



July 28-30, 2022 | Nashville, TN

## 2022 Women in Behavior Analysis Conference Session Descriptions

### **Do you Provide a High-quality Supervised Experience?**

*Ellie Kazemi, Ph.D.; BHCOC & CSUN*

*Grand Ballroom; 10:35-11:25am CT*

High-quality supervised experience is an essential component of behavior analytic training. Theoretically, the supervision guidelines provided by the Behavior Analyst Certification Board (BACB) protect candidates as supervisees who seek certification or licensure to practice behavior analysis. Additionally, there is hope that graduate training in behavior analysis provides some quality control regarding the training sites at which candidates accrue supervision experience hours. However, unless the supervised experience is offered at the institution where the graduate coursework is offered, many higher education training programs do not have the time or resources to review external training sites to assess quality. Therefore, candidates enrolled in master's degree programs are often on their own to find suitable sites that offer an ethical and professional supervised experience that meets best-practice recommendations. As a result, the quality of the supervised experiences of candidates preparing to become professional behavior analysts differ dramatically. In this presentation, I will review the process of standard development, the ABAI Accreditation standards, the empirical evidence and best-practice guidelines for supervision, and the results of data we gathered from our diverse stakeholder groups about the quality of supervision.

### **Innovative Solutions: Clinical Services**

*Tiffany Mrla, Ph.D., BCBA; Learning & Behavior Consultants, LLC*

*Breanne Hartley, Ph.D., BCBA-D; LittleStar ABA Therapy*

*Charna Mintz, Ph.D.; Action Behavior Centers*

*Broadway 1, 10:35-11:25am CT*

Practitioners in behavior analytic service organizations must embrace innovation as we navigate the inevitable cycles of change in our field of human services. Integrating agile, flexible, transformative systems is key to ensuring high quality, value-based, and values-focused, service delivery models. Navigating change to meet clinical, organizational, and financial goals requires leadership teams to trust the process and view discovery and development through a behavior analytic lens. Organizational Behavior Management provides focus on performance management, behavioral systems analysis, behavioral and psychological safety, leadership, and culture. Creating innovative systems of supports through organizational models creates opportunity for leaders to model contingency management through behavioral systems design and analysis, creating systems for professional growth, and embedding psychological safety within your organization by embracing the iterative process of growth in your organization. Through nurturing the evolution of organizational systems development and implementation, you can put your behavior analytic hat on as you lead change to address the needs of our organizations, and of our field, during this time of transformation. Each panelist will share their journey in developing systems to support behavior analysts, students of behavior analysis, and direct care staff. Innovation, with a behavior analytic approach, embracing iterative changes throughout the process, and learning to grow through thoughtful development, structured implementation, continuous analysis, progress monitoring, and program modification, as applied to the organization as well as clinical and client outcomes, will ensure quality service delivery above all else. This panel provides opportunity for participants to engage in conversation following each panelists story of innovative problem-solving systems integrated into daily practices and how those systems continue to evolve. Charna Mintz, PhD, Chief Clinical Officer, Action Behavior Centers: Supporting Growth of Behavior Analysts with Mentorship and Professional Pathways Breanne Hartley, PhD, BCBA-D, Chief Clinical Officer, LittleStar ABA Therapy: Evolution of The Apprenticeship Model – Maximizing Shared Benefits within your Supervision Model Tiffany Mrla, PhD, Founder and Chief Executive Officer, Learning & Behavior Consulting – Growing Together: Nurturing Direct Care Staff through Supervision, Professional Growth, and Career Pathways.



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### **Waiting to Grab the Torch**

*Kerri Milyko, Ph.D; BCBA-D, LBA; CentralReach  
Broadway 2, 10:35-11:25am CT*

The field of behavior analysis was led by men back in the 1960's and 1970's. Fast forward 50-60 years, these men still hold powerful positions or serve as gatekeepers. Their legacy casts a foreboding shadow that grants them power and authority onto any position or relationship to insert their influence. Yet, women now dominate our industry, comprising 85% of the workforce (BACB, 2020). And while we do not have comprehensive data on women in leadership positions, four out of 14 CEO and COO positions of the largest eight enterprise agencies providing ABA services to autistic learners are women, none of which hold CEO positions. Seven out of the last 20 ABAI presidents are women (4 within the most recent 5 presidents). Women are rising to leadership positions but there are still barriers to push through, including barriers imposed by the old guard. While many behavior analysts practice a functional analysis to process their own thoughts and feelings about the world instead of relying on topographical stereotypes, some routine behaviors are hard to unlearn. Many women have experienced unjust, hurtful, and harmful inequalities throughout their career. The presenters today have not only experienced these but have served as unofficial mentors to other women who seek counsel while experiencing these hardships. In the current presentation, the presenters share a behavioral analysis of aggressions, macro and micro, towards women within the last 5 years, the good and bad advice we received, and useful strategies others can take to rise above when confronted with these distressing circumstances, and how men can help our plight as women rise in their career. While the presenters are speaking from their own experiences as women, many elements can apply to other minority groups and intersectionalities.

