TXABA

AN ABAI CHAPTER AFFILIATE

2021 Regional Conference on

Behavior Analysis

Virtual

Schedule Details

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Conference Overview

Dates

Thursday, February 11, 2021 – Sunday, February 14, 2021

Hours

⭐ **Thursday, February 11, 2021**

Welcome Reception / Jobs and University Fair　　　　6:00pm – 9:00pm

⭐ **Friday, February 12, 2021**

Conference Hours　　　　　　　　　　　　　　　8:45am – 5:00pm
TxABA PPG Business Meeting　　　　　　　　　　12:45pm – 1:45pm
Virtual Poster Session　　　　　　　　　　　　　5:15pm – 7:15pm

⭐ **Saturday, February 13, 2021**

Conference Hours　　　　　　　　　　　　　　　8:45am – 5:00pm
TxABA State of the Organization and　　　　　　　5:15pm – 6:45pm
　　　　Awards and Recognition Ceremony
TxABA Social!　　　　　　　　　　　　　　　　8:00pm – 9:30pm

⭐ **Sunday, February 14, 2021**

Conference Hours　　　　　　　　　　　　　　　8:30am – 1:45pm

Registration Prices

Early Registration	$120*
Regular Registration	$145*
Late Registration	$180*
Student Early Registration	$45
Student Regular Registration	$60
Student Late Registration	$85

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

Continuing Education Credits

Conference attendees may purchase BACB CEUs for a flat $75. This allows attendees to receive as many CEUs as they are able. Conference attendees may purchase the 2021 CEU package at any point from the conference until the next date of their BACB re-certification.
Per the BACB guidelines, we guarantee a CEU certificate within 45 day from the end of the conference (March 31, 2021). However, TxABA usually processes CEU certificates before that deadline. To access your CEU certificate, please follow the steps listed here.

Accessing Your CEU Certificate

Your 2021 CEU certificate will be available by March 31, 2021 at the latest. However, we will do everything we can to provide your certificate as soon as possible. Once the certificates are ready, follow the steps below to access your 2021 CEU certificate:

1. Go to txaba.org and log into your account. Please make sure that the account you log into is **the same account through which you purchased your CEUs.**
2. Navigate to your TxABA profile by clicking on the "Member Profile" button on the TxABA homepage.
3. In the "Profile" box, under "Credits" click on "36th Annual Conference - 2021" to view your 2021 CEUs.
4. On the next page, click "view" or "download" to access your certificate.
5. If you do not see the "view" or "download" buttons, then you likely have not paid for your CEUs. If you believe this to be in error or have another question, please contact txaba@txaba.org for assistance.

Certificates of Attendance

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

Zoom Information

All the presentations will be streamed live via [Zoom](#). We strongly recommend that you install Zoom on a laptop or desktop computer as users have reported that certain features are unavailable via iPads, mobile devices, and browser extensions.
★ [Installing Zoom](#)
★ [Getting Started on Zoom](#)

Zoom has an extensive help section on their website. [Click here to get help](#) if you have any issues with Zoom on your preferred device.

Accessing Live Presentations

Follow the steps below to access live presentations at the conference.
1. Go to txaba.org and log into your txaba account
2. Click on "Conference" at the top of the website
3. On the left side of the screen click "Track Information" then click on the track in which the presentation is hosted
4. Click on "Watch Presentation" under the presentation you would like to attend

You will only be able to access the track pages if you have paid for conference registration. If you experience any technical difficulties, please email us at [txaba@txaba.org](#).

Accessing Recorded Presentations

Most talks will be available for viewing asynchronously Feb. 15, 2021 through March 28, 2021. Whether a presentation is available asynchronously will be specified under the presentation entry on the track information pages.

To watch a presentation asynchronously, follow the same steps listed above. After the conference, the "watch presentation" links for the presentations will remain active through March 28, 2021.

Conference Demographics
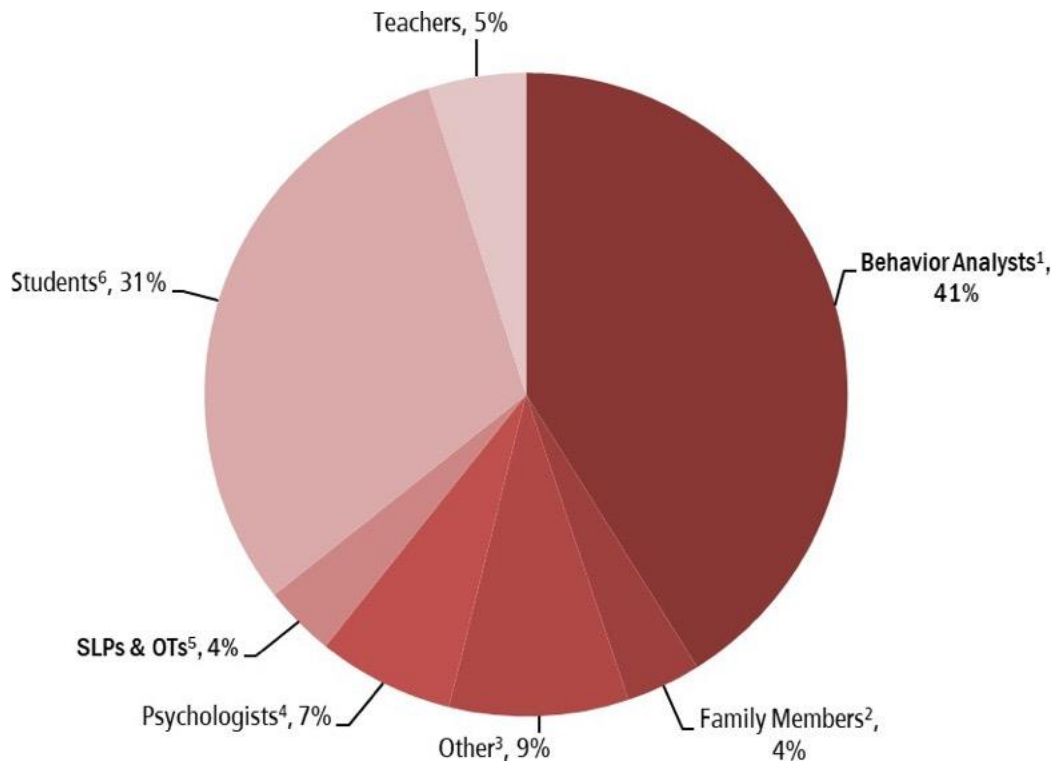
Number of 2019 attendees: 1,104

1. Board Certified Behavior Analysts (BCBAs) & Board Certified Assistant Behavior Analysts (BCaBAs)

2. Family members of individuals with special needs

3. Other includes: Neuroscientists, Basic Researchers, Animal Trainers, Organizational Consultants, Nurses, Childcare Professionals, Public Policy/Administration

4. *May include individuals with more than one certification or license*

5. Speech Language Pathologists (SLPs) and Occupational Therapists (OTs)
   May include individuals with more than one certification or license

6. Students of (in order from largest number to smallest) Behavior Analysis or Applied Behavior Analysis, Psychology, Education, Neuroscience, Other

Thursday, February 11

6:00 pm - 9:00 pm   Job Fair and Exhibitor Expo   https://txaba36.easyvirtualfair.com/

Friday, February 12

9:00 am – 12:30pm   Morning Sessions

12:45 pm – 1:45 pm   TxABA PPG Business Meeting

2:00 pm - 5:15 pm   Afternoon Presentations

5:15 pm - 7:15 pm   Poster Session

5:15pm – 7:15pm   **Poster Session and Student Poster Competition**

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

Neurodevelopmental Disorders Track 1

9:00am – 12:00pm   **Andy Bondy**: AAC Strategies for individuals with ASD: A
                                                               contrarian's perspective
                                                               (3 BACB CEUs)

Abstract: A core deficit in Autism Spectrum Disorder involves issues regarding communication. Especially when working with very young children with ASD, issues arise regarding specific target skills, prerequisite and sequential factors, specific teaching strategies and modality. This talk will review these issues, with particular emphasis on Skinner's analysis of verbal behavior. We will review strategies both within and outside of the field of applied behavior analysis. We will review some recent concerns regarding modality selection (including the explosive use of SGDs) in terms of both logic and research. We also will review the type of evidence that supports various strategy packages as well as modalities. Finally, we will review several recent publications and point out what is still missing from the evidence-based literature.

2:00pm – 5:00pm   **Vicent Carbone**: Skinner's Autoclitic
                                                               (3 BACB CEUs)

Abstract: In language training programs for children with autism and related disorders therapists and parents often require children to produce multi-word utterances consistent with the child's chronological age. Therapists frequently rely on the psycholinguistic literature (Brown, 1973) and not the behavior analytic literature (Skinner, 1957) to determine how and when to increase the length of utterance. The purpose of this presentation is to compare and contrast the psycholinguistic and behavior analytic approaches. B.F. Skinner's analysis of the autoclitic (Chapters 12, 13 and 14 in Verbal Behavior) will be presented as an alternative conceptual guide for teaching increasingly more sophisticated linguistic structure to children with autism. Video illustrations will be offered in support of the analysis.

Neurodevelopmental Disorders Track 2

9:00 am – 10:00am   **Keith Allen**: Promoting parental adherence: Some "secrets" worth
                                                               knowing
                                                               (1 BACB CEU)

Abstract: There are numerous child behavior management and instructional techniques, derived from ABA, that have been proven effective and can be taught to parents for improving child outcomes. However, evidence-based practice requires knowledge of more than just effective treatment. Accumulated evidence across clinical disciplines suggests that the process of delivering a treatment matters more than you think and can impact adherence. We will review "process secrets" to being an effective parent trainer and promoting adherence and then discuss implications for applied behavior analysis in practice.

10:15am – 11:15am   **Lauren Schnell**: Using Instructional Assessment to Identify the Most Optimal Instruction for Learners with Autism Spectrum Disorder (1 BACB CEU)

Abstract: There exists a healthy research base related to the use of assessments in several areas of behavior analysis. However, only a small handful of studies have evaluated the use of assessment to identify the most efficient instructional practices for individuals with autism spectrum disorder. This is problematic as individuals with ASD often have difficulty acquiring skills and the procedures that may be efficient with one individual may not be for others. In this talk, I will discuss the current research on the use of assessment to identify the most optimal prompts, prompt-fading procedures, and error-correction procedures when teaching individuals with ASD. Implications for clinical practice and future research will also be discussed.

11:30am – 12:30pm   **Sarah Lechago**: A Short Story about cultural competence in practice (1 BACB CEU)

Abstract: This presentation will present on experiences that have influenced research on bilingualism in autism treatment, lessons learned, and lessons taught to graduate students in introducing ABA to an underserved community at the border between Mexico and Texas, and present research on training clinical competence in graduate students in behavior analysis.

