



Texas Association  
for Behavior Analysis

## 38TH ANNUAL CONFERENCE



April 27th - 30th  
San Antonio, TX  
Hyatt Regency Riverwalk

**2023**



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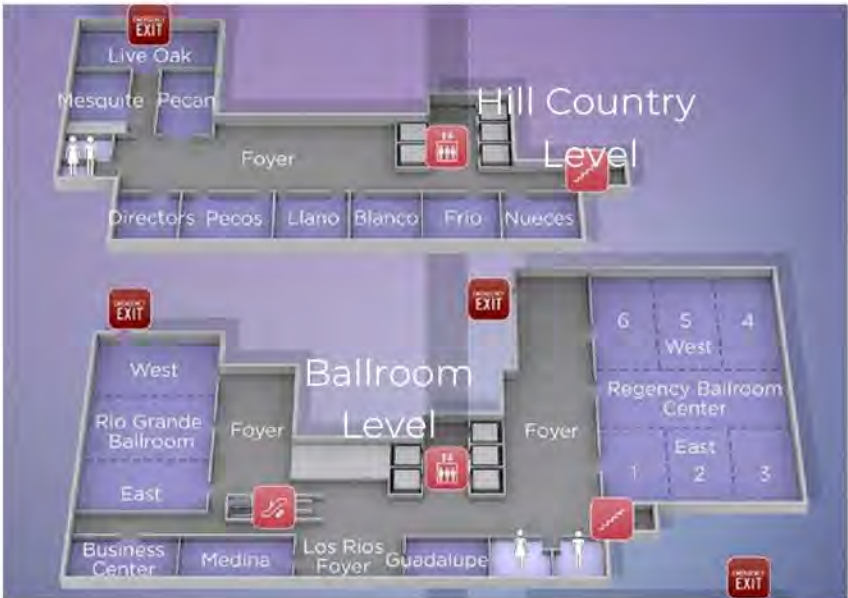
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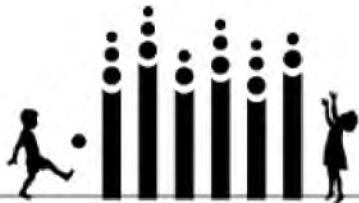
# Hyatt Regency Riverwalk Floor Plan

Please note that this is a cashless hotel

TxABA merchandise table accepts cash & card



- Badge Pick-Up and Registration - Los Rios Foyer
- TxABA Merchandise - Exhibit Hall Regency Center
- Exhibition Hall - Regency Foyer & Regency Center
- NDD Track- Regency East
- Professional Track - Regency West
- General Track - Rio Grande Center & West
- Research/Niche Areas Tracks - Rio Grande East
- OBM/NDD-Adults Tracks - Llano/Blanco/Pecos
- Social Issues/Education Tracks - Live Oak
- Poster Session Friday Night - Regency
- Saturday Night Social - Regency East
- RBT/Student Events - Rio Grande East
- NDD-Adults Networking Sunday - Regency East
- Nursing/Pumping Room - Medina
  - key at registration



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# TxABA Conference Information

Abbreviated From Terms of Service on Website

## Conference Rules of Conduct

By registering for TxABA's Annual Conference you agree to abide by the BACB Code of Ethics and ABAI's Sexual Harassment & Diversity Policies.

Please find an open seat in the presentation rooms. If there are no empty seats, you will need to attend a different presentation. There is a maximum number of people permitted in each presentation according to room capacities and fire codes.

Please be quiet and respectful during presentations. Working on other projects, watching videos, playing games on your phone, or sleeping may disqualify you from earning CEUs. Taking notes is allowed and encouraged.

Please treat TxABA staff and volunteers respectfully. They are all working hard to provide an enjoyable conference experience.

Please follow directions from TxABA staff and volunteers, especially regarding:

- a) scanning in and out
- b) presenting ID or conference badge
- c) entering and exiting rooms
- d) avoiding off-limit areas
- e) discontinuing off-task or distracting behavior during presentations.

Please do not record videos during presentations.

Please do not enter a presentation room more than 20 minutes before the presentation begins and aim to be seated at least 5 minutes before it begins.

## Photo Release Policy

By registering for TxABA's Annual Conference you acknowledge that you may be photographed by TxABA staff, leadership, or a hired photographer while attending the Conference. These photos may be used by TxABA.

# 2023 Conference Committee Members Thank You!

NDD1 Track Coordinator: Erica Jowett-Hirst  
Professional Track Coordinator: Rany Thommen-Moser  
General Track Coordinator: Joseph Dracobly  
Research Track Coordinator: Daniele Ortu  
Social Issues Track Coordinator: Lee Mason  
OBM Track Coordinator: Jason Hirst  
Education Track Coordinator: Kathleen Stickland-Cohen  
Niche Areas Track Coordinator: Daniele Ortu  
NDD Adults Track Coordinator: John Guercio

Executive Director: Rachel Kramer  
Admin Assistant: Latonya Cabiness  
Conference Staffing Director: Micah Hope  
Tech & Media Coordinator: Evan Stone  
BACB ACE Coordinator: Sam Bergmann  
Conference Admin Assistant: Lucero Neri-Hernandez  
Conference Admin Assistant: Lily Kies

## **Room Monitors & Techs:**

Russell Silguero, Kay Treacher, Haven Niland, Elizabeth Sansing, Jennifer Darce, Melinda Robison, Nicole Bank, Roby Carrillo Vega, Cam Scallan, Walberto Resendez, Ian Paterson, Lauren Gonzales

## **TxABA Program Committee:**

Jeffrey Dillen, Christina Martin, Celeste Harvey, Sam Berman, Ashley Alwine, Rebekah Perran, Rachel Massey and Rachel Kramer

Thank you to BehaviorLive, the Hyatt Regency, and to all our volunteers who helped make this conference happen!

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# THURSDAY SCHEDULE

April 27, 2023

- 8:15a - 9:00a **Pre-Conference Workshop Check-In**  
Los Rios Foyer Workshops are a Separate Registration
- 9:00a - 12:00p **Pre-Conference Workshops Sessions**  
Hill Country Level  
Coffee/Tea Available on First-Come Basis
- 12:45p - 1:30p **Pre-Conference Workshop Check-In**  
Los Rios Foyer Workshops are a Separate Registration
- 1:30p - 4:30p **Pre-Conference Workshops Sessions**  
Hill Country Level  
Coffee/Tea Available on First-Come Basis
- 6:00p - 9:00p **Conference Badge Pick-Up & Conference Registration**  
Los Rios Foyer
- 6:00p - 9:00p **Welcome Reception and Exhibitor Exposition**  
Regency Foyer & Regency DE  
Sponsored by Brett DiNovi & Associates  
Card Only Bar (Cashless) and Appetizers
- 6:30p - 7:30p **Student Welcome Event**  
Regency East TxABA Student Committee

## BACB CEUs

Behavior Live will be processing CEUs. Please download their app to **scan yourself in and out** of each presentation using the QR codes in the rooms (scanning does not require wifi). Volunteers will be in each room for attendees without the app. After the conference, please log into Behavior Live to access your CEU certificate. If you have not purchased CEUs please go to the TxABA Registration and Purchasing Page.

**No partial credit will be given. Required minimum time is 50 mins for every 1 CEU. Please provide feedback in the app.**



# PRE-CONFERENCE WORKSHOPS

April 27, 2023

- 9:00a - 12:00p  
1:30 - 4:30 p  
Llano  
6 BACB CEU  
\*Workshop
- Assessment of Adult Core Competencies: Teaching Skills to Adults and Adolescents with Autism & Severe Behavioral Challenges**  
John Guercio  
Benchmark Human Services
- 9:00a - 12:00p  
Blanco  
3 ETHCIS  
BACB CEUs  
\*Workshop
- Building Your Own Ethical ABA Business: Entrepreneurship/"In-treprenuership"**  
Patrick Progar, Brett DiNovi, Christina Morales, Isaac Bermudez, Jason Golowski, & Laura Iglesias  
Brett DiNovi & Associates
- 9:00a - 12:00p  
Frio  
3 ETHCIS  
BACB CEUs  
\*Workshop
- Assessment Education, Training, and Research**  
Kristen Padilla & Leonora Ryland  
Baylor University
- 1:30p - 4:30p  
Blanco  
3 SUPERVISION  
BACB CEUs  
\*Workshop
- Developing and Implementing a Competency-Based Approach to Supervision**  
Jessica Akers & Tonya Davis  
Baylor University
- 1:30p - 4:30p  
Blanco  
3 SUPERVISION  
BACB CEUs  
\*Workshop
- VOX: Verbal Operant Experimental Analysis**  
Lee Mason & Alonzo Andrews  
Child Study Center & UTSA

# FRIDAY SCHEDULE

April 22, 2022

6:30a - 6:00p **Badge Pickup and Registration**  
Los Rios Foyer **Please Bring Photo ID**

7:30a - 7:30p **Exhibit Booths**  
Regency Foyer & Regency Center Coffee/Tea and Breakfast Assortment

8:00a - 9:00a **Presidential Scholar Address**  
Regency West

9:15a - 12:45 p **Morning Sessions**  
Coffee/Tea in Regency Foyer on Ballroom Level & In-rooms on Hill Country Level  
First Come Basis

2:00p - 5:15p **Afternoon Sessions**  
Coffee/Tea in Regency Foyer on Ballroom Level & In-rooms on Hill Country Level  
First Come Basis

5:15p - 5:45p **Henry Schlinger Book Signing**  
Los Rios Foyer Books for sale on First Come Basis

5:30p- 7:315p **Poster Session**  
Regency Center Card Only Bar (Cashless)

**Thank you to our Sustaining and Supporting Members**

Kenneth Elerson  
Neal Perlman

Sarah Kristiansen  
Meghan Nauck  
Paige VanMeter



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**Friday April 28, 2023**  
**Regency West**

## **Presidential Scholar Address**

**8:00 am - 9:00 am | BACB CEU**

### **Children, Gun Violence, and a Better Way** **Sonali Rajan**

Gun violence persists as a public health crisis in the United States and is currently the leading cause of death among children and teens. Over 360,000 children have been exposed to gun violence specifically in K-12 schools and since the 1999 Columbine High School Shooting. Drawing on a comprehensive review of the existing evidence, this presentation outlines specific and multilevel steps that we can and should take to reduce the firearm-related harms placed on children and ensure that all children have the opportunity to grow up safely.