### **Playdates and Children on the Spectrum**

*Tracy Raulston, BCBA-D; Action Behavior Centers  
Broadway 3, 10:35-11:25am CT*

Children on the autism spectrum experience difficulties with social interactions, which may result in lower quality of friendships. Playdates are defined as prearranged gatherings between two children at one of their homes and are fundamental to social emotional development in childhood. Playdates provide opportunities for language, empathy, and friendship development as well as practice generalizing social skills across settings. Three papers will be discussed in this presentation. The first paper is a scoping review of the literature on playdates for children with autism (currently under review). Results of 12 studies indicate that playdates may have several positive effects for children with autism, including increased social engagement at school and reciprocal interactions with peers. Secondly, findings from two single-case studies (Raulston et al., 2020, 2021) that evaluated a parent-implement playdate intervention will be presented. Findings from these studies indicated that parent training and coaching in a multi-component intervention resulted in increases in initiations and responses (i.e., mands and non-verbal responses) between children during game play within playdates in home settings. Collateral effects on supported joint engagement were found in the final follow-up study. Behavior analysts are uniquely situated to support children and families to host and participate in successful playdates. Recommendations for clinicians and future directions of research will be discussed.



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### **Parent Training Interventions**

*Samantha Beatts, M.Ed., BCBA; Kyo SoBro, 10:35-11:25am CT*

Parents and caregivers play a key role in the success of ABA therapy. Their involvement and active participation in the generalization and development of their child's program are critically important. At the same time, parents of children with autism spectrum disorder (ASD) often experience a great deal of stress and an overwhelming number of responsibilities and needs associated with their child's diagnosis, which can impact their participation and active engagement. As Board Certified Behavior Analysts (BCBAs), we can support our clients and their families by using evidence-based interventions. This panel will provide a comparison of evidence-based interventions (Research Units Behavioral Intervention (RUBI), Project ImPACT, and Parent Child Interaction Therapy (PCIT)) that can be utilized in conjunction with parent training to provide comprehensive support to families and increase effective parent engagement. The panelists will begin by reviewing relevant research, highlighting how different evidence-based parent training methods can be applied to fit each family's needs and optimize skill acquisition. Case examples will be presented, allowing the panelists to review and compare clinical experiences and outcomes of evidence-based parent training methods. The remaining time will be used to answer questions from the audience to promote further discussion on the importance of providing comprehensive parent training and support.

### **Building a Culture of Compliance for RCM**

*Michele Silcox-Beal, CPMA, CRMS  
Chris Lowe, CMRS  
Midtown 1-2, 10:35-11:25am CT*

With all states having mandates that require some level of insurance coverage for the treatment of autism, providers have turned to health care funders as a primary source of reimbursement for services. Building a culture of compliance within your Revenue Cycle Management team can aid in building a collaborative force in identifying and solving obstacles before they become risks and barriers to care. In this webinar, we will outline the functions and roles within the revenue cycle that can contribute to adhering to compliance standards aligning with your core values which can build confidence in helping providers stay out of harm's way of fraudulent activity. We will also review steps to take in setting up a voluntary compliance program in your organization and where revenue cycle management falls into that plan.



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### **There is No Right Way to Say Goodbye**

*Candice Colón Kwedor, Ph.D., BCBA-D, LABA; LEARN*

*Adriana Anderson, BCBA; LEARN Behavioral*

*Melissa Sable, M.A., BCBA; Autism Spectrum Therapies*

*Jacob DaPonte, M.S.Ed., BCBA; Behavioral Health Works*

*Grand Ballroom, 1:00-1:50pm CT*

The Behavior Analyst Certification Board® and the Council of Autism Service Providers™ provide discharge and documentation guidelines for Applied Behavior Analytic services, however, guidance regarding the discharge planning process (e.g., discharge fade plans, discussions with the family, evaluating responsiveness to treatment) is often gained through experience which can vary across clinicians. Therefore, continual training and support to help behavior analysts with the medical necessity of services and the discharge process are often necessary. But, where do we start? A 20-question survey on discharge training and practices was sent to clinicians whom provide supervisory level services in over 15 states. Initial data indicates that 81% of respondents did not receive any formal training in graduate school and only 51% have received some training regarding ethical discharge practices through their current or previous employer, but 60% said that the primary source of training was clinical judgement. Yet, clinical judgement can vary between clinicians based on educational background, mentorship, and guidance. This preliminary data illustrates the need for service organizations, including school, to provide clinicians with some formal training. This panel will outline the final data from the survey mentioned above, steps that graduate school educations and management level clinician can take to close the gap between discharge criterion recommendations and the training and support necessary to execute the discharge process. The use of a decision-making model, training and planning resources, as well as an individualized peer-review process, will be discussed. The conversation will include taking into consideration the client's individual needs, the clinician's experience (Kornack et al., 2017), the family's perspective (Beier, 2018), and managed care requirements and recommendations (Papatola & Lustig, 2016).

