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April 1, 2022



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to our amazing volunteers for making today's event happen!**

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JOIN THE NJABA BOARD OF DIRECTORS

The NJABA Board is soliciting letters of interest for Board-appointed positions! All interested full members are encouraged to apply. Letters of interest should include the following information:

- Why you are seeking the position
- The experiences you would bring to the position
- Your abilities to fulfill the responsibilities of the position
- Estimated hours per month available
- Your name
- Your email address
- Your phone number

You would be applying to join a great team! NJABA's association management firm provides administrative support for these positions, and committee members help as well. Board meetings occur monthly. Appointments are for two years, unless otherwise noted.

Positions Open July 1, 2022

Communications Chair

Oversee website content and social media

University Program Liaison

Serve as a two-way communication mechanism between NJABA and university programs

Membership Chair

Engage and increase membership

Letters will be accepted until May 9, 2022, and members will be informed in late May 2022.

Interested and have questions?

Send inquiries and letters of interest to: info@njaba.org

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2022 NJABA CONFERENCE SCHEDULE

Session	Time	Presentation(s)	Location
Registration	7:00 – 8:00	Registration	Grand Foyer
Presidential Address	8:00-8:15	Presidential Address: Robert LaRue, Ph.D., BCBA-D	East Ballroom (1 st FL)
Keynote (2 CEUS)	8:15-9:55	Keynote Address: Shahla Ala'i-Rosales, Ph.D., BCBA-D, LBA (Ethics)	East Ballroom (1 st FL)
Posters & Exhibitors	9:55-10:30	Posters	East Ballroom (1 st FL)
		Exhibitors	West Ballroom (1 st FL)
Session 1 (1.5 CEUs)	10:30-11:45	Workshop 1: Increasing Cultural Responsiveness in the Practice of Behavior Analysis (Supervision)	East Ballroom (1 st FL)
		Symposium 1: Improving Employment Outcomes in Adolescents and Adults with Autism Spectrum Disorders	West Library (1 st FL)
		Workshop 2: Behavioral Strategies for Management of ADHD Symptoms in School-age Children	Gatsby's (2 nd FL)
		Workshop 3: Practical Ethics for Behavior Analysts (Ethics)	NW Ballroom (1 st FL)
		Symposium 2: Being Prepared for the Unexpected: The Role System Variables in Autism Intervention Programs Play	Lecture Suite (2 nd FL)
Lunch	11:45-12:45	Select workgroups will have designated lunch tables	East Ballroom (1 st FL)
Session 2 (1.5 CEUs)	12:45-2:00	Workshop 4: The Black Book of Supervision: All Secrets Revealed (Supervision)	East Ballroom (1 st FL)
		Panel 1: Using OBM to Engage Employees and Increase Retention in a Behavior Analytic Organization (Ethics)	West Library (1 st FL)
		Workshop 5: AAC Intervention Strategies for Individuals with ASD	Gatsby's (2 nd FL)
		Symposium 3: Current Trends of Trial-Based Functional Analysis, Abduction & Sexual Abuse Prevention, & Telehealth-Based Research	NW Ballroom (1 st FL)
		Workshop 6: Dissemination & Implementation of the Practical Functional Assessment & Skills-Based Treatment Process in Home-based Settings: Lessons Learned	Lecture Suite (2 nd FL)
Session 3 (1 CEU)	2:10-3:00	Workshop 7: Shaping Future Behavior Analysts: Reimagining the Framework of BCBA Supervision (Supervision)	East Ballroom (1 st FL)
		Panel 2: Addressing Ethical Dilemmas for the Behavior Analyst: An Interactive Panel Discussion of Ethics Using Video Recorded Scenarios (Ethics)	West Library (1 st FL)
		Workshop 8: Structuring Social Skill Development Groups to Promote Pro-Social Behavior	Gatsby's (2 nd FL)
		Symposium 4: Checks and Balances: Perspectives on Supervision and Leadership in ABA Organizations (Supervision)	NW Ballroom (1 st FL)
		Workshop 9: The Application of Applied Behavior Analysis to Health Coaching	Lecture Suite (2 nd FL)
Session 4 (1 CEU)	3:10-4:00	Panel 3: School Consultations: Administrative and Clinical Perspectives on Optimizing Outcomes (Supervision)	East Ballroom (1 st FL)
		Symposium 5: Research & Ethical Considerations on the Use of Restraint & Physical Behavior Management Across Settings (Ethics)	West Library (1 st FL)
		Workshop 10: How to Use Behavior Analysis to be an Effective Communicator on an IEP Team	Gatsby's (2 nd FL)
		Workshop 11: Structured Supervision & Mentoring for Small Organizations	NW Ballroom (1 st FL)
		Workshop 12: From BCBA to Business Leader: Teaching Clinical Experts to Drive Business Goals	Lecture Suite (2 nd FL)

