**Association of Professional Behavior Analysts**

**10th Annual Convention**

**March 26 – 28, 2020**

**Sheraton Denver Downtown**

**Denver, CO**

**Preliminary Program**

Please check the final program guide for times and locations of all convention events. It will be available on the convention website as a PDF when ready, and at the convention in printed form.

---

**General Information**

For this year’s convention, Thursday programming consists of pre-convention workshops and meetings. There is a special social event that evening that is included with convention registration. The main convention is Friday and Saturday. On Friday the program begins and ends with keynote addresses (general sessions), with concurrent sessions (workshops, tutorials, symposia, panel discussions, panel presentations, student papers) in between. The convention reception and poster session follows the afternoon keynote. The program on Saturday starts with another keynote address, followed by concurrent sessions throughout the rest of the day. There is a luncheon with roundtable discussions led by invited speakers and other experts, for which a ticket must be purchased.

Registration is required for admission to all convention events and meeting areas. Full convention registration includes admission to all convention events on any 2 or 3 days except the luncheon and roundtable discussions on Saturday, and workshops. One-day registration (Thursday only, Friday only, or Saturday only) includes admission to all convention events on that day except the luncheon and roundtable discussions on Saturday and workshops. The luncheon and workshops require pre-registration and payment of modest additional fees. Click Fees at [https://www.apbahome.net/page/2020conventionhome](https://www.apbahome.net/page/2020conventionhome) for details, and Register for the registration link. Members and those who register by March 4 get the best rates!
Presentation Formats

**Keynote addresses** – Noncompeting 50-minute oral presentations by prominent professionals on research, public policies, and issues related to the practice of applied behavior analysis.

**Tutorials** – 50-minute oral presentations on the scientific evidence about interventions, practical recommendations based on that evidence, conceptual and methodological issues in practice, best business practices, legal and ethical issues, and recent developments affecting the practice of applied behavior analysis.

**Workshops** -- Oral presentations of 2-5 hours designed to provide information and tools that participants can use in their practice. Some workshops will be on Thursday. Some 2- and 3-hr workshops will be on Friday and Saturday. The day and time of each workshop and access to abstracts and presenter bios are on the registration form. *To attend workshops, you must register for the convention and for the workshops.*

**Panel discussions** – 90-minute sessions in which several panelists each make brief oral presentations on a topic or issue, followed by discussion among the panelists and audience members.

**Panel presentations** - Three or four non-research oral presentations designed to provide information or instruction on a topic in the practice of ABA. Session duration is 90 minutes.

**Symposia** - Oral presentations of three research papers on the same topic or related topics with a discussant, or four research papers with no discussant. Sessions are 90 minutes.

**Student paper sessions** – Several oral presentations of research papers by students (15 minutes per paper) grouped in a 60-minute session.

**Posters** - Visual presentations of studies, with authors available to discuss their research. The poster session will be Friday evening in conjunction with the convention reception.
APBA is authorized by the Behavior Analyst Certification Board to offer Learning continuing education units (Provider #OP-10-2067). BACB CEUs will be available for most keynote addresses, tutorials, workshops, symposia, panel presentations, and panel discussions. The number of BACB CEUs available for each eligible event is indicated with the event listing in this program guide.

To obtain CEUs, pay the flat CEU fee in advance, with convention registration. Install the free CEUHelper app on your smart phone or tablet (https://ceuhelper.com), set up an account, and “check in” to the APBA convention on CEUHelper while you are online. You must scan or enter a code (provided at each event) into your device when you enter and leave each CE event; you need not be online for that. Alternatively, you may have a code placed in your name badge for room monitors to scan when you enter and leave CEU events.

Please note:
- CEUHelper will not count CEUs as valid for anyone who enters a session more than 5 minutes after the scheduled start time or leaves before the end of the session.
- You must complete a brief evaluation of each event (included in CEUHelper).

When you are ready to leave the convention, Follow the instructions in the CEUHelper app for “checking out” of the convention and submitting your CEUs to APBA. Once they have been processed, you will receive an email message with instructions for accessing your electronic CE certificate via your CEUHelper account.
## Convention Overview

<table>
<thead>
<tr>
<th>Time</th>
<th>Thursday, March 26</th>
<th>Friday, March 27</th>
<th>Saturday, March 28</th>
</tr>
</thead>
<tbody>
<tr>
<td>All day</td>
<td>7:00 am – 5:30 pm&lt;br&gt;Registration</td>
<td>7:00 am – 5:30 pm&lt;br&gt;Registration</td>
<td>7:00 am – 5:00 pm&lt;br&gt;Registration</td>
</tr>
<tr>
<td></td>
<td>8:00 am – 5:00 pm&lt;br&gt;Exhibits, bookstore</td>
<td>8:00 am – 5:00 pm&lt;br&gt;Exhibits, bookstore</td>
<td>8:00 am – 5:00 pm&lt;br&gt;Exhibits, bookstore</td>
</tr>
<tr>
<td>Morning</td>
<td>8:00 am – 12:00 pm&lt;br&gt;APBA Affiliates meeting</td>
<td>8:00 – 8:15 am&lt;br&gt;Welcome</td>
<td>8:00 – 8:50 am&lt;br&gt;Keynote: Dr. Linda LeBlanc</td>
</tr>
<tr>
<td></td>
<td>9:00 am – 12:00 pm&lt;br&gt;Workshops 1, 2, 3, 4, &amp; 5</td>
<td>8:20 – 9:10 am&lt;br&gt;Keynote: Dr. Warren Bickel</td>
<td>9:10 – 11:30 am&lt;br&gt;Tutorials, symposia, panels</td>
</tr>
<tr>
<td></td>
<td>10:30 am – 12:00 pm&lt;br&gt;Agency CEOs/Directors meeting</td>
<td>9:30 – 11:30 am&lt;br&gt;Tutorials, symposia, panels, workshops 10 &amp; 11</td>
<td></td>
</tr>
<tr>
<td>12:00 – 1:20/1:30 pm</td>
<td>Lunch on your own</td>
<td>Lunch on your own</td>
<td>Luncheon &amp; roundtable discussions (advance registration required)</td>
</tr>
<tr>
<td>Afternoon/evening</td>
<td>1:30 – 3:00 pm&lt;br&gt;APBA Affiliates meeting (cont’d)</td>
<td>1:30 – 4:30 pm&lt;br&gt;Tutorial, symposia, panels, student papers, workshops 12, 13, &amp; 14</td>
<td>1:45 – 5:00 pm&lt;br&gt;Tutorials, panels, student papers, Workshops 15 &amp; 16</td>
</tr>
<tr>
<td></td>
<td>1:30 – 3:00 pm&lt;br&gt;University faculty meeting</td>
<td>4:50 – 5:40 pm&lt;br&gt;Keynote: Dr. James Johnston</td>
<td>3:30 – 4:30 pm&lt;br&gt;APBA members meeting</td>
</tr>
<tr>
<td></td>
<td>1:30 – 3:30 pm&lt;br&gt;Workshop 5 (cont’d)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1:30 – 4:30 pm&lt;br&gt;Workshop 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1:30 – 5:30 pm&lt;br&gt;Workshops 7, 8, &amp; 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3:30 – 5:00 pm&lt;br&gt;Licensing boards meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6:00 – 8:00 pm&lt;br&gt;&quot;Treat yourself” social (included with convention registration)</td>
<td>6:00 – 8:00 pm&lt;br&gt;Reception, cash bar, &amp; poster session (included with convention registration)</td>
<td>5:00 pm&lt;br&gt;ADJOURN</td>
</tr>
</tbody>
</table>
Special Events

Thursday, March 26, 8:00 am - 3:00 pm
Directors Row I
Meeting – APBA Affiliate Organizations
Representatives of APBA Affiliates are invited to learn about and discuss matters that concern their constituents. An update on APBA services to Affiliates and public policies affecting the practice of ABA will be provided, and resources and services the Behavior Analyst Certification Board can provide to Affiliates will be described. Representatives of Affiliates will discuss and share information about various tactics and topics among themselves.

Thursday, March 26, 10:30 am - 12:00 pm
Directors Row E
Meeting – Agency Directors/CEOs
This meeting will provide a forum for directors of agencies and organizations that provide ABA services to discuss issues that concern them, and to offer suggestions as to how APBA might better serve such organizations.

Thursday, March 26, 1:30 – 3:00 pm
Directors Row J
Meeting – University Faculty
This meeting will bring together university faculty who are engaged in training future ABA practitioners so they can share problems, experiences, and solutions they encounter in preparing students for BACB certification, licensure, and professional careers.

Thursday, March 26, 3:30 – 4:30 pm
Directors Row I
Meeting – Licensing Boards/Committees
Representatives of state behavior analyst licensing boards or advisory committees will share information about development and implementation of laws and regulations to license ABA practitioners. University faculty, students, representatives of APBA Affiliate organizations, and others are welcome to attend.

Thursday, March 26, 6:00 – 8:00 pm
Plaza Ballroom
“Treat yourself!” social
In honor of ABA practitioners and those who support them, APBA and the Behavior Analyst Certification Board are co-hosting an evening of self-care and fun activities. The event will feature a massage station, self-defense lesson, t-shirt printing, DJ and dance floor, photo booth, cash bars, appetizers, and some special treats (included with Thursday and full convention registration; name badge required for admission).

Friday, March 27, 6:00 – 8:00 pm
Plaza Foyer
Poster Session, Reception, and Cash Bar
Following the Friday afternoon keynote address, enjoy delicious (and substantial) appetizers, mingle with speakers and colleagues, and chat with poster presenters about their practice-related research. The reception (except beverages) is included with Friday and full convention registration, so be sure to attend!

Saturday, March 28, 12:00 – 1:30 pm
Plaza Ballroom
Luncheon and Roundtable Discussions
Pick up your lunch from the buffet and take it to a round table to join invited speakers, other experts, and colleagues in talking informally about a variety of timely and important topics (indicated by signs on the tables). The luncheon is not included with convention registration; pre-registration and a ticket are required for admission.