\*Please note that the presenter will be remote

## **Professional Track**

**9:15a - 12:15p | 3 BACB CEUs**

**Wesley Lowery | The Introduction of ABA within Health**  
**Matt Heininger | Promotion and Disease Prevention**  
Team ABA LLC

The purpose of this presentation is to evaluate the effects of implementing a "Wellness" FAST assessment with individuals that are at risk of chronic illness or health prevention strategies. According to the CDC, almost half (42%) of the population has been reported as obese. Health promotion and disease prevention provides people with more control and potentially sustainable strategies over their health. The Wellness FAST assessment will help individuals identify their behavior patterns and routines with nutrition and exercise through identifying the function of their behaviors, and in result provide techniques and strategies to help them reach the target health goals.

\*There will be a 15 min break during this presentation, please scan out and back in during the break

**Friday April 28, 2023**  
**Professional Track**  
Regency West

**2:00p - 3:30p** 1.5 BACB CEUs \*Rany Thommen-Moser Instructor  
**Katie Dzurec** **The ABA Authorization and Appeals**  
Regulatory **Playbook: What is it and how can I use it?**  
Insurance Advisors

A group of advocates, providers, attorneys, and regulators met weekly for over a year to put together The ABA Authorization and Appeals Playbook. The guide clearly explains the rights and protections that are afforded to consumers of health care coverage, and the responsibilities of providers in properly requesting authorizations and appealing denials. The first part focuses on the basics, describes different types of coverage, useful terms, and relevant laws which confer protections. The second part provides a step-by-step guide to managing the authorization and appeal processes. The third section has many tips and tools, including timelines, sample letters and guidance for common problems. This presentation will highlight important elements of the guide and answer relevant questions.

**3:45p - 5:15p** 1.5 BACB CEUs  
**Dawn Bailey** **How the Association for Professional**  
Oregon Institute of **Behavior Analysts (APBA) Works for You**  
Technology

This presentation will describe the various professional organizations relevant to the practice of behavior analysis and will discuss how one's membership in and interaction with professional organizations changes over the life of professional practice. Next, we will discuss how communities of practice are important for ethical and professional development. Finally, the presentation will conclude by describing the various member benefits available to APBA members and will also describe the ways in which APBA helps our affiliate organizations support the practice of behavior analysis.

**Friday April 28, 2023**  
**Neurodevelopmental Disorders (NDD) Track**  
**Regency East**

**9:15a - 10:45a** 1.5 ETHICS BACB CEUs  
**Emily Sandoz** **Appetitive Learning Repertoires, Part**  
University of **One: Conceptualizing and Assessing**  
Louisiana at **Flexibility for Ethical Practice**  
Lafayette

The great beauty of behavior analysis lies in the incredible flexibility offered by the contextual perspective. From this perspective, behaviors are understood functionally, in terms of the contexts in which they occur, and contexts are understood functionally, in terms of the behaviors that occur in their presence. Implementing the contextual perspective for assessment and intervention to improve the lives of our clients, however, often presents serious challenges. Among these challenges are the incredible prevalence and extent of suffering and the lack of societal resources to support growth from suffering to thriving. Together, these features tend to orient our work toward the assessment and elimination of problem behaviors, which present as urgent and intolerable, and narrow and rigidify our repertoires. Part one focuses on the overarching conceptualization of appetitive vs. aversive contexts, functional relations, and learning repertoires and workshoping how these concepts can be applied to ethical assessment and establishment of treatment goals.

**11:00a - 12:30p** 1.5 BACB CEUs  
**Emily Sandoz** **Appetitive Learning Repertoires, Part**  
University of **One: Conceptualizing and Assessing**  
Louisiana at **Flexibility for Ethical Practice**  
Lafayette

Part two will focus on workshoping the application of the concepts of appetitive contexts, functional relations, and learning repertoires to ethical intervention.

\*Please note that part one and two are separate CEU events.

**Friday April 28, 2023**  
**Neurodevelopmental Disorders (NDD) Track**  
**Regency East**

**2:00p - 3:30p** 1.5 BACB CEU  
**Claudia Dozier** **Synchronous Schedules of Reinforcement:**  
**University of Kansas** **Recent Translational & Applied Research**

Schedules of covariation are those in which changes in a specific response class (e.g., rate, intensity, or duration of behavior) produce corresponding changes in a reinforcer (e.g., rate, intensity, or duration; Williams & Johnston, 1992). These schedules involve the behavior and reinforcer fluctuating, or varying together. A synchronous reinforcement schedule is a type of schedule of covariation in which the onset and offset of the reinforcer covaries with the onset and offset of the behavior (Ramey, Heiger, & Klisz, 1972; Weisberg & Rovee-Collier, 1998). I will first provide an overview of research on schedules of covariation, with a focus on synchronous reinforcement schedules. Next, I will discuss recent translational and applied research on the efficacy of and preference for synchronous reinforcement schedules. I will discuss two translational studies comparing synchronous schedules to one in which reinforcer delivery occurred at the end of session. In addition, I will discuss several applied studies that employed synchronous schedules to increase appropriate behavior in individuals with intellectual and developmental disabilities (i.e., exercising and wearing face coverings). Furthermore, I will discuss studies on extending the efficacy of synchronous schedules in group arrangements and for maintenance of behavior change. Finally, I will conclude with suggestions for areas for future research on synchronous reinforcement schedules.

**3:45p - 5:15p** 1 BACB CEU  
**Hank Schlinger** **Habilitation, Dishabilitation, and**  
**Cal State at LA** **Rehabilitation: A Revolutionary Approach**  
**to Disability**

This presentation will distinguish between habilitation, "...the original learning prior to the interference we call disability"; dishabilitation, "learning to be disabled"; and rehabilitation, "learning to be better able" (Meyerson, Kerr, and Michael, 1963, p. 82). These conceptual distinctions suggest that many of the behaviors or lack of behaviors that are evidence of some disabilities result from learning or the failure of learning. Many disabilities include behaviors reinforced by others albeit inadvertently and often with good intentions, or the absence of behaviors that should have been reinforced but weren't. This conception of disability is at odds with traditional approaches that suggest the disability is either structural (i.e., something wrong with the brain) or genetic. Even the term disability reflects a view that the problem is some vague concept of ability rather than the probability of engaging in certain behaviors at a certain time. This presentation will cite selective examples from a large literature showing that many behaviors, some of which are thought to be the result of some inherent disability, can be not only changed (i.e., rehabilitated), but also prevented by reinforcing able behaviors (i.e., habilitation).

**Please join Hank for a book signing after the presentation in Los Rios Foyer**

**Friday April 28, 2023**  
**General Track**  
Rio Grande West & Center

9:15a -10:45a 1.5 BACB CEU  
**Jenn Austin** **Understanding Trauma-Informed Care**  
Georgia State **from a Behavioral Perspective**  
University

Given the prevalence of trauma in the general population, trauma-informed care (TIC) has come to the forefront of many models of human service delivery. Although many behavior analysts work with groups at elevated risk for experiencing traumatic events, the notion of TIC has been less prevalent in behavior analytic research and practice than in other fields. This presentation will identify and define the core commitments of TIC through a behavior analytic lens, drawing from both the behavior analytic literature and interviews with children and adolescents who have experienced abuse and neglect. It also will discuss some of the obstacles that may impede the uptake of a trauma-informed approach in behavior analysis and how those obstacles might be overcome. An examination of the behavioral literature, as well as data from a survey of over 400 behavior analysts, will highlight areas where the field appears to be doing well regarding TIC, areas that might require more work, and potential avenues for future research.

11:00a - 12:30p 1.5 BACB CEU  
**Jennifer Miles and Miles of Texas: Addressing the**  
**Hamrick Needs of Rural Special Education Across**  
Texas Tech **the State**  
University

With more than 75% of Texas counties being classified as rural, the need for innovative and sustainable ways to support the needs of those who qualify for special education and/or disability services is crucial. This presentation will address the lack of supports and services families, rural schools, and communities as a whole are currently experiencing. Considerations for developing a research agenda specific to Rural Special Education will also be explored in ways that programs across the state may be able to get started with research specific to this area while also providing a much needed service to rural communities. Lastly, preliminary data from current projects serving rural West Texas will be reviewed.



**Friday April 28, 2022**  
**General Track**  
**Rio Grande West & Center**

**2:00p - 3:30p** 1.5 BACB CEUs  
**Brian Greer** **Treatment Relapse and its Mitigation:**  
Rutgers **Recent Research**

Functional communication training (FCT) has strong empirical support for its use when treating socially reinforced problem behavior. However, treatment effects often deteriorate when FCT procedures are challenged, leading to the recurrence of problem behavior, decreased use of the functional communication response, or both. Recent prevalence estimates suggest that treatment relapse is common in the clinic. Researchers have accordingly described multiple strategies for improving the long-term effectiveness of differential-reinforcement-based procedures (e.g., FCT), and quantitative theories of relapse (i.e., Behavioral Momentum Theory, Resurgence as Choice) provide falsifiable predications regarding modifications for mitigating treatment relapse. In this presentation, I share recent research on the prevalence of treatment relapse during routine, clinical service delivery and discuss our work on applying quantitative models of relapse to improve treatment durability. Future steps for advancing promising relapse-mitigations strategies also will be discussed.

