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Welcome to the 2017 Conference of the Berkshire Association for Behavior Analysis and Therapy! It is the mission of BABAT to support the field of Applied Behavior Analysis year-round through advocacy for practice, support for the professional development of members, recognition of significant contributions, and the sharing of research and scholarship.

Please thank your 2017 Conference Planning Committee

Rick Graff and Maureen Kelly, Co-Chairs

Judah Axe, Stacie Bancroft, Candice Colon, Nicole Davis, Gordon DeFalco, Chata Dickson, Rachel Farber, Patrick Heick, Jill Harper, Brandon Herscovitch, Becky Markovits, Liz Martineau, Tracey Toran, and Nick Vanselow

Attend our Annual Business Meeting

Interested in learning more about BABAT, what we do, or ways to participate in our organization? If so, come to our Business Meeting on Friday morning at 8am in Rm 163! Learn more about our mission, accomplishments, initiatives, and other fun facts about us. We will also have information about how you can actively participate in the organization. Whether you are a clinician, administrator, grad/undergrad student, or researcher, if you want to volunteer, we want to know!

The Board of Directors, Assistants, and Volunteers

Berkshire Association for Behavior Analysis and Therapy
It Was 20 Years Ago Today...

Richard B. Graff, Ph.D., BCBA-D, LABA

It was 20 years ago today—more or less—when I attended one of the most depressing behavior analytic conferences that I had ever been to. It was the BABAT Conference. BABAT has had a long and proud tradition of putting on behavior analytic conferences. In fact, the BABAT Conference is one of the nation’s oldest regional behavior analytic conferences, and at one of the first BABAT Conferences, the keynote address was delivered by BF Skinner himself!

However, about 20 years ago, the conference had gone downhill. There were 4 invited speakers, and there was not much content to the program. In fact, at most times, attendees had a choice of only 2 or 3 presentations to attend. Approximately 100 people attended the conference that year, but on Day 2, most people left after lunch. When Bud Mace gave the closing address, I counted the number of people who were still in the audience; there were 30 of us.

After the conference, I spoke to a few of the people who remained, and one of us (I don’t even remember who), said, “You know, this could be a really good conference”. However, we all knew what it would take to do that; a group of people would need to step forward and take charge of the organization, and work hard to get it back on track. There were five of us who volunteered to take on this challenge: myself, Bill Ahearn, Jim Luiselli, Jim Sperry, and Joe Ricciardi.

Back in those days, it seemed that each year, one person was responsible for being the “conference chair”, and that person put together the entire conference themselves. Being the conference chair automatically made you the President of the Organization the following year. BABAT had a treasurer, but we did not have an official bank account, nor had we ever applied for nonprofit status. BABAT had never filed any tax returns or paid any taxes. BABAT did have by-laws, but I’m guessing they were never vetted by a lawyer. There was much work to be done.

The five of us shared many of the responsibilities of the organization, and most years, we probably didn’t even know or care which one of us was technically the “President” of BABAT; from year to year we all took turns being listed as President of the organization, but we all chipped in and worked together on every task.

One person who served many stints as BABAT President over the past 20 years was Joe Ricciardi. Joe was truly one of the driving forces in turning BABAT into a thriving and successful professional organization. Under Joe’s tenure, BABAT filed all the necessary paperwork to become a nonprofit organization, and he made sure that we paid all the back taxes we owed! Bylaws were updated and reviewed by a lawyer, new members were brought into the Board of Directors to expand the scope of what the organization could do. At our Board of Director’s meetings—which were sporadic at best in years past-- Joe required that every decision be brought to a formal vote by the Board of Directors. Although this may seem like an obvious thing to do, we never were quite that formal in our decision making in the past.

Many of you think of BABAT as the way you see it today; however, the way it is today is due primarily to Joe’s leadership and direction over the years. Joe elevated the organization to a level that we never envisioned 20 years ago. He brought a level of professionalism to BABAT that benefits all of us today. His thoughtful vision for how a professional membership organization should be run has been inspiring to all of us who have been fortunate to work closely with him. Joe’s tenure as the President of BABAT has ended, but his contributions will endure. Luckily, Joe continues to work closely on the BABAT Board of Directors in helping to move the organization forward.

Although Joe will be hard to replace as the President of BABAT, we are thrilled that Dr. Stacie Bancroft is now serving as the new President of BABAT. Stacie currently serves as a Program Director at the New England Center for Children, where she has worked for the past 16 years. Stacie is a highly skilled behavior analyst who will carry on Joe’s tradition of continuing to move the organization forward!
From the President

Reprinted from the August 2017 New England Behavior Analyst

I am six months into my term as the President of BABAT, and it seems like a good time to reflect. A few months before my term began, I wrote a campaign letter stressing the importance of strengthening our community. I still firmly believe this is our most important goal, but after a busy (and educational) six months, I have a greater understanding of what that means and how it should be rooted in every initiative we take on.

Although I am currently helping to lead our organization, I have more importantly been a member of the BABAT community for 16 years and hope to be a member of this community for many years to come. When I envision the community that I’d like to help strengthen as the President of BABAT, I think of the community I would like to be a part of.

I would like to know other behavior analysts in Massachusetts (MA). I would like to develop professional relationships with a variety of behavior analysts and feel that I am part of a group that is working toward common goals to advance our profession. I want to be aware of the challenges we face, be up to speed on the plan to address those challenges, and be aware of what other behavior analysts in MA say about such issues... I may even want a platform to provide my own thoughts and questions.

If I have a question about something related to our field, I’d like to know that I’m not in this alone, but am part of an accessible group that understands my question. That I can easily turn to members of this group for support, understanding, and thoughtful ideas. I enjoy talking to other people about behavior analysis. I want to have connections with other behavior analysts and have opportunities to get together and talk about our science and its applications in person.

I want to know that this group will be a source of advocacy and support to the mission and goals of its individual members.

This is what I would like to see from my professional organization and what I imagine many of our members are wanting to be a part of. Here is how BABAT is rising to the challenge:

BABAT is growing, expanding, and strengthening. We are more than just a conference (albeit a pretty great conference). We are a professional community. We are public school teachers, researchers, professors, private school practitioners, independent consultants, Ph.D.’s, 1st year grad students, and so much more. We are members who take turns donating our time to strengthen this community and ensure that our individual voices are amplified through our network of professional connections and supports. Our organization is led by us, a diverse group of behavior analysts. Our board is made up of 15 Directors and Assistant Directors from 12 different agencies/organizations/schools. In addition, we have several committees focused on specific initiatives, comprised of 27 committee members from 19 different agencies/organizations/schools.

The BABAT Conference brings our members together with the most prolific researchers in our field. Members can listen to their behavior analysis idols and then chat with them during the poster session cocktail hour. What a great opportunity! The New England Behavior Analyst, our bi-annual newsletter, wraps humor, advice, and need-to-know information into one, easy and fun read. Our awards provide deserved recognition to icons in our field, promising new researchers, outstanding practitioners, and those conducting interesting applied research in topics outside of the autism and Developmental Disability realm. Our social media presence is continuing to expand. In addition, our membership process is getting an overhaul. We are discussing new ways to reach out to our youngest professionals and provide support as they enter the field. Our spring social event in Natick, MA is expanding to a half-day event and we are continuing to pursue additional prospects to expand continuing education and networking opportunities across the year.

We are looking forward to increasing communication between members and providing varied opportunities for you to connect. Our technology is advancing as well. Our new website is just the beginning of renewed efforts to increase connections between our members. Our professional practice and advocacy committee is keeping their finger on the pulse of important legislative issues and advocating for the interests of our members.

Our community is strengthening and we are responsible for shaping the community that we desire to be a member of. I recommend taking some time to consider what kind of community you want to be a part of, and then ask yourself what role you can play in strengthening the BABAT community. It may be a simple as telling the board what you need as a member of BABAT, or volunteering on a special project. But, perhaps you would like to join one of our committees as a long-term volunteer (a two-year commitment), or maybe even pursue a position on the Board of Directors. Whatever role is best for you, I would be happy to discuss.

I am proud to be a member of BABAT and I am looking forward to continuing to strengthen our community together.

As always, please feel free to email me at Stacie@babat.org with any questions, ideas or concerns.
How to Make the Most of your Conference Experience

By Lyn A. Snow M.S.ABA CAGS BCBA/LABA

In my opinion, most individuals attend a conference to collect on their professional investment. Attending a conference is both a financial and time investment. I think there are those who attend a conference to collect knowledge, some with a singular goal of collecting as many continuing education credits as humanly possible, attendees hoping to collect a few new professional connections or if you’re like me, you find joy in adding to your collection of free pencils, pens and post-its (my behavior is in fact influenced by tangibles). The best conferences allow for their attendees to fill all of those needs. The worst conferences leave you feeling frustrated and holding an empty bag without swag. I have attended BABAT every year since 2005 and not only does BABAT fill my bag with swag, I always leave fulfilled, invigorated and so proud to be part of the ‘ABA world’.

Prior to and throughout my professional career, I have thoroughly enjoyed participating in professional conferences and have attended a wide variety of offerings through the years. I have attended a multitude of conferences, workshops and lectures and I have participated both as an attendee and as a presenter. In the spirit of full disclosure, over the years I have attended a few conferences that have filled my bag with office supplies but very little knowledge. That being said, I have developed some strategies to help strike that balance between obtaining knowledge and acquiring fun ABA swag. Having been on both sides of the podium, I have amassed a variety of strategies and techniques, an ‘attendee toolbox’ if you will, that I has helped me to make the most of a conference experience.

Ten Ways to Make the Most of Your Conference Experience

1. Choose Wisely (aka Buyer Beware). Conferences that span a couple days can be chock full of options. Selecting workshops can be challenging especially when you have to base your decision on a snappy title and a brief description that is typically only a few sentences long. If you have the opportunity, you should do some research on the presenters, to determine the scope of their practice and research. Then spread your learning wings and sign-up for a lecture on a topic you’re not overly familiar with, or learn even more about a topic you are passionate about. You can also ask colleagues if there is a speaker or topic they recommend and why, to help you make some decisions on the presentations you attend. A conference is all about using your time wisely and getting the most out of what the conference has to offer.

2. Embrace the Experience. Do not go into the conference thinking “I am so happy to be out of my office, or get a few days away… I am going to get caught-up on so much work!” I have tried and failed at that so many times. If you find yourself with a little downtime, use the time to prioritize that to do list for when you return to work, or take a few minutes to read the riveting articles in the conference program [wink, wink], but allow yourself to fully focus on the sessions you are attending. A lot of time and effort goes into planning and presenting at a conference, not to mention you’ve spent a pretty penny to attend. There will never be a shortage of items to check off your to do list, so take care of your list when you return, embrace the current experience and take it all in.

3. Food for Thought. Pack a snack and a drink. Having a snack in your bag not only keeps your stomach from making those embarrassing gurgling sounds but it can also save you from finding yourself so hungry that you want to jump the buffet line come lunchtime. A couple words to the wise; pack your snack in a Ziploc® bag and bring a non-carbonated drink in a screw top bottle to keep the interruptions to a minimum. Wait until you’re back in your hotel room to rip into a noisy bag of Cheetos® and pop open a can of Dr. Pepper®, Professional courtesy can extend beyond silencing your cell phone.

4. Phone a Friend. A conference can be a great opportunity for networking and making new professional connections, but it can also be a great opportunity to build on existing relationships and reconnect with colleagues. Be sure to reach out to classmates from grad school, past colleagues, vendors, friends-of-friends, before the conference, to set-up ample time to meet for coffee or a meal while you’re at the event.
5. **Follow Grandma’s Advice.** Bring a sweater and wear sensible shoes. Over the years I have found that there is simply no rhyme or reason to climate control in conference centers. The weather outside could warrant dressing in a grass skirt and tube top a la Disney’s Moana but as soon as you walk into the grand ballroom for the keynote, you’re channeling your inner Elsa from Disney’s Frozen and you’re wishing you tucked a pair of mittens and a down parka in your tote. As for your footwear, it should be professional but make the statement, ‘I could walk for miles and miles’, instead of beg the question, ‘How on earth does one walk in those shoes?’ There is nothing worse than being in uncomfortable shoes with 6 minutes to get to your next workshop and realizing it’s so far away that it probably has a different zip code. Been there. Done that. Lesson learned.

6. **Speak Up!** I have yet to meet a presenter that doesn’t want people to ask questions. Asking questions lets the presenter know that you are interested in the topic and it also shows that you are listening to their lecture rather than reading a mindless article on Buzzfeed or planning holiday crafts on Pinterest (Both conference No, Nos)

7. **Don’t Fear the Front Row.** I refer to it as the ‘First Row Phenomenon’. People will literally trample one another to get front row seats at a general admission Bruno Mars concert or beg to be upgraded to sit in the first row of an airplane but people treat front row seats at a professional conference like they are electric chairs. There have been countless times I’ve been in a workshop that ends up as standing room only, and I spend 2 hours staring longingly at an empty seat in the middle of the front row that I can’t get to. I assure you, I have never attended a lecture that has turned into an impromptu Socratic Seminar. Please note you will not be called on, made a spectacle of or chastised for sitting in the front row.

8. **Step Away from the iPhone.** Kind of. When the presentation begins, put your phone away. It’s not only respectful to the speaker, but remember you are here to embrace the experience and work on your own professional development. It’s so easy to feel the urge to check ‘one quick email’ but the next thing you know, you’re drowning in a sea of cc’s and reply all’s.

9. **Be Friendly.** If attending conferences is ‘old hat’ for you, strike up a conversation with some first timers and be extra welcoming. If you’re new to the conference circuit, don’t hesitate to ask those who have been around the ‘conference’ block a few times some questions.

10. **Slow and Steady Wins the Race.** Conferences are a balancing act. Pace yourself. When you are attending a conference, go into it with a game plan. Be reasonable in your pursuit of CEUs. Set a schedule that also allows you time to breathe, enjoy social networking and more importantly to eat.

All in all whether this is your very first conference or you are a seasoned conference attendee, I hope you have a wonderful conference experience and may be even come up with some of your own conference strategies to make it an enjoyable experience for all!

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**Associate Professor of Practice/Intensive Practicum Director, BehaviorAnalysis@Simmons**

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**Group Mentor, Intensive Practicum, BehaviorAnalysis@Simmons (R02602)**

**Adjunct Faculty in the Role of Section Instructor, BehaviorAnalysis@Simmons (R02385)**

**Individual Mentor, On-campus Program (R01455)**

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For full descriptions, and to apply, visit the site below; search for job title or number

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Types of volunteer opportunities with BABAT

At this time, we have two types of volunteer opportunities with BABAT. The first opportunity is on an as-needed basis for specific task(s) or events such as the conference or social. Those interested in this type of opportunity place their name on a list to be called upon for one-time volunteer opportunities.

