

# 2018 Regional Conference on Behavior Analysis

Hyatt Regency

Houston, Texas

## Schedule Details



AN ABAI CHAPTER AFFILIATE

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# Conference Overview

## Dates

Thursday, March 8, 2018 – Sunday, March 11, 2018

## Hours

### ★ Thursday, March 8, 2018

[Jobs & University Fair / Welcome Reception](#)

6:00 pm – 9:00 pm

### ★ Friday, March 9, 2018

[Conference Hours](#)

7:30 am – 5:00 pm

[Poster Session](#)

5:00 pm – 7:00 pm

### ★ Saturday, March 10, 2018

[Conference Hours](#)

8:00 am – 4:45 pm

[Award Ceremony](#)

5:00 pm – 6:00 pm

[Speaker Dinner](#)

7:00 pm – 8:30 pm

[TxABA Social](#)

8:30 pm – 12:00 am

### ★ Sunday, March 11, 2018

[Conference Hours](#)

8:00 am – 12:00 pm

[TxABA Business Mtg.](#)

12:00 pm – 12:45 pm

# Registration Prices

## PRE-REGISTRATION PRICES

Early Registration	\$150*
Regular Registration	\$175*
Late Registration	\$200*
Student Early Registration	\$55
Student Regular Registration	\$65
Student Late Registration	\$75

\* Groups of 10 or more get \$10 off per person for non-student registrations during pre-registration.

## ON-SITE REGISTRATION\*\*

On-Site Registration	\$250
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\*\* No discounts (group or student) are available on site. On-site registration will only be available if the conference doesn't sell out during pre-registration.

## Continuing Education Credits

BACB Continuing Education Units will be available for a flat rate of \$50, and you can earn up to 16 Type 2 BACB CEUs. You will also be able to prepay for your CEUs this year when you register for the conference.

TSHA CEUs will be available for a flat rate of \$25 per person, which includes all qualifying presentations.

## Certificates of Attendance

Certificates of Attendance will be available after the conference if you scan into the presentations on-site. Certificates are \$10 per attendee. Students can get an attendance certificate for free.

# Accommodations

## Conference Venue & Hotel

### Hyatt Regency Houston

1200 Louisiana Street  
Houston, TX 77002 ([map](#))  
(713) 654-1234

Check-in time is 3 pm. Check-out is at 12 pm.

All guest rooms at the conference hotel will receive complimentary Internet access.

## Dining

Some food and snacks will be provided throughout the conference, but attendees will ultimately be responsible for their own meals.

## Parking

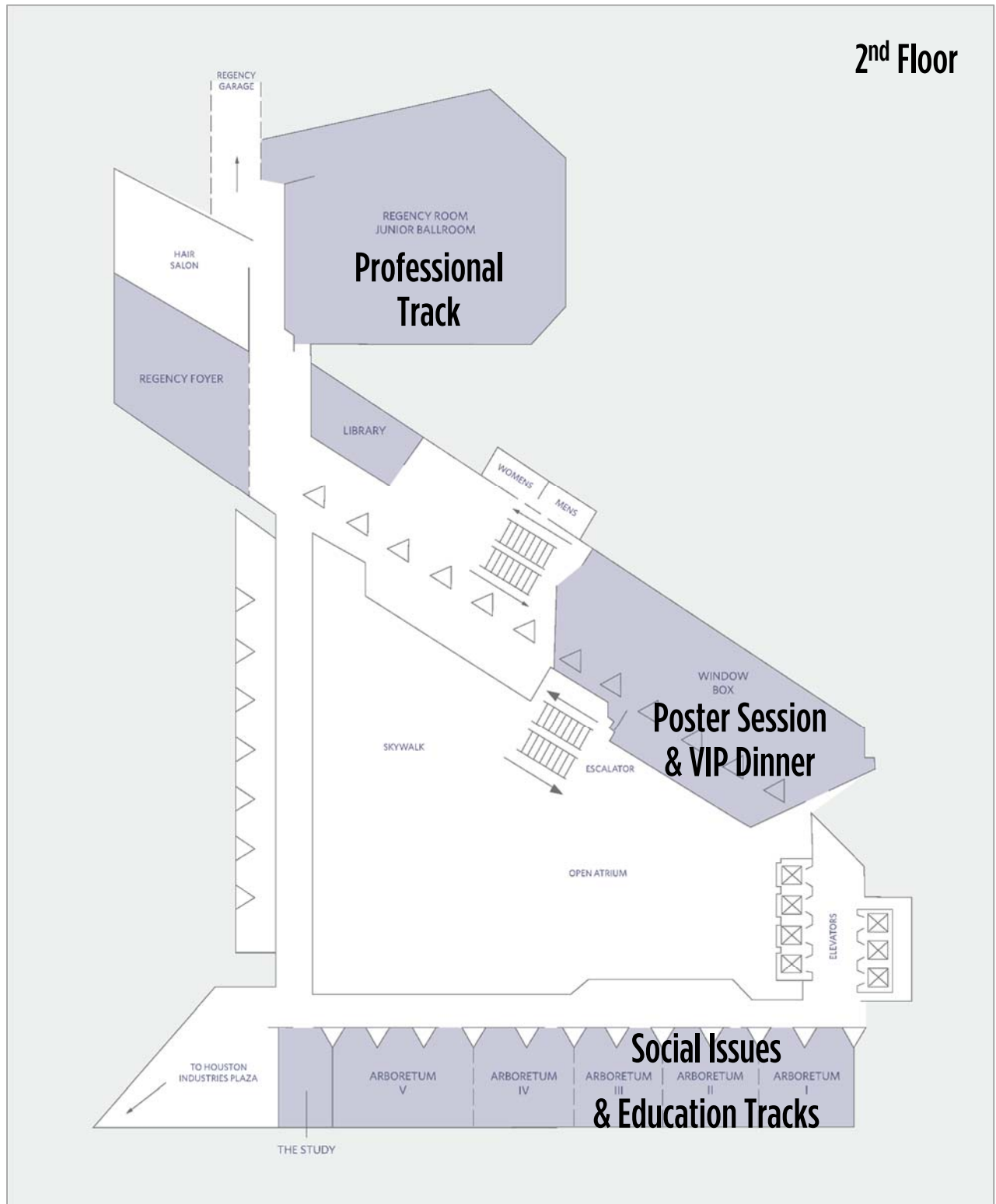
24-Hour Valet and Self-Parking Facilities \$20 - \$36 per day.

## Airport Transportation

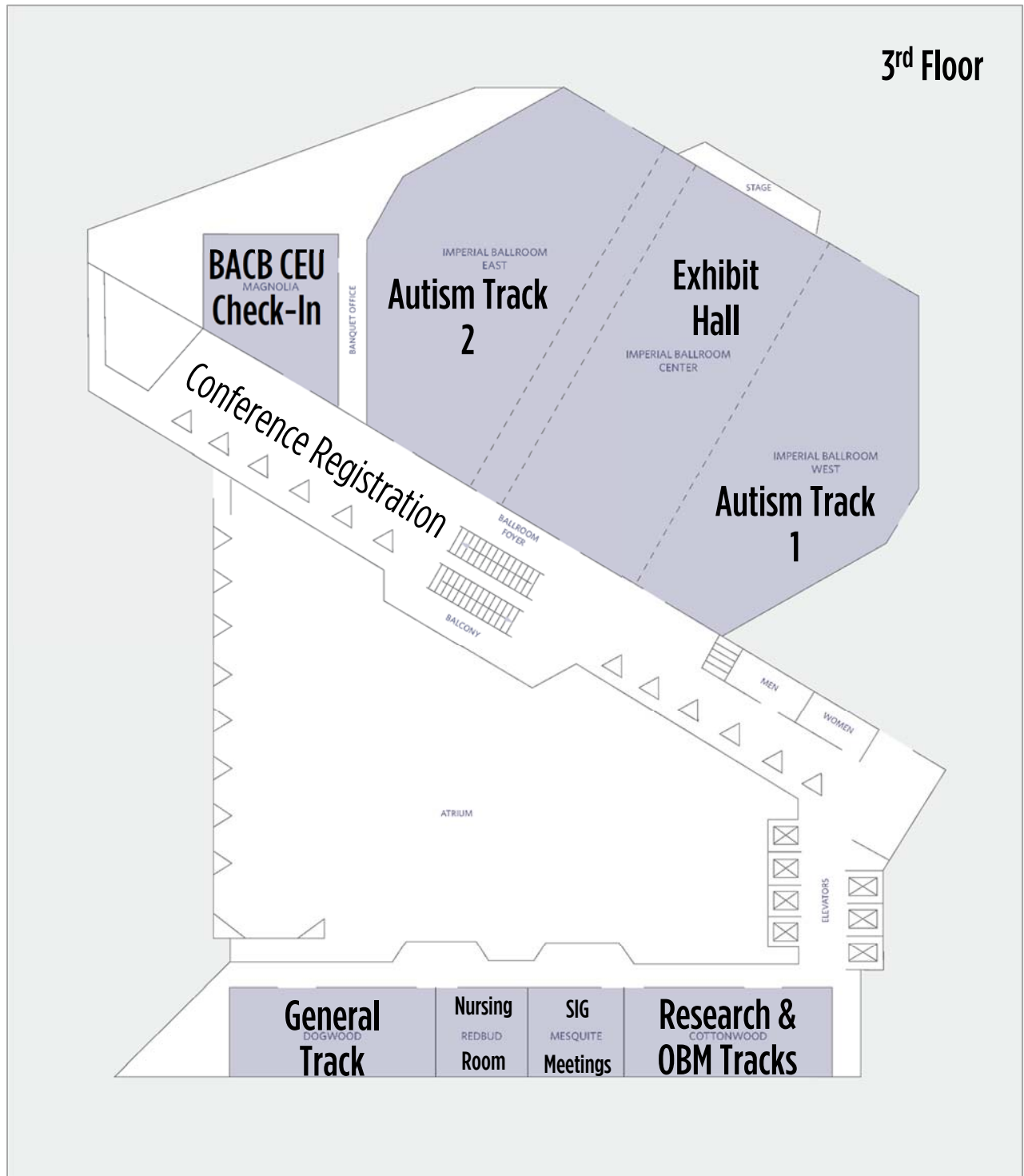
### Hobby Airport (HOU)

Travel Distance to hotel: Approximately 11.8 miles

# FLOOR PLANS

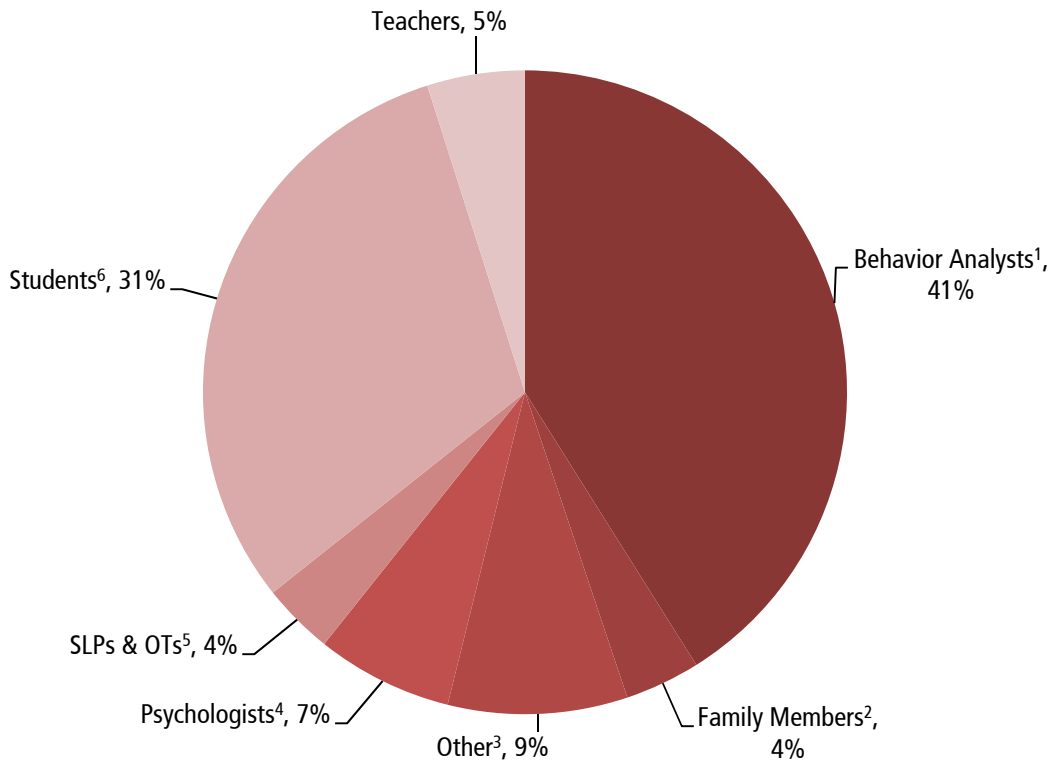


# FLOOR PLANS





# Conference Demographics



**Number of 2017 Attendees: 1,251**

1. Board Certified Behavior Analysts (BCBAs) & Board Certified Assistant Behavior Analysts (BCaBAs)
2. Family members of individuals with special needs
3. Other includes: Neuroscientists, Basic Researchers, Animal Trainers, Organizational Consultants, Nurses, Childcare Professionals, Public Policy/Administration
4. *May include individuals with more than one certification or license*
5. Speech Language Pathologists (SLPs) and Occupational Therapists (OTs)  
*May include individuals with more than one certification or license*
6. Students of (in order from largest number to smallest) Behavior Analysis or Applied Behavior Analysis, Psychology, Education, Neuroscience, Other

# Thursday, March 8

6:00 pm - 9:00 pm

Welcome Reception / Pick up Badge  
Jobs & University Fair

Imperial Foyer (3<sup>rd</sup> Floor)

# Friday, March 9

7:30 am - 9:00 am

Conference Check-in

Imperial Foyer (3<sup>rd</sup> Floor)

7:30 am - 9:00 am

BACB CEU Registration

Magnolia (3<sup>rd</sup> Floor)

9:00 am - 12:30 pm

Morning Presentations

2:00 pm - 5:00 pm

Afternoon Presentations

5:00 pm - 7:00 pm

Poster Session

Window Box (2<sup>nd</sup> Floor)

## Autism & Developmental Disabilities Track 1

Imperial West (3<sup>rd</sup> Floor)

3 BACB CEUs available for each presentation attended in its entirety. Partial credit is not awarded.

9:00 am - 12:00 pm

Francesca degli Espinosa: [A Conceptual Analysis of Teaching Complex Verbal Behaviour to Children with Autism: Beyond the Acquisition of Primary Operants](#)