**3:45p - 5:15p** 1.5 BACB CEUs  
**Michael** **Towards an Evidence Based Trauma**  
**Gomez** **Informed ABA**  
Lifespan Institute

The field of ABA is ostensibly moving towards becoming more "trauma informed." At the same time, this term is not clearly defined even within the traumatic stress literature. Additionally, paradigms and practices that are non-evidence-based are still common in "trauma treatment". ABA is a field that has a long history of prioritizing evidence-based approaches and data driven practices when applying interventions towards patients. This talk will discuss the current state of the literature regarding "trauma informed" practices for populations with intellectual/developmental disabilities and its application to a "trauma-informed ABA." Current research agendas at the National Child Traumatic Stress Networks (NCTSN) Trauma/IDD Workgroup will be given as examples as well as evidence-based curricula for IDD populations with trauma (e.g., the "Road to Recovery" Toolkit at NCTSN). This conversation will be embedded within the mission and practice of the BCBA working with traumatized individuals with IDD.

\*Please note that the presenter will be remote

**Friday April 28, 2023**  
**Research Track**  
**Rio Grande East**

9:15a - 10:15a **1 BACB CEU**

**David Palmer** **A Behavioral Interpretation of Memory**

Smith College

Verbal recall is mysterious in that target behavior occurs in the apparent absence of controlling stimuli. This talk attempts to resolve this mystery by placing the concept of memory in a behavior analytic framework. The concept embraces two kinds of behavioral phenomena, and they require entirely different interpretations: Phenomena in which a relevant discriminative stimulus is present both at acquisition and at recall exemplify the endurance of stimulus control and are to be understood in terms of the parameters of basic principles. Phenomena in which the discriminative stimulus is absent at the time of recall require the recruiting of supplementary stimuli, or problem solving. Unlike the former, the latter is acquired, strategic, and variable. The relevant phenomena can be roughly classified as acquisition strategies and recall strategies. The thorny topic of conditioned perceptions is relevant. I conclude that behavior analysis has sufficient conceptual tools to understand memory and that there is no need to flee to other paradigms.

10:30a - 11:30a **1 BACB CEU**

**Mark Galizio** **Remembering Past Events: Episodic Stimulus Control in Humans and Animals**

University of North  
Carolina

Reporting past events and behaviors is an everyday activity for most of us and is critical to normal functioning. Cognitive psychologists have dominated research in what they have called episodic memory. Cognitive theorists have considered episodic memory a unique mental process limited to humans. However, more recently, studies using complex conditional discrimination training have demonstrated that animals can learn to respond under the control of a particular event, when the event occurred, and where it occurred. This presentation will describe several studies of such What-Where-When remembering in animals. I will explore the possibility of developing a behavioral account of episodic remembering in terms of contextual control of conditional discrimination and emergent stimulus relations. Implications of this work for teaching individuals to report about past events and behaviors will be discussed.

11:45a - 12:45p **BACB CEU Pending**

**Panel Discussion on Mnemonic Behavior**  
**Panelists: Dave Palmer and Mark Galizio**  
**Moderated by: Daniele Ortu**

## Friday April 28, 2023

### Research Track

#### Rio Grande East

2:30p - 3:30p **1 BACB CEU**  
**Erica Feuerbacher** **Improving When and How We Train Dogs: Identifying Effective Reinforcers and Contextual Learning Effects**  
Virginia Tech

Dog ownership in the United States has burgeoned, with over 69 million homes owning a dog. Despite our growing appreciation for dogs, millions are still surrendered each year to shelters, often for behavioral issues. Improving our ability to train and maintain desirable behavior is critical for improving dog-human interactions. In this talk, we will discuss two areas where we can use behavior analysis to improve our interactions with dogs. First, we will explore what we know about effective reinforcers, especially focusing on food and human social interaction, for dog behavior. Effective reinforcers can allow owners to maintain long chains of behavior, and might better accommodate many owners relatively low rates of reinforcement. We have investigated the amount of responding maintained and the latency to respond produced by different magnitudes of food and social interaction in pet dogs. We will investigate whether shelters should focus on behavior change in the shelter or wait until a dog is adopted. Both context-dependent and state-dependent learning effects could impede generalization in the new home. In this study we trained dogs to engage in a novel response in the shelter, and tested their behavior on this same task after adoption. Results can help shelters allocate their limited resources more effectively, as well as pointing to issues that might arise in other training settings, such as board-and-train facilities.

3:45p - 5:15p **1 BACB CEU**  
**Tim Hackenberg** **When We Speak of Self....**

Reed College

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

**Friday April 23, 2023**  
**OBM Track**  
**Blanco/Llano/Pecos**

9:15a - 10:15a **1 BACB CEU**

**Joe Dagen** **Preventing Catastrophe and Enabling  
HPE Success: The Power of Behavior Analysis  
in Business**

On the evening of April 20, 2010, BP's Deepwater Horizon drilling rig exploded, killing 11 people and resulting in the largest marine oil disaster in history. Two years later, I was offered an opportunity of a lifetime: to join BP as a core member of a 200+ person team of world-class experts from science, engineering, aviation, and aerospace. My responsibility was to provide the behavior analytic perspective, and our collective mission was to help BP recover from the tragedy and become a world-class operations company. In this talk, I will share firsthand examples of how our science contributes to the noble pursuit of preventing catastrophe and enabling long-term success. With 9 years in the energy industry and now working in the technology industry, I will explore some of the nearly endless ways behavior analysis can enhance business practices in leadership, safety, and human performance systems. I will also share some of the numerous mistakes that I made along the way. Additionally, I will cover some principles and practical techniques that I believe can help other behavior analysts who are interested in pursuing a career in OBM. We will cover the types of roles for behavior analysts, communication styles, and the mental attitudes that I believe are essential to success.

10:30a - 11:30a **1 BACB CEU**

**Byron Wine** **Impacting Turnover in Human Service  
The Faison Center**

The permanent, voluntary separation of employees from an organization, often simply termed turnover, has long been noted to be a pervasive problem in human services. Some reports indicate that turnover for direct service professionals exceeds 50% nationally. Excessive turnover has been associated with decreased clinical quality, enhanced fiscal hardship for the organization, and increased stress for the remaining employees. Despite the pervasiveness of turnover and the negative consequences associated with it, there is relatively little research on turnover in human service settings. This presentation will review the turnover literature across disciplines and discuss recommendations for practicing behavior analysts to impact turnover in their organizations.

\*Please note that the presenter will be remote

**Friday April 23, 2023**  
**OBM Track**  
**Blanco/Llano/Pecos**

11:45a - 12:45a **1 BACB CEU**

**Timothy Yeager** **Lessons Being Learned in Large Scale Organization Transformation: Values, Leadership, and Systems**

Centria Healthcare

The ABA therapy industry is facing some challenging systemic barriers that need to be addressed; an ever increasing demand for services combined with an exponentially growing workforce with limited experience and all within a complex and varied system that reinforces quantity of service without any clear measure of successful client outcomes. Change is needed. While behavior analysts have developed an overwhelming number of evidence based tools and procedures to help manage behavioral systems in organizations, change management within organizations remains a challenging prospect. Whether you oversee a small team or an organization of 400+ BCBA's, leading change across a complex set of contingencies and stakeholders at times seems nearly impossible. In this presentation, Timothy Yeager will speak about the lessons being learned in leading large-scale transformative change efforts within Centria Healthcare. He will discuss the failures and successes that have occurred across leading an organization of over 4,000 employees through organizational shifts that focus on putting clinical quality at the center of the business.

**Friday April 23, 2023**  
**OBM Track**  
**Blanco/Llano/Pecos**

**2:30p - 3:30p** 1 SUPERVISION BACB CEU  
**Shannon Biagi** **The \$5,000,000 Clinical Note: A Case Study in How Simple OBM Interventions Save Lives (and Money)**  
Chief Motivating Officers, LLC

Similar to ABA clinicians, surgeons within hospital systems are required to complete clinical and operative notes in order to document their decisions and actions, as well as to protect the clients that they serve. During this presentation, the presenter will share the step-by-step application of organizational behavior management (OBM) analyses used within a hospital system to increase timely clinical note submission, including the ASDIER model, process mapping and analysis, and performance diagnostics. Further, the essential "art and science" of intervention individualization will be emphasized, including the measurement and evaluation of the social validity of interventions used within the hospital system. Finally, cost-benefit will be discussed in this case study, demonstrating the idea of what may be perceived as "nuisance" behaviors having a potential "life or death" impact on patients.

**3:45p - 5:15p** 1.5 ETHICS BACB CEU  
**Guy Bruce** **Effective Leaders Do What It Takes!**

Appealing Solutions

According to Aubrey and Jamie Daniels, "The leader's role is to establish the conditions under which all performers will choose to execute the mission, vision, and values of the organization" (2005). Effective Leaders are pragmatic organizational performance engineers. They design and implement an organizational performance engineering process, which changes how people work together, so that together they achieve the organization's desired results. We can apply behavior analysis to the engineering of schools, tutoring, and therapy centers to change how providers work together so that every student or client makes efficient progress towards mastery of the knowledge and skills needed for a successful life. EARS is a pragmatic organizational engineering process for schools with the following steps: 1) Evaluate Student or Client Progress 2) Analyze Provider Performance Problems 3) Recommend Changes in Provider Resources 4) Solve Provider Performance Problems by Designing and Implementing Recommended Solutions This talk will present a case study that illustrates how the directors of a preschool for children with autism can design and implement the EARS process so that every student makes efficient progress.

