Thursday, 6/15/2023: Black Health Connect Mixer 5:00 PM-10:00 PM
Friday, 6/16/2023: TIIBA Networking Event 6:00 PM-9:30 PM
Saturday,6/17/2023: Self-Care in Practice 7:00 AM-8:00 AM
Saturday, 6/17/2023

Time	Title	Author	CEU Type/Track	Abstract	Room #
8:15-8:30 AM	Tameika Meadows Tribute	Dr. danyelle beal			330
Welcome Remarks 8:30 AM-9:00 AM	Welcome Address	President: Tia Glover			330
Keynote 9:05 AM - 9:55 AM	A Call to Action: Community and Collaboration as Catalysts for Change	Dr. Jomella Watson-Thompson	1 Learning	The application of behavioral community approaches to advance community change through collaboration is presented as a model for catalyzing change in and with communities. The contributions of Black behaviorists in addressing problems of significant societal concern, including the journey of the presenter is shared. Examples are provided of behavioral community approaches to address issues disproportionately impacting Black people and communities through multisector and interdisciplinary collaboration. Historical and present opportunities for collaboration both within the field of applied behavior analysis and across disciplines are presented. The importance of collaborating to address social and structural determinants or underlying factors, including disparities in access to services and cultural representation in the field for Black people and communities is raised. Conditions that may enable the success of Black behaviorists, particularly those who are women, will be discussed and strategies to facilitate and advocate for changes in systems to disrupt and diversify our field is explored. In the field of behavior analysis and applied behavior science, there are opportunities to partner in advancing common goals, but we will be challenged to consider how we are working together. Strategies will be presented to facilitate change in the field through broader application of our science and engagement with diverse scholars, practitioners, and communities. As a community of Black behaviorists, a clarion call to action will be given to continue to come together around common purpose to advance change through community-building and collaboration.	330
10:00 AM - 12:00 PM	Beauty Shop	Camille Williams	2 Ethics	The purpose of this workshop is to serve as a space that centers the Black BCBA, BCaBA, and RBT within the field of behavior analysis. This will serve as a safe space to discuss our rhythm, blues, and contingency plans to shape a better experience within the field for those that walk beside us, and for those who are to come after us. This presentation is for all Black practitioners who have experienced internalized and external anti-Blackness in their professional behavior analytic careers, and those who are ready to make systematic changes within the field.	250BC
	Invited Speaker: OBM Starter Kit	Candace Fay	1 Learning	Candace Fay is a BCBA and a Ph.D. student at the Florida Institute of Technology (FIT). Her core values include authenticity, balance, competence, and growth. Throughout her education, research, and practice, she has worked in areas such as ABA service delivery, training and development, performance management, behavioral systems analysis, instructional design, DEI, and intimacy and sexual behaviors. Candace currently practices within the scope of behavior-analytic instruction, research, and program management for ABA service delivery.	251C
	A Practitioner's Guide to Toilet Training	Dr. Nicole Hollins	1 Learning	Toilet training is an essential milestone for all clients with and without developmental disabilities. The assessment and treatment of incontinence is a comprehensive process that, for many clients, requires significant ecological and programmatic modifications. To date, there is a dearth of toilet training resources or guidelines that may support behavior analysts' clinical decision-making throughout every component of intensive toilet training programs. Thus, the purpose of this article is to synthesize the literature on evidence-based intensive toilet training programs, discuss practical considerations for implementation, and provide future recommendations.	252AB

Time	Session	Presenters	Credits	Description	Room
10:05 AM - 11:00 AM	What is positionality and why does it matter in ABA practice?	Sara Ashun, Isabel Cunningham, Dr. Kio Kazaoka, Dr. Marlesha Bell, Maia Persinger, April Linden, & Dr. Shahla Alai-Rosale	1 Learning	As a field, the practical application of behavior analysis is expanding to larger, more diverse groups of people. The cultural populations we serve and collaborate with vary across races, ethnicities, religions, ages, gender, sexuality, geographic locations, disciplinary interests, and more. Furthermore, due to social justice initiatives, more people are accessing services and the configurations of those services are being renegotiated. Our need to develop as inclusive and culturally responsive practitioners is now more important than ever. This panel explores how identity, and the concept of positionality specifically, influences all aspects of our personal and professional spaces. We review scholarly contributions of positionality from various quantitative, qualitative, and mixed methods understandings as well as their implications for practice, supervision, and self-growth. Finally, we present strategies for purposely incorporating the concept of positionality to enhance progress and meaningful relationships. It should be noted that the positionalities of the authors of this paper are diverse and multidimensional and that influences the lens with which we conceptualize this topic. At the end of the presentations, we invite the audience to complete a brief exercise and discuss the topics.	250A