2:00 pm - 5:00 pm

Rebecca MacDonald: [Establishing Social Repertoires in Toddlers with Autism: The Nuts and Bolts of Teaching](#) (2.5 TSHA CEUs available)

## Autism & Developmental Disabilities Track 2

Imperial East (3<sup>rd</sup> Floor)

1 BACB CEU available for each presentation attended in its entirety. Partial credit is not awarded.

9:00 am - 10:00 am

James Partington: [Programming for Success: Critical Elements of Effective Intervention for Individuals with Autism](#)

10:15 am - 11:15 am

Loukia Tsami: [Effectiveness and Acceptability of Parent Training via Telehealth among Families in US and Around the World](#)

11:30 am - 12:30 pm

John Guercio: [Addressing Community Integration and Aggressive Behavior in Adults with an Autism Diagnosis](#)

2:30 pm – 3:30 pm Ellen Catoe & Amy Wood: [Ethics and ABA: Considerations on Integrating Parents' and BCBAs' Perspectives](#)

3:45 pm – 4:45 pm Laura Grow: [Assessing the Reinforcing Value of Social Interactions among Individuals with Developmental Disabilities](#)

## General Track

Dogwood (3<sup>rd</sup> Floor)

3 BACB CEUs available for each presentation attended in its entirety. Partial credit is not awarded.

9:00 am – 12:00 pm Amy Odum: [Understanding Delay Discounting](#)

2:00 pm – 5:00 pm Jesús Rosales-Ruiz: [Shaping Behavior](#)

## Professional Behavior Analysts Track

Regency (2<sup>nd</sup> Floor)

3 BACB CEUs available for each presentation attended in its entirety. Partial credit is not awarded.

9:00 am – 12:00 pm Ray Miltenberger: [Teaching Safety Skills to Children](#)

2:00 pm – 5:00 pm Regina Crone and Gordon Bourland: [Ins & Outs of Supervision and Field Experience](#) (Supervision Credit)

## Research Track

Cottonwood (3<sup>rd</sup> Floor)

1 BACB CEU available for each presentation attended in its entirety. Partial credit is not awarded.

9:00 am – 10:00 am Mark Galizio: [A Search for Derived Stimulus Relations in Rats](#)

10:15 am – 11:15 am Suzanne Mitchell: [Delay, Probability and Effort Discounting in Rats: Implications for Psychopathology](#)

11:30 am – 12:30 pm John A. Nevin: [The Ubiquity of Behavioral Momentum](#)

2:30 pm – 3:30 pm      **Kimberly Kirkpatrick:** [The Role of Timing Processes in Delay Discounting](#)

3:45 pm – 4:45 pm      **Mary M. Sweeney:** [Translating Basic Operant Research to Human Substance Use: Parallels, Challenges, and Future Directions](#)

## Social Issues Track

Arboretum (2<sup>nd</sup> Floor)

1 BACB CEU available for each presentation attended in its entirety. Partial credit is not awarded.

9:00 am – 10:00 am      **Mark Mattaini:** [Behavioral Systems Science for Social Change](#)

10:15 am – 11:15 am      **Angela Sanguinetti:** [Behavior Analysis and Eco-Feedback Technology](#)

11:30 am – 12:30 pm      **Julie Smith:** [Improving Patient Experience at Scale](#)

2:30 pm – 3:30 pm      **Jomella Watson-Thompson:** [Opportunities for Impact: Using a Behavioral Community Approach to Address Societal Issues through Multisector Collaboration](#)

3:45 pm – 4:45 pm      **Bernard Guerin:** [Using Community-Based Research Methods for Functional Analyses: Examples from Rethinking Mental Health](#)

# Saturday, March 10

8:00 am - 9:00 am	Registration and Check-in	Imperial Foyer (3 <sup>rd</sup> Floor)
9:00 am - 12:30 pm	Morning Presentations	
12:30 pm - 1:00 pm	TxABA Student Representative Elections	Mesquite (3 <sup>rd</sup> Floor)
1:00 pm - 2:00 pm	TxABA Public Policy Group Meeting	Mesquite (3 <sup>rd</sup> Floor)
2:00 pm - 4:45 pm	Afternoon Presentations	
5:00 pm - 6:00 pm	Awards Ceremony	Imperial East (3 <sup>rd</sup> Floor)
6:00 pm - 7:00 pm	Behaviorists for Social Responsibility SIG Mtg	Mesquite (3 <sup>rd</sup> Floor)
7:00 pm - 8:30 pm	VIP Dinner	Window Box (2 <sup>nd</sup> Floor)
8:30 pm - 12:00 am	TxABA Social	Window Box (2 <sup>nd</sup> Floor)

## Autism & Developmental Disabilities Track 1

Imperial West (3<sup>rd</sup> Floor)

1 BACB CEU available for each presentation attended in its entirety. Partial credit is not awarded.

9:00 am - 10:00 am	Rebecca MacDonald: <a href="#">Catchen' 'em Early: Does it Really Matter?</a>
10:15 am - 11:15 am	Jeffrey Tiger: <a href="#">A Comparison of Delay Fading Procedures Following Functional Communication Training</a>
11:30 am - 12:30 pm	Stephanie Hood: <a href="#">Toward Meaningful Outcomes in Teaching Conversation Skills</a> (1 TSHA CEU available)
2:30 pm - 3:30 pm	Francesca degli Espinosa: <a href="#">A Behaviour Analysis of Theory of Mind</a>
3:45 pm - 4:45 pm	Lee Mason: <a href="#">Assessment to Intervention with the Verbal Behavior Stimulus Control Ratio Equation</a>

## Autism & Developmental Disabilities Track 2

Imperial East (3rd Floor)

6 BACB CEUs available for attending the following presentation in its entirety. Partial credit is not awarded.

9:00 am – 5:00 pm James Partington: [Using the ABLLS-R and AFLS to Assess Skills and Design Developmentally Appropriate Intervention Programs](#)

## Education Track

Arboretum (2nd Floor)

1 BACB CEU available for each presentation attended in its entirety. Partial credit is not awarded.

9:00 am – 10:00 am Janet Twyman: [The Teaching Machine in the New Age: How Behavior Analysis Can Make Bad Teachers Good and Good Teachers Better](#)

10:15 am – 11:15 am Joanne Robbins: [Partnerships: The Mutual Needs of Township Educational Systems in South Africa and Behaviorally-Based Systems in the U.S.](#)

11:30 am – 12:30 pm Donny Newsome: [80% Correct Does Not a Master Make: Introduction to Functional Mastery](#)

2:30 pm – 3:30 pm Donny Newsome: [How a Banana is the same as a Grandma: Relational Frame Theory for Curriculum Design](#)

3:45 pm – 4:45 pm Grant Gautreaux: [Observational Learning: Acquisition and Utility](#)

## General Track

Dogwood (3<sup>rd</sup> Floor)

1 BACB CEU available for each presentation attended in its entirety. Partial credit is not awarded.

9:00 am – 10:00 am Andy Lattal: [A Tale of Two Rats: The Back Story of a Clever Cartoon](#)

10:15 am – 11:15 am Linda Hayes: [A Behavior Analysis of Romantic Love](#)

11:30 am – 12:30 pm Amy Odum: [Delay Discounting: Ubiquitous and Insidious](#)

2:30 pm – 3:30 pm      Jesús Rosales-Ruiz: [The Poisoned Cue and its Implications for Teaching and Social Interactions](#)

3:45 pm – 4:45 pm      Tim Hackenberg: [Social Economics: Toward a Cost-Benefit Analysis of Social Behavior](#)

## Organizational Behavior Management (OBM) Track

Cottonwood (3rd Floor)

1 BACB CEU available for each presentation attended in its entirety. Partial credit is not awarded.

9:00 am – 10:00 am      Terry McSween: [ABC Analysis: Tips and Techniques](#)

10:15 am – 10:45 am      OBM SIG [Mix-n-Mingle](#) (No CEUs)

11:00 am – 12:30 pm      Aubrey Daniels: [Why OBM?](#) (1.5 CEUs)

2:30 pm – 3:30 pm      Florence DiGennaro Reed: [Evidence-Based Performance Management: Applying Behavioral Science to Support Practitioners](#)

3:45 pm – 4:45 pm      OBM Panel with [Gordon Bourland](#) (chair), [Domonique Randall](#), [Regina Crone](#), and [Dino Eliopoulos](#)

## Professional Behavior Analysts Track

Regency (2<sup>nd</sup> Floor)

1 BACB CEU available for each presentation attended in its entirety. Partial credit is not awarded.

9:00 am – 10:00 am      Raymond Miltenberger: [Applying Behavior Analysis to Enhance Sports Performance](#)

10:15 am – 11:15 am      Michael Perone: [Higher Education in Behavior Analysis Today and Tomorrow](#)

- 11:30 am – 12:30 pm Regina Crone and Gordon Bourland: [Impact of Licensure for Behavior Analysts in Texas](#)
- 2:30 pm – 3:30 pm Brian Francis: [Licensing at TDLR: The Good, the Bad, The Ugly - It'll be Great!](#)
- 3:45 pm – 4:45 pm William H. Ahearn: [Evaluating and Treating Repetitive Behavior: RIRD and Building Social Skills](#) (1 TSHA CEU available)

## Sunday, March 11

- 8:00 am – 9:00 am Registration and Check-in Imperial Foyer (3rd Floor)
- 9:00 am – 12:00 pm Presentation Imperial East (3rd Floor)
- 12:00 pm – 1:00 pm TxABA Business Meeting Imperial East (3rd Floor)

### Professional Behavior Analysts Track

Imperial East (3rd Floor)

3 BACB CEUs available for attending this presentation in its entirety. Partial credit is not awarded.

- 9:00 am – 12:00 am William H. Ahearn: [Ethics for the Behavior Analyst in the Age of Licensure and Certification](#) (Ethics Credit)



# Membership

All conference attendees automatically become members of TxABA for that calendar year, as either a student or an affiliate.

If you are a voting member of Association for Behavior Analysis International (ABAI), you can become a voting member of TxABA at no additional cost. Just send proof of voting membership in ABAI via email to [txaba@txaba.org](mailto:txaba@txaba.org).

For an extra...	you can be a...
\$20	Supporting Member
\$60	Sustaining Member

# Poster Session

Showcase your basic or applied research in a poster at the annual TxABA conference. A student poster competition will be held during the poster session on Friday evening.

Posters will be hung on vertical boards. Limit size to about 3'x 3'. Posters should be similar to ABAI posters in content and format.

Submit the authors, affiliations, title and abstract by February 5th to be listed in TxABA Conference Program. Please indicate whether or not you are a student planning to enter your poster into the student poster competition.

Send your poster submission in the body of an email to [txaba@txaba.org](mailto:txaba@txaba.org) as follows:

Authors (Affiliations)

Title

Abstract

**NOTE: Be sure to indicate whether the presenting author will be a student participating in the Student Poster Competition.**

# James L. Kopp Memorial Scholarship

The James L. Kopp Memorial Scholarship was created to honor the first president of TxABA, who passed away November 19, 2010. During his 40-year career in Texas, his most prominent contributions to behavior analysis were as teacher and mentor at the Department of Psychology, University of Texas at Arlington.

The purpose of this award is to defray education-related costs or costs associated with attending the ABAI annual conference. Applicants will be chosen from the submissions to receive \$500 scholarships.

The student must be listed as presenting author in a symposium or paper session at ABAI and must be a current Student Member of TxABA to be eligible.

Students who are interested in applying for a scholarship should submit:

- (1) A synopsis of the research that they will be presenting at the ABAI conference, which must be 2 to 3 double-spaced pages with 12-pt font and 1-in. margins.
- (2) Graph(s) of completed data sets
- (3) A reference list
- (4) A current curriculum vitae
- (5) Proof of enrollment in a university program as a degree-seeking student
- (6) Email from ABAI confirming that your submission had been accepted
- (7) Paid registration for the annual TxABA conference that occurs in the same calendar year as your ABAI presentation

The synopsis should include the purpose and importance of the research, method, and results (including graphs or other data displays). The synopsis and vitae should be submitted to [txaba@txaba.org](mailto:txaba@txaba.org) no later than February 5th. Recipients will be announced at the TxABA annual conference.

# Advertisements and Exhibits

Add visibility to your organization! Advertise in our program or set up an exhibit at the conference. See the TxABA Web site for more information: <http://www.txaba.org/conference/conference.php>.

The Jobs and University Fair will run from 6 to 9 pm during the Welcome Reception on Thursday evening, January 26. Conference attendees will be there to register on-site or pick up their badges, and to enjoy complimentary food and a cash bar.

The exhibit area will be open 7 am – 7pm on Friday and 8 am – 4 pm on Saturday.

## Advertising

½ page ad      \$200

Full page ad      \$400

## Exhibits

Business      \$500

Jobs Fair      \$100

University Exhibit      \$125

University Fair      \$25

TxABA SIG      Free!

# Conference Presenters



## William H. Ahearn

Bill Ahearn joined The New England Center for Children® in August 1996, and serves as the Director of Research. He is also Adjunct Faculty in Western New England University's masters and doctoral programs. Bill was named the 2009 American Psychological Association - Division 25 awardee for Enduring Contributions to Applied Behavioral Research. His work has been published in the Journal of Applied Behavior Analysis, Journal of the Experimental Analysis of Behavior, Behavioral Interventions, Behavior Modification, The Lancet, Journal of Autism and Developmental Disorders and has written book chapters on teaching children with autism and pediatric feeding problems in children with autism. Bill is currently the Editor-in-Chief of Behavioral Interventions and serves on several Editorial Boards. Bill is a past-President of APBA and BABAT and serves as the chair of the board that licenses behavior analysts in MA.



## Gordon Bourland

Gordon Bourland completed his Ph.D. in Psychology at the University of Texas Arlington. Subsequently he was a postdoctoral fellow in behavioral psychology at the John F. Kennedy Institute (now Kennedy-Krieger Institute) of the Johns Hopkins University School of Medicine. For over 40 years he has held a variety of clinical and administrative positions involving services for persons with a variety of special needs in various settings.

Dr. Bourland has served as the Director of Residential Services then as Director of Behavioral Services for the Fort Worth State School; as Chief Psychologist for the Dallas County Mental Health/Mental Retardation Center; Director of Psychology then Program Director for the Colin Anderson Center in St. Mary's West Virginia, and twice has been president of the Texas Association for Behavior Analysis. Through Trinity Behavioral Associates he currently provides behavior analytic consultation services for persons across the age-span with various needs in a variety of service settings.

Dr. Bourland has worked in classroom settings, provided behavioral consultation, consulted with teachers and administrators, taught graduate courses in education and psychology, and provided training to many teachers and other educational personnel. He has conducted and published research in a number of leading journals, including the Journal of Applied Behavior Analysis, Journal of the Experimental Analysis of

Behavior, and Behavior Modification on topics including behavioral assessment and intervention, classroom instruction, intervention procedures for challenging behaviors, and basic learning procedures.



