

ABAI 47th Annual Convention

ABAI is a nonprofit membership organization with the mission to contribute to the well-being of society by developing, enhancing, and supporting the growth and vitality of the science of behavior analysis through research, education, and practice.

***THURSDAY, MAY 27 TO
MONDAY, MAY 31***

47TH ANNUAL CONVENTION

Special Thanks to Our Premier Exhibit Sponsors!



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Community, Social, and Sustainability Issues (CSS): Sarah Richling (Auburn University) and Tom Szabo (Florida Institute of Technology)

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Experimental Analysis of Behavior (EAB): Karen Lionello-DeNolf (Assumption College) and Erik Arntzen (Oslo Metropolitan University)

Organizational Behavior Management (OBM): Nicole Gravina (University of Florida) and Byron Wine (The Faison Center)

Philosophical, Conceptual, and Historical Issues (PCH): Michael Hixson (Central Michigan University) and David Palmer (Smith College)

Practice (PRA): Susan Wilczynski (Ball State University)

Science (SCI): Suzanne Mitchell (Oregon Health & Science University)

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Verbal Behavior (VRB): Sarah Lechago (University of Houston-Clear Lake) and Rocío Rosales (University of Massachusetts Lowell)

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Program Content

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Video Recording Policy

Please be aware that ABAI prohibits audio and video recording of convention events by any person or entity other than ABAI.



about ABAI...

ABAI is a nonprofit membership organization with the mission to contribute to the well-being of society by developing, enhancing, and supporting the growth and vitality of the science of behavior analysis through research, education, and practice. ABAI encompasses contemporary scientific and social issues, theoretical advances, and the dissemination of professional and public information. Advancing behavioral science and its application has become an international effort, as witnessed by the countries represented by our members.

ABAI provides a forum for 39 special interest groups, maintains a mutually beneficial relationship with 96 affiliated chapters located across the USA and around the world, and organizes an annual convention in addition to other conferences and events. ABAI publishes three scholarly journals, distributes a triannual newsletter, provides continuing education credits, and accredits behavior analysis undergraduate and graduate training programs.

ABAI was founded in May 1974 at the University of Chicago. The first annual convention was held the following year and has been the largest gathering of behavior analysts for all of its 43-year history. The event gathers over 5,000 behavior analysts from all over the world; typically, more than 50 countries are represented. ABAI also conducts an annual autism conference, an international conference every 2 years, and other topical events, including those covering education and behavioral research and translation. The association has more than 6,000 members from nearly 70 countries.

Diversity Policy

The Association for Behavior Analysis International encourages diversity and inclusiveness in the field of behavior analysis broadly, and within the organization specifically. Diversity refers to differences in race, ethnicity, sexual orientation, gender identity, age, country of origin, religious or spiritual beliefs, ability, and socioeconomic class.

Ethics

The Association for Behavior Analysis International expects its members to uphold the highest standards of personal and professional behavior in the conduct of their work and the advancement of behavior analysis. ABAI embraces the diversity of professions within its membership; each ABAI member should adhere to the ethical standards that have been defined for his or her profession. Examples include, but are not limited to:

- ❖ The American Psychological Association's "Ethical Principles of Psychologists and Code of Conduct"
- ❖ The Association for Clinical Researchers' "Code of Ethics"
- ❖ The Association for Institutional Research's "Code of Ethics"
- ❖ The Behavior Analyst Certification Board's "Guidelines for Responsible Conduct for Behavior Analysts"
- ❖ The National Association of School Psychologists' "Professional Conduct Manual"
- ❖ The National Association of Social Workers' "Code of Ethics"
- ❖ The National Education Association's "Code of Ethics of the Education Profession"

executive council



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47th Annual Convention Schedule

NOTE: All times listed below and throughout the program book are in Eastern Daylight Time (EDT).

Thursday, May 27

4:00 pm–7:00 pm	Pre-convention workshops (additional fee required)
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Friday, May 28

9:00 am–4:00 pm	Pre-convention workshops (additional fee required)
2:00 pm–5:00 pm	Student Welcome Event and Student Trivia Night
5:00 pm–6:30 pm	Opening Event and SABA Awards
8:00 pm–10:00 pm	ABAI Expo

Saturday, May 29

9:00 am–12:50 pm	Sessions
1:00 pm–2:00 pm	Noteworthy Activities
1:00 pm–3:00 pm	Exhibits open
1:00 pm–3:00 pm	Poster session
3:00 pm–6:50 pm	Sessions
7:00 pm–7:50 pm	Business meetings
7:00 pm–8:30 pm	Remembrances of Jack Michael

Sunday, May 30

9:00 am–12:50 pm	Sessions
1:00 pm–2:00 pm	Noteworthy Activities
1:00 pm–3:00 pm	Exhibits open
1:00 pm–3:00 pm	Poster session
3:00 pm–6:50 pm	Sessions
7:00 pm–7:50 pm	Business meetings
8:00 pm–10:00 pm	Reunions and receptions

Monday, May 31

7:00 am–7:50 am	ABAI Business Meeting
9:00 am–12:50 pm	Sessions
1:00 pm–2:00 pm	Noteworthy Activities
1:00 pm–3:00 pm	Exhibits open
1:00 pm–3:00 pm	Poster session
3:00 pm–5:55 pm	Sessions
6:00 pm–6:50 pm	Presidential Address
7:00 pm–7:50 pm	Business meetings

This schedule may be altered to accommodate changing circumstances. If you are interested in receiving a copy of a paper presented during the convention, please request a reprint from the author at the end of the session.

Using the Convention Program Book

Understanding Program Entries

To help you understand the structure of this book, the next few paragraphs explain the various terms and codes used throughout.

Session Formats

Pre-convention workshops review recent research, discuss current theoretical issues, and present new methods for the application of behavior analysis. Registration for individual workshops is required, either prior to the convention or on site. There is an additional fee for attending workshops.

Invited speaker events feature presenters asked by the Program Board to discuss information that is new, innovative, or otherwise important to the specialty area. All may attend invited events.

Tutorials are presented by distinguished scholars who teach a specific topic. The 2021 convention includes several tutorials invited by the Program Committee chair with input from area coordinators. All may attend invited tutorials.

Symposia consist of a series of moderated related presentations by different people with no interaction between the speakers. Sessions may also include a discussant.

Paper sessions include papers of theoretical, philosophical, or methodological issues assembled into a session by the area coordinators.

Panel discussions are moderated discussion sessions with panel members responding to a theme.

Poster sessions are displays of information relevant to data-based research projects; presenting authors are available during 120-minute sessions to discuss their work. Posters with odd numbers will be discussed during the first hour, even numbers the second hour.

The *ABAI Expo* is a special poster session for presentations of undergraduate and graduate training programs, internship and employment opportunities, special interest groups, affiliated chapters, ABAI boards and committees, and behavioral organizations from around the world.

Business meetings are held by ABAI committees, chapters, special interest groups, and others. Anyone may attend published meetings.

Reunions are social gatherings for schools, businesses, and other organizations.

Domains of Content

Presenters were asked to categorize their sessions as applied research, basic research, service delivery, or theory.

Applied research deals with behavior selected on the basis of its social significance, human emphasis, intervention driven with cure orientation, data-based activity carried out under auspices of research protocol, development of new technology, and anything with the ultimate function of disseminating artifacts (contingent on peer review) that contribute to generalizable knowledge about how or why interventions, service delivery systems, or their components achieve desired goals. The function of any manipulation or analysis is to go beyond demonstrating that environmental manipulations will produce desired goals by identifying how or why interventions, service delivery systems, or their components achieve those goals.

Basic research deals with representative response, which can include verbal behavior in humans, in any species. It is theoretically driven, data-based activity that is carried out under the auspices of research protocol. It is anything to do with the ultimate function of disseminating artifacts (contingent on peer review) that contribute to generalizable knowledge about fundamental processes.

Service delivery deals with behavior selected on the basis of its social significance, human emphasis, intervention driven with cure orientation, frequently but not necessarily supported through fee for service arrangements and staff positions, extension of existing technology to new settings or populations, and is not predominantly undertaken to disseminate an artifact that contributes to generalizable knowledge, even though it may include data-based decision making. Presentations in this category are predominantly case histories, illustrations, descriptions, or demonstrations rather than analysis of how principles may be applied in interventions, service delivery systems, or their components to achieve desired goals. The function of any manipulation or analysis is to apply environmental manipulations to produce desired goals rather than to identify how or why interventions, service delivery systems, or their components achieve those goals.

Theory deals with abstract, conceptual, or integrative statements about organizations of facts, interpretations, or mathematical models and quantitative analyses. This area can also include historical and philosophical analyses or reviews.

Program Area Identifiers

The following program area identifiers appear in the session listings in the program schedule and indicate

the general topic under which each presentation falls. Presentations may also indicate a secondary specialty area. The secondary area is listed directly after the first area in symposia, invited events, and panel discussions and after the title of the presentation in posters and paper sessions.

Basic and theoretical work is often found in behavioral pharmacology and neuroscience (BPN); behavioral development (DEV); experimental analysis of behavior (EAB); philosophical, conceptual, and historic issues (PCH); science (SCI); and verbal behavior (VRB).

Work addressing *clinical populations* is often found under autism (AUT), clinical and behavioral medicine (CBM), and developmental disabilities (DDA).

Work addressing *organizations* is often found under applied animal behavior (AAB), community, social, and sustainability issues (CSS), education (EDC), organizational behavior management (OBM), and teaching behavior analysis (TBA).

Practice (PRA) pertains to issues related to clinical practice. PRA does touch on other areas, as it relates to both basic science as well as issues related to professional practice, such as ethical considerations, insurance, and how to get grants.

Continuing Education

General Information

One of ABAI's primary objectives is to provide educational opportunities for members and other professionals to review recent research, discuss current theoretical issues, and learn new methods in the application of behavior analysis to societal problems. While ABAI does not require participation in the continuing education (CE) program for membership, involvement is encouraged.

The CE program is designed to meet needs for self-improvement and to provide continuing academic training for psychologists and behavior analysts as required by many licensing associations and specialty boards. ABAI maintains records of all CE credits.

ABAI is a Learning Type ACE provider for the Behavior Analyst Certification Board (BACB), is approved by the American Psychological Association (APA) to sponsor CE for psychologists, is approved by the National Association of School Psychologists (NASP) to offer CPD for school psychologists, and is approved by the Qualified Applied Behavior Analysis Credentialing Board (QABA) to offer CE for those with Applied Behavior Analysis Technician or Qualified Autism Services Practitioner credentials. ABAI maintains responsibility for all programs and their content.

Continuing Education Sessions

CE type(s) available are indicated in the session details of the printed program, in the online program, and in the conference app. Not all sessions are approved for all CE types.

Continuing Education Documentation

CE documentation will be available in your ABAI portal after the convention.

Workshops

Workshops are subject to cancellation due to low enrollment, so advance registration is advised. The fee for continuing education is included in the cost of the workshop.

Review workshop offerings on the following pages. To view detailed descriptions of all workshops—including abstracts, learning objectives, activities, and more—check out the online program (www.abainternational.org/events/annual/workshops) or the events app.

Select pre-convention workshops are available for continuing education credit for behavior analysts certified by the Behavior Analyst Certification Board (CE: BACB), psychologists licensed by the American Psychological Association (CE: PSY), CPD school psychologists by the National Association of School Psychologists (CE: NASP), and applied behavior analysis technicians or qualified autism services practitioners certified by the Qualified Applied Behavior Analysis Credentialing Board (CE: QABA).

Cancellations and Refunds

Cancellations received on or after April 16, 2021, will not be eligible for a refund, but registration may be transferred to another member.

Ethics

ABAI expects its members to uphold the highest standards of personal and professional behavior in the conduct of their work and the advancement of behavior analysis. ABAI embraces the diversity of professions within its membership; thus, each ABAI member should adhere to the ethical standards that have been defined for his or her profession.

Special Events

Friday, May 28

Student Welcome Event

2:00 pm–3:30 pm EDT

The ABAI Student Committee will host a special Welcome Event for current and future student members. During this session, Student Committee Members will review useful information for navigating the virtual platform to help you make the best of your convention experience.

Student Trivia Event

3:30 pm–5:00 pm EDT

Grab your friends and join the Student Committee for our annual Trivia Event, hosted by leading researchers and academics in the field of behavior analysis. Test your knowledge about the ABAI organization, the field of behavior analysis, and more. Come mingle with other students and kick off the conference with a friendly game of trivia! Prizes available for the winners and participants.

SABA Awards and Opening Event

5:00 pm–6:30 pm EDT

The Society for the Advancement of Behavior Analysis (SABA) provides financial support for the field of behavior analysis. As a 501(c)(3), nonprofit organization, SABA accepts tax-deductible donations, distributes donations through grants and fellowships, and recognizes leaders in behavior analysis with its annual awards ceremony.

Saturday, May 29

International Task Force on Education in Behavior Science and Application

11:00 am–12:50 pm EDT

The ABAI Task Force on International Education has been working to create a model to improve educational opportunities and develop formal recognition of behavior analysts that could be adapted for individual countries. Constituents from Brazil, Italy, Mexico, South Africa, and Spain will provide an update on the task force progress. We welcome the attendance of all those interested in this effort.

Standing on the Shoulders of a Giant: Remembrances of Jack Michael

7:00 pm–8:30 pm EDT

Jack Michael's influence on the field of behavior analysis was profound. His refinement and extension of several of our basic concepts and principles (e.g., establishing operations, positive and negative reinforcement, automatic reinforcement, verbal behavior) has greatly advanced our understanding of human behavior. However, Jack's legacy may be most obvious in the numerous students he taught over the years, many of whom have had distinguished careers as researchers, practitioners, and teachers in their own right. Each has made significant contributions to behavior analysis, thus extending Jack's legacy even further. Six of Jack's students from his early days of teaching will offer comments and insights regarding Jack. Following their remarks, audience members will be allowed to provide very brief remarks about Jack.

Monday, May 30

ABAI Annual Business Meeting

7:00 am–7:50 am EDT

The purpose of the annual meeting of members is for ABAI leadership to provide an update on the ongoing activities of and major developments in the association.

Cultural Behavior Science VCS Practicum: Design and Evaluate Learning Experiences in the Field

11:00 am–11:50 am EDT

This panel discussion examines how the Cultural Behavior Science VCS practicum might be designed to optimize student learning, foster outreach from VCS approved curricula into the community, refine concepts/procedures in community/culture behavior change and assemble resources to orchestrate success. The panel invites discussion with the ABAI community to illuminate pathways ahead, barriers, and solutions as the field seeks to transfer expertise in cultural behavior science towards socially important issues related to sustainability, diversity, social justice, and other "wicked problems."

Presidential Address: Discourse in 2021: Some Observations From a Radical Behaviorist

6:00 pm–6:50 pm EDT

Characterizing one's behaviorism as radical entails a world view that is simultaneously fundamental in its emphasis on selection by the environment as the origin of behavior, whether public or private; thoroughgoing in its relevance to all dimensions of human endeavor, from simple reflexes to complex social systems; and extreme in its focus on changing the social environment to impact critical cultural reforms (e.g., Malagodi, 1996). Indeed, increasing attention to cultural behavior analysis has been a highlight of our recent history in this field, and significant strides have been made in expanding

analyses beyond the molecular contingencies operating at the level of the individual to the meta- and macro-contingencies in effect for groups of individuals (e.g., Glenn, 2004). Of course, a cultural-level perspective has been a defining feature of most, if not all, of our sister social sciences from their inception, and it has been suggested (e.g., Malagodi, 1996) that behavior analysis could gain much from seeking alignment of our basic principles with complementary approaches and methodologies found useful in the broader social science arena. A case in point involves the study of discourse, defined conventionally as “extended expression of thought on a subject in connected speech or writing” and “rooted in concrete contexts such as history or institutions” (Merriam-Webster Dictionary). A scholarly target of multiple social science disciplines, quantitative and qualitative analytic strategies have been developed to better characterize, and study the function(s) of, a given discourse. In considering alignments, Skinner’s own analysis (1957) detailed differences in size across verbal operants, allowing for those of considerable extent, and he discussed discourse-like phenomena not infrequently, as in his treatment of the difficulties presented by the literatures of freedom and of dignity for a science of behavior (e.g., 1953, 1971). It will be argued here that important dimensions of current events on the national scene, as well as within behavior analysis, could also be described in terms of conflict in discourse and that, in seeking to find solutions, we might be wise to undertake a more broadly informed and truly radical approach to understanding the nature of discourse, its selection and transmission, and its impact on other modes of behavior. The extent to which a given discourse can function as a unit, and as a significant form of cultural practice, will be explored through examples.

B. F. Skinner Lecture Series

ABAI’s B. F. Skinner Lecture Series brings distinguished speakers from fields other than behavior analysis to the ABAI annual convention. These guest presenters have been selected for their relevance to our field, and the Program Board has arranged for you to hear an incredible range of scholars.

Applied Animal Behavior

How Do Similarly Raised Wolves and Dogs Relate to Their Human Companions? Looking at Dog Domestication From a Behavioural and Hormonal Perspective

SARAH MARSHALL-PESCINI (Domestication Lab, Wolf Science Centre, Konrad Lorenz Institute of Ethology, Veterinary Medicine University of Vienna, Austria)

Monday, May 31, 10:00 am EDT

Autism

Beyond Translation: Ethnic Disparities on Early Identification and Access to Services of Children With Autism Spectrum Disorder

CECILIA MONTIEL-NAVA (University of Texas Rio Grande Valley)

Saturday, May 29, 5:00 pm EDT

Behavioral Development

Improving Observed Parenting and Enhancing Well-Being in Parents of Young Children With Autism Spectrum Disorder

MARLA BRASSARD (Teachers College, Columbia University)

Monday, May 31, 5:00 pm EDT

Behavioral Pharmacology and Neuroscience

Exploring the Health Consequences of Cannabis in Animal Models

MICHAEL TAFTE (UC San Diego Health)

Monday, May 31, 3:00 pm

Clinical, Family, Behavioral Medicine

Teaching Tool-Skills to Fluency: The Journey From the Skinner Box to the Operating Room

I. MARTIN LEVY (Montefiore)

Sunday, May 30, 11:00 am EDT

Developmental Disabilities

Marrying ABA and the Medical System: Multi-Disciplinary Treatment Systems and Novel Approaches for Challenging Behaviors in Youth With Autism

MATTHEW SIEGEL (Maine Behavioral Healthcare)

Saturday, May 29, 9:00 am EDT

Education

Trauma Informed Classrooms: Helping Every Child Succeed

ANTOINETTE MIRANDA (The Ohio State University)

Monday, May 31, 10:00 am EDT

Experimental Analysis of Behavior

Learning to Stop Responding

MARK BOUTON (University of Vermont)
Monday, May 31, 11:00 am EDT

Organizational Behavior Management

Total Worker Health®: An Invitation to Join In!

RYAN OLSON (Oregon Health & Science University)
Saturday, May 29, 4:00 pm EDT

Philosophical, Conceptual, and Historical Issues

Experimental and Behavioral Psychology at Harvard From William James to B. F. Skinner

SARA SCHECHNER (Harvard University)
Monday, May 31, 5:00 pm EDT

Practice

A Parent Perspective: The Art and Science of Creating a Resilient Partnership With Parents

CHRISSEY MCNAIR (PHAME)
Monday, May 31, 5:00 pm EDT

Science

Onward and Upward: Behavioral Science Principles and Practice in Human Space Exploration

PETER ROMA (NASA Johnson Space Center)
Sunday, May 30, 9:00 am EDT

The Fiction of Memory

ELIZABETH LOFTUS (University of California at Irvine)
Sunday, May 30, 3:00 pm EDT

Epigenetic Learning: The Shape of Plasticity

EVA JABLONKA (Tel-Aviv University; London School of Economics)
Monday, May 31, 10:00 am EDT

Teaching Behavior Analysis

Assessment Beyond Diagnosis: Meaningful Measurement of Behavior to Advance Clinical Practice and Research in Neurodevelopmental Disorders

SOMER BISHOP (University of California, San Francisco)
Saturday, May 29, 3:00 pm EDT

Verbal Behavior

Promoting Equity in Assessment and Intervention With Young Dual-Language Learners

LILLIAN DURAN (University of Oregon)
Sunday, May 30, 6:00 pm EDT

ABA 47th Annual Convention

*Don't forget your
ce package
just \$65 for members!*

Professional Development Series

The professional development series is an initiative of the ABAI Student Committee. All convention registrants are welcome to attend these events.

Peering Behind the Curtain: ABAI Journal Editors Discuss the Peer Review Process

Chair: Donald A. Hantula (Temple University)

Saturday, May 29, 3:00 pm EDT

MARK A. MATTAINI (Jane Addams College of Social Work-University of Illinois at Chicago)

STEPHANIE M. PETERSON (Western Michigan University)

TIFFANY KODAK (Marquette University)

Success in Academia: Developing Teaching and Service Repertoires

Chair: Jonathan A. Schulz (University of Kansas)

Saturday, May 29, 4:00 pm EDT

LINDA J. PARROTT HAYES (University of Nevada, Reno)

RUTH ANNE REHFELDT (The Chicago School of Professional Psychology, Chicago)

JANET S. TWYMAN (blast)

How to Obtain a Research Grant: Topics of Proposal Writing to Funding

Saturday, May 29, 5:00 pm EDT

Chair: Rebecca Seward (Southern Illinois University)

WAYNE W. FISHER (Rutgers Robert Wood Johnson Medical School)

CLAIRE C. ST. PETER (West Virginia University)

AMY ODUM (Utah State University)

Finding Success After Graduation: Creating and Submitting Job Application Materials (1/3)

Sunday, May 30, 3:00 pm EDT

Chair: Rita Olla (University of Nevada, Reno)

MARK GALIZIO (University of North Carolina Wilmington)

DIANA J. WALKER (Visions LLC)

ALBERT MALKIN (Western University)

Finding Success After Graduation: Interviewing for Positions (2/3)

Sunday, May 30, 4:00 pm EDT

Chair: Allyson R Salzer (University of Kansas)

RICHARD WAYNE FUQUA (Western Michigan University)

JOSEPH D. DRACOBLY (University of North Texas)

BETHANY P. YOUNG (University of Nevada, Reno)

Finding Success After Graduation: Establishing Yourself in the First Few Years (3/3)

Sunday, May 30, 5:00 pm EDT

Chair: Jovonnie L. Esquierdo-Leal (University of Nevada, Reno)

NICOLE GRAVINA (University of Florida)

CORINA JIMENEZ-GOMEZ (Auburn University)

JESSICA FOSTER JUANICO (University of Kansas)

How to Approach Social and Systemic Change

Monday, May 31, 4:00 pm EDT

Chair: Edward Brandon Amezcua (University of North Texas)

TRACI M. CIHON (University of North Texas)

RAMONA HOUMANFAR (University of Nevada, Reno)

JOMELLA WATSON-THOMPSON (University of Kansas)

Identifying and Combating Ableism in Applied Practice

Monday, May 31, 5:00 pm EDT

Chair: Rachel Commodario (Rollins College)

DANA M. AFFRONTI (Southern Illinois University)

JOSEPH VENEZIANO (NuPath, Inc.)

KATELYN ELIZABETH KENDRICK (Innovations Developmental Solutions)

Business Meetings

Business meetings are held by ABAI committees, chapters, special interest groups, and others. Anyone may attend published meetings.

ABAI Special Interest Groups

Addiction Special Interest Group

Saturday, May 29, 7:00 pm EDT

Chair: August F. Holtyn (Johns Hopkins University School of Medicine)

Applied Animal Behavior SIG Business Meeting

Saturday, May 29, 7:00 pm EDT

Chair: Steven W. Payne (California State University, Fresno)

Autism Special Interest Group Business Meeting

Sunday, May 30, 7:00 pm EDT

Chair: Justin B. Leaf (Autism Partnership Foundation; Endicott College)

Behavior Analysis in the Arts

Monday, May 31, 7:00 pm EDT

Chair: Abigail B. Calkin (Calkin Consulting Center)

Behavior Analysis for Military and Veterans Special Interest Group

Sunday, May 30, 7:00 pm EDT

Chair: Abigail Calkin (Calkin Consulting Center)

Behavior Analysis for Sustainable Societies

Monday, May 31, 7:00 pm EDT

Chair: Julia H. Fiebig (Ball State University; Applied Global Initiatives LLC)

Behavior Gerontology Special Interest Group

Saturday, May 29, 7:00 pm EDT

Chair: Claudia Drossel (Eastern Michigan University; Center for the Advancement of Neurobehavioral Health)

Behavioral Development Special Interest Group

Saturday, May 29, 7:00 pm EDT

Chair: Jessica Singer-Dudek (Teachers College, Columbia University)

Behavioral Medicine Special Interest Group Business Meeting

Sunday, May 30, 7:00 pm EDT

Chair: Gretchen A. Dittrich (Simmons University)

Behaviorists for Social Responsibility Business Meeting

Sunday, May 30, 7:00 pm EDT

Chair: Sarah M. Richling (Auburn University)

Clinical Special Interest Group

Monday, May 31, 7:00 pm EDT

Chair: Emily Thomas Johnson (Behavior Attention and Developmental Disabilities Consultants, LLC)

Crime, Delinquency and Forensic Behavior Analysis Special Interest Group Business Meeting

Saturday, May 29, 7:00 pm EDT

Chair: Timothy Templin (Hoosier ABA)

Culture and Diversity SIG Meeting

Saturday, May 29, 7:00 pm EDT

Chair: Robyn M. Catagnus (The Chicago School of Professional Psychology)

Dissemination of Behavior Analysis Special Interest Group

Saturday, May 29, 7:00 pm EDT

Chair: John O'Neill (Contextual Behavioral Science Institute)

Naturalistic Developmental Behavioral Intervention Special Interest Group Business Meeting

Saturday, May 29, 7:00 pm EDT

Chair: Sophia R D'Agostino (Hope College)

Neuroscience SIG

Sunday, May 30, 7:00 pm EDT

Chair: Suzanne H. Mitchell (Oregon Health & Science University)

Organizational Behavior Management Network and *Journal of Organizational Behavior Management* Annual Meeting

Saturday, May 29, 7:00 pm EDT

Chair: Byron J. Wine (The Faison Center)

Positive Behavior Support Special Interest Group

Sunday, May 30, 7:00 pm EDT

Chair: Jodie Soracco (University of Nevada, Reno)

Rehabilitation and Independent Living Special Interest Group Business Meeting

Monday, May 31, 7:00 pm EDT

Chair: Megan R. Heinicke (California State University, Sacramento)

Speech Pathology and Applied Behavior Analysis Special Interest Group Business Meeting

Monday, May 31, 7:00 pm EDT

Chair: Nikia Dower (Dower and Associates, Inc.)

Sexual Behavior: Research and Practice Special Interest Group

Monday, May 31, 7:00 pm EDT

Chair: Barbara Gross (Missouri Behavior Consulting; Special School District of St. Louis County)

SIG Español

Saturday, May 29, 7:00 pm EDT

Chair: Mapy Chavez Cueto (Alcanzando)

Teaching Behavior Analysis Special Interest Group Business Meeting

Saturday, May 29, 7:00 pm EDT

Chair: Dacia McCoy (University of Cincinnati)

Verbal Behavior Special Interest Group

Sunday, May 30, 7:00 pm EDT

Chair: April N. Kisamore (Hunter College)

ABAI Affiliate Chapters

Nevada Association for Behavior Analysis

Saturday, May 29, 7:00 pm EDT

Chair: Thomas Wade Brown (Ball State University; Chrysalis)

Hawai'i Association for Behavior Analysis Annual Business Meeting

Sunday, May 30, 7:00 pm EDT

Chair: Kyle Machos (Windward Synergy Center)

Texas Association for Behavior Analysis Public Policy Group Networking Meeting

Sunday, May 30, 7:00 pm EDT

Chair: Jeffrey E. Dillen (Texana Center)

Other Business Meetings

ABAI Program Board Meeting

Sunday, May 30, 7:00 pm EDT

***The Analysis of Verbal Behavior* Board Meeting**

Monday, May 31, 7:00 pm EDT

Chair: Tiffany Kodak (Marquette University)

***Behavior Analysis in Practice* Editorial Board Meeting**

Sunday, May 30, 7:00 pm EDT

Chair: Stephanie M. Peterson (Western Michigan University)

***Behavior and Social Issues* Editorial Board Meeting**

Saturday, May 29, 7:00 pm EDT

Chair: Mark A. Mattaini (Jane Addams College of Social Work-University of Illinois at Chicago)

China Association of Rehabilitation of Disabled Persons-Professional Committee of ABA

Saturday, May 29, 7:00 pm EDT

Chair: Dorothy Xuan Zhang (The Chicago School of Professional Psychology; George Mason University; ABA Professional Committee of China Association of Rehabilitation of Disabled Persons)

***Education and Treatment of Children Journal* Business Meeting**

Monday, May 31, 7:00 pm EDT

Chair: Claire C. St. Peter (West Virginia University)

***Journal of the Experimental Analysis of Behavior* Business Meeting**

Sunday, May 30, 7:00 pm EDT

Chair: Mark Galizio (University of North Carolina Wilmington)

New U.S. and Non-U.S. Programs Interested in ABAI Accreditation and VCS

Saturday, May 29, 7:00 pm EDT

Chair: Jenna Mrljak (Association for Behavior Analysis International)

Perspectives on Behavior Science Editorial Board and Author Meeting

Saturday, May 29, 7:00 pm EDT

Chair: M. Christopher Newland (Auburn University)

The Psychological Record Business Meeting

Sunday, May 30, 7:00 pm EDT

Chair: Mitch Fryling (California State University, Los Angeles)

Self & Match Business Meeting

Sunday, May 30, 7:00 pm EDT

Chair: Katharine M. Croce (Felician University)

Student Committee Business Meeting

Saturday, May 29, 7:00 pm EDT

Chair: Allyson R Salzer (University of Kansas)

Update: Strategic Plan Group

Sunday, May 30, 7:00 pm EDT

Chair: Susan M. Schneider (University of the Pacific)

Diversity Events

The following sessions have been identified as diversity events offered during the convention (posters not included).

On Antiracist Actions in Behavior Analysis

Saturday, May 29, 9:00 am EDT

Chair: Cody Morris (Salve Regina University)

To Change We Must Understand: A Behavioral Data Science and Culturo-Behavior Systems Science Analysis of Policing

Saturday, May 29, 9:00 am EDT

Chair: Holly Seniuk (Behavior Analyst Certification Board)

Discussant: John O'Neill (Contextual Behavioral Science Institute)

An International Cultural Perspective on Interprofessional Collaboration

Saturday, May 29, 9:00 am EDT

Chair: Tracie L. Lindblad (First Bridge Centre, London, UK; Tracie Lindblad Consulting)

ABA in the Kingdom: Shaping the Field

Saturday, May 29, 9:00 am EDT

LAMIS BAOWAIDAN (Dar Al-Hekma University)

Exploring Barriers to Treatment With Stakeholder Driven Research: Giving BCBAs a Seat at the Table

Saturday, May 29, 11:00 am EDT

Chair: Krista M. Clancy (Wayne State University)

Cultural Biases in Assessment, Treatment, and Access to ABA Services

Saturday, May 29, 11:00 am EDT

Chair: Michele R. Traub (St. Cloud State University)

Discussant: Elizabeth Hughes Fong (Pepperdine University)

Culture, Race, and Behavior Analysis

Saturday, May 29, 11:00 am EDT

Chair: Mychal Machado (University of Alaska Anchorage)

Discussant: Shahla Susan Ala'i (University of North Texas)

Keep that House! How a Culturo-Behavioral Science Analysis May Improve Housing Stability for Families Who Have Experienced Homelessness

Saturday, May 29, 11:30 am EDT

Chair: Richard F. Rakos (Cleveland State University)

The Road Less Traveled: Revolutionizing Applied Behavior Analysis

Saturday, May 29, 12:00 pm EDT

Chair: Samantha Fuesy (Adapt & Transform Behavior, LLC)

Toward an Inclusive and Diverse Behavior Analysis: Advantages and Barriers to International Collaboration

Saturday, May 29, 12:00 pm EDT

Chair: Elana Keissa Sickman (Missouri State University)

Discussant: Tom G. Szabo (Florida Institute of Technology)

Incorporating Multiculturalism and Antiracism in Behavior Analysis

Saturday, May 29, 3:00 pm EDT

Chair: Corina Jimenez-Gomez (Auburn University)

Freedom or Exploitation: The Integration of Behavior Analysis in a Capitalistic System

Saturday, May 29, 3:00 pm EDT

Chair: Adam Peal (The Behavioral Education Research Initiative)

Beyond Translation: Ethnic Disparities on Early Identification and Access to Services of Children With Autism Spectrum Disorder

Saturday, May 29, 5:00 pm EDT

CECILIA MONTIEL-NAVA (University of Texas Rio Grande Valley)

Building a Coalition to Amplify the Impact of Behavioral Science

Saturday, May 29, 5:00 pm EDT

Chair: Tiffany Dubuc (Public Health Agency of Canada; Blossom Behavioural Services)

Applying Our Science to Diversity, Equity, and Inclusion: A Conversation With the ABAI DEI Board

Saturday, May 29, 5:00 pm EDT

Chair: Carol Pilgrim (University of North Carolina Wilmington)

Beyond Direct Assessment and Treatment: Addressing the Safety of Individuals Who Engage in Problem Behavior When First Responders Must be Called

Saturday, May 29, 6:00 pm EDT

Chair: Sarah Slocum (Marcus Autism Center and Emory School of Medicine)

Bridging the Gap: The Establishment of Behavior Analysis Professional Associations Across Latin America

Saturday, May 29, 6:00 pm EDT

Chair: Amanda Bueno dos Santos (CEDIN)

Compassionate Online Education in a Post-COVID-19 World

Saturday, May 29, 6:00 pm EDT

Chair: Laura L. Dudley (Northeastern University)

Culture and Diversity SIG Meeting

Saturday, May 29, 7:00 pm EDT

Chair: Robyn M. Catagnus (The Chicago School of Professional Psychology)

Behavior Gerontology Special Interest Group

Saturday, May 29, 7:00 pm EDT

Chair: Claudia Drossel (Eastern Michigan University; Center for the Advancement of Neurobehavioral Health)

Establishing Equitable Policies in a Diverse Workplace

Sunday, May 30, 9:00 am EDT

Chair: Tedi Renee Teabout (ABA Adaptive Services)

Uncharted Territories for Behavior Analysts: New Frontiers for the Science We Love (A Scientific Framework for Compassion and Social Justice: Contributor Series)

Sunday, May 30, 9:00 am EDT

Chair: Robyn M. Catagnus (The Chicago School of Professional Psychology)

Cultural Representation and Responsiveness in Behavior Analytic Research

Sunday, May 30, 9:00 am EDT

Chair: Emily Gregori (University of Illinois at Chicago)

Discussant: Emily Gregori (University of Illinois at Chicago)

Changing Workplace Culture: Making the Workplace Inclusive for All (A Scientific Framework for Compassion and Social Justice: Contributor Series)

Sunday, May 30, 9:00 am EDT

Chair: Forrest Toegel (Johns Hopkins University School of Medicine)

Discussant: August F. Holtyn (Johns Hopkins University School of Medicine)

Building a Bridge From the Past to the Future for Black Behaviorists

Sunday, May 30, 10:00 pm EDT

Chair: Jomella Watson-Thompson (University of Kansas)

Evaluation of Culturally Responsive Assessments and Treatments

Sunday, May 30, 10:00 pm EDT

Chair: Daniel Kwak (University of South Florida)

Passport Pedagogy: Excellence in Applied Behavior Analysis from China and Italy

Sunday, May 30, 11:00 am EDT

Chair: Lin Du (Teachers College, Columbia University)

Discussant: Jeremy H. Greenberg (The Children's Institute of Hong Kong)

Leading Through Crisis: Coming Together and Coming Out Strong

Sunday, May 30, 11:30 am EDT

Chair: Maria Sasaki Solis (The Reilly Behavioral Group, LLC)

Transformative Change: On the Front Lines of Social Justice

Sunday, May 30, 12:00 pm EDT

SHAHLA ALA'I (University of North Texas)

Participant Identity in Behavior Analysis: Current Landscape and Future Directions

Sunday, May 30, 12:00 pm EDT

Chair: Malika N. Pritchett (Positive Enlightenment, Inc.; The Chicago School of Professional Psychology at Dallas)

Discussant: Joseph H. Cihon (Autism Partnership Foundation; Endicott College)

Bringing ABA to the World: Changes Across Cultures, Borders, and Disciplines

Sunday, May 30, 12:00 pm EDT

Chair: Dipti Mudgal (Ball State University)

Discussant: Lina M. Slim-Topdjian (ASAP - A Step Ahead Program, LLC)

Derived Relational Responding is Pervasive in Addressing Disability, Autonomy, and Stigma

Sunday, May 30, 3:00 pm EDT

Chair: Lindsey Audrey Marie Dennis (Missouri State University)

Diversity, Inclusion, and Equity in Research and Practice: Where are We Now and How Do We Move Forward?

Sunday, May 30, 3:00 pm EDT

Chair: Pooja Panesar (Kaizora Centre for Neurodevelopmental Therapies)

Burnout and Bias: Assessing Medical Student Well-Being and Patient Care from a Contextual Perspective

Sunday, May 30, 3:00 pm EDT

Chair: Ramona Houmanfar (University of Nevada, Reno)

Discussant: Marianne L. Jackson (California State University, Fresno)

Supporting College Students With and Without Autism Spectrum Disorder

Sunday, May 30, 3:00 pm EDT

Chair: Christopher Manente (Rutgers Center for Adult Autism Services, Rutgers University)

Discussant: Amanda Karsten (Western Michigan University)

A Behavior Analysis of Social Injustice and Gender Discrimination: Relational Frames, Psychological Flexibility, and Discounting

Sunday, May 30, 3:00 pm EDT

Chair: Taylor Marie Lauer (Missouri State University)

Discussant: Dana Paliliunas (Missouri State University)

Lessons Learned by Behavior Analysts From Areas Working on Fully Implementing an ABA Medicaid Benefit

Sunday, May 30, 4:00 pm EDT

Chair: Gordon Bourland (Trinity Behavioral Associates and TxABA Public Policy Committee)

Discussant: Katherine Miriam Johnson-Patagoc (Texana Center and TxABA Public Policy Group)

Recent Developments in Verbal Behavior Research: Updates from the Verbal Behavior Special Interest Group

Sunday, May 30, 4:00 pm EDT

Chair: Lauren Schnell (Hunter College, City of New York)

Discussant: David C. Palmer (Smith College)

Evaluations of Telehealth-Delivered, Culturally Adapted, and Caregiver-Implemented Functional Analysis and Functional Communication Training Around the World

Sunday, May 30, 6:00 pm EDT

Chair: Yaniz C. Padilla Dalmau (Seattle Children's Hospital)

Whose Outcome Is It Anyway?

Sunday, May 30, 6:00 pm EDT

Chair: April Linden (University of North Texas)

Hindsight's 2020: Missteps, Mistakes, and Lessons Learned for the Future of Ethics in Behavior Analysis

Sunday, May 30, 6:00 pm EDT

Chair: Darren Sush (Cigna; Pepperdine University)

Promoting Equity in Assessment and Intervention With Young Dual-Language Learners

Sunday, May 30, 6:00 pm EDT

LILLIAN DURAN (University of Oregon)

Providing School-Based Interventions for Autism Spectrum Disorder in Qatar With and Without a Formal Diagnosis: A Service Delivery Model

Monday, May 31, 9:00 am EDT

Chair: Shariffah Azzaam (Qatar Foundation; Florida Institute of Technology)

Increasing Cultural Responsiveness: Empirical and Applied Efforts in the Work With Latinx Caregivers of Individuals With Autism Spectrum Disorder

Monday, May 31, 9:00 am EDT

Chair: Sebastian Garcia-Zambrano (Southern Illinois University)

Diversity in Behavior Analysis: Cultural Competence, Neurodiversity, Ableism, and Practicing What We Should Be Preaching

Monday, May 31, 9:00 am EDT

Chair: Diana J. Walker (Visions, LLC; The Chicago School of Professional Psychology)

Discussant: Christine E. Hughes (University of North Carolina Wilmington)

Disseminating Applied Behavior Analysis in Spanish-Speaking Countries: Making a Difference in the Lives of Children With Autism and Developmental Disabilities

Monday, May 31, 10:00 am EDT

MAPY CHAVEZ ASKINS (Alcanzando)

Trauma Informed Classrooms: Helping Every Child Succeed

Monday, May 31, 10:00 am EDT

ANTOINETTE MIRANDA (The Ohio State University)

Why Language Matters in a Social Justice Framework: Exploring the Implications of Language on Social Issues and Developing New Verbal Repertoires (A Compassion and Social Justice: Contributor Series)

Monday, May 31, 11:00 am EDT

Chair: Meredith Andrews (The Chicago School of Professional Psychology)

Cultural Diversity and Professional Skills in Higher Education and Supervision

Monday, May 31, 11:00 am EDT

Chair: Andresa De Souza (University of Missouri St. Louis)

Discussant: Darlene E. Crone-Todd (Salem State University)

Response to *Journal of Applied Behavior Analysis*' Statement of Concern on Rekers and Lovaas (1974)

Monday, May 31, 11:30 am EDT

Chair: Austin Hunter Johnson (University of California, Riverside)

See, Say, Do: Using Behavior Skills Training to Teach Behavior Practitioners to Stand Up Against Social Injustice and Discrimination

Monday, May 31, 12:00 pm EDT

Chair: Landria Green (ABA Task Force, Inc.)

Management of Bias: Behavior Science Meets Medical Education

Monday, May 31, 12:00 pm EDT

Chair: Carol Pilgrim (University of North Carolina Wilmington)

Creating Systemic Change in Applied Behavior Analysis

Monday, May 31, 12:00 pm EDT

Chair: Shawn Capell (Covenant 15:16 LLC)

Language and Culture Matter: Considerations for Service Delivery and Treatment Planning for the Spanish-Speaking Community

Monday, May 31, 3:00 pm EDT

Chair: Mariela Hostetler (University of Nevada, Reno)

Discussant: Marlesha Bell (University of the Pacific)

Not Quite Human: Black Folks, Racialization, and Social Context

Monday, May 31, 3:00 pm EDT

BRUCE HAYNES (University of California, Davis)

Changing Culture Within the Field of ABA: Addressing the Need for Cultural Shifts Across the Field (A Scientific Framework for Compassion and Social Justice: Contributor Series)

Monday, May 31, 3:00 pm EDT

Chair: Shaneeria K Persaud (United Behavior Analysis, Inc.)

Nurturing Neurodivergence: A Glance Toward a Humbler and More Inclusive Field of Applied Behavior Analysis

Monday, May 31, 3:00 pm EDT

Chair: Julie A. Angstadt (Hummingbird ABA Therapy; Strawberry Fields Inc.)

Discussant: Amy Bodkin (A Charlotte Mason Plenary)

The Social Context: How Sociologists Can Help Behaviorists and How Behaviorists Can Help Sociologists Address Inequality

Monday, May 31, 4:00 pm EDT

Chair: Thomas Szabo (Florida Institute of Technology)

Identifying and Combating Ableism in Applied Practice

Monday, May 31, 5:00 pm EDT

Chair: Rachel Commodario (Rollins College)

Parent Barrier Behaviors and Recommended Treatment Indications 2.0

Monday, May 31, 5:00 pm EDT

Chair: Diana Davis Wilson (Aspen Behavioral Consulting; Arizona Association for Behavior Analysis)

Contextualizing, Checking, and Challenging Privilege: Exploring Traditional and Behavioral Conceptualizations of Privilege

Monday, May 31, 5:00 pm EDT

Chair: Thomas B. Sease (Texas Christian University, Louisiana Contextual Science Research Group)

Discussant: Karen Kate Kellum (University of Mississippi)

Sexual Behavior: Research and Practice Special Interest Group

Monday, May 31, 2021: 7:00 pm EDT

Chair: Barbara Gross (Missouri Behavior Consulting; Special School District of St Louis County)

Sustainability Events 🌱

The following sessions and events have been identified as focusing on issues related to environmental sustainability.

Behavioral Barriers to Climate Sustainability: A Challenge to Our Field

Saturday, May 29, 2021: 12:00 pm EDT

Chair: Susan M. Schneider (Root Solutions)

Supporting Local Development of Sustainable Applied Behavior Analysis and Telehealth Practices in Australia and Europe

Saturday, May 29, 2021: 4:00 pm EDT

Chair: Sheri Kingsdorf (Masaryk University)

The Future of ABA: The Direction of the Field and How We Will Advance the Utility of the Science (A Scientific Framework for Compassion and Social Justice: Contributor Series)

Sunday, May 30, 2021: 10:00 am EDT

Chair: Barbara Gross (Missouri Behavior Consulting; Special School District of St Louis County)

Acting to Save the World: An Update on Projects of the Behaviorists for Social Responsibility SIG

Sunday, May 30, 2021: 3:00 pm EDT

Chair: Michaela Smith (University of North Texas)

Discussant: Richard F. Rakos (Cleveland State University)

A Nested Model to Stop Climate Change: The Needs of the Many and the Needs of the Few

Sunday, May 30, 2021: 5:00 pm EDT

Chair: Meredith Matthews (Missouri State University)

Discussant: Julia H. Fiebig (Ball State University; Applied Global Initiatives LLC)

Behaviorists for Social Responsibility (BFSR) Business Meeting

Sunday, May 30, 2021: 7:00 pm EDT

Chair: Sarah M. Richling (Auburn University)

Why Are We Not Acting to Save The World? Contextual Behavior Science Applied to Mainstream Cultural Problems

Monday, May 31, 2021: 9:00 am EDT

Chair: Brian Katz (The Chicago School of Professional Psychology, Chicago)

Discussant: Shannon Ormandy (The Chicago School of Professional Psychology)

Behavior Analysis for Sustainable Societies (BASS)

Monday, May 31, 2021: 7:00 pm EDT

Chair: Julia H. Fiebig (Ball State University; Applied Global Initiatives LLC)

Exhibitors will have information available about their services and will be ready to answer your questions. See the ABAI mobile app for participating companies or the ABAI website for all organizers participating in the online Career Fair.

Exhibit Hours:

Saturday, May 29

1:00 pm–3:00 pm EDT

Sunday, May 30

1:00 pm–3:00 pm EDT

Monday, May 31

1:00 pm–3:00 pm EDT

Career Fair Hours:

Sunday, May 30

12:30 pm–2:30 pm EDT

Following are descriptions of some of the 2021 exhibitors. **The inclusion of this material is not an indication of endorsement, authorization, sponsorship, or affiliation by ABAI of these organizations or their work, services, or the content of the material they present.**

ABAI Convention Exhibitors and Sponsors have been approved by the Practice Board as being aligned with ABAI's mission to contribute to the well-being of society by developing, enhancing, and supporting the growth and vitality of the science of behavior analysis through research, education, and practice.

Exhibitors and Sponsors

ACE ABA Software System
Premier Exhibit Sponsor



Booth Number: 1
33 Turnpike Rd.
Sourdough, MA 01772
fciccone@necc.org
www.acenecc.org

The Autism Curriculum Encyclopedia® is the premier, ABA educational software system for learners with autism. The ACE® includes a challenging behavior module, multiple assessments, data entry, and automated graphing features as well as more than 1,900 customizable programs. This all in one solution for autism education also includes a direct data entry app for your iOS devices. Designed by the world-renowned New England Center for Children® the ACE utilizes the principles of applied behavior analysis to help you ensure maximum progress.

Alternative Behavior Strategies

Booth Number: 41
info@abskids.com
<https://alternativebehaviorstrategies.com/>

ABS is dedicated to empowering children with autism spectrum disorders and their families to reach their full potential through individualized ABA therapy. Our commitment to quality shows in our BHCCE accreditation and recognition for top 10% in overall services nationally! ABS is growing and we're hiring BCBAs throughout California, North Carolina, and Utah. Check out abskids.com for more information!

Anderson Center

Booth Number: 19
www.andersoncenterforautism.org

Anderson Center's educational/residential program is based on the principles of applied behavior analysis (ABA), our treatment approach focuses on techniques and interventions that use positive reinforcement to teach our individuals the skills they need to strive for independence and reach their full potential. Our professional team administers ABA programs that comprehensively address each individual's educational, emotional, and social needs in a proactive, positive manner.

Ball State University
Premier Exhibit Sponsor



Booth Number: 2
2000 W. University Ave.
Muncie, IN 47306
online@bsu.edu
www.bsu.edu/online/aba

Ball State University is a leading pioneer in ABA education. Plus, our expertise in autism spectrum disorder sets us apart. We offer the nation's largest graduate program in ABA, plus undergraduate programs for the beginning ABA professional. All of our programs are offered entirely online.

Beacon ABA Services
Premier Exhibit Sponsor



Booth Number: 5
300 E Main St. #103
Milford, MA 01757
DA Almeida@beaconservices.org
www.beaconservices.org

Beacon was founded by Dr. Robert F. Littleton, Jr. in 1994 in response to the growing number of families of children with developmental challenges seeking access to evidence-based treatments and optimized developmental outcomes. Beacon's home and center based services are based on the science of applied behavior analysis, and are provided by highly trained behavior therapists under the direct supervision of board certified behavior analysts. With consultation from an in-house team of psychologists and speech-language pathologists, programming is developed collaboratively and is individualized to meet the unique needs of each child and family. Through the systematic application of the principles of learning embedded within enjoyable and meaningful teaching opportunities, children acquire the essential skills to be successful in their homes, schools, and communities. Beacon has an excellent reputation as one of the largest and most experienced providers of ABA services in Massachusetts.

Behavior Development Solutions

Booth Number: 22
www.behaviordevelopmentsolutions.com

Behavior Development Solutions provides training products, services, and tools for behavior analysts and technicians. Our data-driven CBA Learning Module Series is the premier BCBA/BCaBA exam prep resource and curriculum supplement. Our RBT Exam Prep course contributes to a deeper understanding of ABA while preparing for exam success. We also offer engaging online CE courses and a bookstore with over 150 titles tailored for professionals.

Behavior Science Technology

Booth Number: 20
16 Wichard Blvd.
Commack, NY 11725
tricia.glick@behaviorsciencetech.com
www.behaviorsciencetech.com

Behavior Science Technology perform provides an efficient and effective way to collect objective data on all three metrics: clinical, professional, and environmental. The system automatically aggregates the data to develop a performance score used to determine appropriate interventions to improve learning, support growth, and help achieve goals; ultimately increasing performance that affects your organization's growth and bottom line.

Bridgelight Consulting

Booth Number: 4
12522 SW 108 Ct.
Miami, FL 33176
rcarreno@mybridgelight.com
<https://MyBridgelight.com/aba-business-intelligence>

Bridgelight provides business intelligence services tailored to ABA. We are experts in Central Reach Data and create customized reporting that is fit for your needs. Need help, but not sure what you need? Through our experience in the industry, we have developed a set of tools including, dashboards, budgeting tools, and financial models, that make business easy so you can focus on what really matters.

Capella University

Booth Number: 21
225 South 6th St., 9th Floor
Minneapolis, MN 55402
capellaemployersolutions@capella.edu
www.strategiceducation.com/Employers/default.aspx

A no-cost partnership with Capella University can help bolster your benefits plan to help attract and retain qualified personnel. With flexible, professionally aligned, accredited degree programs, Capella offers online learning in the field ranging from a bachelor's degree to a Ph.D. We can extend educational benefits to employees that provide generous partner discounts and scholarships at significantly reduce tuition.

Caravel Autism Health
Premier Exhibit Sponsor



CARAVEL AUTISM HEALTH

Booth Number: 6
1575 Allouez Ave.
Green Bay, WI 54311
kmcfarlane@caravelautism.com
www.caravelautism.com

Caravel Autism Health specializes in the evaluation, diagnosis and treatment of children on the autism spectrum. Caravel offers research-based programs using the principles of Applied Behavior Analysis, helping children living with autism reshape their development and embrace new ways of interacting with the world. Caravel operates 21 locations across Illinois, Wisconsin, Minnesota, Washington and Idaho, providing individualized treatment programs designed to help children develop skills, create connections and build confidence.

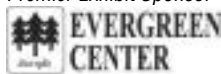
Carolina Center for ABA & Autism**Booth Number: 43**<https://carolinacenterforaba.com>

Carolina Center for ABA and Autism Treatment is dedicated to improving the lives of individuals with autism spectrum disorder and their families. Our services include 1:1 direct instruction, group instruction, case supervision, behavior plan programming and implementation, family/caregiver training, social group training sessions, direct consultation, group consultation, and community seminars. We are committed to providing the highest quality of care to deliver remarkable outcomes and exceed client expectations.

Devereux**Booth Number: 46**

444 Devereux Dr.
Villanova, PA 19085
www.devereux.org

Devereux Advanced Behavioral Health, a leading national nonprofit provider of behavioral healthcare, combines evidence-based interventions with compassionate family engagement to change lives. We serve many of the most vulnerable members of society in areas of autism, intellectual and developmental disabilities, specialty mental health, and child welfare. We offer opportunities for BCBA and other professionals to work with individuals of all ages in residential and community-based settings.

Evergreen Center*Premier Exhibit Sponsor***Booth Number: 7**

345 Fortune Blvd.
Milford, MA 01757
jvedora@evergreenctr.org
www.evergreenctr.org

The Evergreen Center provides day and residential treatment services for children and adolescents with developmental disabilities. The Evergreen Center emphasizes building communication, academic, self-care, and social interaction skills. Evergreen uses applied behavior analysis as the cornerstone of its instruction and relies on the best evidence-based practices available.

Florida Tech*Premier Exhibit Sponsor***Booth Number: 9**<http://aba.fit.edu>

Do you want to assist in helping people learn new behaviors? Become a part of the solution in improving people's lives by becoming a behavior analyst. The Department of Continuing Education at Florida Tech can provide you with the necessary training conveniently and economically. We provide high-quality online coursework for certification, as well as the continuing education courses needed to maintain certification.

Hopebridge Pediatric Specialists**Booth Number: 49**

3500 DePauw Blvd., Ste. 3060
Indianapolis, IN 46268
www.hopebridge.com

Hopebridge is a fast-growing pediatric specialist company that places the child and family at the center of the circle of care by offering a wide range of outpatient therapy services. These outpatient series include applied behavioral analysis, physical, occupational, feeding, swallowing, and speech therapies. Hopebridge is committed to providing, personalized therapy for children and their families touched by behavioral, physical, social, communication, and sensory challenges; helping them live their best possible lives.

Mission Autism Clinics**Booth Number: 51**<https://missionautismclinics.com/>

ABA provider providing exclusively in clinic services to children with autism. Our mission is to bring this therapy to areas where it's not readily available. We provide three separate programs: day, after school, and teen.

National University*Premier Exhibit Sponsor***Booth Number: 5**

11355 North Torrey Pines Rd.
La Jolla, CA 92037
advisor@nu.edu
www.nu.edu

National University is a San Diego-based nonprofit founded in 1971 by retired U.S. Navy Captain David Chigos. As the largest private nonprofit university in San Diego, our mission is to provide accessible, achievable higher education to adult learners. Today, we educate students across the United States and from 65 countries, offering over 100 on-campus and online programs through our unique four-week class format.

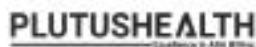
The New England Center of Children**Booth Number: 31**

33 Turnpike Rd.
Southborough, MA 01772
lschnaible@necc.org
www.necc.org

The New England Center of Children is a leading autism center and research institute committed to our mission: To create a global network of educators, researchers, and programs so that those living with autism may live fuller lives. We help children with autism acquire the skills they need to maximize their independence. The organization provides a comprehensive structure to help children with autism at every stage: home-based, day, and residential programs, partner classrooms in public school systems, consulting services, ACE ABA software, and ongoing research on educational best practices.

Plutus Health Inc.

Premier Exhibit Sponsor

**Booth Number: 13**

4835 Lyndon B Johnson Fwy., Ste. 515
Dallas, TX 75244
thomas@plutushealthinc.com
www.plutushealthinc.com

Plutus Health Inc. (Formerly HealthPay Inc.) is a leading healthcare revenue cycle management organization with a global footprint based out of Dallas, TX. Plutus Health provides coding, billing and insurance AR collections, while addressing some of the major challenges for ABA organizations with a combination of services by industry experts and the use of advanced technologies such as machine learning and robotic process automation.

Proud Moments ABA

Premier Exhibit Sponsor

**Booth Number: 15**

1449 37th St.
Brooklyn, NY 11218
akotler@proudmomentsaba.com
www.proudmomentsaba.com/

Proud Moments is a growing behavioral health agency offering ABA services for children diagnosed with autism spectrum disorder (ASD). We currently service NYC, Long Island, New Jersey, Syracuse, and the DC/Maryland area. We offer expert treatment, innovative techniques, and compassionate client-centered care. Looking for BCBA's and RBTs to design individualized treatment programs to improve social functional communication and adaptive learning skills.

Quality Behavior Solutions**Booth Number: 27**

49 Plain St., Ste. #200
North Attleboro, MA 02760
info@qbs.com
www.qbs.com

Quality Behavior Solutions, Inc. (QBS)—a leading national behavioral training company—offers Safety-Care™ Behavioral Safety Training. Much more than the typical "crisis prevention course," Safety-Care is founded upon the principles and procedures of applied behavior analysis and positive behavioral interventions and supports. QBS trains staff in evidence-based practices toward the prevention, minimization, and management of behavioral challenges. QBS offers a variety of other behaviorally based training and consulting.

St. Cloud State University**Booth Number: 29**

720 4th Ave. S
St. Cloud, MN 56301
sdpitzer@stcloudstate.edu
https://www.stcloudstate.edu/

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Booth Number: 17
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sofiamuller@ucsb.edu
<https://professional.ucsb.edu>

UCSB's flexible and innovative 100% online ABA program prepares students to meet the coursework requirements to take the Board Certified Behavior Analyst® Examination. Our VCS program is perfect for working professionals who are looking to pursue a career in the field of applied behavior analysis. Our highly qualified instructors are committed and dedicated to helping each student grasp and understand the key concepts for each course while preparing for exam success. Are you ready to join our exciting program to launch your new career? For more information visit us at ucsb.pro/ucsbaba

University of West Florida

Booth Number: 33
11000 University Parkway
Pensacola, FL 32514
aba@uwf.edu
www.uwf.edu/aba

The Center for Behavior Analysis at the University of West Florida offers online verified course sequences and degree options for undergraduate and graduate students pursuing, RBT, BCaBA, and BCBA certification. Tuition is affordable and courses start every semester. We also offer online continuing education on-demand in collaboration with the Cambridge Center for Behavioral Studies. Visit us online at www.uwf.edu/aba.

A poster for the 47th annual convention ONLINE CAREER FAIR. The background is dark with a light-colored grid pattern. At the bottom, there are large numbers '1' and '2' on either side of a central QR code. The text is white and reads: 'Get a head start on your career', '47th annual convention', 'ONLINE CAREER FAIR', 'Whether you are a student on the verge of graduating or a seasoned behavior analyst, the career fair provides opportunities to learn about organizations that are hiring. Don't miss this unique opportunity to make personal, face-to-face connections that are impossible when just submitting a résumé.'

Get a head start on your career

47th annual convention

ONLINE CAREER FAIR

Whether you are a student on the verge of graduating or a seasoned behavior analyst, the career fair provides opportunities to learn about organizations that are hiring. Don't miss this unique opportunity to make personal, face-to-face connections that are impossible when just submitting a résumé.

A square QR code located in the center of the poster, below the main text and above the numbers 1 and 2.



The background of the entire image is a black and white photograph of marbled paper. The marbling features intricate, swirling patterns of dark, medium, and light gray, creating a textured and organic appearance. The patterns flow diagonally across the frame.

May 27

Pre-Convention Workshops

3 pm		4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		Area
:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	
		W2 AUT Posey ‡												AUT
		W1 AUT Schramm ‡												AUT
		W5 DDA McGreevy ‡												DDA
														PRA
		W15 VRB Meleshkevich ‡‡												VRB
		W8 OBM Bruce ‡‡												OBM
		W9 OBM Gravina ‡												OBM
		W10 OBM LaFleur ‡												OBM
														CSS
		W4 CBM Kleinert ‡‡*												CBM
														DEV
		W6 EDC Croce ‡*												EDC
		W7 EDC Daly ‡												EDC
		W14 TBA Gilbert ‡												TBA
		W11 TBA Dubuque ‡												TBA
		W12 TBA Fuqua ‡												TBA
		W13 TBA Golden ‡‡												TBA
														AAB
														BPN
														EAB
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														DEI
														SCI
														OTH

LEGEND

	B. F. Skinner Lecture Series
	Special and Invited
	Professional Development Series
†	PSY CE
‡	BACB CE
§	QABA CE
*	NASP CE
	Sustainability
	Diversity, Equity, Inclusion

Workshop #1 4:00 pm–7:00 pm EDT AUT CE Instructor: Robert Schramm, MA Motivating Learner Participation Without the Use of Traditional Escape Extinction With the Seven Steps to Earning Instructional Control ROBERT SCHRAMM (Knospe-ABA; Meridian Rehab; Robert Schramm Consulting) Audience: Pre-requisite skills would be an understanding of the basic principles of behavior and some experience implementing instructional control or compliance training techniques with an unmotivated or otherwise challenging learner. Level: Intermediate	CE: BACB	Workshop #6 4:00 pm–7:00 pm EDT EDC CE Instructor: Katharine M. Croce, Ed.D. Exploring the Systematic Use of Self-Monitoring as a Behavioral Intervention: The Self & Match System KATHARINE M. CROCE (Felician University) and JAMIE SIDEN SALTER (Self & Match Educational Consultation) Audience: Participants will engage in active learning to increase their knowledge of implementing self-monitoring as a behavioral intervention. Workshop attendees will acquire a systematic guide to planning self-monitoring systems, Self & Match manual with substantial training materials, and access to Self & Match Maker, an online Self & Match form creator. This workshop is designed for behavior analysts, consultants, school psychologists, autism specialists, special educators, teachers, administrators, parents, and/or others who support individuals from pre-K to 21 in school, home, or clinic settings as well as adults that are interested in increasing appropriate behaviors. Great workshop for individuals and/or teams! Level: Intermediate	CE: BACB/NASP
Workshop #2 4:00 pm–7:00 pm EDT AUT CE Instructor: Jennifer Posey, MA Assessing and Pinpointing Faulty Stimulus Control When Developing Language Acquisition Programs for Early Learners on the Autism Spectrum JENNIFER POSEY (Endicott College; Holdsambeck Behavioral Health) and SARA SATO (Endicott College; Behavior Analysis No Ka Oi) Audience: Behavior analysts in training, BCaBAs, and recently certified BCBA's Level: Basic	CE: BACB	Workshop #7 4:00 pm–7:00 pm EDT EDC CE Instructor: Edward J. Daly, Ph.D. Functional Assessment Consultation Support in Schools EDWARD J. DALY (University of Nebraska-Lincoln) Audience: This workshop is intended for an intermediate-level audience; that is, individuals who have skills in identifying principles of behavior, functional assessment (including descriptive assessment, preference assessment, and functional analysis), and who wish to learn how to apply them efficiently in the schools in a way that meets the typical concerns and priorities of school-based professionals. Level: Intermediate	CE: BACB
Workshop #4 4:00 pm–7:00 pm EDT CBM CE Instructor: Whitney L. Kleinert, Ph.D. Enhancing School-Based Behavior Analytic Services Through Collaboration With Mental Health Professionals In-Person and via Telehealth WHITNEY L. KLEINERT and CYNTHIA RILEY (May Institute, Inc.) Audience: Experience working within school settings and/or collaborating with service providers within school settings preferred (e.g., Psychologists, Counselors, SLPs, OTs, PTs). Level: Intermediate	CE: PSY/BACB/NASP	Workshop #8 CE: PSY/BACB 4:00 pm–7:00 pm EDT OBM CE Instructor: Guy S. Bruce, Ed.D. Engineering Schools and Clinics for Student and Client Success: Part 1 GUY S. BRUCE (Appealing Solutions, LLC) Audience: Do you work as a program designer, staff trainer, supervisor, or director of an agency that provides services to clients with learning difficulties? Are you satisfied with your clients' progress? This workshop will teach you how to improve the performance of your organization so that every client will make efficient progress. Level: Intermediate	
Workshop #5 4:00 pm–7:00 pm EDT DDA CE Instructor: Patrick E. McGreevy, Ph.D. Skills, Teaching Procedures, and Measurement Practices for Children and Adults With Moderate-to-Severe Disabilities PATRICK E. MCGREEVY and TROY ANTHONY FRY (Patrick McGreevy, Ph.D., P.A. and Associates) Audience: Participants should be well-grounded in basic behavioral principles including, but not limited to, those impacting skill acquisition, fluency, generalization, and maintenance over time. Level: Intermediate	CE: BACB		

Workshop #9 CE: BACB; Supervision 4:00 pm–7:00 pm EDT OBM CE Instructor: Nicole Gravina, Ph.D. Conversations: The Only OBM Intervention You Will Ever Need NICOLE GRAVINA (University of Florida) and JOHN AUSTIN (Reaching Results) Audience: This workshop would be most appropriate for leaders in organizations who want to improve their leadership skills. Level: Intermediate	Workshop #13 CE: PSY/BACB; Ethics 4:00 pm–7:00 pm EDT TBA CE Instructor: Jeannie A. Golden, Ph.D. Help for BCBAs With Challenging Ethical Dilemmas: Avoiding Multiple Relationships, Confidentiality, and Limits to Confidentiality JEANNIE A. GOLDEN (East Carolina University) Audience: Participants can include BCBAs, teachers, psychologists, psychiatrists, nurses, counselors, and social workers. Participants should be familiar with terms including: discriminative stimuli, establishing and abolishing operations, positive reinforcement and negative reinforcement, and have experience and examples dealing with those terms. Level: Intermediate
Workshop #10 CE: BACB 4:00 pm–7:00 pm EDT OBM CE Instructor: Jana M. Sarno, MA On Behavior Technician Turnover: Current Research, Practical Solutions, and Focused Sustainability SYDNEY NICOLE LAFLEUR, JANA M. SARNO, and GEORGE BOGHOS (Autism in Motion Clinics) Audience: Intermediate. Prerequisite skills include (1) experience in service delivery organizations such as in clinics, homes, and/or community settings and (2) experience/interest with advocacy, organizational change, and supervisory relationships. Level: Intermediate	Workshop #14 CE: BACB 4:00 pm–7:00 pm EDT TBA CE Instructor: Monica Gilbert, Psy.D. How to Stop Talking and Start Communicating With Motivational Interviewing MONICA GILBERT (Crystal Minds New Beginning) Audience: BCaBAs, BCBAs, graduate students, and licensed psychologists. Level: Basic
Workshop #11 CE: BACB 4:00 pm–7:00 pm EDT TBA CE Instructor: Erick M. Dubuque, Ph.D. Creating Professional Graphs in Microsoft Excel ERICK M. DUBUQUE (University of Louisville) Audience: This intermediate workshop is appropriate for pre-professionals, students, or behavior analysts who are unfamiliar or uncomfortable with generating their own graphical displays in Microsoft Excel for PC or Mac. The content is especially useful for any attendee interested in generating graphical displays for publication, professional reports, or presentations. Level: Intermediate	Workshop #15 CE: PSY/BACB 4:00 pm–7:00 pm EDT VRB CE Instructor: Judah B. Axe, Ph.D. Teaching Multiply Controlled Verbal Behavior: Theory and Application OLGA MELESHKEVICH (ABA Consulting; Simmons University) and JUDAH B. AXE (Simmons University) Audience: Behavior analysts, speech-language pathologists, researchers, graduate students, and special education teachers. Level: Intermediate
Workshop #12 CE: BACB 4:00 pm–7:00 pm EDT TBA CE Instructor: Richard Wayne Fuqua, Ph.D. Acting Out: Learning BACB Ethics and Problem-Solving Strategies Through Interactive Team-Based Learning RICHARD WAYNE FUQUA (Western Michigan University) Audience: This workshop is most appropriate for BCBAs, practitioners (including those without BCBA credentials) and graduate students with some level of familiarity with the BACB's Professional and Ethical Compliance Code. It will help to have some experience with the delivery or management of ABA services, but that is not necessary. Level: Intermediate	<div style="border: 1px solid black; padding: 10px;"> <p>Please check the ABAI app or our website (www.abainternational.org/events/annual-2021) for updates on workshops, including cancellations.</p> </div>



THE NEW ENGLAND CENTER FOR CHILDREN®
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May 28

Pre-Convention Workshops
Student Welcome Event
Student Trivia Night
SABA Awards and Opening Event
ABAI Expo

Friday, May 28

Area	8 am		9 am		10 am		11 am		12 pm		1 pm		2 pm	
	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30
AUT			W28 AUT Jessel ††\$*											
AUT			W29 AUT deBoer ‡											
AUT			W30 AUT Fein											
AUT			W16 AUT Novak ‡								W37 AUT Larsson †‡			
AUT			W17 AUT Gaunt ‡								W38 AUT Partington ††\$*			
AUT			W18 AUT Curran †‡\$											
DDA			W33 DDA Grindle ‡											
DDA			W21 DDA Gross ‡								W41 DDA Huang †‡			
DDA			W22 DDA Blenkush †‡								W42 DDA Leland †			
DDA										W43 DDA Wendt †				
PRA														
VRB			W27 VRB Katz ‡								W50 VRB Pyles ‡			
OBM			W35 OBM Bruce †‡											
OBM			W25 OBM Barosky ‡								W46 OBM Kenneally ‡			
OBM										W47 OBM Boghos ‡				
CSS														
CBM			W31 CBM Bishop ‡											
CBM			W32 CBM Seiverling †‡											
CBM			W20 CBM Gardner ‡								W39 CBM Hursh ‡			
CBM			W16A CBM Campbell ‡								W40 CBM Golden †‡			
DEV														
EDC			W34 EDC Olive ‡*											
EDC			W23 EDC Docter ‡								W44 EDC Putnam †‡			
EDC			W24 EDC Groves ‡								W45 EDC Zaheer †*			
TBA			W36 TBA Hajiaghamohseni ‡											
TBA			W26 TBA Greenberg ‡								W48 TBA Bank ‡			
TBA										W49 TBA Reinecke ‡				
AAB														
BPN			W19 BPN Neill †‡											
EAB														
PCH														
DEI														
SCI														
OTH													1 Student Welcome	

3 pm		4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		Area
:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	
W28 cont.										ABAI Expo				AUT
W29 cont.														AUT
W30 cont.														AUT
W37 cont.														AUT
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W33 cont.														DDA
W41 cont.														DDA
W42 cont.														DDA
W43 cont.														DDA
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W50 cont.														VRB
W35 cont.														OBM
W46 cont.														OBM
W47 cont.														OBM
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W31 cont.														CBM
W32 cont.														CBM
W39 cont.														CBM
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W45 cont.														EDC
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W48 cont.														TBA
W49 cont.														TBA
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														DEI
														SCI
1 cont.	2 Student Trivia			3 Opening Event & SABA Awards ‡										OTH

LEGEND

B. F. Skinner Lecture Series

Special and Invited

Professional Development Series

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PSY CE

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BACB CE

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QABA CE

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NASP CE



Sustainability



Diversity, Equity, Inclusion



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www.abainternational.org/events/international-2022



Workshop #16**CE: BACB**

9:00 am–12:00 pm EDT

AUT

CE Instructor: Joseph Novak, Ed.D.

Augmentative and Alternative Communication Intervention Considerations for Individuals With Autism

JOSEPH NOVAK (REED Academy; Kean University; Endicott College)

Audience: The target audience consists of BCBAs who may only have entry-level competence in the area of augmentative and alternative communication. It is important that BCBAs have a better understanding of evidence-based intervention strategies for individuals with autism who use AAC and also have the tools to collaborate effectively with SLPs on AAC interventions.

Level: Intermediate**Workshop #16A****CE: BACB**

9:00 am–12:00 pm EDT

CBM

CE Instructor: Willemijn Campbell, MS

ABA Parent Training: Essential Tools for ABA Providers

WILLEMIJN CAMPBELL (ABA Works)

Audience: Participants should have prerequisite skills and competencies in the basics of ABA (e.g., prompting, reinforcement).

Level: Intermediate**Workshop #17****CE: BACB**

9:00 am–12:00 pm EDT

AUT

CE Instructor: Shayna Gaunt, MA

Writing Programs for the Advanced Learner: Programming Beyond Assessments

SHAYNA GAUNT and SHIRA KARPEL (How to ABA)

Audience: This workshop is intended for newly minted behavior analysts providing language and social skills interventions for individuals diagnosed with ASD. Standardized competencies (e.g., BCBA) are suggested, but not required.

Level: Intermediate**Workshop #18****CE: PSY/QABA/NASP**

9:00 am–12:00 pm EDT

AUT

CE Instructor: Katie Curran, MD

The Intersection of Autism Intervention and Applied Positive Psychology: The Science and Skill of Flourishing

KATIE CURRAN (Proof Positive Psychology)

Audience: Participants should have significant experience designing programs and data collection systems for individuals and/or organizations. They ought to have demonstrated experience training others to implement programs and systems.

Level: Intermediate**Workshop #19****CE: PSY/BACB**

9:00 am–12:00 pm EDT

BPN

CE Instructor: John C. Neill, Ph.D.

Behavior Analysis of Seizures

JOHN C. NEILL (Long Island University)

Audience: Clinical behavior analysts and experimental analysts with an interest in learning effective methods for analyzing seizures and their immediate and long-term effects on intellectual functioning, everyday behavior, and behavior disorders.

Level: Intermediate**Workshop #20****CE: BACB**

9:00 am–12:00 pm EDT

CBM

CE Instructor: Andrew W. Gardner, Ph.D.

Empirically Supported Behavioral Parent Training and Functional-Based Assessment and Treatment: Behavior Analysts Collaborating With Medical and Mental Health Professionals

ANDREW W. GARDNER and CHELSEA E. CARR (The University of Arizona)

Audience: Participants should be familiar with the identification of function of challenging behavior; functional-based treatment; parent training; and collaboration with medical/mental health professionals.

Level: Intermediate**Workshop #21****CE: BACB**

9:00 am–12:00 pm EDT

DDA

CE Instructor: Barbara Gross, M.Ed.

Do No Harm: Sex Ed You Can Implement Right Now

BARBARA GROSS (Missouri Behavior Consulting; Special School District of St Louis County) and WERNER LELAND (Upswing Advocates)

Audience: BCBAs and BCaBAs.**Level:** Basic**Workshop #22****CE: PSY/BACB; Ethics**

9:00 am–12:00 pm EDT

DDA

CE Instructor: Nathan Blenkush, Ph.D.

Risk Benefit Analysis of Treatments for Severe Problem Behaviors

NATHAN BLENKUSH (Judge Rotenberg Educational Center), DYLAN PALMER (Judge Rotenberg Educational Center; Simmons University), and JASON CODERRE and JOSEPH TACOSIK (Judge Rotenberg Education Center)

Audience: Behavior analysts, psychologists, and other professionals who are often confronted with people who emit severe problem behaviors refractory to typical interventions.

Level: Advanced

Workshop #23 CE: BACB 9:00 am–12:00 pm EDT EDC CE Instructor: Melinda Docter, Ed.D. Environmental Barriers in the Classroom Setting Impacting Effective ABA Treatment and Solutions for Success MELINDA DOCTER (Northcentral University) Audience: Basic Intermediate–no prerequisites necessary as this workshop will identify and describe familiar classroom settings and scenarios regarding environmental barriers impacting effective ABA treatment. Level: Intermediate	Workshop #27 CE: BACB 9:00 am–12:00 pm EDT VRB CE Instructor: Berenice de la Cruz, Ph.D. Using Adapted Text to Teaching Verbal Behavior in the Context of Reading Instruction SARAH KATZ and BERENICE DE LA CRUZ (Texas A&M University-San Antonio) Audience: This workshop is an intermediate level and assumes participants have prior knowledge of ABA principles. Level: Intermediate
Workshop #24 CE: BACB 9:00 am–12:00 pm EDT EDC CE Instructor: Emily Groves, Ph.D. The Good Behavior Game: Overcoming Implementation Barriers and Maximizing Effectiveness in Diverse Classrooms EMILY GROVES (University of South Wales) and P. RAYMOND JOSLYN (Utah State University) Audience: This workshop is primarily intended for school-based practitioners (e.g., BCBAs, school psychologists), behavior support staff, and teachers (e.g., elementary, middle, high school, special education) who want to learn about evidence-based classroom behavior management. Level: Intermediate	Workshop #28 CE: PSY/BACB/QABA/NASP; Supervision 9:00 am–4:00 pm EDT AUT CE Instructor: Joshua Jessel, Ph.D. Severe Problem Behavior: From Research to Evidence-Based Practice JOSHUA JESSEL (Queens College, City University of New York) and PETER STURMEY (The Graduate Center and Queens College, City University of New York) Audience: Participants should have an understanding of common behavioral concepts as described in Cooper et al. (2020) and some experience and basic knowledge of ABA applied to severe problem behavior. Level: Advanced
Workshop #25 CE: BACB 9:00 am–12:00 pm EDT OBM CE Instructor: Christina Barosky, MA Designing and Measuring Organizational Clinical Outcome Data CHRISTINA BAROSKY (Bierman ABA; Simmons University) and ASHLEY E. BENNETT and ASHLEY AHLERS (Bierman ABA) Audience: Leaders or clinical directors of ABA companies. Members of the audience should have knowledge of how staff and client success is currently measured in their agency. Level: Advanced	Workshop #29 CE: BACB 9:00 am–4:00 pm EDT AUT CE Instructor: Sonja R. de Boer, Ph.D. Preparing Young Children With Autism Spectrum Disorder for Kindergarten SONJA R. DE BOER (Spring Harbor Hospital-Maine Behavior Health; North Haven Community School) Audience: In order for this workshop to benefit participants, they need a basic understanding of ABA early intervention strategies with young children with autism, as well as experience working in early childhood and Kindergarten settings with children with autism (mild, moderate and/or severe). Level: Intermediate
Workshop #26 CE: BACB 9:00 am–12:00 pm EDT TBA CE Instructor: Jeremy H. Greenberg, Ph.D. Putting the SUPER in Supervision: Evidence Based Strategies JEREMY H. GREENBERG (The Children's Institute of Hong Kong) Audience: Supervisors of RBT, board certified assistant behavior analysts, and board certified behavior analysts, or other practitioners or therapists working with students with special education needs. Level: Advanced	Workshop #31 CE: BACB 9:00 am–4:00 pm EDT CBM CE Instructor: Sandra Bishop, MS Trauma-Informed ABA SAUNDRA BISHOP (BASICS ABA Therapy, LLC) Audience: BCBAs working or interested in working with populations that have had exposure to trauma events (example: co-morbid diagnosis of PTSD, children in foster care or family preservation programs, children who have experienced medical trauma). Necessary prerequisite skills include a firm grasp on setting events and antecedent

interventions addressing setting events and a firm grasp on replacement and alternative behaviors addressing setting events.

Level: Advanced

Workshop #32 **CE: PSY/BACB**

9:00 am–4:00 pm EDT

CBM

CE Instructor: Laura J. Seiverling, Ph.D.

BITES®: A Behavioral INTEgrated With Speech Approach to Feeding Therapy

LAURA J. SEIVERLING (Ball State University) and ELISE JUSKO (Bites Feeding Therapy, LLC)

Audience: Attendees should have a basic understanding of pediatric feeding problems and some experience implementing feeding interventions.

Level: Intermediate

Workshop #33 **CE: BACB**

9:00 am–4:00 pm EDT

DDA

CE Instructor: Corinna F. Grindle, Ph.D.

Teaching Early Numeracy to Children With Developmental Disabilities

CORINNA F. GRINDLE (University of Warwick)

Audience: Individuals working with children with developmental disabilities such as behavior analysts, special education teachers, or psychologists.

Level: Basic

Workshop #34 **CE: BACB/NASP**

9:00 am–4:00 pm EDT

EDC

CE Instructor: Melissa L. Olive, Ph.D.

Special Education Law and Ethical Issues for Practicing Behavior Analysts

MELISSA L. OLIVE (Applied Behavioral Strategies LLC)

Audience: Practicing behavior analysts, supervisors of practicing behavior analysts, and school administrators.

Level: Intermediate

Workshop #35 **CE: PSY/BACB**

9:00 am–4:00 pm EDT

OBM

CE Instructor: Guy S. Bruce, Ed.D.

Engineering Schools and Clinics for Student and Client Success: Part 2

GUY S. BRUCE (Appealing Solutions, LLC)

Audience: Do you work as a program designer, staff trainer, supervisor, or director of an agency that provides services to clients with learning difficulties? Are you satisfied with your clients' progress? This workshop will teach you how to improve the performance of your organization so that every client will make efficient progress.

Level: Intermediate

Workshop #36 **CE: BACB; Supervision**

9:00 am–4:00 pm EDT

TBA

CE Instructor: Zahra Hajiaghaghmoheeni, Ph.D.

The Behavior Analyst as a Supervisor: Breaking Down Fieldwork Supervision One Behavior at a Time

ZAHRA HAJIAGHAMOHSENI (GreenSpace Behavioral Technology) and MEKA MCCAMMON (University of South Carolina)

Level: Advanced

Workshop #37 **CE: PSY/BACB; Supervision**

1:00 pm–4:00 pm EDT

AUT

CE Instructor: Eric V. Larsson, Ph.D.

Outcome-Based Management of Early Intensive Behavioral Intervention Through Dynamic Programming at the Lovaas Institute Midwest

ERIC V. LARSSON (Lovaas Institute Midwest; University of Minnesota)

Audience: The attendees will be best able to attain the workshop objectives if they have working knowledge and experience with any EIBI program.

Level: Advanced

Workshop #38 **CE: PSY/BACB/QABA/NASP**

1:00 pm–4:00 pm EDT

AUT

CE Instructor: James W. Partington, Ph.D.

Providing Internet-Based Consultation Services to Teach Parents of Children With Autism to Effectively Assess Skills and Implement Evidence-Based Teaching Interventions

JAMES W. PARTINGTON (Behavior Analysts, Inc.)

Audience: Participants should be BACB-level consultants who have obtained training in criterion-referenced assessments and have had direct experience implementing educational programs with children with autism or other developmental disabilities.

Level: Intermediate

Workshop #39 **CE: BACB**

1:00 pm–4:00 pm EDT

CBM

CE Instructor: Adrienne Hursh, MA

Working With Adults With Severe Problem Behavior: Ethical Considerations and Strategies

ADRIENNE HURSH, DENNIS PALIWODA, and SHAI MAOR (Pyles and Associates)

Audience: The target audience for this workshop is anyone working with adults.

Level: Basic

Workshop #40 **CE: PSY/BACB**

1:00 pm–4:00 pm EDT

CBM

CE Instructor: Jeannie A. Golden, Ph.D.

Assessment and Treatment of Children With Emotional and Behavioral Disorders in Home and at School: Broadening the Lens

Friday, May 28

JEANNIE A. GOLDEN (East Carolina University)

Audience: Participants can include BCBAs, teachers, psychologists, psychiatrists, nurses, counselors, and social workers.

Level: Intermediate

Workshop #41 **CE: PSY/BACB; Ethics**

1:00 pm–4:00 pm EDT

DDA

CE Instructor: Weihe Huang, Ph.D.

Dealing With Uncertainty: An Ethical Decision-Making Model and Its Application to Providing Telehealth-Based Behavioral Services

WEIHE HUANG (Creating Behavioral + Educational Momentum; Florida Institute of Technology) and KARRE WILLIAMS (Creating Behavioral + Educational Momentum)

Audience: Participants in this workshop should have some working knowledge of common ethical standards such as those specified in the *Professional and Ethical Compliance Code for Behavior Analysts*.

Level: Intermediate

Workshop #42 **CE: BACB; Ethics**

1:00 pm–4:00 pm EDT

DDA

CE Instructor: Worner Leland, MS

Designing Instruction That Honors Client Assent Withdrawal, Promotes Self-Advocacy, and Minimizes Harm

WORNER LELAND (Upswing Advocates; Sex Ed Continuing Ed)

Audience: BCBAs and BCaBAs.

Level: Basic

Workshop #43 **CE: BACB**

1:00 pm–4:00 pm EDT

DDA

CE Instructor: Barbara Weber, MS

An Introduction to Augmentative and Alternative Communication: From Early Intervention to Advanced Language Training

OLIVER WENDT (Purdue University; USA University of Potsdam) and BARBARA WEBER (private practice)

Audience: Do you currently work with individuals who are minimally verbal? Are you trying to engage parents in early intervention efforts? Are you finding your learners are successful with manding, but have difficulties with advanced communicative functions and complex language? Practitioners with motivation to implement evidence-based practices in AAC and particular interest in learning about mobile technology applications will find this workshop very suitable for their needs. This target audience includes applied researchers, board certified behavior analysts, licensed psychologists, special education teachers, speech-language pathologists, and graduate students in any of these disciplines. A basic understanding of single-subject research methodology is advantageous to fully benefit from

this workshop, but not strictly necessary.

Level: Intermediate

Workshop #44 **CE: PSY/BACB**

1:00 pm–4:00 pm EDT

EDC

CE Instructor: Robert F. Putnam, Ph.D.

Improving Classwide Behavior Support Through the Application of Applied Behavior Analytical Practices

ROBERT F. PUTNAM and ERIK MAKI (May Institute) and SACHA KG SHAW (Endicott College)

Audience: The necessary prerequisite skills and competencies the audience should have should be knowledge of the ecology of general and special education classroom, and the ability to use data to make data-based decisions.

Level: Advanced

Workshop #45 **CE: BACB/NASP; Ethics**

1:00 pm–4:00 pm EDT

EDC

CE Instructor: Noor Syed, Ph.D.

Effective, Ethical, and Expanded Practices for BCBAs in Schools: Essential Skills and Overcoming School Barriers

IMAD ZAHEER (St. John's University; Nurturing Environments Institute) and NOOR SYED (SUNY Empire State College; Anderson Center International; Endicott College)

Audience: Participants should have a working knowledge of the practical application of behavior analysis with clients and should have at least minimal experiences working with school systems.

Level: Intermediate

Workshop #46 **CE: BACB; Supervision**

1:00 pm–4:00 pm EDT

OBM

CE Instructor: Laura Kenneally, Ed.D.

Efficient and Effective Training and Supervision for RBTs In-Person or Virtually: Challenges and Strategies

LAURA KENNEALLY (Advance Learning Center)

Audience: BCBAs who train and supervise RBTs.

Level: Intermediate

Workshop #47 **CE: BACB**

1:00 pm–4:00 pm EDT

OBM

CE Instructor: Jana M. Sarno, MA

Mission, Vision, and Core Values: Forming Meaningful Key Performance Indicators in ABA Practice

GEORGE BOGHOS and JANA M. SARNO (Autism in Motion Clinics)

Audience: Advanced

Level: Advanced

Workshop #48**CE: BACB**

1:00 pm–4:00 pm EDT

TBA

CE Instructor: Nicole L. Bank, MS

Efficient Literature Searches Using Online Databases Available to You

NICOLE L. BANK (The PartnerShip, LLC)

Audience: Professional behavior analysts, faculty and researchers at all stages in their career.**Level:** Basic**Workshop #49****CE: BACB; Supervision**

1:00 pm–4:00 pm EDT

TBA

CE Instructor: Dana R. Reinecke, Ph.D.

Structure of Supervision: From Big Picture to Individual Session

DANA R. REINECKE (Capella University; SupervisorABA) and CHERYL J. DAVIS (7 Dimensions Consulting; SupervisorABA)

Audience: Participants should have completed the BACB Supervision 8-hour training.**Level:** Intermediate**Workshop #50****CE: BACB**

1:00 pm–4:00 pm EDT

VRB

CE Instructor: Megan Pyles, MA

Discriminative and Motivational and Multiple Control, Oh My!

MEGAN PYLES and BRITTANY MACIAS (Pyles & Associates)

Audience: The target audience for this workshop is for intermediate to advanced behavior analysts. Attendees should be familiar with verbal operants and have a basic knowledge of stimulus control.**Level:** Intermediate

Friday, May 28

BEHAVIOR SCIENCE BLOGS

Communicating behavioral science.

ABA's dissemination project, the *Behavior Science Blogs*, features posts by renowned scholars in the field on topics like addiction, education, health, and autism. The blogs provide readers with updates on newsworthy items relevant to the science of behavior. Included are news stories, scholarly articles, commentaries, and the occasional post from a guest blogger with perspectives on our field's links to both practice and current events and the need-to-know content on how behavior science is changing, or could be changing, local and global communities.

With frequent new posts and perspectives, we hope you will join the hundreds of readers from around the world who regularly enjoy these blogs.

<https://science.abainternational.org/>



#1 Special Event

Student Committee Event

2:00 pm–3:30 pm EDT

Student Welcome Event

Chair: Allyson R. Salzer (University of Kansas)

The ABAI Student Committee will host a special Welcome Event for current and future student members. During this session, Student Committee Members will review useful information for navigating the virtual platform to help you make the best of your convention experience.

#2 Special Event

Student Committee Event

3:30 pm–5:00 pm EDT

Student Trivia Night

Chair: Rita Olla (University of Nevada, Reno)

Grab your friends and join the Student Committee for our annual Trivia Event, hosted by leading researchers and academics in the field of behavior analysis. Test your knowledge about the ABAI organization, the field of behavior analysis, and more. Come mingle with other students and kick off the conference with a friendly game of trivia! Prizes available for the winners and participants.

#3 Special Event

5:00 pm–6:30 pm EDT

SCI

BACB CE Offered. CE Instructor: Peter R. Killeen, Ph.D.