**Friday April 28, 2023**  
**Social Issues Track**  
**Live Oak**

**9:15a - 10:15a** | **1 ETHICS BACB CEU**

**Corina Jimenez-Gomez** | **Cultural Responsiveness in Behavior Analysis**

University of Florida

The increasing diversity in the population, the fact many behavior analysts work with individuals of various abilities and cultural backgrounds, and the requirements from the BACB® Ethics Code to engage in cultural responsiveness training, all point to the urgent need to incorporate cultural responsiveness in behavior analytic practices. This includes every step, from the training and supervision of students to research and the delivery of behavioral services. Although the inclusion of cultural variables has been increasing in all areas of social science, including psychology and behavior analysis (Beaulieu & Jimenez-Gomez, 2022; Jimenez-Gomez & Beaulieu, 2022), culturally responsive practices are not commonplace. The purpose of this talk is to review relevant literature, provide some practical suggestions to begin engaging in more culturally responsive practices, and highlight areas in which more research is needed.

**10:30a - 11:30a** | **1 BACB CEU**

**Traci Cihon** | **Challenges and Opportunities for Research and Practice in an Emerging Culturo-Behavior Science**

Behaviorist for Social Responsibility

**Kyosuke Kazaoka**

UNT

Culturo-Behavior Science (CBS), a recently formalized specialization in behavior science, has garnered the attention of many current and aspiring behavior scientists. CBS has strong philosophical and conceptual origins, well-established connections with Behavior Systems Analysis, and several emerging lines of experimental analyses, especially those focused on the concept of the metacontingency. Throughout its history, the concept of the metacontingency and the related experimental analyses have often been subject to criticism. Some of the criticisms have focused on the challenges related to extending basic laboratory research to community and organizational settings and the resultant dearth of applied research and practice derived from the metacontingency. Given the influence of the metacontingency in CBS and the foci of CBS developing a better “understanding of how cultural phenomena develop and change over time” and furthering the contributions of a natural science of behavior in the organization of “more effective cultures and systems” (Cihon et al. 2021, p. 1), the focus of this presentation will be to explore some of the challenges and opportunities in bridging experimental analyses of the metacontingencies with applied research and practice in CBS.

**Friday April 28, 2023**  
**Social Issues Track**  
Live Oak

11:45a - 12:45a **I BACB CEU**

**Florian Lange** **Measurement, Analysis, and Promotion  
of Pro-Environmental Behavior**

Behavioral Economics  
& Engineering Group

Widespread adoption of pro-environmental behaviors is necessary to address climate change, biodiversity loss, and global environmental degradation. In this presentation, I will discuss how the behavioral sciences can contribute to pro-environmental behavior change. To this end, I will first argue that pro-environmental behavior researchers should abandon the prevalent practice of measuring verbal responses to hypothetical scenarios and intention items. Instead, more emphasis should be placed on studying behaviors with actual consequences for the natural environment. This can be achieved by drawing from a rich field experimental literature in applied behavior analysis and by using the potential of recently developed experimental models of pro-environmental behavior. Experimental models are systematically arranged situations that allow participants to produce real environmental benefits at an actual behavioral cost. They can be used to study pro-environmental behavior as a function of its consequences and to test novel ways to promote pro-environmental behavior. My presentation will focus on two such experimental models and selected studies that illustrate their potential for pro-environmental behavior research. In addition, I will discuss challenges specific to the promotion of pro-environmental behavior and argue that (applied) behavior analysts can make substantial contributions to their resolution.

\*Please note that the presenter will be remote



# Friday April 28, 2023

## Social Issues Track

### Live Oak

2:30p - 3:30p 1 BACB CEU

**Matt Normand** **Change Behavior, Change the World**

University of the  
Pacific

All the major problems facing the world are problems of human behavior. The problems are caused and cured by what we do and what we do not do. As a result, meaningfully addressing these problems will require changing behavior, and this will require a robust basic and applied science of behavior analysis. It will also require disseminating this science so that it is put into practice where it is needed. I will identify several areas where behavior analysts are close to a tipping point of discovering and delivering important solutions. Behavior analysis holds great promise to improve the human condition, and our existing research and practice have provided many tools to serve important needs in the areas of child development, education, health, and aging. In most cases, we simply need to polish these tools and demonstrate their utility on a larger scale. In some of these cases, there also are obvious paths to practice that can lead applied behavior analysts into new careers. I will describe what I view as some areas primed for impact and suggest some ways to get them ready for delivery.

3:45p - 5:15 p 1.5 BACB CEU

**Shawn Gilroy** **Open-Sourcing Visual Analysis: Open Science Options for Behavior Analysis**

Louisiana State  
University

Openness and transparency are critical in behavior analytic research and behavior consistent with open science practices is increasingly expected by various educational and clinical research outlets. Various aspects of behavior analytic research are highly compatible with open science practices (e.g., details regarding research design) whereas other aspects of behavior analytic practice less so (e.g., features related to visual analysis). Figure design and construction requires physically overriding defaults in spreadsheet software and these many details frustrate attempts to pre-register and audit decisions made throughout behavior analytic research. This presentation features a review of single-case research design plotting software (fxl) designed for the R Statistical Program and provides two short tutorials on how behavior analysts can increase overall transparency in their clinical work and research. Specifically, brief tutorials include writing manuscripts with publication-quality figures using R as well as how to automating figure construction tasks typically required in clinical practice.

# SATURDAY SCHEDULE

April 29, 2023

- 7:00a - 5:30p  
Los Rios Foyer **Badge Pickup and Registration**  
Please Bring Photo ID
- 7:30a - 6:00p  
Regency Foyer  
& Regency DE **Exhibit Booths**  
Coffee/Tea and Breakfast Assortment
- 8:30a - 12:00p **Morning Sessions**  
Coffee/Tea in Regency Foyer on Ballroom Level  
& In-rooms - Hill Country Level  
First Come Basis
- 12:00p - 12:45p  
Los Rios Foyer **William Heward & Jill Dardig  
Book Signing**  
Books for sale on First Come Basis
- 12:30 - 1:30p  
Regency West **TxABA PPG Meeting**  
Everyone Welcome  
Taco Bar for Meeting Attendees on First Come Basis
- 2:00p - 4:15p **Afternoon Sessions**  
Coffee/Tea in Regency Foyer on Ballroom Level  
& In-rooms on Hill Country Level  
First Come Basis
- 4:30p - 5:30p  
Regency West **Keynote Speaker Kent Johnson**  
Enduring Career Contributions to Behavior  
Analysis Awardee
- 5:30p - 6:30p  
Regency West **TxABA Awards Ceremony**
- 9:00p - 12:00a  
Regency East  
& Regency  
Center **TxABA Social**  
Join us for trivia, comedy, and dancing!  
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Card Only Bar (Cashless)

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# Saturday April 29, 2023

## Professional Track

### Regency West

8:30a - 10:00a **1.5 BACB CEU**

**Amanda Ralston** **Clinical Decision Support Systems:  
Technology as a Solution to the Crisis of  
Mentorship, Balanced Caseloads, and  
Outcomes**  
NonBinary  
Solutions

Clinical decision support systems are quickly becoming essential tools for healthcare providers as the volume of available data increases alongside their responsibility to deliver value-based care. They have long been established parts of care in the medical community, as well as Physical and Occupational therapies. Reducing clinical variation and duplicative treatment, ensuring client and staff safety, and avoiding complications that may result in expensive clawbacks are top priorities for providers in the modern regulatory and reimbursement environment – and harnessing the hidden insights of big data is essential for achieving these goals. Because the growth of this field has increased at a far greater pace than that of other healthcare types, it's crucial that providers adopt technology to help them stay current on the latest data, trends, and best practices.

10:15a - 11:45a **1.5 BACB CEU**

**Rany Thommen-Moser** **Public Policy in Texas: Meaningful  
Outcomes in the Past, Present, and Future**  
Texana &  
TxABA PPG

Public policy impacts every profession's ability to practice. The efforts of the Texas Association for Behavior Analysis Public Policy Group (TxABA PPG) such as establishing licensure, Medicaid coverage of ABA, and other large-scale efforts will be reviewed. Future advocacy on behalf of behavior analysts and beneficiaries of ABA in Texas will also be reviewed including expanding Medicaid coverage, improving behavior supports in public education, and improving standards of care in private insurance. Advocacy and real change can only go so far as the number of advocates leading the grass roots efforts on the ground. The time is now for behavior analysts to engage and become involved in legislation that impacts their ability to practice. Strategies for increasing motivation of behavior analyst involvement in public policy work and creating true change makers in the community will be discussed.

**Saturday April 29, 2023**  
**Professional Track**  
Regency West

12:30p - 1:30p **No CEUs - This is a Meeting**

**Rany Thommen-Moser**  
TxABA PPG  
President

**TxABA Public Policy Group (PPG)**  
**Everyone is welcome to join this meeting**  
Snack Bar for Meeting Attendees  
First Come Basis

Everyone is welcome to join the TxABA Public Policy Group (PPG) Meeting, even if you are not a member yet. This is a great opportunity to learn about the TxABA PPG and get involved. The PPG represents the field of behavior analysis to Texas State Legislatures. Laws will be made that affect behavior analysts whether we are involved or not. It is vital for our field's future that we have a seat at the table where bills related to behavior analysis are being discussed. So come join the TxABA PPG and help shape the future of behavior analysis in Texas.

The TxABA PPG is a 501c6 separate organization from the Texas Association for Behavior Analysis. The mission of the TxABA Public Policy Group is to review and act on legislative issues impacting behavior analysts and consumers in Texas.