The second opportunity is as a committee member on one of our various organizational committees. This position requires a commitment of two years. Each committee is headed by a member of the board of directors. The committees with current volunteer opportunities include: student relations, membership, marketing, professional practice, and technology. A brief description of each committee and what volunteers may assist with is outlined below.

Student Relations: The Student Relations committee focuses on coordinating the 3 student research competitions: the student paper award, the poster award, and the research proposal award. Volunteers can help update the calls for submission each year and assist with the awards ceremony at the conference. The committee is also formulating ideas to increase student involvement with BABAT.

Membership: The Membership committee works towards improving membership in many different areas. Some examples of volunteer projects include supporting and facilitating communication with members, surveying the demographics of members, and creating new website content to benefit members (e.g., developing employment and continuing education sections).

Marketing: The Marketing committee’s goal is to increase revenue for BABAT while developing quality products and services to the organizations who partner with BABAT as sponsors or advertisers. Some projects for volunteers include developing systems to keep advertising services and products up to date and improving and developing advertisements.

Professional Practice: The goal of the Professional Practice committee is to develop and disseminate quality operational standards in applied behavior analysis services. Furthermore, the professional practice committee works to ensure adoption of the standards by working with credentialed professionals and other professional entities to ensure adoption of these standards. Depending on the volunteers’ interest, experience, and repertoire, they may help in various capacities.

Technology: The Technology committee is currently working on maintaining the BABAT website as well as identifying and implementing technology to help BABAT achieve its goals and functions. Some examples of volunteer projects are creating, editing, and reviewing website content, responding to BABAT support tickets, and working on finding new systems to help volunteers track CEU’s at events.

Those interested in volunteering for BABAT can either email our volunteer coordinator, Amanda LaPrime, at Amanda@babat.org or visit our website at www.BABAT.org/volunteer.
BABAT STUDENT PAPER AWARD

Using Equivalence-Based Instruction to Teach the Visual Analysis of Graphs

BRYAN J. BLAIR, Endicott College
Michael F. Dorsey, Endicott College (Dissertation Supervisor)

Background and Purpose

Previous research has demonstrated alarmingly low rater agreement when visually inspecting trends in single-subject designs (see Wolfe, Seaman, & Drasgow, 2016). Typical didactic instruction of visual analysis among behavior analysts yields poor and unreliable results. Recently developing research has focused on the emergence of untrained and novel responding by use of Equivalence Based Instruction (EBI; Rehfeldt, 2011) and multiple-exemplar training (MET) in a variety of complex human behaviors. The purpose of the current study was to systematically replicate studies on EBI (e.g., Albright, Schnell, Reeve & Sidener, 2016) and test whether a simple matching-to-sample (MTS) procedure in which the relation between a graph and an analytic rule was taught, combined with MET, resulted in the emergence of untrained relations in the form of identifying whether a graph demonstrated a functional relation. Nine college students served as participants.

Results

For all participants, five 3-member classes of related stimuli were formed (graph, functional relation rule, functional relation statement). In addition, the skills were maintained for two weeks and were applied to several novel exemplars (implying contextual control). The results suggest that the complex human behavior of using visual inspection to analyze whether a graph illustrates a functional relation between variables can be taught using teaching methods based on a framework of derived stimulus relations, specifically EBI with MTS teaching procedures using MET.
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Habit Reversal Therapy for Stereotypic Movements in Adolescents with Autism Spectrum Disorder

CAITLIN IRWIN, Simmons College
Judah B. Axe (Advisor)

Background

Stereotypic movements are operant behaviors characterized by repetition, invariance, and contextual inappropriateness. Stereotypic movements vary widely in form, frequency, and intensity across individuals, and over 50 topographical varieties have been described in the behavioral literature (LaGrow & Repp, 1984). Engaging in stereotypic movements can interfere with the acquisition of more adaptive responses and result in social stigma.

Dozens of researchers have evaluated a range of interventions to treat stereotypic behaviors, including punishment procedures, differential reinforcement of alternative behaviors, sensory extinction, and environmental enrichment. Reviews of the stereotypy intervention literature have identified significant limitations, including the resource-intensive nature of the interventions; the lack of evidence of long-term maintenance and generalization of treatment gains; and methodological flaws, such as weak or nonexperimental designs and neglecting to measure interobserver agreement and procedural integrity (DiGennaro Reed et al., 2012).

An alternative approach to treating stereotypy is Habit Reversal (HR) therapy, which seeks to replace a stigmatizing response (i.e., the habit) with a more socially acceptable response (i.e., the competing response). Unlike the interventions discussed above, HR involves self-management, increasing the probability of maintenance and generalization, and reducing the need for a second party to administer the treatment. HR is considered well-established for the treatment of tics, skin picking, hair pulling, thumb sucking, and nail biting, but the limitations of HR’s generality across additional behaviors are still unknown (Miltenberger, Fuqua, & Woods, 1998).

To date, only five studies have examined an HR-based intervention for stereotypy (e.g., Conelea & Klein-Tasman, 2013; Freeman & Duke, 2013; Marcus, Sinnot, Bradley, & Grey, 2009), and there has been wide variability in participant demographics, treatment protocols, and methodological rigor. Limitations include reliance on parental ratings rather than direct measures of targeted behaviors, the use of experimental designs incapable of demonstrating experimental control, significant variations from the standard procedure, and the use of a second party who prompts and reinforces each instance of the competing response.

Purpose

The purpose of this study is to extend the research on HR for treating stereotypy and address the limitations in the previous research by incorporating three methodological modifications. First, the case study design using parent report will be replaced with a multiple-baseline design that uses repeated, direct behavior measurement assessed for reliability. Second, a return to the traditional awareness training, competing response, and social support progression, with occasional prompting and praise of the competing response by the social support person, will be more consistent with the HR interventions implemented for other habit behaviors. Finally, procedural integrity data will be collected to demonstrate that the procedures are implemented as written. The participants will be adolescents with autism spectrum disorder, and the study will be conducted in their school setting.
THE JERRY SHOOK PRACTITIONER AWARD 2017

The recipient of the Jerry Shook Practitioner Award for 2017 is Chrissy Barosky M.Ed., BCBA, LA BA.

Chrissy received her Bachelors from Northeastern University and Masters from Columbia University in Behavior Analysis and Education; she is finishing up her PhD at Simmons.

Chrissy Barosky has spent more than 10 years practicing behavior analysis in a variety of placements. Her clinical experience includes working as a special education teacher; consulting to public schools; working with children diagnosed with developmental disabilities and autism in home-based settings; and overseeing and training other behavior analysts who work with young children diagnosed with autism in a center based model. Chrissy is currently the Regional Vice President of Bierman ABA overseeing the clinical work of 3 ABA centers in the New England area and is on the faculty at Simmons College as the Director of Intensive Practicum. Chrissy's research interests involve increasing the efficiency of skill acquisition in children with autism, particularly surrounding verbal behavior and early language acquisition. She has stated that her true passion is developing the skills of other BCBA's.

Holli Frazell, a coworker at Bierman ABA, nominated her for the award. Holli has said that Chrissy has played an integral role over the past five years in opening Bierman ABA locations in New England. This year she was instrumental in opening a new location in Rhode Island that will expand care to children who had never received treatment before. She oversees a team of more than 50 employees who work with nearly 30 children and she is constantly looking to teach them and ensure they are all trained and receive the best quality of care.

BABAT 2017 Members Meeting

Learn more about our organization!
Join us Friday morning at 8:00 for our BABAT members meeting in room 163C.

ALL ARE WELCOME
Learn more about our initiatives, accomplishments and opportunities to get involved with BABAT.
BEHAVIOR CHANGE FOR A SUSTAINABLE WORLD AWARD

BABAT is very pleased to be sponsoring a new award entitled “Behavior Change for a Sustainable World”

The award is for exceptional research proposals that evaluate behavioral strategies intended to foster and maintain environmental resources.

Dr. William Heward, who has made research and advocacy of environmental behavior change strategies a major focus of his work over the past 10 years, suggested this award when he presented at the BABAT conference in 2016. He further supported research in this area by offering an award of $500 to a BABAT member for a research project promoting behavior change related to environmental issues.

The recipient of the first “Behavior Change for a Sustainable World” award is Dr. Jessica Day-Watkins for her research proposal entitled “Reducing Energy Consumption in Commercial Printers”.

Dr. Day-Watkins is a Board Certified Behavior Analyst who is currently Project Coordinator at the AJ Drexel Autism Institute at Drexel University in Philadelphia, PA. She provides consultation to public school districts and university settings. She earned a Master of Science in Curriculum, Instruction and Technology in Education from Temple University and a doctorate in Applied Behavior Analysis at Caldwell University. Dr. Day-Watkins has worked in the field for ten years serving individuals with autism in New Jersey and Pennsylvania. She has presented her work at local and national chapters of the Association for Behavior Analysis International and her research has been published in the Journal of Applied Behavior Analysis. Her research interests include social skills for adolescents with autism, stimulus equivalence and behavioral pediatrics.

The following is the abstract for the winning research proposal entitled “Reducing Energy Consumption in Commercial Printers”. Please look for next summer’s issue of the New England Behavior Analyst for the entire research proposal and preliminary outcome data from the study.

Abstract

Scientists in the field of applied behavior analysis have recommended that behavior analysts apply their attention to the field of sustainability (Heward and Chance, 2010). No sustainability study to date has been published on reductions in printer usage but there are a number of advantages to targeting this topography of energy consumption. First, a commercial size printer can utilize large quantities of energy throughout the day. Second, as office workers are not directly responsible for the costs of materials and upkeep (e.g., printer cartridges, paper, repair), they may not contact the aversive financial consequences of this energy consumption. Third, reductions in the use of printers will also conserve paper. Fourth, large machines produce heat, which may require an office cooling system to engage more frequently.

Thus, if a printer consumes less energy, it may also allow the office cooling system to run less frequently, thereby reducing energy consumption further. Given the advantages in targeting commercial printers, the present study will use automated data collection technology to study reductions of energy consumption from commercial printers in two office suites. The present study will replicate previous literature in using feedback, sliding scales of incentives while adding antecedent strategies in the form of manipulating the onset of power saver mode. Unlike previous studies, feedback will be provided in an email format. Finally, the present study will build upon the recommendations of previous literature by investigating maintenance of behavior change.
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**WILLIAM H. AHEARN**  
*New England Center for Children*

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**PATRICK FRIMAN**  
*Boys Town Center for Behavioral Health*

Dr. Patrick Friman is Vice President of Outpatient Services Boys Town Center for Behavioral Health and a Clinical Professor in the Department of Pediatrics at the University of Nebraska School of Medicine. He is an internationally recognized expert in the application of behavior analytic methods to behavioral medicine, particularly on the successful treatment of common but potentially serious childhood behavior disorders such as habits, sleep problems, oppositional behavior, and incontinence. He has served as a reviewer and editorial board member for virtually every major behavioral journal and was the Editor of The Journal of Applied Behavior Analysis. He also consults on workplace issues such as motivation, dealing with difficult people, change, and pathways to success.

**ALAN POLING**  
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Dr. Alan Poling is a Professor in the Department of Psychology at Western Michigan University, a member of the behavior analysis program and director of the behavioral pharmacology laboratory. His primary research interests are in psychopharmacology and behavior analysis; he has served as a member of the behavior analysis committee of the National Institutes of Health and Department of Education have supported much of his work. Dr. Poling has published 11 books and over 250 articles and book chapters. In addition, Dr. Poling is Behavioral Researcher and Manager, APOPO (Morogoro, Tanzania), an organization that trains rats to locate unexploded, buried landmines so they can be defused, saving countless lives. In 2003, Dr. Poling received the Western Michigan University College of Arts and Sciences Outstanding Achievement in Research and Creative Activity Award.

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*Florida State University*

Dr. Jon Bailey is Professor of Psychology at Florida State University and Director of the Masters Program in Applied Behavior Analysis. He is most recently known for his work in behavior analyst ethics and performance management. Dr. Bailey founded the Florida Association for Behavior Analysis, and was a founding director of the BACB. In 2005, Dr. Bailey received the Distinguished Service to Behavior Analysis Lifetime Achievement Award from the Society for the Advancement of Behavior Analysis. Dr. Bailey has published over 100 peer-reviewed research articles, is a past editor of the Journal of Applied Behavior Analysis, and is co-author of Research Methods in Applied Behavior Analysis, How Dogs Learn, Ethics for Behavior Analysts, How to Think Like a Behavior Analyst, and 25 Essential Skills and Strategies for Professional Behavior Analysts, all co-authored with Dr. Mary Burch.

**NICHOLAS L. WEATHERLY**  
*Florida Institute of Technology*

Dr. Nicholas Weatherly is an Associate Professor in the School of Behavior Analysis and chair of the Master of Arts Program in Professional Behavior Analysis at FIT. Previously, he worked at Aubrey Daniels International, where he led their instructional systems projects and consulted in numerous areas of business and industry. Dr. Weatherly has held advisory roles and served on the board of directors for a number of professional associations, advocacy groups, and service organizations. Most recently he has served as the President of the Association of Professional Behavior Analysts, Past-President of the Association for Behavior Analysis, and works on various ethics committees for the Behavior Analyst Certification Board. His research centers on developing sustainable business solutions that maximize training initiatives and strategically integrate organizational assessments and internal coaching systems.

**AMY ODUM**  
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Dr. Amy Odum is a Professor in the Department of Psychology at Utah State University. Her research interests are in basic behavioral phenomena, such as response persistence, sensitivity to delayed outcomes, conditional discriminations, and environmental influences on drug effects. Her work has been funded by the National Institute on Drug Abuse and the National Institute of Mental Health. Her teaching interests include basic behavior analysis and behavioral pharmacology. Dr. Odum has served on the board of editors of a number of journals and is currently Editor for the Journal of the Experimental Analysis of Behavior.
REBECCA MACDONALD
New England Center for Children

Dr. Rebecca MacDonald is a Licensed Psychologist in Massachusetts and a Board Certified Behavior Analyst who serves as Program Director at The New England Center for Children. She is the director for NECC’s London based services. She is an adjunct professor in Western New England University’s graduate program in Applied Behavior Analysis and an adjunct professor in Simmons College’s Special Education Department. Dr. MacDonald received her doctorate in Developmental and Child Psychology from the University of Kansas in 1983. Dr. MacDonald began at The New England Center for Children as the clinical director in 1983. She then taught for three years in the Graduate School of Education at Simmons College in Boston (1992-1995). In 1995 she returned to The New England Center for Children in her current position. Dr. MacDonald has presented her research at numerous conferences and journals. The past twenty years and published studies that have appeared in the Journal of Applied Behavior Analysis, Research in Developmental Disabilities, and Behavioral Interventions. Dr. MacDonald’s research interests currently include: assessment and teaching joint attention, teaching play and social reciprocity to children with autism using video modeling, and measuring clinical outcomes of early intensive behavior intervention.

