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April 9-12, 2026
San Antonio, TX
Hyatt Regency Riverwalk
& Behavior Live



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Kate Lundgren, Owner
Cutting Edge Pediatric & Adult Therapy, TX

learn more



TABLE OF CONTENTS

Hotel Map.....	2
Conference Information.....	4
TxABA Conference Committee.....	5
Thursday Schedule.....	6
Pre-Conference Workshops/TxABA Two-Step.....	7
Friday Schedule.....	8
Presentations in order by time.....	10-25
Saturday Schedule.....	26 -28
Presentations in order by time.....	29-43
Presidential Address.....	44
Awards Ceremony.....	45-47
Sunday Schedule.....	48
Presentations/Panels & Networking.....	48-52
Sponsors & Exhibitors.....	50

2025-2026 TxABA Executive Council and Staff

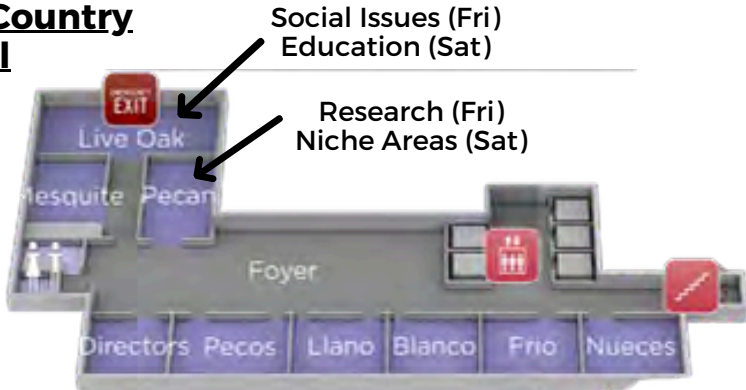
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Hyatt Regency Riverwalk Conference Center Map

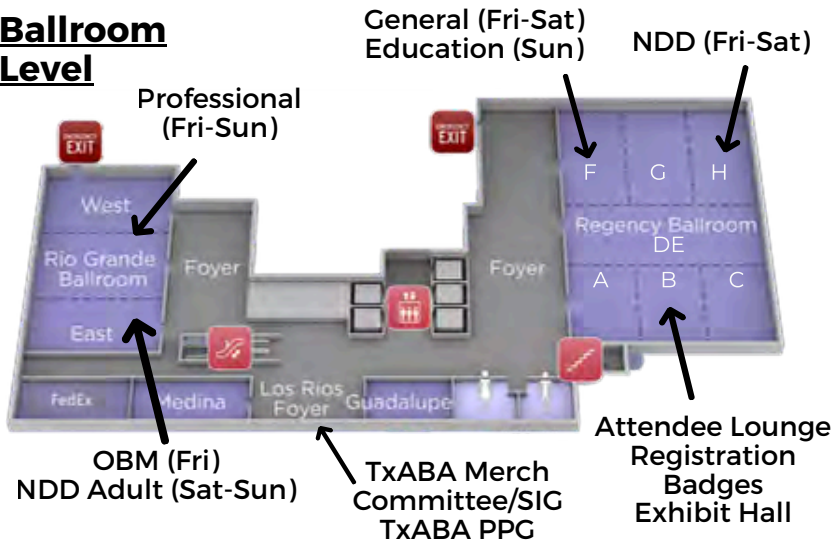
1st Floor



Hill Country Level



Ballroom Level



If you need the nursing/pumping room, please go to registration table to get the key & location



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TxABA Conference Information

Abbreviated From Terms of Service on Website

Conference Rules of Conduct

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

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

Please be quiet and respectful during presentations. Working on other projects, watching videos, playing games/drawing on your phone, or sleeping may disqualify you from earning CEUs.

Taking notes is encouraged.

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

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

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

Please do not record videos during presentations.

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

All provided food & beverages are on a first-come basis until they run out

Photo Release Policy

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

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2026 Conference Committee Members Thank You!

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TxABA Program Committee:

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TxABA Social & Networking Sub-Committee:

Ashley Alwine (chair), Sarah Powell, & Lucero Neri-Hernandez

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

THURSDAY SCHEDULE

April 9, 2026

9:00a - 10:00a **Pre-Conference Workshop Check-In**
Los Rios Foyer **Please Bring Photo ID**

Workshops are a Separate Registration

10:00a - 1:00p **Pre-Conference Workshops Sessions**
Hill Country Level

2:00p - 3:00p **Pre-Conference Workshop Check-In**
Los Rios Foyer **Please Bring Photo ID**

Workshops are a Separate Registration

3:00p - 6:00p **Pre-Conference Workshop Session**
Hill Country Level

6:00p - 9:00p **Welcome Reception & Exhibition**
Regency Foyer **Start Exhibition Passport**
& ABCDE **Cashless Bar and Appetizers**
Conference Badge Pickup & Registration

Thank you to our
Welcome Event
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6:30p - 7:30p **Student/RBT Welcome Event**
Frio

7:45p - 9:15p **TxABA Two-Step**
Llano/Blanco

BACB CEUs - All CEUs listed are BACB CEUs

SUP: Supervision ETH: Ethics

Behavior Live will process CEUs. **Use the Behavior Live app** to scan in/out with room QR codes (no Wi-Fi needed) or enter session codes. Volunteers in red sashes can help if you don't have the app. CEUs will be available within 2 weeks.

After the conference, log into Behavior Live to download your certificate.

Haven't purchased CEUs? Visit www.txaba.org.

No partial credit. You must attend at least 50 minutes of 60-minutes to earn 1 CEU. Please submit feedback in the app.

PRE-CONFERENCE WORKSHOPS

April 9, 2026 **In-Person Only**

- 10:00a - 1:00p **Scaling with Supervision: Building High-Fidelity ABA Systems that Grow Without Losing Quality**
Frio **Bethany Coop**
3 SUP CEUs **Step In Autism Services**
- 10:00a - 1:00p **Parent Coaching: How We Can Support Parents Using AAC with Children with Autism**
Llano/Blanco **Sanikan Wattanawongwan**
3 CEUs **Texas A&M University at San Antonio**
Valeria Yllades
University of Texas at Rio Grande Valley
- 3:00p - 6:00p **The Importance of Internal Compliance Teams & Processes to Mitigate Risk**
Llano/Blanco **Mariel Fernandez, Anna Sciarillo, Ellen Rhoads, & Michelle Castillo**
3 ETH CEUs **TxABA Public Policy Group**

*Workshops are a separate registration that includes CEUs.

TxABA Two-Step Presentations

7:45p - 9:15p Llano/Blanco **In-Person Only**

Bridging Care Gaps: A Behavior-Analytic Babysitting Model for Children with Autism with **Tranika Jefferson**

How Antecedent Choice & Preference Interact to Reduce Challenging Behavior During Tangible Denial Trials with **Logan Gibson**

Enhancing Caregiver Intervention Through a Mobile App: Early Findings and Next-Steps with **Haley Tapia**

School Choice, Behavior Support, and Inclusion: A Behavior Analytic Case Study with **Rene Tilsley**

FCT and delay training to decrease poolside elopement behavior for autistic children with **Sydney Tetens**

A Replication Study of Applied Behavior Analysis with Latino Families and Individuals with ASD with **Valeria Yllades**

FRIDAY SCHEDULE

April 10, 2026

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

7:00a - 6:00p **Exhibit Booths**
See Map Coffee/Tea and Small Breakfast Assortment
Afternoon snack available on both levels

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

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

5:15p - 5:30p **Poster Judges Meeting**
Medina Closed - Judges Only

4:30p - 8:30p **Headshots**
Pecos Complimentary: First-Come Basis

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5:30p - 7:30p **Poster Session**
Garden Terrace Cashless Bar (NA drinks available)

6:30p - 7:30p **Severe Behavior SIG Meeting**
Blanco/Llano Snacks First-Come Basis

7:30p - 9:30p **Game Night/Social**
Garden Terrace Cashless Bar closes at 9:15p

Thank you

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Friday April 10, 2026

9:00a-10:30a Rio Grande C/W PROF 1.5 SUP CEUs

Jeron Trotman **Mentorship That Matters: Reigniting Engagement, Retention, and Leadership in ABA Through Intentional Systems**
Black Men in Behavior Analysis

Mentorship in ABA is more than supervision—it is one of the most powerful drivers of connection, retention, professional identity, and quality of care in our field. At a time when clinicians are experiencing burnout, decreasing engagement, and disconnection from professional communities, intentional mentorship can serve as a stabilizing and inspiring force. This presentation will explore mentorship as a meaningful behavioral process rather than a symbolic relationship, examining how it functions to build belonging, strengthen confidence, develop future leaders, and sustain commitment to both the science and the community of ABA. Drawing from real-world mentorship models, leadership experiences, and community-building initiatives, this session will provide practical strategies for organizations, supervisors, and professionals at all levels to design mentorship systems that truly support people—not just performance. Through guided reflection, applied examples, and implementation-focused discussion, participants will learn how to translate mentorship principles into actionable practices across individual, supervisory, and organizational contexts. Attendees will leave with concrete tools and an initial framework to cultivate mentorship relationships that reinforce growth, protect against burnout, and reengage clinicians in purposeful, values-driven work.

