



Texas Association
for Behavior Analysis

The background of the entire page is an aerial photograph of the Houston skyline at sunset. The sky is filled with vibrant orange, red, and yellow clouds, with the sun low on the horizon. The city's skyscrapers are silhouetted against the bright sky, and some are reflecting the light. In the foreground, there are lower-rise buildings, parking lots, and roads. A large, semi-circular blue graphic element is overlaid on the bottom half of the image, containing the conference details.

39TH ANNUAL CONFERENCE

April 11-14, 2024

Houston, TX

Royal Sonesta Galleria &
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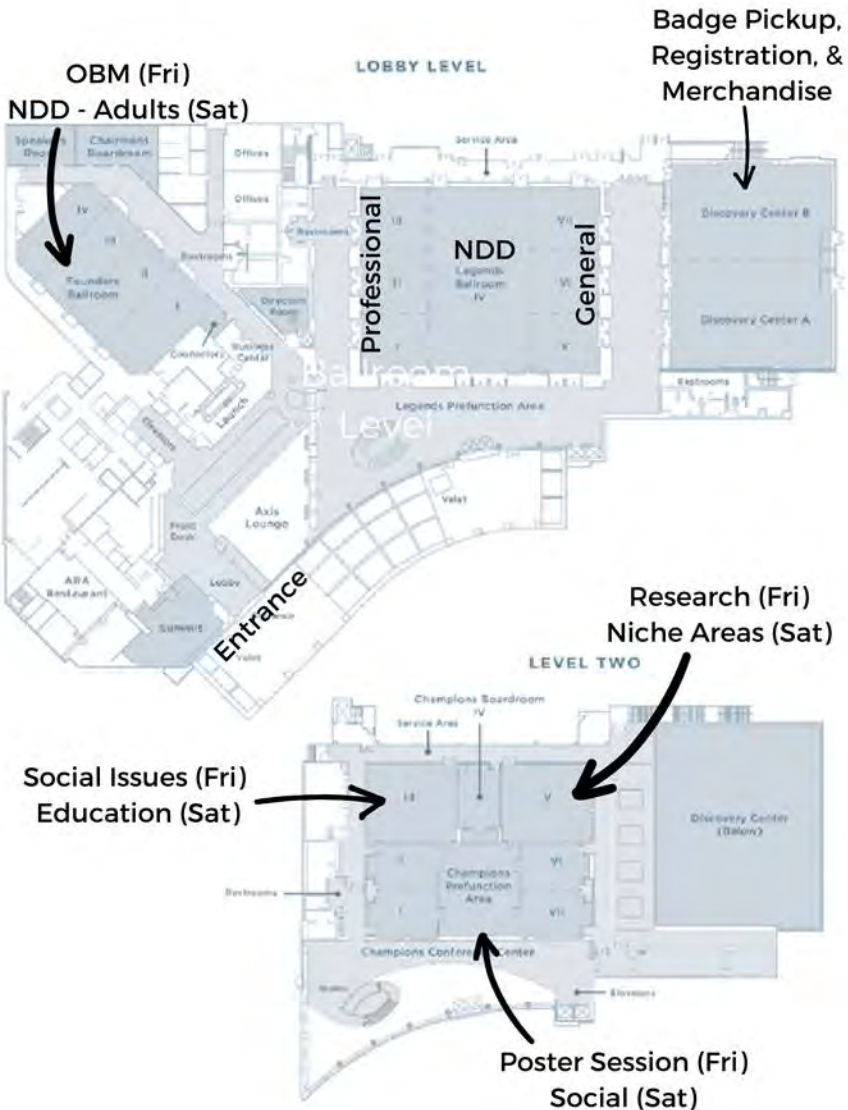
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2023-2024 TxABA Executive Council and Staff

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Royal Sonesta Galleria Houston Conference Center Map



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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/drawing on your phone, or sleeping may disqualify you from earning CEUs.

Taking notes is 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.

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TxABA Program Committee:

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

THURSDAY SCHEDULE

April 11, 2024



Thank you to our Thursday
Coffee Sponsor

- 8:15a - 9:00a **Pre-Conference Workshop Check-In**
Champions PFA **Please Bring Photo ID**
Workshops are a Separate Registration
- 9:00a - 12:00p **Pre-Conference Workshops Sessions**
Champions
Rooms
- 1:00p - 2:00p **Pre-Conference Workshop Check-In**
Champions PFA **Please Bring Photo ID**
Workshops are a Separate Registration
- 2:00p - 5:00p **Pre-Conference Workshops Sessions**
Champions
Rooms
- 6:00p - 9:00p **Conference Badge Pick-Up &**
Discovery **Conference Registration**
Center
- 6:00p - 9:00p **Welcome Reception and Exhibitor**
Legends PFA & **Exposition**
Discovery **Cash Bar and Appetizers**
Center

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 11, 2024

- 9:00a - 12:00p
2:00p - 5:00p
Champions I
6 SUPERVISION
BACB CEUs
*Hybrid Workshop
- Effective Leaders Do What It Takes!
Organizational Performance Engineering
for Provider, Parent, and Client Success**
Guy Bruce
Appealing Solutions, LLC
- 9:00a - 12:00p
2:00p - 5:00p
Champions III
3 ETHCIS
3 SUPERVISION
BACB CEUs
*Hybrid Workshop
- Innovators Workshop: Navigating
Entrepreneurship & Intrapreneurship for
Sustainable Growth & Ethical Excellence**
Isaac L. Bermudez, Brett DiNovi, Laura
Iglesias, & Billy Brown
Brett DiNovi & Associates
- 9:00a - 12:00p
Champions V
3 ETHCIS
BACB CEUs
*Hybrid Workshop
- The Texas Medicaid Autism Services
Benefit: How to Navigate the Policy &
Process**
Mariel Fernandez & Anna Sciarillo
TxABA PPG
- 9:00a - 12:00p
Champions II
3 BACB CEUs
*In-Person
Workshop
- Behavioral Relaxation Training: Third
Wave Intervention for the Management
of Stress, Anger, and Aggression in Special
Populations**
John Guercio
Benchmark Human Services
- 2:00p - 5:00p
Champions V
3 BACB CEUs
*In-Person
Workshop
- Efficiently Searching the Online
Databases**
Nicole Bank
CurrentABA

*Workshops are a separate registration that includes CEUs.
Workshop are live only & will NOT be available afterwards

FRIDAY SCHEDULE

April 12, 2024



Thank you to our Friday Morning
Coffee & Afternoon Snack Sponsor

7:00a - 6:00p **Badge Pickup and Registration**
Discovery Center **Please Bring Photo ID**

7:00a - 6:00p **Exhibit Booths**
Legends PFA & Discovery Center
Coffee/Tea and Breakfast Assortment
Afternoon snack will be available on both levels

9:00a - 12:30p **Morning Sessions**

2:00p - 5:15p **Afternoon Sessions**

5:15p - 5:30p **Student Poster Judges Meeting**
Champions I
Closed

5:30p - 6:00p **Severe Behavior SIG meeting**
Champions VII
Open to everyone

5:30p - 7:30p **Poster Session**
Champions PFA
Cash Bar

Thank you

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Our Core Values



Relationships



Diversity & Inclusion



Integrity



Transparent Communication



Commitment to Our Families

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Friday April 12, 2024

9:00a-10:30a Legends IV NDD 1.5 BACB CEUs

Wayne Fisher Recent Advances in the Functional
Rutgers Robert Analysis & Treatment of Challenging
Wood Johnson Behavior
Medical School

Functional analysis (FA) is an individualized assessment designed to evaluate a person's destructive behavior in relation to environmental events that may affect the future probability of that behavior. It is designed to identify (a) the environmental contexts in which destructive behavior is likely and unlikely to occur; (b) the consequences that reinforce destructive behavior; and (c) specific interventions that will effectively reduce destructive behavior. In this mini workshop, I will show how FA methods have (a) increased our understanding of how environmental antecedents and consequences affect destructive behavior; (b) facilitated the development of novel and effective treatments, and (c) produced simpler and more efficient interventions

9:00a-10:30a Legends I-III PROF 1.5 BACB CEUs

Shawn Capell Bridging the Divide: Exploring the
Covenant 15 16 Intersection of Cultural Competency and
LLC Social Justice in Applied Behavior Analysis

In the field of Applied Behavior Analysis (ABA), the pursuit of equitable and socially just practices has gained increasing recognition and importance. Cultural competency is the foundation upon which ABA practitioners build effective and ethical relationships with individuals across diverse backgrounds. In an era marked by growing awareness of systemic inequalities and injustices, it is imperative that ABA professionals integrate principles of social justice into their practice. This presentation aims to shed light on the intertwined nature of cultural competency and social justice, emphasizing their mutual influence on the quality of ABA interventions. By the end of this presentation, participants will have a deeper appreciation for the symbiotic relationship between cultural competency and social justice in ABA. They will be equipped with practical tools and insights to enhance their practice, fostering a more inclusive, equitable, and socially just approach to behavior analysis.