NJABA 2022 KEYNOTE SPEAKER

8:15am-9:55am

Caring Hearts at the Intersection of Autism and Culture



Abstract: What are the relations between science, ethics and progress in Applied Behavior Analysis? How does this relate to Autism? To explore this question, we look at the progression of intensive interventions in autism. This will include: an overview of the changing foundational premises of our discipline; the emergence, impact and metamorphosis of early intervention configurations; the rapid expansion of services and service providers; and the concerns voiced by people of color and autistic people. The proliferation of behavior analysis in autism services has brought both growth and growing pains. When facing the painful dimensions of growth, we can either choose to be complacent or humbly act to progress as an applied science that cares deeply for the people we serve. Concepts complementary to our science, such as social justice, care ethics and womanism, can offer meaningful ways to strengthen our caring hearts to honor individual and the collective.

Learning objectives: At the conclusion of the presentation, participants will be able to:

1. To identify the relations between science, ethics and progress in ABA.
2. To identify growth and growing pains.
3. To identify probable outcomes of different actions in the face of rapid growth.
4. To identify resources for advancing caring and progressive scientific practices in ABA.

Shahla Ala'i-Rosales, Ph.D., BCBA-D, LBA received her B.S. from Southern Illinois University and her M.A. 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 BACB Board of Directors, the ABAI Practice Board, the ABAI Diversity, Equity and Inclusion Board and the OAR Scientific Council. 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. She co-authored a book on supervision and mentoring and another on responsibility and responsiveness in the parenting and 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.

POSTER SESSION & EXHIBIT HALL

9:55am-10:30am

Posters Presentations

(rear of East Ballroom)

#1 Acquisition of Observed Operants and Group Participation as a Function of a Dependent Group Contingency: **Lauren Baldonado, Ph.D., BCBA-D**, Lauren Shapiro, M.A., BCBA, & Alyssa Barrall, M.A.

#2 Systematic literature review of self-monitoring to increase physical fitness for adolescents and adults with developmental disabilities: **Norelle Bondar, M.A., BCBA**, & Allison Parker, M.A., BCBA

#3 Using self-monitoring to increase rates of instruction using Precision: **Hillary Genovese, M.A., BCBA**, Aubrey Byrne, M.A., BCBA, Tiffani Swanda, M.A., RBT, Christine Barosky, M.A., BCBA, & Lauren Kryzak, Ph.D., BCBA-D

#4 Teaching a Learner with Sophisticated Verbal Skills Appropriate Alternatives to Low-Frequency, High-Intensity Undesired Behaviors: **Sandra R. Gomes, Ph.D., BCBA-D**, Jessica M. Lamb, B.A., Emily E. Gallant, Ph.D., BCBA-D & Kevin J. Brothers, Ph.D., BCBA-D

#5 A Preliminary Evaluation of Protests and Function Identification during Functional Analyses: **Christian Grant, B.A.**, Olivia Scattergood, B.A., RBT, Jenna Richards, B.A., RBT, Giovanna Salvatore, M.A., & Christina Simmons, Ph.D., BCBA-D

#6 A Pilot Evaluation of a Supplemental Curriculum on Diversity Content in Graduate Course Syllabi: **Stephanie M. Ortiz, M.A., BCBA**, Melissa A. Joseph, M.Ed., BCBA, & Meghan A. Deshais, Ph.D., BCBA-D

#7 Individualized Curricula for Teaching Foundational Reading Comprehension Skills to Learners with Autism: **Priya Patil, M.A., BCBA**, Catherine Collins, M.A., BCBA, Cassandra McGuirl, B.A., Amber Trinidad, B.A., Emily E. Gallant, Ph.D., & BCBA-D & Kevin J. Brothers, Ph.D., BCBA-D