**TxABA Public Policy Group (PPG) Officers**

President	Rany Thommen
President-Elect	Mariel Cremonie-Fernandez
Treasurer	Berenice de la Cruz
Secretary	Anna Sciarillo
Communications	Jennifer Perry

Scan to Learn More



# Saturday April 29, 2023

## Professional Track

### Regency West

**2:00p - 3:00p** **1 BACB CEU**  
**Dawn Bailey** **Combining FCT with Exposure**  
Oregon Institute of **Procedures to Increase Success in Dental**  
Technology **Visits**

Yost et al. (2019) estimate that 12-15% of children with autism do not have minimal dental needs met. Gillis et al., (2009) suggest that almost one third of individuals with intellectual/developmental disabilities (IDD) exhibit avoidance and/or noncompliance with even simple physical exam procedures. The challenges may deter health practitioners from being willing to provide services to this population, thereby limiting choice of provider and/or forcing families to travel long distances for appropriate care (Lennox & Kerr, 1997). Previous research in the area of increasing or improving access to dental care by children with autism has focused on using graduated exposure in combination with other accepted behavioral treatments to increase a child's cooperation with a Minimal Threshold Exam (MTE) (Conyers et al., 2004; Luscre & Center, 1996; Orellana et al, 2014). This presentation describes our ongoing practice and research related to teaching children with autism to engage in functional communication responses during dental visits and embedding schedule thinning within a more traditional exposure treatment protocol in order to provide treatment beyond the MTE. A brief review of previous literature, including limitations with regard to the scope of dental treatments addressed will be presented. Following this, baseline and treatment data from at least two participants will be shared.

**3:15p - 4:15p** **1 BACB CEU** \*Rany Thommen-Moser Instructor  
**Judith Ursitti** **Why Organizational Connection and**  
Council for Autism **Collaboration are Critical to the Future of**  
Service Providers **Autism Service Provision**

Autism service provision, particularly in the field of applied behavior analysis, has rapidly evolved over the last decade. New funding streams and unprecedented demand have resulted in an environment that requires clear clinical guidelines, effective advocacy, and ongoing development and dissemination of best practices. National nonprofit trade associations provide an opportunity for diverse organizations to connect and collaborate on the issues that will, in great part, determine the future of the field. As an example, learn how the Council of Autism Service Providers is filling this role as the nation's only nonprofit trade association for autism provider organizations.

# Saturday April 29, 2023

## Neurodevelopmental Disorders (NDD) Track

### Regency East

8:30a - 9:30a **1 BACB CEU**

**Valerie Volkert** **Pediatric Feeding Disorder: What Works and Who Can I Treat?**

Marcus Autism  
Center and Emory

Pediatric feeding disorder (PFD) occurs when a child does not consume adequate calories or nutrition and is often manifested by poor growth, tube dependence, or supplemental feedings by mouth. Although some children consume adequate calories, they may only consume foods from one or two food groups and have very restricted dietary variety. Feeding problems can occur in up to 45% of typically developing children and up to 80% of children with intellectual and developmental disabilities. The etiology of PFD is multifaceted and may develop because of medical issues, oral-motor skill deficits, and/or psychosocial dysfunction. Assessment and treatment of a severe feeding disorders should be conducted by a multidisciplinary team of professionals involving speech pathologists or occupational therapists, registered dietitians, psychologists/behavior analysts, and physicians. The current presentation will summarize evidenced-based treatments for PFD and provide recommendations for behavior analysts in practice.

9:45a - 10:45a **1 BACB CEU**

**Sara Litvak** **Moving Towards Value in Your Organization: The Future of Reimbursement Structures in ABA**

BHCOE

This presentation will provide an overview of ways ABA providers can use measurement systems to prepare for value-based care. Focusing on client outcomes is one important component, but we must also be prepared to provide indices of cost and demonstrate efficient and effective processes. Measurement is not only important at the individual level, but also aggregated to show performance within and among groups as well as at the level of the organization as a whole. The presentation will provide a foundational overview of value-based care and review existing value-based care models working successfully in Applied Behavior Analysis to promote improved quality and patient outcomes.



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**Saturday April 29, 2023**  
**Neurodevelopmental Disorders (NDD) Track**  
**Regency East**

11:00a - 12:00p  
**William Heward**  
Ohio State  
**Jill Dardig**  
Ohio Dominican

**1 BACB CEU**  
**Contracting with Kids: A Positive Way to  
Teach New Skills and Improve Family  
Dynamics**

First developed in the 1970s, contingency contracting is a behavior change strategy that identifies a task to be completed and a reward to follow successful accomplishment of the task. Numerous research studies have demonstrated the effectiveness of contracting to improve behavior and teach new skills to children with and without disabilities in home, school, and community settings. Using children's stories, examples of contracts used by families to help children fulfill household responsibilities, learn new skills, get ready for school in the morning, and make friends at school will be presented. Attendees will receive materials for developing, implementing, and evaluating contracts that were field-tested by more than 300 families.

Please join William and Jill for a book signing after this presentation in the Los Rios Foyer.

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# Saturday April 29, 2023

## Neurodevelopmental Disorders (NDD) Track

### Regency East

2:00p - 3:00p 1 BACB CEU

**Emily Sandoz** **Fostering Resilience in Ourselves and Our Workgroups**  
University of  
Louisiana Lafayette

Overall, behavioral service providers are at overall high risk of burnout. For behavior analysts, increased societal scrutiny, expanding scope of practice, and conflicts between client needs and financial contingencies have bolstered increased interest in the prevention of and recovery from burnout. Among the needs that the challenge of burnout presents is the need for opportunities to conceptualize and build resilience. This presentation will explore resilience conceptually and experientially in terms of appetitive and aversive functional relations. We will explore (1) aversive functional relations that comprise the experience of suffering, and examine the contexts that function aversively, (2) appetitive functional relations that comprise the experience of thriving, and examine the contexts that function appetitively, and (3) bringing appetitive functions to bear in contexts currently dominated by aversives.

3:15p - 4:15p 1 BACB CEU

**Tamara** **Improving Speech Production with**  
**Kasper** **Phonetic Hand Cues: Analysis to Practice**

Kasper Enterprises

Phonetic hand cueing systems are commonly used by speech-language pathologists and are promoted in commercially available products (Carahaly, 2012; Kaufman, 2007; Strode, 1994, and others), however; research on the effectiveness of these systems for improving articulation is limited (Hall and Jordan, 1992, Jordan 1988, Klick, 1985, Stelton & Graves 1985). This series of studies examines the effect of the systematic use of phonetic hand cues as a stimulus control transfer procedure and compares the relative effectiveness of phonetic hand cue procedures to other commonly used differential reinforcement procedures. Study results reveal rapid acquisition of hand cues, improved articulation at the syllable, and word level as well as improved intelligibility in natural settings. Reduction of speech sound errors on formal testing further confirms results. Use of hand cues as part of an ABA or school program from target selection to generalization of improved articulation across the verbal operants will be presented and illustrated via video examples. Results confirm previous case study findings that phonetic hand cues may be an effective intervention in promoting speech and improving speech clarity in children with autism with limited vocal repertoires.

**Saturday April 29, 2023**  
**General Track**  
Rio Grande West & Center

8:30a - 9:30a **1 BACB CEU**

**Brian Green** **Treatment Relapse and its Mitigation:  
Clinical Implications**  
Rutgers

Functional communication training (FCT) has strong empirical support for its use when treating socially reinforced problem behavior. However, treatment effects often deteriorate when FCT procedures are challenged, leading to the recurrence of problem behavior, decreased use of the functional communication response, or both. Recent prevalence estimates suggest that treatment relapse is common in the clinic. Researchers have accordingly described multiple strategies for improving the long-term effectiveness of differential-reinforcement-based procedures (e.g., FCT), and quantitative theories of relapse (i.e., Behavioral Momentum Theory, Resurgence as Choice) provide falsifiable predications regarding modifications for mitigating treatment relapse. In this presentation, I provide an overview of the procedures from the literature and our own laboratory that have shown promise in mitigating treatment relapse, as well as the clinical considerations that may limit the practicality of otherwise effective mitigation procedures.

9:45a - 10:45a **BACB CEU Pending**

**Michael Gomez** **What Do I Actually Do With a Kid With  
Trauma and IDD???: Evidence Driven  
Practice Methods for Trauma and IDD  
Cases**  
Lifespan

This talk will focus on practice application of clinical and systems level interventions and evaluation methods for cases where Intellectual/Developmental Disabilities (IDD) are present at the same time as a history of traumatic stress. The Trauma-Focused CBT (TF-CBT) model will be discussed as a paradigmatic model for application with this population as it is currently the model with the most research scrutiny for this population. Specific techniques and case conceptualization methods will be discussed as well as different iterations of traumatic stress (e.g., PTSD vs. Developmental Trauma Disorder) and why these differentiations are especially important with families where trauma and IDD are present together.

\*Please note that the presenter will be remote

**Saturday April 29, 2023**  
**General Track**  
Rio Grande West & Center

11:00a - 12:00p 1 BACB CEU

**Jenn Austin**

Georgia State

**Working Effectively with Teachers: Top  
Tips for Maximizing Effectiveness when  
Consulting in Schools**

Current statistics regarding problem behavior and academic attainment confirm that schools need behavior analysts more than ever. However, many schools that could benefit from our services either do not know we exist or have misconceptions about what we do. Further, our enthusiasm for helping schools enact meaningful changes in student and teacher behavior may cause us to miss some important contingencies that might impact our effectiveness as behavioral consultants. This presentation will identify some tips for “opening the school doors” for behavior analysts, as well as identifying common mistakes that behavior analysts might make that ultimately undermine their effectiveness. Importantly, it will suggest some ways to avoid these pitfalls, as well as identifying some interpersonal skills that might be useful in improving our efficacy in both mainstream and special education settings.