	How to use OBM to support school leadership teams, reduce behavior challenges, and improve student achievement	Dr. Bruce Tinor, Dr. Paulie Gavoni	1 Supervision	One of the focuses of educational leaders should be to design strategies that accelerate and sustain good practice throughout the classroom for the entire school. As such, when dealing with behavioral challenges, these leaders must look beyond the behavior of students by broadening their focus to include systems and the behavior of classroom, school, and district leaders. This talk will focus on leveraging the practical application of the science of human behavior through Organizational Behavior Management to support schools and school leaders in creating meaningful behavior improvement by facilitating behavioral change initiatives, improving and developing processes and systems that improve student behavior, closing gaps in educator performance, retaining and developing faculty and staff, and supporting student achievement.	252AB
	Making Fluency Functional and Fun for All Learners	Ky'Aria Moses, Dr. Jessica Van Stratton	1 Learning	About thirty-six percent of fourth grade students across the USA perform at or above proficient levels on national math assessments (National Assessment of Educational Progress, 2022). Students performing below proficient levels often require additional practice with foundational math concepts to achieve and maintain a level of fluency (Berrett & Carter, 2018). Fluency is a key characteristic of a competent performer and refers to the accuracy and pace at which they can perform a task. Fluency practices have been empirically researched and validated as an efficient and effective strategy to build fluent performers in areas such as reading, writing, math, and social skills (McTiernan et al., 2015; Johnson et al., 2021; Stocker Jr et al., 2020). With a fluent repertoire, students can better maintain skills over time, perform skills for an extended duration, and solve problems amid distractions. This session will review the importance of targeting fluency with basic math skills. It will also discuss the implementation of fluency practice, students' individualized progress, and how this intervention aims to maximize student inclusivity in general education settings for elementary aged students who were two or more grade levels behind, in a rural, low-income, elementary school.	250A
11:15 AM - 12:10 PM	From Grief to Acceptance: Using Grief Theory as a Parent Coaching Framework	Dr. Stephanie Augustin (RECORDING ONLY)	1 Learning	The five stages were developed to explain the way in which people experience loss. Though the original theory was in relation to death and physical loss, I am currently researching and using my clinical practice to help parents through the phases of grief (denial, anger, bargaining, depression, and acceptance) to work through the manner in which parents learn about their child's diagnosis, how they respond to the diagnosis, and devise strategies in a coping toolbox that helps the family system process their emotions in a healthier way-ultimately benefiting the child.	Recording Only Available
12:10 PM - 1:15p	LUNCH & LEARN	DEFY Community: Sarah Troutman	1 Ethics	The hosts will be sharing defy's burnout app and the science/evidence-based behind the tools we created to help BCBAs decrease the impact of burnout.	330
1:00 PM - 3:00 PM	Addressing Behavioral concerns in Schools: Functional Analysis & Support Plans	Dr. Bruce Tinor, Tanisha Woods	2 Learning	The purpose of this presentation will be to explore how to conduct a trial-based functional analysis of interfering behavior in schools focusing on methods, topographies, collaboration, and development of a functional behavior assessment. There are many behaviors that are listed as disruptive and can cause navigation within the classrooms taxing on academic delivery and progress. These types of behaviors can strain relationships and collaborative efforts between school personal and Board-Certified Behavior Analysts. The second part of the presentation will address Positive Behavior Support Plans (PBIS) in schools from an ethical perspective.	250BC

Time	Title	Presenters	Credit	Description	Room
1:40 PM - 2:30 PM	Applying Behavior Analysis to Abuse: A Glimpse into Past, Present, and Future Works	Enasha Anglade, Stephanie Enea	1 Learning	Intimate partner violence (IPV) occurs at high rates in nearly all societies, though in some regions, support networks are available for survivors ready to leave repeatedly violent relationships. Even when support options for leaving are available, of concern is the high rate of survivor returns to abusive situations and the repeated acts of abuse from the perpetrator of the abuse. Many teams from a variety of disciplines have examined intimate partner violence dynamics but few have studied them from a behavior analytic lens. We seek to analyze the necessary and sufficient conditions needed to increase engagement with support networks and reduce returns to an abusive partner when alternatives were present based on the previous works of other professionals that focus of IPV behavior change. This meta-analysis seeks to disseminate information related to the application of applied behavior analysis and acceptance and commitment training outside of the field of autism and to a population where behavior change would greatly benefit. After sharing data from several studies, we will discuss emerging themes, future research, and limitations to the current analysis.	251C
	Considerations for Professional Development: The BIPOC Experience with Professional Development Organizations in Behavior Analysis	Dr. Amanda Randall, Dr. Nasiah Cirincione-Ulexi, Adrienne Bradley, Deterrence Allen, Analise Herrera	1 Learning	With the Behavior Analysis field increasing by 50% over the last 4.5 years (BACB 2022), professional development for newer clinicians is imperative to their development. Many state associations and other organizations within the field have taken a new focus on membership, benefits, and clinical development over the last three years. However, BIPOC representation within professional development organizations is low (Chen et al 2022). During this panel discussion, the audience will hear from organizational leaders in Behavior Analysis and considerations and solutions for both members and executive committee to increase BIPOC representation within professional development organizations.	252AB