MARK L. SUNDBERG
Sundberg and Associates

Mark L. Sundberg, Ph.D., BCBA-D received his doctorate degree in Applied Behavior Analysis from Western Michigan University (1980), under the direction of Dr. Jack Michael. He is the author of the Verbal Behavior Milestones Assessment and Placement Program (VB- MAPP), and co-author of the original ABLLS and the book Teaching Language to Children with Autism or Other Developmental Disabilities. He has published over 50 professional papers and 4 book chapters. He is the founder and past editor of the journal The Analysis of Verbal Behavior, a twice past-president of The Northern California Association for Behavior Analysis, a past-chair of the Publication Board of ABAI, and has served on the Board of Directors of the B. F. Skinner Foundation. Dr. Sundberg has given hundreds of conference presentations and workshops nationally, and internationally, and taught 80 college and university courses on behavior analysis, verbal behavior, sign language, and child development. He is a licensed psychologist with over 40 years of clinical experience who consults for public and private schools that serve children with autism. His awards include the 2001 “Distinguished Psychology Department Alumnus Award” from Western Michigan University, and the 2013 “Jack Michael Outstanding Contributions in Verbal Behavior Award” from ABAI’s Verbal Behavior Special Interest Group.

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New England Center for Children

Dr. Karsiņā is a Director of Professional Development at the New England Center for Children, where he has worked with children and adolescents with autism and in staff training for over 25 years. Dr. Karsiņā is a Board Certified Behavior Analyst-DS and a licensed applied behavior analyst in Massachusetts. He currently teaches courses in Behavior Principles and Ethics for Western New England University, and has served as an adjunct faculty member for Simmons College and Northeastern University. He has published in the Journal of Applied Behavior Analysis, the Journal of the Experimental Analysis of Behavior, and The Analysis of Verbal Behavior.

DOUGLAS WOODS
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Dr. Douglas W. Woods is vice provost for graduate and professional studies and dean of the Graduate School at Marquette University. Prior to joining Marquette, Woods was chair of the psychology department at Texas A&M, and associate dean for social sciences, education and business at the UWM Graduate School. Woods’ research interests are in understanding, developing treatments for and disseminating behavioral interventions for children and adults with Tourette’s syndrome. Woods’ primary interest has been in training students who desire a career in research. Entering his second full year at Marquette, Woods has reorganized the Graduate School with a renewed focus on recruitment of students; developed an aggressive strategic plan for Graduate School; and implemented the new program incubator which has already created two new industry-informed graduate programs. He earned a bachelor’s degree in psychology from Ohio University, a master’s degree in clinical psychology from North Dakota State University and a doctorate in clinical psychology from Western Michigan University.

NANCY BRADY
University of Kansas

Nancy Brady studies the development of communication and language in young children and in individuals with developmental disabilities. Her research has focused on describing development of gestures and prespeech vocalizations, beginning augmentative communication use, and negotiations of conversational breakdowns. She has been honored as a Fellow of the American Speech Language Hearing Association, served as a chairperson on the National Joint Committee for the Communication Needs of Persons with Severe Disabilities, and served as the Associate Editor for the American Journal of Speech Language Pathology 2000-2003 and the Journal of Speech, Language, and Hearing Research 2006-present.

DENNIS REID
Carolina Behavior Analysis and Support Center

Dr. Dennis H. Reid is a licensed psychologist and board certified behavior analyst who has spent his career providing behavioral services as a teacher, psychologist, program director, and director of psychology services. Dr. Reid shows a sustained record of impressive and outstanding applied research with major benefits for its direct participants, populations of...
participants, and fellow researchers. While most of his work is reported as peer-reviewed research in the most rigorous of applied journals, he has also taken the time to write books and manuals to allow this information to be exported to the widest audience. His work on reinforcer assessment/ preference and happiness indices was seminal and is frequently cited. This line of preference investigation has opened new opportunities for the lives of individuals with profound, multiple handicaps. His work in staff training and management (including staff motivation) has helped other researchers and practitioners understand and use these procedures.

JONATHAN TARBOX
University of Southern California and FirstSteps for Kids

Jonathan Tarbox, PhD, BCBA-D, is the Program Director of the Master of Science in Applied Behavior Analysis program at the University of Southern California, as well as Director of Research at FirstSteps for Kids. Dr. Tarbox is Associate Editor of the journal Behavior Analysis in Practice and serves on the editorial boards of four major behavior analysis journals, including the Journal of Applied Behavior Analysis and Research in Developmental Disabilities, was the founding editor of Behavior Analyst Certification Board (BACB). In this important leadership role, he has advanced the status of applied behavior analysis and its parent discipline, behavior analysis, to new levels of visibility, acceptance, and respect. His professional service record is long and varied, comprising work on behalf of several state, national, and international behavior analysis organizations as well as some autism service programs and the BACB. In his role as a professor at the University of Nevada, Reno; Western Michigan University; and Auburn University, Dr. Carr has trained and inspired a cadre of professional behavior analysts, many of whom have established outstanding research and academic careers. Dr. Carr has also made sustained scholarly contributions to the field, with more than 100 articles in peer-reviewed journals both within and outside of behavior analysis. The majority of these articles report experimental evaluations of behavior analytic interventions designed to improve the functioning and quality of life for children and adults with developmental or acquired disabilities. He has also served on the editorial boards and as an associate editor of a number of leading behavior analysis journals, including the Journal of Applied Behavior Analysis, The Behavior Analyst, The Analysis of Verbal Behavior, and Behavior Analysis in Practice.

JAMES E. CARR
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Jim Carr received his Ph.D. from Florida State University and currently serves as Chief Executive Officer of the Behavior Analyst Certification Board (BACB). In this important leadership role, he has advanced the status of applied behavior analysis and its parent discipline, behavior analysis, to new levels of visibility, acceptance, and respect. His professional service record is long and varied, comprising work on behalf of several state, national, and international behavior analysis organizations as well as some autism service programs and the BACB. In his role as a professor at the University of Nevada, Reno; Western Michigan University; and Auburn University, Dr. Carr has trained and inspired a cadre of professional behavior analysts, many of whom have established outstanding research and academic careers. Dr. Carr has also made sustained scholarly contributions to the field, with more than 100 articles in peer-reviewed journals both within and outside of behavior analysis. The majority of these articles report experimental evaluations of behavior analytic interventions designed to improve the functioning and quality of life for children and adults with developmental or acquired disabilities. He has also served on the editorial boards and as an associate editor of a number of leading behavior analysis journals, including the Journal of Applied Behavior Analysis, The Behavior Analyst, The Analysis of Verbal Behavior, and Behavior Analysis in Practice.

DOROTHEA C. LERMAN
University of Houston, Clear Lake

Dorothea Lerman, Ph.D., is a professor of psychology at the University of Houston-Clear Lake (UHCL), where she coordinates a master’s program in behavior analysis and serves as director of the UHCL Center for Autism and Developmental Disabilities. She received her doctoral degree in psychology from the University of Florida in 1995, specializing in the experimental analysis of behavior. Her areas of expertise include autism, developmental disabilities, early intervention, functional analysis, teacher and parent training, and treatment of severe behavior disorders (e.g., aggression, self-injury). Dr. Lerman’s graduate students serve as behavioral consultants for school districts in the Houston area and provide services to children and families through an on-campus clinic. Dr. Lerman has published more than 60 research articles and chapters, served as associate editor of The Journal of Applied Behavior Analysis and Research in Developmental Disabilities, was the founding editor of Behavior Analyst Certification Board (BACB). In this important leadership role, he has advanced the status of applied behavior analysis and its parent discipline, behavior analysis, to new levels of visibility, acceptance, and respect. His professional service record is long and varied, comprising work on behalf of several state, national, and international behavior analysis organizations as well as some autism service programs and the BACB. In his role as a professor at the University of Nevada, Reno; Western Michigan University; and Auburn University, Dr. Carr has trained and inspired a cadre of professional behavior analysts, many of whom have established outstanding research and academic careers. Dr. Carr has also made sustained scholarly contributions to the field, with more than 100 articles in peer-reviewed journals both within and outside of behavior analysis. The majority of these articles report experimental evaluations of behavior analytic interventions designed to improve the functioning and quality of life for children and adults with developmental or acquired disabilities. He has also served on the editorial boards and as an associate editor of a number of leading behavior analysis journals, including the Journal of Applied Behavior Analysis, The Behavior Analyst, The Analysis of Verbal Behavior, and Behavior Analysis in Practice.

DAVID PALMER
Smith College

David C. Palmer completed his Ph.D. in 1989 at the University of Massachusetts, on the blocking of conditioned reinforcement. Since 1989, he has been teaching courses on behavioral psychology and statistics at Smith College, where he is currently a Senior Lecturer. Both his teaching and research reflect his ardent advocacy of the behaviorism of B. F. Skinner. His important and frequently cited paper in American Psychologist (1992), co-authored with John Donahoe, explains the advantages of a selectionist approach to the study of complex behavior and the shortcomings of the essentialist approach typically adopted in cognitive science. In about 50 journal articles, book chapters, reviews, and commentaries, Dr. Palmer has offered a far-reaching conceptual analysis of language and cognition from the standpoint of modern behavioralism, and has addressed fundamental issues such as the unit of analysis, response class, and private events. His critiques of other researchers’ structural views of language, and his own tutorial articles, have advanced the analysis of verbal behavior. His textbook co-authored with Donahoe, Learning and Complex Behavior (1994, 2010) integrates behavior analytic and biological approaches to the study of behavior and is still regarded as being at the cutting edge of our basic understanding of behavior. In addition to his articles, critiques, and commentaries, Dr. Palmer has been an energetic contributor to ABAI meetings and other symposia, and has deservedly earned a reputation for being a superb spokesperson for behavior analysis.

DEREK REED
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Dr. Derek Reed is an Associate Professor in the Department of Applied Behavioral Science at the University of Kansas where he directs the Applied Behavioral Economics Laboratory. Derek received his Bachelor’s degree in Psychology from Illinois State University and his Masters and PhD in School Psychology from Syracuse University. He has served as Associate Editor for Behavior Analyst Certification Board (BACB). In this important leadership role, he has advanced the status of applied behavior analysis and its parent discipline, behavior analysis, to new levels of visibility, acceptance, and respect. His professional service record is long and varied, comprising work on behalf of several state, national, and international behavior analysis organizations as well as some autism service programs and the BACB. In his role as a professor at the University of Nevada, Reno; Western Michigan University; and Auburn University, Dr. Carr has trained and inspired a cadre of professional behavior analysts, many of whom have established outstanding research and academic careers. Dr. Carr has also made sustained scholarly contributions to the field, with more than 100 articles in peer-reviewed journals both within and outside of behavior analysis. The majority of these articles report experimental evaluations of behavior analytic interventions designed to improve the functioning and quality of life for children and adults with developmental or acquired disabilities. He has also served on the editorial boards and as an associate editor of a number of leading behavior analysis journals, including the Journal of Applied Behavior Analysis, The Behavior Analyst, The Analysis of Verbal Behavior, and Behavior Analysis in Practice.

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FLORENCE DIGENNARO REED  
University of Kansas

Dr. Florence DiGennaro Reed, a board certified behavior analyst, received a doctorate in school psychology from Syracuse University. She also completed a clinical post-doctoral fellowship at the May Center for Education and Neurorehabilitation and the May Center for Child Development. Presently, Florence is an Associate Professor in and Chairperson of the Department of Applied Behavioral Science at the University of Kansas where she directs the Performance Management Laboratory. Her research examines effective and efficient staff training and performance improvement practices. She also conducts translational research in on-campus laboratory facilities. Florence has published articles and book chapters on a variety of topics including training, performance management, assessment, and intervention. She has served on the editorial boards of Journal of Applied Behavior Analysis, Journal of Behavioral Education, Behavior Analysis in Practice, The Psychological Record, and School Psychology Review and is an Associate Editor for Journal of Behavioral Education and Behavior Analysis in Practice. Florence is co-editor of two books published through Springer titled Handbook of Crisis Intervention for Individuals with Developmental Disabilities and Bridging the Gap Between Science and Practice in Autism Service Delivery.

WILLIAM BAUM  
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William B. Baum is currently at the University of California, Davis, and is emeritus professor at the University of New Hampshire. He has been associate editor of Learning & Motivation, and associate editor of JEAB. He has been on the JEAB board of editors for a total of 15 years. He is a director of SEAB. His book Understanding Behaviorism: Science, Behavior, and Culture was first published in 1994, with an extensively revised second edition in 2004. He is well known for his writing in two areas: (1) the empirical and theoretical analysis of choice behavior, having authored two of the most-cited papers (1969 with Rachlin, and 1974) in this area in which he takes a quantitative and biological approach; and (2) his more general philosophical works on behaviorism, again taking a biological/evolutionary approach. He is a consistent contributor to ABAI conventions and has published 64 quality papers.

CAIO MIGUEL  
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Dr. Miguel obtained a M.A. and Ph.D. in Psychology at Western Michigan University. He is currently an associate professor of Psychology and an affiliated faculty in the Doctoral program in Education at California State University, Sacramento. Dr. Miguel holds adjunct appointments at The Chicago School of Professional Psychology - Los Angeles, and at the University of Sao Paulo - Brazil. He is also a Board Certified Behavior Analyst. Dr. Miguel is the past-editor (2009-2011) and current Associate Editor of the journal The Analysis of Verbal Behavior. He currently serves on the editorial boards of the Journal of the Experimental Analysis of Behavior, Journal of Applied Behavior Analysis, The Behavior Analyst, The Psychological Record, and The Brazilian Journal of Behavior Analysis. Dr. Miguel has given over 100 professional presentations about behavior analysis in North America, South America and Europe, and has had over 30 papers published in peer-reviewed journals and edited books in English, Portuguese, and Spanish. Prior to joining Sacramento State, Dr. Miguel consulted for the St. Amant Centre’s autism program in Canada, and worked as a program specialist in the Intensive Instruction Autism Program at the New England Center for Children, where he also served as a Clinical Assistant Professor in the Master’s program in applied behavior analysis at Northeastern University. Occasionally, Dr. Miguel consults for families and school districts pertaining the education of children with autism.

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Dr. Ringdahl currently serves as an Associate Professor at the University of Georgia. He received his Ph.D. (1999) and MA (1995) in Psychology from Louisiana State University, and a BS (1992) in psychology from the University of Florida. He currently serves as an associate editor for the Journal of Applied Behavior Analysis and is currently an editorial board member for Research in Developmental Disabilities and Education and Treatment of Children. Dr. Ringdahl’s research interests include functional analysis and treatment of severe behavior problems exhibited by individuals with developmental disabilities, stimulus preference assessments, functional communication training, and translational research in the area of behavioral momentum theory and behavioral economics. Dr. Ringdahl has published several peer-reviewed articles and has been a researcher on NIH-funded projects.