2:30pm – 3:30pm   **Jonathan Tarbox**: ACT and Compassion-Focused Applied Behavior Analysis (1 BACB CEU)

Abstract: The purpose of the field of applied behavior analysis (ABA) has always been to serve humanity by attempting to make the world a better place. While this dedication to serving humanity is obvious to us in the field of ABA, it seems it has not been entirely obvious to others that we lead with our hearts. Recent data confirm what many in the field of ABA have felt for a long while; that parents of children with autism, among others, do not always feel that we emphasize empathy and compassion. What's more, there is a growing yearning inside the field of ABA to connect with other humans in more complete and fundamental ways. In this presentation, we will make the case for embracing compassion in the field of ABA. We will suggest that compassion is not a specialty within ABA but may be considered a foundation for everything we do. Further, we offer practical strategies for using Acceptance and Commitment Training (ACT) to empower us to live compassion in our daily research and practice.

3:45pm – 4:45pm   **Tara Fahmie**: Cultural Adaptations to Behavior Analytic Services Outside of the United States (1 BACB CEU)

Abstract: In this presentation, I will review current research and provide an organizational framework for considering culture in our application of behavior analysis outside of the United States. I will then describe the ongoing development and evaluation of a training program delivered in Chennai, India.

The training program was intended to help caregivers advocate for children with challenging behavior by covering the basics of behavioral function and best practice recommendations for functional assessment and intervention. Many aspects of the training were influenced by the cultural norms, beliefs, values, and practices of Chennai, and these adaptations will be described in the presentation. Finally, I will propose several remaining questions that require additional research with respect to cultural competency and global ABA applications.

General Track

9:00am – 10:00am **David Richman**: Back to baseline: Effects of the number of sessions and variance in baseline on estimating treatment effect size from single-case design data
(1 BACB CEU)

Abstract: Recommendations vary considerably for the minimum or optimal number of baseline sessions to conduct within single-case experimental design clinical analyses or research studies. We examined the optimal number of baseline sessions that produced minimal bias towards running too many or too few baseline sessions before determining adequate stability in level, trend and variability for the dependent variable. First, we examined the relation between the number of baseline sessions and the degree of bias in calculating estimates of treatment effect size. As the number of baseline sessions increased, the bias in effect size estimates decreased, $r = -0.36$, $p < 0.001$. Second, we examined what would be the minimum number of baseline sessions associated with varying levels of bias. Bias of approximately ten percent was associated with four to five baseline sessions. Bias of about five percent was associated with six to seven baseline sessions. Third, we examined the relation between standard deviation and varying levels of bias. As the number of baseline sessions increases, the standard deviation for the phase decreased, $r = -0.89$, $p < 0.001$. Fourth, we examined what value of standard deviation in the baseline phase was associated with equal to or more than five versus ten percent bias. When considering five or ten percent bias, the optimal level of standard deviation was 0.59 or less.

10:15am – 11:15am **Timothy Vollmer**: What is next in functional analysis research: new layers of "why" questions
(1 BACB CEU)

Abstract: Four decades of research, using functional analysis methods, have taught us a great deal about severe behavior disorders. However, there are still many cases of severe behavior that remain unsolved. The presenter will make a case that functional analysis methods will allow us to address a new layer of "why" questions. His position is that in some cases it is no longer enough to say, for example, "the behavior is maintained by escape," or "the behavior is automatically reinforced." In cases when behavior is unresponsive to typical treatments involving differential reinforcement, it is crucial to ask why questions at another level. Methods wil be demonstrated to show that variables like sleep,

pain, elicitation, and phylogeny must be taken into account and likely require alteration of standard courses of treatment.

11:30am – 12:30pm   **Amanda Laprime**: The Role of Applied Behavior Analysis in an Integrated Health Care Model
(1 BACB CEU)

Abstract: Applied Behavior Analysis (ABA) is well-know for it's utility in educational, home, and residential settings. The field has made great progress, and is now seen as a key treatment model in these areas, with clinicians holding essential direct support, clinical, and leadership positions. The role of ABA in healthcare systems is far more limited, and has developed at a slower place than in other systems of care. When ABA does exist in healthcare systems, it is typically focused on defined outpatient or inpatient care that occur in a silo, rather than being fully integrated into the medical service. Fortunately, there are some examples where ABA clinicians have partnered successfully with medical teams, and yielded substantial results for patients, and dissemination of the science within the medical field. This talk will address the barriers ABA clinicians face when trying to integrate into different areas of practice, such as medicine. Key concepts for successful partnering, and developing a shared vision will be reviewed. Lastly, problems solving approaches and suggestions for overcoming hurdles will be discussed. Real-life examples from a pilot program serving in a medical center will serves as a model for each area reviewed during the talk.

2:30pm – 3:30pm   **Stephanie Kuhn**: Evaluation the effects of behavioral skills training to decrease interfering behavior and increase adaptive behavior with individuals with Autism Spectrum Disorder on a University campus.
(1 BACB CEU)

Abstract: Evidence suggests that while a growing number of students with Autism Spectrum Disorder (ASD) are reaching college age (Van Bergeijk, Klin, & Volkmar), students with ASD fail to enter college or drop out before completing their degrees despite high intelligence (Cederlund et al, 2008). In addition, evidence-based services for students with ASD are very limited (Bishop-Fitzpatrick et all, 2013; Howlin et al., 2004). Individuals with ASD experience social difficulties such as recognizing and responding to nonverbal cues, following social boundary rules, refusing to complete group work, speaking out, and going on tangents (Gobbo & Shmulksy, 2013). The goal of the current project was to contribute to and expand our knowledge regarding interventions based on the principles of behavior to individuals in college settings. Students participating in a college transition program volunteered to participate based on the recommendation of their advisor. Students targeted 2-3 behaviors for increase and/or decrease. Behavioral Skills Training (BST) consisting of instruction, role-play, modeling, and feedback was implemented. Results indicated that BST may be an effective method for targeting social difficulties among students with ASD in college programs. Limitations and future directions will be discussed.

3:45pm – 4:45pm   **Charlotte Mann:** Supporting the Needs of College Student with Autism Spectrum Disorder (ASD)

(1 BACB CEU)

Abstract: Autism Spectrum Disorder (ASD) is characterized as a developmental disorder that negatively impacts social functioning (American Psychiatric Association, 2013). As a result, navigating college can present a particular challenge for individuals diagnosed with ASD relative to their typically developing peers. This presentation will highlight recent advancements in research orbiting around what faculty and administrators can do to facilitate the success of students with ASD in their classrooms and on their campuses.

Professional Track

9:00am – 12:00pm   **Rany Thommen**: An Open and Honest Conversation about Promoting Diversity and Inclusion While Maintaining Ethics.
(3 BACB Ethics CEUs)

Abstract: Culturally humble practices have never been more important in our field. The clinicians and clients served in behavior analysis are as diverse as the tools available to us in the field. According to the Oxford Dictionary, culture is defined as the customs, arts, social institutions, and achievements of a particular nation, people, or other social group. It includes beliefs, behavior, customs, traditions, and language. Although ABA has decades of research supporting its effectiveness in treating Autism and other developmental disabilities, there is little research on how to develop ABA programs for consumers in a way that adapts to cultures outside of Western culture. The ethics of culturally sensitive treatment can sometimes be difficult to navigate. This presentation aims to reframe thinking, open possibilities, and provide greater perspective for engaging with and treating clients while maintaining ethical practices. This presentation also aims to provide an open and honest conversation about how one's own background and routines impact perception and the way services are delivered. Tools such as the Cultural Iceberg Model will be described. Assessment and treatment development processes that are culturally sensitive will also be discussed. Participants will learn how to think more globally about ways diversity and inclusion impact treatment including but not limited to gathering informed consent, assessment processes, treatment planning, treatment materials, and caregiver training.

2:00pm – 5:00pm   **Cindy Graham**: Improving Cultural Competence: Toward an Understanding of Racial Trauma
(3 BACB CEUs)

Abstract: Events of the past year have brought about much needed discussion on racism in the United States and beyond. Mental and behavioral health providers understand there is an increased need for cultural competence in service delivery and Applied Behavior Analysis is no exception (Conners & Capell, 2021). An important aspect of culturally sensitive care is the understanding of the impact racial trauma has had on Black, Indigenous, and People of Color (BIPOC). In this session, attendees will be introduced to important concepts in racial trauma while also being encouraged to

reflect upon personal experiences. Furthermore, this talk addresses implicit biases that may affect interpersonal interactions with BIPOC staff and clients. Attendees will leave with a greater understanding for how to provide more culturally sensitive care.

Research Track

9:00am – 10:00am **Erik Arntzen:** A Review of Important Studies for the Emergence of Sidman Equivalence Research
(1 BACB CEU)

Abstract: The presentation discusses publications by Sidman and colleagues before the conceptualization paper on stimulus equivalence in 1982. The purpose is to outline 31 papers and chapters' critical work focusing on research questions within stimulus control written by Sidman and colleagues. According to their dimensions in behavior analysis, these publications are organized according to whether they can be categorized as instruction programs or experimental studies. The presentation discusses how the previous studies influenced stimulus equivalence and shows how the work is characterized as a translational research cycle about stimulus control, sometimes more necessary and other times more applied.

10:15am – 11:15am **Christoph Guger**: Current and future applications of BCIs
(No CEUs available)

Abstract: Brain-computer interfaces are extracting information in real-time from the human brain. The work with non-invasive or invasive sensors and can be used for many applications: brain assessment for patients with disorders of consciousness, rehabilitation of upper and lower limbs of stroke patients, communication interface for locked-in patients, treatment of Parkinson with deep brain stimulation and many more.

11:30am – 12:30pm **Brennan Armshaw**: Surface Electromyography and Rehabilitation: Application & Methodological Considerations
(1 BACB CEU, pending approval)

Abstract: Research in Behavior Analysis has produced a sophisticated understanding of the organization of behavior. Such advances illuminates the operant nature of many acts previously thought to be impervious to feedback/antecedent control. These developments along with advances in technology begin to shift the threshold of the measurable response and provide avenues for the implementation of sophisticated contingencies. For instance, developments in surface electromyographic technology have expanded the possibilities for its clinical utility. This presentation describes translational work from our lab focused on the development of contingencies designed to optimize the utility of surface electromyography and improve rehabilitative outcomes. The presentation will describe the technology, discuss methodological considerations, and present current findings along with future considerations.

2:30pm – 3:30pm　　　　　　**David Palmer**: Young Skinner on Stimulus and Response Classes
(1 BACB CEU)

Abstract: In an unpublished letter to F. S. Keller (October, 1931), long before he formulated the concept of the operant, 27-year-old Skinner speculated at length about the difference between "learning curves" and "conditioning curves." Even at this early date he argued that conditioning occurs completely on a single trial. He interpreted the variability found in the early portions of cumulative records in terms of the conditioning of stimulus and response "elements." I follow the development of Skinner's concepts of stimulus and response classes through his later work and conclude that he would be unhappy with the contemporary assumption that response classes can be defined solely by reference to common consequences. Members of response classes must not only have the same effect, they must covary, a condition that is usually met when they share common elements and is seldom met when they do not.