Friday April 12, 2024

9:00a-10:30a Legends V-VII GEN 1.5 BACB CEUs

Ennio Cipani The EO-B-AO Descriptive Chart: A
Retired Supplemental Adjunct to Functional
Analysis (FA)

Adding qualitative data to the conduct of an FA may add information that aids in identifying precursor behaviors and the operant response class. Unfortunately, the “old” A-B-C charting system has a number of flaws that impede the obtainment of such information. However, a descriptive chart based on a delineation of the evocative EO and the relevant AO can serve a functional purpose (see pages 61-67, Cipani, 2018). For a preview, search Cipani and “What’s wrong with A-B-C” on YouTube. This presentation will explicate the procedures needed to teach RBTs, parents, teachers, therapists, instructional aides, and graduate students how to provide accurate and useful descriptive data using the EO-B-AO Chart. Such information can be obtained within the deployment of an FA or as a stand-alone in settings where an FA is precluded.

9:00a-10:00a Founders OBM 1 SUP. BACB CEU

Florence Using Behavioral Science to Teach
DiGennaro Reed Employees Complex Professional Skills
BACB Board

Employees at all levels of an organization must acquire complex professional skills to promote a positive work culture and ensure effective delivery of high-quality services. Too little research has been devoted to operationally defining, measuring, and improving these important skills. The talk will highlight various approaches to training employees to appropriately self-advocate in the workplace, have difficult conversations with their staff and colleagues, and effectively lead meetings. In addition, the content will emphasize resource-efficient efforts to train these desired skills.

Friday April 12, 2024

9:00a-10:00a **Champ. V Research** 1 BACB CEU
Tim Hackenberg **Choosing To Go To Work: Using Reinforcement-Based Methods to Balance Animal Welfare with Research Needs**
Reed College

As part of a larger program of research concerned with an animal model of gambling, we arranged conditions of social enrichment for a small group of pigeons. When not in their experimental sessions, the pigeons lived together in a free-flying aviary, interacting with each other and with a physical environment that included perches and nesting boxes. While this better approximated the pigeons natural environment, it also created some practical problems from a research perspective; namely, how to get the pigeons from the aviary each day to their work sessions in another room. To minimize human involvement and the potential stress of daily captures, we devised procedures whereby the pigeons chose to enter the experiment each day by flying into a box on the side of the aviary, from which they were transported to the operant chambers for their daily sessions. By the end of training, all pigeons were consistently entering the box on cue, for transport to the session, and this continued for the remainder of the two-year project, over which each pigeon chose to participate in over 700 daily sessions. The findings show the power of reinforcement-based methods in solving practical problems in animal enrichment and welfare.

9:00a-10:00a **Champ. III Social** 1 BACB CEU
Trina Spencer **The Science of Oral Storytelling: A Culturally & Personally Relevant Approach to Maximizing Verbal Communication & Bilingualism**
Univ. of Kansas

A narrative is defined as a spoken or written (including Augmentative and Alternative Communication modalities) monological telling or retelling of past events, either real or imaginary. Importantly, narratives contain causally related events told/retold in a temporal sequence acceptable to the verbal community in which it is used. Narratives are powerful tools. We live our lives and think in story format. This ability has evolved alongside human development and has facilitated the emergence and transfer of complex verbal behavior. The narrative is useful, versatile, and pervasive because the human brain is skilled at detecting patterns, whether humans are aware of them or not. Behavior analysts who capitalize on this fact will discover that the autoclitic frames within narratives, and language generally, allow for rapid transfer across contexts, modalities, and languages. In this talk, Dr. Spencer will unpack the discourse-, sentence-, and word-level patterns that are inextricably integrated within a narrative and explicate how they are related to manipulative autoclitic frames. These include the macrostructural patterns made up of story grammar elements, the order and emphasis of which are culturally and linguistically derived. At the sentence level, syntactical patterns are also powerful due to their autoclitic influence. Dr. Spencer will present the behavioral and neurosciences basis of oral storytelling and illustrate its power with research and video examples.

Friday April 12, 2024

10:15a-11:15a Founders OBM 1 Superv. BACB CEU
Andressa Why Won't They Listen? Enhancing
Sleiman Performance and Staff Satisfaction through
FIT Effective Communication

"My supervisee never listens, they either don't do what they must or do it incorrectly!" Supervisors often relate to this statement and might not understand why their supervisees don't "listen" to them and "won't do what they are supposed to." This presentation will explore this topic to understand from a behavioral perspective the barriers to communication as well as the strategies to build a good working relationship to ultimately increase comprehension, performance, satisfaction, and client outcomes. Specifically, this presentation will discuss (a) bad management practices that can hinder performance, (b) the impact that rapport has on increasing and maintaining performance, and (c) communication strategies to increase rapport in the workplace.

10:15a-11:15a Champ. V Research *1 BACB CEU
Christina Memory, Monkeys, and Methods: Behavior
Nord Analytic Methodology in Cognitive
CA Nat. Primate Neuroscience
Research Center

Behavior-analytic methodology profoundly shapes the landscape of cognitive neuroscience, guiding the design of specialized tasks aimed at probing distinct memory systems. This study examines the widespread application of such principles in cognitive research. For example, the delayed nonmatch-to-sample (DNMS) task is widely used to evaluate visual recognition memory associated with the medial temporal lobe, and the spatial delayed response is widely used to evaluate spatiotemporal working memory linked to the prefrontal cortex. These tasks are highly responsive to aging in monkeys and are commonly used in non-human primate cognition research. I will discuss and provide a behavior-analytic interpretation of the use of these methods in cognitive neuroscience research, including the methodology surrounding developing these tasks for non-human primates. As an example, I will describe how I am using these "memory tasks" on a project looking into the role of the social environment on cognitive, affective, and neural aging at the California National Primate Research Center.

*CEU Instructor Daniele Ortu



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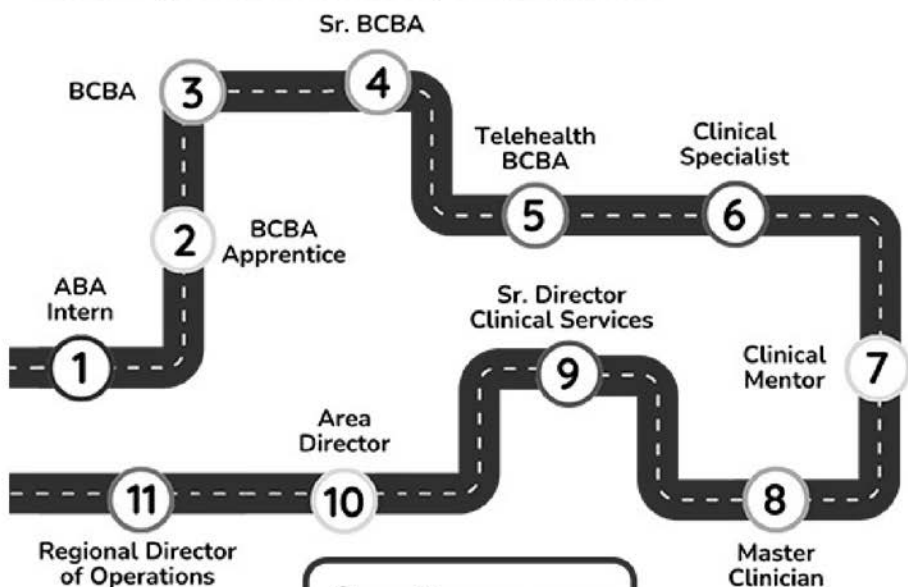
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Friday April 12, 2024

10:15a-11:15a **Champ. III Social** 1 BACB CEU

Rogelio Escobar **The Maker Movement in Operant Research: The Impact of Do-It-Yourself Electronics and 3D Printing.**

Nat. Autonomous
Univ. of Mexico

The involvement of individuals in the invention and tinkering of objects, tools, and electronic devices in recent decades is known as the maker movement. This movement has grown globally, thanks in part to the development of open-source and open-distribution manuals and designs, as well as the availability of inexpensive electronic components and materials. Two iconic elements of the maker movement, do-it-yourself electronics and 3D printing, have been applied to behavioral research, transforming the way we study principles of behavior in the laboratory and how we teach these principles in the classroom. In this talk, I will describe how my research group and I have, for over a decade, designed and built reliable and relatively inexpensive equipment for operant research and classroom demonstrations. Following a strict open-source and open-distribution policy, we have made our designs and programs freely available to everyone interested. Teaching students of behavior analysis about electronics, 3D printing, and programming can be time-consuming, yet the potential benefits are enormous, enhancing the creativity, flexibility, and inclusivity of the science of behavior.

10:45a-12:15p **Legends IV NDD** 1.5 BACB CEUs

Angelica Aguirre **Let's Get "Emotional": Using a Developmental-Behavioral Approach to Teaching Emotion Regulation Skills to Individuals with ASD**

CSU Fresno

Turcotte and colleagues (2016) reported that social skills training, especially in relation to emotion regulation, is the most unmet need for adolescents and adults with Autism Spectrum Disorder (ASD). Emotion regulation is a term used "to describe a person's ability to effectively manage and respond" appropriately to emotional experiences (Rolston & Lloyd-Richardson, 2021). Deficits in emotion regulation have been shown to lead to a multitude of social consequences and difficulties across the lifespan when unaddressed (Shattuck et al., 2011). The purpose of this talk will be three-fold: provide a developmental-behavioral overview of emotion regulation skills, review recent data on teaching emotion regulation skills to a child and young teens/adults with ASD, and how practitioners can execute emotion regulation programming for their consumers.