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Dr. SungWoo Kahng is an associate professor of health psychology in the School of Health Professions, chair of the Department of Health Psychology and director of the Applied Behavioral Intervention Services Division at the Thompson Center. Kahng has authored or co-authored more than 60 peer-reviewed journals articles and 10 book chapters. He is an associate editor for the Journal of Applied Behavior Analysis and on the editorial board of Behavioral Interventions. A skilled speaker, he has given more than 50 lectures, workshops and invited presentations. He is also on the boards of numerous organizations including the Behavior Analyst Certification Board.

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*New England Center for Children*

Jason Bourret joined The New England Center for Children® in September 2003, and currently serves as the Associate Clinical Director. Jason has served on the Board of Editors of the Journal of Applied Behavior Analysis and his research interests include functional analysis, verbal behavior, choice, conditioned and token reinforcement, and quantitative analysis of behavior. His work has been published in the Journal of Applied Behavior Analysis, Behavioral Interventions, and Research in Developmental Disabilities.

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**MERRILL WINSTON**

*Professional Crisis Management Association*

Dr. Merrill Winston is a Board Certified Behavior Analyst with specialties in developmental disabilities and behavior disorders; and the analysis and treatment of severe behavior disorders with special populations. His range of treatment experience includes feeding disorders, self-injury, severe aggression, language acquisition, and skill acquisition problems.

**MATT NORMAND**

*University of the Pacific*

Matthew Normand is an assistant professor in the department of psychology at the University of the Pacific. At Pacific, his primary responsibilities are teaching courses in behavior analysis, conducting behavior analytic research, and supervising practicum and thesis work of graduate students in the Behavior Analysis program. Dr. Normand received his BA in psychology from Western New England College, his M.A. in Behavior Analysis from Western Michigan University, and his M.S. and Ph.D. in Psychology from The Florida State University. He is a member of the Association for Behavior Analysis, and the California Association for Behavior Analysis. His research interests include the application of basic behavioral principles to problems of social significance (including obesity, autism and other community health issues), and verbal behavior.

**ISER G. DELEON**

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Dr. Iser DeLeon received his Ph.D. from the University of Florida, where he is currently Professor of Psychology. Prior to this, he was an Associate Professor of Psychiatry and Behavioral Sciences at the Johns Hopkins University School of Medicine and Director of Research Development for the Department of Behavioral Psychology at the Kennedy Krieger Institute. In addition to his role on the Board of Directors of the BACB, Dr. DeLeon serves the behavior analytic community through membership on the Board of Directors of the Society for the Experimental Analysis of Behavior as well as the editorial boards of The Behavior Analyst, the Journal of the Experimental Analysis of Behavior, and the Journal of Applied Behavior Analysis, which he also served as Associate Editor. His research has focused on assessment and treatment of behavior problems in persons with intellectual and developmental disabilities, determinants of choice and preference in this population, and translation of basic behavioral processes towards enhancing therapeutic and instructional arrangements.

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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 NIH 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.

**PHILIP N. HINELINE**

*Temple University*

Philip N. Hineline received a bachelor’s of arts degree at Hamilton College, followed by a Ph.D. at Harvard University in 1967 under the guidance of R. J. Herrnstein. After a three-year position at the Walter Reed Army Institute of Research, he joined the psychology department at Temple University where he is now a professor. His
research began with studies of avoidance, which led to a recognition of various types of behavior as affected by both long-term and short-term consequences. Some of his current research continues that theme, addressing behavioral processes that occur at extended time scales. Related research concerns choices between fixed versus variable outcomes. A second major interest concerns the characteristics of explanatory language, and its relation to particular features of the language of behavior analysis. Professor Hineline was Associate Editor (1979 - 1982) and the Editor (1983 - 1987) of the Journal of the Experimental Analysis of Behavior, for which he more recently served as Review Editor (1991 - 1998). He has been President of the Association for Behavior Analysis and of Division 25 of the American Psychological Association.

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Einar earned his Ph.D. in Behavioral Psychology from the University of Kansas in 2005. In his previous appointment he served as Program Director of Autism Services at the Child Study Center in Fort Worth, and as research scientist in the Department of Behavior Analysis at the University of North Texas. Einar currently serves on the editorial boards of the Journal of Applied Behavior Analysis, The Analysis of Verbal Behavior, Psychological Record, Behavioral Interventions, the European Journal of Behavior Analysis, and the International Journal of Behavior Analysis and Autism Spectrum Disorders. He previously served as associate editor for both the Journal of Applied Behavior Analysis and The Analysis of Verbal Behavior. He has published 28 articles in peer-reviewed journals.

JULIAN C. LESLIE

Julian Leslie is a professor of psychology at Ulster University. From 2008 to 2015 Dr. Julian Leslie had a joint appointment as professor in the School of Psychology where he taught and conducted research in the field of behaviour analysis. He was also Head of the Research Graduate School in the Faculty of Life & Health Sciences where he had administrative responsibility for 300+ PhD students. From 2015 to present he has focused on being a professor in the School of Psychology with a focus on PhD training and developing overseas links, especially in Abu Dhabi.

MELISSA NOSIK

Melissa R. Nosik, Ph.D., BCBA-D is the Deputy CEO at the Behavior Analyst Certification Board. Dr. Nosik received her master’s degree from Florida Institute of Technology in 2004 under the mentorship of Dr. Jose Martinez-Diaz, her doctorate in 2013 from the University of Nevada, Reno under the mentorship of Dr. Larry Williams and completed a post-doctoral fellowship at the Behavior Analyst Certification Board under the mentorship of Dr. James E Carr. Her professional interests include credentialing, public policy, practitioner training, mentorship practices, dissemination, and diversity of practice. Dr. Nosik has 15 years of experience in practice and has trained behavior analysts both in the United States and internationally. Dr. Nosik has served as a board member for the Tennessee, Nevada and Colorado Associations for Behavior Analysis.

DAVID WILDER

Dr. Wilder is an associate professor in the School of Psychology at the Florida Institute of Technology. He received his Ph.D. in behavior analysis from the University of Nevada at Reno in 1998. He then completed a postdoctoral fellowship in the Department of Pediatrics and the Department of Behavioral Psychology at the Johns Hopkins University School of Medicine / Kennedy Krieger Institute in Baltimore, MD. Before coming to FL Tech, Dave was an assistant professor of psychology at the University of the Pacific in Stockton, CA for four years and served on the Board of Directors of the California Association for Behavior Analysis. Dave has served on the editorial board of the Journal of Applied Behavior Analysis (JABA) and is currently an associate editor for the Journal of Organizational Behavior Management (JOBM). He has consulted at the individual and organizational level to businesses, schools, private homes, hospitals, group homes, and day treatment centers. Dave is a Board Certified Behavior Analyst (BCBA).

SARAH BLOOM

Sarah Bloom received her Ph.D. in Psychology at the University of Florida in 2008. She was an assistant professor in the Applied Behavior Analysis area of the Department of Special Education and Rehabilitation at Utah State University from 2008 to 2013. She is currently an assistant professor in the Department of Child and Family Studies at the University of South Florida. Dr. Bloom is a former President of the Utah Association for Behavior Analysis. She serves on the editorial board of the Journal of Applied Behavior Analysis and has been a guest reviewer for Research in Autism Spectrum Disorders, Research in Developmental Disabilities, Journal of Behavioral Education, Journal of Autism and Developmental Disorders, Journal of Early Intervention, Children and Youth Services Review, Journal of the Experimental Analysis of Behavior and a guest associate editor for Education and Treatment of Children. Dr. Bloom’s research interests include assessment and treatment of problem behavior and translational approaches to reinforce efficacy. Dr. Bloom has been involved in the modification of functional analysis methodology into a trial-based format in order to facilitate its use in educational and other settings.

TOM BYRNE

Tom Byrne began teaching at MCLA in the Fall of 1998. He received his Ph.D. in Experimental Psychology in 1998 at Western Michigan University, where he also completed a graduate certificate program in Alcohol and Drug Abuse. He has been a Board Certified Behavior Analyst since December 2001. Dr. Byrne teaches Drugs and Human Behavior, Biological Psychology, and the behavior analysis sequence of Behavior Analysis, research in Behavior Analysis, and Functional Assessment. He has also offered a core-curriculum course entitled The Science of Behavior and has recently developed a course in critical thinking called Psychology of Superstition and The Unexplained. Dr. Byrne maintains an active research laboratory primarily focused on basic learning principles and behavioral pharmacology. His research has been published in several peer-reviewed journals including The Journal of the Experimental Analysis of Behavior, The Psychological Record, Pharmacology Biochemistry and Behavior, and the Skeptical Inquirer.
CHRISTOPHER PODLESNIK
Florida Institute of Technology, The Scott Center for Autism Treatment, & The University of Auckland

Dr. Podlesnik received his BA in psychology from West Virginia University, his Master’s and PhD in psychology from Utah State University, and gained postdoctoral research experience in behavioral pharmacology at The University of Michigan. He was a faculty member at The University of Auckland in New Zealand and still holds a position of Honorary Academic there. His research interests mainly involve understanding the role of fundamental learning processes in behavioral persistence and relapse, with an emphasis on translational research. His clinical research interests are in understanding the behavioral processes involved in the maintenance and treatment of severe problem behavior. Chris is currently an Associate Editor for the Journal of the Experimental Analysis of Behavior. He also is program chair and president-elect of the Society for the Quantitative Analyses of Behavior, board member of the Society for the Experimental Analysis of Behavior, and received both the 2011 B.F. Skinner Early Career Award from Division 25 of the American Psychological Association and the 2016 Federation of Associations in Behavior and Brain Sciences Early Career Impact Award for the Association for Behavior Analysis International.

CLAUDIA DOZIER
University of Kansas

Dr. Claudia Dozier conducts applied research at the Edna A. Hill Child Development Center with her students on the University of Kansas campus. Her research interests are in applied behavior analysis and early childhood education and intervention for children with and without developmental disabilities, and specifically in the assessment and treatment of inappropriate behavior (e.g., aggression, property destruction, self-injury, stereotypy, noncompliance), evaluation of procedures to increase appropriate behavior (e.g., language and communication skills, social interaction skills, self-help skills, academic skills), and determination of variables that may affect preference and reinforcer efficacy. She serves on the editorial boards of the Journal of Applied Behavior Analysis and Behavior Analysis in Practice. In addition, she is a guest associate editor for the Journal of Applied Behavior Analysis. She has been asked to provide guest editorial reviews for Education and Treatment of Children, Journal of Autism and Developmental Disabilities, Exceptional Children, and Teaching of Psychology. Currently, Dr. Dozier is a member of the Kansas Center for Autism Research and Training (KCART)/Life Span Institute Task Force. In addition, with her students, she provides training and clinical services through KCART. She is also the founder of the Functional Analysis Clinic for Children with Problem Behavior.

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**Jennifer Benner-Tennison**

We went with accuPoint over CR for a variety of reasons - but one thing we really loved was that accuPoint was able to create a system that worked for us in all facets. We haven’t had to compromise on any of our wants or needs thus far. I love it and the system didn’t do it - they’ve made it possible (and in an extremely timely fashion). Top notch customer service!

**Kathy Woodhouse Lopez**

I am the founder and director of a quality focused Applied Behavior Analysis company, Acuity Behavior Solutions, in southern CA. We are so happy with the service at AccuPoint. Their system helps us manage everything for our practice, including billing, scheduling, HR information for employees, client information, document retention, management of authorizations, payroll reporting, etc. They also have the capability for collecting data in their system. They are great to work with and help us out whenever there are technical needs. I highly recommend them for any agency - small or large!

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**Lindsay Pendleton Nguyen**

For those of you who use AccuPoint for your practice management software, or are thinking about it, I just wanted to let you know that they are now adding claims collections to their list of services. We have over 100 clients, and they have helped me receive payment for claims that I've been trying to get paid for a while. This allows me to focus my time and energy on running my practice, rather than chasing after insurance companies. I highly recommend AccuPoint!

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**Michele Mayer**

On this Thanksgiving eve day, I have to give a shout-out to the team at AccuPoint who have made our business so much easier every day. Three Thanksgivings in with this awesome team and still feeling #verythankful for all your help and support.
WEDNESDAY OCTOBER 11, 2017: THE BEHAVIOR ANALYST MASTER SERIES

12:30 PM-7:00 PM, Room 917
Workshop: All About Insurance and Other Third-party Payment for ABA (6.0 CE’s: BACB)
LORRI SHEALY UNUMB (Vice President, State Government Affairs, Autism Speaks)
Over the past decade, there has been a national movement toward legislating meaningful health insurance coverage for individuals with autism. Since 2007, more than 40 states have enacted legislation requiring coverage of ABA. In this session, we will explore the laws that now require health insurance and Medicaid coverage of ABA. We will discuss the gaps in coverage that remain and strategies for filling those gaps. We will discuss pitfalls that providers should watch out for when attempting to utilize insurance and Medicaid benefits. Finally, we will examine various laws that providers should be aware of when operating in the insurance/Medicaid billing environment.

12:30 PM-3:30 PM, Room 904
Workshop: Establishing Social Repertoires in Toddlers with Autism: The Nuts and Bolts of Teaching (3.0 CE’s: BACB)
REBECCA MACDONALD, PAMELA PETERSON, BRIANNA R. HOLOHAN, & CAROLYN WALKER
(New England Center for Children)
It is widely known that Early Intensive Behavioral Intervention (EIBI) can produce large gains in social, cognitive, and language development in children with ASD, especially when treatment begins prior to their second birthday. The nature of EIBI requires that instruction be delivered throughout the child’s waking day. Naturalistic behavioral teaching strategies have been used to teach a wide variety of social skills, including responding to joint attention bids; engaging in functional play skills; and making functional requests. The purpose of the present workshop is to highlight key social skills to include in EIBI and to provide strategies for training therapists and parents on the delivery of these services. A variety of exercises will allow participants to identify learning opportunities and practice developing and implementing treatment protocols. In addition, we will present staff and parent training protocols and review data from our research on the efficacy of these procedures.