3:45pm – 4:45pm　　　　　　**Louise Barrett**: Why I am not a cognitive ethologist
(No CEUs available)

Abstract: Cognitive ethology is often presented as the means by which 'taboo' subjects like animal emotions were made respectable (again) within comparative psychology, and a way to recognise the scientific contributions that can be made outside the laboratory. Cognitive ethological approaches are thus said to free us from the 'sterility' of behaviourism and the strictures of tight experimental control. The activities of animals in their natural ecological settings can thus be used to generate theories about the processes that produce behaviour, which can then be confirmed through experiments that offer a higher degree of ecological (external) validity. As a field biologist, I'm on board with the first part of this but—and it's a big but—only up to a point, and I have severe reservations about the second. With respect to the first part, I stop short of full endorsement because ecology is paid only lip-service, and the animal's brain alone is considered to do all the heavy-lifting. With respect to the second, confirmatory experiments usually involve comparisons between a cognitivist and a behaviourist account, in which the latter is stripped of any quality that would be recognisable to an actual living, breathing behaviourist. As a consequence, cognitive ethology offers us a view of the animal cognition as distinctively scientific, and not ethological at all. With the aid of some philosophical support from Wittgenstein, Skinner and the work of embodied and enactivist philosophers, I want to explain why I'm a Radical, not a cognitive, Ethologist.

Social Issues Track

9:00am – 10:00am　　　　　　**Sarah Richling**: Redefining Activism, Advocacy, and Accompaniment: Toward Strategic Influence and Policy Change
(1 BACB CEU)

Abstract: Many individuals and communities are trapped in complex, multi-level systems of interlocked behaviors that offer no clear path toward dignity and social justice. The impact behavior

analysts can have with progressive social change may be enhanced with the strategic adoption of three key repertoires: activism, advocacy, and accompaniment (AAA) in combination with knowledge regarding actual evidence-based policy change efforts. This presentation will first provide a behavioral redefinition of these three concepts. Particular emphasis will be placed on a discussion of advocacy (defined as, goal-oriented planned actions that target specific, valued changes for individuals or groups), values and ethical considerations for behavior analysts engaging advocacy efforts, and several potential strategic influence options for policy advocacy at the national level. Finally, the presentation will conclude with an example of the application of strategic influence at the level of the organization, providing a model of actual growth within a local juvenile detention center, and future options for policy advocacy.

10:15am – 11:15am   **Kaston Anderson-Carpenter**: Applied Behavior Analysis at the Margins of Society: Integrating ABA in Public Health Approaches
                    (1 BACB CEU)
Abstract: Historically, the science and practice of behavior analysis has focused on areas such as Autism Spectrum Disorder and developmental disabilities. However, behavior-analytic principles have substantial efficacy and effectiveness in areas such as community engagement and public health. To support Skinner's call for wider applications of behavior-analytic principles, this presentation highlights the integration of behavior analysis in public health approaches, with a specific focus on marginalized and underserved populations. Additionally, this presentation examines unique ethical considerations for developing and implementing behavior-analytic interventions in marginalized settings through a public health lens.

11:30am – 12:30pm   **Stephanie Scott-Curtis (moderator)**: Social Issues Panel
                    (1 BACB CEU)
Abstract: Speakers from the Social Issues Track will discuss the morning's paper presentations by Sarah Richling and Kaston Anderson-Carpenter, and answer questions from the audience. The panel will be moderated by Stephanie Scott-Curtis.

2:00pm – 3:30pm   **Elizabeth Hughes Fong**: An OBM Approach to Increasing Diversity in ABA
                    (1 BACB CEU)
Abstract: This presentation will discuss creating a diverse workforce. A brief history of diversity initiative in organizations, as well as issues related to recruitment, and microaggressions. Benefits of having a culturally diverse workforce will also be mentioned, as well as practice recommendations.

3:44pm – 5:15pm   **Jomella Watson-Thompson**: Promoting Multisector Collaboration to Address Disparities through a Behavioral Community Approach
                    (1.5 BACB CEUs)
Abstract: There is a plethora of significant societal concern, which disproportionately affects marginalized populations and communities. Disparities in access to services and cultural adaptations

for underserved populations, including racial and ethnic minorities is a challenge in the field. The importance of collaborating to address social determinants of health or underlying factors that may serve as antecedents for a range of issues is explored. Behavioral-community approaches are useful in advancing cross-sector and multidisciplinary collaboration between applied behavior analysis and other disciplines including community psychology, prevention science, and public health. The application of behavioral community approaches to advance community change through multisector collaboration is examined as a method of social validation. The presentation examines strengths, challenges, and opportunities to contribute to change and improvements in population-level outcomes and related disparities through multisector collaboration.

Saturday, February 13

9:00 am – 12:30 pm	Morning Presentations
2:30 pm – 5:00 pm	Afternoon Presentations
5:15 pm – 5:45 pm	TxABA State of the Organization
5:45 pm – 6:45 pm	Awards Ceremony
8:00 pm – 9:30 pm	TxABA Social – ABA Trivia Night!

Neurodevelopmental Disorders Track 1

9:00am – 10:00am **Terry Falcomata**: Clinical Relapse and "Freebies": Reinstatement of Problem Behavior Exhibited by Individuals with Autism and other Developmental Disabilities.
(1 BACB CEU)

Abstract: This presentation will present a series of studies that focus on relapse in the form of reinstatement across several applied and translational experimental arrangements. It will present a series of studies focusing on (a) non-clinical responses with non-clinical populations that serve as analogues to clinical situations in which there is a risk of reinstatement of problem behavior and (b) reinstatement of problem behavior exhibited by individuals with autism and other developmental disabilities. The results of this series of studies provide evidence that reinstatement represents a challenge to treatment and can play a role in clinical relapse pertaining to problem behavior. They also suggest that factors other than the discriminative properties of reinforcement stimuli can contribute to reinstatement and may impact problem behavior. Results will be discussed both in terms of potential clinical implications as well as possible future directions in translational and applied research contexts.

10:15am – 11:15am **Amber Valentino**: Putting cheeseburgers back on the menu: Recommendations for incorporating ABA supervision best practices into everyday work.
(1 BACB Supervision CEU)

Summary: Supervision impacts all facets of a practitioner's work. Providing high quality supervision can ensure high quality clinical care, prepare aspiring behavior analysts to effectively supervise others, and contribute to the growth of our field. However, incorporating best practices into every day clinical work can be challenging. In this talk, I will discuss small, changes every behavior analyst can make to incorporate best practices into their everyday supervisory work.

11:30 am – 12:30 pm   **Vincent Carbone**: Applications of Joint Control to Teaching Complex Behavior to Children with Autism.
(1 BACB CEU)

Abstract: Skinner's (1957) analysis of language has much to offer clinicians interested in teaching verbal behavior to persons with autism. A special form of verbal mediation and multiple control called joint stimulus control (Lowenkron, 1998) may provide a cogent behavioral analysis and explanation for complex behavior. The purpose of this workshop is to provide an overview of the conceptual analysis of joint control and the basic and applied research that has followed. Video demonstrations of the teaching of joint control with participants from a published study and other clinical applications will be presented to illustrate the implementation of joint control procedures in applied settings.

2:30 pm – 3:30 pm   **Claudia Dozier**: Recent Advances in Assessment, Intervention, and Prevention of Behavior Disorders
(1 BACB CEU)

Abstract: Behavior disorders exhibited by individuals with intellectual and developmental disabilities pose challenges to instruction or place them and others at risk. Three general approaches are used to conduct functional behavioral assessments (FBAs) for the purpose of determining maintaining variables for problem behavior (Iwata et al., 2000). These approaches include anecdotal (indirect) methods, descriptive (naturalistic) analysis, and functional (experimental) analysis. Results of FBAs are then used to develop a function-based intervention to reduce the occurrence of problem behavior (Hagopian et al., 2012). Several general categories of function-based treatments have been shown to be effective including antecedent interventions, extinction, and differential reinforcement. Furthermore, recent research suggests that environments may be set up that are based on the common functions of problem behavior and empirically validated environmental interventions to prevent the occurrence of problem behavior (e.g., Hanley et al., 2007). In the current presentation, I will discuss recent research from my lab in assessment, intervention, and prevention of problem behavior. Specifically, I will discuss research on comparing isolated versus synthesized contingencies in functional analysis methodology, research evaluating interventions in the absence of extinction for the treatment of problem behavior, and preliminary data on a prevention package based on common functions of problem behavior.

3:45 pm – 4:45 pm   **Andy Bondy**: PECS: An Overview
(1 CEU)

Abstract: The Picture Exchange Communication System (PECS) is an evidence-based strategy developed by a behavior analyst and a speech-language pathologist and derived from Skinner's analysis of verbal behavior (1957). This presentation will briefly describe how key elements of behavior analysis, organized by The Pyramid Approach to education, form the foundation of the PECS protocol. We will review the core six Phases of the protocol, as well as attributes. Key research regarding PECS from around the world, both single subject designs and RCTs, will be reviewed. Next,

we will review some common misinterpretations and myths associated with PECS. Finally, we will discuss some of the important issues associated with transitioning from PECS to speech or SGDs.

Neurodevelopmental Disorders Track 2

9:00 am – 12:00 pm   **Sarah Lechago**: Teaching mands for information
(3 BACB CEUs)

Abstract: Individuals with autism often demonstrate deficits in communication (DSM-5, 2013). Mands are a critical feature of communication and are recommended as one of the initial targets in an EIBI program (Sundberg & Michael, 2021). A common deficit is manding for information, as information often does not function as a reinforcer for individuals with autism (Endicott & Higbee, 2007). The purpose of this presentation is to define the mand for information (MFI), discuss antecedent influences on MFIs, review the current literature, highlight directions for future avenues for research, and discuss the current recommendations for practice.

2:00 pm – 5:00 pm   **Tara Fahmie**: Strategies to prevent the emergence of problem behavior
(3 BACB CEUs)
Available for **live viewing** only.

Abstract: Research on the functional analysis of severe behavior has yielded a great deal of information about the conditions that give rise to and maintain such behavior in individuals with intellectual and developmental disabilities. These collective findings have produced a powerful technology for behavior change; however, the prevailing focus of behavior analytic services remains on the treatment of existing severe behavior. In this presentation, I will propose several strategies to prevent the initial onset of severe problem behavior. Strategies will be based on existing research in prevention of problem behavior as well as recently-emerging research on screening the earliest signs of problem behavior. This presentation will include the review of a recent study by my research lab, in which we conducted a modified trial-based functional analysis in 7 groups of 3 preschool children each (n=21) to optimize the safety and efficiency of the analysis. We screened several levels of problem behavior severity as well as the presence of adaptive alternatives (e.g., communication). Results showed that functional analyses produced differentiated outcomes in most cases, and clear priorities and preventive strategies emerged from the various profiles of child behavior screened. I will discuss our outcomes as preliminary evidence towards a function-based model of risk identification and behavioral prevention of severe problem behavior.