## Ellen Catoe

Ellen Catoe is a Board Certified Behavior Analyst. She received her Bachelor's in Psychology from Southern Methodist University. After college, she worked for a year at the New England Center for Children in their Staff Intensive Unit while she began work on her Master's degree in Applied Behavior Analysis, ABA. Ellen transferred to Auburn University where she completed her master's degree in ABA. She then moved to Texas to work for Texana Center in 2005. While at Texana, she was the grant manager for a Positive Behavior Supports grant. With the grant, she trained teachers in the greater Houston area on the principles and application of ABA. Ellen has also worked both in the Behavior Improvement Center and Behavior Treatment and Training Center programs within Texana Center. After working as a BCBA for a treatment team in the Children's Center for Autism, she is currently the Senior Manager of that program. Ellen is a member of the Professional Issues and Development Committee of the Texas Association for Behavior Analysis. She has been a member of Lone Star ABA since its inception in 2009. Through LSABA, she serves as the Community Education chair person, the Applied Behavior Analysis Support Committee Chair, and represents LSABA on the FEAT board.



## Regina Crone

Dr. Regina Crone is a Board Certified Behavior Analyst- Doctorate (BCBA-D), and received her Ph. D. from the University of North Texas, a M.Ed. in Special Education and a certificate in Autism Intervention from the University of North Texas, and a B.A. in Special Education from the University of North Carolina at Charlotte.

She is the Founder of Therapy and Beyond, Teach Me Academy, and Camden Hill Montessori. She has over a decade of experience providing services to individuals with autism and other developmental disabilities as an ABA provider and classroom special education teacher. She leads a strong team of professionals delivering ABA therapy, Speech and Counseling across Oklahoma, Texas and Colorado.

As an invited speaker at state, national and international conferences, she has presented on topics related to behavior management, self-help skills, social skills, academic strategies for reading and research findings. In addition, she has taught graduate level coursework, continues to be an invited speaker at events

and school districts and has published research on effective parent training in the Journal of Education and Treatment of Children. She is also currently active in working with legislators to better understand Autism and Behavior Analysis in her current role on the Council of TxABA & TxABA Public Policy Group.

Dr. Crone is committed to providing quality services. She enjoys working closely with families and educating others.



## Aubrey Daniels

Aubrey Daniels, a thought leader and internationally recognized expert on management, leadership, safety and workplace issues, is considered an authority on human behavior in the workplace. As founder and chairman of his consulting firm, Aubrey Daniels International (ADI), he and his staff help organizations employ the timeless principles of behavioral science to re-energize the workplace, optimize performance and achieve lasting results.

Daniels actively blogs about performance systems, workplace safety and management issues, is frequently interviewed for major media outlets, and pens a regular guest blog for Talent Management Magazine.

In addition to being a highly sought after keynote speaker at major association, conference and educational events, Daniels is the author of six best-selling books including: *Bringing out the Best in People: How to Apply the Astonishing Power of Positive Reinforcement*, *Measure of a Leader*, *Oops! 13 Management Practices that Waste Time and Money (and what to do instead)*, and *Safe by Accident?* His books have been translated into Japanese, Chinese, Korean, Spanish and French and have been licensed in China, India, Indonesia, Japan, Korea, Romania and Saudi Arabia.

Daniels received his doctorate from the University of Florida, where he also earned his master's degree and was a member of Phi Beta Kappa. He received his undergraduate degree in psychology from Furman University. Daniels has been honored by both Furman University and the College of Health Professions at the University of Florida as Alumnus of the Year.

Daniels and his wife Rebecca reside in Atlanta and have two married daughters and three grandchildren.



## **Florence DeGennaro Reed**

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



## **Dino Eliopoulos**

Dino Eliopoulos brings more than 20 years of experience in healthcare to Behavioral Innovations with expertise in site selection and expansion both domestically and internationally, multisite location strategy and management, infrastructure investment and operational scalability, and clinical and financial excellence. Previously, he was Group Chief Financial Officer of Provista Inc., a leading group purchasing organization in the non-acute healthcare setting.

Prior to his time at Provista, Dino held executive leadership positions including Chief Financial Officer of Medexpress, the nation's largest urgent care company, and President of Trinity Hospice which was previously one of the nation's leading hospice companies. Additionally, he serves as a board member of several health care services organizations.



## Francesca degli Espinosa

Twenty-one years ago, when I started working as an ABA tutor for a child with autism, I knew very little about ASD, and even less about behaviourism other than what I had learned from introductory lectures on the history of psychology: behaviourism had been superseded by cognitive approaches because it could only explain observable behaviour, and could not account for complex human activities such as language. Despite the not so indirect academic critiques, I continued my work as an ABA tutor throughout my undergraduate studies. Although I eventually became effective in the use of prompting and fading for the shaping of verbal topographies, I continued to be aware that my students remained, regardless of their level of functioning, unable to generate novel, untaught, responses. This issue did not appear to be something that could be resolved by teaching each response or response class through a programme of generalisation—but with generalised learning itself; the ability to demonstrate novel responses without each individual response having previously been individually reinforced. To explore this question, I began studying for a PhD at the University of Southampton, under the guidance of Prof Remington, and took the first step into a journey in search of stimulus control for complex human behaviour: a never-ending journey that continues to be both rewarding, when controlling variables are clearly evident, and frustrating, when the phenomenon requires the identification of the interaction between multiple controlling factors.

My clinical and research interests are mainly concerned with advanced applications of contemporary analyses of verbal behaviour (Horne & Lowe, 1996; Lowenkron, 1998, 2008; Michael, Palmer, & Sundberg, 2011) as a basis for teaching generalised verbal repertoires, and, thereby, as a means of minimising the need to teach specific individual verbal responses. Currently, I teach verbal behaviour across a range of BACB-approved European graduate programmes as well as providing supervision to professionals designing applied behavioural interventions for children and adults with autism both in the UK, where I live, and in Italy, my home country.



## Brian E. Francis

Brian was appointed Executive Director of the Texas Department of Licensing and Regulation (TDLR) effective September 1, 2016. TDLR oversees more than 780,000 licensees in 39 diverse occupations and industries including boxing, driver's training, behavior analysts, podiatric medicine, barbering, weather modification, massage therapy, property tax consultants, speech-language pathologists and audiologists,



cosmetology, and towing. Brian provides the leadership and motivation for achieving the agency's strategic vision, manages the day-to-day operations, implements Commission objectives and ensures agency compliance with statewide goals and initiatives.

Brian joined TDLR as the Deputy Executive Director on October 18, 1999. Prior to that, he served as the Assistant Administrator of the Texas Real Estate Commission and as a Senior Securities Analyst at the State Securities Board. He started his more than 28 years of public service at the Texas Savings and Loan Department.

He earned a Bachelor of Business Administration from Texas State University (formerly Southwest Texas State University) with a major in Finance and his Master of Business Administration from St. Edward's University with a concentration in Financial Management. Brian is a full-time public servant and part-time poet and writer.



## Mark Galizio

Dr. Galizio received his BA from Kent State University and his PhD from the University of Wisconsin- Milwaukee where he worked with Dr. Alan Baron. In 1976, he joined the faculty at the University of North Carolina Wilmington where he is currently Professor of Psychology. His research interests include behavioral pharmacology, stimulus control/concept learning, aversive control, and human operant behavior. He has published two books, more than 100 articles and his research has been supported by NIDA, NSF and NICHD. He is a Fellow of ABAI and four APA divisions and is a past-president of APA Division 25 (Behavior Analysis) and of the Southeastern Association for Behavior Analysis and currently serves as an At-Large member of the ABAI Executive Council. He has served on numerous NIH study sections and chaired two of them. He is a past Associate Editor of JEAB and has served on the JEAB editorial board for over 18 years.



## Grant Gautreaux

Grant earned his doctorate from the Teachers College of Columbia University and is an associate professor of teacher education at Nicholls State University in Thibodaux, La. He currently holds ranks of CABAS® Senior Behavior Analyst and Assistant Research Scientist and is a BCBA-D. Grant has taught courses in the areas of instructional interventions, behavior interventions, applied behavior analysis, educational research, inclusive education, and diagnostic reading at Teachers College, St John's University and the Chicago School

of Professional Psychology. He has published articles in the areas of observational learning, multiple exemplar instruction and naming and has presented at numerous national and international conferences on behavior analysis and teacher education. He has served as the first president of the Louisiana Behavior Analysis Association and currently serves as the LaBAA legislative chair. Grant is also the CABAS® consultant for the Jigsaw School, located in the United Kingdom, and has recently started the first teacher-based program in applied behavior analysis in Louisiana.



## **Laura Grow**

Dr. Grow is the Executive Director of Garden Academy. She received her doctorate in behavior analysis from Western Michigan University. She completed a postdoctoral fellowship at the University of Nebraska Medical Center's Munroe-Meyer Institute. Dr. Grow is a former faculty member of California State University-Fresno and University of British Columbia. She is a Board Certified Behavior Analyst at the doctoral level. She has served on the editorial boards of the Journal of Applied Behavior Analysis and The Analysis of Verbal Behavior. Dr. Grow is a current editorial board member for Behavior Analysis in Practice. She has published over 20 research studies in top-tiered journals in behavior analysis and education. Dr. Grow has 17 years of experience implementing and directing services for individuals with developmental disabilities across the lifespan. Her clinical and research interests include teaching language and communication skills, comparing the efficiency and effectiveness of teaching strategies, and refining parent and staff training techniques.



## **John M. Guercio**

Dr. Guercio has spent much of his career researching effective staff training protocols and behavior intervention strategies for staff and clients in treatment settings where severe aggression is present. He has been a Board Certified Behavior Analyst/Doctoral level (BCBA-D) since 2007 and a Licensed Behavior Analyst (LBA) in the state of Missouri since 2010. Upon obtaining his master's and doctoral degrees in behavior analysis and therapy from Southern Illinois University at Carbondale, Dr. Guercio worked in settings serving as Director of Behavioral Services for the Missouri Department of Mental Health, and as Vice President of Clinical Services and Research at the Judevine Center for Autism/TouchPoint Autism Services in St. Louis, Missouri. He also serves as adjunct faculty in the behavior analysis department at Washington University, St. Louis University and Central Missouri University. He has also given more than 100

presentations at behavioral conferences and authored and/or co-authored over 50 articles in peer reviewed journals as well as written several book chapters related to the treatment of intensive behavioral issues. Dr. Guercio serves on the Board of Editors of Behavior Analysis: Research and Practice and a guest reviewer for the Journal of Applied Behavior Analysis. In his career, Dr. Guercio has helped design and run programs for individuals with sexually deviant behavior and substance abuse issues and has developed an entire treatment protocol based upon that program. In his current role as the Clinical Director at Benchmark Human Services, Dr. Guercio develops and delivers behavioral services for clients with significant aggression and high risk behavioral needs, many of whom have been institutionalized for more than 15 years, often under restraints and heavy medication. Through Dr. Guercio's leadership, many clients' medication dosages have decreased and, they have developed positive compensatory behaviors and are being integrated into the community. Dr. Guercio currently serves as the Coordinator for the Practice Track of the annual ABAI conference and is a board member of the Illinois Association for Behavior Analysis. He is also the past President of the Missouri Association for Behavior Analysis and the Illinois Association for Behavior Analysis.

His areas of expertise include the assessment and treatment of adolescents and adults with intellectual and psychiatric disabilities using the principles of applied behavior analysis. He has published widely on the use of positive interaction styles and their role in positive behavioral outcomes. Dr. Guercio also has a passion for staff training and education related to the treatment of severe unwanted behavior and the creation of more autonomous living situations for those that experience significant behavioral challenges.



## Bernard Guerin

Bernard Guerin is Professor of Psychology at the University of South Australia, where he teaches social and community behaviour, language and discourse analysis, and social science interventions. He trained at the Universities of Adelaide (Ph.D.) and Queensland (Postdoctoral), and then taught at James Cook University and the University of Waikato (NZ).

His broad goal has been to integrate social and community psychology, discourse analysis and behaviour analysis with the other social sciences into an a-disciplinary framework that can be used for practical analysis and intervention.

Most of his research is focused on working alongside communities, primarily on issues of responding to racism, mental health, mobility, sustainability of communities, and attachment to country. He has worked in partnership with Indigenous Australian, Māori, Somali refugee, and migrant communities.

He has published eight books, most recently a trilogy outlining: how we can rethink the metaphors of psychology; how we can rethink behaviour to analyse context better and form a 'post-internal' study of people; and a third book applying these to rethink what is called 'mental health'.



## Tim Hackenberg

Tim Hackenberg received a B.A. degree in Psychology from the University of California, Irvine in 1982 and a doctorate in Psychology from Temple University in 1987, under the supervision of Philip Himeline. He held a post-doctoral research position at the University of Minnesota with Travis Thompson from 1988-90. He served on the faculty in the Behavior Analysis program at the University of Florida from 1990-2009, and is currently a Professor of Psychology at Reed College in Portland Oregon. He has served on the Board of Directors of the Society for the Experimental Analysis of Behavior, of the Society for the Quantitative Analysis of Behavior, as Associate Editor of the Journal of the Experimental Analysis of Behavior, as President of Division 25 of the American Psychological Association, as the Experimental Representative to the ABAI Council, and as the Director of the ABAI Science Board. His major research interests are in the area of behavioral economics and comparative cognition, with a particular emphasis on decision-making and social behavior. In work funded by the National Science Foundation and the National Institutes of Health, he and his students have developed procedures for cross-species comparisons of behavior.



## Linda Hayes

Linda Hayes is a Distinguished International Professor at the University of Nevada, Reno. She received her undergraduate degree from the University of Manitoba and her graduate degrees from Western Michigan University. She was a member of the Behavior Analysis faculty at West Virginia University while completing her doctorate, after which she returned to Canada, taking a position at St. Mary's University. Linda co-founded the Behavior Analysis Program at the University of Nevada, Reno on a self-capitalization model and served as its director for over a decade. She has received numerous awards for her contributions to the training of behavior analysts including the Fred S. Keller Award for Teaching of Behavior Analysis from APA's Division 25, an Outstanding Teacher Award from the College of Arts and Sciences at West Virginia University, an Outstanding Faculty Award from the Board of Regents of the Nevada System of Colleges and Universities, an Outstanding Alumna Award from Western Michigan University and, for the program she founded, a SABA

Award for Enduring Contributions to Behavior Analysis. Linda also founded and directs UNR's Satellite Programs in Behavior Analysis, aimed at meeting the ever-growing demand for qualified practitioners in regions where appropriate training has been unavailable or inaccessible. Her efforts in this regard have earned her a Global Engagement Award from the University of Nevada, Reno and a SABA International Development Award. Linda is a Fellow of the Association for Behavior Analysis International and has served two terms as its President. Linda's scholarly interests range from the experimental analysis of animal behavior to the logic of science. She is best known for her contributions to behavior theory and philosophy.