Friday April 12, 2024

10:45a-12:15p Legends I-III PROF 1.5 BACB CEUs

Adithyan Rajaraman
TRIAD at Vanderbilt
Advocating for Trauma-informed Care and Incorporating it into Behavioral Services for Individuals who Exhibit Dangerous Behavior

Although the construct of trauma has largely eluded a thorough behavior analysis, considerations surrounding trauma and trauma-informed care (TIC) have indubitably entered mainstream applied behavior analysis (ABA) and behavioral services writ large. In the absence of clear findings and guidance from a TIC research program, conversations surrounding the matter—which have permeated published literature, peer review, everyday practice interactions, and social media—have been polarizing. Some submit that ABA has not done enough to incorporate TIC, while others assert it is entirely unnecessary, perhaps even harmful for the discipline. Yet others remain skeptical to embrace TIC in ABA until more data reveal the utility (or lack thereof) of the framework. This talk is an attempt to bring clarity, vocabulary, and nuance to this timely discussion. I will first define trauma across multiple levels of scientific understanding and provide a defensible behavior-analytic interpretation. I will outline core commitments of a TIC framework and describe how to incorporate them into ABA. Then, I will articulate and respond to several concerns and questions that have entered the discourse surrounding trauma and TIC. Finally, I will describe a set of procedures—grounded in ABA and TIC—to address and prevent dangerous behavior and crisis situations. My primary intention is to increase your capacity and willingness to advocate for TIC in ABA in conversations and collaborations with colleagues, caregivers, and clients.

10:45a-12:15p Legends V-VII GEN 1.5 BACB CEUs

Jessica Juanico
Univ. of Kansas
Training Functional Analysis Skills

A functional analysis (FA) involves the manipulation of antecedents and consequences in the environment to determine the cause for problematic behaviors (Iwata et al., 1982/1994). Although the effectiveness of FA has been demonstrated (e.g., Melanson & Fahmie, 2023), practitioners have reported infrequently using FA in their practice, suggesting a research-to-practice gap (Oliver et al., 2015). One barrier that may contribute to the research-to-practice gap is complexity. To perform an FA from start to finish, practitioners need several skills such as identifying the most appropriate FA variation (e.g., latency-based FA, precursor FA) given the behavioral and environmental constraints and analyzing graphical data throughout and following implementation to identify (a) when to discontinue the FA and (b) the function of behavior (Hagopian et al., 1997). To address these specific skills within FA, we conducted a series of studies to train online students and practitioners to identify an initial FA variation and complete ongoing visual inspection (Saini et al., 2018). This talk will review the outcomes of these trainings with associated data.

Friday April 12, 2024

11:30a-12:30p Founders OBM 1 BACB CEU
Laura Methot Addressing DEI as a Strategic Business
I&D I01 Challenge

The war for talent is one of the top challenges business leaders face today. The problem is not simply one of supply and demand, it's also about the organisation's ability to create working environments that foster a sense of purpose and belonging while providing opportunities for growth and development for all its members. In this increasingly competitive job market, being an employer of choice is a boon to attracting and retaining the best talent and creating a nimble and effective workforce. To keep up or pull ahead demands corporate strategies that align progressive approaches to growing human capital with innovative business practices. Corporations failing to do so risk getting left behind. But how do we bring more women and Indigenous people into mining, skilled immigrants into health care, or women of colour into tech when existing workplace structures, policies, and practices were designed largely by and for members of predominant groups. By treating diversity, equity, and inclusion (DEI) as a strategic differentiator, companies can make themselves more attractive to a wider pool of qualified candidates while more effectively leveraging and complementing the talents of existing employees. Those that create equitable workplaces with truly inclusive cultures will be in place to make the most of a diversified talent pool while also inspiring those from traditional pools to fully participate. But as behaviour analysts, we know that behaviour change is at the heart of sustainable results. In this presentation I'll share an approach for creating a line of sight between behaviours and successful DEI outcomes and leveraging leadership from an operant perspective to help leaders integrate DEI into their core business practices.

11:30a-12:30p Champ. V Research 1 BACB CEU
Caio Miguel The Go/No-Go Successive Matching-to-
CSU Sacramento Sample and the Establishment of
Equivalence Classes: A Research Story

Although the traditional multi-array matching-to-sample procedure (MTS) reliably produces conditional discriminations, it requires several prerequisite skills. In the absence of these prerequisites, MTS may produce faulty stimulus control. Research has shown that alternatives such as compound stimulus discrimination with a go/no-go response requirement is successful in producing conditional relations. We conducted 13 experiments with a total of 120 adults to assess the effectiveness of a fixed-location successive MTS in producing equivalence classes. S-MTS trials consisted of the presentation of a single sample stimulus followed by one comparison on the same location. Depending on the relation of the sample and comparison, participants touched (i.e., go) or did not touch (i.e., no-go) the comparison. Following training of baseline relations (AB/BC), participants received tests to evaluate whether untrained relations (i.e., BA/CB and AC/CA) consistent with symmetry and transitivity emerged. Our results suggest that SMTS may be a promising procedure for the establishment of conditional relations in the laboratory and applied settings.

Friday April 12, 2024

11:30a-12:30p Champ. III Social 1 BACB CEU
Brett Gelino **Expanding Community Resilience**
John Hopkins **Through Behavioral Economic Insights**

Applied behavior analysis is a field unified in pursuit of socially validated research, one where scientists are increasingly engaged with pressing societal issues. Conventional research approaches leverage tightly controlled experimental demonstrations to parse function and intervention, as deemed reasonable for the targeted behavior of interest. This presentation addresses a growing challenge in this historic pursuit, notably the observed difficulty in scaling up socially relevant interventions to demonstrate change at a scale sufficiently convincing to capture policy relevance. Indeed, if behavior analysis is to find traction in addressing threats to community resilience, effective interventions must be community enacted. As a supplement to the more conventional small-n design, operant behavioral economics offers tremendous flexibility to derive meaningful data in historically difficult-to-study contexts (e.g., substance use, risky sexual choice, sustainable living). We will first discuss the value-added of two parallel frameworks – discounting, or the tendency to devalue reinforcers as a function of increasing delay or odds against contact, and operant demand, or the defense of baseline (i.e., free-cost) reinforcer engagement as a function of increasing “unit cost.” We will then discuss numerous examples of these methods applied in parallel with conventional behavior analytic single-subject methods, keeping an eye toward applications in the context of community resilience. The presentation will conclude with suggestions to better integrate small-sample and behavioral economic designs to maximize the policy relevance of future empirical efforts.

TxABA Committees are developed by the Executive Council to advance TxABA’s mission and strategic plan. Members may apply to serve on committees and are appointed by Executive Council. To learn more, please scan here or visit the TxABA Committees and SIG booth (look for the beach)



Friday April 12, 2024

2:00p-3:30p Legends IV NDD 1.5 BACB CEUs
Einar Practical Lessons from the Behavior
Ingvarsson Analytic Literature to Improve ABA
VIA Services

A large number of behavior analytic research articles are published every month, making it virtually impossible for busy practitioners to closely follow progress and innovation in the science. Further, even when practitioners find the time to consume the literature, it can be difficult to extract actionable lessons from published literature that is often primarily directed at other researchers and those who already have extensive expertise in a given area. While there are several systems-level improvements that could be implemented to improve access to consumable research, one dissemination avenue that already exists are conference presentations that take the form of tutorials. In this presentation, I will discuss a few areas of application in which relevant evidence from research may not have had sufficient impact on practice on a broad level. These include the use of choice and assent in behavioral interventions, crucial components of programs to prevent and treat challenging behavior, and optimal use of token economies and conditioned reinforcers. I will emphasize actionable suggestions that can be immediately integrated into practice.

2:00p-3:30p Legends I-III PROF 1.5 BACB CEUs
Rany Texana Café: A Unique Recipe for Serving
Thommen Meaningful Employment in Every Dish
Texana Center

Texana Café, a non-profit café in Fulshear, Texas has found a unique way to create meaningful employment for adults with autism, intellectual disabilities, and learning disabilities. Texana Café is a social enterprise of Texana Center, a non-profit organization serving 5 counties in southeast Texas providing behavioral health services including comprehensive, focused, and residential ABA services. Vocational training through an internship model implementing evidenced-based practices in a fully operational restaurant, open to the public will be described. The selection of meaningful objectives that are transferable to any job industry and how that has resulted in meaningful outcomes, specifically securing permanent employment will be discussed. Hear directly from the neurodiverse staff from Texana Café about their internship experiences that led to becoming exceptional employees and their recommendations for others who may want to create a social enterprise serving a similar mission. Funding that supported the opening of Texana Café and building momentum in the community to ensure sustainability such as through social media will also be briefly described.