### **PLAY-SAY: Assent & Speech with Play Chains**

*Tamara Kasper, MS, CCC-SLP, BCBA, LBA; Caravel Autism*

*Broadway 1, 1:00-1:50pm CT*

Increased emphasis on client assent refocuses the importance of naturalistic developmental behavioral intervention (NDBI) to improve the value of social stimuli and shape indicating responses. Defining and measuring indicating responses (e.g., eye gaze, approach, gesture, vocalization) to identify "likes" (declarations of establishing operations), "dislikes" (declarations of abative operations) and withdrawal of assent provides opportunities to honor The Ethics Code for Behavior Analysts and shape agency in children with autism. Indicating responses provide opportunities to teach functional and formal communication to make choices, indicate assent, and calmly and clearly indicate assent withdrawal. Improving the frequency and variety of Indicating responses is also correlated with improved language outcomes (Topping, et al. 2013), learner cooperation (Shillingsburg, Bowen & Shapiro, 2014; Shillingsburg, Hansen & Wright, 2019), and has been correlated with social behavioral cusps and better learner outcomes (Harms & Greer, 2020). Instruction can be challenging when confronted with individuals with limited attending to others and restricted reinforcer pools. A view of early social, play, and communicative milestones through developmental and behavioral lenses allows the operationalization of methods to create play chains via four different categories of play. Pausing or adding novelty to the play chains provides opportunities to reinforce and shape early non-verbal communication, promote attending and responding to instructor social stimuli, condition ongoing social interaction as a reinforcer, and shape verbal behavior. Learn to scale and sequence training for successful staff implementation and client improvement. Outcome data from a pilot project which demonstrates improvement in learning opportunities after training implementation will also be presented.



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### **Gender: Embracing Inclusivity**

*Kimberly Shamoun, BCBA-D; Behavioral Intervention Psychological Services, PC  
Broadway 2, 1:00-1:50pm CT*

Awareness of gender-diversity and ensuring practices that embrace individual differences, including differences in gender identity and gender expression is critical in achieving an inclusive environment. In September 2020, a study was published in Nature Communications finding Autistic traits in Transgender and Gender-Diverse individuals. There is limited research published on the topic of gender-diversity and implications for the assessment and treatment of individuals with autism. This presentation will describe the paucity of research in this area, with an emphasis on ways we can modify our interview and in-take processes to promote a gender-diverse environment. Additionally, considerations for curriculum modifications when providing treatment to autistic individuals will be described.

### **Finessing Your Feedback with Behavioral Science**

*Karen Hans, Ph.D., BCBA; Rise Services, Inc., ABA Everyday  
Broadway 3, 1:00-1:50pm CT*

Using the science of behavior can help you to provide feedback and ensure a successful working environment. Performance feedback is an essential part to organizational behavior management but being able to use that science to not only provide feedback but pair with your colleagues allows you the ability to help shape behaviors essential to working collaboratively. Examples of performance feedback tools will cover onboarding, training, and maintenance of skills. These tools will help you identify your colleagues' reinforcers in the work environment, ways to successfully share feedback, monitor that feedback, and ensure alignment in performance. A case study will be presented to address onboarding a new employee, identifying the functions of their behavior, and building rapport through feedback. The case study will move through training, referencing behavioral skills training and tying the feedback to performance. The case study will end with performance feedback tied to reinforcers on a variable schedule including performance-based pay and behaviorally anchored rating scales. Participants will leave with tools they can implement in the workplace and references to understand the research behind performance feedback.

### **4 BCBA's Talk About Parenting**

*Carmen Ruiz-Ochoa, MA, BCBA  
Rubicely Lomeli, M.S., BCBA; STAR of CA- WLA Division  
Marisela Alvarado, MS, BCBA  
Michelle Heid, MA, BCBA; Advanced Behavioral Pathways  
SoBro, 1:00-1:50pm CT*

As the COVID-19 pandemic impacted everyone's experience, the reality of being both a parent and a Board Certified Behavior Analyst became very vivid. Parenting and being a BCBA brings many issues of both roles under scrutiny. Parent/BCBAs are faced with how our professional role impacts our parenting and how our parenting has enhanced our professional roles. Our panel, composed of four behavior analysts who bring intersectionality to the core of behavioral practices; by emphasizing race, culture, mental health, language, and ethnicity will review the characteristics of behavior analytic professionals, the impact of these characteristics on the profession, and doing so with compassion and cultural humility. We will discuss the definition of a parent and illustrate the unique intricacies of being a parent and a Board Certified Behavior Analyst. We define observational learning from a behavior analytic point of view and discuss its importance in our role as parents and behavior analysts. Panelists will then share their four unique and culturally diverse perspectives on childrearing and the enhanced views gained through these experiences when providing applied behavior analytic services. Each panelist will share what they have learned parenting through a behavior analytic lens and reflections from their parenting experience that will enhance behavior analytic services provided.



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### **Value Based Care for ABA Providers**

*Kathleen Stengel, BCBA; NeurAbilities  
Midtown 1-2, 1:00-1:50pm CT*

Interest in value-based care programs is on the rise in all areas of healthcare. Models of care delivery that account for quality care, progress toward outcomes, efficiency, and cost savings are the holy grail for all behavior health programming. Specifically for autism therapy, the goal of VBC models over the last several years has been to define the measures for treatment that can demonstrate progress or overall outcomes. Identifying these measures is only the first aspect. Execution of a VBC model for ABA requires methods of data collection across the practice in a systematic manner over time that is easily reportable. Only then can outcomes be truly measured. This talk will discuss a basic framework for assuring administrative and operational structure to collect, track, and analyze data required for VBC payment models for ABA therapy providers.