General Track

9:00 am – 12:00 pm   **Stephanie Kuhn**: Ethics Code Revision: What you need to know before the newly revised BACB "Ethics Code for Behavior Analysts" goes into effect.
(3 BACB Ethics CEUs)

Abstract: This workshop is primarily designed to help new and veteran BCBAs and BCaBAs interpret, understand, and apply the newly revised standards set forth in the BACB "Ethics Code for Behavior Analysts" that goes into effect on January 1, 2022. Specifically, this workshop will review the changes in the new code and will highlight the differences between the new code and the current iteration. This workshop will present attendees with an opportunity to familiarize themselves with the new code, to identify considerations related to the new code, and to analyze ethics scenarios as well as develop potential solutions that adhere to the new code.

2:00 pm – 5:00pm   **Charlotte Mann**: Using Behavior Analysis to Meet the Needs of College Students with ASD
(3 BACB CEUs)

Abstract: Individuals with Autism Spectrum Disorder (ASD) represent an estimated 0.7-1.9% of the college population (White, Ollendick, & Brey, 2011) and approximately 17% of the 50,000 youth diagnosed with ASD who graduate high school every year in the United States attend a 4-year college or university (Roux, Shattuck, Rast, Rava, & Anderson, 2015). Though more students with ASD are entering college, reviews of graduation record indicate that students with ASD are attaining degrees at a far lower rate than their peers (Roux et al., 2015). High attrition rates are concerning both for the students with ASD who are not attaining degrees and for post-secondary institutions that are losing qualified students. Attendees of this workshop will learn the current state of the literature base as it relates to supporting college students with ASD, and strategies that can be incorporated into their college classrooms to facilitate the success of students with ASD. In addition, barriers to conducting research in this area and strategies to overcome them will be discussed.

Professional Track

9:00 am – 10:00 am   **Amanda Zangrillo**: Functional Analysis in the Clinic Setting: Procedural modifications and refinements to address barriers during clinical care
(1 BACB CEU)

Abstract: The development of the functional analysis represents a landmark event in the history of our field. The method developed by Iwata and colleagues is the most widely used, researched, and cited

form of functional analysis to date. However, many procedural modifications and refinements are documented in the literature. Ultimately, the purpose of these variations are often aimed at addressing two specific concerns. First, procedural variations have historically aimed to adjust to the ever-changing landscape of clinical care and time constraints that tend to arise in our diverse settings. The second variation is aimed at further harnessing the specific motivating operations, discriminative stimuli, and reinforcers idiosyncratic to a client's behaviors. This presentation aims to provide an overview of a) current clinical progressions related to assessment of challenging behavior; b) unique barriers that our lab has encountered during clinical care; and c) clinical demonstrations for addressing identified barriers when analyses don't go as planned.

10:15 am – 11:15 am   **Cindy Graham**: Using Social Networking to Reach Your Communities
(1 BACB CEU, pending approval)

Abstract: With over 70% of Americans using at least one type of social networking site (Pew Research, 2020) and half of the world population accessing social media (Kemp, 2020), the digital world is a valuable tool for connecting with others. For ABA and mental health providers, social networking can be used to reach clients, employees, and students. The purpose of this talk is to discuss the benefits of social networking, help providers identify what platforms may be best suited to them, and review relevant ethical considerations.

2:30 pm – 3:30 pm   **Gina Green**: An Update from the Association of Professional Behavior Analysts
(1 BACB CEU)

Abstract: The Association of Professional Behavior Analysts (APBA) is a nonprofit membership organization whose mission is to support and advance the science-based practice of applied behavior analysis (ABA). Since its founding in 2009, APBA has carried out that mission by developing practice guidelines, position statements, white papers, and other resources; educating the general public about the practice of ABA; providing quality professional development opportunities for behavior analysts; and advocating for public policies to protect behavior analysts' right to practice, enhance consumer access to ABA services provided by credentialed practitioners, and arrange funding for those services. This presentation will describe recent APBA activities and resources in three main areas: licensure and other regulation of ABA practitioners, health insurance coverage of ABA services, and practicing ABA during the COVID-19 pandemic.

3:45 pm – 4:45 pm   **Rany Thommen**: Creating a Diverse and Inclusive ABA Workforce
(1 BACB CEU)

Abstract: Strategies in creating a more diverse and inclusive workforce in the field of ABA will be discussed. Ensuring greater representation of BIPOC in the workforce will also be discussed. Examples include attracting employees of color, celebrating women in leadership roles, and celebrating neurodiversity in employees. Strategies in educating leadership, developing on-going analysis of

employment practices, and measurement systems to monitor progress towards increased diversity will be reviewed to improve long term diversity and inclusion hiring practices.

Education Track

9:00 am – 10:00 am   **Jeanne Donaldson**: Is the Good Behavior Game really as good as it seems?
(1 BACB CEU)

Abstract: The Good Behavior Game (GBG) is a classwide intervention first described over 50 years ago (Barrish et al., 1969) that has a substantial literature base demonstrating its effectiveness at reducing disruptive behavior at every grade level and in classrooms across the country and worldwide. There are two robust literatures examining the GBG: single subject design research and randomized controlled trial research. Research across these methodologies has remained fairly distinct with little cross-fertilization of ideas. In this talk, I will discuss some common findings and some discrepancies in findings and foci between the literatures and conclude with some suggestions for future research to bridge the divide.

10:15 am – 11:15 am   **Erin Whiteside and Julie Thompson**: Getting Everyone on the Same Page: Workshops in ABA for Paraprofessionals
(1 BACB CEU)

Abstract: In the 2018-2019 school year, 71,951 Texas students received special education services under the autism eligibility, representing approximately 13.5% of all Texas students receiving special education services (TEA Special Education Reports, 2019). Paraprofessionals are an integral part of providing effective special education services, but are often left to make instructional and behavioral management decisions without adequate training and minimal competency of instruction (Giangreco, 2003). Furthermore, paraprofessionals are often the main support for special education students in schools (Fisher & Pleasants, 2012; Giangreco, Suter, & Doyle, 2010). In fact, in many schools paraprofessionals may outnumber certified special education teachers. This presentation reviews a workshop series and systematic follow-up support designed for paraprofessionals serving students with autism. Presenters will review the content and process of delivering the workshop series, outline the system of follow-up support, and discuss research methodology for analyzing the effectiveness of support for the paraprofessionals.

11:30 am – 12:30 pm   **Sarah Pinkelman**: Gilbert Goes to School: Applying a Systems Analysis to Education
(1 BACB CEU)

Abstract: There have been many efforts to reform the educational system in the United States, and these efforts have not been successful. Past reform efforts have generally focused on specific educational innovations to the neglect of a systems analysis necessary to achieve the benefits of the

innovation. Tom Gilbert outlines his Behavior Engineering Model in his book, Human Competence: Engineering Worthy Performance (1978), and this model provides a powerful framework for analyzing the educational system in the United States. This session will present Gilbert's Behavior Engineering Model and consider how it can be applied to the educational system to improve student outcomes.

2:30 pm – 3:30 pm   **Kent Johnson**: Bringing Behavioral Education to Many More Children: A Modern Technology for Today's General Education Teachers
(1 BACB CEU)

Abstract: Precision Teaching, Direct Instruction, and other explicit instructional methods of demonstrating and differentially reinforcing behavior that are the heart of behavioral education have been relegated to the outskirts of American education. Most general educators believe that "behaviorism" is either dead, or useful only for solving social behavior problems or teaching special education students.

In order to have greater influence, Behavior Analysts need to know the tenets of the current dominant theory of learning and teaching, constructivism, to build a more effective case for incorporating behavioral education procedures in their teaching. Constructivism in education involves learners in creating meaning through discovery learning, inquiry and critical thinking. This presentation will describe the basic tenets of constructivism as practiced in American classrooms, including prototype lessons of its 2 major varieties.

In that context, behavior analysts can posit their own -ism, instructivism, which involves transmission of culture by directly teaching skills and concepts to learners. Precision Teaching is an example of an instructivist technology. I will show how Precision Teaching can be incorporated in constructivist lessons.

I will also describe a broader generative educational process that juxtaposes (1) Precision Teaching and other instructivist practices, with (2) constructivist practices such as discovery learning and problem solving activities. It involves our work in generativity. Generativity is the study of the conditions that produce novel responding in new circumstances, without directly programing them. The thrust of Generative Instruction is to engineer discovery learning by arranging instruction of key component skills, facts, concepts and principles in such a way that students will engage more frequently in novel complex academic behavior without direct teaching, a process we call contingency adduction. We have discovered that complex behavioral repertoires emerge without explicit instruction when well-selected component repertoires are appropriately sequenced, carefully instructed, and well rehearsed. In this presentation I will report our discoveries and investigations of such generative responding in academic skill development as well as thinking, reasoning, and problem solving development.

A full behavioral education model must involve iterative bouts of (1) traditional behavioral

instructivist practices such as Precision Teaching, and (2) procedures for building complex repertoires consistent with and an improvement of constructivist practices. We proposed building complex repertoires from established component repertoires by both (a) arranging instruction to produce novel behavior, and (b) teaching generative repertoires like questioning, reasoning and problem solving.

3:45 pm – 4:45 pm	**Rebecca Morgan**: Guiding Principles when Practicing ABA in Public Education (1 BACB CEU)

Abstract: Over two decades ago, nine core ethical principles were outlined for practicing psychologists (Koocher & Keith-Spiegel), the first of which was the Hippocratic Oath of "Do no harm". These principles were then applied to the good work being done by behavior analysts and presented by ethical scholars as guideposts to our practice. "Behavior analysts are part of a culture of caring individuals who seek to improve the lives of others" (Bailey and Burch, 2011). These core values are often embedded within the ethos of the growing practice of ABA with children working with children; thus, the practice of ABA in public education has grown exponentially while providing even more exemplars for discussion of ethical practices.

Organizational Behavior Management (OBM) Track

9:00 am – 10:00 am	**Jennifer Dantzler and Lori Russo**: Leadership Lessons from 2020: The Good, The Bad, The Ugly (1 BACB CEU)

Abstract: The COVID-19 pandemic led to unprecedented challenges to the continuity of treatment services for individuals diagnosed with autism spectrum disorder. The situation was exacerbated with the federal, state, and local governments shelter-in-place restrictions. As providers, we were all faced with the challenging decisions of whether to maintain, modify, cease or services for our clients. These decisions are compounded by the fact that ABA is considered a medically necessary treatment for individuals diagnosed with autism not to mention the ethical standards that one must consider when faced with this situation. While the field quickly developed and disseminated resources to help guide providers, the decision for each client and our staff ultimately was up to each individual provider to make. As leaders, it is vital that we all learn from each other to grow and continue to improve our field. Join two leaders, one of a privately backed entity and one of a nonprofit as they share what they have learned this past year. Lessons learned will include topics in the following areas: staff management, managing client expectation, safety first, innovation and more. Putting these lessons into practice will be the emphasis of this presentation.