12:30 PM-3:30 PM, Room 168
Workshop: Ethics for Behavior Analysts (Exact Title TBA) (3.0 CE’s: BACB)
JON S. BAILEY (Florida State University)
Abstract TBA

12:30 PM-3:30 PM, Room 174
Workshop: A Behavioral Approach to Language Assessment for Children with Autism (3.0 CE’s: BACB)
MARK L. SUNDBERG (Sundberg and Associates)
This workshop will describe the application of Skinner’s (1957) analysis of verbal behavior to language assessment for children with special needs. Participants will learn how to use The Verbal Behavior Milestones Assessment and Placement Program (The VB-MAPP) as a way to identify a child’s existing language and social skills. In addition, participants will learn how to use the VB-MAPP Barriers Assessment as a way to identify potential language, learning, or social barriers that may be impeding a child’s skill acquisition. Participants will then learn how to use the results of a child’s VB-MAPP assessments to identify intervention priorities and establish IEP goals.
12:30 PM-3:30 PM, Room 163
Workshop: Automatic Positive and Negative Reinforcement: Repetitive Behavior and Anxiety (3.0 CE’s: BACB)
WILLIAM H. AHEARN (New England Center for Children & Western New England University)

The concept of automatically reinforced behavior is complex. Skinner introduced the term in Science and Human Behavior and Verbal Behavior. It is critically important for understanding certain types of behavior, especially higher-order human behavior. There will be an overview of Skinner’s descriptions of three types of responses described as automatically reinforced. Applied behavior analytic research on automatically reinforced problem behavior will be reviewed briefly, and both automatic positive reinforcement and automatic negative reinforcement will be discussed. Best practices in the assessment and treatment of automatically reinforced stereotypic behavior will be presented, with a focus on response interruption and redirection (RIRD) procedures. Assessment and treatment of automatically negatively reinforced behavior in the form of anxiety will also be discussed and procedures for treating anxiety in medical facilities, activities of daily living, noisy environments, and other settings will be described.

12:30 PM-3:30 PM, Room 165
Workshop: BCBA Supervision Workshop: Guidelines, Curriculum, and Ethics (3.0 CE’s: BACB)
ALLEN KARSINA (New England Center for Children)

This 3-hr workshop is divided into three parts. In the first hour, we will cover guidelines, considerations, and recommendations for providing supervision based upon the behavior-analytic literature. Specifically, we will review the supervision model proposed by Turner, Fischer, and Luiselli (2016), group instruction recommendations by Valentino, LeBlanc, and Sellers (2016), and barriers to successful supervision (Sellers, LeBlanc, & Valentino, 2016). During the second hour, we will review a system for designing a curriculum for supervision based on the BCBA/BCaBA Task List (4th and 5th editions). A system composed of project-based “supervision modules” will be presented, along with practical and logistical considerations. In the last hour, we will review the ethics of supervision through discussion of scenarios designed to illustrate the supervision section of the BACB Professional and Ethical Compliance Code for Behavior Analysts.

3:30 PM- 4:00 PM BREAK WITH REFRESHMENTS

4:00 PM-7:00 PM, Room 162
Workshop: Behavior Therapy for Children with Tic Disorders (3.0 CE’s: BACB)
DOUGLAS WOODS (Marquette University)

Tourette Syndrome is a neurological condition consisting of multiple motor and vocal tics. There has been a growing recognition about the utility of comprehensive behavior therapy for tics (CBIT) in managing the symptoms of Tourette Syndrome in children and adults. CBIT combines elements of habit reversal training with psychoeducation and function-based behavioral interventions. In the current workshop, the presenter will describe CBIT as used in the treatment of children and adults with Tourette Syndrome. In addition to learning the general therapeutic techniques, attendees will learn to appreciate the diagnostic complexities associated with tic disorders, and will learn about the underlying theory for behavioral intervention, the data supporting the model, and data on the efficacy of the treatment. Various instructional technologies will be employed including didactic instructions and videotaped samples of actual treatment.

4:00 PM-7:00 PM, Room 165
Workshop: Communication Assessment and Treatment for Students with Minimal Verbal Skills (3.0 CE’s: BACB)
NANCY BRADY (University of Kansas)

Assessing and treating students who have minimal verbal skills (i.e., fewer than 20 functional words/signs/symbols) can be challenging. The first hour of this presentation will focus on a strength-based assessment developed by the presenter, called the Communication Complexity Scale. The remainder of the presentation will focus on a multimodal intervention developed to teach speech to children with minimal verbal skills. In this workshop, participants will learn strategies to promote initiated communication during assessments, how to select target vocabulary based on individual sound patterns, and how to teach spoken words through prompting combined with joint book reading and an AAC activity.
4:00 PM-7:00 PM, Room 174
Workshop: Evidence-Based Strategies for Promoting and Maintaining Quality in Adult Services for People with Severe Disabilities (3.0 CE's: BACB)
DENNIS REID (Carolina Behavior Analysis and Support Center)
This workshop will describe critical, evidence-based strategies for promoting and maintaining quality within services specifically for adults with autism and other severe disabilities. The strategies to be presented are based on over four decades of behavior analytic research and application in residential and day-support settings for adults. Topics to be discussed include the fundamental differences in goals for services for adults versus children, basic skill sets required of support staff, key performance responsibilities of staff warranting regular attention and action by supervisors, characteristics of environments that promote meaningful and enjoyable daily routines, and supervisory expectations and skills necessary for ensuring day-to-day quality in service provision. The most common obstacles to quality services will also be presented (e.g., staff shortages, insufficient work motivation) along with research-based means of overcoming the obstacles. Finally, how behavior analysts can impact adult services from supervisory, consultative, and clinical perspectives will be described.

4:00 PM-7:00 PM, Room 163
Workshop: Flexible and Focused: Teaching Executive Function Skills to Individuals with Autism (3.0 CE's: BACB)
JONATHAN TARBOX (University of Southern California and FirstSteps for Kids)
The term “executive function” (EF) is a cognitive term that encompasses multiple inferred brain mechanisms that are said to control attention and goal-directed behavior. The field of EF is replete with invented hypothetical mentalistic explanatory fictions. However, many of the hypothetical constructs correspond to very real behavioral repertoires that are critical to everyday functioning for typically developing adult humans. For example, behaviors involved in attention, working memory, flexibility, and problem-solving, to name a few, are crucial to success in real life on a day to day basis. The science of behavior analysis has neglected to address most of these behaviors, likely because they involve highly complex functional relations and private events. In this presentation, we will describe the philosophical and theoretical basis for addressing EF from a radical behavioral perspective and provide potential behavior analytic conceptual interpretations of some of the supposed EF constructs. In addition, we will present sample data from several previously published and ongoing studies that have attempted to establish some of these complex repertoires of behavior in children with autism who did not previously display them.

4:00 PM-7:00 PM, Room 168
Workshop: An Overview of Behavioral Pharmacology (3.0 CE's: BACB)
ALAN POLING (Western Michigan University)
People who participant in this workshop will learn the rudiments of behavioral pharmacology. Topics to be considered include behavioral assessment of drug effects, behavioral mechanisms of drug action, and variables that modulate effects. Emphasis will be placed on how behavioral pharmacology helps to explain the variability in drug effects commonly observed within and across people and situations.

4:00 PM-7:00 PM, Room 904
Workshop: OBM Tips for New and Experienced Managers and Practitioners (3.0 CE's: BACB)
NIC WEATHERLY (Florida Institute of Technology)
The success of our work as behavior analysts lies on our ability to deliver sound treatment while working within the parameters of our work environment. Each work environment offers unique clinical, managerial, and ethical challenges and many of these challenges can make or break the efficacy of your services. As a practitioner, you might need others to collect data, implement your treatment plan, or help you deliver services. As a practitioner who has been promoted to a role as supervisor or manager, your scope of practice has now shifted from clinical services to managing employee performance. The purpose of this workshop is to provide new and experienced managers and practitioners helpful tips that can help enhance their continued education related to the application of behavior analysis to areas of performance management.
THURSDAY OCTOBER 12, 2017

9:00 AM-9:50 AM, Auditorium (1st floor)
Simulcast in Room 163
Invited Address: On the Diversity of Practice Areas in Applied Behavior Analysis (1.0 CE's: BACB)
JAMES E. CARR (Behavior Analyst Certification Board)

9:00 AM-11:50 AM, Hadley Room
Workshop. Creating Free and Customizable Electronic Data Collection Systems - No Advanced Computer Skills Necessary (3.0 CE's: BACB)
PAUL HEERING (May Institute)
There are many options for electronic data collection. Many of these solutions either have hefty price tags or limited options for customization. This workshop will demonstrate how to use a free online solution to create customizable electronic data collections systems that allow for online data entry using a computer, tablet or smartphone. Workshop attendees will be shown every step to create these systems. This will include setting up data sheets, reviewing all data entry options (including using pictures as the multiple-choice options), viewing online results, creating automatically updating graphs, notifications, and more. No advanced computer skills are required, anyone who can navigate a website or send emails will be able to complete this workshop. Due to the workshop’s hands-on nature, attendees are encouraged to bring a laptop. At the conclusion of the workshop attendees will be given access to approximately 100 video tutorials demonstrating everything learned in the workshop.

9:00 AM-11:50 AM, Room 904
Workshop: From the Classroom to Workforce: Teaching Vocational Skills to Individuals with an Autism Spectrum Disorder (3.0 CE's: BACB and PSYCH)
JULIE WEISS, JULIE LEBLANC, & CHRISTINE PELLERIN (New England Center for Children)
Developing a successful vocational program for individuals with an autism spectrum disorder (ASD) is a process that begins in elementary school and continues through high school. In this workshop, we will review current methods to determine children’s job preferences and strengths. Secondly, we will review the importance of both work and social skills in establishing a career plan and goals. School-based vocational training includes teaching appropriate work habits, developing positive attitudes toward employment, and learning basic vocational tasks. For an individual with an ASD, “vocational academic” activities aimed at increasing career awareness and employment preparation are essential. In this workshop, we will describe the components of school-based vocational training in an ABA program for children with an ASD. Examples of vocational training, including curriculum development, successful job matches, means for developing opportunities for children to sample potential work options, and long-term development of career goals, will be reviewed.

9:00 AM-11:50 AM, Room 905
Professional Practice Workshop. Becoming an Expert on CPT Codes (3.0 CE's: BACB)
KATHERINE JOHNSON (Advances Learning Center), ASHLEY WILLIAMS (ABACS), BRANDON HERSCOVITCH (ABACS), & KEVIN SCHLICHENMEYER (The Autism Community Therapists)
This workshop provides attendees with a detailed description of the American Medical Association’s CPT codes, used for billing ABA services. Attendees will understand what is billable and non-billable under the CPT codes, when to use each code and how these codes differ from the HCPCS codes. General considerations will be discussed with regard to valuing CPT and HCPCS billing code sets, considering practice expenses, and practice fee schedules, within the constraints of relevant antitrust laws. An update will also be provided on proposed revisions and amendments to the current CPT codes.
10:00 AM-10:50 AM, Auditorium
Invited Address: Behavior Analysis Telehealth Services Around the Globe: Teaching Parents to Treat Problem Behavior at Home (1.0 CE’s: BACB and PSYCH)
DOROTHEA C. LERMAN (University of Houston, Clear Lake), Loukia Tsami (University of Houston, Clear Lake), & Ozlem Toper (Uludag University).

10:00 AM-10:50 AM, Room 163
Invited Address: The Behavior of the Reader (1.0 CE’s: BACB and PSYCH)
DAVID PALMER (Smith College)

10:00 AM-10:50 AM, Room 168
Invited Address: The Promise of Applied Behavioral Economics: Examples from Under the Dome (1.0 CE’s: BACB)
DEREK REED (University of Kansas)

10:00 AM- 11:20 AM
Amherst Room (10th Floor) Symposium: Hedonic Scaling (i.e., picking good reinforcers) (1.5 CE’s: BACB)
Chair: JASON BOURRET (New England Center for Children)
Discussant: ISER DELEON (University of Florida)
Mechanics of Demand. JOSHUA JACKSON & Jason Bourret (New England Center for Children)
Comparison of Paired Stimulus Preference Assessment and Progressive Ratio Data. SHAWN JANETZKE & Jason Bourret (New England Center for Children)
Comparing the Reinforcing Efficacy of Tokens and Backup Reinforcers. STEPHANIE BONFONTE & Jason Bourret (New England Center for Children)

10:00 AM- 11:20 AM, Room 162
Symposium: Advances in Teaching Conditional Discriminations, Tacts, and Intraverbals to Individuals with Autism Spectrum Disorder (1.5 CE’s: BACB)
Chair: JASON VLADESCU (Caldwell University)
Evaluation of Procedures to Teach Multiply Controlled Intraverbals to Children with Autism Spectrum Disorder. ASHLEY SILBERMAN (Caldwell University), April Kisamore (Caldwell University), Laura Grow (California State University – Fresno), Jason Vladescu (Caldwell University), Lauren Goodwyn (Caldwell University), & Catherine Taylor-Santa (Caldwell University)
The Effect of Reinforcer Choice on Skill Acquisition in Children with Autism Spectrum Disorder. JESSIE NORTHGRAVE (Caldwell University), Jason Vladescu (Caldwell University), Ruth DeBar (Caldwell University), & Karen Toussaint (University of North Texas)
Evaluating the Effects of Reinforcement Magnitude Using a Token Economy. KAITLYN DONOVAN (Caldwell University), Ruth DeBar (Caldwell University), Jason Vladescu (Caldwell University), & Karen Toussaint (University of North Texas)
10:00 AM- 11:20 AM, Room 165
Symposium: Procedural Integrity: The Role of Technology in Best Practice (1.5 CE’s: BACB)
Chair: REBECCA MACDONALD (New England Center for Children & Western New England University)
Increasing Procedural integrity with Graduated Guidance through Video Modeling. ELEANOR GILES (New England Center for Children) & Rebecca MacDonald (New England Center for Children & Western New England University)
Training Therapists and Parents to Implement Joint Attention Procedures. BRIANNA HOLOHAN (New England Center for Children) & Rebecca MacDonald (New England Center for Children & Western New England University)
A Preliminary Investigation of Train to Code for Teaching Match-to-Sample Skills. RYLAND BAKER (New England Center for Children), Kelly James (New England Center for Children), Danielle Dickie (New England Center for Children), Allen Karsina (New England Center for Children & Western New England University), & David Eckerman (University of North Carolina at Chapel Hill)
Comparing Procedures for Training Staff to Create Single-Subject Design Graphs Using GraphPad Prism. SYDNEY BERKMAN (New England Center for Children), Eileen Roscoe, (New England Center for Children & Western New England University), & Jason Bourret, Jason (New England Center for Children & Western New England University)

10:00 AM- 10:50 AM, Room 174
Paper Session: Advances in Social Skills Research (1.0 CE’s: BACB)
Modeling to Teach Play Comments to Dyads with ASD. ESSMA EZZEDDINE (Caldwell University), Ruth M. DeBar, (Caldwell University), Sharon A. Reeve (Caldwell University), & Dawn Buffington Townsend (The Institute for Educational Achievement)
The Use of a Stimulus Pairing Procedure to Increase Compliance across Staff and Environments. ELIZABETH KIRBY (Hopeful Journeys Educational Center, Endicott College)

10:00 AM- 11:20 AM, Room 804
Tutorial: Licensure and Ethics in Massachusetts: Beyond Grandfathering (1.5 CE’s: BACB)
WILLIAM H. AHEARN (New England Center for Children and Western New England University)

10:30 AM- 11:50 AM, Room 917
Workshop: But What Do I Teach Now? Where to Begin with Individualized Program Development (1.5 CE’s: BACB)
AMY FOLEY & KRISTIN COLBERT (Melmark New England)
Over time, experts in varied fields including education and psychology have provided theories regarding learning, methods of instruction, and precisely what skills should be included (Lipsey & Wilson, 1993). When working with exceptional clients, professionals need to be versed in evidence-based theories, methods, and skills, as well as processes to individualize targets. We will be reviewing educational theories as they relate to teaching exceptional clients, and focusing on selecting skills to assess (referencing curriculum frameworks, client history of learning and prior knowledge, motivation, etc.). The analysis of formal assessment data, scope and sequence of skills and specific, fluid baseline data collection methods will be outlined. The importance of data analysis in relation to program development will be highlighted. Workshop participants are expected to actively participate in the analysis of visual displays of assessment and baseline data across multiple conditions, and determining skill level through video reviews of skills being completed.