Saturday, March 28, 3:30 – 4:30 pm
Directors Row J
Annual Meeting of APBA Members
The mission and principal activities of APBA will be reviewed. Members will have opportunities to ask questions about the organization’s structure and functions, and to offer suggestions as to how APBA might better serve them.
AGENDA
THURSDAY, MARCH 26

7:00 am – 5:30 pm  CONVENTION REGISTRATION, COFFEE & TEA
Plaza Foyer

8:00 am – 5:00 pm  EXHIBITS AND BOOKSTORE
Plaza Foyer

8:00 am – 3:00 pm  MEETING – APBA Affiliate Organizations  Directors Row I
Gina Green, Association of Professional Behavior Analysts (Chair)

Representatives of APBA Affiliates are invited to discuss matters that concern their constituents. An update on APBA services to Affiliates and the field, public policies affecting the practice of ABA, and recent developments will be provided. A representative of the Behavior Analyst Certification Board will provide information on resources and services the BACB can provide to state, provincial, regional, and national behavior analysis associations. Attendees will break into small groups to share information about nonprofit organization governance; recruiting, communicating with, and engaging members; licensure; finances; advocating for public policies; working with other organizations; and other topics. A continental breakfast and lunch will be provided courtesy of the Berkshire Association for Behavior Analysis and Therapy.

9:00 am – 12:00 noon  WORKSHOP #1 (3 BACB CEUs)  ######
Transition Programming for Adolescents with ASD
Paige Raetz, Southwest Autism Research & Resource Center

Research suggests that 500,000 teens diagnosed with autism spectrum disorder (ASD) will be transitioning into adulthood in the next decade. Additionally, research suggests that supports and services for young adults are lacking and families have reported a “service cliff” where individuals lose access to services as they move from teenage years into adulthood. Currently, some data suggest as many as 86% of adults with ASD are underemployed or unemployed, 76% have never lived on their own in the community, and 57% report having little to no choice in their daily lives. Given these sobering numbers, effective and appropriate transition services are imperative. This workshop will review literature on outcomes for teens and adults with ASD. Additionally, considerations for transition planning to address the current needs of the population will be discussed. Finally, strategies for developing partnerships within the community to enhance effective transition support will be shared.
AGENDA
THURSDAY, MARCH 26

9:00 am – 12:00 noon  WORKSHOP #2 (3 BACB CEUs)  ######
Deliberate Coaching: The Role of Organizational Coaching Systems in Culture Change
Nicholas Weatherly, Florida Institute of Technology

Decades of research on applying behavior analysis to business and leadership practices has given us a number of tools proven to be effective at creating meaningful behavior change. However, OBM is not a one-stop-shop to be accessed only when something goes wrong; it is a continuous process, with value that can be seen at all stages of employee development and advancement and across all levels of an organization. Good leaders don’t just wait for an issue to arise and then put out the fire; they proactively assess and coach to avoid the issue in the first place. They are deliberate with their performance-improvement efforts. Systemic culture change comes through sustainable leadership initiatives, and at the core of these initiatives are leadership coaching systems. The purpose of this workshop is to discuss leadership and coaching in the context of organizational culture and management practices, while offering tips for sustainable performance-management systems.

9:00 am – 12:00 noon  WORKSHOP #3 (3 BACB CEUs)  ######
Behavior Analytic Services for Clients with Dementia
Jenna Mattingly, Laura Heezen, Sue Parenteau, and Brian MacNeill, Minnesota Veterans Home – Minneapolis

The number of older adults with dementia is increasing dramatically in the United States. People with dementia often exhibit behavioral challenges that can have a profound impact on their quality of life. Behavioral gerontology seeks to improve the lives of those affected by dementia, particularly those experiencing challenging behavior such as agitation, wandering, aggression, emotional outbursts, isolation, lack of engagement, and difficulties performing activities of daily living. This workshop will focus on the steps that behavior analysts have taken to assess, treat, and maintain therapeutic outcomes as part of an interdisciplinary team at the Minnesota Veterans Home – Minneapolis. Attendees will be able to identify common age-related changes and unique environmental variables when providing services to clients with dementia who engage in challenging behavior.

9:00 am – 12:00 noon  WORKSHOP #4 (3 BACB CEUs)  ######
Troubleshooting Functional Communication Training
Dawn Bailey, Oregon Institute of Technology

Functional communication training (FCT) involves teaching a functionally equivalent communicative response to replace challenging behavior. There is a strong evidence base for the implementation of FCT, but practitioners often struggle with implementing FCT in natural settings and need technical support when simple FCT procedures are ineffective. This workshop will present an overview of FCT procedures and use multiple case examples to guide practitioners in troubleshooting common problems or errors in the implementation of FCT. Each option for thinning the schedule of reinforcement within FCT will be discussed, with recommendations for selecting an appropriate thinning method and steps for troubleshooting problems within schedule thinning procedures.

Have a little free time? Please visit the exhibits in the Plaza Foyer.
Navigating Health Insurance Appeals, Audits, Recoups, and Fraud Allegations
Jodi Bouter and Kim Mack Rosenberg, Bouer Law, LLC
Michele Silcox, MKS Consulting
CE Instructor: Gina Green, APBA

Health insurance providers, whether in-network or out-of-network, need to understand their rights and obligations with respect to clients and payers. The interplay between contracts/agreements, plan documents, and state and federal law is complicated. Too many providers scramble to find that information when a dispute arises. We will provide some tips on avoiding disputes as well as your rights and obligations when a dispute occurs – whether it’s over your provider contract, an audit/recoupment/fraud issue, or a denied claim or appeal.

Topics include:
- Billing, coding, and documentation tips for periodic audits.
- Rights and obligations generally when faced with audits/recoupments or fraud allegations from payers and practical “do’s and don’ts” to navigate the process
- Nuts and bolts of the appeals process
- Practical tips on preparing well-argued and well-documented appeals

MEETING – Agency Directors/CEOs
Charna Mintz, Caravel Autism Health (Chair)

This meeting will provide a forum for directors of agencies and organizations that provide ABA services to discuss issues that concern them, and to offer suggestions as to how APBA might better serve such organizations.

MEETING – University Faculty
Dawn Bailey, Oregon Institute of Technology (Chair)

This meeting will bring together university faculty who are engaged in training future ABA practitioners so they can share problems, experiences, and solutions they encounter in preparing students for BACB certification, licensure, and professional careers. Topics for discussion include, but are not limited to, admission procedures and criteria; BACB task standards, distribution requirements, and practicum supervision rules; exposure to selected content areas; integrating classroom and practicum training; approaches to practicum training; meeting practicum supervision needs; full-time vs part-time students and faculty; challenges of on-line training; and teaching professionalism.
WORKSHOP #6 (3 BACB CEUs - Ethics)  
Ethics Potpourri: Supervision, Training, and Responsibility to the Field  
Shawn Quigley, Melmark PA  
Jill Harper, Melmark New England

Professional and ethical behaviors are critical for quality care and consumer protection. Recent publications provide guidance on systemic approaches to teaching and maintaining ethical behavior (e.g., Brodhead, Cox, & Quigley, 2018; Brodhead, Quigley, & Cox, 2018; Brodhead, Quigley & Wilczynski, 2018; Fong, Catagnus, Brodhead, Quigley, & Field, 2016; Quigley, Blevins, Cox, Brodhead, & Kim, 2017; Rosenberg & Schwartz, 2018). Attendees will learn about applications of these approaches to supervision and training within an organization. An area less discussed is the responsibility of behavior analysts to the profession (i.e., ethical Code 6.0). As the application of the science continues to produce meaningful changes, there will likely continue to be critiques and outright misrepresentations of the field. The presenters will discuss misrepresentations of behavior analysis in media, provide a case example, and propose a multi-tiered approach for responding to such misrepresentations. The workshop will include practice activities and example materials supporting ethical supervision and training.

WORKSHOP #7 (4 BACB CEUs)  
Demystifying, Defining, and Demonstrating Medical Necessity  
Darren Sush and Joslyn Mintz, Cigna  
Becca Tagg, Del Mar Center for Behavioral Health  
Rebecca Womack, Blue Sprig Pediatrics

Applied behavior analysis (ABA) is covered by managed care organizations for the treatment of autism spectrum disorder (ASD). Behavior analysts are required to demonstrate the medical necessity of clinically effective and research-based treatment. Yet many behavior analysts are unfamiliar with the medical model guiding the managed care system. Medical necessity criteria are developed and designed to facilitate cooperation between managed care agencies and service providers and ensure quality and crucial treatment is available to individuals diagnosed with ASD, but criteria can vary across funding sources, adding to the complexity and confusion for behavior analysts. The workshop will guide behavior analysts on strategies to demonstrate the medical necessity of services. Topics will include discussion of medical necessity criteria, demonstration of level of deficit and progress through the use of standardized assessments and treatment goals, and ethical considerations for both the behavior analyst and the managed care peer reviewer.

WORKSHOP #8 (4 BACB CEUs)  
Preparing High-Quality Graphs for Publication and Presentation  
Sydney Berkman and Cormac MacManus, New England Center for Children  
Andrew E. Nuzzolilli, Western New England University

Behavior analysts rely on visual inspection of data to make clinical decisions. It follows that mastery of graphing technology and conventions are helpful for behavior analysts in clinical practice and research. Although behavior analysts are likely to receive instruction on visual analysis during graduate and practicum experiences, less instructional time may be dedicated to creating and editing graphs, especially to a degree that meets the high standards of publication or presentation. In this workshop, participants will learn about general aesthetic and practical considerations in the creation of publication- and presentation-quality graphs, with an emphasis on troubleshooting unclear or cluttered displays. Participants will have opportunities to create publication- or presentation-quality graphs. We will conclude with a discussion of the advantages and disadvantages of different graphing software for creating single-subject design graphs. Workshop objectives will be met through a combination of lecture, live demonstration, guided practice (i.e., BST), and small group activities. Materials including sample graphs, guidelines for high-quality graphing, and links to additional resources developed by the presenters will be provided as handouts.
AGENDA
THURSDAY, MARCH 26

1:30 – 5:30 pm
WORKSHOP #9 (4 BACB CEUs)

Writing Behavior Plans
Paul Malanga, Tennessee Department of Intellectual & Developmental Disabilities
Lucas Evans, Missouri Department of Mental Health

Creating a clearly written behavior plan is one of the most challenging aspects of delivering effective behavior services. For this hands-on workshop, participants are encouraged to bring a behavior plan or some equivalent document to revise. The first half of the workshop will review components of a quality assurance tool (aligned with professional standards) that the states of Tennessee and Missouri use to evaluate assessment and behavior plan documents. The second half of the workshop will comprise hands-on practice developing and revising a plan. Components of the behavior plan follow a three-term contingency model, emphasizing antecedent/preventive interventions, replacement behaviors, and target behavior and consequent arrangements. Participants will practice writing strategies to enhance the clarity and conciseness of behavior plans. Handouts provided will include a behavior plan template and quality assurance tool.

3:30 pm – 5:00 pm
MEETING – Licensing Boards/Committees
Directors Row I
Gina Green, Association of Professional Behavior Analysts (Chair)

Representatives of state behavior analyst licensing boards and advisory committees will share information about development and implementation of laws and regulations to license ABA practitioners. University faculty, students, representatives of APBA Affiliate organizations, and others are welcome to attend.