Friday April 12, 2024

2:00p-3:30p Legends V-VII GEN 1.5 BACB CEUs
Antonia Best Practices in Establishing Appropriate
Ferman Stimulus Control in Safety Instruction
WCSU

Safety skills are an integral piece of a child's repertoire, a point highlighted by the fact that unintentional injuries continue to be the leading cause of death for children in the United States. The causes of these deaths include suffocation, fires, poisons, drownings, and falls. While over 40 years of literature exists in our field on teaching safety skills on a few studies have evaluated procedures for establishing safety responses under appropriate stimulus control. This presentation reviews these procedures, best practice recommendations, and discusses avenues for future research.

2:30p-3:30p Founders OBM 1 BACB CEU
Denys Brand A Translational Approach to Studying
CSU Sacramento **Employee Preferences for a Variety of**
Important Variables within the Workplace

Organizations may benefit from arranging workplace environments in ways that are less aversive to employees. Some of these potential benefits include increased productivity, higher levels of long-term job satisfaction, and decreased turnover. The literature in Organizational Behavior Management regarding the use of preference assessments in the workplace has focused primarily on identifying stimuli and activities that can serve as potential reinforcers. However, little is known about employee preference for other aspects of the workplace (e.g., feedback, rapport). This presentation will include the results from several laboratory-based translational studies investigating the efficacy of and preference for a variety of potentially important variables within organizational settings. These variables include different types of feedback (e.g., positive versus corrective, corrective versus combined positive and corrective), and rapport building. The presentation will include recommendations for how the results may be applied in the workplace and will provide several suggestions for how the research can be extended beyond the basic laboratory setting.

Friday April 12, 2024

2:30p-3:30p Champ. V Research 1 BACB CEU
Christopher How to Train Your Cockroach: A Case
Varnon Study in Developing an Alternative Model
UNT of Learning

Behavioral science has greatly benefited from the use of animal models to explore fundamental processes of behavior and learning. While traditional models, like rats, have been dominant, there is an increasing focus on invertebrate models, which offer advantages in terms of cost and maintenance. While bees are the most developed invertebrate model of learning, they pose several challenges, particularly in terms of facility requirements. As an alternative, several laboratories have considered using cockroaches as an inexpensive, practical, controlled laboratory model of learning. This presentation introduces the orange head cockroach (*Eublabeus posticus*) – a non-flying, non-climbing, and non-pest species – as a promising new model, and discusses pragmatic and methodological considerations for developing such a novel model. The presentation also discusses experimental findings on learning in the orange head cockroach that demonstrate the potential of this model in the realm of behavioral science.

2:30p-3:30p Champ. III Social *1 BACB CEU
Stuart Vyse Identity, Advocacy, & Autism
Independent Pseudoscience
Scholar

This presentation will describe how several social movements have changed the way autism and other mental disorders are construed with particular attention to the challenges these changes create for treatment providers, parents, and family members. Topics covered will include, the history of the autism diagnosis and the current implications of the spectrum concept; the conflict between the autism self-advocacy and neurodiversity movements and people on the severe end of the autism spectrum; the resurgence of facilitated communication and its many variants (e.g., rapid prompting method, spelling 2 communicate, and simply “using a letter board”); the spread of the identity-based neurodiversity movement to schizophrenia; and the effort to introduce a diagnosis of severe autism. Finally, the presentation will outline how the current political climate and trends in scientific publishing create new information literacy challenges for both practitioners and those in search of behavioral services.

*CEU Instructor Lee Mason

Friday April 12, 2024

3:45p-5:15p Legends IV NDD 1.5 BACB CEU
Danielle Programming for Generativity using
LaFrance Multiple Exemplar Training and Multiple
Verbale, LLC Exemplar Instruction

Generativity is an important outcome of any behavior-analytic intervention program, especially in the context of early intervention. In the behavior analytic literature, two terms are often used interchangeably; namely multiple-exemplar training (MET) and multiple-exemplar instruction (MEI). Both procedures lead to a form of generativity. However, their procedural parameters and their outcomes differ. The current presentation defines both terms, and describes the procedures and their outcomes, based upon a review of the existing body of empirical work as well as a preliminary empirical evaluation. Procedures are compared and contrasted, and recommendations are provided with the intent of refining the precision of behavior-analytic language and practice.

3:45p-5:15p Legends I-III PROF 1.5 Eth. BACB CEU
Affirming Neurodiversity: A Panel Discussion
Armando Bernal Adithyan Rajaraman
Autism Inter. Consulting TRIAD at Vanderbilt
Berenice de la Cruz Rany Thommen
TX A&M San Antonio Texana Center

Access to applied behavior analysis services continue to increase and providers aim to improve the quality of life for consumers they serve. Concerns from the autistic community remain such as concerns about ableist practices and autistic representation being absent in research and practices. This presentation offers a moderated discussion to evaluate criticisms of ABA, research in neurodiverse affirming practices, and reviewing the work and recommendations of the TxABA Promoting ABA Ad Hoc Committee. Panelists include members from academia, providers, and an autistic practitioner to review both behavior analyst perspective and the lived experiences of consumers. Recommendations on how to accurately represent ABA to the general public and how to be inclusive of client voices will also be reviewed.

Friday April 12, 2024

3:45p-4:45p Legends V-VII GEN 1 Eth. BACB CEU

Erica Are We Really Improving Lives? How

Jowett Hirst Behavioral Analysis Can Do Better

Curis Functional
Health

Health concerns continue to rise in the U.S. According to the CDC, over half of the American population is suffering from chronic diseases such as obesity, type 2 diabetes, cardiovascular disease, and hypertension. And these diseases are primarily related to lifestyle factors, namely diet and exercise—variables that can be changed with the application of principles derived from behavioral science. However, these variables are rarely addressed in service provision, and equally concerning is that service providers are not investing in their own health, leading to frequent health problems, stress and burnout, and turnover. This presentation will discuss how behavioral science can be used to improve health and overall quality of life among clients and staff.

3:45p-5:15p Founders OBM No CEUs

Leslie Braksick Marketing and Expanding Use of

MyNextSeason Behavioral Tools and Solutions

Julie Smith

Performance Ally

In this session, Drs. Leslie Wilk Braksick and Julie Smith will discuss strategies for Marketing and promoting OBM solutions in corporate settings. Drs. Braksick and Smith will highlight content included in their (recently updated) chapter in the OBM Handbook on Marketing Behavioral Solutions, shedding light on what each has found works and does not work in “selling” behavioral strategies and solutions to prospective buyers. The majority of the session will be devoted to answering audience questions on the topic.

TxABA SIGs are initiated and lead by TxABA Members. To learn more and join, please scan here or visit the TxABA Committees & SIGs booth (look for the beach).



Friday April 12, 2024

3:45p-5:15p Champ. V Research 1.5 BACB CEUs

John Keller An Operant Approach to Game Theory:

GerBL John Nash, I'd Like You to Meet Fred Skinner.

The games of Game Theory model important social interactions. Recently I reported studies in which pigeons and people played different games. In every case the results were entirely predictable from Skinner's principle of positive reinforcement in conjunction with Nash's equilibrium concept. My studies, like most, used a type of trials procedure. Players made a choice of one of two (or three) alternatives. The outcome of this choice was determined by the choice made by the other player. While it's tempting to take these findings and apply them to everyday human behavior, and, indeed, a great many theorists have, there's at least one major difference between lab studies of Game Theory and ordinary human conduct. Seldom is everyday behavior a simple response to repeatedly presented stimulus (a trial procedure). Rather, it is a stream of behavior in constant interaction with the environment. It is the activity captured in Skinner's term operant behavior. The experiments I'll talk about today determine whether game theory principles equally describe such operant behavior -- an investigation of game theory with coupled concurrent schedules of reinforcement. The results demonstrate that Nash's mathematical principles and the principle of positive reinforcement again entirely account for all the results.

3:45p-5:15p Champ. III Social 1.5 BACB CEUs

William Baum Behavioral Principles for Cultural Change

UCD

All social problems are behavioral problems and require changes, not just in individuals' behavior, but in the behavior of groups, which is to say cultural changes. To think about cultural change, a set of concepts from a molar view of behavior may be more helpful than traditional concepts. These molar concepts derive from three laws: allocation, induction, and covariance. The Law of Allocation addresses activities' increases and decreases. The Law of Induction and the Law of Covariance offer a model for effecting behavioral change. These laws apply to individual behavior, but also to culture, when we understand culture to be activities or practices that belong to a group. How do we encourage desirable practices and discourage undesirable practices? Induction and covariance provide a way to understand transmission and adoption of desirable practices. Undesirable practices tend to proliferate because they pay off in the short term, even though they lead to disaster in the long term. To replace undesirable practices with desirable ones, we must bring behavior into contact with long-term covariance, if possible. Since this is rarely possible, the best method is rule-governance. A rule is a stimulus, given by one person, to induce a desirable activity in another. It may bring the activity into contact with the long-term covariance, but little is lost if it doesn't. Never underestimate the power of propaganda.