11:00 AM- 11:50 AM, Auditorium
Invited Address: Evidence-Based Performance Management: Applying Behavioral Science to Support Practitioners (1.0 CE’s: BACB)
FLORENCE DIGENNAZO REED (University of Kansas)
11:00 AM- 11:50 AM, Room 163
Invited Address: Self-Control and the Treatment of Impulsivity (1.0 CE’s: BACB and PSYCH)
WILLIAM BAUM (University of California, Davis).

11:00 AM- 11:50 AM, Room 168
Invited Address: Generative Procedures to Establish Basic Music Skills (1.0 CE’s: BACB)
CAIO MIGUEL (California State University, Sacramento).

11:30 AM- 12:50 PM - STUDENT UNION BALLROOM AND MARRIOTT ROOM (11TH FLOOR) LUNCH

12:00 PM- 12:50 PM, Dukes Room
BABAT Board of Director’s Meeting

1:00 PM- 1:50 PM, Auditorium
Invited Address: Autism and ABA: Let Me Hear YOUR Voice (1.0 CE: BACB and PSYCH)
LORRI S. UNUMB (Autism Speaks)

1:00 PM- 1:50 PM, Room 163
Invited Address: Functional Communication: Disruption, Persistence, and Response Re-emergence (1.0 CE’s: BACB and PSYCH)
JOEL E. RINGDAHL (University of Georgia)

1:00 PM-1:50 PM, Amherst Room
Invited Address: Title: Catchen’ em Early: Does it Really Matter? (1.0 CE’s: BACB and PSYCH)
REBECCA MACDONALD (New England Center for Children)

1:00 PM-1:50 PM, Room 162
Invited Address: Bringing Behavior Analysis to Mainstream Neurology: The Case of Tourette Syndrome (1.0 CE’s: BACB and PSYCH)
DOUGLAS WOODS (Marquette University)

1:00 PM-1:50 PM, Room 174
Tutorial: Research Ethics and the IRB Process (1.0 CE’s: BACB)
RICHARD B. GRAFF (May Institute)

1:00 PM-1:50 PM, Room 165
Panel Discussion: The Pearls and Perils of Graduate Programs in ABA (1.0 CE’s: BACB)
Panelists: DARLENE CRONE-TODD (Salem State University) AND JACQUELYN MACDONALD (Regis College)

2:00 PM- 2:50 PM, Auditorium
Invited Address: The Lost Art of Classroom-Based Group Contingency Research (1.0 CE’s: BACB and PSYCH)
SUNGWOO KAHNG (University of Missouri)

2:00 PM- 2:50 PM, Room 163
Invited Address: Behavior Analyst Teach Thyself: Behavior Analytic Academic Content Taught with Stimulus Equivalence-Based Instruction (1.0 CE’s: BACB)
KENNETH REEVE (Caldwell University)
2:00 PM- 2:50 PM, Room 168
Invited Address: Conditioned Reinforcement May Not be a Thing (1.0 CE's: BACB)
JASON BOURRET (New England Center for Children)

2:00 PM- 3:20 PM, Room 165
Symposium: Interventions Related to Health and Medical Procedures (1.5 CE's: BACB)
Chair: TBD
The Effects of a Video-Enhanced Fitness Schedule on Exercise Behavior. RAQUEL TORRES (Caldwell University), Ruth M. DeBar (Caldwell University), Sharon A. Reeve (Caldwell University), Linda Meyer (Linda S. Meyer Consulting, LLC), & Tina Covington (Hawthorne Country Day School)
Increasing Adherence to Medical Exams for Individuals with Autism. HAILEE STUESSER (New England Center for Children) & Eileen Roscoe, Eileen (New England Center for Children & Western New England University)
Evaluating the Effects of Video Modeling and Visual Supports on Preschoolers’ Compliance With Dental Procedures. KARLY CORDOVA (Nova Southeastern University)

2:00 PM-3:20 PM, Room 162
Symposium: Evidence Based Practice in Social Skills Interventions for Individuals Diagnosed With ASD (1.5 CE's: BACB)
Chair: JOSEPH CIHON (Autism Partnership Foundation, Endicott College)
EBPS, Behavior Analytic Organizations, Certification, and Licensure. MICHAEL DORSEY (Endicott College)

2:00 PM-3:20 PM, Amherst Room
Symposium: Application and Extension of a Skill-Based Treatment to Relevant Caregivers and Automatically Maintained Behavior (1.5 CE's: BACB)
Chair: HOLLY GOVER (Western New England University)
A Technological Description of Skill-Based Treatment Extension to Relevant Caregivers. ADITHYAN RAJARAMAN, Gregory P. Hanley, Kelsey W. Ruppel, Robin Landa, Holly Gover, & Alexia Higuera (Western New England University)
A Technological Description of Teaching Parents to Implement Skill-Based Treatment of Socially-Mediated Problem Behavior. ROBIN LANDA & Gregory P. Hanley (Western New England University)
Treating Stereotypy with FCT, Tolerance Training, and Response Chaining. JESSICA D. SLATON (Nashoba Learning Group and Western New England University), Gregory P. Hanley (Western New England University), & Kelsey W. Ruppel (Western New England University)
Skill-Based Treatment for Mouthing Non-Food Items. KELSEY W. RUPPEL (Western New England University), Gregory P. Hanley (Western New England University), & Jessica D. Slaton (Nashoba Learning Group and Western New England University)

2:00 PM-3:20 PM, Room 174
Symposium: Novel Approaches for Integrating Behavior Analytic Practice into the General Education Setting (1.5 CE's: BACB)
Chair: LAURA TURNER (University of Saint Joseph)
Discussant: AMANDA LAPRIME (The Center for Children with Special Needs)
Video Modeling plus Video Performance Feedback to Train General Educators to use Naturalistic Teaching Procedures. SARAH DEAN (University of Saint Joseph), Laura Turner (University of Saint Joseph), Aaron Fischer, (University of Utah)
Using Video Models to Teach Preference Assessments to General Educators: Comparing Multiple Exemplars to Non-Exemplars. JESSICA DICICCIO, Laura Turner, & John Molteni (University of Saint Joseph)
Improving Academic Engagement of Middle School Students using a Randomized Dependent Group Contingency of Reinforcement. KAYLA NASCIMENTO, Nicole Groskreutz, & John Molteni (University of Saint Joseph)
2:00 PM-3:20 PM, Room 804
Panel Discussion: So You Want To Make a Difference? Consider a Career in Adult Services (1.5 CE’s: BACB)
Chair: CYNTHIA ANDERSON (May Institute)
Panelists: FLORENCE DIGENNARO-REED (University of Kansas), MARGARET WALSH (May Institute), & JACLYN CAPORALE (May Institute)

2:00 PM-3:20 PM, Hadley Room
Workshop: Learning in The Workplace: Using Performance Diagnostics to Improve Staff Performance (1.5 CE’s: BACB and PSYCH)
ELIZABETH SELLINGER, KATHRYN CYR, TAMARA SHOOK, & VICTORIA GOMEZ (Institute of Professional Practice)
Organizational Behavior Management (OBM) is an off-shoot of Applied Behavior Analysis that offers a variety of effective strategies for supervisors to utilize within the workplace. Performance Management is one focus of OBM which involves analyzing staff behavior (one staff or a group of staff) within a system. This workshop will walk participants through the process of assessing and analyzing staff behavior (i.e., ABC Analysis). Following identification of critical behaviors, trial interventions will be discussed including the use of evidenced based procedures including: behavior skills training, coaching, and self-management. A case example of this process completed at a private special education school in CT will be showcased. Outcome data and future considerations will be shared and discussed.

2:00 PM-4:50 PM, Room 917
Workshop: The Training Curriculum for Supervisors of ABA Technicians in Autism Programs (3.0 CE’s: BACB)
TIM COURTNEY (Little Star Center)
The training content is designed to train supervisors and aspiring supervisors in evidence-based methods of supervising staff who provide applied behavior analysis (ABA) services for people with autism. The content is based on over four decades of ABA research on staff training and supervision as well as the authors’ hands on experience. The content includes critical supervision knowledge and skills coinciding with the Behavior Analysis Certification Board (BACB) task list for effective supervision. The content is relevant for supervisors of staff providing comprehensive and/or focused ABA services across a variety of settings, including center-based, homes, schools, and clinics.

2:00 PM-4:50 PM, Room 905
Professional Practice Workshop: A Comprehensive Look at Authorizations, Appeals, & Peer Reviews (3.0 CE’s: BACB)
JULIE KORNACK (Center for Autism and Related Disorders), ASHLEY WILLIAMS (ABACS), THEA DAVIS (Autism Bridges), BRANDON HERSCOVITCH (ABACS), & CATHY BOOTH (Autism Bridges)
In this workshop, attendees will be guided through the authorization and appeals processes. Attendees will be exposed to state and federal laws that all clinicians should be aware of that guide and support clinical recommendations, continuity of services, and access to care for the populations served. This workshop provides an emphasis on creating internal processes and procedures to lend support to clinician’s recommendations for service delivery based on medical necessity. Attendees will be provided with guidance on submitting authorizations and appeals, preparing for and holding a utilization/peer reviews, holding external reviews, and contacting relevant representatives when violations occur. Common reasons for denial of services and recommendations for generating support for these services will be a focus of this workshop (i.e., insurance-funded services in schools, role of parent training, location of services, services that are “educational” in nature).

3:00 PM-3:50 PM, Auditorium
Invited Address: Generalization: What’s it All About Anyway? (1.0 CE’s: BACB and PSYCH)
SHARON REEVE (Caldwell University)

3:00 PM-3:50 PM, Room 163
Invited Address: Why Your Distant Reinforcers Aren’t! The Myth The Madness and The Fix! (1.0 CE’s: BACB)
MERRILL WINSTON (Professional Crisis Management Association)
3:30 PM- 4:50 PM, Hadley Room
Workshop: Recognizing and Dealing with Everyday Ethical Dilemmas in the Workplace (1.5 CE’s: BACB and PSYCH)
RICHARD B. GRAFF (May Institute)

Behavior analytic practitioners encounter potential ethical dilemmas in the workplace on a regular basis. Some are fairly straightforward; others are more complex. Recognizing and dealing effectively with these situations is a critical skill that all behavior analysts must have. This presentation begins with a review of some common ethical dilemmas that arise in the workplace. We will first review how to assess whether an issue rises to the level of being considered an ethical violation. Next, we will review some strategies for evaluating the complexity of the situation, which may dictate whether or not the behavior analyst has the ability to resolve the situation on their own, or if additional resources are needed. Finally, we will review strategies to deal with complex ethical dilemmas. Understanding how to deal with complex ethical issues will not only help you protect your clients, but will help to protect you as well.

3:30 PM- 4:50 PM, Amherst Room
Symposium: Delay Discounting: Procedural Considerations and Translational Utility (1.5 CE’s: BACB)
Chair: DEREK REED (University of Kansas)
Discussant: AMY ODUM (Utah State University)
Assessing Abbreviated Delay Discounting Paradigms in Rodents. ALLYSON SALZER & Carla Lagorio (University of Wisconsin – Eau Claire)
Examining the Generality of the Hidden Zero Effect Across Five Delay Discounting Assessments. GIDEON NAUDÉ (University of Kansas), Derek Reed (University of Kansas), Brent Kaplan (Virginia Tech Carilion Research Institute), & Todd McKerchar (Jacksonville State University)
Delayed and Probabilistic Discounting of Weather Emergencies in At-Risk Populations. BRET GELINO, Derek Reed, & Gideon Naudé (University of Kansas)

3:30 PM- 4:50 PM, Room 165
Symposium: The Effects of Specific Instructional Methods on Skill Acquisition in Individuals with Autism (1.5 CE’s: BACB)
Chair: NICOLE BOIVIN (Melmark New England)
Discussant: RENEE HARTZ (Melmark New England)
Effect of Instruction Schedules on Skill Acquisition and Challenging Behavior. COLLEEN O’GRADY & Nicole Boivin (Melmark New England)
Using Within-Stimulus Prompting to Teach Reflexivity: Forming a Word-Picture-Object Stimulus Class. BRITTANY BUTLER & Renee Hartz (Melmark New England)

3:30 PM- 4:50 PM, Room 162
Symposium: Analyses and Evaluations of Treatment Integrity (1.5 CE’s: BACB)
Chair: LINDSAY M. FALLON (University of Massachusetts-Boston)
Parents’ Treatment Integrity of Home-Based Behavioral Interventions: Surveying Behavior Analysts’ Current Practices. LINDSAY M. FALLON (University of Massachusetts-Boston), Sadie Cathcart (University of Massachusetts-Boston), & Lisa Sanetti (University of Connecticut)
Considering Treatment Integrity a Behavior Influenced by Antecedents and Consequences: Implications for Evaluation and Support. MELISSA COLLIER-MEEK (University of Massachusetts-Boston), Lindsay Fallon (University of Massachusetts-Boston), & Lisa Sanetti (University of Connecticut)
Teacher-Implemented Trial-Based Functional Analyses for Students with Emotional/Behavioral Disorders. TIMOTHY FLANAGAN, Ruth M. DeBar, Sharon Reeve, Kenneth Reeve, Tina Sidener, April Kisamore, & Douglas Kupferman, Douglas (Caldwell University)
3:30 PM- 4:20 PM, Room 174
**Panel Discussion: Beyond Autism - Expanding Our Scope of Practice (1.0 CE's: BACB)**
Chair: SHANNON SHEA MCDONALD (Endicott College, WCI - Work, Community, Independence)
Panelists: SHANNON SHEA MCDONALD (Endicott College, WCI - Work, Community, Independence), KATE MERRILL (COMPASS School), & MICHAEL DORSEY (Endicott College)

3:30 PM- 4:20 PM, Room 804
**Paper Session: Advancements in Translational Areas of Research (1.0 CE's: BACB)**
The Effects of Antecedent on Delay and Probability Discounting. PAUL JOHNSON (University of Maine Presque Isle)
Examining the Behavior of Remembering Utilizing Eye Movements in a Delayed Match to Sample Task. ELISA HEGG (Simmons College); Ronald Allen (Simmons College), Gretchen Dittrich (Simmons College); & Dave (Smith College)

4:00 PM- 4:50 PM, Auditorium - **BABAT AWARDS CEREMONY**
Chair: Judah Axe (Simmons College) and Gordon DeFalco (Stonebridge Behavioral Services)

**2017 Jerry Shook Practitioner Award**
CHRISTINA BAROSKY (Bierman ABA)

**2017 BF Skinner Foundation Student Research Award**
Habit Reversal Therapy for Stereotypic Movements in Adolescents with Autism Spectrum Disorder. CAITLIN IRWIN (Simmons College). Advisor: Judah B. Axe (Simmons College)

**2017 BABAT Behavior Change for Sustainable World Research Award**
Reducing Energy Consumption in Commercial Printers. Jessica Day-Watkins (Drexel University)

**2017 BABAT Student Paper Award**

5:00 PM- 5:50 PM, Room Auditorium
**SIDMAN AWARD PRESENTATION**
Chair: RICHARD B. GRAFF (May Institute)
Title of talk TBA
JON BAILEY (Florida State University).