**Saturday April 29, 2023**  
**General Track**  
Rio Grande West & Center

**2:00p - 3:00p** 1 BACB CEU  
**Bethjoy Houck** **Trauma-Informed Care for Individuals with ID**  
UNT

People with intellectual disabilities (ID) face high risks of exposure to adverse events that can produce trauma-related behavior change. However, little is known about the specific behavior changes that are likely to occur for people with ID following trauma. Discrimination against people with ID has resulted in significant health disparities that increase risk of experiencing adverse events and decrease access to healthcare for stress-related disorders. In this talk we will discuss four factors that have led to these disparities: (1) historical segregation; (2) society's response to identification of trauma in vulnerable populations; (3) lack of accessible assessments and treatments for post-traumatic behavior change; and (4) communication deficits common in people with ID. I will suggest areas of policy development to (1) increase acknowledgement of trauma for people with ID, (2) require observable and measurable goals be included in the assessment and treatment of post-traumatic behavior change, and (3) increase funding for services and research in this area. Finally, I will review the procedures and results of an assessment we have been piloting to assess the effects of trauma-related stimuli on behaviors for people with ID with limited vocal/verbal communication.

**3:15p - 4:15p** 1 BACB CEU  
**Jacquelyn Kraps** **More than Meets the Eye: Trauma-Competent ABA Adaptations**  
**Donna Phelps**  
Northeast Family Services

There is a pressing need to maintain treatment integrity within Applied Behavioral Analysis methodologies while acknowledging that upwards of 65% of our Intellectually and Developmentally Disabled population has experienced at least one type of trauma or major adverse event during childhood. Increases in research technologies have allowed for a greater understanding of the neurobiological manifestations of complex trauma. Within the last five years, the field of behavior analysis has begun to explore trauma-competent practices in response the unique needs of children with comorbid autism spectrum disorders and trauma histories. The purpose of this presentation is to explore and synthesize the current literature with actual trauma-competent ABA practices.

\*Please note that the presenter will be remote



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# Saturday April 29, 2023

## Neurodevelopmental Disorders (NDD)- Adults

### Blanco/Llano/Pecos

8:30a - 9:30a 1 BACB CEU  
**Peter Gerhardt** Behavior Analysis and Outcomes for  
Autistic Adults  
EPIC Programs

Baer, Wolf and Risley (1968), noted that competently applied behavior analytic interventions should result in strong, socially important, and generalizable outcomes which, in this case, should mean positive adult outcomes in ASD. Unfortunately, despite an emphasis on evidence-based intervention in ASD, adult outcomes remain poor “for almost any outcome you choose.” (Roux, et al, 2015, p. 8). While there may be several reasons for such continued poor outcomes, the potential of applied behavior analysis to support more positive adult outcomes has yet to be fully explored or realized. This workshop will provide an overview of a set of recommended behavior changes for behavior analysts working with learners with ASD. Central to this is the better understanding and application of the process by which meaningful skills can be identified and targeted for acquisition.

9:45a - 10:45a 1 BACB CEU  
**John Guercio** The Assessment of Adult Core  
Benchmark Human Services Competencies Curriculum (ACCEA)

This training will cover comprehensive assessment protocols as they apply to serving adults and adolescents with autism and other intellectual disabilities (ID). The information will go beyond basic functional assessment tools and methodology to cover environmental assessment measures as well as the ability of the person with ID to fully pursue their values and goals that they have set for themselves. A fully operationalized set of what we call “measures of wellbeing” will be reviewed along with their impact on those that we serve. The ability of these measures of wellbeing to ameliorate severe aggressive behavior will also be covered. A complete assessment and intervention tool for working with adults with ASD and other intellectual disabilities and severe aggressive behavior will also be covered.



# Saturday April 29, 2023

## Neurodevelopmental Disorders (NDD)- Adults

### Blanco/Llano/Pecos

11:00a - 12:00p  
**Troy Fry**  
McGreevy &  
Associates

**1 BACB CEU**  
**An Overview of the EFL Program  
Analysis Tool (P.A.T.) and Review of  
Early Results**

The Essential For Living Program Analysis Tool (P.A.T.) is an indirect and comprehensive measurement tool for understanding, evaluating, and modifying intervention; informed by the EFL curriculum and guided by Skinner's analysis of verbal behavior. The P.A.T. consists of five domains: skill (speaking and listening repertoires), challenging behavior, support (resources), health issues, and medication. The P.A.T. is currently being evaluated across multiple programs in Italy and early results suggest the need to prioritize the must have speaker and listener repertoires over the more common programming targets if we are to effectively and efficiently establish repertoires related to a high quality of life and solve for problem behavior. The prioritization of necessary repertoires, allocation of resources, and continuous evaluation of effectiveness is especially critical for learners and families who have limited access to competent behavioral services.

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For more information:  
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# Saturday April 29, 2023

## Neurodevelopmental Disorders (NDD)- Adults

### Blanco/Llano/Pecos

2:00p - 3:00p 1 BACB CEU

**Claudia Dozier**  
University of Kansas

**Healthy Behavioral Practices:**

**Development, Training, and Maintenance**

Decades of research on training staff to provide active treatment (e.g., Parsons et al., 2004) has suggested (a) its importance for decreasing problem behavior and increasing appropriate behavior and (b) the efficacy of behavioral skills training (BST; Parsons et al., 2012) and on-the-job feedback (Van Oorsouw et al., 2009). Recently, discussion papers (e.g., Ala'i-Rosales et al., 2018) and a few research studies (e.g., St. Peter & Marsteller, 2017) have suggested the potential utility of using FBA and function-based interventions to derive Tier 1 approaches for problem behavior. This presentation will discuss an approach based on common functions of problem behavior and effective function-based interventions, which include four healthy behavioral practices (i.e., delivering positive interactions, using effective instructions, prompting activity engagement, and basics for responding to problem behavior). Furthermore, research on training staff to implement the practices using BST and on-the-job feedback will be described. In addition, research on determining barriers to implementation of the practices using the Performance Diagnostic Checklist-Human Services (PDC-HS; Carr et al., 2013) and a relevant intervention package to increase maintenance and generalization of staff implementation of healthy behavioral practices will be reviewed. Finally, implications regarding research outcomes and areas for future research will be discussed.

3:15p - 4:15p 1 BACB CEU

**John Guercio**

**Panel: Focusing on Functional Skill**

**Claudia Dozier**

**Building in Adults with ASD and ID**

**Troy Fry**

**Peter Gerhardt**

The field of Applied Behavior Analysis (ABA) has often been thought of as an early intervention primarily with younger individuals with Autism Spectrum Disorder (ASD). The field of ABA has moved its focus away from the adult population and clinicians working with adults with intellectual disabilities are quite scarce. This panel will discuss some impactful curricula that can be used in this population, as well as detail some of the most important focus areas that clinicians should be aware of when they are working in this area. The current ethical considerations when using ABA to support adults who have intellectual/developmental disabilities (IDD) paired with complex behaviors (i.e., physical aggression, property destruction, self-injurious behaviors) will also be covered. Topics for review will include person centered practices, positive behavior supports, ethical considerations when utilizing rights restrictions, and considering the implications when sacrificing quality of life in the name of safety. Panelists will include Behavior Analysts with multiple years of experience in supporting individuals with IDD in the least restrictive community settings possible.

**Saturday April 29, 2023**  
**Education Track**  
**Live Oak**

**8:30a - 9:30a 1 BACB CEU**

**Ambra Green** **Increasing the Use and Equitable  
University of Texas Implementation of Evidence-Based  
Arlington Practices**

The implementation of effective student discipline practices has become a leading concern of school administrators and educational personnel (Luiselli, Putnam, & Sunderland, 2002). Traditionally, schools have chosen to address student undesired behaviors by applying exclusionary practices such as time out, detention, office discipline referrals, suspension, and expulsion (Skiba & Rausch, 2006). However, there is no data demonstrating that these exclusionary practices reduce the rate of student undesired behaviors. In fact, studies on suspension have found relatively high rates of disciplinary recidivism among those who are suspended (Skiba, Eckes, & Brown, 2010) and students with disabilities (Sullivan, Van Norman, & Klingbeil, 2014). Managing and teaching positive behavior in the schools is a longstanding topic within educational guidance and policy (Allman & Slate, 2011). Focus on supporting positive behaviors ranges from nationwide guidance on “training in courtesy” in the classroom in the early 1900s (McNaught, 1917) to current emphases on positive behavior supports in federal regulations (20 U.S.C. §1414(d)(3)(B)(i)). While, research over the years clearly demonstrates the long-standing benefits of PBIS, traditional disciplinary practices often remain at the forefront of policy and practice in the field of education (Sugai & Horner, 1999). Research surrounding alternatives to exclusionary practices has identified proactive and positive classroom management strategies that show great promise for reducing challenging behaviors in the classroom. Further, when teachers use these proactive and positive strategies they can increase educational outcomes for students who have been historically disenfranchised (Artiles et al., 2010). The session will begin by providing context around issues of inequity related to exclusionary practices and marginalized student groups. The remaining focus of the session will demonstrate how to use several selected evidence-based practices for all students.