	Polish your Practice with OBM	Dr. Eunju Choi	1 Learning	Health and human service organizations are experiencing a slew of challenges. High employee turnover rates make it difficult to provide consistent, quality care to clients. The critical shortage of direct care workers spurns public, non-profit, and private agencies. With limited human resources, organizations must choose to reject clients despite sharply increasing demands or to overload their remaining clinicians with unmanageable caseloads. These problems can be mitigated with organizational behavior management (OBM). Aligned with the dimensions of applied behavior analysis, OBM aims to ameliorate socially important behaviors (and products of behavior) in work settings. In health and human service settings, the practitioner skilled in OBM can predict and control their organizational environment to achieve their goals, when working directly with clients or indirectly with the client's person-centered team. Some applicable OBM skills include strategic planning, process improvement, training and development, and the correct use of goal setting and feedback as parts of a treatment package. Skills and knowledge from OBM are beneficial for active practitioners and those in training; however, formal education in OBM can be hard to come by. The purpose of this presentation is to inform today and tomorrow's workers of what OBM has to offer.	250A
	Analyst Inside the Algorithm	Rosie Jeffers, Melody Sylvain, Jared Van, Maragaret Thomas Solomon, Marissa Ayala	1 Ethics	Social Media has become an important tool over the recent years. It is imperative for professionals in ABA to build a community and represent the field in an ethical manner. While behavior analysts promote compassionate practices, it is important to reflect how to ethically move within a diverse and virtual community that encompasses all voices and helps pave the way for social change. The use of social media to drive social change, as well as build community within related fields of social work, mental health, and academia has been studied for the past decade. For example, Gruzd, 2013 and McKeown, 2021 highlight the use of social media to build community and drive social change in the healthcare and education fields. However the behavior analytic research is limited. This presentation will use research in the related fields to discuss how using social media has and will continue to drive social change to further the behavior analytic field.	250A
	Female Entrepreneurship in ABA - What Else Can I Do With My BCBA?	Dr. danyelle s. goitia-beal, Dana Meller, Sarah Trautman, Tanya Scott	1 Supervision	In this panel, a group of female behavior analysts who own a variety of businesses in ABA will talk about their experiences starting their own companies. This will be a conversation centered around two themes: Female Business Owners in ABA and What Else Can I Do With My BCBA. These female entrepreneurs will share their thoughts and experiences around how they started their companies and thrived, as well as discuss the various other ways one can use their BCBA Certificate to support their community and the world. This conversation will surely inspire others to explore many of the alternative areas in our field where a BCBA Certificate can be utilized. Time will be reserved for questions and attendee participation as we explore this topic together.	252AB

Time	Title	Presenters	CEU	Description	Room
2:40 PM - 3:30 PM	Are large companies really capable of being responsive to their staff and clients?	Edward Sanabria, Jerry Idicula, Batoul Dekmak, Darryl Lewis, Xavier Robertson	1 Learning	Embedding values into practice at scale for behavior-analytic organizations requires alignment on executive, leadership, and implementation levels (Sugai & Horner, 2020). These efforts require systems that transcend the organizational structure and provide support for implementation at every level. While succinct verification of this alignment may be difficult to obtain through behavioral data alone, the social validity and outcomes of these efforts provide essential evidence of successful adoption. Centria Autism at large spans 13 states and provides services for 3000+ clients, and locally, they are the largest of 9 organizations providing both in-home and clinic-based services and predominantly serve clients on Medicaid in Wayne County (MDHHS, 2019). The BIPOC moderator and panelists representing Centria Autism at the directorial, Clinical Lead, BCBA, and RBT levels will share the experiences and opportunities that have resulted from recent organizational alignment on clinical values. Particular attention will be given to factors that have increased the quality and cultural responsiveness of services for clients on Medicaid in Wayne County.	251C
	Invited Speaker: Why Won't They Listen? Increasing Performance and Staff Satisfaction via Communication **3:15-4:10**	Andressa Sleiman	1 Learning	My supervisee never listens, they either don't do what they must or do it incorrectly! Supervisors often relate to this statement and might not understand why their supervisees don't "listen" to them and "won't do what they are supposed to". This presentation will explore this topic to understand from a behavioral perspective the barriers to communication as well as the strategies to build a good working relationship to ultimately increase comprehension, performance, satisfaction, and client outcomes. Specifically, this presentation will discuss a) bad management practices that can hinder performance, b) the impact that rapport has on increasing and maintaining performance, and c) communication strategies to increase rapport in the workplace.	250BC