SATURDAY SCHEDULE

April 13, 2024



Thank you to our Saturday Morning
Coffee & Afternoon Snack Sponsor

7:00a - 6:00p
Discovery
Center

Badge Pickup and Registration
Please Bring Photo ID

7:00a - 6:00p
Legends PFA &
Discovery
Center

Exhibit Booths
Coffee/Tea and Breakfast Assortment
Afternoon snack will be available on both
levels

8:30a - 12:00p

Morning Sessions

12:00p - 1:00p
Legends I-III

TxABA PPG Meeting
Everyone Welcome
Pasta Station for Meeting Attendees (First-Come
Basis)

2:00p - 4:15p

Afternoon Sessions

4:30p - 5:30p
Legends IV

Keynote Speaker Wayne Fisher
Enduring Career Contributions to
Behavior Analysis Awardee

5:30p - 6:30p
Legends IV

TxABA Awards Ceremony

9:00p - 12:00a
Champions PFA
Level Two

TxABA Social
**Operant Lab Band, selfie stations, &
quieter places for conversation**
Cash Bar

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Saturday April 13, 2024

8:30a-9:30a Legends IV NDD 1 BACB CEU

Francesca Degli Espinosa Eye-contact: To Teach or Not to Teach.
That is Not the Question (In-Person Only)
ABA Clinic, UK

The behaviour of looking at people's faces is one of the first operant responses and is implicated in setting the stage for all future social learning. Not only is visual social engagement considered an important measure of social cognition in developmental neuroscience, but its quantification has produced significant advances in the study of autism diagnostic tools in infants. At the behavioural level, looking at people's faces provides us with information regarding the discriminative functions and reinforcing value of social stimuli, of people, of what they do and what they say. There is general scientific consensus that the establishment of early and frequent social learning experiences through visual engagement is an important objective in early intervention programmes that aim to alter a child's developmental trajectory and to establish social and verbal behaviour under naturally occurring contingencies. In recent years, the question of whether teaching eye-contact to children with autism constitutes an important and ethical objective has been raised. I will argue that this question may be best answered by first understanding the behaviour of looking at people's eyes and its controlling variables in the context of social learning. The current presentation will provide a conceptual analysis of the behaviour of looking to produce contact with the eyes as a reinforcer and video examples on how to establish it as offered behaviour in a social interconnected chain, without the involvement of reinforcers that are extrinsic to the interaction in young children with autism.

8:45a-10:15a Legends I-III PROF 1.5 Sup. BACB CEUs

Shawn Capell Enhancing Staff Training for ABA-based
Covenant 15 16 LLC Interventions in a Diverse Population
Tacorra Gray
Light House Charter

In a world characterized by increasing cultural diversity, it is paramount to ensure that ABA-based interventions are accessible and tailored to meet the unique needs of individuals from various cultural, ethnic, and linguistic backgrounds. This presentation will highlight the key challenges and opportunities associated with staff training in this context. This presentation will underscore the significance of cultural competence in ABA practice. It will discuss the potential barriers and disparities that may arise when ABA services are not culturally sensitive and highlights the positive outcomes that can be achieved through culturally competent interventions. We will examine the current state of staff training in ABA and identifies the gaps that exist in addressing diversity-related competencies. Finally, this presentation will explore innovative approaches and strategies for enhancing staff training, including the use of technology, collaborative partnerships, and experiential learning opportunities. This overall presentation will emphasize the need for ongoing assessment and evaluation of training programs to ensure their effectiveness in preparing staff to work with diverse populations.

Saturday April 13, 2024

8:30a-9:30a Legends V-VII GEN 1 BACB CEU

Jeanne Donaldson What Happens When We Let Students Select Their Intervention Experiences?
LSU

Over the past decade, my graduate students and I have been studying behavioral interventions to improve classroom behavior and academic performance in preschool and elementary students. We have also been asking our student participants to make choices about whether and how they experience our interventions. In this presentation, I'll share some common themes that have emerged when we provide choices to students. I'll also touch on methodological refinements of our choice procedures and conclude with future research ideas on choice and preference for behavioral interventions.

8:30a-9:30a Founders NDD Adult 1 Eth. BACB CEU

Shanna Bahry The Ethics Of Actually Helping People:
Meaningful Hope The Obligation for Behavior Analysts to Target
Endicott College Skill Acquisition Goals that Promote
Meaningful Adult Outcomes for Individuals
with Autism Spectrum Disorder

Currently, adult outcomes for individuals with autism spectrum disorder are suboptimal across various domains. Given that over three-quarters of practitioners in the field of applied behavior analysis work with this population, behavior analysts arguably have an ethical obligation to work towards improving these adult outcomes. This presentation will provide a framework to improve outcomes guided by three ethical themes that are aligned with the Ethics Code for Behavior Analysts. The goal is to empower professionals to contribute meaningfully to enhancing outcomes for individuals with autism in adulthood specifically in clinical practice, as well as within training, supervision, advocacy, and research.

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- TAYLOR RUSSELL,
BCBA AND REGIONAL DIRECTOR, AUSTIN, TX



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Saturday April 13, 2024

8:30a-9:30a Champ. V Niche Areas No CEUs

Zlatan Krizan Sleep-Related Fatigue in Legal Interactions
ISU

During criminal justice investigations verbal accounts provided by suspects, victims, and witnesses are critical for establishing facts of the case and determining culpability during court proceedings, as well as navigating plea-bargaining agreements. However, statements in evidence (including confessions) come from human sources who are inherently fallible, owing to intrinsic limitations of neural processing, imperfect or incomplete access to relevant case information, and various human motivational and cognitive biases. As a result, it is critical to develop understanding of factors underlying fidelity and reliability of accounts provided during legal proceedings. In this talk I outlined how sleep-related fatigue can undermine the reliability of accounts provided by suspects, victims, and witnesses by focusing on, namely (1) lower reliability of memory accounts, (2) higher perceived adversity of the interrogative situation, and (3) impaired situational awareness and reasoning. I conclude with guidance on how to assess sleep-related fatigue in legal contexts and chart the course for addressing key future questions.

8:30a-9:30a Champ. III Education *1 BACB CEU

Andrew Kieta Expanding the Reach of Behavior Analysis
Morningside Academy in Education with the Morningside Model of Generative Instruction.

Educators cannot possibly teach everything that needs to be learned in order to be an effective, independent adult. Even full mastery of the K-12 curriculum will not do the trick. The most pressing question for teachers is how to teach children to be successful lifelong learners. For over years, Morningside Academy, a laboratory school in Seattle, WA, has investigated best practices in education to discover how to develop generative learners: students who can engage in a wide variety of new academic performances without specific instruction. In a single school year, students at Morningside are guaranteed two years growth in their skill of greatest need or their tuition is refunded. To date, less than 1% of tuition has been returned. The Morningside Model of Generative Instruction is built on six key features: 1. Curriculum and instruction is focused on the components of typical holistic classroom activities and real-world challenges, 2. Students are grouped based on common academic strengths and challenges, 3. Skills are taught to mastery using direct and explicit instruction, 4. Once accurate, skills are built to fluency using Precision Teaching, 5. Once fluency, students are taught how, when, and why to apply those skills to real-world contexts, and 6. Students are taught generative repertoires, which allow them to use all of their fluent skills to figure out new and exciting classroom and real-world challenges.

*CEU Instructor Kathleen Strickland-Cohen

Saturday April 13, 2024

9:45a-10:45a Legends IV NDD 1 BACB CEU

Karen Rader **Observational Learning in Children with
Toussaint Autism: Assessing Component Skills**
UNT

Observational learning (OL), recognized as a behavioral cusp, allows individuals to learn by observing others; however, it is often deficient for individuals with autism spectrum disorder (ASD). The presented study focuses on the assessment and treatment of OL component skills with two young learners diagnosed with ASD. In the context of teaching tasks of trained and untrained stimuli, we assessed the component skills of attending, imitation, differential responding to one's name, and consequence discrimination. Assessment results revealed that participants exhibited distinct deficits across component skills. Subsequently, we developed and provided individualized interventions to strengthen component skills. Following intervention, participants demonstrated increased correct OL performance. These findings emphasize the role of component skills in exerting convergent stimulus control for the emergence of OL. Furthermore, they highlight the importance of assessment-based and tailored interventions.

9:45a-10:45a Legends V-VII GEN 1 BACB CEU

Ansley Hodges **Behavior Analysts as Collaborators:
Nemours Embedding the Science into Medical
Children Health Practice**

In this presentation, I will describe my journey of embedding behavior analytic services, both ABA and OBM, within a pediatric hospital. Behavior analysis services integrated into a pediatric hospital presents both tremendous advantages and some challenges. First, most physicians are not trained in the science of behavior and often have their own approaches to treating problem behavior, increasing adherence to treatment protocols, and developing new skills. Thus, we must train physicians in the fundamentals of our field. To accomplish this, behavior analysts must develop positive, effective relationships; simple pairing can be an essential element of this process. Once this is accomplished, then behavioral strategies can be integrated into other departments such that a more thorough, effective way of treating medical problems may be implemented. Moreover, behavior analysts can assist other departments in their processes. For example, different departments benefit from organizational strategies constructed in tandem with the ABA department. Finally, conducting behavioral research with our division and multi-disciplinary research projects can provide studies with far-reaching implications while disseminating our research and science into the medical field. The research will also include physiological measures that guide physicians on how well their patients tolerate medical procedures.

