elephants, and penguins will be used to highlight the current usage as well as future applications.

#107. Invited Presenter

3:00 PM–3:50 PM

Meeting Level 2; Room 256

AUT; Applied Research

PSY/BACB/QABA/NASP CE Offered. CE Instructor: Andresa De Souza, Ph.D.

Verbal Behavior and the Emergence of Novel Responses in Children With Autism

Chair: Yanerys Leon (University of Miami)

ANDRESA DE SOUZA (University of Missouri-St. Louis)



Dr. Andresa De Souza is an assistant professor at the University of Missouri—St. Louis and currently serves as the Dissemination Coordinator for the Verbal Behavior—Special Interest Group (VB-SIG). She received a master's in behavior analysis and therapy from Southern Illinois University in Carbondale under the supervision of Dr. Ruth Anne Rehfeldt and a Ph.D. in Applied Behavior Analysis from the University of Nebraska Medical Center under the supervision of Dr. Wayne Fisher. She completed her Post-Doctoral Fellowship at Marcus Autism Center and Emory University in Atlanta, GA. During her studies, Dr. De Souza gained valuable experience in early-

intervention applications for children with autism, the assessment and treatment of severe problem behavior, and the autism diagnostic criteria. She has provided supervision for behavior analysts and worked as a consultant for international sites. Dr. De Souza published several peer-reviewed articles on applications of Skinner's verbal behavior within the framework of an autism diagnosis, and currently serves on the editorial board of *The Analysis of Verbal Behavior*. Her research focuses on strategies for teaching verbal behavior, the arrangement of conditions that can facilitate the emergence of novel language and decrease restricted stimulus control, and caregiver training.

Abstract: Skinner (1957) developed a taxonomy of verbal behavior and referred to the different functional responses as verbal operants. Focused behavior interventions for children with autism and other developmental disabilities typically target each verbal operant individually and increase complexity as children expand their verbal repertoire (Sundberg & Partington, 1999). Considering the extent of a person's verbal repertoire, it is unrealistic to believe that one can directly teach a child with communication and language delays all topographies of verbal behavior. Therefore, it is important not only to evaluate the effectiveness of verbal behavior interventions but also to identify strategies that can efficiently promote the acquisition of new responses. Research has shown that instructional conditions can be arranged to facilitate the emergence of novel, untrained verbal responses. This presentation will share some of the research about this topic and present strategies to promote the emergence of novel responses when programming verbal behavior instructions for children with autism.

#108. Symposium

3:00 PM–3:50 PM

Meeting Level 1; Room 104A

CBM/AUT; Theory

A Constructional Approach to Parent Empowerment in the Autism Spectrum Disorders Community

Chair: Lisa Clifton-Bumpass (San Jose Zoo)

Discussant: Anna Linnehan (Endicott College)

Don't Blame the Parents: A Constructional Approach to the Personal Lives of Parents

AWAB ABDEL-JALIL (Great Leaps Academy; Eastern Florida Autism Center) and T. V. Joe Layng (Generagy, LLC)

How to Constructional Approachify Parent Trainings: Tips to Move Towards a Nonlinear Approach to Parent Training

LUCERO NERI-HERNANDEZ (University of North Texas)

Saturday, May 28

3:00 PM–3:50 PM

Meeting Level 2; Room 252B

DDA; Service Delivery

BACB CE Offered. CE Instructor: Frank R. Cicero, Ph.D.

Risky Business Reboot: Ethics, Interventions, and Consultation in the Area of Sexuality

Chair: Jessica Demarco (Georgia State University)

FRANK R. CICERO (Seton Hall University)

WORNER LELAND (Sex Ed Continuing Ed)

BARBARA GROSS (Missouri Behavior Consulting; Sex Ed Continuing Ed)

#110. Symposium

3:00 PM–3:50 PM

Meeting Level 2; Room 205B

EDC/OBM; Service Delivery

PSY/BACB CE Offered. CE Instructor: Erik Maki, Ph.D.

Improving the Use of Applied Behavior Analytic Interventions to Improve Prosocial Functioning in a School District

Chair: Joyce West (Gardner Public Schools)

Discussant: Erik D. Maki (May Institute)

Leveraging Building Leaders to Foster Adaptive Change to Implement District-Wide Applied Behavior Analytic Interventions

AMBER CASAVANT (Gardner Public Schools)

Implementing Applied Behavior Analytic Classroom Practices to Improve Academic Engagement

FINA ROBERTSON and Amber Casavant (Gardner Public Schools) and Robert F. Putnam (May Institute)

#111. Symposium Supervision

3:00 PM–3:50 PM

Meeting Level 1; Room 153C

OBM

BACB CE Offered. CE Instructor: Isabella Massaro, M.A.

Measurement and Analysis of the Relation Between Supervision and Burnout Among Applied Behavior Analysis Professionals

Chair: Isabella Massaro (Rutgers, The State University of New Jersey)

Toward Better Understanding of Burnout in Behavior Therapists: A Pilot of the Stress Diagnostic Checklist

SUMMER BOTTINI (May Institute), Joanna Lomas Mevers and Mindy Christine Scheithauer (Marcus Autism Center), and Lawrence Scahill (Emory University)

A Proposed Framework to Identify and Measure Supervisor Behavior

ALYSSA R. MCELROY and Jessica E. Van Stratton (Western Michigan University)

Compassionate Supervisory Practices as Predictors of Burnout in Applied Behavior Analysis Providers

AMANDA AUSTIN (Rutgers, The State University of New Jersey) and Kate E. Fiske Massey (Douglass Developmental Disabilities Center, Rutgers University)

#112. Symposium

3:00 PM–3:50 PM

Meeting Level 1; Room 156C

PCH/CSS; Theory

Constructing an Interbehavioral Science of Cultural Studies

Chair: Linda J. Parrott Hayes (University of Nevada, Reno)

Discussant: Mitch Fryling (California State University, Los Angeles)

On Seeing Cultural Reaction Systems and Related Constructs

JOSE ARDILA and Linda J. Parrott Hayes (University of Nevada, Reno)

On Defining Cultural Reaction Systems and Related Constructs

WILL FLEMING, Jose Ardila, and Linda J. Parrott Hayes (University of Nevada, Reno)

#113. SQAB Tutorial

3:00 PM–3:50 PM

Meeting Level 1; Room 151A/B

SCI; Theory

PSY/BACB CE Offered. CE Instructor: Peter R. Killeen, Ph.D.

What Is MPR and How Has It Evolved?

Chair: M. Christopher Newland (Auburn University)

PETER R. KILLEEN (Arizona State University)



Peter received his doctorate in 1969 under the perplexed gazes of Howie Rachlin, Dick Herrnstein, and Fred Skinner. His only position was at Arizona State University (arriving as the department Previously-Known-As Fort Skinner in the Desert fell to the nativists). He has studied choice behavior, schedule-induced responses like polydipsia, reinforcement schedules, interval timing, and delay discounting. His reinforcers include the Poetry in Science Award; the APA Div. 25 Med Outstanding Researcher Award; the Hilgard Award for the Best Theoretical Paper on Hypnosis (!); the F. J. McGuigan Lecture on Understanding the Human Mind (!!); Presidents of the

Society of Experimental Psychologists, the Society for the Quantitative Analysis of Behavior, and the 3rd International Seminar on Behavior (SINCA). A year at the Institute for Advanced Studies in Oslo birthed a behavioral energetics theory of ADHD, which received The Faculty of 1000's "Must Read". His statistic prep was an Emerging Research Front Feature on Thomson Reuters Sciencewatch. He has written oodles of screeds on choice and on timing; his first, now receiving social security, showed that pigeons were indifferent between free food and schedules where they had to work for it; his latest is a deep dive into the perception of sequential stimuli in the context of timing. He has also urged our field to turn some of their efforts to understanding the role of emotions in behavior, and to bridging to the field at large through study embodied cognition. In his golden years, family and friends, the health of behavior analysis, admiring nature, and thinking deep thoughts are foremost in his life.

Abstract: Galileo's "book of nature is written in the language of mathematics." What are the mathematical sentences for reinforcement schedules? Good theories are based on principles, or axioms, so you know what they assume. Those in the Mathematical Principles of Reinforcement (MPR) are: Reinforcers: 1) excite, and 2) direct, responding, which 3) takes time. Baum's and Catania's theories have similar principles. I describe the data that motivate each principle, and the mathematics that animate those principles and their interactions. Each of the principle-models were specific enough to be tested, and to evolve into more precise, or more general ones. The first, for example, is $A = ar$, where A is activation, a motivation, and r rate of reinforcement. I describe two of the basic schedules to give a sense of the machinery; and then note its extension to adjunctive behaviors, contrast, progressive ratio schedules, and behavioral momentum theory. I show data that required refinement of the models. Finally I shall relate MPR to a recent general theory of time perception, and bridge that to Shahan and Gallistel's information theoretic approach to reinforcement, sketching the blueprint of a grand theory of perception and action.

#114. Panel Discussion

Professional Development Series

3:00 PM–3:50 PM

Meeting Level 2; Room 204A/B

TBA; Theory

Culturo-Behavior Science Experiential Learning: Analyses and Intervention Informed by Community Behavioral Psychology

Chair: Rita Olla (University of Nevada, Reno)

MARK P. ALAVOSIUS (Praxis2LLC)

RICHARD F. RAKOS (Cleveland State University)

BRETT GELINO (University of Kansas)

JENNA MRLJAK (Association for Behavior Analysis International)

#115. Symposium

3:00 PM–4:50 PM

Meeting Level 2; Room 254B

AUT/DDA: Applied Research

BACB CE Offered. CE Instructor: Javid Rahaman, M.A.

Skill-Based Approaches Toward Teaching Children to Tolerate Delays to Reinforcement

Chair: Javid Rahaman (University of Nebraska Medical Center; Munroe-Meyer Institute)

Discussant: Michelle A. Frank-Crawford (Kennedy Krieger Institute)

Feasibility and Acceptability of a Function-Based Compressed Parent Training Program to Treat Child Behavior Problems

MATTHEW L. EDELSTEIN (Kennedy Krieger Institute), Jessica L Becraft (Kennedy Krieger Institute; Johns Hopkins University School of Medicine), and Alicia Sullivan (VelaMar Behavioral Health)

Saturday, May 28

Delivering Preschool Life Skills via Telehealth With Parents of Preschool Children

CIARA GUNNING, Jennifer Holloway, Helena Lee, and Jolyene Xuan Ai Leow (National University of Ireland, Galway)

An Extension of "Balance:" A Parent-Implemented Problem Behavior Prevention Program Implemented via Telehealth

KARA LACROIX (Western New England University; The Autism Community Therapists, LLC; FTF Behavioral Consulting); Gregory P. Hanley (Western New England University; FTF Behavioral Consulting); and Alexandra Beckwith, Shana Rodriguez, and Kelsey Ruppel (FTF Behavioral Consulting)

Teaching Protective Skills Toward Addressing Risk Factors Associated With Emerging Problem Behavior

JAVID RAHAMAN and Kevin C. Luczynski (University of Nebraska Medical Center's Munroe-Meyer Institute)

#116. Symposium

3:00 PM–4:50 PM

Meeting Level 2; Room 254A

AUT

BACB CE Offered. CE Instructor: Maria Clara Cordeiro, M.A.

Innovations to Increase Efficiency of Skill Acquisition Programming

Chair: Maria Clara Cordeiro (Marquette University)

Discussant: Tom Cariveau (University of North Carolina Wilmington)

Using Matrix Training With GIFs to Teach Noun-Verb Tacts to Children With Autism Spectrum Disorder

MARCUS DANIEL STRUM, Haven Sierra Niland, Samantha Bergmann, Karen A. Toussaint, Marla Baltazar, Ella Alvarez, Araceli Luna, and Rachel Lai (University of North Texas)

Efficiency of Teaching Sight Words in Similar Versus Dissimilar Sets

JENSEN CHOTTO, Erica Lozy, Rachel Marin, and Jeanne M. Donaldson (Louisiana State University)

Comparison of Mastery Criterion Applied to Individual Targets and Stimulus Sets on Acquisition of Tacts and Listener Responses

MARIA CLARA CORDEIRO, Tiffany Kodak, Andrea Jainga, Jessi Reidy, Abigail Stoppleworth, and Karly Zelinski (Marquette University)

The Effects of Constant and Changing Criterion-Level Frequencies on Skill Acquisition Outcomes

ANNA BUDD (Queens College, City University of New York), Daniel Mark Fienup (Teachers College, Columbia University), and Sarah M. Richling (Auburn University)

#117. Symposium

3:00 PM–4:50 PM

Meeting Level 2; Room 257B

AUT/DEV; Applied Research

BACB CE Offered. CE Instructor: Sharon A. Reeve, M.A.

Strategies for Teaching Play Skills and Appropriate Social Behaviors to Young Children With Autism Spectrum Disorder

Chair: Jessica Anna Osos (Utah State University)

Discussant: Sharon A. Reeve (Caldwell University)

Caregiver-Implemented Digital Activity Schedule With Virtual Coaching

JULIANA AGUILAR, Sara Peck, Stephanie Mattson, Cassidy Reinert, and Thomas S. Higbee (Utah State University)

Teaching Pretend Play

LAURA WILHELM and William H. Ahearn (New England Center for Children: Western New England University)

Teaching Play Skills: Review of the Literature

ELIZABETH MESHER (The Chicago School of Professional Psychology, Southern California), Adel C. Najdowski and Angela M. Persicke (Pepperdine University), and Emma Isabel Moon (Endicott College)

Establishing Honesty and Minimizing Transgressions With Young Children

ROBERT K. LEHARDY, Kevin C. Luczynski, Maya Fallon, and Javid Rahaman (University of Nebraska Medical Center's Munroe-Meyer Institute)

#118. Symposium

3:00 PM–4:50 PM

Meeting Level 2; Room 258A

AUT/DDA; Service Delivery

BACB CE Offered. CE Instructor: Sara White, Ph.D.

Shifting Organizational Intervention Philosophy: Integrating Skills Based Training Into Organizational Practices

Chair and discussant: Sara White (Sendan Center)

Client Zero: The Success Story That Sparked an Organizational Shift

HILLARY LANEY (Centria)

How Teaching From Joy Is Igniting Revolutionary Outcomes: Changing Student Trajectories in Public Schools

BETH NELSON (Bellingham School District)

Reduction of the Use of Holds, Restraints, and Isolations Through Implementation of Skills Based Treatment

ANEESA SHAIKH and Sara White (Sendan Center)

What If Skills-Based Treatment Isn't Exactly Working: Evolution of a Hybrid Applied Behavior Analysis Programming for a Client That Includes a Structured Schedule and Skills-Based Treatment

HAILEY BABIN (Sendan Center)

#119. Symposium

3:00 PM–4:50 PM

Meeting Level 2; Room 258C

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Fabiola Vargas Londono, Ph.D.

Recent Advancements in Assessment, Treatment, and Outcomes for Challenging Behavior

Chair: Fabiola Vargas Londono (Marcus Autism Center)

Discussant: Nathan Call (Marcus Autism Center)

Further Examination of Isolated Versus Combined Contingencies in Functional Analyses

KATHLEEN HOLEHAN (Kennedy Krieger Institute) and Claudia L. Dozier, Marissa E. Kamlowky, and Ky Clifton Kanaman (University of Kansas)

Longitudinal Functional Analyses With Young Children With Autism Spectrum Disorder: A Pilot Investigation

MEGHAN DESHAIS (Rutgers University), Eliana M. Pizarro (Our Lady of the Lake Children's Health Pediatric Development & Therapy Center), Brandon C. Perez (Trinity Christian College), and Timothy R. Vollmer (University of Florida)

A Comparison of Fixed and Incrementing Reinforcement Durations During Task Chaining for Individuals With Escape Maintained Problem Behavior

KENDALL MAE KASTNER and Jeffrey H. Tiger (Marquette University) and Margaret Rachel Gifford (Louisiana State University in Shreveport)

Comprehensive Evaluation of an Intensive Outpatient Program for Challenging Behavior

NADRATU NUHU (Emory University), Alexis Constantin Pavlov (Marcus Autism Center), Alec M. Bernstein (Emory University School of Medicine; Marcus Autism Center), and Colin S. Muething and Joanna Lomas Mevers (Marcus Autism Center)

#120. Symposium

3:00 PM–4:50 PM

Meeting Level 1; Room 156A

CSS/PCH; Theory

BACB CE Offered. CE Instructor: William L. Heward, Ph.D.

Sustainability Action to Research

Chair: Jonathan W. Kimball (Behavior Development Solutions)

Discussant: William L. Heward (Ohio State University)

The Differential Effects of Feedback and Prompting on Waste Reduction Through School-Wide Composting

MOLLY BENSON (Berkshire Association for Behavior Analysis and Therapy) and Jonathan W. Kimball (Behavior Development Solutions)

Saturday, May 28



An Examination of the Differential Impacts of Signage and Response Effort on Litter Reduction on a Pubic Bike Path

KAITLYN ARNOLD (Vivant Behavioral Health)

The Use of an Onboard Diagnostic Device to Provide Feedback on Driving Behaviors Related to Fuel Economy

BRIAN JADRO (ABAeCARE)

Gamifying a Conference to Promote Environmental Sustainability

NICOLE M. POWELL (National Youth Advocate Program)



#121. Symposium

3:00 PM–4:50 PM

Meeting Level 1; Room 156B

CSS/EDC; Translational

BACB CE Offered. CE Instructor: Anthony Biglan, Ph.D.

Creating Action Circles to Advance the Use of Evidence-Based Practices

Chair: Elizabeth Virginia Krulder (California ABA; Values to Action)

Discussant: Criss Wilhite (California State University Fresno)

The Design of Action Circles to Reduce Disparities in Reading Proficiency

ANTHONY BIGLAN (Oregon Research Institute; Values to Action)

Action Circles to Address the Problem of Climate Change

KYLEE DRUGAN-EPPICH (New England Center for Children; Western New England University)

An Action Circle Guide to Reforming Juvenile Justice

JULIANNE DICOCCO (The Chicago School of Professional Psychology; Union School District)

An Action Circle to Increase the Availability of Behavior Analysts in Healthcare Settings

TONI ROSE AGANA (Caldwell University; Values to Action)

#122. Symposium

3:00 PM–4:50 PM

Meeting Level 2; Room 251

DDA/EDC; Applied Research

BACB CE Offered. CE Instructor: MaryAnn Demchak, Ph.D.

Use of Response Prompting Procedures with Students Who Are Deafblind

Chair: MaryAnn Demchak (University of Nevada, Reno)

Discussant: Robert C. Pennington (University of North Carolina-Charlotte)

An Evaluation of the System of Least Prompts for Symbol Acquisition for Students With Deafblindness

CHEVONNE SUTTER and MaryAnn Demchak (University of Nevada, Reno)

Using the System of Least Prompts to Teach Self-Help Skills to Students Who Are Deafblind

JILL GRATTAN and MaryAnn Demchak (University of Nevada, Reno)

Use of Constant Time Delay to Teach Sight Words to Students With Deafblindness

MaryAnn Demchak, Chevonne Sutter, and NINA MCCARTNEY (University of Nevada, Reno)

State Deafblind Technical Assistance Project Staffs' Reported Use and Perceived Skill of Implementing the System of Least Prompts With Students Who Are Deafblind

Chevonne Sutter and MARYANN DEMCHAK (University of Nevada, Reno)

#123. Symposium

3:00 PM–4:50 PM

Meeting Level 2; Room 252A

DDA

BACB CE Offered. CE Instructor: Megan A. Boyle, Ph.D.

Synthesizing Research on the Assessment and Treatment of Problem Behavior

Chair: Megan A. Boyle (Missouri State University)

Discussant: S. Shanun Kunnaratana (Easterseals UCP of North Carolina & Virginia)

Multiply Controlled Problem Behavior: An Update on Prevalence and Response-Class Conventions in Functional Analysis

MEGAN A. BOYLE (Missouri State University), Larn Gaskill (Ozark Middle School), and Taylor Annalise Janota (Missouri State University)

Functional Communication Training: An Evaluation of Maintenance and Generalization Across Studies
CASSANDRA STANDISH, Joseph Michael Lambert, Jennifer Ledford, Olivia Pierce, Natalie Pak, and Brianna Campbell (Vanderbilt University)

Parental Involvement in Problem Behavior Research: A Scoping Review

Jessica L Becraft and Samantha Hardesty (Kennedy Krieger Institute), Lesley A. Shawler (Southern Illinois University), and Matthew L. Edelstein and KISSEL JOSEPH GOLDMAN (Kennedy Krieger Institute)

A Systematic Review of the Use of Punishment

KELSIE WRIGHT (McNeese State University) and Jennifer Nicole Haddock (University of Kansas)

#124. Symposium

3:00 PM–4:50 PM

Meeting Level 1; Room 153A

EAB

BACB CE Offered. CE Instructor: Brian D. Greer, Ph.D.

Basic and Translational Investigations of Resurgence and Renewal

Chair: Carla N. Martinez-Perez (Auburn University)

Discussant: Brian D. Greer (Rutgers Robert Wood Johnson Medical School)

Blackouts Can Serve as a Contextual Feature and Enhance Resurgence

CARLA N. MARTINEZ-PEREZ and Carolyn Ritchey (Auburn University), Toshikazu Kuroda (Huckle Co., Ltd.), and Christopher A. Podlesnik (Auburn University)

A Model of Relapse and Voluntary Abstinence With Alcohol Self-Administration

CHARLENE NICOLE AGNEW, Kate Elizabeth Derrenbacher, and William Sullivan (SUNY Upstate Medical University); Emily L. Baxter (University of North Carolina Wilmington); and Andrew R. Craig (SUNY Upstate Medical University)

Relapse During the Treatment of Pediatric Feeding Disorders

SARAH D. HANEY (Kennedy Krieger Institute), Brian D. Greer (Rutgers Robert Wood Johnson Medical School), Daniel R. Mitter (Rutgers University - Children's Specialized Hospital Center for Autism Research, Education, and Services), and Kayla Randall (Georgia Southern University)

Retrospective Analysis of Within-Participant Relation Between Renewal and Resurgence in a Clinical Sample

COLIN S. MUETHING and Alexandra Hardee (Marcus Autism Center), Courtney Mauzy (University of Georgia), and Nathan Call and Laura Suzanna Coleman (Marcus Autism Center)

#125. Symposium

Ethics

3:00 PM–4:50 PM

Meeting Level 2; Room 205A

EDC/PCH; Service Delivery

BACB CE Offered. CE Instructor: Janet S. Twyman, M.A.

If You Have to Rely on Coercive Practices, You Are Not a Behavior Analyst

Chair: Adam Michael Peal (The Behavioral Education Research Initiative; The Walden Learning Collective)

Discussant: Janet S. Twyman (blast)

A Theoretical Conceptualization of Coercion Rooted in Behavior Science Constructing Positive Alternatives to Coercive Parenting

GLADYS WILLIAMS (CIEL, SPAIN)

Integrating Acceptance and Commitment Training to Increase Learners' Willing Engagement in Academic Programming

KENDRA B. NEWSOME and Donny Newsome (Fit Learning)

Developing Competent Learners and Practitioners in the Absence of Coercive Practices

VICCI TUCCI (Tucci Learning Solutions, Inc.)

#126. Invited Symposium

Supervision

3:00 PM–4:50 PM

Meeting Level 2; Room 253A-C

OBM

BACB CE Offered. CE Instructor: Jacob A Sadavoy, Ph.D.

Organizational Behavior Management and Leadership: A Discussion of Definitions and Best Practice Among Three Vital Areas of Professional Emphasis in Behavior Analysis

Chair: Jacob A Sadavoy (Committed Behavior)

Discussant: Lina M. Slím (ASAP - A Step Ahead Program, LLC; Endicott College; The Chicago School of Professional Psychology)

Saturday, May 28

Individualized Supervision of Students and New Behavior Analysts in Human Services

BYRON WINE (The Faison Center; University of Virginia)

The Application of Supervision Competencies in Sports, Health, and Fitness

LAURIE BONAVIDA (Positive Behavior Supports Corporation; Bay Path University)

Supervision and Organizational Behavior Management: How They Interrelate and Why Distinguishing Between the Two Is Important

SHARLET RAFACZ (California State University, Fresno)

Common Skills of Effective Supervisors and Great Leaders

ELLIE KAZEMI (California State University, Northridge)

#127. Symposium

3:00 PM–4:50 PM

Meeting Level 2; Room 205C

TBA

BACB CE Offered. CE Instructor: Claire C. St. Peter, Ph.D.

Demonstrating the Versatility of Behavioural Skills Training

Chair: J. Turner Butler Braren (University of Kansas)

Discussant: Claire C. St. Peter (West Virginia University)

Behavioral Skills Training to Teach Adolescents With Autism How to Respond to Conversational Interest of Others

KATRINA ROBERTS and Nicole Torrone (Alpine Learning Group), Jaime DeQuinzio (Alpine Learning Group; The Chicago School of Professional Psychology), and Bridget A. Taylor (Alpine Learning Group)

Using Behavioral Skills Training to Keep Children and Adolescents Safe From Online Gaming Dangers

KIRSTYN MAZZA (Hunter College), April N. Kisamore and Lauren K. Schnell (Hunter College, City University of New York), and Jason C. Vladescu (Caldwell University)

Using Computer-Based Instruction to Teach Behavioral Skills Training

ALEXANDRA MARIE CAMPANARO (May Institute), Jason C. Vladescu and Ruth M. DeBar (Caldwell University), Meghan Deshais (Rutgers University), and Christopher Manente (Rutgers Center for Adult Autism Services; Rutgers University)

Um, So, Like: The Effects of Behavioral Skills Training on Public Speaking Behaviors

MATTHEW M. LASKE and Florence D. DiGennaro Reed (University of Kansas)

#128. Symposium

3:00 PM–4:50 PM

Meeting Level 2; Room 203

TBA/OBM; Applied Research

BACB CE Offered. CE Instructor: Amy J. Henley, M.S.

Exploration of Several Practice-Oriented Training Applications

Chair: Jennifer Ruane (Melmark)

Discussant: Amy J. Henley (Western New England University)

Randomized Controlled Pilot Study of a Crisis Prevention Institute Training Program Designed for Parents of Children With Autism

NICOLE ABENAIM SIMON (Lurie Center for Autism at Massachusetts General Hospital), Lisa Nowinski and Kirstin Birtwell (Lurie Center for Autism at Massachusetts General Hospital; Harvard Medical School), Ann Giauque (Lurie Center for Autism at Massachusetts General Hospital), Carol Stamm (University of Massachusetts Chan Medical Center), Alison Tassone (Lurie Center for Autism at Massachusetts General Hospital), Christopher J. McDougle (Lurie Center for Autism at Massachusetts General Hospital; MassGeneral Hospital for Children), and Caitlin Ravichandran (Lurie Center for Autism at Massachusetts General Hospital; Harvard Medical School; McLean Hospital)

Increasing Supervisory Performance Skills via Group Instruction

BRAD STEVENSON (Melmark New England); Keri Stevenson Bethune (James Madison University); and Jill Harper, Helena L. Maguire, James Luiselli, and Silva Orchanian (Melmark New England)

An Evaluation of Organizational Training Processes and Performance Standards

ALYSSA RAFTOVICH, Nikolaos Tsolakidis, and Shawn P. Quigley (Melmark); Mary Jane Weiss (Endicott College); and Lindsay McEntee (Melmark)

Interdisciplinary Review Team: Training Effective Presentation Skills Across Professional Members

JILL HARPER, Frank L. Bird, and Maria Wizboski (Melmark New England); Haley Steinhauer (Melmark New England; Regis College); and James Luiselli (Melmark New England)

#129. Invited Tutorial

4:00 PM–4:50 PM

Meeting Level 1; Room 102B

DEV; Applied Research

PSY/BACB/QABA/NASP CE Offered. CE Instructor: R. Douglas Greer, Ph.D.

The Camouflaged Reinforcer for Learning to Talk, Read, Write/Think

Chair: Jo Ann Pereira Delgado (Teachers College, Columbia University)

R. DOUGLAS GREER (Columbia University Teachers College and Graduate School of Arts and Sciences)



Doug Greer is professor of psychology and education at the Graduate School of Arts and Sciences and Teachers College of Columbia University. He has served on the editorial boards of 10 journals, published over 200 research and theoretical articles in more than 21 journals and is the author or coauthor of 14 books. Two of his most recent books are translated into Korean, Spanish, Chinese, and Italian. Greer has sponsored 252 doctoral dissertations, taught over 2,000 teachers and psychologists, originated the CABAS® model of schooling used in the USA, Ireland, Italy, England and founded the Fred S. Keller School (www.cabasschools.org). He has done basic and applied experimental research in

schools with students, teachers, parents, and supervisors as well as pediatric patients in medical settings. He and his colleagues have identified verbal behavior and social developmental cusps and protocols to establish them when they are missing in children. He is a recipient of the Fred S. Keller Award for Distinguished Contributions to Education from the American Psychology Association, a Fellow of the Association for Behavior Analysis International (ABAI), the ABAI award for International Contributions to Behavior Analysis, and is recipient of May 5 as the R. Douglas Day by Westchester County Legislators and the Jack Michael Award for Contributions to Verbal Behavior. He has served as guest professor at universities in China, Spain, Wales, England, Japan, South Korea, India, Ireland, Germany, Italy, USA, and Nigeria.

Abstract: Research that identified how children develop verbal behavior from experience located some of the stimulus control for learning names, their functions, and their many attributes as the network of relations expand. The learned reinforcers for the sequence of verbal developmental cusps evolve into bidirectional verbal operants. One of these (i.e., Incidental Bidirectional Naming or Inc-BiN) allows children to learn language relations without instruction or the delivery of reinforcement, rather, the reinforcer resides in the effects of the behavior. Once this veiled reinforcement for relating stimuli crossmodally (i.e., overarching reinforcement for parity across listening and speaking) becomes part of the child's community of reinforcers, EXPOSURE ALONE results in the accumulation of more complex relations. Some more complex relations include incidentally learning unfamiliar stimuli relations along with learning them from exclusion, including arbitrarily applicable relations. When this cusp joins reading and writing, contact with print results in listening and writing is speaking. Recent research found that children's difficulties with reading, writing, or computing are often traceable to the lack of, or weak, stimulus control with the Inc-BiN cusp and is fixable by addressing reinforcement stimulus control for this or a developmentally earlier cusp.

#130. Panel Discussion

4:00 PM–4:50 PM

Meeting Level 2; Room 205B

EDC; Service Delivery

BACB CE Offered. CE Instructor: Tiantian Zheng, Ph.D.

A Scientific Balance Between Standardization and Individualization

Chair: Tiantian Zheng (ALSO IN)

TIANTIAN ZHENG (ALSO IN)

ZHAONA CAI (ALSOLIFE Academy)

JIARUN SHI (Alpha ASD Center)

#131. Invited Presenter

DEI

4:00 PM–4:50 PM

Ballroom Level 3; Ballroom East/West

SCI; Service Delivery

PSY/BACB/QABA/NASP CE Offered. CE Instructor: Matthew Capriotti, Ph.D.

Getting Unstuck: How Behavior Analysts Can Talk to Marginalized Communities, Behave Flexibly, and Change the World

Chair: Jeanne M. Donaldson (Louisiana State University)

MATTHEW CAPRIOTTI (San Jose State University)

Saturday, May 28



Dr. Matthew Capriotti is an associate professor of psychology at San Jose State University. He completed his BS in psychology at the University of Florida in 2010, and he then earned his Ph.D. in Clinical Psychology at the University of Wisconsin-Milwaukee in 2015. Prior to joining the faculty at San Jose State University, Dr. Capriotti completed predoctoral and postdoctoral fellowships in the Department of Psychiatry at the University of California San Francisco. His research interests lie in the behavioral treatment of Tourette Syndrome and in the study of processes that drive health and wellness among LGBTQ+ people. Dr. Capriotti has employed varied methodological approaches to conduct research across the basic-to-applied continuum. His earliest work investigated rats' responding on multiple schedules. His subsequent programs of research on tic disorders and LGBTQ+ health have employed a range of methodological approaches and content foci, including within-case laboratory studies on behavioral processes in clinical populations, clinical trials, dissemination and implementation projects, phenomenological and epidemiological investigations of neurobehavioral and psychiatric conditions, experiments evaluating environmental determinants of stigma, survey- and interview-based qualitative research on facilitators and barriers of psychosocial treatment, and community-based participatory research. Dr. Capriotti is the author of 46 peer-reviewed publications and over 70 conference presentations.

Abstract: As behavior analysts, we know the potential of our science to change the world. Behavior analysis points to powerful interventions for a range of individuals' challenges and society's ills, without assigning stigmatizing diagnoses of personal or cultural deficits, such as character problems and broken brains. Our beloved science has made enormous impacts in a few areas. And yet, behavior analysis's reach is far from what Skinner imagined possible. At the same time, we behavior analysts often bemoan feeling misunderstood by colleagues and by society. Our science, and our reputations, tend to get stuck within our research and practice communities, and within tried-and-true applications. I propose that we can get our science "unstuck" through thoughtful collaboration with underserved and oppressed communities, and with the professionals who have long served them. As an exemplar of a recent (and ongoing) success story that has leveraged these principles, I will discuss how behavior analysts have changed the landscape of treatment for people with tic disorders across the world. To exemplify an unfulfilled opportunity for such progress, I will discuss potential applications of behavior analysis into LGBTQ+ health and wellness. I will present my own work in these two areas, with particular attention to intentional professional actions outside the traditional bounds of behavior analysis. This will include honest discussion of both "wins" (wherein such work has led to increased impact) and "misses" (wherein such projects have led down the rabbit holes of mentalism). I will conclude with practical suggestions for behavior analysts looking to expand the scope of their work into new areas.

#132. Invited Panel

4:00 PM-4:50 PM

Meeting Level 1; Room 151A/B

SCI; Theory

PSY/BACB CE Offered. CE Instructor: M. Christopher Newland, Ph.D.

Mathematical Principles of Reinforcement: A Panel with Discussion

Chair: M. Christopher Newland (Auburn University)

M. CHRISTOPHER NEWLAND (Auburn University)



Chris Newland directs a laboratory to investigate drugs and contaminants that affect behavioral and brain development using experimental models. With his students, he has reported troubling impairments in behavioral plasticity, choice, and learning that can be traced to low-level methylmercury exposure during the prenatal and adolescent periods or drug exposure during adolescence. For example, he reported that methylmercury during gestation accelerates aging long after exposure ends. He is also involved in a project to reduce the use of psychotropic medicine among children in foster care. Dr. Newland has served on numerous panels guiding federal environmental policy as well as grant review panels for the NIH and the EPA. He has played leadership roles in the Society of Toxicology and the Association for Behavior Analysis International. He teaches courses at all levels in behavioral neuroscience, psychopharmacology, conditioning and learning, and clinical psychopharmacology in developmental disabilities.

JOHN FALLIGANT (Kennedy Krieger Institute; Johns Hopkins University School of Medicine)



Dr. Falligant is an assistant professor in the Department of Psychiatry and Behavioral Sciences at the Johns Hopkins University School of Medicine and a Senior Behavior Analyst in the inpatient Neurobehavioral Unit at the Kennedy Krieger Institute. The Neurobehavioral Programs at the Kennedy Krieger Institute serve individuals with intellectual and developmental disabilities who suffer from severe behavioral dysfunction, including self-injury. Dr. Falligant's clinical work and research is focused on the assessment and treatment of behavioral dysfunction in individuals with neurodevelopmental disorders. He is also interested in translational behavioral research involving models of choice behavior and impulsivity, reward sensitivity, behavioral persistence,

and the identification and quantification of predictive behavioral markers. Dr. Falligant is a clinical psychologist and board certified behavior analyst (BCBA-D). He received his Ph.D. from Auburn University. He completed his Doctoral Internship and a Postdoctoral Research Fellowship at the Kennedy Krieger Institute and Johns Hopkins University School of Medicine.

BRENT KAPLAN (University of Kentucky)



Brent Kaplan received his Ph.D. in behavioral psychology at the University of Kansas and subsequently completed his postdoctoral training at the Fralin Biomedical Research Institute at Virginia Tech. He is currently an Assistant Professor in the Department of Family and Community Medicine at the University of Kentucky College of Medicine and a member of the Healthier Futures Laboratory. Brent's research focuses on applying behavioral economic concepts and methodology to better understand alcohol and cigarette substance use and treatments. His interests also include developing and disseminating tools for analyzing and interpreting behavioral economic data. He has served on the editorial boards of the *Journal of the Experimental Analysis of Behavior* and *Perspectives on Behavior Science* and currently serves on the executive committee for Division 28 Psychopharmacology and Substance Abuse of the American Psychological Association.

Abstract: This session, a follow-up to Peter Killeen's tutorial on Mathematical Principles of Reinforcement, will offer examples of MPR's application and thoughts about potential uses. Why consider applying MPR? It is a comprehensive theory of behavior that is derived from three elementary, common-sensical principles. The data required for model fitting, which come from a series of fixed-ratios or a progressive ratio schedule, are acquired quickly. The ability of its parameters to distinguish reinforcer efficacy, how reinforcers select recent behavior, and motor characteristics of behavior can yield insight into behavioral determinants. Chris Newland will describe its application in characterizing the actions of drugs and contaminants that act on the nervous system, John Michael Falligant will explore its potential applications to applied behavior analysis, and Brent Kaplan will describe how it might address issues in substance abuse.

#133. Symposium

4:00 PM–5:50 PM
Meeting Level 1; Room 156C
PCH

Rethinking Reinforcement: Moving Beyond Response Strength

Chair: Carsta Simon (University of Agder, Norway)
Discussant: Timothy A. Shahan (Utah State University)

Avoidance, Induction, and the Illusion of Reinforcement

WILLIAM M. BAUM (University of California, Davis)

Control by Past, Present, and Potential Depends on Generalization Across Multiple Dimensions

SARAH COWIE (University of Auckland)

Reinforcement in Action: A Disequilibrium Theory of Reinforcement With Practical Aims

KENNETH W. JACOBS (Salem State University)

How the Conceptualization of Behavior-Environment Interaction as a Selectionist System Relates to Material Reality

JACK J MCDOWELL (Emory University)

#134. Panel Discussion

Ethics

5:00 PM–5:50 PM
Meeting Level 2; Room 255
AUT; Service Delivery
BACB CE Offered. CE Instructor: Meka McCammon, Ph.D.

In Consideration of Social Validity: Do Others Like What We Do, and Does It Matter?

Chair: Meka McCammon (May Institute)
JOEL ERIC RINGDAHL (University of Georgia)
CYNTHIA M. ANDERSON (May Institute)
AMY GRAVINO (A.S.C.O.T Consulting)

#135. Symposium

5:00 PM–5:50 PM
Meeting Level 2; Room 254B
AUT/CBM; Service Delivery
BACB CE Offered. CE Instructor: Nouf Alzrayer, Ph.D.

Using Telehealth to Train Parents of Children With Autism Spectrum Disorder

Chair and discussants: Nouf Alzrayer (King Saud University)

Training Parents to Implement Augmentative and Alternative Communication-Based Intervention in Naturalistic Context Via Telehealth

NOUF ALZRAYER (King Saud University)

Training Parents in Saudi Arabia to Teach Toilet Skills to Children With Autism Via Telehealth Technology

AHMAD KHAMIS EID, Sarah Mohammed Aljaser, Katelyn Craig, AlAnoud Al Saud, Mashail Alaql, and Mitch Fryling (California State University, Los Angeles)

#136. Symposium

5:00 PM–5:50 PM

Meeting Level 2; Room 258C

AUT

BACB CE Offered. CE Instructor: Shannon Ballinger, M.A.

Reducing Applied Behavior Analysis Agencies' Administrative Burdens Through Technology and Multi-Component Intervention on Insurance and Governmental Requirements

Chair: Shannon Ballinger (Positive Behavior Supports Corporation)

Antecedent, Replacement and Consequence-Based Interventions for Agency Leaders in Reducing Burdensome Requirements From Private Funding Sources and Governmental Agencies

TAHRA JOLENE CESSNA (Florida Institute of Technology)

Improving Caregiver and Provider Responses to Requests for Required Information to Reduce Latency in Access to Services

NINA MALAGIC RAYNOR (Positive Behavior Supports Corporation)

Helping New Individuals Considering a Career in the Field of Applied Behavior Analysis Complete Complex Requirements in Order to Reduce Latency to Provide Services and Maintaining Credentialing Requirements

MICHAEL NOLAN (Positive Behavior Supports Corporation)

#137. Symposium

5:00 PM–5:50 PM

Meeting Level 2; Room 254A

AUT/DDA; Applied Research

PSY/BACB CE Offered. CE Instructor: Jacquelyn M. MacDonald, Ph.D.

Teaching Social Skills Repertoires to Children With Autism

Chair: Rebecca P. F. MacDonald (New England Center for Children)

Discussant: Jacquelyn M. MacDonald (Regis College)

Teaching Helping to a Child With Autism Using a Multiple-Exemplar Matrix Model and Video Modeling

SHEMARIAH ELLIS and Rebecca P. F. MacDonald (New England Center for Children)

The Effects of Consequence Discrimination Training and Differential Observing Response Training on Observational Learning During Group Instruction

SYDNEY J BERKMAN and Rebecca P. F. MacDonald (New England Center for Children)

#138. Symposium

5:00 PM–5:50 PM

Meeting Level 2; Room 258A

AUT

Clinical Adaptations of the Picture Exchange Communication System: Innovative Responses to Barriers in Clinical Care

Chair: Amanda Zangrillo (University of Nebraska Medical Center's Munroe-Meyer Institute)

Discussant: Brittany Ann Juban (May Institute)

Evaluation of the Picture Exchange Communication System Without a Second Instructor

ELIZABETH M. SANSING, Karen A. Toussaint, Gabriel Luke Armshaw, Samantha Bergmann, Alli Horton, and Oluwabukola Elizabeth Akinwale (University of North Texas)

Picture Exchange Communication System Administration Using a Single Clinician

LAUREN LAYMAN, Brittany Alysse Pigg, and Tiffany Harris (University of Southern Mississippi)

#139. Symposium

5:00 PM–5:50 PM

Meeting Level 2; Room 258B

AUT/CSS; Service Delivery

Behavior Analysis Integration Within the Deaf/Hard of Hearing Autistic Population and Other Community Considerations for Practitioners

Chair: Holly Barszcz (Cornerstone Autism Center)

Discussant: Stephanie L. Dille-Huggins (Cornerstone Autism Center)

VB-MAPP Integration Within the Deaf and Hard of Hearing Autistic Population

STEPHANIE L. DILLE-HUGGINS (Cornerstone Autism Center)

Behavioral Analytic Considerations When Working With the Deaf/Hard-of-Hearing Autistic Community

HOLLY BARSZCZ (Cornerstone Autism Center)

#140. B. F. Skinner Lecture Series

5:00 PM–5:50 PM

Ballroom Level 3; Ballroom East/West

BPN: Applied Research

BACB/PSY/QABA CE Offered. CE Instructor: Sandra Comer

Positive and Negative Reinforcing Effects of Opioids: The Opponent Process Theory From a Clinical Perspective

Chair: Sally L. Huskinson (University of Mississippi Medical Center)

SANDRA COMER (New York State Psychiatric Institute, Columbia University)



Dr. Sandra Comer is professor of Neurobiology in the Department of Psychiatry at Columbia University. She received her BS at Vanderbilt University and Ph.D. at the University of Michigan for her research on the effects of drugs using preclinical models. Dr. Comer is director of the Opioid Laboratory in the Division on Substance Use Disorders and her current research focus is on the clinical testing of medications for treating opioid use disorder, methods to maximize the use of naloxone by opioid users, and evaluations of the comparative abuse liability of prescribed pain medications. Dr.

Comer served as president of the College on Problems of Drug Dependence, the longest standing scholarly society in the U.S. devoted to research on substance use disorders, and currently is the Public Policy Officer for CPDD. Dr. Comer is a member of the Expert Advisory Panel on Drug Dependence for the World Health Organization and has over 160 publications on substance use disorders.

Abstract: Over 92,000 drug-related overdose deaths, the majority of which were due to opioids, were reported in the U.S. in 2020 (www.cdc.gov/nchs/nvss/vsrr/drug-overdose-data.htm). This increase in opioid-related overdose deaths occurred despite the availability of several effective treatment medications. Both positive and negative reinforcing effects of opioids may underlie the initiation of opioid use and development and maintenance of opioid use disorder (OUD). Some investigators suggest that the negative reinforcing effects of opioids become more prominent with repeated use. Evidence for this position will be presented using clinical data from a variety of sources. While both processes appear to be supported by the data, the relative contribution of positive and negative reinforcing effects in maintaining opioid use is unclear. Additional research should be conducted to directly address this issue because it has relevance for the development of more effective pharmacotherapeutic and behavioral treatment strategies for OUD.

#141. Panel Discussion

5:00 PM–5:50 PM

Meeting Level 1; Room 103

CBM: Translational

BACB CE Offered. CE Instructor: Christina M. Peters, Ph.D.

Overcoming Challenges Associated With Conducting Behavior Analytic Research in Neurorehabilitation Settings

Chair: Christina M. Peters (Brock University)

MEGAN R. HEINICKE (California State University, Sacramento)

JEFF KUPFER (University of Colorado Denver)

MICHAEL P. MOZZONI (Mozzoni & Associates, LLC)

#142. Symposium

DEI

5:00 PM–5:50 PM

Meeting Level 1; Room 156B

CSS/OBM; Theory

PSY/BACB CE Offered. CE Instructor: Ryan Sain, Ph.D.

Why So Racist? A Function-Based and Organizational Assessment and Interventions for Policing

Chair: Shawn Capell (Covenant 15: 16, LLC)

Discussant: Ryan Sain (Mary Baldwin University)

The Function of the Police Force: A Behavior Analytic Review of the History of How Policing in America Came To Be

NATALIE A. PARKS (Behavior Leader Inc.; Saint Louis University) and Beverly Kirby (Team ABA, LLC)

Solutions Addressing the Vulnerability of Individual and Institutional Racism in Police Departments

BEVERLY KIRBY (Team ABA, LLC) and Natalie A. Parks (Behavior Leader Inc.; Saint Louis University)

Saturday, May 28

#143. Symposium

5:00 PM–5:50 PM

Meeting Level 1; Room 156A

CSS/TBA; Applied Research

BACB CE Offered. CE Instructor: Sharlet D. Rafacz, Ph.D.

Health, Sport, and Fitness SIG Grant Recipients: Exciting New Areas of Research

Chair: Rocky Perez (Western Michigan University PhD IOBM Candidate)

Discussant: Sharlet D. Rafacz (California State University, Fresno)

Evaluating Group Contingencies for Increasing Daily Steps in Adults

CASEY IRWIN HELVEY and Carole M. Van Camp (University of North Carolina Wilmington)

An Evaluation of Virtual Behavioral Skills Training to Teach Dance Instructors to Task Analyze Dance Skills

SARAH DAVIS, Kendra Thomson, Kimberley L. M. Zonneveld, Melina Passalent, Tricia Corinne Vause, and Brittney Mathura Sureshkumar (Brock University)

#144. Symposium

5:00 PM–5:50 PM

Meeting Level 2; Room 251

DDA/AUT; Applied Research

BACB CE Offered. CE Instructor: Mindy Christine Scheithauer, Ph.D.

Feasibility of Wearable Technology: First Steps Towards Automatic Measurement of Challenging Behavior

Chair: Mindy Christine Scheithauer (Emory University; Marcus Autism Center)

Discussant: Griffin Rooker (Mount St. Mary's University)

Feasibility of Wearable Technology to Supplement Measurement During Functional Analysis

LESLIE NEELY and Sakiko Oyama (The University of Texas at San Antonio) and Jordan Wimberley (Autism Treatment Center of San Antonio)

Using Accelerometers With Children With Autism Spectrum Disorder and Challenging Behavior: A Feasibility Analysis

MINDY CHRISTINE SCHEITHAUER (Marcus Autism Center; Emory University); Shruthi Hiremath, Audrey Southerland, and Agata Rozga (Georgia Institute of Technology); Thomas Ploetz (School of Interactive Computing, Georgia Institute of Technology); Chelsea Rock (Marcus Autism Center); and Nathan Call (Marcus Autism Center; Emory University)

#145. Panel Discussion

5:00 PM–5:50 PM

Meeting Level 2; Room 252A

DDA; Service Delivery

BACB CE Offered. CE Instructor: Saundra Bishop, M.S.

What Applied Behavior Analysis Has to Offer Trauma Assessment and Intervention

Chair: Saundra Bishop (BASICS ABA Therapy; DCABA)

JEANNIE GOLDEN (East Carolina University)

TERESA CAMILLE KOLU (Cusp Emergence)

GABRIELLE MORGAN (Bay Path University)

#146. Symposium

5:00 PM–5:50 PM

Meeting Level 1; Room 152

EAB

Social Discounting: A Review of the Research and Current Directions

Chair: Matt Locey (University of Nevada, Reno)

Social and Risky Choice: The Role of Reciprocation

NATALIE BUDDIGA (University of Nevada, Reno), Matt Locey (University of Nevada, Reno)

Evaluations of Trust, Likability, and Social Distance Based on Fictional Vignettes

VASILIIY SAFIN (Reed College)

A Review of Social Discounting

BRYAN A. JONES (Kent State University, Ashtabula)

#147. Invited Presenter

5:00 PM–5:50 PM

Meeting Level 1; Room 154

EAB; Applied Research

PSY/BACB CE Offered. CE Instructor: Kimberly Kirkpatrick, Ph.D.

Disordered Behavioral Processes and Diet-Induced Obesity

Chair: Karen M. Lionello-DeNolf (Assumption University)

KIMBERLY KIRKPATRICK and Travis Ray Smith (Kansas State University)



Dr. Kimberly Kirkpatrick is a University Distinguished Professor of Psychological Sciences at Kansas State University. She directs the Reward, Timing, and Decision laboratory which is funded by a \$1.9M grant from the National Institutes of Mental Health. She also directs the Cognitive and Neurobiological Approaches to Plasticity (CNAP) Center of Biomedical Research Excellence which was founded in 2017 through a \$10.6M grant from the National Institutes of General Medical Sciences. Kirkpatrick received the Kansas State Distinguished Graduate Faculty Award in 2018 and became a University Distinguished Professor in 2019. She currently serves on the ABAI

Science Board. Dr. Kirkpatrick studies everyday choices which can lead to long-term health problems such as obesity, substance abuse, and other impulse control disorders. She has found that diets high in processed sugar and saturated fats can undermine self-control and lead individuals to develop a pattern of problematic daily choices, known as impulsive choices. She has also developed interventions to promote self-control as a treatment for impulsive choices, which is the topic of her current R01 grant. Kirkpatrick graduated with a bachelor's in psychology from Iowa State University. She completed her PhD at the University of Iowa in Psychology with a focus on Behavioral Neuroscience and then subsequently completed her post-doctoral training at Brown University. She started her career as a faculty member at the University of York (UK) before joining the faculty at Kansas State in 2008.

Abstract: No one chooses to become obese, yet obesity rates have risen steadily over the past 40 years and obesity is now one of the most widespread behavioral diseases. Obesity does not emerge from any one choice, but from the accumulation of many poor dietary and lifestyle choices. Many everyday choices can be impulsive choices, such as choosing to eat convenient fast-food items instead of taking the time to prepare a healthy meal. Research with rodent pre-clinical models has found that a diet high in processed saturated fat and/or sugar increased impulsive choices, impaired temporal discrimination, altered food reward value, and modified food choice and consumption behaviors. Dietary schedules that may simulate food insecurity, such as intermittent access to fat and sugar, also increased impulsive choices and altered food reward value. This suggests that an HF diet can impair self-control and related behavioral processes that are needed to avoid future intake of unhealthful foods, thus leading to a vicious cycle that may promote diet-induced obesity. The rodent model controls for dietary history so that specific causal mechanisms can be identified. Research pinpointing core behavioral mechanisms of diet-induced obesity can supply important insights for guiding the development of future obesity treatments.

#148. Symposium

5:00 PM–5:50 PM

Meeting Level 2; Room 205A

EDC/CBM; Service Delivery

PSY/BACB/NASP CE Offered. CE Instructor: Sara S. Kupzyk, Ph.D.

Remote Behavior Skills Training and Prompting to Increase Teacher Use of Evidence-Based Practices

Chair: Sara S. Kupzyk (University of Nebraska Omaha)

Discussant: Brenda J. Bassingthwaite (University of Nebraska Medical Center's Munroe-Meyer Institute)

Training Teachers to Provide Opportunities for Parents to Support Learning at Home

SARA S. KUPZYK, Lindsey Aberle, Madison Schaller, and Maria Juarez (University of Nebraska Omaha)

Email Prompts to Promote Early Childhood Educators' Rates of Behavior-Specific Praise

ZACHARY CHARLES LABROT, Chelsea Johnson, Terreca Cato, Emily Maxime, and Emily DeFouo (University of Southern Mississippi)

#149. Panel Discussion

5:00 PM–5:50 PM

Meeting Level 1; Room 153B

OBM; Service Delivery

BACB CE Offered. CE Instructor: Molly Ann McGinnis, M.Ed.

Perspectives on Building and Maintaining a Sustainable Applied Behavior Analysis Business Model and Work Culture

Chair: Hanna C. Rue (LEARN Behavioral)

HELENA MAGUIRE (Melmark New England)

RITA GARDNER (Melmark New England)

MOLLY ANN MCGINNIS (Butterfly Effects)

Saturday, May 28

#150. Invited Presenter



5:00 PM–5:50 PM

Meeting Level 2; Room 253A-C

PCH; Theory

BACB CE Offered. CE Instructor: Jacob A Sadavoy, Ph.D.

Current Landscape of the Global Dissemination of Applied Behavior Analysis: Perspectives on Supervision and Beyond

Chair: Lina M. Slim (ASAP - A Step Ahead Program, LLC; Endicott College; The Chicago School of Professional Psychology)

JACOB SADOVOY (Committed Behavior)



Jacob A. Sadavoy is a board certified behaviour analyst with over 20 years of experience applying the principles of applied behaviour analysis in home programs, clinical center-based programs, school environments as a teacher and educational consultant, businesses, and hospitals throughout North America. To date, Jacob has travelled to fifteen different countries to collaborate with local practitioners to develop culturally-informed, socially significant behaviour analytic strategies dynamic to the local environment and culture. The ethical challenges and barriers of disseminating ABA effectively throughout the world culminated in *Understanding Ethics in Applied Behavior Analysis: Practical Applications*. Jacob also sat as the 2019 vice president of the Ethics and Behavior Analysis Special Interest Group, Teamwork Healthcare's Clinical Board, and a member of the Behaviour Analysis Supervision Special Interest Group addressing international supervision. Jacob's key areas of interest are ethics, supervision, sustainable dissemination, social justice, and services across the lifespan. Jacob's interest in social justice and compassionate care has culminated in a 2021 tome, *A Scientific Framework for Compassion and Social Justice: Lessons in Applied Behavior Analysis*.

Abstract: The field of behaviour analysis is growing exponentially in North America (Carr & Nosik, 2017; Deochand & Fugua, 2016); however, there exists many barriers that impede similar expansion of the field internationally. This presentation will share survey results related to those barriers from six regions: Africa, Asia, Australia/New Zealand, Europe, the Middle East, and South America. We will compare and contrast the behaviour analytic landscape in these regions with a focus on challenges related to supervision (e.g., access, financial constraints, infrastructure, etc.). We will examine the respondents' answers to gain greater insights into these barriers and discuss national initiatives and action steps to respond to this crisis.

#151. Invited Presenter

5:00 PM–5:50 PM

Meeting Level 2; Room 256

PRA; Service Delivery

BACB CE Offered. CE Instructor: Javier Virues Ortega, Ph.D.

From Standardized Measurements to Biomarkers: The Emerging Science of Treatment Outcomes in Applied Behavior Analysis and Autism Research

Chair: Susan Wilczynski (Ball State University)

JAVIER VIRUES ORTEGA (Universidad Autónoma de Madrid; The University of Auckland)



Javier Virues-Ortega is a Ramón y Cajal senior research fellow at the Universidad Autónoma de Madrid and honorary associate professor at The University of Auckland. Previously, he has been assistant professor of psychology at the University of Manitoba (Canada) and postdoctoral researcher at the Instituto de Salud Carlos III (Spain). His research focuses on the evaluation of interventions based on applied behavior analysis (ABA) for people with and without disabilities. He has an interest in transferring mainstream outcome research methods into ABA. He is author of over one hundred specialized publications. His work has been cited thousands of times and has been featured in the health coverage policies and authoritative advice of international organizations including UnitedHealthcare, Blue Cross Blue Shield, ICHOM, and others. Virues-Ortega has served as associate editor or member of the editorial board for eight leading behavioral journals and has served as member of the board of directors and executive committees of leading professional organizations including the Behavior Analyst Certification Board and the European Association for Behavior Analysis.

Abstract: Applied behavior-analytic (ABA) interventions have traditionally relied on frequent samples of operationally defined performances compounded with unstandardized social validity measures as the sole basis of treatment evaluation. While this approach has served the field well for decades, it has faced fierce opposition from non-behavioral scientists who often rely on group-based studies and standardized outcomes as their lingua franca. This protracted conflict questions the very nature of scientific evidence and alienates behavior analysis from mainstream autism science. The conflict has an impact on how behavior analysis is viewed and portrayed, and has far reaching consequences on research funding, health and education policies, and, ultimately, availability of services. Yet, behavior analysts have failed to take up this generational challenge. With examples from his own work, the presenter will look at ABA research through the lens of an array of established and emerging clinical research outcomes including

behavioral markers, standardized assessment coresets, biomarkers, and selected medical metrics. We will also discuss the contexts under which these various outcomes could be complementary to the behavioral dimension of ABA. Finally, we will lay a plausible roadmap of strategic research that could help to establish ABA intervention as a widely accepted evidence-based service for autism.

#152. Symposium

5:00 PM–5:50 PM

Meeting Level 2; Room 203

TBA

BACB CE Offered. CE Instructor: Kimberly Marshall, Ph.D.

The Impact of Behavior Analysis Jargon on Dissemination: Increasing the Accessibility of Our Terminology

Chair: Paul D. Neuman (independent scholar)

Discussant: David P. Jarmolowicz (University of Kansas, Cofrin Logan Center for Addiction Research and Treatment)

The Impact of Behavior Analysis Jargon on the Effective Training of Stakeholders

KIMBERLY MARSHALL (Endicott College; The Center for Children with Special Needs), Mary Jane Weiss (Endicott College), Thomas S. Critchfield (Illinois State University), and Justin B. Leaf (Autism Partnership Foundation; Endicott College)

The Social Validity of Behavior Analytic Interventions: Descriptions Versus Jargon

STEVEN PAUL SPARKS (Sparks Behavioral Services)

#153. Panel Discussion

5:00 PM–5:50 PM

Meeting Level 2; Room 204A/B

TBA; Service Delivery

BACB CE Offered. CE Instructor: Heather Francisco, M.Ed.

Developing Supervision Strategies That Maximize Sessions to Create Critical Thinkers, Shape Practical Skill-Sets In The Field, and Adhere to the 2022 BACB Requirements, All While Utilizing Five Practices

Chair: Heather Francisco (Brett DiNovi and Associates, LLC)

JOHN STEEN (Brett DiNovi and Associates, LLC)

VERONICA DEPINTO (Brett DiNovi and Associates, LLC)

SAMANTHA MOLLICA (Brett DiNovi and Associates, LLC)

#154. Presidential Scholar Address

6:00 PM–6:50 PM

Ballroom Level 3; Ballroom East/West

OTH

BACB/PSY/QABA CE Offered. CE Instructor: Carol Pilgrim, Ph.D.

Great Rats to the Rescue! Applied Principles Shape Behaviors and Communities

Chair: Carol Pilgrim (University of North Carolina Wilmington)

CYNTHIA FAST (APOPO)



Dr. Cynthia Fast is the Head of Training and Innovation at APOPO, a Belgian NGO that trains African giant pouched rats (*Cricetomys ansorgei*) for scent detection of humanitarian targets. Cindy has more than twenty years of experience training a variety of animals, including rats, mice, pigeons, and hermit crabs, in addition to family cats, dogs, birds, and horses. She holds a Ph.D. in psychology from UCLA where her research focused on comparative cognition and behavioral neuroscience.

While a member of the Behavioral and Systems Neuroscience department at Rutgers University, she investigated the neurobiology of rodent olfaction including how learning influences olfactory sensation and perception. Her research has received numerous professional awards, including the prestigious James McKeen Cattell Gold Medal from the New York Academy of Sciences. She is a member of the Pavlovian Society, Society for Neuroscience, Women in Learning, Association for Chemoreception Sciences, and Comparative Cognition Society and has served as a mentor in both Women in Learning and the STEM Alliance Next Scholars program.

Abstract: Adopting fundamental principles of behavior, the Belgian NGO, APOPO, developed a hero out of the most unlikely of creatures: the African giant pouched rat (*Cricetomys ansorgei*). The rats are native to Tanzania where they have historically been viewed as pests. APOPO established operational headquarters in Tanzania in 2000 to train the rats to use their keen sense of smell for locating buried landmines in former conflict zones. Landmines not only pose serious safety and psychological risks, they also hamper economic development by blocking access to agriculture and displacing communities. To date, APOPO's rats have safely located more than 140,000 landmines and unexploded ordnances (UXOs) to help return more than 65 million square meters of safe land to local communities in Africa and

Southeast Asia. Research that began in 2003 has successfully trained the rats to also detect tuberculosis (TB). Until recently, TB stood as the world's deadliest infectious disease. Working in partnership with local health authorities in Sub-Saharan Africa, TB-detection rats screen upwards of 100 sputum samples from suspected TB patients in under 20 minutes. To date, the rats have efficiently identified more than 20,000 patients that had otherwise been misdiagnosed, effectively increasing case detection by 40%. Ongoing research continues to inform training techniques by revealing the universal nature of behavioral principles. For example, recent results suggest interventions developed to prevent extinction in scent detection dogs and laboratory rats may reduce the need for routine maintenance training of deployed landmine-detection rats. Applying standardized training procedures in additional lines of research provides insights for optimizing how and where the rats are deployed. Recent results show they can be trained to detect other pathogens posing health and economic risks, contribute to various environmental initiatives by detecting contaminated soil and illegally trafficked wildlife, and even support search and rescue efforts following natural disasters. Through the process of training scent detection rats, APOPO's collective work continues to shape behaviors, perspectives, and livelihoods.

#155. Business Meeting

7:00 PM–7:50 PM

Meeting Level 2; Room 251

Behaviorists for Social Responsibility Business Meeting

Chair: Sarah M. Richling (Auburn University)

Behaviorists for Social Responsibility is the oldest SIG in ABAI. BFSR members engage in theoretical, conceptual, and empirical analyses of significant social issues related sustainability, economic and social justice, violence, health and wellness, political systems, and culture, among other topics. In the business meeting, the BFSR planners will report on our active projects, including (a) the Matrix Project which is oriented toward increasing preparation and opportunities for behavior analysts to engage in work related to major social issues, (b) international outreach, (c) social media presence, (d) education initiatives, and (e) sustainability initiatives. Discussion of opportunities for participation will follow these brief reports.

#156. Business Meeting

7:00 PM–7:50 PM

Meeting Level 2; Room 205B

Behavior Analysis in Military and Veterans' Affairs

Chair: Abigail B. Calkin (Calkin Consulting Center)

This year's meeting's agenda will present the recent projects of John Borgen and Emily Leeming and request information from others on individuals doing behavior analysis work, however large or small, with any military branches.

#157. Business Meeting

7:00 PM–7:50 PM

Meeting Level 2; Room 204A/B

Positive Behavior Support Special Interest Group

Chair: Jodie Soracco (Virginia Commonwealth University)

Positive behavior support (PBS), a systems approach, uses behavioral principles to redesign environmental contexts that enhance quality of life while decreasing problem behavior and increasing socially valid replacement behavior. Behavior analysts involved in PBS operate within various levels from providing direct supports to individuals to applying principles to broad systems (e.g., organizations, schools). The Positive Behavior Support Special Interest Group provides a forum for behavior analysts to discuss issues relevant to the profession.

#158. Business Meeting

7:00 PM–7:50 PM

Meeting Level 2; Room 205A

History of Behavior Analysis

Chair: Edward K. Morris (University of Kansas)

The purpose of this meeting is to review, vote on, and thereby establish the SIG's by-laws, given its aim, mission, objectives, and purview. Its aim is to advance behavior analysis nationally and internationally through its history and historiography. Its mission is to cultivate and nurture, enrich and improve, and disseminate the field's history and historiography. Its objectives are to enhance (a) teaching: course content and pedagogy; (b) research: presentations, publications, and workshops; and (c) service: leadership, governance, and communications. Its purview is the field's long past, short history, and recent origins. Its audience includes behavior analysts, other scientists and humanists, and the public at large. The by-laws will establish positions, policies, and procedures for the SIG's governance and the succession of its governance (e.g., an Executive Council, Treasurer, Secretary) and for its committees and their succession

(e.g., an awards program, bibliographies, communications, syllabus bank; identifying and creating archives; membership and website committees). These will be developed and vetted, in part, on the HoBA ListServ prior to the meeting. To become a member of the ListServ and part of the process, contact Pat Williams at WilliamsP@uhd.edu. SIG members interested in election to its governance and service on its committees should attend (or inform the SIG president prior to the meeting of their interests).

#159. Business Meeting

7:00 PM–7:50 PM

Meeting Level 2; Room 206A/B

Behavioral Gerontology Special Interest Group

Chair: Claudia Drossel (Eastern Michigan University; Center for the Advancement of Neurobehavioral Health)

The Behavioral Gerontology SIG (<https://bgsig.abainternational.org/>) provides an open forum for students, practitioners, and researchers who have an interest in applying the science, practice, and philosophy of behavior analysis to wellbeing in later life, typically referring to ages 65 and older. The goal is to promote the development, implementation, and evaluation of behavior analytic approaches to a wide variety of topics with high public health significance in this population, such as self-management for health promotion and disease prevention, and functional assessments of and interventions for behavioral changes commonly associated with neurocognitive disorders (e.g., due to Alzheimer's disease). The meeting will explore attendees' interests and needs and foster collaborations and the sharing of information, to encourage education, training, practice, and research. The new website, member access to training materials, outreach, and organizational issues are central to the meeting agenda.

#160. Business Meeting

7:00 PM–7:50 PM

Meeting Level 2; Room 207

Neuroscience Special Interest Group

Chair: Suzanne H. Mitchell (Oregon Health & Science University)

Discussion of future initiatives and how to grow membership, visibility, and relevance to ABAI members.

#161. Business Meeting

7:00 PM–7:50 PM

Meeting Level 2; Room 205C

Sexual Behavior: Research and Practice Special Interest Group

Chair: Barbara Gross (Missouri Behavior Consulting; Sex Ed Continuing Ed)

All individuals attending the ABAI convention who have an interest in sex research, sex education, and/or procedures used to change sex-related behaviors are invited to attend the Sexual Behavior: Research and Practice Special Interest Group's annual meeting. Items of business will include a discussion of current SIG activities occurring both at and outside the ABAI convention, the sharing of relevant research findings, and plans for the next year of SIG activities.

#162. Business Meeting

7:00 PM–7:50 PM

Meeting Level 2; Room 203

Journal of Applied Behavior Analysis Business Meeting

Chair: Linda A. LeBlanc (LeBlanc Behavioral Consulting, LLC)

This business meeting is for all current and former editorial board members and authors who are interested in learning more about publishing in the *Journal of Applied Behavior Analysis* (JABA). The editor of JABA will present on recent trends in the journal.

#163. Business Meeting

7:00 pm–8:50 pm

Meeting Level 2; Room 252A

Organizational Behavior Management Network and Journal of Organizational Behavior Management Annual Meeting

Chair: Lori H. Ludwig (Performance Ally)

This joint meeting will present information related to both the OBMNetwork and the *Journal of Organizational Behavior Management*. Founded in 1982, the Organizational Behavior Management Network exists to develop, enhance, and support the growth and vitality of Organizational Behavior Management through research, education, practice, and collaboration. The *Journal of Organizational Behavior Management*, edited by Dr. David Wilder, is the flagship journal for the publication of research and discussion articles related to the practice of behavior analysis in business settings. All attendees interested in OBM are invited to hear updates and network with practitioners and researchers.

#163a. Special Event

8:00 pm-10:00 pm

Exhibit Level; Exhibit Hall A

Friends of SABA Reunion

Chair: Erin B. Rasmussen (Idaho State University)

ABAI members who donated to the Society for the Advancement of Behavior Analysis (SABA) in 2021 and 2022 are invited to a reception in honor of their contributions and commitment to the field. We are grateful for the generosity of those who support the activities of ABAI and SABA.