9:00a-10:30a Regency GH NDD 1.5 Eth CEUs

Stephanie Gonzalez **Anchoring Your Social Validity in a Sea of Opinions**
UNT

Social validity is central to ethical, client-centered practice in applied behavior analysis, yet it is often assessed using methods that may not fully capture stakeholder perspectives. The Behavior Analyst Certification Board Ethics Code emphasizes the importance of involving clients and stakeholders and communicating about services (e.g., Codes 2.08, 2.09). However, commonly used Likert-scale measures may not adequately reflect how stakeholders evaluate goals, procedures, and outcomes. This presentation examines how assessment methods influence conclusions about social validity. A feasibility project in an early intervention setting evaluated caregiver perspectives using interviews, rating scales, and pre- and post-intervention video observations. Findings revealed divergence between caregiver-reported satisfaction and observed behavioral outcomes, with qualitative themes suggesting that caregivers may prioritize variables such as communication, child affect, and overall experience over discrete skill acquisition. Implications for ethical practice will be discussed, including how measurement choices may shape interpretations of client satisfaction and treatment acceptability. Attendees will learn practical strategies for incorporating mixed-method approaches to enhance socially valid, ethically aligned decision-making.

Friday April 10, 2026

9:00a-10:30a Regency F GEN

1.5 CEUs

Yusuke Hayashi **The Costs of Doing It All: A Behavioral**
Penn State Hazleton **Economic Analysis of Media Multitasking**

Mobile phone use is ubiquitous in today's society. While many individuals use it in a reasonable manner, others use it excessively and/or in a problematic manner. Media multitasking has emerged as one such growing concern, which refers to the simultaneous engagement with multiple streams of digital information. In this presentation, I will discuss how behavior analysis in general, and behavior economics in particular, can address the societal issue. From a behavioral economic perspective, media multitasking is fundamentally a choice shaped and maintained by competing reinforcement and/or punishment contingencies that involve trade-offs between multiple consequences (e.g., a smaller-sooner reinforcer vs. a larger-later reinforcer). Building on this conceptualization, I will illustrate how certain behavioral economics principles, such as delay/probability/effort discounting and demand analysis, can be applied to understand, predict, and potentially control this complex behavior of media multitasking. I will also argue that this conceptualization of media multitasking as choice can direct our attention to identifying the environmental/contextual variables that affect the choice, and that this conceptual and philosophical framework, when paired with strong empirical data, represents a unique contribution that behavior analysis can offer to other disciplines in addressing the societal issue of media multitasking and, more broadly, problematic mobile phone use. A brief tutorial on key behavioral economics concepts will also be provided.

9:00a-10:00a Rio Grande East OBM 1 ETH CEU

Tom Zane **Behaviorists Behaving Badly: The Science**
Kansas **of Ethical Behavior and How to Teach It**
Effectively

Behavior analysts are guided by a comprehensive ethics code designed to ensure responsible and effective practice. Yet, ethical violations persist, suggesting that simply knowing the rules is not enough. From a behavioral perspective, ethical and unethical conduct are operant behaviors—shaped by the contingencies and environmental variables surrounding practitioners. This presentation explores those variables in two ways. First, it reviews findings from a survey of behavior analysts examining the extent to which they use evidence-based versus fad treatments, and the contextual factors that influenced their choices. Second, it describes two empirical studies using a gamified approach to teaching ethics. In these studies, participants engaged in structured role-plays of ethical dilemmas and were systematically trained to identify and resolve these situations using the Ethics Code for Behavior Analysts. Together, these data illustrate how a functional analysis of ethical behavior can inform more effective, engaging methods for teaching and maintaining professional integrity within our field.

Friday April 10, 2026

9:00a-10:00a Live Oak Social 1 CEU

Faris Kronfli From Classrooms to Communities: Using
U. of Florida Group Contingencies to Help Disrupt the
School-to-Prison Pipeline

The school-to-prison pipeline is a national crisis that reflects how educational systems can unintentionally push students, especially those from marginalized communities, toward exclusion and criminalization. This talk explores how everyday decisions in schools, like suspensions or referrals, can set off a chain of consequences that disconnect students from learning and increase their risk of justice system involvement. These patterns aren't random; they're shaped by a web of influences, such as policies, biases, and environments, that interact with student behavior. When schools rely on punishment instead of support, they often reinforce the very behaviors they aim to reduce. Students lose access to instruction, relationships, and opportunities, while gaining exposure to more harmful influences. This results in losing access to the kinds of reinforcement that promote long-term success. We'll look at how strategies like the group contingencies can help shift classroom dynamics in a positive direction, but also why broader changes are needed. This presentation calls for a more compassionate, systems-aware approach to discipline, one that sees behavior in context and works to keep students connected, supported, and thriving.

9:00a-10:00a Pecan Research 1 CEU

Michael Perone Unavoidable Aversive Control
West Virginia

A common belief, even among behavioral psychologists, is that positive reinforcement is good for you and negative reinforcement is bad. Clinical behavior analysts generally eschew negative reinforcement in favor of positive reinforcement and experimentalists have followed suit. That's a shame because, in fact, much adaptive behavior can be attributed to negative reinforcement and much maladaptive behavior can be blamed on positive reinforcement. In this talk, I will clarify the distinction between positive and negative reinforcement, describe some basic lab experiments on negative reinforcement that may surprise you, and try to convince you of the valuable role that negative reinforcement plays in your everyday life.

Friday April 10, 2026

10:15a-11:15a Rio Grande E OBM 1 CEU

Ron Van Houten Applied Behavior Analysis at the
Community Level: An Example from
Western Michigan Traffic Safety *Presented Remotely

Presentation Summary: Over the last decade nearly a half million Americans have died in motor vehicle, bicycle and pedestrian crashes. Most of these crashes involve human behavior. In this presentation you will learn about the behavioral reasons why people do risky things and how behavioral treatments can be applied in a cost effective manner to reduce crashes. Dr. Van Houten's work on pedestrian safety, seat belt use and speeding will be considered. You will learn how behavioral treatments are currently saving lives on our highways and in our communities. This workshop will also examine driver distraction and self driving vehicles of the future. Because you most of you either drive, walk or bike, you will find much of the material of interest and you will find some of the findings surprising.

10:15a-11:15a Live Oak Social 1 CEU

Thom Ratkos The Contingencies of Capitalism
Berry College

This presentation will look at the economic system of capitalism and its sociopolitical context through the lens of behavior analysis. We will examine the contingencies of workers and capitalists as individuals, as well as the metacontingencies of how the behavior of large numbers of individuals are interlocked within the system. Capitalism and the classes within it will be viewed through a Marxist framework, including Harris' cultural materialism. Central to the discussion will be the harms caused by a capitalist system, most notably far-reaching inequality, the alienation of the worker from their labor (including behavior analysts), ecological destruction, and war. We will conclude with recommendations for action and further study.

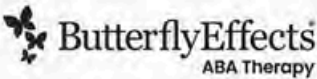
Friday April 10, 2026

10:15a-11:15a Pecan Research

1 CEU

Carol Pilgrim On the Importance of Teaching
North Carolina Experimental Analysis of Behavior
Wilmington

Training programs in behavior analysis that did not include coursework and experiential learning in the experimental analysis of behavior would have been unthinkable in the not-so-distant past of our discipline. Today, however, it is possible to graduate with a degree in behavior analysis from a great many universities without ever having contacted the experimental literature directly, and even without having contacted faculty who contacted the experimental literature directly. This state of affairs has important implications for the direction and the future of behavior analysis as a science, as a profession, and as a unique field of scholarship and practice. This talk will consider some possible strategies and opportunities for enhancing EAB education, with examples from my own experience as a researcher and a teacher. The goal of the discussion will be to encourage other basic behavioral scientists to explore creative avenues for furthering appreciation of laboratory experimental analysis.



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Friday April 10, 2026

10:45a-12:15p Rio Grande C/W PROF 1.5 CEUs

Anita Li
Massachusetts Lowell
**The Gender Pay Gap in Behavior Analysis:
A Review and Update**

We examined publicly available faculty salaries for men and women faculty members at 39 university programs affiliated with the Association for Behavior Analysis International (ABAI), either through accreditation, recognition, or applying for recognition status for the 2023 to 2024 academic year. Overall, 61.9% of the 181 faculty members were presumed women. Collectively, the mean salary for women was \$95,345.16 (SD = 34,279.91) and the mean salary for men was \$106,267.80 (SD = 41,513.61). Additional analyses confirmed there is still a salary disparity between men and women faculty members across all ranks. A linear regression model further revealed that program modality and rank were statistically significant predictors of salary differences. We will discuss our findings in relation to previous research on pay in applied behavior analysis in addition to recommendations for pay negotiation.

10:45a-12:15p Regency GH NDD 1.5 ETH CEUs

Jennifer Fritz
UHCL
**Translating Function-Based Treatment to
Practice: Lessons from Intensive Outpatient
and Parent-Directed Programs for Children
Exhibiting Challenging Behavior**

Children with autism spectrum disorder and other neurodevelopmental disorders who engage in challenging (or interfering) behavior often require intensive, function-based intervention. Traditional service delivery models, however, may be limited by barriers related to access, feasibility, caregiver burden, and safety. In response to these challenges, service models emphasizing intensive outpatient care and parent-directed treatment have emerged as promising approaches for increasing access to evidence-based behavior analytic services while maintaining treatment integrity and clinical effectiveness. This presentation will review outcomes and lessons learned from the development, evaluation, and implementation of outpatient service delivery models that emphasize parent-directed, function-based intervention for children who exhibit challenging behavior. Drawing from clinical outcome data, program evaluation efforts, and applied research conducted within outpatient clinical programs, the presentation will examine how functional analysis and function-based treatment can be implemented ethically while addressing common challenges, including caregiver stress, treatment feasibility, staff training, and safety. Research findings related to caregiver training, safety-focused assessment strategies, and treatment generalization will be highlighted. Specific emphasis will be placed on strategies for teaching caregivers to implement function-based procedures and balancing intervention intensity with family capacity. Practical considerations related to multidisciplinary collaboration, staff supervision, and system-level constraints will be discussed, with the goal of providing actionable guidance for clinicians, supervisors, and program administrators.