Visit Our Exhibit Hall located in the Grand Foyer and West Ballroom

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SESSION 1 PRESENTATIONS

10:30am-11:45pm

Workshop #1 (East Ballroom-1st Fl): Increasing Cultural Responsiveness in the Practice of Behavior Analysis (1.5 Supervision CEUs)

Cultural competence is the ability to understand, appreciate and interact with people from cultures or belief systems different from one's own. When practitioners who incorporate cultural competence into treatment, it may lead to improved outcomes, increased client satisfaction, and motivates clients to be equal partners within their care/clinical team. Increasing cultural understanding and diversity in Applied Behavior Analysis is critical to culturally responsive treatment. Ethics Code for Behavior Analysts, updated January 1st, 2022 includes (1.07) Cultural Responsiveness and Diversity. Some example of increasing cultural competence into practice is to consider various cultural practices as you conduct assessment such as self-care, feeding, sleep, toileting, etc. Goals targeted for both an increase and decrease should be aligned with the client and family's values. This addresses aspects of social validity as well. Furthermore, Cultural Responsiveness Classroom Management provides all students with equitable opportunities for learning classroom management in the service of social justice. Cultural responsiveness can be applied when treating behaviors targeted for increase and decrease and during supervision.

Presenter: May Chriseline Beaubrun, M.Ed., BCBA, LBA (Brett DiNovi & Associates)

Symposium #1 (West Library-1st Fl): Improving Employment Outcomes in Adolescents and Adults with Autism Spectrum Disorders (1.5 General)

The ability to obtain and maintain employment represents a critical developmental step in the lives of most people. While gainful employment provides us with the means to live independently, there are benefits that extend beyond simply getting a paycheck. Employment provides us with an opportunity to develop social relationships with the people with whom we work. These interactions allow us to develop social skills, expand our social network, and feel as though we are a part of a broader community. Gainful employment can also enhance our productivity and provide people with a sense of purpose. While those of us who are "neurotypical" usually find and sustain employment without much difficulty, employment outcomes for people with autism spectrum disorder (ASD) are generally poor. In fact, estimates indicate that approximately 50% to 75% of adults with ASD are unemployed (Bush & Tassé, 2017; Howlin et al., 2004). The purpose of the current symposium is to share novel assessment and intervention strategies to help improve these employment outcomes. The symposium will conclude with a discussion about short and long term goals for improving outcomes for individuals with developmental disabilities and autism spectrum disorders.

Chair: Robert H. LaRue, Ph.D., BCBA-D (Rutgers University)

Discussant: James Maraventano, Ed.D., BCBA-D (Rutgers University)

Accounting for Environmental and Task-Specific Factors for Improving Employment Matching for Adolescents and Adults with ASD:

Jenna Budge, LSW, BCBA (Rutgers University/DDDC), Robert H. LaRue, Ph.D., BCBA-D (Rutgers University), James Maraventano, Ed.D., BCBA-D (Rutgers University/RCAAS), Todd Frischmann, Ed.M., BCBA (Rutgers University/DDDC), Caitlin Kehoe, Ed.M., BCBA (Rutgers University/DDDC), & SungWoo Kahng, Ph.D., BCBA-D (Rutgers University)

Evaluation of Vocational Video-Based Preference Assessments for Adolescents with Autism Spectrum Disorder: Courtney Kane, M.A.,

BCBA (Caldwell University), Ruth DeBar, Ph.D., BCBA-D (Caldwell University), Tina M. Covington (Anderson Center for Autism), & Meghan A. Deshais (Rutgers University)

Discriminating Relationship Types to Improve Socially Acceptable Statements Made by Adults with Autism: Whitney Pubylski-Yanofchick, MSW, BCBA (Rutgers University/RCAAS)

Workshop #2 (Gatsby's-2nd Fl): Behavioral Strategies for Management of ADHD Symptoms in School-age Children (1.5 General CEUs)