#165. ABAI Expo

8:00 PM-10:00 PM

Exhibit Level; Exhibit Hall A

1. ABAI Accreditation Board JENNA MRLJAK (Association for Behavior Analysis International)

2. Master's Program at Jacksonville State University in Alabama C. RENEE RENDA, Rusty Nall, Paige M. Mc Kerchar, Makenzie Williams Bayles, and Todd L. Mc Kerchar (Jacksonville State University)

3. Florida State University Master's Program in Applied Behavior Analysis LEAH JULIA KOEHLER and Amy S. Polick (Florida State University Panama City), Jon S. Bailey (Florida State University), and Harry Allen Murphy (Florida State University Panama City)

4. Master of Arts in Applied Behavior Analysis and Clinical Science at Rollins College APRIL MICHELE WILLIAMS, Stephanie L. Kincaid, and Kara L. Wunderlich (Rollins College)

5. Behavior Analysis Programs at the Florida Institute of Technology DAVID A. WILDER, Jonathan K. Fernand, Kaitlynn Gokey, Mark T. Harvey, and Katie Nicholson (Florida Institute of Technology); Kimberly Sloman (The Scott Center for Autism Treatment; Florida Institute of Technology); Rachael Tilka (Western Michigan University); and Bryon Neff (Florida Institute of Technology)

6. Applied Behavior Analysis Programs at the University of South Florida RAYMOND G. MILTENBERGER (University of South Florida)

7. Southern Illinois University Carbondale Ryan N. Redner, Natalia Baires, and Eric A. Jacobs (Southern Illinois University Carbondale); Camilo Hurtado-Parrado (Southern Illinois University); and LESLEY A. SHAWLER (Southern Illinois University Carbondale)

8. Behavior Analysis at The Chicago School of Professional Psychology, Chicago Campus Ashley Whittington-Barnish, Kaius Ward, Ruth Anne Rehfeldt, Shannon Ormandy, CAMERON MITTELMAN, and Rocco G. Catrone (The Chicago School Professional Psychology)

9. Applied Behavioral Science at the University of Kansas DEREK D. REED, Florence D. DiGennaro Reed, and Claudia L. Dozier (University of Kansas); David P. Jarmolowicz (The University of Kansas, Cofrin Logan Center for Addiction Research and Treatment); and Edward K. Morris, Pamela L. Neidert, Jomella Watson-Thompson, and Thomas L. Zane (University of Kansas)

10. McNeese State University's Applied Behavior Analysis Master of Arts Program Kayla Kimble, Cameron L. Melville, and JOANNA B THOMPSON (McNeese State University)

11. MA in Applied Behavior Analysis at the University of Maryland, Baltimore County JOHN C. BORRERO, Mirela Cengher, and Adithyan Rajaraman (University of Maryland, Baltimore County) and Carrie S. W. Borrero and Michelle A. Frank-Crawford (Kennedy Krieger Institute)

12. Western Michigan University: MA and Ph.D. Programs in Behavior Analysis JESSICA E. VAN STRATTON, Sacha T. Pence, Stephanie M. Peterson, and Cynthia J. Pietras (Western Michigan University)

13. Applied Behavior Analysis at St. Cloud State University MICHELE R. TRAUB, Odessa Luna, Benjamin N. Witts, and Kimberly A. Schulze (St. Cloud State University)

14. University of Nebraska Medical Center's Munroe-Meyer Institute: Doctoral Training in Applied Behavior Analysis CHRISTY WILLIAMS, Nicole M. Rodriguez, Amanda Zangrillo, Regina A. Carroll, and Keith D. Allen (University of Nebraska Medical Center's Munroe-Meyer Institute)

15. Behavior Analysis Programs at the University of Nevada, Reno RAMONA HOUMANFAR, Bethany P. Contreras Young, Linda J. Parrott Hayes, Steven C. Hayes, Matthew Lewon, and Matt Locey (University of Nevada, Reno)

16. University of Nevada, Reno Satellite Programs in Behavior Analysis Linda J. Parrott Hayes, Laura Barcelos Nomicos, and COURTNEY SMITH (University of Nevada, Reno)

17. Caldwell University's Ph.D. Program in Applied Behavior Analysis (ABAI Accredited) KENNETH F. REEVE, Sharon A. Reeve, Tina Sidener, Ruth M. DeBar, and Jason C. Vladescu (Caldwell University)

18. Caldwell University's Master of Arts in Applied Behavior Analysis (ABAI Accredited) SHARON A. REEVE, Jason C. Vladescu, Ruth M. DeBar, Tina Sidener, and Kenneth F. Reeve (Caldwell University)

19. The Programs in Teaching as Applied Behavior Analysis at Teachers College, Columbia University JESSICA SINGER-DUDEK and Daniel Mark Fienup (Teachers College, Columbia University), R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences), and Jo Ann Pereira Delgado (Teachers College, Columbia University)

20. The Ohio State University's ABAI Accredited Graduate Programs in Special Education SHEILA R. ALBER-MORGAN (The Ohio State University)

21. University of North Texas, Department of Behavior Analysis MANISH VAIDYA (University of North Texas)

22. Behavior Analysis Ph.D. Program at West Virginia University KAREN G. ANDERSON, Rebecca Chalmé, Olivia Harvey, Kathryn M. Kestner, Kennon Andy Lattal, Michael Perone, and Claire C. St. Peter (West Virginia University)

#166. ABAI Expo

8:00 PM–10:00 PM

Exhibit Level; Exhibit Hall A

23. Behaviour Analysis at the University of South Wales JENNIFER L. AUSTIN, Ioannis Angelakis, Aimee Giles, Emily Groves, and Richard James May (University of South Wales)

25. Reykjavik University MSc in Applied Behavior Analysis BERGLIND SVEINBJORNSDOTTIR, Hanna Steinunn Steingrimsdottir, and Simon Dymond (Reykjavik University)

26. The University of Iceland Applied Behavior Analysis Program ZUILMA GABRIELA SIGURDARDOTTIR, Helga Gunnlaugsdóttir, Silja Guðjónsdóttir, Helga Maggý Magnúsdóttir, Anna-Lind Petursdóttir, Harpa Oskarsdóttir, and Iris Arnadóttir (University of Iceland)

27. MA in Applied Behavior Analysis, Kinneret Academic College, Israel ELIAN ALJADEFF-ABERGEL (Kinneret College on the Sea of Galilee), Shiri Ayvazo (David Yellin Academic College), and Amos E. Rolider (Kinneret Academic College)

28. University of Alaska Anchorage Master of Science in Clinical Psychology—Behavior Analysis Track VERONICA J. HOWARD, Eric S. Murphy, and Mychal Machado (University of Alaska Anchorage)

29. Arizona State University—Mary Lou Fulton Teachers College - Special Education Online Applied Behavior Analysis Program SAMUEL DIGANGI, Chengan Yuan, and E. Amanda DiGangi (Arizona State University)

30. Behavior Analysis Program at California State University, Sacramento DENYS BRAND, Megan R. Heinicke, Caio F. Miguel, and Becky Penrod (California State University, Sacramento)

31. Pepperdine: Master of Science in Applied Behavior Analysis ADEL C. NAJDOWSKI, Lusineh Gharapetian, and Elizabeth Hughes Fong (Pepperdine University)

32. Behavior Analysis Training Program and California State University, Stanislaus BRUCE E. HESSE, William F. Potter, Shrinidhi Subramaniam, and Katie Wiskow (California State University Stanislaus)

33. Applied Behavior Analytic Studies at the University of Colorado at Denver PATRICK ROMANI (University of Colorado, Anschutz Medical Campus)

34. Savannah State University Behavior Analysis Program SHERRY L. SERDIKOFF, Kimberly N. Frame, and Katherine Stewart (Savannah State University)

35. Nicholls State University DEREK JACOB SHANMAN, Grant Gautreaux, and Xin Dong (Nicholls State University)

36. Behavior Analysis at Louisiana State University in Shreveport Margaret Rachel Gifford, ROSIE NICOLE COOPER-NEARY, and Seth W. Whiting (Louisiana State University in Shreveport)

37. Long Island University Post MA in Behavior Analysis BENIGNO ALONSO-ALVAREZ (Long Island University)

38. Graduate Programs in Applied Behavior Analysis at Cambridge College JOSEPH M. VEDORA (Evergreen Center), Daniel Almeida (Beacon Services), and Robert F. Littleton Jr. (Evergreen Center)

39. Ph.D. Program in Applied Behavior Analysis at Cambridge College DANIEL ALMEIDA (Beacon Services)

Saturday, May 28

- 40. Applied Behavior Analysis at Assumption University** KAREN M. LIONELLO-DENOLF (Assumption University)
- 41. University of Massachusetts Lowell Programs in Behavior Analysis** JACK FRANCIS BLAKE, Rebecca A. Markovits, and Rocio Rosales (University of Massachusetts Lowell); Laurel M. Ciavarri (Bridgewell; University of Massachusetts Lowell); Ivy M Chong (May Institute; University of Massachusetts Lowell); Peter Girolami (Kennedy Krieger Institute; University of Massachusetts Lowell); and Renee Hartz and Emily D. Shumate (University of Massachusetts Lowell)
- 42. Online Graduate Applied Behavior Analysis Programs at Northeastern University** NICOLE M. DAVIS, Laura L. Dudley, and Maeve G. Donnelly (Northeastern University)
- 43. Graduate Programs in Applied Behavior Analysis at William James College** RONALD LEE (William James College)
- 44. Department of ABA at Endicott College: Program Descriptions** MARY JANE WEISS, Anna Linnehan, and Lisa Tereshko (Endicott College)
- 45. Industrial/Organizational Behavior Management MA and Ph.D. Programs at Western Michigan University** HEATHER M. MCGEE, Douglas A. Johnson, and Ron Van Houten (Western Michigan University)
- 46. Northern Michigan University Behavior Analysis Program** CORY TOEGEL and Jacob H. Daar (Northern Michigan University)
- 47. University of Mississippi Applied Behavior Analysis Program** KAYLA CROOK and Denise A. Soares (University of Mississippi)
- 48. University of Nevada, Reno College of Education & Human Development Applied Behavior Analysis in Special Education Graduate Program** MaryAnn Demchak and CHEVONNE SUTTER (University of Nevada, Reno)
- 49. Seton Hall University Applied Behavior Analysis Programs** FRANK R. CICERO (Seton Hall University)
- 50. Manhattanville College's Graduate Programs in Applied Behavior Analysis** ANTONIA R. GIANNAKAKOS- FERMAN (Manhattanville College)
- 51. Science, Skinner, and Surf: Behavior Analysis at the University of North Carolina Wilmington** DEVON BIGELOW, Paige Ellington, Elizabeth Katherine Garcia, Alanna Ferguson, Jaya Perentis, Elizabeth Paige Thuman, Emily L. Baxter, and Christine E. Hughes (University of North Carolina Wilmington)
- 52. Applied Behavior Analysis Specialization in the Pediatric School Psychology Doctoral Program at East Carolina University** JEANNIE A. GOLDEN and Danielle Webb (East Carolina University)
- 53. Temple University Applied Behavior Analysis Training Programs** JASON TRAVERS, Matthew Tincani, Donald A. Hantula, and Art Dowdy (Temple University)
- 55. We Are... Online. We Are... World Class. We Are... Penn State** KELLY MERCORELLA, Katie Endicott Harris, Rick M. Kubina, and David L. Lee (The Pennsylvania State University)
- 56. Salve Regina University** CODY MORRIS, Emma Grauerholz-Fisher, and Stephanie Hope Jones (Salve Regina University)
- 57. University of North Texas, Department of Behavior Analysis** MANISH VAIDYA (University of North Texas)
- 58. Applied Behavior Analysis/BCBA Training Programs at the University of Utah** ROBERT E. O'NEILL, Aaron J. Fischer, John Mercer, and Anne Malbica (University of Utah)
- 59. Behavior Analysis Graduate Programs at Utah State University** SARAH E. PINKELMAN, Katherine Brown, Thomas S. Higbee, P. Raymond Joslyn, Gregory J. Madden, Amy Odum, Timothy A. Shahan, and Timothy A. Slocum (Utah State University)
- 60. M.Ed. in ABA at Utah Valley University** JANE I. CARLSON and Caleb Stanley (Utah Valley University)
- 61. The University of Washington Applied Behavior Analysis Program** ILENE S. SCHWARTZ, Scott A. Spaulding, Nancy Rosenberg, Yevgeniya Veverka, Elizabeth Kelly, and Kaitlin Marie Kloes Greeny (University of Washington)

#168. ABAI Expo

8:00 PM–10:00 PM

Exhibit Level; Exhibit Hall A

- 62. ABAI Science Board** SUZANNE H. MITCHELL (Oregon Health & Science University)

- 63. ABAI Student Committee** STEPHANIE VALENTINI (University of Kansas), Rita Olla (University of Nevada, Reno), and Allyson R. Salzer (University of Kansas)
- 64. ABAI Verified Course Sequence Board** EMILEE NICOLE BUCCI and Jenna Mrljak (Association for Behavior Analysis International)
- 65. ABAI Practice Board** SUSAN WILCZYNSKI (Ball State University)
- 66. ABAI Affiliated Chapters Board** GORDON BOURLAND (Trinity Behavioral Associates)
- 67. ABAI Diversity, Equity, and Inclusion Board** ELIZABETH HUGHES FONG (Pepperdine University)
- 68. ABAI Publication Board** DONALD A. HANTULA (Temple University)
- 69. ABAI Membership Board** WENDY DONLIN WASHINGTON (University of North Carolina Wilmington)
- #169. ABAI Expo**
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- 8:00 PM–10:00 PM
Exhibit Level; Exhibit Hall A
- 70. Association for Behaviour Analysis Australia** ERIN S. LEIF (Monash University)
- 71. The Icelandic Association for Behavior Analysis** BERGLIND SVEINBJORNSDOTTIR and Hanna Steinunn Steingrimsdottir (Reykjavik University; IceABA) and Steinunn Hafsteinsdottir (Arnarskóli; IceABA)
- 72. Japanese Association for Behavior Analysis (Japanese ABA)** KENJI OKUDA (Educational Foundation of Nishi Karuizawa Gakuen) and Yumiko Sasada (Academy of Behavioral Coaching)
- 73. Norwegian ABA** MONICA VANDBAKK (Norwegian Association for Behavior Analysis; Oslo Metropolitan University), Jon Arne Løkke (Østfold University College), and Erik Arntzen (Oslo Metropolitan University)
- 74. Swedish Association for Behavior Analysis** DAG STRÖMBERG (Stockholm University; Swedish Association for Behavior Analysis) Elin Mellgren and Magnus Starbrink (Swedish Association for Behavior Analysis), and Ulrika Lång (Habilitation and Health Stockholm)
- 75. Association for Behavior Analysis—United Arab Emirates** MICHELLE P. KELLY (Emirates College for Advanced Education)
- 76. Alabama Association for Behavior Analysis** SARAH M. RICHLING and John T. Rapp (Auburn University) and Mary Katherine Carey (Glenwood, Inc.)
- 77. Alaska Association for Behavior Analysis** EMILY ICE (Alaska ABA)
- 78. Colorado Association for Behavior Analysis** ALISON M. BETZ (ABA Technologies), Ken Winn (Advanced Behavioral Resources), and Jeff Kupfer (University of Colorado Denver)
- 79. CTABA: The Voice of Applied Behavior Analysis in Connecticut** TRACY EILEEN SINCLAIR (University of Connecticut), Melissa Saunders (Creative Interventions), and Elizabeth Closius Smith (Connecticut ABA)
- 80. Delaware Association for Behavior Analysis** KAORI G. NEPO (NeurAbilities)
- 81. The Florida Association for Behavior Analysis** AMY S. POLICK (Florida State University Panama City), Nikki Dickens (Florida State University - Early Childhood Autism Program), Kim D. Lucker-Greene Greene (Behavioral Solutions Consulting, Inc.), and Leigh Stehlik (Florida Association for Behavior Analysis)
- 82. Four Corners Association for Behavior Analysis** PATRICK ROMANI (University of Colorado, Anschutz Medical Campus) and Casey J. Clay (Children's Hospital of Orange County)
- 83. Illinois Association for Behavior Analysis** NATALIA BAIRES (Southern Illinois University Carbondale), Nasiah Cirincione-Ulezi (ULEZI, LLC; Pivot 2 Inclusion; The Chicago School of Professional Psychology; Capella University), Brigid McCormick (Precision ABA, LLC), Alison Beauvais Carris (LifeSpeed: Behavioral Support Services), Melinda Miller and Rocco G Catrone (The Chicago School of Professional Psychology), and Zhihui Yi (University of Illinois at Chicago)
- 84. Kansas Association for Behavior Analysis** EDWARD K. MORRIS and Kelley L. Harrison (University of Kansas)
- 85. Louisiana Behavior Analysis Association** JANICE L. HUBER (private practice)
- 86. Behavior Analysis Association of Michigan** JAMES T. TODD, Eleah Sunde, and Elise Pearl (Eastern Michigan University)
- 87. Berkshire Association for Behavior Analysis and Therapy: Massachusetts Professional Behavior Analysts** REBECCA A. MARKOVITS (University of Massachusetts Lowell; Berkshire Association for

Behavior Analysis and Therapy), Stacie Bancroft and Aimee Courtemanche (New England Center for Children), Helena L. Maguire (Melmark New England; Berkshire Association for Behavior Analysis and Therapy), Tracey Toran (New England Center for Children), and Maureen Kelly (New England Center for Children; Berkshire Association for Behavior Analysis and Therapy)

89. Nevada Association for Behavior Analysis MEGAN MCGREW (Nevada Association for Behavior Analysis), Kimberly Henkle (Renown Pediatrics Behavioral Health), and Will Fleming, Tiffany Aninao, and Kristin Lee Mellinger (Nevada Association for Behavior Analysis)

90. New York State Association for Behavior Analysis TRICIA MOSS-LOURENCO (New Perspectives ABA, P.C.)

91. Philadelphia Metropolitan Association for Behavior Analysis ART DOWDY (Temple University), Amanda Guld Fisher (Philadelphia College of Osteopathic Medicine), Beth J. Rosenwasser (Fairmount Pediatric & Adolescent Medicine Affiliate), and Jessica Kendorski (Philadelphia College of Osteopathic Medicine)

92. Southeastern Association for Behavior Analysis Kent D. Bodily (Georgia Southern University), Raymond C. Pitts (University of North Carolina Wilmington), Katherine Stewart (Savannah State University), and Kathryn M. Kestner and KAREN G. ANDERSON (West Virginia University)

93. The Virginia Association for Behavior Analysis CHRISTINE EVANKO (Virginia ABA)

93a. Texas Association for Behavior Analysis JEFFREY E. DILLEN (Texana Center) and Zachary Harrison Morford (Texas Association for Behavior Analysis)

#170. ABAI Expo

8:00 PM–10:00 PM

Exhibit Level; Exhibit Hall A

100. Verbal Behavior Special Interest Group DANIELLE LAFRANCE (Elmy Autism Care; Hunter College), Andresa De Souza (University of Missouri-St. Louis), and Mirela Cengher (University of Maryland, Baltimore County)

101. Open Educational Resources ABAI Special Interest Group VERONICA J. HOWARD (University of Alaska Anchorage)

102. Standard Celeration Society SALVADOR RUIZ (University of West Florida), Kent A. Corso (NCR Behavioral Health, LLC), and Mary Kathryn Reagan (Jacksonville State University)

103. Clinical Special Interest Group EMILY THOMAS JOHNSON (Behavior Attention and Developmental Disabilities Consultants, LLC) and Thomas J. Waltz (Eastern Michigan University)

104. Speech Pathology and Applied Behavior Analysis Special Interest Group NIKIA DOWER (Dower and Associates, Inc.), Tracie L. Lindblad (Tracie Lindblad Consulting), Lina M. Slim (ASAP - A Step Ahead Program, LLC; Endicott College; The Chicago School of Professional Psychology), Deirdre M. Muldoon (The College of Saint Rose), Heather Forbes (University of Kansas), Barbara E. Esch (Esch Behavioral Consultants, LLC), Sophie Millon (Portland Public Schools; Portland State University), and Sari Risen (Action Potential Services)

105. Behavior Analysis in Health, Sport, and Fitness Special Interest Group SHARLET D. RAFACZ (California State University, Fresno), Rocky Perez (Western Michigan University), Julie M. Slowiak (University of Minnesota Duluth; InJewel, LLC), Natalie Juhlin (U.S. Army Reserves), Gabrielle Trapenberg Torres (Acorn Health, LLC; Autism Aid Foundation), and Rachel Nicole Sobol Foster (University of Kansas)

106. Organizational Behavior Management Network SHANNON BIAGI (Chief Motivating Officers)

107. Behavior Analysis in Military and Veterans' SIG ABIGAIL B. CALKIN (Calkin Consulting Center) and Kent A. Corso (NCR Behavioral Health, LLC)

108. Your Brain on Behavior... Neuroscience Special Interest Group SUZANNE H. MITCHELL (Oregon Health & Science University)

109. Sexual Behavior: Research and Practice Special Interest Group BARBARA GROSS (Missouri Behavior Consulting; Sex Ed Continuing Ed)

110. History of Behavior Analysis Special Interest Group EDWARD K. MORRIS (University of Kansas)

111. Behavior Analysis for Sustainable Societies Special Interest Group JULIA H. FIEBIG (Ball State University; AGI), Jessica Ghai (Boston University), Jordan Belisle (Missouri State University), and Elizabeth Meshes (TCS-LA)

112. Rehabilitation and Independent Living Special Interest Group CHRIS PERSEL and Annika Hofschneider (Centre for Neuro Skills)

113. Behavioral Medicine Special Interest Group GRETCHEN A. DITTRICH (Simmons University)

114. Behavior Analysis SIG on Supervision LINA M. SLIM (ASAP - A Step Ahead Program, LLC; Endicott College; The Chicago School of Professional Psychology), Susan Ainsleigh (Bay Path University), and Kasey Gerhart (A New Leaf Therapeutic Services PLLC)

115. Gambling Special Interest Group RYAN C. SPEELMAN (Pittsburg State University)

116. Naturalistic Developmental Behavioral Intervention Special Interest Group SOPHIA R. D'AGOSTINO (Utah State University)

#171. ABAI Expo

8:00 PM–10:00 PM

Exhibit Level; Exhibit Hall A

94. Behavioral Development Special Interest Group GLADYS WILLIAMS (CIEL, SPAIN) and Jessica Singer-Dudek (Teachers College, Columbia University)

95. Acceptance and Commitment Training Special Interest Group EMILY KENNISON SANDOZ (University of Louisiana Lafayette)

96. Behaviorists for Social Responsibility RICHARD F. RAKOS (Cleveland State University), Jose Ardila (University of Nevada), Traci M. Cihon (University of North Texas), Kendra Combs (Sparks Behavioral Services), Jovonnne L. Esquierdo-Leal (University of Nevada, Reno), Sarah M. Richling (Auburn University), Kathryn M. Roose (Behaviorists for Social Responsibility), and Holly Seniuk (Behavior Analyst Certification Board)

97. Applied Animal Behavior Special Interest Group LINDSAY RENEE MEHRKAM (Monmouth University) and Erica N. Feuerbacher (Virginia Tech)

98. Behavioral Gerontology Special Interest Group PEIQI LU (Eastern Michigan University), Zoe Lucock (Positive Ageing Consultancy & Training), Hanna Steinunn Steingrimsdottir (Reykjavik University), Jacqueline Pachis (Eastern Michigan University), and Claudia Drossel (Eastern Michigan University; Center for the Advancement of Neurobehavioral Health)

99. ABAI Special Interest Group: Crime, Delinquency, and Forensic Behavior Analysis TIMOTHY TEMPLIN (Hoosier State)

#172. ABAI Expo

8:00 PM–10:00 PM

Exhibit Level; Exhibit Hall A

117. Applied Behavior Analysis at Glenwood, Inc. CORY EVAN JOHNSON (Glenwood, Inc.)

119. Melmark, Inc. MERCY MUTINDWA and Jill Harper, Mary Jane Weiss (Endicott College), Frank L. Bird and Rita M. Gardner, James K. Luiselli (The North East Educational and Developmental Support Center), Helena L. Maguire, and Shawn P. Quigley (Melmark)

121. Hammond Associates: Communicate Well, Hear Well, Live Well NICHOLAS HAMMOND (Hammond Associates, Inc.), Brianna Crocker (BABAT), and Daniel Frost and Johanna Kopp (Hammond Associates, Inc.)

123. ProgressCharter: Evaluate, Analyze, Change GUY S. BRUCE (Appealing Solutions, LLC)

125. Brett DiNovi and Associates: Expanding the World's Collective Wisdom of Behavioral Science to Change the Landscape of Government, Education, Industry, and Society at Large HEATHER FRANCISCO, Katelynn Wiemer, Brianna Snyder, and Alyssa Kinkade (Brett DiNovi and Associates, LLC)

126. Applied Behavior Analysis at the Virginia Institute of Autism EINAR T. INGVARSSON, Ethan S. Long, Jessica L. Doucette, Lauren Haskins, Ashley Stonemetz-Walding, Kathleen Kariel, and Rachel Metras (Virginia Institute of Autism)

127. B. F. Skinner Foundation JULIE S. VARGAS (B. F. Skinner Foundation)

128. Division 25 (Behavior Analysis) of the American Psychological Association STEPHANIE A. HOOD (Marquette University)

129. Mexican Organization of Practitioners of Applied Behavior Analysis MARIANA DE LOS SANTOS (Bloom Childrens Center), Varsovia Hernandez Eslava (Universidad Veracruzana), Tania Catalina Pasillas Salazar (Bloom Children's Center), and Janet Sanchez Enriquez (University of North Carolina at Charlotte)

130. The Foundation for a Strategic Science of Teaching GRANT GAUTREAUX (Foundation for the Advancement of a Strategic Science of Teaching)

131. The May Institute JENNIFER R. ZARCONE, Alice Shillingsburg, Cynthia M. Anderson, Ivy M. Chong, and Sarah Weddle (May Institute)

BOSTON 2022

Sunday, May 29

Day Schedule

Business Meetings

Sessions

Reunions and Receptions

Sunday, May 29

Room	7 am		8 am		9 am		10 am		11 am		12 pm		1 pm		2 pm		
	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	
Ballroom East/West			#183 PCH Amtzen ‡‡		#194 AAB McGreevy ‡‡		#214 DEV Rajan ‡‡◊*		#234 BPN Raiff ‡‡	DEI	#261 OBM Cheung ‡‡		<div>LEGEND</div> <div><div></div> = Special and Invited Events</div> <div><div></div> = B. F. Skinner Lecture Series</div> <div><div></div> = Professional Development Series</div> <div><div>‡</div> = PSY CE</div> <div><div>‡‡</div> = BACB CE</div> <div><div>◊</div> = QABA CE</div> <div><div>*</div> = NASP CE</div> <div><div>Ch.</div> = Chairperson</div> <div><div>DEI</div> = Diversity, Equity, and Inclusion Sessions</div> <div><div></div> = Sustainability Sessions</div>				
203					#193 TBA Ch. Vandervell		#227 TBA Ch. Hollins ‡			DEI	#264 TBA Ch. Diller ‡						
204A/B			#190 TBA Ch. Jones ‡				#209 TBA ‡ Ch. Haydon	#229 TBA Ch. Ford ‡	#231 TBA Ch. Koldas		#263 TBA Ch. Cathey						
205A			#187 EDC Ch. Kwak ‡				#225 EDC Ch. Joslyn ‡				#259 EDC Ch. Speelman ‡						
205B			#186 EDC Ch. Zonneveld ‡				#215 EDC Ch. Ramaswamy ‡	#237 EDC Ch. Eisel ‡		#258 EDC ‡◊ Ch. Stikeleather							
205C							#208 EDC ‡ Ch. Gurdin ‡	#228 EDC ‡ Ch. Lostremau									
206A/B																	
207																	
251			#185 DDA Ch. Visitation ‡				#224 DDA Ch. Briggs ‡				#256 DDA Ch. Strohmeier ‡						
252A			#184 DDA Ch. Hodnett ‡				#223 DDA Ch. Badgett ‡‡										
252B							#213 DDA Ch. D'Arms ‡	DEI	#230 DDA Ch. Han ‡	#250 DDA Ch. Korinko ‡							
253A-C					#195 AUT Ch. Bailey ‡		#218 PCH Ch. Tarbox ‡‡◊	DEI	#249 PCH Ch. Anderson-Carpenter ‡‡◊*	DEI							
254A					#197 AUT Ch. Legaspi ‡	DEI	#211 AUT Ch. Chok ‡		#233 AUT Ch. Zuch ‡		#253 AUT Ch. Kelly ‡						
254B			#180 AUT Ch. Paul ‡	DEI	#198 AUT Ch. Schmidt ‡		#222 AUT Ch. Bean ‡				#251 AUT Pistoljevic ‡	#266 AUT Eikeseth ‡					
255			#177 AUT Ch. Gergmann ‡						#222 AUT Ch. Mery ‡		#265 AUT Ch. Santos ‡‡						
256							#219 PRA Bondy ‡‡◊*		#244 DDA Ch. Padilla ‡‡								
257A																	
257B			#175 AUT Ch. Dyer		#196 AUT Ch. Blenkush				#242 AUT Ch. Straiton ‡								
258A			#176 AUT Ch. McGinnis ‡		#202 AUT Ch. Luck ‡				#240 AUT Ch. Bernstein ‡								
258B			#178 AUT Ch. Dantona ‡				#221 AUT Ch. Randall ‡				#252 AUT ‡‡ Ch. Rodriguez						
258C			#179 AUT Ch. Senn ‡				#210 AUT ‡‡ Ch. Saunders		#241 AUT Ch. Mason ‡‡◊*	DEI							
259A																	
259B																	
260																	
261																	
102A									#245 AUT Ch. Weber ‡								
102B					#199 CBM Washio ‡‡◊				#238a DEI BABA ‡	DEI							
103									#235 AUT Ch. Zane ‡		#254 CBM ‡ Ch. De Almeida						
104A																	
104B/C																	
105																	
151A/B							#220 SCI Phillips ‡‡				#255 CSS Fitzgerald ‡‡◊*	DEI					
152					#204 EAB Ch. Ritchey ‡				#247 EAB Ch. Demchuk ‡								
153A					#205 EAB Ch. Cox ‡				#246 EAB Ch. Toegel ‡								
153B			#188 OBM Ch. Maraventano ‡				#226 OBM Ch. Bartle ‡				#260 OBM Ch. Hornbeck						
153C			#174 OBM ‡ Ch. Matthews	#191 OBM Hughes-Lika Ch. Hartley ‡	#201 OBM Ch. Matey ‡		#216 OBM Ch. Louis ‡		#238 OBM Ch. Szarko ‡								
154					#203 BPN Ch. Reed ‡				#239 AAB Ch. Hacker								
156A			#181 CSS Ch. Matthews ‡	DEI	#200 CSS Ch. Venegoni ‡	DEI	#212 CSS Ch. Auten	DEI	#243 CSS Ch. Ross ‡				DEI				
156B			#182 CSS Ch. Asikhia ‡	DEI	#192 CSS Ch. Torsello ‡	#206 CSS Ch. Leslie ‡	#207 CSS Ch. Tagliabue		#236 CSS Ch. Hinman ‡	DEI	#262 PCH Ch. Tereshko ‡						
156C			#189 PCH Ch. Will ‡				#217 PCH Ch. Piazza ‡		#248 PCH Ch. Kuhn ‡								
Exhib. Hall A													Poster Sessions #267–#290				

Sunday, May 29

3 pm		4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		10 pm		Room	
:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30		
#292 AAB Protopopova ††		#325 TBA Kapp ††◊*		#346 PRA Twyman ††*		#365 PRA Simmons-Reed ††										Ballroom East/West	
#315 TBA Ch. Receveur †				#347 TBA Ch. Hoffmann †		#363 EDC Reddy 1†*				Reunions and Receptions #378–401 Reunions and Receptions will take place on the second floor of the Boston Convention Center. For specific rooms and descriptions, please see pages 209–213 or visit our website for specific room locations and descriptions of each event. www.abainternational.org/ events/program-details/event- detail.aspx?intConvId=90&by= Reunions&date=05/29/2022							203
#314 TBA Ch. Olive †				#348 TBA Ch. Salzer		#366 TBA Ch. Rohrer †											204A/B
#311 EDC Ch. Douglas †																	205A
#298 EDC Ch. Layden †		#323 EDC Ch. La Londe		#343 EDC Ch. Fong †		#361 EDC Ch. Fong †											205B
																	205C
																	206A/B
#307 DDA Ch. Clay †				#339 DDA Ch. Hansen †		#362 DDA Ch. Jessel †											207
#308 DDA Ch. Kolb †				#340 DDA Ch. Laprime †		#361 DDA Ch. Amador †											251
																	252A
																	252B
#299 PCH Ch. Bottini ††◊*		#326 PCH Ch. Rehfeldt ††◊*									253A-C						
				#332 AUT † Ch. Parry-Cruwys		#354 AUT Ch. Butler †		#364 AUT Ch. Butler †			254A						
#291 AUT Ch. Zhirnova †		#316 AUT Ch. Verhagen †		#317 AUT Ch. Wade †		#327 AUT Ch. Bambara †					254B						
#293 AUT Ch. Rader †		#319 AUT Ch. Shpall †									255						
#301 VRB Pelaez ††◊				#349 AUT Ch. Naresh †							256						
											257A						
#294 AUT Ch. Dubuque †		#320 AUT Ch. Campos †		#334 AUT Ch. Peters †		#356 AUT Ch. Martinez					257B						
#302 AUT Ch. Melton †				#336 AUT Ch. Colon †		#355 AUT Ch. Kornack †					258A						
#295 AUT Ch. Commons †				#335 AUT Ch. Hirschfeld †		#357 AUT Ch. Weyman †					258B						
#303 AUT Ch. Marshall †				#333 AUT Ch. Zhang †		#358 AUT † Ch. Krasnopolsky					258C						
											259A						
											259B						
											260						
											261						
#297 DEV Ch. Nomicos †		#322 DEV Ch. Alami †						#369 Student Committee							102A		
#301a DEI Bryant Davis ††		#328 DEI Ch. Bryant Davis ††						#373 ABAI Education							102B		
#305 CBM Ch. Sodawasser †				#337 CBM Ch. Collins †				#368 SPABA SIG							103		
								#371 Rehab SIG							104A		
								#370 TAVB							104B/C		
								#376 ACT SIG							105		
#300 SCI Wolfe ††				#345 OBM Alvero †◊				#374 Licensure Committee							151A/B		
#309 EAB Ch. Agnew †				#341 EAB Ch. Lewon †				#372 Strategic Plan †							152		
#310 EAB Ch. Berry				#342 EAB Ch. Romanowich				#375 BASS SIG							153A		
#312 OBM Ch. Ruby †				#344 OBM Ch. Lund †				#377 Rehab SIG							153B		
		#318 OBM Ch. Robertson †		#329 OBM Ch. Costa †		#364 OBM Ch. Biagi †				#381 Barbara Etzel Memorial					153C		
#304 BPN Ch. Novak †				#331 AAB Ch. Feuerbacher †		#359 BPN Ch. Becker									154		
#306 CSS Ch. Golden ††				#338 CSS Ch. Liley †		#360 CSS Ch. Driscoll †		#367 PCH Ch. Sakulko †							156A		
#296 CSS Ch. Schnell †		#321 CSS Ch. Platt †		#330 PCH Ch. Zimmern †		#352 PCH Ch. Lail †		#363 PCH Ch. Almolda †							156B		
#313 PCH Ch. Rowe				#350 PCH Ch. Napolitano ††						#405 Paul Chance Memorial					156C		
																Exhib. Hall A	



SAVE *the* DATE!

17th ANNUAL

AUTISM

CONFERENCE

HILTON SAN DIEGO BAYFRONT HOTEL

pre-conference workshops **FEBRUARY 19**
conference **FEBRUARY 20 & 21**

#173. Speaker Ready Room

7:00 AM–7:00 PM

Meeting Level 1; Room 150

If you would like to test your presentation on the same setup you will have in your presentation room, stop by the speaker ready room. The room is first-come, first-served. Please be respectful of your fellow attendees.

#174. Paper Session Supervision

8:00 AM–8:25 AM

Meeting Level 1; Room 153C

OBM

Measuring What Matters: Using Technology to Create and Maintain Behavioral Systems Across Applied Behavior Analysis Organizations to Improve Outcomes

Chair: Jamie Hughes-Lika (SAGE Learning Systems)

Measuring What Matters: Using Technology to Create and Maintain Behavioral Systems Across Applied Behavior Analysis Organizations to Improve Outcomes (Service Delivery)

JAMIE HUGHES-LIKA (SAGE Learning Systems)

#175. Panel Discussion

8:00 AM–8:50 AM

Meeting Level 2; Room 257B

AUT; Service Delivery

Building Programs for Persons With Autism with Collaboration: Models That Work

Chair: Kathleen Dyer (River Street Autism Program)

DAPHNE HARTZHEIM (Autism and Behavioral Interventions)

JANE I. CARLSON (Utah Valley University)

ANIKA HOYBJERG (Endicott College)

#176. Panel Discussion

8:00 AM–8:50 AM

Meeting Level 2; Room 258A

AUT; Service Delivery

BACB CE Offered. CE Instructor: Molly Ann McGinnis, M.Ed.

Navigating Challenging Conversations in the Field of Applied Behavior Analysis: The Stuff You Can't Find in a Textbook

Chair: Molly Ann McGinnis (Butterfly Effects)

ALFRED TUMINELLO (Touchstone)

ASHLEY JUAREZ (Butterfly Effects)

JEFFREY F. HINE (Vanderbilt Kennedy Center)

#177. Symposium

8:00 AM–8:50 AM

Meeting Level 2; Room 255

AUT/VRB; Applied Research

BACB CE Offered. CE Instructor: Samantha Bergmann, Ph.D.

Using Instructive Feedback to Teach Verbal Operants to Children With Autism Spectrum Disorder

Chair: Samantha Bergmann (University of North Texas)

The Use of Instructive Feedback to Teach Play Responses to Children With Autism

LORI GAREEN ARAM and Janey Putzello (Alpine Learning Group), Jaime DeQuinzio (Alpine Learning Group; The Chicago School of Professional Psychology), and Bridget A. Taylor (Alpine Learning Group)

Using Instructive Feedback to Promote Emergent Verbal Responses: A Replication

VALERIA LADDAGA GAVIDIA (University of North Texas, Kristin Farmer Autism Center) and Samantha Bergmann, Marla Baltazar, Araceli Luna, Haven Sierra Niland, Marcus Daniel Strum, Bonnie Yuen, and Karen A. Toussaint (University of North Texas)

Instructive Feedback Applied Through a Digital Platform

VINCENT E. CAMPBELL, Thomas S. Higbee, Jessica Anna Osos, Lauren Cerisano, and Sara Nicole Jeppson (Utah State University)

Sunday, May 29

#178. Symposium

8:00 AM–8:50 AM

Meeting Level 2; Room 258B

AUT/DEV; Applied Research

BACB CE Offered. CE Instructor: Ruth M. DeBar, Ph.D.

Innovative Treatment for Problem Behavior of Autistic Children and Teens: The Use and Comparative Analyses of Precursor Behavior, Response Interruption and Redirection, and Matched Stimulation

Chair: Alanna Dantona (Claremont Graduate University)

Discussant: Ruth M. DeBar (Caldwell University)

Reducing Problem Behavior in Autistic Children by Implementing a Relaxation Exercise Intervention at the Onset of Precursor Behavior

ALANNA DANTONA (Claremont Graduate University), Jessica Padover (Pepperdine Graduate School of Education and Psychology), and Marjorie H. Charlop (Claremont McKenna College)

A Comparative Analysis of Response Interruption and Redirection and Matched Stimulation for Reduction of Stereotypy in Autistic Children

CATHERINE LUGAR and Vicki Spector (Claremont Graduate University) and Marjorie H. Charlop (Claremont McKenna College)

A Comparative Analysis of Matched Stimulation and Preferred Stimulus Access in Decreasing Motor Stereotypy in Autistic Children

BRIANNA WATERBURY (Claremont Graduate University), Sabine Scott (University of Washington), and Marjorie H. Charlop (Claremont McKenna College)

Preferred Stimuli and Matched Stimulation Effects on Motor Stereotypy in Autistic Children During Post-Intervention Sessions

JAIME DIAZ (Claremont Graduate University), Sabine Scott (University of Washington), and Marjorie H. Charlop (Claremont McKenna College)

#179. Symposium

8:00 AM–8:50 AM

Meeting Level 2; Room 258C

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Sarah Slocum, Ph.D.

Think Outside the Clinic Box: Programming for Generalized Success When Reducing Severe Behavior

Chair: Laura Perry Senn (University of Alabama Huntsville)

Discussant: Sarah Slocum (Emory School of Medicine; Children's Healthcare of Atlanta)

In Pursuit of Generalization: A Systematic Review of Treatment Outcomes for Severe Challenging Behavior

LESLEY A. SHAWLER (Southern Illinois University Carbondale), Brittany Tomasi (Endicott College; Kennedy Krieger Institute), and Jessica L. Becraft (Kennedy Krieger Institute; Johns Hopkins University School of Medicine)

An Evaluation of Discriminative Responding During a Multiple Schedule Arrangement

JAMISON KEENUM (Children's Healthcare of Atlanta; University of Georgia), Joanna Lomas Mevers (Emory University; Children's Healthcare of Atlanta), Kevin Ayres (University of Georgia), and Colin S. Muething (Emory University; Children's Healthcare of Atlanta)

Multiple Schedule Intervention for the Treatment of Severe Problem Behavior Following an Undifferentiated Functional Analysis

LAURA PERRY SENN (University of Alabama Huntsville), Joy Clayborne (University of Maryland, Baltimore County), Matthew David Bowman (Kennedy Krieger Institute), and Craig Strohmeier (Kennedy Krieger Institute; Johns Hopkins University School of Medicine)

Treating Severe Problem Behavior With Parent-Based Interventions

EMILY SEALS MATHIS, Matthew Ferrigno, and Craig Strohmeier (Kennedy Krieger Institute; Johns Hopkins University School of Medicine)

#180. Paper Session



8:00 AM–8:50 AM

Meeting Level 2; Room 254B

AUT

Autism Paper Session 2

Chair: Jane Paul (Excella Developmental Services)

Experiences of Parents/Caregivers of Children With Autism Spectrum Disorder in Africa: Implication for Research and Practice (Service Delivery)

JANE PAUL (Excella Developmental Services; EDS Learning Institute) and Meryem Ouahmane (EDS Learning Institute)

Outpatient Treatment for Problem Behavior in Adolescents With Autism Spectrum Disorder and Intellectual Disabilities in the Italian Healthcare System (Basic Research)

NICCOLO USL VARRUCCI (Public Local Health, Bologna), Guido D'Angelo (DALLA LUNA - BARI), Anna Di Santantonio (Public Local Health, Bologna), Ingrid Bonsi (Cadiai Cooperativa Sociale), Sara Del Grosso (Cadiai Cooperativa Sociale), and Rita Di Sarro (Public Local Health, Bologna)



#181. Symposium

8:00 AM–8:50 AM

Meeting Level 1; Room 156A

CSS/PCH; Theory

BACB CE Offered. CE Instructor: Jordan Belisle, Ph.D.

"Who Am I?" Relational Verbal Behavior and the Emergence and Divergence of Culture

Chair: Meredith Matthews (Missouri State University)

Ideology: From Skinner to Culturo-Behavior Science by Way of Relational Frame Theory

THOMAS G. SZABO (Touro University)

Relational Density Theory and Cultural Selection

JORDAN BELISLE (Missouri State University)

Dispelling Limitations of Disabled Persons

MARK R. DIXON (University of Illinois at Chicago)

#182. Paper Session

Ethics

8:00 AM–8:50 AM

Meeting Level 1; Room 156B

CSS

CSS Paper Session 1

Chair: Bosede Asikhia (Association for Behavior Analysis in Nigeria)

Applied Behavior Analysis in Africa: Cultural Expressions (Service Delivery)

USIFO EDWARD ASIKHIA and Bosede Asikhia (Association for Behavior Analysis in Nigeria; Home Link International Inc; International Training Center for Applied Behavior Analysis)

Shifting Parenting Paradigms: A Critical Role of Applied Behavior Analysis Professionals in Nigerian Nation Building (Service Delivery)

BOSEDE ASIKHIA (Association for Behavior Analysis in Nigeria; Home Link International Inc; International Training Center for Applied Behavior Analysis) and Alexander Ndubuisi Otakpor (University of Benin; CARD Ontario Office; International Training Center for Applied Behavior Analysis)

#183. Invited Presenter

8:00 AM–8:50 AM

Ballroom Level 3; Ballroom East/West

PCH; Theory

PSY/BACB CE Offered. CE Instructor: Erik Arntzen, Ph.D.

Variables and Measurements That Are Important to Take Into Consideration in Stimulus Equivalence Research

Chair: Caio F. Miguel (California State University, Sacramento)

ERIK ARNTZEN (Oslo Metropolitan University)



Dr. Erik Arntzen received his Ph.D. from University of Oslo, Norway. Arntzen's dissertation was focusing on variables influencing responding in accord with stimulus equivalence. He also holds a degree in clinical psychology. He is currently professor in behavior analysis at Oslo Metropolitan University (OsloMET). His research contributions include both basic and applied behavior analysis, with an emphasis on research in relational stimulus control and verbal behavior. Lately, he has started a research project with focus on remembering functions in patients with dementia. He has also been interested in ethical considerations and core values in the field of behavior analysis.

Furthermore, he has research projects within the areas of gambling behavior and consumer behavior. Dr. Arntzen has published papers in a number of different journals including *Journal of Applied Behavior Analysis* (JABA), *The Psychological Record*, *Behavioral Interventions*, *European Journal of Behavior Analysis* (EJOBA), *Experimental of Analysis of Human Behavior Bulletin*, *Analysis of Gambling Behavior*,

Sunday, May 29

The Analysis of Verbal Behavior, American Journal of Alzheimer's Disease & Other Dementias, and Psychopharmacology. Dr. Arntzen is the past-president of the European ABA and he is also the secretary of international affairs in the board of the Norwegian Association for Behavior Analysis. He has presented papers at conferences world-wide. Dr. Arntzen is one of founders and also the present editor-in-chief of *European Journal of Behavior Analysis*. He has served on the editorials board of several journals, including the *Journal of Applied Behavior Analysis, The Psychological Record, International Journal of Psychology and Psychological Therapy, and The Behavior Analyst Today.*

Abstract: Stimulus equivalence has been a lively research area for more than 50 years starting with the Sidman (1971) study. Since then, a huge number of experiments with variety of procedural variants have been published. The presentation will discuss some of the variables influencing the establishment of baseline conditional discriminations and the emergence of untrained relations during testing. Overall variables such as training structures, training and test protocols, and simultaneous versus delay matching-to-sample, and details like concurrent versus serialized or sequential presentation of baseline trials and number of training trials will be discussed. Also, additional measurements in stimulus equivalence research as reaction time and sorting will be examined.

#184. Symposium

8:00 AM–9:50 AM

Meeting Level 2; Room 252A

DDA/AUT; Applied Research

BACB CE Offered. CE Instructor: Jennifer M. Hodnett, M.S.

Practical Applications in Assessing and Treating Common Challenging Behavior for Individuals Diagnosed With Intellectual and Developmental Disabilities

Chair: Jennifer M. Hodnett (Marcus Autism Center; University of South Florida)

Discussant: Michael E. Kelley (University of Scranton)

Evaluation of Underspoon to Treat Behaviors That Interfere With Mouth Cleaning

ABBY HODGES (Marcus Autism Center; University of Denver), Meara X. H. McMahon (Emory University School of Medicine), and Valerie M. Volkert (Marcus Autism Center; Emory School of Medicine)

Reduction of Rapid Eating in Adults With Disabilities Using a Cueing Device

SANDRA SMITH and Thomas S. Higbee (Utah State University)

Evaluation of Shoe Inserts to Reduce Toe Walking in Young Children With Autism

DAVID A. WILDER (Florida Institute of Technology)

The Development of, Initial Outcomes for, and Caregiver Satisfaction With a COVID-19 Vaccine Clinic for Children With Severe Challenging Behavior

JENNIFER M. HODNETT (University of South Florida), Joanna Lomas Mevers (Marcus Autism Center), Alec M. Bernstein (Emory University School of Medicine; Marcus Autism Center), and Alexis Constantin Pavlov and Mindy Christine Scheithauer (Marcus Autism Center)

#185. Symposium

8:00 AM–9:50 AM

Meeting Level 2; Room 251

DDA/AUT; Applied Research

BACB CE Offered. CE Instructor: Kayla Jenssen, M.A.

One Step at a Time: Video Prompts as a Tool to Boost Daily Living and Employment Outcomes

Chair: Kyle Visitacion (Western Michigan University)

Discussant: Thom Ratkos (Berry College)

Systematic Review of Point-of-View Video Prompting to Teach Daily Living Skills

JENNIFER WERTALIK, Denise Poole, and Madisen Duke (Georgia Southern University)

Effects of Video Simulation and Video Prompting on Campus Job Fair Participation for Autistic Students

JENNIFER MARIE CULLEN and Evette Arlene Simmons-Reed (Ball State University)

The Effects of Self-Directed Video Prompts Delivered Via Video Conferencing on Functional Skill Acquisition

KAYLA JENSSEN and Jessica E. Van Stratton (Western Michigan University)

Examining User-Created Video Prompts for Students With Autism Spectrum Disorder on Job and Daily Living Skills

RICK M. KUBINA (The Pennsylvania State University)

#186. Symposium

8:00 AM–9:50 AM

Meeting Level 2; Room 205B

EDC/DEV; Applied Research

BACB CE Offered. CE Instructor: Jennifer R. Zarcone, Ph.D.

Behavioral Training Strategies to Train Staff and Parents In-Person and Remotely

Chair: Kimberley L. M. Zonneveld (Brock University)

Discussant: Jennifer R. Zarcone (May Institute)

The Effects of Behavioral Skills Training on a Parent-Implemented Feeding Treatment via Telehealth
AREZU ALAMI and Kimberley L. M. Zonneveld (Brock University)

Use and Implementation of Preference Assessments by Special Educators

NICOLE JONES, Kathleen Soyka, and Jessica Foster Juanico (University of Kansas)

A Component Analysis of Interactive Computerized Training to Teach Activity Schedules

Juliana Aguilar, BEVERLY NICHOLS, Stephanie Mattson, Vincent E. Campbell, and Thomas S. Higbee (Utah State University)

Examining the Implementation of a Behavioral Feeding Package in a School Setting

MEGHAN SILVA and Kara Lee Romanetz (May Institute), Stephanie Coe (Simmons University), and Stefanie Schrieber (University of Nebraska Medical Center's Munroe-Meyer Institute)

#187. Symposium

8:00 AM–9:50 AM

Meeting Level 2; Room 205A

EDC/DDA; Applied Research

BACB CE Offered. CE Instructor: Bryon Miller, M.S.

Educator-Implemented Interventions for Students With Developmental Disabilities in the School Setting

Chair: Daniel Kwak (University of South Florida)

Discussant: Bryon Miller (University of South Florida)

School Professional Coaching on Facilitation of Prevent-Teach-Reinforce Model for Students With Problem Behavior

MARISSA DEL VECCHIO, Rachel Elizabeth Ayres, and Kwang-Sun Cho Blair (University of South Florida)

Using Brain Breaks® to Increase On-Task Behavior in a Classroom Setting

ARTURO GARCIA, Peyton Stipes, and Kimberly Crosland (University of South Florida)

Training Educators to Implement Function-Based Intervention Within the Classroom: A Systematic Review

MADÉLINE ROSE RISSE, Danielle Ann Russo, and Kwang-Sun Cho Blair (University of South Florida)

Multicomponent Functional Assessment-Based Interventions Implemented by Classroom Staff: A Meta-Analysis

DANIELLE ANN RUSSO and Kwang-Sun Cho Blair (University of South Florida)

#188. Symposium

8:00 AM–9:50 AM

Meeting Level 1; Room 153B

OBM/DDA; Applied Research

BACB CE Offered. CE Instructor: James Maraventano, Ed.D.

Advancements in Behavior Analytic Staff Training Practices in School and Adult Service Settings

Chair: James Maraventano (Rutgers University)

Discussant: Florence D. DiGennaro Reed (University of Kansas)

An Evaluation of Behavioral Skills Training for Teaching Paraprofessionals How to Interact With Children With Autism Spectrum Disorder

LUCY VERONICA FERNANDEZ, April N. Kisamore, and Lauren K. Schnell (Hunter College, City University of New York) and Alice Shillingsburg (May Institute)

Using Asynchronous Video-Based Instruction to Train Public School Staff to Implement Behavior Analytic Interventions

MOLLY JOYCE, Lauren K. Schnell, and April N. Kisamore (Hunter College, City University of New York) and Jason C. Vladescu (Caldwell University)

Effects of Acceptance and Commitment Training on Treatment Integrity Amongst Behavioral Technicians

SWATHI RAGULAN (University of Nevada, Reno), Erin Elizabeth Bertoli (Brett DiNovi and Associates, LLC), and Jacqueline Shinall and SungWoo Kahng (Rutgers University)

Assessment and Intervention of Staff Adherence to Healthy Behavioral Practices in Adult Services

NICOLE KANAMAN, Claudia L. Dozier, Catherine McHugh, Sara Camille Diaz de Villegas, and Bryan Alan Simmons (University of Kansas)

#189. Symposium

Ethics

8:00 AM–9:50 AM

Meeting Level 1; Room 156C

PCH

BACB CE Offered. CE Instructor: Richele Zvorsky, M.Ed.

A Constructional Approach to Consent and Assent

Chair: Sean Michael Will (Constructional Approach to Animal Welfare and Training)

Discussant: Lucero Neri-Hernandez (University of North Texas)

A Concept Analysis of Assent

SHEILA KLICK and Anna Linnehan (Endicott College), Jonathan Amej (AIMS Instruction), and Richele Yeich and Awab Abdel-Jalil (Eastern Florida Autism Center; Great Leaps Academy)

Examples and Non-Examples of Assent

JONATHAN AMEY (AIMS Instruction), Richele Yeich (Eastern Florida Autism Center; Great Leaps Academy), Anna Linnehan (Endicott College), Awab Abdel-Jalil (Great Leaps Academy; Eastern Florida Autism Center), and Sheila Klick (Endicott College)

Practical Applications and Implications of a Contingency Analysis of Assent

RICHELE ZVORSKY and Awab Abdel-Jalil (Eastern Florida Autism Center; Great Leaps Academy), Sheila Klick (Endicott College), Jonathan Amej (AIMS Instruction), and Anna Linnehan (Endicott College)

A Constructional Approach to Assent in Zoological Settings

KYLE HETZEL (San Francisco Zoo)

#190. Symposium

8:00 AM–9:50 AM

Meeting Level 2; Room 204A/B

TBA

BACB CE Offered. CE Instructor: Stephanie Hope Jones, Ph.D.

Procedural Integrity: Current Practices and Areas for Improvement

Chair: Stephanie Hope Jones (Salve Regina University)

Discussant: Timothy R. Vollmer (University of Florida)

Through the Looking Glass and What We Found: Evaluating Multiple Treatment Integrity Measures

HAVEN SIERRA NILAND (University of North Texas); Valeria Laddaga Gavidia (University of North Texas; Kristin Farmer Autism Center); Samantha Bergmann, Marcus Daniel Strum, Marla Baltazar, and Bonnie Yuen (University of North Texas); and Mike Harman (Briar Cliff University)

Interactive Effects of Treatment Type, Schedule Value, and Treatment Integrity on Treatment Outcomes

OLIVIA HARVEY and Claire C. St. Peter (West Virginia University), Stephanie Hope Jones (Salve Regina University), and Christa Lilly and Kristian Kemp (West Virginia University)

Procedural Integrity Reporting in the *Journal of Applied Behavior Analysis*, 2006–2020

BRIAN LONG (West Virginia University), Denys Brand (California State University, Sacramento), Samantha Bergmann (University of North Texas), Claire C. St. Peter (West Virginia University), and Marcus Daniel Strum and Cody Lane McPhail (University of North Texas)

Perceived Barriers and Facilitators to Reporting Procedural Integrity Data in Behavior-Analytic Research

STEPHANIE HOPE JONES (Salve Regina University), Denys Brand (California State University, Sacramento), Lodi Lipien (University of South Florida), Claire C. St. Peter (West Virginia University), and Jennifer Wolgemuth (University of South Florida)

#191. Paper Session

Supervision

8:30 AM–8:55 AM

Meeting Level 1; Room 153C

OBM

Change Is Hard, but Does It Have To Be? Become a Leader Who Is Successful Guiding Change Initiatives

Chair: Breanne K. Hartley (LittleStar ABA Therapy)

Change Is Hard, but Does It Have To Be? Become a Leader Who Is Successful Guiding Change Initiatives

(Theory) BREANNE K. HARTLEY (LittleStar ABA Therapy)

#192. Paper Session

9:00 AM–9:25 AM
Meeting Level 1; Room 156B
CSS

Behavior Analysis in Child Welfare: An Innovative Approach to Restoring Parental Protective Capacities and Decreasing Risk Factors for Child Abuse and Maltreatment and Recidivism Rates for Re-Abuse

Chair: Karin Torsiello (Behavior Basics, Inc.)

Behavior Analysis in Child Welfare: An Innovative Approach to Restoring Parental Protective Capacities and Decreasing Risk Factors for Child Abuse and Maltreatment and Recidivism Rates for Re-Abuse (Service Delivery)

KARIN TORSIELLO and Paula Antonelli (Behavior Basics, Inc.)

#193. Paper Session

9:00 AM–9:25 AM
Meeting Level 2; Room 203
TBA

Ten Lessons Learned: An Interdisciplinary Graduate Program in Special Education and Behavior Analysis

Chair: Rena Marie VanDerwall (Western Michigan University)

Ten Lessons Learned: An Interdisciplinary Graduate Program in Special Education and Behavior Analysis (Service Delivery)

Rena VanDerwall, KATE LA LONDE, Kristal E. Ehrhardt, and Alan D. Poling (Western Michigan University)

#194. B. F. Skinner Lecture Series

9:00 AM–9:50 AM
Ballroom Level 3; Ballroom East/West
AAB; Service Delivery
PSY/BACB CE Offered. CE Instructor: Paul McGreevy, Ph.D.

Equitation Science and the 5-4-3-2-1 Framework for Ethical Animal Training

Chair: Erica N. Feuerbacher (Virginia Tech)

PAUL MCGREEVY (University of New England)



Paul McGreevy BVSc, Ph.D., FRCVS, is a veterinarian and ethologist. He is the author of over 300 peer-reviewed scientific publications and seven books. With expertise in learning theory, animal training, animal welfare science, veterinary behavioural medicine, and anthrozoology, he is a co-founder and honorary fellow of the International Society for Equitation Science. He led the VetCompass Australia initiative that brought together all of the Australian veterinary schools to provide ongoing national disease surveillance for companion animals and horses. With the additional involvement of Massey University (NZ), the same schools collaborated under Paul's leadership to create the One Welfare teaching portal.

Abstract: This presentation describes the complex nature of human-animal interactions and captures the dynamic interconnection of five constructs, some established and some novel, to characterise safe, ethical, and sustainable (best) practices in the management, handling, and training of non-production animals. It interdigitates the Five Domains Model for animal welfare assessment, four possible operant mechanisms that interactions may follow, the three influences of attachment, arousal, and affective state, and the two contrasting ethologies (human and animal), with a One Welfare approach. This 5-4-3-2-1 framework reveals that while arousal and affective state influence behavioural outcomes of operant conditioning, the trainer's choice and application of the operant quadrants have a further and cumulative influence on attachment, arousal, and affective state. The power of this approach is that, on one hand, it marries optimal interactions with the highly prized attribute of trust in animal-trainer dyads, which may be, at times at least, a manifestation of trainers as attachment figures. On the other hand, it reveals sources of disruption of human-animal and animal-human attachment that promote negative affective states which are incompatible with safe, ethical, and sustainable practices. By bringing these constructs together, the 5-4-3-2-1 Framework aligns the Five Domains Model with the ultimate animal welfare aim of One Welfare. As such, it may also serve as a notional checklist for reflective practitioners who ascribe to the One Welfare approach and aim to achieve safe, ethical, and sustainable animal management, handling, training, and keeping practices.

#195. Panel Discussion**Ethics**

9:00 AM–9:50 AM

Meeting Level 2; Room 253A-C

AUT; Service Delivery

BACB CE Offered. CE Instructor: Jon S. Bailey, Ph.D.

Ethics and the New 2022 Code

Chair: Jon S. Bailey (Florida State University)

MARY JANE WEISS (Endicott College)

THOMAS L. ZANE (University of Kansas)

YULEMA CRUZ (Rutgers University)

#196. Symposium**Ethics**

9:00 AM–9:50 AM

Meeting Level 2; Room 257B

AUT/DDA; Applied Research

PSY/BACB CE Offered. CE Instructor: Nathan Blenkush, Ph.D.

Response Patterns for Individuals Receiving Contingent Skin Shock to Treat Self-Injurious and Assaultive Behaviors

Chair: Nathan Blenkush (Judge Rotenberg Educational Center)

Discussant: W. Joseph Wyatt (Marshall University)

Response Patterns for Individual Receiving Contingent Skin Shock

NATHAN BLENKUSH (Judge Rotenberg Educational Center), Miles Cunningham (Harvard Medical School; McLean Hospital), and Golnaz Yadollahikhales (University of Illinois Hospital at Chicago)

Case Presentations of Contingent Shock Response Patterns

NICHOLAS LOWTHER (Judge Rotenberg Educational Center)

#197. Symposium**Ethics** **DE**

9:00 AM–9:50 AM

Meeting Level 2; Room 254A

AUT/TBA; Service Delivery

BACB CE Offered. CE Instructor: Jamine Layne Dettmering, Ph.D.

Toward Culturally Responsive and Compassionate Behavior Analysis: A Case for Cultural Humility as it Relates to Neurotype

Chair: David Legaspi (Center for Applied Behavior Analysis)

Discussant: Jamine Layne Dettmering (The Chicago School of Professional Psychology; BIOS ABA; National Louis University)

Automatically Maintained Elopement Paper

ELIZABETH ASHTON BENEDICKT (Center for Applied Behavior Analysis), Michele D. Wallace (California State University, Los Angeles), Kelly Vanessa Cruz (Center for Applied Behavior Analysis), David Legaspi (Center for Applied Behavior Analysis), and Tyler James Arauza (The Chicago School for Professional Psychology)

Including Neurotype in Training Programs' Discussions of Compassionate, Response, and Ethical Practice

LEANNA MELLON (SUNY New Paltz)

#198. Paper Session

9:00 AM–9:50 AM

Meeting Level 2; Room 254B

AUT

Autism Paper Session 3

Chair: Brittany Ruth Schmidt (BASS ABA Therapy)

But Why Isn't the Speech-Language Pathologist Working on "Speech?" Enhancing SLP-BCBA Collaboration (Service Delivery)

BRITTANY RUTH SCHMIDT (BASS ABA Therapy)

Enhancing Outcomes Through Collaborative Care: Strategies for Effective Interprofessional Coordination of Care (Service Delivery)

SARA GUZMAN (BASS ABA Therapy)

#199. Invited Presenter

9:00 AM–9:50 AM

Meeting Level 1; Room 102B

CBM; Service Delivery

BACB/PSY/QABA CE Offered. CE Instructor: Yukiko Washio, Ph.D.

Impact on Maternal and Infant Outcomes by Intervening With Maternal Health Behavior

Chair: Michele R. Traub (St. Cloud State University)

YUKIKO WASHIO (RTI International)



Yukiko Washio is a researcher at Substance Use, Gender, and Applied Research of RTI International and an adjunct faculty at Obstetrics and Gynecology Department at Temple University Lewis Katz School of Medicine. She consults in both the US and Japan for public health research and implementation using behavior analysis. She currently teaches behavior analysis at Capella University. Her research focus and interest are intervention development, adaptation, and testing to address persistent maternal health behavioral issues that tend to result in a major economic burden at the societal level. Her behavior analysis graduate and postdoctoral training thrives on development of behavioral interventions and professional network to expand research activities and dissemination.

Abstract: Women are often motivated to stay healthy for the well-being of their child during pregnancy and lactation. Generally speaking, women who are pregnant are recommended to eat healthy, exercise properly, and stay away from substance use, including illicit and prescription drugs, alcohol, marijuana, and tobacco, which are potentially harmful to their child. Additionally, breastfeeding is increasingly encouraged as the most recommended feeding practice for at least 6 months, if not longer, to maintain the health of women and their infants. While most women are able to practice a healthy lifestyle during pregnancy and lactation, women with certain social determinants (such as socioeconomic disadvantage, younger age, race/ethnic status, mental health issues, violence exposure, and reproductive and sexual health issues) have difficulties maintaining healthy lifestyles during these critical periods. Various treatment options including behavioral and pharmacological interventions have been developed using computer-based and telecommunication technology to address substance, alcohol, and tobacco use, breastfeeding, contraceptive use, and adherence to maternal-infant care among pregnant and postpartum populations. Tested interventions include, but are not limited to, brief interventions, contingency management, cognitive behavioral therapy, peer and group support, in addition to other forms of counseling and pharmacological treatment such as bupropion. Treatment interventions generally provide education and referral information, nudge to focus on healthy practices, reinforcement on healthy behavior, and cognitive and behavioral exercises such as skill training, to increase the value of natural or contrived reinforcers to engage in healthy behavior. Comprehensive and combined intervention approaches are probably the most ideal for intervening with pregnant and postpartum populations to address intertwined health issues and social determinants that interact with each other. With under-resourced communities, healthcare settings, and workforces that deal with pregnant and postpartum populations, dissemination and sustainability of evidence-based interventions is another major challenge that we need to face. This presentation provides an overview of maternal health behavioral issues, some of the intervention studies, and challenges and efforts to overcome sustainability issues.

#200. Symposium

DEI

9:00 AM–9:50 AM

Meeting Level 1; Room 156A

CSS/VRB; Translational

BACB CE Offered. CE Instructor: Jessica M. Hinman, M.S.

Sexuality, Sexual Behavior, and Psychological Flexibility

Chair: Jessica M Venegoni (Missouri State University)

Discussant: Ayla Schmick (Missouri Southern State University)

Evaluating the Relationship Between Sexual Arousal and Mindfulness on Probability Discounting Evident in Choices About Infidelity

MAGGIE ADLER, Brittany A. Sellers, Elana Keissa Sickman, and Jordan Belisle (Missouri State University)

Sexuality and Disability: Utilizing Acceptance and Commitment Therapy to Empower Neurodiverse Young Adults and Address Sexual Stigma Among Caregivers

JESSICA M. HINMAN and Mark R. Dixon (University of Illinois at Chicago)

Sunday, May 29

#201. Symposium

9:00 AM–9:50 AM

Meeting Level 1; Room 153C

OBM

BACB CE Offered. CE Instructor: Nicholas Matey, M.S.

Measurement of Validity in Behavior-Analytic Research: Procedural Integrity and Procedural Acceptability Reporting in *Behavior Analysis in Practice* and the *Journal of Organizational Behavior Management*
Chair: Nicholas Matey (University of Florida)

Treatment Integrity Reporting in Behavior Analysis in Practice 2008–2019

LEA JONES, Galan Falakfarsa, Denys Brand, Erik Swanson Godinez, and Deborah Christine Richardson (California State University, Sacramento); ROBBIE HANSON (Lindenwood University); Savannah Velazquez and Colin Wills (California State University, Sacramento)

Has Organizational Behavior Management Found Its Heart? An Assessment of Procedural Acceptability Trends in the *Journal of Organizational Behavior Management*

JESSICA NASTASI, Davis Simmons, and Nicole Gravina (University of Florida)

Procedural Integrity Reporting in the *Journal of Organizational Behavior Management*, 2000–2020

DANIEL J. CYMBAL, David A. Wilder, Nelmar Jacinto Cruz, Ronald J. Clark, and Grant Michael Ingram (Florida Institute of Technology) and Marissa E. Kamlowksy (University of Kansas)

#202. Symposium

9:00 AM–10:50 AM

Meeting Level 2; Room 258A

AUT/TBA; Service Delivery

BACB CE Offered. CE Instructor: KALLY M LUCK, M.A.

Overcoming Barriers Through the Application of Telehealth Service Delivery Models

Chair: KALLY M. LUCK (University of Houston-Clear Lake)

Discussant: Stephanie M. Peterson (Western Michigan University)

Implementing Direct Telehealth Services for Children With Autism Spectrum Disorder

DIANA SABRINA MEREDITH, Maria Clara Cordeiro, Tiffany Kodak, and Sharon Song (Marquette University)

Supporting Caregivers via Telehealth to Implement Toilet Training Protocol

JORDAN DEVRIES, Hope Dabney, and Corina Jimenez-Gomez (Auburn University)

Adaptation of the Research Units in Behavioral Intervention Caregiver Training Program for Telehealth Delivery During COVID-19

LYDIA LINDSEY (Auburn University); Lauren Ashley Nordberg (Glenwood); and Carolyn Syzonenko, Hope Dabney, Jordan DeVries, and Corina Jimenez-Gomez (Auburn University)

Using Telehealth Technologies to Train Education Professionals in Taiwan to Implement Discrete-Trial Training

NING CHEN and Dorothea C. Lerman (University of Houston-Clear Lake)

#203. Symposium

9:00 AM–10:50 AM

Meeting Level 1; Room 154

BPN/EAB; Basic Research

BACB CE Offered. CE Instructor: Derek D. Reed

Novel Applications of Commodity Purchase Tasks in Operant Demand Analyses

Chair: Derek D. Reed (University of Kansas; Cofrin Logan Center for Addiction Research & Treatment)

Discussant: Michael Amlung (University of Kansas)

Response Uncertainty in Price Elastic Decisions: Implications for Human Demand Procedures

JUSTIN CHARLES STRICKLAND (Johns Hopkins University School of Medicine), Allyson R. Salzer (University of Kansas), William Stoops (University of Kentucky), and Derek D. Reed (University of Kansas)

Using Hypothetical Commodity Purchase Tasks to Detect Actual Market Influences: A Natural Experiment During COVID-19

FERNANDA SUEMI ODA (University of Kansas; Cofrin Logan Center for Addiction Research & Treatment), Justin Charles Strickland (Johns Hopkins University School of Medicine), Brent Kaplan (University of Kentucky), and Derek D. Reed (University of Kansas; Cofrin Logan Center for Addiction Research & Treatment)

Effects of Visual Exposure to Natural Versus Built Environments on Cannabis, Cigarette, and Alcohol Demand

SHAHAR ALMOG, Jillian Rung, and Andrea Vasquez Ferreiro (University of Florida); Brett Gelino (University of Kansas; Cofrin Logan Center for Addiction Research & Treatment); Ali Yurasek (University of Florida); Derek D. Reed (University of Kansas; Cofrin Logan Center for Addiction Research & Treatment); and Meredith Steele Berry (University of Florida)

Bidirectional Increases in Valuation for Cigarettes and Alcohol Under Withdrawal of Either Substance in Co-Users

BRENT KAPLAN, Mark Justin Rzeszutek, and Cassandra D. Gipson (University of Kentucky) and Mikhail Koffarnus (University of Kentucky College of Medicine)

#204. Symposium

9:00 AM–10:50 AM

Meeting Level 1; Room 152

EAB

BACB CE Offered. CE Instructor: Carolyn Ritchey, M.S.

Recent Translational Research on Effects of Parameters of Reinforcement on Resurgence

Chair: Carolyn Ritchey (Auburn University)

Discussant: Rusty Nall (Jacksonville State University)

A Quantitative Analysis of Effects of Parameters of Alternative Reinforcement on Resurgence

CAROLYN RITCHEY (Auburn University), Sarah Cowie (University of Auckland), Toshikazu Kuroda (Huckle Co., Ltd.), and Christopher A. Podlesnik (Auburn University)

Phase Duration and Resurgence

SEAN SMITH (University of Florida) and Brian D. Greer (Children's Specialized Hospital–Rutgers University Center for Autism Research, Education, and Services; Rutgers Robert Wood Johnson Medical School)

Worsening Target Responding on Resurgence: Extinction, Magnitude, Frequency, and Delay of Reinforcement

CINTHIA HERNANDEZ and Carlos Javier Flores Aguirre (Universidad de Guadalajara)

The Effects of Alternative Reinforcement Rate on Resurgence in Mice

KATE ELIZABETH DERRENBACHER, Charlene Nicole Agnew, and William Sullivan (SUNY Upstate Medical University); Henry S. Roane (Upstate Medical University; Elmy Autism Care); and Andrew R. Craig (SUNY Upstate Medical University)

#205. Symposium

9:00 AM–10:50 AM

Meeting Level 1; Room 153A

EAB

BACB CE Offered. CE Instructor: Reagan Elaine Cox, M.S.

Mediating Factors That Affect Emergence of Derived Stimulus Relations

Chair: Reagan Elaine Cox (Texas Christian University)

Discussant: Mark Galizio (University of North Carolina Wilmington)

Intraverbal Bidirectional Naming Might Not Be Enough for Equivalence Class Formation

Martha Costa Hübner and JOÃO BERNARDY (University of São Paulo; National Institute of Science and Technology: Behavior, Cognition and Teaching) and Vanessa de Souza and Kenji Yonamine (University of São Paulo)

Go/No-Go Successive Matching and the Establishment of Auditory Equivalence Classes

ROBBIE HANSON (Lindenwood University), Jillian Christine Sordello (California State University, Sacramento), Thea Skau Engell (Sacramento State University, Sacramento), and Caio F. Miguel (California State University, Sacramento)

Comparing the Effects of Instructed Learning Strategies on Derived Stimulus Relations

ELIANA BUSS (Waypoint Behavioral Health Solutions; Texas Christian University) and Reagan Elaine Cox and Anna I. Petursdottir (Texas Christian University)

The Effects of Blocking Verbal Mediation on a Test for Emergent Stimulus Relations

REAGAN ELAINE COX and Anna I. Petursdottir (Texas Christian University) and Eliana Buss (Waypoint Behavioral Health Solutions; Texas Christian University)

#206. Paper Session

9:30 AM–9:55 AM

Meeting Level 1; Room 156B

CSS

Integrating Behavior Analysis With the Living Labs Approach

Chair: Julian C. Leslie (Ulster University)

Integrating Behavior Analysis With the Living Labs Approach (Theory)

JULIAN C. LESLIE (Ulster University) and Denis P. O'Hara (National University of Ireland, Galway)

#207. Paper Session



10:00 AM–10:25 AM
Meeting Level 1; Room 156B
CSS

Contributions to the Sustainability Revolution: The Interplay of Producers' and Consumers' Practices
Chair: Marco Tagliabue (Oslo Metropolitan University)

Contributions to the Sustainability Revolution: The Interplay of Producers' and Consumers' Practices (Theory)
MARCO TAGLIABUE (Oslo Metropolitan University) and Izabella Kazimiera Legosz-Tagliabue (CEMASys.com)

#208. Paper Session

10:00 AM–10:25 AM
Meeting Level 2; Room 205C
EDC

The Importance of Contextual Fit for Achieving Student Outcomes
Chair: Lisa Gurdin (LSGurdin Consulting; Northeastern University)

The Importance of Contextual Fit for Achieving Student Outcomes (Service Delivery)
LISA GURDIN (LSGurdin Consulting; Northeastern University)

#209. Paper Session

10:00 AM–10:25 AM
Meeting Level 2; Room 204A/B
TBA

If B. F. Skinner Taught Piano: Applying Behavior Principles During Piano Lessons
Chair: Todd Haydon (University of Cincinnati)

If B. F. Skinner Taught Piano: Applying Behavior Principles During Piano Lessons (Service Delivery)
TODD HAYDON (University of Cincinnati)

#210. Panel Discussion

Ethics

10:00 AM–10:50 AM
Meeting Level 2; Room 258C
AUT; Service Delivery
BACB/QABA CE Offered. CE Instructor: Justin Leaf, Ph.D.

To What Extent Does the BACB Code of Ethics Protect Clients and Practitioners?
Chair: Melissa Saunders (Creative Interventions)

JUSTIN LEAF (Autism Partnership Foundation)
AMANDA N. KELLY (BEHAVIORBABE)
ROBERT ROSS (Beacon ABA Services)

#211. Symposium

10:00 AM–10:50 AM
Meeting Level 2; Room 254A
AUT/CBM; Applied Research
BACB CE Offered. CE Instructor: Jessica Zawacki, M.Ed.

The Use of Modern Technology to Promote Community Inclusion and Reduce Stigma for Adults With Autism

Chair: James Chok (Penn ABA)
Discussant: Jessica Zawacki (Preparing Adolescents and Adults for Life)

Use of Electrodermal Activity to Predict and Circumvent Problem Behavior Associated With Obsessive Compulsive Disorder and Anxiety in Adults With Autism

GLORIA SATORIALE (Mission for Educating Children with Autism) and Jessica Zawacki, Katie Brown, and Christi Rothermel (Preparing Adolescents and Adults for Life)

Technological Prompting: Fading Staff Mediated Prompts Through the Use of a Vibrating Watch

BENJAMIN KALINER and Jessica Zawacki (Preparing Adolescents and Adults for Life) and Dan Walsh and Gloria Satriale (Mission for Educating Children with Autism)

10:00 AM–10:50 AM
Meeting Level 1; Room 156A
CSS; Theory

Cultural Humility and Awareness in Behavior Analysis

Chair: Emma Auten (University of North Carolina Wilmington)

RAMONA HOUMANFAR (University of Nevada, Reno)
ELIZABETH HUGHES FONG (Pepperdine University)
VANESSA BETHEA-MILLER (Bethea-Miller Behavioral Consulting)

#213. SymposiumEthics **DE**

10:00 AM–10:50 AM
Meeting Level 2; Room 252B
DDA
BACB CE Offered. CE Instructor: Margaret Uwayo, Ph.D.

Promoting Cultural Sensitivity in Behavior Analytic Practice: Lessons Learned From Service Delivery in Africa and the Middle East

Chair: Ariana D'Arms (Western Connecticut State University)
Discussant: Margaret Uwayo (Western Michigan University)

Cultural Adaptations and Findings During Behavior Analytic Service Delivery to Professionals and Families in Africa

LOUKIA TSAMI (University of Houston-Clear Lake), Maleshwane Mauco (Africa Behavior Analysis Services), and Dorothea C. Lerman (University of Houston-Clear Lake)

Cultural Considerations When Providing Behavioral Analytic Services in the United Arab Emirates

JERBOR T. NELSON (Health Innovation of America)

#214. B. F. Skinner Lecture Series

10:00 AM–10:50 AM
Ballroom Level 3; Ballroom East/West
DEV; Service Delivery
PSY/BACB/QABA/NASP CE Offered. CE Instructor: Sonali Rajan, Ph.D.

Reimagining Solutions to the Persistence of Gun Violence in K–12 Schools

Chair: Jo Ann Pereira Delgado (Teachers College, Columbia University)

SONALI RAJAN (Columbia University)



Dr. Sonali Rajan is an associate professor of Health Education in the Department of Health and Behavior Studies at Teachers College, Columbia University. She also holds a secondary faculty appointment in the Department of Epidemiology at the Mailman School of Public Health. Dr. Rajan is a school violence prevention researcher, studying gun violence, school safety, and adverse childhood experiences. She holds faculty affiliations with the CDC-funded Columbia Center for Injury Science and Prevention, the Columbia Scientific Union for the Reduction of Gun Violence, and the Institute for Urban and Minority Education. She also co-produces *Re(Search) for Solutions*, a podcast hosted by the Media and Social Change Lab at Teachers College devoted to amplifying creative and evidence-based solutions to the persistence of gun violence. For over a decade, Dr. Rajan has conducted research in K–12 public schools across the U.S. And for nearly 15 years, Dr. Rajan has collaborated closely with the non-profit organization Girls on the Run; she currently serves on their National Board of Directors. Dr. Rajan has published over 50 peer-reviewed journal articles in addition to multiple talks, book chapters, and other written pieces. Her work has also been featured in multiple national media outlets (including National Public Radio, the Hechinger Report, and CSPAN).

Abstract: Gun violence in the United States (U.S.) persists as a public health crisis. Over 40,000 individuals die from firearm-related injuries each year and another 60,000 are shot. Of these, nearly 8,000 are children. And gun violence specifically within K–12 schools continues. Indeed, recent data have underscored that over 250,000 children in the U.S. have been exposed to gun violence specifically in K–12 schools since the Columbine High School mass shooting tragedy in 1999, with Black children disproportionately impacted in comparison to their White peers. And rates of gun violence have increased precipitously since the onset of the COVID-19 pandemic.

The impact of gun violence on children is particularly concerning as exposure to gun violence is considered an adverse childhood experience (ACE). ACEs are potentially traumatic events that occur during childhood. An extensive body of research on exposure to ACEs has been linked to dozens of negative outcomes over the life course (poor mental health, increased risk for chronic disease, asthma,

poor oral health, cancer, injury, suicide, premature mortality, and even decreased school success). They're also highly prevalent: an estimated 30% of children report experiencing at least one ACE. Thus, preventing this kind of violence is of utmost importance. Despite this urgency, meaningful responses to the prevention of gun violence in K–12 schools over the past decade have been lacking and largely not informed by evidence.

In this presentation, I draw on existing research, novel data, and a child-centric framework to present a new model that reimagines what solutions to the persistence of gun violence in K–12 schools looks like. In pursuing this work, I seek to answer the following question: what if our collective response to school gun violence did not prepare our schools for the inevitability of the next school shooting, and rather treated the eradication of gun violence in schools as a genuine possibility? Knowledge, support, prevention, policy, engagement, commitment, leadership, and consistency are guiding principles we can use to reimagine how our schools can be kept safe, while ensuring that our children thrive.

#215. Symposium

10:00 AM–10:50 AM

Meeting Level 2; Room 205B

EDC

BACB CE Offered. CE Instructor: Amy J. Davies Lackey, Ph.D.

Remote Instruction Meets Direct Instruction: A Perfect Pairing Amidst the COVID-19 Crisis

Chair: Sudha Ramaswamy (Mercy College)

Discussant: Amy J. Davies Lackey (Manhattan Childrens Center)

Testing the Effects of Remote Instruction on the Acquisition of Direct Instruction Spelling Responses
AMY J. DAVIES LACKEY (Manhattan Childrens Center) and Sudha Ramaswamy (Mercy College)

Testing the Effects of Remote Instruction on Acquisition of Direct Instruction Language and Math Responses

SUDHA RAMASWAMY (Mercy College) and Amy J. Davies Lackey (Manhattan Childrens Center)

#216. Panel Discussion

Supervision

10:00 AM–10:50 AM

Meeting Level 1; Room 153C

OBM; Service Delivery

BACB CE Offered. CE Instructor: Paul "Paulie" Gavoni, Ed.D

Using Organizational Behavior Management to Navigate Crisis in a Behavior Analytic Organization

Chair: Pierre D. Louis (Brett DiNovi and Associates, LLC)

BRETT J. DINOVI (Brett DiNovi and Associates, LLC)

PAUL "PAULIE" GAVONI (Professional Crisis Management Association)

JASON GOLOWSKI (Brett DiNovi and Associates, LLC)

#217. Symposium

10:00 AM–10:50 AM

Meeting Level 1; Room 156C

PCH/VRB; Theory

BACB CE Offered. CE Instructor: Jessica Piazza, Ph.D.

Evaluating Behavior Analytic Literature: Three Reviews

Chair: Jessica Piazza (Endicott College)

The Progression of Experimental Design and Data Analysis in Applied Behavior Analysis

Allison Rader (May Institute), Kevin Rader (Harvard University), JODI KATZ (Simmons University; May Institute), and Justin B. Leaf (Autism Partnership Foundation)

Building and Analyzing Citation Networks of Behavior Analytic Research Literature

JACOB SOSINE

What Can Effect Sizes and Meta-Analyses Do for Applied Behavior Analysis?

ART DOWDY (Temple University)

10:00 AM–10:50 AM

Meeting Level 2; Room 253A-C

PCH; Theory

BACB/PSY/QABA CE Offered. CE Instructor: Jonathan J. Tarbox, Ph.D.

Affirming Neurodiversity Inside Applied Behavior Analysis: Evolving Toward Inclusivity and Compassion

Chair: Jonathan J. Tarbox (University of Southern California; FirstSteps for Kids)

SNEHA KOHLI MATHUR (University of Southern California)



Sneha considers herself an ally to the disAbility and autism communities, and started Spectrum Success in order to support individuals on the autism spectrum, while educating "neurotypicals" on how to create a socially inclusive community. Sneha is a board certified behavior analyst (BCBA), has bachelor's and master's degrees in psychology, and a doctorate degree in education and disability studies. What makes Sneha's research, teaching, and consulting unique is her expertise in two very distinct areas, applied behavior analysis and disabilities studies. She is able to lay out behaviorally supported practices within a caring social-model context.

Sneha is a faculty member in the psychology department of the University of Southern California (USC), where she teaches master's-level courses in applied behavior analysis, and undergraduate courses related to autism and neurodiversity. Sneha is also a founding member of the Equity, Diversity, and Inclusion organization in ABA, a group that works towards social justice within the field of ABA in order to create a more inclusive platform for ABA practitioners and a more equitable future for our clients. During her doctoral studies at Chapman University, Sneha worked with the Thompson Policy Institute (TPI) to conduct research to better understand the needs of adults on the spectrum as they transition into adulthood. She has conducted research to understand the needs of both employees with ASD as well as employers looking to hire a neurodiverse workforce, in order to increase the rate of hiring and retention of employees with ASD. Sneha has also worked with colleges to develop and implement autism support programs to maximize the success of college students with ASD. She works with both the students as well as faculty and staff, in order to maximize a positive college experience. Ultimately, Sneha's work centers on increasing the quality of life for individuals with autism, and her future-focused approach allows her to help individuals build long-term success.

AMY GRAVINO (A.S.C.O.T Consulting)



Amy Gravino, MA, is an autism sexuality advocate and Relationship Coach in the Center for Adult Autism Services at Rutgers University. She is also the President of A.S.C.O.T Consulting, which offers autism consulting, college coaching, and mentoring services for organizations, schools, individuals on the autism spectrum, and their families. Amy is an international speaker who has given TED talks, spoken twice at the United Nations for World Autism Awareness Day, and presented worldwide to audiences on a variety of topics related to autism, with a dedicated special focus and research on the subject of autism and sexuality. Ms. Gravino obtained her masters degree in applied behavior analysis from Caldwell University in 2010 and currently serves on the Board of Directors of Specialisterne USA, Yes She Can, Inc. and the Golden Door International Film Festival of Jersey City, as well as the Scientific Advisory Board of Simons Foundation Powering Autism Research (SPARK). She is an award-winning writer whose work has been featured in Spectrum, the leading online news source for autism research, Reader's Digest, special education textbooks, and other outlets. Visit www.amygravino.com to learn more.

WORNER LELAND (Sex Ed Continuing Ed)



Worner Leland, MS, BCBA, is an agender, neurodivergent human, a former researcher and educator with Upswing Advocates, a current educator with Sex Ed Continuing Ed, and an organizer with the annual SexABA Conference. Their work focuses on assent and consent education, harm reduction and coercion reduction education in behavior analysis, and maximizing autonomy and access to appetitives. Worner is also a past president and past research and dissemination liaison of the ABAI Sexual Behavior Research and Practice SIG.

Abstract: Neurodiversity is a concept that asserts that the idea of normal cognition is a false premise, based on the medical model of disability. Instead, neurodiversity, which was conceptualized by the neurodiverse individuals we serve, states that all humans are born with different cognitive strengths and skills and that difference in cognition is valuable and even important for human evolution and creativity. As applied to ABA, advocates in the neurodiversity movement have pushed for a more flexible, more compassionate, and less ableist approach to ABA supports for autistic people. Some of the criticisms from the neurodiversity movement appear controversial to many in the ABA field and many behavior analysts have rejected the concerns and/or attempted to defend our field against neurodiversity. This panel discussion will engage in an honest, vulnerable, and frank discussion of the strengths and limitations of what we do in ABA and use the neurodiversity movement as an opportunity to discuss practical steps the ABA field can take to moving our field to a future of greater inclusivity, flexibility, and less ableism. The neurodiverse panel of presenters includes researchers, practitioners, family members, and advocates.