SABA Awards and Opening Event

Chair: Peter R. Killeen (Arizona State University)

SABA Award for Distinguished Service to Behavior Analysis

M. JACKSON MARR (Georgia Institute of Technology)



M. Jackson (Jack) Marr received the BS degree in 1961 from Georgia Institute of Technology where he studied mathematics, physics, engineering, and psychology. He received a Ph.D. in experimental psychology with a minor in physiology from the University of North Carolina at Chapel Hill in 1966. He is professor emeritus of psychology at Georgia Institute of Technology. He is one of five founding Fellows of the Association for Behavior Analysis, a Fellow of Division 25 (Behavior Analysis) and Division 3 (Experimental Psychology) of the American Psychological Association (APA), a Fellow of the Psychonomic Society, and a Federation of Associations in

Behavioral and Brain Sciences Honoree. He was elected twice (the last in 2015) to president of the Association for Behavior Analysis (ABAI), and was president of Division 25 (Behavior Analysis) of APA and the Southeastern Association for Behavior Analysis (SEABA). He was also APA Council member representing Division 25. He is the past editor of *Behavior and Philosophy* and continues to serve on its editorial board. He also serves as Review Editor of the *Journal of the Experimental Analysis of Behavior*, a position he has held since 1998. He served as the co-editor of *Revista Mexicana de Análisis de la Conducta* and was an associate editor of the *Journal of the Experimental Analysis of Behavior* and *The Behavior Analyst*. He was experimental representative to the Executive Council of the Association for Behavior Analysis, served on the Board of Directors of The Society for the Quantitative Analysis of Behavior, and currently serves on the Board of Trustees the Cambridge Center for Behavioral Studies. He has been particularly active in the international support and development of behavior analysis in Great Britain, Europe, Mexico, Brazil, China, and the Middle East. He was a Research Fellow in Pharmacology at Harvard Medical School, a visiting professor at the Universidad Nacional Autónoma de México, and was invited to Jacksonville State University with an Eminent Scholar award. He was a Navy contractor for Project Sanguine and an AIEE Senior Fellow at the Naval Aerospace Medical Research Laboratory. For over 20 years (1991–2012) he was involved through NSF grants and other support in the assessment and improvement of engineering education. This work included design of instructional systems to teach calculus-based engineering physics. Current scholarly interests include dynamical systems theory, the quantitative analysis of behavior, creativity, and theoretical/conceptual issues in behavioral analysis.

Abstract: If this tiny talk could have a theme it would be connections. My checkered academic career has largely been driven by opportunities for making connections between several domains, as well as people—colleagues and students. As with most anyone who lives long enough, the course of my career is marked by many turns into new avenues, some quite unanticipated. I sketch some of these turns—the pivotal role of Georgia Institute of Technology, UNC Chapel Hill where I first become a behavior analyst, Harvard Medical School—behavior pharmacology and the big time, Georgia Institute of Technology again, running a behavior pharmacology lab and forays into electromagnetics, EAB and Zoo Atlanta, behavior dynamics, conceptual/philosophical concerns, instructional design and engineering education, and my roles and adventures in ABAI where I have repeatedly emphasized that, as a field, we should look outward, not inward.

SABA Award for Scientific Translation
ALLEN NEURINGER (Reed College)



Allen Neuringer graduated from Far Rockaway High School in 1958, received a BA, *summa cum laude*, from Columbia College in 1962, and Ph.D. from Harvard University in 1967. His thesis advisor was Richard Herrnstein; most important were fellow students Howie Rachlin, Billy Baum, Bruce Schneider, Phil Hineline, Peter Killen, Ed Fantino, Richard Schuster, and Martha DiNardo Neuringer. He was a professor at Reed College in Portland, Oregon, from 1970 until his retirement as MacArthur Professor of Psychology in 2008, but continued to guide research and teach an upper-division course, "Functional Variability," until this year. Allen and his students have shown that response variability can be reinforced, much like response topography, force, and speed. Together with his student, Neal Miller, he published the first demonstration that response variability in individuals with autism can be increased and maintained by reinforcers contingent upon that variability. He also published articles on self-control, responding for food when food is otherwise freely available, music discrimination in pigeons and self-experimentation. He recently gave the plenary address at the International Quantified Self Conference. Allen lives in a forest in a house he built (from the ground up) with Martha, his partner in love, and Reed students.

Abstract: The emergence of a new species, according to Darwin's theory of natural selection, depends on a baseline of variable attributes (or phenotypes). A parallel exists for learned behaviors: the shaping of operant responses depends on variations in ongoing behavior. Darwin described many examples of selection from variations. He also described selection of variation (i.e., variability that was maintained because a variable species was more likely to survive than one with limited attributes). Here, too, a behavioral parallel exists: the variability of operant responses is itself sensitive to reinforcing consequences. Thus, as shown by both evolutionary biology and behavioral psychology, successful selection-by-consequences depends on baseline variations and successful variation depends (in part) on selection-by-consequences. In support, I will show that levels of response variability—from repetitions to random-like responding—can be reinforced. I will also briefly indicate that reinforcement of variability facilitates acquisition of difficult-to-learn behaviors; that "varied practice" enhances skilled performance; that reinforcement of variable interactions increases the enriching effects of novel objects; and that reinforcement of variability can contribute to therapies for abnormally shy, inhibited, or stereotypy-generating individuals, as in those with autism spectrum disorder.

SABA Award for International Dissemination of Behavior Analysis

CARMEN LUCIANO (Universidad de Almería; Madrid Institute Contextual Psychology, MICPSY)



Carmen Luciano received her Ph.D. from the Complutense University of Madrid in 1984. She was professor of psychology at the University of Granada from 1979–1993 and been professor of psychology at the University of Almería since 1994. Her research dedication began on the experimental analysis of language. Her post-doc Fulbright research stay in Boston University and the Cambridge Center for Behavioral Studies was centered in studying problem-solving behavior with Skinner's supervision. This was a critical point in her career as basic researcher. She was involved in equivalence research, rule-governed behavior and, shortly after, in RFT and ACT research. Her research lab conducts basic creative experimental-applied RFT designs for the analysis of: analogies; coherence; deictic and hierarchical framing in the context of identifying core components of metaphors; false memories; experiential avoidance; values; defusion; self and responding to one's own behavior. Additionally, the lab designs brief ACT protocols and teaches ACT-focused analysis of the conditions under which emotions, thoughts, and valued motivation are brought to the present to build flexibility responding. Dr. Luciano has been the director of the Experimental and Applied Analysis of Behavior Research Group since 1986, where she has supervised over thirty doctoral theses—some of her students are running their own labs nowadays. She is also director of the Functional Analysis in Clinical Contexts Doctoral Program at the University of Almería and Director of the Master Program in Contextual Therapies at the Madrid Institute of Contextual Psychology. Her research has been funded by international, national, and regional public funds. She has collaborated with research groups from different countries and she has spread the functional analysis perspective with meetings, courses, research presentations, and publications. She is known for her vibrating and creative style while teaching, working with clients, and doing research.

Abstract: Teaching verbal behavior to children with disabilities was the first functional aim on my trip as a behavior analyst. It produced a horizon of light. Then, the combination of application along with teaching and researching, looking for the conditions responsible for generating behavior, were all very inspiring experiences. Then, jumping in other areas of research that were starting in the field focused on the analysis of complex behaviors as problems solving, rule governed behavior and self-knowledge. In this track, equivalence and derived relational responding emerged and enlightened even more the functional horizon. It was the onset for understanding and generating the emergence of novel behavior, of novel and untrained functions based on stimuli relations. It was as if the tree of the functional perspective was growing up and growing up. And more research continued in areas still obscure as the formation of the self as those rules about oneself whose function dominates and controls other behaviors. In a nutshell, it has been, and still is, an exciting and creative experience for me to navigate and extend with many others along the functional tree either when teaching, doing research, or in the huge application the latter has permitted.

Friday, May 28

SABA Award for Effective Presentation of Behavior Analysis in the Mass Media
CARL HART (Columbia University)



Carl Hart is the Dirk Ziff Professor of Psychology in the Departments of Psychology and Psychiatry at Columbia University. Prof. Hart has published extensively in the area of neuropsychopharmacology. He is an award-winning author. His most recent book is entitled *Drug Use for Grown-Ups: Chasing Liberty in the Land of Fear*. Prof. Hart has lectured around the world and has appeared on multiple national television and radio shows, as well as podcasts. In 2016, the city of Miami issued a proclamation declaring February 1 “Dr. Carl Hart Day.”

Abstract: Prof. Hart will discuss some of the lessons he’s learned from studying psychoactive substances in people for more than 20 years. He will briefly describe the neurobiological, socio-environmental, and political forces that influence substance use and experiences. Particular attention will be paid to racial biases ingrained in today’s communities. As such, he will urge attendees to stand up on behalf of those who may use psychoactive substances in their pursuit of happiness.

SABA Award for Enduring Programmatic Contributions in Behavior Analysis
DOREEN GRANPEESHEH (Center for Autism and Related Disorders)



Dr. Doreen Granpeesheh is the Founder and CEO of the Center for Autism and Related Disorders (CARD) and the Founder and President of the Board of Autism Care and Treatment Today (ACT Today). Dr. Granpeesheh received her Ph.D. in Psychology from UCLA under the mentorship of Professor Ivar Lovaas. She is licensed by the Medical Board of California and the Colorado, Texas, Arizona, Virginia, Michigan and Oregon State Boards of Psychologists. Dr. Granpeesheh holds a Certificate of Professional Qualification in Psychology from the Association of State and Provincial Psychology Boards, is a board-certified behavior analyst, doctoral level, and has

been providing behavioral therapy for individuals with autism since 1979. She has been a member of numerous scientific and advisory boards including the US Autism and Asperger’s Association, the Autism File journal, Autism 360/medigenesis, the 4-A Healing Foundation, and the Defeat Autism Now coalition. In addition, Dr. Granpeesheh has served on the National Board of Directors of the Autism Society of America, the practice board of ABAI, as well as the Autism Human Rights and Discrimination Initiative Steering Committee, the Early Intervention Taskforce of the Senate Select Committee on Autism and Related Disorders, and the Oversight Committee of the Department of Developmental Disabilities. Dr. Granpeesheh has co-authored the book *Evidence-Based Treatment for Children with Autism* and numerous peer reviewed publications on issues concerning the diagnosis and treatment of Autism. She was awarded the George Winoker Clinical Research Award from the American Academy of Clinical Psychiatrists for her publication titled: Retrospective analysis of clinical records in 38 cases of recovery from autism. Together with her colleagues at CARD, Dr. Granpeesheh created Skills® for Autism, a web-based software tool that creates comprehensive treatment plans for children and adults with autism spectrum disorder, and founded the Institute for Behavioral Training, an online platform for training professionals and families on the principles of ABA.

Abstract: The Center for Autism and Related Disorders was founded in 1990 by Doreen Granpeesheh, Ph.D., BCBA-D, at the suggestion of O. Ivar Lovaas, Ph.D., who wanted the participants in his groundbreaking study to have an ABA program to attend when they aged out of his UCLA research. What began as a one-woman practice in Westwood, California, grew into the largest ABA provider in the world with more than 260 clinic locations in 33 states. Having practiced, researched, and advocated for ABA for over 40 years, Dr. Granpeesheh provides a view of the earliest years of behavioral applications to the treatment of autism, and speaks of the ways in which access to ABA has grown, largely as a result of the onset of health insurance funding. Dr. Granpeesheh shares the lessons learned in the field, describes how data-driven decisions continue to shape behavior analysis, and shares her insights on future directions.

#5 ABAI Expo

8:00 pm–10:00 pm EDT

- 1. ABAI Accreditation Board** JENNA MRLJAK (Association for Behavior Analysis International)
- 2. Master’s Program at Jacksonville State University in Alabama** PAIGE M. MCKERCHAR and Makenzie Williams Bayles (Jacksonville State University)
- 3. Applied Behavior Analysis at California State University, Los Angeles** MICHELE D. WALLACE, Randy V. Campbell, and Mitch Fryling (California State University, Los Angeles)
- 4. Applied Behavior Analysis Programs at the University of South Florida** RAYMOND G. MILTENBERGER (University of South Florida)
- 5. Rollins College Master of Arts in Applied Behavior Analysis and Clinical Science** KARA L. WUNDERLICH, April Michele Williams, and Stephanie L. Kincaid (Rollins College)
- 6. Florida State University Master’s Program in Applied Behavior Analysis** LEAH JULIA KOEHLER and

Amy S. Polick (Florida State University Panama City), Jon S. Bailey (Florida State University), and Harry Allen Murphy (Florida State University Panama City)

7. Behavior Analysis at the Florida Institute of Technology DAVID A. WILDER, Bryon Neff, Katie Nicholson, and Rachael Tilka (Florida Institute of Technology); Kimberly Sloman (The Scott Center for Autism Treatment; Florida Institute of Technology); and Kaitlynn Gokey, Ashley Marie Lugo, and Elbert Blakely (Florida Institute of Technology)

8. Behavior Analysis at The Chicago School of Professional Psychology, Chicago Campus ASHLEY WHITTINGTON-BARNISH, Kaius Ward, Ruth Anne Rehfeldt, Cameron Mittelman, Shannon Ormandy, Rocco G Catrone, and John W. Eshleman (The Chicago School of Professional Psychology) and August Stockwell (Upswing Advocates; The Chicago School of Professional Psychology)

9. Southern Illinois University Carbondale Ryan N. Redner (Southern Illinois University Carbondale), NATALIA BAIRES (Southern Illinois University), Eric A. Jacobs and Mary Rachel Enoch (Southern Illinois University Carbondale), and Darwin S. Koch and Deija McLean (Southern Illinois University)

10. Applied Behavioral Science at the University of Kansas DEREK D. REED, Florence D. DiGennaro Reed, Claudia L. Dozier, Vincent Thomas Francisco, Jessica Foster Juanico, Robin Kuhn, Edward K. Morris, and Pamela L. Neidert (University of Kansas)

11. McNeese State University's Applied Behavior Analysis Master of Arts Concentration JOANNA B THOMPSON and Cameron L. Melville (McNeese State University)

12. Applied Behavior Analysis at University of Maryland, Baltimore County MIRELA CENGHER and John C. Borrero (University of Maryland, Baltimore County), Carrie S. W. Borrero (Kennedy Krieger Institute), Adithyan Rajaraman (University of Maryland, Baltimore County), and Griffin Rooker (Kennedy Krieger Institute)

13. Western Michigan University: MA and Ph.D. Programs in Behavior Analysis JESSICA E. FRIEDER, Anthony DeFulio, Amanda Karsten, Sacha T. Pence, Stephanie M. Peterson, Cynthia J. Pietras, and Ron Van Houten (Western Michigan University)

14. St. Cloud State University: Undergraduate, Masters, and Doctoral Education in Applied Behavior Analysis MICHELE R. TRAUB, Odessa Luna, Benjamin N. Witts, and Kimberly A. Schulze (St. Cloud State University)

15. University of Nebraska Medical Center's Munroe-Meyer Institute: Doctoral Training in Applied Behavior Analysis CHRISTY WILLIAMS, Nicole M. Rodriguez, Amanda Zangrillo, Regina A. Carroll, Keith D. Allen, and Kevin C. Luczynski (University of Nebraska Medical Center's Munroe-Meyer Institute)

16. University of Nevada, Reno Satellite Programs in Behavior Analysis LINDA J. PARROTT HAYES, Laura Barcelos Nomicos, Jamiika Thomas, Staheli Meyer, and Changzhi Wu (University of Nevada, Reno)

17. Behavior Analysis Program at the University of Nevada, Reno RAMONA HOUMANFAR, Patrick M. Ghezzi, Linda J. Parrott Hayes, Steven C. Hayes, Matthew Lewon, Matt Locey, W. Larry Williams, and Bethany P. Contreras Young (University of Nevada, Reno)

18. Caldwell University's Ph.D. Program in Applied Behavior Analysis (ABAI Accredited) KENNETH F. REEVE, Sharon A. Reeve, Tina Sidener, Ruth M. DeBar, Jason C. Vladescu, and Meghan Deshais (Caldwell University)

19. Caldwell University's Master of Arts in Applied Behavior Analysis (ABAI Accredited) TINA SIDENER, Meghan Deshais, Jason C. Vladescu, Ruth M. DeBar, Sharon A. Reeve, and Kenneth F. Reeve (Caldwell University)

20. The Programs in Teaching as Applied Behavior Analysis at Teachers College, Columbia University R. DOUGLAS GREER (Columbia University Teachers College and Graduate School of Arts and Sciences) and Jo Ann Pereira Delgado (Teachers College, Columbia University)

21. The Ohio State University's ABAI-Accredited Graduate Programs in Special Education SHEILA R. ALBER-MORGAN, Moira Konrad, and Matthew Brock (The Ohio State University); Terri Hessler (The Ohio State University at Newark); and Mary Peters, Christina Rouse-Billman, and Alana Telesman (The Ohio State University)

22. University of Houston, Clear Lake MA in Behavior Analysis DOROTHEA C. LERMAN, Jennifer N. Fritz, Sarah A. Lechago, Catherine Lewis, Amanda Davis, Mary Signorella, and Jennifer Nguyen (University of Houston-Clear Lake)

23. University of North Texas Department of Behavior Analysis and Behavior Analysis Online MANISH VAIDYA (University of North Texas)

25. Behavior Analysis Ph.D. Program at West Virginia University KAREN G. ANDERSON, Stephanie Jones, Kathryn M. Kestner, Jeremy Langford, Kennon Andy Lattal, Michael Perone, and Claire C. St. Peter (West Virginia University)

Friday, May 28

#6 ABAI Expo

8:00 pm–10:00 pm EDT

26. Capilano University Bachelor of Applied Behavior Analysis–Autism BRENDA FOSSETT (Capilano University)

27. Brock University Department of Applied Disability Studies ABA Graduate Programs: ABAI VCS 5th Edition BCBA ROSEMARY A. CONDILLAC, Maurice Feldman, Kendra Thomson, Priscilla Burnham Riosa, Julie Koudys, and Valdeep Saini (Brock University)

28. Master's in Applied Behaviour Analysis: An Innovative Blended Learning Programme Offered by Queen's University Belfast NICHOLA BOOTH, Karola Dillenburger, Katerina Dounavi, Catherine Storey, and Devon Ramey (Queen's University Belfast)

29. Master's Degree in Applied Behavior Analysis at Fresno State MARIANNE L. JACKSON, Sharlet D. Rafacz, Steven W. Payne, Jonpaul D. Moschella, and Criss Wilhite (California State University Fresno)

30. Behavior Analysis Program at California State University, Sacramento DENYS BRAND, Megan R. Heinicke, Caio F. Miguel, and Becky Penrod (California State University, Sacramento)

31. The Chicago School of Professional Psychology Southern California Campuses ALYSSA N. WILSON (The Chicago School of Professional Psychology, Southern California); Jennifer L. Beers (The Chicago School of Professional Psychology, Los Angeles); Heidi Eilers and L. Fernando Guerrero (The Chicago School of Professional Psychology); and Elizabeth Meshes, Eric L. Carlson, and Ellen Vaca (The Chicago School of Professional Psychology Southern California)

32. California State University, Northridge Master of Science in Applied Behavior Analysis GARY SCOTT KATZ, Ellie Kazemi, Debra Berry Malmberg, and Ashley Rice (California State University Northridge)

33. Behavior Analysis Training Program and California State University, Stanislaus Bruce E. Hesse, William F. Potter, SHRINIDHI SUBRAMANIAM, and Katie Wiskow (California State University Stanislaus)

34. The MA in Special Education With an Emphasis in Applied Behavior Analysis Program at the University of Colorado at Denver PATRICK ROMANI (University of Colorado, Anschutz Medical Campus), Jeff Kupfer and Heather Ann Matheny (University of Colorado at Denver), Tara Hays (Children's Hospital Colorado), and Alison M. Betz (Betz Behavioral Consultants)

35. Drake University Master's in Applied Behavior Analysis MARCELLA HANGEN, Janelle Ausenhus, and Maria G. Valdivinos (Drake University)

36. Applied Behavior Analysis at The Chicago School of Professional Psychology SUSAN D. FLYNN (The Chicago School of Professional Psychology)

37. Ball State University Online Programs in Applied Behavior Analysis and Special Education CHRISTINE BOHN and Laura Bassette (Ball State University)

38. Nicholls State University Programs in Applied Behavior Analysis DEREK JACOB SHANMAN and Grant Gautreaux (Nicholls State University)

39. Applied Behavior Analysis Certificate Programs Offered at Franciscan Missionaries of Our Lady University TRACY L. LEPPER (Franciscan Missionaries of Our Lady University), Jordan Bailey (Western Michigan University), and Susan Brigman and Michael Dresnik (Franciscan Missionaries of Our Lady University)

40. Ph.D. Program in Applied Behavior Analysis With Specialization in Autism Intervention at Cambridge College DANIEL ALMEIDA (Cambridge College; Beacon ABA Services)

41. Graduate Programs in Applied Behavior Analysis at Cambridge College JOSEPH M. VEDORA (Evergreen Center), Daniel Almeida and Robert K. Ross (Beacon ABA Services), and Robert F. Littleton Jr. (Evergreen Center)

42. Applied Behavior Analysis at Assumption University KAREN M. LIONELLO-DENOLF (Assumption University)

43. Master of Science in Behavior Analysis at Salem State University DARLENE E. CRONE-TODD (Salem State University)

44. Master of Education in Curriculum and Instruction: Specialization in Applied Behavior Analysis at the University of Mississippi KAYLA CROOK and Denise A. Soares (University of Mississippi)

45. Applied Behavior Analysis Specialization in the Pediatric School Psychology Doctoral Program at East Carolina University JEANNIE A. GOLDEN (East Carolina University) and Albee Mendoza (Wesley College)

46. University of Nevada, Reno Applied Behavior Analysis in Special Education Graduate Program BRIGHID H. FRONAPFEL and MaryAnn Demchak (University of Nevada, Reno)

47. Seton Hall University Applied Behavior Analysis Programs FRANK R. CICERO and Brian Connors (Seton Hall University)

48. Behavior Analysis Training Programs at Rowan University CHRISTINA SIMMONS, Bethany R. Raiff, Michelle Ennis Soreth, Mary Louise E. Kerwin, Matthew J Dwyer, Connor Andrew Burrows, and Abigail Moretti (Rowan University)

49. The Hunter College Master of Science in Applied Behavior Analysis Program APRIL N. KISAMORE and Lauren K. Schnell (Hunter College)

50. Long Island University Post-MA in Behavior Analysis JOHN C. NEILL and Benigno Alonso-Alvarez (Long Island University)

51. Applied Behavior Analysis at Oregon Tech MARIA LYNN KESSLER, Dawn Allison Bailey, and Ashley Elizabeth Bordelon (Oregon Institute of Technology)

52. Temple University Applied Behavior Analysis Training Programs MATTHEW TINCANI, Amanda Guild Fisher, Art Dowdy, and Jason Travers (Temple University)

53. Salve Regina University CODY MORRIS (Salve Regina University)

54. Applied Behavior Analysis Training Programs at the University of Utah ROBERT E. O'NEILL, Jennifer M. Fletcher, John Mercer, and Anne Malbica (University of Utah)

55. Behavior Analysis Graduate Programs at Utah State University SARAH E. PINKELMAN, Gregory J. Madden, Thomas S. Higbee, Amy Odum, Timothy A. Slocum, Timothy A. Shahan, P. Raymond Joslyn, and Katherine Brown (Utah State University)

#7 ABAI Expo

8:00 pm–10:00 pm EDT

56. ABAI Membership Board WENDY DONLIN WASHINGTON (University of North Carolina Wilmington)

57. ABAI Student Committee Allyson Salzer (University of Kansas) and RITA OLLA and Jovonnice L. Esquiedo-Leal (University of Nevada, Reno)

58. ABAI Science Board SUZANNE H. MITCHELL (Oregon Health & Science University)

59. ABAI Verified Course Sequence Board JENNA MRLJAK (Association for Behavior Analysis International)

60. ABAI Practice Board SUSAN WILCZYNSKI (Ball State University)

61. ABAI Diversity, Equity, and Inclusion Board CAROL PILGRIM (University of North Carolina Wilmington)

62. ABAI Publication Board DONALD HANTULA (Temple University)

63. ABAI Affiliated Chapters Board GORDON BOURLAND (Trinity Behavioral Associates)

64. ABAI Special Interest Groups ROBERT K. ROSS (Beacon ABA Services)

#8 ABAI Expo

8:00 pm–10:00 pm EDT

65. Association for Behaviour Analysis Australia ALEXANDRA BROWN (Association for Behaviour Analysis Australia; Bright Eyes Early Intervention)

66. The Manitoba Association for Behaviour Analysis RYAN HECKERT and Maria Pongoski (Manitoba Association for Behaviour Analysis, University of Manitoba)

67. A Decade of Contributing to the Development of the Science of Behavior Analysis in India NEELIMA DHIRESH, Suvendu Barik, and Ursula David (ABA India) and Smita Awasthi (Behavior Momentum India)

68. Japanese Association for Behavior Analysis KENJI OKUDA (Educational Foundation of Nishi Karuizawa Gakuen) and Yumiko Sasada (Academy of Behavioral Coaching)

69. Swedish Association for Behavior Analysis DAG STRÖMBERG (Swedish Association for Behavior Analysis)

70. Alaska Association for Behavior Analysis ERIC S. MURPHY (University of Alaska Anchorage), Kristin Riall and Julienne Heimerl (Southcentral Foundation), and Veronica J. Howard and Mychal Machado (University of Alaska Anchorage)

71. Alabama Association for Behavior Analysis PAIGE M. MCKERCHAR (Jacksonville State University), Jennifer Lynne Bruzek (University of Alabama in Huntsville), John T. Rapp and Sarah M. Richling (Auburn University), and Mary Katherine Carey (Glenwood, Inc.)

72. Connecticut Association for Behavior Analysis: A Year in Review HEATHER M. TEICHMAN (Beacon Services of CT; Connecticut Association for Behavior Analysis)

73. Four Corners Association for Behavior Analysis NICOLE L. BANK (The PartnerShip, LLC), Amy Kenzer and Brent Seymour (Southwest Autism Research & Resource Center), Alison M. Betz (Betz Behavioral Consultants), Megan Mann (Southwest Autism Research & Resource Center), Anne C. Denning (CFCI), Patrick Romani (University of Colorado, Anschutz Medical Campus), and Casey J. Clay (University of Missouri)

74. Georgia Association for Behavior Analysis Sherry L. Serdikoff (Savannah State University), Ginger D. Sunbom (Benchmark Human Services), and COLIN S. MUETHING (Marcus Autism Center)

75. Hawai'i Association for Behavior Analysis KYLE MACHOS (Hawai'i Association for Behavior Analysis; Windward Synergy Center), Roxanne Michel Bristol (Hawai'i Association for Behavior Analysis; University of Hawai'i at Mānoa), and Ashley Hogan (Hawai'i Association for Behavior Analysis; ABC Group Hawai'i University of Hawai'i)

76. Mid-American Association for Behavior Analysis JULIE A. ACKERLUND BRANDT (The Chicago School of Professional Psychology), Amanda Karsten (Western Michigan University), Stephen F. Walker (Aurora University), Tiffany Kodak (Marquette University), Adam M. Briggs (Eastern Michigan University), and Sara Camille Diaz de Villegas (University of Kansas)

77. Nevada Association for Behavior Analysis THOMAS WADE BROWN (Ball State University; Chrysalis), Jeffrey Gesick (The Learning Consultants), Heather Foote and Daylee Brock (Advanced Child Behavior Solutions), and Vanessa Willmoth (University of Nevada, Reno)

78. New York State Association for Behavior Analysis NICOLE M. DEROSA (SUNY Upstate Medical University)

79. Philadelphia Metropolitan Association of Behavior Analysis ART DOWDY and Amanda Guld Fisher (Temple University), Jessica Kendorski (Philadelphia College of Osteopathic Medicine), and Beth J. Rosenwasser (Fairmount Pediatric & Adolescent Medicine Affiliate)

80. Southeastern Association for Behavior Analysis KATHERINE STEWART (Savannah State University), Kent Bodily (Georgia Southern University), Kelly M. Banna (Millersville University of Pennsylvania), Christy A. Alligood (Disney's Animal Kingdom and University of Florida), and Karen G. Anderson (West Virginia University)

81. The Virginia Association for Behavior Analysis CHRISTINE EVANKO (Snowflakes ABA, LLC)

82. Ontario Association for Behaviour Analysis KENDRA THOMSON (Brock University; Ontario Association for Behaviour Analysis)

#10 ABAI Expo

8:00 pm–10:00 pm EDT

83. Behavioral Medicine Special Interest Group GRETCHEN A. DITTRICH (Simmons University)

84. Clinical Special Interest Group EMILY THOMAS JOHNSON (Behavior Attention and Developmental Disabilities Consultants, LLC) and Thomas J. Waltz (Eastern Michigan University)

85. Behavior Analysis in Health, Sport, and Fitness Special Interest Group RACHEL NICOLE SOBOL FOSTER (University of Kansas; Applied Behavioral Economics Laboratory), Julie M. Slowiak (University of Minnesota Duluth; InJewel LLC), Natalie Juhlin (United States Army), and Gabrielle Trapenberg Torres (Behavior Basics LLC; Autism Aid Foundation)

86. Behavior Analysis in Military and Veterans Affairs Special Interest Group ABIGAIL B. CALKIN and Kent A. Corso (NCR Behavioral Health, LLC)

87. Your Brain on Behavior: Neuroscience Special Interest Group SUZANNE H. MITCHELL (Oregon Health & Science University)

88. Open Educational Resources Special Interest Group VERONICA J. HOWARD (University of Alaska Anchorage) and Rachel Potter (Mary Baldwin University)

89. Sexual Behavior: Research and Practice Special Interest Group BARBARA GROSS (Missouri Behavior Consulting; Special School District of St Louis County), Landa L. Fox (Positive Connections), and Worner Leland (Upswing Advocates)

90. The Speech Pathology and Applied Behavior Analysis Special Interest Group NIKIA DOWER

(Dower and Associates, Inc.), Tracie L. Lindblad (Monarch House), Lina M. Slim-Topdjian (ASAP - A Step Ahead Program, LLC), Deirdre M. Muldoon (The College of Saint Rose), Heather Forbes (The University of Kansas), and Barbara E. Esch (Esch Behavioral Consultants, LLC)

91. Behavior Analysis for Sustainable Societies JULIA H. FIEBIG (Ball State University; Applied Global Initiatives LLC)

92. Verbal Behavior Special Interest Group APRIL N. KISAMORE (Hunter College), Danielle LaFrance (H.O.P.E. Consulting, LLC; Endicott College, Institute for Behavioral Studies), Caitlin H. Delfs (Village Autism Center), LAUREN K. SCHNELL (Hunter College), Kathryn Glodowski (Penn State Harrisburg), Brittany Ann Juban (May Institute), Amanda P. Laprime (University of Rochester Medical Center), Mirela Cengher (University of Maryland, Baltimore County)

97. Naturalistic Developmental Behavioral Intervention Special Interest Group SOPHIA R D'AGOSTINO (Hope College)

98. Organizational Behavior Management Network BYRON J. WINE (The Faison Center) and Shannon Biagi (Chief Motivating Officers)

99. Standard Celeration Society ANDREW BULLA (Georgia Southern University - Armstrong) and Mary Kathryn Reagan (Jacksonville State University)

100. Teaching Behavior Analysis Special Interest Group DACIA MCCOY (University of Cincinnati) and Christine Hoffner Barthold (George Mason University)

11 ABAI Expo

8:00 pm–10:00 pm EDT

93. Behavioral Development Special Interest Group JESSICA SINGER-DUDEK (Teachers College, Columbia University) and JeanneMarie Speckman (Fred S. Keller School Teachers College Columbia University)

94. Behaviorists for Social Responsibility RICHARD F. RAKOS (Cleveland State University), Jose Ardila (University of Nevada), Kendra Combs (Great Lakes Center for Autism Treatment and Research), Sarah M. Richling (Auburn University), Mark A. Mattaini (Jane Addams College of Social Work-University of Illinois at Chicago), Jomella Watson-Thompson (University of Kansas), and Holly Seniuk (Behavior Analyst Certification Board)

95. ABAI Special Interest Group: Crime, Delinquency, and Forensic Behavior Analysis TIMOTHY TEMPLIN (Hoosier ABA)

96. Behavioral Gerontology Special Interest Group JACQUELINE PACHIS (Eastern Michigan University; Center for the Advancement of Neurobehavioral Health), Zoe Lucock, Hanna Steinunn Steingrimsdottir (Oslo Metropolitan University), and Claudia Drossel (Eastern Michigan University; Center for the Advancement of Neurobehavioral Health)

12 ABAI Expo

8:00 pm–10:00 pm EDT

101. Behavior Agent Software: Helps Behaviorists Streamline Data Collection, Analysis, and Reporting, Improving Client Outcomes LISA KELIHER (The Hume Center)

102. Foundation for the Advancement of a Strategic Science of Teaching GRANT GAUTREAUX (Foundation for the Advancement of a Strategic Science of Teaching)

103. Your Life Is ALSO My Life FAN-YU LIN (ALSOLIFE)

104. New England Center for Children: Looking to Make an Impact? Join Us in Our Mission! LAURA SCHNAIBLE (The New England Center for Children)

105. Implementing Good Behavior Game as Population-Level Prevention Across Settings in Distance and Virtual Formats DENNIS D. EMBRY, Carmen Irving, and Kathryn Tummino (PAXIS Institute)

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May 29

Sessions
International Task Force
Posters
Business Meetings

Saturday, May 29

Area	8 am		9 am		10 am		11 am		12 pm		1 pm		2 pm	
	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30
AUT			31 AUT Ch. Niland ‡				61 AUT Ch. Conine ‡				Posters			
AUT			30 AUT Ch. Kronfli ‡				62 AUT Ch. Cordeiro ‡							
AUT			16 AUT Ch. Stenhoff ‡		38 AUT Panesar	49 AUT Bukspan	53 AUT Ch. Elsky ‡		76 AUT Ch. Jasperse ‡					
AUT			14 AUT Ch. Miyake ‡				54 AUT Ch. McKeown ‡		74 AUT Ch. Rosado ‡					
AUT			15 AUT Ch. Lory ‡						75 AUT Ch. Davis ‡§*					
AUT				36 AUT Simeone										
DDA			32 DDA Ch. Neely ‡				65 DDA Ch. Donnelly ‡							
DDA			20 DDA Ch. Randall		43 DDA Ch. Dracobly ‡		56 DDA Ch. Sidener ‡		81 DDA Ch. Braren ‡					
DDA			19 DDA Siegel						80 DDA Ch. Garcia					
PRA			25 PRA Gena											
VRB					48 VRB DeSouza									
VRB														
OBM			23 OBM Ch. Bordlein ‡		46 OBM Ch. Methot ‡									
OBM														
CSS			18 CSS Ch. Seniuk ‡	DEI	41 CSS Dahi		64 CSS Ch. Machado ‡		DEI					
CSS			17 CSS Ch. Morris ‡	DEI	40 CSS Ch. Cooper ‡		55 CSS Ch. Clancy ‡	DEI	79 CSS Ch. Sickman ‡	DEI				
CSS					42 CSS Ch. Szabo ‡		51 CSS Harman	70 CSS Rakos ‡	77 CSS Ch. Fuesy ‡	DEI				
CSS						50 CSS Helmann			78 CSS Ch. Schneider ‡					
CSS									72 CSS Hough					
CBM			13 CBM Edelstein	37 CBM Vintere	39 CBM Luciano		63 CBM Ch. Saini ‡							
DEV			21 DEV Du		44 DEV Ch. Weber ‡				82 DEV Ch. Luke ‡					
EDC			34 EDC Ch. Crook ‡				67 EDC Ch. Johnson ‡							
EDC			22 EDC Ch. Glodowski ‡		45 EDC Ch. Schwartz ‡									
EDC														
EDC														
EDC														
TBA			35 TBA Ch. Gayman ‡				58 TBA Kodak							
TBA			28 TBA Baowaldan	DEI			69 TBA Ch. Sullivan ‡							
TBA			27 TBA Ch. Lindblad ‡	DEI										
TBA														
TBA														
AAB							60 AAB Ch. Waite ‡							
BPN														
EAB			33 EAB Ch. Lee				66 EAB Ch. Keevy ‡							
EAB														
EAB														
PCH			24 PCH Ch. Kyonka				52 PCH King	71 PCH Donisi	73 PCH Kinney	84 PCH Nord				
PCH														
DEI							59 DEI Ch. Traub ‡							
SCI			26 SQAB Greer		47 SQAB Podlesnik		57 SQAB Kazemi		83 SQAB Crone-Todd					
OTH							68 International Task Force Ch. Killeen							

Posters

3 pm		4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		Area
:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	
		128 AUT Ch. Nipe ‡				153 AUT Ch. Miller ‡§		178 Accred & VCS Interest						AUT
112 AUT Ch. Halbur ‡				145 AUT Ch. Massey ‡				170 Behav Dev SIG						AUT
101 AUT Ch. McElwee ‡		127 AUT Ch. Pellecchia ‡*				152 AUT Ch. Silbaugh ‡		176 Gerontology SIG						AUT
113 AUT Ch. Garcia ‡				137 AUT Montiel-Nava				168 China Rehab						AUT
100 AUT Ch. Stauffer ‡		122 AUT Ch. Perez ‡		139 AUT Ch. Cividini Motta ‡				171 Crime SIG						AUT
				138 AUT Ch. Luoma ‡				175 TBA SIG						AUT
104 DDA Ch. Tarter ‡		129 DDA Ch. Muething ‡						162 SIG Espanol						DDA
								163 OBM Network & JOBM						DDA
								164 Nevada ABA						DDA
								165 Student Comm						PRA
111 VRB Miguel				150 VRB Ch. Thakore ‡				166 Addiction SIG						VRB
		131 VRB Ch. Miklos ‡						167 PoBS						VRB
		124 OBM Olson						169 Culture SIG						OBM
		125 OBM Ch. McSween						172 NDBI SIG						OBM
115 CSS Ch. Marie ‡						156 CSS Ch. Rowe		173 AAB SIG						CSS
102 CSS Ch. JimenezGomez ‡		123 CSS Ch. Kingsdorf ‡		140 CSS Ch. Dubuc ‡*		157 CSS Ch. Bueno dos Santos ‡§		174 Dissemination SIG						CSS
103 CSS Ch. Peal ‡						155 CSS Ch. Slocum ‡		177 BSI						CSS
								179 Jack Michael Memorial						CSS
														CSS
114 CBM Ch. Edelstein ‡						154 CBM Ch. Griffin ‡								CBM
105 DEV Ch. Cilic ‡		130 DEV Ch. Greer ‡				158 DEV Ch. Speckman ‡								DEV
106 EDC Ch. Layden ‡			132 EDC Vostanis	148 EDC Ch. Crosland ‡										EDC
				147 EDC Ch. Binder										EDC
				141 EDC Ch. Seward		159 EDC Ch. Ledford ‡								EDC
				142 EDC Ch. Cariveau ‡										EDC
				135 EDC Cohen	151 EDC Luna									EDC
117 TBA Ch. LaRue B				149 TBA Ch. Kahng ‡										TBA
						161 TBA Ch. Dudley ‡		DEI						TBA
109 TBA Ch. Hantula ‡		126 TBA Ch. Schulz ‡												TBA
110 TBA Bishop														TBA
108 TBA Ch. Baires														TBA
99 AAB Ch. Bright ‡														AAB
														BPN
116 EAB Ch. Newland ‡				146 EAB Ch. Alcaraz										EAB
				134 EAB Finn										EAB
	118 EAB Peck													EAB
	119 PCH Morris	120 PCH Penagos	133 PCH Plazas	143 PCH Ch. Rosenberg ‡		160 PCH Ch. Vasconcelos								PCH
				136 PCH Silgero										PCH
98 DEI Ch. Traub ‡		121 DEI Ch. Tincani ‡		149A DEI Ch. Pilgrim				DEI						DEI
107 SQAB Stoops														SCI
														OTH

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#13 Paper Session

9:00 am–9:25 am EDT
CBM

Evaluation of a Brief Delay/Denial Tolerance Training Delivered via Telehealth

Chair: Matthew L. Edelstein (Kennedy Krieger Institute)

Evaluation of a Brief Delay/Denial Tolerance Training Delivered via Telehealth (Applied Research)
KAITLIN M. GOULD (University of Massachusetts Boston) and Matthew L. Edelstein, Alicia Sullivan, Jessica L. Becraft, and Susan K. Perkins-Parks (Kennedy Krieger Institute)

#14 Symposium

9:00 am–9:50 am EDT

AUT; Translational

BACB CE Offered. CE Instructor: Karen Nohelty, M.Ed.

Lessons Learned From Telehealth Direct Therapy and Implications for Practice

Chair: Christopher Miyake (Center for Autism and Related Disorders)

Importance of Rapport in Telehealth Direct Therapy

CHRISTOPHER MIYAKE (Center for Autism and Related Disorders)

Effectiveness of Telehealth Direct Therapy for Individuals With Autism Spectrum Disorder

LEAH HIRSCHFELD, Karen Nohelty, Casey Brown Bradford, and Christopher Miyake (Center for Autism and Related Disorders)

Ensuring Telehealth Direct Therapy is Provided With Integrity

KAREN NOHELTY, Leah Hirschfeld, and Christopher Miyake (Center for Autism and Related Disorders)

#15 Symposium

9:00 am–9:50 am EDT

AUT; Applied Research

BACB CE Offered. CE Instructor: Catharine Lory, MS

Implementing Functional Analysis and Function-Based Interventions With Considerations for Ecological Validity

Chair: Catharine Lory (Purdue University)

Appropriate Behavior Occurring in Functional Analysis Conditions in Typically Developing Preschoolers

CHRISTINA WARNER and Monica Montalvo (California State University Northridge), Alyssa Rojas (University of South Florida), Saba Mahmoudi (Utah State University), and Tara A. Fahmie (California State University, Northridge)

Examining Sub-Functions of Automatically Maintained Stereotypy in Children With Autism Spectrum Disorder Through a Modified Functional Analysis

CATHARINE LORY, Mandy J. Rispoli, Rose A. Mason, Brandon Keehn, and Ben A. Mason (Purdue University)

The Ecological Validity of Function-Based Interventions in Research and Practice

LAURA C. CHEZAN (Old Dominion University) and Meka McCammon, Erik Drasgow, and Katie Wolfe (University of South Carolina)

#16 Symposium

9:00 am–9:50 am EDT

AUT; Applied Research

BACB CE Offered. CE Instructor: Mathew C. Luehring, Ph.D.

Teaching Imitation Skills to Children With Autism Spectrum Disorder

Chair: Donald M. Stenhoff (Arizona State University)

Discussant: Mathew C. Luehring (Children's Hospital Colorado)

Acquisition of Nonvocal Imitation Through Idiosyncratic Prompting and Measuring Technologies

TRISTAN T. LYLE (Arizona State University; InBloom) and Donald M. Stenhoff (Arizona State University)

Using Modeling and Prompting to Teach Imitation Skills to Syrian Children With Autism Spectrum Disorder

Wissam Mounzer (Stockholm University), Donald M. Stenhoff (Arizona State University), and ELAINA POSTHUMUS (InBloom)

#17 Symposium



9:00 am–9:50 am EDT

CSS; Service Delivery

BACB CE Offered. CE Instructor: Cody Morris, Ph.D.

On Antiracist Actions in Behavior Analysis

Chair: Cody Morris (Salve Regina University)

On the Uncanny Similarities Between Police Brutality and Client Mistreatment

NICOLE HOLLINS (Western Michigan University) and Cody Morris (Salve Regina University)

Solidarity: The Role of Non-Black People of Color in Promoting Racial Equity

ANITA LI (Western Michigan University)

Understanding Microaggressions: Implications for Using a Science of Behavior to Promote and Support Anti-Racist Teaching

DENISE RIOS MOJICA (Georgia Southern University), Marlesha Bell (University of South Florida), Lorraine A. Becerra (University of Missouri), and Andrew Bulla (Georgia Southern University - Armstrong)

#18 Symposium



9:00 am–9:50 am EDT

CSS/PCH; Translational

BACB CE Offered. CE Instructor: Albert Malkin, MA

To Change We Must Understand: A Behavioral Data Science and Culturo-Behavior Systems Science Analysis of Policing

Chair: Holly Seniuk (Behavior Analyst Certification Board)

Discussant: John O'Neill (Contextual Behavioral Science Institute)

To Change We Must Understand: A Behavioral Data Science Analysis of Police Practices

David J. Cox (Behavioral Health Center of Excellence; Endicott College), ALBERT MALKIN (Southern Illinois University; Western University), Kyosuke Kazaoka and Ian S. Paterson (University of North Texas), Holly Seniuk (Behavior Analyst Certification Board), Traci M. Cihon (University of North Texas), and Kathleen Hine (Baylor University)

To Change We Must Understand: A Culturo-Behavior Systems Analysis of Police Practices

IAN S. PATERSON and Kyosuke Kazaoka (University of North Texas), Holly Seniuk (Behavior Analyst Certification Board), Traci M. Cihon (University of North Texas), Albert Malkin (Southern Illinois University; Western University), David J. Cox (Behavioral Health Center of Excellence; Endicott College), and Kathleen Hine (Baylor University)

#19 B. F. Skinner Lecture Series

9:00 am–9:50 am EDT

DDA; Service Delivery

PSY/BACB CE Offered. CE Instructor: Yaniz C. Padilla Dalmau, Ph.D.

Marrying ABA and the Medical System: Multi-Disciplinary Treatment Systems and Novel Approaches for Challenging Behaviors in Youth With Autism

Chair: Yaniz C. Padilla Dalmau (Seattle Children's Hospital)

MATTHEW SIEGEL (Maine Behavioral Healthcare)



Dr. Siegel is an associate professor of psychiatry and pediatrics of Tufts University School of Medicine, Vice President of Medical Affairs, Developmental Disorders Service of Maine Behavioral Healthcare, and Faculty Scientist II at Maine Medical Center Research Institute. He has developed a nationally recognized continuum of treatment and research for individuals with autism, intellectual disability and co-occurring mental illness and challenging behaviors. Dr. Siegel attended Amherst College, Stanford Medical School and trained at Brown University in child psychiatry, psychiatry, and pediatrics.

He is the Principal Investigator of the Autism and Developmental Disorders Inpatient Research Collaborative (ADDIRC), a network of specialized child psychiatry units performing studies of children severely affected by autism and intellectual disability. Dr. Siegel is nationally recognized for his expertise in inpatient care and the treatment of serious challenging behaviors. He served on the Autism and Intellectual Disability Committee of the American Academy of Child & Adolescent Psychiatry for a decade and is a co-author of the Academy's *Practice Parameter on the Assessment and Treatment of Children and Adolescents with Autism Spectrum Disorder* and the *Parameter for the Assessment and Treatment of Psychiatric Disorders in Children and Adolescents with Intellectual Disability*.

Abstract: Up to two-thirds of youth with autism spectrum disorder develop challenging behaviors, which are the most common cause for referral to behavioral health services in this population. While progress in treatment in this area has been made, many youth remain treatment refractory or unresponsive to the

work of a single discipline. Specialized acute inpatient psychiatry units can be utilized to bring together the strengths of applied behavior analysis and other disciplines to assess and treat complex challenging behaviors. The service landscape, approach, and treatment evidence for these settings will be reviewed, and emerging novel approaches utilizing detection of physiologic signals in relation to challenging behaviors will be presented.

#20 Symposium

9:00 am–9:50 am EDT
DDA/EAB; Applied Research

Recent Findings on Treatment Relapse Using Translational Research Preparations

Chair: Kayla Rechelle Randall (Center for Pediatric Behavioral Health)

Resurgence Following Traditional and Interdependent Differential Reinforcement of Alternative Behavior

ASHLEY MARIE FUHRMAN (Rutgers University; Children's Specialized Hospital), Wayne W. Fisher and Brian D. Greer (Rutgers Robert Wood Johnson Medical School), Timothy A. Shahan (Utah State University), and Andrew R. Craig (SUNY Upstate Medical University)

Comparing the Effects of Dense and Lean Schedules of Differential Alternative Reinforcement on Operant Renewal

EMILY FERRIS, Ryan Kimball, John Silveira Jr., and Abigail Horner (University of Saint Joseph)

Effects of Combining Contextual Changes, Omission Errors, and Commission Errors on Target and Alternative Behavior

SEAN SMITH (University of Nebraska Medical Center; Children's Specialized Hospital), Daniel R. Mitteer (Rutgers University; Children's Specialized Hospital; Center for Autism Research, Education, and Services), Brian D. Greer (Rutgers Robert Wood Johnson Medical School), Kayla Rechelle Randall (Center for Pediatric Behavioral Health), and Ryan Kimball (University of Saint Joseph)

#21 Invited Tutorial

9:00 am–9:50 am EDT
DEV; Service Delivery
PSY/BACB/NASP CE Offered. CE Instructor: Lin Du, Ph.D.

0 to 60: Establishing Conditioned Reinforcers and Inducing Observing Responses

Chair: Jessica Singer-Dudek (Teachers College, Columbia University)

LIN DU (Teachers College, Columbia University)



Dr. Lin Du received her first MA in sociology from Nanjing University, China. She then earned her MA and Ph.D. in applied behavior analysis from Teachers College, Columbia University. She is a CABAS® senior behavior analyst, associate research scientist, New York State Licensed behavior analyst, and BCBA-D. Dr Du is a research scientist and program supervisor at the Fred S. Keller school (a R&D lab for master and doctoral candidates in ABA and school psychology programs at Teachers College, Columbia University). She is also an adjunct assistant professor of behavior analysis at Teachers College, Columbia University. Her primary research interests are verbal behavior development of children with autism spectrum disorders (ASD). She has published two books, several book chapters and many peer-reviewed papers in the behavior analytic journals, including *The Psychological Record*, *Journal of Behavioral and Brain Science*, *Behavior Development Bulletin*, *Behavior Analysis in Practice*, *European Journal of Behavior Analysis*, *The Analysis of Verbal Behavior*, and *International Journal of Behavior Analysis and Autism Disorder*.

Abstract: This talk will discuss how to induce observing responses for children who are pre-observers. These children typically don't orient to other's faces, listen to other's voices, or attend to educational materials presented in pictures or objects. Without these foundational observing responses, everything else will fall short. It would be extremely challenging to teach them visual match-to-sample, conditional discrimination, let alone derived relations. Traditionally, these students rely heavily on prompts from their teachers and caregivers. They also require substantially more trials to reach their learning objectives. Our CABAS® research labs, which are affiliated with Teachers College, Columbia University, have identified a sequence of verbal behavior cusps and developed the intervention protocols for those who are missing any of these cusps. This talk will focus on the recent advances in the study of observing responses and intervention protocols. These protocols are shown to be effective in establishing the conditioned reinforcement and increasing the children's general awareness of their surroundings. In particular, children learn to select out people's faces and voices as well as pictures and objects as discriminative stimuli from their environment. In consequence, they require fewer prompts during instruction and their learning rates also increase dramatically. Once these foundational cusps for verbal behavior are established, children will be ready to learn things they are not able to before (e.g., see-do, hear-do, bidirectional naming).

#22 Symposium

9:00 am–9:50 am EDT

EDC/TBA; Applied Research

BACB CE Offered. CE Instructor: Kathryn Glodowski, Ph.D.

Contributions to Behavior Analysis in Higher Education: Emailing, Study Skills, and the Effects of Quizzes

Chair: Kathryn Glodowski (Penn State - Harrisburg)

Computer-Based Email Training for Undergraduates

THOMAS FARNSWORTH (Western New England University; Western Connecticut State University) and Rachel H. Thompson, Sabrina Minic, and Joseph Van Allen (Western New England University)

An Evaluation of Quiz Length on College Student Behavior

KATHRYN GLODOWSKI and Yusuke Hayashi (Pennsylvania State University, Hazleton)

Teaching Study Skills to College Students Using Checklist Training and Feedback

SARAH KONG, Corey S. Stocco, and Sindhu Vatikuti (University of the Pacific)

#23 Symposium

9:00 am–9:50 am EDT

OBM; Service Delivery

BACB CE Offered. CE Instructor: Christoph F. Bördlein, Ph.D.

Expanding Behavioral Safety to New Areas

Chair: Christoph F. Bördlein (University of Applied Sciences Würzburg-Schweinfurt)

Using the PDC-Safety and the PDC-Human Services to Facilitate Safety in Social Service Institutions

CHRISTOPH F. BORDLEIN (University of Applied Sciences Würzburg-Schweinfurt)

Experiments in Behavioral Safety in Machinery Safety in Japan

RIEKO HOJO, Shoken Shimizu, Kyoko Hamajima, and Shigeo Umezaki (National Institute of Occupational Health) and Koichi Ono (Komazawa University)

The Safety Management System as a New Achievement Place for Behavior Analysis

SHOKEN SHIMIZU, Rieko Hojo, Kyoko Hamajima, and Shigeo Umezaki (National Institute of Occupational Health) and Koichi Ono (Komazawa University)

#24 Symposium

9:00 am–9:50 am EDT

PCH/EAB; Translational

How to Think About Time

Chair: Elizabeth Kyonka (California State University - East Bay)

Delay Discounting and Temporal Bisection: When People Are Less Willing to Wait Does Time Subjectively Drag?

ANNE C. MACASKILL, Kate Witt, and Maree J. Hunt (Victoria University of Wellington)

Isolating Temporal Control in Long-Interval Timing Tasks: Implications for Research on Hippocampal Function

TANYA GUPTA and Federico Sanabria (Arizona State University)

The Untapped Translational Potential of Interval Timing Research

ELIZABETH KYONKA (California State University - East Bay) and Shrinidhi Subramaniam (California State University, Stanislaus)

#25 Invited Presenter

9:00 am–9:50 am EDT

PRA

PSY/BACB/QABA/NASP CE Offered. CE Instructor: Angeliki Gena, Ph.D.

Systemic Behavior Analysis: A Therapeutic Approach for Optimizing Best Practices for Children With Autism Spectrum Disorder and Their Families

Chair: Bobby Newman (Proud Moments)

ANGELIKI GENA (University of Athens)



Angeliki Gena is professor at the School of Philosophy, Department of Philosophical-Pedagogy-Psychology at the National and Kapodistrian University of Athens, Greece (EKPA). She received her BA in psychology and sociology, her master's degree in clinical psychology and her Ph.D. from the "Learning Processes" Program of the Psychology Department of the City University of New York. She conducted her doctoral dissertation at the Princeton Child Development Institute, in Princeton, New Jersey. She worked in various institutes in the USA and became the director of the Alpine Learning Group, a

prominent center for children with autism in Alpine, New Jersey. She also taught as an adjunct professor at the City University of New York. In Greece she started her teaching career at the University of Thessaly, was elected at the University of the Aegean, and since 1998 teaches at the National and Kapodistrian University of Athens. Her research is predominantly in the area of behavior analysis and its applications for early intervention in children with autism spectrum disorder. Was general secretary of the Association of Behavioral Research for 11 years, is an associate of the Institute of Behavioral Research and Therapy, and a founding member and current president of the Institute of Systemic Behavior Analysis. She has served as an elected member of the Senate of EKPA, since 2016 she is a member of the board of trustees of IKY—National Organization of Scholarships, Greece—has been appointed to national committees of the Greek Ministry of Education, and has served on the board of various non-for-profit organizations. She has received several scholarships and awards for distinguished research and clinical practices addressing children with autism and grinds from the European Commission and various Greek organizations. She has published numerous books, empirical and theoretical articles in peer-reviewed journals, as well as book chapters. The main focus of her research is in systemic behavior analysis and its applications for children with ASD and their families.

Abstract: This presentation will address the question of effective practices for the treatment of individuals with autism spectrum disorder, from both an epistemological and a therapeutic perspective, and suggest the importance of a synthesis of two paradigms—behavior analysis and general systems theory—as a means of optimizing our assessment of the needs and the services provided to people with disabilities. Despite the development and the use of a wide array of behavior analytic practices that help all children with ASD to reach their full potential, a question that remains under-researched has to do with the effort expected from the child and his/her family and whether this effort can be somehow lessened without compromising the benefits. The answer to that question led to investigating the properties of another epistemological paradigm—general systems theory—its merits, its compatibility, and its complementarity to the discipline of behavior analysis. This presentation aims to demonstrate that the two paradigms are compatible and complementary and that their combination may lead to optimizing the therapeutic and pedagogical outcomes of behavior analytic practices. If we are to adapt a systemic perspective, according to which the joining of two or more systems leads to an outcome that exceeds by far the additive effects of those systems, it will be interesting to assess the potential emergent benefits of the synthesis of two compatible and complementary epistemological paradigms and how those translate into therapeutic outcomes.

#26 SQAB Tutorial

9:00 am–9:50 am EDT

SCI; Basic Research

PSY/BACB/QABA/NASP CE Offered. CE Instructor: Brian Greer, Ph.D.

Using Quantitative Theories of Relapse to Improve Functional Communication Training

Chair: Timothy A. Shahan (Utah State University)

BRIAN GREER (Rutgers Robert Wood Johnson Medical School)



Brian D. Greer is the founding director of the Severe Behavior Program within the Rutgers University Center for Autism Research, Education, and Services. He is an assistant professor in the Department of Pediatrics and a core member of the Brain Health Institute. He received a bachelor of science in psychology from the University of Florida in 2008, a Master of Arts in applied behavioral science in 2011 and a Ph.D. in behavioral psychology in 2013, both from the University of Kansas. He later completed a postdoctoral fellowship at the University of Nebraska Medical Center.

He has served on the board of editors and as a guest associate editor for the *Journal of Applied Behavior Analysis* and the *Journal of the Experimental Analysis of Behavior*. He is the 2013 recipient of the Baer, Wolf, and Risley Outstanding Graduate Student Award and the 2019 recipient of the B. F. Skinner Foundation New Researcher Award in the area of applied research. Dr. Greer is the executive director of the Society for the Quantitative Analyses of Behavior, and he currently supervises three R01 grants from the National Institute of Child Health and Human Development on preventing relapse of destructive behavior using Behavioral Momentum Theory and Resurgence as Choice. He has helped to acquire and carry out over \$10 million in federal grant funding.

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

#27 Panel Discussion



9:00 am–9:50 am EDT

TBA; Service Delivery

BACB CE Offered. CE Instructor: Lina Slim-Topdjian, Ph.D.

An International Cultural Perspective on Interprofessional Collaboration

Chair: Tracie L. Lindblad (First Bridge Centre, London, UK; Tracie Lindblad Consulting)

LINA SLIM-TOPDJIAN (The Chicago School of Professional Psychology; ASAP - A Step Ahead Program, LLC)

MICHELLE P. KELLY (Emirates College for Advanced Education)

KAROLA DILLENBURGER (Centre for Behavior Analysis, Queen's University Belfast, Northern Ireland)



#28 Invited Presenter

9:00 am–9:50 am EDT

TBA; Service Delivery

BACB CE Offered. CE Instructor: Lamis Baowaidan, Ph.D.

ABA in the Kingdom: Shaping the Field

Chair: R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences)

LAMIS BAOWAIDAN (Dar Al-Hekma University)



Dr. Baowaidan is the department chair of the Master of Science Program in Applied Behavior Analysis and assistant professor of special education at Dar Al-Hekma University, Saudi Arabia. She launched the first graduate program in ABA in the Middle East. In 2016, she became the first Saudi to hold a Ph.D. in applied behavior analysis and a board-certified behavior analyst with doctoral designation (BCBA-D^a). She earned her MA and Ph.D. in applied behavior analysis from Columbia University under the direction of professor R. Douglas Greer. She has extensive teaching

experience with children with and without special needs under the CABAS[®] model of schooling at the Fred S. Keller School, where she also acted as a program supervisor and served as a clinical professor to many graduate students.

Abstract: Over the past 10 years, as the prevalence rate of autism spectrum disorder (ASD) increased, applied behavior analysis (ABA) has become the topic of interest in Saudi Arabia. It has drawn the attention of medical professionals, teachers, clinicians, stakeholders, and legislators alike. ABA is increasingly being recognized as the leading evidence-based intervention for individuals with ASD, and with this rising recognition, there is a growing demand for accountability and provision of state-of-the-art services. To respond to this demand, we have established the first verified course sequences in the Middle East on both undergraduate and graduate levels, as well as provided collaborations with schools and clinics. In this presentation, I describe the dissemination efforts made through training behavior analysts, implementation of positive behavior support in schools, and advocating for services and the establishment of a local legislative body. Furthermore, the significant growth in the number of certificants, clinics using ABA, ABA training programs, as well as the current challenges and the future of ABA in Saudi Arabia are discussed.

#30 Symposium

9:00 am–10:50 am EDT

AUT; Applied Research

BACB CE Offered. CE Instructor: Faris Rashad Kronfli, Ph.D.

Higher-Order Social Interactions Among Individuals Diagnosed With Autism Spectrum Disorder

Chair: Faris Rashad Kronfli (Rutgers University)

Discussant: Stephanie A. Hood (Marquette University)

Comparing Participation During Conversations Using Preferred and Nonpreferred Topics

FARIS RASHAD KRONFLI, Courtney Butler, Christeen Scarpa, and SungWoo Kahng (Rutgers University)

A Hierarchical Assessment of Response to Conversational Cues of Disinterest Conducted via Telehealth

CATHERINE KISHEL and Timothy R. Vollmer (University of Florida)

Further Comparison of Preference for Intervention With and Without Restricted Topics

MEG ROHIT PATEL and Corey S. Stocco (University of the Pacific)

Greeting Skills: A Systematic Review of the Literature

CARLEANA HICKEY, Sharon A. Reeve, Kenneth F. Reeve, Meghan Deshais, and Eileen Mary Milata (Caldwell University)

#31 Symposium

9:00 am–10:50 am EDT

AUT/VRB; Applied Research

BACB CE Offered. CE Instructor: Haven Sierra Niland, MS

Comparisons of Procedural Variations to Teach Verbal Behavior to Individuals With Autism Spectrum Disorder

Chair: Haven Sierra Niland (University of North Texas)

Discussant: Sarah A. Lechago (University of Houston-Clear Lake)

Teaching Children With Autism to Recall Short Stories: A Replication and Extension

ERICA JONES (Florida Autism Center), Daniel E. Conine (Georgia State University), Lisa Guerrero (Rutgers University), Cindy Cahill (Florida Autism Center), and Tina Smith-Bonahue (University of Florida)

Conditioning Vocalizations as Reinforcer: A Comparison of Observational Conditioning and Response-Contingent Pairing

CYNTHIA P. LIVINGSTON, Sydni Chance, and Catia Cividini-Motta (University of South Florida)

Teaching Children With Autism Spectrum Disorder to Tact Auditory Stimuli: A Comparison of Isolated and Compound Stimulus Presentations

HAVEN SIERRA NILAND, Samantha Bergmann, Valeria Laddaga Gavidia, and Maria Jose Otero (University of North Texas) and Tiffany Kodak (Marquette University)

The Use of Intraverbal Chains on the Emergence of Reverse Intraverbals

ALYSSA P. SCOTT (Marquette University), Mary Halbur (University of Nebraska Medical Center's Munroe-Meyer Institute), and Tiffany Kodak, Jessi Reidy, Lauren Debertin, and Courtney Lyn Meyerhofer (Marquette University)

#32 Symposium

9:00 am–10:50 am EDT

DDA/AUT; Translational

BACB CE Offered. CE Instructor: Leslie Neely, Ph.D.

Further Evaluation of Telehealth Services: Parent-Implemented Functional Analysis and Functional Communication Training

Chair: Leslie Neely (The University of Texas at San Antonio)

Discussant: Jennifer J. McComas (University of Minnesota)

Functional Assessment and Function-Based Treatment Delivered via Telehealth: A Brief Summary

KELLY M. SCHIELTZ and David P. Wacker (The University of Iowa)

Conducting Brief Functional Analysis via Telehealth Technology

STEPHANIE GEROW, Supriya Radhakrishnan, Tonya Nichole Davis, Jacqueline Zambrano, Suzannah Avery, and David Sottile (Baylor University)

Coaching Parents in Asian Countries to Implement Functional Analysis and Functional Communication Training

DIEU TRUONG (University of Houston) and Loukia Tsami and Dorothea C. Lerman (University of Houston-Clear Lake)

The Generalized Effects of Functional Communication Training for Young Children With Autism

MATTHEW O'BRIEN, Kelly M. Schieltz, and Wendy K. Berg (The University of Iowa); Nicole Hendrix (Emory University); Dorothea C. Lerman (University of Houston-Clear Lake), Nathan Call (Marcus Autism Center), Loukia Tsami (University of Houston-Clear Lake), and David P. Wacker (The University of Iowa)

#33 Symposium

9:00 am–10:50 am EDT

EAB/CBM; Service Delivery

Advances in Behavioral Economics of Food Choice Among Humans and Non-Humans

Chair: Yaeun Lee (Idaho State University)

Discussant: Suzanne H. Mitchell (Oregon Health & Science University)

Assessing Demand, Discounting, and Reinforcing Efficacy of Food

RACHEL NICOLE SOBOL FOSTER (University of Kansas, Applied Behavioral Economics Laboratory) and Derek D. Reed (University of Kansas)

Effects of Food Paired Cues on Conditioned Salivation and Food Reinforcer Efficacy

Ethan Hemmelman, Bailey Perschon, Erin B. Rasmussen, Morgan Musquez, and SIERRA BACA-ZEFF (Idaho State University)

Saturday, May 29

Parallel Procedures of Impulsive Choice: Effects of a High-Fat Diet in Humans and Rats
TRAVIS RAY SMITH, Catherine Steele, MacKenzie Gwinner, and Kimberly Kirkpatrick (Kansas State University)

Effects of Mindful Eating Training on Delay and Probability Discounting Among Food Insecure Women
LUIS RODRIGUEZ, Erin B. Rasmussen, Shelby Pemberton, Maria Wong, and Dante Kyne-Rucker (Idaho State University) and Katie S. Martin (Food Share)

#34 Symposium

9:00 am–10:50 am EDT
EDC/DEV; Applied Research
BACB CE Offered. CE Instructor: Kayla Crook, Ph.D.

Recent Advances in Academic and Behavioral Interventions in the Classroom

Chair: Kayla Crook (University of Mississippi)
Discussant: Timothy R. Vollmer (University of Florida)

The Effects of Kinesthetic Movement, Embedded Pictures, and Traditional Drill Flashcard Interventions on Preschooler Literacy Skills
ALISON RUBY, Erica Lozy, Sarah Holmes, and Jeanne M. Donaldson (Louisiana State University)

The Effects of Combined and Single Mnemonics on Literacy Skills With Preschoolers
ERICA LOZY, Sarah Holmes, Alison Ruby, and Jeanne M. Donaldson (Louisiana State University)

The Good Behavior Game: Maintenance and Side Effects in Preschoolers
ELIZABETH FOLEY, Claudia L. Dozier, Sara Camille Diaz de Villegas, Rachel Jess, and Kathleen Holehan (University of Kansas)

An Evaluation of Different Magnitudes of Reinforcement Within the Context of the Good Behavior Game
KAYLA CROOK (University of Mississippi) and Joel Eric Ringdahl, Karla Zabala, Kadajah Quinland, and Dan Rowland Mangum (University of Georgia)

#35 Symposium

9:00 am–10:50 am EDT
TBA/EDC; Translational
BACB CE Offered. CE Instructor: Catherine M. Gayman, Ph.D.

Using Interteaching Online: Research and Practice

Chair: Catherine M. Gayman (Troy University)
Discussant: James L. Soldner (University of Massachusetts Boston)

Interteaching on the 'Net: A Review of Research on the Viability and Effectiveness of Interteach in Online University Instruction
JENNIFER LYNN HILTON (Endicott College) and Thomas L. Zane and Jessika Tucker (University of Kansas)

Improving Interteaching by Adding Frequent Cumulative Exams
CATHERINE M. GAYMAN (Troy University), Stephanie Jimenez (University of Pittsburgh at Johnstown), and Stephany Hammock and Sherwhonda Taylor (Troy University)

Does Instructor Presence Facilitate or Hinder Discussion During Online Synchronous Interteaching Sessions?
CHRISTINE HOFFNER BARTHOLD, Julie Shank, Wejdan Al-Samawi, Engie Martin, and Katrina Woods (George Mason University)

"Now What?!" Adaptations of Interteaching to Online Settings: A Tutorial and Ideas for Research
CAMILO HURTADO PARRADO (Troy University; Konrad Lorenz Fundación Universitaria), Lucia Medina (Konrad Lorenz Fundación Universitaria), Julian Cifuentes (University of Birmingham), and Nicole Pfaller-Sadovsky (Queen's University Belfast)

#36 Paper Session

9:30 am–9:55 am EDT
AUT

Effectiveness of Matrix Training for Language and Literacy Outcomes in Individuals With Autism Spectrum Disorders: A Systematic Review

Chair: Paul J. Simeone (Proven Behavior Solutions; Mass General Hospital Institute of Health Professions)

Effectiveness of Matrix Training for Language and Literacy Outcomes in Individuals With Autism Spectrum Disorders: A Systematic Review (Theory)

PAUL J. SIMEONE (Proven Behavior Solutions; Mass General Hospital Institute of Health Professions), Ralf Schlosser (Northeastern University), and Howard Shane (Boston Children's Hospital)

#37 Paper Session

9:30 am–9:55 am EDT
CBM

COVID-19 Pandemic and Digital Divide in Older Adults Living in Assisted Living Facilities

Chair: Parsla Vintere (CHE Senior Psychological Services; Elaine Kaufman Cultural Center)

COVID-19 Pandemic and Digital Divide in Older Adults Living in Assisted Living Facilities (Theory)

PARSLA VINTERE (CHE Senior Psychological Services; Elaine Kaufman Cultural Center)

#38 Paper Session

10:00 am–10:25 am EDT
AUT

Replicability of Principles of Applied Behavior Analysis in Kenya: A Long-Term Study

Chair: Pooja Panesar (Kaizora Centre for Neurodevelopmental Therapies)

Replicability of Principles of Applied Behavior Analysis in Kenya: A Long-Term Study (Service Delivery)

POOJA PANESAR (Kaizora Centre for Neurodevelopmental Therapies) and Korey Taylor (Global Autism Project)

#39 Invited Presenter

10:00 am–10:50 am EDT
CBM; Theory
BACB CE Offered. CE Instructor: Amy Murrell, Ph.D.

Private Events, Selfing Behaviors, and Responding to the Own Behavior

Chair: Amy Murrell (Murrell Psychological Services)

CARMEN LUCIANO (Universidad de Almería; Madrid Institute Contextual Psychology, MICPSY)



Carmen Luciano received her Ph. D. from the Complutense University of Madrid in 1984. She was professor of psychology at the University of Granada from 1979–1993 and been professor of psychology at the University of Almeria since 1994. Her research dedication began on the experimental analysis of language. Her post-doc Fulbright research stay in Boston University and the Cambridge Center for Behavioral Studies was centered in studying problem-solving behavior with Skinner's supervision. This was a critical point in her career as basic researcher.

She was involved in equivalence research, rule-governed behavior and, shortly after, in RFT and ACT research. Her research lab conducts basic creative experimental-applied RFT designs for the analysis of: analogies; coherence; deictic and hierarchical framing in the context of identifying core components of metaphors; false memories; experiential avoidance; values; defusion; self and responding to one's own behavior. Additionally, the lab designs brief ACT protocols and teaches ACT-focused analysis of the conditions under which emotions, thoughts, and valued motivation are brought to the present to build flexibility responding. Dr. Luciano has been the Director of the Experimental and Applied Analysis of Behavior Research Group since 1986, where she has supervised over thirty doctoral theses—some of her students are running their own labs nowadays. She is also director of the Functional Analysis in Clinical Contexts Doctoral Program at the University of Almeria and director of the Master Program in Contextual Therapies at the Madrid Institute of Contextual Psychology. Her research has been funded by international, national, and regional public funds. She has collaborated with research groups from different countries and she has spread the functional analysis perspective with meetings, courses, research presentations, and publications. She is known for her vibrating and creative style while teaching, working with clients, and doing research.

Abstract: Human behavior, especially those behaviors identified as the self, the selfing behavior, are not an easy target for experimental analysis. The functional perspective provided the cues and meaning of such behavior however the analytic conceptualization of relational framing is opening the doors for such an analysis. The aim of this presentation is tracking these processes and let the door perhaps much more opened for experimental analysis and its use in clinical behavior analysis.

#40 Panel Discussion

10:00 am–10:50 am EDT
CSS/PCH; Theory
BACB CE Offered. CE Instructor: Heather Cooper, M.Ed.

Disseminating to Increase Diversity Within Behavior Analysis

Chair: Heather Cooper (Brett DiNovi & Associates)

ANIKA COSTA (Brett DiNovi & Associates)
MAY CHRISLINE BEAUBRUN (Brett DiNovi & Associates)
PIERRE D. LOUIS (Brett DiNovi & Associates)

Saturday, May 29

#41 Invited Presenter

10:00 am–10:50 am EDT
CSS; Applied Research
PSY/BACB CE Offered. CE Instructor: Sarah M. Richling, Ph.D.

Behavioral Treatments for Epilepsy in Developing Nations

Chair: Sarah M. Richling (Auburn University)

JOANNE DAHL (University of Uppsala)



JoAnne is a native North American who has lived her whole adult life in Sweden. She has her clinical psychology degree, psychotherapy degree, Ph.D. och Docent from Uppsala University in Sweden where she also held a position of full professor of psychology prior to her retirement last year. JoAnne has specialized in behavior medicine and has focused on applying learning theory in practice for many chronic illnesses such as epilepsy, constipation, asthma, obesity, and chronic pain. She is the author and or coauthor of five professional books applying ACT and RFT to both chronic illness as well as Love relationships as well as publishing over 60 scientific studies in these areas. JoAnne is a peer reviewed ACT trainer and an ACBS fellow.

Abstract: Access to low-cost, easily implemented behavioral treatments for a range of socially important health issues is severely limited in developing nations. As a case in point, most citizens in developing countries have no access to behavioral treatments for epilepsy. In behavior medicine, epilepsy is defined as the combination of a tendency to seize together with internal and external factors which increase the probability of reacting with a seizure reaction. In this model, epileptic seizures, like any behavior, is amenable to respondent and operant conditioning; thus, it is possible to effect and change the outcome of the seizure process using a behavior analysis and subsequent interventions. This paper aims to present a summary of the main points of clinical research in the behavioral treatment of epilepsy during the past 50 years and show the author's own recent studies done in South Africa and India. A presentation of two such RCT studies of behavioral treatment in the form of Acceptance and Commitment Therapy show promising results.

#42 Symposium

Ethics

10:00 am–10:50 am EDT
CSS; Service Delivery
BACB CE Offered. CE Instructor: Thomas G. Szabo, Ph.D.

Behaving Ethically Takes More Than Learning the Rules: Toward a Selectionist Account of Ethical Training

Chair and discussant: Thomas G. Szabo (Florida Institute of Technology)

I've Memorized the Ethical Conduct Code. Why Can't I Behave Ethically? Toward a Selectionist Account of Ethical Training #1

DIANA M. DELGADO (University of Memphis)

I've Memorized the Ethical Conduct Code. Why Can't I Behave Ethically? Toward a Selectionist Account of Ethical Training #2

THOMAS G. SZABO (Florida Institute of Technology)

#43 Symposium

10:00 am–10:50 am EDT
DDA/AUT; Applied Research
BACB CE Offered. CE Instructor: Joseph D. Dracobly, Ph.D.

Recent Advancements in the Analysis of Precursors

Chair: Joseph D. Dracobly (University of North Texas)

Examining the Temporal Relation Between Antecedent and Problem Behaviors

GRIFFIN ROOKER (Kennedy Krieger Institute), Michael P. Kranak (Oakland University), Elissa Spinks (Maryland Applied Behavior Analysis), and Louis P. Hagopian (Kennedy Krieger Institute)

Improving Caregiver Report of Precursors to Severe Problem Behavior

MEGAN SKRBEC, Jennifer N. Fritz, Amber Prell, and Victoria Fletcher (University of Houston-Clear Lake)

A Preliminary Evaluation of Increasing Precursors Prior to Functional Analysis

AUDREY H. NEWKIRK, Joseph D. Dracobly, Carla M. Smith, Katy Atcheson, and Richard G. Smith (University of North Texas)

#44 Symposium

10:00 am–10:50 am EDT

DEV; Applied Research

BACB CE Offered. CE Instructor: Jennifer Weber, Ph.D.

Function as a Critical Educational Objective

Chair: Jennifer Weber (Teachers College, Columbia University & Nicholls St. University)

Prerequisite Verbal Developmental Cusps and Capabilities for the Accelerated Independent Learner

TANYA BAJWA (Teachers College, Columbia University), R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences), and Jennifer Weber (Teachers College, Columbia University; Nicholls St. University)

Reading and Writing as a Functional Educational Objective

RUBY SARA GIBSON (Teachers College, Columbia University), R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences), and Jennifer Weber (Teachers College, Columbia University; Nicholls St. University)

Teaching Math as a Verbal Repertoire

MARY-GENEVIEVE WHITE (Teachers College, Columbia University), Jennifer Weber (Teachers College, Columbia University; Nicholls St. University), and R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences)

#45 Symposium

10:00 am–10:50 am EDT

EDC/CSS; Translational

BACB CE Offered. CE Instructor: Ilene S. Schwartz, Ph.D.

Project ECHO: Implementing Family Support Using a State-of-the-Art Telehealth Service Delivery Model

Chair: Ilene S. Schwartz (University of Washington)

University of Washington ECHO for Families

KATHERINE BATEMAN and Ilene S. Schwartz (University of Washington)

University of Virginia ECHO for Caregivers

ROSE NEVILL and Gail Lovette (University of Virginia); Katherine Bateman (University of Washington); and Genevieve Bohac, Karen Orlando, and Keith Page (University of Virginia)

University of Wyoming ECHO for Families

ERIC MOODY, Wendy Warren, Canyon Hardesty, and Rachel Freedman (University of Wyoming)

#46 Symposium

10:00 am–10:50 am EDT

OBM/CSS; Theory

BACB CE Offered. CE Instructor: Lori H. Ludwig, Ph.D.

Digitizing Large Scale Behavior Change

Chair: Laura L. Methot (Performance Ally)

Making OBM Easier by Digitally Enabling Large-Scale Behavior Change

JULIE SMITH (Performance Ally)

Conduct a Rapid Behavior Systems Analysis to Identify Barriers to Achieving Results

LORI H. LUDWIG (Performance Ally)

Why a Behavior Software Architect is Key to Building Software that Reliably Changes Behavior

TOM E. DONALDSON (Performance Ally)

#47 Invited Panel

10:00 am–10:50 am EDT

SCI; Theory

PSY/BACB/NASP CE Offered. CE Instructor: Christopher A. Podlesnik, Ph.D.

Quantitative Theories of Relapse to Improve Functional Communication Training: A Panel With Discussion

Chair: Christopher A. Podlesnik (Auburn University)

ANDREW CRAIG (State University of New York Upstate Medical University)



Dr. Andrew Craig earned his Ph.D. in Psychology with an emphasis in experimental analyses of behavior from Utah State University. He completed postdoctoral training at the University of Nebraska Medical Center's Munroe-Meyer Institute, where he gained experience applying behavior-analytic principles to the assessment and treatment of severe behavior disorders in children and adolescents with intellectual and developmental disabilities. Dr. Craig currently is a postdoctoral research associate

in the Family Behavior Analysis program at Upstate Medical University and coordinator of the Behavior Analysis Murine laboratory.

Dr. Craig's research focuses on understanding why behavior persists when faced with challenges that deter it and why behavior comes back (or "relapses") after it has been eliminated. He is particularly interested in bi-directional translational research, wherein novel approaches to intervention are developed in controlled laboratory settings, assessed in clinical applications, and further refined in the laboratory to maximize treatment efficacy and minimize barriers to treatment. Dr. Craig has published over 20 articles and book chapters on these and other topics, with several other manuscripts under review or in development. He currently serves on the board of editors for the *Journal of the Experimental Analysis of Behavior* and has served as an ad hoc reviewer for *The American Journal of Addictions*, *Behavioral Neuroscience*, *Behavioral Processes*, the *European Journal of Behavior Analysis*, the *Journal of Applied Behavior Analysis*, and *Perspectives of Behavioral Science*.

JOEL RINGDAHL (University of Georgia)



Joel Ringdahl is an associate professor in the department of communication sciences and special education at the University of Georgia. His research interests include functional analysis and treatment of severe behavior problems, stimulus preference assessments, functional communication training and translational research in the areas of behavioral momentum theory and behavioral economics. He is the editor of *Behavior Analysis: Research and Practice*.

Abstract: This panel will be a discussion of Dr. Brian Greer's SQAB Tutorial on using quantitative theories of relapse to improve FCT.

#48 Invited Presenter

10:00 am–10:50 am EDT
VRB; Applied Research
BACB CE Offered. CE Instructor: Rocio Rosales, Ph.D.

ACoLE/BARR: Behavioral Assessment of Reading and Writing: Analyzing Student's Skills and Establishing Teaching Goals

Chair: Rocio Rosales (University of Massachusetts Lowell)

DEISY DE SOUZA (Universidade Federal de São Carlos)



Deisy de Souza is Full Professor at the Psychology Department, Universidade Federal de São Carlos (UFSCar), Brazil, where she teaches behavior analysis in graduate and undergraduate courses in psychology, and in special education. She obtained her Ph.D. in Experimental Psychology at Universidade de São Paulo (USP), under the direction of Carolina Bori, and held a post-doctoral position at the University of Maryland Baltimore County, working with Charlie Catania. She has published articles and book chapters on non-human and human relational learning, including studies applying the stimulus equivalence paradigm to investigate the acquisition of symbolic relations involved in reading and writing, and in developing curricula to teach those skills. She is past-editor of the *Brazilian Journal of Behavior Analysis (BJBA)*, past-associate editor of *Acta Comportamental*, and she is currently a member of the board of editors of *JEAB*. She received the 2015 Distinguished Contributions to the Experimental Analysis of Human Behavior Award from the Experimental Analysis of Human Behavior Special Interest Group (EAHB SIG); she was elected ABAI Fellow (2018); and she is currently the International Representative in the ABAI Council.

Abstract: Reading and writing skills can be conceived as a network of equivalence relations between stimuli (e.g., printed words, dictated words, pictures, objects) and between stimuli and responses (e.g., picture naming, textual behavior, transcription, dictation-taking). We have been using this conceptual framework as a foundation for the development of assessment tools and teaching procedures. In this presentation I will describe an instrument for the assessment of basic repertoires involving S-S and R-S relations which characterize the skills of beginning readers. The instrument comprises 15 tasks, organized in blocks of 15 trials each. Some tasks measure identity matching-to-sample (picture identity, printed word identity), arbitrary auditory-visual MTS (picture recognition, printed word recognition), and visual-visual matching-to-sample MTS (picture ↔ printed word correspondence). Other tasks measure discriminated operants for which the discriminative stimuli are pictures (picture naming), printed words (copying, textual behavior ["reading"]), and spoken words (dictation-taking). The child performance in these tasks allows the identification of basic perceptual skills (does the student see and hear?), vocal skills (does the student articulate the sounds with accuracy and in the correct sequence?), and the main discriminations required to read and write accurately. Failures in some of these tasks (or in all of them) provide important information about the student's current repertoire and the gaps that need to be developed. The instrument was applied to approximately 2300 students (6–12 years old). Individual results allowed the evaluation of selection-based responses (listening and seeing behavior)

and topography-based responses (verbal operants in vocal or written modes) and to define a profile of the student's repertoire. Averaged data showed that the matching skills were significantly correlated with textual behavior and dictation-taking. An "integration" index taking into account all the scores showed that, as predicted by the stimulus equivalence paradigm, the interdependence of the operants increased as the entire repertoire developed. The integration index may be a useful tool for the prediction and evaluation of the effects of teaching programs for establishing the target repertoire in non-readers.

#49 Paper Session

10:30 am–10:55 am EDT
AUT

A Systematic Approach to Pre-Session Pairing and Rapport Building in Programming for Individuals Receiving ABA Therapy

Chair: Amy Rachel Bukszan (Butterfly Effects)

A Systematic Approach to Pre-Session Pairing and Rapport Building in Programming for Individuals Receiving ABA Therapy (Service Delivery)

AMY RACHEL BUKSZAN and Molly Ann McGinnis (Butterfly Effects)

#50 Paper Session

10:30 am–10:55 am EDT
CSS

Decision Making in a Pandemic: Outcomes and Discussion of Utilizing a Crisis Decision Model to Provide Essential ABA Services During a Pandemic

Chair: Benjamin Thomas Heimann (Center for Applied Behavior Analysis)

Decision-Making in a Pandemic: Outcomes and Discussion of Utilizing a Crisis Decision Model to Provide Essential ABA Services During a Pandemic (Service Delivery)

BENJAMIN THOMAS HEIMANN, Richard Colombo, and David Legaspi (Center for Applied Behavior Analysis); Michele D. Wallace (California State University, Los Angeles); and Rachel Taylor (Center for Applied Behavior Analysis)

#51 Paper Session

11:00 am–11:25 am EDT
CSS

The Effects of Time Framing on Compliance to Hypothetical Social-Distancing Policies Related to COVID-19

Chair: Mike Harman (Briar Cliff University)

The Effects of Time Framing on Compliance to Hypothetical Social-Distancing Policies Related to COVID-19 (Applied Research)

MIKE HARMAN (Briar Cliff University)

#52 Paper Session

11:00 am–11:25 am EDT
PCH

Characteristics of Literature Reviews Published in Journals of Behavior Analysis: An Evaluation of Change Across Multiple Decades

Chair: Seth King (The University of Iowa)

Characteristics of Literature Reviews Published in Journals of Behavior Analysis: An Evaluation of Change Across Multiple Decades (Applied Research)

SETH KING (The University of Iowa)

#53 Symposium

11:00 am–11:50 am EDT
AUT/CSS: Service Delivery
BACB CE Offered. CE Instructor: Greg Elsky, Ph.D.

Quality and Quantity is Related to Outcome of Early Intensive Behavioral Intervention for Children With Autism

Chair: Gregory Elsky (Behavioral Learning Network)

Measuring Quality of Early Intensive Behavioral Intervention

SIGMUND ELDEVIK (Oslo Metropolitan University), Silje Nikolaisen, Christine Lie, Hanne Skau, and Astri Valmo (Centre for Early Intervention) and Roy Tonnesen (Autism Team Bergen, Norway)

Community Implementation of Early Behavioral Intervention: Higher Intensity and Quality Gives Better Outcome

HEGE AARLIE (Western Norway University of Applied Sciences), Sigmund Eldevik (Oslo Metropolitan University), Roy Tonnesen (Autism Team Bergen, Norway), Kristine Berg Titlestad (Western Norway University of Applied Sciences), and Silje Nikolaisen (Centre for Early Intervention)

Video-Based Supervision of Early Intensive Behavioral Intervention Programs: Perceived Quality, Time Saved, and Implications for Caseload

AINA HAY-HANSSON and Sigmund Eldevik (Oslo Metropolitan University)

#54 Symposium

11:00 am–11:50 am EDT

AUT; Applied Research

BACB CE Offered. CE Instructor: Ciobha Anne McKeown, Ph.D.

Approaches to Training Behavior Analytic Assessments and Interventions Across Professionals

Chair: Ciobha Anne McKeown (University of Florida)

Training Undergraduate Students to Conduct Trial-Based Functional Analysis Through Video Modeling

KARIE JOHN, Sarah E. Bloom, Breana Pauline, Anna Garcia (University of South Florida), and Marlesha Bell (University of the Pacific)

Pyramidal Behavioral Skills Training for Staff Providing ABA Services to Adults With Autism

JAMES MARAVENTANO, Whitney Pubyiski-Yanofchick, Ian Philip Bober, SungWoo Kahng, and Robert LaRue (Rutgers University)

Teaching Professionals to Conduct a Structured Mealtime Assessment

Vivian F. Ibanez (Children's Specialized Hospital, Rutgers University) and KERRI P. PETERS, Janelle Kirstie Bacotti, Lindsay Lloveras, and Timothy R. Vollmer (University of Florida)



#55 Symposium

11:00 am–11:50 am EDT

CSS/AUT; Service Delivery

BACB CE Offered. CE Instructor: Krista M. Clancy, Ph.D.

Exploring Barriers to Treatment With Stakeholder Driven Research: Giving BCBA's a Seat at the Table

Chair: Krista M. Clancy (Wayne State University)

Identifying Gaps and Barriers and Inviting the Right Stakeholders to the Table

KRISTA M. CLANCY (Wayne State University) and Tasha Kelly-Stiles, Julia Heany, and Mat Edick (Michigan Public Health Institute)

Identifying Accessibility Barriers to Behavioral Services

ADRIENNE BRADLEY (Behavioral Frontiers), Michelle Madison (Starfish Family Services), Fatima Alkassir (Muslims Understanding and Helping Special Education Needs), Jill Idicula (University Pediatricians Autism Center), Krista M. Clancy (Wayne State University), and Mat Edick (Michigan Public Health Institute)

Incorporating Cultural Competency Within Autism Spectrum Disorder Diagnosis, Assessment and Treatment: What Do We Need to Consider?

JILL IDICULA (University Pedestrians Autism Center), Fatima Alkassir (Muslims Understanding and Helping Special Education Needs), Adrienne Bradley (Behavioral Frontiers), Krista M. Clancy (Wayne State University), and Mat Edick (Michigan Public Health Institute)

#56 Symposium

11:00 am–11:50 am EDT

DDA/AUT; Applied Research

BACB CE Offered. CE Instructor: Tina Sidener, Ph.D.

Recent Research on Video Modeling Interventions to Teach Daily Living Skills

Chair: Tina Sidener (Caldwell University)

A Comparison of Video Modeling, Chaining, and Video-Modeling-Plus-Chaining on Teaching Complex Daily Living Skills to Twin Boys With Autism Spectrum Disorder

FINLEY WREN AAVATSMARK (Middle Tennessee State University), Bethany P. Contreras Young (University of Nevada, Reno), and Sean Ganus (Middle Tennessee State University)

Teaching Water Flossing to Children

KANDACE SOMERS, Tina Sidener, Sharon A. Reeve, and Heather Pane (Caldwell University)

Teaching Leg Shaving With Finishing Touch Flawless Legs™ to Women With Disabilities

Natalie Folgias, Tina Sidener, Sharon A. Reeve, Ruth M. DeBar, and NICOLE PANTANO (Caldwell University)

#57 SQAB Tutorial

11:00 am–11:50 am EDT

SCI; Basic Research

PSY/BACB/QABA/NASP CE Offered. CE Instructor: Ellie Kazemi, Ph.D.

How Advanced Computer Technology can Advance Research and Practice in Behavior Analysis

Chair: David Roth (B. F. Skinner Foundation; Tuscarora Intermediate Unit 11)

ELLIE KAZEMI (California State University, Northridge)



Dr. Kazemi is a Professor at California State University, Northridge (CSUN) where she has developed and teaches undergraduate and graduate coursework in behavior analysis for the past 10 years. She founded the Masters of Science Program in Applied Behavior Analysis in 2010 and has collaborated with the CSUN community to provide graduate students high quality supervision experiences. She currently has two different lines of research. Her applied research interests involve identification of efficient, effective strategies for practical training, supervision, and leadership.