10:15 am – 11:15 am   **Cloyd Hyten**: A Behavior Analysis of Complacency in the Safety
Domain
(1 BACB CEU)

Abstract: I will discuss a revision of my behavior analysis of the phenomena described as
"complacency" first presented in Hyten and Ludwig (2017). In that paper, we focused on
understanding behavioral drift as a form of complacency that leads to increased exposure to safety
risks. But undesired variation from standard operating procedures is only one side of the coin.
Behavioral inflexibility also must be considered as a kind of complacency in high-hazard environments.
Sometimes people persist in behavior that should change to adapt to changing circumstances. Insights
from the literature on rule-governed behavior from the 1980s can help understand the drivers of this
phenomenon. Strategies and tactics for reducing both forms of complacency will be discussed.

11:30 am – 12:30 pm   **Nicole Gravina**: Organizational Behavior Management in Healthcare
(1 BACB CEU)

Abstract: Despite having the highest healthcare costs of any country in the world, the United States is
lagging in quality. Recent reports list hospital errors as the third leading cause of death in this country.
Healthcare delivery depends on human behavior, and organizational behavior management (OBM)
can help. This talk will describe current challenges in healthcare and ways that OBM researchers and
practitioners can improve the quality of healthcare delivery. Research on improving the quality of
hospitalist rounds will be described, along with other examples.

2:30 pm – 3:30 pm   **Nicolas Weatherly:** Coaching from Your Couch: Setting up
Deliberate Coaching Systems in an Unpredictable and Remote World
(1 BACB CEU)

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

3:45 pm – 4:45 pm   **Joanne Gerenser**: Essential components of Risk Management: From
Identification to Intervention
(1 BACB CEU)

Abstract: Risk management is essential to identify potential problems before they occur or before they can have a negative impact on your program. Risks can range from those impacting the finances, the health and safety of staff and participants to the reputation of your organization. This session will describe important steps that need to be taken to develop a risk management program. Examples of data collection procedures will be discussed that help inform the risk management program at an autism service provider program. Case studies will be reviewed. These case studies will include risk identification, analysis, intervention as well as follow up.

Other Events

⭐ **Job Fair and Exhibitor Expo**

Date / Time: Thursday, February 11 from 6:00 pm – 9:00 pm

Summary: Join us on EasyVirtualFair for our annual Job Fair and Exhibitor Expo! Come explore our virtual exhibit hall. Some organizations may have special offers or! Visit throughout the conference and help support the organizations that have helped make this conference possible.

⭐ **TxABA Public Policy Group Business Meeting**

Date / Time: Friday, February 12 from 12:45 pm – 1:45 pm

⭐ **TxABA Poster Session**

Date / Time: Friday, February 12 from 5:15 – 7:15 pm

Summary: Join us on BehaviorLive for a LIVE virtual poster presentation from TxABA students and members!

⭐ **TxABA State of the Organization**
Awards and Recognition Ceremony

Date / Time: Saturday, February 13 from 5:15 pm – 6:45 pm

Summary: Join the TxABA executive council for an update on the state of the organization. Afterwards the TxABA Awards Committee will present our annual awards, including awards for the TxABA Poster Competition, Student Scholarship, and Knopp Scholarship.

⭐ **TxABA Social – ABA Trivia Night!**

Date / Time: Saturday, February 13 from 8:00 pm – 9:30 pm

Summary: We're not done yet! Come kick back with other TxABA members, join in a trivia game, scavenger hunt, or simply join a breakout room and chat with your fellow attendees. Prizes for the games include TxABA swag and a chance to win a free 2022 conference registration!

Sunday, February 14

Professional Behavior Analysts Track

8:30 am – 9:30 am   **Jeffrey Dillen**: Public Policy and its Relationship and Importance to Behavior Analysts in Texas: Past, Present, and Future.
(1 BACB CEU, pending approval)
Abstract: Public policy and Behavior Analysis in the state of Texas is a marriage in its first decade and like most marriages, there have been both positive and discouraging moments (the "ups" and "downs"). Public policy work is also a test in self-control as reinforcement is typically larger and later as opposed to sooner and smaller, particularly within the system of legislative sessions in the state of Texas. Despite this, public policy matters because government affects us all every day and we all have a stake in the decisions made by those who represent us. Behavior Analysis is not exempt from this and public policy is vitally important to the field of Behavior Analysis, those who practice it, and those who are recipients of behavior analytic services. This presentation will expand on this including examples from its young past, current priorities, and public policy initiatives of the future including Licensure, Medicaid, Insurance Coverage, Telehealth, and Public Education.

9:45 am – 12:45 pm   **Jill Harper**: Supervision Systems and training: Transitioning staff to a supervisory role.
(3 BACB Supervision CEUs)
Abstract: Organization Behavior Management (OBM) involves the systematic application of the science of behavior at the organizational level, including individual behavior within the organizational structure (Sundberg, 2016). Supervision is an essential component to the maintenance of the integrity with which organizational systems are implemented. Supervising the implementation of any given system by others is not synonymous with one's own implementation of that same system. In other words, doing is not the same as overseeing. Thus, effective supervision requires specific training in the component skills of supervision itself. This presentation will outline a supervisory training system developed to ensure effective, efficient, and acceptable training and ongoing supervision of staff within a human service organization. A description of the general structure and content areas of this training system will be reviewed and examples will be provided. Specific component skills such as conducing integrity checks and providing feedback will be described in detail to highlight training methods incorporated into the supervisory training system that result in the targeted outcome measures. Advanced training material such case conceptualization (Wilder, Austin, and Casella, 2009) and single-subject research design will be demonstrated with selected exemplars of performance

management competencies of supervisors who completed this supervisory training series over the past several years.

Conference Presenters

Keith D. Allen

Brennan Armshaw

Brennan P. Armshaw is a doctoral student at the University of North Texas where he is working toward his Ph.D. in Health Services Research. Brennan began working in the field of behavior analysis in 2013 and received his masters in Behavior Analysis from the University of North Texas in 2018. During his master's degree Brennan had the opportunity to garner diverse experience in applied practice, teaching, and research in behavioral medicine and technology of teaching. While his interests are diverse his primary area of research focuses on the utilization of technology and behavior analytic techniques to optimize physical rehabilitative outcomes.

Erik Arntzen

Dr. Erik Arntzen received his Ph.D. from University of Oslo, Norway, in February 2000. Arntzen's dissertation focused on variables that influenced responding in accordance with stimulus equivalence. He also holds a degree as a specialist in clinical psychology. He is currently a full-time Professor in Behavior Analysis at Oslo Metropolitan University. His research contributions include both basic and applied behavior analysis, with an emphasis on research in relational stimulus control and verbal behavior. He has also been

interested in ethical considerations and core values in the field of behavior analysis. Furthermore, he has ongoing research projects within the areas of gambling behavior and consumer behavior. He also runs a research group Experimental Studies of Complex Human Behavior Oslo Metropolitan University. Dr. Arntzen has published papers 170 articles in international and national peer-reviewed journals including Journal of the Experimental Analysis of Behavior (JEAB), Journal of Applied Behavior Analysis (JABA), The Psychological Record, Behavioral Interventions, European Journal of Behavior Analysis (EJOBA), Experimental of Analysis of Human Behavior Bulletin, Analysis of Gambling Behavior, the Analysis of Verbal Behavior, American Journal of Alzheimer's Disease & other Dementias, and Psychopharmacology. Dr. Arntzen has served as the president and past-president of the European ABA (2008–2014) and serve as the president from 2017–2020. Dr. Arntzen has been a member of the board of the Norwegian Association for Behavior Analysis from 1987–1993 and from 2006 to present, holds the position as the secretary of international affairs. Dr. Arntzen is a trustee of Cambridge Center for Behavioral Studies. He has presented papers at conferences worldwide. Dr. Arntzen has been recognized with awards, including the SABA award for the dissemination of behavior analysis, ABAI award for outstanding mentoring, the research award at Akershus University College, and publication award at Oslo Metropolitan University. Dr. Arntzen is one of the founders and the editor of European Journal of Behavior Analysis. He has also served as the editor of Behavior & Philosophy. He has served on the editorials board of several journals, including the Journal of Applied Behavior Analysis, The Psychological Record, International Journal of Psychology and Psychological Therapy, American Journal of Alzheimer's Disease, the Behavior Analyst, and The Behavior Analyst Today.


Louise Barrett

Louise was trained in both Ecology (BSc. Hons) and Anthropology (Ph.D.) at University College London, UK, and has taught in Anthropology, Biology and Psychology departments in the UK and Canada. She is currently Professor of Psychology and Canada Research Chair in Cognition, Evolution & Behaviour at the University of

Lethbridge. Along with Professor Peter Henzi, Louise was Co-Director of the De Hoop Baboon project (1996-2008) and currently co-directs the Samara Vervet Project in South Africa. Louise's research programme centres on how ecology shapes patterns of sociality and cognitive evolution in the primate order. She is also interested in how culture and biology intersect in human populations and conducts empirical work in human behavioural ecology.

Andy Bondy

Andy Bondy, Ph.D., has almost 50 years of experience working with children and adults with autism and related developmental disabilities. For more than a dozen years he served as the Director of a statewide public school program for students with autism. He and his wife, Lori Frost, pioneered the development of the Picture Exchange Communication System (PECS). He designed the Pyramid Approach to Education as a comprehensive combination of broad-spectrum behavior analysis and functional communication strategies. He is a co-founder of Pyramid Educational Consultants, Inc., an internationally based team of specialists from many fields working together to promote integration of the principles of applied behavior analysis within functional activities and an emphasis on developing functional communication skills. He currently serves as Vice-Chair of the Board of Directors for the Cambridge Center for Behavioral Studies. He was the recipient of the 2012 Society of the Advancement of Behavior Analysis (SABA) Award for International Dissemination of Behavior Analysis.
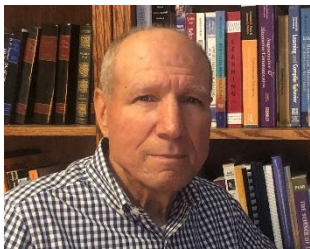
Vincent J. Carbone

Vincent J. Carbone received his graduate training in Applied Behavior Analysis (ABA) at Drake University. He currently serves as an adjunct faculty member at Penn State University and teaches in graduate degree programs in Behavior Analysis at the Medical School at the University of Salerno, in Salerno, Italy, and

The European Institute for the Study of Human Behavior, in Parma, Italy. His behavior analytic research has been published in the Journal of the Experimental Analysis of Behavior, Journal of Applied Behavior Analysis, The Analysis of Verbal Behavior, Behavior Modification and several other peer-reviewed scientific journals. He has provided the required university training to hundreds of individuals pursuing board certification as behavior analysts in the U.S. and overseas. He is the 2017 recipient of the "Jack Michael Outstanding Contributions in Verbal Behavior Award" from ABAI's Verbal Behavior Special Interest Group. Presently, he sits on the Advisory Board to the B.F. Skinner Foundation. He serves as the director of the Carbone Clinics in London, UK, and Dubai, UAE.