#219. Invited Tutorial

10:00 AM–10:50 AM

Meeting Level 2; Room 256

PRA; Service Delivery

PSY/BACB/QABA/NASP CE Offered. CE Instructor: Andy Bondy, Ph.D.

Autism 24/7: Promoting Functional Communication at Home and in the Community

Chair: Susan Wilczynski (Ball State University)

ANDY BONDY (Pyramid Educational Consultants, Inc.)



Andy Bondy, Ph.D., has almost 50 years of experience working with children and adults with autism and related developmental disabilities. For more than a dozen years he served as the director of a statewide public school program for students with autism. He and his wife, Lori Frost, pioneered the development of the Picture Exchange Communication System (PECS). He designed the Pyramid Approach to Education as a comprehensive combination of broad-spectrum behavior analysis and functional communication strategies. He is a co-founder of Pyramid Educational Consultants, Inc.,

an internationally based team of specialists from many fields working together to promote integration of the principles of applied behavior analysis within functional activities and an emphasis on developing functional communication skills. He currently serves as Vice-Chair of the Board of Directors for the Cambridge Center for Behavioral Studies. He was the recipient of the 2012 Society of the Advancement of Behavior Analysis (SABA) Award for International Dissemination of Behavior Analysis.

Abstract: The Pyramid Approach to Education helps the design of effective educational environments within school settings, as well as the home and community. This talk will address how activities and routines around the home and in the community, along with the accompanying functional materials, may involve a variety of functional communication skills. We will discuss how a set of critical communication skills can be taught by parents and caregivers independent of the learner's modality. How to incorporate a variety of functional skills within all activities and routines will be described.

#220. B. F. Skinner Lecture Series

10:00 AM–10:50 AM

Meeting Level 1; Room 151A/B

SCI; Applied Research

PSY/BACB CE Offered. CE Instructor: Tamara Phillips, Ph.D.

Aversive Effects of Methamphetamine as Arbiters of Risk for Use

Chair: Suzanne H. Mitchell (Oregon Health & Science University)

TAMARA JEAN RICHARDS (Oregon Health & Science University)



Tamara Richards is professor and interim chair of the Department of Behavioral Neuroscience at Oregon Health & Science University (OHSU), Senior Research Career Scientist at the Veterans Affairs Portland Health Care System, and Director of the National Institutes of Health (NIH), National Institute on Alcohol Abuse and Alcoholism-funded Portland Alcohol Research Center. She received her Ph.D. in Experimental Psychology from the State University of New York in Albany and completed postdoctoral training at the Rutgers University Institute of Animal Behavior.

She joined OHSU and the Portland VA in 1987, rising through the ranks to Professor in 1998. She has received several honors and awards, including teaching awards, research achievement and mentoring awards, and distinguished scientist and lectureship awards. She has served as the President of three different research societies: the International Behavioural and Neural Genetics Society; the Research Society on Alcoholism; and the International Society for Biomedical Research on Alcoholism. She currently serves as vice-president on the board of the non-profit local chapter of Sigma Xi, the scientific research honor society. Mentoring has been one of her passions and she directed the Behavioral Neuroscience graduate program for many years. She has published numerous peer-reviewed papers, book chapters, and reviews and is funded by two NIH institutes and the Department of Veterans Affairs. Her research focusses on the genetic dissection of behavioral traits associated with risk for the development of alcohol and drug use disorders.

Abstract: This presentation will address the role of sensitivity to aversive drug effects in risk for unhealthy drug use. Considerable research has focused on drug use disorders as motivational disorders involving inherent or drug-induced reward pathway function. Human and animal research supports a critical role for circuitry underlying sensitivity to rewarding and reinforcing drug effects in risk for continued use, neuroadaptation, and relapse. However, less attention has been paid to the protective role of sensitivity to aversive drug effects. Dr. Phillips will present data proving that the trace amine-associated receptor 1 (TAAR1) as an arbiter of the aversive effects of methamphetamine, which when experienced, reduce methamphetamine intake. More broadly, she will discuss the importance of considering drug avoiders in clinical studies of psychostimulant addiction, which could lead to the identification of a new class of therapeutics.

#221. Symposium

Ethics

10:00 AM–11:50 AM

Meeting Level 2; Room 258B

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Katherine Brown, Ph.D.

Consideration of Ethics and Quality Indicators in Supervision and Clinical Practice

Chair: Kayla Randall (Georgia Southern University)

Discussant: Denice Rios Mojica (Georgia Southern University)

Generalization to Stakeholders in the Treatment of Severe Destructive Behavior

ALYSSA HURD, Samantha Nercesian, Sharelene Curry, and Katherine Brown (Utah State University)

An Analysis of Quality Indicators During the Stimulus Avoidance Assessment

KATHERINE BROWN and Alyssa Hurd (Utah State University) and Kayla Randall (Georgia Southern University)

Ethical Considerations in the Assessment and Treatment of Pediatric Feeding Disorders

CAITLIN A. KIRKWOOD, Melanie H. Bachmeyer-Lee, and Connor Sheehan (Center for Pediatric Behavioral Health)

A Survey of Supervisory Practices in Junior Board Certified Behavior Analysts

KAYLA RANDALL (Georgia Southern University), Katherine Brown (Utah State University), and Denice Rios Mojica (Georgia Southern University)

#222. Paper Session

10:00 AM–11:50 AM

Meeting Level 2; Room 254B

AUT

Autism Paper Session 1

Chair: Leah Bean (Butterfly Effects)

Overview of the Applied Behavior Analysis Service Delivery Quality Framework (Service Delivery)

BRYANT C. SILBAUGH and Robbie Fattal (Maraca Learning)

The Apprentice Model 2.0: Enhancement of the Apprentice Model to Optimize Shared Value

(Service Delivery)

MOLLY DUBUQUE and Breanne K. Hartley (LittleStar ABA Therapy)

Improving Clinical Documentation: A Treatment Package to Improve the Quality of Session Notes

(Service Delivery)

LEAH BEAN, Na Nguyen Seyedain Ardabili, and Steve Woolf (Butterfly Effects)

Development of a Standard Set to Measure Treatment Outcomes for Autism Spectrum Disorder

(Service Delivery)

ANDRIA JOSEPH (International Consortium for Health Outcome Measures), Ivy M. Chong (May Institute), and Zofia Das-Gupta (International Consortium for Health Outcome Measures)

#223. Symposium

10:00 AM–11:50 AM

Meeting Level 2; Room 252A

DDA/AUT; Applied Research

PSY/BACB CE Offered. CE Instructor: Rose Nevill, Ph.D.

Use of Technology to Disseminate Applied Behavior Analysis into Applied Settings

Chair: Natalie Badgett (University of North Florida)

Discussant: Jennifer Nicole Haddock (University of Kansas)

There's an App for That! Teaching Daily Living Skills Using Tablet-Based Technology

NATALIE BADGETT (University of North Florida) and Young Hee Byun, Micah Mazurek, and Rose Nevill (University of Virginia)

Effects of Coaching Parents of Children With Autism via Telehealth

YOUJIA HUA (University of Virginia), QIAN ZHANG (Kunming LIH SkyCity Rehabilitation Hospital), Yan Liu (University of Virginia), and Qing Li (Kunming LIH SkyCity Rehabilitation Hospital)

Skill Building With Virtual Reality

REHAN MAIRAJUDDIN, Vijay Ravindran, Sinan Turnacioglu, Rita Solórzano, and Stephen Donaldson (Floreo, Inc.)

Use of the Videoconferencing-Based ECHO Model to Disseminate Applied Behavior Analysis to Inpatient Psychiatric Settings

ROSE NEVILL (University of Virginia); Natalie Badgett (University of North Florida); and Gail Lovette, Jaimee Traub, and Keith Page (University of Virginia)

Sunday, May 29

#224. Symposium

10:00 AM–11:50 AM

Meeting Level 2; Room 251

DDA/AUT; Service Delivery

BACB CE Offered. CE Instructor: Ivy M. Chong, Ph.D.

Challenges to Accessing Appropriate Care for Individuals Diagnosed With Neurodevelopmental Disabilities and Their Families: Highlighting Barriers and Discussing Potential Solutions

Chair: Adam M. Briggs (Eastern Michigan University)

Discussant: Ivy M. Chong (May Institute)

Prevalence of Autistic Children Who Experience Delays to Behavioral Therapy in Michigan: A Summary of Survey Data Describing Caregiver Needs During This Time

ANDREA PETERSON, Adam M. Briggs, Jaimie Barr, and Brittany Loder (Eastern Michigan University)

Feasibility of Adapting RUBI Behavioral Parent Training to Telehealth

RYAN J. MARTIN (May Institute), Jaime Crowley-Zalak (Children's Specialized Hospital), and Cynthia M. Anderson (May Institute)

Hospital Boarding of Patients With Autism Spectrum Disorder and Severe Problem Behavior: Issues and Barriers

ALI SCHROEDER, Lloyd D. Peterson, Stephanie M. Peterson, Jessica Detrick, and Kelsey E. Stapleton (Western Michigan University)

A Treatment Model for Children Diagnosed With Neurodevelopmental Disabilities Boarded on Psychiatric Inpatient Units

MATHEW C. LUEHRING (University of Colorado) and Patrick Romani (University of Colorado, Anschutz Medical Campus)

#225. Symposium

10:00 AM–11:50 AM

Meeting Level 2; Room 205A

EDC/CSS; Applied Research

BACB CE Offered. CE Instructor: P. Raymond Joslyn, Ph.D.

Group Contingency Reviews: Exploring the Literature and Examining Clinical Trends

Chair: P. Raymond Joslyn (Utah State University)

Discussant: Jennifer L. Austin (University of South Wales)

More Than Just a Game: A User Guide to Randomized Group Contingencies in Schools

VERONICA ROSE DISTASI (Caldwell University), Meghan Deshais (Rutgers University), and Jason C. Vladescu and Ruth M. DeBar (Caldwell University)

Systematic Review of Group Contingencies in Alternative Education Settings With Students With Challenging Behavior

Emily Groves (University of South Wales); MILAD NAJAFICHAGHABOURI (Utah State University); Christopher Seel, Sara Melanie Fischer, and Carys Thomas (University of South Wales); and P. Raymond Joslyn (Utah State University)

The Good Behavior Game and Reinforcer Information: A Review of the Literature

KAYLA CROOK (University of Mississippi), Joel Eric Ringdahl (University of Georgia), Rosie Cooper (Louisiana State University, Shreveport), and Karla Zabala-Snow and Kadijah Quinland (University of Georgia)

Examining the Social and Ecological Validity of the Good Behavior Game

DYLAN MURPHY ZIMMERMAN, Milad Najafichaghabori, Sarah E. Pinkelman, and P. Raymond Joslyn (Utah State University)

#226. Symposium

10:00 AM–11:50 AM

Meeting Level 1; Room 153B

OBM

BACB CE Offered. CE Instructor: Jason C. Vladescu, Ph.D.

Recent Advancements in Staff Training Interventions

Chair: Grace Bartle (University of Kansas)

Discussant: Jason C. Vladescu (Caldwell University)

Effects of a Systems-Wide Intervention to Improve Trainer Integrity in a Behavioral Healthcare Organization

GRACE BARTLE, Abigail Blackman, Sandra Alex Ruby, and Florence D. DiGennaro Reed (University of Kansas) and Tyler Erath (University of Vermont)

The Use of a Modified Behavioral Skills Training Procedure to Train Board Certified Behavior Analyst Supervisors of Discrete Trial Teaching

Yulema Cruz (Rutgers University) and JONATHAN A. SCHULZ (University of Vermont)

Remote Training of Dental Students to Promote Cooperative Behavior in Adult Patients With Intellectual and Developmental Disabilities

MARISSA MATTEUCCI, Dorothea C. Lerman, and Loukia Tsami (University of Houston-Clear Lake)

Teaching Components of Functional Analyses Methodology and Evaluating the Effects of Generalization Using E-Learning Modules and Ongoing Visual Inspection: A Replication and Extension

ASHLEY ROMERO, Jessica Foster Juanico, and Pamela L. Neidert (University of Kansas)

#227. Symposium



10:00 AM–11:50 AM

Meeting Level 2; Room 203

TBA/EDC; Applied Research

BACB CE Offered. CE Instructor: Nicole Hollins, Ph.D.

Behavior Analytic Instruction in Higher Education

Chair: Nicole Hollins (Little Leaves Behavioral Services)

Discussant: Darlene E. Crone-Todd (Salem State University)

Can Everyone See My Slides? The Effects of Active Student Responding During Synchronous Online Instruction

NICOLE HOLLINS (Little Leaves Behavioral Services) and Stephanie M. Peterson (Western Michigan University)

Effects of Nonexamples on Concept Formation

CATHERINE WILLIAMS (Marcus Autism Center Emory University) and Claire C. St. Peter and Michael Perone (West Virginia University)

Evaluating the Efficacy of and Preference for Interactive Computer Training to Teach Behavior Analytic Concepts

SYLVIA AQUINO and Stephanie A. Hood (Marquette University), Richard Tanis (Butterfly Effects, LLC), Tara Famie (University of Nebraska Medical Center's Munroe Meyer Institute), and Elizabeth Goodbody (Marquette University)

Student Open Content Generation as Active Responding: Promoting Access, Diversity, and Educational Equity

VERONICA J. HOWARD (University of Alaska Anchorage)

#228. Paper Session

10:30 AM–10:55 AM

Meeting Level 2; Room 205C

EDC

Overcoming Distance Barriers: Evaluation of a Special Education School Distance Learning Model and Pre-Service Special Education Teacher Training for Small Group Instruction Delivery

Chair: Lauren Lestremay Allen (SUNY Empire State)

Overcoming Distance Barriers: Evaluation of a Special Education School Distance Learning Model and Pre-Service Special Education Teacher Training for Small Group Instruction Delivery (Service Delivery)

LAUREN LESTREMAU ALLEN (SUNY Empire State; Ivymount School), Jessica Boyle (Ivymount School; Vanderbilt University), and Brooke Hess (Ivymount School)

#229. Paper Session

Supervision

10:30 AM–10:55 AM

Meeting Level 2; Room 204A/B

TBA

Supervision Practices and Predictors of Supervision Satisfaction for Clinicians Providing Behavioral Services for Individuals With Autism Spectrum Disorder

Chair: Katerina Ford (University of California, Santa Barbara)

Supervision Practices and Predictors of Supervision Satisfaction for Clinicians Providing Behavioral Services for Individuals With Autism Spectrum Disorder (Applied Research)

KATERINA FORD and Mian Wang (University of California, Santa Barbara)

#230. Paper Session

Ethics **DE**

11:00 AM–11:25 AM
Meeting Level 2; Room 252B
DDA

Replication Versus Application of the Functional Analysis: Culturally Responsive and Individualized Assessment of Behavior

Chair: Justin Boyan Han (University of South Florida)

Replication Versus Application of the Functional Analysis: Culturally Responsive and Individualized Assessment of Behavior (Service Delivery)
JUSTIN BOYAN HAN and Sarah E. Bloom (University of South Florida)

#231. Paper Session

11:00 AM–11:25 AM
Meeting Level 2; Room 204A/B
TBA

A Comparison of the Efficacy of Traditional Online Training Modules Versus Telehealth Training for Individuals With No Prior Verbal Behaviour Training

Chair: MERAL KOLDAS (Queen's University of Belfast)

A Comparison of the Efficacy of Traditional Online Training Modules Versus Live Telehealth Training for Individuals With no Prior Verbal Behaviour Training (Applied Research)
MERAL KOLDAS, Catherine Storey, and Nichola Booth (Queen's University of Belfast)

#232. Symposium

11:00 AM–11:50 AM
Meeting Level 2; Room 255
AUT/DEV; Service Delivery
BACB CE Offered. CE Instructor: Katerina Monlux, M.S.

Assessment and Treatment of Sleep Problems for Children With Autism Spectrum Disorder

Chair: Jacqueline Mery (Kennedy Krieger Institute, Johns Hopkins Children's Center)
Discussant: Annette Estes (University of Washington)

Assessment of Behavioral Sleep Problems

KATERINA MONLUX (University of Washington; Oslo Metropolitan University) and Annette Estes (University of Washington)

Parent-Mediated Behavioral Intervention for Sleep Problems

ROBIN FINLAYSON and Annette Estes (University of Washington)

#233. Symposium

11:00 AM–11:50 AM
Meeting Level 2; Room 254A
AUT/VRB; Applied Research
BACB CE Offered. CE Instructor: Caleb Stanley, Ph.D.

Promoting Perspective-Taking Through Deictic Relational Training in Children With Autism

Chair: Claire Zuch (Missouri State University)
Discussant: Caleb Stanley (Utah Valley University)

Establishing Perspective-Taking Skills in Young Children with Autism Using the PEAK-T Curriculum: Simple "I-You" Relations

XIAOHAN CHEN and Autumn N. McKeel (Emergent Learning Clinic)

Promoting the Emergence of Deictic Relational Responding in Children With Autism Using the PEAK Curriculum

SHELBY BLECHA, Meredith Matthews, and Jordan Belisle (Missouri State University) and Lindsey Nicole Holtsman (Emergent Learning STL Center)

#234. Invited Presenter



11:00 AM–11:50 AM

Ballroom Level 3; Ballroom East/West

BPN; Theory

PSY/BACB CE Offered. CE Instructor: Bethany R. Raiff, Ph.D.

Extending the Reach of Applied Behavior Analysis to Health and Social Justice Domains

Chair: August F. Holtyn (Johns Hopkins University School of Medicine)

BETHANY R. RAIFF (Rowan University)



Dr. Raiff graduated from the University of Florida in 2008 with her Ph.D. in psychology, with an emphasis in behavioral pharmacology. She worked as a principal investigator for four years at the National Development and Research Institutes, Inc. in New York City before moving to the Department of Psychology at Rowan University in 2012 where she is currently a full professor and the Director of the Health and Behavioral Integrated Treatments (HABIT) Research Unit. Dr. Raiff's primary research interests include developing and evaluating the integration of technological innovations with behavioral economic interventions addressing a wide array of topics, including smoking, opioid use disorder, physical activity, diabetes management, and social justice. Dr. Raiff has been the recipient of numerous NIH grants to develop and evaluate smartphone and technology delivered contingency management interventions. She serves as an associate editor for the *Journal of Applied Behavior Analysis* and is the current president of the Division 25 of the American Psychological Association.

Abstract: Applied behavior analysis has been successfully disseminated in the domains of autism and developmental disabilities. Although the science and technology of behavior analysis is relevant and is being used effectively in other domains such as health and addiction, these areas receive less attention in the field and do not have clear career pathways. I will review a wide range of applications of applied behavior analysis within these less well-known domains, such as addiction, physical activity, diabetes management, and social justice. Finally, I will discuss potential barriers to the dissemination of applied behavior analysis within these domains, along with some potential next steps.

#235. Symposium

11:00 AM–11:50 AM

Meeting Level 1; Room 103

CBM/CSS; Applied Research

BACB CE Offered. CE Instructor: Thomas L. Zane, Ph.D.

The Application of Behavioral Science to the Betterment of Living and Health

Chair: Thomas L. Zane (University of Kansas)

A Survey: The Routines and Factors That Influence Active Runners to Continue Ongoing Running Exercise

SHREEYA DESHMUKH, Jennifer L. Cook, and Raymond G. Miltenberger (University of South Florida); Cynthia P. Livingston (University of Nebraska Medical Center); and Shreeya Deshmukh and Jeremy Buttice (University of South Florida)

The Role of Antecedent Music in the Running Routines of Experienced Runners

JENNIFER L. COOK, Raymond G. Miltenberger, and Anthony Concepcion (University of South Florida)

An Analysis of the Effects of a Remote Intervention on Exercise in Adults

SARAH ANNE VITZTUM and Thomas L. Zane (University of Kansas)



#236. Symposium

11:00 AM–11:50 AM

Meeting Level 1; Room 156B

CSS/VRB; Translational

BACB CE Offered. CE Instructor: Jessica M. Hinman, M.S.

Relational Frames of Prejudice and Intersectionality: Promoting Diversity and Advocacy

Chair: Jessica M. Hinman (University of Illinois at Chicago)

Modelling Bias and Prejudice With Relational Density Theory: Gender, Race, and Arbitrarians

ELANA KEISSA SICKMAN and Jordan Belisle (Missouri State University)

Supporting LGBTQIA+ College Students: Psychological Flexibility and Promoting Verbal Behavior of Support and Inclusion

BREANNA LEE, Dana Paliliunas, Chynna Brienne Frizell, and Elana Keissa Sickman (Missouri State University)

Measuring Gender-Related Biases and Exploring Methods to Diminish Bias by Targeting Relations for Defusion

CHYNNY BRIANNE FRIZELL, Breanna Lee, and Dana Paliliunas (Missouri State University)

Sunday, May 29

#237. Panel Discussion

11:00 AM–11:50 AM
Meeting Level 2; Room 205B
EDC; Translational
BACB CE Offered. CE Instructor: Tracy Eileen Sinclair, Ph.D.

Taking the Science of Behavior to School

Chair: Heather Eisel (University of Oklahoma)

TRACY EILEEN SINCLAIR (University of Connecticut)
R. NICOLLE NICOLLE CARR (University of Oklahoma)
SARAH HEINIGER (University of Oklahoma)

#238. Panel Discussion

11:00 AM–11:50 AM
Meeting Level 1; Room 153C
OBM; Service Delivery
BACB CE Offered. CE Instructor: Olivia Miller, M.A.

Bringing Behavior Science into Medical Settings

Chair: Alison Szarko (University of Nevada, Reno)

OLIVIA MILLER (Boston Children's Hospital; Simmons University)
PAMELA M. MARTIEN-KOCH (Clear Creek Behavior Services)
KIMBERLY HENKLE (Renown Pediatrics Behavioral Health)

#238a. Invited Paper Session

Supervision **DE**

11:00 AM–11:50 AM
Meeting Level 1; Room 102B
DEI; Applied Research
BACB CE Offered. CE Instructor: Ramona Houmanfar, Ph.D.

Equitable Supervision Practices

Chair: Ramona Houmanfar (University of Nevada, Reno)

DANYELLE BEAL (Loving Hands Family Support Services)



The mission of BABA is to create a safe community to support, encourage and uplift Black professionals in the field of applied behavior analysis

Abstract: The Behavior Analyst Certification Board (BACB) demographic data reports that approximately 40% of the certificants are Black, Indigenous, or People of Color (BIPOC) individuals. The BACB has added items to support equitable supervision practices which will come into effect in 2025 under the 6th edition task list. One of the new task list items specifies that supervisors are required to identify and

implement methods that promote equity in supervision practices. BIPOC individuals are especially at risk of being affected by inequitable supervision practices given much of the behavior analytic leadership is White and may not have previously had training on appropriate strategies that will reduce these inequities for BIPOC supervisees. The mission of BABA is to create a safe community to support, encourage and uplift Black professionals in the field of Applied Behavior Analysis. Since BABA's inception, our focus has been to shed light on the inequities that have marginalized our community for far too long while creating opportunities for growth, advancement and leadership for clinicians of color. It is vital that the responsibility of cultural responsiveness is shared by the field of ABA in its entirety. Thus, the purpose of this presentation will be to discuss how current supervisor practices could contribute to inequities, identify common barriers in supervisor practices, and provide some examples of solutions which could promote equitable supervision practices.

#239. Symposium

11:00 AM–12:50 PM
Meeting Level 1; Room 154
AAB/PCH; Theory

Constructional Approaches to Animal Welfare and Training

Chair: Joseph Hacker (Key Autism Services)
Discussant: Paul Thomas Andronis (Northern Michigan University)

Gimme Shelter! A Constructional Approach to Helping Shelter Dogs Get Adopted and Stay Adopted
MAASA NISHIMUTA and Sean Michael Will (Constructional Approach to Animal Welfare and Training)

Let's Stay Together! A Collaborative and Constructional Approach to Loose Leash Walking
STUART HOFFMAN (Constructional Approach to Animal Welfare and Training)

A Safe and Fast Deworming Procedure for Horses

JESSICA WARD and Jesus Rosales-Ruiz (University of North Texas) and Mary Elizabeth Hunter (Behavior Explorer)

Hope for the Hopeless: Transforming the Behavior of Exotic Animals Once Thought Impossible to Train

BARBARA HEIDENREICH (Barbara's Force Free Animal Training)

#240. Symposium

11:00 AM–12:50 PM

Meeting Level 2; Room 258A

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Alec M Bernstein, Ph.D.

Predicting and Quantifying the Effects of Behavioral Assessment and Treatment Methods

Chair: Alec M. Bernstein (Emory University School of Medicine; Marcus Autism Center)

Discussant: John Falligant (Kennedy Krieger Institute; Johns Hopkins University School of Medicine)

The Predictive Validity and Utility of the Structured Descriptive Assessment

ALEC M. BERNSTEIN (Emory University School of Medicine; Marcus Autism Center), Nathan Call (Marcus Autism Center), Matthew O'Brien (University of Iowa), Loukia Tsami (Center for Autism and Developmental Disabilities; University of Houston-Clear Lake), Dorothea C. Lerman (University of Houston-Clear Lake), Kelly M. Schieltz (University of Iowa), Colin S. Muething (Marcus Autism Center), and David P. Wacker (University of Iowa)

Further Extension of Precision Medicine in the Treatment of Challenging Behavior

JESSIE WEBER (University of Nebraska Medicine) and Tara A. Fahmie, Seth Walker, Amanda Zangrillo, and Thomas Freetly (University of Nebraska Medical Center's Munroe-Meyer Institute)

Reducing Challenging Behavior Without Extinction and Promoting Delay Tolerance Through Contingency-Based Progressive Delays

HANNAH LYNN MACNAUL, Anh Nguyen, and Madison Carr (The University of Texas at San Antonio)

Concurrent Schedules of Differential Reinforcement of Alternative Behavior in the Treatment of Escape-Maintained Problem Behavior Without Extinction

CHELSEA R. FLECK (New England Center for Children; Western New England University), Jason C. Bourret (New England Center for Children), and Emma Jehle (Western New England University; New England Center for Children)

DE

#241. Symposium

11:00 AM–12:50 PM

Meeting Level 2; Room 258C

AUT/VRB; Service Delivery

PSY/BACB/QABA/NASP CE Offered. CE Instructor: Alonzo Alfredo Andrews, Ph.D.

Multiple-Exemplar Training on Verbal Operant Experimental Analyses of Culturally/Linguistically Diverse Speakers With Autism

Chair: Lee L. Mason (Cook Children's Health Care System)

Discussant: Alonzo Alfredo Andrews (The University of Texas at San Antonio; San Antonio Independent School District)

Analyzing the Functional Language of a Child With Autism Who Speaks English

JANET SANCHEZ ENRIQUEZ (University of North Carolina at Charlotte)

Analyzing the Functional Language of a Child With Autism Who Speaks Spanish

MARIANA DE LOS SANTOS (Bloom Childrens Center)

Analyzing the Functional Language of a Child With Autism Who Speaks Multiple Languages

SREEJA ATHERKODE (University of North Texas)

Analyzing the Functional Language of a Child With Autism Who Speaks With a Speech-Generating Device

MARIA JOSE OTERO (University of North Texas)

#242. Symposium

11:00 AM–12:50 PM

Meeting Level 2; Room 257B

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Amy L. Matthews, Ph.D.

The Use of Naturalistic Developmental Behavioral Interventions in Community Settings

Chair: Diandra Straiton (Michigan State University)

Discussant: Amy L. Matthews (Grand Valley State University)

Sunday, May 29

Delivery of Naturalistic Developmental Behavioral Interventions in a Community-Based Preschool Inclusion Program for Children With Autism Spectrum Disorder

ALLISON JOBIN (California State University San Marcos), Nora M. Camacho (Rady Children's Hospital), Aubyn C. Stahmer (UC Davis Health), Gina May (University of Nebraska-Lincoln), Kristin Gist (Rady Children's Hospital San Diego), and Lauren I. Brookman-Frazee (University of California San Diego)

The Effect of Time and Consultation on Applied Behavior Analysis Provider Perceptions of Project ImPACT

DIONDRA STRAITON and Brooke Ingersoll (Michigan State University)

Preschool Teacher's Perceptions of Naturalistic Developmental Behavioral Interventions

SOPHIA R. D'AGOSTINO (Utah State University)

Parent Coaching in Early Intervention for Autistic Children: What Providers Say Versus What Providers Do

JORDAN ALBRIGHT (Virginia Tech; University of Pennsylvania, Center for Mental Health, Perelman School of Medicine); Liza Tomczuk (University of Pennsylvania, Center for Mental Health, Perelman School of Medicine); Aubyn C. Stahmer (University of California Davis; University of California Davis, MIND Institute); and Rinad Beidas, David Mandell, Rebecca Stewart, and Melanie Pellecchia (University of Pennsylvania, Center for Mental Health, Perelman School of Medicine)

#243. Special Event



11:00 AM–12:50 PM

Meeting Level 1; Room 156A

CSS: Theory

BACB CE Offered. CE Instructor: Denise Ross, Ph.D.

Women in Behavior Science: Observations of Life Inside and Outside of the Academy: Surviving & Thriving

Chair: Denise Ross (University of Wisconsin Milwaukee)

DENISE ROSS (University of Wisconsin Milwaukee)

ROCIO ROSALES (University of Massachusetts Lowell)

LOUISE A. MCHUGH (University College Dublin)

Abstract: Women behavior scientists advance relevant and valuable perspectives on behavior analysis as a science and practice: perspectives that facilitate high-quality training, mentoring, and civic engagement. Many scientists balance their pursuits of academic success with their roles and responsibilities as mothers and family members. However, cultural-level contingencies have not always recognized the contributions of women academicians, particularly when compared to their male colleagues. Yet the discipline has historically benefited from the contributions of many female scholars over the course of the decades. The purpose of this panel is to showcase the perspectives of prominent female behavior scientists who have held successful careers in academia and are contributors to the forthcoming ABAL book: *Women in Behavior Science: Observations of Life Inside and Outside of the Academy*. This panel is the second of three, focused on the mid-phase of one's academic career and addressing topics such as promotions, transitions, and working as a female scientist in the global network.

#244. Invited Symposium

11:00 AM–12:50 PM

Meeting Level 2; Room 256

DDA

PSY/BACB CE Offered. CE Instructor: Kelly M. Schieltz, Ph.D.

Practitioner Experiences With Telehealth Across the World

Chair: Yaniz C. Padilla Dalmau (Flamboyant Behavioral Services)

Discussant: Kelly M. Schieltz (University of Iowa)

Using the Ubiquitous Smartphone to Deliver Behavior Analytic Telehealth Services: An Indian Organization's Response During the Pandemic

SMITA AWASTHI, Sridhar Aravamudhan, Anupama Jagdish, Bhavana Joshi, Papiya Mukherjee, Rajeshwari Kalkivaya, Razia Shahzad Ali, Sonika Srivastava, and Sreemon Edasserykkudy (Behavior Momentum India)



Dr. Smita Awasthi is a psychologist, behavioral scientist, and a BCBA-D. She completed her master's in psychology in 1986, and earned her Ph.D. from Queen's University Belfast, Ireland, in 2017. Dr. Awasthi started her career on a UNICEF project in community-based rehabilitation of people with special needs and has devoted 36 years of her professional career working across the lifespan with individuals and families affected by autism and other developmental disabilities. Dr. Awasthi founded Behavior Momentum India in 2010 and pioneered 1:1 behavior analytic services in India. She currently serves as its Executive Director and CEO. Today BMI is the largest

autism intervention center outside the United States. With eight intervention centers and a team of behavior analysts and 200+ para-professionals, the agency provides intensive behavior analytic treatment to 350 pediatric and adolescent populations with autism spectrum disorder from India and abroad.

Abstract: Telehealth services have been applied in the treatment of a variety of problems across geographies (Tsami et al., 2019). The COVID-19 pandemic provided such an opportunity to scale up the impact of behavior analysis for children with autism when in-clinic services stopped abruptly worldwide. This qualitative and quantitative case study details how Behavior Momentum India (BMI), an organization with 10 clinics across India transitioned services from in clinic to telehealth using the ubiquitous smartphone. A cohort of 92 students diagnosed with autism participated in this study under a team of 51 therapists, 9 behavior supervisors, and a doctoral-level board certified behavior analyst. Smartphones were used by 78% students and 82% therapists for direct 1:1 and parent-mediated sessions with 82 students. With 10 students, behavior supervisors provided parent training to continue interventions during lockdown. The critical transition decisions, logistics, and ethical challenges were identified using qualitative methods. All students continued to acquire targeted skills, while 52% of the students acquired more skills in telehealth compared to in clinic as per curriculum modification. A social validity survey provided high ratings on our organization's initiative, and 72% parents reported that their familiarity and confidence with the science of applied behavior analysis had increased.

Supervision of Therapists and Families via Telehealth: An Italian Experience GUIDO D'ANGELO (Dalla Luna - Bari)



Guido D'Angelo is an internationally certified behavior analyst since 2016. He has been working for over 17 years with children and teens with autism and their families. He has been invited as a speaker at 17 national and international conferences on the topics of autism and psychology. He has published 13 books and scientific articles in the psychological field, on autism and other developmental disorders.

Abstract: The dramatic effect of COVID-19 at the beginning of 2020 in Italy has forced the educational agencies to rapidly reorganize the provision of educational services, moving from an in vivo to a telehealth modality. Although in the international context there is wide evidence of the effectiveness of this approach, only a recent handful of studies have begun to research its application in the Italian context. This study investigates the effectiveness of telehealth therapists' supervision in the context of two functional communication training (FCT) interventions for two children with autism spectrum disorder. Telehealth supervision was provided first to the therapists and then to the families of the children. The FCT was conducted following the functional analysis implemented by therapists, who had never received specific training on this procedure before. Subsequently, the family implemented an intervention through telehealth for the generalization of the previously taught skills within the home context. In this presentation we present the findings of both our initial and subsequent analyses, and eventually discuss their implications.

Rural Behavioral Consultation in Iceland Pre-COVID-19 Pandemic: Effects of Caregiver Training Via Telehealth on Child and Family Progress and Considerations for Training and Professional Practice KRISTIN GUÐMUNDSDÓTTIR (University of Akureyri)



Kristín Guðmundsdóttir is an assistant professor in psychology at the University of Akureyri, Iceland. Kristín holds a doctoral degree in psychology from the University of Iceland and a master of science degree in behavior analysis from the University of North Texas. She is also a board certified behavior analyst (BCBA) since 2003. Kristín has served as the president of Icelandic ABA and has been an active participant in the shaping of behavior analysis in Iceland. Kristín has worked as a therapist and case manager in early behavior intervention for young children with autism and other developmental disabilities in Iceland and the US. She also has extensive experience

teaching and consulting with children and caregivers in the Icelandic school system, specifically in rural parts of Iceland. Kristín's current research focus includes behavior intervention for families of young children with autism and other developmental disabilities via telehealth. Specific emphasis is on caregiver training for rural families that have limited access to evidence-based services.

Abstract: This paper presents the development and experimental evaluation of telehealth methods in behavioral caregiver training in rural Iceland pre-COVID-19 pandemic. Lessons learned from the study will be described and considerations for professional training and practice in behavioral telehealth for families of children with autism will be discussed. The study was conducted with Icelandic families of preschool-aged children with autism that did not have access to evidence-based services. The experimental design was a multiple baseline across parent and child skills, replicated across 5 families. Both quantitative and qualitative data were collected for experimental and social validity purposes. Caregivers were taught to apply the TeachingDANCE (Ala'i-Rosales, Cermak og Guðmundsdóttir, 2013) during play interaction with their children in order to teach their children social communication skills and enhance the quality of the relationship between the parent and child. The majority of the training was conducted through telecommunication methods. The results showed measurable progress for parents and children across all skill areas. Furthermore, the caregivers valued the increased access to evidence-based intervention and expertise, despite various challenges during the intervention. The results indicated that training via telecommunication is a viable approach for rural families with low-speed internet connection. Critical training components for higher and continuing education will be highlighted and recommendations for professional training and practice will be discussed in the context of the research as well as the lessons learned. These recommendations include considerations regarding

technical skills, effective training procedures, ethical and cultural considerations, and challenges when conducting data-based behavioral consultation via telecommunication.

Telemedicine in Puerto Rico: A New Challenge During the Pandemic to Deliver Clinical and Educational Applied Behavior Analysis to Individuals With Autism Spectrum Disorders
IRIS HEIDSHA PONS (Starbright Academy)



Iris Heidsha Pons is a BCBA and professional psychologist based out of Ponce, Puerto Rico. Dr. Pons is the executive president of the Starbright Academy and Start Right. Her education includes a bachelor's degree in elementary education and teaching from the Universidad de Puerto Rico, a master's in special education and teaching autism from the Universidad Central de Bayamón, and a Ph.D. from Pontificia Universidad Católica de Puerto Rico in clinical psychology.

Abstract: The COVID-19 pandemic has had an impact on the education, family, and social aspects of people with autism spectrum disorders (ASD) in Puerto Rico. Starbright Academy serves 116 individuals from the ages of 2–21 years in our school program and 101 individuals with ASD and other related disorders in our clinical program (MO Therapy). The pandemic challenged us to transfer our educational and clinical system from a face-to-face to a virtual one. Within 5 weeks of the initial "shut down" in 2020, Starbright had converted all of our in-person services to telehealth. We conducted academic and clinical programs through telemedicine for 76 children for 10 months. In this discussion, I will share the lessons learned during this transition. Specifically, I will discuss how telemedicine has had a positive impact in educating all family members in ABA techniques, the significant improvements we have seen in the well-being of the family through the application of telehealth in these homes, the development of independence skills, and the generalization of other skills learned at school into the home setting. I will also share the obstacles that we faced in Puerto Rico for receiving ABA services, other challenges encountered during this transition to telehealth, and provide recommendations for future providers.

#245. Symposium

11:00 AM–12:50 PM

Meeting Level 1; Room 102A

DEV

BACB CE Offered. CE Instructor: Jennifer Weber, Ph.D.

The New Education Crisis: Solutions to Post-Pandemic Fallout

Chair: Jennifer Weber (Teachers College, Columbia University; Nicholls St. University)

Discussant: R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences)

Classroom Environment and Curricular Design Within the CABAS® Accelerated Independent Learner Model

JI YOUNG KIM (Teachers College, Columbia University), R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences), Jennifer Weber (Teachers College, Columbia University; Nicholls St. University), and Daniel Mark Fienup (Teachers College, Columbia University)

Reading and Writing as Learning Cusps Within the Accelerated Independent Learner Classroom

GABRIELA PEDRERO-DAVILA (Teachers College, Columbia University), R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences), Jennifer Weber (Teachers College, Columbia University; Nicholls St. University), and Daniel Mark Fienup (Teachers College, Columbia University)

The Accelerated Independent Learner Classroom: Using the Science of Behavior to Address the New Educational Crisis

GRANT GAUTREUX and Derek Jacob Shanman (Nicholls State University) and Jennifer Weber (Teachers College, Columbia University; Nicholls St. University)

A Strategic Science Application to Quality and Rate of Effective Interactions Among Mentors and Mentees

DOLLEEN-DAY KEOHANE (Nicholls State University; Touchstone Center), Jayven J. Encarnacion (Touchstone Center), Jenny Cronier (Tulane University), and Tricia Clement (Touchstone Center)

#246. Symposium

11:00 AM–12:50 PM

Meeting Level 1; Room 153A

EAB/DEV; Translational

BACB CE Offered. CE Instructor: Forrest Toegel, Ph.D.

Recent Basic and Applied Research on Rich-Lean Transitions

Chair: Forrest Toegel (Northern Michigan University)

Discussant: Michael Perone (West Virginia University)

Pausing Under Rich and Lean Fixed-Ratio Schedules: Where and When?

FORREST TOEGEL, Cory Toegel, and Carson Yahrmarkt (Northern Michigan University) and Michael Perone (West Virginia University)

Feasibility of Rich-Lean Transition Procedures With Rhesus Monkeys as an Assay for Putative Anti-Anxiety Medications

Forrest Toegel and Cory Toegel (Northern Michigan University), James K. Rowlett (University of Mississippi Medical Center), Austin Zamarripa (Johns Hopkins University School of Medicine), and SALLY L. HUSKINSON (University of Mississippi Medical Center)

Assessing the Punishing Effects of Stimuli Associated With Rich-to-Lean Transitions

ALANNA FERGUSON (University of North Carolina Wilmington), Lillith Camp (Idaho State University), and Raymond C. Pitts and Christine E. Hughes (University of North Carolina Wilmington)

Practical Implications of the Conceptual Understanding of Transitions

SOPHIA MA and Joshua Jessel (Queens College, City University of New York)

#247. Symposium

11:00 AM–12:50 PM

Meeting Level 1; Room 152

EAB/AUT; Applied Research

BACB CE Offered. CE Instructor: Nicole Caitlyn Demchuk, Ph.D.

Assessment Modifications and Antecedent Interventions in the Treatment of Pediatric Feeding Disorders

Chair: Nicole Caitlyn Demchuk (University of Nebraska Medical Center's Munroe-Meyer Institute)

Discussant: Valerie M. Volkert (Marcus Autism Center; Emory School of Medicine)

Comparison of Brief and Extended Functional Analyses of Inappropriate Mealtime Behavior in Pediatric Feeding Disorders

CONNOR SHEEHAN, Melanie H. Bachmeyer-Lee, and Caitlin A. Kirkwood (Center for Pediatric Behavioral Health)

An Individualized Treatment Package to Increase Food Consumption and Promote Generalization

ASHLEY ANDERSEN (Clinic 4 Kidz) and Meeta R. Patel (Clinic 4 Kidz; Stanford University School of Medicine)

What Would Goldilocks Choose? Determining the "Just Right" Bolus Size in Treatment of Feeding Disorders

LAURA E. PHIPPS and Bethany Hansen (University of Nebraska Medical Center's Munroe-Meyer Institute)

Recent Advancements in the Treatment of Change-Resistant Feeding Behavior

BRITTANY JEAN MARTINO (Children's Specialized Hospital), Kathryn Peterson (Children's Specialized Hospital, Rutgers University), Vivian Ibanez (University of Florida), Lisa Guerrero (Little Leaves), Christopher Engler (Children's Specialized Hospital), Jaime Crowley-Zalak (Children's Specialized Hospital), and Cathleen Piazza (Children's Specialized Hospital, Rutgers University)

#248. Symposium

11:00 AM–12:50 PM

Meeting Level 1; Room 156C

PCH/CSS; Translational

BACB CE Offered. CE Instructor: Robin Kuhn, Ph.D.

Art as Behavior: There's No Escaping It

Chair: Robin Kuhn (University of Kansas)

Discussant: Per Holth (Oslo Metropolitan University)

Influence of Cultural Selection Processes in the Definition of Artistic Movements

AECIO DE BORBA VASCONCELOS NETO and Alexandre Sequeira (Universidade Federal do Pará)

Not a Gift! Learning To Be an Artist

MARILU MICHELLY CRUZ DE BORBA (Iluminar), Robin Kuhn (University of Kansas), and Alexandre Sequeira (Universidade Federal do Pará)

The Rise and Rise Again of Sargent's Figure Painting

MARIA E. MALOTT (Association for Behavior Analysis International)

The Effects of Signs on Unwanted Touching of Museum Displays

REILLY FULLERTON and Thomas L. Zane (University of Kansas), E. Scott Geller (Virginia Polytechnic Institute and State University), and Vincent T. Francisco (University of Kansas)

11:00 AM–12:50 PM

Meeting Level 2; Room 253A-C

PCH

PSY/BACB/QABA/NASP CE Offered. CE Instructor: Cailey M. Rodgers, Ph.D.

Dismantling Ableism From Your Practice

Chair: Kaston Dariel Anderson-Carpenter (Michigan State University)

Discussant: Cailey M. Rodgers (Integrated Therapy Solutions)

Ableism and ABA: I Have Caused Harm

SHAWNNA SUNDBERG (Ball State University)



Shawnna received a B.A. in Psychology from Purdue University in 2008, and a MA in Special Education with Certifications in ABA and Autism from Ball State University in 2015. Shawnna is a board certified behavior analyst (BCBA) with over 13 years of experience working in the mental health and ABA/VB field. Shawnna is currently a Ph.D. student in special education at Ball State University where she will be completing her dissertation on prompting methods to reduce ableism used to support Autistic students. She focuses both her clinical and research efforts on dismantling ableism and ABA reform as well as training other behavior analysts and parents on issues of social justice-diversity, equity, and inclusion in the field of ABA. She has a special interest in sexuality education for autistics. Previously in her career, Shawnna was a parent training coordinator focusing supporting families in the home. In addition, Shawnna was the 2018–2019 Hoosier Association for Behavior Analysis secretary assisting with licensure for BCBAs in the state of Indiana. She has published two chapters on using interventions with autistic children and three peer-reviewed chapters accepted for publication that focus on sexuality education, self-management, and college alternatives for transition-aged autistic students.

Abstract: Studying behavior analysis involves a love for the science as well as a drive to support others. With the growing awareness of ableism and applied behavior analysis (ABA) as abuse, students are faced with challenging information and are required to navigate through the controversy in the field. It is critically important to inform these future practitioners and leaders in the field what ableism is and how to actively dismantle it in their practice. Ableist beliefs are present in everyone due to our society's continuous reinforcement whether in the media (i.e. infantilizing, dehumanization) or in or taught in educational settings. *The Beginner's Guide to Dismantling Ableism in Your Practice* is an introduction to these issues and a way to listen to Autistic voices. Listening to Autistic voices is essential to dismantling ableism in ABA. Learning that you have discriminated and caused harm can be an overwhelming realization. Students must learn how to move forward and practice using true client centered care and make the changes in the field that the people we support so desperately need from us.

Considerations for Academic Training Programs

JENNIFER MCCOMAS (University of Minnesota)



Dr. Jennifer McComas is a professor in the Department of Educational Psychology at the University of Minnesota where she directs the Urban Indian Education Partnership with the Minneapolis Public Schools and heads the teacher licensure program in the area of emotional/behavior disorders. In 2009, Dr. McComas was named the Rodney S. Wallace Professor for the Advancement of Teaching and Learning. Her research is primarily focused on the influence of behavioral mechanisms and social context on severe problem behavior and academic difficulties and the acquisition and persistence of pro-social behavior. She has published research on the influence of establishing operations, stimulus control, schedules of reinforcement, and matching theory on self-injurious, aggressive, and destructive behavior. Dr. McComas' research has been funded by the NIMH and the U.S. Department of Education. She also serves as co-principal investigator with her colleague, Frank Symons, on a number of NIH-funded grants on the bio-behavioral analysis of self-injury and pain. She served as associate editor for the *Journal of Applied Behavior Analysis* and is currently associate editor for the *Journal of Behavioral Education*. Dr. McComas oversees a federally funded leadership training grant in which she is preparing doctoral students to be leaders in the area of response to intervention, a three-tiered approach to promoting academic and behavioral success of K–12 students.

Abstract: Applied behavior analysts possess deep knowledge and strong skills in teaching desired behavior and addressing interfering behavior of individuals with a wide variety of needs. However, at least two issues interfere with practitioners' ability to engage effectively with the people they aim to support. First, individual practitioners bring their own beliefs, values, and attitudes to their practice, yet their beliefs, values, and attitudes will inevitably vary from those of the people they serve. Second, applied behavior analytic practitioners have historically approached their work in a very technocratic manner—as elite technical experts. Behavior analytic practitioners must attend to these two issues and adjust their approach if they wish to achieve their aim of providing effective supports. Actively working to dismantle ableism is one approach to addressing these two issues, and training programs bear responsibility to teach aspiring behavior analysts how to think, talk about, and treat the people they serve

and support in anti-ableist ways. I will discuss infusing a training program with instruction and practice in the use of anti-ableist attitudes, language, and practice.

Activism and Life-Long Learning

SUSAN WILCZYNSKI (Ball State University)



Susan Wilczynski is the Plassman Family Distinguished Professor of special education and applied behavior analysis. Before joining the faculty at Ball State University (BSU), she served as the executive director of the National Autism Center where she chaired the National Standards Project, the most comprehensive systematic review of autism literature completed to date. She currently serves as the Director of the Center for Autism Spectrum Disorders at BSU. She developed the first center-based treatment program in the state of Nebraska while on faculty at the University of Nebraska Medical Center and was the first female faculty member with a research lab in the psychology department at the University of Southern Mississippi. Wilczynski has edited multiple books and manuals on evidence-based practice and autism and has published scholarly works in the *Journal of Applied Behavior Analysis*, *Behavior Modification*, *Focus on Autism and Other Developmental Disabilities*, *Psychology in the Schools*, and *Education and Treatment of Children*. She is a licensed psychologist and a board-certified behavior analyst. Wilczynski won the 2011 Wing Institute Award for her contributions to evidence-based practice and autism and is currently the president of the special interest group on evidence-based practice of the Association of Behavior Analysis International.

Abstract: The Practice Board redefined our mission in 2020 as, "The mission of Task Force for Quality and Values-Based ABA is to recommend systemic changes to ABAI and leaders in the field of applied behavior analysis regarding how best to meet the needs of the people we serve. We maintain that anti-ableist, person-centered services that promote meaningful outcomes through socially valid and effective intervention is the means to achieving this mission. We further recommend reflection, honesty, and effective communication regarding the strengths and limitations of evidence regarding the utility and adverse side effects of all interventions applied by behavior analysts." *The Beginner's Guide to Dismantling Ableism in Your Practice* is consistent with that mission and collaborating on this work with Practice Board members learning from Autistics who are outside the field of ABA led to growth opportunities. For example, I had learned that White people need to do the heavy lifting for producing systems change with respect to social justice and race because they (we) had created the structures that produce marginalization. I incorrectly generalized this thinking to the development of *The Beginner's Guide* by having only one autistic person on the original group writing the document. However, this decision violated the trust of the autistic community by not sufficiently addressing the need for representation. This presentation will focus on lessons learned and the need for self-reflection and reconsideration of our positions as we all consider how to dismantle ableism in our practice and field.

#250. Paper Session

11:30 AM–11:55 AM
Meeting Level 2; Room 252B
DDA

From Baselines to Phase Lines: The State of Behavior Analysis in Florida's Agency for Persons With Disabilities 2022

Chair: Kristin J. Korinko (Agency for Persons with Disabilities)

From Baselines to Phase Lines: The State of Behavior Analysis in Florida's Agency for Persons With Disabilities 2022 (Service Delivery)

KRISTIN J. KORINKO (Agency for Persons with Disabilities; Walden University)

#251. Paper Session

12:00 PM–12:25 PM
Meeting Level 2; Room 254B
AUT

Efficacy and Effectiveness of Different Models of Early Childhood Developmental Behavioral Interventions: Possible Hope for Low- and Mid-Income Countries

Chair: Nirvana Pistoljevic (EDUS-Education for All; CABAS)

Efficacy and Effectiveness of Different Models of Early Childhood Developmental Behavioral Interventions: Possible Hope for Low- and Mid-Income Countries (Applied Research)

NIRVANA PISTOLJEVIC (EDUS-Education for All; CABAS)

Sunday, May 29

#252. Panel Discussion

Ethics

12:00 PM–12:50 PM
Meeting Level 2; Room 258B
AUT; Service Delivery
BACB/QABA CE Offered. CE Instructor: Jonathan J. Tarbox, Ph.D.

Compassion-Focused Applied Behavior Analysis

Chair: Kristine Rodriguez (Autism Learning Partners and Endicott College)

GREGORY P. HANLEY (FTF Behavioral Consulting)
NASIAH CIRINCIONE-ULEZI (Shaping Leaders; Pivot 2 Inclusion)
JONATHAN J. TARBOX (University of Southern California; FirstSteps for Kids)

#253. Symposium

12:00 PM–12:50 PM
Meeting Level 2; Room 254A
AUT
BACB CE Offered. CE Instructor: William Courtney, Ph.D.

An Attorney and a BCBA Walked Into a Symposium: Clinical Best Practices and the Law

Chair: Amanda Kelly (Breakthrough Behavior)

Discussant: Daniel Unumb (Autism Legal Resource Center; National Autism Law Center)

The Many Hats BCBA's Wear While Navigating Medical Necessity

William Courtney (Autism Legal Resource Center; BrightKyte; OneHorizon Health) and HANNAH STAUFFER (Kadian)

A BCBA, an Attorney, and a Statistician Walk Into a Symposium...

DANIEL UNUMB (Autism Legal Resource Center; National Autism Law Center)

#254. Panel Discussion

Professional Development Series

12:00 PM–12:50 PM
Meeting Level 1; Room 103
CBM; Service Delivery
BACB CE Offered. CE Instructor: Kozue Matsuda, Ph.D.

Starting a Psychotherapy Clinic and Finding Supervision in a Global Scenario

Chair: Rodrigo Vianna de Almeida (Ulster University)

KOZUE MATSUDA (Children Center Inc.; Pepperdine University)
JOAO HENRIQUE DE ALMEIDA (Londrina State University)
JESUS ALONSO-VEGA (Universidad Autónoma de Madrid)

#255. B. F. Skinner Lecture Series

DEI

12:00 PM–12:50 PM
Meeting Level 1; Room 151A/B
CSS; Service Delivery
PSY/BACB/QABA/NASP CE Offered. CE Instructor: Sarah M. Richling, Ph.D.

Power and Empowerment: Honoring by Decision and Design

Chair: Sarah M. Richling (Auburn University)

ANDRATESHA FRITZGERALD (Building Blocks of Brilliance)



Andratesha Fritzgerald is the author of *Antiracism and Universal Design for Learning: Building Expressways to Success* (CAST, 2020), winner of a Benjamin Franklin Award from the Independent Book Publishers Association. She has worked as a teacher, curriculum specialist, administrator, and director. As an international speaker, presenter, and facilitator, Fritzgerald exhibits an audacious perseverance that calls organizations to evolve into inclusive antiracist safe zones for all learners. As a book nerd, Jeopardy enthusiast, and imagination expert, she loves writing and dreaming out loud with her husband, two children, and committed educators who believe in academic success for all. She is the founder of Building Blocks of Brilliance Educational Consulting Firm. For more information, go to www.buildingblocksofbrilliance.com; Twitter: @FritzTesda

Abstract: Equitable and inclusive learning environments are built on the choices of individuals. This session will explore the notions of power and empowerment that are made evident in our decisions, our designs, and our outcomes. With antiracism and Universal Design for Learning we can begin inviting every voice to powerful positions by honoring identity, culture, and learning needs.

#256. Symposium

12:00 PM–12:50 PM

Meeting Level 2; Room 251

DDA/CBM; Applied Research

BACB CE Offered. CE Instructor: Craig Strohmeier, Psy.D.

Practical Skills for Clinicians and Caregivers to Enhance the Functional Analysis and Treatment of Problem Behavior

Chair: Craig Strohmeier (Kennedy Krieger Institute; Johns Hopkins University School of Medicine)

Consistent Visual Analysis of Multielement Data

MARGARET RACHEL GIFFORD (Louisiana State University in Shreveport), Jeffrey H. Tiger (Marquette University), Mike Harman (Briar Cliff University), and Kendall Mae Kastner (Marquette University)

Negative Reinforcement of Caregiver Behavior: A Contingency Analysis and Function-Based Solutions

JACQUELINE ROGALSKI (New England Center for Children; Western New England University), and Eileen M. Roscoe (New England Center for Children)

Contextual Behavioral Informed Strategies to Reduce Accommodation of Severe Problem Behavior and Increase Caregiver Adherence With Behavior Plans

CRAIG STROHMEIER (Kennedy Krieger Institute; Johns Hopkins University School of Medicine)

#257. B. F. Skinner Lecture Series

12:00 PM–12:50 PM

Meeting Level 1; Room 154

EAB; Theory

PSY/BACB CE Offered. CE Instructor: Ralph Miller, Ph.D.

Laboratory to Clinic: Dysfunctional Behaviors Cannot be Erased From the Behavioral Repertoire, but a Growing Stable of Modification Techniques Collectively Can Reduce Such Behaviors and Impede Relapse

Chair: Karen M. Lionello-DeNolf (Assumption University)

RALPH MILLER (State University of New York at Binghamton)



Miller's specific area of specialization is elementary information processing in humans and nonhuman animals, including learning, memory, and decision making. Although his research team in recent years has worked in the framework of Pavlovian conditioning, integration with both the physiological and human cognitive literature is sought at the theoretical level. His research is concerned with dissociating processes impacting perception, acquisition, retention, retrieval, and response generation, using impediments to performance such as contingency manipulations, stimulus competition, and associative interference (including extinction). His laboratory has found that training and test contexts (i.e., background stimuli) play central roles in modulating the expression of acquired information. Present research examines how retrieval processes can explain phenomena that are traditionally attributed to differences in acquisition. Experiments are being conducted to determine whether the retrieval rule that they have formalized based on a modified form of contingency theory (the Extended Comparator Hypothesis) can explain sufficient behavioral variation to allow simplification of contemporary theories of conditioning. For example, with this retrieval rule, behavior indicative of conditioned inhibition can be explained in terms of a decrease in US likelihood as opposed to associations to the absence of a US per se, i.e., negative associations. A second avenue of research is concerned with the role of temporal relationships between events in elementary learning. Their data indicate that temporal proximity not only fosters the formation of associations, but is invariably part of what gets encoded within the association. Moreover, this temporal information is a critical determinant of how the association will later be expressed in behavior. Their work in this area is summarized in what they call the Temporal Coding Hypothesis. With the intent of informing practitioners of exposure therapy in clinical situations, other studies are examining the variables that influence relapse following exposure therapy, as modeled by extinction of conditioned fear. Additional research focuses on similarities and differences in Pavlovian conditioning, contingency judgment, and causal attribution by animals and humans. Professor Miller has served as editor-in-chief of the two leading journals in his field, chaired NIH study sections, lectured extensively on five continents, and has been widely cited in the professional literature (over 20,500 citations, h-index of 71, and i10-index of 286). His current research is collaborative with laboratories in England and France and his own laboratory is staffed by postdoctoral fellows and undergraduate research assistants.

Abstract: A number of behavioral pathologies arise in part from aversive associations (e.g., anxiety disorders) and cue-drug reward associations. Enormous efforts have been made over several decades trying to identify procedures to decrease these behaviors, including extinction-like exposure therapy, counterconditioning, and related techniques. Most these treatments are initially of some effect, but relapse, with long retention intervals, change in context (i.e., renewal), and re-exposure to the initial affective experience, is frequently observed. Newer treatments such as presenting the target cue some minutes before starting a session of massed exposure/extinction trials (i.e., so-called disruption of reconsolidation) have proven no more effective in eliminating dysfunctional behaviors or preventing

relapse when some initial benefit of treatment is observed. The observed recovery of the dysfunctional behaviors, in conjunction with experimental laboratory data concerning associative interference, suggest that irrevocably erasing memories is difficult if not impossible. Improved behavioral outcomes appear to reflect impaired retrieval of the problematic memories. Rather than seeking erasure of these associations, more realistically, we should be seeking to impede their retrieval, using conjointly as many different techniques as possible to impair subsequent retrieval (i.e., a 'kitchen-sink' approach).

#258. Panel Discussion

Supervision

12:00 PM–12:50 PM

Meeting Level 2; Room 205B

EDC; Service Delivery

BACB/QABA CE Offered. CE Instructor: Maribel Castillo Stikeleather, M.A.

Scaling Up of Behavioral Professionals in the Philippines: Challenges and Opportunities During the Pandemic

Chair: Maribel Castillo Stikeleather (Behavioral Teaching Solutions)

JENNIFER DELOS REYES SILAO (Don Bosco College)

ANNA MARIE LORENZO GALAY (Behavior Analysis Intervention Services)

ROBERT MAPANDO GOMEZ (Learning Professors Learning Center)

#259. Symposium

12:00 PM–12:50 PM

Meeting Level 2; Room 205A

EDC

BACB CE Offered. CE Instructor: Ryan C. Speelman, Ph.D.

Examining Bribery, Reinforcement, and Choice in Behavior-Analytic Teaching and Skill-Acquisition Programs

Chair: Ryan C. Speelman (Pittsburg State University)

Discussant: Karl Fannar Gunnarsson (University of Iceland)

Increasing Optional Class Session Attendance in an Online Course With a Brief, Low-Effort Choice Intervention

RYAN C. SPEELMAN (Pittsburg State University) and Seth W. Whiting (Louisiana State University in Shreveport)

An Analysis of Teaching Trial Components Which Evoke the Terms "Bribery" and "Reinforcement"

SETH W. WHITING (Louisiana State University in Shreveport) and Ryan C. Speelman (Pittsburg State University)

#260. Symposium

12:00 PM–12:50 PM

Meeting Level 1; Room 153B

OBM/EDC; Applied Research

Promoting Staff Behavior in Unprecedented Times: Utilizing Behavior Skills Training and Reinforcement Schedules to Promote Effective Staff Behaviors

Chair: Maria Eugenia Hornbeck (Anderson Center for Autism)

Discussant: Lindsay Maffei-Almodovar (Quality Services for the Autism Community)

The Effects of Group Contingency Reinforcement on Direct Support Staff Task Completion

KRISTINE CARL and Abdullah Kinan (Anderson Center for Autism)

Using Feedback and Job Aids to Improve Goal-Writing at a Residential School

AMANDA ADAMS (Anderson Center for Autism; Capella University; Manhattanville College)

#261. B. F. Skinner Lecture Series

12:00 PM–12:50 PM

Ballroom Level 3; Ballroom East/West

OBM; Theory

PSY/BACB CE Offered. CE Instructor: Nicole Gravina, Ph.D.

Embedding Behavior Into an Organization: A Blueprint for Success

Chair: Nicole Gravina (University of Florida)

ALAN CHEUNG (Costain)



Alan is operationally responsible for the Safety, Health and Environmental (SHE) performance of Costain: this includes responsibility for a team of 160 SHE professionals and a team of 12 behavioural management professionals. Alan has been instrumental in the development and implementation of the Costain Behavioural Safety (CBS) Programme, which began in 2006. In 2011 he successfully took the CBS Programme through third party accreditation with the Cambridge Center for Behavioral Studies, making CBS the first third party accredited behavioural safety programme in the UK. In 2018 CBS was re-accredited for the third time and became one of only two programmes to achieve Platinum Status. In 2010 he developed a Behavioural Management Consultancy for Costain which helps clients apply the principles of behavioural science to improve all aspects of their business. Costain is a smart infrastructure solutions company, based in the United Kingdom, whose purpose is to improve people's lives by deploying technology-based solutions to meet urgent national needs across the UK's energy, water, and transportation infrastructures. The company turns over c£1.0Bn per year delivering integrated consulting, complex project delivery, technological solutions and operations and maintenance services to major blue-chip customers in targeted market sectors such as highways, rail, water, power, nuclear, and oil and gas. Alan has a degree in Civil Engineering from Loughborough University, is a Chartered Civil Engineer and Member of the Institution of Civil Engineers, and has over 30 years' experience of working in the UK Construction Industry.



Claire Fryer is the director of Behavioural Management and leads the Behavioural Management Team of consultants, practitioners, coaches, and advisers. She also leads the external consultancy, working closely with clients and specialises in the design and delivery of behaviourally sound programmes using accelerated learning techniques. She has over 20 years' experience in the practical application of behavioural science and coaching principles to improve business and individual performance. Claire regularly presents at conferences, including Highways UK with Highways England Social Research and Behavioural Change Team, and in 2019 the UK Project Controls Expo, which focussed on leadership behaviours, exploring aspects such as the culture created during project reviews and the impact of behaviour on programme delivery. She has played a key role in how the Costain behavioural programme has moved from Safety through to Management and through to Leadership. She has been an executive coach since 2004, blending traditional coaching techniques with applied behavioural science.

Abstract: Alan and Claire will share Costain's behavioural journey over the last 15 years. They will talk about the importance and challenges of keeping on the path and share how Costain has successfully managed to roll out and embed a truly sustainable behavioural safety programme, which has been designed to address the specific issues of a continually changing workforce, with multiple business sites and varying project durations. They will speak about the importance of the programme achieving Platinum Accreditation Status with the Cambridge Center for Behavioral Studies and how one of the keys to success has been to ensure that the programme is and remains a leadership focused programme that looks at making things simple, getting the simple things right, and providing outreach to their supply chain and clients. Alan and Claire will share real examples of the tools they use, how they apply it to all aspects of Costain, including wellbeing, carbon, IT security, quality and change management, where they are going next, and how the programme has moved from behavioural safety to behavioural management, and more importantly, to behavioural leadership.

#262. Symposium

12:00 PM–12:50 PM

Meeting Level 1; Room 156B

PCH/AUT; Translational

BACB CE Offered. CE Instructor: Allison Rader, Ph.D.

Applications of Signal Detection Theory to Visual Analysis of Functional Analyses

Chair: Lisa Tereshko (Endicott College)

Discussant: David J. Cox (Behavioral Health Center of Excellence; Endicott College)

A Quantitative Analysis of Accuracy, Reliability, and Bias in Judgements of Functional Analyses

Allison Rader (May Institute), MICHAEL YOUNG (Kansas State University), and Justin B. Leaf (Autism Partnership Foundation)

Use of Confidence Intervals to Supplemental Visual Analysis in Interpretation of Functional Analyses

ALLISON RADER (May Institute), Michael Young (Kansas State University), Mary Jane Weiss (Endicott College), and Justin B. Leaf (Autism Partnership Foundation)

#263. Panel Discussion

12:00 PM–12:50 PM

Meeting Level 2; Room 204A/B

TBA; Service Delivery

Careers in Behavior Analysis: Moving Beyond Autism

Chair: Angela Joyce Cathey (Better Living Center for Behavioral Health; Behavior-Behavior.org; ENSO Group)

LEAH MARIE FENNEMA (Lux Consulting)

JOHN WESENBERG (Better Living Center for Behavioral Health; Behavior-Behavior.org)

HUNTER BARRON (Better Living Center for Behavioral Health; Behavior-Behavior.org; Better Living Initiative)

#264. Symposium

12:00 PM–12:50 PM

Meeting Level 2; Room 203

TBA/EDC; Applied Research

BACB CE Offered. CE Instructor: Christopher A Krebs, Ph.D.

Moving Our Science Forward: Understanding and Correcting Misconceptions of Behavior Analysis

Chair: James W. Diller (Eastern Connecticut State University)

Discussant: Kelly M. Banna (Millersville University of Pennsylvania)

Perceptions of Behavior Analysis by Undergraduate Students

CHRISTOPHER A. KREBS and James W. Diller (Eastern Connecticut State University) and Christina A. Alligood (The Chicago School of Professional Psychology)

Using the Experiences of Current Analysts to Support Addressing Common Misconceptions in Applied Behavior Analysis

JUSTIN N. COY, Olivia Grace Enders, and Douglas E. Kostewicz (University of Pittsburgh)

#265. Symposium

12:00 PM–12:50 PM

Meeting Level 2; Room 255

VRB/EDC; Applied Research

BACB/QABA CE Offered. CE Instructor: Danielle LaFrance, Ph.D.