Friday April 10, 2026

10:45a-12:15p Regency F GEN

1.5 ETH CEU

Diana Parry-Cruwys & Jacquelyn MacDonald **Disseminating Behavior Analysis in 2026: Ethical Considerations**

Regis College &
ABA Inside Track

The options for dissemination in our field, like most in the current day, are at two opposite ends of the spectrum: the slow, methodical, and careful process of peer-reviewed publication versus the fast, algorithmic-winner-takes-all landscape of social media. Each approach has its advantages and disadvantages, and both should be addressed through our ethical framework for behavior analysts. Ethical considerations surrounding issues such as the timely release of current, clinically relevant practice recommendations; the importance of expert review of scientific material; the dangers of gate-keeping important, diverse voices; best practices for teaching behavior analysts to make evidence-based decisions; and the benefits of online communities of practice will be discussed.

11:30a-12:30p Rio Grande E OBM

1 CEU

Terry McSween **Visible (Safety) Leadership - The Quality Safety Edge** **Mechanics of Building Support**

Dr. McSween will review studies on safety and leadership and their implications for the practice of leadership. Several studies show the importance of the front-line supervisors and their relationship with their direct reports. The context of this relationship is predictive of both employee retention, safety, as well as other performance metrics. Systems often impose administrative requirements that keep supervisors in their offices and prevent them from spending time in work areas. Several studies show that effective leaders are the ones that spend the most time with their direct reports. Bullying, criticizing, and nagging are common practices that damage relationships (often related to the emotional byproducts of negative reinforcement and punishment inherent in these practices). Positive feedback is often viewed as the solution but can be ineffective in the context of a damaged relationship. The solution is found in the kind of questions that get asked and the listening that occurs, often prior to discussions of expectations or feedback. These practices are often more effective reinforcement than many of the simple positive feedback models taught by some practitioners. Other studies provide data that regular cascading meetings provide leaders with an opportunity to improve their use of both goals and consequences and result in improved performance.

Friday April 10, 2026

11:30a-12:30p Live Oak Social

1 CEU

Susan Schneider Behavior Analysis for Climate Action
Western Michigan

The Intergovernmental Panel on Climate Change warns that humanity has only 5 years to cut global greenhouse gas emissions in about half. The science and technology needed has long existed: This is a behavioral problem. Behavior analysts are thus uniquely positioned to help save the world (literally). This talk will cover the historical behavior-analytic role in co-founding environmental psychology, summarize current efforts within our field, and outline our potential role in the larger interdisciplinary behavioral sustainability effort. Popular, behavior analysis-compatible approaches will be described and strategies for involvement proposed. Gamification of sustainability offers a natural fit, and behavior analysts are currently participating in that initiative. Where else have we succeeded? What can behavior analysts contribute most effectively - and quickly? On our own or collaboratively? Audience participation will be welcomed.

11:30a-12:30p Pecan Research

1 CEU*

Christina Nord A Natural History of Social Learning
Cali. Nat. Primate Research Center

Social learning has long been central to debates about the evolution of behavior, intelligence, and culture. Yet research has prioritized documenting that animals can learn from others and identifying individual attributes rather than investigating the ecological and behavioral conditions that determine when and how learning occurs. I call for developing a natural history of social learning—one that observes learning in ecologically relevant contexts, measures actual behavioral interactions during learning episodes, and examines both successful transmission and failures. This approach shifts from abstracted cognitive models toward an ecological and behavior analysis of situated organisms: learners embedded in environmental contingencies and social affordances. I present data from field experiments with wild vervet monkeys, across two experimental contexts—a novel water patch and a complex foraging device—and examined how observation opportunities, social relationships, and individual characteristics predicted learning outcomes. For behavior analysts, this demonstrates the power of extending our methods to naturalistic contexts where contingencies operate at multiple scales. For behavioral ecologists, it shows how behavioral analytic frameworks provide mechanistic explanations without cognitive constructs—a natural history grounded in observable behavior-environment relations.

Friday April 10, 2026

2:00p-3:30p Regency GH NDD 1.5 CEUs
Emily Varon **Designing and Implementing**
Ready Set Sleep **Comprehensive Sleep Plans within the**
ABA Service Model

This event aims to equip BCBAs with the tools necessary to create meaningful and age-appropriate sleep goals with families, design ethical and effective sleep programs that will not stimulate challenging behaviors, and promote sustainable systems that will continue to be effective when sleep is compromised in the future. With as many as 50% of children experiencing sleep problems at some point during childhood (Center for Disease Control, 2022) and up to 80% of children diagnosed with Autism Spectrum Disorder experiencing sleep problems (e.g., Furfaro, 2020 and Reynolds, 2019), many Behavior Analysts find themselves treating behavioral sleep problems within the scope of Applied Behavior Analysis programming. However, Behavior Analysts do not receive training in the variables impacting healthy sleep such as average sleep needs by age, setting events which delay sleep onset and manipulate the reinforcing value of sleep, or sleep dependencies which contribute to pervasive night awakenings. This continuing education opportunity will provide critical context BCBAs will need to consider (backed by peer reviewed, proven sleep research) to inform the sleep interventions they are proposing, prior to developing any sleep plans.

2:00p-3:30p Regency F GEN 1.5 CEUs
Diana Parry-Cruwys **Beyond the Lecture: Behavior**
& Jacquelyn MacDonald **analytic tools to motivate and**
Regis College & **engage graduate students**
ABA Inside Track

Teaching graduate students in applied behavior analysis is an important task. Many times, students take classes in the evenings following a long workday. Lectures are often the preferred method of instruction for instructors due to the ease of implementation. However, research suggests that didactic instruction (lectures) alone will not improve or maintain performance (Sobeck, Robertson, & Smith, 2020). Behavior analysis is in a unique position to revolutionize graduate student classes through the utilization of behavior analytic principles. This workshop will discuss various strategies to engage students in the graduate classroom. We will discuss strategies to increase and maintain motivation to enhance the effectiveness of the classroom experience with a sprinkle of fun as well!



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Friday April 10, 2026

2:00p-3:30p Rio Grande C/W PROF 1.5 SUP CEUs

Portia James **Culture by Design: A Behavioral Systems
Behavior Genius Analysis of How Organizational Cultures
Are Built, Maintained, and Changed**

Organizational culture is not an accident—it is an outcome of the systems we build, the contingencies we reinforce, and the patterns we tolerate. In this session, we examine organizational culture through a behavioral lens, using OBM, metacontingencies, and systems science to understand how purpose-driven, high-integrity workplaces are engineered. This presentation reframes culture as a measurable, influenceable system rather than a subjective experience. Participants will learn how cultural practices emerge from interlocking behavioral contingencies, how metacontingencies shape group outcomes, and why organizations drift when reinforcement systems are misaligned with mission or values. Using research from Behavioral Systems Analysis, organizational psychology, and OBM, attendees will walk through real-world examples of cultural design, cultural shaping, and systemic misalignment. The session will also introduce a practical model for analyzing mission, processes, behavior, and outcomes to determine whether a culture is being shaped intentionally or accidentally. This presentation is ideal for supervisors, clinical leaders, organizational owners, and those responsible for performance and quality. Attendees will leave with research-backed strategies for designing and sustaining cultures that support ethical decision-making, psychological safety, and organizational effectiveness.

2:30p-3:30p Rio Grande E OBM 1 CEU

Douglas Johnson **Building a comprehensive training
Eastman Chemical system and how to align the
Company organization in support**

Although instruction, modeling, rehearsal, and feedback comprise the core of many approaches to training, many important details beyond these components remain omitted for employee training. Those details include learning factors and nuances in the interactions between trainers and trainees, as well as building a coherent system of reinforcement so the training approach survives and thrives within the organizational context as a whole. This talk will focus on the training elements, discipline systems, performance coaching, leadership management, and systems networking necessary to create a more holistic and sustainable approach to performance-based instruction.

Friday April 10, 2026

2:30p-3:30p Live Oak Social 1 CEU
Linda Hayes Cultural Behavior at the Level of the
Nevada, Reno Individual

Cultural phenomena are objects of study in multiple scientific domains, among them, psychology, sociology and anthropology. While the objects upon which investigations are focused across these domains are not the same, as items of the cultural type, they are closely related. More specifically, all such items involve factors of human activity and collective circumstances. These commonalities suggest that an elaborate description of cultural events might emerge by way of an interdisciplinary approach to their investigation. The prospect of achieving this outcome depends on the unique contributions of the participating sciences and the way in which their participation in an interdisciplinary enterprise is construed. The events investigated by behavior scientists of the behavior analytic variety are functional relations of responding and stimulation on the parts of individual organisms. Among events of this type are the cultural behaviors of human beings. Cultural behaviors are conventional actions of individuals with respect to institutionalized functions of stimuli that are shared among groups of persons. How actions of this type are acquired, maintained, and changed are described. The aim of this address is to examine the participation of cultural behavior in an emerging interdisciplinary science of culture.

2:30p-3:30p Pecan Research 1 CEU
David Cox Verbal Frontiers: Combining Words in the
Wild, Computational Modeling, and
Behavior Analysis to Explore Verbal
Communities *Presented Remotely

The verbal community plays a critical role in the analysis of verbal behavior because it selects conventional verbal forms; shapes listeners' behavior that mediates the consequences of speakers' behavior; and specifies the conditions under which specific verbal forms will contact consequences. However, despite the importance of the verbal community, past authors typically describe "the verbal community" theoretically instead of observing, measuring, or describing verbal communities directly. In this presentation, we review recent technological advances in data collection and computational modeling that allow researchers to directly observe and measure verbal communities in real-time as they evolve. Further, because data is often collected at the individual level, researchers can directly observe, measure, and model the influence of a verbal community on individual speaker and listener behavior. We show how this can be done through two examples where two distinct verbal communities were directly observed, measured, described, and modeled. In doing so, previously theoretical questions about what constitutes a verbal community and how it influences speaker and listener behavior can be answered with data. Researchers able to sort out compatible and incompatible assumptions from this methodological integration might be poised to ask and answer questions novel to the analysis of verbal behavior.