Saturday April 13, 2024

9:45a-10:45a Founders NDD Adults | Eth. BACB CEU

John Guercio **Conducting Ecologically Valid Research with
Benchmark Adults with Autism & Intellectual Disabilities:
Human Services Promoting Functional and Socially Valid
Outcomes in Adult Treatment Settings**

This training will detail the necessity of using ecologically valid research methods when conducting research with adults with autism spectrum disorder (ASD) or other Intellectual and Developmental Disabilities (IDD) (Fahmie et al., 2023). It is necessary to implement this research in the environments in which they occur in order for functional treatment results to be obtained. It is also crucial to the ongoing maintenance and generalization of the interventions that are implemented. This talk will give some practical examples of how such research can be conducted as well as examples of functional scientific endeavors and the necessary treatment contexts that should be present. The information will enable practitioners that work with adults to better evaluate research that is conducted with this population. The talk will cover both staff training research as well as functional applied research with problem behavior in adults with ASD and IDD.

9:45a-10:45a Champ. V Niche Areas | Eth. BACB CEU

Rick Smith **Toward a Behaviorist Account of Values:
UNT Implications for Behavioral Science and
Practice**

The current paper discusses the concept of values from a behavior-analytic perspective and applies the concept to behavior-analytic science and practice. A behavior-analytic account of values suggests that they may be conceptualized as generalized and pervasive sensitivities to particular types of consequences as reinforcement or punishment. Thus, what humans value (or devalue) is apparent in the types of behavioral consequences around which repertoires and performances are organized. The paper seeks to examine how sensitivities to scientific, professional, personal, and societal/cultural consequences may affect our scientific and professional behaviors. The author will discuss how these sensitivities may be conditioned and how different sensitivities to reinforcement may affect scientific, professional, and personal trajectories. It is proposed that "imbalances" in sensitivities can result in non-optimal patterns of scientific and professional behavior, and that there may be evidence of such imbalances in our current practices. Some current values-based challenges faced by behavior analysts will be described, and suggestions about how we might best address some of these challenges will be offered.

Saturday April 13, 2024

9:45a-10:45a Champ. III Education | Eth. BACB CEU
Sarah Lechago Culturally Responsive Care in School-
UHCL Based ABA

Texas public schools are rich with a diversity of student cultural profiles. During the 2021-2022 school year, 1.1 million Texas public school students, pre-k through 12th grade, were identified as Emergent Bilingual, encompassing over 70 languages (Txchildren.org). There are also large cities in Texas, such as Houston, which boast being one of the most diverse cities in the US (Wallethub, 2021). In light of these facts, it is incumbent upon educators and BCBA's working in school districts to ensure that we are providing educational experiences that are sensitive to the cultures and lived-experiences of the students we serve and their families. This presentation will provide practical recommendations for working with students' families to administer behavior analytic assessments and build teaching plans that are culturally responsive and strengths based.



Prince ABA is owned by BCBA Kara Stacks, a Texoma local who has a personal connection to the ASD community as a mother of a child with Autism and through SpED advocacy.

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Saturday April 13, 2024

10:30a-12:00p Legends I-III PROF 1.5 Eth. BACB CEU
Sparking Change with TxABA Public Policy Group

Christina Martin
CMartin Therapy

Berenice de la Cruz
TX A&M San Antonio

Rany Thommen
Texana Center

In today's evolving landscape, the role of the behavior analyst extends beyond clinical practice. TxABA Public Policy Group (PPG) has been central in passing key legislation in Texas. Creating licensure for behavior analysts and passing funding for Medicaid coverage for individuals with Autism are just a few major efforts led by TxABA PPG. There is much more to accomplish in our large state with large needs. A core principle of the Ethics Code for Behavior Analysts is to benefit others by protecting the welfare and rights of clients. There is a responsibility to advocate for the profession of behavior analysis and advance the well-being of consumers of behavior analytic services. This presentation provides a behavior analytic perspective on the basics of public policy in Texas, relevant public policies impacting behavior analysis, grassroots advocacy strategies, and ethical engagement with policymakers.

12:00p - 1:00p Legends I-III

TxABA Public Policy Group (PPG) Meeting

Everyone is welcome to join the TxABA Public Policy Group (PPG) Business Meeting, even if you are not a member. This is a great opportunity to learn about TxABA PPG, past legislative successes, future legislative goals, and how you can get involved.

TxABA PPG is a separate 501c6 organization from TxABA. The mission of the TxABA PPG is to review and act on legislative issues impacting behavior analysts and consumers in Texas. It is vital for our field's future that we have a seat at the table when bills and regulations related to behavior analysis are being discussed.

The Business Meeting will focus on a review of TxABA PPG activities over the last year and strategic planning entering the 89th Legislative session. Results of the recent TxABA PPG election will be shared, and a light lunch will be served.

Come learn about how TxABA PPG is working on behalf of behavior analysts and consumers in Texas.

TxABA PPG Officers

President	Mariel Cremonie- Fernandez
President-Elect	Rany Thommen
Treasurer	Berenice de la Cruz
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Website



Saturday April 13, 2024

11:00a-12:00p Legends IV NDD 1 BACB CEU
Einar Virtual Reality Interventions for
Ingvarsson Individuals with ASD: Driving Simulation
VIA and Peer Social Skills

Virtual reality (VR) interventions have become increasingly widespread in various fields, and applied behavior analysis is no exception. Much of the published research on VR within ABA has focused on training staff and treatment implementers; however, VR also holds promise as an intervention approach for clients and consumers of ABA services. This talk will include an overview of two research projects. The first includes young children with ASD and involves measuring acquisition of peer social skills within a VR environment as well as generalization to “real world” setting with actual peers. The second study involves mixed-reality training on safe driving skills with adolescents and young adults with ASD. Both projects offer lessons on collaborations with other disciplines and technology developers.

11:00a-12:00p Legends V-VII GEN 1 BACB CEU
Antonia Developing Comprehensive Safety
Ferman Instruction in Practical Settings
WCSU

Unintentional injuries resulted in the deaths of 4,272 children and nearly 3 million ER visits in the United States in 2020. Safety instruction should therefore be a key programmatic goal in behavior analytic programming. Clinicians may find the task of assessing and implementing safety instruction daunting. This presentation provides a framework for assessing, developing, and implementing comprehensive safety instruction. We will discuss best practices, considerations for children with autism and developmental disabilities, and procedures for establishing safety responses under appropriate stimulus control.

Saturday April 13, 2024

11:00a-12:00p Founders NDD Adults 1 BACB CEU

Christopher Manente Rutgers Univ. **Developing Inclusive Community-Based Opportunities for Adults with Complex Support Needs**

As individuals with autism age out of legally mandated school-based services, they encounter an abrupt reduction in resources and support commonly referred to as the “services cliff” (Roux et al., 2015). Limited funding, few available service options, and an absence of research establishing best practices in intervention and benchmarks for evaluating the quality of outcomes, often leads to placement in segregated, congregate support settings with limited opportunities for community integration for many autistic adults. This restricted access to the community is often exacerbated for individuals with complex support needs, including, but not limited to severe challenging behavior (Manente et al., 2010). Clinical techniques rooted in Applied Behavior Analysis (ABA) show promise as tools to be utilized in adult service settings to both increase adaptive behavior and decrease challenging behavior, ultimately preparing individuals for success within inclusive settings. The current presentation makes an appeal for the nationwide standardization of a professional field of practice surrounding the occupation of supporting autistic adults throughout the lifespan and provides an overview of a model program that encourages inclusive opportunities for adults with complex needs. In particular, the presentation will focus on reviewing current research related to models of behavior analytic assessment and intervention designed to increase community inclusion for adults with a limited history of community access.

11:00a-12:00p Champ. V Niche Areas *1 BACB CEU

Caleb Hudgins Adapt & Transform Behavior **Behavior Analysis and Juvenile Justice: Reports from the Front Line**

Providing Behavior Analysis informed services for youth in the juvenile justice system is flush with unique challenges. Adapt and Transform Behavior has been providing Applied Behavior Analysis (ABA) and other behavior science informed services in the Florida juvenile justice system since 2017. Come learn about the current challenges we have experienced trying to expand services including limitations on the state and juvenile justice facility administration for allocating resources to staff training and education as well as regular assessment and evaluation of treatment outcomes. Additionally, there is a culture within these organizations where decision makers and agency leadership are reluctant to “rock the boat” and change the way they have been operating even if there is clear evidence that the way things have been done is not working. Please join us to learn more about some of our specific projects as we share what we have learned about providing Behavior Analysis services in juvenile justice settings.