Her laboratory research involves leveraging technology (e.g., robotics, virtual or augmented reality) for efficient training and feedback using simulations. She is currently working on several nationwide large projects (e.g., with FEMA and NASA) with a focus on effective training and behavioral outcomes. She has received several mentorship awards including the ABAI Best Mentor Award, the Outstanding Faculty Award, the Outstanding Teaching Award, and the Outstanding Service Award. She has published articles and book chapters on a variety of topics including training, staff turnover, and the use of technology in behavior analysis. She is the leading author of a handbook written for both supervisors and supervisees that is titled, *Supervision and Practicum in Behavior Analysis: A Handbook for Supervisees*.

Abstract: The rapid growth in computer technology means that nearly anything imaginable is either possible or will soon become possible. Behavior analysts, as specialists in learning and behavior, are uniquely trained to become strong collaborators on multidisciplinary teams focusing on projects to advance machine learning, simulation-based experiences, and much more. In this tutorial, I will discuss how we currently leverage such technology in my lab and integrate robotics, virtual reality (VR), and artificial intelligence (AI) in our behavior analytic research. I will share the outcomes of some of our current research projects as well as my collaborative efforts on the Federal Emergency Management Agency (FEMA) and National Aeronautics and Space Administration (NASA) grants.

#58 Invited Presenter

11:00 am–11:50 am EDT

TBA; Applied Research

PSY/BACB/NASP CE Offered. CE Instructor: Tiffany Kodak, Ph.D.

Designing Skill Acquisition Programs: Considerations and Recommendations

Chair: Jason C. Vladescu (Caldwell University)

Designing Skill Acquisition Programs: Considerations and Recommendations

TIFFANY KODAK (Marquette University)



Dr. Kodak is an associate professor in the behavior analysis program at Marquette University. She is a licensed psychologist, licensed behavior analyst, and board-certified behavior analyst. She has worked with children diagnosed with autism spectrum disorder more than 25 years. Dr. Kodak obtained her Ph.D. in school psychology from Louisiana State University. She formerly served as an associate editor for the *Journal of Applied Behavior Analysis* and *Learning and Motivation*. She currently serves on several editorial boards including the *Journal of Applied Behavior Analysis*, *The Analysis of Verbal Behavior*, *Behavior Analysis in Practice*, and *Learning and Motivation*. Her

research interests in the area of early intervention for children with autism spectrum disorder include increasing the efficiency of skill acquisition, treatment integrity, assessment-based instruction, verbal behavior, conditional discriminations, parent training, and computer-assisted instruction.

Abstract: Designing skill acquisition programs requires careful consideration of variables that can affect the speed of learning. For example, the number and type of stimuli to include in an instructional set, sequencing of stimuli during instruction, the number of practice opportunities to arrange, and the selection of mastery criteria are important considerations when designing programs for learners. In this presentation, Dr. Kodak will synthesize research on these topics and provide recommendations for practitioners who are responsible for designing instructional programs. In addition, areas of additional research that can help improve the design and outcomes of skill-acquisition programs will be discussed.

11:00 am–12:50 pm EDT

DEI; Service Delivery

BACB CE Offered. CE Instructor: Michele R. Traub, Ph.D.

Cultural Biases in Assessment, Treatment, and Access to ABA Services

Chair: Michele R. Traub (St. Cloud State University)

Discussant: Elizabeth Hughes Fong (Pepperdine University)

The Role of Culture for the Global Dissemination of Behavior Analysis

MAITHRI SIVARAMAN (Ghent University; Tendrils Centre for Autism)



Maithri Sivaraman is a board-certified behavior analyst with a master's in psychology from the University of Madras and holds a Graduate Certificate in ABA from the University of North Texas. She is currently enrolled as a doctoral student in Psychology at Ghent University in Belgium. In 2016, Sivaraman established the Tendrils Centre for Autism Research and Intervention in Chennai, India to make behavior analytic services more accessible to families with children with developmental disabilities. With Dr. Tara Fahmie, she is the co-recipient of a

dissemination grant from the Behavior Analysis Certification Board's (BACB) Committee of Philanthropy to train caregivers in function-based assessments and interventions for problem behavior in India. Her research focusses on social and verbal behavior interventions for children with disabilities, and cultural considerations in the dissemination of behavior analysis. She has served as guest reviewer for the *Journal of Applied Behavior Analysis* since 2018, and is the international dissemination coordinator of the Association for Science in Autism Treatment (ASAT).

Abstract: The cultural and linguistic diversity that characterizes the world remains a seminal barrier for the global uptake of applied behavior analysis (ABA). Although North America accounts for only 4.7% of the world's population, more than 95% of BCBA's live in the United States and Canada. While behavioral principles may be universally applicable, this talk will argue for why understanding cultural diversity and avoiding prejudice is important. We will discuss specific challenges for the global dissemination of ABA, with India as an example, and suggest potential training strategies with which to overcome such barriers. Our training protocol may serve as an initial framework for practitioners and researchers to achieve buy-in and positive outcomes internationally. In addition, we will highlight existing frameworks to define and describe cultural adaptations and list previously used adaptations in ABA-based treatments for individuals outside of North America. Finally, we will advocate for a behavior analytic perspective for organizing and reporting potentially relevant variables for the global success of ABA services.

DEI, Bias, and Cultural Humility: Putting It All Together for Social Justice Change

NASIAH CIRINCIONE-ULEZI (ULEZI, LLC; Pivot 2 Inclusion; The Chicago School of Professional Psychology; Capella University) and NOOR YOUNUS SYED (SUNY Empire State College; Anderson Center International; Endicott College)



Nasiah is a board-certified behavior analyst, with a doctorate degree in education from Loyola University of Chicago. She holds a master's degree in special education from the University of Illinois at Chicago, and a master's degree in educational leadership from the American College of Education. She is a graduate of the Infant Studies Specialist Program at Erikson Institute of Chicago. In addition to her BCBA credential, she is an Illinois licensed special education teacher and an Illinois Early Intervention provider and State evaluator. Professionally, she has served as a special educator,

clinician, educational administrator, and professor of special education. Her clinical experience spans infancy through adulthood. Currently, she is the CEO and founder of ULEZI, LLC, co-founder of Pivot 2 Inclusion and serves as a court appointed special advocate, for children in the Illinois foster care system. She is also an Advisory Board member for Black Applied Behavior Analysts and a Board member for the Illinois Association for Behavior Analysis. She has assisted school districts in the State of Illinois in developing meaningful educational programs to meet the needs of students with autism. Her research interests include supervision, mentoring, leadership, and culturally humble practice within the field of ABA. She is a champion for diversity, equity and inclusion and is deeply committed to using her skills and experiences, paired with the science of applied behavior analysis, to empower the lives of the people she supports and serves, in positive and meaningful ways.



Noor Syed, Ph.D., BCBA-D, LBA/LBS, (she/her) is an assistant professor of applied behavior analysis, clinical coordinator, and founding director of the Center for Autism Inclusivity (Research, Education, and Services) with SUNY Empire State College. She is also a Senior International Program director with Anderson Center International, an adjunct professor advisor in ABA with Endicott College, and research coordinator for the Global Autism Project. She is a certified general and special education teacher in New York, U.S., birth through grade six. Over the past 15 years,

Dr. Syed has worked with individuals diagnosed with autism spectrum disorder and developmental disabilities from early intervention through adulthood in school and center-based settings

as a teacher, therapist, consultant, and administrator. Dr. Syed has consulted for autism clinics around the world, including in Uganda, Antigua and Barbuda, and the Czech Republic, and currently serves as the international and school-based expert on ABAethicsHotline.com with Dr. Jon Bailey. She assisted in building Lehigh University Autism Services and its corresponding practicum, which is an insurance and university-based program offering services in the home, community, and clinic. Dr. Syed's interests lie in compassionate care, cultural humility, ethical practices, supervision, the practice of school-based BCBAs, and diversity. She received her undergraduate degree in ABA under Dr. Raymond G. Romanczyk in the Institute of Child Development at Binghamton University and completed her Ph.D. in ABA with Dr. R. Douglas Greer at Teachers College, Columbia University.

Abstract: The pressing need to engage in compassionate, culturally humble behavior as a field became apparent following the needless deaths of those such as Mr. George Floyd; the world at large recognized the importance of social justice and, as behavior analysts, we are uniquely poised to engage in systems change and create levels of institutional accountability throughout all aspects of our work. This dialogue will discuss culture as a dynamic metacontingency and will focus on understanding diversity, equity, and inclusion (DEI) as related to all cultures. We will analyze our own self-bias and will describe ethical problem-solving frameworks designed to increase DEI through the engagement of culturally humble behaviors as practitioners and researchers. Finally, we will review ways to implement measures of institutional accountability to assess whether we are meeting our goals of DEI. We will end by inviting questions from the audience to promote thoughtful considerations intended to further our understanding of the topography of culturally humble behaviors and how we can begin immediately to engage in social justice change.

#60 Symposium

11:00 am–12:50 pm EDT

AAB; Translational

BACB CE Offered. CE Instructor: Andrew Bulla, Ph.D.

Preference and Reinforcer Assessments in Domestic and Captive Animals

Chair: Mindy Waite (University of Wisconsin - Milwaukee)

Discussant: Christy A. Alligood (Disney's Animal Kingdom and University of Florida)

Exploring the Effects of Preference Assessment Outcomes on Environmental Enrichment Devices With Loggerhead Sea Turtles (*Caretta caretta*)

ANDREW BULLA (Georgia Southern University - Armstrong), Amanda Mahoney (The Chicago School of Professional Psychology), and Erin Frick (Eckard College)

Making a Tiger's Day: Free-Operant Assessment and Environmental Enrichment to Improve the Daily Lives of Captive Bengal Tigers (*Panthera tigris tigris*)

Trista Shrock and MICHAEL C. CLAYTON (Missouri State University)

Simple Food Preference Assessments for Companion Dogs

MINDY WAITE (University of Wisconsin - Milwaukee) and Tiffany Kodak (Marquette University)

A Parametric Analysis of the Duration of Petting as a Reinforcer for Shelter Dog Behavior

ARIELLE BRIANNA HEGR, Steven W. Payne, and Dolly Mizner Stiles (California State University, Fresno)

#61 Symposium

11:00 am–12:50 pm EDT

AUT; Applied Research

BACB CE Offered. CE Instructor: Daniel E. Conine, Ph.D.

Efficacy and Efficiency in Skill Acquisition: Novel Approaches to Measurement and Procedural Refinement

Chair: Daniel E. Conine (Georgia State University)

Discussant: Dorothea C. Lerman (University of Houston-Clear Lake)

A Comparison of Continuous and Discontinuous Data Collection in Discrete Trial Teaching

LISA PABST WILLIAMS (Florida Autism Center), Crystal M. Slanzi and Timothy R. Vollmer (University of Florida), Daniel E. Conine (Georgia State University), and James E. Carr (Behavior Analyst Certification Board)

An Evaluation of Prompting Procedures on Prompt Dependence and Task Mastery

EMMA GRAUERHOLZ-FISHER (Salve Regina University), Jonathan K. Fernand (Aurora University), Brandon C. Perez (University of Florida), Haleh Amanieh (West Virginia University), and Timothy R. Vollmer (University of Florida)

The Efficacy and Efficiency of Error-Correction: An Examination of Dependent Measures During Instruction

JESSI REIDY, Tiffany Kodak, Mary Halbur, Lauren Debertin, Alyssa P. Scott, Courtney Lyn Meyerhofer, Xi'an Maya Williams, and Marisa E. McKee (Marquette University)

Assessment and Treatment of Response to Name in Children With Autism

DANIEL E. CONINE (Georgia State University), Timothy R. Vollmer (University of Florida), Molly A. Barlow (Dartmouth College), Cynthia Dela Rosa (Florida Autism Center), Abigail Petronelli (Florida Institute of Technology), and Emma Grauerholz-Fisher (Salve Regina University)

#62 Symposium

11:00 am–12:50 pm EDT
AUT/VRB; Translational
BACB CE Offered. CE Instructor: Caio F. Miguel, Ph.D.

Emergent Responding: Recent Advances and Future Directions

Chair: Maria Clara Cordeiro (Marquette University)
Discussant: Caio F. Miguel (California State University, Sacramento)

Comparing the Efficacy and Efficiency of Tact Training Procedures for Generalization With Children With Autism Spectrum Disorder

GABRIELLA RACHAL VAN DEN ELZEN and Regina A. Carroll (University of Nebraska Medical Center Munroe-Meyer Institute)

The Effects of Varying Matrix Training Arrangements on Recombinative Generalization

Rebecca Durham, Samantha Bergmann, Karen A. Toussaint, MARCUS DANIEL STRUM, and Chelsea Christina Elwood (University of North Texas)

Teaching Who, What, and Where Using Matrix Training

MARIA CLARA CORDEIRO (Marquette University), Mary Halbur (University of Nebraska Medical Center's Munroe-Meyer Institute), Tiffany Kodak (Marquette University), Gabriella Rachal Van Den Elzen (University of Nebraska Medical Center Munroe-Meyer Institute), and Jessi Reidy (Marquette University)

Matrix Training With and Without Instructive Feedback

ALEXANDRA MARIE CAMPANARO, Bryan Rickoski, Jason C. Vladescu, and Sharon A. Reeve (Caldwell University) and Danielle L. Gureghian (Garden Academy)

#63 Symposium

11:00 am–12:50 pm EDT
CBM; Applied Research
BACB CE Offered. CE Instructor: Caitlin A. Kirkwood, Ph.D.

Research Trends, Practical Considerations, and Future Directions in Pediatric Feeding Disorders

Chair: Valdeep Saini (Brock University)
Discussant: Caitlin A. Kirkwood (Center for Pediatric Behavioral Health)

An Evaluation of Environmental Enrichment on Indices of Happiness and Unhappiness During Treatment of Pediatric Feeding Disorders

LAURA E. PHIPPS (University of Nebraska Medical Center's Munroe-Meyer Institute), Kathryn M. Peterson (Rutgers University and Children's Specialized Hospital), and Cathleen C. Piazza (Rutgers University)

Intensive Multidisciplinary Intervention for Patients With Feeding Tube Dependence: An Electronic Medical Record Review

ADDAM J. WAWRZONEK (Marcus Autism Center; Emory University School of Medicine; Michigan State University); William G. Sharp (Marcus Autism Center); Valerie M. Volkert (Marcus Autism Center; Emory University School of Medicine); and Rashelle Berry, Kathryn Holman Stubbs, Carla Luevano, Courtney McCracken, and Lawrence Scahill (Marcus Autism Center)

#64 Symposium



11:00 am–12:50 pm EDT
CSS/PCH; Translational
BACB CE Offered. CE Instructor: Shahla Susan Ala'i, Ph.D.

Culture, Race, and Behavior Analysis

Chair: Mychal Machado (University of Alaska Anchorage)
Discussant: Shahla Susan Ala'i (University of North Texas)

Assessing Correspondence Between Caregiver and Provider Treatment Preference in Alaska

KRISTIN RIAL, Katelynn Marie Mobley, and Mychal Machado (University of Alaska Anchorage)

A Look at Using Culturally Responsive Research Practices in the Field of Behavior Analysis

SHERI KINGS DORF and Karel Pancha (Masaryk University)

Towards the Development of Antiracist and Multicultural Graduate Training Programs in Behavior Analysis

Adel Najdowski, LUSINEH GHARAPETIAN, and Victorya Jewett (Pepperdine University)

A Behavioral Analysis of Two Strategies to Eliminate Racial Bias in Police Use-of-Force

ASHLEY MARIE LUGO (Florida Institute of Technology) and Mychal Machado (University of Alaska Anchorage)

#65 Symposium

11:00 am–12:50 pm EDT

DDA/AUT; Translational

BACB CE Offered. CE Instructor: David R. Donnelly, Ph.D.

Automatic or Undifferentiated Functional Analysis Results for Individuals With Challenging Behavior: Expanding Our Understanding and Effectiveness

Chair and discussant: David R. Donnelly (In Private Practice; Webster University)

Toward a Biological Analysis of Automatic Functions of Challenging Behavior

ELIZABETH ANDRESEN (Autism Learning Partners) and David R. Donnelly (In Private Practice; Webster University)

Automatic Reinforcement and Anxiety: Measuring Physiological Responses

SHAWN E. HAPPE (Harmony Behavioral Health)

Physiological Measures and Matching Treatment: Examining the Relationship Between Physiological Responses and Challenging Behaviors

NANCY I. SALINAS (Harmony Behavioral Health)

Rethinking Automatic Reinforcement: Matching Law Contribution to Developing Effective Treatment

ZHICHUN ZHOU (Webster University)

#66 Symposium

11:00 am–12:50 pm EDT

EAB; Service Delivery

BACB CE Offered. CE Instructor: Madeleine Diane Keivy, MS

Extending the Renewal Literature Through Basic and Translational Research

Chair: Madeleine Diane Keivy (University of Nebraska Medical Center; Children's Specialized Hospital - Rutgers University Center for Autism Research, Education, and Services)

Discussant: Michael E. Kelley (University of Scranton)

ABA Renewal After Response Elimination With an Extinction or an Omission Contingency

CATALINA REY, Eric A. Thraillkill, Kate Goldberg, and Mark E. Bouton (University of Vermont)

Context-Discrimination Training During Treatment May Reduce ABC Renewal

William Sullivan and Andrew R. Craig (SUNY Upstate Medical University); Kaitlyn Browning (Utah State University); and NICOLE DEROSA, Emily L. Baxter, and Henry S. Roane (SUNY Upstate Medical University)

An Evaluation of the Effects of Multiple Languages on Renewal of Responding

FABIOLA VARGAS LONDONO, Terry S. Falcomata, Ashley Bagwell, Andrea Ramirez-Cristoforo, Monique Barnett, and Travis Wong (The University of Texas at Austin) and Henry S. Roane (Upstate Medical University)

Operant Renewal of Desirable Behavior in a Simulated Workplace: A Translational Model

Matthew Novak, Abigail Blackman, TYLER ERATH, and Florence D. DiGennaro Reed (University of Kansas)

#67 Symposium

11:00 am–12:50 pm EDT

EDC/TBA; Translational

BACB CE Offered. CE Instructor: Jennifer Wertalik, Ph.D.

Adaptations of the Morningside Model of Generative Instruction to Online and Other Alternative Learning Environments

Chair and discussant: Kent Johnson (Morningside Academy)

Assessing and Teaching Learning Skills in Online Environments With the Morningside Model of Generative Instruction

NICOLE ERICKSON and Andrew Robert Kieta (Morningside Academy)

Creating Meaningful Student Responding, Errorless Learning, and Immediate Feedback With Generative Instruction in Online Environments

HANNAH JENKINS and Joanne K. Robbins (Morningside Academy)

High Rate Responding and Academic Performance With Morningside's Generative Instruction Model During a Pandemic

JUSTIN HALTON (Judge Rotenberg Educational Center)

Applying Instructional Design Principles and Evidence-Based Teaching Strategies to the Online Classroom

JENNIFER WERTALIK (Georgia Southern University), Andrew Bulla (Georgia Southern University - Armstrong)

Saturday, May 29

#68 Special Event

11:00 am–12:50 pm EDT

OTH; Theory

BACB CE Offered. CE Instructor: Peter R. Killeen, Ph.D.

International Task Force on Education in Behavior Science and Application

Chair: Peter R. Killeen (Arizona State University)

JENNA MRLJAK (Association for Behavior Analysis International)

SMITA AWASTHI (Behavior Momentum India)

KANAKO OTSUI (Kindai University)

INGUNN SANDAKER (Oslo Metropolitan University)

Abstract: The ABAI International Task Force on Education was formed in 2020. It includes representatives from ten countries. The goal of the task force is to develop a model of education that can meet the needs of constituents around the world. The task force generated a model of education that has been reviewed and supported by the ABAI Accreditation and VCS Boards, and the ABAI Executive Council. Constituents from India, Japan, and Norway will provide an update on the on the task force's progress. We welcome attendance of all those interested in this effort.

#69 Symposium

11:00 am–12:50 pm EDT

TBA/EDC; Translational

BACB CE Offered. CE Instructor: Emily L. Baxter, Ph.D.

Caregiver Training: An Integral Component of Behavior-Analytic Service Delivery

Chair: William Sullivan (SUNY Upstate Medical University)

Discussant: William H. Ahearn (New England Center for Children)

Further Evaluation of the Reliability and Validity of a Staff Performance Assessment Tool

Daniel J. Cymbal, David A. Wilder, Rachel Thomas, HALLIE MARIE ERTEL (Florida Institute of Technology)

Development and Evaluation of a Decision-Making Tool for Evaluating and Selecting Prompting Strategies

LANDON COWAN (Marquette University) and Dorothea C. Lerman, KALLY M. LUCK, Amber Prell, and Ning Chen (University of Houston-Clear Lake)

Increasing and Maintaining Procedural Integrity Using a Brief Video Model

BRANDI TODARO (Western New England University) and William H. Ahearn (New England Center for Children)

Developing a Behavioral Parent-Training Program Specific to High-Frequency Maladaptive Behaviors in Autism Spectrum Disorders

EMILY L. BAXTER and William Sullivan (SUNY Upstate Medical University), Avery Albert (Syracuse University), Nicole M. DeRosa (SUNY Upstate Medical University), Kevin Antshel (Syracuse University), and Henry S. Roane (SUNY Upstate Medical University)

#70 Paper Session



11:30 am–11:55 am EDT

CSS

Keep that House! How a Culturo-Behavioral Science Analysis May Improve Housing Stability for Families Who Have Experienced Homelessness

Chair: Richard F. Rakos (Cleveland State University)

Keep that House! How a Culturo-Behavioral Science Analysis May Improve Housing Stability for Families Who Have Experienced Homelessness (Theory)

Kennee Beth Switzer (Family Promise of Greater Cleveland) and RICHARD F. RAKOS (Cleveland State University)

#71 Paper Session

11:30 am–11:55 am EDT

PCH

Research in the Era of COVID-19: Best Practices for Conducting Ethical Research via Virtual Platforms

Chair: Natalie Donisi (Rowan University)

Research in the Era of COVID-19: Best Practices for Conducting Ethical Research via Virtual Platforms (Theory)

NATALIE DONISI, Bethany R. Raiff, and Matthew J. Dwyer (Rowan University)

#72 Paper Session

12:00 pm–12:25 pm EDT
CSS

Evaluation of Residential Services for Older Adults With Intellectual Disabilities/Developmental Disabilities Residing in the Community

Chair: Tanya Hough (The Chicago School of Professional Psychology)

Evaluation of Residential Services for Older Adults With Intellectual Disabilities/Developmental Disabilities Residing in the Community (Service Delivery)

TANYA HOUGH and Jack Spear (The Chicago School of Professional Psychology)

#73 Paper Session

12:00 pm–12:25 pm EDT
PCH

Behavior Analysis Was Never Clear About "Slope" in Graphed Data

Chair: Chad Kinney (Florida Institute of Technology)

Behavior Analysis Was Never Clear About "Slope" in Graphed Data (Applied Research)

CHAD KINNEY (Florida Institute of Technology)

#74 Symposium

12:00 pm–12:50 pm EDT
AUT/DDA; Service Delivery
BACB CE Offered. CE Instructor: Christopher M. Rosado, Ph.D.

Some Extensions and Additions to Video Modeling Practices: Advances in Intervention and Training

Chair: Christopher M. Rosado (The Chicago School of Professional Psychology)

The Use of Immersive Video Modeling as a Method of Staff Training in Therapeutic Staff

CHRISTOPHER M. ROSADO (The Chicago School of Professional Psychology), Dorothy Xuan Zhang (The Chicago School of Professional Psychology; George Mason University; ABA Professional Committee of China Association of Rehabilitation of Disabled Persons), and Amanda Mahoney and Jack Spear (The Chicago School of Professional Psychology)

Analysis of Live-Modeling Without Prompting and Video-Modeling Without Prompts for Teaching Imitation to Children With Autism

TRACY CAPOTE-SANCHEZ and Teresa Cardon (The Chicago School of Professional Psychology)

The Effectiveness of Behavior Skills Training and Multiple Video Exemplar Training in Teaching Children With Autism to Identify Interested and Disinterested Behavior of a Listener

BRANDON GANN and Teresa Cardon (The Chicago School of Professional Psychology)

#75 Symposium

12:00 pm–12:50 pm EDT
AUT/DDA; Translational
BACB/QABA/NASP CE Offered. CE Instructor: Lindsay Maffei-Almodovar, Ph.D.

Recent Developments in Applying Behavioral Skills Training in Contemporary Services

Chair: Sarah Davis (Brock University)

Parent-Implemented Behavior Interventions via Telehealth for Older Children and Adolescents

CHRISTINE DREW (Auburn University) and Wendy A. Machalicek (University of Oregon)

An Examination of Variables That Predict Turnover, Staff and Caregiver Satisfaction in Behavior-Analytic Organizations

DANIEL J. CYMBAL (Florida Institute of Technology), Sara Gershfeld Litvak (Behavioral Health Center of Excellence), and David A. Wilder and Gary Burns (Florida Institute of Technology)

Pyramidal Behavioral Skills Training, Productivity Monitoring, Goal Setting, Feedback and Teacher Incentives Across Three Schools: Six Years of Data

LINDSAY MAFFEI-ALMODOVAR, Cynthia E. Martinez, and Lillian Rothmaler (Quality Services for the Autism Community) and Peter Sturmey (The Graduate Center and Queens College, City University of New York)

Saturday, May 29

#76 Symposium

12:00 pm–12:50 pm EDT
AUT/CBM; Applied Research
BACB CE Offered. CE Instructor: Sarah C. Mead Jasperse, Ph.D.

Assessment and Treatment of Challenging Behavior

Chair: Sarah C. Mead Jasperse (Emirates College for Advanced Education)

Some Effects of Noncontingent Delivery of Competing Stimuli on Automatically Maintained Self-Injurious Behavior and Compliance With Mastered Tasks

MATTHEW LEAL and Claudia Campos (Florida Institute of Technology), Yanerys Leon (University of Miami), and Laura Wilcke (Florida Institute of Technology)

Assessment and Function-Based Treatment of Elopement in Children With Autism

MARISSA E. KAMLOWSKY (University of Kansas); David A. Wilder (Florida Institute of Technology); Ansley Catherine Hodges (Nemours Children's Hospital; Florida Institute of Technology); and Hallie Marie Ertel, Laurel Esther Domino, and Natalia Colon (Florida Institute of Technology)

An Evaluation of a Functional Analysis for Appropriate Behavior

Heather Hancock (Aurora University; Little City Foundation), SARAH C. MEAD JASPERSE (Emirates College for Advanced Education), Caritina Cervantes (Aurora University; Little City Foundation), Maria Vander Pluym (Little City Foundation), and Arlette Ramos (Aurora University; Little City Foundation)



#77 Symposium

12:00 pm–12:50 pm EDT
CSS/CBM; Applied Research
BACB CE Offered. CE Instructor: Samantha Fuesy, MA

The Road Less Traveled: Revolutionizing Applied Behavior Analysis

Chair: Samantha Fuesy (Adapt & Transform Behavior, LLC)

Diversifying ABA to New Places Using Behavior Skills Training and Feedback to Increase Proficiency Within Detention Staff

SARA HORDGES (Adapt & Transform Behavior, LLC)

Using High Density ABA to Increase Effectiveness and Efficiency of Facility-Wide Interventions in the Juvenile Residential Facility

EMILY KIEFFER (Adapt & Transform Behavior, LLC)

When Helping Hurts

SAMANTHA FUESY (Adapt & Transform Behavior, LLC)

#78 Panel Discussion



12:00 pm–12:50 pm EDT
CSS/PCH; Translational
BACB CE Offered. CE Instructor: Susan M. Schneider, Ph.D.

Behavioral Barriers to Climate Sustainability: A Challenge to Our Field

Chair: Susan M. Schneider (Root Solutions)

KATHERINE MARTINI (Bell's Brewery)
CRISS WILHITE (California State University Fresno)

#79 Symposium



12:00 pm–12:50 pm EDT
CSS/TBA; Service Delivery
BACB CE Offered. CE Instructor: Zhihui Yi, MS

Toward an Inclusive and Diverse Behavior Analysis: Advantages and Barriers to International Collaboration

Chair: Elana Keissa Sickman (Missouri State University)
Discussant: Tom G. Szabo (Florida Institute of Technology)

The Effect of Bilingual Experience on Derived Relational Responding and Psychological Flexibility

ZHIHUI YI and Mark R. Dixon (University of Illinois at Chicago)

Barriers and Considerations for International Students in Behavior Analytic Graduate Programs

SIDHANT SEHGAL (The Chicago School of Professional Psychology), Rocco G. Catrone (Southern Illinois University Carbondale), Manish K. Goyal and Sebastian Garcia-Zambrano (Southern Illinois University), and Danielle Wilhelmina Kennedy and Somchart Sakulkoo (The Chicago School of Professional Psychology)

#80 Symposium

12:00 pm–12:50 pm EDT
DDA/AUT; Applied Research

Recent Advances and Applications of Telehealth in Applied Behavior Analysis During the COVID-19 Pandemic

Chair: Hedda Meadan (University of Illinois at Urbana-Champaign)

ABA Professionals Expedited Delivery of Therapeutic Services via Telehealth During the COVID-19 Pandemic: Lessons Learned

ANA DUENAS GARCIA (Lehigh University) and Sophia R. D'Agostino (Hope College)

Supporting Professionals to Coach Caregivers Who Have Children With Autism During Pandemic: A Single-Case Study

MOON YOUNG CHUNG, James Lee, Hedda Meadan, Michelle Sands, and Ben Sleiman (University of Illinois at Urbana-Champaign)

Effects of Online Modules on Challenging Behaviors for Korean Families: A Randomized Controlled Trial

JAMES LEE and Hedda Meadan (University of Illinois at Urbana-Champaign)

#81 Symposium

12:00 pm–12:50 pm EDT
DDA/AUT; Applied Research
BACB CE Offered. CE Instructor: Natalie Mandel, M.Ed.

An Evaluation of Procedures to Increase Acquisition or Independence for Individuals With Intellectual and Developmental Disabilities Across the Lifespan

Chair: J. Turner Butler Braren (University of South Florida)

An Evaluation of the Impact of Stimulus Mode on Acquisition, Maintenance, and Generalization of Tacts of Actions

NATALIE MANDEL and Cividini-Motta Cividini (University of South Florida) and Jeff Schram (Engage Behavioral Health)

Extending Brief Error-Correction Assessments to Adults With Intellectual or Developmental Disabilities

J. TURNER BUTLER BRAREN, Andrew L. Samaha, and Karie John (University of South Florida)

Evaluating the Role of Staff Proximity During Vocational Tasks for Adults With Autism Spectrum Disorder

JENNA BUDGE, James Maraventano, Meghan Hoffmann, and Robert LaRue (Rutgers University)

#82 Symposium

12:00 pm–12:50 pm EDT
DEV/PCH; Theory
BACB CE Offered. CE Instructor: Genevieve M. DeBernardis, Ph.D.

Child Development: Recent Advancements in Theory and Basic and Applied Research

Chair: Nicole Luke (Brock University)

Behavioral Systems Theory: A Contextual Behavioral Model of Development

GARY D. NOVAK (California State University Stanislaus)

Basic Research in Understanding Child Development Phenomena

MARTHA PELAEZ (Florida International University)

A Behavioral Systems Theory Approach to the Treatment of Childhood Behavior Disorders

GENEVIEVE M. DEBERNARDIS (University of Nevada, Reno)

#83 Invited Panel

12:00 pm–12:50 pm EDT
SCI; Theory
BACB/NASP CE Offered. CE Instructor: Darlene Crone-Todd, Ph.D.

Computer Technology and the Future of Behavior Analysis: A Panel With Discussion

Chair: Jonathan W. Pinkston (Western New England University)

CASEY CLAY (University of Missouri)



Dr. Casey Clay is an assistant professor in the Department of Special Education at the University of Missouri. He is a board-certified behavior analyst (BCBA-D) and licensed behavior analyst (LBA) in the state of Missouri. He received a master of science degree from Northeastern University in applied behavior analysis (ABA) and a Ph.D. from Utah State University in disability disciplines. After his Ph.D. program he completed a post-doctoral fellowship at the University of Missouri. He has over 10 years of clinical experience designing and implementing ABA programs with individuals with disabilities including working at the ASSERT preschool and Behavior

Support Clinic in Logan, UT; the New England Center for Children in Boston, MA; and the MU Thompson Center for Autism and Neurodevelopmental disabilities in Columbia, MO. He also has published his research in the *Journal of Applied Behavior Analysis (JABA)*, *Behavior Analysis in Practice*, *Research in Developmental Disabilities*, and *Learning and Motivation*. He has also served as a guest reviewer for *JABA*, *Journal of Behavioral Education*, *Behavioral Interventions*, and *The Behavior Analyst*. His research focuses on evaluation of preference for and reinforcing efficacy of novel stimuli (e.g., social interactions, therapy animals), reduction of severe problem behavior, and methodologies to increase efficiency of skills training for clinicians and pre-service behavior analysts.

DARLENE CRONE-TODD (Salem State University)



Darlene E. Crone-Todd (University of Manitoba, 2002) is a Full Professor in Psychology at Salem State University. She designed and coordinates the graduate program in Behavior Analysis, and has presented in over 50 symposiums at conferences worldwide, including time spent researching and presenting in Brazil. She has published research in peer-reviewed journals including, *The Behavior Analyst Today*, *Journal of Applied Behavior Analysis*, and *Substance Use and Misuse*. Dr. Crone-Todd completed a post-doc at the Johns Hopkins University School of Medicine in Behavior Pharmacology in 2003. Her current research interests include

human choice behavior, computer-mediated learning environments, higher-order thinking, basic and applied research in behavioral pharmacology, and shaping behavior. Ongoing projects involve behavioral interventions related to wellness, and to facilitating student success.

AARON FISCHER (University of Utah)



Dr. Fischer has been working with individuals with autism spectrum disorder (ASD), and individuals with social-emotional and behavioral problems, and their families, for over 15 years. He graduated from the University of Miami, where he earned a bachelor's degree in psychology and worked as a research coordinator at the Center for Autism and Related Disabilities. Dr. Fischer completed his master's and doctoral degree in school psychology at Louisiana State University. Before arriving at the University of Utah in 2014, he completed his predoctoral internship in clinical psychology at the May Institute in Massachusetts. His internship and graduate

work focused on providing evidence-based practices in schools, hospitals, and mental health clinics to children with disabilities and their families. Specifically, Dr. Fischer's clinical interests concentrate on the assessment and treatment of children and adolescents with ASD and related disorders, as well as providing support and training to their families. Additionally, he has extensive experience in the assessment and treatment of problem behavior, as well as the acquisition of adaptive skills, in individuals with ASD and developmental disabilities. As such, his scholarship is considerably influenced by his applied work in those areas. Currently, Dr. Fischer is the Dee Endowed Professor of school psychology, an adjunct assistant professor of psychiatry, and director of the Huntsman Mental health Institute HOME program interdisciplinary pediatric feeding disorders clinic at the University of Utah. Additionally, Dr. Fischer is a licensed psychologist and licensed board-certified behavior analyst.

Abstract: This panel will be a discussion of Dr. Ellie Kazemi's SQAB Tutorial on the utility of computer technologies in behavior analysis.

#84 Paper Session

12:30 pm–12:55 pm EDT

PCH

Social Learning as a Radical Behaviorist Paradigm: An Introduction to Social Learning Research and Its Recent Trends

Chair: Christina Nord (University of Lethbridge)

Social Learning as a Radical Behaviorist Paradigm: An Introduction to Social Learning Research and Its Recent Trends (Theory)

CHRISTINA NORD (University of Lethbridge)

#85 Poster Session

1:00 pm–3:00 pm EDT

AAB

Discussant: Mindy Waite (University of Wisconsin - Milwaukee)

1. Application of Behavioral Principles to Balance the Controversy of "Positive-Only" Versus "Balanced" Dog Training (PCH; Theory) MATTHEW GROSS (Shippensburg University) and Richard Cook (Applied Behavior Medicine Associates of Hershey)

2. Social Reinforcement in Domestic Dogs: Spaced Sessions Might Impact Reinforcer Efficacy (Basic Research) ERICA N. FEUERBACHER (Virginia Polytechnic Institute and State University), Caitlin Togher (Virginia Polytechnic Institute and State University)

3. Effects of Real-Time or Recorded Human Voice Cues, Facial Coverings and Use of Gestures on Accuracy and Latency of Responding to Obedience Cues in Dogs (*Canis familiaris*) (EAB; Basic Research) VALERI FARMER-DOUGAN, Jennifer Gavin, and Lux Germak (Illinois State University)

4. Unleashing the EAB Lab: Teaching Behavior Analysis & Humane Education Through a Virtual Companion Animal Behavior Clinic (TBA; Applied Research) LINDSAY RENEE MEHRKAM, Ashley Farrell, Nicholas Quinn, and Cristina Naha (Monmouth University)

5. Impact of Positive Reinforcement Training on Cribbing Behavior in Horses (Applied Research) JACQUELINE OH and Erica N. Feuerbacher (Virginia Polytechnic Institute and State University)

#87 Poster Session

1:00 pm–3:00 pm EDT
EAB

Discussant: Erik Arntzen (Oslo Metropolitan University)

6. Effects of Differential Reinforcer Magnitude of an Alternative Response on the Resurgence of Academic Responding (Applied Research) EMILY L. BAXTER, Brian K. Martens, Taysha Cerisier, Samantha Sallade, and Joshua Circe (Syracuse University)

7. Effects of Four Types of Feedback Upon Stimulus Equivalence Class Formation (VRB; Basic Research) MARIO SERRANO (Universidad Veracruzana)

8. Cross-Cultural Comparison of Delay Discounting in American and Japanese College Students (Basic Research) MICHIKO SORAMA (Kyoto Notre Dame University) and Lori-Ann B. Forzano, Michael Fensken, Cara Bakalik, Lauren Soda, Lauren Teti, and Heather Graupman (State University of New York-Brockport)

9. The Merger of Equivalence Classes Established Experimentally and Pre-Experimentally via a Common Stimulus (Printed Word) (Basic Research) RAMON MARIN (Universidade Federal de São Carlos), Vanessa Pereira (University of Bergen), and Deisy De Souza (Universidade Federal de São Carlos)

10. Further Analysis of Mixed-Compound Consequences and Their Role in Equivalence-Class Formation (Basic Research) RICHELLE ELIZABETH HURTADO and Carol Pilgrim (University of North Carolina Wilmington)

11. Reorganization and Maintenance of Equivalence Classes after Overtraining (Basic Research) GIOVAN WILLIAN RIBEIRO and Deisy De Souza (Universidade Federal de São Carlos)

12. Using Probability and Social Discounting to Predict Compliance With Protective Measures During the COVID-19 Pandemic (CSS; Basic Research) JULIO CAMARGO, Denise Aparecida Passarelli, Marlon Alexandre de Oliveira, and Filipe César Carvalho (Universidade Federal de São Carlos); Djenane Brasil da Conceição (Universidade Federal do Recôncavo da Bahia); and Josiane Maria Donadeli, Alceu Regaço, and Julio C. De Rose (Universidade Federal de São Carlos)

13. The Function of Observing Responses: Investigating the Effects of Observing-Stimulus Duration (Basic Research) PETER KIM, Douglas Elliffe, and Sarah Cowie (University of Auckland)

Discussant: Paulo Morales Mayer (CEUMA)

14. Discounting Fixed-Ratio Requirements in Rats (Basic Research) EMILY BROOKS, Emily Boley, Katie Monske, Eric James French, and Mark P. Reilly (Central Michigan University)

15. Influencing Saliva, but not Evaluations, Following Subliminal Conditioning (PCH; Basic Research) DENISE APARECIDA PASSARELLI (Universidade Federal de São Carlos), Micah Amd (University of the South Pacific), and Marlon Alexandre de Oliveira and Julio C. De Rose (Universidade Federal de São Carlos)

16. Social Discounting Towards Relatives and Non-Relatives (Basic Research) NATALIE BUDDIGA and Matt Locey (University of Nevada, Reno)

17. Human Conc FR FI Responding in a Computer Game May Shows Sensitivity to Schedule Contingencies (Basic Research) DEBRA J. SPEAR and Eleanor Dick (South Dakota State University)

18. Effects of an Intruding Stimulus on the Temporal Distribution of Schedule-Induced Ethanol Consumption in Rats (AAB; Basic Research) RAUL AVILA and GUADALUPE MOGUEL (Universidad Nacional Autónoma de México)

19. Functional Classes in Rats (VRB; Basic Research) KYNDRA LAWSON, Sarah Elizabeth Accattato, Melissa Meglin, Spencer Bruce, Cassandra Giarrusso, Sophie Pinneke, Elijah Richardson, and Mark Galizio (University of North Carolina Wilmington)

20. “Difference” Abstract Concept Learning in Rats: A Successive Nonmatching-to-Sample Procedure Using Set-Size Expansion (Basic Research) MELISSA MEGLIN, Sarah Elizabeth Accattato, Kyndra Lawson, Spencer Bruce, Cassandra Giarrusso, Sophie Pinneke, Elijah Richardson, and Katherine Ely Bruce (University of North Carolina Wilmington)

21. Motivational State-Dependent Renewal and Reinstatement: Motivational and Discriminative Functions of Food Deprivation and Satiation Conditions (Basic Research) CAITLYN PEAL, Matthew Lewon, Christina M. Peters, and Linda J. Parrott Hayes (University of Nevada, Reno)

22. Transfer of Function and the Role of Prior Equivalence Testing (Theory) HAWKEN V. HASS and Adam H. Doughty (College of Charleston)

23. Reinforcement of Variability Through an Online Video Game (Basic Research) HANNAH MELELANI JOHNSON, Jennifer Krafft, Mariah Willis, and Amy Odum (Utah State University)

24. Brief Mindfulness and Human Temporal Estimation (Basic Research) MARIBEL RODRIGUEZ PEREZ and Shrinidhi Subramaniam (California State University, Stanislaus)

#89 Poster Session

1:00 pm–3:00 pm EDT
EDC

Discussant: Kimberly Crosland (University of South Florida)

25. Adapting a Function-Based Intervention to Promote Autonomy and Safety for a Student With Emotional Disturbance (Applied Research) MARNEY SQUIRES POLLACK and Blair Lloyd (Vanderbilt University), Jessica Torelli (Western Kentucky University), and Katie Copeland (Vanderbilt University)

26. The Effects a Fluency Building Intervention on Math Facts Performance for Students Receiving Intensive Academic Support (Applied Research) JAMES STOCKER, Emily Crumpler, and Alexandra Gonzales (University of North Carolina Wilmington)

27. An Examination of Maine Schools' Fidelity of Implementation of Positive Behavior Intervention and Supports and the Impact on Restraint and Seclusion Use (PCH; Applied Research) COURTNEY ANGELOSANTE (University of Maine)

28. Effects of Point of View Video Modeling for Students With Autism: A Literature Review (AUT; Theory) JARED R MORRIS, Ryan Kellems, Cade T. Charlton, Emmy Davis, Jamie McKay, and Sarah McFadyen (Brigham Young University)

29. Efficiency Analysis of a CABAS®-Based Low Intensity Educational Package for Teenagers and Young Adults (AUT; Applied Research) CLAUDIA PUCHETTI (VitaLab Educational Center), Fabiola Casarini (Scuola delle Stelle), and Gianluca Amato and Elena Vaccari (VitaLab Educational Centre)

30. The Convergence of Mastery Criteria and Instructional Format: A Systematic Review (DDA; Applied Research) MARLA HERNANDEZ, Lorraine A. Becerra, and Samantha Kraus (University of Missouri)

31. Computer Literacy in College Students and Unemployed Adults With Heroin Addiction (Applied Research) MOLLY PRIMERO DEMAYO and Shrinidhi Subramaniam (California State University, Stanislaus)

Discussant: Tiana Evans (University of South Florida)

32. A Review of Literature: Implications and Effectiveness of Using Self-Monitoring Interventions in the Inclusive General Education Classroom (Basic Research) JESSICA HUBBARD (University of Memphis)

33. The Effects of Increased Opportunities to Respond and Goal Setting on Student Engagement in the Classroom (Applied Research) SYDNEY MARIE HARMON, Nicole Hollins, and Stephanie M. Peterson (Western Michigan University)

34. The Effects of Brief Values and Committed Actions Exercises Upon BCBA Candidate Study Behaviors during an Online BCBA Examination Preparatory Course (AAB; Service Delivery) BRIAN KATZ (The Chicago School of Professional Psychology, Chicago)

35. Special Education Teachers as Coach for Paraprofessionals' Implementation of Evidence-Based Practices: A Systematic and Quality Review (OBM; Theory) AMANDA M. AUSTIN, Hannah Crosley, Charissa Donn Voorhis, and Rose A. Mason (Purdue University) and Alexandra Newson (University of Oregon)

36. Improvement of Reading and Comprehending Skills of Children Using ABA Procedures (AUT; Service Delivery) MEERA RAMANI and Rajashree Balasubramanian (ABA India)

37. Overcoming Challenges Imposed by Virtual Learning for High School Freshmen Year: Infrastructure, Habits, Behavioral Momentum and Principles (CSS; Theory) EMILY COOK (Bishop McDevitt High School), Matthew Gross (Shippensburg University), and Richard Cook (Applied Behavior Medicine Associates of Hershey)

38. Evaluating Self-Compassion and Mindfulness Training and Academic Wellbeing (TBA; Applied Research) JESSICA M. VENEGONI, Jordan Belisle, Dana Paliliunas, Camilla Molica, and Jessica Summers (Missouri State University)

#90 Poster Session

1:00 pm–3:00 pm EDT
TBA

Discussant: Lin Du (Teachers College, Columbia University)

39. A Framework for Expanding Scope of Competence (Service Delivery) DANIEL ALMEIDA (Beacon ABA Services; Cambridge College) and Julie Marshall (BEACON Services of Connecticut)

40. Disseminating ABA in Serbia: A Pilot Study (DDA; Service Delivery) MARIJA COLIC (University of Hawai'i at Mānoa)

41. Caregiver Involvement in Communication Intervention for Culturally and Linguistically Diverse Families With Individuals With Autism Spectrum Disorder and Intellectual/Developmental Disability Across Cultures (CSS; Theory) CHING-YI LIAO (University of Central Florida); J. B. GANZ (Texas A&M University); Kimberly Vannest (University of Vermont); and Sanikan Wattanawongwan, Lauren Pierson, Valeria Yllades, and Yi-Fan Li (Texas A&M University)

42. Identifying Attitudes of Psychologists and Behavior Analysts Toward Telehealth in Applied Behavior Analysis in Saudi Arabia (Basic Research) REEM JAMIL ABDULRAZZAK and Lamis Baowaidan (Dar Al-Hekma University)

43. Using Novel Costume Pieces in Asynchronous Lectures to Increase Test Scores (EDC; Applied Research) ROBIN ARNALL (The Sage Colleges; The Chicago School of Professional Psychology)

44. Production and Validation of a Video to Teach Implementation of Paired-Stimulus Preference Assessment (Applied Research) Fernanda Mota (Universidade Federal de Alagoas), DANIELA MENDONÇA RIBEIRO (Universidade Federal de Alagoas; Instituto Nacional de Ciência e Tecnologia sobre Comportamento, Cognição e Ensino)

45. Challenging Racism in Functional Behavior Assessments and Positive Behavior Support Plans (EDC; Service Delivery) OLIVIA GRACE ENDERS, Kristen Buonomo, and Rachel E. Robertson (University of Pittsburgh)

46. Project Prevent and Address Bullying Behavior at All Tiers (EDC; Service Delivery) JESSE (WOODY) W. JOHNSON, Michelle Demaray, Julia Ogg, and Christine Malecki (Northern Illinois University)

#91 Poster Session

1:00 pm–3:00 pm EDT
CSS

Discussant: Tanya Hough (The Chicago School of Professional Psychology)

47. Let's Save the World With Applied Behaviour Analysis: A Closer Look at the Climate Crisis and What We Can Do About It (Theory) MEAGHEN SHAVER, Pamela Shea, and Jori Bird (Centre for Behavioural Studies, St. Lawrence College)

48. Student Views on Racial Diversity in Behavior Analysis Graduate Programs: Resources and Atmosphere (TBA; Applied Research) CASEY IRWIN HELVEY, Richelle Elizabeth Hurtado, Sydney Batchelder, Ryan Charles Blejewski, and Carol Pilgrim (University of North Carolina Wilmington)

49. Student Views on Racial Diversity in Behavior Analysis Graduate Programs: Curriculum, Composition, and Application Process (TBA; Applied Research) RYAN CHARLES BLEJEWSKI, Sydney Batchelder, Richelle Elizabeth Hurtado, Casey Irwin Helvey, and Carol Pilgrim (University of North Carolina Wilmington)

50. What Would Skinner Say? A Critique of Colonization and Modern Aid in Africa (PCH; Theory) NICOLE RENEE SMILAK (Encompass International; Endicott College)

51. Reducing Electricity Consumption in College Classrooms Using Low-Tech Visual Prompts (OBM; Service Delivery) RACHEL LEE, Linda Slowik, and Erin Watts (University of Detroit Mercy)

52. Meaningful Applications of Culturo-Behavior Systems Science to Social and Global Issues (PCH; Theory) JOSE ARDILA (University of Nevada, Reno), Traci M. Cihon (University of North Texas), Holly Seniuk (Behavior Analyst Certification Board), Sarah M. Richling (Auburn University), Richard F. Rakos (Cleveland State University), Kendra Combs (Sparks Behavioral Services), and Mark A. Mattaini (Jane Addams College of Social Work-University of Illinois at Chicago)

53. Performance of Human Rights in the School Environment (EDC; Applied Research) AGUSTIN DANIEL GOMEZ FUENTES, Paola Alejandra Reyes, Minerva Perez Juarez, and Alejandro Francisco Reyes (Universidad Veracruzana)

54. Truancy Prevention and Diversion Program: An Analysis of Student Absences Before and During COVID-19 (EDC; Applied Research) Kelsey Dachman, MADISON GRAHAM, and Alicia Morgan (University of Kansas)

55. Evaluating Behavioral Skills Training to Teach College Students to Pour a Standard Serving of Alcohol (CBM; Service Delivery) Margaret Brock, Carolyn S. Kohn, SAMANTHA CROOKS, Alondra Del Real, Emily Worman, Mark Matz, and Angel Zhong (University of the Pacific)

56. The Ubiquity of Social Reinforcement: A Nudging Exploratory Study to Reduce the Overuse of Smartphones in Social Contexts (Applied Research) Massimo Cesareo (Istituto Europeo per lo Studio del Comportamento Umano), MARCO TAGLIABUE (Oslo Metropolitan University), Annalisa Oppo (Sigmund Freud University; Istituto Europeo per lo Studio del Comportamento Umano), and Paolo Moderato (University of Languages and Communication; Istituto Europeo per lo Studio del Comportamento Umano)

57. Implicit Bias and Systemic Racism: A Model-Dependent Review of the Literature (PCH; Applied Research) ELANA KEISSA SICKMAN, Jordan Belisle, Dana Paliliunas, Lindsey Audrey Marie Dennis, and Ashley Payne (Missouri State University)

#93 Poster Session

1:00 pm–3:00 pm EDT
CBM

Discussant: Jeannie A. Golden (East Carolina University)

58. Contingency Analysis to Reduce Behaviors Valued as a Problem in the School Environment (EDC; Applied Research) Lisbeth Vázquez, EMANUEL MERAZ-MEZA, Esperanza Ferrant-Jimenez, and Cecilia Magdalena Molina Lopez (Universidad Veracruzana)

59. Video Game Dependence: Relation Between Genre and Impulsive Behavior (EAB; Basic Research) Alexandre Cintra and FABIO LEYSER GONCALVES (Universidade Estadual Paulista)

60. Behavior Analytic Research in Acceptance and Commitment Therapy: A Brief Review (Applied Research) JESSICA M. HINMAN, Mark R. Dixon, Zhihui Yi, and Rene J. Niessner (University of Illinois at Chicago)

61. Integrating Principles of Behavior Change and Public Health to Change Habits and Combat the Challenges of the COVID-19 Pandemic (PCH; Service Delivery) RICHARD COOK (Applied Behavior Medicine Associates; East Shore Psychiatric Associates) and Matthew Gross and Joseph Martin (Shippensburg University)

62. Online Acceptance and Commitment Training Matrix for Japanese-Speaking Parents With Distress (CSS; Applied Research) YUKIE KURUMIYA, Yors A. Garcia, and Annette Griffith (The Chicago School of Professional Psychology) and Thomas G. Szabo (Florida Institute of Technology)

63. Increasing Home-Cooking Behaviors With a Social-Media-Based Interdependent Group Contingency (CSS; Applied Research) MARIAH FAITH JENSEN, Sharlet D. Rafacz, Dolly Mizner, and Alexis Barajas (California State University, Fresno)

64. Effect of Social Media Stimuli on Reports of Self-Compassion, Mindfulness, Psychological Flexibility, and Affect: Basic and Translational Investigations (Basic Research) BREANNA LEE, Baylor Miles, and Dana Paliliunas (Missouri State University)

Discussant: Mitch Fryling (California State University, Los Angeles)

65. Examining the Impact of Fitbit® With and Without Competitions on Physical Activity Among Children (EAB; Applied Research) JULIA LOCKYER and Adel C. Najdowski (Pepperdine University), Matthew P. Normand (University of the Pacific), Christina Master (The Children's Hospital of Philadelphia; University of Pennsylvania School of Medicine), and Shelly Harrell (Pepperdine University)

66. A Socially Validated Comparison of Tummy Time with and without Preferred Items (DEV; Applied Research) MINJUNG PARK, Rika Ortega, and Joshua Jessel (Queens College, City University of New York)

67. A Behavioral Economic Demand Analysis of Mothers' Decision to Exclusively Breastfeed in the Workplace (EAB; Applied Research) YUSUKE HAYASHI and Nicole Fisher (Pennsylvania State University, Hazleton), Donald A. Hantula (Temple University), Lydia Furman (Rainbow Babies and Children's Hospital), and Yukiko Washio (RTI International)

68. Impact of Social Interactions on Group Contingency in Promoting Walking Behavior (Applied Research) MINWOO JO (Yonsei University)

69. Social Discounting and Health Perceptions (Basic Research) ANNA GADE and Paul Romanowich (Gonzaga University)

70. Children's Behavior Function and Subjective Reinforcement Value: Pilot Study (Applied Research) SILVIA MORALES CHAINE (Universidad Nacional Autónoma de México)

#94 Poster Session

1:00 pm–3:00 pm EDT
DEV

Discussant: Sarah E. Pinkelman (Utah State University)

71. Mouthing, Pacifier Use, and Pacifier Weaning: Correlations in Pennsylvania Early Intervention (CBM; Applied Research) CIDNEY HELLER and Matthew Tyson (Behavior By Design, LLC)

72. A Systematic Literature Review on Using Motivational Interviewing to Decrease Parent Resistance in ABA (TBA; Service Delivery) MONICA GILBERT, Maritza Torres, Lorianne Alvarez, and Maria Fe Franco (Crystal Minds New Beginning)

73. Behavioural Skills Training to Teach Caregivers to Implement Feeding Procedures: A Review (CBM; Theory) AREZU ALAMI and Kimberley L. M. Zonneveld (Brock University)

74. Auditory Feedback: A Scoping Review (Theory) NICOLE BAJCAR, Kimberley L. M. Zonneveld, Laura Tardi, and Arezu Alami (Brock University)

75. A Rapid Assessment of Sensitivity to Reward Delays and Classwide Token Economy Savings for School-Aged Children (EDC; Applied Research) JI YOUNG KIM and Daniel Mark Fienup (Teachers College, Columbia University), Derek D. Reed (University of Kansas), and Laudan Jahromi (Teachers College, Columbia University)

76. Acceptance and Commitment Therapy in the Workplace: A Survey of the Use of ACT by BCBA-Credentialed Clinicians in the Field of ABA (TBA; Service Delivery) LISA JACOVSKY (The Chicago School of Professional Psychology) and Laura A. Kruse (First Leap LLC)

77. Reducing the Screen-time at Home of a 10-Year-Old School Going Boy Using Contingency Contracts (EDC; Applied Research) SRIDHAR ARAVAMUDHAN (Behavior Momentum India) and Minna Matthew (Prayatna Center for Child Development)

#95 Poster Session

1:00 pm–3:00 pm EDT
VRB

Discussant: Lauren K. Schnell (Hunter College)

78. The Effects of Repeated Exposure to an Arithmetic Problem of Rates of Mediating Verbal Behavior (EAB; Basic Research) MIKE HARMAN, Summer Williams, and James House (Briar Cliff University) and Tiffany Kodak (Marquette University)

79. Content Validity Evidence for the Verbal Behavior Milestones Assessment and Placement Program (EDC; Theory) KRISTEN LENAE PADILLA-MAINOR and Jessica Akers (Baylor University)

80. Teaching Sentences by Equivalence-Based-Instruction and Effects Over Other Sequential Performances in a Child With Cochlear Implant (DDA; Applied Research) ANA CLAUDIA MOREIRA ALMEIDA VERDU (Universidade Estadual Paulista; National Institute of Science and Technology on Behavior, Cognition and Teaching), Matheus Shibukawa (Universidade Estadual Paulista), Leandra Silva (Rehabilitation Hospital for Craniofacial Anomalies; University of São Paulo), and Anderson Neves (Universidade Estadual Paulista; National Institute of Science and Technology on Behavior, Cognition and Teaching)

81. Participation of Self-Stimulation in the Recall of Copying Text and Taking Dictation Verbal Operants (Basic Research) JAMIKA THOMAS and Linda J. Parrott Hayes (University of Nevada, Reno)

82. Preparing to Transition into the Workforce Through Derived Relational Responding (Applied Research) TAYLOR ANNALISE JANOTA and Lindsey Audrey Marie Dennis (Missouri State University) and Raymond Burke, Steven L. Taylor, and Earl Schenck (APEX Regional Program)

83. Evaluating Gamified Delivery of PEAK Programming and Transformations of Stimulus Function (AUT; Applied Research) BRITTANY SELLERS, Jordan Belisle, Lindsey Audrey Marie Dennis (Missouri State University) and Raymond Burke, Steven L. Taylor, and Earl Schenck (APEX Regional Program)

84. Relational Density Theory: Self-Organization of Human Cognition (PCH; Theory) JORDAN BELISLE (Missouri State University)

#96 Poster Session

1:00 pm–3:00 pm EDT
DDA

Discussant: Joseph D. Dracobly (University of North Texas)

85. The Effects of the Good Behavior Game on Students With Severe Disabilities in Inclusive Classrooms (Applied Research) LYNDSEY AIONO CONRADI (University of Hawai'i) and John Matt Jameson, Aaron J. Fischer, Robert E. O'Neill, John J. McDonnell, and Leanne Hawken (University of Utah)

86. Acquisition of Joint Attention Skills in Children With Cortical Visual Impairment (Service Delivery) AVERY KEITH and Nicole Luke (Brock University)

87. Validation Process of French Versions of the Assessment, Evaluation, and Programming System for Infants and Children (AUT; Applied Research) MARIE-JOËLLE BRACONNIER, Carmen Dionne, and Annie Paquet (Université du Québec à Trois-Rivières)

88. A Systematic Literature Review of Behavior Skills Training to Teach Vocational Skills to Adults With Intellectual and Developmental Disabilities (AUT; Applied Research) KALEIYA P. IMLAY and Chrystal Jansz Rieken (The Chicago School of Professional Psychology)

89. Evaluation of Staff Training Programs to Address Challenging Behaviour in Adults With Developmental Disabilities: Meta-Analysis (Applied Research) VICTORIA SCOTT and Laura E. Mullins (Brock University)

90. Effects of Prosocial Process on Group Functioning of Two Developmental Support Agency Management Teams (CSS; Service Delivery) EMMA CHAIKOWSKY, Sabrina Nifo, Laura E. Mullins, and Priscilla Burnham Riosa (Brock University)

Discussant: David R. Donnelly (In Private Practice)

91. Variations of the Diverted-Attention Condition to Identify Attention-Maintained Problem Behavior (AUT; Applied Research) MCKENNA ELIZABETH KOPESKY, Jeffrey H. Tiger, and Lauren Casper (Marquette University)

92. An Evaluation of Functional Communication Training to Treat Escape-Maintained Problem Behavior: A Systematic Review of the Literature (Applied Research) ANDREA RAMIREZ-CRISTOFORO, Terry S. Falcomata, and Fabiola Vargas Londono (The University of Texas at Austin)

93. Using ACT to Assess Stigmas and Biases Within South Asian Families to Promote Treatment Support (AUT; Applied Research) KRITI CADAMBI (University of Southern California)

94. A Systematic Review of Trial-Based Functional Analysis of Challenging Behavior: An Update and Synthesis (AUT; Theory) Victoria Andrus and JENNIFER NINCI (University of Hawai'i at Mānoa)

95. Analysis of the LIFE Curriculum to Establish Domestic and Vocational Skills Remotely (Applied Research) LINDSEY AUDREY MARIE DENNIS (Missouri State University), Raymond Burke (APEX Regional Program), and Jordan Belisle (Missouri State University)

96. Teaching Leisure Activities Using Video Modeling for Individuals With Developmental Disabilities. A Review of Literature (AUT; Basic Research) CHAIDAMOYO GOODSON DZENG and Krystal Kennedy (Tennessee Technological University)

97. Comparing the Performances of Youth With Intellectual Disability on a Visuospatial Working Memory Task With a Distributed and an Accumulated Reinforcement Schedule (Applied Research) KYONG-MEE CHUNG and Chansol Park (Yonsei University)

#97 Poster Session

1:00 pm–3:00 pm EDT
AUT

Discussant: Daniel E. Conine (Georgia State University)

98. Using Relational Frame Theory to Teach Perspective-Taking Skills (Service Delivery) BRITTANY DOLAN (St. Cloud State University; Centre for Behavioural Studies, St. Lawrence College), Meaghan Shaver (Centre for Behavioural Studies, St. Lawrence College), and Michele R. Traub (St. Cloud State University)

99. Lag Schedules to Increase Play and Decrease Stereotypy in Children With Autism on a Playground (Applied Research) CECILIA MARTINEZ and Reem Muharib (Texas State University), Russell Lang (Texas State University-San Marcos), and Katherine Ledbetter-Cho (Texas State University)

100. Evaluating an eHealth Case Management System in an Intensive Behavioural Intervention Program (CSS; Service Delivery) AMY PANKEWICH, Toby L. Martin, and Kerri L. Walters (University of Manitoba; St. Amant Research Centre) and Charmayne Dube (New Directions; University of Manitoba)

101. Using Point-of-View Video Modeling to Teach Math to Students With Autism Spectrum Disorder in Saudi Arabia (EDC; Service Delivery) HAMAD HAMD and Temple S. Lovelace (Duquesne University)

102. Effect of Matrix Training on the Generalization of Instruction Following for Children With Autism (EDC; Applied Research) CHRISTIAN BORROMEO (The Chicago School of Professional Psychology - Online Campus), Jennifer Quigley (The Chicago School of Professional Psychology), Melissa J. Richards (Columbus Medical Services), and RIANNE CANLAS CORTEZ (The Chicago School of Professional Psychology)

103. Safe and Efficient Analysis of Self-Injury With Students Being Protected by Multiple Forms of Equipment (DDA; Applied Research) EMILY SULLIVAN (May Institute; Western New England University) and Gregory P. Hanley (Western New England University)

104. A Synthesis of Interventions for Children With Autism in East Asia: A Scoping Review (CSS; Service Delivery) JAMES LEE (University of Illinois at Urbana-Champaign) and Hannah Etchison (Georgia State University)

105. Reduction in Stereotypic Behavior of a 17-Year-Old Student With Autism Through a Self-Management Treatment Package in a School Setting (Applied Research) NICOLA CEFALO (Aliter Cooperativa Sociale)

106. Teaching Imitation to Young Learners With Autism Spectrum Disorder: Discrete Trial Teaching With Contingent Imitation (Service Delivery) ALICE BRAVO (Haring Center for Inclusive Education; University of Washington)

107. Behavioral Changes in Individuals With Autism in Latin America During COVID-19 (CSS; Service Delivery) ANA RAMIREZ and Andy U. Torres (The University of Texas Rio Grande Valley), Daniel Valdez (Universidad de Buenos Aires), Analía Rosoli (Organización Estados Iberoamericanos para la Educación, la Ciencia y la Cultura), Gabriela Garrido (Universidad de la República), Sebastian Cukier (PANACEA), Georgina Perez-Liz (A.J. Drexel Autism Institute), and Team REAL (Red Espectro Autista Latinoamérica)

108. Special Educator Self-Efficacy for Teaching Students With Autism (EDC; Service Delivery) JULIA M. HRABAL, Tonya Nichole Davis, Stephanie Gerow, Tracey Sulak, MacKenzie Raye Wicker, Kathleen Hine, and Providence Lively (Baylor University)

Discussant: Hannah Lynn MacNaul (University of Texas at San Antonio)

109. Development of a Measurement System for Teaching Social Inferencing (Applied Research) ELIZA DELPIZZO-CHENG (Endicott College); Gabriela Peinado (Universidad Autonoma De Baja California); Michelle Jones (Bexley City School District); Sara Aganowitz Jones, Marissa Caccavale, and Carrie Wada (Speech and Language Development Center and School); and Louanne Boyd (Chapman University)

110. A Review of Response Interruption and Redirection as a Treatment for Stereotypy and Facilitator of Collateral Behavior (DDA; Applied Research) JOSEPH WILLIAM RYAN, Rocio Rosales, and Emily Rowe (University of Massachusetts Lowell)

111. Using the Behavior Flexibility Rating Scale-Revised to Inform Functional Analysis and Treatment of Severe Problem Behavior (Applied Research) Katherine Sorensen, ALI SCHROEDER, and Clare Liddon (May Institute)

112. Clinical Evaluation of an Intensive Toilet Training Package With a Young Child With Autism Spectrum Disorder (DEV; Applied Research) AREZU ALAMI, Kimberley L. M. Zonneveld, and Madeline Marie Asaro (Brock University)

113. Treatment of Food Refusal in a Young Child: A Clinical Case (DDA; Applied Research) SAMANTHA PAIGE KUNO, Kimberley L. M. Zonneveld, Arezu Alami, Madeline Marie Asaro (Brock University)

114. Delivery of the RUBI Parent Training via Telehealth: Caregiver Training During COVID-19 (Service Delivery) LAUREN ASHLEY NORDBERG, Corina Jimenez-Gomez, Hope Dabney, Jordan DeVries, Lydia Lindsey, and Carolyn Syzonenko (Auburn University)

115. Use of Extended Reality-Based Assistive Technology in Treatment of Individuals With Autism Spectrum Disorder (DDA; Applied Research) SATHYANARAYANAN A. R. (Research and Development)

116. Predicting the Relative Efficiency of Interventions: A Systematic Review of Within-Subject Replicability in Single-Subject Comparisons (DDA; Applied Research) CHENGAN YUAN (Arizona State University), Lanqi Wang (The University of Iowa), Katherine Nguyen (Arizona State University), Shahad Alsharif (Dar Al-Hekma University), and Qing Zhang (Arizona State University)

117. Using Pairing to Teach Response to Name to Children With Autism (Applied Research) AMBER R. PADEN and Regina A. Carroll (University of Nebraska Medical Center Munroe-Meyer Institute)

118. Functional Communication Training for Toddlers at Risk for Autism (Applied Research) SIERRA STEGEMANN, Leslie Neely, and Katherine Cantrell (The University of Texas at San Antonio)

Discussant: David W. Sidener

119. Parents Sense of Competency After Receiving Caregiver-Mediated Behavioral Intervention for Toddlers At-Risk for Autism Spectrum Disorder (Applied Research) TREY XIMENEZ, Leslie Neely, and Katherine Cantrell (The University of Texas at San Antonio)

120. Self-Managed Sibling-Mediated Intervention for Children With Autism (DDA; Applied Research) Chengan Yuan (Arizona State University), Lanqi Wang (The University of Iowa), NATALIJA MILUTINOVIC (Children's Autism Center; Arizona State University), Qing Zhang (Arizona State University), and Qiuyu Min (Shanghai Clover Center for Children)

121. Evaluating Comparative Research on Augmentative and Alternative Communication Systems for Individuals With Autism Spectrum Disorder (Applied Research) BRENNAN R. GRIFFEN, Cody Lindbloom, Elizabeth R. Lorah, and Christine Holyfield (University of Arkansas) and Jessica Miller (Early Autism Services)

122. Reducing Vocal Stereotypy Using Response Interruption and Redirection With Mindfulness (EDC; Service Delivery) COREY OLVERA and Johanna F. Lantz (The Center for Discovery)

123. Neurological Contextual Difference in Children With Autism: Executive Functioning and Derived Relational Responding (BPN; Applied Research) TAYLOR MARIE LAUER, Jordan Belisle, and Carly Yadon (Missouri State University)

124. Comparing Traditional and Automated PEAK Programming: TelePEAK (VRB; Applied Research) MEREDITH MATTHEWS (Missouri State University), Lindsey Nicole Holtsman (Emergent Learning STL Center) and Taylor Marie Lauer and Jordan Belisle (Missouri State University)

125. An Evaluation of Systematic Prompting in Augmentative & Alternative Communication Research for Individuals With Autism (Applied Research) ASHLEY MCCOY (Bowling Green State University)

126. Virtual Behaviour Skills Training: Teaching Parents to Conduct a Functional Analysis (TBA; Service Delivery) AMALIA COZZARIN and Nathan Vieira (ErinoakKids Centre for Treatment and Development)

127. Decreasing Hand Flapping Stereotypy Using Behavior Intervention Package (EDC; Service Delivery) TRACY YIP and Ying Hu

128. Relations of Learning Abilities, Task Characteristics, and Acquisition of Skills in Children with Autism Spectrum Disorder (Applied Research) MARIA PONGOSKI (Manitoba Association for Behaviour Analysis; University of Manitoba), Geneviève N. Roy-Wisiaki (Université de Saint Boniface), and C. T. Yu (University of Manitoba)

129. Using Reinforcement to Increase Independence While Eating (EAB; Applied Research) CAITLIN BELTRAN (Millstone Township School District)

Discussant: Regina A. Carroll (University of Nebraska Medical Center Munroe-Meyer Institute)

130. Establishing Auditory Discrimination and Echoic Stimulus Control With an Auditory Matching Procedure (VRB; Applied Research) MOLLY MATTES, Clare Marie Christe, and Richard W. Malott (Western Michigan University)

131. Engaging Young Children With Autism in Caregiver-Implemented Shared Reading: A Review and Call for Research (Basic Research) XIAONING SUN (The Ohio State University) and LING YI (NingBo College of Health Sciences)

132. The Use of Immersive Virtual Environments to Encourage Social Interaction Between Children With Autism and Their Siblings During Game Time (Service Delivery) EMILY SCARBOROUGH and Krystal Kennedy (Tennessee Technological University)

133. A Procedure to Teach Children With Autism Social Mands for Information (VRB; Applied Research) REBECCA MARIE LARSON (The Chicago School of Professional Psychology)

134. Experience of Parents Receiving In-Home Behavioral Treatment for Their Child With Autism (CSS; Service Delivery) GERALD LAVARIAS (MAPSS)

135. Values-Oriented Parent Training Improves Outcomes for Children With Autism and Their Families (DDA; Applied Research) BLAKE HANSEN (Brigham Young University)

136. Playing Games With 'No': Teaching Delayed and Denied Access (DEV; Applied Research) AMBER N. VARELA and Elyse Murrin (Firefly Autism)

137. The Effectiveness of A Therapist-Robot Interactive Model to Teach Autistic Children (EDC; Applied Research) HANG WU (Together Education Institute)

138. The Effectiveness of A Therapist-Robot Interactive Model to Teach Autistic Children (EDC; Applied Research) YINGYING SHE (Xiamen University) and Hang Wu (Together Education Institute)

#98 Invited Symposium

3:00 pm–3:50 pm EDT

DEI; Translational

Values and Choice: Contemporary Experimental Research on Bias

Chair: Michele R. Traub (St. Cloud State University)

The Study of Implicit Bias in Behavior Analysis: A Cautionary Tale

DERMOT BARNES-HOLMES (Ulster University)



Dr. Dermot Barnes-Holmes graduated from the University of Ulster in 1985 with a B.Sc. in psychology and in 1990 with a D.Phil. in behavior analysis. His first tenured position was in the Department of Applied Psychology at University College Cork, where he founded and led the Behavior Analysis and Cognitive Science Unit. In 1999, he accepted the foundation professorship in psychology and head-of-department position at the National University of Ireland Maynooth. In 2015, he accepted a life-time senior professorship at Ghent University in Belgium. In 2020, he returned to his alma mater on a fractional contract as a full professor at Ulster University. Dr. Barnes-Holmes is known internationally for the analysis of human language and cognition through the

development of Relational Frame Theory with Steven C. Hayes, and its application in various psychological settings. He was the world's most prolific author in the experimental analysis of human behavior between the years 1980–1999. He was awarded the Don Hake Translational Research Award in 2012 by the American Psychological Association, is a past president and fellow of the Association for Contextual Behavioral Science, is a recipient of the Quad-L Lecture Award from the University of New Mexico and became an Odysseus laureate in 2015 when he received an Odysseus Type 1 award from the Flemish Science Foundation in Belgium.

Abstract: The study of implicit bias in behavior analysis has been dominated by one particular method, the implicit relational assessment procedure (IRAP). The IRAP could be considered quite unusual as a method for studying implicit bias because it targets verbal relations as defined within relational frame theory (RFT). In contrast, implicit bias in the non-behavior-analytic “mainstream” literature is often interpreted as reflecting the strength of associative links in a mental realm (e.g., a memory store). Despite this conceptual difference, research on implicit bias using the IRAP could be seen as relatively successful, at least in terms of number of published studies and the results of a meta-analysis of IRAP studies. On balance, until relatively recently IRAP research tended to focus on the method as a measure of implicit bias without conducting experimental analyses of the multiple variables, from an RFT perspective, that are brought into play when participants complete an IRAP. Conducting these more recent experimental analyses has served to produce an increasingly sophisticated and complex understanding of exactly what so called “implicit bias” involves from an RFT and a behavior-analytic perspective. The current paper will provide an overview of this research story.

The Role of Delay Discounting in Explicit and Implicit Racial Bias

DIANA PEREZ, Melanie Domenech-Rodriguez, and Amy Odum (Utah State University)



Diana Perez is a doctoral student in the Experimental Behavior Analysis Program at Utah State University. She completed her Bachelor's degree in psychology at California State University Northridge. Her research interests are racial bias, social discounting, delay discounting, impulsivity, and incorporating multicultural psychology into behavior analysis. In her free time, she enjoys photography, hiking, kayaking, and spending time with her dog, Luna.

Abstract: Delay discounting measures a facet of impulsivity and is related to various socially significant behaviors. Researchers suggest that altruism and impulsivity arise from the same underlying mechanism; thus, individuals are less altruistic towards people that are different from themselves (e.g., a different race or ethnicity). However, researchers have yet to analyze the relation between delay discounting and implicit and explicit racial bias. In the present study, participants will complete a delay discounting procedure and several Likert scale surveys: the Implicit Relational Assessment Procedure (IRAP), the Color-Blind Racial Attitudes Scale (CoBRAS), and the Scale of Ethnocultural Empathy (SEE). The delay discounting task will assess discounting for two delayed magnitudes (i.e., \$100 & \$1000) using an adjusting amount procedure. The IRAP measures implicit racial bias by having participants categorize stimuli based on either pro-Latino stereotypes or pro-White stereotypes; the difference in the length of time required to categorize stimuli that are consistent or inconsistent with the stereotypes measures bias. To examine explicit racial bias, we will use the total scores on the CoBRAS and the SEE. We expect participants who steeply discount delayed rewards will be more implicitly and explicitly racially biased toward members of a different race or ethnicity.

AMY ODUM (Utah State University)



Dr. Amy L. Odum received her Ph.D. from West Virginia University (WVU) in 1998. She completed a postdoctoral fellowship with Warren K. Bickel at the University of Vermont's Human Behavioral Pharmacology Laboratory and was an assistant professor of psychology at the University of New Hampshire before joining the faculty at Utah State University in 2003, where she now holds the position of professor of psychology. At WVU Dr. Odum collaborated with David W. Schaaf on research concerned with the effects of drugs on timing. At Vermont, she applied her expertise in timing to the experimental analysis of delay discounting and its relation to addictions. Since then, she has made major contributions to our understanding of delay discounting, in particular its “state” and “trait” qualities. Dr. Odum's other interests include Matching-to-Sample, resistance to change, and response variability. Her research has attracted substantial federal support, including grants from NIMH and NIDA. She has held key leadership positions in ABAI, the Society for the Experimental Analysis of Behavior (including a term as president), and Division 25 of the American Psychological Association (including a term as president). Dr. Odum has been deeply involved in editorial work on behalf of numerous scientific journals, culminating in her appointment as editor of one of our field's flagship publications, the *Journal of the Experimental Analysis of Behavior*, in 2015. In this role she is known as striking just the right balance between high expectations for experimental rigor and freedom for authors to explore the theoretical and practical implications of their findings.

Abstract: Historically, women have experienced bias in science. This bias has affected women as participants in research, as well as women as conductors of research. Although little recognized, another

form of bias extends to female laboratory animals. Female laboratory animals, particularly rodents, have long been regarded as more variable in their behavior and other dependent measures and therefore were excluded from experiments. I will describe the inclusion of female laboratory animals in the *Journal of the Experimental Analysis of Behavior*. I will describe trends over time in the inclusion of female laboratory animals for different types of animals (e.g., pigeons and rats). For studies involving both sexes and in which animals are identified by sex, I will examine the level of variability in the behavior of male and female animals. Finally, I will review published data describing the variability in a wide variety of dependent measures for both male and female laboratory animals. These data show that female laboratory animals have been excluded from research based on bias rather than fact. The exclusion of female laboratory animals precludes learning about genuine sex differences with important health implications and is no longer allowed in NIH-funded research.

#99 Symposium

3:00 pm–3:50 pm EDT

AAB/TBA: Applied Research

BACB CE Offered. CE Instructor: Megan Elise MacKellar, MS

Expanding the Influence of Behavior-Analytic Contributions to Great Animal Welfare

Chair: Terri M. Bright (MSPCA Angell)

Implementing Functional Behavior Assessment of Undesired Puppy Behavior in a Guide Dog Training Organization

JANIE A. FUNK (University of Nevada, Reno)

Improving Rescued Bird-of-Prey Welfare With Behavior Skills Training

MEGAN ELISE MACKELLAR (SeaWorld Orlando)

Enhancing Captive Animal Welfare: Behavior Analysis Can't Do It Alone

KATHRYN L. KALAFUT (The Chicago School of Professional Psychology)

#100 Panel Discussion

3:00 pm–3:50 pm EDT

AUT/OBM: Service Delivery

BACB CE Offered. CE Instructor: Hannah Stauffer, MA

Building a Framework of Resources, Training, and Data Analysis Regarding Prior Authorization and Claims Denials for Health-Insurance-Funded Applied Behavior Analysis Services: Preliminary Results

Chair: Hannah Stauffer (Kadiant)

DIANA M. DAVIS WILSON (Aspen Behavioral Consulting; Arizona Association for Behavior Analysis)

TORI BEJAR (Kadiant)

ALLISON BERNSTEIN (Kadiant)

#101 Symposium

3:00 pm–3:50 pm EDT

AUT/VRB: Translational

BACB CE Offered. CE Instructor: Marlene J. Cohen, Ed.D.

Using Component/Composite Analysis to Increase Skills in Various Domains

Chair: John D. McElwee (Pennsylvania VB3)

Component/Composite Analysis of Articulation Issues in a 4-Year-Old With Apraxia

MARLENE J. COHEN (Cayman ABA)

Component/Composite Analysis of Attention Skills in a 7-Year-Old With a Diagnosis of Autism Spectrum Disorder

ELIZABETH ANOUSH PAL (Cayman ABA)

Component Composite Analysis of Functional Communication Deficits in an 8-Year-Old With a Diagnosis of Autism Spectrum Disorder

NATASHA LUCHIES (Cayman ABA)

#102 Panel Discussion

Ethics; 

3:00 pm–3:50 pm EDT

CSS: Theory

BACB CE Offered. CE Instructor: Elizabeth Fong, Ph.D.

Incorporating Multiculturalism and Antiracism in Behavior Analysis

Chair: Corina Jimenez-Gomez (Auburn University)

ELIZABETH FONG (Pepperdine University)

SHAWN CAPELL (Covenant 15:16 LLC)

LAUREN BEAULIEU (Newton Public Schools)

#103 Panel Discussion

Ethics; 

3:00 pm–3:50 pm EDT

CSS; Translational

BACB CE Offered. CE Instructor: Joshua Garner, Ph.D.

Freedom or Exploitation: The Integration of Behavior Analysis in a Capitalistic System

Chair: Adam Peal (The Behavioral Education Research Initiative)

DON TOGADE (The Chicago School of Professional Psychology; George Brown College)

JENNIFER KLAPATCH TOTSCH (National Louis University)

JOSHUA GARNER (Behavioral Education Research Initiative)

#104 Panel Discussion

3:00 pm–3:50 pm EDT

DDA/CSS; Service Delivery

BACB CE Offered. CE Instructor: Laurie Tarter, Psy.D.

Treating Complex Clients into Adulthood: Incorporating Mental Health and Behavioral Health Services

Chair: Laurie Tarter (Encompass Behavioral Health; Community Research Foundation; Advance North)

TIERRA AIRMET (Community Research Foundation; Advance North)

JEAN JANSSEN (Community Research Foundation; Advance North)

NILOFAR SEDIQI (Community Research Foundation; Advance North)

#105 Symposium

3:00 pm–3:50 pm EDT

DEV; Applied Research

BACB CE Offered. CE Instructor: Gabrielle T. Lee, Ph.D.

Facilitating Derived Responding of Educationally and Socially Relevant Skills for Children With Autism and Other Developmental Disabilities

Chair: Lina Gilic (SUNY Old Westbury)

Improving Pretend Play for Children With Autism Spectrum Disorder Through Experiencing Sensory Properties of Real Objects

GABRIELLE T. LEE (Western University), Xiaoyi Hu (Education and Research Center for Children with Autism; Beijing Normal University), Yanhong Liu (Beijing Normal University), and ZiJin Yang (Long Yuan School)

The Effectiveness of Equivalence-Based Instruction on the Emergence of Symmetry and Transitivity in Chinese Vocabulary for Two Students With Intellectual Disability in Taiwan

Hsin-chuan Tsai and HUA FENG (National ChangHua University of Education)

Effects of Intensive Tact Instruction on the Development of Speaker and Listener Naming Responses in Preschoolers With Language Delays and Developmental Disabilities

Hye-Suk Lee Park (KAVBA ABA Research Center) and JINHYEOK CHOI (Pusan National University)

#106 Panel Discussion

Ethics

3:00 pm–3:50 pm EDT

EDC; Service Delivery

BACB CE Offered. CE Instructor: Selena J. Layden, Ph.D.

Behavior Analysts and Public Schools: Creating and Maintaining a Collaborative and Ethical Partnership

Chair: Selena J. Layden (Old Dominion University)

LAUREN MARIE VETERE (Virginia Commonwealth University)

DANIEL J. IRWIN (Virginia Department of Education)

HAYLEY FLYNN MULLINS (Campbell County Public Schools)

#107 SQAB Tutorial

3:00 pm–3:50 pm EDT

SCI; Basic Research

BACB/PSY/QABA CE Offered. CE Instructor: William Stoops, Ph.D.

Back to the Lab: Human Behavioral Pharmacology Methods, Outcomes and Meanings

Chair: Derek D. Reed (University of Kansas)

WILLIAM STOOPS (University of Kentucky)

Saturday, May 29



Dr. William W. Stoops, a professor in the departments of Behavioral Science, Psychiatry, and Psychology at the University of Kentucky, earned his bachelor's degree in psychology from Davidson College in Davidson, NC, and his master's degree and Ph.D. in psychology from the University of Kentucky. His research evaluates the behavioral and pharmacological factors that contribute to drug use disorders, focusing primarily on stimulant drugs. Dr. Stoops' research contributions resulted in receipt of the 2016 Psychologist of the Year Award from the Kentucky Psychological Association, the 2013 Joseph Cochran Young Investigator Award from the College on Problems of Drug Dependence and the 2008 Wyeth Young Psychopharmacologist Award from Division 28 (Psychopharmacology and Substance Abuse) of the American Psychological Association (APA). Dr. Stoops currently serves on the College on Problems of Drug Dependence Board of Directors and is editor of *Experimental and Clinical Psychopharmacology*.

Abstract: Human behavioral pharmacology methods have been used to rigorously evaluate the effects of a range of centrally acting drugs in human beings under controlled conditions. Methods like drug self-administration and drug-discrimination have been adapted from non-human laboratory animal models. Because humans have the capacity to communicate verbally, self-report methods are also commonly used to understand drug effects. This presentation will provide an overview of these traditional human behavioral pharmacology methods, as well as more novel measures that have been introduced to the field. Representative data will be shared and the benefits, challenges and translational relevance of each method will be discussed. This session will cover guiding principles in the design of human behavioral pharmacology studies (e.g., using placebo controls, testing multiple doses) along with ethical (e.g., avoiding enrollment of individuals seeking treatment, determining capacity to consent) and safety (e.g., dose selection, pre-screening of participants for exclusionary health problems) that must be addressed when conducting these types of studies.

#108 Panel Discussion

3:00 pm–3:50 pm EDT
TBA; Service Delivery

Recruiting the Next Generation: Teaching Behavior Analysis to Undergraduate Students

Chair: Natalia Baires (Southern Illinois University Carbondale)

ROCIO ROSALES (University of Massachusetts Lowell)

BENJAMIN N. WITTS (St. Cloud State University)

KEVIN P. KLATT (University of Wisconsin-Eau Claire)

#109 Panel Discussion

Student Committee Event; Ethics

3:00 pm–3:50 pm EDT
TBA/EDC; Theory
BACB CE Offered. CE Instructor: Tiffany Kodak, Ph.D.

Peering Behind the Curtain: ABAI Journal Editors Discuss the Peer Review Process

Chair: Donald A. Hantula (Temple University)

MARK A. MATTAINI (Jane Addams College of Social Work-University of Illinois at Chicago)

STEPHANIE M. PETERSON (Western Michigan University)

TIFFANY KODAK (Marquette University)

#110 B. F. Skinner Lecture Series

3:00 pm–3:50 pm EDT
TBA; Service Delivery
PSY/BACB CE Offered. CE Instructor: Lin Du, Ph.D.

Assessment Beyond Diagnosis: Meaningful Measurement of Behavior to Advance Clinical Practice and Research in Neurodevelopmental Disorders

Chair: Lin Du (Teachers College, Columbia University)

SOMER BISHOP (University of California, San Francisco)



Somer Bishop is a clinical psychologist and associate professor in the Department of Psychiatry and Behavioral Health and the Weill Institute for Neurosciences at the University of California, San Francisco. Dr. Bishop's research and clinical interests focus on the assessment of social-communication and restricted and repetitive behaviors characteristic of autism spectrum disorders (ASD), and how these symptom dimensions are affected by individual and contextual factors across the lifespan. At UCSF, Dr. Bishop's lab is focused on identifying and refining dimensional measures of ASD-related behavior that can be used to delineate phenotypic and etiologic similarities and

differences between ASD and other developmental disorders, taking into account individual factors such as age, sex, IQ, and language level. She is interested in developing trans-diagnostic tools that can be used in both clinical and research settings to assess profiles of social-communicative and other behavioral

strengths and challenges across development in varied clinical populations (e.g., ASD, intellectual disability, ADHD). Her work has been funded by NICHD, HRSA, DoD, and the Autism Science Foundation. She has co-authored more than 70 peer-reviewed publications and serves on multiple journal editorial boards. At the UCSF Center for ASDs and NDDs, Dr. Bishop participates in comprehensive, multi-disciplinary assessment and treatment of children and adults with ASD and related disorders. She directs the diagnostic training program, conducting multiple-day trainings on widely used autism diagnostic tools and best diagnostic practices for professionals from all over the world.

Abstract: Researchers in the field of autism spectrum disorder (ASD) have made significant progress in assessment of social-communication and other ASD-related impairments. However, there is still a great deal to be learned about profiles of ability and disability characteristic of individuals with different neurodevelopmental disorders (NDDs), and about the ways in which particular abnormalities manifest at different points in development. Dr. Bishop will present information about behavioral dimensions that are most relevant to assessment and differential diagnosis of ASD and other NDDs. She will also discuss the importance of considering individual factors such as age, sex, IQ, and language level when interpreting scores from standardized measures for diagnostic or other purposes. Integrated assessment across multiple behavioral domains is not only needed to ensure valid diagnostic practices, but more importantly, to generate individualized and meaningful treatment plans. Improved coordination between diagnostic and treatment providers is essential for increasing efficiency and utility of current assessment practices. Additionally, there is a need for increased coordination of measurement strategies across disciplines, in order to ensure appropriate selection of short-and long-term goals and corresponding measures of change. Ultimately, we must toward more coordinated and goal-directed assessment practices that do not place such a premium on diagnostic labels, but instead focus on generating information that directly facilitates treatment for a given individual at a particular moment in time.

#111 Invited Presenter

3:00 pm–3:50 pm EDT

VRB

PSY/BACB/QABA/NASP CE Offered. CE Instructor: Caio Miguel, Ph.D.

Bidirectional Naming and Problem Solving

Chair: Sarah A. Lechago (University of Houston-Clear Lake)

CAIO MIGUEL (California State University, Sacramento)



Dr. Caio Miguel is a professor of psychology and director of the Verbal Behavior Research Laboratory at California State University, Sacramento. He holds adjunct appointments at Endicott College, MA., and at the University of São Paulo, Brazil. He is the past-editor of *The Analysis of Verbal Behavior* and past-Associate editor for the *Journal of Applied Behavior Analysis*. Dr. Miguel's research focuses on the study of verbal and verbally-mediated behaviors. He has given hundreds of professional presentations in North America, South America and Europe, and has had over 70 manuscripts published in English, Portuguese, and Spanish. He is the recipient of the

2013–2014 award for outstanding scholarly work by the College of Social Sciences and Interdisciplinary Studies at Sacramento State, the 2014 Outstanding Mentor Award by the Student Committee of the Association for Behavior Analysis International (ABAI), the 2019 Award for Excellence in Teaching Verbal Behavior from the Verbal Behavior Special Interest Group of ABAI, and the 2019 Alumni Achievement Award from the Department of Psychology at Western Michigan University.