### **Talkin' & Teachin' about Sex**

*Kelly King, BCBA, LBA; The Chicago School of Professional Psychology  
Elizabeth Gennari Crosby  
Grand Ballroom, 2:00-2:50pm CT*

Sexual education can be a tricky topic of discussion, particularly when it comes to those who have diagnoses of intellectual or developmental disabilities. Much of the previous research has been correlational studies on parents or staff's opinions regarding the necessity for sexual education for these populations, and much of this research is decades old. Recently, there has been a resurgence of interest in this area and some behavior analysts have begun to address the gaps in previous teaching materials. Although there are some curricula on the topic, the research on training and teaching the content is still sparse. The current symposium includes data from two projects on the social validity of sexual education and the training of staff in how to address sexual education.

### **Supporting Clinicians in Promoting Patient Assent**

*Karen Nohelty, M.Ed., BCBA; Center for Autism and Related Disorders  
Broadway 1, 2:00-2:50pm CT*

Attending to patient assent in applied behavior analysis therapy sessions has the potential to increase patient self-advocacy, build rapport and trust between the clinician and patient, reduce risks of patient victimization, and overall support patient dignity. As assent is now part of the Ethics Code for Behavior Analysts (BACB, 2022), guidance is needed to support BCBA's in balancing gaining assent and working on treatment goals for patients with a range of severity and support needs. All patients are capable of communicating assent and dissent; however, response to dissent will differ based on age and other individual factors. In this presentation, strategies will be shared to aid clinicians in designing treatment plans that actively involve gaining and sustaining patient assent while targeting treatment goals. Additionally, a method of conducting a risk-benefit analysis to determine clinical response to patient dissent will be offered, along with clinical examples.



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### **Project Social Code: Robotics & Social Skills**

*Janet Sanchez Enriquez, BCBA; University of North Carolina Charlotte*

*Monique Pinczynski, M.Ed, BCBA; University of North Carolina Charlotte*

*Broadway 2, 2:00-2:50pm CT*

In a complex and changing world, students must leave school with the skills to make sense of their world, solve novel problems, and use data to navigate the many paths before them. These skills can be taught through high-quality instruction in science, technology, engineering, mathematics, and computer science (STEM C/S). Unfortunately, the lack of diversity in STEM education and professions is a continuing concern across the nation from a social justice perspective and a competitive workforce perspective (National Academy of Engineering & Institute of Medicine, 2011). Multiple factors have limited access to these fields for many demographics, specifically for individuals with disabilities. Education and workforce inclusion initiatives have historically focused less on individuals with disabilities, and individuals with disabilities are underrepresented in science, engineering, and mathematics education programs and professions (Klimaitis & Mullen, 2020). The significance of expanding the diversity of persons entering the STEM occupations has long been recognized, but only lately has it reached a degree of prominence that both institutes of higher education and policymakers are now commanding concerted efforts. Researchers from the University of Georgia State, Central Florida, and North Carolina received a five-year, \$2.25 million grant from the U.S. Department of Education to investigate integrating STEM and social skills instruction for elementary-aged students with autism and intellectual disabilities. The Project Social Code collaborative explores how social robots can be incorporated into classrooms most efficiently while using a feasible research-based curriculum. The curriculum guides teachers to provide equitable and accessible, high-quality social-related STEM instruction. Thoughtful consideration of scaffolded student support systems, individual preferences, and project-based learning activities are used to teach, model, and practice the core components of STEM C/S instruction and related social skills. Presenters will highlight five critical areas (e.g., visual supports, opportunities to respond, prompting, communication supports, and reinforcement/feedback) to enhance and increase student independence and interactions.

### **How Attention Can Shape Success and Relationships**

*Natali Wachtman Perilo, BCBA, LBA; The Chicago School of Professional Psychology*

*Julie Ackerlund Brandt, BCBA; The Chicago School of Professional Psychology*

*Broadway 3, 2:00-2:50pm CT*

Attention has been shown as an effective reinforcer for problem behavior (e.g., Iwata et al., 1982/1994; Kodak et al., 2007) and appropriate behavior (e.g., Clay et al., 2013; Nuernberger et al., 2012). Additionally, various types of attention (i.e., eye contact, praise, physical, conversation, and reprimands) affect an individual's responding differentially. In recent years, researchers have begun to evaluate preferences for different types of attention (Clay et al.; Kelley et al., 2014; Nuernberger et al.). These researchers also evaluated the reinforcer efficacy of different types of attention and shown differentiated preference hierarchies and level of responding during reinforcer assessments. It is also likely that participants have preferences for different adults, and these preferences may be due to the type of attention provided by that adult in conjunction with the child's preference for different types of attention. This talk will explain the different methods for evaluating preference for different types of attention, the reinforcing efficacy of different types of attention, and how different types of attention may or may not affect a child's preference for a specific teacher or clinician.



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### **Interdisciplinary Approaches in ABA**

*Kathleen Stengel, BCBA; NeurAbilities*

*Kaori Nepo, BCBA-D; NeurAbilities*

*Lisa Alberts DNP, APRN-BC, PMHNP-BC; NeurAbilities*

*Gregory Alberts, Ph.D.; NeurAbilities*

*SoBro, 2:00-2:50pm CT*

Comprehensive interdisciplinary approaches to treatment can maximize patient outcomes. Individuals with ASD and related disabilities often present with comorbid conditions. For example, multiple studies indicated the prevalence of comorbid conditions, including ADHD, epilepsy, OCD, GI problems, and sleep and mood disorders. In this presentation, we will highlight interdisciplinary treatment approaches providing a bridge between diagnostic assessment, medical support, behavior assessment, and ABA services. Additionally, we will provide case examples using an interdisciplinary framework.