Attention-Deficit Hyperactivity Disorder (ADHD) is a disorder characterized by symptoms of inattention and/or hyperactivity. According to NIMH, ADHD is relatively common in the United States with a prevalence of 11% among school age children. Hyperactivity/impulsivity symptoms include talking excessively, difficulty waiting, and excessive movement. Inattentive ADHD symptoms include difficulty sustaining attention, deficits in organizational skills, losing things necessary for work/activities, and forgetfulness. In this workshop, we will review common challenges that children with ADHD experience at home and in school. Recent research on behavioral interventions for ADHD will be discussed with a focus on teaching behavioral strategies that could be implemented by behavioral analysts working in clinic, home, and school settings. These strategies include contingency management, programmed reminders, and organizational skills training for improving

functioning. Behavioral strategies will be demonstrated through the use of extensive clinical case examples. Interactive learning with participants volunteering their own case examples will be encouraged.

Presenters: Anton Shcherbakov, Psy.D, BCBA (The Center for Emotional Health & ThinkPsych) & Rebecca Schulman, Psy.D, BCBA-D (Behavior Therapy Associates & ThinkPsych)

Workshop #3 (NW Ballroom-1st Fl): Practical Ethics for Behavior Analysts (1.5 Ethics CEUs)

On January 1, 2021, the Ethics Code for Behavior Analysts will replace the Ethical Compliance Code for Behavior Analysts as the Code which guides the professional activities of behavior analysts over whom the BACB has jurisdiction. This workshop will focus on those changes as well as practical applications of the Code of Ethics to issues commonly occurring in the delivery of behavior analytic services to vulnerable populations; how to use the Ethics Code to identify which issues are of ethical nature, which standards apply to each scenario, and steps to take to address it professionally. Participants will practice using a systematic decision making approach to scenarios, explaining their analyses and decisions, and role-play communication with parties involved in the scenarios.

Presenters: Daniela Fazzio, Ph.D., BCBA-D (Alpine Learning Group) & Jaime A. DeQuinzio, Ph.D, BCBA-D (Alpine Learning Group)

Symposium #2 (Lecture Suite-2nd Fl): Being Prepared for the Unexpected: The Role System Variables in Autism Intervention Programs Play (1.5 General)

Autism intervention programs have a number of responsibilities; however, the most important responsibility is to provide effective intervention to the individuals served to produce meaningful outcomes for them and their families. Programs that operate from the science of behavior analysis, and consistently implement systems that ensure the organization operates successfully at every level, are far more effective in producing positive outcomes under varied conditions. The pandemic, that we all faced over the last two years, provided an opportunity to test and analyze the efficacy, and strength, of the systems proposed by McClannahan and Krantz (1993). The papers in this symposium will focus on system variables that promoted continued student skill acquisition, staff development, and parent support and mentorship through a number of unexpected and unusual conditions. Each presenter will share relevant data that have been collected across a number of agencies, nationally and internationally, to support the value of systems and their role in ensuring generalized outcomes under novel conditions. The data obtained during the pandemic period provide us with an opportunity to analyze those system variables and promote the continued use of organizational systems in autism intervention programs.

Chair: Dawn B. Townsend, Ph.D., BCBA-D (Alliance for Scientific Autism Intervention)

Ensuring Student Progress During the Pandemic: Susan M. Vener, Ph.D., S.A.S. (New York Child Learning Institute) & Alison Gillis, Ph.D., BCBA-D (New York Child Learning Institute)

Staff Training and Evaluation during the Pandemic: Important Lessons Learned: Kevin J. Brothers, Ph.D., BCBA-D (Somerset Hills Learning Institute), Paul Shreiber, MA (Somerset Hills Learning Institute), & Emily Gallant, Ph.D., BCBA-D (Somerset Hills Learning Institute)

Parent Support and Mentorship under Highly Variable Conditions: Christine M. Fry, M.Ed. (Princeton Child Development Institute), Amanda S. Freeman, Ph.D., BCBA-D (Princeton Child Development Institute), & Gregory S. MacDuff, Ph.D., BCBA-D (Princeton Child Development Institute)

Lessons Learned About System Implementation Under Unplanned and Unique Conditions: Eric Rozenblat, Ph.D., BCBA-D (Institute for Educational Achievement), Donna DeFeo, Ph.D. (Institute for Educational Achievement), & Dawn B. Townsend, Ph.D., BCBA-D (Institute for Educational Achievement)

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LUNCH BREAK

11:45am-12:45pm

Visit our exhibit hall

Workgroup Meet & Greet

Have lunch with a workgroup you belong to or sit with a new one to find out what they're all about.