6:00 PM-7:30 PM, Room 163
**BABAT POSTER SESSION AND SOCIAL**

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POSTER SESSION

1. Teaching an Adult with Autism Spectrum Disorder to Use an Activity Schedule During Vocational Beekeeping. Jessica Sances, Jessica Day-Watkins, and James Connell (Drexel University).

2. Effects of Modeling and Signage on Composting by College Students. Michael Pelletier, Melanie Byrne, and James Diller (Connecticut State University).

3. Comparing Methods of Momentary Time Sampling. Eris Dodds and Dan Almeida (University of Massachusetts, Boston).


6. The Effects of Rate Feedback Versus Quality Feedback on Task Completion. Erica Pare and Laura Turner (University of Saint Joseph).


10. A Component Analysis of Job Interview Training for Young Adults with Autism Spectrum Disorder. Helena Whitlow, Rocio Rosales, and Nicole Auclair (University of Massachusetts, Lowell).


13. The Effects of Listener Training on the Emergence of Analogical Reasoning. Maria Clara Cordeiro, Careen Meyer, Tatiana Zhirnova, Vernetta Calowet, Devanico Cousins, and Caio Miguel (California State University, Sacramento).


17. Video Modeling with Voiceover Instruction Plus Feedback to Train Staff to Implement a Token Economy. Kaitlyn Schaefer, Sharon A. Reeve, Jason C. Vladescu, and Ruth M. DeBar (Caldwell University).


20. Consultant-Supported Functional Analysis in Educational Settings. Cory Whelan (May Institute; Western New England University) and Gregory Hanley (Western New England University).


22. The Role of Irrelevant, Class-Consistent, and Class-Inconsistent Intraverbals on the Establishment of Equivalence Classes. Amanda Chastain, Svea Love, Shannon Luoma, and Caio Miguel (California State University, Sacramento).


27. The Effects of Negative Reinforcement on Clinical Data Collection. Jessica Buckley, Joanna Fountain, Samuel Meuse (Melmark New England), and Cory Whelan (May Institute).


30. Positive Parent Contact to Enhance Family-School Communication: Does This Improve Classroom Behavior? Sarah Fefer, Ashley Thoma, and Marina Donnelly (University of Massachusetts, Amherst).

FRIDAY, OCTOBER 13, 2017

8:00 AM-8:50 AM, Room 163 BABAT MEMBERS MEETING
Please join us to learn more about our organization and upcoming opportunities with BABAT.

All are welcome!

9:00 AM-9:50 AM, Auditorium (1st floor)

Simulcast in Room 163

Invited Address: The Language of Science: What and How We Know. (1.0 CE’s: BACB)
MATT NORMAND (University of the Pacific)

9:00 AM-11:50 AM, Hadley Room

Workshop: Teaching Problem-Solving Strategies to Increase Academic, Communication, and Social Skills (3.0 CE’s: BACB and PSYCH)
JUDAH AXE (Simmons College) & STEPHANIE PHELAN (ABACS & Simmons College)

Problem solving is defined as manipulating stimuli to increase the probability of arriving at a solution to a problem. When given a problem, such as a question that involves recalling a past event, an individual arrives at a solution by engaging in a few possible behaviors, such as asking herself questions, drawing out possible solutions, and visualizing. A challenge of analyzing problem solving is it often occurs covertly, or within an individual’s skin. Despite limited research, two potential benefits of teaching problem-solving skills to children with disabilities are less rote responding and more generalization. In this workshop, the presenters will provide a conceptual analysis of problem solving and review previous research on using problem solving to teach academic, communication, and social skills. Participants will have the opportunity to brainstorm and get feedback on ways they could incorporate problem-solving instruction into their own practice.

9:00 AM-11:50 AM, Room 917

Workshop: Human Sexuality and Relationship Training for Students with Autism in Applied Settings (3.0 CE’s: BACB and PSYCH)
KIMBERLY DUHANYAN, SILVA ORCHANIAN, & FREDDIE SCIHELLI (Melmark New England)

Sexual education is a standard component in public school curricula for middle and high school students. Teenagers with an autism spectrum disorders or acquired brain injuries are often excluded from human sexuality education for a variety of reasons. This workshop will focus on the importance of healthy human
sexuality and relationship training for male and female students on the autism spectrum and with acquired brain injuries. Following a review of the literature on sexuality training, participants will review sample parental consent forms, baseline data collection and referral systems, and training protocols. The goal of the workshop will be to provide participants with resources to identify students in their settings for whom human sexuality training is needed as well as systems to ensure competent human sexuality and relationship instruction.

9:00 AM- 11:50 AM, Room 905
Workshop: Creating Visual Stimuli Sets for Instruction Using Concept Analysis (3.0 CE's: BACB)
LAURA GRANT & COURTNEY AGARWAL (Bierman ABA Autism Center)
Children with autism often struggle with discrimination and generalization when being taught using visual stimuli. Designing effective programming for learners who have difficulty learning to discriminate and generalize between and across stimuli should be done systematically to ensure all of the salient features of stimuli are taught (Tiemann & Markle, 1990). This presentation will teach staff to identify critical and variable features of visual concepts that are appropriate for teaching within language programs, as well as demonstrate how to create meaningful sets of visual materials by selecting appropriate stimuli to include each of those critical and variable features to ensure clients learn to discriminate and generalize from the beginning stages of instruction. This method is a replacement for traditional methods of design and teaching, which often includes using randomly selected images or pre-packaged flashcards. Individuals attending this workshop must bring a laptop in order to participate in the learning activities.

10:00 AM-10:50 AM, Auditorium
Invited Address: Social Motivation Theories of Autism: Is Insensitivity to Social Reward Really the Problem? (1.0 CE's: BACB and PSYCH)
ISER G. DELEON (University of Florida)

10:00 AM-10:50 AM, Room 163
Invited Address: Using Behavior-Change Medications to Benefit People with Autism: A Skeptical Appraisal (1.0 CE's: BACB and PSYCH)
ALAN POLING (Western Michigan University)

10:00 AM-10:50 AM, Room 162
Invited Address: Understanding Delay Discounting (1.0 CE's: BACB and PSYCH)
AMY ODUM (Utah State University)

10:00 AM- 11:20 AM, Room 168
Symposium: Filling the Gap: Teaching Social and Employment Skills to Adults with Autism and Intellectual Disabilities (1.5 CE's: BACB)
Chair: APRIL KISAMORE (Caldwell University)
Teaching College Students with Autism to Reinforce Conversation Partner Mands Using a Self-Questioning Strategy. CHARLOTTE MANN (University of St. Joseph) & Amanda Karsten (Western New England University)
Effects of a Problem-Solving Strategy on the Completion of Vocational Tasks by Adults with Autism. BERNADETTE BALANE (Caldwell University), April Kisamore (Caldwell University), Tina Sidener (Caldwell University), & James Carr (Behavior Analyst Certification Board)
Assessment and Training of Job-Related Social and Problem-Solving Skills for Adults with Autism. DOROTHEA LERMAN, Carolyn Grob, Channing Langlinais, & Natalie Villante (University of Houston—Clear Lake)
Assessing and Improving the Job Performance of Individuals with Intellectual Disabilities. DAVID WILDER & Madison Smith (Florida Institute of Technology)
10:00 AM- 11:20 AM, Amherst Room
Symposium: Instructional Strategies to Increase Verbal Behavior in Children with Autism Spectrum Disorder (1.5 CE's: BACB)
Chair: BRITTANY LEBLANC (University of Wisconsin-Milwaukee)
Discussant: JASON C. VLADESCO (Caldwell University)
An Assessment of Differential Reinforcement Procedures for Learners with Autism Spectrum Disorder. Kate A. Johnson (Caldwell University), Jason C. Vladescu (Caldwell University), Tiffany Kodak (University of Wisconsin - Milwaukee), Tina Sidener (Caldwell University), & ALEXANDRA M. CAMPANARO (Caldwell University)
An Evaluation of Mand and Tact Assessment Procedures, BRITTANY LEBLANC (University of Wisconsin - Milwaukee), Tiffany Kodak (University of Wisconsin - Milwaukee), Barbara Esch (Esch Behavioral Consultants, LLC), & Dayna Costello, (University of Wisconsin - Milwaukee)
Effects of a Unidirectional Training History on Emergence of Bidirectional Intraverbals. JAMIE FETZER (Caldwell University), April N. Kisamore (Caldwell University), Amanda Karsten (Western New England University), Jason C. Vladescu (Caldwell University), & Catherine Taylor-Santa (Caldwell University)
Using Behavior Chain Interruption Strategy to Teach Adolescents with Autism to Mand for Information. BRIELLE SHERIDAN (Caldwell University), Sharon A. Reeve (Caldwell University), Danielle L. Gureghian (Garden Academy), & April N. Kisamore (Caldwell University)

10:00 AM- 11:20 AM, Room 165
Symposium: Basic to Applied Research in Organizational Behavior Management (1.5 CE's: BACB)
Chair: FLORENCE DIGENNARO REED (University of Kansas)
Further Examination of the Effects of Feedback Accuracy on Task Acquisition: An Extension. DENYS BRAND, Matthew Novak, Samara Tortolero, & Florence DiGennaro Reed (University of Kansas)
Effects of Restricted vs Unrestricted Communication on Team Performance Under Various Incentive Arrangements. MATTHEW NOVAK (University of Kansas), Amy Henley (University of Kansas), Florence DiGennaro Reed (University of Kansas), & Peter Roma (Institutes for Behavior Resources)
Effects of Incentive Magnitude on Work Performance and Predictive Validity of a Hypothetical Work Task. AMY HENLEY (Western New England University) & Florence DiGennaro Reed (University of Kansas)
Increasing the Accuracy of Behavioral Skills Training by Novice Trainers Using Antecedent Training Procedures. TYLER ERATH, Hunter Sundermeyer, & Florence DiGennaro Reed (University of Kansas)

10:00 AM- 11:20 AM, Room 174
Symposium: Variations in Assessment and Treatment and the Effect on Challenging Behavior (1.5 CE's: BACB)
Chair: MICHAEL DORSEY (Endicott College)
Discussant: SUNGWOO KAHNG (University of Missouri & Endicott College)
Self-Injurious Behavior: A Review of the Literature, 2001-2016. LESLEY SHAWLER (Endicott College), Samantha Russo (Eden Autism/Endicott College), Melissa Rae Goodwin Romanowsky (Endicott College), SungWoo Kahng, SungWoo (University of Missouri & Endicott College), & Michael Dorsey (Endicott College)
Systematic Fading of Mechanical Restraints Across Participants and Settings. SAMANTHA RUSSO (Eden Autism/Endicott College), Christopher Tallmadge (Eden Autism), John Hampel (Eden Autism), & Jessica Burns- Caravella (Eden Autism)
The Use of Restraint and Seclusion: A Review Of Current Practices. JENNIFER HILTON (Endicott College)
Use of the Interview Informed Synthesized Contingency Analysis with Adults with Autism and Intellectual Disabilities. SEAN REIGNER, Margaret Walsh, & Cynthia M. Anderson (The May Institute)

11:00 AM- 11:50 AM, Auditorium
Invited Address: Functional Communication Training for Individuals with Neurodevelopmental Disabilities: Breaking Down Geographic Barriers with Videoconferencing Technology (1.0 CE's: BACB and PSYCH)
JENNIFER McCOMAS, Jessica Simacek, & Adele Dimian (University of Minnesota)
11:00 AM- 11:50 AM, Room 163  
Invited Address: Tacting, Describing, Naming and Explaining: The Interpretive Status of Behavior-Analytic Principles (1.0 CE's: BACB)  
PHILIP N. HINELINE (Temple University)

11:00 AM- 11:50 AM, Room 168  
Invited Tutorial: Acquisition and Motivation in Social Skills Instruction (1.0 CE's: BACB and PSYCH)  
EINAR T. INGVARSSON (Virginia Institute of Autism)

11:30 AM- 12:50 PM - STUDENT UNION BALLROOM AND MARRIOTT ROOM (11TH FLOOR) LUNCH

1:00 PM- 1:50 PM, Auditorium  
Invited Address: No Less Worthy: Recommendations for Behavior Analysts Treating Adults with Intellectual Disabilities with Dignity (1.0 CE's: BACB and PSYCH)  
DENNIS REID (Carolina Behavior Analysis and Support Center)

1:00 PM- 1:50 PM, Room 163  
Invited Address: Using Occam’s Razor to Develop and Defend a Behavioural Account of Consciousness (1.0 CE's: BACB)  
JULIAN C. LESLIE (Ulster University, Coleraine, Northern Ireland UK)

1:00 PM- 1:50 PM, Room 168  
Invited Address: An Update on the Behavior Analyst Certification Board (1.0 CE’s: BACB)  
MELISSA NOSIK (Behavior Analyst Certification Board)

1:00 PM- 2:20 PM, Room 162  
Paper Session: Advances in Reinforcement, Measurement, and Generalization (1.5 CE's: BACB)  
Assessing Preference for and Efficacy of Verbal Praise as a Reinforcer for Children with Autism. EMILY SULLIVAN & Richard Serna (University of Massachusetts Lowell)  
The Effects of Observation Size on the Accuracy of Data Collection. JESSICA MILLER, Ruth M. DeBar, Kenneth Reeve, & Sharon Reeve (Caldwell University)  
Mastering a Skill in the Discrete Trial Setting…and BEYOND: Programming for Generalization. SUZANNE REMINGTON-FOX (Rocky Hill CT Public Schools)