*CEU Instructor Daniele Ortu

Saturday April 13, 2024

11:00a-12:00p Champ. III Education 1 Eth. BACB CEU

Natalie Badgett Promoting Sustainable Implementation of Behavioral Supports in Educational Settings

Univ. of Utah

Addressing problem behaviors in educational settings remains a challenge for educators and a main contributor to teacher burnout, which has led to increasing teacher shortages in recent years. Despite decades of evidence supporting the effectiveness of behavioral strategies in schools, including research supporting teachers and school staff as primary implementers of behavioral intervention, there remains a problematic research to practice gap. The purpose of this presentation is to describe key components of implementation, identify common barriers to implementation, and to present research supported strategies for supporting implementation in educational contexts. Specifically, this presentation will highlight research related to gaining educator buy in, collaboration between behavior analysts and teachers in educational settings, and factors that hinder or support ethical and effective implementation of applied behavior analysis in schools.

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		<p>Sam Houston State University's LIDA program follows a course sequence that meets the requirements set by the Behavior Analyst Certification Board, Inc.® for eligibility to take the Board Certified Behavior Analyst Examination. Applicants will have to meet additional requirements to qualify.</p>	



College of Education
SAM HOUSTON STATE UNIVERSITY

For more information:
Dr. William J. Calderhead
Program Advisor
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Saturday April 13, 2024

2:00p-3:00p Legends IV NDD 1 BACB CEU

Erica Jowett Hirst **Incorporating Acceptance and Commitment Therapy into Programming for Highly Verbal Clients**
Curis Functional Health

A large majority of skills taught to individuals with developmental disabilities include verbal behavior, social skills, and activities of daily living, all of which are important for improving quality of life. However, many of the people who receive ABA services struggle with operant and respondent private events (e.g., ruminating on unpleasant thoughts and experiencing uncomfortable feelings), and these behaviors are rarely the focus of treatment, likely due to lack of education, and perhaps in some cases, insurance constraints. This presentation will provide an overview of Acceptance and Commitment Therapy and how clients can benefit from activities that teach them how to navigate challenging internal events.

2:00p-3:00p Legends I-III PROF 1 Eth. BACB CEU

Danielle LaFrance **Multidisciplinary Teaming: Enhancing Collaboration through Increased Understanding**
Verbale, LLC

In an effort to provide clarity about the unique contributions of several professions within the context of multidisciplinary treatment, the definitions, philosophical underpinnings, and national requirements pertaining to scopes of practice and training of 4 behavioral health professions (behavior analysis, psychology, speech language pathology, and occupational therapy) will be briefly reviewed. These professions are likely to provide treatment alongside one another and often to the same clients. In a review of documents pertaining to scopes of practice and training for each profession, there is some overlapping content. However, the similarities between professions diminishes when specific guidelines such as learning objectives, educational requirements (i.e., coursework), supervised clinical experience (e.g., internships), and national examinations are considered. This is especially true when considering each profession's underlying approach to treatment (i.e., philosophical underpinnings) and, hence, service activities. Findings will be discussed, in light of service overlap and the need for collaboration between professions, as related to the separate content knowledge and expertise of professionals in each field and the impact on client outcomes.

Saturday April 13, 2024

2:00p-3:00p Legends V-VII GEN 1 BACB CEU
Angelica Verbal Behavior in Action: A Preliminary
Aguirre View to Fight Social Injustice

CSU Fresno

For decades, social injustice has shown to negatively impact the mental health and human performance of marginalized communities (Sue, 2010b; Blume et al., 2011; Nadal et al., 2012, Nadal et al., 2014; Choi et al., 2017). A lot of social injustice practices revolve around verbal behavior. Writer Rita Mae Brown (2011) once stated, “[verbal behavior] is the roadmap of a culture” (p. 47). If behavior analysts want to continue to state we can “save the world”, we need more research examining the impact verbal behavior can have on developing more positive cultural practices (Dixon et al., 2018; Miller et al., 2019). One possible way to view the impact of verbal behavior in social injustice is using the stimulus equivalence paradigm (SEP). Stimulus equivalence has been used to teach complex verbal repertoires or derived relational responding for over 50 years (Fienup et al., 2016). This talk will cover two preliminary studies using SEP to combat two common social injustice practices: microaggressions and bullying. Study One found the SEP was effective in teaching different types of microaggressions to university students. Study Two used the SEP to teach neurotypical children to be effective bystanders when witnessing bullying. In conclusion, this talk will provide behavior analysts applications to viewing verbal behavior to increase cultural responsiveness in practice.

2:00p-3:00p Founders NDD Adults 1 BACB CEU
Valeria Pascale Living the Good Life: Building Meaningful
Chicago School Life Skills in Adults with Autism and
ABA for Disability Intellectual Disabilities

Since as early as 1978, social validity was centered as the way for ABA to find its heart; measuring this has been done across a diversity of populations and ages, the majority of which are children with autism. Although children with autism become adults with autism, the role of autonomy, independence, and integration into the community contributes differently to their quality of life. As with much of their behavior, the individual's well-being is directly impacted by their social environment, the ability to make choices, and have pro-social interactions with others. These same things tend to be essential components to anyone's good life, regardless of diagnosis. This talk will cover the role of social validity and quality of life measures integrated to ABA treatment and positive interaction style to define meaningful goals for adolescents and adults with ASD and Intellectual disabilities (ID) and decrease severe aggressive behaviors.

Saturday April 13, 2024

2:00p-3:00p Champ. V Niche Areas 1 BACB CEU

Francesca Degli Espinosa **The Verbal Behaviour of Recalling Past Events: Conceptual and Teaching Implications of Multiple Control (In-Person Only)**
ABA Clinic, UK

The study of memory has been a subject of great interest in mainstream psychology for decades, with a number of theoretical models and classifications being proposed. Yet when it comes to remediating recall deficits, intervention strategies have been inherently behavioural. Few behavioural accounts exist on the subject, however, with even fewer applied studies on how to establish the generative behaviour of recalling past events. Drawing from current behavioural accounts of memory and problem solving, the current presentation will firstly, outline the differences between the multiply-controlled verbal behaviour of remembering past events and intraverbal responses; and secondly, will illustrate through video examples the verbal prerequisites and environmental variables that could be manipulated to establish and strengthen the verbal behaviour of recalling past events.

2:00p-3:00p Champ. III Education I Sup. BACB CEU

Keith Radley **Powering Up Educator Supports: Enhancing Intervention Implementation Through Technology**
Univ. of Utah

Behavior analysts are often tasked with providing supports to teachers and other school professionals, who in turn provide direct services to students. Within any indirect service-provision framework, ensuring that interventions are implemented with fidelity is of primary concern. This presentation will describe technology-based strategies that may facilitate the implementation of evidence-based practices by school professionals. Specifically, three categories of technology-based implementation strategies will be described: strategies that leverage technology to effectively and efficiently train school personnel in intervention implementation, technology-based strategies that directly facilitate implementation of an intervention, and technology-enhanced data collection strategies that may be used to evaluate the extent to which interventions are implemented as intended.

Saturday April 13, 2024

3:15p-4:15p Legends IV NDD 1 BACB CEU

Caio Miguel Bidirectional Naming and the Integrative
CSU Sacramento Verbal Behavior Approach

The term bidirectional naming (BiN) has been used to describe the integration of listener and speaker behaviors that leads to speaking with understanding. In other words, it is the basic behavioral unit for the establishment of verbal behavior. In this talk, I will explain the importance of bidirectional naming, as well as how it is established during a typical child's development. Finally, with examples from the behavior analytic literature, I will suggest ways by which some of the skills that lead to the development of BiN can be targeted and prioritized during intervention with early learners diagnosed with autism and other developmental disabilities. The emphasis on teaching developmentally appropriate cumulative-hierarchical skills that allow children to learn from natural contingencies of reinforcement is the hallmark of the integrative approach to verbal behavior.

3:15p-4:15p Legends I-III PROF *1 BACB CEU

Judith Ursitti Profound Autism: What is This New
Profound Autism Definition and Why Does it Matter?
Alliance

The Centers for Disease Control published research in April 2023 indicating that 26.7% of autistic children have profound autism. People with profound autism consistently experience unique, disabling, and often unseen challenges (i.e., safety, intense behaviors) that require immediate and substantive solutions not only that will provide support to them but also to their caregivers. The use of this newly introduced administration term, profound autism, is about clarity, not competition. Understanding which autistic people are categorized as having profound autism is critical to serving this particular segment of the population through research, supports, and services. Unfortunately, the proportion of studies that included those with profound autism has decreased significantly over time. The continuing increased recognition of profound autism will open the doors to more inclusive research. Only then can targeted advocacy increase access to critically needed supports and services for this marginalized population. Behavior analysts frequently work with people who have profound autism. Understanding what this new terminology means and how clarification can lead to better research, support, and services is the most effective way to make a difference for this segment of the spectrum.