6:00 pm – 8:00 pm
“Treat Yourself!” Social
Plaza Ballroom

Join us for self-care activities, appetizers, cash bars, music, and other treats at this special event in honor of ABA practitioners and those who support them, co-hosted by APBA and the Behavior Analyst Certification Board (included with convention registration; name badge required for admission).

Please do not record presentations (photo, video, or audio)
Reinforcer pathology, a recent development in the field of behavioral economics, specifies that the temporal window over which reinforcers are integrated is a previously unspecified determinant of drug value; that is, the length of the window of integration can vary and in turn alter the valuation of different reinforcers. Short temporal windows of integration tend to increase the value of intense, reliable and brief reinforcers such as drugs while leading to a decline in the value of reinforcers that are less intense and variable and accrue value over longer time frames, such as prosocial reinforcers. Conversely, long temporal windows of integration should result in a reversal in the valuation of drug and prosocial reinforcers. Importantly, reinforcer pathology provides an understanding the "anhedonia" that often occurs in the development of addiction and suggests a novel approach to treatment, namely to increase the length of the temporal integration window. That model and data supporting it will be reviewed in this presentation.

Dr. Bickel is an accomplished scholar and researcher in addiction and health behavior research. He received his Ph.D. in developmental and child psychology from the University of Kansas and completed post-doctoral training at Johns Hopkins University School of Medicine. He has led research programs at the Albert Einstein College of Medicine, the University of Vermont, and the University of Arkansas for Medical Sciences. Dr. Bickel currently leads NIH-funded research programs at the Fralin Biomedical Research Institute at VTC. He is the recipient of numerous awards and honors, including the 2016 Nathan B. Eddy Award for Outstanding Research. Dr. Bickel has co-edited five books and published over 400 papers and chapters. His work is cited frequently and receives national and international recognition.
AGENDA
FRIDAY, MARCH 27

9:30 – 10:20 am TUTORIAL (1 BACB CEU) ####
Cultural Humility for ABA Practitioners
Patricia Wright, NEXT for Autism

Applied behavior analysis’s intent is to improve the human condition. The unique culture of ABA creates barriers to achieving this desired outcome. Cultural humility provides a framework for both institutional and individual reflection to guide changes that can build acceptance, bridge cultures, address disparity, and improve outcomes. This presenter will discuss the barriers and propose application of cultural humility to the field of ABA to improve influence and impact in social service delivery.

9:30 – 11:30 am WORKSHOP #10 (2 BACB CEUs) ####
Research-Based Considerations for Identifying Reinforcers in Educational and Clinical Programming
Richard B. Graff, May Institute

Behavior analyst practitioners use reinforcement-based procedures with individuals with autism spectrum disorder and developmental and intellectual disabilities to increase desirable behavior and to reduce undesirable behavior. The ultimate success of those procedures depends on the clinician’s ability to identify effective reinforcers and arrange their delivery in an effective fashion. Understanding how to identify reinforcers, which is critical to designing and implementing effective reinforcement-based interventions, requires a working knowledge of preference and reinforcer assessments. This workshop reviews preference assessment methods that have been published in the behavior analytic literature, how to identify stimuli to include in assessments, and the prerequisite skills required for each assessment. Variables that influence preference assessment outcomes are then reviewed, including the effects of pre-assessment motivating operations and differential consequences following selection responses. A brief introduction to different methods commonly used to assess reinforcer efficacy is also provided.

9:30 – 11:30 am WORKSHOP #11 (2 BACB CEUs) ####
CPT Codes for Adaptive Behavior Services: Enhancing Implementation
Jenna Minton, Minton Healthcare Strategies
CE Instructor: Gina Green, APBA

After the first year of utilizing the revised CPT® codes for adaptive behavior (ABA) services, do you still have questions? You’re not alone! Providers, billers, and payers alike are working to improve their understanding of the 2019 ABA CPT® codes, implement appropriate policies and procedures, and improve claims processing. Come to this workshop to learn how to improve your use of the codes and about trends in payer policies, common implementation pitfalls, frequently asked questions, and the work of the ABA Coding Coalition (www.abacodes.org), which comprises most of the authors of the 2019 code set.

Have a little free time? Please visit the exhibits in the Plaza Foyer.
AGENDA
FRIDAY, MARCH 27

10:00 – 11:30 am   INVITED SYMPOSIUM (1.5 BACB CEUs)

Growth of the Profession: Some Data Analyses and Ramifications
Neil Deochand, University of Cincinnati (Chair)
James M. Johnston, Auburn University (Discussant)

The past decade has witnessed large increases in the demand for ABA services and the numbers of practitioners who are credentialed by the Behavior Analyst Certification Board (BACB), but the growth has not been distributed evenly across geographic locations or client populations. Public policies have influenced -- and may be influenced by -- those growth patterns. The same is true of our field as a whole. Each of the papers in this symposium examines one or more dimensions of the current situation and implications for the future. The first presents an analysis of the distributions of BACB certificants around the world and a discussion of possibilities for stimulating growth in countries with small numbers. The second paper describes research on the densities of BACB certificants across locations within U.S. states and implications for addressing underserved populations and areas. The third reveals a side effect of the increased availability of health insurance funding for ABA services in the U.S. – misclassification of providers – and discusses potential ramifications.

1. An International Snapshot of Certified Behavioral Professionals
   NEIL DEOCHAND, University of Cincinnati

2. North American Policy, Resource Models, and New Directions
   HARLEY LANG, Semiahmoo Behaviour Analysts, Inc.

3. The Misclassification of Behavior Analysts: How National Provider Identifiers Fail to Adequately Capture the Scope of the Field
   ERICK M. DUBUQUE and Marissa E. Yingling, University of Louisville
   R. Allan Allday, University of Kentucky

10:00 – 11:30 am   PANEL DISCUSSION (1.5 BACB CEUs)

How BCBAs Can Help Change the World Through Grassroots Legislative Efforts
Mariel C. Fernandez, Blue Sprig Pediatrics (Chair)
Rany Thommen, ABA Today
Jana M. Sarno, Autism in Motion Clinics
Annie Baghdayan, University of Oklahoma
Judith Ursitti, Autism Speaks

This panel discussion will focus on grassroots legislative efforts in three states: Texas, Illinois, and Oklahoma. We will describe how professional groups were established in each state and how the groups established relationships with legislators to effect meaningful change. Information about nationwide efforts will also be shared. Finally, we will discuss some recent changes within each state, such as the addition of Medicaid coverage of ABA services and licensure of behavior analysts.

Please do not record presentations (photo, video, or audio)
AGENDA
FRIDAY, MARCH 27

10:00 – 11:30 am  PANEL DISCUSSION (1.5 BACB CEUs)
Trends in Service Delivery: Can You Scale Ethically and Quickly?
Sharyn Kerr, Blue Sprig Pediatrics (Chair)
Tim Crilly, Keith Jones, Summer Adami, and Laurie Marino. Blue Sprig Pediatrics

Currently the landscape for ABA service delivery consists of a highly fragmented provider base. Many clinicians who do not have backgrounds in business administration have opened centers and are now looking at exit strategies. That has occasioned an increase in interest from scale platforms and those striving to become a scale platform. The purpose of this panel discussion is provide insight into common mistakes and ethical considerations when scaling. We will facilitate a dialogue between the audience and panel members regarding clinical growth and our field’s ongoing challenge of meeting the need for services for individuals with autism. The audience will have the opportunity to interact directly with each panel member from their perspective given their current role within the organization.

10:00 – 11:30 am  PANEL PRESENTATION (1.5 BACB CEUs)
Improving Behavior Technician Onboarding to Produce Better Outcomes
Stefanie Griffey, Coastal Behavior Consulting LLC (Chair)
Jamie Collins-Facteau, Rachel Hobbs, and Brittany Testerink, Coastal Behavior Consulting LLC

The growth of the field of applied behavior analysis has led to an increase in regulation of practitioners, including the addition of the Registered Behavior Technician™ (RBT®) credential. Training individuals on internal processes while they obtain the credential can be difficult for both the individuals and the employing organization. This panel will describe the evolution of an onboarding process using Behavioral Skills Training (BST), a training package that uses instructions, modeling, rehearsal, and feedback to teach new skills. Panelists will discuss the organizational factors that led them to determine that BST is necessary, how the training process was created, and the effects it has had on a behavior technician. The desired outcome is a behavior technician who is not only skilled but is also fully engaged and connected with their clients, their employing organization, and the field of ABA.

10:00 – 11:30 am  PANEL PRESENTATION (1.5 BACB CEUs)
What do You Mean You’re Not Hungry?
Kristin Vespe, Children’s Hospital of Philadelphia (Chair)
Sandra Concors and Virginia Kaufmann, Children’s Hospital of Philadelphia

The assessment and treatment of feeding disorders has a research basis in applied behavior analysis (ABA); however, the research has often been conducted in specialized intensive feeding clinics or outpatient programs where participants are medically stable enough to receive a low level of outpatient care (e.g., Rivas et al, 2014; Patel et al, 2002; Mueller et al, 2003). At times, pediatric patients require acute hospitalization for medical stabilization due to dehydration, food refusal, or acute weight loss that puts them at risk for additional medical complications. When such patients are admitted to the hospital the initial goal is nutritional rehabilitation and medical stabilization. The availability of a multi-disciplinary team can change the course of a typical hospitalization for this population. The team includes physicians, psychologists, psychiatrists, clinical social workers, and nurses, with behavior analysts consulting to the team to incorporate behavioral principles into treatment. This panel will discuss the treatment of Avoidant Restrictive Food Intake Disorder (ARFID), the treatment of anorexia nervosa and exercising behaviors using behavioral technology, and the individualization of standardized medical clinical pathways to enhance patient outcomes.
AGENDA
FRIDAY, MARCH 27

10:00 – 11:30 am  PANEL PRESENTATION  (1.5 BACB CEUs)  ######
Telepractice: Expanding Access to ABA
Kristen Koba-Burdt, BAYADA (Chair)
Linda Heitzman-Powell, University of Kansas Medical Center
Carla Schmidt, University of Florida
William Higgins, University of Nebraska Medical Center

The need for access to applied behavior analysis (ABA) services has continued to increase year after year. There has also been an increase in the number of Board Certified Behavior Analysts (BCBAs); however, there remains a consistent shortage of BCBAs in almost every state. The provision of ABA services is further complicated in states that have a significant portion of rural and/or remote areas. Telepractice is a newer service delivery model that has the potential to expand access to ABA services as well as access to providers with specialized experience. This panel will review current applications of telepractice and provide attendees with recommendations and considerations for expanding services via telepractice within their organization.