**Join us at the Social Tonight!**

9:00 pm - 12:30 am Regency East

Trivia w/ prizes

Comedy followed by a DJ

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**Saturday April 29, 2023**  
**Education Track**  
**Live Oak**

9:45a - 10:45a **1 BACB CEU**

**Marie Kirkpatrick** **Training Educators: How to Maximize**  
UTSA **Your Support**

Educators are expected to use evidence-based practices (EBP) in their teaching and behavior management strategies; however, not many of them are aware of what EBP are, or how to implement them with fidelity. This can lead to poor outcomes for students both academically and behaviorally. As behavior analysts working in schools, part of our job is to train and support educators in implementing EBP. One of the most researched and effective ways to train educators is through behavioral skills training (BST; Kirkpatrick et al., 2019), which can be adapted to meet the individual needs of the trainees. This talk will review the components of BST and how to adapt the individual components. Additionally, this talk will also highlight how to incorporate other training and coaching strategies to provide a multilevel approach.

11:00a - 12:00p **BACB CEU Pending**

**Trey Hargroves** **Behavior Analysts Working in Public**  
Eagle Mountain **Education**  
Saginaw ISD

School settings are unique and intricate settings that require specific knowledge and skills to be effective as a BCBA working in them. We will review the Ethics Code for Behavior Analysts and discuss knowledge that all BCBAs working in public education settings should know to follow this code.

**Saturday April 29, 2023**  
**Education Track**  
**Live Oak**

**2:00p -3:00p**

**Angus Kittelman**  
University of  
Oregon

**1 BACB CEU**

**Building and Sustaining Systems to  
Support Tier 2 Interventions in Schools**

Organizational systems needed to support durable implementation of Tier 2 behavioral practices in schools are among the least understood when implementing multitiered systems of support (MTSS). These systems support an array of Tier 2 behavior practices, such as social skills clubs, tutoring, variations of Check-In/Check-Out (CICO; Nese et al., 2021). This presentation will focus on identifying the core components of Tier 2 systems necessary for implementing and sustaining Tier 2 practices (Kittelman et al., 2023). Information will be shared describing how school MTSS teams can (a) measure these core components and (b) use data collected for progress monitoring and school improvement. The presenter will describe the critical roles of behavior specialists serving on Tier 2 teams in building and sustaining these systems. Last, new empirical data showing how Tier 2 systems supported the implementation of a Tier 2 behavioral intervention in a high school will be shared.

**3:15p - 4:15p**

**Aaron Fischer**  
University of Utah

**1 BACB CEU**

**Using Teleconsultation to Support  
Students, Educators, and Caregivers**

Behavior Analysts typically consult with educators, school staff, and caregivers through their work at private agencies or as members of the school team. With limited available BCBAs to support schools across the U.S., school consultants need to find effective and efficient ways to deliver services, despite the limited number of available providers. With the availability of telehealth technologies, BCBA's can use a variety of technology tools (e.g., videoconferencing) to consult with school teams and families to improve socially valid student outcomes. This presentation reviews current applications of behavioral teleconsultation in schools and proposes new technologies to expand this service offering in the future.

# Saturday April 29, 2023

## Niche Areas Track

### Rio Grande East

8:30a - 9:30a 1 BACB CEU

**Susan Schneider** Behavior Analysis for Climate Action

Western Michigan

The Intergovernmental Panel on Climate Change warns that humanity has only 7 years to cut global greenhouse gas emissions in half. The science and technology needed has long existed: This is a behavioral problem. Behavior analysts are thus uniquely positioned to help save the world (literally). This talk will cover the historical behavior-analytic role in co-founding environmental psychology, summarize current efforts within our field, and outline our potential role in the larger interdisciplinary behavioral sustainability effort. Popular, behavior analysis-compatible approaches like McKenzie-Mohr's "community-based social marketing" will be described and strategies for involvement proposed. Gamification of sustainability offers a natural fit, and behavior analysts are currently participating in that initiative. Where else have we succeeded? What can behavior analysts contribute most effectively - and quickly? On our own or collaboratively? Audience participation will be welcomed.

9:45a - 10:45a 1 BACB CEU

**Hank Schlinger** Verbally Mediated Function-Altering Operations

California State LA

Operant and respondent conditioning, at their core, involve function-altering effects. In the former, reinforcement endows certain events with discriminative and motivative effects; extinction and punishment weaken these effects. In the latter, the function of a neutral stimulus is changed through the correlation with an unconditional stimulus so that the stimulus functions as a conditional stimulus; respondent extinction weakens these effects. Sometimes verbal stimuli appear to mimic operant and respondent conditioning. Taken together, the concept of function-altering effects produced by both nonverbal and verbal events provides a parsimonious set of descriptions of basic conditioning processes. However, there have been questions raised, and theories offered, about the mechanisms that underlie the effects of verbal stimuli, as well as stimulus equivalence and derived relational responding. Using several examples, we re-examine our original descriptive analysis and then argue that the reinforcement (either explicit or automatic) of echoic, tact, and intraverbal repertoires in the listener is sufficient to explain stimulus equivalence classes, derived relational responding, and verbal stimuli that result in function-altering effects. In other words, these changes can be explained using only basic principles of operant conditioning and ongoing verbal behavior; no new terms, concepts, or theories are needed. Our analysis has some surprising implications. For one, the operant unit of analysis—the four-term contingency—is sufficient to explain complex verbal relations. Second, verbal stimuli have only evocative effects. Finally, derived (relational) or emergent responding may be illusory.

**Saturday April 29, 2023**  
**Niche Areas Track**  
**Rio Grande East**

**11:00a - 12:00p** **I BACB CEU**  
**Francis Mechner** **A Behaviorally Science-Based Path to the**  
The Mechner **Mitigation of Catastrophes Via National**  
Foundation **Autogovernance**

Dr. Mechner will describe his foundation's project on how the human species can meet the challenge of delaying or mitigating the compound threat of nuclear catastrophe, climate change, and the global proliferation of disinformation and autocracy. Today's nations have demonstrated clearly that they are unable to meet this challenge. They are blocked by power centers whose near-term economic interests would be affected adversely by the required long-term national initiatives.

A behavioral science-based analysis suggests that meeting the challenge requires a novel type of governance model. In this model, power centers are replaced by councils that are staffed by remotely located panels drawn from a large standing corps of accredited specialists in thousands of potentially relevant knowledge areas. Mechner refers to national governance without a power center at the helm as autogovernance. His thesis posits that autogovernance is feasible when the system's architecture emulates that of vertebrates, with support from artificial intelligence technology in conjunction with the internet and fully connected networks. At the heart of the system is a decentralized process that originates, identifies, and resolves a nation's true issues. Autogovernance holds out the possibility of a corruption-free society in which the needs and aspirations of its population are met more fully than is possible in any traditional national governance models.

Mechner will also discuss how this system can be implemented incrementally. Separately useful components of the system can be tested in collaboration with corporations, national and international organizations, townships, and governmental agencies that would participate as clients as well as collaborators.

**Saturday April 29, 2023**  
**Niche Areas Track**  
**Rio Grande East**

2:00p - 3:00p **1 BACB CEU**

**Edward Morris** "The Organism is Always Right": Origins, Attribution, Ubiquity, Meaning, and Implications  
University of Kansas

This presentation addresses the origins, attribution, ubiquity, meaning, and implications of the phrase "the organism is always right." Its first use was in 1977, yet the origins of the phrase's fame – "the X is always right" – predates it by 30 years. Then and since, X has included subjects, pigeons, rats, children, and students. Its use is almost universally attributed to B. F. Skinner (1904-1990), which was correct in 1977, but not before and afterward by considerably more framers and frames. Although, the frame is considered ubiquitous in behavior analysis, it appears in print only a dozen or so times. Its ubiquity is oral, not written. The meaning of the frames may be gleaned from its uses, often in terms of determinism and the lawfulness of behavior, not in terms of the organism's (or better, behavior's) being correct or ethical. The frame's implications are many: personal (e.g., personal ethos), professional (e.g., applications, education, ethics), and societal (e.g., diversity, equity, inclusion). These are illustrated and discussed.

3:15p - 4:15p **No CEUs available**

**Richard Leo** **Police Interrogation, Psychological Coercion, and False Confessions**  
University of San Francisco

In this talk, I will discuss police interrogation training, the Reid method of interrogation, the structure and psychology of police interrogation, the errors that police interrogators sometimes make, how and why police interrogation can lead to false confessions from the innocent, the situational and dispositional risk factors for false confession and policy reforms that can minimize unreliable and involuntary confessions



**Saturday April 29, 2023**  
Regency West

## **Keynote Speaker**

**4:30p - 5:30p | BACB CEU**

### **Some Principles of Instructional Design for Academic Skill Building: Teaching Concepts**

**Kent Johnson**

Morningside Academy Seattle

An important dimension of good instruction involves teaching the conceptual behavior related to the broadly applicable generalizations of a content domain. After a brief review of the components of effective instructional design, I will outline the necessary components for teaching a concept in any domain. The first step is to (1) conduct a concept analysis of the critical features that define the concept, and the features that vary from instance to instance of the concept. From this prescription we must (2) develop a range of typical and far-out examples of the concept that illustrate both the critical and variable features, (3) develop a minimum rational set of close-in non-examples of the concept, each of which is missing only one critical feature, and (4) after initial tryout, develop additional examples and non-examples for the concept program that may be needed to produce the desired discriminations. Multiple Exemplar teaching is not enough! Teaching a concept this way produces generative responding to examples and non-examples not presented during instruction.

I will illustrate the process of concept programing with a concept analysis, some divergent examples, and a minimum rational set of non-examples for teaching the concept, Van Gough's painting style. Participants will track their corrects and errors related to paintings by Van Gough and others, and we will make decisions about how to enrich the program based upon principles of concept error analysis. Next, I will outline how use the concept components previously described to design a concept lesson that includes context-setting descriptions, rules, examples, and non-examples. I will close with suggestions for revisiting 'best practices' in service delivery.