*Rany Thommen-Moser CEU Instructor

Saturday April 13, 2024

3:15p-4:15p Legends V-VII GEN 1 BACB CEU

**Jessica Juanico The Assessment and Treatment of Food
Univ. of Kansas Selectivity**

Food selectivity is a common feeding problem (e.g., Kedesdy & Budd, 1998; Silbaugh et al., 2016) and has been reported to occur in 10% to 35% of typically developing children (Burklow et al., 1998; Manikam & Perman, 2000) and up to 70% of children with an autism spectrum disorder (ASD) who have a feeding problem (Twachtman-Reilly et al., 2008). Food selectivity is often defined as the consumption of a limited variety of food that is typically nutritionally inappropriate and categorized according to the type of selectivity (Field et al., 2003; Silbaugh et al., 2016). That is, children may be selective with respect to type, texture, temperature, color, and the vehicle of food presentation (Bandini et al., 2010; Gentry & Luiselli, 2008; Munk & Repp, 1994; Piazza, 2008; Wilkins et al., 2014; Williams & Seiverling, 2010). Nonremoval of the spoon is often used to increase consumption of foods in children with food selectivity (e.g., Kern & Marder, 1996); however, there are challenges associated with the implementation of nonremoval of the spoon, making these procedures difficult to implement (e.g., McConnachie & Carr, 1997). Therefore, it is important to evaluate the effects of other procedures that could possibly be implemented in the absence of nonremoval of the spoon (Bachmeyer, 2009). This talk will review assessment and treatment procedures, with associated data, that could be used as an alternative to nonremoval of the spoon for the treatment of food selectivity.

3:15p-4:15p Founders NDD Adults 1 BACB CEU

**Natalie Enhancing Education in Supporting Adults
Driscoll with Disabilities: A Call for Specialized
Melmark Training for Behavior Technicians**

This presentation will address the value and necessity of specialized training and support for behavior technicians working with adult clients. As people grow from childhood to adulthood, their support needs change significantly. However, the resources available for behavior technicians and their colleagues are limited. Unlike the structured support frameworks for other age groups, adult services require a more nuanced understanding of unique challenges and diverse needs. The multifaceted role of behavior technicians requires specific training which can be done with a combination of existing training programs and supervision. Real-world examples of supervising behavior technicians and supporting individuals transitioning into adulthood and aging adults will be shared. The overarching goal is to highlight the advantage of specialized continuing education to support behavior technicians in successfully navigating the intricate landscape of adult services.

Saturday April 13, 2024

3:15p-4:15p Champ. V Niche Areas 1 BACB CEU

Russell Silguero **How does Machine-based Reinforcement Learning Relate to Behavior Analysis?**
UNT

The products of machine learning are becoming increasingly present in our lives. One major type of machine learning is called “reinforcement learning,” in which machines learn to solve problems through trial-and-error learning. How does this relate to the reinforcement learning studied by behavior analysts? In this talk, I will describe how machine-based reinforcement learning works (with demonstrations!) and suggest that behavior analysts ought to adopt the same quantitative framework. Such a framework allows for the unambiguous identification of concepts such as contingencies of reinforcement, schedules of reinforcement, conditioned reinforcement, delay discounting, generalization, and motivating operations. I will discuss how such an approach can inform both basic and applied behavioral research.

3:15p-4:15p Champ. III Education 1 Eth. BACB CEU

Season Almason **Tales from the Trenches: Working as a Public School District Employee**
W. Valley School District #208

Since the COVID-19 shutdown, public schools have been scrambling to provide appropriate supports to their students who have returned to school with significant social and emotional regulation skills deficits and behavioral excesses that disruptive to the educational environment. Public school administrators have begun to realize the effectiveness of interventions based on the principles of Applied Behavior Analysis and the expertise that BCBA's can bring to a school district. However, working as a school district employee is very different than working in a clinical setting or even consulting in schools. The presentation will cover lessons learned in over a decade working as a school district employee in multiple roles from a Behavior Specialist to Director of Special Education. The presenter will focus on: (1) additional education and training someone interested in working in a public school should pursue, (2) common ethical issues that arise working in public schools and some strategies for avoiding or remediating those issues, and (3) strategies for collaborating with school staff and creating buy-in for your recommendations.

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Saturday April 13, 2024

Keynote: Wayne Fisher

Join us in learning from this year's Enduring Career Contributions to Behavior Analysis awardee

4:30p-5:30p Legends IV 1 BACB CEU

Wayne Fisher **Using Quantitative Models to Promote Meaningful Decreases in Destructive Behavior in Children with Autism**
Rutgers Robert Wood Johnson Medical School

The most important advancement in the treatment of destructive behavior has been the development of functional analysis (FA), which is used to prescribe effective treatments, such as functional communication training (FCT). With FCT, the consequence that historically reinforced destructive behavior is delivered contingent on an appropriate communication response and problem behavior is correlated with extinction. Although this approach can be highly effective, many pitfalls and practical challenges arise when this treatment is implemented by caregivers in natural community settings. In this presentation, we will present data and describe a line of research routed in behavioral momentum theory aimed at increasing the effectiveness, efficiency, and practicality of FCT for individuals with ASD who display destructive behavior in typical community settings. Specifically, I focus on: (a) recent research on establishing-operation manipulations that can be used to prevent extinction bursts when treatment is initiated; (b) stimulus-control procedures that can be used to promote the rapid transfer of treatment effects to novel therapists, contexts, and caregivers without reemergence of destructive behavior; and (c) stimulus- and consequence-control procedures that can be used as "behavioral inoculation" to prevent resurgence of problem when caregivers do not implement treatment procedures with pristine procedural integrity.

Join us at the Social Tonight!

9:00 pm - 12:00 am Champion Area - Level Two
Operant Lab Band

Selfie stations & photo backdrop

Tables to sit and chat with old and new friends!

Saturday April 13, 2024 5:30p - 6:30p
Awards Ceremony Legends IV



Duy Le

MS, BCBA, LBA-TX

**Career
Contributions to
Behavior Analysis
in Texas**

Duy Le's career started as an undergraduate at UTA with TxABA's first President Dr. Jim Kopp. From there he was a student of Dr. Richard Smith at UNT. Duy is a consummate scientist-practitioner who has dedicated his career to serving families and the field of behavior analysis in Texas. He has built a behavior analysis program with multiple departments at the Child Study Center in Fort Worth, that is now part of the broader Cook Children's network. Even after moving into a director-level position, he continues to work directly with families and dedicates his time to mentoring students, RBTs, and early career behavior analysts. He has served on TxABA Executive Council, TxABA Committees, and the TxABA PPG Advisory Committee.



**Wayne
Fisher**

PhD, LP, BCBA-D

**Enduring Career
Contributions to
Behavior
Analysis**

Since Dr. Fisher graduated from UT Austin in 1982, he has made innumerable contributions to the field of behavior analysis as a researcher, clinician, supervisor, director, and professor. He is one of the top researchers in functional assessment and treatment of challenging behaviors. He has developed sophisticated methodologies for research and his foundational research on preference assessments has shaped research and practice for the past 30 years. He has published over 200 peer-reviewed articles in behavioral and non-behavioral journals and served as the editor of behavioral books and journals. Perhaps most importantly, he has mentored countless master's students, doctoral students, and post-doctoral students at Kennedy Krieger Institute, Munroe-Meyer Institute, and Rutgers University Center for Autism Research, Education, and Service.

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SUNDAY SCHEDULE

April 14, 2024



THERAPY ON A HILL

Thank you to our
Sunday Morning
Coffee Sponsor

7:30a - 12:00p
Discovery
Center

Badge Pickup and Registration
Please Bring Photo ID

7:00a - 6:00p
Legends PFA &
Discovery Center

Exhibit Booths
Coffee/Tea and Breakfast Assortment

8:00a - 9:00a
Legends

TxABA State of the Organization
Everyone Welcome; No CEUs

9:15a - 11:15a
Legends

Morning Session
Professional Track

12:00p - 2:00p

TxABA Executive Council Meeting
Closed Meeting

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Sunday April 14, 2024

8:00a-9:00a Legends Ballroom

No CEUs

TxABA State of the Organization: Business Meeting

Summer Gainey
President

Jennifer Hines
Secretary-Treasurer

Rachel Kramer
Executive Director

- Agenda:**
- | | |
|----------------------|--------------------------|
| 1) Welcome | 5) Strategic Plan Update |
| 2) Conference Review | 6) Committee Updates |
| 3) Election Results | 7) SIG Updates |
| 4) Financial Report | 8) Open Floor |

9:15a-11:15a Legends Ballroom PROF *2 BACB CEUs

Meeting the Needs of Profound Autism: The Parent Perspective

Judith Ursitti
Profound Autism Alliance

Mara LaViola
Parent, attorney & disability
advocate

Moderated by Rany Thommen

According to the CDC, 26.7 percent of people with autism spectrum disorder have profound autism. The needs of individuals with profound autism have often been excluded from research, advocacy, and services. Informing the public about the lifelong support needed for individuals with profound autism and the intricacies that are different from what is broadly known as autism spectrum disorder most often falls on parents and caregivers. This parent panel will serve as a voice and spotlight for individuals with profound autism who often cannot speak for themselves.

Identifying cortical visual impairments, hearing impairments, and other impairments that can be masked by autism will be discussed. Parents will review what providers and advocates need to know regarding the unique needs of individuals with profound autism with regards to specialized care, schooling, and residential needs.

*Rany Thommen CEU Instructor

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