Abstract: We often solve problems by engaging in mediating strategies such as talking to ourselves. In order to accurately use and respond to these strategies, we must understand what we are saying. The term bidirectional naming (BiN) has been used to describe the integration of both listener and speaker behaviors that leads to speaking with understanding. In this talk, I will describe a series of studies showing that in the absence of either speaker or listener behaviors, participants often fail to solve problems in the form of matching-to-sample and categorization tasks. These results suggest that to solve complex tasks participants must be verbal. Thus, I will propose that the BiN repertoire is one of the most important skills learned during language development and must be prioritized in early intensive behavioral intervention.

#112 Symposium

3:00 pm–4:50 pm EDT

AUT/VRB; Translational

BACB CE Offered. CE Instructor: Mary Halbur, Ph.D.

Advances on the Sequence of Discrimination Training and Variables That Affect Acquisition

Chair: Mary Halbur (University of Nebraska Medical Center's Munroe-Meyer Institute)

Discussant: Jason C. Vladescu (Caldwell University)

Comparison of Sounds and Words as Sample Stimuli for Discrimination Training

MARY HALBUR (University of Nebraska Medical Center's Munroe-Meyer Institute); Tiffany Kodak, Xi'an Maya Williams, and Jessi Reidy (Marquette University); and Chris Halbur (The University of Iowa)

Quantitative Analysis of Parametric Changes in Sample Disparity With Children Diagnosed With Autism Spectrum Disorder

WEIZHI WU (INGCare), Tiara Putri (Florida Institute of Technology), Carolyn Ritchey (Auburn University), Shawn Patrick Gilroy (Louisiana State University), and Corina Jimenez-Gomez and Christopher A. Podlesnik (Auburn University)

Effects of English-Spanish Instructional Sequences and Language Preference on the Acquisition of Conditional Discriminations

ARABELLE MARTIN and Sarah A. Lechago (University of Houston-Clear Lake) and Christine Romo (Texana)

Tact Instruction as a First Step Toward Establishing Intraverbals

BAILEY DEVINE (Waypoint Behavioral Health Solutions) and Reagan Elaine Cox and Anna I. Petursdottir (Texas Christian University)

#113 Symposium

3:00 pm–4:50 pm EDT

AUT/EDC; Applied Research

BACB CE Offered. CE Instructor: Jeffrey Michael Chan, Ph.D.

Implementing Evidence-Based Practices for Students With Autism in School Settings

Chair: Rachel García (University of South Florida)

Discussant: Jeffrey Michael Chan (Northern Illinois University)

Use of Evidence-Based Practices for Autism in Schools: A Survey of Public-School Special Educators

Tonya Nichole Davis, Stephanie Gerow, PROVIDENCE LIVELY, Tracey Sulak, Julia M. Hrabal, Kathleen Hine, and MacKenzie Raye Wicker (Baylor University)

A Modular Approach for Autism Programming in Schools: Virtual Adaptation to a Pilot Study

ROSE IOVANNONE (University of South Florida; Florida Mental Health) and Suzannah J. Iadarola (University of Rochester)

I-Connect: Evidence for a Technology-Based Self-Management Intervention

GRETCHEN SCHEIBEL (University of Kansas) and Howard P. Wills (Juniper Gardens Children's Project)

A Systematic Review of Functional Analysis in Public Schools

ROSS NESSELRODE, Terry S. Falcomata, and Lauren Wright (The University of Texas at Austin)

#114 Symposium

3:00 pm–4:50 pm EDT

CBM; Translational

BACB CE Offered. CE Instructor: Matthew L. Edelstein, Psy.D.

Accountability Through Data Collection: Narrowing the Bridge Between Science and Practice

Chair: Matthew L. Edelstein (Kennedy Krieger Institute)

Discussant: Kimberly Sloman (The Scott Center for Autism Treatment; Florida Institute of Technology)

Toward an Understanding of Data Collection Integrity

CODY MORRIS (Salve Regina University)

A Descriptive Analysis of Baseline Conditions Affecting Data Collection in a Group Home

DAPHNE SNYDER and Stephanie M. Peterson (Western Michigan University)

The Validity of Parent Report for Evaluating Clinical Endpoints for Severe Problem Behavior

JESSICA L. BECRAFT, Patricia F. Kurtz, Usai Bah, and Michael F. Cataldo (Kennedy Krieger Institute)

Examining the Utility of Parent Report in the Age of Telehealth

MATTHEW L. EDELSTEIN and Jessica L. Becraft (Kennedy Krieger Institute), Lesley A. Shawler (Kennedy Krieger Institute; Johns Hopkins University School of Medicine), and Alicia Sullivan and Sherika Harley (Kennedy Krieger Institute)

#115 Symposium

3:00 pm–4:50 pm EDT

CSS; Applied Research

BACB CE Offered. CE Instructor: Alexandra Marie Campanaro, MA

Recent Advancements in Training Procedures to Teach Safety Skills

Chair: Alexandra Marie Campanaro (Caldwell University)

Discussant: Timothy D. Ludwig (Appalachian State University)

An Interactive Computerized Training to Teach Educators How to Respond During an Active Shooter Situation

LORRAINE A. BECERRA (University of Missouri) and Thomas S. Higbee, Annie Galizio, Stephanie Mattson, Juliana Aguilar, and Cassidy Reinert (Utah State University)

Comparing Behavioral Skills Training, Video Modeling, and Interactive Computer Training to Teach Sidewalker Safety Skills

SARAH BRADTKE, Claire C. St. Peter, Emily K. Hull, Natalie Ruth Shuler, Stephanie Jones, and Sijin Wen (West Virginia University); and Bethany Smiley and Carol Petitto (On Eagles' Wings)

Sleeping Beauties: Teaching Adults to Arrange Safe Infant Sleep Environments

JACQUELINE CARROW, Jason C. Vladescu, and Sharon A. Reeve (Caldwell University) and April N. Kisamore (Hunter College)

Teaching Water Safety Skills to Children With Autism Using a Train-the-Trainer Model

Rose Nevill (University of Virginia); Einar T. Ingvarsson (Virginia Institute of Autism); Amber Hardin, Emily Meltzer, and WENDY BYUN (University of Virginia); and Lauren Haskins (Virginia Institute of Autism)

#116 Symposium

3:00 pm–4:50 pm EDT

EAB/BPN; Theory

BACB CE Offered. CE Instructor: M. Christopher Newland, Ph.D.

Theories, Models, and Their Uses in Behavior Science

Chair: M. Christopher Newland (Auburn University)

Discussant: Lewis A. Bizo (University of Technology Sydney)

Tutorial Introduction to the Mathematical Principles of Reinforcement

PETER R. KILLEEN (Arizona State University)

Can Mathematical Principles of Reinforcement Inform Us About Chemical and Genetic Effects on Behavior?

M. CHRISTOPHER NEWLAND (Auburn University)

Theory, Models, and Scientific Progress: The Case of Mathematical Principles of Reinforcement 2.0

FEDERICO SANABRIA (Arizona State University)

Distracted Recall and Choosing to Ignore: Differentiable Determinants of Forgetting and Sustained Attending

DALISA KENDRICKS and M. Christopher Newland (Auburn University)

#117 Symposium

3:00 pm–4:50 pm EDT

TBA/EDC; Service Delivery

BACB CE Offered. CE Instructor: Robert LaRue, Ph.D.

Advances in the Application of Evidence-Based Training Procedures

Chair: Robert LaRue (Rutgers University)

Discussant: Richard G. Smith (University of North Texas)

Virtual Evaluation of Computer-Based Instruction for Preparing Teachers to Establish Token-Based Reinforcement Systems

SAMANTHA JEAN BOYLE, Dorothea C. Lerman, Ning Chen, and Kelsey Leadingham (University of Houston-Clear Lake)

Training Behavior Analysts to Conduct Functional Analyses Using a Remote Group Behavioral Skills Training Package

LINDSAY LLOVERAS, Savannah Tate, Kerri P. Peters, and Timothy R. Vollmer (University of Florida)

Training ABA Providers to Develop Skill Acquisition Protocols From Research Articles

ALLISON PARKER, Tina Sidener, Ruth M. DeBar, Sharon A. Reeve, and Kenneth F. Reeve (Caldwell University)

Training Graduate Students to Select Measurement Methods

EMILY ALICE WHITE and Amanda Karsten (Western Michigan University)

#118 Paper Session

3:30 pm–3:55 pm EDT

EAB

Interventions to Reduce Discounting

Chair: Sara Peck (Utah State University)

Interventions to Reduce Discounting (Basic Research)

SARA PECK and Gregory J. Madden (Utah State University)

#119 Paper Session

3:30 pm–3:55 pm EDT
PCH

Dimensions of the Dimensions of Applied Behavior Analysis

Chair: Edward K. Morris (University of Kansas)

Dimensions of the Dimensions of Applied Behavior Analysis (Theory)

EDWARD K. MORRIS (University of Kansas), Deborah E. Altus (Washburn University), and Matthew Novak (Johns Hopkins University School of Medicine)

#120 Paper Session

4:00 pm–4:25 PM
PCH

Affordances and Behavior Theory: Debate and Implications

Chair: Andres H. Garcia-Penagos (Delta State University)

Affordances and Behavior Theory: Debate and Implications (Theory)

ANDRES H. GARCIA-PENAGOS (Delta State University)

#121 Invited Panel

Ethics

4:00 pm–4:50 pm EDT

DEI; Theory

BACB CE Offered. CE Instructor: Matthew Tincani, Ph.D.

Exploring Publication Bias in Behavior Analysis Research

Chair: Matthew Tincani (Temple University)

MARK GALIZIO (University of North Carolina Wilmington)



Dr. Galizio received his BA from Kent State University and his Ph.D. from the University of Wisconsin- Milwaukee where he worked with Dr. Alan Baron. In 1976, he joined the faculty at the University of North Carolina Wilmington where he is currently Professor of Psychology. His research interests include behavioral pharmacology, stimulus control/concept learning, aversive control, and human operant behavior. He has published two books, more than 100 articles and his research has been supported by NIDA, NSF and NICHD. He is a Fellow of ABAI and four APA divisions and is a past-president of APA Division 25 (Behavior Analysis) and of the Southeastern

Association for Behavior Analysis and served as an At-Large member of the ABAI Executive Council. He has served on numerous NIH study sections and chaired two of them. He is currently editor-in-chief of the *Journal of the Experimental Analysis of Behavior*.

JOEL RINGDAHL (University of Georgia)



Joel Ringdahl is an associate professor in the department of communication sciences and special education at the University of Georgia. His research interests include functional analysis and treatment of severe behavior problems, stimulus preference assessments, functional communication training and translational research in the areas of behavioral momentum theory and behavioral economics. He is the editor of *Behavior Analysis: Research and Practice*.

JASON TRAVERS (Temple University)



Jason Travers, Ph.D., BCBA-D, is an associate professor in the college of education and human development at Temple University. He serves on the editorial board of several journals, including *Journal of Special Education Technology*, *TEACHING Exceptional Children*, and *Journal of Disability Policy Studies*.

Abstract: Publication bias is the disproportionate representation of studies with certain characteristics, such as strong experimental effect, in the published research literature. Publication bias skews the body of scientific knowledge by overrepresenting studies with specific methodologies, analytic techniques, and data, which distorts the scientific literature and, ultimately, foments public distrust in science. Scholars in psychology and education have documented the presence of publication bias within these broad bodies of research. However, to date, behavior analysts have focused little attention on the possibility of publication bias in basic and applied behavior analysis research. Participants in this panel will reflect on their experiences as researchers, journal editors, and manuscript reviewers regarding issues of publication bias in behavior analysis. Their discussion will explore whether publication bias is a problem in behavior analysis

research; how publication bias might manifest uniquely in our work; the potential impact of publication bias on the corpus of scientific knowledge in basic behavior analysis, applied behavior analysis, and on consumers of behavior analytic interventions; and potential strategies for reducing publication bias.

#122 Symposium

4:00 pm–4:50 pm EDT

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Brandon C. Perez, MS

Recent Advances in the Assessment of Problem Behavior

Chair: Brandon C. Perez (University of Florida)

Using an Extended No-Interaction Condition to Inform Treatment Analysis

SAVANNAH TATE, Janelle Kirstie Bacotti, Timothy R. Vollmer, and Crystal M. Slanzi (University of Florida)

Preliminary Outcomes from a Response Blocking Reinforcer Assessment

CARA L. PHILLIPS (The May Institute), Meghan Deshais (Caldwell University), Timothy R. Vollmer (University of Florida), and Jennifer R. Zarcone (The May Institute)

Problem Behavior During Preference Assessments: A Tangible Function Screening

BRANDON C. PEREZ and Timothy R. Vollmer (University of Florida)

#123 Panel Discussion

4:00 pm–4:50 pm EDT

CSS/DDA; Service Delivery

BACB CE Offered. CE Instructor: Sheri Kingsdorf, Ph.D.

Supporting Local Development of Sustainable Applied Behavior Analysis and Telehealth Practices in Australia and Europe

Chair: Sheri Kingsdorf (Masaryk University)

KAREL PANCOCHA (Masaryk University)

LAUREN COWLED (Great Start Behavior Services)

ANA MARIA FORTES BARRAL (Inercia Digital)

#124 B. F. Skinner Lecture Series

4:00 pm–4:50 pm EDT

OBM; Applied Research

BACB CE Offered. CE Instructor: Nicole Gravina, Ph.D.

Total Worker Health®: An Invitation to Join In!

Chair: Nicole Gravina (University of Florida)

RYAN OLSON (Oregon Health & Science University)



Dr. Olson earned his bachelor's degree in Psychology at Utah State University, and advanced degrees in Industrial and Organizational Psychology (MA) and Applied Behavior Analysis (Ph.D.) at Western Michigan University. He was a member of the Psychology Department at Santa Clara University prior to joining the Oregon Institute of Occupational Health Sciences at Oregon Health & Science University. His research program has focused on occupational fatality surveillance and prevention, and safety and health interventions for isolated workers in demanding occupations (e.g., commercial drivers, home care workers). He has expertise in occupational safety,

intervention design, and integrating safety into employee health programs. Dr. Olson is a founding investigator and current co-director of the Oregon Healthy Workforce Center—one of six Centers of Excellence in Total Worker Health® funded by CDC/NIOSH). He has led two prior intervention research projects in the Center, including the COMMunity of Practice And Safety Support (COMPASS) trial with home care workers, and the current Tech4Rest study to evaluate interventions to improve sleep and reduce fatigue among truck driving teams (anti-vibration driver's seat, therapeutic mattress, behavioral sleep intervention). In addition to his work within the Center, Dr. Olson serves as the multiple PI for Oregon's expanded occupational health surveillance program (CDC/NIOSH), and leads an internationally recognized safety and health intervention research program with commercial drivers funded by NHLBI. Dr. Olson is a past president of the Organizational Behavior Management Network and a charter member of the Society for Occupational Health Psychology, and serves on the editorial boards for several journals in these fields.

Abstract: We draw artificial boundaries between our lives at home and at work, and between our waking and sleeping hours. Each person is living a whole life where all of their environments, relationships, behaviors, and physiological states interact. The body we take with us to work is the one we had with us at home, and both work and home environments (resources, physical environment, psychosocial environment, responsibilities/demands) impact our physical health. Total Worker Health® (TWH) is an

approach initiated by the National Institute for Occupational Safety and Health (NIOSH) in 2003 developed to address such interactions, and to advance science and practice for protecting workers' safety, health, and well-being. The TWH approach represents an expansion of traditional occupational safety and health research and practice, with strong safety protections for workers as its foundation. NIOSH defines TWH as "... policies, programs, and practices that integrate protection from work-related safety and health hazards with promotion of injury and illness prevention efforts to advance worker well-being" (Tamers et al., 2019). TWH recognizes that work is a social determinant of health and therefore takes a holistic approach to worker safety, health, and well-being by acknowledging the interdependence between worker well-being and their success at work. As an extension of traditional occupational safety and controls, the TWH approach prioritizes addressing and removing occupational exposures that threaten the safety and well-being of workers, and prescribes that such hazard reduction is accompanied by efforts to improve the overall health status of workers as well. This is a very exciting time for occupational science and practice. From a TWH perspective, the "action is in the interactions" between safety, health, and well-being. This includes interactions between work and life exposures and each person's genes, biology, and daily behaviors. This reciprocal and interactive perspective is highly consistent with Skinnerian and other approaches to behavioral science, as well as organizational systems analysis approaches. Skinner (1957) wrote that "[People] act upon the world, and change it, and are changed in turn by the consequences of their action" (p. 1). Similarly, Bandura (1978) proposed a triadic form of reciprocal determinism, focused on interactions among a person's environment, traits, and behaviors. At both individual and organizational levels of analysis, systems approaches (Brethower, 1982; Rummel & Brache, 2012) highlight the adaptive importance of reciprocal internal and external feedback processes, as well as sustaining and interactive relationships between each system (person, organization) and its host environment (organization, economy). With its Skinnerian and systems analysis roots, and associated historical emphasis on environmental conditions and interventions, the Organizational Behavior Management community can make great and important contributions in the TWH domain.

#125 Symposium

4:00 pm–4:50 pm EDT
OBM/DEV; Theory

Protocol for the Management and Monitoring of Measurements for COVID-19 Containment

Chair: Terry E. McSweeney (Quality Safety Edge)
Discussant: Mark P. Alavosius (Praxis2LLC)

The COVID-19 Protocol: Final Version

FABIO TOSOLIN (Association for the Advancement of Radical Behavior Analysis)

A Behavioral Data-Driven Approach for the Containment of COVID-19

MARIA GATTI (Association for the Advancement of Radical Behavior Analysis)

#126 Panel Discussion

Student Committee Event

4:00 pm–4:50 pm EDT
TBA; Theory
BACB CE Offered. CE Instructor: Jonathan A. Schulz, MA

Success in Academia: Developing Teaching and Service Repertoires

Chair: Jonathan A. Schulz (University of Kansas)

LINDA J. PARROTT HAYES (University of Nevada, Reno)
RUTH ANNE REHFELDT (The Chicago School of Professional Psychology, Chicago)
JANET S. TWYMAN (blast)

#127 Symposium

4:00 pm–5:50 pm EDT
AUT/DDA; Translational
BACB/NASP CE Offered. CE Instructor: Melanie Pellecchia, Ph.D.

Can Behavioral and Developmental Science Live Happily Ever After? An Overview of Naturalistic Developmental Behavioral Intervention

Chair: Melanie Pellecchia (University of Pennsylvania)
Discussant: Sophia R. D'Agostino (Hope College)

Naturalistic Developmental Behavioral Intervention: The Next Frontier for Early Autism Treatment

MELANIE PELLECCIA (University of Pennsylvania)

The Application of Naturalistic Developmental Behavioral Interventions in a Hospital-Based Autism Center

ASHLEY DUBIN, Emily Bernabe, Meena Khowaja, and Erin Machemer (Nemours; Alfred I. duPont Hospital for Children)

Follow the Children: A Group-Based Application of Naturalistic Developmental Behavioral Intervention for Preschool Children With Autism

MEGHAN KANE, Julia Waldman, and David Mandell (University of Pennsylvania)

Self-Reported Utilization of Developmental and Behavioral Intervention Techniques by Applied Behavior Analysis Providers

KYLE M. FROST and Brooke Ingersoll (Michigan State University)

#128 Symposium

4:00 pm–5:50 pm EDT

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Art Dowdy, Ph.D.

Increasing Mask-Wearing in Individuals With Developmental Disabilities: We've Got You Covered!

Chair: Timothy Nipe (Bancroft)

Discussant: Art Dowdy (Temple University)

Anyone Can Do It: A Basic Methodology to Increase Mask Tolerance in the Age of COVID-19

BRYAN F. FIRLEIN and Alyssa Chalow (Bancroft)

Decreasing Verbal Prompts for Correct Mask Wearing via a Tactile Prompt

JENNIFER QUIGLEY and Gloria Satriale (Preparing Adolescents and Adults for Life) and Art Dowdy (Temple University)

Teaching Two Children With Autism to Wear a Mask Using a Tolerating Treatment Package

CHRISTINA BAROSKY, Katie Laurent, and Shelby Brand (Bierman ABA)

Evaluation of a Treatment Package to Increase Mask Compliance Within a Residential Treatment Facility

KELLY TRUCKSESS, Timothy Nipe, Gabriel Lopergolo, and Adrianna Whitman (Bancroft)

#129 Symposium

4:00 pm–5:50 pm EDT

DDA; Applied Research

BACB CE Offered. CE Instructor: Colin S. Muething, Ph.D.

Treatment Variations for Problem Behavior in Children With Developmental Disabilities

Chair: Colin S. Muething (Marcus Autism Center)

Discussant: Joseph Michael Lambert (Vanderbilt University)

Differential Reinforcement Without Extinction: An Assessment of Sensitivity to and Effects of Reinforcer Parameter Manipulations

HANNAH LYNN MACNAUL and Catia Cividini-Motta (University of South Florida)

Functional Communication Training Without Extinction to Decrease Self-Injurious Behavior With Subtype-1 Automatic Maintained Behavior

JORDAN WIMBERLEY (Autism Treatment Center), Leslie Neely (The University of Texas at San Antonio), and Amarie Carnett (Victoria University of Wellington)

The Effects of a Variable Momentary Differential Reinforcement of Other Behavior Procedure on Reduction and Maintenance of Problem Behavior

KYLE HAMILTON and Casey J. Clay (University of Missouri) and SungWoo Kahng (Rutgers University)

Consecutive Case Series of Problem Behavior Maintained by Social Avoidance

EMILY GOTTLIEB (Marcus Autism Center; Children's Healthcare of Atlanta) and Colin S. Muething (Marcus Autism Center)

#130 Symposium

4:00 pm–5:50 pm EDT

DEV; Basic Research

BACB CE Offered. CE Instructor: Martha Pelaez, Ph.D.

Relational Frame Theory and Verbal Behavior Development Theory: Moving Forward Together in the Analysis of Human Language and Cognition

Chair: R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences)

Discussant: Martha Pelaez (Florida International University)

Relational Frame Theory and Verbal Behavior Development Theory: Reflecting Upon Similarities and Differences

DERMOT BARNES-HOLMES (Ulster University), Maithri Sivaraman (Ghent University), R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences), Daniel Mark Fienup (Teachers College, Columbia University), and Herbert Roeyers (Ghent University)

Causal or Critical? Mutually Entailed Orienting, Joint Attention, and Social Referencing for Word-Learning

MAITHRI SIVARAMAN (Ghent University), Dermot Barnes-Holmes (Ulster University), Javier Virues Ortega (Universidad Autonoma de Madrid), and Herbert Roeyers (Ghent University)

Joint Attention: A Verbal Behavioral Analysis

GINGER HARMS (Teachers College, Columbia University) and R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences)

Establishment of Increased Stimulus Control for Bidirectional Naming Increased Stimulus Control for Other Derived Relations in 20- to 40-Month-Old Toddlers

LEAH FRIEDMAN (Teacher's College, Columbia University; Baptist Medical Center Jacksonville), R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences), and Daniel Mark Fienup (Teachers College, Columbia University)

#131 Symposium

4:00 pm–5:50 pm EDT

VRB/AUT; Translational

BACB CE Offered. CE Instructor: Michael Miklos, MS

Procedural Implications of the Concept of Joint Control: Research Review, Applied Research and a Tutorial

Chair: Michael Miklos (Pennsylvania Training and Technical Assistance Network)

Discussant: Vincent Joseph Carbone (Carbone Clinic)

A Systematic Review of the Analysis of Joint Control Relevant to Children With Autism and/or Other Developmental Disabilities

MIGUEL AMPUERO (Berry College) and Michael Miklos (Pennsylvania Training and Technical Assistance Network)

Using Joint Control to Teach Activities of Daily Living and Vocational Tasks to Students With Autism

WILLOW HOZELLA, Amanda Mahoney, Yors A. Garcia, and Julie A. Brandt (The Chicago School of Professional Psychology)

Toward Further Applied Empirical Research: A Tutorial on Joint Control Procedures, Part 1

MICHAEL MIKLOS (Pennsylvania Training and Technical Assistance Network) and Amiris Dipuglia (Pennsylvania Training and Technical Assistance Network; Autism Initiative)

Toward Further Applied Empirical Research: A Tutorial on Joint Control Procedures, Part 2

AMIRIS DIPUGLIA (Pennsylvania Training and Technical Assistance Network; Autism Initiative) and Michael Miklos (Pennsylvania Training and Technical Assistance Network)

#132 Paper Session

4:30 pm–4:55 pm EDT

EDC

Comparing the Minimum Celeration Line and the Personal Best Goal-Setting Approaches During the Mathematical Practice of Students Diagnosed With Autism

Chair: Athanasios Vostanis (University of Kent)

Comparing the Minimum Celeration Line and the Personal Best Goal-Setting Approaches During the Mathematical Practice of Students Diagnosed With Autism (Applied Research)

ATHANASIOS VOSTANIS and Ciara Padden (Tizard Centre; University of Kent), Aoife McTiernan (National University of Ireland), and Peter Langdon (Centre for Educational Development, Appraisal and Research; University of Warwick)

#133 Paper Session

4:30 pm–4:55 pm EDT

PCH

The Nonequivalence Between Meaning Relations and Stimulus Equivalence Relations

Chair: Elberto Plazas (Fundación Universitaria Konrad Lorenz)

The Nonequivalence Between Meaning Relations and Stimulus Equivalence Relations (Theory)

ELBERTO PLAZAS (Fundación Universitaria Konrad Lorenz)

#134 Paper Session

5:00 pm–5:25 pm EDT
EAB

An Investigation of the Functional Properties of Relational Contextual Cues

Chair: Martin Finn (Ghent University)

An Investigation of the Functional Properties of Relational Contextual Cues (Basic Research)
MARTIN FINN, Jan De Houwer, and Jamie Cummins (Ghent University)

#135 Paper Session

5:00 pm–5:25 pm EDT
EDC

High-Tech Classroom Management: Effects of the Use of an App on Disruptive and On-Task Classroom Behaviors for Students With Emotional and Behavioral Disorder

Chair: Gabriel Cohen (Oranin; Academic College of Education)

High-Tech Classroom Management: Effects of the Use of an App on Disruptive and On-Task Classroom Behaviors for Students With Emotional and Behavioral Disorder (Applied Research)
GABRIEL COHEN (Oranin; Academic College of Education)

#136 Paper Session

5:00 pm–5:25 pm EDT
PCB

The Differential Outcome Effect: Exploring Predictive Models and its Relevance to Basic Behavioral Phenomena

Chair: Russell Silguero (University of North Texas)

The Differential Outcome Effect: Exploring Predictive Models and its Relevance to Basic Behavioral Phenomena (Theory)
RUSSELL SILGUERO and Manish Vaidya (University of North Texas)

#137 B. F. Skinner Lecture Series

5:00 pm–5:50 pm EDT
AUT; Basic Research
PSY/BACB CE Offered. CE Instructor: Regina A. Carroll, Ph.D.

Beyond Translation: Ethnic Disparities on Early Identification and Access to Services of Children With Autism Spectrum Disorder

Chair: Regina A. Carroll (University of Nebraska Medical Center Munroe-Meyer Institute)

CECILIA MONTIEL-NAVA (University of Texas Rio Grande Valley)



Dr. Cecilia Montiel-Nava, a bilingual child clinical psychologist, holds a Ph.D. in Clinical Psychology from the Universidad Central de Venezuela (UCV), an MS in Clinical Psychology from Loyola University Maryland, and a BA in psychology from the Universidad Rafael Urdaneta (Venezuela). Dr. Montiel-Nava's research focuses on three topics: (1) Understanding ethnic disparities among children with autism spectrum and neurodevelopmental disorders, (2) Evidence-based interventions that can be carried out by parents of children with developmental delays in underserved populations, and (3) Validity and acculturation of diagnostic instruments. Since 2015, she has been involved with Red Espectro Autista Latinoamerica (Latin American Autism Spectrum Network [REAL]), that aims to foster international collaboration for research in Latin American countries. She is also a member of the WHO/AS team for the implementation and evaluation of WHO Caregivers Skills Training (CST) pilot projects in various countries (Argentina, Brazil, Chile, India, Peru, Trinidad & Tobago, and Uruguay). Her longer-term goals include developing a package for early identification and early intervention that could be broadly and freely administered in underserved populations in the valley. As a clinician, researcher, and human being, she wants parents to feel that their socio-economic status, ethnicity, or location are not another hurdle to overcome in the road to gain a better outcome for their child. She is an author of two books and more than 45 research reports, articles, and book chapters.

Abstract: Autism spectrum disorder (ASD) is a lifelong disorder that affects children and families in several ways. A growing body of research has documented the ways in which racial disparities affect the rate of identification, access and use of services, and relationship with professionals making the diagnoses. In general, Latino children are diagnosed with ASD later in life; usually with more severe symptoms, lower IQs, and more health conditions, compared with non-Latino children. Furthermore, cultural factors can shape how the signs of ASD are conceptualized and how families accept a positive diagnosis, especially how they are affected by stigma. Diminished access to diagnostic services as well as having a caregiver with a non-English primary language can act as barriers to identifying children

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with ASD, in particular Latino children. This lecture will review current research in health disparities in both early identification and access to services of Latino children with ASD. Research with this underserved population contributes to enhancing diagnosis and identification methods for Latino children with ASD and assessing the unidentified risk factors and barriers to accessing services, hence improving their outcomes.

#138 Panel Discussion

5:00 pm–5:50 pm EDT

AUT/OBM; Translational

BACB CE Offered. CE Instructor: Paula Kenyon, Ph.D.

Development of a Framework to Promote Research Opportunities and Collaboration With Internal and External Stakeholders in an Applied Behavioral Analytical Organization

Chair: Shannon Luoma (California State University, Sacramento; Kadiant)

FRANCINE HOLGUIN (Kadiant)

ALLISON J. WOMACK (Kadiant)

PAULA KENYON (Kadiant)

#139 Symposium

5:00 pm–5:50 pm EDT

AUT; Applied Research

BACB CE Offered. CE Instructor: Catia Cividini-Motta, Ph.D.

Advances in the Treatment of Stereotypy in Persons With Autism

Chair: Catia Cividini-Motta (University of South Florida)

An Evaluation of the Effects of Matched Stimulation on Stereotypy and Skill Acquisition

Catia Cividini-Motta and Natalie Mandel (University of South Florida), Hannah Lynn MacNaul (The University of Texas at San Antonio), and ALYSSA ROJAS (University of South Florida)

Implementing a Multiple Schedule With Response Interruption and Redirection to Reduce Stereotypy in Children With Autism Spectrum Disorder

ASHLEY CALLAHAN, Tina Sidener, Ruth M. DeBar, Meghan Deshais, Heather Pane, and Priya P. Patil (Caldwell University)

Establishing Stimulus Control of Motor Stereotypy in an Adolescent With Autism

CAROLINE FEARNLEY (The New England Center for Children; Western New England University) and Cammarie Johnson (The New England Center for Children; Western New England University; Simmons University)

#140 Symposium



5:00 pm–5:50 pm EDT

CSS/OBM; Translational

BACB/NASP CE Offered. CE Instructor: Anthony Biglan, Ph.D.

Building a Coalition to Amplify the Impact of Behavioral Science

Chair: Tiffany Dubuc (University of Nevada, Reno; King Faisal Specialist Hospital & Research Center)

Rationale and History of the Coalition of Behavioral Science Organizations

ANTHONY BIGLAN (Oregon Research Institute)

Rebuilding Opportunity in America

ANDREW C. BONNER (University of Florida)

#141 Panel Discussion

Student Committee Event

5:00 pm–5:50 pm EDT

EDC; Theory

How to Obtain a Research Grant: Topics of Proposal Writing to Funding

Chair: Rebecca Seward (Southern Illinois University)

WAYNE W. FISHER (Rutgers Robert Wood Johnson Medical School)

CLAIRE C. ST. PETER (West Virginia University)

AMY ODUM (Utah State University)

#142 Symposium

5:00 pm–5:50 pm EDT
EDC/DDA; Applied Research
BACB CE Offered. CE Instructor: Tom Cariveau, Ph.D.

Conditions Contributing to the Effectiveness of Error-Correction Procedures

Chair: Tom Cariveau (University of North Carolina Wilmington)

An Evaluation of Multiple Response Repetition Error-Correction Procedures

ALEXANDRIA BROWN, Julie Hester, and Tom Cariveau (University of North Carolina Wilmington)

Effects of the Onset of Differential Reinforcer Quality on Skill Acquisition

DELANIE FETZNER, Tom Cariveau, and Astrid La Cruz Montilla (University of North Carolina Wilmington)

A Component Analysis of Error Correction Procedures: Effects on Listener Responses

HUI ZHI, Kalie Chan, and Daniel Mark Fienup (Teachers College, Columbia University)

#143 Panel Discussion

5:00 pm–5:50 pm EDT
PCH/DDA; Service Delivery
BACB CE Offered. CE Instructor: Ilene Schwartz, Ph.D.

The Role of Principles in Ethical Decision-Making

Chair: Nancy Rosenberg (University of Washington)

ILENE SCHWARTZ (University of Washington)

ELIZABETH KELLY (University of Washington)

KAITLIN MARIE KLOES GREENY (University of Washington)

#145 Symposium

5:00 pm–6:50 pm EDT
AUT/OBM; Applied Research
BACB CE Offered. CE Instructor: Kate E. Fiske Massey, Ph.D.

Compassion and Self-Compassion Among Supervising Behavior Analysts and Direct Care Staff

Chair: Kate E. Fiske Massey (Rutgers University)

Discussant: Bridget A. Taylor (Alpine Learning Group)

The Composition of Exemplary Practitioners: Perspectives of Behavior Analysts

ALYSSA R. MCELROY and Jessica E. Frieder (Western Michigan University); Ryan M. Zayac (University of North Alabama); Thom Ratkos (Berry College); and Madison Williams, Ashton Geiger, Amber Paulk, and Lily Coleman (University of North Alabama)

Burnout in Providers Serving Individuals With Autism Spectrum Disorder: A Multi-Method Examination of Organizational Causes

SUMMER BOTTINI (Binghamton University; Marcus Autism Center), Colin S. Muething (Marcus Autism Center), and Kaylie Wiseman and Jennifer M. Gillis (Binghamton University)

Evaluating the Effects of Behavioral Skills Training With Behavior Analysts to Increase Essential Supervisory Skills

Allison Hawkins and KATE E. FISKE MASSEY (Rutgers University)

Effects of Short-Term Self-Care Training on the Well-Being of Staff in an ABA Setting

DEBRA PAONE and Kate E. Fiske Massey (Rutgers University), Margaret Swarbrick (Rutgers University Behavioral Health Care), Susan Gould-Fogerite (Rutgers New Jersey Medical School), and Catriona Beauchamp Francis (Rutgers University)

#146 Symposium

5:00 pm–6:50 pm EDT
EAB; Basic Research

Persistence and Relapse of Operant Behavior: Experimental and Theoretical Analyses

Chair: Kenneth David Madrigal Alcaraz (Universidad de Guadalajara - CEIC)

Discussant: Eric A. Thraillkill (University of Vermont)

Behavioral Momentum and Stimulus Generalization

PETER KIM, John Y. H. Bai, and Shijue Xue (The University of Auckland); Christopher A. Podlesnik (Auburn University); and Douglas Elliffe (The University of Auckland)

Separating the Effects of Response Rate and Acquisition Sessions on ABA Operant Renewal

KENNETH DAVID MADRIGAL ALCARAZ (Universidad de Guadalajara - CEIC), Andrew R. Craig (SUNY Upstate Medical University), and Carlos Javier Flores Aguirre (Universidad de Guadalajara)

Resurgence and Repeated Within-Session Progressive-Interval Thinning of Alternative Reinforcement
ANTHONY NATHAN NIST and Timothy A. Shahan (Utah State University)

The Effects of Symmetrical Alternative-Reinforcer Magnitude Upshifts and Downshifts on Resurgence
KATE ELIZABETH DERRENBACHER, Charlene Nicole Agnew, William Sullivan, Emily L. Baxter, Henry S. Roane, and Andrew R. Craig (SUNY Upstate Medical University)

#147 Symposium

5:00 pm–6:50 pm EDT
EDC/OBM; Translational

Designing a Progress Monitoring System to Improve Decision Making With Morningside's Generative Instruction Model

Chair and discussant: Carl V. Binder (The Performance Thinking Network, LLC)

Designing a Progress Monitoring System to Improve Teacher Decision Making With Morningside's Generative Instruction Model

AUSTIN SEABERT (The Performance Thinking Network) and Julian Gire and Andrew Robert Kieta (Morningside Academy)

Assessment Systems and COVID-19: Rapidly Adapting Morningside's Measurement Tools to Ensure Effective Decision-Making

JULIAN GIRE and Andrew Robert Kieta (Morningside Academy)

The Classroom as the Unit of Analysis: Using Morningside's Progress Monitoring to Inform Coaching Decisions

ANDREW ROBERT KIETA and Julian Gire (Morningside Academy)

Morningside Model of Generative Instruction's Multi-Tiered Assessment: Adding and Expanding Progress Monitoring of Written Expression

BAILEE SCHEUFFELE and Julian Gire (Morningside Academy)

#148 Symposium

5:00 pm–6:50 pm EDT
EDC/DDA; Translational
BACB CE Offered. CE Instructor: Kimberly Crosland, Ph.D.

Evidence-Based Practices in Schools: Supporting Students at the Classwide Level, Individual Level, and via Telehealth

Chair: Kimberly Crosland (University of South Florida)

Discussant: Diana Ginns (University of South Florida)

Development of Modular-Based Consultation Using Evidence-Based Practices for Teachers of Students With Emotional Disturbance

KIMBERLY CROSLAND (University of South Florida), Rose Iovannone (University of South Florida; Florida Mental Health), and Diana Ginns and Jennifer Wolgemuth (University of South Florida)

A Modular Approach for Autism Programming in Schools: Coaching Fidelity and Expanding to Telehealth

ROCKY HAYNES (University of South Florida - Tampa) and Ryan J. Martin (The May Institute)

Using the Prevent-Teach-Reinforce Model to Improve Classroom Behavior

JENNIFER M. HODNETT, Andrea Nicole Zuniga, and Catia Cividini-Motta (University of South Florida)

Choice Versus Reinforcement for Decreasing Disruptive Behavior for Students With Emotional and Behavioral Disorders

Sara Hordges, Kimberly Crosland, and JESSE DEPAOLO (University of South Florida)

#149A Invited Panel

5:00 pm–6:50 pm EDT
DEI; Service Delivery
BACB CE Offered. CE Instructor: Carol Pilgrim, Ph.D.

Applying Our Science to Diversity, Equity, and Inclusion: A Conversation With the ABAI DEI Board

Chair: Carol Pilgrim (University of North Carolina Wilmington)

SHAHLA ALAI (University of North Texas)



Shahla Alai received her BS from Southern Illinois University and her MA and Ph.D. from the University of Kansas. She is an Associate Professor in the Department of Behavior Analysis at the University of North Texas. Shahla and her students collaborate with community partners to serve people who are under resourced and marginalized within current societal structures. Shahla is a member of an interdisciplinary lab that includes faculty and students from Woman's and Gender Studies, Applied Anthropology and Behavior Analysis. Shahla has taught courses on technology transfer, ethics, autism intervention, parent training, behavioral systems,

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applied research methods, behavior change techniques, and assessment. Shahla has served on several boards and disciplinary committees, most notably the ABAI Practice Board and the ABAI Diversity, Equity and Inclusion Board. She has published and presented research on social justice, ethics in early intervention, play and social skills, family harmony, change agent training, supervision and the relationship between love and science in the treatment of autism. Shahla has over four decades of experience working with families and has trained hundreds of behavior analysts. She was awarded an Onassis Foundation Fellowship for her work with families, was the recipient of UNT's prestigious "Fessor Graham" teaching award, received the 2019 Texas Association for Behavior Analysis Career Contributions Award, and the UNT 2020 Community Engagement award.

JOVONNIE ESQUIERDO-LEAL (University of Nevada, Reno)



Jovonnie Esquiedo-Leal is the Program Development Specialist for the Diversity and Inclusion Office at the University of Nevada, Reno (UNR). She received her MA from California State University, Fresno and is currently a doctoral candidate at UNR. Jovonnie's scholarly interests include diversity, equity, and inclusion (DEI); social justice; Behavioral Systems Analysis (BSA); verbal behavior; and leadership.

ELIZABETH FONG (Pepperdine University)



Dr. Fong has over two decades of experience in the fields of behavioral health, education and management. Her educational background is in clinical and counseling psychology and applied behavior analysis. She holds a Ph.D. in clinical psychology with a concentration in forensic psychology. She is currently the associate director of the MSABA online program and visiting clinical professor at Pepperdine University. In 2011, Dr. Hughes Fong founded Multicultural Alliance of Behavior Analysts (MultiABA) which was a special interest group of the Association of Behavior Analysis International (ABAI). The SIG has since rebranded as the Culture and Diversity SIG and

she continues to be a board member of that group. As a doctoral student, she was a "Distinguished Scholar" with the Cambridge Center for Behavioral Studies. In addition, she was the founder of "Diversity in Behavior Analysis" a section in *Behavior Analysis Research and Practice*, and served as an associate editor for the journal. She has been a reviewer for *Behavior Analysis: Research and Practice*, *Behavior Analysis in Practice*, and the National Multicultural Conference and Summit.

Currently, Dr. Fong serves on the Executive Committee for the American Psychological Association's (APA) Division 35 (Society for the Psychology of Women), and Division 35 Section 5 Psychology of Asian American and Pacific Women). She is also a member of the ABAI Diversity, Equity, and Inclusion Board. In addition to Dr. Hughes Fong activities, she is a board-certified behavior analyst and licensed as a behavior specialist in Pennsylvania, a trainer in the Pennsylvania Bureau of Autism's Functional Behavior Analysis training, and has received training certificates in the area of Trauma Focused Cognitive Behavior Therapy and Trauma Focused Cognitive Behavior Therapy Childhood Traumatic Grief. She received her level one certification in Pivotal Response Training and Gottman Couples Therapy. Her primary areas of interest are in the application of ABA to diverse populations, telehealth, social validity, health and behavior analysis, and examining child custody and parental competency when a child has developmental disabilities.

RICHARD FUQUA (Western Michigan University)



Wayne Fuqua (Ph.D., BCBA-D) is a professor of psychology at Western Michigan University where he served as the chair of that department for 14 years. Dr. Fuqua's research and scholarly interests span a range of topics including autism, health psychology, gerontology, dissemination of evidence-based practice, ethics, and behavioral approaches to sustainability and climate change. His contributions have been recognized with several appointments and awards including: election as a Fellow for the Association of Behavior Analysis; a Distinguished Service Award at WMU; the Jacobson Award from New York State ABA; and a term on the Michigan Autism

Council. He has also produced a series of training videos that feature interviews and demonstrations with leaders in behavior analysis (wmich.edu/autism/resources).

RAMONA HOUMANFAR (University of Nevada, Reno)



Dr. Ramona A. Houmanfar is professor of psychology and the director of the Behavior Analysis Program at the University of Nevada, Reno (UNR). She currently serves as the trustee of the Cambridge Center for Behavioral Studies, chair of the Organizational Behavior Management Section of Cambridge Center for Behavioral Studies, and editorial board member of the *Journal of Organizational Behavior Management and Behavior & Social Issues*. Dr. Houmanfar has served as the editor of *Journal of Organizational Behavior Management*, senior co-chair of the Association for Behavior

Analysis International, director of the Organizational Behavior Management Network, and president of the Nevada Association for Behavior Analysis.

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Dr. Houmanfar has published over seventy peer reviewed articles and chapters, delivered more than 100 presentations at regional, national, and international conferences in the areas of behavioral systems analysis, cultural behavior analysis, leadership in organizations, rule governance, communication networks, instructional design, and bilingual repertoire analysis and learning. Her expertise in behavioral systems analysis and cultural behavior analysis have also guided her research associated with implicit bias, cooperation, situational awareness, decision making, and value based governance. Dr. Houmanfar has published three co-edited books titled *Organizational Change* (Context Press), *Understanding Complexity in Organizations*, and *Leadership & Cultural Change* (Taylor & Francis Group).

JOMELLA WATSON-THOMPSON (University of Kansas)



Dr. Jomella Watson-Thompson is an associate professor in the Department of Applied Behavioral Science, and the director of the Center for Service Learning at the University of Kansas. She is also affiliated with the Center for Community Health and Development. She attained a Ph.D. in Behavioral Psychology and a Masters of Urban Planning from the University of Kansas. She applies behavioral science methods and interventions to improve how communities address issues related to community health and development. Her research has focused on behavioral-community approaches to neighborhood development, substance abuse prevention, and youth and community violence prevention. Dr. Thompson supports community-engaged scholarship using participatory approaches to address social determinants or factors that may contribute to disparities, particularly for marginalized groups and communities. She has researched the effects of community-based processes and behavioral-community interventions to promote mobilization and change in communities. Dr. Thompson has received numerous funding awards and co-authored articles on community capacity-building, youth and neighborhood development, and adolescent substance abuse and youth and community violence prevention. She is as an associate editor with *Behavior and Social Issues* and serves on the ABAI Diversity, Equity, and Inclusion Board.

Abstract: This panel represents the second annual DEI Board discussion in a series designed to provide the ABAI membership with: (1) updates on Board activities, (2) opportunities for considering specific topics of relevance to advancing DEI efforts within ABAI and more broadly, and (3) a mechanism for input and ideas from the audience. This year's panel will focus on the potential contributions of behavior analysis theory and scientific research to improving diversity, equity, and inclusion in ABAI and, more generally, in society. After a brief review of the Board's actions over the past year by Carol Pilgrim, Chair of the ABAI DEI Task Force, DEI Board members will share perspectives on how the science of behavior analysis can be brought to bear in designing DEI initiatives and evaluating their effectiveness. Time for questions and comments from the audience will be included to allow for sharing relevant experiences and lessons learned.

#149 Symposium

5:00 pm–6:50 pm EDT
TBA/AUT; Applied Research
BACB CE Offered. CE Instructor: SungWoo Kahng, Ph.D.

Methodological Considerations in Applied Behavior Analysis Practice and Research

Chair: SungWoo Kahng (Rutgers University)
Discussant: Marc J. Lanovaz (Université de Montréal)

Comparison of Visual Analysis Outcomes and Simulation Modeling Analysis Outcomes in A-B Designs
NICOLE KANAMAN (University of Kansas), Bertilde U. Kamana (The May Institute), and Claudia L. Dozier and Derek D. Reed (University of Kansas)

A Review of Visual Analysis Reporting Procedures in the Functional Communication Training Literature

AARON CHECK, Katie Wolfe, and Meka McCammon (University of South Carolina)

An Analysis of Threats to Internal Validity in Multiple-Baseline Design Variations

TIMOTHY A. SLOCUM, Sarah E. Pinkelman, P. Raymond Joslyn, and Beverly Nichols (Utah State University)

Interobserver Agreement: A Preliminary Investigation Into How Much Is Enough?

NICOLE HAUSMAN (Full Spectrum ABA), Noor Javed (Kennedy Krieger Institute), Molly K. Bednar (Kennedy Krieger Institute), Madeleine Guell (Johns Hopkins University), Erin Schaller (Little Leaves Behavioral Services), Rose Nevill (University of Virginia), and SungWoo Kahng (Rutgers University)

#150 Symposium

5:00 pm–6:50 pm EDT
VRB/AUT; Service Delivery
BACB CE Offered. CE Instructor: Smita Awasthi, Ph.D.

Complex Intraverbals Made Simple: The Many Methods to Teach Convergent and Divergent Intraverbal Responding to Persons With Learning Disabilities

Chair: Aarti Haresh Thakore (Central Texas Autism Center)
Discussant: Manish Vaidya (University of North Texas)

The Prerequisites to Convergent Intraverbal Responding: A Multiple Baseline Study With Three School-Going Children With Autism Spectrum Disorder

SRIDHAR ARAVAMUDHAN and Smita Awasthi (Behavior Momentum India)

The Effects of a Differential Observing Response on Acquisition of Convergent Intraverbal Responding in Two Children With Autism Spectrum Disorder

SMITA AWASTHI and Sridhar Aravamudhan (Behavior Momentum India)

Acquisition and Generalization of Divergent Intraverbal Responses in Children Diagnosed With Autism Spectrum Disorder

AARTI HARESH THAKORE (Central Texas Autism Center) and Anna I. Petursdottir (Texas Christian University)

Complex Intraverbals Made Simple: A Discussion Paper on the Methods to Teach Multiply Controlled Intraverbal Responses

ANUPAMA JAGDISH, Sridhar Aravamudhan, and Smita Awasthi (Behavior Momentum India)

#151 Paper Session

5:30 pm–5:55 PM
EDC

Increasing Access to Trainings for Disruptive Behavior: Developing and Validating a Virtual Teacher Training Package

Chair: Odessa Luna (St. Cloud State University)

Increasing Access to Trainings for Disruptive Behavior: Developing and Validating a Virtual Teacher Training Package (Applied Research)

Odessa Luna (St. Cloud State University) and JESSICA PETRI (Auburn University)

#152 Symposium

6:00 pm–6:50 pm EDT
AUT/DDA; Applied Research
BACB CE Offered. CE Instructor: Bryant C. Silbaugh, Ph.D.

Reviews of Recent Research on Behavioral Interventions for Pediatric Feeding Disorders: Across the Lifespan, Non-Removal of the Cup, and Telehealth

Chair: Bryant C. Silbaugh (Empower Behavioral Health)

Interventions to Support Feeding in People With Intellectual and Developmental Disabilities

BRYANT C. SILBAUGH (Empower Behavioral Health), Becky Penrod (California State University, Sacramento), Scott Page (Utah State University), and Melissa Moseman (California State University, Sacramento)

A Synthesis of Research on Non-Removal of the Cup in Children With Liquid Refusal and Brief Practice Guidelines

KIANA J. WHITLOCK (The University of Texas at San Antonio) and Bryant C. Silbaugh (Empower Behavioral Health)

Telehealth Behavioral Assessment and Intervention for Pediatric Feeding Disorders

LOUISA A. HUSSEIN (University of Houston-Clear Lake) and Bryant C. Silbaugh, Marilyse Tucker, and Alexandra Villalobos (Empower Behavioral Health)

#153 Panel Discussion

Ethics

6:00 pm–6:50 pm EDT
AUT/DDA; Service Delivery
BACB/QABA CE Offered. CE Instructor: Megan Miller, Ph.D.

The Ethical Considerations of Assent in the Development of Instructional Motivation

Chair: Megan Miller (The Do Better Collective)

MEGAN MILLER (The Do Better Collective)

EMILY WILSON (Blossom Behavioral Services)

ROBERT SCHRAMM (Robert Schramm Consulting Knospe-ABA Meridian Rehab)

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#154 Symposium

6:00 pm–6:50 pm EDT
CBM/DDA; Service Delivery
BACB CE Offered. CE Instructor: Deirdre M. Muldoon, Ph.D.

The Contribution of Qualitative Research to the Understanding of the Application, or Lack Thereof, of Behavior Principles

Chair: Megan M. Griffin (Whitworth University)

Qualitative Methodology to Inform Applied Behavior Analytic Practices: A Literature Review
TIFFANY OTERO (University of New Mexico)

Understanding Caregivers' Perceptions of Feeding/Mealtime Interventions for Their Young Child With a Feeding Difficulty
DEIRDRE M. MULDOON (The College of Saint Rose)

Qualitative Research and Contextual Fit
SUSAN R. COPELAND (University of New Mexico) and Megan M. Griffin (Whitworth University)



#155 Symposium

6:00 pm–6:50 pm EDT
CSS/DDA; Applied Research
BACB CE Offered. CE Instructor: Sarah Slocum, Ph.D.

Beyond Direct Assessment and Treatment: Addressing the Safety of Individuals Who Engage in Problem Behavior When First Responders Must Be Called

Chair: Sarah Slocum (Marcus Autism Center; Emory University School of Medicine)

Caregiver Report on the Social and Environmental Impact of Challenging Behavior
AMANDA KAZEE (Marcus Autism Center; Emory University School of Medicine) and Kortney Rist, Grace Binion, and Mindy Christine Scheithauer (Marcus Autism Center)

Prevalence of Interactions With First Responders: Report From Caregivers of Children Who Exhibit Challenging Behaviors

Nadratu Nuhu, Summer Bottini, and MADELINE AUGÉ (Marcus Autism Center; Emory University School of Medicine); Mindy Christine Scheithauer and Alexis Constantin Pavlov (Marcus Autism Center); Sarah Slocum (Marcus Autism Center; Emory University School of Medicine); and Nathan Call and Colin S. Muething (Marcus Autism Center)

Preparing Law Enforcement Officers to Engage Successfully With Individuals With Autism Spectrum Disorder: An Evaluation of a Performance-Based Approach
KARLIE AMELIA HINKLE and Dorothea C. Lerman (University of Houston-Clear Lake)

#156 Symposium

6:00 pm–6:50 pm EDT
CSS; Applied Research

Using Behavior Analytic Strategies to Improve Medical Routines and Teach Medical Skills

Chair: Sarah Elizabeth Martinez Rowe (University of Nebraska Medical Center's Munroe-Meyer Institute)

Systematic Review of Behavior Analytic Interventions to Address Needle Compliance in Individuals With Intellectual Disabilities

SETH WALKER, Aaron Christopher White, and Amanda Zangrillo (University of Nebraska Medical Center's Munroe-Meyer Institute) and Tyra Paige Sellers (Behavior Analyst Certification Board)

Adherence to Medical Routines: Promoting Health and Happiness Without Restraints or Sedation
ANSLEY CATHERINE HODGES (Nemours Children's Hospital; Florida Institute of Technology), David A. Wilder and Elbert Blakely (Florida Institute of Technology), and Christopher A. Podlesnik (Auburn University)

Teaching CPR and First Aid to Young Adults With Intellectual Disabilities Using Behavior Skills Training
AARON CHRISTOPHER WHITE (University of Nebraska Medical Center's Munroe Meyer Institute) and Daniel L. Gadke (Mississippi State University)

#157 Panel Discussion

6:00 pm–6:50 pm EDT

CSS: Service Delivery

BACB/QABA CE Offered. CE Instructor: Estefania Carla Alarcon Moya, MA

Bridging the Gap: The Establishment of Behavior Analysis Professional Associations Across Latin America

Chair: Amanda Bueno dos Santos (Escuela Laboratorio de la Universidad Interamericana Recinto Metro)

ESTEFANIA CARLA ALARCON MOYA (Florida Institute of Technology; CeABA Chile)

CAROLA SCOLARI (Casita ABA)

GRICEL PEZZOTTI (ABA Dominicana)

#158 Symposium

6:00 pm–6:50 pm EDT

DEV: Applied Research

BACB CE Offered. CE Instructor: JeanneMarie Speckman, Ph.D.

Behavioral Development Special Interest Group Graduate Student Research Award Presentations

Chair: JeanneMarie Speckman (Fred S. Keller School, Teachers College, Columbia University)

Discussant: Jennifer Longano (Fred S. Keller School)

Comparing Two Interventions on Establishing Multiple Stimulus Control

FRANCIS HWANG-NESBIT (Teacher College, Columbia University), R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences), and Jennifer Weber (Teachers College, Columbia University)

The Effects of Parent Training During Telehealth Sessions on the Students' Rate of Learning and Parents' Delivery of Accurate Instruction

MANINDER VIRK and Lin Du (Teachers College, Columbia University)

#159 Symposium

6:00 pm–6:50 pm EDT

EDC/AUT; Service Delivery

BACB CE Offered. CE Instructor: Nicole Hollins, MA

Coaching and Collaboration: Towards Delivering Evidence-Based Services in Public Schools

Chair: Jennifer Ledford (Vanderbilt University)

Remaining Behavior Analytic in School Consultation: A Conceptual Analysis of School Environments

ROBERT C. PENNINGTON (University of North Carolina at Charlotte)

Multi-Level Coaching: A Behavior-Analytic Approach to Professional Development

CHARLES L. WOOD (University of North Carolina at Charlotte)

A Case Series: Reviewing Effective Components of Coaching Classroom Management

Nicole Hollins and STEPHANIE M. PETERSON (Western Michigan University)

#160 Symposium

6:00 pm–6:50 pm EDT

PCH/BPN; Theory

Private Events: A Matter of Threshold, Culture, and Analysis Refinement

Chair: Aécio De Borba Vasconcelos Neto (Universidade Federal do Pará)

Radical Behaviorism and Deep Neural Network Reconstruction of Perceptual Responses

DANIELE ORTU (University of North Texas)

Private Events: A Good Start, but More to Go

AÉCIO DE BORBA VASCONCELOS NETO (Universidade Federal do Pará)

Making Progress in Our Analysis of Private Events

BRENNAN PATRICK ARMISHAW and Manish Vaidya (University of North Texas)

#161 Panel Discussion

6:00 pm–6:50 pm EDT

TBA/CSS: Service Delivery

BACB CE Offered. CE Instructor: Dipti Mudgal, Ph.D.

Compassionate Online Education in a Post-COVID-19 World

Chair: Laura L. Dudley (Northeastern University)

DIPTI MUDGAL (Ball State University)

VERONICA J. HOWARD (University of Alaska Anchorage)

ROBYN M. CATAGNUS (The Chicago School of Professional Psychology)

#162 Business Meeting

7:00 pm–7:50 pm EDT

SIG Español

Chair: Mapy Chavez Cueto (Alcanzando)

All Spanish speaking ABAI members are invited to participate, share and exchange information at this meeting. Join us to learn what is happening in the Spanish speaking community of ABAI.

#163 Business Meeting

7:00 pm–7:50 pm EDT

Organizational Behavior Management Network and *Journal of Organizational Behavior Management* Annual Meeting

Chair: Byron J. Wine (The Faison Center)

This joint meeting will present information related to both the OBM Network and the *Journal of Organizational Behavior Management*. Founded in 1982, the Organizational Behavior Management Network exists to develop, enhance, and support the growth and vitality of organizational behavior management (OBM) through research, education, practice, and collaboration. The *Journal of Organizational Behavior Management*, edited by Dr. David Wilder, is the flagship journal for the publication of research and discussion articles related to the practice of behavior analysis in business settings. All attendees interested in OBM are invited to hear updates and network with practitioners and researchers.

#164 Business Meeting

7:00 pm–7:50 pm EDT

Nevada Association for Behavior Analysis

Chair: Thomas Wade Brown (Ball State University; Chrysalis)

The Nevada Association for Behavior Analysis is committed to its mission to promote professional development in the field of behavior analysis in all its facets to include philosophical, theoretical, experimental, applied, and practice.

#165 Business Meeting

7:00 pm–7:50 pm EDT

Student Committee Business Meeting

Chair: Allyson R. Salzer (University of Kansas)

ABAI student members constitute a significant portion of ABAI's total membership. The ABAI Student Committee's mission is to provide organizational support for all ABAI student members in order to promote participation in ABAI, as well as professional growth, and to enable members to contribute to the science of behavior analysis. The Student Committee business meeting will facilitate conversations concerning student issues, their involvement, and how we can better serve students with respect to their professional development. This business meeting will also serve to update students on current activities and recruit students interested in serving on the Executive Council or other Student Subcommittees (e.g., academic engagement, events, and outreach).

#166 Business Meeting

7:00 pm–7:50 pm EDT

Addiction Special Interest Group

Chair: August F. Holtyn (Johns Hopkins University School of Medicine)

This will be the business meeting of the Addiction Special Interest Group (SIG). The mission of the SIG is to provide a forum for students, practitioners, and researchers who have an interest in studying and applying behavior analysis to understand, prevent, and treat addiction. The Addiction SIG is an

organization for behavior analysts and others who are interested in understanding, preventing, and treating misuse of licit and illicit drugs and other commodities (e.g., alcohol, nicotine, stimulants, opioids, internet, smartphones, food) and associated psychosocial problems (e.g., psychiatric comorbidities, unemployment, poverty). The purpose of this inaugural meeting will be to: (1) provide an overview of the SIG's mission, (2) discuss ongoing and future activities of the SIG, (3) develop plans to increase membership within the SIG, and (4) encourage feedback on SIG activities and future directions. All interested conference attendees are welcome to attend this meeting.

#167 Business Meeting

7:00 pm–7:50 pm EDT

Perspectives on Behavior Science Editorial Board and Author Meeting

Chair: M. Christopher Newland (Auburn University)

This is a business meeting Perspectives on Behavior Science. We will discuss issues about the journal and hear a report from Springer.

#168 Business Meeting

7:00 pm–7:50 pm EDT

China Association of Rehabilitation of Disabled Persons/Professional Committee of ABA

Chair: Dorothy Xuan Zhang (The Chicago School of Professional Psychology; George Mason University; ABA Professional Committee of China Association of Rehabilitation of Disabled Persons)

The purpose of this meeting is to provide an annual update on the development and growth of the China Association of Rehabilitation of Disabled Persons/Professional Committee of Behavior Analysis.

#169 Business Meeting

7:00 pm–7:50 pm EDT

Culture and Diversity SIG Meeting

Chair: Robyn M. Catagnus (The Chicago School of Professional Psychology)

The business meeting for the first nonprofit multicultural alliance for behavior analysts, established to support research, growth, and networking about culture and diversity issues in behavior analysis. Our mission is to increase inclusive practices in behavior analysis research, education, policy, training, and clinical practice—and in our wider communities. The SIG welcomes everyone and seeks a variety of backgrounds, perspectives, and skills. This meeting will include introductions of a new Board, as well.

#170 Business Meeting

7:00 pm–7:50 pm EDT

Behavioral Development Special Interest Group

Chair: Jessica Singer-Dudek (Teachers College, Columbia University)

The Behavioral Development SIG of ABAI was created with the mission to promote and support research and theory designed to identify environmental variables that establish and interact with behavioral development and show how these variables relate to behavioral principles and instructional procedures in other areas, and how they can be manipulated to promote desirable developmental outcomes. Specifically, the organization shall (a) serve as a scientific and professional reference and networking group for its members, (b) disseminate information to promote its mission to a wider audience, (c) organize an annual business meeting to provide a forum for discussion of the affairs of the chapter, and (d) recognize individuals or groups of individuals who have made significant contributions to further the cause of this SIG. Conference attendees are invited to come and meet the members of the Dev SIG and learn more!

#171 Business Meeting

7:00 pm–7:50 pm EDT

Crime, Delinquency and Forensic Behavior Analysis Special Interest Group Business Meeting

Chair: Timothy Templin (HABA)

The purpose of the Crime, Delinquency and Forensic Behavior Analysis SIG business meeting is to review the SIG vision, plans for the future and the discuss the best ways to assist the criminal and civil justice systems using the science of applied behavior analysis. We will focus on communication within our SIG, including the optimal use of social media to expand our SIG's reach and benefit those interested. An update on the webinar series, "Novel Uses of Applied Behavior Analysis" will also be reviewed. We will discuss individual positions within the club and how to make our SIG work together to achieve new goals for the coming year. All those interested in this area are welcome to attend and share some of their own experiences with the group.

DEI

Saturday, May 29

#172 Business Meeting

7:00 pm–7:50 pm EDT

Naturalistic Developmental Behavioral Intervention Special Interest Group Business Meeting

Chair: Sophia R. D'Agostino (Hope College)

The NDBI SIG will hold their annual business meeting.

#173 Business Meeting

7:00 pm–7:50 pm EDT

Applied Animal Behavior SIG Business Meeting

Chair: Steven W. Payne (California State University, Fresno)

The Applied Animal Behavior (AAB) SIG brings together individuals who specialize or have an interest in the application of behavior analysis to the care, treatment, welfare, and understanding of animals and their behavior. Our mission is to promote applied animal behavior analytic research, set high standards in methods and techniques of animal training, support those in the applied animal behavior field, and promote the well-being of animals in applied settings wherever they are found. The AAB SIG has many resources available to our members, and hosts a members' meeting at the annual ABA convention. Our members include academics, researchers, practitioners from various fields, and consumers. We welcome anyone who is interested in learning more about and contributing to this growing field.

#174 Business Meeting

7:00 pm–7:50 pm EDT

Dissemination of Behavior Analysis Special Interest Group

Chair: John O'Neill (Contextual Behavioral Science Institute)

A business meeting to provide updates, plan initiatives, and discuss the overall direction and progression of the Dissemination of Behavior Analysis Special Interest Group (DBA-SIG).

#175 Business Meeting

7:00 pm–7:50 pm EDT

Teaching Behavior Analysis Special Interest Group Business Meeting

Chair: Dacia McCoy (University of Cincinnati)

Teaching Behavior Analysis (TBA) special interest group's purpose is to improve the teaching and learning of the principles and applications of behavior analysis in any setting in which those activities occur. The purpose of this meeting is to update members and potential members on the activities of the TBA SIG. We will set goals for the upcoming year and allow time for individuals to network. All are invited to attend. You do not have to be a member of the TBA SIG. Anyone interested in the teaching of behavior analysis in all environments is welcome.

#176 Business Meeting

7:00 pm–7:50 pm EDT

Behavior Gerontology Special Interest Group

Chair: Claudia Drossel (Eastern Michigan University; Center for the Advancement of Neurobehavioral Health)

The Behavioral Gerontology SIG provides an open forum for students, practitioners, and researchers who have an interest in applying the science, practice, and philosophy of behavior analysis to wellbeing in later life, typically referring to ages 65 and older. The goal is to promote the development, implementation, and evaluation of behavior analytic approaches to a wide variety of topics with high public health significance in this population, such as self-management for health promotion and disease prevention, and functional assessments of and interventions for behavioral changes commonly associated with neurocognitive disorders (e.g., due to Alzheimer's disease). The meeting will explore attendees' interests and needs and foster collaborations and the sharing of information, to encourage education, training, practice, and research. Outreach and organizational issues are central to the meeting agenda.

#177 Business Meeting

7:00 pm–7:50 pm EDT

Behavior and Social Issues Editorial Board Meeting

Chair: Mark A. Mattaini (Jane Addams College of Social Work-University of Illinois at Chicago)

This meeting, for editorial board members (and those interested in participating as such), will review the progress of the journal, outline future plans, and offer opportunities for those interested to offer suggestions to strengthen the offerings of the journal supporting culturo-behavioral science, social and environmental justice, and cultural analysis at applied and basic levels.

#178 Business Meeting

7:00 pm–7:50 pm EDT

New U.S. and Non-U.S. Programs Interested in ABAI Accreditation and VCS

Chair: Jenna Mrljak (Association for Behavior Analysis International)

This is an open meeting to disseminate information to new U.S. and non-U.S. programs interested in pursuing accreditation or obtaining a verified course sequence (VCS) through the Association for Behavior Analysis International.

#179 Special Event

7:00 pm–8:30 pm EDT

Standing on the Shoulders of a Giant: Remembrances of Jack Michael

Chair: Henry D. Schlinger (California State University, Los Angeles) and Mark L. Sundberg (Sundberg and Associates)

Jack Michael's influence on the field of behavior analysis was profound. His refinement and extension of several of our basic concepts and principles (e.g., establishing operations, positive and negative reinforcement, automatic reinforcement, verbal behavior) has greatly advanced our understanding of human behavior. However, Jack's legacy may be most obvious in the numerous students he taught over the years, many of whom have had distinguished careers as researchers, practitioners, and teachers in their own right. Each has made significant contributions to behavior analysis, thus extending Jack's legacy even further. Six of Jack's students from his early days of teaching will offer comments and insights regarding Jack. Following their remarks, audience members will be allowed to provide very brief remarks about Jack.

INTRODUCING A NEW ABAI BOOK SERIES
Behavior Analysis:
Theory, Research, and Practice
**Volume 1: Behavior Science Perspectives on
Culture and Community**
Edited by Traci M. Cihon and Mark A. Mattaini

All science proceeds by progressively building on the work of others while remaining open to new discoveries and challenging existing conceptual frameworks. The same is true of culturo-behavior science. This textbook presents the scientifically rigorous work of the last several decades that has taken a behavior-analytic view of social and cultural processes, with an eye for contributions that address social and cultural issues. Learn more at
link.springer.com/book/10.1007/978-3-030-45421-0



Saturday, May 29



May 30

Sessions
Business Meetings
Posters
Reunions

Sunday, May 30

Area	8 am		9 am		10 am		11 am		12 pm		1 pm		2 pm					
	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30				
AUT			184 AUT Ch. Basile ‡		215 AUT Ch. Holcomb ‡				236 AUT Ch. Parmar		Posters Session							
AUT			195 AUT Ch. Gilroy ‡				220 AUT Ch. DeQuinzio ‡		237 AUT Ch. Hoch ‡									
AUT			194 AUT Ch. McCammon ‡						238 AUT Ch. Rodriguez ‡									
AUT			183 AUT degli Espinosa		207 AUT Ch. Kwak ‡		DEI		240 AUT Ch. Rogers ‡									
AUT			196 AUT Ch. Nichols						239 AUT Ch. Syed ‡									
AUT					206 AUT Ch. Verma ‡													
DDA			198 DDA Ch. Davis ‡				230 DDA Ch. Leland ‡											
DDA			187 DDA Ch. Gregori ‡		DEI		216 DDA Ch. Kranak ‡		241 DDA Bondy									
DDA			180 DDA Korinko		202 DDA Aljumah				218 DDA May						234 DDA Mullins		245 DDA Ch. Morlino ‡	
PRA					214 PRA Allen										248 PRA Dorsey ‡			
PRA																		
VRB			201 VRB Ch. Kemmerer ‡				233 VRB Ch. Diez											
OBM			191 OBM Ch. Harrison ‡		DEI		204 OBM Borlase		217 OBM Agbota						226 OBM Ch. Sump ‡			
OBM			181 OBM Teaboul ‡		203 OBM Robertson				219 OBM Mchner						235 OBM Solis		DEI	
CSS			186 CSS Ch. Catagnus ‡		DEI		210 CSS Ch. Ortega ‡		229 CSS Ch. Mattaini ‡									
CSS					209 CSS Ch. Gross ‡		DEI		223 CSS Ch. Mussetter ‡						243 CSS Ala'i		DEI	
CSS															244 CSS Ch. Pritchett			
CSS																		
CBM			185 CBM Donlin Washington		208 CBM Ch. Schmick ‡				222 CBM Levy						242 CBM Ch. Korinko ‡			
CBM									221 CBM Ch. Golden ‡									
CBM																		
CBM																		
DEV			188 DEV Ch. Monique		211 DEV Ch. Delgado ‡				224 DEV Ch. Aclan									
EDC			199 EDC Ch. Vause ‡				232 EDC Ch. Du ‡								DEI			
EDC			190 EDC Ch. Lane ‡		213 EDC Ch. Mason ‡										246 EDC Ch. delaCruz ‡			
EDC																		
EDC																		
TBA			200 TBA Ch. Copeland ‡						227 TBA Ch. Wernitz ‡						249 TBA Ch. Mudgal ‡			
TBA																		
TBA																		
AAB			182 AAB Praller-Sadovsky															
BPN			197 BPN Ch. Toegel ‡						228 BPN Ch. Pitts									
EAB			189 EAB Ch. Fontes		212 EAB Hayashi				231 EAB Ch. Ritchey									
EAB									225 EAB Ch. Pear ‡									
PCH			192 PCH Ch. Barnes Holmes ‡												247 PCH Ch. Fuller ‡			
PCH																		
DEI					205 DEI Ch. Watson-Thompson		DEI											
SCI			193 SCI Roma															
OTH																		

3 pm		4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		Area
:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	
275 AUT Ch. Manente ‡		DEI		301 AUT Ch. Gerhardt ‡		315 AUT Ch. Padilla Dalmáu ‡	DEI	328 Self & Match		340 Sage College				AUT
276 AUT Ch. Koudys ‡						317 AUT Ch. Dawson ‡		334 Hawaii ABA		341 Florida State University				AUT
265 AUT Ch. Adronis		294 AUT Ch. Bourland ‡§		DEI		318 AUT Ch. Linden	DEI	336 BAP		342 SPABA				AUT
263 AUT Solomon	285 AUT Northington	287 AUT Ch. David ‡				316 AUT Ch. Nohelty ‡		337 Texas ABA Public Policy Group		343 Florida Tech				AUT
		286 AUT Wang	297 AUT Casarini					338 The Psych. Record		344 Chicago School, Cambridge, Skinner Foundation				AUT
								330 Autism SIG		345 Columbia University, CABAS				AUT
281 DDA Ch. Smith ‡						320 DDA Ch. Griffith		331 BFSR SIG		346 Southern Illinois University Carbondale				DDA
280 DDA Ch. Greenberg ‡				303 DDA Ch. Blackwell ‡		319 DDA Ch. Winn ‡		335 Military SIG		347 University of North Carolina Wilmington				DDA
		289 DDA Ch. Scheithauer ‡						332 Strategic Plan Group		348 The Ohio State University				DDA
283 PRA Higbee				301A PRA Watson-Thompson				326 JEAB		349 Arizona State University				PRA
		293 PRA Brodhead												PRA
		296 VRB Ch. Schnell ‡				325 VRB Duran	DEI	339 Behav Med SIG		350 University of North Texas				VRB
				306 OBM DiGennaro Reed				331PBS SIG		351 Beacon, Evergreen, MassABA				OBM
								327 Neuroscience SIG		352 University of Nevada Reno				OBM
278 CSS Ch. Smith				309 CSS Ch. Baruni ‡				329 VRB SIG		353 University of Cincinnati				CSS
279 CSS Ch. Lauer ‡		DEI		310 CSS Ch. Matthews ‡										CSS
269 CSS Ch. Panesar ‡	DEI													CSS
270 CSS Ch. Houmanfar	DEI													CSS
268 CBM Ch. Lee ‡§		288 CBM Ch. Pavlov ‡		302 CBM Ch. Sanders ‡										CBM
277 CBM Ch. Phipps														CBM
267 CBM Ch. Dennis ‡	DEI													CBM
264 CBM Layng														CBM
		290 DEV Ch. Kuhn ‡												DEV
271 EDC Ch. Park ‡		291 EDC Ch. Salzer		305 EDC Ch. Frederick ‡		321 EDC Ch. Detrich ‡								EDC
		295 EDC Ch. Johnson ‡												EDC
		292 EDC Skinner ‡†		299 EDC Lill	312 EDC Pistoljevic									EDC
		298 EDC Jones												EDC
284 TBA Ch. Garcia ‡				311 TBA Ch. Olive ‡										TBA
274 TBA Ch. Olla				308 TBA Ch. Esquierdo-Leal	324 TBA Ch. Dubuque ‡									TBA
				300 TBA Donnelly	313 TBA Goncalves	314 TBA Guerrero								TBA
														AAB
266 BPN Ch. Zuluaga ‡§														BPN
282 EAB Ch. Arntzen ‡				304 EAB Ch. Rodriguez										EAB
														EAB
272 PCH Ch. Lowther ‡				307 PCH Ch. Baia ‡	322 PCH Ch. Sush ‡	DEI								PCH
					323 PCH Ch. Richardson									PCH
														DEI
273 SCI Loftus														SCI
														OTH

LEGEND

B. F. Skinner Lecture Series

Special and Invited

Professional Development Series

† PSY CE

‡ BACB CE

§ QAABA CE

* NASP CE

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#180 Paper Session

9:00 am–9:25 am EDT

DDA

From Baselines to Phase Lines: The State of Behavior Analysis in Florida's Agency for Persons With Disabilities

Chair: Kristin J. Korinko (Agency for Persons with Disabilities)

From Baselines to Phase Lines: The State of Behavior Analysis in Florida's Agency for Persons With Disabilities (Service Delivery)

KRISTIN J. KORINKO and Scott Traynor (Agency for Persons with Disabilities)

#181 Paper Session

9:00 am–9:25 am

OBM

Establishing Equitable Policies in a Diverse Workplace

Chair: Tedi Renee Teabout (ABA Adaptive Services)

Establishing Equitable Policies in a Diverse Workplace (Theory)

TEDI RENEE TEABOUT (ABA Adaptive Services) and Krista M. Clancy (University Pediatricians Autism Center)

#182 Invited Presenter

9:00 am–9:50 am EDT

AAB; Applied Research

BACB CE Offered. CE Instructor: Nicole Pfaller-Sadovsky, Other

Fido, No! Using Principles From Behavior Analysis to Investigate Canine Undesired Behavior , Owner Training, and Interventions

Chair: Erica N. Feuerbacher (Virginia Tech)

NICOLE PFALLER-SADOVSKY (Queen's University Belfast)



As a long-time dog owner (since 1994) and a “Dog Trainer Certified According to Animal Welfare and Protection Legislation” (awarded by the Austrian Ministry of Health and the Messerli Research Institute), Nicole founded her own dog training business in 2008, Happy-Fellow® Coaching & Seminars. Since then she has worked with a range of clients whose dogs display problematic behaviors, such as fear-related behavior, inter- and intraspecific aggression or stereotypic behaviors. Additionally, to her work as a behavior consultant, Nicole frequently teaches retrieving classes as a fun and stimulating activity for all dogs but also for dog-owner teams participating in retriever-specific competitions.

Nicole holds a BSc (Hons) degree in applied animal behavior from the University of Portsmouth (UK) and a MSc degree in Applied Behavior Analysis from Queen's University Belfast (UK). Currently, Nicole is working toward her Ph.D. in biological sciences with an emphasis in behavior analysis at Queen's University Belfast. She conducts research on canine learning, human-dog interactions and owner training from a behavior-analytic perspective.

Abstract: Dog ownership has been shown to provide many benefits to humans, such as increased and regular walking, improved cardiovascular health, as well as increased social interactions. However, dogs can display behaviors that are problematic for their owners and their respective social environment. Such behaviors include jumping up on people or aggressive responses toward other individuals. In an effort to alleviate their dogs' problematic behavior, owners often reach out to companion animal behaviorists or trainers. However, the interventions' effectiveness and their outcomes can be variable, especially if there are a lack of resources, such as time, skills, and finances. Unresolved problem behavior in dogs often leads to a breakdown of the owner-dog relationship and may result in relinquishment and euthanasia. Therefore, our research is aimed at investigating the characteristics of behavioral interventions that may contribute to their ease of implementation and effectiveness (e.g., clicker training and time-based delivery of reinforcers). This presentation will introduce our work on systematically testing intervention components, such as modelling or feedback. We identified variables maintaining problematic behavior through functional behavior assessments, and implemented interventions based on respective information. Attendees will learn about the effectiveness of different intervention components, the time-based response-independent delivery of reinforcers (i.e., noncontingent reinforcement) and clicker training.

Sunday, May 30

#183 Invited Presenter

9:00 am–9:50 am EDT

AUT; Basic Research

PSY/BACB CE Offered. CE Instructor: Francesca Degli Espinosa, Ph.D.

Beyond Intervention: How Behavior Analysis Can Contribute to an Understanding of Autism Spectrum Disorder

Chair: Tiffany Kodak (Marquette University)

FRANCESCA DEGLI ESPINOSA (ABA Clinic)



Francesca Degli Espinosa, Ph.D., BCBA-D, is director and consultant at ABA Clinic Ltd., adjunct professor at the University of Salerno, and a guest lecturer at Queen's College, Belfast, and Pennsylvania State University.

Abstract: Autism spectrum disorder (ASD) is one of the most researched conditions within the field of psychology and education. While ABA-based early intervention is considered the most effective evidence-based comprehensive approach to increase skills and reduce problem behavior in young children affected by ASD, behavior analysis has yet to provide an analysis of the unique repertoires of children with autism. Instead, the most widely accepted explanations of learning deficits associated with ASD are almost exclusively non-behavioral. In this talk, I will discuss the importance of a behavioral account for understanding the unique challenges associated with ASD. At minimum, such an account must be able to address three areas of cognition, widely understood to be compromised in ASD: joint attention, theory of mind, and executive functioning. Developing a comprehensive behavioral conceptual framework that addresses these areas would give behavior analysis a seat at a table traditionally occupied by other disciplines. Behavior analysis may then be seen not merely as a collection of techniques to decrease problem behavior or to produce isolated skills.

#184 Symposium

9:00 am–9:50 am EDT

AUT; Applied Research

BACB/NASP CE Offered. CE Instructor: Carissa Basile, MS

Advances in Teaching and Assessing Conversation Skills With Adults

Chair: Carissa Basile (Marquette University)

A Descriptive Assessment of Active Listening and Topics for Initiating Future Conversations

SYLVIA AQUINO and Stephanie A. Hood (Marquette University)

Teaching Adults With Autism Spectrum Disorder to Write Professional Emails to Support Employment

WHITNEY PUBYLSKI-YANOFCHICK, Christeen Scarpa, and Declan Butler (Rutgers University); Jonathan Oflazian (The College of New Jersey); and SungWoo Kahng (Rutgers University)

Teaching Adults With Autism Spectrum Disorder to Interact Successfully With Others in a Virtual Format

BRANDT KAIL and Rachel Callahan (Texana Center), Dorothea C. Lerman (University of Houston-Clear Lake), Katherine Miriam Johnson-Patagoc (Texana Center), and David E. Whitcher (Texana Center; Behavior Improvement Center)

#185 Invited Presenter

9:00 am–9:50 am EDT

CBM; Applied Research

BACB CE Offered. CE Instructor: Kelly M. Schieltz, Ph.D.

Using Contingency Management and Behavioral Economics to Study Health-Related Behavior

WENDY DONLIN WASHINGTON (University of North Carolina Wilmington)



Dr. Wendy Donlin Washington is an associate professor of psychology at University of North Carolina Wilmington. She received her Ph.D. in experimental psychology from Auburn University under the direction of Dr. Christopher Newland, and then completed a post-doctoral fellowship at Johns Hopkins University School of Medicine working with Kenneth Silverman and Maxine Stitzer in developing behavioral treatments for drug abuse. She has conducted research in the areas of contingency management, behavioral toxicology and pharmacology, and behavioral economics.

Her current research has focused on using behavioral interventions, like contingency management, to treat health related behaviors such as drug use and physical activity. She has served as Membership Board Coordinator for ABAI since 2016, is on the board of editors for *Perspectives on Behavioral Science* and *Journal of the Experimental Analysis of Behavior*.

Abstract: Humans are fortunate, in that their behavior can greatly impact their health. Many behaviors can promote health, wellness, and longevity (e.g., physical activity, healthy food choice, and treatment compliance.) However, there are also behaviors that negatively impact health and wellness (e.g., alcohol consumption, sedentary behavior, unhealthy food choices, risky sexual behavior). Unfortunately, the “unhealthy” behaviors are often associated with immediate and highly probable reinforcers, while the “healthy” behaviors have delayed and uncertain reinforcers. Two areas within behavior analysis can inform this competing reinforcer problem: contingency management and behavioral economics. Behavioral economic approaches allow researcher to characterize the value of reinforcers for health-related behaviors. Contingency management research primarily focuses on the use of differential reinforcement of health-promoting behaviors. This presentation will give brief backgrounds on these two areas in the context of health promotion. Data will be presented highlighting factors that impact the efficacy and feasibility of these interventions (e.g., reinforcer type, immediacy of consequences, cost of intervention, goal-setting criteria, and length of intervention.)

#186 Panel Discussion

Ethics; **DE**

9:00 am–9:50 am EDT

CSS/PCH; Theory

BACB/QABA CE Offered. CE Instructor: Liliane Rocha, Other

Uncharted Territories for Behavior Analysts: New Frontiers for the Science We Love (A Scientific Framework for Compassion and Social Justice: Contributor Series)

Chair: Robyn M. Catagnus (The Chicago School of Professional Psychology)

MARGARET UWAYO (Michigan State University; By Your Side Autism Services)

KOZUE MATSUDA (Children Center Inc.)

LILIANE ROCHA (The Behavior Web, LLC)

#187 Symposium

DE

9:00 am–9:50 am EDT

DDA/AUT; Applied Research

BACB CE Offered. CE Instructor: Emily Gregori, Ph.D.

Cultural Representation and Responsiveness in Behavior Analytic Research

Chair and discussant: Emily Gregori (University of Illinois at Chicago)

Online Literacy Instruction to Promote School Readiness of Korean Dual-Language Learners

Sunyoung Kim, VERONICA YOUN KANG, Hanae Kim, Jing Wang, and Emily Gregori (University of Illinois at Chicago)

A Systematic Review of Behaviorally Based Interventions for Students With Disabilities: Analysis of Participant Demographics Across All Disability Categories

Emily Gregori, LISA S. CUSHING, Sunyoung Kim, Daniel M. Maggin, and Veronica Youn Kang (University of Illinois at Chicago)

#188 Symposium

9:00 am–9:50 am EDT

DEV/CBM; Applied Research

Advancing Severe Problem Behavior Research

Chair: Marie-Chanel Monique Morgan (Brock University)

Discussant: Griffin Rooker (Kennedy Krieger Institute)

Exploring the Reliability of an Objective Severity Tool to Classify Severe Problem Behavior

MARIE-CHANEL MONIQUE MORGAN and Alison Cox (Brock University)

Evaluating Preference Stability Across Psychotropic Medication Changes in Persons With Intellectual and Developmental Disabilities

AUTUMN KOZLUK and Alison Cox (Brock University)

#189 Symposium

9:00 am–9:50 am EDT

EAB/CBM; Translational

Recent Studies on Punishment

Chair: Rafaela Fontes (Utah State University)

Extending the Punishment Principles: The Hot Air Blast as a Novel Aversive Stimulus

PAULO MORALES MAYER (Universidade Ceuma) and Marcus Bentes De Carvalho Neto (Universidade Federal do Pará)

Punishment Intensity and Behavior Allocation

RAFAELA FONTES and Timothy A. Shahan (Utah State University)

Quantifying Loss Aversion in Clinical Populations: A Review and Discussion

BRYAN KLÁPES (Philadelphia College of Osteopathic Medicine Georgia)

Sunday, May 30

#190 Symposium

9:00 am–9:50 am EDT
EDC/DDA; Applied Research
BACB CE Offered. CE Instructor: Justin Lane, Ph.D.

Using Research Synthesis to Inform Use of Common Teaching Procedures

Chair: Justin Lane (University of Kentucky)

Making Imitation Training More Robust: Identifying Relevant Functions and Contexts

SIENNA WINDSOR and Jennifer Ledford (Vanderbilt University)

Time Delay Instruction: Understanding “For Whom and Under What Conditions” It Is Effective

BRITTANY PAIGE BENNETT and Jennifer Ledford (Vanderbilt University)

A Literature Review of Behavioral Skills Training for Safety Skills: Identifying Prerequisite Skills and Assessments for Individuals With Disabilities

JESSICA L. FRENCH (University of Missouri; Thompson Center for Autism & Neurodevelopmental Disorders), Casey J. Clay (Thompson Autism Center at Children’s Hospital of Orange County), Brittany Schmitz (University of Missouri; Thompson Center for Autism & Neurodevelopmental Disorders)

#191 Panel Discussion

Ethics; **DE**

9:00 am–9:50 am EDT
OBM/CSS; Translational
BACB/QABA CE Offered. CE Instructor: Kate Elizabeth Harrison, M.Ed.

Changing Workplace Culture: Making the Workplace Inclusive for All (A Scientific Framework for Compassion and Social Justice: Contributor Series)

Chair: Kate Elizabeth Harrison (Brett DiNovi & Associates, BCBA)

NATALI PERILO WACHTMAN (Behavior Momentum Group)
JANANI VAIDYA (Louisiana Contextual Science Research Group)
STEPHANIE D. BOLDEN

#192 Panel Discussion

9:00 am–9:50 am EDT
PCH/TBA; Theory
BACB CE Offered. CE Instructor: Julian Leslie, Ph.D.

Do We Have Agreed Behavior Principles or Processes or Both, and do they Constitute a Theory?

Chair: Dermot Barnes-Holmes (Ulster University)

JULIAN LESLIE (Ulster University)
MARCUS JACKSON MARR (Georgia Institute of Technology)
CARMEN LUCIANO (Universidad de Almería)

#193 B. F. Skinner Lecture Series

9:00 am–9:50 am EDT
SCI
BACB CE Offered. CE Instructor: David P. Jarmolowicz, Ph.D.

Onward and Upward: Behavioral Science Principles and Practice in Human Space Exploration

Chair: David P. Jarmolowicz (University of Kansas; Cofrin Logan Center for Addiction Research and Treatment)

PETER ROMA (NASA Johnson Space Center)



Dr. Pete Roma is Senior Scientist and Director of the Behavioral Health & Performance Laboratory at NASA Johnson Space Center. He also holds adjunct appointments at the Johns Hopkins University School of Medicine, the University of Kansas, the University of California—Irvine, the University of Texas at Austin, and Rice University. Prior to joining NASA, he trained and worked with space research pioneer Dr. Joseph V. Brady and behavioral economics pioneer Dr. Steven R. Hursh studying individual and environmental influences on cooperative behavior in high-performing teams. At NASA,

the BHP Laboratory specializes in multidisciplinary longitudinal research and countermeasure development to support individual and team behavioral health, performance, and adaptation in isolated, confined, and extreme operational environments. Through support from NASA’s Human Research Program, Space Biology Program, and Systems Maturation Team as well as the US Army Medical Research and Materiel Command (MRMC) and the Defense Advanced Research Projects Agency (DARPA), recent and ongoing efforts include integrated investigations of human physical and behavioral health, performance, and biopsychosocial adaptation over time in NASA’s Human Exploration Research Analog (HERA) and 20-ft Chamber facilities, the Hawai’i Space Exploration Simulation and Analog (HI-SEAS) habitat, the Russian

Institute for Biomedical Problems' SIRIUS/NEK chamber, Concordia and Neumayer Stations in Antarctica, and the International Space Station.

Abstract: Complex mission-oriented operational environments such as space exploration seem incompatible with the rigor and control that define the behavior analytic approach. Yet, the inherent risks, strategic value, and public investment in these missions require applying the best science available to enable success. This presentation will describe the parallels between behavior analytic principles and spaceflight operations, review selected historical and recent applications of behavioral science in astronauts and other teams in isolated, confined, and extreme environments, and describe opportunities for applied behavior analysis as part of integrated multidisciplinary efforts to enable future mission success in support of those who work, live, serve, and explore on the final frontier.

#194 Symposium

9:00 am–10:50 am EDT

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Meka McCammon, M.Ed.