10:00 – 11:30 am  PANEL PRESENTATION  (1.5 BACB CEUs)  ######
Data-Driven Decision-Making for Organizational Change
Melissa Willa, Gateway Learning Group (Chair)
Kelly Majestic, Gateway Learning Group
Duff Lotfizadeh, Easterseals Autism Services

"Ready, fire, aim." We've all been guilty of poor planning at one time or another. Organizational change is an easy place to trip up - it's common to make decisions without proper consideration of the facts. When confronted with a business problem, we want to fix it yesterday. But organizational realities resist our best intentions, and the outcomes of large scale organizational change efforts vary widely. The key to solving problems successfully is understanding the root cause and the associated facts. That approach can be helpful in solving common problems in the ABA field, such as staff churn, authorization fulfillment, and cancelled therapy sessions. This presentation will describe how teams can tackle problems within their organization using a scientific approach. The speakers will explain the theory behind the "root cause analysis" method of problem-solving and how to interpret a statistical method known as regression analysis. Examples will be provided of how technology can be used for broad-based applications of behavior analytic principles to effect agency-wide change. Finally, the panel will highlight the important role that a research division within an ABA organization can play in guiding broader organizational decision-making.

10:00 – 11:30 am  PANEL PRESENTATION  (1.5 BACB CEUs)  ######
Playing from the Sidelines: Women of Color and the Leadership Gap in ABA
Nasiah Cirincione-Ulezi, Ulezi LLC (Chair)
Jawahar Alvi, Behavior & Special Education Services Group, Inc.
Nadine Crespo, Raising Rockstars Academy, LLC

The field of applied behavior analysis seems to have hit a plateau that causes women of color to hurdle significant barriers in obtaining leadership roles. It is necessary that leaders in the field are diverse and inclusive of the voices of all stakeholders, so that as practitioners we may provide service that results in the best outcomes for those we serve. This panel comprises three women of color: an African-American, a Latina, and a Pakistani-American. They will share their experiences as leaders, practitioners, and women of color in the field of ABA. Each panelist will discuss the value of diverse and inclusive leadership within the field, barriers to leadership for women of color, and ways to ameliorate those barriers.
Invited Panel Discussion (1.5 BACB CEUs)

Scope of Practice Again?
Gina Green, Association of Professional Behavior Analysts (Chair)
Margaret Bloom, Behavior Analyst Certification Board
William H. Ahearn, New England Center for Children

The term “scope of practice” is being bandied about with increasing frequency in behavior analytic circles, and in a variety of ways. Lack of clarity as to the meaning of the term can make it difficult for behavior analysts to answer questions about – and respond to challenges to – the scopes of practice of behavior analysis and other professions. This panel will discuss sources of information about the scopes of practice of various professions, concerns about the scope of practice of behavior analysts that arise when laws to license behavior analysts are proposed and implemented, who resolves those concerns and how, and recent threats to behavior analysts’ scope of practice. Strategies for vetting individuals who are not credentialed by the Behavior Analyst Certification Board for qualification to supervise Registered Behavior Technicians® will be offered, and questions from attendees will be entertained.

10:40 – 11:40 am

Lunch (on your own)

12:00 pm – 1:20 pm

Tailoring Treatment for Stereotypy to the Contexts in Which it is Problematic
Haley Steinhauser, Western New England University
William H. Ahearn, New England Center for Children

Although stereotypy may not be interfering in all situations in which it occurs, there are some environments in which it is problematic. Response interruption and redirection (RIRD) has been shown to effectively decrease stereotypy and was deemed an evidence-based focused intervention for autism treatment by the National Professional Development Center on Autism Spectrum Disorder. Numerous variations of the RIRD procedure have been shown to be effective. Colón et al. (2012) demonstrated that reinforcement of alternative verbal behavior produced a concomitant decrease in stereotypy. Similarly, we have examined stereotypy in contexts where verbal and social behavior were being promoted. For all of the 8 participants with whom we have worked, we have identified at least one context in which no direct intervention was necessary. In contexts in which stereotypy was problematic, we found that implementing RIRD in a contextually relevant manner (i.e., prompting and reinforcing appropriate behavior) effectively decreased stereotypy in most cases. This workshop will demonstrate procedures for both promoting appropriate behavior and redirecting stereotypy. We will also describe assessments for identifying activities that compete with stereotypy and describe and demonstrate their implementation.

Have a little free time? Please visit the exhibits in the Plaza Foyer.
AGENDA
FRIDAY, MARCH 27

1:30 – 4:30 pm WORKSHOP #13 (3 BACB CEUs) ####
Developing Comprehensive Treatment Plans for Young Children with ASD
Coleen Sparkman and Cynthia Owens, Therapeutic Pathways

Young children on the autism spectrum have their whole lives ahead of them, yet the time we have with them is precious and cannot be wasted. This interactive workshop will focus on overall treatment planning, including the selection of meaningful, significant goals; important pre-requisite skills; critical questions throughout course of treatment; prioritizing targets; considerations for timing of alternative communication systems; and parent training considerations.

1:30 – 4:30 pm WORKSHOP #14 (3 BACB CEUs) ####
Analyzing Billing and Documentation Standards for Your Internal Compliance Program
Michele Silcox, ABA Therapy Billing and Insurance Services
Sarah Schmitz, Comprehensive Billing Consultants
Rebecca Womack, Blue Sprig Pediatrics

As an ABA services provider, working with health insurance companies can be complicated and time-consuming. Providers need to become comfortable with managing the full revenue cycle, understanding contracting and credentialing for in-network contracts, and the impact of payer requirements for claims submission, pre-authorization, and session note documentation. Increasingly, providers also need to know when they are at risk for non-compliance and how to remain out of harm’s way of fraudulent activity. This workshop will provide best practice tips for setting up internal audits and accountability in revenue cycle processes to avoid unexpected outcomes in routine audits.

1:45 – 3:15 pm SYMPOSIUM (1.5 BACB CEUs) ####
Ensuring Effective Dissemination and Advancement of Critical System Variables in Autism Intervention Programs
Dawn B. Townsend, Alliance for Scientific Autism Intervention (Chair)

In 1993 McClannahan and Krantz published a paper about the importance of system variables and accountability in autism intervention programs, based on their work at the Princeton Child Development Institute. That seminal paper defined critical independent and dependent variables affecting autism intervention programs and the importance of disseminating that information. Those system variables have been incorporated into an effective science-based intervention model that has been implemented consistently to produce meaningful outcomes by the members of the Alliance for Scientific Autism Intervention (ASAI). ASAI members have expanded and elaborated on the system variables to ensure the preservation, extension, and dissemination of effective science-based intervention services for individuals with autism. The purpose of this symposium is to share information about standards regarding clinical and administrative systems and governance for autism intervention agencies and the importance of disseminating and implementing them. Data collected from multiple autism intervention programs in the United States and abroad will be presented to demonstrate the fidelity of the model and the beneficial outcomes achieved for individuals with autism.

1. Ensuring Competent and Professional Staff in Autism Intervention Programs
ANNA BUDZINSKA, Institute for Child Development
Susan M. Vener, New York Child Learning Institute
Eric Rozenblat, Institute for Educational Achievement
Kevin J. Brothers, Somerset Hills Learning Institute
Dawn B. Townsend, Alliance for Scientific Autism Intervention
AGENDA
FRIDAY, MARCH 27

Symposium (cont’d)

2. Evaluation of Learner Outcomes in School Programs
SUSAN M. VENER, New York Child Learning Institute
Eric Rozenblat, Institute for Educational Achievement
Kevin J. Brothers, Somerset Hills Learning Institute
Anna Budzinska, Institute for Child Development
Dawn B. Townsend, Alliance for Scientific Autism Intervention

3. Extension of the ASAI Model into the Home and Community for Children with Autism
KEVIN J. BROTHERS, Somerset Hills Learning Institute
Susan M. Vener, New York Child Learning Institute
Eric Rozenblat, Institute for Educational Achievement
Anna Budzinska, Institute for Child Development
Dawn B. Townsend, Alliance for Scientific Autism Intervention

4. Opinions Matter: The Importance of Social Validity Measures as a Prompt System for Change
ERIC ROZENBLAT, Institute for Educational Achievement
Susan M. Vener, New York Child Learning Institute
Kevin J. Brothers, Somerset Hills Learning Institute
Anna Budzinska, Institute for Child Development
Dawn B. Townsend, Alliance for Scientific Autism Intervention

1:45 – 3:15 pm   PANEL DISCUSSION (1.5 BACB CEUs)   ######
A Conversation about Regulating the Profession Through Licensure
Gina Green, Association of Professional Behavior Analysts (Chair)
Courtney B. Wright, Children’s Autism Center
Erick M. Dubuque, University of Louisville
Brighid Fronapfel, University of Nevada, Reno
Diana Davis-Wilson, Aspen Behavioral Consulting

State licensure of behavior analysts is a growing trend. Currently 31 states have adopted behavior analyst licensure laws and the number is expected to increase over the next several years. Provisions in the laws vary from state to state and support for the laws varies among practitioners. This panel will feature members of licensure boards from Arizona, Kentucky, Louisiana, and Nevada. They will discuss the importance of licensure, the unique aspects of their individual state laws, and issues their boards have faced in implementing the laws. The audience will have opportunities to participate in the discussion.

Please do not record presentations (photo, video, or audio)
AGENDA
FRIDAY, MARCH 27

1:45 – 3:15 pm  PANEL DISCUSSION  (1.5 BACB CEUs - Ethics)  ######

Functional Perspectives of the BACB Ethics Code
Darren Sush, Pepperdine University (Chair)
Shane T. Spiker, Positive Behavior Supports Corp.
Sara Gershfeld Litvak, Behavioral Health Center of Excellence
Olivia Onofrio, Trumpet Behavioral Health

Behavior analysts have the potential to encounter ethical challenges on a daily basis. Although the Professional and Ethical Compliance Code for Behavior Analysts (Behavior Analyst Certification Board; BACB, 2014) includes clear and concise guidance and direction, many behavior analysts find there is significant ambiguity, misunderstanding, and interpretation when applying the Code to real-life professional circumstances. Practitioners may find themselves in an uncomfortable conflict between adhering to the Code and integrating their own appraisal and perspective of challenging scenarios. Fortunately behavior analysts are adept at assessing events surrounding target behaviors and can directly apply that skill set to behaviors associated with ethically difficult situations. The panelists will discuss ethical decision-making models for incorporating and analyzing the function of ethically precarious behavior within context while remaining consistent with the ethical standards of the field and ensuring quality care for clients.