### **Translating Medical Necessity Criteria**

*Diana Wilson, DBH, LBA, BCBA; Aspen Behavioral Consulting*

*Erin Mayberry, Director of Community Engagement; Rethink*

*Courtney Gelinis, M.Ed., BCBA, LBA; ABS Kids*

*Midtown 1-2, 2:00-2:50pm CT*

Research on the effects of ABA services for the treatment of ASD indicate that response to treatment in children may be influenced by treatment intensity, therefore clinicians should carefully calibrate and adhere to dosage recommendations. Studies found that adhering to prescribed dosages, aligned with published research, improves outcome mastery and increases adaptive skills. Despite best practice standards and research supporting proper dosage recommendations, variability in dosage recommendations can be negatively influenced by a variety of factors, including a complex language barrier among stakeholders, lack of clinician training in medical necessity and dosage recommendations, and limitations in applied research. To continue conversations related to the medical necessity of autism treatment, the development of a medical necessity review tool may lend guidance in developing training opportunities for clinicians in consistency of considerations of medical necessity and how to effectively communicate ABA dosage recommendations to health plans, families, and other stakeholders.



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### **Paying it Forward: Developing Leaders**

*Tiffany Mrla, Ph.D., BCBA; Learning & Behavior Consultants, LLC*

*Linda LeBlanc, Ph.D., BCBA-D; Licensed Psychologist, LeBlanc Behavioral Consulting*

*Ivy Chong, Ph.D., BCBA-D, MBA; May Institute*

*Tyra Sellers, J.D., Ph.D., BCBA-D; TP Sellers, LLC.*

*Grand Ballroom, 3:10-4:40pm CT*

"If your actions inspire others to dream more, learn more, do more and become more, you are a leader." -John Quincy Adams. The impact of authentic leadership is infinite. As our field continues to evolve, and grow at increasing rates, it is critical to ensure we are developing leaders who will guide the future of our service and our science with integrity and resolve. True leadership requires courage, vulnerability, empathy, and authenticity. Leadership develops through reflection, discovery, and the determination to continuously learn and grow from our experiences. An exemplary leader not only focuses on their own continuous learning and improvement but inspires those they serve to find the courage to face challenges, the gratitude necessary to reflect and learn as they grow, and the compassion to provide empathy over judgement to support those around them. This panel includes three powerful leaders in our field who continuously pay it forward to practitioners in our field, Drs. Linda LeBlanc, Tyra Sellers, and Ivy Chong. Each of these giants, on whose shoulders we stand so all see further, spend their time and resources sharing their message, their wisdom from practice and reflection. They develop tools and resources, conduct research, write articles and books, and design interventions, providing resources and words of wisdom to serve as guidance in developing supervision and mentorship models for practitioners, as well as models for developing leaders in our field. And they do so with a focus on compassion and empathy, focusing on the necessity of leadership development while helping practitioners find their voice. Each panelist will share their journey of growth through learning and reflections on practice in the field, share their 'why' and their 'how', as well as their 'what' is next in their journey. The facilitator will select quotes, action items and words of inspiration written down over the years listening to the panelists present or through their works. Each panelist will have opportunity to respond to, supplement, or amplify their message based on reflections and growth. The panelists will also share their vision for the future of behavior analytic service provision in a value-based model of care. This panel provides opportunity for participants to engage in conversation following the panel discussion.

### **Trauma Informed ABA**

*Saundra Bishop, BCBA, LBA; BASICS ABA Therapy*

*Broadway 1, 3:10-4:40pm CT*

Behavior analysts focus on observable and measurable behavior and direct function. This can make it difficult when trauma informed strategies seem counter to our assessments. However, if BCBAs and other providers that create behavior plans look at trauma events as setting events, they can create sensitive and effective interventions, which support all clients, including those who may be in foster care, school programs, or even simply living through COVID-19. In this 3 Part Workshop, we will explore how to identify Trauma Events, interventions targeting Trauma Event Setting Events (TESE), interventions targeting teaching Trauma Informed Replacement Behaviors, and interventions addressing Trauma Informed Consequence Procedures. In this workshop we will focus on learning about Trauma Events and the research supporting its effect on the lifespan and then we will move in depth to review Trauma Events as Setting Events.

### **Female Entrepreneurship in ABA**

*Dana Meller, MA, BCBA; PASS the BIG ABA Exam*



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*Sara Litvak, MA, BCBA; Behavioral Health Center of Excellence*  
*Sarah Trautman, BCBA; defy community Tanya Scott, M.A., BCBA; Poppy Solutions & Summa Academy*  
*Broadway 2, 3:10-4:40pm CT*

In this panel, a group of female behavior analysts who own a variety of businesses in ABA will talk about their experiences starting their own companies. This will be a conversation centered around two themes: Female Business Owners in ABA and What Else Can I Do With My BCBA. These female entrepreneurs will share their thoughts and experiences around how they started their companies and thrived, as well as discuss the various other ways one can use their BCBA Certificate to support their community and the world. This conversation will surely inspire others to explore many of the alternative areas in our field where a BCBA Certificate can be utilized. Time will be reserved for questions and attendee participation as we explore this topic together.