Using Video Modeling and Telehealth to Evaluate Treatment Integrity in Caregiver-Implemented Interventions

Chair: Meka McCammon (University of South Carolina)

Discussant: Wendy A. Machalicek (University of Oregon)

POWER: A Caregiver Implemented Mand Training Intervention

MEKA MCCAMMON and Katie Wolfe (University of South Carolina)

Telehealth Parent Coaching in Naturalistic Communication Intervention for Angelman Syndrome

MANDY J. RISPOLI, Eric Shannon, and Charissa Donn Voorhis (Purdue University)

Telehealth-Based Training Package for Teaching Parents to Implement Trial-Based Intensive Interventions for Their Children

CASSANDRA STANDISH and Joseph Michael Lambert (Vanderbilt University)

Outcomes From Parent Telehealth Training of Assessment and Intervention for Severe Problem Behavior: Case Studies During COVID-19

CASEY J. CLAY (University of Missouri) and Eric Hideyuki Ishijima (Thomson Autism Center; Children's Hospital of Orange County)

#195 Symposium

9:00 am–10:50 am EDT

AUT/EAB; Service Delivery

BACB/NASP CE Offered. CE Instructor: Shawn Patrick Gilroy, Ph.D.

Behavioral Economic Extensions to Assessments and Interventions for Individuals With Developmental Disabilities

Chair: Shawn Patrick Gilroy (Louisiana State University)

Discussant: Christopher E. Bullock (Francis Marion University)

Systematic Review of Applied Behavioral Economics With Individuals With Developmental Disabilities

BRENT KAPLAN (University of Kentucky) and Shawn Patrick Gilroy (Louisiana State University)

Handling Costs Affect Preference for Accumulated and Distributed Response-Reinforcer Arrangements

JENNIFER N. HADDOCK (Kennedy Krieger Institute, Johns Hopkins University School of Medicine)

Asymmetry of Token Gain and Loss in Individuals Diagnosed With Intellectual and Developmental Disabilities

ELISSA SPINKS (Maryland Applied Behavior Analysis), Griffin Rooker and Michelle A. Frank-Crawford (Kennedy Krieger Institute), Michael Kranak and Jennifer N. Haddock (Kennedy Krieger Institute; Johns Hopkins University School of Medicine), and Ashley Nicole Carver (Kennedy Krieger Institute)

Operant Demand and Reinforcer Efficacy: Incorporating the Elasticity of Demand into Behavior Analytic Evaluations of Reinforcers

SHAWN PATRICK GILROY and Jodie Waits (Louisiana State University)

#196 Symposium

9:00 am–10:50 am EDT

AUT; Applied Research

Behavior Analytic Teaching Procedures Using Visual Supports and Behavioral Skills Training

Chair: Beverly Nichols (Utah State University)

Discussant: Rebecca P. F. MacDonald (New England Center for Children)

Sunday, May 30

Behavioral Skills Training With Adult Interventionists: A Systematic Review

Sandra Smith, Stephanie Mattson, JULIANA AGUILAR, Nicole Pyle, and Thomas S. Higbee (Utah State University)

The Effects of Video-Enhanced Fitness Schedules on Exercise Behavior by Individuals With Autism Spectrum Disorder

ANGELA MAGNUSSON, Ruth M. DeBar, and Sharon A. Reeve (Caldwell University); Linda Sue Meyer (Linda S. Meyer Consulting, LLC); and Douglas Kupferman (Caldwell University)

Evaluating the Comparative Effects of Picture Activity Schedules and Video Prompting

ANA C. ALBAN, Ruth M. DeBar, and Meghan Deshais (Caldwell University)

Effects of Linked Activity Schedules on Contextually Appropriate Vocalizations During Cooperative Completion of Academic Learning Centers

STEPHANIE MATTSON and Thomas S. Higbee (Utah State University)

#197 Symposium

9:00 am–10:50 am EDT

BPN/CSS; Applied Research

BACB CE Offered. CE Instructor: Sean Regnier, Ph.D.

Applications of Technology to Enhance Substance Abuse Treatment

Chair: Forrest Toegel (Johns Hopkins University School of Medicine)

Discussant: August F. Holtyn (Johns Hopkins University School of Medicine)

Computer-Based Opioid Education for Out-of-Treatment Adults With Opioid Use Disorder

FORREST TOEGEL, Matthew Novak, Kenneth Silverman, and August F. Holtyn (Johns Hopkins University School of Medicine)

Bridge to Medication Assisted Treatment

Anthony DeFulio and SEAN REGNIER (Western Michigan University)

The Feasibility, Acceptability, and Initial Efficacy of a Remotely Delivered, Financial-Incentive Intervention to Initiate Vaping Abstinence in Young Adults

CAITLYN UPTON, Schyler Newman, and Bethany R. Raiff (Rowan University)

Development and Initial Efficacy of a Digital Episodic Future Thinking Intervention for Reducing Cannabis Use

MICHAEL SOFIS, Shea M. Lemley, Nicholas Jacobson, and Alan J. Budney (Geisel School of Medicine at Dartmouth College)

#198 Symposium

9:00 am–10:50 am EDT

DDA; Applied Research

BACB CE Offered. CE Instructor: Tonya Nichole Davis, Ph.D.

Utilizing Telehealth to Deliver Interventions to Increase Communication and Play Skills and Reduce Challenging Behavior

Chair: Tonya Nichole Davis (Baylor University)

Discussant: Tracy Jane Raulston (Penn State University)

Sibling Techniques for Enhancing Play and Support for Strengthening the Sibling Bond of Children With Autism via Telehealth

LINDSAY GLUGATCH and Wendy A. Machalicek (University of Oregon)

Effects of Parent-Implemented Prelinguistic Milieu Teaching for Children With Angelman Syndrome

Mandy J. Rispoli and CHARISSA DONN VOORHIS (Purdue University)

Using Telehealth to Teach Parents to Conduct Trial-Based Functional Analyses in Home

Tonya Nichole Davis, Stephanie Gerow, MACKENZIE RAYE WICKER, Providence Lively, Emily Paige Exline, and David Sottile (Baylor University)

The Use of Behavioral Skills Training and Frequency-Building Flashcards to Parents on Behavior Support Plans via Telehealth

ALLAIA DOUGLAS and Wendy A. Machalicek (University of Oregon)

#199 Symposium

9:00 am–10:50 am EDT

EDC; Applied Research

BACB CE Offered. CE Instructor: Sarah Davis, MA

The Application of Behavior Analysis in Dance Education

Chair: Tricia Corinne Vause (Brock University)

Discussant: Alison Cox (Brock University)

A Comparison of Verbal Feedback and Video Feedback to Improve Dance Skills

SHREEYA DESHMUKH, Raymond G. Miltenberger, and Mallory J. Quinn (University of South Florida)

Evaluating Choice of Music to Increase Duration of Zumba Sessions in a Virtual Setting

ROBIN ARNALL (The Sage Colleges; The Chicago School of Professional Psychology; Nova Southeastern University) and Becca Yure (The Chicago School of Professional Psychology)

A Pilot Evaluation of a Recreational Dance Program With Behavior Analysis and Therapy for Children With Neurodevelopmental Disabilities

SARAH DAVIS, Tricia Corinne Vause, Nicole Staite, Madeline Pontone, and Dana Kalil (Brock University)

Stakeholders in Dance: A Case Study Examining Facilitator Perspectives of Dance With a B-E-A-T

MADLINE PONTONE, Courtney Denise Bishop, Tricia Corinne Vause, Sarah Davis, Kendra Thomson, and Maureen Connolly (Brock University)

#200 Symposium

9:00 am–10:50 am EDT

TBA/EDC; Service Delivery

BACB CE Offered. CE Instructor: Jessica Lee Paranczak, M.Ed.

Evaluating the Impact of Practitioner Training and Service Delivery Models Through Retrospective Consecutive Case Series

Chair: Bailey Copeland (Vanderbilt University)

Discussant: Sally Berezna Shepley (University of Kentucky)

Evaluation of a Brief Family-Centered Service Provision Model for Treating Children's Severe Behavior

COLLIN SHEPLEY (University of Kentucky)

Evaluation of a University-Based Practicum Tailored to Train Scholars to Address Challenging Behavior

JESSICA LEE PARANCZAK, Joseph Michael Lambert, Bailey Copeland, and Margaret Jane Macdonald (Vanderbilt University)

Outcomes of a Focused University Practicum: Creating a Function-Informed Mechanism-Based Framework for Challenging Behavior

MARGARET JANE MACDONALD, Joseph Michael Lambert, Bailey Copeland, and Jessica Lee Paranczak (Vanderbilt University)

Exploring the Impact of Focused Service Delivery on Families of Children With Challenging Behavior

AMANDA SANDSTROM, Joseph Michael Lambert, and Robert Hodapp (Vanderbilt University)

#201 Symposium

9:00 am–10:50 am EDT

VRB/AUT; Service Delivery

BACB CE Offered. CE Instructor: Ashley Kemmerer, MS

Arranging Teaching Procedures That Promote Emergent Behavior

Chair: Ashley Kemmerer (Caldwell University)

Discussant: Alison M. Betz (Betz Behavioral Consulting)

The Influence of Differential Exposures to Noncritical Features on Stimulus Generalization

TINA SONG, Jason C. Vladescu, and Kenneth Reeve (Caldwell University); Caio F. Miguel (California State University, Sacramento); and Samantha Breeman (Caldwell University)

Designing Verbal Behavior Instruction to Promote Behavioral Variability and Transfer Across Verbal Operants

CORINA JIMENEZ-GOMEZ (Auburn University) and James J. Oskam, Matt Giuliano, Jessebelle Pichardo, and Victoria Ryan (Florida Institute of Technology)

An Evaluation of the Effects of Multiple Exemplar Instruction on Emergent and Generalized Behavior

DANIELLE LAFRANCE (H.O.P.E. Consulting, LLC; Endicott College - Institute for Behavioral Studies), Careen Suzanne Meyer (H.O.P.E. Consulting, LLC), James E. Carr (Behavior Analyst Certification Board), Mary Jane Weiss (Endicott College), Jason Church (H.O.P.E. Consulting, LLC; The University of Kansas), and Areli Perez (H.O.P.E. Consulting, LLC)

Establishment of Bidirectional Naming Through Joint Control Training

HEIDI SKORGE OLAFF, Vibeke Haaland, Marie Rohme Aunemo, and Per Holth (Oslo Metropolitan University)

#202 Paper Session

9:30 am–9:55 am EDT

DDA

Effectiveness of Physical Activity on Academic Performance and Social Functioning Among Children With Adult Attention-Deficit/Hyperactivity Disorder: A Systematic Review

Chair: Laila Aljumah (Indiana University, Bloomington)

Effectiveness of Physical Activity on Academic Performance and Social Functioning Among Children With Adult Attention-Deficit/Hyperactivity Disorder: A Systematic Review (Service Delivery)
LAILA ABDULWAHAB ALJUMAH (Indiana University, Bloomington)

#203 Paper Session

9:30 am–9:55 am EDT
OBM

Interrelationships of Intentional Organizational Change and Negative Unintended Consequences: A Dynamical Systems Approach

Chair: Douglas Robertson (Florida International University)

Interrelationships of Intentional Organizational Change and Negative Unintended Consequences: A Dynamical Systems Approach (Theory)

DOUGLAS ROBERTSON and Martha Pelaez (Florida International University)

#204 Paper Session

10:00 am–10:25 am EDT
OBM

A Behavior Analytic Approach to Organisational Culture

Chair: Megan Borlase (Lojic Institute)

A Behavior Analytic Approach to Organisational Culture (Service Delivery)

MEGAN BORLASE (Lojic Institute)



#205 Invited Panel

10:00 am–10:50 am EDT
DEI; Service Delivery
BACB CE Offered. CE Instructor: Jomella Watson-Thompson, Ph.D.

Building a Bridge From the Past to the Future for Black Behaviorists

Chair: Jomella Watson-Thompson (University of Kansas)

ADRIENNE BRADLEY (Black Applied Behavior Analysts)



Adrienne Bradley graduated from Central Michigan University, in 2014 with a bachelors in exercise science, and a minor in psychology. After college she began working within the public school systems, where she found there was a need for services with students who were diagnosed with autism. This is where her love for applied behavior analysis began. In December 2016, Adrienne began her masters at Wayne State University. She graduated in December 2018 with a masters in education psychology, and a concentration in applied behavioral analysis, then became a board-certified behavior analyst in August 2018. She has experience working with children and adolescents within the home, school, and clinic settings. Adrienne has experience in teaching coursework within ABA and being heavily involved in the community. Adrienne's focus has been to provide education, experiences, and disseminate ABA to underserved communities.

ERIKA BYERS (Black Applied Behavior Analysts)



Erika Byers, Ph.D., is a Board-certified behavior analyst-doctoral level and a New York State Licensed Behavior Analyst. She has dedicated her work to ensure that all individuals, regardless of ability, are provided a high-quality, culturally relevant education and related services through her work in education systems in the New York City metropolitan area. She is a California native who attended Hampton University and earned a bachelor's degree in psychology, before migrating to New York to earn two master's degrees and a doctoral degree from Columbia University, where she studied special education and applied behavior analysis. She has worked with clients from toddlers through adulthood. As the co-founder and chief clinical officer at Teamwork Healthcare, she oversees all clinical operations, including supervision of BCBAs, LBAs and their teams. She currently serves on the executive board for Black Applied Behavior Analysts, Inc. (BABA) and the New York State ABA association (NYSABA) Committee for Diversity, Equity and Inclusion. She also serves as an adjunct professor of ABA at North Southeastern University in Florida.

DENISHA GINGLES (Black Applied Behaviors Analysts)



Denisha Gingles is a passionate behavior scientist and master-level trained mental health therapist. Denisha is the clinical director and CEO of Signature ABA Therapy, a group practice in Baltimore. Ms. Gingles is a futuristic thought leader and liberation-centered clinician dedicated to collective social change and the creation of sacred spaces that promote wellness and awareness of self. She is a pioneer, integrating behavior analysis and social justice by unapologetically shining a light on inequities of the world, while

simultaneously making it infinitely better, exuding integrity and authenticity. With the ability to be adaptable and flexible, Denisha stays true to her values and works to encourage all humans to bring attention to their own private self-defeating and community-hindering thoughts and overt behaviors, in the service of evoking committed action oftentimes outside of their immediate comfort zone.

Denisha Gingles is a leading researcher and practitioner synthesizing social justice work with contemporary behavioral science. Ms. Gingles brings a rich experience in community organizing and activism to bear on evidence-based approaches to behavior change in the science of behavior analysis, incorporating innovative approaches to complex human behavior, such as relational frame theory and acceptance and commitment training. Ms. Gingles' work takes a radically compassionate approach to igniting the behavior change needed to produce systemic social change in support of justice and equity. Ms. Gingles works tirelessly for social justice on multiple fronts, including community organizing, co-founding and producing the Beautiful Humans platform, providing professional workshops and trainings, scholarly writing, professional conference presentations at both the national and international level, and leadership in scholarly journals, including serving as guest editor for the Emergency Series on Police Brutality and Systemic Racism at the peer-reviewed journal *Behavior Analysis in Practice*.

Abstract: Through the invited panel of the ABAA's Diversity, Equity, and Inclusion Board, representatives of the Black Applied Behavior Analysts (BABA), Inc. discuss the historical and current context, challenges, and opportunities of Black behaviorists. A brief historical account is provided of the barriers experienced by Black behavior analysts. The impetus of BABA, which has a mission to promote, educate, empower, and disseminate applied behavior analysis (ABA) within the Black community is presented. The issues that facilitated the development of BABA, some of the strategies employed, and considerations for addressing related issues more broadly in the field is examined. Through dialogue, the panelists offer recommendations for the field to enhance authentic engagement, improve representation of Black behaviorists, and increase the diversity of populations served in the field of applied behavior analysis. The importance of assuring a sense of community and fostering allyships with groups that serve primarily BIPOC populations, including BABA, is discussed. The opportunity will be occasioned through dialogue with the audience to share perspectives on how ABAA may more effectively contribute to addressing some of the issues raised. Strategies will be explored to collectively foster an environment for Blacks and other BIPOC populations in which the engagement of students, professionals, and those served is reinforced and sustained in and by the field.

#206 Panel Discussion

10:00 am–10:50 am EDT
AUT; Service Delivery
BACB CE Offered. CE Instructor: Diana Baekey, Ph.D.

Expanding Service Footprint Through New Clinic Openings

Chair: Rohit Verma (Kadiant)

DIANA BAEKEY (Kadiant)
JENNA BATTAGLIA (Kadiant)
JOHN SHIN-LEE (Kadiant)

#207 Symposium

10:00 am–10:50 am EDT
AUT/VRB; Applied Research
BACB CE Offered. CE Instructor: Daniel Kwak, MS

Evaluation of Culturally Responsive Assessments and Treatments

Chair: Daniel Kwak (University of South Florida)

Impact of Language on Behavior Assessment Outcomes

KATHERINE CANTRELL and Leslie Neely (The University of Texas at San Antonio), Amarie Carnett (Victoria University of Wellington), S. Shanun Kunnavatana (Easterseals UCP North Carolina & Virginia), and Jordan Wimberley (Autism Treatment Center)

Mitigating the Effects of Resurgence of Problem Behavior in Bilingual Children Using a Bilingual Functional Communication Training Treatment Package

IPSHITA BANERJEE (Peabody College, Vanderbilt University) and Joseph Michael Lambert, Bailey Copeland, Jessica Lee Paranczak, Kathryn Madesta Bailey, and Cassandra Standish (Vanderbilt University)

Culturally Responsive Service Provision in Behavior Analysis and Related Fields: A Systematic Review

DANIEL KWAK (University of South Florida), Marlesha Bell (University of the Pacific), and Kwang-Sun Cho Blair and Sarah E. Bloom (University of South Florida)

DEI

Sunday, May 30

#208 Symposium

10:00 am–10:50 am EDT
CBM; Applied Research
BACB CE Offered. CE Instructor: Ayla Schmick, Ph.D.

Acceptance and Commitment Through the Lifespan: Children, College Students, and Parents

Chair: Ayla Schmick (Southern Illinois University)

AIMing From the PEAK

BRIAN GRACE and Adam DeLine Hahs (Arizona State University)

Values-Based Self-Management Interventions With College Students

SARA JOHNSON, Chynna Brianne Frizell, Karmen Colley, and Dana Paliliunas (Missouri State University)

Remote Acceptance and Commitment Training Interventions With Parents and Children

CRYSTAL TRACY, Taylor Marie Lauer, Lindsey Audrey Marie Dennis, Dana Paliliunas, and Jordan Belisle (Missouri State University)

#209 Panel Discussion

10:00 am–10:50 am EDT
CSS/PCH; Translational
BACB/QABA CE Offered. CE Instructor: Michelle L. Zube, M.Ed.

The Future of ABA: The Direction of the Field and How We Will Advance the Utility of the Science (A Scientific Framework for Compassion and Social Justice: Contributor Series)

Chair: Barbara Gross (Missouri Behavior Consulting; Special School District of St Louis County)

BOBBY NEWMAN (Proud Moments)
SARAH ELIZABETH TRAUTMAN (CalABA)
MICHELLE L. ZUBE (CB Consultants LLC.)

#210 Symposium

10:00 am–10:50 am EDT
CSS/EDC; Translational
BACB/QABA/NASP CE Offered. CE Instructor: Javier Virues Ortega, Ph.D.

Key Behavior-Analytic Applications During the COVID-19 Pandemic: An Experimental Analysis of Online Academic Performance, Mask Wearing, and Face Touching

Chair: Javier Virues Ortega (Universidad Autónoma de Madrid; The University of Auckland)

An Experimental Evaluation of a Facebook Group's Contribution to Academic Engagement and Performance Among Postgraduate Students

AIDA TARIFA RODRIGUEZ (Universidad Autónoma de Madrid; ABA España) and Javier Virues Ortega (Universidad Autónoma de Madrid; The University of Auckland)

Telehealth Mask-Wearing Training for Children With Autism and Mask-Induced Problem Behavior During the COVID-19 Pandemic

Maithri Sivaraman (Ghent University), AGUSTIN PEREZ-BUSTAMANTE PEREIRA (Hospital Ramon y Cajal), Javier Virues Ortega (Universidad Autónoma de Madrid; The University of Auckland), and Herbert Roeyers (Ghent University)

Suppressive Effect of Contingent Vibrotactile Stimulation on Face Touching During the COVID-19 Pandemic: An Experimental Treatment Evaluation

JAVIER VIRUES ORTEGA (Universidad Autónoma de Madrid; The University of Auckland), Maithri Sivaraman (Ghent University), Agustin Perez-Bustamante Pereira (Hospital Ramon y Cajal), Aida Tarifa Rodriguez (Universidad Autónoma de Madrid; ABA España), Carolina Trujillo-Sánchez (Universidad Autónoma de Madrid), and Rebeca Pardo-Cebrian (ABA España; Universidad Autónoma de Madrid)

#211 Symposium

10:00 am–10:50 am EDT
DEV/EDC; Applied Research
BACB CE Offered. CE Instructor: Jo Ann Pereira Delgado, Ph.D.

Verbal Behavior Development Interacts With Learning Academic Functional Objectives

Chair: Jo Ann Pereira Delgado (Teachers College, Columbia University)
Discussant: Grant Gautreaux (Nicholls State University)

The Effects of the Establishment of Bidirectional Naming on Reading Comprehension for First Grade Students

LAUREN BALDONADO (Teachers College, Columbia University) and R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences)

Transformation of Stimulus Function Across Math Operants for Middle School Students
YIFEI SUN (Teachers College, Columbia University) and R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences)

#212 Invited Presenter

10:00 am–10:50 am EDT
EAB; Applied Research
PSY/BACB CE Offered. CE Instructor: Yusuke Hayashi, Ph.D.

Problematic Mobile Phone Use as Impulsive Choice: A Behavioral Economic Approach

Chair: Erik Arntzen (Oslo Metropolitan University)

YUSUKE HAYASHI (Pennsylvania State University, Hazleton)



Yusuke Hayashi is an associate professor of psychology at the Pennsylvania State University, Hazleton. His current research interests lie in understanding basic behavioral processes, such as sensitivity to delayed/probabilistic reinforcers and valuation of reinforcers, as well as translating basic principles to solve societal problems, such as problematic mobile phone use. He completed a pre-doctoral fellowship at the National Institute for Occupational Safety and Health as well as a post-doctoral training at the University of Kansas. He earned his Ph.D. in psychology from West Virginia University, his MS in behavior analysis from the University of North Texas, and his BA in history from Keio University in Tokyo, Japan (his unofficial minor was behavior analysis, though). He also enjoyed his carrier as an IT engineer before he crossed the ocean and headed toward Texas. Dr. Hayashi is currently an associate editor of *European Journal of Behavior Analysis* and an editorial board member of *Journal of the Experimental Analysis of Behavior*. He is active in publishing his work outside of behavior analysis, hoping to maximize the impact that behavior analysis can make on our society.

Abstract: Mobile phone use is ubiquitous in our society. While some people use it in a reasonable manner, others use it excessively and/or in a problematic manner (e.g., while driving). In this presentation, I will discuss what behavior analysis can do with the societal issue of problematic mobile phone use. From a behavioral economic perspective, problematic mobile phone use is fundamentally a choice controlled by competing reinforcement and/or punishment contingencies that involve a trade-off between multiple consequences (e.g., a smaller-sooner reinforcer vs. a larger-later reinforcer). Based on this conceptualization, I will illustrate how some behavioral economics principles, such as delay/probability discounting and demand analysis, can be utilized to understand, predict, and potentially control some forms of problematic mobile phone use, such as texting while driving, media multitasking, and excessive social media use. I will also argue that this conceptualization of problematic mobile phone use as choice can direct our attention to identifying the environmental/contextual variables that affect the choice, and that this conceptual/philosophical framework, along with strong data, is what behavior analysis can offer to other disciplines in an effort to combat the societal issue of problematic mobile phone use.

#213 Symposium

10:00 am–10:50 am EDT
EDC/DDA; Applied Research
BACB CE Offered. CE Instructor: Rose A. Mason, Ph.D.

Teaching Academic Content and Communication Skills to Students With Intellectual and Developmental Disabilities

Chair: Rose A. Mason (Purdue University)

ParaImpact: Practice-Based Coaching to Improve Fidelity of a Special Educator's Implementation of Systematic Instruction

Rose A. Mason, Catharine Lory, Jenna Marie Matijevic, Mandy J. Rispoli, and Jennifer Smith (Purdue University); Alana Schnitz (Juniper Gardens Children's Project; University of Kansas); Howard P. Wills (Juniper Gardens Children's Project); and AMANDA M. AUSTIN (Purdue University)

A Meta-Analysis of Single-Case Research on Technology-Aided Reading Interventions for Students With Autism Spectrum Disorder

SO YEON KIM, Rose A. Mason, Mandy J. Rispoli, and Catharine Lory (Purdue University); Emily Gregori (University of Illinois at Chicago); John Davis (University of Utah); and Danni Wang (Purdue University)

Teacher Preparation in Communication Instruction for Students With Intellectual and Developmental Disabilities

Robert Pennington, Virginia Lee Walker, and MELISSA TAPP (University of North Carolina at Charlotte)

Sunday, May 30

#214 Invited Tutorial

10:00 am–10:50 am EDT
PRA; Applied Research
BACB CE Offered. CE Instructor: Susan Wilczynski, Ph.D.

Managing Distress During Medical/Dental Appointments is Like... Well, It's Like Pulling Teeth!

Chair: Susan Wilczynski (Ball State University)

KEITH ALLEN (University of Nebraska Medical Center's Munroe-Meyer Institute)



Keith D. Allen, Ph.D., BCBA-D, is the director of psychology and professor in pediatrics and psychology at the Munroe-Meyer Institute and the University of Nebraska Medical Center. He completed his training in ABA at Western Michigan University and in clinical psychology at West Virginia University. His clinical and research interests include parent training, pain and stress-related disorders in children, and management of noncompliance with medical/dental routines. He has published over 100 scientific papers and chapters on interventions to address behavioral health problems in children and adolescents and he has published a book on the science and practice of parent training. He is a Fellow of ABAI, has been awarded research grants from NIH and the US Department of Education and has been recognized as both a Distinguished Researcher and as an Outstanding Teacher of the Year at the University of Nebraska Medical Center.

Abstract: Noncompliance with basic health care can have profound effects on long term health and well-being for everyone, but especially for individuals with intellectual and developmental disabilities (IDD). Perhaps the factor most responsible for noncompliance is the fear associated with medical and dental procedures. This presentation will review both the respondent and operant conditioning features responsible for the disruptive behaviors that result and then briefly review the empirical literature to identify the most well supported approaches for preventing and managing distress and noncompliance during medical and dental appointments in the IDD population. Promising alternative and supplemental treatments will be discussed, and then step-by-step practice recommendations will be provided for preventing, managing and resolving noncompliance.

#215 Symposium

Ethics

10:00 am–11:50 am EDT
AUT/PCH; Service Delivery
BACB CE Offered. CE Instructor: Madison Holcomb, MA

Toward Applied Behavior Analysis Reform: What It Means to “Do No Harm”

Chair: Madison Holcomb (Camp Encourage)

Discussant: Alexandra Vassar (ABA Reform; Achieve Together Behavior Services)

A Too-Short, Very Incomplete Introduction to Masking: The Practice, Effectiveness, Costs, and Ethics of Performing Neurotypicality

MADISON HOLCOMB (Camp Encourage)

Checking Blind Spots: Navigating Neurotypical Standards of Social Skills as It Relates to Neurodivergent Clients

ROSIE ROSSI (BIOS ABA Consultants, LLC)

Current BCBA Training: What Did I Just Learn?

KATIE MURRAY (The Chicago School of Professional Psychology; BIOS ABA Consultants, LLC)

Towards a More Ethical and Developmental Approach to Applied Behavior Analysis

AMY BODKIN (A Charlotte Mason Plenary)

#216 Symposium

10:00 am–11:50 am EDT
DDA/EAB; Translational
BACB CE Offered. CE Instructor: Christopher A. Podlesnik, Ph.D.

Recent Research on Renewal and Resurgence: Bridging the Gap Between Basic and Applied Research

Chair: Michael P. Kranak (Oakland University)

Discussant: Christopher A. Podlesnik (Auburn University)

Examining Contextual Control in Children With Automatically Reinforced Problem Behavior

ALEXIS CONSTANTIN PAVLOV, Colin S. Muething, and Nathan Call (Marcus Autism Center, Emory University School of Medicine)

On the Scope and Characteristics of Treatment Relapse During Clinical Service Delivery

BRIAN D. GREER (CSH-RUCARES, Rutgers Robert Wood Johnson Medical School), Kayla Rechelle Randall (Center for Pediatric Behavioral Health), Sarah D. Haney (Kennedy Krieger Institute), and Daniel R. Mitteer (CSH-RUCARES, Rutgers Robert Wood Johnson Medical School)

The Effects of Fading Between Reinforcement and Extinction Contexts on Operant Renewal
MICHAEL KOEGEL, William Sullivan, Charlene Nicole Agnew, Kate Elizabeth Derrenbacker, Emily L. Baxter, Henry S. Roane, and Andrew R. Craig (SUNY Upstate Medical University)

Resurgence of Punishment-Suppressed Alcohol Seeking in Rats
GABRIELLE MARIE-ANNE SUTTON, Anthony Nathan Nist, Kaitlyn Browning, Rusty Nall, and Timothy A. Shahan (Utah State University)

#217 Paper Session

10:30 am–10:55 am EDT

OBM

Behavioral Contract as an Anti-Corruption Measure: A Quasi-Experimental Analysis

Chair: Tete Kobla Agbota (Oslo Metropolitan University)

Behavioral Contract as an Anti-Corruption Measure: A Quasi-Experimental Analysis (Theory)

TETE KOBLA AGBOTA (Oslo Metropolitan University)

#218 Paper Session

11:00 am–11:25 am EDT

DDA

Promoting Physical Fitness in Adults With Developmental Disabilities: A Behavior Analytic Approach to Improving Exercise and Nutrition in an Independent Supported Living Center

Chair: Brandon May (Washington University in St. Louis)

Promoting Physical Fitness in Adults With Developmental Disabilities: A Behavior Analytic Approach to Improving Exercise and Nutrition in an Independent Supported Living Center (Applied Research)

BRANDON MAY (Washington University in St. Louis; Southern Illinois University Carbondale; Elite ABA Services)

#219 Paper Session

11:00 am–11:25 am EDT

OBM

A Behavioral and Biological Approach to the Design of Governance Models

Chair: Francis Mechner (The Mechner Foundation)

A Behavioral and Biological Approach to the Design of Governance Models (Theory)

FRANCIS MECHNER (The Mechner Foundation)

#220 Symposium

11:00 am–11:50 am EDT

AUT/DDA; Translational

BACB CE Offered. CE Instructor: Jaime DeQuinzio, Ph.D.

Observational Learning Research: A Review of Trends and Current Examinations of Complex Repertoires

Chair: Jaime DeQuinzio (Alpine Learning Group)

Teaching Observational Learning Skills to Children With Autism Spectrum Disorder: A Review of the Literature

ALEXZANDRIA L. TRAGNO, Tina Sidener, Leslie Quiroz, Kenneth F. Reeve, and Meghan Deshais (Caldwell University) and Laura Lyons (East Windsor Regional School District)

Shifting Responding to Match Changes in Observed Responses and Contingencies: A Pilot Study to Evaluate Advanced Observational Learning Repertoires

JAIME DEQUINZIO, Marjorie Ortego-Solano, and Bridget A. Taylor (Alpine Learning Group)

The Effects of the Observational Procedure on Conditioned Reinforcement for Books for Preschoolers With and Without Disabilities

HUNG CHANG (Teachers College, Columbia University), R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences), and Jessica Singer-Dudek (Teachers College, Columbia University)

#221 Symposium

11:00 am–11:50 am EDT

CBM/EDC; Service Delivery

BACB CE Offered. CE Instructor: Jeannie A. Golden, Ph.D.

Stress, Trauma, Anxiety, and Depression: Hidden Factors Underlying Behavior Problems

Chair: Jeannie A. Golden (East Carolina University)

Sunday, May 30

Underlying Trauma: The Invisible Elephant in the Classroom

PAULA Y. FLANDERS (Raleigh Montessori School)

Covert Mission: Identifying and Alleviating Trauma-Based Behaviors in College Students

ALBEE MENDOZA (Wesley College)

Removing the Mask: Discovering and Altering the Function of Aberrant Behavior

JEANNIE A. GOLDEN (East Carolina University)

#222 B. F. Skinner Lecture Series

11:00 am–11:50 am EDT

CBM; Service Delivery

BACB CE Offered. CE Instructor: Amy Murrell, Ph.D.

Teaching Tool-Skills to Fluency: The Journey From the Skinner Box to the Operating Room

Chair: Amy Murrell (Murrell Psychological Services)

I. MARTIN LEVY (Montefiore)



Dr. I. Martin Levy is a practicing orthopaedic surgeon specializing in Sports Medicine at Montefiore Medical Center where he is a Clinical Professor and Program Director in the Department of Orthopaedic Surgery. Along with treating patients, he has been teaching and conducting research in orthopaedic surgery for more than 35 years. While his earlier research focused on soft tissue biomechanics and injury epidemiology, more recently he has concentrated on optimizing the surgical skills of orthopaedic surgery residents. Using operant learning methodologies, he has created a surgical skills program for

teaching the behaviors needed to use orthopaedic tools fluently.

Abstract: Time and practice are necessary for an orthopaedic resident to master the technical skills required to perform musculoskeletal surgery. Learning those skills is challenged by time constraints from work hour regulations, time pressures on both surgeon-teachers and resident-learners, and the limited tool-skills brought to the program by junior residents. The classical (apprentice) learning models used now, especially those that teach technical skills, are procedure oriented, involve emulation and self-shaping (learning) of complex activities and extend over the duration of the residency. These models can be tedious, discouraging and result in slow progress. In contrast, learning methods that employ positive operant learning can be reliable, quick, and motivating.

Operant learning is based on the fact that a behavior is more likely to occur if it is reinforced. Reinforcers used to mark the achievement of a task include acoustic stimuli or judgment-free communication and have been successfully used in a variety of human endeavors. Reinforcement, deliberate practice, and repetition let the learner rapidly progress from cognitive awareness of a skill to fluency of performance. For the learner, repetition is tolerated because the process is motivating (not unlike video games). Key to the success of this method is that complex skills (in this case the tool-skills) are analyzed and broken up into simpler skills, or “tasks,” and when learned to fluency, can be linked back together to form the complex skill. The skill can then be performed in any environment with an expectation of success.

However, to accomplish this, learning platforms need to be available that: 1) emulate the tool-skill to be learned, 2) tolerate high repetition learning and failure and 3) are available at a cost that is not prohibitive. Increasingly, surgical skills education is moving to the laboratory where residents can practice on models, cadavers and/or simulators to better prepare them for their OR experience. Unfortunately, the models used are often complex, procedurally based, and expensive, making it difficult to achieve individual learning goals and allow for the degree of repetition and deliberate practice necessary to achieve fluency.

For a skill to be fluent it must be able to be executed at the speed required by the environment it is to be used in. To build a fluent, complex skill, fluent, component (foundation) skills must be built first. This means, teach the tool-skills before you teach the procedures. It was our goal to design an innovative and inexpensive modular teaching program that allowed for meaningful repetition to achieve fluency with critical orthopaedic tools. This meant we needed to design and validate creative and challenging learning platforms that allowed for: 1) detailed task analysis, 2) use of positive operant learning methodologies, 3) meaningful repetition because they were cost sensitive, and 4) could be tolerated by both the learner and teacher, ultimately resulting in fluent tool-skills acquired by the learner.

This presentation describes why we designed it, the design details, and how we assessed our results so that these methods could be used in a variety of teaching environments.

#223 Symposium

11:00 am–11:50 am EDT

CSS/EAB; Translational

BACB CE Offered. CE Instructor: Thomas L. Zane, Ph.D.

The Application of Behavior Analysis to Sports and Exercise

Chair: Mariah Mussetter (University of Kansas)

A Brief Review of the Application of Matching Law in Sports
KY CLIFTON KANAMAN and Robin Kuhn (University of Kansas)

Comparing an Interdependent and Dependent Group Contingency to Increase Physical Activity in Students During Recess
MADELINE MARIE ASARO and Kimberley L. M. Zonneveld (Brock University)

Efficacy of TAGteach® Interventions: Comparing the Effects of Verbal and Audible Feedback
MARIAH MUSSETTER, Thomas L. Zane, and Derek D. Reed (University of Kansas); Kimberley L. M. Zonneveld (Brock University); and Robin Arnall (The Sage Colleges; The Chicago School of Professional Psychology; Nova Southeastern University)

#224 Symposium

11:00 am–11:50 am EDT
DEV/TBA; Applied Research

Practical Applications of Fluency Training

Chair: Megan D. Aclan (University of Southern California; Aclan Behavioral Services)
Discussant: Cameron Mittelman (The Chicago School of Professional Psychology)

Utilization of Fluency Training to Decrease Latency and Increase Accuracy in Identifying Grammatical Errors in Writing Samples

ANDREW HALL and Megan D. Aclan (University of Southern California) and Jonathan J. Tarbox (University of Southern California; FirstSteps for Kids)

An Evaluation of SAFMEDS on Teaching Disaster Response

IRA MEINHOFER (The Chicago School of Professional Psychology)

#225 Symposium

11:00 am–11:50 am EDT
EAB; Basic Research
BACB CE Offered. CE Instructor: Joseph J. Pear, Ph.D.

Operant Conditioning of a "Living Fossil" - Lake Sturgeons (*Acipenser fulvescens*)

Chair: Joseph J. Pear (University of Manitoba)

An Examination of Operant Behavior in Lake Sturgeons (*Acipenser fulvescens*)

MUHAMMAD HAMZA SIDDIQUI (University of Manitoba)

Fixed-Ratio Behavior of Lake Sturgeons (*Acipenser fulvescens*): Darkness as a Reinforcer

BRITTANY LOUISE COOK (University of Manitoba)

Operant Conditioning of Lake Sturgeon (*Acipenser fulvescens*): Effects of Reinforcer Magnitude

SPENSER MARTIN (University of Manitoba)

#226 Panel Discussion

11:00 am–11:50 am EDT
OBM; Service Delivery
BACB CE Offered. CE Instructor: Layla Sump, Ph.D.

The Struggle Doesn't Have to be Real: Establishing and Maintaining Training Initiatives Within Autism Service Providers

Chair: Layla Sump (DAXTA)

HOLLY L. STEINKAMP (Kadiant)

THERESA SAIZ (Kadiant)

KARLA SAUCEDO (Kadiant)

#227 Symposium

Ethics

11:00 am–11:50 am EDT
TBA; Service Delivery
BACB CE Offered. CE Instructor: Ehren J. Werntz, Ph.D.

Increasing Scope of Competence in Acceptance and Commitment Training Among Behavior Analysts

Chair: Ehren J. Werntz (Arizona Autism United)

Discussant: Morgan Brown-Chipley (Arizona Autism United)

Is Scope of Competence Equally or More Important Than Scope of Practice When Implementing ACT in Behavior Analysis?

ERIN ELIZABETH BERTOLI (Brett DiNovi & Associates)

A Proposed Framework for Competency-Based ACT Training for Behavior Analysts

EHREN J. WERTZ (Arizona Autism United)

#228 Symposium

11:00 am–12:50 pm EDT

BPN/EAB; Basic Research

Behavioral Pharmacology of Prescription Drugs: The Good, the Bad, and the Ugly

Chair: Raymond C. Pitts (University of North Carolina Wilmington)

Discussant: Marc N. Branch (University of Florida)

Drug Effects in an Automated Version of the Rodent Odor Span Task

MARK GALIZIO (University of North Carolina Wilmington); Thomas Wagner (Louisiana State University); and Genevieve Guidone, Calista Holt, Jonathan David Shaw, and Katherine Ely Bruce (University of North Carolina Wilmington)

Effects of Antipsychotics on Remembering in Pigeons

ANNIE GALIZIO (Western New England University), Frans Van Haaren (Autism Early Intervention Clinics), and Amy Odum (Utah State University)

Long-Term Behavioral and Metabolic Effects of Early-Life Second-Generation Antipsychotic Exposure in Mice

PAUL L. SOTO (Louisiana State University)

Oxycodone and Sensitivity to Reinforcement Magnitude: Implications for Opioid Effects on Impulsive and Risky Choice

RAYMOND C. PITTS, Justin T. Van Heukelom, and Katelyn Hunt (University of North Carolina Wilmington); Thomas Wagner (Louisiana State University); Jeremy Langford (West Virginia University); and Ryan Charles Blejewski and Christine E. Hughes (University of North Carolina Wilmington)

#229 Symposium

11:00 am–12:50 pm EDT

CSS/PCH; Theory

BACB/QABA/NASP CE Offered. CE Instructor: Ruth Anne Rehfeldt, Ph.D.

Emerging Conceptual Underpinnings for Culturo-Behavior Science

Chair: Mark A. Mattaini (Jane Addams College of Social Work-University of Illinois at Chicago; Behaviorists for Social Responsibility)

Discussant: Ruth Anne Rehfeldt (The Chicago School of Professional Psychology, Chicago)

Ecosystemic Cultural Systems Modeling

MARK A. MATTAINI (Jane Addams College of Social Work-University of Illinois at Chicago; Behaviorists for Social Responsibility) and Kathryn M. Roose (University of Nevada, Reno)

Back to Basics: For Big Changes, We Need to Rely on Behavioral-Level Interventions

DIEGO ZILIO (State University of São Paulo)

Modeling Cultural Selection: Networking Evolutionary Organisms to Demonstrate the Emergence of Cultural Hypercycles

JONATHAN KRISPIN (Valdosta State University)

Building a Systems Analytic Framework in Teaching, Research, and Practice in Culturo-Behavior Science

TRACI M. CIHON (University of North Texas; Behaviorists for Social Responsibility) and Kyosuke Kazaoka (University of North Texas)

#230 Symposium

Ethics

11:00 am–12:50 pm EDT

DDA/AUT; Service Delivery

BACB CE Offered. CE Instructor: Robin Moyher, Ph.D.

Ethics Under the Umbrella: Sexual Behavior Considerations for Client Intervention and Beyond

Chair: Worner Leland (Upswing Advocates)

Discussant: Ran (Miranda) Courant-Morgan (Planned Parenthood League of Massachusetts)

What Is Sexual Behavior Anyway? A Biopsychosocial Account of Conceptualizing Sex and Risk

WORNER LELAND (Upswing Advocates)

Censorship, the Right to Effective Treatment, and Avoiding Legal Risk

ALEXANDRA ZHESTKOVA (Moscow Centre of Pedagogy and Psychology)

The Use of Preference Assessments in the Selection of Sex Toys in Adult Retail Environments

LANDA L. FOX (Positive Connections)

When Should or Shouldn't an Individual be Compliant to an Instruction?

ROBIN MOYHER (George Mason University)

#231 Symposium

11:00 am–12:50 pm EDT

EAB; Basic Research

Basic and Translational Research on Renewal, Resurgence, and Reinstatement

Chair: Carolyn Ritchey (Auburn University)

Discussant: Andrew R. Craig (SUNY Upstate Medical University)

Repeated Resurgence With Conditioned Reinforcement

AMANDA MILES and Brian R. Katz (West Virginia University), Anthony Oliver (University of Vermont), and Karen G. Anderson and Kennon Andy Lattal (West Virginia University)

Examination of Alternative-Response Discrimination Training on Resurgence in Rats

KAITLYN BROWNING and Timothy A. Shahan (Utah State University)

Evaluating Extinction, Renewal, and Resurgence of Operant Behavior in Humans With Amazon Mechanical Turk

CAROLYN RITCHEY (Auburn University), Toshikazu Kuroda (Aichi Bunkyo University), Jillian Rung (University of Florida), and Christopher A. Podlesnik (Auburn University)

Translational Evaluations of Reinstatement of Responding: Reinstating Effects of Previously Neutral Stimuli

ASHLEY BAGWELL, Terry S. Falcomata, Andrea Ramirez-Cristoforo, and Fabiola Vargas Londono (The University of Texas at Austin)



#232 Symposium

11:00 am–12:50 pm EDT

EDC/AUT; Translational

BACB/QABA/NASP CE Offered. CE Instructor: Jeremy H. Greenberg, Ph.D.

Passport Pedagogy: Excellence in Applied Behavior Analysis from China and Italy

Chair: Lin Du (Teachers College, Columbia University)

Discussant: Jeremy H. Greenberg (The Children's Institute of Hong Kong)

All For One And One For All: Establishing Social Validity Measures for Inclusion

HIU CHING CHEUNG (The Children's Institute of Hong Kong)

Using Functional Behavior Assessment and Conditioning Procedures to Replace Stereotypy in an International School Student With Autism

JAMIE SO (The Children's Institute of Hong Kong)

Current Dimensions of Applied Behavior Analysis in China: A Critical Review of Research

WEIHE HUANG (Creating Behavioral + Educational Momentum)

Comparing the Effects of Different ABA Interventions for Children With Autism Spectrum Disorder During a Pandemic

FABIOLA CASARINI (Scuola delle Stelle)

#233 Symposium

11:00 am–12:50 pm EDT

VRB/EAB; Translational

Verbal Correspondence: From the Laboratory to Applied Research

Chair: Concepcion Serrador Diez (Universidad de Guadalajara, CEIC)

Discussant: Martha Costa Hübner (University of São Paulo)

Delay Between Moments and Magnitude of the Reinforcer in Say-Do Correspondence in Rats

CONCEPCION SERRADOR DIEZ (Universidad de Guadalajara, CEIC) and Carlos Javier Flores Aguirre (Universidad de Guadalajara)

Say-Do Correspondence Decreases Ingestion of Unhealthy Foods in Children

Josiane Maria Donadeli and JULIO C. DE ROSE (Universidade Federal de São Carlos)

Effects of Monitoring on Children's Self-Report Accuracy in a Computerized Game

MARIELE CORTEZ, Rafael Mazzoca, Douglas Donaris, and Ricardo Oliveira (Universidad Federal de São Carlos) and Caio F. Miguel (California State University, Sacramento)

Effects of Training in Specificity on Say-Do-Report Correspondence

PAULA CUEVAS LÓPEZ (Universidad de Guadalajara, CEIC) and Gerardo Alfonso A. Ortiz Rueda (Universidad de Guadalajara-Mexico)

Sunday, May 30

#234 Paper Session

11:30 am–11:55 am EDT
DDA

A Model for Fostering Community Capacity to Address Challenging Behavior of Adults With Disabilities
Chair: Laura E. Mullins (Brock University)

A Model for Fostering Community Capacity to Address Challenging Behavior of Adults With Disabilities (Service Delivery)

Laura Mullins and VICTORIA SCOTT (Brock University) and Pauline Le-Drew and Gail Clark (Regional Support Associates)



#235 Paper Session

11:30 am–11:55 am EDT
OBM

Leading Through Crisis: Coming Together to Come Out Strong
Chair: Maria Sasaki Solis (The Reilly Behavioral Group, LLC)

Leading Through Crisis: Coming Together to Come Out Strong (Service Delivery)

MARIA SASAKI SOLIS (The Reilly Behavioral Group, LLC)

#236 Panel Discussion

12:00 pm–12:50 pm EDT
AUT; Service Delivery

Ethically and Sensitively Engaging With Clients and Team Members

Chair: Sheila Parmar (Kadiant)

ELISABETH SCHENDEL (Kadiant)

STEVEN MACIAS (Kadiant)

CASSANDRA WALLY (Kadiant)

#237 Symposium

12:00 pm–12:50 pm EDT
AUT/EDC; Applied Research
BACB CE Offered. CE Instructor: Dorothy Xuan Zhang, Ph.D.

Why Are Teachers Doing This: Assessing Social Validity and Instructional Challenges

Chair: Theodore A. Hoch (George Mason University)

Assessing Social Validity in the Context of Culture

DOROTHY XUAN ZHANG (The Chicago School of Professional Psychology; George Mason University; ABA Professional Committee of China Association of Rehabilitation of Disabled Persons)

Nature is the Best: Teaching Virtual Perspective-Taking

FAN YU LIN and Bijun Wang (ALSOLIFE)

Let It Be Three: Comparing All- and Three-Trial Data Collection Method

BIJUN WANG and Fan Yu Lin (ALSOLIFE)

#238 Symposium

12:00 pm–12:50 pm EDT
AUT; Translational
BACB/QABA CE Offered. CE Instructor: Kristine Rodriguez, MA

Innovations and Outcomes: Exploring Real-World Application and Evaluation of ABA Services via Telehealth

Chair: Kristine Rodriguez (Autism Learning Partners)

A Model for Training Behavior Analysts in Program Modification for Telehealth

JO ANNA MAZZACANE (Autism Learning Partners)

Evaluating Client Outcomes Across Treatment Modalities: Telehealth vs. Traditional In-home Models of ABA

ALLYSON MARIE KRONEBERGER (Children's Learning Connection; Autism Learning Partners)

Automating and Gamifying PEAK Programming and Delivery Through Telehealth

LINDSEY AUDREY MARIE DENNIS (Missouri State University), Leah Clarke (Pender Public School), Raymond Burke (Apex Regional Program), and Jordan Belisle (Missouri State University)

#239 Symposium

12:00 pm–12:50 pm EDT

AUT/OBM; Translational

BACB CE Offered. CE Instructor: Sara Gershfeld Litvak, MS

Reassessing ABA Practice and Acceptance During COVID-19: Where Does Your Organization Stand?

Chair: Noor Syed (SUNY Empire State College; Anderson Center International; Endicott College)

Adding Soft Skills to the Repertoires of Behavior Analysts: Using Behavior Skills Training to Teach Compassion and Empathy

KAREN ROSE (Northborough/Southborough Public Schools) and Mary Jane Weiss (Endicott College)

Parental Acceptance of Telehealth to Replace In-Person ABA Therapy at the Onset of COVID

JENNA ARANKI (Easterseals), Amin Duff Lotfizadeh (Easterseals Southern California), and Patricia I. Wright (Behavioral Health Center of Excellence)

Impact of COVID-19 on ABA Practitioner Job Satisfaction and Perceived Care Quality

SARA GERSHFELD LITVAK (Behavioral Health Center of Excellence), David J. Cox (Behavioral Health Center of Excellence; Endicott College), and Melissa Cottengim and Ellie Kazemi (Behavioral Health Center of Excellence)

#240 Symposium

12:00 pm–12:50 pm EDT

AUT/OBM; Service Delivery

BACB CE Offered. CE Instructor: Valerie R. Rogers, Ph.D.

Navigating Telepractice During the Pandemic: Problem Resolution to Promote Access to Intervention at the Individual, Small Group, and Systemic Level

Chair: Valerie R. Rogers (The ABRITE Organization)

Commitment, Collaboration, and Service Provision During Crisis: A Model to Sustain Access to Multifaceted Behavior Analytic Services

JANICE FREDERICK, Valerie R. Rogers, and Ginger R. Raabe (The ABRITE Organization)

Problem Solving Through a Pandemic: Addressing Learner and Environmental Barriers to Increase Access to Behavior Analytic Telepractice Services and Corresponding Learner Outcomes

VALERIE R. ROGERS, Janice Frederick, and Ginger R. Raabe (The ABRITE Organization)

Pivoting Towards Values to Address Large Scale Problem Resolution: An Organization's Systemic Response to the Global COVID-19 Pandemic

GINGER R. RAABE, Janice Frederick, and Valerie R. Rogers (The ABRITE Organization)

#241 Invited Presenter

12:00 pm–12:50 pm EDT

AUT

BACB CE Offered. CE Instructor: Andy Bondy, Ph.D.

Prompting, Stimulus Control, Error Correction: What's Your Teaching Ritual?

Chair: Kelly M. Schieltz (The University of Iowa)

ANDY BONDY (Pyramid Educational Consultants, Inc.)



Andy Bondy, Ph.D., has more than 40 years of experience working with children and adults with autism and related developmental disabilities. For more than a dozen years he served as the director of a statewide public-school program for students with autism. He and his wife, Lori Frost, pioneered the development of the Picture Exchange Communication System (PECS). He designed the Pyramid Approach to Education as a comprehensive combination of broad-spectrum behavior analysis and functional communication strategies. He is a co-founder of Pyramid Educational Consultants, Inc., an internationally based team of specialists from many fields working together

to promote integration of the principles of applied behavior analysis within functional activities and an emphasis on developing functional communication skills.

Abstract: The terms stimulus, response, and stimulus control are derived from the experimental literature. The term "prompt" arose within the applied field. There are many conceptual and logical errors in how trainers use these terms that often lead to ineffectual lessons. Similar problems can be found regarding error correction strategies and those that are described as "errorless." We will review many popular teaching strategies, including fading, most-to-least, least-to-most, etc., several error-correction strategies and a host of strategies described as "errorless teaching." The goal is to shake up many long-held and cherished beliefs about common teaching strategies.

#242 Symposium

12:00 pm–12:50 pm EDT
CBM/DDA; Service Delivery
BACB CE Offered. CE Instructor: Kristin J. Korinko, Ph.D.

Informing ABA on Trauma-Informed Care: Crisis Evaluations, Ethical Implications, and Practice Applications

Chair: Kristin J. Korinko (Agency for Persons with Disabilities)

A Trauma-Informed Approach to Crisis Intervention

KAREN WEIGLE (Center for START Services; University of New Hampshire; Institute on Disability; Chattanooga Autism Center)

Behavior Changes Associated With Exposure to Trauma and Learned Helplessness: Implications for Assessment and Treatment

ELIZABETH JOY HOUCK and Joseph D. Dracobly (University of North Texas)

“Whose Line Is It Anyway?” The Active Roles of Providers and Stakeholders in Trauma-Informed Care

KEN WINN (Firefly Autism)

#243 Invited Presenter

Ethics; **DE**

12:00 pm–12:50 pm EDT
CSS; Theory
BACB CE Offered. CE Instructor: Tom G. Szabo, Ph.D.

Transformative Change: On the Front Lines of Social Justice

Chair: Tom G. Szabo (Florida Institute of Technology)

SHAHLA ALAI (University of North Texas)



Shahla Alai received her BS from Southern Illinois University and her MA and Ph.D. from the University of Kansas. She is an associate professor in the Department of Behavior Analysis at the University of North Texas. Shahla and her students collaborate with community partners to serve people who are under resourced and marginalized within current societal structures. Shahla is a member of an interdisciplinary lab that includes faculty and students from woman's and gender studies, applied anthropology and behavior analysis. Shahla teaches courses on

technology transfer, ethics, autism intervention, parent training, behavioral systems, applied research methods, behavior change techniques, and assessment. Shahla has served on several boards and disciplinary committees, most notably the ABAI Practice Board and the ABAI Diversity, Equity and Inclusion Board. She has published and presented research on social justice, ethics in early intervention, play and social skills, family harmony, change agent training, supervision and the relationship between love and science in the treatment of autism. Shahla has over four decades of experience working with families and has trained hundreds of behavior analysts. She was awarded an Onassis Foundation Fellowship for her work with families, was the recipient of UNT's prestigious “Fessor Graham” teaching award, received the 2019 Texas Association for Behavior Analysis Career Contributions award, and the UNT 2020 Community Engagement award.

Abstract: The world has gone through remarkable and exponentially dramatic changes in this young century. Our awareness of one another, our recognition of widespread suffering, the realization of our interdependence, advance each day. These changes bring new opportunities to dismantle, imagine, learn, reconstruct and evolve. The purpose of this presentation is to explore concepts from social justice labor across the globe. Three central concepts will be examined: kyriarchies, abolition and spirituality. Each will be discussed in the context of behavior science, therapeutic practice and personal activism. Included in this discussion are reflections on (1) power and the contingencies of coercion and attraction; (2) conditioned reinforcement, emotions and spirituality; (3) compassion and resource hoarding; (4) constructive approaches to behavior transformations; and (5) how spiritual movements across the globe may help in creating socially just transformations for individuals and communities.

#244 Symposium

DE

12:00 pm–12:50 pm EDT
CSS; Applied Research

Participant Identity in Behavior Analysis: Current Landscape and Future Directions

Chair: Malika N. Pritchett (Positive Enlightenment, Inc.; The Chicago School of Professional Psychology at Dallas)

Discussant: Joseph H. Cihon (Autism Partnership Foundation; Endicott College)

Participant Identity in Behavior Analytic Research: Examining ABAI Journal Publications From 2010–2019

ALYSSA N. WILSON (The Chicago School of Professional Psychology at Los Angeles), Kathryn Sharp

(Saint Louis University), and Claudia CottoVerdon (The Chicago School of Professional Psychology at Los Angeles)

Why Participant Identity Matters

MALIKA N. PRITCHETT (Positive Enlightenment; The Chicago School of Professional Psychology at Dallas) and Shahla Susan Ala'i, Alicia ReCruz, and Traci M. Cihon (University of North Texas)

#245 Symposium

12:00 pm–12:50 pm EDT

DDA/PCH; Applied Research

BACB CE Offered. CE Instructor: Carolyn Trump, Ph.D.

The Impact of Antecedent, Behavior, and Consequence Variables on Response Persistence

Chair: Rose Morlino (University of Georgia)

They Were Warned, They Were Given an Explanation, Nevertheless, We Evaluated Response Persistence

CAROLYN TRUMP (University of Northern Colorado) and Kevin Ayres and Joel Eric Ringdahl (University of Georgia)

The Potential Effects of Mand Preference on the Long-Term Maintenance of Functional Communication Training

COURTNEY MAUZY and Joel Eric Ringdahl (University of Georgia), Wendy K. Berg and Kelly M. Schieltz (The University of Iowa), and Karla Zabala and Rose Morlino (University of Georgia)

The Effect of Enhanced Reinforcement on Communication Persistence During Functional Communication Training

ROSE MORLINO, Joel Eric Ringdahl, Courtney Mauzy, and Karla Zabala (University of Georgia) and Kelly M. Schieltz and Wendy K. Berg (The University of Iowa)

#246 Panel Discussion

12:00 pm–12:50 pm EDT

EDC/CSS; Service Delivery

BACB CE Offered. CE Instructor: Berenice de la Cruz, Ph.D.

Behavior Analysts in Early Childhood Special Education: Challenges in Promoting Parent Participation and Team Collaboration

Chair: Berenice de la Cruz (Texas A&M University-San Antonio; TxABA Public Policy Group)

MEGAN G. KUNZE (University of Oregon)

SARAH KATZ (Texas A&M University-San Antonio)

GUADALUPE CASTANEDA (Behavior Pathways, LLC)

#247 Symposium

12:00 pm–12:50 pm EDT

PCH/TBA; Translational

BACB CE Offered. CE Instructor: Timothy C. Fuller, Ph.D.

Conceptual Behavior Science in the Context of Scientific Work

Chair: Timothy C. Fuller (Fit Learning)

Lost in Translation: The Importance of Theory in Translational Research With Nonhuman Organisms

MATTHEW LEWON (University of Nevada, Reno)

Balancing Applied Behavior Science With Conceptual and Experimental Work

TIMOTHY C. FULLER (Fit Learning)

Closing the Gap Between Philosophy and Basic Research

CHRISTINA M. PETERS (Brock University)

#248 Invited Tutorial

12:00 pm–12:50 pm EDT

PRA; Service Delivery

Using Modern Technology to Incorporate the Principles of Behavior Analysis Into Remote Training and Supervision

Chair: Michael F. Dorsey (Amego Inc.)

BRYAN BLAIR (Long Island University-Brooklyn)

Dr. Bryan J. Blair is currently an assistant professor at Long Island University - Brooklyn where he is also the coordinator of the applied behavior analysis (ABA) graduate certificate and supervised



fieldwork programs. He is a licensed behavior analyst and doctoral-level Board-certified behavior analyst (BCBA-D) and has worked with children and adults with developmental disabilities and clinical disorders for over 15 years in a variety of settings. He received an MS in ABA from Northeastern University in 2007 and a Ph.D. in ABA from Endicott College in 2017. Dr. Blair also provides digital technology consultation related to the practice of ABA. He has presented on topics in ABA and autism spectrum disorder at state, regional, and national conferences and has published research in peer-reviewed journals. His research and professional areas of interest include complex human behavior, improving learning outcomes, verbal behavior, staff training, parent consultation, instructional design, digital learning, and BCBA/Clinical supervision.

JESSLYN FARROS (Center for Applied Behavior Analysis; Pepperdine University; Building Connections Behavioral Health)



Jesslyn N. Farros, Ph.D., BCBA-D, has had the privilege of working in the field of behavior analysis for more than 10 years. She earned her doctorate in applied behavior analysis (ABA) from Endicott College. She currently supervises programs for adults with severe challenging behaviors at the Center for Applied Behavior Analysis, consults in the area of performance management at Building Connections Behavioral Health, and is adjunct faculty in the ABA master's program at Pepperdine University. Her favorite course to teach is verbal behavior, which she developed for the Endicott College master's program. Dr. Farros is an active participant at several conferences including ABAI and CalABA, and she has recently published papers in the areas of verbal behavior and online learning. Her research interests focus on evidence-based learning and verbal behavior.

CHERYL DAVIS (Russell Sage College; SupervisorABA)



Cheryl Davis is a licensed and certified behavior analyst as well as a special education teacher who received her doctoral degree from Endicott College in Applied Behavior Analysis. Cheryl is an Assistant Professor at The Sage Colleges, as well as owner of 7 Dimensions Consulting, LLC, and co-owner of SupervisorABA. She received a Master's of Science Degree in Intensive Special Education from Simmons University in Boston, MA, after attending The University of Connecticut where she received a bachelor's degree in Human Development. Cheryl then pursued her BCBA, while working in a world-renowned ABA school. With almost 30 years of experience working with children and families with autism, developmental disabilities, and related disorders, Cheryl specializes in effective supervision for upcoming BCBA/BCaBA candidates. She has a passion for supervision, in both providing it to people who are in locations with limited access to behavior analysis and working with other supervisors to develop best practices.

Abstract: Instructors, trainers, tutors, and supervisors have been designing and delivering remote learning experiences for a range of learners for many years. However, some of the common methodologies and modalities, and available resources may appear to be high-quality but many of these technologies often do not incorporate best practices of instruction based on the principles of behavior analysis. In addition, some of these technologies and systems that use best practices of behavioral education and training as demonstrated by recently published publications are not often widely known or implemented across a range of instructional and training settings. This tutorial will present attendees with common practical problems and hurdles related to remote training, and will also provide attendees with easily implemented solutions based on the principles of behavior analysis and that use free or low-cost and widely available technologies and applications. The tutorial will also include detailed demonstrations of some of these solutions directly related to practical skills of interest to a range of behavior analytic practitioners and supervisors across a variety of settings.

#249 Symposium



12:00 pm–12:50 pm EDT
TBA/PCH; Service Delivery
BACB CE Offered. CE Instructor: Lina M. Slim-Topdjian, Ph.D.

Bringing ABA to the World: Changes Across Cultures, Borders, and Disciplines

Chair: Dipti Mudgal (Ball State University)
Discussant: Lina M. Slim-Topdjian (ASAP - A Step Ahead Program, LLC)

Cross-Discipline Training Model for Speech-Language Pathology Students in India to Develop Function-Based Interventions

GEETIKA AGARWAL and Dipti Mudgal (Ball State University)

Student-Faculty Collaboration in Dissemination of Behavior Analysis in the United Arab Emirates
CLODAGH MARY MURRAY and Michelle P. Kelly (Emirates College for Advanced Education) and Sarah C. Mead Jasperse (Aurora University)

#251 Poster Session

1:00 pm–3:00 pm EDT
BPN

Discussant: Sally L. Huskinson (University of Mississippi Medical Center)

1. Does Cannabidiol Share Discriminative-Stimulus Properties With the Benzodiazepine Anxiolytic Chlordiazepoxide? (EAB; Basic Research) REBECCA CHALME and Karen G. Anderson (West Virginia University)

2. Oxycodone Impacts Sensitivity to Reinforcement Magnitude in Male and Female Rats: Implications for Impulsive/Risky Choice (Basic Research) JUSTIN T. VAN HEUKELOM (University of North Carolina Wilmington), Thomas Wagner (Louisiana State University), Isabelle R Rinkert (University of North Carolina Wilmington), Jeremy Langford (West Virginia University), and Christine E. Hughes and Raymond C. Pitts (University of North Carolina Wilmington)

3. Neonatal Co-Exposure of Mice to Ultrafine Iron and Sulfur Dioxide Does Not Affect Response Inhibition or Reversal Learning in Adulthood (EAB; Basic Research) MATTHEW LELAND ECKARD, Alyssa Merrill, Katherine Bachmann, Elena Marvin, Günter Oberdörster, Marissa Sobolewski, and Deborah Cory-Slechta (University of Rochester Medical Center)

4. Economic Demand and Cross-Price Elasticity of Cocaine and Social Reinforcement (Basic Research) MARK A. SMITH, Jessica Sharp, and Hannah Cha (Davidson College) and Justin Charles Strickland (Johns Hopkins University School of Medicine)

5. Uncertain Drug Cost as an Historical Factor Contributing to Drug Versus Nondrug Choice in Rhesus Monkeys (EAB; Basic Research) William Doyle, Carlos Zamarripa, Kevin B. Freeman, James K. Rowlett, and SALLY L. HUSKINSON (University of Mississippi Medical Center)

6. Assessing Demand for Cigarettes and Substitutes in African American/Black and White Smokers (EAB; Basic Research) SYDNEY BATCHELDER, Yohan Krumov, Josie Newburg, Ashley Haberman, Devon Bigelow, and Wendy Donlin Washington (University of North Carolina Wilmington)

7. Abstinence-Contingent Wage Supplements to Promote Drug Abstinence and Employment: Post-Intervention Outcomes (Applied Research) MATTHEW NOVAK, August F. Holtyn, Forrest Toegel, and Kenneth Silverman (Johns Hopkins University School of Medicine)

#252 Poster Session

1:00 pm–3:00 pm EDT
EAB

Discussant: Rafaela Fontes (Utah State University)

8. Birds of a Feather Flock Together: Analyses of Coordinated Responding (Basic Research) BRIAN R. KATZ and Kennon Andy Lattal (West Virginia University)

9. The Movement Cycle Under the Microscope: Expanding the Behavioral Unit to Include Neural Activity (BPN; Basic Research) RYAN MATTHEW BUGG, Daniele Ortu, and Jesus Rosales-Ruiz (University of North Texas)

10. Interactions Between Food and Water Motivating Operations Under Concurrent Food and Water Reinforcement Schedules (Basic Research) NICHOLAS L VITALE, Matthew Lewon, Christina M. Peters, and Linda J. Parrott Hayes (University of Nevada, Reno)

11. Investigation of a Nonsequential Model of Renewal (Basic Research) BRIANNA SARNO and Kathryn M. Kestner (West Virginia University)

12. Effects of Individual and Dyadic Presentation to a Food-Searching Task on Locomotion Patterns in Rats (Basic Research) FRYDA ABRIL DIAZ, Varsovia Hernandez Eslava, Alejandro Leon, and Bernardo Castro (Universidad Veracruzana)

13. Motivational State-Dependent Conditioned Suppression (Basic Research) MELIA SHAMBLIN, Matthew Lewon, Christina M. Peters, and Linda J. Parrott Hayes (University of Nevada, Reno)

14. Acquisition of Operant Behavior by Spontaneously Hyperactive Rat and Wistar Rats (BPN; Basic Research) FABIO LEYSER GONCALVES (Universidade Estadual Paulista)

Discussant: Kenneth David Madrigal Alcaraz (Universidad de Guadalajara - CEIC)

15. Appetitive Conditioning in the Orange Head Cockroach (*Eublaberus posticus*) (Basic Research) Erandy Barrera, Isobel Wilkes, and CHRISTOPHER ALLEN VARNON (Converse College)

16. Eye-Tracking Analysis: Fixation From Comparison to Sample Stimuli in Matching-to-Sample Procedures With Meaningful Stimuli (Basic Research) LIVE FAY BRAATEN and Erik Arntzen (Oslo Metropolitan University)

Sunday, May 30

17. Relationship Between Discounting and Climate Change Belief (Basic Research) JUSTIN MYERS and Cynthia J. Pietras (Western Michigan University)

18. Effects of Chlordiazepoxide on Pausing During Rich-to-Lean Transitions (Basic Research) ELIZABETH PAIGE THUMAN (University of North Carolina Wilmington), Jeremy Langford (West Virginia University), Sydney Batchelder (University of North Carolina Wilmington), David Austin Haste (Auburn University), and Raymond C. Pitts and Christine E. Hughes (University of North Carolina Wilmington)

19. Rapid Demand Curves and Delay Discounting in the Pigeon (Basic Research) MORGAN N. DELONG, Kiley Madison Gagain, Peter Montwill, Luke Ferdinand Cortes, Mona Al-Bizri, Marisa N Fujimoto, and Daniel D. Holt (James Madison University)

20. Relationship Between Delay Discounting and Screen Time (CSS; Basic Research) Anthony Concepcion and TAYLOR RAAYMAKERS (University of South Florida)

21. Force Adaptation: The Effects of Feedback on Subcriterion Responses (Basic Research) NINA DELL'AERA-JACHYM and Jonathan W. Pinkston (Western New England University)

22. Does Preference Obey the Law of Least Effort? (Basic Research) JONATHAN W. PINKSTON, Thomas Carpenter, Lara DePaoli, and Nina Dell'Aera-Jachym (Western New England University)

#254 Poster Session

1:00 pm–3:00 pm EDT
EDC

Discussant: Kayla Crook (University of Mississippi)

23. Repeated Programmatic Assessments: Performance Feedback to Improve Pre-Service Teachers' Outcomes in Teacher Training Program (TBA; Applied Research) GAIL COULTER and Michael Charles C. Lambert (Western Washington University)

24. Higher Education Dual Enrollment for Students With Autism and Intellectual Disabilities (AUT; Service Delivery) ASHLEY BLANCA RODRIGUES (Bridgewater State University)

25. Video Self-Modeling as a Classroom Based Intervention to Reduce Off-Task Behavior in Mainstream Students (Applied Research) STEVEN G. LITTLE and Angeleque Akin-Little (Walden University)

26. Online Parent Training on Behavioral Principles for Korean Parents of Children With Disabilities (CSS; Service Delivery) JAMES LEE and Hedda Meadan (University of Illinois at Urbana-Champaign)

27. Functional Communication Training Using Concurrent and Chained Schedules of Reinforcement in Public Elementary School Classrooms (DDA; Applied Research) JESSICA TORELLI (Western Kentucky University) and Blair Lloyd (Vanderbilt University)

28. Intervention Results of Using Extra Credit to Increase Quiz Scores for College Students (Service Delivery) PIK WAH LAM (University of South Dakota)

29. Effects of Intensive Coaching on Educator Implementation of a Comprehensive Function-Based Intervention Package (Applied Research) MARNEY SQUIRES POLLACK, Johanna Staubitz, and Blair Lloyd (Vanderbilt University)

Discussant: Jennifer Ledford (Vanderbilt University)

30. Teaching Graduate Students to Identify and Adhere to Practicum Requirements (Applied Research) RYAN ATKINSON, Diana Parry-Cruwys, and Jacquelyn M. MacDonald (Regis College)

31. The Frequency of Behavior Analysis in School Psychology Literature: A Review of 20 Years (DDA; Service Delivery) LAUREN GALANAUGH (Queens College, City University of New York) and Frank R. Cicero, Paulina Luczaj, Ashley Younger, and Fabiana R Cacciaguerra (Seton Hall University)

32. A 30-Year Systematic Review of the Use of Self-Monitoring for Improving Teacher Performance (Theory) TERESA CROWSON and Selena J Layden (Old Dominion University)

33. An Analysis of Stimulus Presentation on Fluent Performance (Basic Research) COURTNEY SMITH, Matt Locey, and Helen Tecle Kidane (University of Nevada, Reno)

34. Response Accuracy Does Not Align With Generalization During Discrete-Trial Instruction (DDA; Applied Research) MADELINE JOYCE MURPHY, Catherine Williams, and Claire C. St. Peter (West Virginia University)

35. Noncontingent Reinforcement in the Classroom: Effects on Levels of On-Task Behavior and Inappropriate Vocalizations in a Virtual Setting (Applied Research) EMILY WILTSCHE (University of Missouri-St Louis), Keely Stephens (Special School District), and Andresa De Souza (University of Missouri St. Louis)

36. Reset Contingencies Are Not Necessary to Maintain Quiz Submission in College Students (Applied Research) HELOISA CURSI CAMPOS (University of Central Oklahoma)

37. Building Your PECS: Teaching Functional Communication in the Classroom (DDA; Service Delivery) ADRIENNE JADE BOHLEN, Alyssa R McElroy, Jessica E. Van Stratton, and Mindy Newhouse-Oisten (Western Michigan University)

#255 Poster Session

1:00 pm–3:00 pm EDT
TBA

Discussant: Daniel Mark Fienup (Teachers College, Columbia University)

38. The Effect of Self-Monitoring to Increase the Implementation of Discrete Trial Training on Staff Working With Children With Disabilities (Applied Research) ERICA SPIEGEL and Chrystal Jansz Rieken (The Chicago School of Professional Psychology)

39. Using "Baby Yoda" to Augment Teaching in Behavioral Courses (Service Delivery) CODY LINDBLOOM, Brenna R Griffen, and Elizabeth R. Lorah (University of Arkansas)

40. Teaching Reinforcement and Punishment: A Comparison of a 2X2 and a Matching Matrix (Basic Research) BARBARA METZGER, Landon Dubose, Kathryn Waller, and Frank Hammonds (Troy University)

41. Optimizing Schedules of Reinforcement for Skill Acquisition: A Systematic Review (Applied Research) AAISHAY HAQUE and Jonathan W. Ivy (The Pennsylvania State University - Harrisburg)

42. Specialization and Meaningful Application of Behavior Analysis: A Fellowship Model for Aspiring Behavior Analysts (OBM; Theory) DANIELLE TIBERT (Constellations Behavioral Services)

43. Evaluation of the Effectiveness of Teacher Versus Self-Evaluation/Self-reflection Feedback to Increase Students' Behavioral Observation Skills (EDC; Applied Research) MARCIE DESROCHERS and Jie Zhang (State University of New York, Brockport) and Michael Fensken (University of Nevada-Las Vegas)

44. AIMing Higher: Using a Multidimensional Approach to Conduct Balanced Supervision of Behavior Analytic Trainees (Service Delivery) TAYLOR MARDIS DEWOODY, Jana Sarno, and Emily Doak (Autism in Motion Clinics)

45. Behavior Analytic Training in School Psychology Graduate Programs: Overlap and Integration (Service Delivery) JILLIAN DAWES (The Citadel) and Jaime Flowers and Cutler Ruby (Stephen F. Austin State University)

46. Teaching School Personnel the Basics of Functional Behavioral Assessment and Function-Based Intervention (Service Delivery) SAMANTHA GOLDMAN (Assumption University)

#256 Poster Session

1:00 pm–3:00 pm EDT
CSS

Discussant: Mychal Machado (University of Alaska Anchorage)

47. Cooperation in Groups: Effects of a Values-Based Task (Basic Research) SADIE LYNN KLASSEN, Natalie Buddiga, and Matt Locey (University of Nevada, Reno)

48. COVID-19: The Past, Present, and Future (EAB; Applied Research) TAYLOR ANNALISE JANOTA, Jordan Belisle, Dana Paliliunas, and Elana Keissa Sickman (Missouri State University)

49. Evaluating Climate Discounting Within a Corporate Decision-Making Task (Applied Research) BRITTANY SELLERS, Brandon Scholfield, Meredith Matthews, and Jordan Belisle (Missouri State University)

50. Using Behavioral Skills Training to Teach Sexual Assault Reporting Steps to University Students (OBM; Applied Research) ASHA FULLER (University of South Florida; Arizona State University) and Donald M. Stenhoff (Arizona State University)

51. Self-Care Strategies and Job Crafting Practices as Predictors of Work-Life Balance, Work Engagement, and Burnout (Theory) JULIE M. SLOWIAK (University of Minnesota Duluth; InJewel LLC) and Amanda DeLongchamp (University of Minnesota Duluth)

52. A Behavior Analytic Approach to Promote Fact-Checking on Social Media (VRB; Applied Research) CAROL E. WILLIAMS (The Chicago School of Professional Psychology)

53. The Environmentalist Behavior Analyst: Identifying Opportunities and Feasibility of Behavior Analytic Careers in Sustainability (PCH; Service Delivery) JESSICA GHAI (Boston University), Julia H. Fiebig (Ball State University; Applied Global Initiatives LLC), and Holly Seniuk (Behavior Analyst Certification Board)

54. A Systematic Literature Review of Cultural Competency Training: Implications for Behavior Analysts (EDC; Service Delivery) ALYSSA MICHELLE UHER and Marisa H. Fisher (Michigan State University)

55. Community Data Collection Initiative: Box Turtles (Applied Research) Marwa Abdelkader and LEAH JULIA KOEHLER (Florida State University, Panama City) and Adam Kaeser (Bay County Box Turtle Project)

56. Ethical Dilemmas by Military Impacted ABA Practitioners (Theory) BETHANY A PATTERSON, Tiffany Michels, and Kristen Grilli (Helianthus Positive Behavior Services)

#257 Poster Session

1:00 pm–3:00 pm EDT

OBM

Discussant: Byron J. Wine (The Faison Center)

57. Comparing Behavioral Systems Analysis and the Performance Diagnostic Checklist-Human Services in a School (Applied Research) CHRISTEN RUSSELL (Endicott College) and Jill Harper (Melmark New England)

58. Factors That May Impact Burnout in Providers Delivering ABA Services (Service Delivery) AMANDA KAZEE, Emily Gottlieb, and Summer Bottini (Marcus Autism Center; Children's Healthcare of Atlanta)

59. Treatment Integrity Reporting in Behavior Analysis in Practice and Behavior Modification (2010–2019) (Theory) MAKENNA MASON, Silvia Dechant-Serrano, Denys Brand, Galan Falakfarsa, Erik Swanson Godinez, Deborah Christine Richardson, Lea Jones, and Colin Wills (California State University, Sacramento)

60. OBM and the BCBA: Engineering the Behavior of Clinical Staff Through a Performance Management System (AUT; Service Delivery) JAMES MACON (ABA Learning Lab)

61. An Evaluation of Virtual Behavior Skills Training and Form Adjustment on the Note Completion and Quality of Direct Care Staff in a Residential Setting (Applied Research) ZAC EINHORN (Typical Life Corporation), Zackary Huff and Jonathan W. Ivy (The Pennsylvania State University - Harrisburg)

62. Sex, Firearms, Professional Skills: A Review of BST in Non-Service Delivery Settings (Theory) SARAH LEATHE and Amy J. Henley (Western New England University)

63. Behavioral Contrast in a Simulated Workplace Task (EAB; Basic Research) BRANDON RING (Iona College) and Heather M. McGee (Western Michigan University)

64. An Evaluation of Caregiver Preference for Graphic Depiction of Data (Applied Research) MELANIE ELAINE PARKS and Brittney Workman (Kennedy Krieger Institute), Lynn G. Bowman (Kennedy Krieger Institute; Johns Hopkins University School of Medicine), Jessica L Becraft (Kennedy Krieger Institute), Lesley A. Shawler (Kennedy Krieger Institute; Johns Hopkins University School of Medicine), and Samantha Hardesty (Kennedy Krieger Institute)

65. How to Win Contracts and Influence Systems (DDA; Service Delivery) NEAL FALLETTA-COWDEN, Ashlyn Renee Frits, Helen Tecle Kidane, and Matthew Lewon (University of Nevada, Reno)

#258 Poster Session

1:00 pm–3:00 pm EDT

CBM

Discussant: Valerie M. Volkert (Marcus Autism Center; Emory School of Medicine)

66. Education Toward Using Behavioral Strategies to Improve the Mental Health of Firefighters, First Responders, Hospital Staff, Military, and Law Enforcement: You Work Out Your Body, Don't Forget Your Mind (EDC; Applied Research) KRISTEN JENSEN (Mind Gym Online)

67. Using Sensory Based Interventions and Applied Behaviour Analysis to Decrease Escape Behaviours (EAB; Applied Research) PAMELA SHEA and Dylan Twist (St. Lawrence College)

68. Interdisciplinary Intervention Towards Avoidant and Restrictive Food Intake Disorder: A Review of 16 Inpatient Cases (Service Delivery) AARON D. LESSER, Michelle Melicosta, and Emily Seals Mathis (Kennedy Krieger Institute; Johns Hopkins University School of Medicine)

69. Treatment of Sudden Onset Avoidant and Restrictive Food Intake Disorder: A Medical and Behavioral Model (Service Delivery) ELIZABETH A. MASLER (Kennedy Krieger Institute), Aaron D. Lesser (Kennedy Krieger Institute; Johns Hopkins University School of Medicine), and Delicia Boyd and Clark Elliott (Kennedy Krieger Institute)

70. A Comparison of Indirect Screening for Function of Challenging Behavior by Medical Professionals to Functional Analysis Outcomes Using Signal Detection Theory (CSS; Service Delivery) ANDREW W. GARDNER (University of Arizona, College of Medicine), Patrick Romani (University of

Colorado, Anschutz Medical Campus), Lauren Mowrey (Children's Hospital Colorado), and Chelsea E. Carr (University of Arizona, College of Education)

71. Can't We All Just Get Along: Operationally Defining Behaviors in Substance Addiction (Theory) KELSEY KINNEY and Matthew Tyson (Behavior By Design, LLC)

Discussant: Laura E. Phipps (University of Nebraska Medical Center's Munroe-Meyer Institute)

72. Functional Behavioral Assessment in Primary Telehealthcare Scenarios: An Alternative to Decrease Anxiety in Natural Disasters (Applied Research) CARLOS ADRIÁN PALOMERO JANDETE and Silvia Morales Chaine (Universidad Nacional Autónoma de México)

73. Use of Stress Positioning, Seclusion, and Painful Stimuli to Effect Change: A Survey of Adults Who Attended Residential Behavior Modification Programs During Adolescence (EDC; Applied Research) ATHENA R. KOLBE (School of Social Work, University of North Carolina Wilmington)

74. Hypothetical Purchase Tasks of Behavioral Treatments for Children (EAB; Service Delivery) YOHAN KRUMOV, Sydney Batchelder, Josie Newburg, Ashley Haberman, Hannah Reynolds, Devon Bigelow, and Wendy Donlin Washington (University of North Carolina Wilmington)

75. Probability Discounting of Seeking Primary Care Treatment and Flu Vaccinations (CSS; Basic Research) SOFIA PEREZ, Jonathan E. Friedel, and Megan Small (Georgia Southern University)

76. A Behavior Analytic Review of Concussion Reporting in Athletes: How Can Our Science Make Athletes Safer? (PCH; Theory) JOSEPH STEVEN RUSSANO, Frank R. Cicero, Nyasia Sanchez, and Kimberly Lucchesi (Seton Hall University)

77. Analysis of Social Contingency for the Development of Preventive Behaviors in Guitarist (EDC; Applied Research) Alberto Cayetano, EMANUEL MERAZ-MEZA, Dinorah Escudero, and Camilo García (Universidad Veracruzana)

#261 Poster Session

1:00 pm–3:00 pm EDT
DDA

Discussant: Brandon May (Washington University in St. Louis)

78. Clinical Evaluation of a Nonsequential Approach to Studying Operant Renewal (Applied Research) RAYMOND ANTHONY CECORA, William Sullivan, Andrew R. Craig, Nicole M. DeRosa, Charlene Nicole Agnew, and Henry S. Roane (SUNY Upstate Medical University)

79. Analysis of Competition Factors in the Reduction of Automatically Maintained Self-Injury (AUT; Applied Research) CHRISTOPHER M DILLON (Kennedy Krieger Institute) and Louis P. Hagopian and Griffin Rooker (Kennedy Krieger Institute; Johns Hopkins University School of Medicine)

80. A Comparison of One-to-One and Embedded Group Instruction on Discrete Trial Teaching for Students With Severe Disabilities in Taiwan (Applied Research) PEI-FANG WU (National Kaohsiung Normal University) and Siang-Wun Yue and Li-Ting Liao (National Taichung Special Education School)

81. Self-Control Equipment Assessment: Identification of Appropriate Forms of Self-Control via the Use of Competing Equipment (Basic Research) DREW E. PIERSSMA (Kennedy Krieger Institute), Louis P. Hagopian and Griffin Rooker (Kennedy Krieger Institute; Johns Hopkins University School of Medicine), Michelle A. Frank-Crawford and Alyssa Fisher (Kennedy Krieger Institute), Jonathan Dean Schmidt (Kennedy Krieger Institute; Johns Hopkins University School of Medicine), and Ashley N. Carver (Kennedy Krieger Institute)

82. Comparison of Social Cognition in Individuals With Autism Spectrum Disorder and Down's Syndrome: A Review (AUT; Theory) Amelia Yanchik (Montclair State University); SADAF KHAWAR (Montclair State University; Helping Hands Therapeutic Services, Inc.); and Michelle Grazioli, Ghowash Irshad, and Peter M Vietze (Montclair State University)

83. Effects of Session-End Criteria on Break Points and Problem Behavior during Progressive Ratio Assessments (AUT; Applied Research) GABRIELLA BALZANO, Yanerys Leon, Nicolette Duffin, Juan Flagge, Kamila Garcia, and Franchesca Izquierdo (University of Miami)

Discussant: Mindy Christine Scheithauer (Marcus Autism Center)

84. Evaluating Mask Preference to Increase Cooperation With COVID-19 Health Precautions (AUT; Applied Research) LINDSAY COHEN, Elizabeth Joy Houck, Joseph D. Dracoby, and Richard G. Smith (University of North Texas)

85. A Meta-Analysis of Money Management Intervention on Students With Developmental Disability (Theory) SUNGWOO KANG, Ben A Mason, and Marie David (Purdue University)

86. A Preliminary Evaluation of the Performance-Based, Interview-Informed Synthesized Contingency

Sunday, May 30

Analysis (AUT; Applied Research) TESS FRUCHTMAN, Joshua Jessel, Natasha Raghunauth-Zaman, and Aaron Leyman (Queens College, City University of New York)

87. A Survey of Practitioners' use of Stimulus Preference Assessments (EDC; Service Delivery) BRIANNA MARY ZEY (University of Nebraska at Omaha), Jordan David Lill (University of Nebraska, Medical Center), and Macy Collins and Sara S. Kupzyk (University of Nebraska Omaha)

88. Assessing the Efficacy of Telehealth Coaching of Behaviors Interventions and Assessment: A Review (AUT; Theory) Argvne Chitiyo (Ball State University) and CHAIDAMOYO GOODSON DZENGA (Tennessee Technological University)

89. Effectiveness of and App-Based Cognitive Rehabilitation Program for Youths With Neurodevelopmental Disorders and Intellectual Disabilities (Applied Research) KYONG-MEE CHUNG and Narae Shin (Yonsei University)

#262 Poster Session

1:00 pm–3:00 pm EDT
AUT

Discussant: Amy Rachel Bukszpán (Butterfly Effects)

90. Evaluation of the Effects of the Stimulus Pairing Observation Procedure and Matching-to-Sample on the Emergence of Listener Responses in Children With Autism (VRB; Service Delivery) NOUF ALZRAYER (King Saud University)

91. Parent-Training Procedures and Their Effects: A Systematic Review (EDC; Service Delivery) Mônica da Costa Heluany Dias (Clínica Conecta Intervenção Comportamental) and ANA CAROLINA SELLA (private practice)

92. Practical Functional Assessment and Differentiating the Omnibus Mand to Specific Mand to Treat Problem Behavior in a Child With Autism (DDA; Applied Research) ALINE ATALLAH, Daniel John Sheridan, Franco Esterhuyse, and Shannon Ward (Mohammed bin Rashid Center for Special Education operated by the New England Center for Children)

93. Feasibility of Home-Based Caregiver Training via Telehealth: Preliminary Findings (CBM; Service Delivery) RYAN J. MARTIN, Jaime Crowley, and Cynthia M. Anderson (May Institute)

94. A Comparison of Procedures to Establish Tokens as Conditioned Reinforcers (Applied Research) TRACY ARGUETA and Iser Guillermo DeLeon (University of Florida), Yanerys Leon (University of Miami), and Nathalie Fernandez (University of Florida)

95. Three-Step Prompting: Teaching Young Children With Autism to Follow Instructions (EDC; Applied Research) AMANDA BARTON (University of South Dakota; Southwest West Central Service Cooperative) and William J. Sweeney (University of South Dakota)

96. Telehealth Intervention of Verbal Behavior in School Context for a Student With Autism Spectrum Disorder (VRB; Applied Research) MIHO HIGASHI and Jun'ichi Yamamoto (Keio University)

97. Caregiver-Mediated Play-Based Intervention for Toddlers At-Risk for Autism (Applied Research) KATHERINE CANTRELL, Leslie Neely, and Sierra Stegemann (The University of Texas at San Antonio)

98. Differential Reinforcement and Extinction to Increase Eye-Face Gaze With Children With Autism (VRB; Applied Research) RODRIGO ESTEBAN MENDOZA (The Chicago School of Professional Psychology)

99. Interventions Targeting Interactive Play in Individuals With Autism: A Systematic Review (DDA; Applied Research) NICOLE OGUINN and Jessica Akers (Baylor University) and Kristina Gerencser (Marcus Autism Center; Emory University)

Discussant: Lindsey Audrey Marie Dennis (Missouri State University)

100. Medical Clinic for Autism and Neurodiversity: Good Practices for Services and Families in the Public Health Service in Modena (EDC; Theory) GIULIA FERRAZZI (AARBA) and Chiara Melotti (University of Modena and Reggio Emilia)

101. The Use of a Paired-Stimulus Preference Assessment to Predict Appetitive Functional Communication Topographies (Applied Research) MATHEW C. LUEHRING (Children's Hospital Colorado) and Sara Jeglum and Patricia F. Kurtz (Kennedy Krieger Institute; Johns Hopkins University School of Medicine)

102. A Parent-Training Program to Increase Academic Compliance in a Child With Autism During the COVID-19 Pandemic (Service Delivery) CRISTINA CITEREI, Alessandro Dibari, Romilda Napolitano, and Daniele Rizzi (Associazione ALBA Onlus - Pescara)

103. Evaluating Protective Procedures for Assessment, Treatment, and Research on Automatically Maintained Self-Injurious Behavior (EAB; Applied Research) JASMEEN KAUR, Michelle A.