1:00 PM- 3:50 PM, Room 904  
Workshop: Conducting Functional Analyses in Applied Settings (3.0 CE's: BACB)  
STEPHANIE PHELAN, (ABACS and Simmons College), ASHLEY WILLIAMS (ABACS and Simmons College), MEGHAN VAN NOSTRAND (ABACS and Simmons College), & BRANDON HERSCOVITCH (ABACS)  
Functional analysis (FA) is a powerful tool for the assessment of challenging behavior in students with autism and other disabilities. FAs systematically manipulate the antecedents and consequences of target behavior so as to experimentally determine the function(s) of that behavior. The literature indicates that treatments based on the results of functional analyses are more effective than treatments based on other assessment methodologies. However, FAs may not be conducted regularly in home- or school-based settings. Several reasons have been cited for this, including the lack of resources typically needed to conduct these analyses. Given that functional analysis is the only experimental methodology available to determine the function of behavior, and that function-based interventions have been demonstrated to more effective, it is important to extend this methodology to applied settings. The current workshop is designed to prepare practitioners to develop and implement FAs in their current setting, within the scope of time and resources typically available for home-based services. Participants will work through the entire assessment process, from identification of procedures, steps to take, analysis of data, and selection of function-based intervention.
1:00 PM-2:20 PM, Amherst Room
Town Hall – Impact of the Affordable Care Act & Proposed Changes to ACA on Services for Individuals with Autism (1.5 CE’s: BACB)
Panelists: JULIE KORNACK (Center for Autism and Related Disorders), LORRI UNUMB (Autism Speaks), ASHLEY WILLIAMS (ABACS), DAN UNUMB, Autism Legal resource center, LLC

1:00 PM-2:20 PM, Room 174
Symposium: Advances in Preference and Reinforcer Assessment Research (1.5 CE’s: BACB)
Chair: RICHARD B. GRAFF (May Institute)
Evaluating the Effects of Motivating Operations on Reinforcer Assessment Outcomes. SARAH ST. GERMAIN & Richard B. Graff (New England Center for Children)
Further Evaluation of the Effects of Motivating Operation Manipulations on Skill Acquisition. KELLY TRUCKSESS (New England Center for Children), Leonie Robinson (Ulster University) & Richard B. Graff (New England Center for Children)
Training Staff to Conduct Competing Items Preference Assessments Using Enhanced Written Instructions. MELISSA ESSER & Richard B. Graff (New England Center for Children)

1:00 PM-2:20 PM, Room 165
Tutorial: Breaking Down Barriers to Implementing BIPs: Using the Problem-Solving Model as a Roadmap to Success (1.5 CE’s: BACB)
Presenters: RAVIT STEIN (EASTCONN Regional Education Service Center), ERIN DUNN (EASTCONN Regional Educational Service Center), ROSE JAFFERY (EASTCONN Regional Education Service Center), ERIN CROSBY (EASTCONN Regional Education Service Center, ASHLEY BOYLE (EASTCONN Regional Education Service Center), & MELISSA COLLIER-MEEK (University of Massachusetts – Boston)

1:00 PM- 3:50 PM, Room 905
Workshop: Teaching Reading Comprehension to Students with Autism Spectrum Disorders (3.0 CE’s: BACB)
KIMBERLY MARSHALL & TINA NEWMAN (CCSN: Center for Children with Special Needs)
Students with Autism Spectrum Disorders (ASD) often experience academic weaknesses, particularly with language-based skills, such as reading comprehension. Specific skills such as making inferences, identifying main ideas, and monitoring for comprehension have been found to be common skill deficits in individuals with ASD. Direct instruction utilizing the science of behavior analysis has been found to be a highly successful methodology for skill development across the domains of language, socialization, and academics with students with ASD. However, applying these methods to reading comprehension instruction is less well documented. Given the importance of reading to academic success and successful functioning in the community, reading interventions that are tailored to students with ASD are critical. This workshop is designed to develop greater competency in addressing the unique learning profiles of students with ASD who have mastered reading fluency, but struggle with comprehension. The essential building blocks of reading comprehension will be reviewed including vocabulary, background information, literal and inferential comprehension, main idea, and the application of cognitive strategies to support comprehension. Lesson plans for component reading comprehension skills based on the principles of behavior analysis will be reviewed and participants will have the opportunity to create plans targeting specific skills in this domain.

1:00 PM- 3:50 PM, Room 917
Workshop: Creating Competent Clinicians: Developing Professional Skills in the Context of Supervision (3.0 CE’s: BACB)
RACHEL CAVALARI (Institute for Child Development, Binghamton University)
Providing supervision for the developing professional is a critical mentoring experience that shapes the trainee and the supervisor in their ongoing contributions to the field. The BACB Supervisor Training Curriculum Outline cites responsibility for improving and maintaining effective repertoires of the trainee, specifying the importance of behavioral skills training along with ongoing objective assessment of specified performance criteria. Additionally, evaluation of supervisee performance per the BACB Experience Supervision Form requires emphasis on the development of a number of clinical and professional skills,
such as self-awareness of weaknesses and the ability to communicate well with others. This workshop will review evidence-based approaches to training and supervision that provide a behavioral framework for appropriate mentoring and guidance during supervision. Specific examples will be provided and applied to case scenarios. This training program is based on the BACB Supervisor Training Curriculum Outline, but is offered independent of the BACB.

1:00 PM- 3:50 PM, Hadley Room
Workshop: Behavioral Systems Development and Ensuring Procedural Integrity in Applied Settings (3.0 CE’s: BACB and PSYCH)
HELENA MAGUIRE & SILVA ORCHANIAN (Melmark New England)

Clinical effectiveness in applied service settings relies on behavior analytic systems development and ongoing integrity monitoring. Ensuring that all levels of staff accurately and consistently implement systems designed to engineer best outcomes is critical for an organization’s success. This workshop will present an overview of the development of a behavioral performance management system focused on development of staff and supervisory training programs, clinical and performance monitoring systems needed for complex clinical programming that have evolved since the development Melmark New England: a private, not for profit, community-based organization serving individuals with ASD, acquired brain injury, neurological diseases and disorders, dual diagnosis, and severe challenging behaviors. Following a review of the OBM literature on systems development, workshop participants will review sample systems, training protocols, performance monitoring tools, and procedures for training supervisors to implement these systems. Participants will be provided with systems to ensure competent and accurate implementation of clinical programs.

2:00 PM- 2:50 PM, Auditorium
Invited Address: Staff Performance Problems in Human Service Settings: Why they Occur and How to Improve Them (1.0 CE’s: BACB and PSYCH)
DAVID WILDER (Florida Institute of Technology)

2:00 PM- 2:50 PM, Room 163
Invited Address: Current Applications of Trial-based Functional Analysis (1.0 CE’s: BACB and PSYCH)
SARAH BLOOM (University of South Florida)

2:00 PM- 2:50 PM, Room 168
Invited Address: Coming up Short: Basic Research on Response Duration (1.0 CE’s: BACB)
TOM BYRNE (Massachusetts College of Liberal Arts)

2:30 PM- 3:50 PM, Amherst Room
Symposium: Bridging the Gap (1.5 CE’s: BACB)
Chair: JASON BOURRET (New England Center for Children)

Persistence of Responding Following DRA in Multiple Phases of Extinction. CORMAC MACMANUS & William H. Ahearn (New England Center for Children)
Enhancing Treatment Effects: Analysis of a Modified DRO Procedure Using Behavioral Momentum Theory. KYLEE DRUGAN-EPPICH, Alex Elfont, Brandi Todaro, & William H. Ahearn (New England Center for Children)
An Analysis of Work Completion during Psychotropic Medication Titrations in Individuals with Developmental Disabilities. AVA MALEY & Jason Bourret (New England Center for Children)
Evaluation of a Visual Imagining Procedure to Teach Remembering to Adolescents with ASD. JULIE STINE (New England Center for Children)

2:30 PM- 3:50 PM, Room 162
Symposium: Moving Beyond Treatment: Increased Analysis to Enhance Outcomes
Chair: ELIZABETH DAYTON (Melmark)

Assessing Maintaining Variables of Multiply-Maintained Problem Behavior via Response Allocation Following Treatment Analyses. JENNIFER QUIGLEY, Elizabeth Dayton, & Arthur Dowdy (Melmark)
Analysis of a Speech Output Device and Possible Interference with Communication. ELIZABETH DAYTON, Timothy Nipe, & Sarahanne Beegle (Melmark)
Manipulating the Establishing Operation for Attention for Individuals with Challenging Behavior Maintained by Social Avoidance. TIMOTHY NIPE, Elizabeth Dayton, & Katharine Gutshall (Melmark)
2:30 PM-3:50 PM, Room 174
Symposium: The Registered Behavior Technician™ (RBT®) Credential: Training Outcomes and Concerns (1.5 CE's: BACB)
Chair: JOSEPH CIHON (Autism Partnership Foundation, Endicott College)
A Comparison of Highly-Structured Versus Self-Paced Training Protocols: Increasing Training Efficiency for Behavior Technicians. LAUREN LANIHER (CARE, LLC & Endicott College) & Thomas Zane (University of Kansas)
The Registered Behavior Technician™ Credential: A Response to Leaf et al. JAMES E. CARR (Behavior Analyst Certification Board)
An Evaluation of Generalizability and Maintenance Outcomes for Competency-Based Training Provided In-Vivo Versus Role Play. MICHAEL DORSEY (Endicott College), Solandy Forte (Endicott College & CCSN: Center for Independence), & Mary Jane Weiss (Endicott College)

2:30 PM-3:50 PM, Room 165
Symposium: Stimulus Equivalence-Based Instruction and Derived Relational Responding: Recent Research and Conceptual Analyses (1.5 CE's: BACB)
Chair: LEIF ALBRIGHT (Caldwell University)
Teaching Religious Literacy Using Stimulus Equivalence Technology. DANIEL FERMAN (Caldwell University), Kenneth Reeve (Caldwell University), Leif Albright (Caldwell University), Jason Vladescu (Caldwell University), & Craig Domanski (The DATA Group)
Using Equivalence-Based Instruction to Teach the Visual Analysis of Graphs. BRYAN BLAIR (Endicott College), Leif Albright (Caldwell University), Jonathan Tarbox (University of Southern California), Jacquelyn MacDonald (Regis College), & Michael Dorsey (Endicott College)
Using Equivalence-Based Instruction to Teach Components of Biological Cells to Elementary School Students. KRISTEN LABATTE, Kenneth Reeve, Briana Ostrosky, Sharon Reeve, & April Kisamore (Caldwell University)

2:30 PM-3:20 PM, Room 804
Panel Discussion: Preparation and Oversight of Early Career BCBAs (1.0 CE's: BACB)
Chair: COLLEEN YORLETS (RCS Behavioral & Educational Consulting & Simmons College)
Panelists: RON ALLEN (Simmons College, Riverside Community Care), MEG BREAULT (RCS Learning Center, Simmons College), NICOLE DAVIS (Northeastern University), CHRISTINA KING (RCS Learning Center, Simmons College), R. W. MAGUIRE (Simmons College), & TIFFANY SZYMANSKI (RCS Behavioral & Educational Consulting)

3:00 PM-3:50 PM, Auditorium
Invited Panel Discussion: Analyzing Private Events and other Complex Topics in Verbal Behavior (1.0 CE's: BACB)
Chair: JUDAH AXE (Simmons College)
Panelists: CAIO MIGUEL (California State University, Sacramento), DAVE PALMER (Smith College), & MARK SUNDBERG (Sunberg & Associates)
Analyzing private events and covert verbal behavior is inherent in a radical behaviorist approach to behavior analysis, yet the analysis certainly presents challenges. How can we talk about covert stimuli when we can’t see them? How can we analyze covert verbal behavior when there is only one observer – the speaker? Is the analysis of covert verbal behavior exactly the same as the analysis of overt verbal behavior, or are there some differences? Students of behavior analysis, practitioners, and researchers continue to struggle with these questions. The purpose of this panel is to attempt to answer some of these questions. The chair will generate a set of questions from students and colleagues prior to the panel, share the questions with the panelists, ask the questions during the panel, and listen to the panelists’ responses. There will also be time for further questions from the audience.

3:00 PM-3:50 PM, Room 163
Invited Address: Translational Research Using Laboratory Models of Persistence and Relapse (1.0 CE's: BACB and PSYCH)
CHRISTOPHER PODLESNIK (Florida Institute of Technology, The Scott Center for Autism Treatment, & The University of Auckland)
Abstract

The core idea of behavior analysis is that behavior is a physical phenomenon that occurs as a function of environmental circumstances. This is the most powerful idea ever invented by mankind for understanding, knowing, and approaching human behavior, especially problem behavior. Everything the idea touches improves. For example, it has done more for persons residing in one tail of the normal distribution than any idea produced since the dawn of time. It has revolutionized approaches to autism, habit disorders, incontinence, addictions, delinquency, and numerous other major concerns of our time. Still, the idea has only begun to be harnessed. Not only can it be used to improve the lives of clients in need, it can also be used to improve the lives of clinicians, indeed the lives of all people. This talk will describe several life hacks that can be derived from behavior analysis to solve everyday life problems and improve the everyday lives of all people willing to engage the hacks. Examples range from conquering groundless fears to improving relations with significant others and much in between.
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Bryan Blair, Ph.D., LABA, BCBA, a former student at the Van Loan School, and current assistant professor and associate director of the Institute for Behavioral Studies at the Van Loan School, will be awarded the 2017 BABA T Student Paper Award for his research on equivalence-based instruction. The award is given to a student who conducted high-quality research in behavior analysis. Come see him present his research at the Awards Ceremony.

Our institute staff, faculty, and students are pleased to contribute to sessions at this year's BABAT conference.

Faculty and Staff Presenters:

2017 BABAT AWARD WINNER

Bryan Blair, Ph.D., LABA, BCBA, a former student at the Van Loan School, and current assistant professor and associate director of the Institute for Behavioral Studies at the Van Loan School, will be awarded the 2017 BABAT Student Paper Award for his research on equivalence-based instruction. The award is given to a student who conducted high-quality research in behavior analysis. Come see him present his research at the Awards Ceremony.

Student Presenters:

Lesley Shawler, Samantha Russo, Melissa Romanowsky, Jennifer Hilton, Joseph Cihon

Michael F. Dorsey, Ph.D., BCBA-D
Professor of Education and Director of the Institute for Behavioral Studies

Mary Jane Weiss, Ph.D., BCBA-D
Director of Programs in ABA and Autism and Professor of Education

Sung Woo Kahng, Ph.D., BCBA-D
Adjunct Doctoral Advisor, the Institute for Behavioral Studies
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