## **Stephanie Hood**

Stephanie A. Hood, PhD, BCBA, is an assistant professor in the Masters of Science in Applied Behavior Analysis program at California State University-Northridge. She previously was an assistant professor at Briar Cliff University. She earned a Bachelor's of Applied Science in Psychology and Special Education at the University of Minnesota- Duluth. She earned a Master's of Science in Behavior Analysis and Therapy from Southern Illinois University- Carbondale. Under the supervision of Dr. Kevin Luczynski, she received her Ph.D. in Behavior Analysis from the University of Nebraska Medical Center's Munroe-Meyer Institute. Her current research interests are related to determining the extent to which efficacious teaching procedures produce socially important behavior change and promote maintenance and generalization, and expand the reach of behavior-analytic services. Her primary line of research is related to the development of efficacious and preferred treatment procedures to increase advanced conversation, social, and job skills.



## **Kimberly Kirkpatrick**

I received my Ph.D. in Psychology from the University of Iowa in 1995 under the supervision of Professor Edward A. Wasserman. My dissertation examined the role of spatial and feature-based information in pigeon visual perception. I then moved to Brown University in 1996, where I worked as a Post-doctoral fellow with Professor Russell M. Church examining the role of timing processes in classical conditioning paradigms. My research was funded in part by an NRSA from the NIH during this time. After leaving Brown in 2000, I established the York Timing Laboratory at the University of York, UK, where I spend 8 years as a faculty member. I moved from York to Kansas State in 2008 where I established the Reward, Timing and Decision (RTD) laboratory.



## **Andy Lattal**

Andy Lattal is Centennial Professor of Psychology at West Virginia University, where he has taught and mentored 44 doctoral students since 1972. Andy's research, covering a host of topics across the discipline's spectrum, has appeared in more than 160 research articles, chapters, and edited books. Included among them are several on the history of behavior analysis. He has been recognized for his professional service with the Society for the Advancement of Behavior Analysis's awards for Distinguished Service to Behavior Analysis and for the International Dissemination of Behavior Analysis. A past Editor of the *Journal of the Experimental Analysis of Behavior*, he currently serves as the Editor for English Language Submissions of the *Mexican Journal of Behavior Analysis* and as the Associate Editor for Translational Research of the *Journal of Applied Behavior Analysis*.



## **Rebecca MacDonald**

Dr. Rebecca MacDonald is a Licensed Psychologist and a Board Certified Behavior Analyst who specializes in the education and treatment of children with autism through her work at the New England Center for Children. For 17 years she served as the Director of the Early Intensive Instructional Program providing EIBI to the youngest children with an ASD diagnosis at the center. She has faculty appointments at Simmons College and Western New England University. Dr. MacDonald received her doctorate in Developmental and Child Psychology from the University of Kansas. She regularly presents her research at national and international conferences and has published numerous articles and book chapters focusing on teaching social skills to children with autism. Her work has been supported by both federal (NICHD) and private (OAR) grant sources. Her current research interests include assessing and teaching joint attention, the use of video modeling as a method of instruction for both children and teachers, and measuring clinical outcomes of early intensive behavior intervention.



## Lee Mason

Lee L. Mason, PhD, BCBA-D, is an Associate Professor of Special Education at the University of Texas at San Antonio, where he founded the TEAM Autism Research Center and directs UTSA's verbal behavior laboratory. Prof. Mason received his undergraduate degree in humanities from Trinity University, and acquired both a master's degree and teaching certificate in special education from Stephen F. Austin State University. He worked as a special education teacher for Martinsville ISD and the Autism Treatment Center of San Antonio before beginning his doctoral studies at Utah State University. Prof. Mason joined the faculty at UTSA in 2011, where he established undergraduate and graduate verified course sequences in applied behavior analysis. His research focuses on prepotent stimulus control and derivation gradients in the verbal behavior of individuals with autism and other language disorders.



## Mark Mattaini

Mark Mattaini, DSW, ACSW, holds an emeritus appointment at Jane Addams College of Social Work, University of Illinois at Chicago (UIC), where he was previously director of the doctoral program. He has developed, implemented, and researched behavioral strategies for individual, family, organizational, community and policy level interventions in the US, Canada, and Latin America, increasingly emphasizing advocacy, accompaniment, and activism in recent years. Consistent with that emphasis, his recent scholarship has focused on nonviolent action supporting social justice, and behavioral systems science at the cultural level. He is a research affiliate of the UIC Center for Research on Violence, and has chaired 25 dissertations related to responses to social issues. Most of his PhD graduates are engaged in research and practice with marginalized populations, including those victimized by—and perpetrating—violence, and in developing evidence-guided supports for young people experiencing homelessness and social exclusion. Dr. Mattaini is author or editor of 13 books, two of the most recent being *Strategic Nonviolent Power: The Science of Satyagraha*, and *Leadership for Cultural Change: Managing Future Well-Being*, as well as numerous other publications. Editor of the interdisciplinary journal *Behavior and Social Issues*, Dr. Mattaini has served on the editorial boards of multiple journals in behavior analysis and social work. ABAI Convention Program Board Coordinator from 2013-2017, he has also been a long-time member of the Board of Planners for Behaviorists for Social Responsibility, the oldest ABAI SIG.



## Terry McSween

Dr. McSween is a nationally recognized expert in the field of behavioral safety. He is CEO and cofounder of Quality Safety Edge, a company that helps organizations improve safety and leadership through behavioral psychology. During the last thirty five years, he has worked with a large number of companies such as Chevron Canada, CITGO Petroleum, and Linbeck Construction Company. Dr. McSween is author of the book, *The Values-Based Safety Process*, and numerous publications and research articles on behavior based safety. He has received numerous awards, including the ASSE's Scrivener Award in 1993, the OBM Network's Outstanding Contribution Award in 2001 and its Lifetime Achievement Award in 2010, Special Recognition for Service award from the Cambridge Center for Behavioral Studies in 2014, all for his work in the field of behavioral safety. He is also the founder of Behavioral Safety NOW, an annual professional conference for behavioral safety users and practitioners.



## Raymond Miltenberger

Ray Miltenberger received his Ph.D. in clinical psychology from Western Michigan University in 1985 after completing a predoctoral internship in developmental disabilities and behavioral pediatrics from the Kennedy Institute at Johns Hopkins University School of Medicine. He was a professor of psychology at North Dakota State University from 1985 to 2006.

He is currently a professor in the Department of Child and Family Studies and the Director of the Applied Behavior Analysis programs at the University of South Florida. Dr. Miltenberger is a former President of the Association for Behavior Analysis International, and has served on the Executive Committee of the Florida Association for Behavior Analysis and the Board of Directors of the Society for Advancement of Behavior Analysis. He serves or has served on the editorial boards of *Journal of Applied Behavior Analysis*, *Journal of Behavioral Education*, *Behavioral Interventions*, *Journal of Positive Behavioral Interventions*, and *Education and Treatment of Children*.

Dr. Miltenberger also has been the Literature Review Editor for *Education and Treatment of Children*, an associate editor for *Education and Treatment of Children and Behavior Analysis in Practice*, and a guest associate editor for *Journal of Applied Behavior Analysis*. Dr. Miltenberger's research in applied behavior analysis focuses on teaching safety skills to children and individuals with disabilities, ABA approaches in health, fitness, and sports, analysis and treatment of repetitive behavior disorders, and functional



assessment and treatment of problem behaviors. He has published over 200 journal articles and chapters, has co-edited a text on analysis and treatment of tics and repetitive behavior disorders, and has written a popular behavior modification textbook, now in its sixth edition.

Dr. Miltenberger has received a number of awards for his teaching, research, and mentoring.



## Suzanne Mitchell

Suzanne H. Mitchell, Ph.D., is a Professor at Oregon Health & Science University (OHSU) in the Department of Behavioral Neuroscience, with secondary appointments in Psychiatry and in the Oregon Institute for Occupational Health Science. She obtained her B.Sc. and M.Sc. degrees at the University of Hull, England and her Ph.D. at SUNY-Stony Brook, USA. Her dissertation focused on the economics of foraging behavior of rats, examining the role of the energetic costs and benefits in feeding. Her committee was chaired by Howard Rachlin, whose influence made her sensitive to the role of temporal costs as well as energetic costs in determining the value of food rewards. During a post-doctoral fellowship at the University of Chicago, Dr. Mitchell worked with Harriet de Wit, Ph.D. using behavioral economics as an explanation for use of alcohol, nicotine/cigarettes, and amphetamine in humans. During that time she also began collaborating with Jerry Richards, Ph.D. on delay discounting studies with rats. Following her postdoctoral work, Dr. Mitchell was an assistant professor at the University of New Hampshire, where she continued to explore recreational drug use using behavioral economic models. She moved her lab to OHSU in 2001 from the University of New Hampshire to devote more time to research, particularly looking into why drug users tend to be more impulsive than non-drug users using human and animal models. Most recently she has returned to her earlier interests in energetic costs and her research has increased its scope to include effort-related decision-making in clinical populations. She has received funding from various NIH institutes (NHLBI, NIAAA, NIDA and NIH), has served on several study sections as a member and as an ad hoc participant, and has received awards for education and mentoring.



## John A. Nevin

John A. “Tony” Nevin studied marine engineering at Yale University and served 5 years in the Coast Guard before embarking on graduate studies at Columbia University, which included human psychophysics and color vision as well as behavioral studies of reinforcement schedules in rats and matching to sample in

pigeons. After receiving his Ph.D. in 1963, he taught at Swarthmore College until 1968. He returned to Columbia from 1968 until 1972, where he served two years as department chair. He then moved to the University of New Hampshire, where he remained until retirement in 1995. He now lives with his wife Nora on Martha's Vineyard, where he works on community projects as well as collaborative behavioral research sponsored by NIMH and NICHD.



## Donny Newsome

Dr. Newsome earned his bachelor's degree from the University of Mississippi and his Doctorate in Psychology from the University of Nevada, Reno. He is a Board Certified Behavior Analyst (BCBAD) and Founding Director of Fit Learning™ where he helps to train and manage a growing global network of affiliated learning laboratories. Dr. Newsome is currently serving as Past-President of the Standard Celeration Society (SCS) and President of the Academic Access Initiative, a non-profit for underserved student populations. His research initiatives have focused on organizational behavior and educational technologies across various business sectors including public utilities, universities, school districts, Fortune 100 companies and community service providers. He has been invited to share his expertise via presentations, workshops and university courses on a wide variety of socially relevant topics to a diversity of professional audiences. He has successfully developed and supervised dozens of teams of practitioners, researchers, community groups and organizational initiatives. The overarching value guiding Dr. Newsome's work is contributing to the transformation of human well being through the science of teaching and learning.



## Amy Odum

Amy Odum is a Professor in the Department of Psychology at Utah State University. Her research interests are in basic behavioral phenomena, such as response persistence, sensitivity to delayed outcomes, conditional discriminations, and environmental influences on drug effects. Her work has been funded by the National Institute on Drug Abuse and the National Institute of Mental Health. She completed a post-doctoral fellowship at the University of Vermont's Human Behavioral Pharmacology Laboratory after earning her Ph.D. and M.A. in Psychology, specializing in Behavior Analysis, from West Virginia University. She received a B.S. in Psychology from the University of Florida. Dr. Odum has been Associate Editor for the Journal of the Experimental Analysis of Behavior, President of the Society for the Experimental Analysis of Behavior and

President of Division 25 of the American Psychological Association. She is currently Editor in Chief of the Journal of the Experimental Analysis of Behavior and the first woman to hold this position since the journal was founded in 1958.



## Michael Perone

Dr. Michael Perone is a professor in the Department of Psychology at West Virginia University (WVU). He has made substantial contributions to behavior analysis through his research, service, administration, and teaching. He is well known for his programmatic research on conditioned reinforcement, avoidance, and transitions from rich to lean schedules of reinforcement, and more generally for the elegance and ingenuity of his experimental methodology. He has secured support from NICHHD, OSHA, and NSF for much of his research. His investigations with animals and extensions of basic mechanisms to humans serve as a prototype for research translation. Dr. Perone's accomplishments in administration, service to the discipline, and teaching are similarly noteworthy. He served for 12 years as chair of the WVU Department of Psychology, one of the foremost programs in behavior analysis. He has served as president of ABAI, SABA, SEAB, and SEABA. He has been appointed to key editorial positions for major journals in behavior analysis, represented behavior analysis on the Federation of Behavioral, Psychological, and Cognitive Sciences, and served on numerous committees. In each of those roles, his skill and humor have been instrumental in bringing a charge to effective completion. Dr. Perone has received numerous awards for his teaching and mentoring, which, along with the successes of his former students, are testaments to his effectiveness in these arenas as well.



## Joanne Robbins

Joanne Robbins is a cofounder and Executive Director of PEER International, as well as the Principal of Morningside Academy in Seattle, Washington. Joanne has over twenty-five years of experience in program development, curriculum design, and teaching and supervision of programs for children and youth. Joanne's experience has been in both educational and mental health settings. She developed programs for Pre-K through college level.

Prior to moving to Seattle, Joanne lived in Chicago for many years. While there, she was the Activity Therapy supervisor for a 120-bed children's state psychiatric facility, served as an adjunct faculty member in the Psychology Department at Northeastern Illinois University, and designed and implemented problem

solving and thinking skills programs, study skills programs, and learning acceleration programs for inner-city children and college students for the University of Illinois at Chicago and the City Colleges of Chicago. She also served as program developer and instructor in the federally funded Nation of Tomorrow program, training Chicago Public School teachers how to use computer technology in their classrooms. Joanne served as a research assistant in the Instructional Research and Development Laboratory at the University of Illinois at Chicago. She is a frequent presenter at professional meetings and has published experimental work in human clinical decision-making. Joanne has served as an instructional design consultant to private industry in the production of instructional video and interactive laser disks including Learning-to-Learn, Inc. in Cambridge, MA, and Focus International, Inc. in Huntington, NY. An expert in the teaching of thinking and reasoning skills, Joanne is the author of *Talk Aloud Problem Solving: A Script for Teachers*, and co-author of *Fluent Thinking Skills: A Generative Approach*. Joanne was a board member and Vice President of the Illinois Art Therapy Association. She is currently a member of the Association for Behavior Analysis. She founded and co-chairs the Spectrum Alliance, a community group advocating for the Seattle Public School's highly capable students. Joanne earned an MA in Behavioral Sciences (Art Therapy concentration) from the University of Houston, Clear Lake Campus. A native of New York, she earned a BA in Sociology from the State University of New York at New Paltz. Joanne completed her Ph.D. in Educational Psychology at the University of Illinois at Chicago under the mentorship of Dr. Sue Markle, Dr. Phil Tiemann and Dr. Herbert Walberg.