Stephanie Curtis

Jennifer Dantzler

Jennifer Dantzler is the Founder & Executive Director of Including Kids Autism Center, Jennifer Dantzler, is an influential expert in her field. She founded Including Kids Autism Center in 2003 at a time when autism was reaching epidemic levels, and there were very few services offered for early intervention. Its mission is to provide evidence-based, behavior analytic interventions for persons with autism and related disabilities to maximize individual potential and to facilitate their meaningful inclusion in the community. Including KIds, Inc. services children and young adults ages 2-30 of all functioning abilities. Her professional awards include the 2008 Woman of Achievement in the Area of Human Services for Family Time Crisis & Counseling Center, 2011 Health Care Professional of the Year for The Lake Houston Area Chamber of Commerce, 2015 Best Buddies Champion of the Year, and most recently Jennifer was

honored by Texas State Representative, Dan Huberty, proclaiming April 21st as Jennifer Dantzler Day in the state of Texas as appreciation for her work in the field of autism.

Jennifer holds a Post Graduate Certificate of Autism from Johns Hopkins University, Baltimore, MD, in addition to an M.S. Ed. in Intensive Special Needs from Simmons College, Boston, MA. She did her undergraduate work at American University, Washington, D.C. where she earned a B.A. in Elementary/Special Education. Jennifer is a Licensed Behavior Analyst and is also certified in Special Education/Intensive Special Needs in Texas. Her current areas of focus including providing quality behavior analytic services for young adults on the autism spectrum and supporting newer ABA clinics with best practices in leadership and company accountability including scorecard management and organizational plan development.

Jeffrey Dillen

Jeffrey Dillen is currently a Licensed and Board Certified Behavior Analyst and Manager of Texana Center's Behavior Stabilization Team, which provides behavior analytic services across settings via the HHSC Children's Autism Program. Jeffrey has 16 years of experience working with individuals (children, adolescents, and adults) with intellectual and developmental disabilities (IDD) with 6 of those years also working with individuals with Acquired Brain Injury (ABI). He earned his Bachelors of Science degree in Psychobiology from Long Island University under Dr. Paul Forestell and Masters of Science degree in Behavior Analysis and Therapy from Southern Illinois University under Dr. Mark Dixon. After graduate school, Jeffrey worked at the Marcus Institute (now Marcus Autism Center) in Atlanta, GA under Dr. Henry Roane and Dr. Michael Kelley before moving to Kentucky where he spent four years as a Behavior Analyst at an inpatient psychiatric hospital creating meaningful change for individuals whose problem behaviors were both severe and previously treatment resistant. Jeffrey moved to Texas almost ten years ago where he has continued to assist families and citizens of Texas create and maintain socially significant changes as a BCBA (and then as a LBA!!!) and across different roles within outpatient

behavior analytic programs. Mr. Dillen has further been a private consultant for over 12 years where he's provided Applied Behavior Analysis services to families and private providers serving both neurotypical and individuals with IDD/ABI. Jeffrey additionally is an active member in numerous organizations including LoneStar ABA and TxABA Public Policy Group where he has served as both the Communications Chair (2018-2019) and currently has the pleasure of being the President (2019-present). During this time, he has taken an active role in numerous priorities of the PPG including obtaining and protecting licensure, properly funding ECI services, maintaining 1115 waiver services, transition support teams, crisis services, and Medicaid funding of ABA. Jeffrey has been published in The European Journal of Behavior Analysis, Behavioral Interventions, The Psychological Record, and Analysis of Gambling Behavior. He and the love of his life (aka wife), Holly, live in Houston, Texas with their dog.

Jeanne Donaldson

Jeanne Donaldson earned her Ph.D. in Psychology from the University of Florida and completed a postdoctoral fellowship at the Johns Hopkins University School of Medicine and the Kennedy Krieger Institute. Previously, she was an Assistant Professor in the Department of Educational Psychology and Leadership at Texas Tech University. Currently, she is an Associate Professor in the Department of Psychology at Louisiana State University. Her research focuses on solving problems common in early childhood and assessing child and adult (typically teacher) preference for interventions. She was the 2018 recipient of the B. F. Skinner Foundation New Applied Researcher Award from APA Division 25. She is currently an Associate Editor at the Journal of Applied Behavior Analysis and a member of the ABAI Science Board. She is a BCBA-D and Licensed Behavior Analyst in the state of Louisiana.

Claudia L. Dozier

Dr. Claudia Dozier is an associate professor in the department of Applied Behavioral Science at the University of Kansas and a Board Certified Behavior Analyst. Dr. Dozier's current area of research is in assessment, treatment, and prevention of problem behavior in children with and without development disabilities and adults with developmental disabilities. Dr. Dozier is the faculty supervisor for a preschool program and an early intensive behavioral intervention program in the Edna A. Hill Child Development Center at the University of Kansas. She and her graduate students also consult on behavioral services provided to a large community based program serving adults with disabilities. She is an associate editor for the Journal of Applied Behavior Analysis and serves on the editorial boards of several other behavioral journals. Recently, Dr. Dozier received the Steeples Service to Kansas Award, which recognizes faculty at the University of Kansas who provide to serve to people of Kansas as a purposeful extension of their teaching and research.

Tara Fahmie

Dr. Tara Fahmie is currently the Associate Director of the Severe Behavior Program at the University of Nebraska Medical Center's Munroe Meyer Institute. She previously held an appointment as associate professor at California State University, Northridge (CSUN). She earned her master's degree from the University of Kansas, under the mentorship of Dr. Gregory Hanley, and her PhD from the University of Florida, under the mentorship of Dr. Brian Iwata. Dr. Fahmie is a BCBA-D and has over 15 years of experience implementing behavior analysis with various populations in clinics, schools, and residential settings. Her main area of expertise is in the assessment and treatment of severe problem behavior; she has conducted research, authored chapters, and received grants for her global work in this

area. Her initial interests in the functional analysis of problem behavior and acquisition of social skills in young children led to her emerging passion for research on the prevention of problem behavior.

Terry Falcomata

Dr. Falcomata's research emphasis is in the area of applied behavior analysis and the application of ABA technologies in the home and school. His research focuses primarily on the assessment and treatment of severe challenging behavior displayed by individuals with autism and other developmental disabilities. Specifically, this research has focused on the use functional analysis methods and functional communication training (FCT) in the assessment and treatment of challenging behavior. His areas of research include methods for increasing behavioral variability in individuals with autism and other developmental disabilities, factors the impact the re-emergence of challenging behavior following treatment, and methods for preventing clinical relapse pertaining to challenging behavior.

Elizabeth Hughes Fong

Elizabeth Hughes Fong is a Board Certified Behavior Analyst and licensed Behavior Specialist in Pennsylvania. Dr. Hughes Fong has published in the area of behavior analysis, culture and diversity. In addition, she is the founder of the Multicultural Alliance of Behavior Analysts (now called the Culture and Diversity SIG of ABAI), and a member of the Association for Behavior Analysis International (ABAI) Diversity, Respect, and Inclusion Board.

Joanne Gerenser

Dr. Joanne Gerenser is the Executive Director of the Eden II Programs where she has been for the past 38 years. She received her Ph.D. in Speech and Hearing Sciences at the City University of New York Graduate Center. Joanne has authored several articles and book chapters as well as Co-Editor of the book ABA for SLPs: Interprofessional Collaboration for Autism Support Teams. Joanne has been an invited speaker at conferences in Ireland, Sri Lanka, China, Cyprus, Australia, and Canada. Joanne has been the past president of the New York State Association for Behavior Analysis as well as the Interagency Council of NY. She was a founding board member of the Council of Autism Service Providers, serving as the first board president. Joanne is the Vice Chair of the Scientific Advisory Council for the Organization for Autism Research.

Cindy T. Graham

Cindy T. Graham, Ph.D. is a licensed clinical psychologist and owner of Brighter Hope Wellness Center in Clarksville, Maryland. With over 20 years of experience providing services in various settings, Dr. Graham treats children, teens, and adults who have difficulties related to anxiety, autism, mood, inattention, hyperactivity, parenting, and behavior problems. After earning a bachelor's degree in psychology with a clinical specialty from Princeton University, Dr. Graham worked for several years at the Kennedy Krieger Institute's (KKI) Neurobehavioral Inpatient Unit (NBU-IP) to assess and treat individuals with intellectual and developmental disabilities who exhibited severe behavior problems. She then completed both masters and doctoral degrees in Clinical Psychology from Louisiana State University with a specialty in Autism Spectrum Disorders and Intellectual and Developmental Disabilities. Dr. Graham completed her internship training at The Johns Hopkins University School of Medicine, Department of Pediatrics with rotations at KKI's Pediatric Developmental Disorders Clinic and the NBU-IP. Her scholarly works include co-authored publications in several leading journals such as the

Journal of Child Neurology. Furthermore, Dr. Graham has presented at national conferences such as those of the Association for Behavioral Analysis International and the American Psychological Association.

Dr. Graham appears regularly on Good Morning Washington discussing topics on parenting, mental wellness, and child psychology. She has been a featured speaker for S&P Global, engaging their US-based and global staff in a series of sessions on racial trauma and fostering an anti-racist work environment. Her expertise has been featured in "O, The Oprah Magazine", HuffPost, The Washington Post, The Child Mind Institute, Parents, Lifehacker, Bustle, and ThriveWorks. Her podcasting appearances have included Therapy for Black Girls Podcast, Hello Hunnay with Jeannie Mai (Emmy award winning co-host of the daytime talk show, "The Real"), Autism in Black, Couched in Color, and The Corporate Confidential Podcast.

Nicole Gravina

Dr. Nicole Gravina is an Assistant Professor in the Department of Psychology at University of Florida. She specializes in designing behaviorally-based workplace interventions that improve employee safety, healthcare delivery, and leadership and consulting skills. In addition to her faculty appointment, Nicole has consulted in a wide variety of industries including healthcare, human services, manufacturing, public utilities, insurance, and grocery distribution. She has published over 30 articles and book chapters and delivered over 100 presentations, trainings, and workshops. In 2019, she was honored with the APA Early Career Innovation Award in Consulting Psychology.