**Saturday April 29, 2023 5:30p - 6:30p**  
**Awards Ceremony Regency West**



**Bruce  
Weinheimer**  
PhD, BCBA-D

**Career  
Contributions to  
Behavior Analysis  
in Texas**

Dr. Bruce Weinheimer has been involved with behavior analysis in Texas in a variety of roles for numerous years. He has consistently been a point of first contact with other professionals to introduce them to behavior analysis. He has worked in direct service provision, facility administration involving staff consultation and supervision, and state-level coordination and consultation, in a variety of settings, with a variety of client populations for over 40 years. Bruce served as a TxABA executive council member and has been consistently active in TxABA over the years. TxABA is excited to honor Bruce's work and we hope you will join us to hear more about Bruce's contributions to behavior analysis in Texas.



**Kent  
Johnson**  
PhD

**Enduring Career  
Contributions to  
Behavior  
Analysis**

Dr. Kent Johnson's career exemplifies "Enduring Career Contributions" in depth and breadth of his scientific and professional activities and their enduring products. Kent founded and continues to direct a behavior-based school for neuro-typical children, which has existed for over 40 years. He has developed and tested numerous instructional methods and materials, published over 30 instructional programs, implemented his educational system, Morningside Model of Generative Instruction, throughout the US and Canada. He was a co-founder of Headsprout. He is the co-author of 5 books and over 30 articles for professional audiences. He has served two terms on the Executive Council of the Association for Behavior Analysis International (ABAI) and was just elected President-Elect. TxABA is honored to present Kent with this award and have him as our Keynote Speaker.



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# SUNDAY SCHEDULE

April 30, 2023

7:30a - 12:30p **Badge Pickup and Registration**  
Los Rios Foyer Please Bring Photo ID

7:30a - 12:00p **Exhibit Booths**  
Regency Foyer Coffee/Tea in Regency Foyer  
& Regency DE First Come Basis

8:00a - 9:00a **TxABA State of the Organization**  
Regency West Everyone Welcome; No CEUs

9:15a - 12:15p **Morning Sessions**  
Coffee/Tea in Regency Foyer on Ballroom Level  
First Come Basis

12:30p - 2:30p **TxABA Executive Council Meeting**  
Closed Meeting



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**Sunday April 30, 2023**

## Regency West

8:00a - 9:00a

### **TxABA State of the Organization**

Grab your coffee/tea then join TxABA President Jeffrey Dillen and TxABA Executive Director Rachel Kramer as they provide an overview of the past year of TxABA. Come learn about opportunities to get involved.

## Regency East

9:15a - 12:15p

### **NDD Adults Legislative Issues and Networking**

This event will start with a presentation by the TxABA Public Policy Group's lobbyist Chris Masey on legislative issues in Texas related to adults with neurodevelopmental disorders. Brief information on TxABA SIGs that are relevant to the adult population will be presented. This will lead into networking activities to facilitate connecting providers of adult services across Texas. We hope everyone with an interest in adult services will attend this event as the need is growing.

## Rio Grande East

9:15a - 12:15p

### **Student/RBT Event**

Please join the TxABA Student Committee and the EDIE Committee Student Representative for a session focused on students and RBTs. The goal of this event is to be casual and interactive. There will be information on starting a diversity, equity, and inclusivity lab at your university. This will be followed by a panel to answer questions with RBTs, current graduate students, and BCBA supervisors.

**Sunday April 30, 2023**  
**Professional Track**  
Regency West

9:15a - 11:15p **2 BACB CEUS**

**Rany Thommen-Moser** **Autism and ABA from the Perspective of Autistic Individuals**  
Panel Chair

**Panelists: Fitzgerald Sanchez, Nick Hentschel, & Armando Bernal**

This panel will offer their individual perspectives on Autism and ABA. While ABA has been empirically validated for many decades, improving practices by including autistic voices in the treatment planning will be discussed. The panel will answer questions from the audience as well as share examples of providing treatment with compassion and sensitivity. The panel will also review reasons some autistic individuals may express anti-ABA sentiment and will offer recommendations in responding to these concerns. The work of TxABA's Promoting ABA Ad Hoc committee and outcome of these discussions will be reviewed with the audience.

11:30a - 12:30p **1 BACB CEU**

**Rany Thommen-Moser** **Texas Medicaid ABA Benefit: A Service Provider Update**  
Panel Chair  
& PPG President

**TxABA PPG Officer Panelists: Berenice de la Cruz, Anna Sciarillo, Jennifer Perry, and Mariel Fernandez**

This panel presentation will provide an important update on the status of the Texas ABA Medicaid Benefit. Officers of TxABA Public Policy Group will offer a brief history of the ABA Medicaid benefit. The presentation will review locating managed care organizations, eligibility requirements for individuals accessing the Medicaid ABA benefit, referral and authorization, and provider enrollment processes. Helpful resources to navigate the provider enrollment process and frequently asked questions will be reviewed. Lastly, public policy around the Medicaid ABA benefit and how providers can become involved in advocacy with TxABA PPG will be discussed.

# TxABA Committees

Stop by the TxABA table in the Exhibit Hall Regency Center to learn more about our Committees, SIGs, and the TxABA PPG!

TxABA members are welcome to apply for positions on a TxABA committee. Committee members are appointed by Executive Council and focus on short-term goals from TxABA's Strategic Plan as well as their own committee goals.

**Thank you to TxABA Committee Members for volunteering your time and expertise!**

- **Equity, Diversity, and Inclusivity for Everyone (EDIE) Committee**
  - Sarah Lechago (chair), Stephanie Gerow, Danika Bosch-Greer, Berenice de la Cruz, and Kimberly James-Kelly
- **Professional Issues and Development Committee (PIDC)**
  - Jennifer Hines (chair), Brian Findlay, Margaret Parks, Laura Villarreal, Kelle Wood-Rich, Amanda Smith, and Morgan Chapple
- **Grants and Funding (G&F) Committee**
  - Joe Dracobly (chair) and Leslie Neely
- **Awards Committee**
  - Kate Patagoc-Johnson (chair), Sigrid Glenn, Jennifer Fritz, and Anna Petursdottir
- **Program Committee**
  - Jeffrey Dillen (chair), Sam Bergman, Christina Martin, Celeste Harvey, Ashley Alwine, Rebekah Perran, Rachel Massey, & Rachel Kramer
- **Student Committee**
  - Julie Hrabal (chair), Marcus Strum, Lindsey Loflin, Logan Gibson, Ivan Duarte, and Rebekah Perran
- **Promoting ABA Ad hoc Committee**
  - This committee has completed it's service, thank you to the members who have contributed over the past year and a half
  - Berenice de la Cruz (chair), Jeffrey Dillen, Rany Thommen, Brian Findlay, Christina Martin, Lisa Sostack, Carol Sloan, Fritz Sanchez, Brittany Hillhouse, Tatiana Francis, Leslie Neely, Gordon Bourland, Wendy Maurer, Mari Cerda, Ellen Rhodes, Zach Morford, and Rachel Kramer

## TxABA Special Interest Groups (SIGs)

Stop by the TxABA table in the Exhibit Hall Regency Center to learn more about our Committees, SIGs, and the TxABA PPG!

TxABA SIGs are initiated and lead by TxABA Members. SIGs may be organized around topic or location. They are great sources for networking with behavior analysts across the state or in your locality. Consider joining one of TxABA's SIGs or apply to start your own SIG.

Thank you to TxABA SIG Leaders for volunteering your time and leading a TxABA SIG!

- **Alamo City Behavior Analysts**
  - Berenice de la Cruz, Lupe Castaneda, Serica Cuellar, Anissa Moore, Anna I. Ortega, and Anna Glaser
- **Austin Area (ATX) ABA**
  - Jenna Taylor, Jessie Davis, Fabiola Vargas Londono, Ben Seifert, Misty Gilbert, Natalija Milutinovic, and Jennifer Lopez
- **Behaviorists for Social Responsibility (BFSR)**
  - Lee Mason and Traci Cihon
- **Organizational Behavior Management (OBM)**
  - Regina Crone, Courtney Domingue, Madalyn Butler, and Radhika Achari
- **Pediatric Feeding Disorders (PFD)**
  - Joanna B. Thompson, Lindsay Hauer, Melinda Robison, and Megan Oard
- **Severe Behavior**
  - Jennifer N. Fritz, Joseph D. Dracobly, Victoria L. Fletcher, Melinda Robison, and Leslie Neely
- **Supporting ABA Success in Residential Settings (SABASRS)**
  - Tremaine McGrew, Laura Hall, and Jason Fry



## 2022-2023 TxABA Executive Council and Staff Thank You!

President: Jeffery Dillen

President-Elect: Summer Gainey

Council Members: Jennifer Hines  
Berenice de la Cruz  
Joseph Dracobly  
Leslie Neely

Senior Student Rep: Julie Hrabal

Junior Student Rep: Marcus Strum

Secretary-Treasurer: Zachary Morford

Executive Director: Rachel Kramer

Admin Assistant: Latonya Cabiness

Web Developer: Evan Stone



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Beautiful Minds ABA, PLLC	Safety-Care by QBS
Behavior Development Solutions	Sam Houston State University
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Behavioral Transformations	Social Connections Learning Center
Blue Sprig Pediatrics	Spark Learning
Brett DiNovi & Associates	Spectacular Kids ABA Therapy & Consulting
Butterfly Effects, LLC	Texana Center
Central Texas Autism Center	Texas Department of Licensing & Regulation
Central Reach	The Chicago School of Professional Psychology
Centria Autism	TheraPieces
Empower Behavioral Health	Therapy & Beyond
FIT Learning	Tri-City Autism Center
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