	The Power of We: the Impact of a Culturally Responsive Intake Questionnaire	Tamara Young, Denisha Gingles	1 Ethics	By our ethical standards, we are required to do a complete indirect and direct assessment when onboarding new learners into services. Across the last few years, cultural responsiveness practices have been discussed but little action has been taken to embed cultural responsiveness into behavior analyst and agencies practice. Embedding cultural responsiveness teachings and strategies will allow us to provide throughout analysis of the client family structure, environment, and social validity of services (citation). The impact of culturally responsive interventions, in the form of parent intake questionnaires and interviews, provides an opportunity to decrease or remove barriers to identifying the maintaining function of undesirable treatment adherence with ABA services from families. This research assesses the effects of a Culturally Responsive Intake Questionnaire (CRIQ) and its ability to improve family buy-in, generalization, and satisfaction with behavioral services and service outcomes.	252AB
	DEI and Interdisciplinary	Stephanie Trauschke, Ashley Bragg, Seirra Mitchell, Derell Hunter, A. Chamar Steele	1 Learning	There is a need for Behavior Analysts to collaborate within individuals from other disciplines to address complicated, socially significant challenges. This may be interactions in a 1:1 context or in an interdisciplinary team, consisting of the client, clients' family, and professionals from other disciplines. Cultural variables, diversity, equity, and inclusion should be considered when interacting with individuals from other disciplines. During the first presentation, we will discuss how lack of representation, language barriers, and lack of resources impacts interactions with other disciplines. The second presentation will discuss how DEI and culture influences interactions between Behavior Analysists and Speech-Language Pathologists. Our third presentation will present on a cultural and DEI perspective for interactions in the school system. Finally, we will discuss how culture, diversity, equity, and inclusion (DEI) impacts interdisciplinary teams when utilizing a human centered approach. Challenges, barriers, and potential solutions will be presented. To promote the application of these considerations to real-live scenarios specific situations will be discussed.	251C
	The Perception of Racial Bias and Stigma in Healthcare	Khadija McCarthy, Ashtynn Edenhofer	1 Learning	Healthcare agencies are continuously infiltrated with implicit biases that serve as one of many variables which can alter patient treatment and client outcomes (Williams & Wyatt, 2015; Sim et al., 2021). Bias refers to a partial inclination or predisposition that may become implicit when those connections are made quickly based on learning histories. Behavioral researchers have attempted to both analyze and reduce bias in a variety of clinical and professional settings (Matsuda et al., 2020) to varying degrees of success. One such approach is Acceptance and Commitment Therapy (ACT) which is a psychological approach targeted at increasing flexibility through a series of active mechanisms such as acceptance, defusion, and values-committed action (Hayes, 2016). Research in this area has suggested that ACT-based approaches may be responsible for reducing bias in various clinical settings such as mental health care (Masuda et al., 2007), medical settings (Baker et al., 207; Baker et al., 2018), and educational settings (Masuda et al., 2009). More research is needed to intentionally seek ways to reduce various forms of bias and stigma (racial, disability, etc.) in healthcare. The focus of this presentation will be to address the factors potentially responsible for effective change while suggesting new areas of work that can be done to analyze and reduce bias in clinical care.	250A

Time	Title	Speaker	CE	Description	Room
3:40 PM - 4:20 PM	Invited Speaker: Supervision: Management versus Mentoring	Candace Fay	1 Supervision	Within professional practice, having both supervision and mentorship should provide support, but don't they evoke different behavior? From the supervisor/supervisee and the mentor/mentee? Supervision and mentorship are frequently conflated or identified as overlapping practices. While a supervisor may sometimes operate similarly to a mentor or vice versa, it is important to recognize key differences. Identifying the critical elements, activities, and responsibilities within supervision and within mentorship will aid in establishing and maintaining clear roles. We will explore these two roles, identifying their function, strategies for strengthening these relationships, and engaging in effective practices leading to positive outcomes.	250BC
Awards Reception 6:00 PM-10:00 PM					

Sunday 6/18/2023					
9:00-9:50 AM KEYNOTE	The Assessment and Treatment of Severe Problem Behavior in School Settings: The BACS Model	Dr. Ajamu Nkosi	1 Learning	In school settings, behavior analysts are often called in to consult on severe problem behavior that surpass the knowledge, experience, and training of school personnel. The benefits of functional assessments, functional analyses, treatment analyses, and generalization analyses have been well documented in school-based research. However, behavior analysts still need a unified guide for utilizing these best practice procedures in school settings. The BACS is a unified assessment and treatment model which provides behavior analysts with a step-by-step guide for handling severe problem behavior referrals in school settings. This presentation provides an overview of the BACS service delivery model.	330
10:00 AM - 12:00 PM	Pass The BIG aba EXAM Student Study Workshop	Dana Meller	No CE		250A