Gina Green

Gina Green received a PhD in Psychology (Analysis of Behavior) from Utah State University in 1986 following undergraduate and master's degree studies at Michigan State University. She has been a faculty member in Behavior Analysis and Therapy at Southern Illinois University; Director of Research at the New England Center for Children in Southborough, Massachusetts; Associate Scientist at the E.K. Shriver Center for Mental Retardation in Waltham, Massachusetts; Research Associate Professor of Psychiatry and Pediatrics, University of Massachusetts Medical School; a Lecturer in Public Health and Special Education at San Diego State University; and a consultant in private practice. Currently Dr. Green is the Chief Executive Officer of the Association of Professional Behavior Analysts. She has authored numerous publications on the treatment of individuals with developmental disabilities and brain injuries as well as the experimental analysis of behavior. Dr. Green co-edited the books Behavioral Intervention for Young Children with Autism and Making a Difference: Behavioral Intervention for Autism and is a co-author of Strategies and Tactics of Behavioral Research and Practice (4th ed). with James M. Johnston and Henry S. Pennypacker. She serves or has served on the editorial boards of several professional journals in developmental disabilities and behavior analysis and the advisory boards of several autism programs and organizations as well as the B.F. Skinner Foundation. She is a Board Certified Behavior Analyst-Doctoral, former president of the Association for Behavior Analysis and the California Association for Behavior Analysis, a former member of the Board of Directors of the Behavior Analyst Certification Board, a founding Director of the Association of Professional Behavior Analysts, and a Fellow of the American Psychological Association, the Council for Scientific Medicine and Mental Health, and the Association for Behavior Analysis. Other recognitions and awards include Psychology Today's "Mental Health Professional of the Year" (2000); honorary Doctor of Science degree from The Queen's University of Belfast, Northern Ireland (2005); California Association for Behavior Analysis Award for Outstanding Contributions to Behavior Analysis (2013); New York State Association for Behavior Analysis John W. Jacobson Award for Contributions to Behavior Analysis (2013); Berkshire

Association for Behavior Analysis & Therapy Sidman Award for Enduring Contributions to Applied Behavior Analysis (2014); Friend of the Kendall Centers, Modesto, CA (2014); Autism Speaks Provider of the Year (2014); Behavior Analyst Certification Board Michael Hemingway Award (2017); American Psychological Association Division 25 Don Hake Translational Research Award (2017); California Association for Behavior Analysis Gerald L. Shook Advocacy Award (2018); and ABA in PA Initiative Trailblazer Advocate Award (2019). Dr. Green lectures and consults widely on autism and related disorders, behavioral research, effective interventions for people with disabilities, and public policies affecting the practice of applied behavior analysis.

Jill M. Harper

Dr. Harper received her PhD. (2012) in Psychology with a concentration in Behavior Analysis from the University of Florida, an M.S. (2006) in Behavior Analysis from Northeastern University, and a B.S. (2003) in Family Studies & Psychology from the University of New Hampshire. She is a Board Certified Behavior Analyst and Licensed Behavior Analyst with the State of Massachusetts. Dr. Harper joined the Melmark New England team in 2012, and has since moved into the role of Senior Director of Professional Development, Clinical Training, and Research. Dr. Harper received the 2013 Jerry Shook Practitioner Award from the Berkshire Association for Behavior Analysis & Therapy (BABAT) for excellence in clinical practice. In addition to direct service, she has been actively involved in the field of behavior analysis through academic instruction, training and supervision of staff, as well as the design and dissemination of applied research. Dr. Harper holds an adjunct faculty position teaching and mentoring masters and doctorate level students through Endicott College. Her research interests include the assessment and treatment of severe behavior disorders, mechanisms responsible for behavior change, and maintenance and generalization of treatment effects. Dr. Harper has published her work in several peer-reviewed journals and regularly presents as regional and national conferences.

Cloyd Hyten

Cloyd has a Ph.D. from West Virginia University. He was one of the founding faculty members of the Department of Behavior Analysis at the University of North Texas. He left the faculty position in 2008 to join Aubrey Daniels International, Inc. as a Senior Consultant.

Kent Johnson

Dr. Kent Johnson founded Morningside Academy, in Seattle, Washington, in 1980, and currently serves as its Executive Director. Morningside is a laboratory school for elementary and middle school children and youth. Morningside investigates effective curriculum materials and teaching methods, and has provided training and consulting in instruction to over 140 schools and agencies throughout the USA and Canada since 1991.

Dr. Johnson has served in all the positions at Morningside, including classroom teacher for 10 years, financial manager, administrator, teacher trainer, school psychologist and school consultant. He has published many seminal papers and books about research-based curriculum and teaching methods, including The Morningside Model of Generative Instruction: What It Means to Leave No Child Behind, with Dr. Elizabeth Street. The Morningside Model focuses upon foundation skills in reading, writing, mathematics, thinking, reasoning, problem solving, studying core content, and project-based learning. Over 75,000 students and over four thousand teachers have used the Morningside Model of Generative Instruction. Dr. Johnson is also a co-founder of Headsprout, Inc., a company that develops web-based, interactive, cartoon-driven instructional programs, including Headsprout Early Reading and Headsprout Reading Comprehension. Examine them at www.headsprout.com

Dr. Johnson is recipient of the 2001 Award for Public Service in Behavior Analysis from the Society for the Advancement of Behavior Analysis, the 2010 Edward L. Anderson Award in Recognition for Exemplary Contributions to Behavioral Education from the Cambridge Center for Behavioral Studies, the 2009 Ernie Wing Award for Excellence in Evidence-based Education from the Wing Institute, the 2006 Allyn and Bacon Exemplary Program Award from the Council for Exceptional Children, Division for Learning Disabilities, and the 2011 Ogden R. Lindsley Lifetime Achievement Award in Precision Teaching from the Standard Celeration Society.

Dr. Johnson enjoys reading philosophy, mysteries, ancient history, psychology, and books about teaching and children. He also enjoys rock and electronic music, and conversations about politics and public policy.

Stephanie Contrucci Kuhn

Stephanie Contrucci Kuhn has over 25 years of experience in the field of Applied Behavior Analysis. She obtained her undergraduate degree from Virginia Polytechnic Institute and State University and her graduate work at Louisiana State University, receiving her Master's degree in 2000 and her doctorate degree in 2004. She completed her pre-doctoral internship at the Kennedy Institute and the Johns Hopkins University School of Medicine. After her training, Dr. Contrucci Kuhn continued as a faculty member at the Kennedy Krieger Institute and Assistant Professor at Johns Hopkins University School of Medicine where she served as a Case Manager of the Neurobehavioral Unit. She then served as the Director of the Behavioral Psychology Program at the Westchester Institute for Human Development (WIHD). She then joined academia as an Assistant Professor at Western Connecticut State University where she teaches in the Applied Behavior Analysis Program and where she is currently pursuing her research interests. She is a Board Certified Behavior Analyst and a Licensed Psychologist in the states of Connecticut and New York. She also continues clinical work through private practice. She is a member

of the Association for Behavior Analysis and the Behavior Analyst Leadership Council. She is a past president of the Maryland Association for Behavior Analysis and has served the editorial boards for the Journal of Applied Behavior Analysis and Behavior Analysis in Practice. Dr. Contrucci Kuhn's training, research and experience have focused on the application of behavior analytic principles to the assessment and treatment of severe behavior problems and related concerns in individuals with developmental disabilities. She has contributed to multiple publications on the refinement of functional analysis and treatment methodologies and a more complete account of contextual variables. Her research interests also include areas related to adolescents and young adults with autism as well as college teaching.

Amanda P. Laprime

Dr. Amanda Laprime currently serves as an Assistant Professor of Pediatrics at the University of Rochester Medical Center in Rochester New York. She developed the first, Applied Behavior Integrated Care Team at URMC, which brings outpatient and inpatient ABA services to individuals with ASD and I/DD. She holds joint appointments in Transitional Care Medicine and Developmental and Behavioral Pediatrics, and provides leadership in I/DD and ABA to the Department of Psychiatry. Dr. Laprime currently serves as the Assistant to the Executive Director of the Cambridge Center for Behavioral Studies. She completed her master's degree at Northeastern University under the guidance of Dr. Gary Pace, and her doctorate at Simmons University (previously Simmons College) under the guidance of Dr. Ron Allen, Dr. Judah Axe, and Dr. Russell Maguire. Dr. Laprime has published research in peer-reviewed journals, presented at local and national conferences, and currently serves as a part-time lecturer for Northeastern University, and a member of the board of directors for the Verbal Behavior Special Interest Group.

Sarah Lechago

Dr. Sarah Lechago is an Associate Professor in the Behavior Analysis master's program at the University of Houston-Clear Lake (UHCL). She directs the UHCL Verbal Behavior Clinic (VBC) and the VBC telehealth clinic and co-directs the UHCL Connecting the Dots program. Her research interests include verbal behavior, student and caregiver training, motivating operations, and diversity, inclusion, and equity. She has published in numerous journals including JEAB, JABA, and TAVB. She serves as the founder and chair of the Texas Association for Behavior Analysis' (TxABA) Equity, Diversity, and Inclusivity for Everyone (EDIE) Committee.

Charlotte C. Mann

Dr. Charlotte Mann, BCBA-D, received her PhD from Western New England University under the advisement of Dr. Amanda Karsten. Her research orbits around supporting the needs of college students on the autism spectrum and using Skinner's taxonomy of verbal behavior to address the conversation challenges of this population. Her work has been published in the Journal of Applied Behavior Analysis, The Analysis of Verbal Behavior, and Behavioral Interventions. She currently holds a faculty position in the department of Applied Behavior Analysis at the University of Saint Joseph in West Hartford, Connecticut.

Rebecca Morgan

Rebecca Morgan received her M.S. in Behavior Analysis and B.A. in Psychology and Child Development at the University of North Texas and is a Board Certified Behavior Analyst. She started a nonprofit treatment agency in

2000 which was the only center in Texas utilizing naturalistic teaching methods in Applied Behavior Analysis in a fully-inclusive school setting. Mrs. Morgan has enjoyed teaching coursework and supervising current and future educators over the past 20 years. She has worked in local school districts since 1998 as aide, professional educator, specialist, and administrator. She has conducted research and been an invited presenter in the areas of staff/parent training, teaching strategies, play and social skills, developing leisure activities, inclusion, and effective behavior intervention at both regional and international conferences. She advocates for public education along with her husband, a professional school counselor, and their two school-aged children.

David C. Palmer

Dave Palmer earned bachelor's degrees in geology and English in 1969, but he immediately abandoned all pretense of getting a responsible job. He stumbled on the book Walden Two and spent the next decade on a soap box talking about Skinner, trying to start an experimental community, and reading the rest of the Skinner canon. Eventually he despaired of saving the world and entered graduate school in behavior analysis under John Donahoe at the University of Massachusetts. His main preoccupation in graduate school was extending Skinner's interpretations of complex behavior. In particular, he wondered how behavior analysis could explain memory and language, and he has spent the rest of his professional career on the same question. He is the co-author, with Donahoe, of Learning and Complex Behavior, a book that attempts to integrate behavior analysis with physiology and to embed the field in the context of the broader study of selectionism. Palmer retired from 30 years of teaching statistics and behavior analysis at Smith College, but he continues to teach verbal behavior in the graduate program at Western New England University and will continue to do so until senility claims him. He lives on the site of a failed experimental community in Leverett, Massachusetts with his wife, cats, and chickens, his own chicks having fledged and left the nest.