### **ACT-Infused Yoga to get Mindful as a Mother**

*Erin Bertoli*  
*Jessica Blucas*  
*Broadway 3, 3:10-4:40pm CT*

According to Motherly's 2021 State of Motherhood survey, 93% of Mothers reported feeling burned out. Why? Because we are expected to work like we aren't mothers, and mother like we don't have to work. Because some of us are the breadwinners while also expected to keep up with the majority of running a household. Because we are still in the midst of a pandemic and trying to grasp onto any sense of normalcy we can for our little ones. Because social media creates the false narrative that everyone else has it all together and so... "I must be the only mom who is really a mess." Because we are trying to be perfect moms in a totally imperfect world and the mom guilt is real. Acceptance and Commitment Training (ACT) is an evidence-based intervention that has been applied across various settings to address numerous physical, mental and behavioral health issues. This presentation will review the various applications of ACT as a reminder of the vast utility and empirical support of this technology. We'll then discuss some barriers to these applications and take a unique spin to review the science behind yoga and the overlaps between ACT and Yoga. And finally, but most importantly, we're going to turn to ourselves and assess our own levels of stress, burn out and psychological flexibility, evaluate our current self-care repertoire, and be introduced to what we like to call ACT-Infused Yoga.

### **A Continuum of Care for the Clinician: Mentoring Through Burnout**

*Landria Seals Green, SLP-BCBA; The Huddle*  
*Andre Anderson, BCBA; The Huddle*  
*SoBro 3:10-4:40pm CT*

Service professionals work and live in cyclical states of burnout. This state of existence is for professionals across the span and stages of one's career. Preparation for clinical work does not equate to the preparation of the administrative and emotional challenges behavior analysts face across settings. The provision of sustainable solutions that include communication, self-advocacy, and a focus on individual wellness is an avenue toward cultivating a continuum of care for the clinician through positional and peer-to-peer mentorship. While organization tools inclusive of performance management and wellness culture matter, resourcing the individual clinician is a personal sustainable practice methodology. The client population and the service need will continue to exceed personnel. The development of a sustainable mentorship model for the new and seasoned professional is essential to the long-term support for personnel within the behavioral health industry.

### **Empowering Women BCBA's in Schools**

*Selena Layden, Ph.D., BCBA-D, LBA; Old Dominion University*  
*Daria Lorio-Barsten, M.Ed., BCBA, LBA; College of William and Mary*



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*Midtown 1-2, 3:10-4:40pm CT*

The public school setting is a unique and complex application of behavior analysis. While behavior analysts have worked in school settings for decades, little is known about the roles and responsibilities of these professionals, who are employed by the school districts. Further, few systemic supports exist to promote the success of behavior analysts in the public schools. In Virginia, the Virginia Department of Education, in partnership with Old Dominion University, has created a statewide professional network to support school-based behavior analysts. The statewide network incorporates four major goals: 1) build and maintain a peer network for school-based BCBAs; 2) provide continuing education events targeted to school-based BCBAs to promote increased competence; 3) encourage continued scholarship; and 4) increase the use and understanding of ABA in schools. This presentation will describe the efforts of the Virginia Public Schools Behavior Analyst Network (VAPSBAN) including the opportunities we've had to promote our field of behavior analysis across the state. VAPSBAN has resulted in many benefits. We support school-based BCBAs, who are predominantly women, to grow and excel in their profession. We have enhanced the scholarship of our members through opportunities such as our research professional learning community, which has created meaningful collaborative partnerships between K-12 schools and universities. Finally, we have developed professional standards specific to school-based BCBAs to guide professional practice in the school setting. This presentation will discuss VAPSBAN and its initiatives with particular attention to how participants can use this information to build capacity in their own professional networks. We will also share considerations for the future.

#### **The Developing Individual: Transition Throughout Puberty**

*Nicole Brino, BCBA; The COR Behavioral Group*

*Jennifer Harris, BCBA; The COR Behavioral Group*

*Grand Ballroom, 9:45-10:35am CT*

As our learners become more mature and develop through puberty, they begin to develop changes not just physically but also through other aspects of their life. As new feelings and sensations emerge, as professionals we must do our best to support our clients through this very important transition. This presentation aims to address the aspects of social, relationship, and sexual changes in our learners. Most importantly looking at these changes and how we can better serve our learners to be successful across those various topics. Interventions are tailored to the individual to be applied by both professionals and parents to support their learners throughout these difficult transitions.

#### **Values-Based Business Management**

*Margaret Solomon, MS Ed., BCBA; ABA Across Environments*

*Broadway 1, 9:45-10:35am CT*

Utilizing our own values and our staff's values have shaped how we run our business. We are able to prioritize pay and benefits for our employees while finding what they value in their employment. Aligning personal values with work values has been key in staff retention and preventing burn out. We start with assessment and individual goals for staff that help meet greater and more company-wide goals that are sustainable.