Influences on Acquisition and Outcomes of Foreign-Language Tact Instruction

Chair: Anabela Santos (Caldwell University)

Effects of Mastery Criteria on Skill Maintenance of Foreign-Language Tacts

ANABELA SANTOS, Ruth M. DeBar, Kenneth F. Reeve, and Jason C. Vladescu (Caldwell University)

Evaluation of a Pair-Test Procedure in Computerized Foreign Language Vocabulary Instruction

ELMA BIRGISDOTTIR (Reykjavik University), Juliana Sequeira Cesar de Oliveira (Texas Christian University), and Anna I. Petursdottir (Texas Christian University; Reykjavik University)

Effects of Stimulus Preference on the Acquisition of a Small Foreign Language Vocabulary

Máriele Cortez (Universidade Federal de São Carlos; Instituto Nacional de Ciência e Tecnologia sobre Comportamento, Cognição e Ensino), Maira Costa (Universidade Federal de São Carlos), DANIELLE LAFRANCE (Elmy Autism Care; Hunter College), Mayara Ferreira (Universidade Federal de São Carlos), and Caio F. Miguel (California State University, Sacramento)

#266. Paper Session

12:30 PM–12:55 PM

Meeting Level 2; Room 254B

AUT

Early Intensive Behavioral Intervention: Predicting Outcome and Examining Relations between Intensity, Quality, and Treatment Acceptability

Chair: Svein Eikeseth (Oslo Metropolitan University)

Early Intensive Behavioral Intervention: Predicting Outcome and Examining Relations Between Intensity, Quality, and Treatment Acceptability (Applied Research)

SVEIN EIKESETH, Marita Andreassen, and Sigmund Eldevik (Oslo Metropolitan University)

#267. Poster Session

1:00 PM–2:00 PM

Exhibit Level; Exhibit Hall A

BPN

Discussant: Suzanne H. Mitchell (Oregon Health & Science University)

1. Identifying Substitute Activities for Alcohol Consumption: A Preliminary Analysis (Applied Research) SARAH CATHERINE WEINSZTOK, Derek D. Reed, and Michael Amlung (University of Kansas)

3. Efficacy of the Zones of Regulation When Applied Within an Applied Behavior Analysis Framework for Individuals With Severe Epilepsy and Brain Injury (DDA; Theory) ERICKA MULLINIX (Lexington Behavioral Health Services) and Adam DeLine Hahs (Arizona State University)

5. Classical Conditioning of the Anxiolytic Effects of Diazepam (EAB; Basic Research) Matthew Iazusky, Olivia Kraus, Stephen Cullinan, and RODNEY D. CLARK (Allegheny College)

#268. Poster Session

1:00 PM–2:00 PM
Exhibit Level; Exhibit Hall A
EAB

Discussant: Jillian Rung (University of Florida)

7. The Influence of Human Attentional State and Familiarity on Bengal Tiger (*Panthera tigris tigris*) and Siberian Tiger (*Panthera tigris altaica*) Sociability (AAB; Basic Research) Jazmyn Henderson, Maggie Fielder, and MICHAEL C. CLAYTON (Missouri State University)

9. Next-Day Responsibilities Alter the Reinforcing Value of Alcohol Among Community Adults (Basic Research) BRANDON PATRICK MILLER (University of Kansas), James Murphy (University of Memphis), James MacKillop (McMaster University), and Michael Amlung (University of Kansas)

11. Functional Equivalence in Rats II: Increasing Set Size via Class Expansion (Basic Research) MADELEINE MASON, Elijah Richardson, Cassandra Giarrusso, Sophie Lorraine Pinneke, Spencer Bruce, Hawken V. Hass, Katherine Ely Bruce, and Mark Galizio (University of North Carolina Wilmington)

13. Matching-to-Sample with Different Delays in a Person With Alzheimer's Disease (Applied Research) ANETTE BROGAARD BROGARD ANTONSEN and Erik Arntzen (Oslo Metropolitan University)

15. Using Train-to-Code to Teach the Order of Events in a Discrete Trial: Error Analysis (OBM; Basic Research) PATRICK DAVIDSON and Karen M. Lionello-DeNolf (Assumption University), David A. Eckerman (University of North Carolina, Chapel Hill), William Roche (Assumption University), and Roger D. Ray ((AI)2, Inc.; Rollins College)

17. The Effects of Contingency Experience on Infant Visual Discrimination Learning (DEV; Basic Research) D. WAYNE MITCHELL, Katelyn Rachelle Jones, and Lyric Arvizu (Missouri State University)

Discussant: Will Fleming (University of Nevada, Reno)

19. Assessing Gamification Elements on High School Students (EDC; Basic Research) L. REBECA MATEOS MORFIN, Araceli Anzaldo, and Carlos Javier Flores Aguirre (Universidad de Guadalajara); Kenneth D. Madrigal (Universidad de Sonora); and Cinthia Hernandez (Universidad de Guadalajara)

21. High Functioning Autism, Equivalence Class Formation, and Priming With Meaningful Stimuli and Words (AUT; Basic Research) GURO GRANERUD and Erik Arntzen (Oslo Metropolitan University), Torbjørn Elvsåshagen (Oslo University Hospital), Christoffer Hatlestad-Hall (CHTD research, Oslo University Hospital), and Eva Malt (Akershus University Hospital)

23. Functional Equivalence in Rats III: Novel Tests of Transfer of Function (Basic Research) CASSONDRA GIARRUSSO, Elijah Richardson, Kyndra Lawson, Madeleine Mason, Hawken V. Hass, Spencer Bruce, Sophie Lorraine Pinneke, and Katherine Ely Bruce (University of North Carolina Wilmington)

25. The Role of Delay Discounting in Media Multitasking in the College Classroom: A Cluster Analysis (EDC; Applied Research) YUSUKE HAYASHI and Savannah Cothron (Pennsylvania State University, Hazleton)

27. An Evaluation of Sibling-Peer Modeling on Increasing Consumption of Foods for Children with Feeding Disorders (Applied Research) MYAH SLOANE, Laura E. Phipps, and Bethany Hansen (University of Nebraska Medical Center; Munroe-Meyer Institute)

29. Laboratory Model of Physical Activity: Relapse Following an Incentive-Based Intervention (CBM; Applied Research) BRIANNA SARNO, Katherine Cucinotta, Claire C. St. Peter, and Kathryn M. Kestner (West Virginia University)

31. Comparing Acquisition in Discrete Trial Training Using Virtual Reality to Traditional Procedures (AUT; Applied Research) SABRINA OLIVERA, Yamna Zaman, Yuan Fang, Mohamad Hammam Alsaifjalani, Mohamed S. Abdel-Mottaleb, Kim Grinfeder, Yanerys Leon, and Anibal Gutierrez Jr. (University of Miami)

#269. Poster Session

1:00 PM–2:00 PM
Exhibit Level; Exhibit Hall A
PCH

Discussant: Eric A. Thraillkill (University of Vermont)

33. Toward a Better Understanding of Meaningful Differences in the Adapted Alternating Treatment Design (Theory) MADISON JUDKINS and Emily Ferris (University of Nebraska Medical Center's Munroe-Meyer Institute); Nicole Pantano (Caldwell University); and Paige O'Neill, Nicole M. Rodriguez, Catalina Rey (University of Nebraska Medical Center's Munroe-Meyer Institute)

35. An Exploration of the Potential Advantages of Analyzing Religious Behavior (Theory) SADIE L. LOVETT (Brock University)

#270. Poster Session

1:00 PM–2:00 PM
Exhibit Level; Exhibit Hall A
EDC

Discussant: William L. Heward (Ohio State University)

37. Does Self-Monitoring Increase Teachers' Use of Behavior-Specific Praise? (Applied Research) JASMINE JUSTUS-MCDOWELL (University of Oklahoma)

39. Using the Individualized Behavior Rating Scale Tool as a Self-Monitoring Tool to Improve Classroom Behavior (Applied Research) Dominique Martinez (InBloom Autism Services), Kwang-Sun Cho Blair (University of South Florida), Marissa A. Novotny (The University of Texas at San Antonio), and ALEXIS LOPEZ (University of South Florida)

41. Interventions for Self-Injurious Behavior for Students With Disabilities in Public Schools (DDA; Theory) ROSS NESSELRODE, Terry S. Falcomata, and Lauren Wright (The University of Texas at Austin)

43. Improving Student Behavior and Task Engagement With a Token Version of the Good Behavior Game (TBA; Applied Research) JONINA KLARA PETURSDOTTIR, Anna-Lind Petursdottir, and Bergljot Bjorg Gudmundsdottir (University of Iceland)

45. Brief Teacher Training in Token-Version of the Good Behavior Game: Effects on Interactions and Noise (TBA; Applied Research) GUDRUN GUDLAUGSDOTTIR, Anna-Lind Petursdottir, and Bergljot Bjorg Gudmundsdottir (University of Iceland)

47. Examining Life Satisfaction among College Students: An Analysis of Relational Density (VRB; Applied Research) BREANNA LEE, Chynna Brianne Frizell, Dana Paliliunas, and Jordan Belisle (Missouri State University)

49. Using Repeated Reading Strategies and Precision Teaching Measurement Approaches to Improve Oral Reading Fluency of Students Enrolled in Extended School Year Educational Program (DDA; Applied Research) WILLIAM J. SWEENEY and Talia Elizabeth DeWitte (University of South Dakota)

51. The Effects of Frequency Building and Precision Teaching on the Acquisition of Academic Skills for Classroom Integration of Three Children With Autism (AUT; Applied Research) SMITA AWASTHI, Papiya Mukherjee, and Sridhar Aravamudhan (Behavior Momentum India)



#271. Poster Session

1:00 PM–2:00 PM
Exhibit Level; Exhibit Hall A
TBA

Discussant: Melissa A. Diaz (Clinical Behavior Analysis; Simmons University; The Chicago School of Professional Psychology)

53. An Interdisciplinary Coordinated Field Experience Model for Training School-Based Professionals to Address Bullying Behavior Across All Tiers of Support (EDC; Service Delivery) JESSE (WOODY) W. JOHNSON, Michelle Demaray, Julia Ogg, Christine Malecki, Elise Simmons, Lauren McTague, Haley Hauptman, and Regina Koons (Northern Illinois University)

55. Applied Behavior Analysis Application in Community Care Facilities for Sexually Offending Individuals With Neurodevelopmental Disorders (DDA; Service Delivery) MARY WONG (Thrive Behavioral Care)

57. Special Education Graduate Students Use of Single Case Design Research to Support Their Practice (Applied Research) SUZANNE JERI YOCKELSON (UMass Global)

#272. Poster Session



1:00 PM–2:00 PM
Exhibit Level; Exhibit Hall A
CSS

Discussant: Kaston D. Anderson-Carpenter (Michigan State University)

59. Evaluating Changes in Pro-Climate and Anti-Climate Verbal Relations: An Application of Relational Density Theory (Applied Research) MEREDITH MATTHEWS, Jordan Belisle, and Lauren Rose Hutchison (Missouri State University) and Caleb Stanley (Utah Valley University)

61. Meaningful Applications of Culturo-Behavior Systems Science to Social and Global Issues (PCH; Theory) JOSE ARDILA (University of Nevada), Traci M. Cihon (University of North Texas), Kendra Combs (Sparks Behavioral Services), Richard F. Rakos (Cleveland State University), Kathryn M. Roose (University of Nevada, Reno), Sarah M. Richling (Auburn University), and Holly Seniuk (Behavior Analyst Certification Board)

63. Shape Up: A Review of the Effectiveness of Behavioral Interventions to Increase Physical Activity (Applied Research) ASHLEY SIMONE OWENS, Jessica Piazza, Anna Linnehan, and Lisa Tereshko (Endicott College)

65. Analysis of Behavior Skills Training With the VirTra 300 LE Training Simulator to Increase De-Escalation Behaviors of Law Enforcement Officers (OBM; Applied Research) DAYNA BEDDICK, Leasha Barry, and Jerry Charvat (University of West Florida) and Christopher Hinnant (University of West Florida Police Department)

#273. Poster Session

DE

1:00 PM–2:00 PM
Exhibit Level; Exhibit Hall A
OBM

Discussant: Jennifer Ruane (Melmark)

67. Factors Impacting Reliability: Rate and Total Behaviors (Applied Research) BRITTNEY WORKMAN (Kennedy Krieger Institute; Towson University), Samantha Hardesty (Kennedy Krieger Institute), and Lynn G. Bowman (Kennedy Krieger Institute; Johns Hopkins University School of Medicine)

69. Training Staff to Deliver Performance Feedback With Remote Technology (EDC; Applied Research) KATE A. LANGSTON ROONEY, Kara Constantine, Megan Robinson Joy, Sasha Birosik, Amanda Duffy, Hadley Kunz, Ashley McClennen, and Todd Harris (Devereux Advanced Behavioral Health)

71. Developing a Robust Professional Development Training Program for Faculty Under Challenging Institutional Conditions (TBA; Applied Research) VERONICA J. HOWARD (University of Alaska Anchorage)

#274. Poster Session

1:00 PM–2:00 PM
Exhibit Level; Exhibit Hall A
CBM

Discussant: Anneka Hofschneider (Centre for Neuro Skills)

73. A Brief Zoom-Facilitated Mindful and Intuitive Eating Intervention to Decrease Disordered Eating (Applied Research) ANGELICA A. AGUIRRE, Jenna Anderson, and Danielle Curtis (Minnesota State University, Mankato)

75. A Preliminary Functional Assessment of Video Game Use (EDC; Basic Research) EZEKIEL TORRES and Elizabeth Kyonka (California State University, East Bay)

77. The Evolution of Verbal Behavior Through 10 Years of Clinical Experience (VRB; Applied Research) GLADIS LEE PEREIRA and Jesús Alonso-Vega (Universidad Autónoma de Madrid), Concepcion Serrador Diez (Universidad de Guadalajara, Centro de Estudios e Investigaciones en Comportamiento), and Alberto Sánchez and María Xesús Froxán-Parga (Universidad Autónoma de Madrid)

79. Evaluating the Role of Context in the Production of Tic Behaviors (Applied Research) EMILY POGUE (Kennedy Krieger Institute, Johns Hopkins School of Medicine) and Matthew L. Edelstein (Kennedy Krieger Institute)

81. Developing a Decision-Making Model For Including Additional Treatment Components for Escape Extinction Procedures (Service Delivery) JENNIFER M. KOZISEK and Laura E Phipps (University of Nebraska Medical Center's Munroe-Meyer Institute), Lisa Guerrero (Little Leaves), Ashley Andersen (Clinic 4 Kidz), and Bethany Hansen (University of Nebraska Medical Center's Munroe-Meyer Institute)

#275. Poster Session

1:00 PM–2:00 PM
Exhibit Level; Exhibit Hall A
DEV

Discussant: Einar T. Ingvarsson (Virginia Institute of Autism)

83. A Systematic Review of Self-Control Training (DDA; Applied Research) Kacey Renee Finch, REBECCA CHALMÉ, Brianna Sarno, and Kathryn M. Kestner (West Virginia University)

85. Considering Establishing Operations When Calculating Contingency Values From Descriptive Data (Applied Research) MARISELA ALICIA AGUILAR, Claire C. St. Peter, and Kathryn M. Kestner (West Virginia University); Jeffrey Byrd (BehaviorLogger Observational Coding System); and Olivia Harvey and Kacey Renee Finch (West Virginia University)

Sunday, May 29

#276. Poster Session

1:00 PM–2:00 PM
Exhibit Level; Exhibit Hall A
VRB

Discussant: Kara LaCroix (The Autism Community Therapists, LLC)

87. Relational Density Theory: Further Exploration of Coherence Between Relational Classes (Basic Research) CALEB STANLEY, Sydney Jensen, Sarah Makenzie Lindemann, and Mikayla Campbell (Utah Valley University)

89. Evaluating the LIFE Curriculum: The Effect of Relational Training on Stimulus Substitution in Behavior Chains (AUT; Applied Research) AMANDA N. CHASTAIN, Zhihui Yi, Palak Jha, and Mark R. Dixon (University of Illinois at Chicago)

91. The Effects of Echoic Response Requirement During Auditory Visual Discrimination Training on the Emergence of Tacts in Children Diagnosed With Autism (AUT; Applied Research) ANNE CAROLINE COSTA CARNEIRO and Mariele Cortez (Universidade Federal de São Carlos) and Caio F. Miguel (California State University, Sacramento)

93. Effects of Autoclitics on Cold Water Tolerance (Basic Research) PAULA TEIXEIRA ANDRADE SOUSA (Institute of Psychology at the University of São Paulo) and Martha Costa Hübner (University of São Paulo; University Hospital of University of São Paulo)

#277. Poster Session

1:00 PM–2:00 PM
Exhibit Level; Exhibit Hall A
DDA

Discussant: Estefania C. Alarcon Moya (Florida Institute of Technology; CeABA Chile)

95. An Evaluation of Trial-Based Precursor Identification Methods (AUT; Applied Research) SETH WALKER, Jordan DeBrine, and Amanda Zangrillo (University of Nebraska Medical Center's Munroe-Meyer Institute)

97. Evaluation of a Levels System to Address Food Refusal for Adolescents (Applied Research) MALLIE DONALD, Mary Eliza McCarley, Shundrell McMullan, Rita Marie Druffner, Hallie Smith, and Hailey Ripple (Mississippi State University)

99. A Preliminary Evaluation of Protests and Function Identification During Functional Analyses (AUT; Applied Research) OLIVIA SCATTERGOOD, Christian Grant, Jenna E Richards, Giovanna Salvatore, and Christina Simmons (Rowan University)

101. The Role of Staff When Prompting and Reinforcing Social Connection Behaviours of Persons With Disabilities (AUT; Applied Research) KATHARINE KALINOWSKI (University of Manitoba; St.Amant Research Centre; Manitoba Association for Behaviour Analysis) and Toby L. Martin (St.Amant Research Centre)

Discussant: Rodrigo V. de Almeida (University of Ulster)

103. Generalization of Treatment Effects Following Functional Communication Training (Applied Research) MARGARET JANE MACDONALD, Cassandra Standish, and Joseph Michael Lambert (Vanderbilt University)

105. Assessment and Treatment of Self-Injurious Behavior: The Influence of an Idiosyncratic Variable (Applied Research) NICOLE M. DEROSA (SUNY Upstate Medical University), Iris Garza (St. John's University), and Tahanie Mahmoud and Allison Finley (SUNY Upstate Medical University)

109. Mothers' Stress During COVID-19 Pandemic Effects Child Fear in Kids With Developmental Disabilities (CSS; Basic Research) SHEOW YUN SIE, Reena Maharaj, Emily Nelson, Johnny Lopez, and Catherine Heitz (Queens College, City University of New York) and Yoko Nomura (Queens College, City University of New York; Icahn School of Medicine at Mount Sinai)



#278. Poster Session

1:00 PM–2:00 PM
Exhibit Level; Exhibit Hall A
AUT

Discussant: Kathleen A. Quill (Autism Institute)

111. Psychometric Properties and Normative Sample of LIFE Skills Emergence System Functional Module (Applied Research) ZHIHUI YI and Mark R. Dixon (University of Illinois at Chicago); Jordan Belisle, Elana Keissa Sickman, and Lauren Rose Hutchison (Missouri State University); and Jessica M. Hinman (University of Illinois at Chicago)

113. Improving Reciprocity During Pretend Play for Children With Autism (Applied Research) Chengan Yuan (Arizona State University), LANQI WANG (University of Iowa), and Shaokang Zheng (Best Love Child Development Center, Kunming)

115. Psychometric Properties of a Function-Based Elopement Measure: A Randomized Controlled Trial (CBM; Applied Research) CHELSEA MARIE ROCK (Children's Healthcare of Atlanta; Marcus Autism Center), Laura Suzanna Coleman (Marcus Autism Center), Jessica Solomon (Children's Healthcare of Atlanta; Marcus Autism Center), and Sarah Slocum (Marcus Autism Center; Emory School of Medicine), Mindy Christine Scheithauer (Marcus Autism Center)

117. Effects of Professional Development on Preschool Teachers' Use of Embedded Teaching to Support Child Learning in Inclusive Settings (EDC; Applied Research) Serife Balıkcı (University of North Carolina Greensboro), SALIH RAKAP (University of North Carolina Greensboro; Ondokuz Mayıs University), Burak Aydin (Ege University), and Sinan Kalkan (Canakkale Onsekiz Mart University)

119. Challenges in Transitioning to Adulthood for Individuals With Autism Spectrum Disorder in India (CBM; Applied Research) SWATI NARAYAN (WECAN ProACT India) and Gita Srikanth (ABA India)

121. Analysis of Four Measures of Positional Bias Within a Multiple Stimulus Without Replacement Preference Assessment (Applied Research) DAVID RAY GUTIERREZ MIRANDA (Purdue University), Matthew T. Brodhead, Emma Seliina Sipila-Thomas, Marisa H. Fisher, Josh Plavnick, and Alexandria Thomas (Michigan State University); and Isaac Joseph Melanson (University of Nebraska Medical Center's Munroe-Meyer Institute)

Discussant: Colin S Muething (Marcus Autism Center)

123. Utilizing the PEAK Relational Training System to Teach Language Skills to Children With Autism (Applied Research) SARAH MAKENZIE LINDEMANN, Sydney Jensen, Mikayla Campbell, and Caleb Stanley (Utah Valley University)

125. Implementing the PEAK Relational Training System to Teach Language Skills in an Integrated Pre-School Classroom (Applied Research) SYDNEY JENSEN, Sarah Makenzie Lindemann, Mikayla Campbell, Caleb Stanley, and Yamileth Beltran Medrano (Utah Valley University)

127. Augmentative and Alternative Communication Assessment: Empowering Children With Autism Spectrum Disorder Through Individualized Communication Systems (EDC; Applied Research) REBECCA JAYNE FREAKLEY (Woodbury Autism Education and Research)

129. Evaluating the Rates of Skill Acquisition Across School, Clinical, and Combined Settings Using the PEAK Relational Training System (Service Delivery) LINDSEY DENNIS (Emergent Learning Center) and Kathy Anne Roustio (Emergent Learning STL Center)

131. The Use of Behavioral Skills Training With Caregivers on Correct Pairing Procedures (OBM; Applied Research) MIKAYLA CAMPBELL (Utah Valley University); Devin Guinn (Alternative Behavior Strategies - Kids); and Caleb Stanley, Sydney Jensen, Sarah Makenzie Lindemann, and Yamileth Beltran Medrano (Utah Valley University)

133. Preference Assessment and Reinforcement Delivery Practices of BCBA's in Home-Based Settings (Service Delivery) DANIEL ALMEIDA and Robert K. Ross (Beacon ABA Services)

Discussant: David Legaspi (Center for Applied Behavior Analysis)

135. Conducting Matched-Stimuli Preference Assessments to Identify Replacement Stimuli to Reduce Pica (CBM; Service Delivery) SHAUNESSY M. EGAN and Elizabeth C. Nulty (Center for Children with Special Needs)

137. Parental Attitude and Expectations in Raising a Child With Autism Spectrum Disorder in India (CBM; Applied Research) Swati Narayan (WECAN ProACT India) and GITA SRIKANTH (ABA India)

139. Assessment and Treatment of Problem Behavior Evoked by the Disruption of Hoarding (Applied Research) EMILY SULLIVAN (Western New England University; May Institute) and Robin K. Landa and Jennifer R. Zarcone (May Institute)

141. Toward a More Precise Classification of Applied Behavior Analysis Services for Autism Spectrum Disorder (Theory) KIRK GORBACH (Purdue University Global)

143. The Effect of Telehealth on Social Skills in a Student With Autism Spectrum Disorder (VRB; Applied Research) MIHO HIGASHI and Jun'ichi Yamamoto (Keio University)

145. Parent Training in Discrete Trials Through Behavior Skills Training (TBA; Service Delivery) VALERIA MENDES, Isabelli Sabino, and Martha Costa Hübner (University of São Paulo)

Discussant: Diana Parry-Cruwys (Regis College)

147. The Correlation Between a Novel Area and an Increase in Rearranging Behavior (DDA; Applied Research) JULIA GILLORAN (Kennedy Krieger Institute), Meagan K. Gregory (Kennedy Krieger Institute; Johns Hopkins University School of Medicine), and Sara Deinlein (Kennedy Krieger Institute)

149. An Evaluation of Problem Behavior During Ambiguous and Unambiguous Transitions (DDA; Applied Research) ALEXA NOPPENBERGER, Michelle A. Frank-Crawford, Margaret Cavanaugh, Sagar Patel, Valeria Macuare, and Natalie Toups (Kennedy Krieger Institute)

151. Teaching Vocal Imitation of Prolonged Sounds to a Young Adult With Autism (EDC; Service Delivery) NICOLA CEFALO (Aliter Cooperativa Sociale)

153. "Boarding Pass to Autism:" An Innovative Intervention for Desensitizing Children With Autism to Air Travel (CBM; Service Delivery) ANGELIKI GENA (University of Athens), Aikaterini Drosinou (National and Kapodistrian University of Athens), and Christina Panagiotakou (Onassis Foundation)

155. A Comparison of Prompting by Exclusion and Single-Stimulus Prompting in Auditory Visual Conditional Discriminations (EDC; Applied Research) PAIGE ELLINGTON, Tom Cariveau, Alexandria Brown, and Delanie Fetzner (University of North Carolina Wilmington)

157. Evaluating DRO With Asymmetrical Magnitude of Reinforcement (EAB; Basic Research) LINDSEY M. HRONEK and Kathryn M. Kestner (West Virginia University)

Discussant: Regan Weston (University of Dayton)

159. Teaching Communication Skills to Children With Autism Spectrum Disorders Through Parent Training via Telehealth: A Comprehensive Literature Review (Applied Research) Camille Orlanda Lajara (Endicott College; Autism Partnership Philippines) and Anna Linnehan, CHRISTEN RUSSELL, and Lisa Tereshko (Endicott College)

161. Telehealth PECS® Parent Training: Error Analysis (Applied Research) AMANPREET RANDHAWA and Julie Koudys (Brock University), Melissa Ann Isaak (Bethesda Services), Jeffrey Esteves (York University), Krysten Spottiswood (Pyramid Educational Consultants of Canada), and Alyssa Treszl and Katelyn Rolfe (Brock University)

163. Teaching Independent Mask Application During COVID-19 Pandemic (Applied Research) TYLER-CURTIS CORY ELLIOTT, Rose Morlino, and Joel Eric Ringdahl (University of Georgia, Center for Autism and Behavioral Education Research)

165. A Review of Literature on Problem Behavior Maintained by Negative Reinforcement (DDA; Applied Research) Savannah Tate, JEANNE STEPHANIE GONZALEZ, Ronan Bustamante, and Timothy R. Vollmer (University of Florida)

167. An Assessment of Prompt Types to Teach Behavior Chains to a Child With Autism Spectrum Disorder (Applied Research) Haven Sierra Niland (University of North Texas; UNT Kristin Farmer Autism Center); Samantha Bergmann (University of North Texas); Marla Baltazar, Valeria Laddaga Gavidia, and RACHEL LAI (University of North Texas; UNT Kristin Farmer Autism Center); and Karen A. Toussaint (University of North Texas)

169. Establishing a Generalized Qualifying Autoclitic Repertoire in Children With Autism Spectrum Disorder (VRB; Applied Research) TODD M. OWEN and Nicole M. Rodriguez (University of Nebraska Medical Center's Munroe-Meyer Institute)

171. Effects of a Short-Term Naturalistic Developmental Behavioral Intervention Towards a Preschool Minimally Verbal Children With Autism (DDA; Applied Research) HAN TIANYI and Jun'ichi Yamamoto (Keio University)

#279. Poster Session

2:00 PM–3:00 PM

Exhibit Level; Exhibit Hall A

BPN

Discussant: David J. Cox (Behavioral Health Center of Excellence; Endicott College)

2. Abuse Liability of Potential Menthol Cigarette Substitutes: A Randomized Controlled Trial in Adults Who Smoke Menthol Cigarettes (Basic Research) JONATHAN A. SCHULZ and Tyler Erath (University of Vermont), Toral Mehta and Alice Hinton (Ohio State University), Jennifer W. Tidey (Brown University), Andrea Villanti (University of Vermont), and Theodore Wagener (Ohio State University)

4. Effects of Aripiprazole Alone and in Combination With d-Amphetamine on Probability Discounting in Sprague-Dawley Rats (EAB; Basic Research) PAIGE CURRIE and Karen G. Anderson (West Virginia University)

#280. Poster Session

DE

2:00 PM–3:00 PM

Exhibit Level; Exhibit Hall A

EAB

Discussant: Donald A. Hantula (Temple University)

6. Appetitive Latent Inhibition: Effect of Stimulus Pre-Exposure on Conditioned Reinforcement in Rats (BPN; Basic Research) Victor Bastos Ventura and FABIO LEYSER GONCALVES (Universidade Estadual Paulista)

8. Effects of Training Problem Solving on the Demonstration of Equivalence Relations (EDC; Basic Research) SARAH FRAMPTON (Simmons University; May Institute), Phoebe Carlisle (May Institute; Endicott College), and Judah B. Axe (Simmons University)

10. Effects of Alternative Response Availability During Baseline (Basic Research) AMANDA MAE MORRIS (University of Nebraska Medical Center's Munroe-Meyer Institute), Tara A. Fahmie (University of Nebraska Medical Center), Sean Smith (University of Florida), and Brian D. Greer (Rutgers Robert Wood Johnson Medical School)

12. Conjugate Reinforcement of Muscle Contractions Using Surface Electromyography (CBM; Applied Research) MATTHEW NGUYEN, Robby Goodhue, Brennan Patrick Armshaw, and Manish Vaidya (University of North Texas)

14. Human-Operant Evaluation of Renewal Following Differential Reinforcement of Asymmetrical Choice Options (Basic Research) KACEY RENEE FINCH and Kathryn M. Kestner (West Virginia University)

16. Choice and Delay of Reinforcement in Rats: A Replication of Chung and Herrnstein's Experiment (AAB; Basic Research) RAUL AVILA and Anthony Tapia (Universidad Nacional Autónoma de México)

Discussant: Jesus Rosales-Ruiz (University of North Texas)

18. Performance of Indigenous Students in Reading Tasks in English as a Foreign Language: A First Approach (EDC; Basic Research) ANDREA MERCADO RODRIGUEZ, Fabiola Mercado Rodríguez, Catalina Rodríguez Perez, and Maria Elena Rodríguez Perez (Universidad de Guadalajara)

Discussant: Jesus Rosales-Ruiz (University of North Texas)

20. Non-Linguistic Stimulus Substitution of Mandarin (Basic Research) CHANGZHI WU and Linda J. Parrott Hayes (University of Nevada, Reno)

22. Temporal Discounting in Different Teaching Scenarios: Effects on Commitment to Continue Studying (EDC; Basic Research) FABIO HENRIQUE BAIA, Alberto Barella, Germano Lima, Emanuela Silva, and Nelson da Cunha (Universidade de Rio Verde)

24. Procedures for Facilitating Acquisition of an Incrementing Matching-to-Sample Task in Rats (Basic Research) SPENCER BRUCE, Sophie Lorraine Pinneke, Elijah Richardson, Cassondra Giarrusso, Madeleine Mason, Hawken V. Hass, and Mark Galizio (University of North Carolina Wilmington)

26. Teaching Health Related Concepts to Adults With a Foreign Background: Application of Stimulus Equivalence Technology (EDC; Applied Research) TORUNN LIAN, Oana Pintilie, and Erik Arntzen (Oslo Metropolitan University)

28. Functional Equivalence in Rats I: Class Formation and Expansion (Basic Research) ELIJAH RICHARDSON, kyndra Lawson, Cassondra Giarrusso, Madeleine Mason, Hawken V. Hass, Spencer Bruce, Sophie Lorraine Pinneke, and Mark Galizio (University of North Carolina Wilmington)

30. Analysis of the Conditional Relationships That Emerge in the Teaching-Learning Process (EDC; Applied Research) AGUSTIN DANIEL GOMEZ FUENTES, Valelria Magaña López, Minerva Perez Juarez, and Dinorah Arely Escudero (Universidad Veracruzana)

#281. Poster Session

DEI

2:00 PM–3:00 PM

Exhibit Level; Exhibit Hall A

PCH

Discussant: Worner Leland (Sex Ed Continuing Ed)

32. An Examination of Measurement Practices in the *Journal of Applied Behavior Analysis* (2006–2020) (AUT; Service Delivery) CAMERON MITTELMAN (The Chicago School of Professional Psychology); Danyl M. H. Epperheimer (The Chicago School of Professional Psychology; LittleStar ABA); and Jessica Hewetson Gruber, Vanshika Gupta, Brian Katz, and Somchart Sakulkoo (The Chicago School of Professional Psychology)

34. A Call to Action: Content Analysis of Diversity, Equity, and Inclusion in Applied Behaviour Analysis (CSS; Theory) Sabrina Palmer, Amanda Marie Bailey, EMMA CHAIKOWSKY, Rachel Sheppard, Courtney Denise Bishop, and Laura E. Mullins (Brock University)

36. 50 Years of 7 Dimensions: Adherence to the Seven Dimensions Within Research Published in the *Journal of Applied Behavior Analysis* from 1968–2018 (EDC; Theory) EDWARD SANABRIA (Speech Pathology Group and Rehab Services of CT; The Chicago School of Professional Psychology), Danielle Watson and Julie A. Ackerlund Brandt (The Chicago School of Professional Psychology), Lyret Carrasquillo (The Chicago School of Professional Psychology; Florida Institute of Technology), Elizabeth Gennari Crosby and Chivon Niziolek (The Chicago School of Professional Psychology), and Andrea Wilson (InBloom Autism Services)

Sunday, May 29

#282. Poster Session



2:00 PM–3:00 PM
Exhibit Level; Exhibit Hall A
EDC

Discussant: Frank R Cicero (Seton Hall University)

38. Evaluation of the Good Behavior Game on Undergraduate Student Participation (Applied Research) BRIANNA ABBOTT, Megan Ryan, Victoria Cirilo, and Christopher A. Krebs (Eastern Connecticut State University)

40. Using a Peer-Mediated Bullying Safety Skills Intervention for Children With Disabilities (Applied Research) Jennifer Trapani, Kwang-Sun Cho Blair, and TREVOR MAXFIELD (University of South Florida)

42. Toward a Functional Approach to Solving the School Absence Epidemic (Applied Research) Kelsey M. Dachman and MADISON GRAHAM (University of Kansas; Center for Supportive Communities Inc.)

44. Implementation and Evaluation of Prosocial Group Intervention for Educational Staff: Psychological Flexibility, Group Cooperation, and Shared Group Values (OBM; Applied Research) CHYNNA BRIANNE FRIZELL and Dana Paliliunas (Missouri State University), Raymond Burke (Glenwood School; Apex Children's Program), Steven L. Taylor (Apex Children's Center), and Jordan Belisle (Missouri State University)

46. Group Contingencies in Early Childhood Settings: A Systematic & Quality Review (Applied Research) SHARDEA N. CHATMAN, Marie Kirkpatrick, and Aparna Mathew (The University of Texas at San Antonio)

48. The Use of Group Contingencies Within General Education Classrooms (Theory) BRITTANY BEAVER, Tyler Ré, and Annette Griffith (The Chicago School of Professional Psychology) and Dorothy Xuan Zhang (The Chicago School of Professional Psychology; George Mason University; ABA Professional Committee of China Association of Rehabilitation of Disabled Persons)

50. A Qualitative Approach to Understanding the Effects of COVID-19 on Students, Staff, and Caregivers in a Specialized Educational Setting (Applied Research) ELANA KEISSA SICKMAN, Jordan Belisle, and Ashley Payne (Missouri State University); Raymond Burke (Glenwood School; Apex Children's Program); Steven L. Taylor (Apex Children's Center); and Brittany A. Sellers, Lauren Rose Hutchison, and Dana Paliliunas (Missouri State University)

#283. Poster Session

2:00 PM–3:00 PM
Exhibit Level; Exhibit Hall A
TBA

Discussant: Laura L. Dudley (Northeastern University)

52. Teaching Clinical Judgement to RBTs (AUT; Theory) KELLY DEACON (Hawaii Association for Behavior Analysis)

54. Poster-ception: Case Evaluation of a Prosocial Intervention to Prepare Student Researchers for ABAI Conference (OBM; Applied Research) JORDAN BELISLE and Dana Paliliunas (Missouri State University)

56. Examining the Effects of a Self-Compassion Intervention on Academic Burnout (Applied Research) JENNA HUSKEY, Kaitlyn Hui, Kayley Clements, Ryan Moser, Breanna Lee, Dana Paliliunas, and Jordan Belisle (Missouri State University)

#284. Poster Session



2:00 PM–3:00 PM
Exhibit Level; Exhibit Hall A
CSS

Discussant: Amanda P. Laprime (University of Rochester Medical Center)

58. An Experimental and Quasi-Experimental Analysis of Motherhood as a Contextual Social Variable Influencing Risk-Aversion (Applied Research) JESSICA M. VENEGONI, Chynna Brianne Frizell, Maggie Adler, Jordan Belisle, and Dana Paliliunas (Missouri State University)

60. Dance Dance Revolution: Demonstrating Flexibility in Dance Utilizing LIFE Skill Emergence System (Applied Research) SHELBY BLECHA, Claire Zuch, and Jordan Belisle (Missouri State University); Becky Barron (Emergent Learning Center); and Mark R. Dixon (University of Illinois at Chicago)

62. Contributions of Behavior Systems Analysis to the Brazilian Woman's House (OBM; Theory) VIRGINIA CORDEIRO AMORIM and Emmanuel Z. Tourinho (Universidade Federal do Pará) and Traci M. Cihon (University of North Texas)

64. Understanding BACB® Certificants' LGBTQIA+ Knowledge (Service Delivery) ELIZABETH HUGHES FONG, Christopher M. Rosado, and Lisa Marie Arellano (Pepperdine University)

#285. Poster Session

2:00 PM–3:00 PM
Exhibit Level; Exhibit Hall A
OBM

Discussant: Byron J. Wine (The Faison Center; University of Virginia)

66. Considerations for Adapting Behavior-Based Safety Protocols to Construction (Service Delivery) LUCA GIANI (BEHAVIOR FACTORY), Dayna Beddick (University of West Florida), and Gianluca Aldo Ghezzi and Davide Mazzola (BEHAVIOR FACTORY)

68. An Evaluation of Caregiver Preference for Graphic Depiction of Data (Applied Research) NATALIE TOUPS and Brittney Workman (Kennedy Krieger Institute), Melanie Elaine Parks (University of Maryland Baltimore County), Jessica L Becraft (Kennedy Krieger Institute), Lesley A. Shawler (Southern Illinois University), Lynn G. Bowman (Kennedy Krieger Institute; Johns Hopkins University School of Medicine), and Samantha Hardesty (Kennedy Krieger Institute)

70. Examining the Utility of a Teacher Self-Completed Performance Diagnostic Checklist–Human Services to Improve Classroom Management in an Educational Setting (EDC; Applied Research) MARIAH JACKLYNN WESTERN (Capella University)

#286. Poster Session

2:00 PM–3:00 PM
Exhibit Level; Exhibit Hall A
CBM

Discussant: Michele R. Traub (St. Cloud State University)

72. An Applied Behavioral Medicine Approach to Marital Behavior Change: Skip the Whining and Arguing and Focus Directly on Changing Behaviors (PCH; Service Delivery) RICHARD COOK (Applied Behavior Medicine Associates of Hershey)

74. Evaluating Renewal of Inappropriate Mealtime Behavior Between Feeders During Treatment of Pediatric Feeding Disorders (Applied Research) KARLIE PETERSEN, Laura E. Phipps, Jennifer M. Kozisek, and Bethany Hansen (University of Nebraska Medical Center's Munroe-Meyer Institute)

76. The Effectiveness of Push Notifications and Rewards on App-Based Program for Promoting Walking Among College Students (Applied Research) YOUNGSEO PARK, Minwoo Jo, and Kyong-Mee Chung (Yonsei University)

78. A Long-Term Group Psychoeducation Therapeutic Program for Parents of Children With Autism: Benefits to the Family as a System (Applied Research) EVA KOLLIA, Erifylli Tsirempolou, and Angeliki Gena (National and Kapodistrian University of Athens)

80. Caregiving Stressors and Behavioral Changes in Children With Autism During COVID-19 (CSS; Applied Research) DARKO CABO (Georgia State University), Summer Bottini (Marcus Autism Center; Emory University School of Medicine), Mindy Christine Scheithauer (Marcus Autism Center), Peyton Groff (Georgia Neurobehavioral Associates), and Alec M. Bernstein (Emory University School of Medicine; Marcus Autism Center)

#287. Poster Session

2:00 PM–3:00 PM
Exhibit Level; Exhibit Hall A
DEV

Discussant: Kieva S. Hrachuk (St. Lawrence College)

82. Descriptive Assessment of Play Development in Infants at Risk for Autism (Applied Research) CARLEY SMITH, Ciobha Anne McKeown, Timothy R. Vollmer, and Kerri P. Peters (University of Florida)

84. The Effects of Sensory Integration Therapy and Exercise on Stereotypy in Children With Autism Spectrum Disorder (AUT; Applied Research) HANNAH WALKER and Robin Nuzzolo (Teachers College, Columbia University)

86. Parental Practices Linked to Antisocial Behavior Regarding the Children Age Group (CSS; Applied Research) MARCELA ROSAS PENA and Silvia Morales Morales-Chaine (Universidad Nacional Autónoma de México)

Sunday, May 29

#288. Poster Session



2:00 PM–3:00 PM
Exhibit Level; Exhibit Hall A
VRB

Discussant: Daniel E. Conine (Georgia State University)

88. Relational Density Theory and the Self-Organization of Racial Prejudice (Basic Research)
BRITTANY A. SELLERS, Elana Keissa Sickman, Jordan Belisle, Ashley Payne, and Lauren Rose Hutchison
(Missouri State University)

90. The Effects of Contingent Motherese Speech and Vocal Imitations on the Vocalizations of Typically Developing Infants and an Infant At-Risk for Autism Spectrum Disorder: A Comparison of Research (AUT; Basic Research)
MARTHA PELAEZ, Rebeca Pelaez, and Elisa Lage (Florida International University)

92. What's in a Name? Naming, Echoic Behavior, and Conditioned Sensory Responses (Applied Research)
DEREK JACOB SHANMAN and Grant Gautreaux (Nicholls State University) and Madison Kate Stelly (Behavioral Intervention Group)

94. Matched Versus Unmatched Mands Within the Negative Reinforcement Paradigm: An Analysis of Motivating Operations (Applied Research)
CHELSEA E. CARR (University of Arizona) and Andrew W. Gardner (University of Arizona, College of Medicine)



#289. Poster Session

2:00 PM–3:00 PM
Exhibit Level; Exhibit Hall A
DDA

Discussant: Cody Morris (Salve Regina University)

96. Demographic and Environmental Variables Reported in Functional Communication Training Evaluations Between 2011–2021 (AUT; Applied Research)
ELIZABETH MICAELA NARVAEZ, Kaitlynn Jackson, and Stephanie Hope Jones (Salve Regina University)

98. Disability Provider Perspectives on Sexuality: Evaluating the Attitudes of Behavior Analysts and Educators Regarding the Sexuality of Neurodivergent Individuals (AUT; Service Delivery)
CLAIRE HOLMES, Jessica M. Hinman, and Mark R. Dixon (University of Illinois Chicago)

100. Component Analysis of Behavior Management Used Within Parent-Child Interaction Therapy to Facilitate Verbalizations by Children With Developmental Disabilities (VRB; Applied Research)
MEGAN BARNES and Trevor F. Stokes (James Madison University)

102. A Literature Review on Tolerance for Delay (AUT; Theory)
VANDYCK ADADE-YEBOAH (Tennessee Technological University), James J. Fox (East Tennessee State University), and Krystal Kennedy (Tennessee Technological University)

Discussant: Zhihui Yi (University of Illinois at Chicago)

104. Use of Protective Equipment in Behavior Analysis, a Literature Review (Applied Research)
TAYLOR RAYMAKERS (University of South Florida), Paige Talhelm (University of Florida), and Anthony Concepcion (University of South Florida)

106. A Quality of Evidence Review on Teaching Mathematical Word Problem Solving for Students With Developmental Disabilities (EDC; Basic Research)
SUNGWOO KANG and Mandy J. Rispoli (Purdue University)

#290. Poster Session



2:00 PM–3:00 PM
Exhibit Level; Exhibit Hall A
AUT

Discussant: Evelyn Boateng (University of Illinois at Chicago)

110. A Comparative Study of Disability Stigmatization in Relational Frames Related to Autism: Utilizing the Theoretical Relational Density Framework (Basic Research)
CLAIRE ZUCH, Shelby Blecha, and Jordan Belisle (Missouri State University) and Jessica M. Hinman and Mark R. Dixon (University of Illinois at Chicago)

112. Preference for Social Stimuli: A Comparison of Stimulus Modes Used in Preference Assessments (Applied Research)
SHANNON WILSON and Catia Cividini-Motta (University of South Florida) and Hannah Lynn MacNaul, Geninna Ferrer, and Rebecca Salinas (The University of Texas San Antonio)

114. Online ABA Training in Mexico: A Pilot Study (EDC; Service Delivery)
JANET SANCHEZ ENRIQUEZ (University of North Carolina at Charlotte) and Varsovia Hernandez Eslava (Universidad Veracruzana)

116. A Meta-Analysis of Functional Communication Training for Young Children With Autism Spectrum Disorder and Challenging Behavior (VRB; Applied Research) Eun-Young Park (Jeonju University) and Kwang-Sun Cho Blair and MADELINE ROSE RISSE (University of South Florida)

118. Evaluating the Effectiveness of Delay/Denial Tolerance Training Implementation and Generalization to a Parent and In-Home Setting (DDA; Applied Research) KELTI OWENS and Bailey D. Chapman (Acorn Health)

120. Tools for Advocacy, Acceptance, and Access (Service Delivery) TIFFANY KRISTIN MRLA (Learning & Behavior Solutions, LLC; SageWay Behavioral Health; Arkansas Association for Behavior Analysis)

Discussant: Andresa De Souza (University of Missouri-St. Louis)

122. Barriers to Receiving Applied Behavior Analysis Services in Children With Autism Spectrum Disorder (Applied Research) EMILY LITTMAN (University of Central Florida, College of Medicine), Leslie Gavin (Nemours Children's Hospital), Andrew Broda (University of Central Florida College of Medicine), and Ansley Catherine Hodges and Lisa Spector (Nemours Children's Hospital)

124. The Use of Systematic Desensitization and Shaping to Increase Mask-Wearing of Children With Autism Spectrum Disorder (DDA; Applied Research) LEANNE LATOCHA, Sydney Hull, Sacha T. Pence, Alexandria (Alex) Rusu Chester, Amanda Pisoni, and Kayla Vincenty-Cole (Western Michigan University)

126. Relational Density Theory: Teaching Adolescents Flexible Relations Around Gender Expression Using the PEAK Relational Training System (VRB; Applied Research) LAUREN ROSE HUTCHISON and Jordan Belisle (Missouri State University) and Jessica M. Hinman (University of Illinois at Chicago)

128. Using Behavioral Skills Training With Self-Monitoring to Increase Conversation Skills in Adolescents With Autism Spectrum Disorder (DDA; Applied Research) LAURA DEZAYAS, Kwang-Sun Cho Blair, and Daniel Kwak (University of South Florida)

130. Functional Assessment and Treatment of a Self-Injurious Behavior in an Adolescent With Severe Autism in an Italian Public Healthcare System (DDA; Applied Research) GUIDO D'ANGELO (DALLA LUNA - BARI); Niccolò USL Varrucchi and Anna Di Santantonio (Public Local Health Unit, Bologna); Ingrid Bonsi, Giulia Papa, and Sara Del Grosso (Cadiat Cooperativa Sociale); Valentina Agnello (Libertas Cooperativa sociale, Pedrosa); and Rita Di Sarro (Public Local Health Unit, Bologna)

132. Teaching Fluent Pre-Handwriting Skills to a 5-Year-Old Girl With Autism (EDC; Service Delivery) Elizabeth M. Sansing, GABRIEL LUKE ARMSHAW, Karen A. Toussaint, and Samantha Bergmann (University of North Texas)

Discussant: Penelope W. Schenkkan (Kadiant, LLC)

134. Teaching Overlapping Domestic and Vocational Skills Remotely Using Components of the LIFE Curriculum (Applied Research) MAGGIE ADLER (Missouri State University), Raymond Burke and Steven L. Taylor (Apex Children's Center), Jordan Belisle and Dana Paliliunas (Missouri State University), and Lindsey Dennis (Emergent Learning Center)

136. Reduction of Pica in Children With Autism Across Settings Using Response Interruption and Redirection (CBM; Service Delivery) ALISON REGAN (CCSN Behavioral Health)

138. Assessment and Treatment of an Idiosyncratic Function of Challenging Behavior: Escape to Context Change (DDA; Applied Research) LAUREN LAYMAN (University of Nebraska Medical Center's Munroe-Meyer Institute; University of Southern Mississippi), Nathan Allen Preston Cech (University of Nebraska-Medical Center), Ashley Bell and Sarah Elizabeth Martinez Rowe (University of Nebraska Medical Center's Munroe-Meyer Institute), and Cynthia P. Livingston (University of Nebraska Medical Center)

140. Analysis and Treatment of Self-Injury With a Student Protected by Multiple Forms of Equipment (Applied Research) AUSTIN E. HUGHES (May Institute), Emily Sullivan (Western New England University; May Institute), and Robin K. Landa (May Institute)

142. An Evaluation of Caregiver Treatment Fidelity During Implementation of a Multi-Component Feeding Intervention (DDA; Applied Research) JUSTIN TYLER HALL (Kennedy Krieger Institute; University of Maryland, Baltimore County) and Carrie S. W. Borrero (Kennedy Krieger Institute; Johns Hopkins University School of Medicine)

144. Evaluation of Free Operant Preference Assessment for Social Interactions (DDA; Applied Research) JUSTINE HENRY (Florida Institute of Technology) and Luiz Alexandre Barbosa de Freitas (Universidade Federal de Mato Grosso)

Discussant: Joseph Hacker (Key Autism Services)

146. From Fast Food to Fast Acceptance: Increasing Food Variety With Rapid Shaping Procedures (CBM; Applied Research) MELEAH ACKLEY, Laura E. Phipps, Karlie Petersen, Marysa Wilkinson, and Bethany Hansen (University of Nebraska Medical Center's Munroe-Meyer Institute)

148. Decreasing Inappropriate Comments and Interruptions in an Adolescent With High-Functioning Autism Spectrum Disorder (CBM; Applied Research) TASHINA VANDERWOUDE and Hailey Ripple (Mississippi State University)

150. A Crosswalk of the VB-MAPP and ABLLS-R Assessments: Bridging the Gap (DDA; Service Delivery) ALANAH PLATTE, Caitlen Sloan, and Robin Kuhn (University of Kansas)

152. Teaching Intraverbal Responses to Activity-Based Questions During Naturalistic Play (VRB; Service Delivery) BRITTANY BROWN, Landon Cowan, Ashley Van Handel, and Tiffany Kodak (Marquette University)

154. Treating Automatically Reinforced Stereotypy in Individuals With Autism: A Review of the Literature (Applied Research) RACHEL BEHLING (Endicott College), Kimberly Marshall (Endicott College; Center for Children with Special Needs), and Anna Linnehan and Lisa Tereshko (Endicott College)

156. A Descriptive Analysis of Diurnal Bruxism (Applied Research) Savannah Tate, Lindsay Lloveras, RONAN BUSTAMANTE, Angie Van Arsdale, and Timothy R. Vollmer (University of Florida)

Discussant: Olivia Harvey (West Virginia University)

158. The Effectiveness of Behavioral Skills Training for Parents Who Have Children With Autism Spectrum Disorder: A Systematic Review of ASD Children's Skill Acquisition and Maintenance (Applied Research) Joanne Wong, Jessica Piazza, CRAIG A. MARRER, and Lisa Tereshko (Endicott College)

160. Early Interventions Targeting Social Skills for Young Children With or At-Risk of an Autism Diagnosis: A Systematic Review of the Literature (Applied Research) HEATHER WICOREK (Endicott College; Autism Partnership) and Anna Linnehan and Lisa Tereshko (Endicott College)

162. Health Monitoring of Students With Autism Spectrum Disorder Through a Computer-Assisted Bowel Movement Tracking System (Applied Research) Frank L. Bird, Andrew Shlesinger, Haritha Gopinathan, Kimberly L. Duhanyan, JESSICA BUCKLEY, and James Luiselli (Melmark New England)

164. Behavior Analytic Clinicians Documentation of Cultural Considerations for Children With Autism Spectrum Disorder: A Qualitative Thematic Analysis (Service Delivery) ALEXANDRIA C. ROBERS (University of Minnesota), Bethany Schwandt (Ball State University), and Jennifer J. McComas (University of Minnesota)

166. Self-Restraint Covariation Analysis: Identifying a Hierarchy of Self-Restraint Topographies by Systematically Blocking Predominant Forms (Applied Research) DREW E. PIERSMA (Kennedy Krieger Institute), Jonathan Dean Schmidt and Louis P. Hagopian (Kennedy Krieger Institute; Johns Hopkins University School of Medicine), Griffin Rooker (Mount St. Mary's University), Amanda Goetzel and Emily Ann Chesbrough (Kennedy Krieger Institute), and Michelle A. Frank-Crawford (Kennedy Krieger Institute; Johns Hopkins University School of Medicine)

168. Establishing Echoic Control Through Acquisition of Potential Prerequisite Imitation Skills (Applied Research) HANNA BECK, Madison Klute, Jennifer Luebbe, and Leah Hansen (University of Nebraska Medical Center's Munroe-Meyer Institute; Autism Care for Toddlers Clinics); and Mary Halbur and Regina A. Carroll (University of Nebraska Medical Center Munroe-Meyer Institute)

170. Further Evaluation of Preference for Fixed and Variable Exchange Production Schedules in a Token Economy (Applied Research) Yanerys Leon, Franchesca Izquierdo, Kamila Garcia Marchante, and MIRANDA ARYN SADLOW (University of Miami)

#291. Paper Session

3:00 PM–3:25 PM

Meeting Level 2; Room 254B

AUT

Differential Effectiveness of Early Behavioral Intervention Among Young Children With Autism Spectrum Disorders

Chair: Tatiana Zhirnova (California State University, Sacramento)

Differential Effectiveness of Early Behavioral Intervention Among Young Children With Autism Spectrum Disorders (Applied Research) ISABELLE PRÉFONTAINE, Marc J. Lanovaz, and Julien Morizot (Université de Montréal) and Méline Rivard (Université du Québec à Montréal)

#292. Invited Presenter

3:00 PM–3:50 PM

Ballroom Level 3; Ballroom East/West

AAB; Service Delivery

PSY/BACB CE Offered. CE Instructor: Alexandra Protopopova, Ph.D.

Feeding Two Birds With One Scone: Connecting Animal Welfare Concepts With Behaviour Analysis

Chair: Erica N. Feuerbacher (Virginia Tech)

ALEXANDRA PROTOPOPOVA (University of British Columbia)



Dr. Alexandra (Sasha) Protopopova, Ph.D., is an assistant professor in the Animal Welfare Program at the University of British Columbia and the NSERC/ BC SPCA Industrial Research Chair in Animal Welfare. Sasha's research aims are to learn more about dogs, improve animal shelter practices, improve companion animal welfare in shelters, pet homes, and in assistance roles—all within a One Welfare framework. Recently, Sasha has been shifting her research focus on connecting climate change and other societal issues to companion animal welfare. Sasha earned an MSc and a

Ph.D. in behavior analysis from the University of Florida with Drs. Clive Wynne and Brian Iwata. She spends her days conducting research, teaching university classes in animal learning and animal sheltering, going on hiking trails, and cuddling dogs.

Abstract: Scientists and practitioners in applied animal behaviour analysis frequently work in animal welfare, management, and protection fields. Yet, the verbal behaviour within the scientific discipline of animal welfare science is often at odds with the verbal behaviour of behaviour analysts. In this talk, I draw from my own experiences from working with colleagues in animal welfare science as well as working in animal shelter settings to outline some commonalities and differences in verbal behaviour and recommend some ways to reconcile the differences to allow for effective communication across disciplines. I will outline how different disciplines place different emphasis on the importance of various concepts, such as affective states, consent, choice, cognition, etc., and propose possible solutions to reconcile these differing emphases. I will also argue that a clearer distinction between "procedure" and "behavioural process" will allow for easier communication to not only scientists but also practitioners of animal welfare. After this talk, I hope that listeners will be able to more easily connect verbal behaviour of the discipline of animal welfare science to their own work; likewise, I hope that listeners will improve their own verbal behaviour to not only aid interdisciplinary communication, but to also allow for the inclusion of novel concepts to guide our work in improving animal lives.

#293. Symposium

3:00 PM–3:50 PM

Meeting Level 2; Room 255

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Lisa Tereshko, Ph.D.

Generalization of Functional Analyses to Assist in Treatment Development Beyond the Clinical Setting

Chair: Allison Rader (May Institute)

Generality of Treatment Based Function of Severe Challenging Behavior: A Systematic Review

BRITTANY TOMASI (Endicott College), Lesley A. Shawler (Southern Illinois University), and Jessica L. Becraft (Kennedy Krieger Institute)

Conducting a Trial-Based Functional Analysis in a Community Setting

SARAH KRISTIANSEN (Trumpet Behavioral Health; Endicott College)

Comparison of Descriptive Assessment and Trial-Based Functional Analysis as the Basis of Treatment in Homes

LISA TERESHKO and Mary Jane Weiss (Endicott College), Justin B. Leaf (Autism Partnership Foundation; Endicott College), and Thomas Marsh and George McClure (Beacon ABA Services)

#294. Symposium

Ethics

3:00 PM–3:50 PM

Meeting Level 2; Room 257B

AUT

BACB CE Offered. CE Instructor: Erick M. Dubuque, Ph.D.

Analyzing Scope of Competence in a Rapidly Evolving Landscape: Ethical Considerations for Practicing Behavior Analysts

Chair: Erick M. Dubuque (The Council of Autism Service Providers)

Current State of Training on Clinical Assessment Measures: A Survey

KRISTIN M. HUSTYI (LittleStar ABA Therapy) and S. Shanun Kunnavatana (Easterseals UCP North Carolina & Virginia)

Sunday, May 29

Recommended Strategies to Promote Ethical Administration of Treatment Outcomes Measures
LAURYN TOBY (LittleStar ABA Therapy)

The Punishment Review Panel as a Practical Safeguard in the Treatment of Severe Challenging Behavior
JESSE LOGUE (LittleStar ABA Therapy)

#295. Symposium

3:00 PM–3:50 PM
Meeting Level 2; Room 258B
AUT/DEV; Theory
BACB CE Offered. CE Instructor: Michael Lampert Commons, Ph.D.

A Behavioral-Developmental Approach to Autism Assessment, Data Collection, Intervention, and Curriculum

Chair: Michael Lampert Commons (Harvard Medical School)

Behavioral Developmental Autism Instrument
PATRICE MARIE MILLER (Salem State University)

Testing of an Instrument Measuring Reinforcer Preferences in Children
MANSI J. SHAH (Dare Institute)

Mapping a Teaching Curriculum Based on the Autism Developmental Instrument
MICHAEL LAMPERT COMMONS (Harvard Medical School)

#296. Symposium

3:00 PM–3:50 PM
Meeting Level 1; Room 156B
CSS/EDC; Applied Research
BACB CE Offered. CE Instructor: Lauren K. Schnell, Ph.D.

Applications of Public Health: Teaching Infant and Child Safety to Caregivers and Community Members

Chair: Lauren K. Schnell (Hunter College, City University of New York)

Teaching Substitute Caregivers to Identify Safety Hazards for Young Children
CARLOS ABARCA (University of South Florida), Rocky Haynes (Sageway Behavioral Health), Kayla Rogover (Sageway Behavioral Health), and Asha Fuller and Kimberly Crosland (University of South Florida)

Safe to Sleep: Community-Based Caregiver Training
JESSICA DAY-WATKINS (Drexel University), Jason C. Vladescu (Caldwell University), Lauren K. Schnell (Hunter College, City University of New York), and Jacqueline Mery (Caldwell University)

Training Medical Students to Teach Safe Infant Sleep Environments Using Pyramidal Behavioral Skills Training
JACQUELINE MERY, Jason C. Vladescu, Tina Sidener, and Kenneth F. Reeve (Caldwell University); Jessica Day-Watkins (Drexel University); and Lauren K. Schnell (Hunter College, City University of New York)

#297. Symposium

3:00 PM–3:50 PM
Meeting Level 1; Room 102A
DEV/PCH; Theory
BACB CE Offered. CE Instructor: Mitch Fryling, Ph.D.

Human Development in Psychological Perspective

Chair: Laura Barcelos Nomicos (University of Nevada, Reno)
Discussant: Genevieve M. DeBernardis (University of Nevada, Reno)

Human Development in Behavior Analysis
MITCH FRYLING (California State University, Los Angeles)

The Unbecoming of Age
LINDA J. PARROTT HAYES (University of Nevada, Reno)

#298. Panel Discussion

3:00 PM–3:50 PM
Meeting Level 2; Room 205B
EDC; Service Delivery
BACB CE Offered. CE Instructor: Selena J Layden, Ph.D.

Improving the Collective Efficacy of School-Based Behavior Analysts

Chair: Selena J Layden (Old Dominion University)

DANIEL J. IRWIN (Virginia Department of Education)
DARIA LORIO-BARSTEN (William & Mary Training and Technical Assistance Center)
HAYLEY FLYNN MULLINS (Winchester Public Schools)

3:00 PM–3:50 PM

Meeting Level 2; Room 253A-C

PCH; Theory

PSY/BACB/QABA/NASP CE Offered. CE Instructor: Summer Bottini, Ph.D.

Ableism and the Social Model of Disability: What Does It Have to do With Behavior Analysts?

Chair: Summer Bottini (May Institute)

DOROTHEA LERMAN (University of Houston-Clear Lake)



Dorothea Lerman is currently a Professor of Behavior Analysis at the University of Houston-Clear Lake, where she chairs the master's program in behavior analysis and serves as Director of the UHCL Center for Autism and Developmental Disabilities (CADD). She received her doctoral degree in Psychology from the University of Florida, specializing in behavior analysis. Her areas of expertise include autism, developmental disabilities, early intervention, functional analysis, teacher and parent training, and treatment of severe behavior disorders. She currently oversees several

programs at CADD, including a focused intervention program for children with autism, a vocational program for adults with disabilities, a student support program for college students with autism, and a teacher training program for local school districts. Dr. Lerman has published more than 100 research articles and chapters, served as editor-in-chief for the *Journal of Applied Behavior Analysis and Behavior Analysis in Practice* and has secured more than \$2 million in grants and contracts to support her work. She was the recipient of the 2007 Distinguished Contribution to Applied Behavioral Research Award and the 2001 B. F. Skinner Award for New Researchers, awarded by Division 25 of the American Psychological Association. She also was named a Fellow of the Association for Behavior Analysis International in 2008. Dr. Lerman is a licensed behavior analyst and a board certified behavior analyst.

STEPHANIE PETERSON (Western Michigan University)



Stephanie M. Peterson, Ph.D. is associate dean of the College of Arts and Sciences at Western Michigan University. She earned her doctorate in Special Education at The University of Iowa in 1994. She is also Professor of Psychology and the previous chair of the Department of Psychology. Previously, she taught at Gonzaga University, Utah State University, The Ohio State University, and Idaho State University. Her primary research interests are helping to decrease chronic severe behavior problems in children with developmental disabilities. Specifically, she studies choice making in the

treatment of problem behavior, functional communication training, reinforcement-based interventions for children with problem behavior, concurrent schedules of reinforcement in the treatment of severe problem behavior, functional analysis of problem behavior, and teleconsultation. She also has interests in applications of behavior analysis to educational interventions and teacher/behavior analyst training. She has served on a variety of editorial boards, including the *Journal of Applied Behavior Analysis and Behavior Analysis in Practice* and is currently the editor of *Behavior Analysis in Practice*. She also served as a senior editor for *Education and Treatment of Children* for many years. She served two 3-year terms on the Board of Directors for the Behavior Analyst Certification Board and was appointed by the Governor of Michigan to the Michigan Board of Behavior Analysts, Michigan's licensing board for behavior analysts. She served as the President of the Board for two years.

ANDREW HALL (Pyles and Associates)



Andrew Hall is a budding behavior analyst in the field. He graduated USC with a M.S. in Applied Behavior Analysis May of 2021, and now works as a Behavior Specialist at Pyles and Associates in the Los Angeles area. Andrew was himself diagnosed with ASD when he was 13 years old, but was himself never a recipient of ABA services growing up. He has experience working with both children and adults in various settings providing ABA services. He has presented research at ABAI 2020, and his research interests include skill fluency, OBM, Relational Frame Theory, and applying ABA to business and economic settings.

Abstract: Recipients of behavior analytic services have traditionally been viewed through a medical model lens that treats deficits. Alternatively, a social model of disability views societal barriers and systemic biases as limiting the ability of people with disabilities to thrive and meet their own needs/wants. Some disciplines have increasingly acknowledged this social conceptualization of disability and begun to adopt more equitable language and practices across research and practice. In both research and practice, behavior analysts have generally have not ascribed to a social model of disability, perhaps contributing to ongoing negative perceptions of applied behavior analysis (ABA) in some communities. This panel will begin with a brief overview of terms and concepts relevant to equity in behavior analysis and disability research. Our panel will then discuss these concepts as they relate to ethical research and practice in ABA. Namely, the panel will (1) discuss the importance of considering these concepts as diversity issues in practice, (2) identify indicators of ableism in ABA research and discourse, and (3) consider how subtle ableism may influence behavior analytic interventions. Last, the panel will discuss initial steps behavior analysts may take to challenge their own assumptions and support equity for people with disabilities in our field.

#300. B. F. Skinner Lecture Series

3:00 PM–3:50 PM

Meeting Level 1; Room 151A/B

SCI; Applied Research

PSY/BACB CE Offered. CE Instructor: Jeremy Wolfe, Ph.D.

I Looked, but I Did Not See: The Science of Missing What Is Right in Front of Your Eyes

Chair: Suzanne H. Mitchell (Oregon Health & Science University)

JEREMY M. WOLFE (Brigham and Women's Hospital; Harvard Med School)



Jeremy Wolfe is professor of ophthalmology and professor of radiology at Harvard Medical School. He is Director of the Visual Attention Lab at Brigham and Women's Hospital. Wolfe received an AB in psychology in 1977 from Princeton and his Ph.D. in psychology in 1981 from MIT. His research focuses on visual search and visual attention with a particular interest in socially important search tasks in areas such as medical image perception (e.g., cancer screening), security (e.g., baggage screening), and intelligence. His lab has been funded since 1982 by NIH (NEI, NIMH, NCI), NSF, AFOSR (Air Force), ONR (Navy), ARO (Army), Homeland Security, and the Nat.

Geospatial Agency as well as by IBM, Google, Toshiba, Hewlett-Packard, and GE. Wolfe taught Intro. Psychology and other courses for 25 years, mostly at MIT. He has held leadership roles in the Federation of Associations in Behavioral and Brain Sciences (FABBS), Psychonomic Society, APA Division 3, Eastern Psychological Association, and the NAS Panel on Soldier Systems. He has also served on the boards for Vision Sciences Society, APA Div 1 and is the founding editor-in-chief of *Cognitive Research: Principles and Implications (CRPi)*. Dr. Wolfe has served as past-editor of *Attention, Perception, and Psychophysics*. Wolfe also serves on the Oversight Committee of the North American Board of the Union for Reform Judaism. He was elected to the American Academy of Arts and Sciences in 2019.

Abstract: "Looked but failed to see" errors are a real-world problem with psychological roots. When someone hits a pedestrian in the crosswalk or misses a tumor in a mammogram, it is often clear that the critical stimulus was clearly visible. It may be clear that it was fixated by the eyes. Why, then, did the driver or the radiologist fail to respond appropriately? The answers are found in fundamental limits on human perception and cognition. We cannot simultaneously recognize every object in our field of view. As a result, we deploy attention from object to object or place to place, searching for what we need. This is true whether we are watching a movie or driving downtown. Fortunately, we do not need to search at random. Our attention is guided by the features of the targets we seek and by the structure of the scenes in which those targets are embedded. Unfortunately, our search engine does not work perfectly and so our eyes can be pointed at or near an item of interest and we can fail to recognize its presence. When those missed targets are such things as tumors or bombs, these errors are socially significant. The problem is worth understanding and, if possible, worth correcting. In this talk, I will illustrate some of the basic principles of human visual attention and I can promise that you will fail to see some things that you would think you should have seen.

#301. Invited Presenter

Ethics

3:00 PM–3:50 PM

Meeting Level 2; Room 256

VRB; Applied Research

BACB/PSY/QABA CE Offered. CE Instructor: Martha Pelaez, Ph.D.

Early Human Learning

Chair: Sarah A. Lechago (University of Houston-Clear Lake)

MARTHA PELAEZ (Florida International University)



Martha Pelaez, Ph.D. is a Frost Professor of Psychology at Florida International University. Dr. Pelaez has become a very influential and important leader in behavior analysis through her innovative research on infant and child development and dedicated service to the field. She is one of very few researchers to successfully bring a behavior analytic theory to child development. Her co-authored book with Gary Novak, *Child and Adolescent Development: A Behavioral Systems Approach*, is considered to be the best work on child development from a behavioral perspective since Bijou and Baer's seminal *Child Development*. Professor Pelaez was a founding editor of the *Behavioral Development Bulletin*, now considered a major psychological development journal in the field. Dr. Pelaez has published more than 100 refereed articles. Her ability to take the findings from relevant basic research domains, refine them, and apply them to developmental issues is worth noting. This is evident in her earlier work with J. Gewirtz on attachment and moral development and is also evident in the development of her taxonomy of rules and rule governance, her extension of the basic work on stimulus equivalence with infants, and her efforts to bring a relational-frame theory analysis to bear on the issue of intelligence (with D. Barns-Holmes & O'Hora). Martha Pelaez's present research program is on child joint attention, social referencing, early communication processes and early interventions with

infants at risk. Professor Pelaez has also applied behavioral principles to address a new problem of considerable social significance: the stress and anxiety associated with children returning to school in the age of the COVID-19 pandemic (with G. Novak). In addition to Professor Pelaez's outstanding research accomplishments and awards, she has been recognized for her long-standing, excellent service to behavior analysis through her many positions on editorial boards (*Perspectives on Behavior Science*, *Journal of Experimental Analysis of Behavior*, *European Journal of Behavior Analysis*) and her service on several important special committees and task forces. She is the current at-large representative at ABAI Executive Council. She is a fellow of APA, Division 25, and a fellow of ABAI. Dr. Pelaez has served as a member of the Board of Governors for the State University System in Florida and Chair of the Advisory Council of Faculty Senates in Florida.

Abstract: I will first provide experimental illustrations of how operant conditioning methodologies and social reinforcers are essential to furthering our understanding of early human learning phenomena and socialization processes. Second, I will present different procedures and interventions that have advanced our research with infants 'at-risk' of autism and other developmental challenges. Third, I will offer recommendations of alternative research tactics and reinforcement procedures that can be quick and effective to behavior analysts. It is my hope that these procedures will be adopted more widely and use more frequently in designing basic experimental research and in applied interventions.

#301a. B. F. Skinner Lecture Series

Ethics **DE**

3:00 PM–3:50 PM

Meeting Level 1; Room 102B

DEI; Applied Research

PSY/BACB CE Offered. CE Instructor: Thema Bryant Davis, Ph.D.

Healing the Wounds of Racial Trauma: Moving Toward Liberation

Chair: Elizabeth Hughes Fong (Pepperdine University)

THEMA BRYANT DAVIS (Pepperdine University)



Thema Bryant is a professor of psychology at Pepperdine University and director of the Culture and Trauma Research Lab. She is a past president of the Society for the Psychology of Women and past psychology representative to the United Nations. The California Psychological Association honored her as Scholar of the Year for her work in the cultural context of trauma recovery and the Institute of Violence, Abuse, and Trauma honored her for mentorship in the field of trauma psychology. She published one of the first frameworks and models for the treatment of racial trauma and has provided trainings for associations, Universities, counseling centers, and non-profit organizations nationally and internationally. The APA division of International Psychology honored her in 2020 for contributions to international psychology for her global work on women. She also gave an invited address at the APA 2020 convention on racial trauma.

Abstract: This presentation will illuminate ways the field of psychology and student services can serve communities who live with the psychological effects of racism. Insights from liberation psychology, decolonial psychology, Black psychology, and womanist psychology will be presented. This 90-minute training is for beginner and advanced clinicians, educators, and administrators, as most training programs have not offered training in addressing racial trauma. The training will encompass both theory and practical application of anti-racism therapy, teaching, and student service. The training also touches on sustainability, self-care, and community-care as clinicians may be affected by vicarious trauma when working with students/clients in the aftermath or continued exposure to racial trauma. Topics discussed will include: The need for anti-racism therapeutic practice as an ethical mandate given the prevalence of racism-related stress and trauma; the overlapping theoretical frameworks of liberation psychology, decolonial psychology, and anti-racism psychology; and anti-racism in assessment and treatment, as well as education and administration.

#302. Symposium

3:00 PM–4:50 PM

Meeting Level 2; Room 258A

AUT/CBM; Service Delivery

BACB CE Offered. CE Instructor: Mary Jane Weiss, M.Ed.

Toward a More Compassionate Implementation of Behavior Analysis

Chair: Britany Melton (Endicott College; Journeys Autism Center)

Discussant: Mary Jane Weiss (Endicott College)

Compassionate Care in Applied Behavior Analysis: How Our Past Can Inform Our Future as Leaders in Compassionate Care

AMY RACHEL BUKSZPAN (Butterfly Effects)

Supporting Behavior Analysts in Providing Compassionate Care: The Development of the Parent Partnership Questionnaire

NANCY MARCHESE (Breakthrough Autism) and Mary Jane Weiss (Endicott College)

Sunday, May 29

Compassionate Care in First Responders

JERIDITH ANN LORD (Endicott College)

Teaching Compassion Skills to Students of Behavior Analysis via Telehealth

JESSICA ROHRER (Center for Children with Special Needs; Endicott College)



#303. Symposium

3:00 PM–4:50 PM

Meeting Level 2; Room 258C

AUT

BACB CE Offered. CE Instructor: Sneha Kohli Mathur, Ph.D.

Culturally Responsive Behavior Analytic Practice: Conceptualization, Training, and Impact

Chair: Kimberly Marshall (Endicott College; Center for Children with Special Needs)

Discussant: Sneha Kohli Mathur (University of Southern California)

The Impacts of the COVID-19 Pandemic on Therapy Utilization Among Racially/Ethnically and Socio-Economically Diverse Children With Autism Spectrum

CASSIN GONZALES (University of Southern California), Jonathan J. Tarbox (University of Southern California; FirstSteps for Kids), Steven Lopez and Jennifer Simmonell (University of Southern California), and Claudia Rodriguez Gallegos (University of Southern California; FirstSteps for Kids)

Evaluation of a Zoom-Based, Bilingual Acceptance and Commitment Training Parent Training Program for Supporting Parents in the Undocumented Immigrant Community

CLAUDIA RODRIGUEZ GALLEGOS and Jonathan J. Tarbox (University of Southern California; FirstSteps for Kids)

Cultural Responsiveness in Applied Behavior Analysis-Based Autism Services

KRISTINE RODRIGUEZ (Autism Learning Partners; Endicott College) and Sneha Kohli Mathur (University of Southern California)

Providing Culturally Competent Session Feedback in Applied Behavior Analysis

NICHOLAS VINCENT ORLAND (Dubai Autism Center; Endicott College)

#304. Symposium

3:00 PM–4:50 PM

Meeting Level 1; Room 154

BPN/CBM: Applied Research

BACB CE Offered. CE Instructor: Matthew Novak, Ph.D.

Applications of Contingency Management to Support Healthy Behaviors

Chair: Matthew Novak (Johns Hopkins University School of Medicine)

Discussant: Bethany R. Raiff (Rowan University)

Technology-Based Contingency Management for Walking to Prevent Prolonged Periods of Workday Sitting

TYLER ERATH (University of Vermont) and Florence D. DiGennaro Reed (University of Kansas)

Contingency Management to Promote Cardiac Rehabilitation Participation Among Patients With Medicaid

DIANN GAALEMA (University of Vermont)

Contingency Management to Improve Self-Management of Type 1 Diabetes

MOLLY A. ANDERSON and Catherine Stanger (Giesel School of Medicine at Dartmouth College)

Financial Incentives for Suppression of Viral Load in People Living With HIV

MATTHEW NOVAK and August F. Holtyn (Johns Hopkins University School of Medicine), Forrest Toegel (Northern Michigan University), Andrew Rodewald (Johns Hopkins University School of Medicine), and Kenneth Silverman (Johns Hopkins University)

#305. Symposium

Ethics

3:00 PM–4:50 PM

Meeting Level 1; Room 103

CBM/AUT; Applied Research

BACB CE Offered. CE Instructor: Andrew Sodawasser, M.A.

Prioritizing Safety: A Review of Safety, Restraint, and Seclusion Procedures in Clinical Settings

Chair: Andrew Sodawasser (University of Nebraska Medical Center's Munroe-Meyer Institute)

Discussant: Alison M. Betz (Children's Hospital Colorado, Pediatric Mental Health Institute)

Restraint and Seclusion Practices in the Assessment and Treatment of Severe Challenging Behavior
JORDAN DEBRINE (University of Nebraska Medical Center), Amanda Zangrillo (University of Nebraska Medical Center's Munroe-Meyer Institute), and Aaron Christopher White (University of Nebraska Medical Center)

Physician Perspectives on Severe Behavior and Restraint in a Hospital Setting for Patients With Autism
GIOVANNA SALVATORE and Christina Simmons (Rowan University)

Behavioral Practitioners' Experiences With Restraint and Physical Guidance for Managing Challenging Behavior
ABIGAIL MORETTI, Christina Simmons, Olivia Scattergood, and Taylor Pankiewicz (Rowan University)

An Evaluation of Variables Contributing to Behavior Technician Injury on a Psychiatric Inpatient Program for Children With Neurodevelopmental Disabilities
PATRICK ROMANI (University of Colorado, Anschutz Medical Campus), Merlin Ariefdjohan (University of Colorado School of Medicine), Lyndsay Gaffey (Children's Hospital Colorado), and Maria Torres Dominguez and Jada Lister (University of Colorado at Denver)

#306. Symposium

DE

3:00 PM–4:50 PM
Meeting Level 1; Room 156A
CSS/CBM; Service Delivery
PSY/BACB CE Offered. CE Instructor: Gabrielle Morgan, Ph.D.

Partnering to Empower Staff in the Trenches: Strategies for Dealing With Trauma Underlying Challenging Behavior

Chair: Jeannie A. Golden (East Carolina University)
Discussant: Gabrielle Morgan (Bay Path University)

ThrYve: Addressing Youth Violence Using a Trauma-Informed, Behavioral-Community Approach
VALERIE THOMPSON, Jomella Watson-Thompson, and Malika N. Pritchett (University of Kansas)

START ANU Behavior: Providing Staff With Skills to Support Traumatized Youth Exhibiting Challenging Behaviors
PAULA Y. FLANDERS (rethinkd.com) and Danielle Webb (East Carolina University)

Trauma-Based Responses to Challenging Behavior of Traumatized Youth: Changing Verbal Behavior of Staff
DANIELLE WEBB (East Carolina University) and Paula Y. Flanders (rethinkd.com)

START ANU Behavior: Lessons Learned About Empowering Staff to Implement Trauma-Sensitive Strategies
JOMELLA WATSON-THOMPSON and Malika N. Pritchett (University of Kansas)

#307. Symposium

Supervision

3:00 PM–4:50 PM
Meeting Level 2; Room 251
DDA/AUT; Applied Research
BACB CE Offered. CE Instructor: Richard W. Serna, Ph.D.

Technology for Teaching and Training: Virtual Reality Applications Across Populations

Chair: Casey J. Clay (Children's Hospital of Orange County)
Discussant: Richard W. Serna (University of Massachusetts Lowell)

Exploring Teacher's Preferences for Learning Behavioral Skills in Simulated Learning Environments
AARON J. FISCHER, Chathuri Illapperuma, Matt Roberts, and Haylee Heller (University of Utah)

Comparing the Effects of a Lecture and Feedback and Virtual Reality and Feedback on Teacher Performance and Generalization of Discrete Trial Training Skills
Lára Borg Bolladóttir (Reykjavík University; Klettaskóli), ASA INGIMARSDOTTIR (Klettaskóli), and Berglind Sveinbjornsdottir (Reykjavík University)

Technology-Based Interventions for Increasing Social Skills of Children With Autism Spectrum Disorder
CANNON OUSLEY (University of Missouri), Casey J. Clay (Children's Hospital of Orange County), and Chad Rose and Janine Stichter (University of Missouri)

Working Through: Using Virtual Reality to Teach Social Skills for Employment to Individuals With Autism
HELENA LYDON and Jennifer Holloway (National University of Ireland, Galway)

Sunday, May 29

#308. Symposium

3:00 PM–4:50 PM

Meeting Level 2; Room 252A

DDA/EDC; Applied Research

BACB CE Offered. CE Instructor: Rebecca Renee Eldridge, Ph.D.

Toward Self-Determination of Adults With Intellectual and Developmental Disabilities

Chair: Rebecca Kolb (University of Minnesota)

Discussant: Rebecca Renee Eldridge (Children's Autism Center)

Using Behavior Skills Training to Promote Caregivers' Generalized Skill Instruction With Adults With Intellectual and Developmental Disorders

SHAWN NICOLE GIRTLE and Jennifer J. McComas (University of Minnesota)

Using Total Task Chaining to Teach Job Readiness Skills an to an Adult With a Developmental Disability

EMILY KATRINA UNHOLZ-BOWDEN, Jennifer J. McComas, and Rebecca Kolb (University of Minnesota)

Trends in Self-Determination Behaviors of Individuals With Intellectual Disabilities and Their Direct Support Professionals in Residential Settings

RENATA TICHA (University of Minnesota) and Brian H. Abery (University of Minnesota; Institute on Community Integration)

Factors Associated With the Self-Determination of People With Intellectual Disabilities in Community-Based Residential Settings: The Importance of Direct Support Professionals' Attitudes and Behaviors

BRIAN H. ABERY (University of Minnesota; Institute on Community Integration) and Renata Ticha (University of Minnesota)

#309. Symposium

3:00 PM–4:50 PM

Meeting Level 1; Room 152

EAB

BACB CE Offered. CE Instructor: Daniel R. Mitteer, Ph.D.

Durability of Treatment Effects: Assessing Variables Contributing to Relapse in the Lab and Clinic

Chair: Charlene Nicole Agnew (SUNY Upstate Medical University)

Discussant: Andrew R. Craig (SUNY Upstate Medical University)

A Systematic Review of Procedures and Analyses Used in Studies of Resurgence, 1970–2020

CHRISTOPHER A. PODLESNIK and Carolyn Ritchey (Auburn University) and Jodie Waits and Shawn Patrick Gilroy (Louisiana State University)

An Evaluation of Variables Across the Contingency on the Resurgence of Problem Behavior Following Functional Communication Therapy

KARLA ZABALA-SNOW and Joel Eric Ringdahl (University of Georgia); Kayla Crook (University of Mississippi); Kelly M. Schieltz, Matthew O'Brien, and Wendy K. Berg (University of Iowa); and Rose Morlino and Courtney Mauzy (University of Georgia)

On the Scope and Characteristics of Relapse When Treating Severe Destructive Behavior

DANIEL R. MITTEER (Rutgers University; Children's Specialized Hospital Center for Autism Research, Education, and Services), Brian D. Greer (Rutgers Robert Wood Johnson Medical School), Kayla Randall (Georgia Southern University), and Sarah D. Haney (Kennedy Krieger Institute)

Cues Associated With Alternative Reinforcement and Their Effects on Resurgence

Carlos Javier Flores Aguirre, L. Rebeca Mateos Morfin, and CARLOS DANIEL EVERARDO RIVERA (Universidad de Guadalajara)

#310. Symposium

3:00 PM–4:50 PM

Meeting Level 1; Room 153A

EAB

The Broad Utility of Behavioral Economics: Novel Applications for Sustainability, Health, and Industry

Chair: Meredith S. Berry (University of Florida)

Discussant: Steven R. Hursh (Institutes for Behavior Resources, Inc.)

The Upside to Sunk Costs: Framing Recovery as an Investment May Help Maintain Alcohol Abstinence

JILLIAN RUNG and Meredith S. Berry (University of Florida)

A Behavioral Economic Analysis of Carbon-Neutral Energy Purchasing

BRETT GELINO and Derek D. Reed (University of Kansas)

Behavioral Economic Purchase Tasks for New Product Development

LINDSAY SCHWARTZ (Institutes for Behavior Resources, Inc.)

The Effects of Framing on Discounting of Pro-Environmental Transportation Choices

GARRET HACK, Iser Guillermo DeLeon, and Andrew C. Bonner (University of Florida) and Sarah Catherine Weinsztok (University of Kansas)

#311. Symposium

3:00 PM–4:50 PM

Meeting Level 2; Room 205A

EDC/PCH; Translational

BACB CE Offered. CE Instructor: Kent Johnson, Ph.D.

Promoting Real-World Application After Instruction: Cognitive Strategy Instruction, Think-Alouds, and Delayed Prompting

Chair: Allaina Douglas (Instructional ABA Consultants)

Discussant: Andrew Bulla (Georgia Southern University - Armstrong)

Promoting Application With Generative Instruction

KENT JOHNSON and Andrew Robert Kieta (Morningside Academy)

Using Teacher Think-Alouds During Cognitive Strategy Instruction and to Facilitate Simple Generative Responding of Previously Taught Concepts, Principles, and Strategies to Novel Contexts

ANDREW ROBERT KIETA and Kent Johnson (Morningside Academy)

Simple Generativity of Language Using a Targeted Vocabulary Intervention and Cognitive Strategy Instruction

BAILEE SCHEUFFELE and Andrew Robert Kieta (Morningside Academy)

Using Teacher Think-Alouds and Delayed Prompting Procedures to Facilitate Simple Generative Responding of Sentence Writing

LEAH HERZOG and Kent Johnson (Morningside Academy)

#312. Symposium

3:00 PM–4:50 PM

Meeting Level 1; Room 153B

OBM/DDA; Applied Research

BACB CE Offered. CE Instructor: Marren Marie Leon-Barajas, M.A.

Training and Supporting Staff Working in Settings Serving Adults With Disabilities

Chair: Sandra Alex Ruby (University of Kansas)

Discussant: Tiffany Kodak (Marquette University)

Effects of a Video-Aided Training on the Integrity of Skill Acquisition Interventions in an Adult Service Setting

Sarah Weddle, Julia Iannaccone, CHRISTINA MARIE DELAPP, and Jennifer R. Zarcone (May Institute)

Preparing Non-Behavior Analytic Administrators to Become Effective Trainers in an Adult Service Setting

JULIA IANNACCONE, Sarah Weddle, Christina Marie DeLapp, and Jennifer R. Zarcone (May Institute)

Evaluating the Effects of Technology-Based Self-Monitoring on Positive Staff—Consumer Interactions in Group Homes

SANDRA ALEX RUBY and Florence D. DiGennaro Reed (University of Kansas)

Improving Mask-Wearing by Group Home Staff

MARREN MARIE LEON-BARAJAS, Florence D. DiGennaro Reed, Sandra Alex Ruby, and Abigail Blackman (University of Kansas)

#313. Symposium

3:00 PM–4:50 PM

Meeting Level 1; Room 156C

PCH

Recent Advancements in Caregiver Training for Behavior Analytic Services

Chair: Sarah Elizabeth Martinez Rowe (University of Nebraska Medical Center's Munroe-Meyer Institute)

Discussant: Joseph Michael Lambert (Vanderbilt University)

Translational Evaluation of Treatment Integrity Following Training With Varying Destructive Behavior Rates

ALEXANDRA HARDEE (Marcus Autism Center) and Amanda Zangrillo, Riley Ruzicka, Samantha Bryan, Heather Anderson, and Sarah Elizabeth Martinez Rowe (University of Nebraska Medical Center's Munroe-Meyer Institute)

Approaches to Applied Behavior Caregiver Training for Managing Challenging Behavior: A Review
AARON CHRISTOPHER WHITE, Cynthia P. Livingston, and Amanda Zangrillo (University of Nebraska Medical Center's Munroe-Meyer Institute)

Comparing Training With and Without Cultural Adaptations on Latino Caregivers of Children With Autism

FABIOLA VARGAS LONDONO (The University of Texas at Austin; Marcus Autism Center) and Terry S. Falcomata, Nataly Lim, and Andrea Ramirez-Cristoforo (The University of Texas at Austin)

Behavior Skills Training Program to Teach Parents to Implement Function-Based Intervention via Telehealth

ANNA GARCIA (Children's Hospital of Orange County), Ipshita Banerjee and Joseph Michael Lambert (Vanderbilt University), and Casey J. Clay (Children's Hospital of Orange County)

#314. Symposium

Ethics **DE**

3:00 PM–4:50 PM

Meeting Level 2; Room 204A/B

TBA

BACB CE Offered. CE Instructor: Melissa L. Olive, Ph.D.