Sarah Pinkelman

Dr. Pinkelman is an Assistant Professor of Special Education at Utah State University (USU) and Director of the Research in Education and Behavior Analysis (REBA) Lab. She is a BCBA-D and a Licensed Behavior Analyst in Utah with over 20 years of experience working with students with disabilities in school, home, and community settings. Dr. Pinkelman earned her Ph.D. in Special Education from the University of Oregon in 2014 under the mentorship of Dr. Rob Horner and her M.S. in Behavior Analysis from the University of North Texas in 2010 under the mentorship of Drs. Shahla Ala'i and Jesus Rosales-Ruiz. She is passionate about evidence-based practice and bridging the research-to-practice gap in schools, prevention of problem behavior and other skill deficits, effective implementation, contextually relevant and socially valid interventions, and behavior change that has large-scale impact for children.

Sarah M. Richling

Dr. Sarah Richling, BCBA, LBA received her Ph.D. in Behavior Analysis from the University of Nevada, Reno in Behavior Analysis. Dr. Richling has had over 15 years of experience in the field and is currently a Clinical Assistant Professor at Auburn University. She serves an editorial board member and as a guest associate editor for Behavior and Social Issues and several other journals. Dr. Richling also currently serves as President-Elect for the Alabama Association for Behavior Analysis (ALABA) and a Member-at-Large on the Executive Committee (2019-2020). In addition, she serves as a Program Area Coordinator for Community, Social, and Sustainability Issues for the Association for Behavior Analysis International (ABAI) annual conference and a Planners Board member for Behaviorists for Social Responsibility (BFSR). She has published more than 15 empirical articles across a variety of journals. Her current scholarly interests include the dissemination and adoption of evidence-based practice and the empirical evaluation of

ritualistic clinical practices, organizational and scientific system-building, the integration of the philosophical bases of behavioral science, and community and social issues including criminal behavior, recidivism, and rehabilitation.

David M. Richman

Dr. Richman is a Professor of Special Education. He received his Ph.D. in school psychology and minor in applied behavior analysis from the University of Iowa, and he completed a research postdoctoral fellowship at the Johns Hopkins University School of Medicine and the Kennedy Krieger Institute. Dr. Richman has previously been on faculty at the University of Kansas School of Medicine, University of Maryland Baltimore County, and the University of Illinois. Dr. Richman's areas of research include: assessment and treatment of problem behavior; phenotypic expression of genetic disorders correlated with intellectual disabilities and severe behavior problems; family resiliency, parenting stress, and familial quality of life.

Lori Russo

Lori Russo is a Co-Founder and serves as Executive Director of Research & Public Policy at Behavioral Innovations. In this role, she is responsible for all clinical research initiatives, building clinical standards, and working at both the state and federal levels to inform and shape legislation and implementing regulations to ensure access to autism treatment that reflects best practices. Lori's clinical and research interests include language development, play and social skills, and developing clinical decision-making models that will lead to superior outcomes in the field of Applied Behavior Analysis.

Lori has served on the TxABA Council and Autism Special Interest Committee, local medical board,

and school accreditation teams. Lori has also functioned as a professional expert on panels to review other clinical programs. She currently is an active member in the TxABA Public Policy group and serves on Medicaid, Insurance and Telehealth committees.

Lori is a graduate of the University of North Texas, from where she received a master's in Applied Behavior Analysis. For undergrad, Lori studied at Texas Tech University where she attained her bachelor's degree.

Lauren Schnell

Rany Thommen

Rany Thommen received her B.A. in Psychology from Emory University. It was here she began her work with individuals with Autism at the Emory Autism Center's Walden Early Childhood Program. She then went on to receive her Masters in Autism and Developmental Disabilities/Early Childhood from the University of Texas at Austin. She has worked for two state funded agencies and helped start the Autism Services program at Bluebonnet Trails Community Services, the first general revenue funded ABA program in Central Texas. She has worked with individuals with Autism and other developmental disabilities for 19 years and has been a Board Certified Behavior Analyst since 2006. In addition to teaching individuals with developmental disabilities Ms. Thommen enjoys providing parent and professional trainings. She has presented at conferences locally as well as internationally. She is a frequent presenter at the Association for Behavior Analysis International conferences. She has both presented on and hosted trainings on promoting diversity and inclusion in the field of ABA for many years. She is actively involved in public

policy issues related to ABA and assisted with legislative activity during the passing of SB 589 establishing licensure for behavior analysts in Texas as well as being instrumental in passing Medicaid legislation covering ABA services for children with Autism in Texas. She also serves on the board for multiple parent and professional organizations including the Autism Society of Texas and is the current President-Elect of the Texas Association for Behavior Analysis Public Policy Group. Ms. Thommen founded and operated ABA Today, a home and community based ABA provider in Central Texas in 2011. She currently serves as Area Clinical Director for BlueSprig Pediatric.

Julie Thompson

Julie L. Thompson, PhD, BCBA-D, is an Assistant Professor of Special Education, Dr. Deanna and Thomas Yates Faculty Fellow, Biobehavioral Learning Interventions and Indicators of Neurodevelopmental disorders in Children (BLINC) Lab Director and Affiliated Faculty Member of the Center on Disability and Development at Texas A&M University. Julie's work as a classroom teacher for children with autism spectrum disorder (ASD) gave her insight into the layered complexities of providing adequate education to individuals with ASD in public schools. Julie's research examines explicit instruction procedures to teach academic and language skills to ethnically and linguistically diverse children with autism spectrum disorder and other neurodevelopmental disorders in public school settings. She is particularly interested in story-based early reading interventions, instructional design, group instructional arrangements, technology-delivered literacy instruction, and gaze-behaviors of children with ASD and/or ND when engaged with technology-delivered instruction. Currently she is principal investigator on two research projects: "Supporting Spanish-speaking families to increase emergent literacy and language of their children with autism through story-based instruction" and "Tackling Autism via Paraprofessional Preparation (Project TAPP)" funded by the Texas Higher Education Coordinating Board. Julie has 16 peer-reviewed publications, 42 peer-reviewed presentations, has taught 17 graduate and undergraduate courses, and has supervised 18 doctoral graduate students.

Amber L. Valentino

Amber Valentino received a doctoral degree in clinical psychology from Xavier University in Cincinnati, OH. She completed a predoctoral internship and postdoctoral fellowship at the Marcus Autism Center/Children's Healthcare of Atlanta in Atlanta, GA. After completion of her postdoctoral training, she remained at the Marcus Autism Center, serving as program coordinator of a community autism parent training program and as a senior psychologist in a language and learning clinic. In 2012, she transitioned to Trumpet Behavioral Health where she has held various leadership positions. She currently serves as the Chief Clinical Officer for Trumpet Behavior Health. In this role, she oversees clinical services, all research and training initiatives and builds clinical standards for the organization. Dr. Valentino's clinical and research interests include the assessment and treatment of verbal behavior, primarily in children with autism. She is also interested in evaluation of programming to address unique adaptive skill deficits, and in developing standards for effective supervision in the field. Dr. Valentino currently serves as an Associate Editor for Behavior Analysis in Practice and previously served as an Associate Editor for The Analysis of Verbal Behavior. She is on the editorial board of the Journal of Applied Behavior Analysis (JABA) and serves as a frequent guest reviewer for several behavior analytic journals. She is an active board member of CalABA and several other professional organizations.

Timothy R. Vollmer

Timothy R. Vollmer received his Ph.D. from the University of Florida in 1992. From 1992 until 1996 he was on the psychology faculty at Louisiana State

University. From 1996 to 1998 he was on the faculty at the University of Pennsylvania Medical School. He returned to the University of Florida in 1998 and is now a Professor and Associate Chair of Psychology. His primary area of research is applied behavior analysis, with emphases in autism, developmental disabilities, reinforcement schedules, and parenting. He has published over 150 articles and book chapters related to behavior analysis. He was the recipient of the 1996 B.F. Skinner New Researcher award from the American Psychological Association (APA). He received another APA award in August, 2004, for significant contributions to applied behavior analysis. He served as the Editor-in-Chief of the Journal of Applied Behavior Analysis from 2014-2016. He is a fellow of the Association for Behavior Analysis (ABAI), and he received the ABAI mentoring award in 2017.

Erinn E. Whiteside

Dr. Whiteside is a clinical assistant professor at Texas A&M University, where she works with undergraduate and graduate students pursuing certifications in special education and behavior analysis. Her research interests include autism, behavior management and support, small group instruction, in-service teacher support, and pre-service teacher preparation.

Poster Session

2021 Poster Session Link

Poster presenters at the 2021 conference can upload, manage, and present their posters here.

About the 2021 Poster Session

Each year at the annual conference, students, faculty and practitioners showcase their research in a poster session. A student poster competition will be held during the poster session. Judges, made up of TxABA members and presenters, review each student entry and select two posters for Best Student Poster Award.

For the 2021 conference, TxABA will be partnering with BehaviorLive for the 2021 poster session. Poster presenters will present live via video and attendees will be able to ask questions via a live chat.

Posters at TxABA must be related to behavior analysis. Poster submissions unrelated to the discipline will not be accepted.

Student Poster Competition

A student poster competition will be held during the poster session. Entering this competition requires no additional submission material beyond a normal poster submission.

Each poster will be assigned several poster sessions judges who are in charge of interacting with the poster competitor and scoring the poster and its presentation. Judges, made up of TxABA members and presenters, review each student entry and select two posters for Best Student Poster Award.

These judges will use a scoring sheet similar to [this one that was used for the 2019 poster session](#). Please note that the precise format of this scoring sheet is subject to change.

There are typically 2-3 winners of the poster competition each year. The winners of the competition are awarded $200.

James L. Kopp Memorial Scholarship

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

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

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

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

(1) A synopsis of the research that they will be presenting at the ABAI conference, which must be 2 to 3 double-spaced pages with 12-pt font and 1-in. margins.

(2) Graph(s) of completed data sets

(3) A reference list

(4) A current curriculum vitae

(5) Proof of enrollment in a university program as a degree-seeking student

(6) Email from ABAI confirming that your submission had been accepted

(7) Paid registration for the annual TxABA conference that occurs in the same calendar year as your ABAI presentation

The synopsis should include the purpose and importance of the research, method, and results (including graphs or other data displays). The synopsis and vitae should be submitted to txaba@txaba.org no later than February 29th. Recipients will be announced at the TxABA annual conference.

Advertisements and Exhibits

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

The Jobs and University Fair will run from 6 to 9 pm during the Welcome Reception on Thursday evening, April 23. Conference attendees will be there to register on-site or pick up their badges, and to enjoy complimentary food and a cash bar.

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

Advertising		Exhibits	
½ page ad	$200	Business	$500
Full page ad	$400	University Exhibit	$250
		TxABA SIG	Free!

Membership

All conference attendees must become members of TxABA for that calendar year , as either a student or an associate, in order to attend the conference. Membership cost for an Associate Member is $50 and cost for a Student Member is $25.

If you are a voting member of Association for Behavior Analysis International (ABAI), you can become a voting member of TxABA at no additional cost. Just send proof of voting membership in ABAI, your BACB ID card verifying currently valid certification, or your professional CV demonstrating your full-time professional commitment to the field of behavior analysis via email to [member@txaba.org.](mailto:member@txaba.org)

For an extra...	you can be a...
$25	Supporting Member
$50	Sustaining Member