## Jesús Rosales-Ruiz

Jesús Rosales-Ruiz is an associate professor and chair of the Department of Behavior Analysis at the University of North Texas. He obtained his Ph.D. from the University of Kansas in 1995, under the mentorship of two pioneers in the field of behavior analysis, Donald M. Baer and Ogden R. Lindsley. Jesús is one of the few scientists in the world studying animal training from both the theoretical and applied perspectives. He, along with his students, has greatly contributed to the understanding of the science and practice of animal training. Jesús also studies the antecedent control of behavior, generalization, behavioral cusps, fluency-based teaching, treatment of autism, teaching of academic behavior, rule-governed behavior and contingency-shaped behavior. He has served on several editorial boards, including the *Journal of Precision Teaching*, the *European Journal of Behavior Analysis*, and the *International Journal of Psychology and Psychological Therapy*. He has also served as a reviewer for the *Journal of Applied Behavior Analysis*, the *Journal of Neuroscience Methods*, *Behavioral Processes*, and *PLOS ONE*. Jesús is a fellow of the Eastern

Psychological Association, a trustee of the Cambridge Center for Behavioral Studies and a member of the Association for Behavior Analysis International.



## Angela Sanguinetti

Angela Sanguinetti, PhD, BCBA, considers herself an ecological behaviorist, blending the disciplines of behavior analysis and environmental psychology. Dr. Sanguinetti is a researcher at UC Davis, where she directs the Consumer Energy Interfaces Lab and brings her behavioral expertise to projects for the Energy Efficiency Center, Plug-in Hybrid Electric Vehicle Research Center, Center for Water-Energy Efficiency, and Western Cooling Efficiency Center. Dr. Sanguinetti is also the Director of the Cohousing Research Network, where she seeks to strengthen the rigor and impact of research establishing the personal, societal, and environmental benefits of living in collaborative neighborhoods.



## Julie M. Smith

Julie is a world-class expert in applying behavior science in innovative ways in organizations to achieve unprecedented results. As co-founder of CLG, one of the world's largest behavior-based strategy execution firms, Julie and her colleagues pioneered the most powerful and practical organizational behavior-change approach available today, as evaluated by multiple independent benchmark studies. Working with national and global clients, her track record proves this approach leads to superior strategy execution and dramatic performance improvement. In an interview with The New York Times, the CEO of a global pharmaceutical attributed a great deal of his personal and company success to leadership lessons he learned from Julie while he shaped a new culture of innovation, customer focus, and patient centrality.

Seeing a great need to improve healthcare provider performance, Julie launched ChangePartner in 2016. She and her team are developing a Behavioral Excellence™ enterprise application, based on Adaptive Behavior Analytics™, that will transform healthcare. The Behavioral Excellence approach guarantees that organizations can efficiently convert external ratings and point of care patient surveys on quality, safety, and patient experience into “5-Star” behaviors that are delivered reliably every day by individuals and teams—at all levels, across an organization. This technology platform will be like providing a personalized behavioral coach, at a moment's notice, to any healthcare worker. At a personal level, Julie is looking forward to the day

when the behavioral root causes of poor patient care are drastically reduced—or even eliminated—because of this innovative approach.

Julie is an accomplished author, speaker, and international thought leader. In her keynote presentations, Julie incorporates extensive experience, humor, and real-world examples from her consulting engagements and one-on-one coaching relationships. Audiences at all levels say she brings a masterful clarity to even the most complex change issues and leaves them with tools they can put to use immediately. In 2016, she was honored to receive the Outstanding Contributor Award for lifetime achievement by the Association for Behavior Analysis International.



## Mary M. Sweeney

Dr. Mary M. (Maggie) Sweeney is an Instructor in the Behavioral Pharmacology Research Unit in the Department of Psychiatry and Behavioral Sciences at the Johns Hopkins University School of Medicine. She was trained in the experimental analysis of behavior at Utah State University, where she received her doctorate, and at Purdue University, where she received her undergraduate degree. She has published several peer-reviewed journal articles on the topic of basic and translational behavior analysis, including studies with pigeons, rats, and humans. As a postdoctoral research fellow at Behavioral Pharmacology Research Unit, Dr. Sweeney applied her knowledge of behavior analysis to research with clinical substance use populations. In her current position at Johns Hopkins as a member of the faculty, Dr. Sweeney's research focuses on applications of basic reinforcement processes to substance use and related risk behaviors, with a focus on licit abused drugs and clinical studies with opioid pharmacotherapy patients. Dr. Sweeney is a member of the editorial board of the *Journal of the Experimental Analysis of Behavior*, and has served as an invited reviewer for several journals including the *Journal of Applied Behavior Analysis*, *Preventive Medicine*, *Journal of Psychopharmacology*, *Experimental and Clinical Psychopharmacology*, and *Journal of Caffeine Research*.



## Jeffrey Tiger

Dr. Tiger completed his Ph.D. at the University of Kansas and a post doctoral fellowship at the Munroe-Meyer Institute of the University of Nebraska Medical Center. His research focuses on behavioral assessment and intervention for individuals with low-incidence disabilities including the treatment of problem behavior, the development of language, and teaching tactile reading. Dr. Tiger's research often asks

questions not only of what interventions are likely to be effective, but also of why interventions are effective, to the level of basic behavioral process. Dr. Tiger has served on the faculties of Louisiana State University and the University of Wisconsin-Milwaukee. This Fall he will be joining the faculty of Marquette University where he will serve as the director of new Master's and Doctoral Behavior Analysis Programs. He was awarded the BF Skinner New Researcher Award in 2012 and is a current Associate Editor for the Journal of Applied Behavior Analysis.



## Loukia Tsami

Loukia Tsami graduated The American University of Athens with a Master of Arts in Graphic Design. She worked as an art director and production designer in advertising companies in Greece, Ireland and Houston for over 13 years. In 2006, her middle son received an Autism and ID diagnosis. The following year, her youngest son was also diagnosed with Autism. In 2006, Loukia Tsami resigned her job and stayed home to care for her children. She coordinated a multidisciplinary team of specialists that provided treatment to her children; a few years later, she started attending graduate courses in Behavior Analysis.

In 2012, Loukia Tsami completed the Applied Behavior Analysis certification program at Florida Institute of Technology, and in 2014 she graduated from Northcentral University with a Master of Arts degree in Psychology. She currently works as a research associate at the Center for Autism and Developmental Disabilities at the University of Houston Clear Lake. Her research interests include assessment and treatment of problem behavior as well as parent training via telehealth.



## Janet Twyman

Janet S. Twyman, Ph.D., BCBA, LBA, is the founder and Chief Learning Scientist at blast: A Learning Sciences Company and serves as the Director of Innovation & Technology for the U.S. Dept. of Education's national Center on Innovations in Learning. She holds faculty positions as Associate Professor of Pediatrics at the University of Mass. Medical School/Shriver Center and Professor of Behavior Analysis at Florida Institute of Technology. Dr. Twyman is a noted proponent of effective instruction and using technology to produce individual and system-wide change.

A career educator, she has been a preschool and elementary school teacher, a principal and administrator, university professor, education research, and was Vice President of Instructional Development

at Headsprout, an award-winning learning sciences technology company. A sought-after speaker nationally and internationally, Dr. Twyman has presented and published worldwide on instructional design, improving education, effective learning systems, and educational technology, including a presentation on leveraging new educational technologies for diverse settings at the United Nations in 2011.

She has served on the boards of numerous organizations such as the Cambridge Center for Behavioral Studies (chairing the Education Group) and PEER International (assisting township schools in Port Elizabeth, South Africa).

In 2007-08 she served as President of the Association for Behavior Analysis International and in 2014 was named an ABAI Fellow. Awards include the Ernie Wing Award for Evidence-based education (2014) and the American Psychological Association Division 25 Fred S. Keller Behavioral Education Award (2017) for her distinguished contributions to educational research and practice.



## **Jomella Watson-Thompson**

Dr. Jomella Watson-Thompson is an Associate Professor in the Department of Applied Behavioral Science, and Associate Director for the Center for Community Health and Development at the University of Kansas. She also serves as a Faculty Fellow with KU's Center for Service Learning. She attained a Ph.D. in Behavioral Psychology and a Masters of Urban Planning from the University of Kansas. She applies behavioral science methods and interventions to improve how communities address issues related to community health and development. Her research has focused on neighborhood development, substance abuse prevention, and violence prevention. Dr. Thompson uses a community-based participatory approach to address social determinants of health that may contribute to disparities, particularly for marginalized groups and communities.



## **Amy Wood**

Dr. Wood graduated Summa Cum Laude from North Carolina State University with a Bachelor of Science Degree in Microbiology. She attended the University of North Carolina at Chapel Hill receiving her Doctorate in Pharmacy with Highest Honors. Dr. Wood completed her Postdoctoral Residency at The University of Texas M.D. Anderson Cancer Center. While a Clinical Pharmacy Specialist at MD Anderson, Dr. Wood managed



pharmacotherapy for patients with hematologic malignancies, and her research interests included management of chemotherapy-induced toxicities.

Along with her patient care and research responsibilities, Dr. Wood was an Adjunct Clinical Professor at The University of Houston School of Pharmacy doing both didactic and experiential teaching with doctoral students. Dr. Wood received her Board Certification in Oncology Pharmacy and served on numerous institutional committees including the Institutional Review Board and Pharmacy and Therapeutics Committee.

In 2004, Dr. Wood's 22 month old son was diagnosed with autism and she resigned from clinical practice to develop and oversee a full-time home ABA program for him, which she continues to direct today. Dr. Wood is President and Scientific Advisor for Families for Effective Autism Treatment (FEAT) – Houston. She serves as a resource for individual families and organizations seeking to better understand the research behind the success of Applied Behavioral Analysis (ABA) and how it can be successfully utilized to acquisition skills, address challenging behavior, and improve quality of life. From 2014 to 2016, Dr. Wood became a Family Faculty Member of LoneStar LEND (Leadership Education in Neurodevelopmental and Related Disabilities). In this capacity, she educated professionals from a variety of disciplines about all aspects of having a child on the autism spectrum from the family's perspective. She currently continues to serve on the community outreach board for the LEND.

# Presentation Summaries

## Autism & Developmental Disabilities Track 1

★ DEGLI ESPINOSA, FRANCESCA

[A Conceptual Analysis of Teaching Complex Verbal Behaviour to Children with Autism: Beyond the Acquisition of Primary Operants](#)

3 BACB CEUs available for this presentation

Date / Time: Friday, March 9 from 9:00 am – 12:00 pm

Imperial West (3rd Floor)

**Summary:** Although an increasing number of single-case studies have focused on teaching language skills to children with autism using Skinner's (1957) analysis of verbal behaviour in recent years, the majority have concentrated on establishing primary operants at the single-word level. Nevertheless, from two to three years of age, typically developing children naturally demonstrate generalised and multiply-controlled verbal behaviour, including autoclitics: They are, for example, able to provide full-sentence answers to novel questions about ongoing and past events, to describe their own experiences, and to respond to a diversity of novel instructions. One of the greatest challenges currently facing applied behaviour analysts remains, therefore, how to teach such complex verbal behaviour to children with autism. To meet this challenge, this presentation will argue for the need to incorporate an analysis of multiple control in the development and curricular organisation of teaching procedures. A programme of instruction will be presented in which language objectives are organised along a continuum of increasingly complex stimulus control, and discussion thereby provided of how best to move from establishment of basic vocabulary in primary operants to mastery of complex verbal conditional discriminations across primary and secondary operants. In addition, specific procedures that manipulate interactions between speaker and listener behaviour to maximise the effectiveness of language-based interventions will be described and demonstrated. Special emphasis will be placed throughout on the role of autoclitic frames and intraverbal control in teaching generalised question answering and descriptive skills at the tact and intraverbal level and on the role of joint control in the emergence of complex listener skills.

★ **DEGLI ESPINOSA, FRANCESCA**

**A Behaviour Analysis of Theory of Mind**

1 BACB CEU available for this presentation

Date / Time: Saturday, March 10 from 2:30 pm – 3:30 pm

**Imperial West (3rd Floor)**

**Summary:** In considering the syndrome specific and universal deficits of autism, behaviour analysis, both conceptually and in application, has not yet provided a complete operational account of the variables that control the types of behaviour commonly held to denote Theory of Mind. This presentation will firstly argue that Theory of Mind should not be interpreted as an “entity” that is either present or absent, but rather as a developmental verbal process that begins in the establishment of tacting public and private events during social interactions in early childhood. Firmly based on such behavioural conceptual framework, the presentation will secondly attempt to provide an analysis of the controlling variables of the component verbal skills that may denote Theory of Mind and in so doing will illustrate a hierarchical sequence of instructional activities to establish the verbal behaviour of perspective taking in children with autism.

★ **HOOD, STEPHANIE**

**Toward Meaningful Outcomes in Teaching Conversation Skills**

1 BACB CEU available for this presentation | 1 TSHA CEU available for this presentation

Date / Time: Saturday, March 10 from 11:30 am – 12:30 pm

**Imperial West (3rd Floor)**

**Summary:** Individuals with an autism spectrum disorder often have difficulty developing friendships and intimate relationships (Gantman, Kapp, Orenski, & Laugeson, 2012) as well as securing jobs (Kelly, Wildman, & Berler, 1980) and thus are often underemployed (Shattuck et al., 2012). This may be due, in part, to skill deficits during greetings and conversations. Research is needed on assessment and treatment procedures to address advanced greeting and conversation skills. In this presentation, I will describe assessment procedures to identify behavioral excesses and deficits related to greeting and conversation skills that were used to develop individualized treatments. I will describe treatment efficacy, maintenance, and stimulus generalization outcomes. The results will be discussed as it pertains to developing an individualized assessment and intervention process in addressing social-skills deficits during unscripted conversations and greetings. These findings have important implications for preparing individuals with ASD to have successful conversation, potential to develop meaningful relationships, and navigate the social world.