1:45 – 3:15 pm  PANEL PRESENTATION  (1.5 BACB CEUs)  ######

How Will Recent Market, Investment, and Payer Changes Impact the Practice of ABA?
Ronit Molko, Learn Behavioral (Chair)
James Craig, Beacon Health Options
Michael Cameron, The Cedar Group

The autism services market has experienced rapid changes over the past 5 years with expanded legislation and increased funding, increases in regulatory and compliance requirements, and the emergence of thousands of ABA providers attempting to meet the growing demand for services. That concentrated growth is highly attractive to financial sponsors and private equity investors. As a result, we are witnessing intense investor interest in ABA services and a flurry of mergers and acquisitions. There is much debate about whether that is going to have a positive or detrimental effect on the quality of services. Other factors that will impact the future of service delivery include the transition to value-based reimbursement, standards-based outcome measures that enable payers to evaluate outcomes across providers, and the needs of a growing and aging autism population. This panel presentation will describe the current ABA landscape, the impact of consolidation on providers and service delivery, and the future of ABA services.

1:45 – 3:15 pm  PANEL PRESENTATION  (1.5 BACB CEUs)  ######

Barriers and Solutions to Successfully Training Behavior Analysts
Samantha Riggleman, St. Joseph’s University (Chair)
Shanna Hirsch, Clemson University
Candace J. Lane, Oklahoma State University

Although high-quality coursework is an important part of producing behavior analysts, effective supervision of experiential training is also critical (LeBlanc & Luiselli, 2016). Supervision of individuals seeking Behavior Analyst Certification Board® (BACB) credentials has been a focus in the field recently (BACB, 2012). This panel will discuss barriers to providing supervised experiential training to graduate students through an online-only program. Presenters will describe strategies for successfully training behavior analysts in online-only and rural university programs, including remote supervision and collaborating with local school districts and companies using Memoranda of Understanding (MOUs) that clearly outline the roles of all involved. The benefits of providing supervised experiential training simultaneously with coursework will also be discussed.
The field of applied behavior analysis is experiencing an unprecedented level of growth in client needs and the number of staff required to serve those clients. Human services have historically been challenged to develop long-term staffing due to high levels of turnover and burnout. In an effort to mitigate turnover and develop long-term, career-oriented staff, we have developed a system that gamifies the onboarding, training, and long-term career development of entry-level staff through leadership positions. Research supporting these strategies derives from game theory, ABA, and Organizational Behavior Management. Early results indicate a marked improvement in retention of entry-level staff as well as a commitment to growth for long-term career expansion and development. The research on gamification as it applies to staff retention needs in our field and the inner workings of a proven system for career development and staff reinforcement will be described. Outcomes observed thus far will be shared, along with synthesized social validity measures.

Older adults are the fastest growing population in America, and approximately one-third of seniors suffer from dementia. Nearly all individuals diagnosed with a memory impairment exhibit challenging behavior such as wandering, aggression, or sexually inappropriate advances. Behavior analysts have the skills to help clients not only decrease these challenging behaviors but also to maintain important life skills, such as social engagement and completing activities of daily living. Behavior analysts can also train caregivers to sustain successes after the clinician leaves the home. Panelists will give three short presentations on BCBAs in dementia care, including an introduction to social factors, marketing strategies and funding opportunities, and barriers to care. They will describe how social and cultural factors affect the aging population, including demographics, statistics, terminology, and etiology. Panelists will review how to target a market, including settings and terms to use. They will also comment on progressive funding opportunities for BCBAs in dementia care, and close with a review of barriers to care and how BCBAs can overcome hurdles in their clinical practice to better serve seniors.

Precision teaching remains an elusive topic in behavior analytic research and practice. The panelists have committed to solving this challenge through meaningful research and effective dissemination on the precision teaching system, its core elements, and a variety of related interventions and assumptions. The goal of this presentation is to provide attendees an overview of the heart of precision teaching. Attendees should prepare to have myths and misconceptions dispelled, make sense of the current research base in precision teaching, master the basics of the Standard Celeration Chart, and get a glimpse into the future of this burgeoning field.
Standing for Science: Promoting Scientific Interventions for Autism
David Cellerti, Association for Science in Autism Treatment

There are literally hundreds of interventions for autism, although the vast majority lack scientific support. Unfortunately, approaches that are not grounded in science prevail in many schools and centers; fringe treatments are afforded widespread media coverage that distracts consumers and separates individuals with autism from science-based interventions such as ABA; and the internet is filled with misinformation and unsubstantiated claims. This presents ethical challenges and opportunities for behavior analysts. Science and scientific methods are not only relevant to discussions about autism treatment selection, they should also serve as the foundation upon which treatments are implemented and evaluated. This presentation will highlight the role that behavior analysts can play in helping consumers, consultees, supervisees, and colleagues choose interventions, implement those interventions with high degrees of fidelity and transparency, and evaluate outcomes objectively.

1. Teaching Pronouns: Who’s on First?
THEA DAVIS, Simmons University
Russ Maguire, Simmons University
Adel Nadjowski, Pepperdine University
Susan D. Flynn, Chicago School of Professional Psychology
Lauren Lanier, Endicott College

Individuals diagnosed with autism demonstrate deficits in language acquisition, including errors in the use of personal pronouns such as “you” and “me.” Pronouns are particularly difficult for individuals with autism to learn because pronouns require a deictic shift -- the ability to detect a context change even when parts of the discriminative stimulus remain static. Teaching this skill to individuals with autism is further complicated by the fact that deictic relations are determined by the perspective of the individual, so acquiring pronouns also requires perspective-taking skills. The research described here evaluated the effectiveness of adapted methods outlined by Lund and Schnee (2014) for teaching the pronouns “you” and “me” to individuals with autism who were participating in applied behavior analysis (ABA) programs. Generalization to novel stimuli and instructors was also assessed. Results showed that the adapted teaching procedures were effective for teaching certain learners to use the personal pronouns “you” and “me” accurately.

2. Resurgence of Mands in Higher Preference vs. Lower Preference Communication Modalities
ANDREW K. RANCE and Chata A. Dickson, Western New England University

Two young men diagnosed with autism participated in this study of the effects of preference for communication modality on resurgence and resistance to change of manding. One higher- and one lower-preference communication modality was available at all times in the resurgence evaluation, which consisted of three phases: establishment, elimination, and extinction. In the R1-high condition, the higher-preference modality was reinforced in the first phase, and the lower-preference modality was reinforced in the second phase. No reinforcement was delivered in the third phase. The R1-low condition was identical except that the lower-preference modality was reinforced in the first phase, and the higher-preference modality was reinforced in the second. The two conditions were each experienced twice, allowing for two comparisons for each participant. The more highly preferred modality yielded higher magnitudes of resurgence in 3/4 comparisons, and shorter latencies to resurgence and more resistance to change in 4/4 comparisons. Interobserver agreement and procedural integrity measures were collected for both participants (99.2% and 100%, and 100% and 100%, respectively).
Student paper session (cont’d)

3. The Relationship Between Learning Streams and Emergence of Advanced Tact and Intraverbal Relations in Children with Autism  
AARTI THAKORE, Central Texas Autism Center  
August Stockwell, John Eshleman, and Scott Herbst, Chicago School of Professional Psychology

Teaching tact and intraverbal responses based on function-feature-class to children with language delays can result in the emergence of untrained hierarchical relational responses. The purpose of this study was to compare the effects of additional discriminative stimuli (different combinations of Hear, See, Touch, and Taste) on the acquisition of object-attribute relations, the emergence of untrained attribute-object relations, and the acquisition and emergence of same-opposite relations between objects and their attributes. All the participants were on the autism spectrum and 4-12 years old. Participants who did not meet the mastery criterion or show emergent intraverbal responses during initial training trials completed a fluency-based practice phase. Overall results showed that all six participants required fewer trials to meet criterion with the multiple stimulus inputs (e.g., HearSeeSay plus Touch, Taste, or Sniff) than in the HearSeeSay alone condition. In addition, participants required fewer fluency practice timings in the multiple stimulus inputs condition to meet aim.

4:50 pm – 5:40 pm  
KEYNOTE ADDRESS (1 BACB CEU)  
Plaza Ballroom
The Best of Times, the Worst of Times: The Future of ABA  
James M. Johnston, Auburn University (Ret.)

This presentation will consider the future of ABA by reviewing not only the matters that seem to be going well for ABA, but also those that involve challenges the field should address in order to manage its evolution. For example, it is encouraging that ABA research continues to be vigorous, there is strong demand for training in ABA, the credentialed cohort is growing rapidly, and the field’s credentialing body is raising standards and monitoring compliance with its rules. On the other hand, there are good reasons to worry about matters such as how the definition of ABA may be changing, how well the ABA research literature is serving the needs of practitioners, the motivations underlying applications to training programs, the effects of contingencies set in motion by credentialing processes, the unmet need to assess the quality of ABA services, and the reputation of ABA among user communities and related professions. Those and other issues that are contributing to the unfolding future of ABA will be addressed.

Dr. Johnston received his doctorate from the University of Florida in 1970 and held faculty positions at Georgia State University, the University of Florida, and Auburn University, where he founded the master's program in applied behavior analysis in developmental disabilities. He has served as editor of The Behavior Analyst and on the editorial boards of the Journal of the Experimental Analysis of Behavior and the Journal of Applied Behavior Analysis, among others. Dr. Johnston served as president of the Association for Behavior Analysis International as well as the Florida, Alabama, and Southeastern behavior analysis associations, and was the first president of the Behavior Analyst Certification Board and the Association of Professional Behavior Analysts. He authored Radical Behaviorism for ABA Practitioners and is a co-author with H. S. Pennypacker and Gina Green of the fourth edition of Strategies and Tactics of Behavioral Research and Practice.
**AGENDA**

**FRIDAY, MARCH 27**

<table>
<thead>
<tr>
<th>6:00 pm – 8:00 pm</th>
<th>POSTER SESSION AND RECEPTION with cash bar</th>
<th>Plaza Foyer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enjoy delicious (and substantial) appetizers, mingle with speakers and colleagues, and talk with poster presenters about their research. This lively social event is included with convention registration. Don’t miss it!</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**POSTERS**

1. **The Role of Observational Learning in the Formation of Equivalence Classes**  
   ADRIENNE M. JENNINGS, Christopher R. Colasurdo, Caldwell University  
   Leif K. Albright, *The Manhattan Children’s Center*  
   Kenneth F. Reeve, Caldwell University

2. **The Effects of Error Correction Procedures on Observational Learning**  
   PAIGE MCARDLE and Scott Ardoin, *University of Georgia*