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

Chair: Melissa L. Olive (Cultivate Behavioral Health & Education)

Discussant: Joseph H. Cihon (Autism Partnership Foundation)

The 2020 Ethics Code for Behavior Analysts

MELISSA L. OLIVE (Cultivate Behavioral Health & Education)

Providing Applied Behavior Analysis Services Internationally: Ethical Considerations, Challenges, and Solutions

PAMELA PEREZ (PBS Powered by Cultivate Behavioral Health and Education) and Maria Arizmendi (Cultivate Behavioral Health and Education)

Providing Applied Behavior Analysis Services in a Diverse Region: Ethical Challenges and Solutions

AMANDA BLOOM (PBS Powered by Cultivate Behavioral Health & Education) and Maria Arizmendi (Cultivate Behavioral Health and Education)

Providing Applied Behavior Analysis in a Large Applied Behavior Analysis Company: Ethical Considerations Across 12 States and 1,000+ Employees

STEPHEN WOOD (Cultivate Behavior Management Corporation) and Melissa L. Olive (Cultivate Behavioral Health & Education)

#315. Symposium

3:00 PM–4:50 PM

Meeting Level 2; Room 203

TBA/EDC; Applied Research

BACB CE Offered. CE Instructor: Rachel García, Ph.D.

Behavior Analysis in Higher Education

Chair: Rebecca Anne Receveur (The Chicago School of Professional Psychology)

Discussant: Anthony Concepcion (University of South Florida)

An Evaluation of Video Modules to Train First-Generation Students to Apply to Graduate School

MOLLY PRIMERO DEMAYO and Shrinidhi Subramaniam (California State University, Stanislaus)

A Review of Behavior Analytic Instructional Strategies in Online Higher Education

RACHEL GARCIA (The Chicago School of Professional Psychology)

Evaluation of Response Modality in Online Discussion Boards

TATIYANNA DUNN, Anthony Concepcion, and Kimberly Crosland (University of South Florida)

Development and Testing of the Performance Diagnostic Checklist for Instructors

JESSE DEPAOLO and Kimberly Crosland (University of South Florida)

#316. Paper Session

3:30 PM–3:55 PM

Meeting Level 2; Room 254B

AUT

A Review of Using Acceptance and Commitment Training to Improve Family Guidance Protocols for Families With Children With Autism Spectrum Disorder

Chair: Meri Yedigaryan (University of Southern California)

A Review of Using Acceptance and Commitment Training to Improve Family Guidance Protocols for Families With Children With Autism Spectrum Disorder (Theory)

MERI YEDIGARYAN and Michael J. James Cameron (University of Southern California)

#317. Paper Session

Ethics **DE**

4:00 PM–4:25 PM
Meeting Level 2; Room 254B
AUT

The Role of Neurodiversity in Applied Behavior Analysis: Past, Present, and Future

Chair: Emily Wade (Alternatives ABA; Reframing Clinical Solutions)

The Role of Neurodiversity in Applied Behavior Analysis: Past, Present, and Future (Theory)

EMILY WADE (Alternatives ABA; Reframing Clinical Solutions)

#318. Paper Session

DE

4:00 PM–4:25 PM
Meeting Level 1; Room 153C
OBM

Systems, Equifinality, and Faculty Equity at Universities: Unintended Consequences of Performance Metrics

Chair: Douglas Robertson (Florida International University)

Systems, Equifinality, and Faculty Equity at Universities: Unintended Consequences of Performance Metrics (Theory)

DOUGLAS ROBERTSON and Martha Pelaez (Florida International University)

#319. Symposium

4:00 PM–4:50 PM
Meeting Level 2; Room 255
AUT/EAB; Applied Research
BACB CE Offered. CE Instructor: Cayenne Shpall, Ph.D.

A Series of Comparative Analysis of Evidence-Based Practices: An Evaluation of Assessment, Treatment, and Supervision Practices.

Chair: Cayenne Shpall (The University of Texas, Austin; St. Edwards University)

An Evaluation of Preference of Delays to Reinforcement on Choice Responding: A Translational Study

CAYENNE SHPALL (The University of Texas, Austin; St. Edwards University)

A Comparison of Feedback Provided through Live Video Streaming and Post-Video Conferencing on the Treatment Integrity of Individuals Pursuing a Board Certification in Behavior Analysis

MICHELLE KUHN (Galliant)

A Pilot Randomized Controlled Trial of Imitation Intervention on Generalized Imitation in Young Children With Autism Spectrum Disorder

NICOLETTE SAMMARCO CALDWELL (University of Arkansas; The University of Texas, Austin)

#320. Symposium

4:00 PM–4:50 PM
Meeting Level 2; Room 257B
AUT/EDC; Applied Research
BACB CE Offered. CE Instructor: Claudia Campos, Ph.D.

Evaluating Social Interactions and Preferences of Individuals With Intellectual and Developmental Disabilities

Chair: Claudia Campos (Simmons University)

Incorporating Measures of Social Behavior into Preference Assessments for Children With Autism Spectrum Disorder

BRIANNA LAUREANO (Kennedy Krieger Institute, Johns Hopkins University School of Medicine) and Iser Guillermo DeLeon (University of Florida)

Individual Treatment Evaluation to Determine Effective Praise Types for Two Learners With Autism

SARAH LOSOWYJ (Alpine Learning Group), Jaime DeQuinzio (Alpine Learning Group; The Chicago School of Professional Psychology), and Bridget A. Taylor (Alpine Learning Group)

Further Evaluation on the Effects of Different Types of Praise on Skill Acquisition and Preference of Children With Autism

CLAUDIA CAMPOS (Simmons University); Yanerys Leon (University of Miami); and Rahma Ismail, Mary Gilhuly, and Haneen Sabbagh (Florida Institute of Technology)

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#321. Symposium



4:00 PM–4:50 PM

Meeting Level 1; Room 156B

CSS/OBM; Translational

BACB CE Offered. CE Instructor: Lawrence Platt, M.S.

Applications of Behavior Analysis in Sustainability: How Small Steps Create Behavioral Waves

Chair: Lawrence Platt (The Chicago School of Professional Psychology)

Climate Change and Human Health: What Can Behavior Analysts Do?

LINCOLN Z. KAMAU (Carbon Purple)

The Ripple Effects of Committing to Sustainable Action at Your Place of Work

MEGHAN ELIZABETH MARTINEAU (Newton Public Schools)

The Environmentalist Behavior Analyst: Identifying Opportunities and Feasibility of Behavior Analytic Careers in Sustainability

JULIA H. FIEBIG (Ball State University; AGI)

#322. Symposium

4:00 PM–4:50 PM

Meeting Level 1; Room 102A

DEV

BACB CE Offered. CE Instructor: Arezu Alami, M.A.

Turns, Flips, and Lifts: Applications of Behavior Analysis to Increase Sport Performance

Chair: Arezu Alami (Brock University)

Evaluating Peer-Implemented Video Feedback to Improve Weightlifting Form

EMMA COCHRANE, Raymond G. Miltenberger, and Anthony Concepcion (University of South Florida)

Assessing a Modified TAGteach® Procedure to Increase Accurate and Fluent Gymnastics Skills in Children via Videoconferencing

NICOLE BAJCAR and Kimberley L. M. Zonneveld (Brock University)

Using Video Self-Evaluation to Enhance Performance in Competitive Dancers

JESENIA GIAMBRONE (ABA Solutions, Inc.) and Raymond G. Miltenberger (University of South Florida)

#323. Panel Discussion

4:00 PM–4:50 PM

Meeting Level 2; Room 205B

EDC; Service Delivery

A Day in the Life: Integrating BCBAs into the K–12 System

Chair: Kate La Londe (Western Michigan University)

RENA MARIE VANDERWALL (Western Michigan University)

LAUREN MARIE SNYDER (Clinton County RESA)

BENJAMIN WOIWODE (Ottawa Area ISD)

#325. B. F. Skinner Lecture Series

4:00 PM–4:50 PM

Ballroom Level 3; Ballroom East/West

TBA; Theory

PSY/BACB/QABA/NASP CE Offered. CE Instructor: Karl Kapp, Ed.D.

The Case of the Disengaged Learner

Chair: Daniel Mark Fienup (Teachers College, Columbia University)

KARL KAPP (Bloomsburg University)



Karl M. Kapp, Ed.D., is an award-winning professor of Instructional Technology at Bloomsburg University in Bloomsburg, PA, where he teaches instructional game design, gamification classes, and online learning design. He is the Director of Bloomsburg's Institute for Interactive Technologies and is recognized internationally as an expert in the application of games, game-thinking, and gamification to learning. Karl earned his doctoral degree from the University of Pittsburgh. He is currently a senior researcher on a grant sponsored by the National Institutes of Health (NIH)

which involves the application of microlearning and gamification to help childcare workers identify child abuse. Karl is a co-founder of Enterprise Game Stack, a company that has created a digital card game tool for instructional designers. He is also the creator of the popular web video series, "The Unauthorized, Unofficial History of Learning Game."

Karl has authored or co-authored eight books including *The Gamification of Learning and Instruction*, its accompanying fieldbook and the widely popular, *Play to Learn*. His latest co-authored book with Robyn Defelice is *Microlearning: Short and Sweet*. Karl is author of ten LinkedIn Learning courses including "Learning How to Increase Learner Engagement" and has been a TEDx speaker. In 2019, he received the ATD Distinguished Contribution to Talent Development Award. The award is presented in recognition of an exceptional contribution that has had a sustained impact on field of the talent development. Karl's academic and practitioner work explores the research, theoretical foundations, and practical application of gamification, game-thinking, and activity-based learning to organizational performance issues. His goal is to help organizations create engaging learning experiences through intelligent, research-based application of instructional strategies and techniques. He shares his expertise and knowledge through consulting, workshops, and one-on-one mentoring with start-up firms, Fortune 100 companies, and various governmental agencies. Follow him on Twitter @kkapp or check out his website at www.karlkapp.com.

Abstract: Engaging learners is a difficult task. They are constantly confronted with distractions and demands on their time. So how can we create instruction that pulls learners into the content and helps them gain the knowledge required to be successful? How do we grab and hold a learner's attention? How do we motivate them to engage with the content we are teaching? There are techniques and factors that can be borrowed from games which are shown to influence the behavior of individuals. Incorporating these techniques and factors from games into learning is often called "gamification." This decidedly unacademic presentation will model using those technique to engage and educate the learners. Attendees will discover firsthand how research-based practices and game-thinking are used to engage learners, increase learning, and lead to performance driven results.

#326. Invited Symposium

4:00 PM–5:50 PM

Meeting Level 2; Room 253A-C

PCH

PSY/BACB/QABA/NASP CE Offered. CE Instructor: Ruth Anne Rehfeldt, Ph.D.

Ableism, Professional Growth, and the Task Force for Quality and Values-Based Applied Behavior Analysis Chair: Ruth Anne Rehfeldt (The Chicago School of Professional Psychology, Chicago)



Amy Gravino, MA, is an autism sexuality advocate and Relationship Coach in the Center for Adult Autism Services at Rutgers University. She is also the President of A.S.C.O.T Consulting, which offers autism consulting, college coaching, and mentoring services for organizations, schools, individuals on the autism spectrum, and their families. Amy is an international speaker who has given TED talks, spoken twice at the United Nations for World Autism Awareness Day, and presented worldwide to audiences on a variety of topics related to autism, with a dedicated special focus and research on the subject of autism and sexuality. Ms. Gravino obtained her masters degree in applied behavior analysis from Caldwell University in 2010 and currently serves on the Board of Directors of Specialisterne USA, Yes She Can, Inc. and the Golden Door International Film Festival of Jersey City, as well as the Scientific Advisory Board of Simons Foundation Powering Autism Research (SPARK). She is an award-winning writer whose work has been featured in Spectrum, the leading online news source for autism research, *Reader's Digest*, special education textbooks, and other outlets. Visit www.amygravino.com to learn more.

Abstract: As an Autistic adult and member of the ABAI Task Force for Quality and Values-Based ABA, I have had the opportunity to bring a unique perspective to the Task Force's work. My journey as a professional working in the field of ABA has dovetailed with my journey as a person on the autism spectrum understanding my own internalized ableism, and mention will be made of how each of these spheres work to inform the other. Emphasis will also be placed on the challenges faced as a member of the Task Force in overcoming the idea of my presence as an "other" in the group and the difficulties I experienced based on my own learning history. Engagement with and attitudes toward Autistic people influence the willingness of BCBAs to confront ableism and ultimately make changes to the culture of the field at large will be discussed. Examples of efforts that have been made to encourage dialogue between BCBAs and Autistic advocates will also be discussed, as well as the successes and limitations of these efforts.

Ableism: What's That Have To Do With Me? Some Reflections on a 50-Year Journey as a Behavior Analyst GORDON BOURLAND (Trinity Behavioral Associates)



Gordon Bourland completed his Ph.D. in general-experimental psychology at the University of Texas Arlington. Subsequently he was a postdoctoral fellow in behavioral psychology at the John F. Kennedy Institute (now Kennedy-Krieger Institute) of the Johns Hopkins University School of Medicine. He is a board certified behavior analyst-doctoral and a licensed behavior analyst in Texas. For over 40 years he has held a variety of clinical and administrative positions involving services for persons with a variety of needs in public and private settings, published a number of papers in behavior analytic journals, and participated in the editorial process for several professional journals. Currently, he is

the owner and principal in Trinity Behavioral Associates, providing behavior analytic services to persons across the age span with a variety of needs and diagnoses and in a variety of settings. He has been an active member of the Texas Association for Behavior Analysis (TxABA) for over 30 years. He has been a member of

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the organization's Executive Council and twice elected president of the TxABA. Dr. Bourland has been the initial President of the TxABA Public Policy Group, Past President of the group, and now is a member of the Advisory Committee. He has been actively involved in activities promoting public policies related to behavior analysis in Texas, primarily licensure of behavior analysts. Following establishment of behavior analyst licensure in Texas in 2017, Dr. Bourland was appointed and continues as Presiding Officer of the Texas Behavior Analysis Advisory Board. In addition, Dr. Bourland has been active in the Association for Behavior Analysis International (ABAI). In 1975, he attended the first convention of the Midwestern Association for Behavior Analysis that evolved into ABAI, with membership in the organization spanning over 40 years. His roles in ABAI include: Coordinator of the ABAI Affiliate Chapters Board from 2010–2016 and 2020–present; membership on the ABAI SIG Task Force; and Chair of the ABAI Licensing Committee that consults with ABAI Affiliate Chapters regarding licensure of behavior analysts.

Abstract: As a person identifying as a behavior analyst for over 50 years, I have observed from a behavior analytic perspective many changes in my behavior, the scope and sophistication of behavior analysis, and in society in the United States during the time of that journey. Sometimes those changes are obvious and recognition of them unavoidable; at other times, they are noticed after comments by others or after times of personal reflection. Mention will be made of some relevant substantial changes in behavior analysis and in society at large, as will changes in my personal perspective and practice as a behavior analyst during this 50-year journey. Particular emphasis will be given to changes in my personal and professional perspectives regarding persons said to have disabilities as well as persons whose behavior varies from what is commonly expected in society in the United States. One group of people regarding whom I have experienced and continue to experience changes in my perspective is the very homogeneous group of people identifying or identified as autistic. As a member of the ABAI Task Force for Quality and Values-Based ABA, my thinking and behavior regarding the latter people, including regarding ableism, have changed and continue to change at an accelerated rate. Instances of the latter set of changes will be discussed.

Coordinating, Collaborating, Leading, and Learning SUSAN WILCZYNSKI (Ball State University)



Susan Wilczynski is the Plassman Family Distinguished Professor of Special Education and Applied Behavior Analysis. Before joining the faculty at Ball State University (BSU), she served as the executive director of the National Autism Center where she chaired the National Standards Project, the most comprehensive systematic review of autism literature completed to date. She currently serves as the director of the Center for autism spectrum disorders at BSU.

She developed the first center-based treatment program in the state of Nebraska while on faculty at the University of Nebraska Medical Center and was the first female faculty member with a research lab in the psychology department at the University of Southern Mississippi. Wilczynski has edited multiple books and manuals on evidence-based practice and autism and has published scholarly works in the *Journal of Applied Behavior Analysis*, *Behavior Modification*, *Focus on Autism and Other Developmental Disabilities*, *Psychology in the Schools*, and *Education and Treatment of Children*. She is a licensed psychologist and a board-certified behavior analyst. Wilczynski won the 2011 Wing Institute Award for her contributions to evidence-based practice and autism and is currently the president of the special interest group on evidence-based practice of the Association of Behavior Analysis International.

Abstract: Given the purpose of applied behavior analysis is to use our technology and principles to lead to socially meaningful improvements in quality of life, we should all be concerned with how ableism influences the way we interact with disabled people. According to the BACB, most behavior analysts serve Autistic clients, and Autistic clients often receive a large number of service hours. The Task Force for Quality and Values-Based ABA was convened, in large part, to identify and address some of the concerns raised about ableism in the practice of ABA. The need to coordinate and collaborate with others with whom you share differences of opinion have served as a growth opportunity for all Task Force members. But growth is always accompanied by some level of pain, and my role in the Task Force is no exception. For example, my effort to lead gave me insights into the differences between impact and intention that can cause pain based on the point of view of Autistics and neurotypical behavior analysts. Learning more about professional actions, I have come to understand that I have historically caused harm when I thought I was creating good, which has been a painful revelation. Balancing the need to regularly dedicate time to examine our own ableist thinking and actions with the self-care that is needed to maintain a long-term commitment to changing ableism in our practice is challenging but critical for our success as a field.

#327. Paper Session

4:30 PM–4:55 PM
Meeting Level 2; Room 254B
AUT

Improving the Conversational Skills of Adolescents With Autism Using Individualized Peer-Mediated Strategies

Chair: Linda Bambara (Lehigh University)

Improving the Conversational Skills of Adolescents With Autism Using Individualized Peer-Mediated Strategies (Theory)

LINDA BAMBARA, Christine L. Cole, and Amanda Thomas (Lehigh University)

#328. Paper Session

4:30 PM–4:55 PM
Meeting Level 1; Room 153C
OBM

Behavioral Safety: The Requirements for a Successful Behavior-Based Safety Process

Chair: Fabio Tosolin (Association for the Advancement of Radical Behavior Analysis)

Behavioral Safety: The Requirements for a Successful B-BS Process (Theory)

FABIO TOSOLIN (Association for the Advancement of Radical Behavior Analysis)

#329. Paper Session

Supervision

5:00 PM–5:25 PM
Meeting Level 1; Room 153C
OBM

QUICK Responses for Reducing Misbehavior in Schools: An Organizational Behavior Management Toolbox for Behavior Analysts

Chair: Anika Costa (The Operant Teacher, LLC; National University)

QUICK Responses for Reducing Misbehavior in Schools: An Organizational Behavior Management Toolbox for Behavior Analysts (Service Delivery)

ANIKA COSTA (The Operant Teacher, LLC; National University) and Paul "Paulie" Gavoni (Professional Crisis Management Association)

#330. Paper Session

5:00 PM–5:25 PM
Meeting Level 1; Room 156B
PCH

The Absolute Beginnings of B. F. Skinner's Theory of Operant Behavior

Chair: Kristjan Gudmundsson (Reykjavik University)

The Absolute Beginnings of B. F. Skinner's Theory of Operant Behavior (Theory)

KRISTJAN GUDMUNDSSON (Reykjavik University)

#331. Symposium

5:00 PM–5:50 PM
Meeting Level 1; Room 154
AAB
BACB CE Offered. CE Instructor: Erica N. Feuerbacher, Ph.D.

Applications of Behavior Analysis for Modifying Equine Behavior

Chair: Erica N. Feuerbacher (Virginia Tech)

Graphing Biobehavioral Data in an Equine: Identification of Colic Episodes

CATHERINE KISHIEL and Timothy R. Vollmer (University of Florida)

Using Remote Feeders to Change Pasture Usage by Horses

REBECCA THOMPSON and Erica N. Feuerbacher (Virginia Tech)

Assessing Reinforcer Efficacy of Four Different Grains for Horses

JOANNA PLATZER and Erica N. Feuerbacher (Virginia Tech)

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#332. Symposium

5:00 PM–5:50 PM

Meeting Level 2; Room 254A

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Diana Parry-Cruwys, Ph.D.

Early Identification and Treatment of Autism Symptomatology in Infant Siblings

Chair: Diana Parry-Cruwys (Regis College)

Early Markers of Autism in Infant Siblings

KATHRYN COUGER (William James College) and Rebecca P. F. MacDonald (New England Center for Children)

Assessment and Treatment of Stereotypy in Infants at Risk of Autism Spectrum Disorders

MORGAN SCULLY and Rebecca P. F. MacDonald (New England Center for Children)

Treatment Outcomes for a Sibling Identified as Symptomatic for Autism at 8-Weeks Old

VICTORIA WEISSER and Rebecca P. F. MacDonald (New England Center for Children)

#333. Symposium

Ethics **DE**

5:00 PM–5:50 PM

Meeting Level 2; Room 258C

AUT/EDC; Applied Research

BACB CE Offered. CE Instructor: Dorothy Xuan Zhang, Ph.D.

Behavior Analysis and Cultural Competence: Bridging Knowledge and Practice

Chair: Dorothy Xuan Zhang (The Chicago School of Professional Psychology; George Mason University; ABA Professional Committee of China Association of Rehabilitation of Disabled Persons)

Cultural Competence Among Behavior Analysts

HENRY SESSANGA and Annette Griffith (The Chicago School of Professional Psychology), Dorothy Xuan Zhang (The Chicago School of Professional Psychology; George Mason University; ABA Professional Committee of China Association of Rehabilitation of Disabled Persons), Kasey Bedard (The Chicago School of Professional Psychology)

From Conceptualization to Empirical Support: A Training Method for Culturally Sensitive Supervision

MELISSA HUNSINGER-HARRIS (Bay Path University), Dorothy Xuan Zhang (The Chicago School of Professional Psychology; George Mason University; ABA Professional Committee of China Association of Rehabilitation of Disabled Persons), Chrystal Jansz Rieken (The Chicago School of Professional Psychology), and Walter Chung (Eastern University)

Culture Export: From a School's Success to Another

Bijun Wang, Fan-Yu Lin, and JIAXIAO LEE (ALSOLIFE Academy)

#334. Symposium

5:00 PM–5:50 PM

Meeting Level 2; Room 257B

AUT/VRB; Applied Research

BACB CE Offered. CE Instructor: Kerri P. Peters, Ph.D.

Evaluations of Emerging Verbal Skills in Children With or At Risk of Autism Spectrum Disorder

Chair: Kerri P. Peters (University of Florida)

Teaching an Infant to Mand for Help

CIOBHA ANNE MCKEOWN (University of Florida); Carley Smith and Domenic Inskip (University of Florida; Florida Autism Center); and Lindsay Lloveras, Timothy R. Vollmer, and Kerri P. Peters (University of Florida)

Further Evaluations of Icon Discrimination During Use of Speech-Generating Devices

JANELLE KIRSTIE BACOTTI and Audrey Milam (University of Florida), Yanelle Soto (Florida Autism Center), Brandon C. Perez (Trinity Christian College), and Ciobha Anne McKeown and Timothy R. Vollmer (University of Florida)

Emergence of Untrained Language in Children With Autism Who Use Speech Generating Devices

VIDESHA MARYA (Endicott College; Village Autism Center), Alicia Seng (May Institute), Haley Blake (Village Autism Center), Samuel Shvarts (May Institute), Dominic Padgett (Village Autism Center), John Patrick Pruett (May Institute), Caitlin H. Delfs (Village Autism Center), and Alice Shillingsburg (May Institute)

#335. Symposium

5:00 PM–5:50 PM

Meeting Level 2; Room 258B

AUT

BACB CE Offered. CE Instructor: Christopher Miyake, M.Ed.

Supporting Meaningful Outcomes for Families Through Intervention on the Concept of Privacy

Chair: Leah Hirschfeld (Center for Autism and Related Disorders)

Identifying Caregiver Priorities and Planning to Meet Their Needs

LEAH HIRSCHFELD, Jennifer Yakos, Karen Nohelty, and Cecilia Knight (Center for Autism and Related Disorders)

Using Discrete Trial Training to Teach Autistic Individuals/Individuals With Autism the Difference Between Public and Private Behaviors

CASEY BRADFORD, Karen Nohelty, and Esther Hong (Center for Autism and Related Disorders) and Elizabeth Meshes (The Chicago School of Professional Psychology at Los Angeles)

Social Validity Measures Applied to Teaching Privacy

CHRISTOPHER MIYAKE, Casey Bradford, Karen Nohelty, and Esther Hong (Center for Autism and Related Disorders)

#336. Panel Discussion

Ethics

5:00 PM–5:50 PM

Meeting Level 2; Room 258A

AUT; Service Delivery

BACB CE Offered. CE Instructor: Candice Colón, Ph.D.

There Is No Right Way to Say Goodbye: An Overview of Training and Resources to Support Clinician's in the Discharge Process

Chair: Candice Colón (LEARN)

ADRIANA (ADIE) ANDERSON (LEARN Behavioral)

MELISSA SABLE (Autism Spectrum Therapies)

JACOB KENNETH DAPONTE (Behavioral Health Works)

#337. Symposium

5:00 PM–5:50 PM

Meeting Level 1; Room 103

CBM

BACB CE Offered. CE Instructor: Nichole D. Collins, M.S.

We Are in This Together: Applications of Applied Behavior Strategies in Collaboration of Adults With Acquired Brain Injury

Chair: Nichole D. Collins (CCSN Behavioral Health)

Listen to Me: Using Functional Behavior Assessment to Understand the Behavior of Adults With Brain Injury

PAIGE ALANA IVERSON (CCSN Behavioral Health; Southern Connecticut State University), Nichole D. Collins (CCSN Behavioral Health), Mark J. Palmieri (Center for Children with Special Needs), Kristen Powers (Center for Children with Special Needs), and Kaitlin Rose Scanlon Crowe (CCSN Behavioral Health)

This Is My Life: Learning to Speak Up for Yourself Again

KRISTEN POWERS (Center for Children with Special Needs), Nichole D. Collins (CCSN Behavioral Health), Paige Alana Iverson (CCSN Behavioral Health; Southern Connecticut State University), Mark J. Palmieri (Center for Children with Special Needs), and Kaitlin Rose Scanlon Crowe (CCSN Behavioral Health; University of Kansas)

Improving Outcomes for People With a Brain Injury Using Structured Treatment Sessions

KAITLIN ROSE SCANLON CROWE and Nichole D. Collins (CCSN Behavioral Health), Paige Alana Iverson (CCSN Behavioral Health; Southern Connecticut State University), and Mark J. Palmieri and Kristen Powers (Center for Children with Special Needs)

Sunday, May 29

#338. Symposium



5:00 PM–5:50 PM

Meeting Level 1; Room 156A

CSS/VRB; Applied Research

BACB CE Offered. CE Instructor: Albert Malkin, M.S.

It's Getting Hot in Here: Individual Behavior Change Related to Climate

Chair: Kaylee Liley (Missouri State University)

Discussant: Albert Malkin (Southern Illinois University; Western University)

Things Are Heating Up: Influencing Consumer Behavior to Combat Global Warming

MEREDITH MATTHEWS, Jordan Belisle, and Lauren Rose Hutchison (Missouri State University)

Flight or Fight? Exploring the Relationship Between Pro-Climate Behavior, Climate Anxiety, and Psychological Flexibility

LAUREN ROSE HUTCHISON, Meredith Matthews, and Jordan Belisle (Missouri State University)

#339. Symposium

5:00 PM–5:50 PM

Meeting Level 2; Room 251

DDA/VRB; Applied Research

BACB CE Offered. CE Instructor: Amarie Carnett, Ph.D.

Assessment and Treatment Considerations for Children With Developmental Disabilities Who Are Candidates for Augmentative and Alternative Communication Systems

Chair: Sarah Grace Hansen (Georgia State University)

Discussant: Einar T. Ingvarsson (Virginia Institute of Autism)

A Preliminary Decision-Making Framework and Assessment for Selecting an Augmentative and Alternative Communication Modality

AMARIE CARNETT (Victoria University of Wellington) and Leslie Neely (The University of Texas at San Antonio)

Augmented and Alternative Communication Modalities and Spontaneous Vocal Speech: A Systematic Review and Analysis

JESSICA DEMARCO, Sarah Grace Hansen, and Daniel E. Conine (Georgia State University)

#340. Panel Discussion

5:00 PM–5:50 PM

Meeting Level 2; Room 252A

DDA; Service Delivery

BACB CE Offered. CE Instructor: Amanda P. Laprime, Ph.D.

Bridging Transition Gaps: Best Practice Model to Ensure Health, Independence, and Happiness for Adults With Intellectual and Developmental Disabilities

Chair: Amanda P. Laprime (University of Rochester Medical Center)

JOSEPH D. DRACOBLY (University of North Texas)

JENNIFER MORRISON-DIALLO (Kings County Hospital Center)

JULIE ROBYN RUSSELL (Brooklyn Autism Center)

#341. Symposium

5:00 PM–5:50 PM

Meeting Level 1; Room 152

EAB/PCH; Basic Research

BACB CE Offered. CE Instructor: Matthew Lewon, Ph.D.

What You See Is Not All There Is: History Effects in Learning, Relapse, and Choice

Chair: Matthew Lewon (University of Nevada, Reno)

A Partial Reinforcement Extinction Effect in Conditioned Taste Aversion Learning in Rats

NOELLE MICHAUD and Mark E. Bouton (University of Vermont)

Successive Incentive Contrast Influences Loss Aversion

ERIC A. THRAILKILL and Julian Kafka (University of Vermont)

Motivational and Discriminative Factors in Relapse

MATTHEW LEWON (University of Nevada, Reno)

#342. Symposium

5:00 PM–5:50 PM
Meeting Level 1; Room 153A
EAB

Implications for Behavior Analysis in Cyber/Online Behaviors

Chair: Paul Romanowich (Gonzaga University)

A Preliminary Functional Assessment of Internet Use

ELIZABETH KYONKA, Andrea Lumabas, Rinisha Naidu, and Ezekiel Torres (California State University, East Bay)

Social Discounting in Bystanders' Helping Cyberbullying Victims

YUSUKE HAYASHI (Pennsylvania State University, Hazleton)

The Relationship Between Social Discounting for Personal Information and Cybersecurity Behaviors

PAUL ROMANOWICH (Gonzaga University)

#343. Symposium

Ethics **DE**

5:00 PM–5:50 PM
Meeting Level 2; Room 205B
EDC/CSS; Service Delivery
BACB CE Offered. CE Instructor: Noor Younus Syed, Ph.D.

Organizational Cultural Change Begins With Partnership: Lessons Learned in Building Diverse, Inclusive, and Equitable Higher Education Programs

Chair: Elizabeth Hughes Fong (Pepperdine University)

Initiatives to Address Diversity, Equity, and Inclusion Within a Higher Education Applied Behavior Analysis Department

JENNIFER LYNN HILTON (Endicott College); Noor Younus Syed (SUNY Empire State College; Anderson Center International; Endicott College); Mary Jane Weiss, Lisa Tereshko, and Videsha Marya (Endicott College); Kimberly Marshall (Endicott College; Center for Children with Special Needs); and Ksenia Gatzunis and Christen Russell (Endicott College)

Building a Neurodiverse Inclusive College: An Autistic and Behavior Analytic Partnership

NOOR YOUNUS SYED (SUNY Empire State College; Anderson Center International; Endicott College) and Lauren Lestremay Allen (SUNY Empire State)

#344. Panel Discussion

5:00 PM–5:50 PM
Meeting Level 1; Room 153B
OBM; Service Delivery
BACB CE Offered. CE Instructor: Coby J. Lund, Ph.D.

Achieving Profitability With Clinical Quality in the Challenging World of Applied Behavior Analysis Services

Chair: Coby J. Lund (Kadiant)

WILLIAM TIM COURTNEY (BrightKyte; OneHorizon Health)
DOUGLAS MOES (STAR of CA; The Stepping Stones Group)
ROHIT VERMA (Kadiant)

#345. Invited Presenter

Ethics

5:00 PM–5:50 PM
Meeting Level 1; Room 151A/B
OBM; Service Delivery
BACB/QABA CE Offered. CE Instructor: Alicia M. Alvero

Using Organizational Behavior Management to Develop Ethical and Effective Leaders and Supervisors

Chair: Byron J. Wine (The Faison Center; University of Virginia)

ALICIA ALVERO (Queens College, City University of New York)



Alicia M. Alvero is the Associate Provost for Academic and Faculty Affairs at Queens College, City University of New York. She began her academic career at Queens College in 2003 as a professor of Organizational Behavior Management and she helped streamline workflow within the Department of Psychology to increase the efficiency and effectiveness of processes affecting students, staff, and faculty. She received her BA in psychology from Florida International University, her MA in Industrial-Organizational Psychology and her Ph.D. in applied behavior analysis from

Western Michigan University (WMU). Dr. Alvero was awarded the prestigious Ford Foundation Fellowship while at WMU for her research in behavioral safety and the effects of safety observations. She has extensive experience teaching leaders across a number of domains, including human service agencies and higher education, how to utilize OBM to help solve organizational challenges and strengthen their leadership skills. She has published in various journals including the *Journal of Applied Behavior Analysis*, *Journal of Organizational Behavior Management*, *Journal of the Experimental Analysis of Behavior*, *Behavior Analysis in Practice*, *Journal of Autism and Developmental Disorders*, and *Assessment & Evaluation in Higher Education* and has served on several editorial boards. Dr. Alvero has been an invited speaker across the country and serves as an organizational consultant in the areas of training, leadership, and performance management.

Abstract: "ABA techniques can be used to improve and target specific behavior." Most would agree that this is a common statement among ABA practitioners. It often triggers thoughts of therapists and clients or classrooms and teachers—but the same exact statement can be used to describe the practice of OBM in organizations including the human service industry. This presentation will explore ways in which ABA techniques can improve ethical and effective leadership behaviors. It will also explore why it is critical for leaders and OBM practitioners to practice what they preach. Topics such as feedback, performance evaluation, training, and creating an ethical culture will be explored.

#346. Invited Presenter

5:00 PM–5:50 PM

Ballroom Level 3; Ballroom East/West

PRA; Theory

PSY/BACB/NASP CE Offered. CE Instructor: Janet S. Twyman, Ph.D.

Don Baer Lecture: The Current Future of Behavior Analysis in Educational Settings

Chair: Susan Wilczynski (Ball State University)

JANET S. TWYMAN (blast)



Dr. Janet Twyman is an educator, instructional designer, and founder of blast: A Learning Sciences Company. Always passionate about education, Janet has been a pre-school and public school teacher, administrator, researcher, and university professor. She currently holds a faculty appointment as associate professor of pediatrics at the University of Massachusetts Medical School, and formerly served as director of Innovation and Technology for the U.S. Department of Education-funded Center on Innovations in Learning, and as vice president of Instructional Development, Research, & Implementation at Headsprout. Her numerous articles, book chapters, and presentations address behavior analysis, instructional design, technology, and educational systems, and include co-editing books on educational innovation, personalized learning, and equity. She has presented to and worked with education systems, organizations, and institutions over 60 states and countries, including speaking about technologies for diverse learners and settings at the United Nations. In 2007–08 she served as the president of the Association for Behavior Analysis and in 2014 was named an ABAI Fellow. For her distinguished contributions to educational research and practice she received the 2015 Wing Award for Evidence-Based Education and the 2017 American Psychological Association Division 25 Fred S. Keller Behavioral Education Award.

Abstract: In his 1988 chapter of a similar name, Don Baer described the then-current accomplishments of behavior-analytic approaches to public education. These included the ability to transform student and teacher behavior and refine curriculum; however, rather than offer a laundry list of the ways behavior analysis has and could improve education, he instead reiterated the question he and Don Bushell asked seven years earlier: "Why hasn't behavior analysis done more?" Despite their incisive analysis of the school as an organization and the environment and cultural implications of change, almost 40 years later behavior analysts continue to lament a lack of widespread acceptance and use of behavior analysis in education. Perhaps our collective lamenting is misplaced. Perhaps behavior analysis is more pervasive in schools than we recognize. Perhaps we could do more by analyzing a network of contingencies—not just of education systems but of our own approaches. By fusing contingency analyses, education, and technologies (tools and processes), the current and future opportunities for behavior analysts are limitless.

#347. Symposium

Ethics

5:00 PM–5:50 PM

Meeting Level 2; Room 203

TBA/PCH; Theory

BACB CE Offered. CE Instructor: Audrey N. Hoffmann, Ph.D.

Ethical Behavior Analysis: A Guide to Being an Evidence Based Practitioner

Chair: Audrey N. Hoffmann (Utah Behavior Services)

An Introduction to Engaging in Evidence-Based Practice

BETHANY P. CONTRERAS YOUNG (University of Nevada, Reno) and Audrey N. Hoffmann and Timothy A. Slocum (Utah State University)

Evidence-Based Practice as a Framework for Training Novice Behavior Analysts

AUDREY N. HOFFMANN (Utah Behavior Services)

Challenges of Evidence-Based Practice in Clinical Practice

S. SHANUN KUNNAVATANA (Easterseals UCP North Carolina & Virginia)

#348. Panel Discussion

Professional Development Series

5:00 PM–5:50 PM

Meeting Level 2; Room 204A/B

TBA; Service Delivery

Effective Practices for Developing and Maintaining Time-Management and Productive Behavior

Chair: Allyson R Salzer (University of Kansas)

MARIA E. MALOTT (Association for Behavior Analysis International)

CLAIRE ST. PETER (West Virginia University)

JUSTIN CHARLES STRICKLAND (Johns Hopkins University School of Medicine)

#349. Symposium

5:00 PM–6:50 PM

Meeting Level 2; Room 256

AUT/EDC; Applied Research

BACB CE Offered. CE Instructor: Jeanne M. Donaldson, Ph.D.

Advances in Skill Acquisition Research

Chair: Aparna Naresh (Teachers College, Columbia University)

Discussant: Jeanne M. Donaldson (Louisiana State University)

A Comparison of Fixed and Repetitive Models to Teach Object Imitation to Children With Autism

ELIZABETH J. PREAS (University of Nebraska Medical Center), Mary Halbur and Regina A. Carroll (University of Nebraska Medical Center Munroe-Meyer Institute), Madison Judkins (University of Nebraska-Medical Center), and Catalina Rey and Mikayla Crawford (University of Nebraska Medical Center's Munroe-Meyer Institute)

Promoting Play Skills in Children With Autism Spectrum Disorder Using Instructive Feedback via Telehealth

SOFIA MORTON (Caldwell University), Alexandra Marie Campanaro (May Institute), Jason C. Vladescu and Tina Sidener (Caldwell University), and Craig H. Domanski (DATA Group Central)

An Evaluation of Antecedent-Specific Consequences in Early Intervention Procedures

DELANIE FETZNER and Tom Cariveau (University of North Carolina Wilmington)

Units of Analysis in Acquisition-Performance Criteria for "Mastery:" A Systematic Replication

KRISTINA WONG (Columbia University) and Daniel Mark Fienup (Teachers College, Columbia University)

#350. Symposium

5:00 PM–6:50 PM

Meeting Level 1; Room 156C

PCH

PSY/BACB CE Offered. CE Instructor: Cynthia M. Anderson, Ph.D.

Is There a Place for Qualitative Methods in the Science and Practice of Behavior Analysis?

Chair: Deborah A. Napolitano (Daemen College)

Discussant: Cynthia M. Anderson (May Institute)

Exploring the Use of Qualitative Measures to Assess Social Validity in Behavior-Analytic Research

KATHRYN PROCKNAL and Deborah A. Napolitano (Daemen College)

New York's Successful Transition to Employment Partnership: The Use of Qualitative Methods to Improve Interventions and Services for Adults With Disabilities

KAITLYN JACKSON (Strong Center for Developmental Disabilities, University of Rochester Medical Center) and Suzannah J. Iadarola, Sarah Farash, Mariela Leon-Thomas, and Jeiri Flores (University of Rochester Medical Center)

Exploring Barriers and Facilitators to Accessing Behavioral Parent Training in Rural Appalachia

Ryan Martin, KAITLIN GOULD, and Cynthia M. Anderson (May Institute)

Using Qualitative Methods to Inform Development of Class-Wide Behavioral Interventions for Students With Emotional Disabilities

ROSE IOVANNONE (University of South Florida, College of Behavioral and Community Sciences) and Kimberly Crosland (University of South Florida)

Sunday, May 29

#351. Symposium

5:00 PM–6:50 PM

Meeting Level 2; Room 255

VRB/PCH; Applied Research

BACB CE Offered. CE Instructor: Julie M. Dunbar, M.S.

Complex Overt and Covert Behavior

Chair: Julie M. Dunbar (New England Center for Children)

Discussant: David C. Palmer (Smith College)

Gestures: The Forgotten Verbal Behavior

GANNA BARTASHEVA, April N. Kisamore, and Lauren K. Schnell (Hunter College, City University of New York) and Sharon A. Reeve (Caldwell University)

The Role of Bidirectional Naming in the Emergence of Analogical Relations in Children

TATIANA ZHIRNOVA, Vanessa N. Lee, and Caio F. Miguel (California State University, Sacramento)

Effects of Visual Imaging Training and Visual Prompts on Intraverbal Categorization With Children With Autism

MELANIE MCCARTHY-PEPIN (Simmons University; Behavioral Connections) and Judah B. Axe (Simmons University)

Review of Methods for Conducting Research on Covert Events

JULIE M. DUNBAR and Jason C. Bourret (New England Center for Children)

#352. Paper Session

5:30 PM–5:55 PM

Meeting Level 1; Room 156B

PCH

Expanding Behavior Analysis to Criminal Investigations

Chair: Kodey Lai (ASU ABA MS Grad Program)

Expanding Behavior Analysis to Criminal Investigations (Theory)

KODEY LAI (Arizona State University)

#353. Paper Session

Ethics **DE**

6:00 PM–6:25 PM

Meeting Level 1; Room 156B

PCH

Analysis of the Acquisition of Cultural Biases and Cultural Humility

Chair: Somchart Sakulkoo (The Chicago School of Professional Psychology)

Analysis of the Acquisition of Cultural Biases and Cultural Humility (Service Delivery)

SOMCHART SAKULKOO (The Chicago School of Professional Psychology)

#354. Symposium

DE

6:00 PM–6:50 PM

Meeting Level 2; Room 254A

AUT/EDC; Applied Research

BACB CE Offered. CE Instructor: Courtney Butler, M.S.

Evaluation of Social and Academic Supports for College Students With Autism Spectrum Disorder

Chair: Courtney Butler (Rutgers University)

Evaluating Behavioral Skills Training to Decrease Interfering Behavior and Increase Adaptive Behavior With Individuals With Autism Spectrum Disorder

STEPHANIE A. CONTRUCCI KUHN (Western Connecticut State University)

Teaching Peer Mentors to Build Rapport and Support College Students With Autism Spectrum Disorder

WILLIAMS ADOLFO ESPERICUETA LUNA (University of Florida) and Samantha Bergmann and Karen A. Toussaint (University of North Texas)

Increasing Engagement in Virtual Academic Coaching Sessions in University Students With Autism Spectrum Disorder

FAARIHA FAHEEM (Rutgers University)

#355. Panel Discussion

6:00 PM–6:50 PM
Meeting Level 2; Room 258A
AUT; Service Delivery
BACB CE Offered. CE Instructor: Ashley Williams, Ph.D.

Is That Legal? Empowering Behavior Analysts to Use Mental Health Parity Law to Preserve Best Practices in Applied Behavior Analysis

Chair: Julie Kornack (Center for Autism and Related Disorders)

ASHLEY WILLIAMS (LEARN; BCI)
HANNA C. RUE (LEARN Behavioral)
ANNA BULLARD (Behavioral Health Center of Excellence)

#356. Symposium

6:00 PM–6:50 PM
Meeting Level 2; Room 257B
AUT/DDA; Applied Research

Using Literature Review and Surveys to Identify Clinical Practice and Areas for Future Research on Feeding Therapy and the High-Probability Instructional Sequence

Chair: Ariadna Martinez (University of South Florida)

Reporting of Setting and Resources in the Treatment of Pediatric Feeding Disorders: Review and Recommendations

EMMA GRAUERHOLZ-FISHER (Salve Regina University), and Vivian F. Ibanez, Angie Van Arsdale, and Timothy R. Vollmer (University of Florida)

A Survey of Clinical Pediatric Feeding Practices Among Behavior Analysts

RONALD J. CLARK and David A. Wilder (Florida Institute of Technology) and Aaron D. Lesser (Kennedy Krieger Institute, Johns Hopkins University School of Medicine)

Survey Study on Current Practices Designing and Implementing High-Probability Instructional Sequences

AMALIX FLORES and Catia Cividini-Motta (University of South Florida)

#357. Symposium

6:00 PM–6:50 PM
Meeting Level 2; Room 258B
AUT/CBM; Applied Research
BACB CE Offered. CE Instructor: John M. Guercio, Ph.D.

Have We Forgotten Our Roots? Applied Behavior Analysis and the Assessment and Treatment of Significant Behavioral Challenges in Adults With Autism and other Intellectual Disabilities

Chair: Jennifer Rebecca Weyman (University of Missouri)

Looking Back and Looking Ahead: The Broadening of the Construct of Autism in the Form of the *Diagnostic and Statistical Manual (DSM-5)* Criteria for Autism Spectrum Disorder

KELLY MCKINNON-BERMINGHAM (The Center for Autism & Neurodevelopmental Disorders)

The Assessment of Adult Core Competencies: Teaching Skills to Adults With Autism and Severe Behavioral Challenges

JOHN M. GUERCIO (Benchmark Human Services)

Happy, Relaxed, and Engaged When Discussing Severe Challenging Behavior: Creating a New Comprehensive, Evidence-Based Treatment and Teaching Model to Deliver Essential Outcomes

ERIK JACOBSON (Upstate Cerebral Palsy)

#358. Panel Discussion

6:00 PM–6:50 PM
Meeting Level 2; Room 258C
AUT; Service Delivery
BACB CE Offered. CE Instructor: Christina M King, Ph.D.

Sex Education: A Proactive Approach

Chair: Juliya Krasnopolsky (RCS Learning Center)

JACQUELINE ADAMS (RCS Learning Center)
CHRISTINA M. KING (Simmons University)
ERIN KOSTIGEN (RCS Learning Center; Northeastern University)

#359. Symposium

6:00 PM–6:50 PM
Meeting Level 1; Room 154
BPN/PCH; Theory

Bridging Two Worlds: Radical Behaviorist Approaches to Investigating the Role of Brain Systems in Behavior

Chair: April M. Becker (University of North Texas; University of Texas Southwestern Medical Center)

Addressing Stroke Recovery: With Dopaminergic Manipulations in a Radical Behaviorist Framework

JARED T. ARMISHAW (University of North Texas) and April M. Becker (University of North Texas; University of Texas Southwestern Medical Center)

Contributions of the Basal Forebrain to Conditioning

GRAYSON BUTCHER (University of North Texas) and April M. Becker (University of North Texas; University of Texas Southwestern Medical Center)

Oxytocin and Social Consequences

CARLOS LOPEZ (University of North Texas) and April M. Becker (University of North Texas; University of Texas Southwestern Medical Center)

#360. Symposium



6:00 PM–6:50 PM
Meeting Level 1; Room 156A
CSS/VRB; Applied Research
BACB CE Offered. CE Instructor: Noor Younus Syed, M.Ed.

Social Justice and Verbal Behavior: Evaluating Effects of Empathy Training and Exploring Connections Between Anti-Islamic Incidents and Verbal Behavior

Chair: Natalie Driscoll (Endicott College; Seven Hills Foundation)

Discussant: Noor Younus Syed (SUNY Empire State College; Anderson Center International; Endicott College)

An Evaluation of the Effects of Empathy Training on Racial Bias

VICTORIA DANIELA CASTILLO (Endicott College)

Islamophobia: Using Data Science to Explore Connections Between Anti-Islamic Incidents and Verbal Behavior on Twitter

ASIM JAVED (Endicott College)

#361. Symposium

6:00 PM–6:50 PM
Meeting Level 2; Room 252A
DDA
BACB CE Offered. CE Instructor: Jessica Lynn Amador, M.A.

Using Behavior Analytic Strategies to Promote Safety Skills

Chair: Jessica Lynn Amador (Caldwell University)

Assessing a Video Prompting Procedure to Teach First Aid to Children With Intellectual and Developmental Disabilities

BRITTNEY MATHURA SURESHKUMAR and Kimberley L. M. Zonneveld (Brock University)

Abduction and Sexual Abuse Prevention by Individuals With Developmental Disabilities: A Review of the Literature

MELINA MOREL, Ruth M. DeBar, Jason C. Vladescu, and Sharon A. Reeve (Caldwell University)

Evaluating the Effects of Remote Behavioral Skills Training and In Situ Training on Response to Bullying

EMILY M. HERNDON, Gabrielle Ruby, and Jessica Foster Juanico (University of Kansas)

#362. Symposium

6:00 PM–6:50 PM
Meeting Level 2; Room 251
DDA/AUT; Applied Research
BACB CE Offered. CE Instructor: Joshua Jessel, Ph.D.

Evaluating Practical and Pragmatic Goals in Assessment and Treatment of Problem Behavior

Chair: Joshua Jessel (Queens College, City University of New York)

Comparison of the Performance-Based and Full IISCA With Function-Based Treatment Validation

TESS FRUCHTMAN, Joshua Jessel, Natasha Raghunauth-Zaman, and Aaron Leyman (Queens College, City University of New York)

An Introduction to Various Models of the Interview-Informed Synthesized Contingency Analysis
THERESA FIANI (FTF Behavioral Consulting), Joshua Jessel (Queens College, City University of New York), and Catherine E Jessel (Long Island ABA; FTF Behavioral Consulting)

On the Longevity of Behavioral Interventions for Challenging Behavior: A Brief Review
VICTORIA SCOTT and Valdeep Saini (Brock University), Louis Paul Alexander Busch (Centre for Addictions and Mental Health), and Nora Solomon (George Brown College)

#363. B. F. Skinner Lecture Series

6:00 PM–6:50 PM

Meeting Level 2; Room 203

EDC; Service Delivery

PSY/BACB/NASP CE Offered. CE Instructor: Linda Reddy, Ph.D.

Supporting Educator Effectiveness: Measurement, Coaching, and Technology

Chair: Renee Hawkins (University of Cincinnati)

LINDA REDDY (Rutgers University)



Linda A. Reddy, Ph.D., is a professor of school psychology and assistant to the dean for Research and Innovations at Rutgers University who is passionate about helping schools maximize educator effectiveness and student success. She received her Ph.D. in school psychology from the University of Arizona and has published over 140 peer-reviewed publications and six books on coaching, school/classroom assessment, teacher effectiveness, disruptive behaviors, and educational technology. Her work has received awards and has been funded (over 60 million dollars) by the U.S. Department of Education, Institute of Education Sciences, Office of Special Education Programs, Office of Innovation and Improvement through Teacher Quality Programs, and private foundations. Dr. Reddy is a Fellow of the American Psychological Association, Fellow of the American Educational Research Association, and inducted member of the Society for the Study of School Psychology. Dr. Reddy has held numerous national leadership roles (e.g., President of APA Division 16 School Psychology, member of APA Board of Professional Affairs, APA Council Representative, APA Task Force for Violence Against Teachers). She is a licensed psychologist and nationally certified school psychologist. Most importantly, she is a proud mother of twin daughters, avid runner, hiker, and alpine skier who lives in New Jersey.

Abstract: Professional development resources for educators that are highly reliable, valid, and practical for routine educational practices are warranted. Evidence-based resources are particularly needed for teachers and paraprofessionals who work in high-poverty schools, as they experience higher rates of stress and turnover, as well as rates for classroom disruptive behaviors approximately three times higher than national averages. Dr. Reddy presents the development of new assessments and coaching models designed to support teacher and paraprofessional instructional and behavior management practices that maximize student learning and behavior. Specifically, she will describe the theory, reliability, and validity of the Classroom Strategies Assessment System, a multi-method teacher assessment designed to measure empirically-supported instructional and behavior management practices. Dr. Reddy presents the theory and evidence of new data-driven coaching models, Classroom Strategies Coaching for Teachers and Behavior Support Coaching for Paraprofessionals supported by four randomized controlled trials conducted in diverse school settings.

#364. Panel Discussion

6:00 PM–6:50 PM

Meeting Level 1; Room 153C

OBM; Service Delivery

BACB CE Offered. CE Instructor: Shannon Biagi, M.S.

Post-Supervisory Mentorship: Essential Organizational Behavior Management Repertoires from the Mentee Perspective

Chair: Shannon Biagi (Chief Motivating Officers; University of West Florida)

RONALD DRUMMOND (Anne Arundel County Public Schools)

STACEY COOMBES (Pepperdine University)

MELANIE CERONE (Cerone Behavior Consulting)

6:00 PM–6:50 PM

Ballroom Level 3; Ballroom East/West

PRA; Theory

PSY/BACB CE Offered. CE Instructor: Evette Arlene Simmons-Reed, Ph.D.

Ableism and Apple Pie: Disrupting Majority Culture Assimilation in the Practice of Behavior Analysis

Chair: Susan Wilczynski (Ball State University)

EVETTE ARLENE SIMMONS-REED (Ball State University)



Dr. Evette Simmons-Reed is an assistant professor in the applied behavior analysis graduate program in the Department of Special education at Ball State University. She was the 2019 president of the Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL) for the Council for Exceptional Children (CEC). Dr. Simmons-Reed is the program manager for the Disability in Postsecondary Settings Graduate Certificate Program with and Emphasis in Autism, and the director and co-founder of the CAPS2 Mentor Program for Autistic College Students at the Ball State Center for Autism Spectrum Disorder (CASD). She was a special education teacher in Columbus City Schools from 1994 through 1998, before returning to school full-time to pursue her master's. From 2001 through 2011, she served in multiple academic and vocational positions at the Ohio State School for the Blind, where in 2007 she was one of the recipients of the National Teaching Award from DCDT. Prior to joining the faculty at BSU, she was the Program Manager in the Special Education and Transition Department at The Ohio State University Nisonger Center, a University Center of Excellence on Developmental Disabilities (UCEDD). Dr. Simmons-Reed obtained her Ph.D. in special education and applied behavior analysis from The Ohio State University in 2013. As a tenure track faculty member at BSU, her research and expertise focus on mentoring, improving diversity, equity, and inclusion in and outside the classroom for Black children in particular, and children and youth with disabilities in general. Currently, her major research projects involve developing a family- and student-centered model program that leverage campus resources to increase access, persistence, and graduation of autistic college students. Other research projects involve improving the diversity and inclusion of students with disabilities in higher education settings including: developing curricula connecting majors and careers; implementing the Self-Determined Learning Model of Instruction and Goal Attainment Scaling (GAS); and to facilitate mastery and utilization of academic, personal, and social skills for college students on the autism spectrum. In addition, she is also interested in increasing cultural competence in teacher education programs, improving clinical practices for culturally and linguistically diverse students, and examining the intersections of race, ability, and gender on student and faculty retention.

Abstract: Although not as tasty, ableism is as American as apple pie and is rooted in majority culture identities. Ableism is defined as a pervasive system that oppresses people with differing abilities while privileging people who are labeled as able-bodied. Majority culture refers to the ways in which those in power used the concept of race to create whiteness and a hierarchy of racialized value in order to disconnect and divide white people from Blacks, Indigenous, and other people of color, as well as define who is normal or abnormal (Tema Okun, 2021). The practice of applied behavior analysis inherently operates to perpetuate three main dimensions of ableism and privilege in which we operate to make those with the differing abilities account for their differences, treat them as being less than, and measure our success on the extent to which the targeted behaviors fall in the "normal range." The presentation will discuss the Ethical Code for Behavior Analysts, the imperfections of ethical guidelines, and the need for ethical and cultural competencies. Specifically, using examples of real-world behavior plans, publications, and the Ethical Code for Behavior Analysts, I will identify examples of ableism and bias attitudes and provide support for the need for development of ethical and cultural competencies for behavior analysts.

#366. Symposium**Ethics**

6:00 PM–6:50 PM

Meeting Level 2; Room 204A/B

TBA/EDC; Applied Research

BACB CE Offered. CE Instructor: Jessica Rohrer, Ph.D.

Teaching Clinical Decision-Making: Instructing Graduate Students in Collaborative and Ethical Decision Making Skills

Chair: Jessica Rohrer (Endicott College; Center for Children with Special Needs)

Implementing a Training Package to Instruct Aspiring Supervisors to Train Evaluation of Ethical Scenarios

JESSICA PIAZZA (Endicott College)

Teaching Graduate Students to Translate Nonbehavioral Treatments into Behavioral Principles

KRISTIN BOWMAN (Endicott College)

Practice Makes Progress: Evaluating Ethics Instruction Using Competency-Based Assessments

CHRISTEN RUSSELL (Endicott College)

#367. Paper Session

6:30 PM–6:55 PM
Meeting Level 1; Room 156B
PCH

Derived Transformation of Fear and Avoidance Functions: A Literature Review

Chair: Rodrigo Vianna de Almeida (University of Ulster)

Derived Transformation of Fear and Avoidance Functions: A Literature Review (Theory)

RODRIGO VIANNA DE ALMEIDA and Dermot Barnes-Holmes (Ulster University)

#368. Business Meeting

7:00 PM–7:50 PM
Meeting Level 1; Room 103

Speech Pathology Applied Behavior Analysis (SPABA) Special Interest Group Annual Business Meeting and Grant Award Presentation

Chair: Nikia Dower (Dower and Associates, Inc.)

The Speech Pathology Applied Behavior Analysis (SPABA) Special Interest Group business meeting is open to anyone interested in promoting a behavioral approach to the analysis and treatment of speech and language disorders. Admission is free and membership in the SIG is not required in order to attend. The meeting will consist of member reports on SIG mission-related activities and invited presentations of professional interest to attendees. An abstract of each of the SPABA award winner's submissions for the Giri Hegde Student Research Grant award, the Barb Esch Application Award, and the Nikia Dower Dissemination Award will be provided at this meeting. Financial awards will be provided to the recipients during the meeting. The SPABA business meeting will also include information on SPABA's social/networking component to encourage interaction and discussion among SIG members, new members, and interested attendees. Please feel free to join us and bring your friends. To further support the Speech Pathology and Applied Behavior Analysis Special Interest Group, please consider formally joining and donating to the SIG by registering online at www.behavioralspeech.com.

#369. Business Meeting

7:00 PM–7:50 PM
Meeting Level 1; Room 102A

Student Committee Business Meeting

Chair: Rita Olla (University of Nevada, Reno)

ABAI student members constitute a significant portion of the Association's total membership. The ABAI Student Committee's mission is to provide organizational support for all ABAI student members in order to promote participation in ABAI, to promote professional growth, and to enable members to contribute to the science of behavior analysis. The Student Committee business meeting will facilitate conversations concerning student issues, their involvement, and how we can better serve students with respect to their professional development. This business meeting will also serve to update students on current activities and recruit students interested in serving on the Executive Council or other Student Subcommittees (e.g., academic engagement, events, and outreach).

#370. Business Meeting

7:00 PM–7:50 PM
Meeting Level 1; Room 104B/C

The Analysis of Verbal Behavior Business Meeting

Chair: Tiffany Kodak (Marquette University)

We will review the annual report for the journal, discuss upcoming initiatives in the journal, and address questions from the audience.

#371. Business Meeting

7:00 PM–7:50 PM
Meeting Level 1; Room 104A

Rehabilitation and Independent Living Special Interest Group Business Meeting

Chair: Megan R. Heinicke (California State University, Sacramento)

The Rehabilitation and Independent Living (R.a.I.L.) Special Interest Group has continued to support the need for expanding the impact of behavior analysis in the field of rehabilitation, neurorehabilitation, and related areas. Through presentations at the ABAI conference and SIG business meeting, the R.a.I.L. SIG helps to maintain dissemination, communication, and collaboration of information that has proven to be of interest to its members. Visit the page to check it out and join/like, the URL is www.facebook.com.

com/pages/ABA-Rehab-Special-Interest-Group/118243448217580. Rehabilitation, and specifically neurorehabilitation, professionals face unique behavior challenges with the population they serve. When individuals have experienced a disruption in neurological function, whether from a traumatic brain injury (i.e., impact and/or inertial injuries), non-traumatic brain injury (e.g., stroke, anoxia/hypoxia), or other neurological conditions, it is not uncommon for difficult behaviors and unique skills deficits to emerge. Most allied health professionals, including physical therapists, speech and language pathologists, occupational therapists and nurses, do not focus on behavior remediation; however, in collaboration with behavior analysts, such professionals can have a significant role in positive behavior change. Issues related to training, student development, and research have been and will be reviewed at the SIG meeting. We welcome participants from all treatment disciplines and behavior analysts that currently work in the field of rehabilitation or have interests in populations outside of autism.

#372. Business Meeting

7:00 PM–7:50 PM

Meeting Level 1; Room 152

Update: Strategic Plan Group

Chair: Susan M. Schneider (Western Michigan University)

Despite years of dissemination effort on our part, a National Medal of Science for Skinner, and impressive generality, replication, and application, learning principles still frequently get ignored in mainstream psychology, minimized or misrepresented in texts, and only spottily incorporated into relevant related disciplines. In 2018, a group of behavior analysts created a list of action items toward a strategic plan for the integration/reintegration of these principles into mainstream psychology and underrepresented interdisciplinary areas—taking advantage of high-profile supporters in those areas, among other methods. Indeed, we helped bring Alan Kazdin to ABAI in 2020. This meeting will provide an update on progress, and further discussion on how to promote interdisciplinary collaboration and dissemination. Andy Lattal and Ray Pitts will co-chair.

#373. Business Meeting

7:00 PM–7:50 PM

Meeting Level 1; Room 102B

Behavior Analysis Programs Interested in ABAI Recognition: Accreditation, Tiered Model, and VCS

Chair: Jenna Mrljak (Association for Behavior Analysis International)

This is an open meeting to disseminate information to new programs seeking initial recognition and established programs seeking further recognition, such as moving from a VCS to accreditation.

#374. Business Meeting

7:00 PM–7:50 PM

Meeting Level 1; Room 151A/B

ABAI Licensing Committee

Chair: Gordon Bourland (Trinity Behavioral Associates; ABAI Licensing Committee)

The business meeting of the ABAI Licensing Committee provides an opportunity for ABAI members to learn of the activities of the Licensing Committee in the past year, learn of resources and assistance to chapters available to ABAI affiliated chapters and to ABAI members, and to interact with Committee members regarding issues related to behavior analyst licensure and professional credentialing in general.

#375. Business Meeting

7:00 PM–7:50 PM

Meeting Level 1; Room 153A

Behavior Analysis for Sustainable Societies

Chair: Julia H. Fiebig (Ball State University; AGI)

The behavior analysis for sustainable societies (BASS) special interest group was formed to advance applications of behavior analysis to environmental issues that contribute to the development of solutions to climate change, pollution, overconsumption of resources, and imbalances in environmental sustainability. Objectives include to (a) encourage and support research that promotes the application of behavior analysis to green/environmental issues, (b) collaborate with environmental scientists, environmental groups, and other SIGs within ABAI who have an interest in addressing behavior change and sustainability/environmental issues, (c) disseminate research and practices that support solutions to environmental issues through the application of behavioral interventions, (d) develop curriculum, textbooks, and additional educational resources that address sustainability and the application of behavior analysis, (e) compile resources for individuals interested in behavior change and environmental issues, and (f) develop an information base of current effective practices/initiatives, government policies, and employment for behavior analysts interested in behavior change and environmental issues. The business meeting is open to anyone interested in sustainability and environmental issues

#376. Business Meeting

7:00 PM–7:50 PM

Meeting Level 1; Room 105

Acceptance and Commitment Training Special Interest Group

Chair: Emily Kennison Sandoz (University of Louisiana Lafayette)

Acceptance and Commitment Training Special Interest Group (ACT SIG) Board members will provide an overview of the mission, objectives, updates, and activities of the SIG. Members will report on current ACT-related activities and collaboratively generate a list of SIG-relevant needs and resources. Information about upcoming events will be provided.

#377. Business Meeting

7:00 PM–7:50 PM

Meeting Level 1; Room 153B

The Rehabilitation and Independent Living Special Interest Group

Chair: Chris Persel (Centre for Neuro Skills)

The Rehabilitation and Independent Living Special Interest Group (R.a.I.L.), established in 1981, supports the integration of behavior analysis in the field of rehabilitation, neurorehabilitation and related areas, focusing on individuals that have experienced a brain injury. Patients with acquired brain injuries or other neurological disabilities require behavior analysts to develop treatment programs in settings such as hospitals, free-standing clinics, and private rehabilitation facilities with multidisciplinary teams. These individuals may also be dealing with complex, related medical conditions, intense psychosocial challenges, and significant disruption to their lives. The SIG meeting is an opportunity for rehabilitation treatment professionals, including BCBAs, to gather, compare program needs, treatment success and challenges, brainstorm innovative ideas and help support expanding the field. The SIG supports increasing the understanding of brain injury and the need for behavior services. Members previously developed, with the BACB, a long-term action plan for growing the field of behavior analysis in acquired brain injury. Members have also participated with researching guidelines for behavior treatment in brain injury rehabilitation being formulated under a program with the Brain Injury Association of America. Members from such diverse backgrounds as physicians and brain injury professionals to students and concerned family members are welcome. Visit the SIG Facebook page to check it out and join/like, the URL is www.facebook.com/pages/ABA-Rehab-Special-Interest-Group/118243448217580.

#378. Reunion

8:00 PM–10:00 PM

Meeting Level 2; Room 203

Melmark, Inc. Reunion

Chair: Jill Harper (Melmark New England)

A time for current and past Melmark, Inc. employees to gather and catch up.

#379. Reunion

8:00 PM–10:00 PM

Meeting Level 2; Southeast Lobby

University of Massachusetts Lowell Reunion

Chair: Rocio Rosales (University of Massachusetts Lowell)

Students, alumni, and friends of UMass Lowell's Applied Behavior Analysis and Autism Studies Program are invited to reunite with old friends and meet new ones as we celebrate eight years of continued growth and achievements. We are excited to host our inaugural reunion at ABAI in Boston. We look forward to seeing you there!

#380. Reunion

8:00 PM–10:00 PM

Meeting Level 2; Room 205A

Russell Sage College Reunion

Chair: Sarah Russell (Russell Sage College; ASPIRE, LLC)

Faculty, current students, alumni, and friends of the Center for ABA and Autism and Russell Sage College are invited to meet, greet, and socialize with old and new friends and help celebrate the program!

#380A. Reunion

8:00 PM–10:00 PM

Meeting Level 2; Room 205B

Western Michigan University Reunion

Chair: Jonathan C. Baker (Western Michigan University)

Alums, current students and faculty, and friends of the Western Michigan University Psychology Department are invited to attend this reunion. Please join us for light refreshments, music, and fellowship. We'd love to see you there!

#381. Reunion

8:00 PM–10:00 PM

Meeting Level 1; Room 153C

Celebrating the Life and Legacy of Barbara C. Etzel (1926–2019)

Chair: Kenda Morrison (University of North Texas)

All are welcome to join us for a program of memories about Dr. Barbara Etzel's pioneering work and meaningful life as a gracious teacher, mentor, colleague, and friend. Audience members will have an opportunity to share their favorite reminiscences. Cash bar available.

#382. Reunion

8:00 PM–10:00 PM

Meeting Level 2; Southeast Pre-function

Endicott College Institute for Applied Behavioral Science and Department of Applied Behavior Analysis Reunion Gathering

Chair: Mary Jane Weiss (Endicott College)

Students, faculty, alumni, and friends of Endicott College Institute for Applied Behavioral Analysis are invited to reunite with old friends and meet new ones. Please come and enjoy the evening with us.

#383. Reunion

8:00 PM–10:00 PM

Meeting Level 2; Room 206A/B

Reunion for Contributing Authors of *Women in Behavior Science: Observations Inside and Outside the Academy*

Chair: Erin B. Rasmussen (Idaho State University)

Come and socialize with the contributing authors of the edited book *Women in Behavior Science: Observations Inside and Outside the Academy*. This reunion is a chance for the authors to meet one another and talk and share with others who are interested in academics. All are welcome!

#384. Reunion

8:00 PM–10:00 PM

Meeting Level 2; Room 207

Applied Behavior Analysis at Northeastern University Reunion

Chair: Nicole M. Davis (Northeastern University)

Come join Northeastern University students, faculty alumni, and friends! We're excited to gather together in Boston to celebrate our long history of behavior analysis.

#385. Reunion

8:00 PM–10:00 PM

Meeting Level 2; Room 251

Speech Pathology Applied Behavior Analysis (SPABA) Special Interest Group Reunion, Social and Networking Reception

Chair: Nikia Dower (Dower and Associates, Inc.)

The Speech Pathology Applied Behavior Analysis (SPABA) Special Interest Group welcomes its members, and any other ABAI attendees, for an occasion of informal social interaction and dialogue. This is an opportunity for speech-language pathologists, behavior analysts, and students in the fields of speech-language pathology and/or behavior analysis to meet and talk about common areas of professional interests in clinical practice and research as well as to further interprofessional collaboration and practice. This social reception will provide our members and other interested professionals with ample opportunity to connect and converse. Bring your friends!

#386. Reunion

8:00 PM–10:00 PM

Meeting Level 2; Northeast Lobby

Southern Illinois University Carbondale Reunion

Chair: Lesley A. Shawler (Southern Illinois University Carbondale)

Students, faculty, alumni, and friends of the Department of Behavior Analysis at the Southern Illinois University Carbondale (SIUC) are invited to reunite with old friends and meet new ones as we celebrate more than five decades of excellence and achievement in behavior analysis at SIUC.

#387. Reunion

8:00 PM–10:00 PM

Meeting Level 2; Room 261

31st Anniversary of the Behavior Analysis Program at the University of Nevada, Reno

Chair: Ramona Houmanfar (University of Nevada, Reno)

This year marks the 31st Anniversary of the Behavior Analysis Program at University of Nevada, Reno. We are looking forward to celebrating the pioneering careers of our retiring faculty members, faculty replacement hires, and programmatic accomplishments with our colleagues and students at ABAI 2022:

- Our program has conferred over 80 Ph.D. degrees.
- Our On-Campus Master's Program has conferred over 80 master's degrees.
- Our Satellite Master's Program has conferred over 100 Off-campus master's degrees in multiple national and in international locations.
- Since its accreditation in 2016, our undergraduate specialization in behavior analysis has provided training to over 200 undergraduate students.

#388. Reunion

8:00 PM–10:00 PM

Meeting Level 2; Room 205C

The Chicago School of Professional Psychology, Cambridge Center for Behavioral Studies, and the B. F. Skinner Foundation Reunion

Chair: Michael E. May (The Chicago School of Professional Psychology)

This event provides an opportunity for all ABAI attendees involved with or interested in the B.F. Skinner Foundation, the Cambridge Center for Behavioral Studies, and The Chicago School of Professional Psychology (TCS) ABA departments in Chicago, Southern California, Washington D.C., Dallas, and Online to get together, get updates on activities, and make plans for the future. This event is a great time to meet a diverse group of behavior analysts—from students, to seasoned faculty, to well-known researchers in the field. All ABAI attendees are invited to network, discuss common interests, and have an all-around good time.

#389. Reunion

8:00 PM–10:00 PM

Meeting Level 2; Northeast Pre-function

May Institute Reunion

Chair: Jennifer R. Zarcone (May Institute)

May Institute recently celebrated it's 65th anniversary and we hope to continue the celebration at ABAI right here in Boston. We welcome all current and former employees, trainees, and collaborators to attend this reunion.

#390. Reunion

8:00 PM–10:00 PM

Meeting Level 2; Northwest Pre-function

Utah State University Reunion

Chair: Thomas S. Higbee (Utah State University)

The behavior analytic faculty from Utah State University invite students, faculty, alumni, and friends to a reunion celebrating behavior analysis at Utah State University. Light refreshments will be available.

#391. Reunion

8:00 PM–10:00 PM

Meeting Level 2; Room 255

AFRICA: Cultural Expressions and Social Reflections

Chair: Bosede Asikhia (Association for Behavior Analysis in Nigeria)

Africans in diaspora, instructors, students, alumni, and friends of the Association for Behavior Analysis in Nigeria and International Training Center for Applied Behavior Analysis, Lagos, Nigeria are invited to reunite with old friends and meet new ones as we celebrate AFRICAN's Cultural Expressions and Social Reflections.

#392. Reunion

8:00 PM–10:00 PM

Meeting Level 2; Northwest Lobby

Columbia University Teachers College and CABAS®

Chair: R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences)

This event is a social gathering for current students and graduates of the programs in Teaching as Applied Behavior Analysis of Teachers College and Columbia University Graduate School of Arts and Sciences, as well as CABAS® professionals and friends from around the world.

#393. Reunion

8:00 PM–10:00 PM

Meeting Level 2; Room 257A

Behavior Analysis in the Arts Special Interest Group

Chair: Abigail B. Calkin (Calkin Consulting Center)

Join us for a performance of behavior analysts' artwork in a running slideshow with 5-minute performances of music, and prose and poetry readings.

#394. Reunion

8:00 PM–10:00 PM

Meeting Level 2; Room 257B

University of North Carolina Wilmington Reunion

Chair: Wendy Donlin Washington (University of North Carolina Wilmington)

Students, faculty, alumni, and friends of the Behavior Analysis program at the University of North Carolina Wilmington are invited to reunite with old friends and meet new ones as we celebrate our MA and Ph.D. programs.

#395. Reunion

8:00 PM–10:00 PM

Meeting Level 2; Room 258A

The Behavior Analysis Programs at the Florida Institute of Technology Reunion

Chair: David A. Wilder (Florida Institute of Technology)

The purpose of this event is to provide a social forum for alumni of the Behavior Analysis programs at the Florida Institute of Technology in Melbourne and Orlando, Florida.

#396. Reunion

8:00 PM–10:00 PM

Meeting Level 2; Room 258B

University of North Texas Department of Behavior Analysis

Chair: Micah Hope (University of North Texas)

Students, faculty, alumni, and friends of the Department of Behavior Analysis at the University of North Texas (UNT) are invited to reunite with old friends and meet new ones as we celebrate more than three decades of excellence and achievement in behavior analysis at UNT.

#397. Reunion

8:00 PM–10:00 PM

Meeting Level 2; Room 258C

Culture and Diversity SIG Meeting

Chair: Yors A. Garcia (Pontificia Universidad Javeriana)

The business meeting for the first non profit multicultural alliance for behavior analysts, established to support research, growth, and networking about culture and diversity issues in behavior analysis. Our mission is to increase inclusive practices in behavior analysis research, education, policy, training, and clinical practice—and in our wider communities. The SIG welcomes everyone and seeks a variety of backgrounds, perspectives, and skills. This meeting will include introductions of a new Board, as well.

#398. Reunion

8:00 PM–10:00 PM

Meeting Level 2; Room 259A

LittleStar Applied Behavior Analysis Therapy/Little Star Center Reunion

Chair: Mary Rosswurm (LittleStar ABA Therapy; Little Star Center)

Current and past staff and friends of LittleStar ABA Therapy/Little Star Center are invited to reunite to celebrate the 20 year anniversary of LittleStar, Indiana's first ABA center!

#399. Reunion

8:00 PM–10:00 PM

Meeting Level 2; Southwest Pre-function

University of South Florida Reunion

Chair: Anthony Concepcion (University of South Florida)

The University of South Florida Applied Behavior Analysis program invites current students, alumni, faculty, and friends for a celebration of 16 years of Behavior Analysis at USF. Go Bulls!

#400. Reunion

8:00 PM–10:00 PM

Meeting Level 2; Room 260

Simmons University, Department of Behavior Analysis Reunion

Chair: Gretchen A. Dittrich (Simmons University)

The Department of Behavior Analysis at Simmons University welcomes alumni, students, faculty and other colleagues to join our 2022 reunion celebration!

#401. Reunion

8:00 PM–10:00 PM

Meeting Level 2; Southwest Lobby

University of Florida Reunion

Chair: Angie Van Arsdale (University of Florida)

Students, faculty, alumni, and friends of the University of Florida Psychology Department are invited to attend this reunion to meet and reunite with old colleagues and friends and encounter new ones.

#405. Reunion

8:00 PM–10:00 PM

Meeting Level 1; Room 156C

Celebrating the Life and Legacy of Paul Chance (1941–2021)

Chair: Susan M. Schneider (Western Michigan University) and T. V. Joe Layng (Generategy, LLC)

We will gather to share reminiscences about Paul Chance, who died at the end of last year. Paul's many contributions to behavior analysis include the popular text *Learning and Behavior* and high-profile *Psychology Today* articles, including a piece on autism that famously influenced Ivar Lovaas. After earning his Ph.D. at Utah State, Paul served as an editor for *Psychology Today* for many years. His other books include *The Teacher's Craft* and the text *A First Course in Applied Behavior Analysis*. His writing was widely recognized for its clarity and accessibility. Paul saw the importance of dissemination and was a stalwart champion of behavior analysis in the popular press.