★ **MACDONALD, REBECCA**

**Establishing Social Repertoires in Toddlers with Autism: The Nuts and bolts of Teaching**

3 BACB CEUs available for this presentation | 2.5 TSHA CEUs available for this presentation

Date / Time: Friday, March 9 from 2:00 pm – 5:00 pm

**Imperial West (3rd Floor)**

**Summary:** It is widely known that Early Intensive Behavioral Intervention (EIBI) can produce large gains in social, cognitive, and language development in children with ASD, especially when treatment begins prior to their second birthday. The nature of early intensive behavioral intervention requires that instruction be delivered throughout the child's waking day. As a result, both therapists and caregivers should be actively involved in the delivery of behavior-analytic programming. When therapists and parents work in coordination and take advantage of the many learning opportunities that arise in the natural environment, rates of skill acquisition increase as well as generalization and maintenance of skills across people and settings. Naturalistic behavioral teaching strategies have been used to teach a wide variety of social skills, including responding to joint attention bids; referencing the behavior of a familiar adult in the context of a novel situation; engaging in functional play skills; and making functional requests. The purpose of the present workshop is to highlight key social skills to include in early behavioral treatment and to provide strategies for coaching and training both therapists and parents on the delivery of these services. A variety of exercises will be allow participants to identify learning opportunities and practice developing and implementing treatment protocols. In addition we will present staff and parent training protocols and review data from our research on the efficacy of these procedures.

★ **MACDONALD, REBECCA**

**Catchen' 'em Early: Does it Really Matter?**

1 BACB CEU available for this presentation

Date / Time: Saturday, March 10 from 9:00 am – 10:00 am

**Imperial West (3rd Floor)**

**Summary:** It is widely known that Early Intensive Behavioral Intervention (EIBI) can produce large gains in social, cognitive, and language development. Changes in performance are typically measured using norm-referenced standardized assessment tools which produce a score of overall functioning level. Over the past 20 years, Dr. MacDonald and colleagues have developed an assessment tool for the direct measurement of autism specific symptomatology. The Early Skills Assessment Tool (ESAT) includes measures of imitation, language, joint attention, play, and stereotypic behavior (MacDonald et al., 2014). In their most recent work, 149 children with autism (CWA), ages 1, 2 and 3 years old and 58 same

aged typically developing children were assessed using the ESAT. CWA were assessed at entry into an EIBI program and again after 1 year of treatment. While significant gains were seen in all children across all age groups, the greatest gains were seen in the children who entered treatment prior to their second birthday. Long term follow up data suggest long lasting gains in these children. These findings underscore the importance autism screening at 12 to 18 months, the critical role of pediatrician's in early identification of ASD and the need for high quality EIBI for all identified children.

★ **MASON, LEE**

[Assessment to Intervention with the Verbal Behavior Stimulus Control Ratio Equation](#)

**Co-author: Alonzo Andrews**

1 BACB CEU available for this presentation

Date / Time: Saturday, March 10 from 3:45 pm – 4:45 pm

Imperial West (3rd Floor)

**Summary:** Language is a much sought after, yet elusive subject matter for scientific investigation. Entire fields of study have evolved to address the complexities of language, with most employing a structural analysis as the framework for examination. Skinner (1957) proposed that language fell within the scope of a science of behavior, and was therefore open to functional analysis and interpretation. Over the past 60 years, much has been done to further the scientific explanation, prediction, and control of verbal behavior as a function of environmental variables. However, there remains a need to more accurately describe the subject matter of investigation. The Stimulus Control Ratio Equation (SCoRE) is a metric to summarize a behavioral repertoire by comparing the relative frequency of its component parts. The verbal behavior SCoRE compares observed proportions of responding against the null hypothesis to yield a statistic to describe the present level of functional performance. Such information may be useful for measuring change over time and comparing treatment effects within individuals and across groups. This presentation provides a conceptualization of the interdependence of the verbal operants identified by Skinner (1957), a model for analyzing the entirety of the verbal repertoire, and implications for research and practice.

★ TIGER, JEFFREY

[A Comparison of Delay Fading Procedures Following Functional Communication Training](#)

Co-author: Melissa Drifke

1 BACB CEU available for this presentation

Date / Time: Saturday, March 10 from 10:15 am – 11:15 am

Imperial West (3rd Floor)

**Summary:** Following functional communication training (FCT) as a treatment for problem behavior, clinicians typically begin delay-tolerance training by gradually exposing the newly taught communicative responses to delayed reinforcement contingencies to prepare clients for the normative environment in which requests are infrequently honored immediately. The introduction of delays may result in the resurgence and maintenance of problem behavior and the weakening of the newly trained communicative response. The current study compared delay tolerance when reinforcement for the FCR was delivered following (a) the passage of time, (b) the omission of problem behavior, and (c) based upon the occurrence of an alternative behavior in terms of maintaining the communicative response and minimizing problem behavior with three individuals diagnosed with developmental disabilities referred for severe problem behavior.

## Autism & Developmental Disabilities Track 2

★ GROW, LAURA

[Assessing the Reinforcing Value of Social Interactions among Individuals with Developmental Disabilities](#)

1 BACB CEU available for this presentation

Date / Time: Friday, March 9 from 3:45 pm – 4:45 pm

Imperial East (3rd Floor)

**Summary:** Practitioners and researchers use the results of preference assessments to inform the selection of reinforcers for behavior-change procedures. Researchers have refined preference assessment methodologies in several ways. In this talk, I will discuss two studies related to assessing the value of social interactions. The purpose of the first study was to develop a structured interview to help caregivers identify potential social reinforcers for inclusion in a preference assessment and to evaluate the correspondence between video-based and photo-based preference assessments of social interactions. The purpose of the second study was to compare the results of a video-based preference assessment and a reinforcer assessment for social stimuli. The purpose of the clinical evaluation was to identify preferred pre-vocational activities using a video-based preference assessment for a teenager

with developmental disabilities. I will discuss the results of the studies and clinical evaluation in terms of applied implications and future research directions.

★ **GUERCIO, JOHN M.**

**Addressing Community Integration and Aggressive Behavior in Adults with an Autism Diagnosis**

1 BACB CEU available for this presentation

Date / Time: Friday, March 9 from 11:30 am – 12:30 pm

Imperial East (3rd Floor)

**Summary:** The significant rise in the prevalence rates for autism spectrum disorders (ASDs) over the last decade has been the impetus for a vast array of treatment protocols that are based in applied behavior analysis (ABA). The field of ABA has demonstrated the ability to influence skills acquisition as well as address the myriad of deficits that are inherent to ASD. One of the major factors that is being observed is that practitioners are flocking to the field with a strong desire to work with children with ASD. The large numbers of children that have been diagnosed will eventually require services as they age. The absence of services available to his group can result in placement in institutional settings and a decrease in community based options for safety reasons. There are currently few treatment protocols that specifically address the problems of extreme aggression in the adult population of those with ASD or other intellectual disabilities (ID). This talk will address skills acquisition in clients with presentations of severe behavioral challenges. A curriculum will be presented for the practical assessment and treatment of adult core competencies in adults with autism and severe unwanted behavior.

★ **PARTINGTON, JAMES A.**

**Using the ABLLS-R® and the AFLS® to Assess Skills and Design Developmentally Appropriate Intervention Programs for Individuals with Autism**

6 BACB CEUs available for this presentation

Date / Time: Saturday, March 10 from 9:00 am – 5:00 pm

Imperial East (3rd Floor)

**Summary:** Workshop participants will be provided with information regarding tools to assess and analyze learners' skills and deficits, and develop a comprehensive curriculum for learners of all ages. This workshop will teach participants how to design developmentally appropriate instruction using the Assessment of Basic Language and Learning Skills- Revised (The ABLLS-R®) and the Assessment of Functional Living Skills (The AFLS®). The ABLLS-R® and the AFLS® are parent and teacher friendly assessment tools, and skills-tracking systems used to help guide the instruction of critical skills to

individuals with autism or other developmental disabilities. With the ABLLS-R® and/or WebABLLS®, one can precisely assess an individual's language and learning skills as well as identify when, where, and how the skills are being used. Participants will learn how to develop IEP goals and objectives that clearly define and target the learning needs of each learner. These tools can also highlight obstacles that have been preventing the learner from acquiring new skills while concurrently facilitating the process of developing a comprehensive, language-based curriculum.

★ **PARTINGTON, JAMES A.**

**Programming for Success: Critical Elements of an Effective Intervention for Individuals with Autism**

1 BACB CEU available for this presentation

Date / Time: Friday, March 9 from 9:00 am – 10:00 am

**Imperial East (3rd Floor)**

**Summary:** Professionals who provided services to individuals with a diagnosis of autism strive to help these learners reach their fullest potential. However, many instructional programs for individuals with autism fail to devote sufficient instructional time on those skills that will result in the greatest overall rate of acquisition. In order to facilitate the rapid acquisition of critical language and learning skills it is important to prioritize both the selection of specific learning objectives and the teaching activities. When selecting learning objectives, it is important to select developmentally appropriate skills to teach based on the learner's age and skills in relation to development as demonstrated by typically-developing individuals. The actual development of skills requires active participation in teaching activities throughout the day by a motivated learner in a wide variety of situations. Most importantly, parents and other caregivers need to develop and consistently implement effective teaching strategies, and track the development of the learner's skills over time so that timely adjustments can be made and new learning targets can be identified.

★ **TSAMI, LOUKIA**

**Effectiveness and Acceptability of Parent Training via Telehealth among Families in US and Around the World**

**Co-authors: Dorothea C. Lerman & Ozlem Toper**

1 BACB CEU available for this presentation

Date / Time: Friday, March 9 from 10:15 am – 11:15 am

**Imperial East (3rd Floor)**



**Summary:** Functional communication training (FCT) based on functional analysis (FA) results is highly effective for treating socially maintained problem behavior. Providing this assessment and intervention package via telehealth has been documented to be efficient and acceptable to caregivers in the United States (Wacker et al., 2013; Reimers and Wacker, 1988). In the presentation, we will discuss data from 12 families in rural and urban areas of Greece, Turkey, Saudi Arabia, Costa Rica, U.S., Mexico, Ukraine, and Russia who received parent-training services via telehealth to implement FA and FCT with their children. The child participants, aged 3 years to 13 years, engaged in high rates of disruptive behavior and had autism diagnoses. Two behavior therapists located at a U.S. university conducted weekly 1-h appointments in the participants' native languages. Results indicated that FCT was highly effective in reducing problem behavior for all child participants. Furthermore, the parents rated the FA and FCT procedures as very acceptable and indicated that they liked using their completers to receive services. These findings indicate that, through telehealth, U.S.-based clinicians can offer behavior analysis services to families with children with autism around the world.

★ **CATOE, ELLEN**

**Ethics and ABA: Considerations on Integrating Parents' and BCBAs' Perspectives**

**Co-Presenter: Amy Wood**

1 CEU available for this presentation

**Date / Time: Friday, March 9 from 2:30 pm – 3:30 pm**

**Imperial East (3rd Floor)**

**Summary:** Over the past couple of decades, widespread use of Applied Behavior Analysis (ABA) has provided a meaningful strategy for the treatment of autism that has been scientifically validated and replicated. Now that the first generation of children receiving early ABA intervention is moving into adolescence and adulthood, it is time to consider the future. As we evaluate their successes and remaining challenges, it is critical for BCBAs and parents to work together to adapt practices to better meet the long term needs of the population. One of the major hallmarks of families who benefit the most from ABA remains significant parental involvement and investment. This presentation, given primarily from the parental perspective, will use case examples to identify some aspects of a successful intervention and strategies to build parental commitment. In addition, ethical considerations including professional collaboration and oversight will be discussed. Finally, the presenters will discuss worthy therapeutic targets that can translate into meaningful quality of life advances both for individuals with ASD and their families.

## Education Track

### ★ GAUTREAUX, GRANT

#### Observational Learning: Acquisition and Utility

1 CEU available for this presentation

Date / Time: Saturday, March 10 from 3:45 pm – 4:45 pm

Arboretum (2nd Floor)

**Summary:** People depend on observational learning for a variety of things in their lives. Individuals watch others when they are not certain of how they should act or react to a multitude of scenarios. These environmental conditions may be social, cultural or academic. For humans, success in employment, schooling and with relationships may hinge on observation. What people observe in addition to behaviors of others are the contingencies that are part of their interaction with the environmental stimuli. They are subsequently affected by how those interlocking events provide consequences for others. Recent evidence suggests distinctions between the effects of observation on the emission of previously acquired repertoires, the acquisition of new repertoires and the acquisition of observational learning as a new repertoire. Prior research has not clearly identified whether the changes in behavior from observation constituted learning because in many cases tests were not done for the presence or absence of the repertoires prior to observation. We describe new investigations reporting procedures leading to the acquisition of observational learning, and the acquisition of operants and higher order operants by observation. We also provide information on how to use observational learning for making educational and clinical decisions.

### ★ NEWSOME, DONNY

#### 80% Correct Does Not a Master Make: Introduction to Functional Mastery

Co-author: Kendra Newsome

1 CEU available for this presentation

Date / Time: Saturday, March 10 from 11:30 am – 12:30 pm

Arboretum (2nd Floor)

**Summary:** Generally speaking, the concept of ‘mastery’ is well understood. We know a masterful performer when we see one. His or her performance seems to come naturally, quickly and accurately. Difficult or complex tasks are made to look effortless and novel problems are readily overcome. On the other hand, the absence of mastery is equally apparent. Critical skill deficits result in measurably slow, frustrating, inflexible performance and can adversely affect one’s quality of life. As such, mastery is a

commonly stated goal of educators in their crafting of skill acquisition plans. Unfortunately, inspection of common goal setting practices by behaviorists and educators reveals an unsettling divide. Whereas the characteristics of mastery listed above represent broad programmatic goals, the specific 'mastery criteria' for acquisition targets are often woefully inadequate to produce such results. In this presentation, barriers to adequate goal setting such as inappropriate measurement systems and acquisition target selections will be addressed. The desired result of the presentation is to empower attendees to move away from goals like, "80% correct across three consecutive trials..." toward criteria more fitting of our experience of functional mastery in everyday life.

★ **NEWSOME, DONNY**

[How a Banana is the same as a Grandma: Relational Frame Theory for Curriculum Design](#)

**Co-author: Kendra Newsome**

1 CEU available for this presentation

**Date / Time: Saturday, March 10 from 2:30 pm – 3:30 pm**

**Arboretum (2nd Floor)**

**Summary:** Relational Frame Theory is a behavioral, natural science approach to understanding the psychology of human language. The body of empirical work underlying RFT is as robust as it is dense. The language of 'arbitrarily applicable derived relational responding', 'combinatorial entailment' and 'transformation of stimulus function' can feel dauntingly unfamiliar, or even intractable, to many educators and behavioral practitioners. Practical application of RFT, however, need not be so unwieldy. This introductory presentation will demonstrate the tremendous benefits attainable when RFT is brought to bear on the shaping of generalized verbal operant classes. Additionally, we will share how a common-language understanding of this theoretical framework can give behaviorists and educators access to new instructional-design strategies to improve students' ability to fluently relate to the world around them.