	Impacts on employee performance and behaviorial services: Reactions to Feedback and salary practices	Dr. Natalia Baires, Dr. Denice R Rios	1 Supervision	There are numerous factors that can affect employee performance and an organization's provision of services. For instance, feedback is delivered to maintain proficient performance and correct non-proficient performance; yet the effectiveness of feedback can vary due to different factors. Likewise, remuneration may impact one's decision to accept an offer of employment, yet several variables may contribute to salary practices. Therefore, the purpose of the current symposium is twofold: 1) to empirically inform on the effects of positive and negative employee reactions to feedback on observation accuracy via video conferencing sessions and 2) present data on the annual income of Board Certified Behavior Analysts and doctoral-level BCBAs (BCBAs) who work with children, with a particular focus on the impact that salary practices have on the provision of services to this age group. To conclude, both presentations will provide recommendations to maintain employee performance and service delivery in the contexts of feedback and salary practices.	252AB
	Unraveling the Thread of Injustice in the Field of Applied Behavior Analysis with	Denisha Gingles	1 Learning	There continues to be a need to advocate for the equitable treatment of marginalized communities within the field of applied behavior analysis. With this presentation, the presenter will cover methods in which nonviolent action has moved the needle of justice within the field. Taking a personal approach, the presenter will outline their own learning history with advocating for change within the greater field, ramifications of such, and opportunities for continued growth and change within the larger body of behavior analysts. There will also be an opportunity for behavior analysts to consider their own values and decisions when deciding to activate change.	250BC
10:05 AM - 11:00 AM	Stay in your Practice	Portia James	1 Supervision	A recent study of over 800 ABA professionals revealed that 72% of practitioners experience high to medium levels of burnout (Slowiak, 2021). Reasons for burnout are often masked as general overwhelm, poor time management, or heavy workloads. The purpose of this workshop is to explore the impact of misalignments in personal and professional values as an underlying cause of perpetual burnout among ABA professionals. Misalignment can often be the result of a lack of personal boundaries as it pertains to workplace distractions, competition, and assimilation. These issues may be more prevalent for professionals in the BIPOC community where practitioners feel a heightened sense of obligation to prioritize the expectations of others over their own mental and emotional well-being. In early 2022, Genius Operations® surveyed 48 ABA professionals; 92% reported difficulty maintaining a healthy work/life balance and 88% of ABA business owners reported a lack of confidence in their ability to use data to make organizational decisions. It is hypothesized that professionals who engage in work-related actions that are closely aligned with their personal and professional values sustain better work-life balance and higher fulfillment in their work, and thus yield improved outcomes for the clients that they serve.	251C

Time	Title	Speaker	CE	Description	Room
11:15 AM - 12:10 PM	Invited Speaker: Leveraging Leadership to Change Culture	Merrilyn Yeboah	1 Learning	There is often a mismatch between an organization's stated values and its actual culture. Many organizations state what their values are but do not act in ways congruent with those values. This contradiction is one of the causes of turnover as new hires are met with the opposite of what they signed up for when they accepted the job offer. Business owners recognize the need to be able to change culture in an effort to adapt. However, that change cannot just be voiced; it needs to be seen. The actual culture of an organization determines its success, the satisfaction of its employees and the future of such an organization. Culture is seen in the behaviors of the employees and leadership involves the management of such behaviors. Hence, leaders play a vital role in determining, creating and maintaining culture. Organizational Behavior Management can provide organizational leaders and leadership consultants with the tools necessary to make cultural change.	251C
	From Servant to Leader: The Foundation of Servant Leadership and The Compassion in Critical Conversations	Dr. danyelle s. goitia beal	1 Supervision	Abstract: Leadership is a key factor in the health and success of any organization (Dotson & Broughton, 2022). Specifically, Servant Leadership may offer leaders and their team a path toward organizational success. Servant leadership is a value-driven leadership style that was populated by Greenleaf (1970, 2002, 2007) as a lifelong journey and a managerial instrument through which leaders express their will to serve (Aboramadan, Dahleez, & Hamad, 2020, p. 2). In this talk, the component behavior skills associated with the effective demonstration of servant leadership will be discussed. In addition, Servant Leadership will also be discussed as a vehicle to center and deepen relationships with stakeholders in our work as behavior analysts.	252AB
	Are we helping everyone in need? Following the money in behavioral science.	Salena Davila-Schilling	1 Learning	In 2021, 30 million individuals in the United States did not have access to health insurance, that is 9.2% of the population. According to the US Census Bureau, Latinos had the highest uninsured rate in the nation at 17.7%, 3X the rate of White people. Additionally, fewer than half of Black children living with their parents were covered by private health insurance. Even for those with access to private health insurance, the average cost for one individual is over $6,000 a year, which would be 11% of their total income according to the U.S. Bureau of Labor Statistics (BLS), full-time US citizens' annual income is $54,132 annually. The field of Behavior Analysis has (unintentionally?) excluded an entire culture of people needing access to (behavioral) healthcare due to insurance and US diagnostic criteria. At the same time, US clinics' revenues were estimated at $2.73 billion in 2021. There is a gap in knowledge of this exclusion, and too many clinics and clinicians are unaware of this information. This symposium will discuss the barriers and solutions to accessibility for (behavioral) health care. Providing alternative possibilities for payment and access criteria will be addressed and reviewed, along with examining replacement funding options for businesses to obtain. If Behavior Analysis is looking to bridge the gap in healthcare equality, let us follow the money and examine alternatives that remove the barriers for impoverished individuals and families.	250BC