Friday April 10, 2026

Presentation and Networking Event are in Spanish

3:45p-4:45p Rio Grande C/W PROF 1 ETH CEU
Rocio Rosales En Español: Bridging Cultures: Language
Massachusetts Assessment and Intervention Strategies
Lowell for Emergent Bilingual Learners

As the number of emergent bilingual learners increases across applied behavior analysis service delivery contexts, there is a growing need for behavior analysts to understand how language of instruction influences learning outcomes. Despite existing concerns that bilingual exposure may delay skill acquisition or exacerbate challenging behavior, empirical data within behavior analysis suggests otherwise. This presentation synthesizes findings from experimental studies examining the effects of instructional language on acquisition rates, preference, and the occurrence of challenging behavior among emergent bilingual learners. In addition, preliminary results will be presented from an ongoing investigation evaluating a culturally responsive and sustaining framework for assessing verbal behavior in emergent bilingual autistic preschoolers. This work includes analysis of cross-language correspondence, response strength, and functional use of elementary verbal operants across home and instructional languages. Ethical and legal implications for assessment and intervention selection will be discussed along with implications for future research.

4:45p-5:15p Rio Grande C/W PROF No CEU
OMPAC De la Ciencia a la Comunidad: Conexión
en Español

Following Dr. Rocío Rosales' presentation, this Spanish-language networking session is designed to extend the conversation beyond the presentation and bring practitioners together through connection and dialogue. Hosted by OMPAC (Organización Mexicana de Practicantes del Análisis Conductual Aplicado), a Mexican non-profit organization dedicated to advancing culturally relevant and ethical ABA practice, this session creates space to reflect on bilingual assessment, culturally responsive verbal behavior evaluation, and the real-world experiences of Spanish-speaking professionals across settings.

Because advancing our science also means strengthening our community.

Friday April 10, 2026

3:45p-5:15p Regency GH NDD 1.5 CEU
Tom Cariveau Learner-Centered Approaches to Skill
North Carolina Acquisition: Stimulus Control in Practice
Wilmington

Decades of research from basic and applied laboratories suggest that certain procedural arrangements or types of stimuli can produce responding under unintended sources of stimulus control. The behavior analyst's detection of the incongruence between what is learned and what was intended to be learned often requires direct testing of what could be learned. Sidman (2011) endorsed that the behavior analyst must "make sure that pupils see what they see" (p. 986), which might be more effectively arranged by attempting to see from our learners' view. Fortunately, the tactics that define the behavior analytic approach, characteristic of both applied practice and basic research, provides a framework for this type of analysis for each learner. This presentation will describe the approach taken by our lab to improve our inferences about our learners' views (i.e., propensity for certain stimulus control topographies) and how we might arrange interventions to ensure coherence of what is taught and what is learned.

3:45p-5:15p Regency F GEN 1.5 CEU
Ryan Kimball A Practitioner's Guide to Managing the
Saint Joseph Renewal of Challenging Behavior

A long-standing goal of applied behavior analysis has been to develop treatments that generalize across stimulus conditions, such as different treatment implementers and settings. One phenomenon that threatens the generalization of behavior change is renewal, a type of treatment relapse that occurs when the treatment context changes. Unfortunately, recent applied research indicates that renewal is relatively common during the treatment of severe challenging behavior (e.g., aggression and self-injurious behavior). Therefore, practitioners aiming to improve the generality of their treatments need to understand how to manage renewal in clinical practice. The primary goal of this presentation is to review a collection of basic, preclinical, and applied studies that provide empirical support for renewal-mitigation strategies. Additionally, the presentation will address various topics, including the environmental factors that lead to renewal, the repercussions of renewal, the variables that influence the likelihood and magnitude of renewal, how to react to renewal once it occurs, and how renewal differs from other forms of relapse.

Friday April 10, 2026

3:45p-5:15p Live Oak Social 1.5 CEUs

Francisco Perez **The Evolutionary Role of Selection by Consequences in Shaping Behavior, Culture, and Wiring the Synaptic Self**
UT School of Public Health-Houston

The intricate web of life on Earth owes its complexity and diversity to evolutionary processes that shape individuals and their interactions with the environment. Selection by consequences plays a pivotal role, acting as a driving force in the evolution of our behavior and culture. It also plays a significant role in the wiring of the human brain. The concept of the synaptic self will be discussed and presented. Earth's intricate web of life owes its complexity and diversity to evolutionary processes. Selection by consequences plays a pivotal role, acting as a driving force in the evolution of species, the development of cultures, and the wiring of the human brain. We will explore how selection by consequences operates at various levels - individual - ecological - cultural - and neurological - to mold the environment and the synaptic architecture that underlies human behavior and cognition. Cultural evolution is primarily driven by behavior. It is a complex and ongoing process through which societies develop, transform, and adapt their beliefs, practices, and social structures over time. Our cultural evolution is presently occurring unguided and outside of our awareness. Several consequences arise from this unguided evolutionary process, which may be positive or negative. One of the primary outcomes of unguided cultural evolution is behavior changes that lead to fragmentation within the culture where traditional customs and values conflict with current ideologies, creating a cultural dissonance. This can generate intergenerational conflicts, where younger individuals may reject the conventional and established customs and norms in favor of contemporary practices that align more with modern and global trends. Within the current environment favoring global practices, unguided cultural evolution can foster societies that may contribute to the dilution of cultural identity. Technology, particularly the Internet and social media platforms, has emerged as a significant driver of unguided cultural evolution. These platforms have democratized information dissemination, rapidly spreading new and diverse ideas. While this can also lead to the spreading of misinformation and extreme views, it presents an opportunity for positive change in cultural evolution. Building on the insights from Pennypacker and Perez's book *Engineering the Upswing*, potential solutions based on the Science of Behavior are proposed. These practices aim to initiate a cultural evolutionary process that reinforces prosocial behavior, guiding the culture toward the greater good. I aim to make this presentation conversational and interactive with active discussion and participation from the attendees.

Friday April 10, 2026

3:45p-4:45p Rio Grande E OBM 1 CEU

Matthew Laske **Communicating with Purpose:
UNT Behavior-Analytic Strategies for
Professional Presentations**

Communication skills are a core professional competency for behavior analysts, yet many receive little formal training in how to prepare, deliver, and adapt high-stakes presentations. “Presentations” occur daily across parent trainings, staff meetings, treatment plan reviews, supervision, and interdisciplinary collaboration. Whether presenting to researchers, influencing stakeholders (e.g., staff, clients, parents, other clinicians), or disseminating behavior analysis to the public, the ability to communicate clearly and coherently directly affects understanding, buy-in, and follow-through. This talk will summarize relevant behavior-analytic studies and research-backed content for designing and delivering professional presentations. Attendees will learn how to (1) set clear presentation objectives, (2) tailor content to the needs, histories, and contingencies unique to different audiences, (3) design slide decks, graphs, and visuals intentionally for impact, and (4) use evidence-based delivery behaviors that promote fluency, structure, and engagement. Participants will leave with research-backed techniques and tools to apply immediately.

3:45p-4:45p Pecan Research 1 CEU

Daniele Ortu **Large Language Models, Verbal
UNT Operants, and the Absent Mand:
Implications for Alignment**

This talk has two goals. One is to describe Large Language Models (LLMs) training from a behavior analytic angle. The second one is to propose that a behavior analytic perspective may be useful in tackling unresolved issues of LLM alignment and safety. We start by applying Skinner’s analyses of Verbal Behavior to Large Language Model training. First, pre-training on large text corpora establishes massive intraverbal repertoires: verbal responses occasioned by dissimilar verbal stimuli. Supervised fine-tuning brings this pre-existing intraverbal repertoire under the control of instructional stimuli that work as function-altering stimuli. Reinforcement learning from human feedback (RLHF) differentially selects certain verbal topographies based on human preferences, with the output remaining functionally intraverbal. Multimodal training adds sensory stimulation, enabling tacts of nonverbal stimuli. Throughout this sequence, the mand typically remains absent because current LLMs lack Establishing Operations. We distinguish pseudo-mands (intraverbal behavior with mand topography) from genuine mands (evoked by establishing operations), and analyze whether the transition to genuine mands can occur in purely text-based systems. As LLMs gain access to receptors, effectors, and verbal behavior about their own resource states, conditions for Establishing Operations to gain a behavioral function may become more probable and systems whose verbal behavior was selected to sound aligned could gain the capacity for misaligned nonverbal behavior. The behavior-analytic literature on say-do and do-say correspondence training offers a potential framework for addressing this potential misalignment.