3. **Teaching Divergent Intraverbal Responses Across Stimulus Classes to Children Diagnosed with Autism**  
   JENNIFER MARTZ, Aarti Thakore, Morgan Chapple, and Andrea Kelly, *Central Texas Autism Center*

4. **The Effects of Establishing Operations on Manding**  
   MARY GREGA, Jonathan Seaver, Nabiha Naqvi, and Ashley Lackard, *New England Center for Children*

5. **A Review of Applications of Progressive Ratio Schedules**  
   VERONICA MEDINA, Shawn J. Janetzke, Jason C. Bourret, *New England Center for Children*  
   Lindsay A. Lloveras, *University of Florida*

6. **Exchange Schedules Affect the Reinforcing Efficacy of Tokens**  
   EMMA JEHLE, Brenna Anderson, and Jason C. Bourret, *New England Center for Children*

7. **Concurrent DRA Schedules in the Treatment of Escape-Maintained Problem Behavior without Extinction**  
   ANGELICA M ARCURI, Chelsea R. Fleck, and Jason C. Bourret, *New England Center for Children*

8. **Correspondence Between a Concurrent-Operants Demand Assessment and a Progressive-Ratio Schedule**  
   SARAH LAPIERRE, Jason C. Bourret, *New England Center for Children*  
   Lindsay Lloveras, *University of Florida*  
   Nathan Call, *Marcus Autism Center*

9. **The Use of Demand Assessments in the Assessment and Treatment of Challenging Behavior**  
   SUZANNAH AVERY, Stephanie Gerow, Gabby Rivera, and Supriya Radhakrishnan, *Baylor University*

10. **Progressing from Inconclusive Functional Analysis Results to Treat Behavior Maintained by Escape from Social Presses**  
    CATHERINE MARUSKA, Jonathan Schmidt, and Joelle Krantz *Kennedy Krieger Institute*

11. **Stimulus Fading and Functional Communication Training to Reduce Challenging Behavior Associated with an Aversive Stimulus**  
    GABBY RIVERA, Stephanie Gerow, Suzy Avery, and Supriya Radhakrishnan, *Baylor University*
AGENDA
FRIDAY, MARCH 27

POSTERS (cont’d)

12. Analysis of Precursors to Severe Problem Behavior
JASMEEN KAUR, Amanda Goetzel, Joelle Krantz, Griffin Rooker, and Jonathan Schmidt, Kennedy Krieger Institute

13. An Evaluation of Within-Assessment Reliability in Paired-Stimulus Preference Assessment Data
KAYLA MINEHART, Shawn Janetzke, and Jason C. Bourret, New England Center for Children

14. “Saving the Best for Last” Bias: Examining Unclear Preference Assessment Results
LAUREN VEIRS, Mwuese Ngur, Christopher Dillon, and Lynn G. Bowman, Kennedy Krieger Institute

15. Determining the Generality of Preference Assessment Outcomes Across Prices
STEPHANIE PENA, Allison Bergenholtz, Jason C. Bourret, and Stephanie Pena, Western New England University

16. The Effects of Verbal Stimuli on Delay Discounting
TAYLOR N. BAKALAR, Jason C. Bourret, and Stefanie L. Upshaw, New England Center for Children

17. Variables Impacting Conditioned Reinforcer Establishment
MADISON McNINCH, Stephanie Bonfonte, and Jason C. Bourret, New England Center for Children

18. An e-Check In - Check Out to Support Rural Students with Emotional or Behavioral Disorder on the Bus
BRITTANY HOTT, University of Oklahoma
Kathleen Randolph, University of Colorado Colorado Springs

MEARA McMAHON and Zachary Feldberg, University of Georgia
Scott Ardoin, Center for Autism and Behavioral Education Research

20. Stop, Drop, and Bill: Using Feedback to Increase Timely Session Note Completion
NELMAR J. CRUZ, Michael Cusick, Kimberly Sloman, and Alexandrea Wiegand, Florida Institute of Technology

SHANNON MARTINEZ, Chicago School of Professional Psychology

22. Evaluation of a Participatory, Competency-Based Model of Staff Training on Implementation of Client Proactive and Reactive Procedures for High-Stressed Staff Members
KALYN RUBY YELLOWFEATHER PERSKE and Jack Spear, Chicago School for Professional
Alison Betz, Florida Institute of Technology

Please do not record presentations (photo, video, or audio)
8:00 - 8:50 AM  KEYNOTE ADDRESS (1 BACB CEU - Supervision)  Plaza Ballroom
Clinical Systems for Supervising in a Human Service Organization
Linda LeBlanc, LeBlanc Behavioral Consulting

Supervision of staff who deliver and design behavioral programming is one of the most important tasks in human service organizations. The amount and quality of supervision and the qualifications of the supervisor have proven related to client outcomes as well as staff satisfaction or burnout. This presentation will describe systems that can be used to standardize oversight of client services and development of skills for aspiring behavior analysts. Strategies for implementation and ongoing management of the systems will also be reviewed.

Linda A. LeBlanc, Ph.D., BCBA-D, Licensed Psychologist is the President of LeBlanc Behavioral Consulting. She previously served as a professor at Claremont McKenna College, Western Michigan University, and Auburn University. She served as the Executive Director of Trumpet Behavioral Health from 2012-2017, leading the creation of large-scale systems for clinical standards, quality assurance, and research. She established LeBlanc Behavioral Consulting in 2017 and now consults to technology companies, universities, and behavior analytic human service organizations. Her research interests include behavioral treatment of autism, technology-based behavioral interventions, supervision and mentorship, leadership, and systems development in human services. She is the 2016 recipient of the American Psychological Association Nathan H. Azrin Award for Distinguished Contribution in Applied Behavior Analysis. Dr. LeBlanc is the Editor in Chief of the Journal of Applied Behavior Analysis.

Please exit the ballroom immediately after the keynote so staff can convert the space for breakout sessions.
9:10 – 10:00 am TUTORIAL (1 BACB CEU)  
The Trifecta of Behavior Analysis Regulation: Certification, Licensure, and Funder Oversight  
Margaret Bloom, Behavior Analyst Certification Board  
CE Instructor: Gina Green, APBA

There are now more U.S. states that regulate behavior analysts than those that do not. Similarly, all states require certain health plans to cover applied behavior analysis services for people with autism. As members of a regulated profession, BACB certificants need to understand the different roles and responsibilities of the BACB, state regulators, and funders. The presenter will provide a brief overview of the history of the regulation of behavior analysts; discuss roles, responsibilities, public protection, and due diligence in disciplinary oversight by the BACB and state regulatory boards or agencies; outline concerns regarding multi-state practice; address trends in telepractice and the potential impact on BACB certificants; and highlight the impact of funder standards on compliance with regulatory and ethical requirements for the profession.

10:20 – 11:10 am TUTORIAL (1 BACB CEU)  
An Update on the Behavior Analyst Certification Board  
James E. Carr, Behavior Analyst Certification Board

This presentation will include a summary of recent developments at the Behavior Analyst Certification Board (BACB). The most current data on the BACB’s certification programs will be provided: Board Certified Behavior Analyst, Board Certified Assistant Behavior Analyst, and Registered Behavior Technician. In addition, a number of recent and impending developments at the BACB will be described, including changes to certification standards and the development of new resources. The presentation will conclude with an assessment of the current state of our profession.

10:00 – 11:30 am SYMPOSIUM (1.5 BACB CEUs)  
Integrating Culture Awareness Practices within Service Delivery to Individuals with Developmental Disabilities  
Junie Lazo-Pearson, Advanced Behavioral Health, Inc. (Chair)  
Linda LeBlanc, LeBlanc Behavioral Consulting (Discussant)

Culture and diversity are important variables to be accounted for within a service delivery model. According to Fong et al. (2016), when a behavior analyst acknowledges the importance of culture, the quality of services improves and there is a reduction in the disparity of accessing behavioral health treatment. The Department of Education (2018) reports that a total of 2,587,609 students speak a language other than English; it is approximately 41.8% of California's public school enrollment. The purpose of this symposium is to address the importance of culture and language and their impact on the effectiveness and utilization of ABA treatment. The first paper describes a study that evaluated whether or not language preference for instruction impacted the acquisition of tacting skills taught in native vs. non-native languages on children with developmental disabilities. The second paper describes a study that examined the cultural context of parent education across four ethnic groups. The third paper provides recommendations on strategies to increase the cultural competence of a clinician. Collectively the papers identify the importance of addressing culture and diversity in achieving socially meaningful goals within a behavioral health practice. All three presenters advocate for the need to integrate cultural awareness practices within service delivery to individuals with developmental disabilities.

Have a little free time? Please visit the exhibits in the Plaza Foyer.
AGENDA
SATURDAY, MARCH 28

Symposium (cont’d)

1. The Impact of Language Preference and Skill Acquisition on Individuals with Developmental Disabilities
ALEXIA BARNES, Advanced Behavioral Health, Inc.

2. Incorporating Cultural Values when Teaching ABA Principles within a Parent Training Program
BERENICE ACEVES, Advanced Behavioral Health, Inc.

3. Strategies to Increase the Culture Competence of a Clinician within a Behavioral Health Practice
JUNIE LAZO-PEARSON, Advanced Behavioral Health, Inc.

10:00 am – 11:30 am  PANEL DISCUSSION (1.5 BACB CEUs)
Behavior Analysis and the Neurodiversity Movement
Jenny Fischer, Cascade ABA (Chair)
Morrigan Hunter, AASPIRE Community Council
Brenna Legaard, Schwabe, Williamson, & Wyatt
Emily Kearney, Building Bridges

This panel discussion will focus on what practitioners can learn from the neurodiversity movement, with the aims of improved inclusion, protection of consumer rights, and communication with community members. Panelists will answer questions about how behavior analysts can adjust their language and practices to respond ethically to feedback from neurodiversity advocates and to communicate more effectively with consumers and advocates regarding our science and practice. The panelists will include a behavior analyst, a parent, and an autistic self-advocate to provide diverse perspectives on the topic.