★ **ROBBINS, JOANNE**

[Partnerships: The Mutual Needs of Township Educational Systems in South Africa and Behaviorally-Based Systems in the U.S.](#)

1 CEU available for this presentation

**Date / Time: Saturday, March 10 from 10:15 am – 11:15 am**

**Arboretum (2nd Floor)**

**Summary:** P.E.E.R. International, founded in 2004, sought to improve the teaching and learning environments in disadvantaged communities in Port Elizabeth, South Africa. PEER educators identify the

commonalities in our different environments, refine methods, and design instructional materials.

★ TWYMAN, JANET

[The Teaching Machine in the New Age: How Behavior Analysis Can Make Bad Teachers Good and Good Teachers Better](#)

1 CEU available for this presentation

Date / Time: Saturday, March 10 from 9:00 am – 10:00 am

Arboretum (2nd Floor)

**Summary:** Digital innovations can enhance teacher expertise by providing options that solve critical educational needs: (1) simplifying and automating basic teaching tasks; (2) simultaneously addressing an array of student needs; and (3) knowing exactly each a student needs when, and being able to deliver that in real time, all within the evolution to a student-directed world. Behavior analysts can leverage advances in learning science and digital tools to make teaching and learning more efficient, more effective, more enjoyable, and applicable to a larger set of learning areas. An array of these tools and their applications will be presented.

## General Track

★ HACKENBERG, TIM

[Social Economics: Toward a Cost-Benefit Analysis of Social Behavior](#)

1 CEU available for this presentation

Date / Time: Saturday, March 10 from 3:45 pm – 4:45 pm

Dogwood (3rd Floor)

**Summary:** Social behavior is a topic of enormous scientific importance that spans disciplines from neuroscience to anthropology. While the topic has received a good deal of empirical and theoretical attention outside behavior analysis, it has largely been neglected within the field. In this talk, I will describe three lines of research from our laboratory concerned with assessing the value of social reinforcement, in the form of social interaction. In the first, the relative efficacy of social and food reinforcement is assessed with progressive schedules and under various motivational conditions. In a second, demand for social reinforcement is studied by varying the fixed-ratio price and reinforcer magnitude (duration of social interaction). In a third line of work, rats are given repeated choices between concurrent schedules of social and non-social reinforcement. The findings from all three experiments show that social interaction, as a form of social reinforcement, shares important functional

properties with other reinforcers and with other species, and illustrate a promising set of methods for studying and quantifying social reinforcement.

★ HAYES, LINDA

[A Behavior Analysis of Romantic Love](#)

1 CEU available for this presentation

Date / Time: Saturday, March 10 from 10:15 am – 11:15 am

Dogwood (3rd Floor)

**Summary:** Complex psychological events, particularly those with substantial emotional components such as love, grief and rage, have received relatively little analytic attention from behavior scientists. This lack of attention is defended on several grounds. First, emotional actions are too poorly conceptualized as to make their incorporation into the analyses of complex problems profitable. Other legitimate difficulties arise from the need to find suitable units of analysis and useful metrics given both the complexity of such circumstances and the fact that more than one person's behavior is typically at issue. Some reasons for the neglect of such events are without merit, however. For example, behavior scientists have claimed that the pattern of behavior we call love, while subject to scientific analysis, is nonetheless shrouded in mystery – a mystery that cannot be dispelled and is best left alone. The aim of this paper is to take issue with this argument, and to do so through a scientific examination of romantic love.

★ LATTAL, ANDY

[A Tale of Two Rats: The Back Story of a Clever Cartoon](#)

1 CEU available for this presentation

Date / Time: Saturday, March 10 from 9:00 am – 10:00 am

Dogwood (3rd Floor)

**Summary:** Arguably what is the most recognized cartoon in behavior analysis depicts two rats standing aside one another in a Skinner box as one says, “Boy do we have this guy conditioned. Every time I press the lever he delivers a piece of food.” Reproduced many times in many venues, behavior-analytic and otherwise, the cartoon was created by two undergraduate students at Columbia University in 1950. This presentation explores the historical context that led to its creation; its creators and their lives before, during, and after its creation; the diffusion of the cartoon into our discipline and beyond; and, finally, the cartoon's sophisticated, prescient lessons about the complexities of reinforcement contingencies.

★ ODUM, AMY

[Understanding Delay Discounting](#)

3 CEUs available for this presentation

Date / Time: Friday, March 9 from 9:00 am – 12:00 pm

Dogwood (3rd Floor)

**Summary:** In this presentation, participants will learn about the concept of delay discounting, the reduction in value of delayed outcomes, which differs across individuals. Participants will learn to recognize the phenomenon and how to measure it using a variety of techniques. They will learn ways in which the degree of delay discounting relates to important health and educational outcomes. Participants will learn how to analyze and display data from delay discounting assessments. They will also learn about techniques that have been shown to reduce delay discounting.

★ ODUM, AMY

[Delay Discounting: Ubiquitous and Insidious](#)

1 CEU available for this presentation

Date / Time: Saturday, March 10 from 11:30 am – 12:30 pm

Dogwood (3rd Floor)

**Summary:** Delay discounting refers to the decrease in the value of temporally remote consequences. This process is pervasive in the effects of reinforcers on behavior and choice. Understanding the process has implications for individual as well as societal level interventions to improve human health. I will summarize major research findings in delay discounting and discuss how we can mitigate its effects.

★ ROSALES-RUIZ, JESÚS

[Shaping Behavior](#)

3 CEUs available for this presentation

Date / Time: Friday, March 9 from 2:00 pm – 5:00 pm

Dogwood (3rd Floor)

**Summary:** Shaping is a powerful tool for teaching new complex behaviors and producing engaged and confident learners. However, poor shaping can easily lead to learning plateaus and frustrated learners and teachers. Shaping is often described as an art and as a difficult skill to learn; however, shaping is an orderly and predictable process with rules. This lecture will consider several tactics and strategies for successful shaping and show different ways to engineer behavior (e.g., shaping, micro-shaping, and

adduction). We will look at shaping in a much broader sense than just the general concept of successive approximations. Emphasis will be placed on the rules regarding the mechanics of shaping, the requirements of a conditioned reinforcer, what to reinforce, how to reinforce, how to shape movements and actions, how to arrange the environment to facilitate shaping, and how to use resurgence to accelerate shaping.

★ ROSALES-RUIZ, JESÚS

[The Poisoned Cue and its Implications for Teaching and Social Interactions](#)

1 CEU available for this presentation

Date / Time: Saturday, March 10 from 2:30 pm – 3:30 pm

Dogwood (3rd Floor)

**Summary:** Much is known about discriminative stimuli established under either reinforcing or aversive stimuli and about how they work as conditioned reinforcers or conditioned aversive stimuli. However, little is known experimentally about discriminative stimuli established with both reinforcing as well as aversive events. It has been reported that the interaction between reinforcing and aversive events makes the discriminative function somewhat different from other discriminative stimuli (see Hearst & Sidman, 1961). Karen Pryor (2002) called this phenomenon the Poisoned Cue. She suggested that a cue, or SD, that is established using both reinforcing and aversive events leads to the breakdown of the behavior both preceding and following the cue. This may be due to an increase in avoidance behaviors and the uncertainty that exists regarding the consequence that will follow. The Poisoned Cue phenomenon is important because it reflects the majority of teaching situations in the real world. SDs in the real world are rarely taught with purely positive reinforcement or purely aversive consequences. This presentation will show an experimental analysis of the Poisoned Cue, and techniques to identify situations that might involve Poisoned Cues. It will also discuss ways to overcome these cues.

## Organizational Behavior Management Track

★ DANIELS, AUBREY

[Why OBM?](#)

1.5 CEUs available for this presentation

Date / Time: Saturday, March 10 from 11:00 am – 12:30 pm

Cottonwood (3rd Floor)

**Summary:** I discovered last year that many students studying behavior analysis think that the science is only about Autism or other forms of developmental disabilities. In reality BA is about behavior, no matter who is the behavior, where they live or where they work and what they do at work. My presentation will present BA applied to the workplace worldwide, some of the challenges we have encountered in the last 40 years of working with organizations around the world.

★ **DEGENNARO REED, FLORENCE**

**Evidence-Based Performance Management: Applying Behavioral Science to Support Practitioners**

1 CEU available for this presentation

Date / Time: Saturday, March 10 from 2:30 pm – 3:30 pm

Cottonwood (3rd Floor)

**Summary:** Performance management involves the application of behavioral principles to manage the performance of staff. Despite serving as effective change agents for clients, behavior analysts often struggle with motivating and supporting the staff they supervise. This presentation will propose a three-term model for targeting staff behavior, describe evidence-based performance management procedures, and share experimental data and case studies supporting the effectiveness of a behavior analytic approach to staff training and professional development.

★ **MCSWEEN, TERRY**

**ABC Analysis: Tips and Techniques**

1 CEU available for this presentation

Date / Time: Saturday, March 10 from 9:00 am – 10:00 am

Cottonwood (3rd Floor)

**Summary:** Forthcoming...

★ **OBM PANEL with Gordon Bourland, Domanique Randall, Regina Crone, and Dino Eliopoulos**

**OBMing in ABA clinics**

1 CEU available for this presentation

Date / Time: Saturday, March 10 from 3:45 pm – 4:45 pm

Cottonwood (3rd Floor)

**Summary:** Three Texas based clinics who have been serving individuals with ASD over the past decade or more in Texas give examples of the use of OBM principles and the challenges and victories associated with



OBM solutions.

★ **OBM SIG**

**Mix-n-Mingle**

No CEUs for this event

Date / Time: Saturday, March 10 from 10:15 am – 10:45 am

Cottonwood (3rd Floor)

Summary: Forthcoming...

## Professional Behavior Analysts Track

★ **AHEARN, WILLIAM H.**

**Evaluating and Treating Repetitive Behavior: RIRD and Building Social Skills**

1 BACB CEU available for this presentation | 1 TSHA CEU available for this presentation

Date / Time: Saturday, March 10 from 3:45 pm – 4:45 pm

Regency (2<sup>nd</sup> Floor)

**Summary:** Intensive behavior analytic intervention for young children diagnosed with autism can produce large gains in social, cognitive, and language development. One critical area to address is repetitive behavior such as stereotypy. Some applied research on evaluating and treating stereotypic behavior will be reviewed, focusing on effective interventions for building core adaptive living and social skills, in addition to procedures for treating stereotypic behavior directly. Response Interruption and Redirection (RIRD) research for treating stereotypy has shown that many variations of this procedure can be effective even with individuals with limited vocal, verbal skills. Variations of the procedure and when they are most appropriate will be discussed along with videos depicting the procedure. This presentation will also describe automatic reinforcement as a concept briefly and repetitive behavior associated with anxiety. However, the primary focus will be on problem behavior that is automatically reinforced and the challenges in altering response hierarchies in a pragmatic manner.

★ **AHEARN, WILLIAM H.**

**Ethics for the Behavior Analyst in the Age of Licensure and Certification**

3 Ethics CEUs available for this presentation

Date / Time: Sunday, March 11 from 9:00 am – 12:00 pm

Regency (2<sup>nd</sup> Floor)

**Summary:** The practice of behavior analysis has been rapidly growing and the recognition of applied behavior analysis (ABA) as an effective treatment strategy has spurred this growth and demand for ABA services has led to insurance reform in the United States. With insurance reform the need for identifying competent providers of ABA services has become a pressing issue. This workshop will summarize the effort to certify behavior analysts and the subsequent movement in individual states to license practicing behavior analysts while focusing on the implications for certification and licensure for the ethical practice of ABA. The 27 U.S. states with licensing or a similar mechanism have all adopted the BACB-criteria for identifying competent providers as the foundation for qualifying for licensure. This workshop will review aspects of the Guidelines for Responsible Conduct and of statutes and regulations for licensure oversight of behavior analysts in a manner intended to review highlights of the ethical implications that such acknowledgment of the professional practice of behavior analysis brings. Topics featured in the workshop will include advocating for empirically-based interventions; dual relationships; records keeping and billing practices; areas of competency; and, defining the “client.”

★ **CRONE, REGINA**

**Ins & Outs of Supervision & Field Experience**

**Co-Presenter: Gordon Bourland**

3 Supervisor CEUs available for this presentation

**Date / Time: Friday, March 9 from 2:00 pm – 5:00 pm**

**Regency (2<sup>nd</sup> Floor)**

**Summary:** The requirements of the BACB for BCBA supervision of different levels of personnel will be reviewed. Real-world challenges in providing that supervision will be addressed and suggestions for addressing them will be explored by groups of attendees and discussed by the group as a whole.

★ **CRONE, REGINA**

**Impact of Licensure for Behavior Analysts in Texas**

**Co-Presenter: Gordon Bourland**

1 CEU available for this presentation

**Date / Time: Saturday, March 10 from 11:30 am – 12:30 pm**

**Regency (2<sup>nd</sup> Floor)**

**Summary:** Activities in the past year of the TxABA Public Policy Group, especially related to licensure of

behavior analysts in Texas, will be described with discussion of some relevant contingencies in public policy activities. A Texas legislative champion for behavior analysis will be recognized. Question and answer time will be included.

★ FRANCIS, BRIAN E.

Licensing at TDLR: ~~The Good, the Bad, The Ugly~~ - It'll be Great!

No CEUs available for this presentation

Date / Time: Saturday, March 10 from 2:30 pm – 3:30 pm

Regency (2<sup>nd</sup> Floor)

**Summary:** Your mission is to advance the science and application of behavior analysis to improve the world in which we live. Here in Texas, recent numbers show that more than 51,300 Texas residents between the ages of 3-21 have been diagnosed with autism spectrum disorder. Clearly, there is important work to be done in our state, and it's no exaggeration to say that **the mission is critical**. At TDLR, we've made it our mission to help you achieve success by being a **trustworthy partner you can rely on**. The best way we can do that - first and foremost – is by providing you with convenient and efficient licensing, and consistent, reasonable regulation. Secondly, we'll do it at the lowest possible cost so that the price of doing business in Texas isn't a burden to you, your practice, or those you care for. Finally, we will always listen to your needs and concerns so that our program and our rules are sensible, flexible, and up-to-date with the world in which you work and thrive. Together, we can achieve remarkable things for the world in which we *all* live.

★ MILTENBERGER, RAYMOND

Teaching Safety Skills to Children

3 CEUs available for this presentation

Date / Time: Friday, March 9 from 9:00 am – 12:00 pm

Regency (2<sup>nd</sup> Floor)

**Summary:** This workshop will discuss approaches to assessing and teaching safety skills to children. The workshop will start with a discussion of various safety threats and safety skills appropriate to these threats, followed by discussion of assessment of safety skills with a focus on in situ assessment. Next, the presentation will discuss training approaches, beginning with informational approaches and research on their ineffectiveness followed by active learning approaches. The focus of the workshop will be on active learning approaches, including behavioral skills training and in situ training, and the research supporting

their effectiveness. The workshop will discuss data-based decision making in training and factors to consider during training to produce the best results.