SATURDAY SCHEDULE

April 11, 2026

Thank you to our Saturday
Coffee & Afternoon Treat Sponsor



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

7:00a - 6:00p **Exhibit Booths**
See Map **Coffee/Tea and Small Breakfast Assortment**

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

10:00a - 2:00p **Headshots**
Pecos **Complimentary: First-Come Basis**

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12:45p - 2:30p **Meetings - Everyone Welcome**
Rio Grande C/W **Light Fajita Station for Meeting Attendees
on First-Come Basis**

12:45p - 1:30p **TxABA State of the Organization/
Business Meeting**

1:45p - 2:30p **TxABA PPG Meeting**

Saturday Schedule Continued on page 28

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SATURDAY SCHEDULE

April 11, 2026

Thank you to our Saturday
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2:45p - 3:45p **Afternoon Sessions**

4:00p - 5:00p **Presidential Address**
Regency GH *Afternoon snacks on First-Come Basis*

5:15p - 6:15p **TxABA Awards Ceremony**
Regency GH

6:30p - 7:30p **Black Men in Behavior Analysis
(BMBA) Community Connection**
Blanco/Llano *Join BMBA for a casual meet up*
Everyone Welcome

7:00p - 10:00p **Mad Dogs Social Meet & Mingle**
Mad Dogs on *Casual come-and-go meetup with TxABA*
the Riverwalk *Social & Networking Committee*

7:00p - 8:30p **VIP Speaker & TxABA Leadership
Dinner**

Garden Terrace
Invitation Only

Thank you to our
VIP Dinner Sponsor



Office Puzzle

8:30p - 10:00p **Connect and Converse**
Garden Terrace *Drop-in after dinner for relaxed conversations*
Everyone Welcome

Saturday April 11, 2026

9:00a-10:00a Rio Grande C/W PROF 1 CEU

Florence An Update on the BACB and the
DiGennaro Reed Infrastructure of the ABA Profession
BACB

This presentation will include a summary of recent developments at the Behavior Analyst Certification Board (BACB). The most current data on the BACB's certification programs will be provided along with descriptions of recent and impending developments, including changes to certification requirements and the development of new resources. In addition, the BACB's role within the infrastructure of the ABA profession and our unique historical circumstances will be discussed.

9:00a-10:00a Regency F GEN 1 CEU

Jennifer Fritz Reducing Feline Aggression Toward
UHCL **Humans: A Behavior-Analytic Approach
to Assessment and Treatment**

Aggression toward humans is one of the most common reasons cats are relinquished to shelters or re-homed following adoption. Recent research has demonstrated that functional analysis (FA) methodology can be successfully adapted to identify the maintaining variables of feline aggression and inform effective, function-based treatment. However, concerns related to safety and risk of injury during assessment and treatment remain significant barriers to broader adoption of these procedures. This presentation will integrate findings from a program of applied research examining both the assessment and treatment of aggression exhibited by cats during petting by humans. First, data will be presented from studies evaluating the use of precursor-based functional analyses to identify the function of aggression while reducing risk to experimenters. Results demonstrated strong correspondence between precursor and aggression FAs, suggesting that precursor assessment may provide a safe and viable alternative for informing treatment selection. Second, outcomes from a treatment comparison study for escape-maintained aggression will be reviewed, including evaluations of noncontingent reinforcement, differential reinforcement of other behavior, and differential reinforcement with arbitrary positive reinforcement. Results indicated that function-based interventions were effective in reducing aggression, with some procedures demonstrating greater efficiency across subjects. Collectively, these findings highlight the utility of behavior-analytic assessment and treatment for addressing feline aggression while prioritizing safety, feasibility, and social validity. Implications for shelter, rescue, and clinical settings will be discussed, with an emphasis on increasing adoptability, reducing injuries, and expanding access to effective interventions through practical implementation strategies.

Saturday April 11, 2026

9:00a-10:00a Regency GH NDD 1 CEU

Rocio Rosales Bridging Cultures: Language Assessment
Massachusetts and Intervention Strategies for Emergent
Lowell Bilingual Learners

As the number of emergent bilingual learners increases across applied behavior analysis service delivery contexts, there is a growing need for behavior analysts to understand how language of instruction influences learning outcomes. Despite existing concerns that bilingual exposure may delay skill acquisition or exacerbate challenging behavior, empirical data within behavior analysis suggests otherwise. This presentation synthesizes findings from experimental studies examining the effects of instructional language on acquisition rates, preference, and the occurrence of challenging behavior among emergent bilingual learners. In addition, preliminary results will be presented from an ongoing investigation evaluating a culturally responsive and sustaining framework for assessing verbal behavior in emergent bilingual autistic preschoolers. This work includes analysis of cross-language correspondence, response strength, and functional use of elementary verbal operants across home and instructional languages. Ethical and legal implications for assessment and intervention selection will be discussed along with implications for future research.

9:00a-10:00a Rio Grande E NDD Adult 1 CEU

SungWoo Building a Bridge at the Cliff: Research
Kahng Supporting Adults w/ASD
Rutgers

When young adults w/ASD complete secondary education, they are faced with the service “cliff” in which they lose access to a multitude of supports. This loss of support is reflected in the lack of research addressing the unique support needs of adults w/ASD. Decades of research has supported the efficacy of ABA-based interventions to treat the symptoms related to ASD (e.g., language, social skills, problem behaviors). Despite the wide-scale recognition, questions remain about the efficacy of ABA-based interventions with adults with ASD because most of the research has been conducted with younger learners. Adults with ASD present unique challenges given their physical size, different treatment goals, and long reinforcement history. Research focused on adults will provide additional evidenced-based interventions, which may provide data to provide more support for this population. This presentation will include examples of clinical research with adults with ASD in employment and college settings.

Saturday April 11, 2026

9:00a-10:00a Live Oak Education 1 CEU

Jeanne Donaldson Variations on a Theme: Social Validity
Measurement
Louisiana State

Social validity was first described in applied behavior analysis by Wolf (1978) as the degree to which society finds acceptable the goals, procedures, and outcomes of our work. There are multiple approaches to measuring social validity (e.g., rating scales, surveys, offering choices), each with unique benefits and limitations. In this presentation, I will highlight the benefits of collecting multiple measures of social validity by describing data from four studies that vary in participant ages, study context, and primary target behavior. The first three studies involved school-based interventions with students from preschool through fourth grade; occurred during recess, in the classroom, and during pull-out instruction; and targeted playground safety, class-wide disruptive behavior, and reading fluency. The fourth study occurred in participant homes and examined the immediate effects of noncontingent parental attention on independent play, requests for parental attention, and preference for parental attention and screen time with toddlers. Across all studies, the multifaceted social validity data provided us with a different picture of the interventions than the data on the primary dependent variable alone.

9:00a-10:00a Pecan Niche Areas 1 CEU

Malika Pritchett Behavior Analysis and Equity in Public
Kansas Education: An Abolitionist Approach

Every child is worthy of care, dignity, and humanity and deserves to be treated accordingly. It is increasingly clear that Black students encounter damaging school environments that assault their dignity and humanity. Behavior analysts working in schools are often called to action to address student “challenging” behavior that is the result of problematic contingencies embedded in school systems. If behavior analysts only approach student behavior change at the individual level, they fail to address the constellation of contingencies at the systemic level that occasion “challenging” behaviors, and thus could become complicit in perpetuating inequities and harm, especially toward children of color and children living in poverty. The purpose of this manuscript is a call to action to empower behavior analysts serving in public schools to address disparities and inequities in school disciplinary practices. We aim to reveal the oppressive systems that exist in schools by outlining data on educational disparities. We propose an approach to these disparities including abolitionist teaching in tandem with behavior analyses of the individual- and systems-level contingencies. Behavior analysts are of best service to students at risk of being marginalized and excluded from classroom learning opportunities if they engage in efforts to identify, analyze, and dismantle systems that perpetuate inequities in school disciplinary practices. Integrating the spirit and praxis of abolitionism, abolitionist teaching intervenes at both the individual and systemic level to dismantle conditions that perpetuate injustices and create systems that promote freedom-dreaming, thriving, and joy. Freedom and liberation depend on designing learning environments where exposure to new and loving contingencies produces broad transformations, leading to enhanced quality of life for children and the collective.

Saturday April 11, 2026

10:15a-11:15a Rio Grande C/W PROF 1 SUP CEU

Portia James Performance Architecture:
Behavior Genius Evidence-Based OBM Strategies for
Building Reliable, Self-Managing Teams

High-performing teams are not the product of motivation, personality, or hiring luck; they emerge from well-designed performance systems. This presentation focuses on the OBM science behind reliable, self-managing teams, integrating research from the Behavior Engineering Model (Gilbert, 1978), performance diagnostics, fluency training, and behavioral leadership. Participants will learn how to diagnose performance barriers using evidence-based assessment tools, differentiate between environmental and individual variables, and design interventions that improve clarity, competence, and accountability. Drawing on decades of OBM research—including Komaki's performance monitoring literature, Binder's fluency model, and feedback systems research—this session outlines the “architecture” required for teams to take initiative, maintain consistency, and perform at high levels with reduced oversight. Key topics include pinpointing target behaviors, designing feedback loops that accelerate skill acquisition, creating role and decision clarity, and structuring reinforcement systems that sustain performance over time. Attendees will leave with practical frameworks to enhance team reliability, support leadership development, and embed performance systems that scale as organizations grow.

10:15a-11:15a Regency GH NDD 1 CEU

Margaret Campuses, Classrooms, and Clinics:
Gifford University Behavior Analysis Program
LSU Shreveport Involvement in the Community

This presentation will give an overview of community work related to neurodevelopmental disorders conducted by behavior analytic faculty and students at a regional university. The team conducted community based research at several local schools and clinics. This presentation serves to inspire other university faculty, students, and other personnel to conduct this type of research within their own programs. Additionally, this presentation serves to inspire clinicians and other community members to partner with university personnel to conduct research within their settings. Three projects will be reviewed: 1) behavioral consultation within a local early childhood school 2) the effects of enhanced supervision on intern knowledge and skills within a local clinic setting and 3) holiday preference assessments within a local behavior analytic school. While these projects may not be the most methodologically rigorous, they shine in their efforts to address immediate concerns and needs from local community partners and offer practical research design for community based settings. Future directions in this area related to neurodevelopmental disorders will be discussed with feedback and contributions from the audience. The hope is for individuals to leave with a plan of action for conducting community based research within their communities.