10:00 am – 11:30 am  PANEL DISCUSSION (1.5 BACB CEUs - Supervision)
Supervisor Perspectives on Essential Knowledge, Skills, and Abilities of Early Career BCBAs
Amanda Karsten, Western Michigan University (Chair)
Charlotte Mann, University of St. Joseph
Hana Jurgens, Positive Behavior Supports Corp.
Jonathan Baker, Western Michigan University
April Kisamore, Hunter College

The purpose of this panel discussion is to suggest knowledge and skills that BCBA supervisors may address to prepare their mentees for early career success. A secondary objective is to illustrate potential benefits of establishing supervision goals with input from multiple groups of stakeholders. Two panelists will speak from their perspectives as university faculty who help to design and support practicum systems for aspiring BCBAs. Two panelists will speak from their perspectives as field experts who employ early career BCBAs. Each panelist will nominate one example of essential knowledge (i.e., a big idea that supervisees can interpret or explain) and one example of an essential skill or ability (i.e., something that supervisees can perform to an objective standard of proficiency). Panelists will relate their nominations to the content of the BACB 5th Edition Task List and briefly describe contexts and activities they have arranged to address those goals with past supervisees. After the panelists present, the Chair will facilitate audience Q&A. Finally, the Chair will close with a brief summary of suggestions for audience members to consider replicating this discussion format with multiple stakeholder groups (e.g., practitioners, faculty, parents, educators) in their region.

Please do not record presentations (photo, video, or audio)
Current there is no agreed-upon approach for measuring outcomes of programs for children with autism. That may be due in part to the diverse and complex needs of the population. Common practices include reporting the number of objectives, targets, or stimuli mastered. Although that approach can be useful for monitoring an individual's progress, there are limits to practicality when applied to larger groups; the variation in the type and complexity of skills targeted across individuals and over time makes comparisons unreliable. As the treatment of children with autism continues to move toward wide-scale implementation of behavior analytic education and therapy, we should develop and promote systematic approaches to ensuring accountability for fostering meaningful progress and evaluating the quality of our programming. The panelists will consider these challenges, discuss benefits of repeated, consistent, program-wide assessment of skills, and provide a practical illustration of that approach with individual cases. The audience will be encouraged to consider how they might employ more systematic measurement within their programs.

Behavior analysts are ethically obligated to rely on scientific knowledge (BACB, 2016). However, despite our best efforts to disseminate evidence-based practices, various unproven and ineffective interventions have emerged in related fields such as special education (Travers, 2017). Pseudoscientific interventions are not only harmful to the consumer but also deplete resources needed to implement effective practices. Of course behavior analysts engage in healthy skepticism, also conceptualized as philosophic doubt, but behavior analytic principles also apply to pseudoscientific consumers and producers. Instead of condemnation, behavior analysts should understand contingencies at play for pseudoscientific producers and consumers. This presentation highlights potential variables influencing pseudoscientific production and consumption.

Small and large agencies alike are faced with the need to have well-trained staff to strategically scale their growth. As payers trend towards requiring providers to employ certified behavior technicians, behavior analysts must learn to balance various deadlines in order to sustain and or offer new services. It is imperative that direct-line staff such as Registered Behavior Technicians® (RBTs®) receive intensive training in order to provide clinically efficacious therapy. The level of effort associated with that caliber of training can pose a significant barrier to serving clients in a timely manner. This panel will discuss how to integrate the BACB requirements for RBT training and develop exceptionally skilled RBTs in a model for successful implementation. Data sets derived from key performance indicators will be shared as a way to document the effects of the training program.
10:00 – 11:30 am  PANEL PRESENTATION  (1.5 BACB CEUs)  ####

**Increasing Employee Engagement**

Yvonne Bruinsma, *In STEPPS* (Chair)
Joanne Gerenser, *The Eden II Programs*
Amy Kenzer, *Southwest Autism Research & Resource Center*

Engagement of employees is critical for any efficient workforce, and can be especially challenging for fast-growing organizations with workforces that are in the field most of the time. Research has demonstrated that engagement is a driver of retention and work quality, and therefore of the utmost importance to employers. This panel will provide three perspectives on increasing employee engagement. The first speaker will discuss the importance of employee engagement and provide some practical strategies to increase engagement. The second speaker will provide an example of how a well-established provider overcame a challenge and threat to employee engagement by partnering and collaborating with stakeholders. The third speaker will discuss the use of a peer mentorship program as a strategy for increasing engagement by new behavior therapists and reducing turnover during the first six months of employment.

10:00 – 11:30 am  PANEL PRESENTATION  (1.5 BACB CEUs)  ####

**Who’s Afraid of the IRB? A Framework for Conducting Meaningful, Ethical Research in Applied Settings**

Gina Chang, *Autism Learning Partners* (Chair)
Mark Dixon, *Southern Illinois University*
Kristine Rodriguez and Elizabeth Landers, *Autism Learning Partners*

Behavior analysts in applied settings have a unique opportunity to contribute to a robust literature base by replicating existing best practices and evaluating treatment models rooted in behavior analytic literature. We are compelled by our ethical code (and our funding sources) to continue to disseminate evidence that applied behavior analysis is an effective treatment for autism spectrum disorder. The call to disseminate, combined with the opportunity of capturing progress in real-world settings, is a powerful argument for conducting meaningful applied research. There are numerous potential hurdles to conducting quality applied research. This panel will propose an approach for creating infrastructure to support in-house research initiatives, as well as strategies for implementation within the time and resource constraints faced by practicing behavior analysts. Additionally, the panelists will review the benefits of mentorship and collaboration between academics and practitioners as well as self-reported benefits to clinicians who participate in research in the applied setting.

**12:00 pm – 1:30 pm  LUNCHEON AND ROUNDTABLE DISCUSSIONS**

Plaza Ballroom

Pick up your lunch from the buffet and take it to a table with a topic sign to join invited speakers, other experts, and colleagues in informal conversation and consultation. **Ticket required; purchase with convention registration.**

---

**BACB ethics system** – Sarah Lichtenberger, Holly Seniuk, and Tyra Sellers, *Behavior Analyst Certification Board*

**BACB updates** – James E. Carr, *Behavior Analyst Certification Board*

**Behavior plans** – Paul Malanga, *Tennessee Department of Intellectual & Developmental Disabilities* and Lucas Evans, *Missouri Department of Mental Health*

**CASP organization guidelines** – Michael Wasmer, *Council of Autism Service Providers*
**AGENDA**  
**SATURDAY, MARCH 28**

**Roundtable discussions (cont’d)**

**Compassionate care** – Bridget Taylor, Alpine Learning Group  
**Cultural humility** – Patricia Wright, NEXT for Autism  
**Deliberate coaching** – Nic Weatherly, Florida Institute of Technology  
**Functional communication training** – Dawn Bailey, Oregon Institute of Technology  
**Health insurance appeals, audits, etc.** – Jodi Bouer and Kim Mack Rosenberg, Bouer Law LLC  
**Health insurance billing documentation** – Michele Silcox, ABA Therapy Billing and Insurance Services; Sarah Schmitz, Comprehensive Billing Consultants; and Rebecca Womack, Behavior Analysis Advocacy Network  
**Licensure** – Gina Green, APBA and Misty Bloom, Behavior Analyst Certification Board  
**Residential services for adults with ASD** – Rachel Taylor, Center for Applied Behavior Analysis  
**Services for clients with dementia** – Jenna Mattingly, Laura Heezen, Sue Parenteau, and Brian MacNeill, Minnesota Veterans Home  
**Services for young children with ASD** – Coleen Sparkman, Therapeutic Pathways  
**Supervision** – Linda LeBlanc, LeBlanc Behavioral Consulting  
**Telepractice** – Kristen Koba-Burdt, BAYADA  
**Transition services for youths with ASD** – Paige Raetz, Southwest Autism Research & Resource Center  
**Treating stereotypy** – Haley Steinhauser, Western New England University and William H. Ahearn, New England Center for Children

1:45 – 4:45 pm  
**WORKSHOP 15 (3 BACB CEUs - Ethics)**  
Using the BACB’s Ethics Reporting Systems: A Hands-On Approach  
Sarah Lichtenberger, Holly Seniuk, and Tyra Sellers, Behavior Analyst Certification Board

It may be necessary at some point for a BACB certificant to self-report important information or submit a Notice of Alleged Violation against others to the BACB Ethics Department. Navigating these systems can be stressful and certificants may not have received any instruction or coaching on the logistics of reporting to the BACB. In this hands-on workshop, we will walk attendees through the systems related to self-reporting, reporting others, and responding when named as the subject of a Notice of Alleged Violation. We will provide information about what to do before reporting (e.g., how to comply with 7.02 of the Professional and Ethical Compliance Code for Behavior Analysts, how to proceed when there are concerns regarding an RBT) and the various pathways for reporting. We will describe the steps involved in reporting and responding, the possible routes and outcomes for a notice, and the appeal process. We will also spend time reviewing the conditions under which one should self-report to the BACB and what to expect after doing so. In this workshop we will use generic case examples, modeling, and role playing to explore the relevant systems.
AGENDA
SATURDAY, MARCH 28

1:45 – 4:45 pm  WORKSHOP 16 (3 BACB CEUs)  ######
Innovative Day and Residential Services for Adults with ASD
Rachel Taylor, Center for Applied Behavior Analysis

Applied behavior analysis is the “gold standard” for service provision aimed at helping young children diagnosed with autism spectrum disorders (ASD). Given the plethora of related empirical evidence, great strides have been made in establishing ABA as the preferred method of early intensive support. However, the increased attention to that population may be detracting from the value associated with taking an ABA approach for individuals of all ages, across a range of diagnoses. The purpose of this workshop is to provide an overview of how ABA produces socially significant improvements regardless of age or diagnosis. Special attention will be paid to innovations in service provision, including new residential support options and community-based day programs. Participants interested in expanding their ABA practice beyond school-aged children will especially benefit from this workshop by learning actionable steps to take across both the administrative and clinical domains.

1:45 pm – 2:35 pm  TUTORIAL (1 BACB CEU)  ######
Fostering Relationships with Family Members: Compassionate Care in ABA
Bridget Taylor, Alpine Learning Group

Within certain areas of healthcare it has been documented that treating patients with compassion and empathy can have important benefits, such as increasing patient satisfaction, enhancing adherence to treatment, and improving clinical outcomes. Although current empirical support for those outcomes is mixed (Kirby, Tellegen & Steindl, 2017), there is increasing scientific interest in the benefits of compassionate care. Behavior analysts have recently begun to articulate the importance of attending to relationships in our clinical work. For example, Taylor, LeBlanc, and Nosik (2018) proposed that clinical outcomes of clients may be enhanced by improving relationships with their caregivers. This presentation will review survey data documenting parent perception of compassionate care by behavior analysts, as well as behavior analysts’ impressions of training needs in this area (Leblanc, Taylor, & Marchese, 2019). A curriculum for developing compassionate care responses in behavior analysts will be described.