#### **Functional Assessment of Burnout in BA**

*Gabi Morgan, BCBA-D; Bay Path University*

*Kristin Korinko, Ph.D., BCBA, LMCH, NCC; Agency for Persons with Disabilities (APD) FL*



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*Broadway 2, 9:45-10:35am CT*

Insurance requirements, governmental legislation, and the proliferation of large behavioral agencies have resulted in greater access to services for many, but also in contingencies that lead to burnout, unethical practices, and secondary traumatic stress. Direct care therapists and BCBA's cite insufficient collegial support, excessive caseloads, and a lack of resources for mental health. The leaders of organizations face insurance regulations that run counter to best practices, unmanageable turnover rates, and restrictive legislative rules as contingencies leading to problematic work conditions. There appears to be a disconnect between the ethical code and the contingencies present in current work environments. According to Kirby, Spencer, & Spiker (2022), "The need to bring behavior analysis to scale is no more obvious or urgent than now." One such "obvious" action must include the need to assess, analyze, and address pervasive burnout and secondary traumatic stress within the field of Applied Behavior Analysis. This presentation will offer a functional assessment from three vantage points- the applied fields of practice, the educational environment, and the policy-driven milieu of government. The presenters will also share various key takeaways with participants to help to shape ethical and productive compassionate work environments.

### **Ethical Considerations in Mexico**

*Janet Sanchez Enriquez, BCBA; University of North Carolina Charlotte*

*Berenice de la Cruz, Ph.D.; Texas A&M University- San Antonio*

*Broadway 3, 9:45-10:35am CT*

Mexico is the third-largest country in Latin America and has the second-largest economy. Social sector reform has profoundly impacted the redesign of health programs and education. A lack of medical and educational services is one of the most common consequences of fragmentation and administrative difficulties, especially for families of children with autism and intellectual and developmental disabilities. Early in 2020, a group of well-determined and dedicated women with a shared interest in responding to these challenges initiated a collaborative effort to disseminate the science of behavior analysis across Mexico. Together, these bilingual board-certified behavior analysts launched a series of planning groups that laid the programmatic groundwork for The Mexican Organization of Practitioners of Applied Behavior Analysis (OMPAC). OMPAC is a non-profit organization focused on the dissemination and appreciation of Applied Behavior Analysis as an effective scientific discipline to support Mexican society. OMPAC's principal aims include disseminating efforts across relevant professional organizations, establishing behavior analysis as a viable profession with opportunities for accepted certification, and providing a national forum within Mexico for the study and support of this science. This presentation will discuss specific steps taken to create a foundational structure to guide professionals interested in the practice of applied behavior analysis in Mexico through the establishment of culturally relevant standards and the creation of targeted workgroups promoting applied behavior analysis as an effective scientific technology to advance Mexican populations.

### **Training using Technology**

*Abigail Blackman, Ph.D., BCBA, Behavior Science Technology*

*Kerry Conde, Ph.D., BCBA-D, St. Joseph's University*

*Florence DiGennaro Reed, Ph.D., BCBA-D, University of Kansas*

*SoBro, 9:45-10:35am CT*

Initial and ongoing training and performance management practices should be in place for all staff at an organization. The use of technology to engage in these practices is increasing. There are several technology-based procedures that organizations can use to deliver initial and ongoing training. These procedures include behavioral skills training, video modeling, computer-based instruction, and group virtual training, to name a few. Additionally, there is new technology to assist supervisors in completing ongoing observations and providing feedback on staff performance, as part of supervision and performance management practices. This symposium will review technology-based solutions to providing training and ongoing support to staff and provide recommendations for how organizations can adopt these practices to ensure the highest quality services are delivered to those they serve.



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### **Looking for Safe ( r ) Sex Options**

*Julie Ackerlund Brandt, BCBA, The Chicago School of Professional Psychology*

*Donna Scocca*

*Midtown 1-2, 9:45-10:35am CT*

Researchers have begun to explore how humans discount sex; however, these evaluations have not yet extended to considering sexual acts using toys vs. sexual intercourse with another human. It is possible that, similar to other preference displacement research, sex toys may be preferred to some partners, especially if a certain amount of risk is involved with that potential partner. The current symposium will include presentations of preference assessment results and discounting choices between sexual acts with another human in comparison to sexual acts using toys. Participants completed three paired-stimulus preference assessments; the first included hypothetical sexual partners (men, women or both based on the participant's sexual preferences), the second included sex toys and the last was inclusive of the participants top three and bottom three selections from the human and sex toy preferences assessments. Following the preference assessments, participants completed two discounting tasks, once involving delay and the second involving risk. Results were that participants were less likely to choose a lower preferred partner immediately and instead would choose the delay (the sex toy). Additionally, an overwhelming majority of participants (regardless of sexual history) would not willingly engage in risk (people associated with a possible STI).