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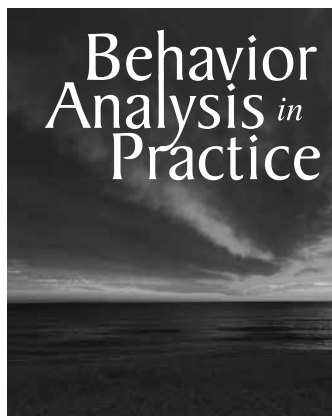
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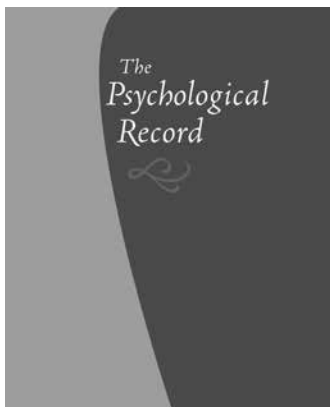
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BOSTON 2022

Monday, May 30

Day Schedule

ABAI Business Meeting

Sessions

Business Meetings

Presidential Address












ABAI Social

Monday, May 30

Room	7 am		8 am		9 am		10 am		11 am		12 pm		1 pm		2 pm		
	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	
Ballroom East/West			#421 SCI Ch. Sanabria ‡				#453 EDC Collins ‡†		#476 CBM Magalhaes ‡†		#491 CSS Muchon de Melo ‡†						
203			#413 TBA Ch. Coy ‡		#440 TBA Ch. Gerhardt ‡		#455 TBA Sidener ‡		#480 TBA Ch. Alligood ‡		#503 TBA Ch. Lory ‡						
204A/B			#414 TBA Ch. Blackwell ‡				#467 TBA Cowan ‡				#504 TBA Ch. Epperheimer						
205A			#418 EDC Ch. Sellers ‡				#463 EDC Ch. Houck ‡				#497 EDC Ch. Kinsella ‡						
205B			#411 EDC Ch. Russell		#436 EDC Ch. Milyko ‡		#452 EDC Ch. Sheahan		#478 EDC Ch. Volchko ‡†		#498 EDC Ch. Calkin ‡						
205C			#417 EDC Ch. Osborne ‡				#448 EDC Ch. Morris ‡		#470 EDC Ch. McCabe ‡		#473 EDC Al-Mahdy ‡						
206A/B																	
207																	
251			#415 DDA Ch. Hagopian ‡†				#460 DDA Ch. Leon ‡				#493 DDA Ch. Dracoby ‡†						
252A					#435 DDA Ch. Rosales ‡						#492 DDA Ch. Hairston ‡						
252B																	
253A-C																	
254A			#409 AUT Ch. Kaplan ‡		#431 AUT Ch. Constantine ‡		#458 AUT Ch. Hantula ‡†				#488 AUT Ch. Turner						
254B							#445 AUT Ch. Rubin ‡		#468 AUT Ch. Scott ‡		#471 AUT Ch. Vandersall ‡		#483 AUT Ch. Quill ‡		#507 AUT Ch. Moya ‡		
255			#422 VRB Ch. Sickman ‡				#456 VRB Ch. De Oliveira ‡		#481 VRB Ch. Wong ‡		#505 VRB Ch. De Souza ‡						
256					#439 PRA Gross ‡†				#474 AUT Nikopoulos ‡†		#506 VRB Luciano ‡†						
257A																	
257B					#432 AUT Ch. Nohelty ‡		#449 AUT Ch. Mandel ‡		#475 AUT Ch. Horner ‡		#487 AUT Ch. Nevill ‡						
258A					#428 AUT Ch. Marya ‡												
258B					#429 AUT Ch. Fahmie ‡				#474a AUT Adams ‡								
258C					#430 AUT Ch. Roscoe ‡		#459 AUT Ch. Blecha ‡										
102A							#451 DEV Ch. Dunn ‡		#477 DEV Ch. Kim ‡		#494 DEV Ch. Sun ‡						
102B																	
103			#410 CBM Ch. Mason		#441 CBM Ch. Virues Ortega ‡†				#490 CBM Ch. Hofschneider ‡		#489 CBM Ch. May						
104A			#423 CBM Ch. Walsh		#433 CBM Ch. Newland ‡		#447 CBM Ch. Layng ‡		#469 CBM Ch. Martin ‡		#472 CBM Ch. Green ‡		#484 CBM Dudley ‡		#508 CBM Ch. Cook ‡		
104B/C																	
105																	
151A/B	#406 ABAI Business Mtg.				#437 OBM Sandaker ‡†						#502 SCI Pontzer ‡						
152			#416 EAB Ch. Luciano				#462 EAB Ch. Arntzen ‡				#495 EAB Ch. Eslava						
153A					#426 EAB ‡ Alonso-Alvarez		#443 EAB ‡ Ch. Hurtado		#461 EAB Ch. Laureano		#496 EAB Ch. Diez						
153B			#419 OBM Ch. Brand ‡				#465 OBM Ch. Whiting ‡				#499 OBM Ch. Toegel ‡						
153C			#420 OBM Ch. Amey ‡				#464 OBM Ch. Townsend ‡				#500 OBM Ch. Snyder ‡						
154					#425 BPN Ch. Goncalves		#442 BPN Ch. Luc		#446 BPN Ch. Bugg		#501 PCH Goddard ‡†						
156A					#434 CSS Ch. Kazaoka ‡		#450 CSS Ch. Mizael		#482 CSS Ch. Cihon ‡								
156B			#408 PCH Ch. Morris ‡		#424 PCH Ch. Garcia-Penagos		#427 PCH Ch. Hixson ‡		#444 PCH Ch. Wilhite ‡		#466 PCH Ch. Bourland ‡						
156C			#412 PCH Ch. Ree		#438 PCH Ch. Warren		#454 PCH Ch. Burruss		#479 PCH Ch. Wallace ‡								
Exhib. Hall A													Poster sessions #512–#530				

3 pm		4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		10 pm		Room
:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	
#535 CBM Halpern †*		#558 DDA R. Taylor ††*	DEI	#578 PRA Miguel ††*		#580 Presidential Address †				#589 ABAI Social The ABAI Social will take place from 8:00 pm–11:55 pm in The Westin Boston Seaport hotel, Level 1; Waterfront Pavilion and Grand Ballroom.						Ballroom East/West
#543 TBA Casarini ††*		#561 TBA Ch. Liddon †		#579 TBA Ch. Valentini				#585 OT SIG								203
#543 TBA Ch. Gayman †				#561 EDC Ch. Morris †				#587 TPC SIG								204A/B
#550 EDC Ch. Frizell †				#574 EDC Ch. Johnson †				#582 Clinical SIG								205A
#541 ch. Mrljak †		#559 EDC Ch. Guinness †		#575 EDC Ch. Messiah †				#586 AAB SIG								205B
								#581 JEAB								205C
								#588 OER SIG								206A/B
								#584 Illinois ABA								207
#548 DDA Ch. Progar †				#570 DDA Ch. Baruni †				#583 Nevada ABA								251
#547 DDA Ch. Raulston †				#571 DDA Ch. Hinojosa †	DEI											252A
																252B
																253A-C
#548 AUT Ch. Satriale		#556 AUT Ch. Verma		#568 AUT Ch. Courtney												254A
#545 AUT Ch. Friedel ††*				#567 AUT Stromberg												254B
#544 VRB Ch. Ratkos		#554 VRB Ch. Goyos														255
#538 DDA Bignall ††*	DEI															256
																257A
#534 AUT Ch. Hartzheim †		#562 AUT Ch. Sloman †														257B
#532 AUT Ch. McDonald †		#555 AUT Ch. Ferguson †														258A
		#557 AUT Ch. Rojas †														258B
		#566 DEV Ch. Perone †														258C
		#553 DEV Ch. Keith														102A
#539 DEV †† Barnes-Holmes																102B
#546 CBM Ch. Rajaraman †				#569 CBM Ch. Deshais †												103
#531 CBM Ch. Cook †		#563 CBM Ch. Quigley †														104A
																104B/C
																105
#542 SCI †† Subramaniam																151A/B
#549 EAB Ch. Crosland †				#572 EAB † Ch. Hurtado-Parrado												152
		#565 OBM Ch. Houmanfar †	DEI													153A
#540 OBM Ch. Austin †		#564 OBM Ch. Ludwig †														153B
#560 OBM Ch. Davis †				#560 OBM Ch. Schneider †												153C
																154
#537 CSS Ch. Garner †	DEI															156A
#536 CSS Ch. Li †	DEI															156B
#551 PCH Ch. Sease ††				#577 PCH Ch. Auzenne ††												156C
																Exhib. Hall A

LEGEND

-  = Special and Invited Events
-  = Special Event in The Westin Boston Seaport
-  = B. F. Skinner Lecture Series
-  = Professional Development Series
-  = PSY CE
-  = BACB CE
-  = QABA CE
-  = NASP CE
-  = Chairperson
-  = Diversity, Equity, and Inclusion Sessions
-  = Sustainability Sessions



SAVE THE DATE!

49th ANNUAL CONVENTION

Colorado Convention Center

Pre-Convention workshops: Thursday, May 25–Friday, May 26

Convention: Saturday, May 27–Monday, May 29

DENVER

#406. Special Event

7:00 am-7:50 am

Meeting Level 1; Room 151A/B

ABAI Annual Business Meeting

Chair: Carol Pilgrim (University of North Carolina Wilmington)

MARIA MALOTT (Chief Executive Officer)

GORDON BOURLAND (Affiliated Chapters Board Coordinator)

MICHAEL DORSEY (VCS Board Coordinator)

DONALD HANTULA (Publication Board Coordinator)

RAMONA HOUMANFAR (Diversity, Equity, and Inclusion Board Senior Co-Coordinator)

SUZANNE MITCHELL (Science Board Coordinator)

MICHAEL PERONE (Accreditation Board Coordinator)

JONATHAN TARBOX (Program Board Coordinator)

WENDY WASHINGTON (Membership Board Coordinator)

SUSAN WILCZYNSKI (Practice Board Coordinator)

The purpose of the annual meeting of members is for ABAI leadership to provide an update on the ongoing activities of and major developments in the association.

#407. Speaker Ready Room

7:00 AM-7:00 PM

Meeting Level 1; Room 150

If you would like to test your presentation on the same setup you will have in your presentation room, stop by the speaker ready room. The room is first-come, first-served. Please be respectful of your fellow attendees.

#408. Paper Session

8:00 AM-8:25 AM

Meeting Level 1; Room 156B

PCH

The Dimensions of the Dimensions of Applied Behavior Analysis

Chair: Edward K. Morris (University of Kansas)

The Dimensions of the Dimensions of Applied Behavior Analysis (Theory)

EDWARD K. MORRIS (University of Kansas), Deborah E. Altus (Washburn University), and Matthew Novak (Johns Hopkins University School of Medicine)

#409. Panel Discussion

Ethics **DE**

8:00 AM-8:50 AM

Meeting Level 2; Room 254A

AUT; Translational

BACB CE Offered. CE Instructor: Jacob Sadavoy, M.S.

Not Just a Buzzword: Conceptual Analyses and Practical Applications of Compassion in Behavior Analysis

Chair: Hannah Kaplan (Louisiana Contextual Science Research Group)

JACOB A SADAVOY (Committed Behavior)

LAUREN ALICIA GOODWYN (Seton Hall University)

MEGAN E CASSELLA (private practice)

#410. Symposium

8:00 AM-8:50 AM

Meeting Level 1; Room 103

CBM

Outside the Box: Expanding our Scope of Practice to All Those in Need

Chair: Brian Keith Mason (Endicott College; Hamilton-Wentworth District School Board)

Behavior Analysts' Understanding of Mental Health

JENNIFER POSEY (Holdsambeck Behavioral Health; Endicott College) and Valbona Demiri (Hopewell Valley Regional School District; Endicott College)

Using Discrete Trial Training to Assist Competency to Stand Trial Restoration

TIMOTHY TEMPLIN (Hoosier ABA)

Brief Acceptance and Commitment Training Functional Analysis and Treatment of Neurotypical Adults and Individuals With Autism

LARISA SHEPERD (Endicott College)

Monday, May 30

#411. Symposium

8:00 AM–8:50 AM
Meeting Level 2; Room 205B
EDC/TBA; Applied Research

Performing on Par: Designing Instruction to Facilitate Performance Across Settings

Chair: Christen Russell (Endicott College)

Comparing the Effects of Inter teach and Discussion Forum Activities on Student Performance in an Asynchronous Course: Pilot and Research
SACHA KG SHAW (Endicott College)

Comparing Active Student Responding With a Concept Lesson in an Asynchronous Online Master's Level Course: (A Series of Two Studies)
CHANTE GLICK (Endicott College)

Application of Performance Based Instruction to Identify Trainee Needs During Orientation
JENNIFER RUANE (Endicott College) and Shawn P. Quigley (Melmark)

#412. Symposium

8:00 AM–8:50 AM
Meeting Level 1; Room 156C
PCH/CSS; Theory

Behavior and the Continuum From the Biological to the Social and Organizational Sciences

Chair: Gunnar Ree (Oslo Metropolitan University)

Brain, Behavior, and Culture: Homologies, Analogies, and Bridging Concepts
APRIL M. BECKER (University of North Texas; University of Texas Southwestern Medical Center)

From Operant to Cultures, Examining Contingencies at Different Levels of Analysis
KALLIU CARVALHO COUTO (Oslo Metropolitan University)

Operant and Social Behavior: Same or Different Units of Analysis?
MARCELO FROTA LOBATO BENVENUTI (Universidade de São Paulo)

#413. Panel Discussion

8:00 AM–8:50 AM
Meeting Level 2; Room 203
TBA; Applied Research
BACB CE Offered. CE Instructor: Salvador Ruiz, Ph.D.

Component Analysis in Applied Behavior Analysis: Current Research and Future Directions

Chair: JUSTIN N COY (University of Pittsburgh)

SALVADOR RUIZ (University of West Florida)
PETER STURMEY (The Graduate Center and Queens College, City University of New York)
JOHN CLAUDE WARD-HORNER (Evergreen Center)

#414. Panel Discussion

8:00 AM–8:50 AM
Meeting Level 2; Room 204A/B
TBA; Service Delivery
BACB CE Offered. CE Instructor: Terence G. Blackwell, M.S.

RBTs and BCBAs Changing Adult Services to Persons With IDD/ASD

Chair: Terence G. Blackwell (Chimes International Limited)

VIVIAN A. ATTANASIO (Chimes Delaware)
JAMES G. O'BRIEN (Manhattan Star Academy)
CHERYL BLACKWELL (Verbal Behavior Institute)

#415. Symposium

8:00 AM–9:50 AM
Meeting Level 2; Room 251
DDA/AUT; Applied Research
PSY/BACB CE Offered. CE Instructor: Louis P. Hagopian, Ph.D.

Tactics and Interventions for Treatment-Resistant Automatically Maintained Self-Injury: Preliminary Findings from a Clinical Trial

Chair: Louis P. Hagopian (Kennedy Krieger Institute; Johns Hopkins University School of Medicine)
Discussant: William H. Ahearn (New England Center for Children)

A Protective Procedures Assessment to Minimize Risks When Assessing, Treating, and Conducting Research on Self-Injury

MICHELLE A. FRANK-CRAWFORD (Kennedy Krieger Institute; Johns Hopkins University School of Medicine), Jasmeen Kaur and Drew E. Piersma (Kennedy Krieger Institute), and Jonathan Dean Schmidt and Louis P. Hagopian (Kennedy Krieger Institute; Johns Hopkins University School of Medicine)

Initial Outcomes of a Competing Task Assessment for Automatically-Maintained Self-Injurious Behavior

JASMEEN KAUR (Kennedy Krieger Institute), Jonathan Dean Schmidt and Michelle A. Frank-Crawford (Kennedy Krieger Institute; Johns Hopkins University School of Medicine), Drew E. Piersma and Lauren Veirs (Kennedy Krieger Institute), Griffin Rooker (Mount St. Mary's University), and Louis P. Hagopian (Kennedy Krieger Institute; Johns Hopkins University School of Medicine)

Self-Control Equipment Assessment: Identification of Appropriate Forms of Self-Control via the Use of Competing Equipment

DREW E. PIERSMA (Kennedy Krieger Institute), Louis P. Hagopian (Kennedy Krieger Institute; Johns Hopkins University School of Medicine), Griffin Rooker (Mount St. Mary's University), Michelle A. Frank-Crawford and Jonathan Dean Schmidt (Kennedy Krieger Institute; Johns Hopkins University School of Medicine), and Courtney Hanlin (Kennedy Krieger Institute)

Targeting Treatment-Resistant Subtypes of Automatically Maintained Self-Injury With Combination Treatment

JONATHAN DEAN SCHMIDT, Louis P. Hagopian, and Michelle A. Frank-Crawford (Kennedy Krieger Institute; Johns Hopkins University School of Medicine) and Drew E. Piersma and Jasmeen Kaur (Kennedy Krieger Institute)

#416. Symposium

8:00 AM–9:50 AM

Meeting Level 1; Room 152

EAB

A Relational Frame Theory Account of Complex Human Behavior: Hierarchical Responding, Casual and Temporal Responding, Humor, and Time Perception

Chair: Carmen Luciano (University of Almería)

Discussant: Francisco Jose Ruiz Jimenez (Fundación Universitaria Konrad Lorenz)

Experimental Analysis of Hierarchical Transformation of Functions

JORGE VILLARROEL CARRASCO, Carmen Luciano, and L. Jorge Ruiz-Sanchez (University of Almería)

Transformation of Functions Through Temporal and Causal Relations: A Preliminary Study

Jorge Carrasco, Carmen Luciano, and L. Jorge Ruiz-Sanchez (University of Almería) and FRANCISCO CABELLO (University of Murcia)

Is This a Joke? Altering the Emergence of Humor Functions: A Relational Frame Analysis

MATHEUS BEBBER, Carmen Luciano, and L. Jorge Ruiz-Sanchez (University of Almería) and Francisco Cabello (University of Murcia)

Time Estimation and Passage of Time: Analyzing the Effects of Motivational Functions

BEATRIZ HARANA, Carmen Luciano, and L. Jorge Ruiz-Sanchez (University of Almería)

#417. Symposium

DEI

8:00 AM–9:50 AM

Meeting Level 2; Room 205C

EDC/TBA; Service Delivery

BACB CE Offered. CE Instructor: Malika Pritchett, M.A.

Diversity in Mentorship and Graduate Programs: Faculty and Student Outlooks

Chair: Brinea Osborne (University of Nebraska Medical Center)

Discussant: Malika Pritchett (University of Kansas)

Survey on Culturally Responsive Mentorship Practices in Behavior Analysis

DENICE RIOS MOJICA (Georgia Southern University), Marlesha Bell (University of the Pacific), Tara A. Fahmie (University of Nebraska Medical Center), Haylee Tomberlin and Catina Broaden (Georgia Southern University)

Current State and Experiences of Racially and Ethnically Diverse Groups in Applied Behavior Analysis During Mentorship

MARLESHA BELL (University of the Pacific), Denice Rios Mojica (Georgia Southern University), and Tara A. Fahmie (University of Nebraska Medical Center)

Evaluating the Emphasis on Cultural Humility in Graduate Programs in Applied Behavior Analysis

JACQUELINE SHINALL (Rutgers University Graduate School of Applied and Professional Psychology); Samreen Rizvi, Nishi Kadakia, and Peter Gencarelli (Rutgers University-New Brunswick); Isabella

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Massaro (Rutgers University); Roberts Liriano Pena (Rutgers University-New Brunswick); and Kate E. Fiske Massey (Douglass Developmental Disabilities Center, Rutgers University)

Examining Critical Multicultural Pedagogy in Graduate-Level Coursework Across Related Disciplines Serving Minoritized and High-Needs Populations

LAURATU BAH and Hannah Lynn MacNaul (The University of Texas at San Antonio)

DE

#418. Symposium

8:00 AM–9:50 AM

Meeting Level 2; Room 205A

EDC/AUT; Applied Research

BACB CE Offered. CE Instructor: Dana Paliliunas, Ph.D.

A Systems Approach to Acceptance and Commitment Training-Based Interventions: Children, Parents, and Staff

Chair: Brittany A. Sellers (Missouri State University)

Discussant: Dana Paliliunas (Missouri State University)

Validation, Implementation, and Integration of the Children's Psychological Flexibility Questionnaire into School-Based Settings

KRISTINA ANEXOVA (University of Western Ontario) and Albert Malkin (Southern Illinois University; Western University)

Infusing Acceptance and Commitment Training in Special Education Programming for Children and Adolescents With Autism

KAYLEE LILEY, Dana Paliliunas, and Jordan Belisle (Missouri State University)

Online Acceptance and Commitment Training Matrix for Japanese-Speaking Parents With Distress in the United States

YUKIE KURUMIYA, Yors A. Garcia, and Annette Griffith (The Chicago School of Professional Psychology) and Thomas G. Szabo (Touro University)

Evaluating the Effectiveness of Mindfulness and Self-Compassion Training With Staff Who Work With Individuals With Disabilities

JESSICA M VENEGONI and Jordan Belisle (Missouri State University)

#419. Symposium

8:00 AM–9:50 AM

Meeting Level 1; Room 153B

OBM/EDC; Translational

BACB CE Offered. CE Instructor: Byron J. Wine, Ph.D.

When You Can't Do Business in Person: Conducting Organizational Behavior Management Research and Application Online

Chair: Denys Brand (California State University, Sacramento)

Discussant: Byron J. Wine (The Faison Center; University of Virginia)

Preference for Positive or Corrective Feedback on a Novel Task

ERIK SWANSON GODINEZ, Michael Simonian, and Denys Brand (California State University, Sacramento)

A Comparison of Motivative Statements Highlighting Positive Versus Negative Reinforcement Contingencies

ROCKY PEREZ (Western Michigan University) and Sean Borboa and Sharlet D. Rafacz (California State University, Fresno)

Using Behavioral Skills Training to Teach Interview Skills in an Online Format: Replication and Extension of Stucco et. al. (2017)

DAVIS SIMMONS, Andressa Sleiman, and Nicole Gravina (University of Florida)

Text Messaged Performance Management to Increase Assignment Completion in College Students With Autism Spectrum Disorder

JUAN ANTONIO LOPEZ and Heather M. McGee (Western Michigan University)

#420. Symposium

8:00 AM–9:50 AM

Meeting Level 1; Room 153C

OBM/AAB; Service Delivery

Constructional Approaches to Organizational Change

Chair: Jonathan Amey (AIMS Instruction)

Discussant: Barbara Heidenreich (Barbara's Force Free Animal Training)

Application of the Constructional Approach and Iterative Instructional Design to Caregiver Training
IAN BURRUSS (Advanced Behavioral Care, LLC)

Built to Last: The Constructional Approach to Organizational Values
JOSEPH HACKER (Key Autism Services)

Constructional Team Building: What We Can Learn From Four Institutions Over 14 Years and Hundreds of Human and Animal Competency Assessments
LISA CLIFTON-BUMPASS (Behavior by Design)

The Constructional Approach to Team Building and Organizational Culture Change: Case Studies From Two Zoological Institutions
AMY ANDREA PHELPS (San Francisco Zoo)

#421. Invited Symposium

8:00 AM–9:50 AM

Ballroom Level 3; Ballroom East/West

SCI

BACB CE Offered. CE Instructor: Peter R. Killeen, Ph.D.

The Importance of Timing in Behavior: An Appreciation of the Legacy of Russell Church

Chair: Federico Sanabria (Arizona State University)

Discussant: Peter R. Killeen (Arizona State University)

Temporal Attention and Impulsive Choices

KIMBERLY KIRKPATRICK (Kansas State University)



Dr. Kimberly Kirkpatrick is a University Distinguished Professor of Psychological Sciences at Kansas State University. She directs the Reward, Timing, and Decision laboratory which is funded by a \$1.9M grant from the National Institutes of Mental Health. She also directs the Cognitive and Neurobiological Approaches to Plasticity (CNAP) Center of Biomedical Research Excellence which was founded in 2017 through a \$10.6M grant from the National Institutes of General Medical Sciences. Kirkpatrick received the Kansas State Distinguished Graduate Faculty Award in 2018 and became a University Distinguished Professor in 2019. She currently serves on the ABAI Science Board. Dr. Kirkpatrick studies everyday choices which can lead to long-term health problems such as obesity, substance abuse, and other impulse control disorders. She has found that diets high in processed sugar and saturated fats can undermine self-control and lead individuals to develop a pattern of problematic daily choices, known as impulsive choices. She has also developed interventions to promote self-control as a treatment for impulsive choices, which is the topic of her current R01 grant. Kirkpatrick graduated with a bachelor's in Psychology from Iowa State University. She completed her Ph.D. at the University of Iowa in psychology with a focus on Behavioral Neuroscience and then subsequently completed her post-doctoral training at Brown University. She started her career as a faculty member at the University of York (UK) before joining the faculty at Kansas State in 2008.

Abstract: Russell (Russ) Church was a dominant figure in the study of timing processes and how those processes influenced other cognitive processes. During my time as a post-doctoral fellow in his laboratory, Russ and I studied the role of timing processes in classical (Pavlovian) conditioning which led to the development of the Packet theory of timing and conditioning. My laboratory subsequently migrated to studying timing and impulsive choices, but there are multiple areas of our current research program where Russ' influence is still apparent. This presentation will discuss recent research from my laboratory on the role of temporal attention and other timing processes in impulsive choice procedures in rats. Impulsive choice tasks present choices between a smaller-sooner and a larger-later reward, where the smaller-sooner is the impulsive choice. When rats were required to engage in active (versus passive) timing, they were more self-controlled, showed greater delay sensitivity, and demonstrated stronger preferences for the larger reward (when the delays were the same). The results suggest that tasks that engage temporal attention may be beneficial to reducing impulsive choices. Time-based interventions that involve repeated exposure to delays promoted self-control regardless of temporal attention demands. The interface of timing processes and impulsive choices can provide key insights into understanding the fundamental facets of the timing and decision-making systems.

The Master Scientist of Timing Research: A Tribute to Russell Church

ARMANDO MACHADO (University of Aveiro)



Armando Machado obtained his Ph.D. in experimental psychology at Duke University. His research on the conditions in which pigeons generate highly variable, random-like behavior received the Annual Dissertation Award from Division 25 of the American Psychological Association. After his Ph.D., Armando joined Indiana University as an assistant and then a tenured associate professor. In 2000, he moved to the University of Minho where he became a full professor, and in 2019, he moved to the University of Aveiro. Armando's research focuses on temporal learning, numerical

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discrimination, choice, and decision making in animals. In 2010 he received the Research Merit Award from the School of Psychology, and in 2014 he received the Scientific Merit Award from the University of Minho. He has served as editor of the journal *Behavior and Philosophy* and associate editor of *Psychonomic Bulletin & Review* and the *Journal of the Experimental Analysis of Behavior*. He was the president and program chair of the Society for the Quantitative Analysis of Behavior, and the first president of the Portuguese Association of Experimental Psychology.

Abstract: Russell Church contributed immensely to our understanding of Timing, the ability of animals and humans to discriminate intervals and durations of events. In this talk, I will analyze some of Church's empirical studies, including his seminal "Bisection of Temporal Intervals", and his theoretical models, from the influential Scalar Expectancy Theory to the more recent Modular Theory of Timing. I will also explain how Russell Church's ideas and findings shaped our work on how animals learn to time.

How Rats Learn: An Unfinished Book

DAVID FREESTONE (William Paterson University)



David Freestone earned a Ph.D. in Russ Church's lab in 2012. After a post-doc in neuroeconomics (NYU), he became a professor. His work focused on timing, conditioning, and value-based decision-making. These days, David works as a researcher and data scientist at a virtual eating disorder treatment center, and consults with animal facilities toward building robust data infrastructure to support the welfare of their animals.

Abstract: By 2015, Russ Church decided to write a book that he never got a chance to finish. I was fortunate enough to be his coauthor. Its title—*Temporal Conditioning: How Rats Learn*—conveyed his view that timing and conditioning should be understood together. But the contents of the book conveyed a way of thinking about research that is so often left out of print. This talk will focus on Russ Church's evolving views on animal behavior from 2005 to 2015, and where he hoped his ideas would lead. I'll use this to describe how Russ thought about research—the flow from procedure to psychological model, and from model to evaluation.

Time, Memory, and the Legacy of Russ Church

JONATHAN CRYSTAL (University of Indiana)



Jonathan D. Crystal is Provost Professor at Indiana University in the Department of Psychological & Brain Sciences. He was a grad student in Russ Church's lab at Brown University from 1992–1997.

Abstract: In this presentation, I reflect on the impact Russ Church had on me and my research trajectory. I briefly describe my research on basic timing mechanisms. Next, I describe how timing research and immersion in the Church lab impacted my entry into research on memory. Finally, I describe the importance of time in the development of animal models of episodic memory.

#422. Symposium

8:00 AM–9:50 AM

Meeting Level 2; Room 255

VRB/EAB; Basic Research

BACB CE Offered. CE Instructor: Jordan Belisle, Ph.D.

Innovative Measurement in Relational Frame Theory Research and Related Practice Issues

Chair: Elana Keissa Sickman (Missouri State University)

Discussant: Jordan Belisle (Missouri State University)

Relational Density Theory: Further Exploration of Coherence Between Relational Classes

CALEB STANLEY (Utah Valley University), Jordan Belisle (Missouri State University) and Sydney Jensen and Sarah Makenzie Lindemann (Utah Valley University)

Effects of Perspective-Taking and Values Consistency in Reducing Implicit Racial Bias

CARMEN BECK, Yors A. Garcia, and Robyn Catagnus (The Chicago School of Professional Psychology) and Luis Manuel Silva (Pontificia Universidad Javeriana)

Relational Frame Theory and Neurology: Eye Tracking, EEG and fMRI

ZHIHUI YI and Mark R. Dixon (University of Illinois at Chicago)

Selecting the Walk and Talk of Behavior Analysts: An Analysis of the Field's Preparation in Carrying Out Research and Practice in Derived Stimulus Relations

ALBERT MALKIN (Southern Illinois University; Western University) and Eric Jacobs (Southern Illinois University)

#423. Paper Session

8:30 AM–8:55 AM
Meeting Level 1; Room 104A
CBM

Applied Behavior Analysis as Primary in Mental Health Cases?! YES: An Exploration and Interactive Audience Discussion Regarding the Clinical Application of Applied Behavior Analysis With Pediatric Mental Health Presentation

Chair: Angelique M. Walsh (Behavior Basics, Inc.)

Applied Behavior Analysis as Primary in Mental Health Cases?!: An Exploration and Interactive Audience Discussion Regarding the Clinical Application of Applied Behavior Analysis With Pediatric Mental Health Presentation (Service Delivery)

Karin Torsiello, Paula Antonelli, and ANGELIQUE M. WALSH (Behavior Basics, Inc.)

#424. Paper Session

8:30 AM–8:55 AM
Meeting Level 1; Room 156B
PCH

Mental Time Travel and Episodic Future Thinking: "Seeing" the Future from A Radical Behavioristic Approach

Chair: Andres H. Garcia-Penagos (California State University, Chico)

Mental Time Travel and Episodic Future Thinking: "Seeing" the Future from a Radical Behavioristic Approach (Theory)

ANDRES H. GARCIA-PENAGOS (California State University, Chico)

#425. Paper Session

9:00 AM–9:25 AM
Meeting Level 1; Room 154
BPN

Evaluation of Reinforcement and Extinction Processes on an Animal Model of ADHD

Chair: Fabio Leyser Goncalves (Universidade Estadual Paulista)

Evaluation of Reinforcement and Extinction Processes on an Animal Model of ADHD (Basic Research)

FABIO LEYSER GONCALVES (Universidade Estadual Paulista)

#426. Paper Session

9:00 AM–9:25 AM
Meeting Level 1; Room 153A
EAB

Derived Opposition Relations as a Byproduct of Equivalence Relations

Chair: Benigno Alonso-Alvarez (Long Island University)

Derived Opposition Relations as a Byproduct of Equivalence Relations (Theory)

BENIGNO ALONSO-ALVAREZ (Long Island University)

#427. Paper Session

9:00 AM–9:25 AM
Meeting Level 1; Room 156B
PCH

Measurement Issues in Psychology and Behavior Analysis

Chair: Michael D. Hixson (Central Michigan University)

Measurement Issues in Psychology and Behavior Analysis (Theory)

MICHAEL D. HIXSON (Central Michigan University)

#428. Symposium

Ethics

9:00 AM–9:50 AM
Meeting Level 2; Room 258A
AUT/OBM; Applied Research
BACB CE Offered. CE Instructor: Videsha Marya, M.S.

Ethical Decision-Making in Applied Behavior Analysis Practitioners: Models, Behavior, and Organizational Culture

Chair: Videsha Marya (Endicott College)

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A Systematic Review of Ethical Decision-Making Models for Clinical and Educational Settings

ALAN KINSELLA, Victoria Suarez, Videsha Marya, and Mary Jane Weiss (Endicott College) and David J. Cox (Behavioral Health Center of Excellence; Endicott College)

An Empirical Study of Ethical Decision Making by BCBAs

DANIEL ALMEIDA (Beacon Services), Lauren Beaulieu (Newton Public Schools), and Corina Jimenez-Gomez (Auburn University)

Organizational Ethics: Establishing an Ethical Culture That Aligns With Business Practices

STEVE WOOLF (Butterfly Effects), Joy Pollard (Behavior Change Institute; Stanford University), and Shawn P. Quigley (Melmark)

#429. Symposium

9:00 AM–9:50 AM

Meeting Level 2; Room 258B

AUT

BACB CE Offered. CE Instructor: Tara A. Fahmie, Ph.D.

Advancements in Preference Research: Stability, Displacement, and Assessment of Vocational Tasks

Chair: Tara A. Fahmie (University of Nebraska Medical Center)

Evaluation of Vocational Video-Based Preference Assessments for Adolescents With Autism Spectrum Disorder

COURTNEY LYNN KANE and Ruth M. DeBar (Caldwell University), Tina Marie Covington (Anderson Center for Autism), and Meghan Deshais (Rutgers University)

An Evaluation of Preference Stability Within Multiple Stimulus Without Replacement Preference Assessments in Children With Autism

ISAAC JOSEPH MELANSON (University of Nebraska Medical Center's Munroe-Meyer Institute), Alexandria Thomas and Emma Seliina (Michigan State University), David Sipila-Thomas (Ray Gutierrez Miranda (Purdue University), and Matthew T. Brodhead (Michigan State University)

Preference and Reinforcing Efficacy of Edible, Leisure, and Social Interaction Stimuli in Individuals With Autism Spectrum Disorder

ANGELICA J. SEDANO (New England Center for Children; Western New England University), Nicole Goldberg (New England Center for Children), Zoe Newman (New England Center for Children; Western New England University), and Eileen M. Roscoe (New England Center for Children)

#430. Symposium

9:00 AM–9:50 AM

Meeting Level 2; Room 258C

AUT/CSS; Applied Research

BACB CE Offered. CE Instructor: Eileen M. Roscoe, Ph.D.

Increasing Leisure and Physical Activity Engagement

Chair: Eileen M. Roscoe (New England Center for Children)

Increasing Leisure Item Engagement in Individuals With Restricted Interests

ROBERT BENJAMIN CORNAGLIA (New England Center for Children; Western New England University), Eileen M. Roscoe (New England Center for Children), and Valerie Hall and Abigail McVarish (New England Center for Children; Western New England University)

Assessment and Treatment for Increasing Physical Activity in Individuals With Autism

CHELSEA HEDQUIST and Eileen M. Roscoe (New England Center for Children) and Hannah Krueger (New England Center for Children; Western New England University)

Assessing Automated Self-Monitoring and Feedback for Increasing Physical Activity

NABIL MEZHOUDI (New England Center for Children; Western New England University) and Chelsea Hedquist and Eileen M. Roscoe (New England Center for Children)

#431. Panel Discussion

9:00 AM–9:50 AM

Meeting Level 2; Room 254A

AUT: Service Delivery

BACB CE Offered. CE Instructor: Kate A Langston Rooney, M.Ed.

Autism Spectrum Disorder and Sexuality: Evidence-Based Strategies for Teaching Healthy Relationships

Chair: Kara Constantine (Devereux Advanced Behavioral Health)

KATE A LANGSTON ROONEY (Devereux Advanced Behavioral Health)

KATHLEEN DOYLE (Geisinger Medical Center)

CHERIE ANN FISHBAUGH (Southeastern Pennsylvania Autism Resource Center)

#432. Symposium

9:00 AM–9:50 AM

Meeting Level 2; Room 257B

AUT

BACB CE Offered. CE Instructor: Karen Nohelty, M.Ed.

The Use of Machine Learning to Identify Behavioral Phenotypes and Guide Clinical Decision-Making

Chair: Karen Nohelty (Center for Autism and Related Disorders)

Applications of Machine Learning to Treatment for Autistic Individuals

ERIK LINSTEAD and Elizabeth Stevens (Chapman University)

Identification of Autism Spectrum Disorder Subgroups for Treatment Response Prediction and Optimization

DENNIS DIXON and Nicolas Contreras (Center for Autism and Related Disorders)

Application of Clinical Decision Support Systems to the Practice of Applied Behavior Analysis

MICHAEL J. JAMES CAMERON (University of Southern California) and Yiftah Frechter (Springtide)

#433. Symposium

Ethics

9:00 AM–9:50 AM

Meeting Level 1; Room 104A

CBM/BPN: Applied Research

PSY/BACB CE Offered. CE Instructor: Jennifer R. Zarcone, Ph.D.

Mixed Behavioral and Pharmacological Interventions: Prevention, Policy, Ethics, and Practice.

Chair: M. Christopher Newland (Auburn University)

Discussant: Maria G. Valdovinos (Drake University)

Prevention is Better, and Cheaper, than De-Prescribing: How Applied Behavior Analysis Interventions Reduced Future Psychotropic Use Among Children in Foster Care

M. CHRISTOPHER NEWLAND, Anna Kate Edgemon, and John T. Rapp (Auburn University)

Ethical Issues Surrounding the Use of Psychotropic Medications With People With Intellectual Disabilities

JENNIFER R. ZARCON (May Institute)

#434. Panel Discussion

DEI

9:00 AM–9:50 AM

Meeting Level 1; Room 156A

CSS: Theory

BACB CE Offered. CE Instructor: Richard W. Malott, Ph.D.

Behaviorists for Social Responsibility Book Club: A Discussion of New Books on Functional Illness, Homelessness in America, and Xenophobia

Chair: Kyosuke Kazaoka (University of North Texas)

RICHARD F. RAKOS (Cleveland State University)

KENNEE BETH SWITZER (Family Promise of Greater Cleveland)

RICHARD W. MALOTT (Western Michigan University)

#435. Panel Discussion

DEI

9:00 AM–9:50 AM

Meeting Level 2; Room 252A

DDA: Service Delivery

BACB CE Offered. CE Instructor: Rocio Rosales, Ph.D.

Applied Behavior Analysis Service Deserts: Addressing the Gap in Underserved and Marginalized Communities

Chair: Rocio Rosales (University of Massachusetts Lowell)

JESSIKA NICHOLE FEIL (Bella Vista Behavior Services)

ISABEL LEON (ABATEC)

RUTH TELLO (Familias First)

#436. Symposium

9:00 AM–9:50 AM

Meeting Level 2; Room 205B

EDC

BACB CE Offered. CE Instructor: Timothy C. Fuller, Ph.D.

Instructional Design and Behavior Analysis: How Closely Aligned Are We?

Chair: Kerri L. Milyko (Central Reach)

Monday, May 30

Designing Instructional Materials for Behavior Analysts: A Report on Progress Made and Opportunities Yet Fulfilled

KERRI L. MILYKO (Precision Teaching Learning Center) and Kristin Smith and Timothy C. Fuller (Central Reach)

Iterative Processes and Instructional Programming Versus Instructional Design

TIMOTHY C. FULLER (Central Reach), Kerri L. Milyko (Precision Teaching Learning Center), and Kristin Smith (CentralReach)

Empowering Applied Behavior Analysis Providers With Validated Instructional Design

KRISTIN SMITH (CentralReach), Kerri L. Milyko (Precision Teaching Learning Center), and Timothy C. Fuller (Central Reach)

#437. Invited Presenter

9:00 AM–9:50 AM

Meeting Level 1; Room 151A/B

OBM; Theory

PSY/BACB CE Offered. CE Instructor: Ingunn Sandaker, Ph.D.

Organizational Behavior Management: Where Systems Meet Culture

Chair: Nicole Gravina (University of Florida)

INGUNN SANDAKER (Oslo Metropolitan University)



Ingunn Sandaker, professor in the Department of Behavioral Science at Oslo Metropolitan University (OsloMet) in Norway, received her Ph.D. in organizational psychology from the University of Oslo in 1997. She has served in numerous roles, including as dean of studies for social work and special education at Oslo College, and as head of planning and development at Oslo HVPU (division of state services for those with developmental disabilities). She was project manager at OsloMet and was instrumental in establishing its master's and Ph.D. programs in behavior analysis; she has since been director of those programs. Combining expertise in both behavior analysis and systems design/analysis (behavior systems), she served as a consultant and advisor to major corporations, including Norway's huge oil sector and the Norwegian Olympic Committee, where, as leadership training project director, she played a significant role in enhancing participation and awards for women athletes. Her efforts have helped secure behavior analysis as an established discipline in Norway. In addition, Professor Sandaker has been a leader in international dissemination, serving as the international representative to ABA's Executive Council. She is also on the editorial board of the *Norwegian Journal of Behavior Analysis* and associate editor of *Perspectives on Behavior Science*.

Abstract: Systems may be formal or a result of a self-organized selection of behaviors. We often talk about, for instance, a school system referring to the formal, planned, and intentionally organized teaching and support services. A system may, however, as well arise without any formal structure, planning, or intentionality. OBM, or the science of how to facilitate optimal contingencies for behaviors that serves the goals of the company, have to deal with both formal and informal functions, structures, and processes. These structures, whether visualized by an organization chart or a snapshot of network interactions, must also take culture into consideration. This presentation will show how the transmission of cultural practices over time influence both formal and informal systems.

#438. Symposium

9:00 AM–9:50 AM

Meeting Level 1; Room 156C

PCH/EAB; Theory

Illusions of Abnormality: A Behavioral Conceptualization of "Deviant" Behavior in Context

Chair: Abbey Warren (University of Louisiana at Lafayette)

Clinical Behavior Analysis and the Treatment of Substance Use Disorder

MATTHEW ANDERSLAND (University of Louisiana at Lafayette), Thomas B. Sease (Texas Christian University), and Emily Kennison Sandoz and David R. R. Perkins (University of Louisiana at Lafayette)

An Alternative Model to Understanding Criminal Thinking (Behavior) in Correctional Contexts

THOMAS B. SEASE (Texas Christian University) and Emily Kennison Sandoz and David R. R. Perkins (University of Louisiana at Lafayette)

Things We Do in the Dark: Reconceptualizing Sexual Sadism in a New Light

MAKENSEY SANDERS (University of Louisiana at Lafayette), Janani Vaidya (Louisiana Contextual Science Research Group), and Emily Kennison Sandoz (University of Louisiana Lafayette)

#439. Invited Tutorial



9:00 AM–9:50 AM

Meeting Level 2; Room 256

PRA; Service Delivery

BACB/QABA/NASP CE Offered. CE Instructor: Barbara Gross, M.A.

Consent, Disability, and Applied Behavior Analysis: What We Can Learn from Fries, Tea, and Pizza

Chair: Susan Wilczynski (Ball State University)

BARBARA GROSS (Missouri Behavior Consulting; Sex Ed Continuing Ed)



Barbara Gross, MA, MEd, BCBA, LBA, CSE, (she/her/hers), is a board certified behavior analyst and AASECT Certified Sexuality Educator. She specializes in staff and caregiver training and development of sexual behavior intervention plans for individuals with intellectual and developmental disabilities (ID/DD). She also works to coordinate with special educators and sexuality educators to promote equity in access to comprehensive sexuality education for youth with disabilities. Other areas of practice and research interests include pornography literacy, abuse prevention for children and adults with disabilities, and dissemination of behavior analysis and the potential it offers to promote healthy sexuality for people of all abilities. Barb is the current president of the Sexual Behavior Research and Practice Special Interest Group (SBRPSIG) of ABAI.

Abstract: The word "consent" may mean different things, depending on context and audience.

Conceptualizations of sexual consent are often delivered in metaphor or acronym by sexuality educators and abuse prevention specialists. It is possible to use these frameworks to explain other consent-based behaviors. Additionally, it is our responsibility to think critically about how some of our practices may violate consent/assent without due care. This conversation will explore consensual behavior as a consideration when supporting clients, as well as our role in teaching others how to engage in consent behaviors.

#440. Symposium

9:00 AM–9:50 AM

Meeting Level 2; Room 203

TBA/AUT; Applied Research

BACB CE Offered. CE Instructor: Peter F. Gerhardt, Ed.D.

Current Issues in Autism Spectrum Disorder Intervention: Assent and Social Validity

Chair: Peter F. Gerhardt (The EPIC School)

Examining Ways to Improve Outcomes for Adults With Autism Spectrum Disorder: A Review of the Literature and Available Assessments and Curricula

SHANNA BAHRY (Endicott College)

A Progressive Approach to Staff Training to Increase Rapport With Clients With Autism

JESSICA J. CAUCHI (Endicott College; Atlas Behaviour Consultation)

Reports of Safety Experiences From Direct Support Comparison: A Social Validity Survey

NATALIE DRISCOLL (Endicott College; Seven Hills Foundation)

#441. Symposium

9:00 AM–10:50 AM

Meeting Level 1; Room 103

CBM/AUT; Applied Research

BACB/QABA CE Offered. CE Instructor: Javier Virues Ortega, Ph.D.

Assessment and Treatment of Face Touching During the COVID-19 Pandemic

Chair: Javier Virues Ortega (Universidad Autónoma de Madrid; University of Auckland)

Discussant: Raymond G. Miltenberger (University of South Florida)

Decreasing Face Touching for Children With Autism Spectrum Disorder

MARY HALBUR (University of Nebraska Medical Center's Munroe-Meyer Institute); Tiffany Kodak, Marisa E. McKee, and Jessi Reidy (Marquette University); Elizabeth J. Preas (University of Nebraska Medical Center) and Regina A. Carroll (University of Nebraska Medical Center's Munroe-Meyer Institute)

A Habit Reversal Intervention for Face Touching

EMMA AUTEN and Carole M. Van Camp (University of North Carolina Wilmington)

Automated Detection of Face Touching as an Aid to Face Touching Reduction Studies

AIDA TARIFA RODRIGUEZ (ABA España; Universidad Autónoma de Madrid), Peter A. Krause (University of California; Santa Cruz California State University; Channel Islands), Javier Virues Ortega (Universidad Autónoma de Madrid), and Agustin Gonzalo Perez-Bustamante Pereira (Hospital Universitario Ramón y Cajal)

Monday, May 30

Reducing Face-Touching Through Motion Sensing and Vibrotactile Cueing During the COVID-19 Pandemic: Treatment Effects and Disruptor Descriptive Analysis

JAVIER VIRUES ORTEGA (Universidad Autónoma de Madrid), Agustín Gonzalo Perez-Bustamante Pereira (Hospital Universitario Ramón y Cajal), Neil Timothy Martin (Behavior Analyst Certification Board), Mariola Moeyaert (University at Albany, SUNY), Peter A. Krause (University of California, Santa Cruz; California State University, Channel Islands), Aida Tarifa Rodríguez (ABA España; Universidad Autónoma de Madrid), Carolina Trujillo-Sánchez (Universidad Autónoma de Madrid), and Maithri Sivaraman (Ghent University)

#442. Paper Session

9:30 AM–9:55 AM

Meeting Level 1; Room 154

BPN

The Behaviorist's Integral Role in Drug Development for Neuropsychiatric Conditions: A Case Study

Chair: Oanh Luc (McLean Hospital, Harvard Medical School)

The Behaviorist's Integral Role in Drug Development for Neuropsychiatric Conditions: A Case Study (Basic Research)

oanh luc (McLean Hospital, Harvard Medical School) and Brian D. Kangas (Harvard Medical School)

#443. Paper Session

9:30 AM–9:55 AM

Meeting Level 1; Room 153A

EAB

Stimulus Equivalence With Mixed-Compound Consequences: A Translational Analysis With Theoretical and Applied Implications

Chair: Richelle Elizabeth Hurtado (University of North Carolina Wilmington)

Stimulus Equivalence With Mixed-Compound Consequences: A Translational Analysis With Theoretical and Applied Implications (Basic Research)

RICHELLE ELIZABETH HURTADO and Carol Pilgrim (University of North Carolina Wilmington)

#444. Paper Session

9:30 AM–9:55 AM

Meeting Level 1; Room 156B

PGH

Don't Dis Kids: Embracing Normal Variation in Educational Systems

Chair: Criss Wilhite (California State University Fresno)

Don't Dis Kids: Embracing Normal Variation in Educational Systems (Theory)

CRISS WILHITE (California State University Fresno)

#445. Paper Session

10:00 AM–10:25 AM

Meeting Level 2; Room 254B

AUT

A Clinician's Perspective on the Impact of Private Equity on Delivering Quality Applied Behavior Analysis Services

Chair: Chanie Rubin (Proud Moments ABA)

A Clinician's Perspective on the Impact of Private Equity on Delivering Quality Applied Behavior Analysis Services (Service Delivery)

CHANIE RUBIN and Bobby Newman (Proud Moments ABA)

#446. Paper Session

10:00 AM–10:25 AM

Meeting Level 1; Room 154

BPN

Free-Operant Event-Related Potential Research: Reevaluating the P3a Effect

Chair: Ryan Matthew Bugg (University of North Texas)

Free-Operant Event-Related Potential Research: Reevaluating the P3a Effect (Basic Research)

RYAN MATTHEW BUGG, Daniele Ortu, and Jesus Rosales-Ruiz (University of North Texas)

#447. Paper Session

10:00 AM–10:25 AM
Meeting Level 1; Room 104A
CBM

Nonlinear Contingency Analysis: On the Distinction Between Topical and Systemic Intervention
Chair: T. V. Joe Layng (Generategy, LLC)

Nonlinear Contingency Analysis: On the Distinction Between Topical and Systemic Intervention
(Service Delivery)
T. V. JOE LAYNG (Generategy, LLC)

#448. Paper Session

10:00 AM–10:25 AM
Meeting Level 2; Room 205C
EDC

Instructional Strategies for Teaching Mathematics to Students With Autism
Chair: Jared R Morris (Brigham Young University)

Instructional Strategies for Teaching Mathematics to Students With Autism (Theory)
JARED R. MORRIS, Ryan Kellems, Cade T. Charlton, and Patsy Gibbs (Brigham Young University)

#449. Symposium

10:00 AM–10:50 AM
Meeting Level 2; Room 257B
AUT/VRB; Applied Research
BACB CE Offered. CE Instructor: Natalie Mandel, Ph.D.

Using Outcomes of Systematic Literature Reviews to Guide Clinical Practice and Future Research
Chair: Natalie Mandel (May Institute)

A Systematic Review of the Mands for Information Literature
MIRELA CENGHER and Matthew David Bowman (University of Maryland, Baltimore County), Lesley A. Shawler (Southern Illinois University), and Meghan Ceribo-Singh (University of Maryland, Baltimore County)

A Systematic Review of Empirical Research on Emergent Intraverbals
DANIEL E. CONINE (Georgia State University), Sarah Frampton (Simmons College; May Institute), and Kyrsten Buote (Georgia State University)

Review of the Use of Differential Reinforcement in Skill Acquisition
CYNTHIA P. LIVINGSTON (University of Nebraska Medical Center) and Hannah Efaw and Catia Cividini-Motta (University of South Florida)

#450. Symposium



10:00 AM–10:50 AM
Meeting Level 1; Room 156A
CSS/PCH; Theory

Ethnic and Racial Issues in Behavior Analysis
Chair: Tâhcita Medrado Mizael (Universidade de São Paulo)

A Behavior-Analytic View of Colorism
TÂHCITA MEDRADO MIZAE (Universidade de São Paulo), Marina de Castro (Núcleo de Atendimento e Formação em Psicologia Clínica e Jurídica), and Alexandre Dittrich (Federal University of Paraná)

Review of Studies Focused on Blackness With a Behavior-Analytic Approach
ANA ANA CAROLINA LIMA and Maria Pereira (Pontifícia Universidade Católica de São Paulo)

Behavior Analytic Research on Xenophobia
NATALIA MARIA AGGIO (University of Brasília) and Conrado Ijanc Neto and Aline de Almeida (Federal University of Brasília)

Monday, May 30

#451. Symposium

10:00 AM–10:50 AM
Meeting Level 1; Room 102A
DEV
BACB CE Offered. CE Instructor: Elisa M. Cruz-Torres, Ed.D.

Behavior Analysis in the Cyber World

Chair: Jessica Naomi Cadette Dunn (Orlando Health)
Discussant: Elisa M. Cruz-Torres (Florida Atlantic University)

Where Do We Exist in the Cyber World?

ELISEO D. JIMENEZ (Scientific Research Corporation)

Human Hacking and Behavior Analysis

Eliseo D. Jimenez (Scientific Research Corporation) and EDWARD JUSTIN PAGE (University of Pittsburgh)

#452. Panel Discussion

Professional Development Series **DE**

10:00 AM–10:50 AM
Meeting Level 2; Room 205B
EDC; Service Delivery

Making It Personal: Meaningful Mentorship, What It Is, and Where to Find It

Chair: Leannah Lynn Sheahan (California State University, Sacramento)

CAROL PILGRIM (University of North Carolina Wilmington)
SARAH E. BLOOM (University of South Florida)
SHRINIDHI SUBRAMANIAM (California State University, Stanislaus)

#453. Invited Presenter

10:00 AM–10:50 AM
Ballroom Level 3; Ballroom East/West
EDC; Service Delivery
PSY/BACB/QABA/NASP CE Offered. CE Instructor: Tai Collins, Ph.D.

A Social Justice Framework for Intervention

Chair: Renee Hawkins (University of Cincinnati)

TAI COLLINS (University of Cincinnati)



Tai A. Collins received his Ph.D. from Louisiana State University in 2013. Dr. Collins is primarily interested in the development of time- and resource-efficient behavioral interventions to support Black students in urban schools with limited resources. Dr. Collins has focused on developing peer-mediated interventions to improve the academic, behavioral, social, and emotional functioning of students within multi-tiered systems of support. Dr. Collins is also interested in applications of a social justice framework in school psychology research, practice, and training. He currently teaches graduate courses including the applied behavior analysis sequence, advanced behavioral research methods, and working with cultural and linguistic diversity in schools.

Abstract: As the school-age population continues to diversify, it is now more important than ever that we provide services with a social justice focus that recognizes and values individuals' unique identities and dismantles systems of oppression and marginalization. With a particular focus on school-based intervention, we will discuss a social justice approach to service delivery. Implications for integrating an ecological-behavioral framework with a social justice approach informed by critical race theory, intersectionality, and dis/ability critical race studies will be discussed. We will discuss the adaptation of evidence-based interventions to fit various contexts, as well as the development of novel interventions built specifically for minoritized populations. We will also examine peer-mediated interventions as a promising suite of culturally relevant strategies.

#454. Symposium

10:00 AM–10:50 AM
Meeting Level 1; Room 156C
PCH/EAB; Theory

Constructional Approaches to Emotions and Emotional Behavior

Chair: Ian Burruss (Advanced Behavioral Care)

Toward a Hierarchical Taxonomy for the Affective Domain

PAUL THOMAS ANDRONIS (Northern Michigan University)

Teaching Emotions: An Update on an Instruction Design Component Analysis Approach

ANNA LINNEHAN (Endicott College)

Unlocking Happiness: A Contingency Analysis of Emotions From Dogs' Perspective

SEAN MICHAEL WILL and Maasa Nishimuta (Constructional Approach to Animal Welfare and Training)

#455. Symposium

10:00 AM–10:50 AM

Meeting Level 2; Room 203

TBA

BACB CE Offered. CE Instructor: Tina Sidener, Ph.D.

Teaching Behavior Analysis Skills to Staff and Graduate Students: Advances and Future Directions

Chair: Tina Sidener (Caldwell University)

The Effects of Video Modeling With Voiceover Instruction Delivered Remotely on Teaching Educators to Use PLACHECK Data Collection Procedures

BETH KLEMP POLLATZ (The Chicago School of Professional Psychology), Jaime DeQuinzio (Alpine Learning Group; The Chicago School of Professional Psychology), and Amanda C. Philp (The Chicago School of Professional Psychology)

Remote Teaching of School Staff to Conduct Visual Analysis of Graphs Using a Clinical Decision-Making Model: A Replication and Extension Study

SANDRA ODOHERTY (The Chicago School of Professional Psychology), Jaime DeQuinzio (Alpine Learning Group; The Chicago School of Professional Psychology), and Kelly K. McElrath (The Chicago School of Professional Psychology)

A Comparison of Feedback Sequences to Teach Behavior Analytic Skills Remotely

Marissa Chizmadia, Tina Sidener, Allison Parker, Sharon A. Reeve, Jason C. Vladescu, RACHEL THOMAS, and Toni Rose Agana (Caldwell University)

#456. Symposium

10:00 AM–10:50 AM

Meeting Level 2; Room 255

VRB/EAB; Translational

BACB CE Offered. CE Instructor: Juliana Sequeira Cesar de Oliveira, M.S.

Convergent Multiple Control and the Role of Verbal Behavior in Recall

Chair: Juliana Sequeira Cesar de Oliveira (Texas Christian University)

Laboratory Demonstration of Convergent Control in Verbal Behavior

JULIANA SEQUEIRA CESAR DE OLIVEIRA, Reagan Elaine Cox, and Anna I. Petursdottir (Texas Christian University)

An Evaluation of Prerequisite Skills to Establish Multiple Controlled Responses

ADRIENNE JENNINGS and Jason C. Vladescu (Caldwell University), Caio F. Miguel (California State University, Sacramento), and Kenneth F. Reeve and Tina Sidener (Caldwell University)

The Effects of Reinforcing Tacting on the Recall of Children With Autism Spectrum Disorders

STEPHANIE KEESEY-PHELAN (The Dog Behavior Institute) and Judah B. Axe (Simmons University)

#457. Symposium

10:00 AM–11:50 AM

Meeting Level 2; Room 258A

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Andrew Pierce Blowers, Ph.D.

I See Therefore I Learn: Recent Advances in Observational Learning

Chair: Andrew Pierce Blowers (University of Nebraska Medical Center's Munroe-Meyer Institute)

Discussant: Bridget A. Taylor (Alpine Learning Group)

Effects of Differential Observing Responses on Observational Learning Across Multiple Contingencies

ANDREW PIERCE BLOWERS and Kevin C. Luczynski (University of Nebraska Medical Center's Munroe-Meyer Institute) and Ciobha Anne McKeown (University of Florida)

Learning to Observe to Learn by Observation

JENNIFER LONGANO (Fred S. Keller School)

Interventions to Establish Observational Learning Cusps

JESSICA SINGER-DUDEK (Teachers College, Columbia University)

A Systematic Review of Observational Conditioning-by-Denial Interventions

HUNG CHANG (Teachers College, Columbia University)

Monday, May 30

10:00 AM–11:50 AM

Meeting Level 2; Room 254A

AUT/OBM; Service Delivery

PSY/BACB CE Offered. CE Instructor: Donald A. Hantula, Ph.D.

Intelligent Digital Technology to Advance Treatment, Procedural Fidelity, and Employment for Neurodiverse Individuals and Caregivers

Chair and discussant: Donald A. Hantula (Temple University)

Supporting Caregiver-Delivered Behavioral Intervention for Children With Autism With an Intelligent Agent Platform

ALIYA YAGAFAROVA, Corina Jimenez-Gomez, Cecelia Drummond, and Emily A. Phaup (Auburn University); Donald A. Hantula (Temple University); and John T. Nosek (Guiding Technologies)

Evaluating Intelligent Agent Technology for Acquisition and Instruction of Hand-Washing in Children With Autism

ELIZABETH R. LORAH and Brenna R. Griffen (University of Arkansas), Donald A. Hantula (Temple University), and John T. Nosek (Guiding Technologies)

Intelligent Agent Technology for Caregiver Treatment Fidelity and Life Skills of Children With Autism Spectrum Disorder

KAORI G. NEPO (NeurAbilities), Donald A. Hantula (Temple University), and John T. Nosek (Guiding Technologies)

Design Considerations for Building a Platform to Enable Neurodiverse Employees to Work in Data Annotation

ELIZABETH GARRISON, Slobodan Vucetic, Eduard Dragut, Matthew Tincani, and Donald A. Hantula (Temple University) and Ray Hong (George Mason University)

#459. Symposium

10:00 AM–11:50 AM

Meeting Level 2; Room 258C

AUT/VRB; Applied Research

BACB CE Offered. CE Instructor: Mark R. Dixon, Ph.D.

Toward a Behavioral Analysis of Intelligence: Measuring and Influencing Derived Relational Responding in Children With Autism and Supporting Staff

Chair: Shelby Blecha (Missouri State University)

Discussant: Mark R. Dixon (University of Illinois at Chicago)

Evaluating the Factor Structure of the PEAK Comprehensive Assessment

CLAIRE ZUCH and Taylor Annalise Janota (Missouri State University), Lindsey Nicole Holtsman (Emergent Learning STL Center), Jordan Belisle (Missouri State University), and Mark R. Dixon (University of Illinois at Chicago)

Evaluating the Relationship Between Operant Learning Modalities and the Construct of Intelligence in Children With Autism and Related Disabilities

TAYLOR ANNALISE JANOTA (Missouri State University), Lindsey Nicole Holtsman (Emergent Learning STL Center), Jordan Belisle (Missouri State University), and Mark R. Dixon (University of Illinois at Chicago)

Evaluating Changes in Learning Abilities Following Six Months of PEAK Instruction

LINDSEY NICOLE HOLTSMAN (Emergent Learning STL Center), Becky Barron (Emergent Learning Center), and Mark R. Dixon (University of Illinois at Chicago)

The Effectiveness of Mindfulness in Applied Behavior Analysis: An Approach to Staff Training

ELIZABETH LOUISE ALBRIGHT and Autumn N. McKeel (Emergent Learning Clinic)

#460. Symposium

10:00 AM–11:50 AM

Meeting Level 2; Room 251

DDA/AUT; Applied Research

BACB CE Offered. CE Instructor: Yanerys Leon, Ph.D.

Token Economies: Recent Advances in Applied Research and Implications for Practice

Chair: Yanerys Leon (University of Miami)

Discussant: Nadratu Nuhu (Marcus Autism Center; Emory University School of Medicine)

The Evolution of Token Economies From Research to Practice: A Survey of Common Strategies Used in Clinical and Educational Settings

NATHALIE FERNANDEZ (Kenndey Krieger) and Tracy Argueta and Iser Guillermo DeLeon (University of Florida)

Descriptive Assessment of Token Economy Structure in School-Based Settings

CHRISTINA RODRIGUEZ, Yanerys Leon, Alexandra Ramirez, Elisa Alonso Duque, and Ashley Ramos (University of Miami)

A Comparison of Procedures to Establish Tokens as Conditioned Reinforcers

TRACY ARGUETA and Iser Guillermo DeLeon (University of Florida), Yanerys Leon (University of Miami), and Nathalie Fernandez (Kennedy Krieger Institute)

Effects of Token Manipulation on Token Reinforcement Efficacy

BREANNA R. ROBERTS, Kathryn A. Gorycki, Ashley Romero, Lisa Marie Ambrosek, and Pamela L. Neidert (University of Kansas)

#461. Symposium

10:00 AM–11:50 AM

Meeting Level 1; Room 153A

EAB

Modeling Severe Problem Behavior and Treatment Effects Using Artificial Organisms: A New Frontier

Chair: Brianna Laureano (Kennedy Krieger Institute; Johns Hopkins University School of Medicine)

Discussant: Jack J McDowell (Emory University)

Performing Simulated Operant Experiments Using an Evolutionary Theory of Behavior Dynamics: A Tutorial

BRYAN KLAPES (Philadelphia College of Osteopathic Medicine - Georgia)

Further Modeling of the Subtypes of Automatically Reinforced Self-Injurious Behavior Within the Framework of Precision Medicine

SAMUEL L. MORRIS and Sarah Lucia (Southeastern Louisiana University)

Modeling Functional Assessment and Treatment of Severe Problem Behavior With the Evolutionary Theory of Behavior Dynamics

LOUIS P. HAGOPIAN and John Falligant (Kennedy Krieger Institute; Johns Hopkins University School of Medicine)

Modeling Effects of Downshifts in Reinforcement: A Demonstration of Resurgence as Choice Using Artificial Organisms

JOHN FALLIGANT (Kennedy Krieger Institute; Johns Hopkins University School of Medicine), Bryan Klapes (Philadelphia College of Osteopathic Medicine - Georgia), and Louis P. Hagopian (Kennedy Krieger Institute; Johns Hopkins University School of Medicine)

#462. Symposium

10:00 AM–11:50 AM

Meeting Level 1; Room 152

EAB/VRB; Basic Research

BACB CE Offered. CE Instructor: Deisy De Souza, Ph.D.

Equivalence Class Formation: Variables, Measurements, and Supplemental Analyses

Chair: Erik Arntzen (Oslo Metropolitan University)

Discussant: Deisy De Souza (Universidade Federal de São Carlos)

Number of Training Trials and Formation of Equivalence Classes

ERIK ARNTZEN (Oslo Metropolitan University)

Timing and Loci of Exposure and Response Prevention Activity Correlated With Relations in Equivalence Classes

LANNY FIELDS (Queens College, City University of New York), Kathryn Mary Wakim (The Del Monte Institute for Neuroscience, University of Rochester School of Medicine and Dentistry) and John Foxe (City College of New York)

Investigation of Magnitude of Reinforcement and Punishment on Equivalence Class Formation Using a Virtual Game

Alceu R. dos Santos, Filipe César Carvalho, and JULIO C. DE ROSE (Universidade Federal de São Carlos)

The Relation Between Equivalence Classes and the Stroop Effect

MANISH VAIDYA and Russell Silguero (University of North Texas)

Monday, May 30

#463. Symposium

10:00 AM–11:50 AM

Meeting Level 2; Room 205A

EDC/CBM; Applied Research

BACB CE Offered. CE Instructor: Elizabeth Joy Houck, M.Ed.

Using Individual Preferences, Reinforcement Systems, and Technology to Increase Engagement in Health and Hygiene Routines

Chair: Elizabeth Joy Houck (University of North Texas)

Discussant: Dorothea C. Lerman (University of Houston-Clear Lake)

Effects of the Podcast Chompers® on Toothbrushing Duration by Children

CATHERINE LEWIS, Jennifer N. Fritz, Samantha Jean Boyle, and Victoria Fletcher (University of Houston-Clear Lake)

Adapting Preference Assessments and Reinforcement Schedules for Increasing Mask-Wearing With Adults With Intellectual Disabilities

ELIZABETH JOY HOUCK, Joseph D. Dracobly, Richard G. Smith, Danielle Pelletier, Melanie Bauer, and Aaron Sanchez (University of North Texas)

Using Synchronous Reinforcement to Increase Mask-Wearing in Young Children and Individuals With Developmental Disabilities

CATHERINE MCHUGH, Claudia L. Dozier, Sara Camille Diaz de Villegas, Nicole Kanaman, Marissa E. Kamlowsky, and Ky Clifton Kanaman (University of Kansas)

Utility of an Image Analysis Method as a Handwashing Measurement Tool

RACHEL JESS (GoodLife Innovations) and Claudia L. Dozier, Stacha Leslie, and Marissa E. Kamlowsky (University of Kansas)

#464. Symposium

10:00 AM–11:50 AM

Meeting Level 1; Room 153C

OBM/AUT; Service Delivery

BACB CE Offered. CE Instructor: Binyamin Birkan, Ph.D.

Being Prepared for the Unexpected: The Role System Variables Play in Autism Intervention Programs

Chair: Dawn B. Townsend (Alliance for Scientific Autism Intervention)

Discussant: Binyamin Birkan (Biruni University)

Ensuring Student Progress During the Pandemic

SUSAN M. VENER (New York Child Learning Institute; Alliance for Scientific Autism Intervention) and Alison Wichnick-Gillis (The Graduate Center, City University of New York; New York Child Learning Institute)

Staff Training and Evaluation During the Pandemic: Important Lessons Learned

KEVIN J. BROTHERS (Somerset Hills Learning Institute; Alliance for Scientific Autism Intervention) and Paul Shreiber and Emily Gallant (Somerset Hills Learning Institute)

Parent Support and Mentorship Under Highly Variable Conditions

CHRISTINE FRY, Amanda Sawma Freeman, and Gregory S. MacDuff (Princeton Child Development Institute)

Lessons Learned About System Implementation Under Unplanned and Unique Conditions

ERIC ROZENBLAT and Donna De Feo (Institute for Educational Achievement) and Dawn B. Townsend (Alliance for Scientific Autism Intervention; Institute for Educational Achievement)

#465. Symposium

10:00 AM–11:50 AM

Meeting Level 1; Room 153B

OBM/VRB; Applied Research

BACB CE Offered. CE Instructor: Karl Fannar Gunnarsson, Ph.D.

Brain Injury Rehabilitation and Applied Behavior Analysis: Recent Research on Delay Discounting, Language Assessment, Staff Training, and Program Evaluation

Chair: Seth W. Whiting (Louisiana State University in Shreveport)

Discussant: Megan R. Heinicke (California State University, Sacramento)

Program Evaluation of Evidence-Based Applied Behavior Analytic Practice Within Neurobehavioral Rehabilitation Units for Adults With Acquired Brain Injury and Challenging Behavior

NAZURAH KHOKHAR, Alison Cox, and Madeline Pontone (Brock University) and Karl Fannar Gunnarsson (The National University Hospital Iceland; West Park Healthcare Centre)

Using Behaviour Skills Training Model to Train Acquired Brain Injury Staff to Use Applied Behavior Analysis

NATHALIE BROWN (West Park Healthcare Centre; Toronto Rehabilitation Institute, University Health Network) and Edith Ng (Toronto Rehabilitation Institute, University Health Network)

Delay Discounting and Brain Injury: Investigating Stability Across Time, Correlations to Socially Significant Problem Behavior

KARL FANNAR GUNNARSSON (University of Iceland) and Ryan N. Redner (Southern Illinois University Carbondale)

Piloting a Function-Based Language Assessment for Adults With Neurocognitive Disorder

CHRISTOPHER HUY LE, Dani Leigh Buckley, and Megan R. Heinicke (California State University, Sacramento); Jonathan C. Baker (Western Michigan University); and Shelby Marie Bryeans (California State University, Sacramento)

#466. Symposium

10:00 AM–11:50 AM

Meeting Level 1; Room 156B

PCH/DEV; Service Delivery

BACB CE Offered. CE Instructor: Gordon Bourland, Ph.D.

Some Recent Developments Related to Behavior Analyst Licensure: Some Recent Adventures of the ABAI Licensing Committee

Chair: Gordon Bourland (Trinity Behavioral Associates)

Discussant: Michael F. Dorsey (Amego Inc.)

What Is a Profession and Is Behavior Analysis One?

SHERRY L. SERDIKOFF (Savannah State University), John M. Guercio (Benchmark Human Services), and Gordon Bourland (Trinity Behavioral Associates)

Who's Certifying Whom?

GORDON BOURLAND (Trinity Behavioral Associates) and Noor Younus Syed (SUNY Empire State College; Anderson Center International; Endicott College)

Riddle Me This: When is Your Medically Necessary Behavior Goal NOT Your Behavior Goal (Negotiating Insurance Company Requirements for Creating Treatment Plans)

BOBBY NEWMAN, Chanie Rubin, Aliza Yadlovker, and Aline Kovacs (Proud Moments ABA)

Opposition to Licensure of Behavior Analysts: Who Objects and Why?

JOHN WALTER SCIBAK (Retired Massachusetts State Representative; ABAI Licensing Committee)

#467. Symposium

Supervision **DE**

10:00 AM–11:50 AM

Meeting Level 2; Room 204A/B

TBA/OBM; Service Delivery

BACB CE Offered. CE Instructor: Landon Cowan, M.A.

Recent Trends in the Development of Professional Skills and Diversity, Equity, and Inclusion Practices for Behavior Analysts

Chair: Landon Cowan (Marquette University)

Discussant: Kate E. Fiske Massey (Douglass Developmental Disabilities Center, Rutgers University)

Professional Skills for Behavior Analysts: A Survey on the Proficiency and Importance of Hard and Soft Skills

LANDON COWAN and Tiffany Kodak (Marquette University)

Improving the Future of Applied Behavior Analysis With the Assessment and Training of Supervisory Skills

KIMBERLY MADAR (Global Autism Project) and Noor Younus Syed (SUNY Empire State College; Anderson Center International; Endicott College)

An Evaluation of Behavioral Skills Training to Teach Culturally Responsive Clinical Service Provision in Behavior Analysis Graduate Students

KENYA MYLES and Sarah A. Lechago (University of Houston-Clear Lake), Amanda King (Endeavor Behavioral Institute, LLC), and Ellie Hardesty (University of Houston-Clear Lake)

A Pilot Evaluation of a Supplemental Curriculum on Diversity Content in Graduate Course Syllabi

STEPHANIE ORTIZ and Melissa Ashley Joseph (Caldwell University) and Meghan Deshais (Rutgers University)

Monday, May 30

#468. Paper Session

Ethics **DE**

10:30 AM–10:55 AM
Meeting Level 2; Room 254B
AUT

Disparities and Inequities in Early Identification and Treatment for Black Children With Autism Spectrum Disorder

Chair: Jack Scott (Florida Atlantic University)

Disparities and Inequities in Early Identification and Treatment for Black Children With Autism Spectrum Disorder (Service Delivery)

JACK SCOTT (Florida Atlantic University) and Torica L. Exume (Florida Atlantic University; Center for Autism and Related Disabilities)

#469. Paper Session

10:30 AM–10:55 AM
Meeting Level 1; Room 104A
CBM

Distance Caring: Behaviors of Caring for an Older Special Someone From a Distance in the Times of the COVID-19 Pandemic

Chair: Joseph Martin (Shippensburg University)

Distance Caring: Behaviors of Caring for an Older Special Someone From a Distance in the Times of the COVID-19 Pandemic (Service Delivery)

JOSEPH MARTIN (Shippensburg University), Richard Cook (Applied Behavior Medicine Associates of Hershey), and Matthew Gross (Shippensburg University)

#470. Paper Session

DE

10:30 AM–10:55 AM
Meeting Level 2; Room 205C
EDC

Ensuring Best Practices in Group Educational Settings: Review of the Literature and Ongoing Applications to China

Chair: Helen McCabe (Daemen College)

Ensuring Best Practices in Group Educational Settings: Review of the Literature and Ongoing Applications to China (Service Delivery)

HELEN MCCABE (Daemen College) and Tian Jiang (University of Rochester)

#471. Paper Session

11:00 AM–11:25 AM
Meeting Level 2; Room 254B
AUT

The Process Teaches You: Using Information Gained from the Practical Functional Assessment and Skill-Based Treatment to Reach Meaningful Outcomes for Adolescents and Adults With Autism

Chair: Mara Vanderzell (Upstate Cerebral Palsy)

The Process Teaches You: Using Information Gained From the Practical Functional Assessment and Skill-Based Treatment to Reach Meaningful Outcomes for Adolescents and Adults With Autism (Service Delivery)

MARA VANDERZELL, Brianna Elsasser, Kelly Marie Gallagher, Jon Horn, and Erik Jacobson (Upstate Cerebral Palsy)

#472. Paper Session

11:00 AM–11:25 AM
Meeting Level 1; Room 104A
CBM

Addressing Health and Fitness During a Pandemic: Lessons Learned From the Field

Chair: Nicholas Green (BehaviorFit)

Addressing Health and Fitness During a Pandemic: Lessons Learned From the Field (Service Delivery)

NICHOLAS GREEN (BehaviorFit)

#473. Paper Session

11:00 AM–11:25 AM
Meeting Level 2; Room 205C
EDC

The Contribution of School Leaders to the Use of Applied Behavior Analysis in Omani Schools: Towards Enhancing Students' Emotional and Social Learning Outcomes

Chair: Yasser F. Hendawy Al-Mahdy (Sultan Qaboos University)

The Contribution of School Leaders to the Use of Applied Behavior Analysis in Omani Schools: Towards Enhancing Students' Emotional and Social Learning Outcomes (Basic Research)

YASSER F. HENDAWY AL-MAHDY and Mahmoud Mohamed Emam (Sultan Qaboos University)

#474. Invited Presenter

11:00 AM–11:50 AM
Meeting Level 2; Room 256
AUT: Applied Research
PSY/BACB/QABA/NASP CE Offered. CE Instructor: Christos Nikopoulos, Ph.D.

Video Modelling to Teach Social and Play Skills to Children With Autism Spectrum Disorder

Chair: Regina A. Carroll (University of Nebraska Medical Center Munroe-Meyer Institute)

CHRISTOS NIKOPOULOS (Autism Consultancy Services, London)



Dr. Christos Nikopoulos is a board certified behaviour analyst (Doctoral Level; BCBA-D) and is a former member of the Board of Directors of the BACB and of the European Association of Behaviour Analysis (EABA). He has served as a clinician, a university lecturer, an educator, a consultant, a researcher, and an author in the areas of autism spectrum disorder (ASD), intellectual and other developmental disabilities, as well as neurological and behavioural interventions in special education for more than 23 years. He is currently the founder and CEO of Autism Consultancy Services in London (UK) and Riyadh (KSA). He has obtained international experience in working with children with autism and other developmental disabilities—from 18 months old until adults—as well as their families and has published widely on the topic. Dr. Nikopoulos has co-authored two books and a few book chapters that have become key reference texts on subject of video modelling and autism and he has been chosen to deliver keynote speeches at international conferences quite frequently (more than 90 presentations at international conferences worldwide). Dr. Nikopoulos has also obtained substantial experience in the administration of a number of assessments tools as well as employing a variety of different behavioural procedures/methods, running home- and school-based intervention programmes in many European and Middle East countries. He is also either the Course Leader or the Lecturer of five BACB Verified Course Sequences (VCS) in Europe. Finally, due to his research activities and expertise in the area of autism, he has gained the award of Chartered Scientist from the Science Council, he is the scientific advisor for the Research Autism charity, an EU expert reviewer, as well as a reviewer for a number of international journals and governmental agencies.

Abstract: Peer relations serve many important functions in children's development. Social reciprocity or reciprocal peer interactions occur when children engage in social interactions with one another or when their actions support each other in their relationships. In autism spectrum disorder (ASD), however, reciprocity of social exchange is missing and is manifest as a lack of both social responses and initiations to other people. Over the years, various behavioral strategies have been developed to promote social interactions between children with ASD and their peers for a successful integration in inclusion settings. Video modelling, as one of them, is not only an effective and evidence-based method for developing many social and play skills, but it can also be a practical and efficient tool that is well-suited to the school environment. In this presentation, pertinent video modeling methodologies will be explored and specific suggestions on the effective use of video modeling will be provided.

#474a. Invited Presenter

11:00 AM–11:50 AM
Meeting Level 2; Room 256
AUT: Applied Research
BACB CE Offered. CE Instructor: Jim Adams, Ph.D.

Comprehensive Nutritional Interventions for Children and Adults With Autism

Chair: Erin B. Rasmussen (Idaho State University)

JIM ADAMS (Arizona State University)



James B. Adams, Ph.D., is the director of the Autism/Asperger's Research Program at Arizona State University. His research focuses on the medical causes of autism and how to treat and prevent it including the areas of nutrition (vitamins/minerals, essential fatty acids, carnitine, digestive enzymes, special diets), oxidative stress, gut problems, gut bacteria, toxic metals, and seizures. He has published over 150 peer-reviewed scientific

articles, including over 50 related to autism. He is also the president of the Autism Society of Greater Phoenix, the president of the Autism Nutrition Research Center, the co-leader of the Scientific Advisory Committee of the Autism Research Institute, and chair of the Scientific Advisory Board of the Neurological Health Foundation. He has an adult daughter with autism.