12:10 PM - 1:30 PM	LUNCH & LEARN	RBT Panel Discussion: Cheyenne Watts-Bey, Wesley Guy, Jasmin Clark, Issac Morgan	No CE's	We have all been there, the drain of working over 6 hours providing one on one intervention with a client. Leaving their house to only realize you left your favorite mug behind to only find a series of fidget spinners and bubbles to replace it. Then to return home and complete a half empty session note from earlier, feeling drained but yet fulfilled. A sense of motivation to return to work the next day with relying on only 5 hours of sleep and a Starbucks coffee just to put a smile on your clients face. How can we as behavior providers pour into ourselves the same way that we do our clients? Have you ever asked yourself what is my reinforcer? What is my function behind my behavior? These are some of the questions we ask ourselves daily as RBT's. Come join us as we elaborate on our experience as Black RBT's.	330
1:40 PM - 3:30 PM	What to do when someone comes at you with an ethics violation	Dr. Tyra Sellers, Marissa Ayala	2 Ethics	The Ethics Code for Behavior Analysts (BACB, 2020) has been put in place by the Behavior Analyst Certification Board® (BACB®) to benefit and protect both clients and certificants. The BACB relies on certificants to check their own behavior and the behavior of others in terms of compliance with the Code. What happens when someone alleges that you have violated one or more of the standards in the Code? For example, how do you respond if a certificant sends you an email to you with a list of standards they suspect you are in violation of? Ethics courses may not take an applied approach to teaching individuals how respond to alleged violations in a professional manner. In this workshop we provide an overview of the steps a certificant can take when they are concerned that another certificant's behavior could be a violation of a standard in the Code. We will then take a deep dive into the steps for responding to an alleged violation, including discussing the private events that are likely to be evoked and describing steps for engaging in self-reflection and for responding to and potentially collaborating with the reporter. We will discuss the processes involved in the submission of a "Notice of Alleged Violation" and work to dispel some common myths. We will focus on some of the most frequently violated standards of the Code and use a variety of applied activities.	250BC

1:40 PM - 2:30 PM	Creating Fluent Behaviors: The Road to More Precise Decision Making	Angela Bryson, Jennifer Farris, Lesley Pahl, Samona Doeman	1 Learning	Teaching should end only when we have taught skills to mastery (Fabrizio & Moors, 2003). Precision teaching defines mastery as displaying fluency. Fluency is best defined as a combination of accuracy plus speed (Binder, 1996). When we fail to consider whether a learner has truly mastered a skill the consequences can lead to observed regression, latencies in responding, problem behaviors during task completion and failure to generalize. In this workshop, participants will have the opportunity to learn how clinicians from different agencies targeted different skills and progressed skills from accuracy building to frequency building. Participants will engage in a walk-through of selecting a skill to target from conducting an assessment, creating instructional notes, treatment fidelity and generalization.The workshop will cover the basics of the standard celeration chart with hands-on opportunities to record data. Participants will have the opportunity to pose questions and learn how they can begin using precision teaching in treatment programs.	250A
	The Impact of European Colonialism on West Africa and its Diaspora	Dr. Nasiah Crincione-Ulezi, Dr. Paula Danquah-Brobby	1 Learning	The colonization of West African countries and cultures has yielded horrific consequences on a global scale. Many African indigenous cultural practices, religions, values, and traditions have been white-washed or erased all together, as a result of European colonization (Ofori-Atta & Ohene, 2014; Somé, 1998). Moreover, attempts to place African indigenous cultural behavioral practices on extinction have resulted in a fragmented and divided diaspora-- a diaspora that has ultimately adopted many of the problematic behaviors and values of the colonizer. Via cultural transmissions (Berry et al. 2010) and interlocking contingencies (Glenn 2004; Mattani & Cihon, 2020) these problematic behaviors have been selected (Skinner, 1953 & 1981) and transferred from culture to culture, generation to generation, and individual to individual. The purpose of this paper is to trace West African indigenous cultural practices, pre- and post-colonization, across the diaspora, space, and time to identify which indigenous practices have survived (selected), which ones have been appropriated, and which ones have become conditioned punishers through coercive (Sidman, 2001) neocolonial practices. In addition, we will examine how the colonization of West African indigenous cultural practices has shaped extant overt and covert cultural behaviors across the North American, Black African diaspora.	251C