Frank-Crawford, Louis P. Hagopian, and ALEXANDER Rodolfo AREVALO (Kennedy Krieger Institute); Lynn G. Bowman (Kennedy Krieger Institute; Johns Hopkins University School of Medicine); and Christopher M. Dillon and Ashley N. Carver (Kennedy Krieger Institute)

104. Teaching Independent Nighttime Routines Through Prompt Fading and Transfer-of-Stimulus-Control Procedures: A Case Study (Service Delivery) ANGELA CARDASCIA (Associazione Bambini Autistici), Alessandro Dibari (Alba ONLUS)

105. Midsession Reversal Learning to Examine Behavioral Flexibility With Individuals Diagnosed With Autism Spectrum Disorder (EAB; Basic Research) CAROLYN RITCHEY, Corina Jimenez-Gomez, and Christopher A. Podlesnik (Auburn University)

106. A Systematic Review of Severe Behavior Admissions (Service Delivery) HEATHER ANDERSON, Billie Retzlaff, Jessie Weber, and Andrew Sodawasser (University of Nebraska Medical Center's Munroe-Meyer Institute)

107. The Comparative Effects of Modified Communication Programs on Requesting for a Child With Autism and Visual Impairments (Applied Research) MALLORIE CARADINE, James Nicholson Meindl, Laura Baylot Casey, Diana M. Delgado, and Susan Elswick (University of Memphis)

108. Systematic Review of Video Activity Schedules to Teach Individuals With Autism Spectrum Disorder (EDC; Theory) REMINGTON SWENSSON, Marie Kirkpatrick, Jessica Akers, Tonya Nichole Davis, Nicole O'Guinn, and Suzannah Avery (Baylor University)

109. A Telehealth-Delivered Duration-Shaping Procedure to Teach Children With Autism to Wear Cloth Face Masks (Applied Research) SANDRA R. GOMES, Priya P. Patil, Jessica Lamb, Renata Ribeiro, Amber Trinidad, Caroline Grace Reilly, Emily Gallant, and Kevin J. Brothers (Somerset Hills Learning Institute)

Discussant: Lee L. Mason (Cook Children's Health Care System)

110. An Analysis of the Effect of the Demand Component in Response Interruption and Redirection on Vocal Stereotypy in an Adult With Autism Spectrum Disorder (Applied Research) ANDREW CHEN and Michele R. Traub (St. Cloud State University)

111. Using Size Fading to Teach Pill-Swallowing to Adolescents With Autism (Applied Research) KEVIN J. BROTHERS, Samantha Santomo, Gayathiri Ramadoss, Paul Shreiber, Sandra R. Gomes, Jessica Lamb, and Emily Gallant (Somerset Hills Learning Institute)

112. A Preliminary Evaluation of a Telehealth Approach to Acceptance and Commitment Training for Enhancing Behavioral Parent Training for Chinese Parents (DDA; Applied Research) ZHEN LIN, Qiongqiong Lin, Xiyan Xu, and Yuehan Jin (University of Southern California) and Jonathan J. Tarbox (University of Southern California; FirstSteps for Kids)

113. Increasing Compliance With a Blood Draw Procedure for Two Adolescents With Autism Spectrum Disorder (DDA; Service Delivery) Annalisa Galeone, DANIELE RIZZI, Cristina Pavone, Mathilde Bourdil, Laura D'Amico, Romina Tarquinio, Mirko Massa, and Maria Rosa Marsico (Associazione ALBA Onlus - Pescara)

114. An Evaluation of Video Modeling to Teach Chaining Procedures to Parents (Applied Research) Kaylee Engelder (Easter Seals) and Maria Lynn Kessler and DAWN ALLISON BAILEY (Oregon Institute of Technology)

115. Identifying Idiosyncratic Variables Maintaining Problem Behavior Through a Modified Functional Analysis (Applied Research) MEAGAN GRASLEY, Sydney Jensen, and Caleb Stanley (Utah Valley University)

116. Replication of Fisher et al. (2019): Increasing Auditory-Visual Conditional Discriminations and Emergence of Tacts in Young Children With Autism Spectrum Disorder (VRB; Service Delivery) Andresa De Souza, GABRIELLE STONES, and Sarah Coppersmith (University of Missouri Saint Louis)

117. Investigation on COVID-19-Related Health Skills Among Children Diagnosed With Autism Spectrum Disorder (Applied Research) ZHIHUI YI, Mark R. Dixon, and Jessica M Hinman (University of Illinois at Chicago)

118. Telehealth for Facilitating Conversation in Students With Autism Spectrum Disorder (VRB; Applied Research) YUKI NISHIYAMA, Miho Higashi, and Jun'ichi Yamamoto (Keio University)

119. A Review of Autism Treatment via Virtual Reality Technology and Suggestions for Future Research and Development (Applied Research) KAIWEN ZHU (Beijing INGCare), Ziwei Xu (Institute for Accessibility Development at Tsinghua University; Beijing INGCare), and Weizhi Liang (Beijing INGCare)

120. Evaluating a Sequential Model for Assessment and Treatment of Automatically Reinforced Stereotypy (Applied Research) PIERCE TAYLOR, Kara L. Wunderlich, and Ronni Hemstreet (Rollins College) and Lauren Best (University of Georgia)

Discussant: Yaniz C. Padilla Dalmau (Seattle Children's Hospital)

121. Using Acceptance and Commitment Training to Increase Parental Adherence in an Online Caregiver Training Program (Service Delivery) Zhihui Yi, Mark R. Dixon, and RENE J. NIESSNER (University of Illinois at Chicago)

122. Evaluation of a New Assessment and Treatment Model for Automatically Reinforced Stereotypy (Applied Research) RONNI HEMSTREET and Kara L. Wunderlich (Rollins College) and Ashley Matter (Interventions Unlimited)

123. Treating Ritualistic Behavior Using Functional Communication Training and Schedule Thinning (Applied Research) CHARLES BRAMBLE, Kelly Trucksess, and Gabriel Lopergolo (Bancroft)

124. High-Probability Instructional Sequence: A Review on Current Procedural Variations (EDC; Theory) AMALIX FLORES and Catia Cividini-Motta (University of South Florida)

125. More Time? Sometimes: Successful Schedule Thinning of a More Time Functionally Equivalent, Communication Response (Applied Research) ADRIANNA WHITMAN and Antonella Pilaras (Bancroft)

126. Is This Poster Trash? Utilizing Discrimination Training and Differential Reinforcement to Reduce Hoarding (Applied Research) HAILEE PEREZ and Antonella Pilaras (Bancroft)

127. Replacement Skills Training to Address Inappropriate Climbing Behavior During Transitions (Service Delivery) JOHN CHRISTOPHER SCULLY (The Center for Discovery)

128. Hurry Up and Wait! Utilizing a Terminal Delay to Increase the Efficiency of Schedule Thinning (Applied Research) DAVID ANDREW SULLIVAN, Nicole Schwartz, and Kaitlyn Connaughton (Bancroft)

129. A Comparison of Virtual and In-Person Learning on the Observation of Puzzle Manipulation Among Neurotypical and Neurodiverse Children (EDC; Applied Research) KATRINA VERHAGEN and Natalia Baires (Southern Illinois University)

130. Treatment of Aggression Related to Staff Preference: Effects on Behavior and Electrodermal Activity (VRB; Service Delivery) COREY OLVERA, Tania Villavicencio, and Johanna F. Lantz (The Center for Discovery)

#263 Paper Session

3:00 pm–3:25 pm EDT
AUT

An Analysis of Oral Motor Prompting Procedures on Fluent Speaking Ability

Chair: Risca L. Solomon (Skybound Therapies)

An Analysis of Oral Motor Prompting Procedures on Fluent Speaking Ability (Applied Research)
RISCA L. SOLOMON (Skybound Therapies), Richele Yeich (Eastern Florida Autism Center; Heart the Chart), Jamie Schlepp (JMS Therapy Services), and Jonathan Amey (AIMS Instruction)

#264 Paper Session

3:00 pm–3:25 pm EDT
CBM

Beyond Cognition and Behavior: Implications of Nonlinear Contingency Analysis for Clinical Practice

Chair: T. V. Joe Layng (Generategy, LLC)

Beyond Cognition and Behavior: Implications of Nonlinear Contingency Analysis for Clinical Practice (Service Delivery)
T. V. JOE LAYNG (Generategy, LLC)

#265 Symposium

3:00 pm–3:50 pm EDT
AUT/PCH; Translational

A Contingency Analytic Account of Emotions and Emotional Behavior: Teaching Discrimination in Tacting Emotion Words

Chair: Paul Thomas Andronis (Northern Michigan University)

The Goldiamond-Layng Theory: A Purely Contingency Analytic Approach to Emotions
NOLAN WILLIAMS (Emeritus Institute of Management)

Teaching Emotions: An Instruction Design Component Analysis Approach
ANNA LINNEHAN (Endicott College)

Conceptualization of an Emotional Curriculum
ANNE CAROLINE COSTA CARNEIRO (Universidade Federal de São Carlos)

#266 Panel Discussion

Ethics

3:00 pm–3:50 pm EDT
BPN/AUT; Translational
BACB/QABA CE Offered. CE Instructor: Carlos Zuluaga, MS

Behavioral Pharmacology, Autism, and Comorbidities: The Role of the Applied Behavior Analysis Practitioner

Chair: Carlos Zuluaga (ABA Technologies, Inc.; Florida Institute of Technology)

AMANDA BUENO DOS SANTOS (CEDIN, Florida Institute of Technology)
THOMAS R. FREEMAN (ABA Technologies, Inc.; Florida Institute of Technology)
MICHAEL CRIPE (Agency for Persons With Disabilities, State of Florida)

#267 Symposium

DE

3:00 pm–3:50 pm EDT
CBM/AUT; Applied Research
BACB CE Offered. CE Instructor: Lindsey Audrey Marie Dennis, Ph.D.

Derived Relational Responding is Pervasive in Addressing Disability, Autonomy, and Stigma

Chair: Lindsey Audrey Marie Dennis (Missouri State University)

Frames of Error: Three Behavioral Approaches to Reducing Stigma and Increasing Positive Perceptions Towards People With Disabilities

ROCCO G. CATRONE (Southern Illinois University Carbondale) and Darwin S. Koch (Southern Illinois University)

Evaluating the Relationship Between Dementia Symptomology, Memory, and Derived Relational Responding in Older Adults

AYLA SCHMICK (Southern Illinois University) and Mark R. Dixon (University of Illinois at Chicago)

Derived Stimulus Relations in Training Medication Knowledge

ERIN WALKER (Brock University), Albert Malkin (Southern Illinois University; Western University), Karl Gunnarsson (West Park Healthcare Centre), Mark R. Dixon (University of Illinois at Chicago), Jordan Belisle (Missouri State University), and Ryan C. Speelman (Pittsburg State University)

#268 Symposium

3:00 pm–3:50 pm EDT
CBM/DDA; Translational
BACB/QABA CE Offered. CE Instructor: David Legaspi, MS

Acceptance and Commitment Training Across Applied Clinical Settings

Chair: Tammy Lee (Center for Applied Behavior Analysis)

The Effects of an Online Acceptance and Commitment Training on Employee Burnout and Values-Based Behavior

MIGUEL FLORES (The Chicago School of Professional Psychology)

Exploring Effects of an Acceptance and Commitment Training Workshop on Weekly Overt Values-Based Behaviors, Psychological Flexibility, and Check-in Checklist Performance

DAVID LEGASPI (Center for Applied Behavior Analysis), Heidi Eilers (The Chicago School of Professional Psychology), and Elizabeth Ashton Benedickt and Tammy Lee (Center for Applied Behavior Analysis)

Acceptance and Commitment Training and Self-Monitoring Habit Reversal for the Reduction of Compulsive Behaviors

ELIZABETH ASHTON BENEDICKT and David Legaspi (Center for Applied Behavior Analysis), Tyler James Arauz (The Chicago School of Professional Psychology), and Michele D. Wallace (California State University, Los Angeles; Center for Applied Behavior Analysis)

#269 Symposium

Ethics; DE

3:00 pm–3:50 pm EDT
CSS/PCH; Translational
BACB CE Offered. CE Instructor: Noor Younus Syed, Ph.D.

Diversity, Inclusion, and Equity in Research and Practice: Where Are We Now and How Do We Move Forward?

Chair: Pooja Panesar (Kaizora Centre for Neurodevelopmental Therapies)

Reporting of Demographic Variables in the *Journal of Organizational Behavior Management* and the *Journal of Applied Psychology*

JESSICA NASTASI, Andrew Smith, Nicole Gravina, and Alyssa Lynn Crowe (University of Florida)

Sunday, May 30

Identifying Possible Disparities in Autism Services Via Clinical File Review

JANELLE KIRSTIE BACOTTI, Ann-Marie Orlando, Timothy R. Vollmer, Iser Guillermo DeLeon, and Tracy Argueta (University of Florida)

The ABA Field Responds to Calls for Increased Diversity and Equity: An Analysis of Our Current Standing and the Path Forward

NOOR YOUNUS SYED (SUNY Empire State College; Endicott College; Global Autism Project), David J. Cox (Behavioral Health Center of Excellence; Endicott College), and Ronnie Detrich (Utah State University)

#270 Symposium



3:00 pm–3:50 pm EDT

CSS; Applied Research

BACB CE Offered. CE Instructor: Ramona Houmanfar, Ph.D.

Burnout and Bias: Assessing Medical Student Well-Being and Patient Care from a Contextual Perspective

Chair: Ramona Houmanfar (University of Nevada, Reno)

Discussant: Marianne L. Jackson (California State University, Fresno)

Assessment of Medical Student Burnout: Toward an Implicit Measure to Address Current Issues

GREGORY SCOTT SMITH (The Chicago School of Professional Psychology; University of Nevada, Reno School of Medicine), Ramona Houmanfar (University of Nevada, Reno), Nicole Jacobs and Mary Froehlich (University of Nevada Reno School of Medicine), Alison Szarko (University of Nevada, Reno), Brooke M. Smith (Western Michigan University), and Timothy Baker and Melissa Patricia Piasecki (University of Nevada Reno School of Medicine)

The Impact of Acceptance and Commitment Training on Well-Being in Medical Education

ALISON SZARKO and Ramona Houmanfar (University of Nevada, Reno), Gregory Scott Smith (The Chicago School of Professional Psychology; University of Nevada, Reno School of Medicine), Nicole Jacobs (University of Nevada School of Medicine), Kian Assemi (University of Nevada, Reno), Brooke M. Smith (Western Michigan University), and Timothy Baker and Melissa Patricia Piasecki (University of Nevada School of Medicine)

#271 Panel Discussion

3:00 pm–3:50 pm EDT

EDC/TBA; Service Delivery

BACB CE Offered. CE Instructor: Kristy Park, Ph.D.

BCBAs Working in Public School Settings: Pre-Training, Retaining, and Recharging Behavior Change Agents

Chair: Kristy Park (George Mason University)

SELENA J. LAYDEN (Old Dominion University)

JOHANNA COLSON (Orange County Public Schools)

CHRISTINE MCKEE (Loudoun County Public Schools)

#272 Symposium

Ethics

3:00 pm–3:50 pm EDT

PCH/DDA; Service Delivery

BACB CE Offered. CE Instructor: Nathan Blenkush, Ph.D.

Challenging the FDA Ban on Electrical Stimulation Devices

Chair: Nicholas Lowther (Judge Rotenberg Educational Center)

Discussant: R. Nicolle Carr (University of Oklahoma)

Regulatory History and Mirroring Criticisms of Research Methodology for Electrical Stimulation Devices and Small N Designs

DAWN O'NEILL (Judge Rotenberg Educational Center; Contextual Behavioral Science Institute)

Challenging the FDA Ban on Electrical Stimulation Devices

NATHAN BLENKUSH (Judge Rotenberg Educational Center)

#273 B. F. Skinner Lecture Series

3:00 pm–3:50 pm EDT

SCI; Applied Research

BACB CE Offered. CE Instructor: Martha Pelaez, Ph.D.

The Fiction of Memory

Chair: Martha Pelaez (Florida International University)

ELIZABETH LOFTUS (University of California at Irvine)



Elizabeth Loftus is distinguished professor at the University of California - Irvine. She holds faculty positions in the Department of Psychological Science, the Department of Criminology, Law & Society, and the School of Law. She received her Ph.D. in Psychology from Stanford University. Since then, she has published over 20 books and over 600 scientific articles. Loftus's research has focused on the malleability of human memory. She has been recognized for her research with seven honorary doctorates and election to numerous prestigious societies, including the National Academy of Sciences.

She is past president of the Association for Psychological Science, the Western Psychological Association, and the American Psychology-Law Society. Loftus's memory research has led to her being called as an expert witness or consultant in hundreds of cases. Some of the more well-known cases include the McMartin PreSchool Molestation case, the Hillside Strangler, the Abscam cases, the trial of the officers accused in the Rodney King beating, the Menendez brothers, the Bosnian War trials in the Hague, the Oklahoma Bombing case, and litigation involving Michael Jackson, Martha Stewart, Scooter Libby, Oliver North, Bill Cosby, Harvey Weinstein, and the Duke University Lacrosse players.

Abstract: For several decades, I have been manufacturing memories in unsuspecting minds. Sometimes these techniques change details of events that someone actually experienced. Other times, the techniques create entire memories of events that never happened: they create "rich false memories." Collectively, this work shows people can be led to believe they did things that would have been rather implausible. They can be led to falsely believe they had experiences that would have been emotional or traumatic had they actually happened. False memories, like true ones, also have consequences for people—affecting their later thoughts, intentions, and behaviors. Can we tell true memories from false ones? In several studies, I created false memories in the minds of people, compared them to true memories, and discovered that once planted, those false memories look very much like true memories: they have similar behavioral characteristics, emotionality, and neural signatures. Considered as a whole, these findings raise important questions: If false memories can be so readily planted in the mind, do we need to think about "regulating" this mind technology? And what do these pseudomemories say about the nature of memory itself?

#274 Panel Discussion

Student Committee Event

3:00 pm–3:50 pm EDT

TBA; Theory

Finding Success After Graduation: Creating and Submitting Job Application Materials (1/3)

Chair: Rita Olla (University of Nevada, Reno)

MARK GALIZIO (University of North Carolina Wilmington)

DIANA J. WALKER (Visions LLC)

ALBERT MALKIN (Western University (Canada))

#275 Symposium



3:00 pm–4:50 pm EDT

AUT/EDC; Translational

BACB CE Offered. CE Instructor: Amanda Karsten, Ph.D.

Supporting College Students With and Without Autism Spectrum Disorder

Chair: Christopher Manente (Rutgers Center for Adult Autism Services, Rutgers University)

Discussant: Amanda Karsten (Western Michigan University)

Eco-Behavioral Assessment of Instructional Responding of College Students With Autism Spectrum Disorder in Active Learning Classes

Catharine Lory, Sungwoo Kang, Courtney King, HANNAH CROSLLEY, Rose A. Mason, and Brandon Keehn (Purdue University)

An Individualized Approach to Teaching Adults With Autism to Successfully Navigate Job Interviews via Remote Instruction

SungWoo Kahng, COURTNEY BUTLER, Faris Rashad Kronfli, Christeen Scarpa, Brianna Boragi, and Joseph Scott (Rutgers University)

Effects of Telecoaching on Conversation Skills for High School and College Students With Autism Spectrum Disorder

EMILY GREGORI (University of Illinois at Chicago) and Rose A. Mason (Purdue University)

Decreasing Nervous Habits During Public Speaking: A Component Analysis of Awareness Training

STEPHANIE ORTIZ, Meghan Deshais, and Kenneth F. Reeve (Caldwell University) and Raymond G. Miltenberger (University of South Florida)

#276 Symposium

3:00 pm–4:50 pm EDT

AUT; Applied Research

BACB CE Offered: CE Instructor: Joe M. Lucyshyn, Ph.D.

Parent Training: Exploring Approaches to Sleep, Communication, Skill Development and the State of the Literature

Chair: Julie Koudys (Brock University)

Discussant: Joe M. Lucyshyn (University of British Columbia)

Go to Sleep Already! Evaluation of a Blended Face-to-Face and Telehealth Parent-Implemented Sleep Intervention

JULIE KOUDYS (Brock University), Catherine McConnell (Kalyana Support Systems), Angeline Savard (The Gregory School for Exceptional Learning), Krysten Spottiswood (Pyramid Educational Consultants of Canada), Alyssa Treszl (Brock University), Kaitlyn Harrison and Michelle Guzman-Ratko (Kalyana Support Systems), and Paige O'Neill (Brock University)

Evaluating the Effects of Picture Exchange Communication® Mediator Training via Telehealth Using Behavioral Skills Training

ALYSSA TRESZL, Julie Koudys, and Amanpreet Randhawa (Brock University) and Michelle Guzman-Ratko (Kalyana Support Systems)

General Case Parent-Mediated Telehealth Intervention for Young Children at Risk for Autism Spectrum Disorder

CLAIRE SHINGLETON-SMITH, Maurice Feldman, Alicia Azzano, Julie Koudys, Paige O'Neill, and Amanpreet Randhawa (Brock University)

Single-Case Research on Parent Training to Reduce Challenging Behaviors in Children With Autism Spectrum Disorder: A Systematic Review

PAIGE O'NEILL, Julie Koudys, and Amanpreet Randhawa (Brock University); Meghan Dunnet (Kalyana Support Systems); and Claire Shingleton-Smith and Alyssa Treszl (Brock University)

#277 Symposium

3:00 pm–4:50 pm EDT

CBM/DDA; Applied Research

Recent Developments in Assessment for Children With Feeding Disorders

Chair: Laura E. Phipps (University of Nebraska Medical Center's Munroe-Meyer Institute)

Discussant: Jennifer R. Zarcone (The May Institute)

Correspondence Between Brief and Within-Session Analyses and Extended Functional Analyses of Inappropriate Mealtime Behavior

CONNOR M. SHEEHAN (Center for Pediatric Behavioral Health) and Melanie H. Bachmeyer-Lee and Caitlin A. Kirkwood (Center for Pediatric Behavioral Health; University of North Carolina Wilmington)

An Evaluation of Trial-Based Functional Analysis of Inappropriate Mealtime Behavior

ASHLEY ANDERSEN and Bethany Hansen (University of Nebraska Medical Center's Munroe Meyer Institute) and Kathryn M. Peterson (Children's Specialized Hospital; Rutgers University)

Evaluation of Preference Shifts Following Treatment for Picky Eaters

JASON A. CHURCH and Jessica Foster Juanico (University of Kansas)

An Extended Replication of an Examination of Food Preferences Before and After Treatment for a Pediatric Feeding Disorder

JASON R. ZELENY (Golisano Center for Special Needs; Upstate Medical University)

#278 Symposium

3:00 pm–4:50 pm EDT

CSS; Theory

BACB CE Offered: CE Instructor: Traci M. Cihon, Ph.D.

Acting to Save the World: An Update on Projects of the Behaviorists for Social Responsibility SIG

Chair: Michaela Smith (University of North Texas)

Discussant: Richard F. Rakos (Cleveland State University)

An Introduction and Brief Overview of the Behaviorists for Social Responsibility Special Interest Group's Matrix Project

MICHAELA SMITH (University of North Texas)

It Takes a Village: Working Together to Address a Super Wicked Problem

HOLLY SENIUK (Behavior Analyst Certification Board), Traci M. Cihon (University of North Texas), Molli Luke (Behavior Analyst Certification Board), Molly Benson (Berkshire Association for Behavior

Analysis and Therapy), Jonathan W. Kimball (Behavior Development Solutions), Julia H. Fiebig (Ball State University; Applied Global Initiatives LLC), and Sarah Lichtenberger (Behavior Analyst Certification Board)

Expanding Behavioral Systems Work Among Behavior Analysts: Diversity, Equity, Inclusion and Education Working Group

TEMPLE S. LOVELACE (Duquesne University), Jovonnice L. Esquiedo-Leal (University of Nevada, Reno), Nahoma Maytal Presberg (Behaviorists for Social Responsibility), Holly Seniuk (Behavior Analyst Certification Board), Traci M. Cihon (University of North Texas), and Valdeep Saini (Brock University)

Pathways to Recovery: Community Resilience

KHADIJAH AL-FARAJ (National University, Elk Grove Unified School District) and Jose Ardila (University of Nevada)

#279 Symposium



3:00 pm–4:50 pm EDT

CSS/VRB; Applied Research

BACB CE Offered. CE Instructor: Dana Paliliunas, Ph.D.

A Behavior Analysis of Social Injustice and Gender Discrimination: Relational Frames, Psychological Flexibility, and Discounting

Chair: Taylor Marie Lauer (Missouri State University)

Discussant: Dana Paliliunas (Missouri State University)

Looking Beyond Political Perspectives: Examining Flexibility Related to Social Justice Issues from a Behavior Analytic and Relational Approach

JESSICA M. HINMAN (Southern Illinois University Carbondale) and Zhihui Yi and Mark R. Dixon (University of Illinois at Chicago)

Experimental Evaluation of Risk Aversion in Mothers in a Hypothetical Parenting and Discounting Task

JESSICA M. VENEGONI, Elana Keissa Sickman, Brittany A. Sellers, Lindsey Audrey Marie Dennis, and Jordan Belisle (Missouri State University)

Relational Density Theory: Evaluating Relational Frames Within Gender Stereotyping

ELANA KEISSA SICKMAN, Jordan Belisle, Ashley Payne, and Erin Travis (Missouri State University)

Implicit Bias Within a Nested Model of Sexism

CHYNNA BRIANNE FRIZELL, Sara Johnson, Crystal Tracy, and Dana Paliliunas (Missouri State University)

#280 Symposium

3:00 pm–4:50 pm EDT

DDA/EDC; Translational

BACB CE Offered. CE Instructor: Alissa Greenberg, Ph.D.

Evaluating the Effectiveness and Acceptability of Telehealth and Distance Learning for Individuals With Developmental Disabilities

Chair: Alissa Greenberg (Juvo - Autism and Behavioral Health Services; Focused Behavioral Solutions)

Discussant: Linda K. Haymes (Touro University California)

Comparison of Direct Behavior Analytic Services Delivered In-Person and via Telehealth

ZEENAT KAUSAR, Alyssa Dunlop, and Jessica Herrlin (Juvo - Autism & Behavioral Health Services) and Alissa Greenberg (Juvo - Autism and Behavioral Health Services; Focused Behavioral Services)

A Social Validity Interview for Telehealth ABA Services With Individuals on the Autism Spectrum

TYLER GODSY, Alissa Greenberg, and Elisabeth Evans (Juvo - Autism & Behavioral Health Services)

An Analysis of the Effectiveness of Distance Learning for Students With Severe Developmental Disabilities and High Behavioral Needs

SARAH KAGAWA-PUROHIT and Melaura Erickson Tomaino (Port View Preparatory), Alissa Greenberg (Juvo - Autism and Behavioral Health Services; Focused Behavioral Services), and Sagui Doering and Edward Steven Miguel (Port View Preparatory)

Parents' and Educators' Perceptions of Distance Learning for Students With Severe Developmental Disabilities and High Behavioral Needs

MELAUURA ERICKSON TOMAINO (Port View Preparatory); Alissa Greenberg (Juvo - Autism and Behavioral Health Services; Focused Behavioral Solutions); and Sarah Kagawa-Purohit, Sagui Doering, and Edward Steven Miguel (Port View Preparatory)

Sunday, May 30

#281 Symposium

3:00 pm–4:50 pm EDT

DDA/CBM; Applied Research

BACB CE Offered. CE Instructor: Alison Kozlowski, Ph.D.

Advancements in the Assessment and Treatment of Pediatric Feeding Disorders: Novel Applications of Evidence-Based Practices

Chair: Hallie Smith (Mississippi State University)

Discussant: Alison Kozlowski (Kennedy Krieger Institute)

Rapid Assessment of Physical Prompts for the Treatment of Pediatric Food Refusal

SAMANTHA HARDESTY (Kennedy Krieger Institute), Hallie Smith (Mississippi State University), and Sadie Ingram (Little Leaves)

The Use of an Individualized Levels System to Increase Consumption for an Adolescent With Food Refusal

HAILEY RIPPLE and Hallie Smith (Mississippi State University), Heather Whipple (Kennedy Krieger Institute), and Rita Druffner (Kennedy Krieger Institute; University of Maryland, Baltimore County)

Using a Token Economy to Decrease Packing Within an Outpatient Setting

HEATHER WHIPPLE (Kennedy Krieger Institute), Margaret Bernheim Powell (Mississippi State University), and Hailey Ormand (Kennedy Krieger Institute)

Using a Rewards System to Increase Food Variety in a Typically Developing Child

MARGARET BERNHEIM POWELL (Mississippi State University) and Heather Whipple and Brian T. Dudley (Kennedy Krieger Institute)

#282 Symposium

3:00 pm–4:50 pm EDT

EAB/VRB; Basic Research

BACB CE Offered. CE Instructor: Erik Arntzen, Ph.D.

Equivalence Class Formation: Reaction Time and Sorting Performance

Chair: Erik Arntzen (Oslo Metropolitan University)

Discussant: Abdulrazaq A. Imam (John Carroll University)

The Inclusion of Prompts in Equivalence Classes: A Systematic Replication With Individuals Diagnosed With Autism

SIMONE PALMER and Russell W. Maguire (Simmons University), Karen M. Lionello-DeNolf (Assumption College), and Paula Ribeiro Braga-Kenyon (Kadiant)

Clustering of Stimuli When Novel Stimuli Are Presented in Sorting Test

ERIK ARNTZEN (Oslo Metropolitan University), Anne Westgård (SIV), and Anders Dechsling (Østfold University College)

Toward a Behavioral Interpretation of the Stroop Effect

MANISH VAIDYA and Russell Silguero (University of North Texas)

Reaction Times and Observing of Sample and Comparison Stimuli During Tactual Equivalence Class Formation

LANNY FIELDS (Queens College, City University of New York) and James Belanich (Institute for Defense Analyses)

#283 Invited Tutorial

3:00 pm–4:50 pm EDT

PRA; Service Delivery

PSY/BACB/QABA/NASP CE Offered. CE Instructor: Thomas Higbee, Ph.D.

Building Independence and Complex Social Play in Children With Autism Spectrum Disorders Using Photographic Activity Schedules and Social Scripts

Chair: Sarah Frampton (May Institute, Inc.)

THOMAS HIGBEE (Utah State University)



Dr. Thomas S. Higbee is a professor and interim department head in the Department of Special Education and Rehabilitation at Utah State University and executive director of the Autism Support Services: Education, Research, and Training (ASSERT) program, an early intensive behavioral intervention program for children with autism that he founded in 2003. He is a doctoral-level board-certified behavior analyst (BCBA-D) and a licensed behavior analyst in the state of Utah. He is also chair of the Disability Disciplines doctoral program at Utah State University. His research focuses on the development of effective educational and behavioral interventions for children with autism spectrum disorders and related disabilities

as well as the development of effective training strategies for teaching parents and professionals to implement effective interventions. He is a former associate editor for the *Journal of Applied Behavior Analysis* (JABA) and the *European Journal of Behavior Analysis*. Dr. Higbee is committed to the dissemination of effective behavioral interventions and has helped to create intensive behavior analytic preschool and school programs for children with autism and related disorders in Brazil, Russia, Portugal, and throughout his home state of Utah. He is the past president of the Utah Association for Behavior Analysis (UtABA) and has served as a member of the Practice Board of the Association for Behavior Analysis International and the Psychologist Licensing Board of the state of Utah.

Abstract: Many students with autism and other developmental disabilities have difficulty sequencing their own behavior during free-choice situations. Rather, they rely on adults to prompt them to engage in particular activities. Many do not interact appropriately with play materials or may select one activity and engage in it for an extended period of time. Photographic activity schedules have been shown to be an effective tool to teach children to sequence their own behavior and transition smoothly between multiple activities. Children learn to follow the visual cues in the activity schedule to make transitions instead of relying on adult-provided prompts. Activity schedules also provide a context for teaching basic and complex choice-making behavior. As children develop verbal behavior, social scripts can also be added and then later faded to promote social interaction. Activity schedules have been used successfully in a variety of settings with both children and adults with various disabilities. They are easy to use and can be adapted to most environments. In the present tutorial, participants will learn how to use activity schedules with clients/students as well as learn about recent research on using these techniques to promote complex social play.

#284 Symposium

3:00 pm–4:50 pm EDT

TBA/PCH; Translational

BACB CE Offered. CE Instructor: Yors A. Garcia, Ph.D.

An Overview of Acceptance and Commitment Training: From Learning to Compassionate Service Delivery

Chair: Yors A. Garcia (The Chicago School of Professional Psychology)

Discussant: Kelly G. Wilson (University of Mississippi)

Scope of Competence for Behavior Analysts Using Acceptance and Commitment Training: Some Recommendations From Experts

YUKIE KURUMIYA, Yors A. Garcia, and Annette Griffith (The Chicago School of Professional Psychology); Gregory Scott Smith (University of Nevada, Reno School of Medicine); and Meredith L. Andrews (The Chicago School of Professional Psychology)

Teaching Acceptance and Commitment Skills to Behavior Analysts Using the ACT Matrix

ANASTASIA KELLER-COLLINS (The Chicago School of Professional Psychology; Therapeutic Consulting Services), Yors A. Garcia and Robyn M. Catagnus (The Chicago School of Professional Psychology), and Akihiko Masuda (University of Hawai'i at Manoa)

Effects of Acceptance and Commitment Training Plus Behavior Parent Training on Parental Implementation of Autism Treatment

MEREDITH L. ANDREWS, Yors A. Garcia, and Robyn M. Catagnus (The Chicago School of Professional Psychology) and Evelyn Rachael Gould (New England Center for OCD and Anxiety)

ACT-ing to Support Compassion-Focused Applied Behavior Analysis

JONATHAN J. TARBOX (University of Southern California; FirstSteps for Kids) and Kristine Rodriguez (Autism Learning Partners)

#285 Paper Session

3:30 pm–3:55 pm EDT

AUT

Autism: A Separate Spectrum or a Continuation of Anxiety?

Chair: Stephanie Northington, PhD (PACES, LLC)

Autism: A Separate Spectrum or a Continuation of Anxiety? (Theory)

STEPHANIE NORTHINGTON, Keisha Nagai, and Kirsten Canada (PACES, LLC) and Helen Christine Shelton (Chancelight)

#286 Paper Session

4:00 pm–4:25 pm EDT

AUT

Using PRT Motivation Program to Improve Language Skills of Children With Autism Spectrum Disorders

Chair: Chongying Wang (Nankai University)

Using a Pivotal Response Treatment Motivation Program to Improve Language Skills of Children With Autism Spectrum Disorders (Applied Research)

CHONGYING WANG and Leilei Wang (Nankai University)

#287 Symposium

4:00 pm–4:50 pm EDT

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Marie David, M.Ed.

Advancements in Social Communication and Challenging Behavior Interventions for Adolescents With Developmental Disabilities

Chair: Marie David (Purdue University)

School-Based Interventions Targeting Challenging Behavior of Adolescents With Developmental Disabilities: A Meta-Analysis

Marie David, Rose A. Mason, and Qingli Lei (Purdue University); Danni Wang (Engage, Learn and Grow); and Catharine Lory and SUNGWOONG KANG (Purdue University)

Preliminary Investigation of a Self-Monitoring Application for a Postsecondary Student With Autism

LESLIE ANN BROSS (University of North Carolina at Charlotte)

Supporting Development of Social Communication of Young Adults With Autism in Natural Settings: Impact of a Telecoaching Intervention

Rose A. Mason and MARIE DAVID (Purdue University) and Emily Gregori (University of Illinois at Chicago)

#288 Panel Discussion

4:00 pm–4:50 pm EDT

CBM/CSS; Service Delivery

BACB CE Offered. CE Instructor: Alexis Constantin Pavlov, Ph.D.

Practical Considerations and Applications of Behavior Analysis to Working With Children in Healthcare Settings

Chair: Alexis Constantin Pavlov (Marcus Autism Center; Emory University School of Medicine)

SETH B. CLARK (Marcus Autism Center)

COLIN S. MUETHING (Marcus Autism Center; Emory University School of Medicine)

PATRICK ROMANI (University of Colorado, Anschutz Medical Campus)

#289 Symposium

4:00 pm–4:50 pm EDT

DDA; Applied Research

BACB CE Offered. CE Instructor: Joel Eric Ringdahl, Ph.D.

Interventions for Automatically Reinforced Self-Injury: Current Knowledge and Future Directions

Chair: Mindy Christine Scheithauer (Marcus Autism Center; Emory University School of Medicine)

Discussant: Joel Eric Ringdahl (University of Georgia)

A Consecutive Case Series Analysis of Treatment With a Response Reduction Procedures

KORTNEY RIST and Mindy Christine Scheithauer (Marcus Autism Center; Emory University School of Medicine)

Automatically Reinforced Self-Injury: Assessing for Maintenance, Longevity, and Schedule Thinning

Kaitlin Gould, JAIME CROWLEY, and Cynthia M. Anderson (The May Institute)

#290 Symposium

4:00 pm–4:50 pm EDT

DEV/PCH; Translational

BACB CE Offered. CE Instructor: Jesus Rosales-Ruiz, Ph.D.

A Review of Behavioral Cusps and Their Extensions

Chair: Robin Kuhn (University of Kansas)

Discussant: Jesus Rosales-Ruiz (University of North Texas)

The Behavioral Cusp: Where We Came From and Where We Are Going

APRIL M. BECKER (University of North Texas; University of Texas Southwestern Medical Center), Sarah E. Pinkelman (Utah State University), and Robin Kuhn (University of Kansas)

An Overview of Social Learning Cusps

JESSICA SINGER-DUDEK (Teachers College, Columbia University)

#291 Panel Discussion

Student Committee Event

4:00 pm–4:50 pm EDT

EDC; Theory

Finding Success After Graduation: Interviewing for Positions (2/3)

Chair: Allyson R. Salzer (University of Kansas)

RICHARD WAYNE FUQUA (Western Michigan University)

JOSEPH D. DRACOBLY (University of North Texas)

BETHANY P. CONTRERAS YOUNG (University of Nevada, Reno)

#292 Invited Presenter

4:00 pm–4:50 pm EDT

EDC; Basic Research

PSY/BACB CE Offered. CE Instructor: Robin Coddington, Ph.D.

Alternating Treatments Designs: Interpretation Errors and Solutions

Chair: Robin Coddington (Northeastern University)

CHRISTOPHER SKINNER (University of Tennessee)



Christopher H. Skinner received his Ph.D. in school psychology from Lehigh University in 1989. While at Lehigh, he served as a special education teaching assistant for elementary students with autism and as a teacher for 10th grade students with emotional/behavioral disorders. After finishing his Ph.D., Skinner was an assistant professor at The University of Alabama (3 years) and coordinator of School Psychology Programs at Mississippi State University (7 years) and The University of Tennessee (15 years). Currently, he is professor at The University of Tennessee and teaches graduate

courses in the School Psychology and Behavior Analysis programs. Skinner has co-authored over 200 peer-reviewed journal articles and earned three national research awards including the Fred S. Keller Award for empirically validating interventions. Skinner's accomplishments can be directly traced to his work with exceptional graduate students and practitioners. He is happiest when he is partnering with his students to work with educational professional to remedy presenting behavior or academic problems, while also conducting applied research. To simultaneously accomplish these goals, Skinner and his collaborators have relied single-subject design procedures.

Abstract: Alternating treatments designs can be used to evaluate multiple interventions and compare interventions. This presentation will address common interpretation errors that are associated with standard alternating treatments designs and propose solutions for each type of error. First, the presentation will focus on how researchers frequently conclude that an intervention or multiple interventions were effective, when changes may have been caused by uncontrolled threats to internal validity. A design solution to this problem, including a no-treatments series during the alternating treatments phase, will be described and analyzed. Next, the presentation will focus on misinterpretation associated with cumulative learning data. A proposed solution to this problem focus on supplementing repeated measures cumulative learning figures with figures that plot learning per session data. Discussion focuses on applied strengths of alternating treatments designs, effect size analysis, and how interpretation errors can adversely affect consumers of applied science.

#293 Invited Tutorial

Ethics

4:00 pm–4:50 pm EDT

PRA; Applied Research

BACB CE Offered. CE Instructor: Susan Wilczynski, Ph.D.

A Call for Discussion About Scope of Competence in Behavior Analysis

Chair: Susan Wilczynski (Ball State University)

MATTHEW BRODHEAD (Michigan State University)



Matthew T. Brodhead is an assistant professor at Michigan State University. He is the director of Spartan Caregiver Support, a service that provides free and evidence-based support to caregivers of people with autism within the State of Michigan. He is also the research director of the Early Learning Institute. Dr. Brodhead's research examines focused social skill interventions for children with autism. He also writes about conceptual issues relating to the ethical and professional behavior of practicing behavior analysts. Through workshops and consultation, he has established multiple school-based programs for children with autism, and he has provided training to teachers, related service providers, and behavior analysts both nationally and internationally. Finally, he specializes in program evaluation for both applied behavior analysis and public-school placements for individuals with autism.

Abstract: The field of behavior analysis has defined its scope of practice through credentialing and licensure efforts. However, scope of competence in behavior analysis has received little discussion. Scope of competence refers to activities that the individual practitioner can perform at a certain criterion level (e.g., the functional analysis is conducted accurately and safely, a skill acquisition program includes critical program components and establishes accurate stimulus control). Given the successful efforts of behavior analysts in growth and recognition of the field, it is time for a robust conversation about scope of competence for the field of behavior analysis. This discussion can clarify how behavior analysts self-evaluate their own scope of competence and how they might expand their scope of competence if the needs of consumers requires practitioners to expand into new areas.

Sunday, May 30

#294 Symposium



4:00 pm–5:50 pm EDT

AUT/DDA; Service Delivery

BACB/QABA CE Offered. CE Instructor: Katherine Miriam Johnson-Patagoc, Ph.D.

Lessons Learned by Behavior Analysts From Areas Working on Fully Implementing an ABA Medicaid Benefit

Chair: Gordon Bourland (Trinity Behavioral Associates; TxABA Public Policy Committee)

Discussant: Katherine Miriam Johnson-Patagoc (Texana Center; TxABA Public Policy Group)

Illinois Medicaid for Applied Behavior Analysis Services

JOHN M. GUERCIO (Benchmark Human Services)

Texas' Journey to Full Implementation of the Medicaid Funding for ABA Autism Services

BERENICE DE LA CRUZ (Texas A&M University-San Antonio; TxABA Public Policy Group), Jeffrey E. Dillen (Texana Center; TxABA Public Policy Group), Rany Thommen (ABA Today; TxABA Public Policy Group), Mariel C. Fernandez (Blue Sprig Pediatrics; TxABA Public Policy Group), Duy D. Le (Child Study Center Cook Children's; TxABA Public Policy Group), Gordon Bourland (Trinity Behavioral Associates; TxABA Public Policy Group), and Katherine Miriam Johnson-Patagoc (Texana Center; TxABA Public Policy Group)

Advocating for Medicaid in a Complicated Legislative Space

AMANDA P. LAPRIME (University of Rochester Medical Center), Maureen O'Grady (NYSABA; New Alternatives for Children), and Deborah A. Napolitano (NYSABA; Daemen College; Golisano Institute for Developmental Disabilities Nursing at St. John Fisher College)

ABA Service Provision and Medicaid in the District of Columbia

MARY CARUSO-ANDERSON (DC ABA), Lera Joyce Johnson (DC ABA; George Mason University), Cynthia Escobar (J & C Behavioral Therapy, LLC), Keven M. Schock (Aveanna), Elena Zaklis (Rutgers University), Jacqueline Landa Jackson (DC ABA), Colleen Williams (Behavior Analysis Certification Board), and Flor De Amelia Lizette Hoffman (DC ABA)

#295 Symposium

4:00 pm–5:50 pm EDT

EDC; Service Delivery

BACB CE Offered. CE Instructor: Vicci Tucci, MS

The Fluency Flashcard App: A Tool for Building Fluency and Learner Success

Chair and discussant: Kent Johnson (Morningside Academy)

The Research Behind Fluency Building and SAFMEDS

ADAM PEAL (The Behavioral Education Research Initiative; The Walden Learning Collective)

Why Fluency Flashcards Are Different: The Importance of the Standard Celeration Chart in Decision Making

DEBORAH L. BROWN (SCOE; Morningside Academy)

Why Did I Develop the Fluency FlashCards App?

VICCI TUCCI (Tucci Learning Solutions, Inc.)

Usability and Implementation of the Fluency Flashcards App With the Next Generation of Behavioral Educators

KRISTINA ZACCARIA (CLM Center of Excellence, Division of TUCCi Learning Solutions)

#296 Symposium



4:00 pm–5:50 pm EDT

VRB/AUT; Applied Research

BACB CE Offered. CE Instructor: David C. Palmer, Ph.D.

Recent Developments in Verbal Behavior Research: Updates from the Verbal Behavior Special Interest Group

Chair: Lauren Schnell (Hunter College, City of New York)

Discussant: David C. Palmer (Smith College)

Generalized Verbal Behavior Increases Following a Speaker Immersion Intervention

APARNA NARESH, Mary Kathleen Short, and Daniel Mark Fienup (Teachers College, Columbia University)

Teaching Individuals to Tact Intensity of Sensations Based on Public Accompaniments

SANDHYA RAJAGOPAL and Katie Nicholson (Florida Institute of Technology)

An Experimental Analysis of Gender-Biased Verbal Behavior and Self-Editing Using an Online Analog

FERNANDA SUEMI ODA (University of Kansas), Sarah A. Lechago (University of Houston-Clear Lake), Bruno Eneas da Silva (KMM Engenharia de Software), and Justin Hunt (Endeavor Behavioral)

Investigating the Effects of Verbal Behavior on Emergent Comparative Relations

SHANNON LUOMA, Caio F. Miguel, and Vanessa N. Lee (California State University, Sacramento)

#297 Paper Session

4:30 pm–4:55 pm EDT
AUT

Building Social Inclusion: The Effects of an Instructional Readiness Procedure for Young Adults With Severe Problem Behavior

Chair: Fabiola Casarini (Scuola delle Stelle)

Building Social Inclusion: The Effects of an Instructional Readiness Procedure for Young Adults With Severe Problem Behavior (Applied Research)

CLAUDIA PUCHETTI (VitaLab Educational Center), Fabiola Casarini (Errepiu Association), Gianluca Amato (VitaLab Educational Center), Cristina Ferro (Coccovillage Centro), and Elisa Galanti (Scuola delle Stelle Learning and Research Centre)

#298 Paper Session

4:30 pm–4:55 pm EDT
EDC

A Personalized Interactive Education Model: Face-to-Face and Remote

Chair: Laurilyn Dianne Jones (The Mechner Foundation)

A Personalized Interactive Education Model: Face-to-Face and Remote (Service Delivery)

LAURILYN DIANNE JONES and Francis Mechner (The Mechner Foundation) and Karyn Slutsky (Queens Paideia School)

#299 Paper Session

5:00 pm–5:25 pm EDT
EDC

Using Video Modeling to Teach Face Covering to Individuals With Down Syndrome

Chair: Jordan Lill (University of Nebraska Medical Center's Munroe-Meyer Institute)

Using Video Modeling to Teach Face Covering to Individuals With Down Syndrome (Applied Research)

JORDAN LILL, Adriano Barboza, and Brenda J. Bassingthwaite (University of Nebraska Medical Center's Munroe-Meyer Institute) and Lindsey Aberle, Zack Wielgos, Anne Keith, and Brianna Jensen (University of Nebraska-Omaha)

#300 Paper Session

5:00 pm–5:25 pm EDT
TBA

The New Technology of Teaching: What We Can All Learn from B. F. Skinner

Chair: Maeve G. Donnelly (Northeastern University)

The New Technology of Teaching: What We Can All Learn from B. F. Skinner (Theory)

MAEVE G. DONNELLY (Northeastern University) and Jillian Wilson, Diana Parry-Cruwys, Roseanne Lesack, and Jacquelyn M. MacDonald (Regis College)

#301 Panel Discussion

5:00 pm–5:50 pm EDT
AUT/DDA: Translational
BACB CE Offered. CE Instructor: Peter F. Gerhardt, Ed.D.

Meaningful Curriculum and Respectful Intervention With Individuals Autism Spectrum Disorder: Beyond a Technology of Behavior Analysis Alone

Chair: Peter F. Gerhardt (The EPIC School)

NATALIE DRISCOLL (Endicott College)

JESSICA J. CAUCHI (Endicott College)

SHANNA BAHRY (Endicott College)

#301A Invited Presenter: Don Baer Lecture

5:00 pm–5:50 pm EDT

PRA; Service Delivery

BACB CE Offered. CE Instructor: Susan Wilczynski, Ph.D.

Common Purpose: Promoting Multisector Collaboration to Address Disparities Through a Behavioral Community Approach

Chair: Susan Wilczynski (Ball State University)

JOMELLA WATSON-THOMPSON (University of Kansas)



Dr. Jomella Watson-Thompson is an associate professor in the Department of Applied Behavioral Science, and the Director of the Center for Service Learning at the University of Kansas. She is also affiliated with the Center for Community Health and Development. She attained a Ph.D. in Behavioral Psychology and a Masters of Urban Planning from the University of Kansas. She applies behavioral science methods and interventions to improve how communities address issues related to community health and development. Her research has focused on behavioral-community approaches to neighborhood development, substance abuse prevention, and youth

and community violence prevention. Dr. Thompson supports community-engaged scholarship using participatory approaches to address social determinants or factors that may contribute to disparities, particularly for marginalized groups and communities. She has researched the effects of community-based processes and behavioral-community interventions to promote mobilization and change in communities. Dr. Thompson has received numerous funding awards and co-authored articles on community capacity-building, youth and neighborhood development, and adolescent substance abuse and youth and community violence prevention. She is as an associate editor with *Behavior and Social Issues* and serves on the ABAI Diversity, Equity, and Inclusion Board.

Abstract: There is increased attention to problems of societal concern that may disproportionately affect marginalized populations and communities. Disparities in access to services and cultural adaptations for underserved populations persists as a challenge in the field. The importance of addressing social determinants of health or common underlying factors that serve as setting events is discussed. Collaborative opportunities to address large-scale societal problems through cross-sector and multidisciplinary collaboration between applied behavior analysis and other disciplines including community psychology, prevention science, and public health are explored. As an example, a multisector collaboration to address youth violence using a behavioral community approach is presented. The presentation examines strengths, challenges, and opportunities to advance common goals for supporting change and improvements in population-level outcomes through multisector collaboration.

#302 Symposium

5:00 pm–5:50 pm EDT

CBM/PCH; Translational

BACB CE Offered. CE Instructor: Mitch Fryling, Ph.D.

Interbehaviorism: Then and Now, All the Way, and In the Room

Chair: MaKensy Sanders (University of Louisiana at Lafayette)

Something New, Something Old: Interbehaviorism in Behavior Science

MITCH FRYLING (California State University, Los Angeles)

Going All the Way

LINDA J. PARROTT HAYES (University of Nevada, Reno)

Implications of an Interbehavioral Perspective for Clinical Behavior Analysis

EMILY KENNISON SANDOZ (University of Louisiana Lafayette)

#303 Panel Discussion

5:00 pm–5:50 pm EDT

DDA/N/A; Service Delivery

BACB CE Offered. CE Instructor: Terence G. Blackwell, MS

The Use of RBTs/BCBAs to Change the Face of Adult Services

Chair: Terence G. Blackwell (Chimes International Limited)

SAUL AXELROD (Temple University)

JAMES G. O'BRIEN (New York League for Early Learning)

VIVIAN A. ATTANASIO (Services for the Underserved)

#304 Symposium

5:00 pm–5:50 pm EDT
EAB/CBM; Basic Research

Examining the Role of State vs. Trait Variables on Delay Discounting Across Human and Animal Subjects Chair: Luis Rodriguez (Idaho State University)

Delay Discounting of Food and Water in Rats Shows Trait Characteristics

CAROLINE TOWSE, Jeremy Haynes, Annie Galizio, Charles Casey Joel Frye, and Amy Odum (Utah State University)

Relation Between Age, Puberty, and Obesity in Food Delay Discounting

YAEUN LEE and Erin B. Rasmussen (Idaho State University)

Extending the Explicit-Zero Effect to Cross-Commodity Discounting: Behavioral Economic and Clinical Relations

GIDEON P. NAUDE and David P. Jarmolowicz (Cofrin Logan Center for Addiction Research and Treatment, University of Kansas), Laura Martin and Andrew T. Fox (Hoglund Brain Imaging Institute, University of Kansas Medical Center), and Derek D. Reed (Cofrin Logan Center for Addiction Research and Treatment, University of Kansas)

#305 Symposium

5:00 pm–5:50 pm EDT
EDC/DDA; Translational
BACB CE Offered. CE Instructor: Janice Frederick, Ph.D.

Identifying and Closing Skill Gaps: Assessment, Goal Setting, and Performance Feedback Strategies to Promote Learner Outcomes Chair: Janice Frederick (The ABRITE Organization)

Assessment and Acquisition of Technology-Based Prerequisite Skills to Support Access to Distance Learning Instruction for Special Education Students

JESSICA KAREN PIZZICA (Santa Cruz City School District) and Matthew Christopher Peterson and Janice Frederick (The ABRITE Organization)

Gooooooooaaaaa!!!! How Session-Improvement Goals Affect Learner Outcomes

MEGAN D. SZETO, Jeffrey Gesick, Megan Han, and Ariel Bray (The Learning Consultants)

The Present, Positive, Participant (P3) Project: A Component Analysis of a Behavior Analytic Intervention Package for Nonpublic School Students

MATTHEW CHRISTOPHER PETERSON and Janice Frederick (The ABRITE Organization)

#306 Invited Presenter

5:00 pm–5:50 pm EDT
OBM; Applied Research
BACB CE Offered. CE Instructor: Florence DiGennaro Reed, Ph.D.

Translational OBM Research and Its Relevance for Practice

Chair: Byron J. Wine (The Faison Center)

FLORENCE DIGENNARO REED (University of Kansas)



Dr. Florence DiGennaro Reed, a board-certified behavior analyst, received a doctorate in school psychology from Syracuse University. She also completed a clinical post-doctoral fellowship at the Institute for Child Development and a pre-doctoral internship in clinical psychology at the May Center for Education and Neurorehabilitation and the May Center for Child Development. Presently, Florence is an associate professor in and chairperson of the Department of Applied Behavioral Science at the University of Kansas where she directs the Performance Management Laboratory. Her research examines effective and efficient staff training and performance improvement practices. Florence has published nearly 90 articles and book chapters and two edited books on a variety of topics including training, performance management, assessment, and intervention. Moreover, she has been an associate editor for *Journal of Applied Behavior Analysis*, *Journal of Behavioral Education*, and *Behavior Analysis in Practice*.

Abstract: The roles of basic and applied research have been the subject of much discussion in behavior analysis in recent years (e.g., Sidman, 2011). One view contends that innovation is possible through a translational research paradigm that synthesizes “basic and applied questions, literatures, and methods” (Mace & Critchfield, 2010, p. 293). This presentation will use Pasteur’s quadrant as a backdrop to describe the infrastructure of an OBM research laboratory designed to span the continuum of basic-to-applied research. To showcase the value of translational OBM research and its relevance for practice, data from use-inspired basic and applied research will be shared.

#307 Symposium

5:00 pm–5:50 pm EDT
PCH/VRB; Translational
BACB CE Offered. CE Instructor: Traci M. Cihon, Ph.D.

Theoretical and Methodological Considerations Concerning the Participation of Verbal Behavior Within Metacontingency Experiments

Chair: Fabio Henrique Baia (Universidade de Rio Verde)
Discussant: Traci M. Cihon (University of North Texas)

Investigating Cultural Behavior Using a Turn-Based Matching-to-Sample Procedure

WILL FLEMING and Linda J. Parrott Hayes (University of Nevada, Reno)

Interindividual Performance in Metacontingencies: An Experimental Analysis of Interlocked Behaviors in the Unit of Interlocking Behavioral Contingencies

JOSE ARDILA (University of Nevada) and Ramona Houmanfar and Will Fleming (University of Nevada, Reno)

#308 Panel Discussion

Student Committee Event

5:00 pm–5:50 pm EDT
TBA; Service Delivery

Finding Success After Graduation: Establishing Yourself in the First Few Years (3/3)

Chair: Jovonnie L. Esquierdo-Leal (University of Nevada, Reno)

NICOLE GRAVINA (University of Florida)
CORINA JIMENEZ-GOMEZ (Auburn University)
JESSICA FOSTER JUANICO (University of Kansas)

#309 Symposium

5:00 pm–6:50 pm EDT
CSS; Applied Research
BACB CE Offered. CE Instructor: P. Raymond Joslyn, MS

Context Matters: Implementing Interventions Within Juvenile Justice Facilities

Chair: Rasha Baruni (University of South Florida)
Discussant: P. Raymond Joslyn (Utah State University)

Psychotropic Medication Prescribing in a Residential Treatment Facility: Evidence of a Limited Deprescribing Process

ASHLEY ANDERSON, John T. Rapp, and Erica Kierce (Auburn University)

Increasing Praise Delivery Within Dorms of a Juvenile Justice Facility

ODESSA LUNA (St. Cloud State University) and John T. Rapp (Auburn University)

Pyramidal Training in a Juvenile Residential Facility: Staff to Self-Monitor Use of Behavior Specific Praise

ZOE I. HAY (ATBx) and Kwang-Sun Cho Blair and Trevor Maxfield (University of South Florida)

Behavioral Skills Training to Increase Fidelity of Staff Room Searches at a Juvenile Residential Facility

ELLIE MOROSOHK (Adapt and Transform Behavior) and Raymond G. Miltenberger, Rasha Baruni, and Jennifer L. Cook (University of South Florida)

#310 Symposium

5:00 pm–6:50 pm EDT
CSS; Applied Research
BACB CE Offered. CE Instructor: Jordan Belisle, Ph.D.

A Nested Model to Stop Climate Change: The Needs of the Many and the Needs of the Few

Chair: Meredith Matthews (Missouri State University)
Discussant: Julia H. Fiebig (Ball State University; Applied Global Initiatives LLC)

Evaluating the Construct Validity of an Itemized Climate Change Assessment

CALEB STANLEY (Utah Valley University); Jordan Belisle, Taylor Marie Lauer, and Meredith Matthews (Missouri State University); and Sydney Jensen (Utah Valley University)

Investigating Resource Consumption and Competitiveness Using Experimental Analogues

JULIO CAMARGO (Federal University of São Carlos), Jordan Belisle (Missouri State University), and Caleb Stanley (Utah Valley University)

Things are Heating Up: Delaying the Point of No Return Through Policy

JORDAN BELISLE and Meredith Matthews (Missouri State University) and Lisa Vangsness (Wichita State University)

Using Multi-Level Modeling to Profile Behavior Across Multiple Choice Domains

LISA VANGSNESS (Wichita State University)

#311 Symposium

5:00 pm–6:50 pm EDT

TBA/OBM; Service Delivery

BACB CE Offered. CE Instructor: Melissa L. Olive, Ph.D.

Current Research and Ethical Issues in Supervision

Chair: Melissa L. Olive (Applied Behavioral Strategies LLC)

Discussant: Tyra Paige Sellers (Behavior Analyst Certification Board)

A Review of the Literature: Supervision Best Practices

NISSA VAN ETTEN (Cultivate Behavioral Health and Education)

Ethical Considerations When Supervising Independent Fieldwork

MELISSA L. OLIVE (Applied Behavioral Strategies LLC)

Effective Supervision for Treatment Fidelity and Job Satisfaction

MELISSA SAUNDERS (Creative Interventions)

Utilizing Behavioral Skills Training in a Remote Supervision Model

LISA N. BRITTON (Britton Behavioral Consulting)

#312 Paper Session

5:30 pm–5:55 pm EDT

EDC

Evaluating Effectiveness of STEAM Workshops on Preschool Children With and Without Disabilities: Experiences During COVID-19 Pandemic

Chair: Nirvana Pistoljevic (EDUS; CABAS and Teachers College, Columbia University)

Evaluating Effectiveness of STEAM Workshops on Preschool Children With and Without Disabilities: Experiences During COVID-19 Pandemic (Applied Research)

NIRVANA PISTOLJEVIC (EDUS; CABAS; Teachers College, Columbia University), Eldin Dzanko (EDUS - Education for All)

#313 Paper Session

5:30 pm–5:55 pm EDT

TBA

Laboratory Teaching During COVID-19: SRGold as an Alternative to Rat Lab

Chair: Fabio Leyser Goncalves (Universidade Estadual Paulista)

Laboratory Teaching During COVID-19: SRGold an Alternative to Rat Lab (Service Delivery)

FABIO LEYSER GONCALVES (Universidade Estadual Paulista)

#314 Paper Session

6:00 pm–6:25 pm EDT

TBA

Increasing Parent Engagement in ABA Therapy During COVID-19 Telehealth Services

Chair: Euric V. Guerrero (The COR Behavioral Group)

Increasing Parent Engagement in ABA Therapy During COVID-19 Telehealth Services (Service Delivery)

AMANDA J. FIGUEIRAS and Euric V. Guerrero (The COR Behavioral Group)

#315 Symposium

6:00 pm–6:50 pm EDT

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Yaniz C. Padilla Dalmau, Ph.D.

Evaluations of Telehealth-Delivered, Culturally Adapted, and Caregiver-Implemented Functional Analysis and Functional Communication Training Around the World

Chair: Yaniz C. Padilla Dalmau (Seattle Children's Hospital)

DEI

Sunday, May 30

A Telehealth Model for Delivering Behavior Analytic Services to Families in Africa

LOUKIA TSAMI (University of Houston-Clear Lake), Bertilde U. Kamana (The May Institute), Margo Uwayo (Academy for Precision Learning), and Dorothea C. Lerman (University of Houston-Clear Lake)

Training Caregivers in South Asia via Telehealth to Implement Function-Based Treatments for Problem Behavior

NAOMI ALPHONSO, Loukia Tsami, Dorothea C. Lerman, and Marissa Matteucci (University of Houston-Clear Lake)

One Size Fits One: Cultural Adaptations in the Remote Training of Care Providers

RIMA HAMAWE and Amanda Rose Garcia (Family Model Behavior Therapy, LLC), Maithri Sivaraman (Ghent University), and Tara A. Fahmie (California State University, Northridge)

#316 Panel Discussion**Ethics**

6:00 pm–6:50 pm EDT

AUT; Service Delivery

BACB CE Offered. CE Instructor: Karen Nohelty, M.Ed.

Assessing Outcomes Following Rapid Shift to Telehealth

Chair: Karen Nohelty (Center for Autism and Related Disorders)

KRISTINE RODRIGUEZ (Autism Learning Partners)

MICHAEL J. JAMES CAMERON (University of Southern California)

HANNA C. RUE (LEARN Behavioral)

#317 Symposium

6:00 pm–6:50 pm EDT

AUT; Applied Research

BACB CE Offered. CE Instructor: Kyle Dawson, MA

Process Outcomes from Assessment and Treatment of Challenging Behavior: Outcomes Across Assessment, Treatment, and Delivery Models

Chair: Kyle Dawson (University of Nebraska Medical Center's Munroe-Meyer Institute)

Parent Perception of Problem Behavior: A Thematic Analysis of Parent Descriptions of Problem Behavior

NADRATU NUHU (Emory University, Marcus Autism Center) and Joanna Lomas Mevers, Alexis Constantin Pavlov, and Nathan Call (Marcus Autism Center)

Evaluating Functional Behavioral Assessment Formats Through Treatment Outcomes

ALEC M. BERNSTEIN (Marcus Autism Center; Children's Healthcare of Atlanta; Emory University School of Medicine), Nathan Call (Marcus Autism Center), David P. Wacker and Matthew O'Brien (The University of Iowa), Loukia Tsami and Dorothea C. Lerman (University of Houston-Clear Lake), Kelly M. Schieltz (The University of Iowa), and Colin S. Muething (Marcus Autism Center)

Ten Years of Outcomes from Clinical Functional Analyses of Challenging Behavior

JESSIE WEBER (University of Nebraska Medical Center), Billie Retzlaff (Intermediate School District #917), Katherine Brown and Alyssa Hurd (Utah State University), and Heather Anderson (University of Nebraska Medical Center)

#318 Symposium

6:00 pm–6:50 pm EDT

AUT; Translational

Whose Outcome is it Anyway?

Chair: April Linden (University of North Texas)

Dependent Variables: What We Measure Matters

Malika Pritchett (Positive Enlightenment; The Chicago School of Professional Psychology at Dallas); Shahla Susan Ala'i, Traci M. Cihon, April Linden, and Isabel L. Cunningham (University of North Texas); and JAMAUN WILLIS (Positive Enlightenment)

Latinx/Hispanic Families and Applied Behavior Analysis: Methods for Increasing Responsiveness and Participation Within Services and Research

ISABEL L. CUNNINGHAM and April Linden (University of North Texas), Malika N. Pritchett (Positive Enlightenment; The Chicago School of Professional Psychology at Dallas), and Shahla Susan Ala'i and Alicia ReCruz (University of North Texas)

Applied Accomplishments: Reflecting on Outcomes, Integrity and Validity

APRIL LINDEN, Elizabeth Joy Houck, Joesph Dracoby, and Shahla Susan Ala'i (University of North Texas)

#319 Panel Discussion

6:00 pm–6:50 pm EDT
DDA/EDC; Applied Research
BACB CE Offered. CE Instructor: Ken Winn, MS

Permission to Communicate: Skill Acquisition Errors and Prompt Maintained Behavior

Chair: Ken Winn (Firefly Autism)

KAYLA ANN MOORE (Firefly Autism)
SAMANTHA SHEEHAN (Firefly Autism)
ELBERT BLAKELY (Quest)

#320 Symposium

6:00 pm–6:50 pm EDT
DDA; Applied Research

Application of Behavior Analytic Principles and Techniques for Individuals With Prader-Willi Syndrome Chair: Annette Griffith (The Chicago School of Professional Psychology)

Behavior Analysis and Prader Willi Syndrome: A Literature Review

Kasey Bedard and Annette Griffith (The Chicago School of Professional Psychology) and PATTY WEIGAND (Behavior Analysis Services, Inc.)

Behavioral and Dietary Management for Adults With Prader-Willi Syndrome in a Residential Setting ANNETTE GRIFFITH and Kasey Bedard (The Chicago School of Professional Psychology)

Development of a Behavioral Parent Training Program for Parents of Children With Prader-Willi Syndrome

KASEY BEDARD and Annette Griffith (The Chicago School of Professional Psychology)

#321 Symposium

6:00 pm–6:50 pm EDT
EDC/OBM; Service Delivery
BACB CE Offered. CE Instructor: Ronnie Detrich, Ph.D.

Gilbert Goes to School: Applying a Systems Analysis to Education

Chair: Ronnie Detrich (Utah State University)
Discussant: Cloyd Hyten (ADI)

Gilbert's Environmental Supports and Education: Creating Optimal Conditions for Student Achievement SARAH E. PINKELMAN (Utah State University)

Gilbert's Behavioral Repertoire and Education: Maximizing the Repertoire RONNIE DETRICH (Utah State University)

#322 Panel Discussion

Ethics; **DEI**

6:00 pm–6:50 pm EDT
PCH/TBA; Theory
BACB CE Offered. CE Instructor: Darren Sush, Psy.D.

Hindsight's 2020: Missteps, Mistakes, and Lessons Learned for the Future of Ethics in Behavior Analysis Chair: Darren Sush (Cigna; Pepperdine University)

SARA GERSHFELD LITVAK (Behavioral Health Center of Excellence)
SHANE T. SPIKER (Positive Behavior Supports, Corp.)
IVY M. CHONG (The May Institute)

#323 Symposium

6:00 pm–6:50 pm EDT
PCH/CBM; Theory

Everybody Dreams: An Overview of Behavioral Conceptualizations of Dreams and Dream Analysis

Chair: Patrick Wade Richardson (University of Louisiana at Lafayette)
Discussant: David R. Perkins (University of Louisiana at Lafayette)

Dreams: A Historical and Skinnerian Perspective

BRAD PARFAIT (University of Louisiana at Lafayette), Thomas B. Sease (Texas Christian University), and MaKensey Sanders and Emily Kennison Sandoz (University of Louisiana Lafayette)

The Behavioral Field: Dreams and Dream Analysis From an Interbehaviorist

THOMAS B. SEASE (Texas Christian University) and Brad Parfait, MaKensey Sanders, and Emily Kennison Sandoz (University of Louisiana Lafayette)

Sunday, May 30

#324 Symposium

6:00 pm–6:50 pm EDT

TBA/EDC; Theory

BACB CE Offered. CE Instructor: Erick M. Dubuque, Ph.D.

Quality Indicators in Applied Behavior Analysis Training Programs

Chair: Erick M. Dubuque (University of Louisville)

Discussant: Michael Perone (West Virginia University)

Casting a Wider Net: an Analysis of Scholarly Contributions of Behavior Analysis Graduate Program Faculty

CHRISTY A. ALLGOOD (University of Florida and Disney's Animal Kingdom), Cynthia M. Anderson (The May Institute), and Heather M. McGee (Western Michigan University)

An Investigation of BACB Exam Pass Rates as a Quality Indicator of Applied Behavior Analysis Training Programs

ERICK M. DUBUQUE (University of Louisville), Ellie Kazemi (California State University, Northridge)

#324A Panel

6:00 pm–6:50 pm EDT

OBM; Theory

BACB CE Offered. CE Instructor: Timothy D. Ludwig, Ph.D

Memorial for the Life and Work of David Dwight Harshbarger (1938–2020)

Chair: Timothy D. Ludwig (Appalachian State University)

HENRY S. PENNYPACKER (University of Florida)

KENNON ANDY LATTAL (West Virginia University)

MARK P. ALAVOSIUS (Praxis2LLC)

#325 B. F. Skinner Lecture Series



6:00 pm–6:50 pm EDT

VRB; Applied Research

BACB CE Offered. CE Instructor: Sarah A. Lechago, Ph.D.

Promoting Equity in Assessment and Intervention With Young Dual-Language Learners

Chair: Sarah A. Lechago (University of Houston-Clear Lake)

LILLIAN DURÁN (University of Oregon)



Lillian Durán has a Ph.D. in Educational Psychology from the University of Minnesota and is currently an associate professor in the Department of Special Education and Clinical Sciences at the University of Oregon. She holds a BA in Elementary Education from Antioch College and a MA in Education and Human Development from the George Washington University. Her research is focused on improving instructional and assessment practices with preschool-aged dual language learners (DLLs). She is currently a Co-Principal Investigator on an IES measurement grant to develop a Spanish version of the Individual Growth and Development Indicators (S-IGDIs), a preschool language and literacy general outcome measure designed for screening and progress monitoring. Dr. Durán frequently delivers presentations nationally on the topic of recommended practices in assessment and intervention with young DLLs with and without identified disabilities. Dr. Durán also has experience with higher education curriculum development and she began a graduate Early Childhood Special Education licensure program at Minnesota State Mankato. Additionally, she has served on multiple equity and diversity councils including the National Association for Young Children and the Division for Early Childhood. Prior to Dr. Durán's work in higher education she worked for 9 years as an early childhood special education teacher both in Prince George's County, Maryland and in rural Minnesota.

Abstract: Participants will learn key strategies and evidence-based practices to improve the services delivered to young dual language learners (DLLs) and their families. DLLs are an important and growing demographic in the US and this presentation will focus on practices that improve the accuracy of language assessment with children who are bilingual or multilingual and intervention approaches that can maximize language development. This presentation will focus on the need to provide services that promote equity in educational outcomes and validate the cultural and linguistic identity of the children and families we serve.

#326 Business Meeting

7:00 pm–7:50 pm EDT

Journal of the Experimental Analysis of Behavior Business Meeting

Chair: Mark Galizio (University of North Carolina Wilmington)

Meeting for editorial board members, authors, and other interested ABAI members.

#327 Business Meeting

7:00 pm–7:50 pm EDT

Neuroscience SIG

Chair: Suzanne H. Mitchell (Oregon Health & Science University)

We will discuss future directions for the SIG, how to increase relevance to ABAI members, and how to grow the membership.

#328 Business Meeting

7:00 pm–7:50 pm EDT

Self & Match Business Meeting

Chair: Katharine M. Croce (Felician University)

This business meeting will bring together professionals that have attended the “Exploring the Systematic Use of Self-Monitoring as a Behavioral Intervention: The Self & Match System” workshop and are currently implementing Self & Match System(s). The goal of this session is to help behavior analysts identify ways to optimize current Self & Match interventions. This session will include a round table discussion and review of current Self & Match systems. A systematic Self & Match: Considerations During Implementation Guide will be shared with all participants in order to help implementers as they critically evaluate their systems. We would also love to hear from you if you have conducted (or are considering conducting) research regarding the Self & Match System. Please email if you are considering attending: selfandmatch@gmail.com.

#329 Business Meeting

7:00 pm–7:50 pm EDT

Verbal Behavior Special Interest Group

Chair: April N. Kisamore (Hunter College)

The purpose of this business meeting is to update members on ways the VB SIG has been promoting theory, research, and practice in verbal behavior. There will be presentations from the chair, *The Analysis of Verbal Behavior* editor, student liaison, and other officers. We will present awards to the winners of the VB SIG Student Research Competition, the VB SIG Student Grant Competition, and the Jack Michael Award. Attendees may become members prior to attending the meeting or at the front door. We will provide all attendees with a new issue of the SIG newsletter, *VB News*.

#330 Business Meeting

7:00 pm–7:50 pm EDT

Autism Special Interest Group Business Meeting

Chair: Justin B. Leaf (Autism Partnership Foundation; Endicott College)

The meeting will review past and current activities/initiatives of the SIG. We will discuss future directions of the SIG, new bylaws, and awards. The meeting will also include a discussion of topics related to autism intervention.

#331 Business Meeting

7:00 pm–7:50 pm EDT

Behaviorists for Social Responsibility Business Meeting

Chair: Sarah M. Richling (Auburn University)

BFSR is the oldest SIG in ABAI. BFSR members engage in theoretical, conceptual, and empirical analyses of significant social issues related sustainability, economic and social justice, violence, health and wellness, political systems, culture, among others. In the business meeting, the BFSR planners will report on our active projects, including (a) the Matrix Project which is oriented toward increasing preparation and opportunities for behavior analysts to engage in work related to major social issues, (b) international outreach, (c) social media presence, (d) education initiatives, and (e) sustainability initiatives. Discussion of opportunities for participation will follow these brief reports.

#332 Business Meeting

7:00 pm–7:50 pm EDT

Update: Strategic Plan Group

Chair: Susan M. Schneider (University of the Pacific)

Despite years of dissemination effort on our part, a National Medal of Science for Skinner, and impressive generality, replication, and application, operant and Pavlovian principles still frequently get ignored in mainstream psychology, minimized or misrepresented in texts, and only spottily incorporated

into relevant related disciplines. In 2018, a group of behavior analysts created a list of action items toward a strategic plan for the integration/reintegration of these principles into mainstream psychology and underrepresented interdisciplinary areas—taking advantage of high-profile supporters in those areas, among other methods. Indeed, we helped bring Alan Kazdin to ABAI last year. This meeting will provide an update on progress, and further discussion on how to promote interdisciplinary collaboration and dissemination. Andy Lattal and Ray Pitts will co-chair.

#333 Business Meeting

7:00 pm–7:50 pm EDT

Positive Behavior Support Special Interest Group

Chair: Jodie Soracco (University of Nevada, Reno)

The Positive Behavior Support Special Interest Group (PBS-SIG) is dedicated to promoting research-based strategies that combine applied behavior analysis and biomedical science with person-centered values and systems change to increase quality of life and decrease problem behaviors. The PBS SIG's goal is to create awareness of how behavior analytic principles are applied in PBS activities and promote the use of PBS interventions in schools, communities, agencies, and in homes and support practitioners in its use. The PBS SIG members are those engaged in experimental and applied analyses of behavior who are interested in positive behavior support.

#334 Business Meeting

7:00 pm–7:50 pm EDT

Hawai'i Association for Behavior Analysis Annual Business Meeting

Chair: Kyle Machos (Windward Synergy Center)

The purpose of this meeting will be to address current issues relevant to HABA's mission in Hawai'i.

#335 Business Meeting

7:00 pm–7:50 pm EDT

Behavior Analysis for Military and Veterans Special Interest Group

Chair: Abigail Calkin (Calkin Consulting Center)

Behavior Analysis in Military and Veteran Affairs is a special interest group designed to promulgate the concepts and practices of behavior analysis and behavior change methodologies. This group works with people from any country with needs in supporting military personnel and families. The group consists of military personnel, former military personnel, people related to present and former military members, the Veterans Affairs office or hospitals, children in military families with special needs, and others interested in viewing the military through the lens of behavior analysis. The three categories critical to this special interest group are post-traumatic stress disorder, suicide, and traumatic brain injury. Governments are concerned about the number of veterans suffering from brain or spinal injuries, post-traumatic stress, suicidal issues, lack of access to social services, and addiction problems related to their active duty service. The group approaches these issues from the perspective of public events, inner events, and verbal behaviors while looking at each of these areas where behavior analysis has effective treatments. This group facilitates research, and promotes awareness of issues including the practice of applied behavior analysis with this population.

#336 Business Meeting

7:00 pm–7:50 pm EDT

***Behavior Analysis in Practice* Editorial Board Meeting**

Chair: Stephanie M. Peterson (Western Michigan University)

This is an open meeting for the editorial board members, authors, and prospective authors for *Behavior Analysis in Practice*. A report for the journal will be delivered, and time for open discussion with the editor and associate editors will be provided so all interested parties can bring forth issues, ideas, or commentary about the direction of the journal. All are welcome.

#337 Business Meeting

7:00 pm–7:50 pm EDT

Texas Association for Behavior Analysis Public Policy Group Networking Meeting

Chair: Jeffrey E. Dillen (Texana Center)

The TxABA Public Policy Group (TxABA PPG) networking meeting aims to provide an opportunity for professionals in Texas who deliver ABA services to network and learn about the legislative work of TxABA PPG. Attendees will be given an opportunity to learn about current legislative priorities being addressed by TxABA PPG such as efforts related to Medicaid benefits, private insurance, and public education. Attendees will also learn about ways to get involved in these efforts including membership

and sponsorship. BCBAs, BCaBAs, RBTs, students, managers, provider representatives, and all others are welcome to join in on this networking and collaboration opportunity.

#338 Business Meeting

7:00 pm–7:50 pm EDT

The Psychological Record Business Meeting

Chair: Mitch Fryling (California State University, Los Angeles)

Meeting to review statistics related to the journal and discuss future directions and projects, etc. The meeting is open to anyone interested in attending, including associate editors, Editorial Board members, authors, and students.

#339 Business Meeting

7:00 pm–7:50 pm EDT

Behavioral Medicine Special Interest Group Business Meeting

Chair: Gretchen A. Dittrich (Simmons University)

The Behavioral Medicine Special Interest Group (SIG) focuses on the application of behavior analytic methodology to the prevention and treatment of behaviors associated with chronic illness and disease, and the promotion of behaviors associated with improved health and treatment adherence. The role of behavior analysis is important in the field of behavioral medicine. It is the mission of the SIG to encourage interdisciplinary research in the areas of behavioral health promotion, emphasizing the need for function-based and empirically validated treatments for chronic health disorders. The Behavioral Medicine SIG offers students, researchers, practitioners, and consumers opportunities to discuss issues related to public health promotion and disease prevention. All are welcome to join the Behavioral Medicine SIG. We hope that the SIG will help consumers and practitioners better understand the role of behavior analysis in the field of behavioral medicine, and provide an outlet for discussions of current and developing research within the field. The annual business meeting is open to all conference attendees interested in behavioral health and medicine. The meeting will be conducted to discuss various administrative matters relevant to the Behavioral Medicine SIG. In addition, during the business meeting, the Behavioral Medicine Student Research Award winner will be announced and receive their award.

#340 Reunion

8:00 pm–10:00 pm EDT

The Sage Colleges Get Together for Students, Alumni, Faculty, and Friends (Reunion)

Chair: Sarah Russell (Sage Graduate School; ASPIRE LLC)

Current students, faculty, alumni, and friends of The Center for Applied Behavior Analysis at The Sage Colleges are invited to meet and mingle. This will surely be a great time for all of us!

#341 Reunion

8:00 pm–10:00 pm EDT

Florida State University: Celebrating 50 Years of Behavior Analysis at FSU

Chair: Jon S. Bailey (Florida State University)

Reunion for FSU graduates, students, and friends of FSU Behavior Analysis.

#342 Reunion

8:00 pm–10:00 pm EDT

Speech Pathology Applied Behavior Analysis Special Interest Group Reunion, Social and Networking Reception

Chair: Nikia Dower (Dower and Associates, Inc.)

The Speech Pathology and Applied Behavior Analysis (SPABA) Special Interest Group welcomes its members, and any other ABAI attendees, for an occasion of informal social interaction and dialogue. This is an opportunity for speech-language pathologists, behavior analysts, and students in the fields of speech/language pathology and/or ABA to meet and talk about areas of common professional interests in clinical practice and research as well as to further interprofessional collaboration. This social reception will provide our members and other interested professionals with ample opportunity to connect and converse. Bring your friends!

Sunday, May 30

#343 Reunion

8:00 pm–10:00 pm EDT

Welcome to Florida Tech's Reunion at the 47th Annual ABAI Convention—2021 Virtual!

Chair: David A. Wilder (Florida Institute of Technology)

Florida Tech's Reunion for the 47th Annual ABAI Convention—2021 Virtual.

#344 Reunion

8:00 pm–10:00 pm EDT

The Chicago School of Professional Psychology, Cambridge Center for Behavioral Studies, B. F. Skinner Foundation

Chair: Ashley Whittington-Barnish (The Chicago School of Professional Psychology)

This event provides an opportunity for all ABAI attendees involved with or interested in the B. F. Skinner Foundation, the Cambridge Center for Behavioral Studies, and The Chicago School of Professional Psychology (TCS) ABA departments in Chicago, Southern California, Washington, DC, Dallas, and Online to get together, get updates on activities, and make plans for the future. This event is a great time to meet a diverse group of behavior analysts—from students to seasoned faculty to well-known researchers in the field. All ABAI attendees are invited to network, discuss common interests, and have an all-around good time!

#345 Reunion

8:00 pm–10:00 pm EDT

Columbia University Teachers College and CABAS®

Chair: R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences)

This event is a social gathering for current students and graduates of the programs in Teaching as Applied Behavior Analysis of Teachers College and Columbia University Graduate School of Arts and Sciences, as well as CABAS® professionals and friends from around the world.

#346 Reunion

8:00 pm–10:00 pm EDT

Southern Illinois University Carbondale Reunion

Chair: Ryan N. Redner (Southern Illinois University Carbondale)

Students, faculty, alumni, and friends of the Department of Behavior Analysis at the Southern Illinois University Carbondale (SIUC) are invited to reunite with old friends and meet new ones as we celebrate more than five decades of excellence and achievement in behavior analysis at SIUC.

#347 Reunion

8:00 pm–10:00 pm EDT

University of North Carolina Wilmington Reunion

Chair: Wendy Donlin Washington (University of North Carolina Wilmington)

Students, faculty, alumni, and friends of the Behavior Analysis program at the University of North Carolina Wilmington are invited to reunite with old friends and meet new ones as we celebrate our MA and Ph.D. programs.

#348 Reunion

8:00 pm–10:00 pm EDT

The Ohio State University Reunion

Chair: Sheila R. Alber-Morgan (The Ohio State University)

Attention Buckeyes—students, alumni, friends, and faculty! Please join us for The Ohio State University reunion at ABAI.

#349 Reunion

8:00 pm–10:00 pm EDT

Arizona State University Online ABA Program Reunion

Chair: Samuel DiGangi (Arizona State University)

Attention SUN DEVILS - Students, Alumni, Faculty, & Friends are invited to join us for an ASU ABA Reunion. Pop by to connect and reconnect with classmates, other alumni, your instructors, and colleagues. Forks Up!

#350 Reunion

8:00 pm–10:00 pm EDT

Behavior Analysis at the University of North Texas

Chair: Manish Vaidya (University of North Texas)

University of North Texas Dept of Behavior Analysis Reunion.

#351 Reunion

8:00 pm–10:00 pm EDT

Annual Celebration for Beacon ABA Services, Beacon CT, Evergreen Center, and Friends of MassABA

Chair: Paulo Guilhardi (Beacon ABA Services, Inc.)

All colleagues, acquaintances, friends, and staff are invited to an evening of engaging social interactions, spirits/food, and team trivia.

#352 Reunion

8:00 pm–10:00 pm EDT

Thirtieth Anniversary of the Behavior Analysis Program at the University of Nevada, Reno

Chair: Ramona Houmanfar (University of Nevada, Reno)

This year marks the 30th Anniversary of the Behavior Analysis Program at UNR. We are looking forward to celebrating the following accomplishments with our colleagues and students at ABAI 2020: (1) Our Program has Conferred over 60 Ph.D. degrees, (2) our on-campus master's program has conferred over 80 Masters degrees, (3) our satellite master's program has conferred over 100 off-campus master's degrees in multiple national and in international locations (4) our undergraduate specialization in behavior analysis received the ABAI accreditation in 2016, and (5) awarded the "Organizational Enduring Contribution to Behavior Analysis" by the Society for Advancement of Behavior Analysis in May 2010.

#353 Reunion

8:00 pm–10:00 pm EDT

University of Cincinnati Behavior Analysis Program Reunion

Chair: Dacia McCoy (University of Cincinnati)

This reunion will be a casual time for students and alumni from the University of Cincinnati Behavior Analysis Program to connect and network. The faculty look forward to hearing where you are now, discussing ways the program can support you further, and celebrating your successes.

#354 Reunion

8:00 pm–10:00 pm EDT

University of North Texas Department of Behavior Analysis Reunion

Chair: Manish Vaidya (University of North Texas)

Students, faculty, alumni, and friends of the Department of Behavior Analysis at the University of North Texas (UNT) are invited to reunite with old friends and meet new ones as we celebrate more than three decades of excellence and achievement in behavior analysis at UNT.



Sunday, May 30



May 31

ABAI Annual Business Meeting
Sessions
Posters
Presidential Address
Business Meetings

Monday, May 31

Area	8 am		9 am		10 am		11 am		12 pm		1 pm		2 pm			
	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30		
AUT			363 AUT Ch. Cook ‡		390 AUT Ch. Simmons ‡				413 AUT Ch. Wallace ‡		Posters Session					
AUT			371 AUT Ch. Kazemi ‡				394 AUT Ch. Moslemi ‡									
AUT			372 AUT Ch. Wilczynski ‡§				404 AUT Ch. Grasley ‡									
AUT			360 AUT Ch. Leaf ‡		381 AUT Martell	392 AUT Cefalo			412 AUT Ch. Neault ‡							
AUT			361 AUT Ch. Isenhower ‡				393 AUT Ch. Lugo ‡		414 AUT Ch. Rue ‡							
AUT			356 AUT Perihan	379 AUT Wang												
AUT			362 AUT Ch. Azzaam ‡		DEI											
DDA			365 DDA Ch. O'Neill ‡		382 DDA Chavez Askins		DEI		417 DDA Ch. Badgett ‡							
DDA			376 DDA Ch. Fitter ‡													
DDA					391 DDA Ch. Staubitz ‡											
DDA																
PRA							402 PRA Gerhardt		421 PRA Daly							
VRB																
VRB					389 VRB Ch. Andrews ‡		403 VRB Ch. Lee ‡									
OBM			378 OBM Ch. Ruppel ‡				407 OBM Ch. Laske									
OBM			369 OBM Ch. Bucklin ‡		385 OBM Ch. Gallant ‡											
CSS			374 CSS Ch. Walker ‡				396 CSS Ch. Andrews ‡§		DEI	416 CSS Ch. Arvamudhan ‡						
CSS			375 CSS Ch. Katz ‡							415 CSS Ch. Capell ‡					DEI	
CSS			364 CSS Ch. Garcia ‡		DEI			409 CSS Johnson	410 CSS Miller							
CSS																
CBM			373 CBM Ch. Thomson ‡				395 CBM Ch. Goodhue									
CBM			357 CBM Abdel-Jalil	380 CBM Guerrero												
DEV																
DEV			366 DEV Hrachuk													
EDC			367 EDC Ch. Detrich ‡				406 EDC Ch. Couto									
EDC			368 EDC Ch. Austin		383 EDC Miranda		DEI	398 EDC Ch. Maxfield ‡		418 EDC Ch. Killeen ‡						
EDC									419 EDC Ch. Dunn ‡							
TBA			370 TBA Ch. Hilton ‡		388 TBA Ch. Campos ‡		408 TBA Ch. DeSouza ‡				DEI					
TBA									424 TBA Ch. Guinness ‡							
TBA									423 TBA Ch. Dachman ‡							
AAB			358 AAB Alligood		380A AAB Marshall-Pescini											
BPN																
EAB			377 EAB Ch. Petursdottir ‡				405 EAB Ch. Cox ‡									
EAB							397 EAB Bouton									
PCH					386 PCH Leslie		400 PCH Rosales-Ruiz		420 PCH Ch. DeBernardis							
PCH							401 PCH Ch. Warren ‡									
DEI									411 DEI Ch. Pilgrim			DEI				
SCI					387 SCI Jablonka				422 SCI Sanchez-Roige							
OTH					384 VCS Ch. Mrljak		399 Culture VCS Ch. Richling									

3 pm		4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		Area		
:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30			
443 AUT Ch. Rich ‡		466 AUT Ch. Shawler ‡*				Presidential Address ‡		493 TAVB						AUT		
452 AUT Ch. Gerow ‡				474 AUT Ch. Commons ‡				490 BASS						AUT		
440 AUT Ch. Hostettler ‡		DEI		476 AUT Ch. Grace ‡				491 BAARTS						AUT		
441 AUT Ch. Conklin ‡		465 AUT Ch. Juanico ‡						487Rehab SIG						AUT		
442 AUT Ch. Venegoni ‡				475 AUT Ch. Davis Wilson ‡				DEI		489 Sexual Behav SIG					AUT	
				473 AUT Ch. Commodario						492 Clinical SIG					AUT	
															AUT	
454 DDA Ch. Briggs ‡				478 DDA Ch. Sidener ‡				486 ETC							DDA	
		469 DDA Ch. Sella ‡\$						488 SPABA SIG							DDA	
447 DDA Ch. Moyher ‡		DEI		468 DDA Ch. Tiger ‡									DDA			
		464 DDA Ch. Morlino ‡													DDA	
				482 PRA McNair											PRA	
439 VRB Dlouhy															VRB	
451 VRB Ch. Cagliani ‡				483 VRB Ch. Mason ‡											VRB	
449 OBM Ch. Bruce ‡															OBM	
															OBM	
453 CSS Ch. Angstadt				DEI				477 CSS Ch. Sease ‡		DEI						CSS
445 CSS Haynes		DEI		461 CSS Ch. Copell ‡												CSS
446 CSS Ch. Persaud ‡\$		DEI		463 CSS Ch. Szabo ‡				DEI								CSS
				462 CSS Ch. Amezcuita												CSS
		467 CBM Ch. Hardee														CBM
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448 DEV Ch. Pinkelman ‡																DEV
438 DEV Cuitareo	458 DEV Mullins	459 DEV Kimball		479 DEV Brassard												DEV
		470 EDC Ch. Blair ‡														EDC
				480 EDC Ch. Lee ‡												EDC
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457 TBA Ch. Reinecke ‡																TBA
450 TBA Ch. Axe ‡				471 TBA Auzenne				472 TBA Almeida		485 TBA Coy						TBA
																TBA
																AAB
444 BPN Taffe		460 BPN DeFulio														BPN
456 EAB Ch. Luciano ‡																EAB
455 EAB Ch. Hernandez																EAB
				481 PCH Schechner												PCH
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LEGEND

B. F. Skinner Lecture Series

Special and Invited

Professional Development Series

‡

PSY CE

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BACB CE

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QAABA CE





*

NASP CE

Sustainability

DEI

Diversity, Equity, Inclusion

LEGEND	
	B. F. Skinner Lecture Series
	Special and Invited
	Professional Development Series
‡	PSY CE
‡	BACB CE
§	QABA CE
*	NASP CE
	Sustainability
DEI	Diversity, Equity, Inclusion

HELP EMPLOYERS FIND **YOU!**

ABAI has made exciting changes to the Career Center to help you find your dream job, with more additions to be rolled out later this year. With 500+ new jobs posted, come check out the hottest behavior analysis job site!