Abstract: Children and adults with ASD often have multiple nutritional and metabolic problems, including nutritional deficiencies, food intolerances, oxidative stress, decreased methylation, and impaired mitochondrial function. Many of these problems can be addressed by nutritional supplements and healthy allergen-free diets. A 12-month comprehensive nutritional intervention study was conducted to investigate the effect of combining 6 different nutritional interventions. The study found many benefits, including a 7-point gain in non-verbal IQ (compared to zero in the control group) and an 18-month gain in developmental age (vs 4 months in the control group). This suggests that many individuals with ASD can benefit from a comprehensive nutritional intervention to address underlying nutritional and metabolic problems.

#475. Panel Discussion

11:00 AM–11:50 AM
Meeting Level 2; Room 257B
AUT; Service Delivery
BACB CE Offered. CE Instructor: Fumi Horner, Ph.D.

Working Together Effectively Through Interdisciplinary Collaboration

Chair: Fumi Horner (Bierman ABA Autism Center)

CHRISSY BAROSKY (Bierman ABA Autism Center)
MAEVE LONDON (Bierman ABA Autism Center)
SIMONE PALMER (Simmons University)

#476. Invited Presenter

11:00 AM–11:50 AM
Ballroom Level 3; Ballroom East/West
CBM; Service Delivery
PSY/BACB/QABA/NASP CE Offered. CE Instructor: Paula Magalhães, Ph.D.

Motivation and Self-Regulation and Health Behavior Promotion

Chair: Vivian F. Ibanez (University of Florida)

PAULA MAGALHÃES (Universidade do Minho)



Paula Magalhães is a researcher at the Psychology Research Center, Universidade do Minho, Portugal. She earned her Ph.D. in psychology in 2014, focused on the experimental analysis of behavior, with animal models, at the University of Otago, New Zealand, under the supervision of Professor K. Geoffrey White. Since then, she has directed her efforts into an applied psychology research path. In 2014, she was invited to an assistant professor position at Universidade do Minho, and later on, received post-doctoral training at the same university focusing on developing and implementing intervention programs aiming at promoting self-regulation skills via the use of story-tools/ narratives. Her current research focuses on health behavior promotion through self-regulation (e.g., healthy eating, sleep, exercise). She is also interested in the use of Gamification to engage individuals in health behavior interventions. She has already been awarded a research grant as a PI on these topics: “In-person and Online Healthy Eating Promotion Through Self-Regulation: Assessing the Efficacy of a Narrative-Based Intervention.”

Abstract: Health behavior promotion in childhood has been dominated by knowledge-centered paradigms. However, research shows that beliefs about what is healthy have a stronger influence on behavior than factual knowledge. Motivation and self-regulation frameworks highlight the agent role of the individual in controlling the personal, behavioral, and environmental influences that impact one's behavior. Although individuals may be influenced and regulated by external factors and agents, exclusively relying on external regulation does not allow the individual to develop adaptive competences and skills, such as choosing a healthy snack. The aim of this presentation is to describe how healthy habits in childhood can be promoted, including diet and sleep, through the modelling of self-regulation skills via story-tools/narrative-based programs.

#477. Symposium

11:00 AM–11:50 AM
Meeting Level 1; Room 102A
DEV/TBA; Applied Research
BACB CE Offered. CE Instructor: Ji Young Kim, Ph.D.

Continuous Assessment of Learner Behavior: Performance Monitoring Tools

Chair: Ji Young Kim (Teachers College, Columbia University)

Addressing the Feasibility of the Teacher Performance Rate and Accuracy Scale as a Treatment Integrity Tool

KIEVA SOFIA HRANCHUK (St. Lawrence College) and Michael James Williams (Maltby Centre)

Mastery Criteria as a Performance Monitoring Tool in Educational Settings

DANIEL MARK FIENUP (Teachers College, Columbia University), Kristina Wong (Columbia University), and Sarah M. Richling (Auburn University)

A Decision Protocol for Teachers: A Strategic Science Application to Teacher Training and Performance Outcomes

Dolleen-Day Keohane (Nicholls State University, Touchstone) and JO ANN PEREIRA DELGADO (Teachers College, Columbia University)

#478. Panel Discussion

Ethics **DE**

11:00 AM–11:50 AM

Meeting Level 2; Room 205B

EDC; Applied Research

PSY/BACB/NASP CE Offered. CE Instructor: Heather Volchko, M.Ed.

School-Based Behavior Analysts: Responsive Supports Throughout the COVID-19 Era

Chair: Heather Volchko (Old Dominion University; Louisiana Contextual Science Research Group)

TAMLA LEE (Bard College)

SHEILA WILLIAMSON (Mississippi State University - TK Martin Center; Behavior, Attention, and Developmental Disabilities Consultants, LLC.)

ELENA GARCIA-ALBEA (EGA Consulting, LLC)

#479. Symposium

11:00 AM–11:50 AM

Meeting Level 1; Room 156C

PCH

BACB CE Offered. CE Instructor: Michele D. Wallace, Ph.D.

Addressing Social Issues as Behavior Analysts: Avoiding the Anti-Science Trap

Chair: Michele D. Wallace (California State University, Los Angeles)

Context Matters, Especially During Time of Potential Conflict

RACHEL TAYLOR, Richard Colombo, Amanda C. Nicolson, Benjamin Thomas Heimann, Elizabeth Ashton Benedict, and Heidi Eilers (Center for Applied Behavior Analysis)

Sociological Terms: How Behavior Analysts Can Remain Scientific When Dealing With Unclear Terms and Data

RICHARD COLOMBO (Center for Applied Behavior Analysis) and Michele D. Wallace (California State University, Los Angeles Center for Applied Behavior Analysis)

A Behavior Analytic Perspective on Risk

HEIDI EILERS and David Legaspi (Center for Applied Behavior Analysis)

#480. Symposium

11:00 AM–11:50 AM

Meeting Level 2; Room 203

TBA/AAB; Basic Research

BACB CE Offered. CE Instructor: Andrew Bulla, Ph.D.

New Directions for Animal Labs in Teaching and Research in Behavior Analysis

Chair: Christina A. Alligood (Chicago School of Professional Psychology; Disney's Animals, Science, and Environment)

Cockroaches as Model Organisms for Behavior Analysis

CHRISTOPHER ALLEN VARNON (Converse University)

Lions, and Tigers, and Bears?! How About Rats, and Sea Turtles, and Grey Wolves?! Providing Learning Opportunities Using Animal Models to Teach Behavior Analysis

ANDREW BULLA (Georgia Southern University - Armstrong)

Toward an Aquatic Animal Learning Lab: Goldfish as a Model for Teaching Basic Learning Principles

LINDSAY MEHRKAM (Monmouth University)

Monday, May 30

#481. Symposium

11:00 AM–11:50 AM

Meeting Level 2; Room 255

VRB/DEV; Applied Research

BACB CE Offered. CE Instructor: Carli M Heiman, M.A.

Syntheses of Verbal Behavior Research

Chair: Kristina Wong (Columbia University)

Perspective-Taking: Breaking It All Down

ALEXIS SHARON VANCE, April N. Kisamore, Anna Portnoy, and Lauren K. Schnell (Hunter College) and Danielle LaFrance (Elemy Autism Care; Hunter College)

A Systematic Review of Assessments and Interventions to Establish Incidental Naming

CARLI M. HEIMAN, Aparna Naresh, Joseph M. Peysin, and Daniel Mark Fienup (Teachers College, Columbia University)

A Systematic Review of Mand Interventions

APARNA NARESH, Enhea Oh, Carli M. Heiman, and Daniel Mark Fienup (Teachers College, Columbia University)

#482. Special Event



11:00 AM–12:50 PM

Meeting Level 1; Room 156A

CSS; Theory

BACB CE Offered. CE Instructor: Traci M. Cihon, Ph.D.

Women in Behavior Science: Observations of Life Inside and Outside of the Academy: Thriving

Chair: Traci M. Cihon (University of North Texas)

TRACI M. CIHON (University of North Texas)

LISE RENAT ROLL-PETTERSSON (Stockholm University)

ADEL C. NAJDOWSKI (Pepperdine University)

Abstract: Women behavior scientists advance relevant and valuable perspectives on behavior analysis as a science and practice: perspectives that facilitate high-quality training, mentoring, and civic engagement. Many scientists balance their pursuits of academic success with their roles and responsibilities as mothers and family members. However, cultural-level contingencies have not always recognized the contributions of women academicians, particularly when compared to their male colleagues. Yet the discipline has historically benefited from the contributions of many female scholars over the course of the decades. The purpose of this panel is to showcase the perspectives of prominent female behavior scientists who have held successful careers in academia and are contributors to the forthcoming ABAI book: *Women in Behavior Science: Observations of Life Inside and Outside of the Academy*. This panel is the third of three, focused on the later phases of one's academic career and addressing topics such as life partners, values, expanding interests, and loss and grief.

#483. Paper Session

11:30 AM–11:55 AM

Meeting Level 2; Room 254B

AUT

Current Trends in the Assessment and Treatment of Repetitive and Restricted Behaviors

Chair: Kathleen Ann Quill (Autism Institute)

Current Trends in the Assessment and Treatment of Repetitive and Restricted Behaviors (Service Delivery)

KATHLEEN ANN QUILL (Endicott College; Autism Institute)

#484. Paper Session

11:30 AM–11:55 AM

Meeting Level 1; Room 104A

CBM

A Behaviorist on Mars: Lessons Learned from an Interdisciplinary Study on Stress Measurement

Chair: Laura L. Dudley (Northeastern University)

A Behaviorist on Mars: Lessons Learned from an Interdisciplinary Study on Stress Measurement (Applied Research)

LAURA L. DUDLEY, Maeve G. Donnelly, Nicole M. Davis, Hui Wang, Xuan Li, Felicia Waldron, Andrew Dolman, and Holly Jimison (Northeastern University)

#485. Paper Session

12:00 PM–12:25 PM
Meeting Level 2; Room 254B
AUT

A Review of Training Applications Via Telehealth to Teach Individuals Implementation of Behavior-Analytic Procedures

Chair: Estefania Carla Alarcon Moya (Florida Institute of Technology; CeABA Chile)

A Review of Training Applications Via Telehealth to Teach Individuals Implementation of Behavior-Analytic Procedures (Service Delivery)

ESTEFANIA CARLA ALARCON MOYA (Florida Institute of Technology; CeABA Chile), Rachael Tilka and Lauren Elizabeth Rivera (Florida Institute of Technology) and Candace R. Fay (Florida Institute of Technology; Acorn Health)

#487. Panel Discussion

12:00 PM–12:50 PM
Meeting Level 2; Room 257B
AUT; Service Delivery
BACB CE Offered. CE Instructor: Katherine Bateman, Ph.D.

Project DATA: Providing Meaningful Education and Support to Families of Young Children with Autism

Chair: Rose Nevill (University of Virginia)

KATHERINE BATEMAN (University of Washington)
ILENE S. SCHWARTZ (University of Washington)
BONNIE J. MCBRIDE (University of Oklahoma Health Sciences Center)

#488. Symposium



12:00 PM–12:50 PM
Meeting Level 2; Room 254A
AUT

Voices from Our Clients: Improving the Cultural Responsiveness of Behavioral Intervention

Chair: Kylan S. Turner (Simmons University)

Understanding the Role of Cultural Values in Applied Behavior Analysis Service Delivery From Latinx Families

MARIELA CASTRO-HOSTETLER and Bethany P. Contreras Young (University of Nevada, Reno), Ircia Kille (Easter Seals), and Lizbeth Vega Lopez (University of Nevada, Reno)

Cultural Acceptability of Applied Behavior Analysis Interventions for Autism Spectrum Disorder

KYLAN S. TURNER (Simmons University) and Erin Rotheram-Fuller (Arizona State University)

Topography Matters: Improving the Social Validity of Behavioral Interventions for the Autism Spectrum Disorder Population

KATIE NICHOLSON and Kaitlynn Gokey (Florida Institute of Technology) and Kimberly Sloman (The Scott Center for Autism Treatment; Florida Institute of Technology)

#489. Panel Discussion

12:00 PM–12:50 PM
Meeting Level 1; Room 103
CBM; Service Delivery

Clinical Behavior Analysis: Conceptualizing and Intervening Upon "Psychopathology" from a Behavior Analytic Perspective

Chair: Michael C. May (Louisiana Contextual Science Research Group; Compassionate Behavioral Healthcare, LLC)

EMILY KENNISON SANDOZ (University of Louisiana Lafayette)
ANGELA JOYCE CATHEY (Better Living Center for Behavioral Health; Behavior-Behavior.org; Louisiana Contextual Science Research Group)
LUISA F. CANON (Institute for Effective Behavioral Interventions; ACT to Thrive)

#490. Symposium

12:00 PM–12:50 PM

Meeting Level 1; Room 103

CBM

BACB CE Offered. CE Instructor: Anneka Hofschneider, M.A.

Expanding Applied Behavior Analysis Research and Practice to Brain Injury Rehabilitation

Chair: Anneka Hofschneider (Centre for Neuro Skills)

Discussant: Michael P. Mozzoni (Mozzoni & Associates, LLC)

Re-Teaching Name-Face Relations Following Acquired Brain Injury: A Pilot Study With Neurotypical College Students

Christopher Huy Le, SOFIA ZAMORA DELGADO, Megan R. Heinicke, and Lucia Orozco (California State University, Sacramento)

Brain Injury and Telehealth: Factors Associated With Success and Lessons Learned

ANNEKA HOFSCHEIDER and Chris Persel (Centre for Neuro Skills)

#491. Invited Presenter

Ethics

12:00 PM–12:50 PM

Ballroom Level 3; Ballroom East/West

CSS; Theory

PSY/BACB CE Offered. CE Instructor: Camila Muchon De Melo, Ph.D.

The Ethical Debate in the Proposition of Cultural Design

Chair: Kathryn M. Roose (University of Nevada, Reno)

CAMILA MUCHON DE MELO (Universidade Estadual de Londrina)



Camila Muchon de Melo is a psychologist with a degree from the State University of Londrina (UEL; 2000). She holds a master's degree (2004) and a Ph.D. (2008) in Philosophy from the Federal University of São Carlos (UFSCar). She participated in a split-site doctoral program (2007) at the University of South Australia, under the supervision of Dr. Bernard Guerin. She conducted her postdoctoral research at the National Institute of Science and Technology on Behavior, Cognition and Learning between 2009–2012 (INCT- ECCE/UFSCar) while working with Dr. Julio de Rose. She

was formerly an associate editor of *Acta Comportamentalia* (2015–2019) and is currently an associate editor of the *Brazilian Journal of Behavior Analysis/REBAC* (since 2016) as well as a reviewer for *Behavior and Social Issues*. She has been an adjunct professor in the Department of General Psychology and Behavior Analysis at UEL since 2012. She was the chair coordinator of the graduate program in Behavior Analysis/UEL (master's and doctoral degree) between 2019–2021, and has been a supervisor since 2013. Since 2020 she has been a member of the Working Group 86/Theoretical Research in Behavior Analysis at the National Association for Research and Graduate Studies in Psychology (ANPEPP). Camila carries out research in the areas of epistemology of radical behaviorism and culturo-behavior science.

Abstract: Culturo-behavior science has been especially dedicated in the last decades to proposing conceptual tools to subsidize interventions that can produce broader impacts on cultures. Since Skinner (e.g., 1948; 1971), there has been a concern that the planning of cultural practices, or of a culture as a whole, should seek a balance between individual goods and cultural goods. Forward-thinking cultures should consider their strengthening as a value, or as the objective of a planning. However, working with cultural practices poses challenges to behavior analysts. This is because cultural practices involve behaviors of many people: interlocking behaviors, often under the control of very different variables. In the field of ethics, it is discussed that social control is largely exercised by control agencies. Agencies in turn, when handling cultural contingencies, generate strengthening consequences for the institution itself; that is, they often operate only for their own benefit. These are some of the elements of the ethical debate that permeate the tension between the descriptive and prescriptive aspects of radical behaviorism. Therefore, this lecture will have the following objectives: (1) to present the possibility of an ethical system based on the philosophical commitments of radical behaviorism; (2) conceptualize the cultural designs and present the challenges of the designs in its technological and ethical aspects; (3) present a community extension project carried out in a Brazilian city, by volunteer behavior analysts, to face the COVID-19 pandemic—an example of cultural intervention driven by values consistent with a radical behavioristic ethics.

#492. Panel Discussion

12:00 PM–12:50 PM
 Meeting Level 2; Room 252A
 DDA; Service Delivery
 BACB CE Offered. CE Instructor: Arthur Hairston, M.Ed.

Servicing a Minority Cultural Group as a Black Business Owner

Chair: Arthur Hairston (North Florida Behavior Consultants)

SHAWN CAPELL (Covenant 15: 16, LLC)
 VANESSA BETHEA-MILLER (Bethea-Miller Behavioral Consulting)
 SHANEERIA K PERSAUD (United Behavior Analysis)

#493. Symposium

12:00 PM–12:50 PM
 Meeting Level 2; Room 251
 DDA/AUT; Applied Research
 PSY/BACB/QABA/NASP CE Offered. CE Instructor: Lindsay Lloveras, Ph.D.

Advances in Assessment and Intervention for Difficult-to-Treat Problem Behavior

Chair: Joseph D. Dracobly (University of North Texas)

An Evaluation of the Relation Between Sleep and Problem Behavior in Individuals With Autism Spectrum Disorder

LINDSAY LLOVERAS and Timothy R. Vollmer (University of Florida)

An Analysis of the Play Condition in a Functional Analysis as a Basis for Treatment of Self-Injury Maintained by Automatic Reinforcement

SAVANNAH TATE and Timothy R. Vollmer (University of Florida)

An Evaluation of Variables That Influence Rumination

AARON SANCHEZ, Joseph D. Dracobly, Richard G. Smith, and Elizabeth Joy Houck (University of North Texas)

#494. Symposium

12:00 PM–12:50 PM
 Meeting Level 1; Room 102A
 DEV
 BACB CE Offered. CE Instructor: Yifei Sun, Ph.D.

Recent Development of Applying Behavior Analysis Tactics to Teach Grade Level Contents in General Education Settings

Chair: Yifei Sun (Fred S. Keller School)

Which Ones to Teach? How Teaching Different Geometry Relations Affects Student Learning

YIFEI SUN (Fred S. Keller School), Grant Gautreaux (Nicholls State University), and Jennifer Weber (Teachers College, Columbia University; Nicholls St. University)

The Effectiveness of Matrix Training to Teach Vocabulary With Prefixes and Suffixes

ELLIS SMITH (Teachers College; Columbia University), Yifei Sun (Fred S. Keller School), and Jennifer Weber (Teachers College, Columbia University; Nicholls St. University)

The Effects of a Conditioned Seeing Intervention on Reading Comprehension for Third Grade Students

MARY-GENEVIEVE WHITE (Teachers College, Columbia University), Jennifer Weber (Teachers College, Columbia University; Nicholls St. University), and Amanda Arroyo (Teachers College, Columbia University)

#495. Symposium

12:00 PM–12:50 PM
 Meeting Level 1; Room 152
 EAB/PCH; Basic Research

Some Advances on the Experimental Analysis of Spatio-Temporal Dynamics of Behavior

Chair: Varsovia Hernandez Eslava (Universidad Veracruzana)

Does Spatial Variation of Stimuli Presentations Modulate Different Functions of Behavior Under a Similar Schedule Arrangement?

ALEJANDRO LEON, Fryda Abril Diaz, Iyanu Torres, Victor Quintero Rodriguez, Isiris Guzmán, Martha Avendaño-Garrido, Porfirio Toledo, and Carlos Hernández-Linares (Universidad Veracruzana)

Food and Water Deprivation in Rats: Multidimensional Effects on Behavior Under Contingent Schedules of Reinforcement

VICTOR QUINTERO RODRIGUEZ, Varsovia Hernandez Eslava, and Alejandro Leon (Universidad Veracruzana)

Spatial Dynamics of Behavior and Conditional Place Preference With Ecologically Relevant Aversive Stimulation

ISIRIS GUZMAN, Alejandro Leon, and Varsovia Hernandez Eslava (Universidad Veracruzana)

#496. Symposium

12:00 PM–12:50 PM

Meeting Level 1; Room 153A

EAB/VRB; Basic Research

Say-Do Correspondence: Conceptual and Empirical Concerns in the Area

Chair: Concepcion Serrador Diez (Universidad Autónoma de Madrid)

Correspondence Between Saying and Doing: What Are We Talking About?

CONCEPCION SERRADOR DIEZ (Universidad Autónoma de Madrid; Universidad Europea de Madrid), Gerardo Alfonso Ortiz Rueda (Universidad de Guadalajara), and María Xesús Froxán-Parga (Universidad Autónoma de Madrid)

Effects of Context, Delay, and Content on Verbal-Non-Verbal Correspondence in Adults

PAULA CUEVAS LÓPEZ (Universidad de Guadalajara, Centro de Estudios e Investigaciones en Comportamiento)

Effects of Training in Specificity on Say-Do-Report Correspondence in Adults

XIMENA MORENO and Gerardo Alfonso Ortiz Rueda (Universidad de Guadalajara)

#497. Symposium

12:00 PM–12:50 PM

Meeting Level 2; Room 205A

EDC/TBA; Service Delivery

BACB CE Offered. CE Instructor: Alan Kinsella, M.S.

Collaborating With Other Professionals: A Discussion of Opportunities and Approaches

Chair: Alan Kinsella (Endicott College)

A Survey of Behavior Analysts and Allied Health Professionals: Understanding Perceptions of Other Disciplines

Kristin Bowman and Lisa Tereshko (Endicott College), KAREN ROSE (Northborough/Southborough Public Schools), Kimberly Marshall (Endicott College; The Center for Children with Special Needs), and Mary Jane Weiss (Endicott College)

Bridging the Gap Between Occupational Therapy and Applied Behavior Analysis

KRISTINA LEE GASIEWSKI (Melmark PA) and Mary Jane Weiss (Endicott College)

An Example of Teaching Collaboration During Pre-Service Training

NICOLE BOVIN (The Margaret Murphy Centers for Children), Jennifer Ruane and Shawn P. Quigley (Melmark), Jill Harper (Melmark New England), and Mary Jane Weiss (Endicott College)

#498. Symposium

12:00 PM–12:50 PM

Meeting Level 2; Room 205B

EDC

BACB CE Offered. CE Instructor: Abigail B. Calkin, Ph.D.

Write, Dance, Play: Behavior Analysis and Precision Teaching in the Arts

Chair: Abigail B. Calkin (Calkin Consulting Center)

Writing on Writing

ABIGAIL B. CALKIN (Calkin Consulting Center)

A Component-Composite Analysis of Tap Dancing: Precision Teaching for the Performing Arts

MARISELA PALLARES (High Sierra Industries)

Practice and Performance Skills for Concert Musicians

ADAM HOCKMAN (MGH Institute of Health Professions; ABA Technologies)

12:00 PM–12:50 PM

Meeting Level 1; Room 153B

OBM/TBA; Applied Research

BACB CE Offered. CE Instructor: Cory Toegel, Ph.D.

Recent Research on Performance Feedback: Preference and Efficacy

Chair: Cory Toegel (Northern Michigan University)

A Comparison of Narrative and Numerical Feedback for Teaching Clinical Tasks

CORY TOEGEL (Northern Michigan University), Alexis Humphreys (University of Houston-Clear Lake), and Claire C. St. Peter (West Virginia University)

Assessing Therapist Preferences for Feedback

STEPHANIE L. KINCAID (Rollins College), Sabrina Veilleux (Acorn Health of Florida), and Maddison Holland (Rollins College)

Effects of Feedback Statements Delivered via Telehealth on Staff Procedural Integrity

LYNETTE JOHNSON, Thomas L. Zane, and Florence D. DiGennaro Reed (University of Kansas)

#500. Panel Discussion

12:00 PM–12:50 PM

Meeting Level 1; Room 153C

OBM; Service Delivery

BACB CE Offered. CE Instructor: Brianna Snyder, M.A.

Talking the Talk and the Effort to Follow Through: Using Applied Behavior Analysis and Organizational Behavior Management to Effectively Coach Employees Within a Company

Chair: Brianna Snyder (Brett DiNovi and Associates, LLC)

HEATHER FRANCISCO (Brett DiNovi and Associates, LLC)

KATELYNN WIAMER (Brett DiNovi and Associates, LLC)

SARAH BURBY (Brett DiNovi and Associates, LLC)

#501. B. F. Skinner Lecture Series

12:00 PM–12:50 PM

Meeting Level 1; Room 154

PCH; Theory

PSY/BACB CE Offered. CE Instructor: Michael D. Hixson, Ph.D.

Skinnerian Themes in Psychology

Chair: Michael D. Hixson (Central Michigan University)

MURRAY J. GODDARD (University of New Brunswick)



Murray Goddard is an Honorary Research Professor at the University of New Brunswick in Saint John, New Brunswick, Canada. He received his PhD in 1987 from McMaster University under the supervision of Herb Jenkins, a leading researcher in Pavlovian conditioning and a pioneer in the development of the autoshaping preparation. As a graduate student, Herb Jenkins had also occasionally served as B. F. Skinner's teaching assistant at Harvard. From 1993–1994, Murray was a Research Scientist at Duke University and was the recipient of a University Merit Award in 1999 and a University Teaching Award in 2002 and 2012. His previous research explored

fundamental associative processes in Pavlovian conditioning and was funded by the Natural Sciences and Engineering Research Council of Canada. His current research explores similarities between the writings of B. F. Skinner and current research in psychology, the critical psychiatry and critical psychology movements, and the writings of Noam Chomsky.

Abstract: Selected writings of B. F. Skinner will be shown to have several, sometimes quite striking, similarities with current psychological research. This includes research supporting Skinner's position that the environment can alter human behavior outside conscious awareness and research by Daniel Wegner and Emily Pronin supporting Skinner's warnings that introspection is a common, but flawed, habit in folk psychology. In addition, Skinner's writings will be shown to be compatible with the critical psychiatry movement and (perhaps surprisingly) some shared worldviews between B. F. Skinner and Noam Chomsky will be outlined.

#502. B. F. Skinner Lecture Series

12:00 PM–12:50 PM
Meeting Level 1; Room 151A/B
SCI; Service Delivery
BACB CE Offered. CE Instructor: Jeanne M. Donaldson, Ph.D.

What to Eat, When to Move: Lessons From Hunter-Gatherers

Chair: Jeanne M. Donaldson (Louisiana State University)

HERMAN PONTZER (Duke University)



Herman Pontzer, Ph.D., associate professor of evolutionary anthropology and research associate professor of global health at Duke University, investigates how our species' evolutionary past shapes our lives today. His team conducted the first measurements of daily energy expenditure in traditional hunter-gatherers and in non-human apes, with findings that have challenged the way we think about diet, exercise, metabolism, and health. Dr. Pontzer's new book, *Burn*, was published in March 2021.

Abstract: How many calories do you really burn each day? How does exercise affect your metabolism and does a slow metabolism mean you'll struggle with your weight? What is the "natural" human diet? In this talk, we'll discuss the surprising new research investigating our metabolism—the way we burn energy. Dr. Pontzer will discuss his work with hunter-gatherers, with our great ape cousins, and with populations around the globe, exploring the way our bodies use energy, and how our evolutionary past shapes our lives and our health today.

#503. Symposium

12:00 PM–12:50 PM
Meeting Level 2; Room 203
TBA/DDA; Applied Research
BACB CE Offered. CE Instructor: Catharine Lory, Ph.D.

Training Natural Change Agents to Implement Functional Analysis

Chair: Catharine Lory (Baylor University)

Natural Change Agent Implemented Functional Analysis: A Systematic Review and Quality Appraisal

Emily Gregori (University of Illinois at Chicago), Christine Drew (Auburn University), Catharine Lory (Baylor University), and SARAH DEANGELO (University of Illinois at Chicago)

Integrated Assessment of Repetitive Behavior and Heart Rate Variability Through Functional Analysis and Wearable Technology

CATHARINE LORY (Baylor University) and Mandy J. Rispoli, Brandon Keehn, Rose A. Mason, and Benjamin Mason (Purdue University)

An Extension of Caregiver-Implemented Brief Functional Analysis via Telehealth Technology

EMILY PAIGE EXLINE, Stephanie Gerow, Catharine Lory, David Cosottile, Kristina McGinnis, Remington Swensson, and Monse Austin (Baylor University)

#504. Panel Discussion

Professional Development Series

12:00 PM–12:50 PM
Meeting Level 2; Room 204A/B
TBA; Theory

Going Back to Get Your Ph.D.? How to Incorporate Pro-Social Behavior, Kindness, and Good Organization, All While Having a Family, Working Full Time, or Having a Social Life!

Chair: Danyl M. H. Epperheimer (LittleStar ABA; Hoosier ABA; Southern Illinois University)

CAMERON MITTELMAN (The Chicago School of Professional Psychology)

SHANNON ORMANDY (The Chicago School of Professional Psychology)

ROCCO G CATRONE (The Chicago School Professional Psychology)

#505. Panel Discussion

12:00 PM–12:50 PM
Meeting Level 2; Room 255
VRB; Translational
BACB CE Offered. CE Instructor: Andresa De Souza, Ph.D.

Future Directions in Verbal Behavior Research

Chair: Andresa De Souza (University of Missouri-St. Louis)

TIFFANY KODAK (Marquette University)

CAIO F. MIGUEL (California State University, Sacramento)

DAVID C. PALMER (Smith College)

#506. Invited Presenter

12:00 PM–12:50 PM

Meeting Level 2; Room 256

VRB; Theory

PSY/BACB CE Offered. CE Instructor: Carmen Luciano, Ph.D.

Rule-Governed Behavior and Responding to One's Behavior: Where We Were, Where We Are, and Where Are We Moving Forward

Chair: Rocio Rosales (University of Massachusetts Lowell)

CARMEN LUCIANO (University of Almería)



Carmen Luciano graduated in 1978 and received her Ph.D. from the Complutense University of Madrid in 1984. She is Professor of Psychology at the University of Almería since 1994 and at the University of Granada from 1979 to 1993. Her research dedication began on the experimental analysis of language. Her Postdoc Fulbright research stay in Boston University and the Cambridge Center for Behavioral Studies, in 1985–86, was centered in studying problem-solving behavior under Skinner's supervision. This was a critical point in her career as basic researcher. She was involved in the equivalence

research, rule-governed behavior and, shortly after, in research of RFT and ACT. Her research lab has been—and it is—conducting basic creative experimental-applied RFT designs for the analysis of analogies, coherence, deictic and mainly hierarchical framing in the context of identifying core components of metaphors, false memories, experiential avoidance, values, defusion, and selfing behaviors as responding to their own behavior. She designs brief ACT protocols and teaches ACT focused in analyzing the conditions under which emotions, thoughts, and valued motivation are brought to the present to build flexibility responding. She is director of the Experimental and Applied Analysis of Behavior Research Group since 1986, where she has supervised over thirty doctoral theses—some of her students are running their own labs nowadays. She is also director of the Functional Analysis in Clinical Contexts Doctoral Program in the University of Almería, and director of the Master Program in Contextual Therapies in Madrid Institute of Contextual Psychology (MICPSY). Her research has been funded by international, national, and regional public funds. She has collaborated with research groups from different countries, and she has spread the functional analysis perspective in meetings, courses, research presentations, and publications. She is known for her exciting, precise, and creative style while teaching, working with clients, and doing research.

Abstract: Early on, human beings learn to understand, formulate, and follow rules. This process requires learning to relate to and, consequently, derive contents about oneself, others, and the world around as well as to respond to all these contents. That is, the way we think, the emotion we feel, the rules derive and the function they have for responding in particular directions generate specific relational operants throughout multiple exemplars of responding to the own behavior, for good and for bad. This is the core of the analysis of human behavior, the analysis of suffering, and the therapy overcome it. In this context, this presentation aims to describe where behavior analysis was in the last portion of the previous century, where it is now, and where and how it is moving forward.

#507. Paper Session

12:30 PM–12:55 PM

Meeting Level 2; Room 254B

AUT

The Telehealth Pre-Diagnostic Program for Families on the Waiting List

Chair: Eiman Alismail (King Faisal Specialist Hospital & Research Center)

The Telehealth Pre-Diagnostic Program for Families on the Waiting List (Service Delivery)

EIMAN ALISMAIL (King Faisal Specialist Hospital & Research Center)

#508. Paper Session

12:30 PM–12:55 PM

Meeting Level 1; Room 104A

CBM

Integrating Principles of Behavior Change and Public Health to Change Habits and Combat the Challenges of the COVID-19 Pandemic

Chair: Richard Cook (Applied Behavior Medicine Associates of Hershey)

Integrating Principles of Behavior Change and Public Health to Change Habits and Combat the Challenges of the COVID-19 Pandemic (Service Delivery)

RICHARD COOK (Applied Behavior Medicine Associates of Hershey)

Monday, May 30

#509. Poster Session

1:00 PM–2:00 PM
Exhibit Level; Exhibit Hall A
BPN

Discussant: Sally L. Huskinson (University of Mississippi Medical Center)

1. Amnesic Aphasia and ABA: Naming Intervention in a Patient With Mild Neurocognitive Disorder and Amnesic Aphasia After Cardiac Arrest and Cerebral Anoxia (CBM; Applied Research) Valentina Catania (OASI Research Institute; Istituto di Ricovero e Cura a Carattere Scientifico), GUIDO D'ANGELO (Dalla Luna - Bari; Local Health Unit Bologna), and Simonetta Panerai (OASI Research Institute; Istituto di Ricovero e Cura a Carattere Scientifico)

3. Interest in and Perceived Effectiveness of Contingency Management Among Alcohol Drinkers Using Behavioral Economic Purchase Tasks (CBM; Applied Research) HAILY TRAXLER, Brent Kaplan, and Mark Justin Rzeszutek (University of Kentucky) and Mikhail Koffarnus (University of Kentucky College of Medicine)

5. The Effects of Caffeine on Pausing in Multiple Fixed Ratio Schedules (EAB; Basic Research) JONATHAN W. PINKSTON, Caitlin Tedeschi, Lucas Garcia, Yanella Pallo, Molly McLaughlin, Liam Christiano, Abigail Bahl, and Delilah Hubney (Western New England University)

#510. Poster Session

1:00 PM–2:00 PM
Exhibit Level; Exhibit Hall A
EAB

Discussant: Camilo Hurtado-Parrado (Southern Illinois University)

7. Use of Social Networking Sites: Addiction and Delay Discounting Among Three Different Sites (BPN; Basic Research) Luan Silva (Universidade Estadual Paulista), Caroline Zambonato (ETEC Rodrigues de Abreu), and FABIO LEYSER GONCALVES (Universidade Estadual Paulista)

9. Eye-Tracking Analysis: Number of Transitions Between Stimuli in Matching-to-Sample Procedures With Different Number of Meaningful Stimuli (Basic Research) LIVE BRAATEN and Erik Arntzen (Oslo Metropolitan University)

11. Previous Experience With Contingencies May Alter Future Schedule Sensitivity in a Computer Game (Basic Research) DEBRA J. SPEAR (South Dakota State University)

15. Comparison of Latency to Correct and Incorrect Responding During Discrete Trial Teaching Using a Virtual Reality System (AUT; Applied Research) Sabrina Olivera, Yuan Fang, Mohamad Hammam Alsafjalani, Mohamed S. Abdel-Mottaleb, YAMNA ZAMAN, Kim Grinfeder, Yanerys Leon, and Anibal Gutierrez Jr. (University of Miami)

17. Impact of Episodic Future Thinking on Delay Discounting in Individuals Diagnosed With an Eating Disorder (Basic Research) Mary Clark and ADAM E. FOX (St. Lawrence University)

Discussant: Michael Perone (West Virginia University)

19. Effectiveness of DRA and DRO Implemented at 80% Integrity: A Human-Operant Investigation (Basic Research) ZACHARY JOHN MORAIS (Salve Regina University), Alexander Lucas Houchins (West Virginia University), Stephanie Hope Jones (Salve Regina University), and Claire C. St. Peter (West Virginia University)

21. Renewal in a Human-Operant Nonsequential Arrangement (Basic Research) KATHERINE CUCINOTTA and Kathryn M. Kestner (West Virginia University)

23. A Clinical Comparison of ABC and ABA Renewal (AUT; Applied Research) KYLEIGH MONTAGUE (Marcus Autism Center) and Catherine Williams and Colin S. Muething (Children's Healthcare of Atlanta; Marcus Autism Center; Emory University)

25. Evaluating Impulsivity Under Stress and the Influence of Brief Mindfulness (Basic Research) EMILY HERMANN, Jaelyn Compton, Grace Tibbs, Amanda Middleton, Mamata K. C., Kaylee Liley, Jordan Belisle, and Dana Paliliunas (Missouri State University)

27. Investigating the Reinforcing Value of Social Olfactory Stimuli in Rats (Basic Research) JAY HINNENKAMP, Annie Galizio, Alex Dunthorn, Shelby Stephens, Bridgette Huckaba, Leilani De Ruvo, Emma Kassebaum, and Jordan Latham (Middle Tennessee State University)

29. Olfactory Stimulus Delivery and Removal System for an Operant Chamber (Basic Research) SOPHIA BELLE KIRKLAND (University of North Texas) and April M. Becker (University of North Texas; University of Texas Southwestern Medical Center)

#511. Poster Session

1:00 PM–2:00 PM
Exhibit Level; Exhibit Hall A
PCH

Discussant: Fabio L. Goncalves (Universidade Estadual Paulista)

33. Learning to play a Musical Composition: A Window to See, Understand, and Explain Principles of Behavior and Brain/Behavior Interactions (BPN; Theory) RICHARD COOK (Applied Behavior Medicine Associates of Hershey)

35. Citation Analysis of Empirical and Conceptual Applications of Interbehaviorism in Contemporary Research: 1984–2021 (EAB; Basic Research) KRISTINA AXENOVA (Western University) and Albert Malkin (Southern Illinois University; Western University)

37. Defining the Practice of Behavior Analysis According to State Law (TBA; Service Delivery) CODY MORRIS, Bianca Jasmine Ferrucci, Jacqueline Wilson, Margaret Donovan, and Mackenzie T. Robichaud (Salve Regina University)

DE

#512. Poster Session

1:00 PM–2:00 PM
Exhibit Level; Exhibit Hall A
EDC

Discussant: Stephanie Valentini (University of Kansas)

39. The Effects of Timed Practice and Instructional Feedback on the Writing Fluency of Adolescents With Disabilities (DDA; Applied Research) LANQI WANG and Shawn M. Datchuk (University of Iowa)

41. Impact of Coaching on Preschool Teachers' Implementation of Embedded Teaching and Child Outcomes (AUT; Applied Research) Serife Balikci and SALIH RAKAP (University of North Carolina Greensboro), Sinan Kalkan (Canakkale Onsekiz Mart University), and Burak Aydin (Ege University)

43. Using Cultural Responsiveness Care to Design a Function-Based Treatment Plan to Increase Attendance and Participation for a High School Student During Distance Learning (DEV; Service Delivery) MAY CHRISELINE BEAUBRUN (Brett DiNovi and Associates, LLC)

45. Repeated Reading Success at a Juvenile Detention Center (Service Delivery) DAVID LEITCH (Cedarville University)

47. Internet Counseling on Behavior Management: Is It Effective? (Service Delivery) JÚLÍA HAFÞORSÐÓTTIR (Behavior Analysis Lab, University of Iceland) and Zuilma Gabriela Sigurdardottir (University of Iceland)

49. A Systematic Review of Simultaneous Prompting and Prompt Delay Procedures (Applied Research) ALEXANDRIA BROWN and Tom Cariveau (University of North Carolina Wilmington)

51. An Integrated Technology to Facilitate Collaborative Behavior Intervention Planning and Implementation in School Settings (Service Delivery) ALICE BRAVO, Scott A. Spaulding, and Carol Ann Davis (University of Washington); Jarek Sierschynski (University of Washington Tacoma); Kathleen Meeker (University of Washington); Annie McLaughlin (Annie McLaughlin Consulting, LLC; University of Washington); and Elizabeth Kelly and Mischa McManus (University of Washington)

#513. Poster Session

1:00 PM–2:00 PM
Exhibit Level; Exhibit Hall A
TBA

Discussant: Lin Du (Teachers College, Columbia University)

53. The Effectiveness of SAFMEDS Flashcards Instruction Combined With Precision Teaching Measurement Approaches for Improving Content Acquisition in an Undergraduate Special Education Course (EDC; Applied Research) WILLIAM J. SWEENEY and Talia Elizabeth DeWitte (University of South Dakota)

55. Inter-teaching: Group Discussion Increases Students' Success More Than the Clarify Lecture (EDC; Basic Research) STEPHANIE JIMENEZ (University of Pittsburgh at Johnstown), Catherine M. Gayman (Troy University), and Breanna Wuckovich and Sneha Vuttarapally (University of Pittsburgh-Johnstown)

57. Effects of Behavioral Skills Training and On-the-Job Feedback on Paraeducator's Implementation of Behavior Support Strategies (Applied Research) HEIDI LUTZ (The Chicago School of Professional Psychology)

Monday, May 30

#514. Poster Session



1:00 PM–2:00 PM
Exhibit Level; Exhibit Hall A
CSS

Discussant: Traci M. Cihon (University of North Texas)

59. Discounting Health Outcomes: A Response to COVID-19 (EAB; Basic Research) SARAH CATHERINE WEINSZTOK (University of Kansas) and Jesse Dallery and Iser Guillermo DeLeon (University of Florida)

61. Encouraging Pro-Climate Purchasing Behavior through Transformation of Stimulus Function (Applied Research) MEREDITH MATTHEWS, Lauren Rose Hutchison, and Jordan Belisle (Missouri State University) and Caleb Stanley (Utah Valley University)

63. Fatherhood and Probability Discounting: Comparing the Social Context of Parenting Experienced by Men and Women (Basic Research) MAGGIE ADLER, Jessica M. Venegoni, Chynna Brianne Frizell, Jordan Belisle, and Dana Paliiunas (Missouri State University)

#515. Poster Session

1:00 PM–2:00 PM
Exhibit Level; Exhibit Hall A
OBM

Discussant: Fabio Tosolin (Association for the Advancement of Radical Behavior Analysis)

67. The Case Manager Model: Supporting Your Teams (Service Delivery) TIFFANY KRISTIN MRLA (Learning & Behavior Solutions, LLC)

69. Crew Resource Management as an Organizational Behavior Management Strategy: Applications in Residential Treatment Settings (Service Delivery) DANIEL ALMEIDA (Beacon Services) and James Sherman (Evergreen Center)

#516. Poster Session

1:00 PM–2:00 PM
Exhibit Level; Exhibit Hall A
CBM

Discussant: Jeannie A Golden (East Carolina University)

73. Biofeedback and Neuromuscular Electrical Stimulation: The Impact of Passive Versus Active Muscle Recruitment (EAB; Basic Research) GABRIEL LUKE ARMISHAW, Brennan Patrick Armshaw, and Manish Vaidya (University of North Texas)

75. The Use of a Behavioral Contract to Eliminate Smoking (DEV; Service Delivery) AINA HAY-HANSSON (Oslo Metropolitan University) and Monica Vandbakk (Norwegian Association for Behavior Analysis; Oslo Metropolitan University)

77. Alcohol, Suicidality, and Behavioral Economics: Exploratory Data Analysis of Individuals Seeking Treatment for Alcohol Consumption (BPN; Applied Research) MARK JUSTIN RZESZUTEK (University of Kentucky) and Mikhail Koffarnus (University of Kentucky College of Medicine)

79. Evaluation of the Healthy Information Thinking Control for Episodic Future Thinking in Individuals With Diabetes (Basic Research) JEREMIAH MICHAEL BROWN (Fralin Biomedical Research Institute at Virginia Tech Carilion; Virginia Polytechnic Institute and State University), Leonard Epstein (University at Buffalo Jacobs School of Medicine and Biomedical Sciences), and Warren K. Bickel and Jeffrey S. Stein (Fralin Biomedical Research Institute at Virginia Tech Carilion; Virginia Polytechnic Institute and State University)

81. Behaviorally Based Specific Approaches to Improve Interactions and Results of Parent/Teen Homework Assistance (EDC; Service Delivery) EMILY COOK (Bishop McDevitt High School - Harrisburg, PA) and Richard Cook (Applied Behavior Medicine Associates of Hershey)



#517. Poster Session

1:00 PM–2:00 PM
Exhibit Level; Exhibit Hall A
VRB

Discussant: Rebecca R. Eldridge (Children's Autism Center)

83. Relational Classes of Classism: Transformation of Stimulus Function Among Symbols of Social Class (CSS; Applied Research) ELANA KEISSA SICKMAN, Hannah Johnson, Jordan Belisle, Gabe Lopez, and Melody Whitman (Missouri State University)

85. Evaluating the Content Validity of ABA Language Assessments (Service Delivery) SYDNEY JENSEN, Sarah Makenzie Lindemann, Mikayla Campbell, and Caleb Stanley (Utah Valley University)

87. Evaluating the LIFE Curriculum: The Effect of Relational Training on Stimulus Discrimination in Analogue Behavior Chains (EAB; Basic Research) AMANDA N. CHASTAIN, Zhihui Yi, and Mark R. Dixon (University of Illinois at Chicago)

89. Rule-Governed Behavior and its Role in Misinformation on Social Media (CSS; Theory) LIZA E. GEONIE and Julie A. Ackerlund Brandt (The Chicago School of Professional Psychology)

#518. Poster Session

1:00 PM–2:00 PM

Exhibit Level; Exhibit Hall A
DDA

Discussant: Morgan Scully (New England Center for Children)

91. Communicating and Attenuating Pain Using the Zones of Regulation Within an ABA Framework (BPN; Theory) ERICKA MULLINIX (Lexington Behavioral Health Services; Arizona State University)

93. A Case Evaluation of Contingency Contracting Combined With Acceptance and Commitment Therapy With a Teenager With Autism With Severe Aggression (AUT; Service Delivery) LINDSEY DENNIS (Emergent Learning Center), Raymond Burke (Apex Regional Program), Steven L. Taylor (Apex Children's Center), Jordan Belisle (Missouri State University), Taylor Janota (Emergent Learning Center), and Elana Keissa Sickman (Missouri State University)

95. A Parametric Analysis of Condition Lengths in a TBFA (AUT; Applied Research) HEATHER LEIGH PETRILLO (Salve Regina University; Pathways Strategic Learning Center), Jesse Perrin and Andrea Giacobbe (Pathways Strategic Teaching Center), and Cody Morris (Salve Regina University)

97. Replication and Extension of Outcomes from an Augmented Competing Stimulus Assessment (AUT; Applied Research) COURTNEY HANLIN, Michelle A. Frank-Crawford, Louis P. Hagopian, Jonathan Dean Schmidt, Jasmeen Kaur, and Drew E. Piersma (Kennedy Krieger Institute)

Discussant: Bryant C. Silbaugh (Maraca Learning, Inc.)

99. Assessment of Chewing in Children with Down Syndrome (DEV; Applied Research) CHIARA FERRARI (University of Nevada Reno), Helena Lydon (National University of Ireland, Galway), and Keith E. Williams (Penn State Hershey Medical Center)

101. A Treatment of Problem Behavior Using an Omnibus Mands Assessment: A Demonstration (Applied Research) SHELBY LYNNE QUIGLEY (Maryland Association for Behavior Analysis), Valeria Macuare and Courtney C. Hanlin (Kennedy Krieger Institute), John Falligant and Brianna Laureano (Kennedy Krieger Institute, Johns Hopkins University School of Medicine), and Emily Ann Chesbrough (Kennedy Krieger Institute)

103. Quantitative Analysis of Atypical Antipsychotics and Severe Problem Behavior (BPN; Applied Research) RYAN BENSON (Kennedy Krieger Institute)

105. A Transition From Edible to Social Reinforcement in a School Based Setting (EDC; Service Delivery) CORY EVAN JOHNSON, Emily Brook Longino, and Lauren Ashley Nordberg (Glenwood, Inc.)

107. The Use of Caregiver-Implemented Visual Schedules to Teach Leisure Activities for Children With Developmental Disabilities (Service Delivery) SUZANNAH AVERY, Jessica Akers, Stephanie Gerow, and Emily Paige Exline (Baylor University)

#519. Poster Session

1:00 PM–2:00 PM

Exhibit Level; Exhibit Hall A
AUT

Discussant: Amanda Kwok (Douglass Developmental Disabilities Center, Rutgers University)

109. Evaluating the Use of Visual Cue Fading to Establish Here-There Deictic Relations (VRB; Applied Research) CLAIRE ZUCH (Missouri State University), Tab Albus and Lindi Hathaway (Pendragon Academy), Leah E. Clark (Pender Public Schools), and Kayla Welch (Pendragon Academy)

111. Evaluation of a Brief Paired Stimulus Preference Assessment (Applied Research) SHANNON WILSON (University of South Florida), Hannah Lynn MacNaul (University of Texas at San Antonio; University of South Florida), and Catia Cividini-Motta and Anh Nguyen (University of South Florida)

113. Social Validity of a Function-Based and Parent-Mediated Elopement Treatment (DEV; Applied Research) Laura Suzanna Coleman (Marcus Autism Center), CHELSEA MARIE ROCK (Children's Healthcare of Atlanta, Marcus Autism Center), Jessica Solomon (Marcus Autism Center), Sarah Slocum (Marcus Autism Center; Emory School of Medicine), and Mindy Christine Scheithauer (Marcus Autism Center)

115. Technician-Delivered Telehealth: A Quality Review (Applied Research) DAVID RAY GUTIERREZ MIRANDA, John Augustine, and Mandy J. Rispoli (Purdue University)



117. Using Functional Communication Training With Time Delay to Decrease Escape-Maintained Behavior (Applied Research) SARAH MAKENZIE LINDEMANN, Sydney Jensen, Mikayla Campbell, and Caleb Stanley (Utah Valley University)

119. A Systematic Review of Studies on Social Skills Interventions Using Behavioral Skills Training or Self-Monitoring for Individuals With Developmental Disabilities (DDA; Applied Research) LAURA DEZAYAS and Kwang-Sun Cho Blair (University of South Florida)

Discussant: Valeria Laddaga Gavidia (University of North Texas)

121. Informal Support of Immigrant Families With a Child With Autism Spectrum Disorder: Parents' Voice (DDA; Service Delivery) MÉLINA BOULÉ, Mélina Rivard, Marie Millau, and Céline Chatenoud (Université du Québec à Montréal)

123. Training Parents to Effectively and Efficiently Teach Autistic Learners Who Require Very Substantial Supports to Perform Vocational Skills via Telehealth (DEV; Applied Research) BENJAMIN JOSEPH SEIFERT (Central Texas Autism Center; Ball State University)

125. Efficacy of Parent-Led Applied Behavior Analysis for Children With Autism in Comparison to Practitioner-Led Applied Behavior Analysis (Applied Research) Lindsey Sneed (Catalight Foundation) and STEVEN G. LITTLE and Angeleque Akin-Little (Walden University)

127. Ethnic Disparities on Early Identification and Access to Services for Black Children With Autism Spectrum Disorders (DDA; Service Delivery) JACK SCOTT, Torica L Exume, Maryellen Quinn, and Rosemyrtle Louis (Florida Atlantic University; Center for Autism and Related Disabilities)

129. Using Behavioral Skills Training to Improve the Graduation and Persistence of College Students With Autism (DDA; Service Delivery) ALI K. MAHAMAT (The Chicago School of Professional Psychology)

131. Effects of Using Telehealth-Based Behavioral Skills Training to Teach Caregivers to Implement the Cool Versus Not Cool Intervention With Their Children With Autism Spectrum Disorder (Applied Research) BRITTANY DUMPROFF and Art Dowdy (Temple University)

Discussant: Rebecca A. Receveur (Ball State University)

133. Evaluating Virtual Training for Increasing Clinicians' Fidelity of Implementation of the Facing Your Fears Curriculum (CBM; Applied Research) SARAH LUDMILLA BERNIER and Kendra Thomson (Brock University), Judy Reaven (JFK Partners; University of Colorado Anschutz Medical Campus), Melissa Susko (Dalhousie University), Julia DeSantis, and Tanya Makela (Lake Ridge Community Support Services)

135. Teaching Pretend Play Skills to Children With Autism: A Comparison of Different Prompting Strategies (DDA; Applied Research) MADISON SCHALLER (University of Nebraska Medical Center's Munroe-Meyer Institute; University of Nebraska Omaha), Gabriella Rachal Van Den Elzen (University of Nebraska Medical Center's Munroe-Meyer Institute), and Sara S. Kupzyk (University of Nebraska Omaha)

137. An Evaluation of a Caregiver-Led Approach Toward Teaching Vital Prevention Skills (DDA; Applied Research) CHRISTINE FELTY (University of Nebraska Medical Center's Munroe-Meyer Institute; University of Nebraska-Omaha) and Javid Rahaman and Kevin C. Luczynski (University of Nebraska Medical Center's Munroe-Meyer Institute)

139. The Induction of Naming Through Multiple Exemplar Instruction in an Individual With Autism Spectrum Disorder (VRB; Service Delivery) JULIE M. CRABTREE (Avail Outreach; Bending Birch Behavioral Services) and Emma Benington and Melissa Martin (Bending Birch Behavioral Services)

141. Connections Between Autism Spectrum Disorder and Aural Disorders (BPN; Service Delivery) JADE BERYL WHEELER and Salvador Ruiz (University of West Florida)

143. Implementing Group-Based Situational Social Games for Preschoolers With Autism Spectrum Disorders: A Randomized Trial (EAB; Applied Research) CHONGYING WANG and Miao Yu (Nankai University)

Discussant: Salvador Ruiz (University of West Florida)

145. Clinician Implementation of Task Interspersals With Individuals With Autism Spectrum Disorder (Service Delivery) ISABELLA MASSARO, Daniela Silva, Amanda Austin, Samreen Rizvi, and Michael Romano (Rutgers, The State University of New Jersey) and Kate E. Fiske Massey (Douglass Developmental Disabilities Center, Rutgers University)

147. Evaluation of Instructive Feedback and Multiple-Exemplar Training as Strategies for Generalizing Tacts Across English and Spanish Responses (VRB; Applied Research) PATRICIO ERHARD, Terry S. Falcomata, Fabiola Vargas Londono, and Ross Nesselrode (The University of Texas at Austin)

149. Incorporating a Sex Education Package to Decrease Public Masturbation (Applied Research) PORSHA CHARDAI OGAWA and Amy Ashenfelter (Oaks Integrated Care, Inc.)

151. A Systematic Approach to Pre-Session Pairing and Rapport Building in Programming for Individuals Receiving Applied Behavior Analysis Therapy (Service Delivery) SUSAN FONTENOT MILLER, Molly Ann McGinnis, Ashley Juarez, and Amy Rachel Bukszan (Butterfly Effects)

153. Telehealth Behavior Skills Training for Caregivers of Young Children With Autism Spectrum Disorder (TBA; Applied Research) BRITTANY T. BATTON, Rachel Eve Kaplan, Kaci Ellis, and Carla T. Schmidt (University of Florida)

155. Promoting Effective Focused In-Clinic ABA Treatment for Young Adults With Autism (DDA; Applied Research) RICK GUTIERREZ, Joyce Chenchen Tu Battersby, Shaji Haq, and Ronald Francis Moreno (Easterseals of Southern California)

Discussant: Somchart Sakulkoo (The Chicago School of Professional Psychology)

157. The Effect of Self-Management Strategies Using High Technology on Geography Lessons Outcomes for Children With Autism Spectrum Disorders (Applied Research) BINYAMIN BIRKAN (Biruni University) and Ali Irfan Çaka (Binyamin Birkan Academy)

159. Class-Wide Implementation of Universal Activity Schedules (Applied Research) COURTNEY LYNNE BRIGHT and Katharine Davies (May Institute), Emily Sullivan (Western New England; May Institute), and Sarah Frampton (May Institute)

161. Parent Implementation of Discrete Trial Training Using Remote Instruction: Feasibility of Telehealth Instruction (CSS; Applied Research) SPENCER GAUERT and Holly Rittenhouse-Cea (University of Dayton) and Kristen Rittenhouse-Shaw (Miami Valley Tutoring Services)

163. The Effects of a Text Message Script Intervention on Conversational Speech Between Autistic Children (VRB; Applied Research) Julia Blanco and MARJORIE H. CHARLOP (Claremont McKenna College); Alanna Dantona, Catherine Lugar, Brianna Waterbury, and Jaime Diaz (Claremont Graduate University); Katherine Emery (Scripps College); and Rachel Podl (Claremont McKenna College)

165. Addressing Prompt Dependency in the Treatment of Problem Behavior Maintained by Access to Tangible Items (Applied Research) Jennifer Rebecca Weyman, MADISON HALE IMLER, and Danielle Ariana Kelly (University of Missouri)

167. Using an Activity Schedule to Increase Appropriate Play Behaviors (EAB; Applied Research) CAITLIN BELTRAN and Jillian Behan (Millstone Township School District)

169. Use of Token Economy With Response Cost Guided by AIM Curriculum to Decrease Dangerous Behavior and Increase Adaptive Skills (Applied Research) Jacy Reed-Robles (Florida ABA; Butterfly Effects) and CLAIRE SPIELER and Molly Ann McGinnis (Butterfly Effects)

171. Recent Adaptation to the Interview-Informed Synthesized Contingency Analysis (IISCA): Performance-Based Procedures (Applied Research) AARON LEYMAN, Joshua Jessel, Tess Fruchtman, and Natasha Raghunauth-Zaman (Queens College, City University of New York)

#520. Poster Session

2:00 PM–3:00 PM
Exhibit Level; Exhibit Hall A
BPN

Discussant: Nathan Blenkush (Judge Rotenberg Educational Center)

2. Effects of Acute and Chronic Nicotine Administration on Choice of Probabilistic Outcomes (EAB; Basic Research) KATYA NOLDER and Karen G. Anderson (West Virginia University)

4. Why Get High? An Examination of Cannabis Demand, Motives, and Use Outcomes Among Adolescents (CSS; Applied Research) NICOLE SCHULTZ and Jason Ramirez (University of Washington)

#521. Poster Session

2:00 PM–3:00 PM
Exhibit Level; Exhibit Hall A
EAB

Discussant: Karen M Lionello-DeNolf (Assumption University)

6. An Application of Machine Learning to Detect the Presence of Challenging Behavior (DDA; Basic Research) SETH WALKER, Walker Arce, and Jordan DeBrine (University of Nebraska Medical Center, Munroe-Meyer Institute); James Gehringer (University of Nebraska Medical Center); and Amanda Zangrillo (University of Nebraska Medical Center's Munroe-Meyer Institute)

8. Effects of Biologically Neutral Outcomes on a Two-Choice Conditional Discrimination Procedure With Rats (AAB; Basic Research) MARIO SERRANO and Pedro Elio Rey Murrieta (Universidad Veracruzana)

10. What-Where-When Remembering in Rats II: Automated Incrementing Non-Match-to-Sample Procedure (Basic Research) SOPHIE LORRAINE PINNEKE, Hawken V. Hass, Cassandra Giarrusso, Elijah Richardson, Spencer Bruce, Madeleine Mason, Mark Galizio, and Katherine Ely Bruce (University of North Carolina Wilmington)

12. The Role of Conditioned Reinforcer and Discriminative Stimulus in a Token Reinforcement System (AAB; Basic Research) RICARDO SILVESTRE CAMPOS RIVERA and Cristiano Valerio dos Santos (Universidad de Guadalajara)

14. What-Where-When Remembering in Rats I: Variations on the Odor Span Task (Basic Research) HAWKEN V. HASS, Emily Burrell, Rebeca Barba, Dylan Marshall, Amanda Burke, Mark Galizio, and Katherine Ely Bruce (University of North Carolina Wilmington)

16. Repeated Renewal During Dense and Lean Schedules of Differential Alternative Reinforcement: A Human Operant Investigation (DDA; Basic Research) LINDSAY ELISE DAY and Ryan Kimball (University of Saint Joseph), Emily Ferris (University of Nebraska Medical Center; Munroe Meyer Institute), and John Silveira Jr. and Rebecca Karis (University of Saint Joseph)

18. An Examination of Within-Session Operant Response Patterns in Mice: Satiation or Habituation? (Basic Research) NICHOLAS L. VITALE and Matthew Lewon (University of Nevada, Reno)

Discussant: Darlene E. Crone-Todd (Salem State University)

20. Examining Underlying Behavioral Mechanisms and Effectiveness of Cues Paired with Alternative Reinforcement in Mitigating Resurgence (Basic Research) CAROLYN RITCHEY and Carla N. Martinez-Perez (Auburn University), Toshikazu Kuroda (Huckle Co., Ltd.), and Christopher A. Podlesnik (Auburn University)

22. The Effects of Contingency Descriptions on Delay Discounting (Applied Research) TAYLOR BAKALAR (New England Center for Children; Western New England University), Jason C. Bourret (New England Center for Children), and Stefanie Upshaw (New England Center for Children; Western New England University)

24. Molecular Feedback to Signal Reduction of an Avoidance Session: Enhanced Molar Control or Conditioned Reinforcement? (Basic Research) JEREMY SAUL LANGFORD (West Virginia University), Cory Toegel (Northern Michigan University), Catherine Williams (Marcus Autism Center), and Michael Perone (West Virginia University)

28. Molar Perspective of the Experiential Discounting Task Between Different Rewards (AAB; Basic Research) CARLOS ADRIÁN PALOMERO JANDETE and Silvia Morales Morales-Chaine (Universidad Nacional Autónoma de México)

30. Behavioral Measures of Gain-Loss Asymmetry in Decision-Making and Choice With Food (Basic Research) MARCIA M. VENTURA, Blake Hansen, Rebecca Lundwall, and Harold Miller, Jr. (Brigham Young University)

#522. Poster Session



2:00 PM–3:00 PM
Exhibit Level; Exhibit Hall A
PCH

Discussant: Joseph D. Dracobly (University of North Texas)

34. Human Rights, Applied Work, and Helping Others in Behavior Science (CSS; Theory) JOSE ARDILA, Will Fleming, and Linda J. Parrott Hayes (University of Nevada, Reno) and Wilson López-López (Pontificia Universidad Javeriana)

36. Investigating the Acceptability of Interventions Described in Behavior Analytic Jargon (VRB; Applied Research) HAILEY EVELYN DONOHUE and Matthew P. Normand (University of the Pacific)

38. A Critique of Colonialism and Modern Aid in Africa: What Would Skinner Say? (CSS; Theory) NICOLE RENEE SMILAK (Endicott College; Encompass International) and Robert F. Putnam (May Institute)

#523. Poster Session



2:00 PM–3:00 PM
Exhibit Level; Exhibit Hall A
EDC

Discussant: Guy S. Bruce (Appealing Solutions, LLC)

40. Evaluating Technology-Based Self-Monitoring of Performance With Reinforcement for Students With Disabilities (Applied Research) MADELINE ROSE RISSE, Danielle Ann Russo, and Kwang-Sun Cho Blair (University of South Florida)

42. Increasing On-Task Behavior With a Self-Management System in a Mainstream Classroom (OBM; Applied Research) MIKAYLA CAMPBELL (Utah Valley University); Devin Guinn (Alternative Behavior Strategies - Kids); and Caleb Stanley, Sarah Makenzie Lindemann, and Sydney Jensen (Utah Valley University)

44. Chronic Absenteeism in the Special Education Population: Increasing Student Engagement in the Special Education Population (CSS; Theory) STEPHEN GLICK (Danbury High School)

46. Prevalence of Single-Case Design in Special Education: A Survey of Special Education Journals (Applied Research) SETH KING, Lanqi Wang, and Brendon Nylen (University of Iowa) and Olivia Grace Enders (University of Pittsburgh)

48. Supporting the Functional Behavior Assessment Process in Pre-Service School-Based Teams (TBA; Service Delivery) AUDREY KENNEDY and Patricia A. Hampshire (Boise State University)

50. An Integrated Review of the Literature on Parent Training and Family Involvement (PCH; Theory) EMILY BATON, Heather George, and Laura Kern (University of South Florida); Rose Iovannone (University of South Florida, College of Behavioral and Community Sciences); and Shannon Suldo (University of South Florida)

#524. Poster Session



2:00 PM–3:00 PM

Exhibit Level; Exhibit Hall A

TBA

Discussant: Tracy E. Sinclair (University of Connecticut)

52. Evaluating a Brief Self-Compassion Intervention on Psychological and Academic Wellbeing of College Students (Applied Research) JESSICA M. VENEGONI, Dana Paliliunas, Jordan Belisle, and Camilla Molica (Missouri State University)

54. Telehealth as a Parent Training Platform: A Behavioral Development Approach to Autism Intervention (DEV; Service Delivery) SWATI NARAYAN (WECAN ProACT India) and Gita Srikanth (ABA India)

56. Beyond Sniffy and CyberRat: Adapting PORTL for Distance Learning and Telehealth Applications (EAB; Theory) MARGARET PAVONE DANNEVIK (Lindenwood University)

58. An Examination of Active Learning in a Graduate Behavior Analysis Course (Applied Research) Albert Malkin (Southern Illinois University; Western University), Jina Kum (Western University), and HANNA E. VANCE (Brock University)

#525. Poster Session



2:00 PM–3:00 PM

Exhibit Level; Exhibit Hall A

CSS

Discussant: Sarah M. Richling (Auburn University)

60. Behavioral Science Meets Public Health (Theory) JONATHAN A. SCHULZ (University of Vermont), Traci M. Cihon and Kyosuke Kazaoka (University of North Texas), Francesca Ramirez and Nikol Mayo (National University of San Marcos; Instituto Peruano de Orientación Psicológica), and Patricia I. Wright (ProofPositive: Autism Wellbeing Alliance)

62. Comparing Discounting of Climate Change and Established Measures of Pro-Climate Behavior and Climate Anxiety: A Correlational Analysis (EAB; Applied Research) SHELBY BLECHA, Jordan Belisle, Lauren Rose Hutchison, and Meredith Matthews (Missouri State University)

64. The Impetus for Behavior Analysis in Public Policy (PCH; Theory) DENA WASSERMAN (Endicott College)

66. Exploring the Effects of Cultural Consequences Identified Through a Ranking Task on the Interlocking Behavioral Contingencies of Ethically Self-Controlled Responses (Applied Research) CHELSEA CHRISTINA ELWOOD, Traci M. Cihon, and Kyosuke Kazaoka (University of North Texas)

#526. Poster Session

2:00 PM–3:00 PM

Exhibit Level; Exhibit Hall A

OBM

Discussant: Patrick Romani (University of Colorado, Anschutz Medical Campus)

68. Using Scorecards and Goal Setting to Improve the Performance of RBTs in an Autism Treatment Clinic (Applied Research) Carly Ruether and MICHAEL C. CLAYTON (Missouri State University)

70. Literature Review: Evaluating the Effectiveness of Staff Training Procures in Applied Behavior Analysis Organization (AUT; Service Delivery) SHARI L. SCHATZMAN (Eden II Programs)

72. Quality of Care in a Residential Setting: Measuring and Improving Adherence to Public Health Guidelines for Preventing Spread of Infectious Disease (Applied Research) MAKENZIE BRIERE and Chelsea R. Fleck (New England Center for Children; Western New England University), Jason C. Bourret (New England Center for Children), and Emma Jehle (Western New England University)

Monday, May 30

#527. Poster Session



2:00 PM–3:00 PM
Exhibit Level; Exhibit Hall A
CBM

Discussant: Ciara Gunning (National University of Ireland, Galway)

74. An Evaluation of a Brief Mindfulness and Values Training on Cyber Bullying Behavior in College Students (CSS; Applied Research) ANGELICA A. AGUIRRE, Emily Boduch, Ellie Bungum, Katja Nielsen, and Breanna Perron (Minnesota State University, Mankato)

76. The Term “Social Incentive” in Behavioral Economics: A Discussion of Its Use and Recommendations for Future Research (Theory) LINDSEY ANNE IVES (University of Florida)

78. Referral and Treatment for Smoking Cessation: Considerations for Clinicians (Service Delivery) ALEXANDRA KNERR, Lesleigh Ann Stinson, and Jesse Dallery (University of Florida)

80. Combustible Tobacco Byproduct on a Tobacco-Free Campus: A Surrogate Policy Analysis (Applied Research) BRETT GELINO, ALLYSON R. SALZER, and Joshua Harsin (University of Kansas); Gideon P. Naudé (Johns Hopkins University School of Medicine); and Derek D. Reed (University of Kansas)



#528. Poster Session

2:00 PM–3:00 PM
Exhibit Level; Exhibit Hall A
VRB

Discussant: Rocio Rosales (University of Massachusetts Lowell)

82. Evaluating the Relationship Between Derived Relational Responding and Intelligence (Applied Research) CALEB STANLEY, Sarah Makenzie Lindemann, and Sydney Jensen (Utah Valley University)

84. Evaluating the Effect of Competing Relations Across Dimensions of Physical and Conceptual Stimulus Disparity (Basic Research) BRITTANY A. SELLERS and Jordan Belisle (Missouri State University), Caleb Stanley (Utah Valley University), and Mark R. Dixon (University of Illinois at Chicago)

86. Relational Density Theory: Analyzing Relational Frames Around Gender and Gender Prejudice (CSS; Applied Research) LAUREN ROSE HUTCHISON, Elana Keissa Sickman, Erinmarie Travis, Jordan Belisle, and Ashley Payne (Missouri State University)

88. Replacing Atypical Vocalizations in a 5-Year-Old Boy With ASD Using Mand Training and Word Pairing With Contingent Reinforcer Delivery on All Vocalizations (AUT; Applied Research) Razia Shahzad Ali and SMITA AWASTHI (Behavior Momentum India)

#529. Poster Session

2:00 PM–3:00 PM
Exhibit Level; Exhibit Hall A
DDA

Discussant: Jennifer Posey (Endicott College)

90. Treatment of Pica through Differential Reinforcement of Alternative Behavior (AUT; Applied Research) MAGGIE RUCKLE (Kennedy Krieger Institute; University of Maryland, Baltimore County), Molly K. Bednar and Emily Ann Chesbrough (Kennedy Krieger Institute) and Brianna Laureano and John Falligant (Kennedy Krieger Institute; Johns Hopkins University School of Medicine)

92. The Acceptability of Consultative Behavior Analytic Service Provided via Telehealth (Update) (Service Delivery) LEANNE LATOCHA, Jessica Detrick, Kelsey E. Stapleton, Daphne Snyder, and Stephanie M. Peterson (Western Michigan University)

94. Identifying Neutral Tasks Using a Latency-Based Demand Assessment and a Single-Stimulus Preference Assessment (AUT; Applied Research) JACQUELINE WILSON and Jesse Perrin (Salve Regina University; Pathways Strategic Teaching Center), Andrea Giacobbe (Pathways Strategic Teaching Center), and Cody Morris (Salve Regina University)

96. Restriction Removal Process (Applied Research) GRACE E. SYLVESTER, Kelsey E. Stapleton, Jessica Detrick, and Stephanie M. Peterson (Western Michigan University)

98. Evaluating the Effects of a General Video Model on Treatment Integrity (Applied Research) IVAN DEVEAUX and Yanerys Leon (University of Miami)

Discussant: Mary Llinas

100. Analysis of Noncompliant Behavior When Changing Between Academic Tasks (EDC; Applied Research) ERNA DOGG PALSDOTTIR (Arnarskóli; Reykjavík University), Atli F. Magnusson (Arnarskóli), and Berglind Sveinbjornsdottir (Reykjavík University)

102. Interventions to Address Inappropriate Sexual Behaviours for Children and Young Adults in Special Day Schools (EDC; Applied Research) JAYNE VICTORIA LOBLEY (Jigsaw CABAS School, UK)

104. A Retrospective Analysis of Therapists' Coaching Behavior When Directing Parents to Conduct Behavioral Assessments and Treatments via Telehealth (AUT; Applied Research) ALESIA LARSEN, Kelly M. Schieltz, Amanda Barrett, and Matthew O'Brien (University of Iowa)

106. Behavioral Intervention Using Sufficient Response-Exemplar Training for Improving Articulation in a 4-Year-Old Child With Socio-Pragmatic Language Disorder (VRB; Applied Research) SONAMKOTHARI RAMESHCHADRA KOTHARI (Bombay Autism; B. J. Wadia Hospital for Children), Smita Awasthi (Behavior Momentum India), and Debnayana Chakraborty (Bombay Autism)

108. Social Economy Status Specific Risk on IQ of 5-Year-Old Children With Attention Problems and Developmental Disabilities (EDC; Basic Research) SHEOW YUN SIE, Priyanka Alluri, Emily Nelson, Donato Delingeniis, and Yoko Nomura (Queens College, City University of New York)



#530. Poster Session

2:00 PM–3:00 PM

Exhibit Level; Exhibit Hall A
AUT

Discussant: Stephanie L. Kincaid (Rollins College)

110. Comparing Low Dosages of ABA Treatment on Children's Treatment Gain and School Readiness (Applied Research) ZHIHUI YI (University of Illinois at Chicago), Jennifer Koenig (Highland Community Unit School District #5), and Mark R. Dixon (University of Illinois at Chicago)

112. Increasing Intervals of Mask Wearing for a Child With Autism in School (EDC; Applied Research) JANET SANCHEZ ENRIQUEZ, Melissa Tapp, and Robert C. Pennington (University of North Carolina at Charlotte)

114. Evaluating the Effectiveness of Skill-Based Training on Increasing Skill Acquisition and Decreasing Intensive Physical Aggression in a 6-Year-Old Boy (DDA; Applied Research) KELTI OWENS and Jessica Richardson (Acorn Health)

116. Socioeconomic Status Factors Limiting Applied Behavior Analysis Service Enrollment in Children With Autism Spectrum Disorder (DDA; Applied Research) EMILY LITTMAN (University of Central Florida College of Medicine), Leslie Gavin (Nemours Children's Hospital), Andrew Broda (University of Central Florida College of Medicine), and Ansley Catherine Hodges and Lisa Spector (Nemours Children's Hospital)

118. Evaluating Task Relevance Within a High Probability Sequence in Primary School Students With Autism (EDC; Service Delivery) REBECCA JAYNE FREAKLEY (Woodbury Autism Education and Research)

120. Teaching Joint Attention for Children With Autism Spectrum Disorder: A Quasi-Experiment Design in China (EDC; Applied Research) YINI LIAO, Miaomiao Li, and Xinyue Luo (Sun Yat-sen University)

Discussant: Whitney L. Kleinert (May Institute)

122. Effectiveness of Pairing Musical Tones With Physical Stimuli in Discrimination Training for Non-Verbal Autistic Children (VRB; Applied Research) ALEX MARIE INGEBRITSON (University of West Florida)

124. Effectiveness of Interventions to Teach Intimate Care Skills to Individuals With Autism and Developmental Disabilities (DDA; Theory) MOLLY KATE OSHINSKI, Terry S. Falcomata, and Patricio Erhard (The University of Texas at Austin)

126. Validity Analysis of a Modified Questions About Behavioral Function Assessment: Preliminary Analysis (Applied Research) CHRISTINA MARIE SHEPPARD (Florida Institute of Technology; Rollins College)

128. Using Matrix Training Delivered via iPad to Generalize Additional Descriptors for Tacts in Children With Autism Spectrum Disorders (VRB; Applied Research) SCOTT DUEKER and Vanessa Desai (Ball State University)

130. Using Online Delivery Parent-Mediated Intervention to Reduce Challenging Behaviors in Children With Autism Spectrum Disorder (EDC; Service Delivery) ZAKARIA MESTARI, Méline Rivard, Diane Morin, and Jacques Forget (Université du Québec à Montréal)

132. Four Types of Group Contingencies for Behavioral Process Improvement in an Autism Spectrum Disorder Framework (OBM; Service Delivery) BRYANT C. SILBAUGH (Maraca Learning)

Discussant: Abraao Melo (University of Nevada, Reno)

134. Employing Coordination and Difference Relational Training to Modify Pre-Experimental Racial Biased Repertoire of Children With Autism (CSS; Applied Research) JOAO HENRIQUE DE ALMEIDA (Londrina State University); Carolina Coury Silveira de Almeida, Emanuel Natã, Bianca Jeniffer Santos, and Maicon Almeida (ABAKIDS); and Tâhcita Medrado Mizael (University of São Paulo)

- 136. The Effects of Size Prompts on Stimulus Control During Object Imitation** (EDC; Applied Research) ERIN ELIZABETH BAUM, Sacha T. Pence, and Victoria E. Risinger (Western Michigan University)
- 138. A Comparison of Intraverbal Instructive Feedback With and Without a Picture Delivered via Telehealth** (VRB; Applied Research) BREANNA KATHLEEN ANDERSON and Katie Wiskow (California State University Stanislaus)
- 140. Applying the Good Behavior Game to Enhance Children's Engagement in Virtual Programming** (EDC; Applied Research) CLAIRE CARRERA, Dana M. Gadaire, and Erin Dunleavy (The University of Scranton)
- 142. Calculation of the Prevalence of Autism Spectrum Disorders in Colombia Based on the Governmental Data System** (DDA; Basic Research) SEBASTIAN GARCIA-ZAMBRANO and Laurent Giovanna Orozco Barrios (Southern Illinois University) and Eric A. Jacobs (Southern Illinois University Carbondale)
- 144. Teaching Identification and Reciprocal of Complex Emotions to Individuals Diagnosed With Autism** (VRB; Applied Research) RONALD FRANCIS MORENO, Joyce Chenchen Tu Battersby, Khiela Vejerano Achurra, Shayna Kennedy, Jonathan-Alan Gonzalez, Kayla Briseno, and Natalie Beyer (Easterseals of Southern California)
- Discussant: Yaniz C. Padilla Dalmay (Flamboyant Behavioral Services)*
- 146. Early Intensive Behavioral Interventions Provider Utilization of Telemedicine Before and During the COVID-19 Pandemic** (Service Delivery) BETUL CAKIR-DILEK, Quinn Oteman, Anne Floyd, Phuong Tran, Nicole Berning (Minnesota Department of Human Services), Jessica J. Simacek, and Adele F. Dimian (University of Minnesota)
- 148. Online Acceptance and Commitment Therapy Training With Parents of Children With Autism During the COVID-19 Pandemic** (CBM; Service Delivery) SADAF KHAWAR (Montclair State University; Helping Hands ABA, P.C.) and Chana Tilson (Chicago School of Professional Psychology; Helping Hands ABA, P.C.)
- 150. A Constructional Approach to the Treatment of Food Aversion** (DEV; Applied Research) ANDREW MICHAEL MILLER (Shippensburg University) and Jonathan Amey (AIMS Instruction)
- 152. Promoting Effective Applied Behavior Analysis Treatment for a Young Adult Diagnosed With Encopresis** (DDA; Applied Research) SHAJI HAQ, Frank Ammirato, Lana Ranch, Angela Yen, and Joyce Chenchen Tu Battersby (Easterseals of Southern California)
- 154. A Rapid Screening Tool for Identifying Comorbid Psychiatric Symptoms in Children and Adolescents With Autism Spectrum Disorder** (CBM; Applied Research) CAROL E WILLIAMS, Emily Hooker, and Thomas Thompson (Butterfly Effects, LLC)
- 158. Responses to Anxiety-Related Problems of Students With Autism in School Settings** (EDC; Basic Research) CELAL PERIHAN and Madison Weeden (Idaho State University)
- Discussant: Colleen Yorlets (RCS Behavioral & Educational Consulting)*
- 160. Behavior Skills Training to Increase Parenting Skills of Adults With Developmental Disabilities** (DDA; Applied Research) KATHERINE WHEELER (Texas Tech University), Jennifer Hamrick (Texas Tech University; Burkhardt Center), E. Amanda DiGangi (Arizona State University), and Nikkolina Prueitt (Texas Tech University; Burkhardt Center)
- 162. Integrating Professional Skills in the Outpatient Treatment of Problem Behaviour in the Italian Public Healthcare System: A Case Study** (DDA; Basic Research) RITA DI SARRO (Public Local Health Unit, Bologna), Niccolò USL Varrucchi (Public Local Health, Bologna), Ingrid Bonisi and Giulia Papa (Cadiat Cooperativa Sociale), and Guido D'Angelo (DALLA LUNA - BARI)
- 164. Between a Rock and a Soft Place: Examining a Parent Education Program for Cultural Relevance** (CBM; Applied Research) SARATESSA MEANS (University of San Francisco)
- 166. Functional Behaviour Assessment and Functional Communication Training to Reduce Challenging and Self-Injurious Behaviour** (Applied Research) RHYS JONES, Ellie Tidy, Maria Rossi, and Hannah Burcombe (Jigsaw CABAS School)
- 168. Teaching Adolescents With Autism Spectrum Disorder to Tact Private Events Related to Tactile Stimuli** (VRB; Applied Research) Annalisa Galeone, DANIELE RIZZI, Cristina Pavone, and Lorenza D'arcangelo (Fondazione Oltre le Parole - Pescara)
- 170. Use of Noncontingent Reinforcement With Complimentary Differential Reinforcement of Alternative Behavior to Address Aggression in Autistic Children** (Applied Research) DOMINIK LIA KELLER (May Institute); Shannon Marie Dieringer, David E. McIntoch, and Maria Hernandez (Ball State University); Amanda Zangrillo (University of Nebraska Medical Center's Munroe-Meyer Institute); and Andrew Sodawasser (University of Nebraska Medical Center)

#531. Paper Session

3:00 PM–3:25 PM
Meeting Level 1; Room 104A
CBM

Behaviorally Based Approaches to Addressing Cell Phone Use, Misuse, Abuse, and Overuse: A Teenager's Perspective of What Works and Doesn't

Chair: Emily Cook (Bishop McDevitt High School)

Behaviorally Based Approaches to Addressing Cell Phone Use, Misuse, Abuse, and Overuse: A Teenager's Perspective of What Works and Doesn't (Service Delivery)

Matthew Gross (Shippensburg University), EMILY COOK (Bishop McDevitt High School), and Richard Cook (Applied Behavior Medicine Associates of Hershey)

#532. Panel Discussion

3:00 PM–3:50 PM
Meeting Level 2; Room 258A
AUT; Service Delivery
BACB CE Offered. CE Instructor: Mary Ellen McDonald, Ph.D.