### **ACT for Behavior Technicians**

*Rebecca Larson, MS, BCBA, LBA; Verbal Beginnings*

*Grand Ballroom, 10:50-11:40am CT*

The goal of acceptance and commitment training (ACT) is to increase psychological flexibility through engaging in behavior that aligns with one's values (Dixon et al., 2020). Values, or one's chosen verbally constructed contingencies are related to one's more substantial long-term reinforcers (Hayes et al., 1999). ACT interventions can help individuals sustain effortful behavior with a thin schedule of direct reinforcement (Hayes et al., 2012). By orienting individuals to their larger, long-term reinforcers, it may be possible to also reduce both burnout and delay discounting. However, the connection between burnout, delay discounting, and ACT is unclear in the literature. Research in this area could lead to improved quality of life for therapists working with individuals with developmental disabilities, the individuals they work with, and their families. This presentation will cover the behavior-analytic origins and purpose of ACT and its utility towards addressing stress and burnout. The implementation of an ACT intervention will be detailed. Lastly, experimental data will be presented.

### **Compassionate Care for Best Practices**

*Healthier Dorn-Deasy, BCBA; Pacifica Northwest Autism/Boston ABA/Elmy*

*Broadway 1, 10:50-11:40am CT*

Families of children receiving ABA for their child are at a higher risk of premature removal from services when parents are dissatisfied with the care team or goals or do not feel their input is being valued and respected. Drop out prior to meeting graduation criteria can lead to regression and poor clinical outcomes. Client turnover rates decrease company productivity and reduced provider satisfaction. Training providers in compassionate care leads to improved provider/family rapport and an increased family satisfaction rating.

### **Severe Behavior Services**

*Lana Hailili, BCBA; Easterseals Southern California*



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*Joyce Tu BCBA-D; Easterseals of Southern California  
Broadway 2, 10:50-11:40am CT*

Past research has shown that individuals with autism and other diagnoses could benefit from ABA intervention. Although ABA services are often provided in the individual's home, individuals with profound autism and other diagnoses might require more than traditional in-home ABA intervention. Profound autism is a relatively new term not yet adopted by most clinicians and researchers nor defined by diagnostic manuals or tools; however, it is a term that is being used to describe individuals with autism who require 24-hour support throughout their lives. The current presentation includes three participants with various referral concerns, such as, self-injurious behavior, property destruction, aggression, and encopresis. Prior to starting treatment, an intensive case management team collaborated with other professionals to address barriers to access ABA treatment (e.g., housing, transportation, legal matters, and access to other health professionals). These results highlight the importance of intensive case management as a vessel to address environmental and ecological barriers for ABA treatment.

### **Telehealth and Cultural Adaptations**

*Anissa Jepsen Ed.D.; K-Now Behavioral Solutions, LLC  
Brittney Farley BCBA-D; K-Now Behavioral Solutions, LLC, Pepperdine University, Capella University, TCSPP  
Broadway 3, 10:50-11:40am CT*

There are a number of cultural barriers that impact families and limit the ability to receive ABA-based services. These barriers include language, persons, methods, concepts, metaphors, content, goals, and context. It is vital to identify which barriers are present in order to implement the necessary cultural adaptations. Throughout the symposium authors utilize a compassionate approach to increase cultural responsiveness within the field of ABA. Specifically, the authors utilize telehealth procedures to execute a culturally responsive treatment package. This is done through the use of a translator, collaborator, and manipulating environmental variables. Following the symposium participants will be able to identify cultural barriers, implement cultural adaptations, and develop a culturally responsive treatment package.

### **A Behavior Analytic Discussion on Bullying**

*Julie Ackerlund Brandt, BCBA; The Chicago School of Professional Psychology  
Ann Marie Kondrad BCBA; The Chicago School of Professional Psychology  
SoBro, 10:50-11:40am CT*

Bullying is the most -common form of violence in schools with at least 30% children reported as victims of bullying. Bullying can consist of a variety of aggressive behaviors enacted by a single student or a group of students in which there is a power imbalance, wherein the bully has a level of power over the victim. The Center for Disease Control and Prevention notes that bullying can be classified into two modes – direct and indirect. Direct bullying focuses on physically aggressive behaviors such as hitting, kicking, and tripping, whereas indirect bullying focuses on vocally aggressive behaviors such as spreading dangerous and/or false rumors. There are some indicators of potential bully and victim characteristics; but indicators not enough, particularly as there are inconsistencies regarding who may be at a higher risk for being bullied. Although the topography of bullying can vary from case to case, one consistent variable is that the behavior is overt, and therefore observable and measurable. Much of the current literature focuses on bystander behaviors as interventions. This symposium will discuss the current literature, some initial research on behavior-analytic interventions, and ideas for behavior analysts to help decrease bullying in the future.

### **Click, Click, Boom! ABA in HSF**

*Meghan Herron, M.S., BCBA; Easterseals Southern California, The Chicago School of Professional Psychology*



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*Sharayah Tai, BCBA; University of South Florida*

*Erinn Allen, M.S., BCBA; The Chicago School of Professional Psychology*

*Midtown 1-2, 10:50-11:40am CT*

A number of behavioral approaches have been evaluated for enhancing sports performance. The research shows these procedures to be effective across a variety of sports. This presentation describes the major approaches and provides examples from published research, specifically, the history of clickers when utilized as auditory conditioned reinforcers. Specifics of task analysis, an essential component of many clicker interventions for sports performance, will be detailed. One experimental study will be shared that utilized a specialized curriculum for clicker training called TAGteach to increase basketball free-throw form of pre-teen basketball players. Another experimental study will be presented that utilized the same TAGteach procedure to increase form accuracy of three different weightlifting lifts however training was conducted entirely via a teleconferencing platform.