- **FREE** online profile.
- Let employers find **YOU** with résumé and cover letter uploads!
- Alerts so you can be the first to apply for new jobs in your area.
- Job recommendations based on profile and previous searches.
- Positions for all experience levels, including RBT, BCBA, BCBA-D, bachelors, master's, and doctoral.



www.abainternational.org/careers

#355 Special Event

7:00 am–7:50 am EDT

ABAI Annual Business Meeting

Chair: Erin Rasmussen (President)

MARIA E. MALOTT (Chief Executive Officer)

SUZANNE H. MITCHELL (Science Board Coordinator)

SUSAN WILCZYNSKI (Practice Board Coordinator)

MICHAEL PERONE (Accreditation Board Coordinator)

MICHAEL F. DORSEY (VCS Board Coordinator; Affiliated Chapters Board Coordinator)

JONATHAN J. TARBOX (Program Board Coordinator)

DONALD A. HANTULA (Publication Board Coordinator)

WENDY DONLIN WASHINGTON (Membership Board Coordinator)

The purpose of the annual meeting of members is for ABAI leadership to provide an update on the ongoing activities of and major developments in the association.

#356 Paper Session

9:00 am–9:25 am EDT

AUT

Technology-Delivered Treatment for Anxiety Symptoms in Individuals With Autism Spectrum Disorder: A Systematic Literature Review and Meta-Analysis

Chair: Celal Perihan (Texas A&M University)

Technology-Delivered Treatment for Anxiety Symptoms in Individuals With Autism Spectrum Disorder: A Systematic Literature Review and Meta-Analysis (Basic Research)

CELAL PERIHAN (Idaho State University) and Ali Bicer (University of Wyoming)

#357 Paper Session

9:00 am–9:25 am EDT

CBM

Toward a New Functional Categorization of Clinical Interventions

Chair: Awab Abdel-Jalil (Eastern Michigan University)

Toward a New Functional Categorization of Clinical Interventions (Service Delivery)

AWAB ABDEL-JALIL (Eastern Michigan University) and T. V. Joe Layng (Generategy, LLC)

#358 Invited Presenter

9:00 am–9:50 am EDT

AAB: Service Delivery

BACB CE Offered. CE Instructor: Christy A. Alligood, Ph.D.

Behavior Analysis as an Animal-Care Tool in Zoos and Aquariums

Chair: Nathaniel Hall (Texas Tech University)

CHRISTY ALLIGOOD (University of Florida; Disney's Animal Kingdom)



Dr. Christy Alligood received an MA (2003) from the University of North Carolina at Wilmington and a Ph.D. (2007) from West Virginia University. She is also a doctoral-level board-certified behavior analyst (BCBA-D). Dr. Alligood is a lecturer at the University of Florida, where she teaches undergraduate courses in behavior analysis. In addition, since 2007, she has worked at Disney's Animal Kingdom® in Orlando, Florida. Much of her initial work focused on a multi-faceted conservation program for Key Largo woodrats, which received a Bean Award for Significant Achievement in Captive Breeding from the Association of Zoos and Aquariums (2009) and a Federal Challenge Grant (2010) in collaboration with the Crocodile Lake National Wildlife Refuge for population monitoring work on Key Largo. Dr. Alligood now works with the Science Operations Team, where she focuses on using the science of behavior to enhance animal care. She is the secretary of the Southeastern Association for Behavior Analysis and has recently served as at-large representative to the ABAI Executive Council, coordinator of the ABAI Special Interest Groups Board, and co-coordinator of the ABAI Applied Animal Behavior program area.

Abstract: In recent years, behavior has been recognized as an essential piece in the constellation of components critical to the care of animals housed in zoos and aquariums. The science of learning has many applications in these settings, and behavior analysts have contributed to the advancement of evidence-based practices particularly in the areas of husbandry training, environmental enrichment, and animal welfare. In this presentation, I will describe some examples of the role of behavior in multiple aspects of animal care. Along the way, I will highlight some key questions for the application of behavior analysis in zoological settings, some examples of work that addresses these questions, and some areas in need of further development.

#360 Symposium

9:00 am–9:50 am EDT

AUT/EDC; Applied Research

BACB CE Offered. CE Instructor: Justin B. Leaf, Ph.D.

Comparing Methods to Maximize Teaching: Equivalence Based Instruction, Progressive and Conventional Discrete Trial Teaching

Chair: Justin B. Leaf (Autism Partnership Foundation; Endicott College)

Discussant: Mary Jane Weiss (Endicott College)

Toward Efficiency and Effectiveness: Comparing Equivalence-Based Instruction to Discrete Trial Teaching

JULIA FERGUSON, Joseph H. Cihon, Justin B. Leaf, and Christine Milne (Autism Partnership Foundation; Endicott College) and Ronald Leaf and John James McEachin (Autism Partnership)

Comparing Conventional and Progressive Approaches of Discrete Trial Teaching When Teaching Tact Relations to Children Diagnosed With Autism Spectrum Disorder

Christine Milne, Justin B. Leaf, Julia Ferguson, JOSEPH H. CIHON (Autism Partnership Foundation; Endicott College) and Ronald Leaf and John James McEachin (Autism Partnership)

#361 Symposium

9:00 am–9:50 am EDT

AUT/DDA; Translational

BACB CE Offered. CE Instructor: Robert W. Isenhower, Ph.D.

Empirically Evaluating the Organism in Behavior Analysis: Applications to Preference Assessments

Chair: Robert W. Isenhower (Rider University)

Discussant: Kenneth W. Jacobs (Ronin Institute)

Evaluating Stimulus Preference Using a Progressive Response Effort Assessment

FRANCES A. PERRIN and Robert W. Isenhower (Rider University) and Cynthia Bott-Tomarchio and Rachel Tait (Eden Autism Services)

Examining the Relationship Between Reachability and Preference Using a Progressive Response Effort Assessment

ROBERT W. ISENHOWER and Frances A. Perrin (Rider University) and Cynthia Bott-Tomarchio and Rachel Tait (Eden Autism Services)

#362 Panel Discussion

Ethics; 

9:00 am–9:50 am EDT

AUT/EDC; Service Delivery

BACB CE Offered. CE Instructor: Shariffah Azzaam, M.Ed.

Providing School-Based Interventions for Autism Spectrum Disorder in Qatar With and Without a Formal Diagnosis: A Service Delivery Model

Chair: Shariffah Azzaam (Qatar Foundation; Florida Institute of Technology)

LAUREN JONES (Qatar Academy Al Khor)

SAMANTHA CAMPION (Awsaj Academy)

CHRISTINA LEE ROBERTS (Renad Academy)

#363 Symposium

9:00 am–9:50 am EDT

AUT/DDA; Translational

BACB CE Offered. CE Instructor: Jennifer L. Cook, MS

Tolerating Tough Stuff: How to Teach Getting Through Important, but Aversive, Situations

Chair: Jennifer L. Cook (University of South Florida)

Passive Cooperation: A Review of the Literature on Tolerating Aversive Events

Jennifer L. Cook, Raymond G. Miltenberger, and RASHA BARUNI (University of South Florida); Anna Kate Edgemon (Auburn University); and Anthony Concepcion (University of South Florida)

Increasing Compliance With Wearing a Medical Device in Children With Autism

MARIE-MICHELE DUFOUR and Marc J. Lanovaz (Université de Montréal)

Wearing Face Masks: Removing Barriers to Accessing School and the Community for Children With Autism Spectrum Disorder

Jennifer L. Cook (University of South Florida), VANESSA MARIE LARSON (Positive Behavior Supports Corporation), and Raymond G. Miltenberger (University of South Florida)

#364 Panel Discussion



9:00 am–9:50 am EDT

CSS: Service Delivery

BACB CE Offered. CE Instructor: Sebastian Garcia-Zambrano, MS

Increasing Cultural Responsiveness: Empirical and Applied Efforts in the Work With Latinx Caregivers of Individuals With Autism Spectrum Disorder

Chair: Sebastian Garcia-Zambrano (Southern Illinois University)

NATALIA BAIRES (Southern Illinois University)

LUISA F. CANON (Institute for Effective Behavioral Interventions)

I. PATRICIA PATRICIA GUERRERO (Early Interventions & Parent Support)

#365 Symposium

9:00 am–9:50 am EDT

DDA/EDC: Service Delivery

BACB CE Offered. CE Instructor: Ashley Shayter, Ph.D.

Programming System-Wide Differential Reinforcement Procedures

Chair: Dawn O'Neill (Judge Rotenberg Educational Center; Contextual Behavioral Science Institute)

Discussant: Ashley Shayter (Northern Michigan University)

System-Wide Use of Behavioral Contracts Across Verbal Populations, Behaviors, and Settings

SIMMS HISE (Judge Rotenberg Educational Center) and Dawn O'Neill (Judge Rotenberg Educational Center; Contextual Behavioral Science Institute)

Shaping Academic and Adaptive Behavior Repertoires With a System-Wide Token Economy

JOSEPH TACOSIK (Judge Rotenberg Educational Center) and Dawn O'Neill (Judge Rotenberg Educational Center; Contextual Behavioral Science Institute)

#366 Invited Presenter

9:00 am–9:50 am EDT

DEV

PSY/BACB/QABA/NASP CE Offered. CE Instructor: Kieva Hranchuk, Ph.D.

The Interaction Between Development and Instruction

Chair: Jessica Singer-Dudek (Teachers College, Columbia University)

KIEVA HRANCHUK (St. Lawrence College)



Kieva is both a certified special education teacher and a doctoral-level board-certified behavior analyst. She specializes in teacher training as well as in supervision of evidence-based service delivery to students with and without disabilities. Her interests include effective delivery of instruction, analyzing rates of learning in young children, inclusion/integration, kindergarten readiness, verbal behavior development, and the CABAS® model. Her research focuses on how teaching procedures can be effectively modified to accelerate student learning. Kieva received her undergraduate degree in psychology from Queen's University in Kingston, Ontario, and a Behavior al Science Technician post-graduate certificate from George Brown College in Toronto, Ontario. She then worked at both Surrey Place Centre in Toronto and at the CHEO Autism Program in Ottawa before making the big move to New York City. There, she earned her MA in teaching as applied behavior analysis and her Ph.D. in applied behavior analysis at Columbia University. She has taught at both Columbia University and Arizona State University as an adjunct assistant professor. Additionally, Kieva helped to pioneer the Scottsdale Children's Institute, an integrated kindergarten readiness program in Arizona where she then served as the clinical director for two years before moving back to Canada to begin her career as a full-time professor at St. Lawrence College.

Abstract: The difference between curricula and pedagogy is highlighted best when we consider what we teach versus how we teach it. There exists an interaction between development and instruction such that instruction can only be effective if the educator considers the learner's level of verbal development. The ways in which we teach must cater to the current verbal developmental cusps found within the learner's repertoire. While the progression of instructional objectives targeted within a curriculum will change as the learner acquires the necessary prerequisite skills to move forward, attention should be placed on modifying the ways in which we teach those subsequent objectives. Research in the field of verbal behavior development has proven time and time again that the acquisition of skills can be accelerated if the method of teaching is consistent with the capabilities that the learner exhibits (i.e., the presence of verbal developmental cusps within their repertoire).

#367 Symposium

9:00 am–9:50 am EDT
EDC/PCH; Translational
BACB CE Offered. CE Instructor: Kristin Griffith, MS

Have the What Works Clearinghouse Standards for Single Case Designs Influenced Behavior Analysis Research?

Chair: Ronnie Detrich (Utah State University)
Discussant: Robert H. Horner (University of Oregon)

Applying the What Works Clearinghouse Single Case Design Standards to Applied Behavior Analytic Research

SCOTT PAGE, Juliana Aguilar, Stephanie Mattson, Kristin Griffith, and Ronnie Detrich (Utah State University)

How the What Works Clearinghouse Single Case Design Standards Influence Dissemination of Behavior Analytic Research

KRISTIN GRIFFITH, Stephanie Mattson, Juliana Aguilar, Scott Page, and Ronnie Detrich (Utah State University)

#368 Panel Discussion

9:00 am–9:50 am EDT
EDC; Theory

From Practitioner to Ph.D. Student: Transitioning From School-Based Professional to Researcher

Chair: Amanda M. Austin (Purdue University)

REBECCA FOLKERTS (University of Illinois at Urbana-Champaign)
BAN SLEIMAN HAIDAR (University of Illinois at Urbana-Champaign)
ALEXANDRA NEWSON (University of Oregon)

#369 Symposium

9:00 am–9:50 am EDT
OBM; Translational
BACB CE Offered. CE Instructor: Dan B. Sundberg, Ph.D.

Monetary Incentives and Goals: Recent Research and Application

Chair: Barbara R. Bucklin (The Bucklin Group, Inc.)
Discussant: Barbara R. Bucklin (The Bucklin Group, Inc.)

Pay Systems and Goals-Setting: 'Til Research Do Them Part

ALEJANDRO RAMOS (Western Michigan University)

Using Money Effectively: A Case Study in Monetary Incentives

DAN B. SUNDBERG (Kendrick Realty, Inc.)

#370 Symposium

9:00 am–9:50 am EDT
TBA; Applied Research
BACB CE Offered. CE Instructor: Jessica Piazza, M.Ed.

Applications of Training Packages to Increase Fidelity of Core Competencies for Registered Behavior Technicians

Chair: Jennifer Lynn Hilton (Endicott College)

Treatment Integrity: A Comparison Study

ROXANNE GAYLE (Trumpet Behavioral Health; Endicott College)

Implementing the Teaching Interaction Procedure to Train Objective Session Notes Via Telehealth

JESSICA PIAZZA (Endicott College; CARE, LLC)

Providing Culturally Sensitive Feedback

NICHOLAS VINCENT ORLAND (Endicott College; Dubai Autism Center)

#371 Symposium

9:00 am–10:50 am EDT

AUT/OBM; Translational

BACB CE Offered. CE Instructor: Richard Wayne Fuqua, Ph.D.

Everyone Cares About Quality: How Do We Show It?

Chair: Ellie Kazemi (Behavioral Health Center of Excellence)

Discussant: Richard Wayne Fuqua (Western Michigan University)

A Multimodal Approach to Measuring Quality Assurance

NIKKI WILLIAMS and Sara Gershfeld Litvak (Behavioral Health Center of Excellence), David J. Cox (Behavioral Health Center of Excellence; Endicott College), and Ellie Kazemi (Behavioral Health Center of Excellence)

Organizational Outcome Data: Don't I Already Do That?

SCOTT PAGE, Sara Gershfeld Litvak, and Ellie Kazemi (Behavioral Health Center of Excellence) and David J. Cox (Behavioral Health Center of Excellence; Endicott College)

Patient Satisfaction as a Quality Assurance Metric: What It Does and Doesn't Tell Us

P. MICAH FRIDDLE, Sara Gershfeld Litvak, and Ellie Kazemi, and David J. Cox (Behavioral Health Center of Excellence; Endicott College)

Staff Satisfaction Surveys: A Multi-Organization Analysis of Quality Assurance Data

MELISSA COTTENGIM, Sara Gershfeld Litvak, Ellie Kazemi, and David J. Cox (Behavioral Health Center of Excellence; Endicott College)

#372 Symposium

9:00 am–10:50 am EDT

AUT/DDA; Service Delivery

BACB/QABA CE Offered. CE Instructor: Gordon Bourland, Ph.D.

So You Have a Behavior Analyst Licensure Law: Now What?

Chair: Susan Wilczynski (Ball State University; ABAI Licensing Committee)

Discussant: John Walter Scibak (Retired Massachusetts State Representative; ABAI Licensing Committee)

We Have a Behavior Analyst Licensure Law, Can't We Relax Now?

JOHN M. GUERCIO (Benchmark Human Services; ABAI Licensing Committee)

Licensure Laws and Regulations Are in Place: Now We Can Relax, Right?

GORDON BOURLAND (Trinity Behavioral Associates; ABAI Licensing Committee) and John Walter Scibak (Retired Massachusetts State Representative; ABAI Licensing Committee)

Watching the Sunset!

GRANT GAUTREAUX (Nicholls State University; ABAI Licensing Committee)

So, What Should You Do Next?

JOHN WALTER SCIBAK (Retired Massachusetts State Representative; ABAI Licensing Committee)

#373 Symposium

9:00 am–10:50 am EDT

CBM/VRB; Applied Research

BACB CE Offered. CE Instructor: Kendra Thomson, Ph.D.

Acceptance and Commitment Training: Evaluating Direct Measures of Overt Behaviors Across Populations

Chair: Kendra Thomson (Brock University)

Discussant: Jonathan J. Tarbox (University of Southern California; FirstSteps for Kids)

A Systematic Review of Acceptance and Commitment Training in the Behavioral Intervention of Individuals With Autism and Developmental Disorders

VICTORIA DANIELA CASTILLO (Endicott College) and Emma Isabel Moon and Adel C. Najdowski (Pepperdine University)

Implementing and Evaluating Acceptance and Commitment Therapy in the Context of ABA for Children With Autism

AMANDA N. CHASTAIN and Jonathan J. Tarbox (University of Southern California; FirstSteps for Kids), Alexandra Little (University of Southern California), Erica Baron and Courtney Tarbox Lanagan (FirstSteps for Kids), and Tom G. Szabo (Florida Institute of Technology)

Self-Monitoring Committed Actions During Acceptance and Commitment Training for Caregivers of People With Neurodevelopmental Disabilities

AMANDA MARCINKIEWICZ, Kendra Thomson, Carly Magnacca, and Sarah Davis (Brock University);

Lee Steel (The Centre for Addiction and Mental Health); Linda Moroz (Bethesda); and Yona Lunsky (The Centre for Addiction and Mental Health)

Evaluating Behavior al Skills Training via Telecommunication to Teach Mediators to Facilitate Acceptance and Commitment Training

CARLY MAGNACCA, Amanda Marcinkiewicz, and Sarah Davis (Brock University); Lee Steel and Yona Lunsky (The Centre for Addiction and Mental Health); Kenneth Fung (University of Toronto); Tricia Corinne Vause (Brock University); and Brianne Redquest (The Centre for Addiction and Mental Health)

#374 Symposium



9:00 am–10:50 am EDT

CSS; Translational

BACB CE Offered. CE Instructor: Diana J. Walker, Ph.D.

Diversity in Behavior Analysis: Cultural Competence, Neurodiversity, Ableism, and Practicing What We Should Be Preaching

Chair: Diana J. Walker (Visions, LLC; The Chicago School of Professional Psychology)

Discussant: Christine E. Hughes (University of North Carolina Wilmington)

Are Behavior Analysts Culturally Competent? They Think So!

Paige O'Neill (Brock University); Albert Malkin (Western University; Southern Illinois University); KARL GUNNARSSON (West Park Healthcare Centre; University of Iceland); and Nazurah Khokhar, Carly Magnacca, and Julie Koudys (Brock University)

Celebrating Neurodiversity: How Radical Behaviorism Must Include Radical Acceptance of Neurodiversity and Autistic Culture

ALEXANDRA VASSAR (ABA Reform; Achieve Together Behavior Services)

ABA Is a Science: So What?

JAMINE DETTMER (The Chicago School of Professional Psychology; National Lewis University)

The Pragmatism of Cultural Humility in Experimental, Conceptual, and Applied Behavior Analysis

DIANA J. WALKER (Visions, LLC; The Chicago School of Professional Psychology)

#375 Symposium



9:00 am–10:50 am EDT

CSS; Translational

BACB CE Offered. CE Instructor: Shannon Ormandy, MA

Why Are We Not Acting to Save The World? Contextual Behavior Science Applied to Mainstream Cultural Problems

Chair: Brian Katz (The Chicago School of Professional Psychology)

Discussant: Shannon Ormandy (The Chicago School of Professional Psychology)

"In" or "Out"? An Analysis of the Use of Augmentals in U.S. Presidential Speeches on The Paris Climate Agreement

STEPHANIE CHAN (PlaySmart Child Development Society; The Chicago School of Professional Psychology), and Brian Katz and Ruth Anne Rehfeldt (The Chicago School of Professional Psychology)

The Future is Bright: Saving the Earth One Step at a Time

MEREDITH MATTHEWS and Jordan Belisle (Missouri State University), Caleb Stanley and Sydney Jensen (Utah Valley University), and Taylor Marie Lauer (Missouri State University)

Fake News and Social Media

KATHRYN M. ROOSE (University of Nevada, Reno)

A Behavioral Analysis of Police Brutality and Recommendations for Social Action

VANESSA BETHEA-MILLER (Bethea-Miller Behavioral Consulting; The Chicago School of Professional Psychology), and Cortene Boulard and Tom G. Szabo (Florida Institute of Technology)

#376 Symposium

Ethics

9:00 am–10:50 am EDT

DDA/PCH; Translational

BACB CE Offered. CE Instructor: Elizabeth A. Fitter, Ph.D.

Positive Punishment: Efficacy, Efficiency, and Side Effects of Electrical Stimulation Devices

Chair: Elizabeth A. Fitter (Judge Rotenberg Educational Center)

Discussant: Nathan Blenkush (Judge Rotenberg Educational Center)

Sample Characteristics and Topographies Treated With Electrical Stimulation Devices

ELIZABETH A. FITTER and Nathan Blenkush (Judge Rotenberg Educational Center)

Efficiency and Efficacy of Electrical Stimulation Devices
JOHN O'NEILL and Nathan Blenkush (Judge Rotenberg Educational Center)

Negative Side Effects of Electrical Stimulation Devices
JESSICA LINDSAY (Judge Rotenberg Educational Center)

Positive Side Effects of Electrical Stimulation Devices
LYNDE KAYSER (Judge Rotenberg Educational Center)

#377 Symposium

9:00 am–10:50 am EDT
EAB; Translational
BACB CE Offered. CE Instructor: Anna I. Petursdottir, Ph.D.

Establishment and Emergence of Conditional Discriminations: Basic and Applied Research

Chair: Anna I. Petursdottir (Texas Christian University)
Discussant: Karen M. Lionello-DeNolf (Assumption College)

Comparing Group-Based and Individualized Equivalence-Based Instruction to a PowerPoint Lecture to Establish Equivalence Classes

BRIANA OSTROSKY, Kenneth F. Reeve, Sharon A. Reeve, and Jason C. Vladescu (Caldwell University) and Jessica Day-Watkins (Drexel University)

Class Reorganization Following One-to-Many and Complete Instruction

JULIANA SEQUEIRA CESAR DE OLIVEIRA, Gregory Tomlinson, and Anna I. Petursdottir (Texas Christian University)

Effects of Stimulus Uniformity and Training Sequence on Emergent Conditional Discriminations

REAGAN ELAINE COX, Cullen Westerfield, and Anna I. Petursdottir (Texas Christian University)

Comparing Two Selection Response Topographies on Acquisition of Simultaneous Matching-to-Sample Skills in Young Children of Typical Development

ALEX BRUNE (Caldwell University; Somerset Hills Learning Institute); Kenneth F. Reeve, Adrienne Jennings, Sharon A. Reeve, and Tina Sidener (Caldwell University); and Kevin J. Brothers (Somerset Hills Learning Institute)

#378 Symposium

9:00 am–10:50 am EDT
OBM/DDA; Applied Research
BACB CE Offered. CE Instructor: Paula Ruppel, MS

Behavioral Skills Training in Human-Service Settings: Recent Advancements and Future Directions

Chair: Paula Ruppel (University of Kansas)
Discussant: David A. Wilder (Florida Institute of Technology)

A Systematic Review of Behavioral Skills Training Procedures Used to Train Behavioral Technicians to Implement Discrete-Trial Teaching

SAMANTHA JO ZOHR and Adam M. Briggs (Eastern Michigan University) and Olivia Harvey (West Virginia University)

Effectively Training Behavioral Technicians to Implement Discrete-Trial Teaching Efficiently: A Sequential Analysis

OLIVIA HARVEY (West Virginia University) and Adam M. Briggs (Eastern Michigan University)

A Review of Enhanced Written Instruction Procedures for Staff and Caregiver Training

BRITTANY MITCHELSON (BlueSprig Pediatrics) and Claudia L. Dozier (University of Kansas)

The Effects of Remote Instructions, Rehearsal, and Feedback on Stimulus Preference Assessment Performance

PAULA RUPPEL, Jessica Foster Juanico, and Kayt-Lyn Dawn Johnson (University of Kansas)

#379 Paper Session

9:30 am–9:55 am EDT
AUT

Functional Analysis and Effects of Precursor Behavior Intervention of a Student With Profound Autism: A Preliminary Study in Taiwan

Chair: Hui-Ting Wang (National Taiwan Normal University)

Functional Analysis and Effects of Precursor Behavior Intervention of a Student With Profound Autism: A Preliminary Study in Taiwan (Applied Research)

HUI-TING WANG (National Taiwan Normal University) and Chen-Ya Juan (Minghsin University of Science and Technology)

#380A B. F. Skinner Lecture Series

10:00 am–10:50 am EDT
AAB; Applied Research
PSY/BACB CE Offered. CE Instructor: Nathaniel Hall, Ph.D.

How Do Similarly Raised Wolves and Dogs Relate to Their Human Companions? Looking at Dog Domestication From a Behavioral and Hormonal Perspective

Chair: Nathaniel Hall (Texas Tech University)

SARAH MARSHALL-PESCINI (Domestication Lab, Wolf Science Centre, Konrad Lorenz Institute of Ethology, Veterinary Medicine University of Vienna, Austria)



Sarah Marshall-Pescini graduated in psychology from St. Andrews University and then went on to do her Ph.D. at the same university working with Andy Whiten on social learning in children and chimpanzees. Most of the work was carried out in Uganda, with both sanctuary and wild chimps. After the Ph.D. she returned to Italy, her home country, and worked at Milan University for 8 years, setting up, together with Emanuela Prato-Previde, a small (but lively) dog cognition lab. Since 2013, she has joined the team at Wolf Science Centre and the Konrad Lorenz Institute of Ethology (Veterinary University of Vienna) as a senior scientist. Her research focuses on the social behavior of wolves and dogs. Since 2016 she co-supervises a fieldsite studying free-ranging dogs in Morocco and another studying wild wolves in the Italian Apennines. She has published over 50 scientific papers in top journals in her field, and co-edited a volume for Elsevier (Kaminski, J, Marshall-Pescini, S.: *The Social Dog: Cognition and Behavior*).

Abstract: Basic differences in dogs' and wolves' propensity to bond with humans were already detected by early researcher such as Zimen and Klinghammer, especially in relation to the early human exposure needed as puppies to establish stable intraspecific social bonds. Building on this early work, the Wolf Science Centre (Austria) raises wolves and dogs from puppyhood providing intensive human socialization, thereby allowing animals to build strong bonds with their human companions, which last their entire life. Here I will present results investigating wolf-dog similarities and differences in their preferences, contact-seeking behavior s and cooperative inclination with humans. Results will include both behavior al and hormonal aspects, with a particular focus on oxytocin and cortisol, which have been hypothesized to play an important role in the domestication process.

#380 Paper Session

9:30 am–9:55 am EDT
CBM

The Contributing Citizen: Helping Adults With Autism Fit in the Working World

Chair: Euric V. Guerrero (The COR Behavioral Group)

The Contributing Citizen: Helping Adults With Autism Fit in the Working World (Service Delivery)
EURIC V. GUERRERO and Nicole Brino (The COR Behavioral Group)

#381 Paper Session

10:00 am–10:25 am EDT
AUT

Technology to Support Teleconsultation in Behavior Analysis

Chair: Kimberly Martell (Ball State University)

Technology to Support Teleconsultation in Behavior Analysis (Service Delivery)
KIMBERLY MARTELL and Heather Skriba (Ball State University)

#382 Invited Presenter

10:00 am–10:50 am EDT
DDA; Service Delivery
BACB CE Offered. CE Instructor: Mapy Chavez Askins, Ph.D.

Disseminating Applied Behavior Analysis in Spanish-Speaking Countries: Making a Difference in the Lives of Children With Autism and Developmental Disabilities

Chair: Yaniz C. Padilla Dalmau (Seattle Children's Hospital)



MAPY CHAVEZ ASKINS (Alcanzando)

Dr. Mapy Chavez Askins holds a Ph.D. from Teachers College, Columbia University (New York) in applied behavior analysis and the education of students with behavioral disorders. She is currently the Founding Director of Alcanzando, a not-for-profit organization that works with children with autism and their families in Spanish-speaking countries.



Dr. Chavez Askins is a Peru's first qualified behavior analyst, a CABAS board certified assistant research scientist, and a board-certified behavior analyst at the doctoral Level. She is also a board certified autism professional, an advanced certified autism specialist, and a board certified telepractice specialist.

Dr. Chavez Askins has spent the last 20 years studying, working and conducting research in the autism field, focusing mainly in the use of applied behavior analysis in the education of children with autism. For over a decade she has been successfully disseminating awareness and knowledge about applied behavior analysis in Latin America through research, teaching, and through Alcanzando, the foundation she started.

Her research studies include the development of vocal language in children with autism, language acquisition, social skills instruction, the development of perspective talking skills, the quality of teacher instruction, and the education of parents and professionals. Results from her research studies have been published in numerous journals, as well as presented at conferences throughout the world, among them the Annual Convention of the Association for Behavior Analysis, the International Society for Autism Research, and the Mexican Congress of Behavior Analysis.

Abstract: Historically, there has been a lack of awareness in Latin America regarding information about the real concept, validity, and benefits of applied behavior analysis not only for children with autism but also in the many facets of our lives. As such, Alcanzando, a not-for-profit organization was founded to address the need to change that reality in this region. For over a decade Dr. Chavez Askins has been successfully disseminating applied behavior analysis in Peru, and other Latin American countries through evidence-based teaching, research, and the work of Alcanzando in general. This presentation will include not just the results regarding the implementation of services with children with autism, their families, and professionals interested in the field, but also in terms of the real and significant changes achieved working with the Peruvian government, and the gains towards awareness in Latin America in regards to applied behavior analysis. Dr. Chavez Askins will share the progress made over the last 13 years, as well as address the barriers encountered, the solutions that were sought, and her vision for the future of our field in Latin America.

#383 B. F. Skinner Lecture Series

10:00 am–10:50 am EDT

EDC; Service Delivery

PSY/BACB/NASP CE Offered. CE Instructor: Robin Coddington, Ph.D.

Trauma Informed Classrooms: Helping Every Child Succeed

Chair: Robin Coddington (Northeastern University)

ANTOINETTE MIRANDA (The Ohio State University)



Antoinette Miranda is professor of School Psychology in the Department of Educational Studies. She was the first recipient (2014) of the William H. and Laceyette V. Casto Professorship in Interprofessional Education in honor of Henry and Ruth Leuchter and Van Bogard and Geraldine Dunn. Her research interests include developing effective interventions with at-risk children in urban settings, consultation services in urban settings and the development of racial identity and its relationship to academic achievement. She is a past president of the Ohio School Psychologist Association and Trainers of School Psychologists. She also was the secretary for the Council of Directors of School Psychology Programs. She was the 2014 recipient of the TSP Outstanding Trainer of the Year Award.

Abstract: Increasing attention has been focused on students who have adverse childhood experiences (ACES) and the impact on academic achievement. To address students' intense emotional and learning needs, trauma informed practices are being implemented in hopes of changing the trajectory of their lives. This presentation will provide an overview of ACES and trauma informed practices that are also culturally responsive that can be implemented in a classroom setting. Special attention will be given to students living in poverty in which ACEs are more prevalent.

#384 Panel Discussion

10:00 am–10:50 am EDT

EDC/TBA; Service Delivery

BACB CE Offered. CE Instructor: Jenna Mrljak, Ph.D.

Accreditation and Verified Course Sequences: Recognition of University Training in Behavior Analysis

Chair: Jenna Mrljak (Association for Behavior Analysis International)

MICHAEL F. DORSEY (Amego Inc.)

MICHAEL PERONE (West Virginia University)

JENNA MRLJAK (Association for Behavior Analysis International)

#385 Symposium

10:00 am–10:50 am EDT

OBM; Service Delivery

BACB CE Offered. CE Instructor: Sandra R. Gomes, Ph.D.

Maintaining Socially Meaningful Outcomes During the COVID-19 Pandemic at a Private School for Children With Autism

Chair: Emily Gallant (Somerset Hills Learning Institute)

Discussant: Sandra R. Gomes (Somerset Hills Learning Institute)

Using Technology to Maintain Performance Outcomes and Promote Health During the COVID-19 Pandemic at a Private School for Children With Autism

KEVIN J. BROTHERS, Debbie Ann Brothers, Sandra R. Gomes, E. Dennis Machado, Paul Shreiber, Tara Ferrigno, David May, and Emily Gallant (Somerset Hills Learning Institute)

Preventing Transmission of COVID-19 During Return to In-Person Instruction at a Private School for Children With Autism

DEBBIE ANN BROTHERS, Kevin J. Brothers, Sandra R. Gomes, E. Dennis Machado, Paul Shreiber, Tara Ferrigno, and David May (Somerset Hills Learning Institute) and Priya P. Patil (Caldwell University)

#386 Invited Presenter

10:00 am–10:50 am EDT

PCH; Theory

BACB CE Offered. CE Instructor: David C. Palmer, Ph.D.

Developing a Behavior al Account of Consciousness

Chair: David C. Palmer (Smith College)

JULIAN LESLIE (Ulster University)



Julian Leslie obtained a doctorate from Oxford University in 1974 and since has been in academic posts in Northern Ireland and a full professor since 1986. He published textbooks on behavior analysis between 1979–2002 and these remain in print. Publications have been in fields including, experimental analysis of behavior, applied behavior analysis, psychopharmacology, behavior al neuroscience, experimental psychology, and applied psychology, and he has supervised Ph.D. students in all these areas. Since 2015, he has spoken and published a series of papers on conceptual issues in behavior analysis including behavior al accounts of consciousness and the metaphysical basis of behavior analysis. He is a Fellow of the Association for Behavior Analysis International, and in 2020 received the SABA Award for International Dissemination of Behavior Analysis.

Abstract: In an earlier paper (*European Journal of Behavior Analysis*, 2015, 16, 147-162), I argued that the grounds on which Watson rejected introspection as the means to understand consciousness were correct, that cognitive psychology rejected behaviorism for other reasons, and that the developments in monitoring brain activity have led to a very unsuccessful search for the neural basis of consciousness. In contrast, there is much evidence that behavior does not necessarily require conscious awareness, but nevertheless philosophers and cognitivists seek to show that qualia exist and do have a causal role. Behavior analysis can address some problems of the cognitive approach, beginning with an account of self-awareness. However, the behavior -analytic account of consciousness requires experimental analysis. Where we have been most successful in applied behavior analysis, we have learnt three major lessons: (1) Behavior classes need to be refined and defined; (2) antecedents can be hard to specify, but must be identified for behavior analysis; (3) Consequences are critical, but may be unexpected. While experimental studies from other areas of behavior analysis are sparse, researchers in relational frame theory have examined the concept of self conceptually and through experimental studies of perspective taking. Some of their contributions to the behavior al study of consciousness will be reviewed. Finally, the similarities between the behavior -analytic account of consciousness and those of other non-cognitive ones, including ecological psychology, will be pointed out.

#387 B. F. Skinner Lecture Series

10:00 am–10:50 am EDT

SCI; Applied Research

BACB CE Offered. CE Instructor: Federico Sanabria, Ph.D.

Epigenetic Learning: The Shape of Plasticity

Chair: Federico Sanabria (Arizona State University)

EVA JABLONKA (Tel-Aviv University; London School of Economics)



Eva Jablonka is a professor in the Cohn Institute for the History and Philosophy of Science and Ideas, Tel-Aviv, a member of the Sagol School of Neuroscience, Tel-Aviv, and a Research Associate in the CPNSS (LSE, London University). She has a M.Sc. in Microbiology and a Ph.D. in Genetics. Her main interests are the understanding of evolution, especially evolution that is driven by non-genetic hereditary variations, and the evolution of nervous systems and consciousness. Among her books are *Epigenetic Inheritance and Evolution* (OUP with Marion Lamb), *Animal Traditions*

(CUP with Eytan Avital), *Evolution in 4 Dimensions* (MIT with Marion Lamb), *The Evolution of the Sensitive Soul* (MIT with Simona Ginsburg), and *Inheritance Systems and the Extended Evolutionary Synthesis* (CUP, with Marion Lamb).

Abstract: The formation of conditional associations among stimuli and actions in neural animals is based on molecular processes within and between neurons, which partially determine which associations can be formed, stored or dissolved. In the last two decades it has been discovered that epigenetic cellular mechanisms are involved in the encoding, storage and retrieval processes that constitute learning, and that these epigenetic mechanisms are sensitive to environmental conditions that induce changes in the epigenetic profile of neurons and affect how learning occurs. Taking a developmental approach to learning, I shall describe these epigenetic mechanisms, discuss their role in neural plasticity and point to the biases and affordances that they uncover, which can contribute to our understanding of learning and memory dynamics at different stages of development. Focusing on studies of long-term ontogenetic and transgenerational epigenetic changes, I will consider the effects of stress on epigenetic memory and explore what the understanding of the epigenetics of learning may mean for the study and treatment of learning and memory pathologies.

#388 Symposium

10:00 am–10:50 am EDT

TBA/AUT; Applied Research

BACB CE Offered. CE Instructor: Claudia Campos, Ph.D.

Integrating Telehealth into Behavior Analytic Practice

Chair: Claudia Campos (Florida Institute of Technology)

Teaching Parents to Implement Pre-Session Pairing via Telehealth

LIZAHN ZIMMERMANN, Ashley Marie Lugo, Claudia Campos, Nancy Lajara (Florida Institute of Technology)

Reducing Psychiatric Readmissions Using Telehealth to Perform Cross-Site Training

MYCHAL MACHADO, Felicia Glaser, Makenzie Heatherly, and Bethany Munden (University of Alaska Anchorage) and Tamara Russell (Providence Medical Group)

Training Staff to Conduct Caregiver Training Through Telehealth Using Video Modeling With Voiceover Instructions

REGINA A. CARROLL, Elizabeth J. Preas, Gabriella Rachal Van Den Elzen, Megan Marie Harper, and Mary Halbur (University of Nebraska Medical Center's Munroe-Meyer Institute; Autism Care for Toddlers Clinic)

#389 Symposium

10:00 am–10:50 am EDT

VRB; Translational

BACB CE Offered. CE Instructor: Lee L. Mason, Ph.D.

Clinical Applications of Functional Analyses of Verbal Behavior for Children With Autism

Chair: Alonzo Alfredo Andrews (The University of Texas at San Antonio)

Assessing Derivational Stimulus Control Over the Intraverbal Behavior of Speakers With Autism

KIMBERLY JAMES-KELLY (Child Study Center at Cook Children's)

Assessment to Intervention Using a Pretreatment Functional Analysis of Verbal Behavior

MARIA JOSE OTERO (Cook Children's Health Care System)

Cochran's Q Tests of Disproportionate Stimulus Control Over Verbal Behavior

LEE L. MASON (Cook Children's Health Care System; Texas Christian University) and Alonzo Alfredo Andrews (The University of Texas at San Antonio)

#390 Symposium

10:00 am–11:50 am EDT

AUT/EDC; Translational

BACB CE Offered. CE Instructor: Christina Simmons, Ph.D.

Advancements in Telehealth Treatments of Aberrant Behavior and Virtual Supervision During the COVID-19 Pandemic

Chair: Christina Simmons (Rowan University)

Discussant: Amanda Zangrillo (University of Nebraska Medical Center's Munroe-Meyer Institute)

Virtual Single-Stimulus Preference Assessment on Engagement During Telehealth Sessions and Reinforcer Efficacy Validation

SHERAH SOMERVELL, Kimberly Ford, Christina Simmons, and Courtney Russell (Rowan University)

Telehealth Comparison of Multiple and Mixed Schedules During Functional Communication Training Schedule Thinning

ABIGAIL MORETTI, Christina Simmons, and Giovanna Salvatore (Rowan University)

Monday, May 31

An Evaluation of Treatment Utilizing Synthesized Contingencies: Transfer to Parent Implementation via Telehealth

YVETTE BEAN, Andrea Zawoyski, Rose Morlino, Courtney Mauzy, Karla Zabala, and Joel Eric Ringdahl (University of Georgia Center for Autism and Behavioral Education Research)

Acceptability and Feasibility of Virtual Behavior Analysis Supervision

KIMBERLY FORD, Christina Simmons, Giovanna Salvatore, and Abigail Moretti (Rowan University)

#391 Symposium

10:00 am–11:50 am EDT

DDA/AUT; Applied Research

BACB CE Offered. CE Instructor: John E. Staubitz, M.Ed.

Advancements in Practical Functional Assessment and Treatment Research

Chair: John E. Staubitz (Vanderbilt University Medical Center, TRIAD)

Discussant: Joshua Jessel (Queens College, City University of New York)

A Within-Session Examination of Open and Closed Contingency Classes in Functional Analysis

KARA LACROIX and Cory Whelan (Western New England University; The Autism Community Therapists, LLC; FTF Behavioral Consulting), Mahshid Ghaemmaghami (FTF Behavioral Consulting), Gregory P. Hanley (Western New England University; FTF Behavioral Consulting), and Emily Byrne (The Autism Community Therapists)

Toward Rapid and Safe Assessment of Communication and Tolerant Skills

JOHANNA STAUBITZ (Vanderbilt University), John E. Staubitz (Vanderbilt University Medical Center; TRIAD), and William P. Martin (Vanderbilt University Medical Center; TRIAD)

Distance-Based Collaborations for Assessing and Treating Problem Behavior

RACHEL METRAS, Matthew Carbone, and Gregory P. Hanley (Western New England University, FTF Behavioral Consulting)

Using Technology to Efficiently Train Registered Behavior Technicians to Implement Skill-Based Treatment: A Tiered Approach

MARNEY SQUIRES POLLACK and Johanna Staubitz (Vanderbilt University), John E. Staubitz and William P. Martin (Vanderbilt University Medical Center, TRIAD), and Kate Tygielski Chazin (Vanderbilt University)

#392 Paper Session

10:30 am–10:55 am EDT

AUT

Precision Teaching and Script Fading to Address Advanced Math Skills in a 17-Year-Old Boy With Autism, via Telehealth

Chair: Nicola Cefalo (Aliter Cooperativa Sociale)

Precision Teaching and Script Fading to Address Advanced Math Skills in a 17-Year-Old Boy With Autism, via Telehealth (Applied Research)

NICOLA CEFALO, Francesca Siciliano, and Carmen Mosca (Aliter - Cooperativa Sociale)

#393 Panel Discussion

11:00 am–11:50 am EDT

AUT; Service Delivery

BACB CE Offered. CE Instructor: David Bicard, Ph.D.

Doing the Wrong Thing for the Right Reason: Ethical Quandaries in Autism Treatment Reimbursement

Chair: Ashley Marie Lugo (Florida Institute of Technology)

REBECCA WOMACK (BlueSprig Pediatrics)

DARREN SUSH (Pepperdine University)

DAVID BICARD (Great Leaps Learning Center)

#394 Symposium

11:00 am–11:50 am EDT

AUT/TBA; Service Delivery

BACB CE Offered. CE Instructor: Setareh Moslemi, M.Ed.

Behavioral Parent Training Programs: In-Person, Telehealth, and Self-Directed

Chair: Setareh Moslemi (University of North Texas)

Discussant: Jennifer M. Gillis (Binghamton University)

A Comparison of an In-Person and an Adapted Parent Mediated Early Intervention Program Delivered Through Telehealth in India: Preliminary Outcomes and Recommendations

SVETLANA IYER (Stepping Stones Center), Geetika Agarwal (Ball State University), and Jennifer M. Gillis (Binghamton University)

Development and Evaluation of a Self-Directed Behavioral Training Program for Parents of Children With Autism Spectrum Disorder

SETAREH MOSLEMI and Manish Vaidya (University of North Texas)

#395 Symposium

11:00 am–11:50 am EDT

CBM; Applied Research

The Integration of Applied Behavior Analysis, Surface Electromyography, and Physical Rehabilitation

Chair: Rob J. Goodhue (University of North Texas)

Discussant: Brennan Patrick Armshaw (University of North Texas)

Operant Control of the Swallowing Response

ALDEN MARIE GARTRELL (University of North Texas)

Optimizing Feedback in Physical Therapy Procedures Following Total Knee Replacement

ROB J. GOODHUE (University of North Texas)

#396 Panel Discussion



11:00 am–11:50 am EDT

CSS/PCH; Theory

BACB/QABA CE Offered. CE Instructor: Lauren Schnell, Ph.D.

Why Language Matters in a Social Justice Framework: Exploring the Implications of Language on Social Issues and Developing New Verbal Repertoires (A Compassion and Social Justice: Contributor Series)

Chair: Meredith Andrews (The Chicago School of Professional Psychology)

ERIN DONOVAN (Beautiful Humans Change; Capella University)

LAUREN SCHNELL (Hunter College)

LAUREN ALICIA GOODWYN (Seton Hall University)

#397 B. F. Skinner Lecture Series

11:00 am–11:50 am EDT

EAB; Applied Research

BACB CE Offered. CE Instructor: Erik Arntzen, Ph.D.

Learning to Stop Responding

Chair: Erik Arntzen (Oslo Metropolitan University)

MARK BOUTON (University of Vermont)



Mark E. Bouton, Ph.D., is a University Distinguished Professor and the Lawson Green and Gold Professor of Psychology at the University of Vermont. He has been doing research on the effects of context on conditioning and learning, with an emphasis on behavior change, for several decades. He has received a number of awards, including the Gantt Medal from the Pavlovian Society and the Quad-L Award from the University of New Mexico, and he is a Fellow of several organizations, including the American Psychological Association, the Association for Psychological Science, the Society of Experimental Psychologists, and the Eastern Psychological Association, of which he is a past president. He is also the author of a well-regarded textbook on learning and behavior theory (*Learning and Behavior: A Contemporary Synthesis (2nd ed.)*), published in 2016 by Sinauer Associates, an imprint of Oxford University Press.

Abstract: This talk will review research from the basic learning laboratory on extinction and other methods that weaken or reduce behavior. When a behavior has been suppressed by extinction, punishment, DRO, or DRA, it can recover or “renew” when the context is changed. Behavioral inhibition is thus generally context-dependent. Importantly, there are also many kinds of “contexts.” In addition to physical background cues, drug state, and time, recent experiments have established a contextual role for hunger and satiety states, stress state, recent reinforcers (as in reinstatement and resurgence), and preceding behaviors in a behavior chain. Recent research has also explored what is learned in operant extinction and how it is actually learned. The findings have implications for understanding and preventing lapse and relapse after behavioral inhibition and behavior change.

#398 Symposium

11:00 am–11:50 am EDT
EDC/TBA; Applied Research
BACB CE Offered. CE Instructor: Marissa A. Novotny, Ph.D.

Interdisciplinary Collaboration to Improve Outcomes for Children With Disabilities in Public Schools

Chair: Trevor Maxfield (University of South Florida)
Discussant: Marissa A. Novotny (The University of Texas at San Antonio)

Interdisciplinary Training to Prepare School-Based Behavior Analysts and School Psychologists: Project EBAS

CATIA CIVIDINI-MOTTA, Kwang-Sun Cho Blair, Kimberly Crosland, and Diana Ginns (University of South Florida) and Rose Iovannone (University of South Florida; Florida Mental Health)

Interdisciplinary Collaboration Using the Prevent-Teach-Reinforce Model for Children With Disabilities

KWANG-SUN CHO BLAIR (University of South Florida); Rose Iovannone (University of South Florida; Florida Mental Health); and Catia Cividini-Motta, Kimberly Crosland, and Diana Ginns (University of South Florida)

#399 Special Event

11:00 am–11:50 am EDT
OTH; Service Delivery
BACB CE Offered. CE Instructor: Sarah M. Richling, Ph.D.

Cultural Behavior Science VCS Practicum: Design and Evaluate Learning Experiences in the Field

Chair: Sarah M. Richling (Auburn University)

MARK P. ALAVOSIUS (Praxis2LLC)
BRETT GELINO (University of Kansas)
KRISTEN BROGAN (Auburn University)
SIGRID S. GLENN (University of North Texas)

Abstract: This panel discussion examines how the Cultural Behavior Science VCS practicum might be designed to optimize student learning, foster outreach from VCS approved curricula into the community, refine concepts/procedures in community/culture behavior change and assemble resources to orchestrate success. The panel invites discussion with the ABAI community to illuminate pathways ahead, barriers, and solutions as the field seeks to transfer expertise in cultural behavior science towards socially important issues related to sustainability, diversity, social justice, and other "wicked problems."

#400 Invited Presenter

11:00 am–11:50 am EDT
PCH; Theory
BACB CE Offered. CE Instructor: Jesus Rosales-Ruiz, Ph.D.

Analyzing Behavior-Environment Interactions: Why Movement Cycles Matter

Chair: Michael D. Hixson (Central Michigan University)

JESUS ROSALES-RUIZ (University of North Texas)



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

Abstract: A movement cycle is a repeatable unit of behavior. It specifies a starting position and a series of behavior-environment interactions that continue until the organism is back at the starting point and can begin the movement cycle again. The concept of the movement cycle was developed and refined by Ogden Lindsley, although he attributed the original idea to B. F. Skinner. Movement cycles were fundamental during the early development of precision teaching. They appeared on the Standard Celeration Chart and were used to define units of behavior. Although the concept of the movement cycle is central to the description of behavior, it has largely been forgotten by modern behavior analysts. In

this talk, we will trace the historical roots of the concept of the movement cycle. Then, we will explore why movement cycles are still relevant from a theoretical perspective and how they can help you better understand the nature of reinforcement. Thinking in terms of movement cycles will give you a new perspective when defining units of behavior for measurement, planning out your teaching steps, and setting your criteria for reinforcement.

#401 Panel Discussion

11:00 am–11:50 am EDT
PCH/CBM; Translational
BACB CE Offered. CE Instructor: Evelyn Rachael Gould, Ph.D.

Kantor Today: Modern Applications of Interbehavioral Psychology in Educational, ABA, and Clinical Contexts

Chair: Abbey Warren (University of Louisiana at Lafayette Louisiana Contextual Science Research Group)

EVELYN RACHAEL GOULD (New England Center for OCD and Anxiety)
KAREN KATE KELLUM (University of Mississippi)
TROY DUFRENE (California School of Professional Psychology: San Francisco)

#402 Invited Tutorial

11:00 am–11:50 am EDT
PRA; Theory
PSY/BACB/QABA/NASP CE Offered. CE Instructor: Peter Gerhardt, Ed.D.

Realizing the Potential of Applied Behavior Analysis to Improve Outcomes in Adolescents and Young Adults With Autism

Chair: Bobby Newman (Proud Moments)

PETER GERHARDT (The EPIC School)



Peter Gerhardt, Ed.D., is the executive director of the EPIC School in Paramus, NJ. Dr. Gerhardt has nearly 40 years of experience utilizing the principles of applied behavior analysis in support of adolescents and adults with autism spectrum disorders in educational, employment, residential and community-based settings. He is the author or co-author on a number of articles and book chapters on the needs of adolescents and adults with ASD and has presented nationally and internationally on this topic. Dr. Gerhardt serves as co-chairman of the Scientific Council for the Organization for Autism Research and is on numerous professional advisory boards including the Cambridge Center for Behavioral Studies. He received his doctorate from Rutgers, The State University of New Jersey's Graduate School of Education.

Abstract: In their seminal article, Baer, Wolf and Risley (1968), stated that behavior analytic intervention is expected to result in strong, socially important, and generalizable behavior change which, in this case, should mean more positive adult outcomes in ASD. Unfortunately, despite a nearly three decade-long emphasis on evidence-based, behavior analytic intervention in ASD, adult outcomes remain poor “for almost any outcome you choose.” (Roux, et al, 2015, p. 8). While there may be several reasons for continued poor outcomes (including the challenge of simply defining “good outcome”), the potential of behavior analytic intervention to develop more positive adult outcomes has yet to be fully realized. Such outcomes, however, are well within the reach of our behavior analytic technology. But to do that, the contingencies governing our behavior will, most likely, need to shift. For example, we will need to shift from contingencies that reinforce the technical precision of our classroom-based interventions to contingencies that reinforce the somewhat less technical precision of community-based intervention (assuming the target has a fair degree of social validity). This tutorial will identify a number areas, both internal and external to the field, where a “contingency shift” may be necessary if the power of behavior analytic intervention to significantly improve outcomes for adults with autism is to be more fully realized.

#403 Symposium

11:00 am–11:50 am EDT
VRB; Service Delivery
BACB CE Offered. CE Instructor: Dana Paliliunas, Ph.D.

Acceptance and Commitment Therapy in the Real World by Behavior Analysts: Assessment, Treatment, and Data Collection

Chair: Breanna Lee (Missouri State University)
Discussant: Alyssa N. Wilson (The Chicago School of Professional Psychology at Los Angeles)

Applications of Acceptance and Commitment Therapy in Parent Training

TIMOTHY M. WEIL (Tandem Behavioral Health & Wellness)

Evaluating ACT Intervention Efficacy Using Ecological Momentary Assessment

DANA PALILIUNAS (Missouri State University)

#404 Symposium

11:00 am–12:50 pm EDT
AUT/VRB; Applied Research
BACB CE Offered. CE Instructor: Jordan Belisle, Ph.D.

A Glimpse into the Future: The Emerging Science of Language and Cognitive Training in Children With Autism

Chair: Meagan Grasley (Utah Valley University)
Discussant: Jordan Belisle (Missouri State University)

The Relationship Between Ocular Observing Responses and Relational Training Procedures for Children With Autism Spectrum Disorder

BECKY BARRON (Emergent Learning Academy) and Mark R. Dixon (University of Illinois at Chicago)

Synthesizing Technologies: Comparing Automated and Gamified Discrete Trial Training to Traditional Delivery in Children With Disabilities

LINDSEY NICOLE HOLTSMAN (Emergent Learning STL Center); Meredith Matthews, Taylor Marie Lauer, and Jordan Belisle (Missouri State University); and Raymond Burke (Apex Regional Program)

The Relationship Between PEAK, Intelligence, and Challenging Behavior: A Replication With Young Children With Autism

TAYLOR MARIE LAUER, Jordan Belisle, Megan Kimzey, Lindsey Schneider, Hannah Wallace, and Kaitlin Beason (Missouri State University)

Psychometric Prosperities and the Normative Sample of the PEAK Comprehensive Assessment

MARK R. DIXON and Yi (University of Illinois at Chicago) and Ayla Schmick (Southern Illinois University)

#405 Symposium

11:00 am–12:50 pm EDT
EAB/CSS; Translational
BACB CE Offered. CE Instructor: David J. Cox, Ph.D.

Behavioral Data Science: Novel Questions and Applications for Behavior Analysts

Chair: David J. Cox (Behavioral Health Center of Excellence; Endicott College)
Discussant: Albert Malkin (Southern Illinois University; Western University)

An Application of Time Series Forecasting Methods in Behavior Analysis: Predicting Certificant Demand in Texas

ZACHARY HARRISON MORFORD (Texas Association for Behavior Analysis)

Natural Language Processing to Identify Trends and Gaps in the Published Science of Behavior Analysis

JACOB SOSINE (Behavioral Health Center of Excellence) and David J. Cox (Behavioral Health Center of Excellence; Endicott College)

Identifying the Optimal Temporal Window to Analyze Behavior Measured in Non-Laboratory Contexts

MA KRISHNA ROSALES (Florida Institute of Technology) and David J. Cox (Behavioral Health Center of Excellence; Endicott College)

Using Machine Learning to Predict the next Response: One Approach to a Dynamic Unified Model of Behavior

DAVID J. COX (Behavioral Health Center of Excellence; Endicott College), Bryan Klapes (Philadelphia College of Osteopathic Medicine - Georgia), and John Falligant (Kennedy Krieger Institute; Johns Hopkins University School of Medicine)

#406 Symposium

11:00 am–12:50 pm EDT
EDC/OBM; Translational

Behavior Perspectives to Learning and Organization in Educational Settings and Policies

Chair: Kalliu Carvalho Couto (Oslo Metropolitan University)
Discussant: Jonathan Krispin (Valdosta State University)

A Cultural Level Approach Embedded in the Good Behavior Game for Institutional Change

FLORA MOURA LORENZO and Abreu Vasconcelos (Universidade de Brasília) and Ingunn Sandaker (Oslo Metropolitan University)

The Cooperative Classroom: Nudging and Reinforcing Good Behavior to Enhance Learning and Social Skills

MARCO TAGLIABUE (Oslo Metropolitan University)

Resilience in Higher Education: A Complex Perspective to Adaptive Changes in Response to the

COVID-19 Pandemic

FABIO BENTO (Oslo Metropolitan University) and Andréa Botting, Felipe Cerchiareto, Janimayri Forastieri, and Fabiana Rodrigues (Faculdade Professor Miguel Ângelo da Silva Santos)

Multidisciplinary Behavioral Insights

INGUNN SANDAKER (Oslo Metropolitan University)

#407 Symposium

11:00 am–12:50 pm EDT

OBM; Applied Research

Promoting Health, Wellness, and Safety With Organizational Behavior Management

Chair: Matthew M. Laske (University of Kansas)

Discussant: Terry E. McSween (DEKRA Organizational Safety and Reliability)

Using Non-clinical Quality Improvement Interns to Reduce Readmissions for Specialty Service Patients Within an Academic Medical Center

ANDRESSA SLEIMAN, Alfeil Felipe, Anu Vats, Brian Tran, Katharina Busl, and Jacqueline Baron-Lee (University of Florida)

7-Pinpoint Criteria to Promote Risk Identification: Preliminary Investigation in Behavioral Safety

MATTHEW M. LASKE (University of Kansas; Cambridge Center for Behavioral Studies) and Timothy D. Ludwig (Appalachian State University)

Say Something: The Effectiveness of Conversation-Based Interventions and How They Can Change Organizational Culture

NICHOLAS MATEY and Nicole Gravina (University of Florida) and John Austin (Reaching Results)

Targeting COVID-19 Infection Control Behaviors at Multiple University Settings

TIMOTHY D. LUDWIG (Appalachian State University), Nicole Gravina (University of Florida), and Connor Linden (Appalachian State University)

#408 Symposium

Ethics; **DE**

11:00 am–12:50 pm EDT

TBA; Translational

BACB CE Offered. CE Instructor: Andresa De Souza, Ph.D.

Cultural Diversity and Professional Skills in Higher Education and Supervision

Chair: Andresa De Souza (University of Missouri St. Louis)

Discussant: Darlene E. Crone-Todd (Salem State University)

A Systematic Literature Review of Increasing Engagement of Culturally Diverse Students in Online Higher Education

LISA TERESHKO (Beacon ABA Services) and Mary Jane Weiss (Endicott College)

Tackling the Tough Skills in Graduate Coursework: Refining and Measuring Complex Interpersonal and Professionalism Skills

Mary Jane Weiss (Endicott College) and VIDESHA MARYA

Considerations and Interpretations in Regard to the Ethical Compliance Code

COLLEEN SUZIO (Center for Children with Special Needs), Jessica Piazza (Endicott College), Roxanne Gayle (Trumpet Behavioral Health), Noor Syed (SUNY Empire State College; Anderson Center International; Endicott College), Justin B. Leaf (Autism Partnership Foundation), and Mary Jane Weiss (Endicott College)

Ethical Considerations in Cross-Cultural Supervision

MARIE-HELENE KONRAD (Autismszentrum Sonnenschein) and Andresa De Souza (University of Missouri St. Louis)

#409 Paper Session

DE

11:30 am–11:55 am EDT

CSS

Response to *Journal of Applied Behavior Analysis*' Statement of Concern on Rekers and Lovaas (1974)

Chair: Austin Hunter Johnson (University of California, Riverside)

Response to *Journal of Applied Behavior Analysis*' Statement of Concern on Rekers and Lovaas (1974) (Theory)

AUSTIN HUNTER JOHNSON (University of California, Riverside)

Monday, May 31

#410 Paper Session



12:00 pm–12:25 pm EDT
CSS

See, Say, Do: Using Behavior Skills Training to Teach Behavior Practitioners to Stand Up Against Social Injustice and Discrimination

Chair: Landria Green (ABA Task Force, Inc.)

See, Say, Do: Using Behavior Skills Training to Teach Behavior Practitioners to Stand Up Against Social Injustice and Discrimination (Service Delivery)

Vanessa Bethea-Miller and LANDRIA GREEN (ABA Task Force, Inc.)



#411 Invited Panel

12:00 pm–12:50 pm EDT
DEI; Service Delivery
BACB CE Offered. CE Instructor: Carol Pilgrim, Ph.D.

Management of Bias: Behavior Science Meets Medical Education

Chair: Carol Pilgrim (University of North Carolina Wilmington)

NEDA ETEZADI-AMOLI (University of Nevada, Reno School of Medicine)



Neda Etezadi-Amoli, MD, is the chair of the Department of Obstetrics and Gynecology, and director of Medical Student Career Advising at University of Nevada, Reno School of Medicine. She helped develop the OB/GYN Clerkship for the medical school and has served as clerkship director. Neda joined the Implicit Bias Research Group in 2016 and has been working with Dr. Houmanfar and her team to develop implicit bias training for the third-year medical students in clinical rotations. Dr. Etezadi-Amoli is a graduate of the University of Nevada, Reno School of Medicine and completed her residency training at the University of Texas, Southwestern, where she stayed on as faculty for two years, working with residents and medical students. She is board certified in Obstetrics and Gynecology and completed the Association of Professors of Gynecology and Obstetrics Scholars and Leaders program. Her interests include innovating medical education and interprofessional education and teamwork.

RAMONA HOUMANFAR (University of Nevada, Reno)



Ramona Houmanfar is professor of psychology and the director of the Behavior Analysis Program at the University of Nevada, Reno (UNR). Dr. Houmanfar and members of her Performance System Technologies Lab at UNR co-founded the interdisciplinary cross campus partnership with Dr. Piasecki in 2012 to facilitate advancement of leadership objectives at UNR Med and promote graduate training in interdisciplinary science. Dr. Houmanfar's established record of publication, and expertise in behavioral systems analysis and cultural behavior analysis have guided the interdisciplinary partnership with UNRMed and research associated with implicit bias, cooperation, situational awareness, decision making, and value based governance.

NICOLE JACOBS (University of Nevada School of Medicine)



Negar "Nicole" Jacobs is a clinical psychologist and associate professor in the Department of Psychiatry and Behavioral Sciences. She received her Ph.D. from the University of Nevada, Reno in 2003 and completed her internship at the VA Sierra Nevada Health Care System. After internship, she worked in the Addictive Disorders Treatment Program at the VA for 5 years, before leaving to pursue her true passion of teaching at UNR Med in 2007. Dr. Jacobs has served as the behavioral science coordinator for first-year medical students and is currently a block director for the Practice of Medicine in Year 1. In 2016, she was promoted to a leadership position in the Dean's Office, leading the Office of Diversity and Inclusion, and became associate dean of Diversity and Inclusion in 2017. Dr. Jacobs' research centers around the assessment of implicit bias and the development of practices to mitigate bias in medical students and faculty search and admissions committee members. Dr. Jacobs' Implicit Bias Research Group employs the Implicit Relational Assessment Procedure (IRAP) with students and faculty, and has developed online and in person trainings to mitigate bias using Acceptance and Commitment Training. She is currently collecting data to assess the impact of these trainings on students and faculty. In the role of associate dean for Diversity and Inclusion, Dr. Jacobs oversees institutional diversity and inclusion efforts, including working with the assistant dean for Admissions, Outreach and Inclusion to increase the diversity of medical students, working with the associate dean of GME to increase the diversity of residents and fellows, and spearheading efforts to increase the diversity of faculty at UNR Med. She is also responsible for the diversity curriculum for medical students and works with clerkship and residency directors to develop additional content related to diversity. She partners with all department chairs and unit leaders to advance initiatives related to diversity and inclusion in all areas of UNR Med, and has worked with central

leadership to make strategic recruitment of faculty one of the main components of UNR Med's next Strategic Plan. She is also working with the Office of Faculty to develop a leadership training program aimed at URM faculty in order to increase retention and advancement.

MELISSA PIASECKI (University of Nevada, Reno Medical School)



Melissa Piasecki, MD is Executive Associate Dean and Professor of Psychiatry and Behavioral Sciences at the University of Nevada, Reno School of Medicine. As a senior member of the medical school leadership team, she co-founded an interdisciplinary cross campus partnership with Dr. Houmanfar in 2012 to advance the missions of the medical school through the application of Behavior Scientific principles. Dr. Piasecki received her MD from Washington University School of Medicine in St. Louis, Missouri. She completed psychiatry residency training at the University of Vermont and a Forensic Psychiatry Fellowship at the University of Hawaii. Melissa is board certified in general psychiatry and forensic psychiatry. Her interests include forensic psychiatry, education, neurobiology of substance abuse disorders, and the science of behavior change.

Abstract: Alarming epidemics in the medical profession include burnout of highly trained personnel and medical errors that are products of team dynamic related phenomena (stress, implicit biases inhibiting cooperation etc.). Equally alarming is the growing evidence of health outcome disparities resulting from bias in the healthcare settings. Medical schools are developing curricular elements that increase resiliency, self-compassion, cooperation, and empathy towards patients to combat these effects. The panelists will provide an overview of the long-term interdisciplinary collaboration between University of Nevada, Reno Medical School (UNR Med) and Performance System Technologies (PST) Lab at the University of Nevada, Reno, that has resulted in the developed assessment and training procedures for identifying and mitigating bias in physicians in training. The discussion will also include ways this interdisciplinary program may serve as an effective model for addressing bias in a variety of organizations.

#412 Symposium

12:00 pm–12:50 pm EDT

AUT; Applied Research

BACB CE Offered. CE Instructor: Noelle Brooke Neault, Ph.D.

Advancements in the Selection of Effective Reinforcers

Chair and discussant: Noelle Brooke Neault (Simmons University)

Reducing Vocal Stereotypy With Hip-Hop Music

MATTHEW BADGER (University of Washington)

Video Preference Assessment to Evaluate Client Treatment Acceptability

SHELLY HUNTINGTON (Simmons University)

#413 Symposium

12:00 pm–12:50 pm EDT

AUT/DDA; Service Delivery

BACB CE Offered. CE Instructor: Michele D. Wallace, Ph.D.

From Research Methodology to Practice: Examples of Functional Analyses in Practice

Chair: Michele D. Wallace (California State University, Los Angeles)

Discussant: Stephanie M. Peterson (Western Michigan University)

Effects of Sequence Variation on Low-Rate Functional Analysis

RICHARD COLOMBO (Center for Applied Behavior Analysis) and Michele D. Wallace (California State University, Los Angeles)

Functional Analyses Conducted via Telehealth With Caregivers as Implementers

JESSLYN N. FARROS and David Legaspi (Center for Applied Behavior Analysis) and Michele D. Wallace (California State University, Los Angeles)

#414 Panel Discussion

Ethics

12:00 pm–12:50 pm EDT

AUT; Service Delivery

BACB CE Offered. CE Instructor: Hanna C. Rue, Ph.D.

Innovations in Systems and Tools to Promote Quality Telehealth Services

Chair: Hanna C. Rue (LEARN Behavioral)

KIM STRUNK (Hopebridge)

SUMMER ADAMI (Blue Sprig Pediatrics, Inc)

DENNIS DIXON (Center for Autism and Related Disorders)

#415 Panel Discussion

Ethics; 

12:00 pm–12:50 pm EDT

CSS/AUT; Service Delivery

BACB CE Offered. CE Instructor: Shawn Capell, MA

Creating Systemic Change in Applied Behavior Analysis

Chair: Shawn Capell (Covenant 15:16 LLC)

VICTORYA JEWETT (Behavioral Health Center of Excellence)

HELLEN A. ADEDIPE (The Reason for HOPE)

ELIZABETH HUGHES FONG (Pepperdine University)

#416 Symposium

12:00 pm–12:50 pm EDT

CSS/AUT; Service Delivery

BACB CE Offered. CE Instructor: Smita Awasthi, Ph.D.

The Power of Telehealth for Continuing ABA-Based Interventions: An Indian Organization's Response to COVID-19

Chair: Sridhar Aravamudhan (Behavior Momentum India)

Discussant: Smita Awasthi (Behavior Momentum India)

Telehealth With Smartphones: A Discussion on the India Experience During COVID-19 Pandemic

Smita Awasthi, Sridhar Aravamudhan, RAZIA ALI, Anupama Jagdish, Bhavana Joshi, Rajeshwari K., and Sreemon E. M. (Behavior Momentum India)

The Efficacy of Telehealth in Delivering ABA Interventions: A Test-Retest Design Study With 89 Children on the Autism Spectrum

Smita Awasthi, Sridhar Aravamudhan, SHUSHMITA K.S, and Papiya Mukherjee (Behavior Momentum India)

#417 Symposium

12:00 pm–12:50 pm EDT

DDA; Translational

BACB CE Offered. CE Instructor: Natalie Badgett, Ph.D.

Promoting Implementation of Behavioral Strategies in Diverse Contexts Through Contextual Fit

Chair: Natalie Badgett (Supporting Transformative Autism Research Initiative; University of Virginia)

Discussant: Katherine Bateman (University of Washington)

Using Mixed Methods Research to Promote the Implementation of Behavioral Intervention

NATALIE BADGETT (Supporting Transformative Autism Research Initiative; University of Virginia) and Rachelle Huntington (University of Hawaii)

Developing Evidence-Based Practice: Ways and Means for Raising Client Values and Context

BRIAN JAMES FEENEY and Bethany P. Contreras Young (University of Nevada, Reno)

#418 Panel Discussion

Ethics

12:00 pm–12:50 pm EDT

EDC/CSS; Translational

BACB CE Offered. CE Instructor: Donald A. Hantula, Ph.D.

Opportunities and Issues in Practitioner Publication

Chair: Peter R. Killeen (Arizona State University)

DONALD A. HANTULA (Temple University)

SUSAN WILCZYNSKI (Ball State University)

PETER R. KILLEEN (Arizona State University)

#419 Symposium

12:00 pm–12:50 pm EDT

EDC/TBA; Applied Research

BACB CE Offered. CE Instructor: Spencer Gauert, Ph.D.

Applications of Behavior Analysis in Higher Education

Chair: Tatiyanna Dunn (University of South Florida)

Discussant: Spencer Gauert (University of Dayton)

The Effects of Group Contingencies in Online Graduate Courses

TIANA EVANS, Anthony Concepcion, and Rachel García (University of South Florida)

Further Analysis of Academic Procrastination in Higher Education

ANTHONY CONCEPCION, Rachel García, and Kimberly Crosland (University of South Florida)

#420 Symposium

12:00 pm–12:50 pm EDT

PCH; Theory

Behavior Analytic Interpretive and Philosophical Considerations

Chair: Genevieve M. DeBernardis (University of Nevada, Reno)

Discussant: Mitch Fryling (California State University, Los Angeles)

A Rejection of Ineffable Causalities

STACHELI MEYER and Linda J. Parrott Hayes (University of Nevada, Reno)

Expanding the Goals of Behavior Analysis

KIAN ASSEMI and Linda J. Parrott Hayes (University of Nevada, Reno)

#421 Invited Tutorial

12:00 pm–12:50 pm EDT

PRA; Theory

BACB CE Offered. CE Instructor: Edward Daly, Ph.D.

Professional Competency: You May Have It Now, But Can You Keep It?

EDWARD DALY (University of Nebraska-Lincoln)



Edward J. Daly III, BCBA-D, conducts research on functional assessment methods and school-based consultation. He has co-authored numerous chapters and journal articles on this topic. Dr. Daly is professor of educational psychology at the University of Nebraska-Lincoln, where he teaches course work in applied behavior analysis, school-based interventions, and single-case experimental designs.

Abstract: This presentation will examine what the sciences of expertise and professional judgment have to teach behavior analysts about cultivating, maintaining, and expanding professional competencies following training. The topic will be presented in the context of the field's ethical standards with respect to (a) relying on scientific knowledge, (b) respecting the boundaries of competence, and (c) maintaining and continuously improving professional competence in the complex environments in which we work. This complexity makes our work environments highly conducive to judgment errors that compromise our ability to assure that our clients receive the best-possible treatment. But the greatest potential source of error lies within the professional who assumes that prior training and experience assures competence. Although the research on professional expertise and judgment has largely been carried on outside the field, our very own principles of behavior and professional practice can be useful to us if we apply them to ourselves properly in managing our professional behavior. The implications for practice of the sciences of professional expertise and professional judgment will be examined in terms of how we behavior analysts can self-manage our professional behavior to assure that we are doing everything within our power to address the needs of our clients.

#422 Invited Presenter

12:00 pm–12:50 pm EDT

SCI; Applied Research

BACB CE Offered. CE Instructor: Suzanne H. Mitchell, Ph.D.

The Use of Endophenotypes to Further Our Understanding of Psychiatric Genetics

Chair: Suzanne H. Mitchell (Oregon Health & Science University)

SANDRA SANCHEZ-ROIGE (University of California, San Diego; Vanderbilt University Medical Center)



My work is focused on understanding causal factors contributing to drug addiction and diseases characterized by high levels of impulsivity. In the past, I used behavioral and pharmacological experiments and molecular analysis to address this question, with special emphasis on translational validity to human studies. I identified that high impulsivity was both a cause and a consequence of human and mouse alcohol binge drinking. My current research focuses on the quantitative analysis of complex traits in humans, and translating some of our research findings in mouse and rat models.

In particular, I have identified genes in humans that are associated with impulsivity and I am now producing mutant mice to dissect the molecular events associated with high impulsivity. In parallel, my newly formed laboratory uses genetic tools to unravel the biology of substance use disorders and comorbid psychopathology. I use big data and high-throughput phenotyping to identify individuals with substance use disorders phenotyped by using electronic health records, leveraging access to one of the largest biobanks in the US, BioVU. The ultimate goal of future work is to study the etiology of a range of psychiatric disorders characterized to varying degrees by excessive impulsive behavior, including drug addiction and ADHD.

Abstract: For years, the field of psychiatric genetics has focused on disease diagnoses; however, “our genes don’t seem to have read the DSM.” Instead, we have been encouraged to study basic dimensions of functioning (aka Research Domain Criteria, intermediate phenotypes or endophenotypes) using non-disease phenotypes in large population-based cohorts. Using this approach, we have now piled on hundreds of novel genetic loci associated with multiple complex phenotypes, which have been further utilized to elucidate the genetic basis of psychiatric diseases. The purpose of this talk is to review the use of non-disease phenotypes to elucidate and decompose psychiatric diseases. Impulsivity, which has been defined as “actions which are poorly conceived, prematurely expressed, unduly risky or inappropriate to the situation, and that often result in undesirable consequences” (Daruna and Barnes 1993) is an endophenotype for a constellation of psychiatric diseases, including ADHD and substance use disorders (SUD). Dr. Sanchez-Roigewill present a series of studies to dissect the genetics of several forms of impulsive personality traits. This work will reveal strong genetic correlations between multiple measures of impulsivity and risk tolerance, and both ADHD and smoking and other SUD-related traits. Another examples of success come from the genetics of other non-disease phenotypes, namely the Alcohol Use Disorder Identification Test, as proxies for alcohol use disorders. Dr. Sanchez-Roige will present a multivariate genome-wide association study of AUDIT phenotypes. This approach will uncover novel genetic effects which might have been obscured in traditional GWAS. This work will also demonstrate how a non-clinical phenotype, such as AUDIT, which has demonstrated to share a common genetic basis with alcohol use disorders but can be measured in much larger sample sizes, could serve as a complementary alternative to traditional ascertainment strategies for genetic studies. Lastly, Dr. Sanchez-Roige will close the talk by presenting a novel strategy to examine the multivariate genetic architecture of complex traits and diseases from the Externalizing Consortium – a collaborative effort that capitalizes on several large-scale GWAS with the goals of (a) estimating genetic correlations across externalizing phenotypes, which are associated with a constellation of co-morbid disorders and behaviors that are characterized by deficits in impulsive action, (b) identifying genes involved in a shared underlying liability to externalizing psychopathology versus genes that are unique to specific outcomes, and (c) increasing the predictive ability of polygenic scores for externalizing phenotypes and psychiatric, health and social outcomes.

#423 Symposium

12:00 pm–12:50 pm EDT

TBA; Translational

BACB CE Offered. CE Instructor: Kelsey Dachman, Ph.D.

Teaching Graphing: A Discussion of the Past and Present With Suggestions for the Future

Chair: Kelsey Dachman (University of Kansas)

A Systematic Review of the Literature on Teaching Graphing: Trends and Their Implications

MARCELLA HANGEN (Drake University) and REBECCA WOOLBERT, Pamela L. Neidert, and Robin Kuhn (University of Kansas)

Real-Time Data to Evaluate Enhanced Written Instructions for Creating Publication-Quality Single-Case Design Graphs in Excel

KELSEY DACHMAN (University of Kansas), ALEC M. BERNSTEIN (Marcus Autism Center, Children’s Healthcare of Atlanta; Emory University School of Medicine), and Ashley Romero and Pamela L. Neidert (University of Kansas)

Teaching Graphing Using Enhanced Written Instructions: Does Chunk Size Matter?

ASHLEY ROMERO and REBECCA WOOLBERT (University of Kansas), Jeanne M. Donaldson (Louisiana State University), and Pamela L. Neidert and Robin Kuhn (University of Kansas)

#424 Symposium

12:00 pm–12:50 pm EDT

TBA/OBM; Applied Research

BACB CE Offered. CE Instructor: Kendra Guinness, MS

Efficient Training in Human Service Settings: Online Hybrid, Telehealth, and Workshop Training

Chair: Kendra Guinness (Regis College)

An Evaluation of an Online Hybrid Training Program: Functional Analysis Skills

SAMANTHA R. LAPOINTE (Aspire Learning Center; Simmons University) and Philip N. Chase (Simmons University)

Behavioral Mechanisms of Feedback: Effects on Temporal Placement and Content on Implementing Functional Analyses

Kendra Guinness, Diana Parry-Cruwys, Jacquelyn M. MacDonald, and RYAN ATKINSON (Regis College)

Toward an Evidence-Based Supervision Model of Independent Fieldwork

ALLISON BOWHERS, Philip N. Chase, Gretchen A. Dittrich, and Judah B. Axe (Simmons University)

#427 Poster Session

1:00 pm–3:00 pm EDT
EAB

Discussant: Luiz Henrique Santana (University of São Paulo)

1. Children With Cochlear Implants Demonstrate Auditory Sentence Comprehension via Simple Discrimination Training With Specific Auditory-Visual Consequences (VRB; Basic Research)

ANDERSON NEVES (Universidade Estadual Paulista-Bauru), Ana Claudia Moreira Almeida Verdu (Universidade Estadual Paulista), Leandra Silva (Hospital de Reabilitação de Anomalias Craniofaciais, Universidade de São Paulo-Bauru), Adriane Moret (Universidade de São Paulo-Bauru), and Deisy De Souza (Universidade Federal de São Carlos)

2. Reinforcing Effects of Stimuli Correlated With a Multiple Schedule of Negative Reinforcement Based on Shock-Frequency Reduction (Basic Research) JUAN CARLOS FORIGUA VARGAS (Konrad Lorenz University Foundation) and Camilo Hurtado Parrado (Troy University; Konrad Lorenz University Foundation)

3. Test–Retest Reliability of the Experiential Discounting Task Between Different Rewards (DEV; Applied Research) CARLOS ADRIAN PALOMERO JANDETE, Silvia Morales Chaine, Gisel G. Escobar, and Alma Luisa López Fuentes (Universidad Nacional Autónoma de México)

4. An Investigation of the Implementation of Self-Monitoring Preschoolers in Head Start on Challenging Behavior (Basic Research) SAMANTHA RIGGLEMAN (Saint Joseph's University)

5. Treatment Integrity of Experimental Articles in the Journal of Applied Behavior Analysis (1980–2019) (Applied Research) JUSTIN BOYAN HAN (University of South Florida; California State University, Los Angeles) and Jennifer Feng and Michele D. Wallace (California State University, Los Angeles)

6. Symmetry in Pigeons by Concurrent Training of Arbitrary and Oddity Matching (Basic Research) MASAKI ISHIZUKA (Meisei University; Japan Society for the Promotion of Science) and Takayuki Tanno (Meisei University)

7. Effects of Immediate-Reward Training on Delay Discounting: Experiment 3 (BPN; Basic Research) ADAM E. FOX (St. Lawrence University)

Discussant: Karen M. Lionello-DeNolf (Assumption University)

8. Assessing Progression of Alzheimer's Disease With the Use of Conditional-Discrimination Procedures (Applied Research) ANETTE BROGARD ANTONSEN and Erik Arntzen (Oslo Metropolitan University)

9. A Human-Operant Demonstration of ABA Renewal Following Differential Reinforcement of Other Behavior (Basic Research) Kacey Renee Finch, Catherine Williams, and KATHRYN M. KESTNER (West Virginia University)

10. Time-Out During Alternative Reinforcement Does Not Reduce Resurgence: An Exploratory Study (Basic Research) CATHERINE WILLIAMS, Alexander Lucas Houchins, and Claire C. St. Peter (West Virginia University)

11. Exploring Variables That May Influence Conditional Discrimination in an Older Adult With Vascular Dementia (Basic Research) HANNA STEINUNN STEINGRIMSDOTTIR, Anette Brogård Antonsen, Silje Boye-Hansen, Heidi Grete Aasland, and Erik Arntzen (Oslo Metropolitan University)

12. Habituation of the Light-Startle Response of Orange Head Cockroaches (*Eublaberus posticus*) (Basic Research) CHRISTOPHER ALLEN VARNON and Ann Adams (Converse College)

13. Using the Blank Comparison Task to Assess Select and Reject Stimulus Controlling Relations in Rats (Basic Research) BOBBIE WOLFF, Mark Galizio, and Katherine Ely Bruce (University of North Carolina Wilmington)

14. The Formation of Equivalence Classes Using a Respondent Matching-to-Sample Procedure (Basic Research) DIANA M. DELGADO (University of Memphis), Alejandra Rodríguez (Fundación Universitaria Konrad Lorenz), and Laura Baylot Casey (University of Memphis)

15. Response Speed as a Function of Number of Meaningful Stimuli in Stimulus Equivalence Class Formation (Basic Research) LIVE FAY BRAATEN and Erik Arntzen (Oslo Metropolitan University)

#428 Poster Session

1:00 pm–3:00 pm EDT
PCH

Discussant: Albert Malkin (Southern Illinois University / Western University)

16. Behavior Analysis, Religion, and Religious Behavior: A Review (Theory) SADIE L. LOVETT (Brock University)

17. Exploring the Utility of Differing Methodological Approaches to Measure Meaningful Change in Treatment and Intervention Scenarios (Theory) BAILEY ROSS, Jan Frijters, Tricia Corinne Vause, and Alison Cox (Brock University)

18. A Radical Reformulation of Psychology as a Theory-Laden Experimental Science: A Review of Emilio Ribes-Iñesta's, "The Scientific Study of Individual Behavior: An Introduction to the Theory of Psychology" (Theory) JOSE ARDILA (University of Nevada, Reno), Mitch Frying (California State University, Los Angeles), and Linda J. Parrott Hayes (University of Nevada, Reno)

19. Bridging the Gap Between Basic and Applied Behavior Analysis: Human Operant Research in the Twenty-First Century (Theory) ASHLEY BAGWELL, Terry S. Falcomata, and Samantha Brooke Swinnea (The University of Texas at Austin)

20. An Akaike and Bayesian Information Criterion Analysis of Aperiodic and Periodic Concurrent-Chains Research (Basic Research) JAY HINNENKAMP (Middle Tennessee State University)

21. The Behavior of the Audience of Aesthetics and Creativity (Theory) MARIA ISABEL MUNOZ-BLANCO (Universidad Surcolombiana)

22. An Analysis of Variables Influencing Visual Analysis Objectivity (Applied Research) JESSICA M. HINMAN, Mark R. Dixon, and Zhihui Yi (University of Illinois at Chicago)

#429 Poster Session

1:00 pm–3:00 pm EDT
EDC

Discussant: Kwang-Sun Cho Blair (University of South Florida)

23. Using Standardized Assessment to Identify and Teach Prerequisite Numeracy Skills to Learners With Disabilities Using Video Modeling (DDA; Applied Research) SCOTT DUEKER (Ball State University)

24. Early Childhood Research: An Examination of Instructional Components (DDA; Theory) MOLLY E MILAM (York College of Pennsylvania) and Jessica Hardy (University of Illinois)

25. Comparison of Video Modeling and Directed Instruction on Creating a Reversal Graph Using Microsoft Excel (TBA; Applied Research) NIRUBA RASURATNAM, Kimberley L. M. Zonneveld, Alison Cox, and Madeline Marie Asaro (Brock University); Laura Tardi (Children's Autism Services of Edmonton); and Arezu Alami, Catherine McHugh, and Nancy Leathen (Brock University)

26. Intervention Results of Offering Extra Credit Activities on an Intermittent Schedule to Maintain Attendance (Service Delivery) PIK WAH LAM (University of South Dakota)

27. Digital Dominos Adapted Game for the Teaching of Multiplication (EAB; Applied Research) SILVIA REGINA DE SOUZA ARRABAL GIL (Londrina State University), Gabriele Gris (Federal University of São Carlos), Jonas Fernandes Gamba and Maria Rocha (Londrina State University), and João S. Carmo (Federal University of São Carlos)

28. Comparison Between Direct Instruction and Cooperative Learning Through French Language Teaching to Middle School Students (Service Delivery) CHIARA VECCHIOTTI (Istituto Comprensivo di Fara Filiorum Petri) and Alessandro Dibari (Alba Onlus Association)

29. Supporting Dialogic Reading Intervention Fidelity (Service Delivery) CARA DILLON, Kavya Kandarpa, Kandace Webb Mossing, Megan Katherine Leamon, and Daniel Newman (University of Cincinnati)

Discussant: Robert C. Pennington (University of North Carolina-Charlotte)

30. Training Teachers to Conduct Paired-Stimulus Preference Assessment Using Video Modeling (TBA; Applied Research) DANIELA MENDONÇA RIBEIRO (Universidade Federal de Alagoas; Instituto Nacional de Ciência e Tecnologia sobre Comportamento, Cognição e Ensino), and Fernanda Mota (Universidade Federal de Alagoas)

31. Using Visual Supports to Teach Vocational Skills to Students With Severe Intellectual Disabilities (DDA; Applied Research) MARY BARGZAK (University of Oklahoma)

32. Comparison of Three Variations of SAFMEDS Procedures (Applied Research) AERIS DAWN FAST, Maria Lynn Kessler, and Rachell Barrett (Oregon Institute of Technology)

33. Using Behavior Skills Training and a Group Contingency to Promote Mask-Wearing in an Early-Education Classroom (DDA; Applied Research) KAITLYN SMITH and Hannah Lynn MacNaul (University of Texas at San Antonio)

34. The Nurturing Brightness Network: Content and Platform Development for Disseminating Nurturing Strategies in Learning Contexts (TBA; Service Delivery) FLORA MOURA LORENZO (University of Brasília), Aline Godoy Vieira (University of São Paulo), and Darlene Cardoso Ferreira (Federal University of Pará)

35. Effects of Virtual Behavior Skills Training on Instruction and Behavior Management to Support an Inclusive Classroom (Service Delivery) ALYSON PADGETT (The Chicago School of Professional Psychology, Los Angeles) and Eric L. Carlson (The Chicago School of Professional Psychology)

#431 Poster Session

1:00 pm–3:00 pm EDT
CSS

Discussant: Nathan Call (Marcus Autism Center)

36. Pay Equity in Applied Behavior Analysis (Applied Research) HANNA E. VANCE and Valdeep Saini (Brock University)

37. An Antecedent Assessment for Face Touching With Implications for Habit Reversal (Applied Research) EMMA AUTEN and Carole M. Van Camp (University of North Carolina Wilmington)

38. Acceptance and Commitment Training and Cultural Humility: Conceptual and Applied Congruence (OBM; Theory) KIAN ASSEMI and Ramona Houmanfar (University of Nevada, Reno); Nicole Jacobs (University of Nevada School of Medicine); and Alison Szarko, Donna West, Anayansi Lombardero, and Allison Cotton (University of Nevada, Reno)

39. An Initial Evaluation on the Validity of an Itemized Climate Change Assessment (Basic Research) SYDNEY JENSEN, Meagan Grasley, and Caleb Stanley (Utah Valley University)

40. Prerequisites for an Effective Feminist Countercontrol (Theory) JORDANA FONTANA (Cesumar University) and Denisse Brust and Carolina Laurenti (State University of Londrina)

41. Behavioral Training of Local Enumerators for Observing Exposure of Young Children to Campylobacter in Ethiopia (Applied Research) ELIZABETH SCHIEBER and Crystal M. Slanzi (University of Florida); Abdulmuen Mohammad (Haramaya University); and Arie Havelaar, Song Liang, and Sarah McKune (University of Florida)

42. Impact of COVID-19 on Medical Students' Perception of Acceptance and Commitment Training (Applied Research) BRYAN ATTRIDGE (University of Nevada, Reno School of Medicine); Alison Szarko and Kian Assemi (University of Nevada, Reno); Andrew Kim, Ngantu Le, Maebob Enokenwa, and Nicole Jacobs (University of Nevada, Reno School of Medicine); and Ramona Houmanfar (University of Nevada, Reno)

43. Exploring Gender Discrimination and Relational Density Theory (VRB; Basic Research) ELANA KEISSA SICKMAN, Jordan Belisle, Ashley Payne, and Erin Travis (Missouri State University)

44. Exploring the Relationship between Familial Responsibility and Risk-Aversion (Applied Research) JESSICA M VENEGONI, Elana Keissa Sickman, Lindsey Audrey Marie Dennis, Brittany Sellers, and Jordan Belisle (Missouri State University)

45. Evaluating the Internal Consistency of a Behavioral Measure of Pro-Climate Behavior: Relationship to Emissions and Consumption (Applied Research) MEREDITH MATTHEWS and Jordan Belisle (Missouri State University) and Caleb Stanley and Sydney Jensen (Utah Valley University)

#432 Poster Session

1:00 pm–3:00 pm EDT
OBM

Discussant: Nicole Gravina (University of Florida)

46. The Effects of Data Sheet Layouts on the Accuracy and Reliability of Data Recording (DEV; Service Delivery) KWADWO O. BRITWUM (Southern Illinois University); Rocco G. Catrone (Southern Illinois University-Carbondale), Manish K. Goyal (Southern Illinois University); and Sebastian Garcia-Zambrano and Darwin S Koch (Southern Illinois University)

47. The Effects of Peer Interactions on Productivity in a Remote Work Setting (Applied Research) ALYSSA LYNN CROWE, Jessica Nastasi, and Nicole Gravina (University of Florida)

48. A Multiple-Baseline Study for the Application of a B-BS Protocol in Gabbioneta Pumps (Applied Research) MARIA GATTI and Andrea Menegon (A.A.R.B.A.)