Saturday April 11, 2026

10:15a-11:15a Rio Grand E GEN 1 CEU
Yusuke Hayashi
Penn State
Hazleton **The Intention-Behavior Gap in
Substance Use Disorders:
A Behavioral Economic Perspective**

The intention-behavior gap refers to the discrepancy between an individual's stated willingness to perform an action and their actual behavior. Viewing intentions as self-instructions that people give themselves to behave in certain ways (Triandis, 1980), this presentation explores how behavioral economics can contribute to understanding, predicting, and potentially controlling behaviors affected by this gap, with particular attention to substance use disorders. From a behavioral economic perspective, individuals who intend to change their behavior, such as reducing or abstaining from alcohol or drug use, often face a trade-off between (a) larger but delayed, probabilistic, and/or effortful reinforcers (e.g., long-term health, improved relationships, financial stability) and (b) smaller but immediate, certain, and/or effortless reinforcers (e.g., euphoria, intoxication, stress relief). Within this framework, the intention-behavior gap can be conceptualized as an impulsive choice favoring the smaller, immediate reinforcers, despite intentions to pursue the larger, delayed ones. Intentions, while acting as self-instructions, are only discriminative stimuli that signal the availability of reinforcement but do not guarantee the emission of the target behavior. This is because the behavioral emission is often more strongly governed by reinforcement histories and competing contingencies, which can override intentions and maintain maladaptive patterns. By examining substance use through this lens, behavioral economics highlights mechanisms that can be targeted in interventions designed to reduce the intention-behavior gap and support sustained recovery.

10:15a-11:15a Rio Grand E NDD Adult 1 CEU
**Dorothea
Lerman**
UHCL **Tools and Tips for Preparing Learners
for Employment**

An increasing number of individuals with neurodevelopmental disabilities are entering adulthood without adequate preparation for successful transitions to employment. Behavior analysts have much to offer these individuals as they prepare for life after high school. Challenges with job-related social skills, including interactions with supervisors and co-workers, and identifying job positions that are uniquely matched to the skills and preferences of the learner, are some barriers to positive employment outcomes. This presentation will describe some assessment and intervention approaches that behavior analysts might find helpful when preparing learners for employment. Discussion will include results of recent research at the University of Houston, Clear Lake, along with additional tips for success.

Saturday April 11, 2026

10:15a-11:15a Live Oak Education 1 CEU

Jennifer Austin **A Behavior Analytic Approach to Enacting Trauma-Informed Care in School Settings**
Georgia State

Given the prevalence of adverse childhood experiences (ACEs) in both general and special populations, trauma-informed care (TIC) has become more widely adopted in schools in recent years. Behavior analysts have an important role in helping schools align practices with TIC, as much of our technology and ethical mandates are implicitly aligned with the values of TIC. However, the degree to which behavior analysts consistently incorporate relevant technology into classroom and individual interventions is less clear. This presentation will review the core values underlying TIC frameworks, as well as describing how TIC fits within larger multi-tiered systems of support. It also will provide practical strategies for increasing the alignment of school-based behavioral assessment and intervention strategies with TIC.

10:15a-11:15a Pecan Niche 1 CEU

Chris Schaub **Behavior Analysis in Acquired Brain Injury: Philosophy, Principles & Practice**
Collage Rehab. Partners

In the US, approximately 1.5 million individuals sustain an acquired brain injury (ABI) each year, and an estimated 50 million occur worldwide. Regardless of severity, ABI has the potential to impact one or more systems and domains of function that can disrupt the individual's interactions with the environment, therefore influencing behavioral relations. Following ABI, this can include an array of challenging excesses and deficits of behavior, often termed neurobehavioral sequelae, that affect rehabilitation and recovery in all phases. As behavior analysts, we are trained to focus on variables and relations responsible for the selection and governing of behavior by the environment. In the ABI population, we are compelled and challenged to examine and account for variables affecting the organism, which may continue to change in more or less dynamic ways, depending on injury profile and recovery trajectory. The axiom, "if you've met one person with a brain injury, then you've met one person with a brain injury", underscores how these effects and complications can be highly individualized and idiosyncratic. Behavior analysts are uniquely equipped to address these factors, and enhance and expand neurorehabilitation efforts. This presentation will describe and provide examples of the application of behavior analytic principles in developing a philosophy and model for neurobehavioral programming. One that seeks to inform and integrate treatment planning at all levels and across all disciplines.

Saturday April 11, 2026

11:30a-12:30p Rio Grande C/W PROF 1 ETH CEU

Ann Sciarillo Texas Legislature 101:
Ellen Rhoads An Introduction to the Legislative Process
TxABA PPG and Governance in the Lone Star State

For behavior analysts practicing in Texas, understanding the legislative process is crucial to effectively navigating the regulatory landscape and advocating for policies that support the field of Applied Behavior Analysis (ABA) and the individuals we serve. This presentation provides an overview of the structure, functions, and legislative process of the Texas Legislature, offering a comprehensive introduction for those seeking to understand its inner workings. Key topics will include the two-chamber system (House of Representatives and Senate), the legislative session timeline, and the steps involved in drafting, debating, and passing laws. By providing a practical understanding of the Texas legislative process, this presentation will equip behavior analysts with the tools to stay informed, the confidence to participate in policy discussions, and the means to advocate for legislation that enhances the accessibility and quality of behavior analytic services in Texas. By the end of the session, behavior analysts will have a foundational knowledge of the Texas legislative process, as well as strategies for engaging with legislators and influencing policies that affect the profession and the individuals we serve.

11:30a-12:30p Regency GH NDD 1 ETH CEU
Kerri Peters Collaborative Care: Integrating Behavior
Florida Analysis Across Settings

The integration of behavior analysis within multidisciplinary healthcare teams enhances the effectiveness of assessment and treatment for severe behavior disorders as well as enhancing the care for other health related conditions. Collaboration with psychiatry allows for systematic assessment of the behavioral effects of psychotropic medications. Collaboration with psychologists, particularly in the assessment and treatment of obsessive-compulsive disorder (OCD), demonstrate how behavior analytic approaches—such as functional analysis and exposure-based strategies—can complement cognitive-behavioral perspectives. This presentation explores models of collaborative care in which behavior analysts work alongside psychiatry, psychology, and other disciplines to provide coordinated, data-driven interventions. Within inpatient, outpatient, and consultation-liaison medical settings, behavior analysts contribute to interdisciplinary case formulation, enhance team communication, and promote consistency and safety through behavior support across environments. Case studies of the collaborative assessment and treatment process will be reviewed. Emphasis is placed on ethical coordination of care and aligning behavior analytic methodologies with medical and psychological frameworks. This collaborative model not only advances patient outcomes but also expands the reach and recognition of behavior analysis as an essential component of integrated behavioral healthcare.

Saturday April 11, 2026

11:30a-12:30p Regency F GEN 1 CEU

Diana Parry-Cruwys Stay Out of My File Drawer! How Effective is Posted Signage in Changing Public Behavior, and Do We Have a File Drawer Problem?
Regis College & ABA Inside Track

Public behavior – behavior that influences the health, efficiency, and effectiveness of public spaces and the people in them – is an often-overlooked potential focus of behavior analysis. Existing research in this area has addressed behavior such as recycling, electricity consumption, and seat belt usage, among others. A common approach to behavior change in public spaces is posted signage. While some studies indicate positive behavior change was achieved through public signage paired with other interventions (Fritz et al., 2017; Miller et al., 2016), other research points to its potential ineffectiveness on its own. Some studies demonstrated mixed results, with posted signage effective or marginally effective in only some instances (Atkinson et al., 2022; Austin et al., 1993). Further, from personal experience this author and her colleagues have had a few “null” posted signage studies find their way to the file drawer. If posted signage is ineffective on its own but is being propped up in the research by marginal demonstrations of effectiveness, is this detrimental to our science (Kepes et al., 2012)? What are better ways to change public behavior?

11:30a-12:30p Pecan Niche 1 CEU

Aecio Borba Good for Me, Bad for Us: Behavior, Conflicting Consequences, and Cultural Issues
UNT

Culturo-Behavior Science (CuBS) is a branch of Behavior Analysis that applies behavioral concepts and methods to understand cultural practices and to design interventions for addressing social issues. To do so, CuBS maintains core commitments of a behavioral perspective: analyzing behavior in relation to the environment, adopting a selectionist account of causation, and analyzing the contingencies that shape individual behavior as well as the social processes that maintain and spread recurring patterns within groups. As in other areas of behavior analysis, the Experimental Analysis of Behavior (EAB) can contribute by identifying basic behavioral processes relevant to cultural phenomena and by testing, in arranged analogs, how interacting contingencies generate stable patterns of action. In this talk, we focus on analyses of conflicting contingencies, where consequences that strengthen actions in the short run—whether for individuals or coordinated groups—can undermine outcomes valued at the community level, to describe behaviors implicated in social problems, and on how EAB can support that work. This emphasis is useful for explaining how behavior can be strengthened and sustained—even collectively—despite producing harmful aggregate outcomes. We suggest this line of analysis as a starting point for identifying critical features of cultural issues and for developing interpretations and strategies that support societal improvement.

Saturday April 11, 2026

11:30a-12:30p Rio Grande E NDD Adult 1 CEU

John Guercio Sexuality Issues as they Relate to Adults
with Autism and Intellectual Disabilities:
ARC of the Ozarks Facilitating Relationships and Sexuality in
a Proactive and Inclusive Manner

This talk will cover the role that sexuality plays in the lives of all persons, including those with disabilities. The tendency of our society to make this topic taboo for persons with autism and special needs will be detailed. Special attention will be paid to counterfeit deviant sexual behavior, as well as an attempt to describe how persons with intellectual and developmental disabilities (IDD) can be charged with sexually deviant behavior that is erroneous in its conceptualization. An assessment and intervention program for teaching core relationship skills, as well as treatment guidelines for the appropriate and safe use of social media, will be covered in the context of addressing the myriad of issues that sexuality encompasses.