The Importance of Independence and Interdependence in Adults With Autism Spectrum Disorders

Chair: Mary Ellen McDonald (Hofstra University; Eden II/Genesis Programs)

ANYA K. SILVER (QSAC; Hofstra University)
PETER F. GERHARDT (The EPIC School)
ROBERT LARUE (Rutgers University)

#533. Panel Discussion

3:00 PM–3:50 PM
Meeting Level 2; Room 254A
AUT; Theory

Autism Spectrum Disorder and the DSM: Who is Captured Under the Autism Spectrum Disorder Umbrella and Who Has Been Left Out in The Rain?

Chair: Gloria Satriale (Mission to Education Children with Autism)

AMY LUTZ (National Council on Severe Autism)
ASHLEY KIM WEISS (Together for Choice)
MARIA LEARY (Autism New Jersey)

#534. Symposium

3:00 PM–3:50 PM
Meeting Level 2; Room 257B
AUT/DDA; Service Delivery
BACB CE Offered. CE Instructor: Daphne Hartzheim, Ph.D.

Augmentative and Alternative Communication in Clinical Settings: A Discussion on Clinical Outcomes

Chair: Daphne Hartzheim (Autism and Behavioral Interventions)

Brief Overview of Augmentative and Alternative Communication and its Impact on Reducing Maladaptive Behavior

Daphne Hartzheim (Autism and Behavioral Interventions), Anika Hoybjerg (Endicott College; Autism and Behavioral Interventions), and MIRANDA THORNLEY (Autism and Behavioral Interventions)

Use of Augmentative and Alternative Communication to Supplement Vocal Verbal Behaviors in a Minimally Functional Communicator

CASEY BARRON and Daphne Hartzheim (Autism and Behavioral Interventions) and Anika Hoybjerg (Endicott College; Autism and Behavioral Interventions)

Increasing Skill Acquisition of Verbal Operants With the Use of a Communication System

BLAKE R. INOUE (Utah Valley University; Autism and Behavioral Interventions), Daphne Hartzheim (Autism and Behavioral Interventions), and Anika Hoybjerg (Endicott College; Autism and Behavioral Interventions)

#535. B. F. Skinner Lecture Series

3:00 PM–3:50 PM

Ballroom Level 3; Ballroom East/West

CBM; Theory

BACB/PSY/QABA CE Offered. CE Instructor: Scott Halpern, Ph.D.

Behavioral Economics Approaches to Improve Care for Seriously and Critically Ill Patients

Chair: Michele R. Traub (St. Cloud State University)

SCOTT HALPERN (University of Pennsylvania)



Scott D. Halpern, MD, Ph.D. is the John M. Eisenberg Professor of medicine, epidemiology, and medical ethics and health policy at the University of Pennsylvania, and a practicing intensive care doctor. He is the founding Director of the Palliative and Advanced Illness Research (PAIR) Center, which generates evidence to advance policies and practices that improve the lives of all people affected by serious illness. His awards include the American Federation for Medical Research's Outstanding Investigator Award for the best scientist in any field under the age of 45, the

Association of Clinical and Translational Science's Distinguished Investigator Award, and the Arthur K. Asbury Outstanding Faculty Mentor Award. He is an elected member of the American Society of Clinical Investigation and the Association of American Physicians, and serves on the editorial boards of the *Annals of Internal Medicine* and the *American Journal of Bioethics*.

Abstract: Six decades of research on human decision making has revealed how sensitive our choices are to the ways in which options are framed. A key insight from this line of scholarship, which is typically referred to as behavioral economics, is that the influence of nudges – or intentional framings of options so as to make certain choices more likely – is greatest when people lack deep-seated or well-ordered preferences among the options. Most of us know, for example, whether we prefer vanilla or chocolate ice cream, or at least the situations in which we prefer one or the other, and so are unlikely to be nudged to choose differently. But unlike ice cream selections, seriously ill patients' (and their family members') choices about end-of-life care are made infrequently, and typically without receiving feedback about how choosing one way versus another makes us feel. For these reasons and perhaps others, research over the past decade has shown that these high-stakes, seemingly preference-sensitive decisions are in fact quite strongly influenced by the ways in which options are framed. This talk will begin by differentiating among behavior change strategies that differ in their likely effectiveness and threats to autonomous choice, and will then explore how behavioral economic concepts are being used by the speaker and others in efforts to improve the quality of serious illness care in the U.S. Examples from ongoing and recently completed randomized trials will be presented, and the ethics of consciously “nudging” certain end-of-life decisions will be considered.

#536. Panel Discussion

Supervision **DE**

3:00 PM–3:50 PM

Meeting Level 1; Room 156B

CSS; Service Delivery

BACB CE Offered. CE Instructor: Anita Li, Ph.D.

Dismantling Oppressive Practices in Clinical and Academic Supervision: How To Be a Disruptor

Chair: Anita Li (Western Michigan University)

NATALIA BAIRES (Southern Illinois University Carbondale)

DANYELLE SHARELLE GOITIA BEAL (Loving Hands Family Support Services)

ANITA LI (Western Michigan University)

#537. Symposium

DE

3:00 PM–3:50 PM

Meeting Level 1; Room 156A

CSS/OBM; Translational

BACB CE Offered. CE Instructor: Douglas A. Johnson, Ph.D.

Exploring the Topic of Pay-Equity, Including the Discussion of Strategies at Micro and Macro Levels

Chair: Joshua Garner (The Behavioral Education Research Initiative)

Using an Organizational Behavior Management Framework to Better Understand Promotion and Compensation Practices as Part of a Strategy to Address Equity Concerns

DOUGLAS A. JOHNSON (Western Michigan University)

Behavioral Health Practitioner Perceptions of Micro-Level Pay Equity Strategies

HANNA E. VANCE, Valdeep Saini, and Emily Guertin (Brock University)

Unionization and Worker Cooperatives: The Power of the People

JOSHUA GARNER (The Behavioral Education Research Initiative)

3:00 PM–3:50 PM

Meeting Level 2; Room 256

DDA; Theory

PSY/BACB/QABA/NASP CE Offered. CE Instructor: Kelly M. Schieltz, Ph.D.

Until Earth and Heaven Ring: How Academicians Can Recognize and Help Dismantle Systemic Racism in Child Health

Chair: Kelly M. Schieltz (University of Iowa)

RAY BIGNALL (Nationwide Children's Hospital)



O. N. Ray Bignall II, MD, FAAP, FASN is the director of Kidney Health Advocacy and Community Engagement in the Division of Nephrology and Hypertension at Nationwide Children's Hospital, and an assistant professor of Pediatrics at The Ohio State University College of Medicine. A graduate of Howard University and Meharry Medical College, Dr. Bignall completed his general pediatrics residency, clinical fellowship in nephrology, and NIH post-doctoral research fellowship at Cincinnati Children's Hospital Medical Center. As a physician-advocate, Dr. Bignall's work

addresses the social determinants of child health, kidney disease, and transplantation through community-based scholarship, engagement, and advocacy. He is an appointed Fellow of the American Society of Nephrology (ASN); the Founding Chair of the ASN's Health Care Justice Committee; and serves as a member of the Council on Medical Legislation for the National Medical Association. Dr. Bignall is a recipient of the American Academy of Pediatrics Community Access to Child Health (CATCH) Award; a John E. Levy Fund Advocacy Scholar of the American Society of Pediatric Nephrology; and was named a 40 Under 40 Leader in Minority Health by the National Minority Quality Forum and the Congressional Black Caucus Health Braintrust. Twitter: @DrRayMD

Abstract: Structural racism is one of the most pervasive and impactful social paradigms in American life, and often works in tandem with systems of inequality to drive social factors that adversely affect child health. Understanding the influence of racism on these unjust systems can aid individuals in narrowing health disparities. First, individuals should acknowledge a shared definition of racism as a "system of structuring opportunity and assigning value based on the social interpretation of how one looks... that unfairly disadvantages some... unfairly advantages others and saps the strength of the whole society through the waste of human resources." Next, an identification of these systemic inequities should be made, with through lines drawn connecting social adversity with poor health outcomes. Finally, intentional and evidence-based strategies should be employed to counteract these adverse influences in both health care and society, and these interventions studied to gauge efficacy and direct resources.

#539. Invited Presenter

3:00 PM–3:50 PM

Meeting Level 1; Room 102B

DEV; Theory

PSY/BACB CE Offered. CE Instructor: Dermot Barnes-Holmes, Ph.D.

Get Me Out of This Research Silo! Recent Developments in Relational Frame Theory and Their Implications for Connecting, Collaborating, and Cooperating With Fellow Travelers in Behavior Analysis

Chair: Kievra Sofia Hranchuk (St. Lawrence College)

DERMOT BARNES-HOLMES (Ulster University)



Dr. Dermot Barnes-Holmes graduated from the University of Ulster in 1985 with a BSc in psychology and in 1990 with a D.Phil. in behavior analysis. His first tenured position was in the Department of Applied Psychology at University College Cork, where he founded and led the behavior analysis and cognitive science unit. In 1999 he accepted the foundation professorship in psychology and head-of-department position at the National University of Ireland Maynooth. In 2015, he accepted a life-time senior professorship at Ghent University in Belgium. In 2020, he returned to his alma mater

on a fractional contract as a full professor at Ulster University. Dr. Barnes-Holmes is known internationally for the analysis of human language and cognition through the development of Relational Frame Theory with Steven C. Hayes, and its application in various psychological settings. He was the world's most prolific author in the experimental analysis of human behavior between the years 1980 and 1999. He was awarded the Don Hake Translational Research Award in 2012 by the American Psychological Association, is a past president and fellow of the Association for Contextual Behavioral Science, and a fellow of the Association for Behavior Analysis International. He is also a recipient of the Quad-L Lecture Award from the University of New Mexico and became an Odysseus laureate in 2015 when he received an Odysseus Type 1 award from the Flemish Science Foundation in Belgium.

Abstract: In reflecting upon behavior-analytic research and practice in the study of human language and cognitive development, there appears to be much to be proud of, and also to be excited about going forward. But at the same time, a worrying trend appears to have emerged within the field. Specifically, a

certain “silo” mentality has taken hold. As just one example, individuals working in relational frame theory (RFT) appear to have created a sub-field in which they cite mainly their own work and have developed their own (some argue, impenetrable) technical-ese. In making this claim, I certainly stand guilty as charged! The current presentation marks one attempt to break out of the research silo mentality and connect with fellow travelers in behavior analysis (i.e., those working on human language and thought). In doing so, it seems useful to suggest a common idea or assumption around which we can build our efforts. One option in this respect could be the idea that humans are essentially unique as a symbolic species (Deacon, 1998). If we add to this the modern evolutionary science argument that evolution operates across multiple levels, one of which is the symbolic inheritance stream (e.g., Sloan-Wilson et al., 2014), this may help to bring some clarity to our collaborative research efforts. In RFT, there has been a recent emphasis on a hyper-dimensional multi-level framework that aims to identify the units of symbolic behavior that vary, get selected, and are retained within the symbolic inheritance stream. Similarly, Verbal Behavior Development Theory (VBDT; Greer & Speckman, 2009), has placed the account within the wider context of evolution science and identified behavioral cusps, such as unidirectional naming, bi-directional naming, and incidental naming, that could be seen as involving variation, selection, and retention. Although the foci and technical details of RFT and VBDT differ in many ways, the overarching concern with identifying the units of symbolic behavior (which vary, are selected, and retained) highlights a shared ground of interest that may serve to facilitate cooperation and collaboration among currently separate research silos. The current presentation will present some examples of how working within this broader evolutionary science context may help us to escape our respective silos and build a stronger and more viable behavior-analytic science of human language and cognition.

#540. Symposium

3:00 PM–3:50 PM

Meeting Level 1; Room 153B

OBM/EDC; Applied Research

BACB CE Offered. CE Instructor: Amanda Austin, Psy.M.

Training Professionals to Increase Engagement in Essential Workplace Practices

Chair: Amanda Austin (Rutgers University)

Learning Classroom Management Skills With Video Models and Feedback

AVNER FRAIDLIN and Jessica E. Van Stratton (Western Michigan University)

Registered Behavior Technicians Recruiting Praise From Supervisors

AMANDA KAZEE (Marcus Autism Center; Children’s Healthcare of Atlanta) and Susan Wilczynski (Ball State University)

Increasing Time Allocated to Educational Programming in the Classroom Using Graphic Feedback and Goal Setting

DEBRA PAONE (Douglass Developmental Disabilities Center, Rutgers University), Amanda Austin (Rutgers University), Kate E. Fiske Massey (Douglass Developmental Disabilities Center, Rutgers University), and Hyein Lee (Rutgers University)

#541. Special Event

3:00 PM–3:50 PM

Meeting Level 2; Room 205B

Theory

ABAI Accreditation: Program Coordinators' Experiences

Chair: Jenna Mrljak (Association for Behavior Analysis International)

JOHN C. BORRERO (University of Maryland, Baltimore County)

MICHELE WILLIAMS (Rollins College)

DARLENE E. CRONE-TODD (Salem State University)

Abstract: ABAI’s accreditation system has been around for decades with more programs seeking accreditation over the past few years than ever before. As interest and the need for accreditation grows, we invite you to learn about the process and experiences from the perspective of a few program coordinators. The panelists’ programs represent a range of accreditation experiences. This session is designed for program coordinators and those interested in recognition and accreditation.

#542. Invited Presenter

3:00 PM–3:50 PM

Meeting Level 1; Room 151A/B

SCI; Applied Research

BACB/PSY/QABA CE Offered. CE Instructor: Shrinidhi Subramaniam, Ph.D.

Operant Conditioning to Combat Addiction, Unemployment, and Poverty

Chair: Elizabeth Kyonka (California State University, East Bay)

SHRINIDHI SUBRAMANIAM (California State University, Stanislaus)



Dr. Shrinidhi Subramaniam is an assistant professor in psychology at California State University, Stanislaus and a board certified behavior analyst. Dr. Subramaniam received her Ph.D. in psychology from West Virginia University and completed a postdoctoral fellowship in behavioral pharmacology at Johns Hopkins University School of Medicine. She teaches courses in applied behavior analysis, research methods, ethics, and addiction treatment, and mentors graduate students in their thesis research. Dr. Subramaniam's research applies behavior analytic principles to

solve problems like addiction, unemployment, and poverty in her community. Currently, her lab is evaluating the feasibility of a contingency management program to engage residential substance use disorder patients in continuing care. In addition to this work, she has published over 20 manuscripts and chapters across broad research interests. These publications include clinical studies evaluating the effectiveness of behavioral interventions like incentives and education, and basic and translational studies exploring processes underlying human decision making such as choice and temporal learning. Dr. Subramaniam is an associate editor for *The Psychological Record*, is on the editorial board for the *Journal of the Experimental Analysis of Behavior*, and serves as the Board secretary of the Society for the Quantitative Analysis of Behavior. She is the Association for Behavior Analysis International's 2022 winner of the Federation of Associations in Behavioral and Brain Sciences Early Career Impact Award.

Abstract: Over 37 million people in the United States lived in poverty in 2020. Poverty is a top risk factor for premature mortality and can exacerbate other health conditions like drug addiction. There is a clear relation between poverty, unemployment, and addiction. Addiction is more prevalent in unemployed than employed individuals and employment predicts positive treatment outcomes in people with addiction. Two evidence-based approaches to combat addiction and poverty are to: 1) treat addiction using incentives to promote drug abstinence (a proximal intervention), or 2) address poverty with education and job-skills training (a distal intervention). In this presentation, I will highlight behavior analytic research merging a proximal and distal approach to treat addiction in unemployed adults living in poverty. These studies evaluated the effectiveness of wage supplements to increase competitive employment and promote drug abstinence; assessed job readiness in this population; and incentivized job readiness activities during the search for employment. Interventions that promote full-time, steady employment can help improve socioeconomic position and have the added benefit of removing barriers to addiction recovery.

#543. Invited Presenter

3:00 PM–3:50 PM

Meeting Level 2; Room 203

TBA; Applied Research

PSY/BACB/QABA/NASP CE Offered. CE Instructor: Fabiola Casarini, Ph.D.

Comprehensive Application of Behavior Analysis to Schooling in Italy as a Strategic Model for Service-Design Innovation

Chair: Lin Du (Teachers College, Columbia University)

FABIOLA CASARINI (Errepiù R+ Association)



Fabiola Casarini is the scientific director of Errepiù, the first Educational FAB LAB in Italy. Offering over 13 years of experience in the field of applied behavior analysis, she leads Scuola delle Stelle and a number of affiliate Errepiù Schools, serving clients at private centers with a social purpose. She is a researcher and supervises interventions based on behavioral issues.

Fabiola specializes in special education, applied behavior analysis, and management of services for social innovation. She attended Teachers College, Columbia University and worked at Keller School in NY and NJ. She holds a doctoral degree in special education and psychology from The University of Parma that she received in 2011 and she is still mentored by Dr. R. D. Greer and supervised by Dr. Nirvana Pistoljevic. The biggest challenge during her career has come from staying true to herself to reach a position based on her skills, while working to bring evidence-based education to her country's public services in a politically driven and male dominated field.

Abstract: For over a decade, CABAS was implemented in Italy by several learning centers that aimed to test the effects of education as a social innovation tool. We found that this model can provide schools and health services with an evidence-based system to design interventions that are both effective and

efficient. Also, it greatly contributed to maintaining treatment integrity for children and adults with autism spectrum disorder during the COVID-19 pandemic. During these challenging times of economic and health crisis across the world, consequences for failing to design early and efficient ABA treatments were being highlighted by researchers. In addition, all countries in terms of reaching the “sustainable development goals” (SDGs) for fighting educational poverty can do so only by providing people with a disability with individualized proper interventions. CABAS was able to offer help with identifying criteria for effective behavioral interventions, with particular attention to highly critical groups, such as people with autism. Luckily, the science of teaching provides researchers all over the world with a system to measure education. A growing number of research findings show that CABAS is among the most cost-effective educational model in the world. Moreover, its implementation across all age groups and for both special and general education, suggest that it is a cross-cultural, flexible tool for different contexts. Therefore, in Italy, we implemented it as a tactic within social, health and school services, for individuals with and without disability, from 18 months to adulthood. We found that the implementation of such a comprehensive model of education fits the need for sustainability of welfare systems drastically different from those in the United States. CABAS® was first replicated in Italy in 1991 and further expended through a great deal of applied research across various fields and disciplines. International replications are paving the way for further research and trans-disciplinary analysis of its effects, using longitudinal measurements and both criterion and norm-based data.

#544. Paper Session

3:00 PM–3:50 PM

Meeting Level 2; Room 255

VRB

VRB Paper Session 1

Chair: Thom Ratkos (Berry College)

I Think This is the Title: Evoking Descriptive Autoclitics in Adult Subjects (Basic Research)

THOM RATKOS (Berry College)

Relational Autoclitics and the Topology of Morphological and Syntactic Verbal Responses (Theory)

ROBERT DLOUHY (Western Michigan University)

#545. Symposium

3:00 PM–4:50 PM

Meeting Level 2; Room 254B

AUT/DDA; Translational

PSY/BACB/QABA/NASP CE Offered. CE Instructor: Shawn Patrick Gilroy, Ph.D.

HAL 9000 or R2-D2?: Accessibility of Advanced Data Analytic Techniques for Behavior Analysts

Chair: Jonathan E. Friedel (Georgia Southern University)

Discussant: Brent Kaplan (University of Kentucky)

Demonstrating an Analyses of Clinical Data Evaluating Psychotropic Medication Reductions and the ACHIEVE! Program in Adolescents With Severe Problem Behavior

ALISON COX (Brock University), Duncan Pritchard (Aran Hall School), Heather Penney (AmethystABA), and Lio Eiri and Tim J. Dyer (Aran Hall School)

Artificial Neural Networks to Analyze the Results of Multiple Baseline Designs

MARC J. LANOVAZ (Université de Montréal)

Automating Functional Analysis Interpretation II: Better Approximating an Expert Human Rater

JONATHAN E. FRIEDEL (Georgia Southern University) and Alison Cox (Brock University)

Integrating Visual and Statistical Analysis With R: Fast, Efficient, Pixel-Perfect Charting With the fxl R Package

SHAWN PATRICK GILROY (Louisiana State University)

#546. Symposium

3:00 PM–4:50 PM

Meeting Level 1; Room 103

CBM/DDA; Applied Research

BACB/QABA CE Offered. CE Instructor: Adithyan Rajaraman, Ph.D.

On Incorporating Trauma-Informed Care into Applied Behavior Analytic Research and Practice

Chair: Adithyan Rajaraman (University of Maryland, Baltimore County)

Discussant: Patrick C. Friman (Boys Town)

A Framework for Trauma-Informed Applications of Behavior Analysis: What Might It Look Like? And Do We Really Need It?

JENNIFER L. AUSTIN (University of South Wales), Adithyan Rajaraman (University of Maryland, Baltimore County), HOLLY GOVER (Ivymount School), Anthony P. Cammilleri (FTF Behavioral Consulting), David R. Donnelly (Webster University), and Gregory P. Hanley (FTF Behavioral Consulting)

Applications of Trauma-Informed Care to the Assessment and Treatment of Food Selectivity via Promoting Choice and Client Assent

HOLLY GOVER (Ivymount School), Adithyan Rajaraman (University of Maryland, Baltimore County), and Gregory P. Hanley (FTF Behavioral Consulting)

Ensuring Safety While Building Skills: A Preliminary Telehealth Investigation of a Trauma-Informed Behavioral Intervention

ADITHYAN RAJARAMAN (University of Maryland, Baltimore County), HOLLY GOVER (Ivymount School), Joshua Jessel (Queens College, City University of New York), and Jennifer L. Austin (University of South Wales)

Lessons From the Field: Applying and Adapting Behavior-Analytic Strategies for Children With Histories of Abuse and Neglect

BARNEY GEORGE HUXTABLE and Laura Anne Neal (The Behaviour Clinic) and Jennifer L. Austin (University of South Wales)

#547. Symposium

3:00 PM–4:50 PM

Meeting Level 2; Room 252A

DDA/AUT; Applied Research

BACB CE Offered. CE Instructor: Hedda Meadan, Ph.D.

Utilizing Telehealth to Build Family Capacity in Supporting the Communication and Social Emotional Development of Children With Developmental Disabilities

Chair: Tracy Jane Raulston (The Pennsylvania State University; Action Behavior Centers)

Discussant: Hedda Meadan (University of Illinois at Urbana-Champaign)

Video Feedback Coaching and Joint Reflections for Parents on Naturalistic Developmental Behavioral Interventions via Telepractice

CIARA OUSLEY (The Pennsylvania State University), Tracy Jane Raulston (The Pennsylvania State University; Action Behavior Centers), and Christina Gilhuber (The Pennsylvania State University)

Telehealth Caregiver Training in Naturalistic Communication Intervention for Newly Diagnosed Young Children With Autism

ERIC SHANNON, Mandy J. Rispoli, and Mehreen Hassan (Purdue University)

Teleconnecting: Telepractice Parent Training Targeting Intraverbal Responding by Children who Use Speech Generating Devices on Video Calls

REBECCA CROWE and Wendy A. Machalicek (University of Oregon), Cailey M. Rodgers (Integrated Therapy Solutions), and Aaron Mowery and Jessica Blackburn (University of Oregon)

Modifying a Manualized Cognitive-Behavior Therapy Program to Address Anxiety in Children With Autism

STEPHANIE ST. JOSEPH and Wendy A. Machalicek (University of Oregon)

#548. Symposium

3:00 PM–4:50 PM

Meeting Level 2; Room 251

DDA/CBM; Service Delivery

BACB CE Offered. CE Instructor: Patrick R Progar, Ph.D.

An Integrated and Multidisciplinary Approach to the Assessment and Treatment of Angelman Syndrome

Chair: Patrick R. Progar (Brett DiNovi and Associates, LLC)

Discussant: Kelly David (Foundation for Angelman Syndrome)

A Speech and Language Pathology Approach to the Assessment and Treatment of Angelman Syndrome

KRISTY DAVIES (Speech Language Associates)

A Feeding Therapy Approach to the Assessment and Treatment of Angelman Syndrome

BRIE TEAL (Speech Language Associates)

An Applied Behavior Analytic Approach to the Assessment and Treatment of Angelman Syndrome

GINAMARIE MASCO, Gabrielle Cooper, Alyssa Kinkade, Morgan White, Heidi Light-Giglio, and Patrick R. Progar (Brett DiNovi and Associates, LLC)

Angelman Syndrome: A Parent's Journey

JENNIFER CUTLER (parent) and Matthew Cutler (parent)

#549. Symposium

3:00 PM–4:50 PM

Meeting Level 1; Room 152

EAB/BPN; Basic Research

BACB CE Offered. CE Instructor: Suzanne H. Mitchell, Ph.D.

Recent Advances in Basic and Applied Research in Delay Discounting

Chair: Kimberly Crosland (University of South Florida)

Discussant: Suzanne H. Mitchell (Oregon Health & Science University)

Delay of Gratification in Rats

JEREMY HAYNES and Amy Odum (Utah State University)

Effects of a Novel Treatment on the Relative Efficacy of Food and Alcohol Rewards in Rats

ROBERT SCOTT LECOMTE (University of Kansas) and David P. Jarmolowicz (University of Kansas, Cofrin Logan Center for Addiction Research and Treatment)

A Systematic Review of Delay Discounting and Alcohol Use Interventions in Humans

ASHA FULLER and Kimberly Crosland (University of South Florida)

Delay Discounting in Established and Proposed Behavioral Addictions: A Systematic Review and Meta-Analysis

SARAH CATHERINE WEINSZTOK (University of Kansas), Sarah Brassard and Iris Balodis (McMaster University), Laura Martin (University of Kansas Medical Center), and Michael Amlung (University of Kansas)

#550. Symposium

3:00 PM–4:50 PM

Meeting Level 2; Room 205A

EDC/VRB; Applied Research

BACB CE Offered. CE Instructor: Dana Paliliunas, Ph.D.

Productivity and Well-Being in University Settings: Psychological Flexibility Assessment and Training to Help Faculty and Students

Chair: Chynna Brianne Frizell (Missouri State University)

Discussant: Thomas G. Szabo (Touro University)

Evaluating the Relationship Between Burnout, Self-Compassion, Psychological Flexibility, and Work-Related Quality of Life for Faculty in Higher Education

AYLA SCHMICK (Missouri Southern State University)

Using Values-Based Self-Management to Support College Students' Wellbeing: Assessment, Intervention, and Social Validity

DANA PALILIUNAS (Missouri State University)

Brief Acceptance and Commitment Training Functional Analysis With University Students:

Addressing Interfering Thoughts and Making Progress

DESERAEE WINGERTER (Touro University, Nevada), Jennifer J. McComas (University of Minnesota), and Thomas G. Szabo (Touro University)

Brief Acceptance and Commitment Training Functional Analysis for Graduate Students: Controlling for Sensitivity, Specificity, Discriminant, and Predictive Utility

JENNIFER J. MCCOMAS (University of Minnesota), Thomas G. Szabo (Touro University), and Yukie Kurumiya (The Chicago School of Professional Psychology)

#551. Symposium

3:00 PM–4:50 PM

Meeting Level 1; Room 156C

PCH

PSY/BACB CE Offered. CE Instructor: Karen Kate Kellum, Ph.D.

Enter Interbehaviorism: Examining the Applied Utility of an Interbehavioral Philosophy

Chair: Thomas B. Sease (Texas Christian University)

Discussant: Karen Kate Kellum (University of Mississippi)

Orienting Toward the Entire Organism: Unit of Analysis From an Interbehavioral Perspective

BRAD MICHAEL PARFAIT (University of Louisiana at Lafayette), Michael C May (Louisiana Contextual Science Research Group; Compassionate Behavioral Healthcare, LLC), Thomas B. Sease (Texas Christian University), and Emily Kennison Sandoz (University of Louisiana Lafayette)

Does Causality Help or Hinder Our Clinical Agenda? An Interbehavioral Perspective

MICHAEL C. MAY (Louisiana Contextual Science Research Group; Compassionate Behavioral Healthcare, LLC), Thomas B. Sease (Texas Christian University), Janani Vaidya (Louisiana Contextual Science Research Group), and Brad Michael Parfait and Emily Kennison Sandoz (University of Louisiana Lafayette)

Conjunction Junction, What's a Function? Function From an Interbehavioral Perspective
EVA LIEBERMAN (Western Michigan University), Janani Vaidya (Louisiana Contextual Science Research Group), Michael C. May (Louisiana Contextual Science Research Group; Compassionate Behavioral Healthcare, LLC), and Emily Kennison Sandoz (University of Louisiana Lafayette)

The Past is Present: An Interbehavioral Approach to Learning History
HEATHER VOLCHKO (Old Dominion University), Mary Abbott (Mary Abbott Therapy Services), Michael C. May (Louisiana Contextual Science Research Group; Compassionate Behavioral Healthcare, LLC), and Emily Kennison Sandoz (University of Louisiana Lafayette)

#552. Symposium

3:00 PM–4:50 PM
Meeting Level 2; Room 204A/B
TBA/EDC; Applied Research
BACB CE Offered. CE Instructor: Catherine M. Gayman, Ph.D.

Interteaching: What We Can Learn from Recent Research in Higher Education

Chair: Catherine M. Gayman (Troy University)
Discussant: Philip N. Hine (Temple University)

Evaluating the Discussion Component of Interteaching in an Online Asynchronous Class
CATHERINE M. GAYMAN, Stephany Hammock, and Sherwhonda Taylor (Troy University) and Stephanie Jimenez (University of Pittsburgh at Johnstown)

Comparative Effects of Using Interteaching and Discussion Boards in a Graduate Single Case Design Course

BRENNAN R. GRIFFEN, Elizabeth R. Lora, and Cody Lindbloom (University of Arkansas)

An Examination of Quality Points in Interteach in a College Course

KAREN O'CONNOR, Brandon C. Perez, and Sara Baillie Gorman (Trinity Christian College); Casey J. Clay (Children's Hospital of Orange County); and Jessica Clevering (Trinity Christian College)

An Evaluation of the Development of Preparation Guide Used During Interteaching

JAMES L. SOLDNER (University of Massachusetts Boston) and Rocio Rosales (University of Massachusetts Lowell)

#553. Paper Session

4:00 PM–4:25 PM
Meeting Level 1; Room 102A
DEV

Acquisition of Joint Attention Skills in Children With Cortical Visual Impairment

Chair: Avery Keith (Brock University)

Acquisition of Joint Attention Skills in Children With Cortical Visual Impairment (Applied Research)

AVERY KEITH (Brock University)

#554. Paper Session

4:00 PM–4:25 PM
Meeting Level 2; Room 255
VRB

The Echoic: An Overlooked, but Fundamental, Verbal Operant

Chair: Celso Goyos (Universidade Federal de São Carlos)

The Echoic: An Overlooked, but Fundamental, Verbal Operant (Theory)

CELSONO GOYOS (Instituto Lahmieri; Universidade Federal de São Carlos)

#555. Symposium

4:00 PM–4:50 PM
Meeting Level 2; Room 258A
AUT/VRB; Applied Research
BACB CE Offered. CE Instructor: Julia Ferguson, Ph.D.

Evaluating Behavioral Interventions for Individuals Diagnosed With Autism Spectrum Disorder Delivered via Direct Telehealth

Chair: Julia Ferguson (Autism Partnership Foundation)

Evaluating the Cool Versus Not Cool™ Procedure via Telehealth

JOSEPH H. CIHON (Autism Partnership Foundation; Endicott College), Julia Ferguson (Autism Partnership Foundation), Justin B. Leaf (Autism Partnership Foundation; Endicott College), and Ronald Leaf and John James McEachin (Autism Partnership Foundation)

Maximizing Behavioral Intervention Delivered via Telehealth for Individuals Diagnosed With Autism Spectrum Disorder

JULIA FERGUSON (Autism Partnership Foundation), Maddison J Majeski (Autism Partnership Foundation; University of North Texas), Joseph H. Cihon and Justin B. Leaf (Autism Partnership Foundation; Endicott College), and John James McEachin and Ronald Leaf (Autism Partnership Foundation)

A Comparison of Direct Telehealth and In-person Discrete Trial Teaching When Teaching Expressive Labels

Kandice Knopp (Autism Partnership; Endicott College), Julia Ferguson (Autism Partnership Foundation), Jessica Piazza (Endicott College), CHRISTINE MILNE-SEMINARA (Autism Partnership Foundation), and Joseph H. Cihon and Justin B. Leaf (Autism Partnership Foundation; Endicott College)

#556. Panel Discussion

4:00 PM–4:50 PM
Meeting Level 2; Room 254A
AUT; Service Delivery

Operational Benchmarks in the Autism Industry

Chair: Rohit Verma (Kadiant, LLC)

CRAIG MERCER (Kadiant, LLC)

JENNIFER WEBSTER (Center for Autism and Related Disorders)

JONATHAN MUELLER (Ascend Behavior Partners)

#557. Symposium

4:00 PM–4:50 PM
Meeting Level 2; Room 258B
AUT
BACB CE Offered. CE Instructor: Alyssa Rojas, M.S.

Recent Advancements in the Assessment and Treatment of Automatically Reinforced Behavior

Chair: Alyssa Rojas (University of South Florida)

Recent Research Trends in the Treatment of Automatically Reinforced Stereotypy: A Review of the Literature

KACIE MCGARRY (Florida Institute of Technology), Kimberly Sloman (The Scott Center for Autism Treatment; Florida Institute of Technology), and Mary Louise Lewis (Florida Institute of Technology)

Subtyping Stereotypy and Delineating Effective Type-Based Treatment

KATHERINE HAGGERTY (Stride Autism Centers), Michael E. Kelley (University of Scranton), Justine Henry (Florida Institute of Technology), Kimberly Sloman (The Scott Center for Autism Treatment; Florida Institute of Technology), and Robert LaRue (Rutgers University)

Comparing the Effects of Noncontingent Reinforcement and Environmental Enrichment on Problem Behavior Maintained by Automatic Reinforcement

MARY LLINAS and David A. Wilder (Florida Institute of Technology) and Ryan Joseph Walz (ABA Technologies, Inc.)

#558. Invited Presenter

Ethics **DE**

4:00 PM–4:50 PM
Ballroom Level 3; Ballroom East/West
DDA; Service Delivery
PSY/BACB/QABA/NASP CE Offered. CE Instructor: Rachel Taylor, Ph.D.

A Risk-Driven Approach to Applied Behavior Analysis Across Ages: Implications for "Medical Necessity"

Chair: Patrick Romani (University of Colorado, Anschutz Medical Campus)

RACHEL TAYLOR (Center for Applied Behavior Analysis)



Dr. Rachel Taylor (formerly Dr. Tarbox) has supported individuals diagnosed with neurodevelopmental disorders for more than 20 years. She started her career working in several prestigious institutions including the New England Center for Children and the Kennedy Krieger Institute at Johns Hopkins Hospital. She is the former co-director of Research and Development for the Center for Autism and Related Disorders (CARD) and the former chief clinical officer for Intercare Therapy, Inc. Dr. Taylor has also held several academic positions, including founding department chair for the ABA master's and Ph.D. programs at The Chicago School of Professional Psychology at Los Angeles, and faculty member in psychology at the California State University Los Angeles and Channel Islands. Dr. Taylor is as an Advisor to the Cambridge Center for Behavioral Studies, Scientific Council member for the Organization for Autism Research, and former Executive Council member for the International Association for Behavior Analysis (ABAI), in addition to her longstanding service on the Board of Directors for the California Association for Behavior Analysis (CalABA), most recently as the 2020 Conference Chair. Her interests include 1) protecting against a potential divide between science and practice and 2) demonstrating how ABA produces socially significant improvements regardless of age or diagnosis.

Abstract: Applied behavior analysis (ABA) is the “gold standard” for service provision aimed at helping young children diagnosed with autism spectrum disorders (ASD). However, the increased attention to this population may be detracting from the value associated with taking an ABA approach to support individuals of all ages across a range of diagnoses. Further, the shift to define ABA as medically necessary for individuals diagnosed with ASD (APBA, April 10, 2020) requires effective patient, provider, and payor collaboration, and recent publications have highlighted the need for structured approaches to decision-making based in analytical ethics to support this transition. Accordingly, APBA released guidelines directing practitioners to provide services based on individualized risk exposure requiring a more patient-informed approach to care. The purpose of the current presentation is to outline a collaborative risk-driven approach designed to help guide practitioners to make ethically informed decisions regarding ABA service delivery, regardless of setting, age, or severity. Considerations regarding a potential divide between science and ABA-based service delivery will be addressed, including misconceptions about that which defines our professional and ethical obligations; specifically, how our related responsibilities extend far beyond particular ABA-based clinical programming procedures, necessitating constant empirical evaluation of the overall continuity of care for a given individual (e.g., placement, transition, community-based activities, and more).

#559. Symposium

4:00 PM–4:50 PM
Meeting Level 2; Room 205B
EDC/TBA; Applied Research
BACB CE Offered. CE Instructor: Kendra Guinness, Ph.D.

Behavioral Instruction: Useful Applications for Teaching Graduate Students

Chair: Kendra Guinness (Regis College)

Effects of Behavioral Instruction and Feedback Checklists on Graphing Conventions

KENDRA GUINNESS (Regis College) and Philip N. Chase, Kylan S. Turner, and Judah B. Axe (Simmons University)

Teaching American Psychological Association Citations Formatting Using Behavioral Instruction

DIANA PARRY-CRUWYS and Kendra Guinness (Regis College), Ryan Atkinson (Simmons University; Regis College), and Jacquelyn M. MacDonald (Regis College)

Training Graduate Students to Enter Practicum Data Using Behavioral Instruction

RYAN ATKINSON (Regis College; Simmons University) and Diana Parry-Cruwys and Jacquelyn M. MacDonald (Regis College)

#560. Panel Discussion

4:00 PM–4:50 PM
Meeting Level 1; Room 153C
OBM; Service Delivery
BACB CE Offered. CE Instructor: Nicole M. Davis, Ph.D.

Producing a Behavioral World: Application of Virtual and Augmented Reality to Behavior Analytic Practice

Chair: Nicole M. Davis (Northeastern University)

PENELOPE WELLS SCHENKKAN (Kadiant, LLC)
CASEY J. CLAY (Children's Hospital of Orange County)
ALYSSA KAVNER (Easterseals Southern California)

#561. Symposium

Supervision

4:00 PM–4:50 PM
Meeting Level 2; Room 203
TBA
BACB CE Offered. CE Instructor: Regan Weston, Ph.D.

Preparing Pre-Service Behavior Analysts

Chair: Clare Liddon (University of Dayton)
Discussant: Regan Weston (University of Dayton)

Effectiveness of Immediate Versus Delayed Performance Feedback on Accurate Implementation of an Evidence-Based Intervention

Jessica Akers, Tonya Nichole Davis, Remington Michael Swensson, and NICOLE OGUINN (Baylor University)

Evaluation of the Effectiveness of Remote Performance Feedback on Accurate Implementation of Parent Coaching

Jessica Akers, Tonya Nichole Davis, Kristina McGinnis, and REMINGTON MICHAEL SWENSSON (Baylor University)

#562. Symposium

4:00 PM–5:50 PM

Meeting Level 2; Room 257B

AUT/OBM; Applied Research

BACB CE Offered. CE Instructor: Kimberly Sloman, Ph.D.

Evaluations of Clinical Contexts and Interventions Impacting Staff Behavior

Chair: Kimberly Sloman (The Scott Center for Autism Treatment; Florida Institute of Technology)

Discussant: Corina Jimenez-Gomez (Auburn University)

Effect of Self-Monitoring on Inter-Trial Intervals During Discrete Trial Training

MARY LOUISE LEWIS (Florida Institute of Technology; Scott Center for Autism Treatment), Rachael Tilka (Florida Institute of Technology), Kimberly Sloman (The Scott Center for Autism Treatment; Florida Institute of Technology), and Katie Nicholson (Florida Institute of Technology)

Assessing the Impact of Data Collection System on Treatment Integrity

KAMILA GARCIA GARCIA MARCHANTE, Yanerys Leon, Franchesca Izquierdo, Anibal Gutierrez Jr., Elaine Espanola, and Brandi Burton (University of Miami)

Evaluating the Effects of Continuous and Discontinuous Data Collection on Staff Behavior During Discrete Trial Instruction

Kimberly Sloman (The Scott Center for Autism Treatment; Florida Institute of Technology), KACIE M. MCGARRY and Sandhya Rajagopal (Florida Institute of Technology), and Mary Louise Lewis and Julianne I. Fernandez (Florida Institute of Technology; Scott Center for Autism Treatment)

Goal Setting to Decrease Registered Behavior Technician Call Outs

PAULA ANTONELLI and Victoria Ryan (Behavior Basics Inc.)

#563. Symposium

4:00 PM–5:50 PM

Meeting Level 1; Room 104A

CBM/DDA; Service Delivery

BACB CE Offered. CE Instructor: Sean D. Casey, Ph.D.

Behavior Analysis and Telehealth: Examples of Application

Chair: Shawn P. Quigley (Melmark)

Discussant: Sean D. Casey (Heartland Feeding)

The Effects of Transition to Telehealth Delivery of Applied Behavior Analysis Treatment During the COVID-19 Pandemic

JOY POLLARD (Behavior Change Institute; Stanford University)

Efficacy of and Unexpected Benefits in the Treatment of Pediatric Food Refusal Using a Fully Virtual Treatment Model

JENNIFER E. DAWSON, Dena Kelly, Desiree Noelle Heckers, and Brittany Ann Doan (Devereux Advanced Behavioral Health SPARC)

A Comparison of Behavioral and Social Validity Outcomes Across Distinct In-Vivo and Telehealth Behavioral Treatment Models

MATTHEW O'BRIEN, Kelly M. Schieltz, and David P. Wacker (University of Iowa)

The Social Acceptability of Consultative Behavior Analytic Service Provided via Telehealth

JESSICA DETRICK, Stephanie M. Peterson, Kelsey E. Stapleton, Leanne Latocha, and Daphne Snyder (Western Michigan University)

#564. Symposium

4:00 PM–5:50 PM

Meeting Level 1; Room 153B

OBM/CSS; Applied Research

Recent Advances in Behavioral Safety

Chair: Timothy D. Ludwig (Appalachian State University)

Discussant: Nicole Gravina (University of Florida)

The Next Generation of Behavior-Based Safety: Identifying Risk

ANDRESSA SLEIMAN (University of Florida) and Timothy D. Ludwig (Appalachian State University)

Human Services in the Age of a Pandemic: Using Behavioral Safety Programs to Protect Essential Workers and Students

BYRON J. WINE (The Faison Center; University of Virginia) and Trang Doan (The Faison Center)

Exploring the Benefits of a Behavior-Based Incident Analysis: The Behavior Incident Analysis in Action
NICHOLAS MATEY (University of Florida)

Contrasting Response Class and Discriminant Behavioral Pinpoints: Building Criteria to Better Find and Analyze Risk

TIMOTHY D. LUDWIG (Appalachian State University) and Matthew M. Laske (University of Kansas)

#565. Symposium

DE

4:00 PM–5:50 PM

Meeting Level 1; Room 153A

OBM/CSS; Translational

BACB CE Offered. CE Instructor: Kaston Dariel Anderson-Carpenter, Ph.D.

Behavioral Systemic Applications in Promoting Well-Being and Cultural Humility in Medical Education

Chair: Ramona Houmanfar (University of Nevada, Reno)

Discussant: Kaston Dariel Anderson-Carpenter (Michigan State University)

Utilizing Behavior Scientific Measurement to Assess Medical Student Clinical Engagement With a Standardized Patient

ALISON SZARKO and Ramona Houmanfar (University of Nevada, Reno); Gregory S. Smith (University of Dayton); Donna West and Kian Assemi (University of Nevada, Reno); and Neda Etezadi-Amoli, Timothy Baker, and Melissa Patricia Piasecki (University of Nevada, Reno - School of Medicine)

Examining the Relationships between Psychological Flexibility, Implicit Burnout, and Cooperativeness Among Medical Students

GREGORY S. SMITH (University of Dayton); Ramona Houmanfar, Kian Assemi, and Alison Szarko (University of Nevada, Reno); Brooke M. Smith (Western Michigan University); and Nicole Jacobs, Melissa Patricia Piasecki, and Timothy Baker (University of Nevada, Reno, School of Medicine)

Exploring Effects of an Acceptance and Commitment Training-Based Cultural Humility Training With Medical Students

KIAN ASSEMI and Ramona Houmanfar (University of Nevada, Reno), Nicole Jacobs and Anayansi Lombardero (University of Nevada, Reno, School of Medicine), and Alison Szarko and Donna West (University of Nevada, Reno)

Measuring the Social Validity of an Acceptance and Commitment Training-Based Wellness Curriculum With Medical Students

DONNA WEST, Ramona Houmanfar, Alison Szarko, Kian Assemi, and Annelise Dankworth (University of Nevada, Reno) and Nicole Jacobs, Timothy Baker, and Melissa Patricia Piasecki (University of Nevada, Reno, School of Medicine)

#566. Special Event

4:00 PM–5:50 PM

Meeting Level 2; Room 258C

OTH; Translational

BACB CE Offered. CE Instructor: Stephanie M. Peterson, Ph.D.

Punishment of Severely Problematic Behavior

Chair: Michael Perone (West Virginia University)

DOROTHEA C. LERMAN (University of Houston-Clear Lake)

STEPHANIE M. PETERSON (Western Michigan University)

DEAN C. WILLIAMS (University of Kansas)

Abstract: The ABAI Executive Council has appointed a task force to study the use of contingent electric skin shock in the treatment of problem behavior. The members of the task force will summarize their work to date and welcome the viewpoints of invited guests as well as members of the audience.

#567. Paper Session

5:00 PM–5:25 PM

Meeting Level 2; Room 254B

AUT

Teaching Eye Contact to Children With Autism Through Parent Training via Telehealth: Using Shaping Without Prompting in Social Play

Chair: Dag Strömberg (Stockholm University)

Teaching Eye Contact to Children With Autism Through Parent Training Via Telehealth: Using Shaping Without Prompting in Social Play (Applied Research)

DAG STRÖMBERG (Stockholm University), Smita Awasthi (Behavior Momentum India), and Lise Renat Roll-Pettersson (Stockholm University)

Monday, May 30

#568. Panel Discussion

5:00 PM–5:50 PM
Meeting Level 2; Room 254A
AUT; Service Delivery

How to Dramatically Grow Your Applied Behavior Analysis Therapy Practice Through Leveraging Social Media

Chair: William Tim Courtney (BrightKyte)

PAUL SYMONS (Kitewire Consulting)
PEDRO CARDOSO (Kitewire Consulting)
BRIAN ELLIS (Kitewire Consulting)

#569. Symposium

5:00 PM–5:50 PM
Meeting Level 1; Room 103
CBM/CSS; Applied Research
BACB CE Offered. CE Instructor: Meghan Deshais, Ph.D.

Physical Activity, Drinking, and Smartphone Use During a Global Pandemic: Investigating Variables That Impact Choice Behavior Related to Health and Wellness

Chair: Meghan Deshais (Rutgers University)

The Effects of Behavioral Health Coaching Plus Motivational Interviewing on the Physical Activity of Healthy Adults

RYLEY ACREA, Matthew P. Normand, and Carolyn S. Kohn (University of the Pacific)

A Preliminary Evaluation of the Effects of a Contingency Management and Deposit Contract Intervention on Problematic Smartphone Use With College Students

DEVIN JUNE WILLIAMS-BUTTARI (Caldwell University), Meghan Deshais (Rutgers University), and Sharon A. Reeve and Kenneth F. Reeve (Caldwell University)

The Behavioral Economics of Lockdown: An Examination of Depression and Drinking to Cope as Reinforcement Pathology During Summer, 2020

MATTHEW J. DWYER and Bethany R. Raiff (Rowan University)

#570. Symposium

5:00 PM–5:50 PM
Meeting Level 2; Room 251
DDA/AUT; Applied Research
BACB CE Offered. CE Instructor: Rasha Baruni, M.S.

Current Trends and Advances in Research on Safety Skills Training

Chair: Rasha Baruni (University of South Florida)

Critical Features in Teaching Safety Skills to Children

RASHA BARUNI and Raymond G. Miltenberger (University of South Florida)

Using Generalization-Enhanced Behavioral Skills Training to Teach Poison Safety Skills to Children With Autism

ELLIE MOROSOHK (Adapt and Transform Behavior) and Raymond G. Miltenberger (University of South Florida)

Teaching Children With Autism Spectrum Disorder How to Respond to Different Topographies of Bullying

MAYA FALLON, Kevin C. Luczynski, Christine Felty, Emily Ferris, Kortlyn Tawney, and Katlyn Altic (University of Nebraska Medical Center's Munroe-Meyer Institute)

#571. Panel Discussion

Ethics **DE**

5:00 PM–5:50 PM
Meeting Level 2; Room 252A
DDA; Service Delivery
BACB CE Offered. CE Instructor: Karen Nohelty, M.Ed.

Discriminatory Practices in Applied Behavior Analysis: Understanding and Ensuring Equitable Access to Applied Behavior Analysis

Chair: Veronica Hinojosa (Center for Autism and Related Disorders)

ALICIA LIKE (Autism Behavioral Consulting)
KAREN NOHELT (Center for Autism and Related Disorders)
CATHERINE JARAMILLO (Roots Clinic in the Academy for Precision Learning)

#572. Symposium

5:00 PM–5:50 PM

Meeting Level 1; Room 152

EAB

BACB CE Offered. CE Instructor: Camilo Hurtado-Parrado, Ph.D.

Changing Choice: Explorations on Effective Soft-Commitment Procedures and Effects of Aversive Stimulation on Self-Control

Chair: Camilo Hurtado-Parrado (Southern Illinois University)

Toward Effective Soft Commitment Procedures

ALVARO A. CLAVIJO ALVAREZ (Universidad Nacional de Colombia)

Effects of Non-Contingent Aversive Visual Stimulation on Choice Behavior

KAREN VIVIANA HENAO BARBOSA (Universidad Nacional de Colombia)

Self-Control and Preference Reversal in Wistar Rats Exposed to Noncontingent Shocks

CAMILO HURTADO-PARRADO (Southern Illinois University), Julian Cifuentes (University of Birmingham), Alejandro Segura (Universidad de Guadalajara, Centro de Estudios e Investigaciones en Comportamiento)

#573. Panel Discussion

5:00 PM–5:50 PM

Meeting Level 2; Room 204A/B

EDC; Translational

BACB CE Offered. CE Instructor: Cody Morris, Ph.D.

Suggestions for Establishing and Maintaining Research Productivity at Small Universities

Chair: Cody Morris (Salve Regina University)

ADEL C. NAJDOWSKI (Pepperdine University)

JASON C. VLADESCU (Caldwell University)

KAREN M. LIONELLO-DENOLF (Assumption University)

#574. Symposium

5:00 PM–5:50 PM

Meeting Level 2; Room 205A

EDC/AUT; Applied Research

BACB CE Offered. CE Instructor: Kent Johnson, Ph.D.

Building Positive Classroom Environments and Repertoires to Facilitate Cooperation and Eliminate Problem Behavior Deceleration Procedures

Chair: Kent Johnson (Morningside Academy)

The Mystery Behavior Game: Turning the Good Behavior Game on its Head

HANNAH JENKINS and Andrew Robert Kieta (Morningside Academy)

Generative Instruction at New Story Schools of Ohio

JASON GUILD and Kathy Fox (New Story Schools Ohio)

Monitoring and Evaluating Classroom Performance Through Teacher Coaching

JUSTIN HALTON and Casey Gallagher (Judge Rotenberg Education Center)

#575. Symposium

5:00 PM–5:50 PM

Meeting Level 2; Room 205B

EDC/VRB; Translational

BACB CE Offered. CE Instructor: Robin Kuhn, Ph.D.

Optimizing Reading Instruction: From Research to Practice

Chair: Emily Messiah (University of Kansas)

An Evaluation of TAGteach to Improve Oral Reading Performance of Nonsense Words With College Students

PIERCE TAYLOR and April Michele Williams (Rollins College)

From Project Follow-Through to Celeration Education: The Evolution of Effective Reading Interventions

KYLENE CAQUELIN (University of Kansas), Christopher Topham (Celeration Education), and Emily Messiah and Robin Kuhn (University of Kansas)

Individualizing Instruction: The Child Knows Best

EMILY MESSIAH (University of Kansas), Christopher Topham (Celeration Education), and Kylene Caquelin and Robin Kuhn (University of Kansas)

#576. Symposium

5:00 PM–5:50 PM

Meeting Level 1; Room 153C

OBM

BACB CE Offered. CE Instructor: Rachael Schneider, M.S.

Adapting Case Oversight, Staff Development, and Research Protocols to Remote Modalities

Chair: Rachael Schneider (Autism Learning Partners; The Chicago School)

Remote-Based Delivery of a Randomized Control Trial: Evaluating Client Outcomes Under the PEAK Curriculum

LAUREN GIAMMALVO (Autism Learning Partners)

Acceptance and Commitment Training-Based Staff Development Training to Improve Satisfaction and Reduce Attrition

ANNA CASTONGUAY (Daemen University; Autism Learning Partners)

Client Outcomes in Applied Behavior Analysis-Based Autism Services: Evaluation of Telehealth Supervision

CARA GIBNEY (Autism Learning Partners); Kristine Rodriguez (Autism Learning Partners; Endicott College); Jordan Belisle (Missouri State University); and Jo Anna Mazzacane, Allyson Marie Kroneberger, and Mari Aceves (Autism Learning Partners)

#577. Symposium

5:00 PM–5:50 PM

Meeting Level 1; Room 156C

PCH/CBM; Theory

PSY/BACB CE Offered. CE Instructor: Luisa F. Canon, Psy.D.

Going "Soft:" Exploring Compassion, Mindfulness, and the Therapeutic Relationship in Applied and Clinical Behavior Analysis

Chair: Jessica Auzenne (University of North Texas)

Discussant: Luisa F. Canon (Institute for Effective Behavioral Interventions; ACT to Thrive)

Beyond Experimental Control: Toward a Behavioral Definition of Compassion and Applications for Behavior Analysts

HANNAH KAPLAN (Louisiana Contextual Science Research Group) and Emily Kennison Sandoz (University of Louisiana Lafayette)

Trust the Process: Examining the Effects of Process-Based Note Taking on Therapist Perceptions of Alliance and Therapist Mindfulness

ABBEY WARREN and Emily Kennison Sandoz (University of Louisiana Lafayette)

#578. Invited Tutorial

5:00 PM–5:50 PM

Ballroom Level 3; Ballroom East/West

PRA; Basic Research

PSY/BACB/QABA/NASP CE Offered. CE Instructor: Caio F. Miguel, Ph.D.

Demystifying the Motivating Operation

Chair: Susan Wilczynski (Ball State University)

CAIO F. MIGUEL (California State University, Sacramento)



Dr. Caio Miguel is a professor of psychology and director of the Verbal Behavior Research Laboratory at California State University, Sacramento. He is also an adjunct doctoral advisor at Endicott College, MA. He is the past editor of *The Analysis of Verbal Behavior* and a former associate editor for the *Journal of Applied Behavior Analysis*. Dr. Miguel's research focuses on the study of verbal behavior and stimulus control. He has given hundreds of professional presentations around the world, and has had 90 manuscripts published in English, Portuguese, and Spanish. He is the recipient of the 2013 award for outstanding scholarly work by the College of Social Sciences at Sacramento State, the 2014 Outstanding Mentor Award by ABAI, the 2019 Award for Excellence in Teaching Verbal Behavior, the 2019 Alumni Achievement Award from the Department of Psychology at Western Michigan University, and the 2020 Jack Michael Award for Outstanding Contributions to Verbal Behavior. He is the co-founder of Verbele—a firm that provides behavior-analytic consultation all around the world.

Abstract: Motivating operations (MO) are antecedent variables responsible for the transitory effects of reinforcing consequences. The MO concept helped behavior analysts focus on environmental, rather than organismic, variables when trying to predict and control someone's wants and needs, as MOs can be defined, observed, measured, and manipulated. The MO also served to stimulate research and allow

clinicians to better understand behavioral functions in clinical settings. Despite its obvious utility, the MO is a complex and controversial concept involving multiple origins, effects, and functions. The purpose of this talk is to describe the different types of MOs, differentiate between motivational and discriminative effects, and address some of the most common misconceptions about the concept regarding the utility of the value-altering effect, the direct nature of its control over behavior, its private nature, the multiple functions of MOs, and the need for the different types of Conditioned MOs.

#579. Panel Discussion

Professional Development Series

5:00 PM–5:50 PM

Meeting Level 2; Room 203

TBA; Translational

A Multidisciplinary Approach to Data Science

Chair: Stephanie Valentini (University of Kansas)

DAVID J. COX (Behavioral Health Center of Excellence; Endicott College)

JACOB SOSINE (Behavioral Health Center of Excellence; Behavioral Data Science Research Lab, Endicott College)

ELIZABETH GARRISON (Temple University)

#580. Presidential Address

6:00 PM–6:50 PM

Ballroom Level 3; Ballroom East/West

OTH

BACB CE Offered. CE Instructor: Carol Pilgrim, Ph.D.

Some Thoughts About the Future: Science, Culture, and Values

Chair: Carol Pilgrim (University of North Carolina Wilmington)

RUTH ANNE REHFELDT (The Chicago School of Professional Psychology)



Ruth Anne Rehfeldt received her Ph.D. from the University of Nevada, Reno in 1998, and is a professor at the Chicago School of Professional Psychology, Chicago and Director of the Center for Autism Spectrum Disorders. Dr. Rehfeldt has contributed both basic and applied research that is impressive for its bench-to-bedside translation in the area of derived stimulus relations. Particularly noteworthy is her applied work demonstrating the effectiveness of interventions based on derived stimulus relations for learners ranging from young children to persons with disabilities to graduate students. Her work has contributed to the understanding of complex forms of human

behavior, focusing on verbal behavior, rule governance, observational learning, stimulus equivalence, and perspective-taking. Dr. Rehfeldt has also served on a number of editorial boards and was editor of *The Psychological Record* for more than a decade.

Abstract: In his seminal paper “Some Thoughts About the Future” (1986), Skinner delineated directions that he thought were critical for the experimental analysis of behavior to take in order to thrive in the future. Now seems to be a fitting time to reflect upon the ways in which behavior analysis as a discipline can flourish in the years ahead, particularly in light of the world’s recent sociocultural challenges. Skinner long envisioned that the science of behavior would mature sufficiently to be effectively applied at the level of a culture, where mechanisms of selection could be implemented in ways that supported the well-being of all members and the longevity of the group. I contend that a science of cultural behavior may be well poised to promote cultural change if synthesized with the research program and conceptual framework supplied by relational frame theory (RFT), and applied methods drawn from these innovations that help create a science of intentional change. In this presentation, I explore how cultural practices are selected and transmitted not only by direct-acting contingencies, but also due to the influence of verbal stimulus functions, or indirect acting contingencies. I provide examples from such diverse topics as political propaganda or rhetoric and prejudice and stigma. I further explore how acceptance and commitment training (ACT), scaled up and applied at a systems level, may be able to alter the functions of verbal stimuli so that cultural practices consistent with a community’s shared values can be established. Planning for the future requires a behavior analytic conceptualization of values, which has been traditionally defined as the reinforcers that maintain a culture’s practices. Challenges persist in arranging contingencies whereby people value not only the well-being of others, but their culture’s future as well. RFT helps behavior analysts appreciate valuing as a verbal process, whereby statements of values enhance the efficacy of reinforcers for behaviors consistent with those values. This approach can help us develop a technology for promoting shared or collective values among communities of people, to include, for example, celebrating diversity, promoting the well-being of others, and caring about the future. Although the primary purpose of this address is to serve as a call to action for the broad-scale application of RFT and ACT to propel a behavior analytic science of cultural change, I conclude by suggesting that the discipline itself engage in something akin to values clarification to ensure that our field adapts to changing circumstances and shifts paradigms so that the field itself has longevity. We may not have time to waste.

#581. Business Meeting

7:00 PM–7:50 PM
Meeting Level 2; Room 205C

***Journal of the Experimental Analysis of Behavior* Business Meeting**

Chair: Mark Galizio (University of North Carolina Wilmington)

Report of *Journal of the Experimental Analysis of Behavior* activities and issues, plus Q&A.

#582. Business Meeting

7:00 PM–7:50 PM
Meeting Level 2; Room 205A

Clinical Special Interest Group

Chair: Emily Thomas Johnson (Behavior Attention and Developmental Disabilities Consultants, LLC)

This is the special interest group for those who have an interest in clinical applications of behavior analysis. Clinical behavior analysts work in both research and applied settings, applying behavior analytic principles to just about any situation that may involve psychological distress. This is our annual meeting to discuss how to promote our work at ABAI and beyond. Members have the opportunity to network and discuss their areas of interest and work, training opportunities, research projects, conceptual struggles and developments, and plan activities for next year's convention. The Clinical SIG is looking to provide a network for practitioners and researchers working in the field of mental health within ABAI. Everyone is welcome to attend and build this subfield of behavior analysis even more.

#583. Business Meeting

7:00 PM–7:50 PM
Meeting Level 2; Room 251

Nevada Association for Behavior Analysis Business Meeting

Chair: Megan McGrew (Impact ABA Services)

The continuing mission of the Nevada Association of Behavior Analysis is to promote intellectual exchange and professional development in the field of behavior analysis in all its facets to include: philosophical, theoretical, experimental, applied, and practice.

#584. Business Meeting

7:00 PM–7:50 PM
Meeting Level 2; Room 207

Illinois Association for Behavior Analysis Annual Business Meeting

Chair: Nasiah Cirincione-Ulezi (ULEZI, LLC; Pivot 2 Inclusion; Shaping Leaders; Capella University)

Business meeting for the Illinois Association for Behavior Analysis.

#585. Business Meeting

7:00 PM–7:50 PM
Meeting Level 2; Room 203

Occupational Therapy and Applied Behavior Analysis Special Interest Group Business Meeting

Chair: Amy Stango (Empirical Pediatric Therapy)

The Occupational Therapy and Applied Behavior Analysis Special Interest Group business meeting is open to anyone interested in promoting a behavioral approach to occupational therapy practice and research. Admission is free and membership in the SIG is not required in order to attend. The meeting will consist of member reports on SIG mission-related activities and discussions of potential SIG projects and committees related to networking, research, and dissemination. The business meeting will also include information on the SIG's social networking component to encourage interaction and discussion among SIG members, new members, and interested attendees. Please join us to learn more about our newly formed SIG and how you can get involved.

#586. Business Meeting

7:00 PM–7:50 PM
Meeting Level 2; Room 205B

Applied Animal Behavior Special Interest Group Business Meeting

Chair: Lindsay Renee Mehrkam (Monmouth University)

The Applied Animal Behavior (AAB) SIG brings together individuals who specialize or have an interest in the application of behavior analysis to the care, treatment, welfare, and understanding of animals and

their behavior. Our mission is to promote applied animal behavior analytic research, set high standards in methods and techniques of animal training, support those in the applied animal behavior field, and promote the well-being of animals in applied settings wherever they are found. The AAB SIG has many resources available to our members and hosts a members' meeting at the annual ABA convention. Our members include academics, researchers, practitioners from various fields, and consumers. We welcome anyone who is interested in learning more about and contributing to this growing field.

#587. Business Meeting

7:00 PM–7:50 PM

Meeting Level 2; Room 204A/B

Theoretical, Philosophical, and Conceptual Issues

Chair: Andres H. Garcia-Penagos (California State University, Chico)

The mission of the Theoretical, Philosophical, and Conceptual Issues Special Interest Group (TPC-SIG) is to develop interest, support efforts, and promote advances in theoretical, philosophical, and conceptual issues in behavior analysis specifically and the sciences generally with respect to our understanding of our subject matter. It is open to anyone interested in the scientific foundations of behavior analysis and its relations to other versions of behaviorism, the fields of psychology, and to other fields of science. From methodological issues of basic, applied, and clinical research to explanatory practices involving complex human behavior, the implications of such issues reach every aspect of behavior analysis as a basic and applied science. This meeting will be devoted to future organization and activities of the SIG.

#588. Business Meeting

7:00 PM–7:50 PM

Meeting Level 2; Room 206A/B

Open Educational Resources Special Interest Group Hybrid Business Meeting

Chair: Veronica J. Howard (University of Alaska Anchorage)

The Open Educational Resources SIG aims to promote the adoption, creation, and dissemination of open educational resources in behavior analysis. We do this by providing educational events and opportunities to teach about the value of low-cost educational, training, and research resources. We also build community, providing a forum for OER creators to collaborate on new projects and highlight amazing new resources, reducing the individual workload required to create and manage OERs. We also work to disseminate news about OER and the empirical benefits of these resources within and beyond our membership. Join us for our annual business meeting to review the activities and accomplishments of the SIG and to strategize a path for the next 1–3 years. This session may be offered synchronously with an online business meeting. Visit www.OpenBehaviorSig.org for more information!

#589. ABAI Social

8:00 PM–11:55 PM

The Westin Boston Seaport; Level 1; Waterfront Pavilion and Grand Ballroom

ABAI Social

Chair: Ruth Anne Rehfeldt (The Chicago School of Professional Psychology, Chicago)

Join your friends and colleagues for one last night of music, dancing, and celebration!

Daemen's ABA program holds the highest standards of both New York State licensure and the Behavior Analyst Certification Board, Inc®.

Exceptional faculty to support the working professional

- On-campus evening courses
- Distance education asynchronous courses

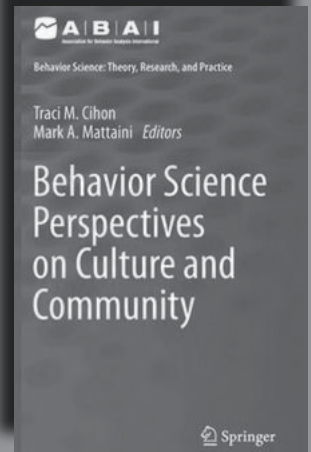
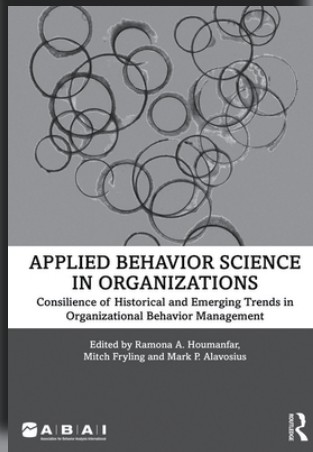
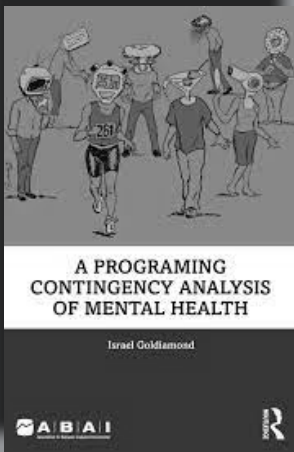
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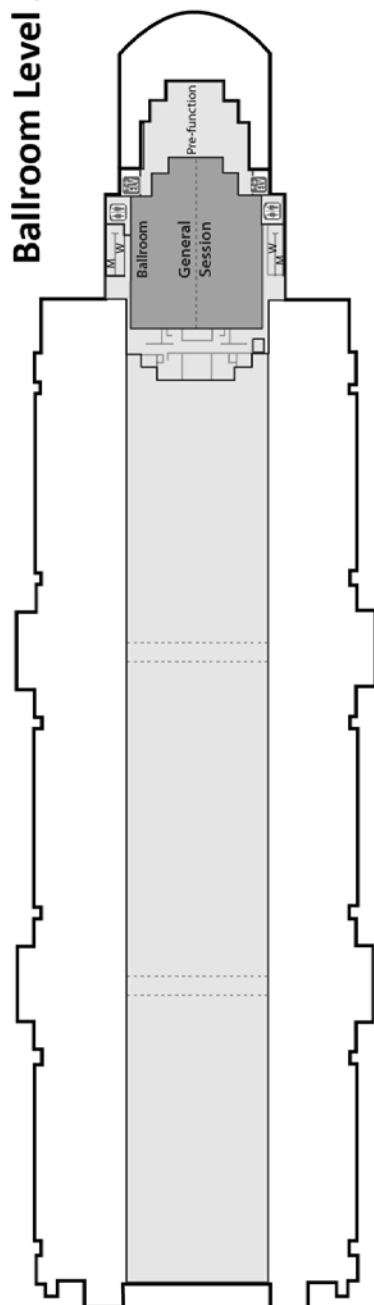
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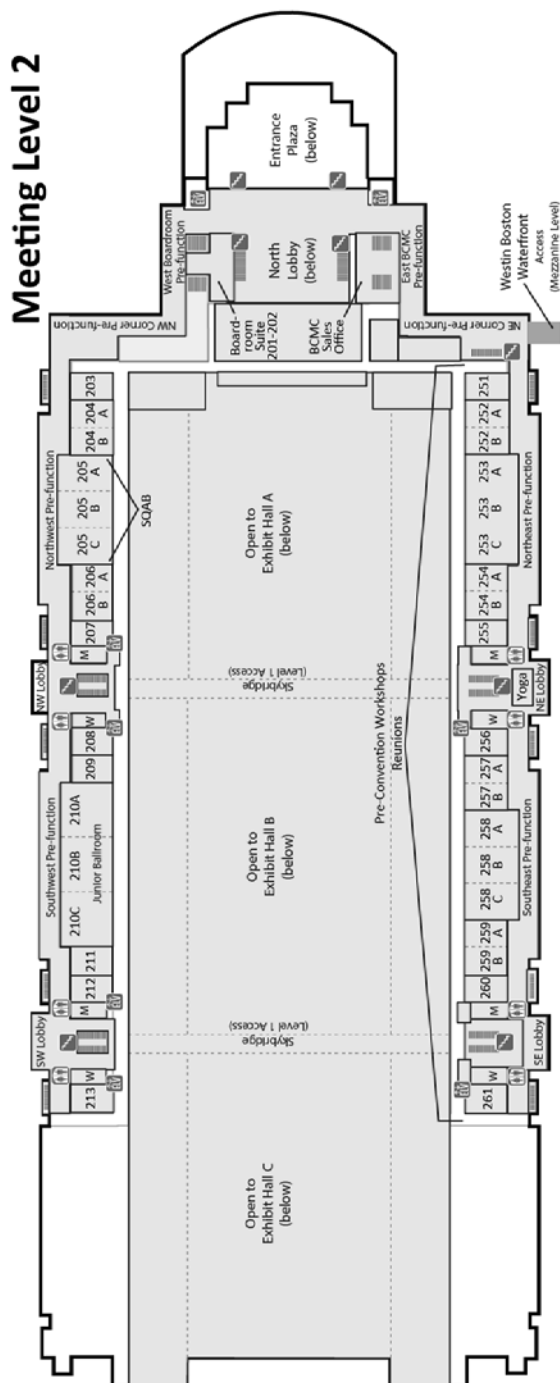


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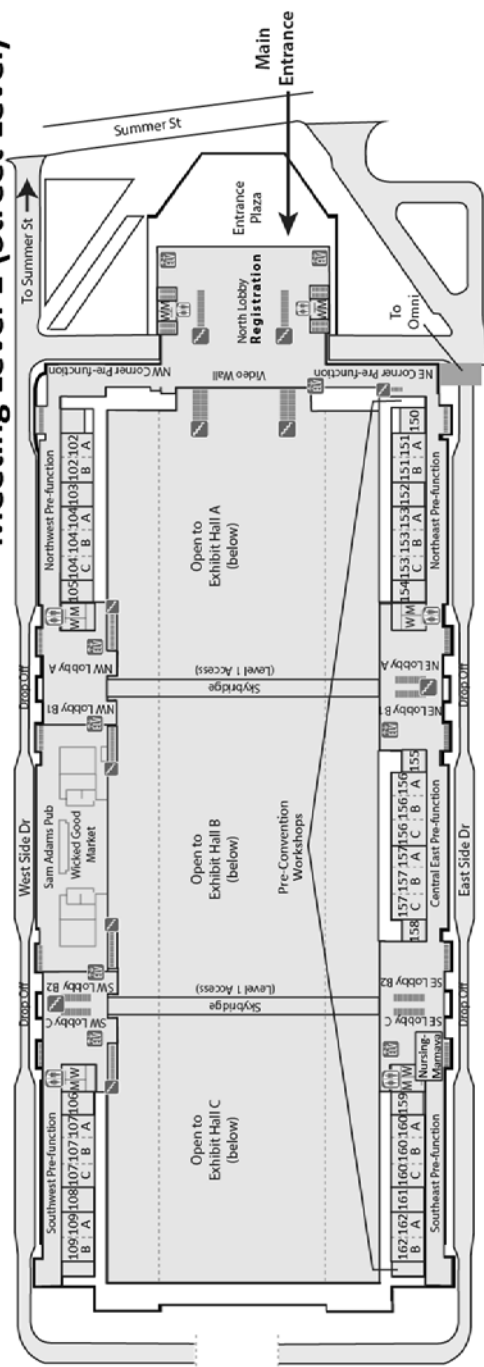
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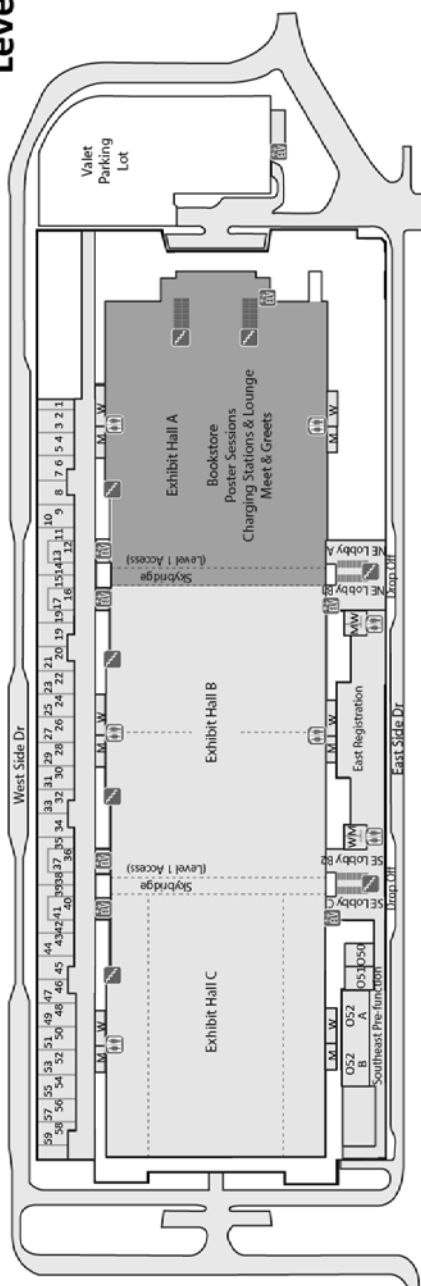
Meeting Level 2



Meeting Level 1 (Street Level)



Level 0



Notes

Notes

Personal Planner

	Thursday	Friday	Saturday	Sunday	Monday
7:00 am					
7:30 am					
8:00 am					
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Evening					