	Is Culturally Responsive Teaching a Viable Option to Teach Novel Skills?	Denisha Gingles Niesha Bertrand	1 Ethics	Gay (2002), defines culturally responsive teaching as using cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively. Group instruction benefits the learner in a way where acquisition skills increase due to the opportunity for observational learning (Ledford et al., 2008). Increased opportunities show group instruction as advantageous to learning for children diagnosed with Autism Spectrum Disorder(Whiteside et al, 2020). Currently there is not a strong evidence base for culturally responsive group instruction in Applied Behavior Analysis. Within the school system, the criterion for CRT requires, preparing teachers, designing culturally relevant curricula, demonstrating cultural care, and building cross-cultural communication(Brown, 2007). At the elementary level, Sturdivant and Alanís (2019) embedded CRT amongst black students by using culturally representative books and lessons, incorporation of students' interests, and focus on social justice or critically conscious work. The use of these cultural features, improved participation and critical thinking skills(Sturdivant & Alanis, 2019). The author will overview the result of using Culturally Responsive group instruction in a clinical setting in Baltimore, Maryland. The author will additionally discuss potential strategies to CRT in everyday Applied Behavior Analysis group therapy sessions using the existing literature from multidisciplinary fields	252AB
	Invited Speaker: Organizational Comunication: Meaning and Pinpointing	Matt Laske	1 Learning	"Culture," "Engagement," Incivility." How would you define and measure these concepts? At first glance, many behavior analysts might consider these terms cognitive or mentalistic and therefore have no place in behavior analysis. However, discarding these concepts limits the areas where behavior analysis can add value. Therefore, organizational behavior management must broaden its scope and account for these concepts. A better approach to understanding these more complex concepts is to analyze the conditions under which we speak about them. The current presentation will describe how to conduct a concept analysis for any complex phenomenon. A case study will then be presented on how a concept analysis was done for top-tier conversations. Last, the presentation will describe training and testing a concept in a group-based workshop.	251C

Time	Title	Speaker(s)	Credit	Description	Room
2:40 PM - 3:30 PM	The Continuum of Staff Training Programs- How to design robust, assent-based and neurodiversity informed training across a spectrum of settings and resources. 2:40-4:20p	Mary Stevenson, Jessica Belokas, May Beaubrun	1 supervision	As of July 1, 2022, there are 56,961 board-certified behavior analysts, 5,609 board-certified assistant behavior analysts, and 119,882 registered behavior technicians. The estimated turnover rates for registered behavior technicians range from 30% to 75% (Molko, 2018). The need for behavioral analysts continues to increase exponentially around the world. Although there are paraprofessional and professional certifications in behavior analysis, Behavior analysts in human service agencies are commonly expected to train support staff as one of their job duties. BCBA Supervisors are often tasked with assessing, instructing, and monitoring the skill development of behavior technicians and BCBA/BCaBA candidates. This presentation will outline staff training models to provide affordable Applied Behavior Analysis based therapy to families of children with autism as well as provide opportunities for prospective behavior analysts to build more comprehensive skills. Additional resources can be used in combination with a staff training model or separately. This presentation will also discuss how to elevate a standard training program for behavior technicians to include neurodiverse affirming and assent-based practices while ensuring effectiveness and maximizing time efficiency. In addition to technical skills, compassion, empathy, and perspective taking are important therapeutic relationship skills that can and should be incorporated into a training program for staff who work primarily with children with autism and their families. This presentation will also discuss how these skills can also be embedded into technician training to improve clinical outcomes. Participants with be provided with a Performance Assessment Tool Sample with accompanying data sheets, forms, assessment tools, guidelines, procedures, etc.	252AB
	Am Empirical Approach to Dissemination	Daisy Confusione (RECORDING ONLY)	1 Learning	What is effective dissemination? Can we define it, measure it and improve our efforts so we make a bigger impact on society? How do we know when we've effectively disseminated the science of behavior analysis? Historically, the field of behavior analysis has made great strides in disseminating the science to the public. However, the rise of anti-intellectualism, misinformation, and recent Autism advocacy has challenged the field ethically, calling for a more compassionate approach to service delivery as we grow in number and influence across the world. The need for cultural, diversity, and inclusion efforts within the field has been at the forefront of dissemination efforts as we determine how we can best reach those along the margins of society. Dissemination efforts and research have made valuable and practical suggestions with a focus on language and marketing approaches. This is an effort to present an experimental approach to dissemination by conducting a functional analysis of the target audience, identifying a measurement system, and designing a dissemination package that is effective and ethical. It's time we practice dissemination according to the science we're trying to disseminate.	Recording only