11:30a-12:30p Live Oak Education 1 CEU

Lyndsey Aiono-Conradi Teacher Wellness:
Utah The Missing Piece in Behavior Support

Special education teachers are leaving the field at more than twice the rate of their general education peers. Managing challenging student behavior has been reported as a primary contributor to stress and burnout, and it continues to motivate teachers to leave the profession, despite extensive evidence supporting effective behavior interventions. Stress and burnout do more than harm teacher wellbeing; they spill into the classroom, causing more reprimands, less effective instructional strategies, and reduced teacher confidence. This cycle creates unhealthy learning environments and unwell teachers, indicating that current approaches to behavior management lack something critical. This presentation introduces "Supporting the Supporter," an ABA-informed framework that integrates teacher wellness and student behavior interventions, addressing both teacher and student needs. Drawing on research and pilot data, strategies combining classroom management and mindfulness demonstrate wellness as a critical component of effective behavioral management. Pilot findings show this integrated approach can increase teacher praise and decrease reprimands in classroom management, while also decreasing burnout and improving self-efficacy. Attendees will learn actionable methods for building teacher wellness into behavior support and teacher preparation.

Saturday April 11, 2026

A fajita station is provided on a first come basis for meeting attendees.

12:45p-1:30p Rio Grande C/W No CEUs

TxABA State of the Organization: Business Meeting

Berenice de la Cruz President	Jennifer Hines Secretary-Treasurer	Rachel Kramer Executive Director
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Come learn about TxABA's last year at the annual business meeting.

Agenda:

- | | |
|--------------------------------|--------------------------|
| 1) Welcome | 6) Strategic Plan Update |
| 2) Conference Review | 7) Committee Updates |
| 3) Election Results | 8) SIG Updates |
| 4) Kopp Scholarship Recipients | 9) Open Floor |
| 5) Financial Report | |

1:45p-2:30p Rio Grande C/W No CEUs

TxABA Public Policy Group (PPG) Meeting

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

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

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

TxABA PPG Officers

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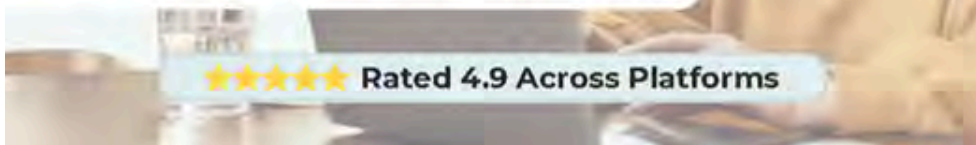
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Saturday April 11, 2026

2:45p-3:45p Rio Grande C/W PROF 1 ETH CEU
Armando Autistic Owned:
Bernal Running a Neuroaffirming ABA Business
Autism
International

This presentation shares practical, neuroaffirming ABA methods that center around the child's strengths, interests, and sensory needs while maintaining evidence-based behavioral teaching. Furthermore, the presentation also demonstrate how interdisciplinary collaboration, transparent communication, and caregiver partnership build trust, promote generalization, and create supportive networks for families.

SAM HOUSTON STATE UNIVERSITY

APPLIED BEHAVIOR ANALYSIS

(ABA)

The ABA Minor is an ONLINE program providing undergraduate students with the skills and content knowledge needed to provide therapy to individuals with disabilities.



The Master of Arts in Applied Behavior Analysis provides comprehensive training with an emphasis on intellectual disabilities and autism.



Sam Houston State University's **Minor in Applied Behavior Analysis** is open to all majors and offers a blend of special education and applied behavior analysis coursework. Coursework emphasizes ethical and evidence-based practices for improving socially significant behaviors across many settings.

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

Saturday April 11, 2026

2:45p-3:45p Regency GH NDD 1 ETH CEU
Emily Varon Ethical Considerations for Sleep
Ready Set Sleep Programming

In the absence of formal training on sleep and sleep-related variables during behavior analytical coursework, ethical barriers may arise when BCBAs choose to treat problematic sleep within the scope of ABA services. This event aims to unveil the potential for questionable ethical behavior when developing sleep plans for families and offers methods for preventing out-of-scope practices. Additionally, this event offers practical and valid sleep information for BCBAs to utilize immediately in supporting families with problematic sleep.

2:45p-3:45p Pecan Niche 1 ETH CEU
Camile Kolu Build your Own Behavioral Legacy: A
Cusp Emergence conversation about buffers, amelioration,
and inspiration

According to buffer theory and research from diverse fields, individuals have been exposed to harm as a result of adverse, aversive and coercive experiences in their conditioning, clinical, and childhood history; these harms change the biology, behavioral needs, and medical trajectories for individuals, families, and teams. Behavior analysts have ethical and supervisory responsibilities to prevent further harms and ameliorate existing ones, but the buffers as discussed by Dr. Nadine Burke Harris (2018) and defined by Kolu (2023) can contribute in ways that surpass our typical ideas about treatment plans. If the “behaviorally rich get richer” (a concept discussed by Dr. Sigrid Glenn), sharing the skills that pay off in behavioral riches is a cuspy idea. This presentation shares stories to illustrate how the lives of children, the elderly, and adults in between have benefited from learning to assess and establish their own engagement in buffering rhythms, and how complementary repertoires can be engineered in the context of behavior analytic programming. Since lifelong engagement in meaningful work, engagement, and interaction should be for everyone, Kolu will emphasize the ethical importance of self-assessment of one’s buffers (related to BACB Ethics Code item 1.10) before applying buffers with clients and staff. By the end of this talk, attendees will be able to state the 6 buffers, select individual and system level examples of barriers that prevent humans from benefiting from the buffers, list benefits of an antecedent policy that reviews buffers prior to understanding the function of behavior, name the two components of the stress relief buffer, and select a definition for the “mental health buffer”.

Saturday April 11, 2026

2:45p-3:45p Regency F NDD Adult 1 CEU

Brandon Franklin Developmental Healthcare and ABA:

Franklin Develop. Health Consultants A historical review, present state, and future directions to improve outcomes

Quality healthcare options for individuals with IDD have been inadequate for many years. Just the presence of an IDD diagnosis drops the life expectancy of an individual by up to 25 years (Lauer & McCallion, 2015). While the average American is expected to live to 75 years old, individuals diagnosed with IDD are expected to live to 50 - 60 years old. This is due, in part, to the inequalities in healthcare options for individuals with IDD and the barriers to treatment they face. In 2014, Krahn and Fox described the “Cascade of Disparities” and how failures in society and healthcare systems negatively affect individuals with IDD and their overall health outcomes. Disparities start with higher rates of adverse health conditions found in the IDD population. The impact of these conditions only worsens when disparities in attention to these needs increase. When adverse health conditions are not addressed, disparities in preventive care and promoting healthy practices to mitigate these conditions are not taught or accounted for. After years of adverse health conditions not being addressed or preventative measures being practiced, emergent needs become present, and the disparities in equitable access to healthcare lead to poor health outcomes, disease, and premature death for individuals experiencing IDD. Ervin and colleagues (2014) described myriad barriers to treatment that exacerbated the cascade of disparities mentioned above. They highlighted financial and funding barriers, insufficient incentives and training for providers, a lack of mobility access to facilities, and societal misconceptions leading to limited options and opportunities for adults with IDD to access healthcare. These barriers to treatment eventually cause preventable medical issues to become emergent, which require immediate attention in the form of emergency room and operating room services. General anesthesia and the operating room are the industry standard for adults who suffer from anxiety and are less than cooperative during dental procedures. Adults and children who have dental phobias and exhibit noncooperative behaviors during procedures can be challenging to see in an office setting, leading to the use of general anesthesia in an operating room (Rapisura et al., 2023). These procedures can be and have been completed without general anesthesia. Desensitization procedures, defined by McMullen, Mahfood, Francis, & Bubenik as “Systematic desensitization is a conditioning procedure in which the participant is repeatedly exposed to anxiety-causing situations while practicing a replacement or a response incompatible with anxiety-related behavior,” can remedy the above-mentioned challenges. Data shows that through desensitization procedures and interventions (including virtual reality) performed by a BCBA in a healthcare setting at the Lee Specialty Clinic and Kramer Davis Health, patients with IDD are not only able to complete routine and invasive procedures, but they are also able to complete them without general anesthesia or restraints. Participants will review desensitization procedures, data showing operating room desensitization results, the use of virtual reality as an intervention, desensitization resources, how to advocate for better healthcare for individuals with IDD, and future directions of healthcare for individuals with IDD.

Saturday April 11, 2026

2:45p-3:45p Regency F GEN 1 CEU

Jacquelyn MacDonald Essential Safety Skills for Children with Autism:
Regis College & ABA Inside Track From the playground to the digital world

Every parent and professional who supports an autistic child knows that teaching safety skills is a matter of life or death. There are so many unsafe environments in the world from understanding the risks potentially associated with strangers, running away from an adult in an unsafe area, to recognizing risks in the vast digital world. We will also discuss the dangers of water and highlight current research surrounding water safety. In this session, we'll explore practical, evidence-based strategies for teaching essential safety skills—from preventing elopement, preventing abduction, and what to do to keep safe in online gaming—so that every child can experience more independence, confidence, and security in their daily lives.