49. What We Know and What We Need to Learn About Behavior to Overcome COVID-19 (Theory) JENNIFER CRYSTAL GRABSKI

50. A Survey on the Needs for Post Training of Autism Therapists in China (Service Delivery) KAIWEN ZHU (Beijing INGCare), Ziwei Xu (Tsinghua University; Beijing INGCare), Xuegang Wang and Lifang Li (Beijing INGCare), and Lie Zhang (Institute for Accessibility Development, Tsinghua University)

51. Systematic Review of Self-Monitoring Accuracy of Safety Behavior (Applied Research) JOHN DOUGLAS ZANGERLE (Temple University)

Monday, May 31

52. Applications of the Performance Diagnostic Checklist—Human Services in an Inpatient Unit: An Examination of Multiple Informants (Applied Research) BRITTNEY WORKMAN (Kennedy Krieger Institute; Towson University), Christopher M Dillon (Kennedy Krieger Institute), Lynn G. Bowman (Kennedy Krieger Institute; Johns Hopkins University School of Medicine), and Samantha Hardesty (Kennedy Krieger Institute)

53. Improving Direct Staff Attendance in a Center-Based ABA Program (Applied Research) Sarah C. Connolly and MADELYN PALMATIER (May Institute)

54. The Effectiveness of Mindfulness in Applied Behavior Analysis: An Approach to Staff Training (AUT; Applied Research) LIZA ALBRIGHT and Autumn N. McKeel (Emergent Learning Academy)

#433 Poster Session

1:00 pm–3:00 pm EDT
CBM

Discussant: Matthew L. Edelstein (Kennedy Krieger Institute)

55. Characterizing and Reducing Rate and Duration of Face Touching in Adults Through Simplified Habit Reversal (Applied Research) JOSIE NEWBURG, Sydney Batchelder, Yohan Krumov, Ashley Haberman, Devon Bigelow, Hannah Reynolds, and Wendy Donlin Washington (University of North Carolina Wilmington)

56. Examining the Utility of a Work Completion Contingency Evaluation (Applied Research) JOSHUA MELLOTT and Matthew L. Edelstein (Kennedy Krieger Institute; Johns Hopkins University School of Medicine)

57. A Comparison of Three Parent-Implemented Interventions With Picky Eaters (CSS; Service Delivery) STEPHANIE HANLEY and Sharlet D. Rafacz (California State University, Fresno)

58. The Effect of Taste Exposure on College Students' Vegetable Consumption (CSS; Service Delivery) JENNA CARTER and Sharlet D. Rafacz (California State University, Fresno)

59. The Behavioral Conceptualization of Depression in Children and Adolescents (Theory) JASMINE DHUGA, Jessica Good, Efthymia Orkopoulou, Leah Rose LaLonde, Tatum Teeple, Michael Jon Vriesman, and Alexandros Maragakis (Eastern Michigan University)

60. Parent Involvement in the Treatment of Children With Behavioral and Emotional Concerns (DEV; Theory) LEAH ROSE LALONDE, Efthymia Orkopoulou, Jessica Good, Tatum Teeple, Jasmine Dhuga, Michael Jon Vriesman, and Alexandros Maragakis (Eastern Michigan University)

Discussant: Valdeep Saini (Brock University)

61. Behaviorally Based Approaches to Addressing Cell Phone Use, Misuse, and Overuse: A Teenager's Perspective of What Works and Doesn't (EDC; Theory) EMILY COOK (Bishop McDevitt High School), Matthew Gross (Shippensburg University), and Richard Cook (Applied Behavior Medicine Associates; East Shore Psychiatric Associates)

62. The Effects of Using Behavioral Skills Training to Teach Parents to Implement Escape Extinction Procedures in the Treatment of Pediatric Feeding Disorders (AUT; Applied Research) DESIREE NOELLE HECKERS (Devereux SPARC)

63. Demand for Specific Stimulant Effects Across College Students That are Drug Naïve and Substance Experienced (Basic Research) BRANDON PATRICK MILLER, Samantha Jo Zohr, and Kayla Rinna (Eastern Michigan University); Matthew J. Dwyer (Rowan University); and Claudia Drossel and Thomas J. Waltz (Eastern Michigan University)

64. The Effect of Motivative Point-of-Purchase Prompts on Children's Restaurant Menu Choices in an Analogue Setting (CSS; Applied Research) DOLLY MIZNER, Sharlet D. Rafacz, and Mariah Faith Jensen (California State University, Fresno)

65. Behaviors of Caring for an Older Special Someone From a Distance in the Times of the COVID Pandemic: "Distance Caring" (CSS; Service Delivery) JOSEPH MARTIN and Matthew Gross (Shippensburg University) and Richard Cook (Applied Behavior Medicine Associates; East Shore Psychiatric Associates)

66. Comparing Undergraduate Demand for Imaginary and Stimulant Drugs (Basic Research) SAMANTHA JO ZOHR, Kayla Rinna, and Brandon Patrick Miller (Eastern Michigan University); Matthew J. Dwyer (Rowan University); and Claudia Drossel and Thomas J. Waltz (Eastern Michigan University)

#434 Poster Session

1:00 pm–3:00 pm EDT
DEV

Discussant: Marie-Chanel Monique Morgan (Brock University)

67. Promoting Clean-Up Behavior After Free Play in Kindergarten: An Intervention Combining Dependent Group-Oriented Contingency and Independent Group-Oriented Contingency (EDC; Applied Research) YUMIKO SASADA (Academy of Behavioral Coaching) and Kenji Okuda (Educational Foundation of Nishi Karuizawa Gakuen)

68. Correlation Between Degree of Bidirectional Naming and Unconsequated Academic Probes (Applied Research) ELLIS SMITH (Teachers College, Columbia University), R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences), Yifei Sun (Teachers College, Columbia University), Jennifer Weber (Teachers College, Columbia University; Nicholls St. University), and Rachel Ann Lutjen (Teachers College, Columbia University)

69. Dyadic Patterns of Parent-Child Interaction in Preschool Children, School Children, and Adolescents (CBM; Applied Research) MARCELA ROSAS PEÑA and Silvia Morales Chaine (Universidad Nacional Autónoma de México)

70. Emotional Dysregulation and ADHD-Like Traits (Applied Research) SIHAM ALBESISI (University of Sheffield)

71. Intensive Aphasia Program: Collaboration Leads to Optimal Outcomes (CBM; Service Delivery) Brittany Clark and SHAWNA ASHLEY FLEMING (Monarch House)

72. Timing of Functional Communication Training: Relation to Aggression and Property Destruction (VRB; Applied Research) DANIELLE VINSON and Lydia Renfro (Firefly Autism)

73. An Extension of Response Latency Patterns in Behavioral Fluency (Applied Research) ASHLYN RENEE FRITS, Matt Locey, Vanessa Melendez, and Maggie Nordahl (University of Nevada Reno) and Kenneth J. Killingsworth (Helix Behavioral Services)

#435 Poster Session

1:00 pm–3:00 pm EDT
VRB

Discussant: Rocio Rosales (University of Massachusetts Lowell)

74. Musical Language Teaching: Analysis of Conditional Relationships (Applied Research) AGUSTIN DANIEL GOMEZ FUENTES, Irma Palacios, Minerva Perez Juarez, and Enrique Zepeta (Universidad Veracruzana)

75. Effects of Establishing BiN on the Acquisition of Derived Relations Across the Frame of Coordination and Opposition for Three Preschoolers (EDC; Applied Research) WENHUI ZHANG (Teacher College, Columbia University)

76. Self-Editing as Listener Behavior (Theory) TERRALYN LEILANI TIFFER, Will Fleming, Linda J. Parrott Hayes (University of Nevada, Reno)

77. Model Dependent Realism: Applications to Human Choice (PCH; Theory) JORDAN BELISLE (Missouri State University)

78. Evaluating Collateral Effects of Habit Reversal on Idiosyncratic Speech Disfluencies and Nervous Habits (Applied Research) CAROLINA HERNANDEZ AREVALO, Danielle Geierman, and Megan R. Heinicke (California State University, Sacramento)

79. Induction of the Bidirectional Deictic Relation I-YOU in a Child Diagnosed With Autism (AUT; Applied Research) JOSE-JULIO CARNERERO ROLDAN (Universidad Internacional de La Rioja) and Mariana Fernández (private practice)

80. Teaching Procedures in Computer-Assisted Foreign-Language Vocabulary Instruction (Basic Research) JULIANA SEQUEIRA CÉSAR DE OLIVEIRA, Carson Smith, Reagan Elaine Cox, and Anna I. Petursdottir (Texas Christian University)

#436 Poster Session

1:00 pm–3:00 pm EDT
DDA

Discussant: Michael P. Kranak (Oakland University)

81. Assessment and Treatment of Multiply Controlled Problem Behavior: A Systematic Synthesis (Theory) LAUREN WRIGHT, Terry S. Falcomata, and Ross Nesselrode (The University of Texas at Austin)

82. Multiple Exemplar Training via Telehealth in the Generalization of Self-Control Choice in Children With ADHD (Applied Research) ALMA LUISA LÓPEZ FUENTES and Silvia Morales Chaine (National Autonomous University of Mexico) and Leonard Green (Washington University in St. Louis)

83. Are You Sure That's Socially Valid? Social Validity Reporting in Journal of Applied Behavior Analysis (2017–2019) (Theory) Makenna Mason, DENYS BRAND, Sofia Zamora, Silvia Dechant-Serrano, and Lyriq May Lee Yang (California State University, Sacramento)

84. An Efficiency Tactic for Behavioral Skills Training (AUT; Applied Research) BRIAN C. LIU-CONSTANT (The Evergreen Center)

85. Investigating the Development of a Vocational Pre-Requisite Skills Assessment Tool for Adults With Disabilities (Applied Research) MARINA HELEN JIUJIAS (St. Cloud State University; private practice) and Michele R. Traub (St. Cloud State University)

86. A Descriptive Analysis of Edible Reinforcers in Published Literature (Applied Research) AMY ETHRIDGE and Sarah M. Richling (Auburn University)

Discussant: Odessa Luna (St. Cloud State University)

87. The Acceptability of Consultative Behavior Analytic Service Provided via Telehealth (Applied Research) DAPHNE SNYDER, Jessica Detrick, Kelsey Webster, Stephanie M. Peterson, and Leanne Latocha (Western Michigan University)

88. Utilization of the Rapid Assessment of Physical Prompts in the Treatment of pediatric Feeding Disorders (Applied Research) SYDNEY PICKARD (Kennedy Krieger Institute), Margaret Bernheim Powell (Kennedy Krieger Institute; Johns Hopkins School of Medicine), and Danielle Tarver Alexander (Kennedy Krieger Institute)

89. Review of Qualitative Research in Applied Behavior Analysis and Two Tools for Use With Individuals with Disabilities and Families (DEV; Applied Research) LINDSEY AUDREY MARIE DENNIS, Taylor Janota, and Jordan Belisle (Missouri State University); Raymond Burke and Steven L. Taylor (Apex Children's Center); Elana Keissa Sickman and Jessica M. Venegoni (Missouri State University); and Shannon Porter (Empower:Abilities)

90. A Systematic Review of Pairing Procedures for Establishing Conditioned Reinforcers for Children With Neurodevelopmental Disorders (Applied Research) TRACY ARGUETA, Brian Reichow, and Iser Guillermo DeLeon (University of Florida)

91. The Use of Demand Assessments: A Brief Review and Practical Guide (Service Delivery) SUZANNAH AVERY and Jessica Akers (Baylor University)

92. Assessing Preference Using Eye Gaze Technologies for Individuals with Significant Intellectual Disabilities (EDC; Applied Research) XIAONING SUN, Helen I. Cannella-Malone, Emily Bumpus, and Dhvani Parikh (The Ohio State University)

#437 Poster Session

1:00 pm–3:00 pm EDT
AUT

Discussant: Bryant C. Silbaugh (Trendline ABA)

93. Increasing Communication via Speech-Generating Devices for Children With Autism Spectrum Disorder: A Comparison of Aided Language Modeling and Incidental Teaching (Applied Research) MEAGHEN SHAVER and Christiane Haberl (Centre for Behavioural Studies, St. Lawrence College), Beata Batorowicz (Queens University), and Alysha Eaton (Centre for Behavioural Studies, St. Lawrence College)

94. Capacity Building Within a Community of Parents of Children With Autism in Mongolia (CSS; Applied Research) JAMES LEE and Hedda Meadan (University of Illinois at Urbana-Champaign)

95. Parenting Children With Autism Together: A Comprehensive Support Program for Parents (CSS; Service Delivery) NICOLE MORGAN TIBBITS and Ruchi Bhargava (Midwestern University)

96. Utilizing a Telehealth Consultative Model to Train Parent-Implemented Treatment Package for Pica (Service Delivery) ALI SCHROEDER, Jessica Detrick, Kelsey Webster, and Stephanie M. Peterson (Western Michigan University)

97. It's a Sign! Teaching Customer Service Sign Language via Telehealth (VRB; Service Delivery) CHELSEA ANNE MAZIES, Kayla Jenssen, and Jessica E. Van Stratton (Western Michigan University)

98. An Evaluation of Functional Analysis Methodology for Play Behaviors in Children Diagnosed With Autism Spectrum Disorder (Applied Research) SIMONE LILA LIGHT and Lorraine A Becerra (University of Missouri)

99. Building Appropriate Behaviour During a Blood Draw for a Teenage Boy With Autism (CBM; Applied Research) GIANLUCA AMATO, Claudia Puchetti, and Monia Elkoss (VitaLab Educational Centre) and Fabiola Casarini (Scuola delle Stelle)

100. Coaching Caregivers to Implement Toilet-Training Procedures With Children With Autism Spectrum Disorder via Telehealth (Service Delivery) HOPE DABNEY, Corina Jimenez-Gomez, Carolyn Syzonenko, Tiana Bond, and Emily Kucera (Auburn University)

101. Parent-Training Package to Teach Social Skills to Children With Autism Spectrum Disorder (CSS; Applied Research) TORICA EXUME and Robyn Lyn (My Florida Therapy)

102. Intensive Center-Based Toilet Training for Two 5-Year-Old Kids With Autism (Applied Research) CHIARA LEUCI (AllenaMenti Educational Center; Erre Più); Fabiola Casarini (Scuola delle Stelle); and Isabella Minervini, Carmela Palmiotto, and Pietro Camporeale (AllenaMenti Educational Center; Erre Più)

103. A Statewide Professional Development Model on Functional Behavior Assessment and Behavior Intervention Plan Strategies for Classroom Teachers of Children With Autism (EDC; Service Delivery) KRISTINA VARGO (Sam Houston State University)

Discussant: Elizabeth R. Lorah (University of Arkansas)

104. A Systematic Review of Re-Admissions in Severe Behavior (Service Delivery) AMANDA MAE MORRIS (University of Nebraska Medical Center's Munroe-Meyer Institute), Billie Retzlaff (Intermediated School District 917), and Jessie Weber and Andrew Sodawasser (University of Nebraska Medical Center's Munroe-Meyer Institute)

105. The Intensive Tact Procedure for Children With Autism (Applied Research) ISABELLA MINERVINI (AllenaMenti Educational Center; Erre Più); Fabiola Casarini (Scuola delle Stelle); and Chiara Leuci, Carmela Palmiotto, and Pietro Camporeale (AllenaMenti Educational Center; Erre Più)

106. Could Competing or Preferred Stimuli Assist in the Treatment of Automatically Reinforced Behavior in Adults With Autism Spectrum Disorder? (DDA; Applied Research) ALLYSON MAE TOWLES-HOLDIMAN (Bancroft), Robert W. Isenhower (Rider University), and Kellie P. Goldberg (Bancroft)

107. Using a Self-Prompting Procedure to Facilitate Independent Communication (VRB; Applied Research) MARIA GABRIELA FERNANDEZ, William Sullivan, Emily L. Baxter, Andy Craig, Nicole M. DeRosa, and Henry S. Roane (State University of New York Upstate Medical University)

108. Teaching a Child With Autism Spectrum Disorder to Make Inferences About Other's Private Events Using Autoclitic Frames as a Component Skill of Perspective Taking (Service Delivery) DANIELE RIZZI and Lorenza D'arcangelo (Associazione ALBA Onlus - Pescara)

109. Needs Survey of Caregivers of Children With Autism in China (Service Delivery) ZIJUN REN (Beijing INGCare), Ziwei Xu (Tsinghua University; Beijing INGCare), and Lie Zhang (Institute for Accessibility Development, Tsinghua University)

110. Behavioral Skills Training to Teach Online Safety Responses to Youth With Autism Spectrum Disorder (Applied Research) JOHN ZINICOLA (Rollins College), Kara L. Wunderlich (Rollins College)

111. Evaluating Competing Tasks in Reducing Automatically Maintained Self-Injurious Behavior (DDA; Applied Research) ASHLEY N. CARVER, Louis P. Hagopian, Jonathan Dean Schmidt, Michelle A. Frank-Crawford, Alyssa Fisher, Drew E. Piersma, ALEXANDER RODOLFO AREVALO, and Griffin Rooker (Kennedy Krieger Institute)

112. Content Validity of the LIFE Skill Emergence System: Functional Module (Applied Research) ZHIHUI YI, Mark R. Dixon, and Jessica M Hinman (University of Illinois at Chicago)

113. Only as Good as the Tools in Our Toolbox: Measuring Treatment Integrity and Training During a Pandemic (Applied Research) Haven Sierra Niland, VALERIA LADDAGA GAVIDIA, Samantha Bergmann, Marla Baltazar, Williams Adolfo Espericueta Luna, Aaron Sanchez, Bonnie Yuen, and Marcus Daniel Strum (University of North Texas)

Discussant: Ashley Marie Lugo

114. The Effects of Peer Video-Modeling on Vocational Skills Training of Adolescents With Autism Spectrum Disorder and Intellectual Disability (EDC; Applied Research) Tairita Waite and JENNIFER NINCI (University of Hawai'i at Mānoa)

115. Equivalence Class Formation, N400, and Autism Spectrum (BPN; Basic Research) GURO DUNVOLL (Oslo Metropolitan University; Akershus University Hospital); Erik Arntzen, Torbjørn Elvsåshagen, and Christoffer Hatlestad-Hall (Oslo University Hospital); and Eva Malt (Akershus University Hospital)

116. Using Joint Control to Teach Listener Skills to Children With Autism (VRB; Applied Research) MENGQI LI (The Chicago School of Professional Psychology)

117. Implementing Multiple Schedules After Functional Communication Training in Natural Settings With Natural Change Agents and Natural Stimuli (Applied Research) EMILY PAIGE EXLINE and Tonya Nichole Davis (Baylor University)

118. Police Officers' Attitudes Towards Autistic Behaviors (Basic Research) ALANNA NEWTON, Teresa Anes, Sydney Puga, and Stephanie Motta (Alliant International University, Fresno)

119. Can't Touch This: Decreasing Inappropriate Sexual Behavior (EDC; Service Delivery) LAUREN LAYMAN and Meleah Ackley (University of Southern Mississippi)

120. Comprehensive Sexuality Education and Behavior Analysis (Service Delivery) SHAWNNA SUNDBERG, Susan Wilczynski, Brandon Miller, and Sam Johnson (Ball State University)

121. Effects of Behavioral Skills Training on Social Praise Delivery to Children With Autism Spectrum Disorder by Chinese Parents (Applied Research) JAROSŁAW DOMAGAŁA (IngCare), Chunmae Lee (Yonsei University), and Yi Wei (IngCare)

122. An Evaluation of In-Person and Virtual Behavioral Skills Training for Caregivers and Behavior Technicians Implementing Discrete Trial Teaching With Children Diagnosed With Autism Spectrum Disorder (Applied Research) NOOR SAFFARINI and Natalia Baires (Southern Illinois University)

123. Multiple Schedules, Negative Behavioral Contrast, and the Treatment of Automatically Maintained Behavior: A Case Study (Applied Research) MATTHEW CHRISTOPHER PETERSON and Caitlin Manning (The ABRITE Organization)

124. An Evaluation of Independent and Randomized Dependent Group Contingencies During the Good Behavior Game in a Telehealth Program (EDC; Applied Research) CHUYI LIU (Oregon Institute of Technology)

125. Review of Alternatives to Physical Guidance for Skill Acquisition in Children With Autism Spectrum Disorder (EDC; Applied Research) JENNA RICHARDS, Kimberly Ford, and Christina Simmons (Rowan University)

Discussant: Shariffah Azzaam (Qatar Foundation)

126. The Effects of Individualized Positive Behavior Support on the Off-Task and Requesting Behavior of a Student With Autism Spectrum Disorder in Vocational High School (EDC; Service Delivery) EUNHEE PAIK (Kongju National University) and Ju-Hee Kim (Jeonju Life Science High School)

127. Efficacy of Telehealth Services Versus Direct Services During COVID-19 (VRB; Service Delivery) MEERA RAMANI and Rajashree Balasubramanian (ABA India)

128. Identifying Socially Valid Behavior Profiles From Simulated Social Interactions (Applied Research) HELENA BUSH and John T. Rapp (Auburn University) and Nadratu Nuhu (Marcus Autism Center)

129. Don't Train and Hope: A Model for Initial and Ongoing Staff Development (OBM; Service Delivery) TANYA HOUGH and Karen Yosmanovich (Potential Incorporated)

130. Using Behavioral Skills Training and Video Modeling to Training Parents on the Use Speech Therapy Procedures at Home: A Pilot Study (CBM; Service Delivery) GEETIKA AGARWAL (Ball State University) and Divya Devasia, N. P. Shilpa, and Vilahashini M. (Stepping Stones Center)

131. Teaching Perspective Taking via Telehealth (DEV; Service Delivery) REBECCA CORRELL (George Mason University; The Language and Behavior Center)

132. Can You Teach Perspective Taking Through Telehealth? Teaching First-Order Perspective Taking to Children With Autism Using Video Models via Telehealth (Applied Research) ADRIANA ANDERSON (Autism Spectrum Therapies)

133. Engineering an Increase in Mastered Targets per Week Through a Simulated Classroom Experience (OBM; Service Delivery) JAMES MACON (ABA Learning Lab)

134. Prompting, Shaping and Precision Teaching to Teach Whole Words Articulation to a 22-Year-Old Girl With ASD and Speech Sound Disorders (DEV; Applied Research) SRIDHAR ARAVAMUDHAN and Smita Awasthi (Behavior Momentum India)

#438 Paper Session

3:00 pm–3:25 pm EDT
DEV

Behavioral Skills Training: A Single-Case Meta-Analysis

Chair: Jessica Natalia Cuitareo (Stephen F. Austin State University)

Behavioral Skills Training: A Single-Case Meta-Analysis (Basic Research)

JESSICA NATALIA CUITAREO and Jaime Flowers (Stephen F. Austin State University)

#439 Paper Session

3:00 pm–3:25 pm EDT
VRB

English Verb Constructions: A Behavior Analytic Reinterpretation

Chair: Robert Dlouhy (Western Michigan University)

English Verb Constructions: A Behavior Analytic Reinterpretation (Theory)

ROBERT DLOUHY (Western Michigan University)



#440 Symposium

3:00 pm–3:50 pm EDT
AUT/DDA; Translational
BACB CE Offered. CE Instructor: Mariela Hostettler, MS

Language and Culture Matter: Considerations for Service Delivery and Treatment Planning for the Spanish-Speaking Community

Chair: Mariela Hostettler (University of Nevada, Reno)

Discussant: Marlesha Bell (University of the Pacific)

The Effects of Language Preference Among Bilingual Individuals With Autism Spectrum Disorder or Other Developmental Disorders

KARLA ZABALA (University of Georgia), Kara L. Wunderlich (Rollins College), and Lauren Best and Joel Eric Ringdahl (University of Georgia)

The Importance of Diversity and Cultural Competency of Behavior Analysts in Service Delivery to the Latinx Population

MARIELA HOSTETTLER, Ashley Eden Greenwald, and Matthew Lewon (University of Nevada, Reno)

#441 Symposium

3:00 pm–3:50 pm EDT
AUT/DDA; Translational
BACB CE Offered. CE Instructor: Sarah Conklin, MS

Building Rapport From a Behavior Analytic Perspective

Chair: Sarah Conklin (California State University, Los Angeles)

Discussant: Lusineh Gharapetian (Pepperdine University)

Implications of Counseling Skills in the Practice of Applied Behavior Analysis

SARAH CONKLIN (California State University, Los Angeles), Lusineh Gharapetian (Pepperdine University), and Michele D. Wallace (California State University, Los Angeles)

Becoming the Piano: Escape Extinction and Desensitization Before Building Rapport

David Legaspi, Jesslyn N. Farros, PATRICIA FONSECA, and Rachel Taylor (Center for Applied Behavior Analysis) and Michele D. Wallace (California State University, Los Angeles; Center for Applied Behavior Analysis)

#442 Symposium

3:00 pm–3:50 pm EDT
AUT/VRB; Applied Research
BACB CE Offered. CE Instructor: Autumn N. McKeel, Ph.D.

Addressing Specific Skill Deficits Using Elements of the PEAK Transformation Module

Chair: Jessica M. Venegoni (Missouri State University)

Discussant: Adam DeLine Hahs (Arizona State University)

Using PEAK-T to Promote Relational Responding as a Generalized Operant and Teach Math Concepts in Young Children

RYAN C. SPEELMAN (Pittsburg State University)

Evaluating the Effectiveness of the PEAK-T Curriculum on Increasing Deictic Relational Responding Skills

AUTUMN N. MCKEEL (Emergent Learning Academy) and Karen Werkema (Aurora University)

#443 Panel Discussion

3:00 pm–3:50 pm EDT
AUT/DDA; Service Delivery
BACB CE Offered. CE Instructor: Francesca Degli Espinosa, Ph.D.

Maintaining Quality ABA Services During the Pandemic

Chair: Kelle Wood Rich (Central Texas Autism Center)

TAMARA S. KASPER (The Center for Autism Treatment)

FRANCESCA DEGLI ESPINOSA (ABA Clinic)

MORGAN WELDON STOCKDALE STOCKDALE (Central Texas Autism Center)

#444 B. F. Skinner Lecture Series

3:00 pm–3:50 pm EDT

BPN: Basic Research

PSY/BACB CE Offered. CE Instructor: Sally L. Huskinson, Ph.D.

Exploring the Health Consequences of Cannabis in Animal Models

Chair: Sally L. Huskinson (University of Mississippi Medical Center)

MICHAEL TAFTE (UC San Diego Health)



Dr. Michael A. Taffe obtained his bachelor's degree from The Colorado College in 1990 and went on to complete doctoral studies in Experimental Psychology at the University of California, San Diego in 1995. Following a brief postdoctoral stint in the Department of Psychiatry at UCSD, he joined The Scripps Research Institute as a post-doc and was eventually appointed to the faculty of TSRI in 2000. Dr. Taffe was recruited to join the faculty of the Department of Psychiatry at UCSD in 2019. The work of Dr. Taffe's laboratory has been focused on the potential harms and health risks that attend both acute and chronic exposure to recreational drugs, including MDMA ("Ecstasy"), alcohol, Δ^9 -tetrahydrocannabinol (THC) and the designer cathinone psychostimulants ("bath salts"). The laboratory also investigates neurobiological alterations associated with prescription opioid abuse and potential new treatment strategies for Oxycontin dependence. The therapeutic development work in the laboratory extends to evaluating anti-drug vaccines for potential use against methamphetamine, oxycodone and "bath salts" abuse and dependence. Investigations with cannabidiol focus primarily on the way it modulates the behavioral effects of THC.

Abstract: The use of cannabis for medicinal and recreational purposes continues to expand as legal barriers are dismantled. This leads to a growing need to assess possible health consequences, including with a focus on specific cannabinoid compounds such as Δ^9 -tetrahydrocannabinol (THC) and cannabidiol (CBD). Understanding of the effects of CBD by itself, and in combination with THC, are only recently being explored in well-controlled studies. This talk will discuss the effects of CBD and THC along, and in combination, in animal models. Most pre-clinical models of cannabinoid effects use parenteral injections of cannabinoids, while human use continues to be by inhalation via combusted plant material and, now, e-cigarette devices. Models of vapor inhalation in rats will be discussed with a focus on the differences compared with traditional injection routes of administration.



#445 B. F. Skinner Lecture Series

3:00 pm–3:50 pm EDT

CSS: Applied Research

BACB CE Offered. CE Instructor: Tom G. Szabo, Ph.D.

Not Quite Human: Black Folks, Racialization, and Social Context

Chair: Tom G. Szabo (Florida Institute of Technology)

BRUCE HAYNES (University of California, Davis)



Dr. Haynes was born in Harlem, New York. After receiving his BA in sociology from Manhattanville College, he conducted applied research under sociologist and jury expert Jay Schulman, selecting juries for trials throughout New York State. From there he went on to earn a doctorate in sociology from the City University of New York (1995) and was appointed Assistant Professor of Sociology and African-American Studies at Yale University in 1995. In 2001, he joined the faculty at the University of California, Davis, where he now serves as Professor of Sociology. In addition, he is a

Senior Fellow in the Urban Ethnography Project at Yale University. His research interests include ethnographic projects with an eye toward linking everyday social life to the historical contexts in which life unfolds. His work crosses disciplinary boundaries of American studies, community and urban sociology, race and ethnic relations, religion, and Jewish studies while it remains embedded squarely in traditional historical and qualitative methodologies of sociology.

Abstract: Our actions often seem spontaneous. Motivation for action seems to come mysteriously from within. But B.F. Skinner argued that social behavior is in fact not spontaneous (Skinner, 1938). We are in reality products of our lived experiences. But what happens when we derive fixed rules about other people in the present based on experiences in the past? Skinner was committed to understanding the relationship between the learned categories we deploy in social interactions and the different social contexts that produce meaning (contingencies of reinforcement). Sociologists have detailed how social encounters are taking place within racialized spaces (Lewis 2003; Haynes 2006; Anderson) that marginalize (Eberhardt 2019) and stigmatize (Hughes 1963; Wacquant 2008; Anderson 2011) Black Americans who are widely perceived to be associated with poverty (Duneier 2016)), crime and criminalization (Muhammad 2019), and cultural and social dysfunction (Moynihan 1965). Stigmatization and marginalization leads to a "deficit of credibility" that devalues black voices (Anderson 2011). In this talk, I will link a functional contextual approach (Hayes 1993) to a fuller understanding of the historical context of racial classification and scripted racial differences and offer behavioral psychologists new ways to better identify contingencies of reinforcement in a social context. This approach is parsimonious and consistent with a radical behavioral world view.

#446 Panel Discussion

Ethics; **DE**

3:00 pm–3:50 pm EDT

CSS/TBA; Theory

BACB/QABA CE Offered. CE Instructor: R. Nicolle Nicolle Carr, Ph.D.

Changing Culture Within the Field of ABA: Addressing the Need for Cultural Shifts Across the Field (A Scientific Framework for Compassion and Social Justice: Contributor Series)

Chair: Shaneeria K. Persaud (United Behavior Analysis, Inc.)

R. NICOLLE NICOLLE CARR (University of Oklahoma)

WAFIA A. ALJOHANI (Endicott College)

CHERELLE MASCHKE WILLIAMS (Florida Institute of Technology)

#447 Panel Discussion

Ethics

3:00 pm–3:50 pm EDT

DDA; Service Delivery

BACB CE Offered. CE Instructor: Barbara Gross, M.Ed.

Ethics, Interventions, and Consultation in the Area of Sexuality

Chair: Robin Moyher (George Mason University)

FRANK R. CICERO (Seton Hall University)

BARBARA GROSS (Missouri Behavior Consulting; Special School District of St Louis County)

NICHOLAS ALEXANDER MAIO (Empowered: A Center for Sexuality, LLC)

#448 Panel Discussion

3:00 pm–3:50 pm EDT

DEV/PCH; Theory

BACB CE Offered. CE Instructor: Sarah E. Pinkelman, Ph.D.

A Critical Appraisal of Behavioral Cusps: Empirical Investigations, Theoretical Extensions, and Future Directions

Chair: Sarah E. Pinkelman (Utah State University)

MICHAEL D. HIXSON (Central Michigan University)

JANET S. TWYMAN (blast)

RICHARD E. LAITINEN (Personalized Accelerated Learning Systems)

#449 Symposium

3:00 pm–3:50 pm EDT

OBM/EDC; Service Delivery

BACB CE Offered. CE Instructor: Guy S. Bruce, Ed.D.

Engineering Schools for Student Success

Chair: Guy S. Bruce (Appealing Solutions, LLC)

Discussant: Sigrid S. Glenn (University of North Texas)

ProgressCharter and the Organizational Performance Engineering Process: An Overview

GUY S. BRUCE (Appealing Solutions, LLC)

Engineering Home Schools for Student Success

JORDAN BOUDREAU (Autism Centers of Michigan) and Guy S. Bruce (Appealing Solutions, LLC)

#450 Symposium

3:00 pm–3:50 pm EDT

TBA; Translational

BACB CE Offered. CE Instructor: Judah B. Axe, Ph.D.

The Nitty Gritty of ABA Research: Special Topics in Single Subject Design

Chair: Judah B. Axe (Simmons University)

Graphing Conventions for Behavior Analysts: Demographic Variables Associated With Ratings of Importance

KENDRA GUINNESS, Kylan S. Turner, Philip N. Chase, and Judah B. Axe (Simmons University)

A Systematic Review of Adherence to the Defining Features of the Parallel Treatments Design: Is It Still a Thing?

SARAH FRAMPTON (Simmons University; May Institute, Inc.) and Kendra Guinness and Judah B. Axe (Simmons University)

A Review of Combining Single-Case Experimental Designs in Applied Behavior Analysis

OLGA MELESHKEVICH and Judah B. Axe (Simmons University)

Monday, May 31

#451 Symposium

3:00 pm–3:50 pm EDT

VRB/DDA; Translational

BACB CE Offered. CE Instructor: Rachel Cagliani, Ph.D.

Further Evaluation of Critical Aspects of Augmentative and Alternative Communication for Individuals With Developmental Disabilities

Chair: Rachel Cagliani (University of Georgia)

A Comparison of Procedures to Promote Page-Linking With Alternative and Augmentative Communication Devices for Three Girls With Rett Syndrome

SHAWN NICOLE GIRTLE, Emily Katrina Unholz-Bowden, Jennifer J. McComas, Rebecca Kolb, and Alefyah Shipchandler (University of Minnesota)

Analysis of Communication Using Low- and High-Tech Devices With Individuals With Rett Syndrome

EMILY KATRINA UNHOLZ-BOWDEN, Shawn Nicole Girtler, Jennifer J. McComas, Rebecca Kolb, Alefyah Shipchandler (University of Minnesota)

Evaluating the Impact of Reinforcer Magnitude on Response Allocation Across Two Communication Modalities Under a Concurrent Schedule Arrangement

KAVYA KANDARPA (University of Cincinnati) and Rachel Cagliani and Joel Eric Ringdahl (University of Georgia)

#452 Symposium

3:00 pm–4:50 pm EDT

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Stephanie Gerow, Ph.D.

Innovations in ABA Programming Delivered via Telehealth

Chair: Stephanie Gerow (Baylor University)

Discussant: Kelly M. Schieltz (The University of Iowa)

Training BCBAs in Telehealth Modality via Telehealth

LESLIE NEELY (The University of Texas at San Antonio), Loukia Tsami (University of Houston-Clear Lake), and Jessica Emily Graber (Action Behavior Centers)

Coaching Caregivers via Telehealth to Implement Toilet Training in Africa, Asia, and Europe

MARISSA MATTEUCCI, Loukia Tsami, and Dorothea C. Lerman (University of Houston-Clear Lake)

Evaluation of Telehealth Parent Training to Teach Adaptive Behavior Skills in Home

TONYA NICHOLE DAVIS, Stephanie Gerow, Jessica Akers, and Supriya Radhakrishnan, and Remington Swensson (Baylor University)

Telehealth Caregiver Training Program for Children With Autism Spectrum Disorder

MARIE KIRKPATRICK, Stephanie Gerow, and Tonya Nichole Davis (Baylor University)

#453 Symposium

Ethics; **DE**

3:00 pm–4:50 pm EDT

CSS; Service Delivery

BACB CE Offered. CE Instructor: Kayla Comerford, MS

Nurturing Neurodivergence: A Glance Toward a Humbler and More Inclusive Field of Applied Behavior Analysis

Chair: Julie A. Angstadt (Hummingbird ABA Therapy; Strawberry Fields Inc.)

Discussant: Amy Bodkin (A Charlotte Mason Plenary)

The Road to Autonomy Begins With Presuming Competence

KIRSTIE RUHLAND (Los Angeles Unified School District)

Community and Autism: Addressing the Lack of Supports for Autistics and Impacts to Healthcare Delivery

MARY-KATE MOORE (Florida Institute of Technology)

Assessing and Responding to the Needs of Caregivers: A Family-Based Approach to Applied Behavior Analysis

JULIE A. ANGSTADT (Hummingbird ABA Therapy; Strawberry Fields Inc.)

Still Hiding: Interventions to Promote Safety for Individuals With Invisible Disabilities in Professional Settings

KAYLA COMERFORD (LifeSpeed: Behavioral Support Services; The Chicago School of Professional Psychology)

#454 Symposium

3:00 pm–4:50 pm EDT

DDA/AUT; Applied Research

BACB CE Offered. CE Instructor: Adam M. Briggs, Ph.D.

Advances in Interventions for Teaching Safety Skills

Chair: Adam M. Briggs (Eastern Michigan University)

Discussant: Raymond G. Miltenberger (University of South Florida)

Teaching Individuals With Developmental Disabilities to Cross the Street: A Review of the Literature

RENATA RIBEIRO, Priya P. Patil, Tina Sidener, Kenneth F. Reeve, and Sharon A. Reeve (Caldwell University)

Efficiently Teaching Adults With Autism Spectrum Disorder in a Virtual Reality Environment to Safely Navigate Pedestrian Street Crossing

CHRISTEEN SCARPA, Cecilia Feely, Dillon Reitmeyer, Christopher Manente, Robert LaRue, and SungWoo Kahng (Rutgers University)

Teaching Young Adults With Intellectual and Developmental Disabilities How to Recognize and Respond to Coworker Victimization Scenarios

ANDREA PETERSON (Eastern Michigan University) and Marisa H. Fisher and Matthew T. Brodhead (Michigan State University)

Evaluating a Web-Based Program for Training Parents to Teach Safety Skills to Their Children

MARISSA A. NOVOTNY (The University of Texas at San Antonio) and Raymond G. Miltenberger, Rasha Baruni, Trevor Maxfield, and Vanessa Marie Larson (University of South Florida)

#455 Symposium

3:00 pm–4:50 pm EDT

EAB; Basic Research

Proposals for the Experimental Analysis of Spatio-Temporal Dynamics of Behavior

Chair: Varsovia Hernandez Eslava (Universidad Veracruzana)

Discussant: Peter R. Killeen (Arizona State University)

Ecological Location of a Water Source and Spatial Dynamics of Behavior Under Temporally Scheduled Water Deliveries

VARSOVIA HERNANDEZ ESLAVA, Alejandro Leon, and Isiris Guzmán (Universidad Veracruzana, Comparative Psychology Laboratory) and Carlos Hernández-Linares, Martha Avendaño-Garrido, Porfirio Toledo, and Esteban Escamilla-Navarro (Universidad Veracruzana, Facultad de Matemáticas)

Food and Water Deprivation Effects on Activation and Direction of Behavior in Wistar Rats

VICTOR QUINTERO, Varsovia Hernandez Eslava, and Alejandro Leon (Universidad Veracruzana; Comparative Psychology Laboratory); Iyanu Torres (Universidad Anáhuac); and Juan López (Universidad Veracruzana, Facultad de Estadística e Informática)

Alteration of the Kinesthetic-Motor System and Spatio-Temporal Dynamics of Behavior in Rats Under Displacement-Contingent Schedules

ISIRIS GUZMÁN, Alejandro Leon, and Varsovia Hernandez Eslava (Universidad Veracruzana; Comparative Psychology Laboratory)

Behavioral Dynamics Under a Temporo-Spatial Schedule Contingent to the Organism's Location With an Acoustic Signal in Rats

ALEJANDRO LEON, Isiris Guzmán, and Varsovia Hernandez Eslava (Universidad Veracruzana; Comparative Psychology Laboratory)

#456 Symposium

3:00 pm–4:50 pm EDT

EAB/VRB; Translational

BACB CE Offered. CE Instructor: Francisco Ruiz, Ph.D.

Multiple Applications of Relational Responding: Under Which Conditions Take Place Humor, Memory Distortions, Rumination, and Time Perception?

Chair: Carmen Luciano (Universidad de Almería)

Discussant: Francisco Ruiz (Fundación Universitaria Konrad-Lorenz)

Altering the Emergence of Humor Functions: A Relational Frame Analysis

MATHEUS BEBBER, Carmen Luciano, and L. Jorge Ruiz-Sanchez (Universidad de Almería)

The Emergence of Aversive False Memories and Their Impact on Avoidance

L. JORGE RUIZ-SANCHEZ and Carmen Luciano (Universidad de Almería)

Monday, May 31

Promoting Rumination and Analyzing the Differential Effect of Defusion Protocols on a Memory Task
BARBARA GIL-LUCIANO (Madrid Institute of Contextual Psychology; Universidad de Almería), Tatiana Calderón and Daniel Tovar (Fundación Universitaria Konrad-Lorenz), Beatriz Sebastian (Madrid Institute of Contextual Psychology), and Francisco Ruiz (Fundación Universitaria Konrad-Lorenz)

The Role of Motivational Functions in Time Perception: An Experimental Analysis
BEATRIZ HARANA, Carmen Luciano, and L. Jorge Ruiz-Sanchez (Universidad de Almería)

#457 Symposium

3:00 pm–4:50 pm EDT
TBA/EDC; Service Delivery
BACB CE Offered. CE Instructor: Brittney Farley, Ph.D.

Using Behavior Analysis to Teach Behavior Analysis: Projects from Virtual Research Labs

Chair: Dana R. Reinecke (Capella University)
Discussant: Brittney Farley (Capella University)

Discussion Boards for Learning, Socializing, and Enjoyment in Online Course Rooms
CHARISSA KNIHTILA and Danielle Bratton (Capella University), Celia Heyman (New Jersey ABA), and Kaori G. Nepo (NeurAbilities)

Effects of Equivalence-Based Instruction on Teaching Relational Frame Theory Concepts to Distance Education Learners Using Google Forms™
CELIA HEYMAN (New Jersey ABA) and Dana R. Reinecke (Capella University)

Effectiveness of Online Asynchronous Behavioral Skills Training for Teaching APA Skills to Graduate Students
DANIELLE BRATTON and Dana R. Reinecke (Capella University)

Addressing Diversity through Cultural Humility Reflections in Behavior Analysis Graduate Education
JULIANNE LASLEY (Capella University), Jacob Papazian (Chitter Chatter PC), Andrea Murray and Renee Wozniak (Capella University), Shawn Capell (Covenant 15:16 LLC), and Rachel Cooper (Capella University)

#458 Paper Session

3:30 pm–3:55 pm EDT
DEV

Initiative to Foster Community Capacity to Address Challenging Behavior of Adults With Disabilities
Chair: Laura E. Mullins (Brock University)

Initiative to Foster Community Capacity to Address Challenging Behavior of Adults With Disabilities (Service Delivery)
Pauline Le-Drew (Regional Support Associates), LAURA E. MULLINS (Brock University), and Gail Clark (Regional Support Associates)

#459 Paper Session

4:00 pm–4:25 pm EDT
DEV

Our Unspoken Ethical Responsibility: Programming for Generalization During Functional Communication Training
Chair: Ryan Kimball (University of Saint Joseph)

Our Unspoken Ethical Responsibility: Programming for Generalization During Functional Communication Training (Service Delivery)
RYAN KIMBALL and Charlotte Mann (University of St Joseph)

#460 Invited Presenter

4:00 pm–4:50 pm EDT

BPN; Applied Research

BACB CE Offered. CE Instructor: Anthony DeFulio, Ph.D.

Disseminating Behavioral Intervention for Drug Abuse Across the USA: A Behavior Analysis Story

Chair: August F. Holtyn (Johns Hopkins University School of Medicine)

ANTHONY DEFULIO (Western Michigan University)



Dr. DeFulio's experiences in behavior analysis include provision of in-home services to children with autism, translational research on the development of reading skills in developmentally disabled adults, and conducting basic research on conditioned reinforcement in pigeons. Over the last 14 years, Dr. DeFulio's research has principally focused on behavioral interventions for promoting drug abstinence and medication adherence. His most recent work involves delivering these interventions remotely, and includes collaboration with DynamiCare Health, Inc., a Boston startup that is dedicated to provision of contingency management services on a national scale. Dr. DeFulio has been the principal investigator on four NIH research grants and a co-investigator on many others. His most recent NIH grant project involves a smartphone-based approach to promoting entry into medication-assistant treatment in out-of-treatment opioid users. He was the 2014 recipient of the APA's B.F. Skinner Young Researcher Award, and has served on the board of editors for *JABA*, *JEAB*, and *Perspectives on Behavior Science*. He is also a former president of the Four Corners Association for Behavior Analysis. In June of 2015 he joined the faculty of the Department of Psychology at Western Michigan University, an internationally recognized institution for training and research related to Behavior Analysis, where he teaches a variety of behavior analysis graduate classes and mentors undergraduate, master's, and doctoral students.

Abstract: Behavior analysts have been conducting research at the crossroads of drugs and behavior for over 70 years. They pioneered the idea that drug taking is behavior that is sensitive to its consequences. Their work has had an indelible influence on the substance abuse treatment research community, and has had a profound effect on U.S. drug policy. Their work to develop interventions to promote drug abstinence began in the 1960s, and featured many exquisite demonstrations of precise control of drug taking by contingencies of reinforcement. In the 1990s Higgins and colleagues published a series of studies on voucher-based reinforcement therapy for cocaine use that sparked an explosion of research activity in contingency management as a substance abuse intervention. Since then, many contingency management researchers have dedicated substantial parts of their careers to the transfer of this behavioral technology to real-world practice. This work has been slow and difficult. The preponderance of these efforts have led to meetings in which administrators of one sort or another explain to the behavioral scientists all the many reasons why the most effective psychosocial treatment for substance use disorders ever devised just isn't practical, and how they won't be going forward with implementing any such intervention. But things are starting to change. The last decade has been filled with a host of great successes and promising developments. Barriers still remain, and access is still limited, but real contingency management services are finally available everywhere in the USA. This presentation will include an overview of the history of the development of contingency management intervention, discuss barriers to implementation, highlight recent successes, and ultimately focus on how mobile technology has been (and will continue to be) a crucial element in the dissemination of a life-saving intervention developed by behavior analysts.

#461 Symposium

Ethics

4:00 pm–4:50 pm EDT

CSS; Theory

BACB CE Offered. CE Instructor: Janani Vaidya, MS

Yes Means Yes: A Behavioral Conceptualization of Sexual Consent

Chair: Rebecca Copell (University of Louisiana at Lafayette)

Discussant: Janani Vaidya (Louisiana Contextual Science Research Group)

Giving and Receiving: Sexual Consent Through a Behavior Analytic Lens

EVA LIEBERMAN and Emily Kennison Sandoz (University of Louisiana Lafayette)

Inclusive Narratives of Sexual Consent: Behavior, Limitations, and Practical Implications

PATRICK WADE RICHARDSON and Emily Kennison Sandoz (University of Louisiana Lafayette)

Monday, May 31

4:00 pm–4:50 pm EDT
CSS/OBM; Service Delivery

How to Approach Social and Systemic Change

Chair: Edward Brandon Amezcuita (University of North Texas)

TRACI M. CIHON (University of North Texas)
RAMONA HOUMANFAR (University of Nevada, Reno)
JOMELLA WATSON-THOMPSON (University of Kansas)

#463 Invited Panel

4:00 pm–4:50 pm EDT
CSS; Service Delivery
BACB CE Offered. CE Instructor: Thomas Szabo, Ph.D.

The Social Context: How Sociologists Can Help Behaviorists and How Behaviorists Can Help Sociologists Address Inequality

Chair: Thomas Szabo (Florida Institute of Technology)

BRUCE HAYNES (University of California, Davis)



Dr. Haynes was born in Harlem, New York. After receiving his BA in sociology from Manhattanville College, he conducted applied research under sociologist and jury expert Jay Schulman, selecting juries for trials throughout New York State. From there he went on to earn a doctorate in sociology from the City University of New York (1995) and was appointed assistant professor of sociology and african-american studies at Yale University in 1995. In 2001, he joined the faculty at the University of California, Davis, where he now serves as professor of sociology. In addition, he is a

Senior Fellow in the Urban Ethnography Project at Yale University. His research interests include ethnographic projects with an eye toward linking everyday social life to the historical contexts in which life unfolds. His work crosses disciplinary boundaries of American studies, community and urban sociology, race and ethnic relations, religion, and Jewish studies while it remains embedded squarely in traditional historical and qualitative methodologies of Sociology.

JULYSE MIGAN-GANDONOU HERR (Florida Institute of Technology)



Dr. Herr is a board-certified behavior analyst- doctoral level (BCBA-D), a Texas licensed behavior analyst (LBA), and the owner and founder of ABA Clinical & Training Solutions, LLC (a consulting agency which aims to help ABA organizations with their training and clinical needs). She is a clinical assistant professor and the ABA practicum & fieldwork coordinator at the University of North Dakota's MS in special education and ABA. She is also a visiting assistant professor at Florida Institute of Technology's and Ouachita Baptist University's MA and MS in ABA programs,

respectively. Dr. Herr's primary research interests involve behavioral economics, specifically delay discounting, effort discounting, and choice behavior. She has presented on those topics (and others) at local and national behavior analytic conferences. She has published two studies and currently has one manuscript in press and two in preparation.

CORTENEÉ BOULARD (Florida Institute of Technology)



Corteneé Boulard is a behavior technician who is pursuing her master of arts degree in professional behavior analysis from Florida Institute of Technology. Following the completion of this degree, she plans to obtain her certification as a board-certified behavior analyst. She currently holds a bachelor of science in psychology from Missouri State University. Corteneé has been in the field of applied behavior analysis (ABA) for four years, and has loved every bit of it. She has worked with children diagnosed with autism spectrum disorder in both the home and clinic-based settings

and volunteered in Cape Coast as well as Accra, Ghana to apply ABA internationally. What she has gathered from her international experience is that the need for dissemination of ABA is great. Not only is she passionate about dissemination of ABA internationally, but she has a growing desire to disseminate ABA to at-risk youth within her community. Corteneé currently serves as a mentor (and "big sister") to many youth in her community and has a passion for utilizing the science of behavior towards helping them reach successful outcomes.



Vanessa Bethea-Miller is a Board-certified behavior analyst and PA licensed behavior specialist. Vanessa is the founder of Bethea-Miller Behavioral Consulting and Shaping Tomorrow Child Care Services, an ABA-based daycare and preschool, and the co-founder of the ABA Task Force. She is also the author of *I Know What I Want to Be*, a sweet children's book about a young girl exploring different careers in science before deciding she wants to be a behavior analyst. Vanessa is pursuing her doctorate of philosophy in applied behavior analysis (ABA) and currently holds a master of arts in applied psychology with a concentration in ABA, a bachelor of arts in criminal justice, and an associate's degree in business administration. Vanessa has dedicated her time to working with children and adults with autism and/or developmental disabilities, with or without a co-occurring mental illness. She is passionate about providing quality and effective ABA services to this population as well as children in need of behavior supports. In addition to this, Vanessa provides coaching and mentoring to other individuals starting their own ABA practices. Vanessa also teaches courses in behavior analysis at the college level. She has presented internationally on various topics such as the application of ABA to the juvenile justice population, implicit racial bias, etc. Lastly, Vanessa has utilized components of school-wide positive behavior support with an emphasis on behavior analysis and applied them to a juvenile detention center during a practicum experience.

Abstract: Sociologists describe the racialization of social contexts (Du Bois, 1903) as a process by which human relationships to self and others, geographic locations, and social institutions are rigidly organized such that they produce and reproduce unjust social hierarchies. Skinner (1956) proposed a way of assisting social scientists to break "social contexts" into manipulable events, such as conditions of deprivation and aversive stimulation, reinforcers, and stimuli that evoke behavior that has produced reinforcers in the past. Haynes (2016) has similarly criticized the use of reified terms like "social context" and suggested a more complex analysis of verbal categorizations that reproduce social stratification. To date, few social scientists have made use of Skinner's pragmatic toolset. Likewise, remarkably few behavior analysts produce scholarly, empirical, or social service outcomes in the area of social justice. In this panel, scholars from the perspectives of behavior analysis and sociology will discuss tools they might lend one another and potentials for future pragmatic and academic collaboration.

#464 Symposium

4:00 pm–4:50 pm EDT

DDA; Applied Research

BACB CE Offered. CE Instructor: Jennifer Ledford, Ph.D.

Understanding Intrusive and Restrictive Procedures and Their Alternatives

Chair: Carolyn Trump (University of Northern Colorado)

Interventions Without Escape Extinction to Reduce Escape-Maintained Challenging Behaviors: A Meta-Analysis

KATE TYGIELSKI CHAZIN, Marina Velez, and Jennifer Ledford (Vanderbilt University)

Systematic Literature Review for Response Interruption and Redirection: Outcomes and Limitations

JENNIFER LEDFORD (Vanderbilt University), Carolyn Trump (University of Northern Colorado), Kate Tygielski Chazin (Vanderbilt University), and Kara L. Wunderlich (Rollins College)

Parametric Analysis of Extinction Bursts

BAILEY COPELAND, Joseph Michael Lambert, and Jessica Lee Paranczak (Vanderbilt University)

#465 Symposium

4:00 pm–5:50 pm EDT

AUT/DDA; Translational

BACB CE Offered. CE Instructor: Kelley L. Harrison, Ph.D.

From Dog Bites to Dental Caries: Applied Behavior Analysis Techniques Focusing on Prevention

Chair: Jessica Foster Juanico (University of Kansas)

Discussant: Kelley L. Harrison (University of Kansas)

Pediatric Behavioral Dentistry: A Scoping Review

BRITTNEY MATHURA SURESHKUMAR, Nicole Bajcar, and Kimberley L. M. Zonneveld (Brock University) and Kelley L. Harrison (University of Kansas)

Systematic Review of Emergency Training for First Responders and Individuals With Autism Spectrum Disorder

KIANNA CSOLLE, Scott McEathron, Jorey Hart, William Bauer, and Robin Kuhn (University of Kansas)

The Effect of Pedestrian Gestures on Driver Yielding

CASSIDY MYERS and Thomas L. Zane (University of Kansas)

Teaching Dog Safety Skills to Children via Remote Technology

KAITLIN ROSE SCANLON and Jessica Foster Juanico (University of Kansas)

#466 Symposium

4:00 pm–5:50 pm EDT

AUT/DDA; Applied Research

BACB/NASP CE Offered. CE Instructor: Lesley A. Shawler, Ph.D.

Beyond the Typical Functional Analysis: Individualized Evaluation and Treatment of Problem Behavior

Chair: Lesley A. Shawler (Kennedy Krieger Institute; Johns Hopkins University School of Medicine)

Discussant: Jessica L. Becraft (Kennedy Krieger Institute and Johns Hopkins School of Medicine)

Functional Analysis and Treatment of Combined and Co-Occurring Mands Functions

BENJAMIN R. THOMAS and Julia T. O'Connor (Kennedy Krieger Institute; Johns Hopkins University School of Medicine)

Toward an Efficient Technology of Explicit Generalization for Compliance With Mands Treatment

LESLEY A. SHAWLER and Laura Senn (Kennedy Krieger Institute; Johns Hopkins University School of Medicine), Kerri McCorkell (Kennedy Krieger Institute), and Craig Strohmeier (Kennedy Krieger Institute; Johns Hopkins University School of Medicine)

Identification and Evaluation of a Dependent Variable in the Same Response Class as Target Behavior

LAURA SENN and Julia T. O'Connor (Kennedy Krieger Institute; Johns Hopkins University School of Medicine) and Kerri McCorkell (Kennedy Krieger Institute)

Assessment and Treatment of Problem Behavior Maintained by Escape from Attention: A Summary of 29 Cases

MIRELA CENGHER (University of Maryland Baltimore County) and Michelle D. Chin and Patricia F. Kurtz (Kennedy Krieger Institute; Johns Hopkins School of Medicine)

#467 Symposium

4:00 pm–5:50 pm EDT

CBM/EAB; Applied Research

I Can See Clearly Now: Interpreting Data Using Structured Visual Inspection

Chair: Alexandra Hardee (University of Nebraska Medical Center's Munroe-Meyer Institute)

Discussant: Joanna Lomas Mevers (Marcus Autism Center)

Structured Visual Analysis, Effect Sizes, and Graph Size Ratios, Oh My! Exploring the Range of Interpreting Single-Case Research Design Outcomes With Behavioral Data

ART DOWDY (Temple University)

Employing Modified Visual-Inspection Criteria to Interpret Latency-Based Functional Analysis Outcomes

ELEAH SUNDE and Adam M. Briggs (Eastern Michigan University) and Daniel R. Mitteer (Rutgers University - Children's Specialized Hospital Center for Autism Research, Education, and Services)

Further Retrospective Comparisons of Response-Repetition and Latency Measures in Functional Analysis Data: A Summary of 50 Cases

ANDREW SODAWASSER (University of Nebraska Medical Center), Adam M. Briggs (Eastern Michigan University), Daniel R. Mitteer (Rutgers University - Children's Specialized Hospital Center for Autism Research, Education, and Services), and Wayne W. Fisher (Rutgers Robert Wood Johnson Medical School)

Correspondence Between Single-Pair and Full Functional Analyses of Inappropriate Mealtime Behavior: A Summary of 78 Outpatient Cases Ashley

Andersen (University of Nebraska Medical Center's Munroe-Meyer Institute) and Hanna E. Vance and VALDEEP SAINI (Brock University)

#468 Symposium

4:00 pm–5:50 pm EDT

DDA/AUT; Applied Research

BACB CE Offered. CE Instructor: Wayne W. Fisher, Ph.D.

Advances in Functional Communication Training

Chair: Jeffrey H. Tiger (Marquette University)

Discussant: Wayne W. Fisher (Rutgers Robert Wood Johnson Medical School)

Sustaining Behavior Reduction by Transitioning the Topography of the Functional Communication Response During Functional Communication Training

KAYLA RECHELLE RANDALL (University of Nebraska Medical Center's Munroe-Meyer Institute), Brian D. Greer (Rutgers Robert Wood Johnson Medical School), Ryan Kimball (University of Saint Joseph), and Sean Smith (University of Nebraska Medical Center)

Incorporating Antecedent Strategies in Functional Communication Training for Problem Behavior Maintained by Social Avoidance

SARAH SLOCUM (Marcus Autism Center; Emory University School of Medicine), Mindy Christine Scheithauer (Marcus Autism Center)

Providing Noncontingent, Alternative, Functional Reinforcers During Delays Following Functional Communication Training

MARGARET RACHEL GIFFORD (Marquette University), Meagan E. Sumter (BlueSprig Pediatrics), Jeffrey H. Tiger and Hannah Effertz (Marquette University), and Caitlin Fulton (University of Nebraska Medical Center)

Using Progressive Ratio Schedules to Inoculate Against Commission Errors: A Proof-of-Concept

MICHAEL P. KRANAK (Oakland University), ALEXANDER Rodolfo AREVALO (Kennedy Krieger Institute), Théo Paul Robinson (Florida Institute of Technology), and Griffin Rooker (Kennedy Krieger Institute)

#469 Symposium

Ethics

4:00 pm–5:50 pm EDT

DDA/TBA; Translational

BACB/QABA CE Offered. CE Instructor: Glauce Carolina Vieira dos Santos, Ph.D.

Service Delivery in ABA: Are We Following Our Values and Our Heart?

Chair: Ana Carolina Sella (private practice)

Discussant: Glauce Carolina Vieira dos Santos (ABA fora da mesinha Clínica de Psicologia Comportamental)

On Evidence, Standards, Authority, and Faith

CASSIA LEAL DA HORA (Paradigma - Behavioral Science and Technology Center), Ana Carolina Sella (private practice), Ariene Coelho Souza (Universidade de São Paulo), Glauce Carolina Vieira dos Santos (ABA fora da mesinha Clínica de Psicologia Comportamental), Cintia Guilhardi (Cintia Guilhardi Serviços de Psicologia Comportamental), Helena Furan Duran Meletti (Pontifícia Universidade Católica de São Paulo), and Thais Martins Sales (ABA Braços Saúde Comportamental)

Manualization of Procedures: Where Did the Analysis Go?

HELENA FURAN DURAN MELETTI (Pontifícia Universidade Católica de São Paulo), Thais Martins Sales (ABA Braços Saúde Comportamental), Cássia Leal Da Hora (Paradigma - Behavioral Science and Technology Center), Ana Carolina Sella (private practice), Ariene Coelho Souza (Universidade de São Paulo), Glauce Carolina Vieira dos Santos (ABA fora da mesinha Clínica de Psicologia Comportamental), and Cintia Guilhardi (Cintia Guilhardi Serviços de Psicologia Comportamental)

Highly Complicated Explanations and Procedures: Where Is Parsimony?

CINTIA GUILHARDI (Cintia Guilhardi Serviços de Psicologia Comportamental), Helena Furan Duran Meletti (Pontifícia Universidade Católica de São Paulo), Thais Martins Sales (ABA Braços Saúde Comportamental), Cássia Leal Da Hora (Paradigma - Behavioral Science and Technology Center), Ana Carolina Sella (private practice), Ariene Coelho Souza (Universidade de São Paulo), and Glauce Carolina Vieira dos Santos (ABA fora da mesinha Clínica de Psicologia Comportamental)

Applied Behavior Analysis Service Delivery Models for Autism Spectrum Disorders: The Role of Parents and Caregivers

THAIS MARTINS SALES (ABA Braços Saúde Comportamental), Glauce Carolina Vieira dos Santos (ABA fora da mesinha Clínica de Psicologia Comportamental), Cássia Leal Da Hora (Paradigma - Behavioral Science and Technology Center), Ana Carolina Sella (private practice), Ariene Coelho Souza (Universidade de São Paulo), Cintia Guilhardi (Cintia Guilhardi Serviços de Psicologia Comportamental), and Helena Furan Duran Meletti (Pontifícia Universidade Católica de São Paulo)

#470 Symposium

4:00 pm–5:50 pm EDT

EDC/AUT; Applied Research

BACB CE Offered. CE Instructor: Kwang-Sun Cho Blair, Ph.D.

School-Based Interventions to Improve Student Behavioral Outcomes and Treatment Integrity

Chair: Kwang-Sun Cho Blair (University of South Florida)

Discussant: Rocky Haynes (University of South Florida - Tampa)

Implementing the Class Pass Intervention Within Schoolwide Positive Behavior Interventions and Supports

NICOLE HARRIS, Kwang-Sun Cho Blair, and Daniel Kwak (University of South Florida)

Use of High-Probability Instructional Sequences During Pre-Academic Activities for Young Children With Autism Spectrum Disorder

DANIELLE ANN RUSSO and Kwang-Sun Cho Blair (University of South Florida)

Evaluating the Use of Alternative Seating in Classrooms of Children With Emotional and Behavioral Disabilities

CORINNE BLOOM HODNETT, Kimberly Crosland, and Jennifer M. Hodnett (University of South Florida)

A Meta-Analysis of High-Quality Studies on Training Educators to Implement Behavioral Interventions

Daniel Kwak, Kwang-Sun Cho Blair, and TREVOR MAXFIELD (University of South Florida)

#471 Paper Session

4:30 pm–4:55 pm EDT
TBA

The Development and Implementation of a Program to Teach the Operant Quadrant

Chair: Jessica Auzenne (University of North Texas)

The Development and Implementation of a Program to Teach the Operant Quadrant (Applied Research)
JESSICA AUZENNE and Jesus Rosales-Ruiz (University of North Texas)

#472 Paper Session

5:00 pm–5:25 pm
TBA

Expanding Our Scope of Competence: What We Can Learn From Other Fields

Chair: Daniel Almeida (Beacon Services)

Expanding Our Scope of Competence: What We Can Learn From Other Fields (Service Delivery)
DANIEL ALMEIDA (Beacon Services)

#473 Panel Discussion

Student Committee Event; DEI

5:00 pm–5:50 pm EDT
AUT/DDA; Service Delivery

Identifying and Combating Ableism in Applied Practice

Chair: Rachel Commodario (Rollins College)

DANA M. AFFRONTI (Southern Illinois University)
JOSEPH VENEZIANO (University of Massachusetts, Lowell)
KATELYN ELIZABETH KENDRICK (Innovations Developmental Solutions)

#474 Symposium

5:00 pm–5:50 pm EDT
AUT/DEV; Theory
BACB CE Offered. CE Instructor: Michael Marie Commons, Ph.D.

A Behavioral-Developmental Approach to Autism Assessment, Data Collection, Intervention, and Curriculum

Chair: Michael Lampert Commons (Harvard Medical School)

The Behavioral Developmental Autism Instrument

PATRICE MARIE MILLER (Salem State University)

Testing of an Instrument Measuring Reinforcer Preferences in Children

MANSI J. SHAH (Dare Institute)

Mapping a Teaching Curriculum Based on the Autism Developmental Instrument

Patrice Miller (Salem State University) and MICHAEL LAMPORT COMMONS (Harvard Medical School)

#475 Panel Discussion

DEI

5:00 pm–5:50 pm EDT
AUT/EDC; Service Delivery
BACB CE Offered. CE Instructor: Cailin M. Ockert, MS

Parent Barrier Behaviors and Recommended Treatment Indications 2.0

Chair: Diana Davis Wilson (Aspen Behavioral Consulting; Arizona Association for Behavior Analysis)

DONALD M. STENHOFF (Arizona State University)
EMILY DAVIS (The BISTA Center)
CAILIN M. OCKERT (The BISTA Center)

#476 Symposium

5:00 pm–5:50 pm EDT
AUT/VRB; Applied Research
BACB CE Offered. CE Instructor: Caleb Stanley, Ph.D.

Scaling Up Intervention Through Training and Automation of Language and Cognitive Assessment and Training

Chair: Brian Grace (Arizona State University)
Discussant: Caleb Stanley (Utah Valley University)

The Use of Virtual Behavioral Skills Training for Staff Implementing PEAK-Equivalence Modules to Increase Treatment Fidelity

TIFFANY SEPPALA and Adam DeLine Hahs (Arizona State University)

Training and Automating Discrete Trial Programming to Improve Performance and Efficiency

BRITTANY A. SELLERS, Lindsey Audrey Marie Dennis, Jessica M. Venegoni, Elana Keissa Sickman, and Jordan Belisle (Missouri State University)



#477 Symposium

5:00 pm–5:50 pm EDT

CSS/PCH; Translational

BACB CE Offered. CE Instructor: Emily Kennison Sandoz, Ph.D.

Contextualizing, Checking, and Challenging Privilege: Exploring Traditional and Behavioral Conceptualizations of Privilege

Chair: Thomas B. Sease (Texas Christian University; Louisiana Contextual Science Research Group)

Discussant: Karen Kate Kellum (University of Mississippi)

Why Now? Traditional Conceptualizations of Privilege and Why a Behavior Analytic Approach Is Pertinent

MAKENSEY SANDERS, Morgan E. Maples, and Emily Kennison Sandoz (University of Louisiana Lafayette; Louisiana Contextual Science Research Group)

Implications of a Behavioral Conceptualization of Privilege and Self-Evaluative Recommendations

MORGAN E. MAPLES, Makensey Sanders, and Emily Kennison Sandoz (University of Louisiana at Lafayette; Louisiana Contextual Science Research Group)

#478 Symposium

5:00 pm–5:50 pm EDT

DDA; Applied Research

BACB CE Offered. CE Instructor: David W. Sidener, Ph.D.

Individualized Functional Analysis Conditions and Function-Based Treatment for High-Intensity, Low-Frequency Disruptive Behavior

Chair: David W. Sidener (ROOTS Applied Behavior Analysis Autism Treatment Center)

Discussant: Ruth M. DeBar (Caldwell University)

High-Intensity, Low-Frequency Behavior I: Individualizing Functional Analysis Conditions

DAVID W. SIDENER and Michael DeFilippo (ROOTS Applied Behavior Analysis Autism Treatment Center)

High-Intensity, Low-Frequency Behavior II: Developing Individualized Function-Based Treatment for Treatment-Resistant Behavior

David W. Sidener, CYBIL DONNELLY, and Michael DeFilippo (ROOTS Applied Behavior Analysis Autism Treatment Center)

#479 B. F. Skinner Lecture Series

5:00 pm–5:50 pm EDT

DEV

PSY/BACB/QABA/NASP CE Offered. CE Instructor: Jessica Singer-Dudek, Ph.D.

Improving Observed Parenting and Enhancing Well-Being in Parents of Young Children With Autism Spectrum Disorder

Chair: Jessica Singer-Dudek (Teachers College, Columbia University)

MARLA BRASSARD (Teachers College, Columbia University)



Marla R. Brassard, Ph.D., is a professor in the School Psychology Program at Teachers College, Columbia University. For 37 years her research has focused on parenting, especially psychological maltreatment (PM) of children by parents, a non-physical form of abuse and neglect, that research shows is the equivalent in adverse causal impact to other forms of maltreatment and the most related to depression and suicidal behavior. Recently her work has expanded to include parenting in other high stress contexts, specifically parenting a young child with autistic spectrum disorder, with a focus on interventions that enhance parental

wellbeing and increase quality of parenting. She is a fellow of the American Psychological Association and past president of the Council of Directors of School Psychology Programs.

Abstract: Research has shown that parents of children with ASD are among the most stressed as compared to all other parents, including those who have children with other psychiatric conditions and developmental disabilities (Hayes & Watson, 2013). Parents of children with ASD are chronically stressed because the demands of the family environment often exceed the parent's ability to cope. There

are few evidence-based interventions available for professionals to use with parents of a child with ASD: some use cognitive therapies, such as meditation, some use social support to reduce stress and mental health problems, and others use implement parent training to improve child behavior. Few if any combine both mental health and behavioral approaches, and none of these are designed for implementation by school personnel. This presentation describes findings from a multi-year transdisciplinary investigation into the most common stressors for parents of preschool children with ASD attending a CABAS® model school. Specifically, in two studies we surveyed parents to determine their reported levels of stress and common stressors, as well as parents' mental and physical wellbeing, self-care, and self-efficacy skills. In the first study we also examined mother-child interactions during free-play and demand situations in order to determine possible target behaviors for intervention. Implications of the findings and suggestions for interventions will be discussed.

#480 Symposium

5:00 pm–5:50 pm EDT

EDC/AUT; Translational

BACB CE Offered. CE Instructor: Wafa A. Aljohani, Ph.D.

Comparing Instructional Strategies for Discrete Trial Teaching via Telehealth

Chair: Rebekah Lee (Endicott College)

Discussant: Christine Milne (Autism Partnership Foundation)

Comparison of Single Instruction and Varied Instructions to Teach Tact Relations via Telehealth

Wafa A. Aljohani and VICTORIA BOONE (Endicott College)

A Comparison of Progressive Time Delay to Response Repetition to Teach Textual Relations via Telehealth

ASIM JAVED (Endicott College)

#481 B. F. Skinner Lecture Series

5:00 pm–5:50 pm EDT

PCH

BACB/PSY/QABA CE Offered. CE Instructor: Darlene E. Crone-Todd, Ph.D.

Experimental and Behavioral Psychology at Harvard From William James to B. F. Skinner

Chair: Darlene E. Crone-Todd (Salem State University)

SARA SCHECHNER (Harvard University)



Sara Schechner, Ph.D. is the David P. Wheatland Curator of the Collection of Historical Scientific Instruments at Harvard University, where she is also on the faculty of the History of Science Department. She has served as secretary of the Scientific Instrument Commission of the International Union of History and Philosophy of Science and Technology. She has published widely on the history of astronomy, scientific instruments, and material culture and has curated numerous exhibitions, including several on the history of psychology.

Schechner earned degrees in physics and the history and philosophy of science from Harvard and Cambridge. Before returning to Harvard, she was chief curator at the Adler Planetarium in Chicago, and curated exhibits for the Smithsonian Institution, the American Astronomical Society, and the American Physical Society. Schechner's research, teaching, and exhibition work has earned her many awards. She is the 2019 recipient of the Paul Bunge Prize from the German Chemical Society and the German Bunsen Society for Physical Chemistry, which is regarded worldwide as the most important honor in the history of scientific instruments. She has also received the prestigious LeRoy E. Doggett Prize for Historical Astronomy from the American Astronomical Society, the Joseph H. Hazen Education Prize of the History of Science Society, and the Great Exhibitions Award of the British Society for the History of Science.

Abstract: In 1892, William James brought Hugo Münsterberg from Freiburg to direct the new, Harvard Psychological Laboratory that James had created in the Philosophy Department. Münsterberg had trained under William Wundt in Leipzig, who had pioneered an experimental method to explore the relationship between mental events and physical experience. The New Psychology banished the old method of introspection. Instead, it relied on highly controlled experiments with equipment borrowed from the domains of physics and physiology. Researchers studied the psychology of the senses, the timing of mental acts, judgement, memory, and attention. Starting with these "prism, pendulum, and chronograph philosophers," as James called them, this talk will conclude with B. F. Skinner and his experiments on operant conditioning, reinforcement, and learning. Special attention will be paid to early apparatus such as reaction keys, prototype operant chambers, cumulative recorders, and teaching machines. The apparatus, laboratory records, memoranda, and correspondence of James, Münsterberg, and Skinner survive at Harvard University and can be accessed by scholars interested in the development of their thought.

#482 B. F. Skinner Lecture Series

5:00 pm–5:50 pm EDT

PRA; Theory

BACB CE Offered. CE Instructor: Susan Wilczynski, Ph.D.

A Parent Perspective: The Art and Science of Creating a Resilient Partnership With Parents

Chair: Susan Wilczynski (Ball State University)

CHRISSY MCNAIR (PHAME)



Chrissy McNair has been a parent advocate and community leader for those on the Autism Spectrum for over 18 years. She has served on numerous Board of Directors including the Autism Society of Nebraska, Families for Effective Autism Treatment, Autism Living, Inc, and is currently on the board for PHAME, a performing arts academy for adults with Developmental Disabilities. Chrissy spearheaded state and community efforts for policy changes benefitting people with autism, and has been a strategic advisor for organizations including The Munroe Meyer Institute's Center for Autism, The Autism Action Partnership, and a former member of the Nebraska Act Early State Team. Chrissy and her family were featured in Kennedy Krieger Institute's magazine *Potential*, and she has mentored numerous families navigating the challenges of receiving an autism diagnosis. Chrissy's passion is supporting other parents of children on the autism spectrum, and is the author of the book, *Special, Too: Meeting the Unique Needs of the Caregiver*. Chrissy and her husband have three sons, and live in Portland, Oregon.

Abstract: The developmental skills gained from a behavior therapy program are greatly improved if the child has a nurturing environment in which family members are equipped to continue therapeutic techniques outside the formal sessions. When a parent sees themselves as a valued extension of the therapy team, they are better able to engage in the process and contribute to a child's success. The relationship between therapist and parent is a complex one, and a strong, collaborative partnership is fundamental to the success of any therapy program. This presentation will examine the parent/therapist dynamic and discuss concrete strategies for building a solid, resilient relationship benefitting the child, family and therapy team.

#483 Symposium

5:00 pm–5:50 pm EDT

VRB; Translational

BACB CE Offered. CE Instructor: Lee L. Mason, Ph.D.

Three Examples of Referent-Based Verbal Behavior Instruction for Early Speakers With Autism

Chair: Lee L. Mason (Cook Children's Health Care System)

Clinical Implementations of Referent-Based Instruction

ALONZO ALFREDO ANDREWS (The University of Texas at San Antonio) and Lee L. Mason (Cook Children's Health Care System)

Classroom Implementations of Referent-Based Instruction

JANET ENRIQUEZ (The University of North Carolina at Charlotte)

Telehealth Home-Based Implementations of Referent-Based Instruction

MARIANA DE LOS SANTOS and Tania Catalina Pasillas Salazar (Bloom Children's Center)

#484 Paper Session

5:30 pm–5:55 pm EDT

TBA

Becoming a Behavior Analyst: Understanding Professionals' Introduction to the Field and Why They Pursue Certification

Chair: JUSTIN N. COY (University of Pittsburgh)

Becoming a Behavior Analyst: Understanding Professionals' Introduction to the Field and Why They Pursue Certification (Service Delivery)

JUSTIN N. COY, Olivia Grace Enders, and Douglas E. Kostewicz (University of Pittsburgh)

Monday, May 31

#485 Presidential Address

6:00 pm–6:50 pm EDT

OTH

BACB CE Offered. CE Instructor: Erin B. Rasmussen, Ph.D.

Discourse in 2021: Some Observations From a Radical Behaviorist

Chair: Erin B. Rasmussen (Idaho State University)

CAROL PILGRIM (University of North Carolina Wilmington)



Dr. Carol Pilgrim received her Ph.D. from the University of Florida in 1987 with a specialization in the experimental analysis of behavior. She is currently professor of psychology at the University of North Carolina Wilmington, where she has been honored with a Distinguished Teaching Professorship (1994–1997), the North Carolina Board of Governors Teaching Excellence Award (2003), the Faculty Scholarship Award (2000), and the Graduate Mentor Award (2008). She received the Chancellor's Teaching Excellence Award and the College of Arts and Sciences Excellence in Teaching Award in 1992, the

ABAI Student Committee Outstanding Mentor Award in 2006, and the ABAI Distinguished Service to Behavior Analysis award in 2017. Her research contributions include both basic and applied behavior analysis, with an emphasis in human operant behavior, relational stimulus control, and the early detection of breast cancer. Dr. Pilgrim has served as editor of *The Behavior Analyst*, associate editor of the *Journal of the Experimental Analysis of Behavior* and *The Behavior Analyst*, co-editor of the *Experimental Analysis of Human Behavior Bulletin*, and as a member of the editorial boards of those and several other journals. She is a Fellow of the Association for Behavior Analysis International and of Division 25 of the American Psychological Association. She has served as president of ABAI, the Society for the Advancement of Behavior Analysis, Division 25 of the American Psychological Association, and the Southeastern Association for Behavior Analysis. Additionally, she has been member-at-large of the Executive Council of ABAI and Division 25, and member of the Boards of Directors of the Society for the Experimental Analysis of Behavior, the Society for the Advancement of Behavior Analysis, and the Cambridge Center for Behavioral Studies.

Abstract: Characterizing one's behaviorism as radical entails a world view that is simultaneously fundamental in its emphasis on selection by the environment as the origin of behavior, whether public or private; thoroughgoing in its relevance to all dimensions of human endeavor, from simple reflexes to complex social systems; and extreme in its focus on changing the social environment to impact critical cultural reforms (e.g., Malagodi, 1996). Indeed, increasing attention to cultural behavior analysis has been a highlight of our recent history in this field, and significant strides have been made in expanding analyses beyond the molecular contingencies operating at the level of the individual to the meta- and macro-contingencies in effect for groups of individuals (e.g., Glenn, 2004). Of course, a cultural-level perspective has been a defining feature of most, if not all, of our sister social sciences from their inception, and it has been suggested (e.g., Malagodi, 1996) that behavior analysis could gain much from seeking alignment of our basic principles with complementary approaches and methodologies found useful in the broader social science arena. A case in point involves the study of discourse, defined conventionally as "extended expression of thought on a subject in connected speech or writing" and "rooted in concrete contexts such as history or institutions" (Merriam-Webster Dictionary). A scholarly target of multiple social science disciplines, quantitative and qualitative analytic strategies have been developed to better characterize, and study the function(s) of, a given discourse. In considering alignments, Skinner's own analysis (1957) detailed differences in size across verbal operants, allowing for those of considerable extent, and he discussed discourse-like phenomena not infrequently, as in his treatment of the difficulties presented by the literatures of freedom and of dignity for a science of behavior (e.g., 1953, 1971). It will be argued here that important dimensions of current events on the national scene, as well as within behavior analysis, could also be described in terms of conflict in discourse and that, in seeking to find solutions, we might be wise to undertake a more broadly informed and truly radical approach to understanding the nature of discourse, its selection and transmission, and its impact on other modes of behavior. The extent to which a given discourse can function as a unit, and as a significant form of cultural practice, will be explored through examples. **References:** Glenn, S. S. (2004). Individual behavior, culture, and social change. *The Behavior Analyst*, 27, 133-151. Malagodi, E. F. (1996). On radicalizing behaviorism: A call for cultural analysis. *The Behavior Analyst*, 9, 1-17. Skinner, B. F. (1953). *Science and Human Behavior*. New York: Free Press. Skinner, B. F. (1957). *Verbal Behavior*. New York: Appleton-Century-Crofts. Skinner, B. F. (1971). *Beyond Freedom and Dignity*. New York: Alfred A. Knopf, Inc.

#486 Business Meeting

7:00 pm–7:50 pm EDT

Education and Treatment of Children Journal Business Meeting

Chair: Claire C. St. Peter (West Virginia University)

This is an open meeting for anyone interested in the journal, *Education and Treatment of Children*. Editorial board members, as well as potential authors and potential board members, are encouraged to attend. We will deliver the editorial report for the journal. Please come and join the discussion!

#487 Business Meeting

7:00 pm–7:50 pm EDT

Rehabilitation and Independent Living Special Interest Group Business Meeting

Chair: Megan R. Heinicke (California State University, Sacramento)

The Rehabilitation and Independent Living (R.a.I.L.) Special Interest Group has continued to support the need for expanding the impact of behavior analysis in the field of rehabilitation, neurorehabilitation, and related areas. Through presentations at the ABAI conference and SIG business meeting, the R.a.I.L. SIG helps to maintain dissemination, communication, and collaboration of information that has proven to be of interest to its members. Visit the page to check it out and join/like, the URL is <http://www.facebook.com/pages/ABA-Rehab-Special-Interest-Group/118243448217580>. Rehabilitation, and specifically neurorehabilitation, professionals face unique behavior challenges with the population they serve. When individuals have experienced a disruption in neurological function whether from a traumatic brain injury (i.e., impact and/or inertial injuries), non-traumatic brain injury (e.g., stroke, anoxia/hypoxia) or other neurological conditions, it is not uncommon for difficult behaviors and unique skills deficits to emerge. Most allied health professionals, including physical therapists, speech and language pathologists, occupational therapists and nurses, do not focus on behavior remediation; however, in collaboration with behavior analysts, such professionals can have a significant role in positive behavior change. Issues related to training, student development, and research have been and will be reviewed at the SIG meeting. We welcome participants from all treatment disciplines and behavior analysts that currently work in the field of rehabilitation or have interests in populations outside of autism.

#488 Business Meeting

7:00 pm–7:50 pm EDT

Speech Pathology and Applied Behavior Analysis Special Interest Group Business Meeting

Chair: Nikia Dower (Dower and Associates, Inc.)

The Speech Pathology and Applied Behavior Analysis (SPABA) Special Interest Group business meeting is open to anyone interested in promoting a behavioral approach to the analysis and treatment of speech and language disorders. Admission is free and membership in the SIG is not required in order to attend. The meeting will consist of member reports on SIG mission-related activities and invited presentations of professional interest to attendees. An abstract of the SPABA award winners submissions for the Student Research Grant award and the Dissemination Award will be provided at this meeting as well as awards to the winners. The SPABA business meeting will also include information on SPABA's social/networking component to encourage interaction and discussion among SIG members, new members, and interested attendees. Please feel free to join us and bring your friends. To further support the Speech Pathology and Applied Behavior Analysis Special Interest Group, please consider formally joining and donating to the SIG by registering online at www.behavioralspeech.com.



#489 Business Meeting

7:00 pm–7:50 pm EDT

Sexual Behavior: Research and Practice Special Interest Group

Chair: Barbara Gross (Missouri Behavior Consulting; Special School District of St Louis County)

All individuals attending the ABAI convention who have an interest in sex research, sex education, and/or procedures used to change sex-related behaviors are invited to attend the Sexual Behavior: Research and Practice Special Interest Group's annual meeting. Items of business will include a discussion of current SIG activities occurring both at and outside the ABAI convention, the sharing of relevant research findings, and plans for the next year of SIG activities.

#490 Business Meeting

7:00 pm–7:50 pm EDT

Behavior Analysis for Sustainable Societies

Chair: Julia H. Fiebig (Ball State University; Applied Global Initiatives LLC)

The behavior analysis for sustainable societies (BASS) special interest group was formed to advance applications of behavior analysis to environmental issues that contribute to the development of solutions to climate change, pollution, overconsumption of resources, and imbalances in environmental sustainability. Objectives include to (a) encourage and support research that promotes the application of behavior analysis to green/environmental issues, (b) collaborate with environmental scientists, environmental groups, and other SIGs within ABAI who have an interest in addressing behavior change and sustainability/environmental issues, (c) disseminate research and practices that support solutions to environmental issues through the application of behavioral interventions, (d) develop curriculum, textbooks, and additional educational resources that address sustainability and the application of behavior analysis, (e) compile resources for individuals interested in behavior change and environmental issues, and (f) develop an information base of current effective practices/initiatives, government policies,



and employment for behavior analysts interested in behavior change and environmental issues. The business meeting is open to anyone interested in sustainability and environmental issues.

#491 Business Meeting

7:00 pm–7:50 pm EDT

Behavior Analysis in the Arts

Chair: Abigail B. B. Calkin (Calkin Consulting Center)

The Behavior Analysis in the Arts special interest group focuses on all arts areas—visual, literary, musical, and the performance arts. Our purpose is the analysis of the arts in behavioral terms as well as the spread within ABAI of this area. In addition, this special interest group also examines behavioral descriptions, analyses, and discussions of the philosophical and theoretical areas of creativity and audience reception. This year's meeting will focus on a live evening of art, literature, music, and performance, for the 2022 ABAI Convention in Boston. Further, we will discuss possible museum tours, concerts, and literary (plays and readings) performances scheduled to occur in Boston during the 2022 conference time. If an in-person convention meeting is not possible (due to the pandemic), we will discuss the virtual options available within ABAI for scheduled times during or after the performances for discussion of them via Zoom or another venue.

#492 Business Meeting

7:00 pm–7:50 pm EDT

Clinical Special Interest Group

Chair: Emily Thomas Johnson (Behavior Attention and Developmental Disabilities Consultants, LLC)

This is the special interest group for those who have an interest in clinical applications of behavior analysis. Clinical behavior analysts work in both research and applied settings applying behavior analytic principles to just about any situation that may involve psychological distress. This is our annual meeting to discuss how to promote our work at ABAI and beyond. Members have the opportunity to network and discuss their areas of interest and work, training opportunities, research projects, conceptual struggles and developments, and plan activities for the upcoming year. The Clinical SIG is also working for ideas on how to disseminate program updates from graduate programs and faculty that provide training in Clinical Behavior Analysis (CBA) to a broader audience. Everyone is welcome to attend and learn more about this exciting area of behavior analysis.

#493 Business Meeting

7:00 pm–7:50 pm EDT

The Analysis of Verbal Behavior Board Meeting

Chair: Tiffany Kodak (Marquette University)

We will review and discuss activities of the journal over the past year, describe any upcoming special issues, and announce new and current AEs.



2020 Sustaining and Supporting Members

ABAI would like to recognize and thank those members who provide additional support to encourage the involvement of undergraduate and graduate students in the science and practice of behavior analysis through increased membership dues. To learn how you can enhance your support of the field through our supporting membership option, or push your support even further with a sustaining membership, please visit www.abainternational.org/membership.

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2021 SABA Senior Student Presenter Grant Recipients

Thank you to all who donated to SABA's Student Presenters Fund for the 47th ABAI Annual Convention. Your generous contributions have supported the registration of the following 44 student presenters!

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On behalf of the SABA Board, we are grateful for all the ABAI members who contributed to SABA in the past year to help build our funds. These donations enable SABA to provide annual grants that support research in and the development of behavior analysis. This list reflects donations from September 1, 2018 through September 1, 2019.

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Primary Area Index

AAB: Applied Animal Behavior

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AUT: Autism

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EAB: Experimental Analysis of Behavior

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