1:45 – 3:15 pm  SYMPOSIUM (1.5 BACB CEUs)  ######
Evaluating Effective Training Strategies to Increase Staff Performance
Laura Kruse, Chicago School of Professional Psychology. (Chair)
Lauren Lanier, Endicott College (Discussant)

Supervision is a crucial component to successful behavior analytic practice, and is multifaceted. In order to fully perform the role of a supervisor, it is important to have competencies in key areas, such as training and feedback. In addition, it is imperative that training and supervision practices are based on evidence of effectiveness and efficiency. Currently the research pertinent to supervision and training in our field is limited in its focus. Each study described in this symposium focused on a topic on which there is minimal to no previous research. The studies support the need for effective supervision and training practices along with evaluating tools to improve current practices.

1. Teaching Interaction Procedure (TIP) to Train Objective Session Notes Via Telehealth
   JESSICA PIAZZA and Justin B. Leaf, Endicott College

2. An Evaluation of Publicly Posted Feedback Combined with Vocal Feedback on Board Certified Behavior Analyst (BCBA) Supervisory Behavior during RBT Supervision Sessions
   THERESA YAKICH, Dorothy Zhang, Amanda Mahoney, Anette Griffith, and Mary Knowles, Chicago School of Professional Psychology

3. Comparing In-Person and Live Remote Supervision on Registered Behavior Technician Levels of Treatment Integrity and Child Behavior
   BRITT FARLEY and Anette Griffith, Chicago School of Professional Psychology
AGENDA
SATURDAY, MARCH 28

1:45 – 3:15 pm  PANEL DISCUSSION (1.5 BACB CEUs)  
Recommended Practices for Provider Organizations: The CASP Guidelines
Jill M. Young, Therapeutic Pathways (Chair)
Michael Wasmer, Council of Autism Service Providers
Peter Dams, Dams & Associates
Joy Pollard, Stanford University School of Medicine
Charna Mintz, Caravel Autism Health
Bryan Davey, Sequel Youth & Family Services

The demand for ABA services for the growing population of individuals with autism requires provider organizations to respond in ways that ensure high quality, sustainable services. This panel will review work from the Council of Autism Service Providers (CASP) Guidelines and Standards Project. Panelists will discuss the mission and scope of the project as well as specific practices recommended by experts in the areas of behavioral telehealth, strategic planning, and key performance metrics. They will also review work related to defining standards of care for our field, the impact of recommended practices by organizations, and methods for defining and achieving both.

1:45 – 3:15 pm  PANEL DISCUSSION (1.5 BACB CEUs - Ethics)  
Ethical Dilemmas and Best Practice in School-Based ABA Service Delivery
Nicole Postma, Positive Behavior Supports Corp (Chair)
Hana Jurgens, Lindsay Hauer, Dawn Fleminger, and Erin Harlan, Positive Behavior Supports Corp

Most school-based service delivery models aren't designed to adhere to the BACB Professional and Ethical Compliance Code, and often are in direct conflict with the guiding principles. This panel will discuss ethical considerations for working in home and school settings. Some topics include caseload requirements, home BCBA consultation roles within schools, difficulties with dual relationships, programming restrictions, reactive strategies, conflicts with selecting best practice interventions, and others raised during audience questions.

1:45 – 3:15 pm  PANEL PRESENTATION (1.5 BACB CEUs)  
Using Standards of Practice, Ethics, and Health Plan Guidance for Best Outcomes
Ian Santus, Blue Sprig Pediatrics (Chair)
Rebecca Womack, Summer Adami, and Kim Urwiler, Blue Sprig Pediatrics

The frequency and intensity of applied behavior analysis services for children with autism are integral components to obtaining optimal clinical outcomes. Therapy dosage recommendations are typically derived from the results of a single assessment. There is variability in how each provider determines the level of medically necessary services. Most health plans use their own unique criteria for approving treatment recommendations. Utilization of services is dependent on the client's availability. All of these factors affect a client's ability to receive efficient and effective therapy. The panelists will present on these topics through the lenses of their own expertise. Topics will include the Behavior Analyst Certification Board's ethical guidelines for providers who engage with health plans, how aggregating treatment data can improve the quality of services, the payer's perspective on treatment utilization, and provider-based recommendations for prescribing and overseeing every client's care. The panelists will also discuss ways to develop tools, systems, and trainings within organizations to enhance the effectiveness of services.
AGENDA
SATURDAY, MARCH 28

1:45 – 3:15 pm  PANEL PRESENTATION (1.5 BACB CEUs)
Developing and Implementing a Compliance Program in Your Agency
Melissa Willa, Gateway Learning Group (Chair)
Jodi Bouer, Bouer Law LLC
Sage Howard, Gateway Learning Group

Contracts, compliance, and audits, oh my! ABA providers must be vigilant in understanding contractual terms and ensuring compliance by staff at every level of their organization. Even the most ethical business owners are at risk if employees are not adequately trained and monitored. The development of an effective compliance program is essential to ensure that federal, state, payer, and company requirements are abided by staff. In this presentation, an attorney will describe relevant regulatory rules and common payer expectations. An ABA agency Compliance Officer will describe the seven essential elements of a compliance program, detail the process of designating and training a Compliance Officer, and share best practices for policy documentation and training of staff. An agency Chief Clinical Officer will present on building the infrastructure needed to monitor compliance and the implementation of ongoing oversight.

1:45 – 3:15 pm  PANEL PRESENTATION (1.5 BACB CEUs)
Treatment Design for Adolescents with Developmental Disabilities
Margaret Yost, Gateway Learning Group (Chair)
Becky Mershon, T.A.C.T
Paige Raetz, Southwest Autism Research & Resource Center

The transition to adulthood presents unique challenges to individuals with developmental disabilities and their families. Successful transitions require thoughtful, early planning and prioritization of goals. In our field, Board Certified Behavior Analysts (BCBAs) commonly complete their training in programs that serve young children. Clinicians who are fluent in designing effective treatment plans for children are not always equipped to plan for transitions into adulthood. This panel will provide an introduction to the skills BCBAs need to ethically serve adolescent clients in keeping with the BACB’s Professional and Ethical Compliance Code. An ABA agency Director of Training will review relevant research and summarize behavior analytic assessment tools. A Chief Program Officer for a vocational training program will review skill deficits observed in transition-aged students and how prevocational skills can be targeted as part of a treatment plan. A Director of Teen and Adult Services for an autism research and service organization will review how behavior analytic strategies can be applied to optimize outcomes for adolescent and transition-aged clients. Time will be provided for questions from the audience.

Have a little free time? Please visit the exhibits in the Plaza Foyer.
1. Further Evaluation of the Performance Diagnostic Checklist- Safety
Michael Cusick, NELMAR J. CRUZ, David A. Wilder, Curtis Phillabaum, and Rachel Thomas, Florida Institute of Technology

We further evaluated the Performance Diagnostic Checklist- Safety (PDC-Safety) by comparing the effectiveness of a PDC-Safety indicated intervention with a PDC-Safety non-indicated intervention for three employees at a clinic serving children with intellectual disabilities. The interventions targeted participants' hand washing before working with clients. The results of the PDC-Safety suggested that the antecedents and information domain was most problematic. First a non-indicated intervention, which included access to additional materials (i.e., hand sanitizer), was implemented and found to be ineffective. Next, an indicated intervention, which included prompting, was found to increase safe performance to acceptable levels for two of the three participants. One participant required feedback to substantially improve and maintain safe performance.

DOUGLAS M. KUPFERMAN and Ruth M. DeBar, Caldwell University

Gamification is the application of gaming mechanics to non-gaming contexts. There has been an increased interest in the use of gaming applications across a variety of disciplines. Gaming often employs behavior analytic principles as mechanisms for behavior change. The purpose of our literature review was to conduct a systematic assessment of peer-reviewed single-subject research that included a game-based intervention as the independent variable, identify the elements of gaming that have been employed, assess the scope of use across domains, and examine the efficacy of those interventions. Results indicated that over the past 10 years, games-based interventions have been used successfully across a variety of settings and populations. We discuss areas of strengths and limitations of the extant literature, and identify opportunities for future research and practical implications for the use of game-based interventions.

3. An Evaluation of Self-Control Training Procedures in Applied Behavior Analysis
MICHAEL PASSAGE and Katie Nicholson, Florida Institute of Technology

Self-control training (SCT) procedures have been studied in applied behavior analysis to address problems with impulsivity since the initial study by Schweitzer & Sulzer-Azaroff (1988). Impulsivity is often conceptualized in terms of delay discounting or responding that produces an immediate and less valued consequence, rather than a delayed and more valued outcome (Ainslie, 1974). Studies evaluating SCT aim to instruct individuals to make more optimal choices that produce delayed results. To evaluate the effectiveness of SCT, we conducted a quantitative analysis of articles published between 1998 and 2019 in peer-reviewed journals. Findings revealed that the four most utilized intervention components are (a) delay fading, (b) intervening activities, (c) rules, and (d) signals. Overall, those four treatment components have been shown to be most effective. Delay fading and intervening activities appear most effective, especially when combined. Researchers employed a wide range of assessments, some more effective than others for evaluating baseline performance of the dependent variable, thus limiting their results. This analysis could inform future research and lead to more clinical applications.
AGENDA
SATURDAY, MARCH 28

3:30 – 5:00 pm   PANEL PRESENTATION  (1.5 BACB CEUs)   ######
Optimizing Technology for Practice Management
Christina Barosky, Bierman ABA (Chair)
Christina Gallagher and Emily Roche, Bierman ABA

Over the past decade the healthcare industry has been pushed to better utilize technology for both clinical care and administrative practices. ABA organizations are faced with increased scrutiny for outcomes data, HIPAA compliance, administrative paperwork, and clinical documentation. ABA organizations are using a myriad of technology options, such as practice management software, data collection tools, and cloud storage. How do you know what options are best for your team and what options will help organizational efficiency and improve clinical quality? Organizations can benefit from practice management software that bridges the processes of storing documentation to meet the requirements of BACB certification, scheduling services, billing for services, and tracking cash flow. Panelists will provide a working example of optimizing technology for daily operations and enhancing clinical quality of services, starting with evaluating an organization’s needs for scheduling, data collection, data analysis, program review, payroll and billing. Steps for building a project plan with timelines for training and implementation of new systems for clinical and administrative teams with a focus on building key efficiencies for documentation and compliance will be described.

3:30 pm – 4:30 pm   Annual Meeting – APBA Members   ######
Charna Mintz and Gina Green, Association of Professional Behavior Analysts (Co-Chairs)

The mission and principal activities of APBA will be reviewed. Members will have opportunities to ask questions about the organization’s structure and functions, and to offer suggestions as to how APBA might better serve them. Individuals whose terms on the Board of Directors ended August 31, 2019 will be recognized for their service to the organization.

5:00 pm   ADJOURN UNTIL THE 11th ANNUAL CONVENTION
April 8 - 10, 2021
Hyatt Regency Dallas