	Invited Speakers: What to Do Before They Flee or Get Fired: How to Better Support and Recover Employee Performance	Dr. Anita Li & Doug Johnson	1 Learning	Behavior analysis has long been invested in using our science to improve workplace contingencies. Unfortunately, consultants are sometimes brought into the workplace long after problems not only begun but may have even become entrenched into a persistent and negative workplace culture (including workplaces staffed by behavior analysts). By this point in the process, the work environment is marred by burnout, discipline issues, turnover, lost productivity, and more. Due to the important role of RBTs and paraprofessionals in the service provision of ABA, it is critical that burnout predictors and factors are identified to allow service agencies to intervene and create systems to reduce likelihood of burnout. In regard to handling service and performance disruptions, our discipline can sometimes be simplistically described as "catch them being good." Providing support through reinforcement systems is central to ameliorating problems related to burnout, turnover, and more. Unfortunately, this emphasis has also led to a gap on what to do when problem performance dominates an employee's evaluation and the built-in benefits alone do not fix performance issues. Often, employers feel like there isn't much left to do except to gather evidence as they prepare to fire someone through a series of progressive discipline steps. This talk will focus on an alternative solution for performance recovery that directly tackles problems while remaining in alignment with behavioral values of minimizing coercion.	250BC
	Unpacking Compassionate Care: Tackling Systems Preventing Practices of Culturally Safe and Responsive Care	Dr. Mari Cerda	1 Learning	Neurodiversity affirming', 'trauma-informed', and 'compassionate care' are buzz phrases weaving through professional channels in the field of behavior analysis. However, as a science we continue to neglect the root systems maintaining and perpetuating spaces of oppression for BIPOC and Autistic BIPOC communities. By examining historical and current interlocking behavioral systems and the resulting metacontingencies (Saini & Vance 2020), we can identify these cultural consequences currently limiting our ability to provide authentic care. From the values of Indigenous models of care (IMC) and Indigenous research methods (IRM)we can develop action items and take steps towards interrupting the cultural heredity of harmful systems and build frameworks of practice and research that embody cultural safety and responsiveness for our most marginalized communities.	250A

Time	Title	Author	CEU Type		Room #
3:30 PM - 4:30 PM	From Micro to Macro: Parenting through a Behavioral Lens	Michael Reynolds	1 Learning	The purpose of this symposia is to increase the effectiveness and utilization of parent training by equipping the parent trainer with invaluable information obtained directly from the parent prior to the introduction of the ABA principles, jargon, and material. Research from multiple ABA companies suggests that parent training is the most underutilized service provided under the ABA umbrella. Yet, it is noted to be one of the most important facets of the ABA experience as well. "Since children spend the majority of their time with their parents, it is advantageous for parents to be trained in ABA techniques and involved in the process in order to maximize their child's learning rate and skill development" (Hailstone, 2014). Furthermore, "...a lack of parental involvement results in children with ASD struggling to generalize their skills and progress across different environments. Without continuing to work on their learned skills at home, children won't achieve as much progress and could even regress" (Bennett, 2012). So by investigating the initial connection of the parent trainer to the parent, it is hypothesized that a more authentic, open, and honest connection can create a more beneficial and unified ABA experience. While looking at the micro-barriers of training such as the parent's; traumas, triggers, upbringing, and socio-economic status, the parent trainer is able to identify the source, direction, and internal factors working against ABA principles.	251C

Sunday, June 18th: Happy Hour Poster Session 4:30-6:00p
Sunday, June 18th: Karaoke Event 7:00-10:00p

Monday, 6/19/2023					
Time	Title	Author	CEU Type		Room #
9:00 AM - 12:00 PM KEYNOTE	A Behavioral Crisis in Education: The Behavior Analyst as the School Consultant	Anika Costa	3 Learning	Many teachers and school leaders are entering the classroom and schools with visions of making a significant and positive difference. They have the best intentions and want to make a positive difference. But if you check back in five years, you'll find these folks exhausted, disillusioned, and often seeking greener pastures in another school or field. Because of the complicated nature of an education system, behavior analysts regularly struggle to support the complex needs of students and educators. Schools with positive behavior support systems and interventions routinely face behavioral challenges. When there is a breakdown in even one part of the system, it impacts the rest. While sometimes the impact is small, other times it can have an enormous ripple effect that builds momentum like a behavioral avalanche resulting in a devastating impact across every aspect of a school. As such, when behavioral issues are widespread, behavior analysts can't consider reducing misbehavior, at least not at the classroom or school level, without connecting what happens inside and outside. This workshop will address the root causes of performance issues in schools as they relate to behavior management at the classroom and school level; moreover, it will focus on how behavior analysts can provide the most effective support using solutions rooted in Organizational Behavior Management (OBM) to increase collaborative and systematic approaches to bring out the best in both educators and the students they serve.	330