★ MILTENBERGER, RAYMOND

[Applying Behavior Analysis to Enhance Sports Performance](#)

1 CEU available for this presentation

Date / Time: Saturday, March 10 from 9:00 am – 10:00 am

Regency (2<sup>nd</sup> Floor)

**Summary:** This presentation will discuss recent research on feedback procedures to enhance sports performance. The presentation will discuss the author's research on video feedback, auditory feedback, and behavioral skills training to enhance performance in a variety of sports including, dance, gymnastics, track and field, martial arts, horseback riding, field hockey, and yoga. The presentation will discuss the ways to make feedback procedures user friendly and accessible.

★ PERONE, MICHAEL

[Higher Education in Behavior Analysis Today and Tomorrow](#)

1 CEU available for this presentation

Date / Time: Saturday, March 10 from 10:15 am – 11:15 am

Regency (2<sup>nd</sup> Floor)

**Summary:** This talk is concerned with two of today's methods for ensuring the quality of educational programs in behavior analysis: accreditation by the Association of Behavior Analysis International and verification of course sequences by the Behavior Analyst Accreditation Board. I will describe these methods in terms of the contingencies they impose on institutions and faculties and the historical context of the development of accreditation and certification processes throughout higher education. I also will discuss the development of the Accreditation Board of the Association for Behavior Analysis, some of the challenges faced by the Board and the programs that seek accreditation, and future directions that will influence the science and practice of behavior analysis.

## Research Track

★ GALIZIO, MARK

[A Search for Derived Stimulus Relations in Rats](#)

1 CE available for this presentation

Date / Time: Friday, March 9 from 9:00 am – 10:00 am

Cottonwood (3<sup>rd</sup> Floor)

**Summary:** Relatively few investigations of emergent stimulus relations have been attempted with rodents, despite their important role in biobehavioral research, perhaps because of the difficulty demonstrating complex stimulus control with conventional laboratory stimulus modalities (visual, auditory). Recent work from our laboratory has been more successful using olfactory stimuli, and this talk will focus on studies that extend the search for emergent reflexivity and symmetry in the rat. We have adapted the successive (go, no-go) discrimination procedures that Urcuioli and colleagues have found to be critical to demonstrate symmetry in pigeons for use in an automated olfactometer apparatus in rats. Rats can learn complex sets of conditional discriminations using these procedures. We will present several studies that demonstrate generalized identity and oddity relations as well as the current status of our search for symmetry. These studies have implications for theories of emergent relations as well as translational significance with respect to enhancing techniques to teach complex stimulus control in humans.

★ KIRKPATRICK, KIMBERLY

[The Role of Timing Processes in Delay Discounting](#)

1 CE available for this presentation

Date / Time: Friday, March 9 from 2:30 pm – 3:30 pm

Cottonwood (3<sup>rd</sup> Floor)

**Summary:** Delay discounting tasks involve presenting choices between smaller amounts available sooner and larger amounts available later. Thus, there is an inherent trade-off between amount and delay when making choices. Discounting theories tend to focus on the discounting rate as the primary predictor of choice behavior, but have largely ignored the specific processes that may be involved in processing delays and amounts. Several recent studies have indicated an important role for timing processes in delay discounting choices, and have demonstrated that altering timing can alter choice behavior. This presentation provides an overview of recent work linking timing processes with delay discounting and supplies some suggestions for incorporating additional theoretical frameworks in the future analysis of delay discounting.

★ MITCHELL, SUZANNE

[Delay, Probability and Effort Discounting in Rats: Implications for Psychopathology](#)

1 CE available for this presentation

Date / Time: Friday, March 9 from 10:15 am – 11:15 am

Cottonwood (3<sup>rd</sup> Floor)

**Summary:** Heightened delay discounting, that is, increased choice of the smaller-sooner reinforcer over a larger-later reinforcer, is associated with substance use disorders, pathological gambling, conduct disorder and attention deficit hyperactivity disorder, as well as other psychopathologies. Models of delay discounting in rodents have been developed, allowing researchers to develop and examine behavioral procedures designed to reduce delay discounting which might have therapeutic applications when translated to humans. Further, neurobiological studies of delay discounting have indicated which brain systems are associated with self-controlled or impulsive responding, suggesting targets for pharmacological or neural interventions. In contrast, the relationship between psychopathology and either probability or effort discounting is under-researched, despite methodological and analytic similarities with delay discounting. This presentation will describe the research that has been conducted to explore those similarities, identify areas of divergence and the knowledge gaps that have limited interest in these types of discounting from behavior analysts.

★ NEVIN, JOHN A.

**The Ubiquity of Behavioral Momentum**

1 CE available for this presentation

Date / Time: Friday, March 9 from 11:30 am – 12:30 pm

Cottonwood (3<sup>rd</sup> Floor)

**Summary:** My colleagues and I have suggested that the strengthening effects of reinforcement are best measured by the resistance to change of steady-state behavior. I will review some basic findings on the effects of reinforcer rate or amount on the persistence of free-operant behavior that have been replicated many times with different responses, reinforcers, and species – including children with problem behavior in clinical settings. Behavioral momentum theory (BMT) provides an interpretive metaphor for these findings and suggests new applications.

Recent findings have shown that BMT is limited in extensions to post-treatment relapse and have challenged its Pavlovian interpretation. In addition, a number of conceptual difficulties have been identified, so it's time to move on. Tim Shahan and Andy Craig have developed an alternative based on matching to relative reinforcers experienced in the past, and Peter Killeen and I (mostly Peter) have proposed an alternative derived from his research on activation and arousal. Both are too involved to be

reviewed here; time will tell whether they can address the full range of data on resistance to change of free-operant behavior.

Extrapolating from response rate to quality of performance, I will show that reinforcement-based behavioral persistence applies to the accuracy of conditional discriminations in discrete trials as well as response rate. BMT can account for the data but its quantitative expression requires an extravagant number of free parameters; it remains to be seen if accuracy or other qualitative aspects of behavior can be explained more simply by choice or activation models.

★ SWEENEY, MARY M.

[Translating Basic Operant Research to Human Substance Use: Parallels, Challenges, and Future Directions](#)

1 CE available for this presentation

Date / Time: Friday, March 9 from 3:45 pm – 4:45 pm

Cottonwood (3<sup>rd</sup> Floor)

**Summary:** Addiction is a chronic disease characterized by persistent relapses and an inability to reduce or eliminate drug use in spite of negative consequences. Thus, strategies to reduce persistence and relapse drawn from existing animal models are potentially relevant to addiction and may help form the basis of effective treatments. Clinical drug abuse situations, however, provide further considerations that basic research may be able to model and address. Behavior analysts may be particularly well-suited to address challenges for future research, and as such may contribute to efforts to assuage the individual and societal burdens of substance use.

## Social Issues Track

★ GUERIN, BERNARD

[Using Community-Based Research Methods for Functional Analyses: Examples from Rethinking Mental Health](#)

Date / Time: Friday, March 9 from 3:45 pm – 4:45 pm

Arboretum (2<sup>nd</sup> Floor)

**Summary:** In this talk I will discuss what needs to be changed within behaviour analysis if it wishes to engage more in social and community research while keeping its core principles. I will illustrate with research on 'mental health' which uses participatory methods to map the way functional contingencies

are structured in real life and lead to what we call ‘mental health issues’. This will cover ‘mental health’ in Indigenous communities, young metalheads, Somali, and people living in modernity who have their functional contingences structured by capitalism, bureaucratic control, patriarchy, and the huge reliance on strangers with special functional properties. This calls into question the distinction between ‘mental’ and ‘non-mental’ health, and whether psychology should remain as a distinct discipline.

★ **MATTAINI, MARK**

**Behavioral Systems Science for Social Change**

Date / Time: Friday, March 9 from 9:00 am – 10:00 am

Arboretum (2<sup>nd</sup> Floor)

**Summary:** Societal problems, from severe individual struggles (like those associated with autism) to broad social issues like racism and collective violence, are largely grounded in human action. For the past seven decades, beginning with B.F. Skinner, behavior analysts have asserted that behavior science could guide efforts to intervene in such challenges across system levels. This has proven largely true at personal and interpersonal levels, although our research findings still are not effectively applied in practice in many areas—so there is still much work to do there. Only limited work has been done at community and public policy levels, although what has been done has been encouraging. Contemporary human societies, however, currently face a number of intractable and corrosive struggles grounded in poverty and economic inequities, personal and collective violence, human rights violations, and marginalization of cultural, racialized, religious and other excluded groups. In this presentation, the author will discuss recent behavioral systems science research and scholarship that holds promise for contributing to more effective and efficient strategies for social change. Particular attention will be paid in the presentation to “constructional” options that may progressively shape healthier and more just societies, while respectfully accompanying those who are struggling.

★ **SANGUINETTI, ANGELA**

**Behavior Analysis and Eco-Feedback Technology**

Date / Time: Friday, March 9 from 10:15 am – 11:15 am

Arboretum (2<sup>nd</sup> Floor)

**Summary:** Eco-feedback--providing people with information about their resource consumption with the aim of promoting sustainable behavior--is a strategy pioneered by behavior analysts in the late 70s-early 80s, but since then largely abandoned by behavior analysts and left to the more cognitive-oriented fields



of environmental psychology and human-computer interaction. This talk will introduce a theory of eco-feedback that builds on behavior analysis principles, and suggest opportunities for behavior analysts to get involved in eco-feedback research and initiatives.

★ **SMITH, JULIE**

**Improving Patient Experience at Scale**

Date / Time: Friday, March 9 from 11:30 am – 12:30 pm

Arboretum (2<sup>nd</sup> Floor)

**Summary:** Dr. Julie M. Smith and her new company, ChangePartner, are developing an enterprise application that connects the right people at the right time to deliver superior patient outcomes—guaranteed—starting with patient experience. She will share the successes and challenges of developing this powerful, outcomes-driven, behavior-centric performance improvement management system in partnership with Nemours Children's Health System. The goal is to use technology and human-to-human touchpoints to dramatically improve safety, quality, and patient experience.

The Organizational Behavior Excellence™ enterprise application:

- Creates alignment around the daily actions that will increase likelihood to recommend scores, CMS reimbursement, and personal incentives (financial and non-financial).
- Seamlessly integrates with workflows and electronic medical records.
- Allows mass customization of patient surveys.
- Delivers real-time behavioral feedback to individuals and teams.
- Guides self-management of daily goal setting and experimentation.
- Guides high-impact coaching and barrier removal by leaders.

★ **WATSON-THOMPSON, JOMELLA**

**Opportunities for Impact: Using a Behavioral Community Approach to Address Societal Issues through Multisector Collaboration**

Date / Time: Friday, March 9 from 2:30 pm – 3:30 pm

Arboretum (2<sup>nd</sup> Floor)

**Summary:** There is increased attention to problems of significant societal concern, which disproportionately affects marginalized populations and communities. The application of behavioral community approaches for addressing problems in communities will be explored. Examples of initiatives that integrate behavioral community approaches to address violence and related determinants of health through multisector collaboration are presented. Opportunities for cross-sector and multidisciplinary

collaboration between applied behavior analysis and other disciplines including community psychology, prevention, and public health is discussed. The presentation examines strengths, challenges, and opportunities for using a behavioral science approach to examine community-level problems through multisector collaboration.

## Other Events (by date and time)

### ★ Welcome Reception and Jobs / University Fair

Date / Time: Thursday, March 8 from 6:00 pm – 9:00 pm

Imperial Foyer (3<sup>rd</sup> Floor)

**Summary:** Pre-registered attendees can come pick up their badges and enjoy a scrumptious selection of hors d'oeuvres at our Welcome Reception. On-site registration (if the conference doesn't sell out during pre-registration) and Continuing Education check-in will also be available. Employers and Universities will be there to tell you about their programs, too. Come one and all!

### ★ Poster Session and Student Research Competition

Chaired by Wes Dotson

Date / Time: Friday, March 9 from 5:00 pm – 7:00 pm

Window Box (2<sup>nd</sup> Floor)

**Summary:** Each year at the annual conference, students, faculty, and practitioners showcase their research in a poster session. Judges, made up of TxABA members and presenters, review each student entry and select two posters for Best Student Poster Award (\$200).

### ★ TxABA Student Representative Election

Hosted by Sarah Lechago

Date / Time: Saturday, March 10 from 12:30 pm – 1:00 pm

Mesquite (3<sup>rd</sup> Floor)

**Summary:** Nominate yourself or one of your peers to serve as the next student representative. Nominees will give short bios, and the student members of TxABA in attendance at the meeting will vote.

### ★ TxABA Public Policy Group Annual Meeting

Hosted by Gordon Bourland

Date / Time: Saturday, March 10 from 1:00 pm – 2:00 pm

Mesquite (3<sup>rd</sup> Floor)

### ★ Awards Ceremony

Hosted by Gordon Bourland

Date / Time: Saturday, March 10 from 5:00 pm – 6:00 pm

Imperial East (3<sup>rd</sup> Floor)

**Summary:** Please join us to honor our peers and colleagues for their contributions to behavior analysis in Texas and beyond.

★ **Behaviorists for Social Responsibility TxABA SIG Meeting**

Hosted by Traci Cihon

Date / Time: Saturday, March 10 from 6:00 pm – 7:00 pm

Mesquite (3<sup>rd</sup> Floor)

**Summary:** The mission of the TxABA Special Interest Group Behaviorists for Social Responsibility (BFSR SIG) is to act to expand applications of behavior analysis addressing social issues. Interested in what you can do to help? Come join one of the newest TxABA SIGs while we discuss ways behavior analysts in Texas can improve the lives of those around us.

★ **VIP Dinner**

Date / Time: Saturday, March 10 from 7:00 pm – 8:30 pm

Window Box (2<sup>nd</sup> Floor)

**Summary:** TxABA is hosting a special dinner for our speakers and other very important guests, including past award winners and TxABA Presidents.

★ **TxABA Social**

Date / Time: Saturday, March 10 from 8:30 pm – 12:00 am

Window Box (2<sup>nd</sup> Floor)

**Summary:** Join our VIPs for a social event!

★ **TxABA Business Meeting**

Hosted by Sarah Lechago

Date / Time: Sunday, March 11 from 12:00 pm – 1:00 pm

Imperial East (3<sup>rd</sup> Floor)

**Summary:** TxABA Council Members discuss the previous year's accomplishments and what's in store for the future.