2:45p-3:45p Live Oak Education 1 CEU

Scott Ardoin Tracking the Invisible:
Georgia Eye Movements, ABA, and the Science of Reading Assessment

This presentation explores how principles of applied behavior analysis (ABA) can be leveraged to enhance academic assessment and intervention, with a focus on reading. Drawing on three empirical studies, I will demonstrate how eye-tracking technology enables the observation of covert reading behaviors, offering a window into how students engage with differently depending on instruction and test format. In one study, we evaluated the effects of repeated reading and guided wide reading interventions on students' fluency and generalization of word reading across novel passages. Results indicated that repeated exposure to target words, even within a single passage, facilitated generalization, suggesting the development of stimulus control at the word level. In a second study, we manipulated reading comprehension test formats to assess how task design influences students' efforts to develop comprehension of texts. Findings revealed that test structure significantly alters eye movement patterns, particularly across students of varying reading achievements. Together, these studies illustrate how ABA-based methodologies, including stimulus control and generalization, can inform both the design and interpretation of academic assessments, ultimately supporting more effective instructional decision-making.

Saturday April 11, 2026
Presidential Address
Afternoon Snack on First Come Basis

4:00p-5:00p Regency GH **1 ETH CEU**
Berenice de la Cruz **Public Policy Advocacy in Behavior**
Texas A&M San Antonio. **Analysis: Guided by Science, Grounded in Compassion**

Behavior analysts have long been guided by a commitment to improving lives through evidence-based practice. Across the globe, many in our field have extended this mission beyond clinical and educational settings—engaging directly in public policy to create lasting, systemic change. From local communities to international arenas, behavior analysts are meeting with legislators and policymakers to share solutions grounded in behavioral science. These efforts are shaping policies that promote access to quality services, ethical practice, and positive societal outcomes. Incorporating a behavior analytic perspective into public policy fosters environments that are more humane, inclusive, and positively reinforcing for all. The results are evident: progress in professional credentialing and regulation, increased funding for ABA services, and the expansion of service capacity worldwide. These achievements demonstrate the powerful influence of our science when paired with advocacy and collaboration. Yet, many behavior analysts remain unaware of how their voices and expertise can impact policy decisions that affect our clients, our communities, and our profession. This address will highlight the inspiring work of behavior analysts who have led advocacy efforts globally, with a special focus on initiatives in Texas. Together, we will reflect on lessons learned, celebrate progress made, and chart a vision for the future of policy engagement in behavior analysis. Together, we can shape a future where behavior analysis informs policy, empowers communities, and creates lasting positive change—a future guided by compassion, science, and the principles of behavior analysis.

Scan here to learn more about
TxABA, including our
Committees and SIGs



Saturday, April 11, 2026 5:15p-6:15p
Awards Ceremony Regency GH



Dr. Amy Wood

**Public Service
Contributions to
Behavior Analysis
in Texas**

Dr. Amy Wood has made lasting public service contributions to behavior analysis in Texas through decades of advocacy, leadership, and community engagement. Through her long-standing work with FEAT-Houston, she has helped countless families access accurate, evidence-based information and services while advancing public understanding of applied behavior analysis. She has also been a strong advocate for expanding services for adults with autism and other neurodiverse individuals, including her leadership with Project Beacon Texas. Known for her collaborative spirit and ability to connect with families, professionals, and policymakers, Dr. Wood has helped shape the landscape of autism services in Texas and is highly deserving of this award.



David Whitcher
MA, BCBA, LBA

**Career
Contributions to
Behavior Analysis
in Texas**

David Whitcher has devoted decades to advancing behavior analysis in Texas through compassionate, practical support for individuals with intellectual and developmental disabilities and their families. During his 25-year career with the Texana Center, he has provided services to individuals who often lack other funding or access to care, demonstrating an unwavering commitment to those most in need. Known for his creativity, humility, and extraordinary ability to coach families and educators, Dave has mentored many clinicians and helped countless families overcome complex behavioral challenges, leaving a lasting impact on both the people he served and the professionals he trained.

Saturday, April 11, 2026 5:15p-6:15p

Awards Ceremony **Regency GH**



John Guercio
PhD, BCBA-D,
NADD-CC, LBA

Enduring Career Contributions to Behavior Analysis

John M. Guercio has devoted more than three decades to advancing the science and humane practice of behavior analysis through influential research, clinical leadership, and mentorship. A prolific scholar and presenter, he has authored numerous publications and books shaping the treatment of severe behavioral challenges in adults with autism and intellectual and developmental disabilities. His work emphasizes ethical, evidence-based interventions, including effective staff training, positive behavior supports, and reducing restrictive practices. Through leadership roles, editorial service, and mentoring emerging practitioners, Dr. Guercio has made a sustained and far-reaching impact on the field of behavior analysis.



Jeffrey Dillen
MS, BCBA, LBA

Distinguished Services to TxABA

Jeffrey Dillen has provided sustained, impactful service to TxABA through leadership, committee work, and advocacy. Serving on the Executive Council, including as President twice, and as TxABA PPG President, he offered steady guidance and strengthened organizational governance. He contributed to professional development as the first Program Committee Chair and through establishing the Regional Conference Subcommittee to host TxABA's first conference in El Paso, TX. Through the Public Policy Group, he advanced legislative priorities, including licensure and Medicaid funding for ABA services. Jeff's long-standing commitment has enhanced TxABA's infrastructure, educational offerings, and advocacy efforts, leaving a lasting positive impact on the organization and the field in Texas.

Saturday, April 11, 2026 5:15p-6:15p Awards Ceremony **Regency GH**



Berenice de la Cruz
PhD, BCBA-D, LBA

Behavior Analysis Trailblazer in Texas

Inaugural Award

Dr. Berenice de la Cruz merits recognition as TxABA's first Behavior Analysis Trailblazer awardee for her pioneering leadership in expanding culturally responsive ABA education and services. As founding Program Coordinator at Texas A&M University-San Antonio, she built an ABA program specifically serving predominantly Hispanic, first-generation students. Her work integrates culturally adapted practices, bilingual training, and strong community partnerships in underserved regions. Beyond Texas, she has advanced ABA in Mexico and Costa Rica through training, research, and advocacy. She serves as the EC liaison on the TxABA EDIE Committee. Her public policy contributions have improved access to services statewide, including individuals on medicaid. Dr. de la Cruz's innovative, cross-cultural impact exemplifies true trailblazing in behavior analysis.



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SUNDAY SCHEDULE

April 12, 2026

8:00a - 12:15p **Badge Pickup and Registration**
Regency ABCDE **Please Bring Photo ID**

8:00a - 12:15p **Exhibit Booths**
See Map Coffee/Tea and Small Breakfast Assortment
First-Come Basis

9:00a - 12:00p **Morning Session**
Professional Track
Education Track
NDD Adults Track

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

9:00a-11:00a Rio Grande C/W PROF 2 SUP CEUs
Tonya Davis Supervising with Purpose:
Baylor Building Competent, Feedback-Ready,
and Compassionate BCBA

Effective fieldwork supervision requires more than logging hours; it demands intentional skill-building, honest communication, and a commitment to compassionate clinical practice. This workshop presents an integrated supervision model that weaves together three essential elements: competency-based supervision, performance feedback, and compassionate care. Attendees will explore how to design supervision plans grounded in observable, measurable competencies aligned with BACB requirements, how to deliver structured, behaviorally specific feedback that shapes supervisee performance, and how to explicitly teach and model the person-centered values that define ethical, compassionate ABA practice. Critically, participants will examine how these three elements function as a unified system rather than isolated skills – and how the supervisory relationship itself serves as a live demonstration of the clinical culture supervisees will carry into their own practice. Attendees will leave with practical tools and a concrete action plan applicable to their immediate supervision context.



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Texas A&M University - San Antonio
Texas Department of Licensing and Regulation (TDLR)
Texas State University Applied Behavior Analysis
Texas Tech University Burkhart Center for Autism
The Chicago School
TheraDriver
University of West Florida
Unlocking the Spectrum

*Sponsors & exhibitors as of 3/20/2026. Please note that being a sponsor or exhibitor does not equal an endorsement by TxABA

Sunday April 12, 2026

9:00a-11:00a Rio Grande E NDD Adult 2 ETH CEUs*

The Long and Winding Road: Building Community-Based Services for Adults with Intellectual and Developmental Disabilities

Moderated by Jeffrey Dillen

Panelists:

John Guercio, SungWoo Kahng, & Dorothea Lerman

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

*CEU Instructor is John Guercio

11:15a-11:45a Rio Grande E NDD Adult No CEU

Networking Event hosted by the TxABA PPG's Adult Services Task Force

Come learn briefly about the Adult Services Task Force, followed by a structured networking event, and ending with time for deeper conversations with the new connections you just made.

Sunday April 12, 2026

9:00a-10:30a Regency F Education 1.5 CEU
Heather Hughes A Systems-Level Approach to Providing
Eagle Mountain- Behavior Analytic Supports in Texas
Saginaw ISD Public Schools

The ever-increasing needs of students, problem behaviors and academic struggles in schools necessitate effective, sustainable solutions beyond traditional disciplinary measures, highlighting the need for a comprehensive, systems-level approach. Key components include strong leadership, staff training, data systems, allocation of needed resources, and programming to promote staff efficacy and improve student outcomes. As prevalence rates of students requiring extensive support needs continue to rise, schools are challenged to provide a continuum of responses to challenging behavior as an alternative to traditional punishment-based and exclusionary consequences.

10:45a-11:15a Regency F Education No CEU

Networking Event hosted by the TxABA PPG's Public Education Task Force

Come learn briefly about the Public Education Task Force, followed by a structured networking event, and ending with time for deeper conversations with the new connections you just made.

Thank you for attending our 41st Annual Conference and supporting TxABA's Mission. We know that you have many choices when it comes to CEUs but we hope that you are leaving the conference with more than CEUs. We hope that beyond growing your skills and knowledge, that you connected with your fellow behavior analysts in Texas and had fun!

TxABA is its membership and, to our membership, we say thank you for another great year!



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