Look for the designated tables in the East Ballroom for the following workgroups:

Adult Services

Diversity & Inclusion

Insurance, Medicaid, and Business Practices

Early Intervention





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SESSION 2 PRESENTATIONS

12:45pm-2:00pm

Workshop #4 (East Ballroom-1st Fl): The Blackbook of Supervision: All Secrets Revealed (1.5 Supervision CEUs)

It is the responsibility of every ABA supervisor to provide efficacious supervision to current and prospective certificants (BACB, 2014). The ABA Supervision Handbook offers a systematic method for training professional behavior analysts to acquire clinical competency. In addition, it provides a means to evaluate ongoing supervisee performance of the skills listed within the 5th edition task list. In doing so, The ABA Supervision Handbook allows for the identification of supervisees' mastered skills and areas of improvement, helps to structure the supervision experience and operationalize the practice of supervision, provides competency-based measures, and helps fulfill the supervisor's duty to develop ethical and data-based decision-making systems (4.06; BACB, 2020). As a result, organizations and individuals will benefit from improved supervisory practices and training competent, ethical practitioners. This workshop will therefore focus on teaching participants how to use the Handbook to structure, train, and evaluate supervisees' experiences, including the presentation of scenarios to practice using the competency and ethical decision-making instruments.

Presenters: Hana Jurgens, MS, BCBA, LBA(MI) (Positive Behavior Supports, KHY ABA Consulting Group, Inc.), Karly Cordova, EdD, BCBA-D, LABA (MA) (KHY ABA Consulting Group, Inc.), & Yulema Cruz, PhD, BCBA-D (Rutgers University, KHY ABA Consulting Group, Inc.)

Panel #1 (West Library-1st Fl): Using OBM to Engage Employees and Increase retention in a Behavior Analytic Organization (1.5 Ethics)

In an industry where organizations often struggle with retention, employee engagement seems to be the proverbial Unicorn pursued by many yet found by few. Operationalized by Ludwig and Frazier (2012) as value-added behavior that is reinforced, engagement is easy to pronounce, yet challenging to produce. Engaging employees requires precise, purposeful, and systematic approaches on the part of leadership in order to increase committed employees and worthy performance reflective of an organization's values and mission. This panel will discuss strategies for increasing employee engagement and retention through strategies grounded in Organizational Behavior Management and in alignment with the ethical guidelines of the Behavior Analyst Certification Board (BACB).

Chair: Patrick R. Progar, Ph.D., BCBA-D (Brett DiNovi & Associates)

Panelists: Paul "Paulie" Gavoni, Ed.D., BCBA, Brett DiNovi, MA, BCBA (Brett DiNovi & Associates), Jason Golowski, MA, BCBA (Brett DiNovi & Associates), & Lisa Riley, RBT (Brett DiNovi & Associates)

Workshop #5 (Gatsby's-2nd Fl): AAC Intervention Strategies for Individuals with Autism (1.5 General CEUs)

AAC will be reviewed for its benefits for expressive and receptive language (Light et al., 1998). Research-based information is provided as it relates to how vocal speech development is affected by AAC (Olive et al., 2007). Communication modes, the range of communication systems (low tech to high tech), and brief information related to assessment is reviewed. Research on the efficacy of speech-generating devices for supporting communication needs of individuals with autism will be explicitly reviewed. Information regarding recommended prompts/prompt-fading procedures will be shared (Feeley & Jones, 2012). Steps for initiating intervention and selecting initial vocabulary are reviewed (Rosales, Stone, & Rehfeldt, 2009). Considerations for implementing FCT as it relates to AAC are reviewed (Carr & Durand, 1985). Addressing AAC needs for learners with partial vocal speech is addressed and a sample protocol is shared. AAC modeling techniques are reviewed in detail (Harris & Reichle, 2004). Additional strategies for common challenges with AAC intervention are discussed. Specific skill acquisition programs to target skills such as communicative repair will be shared.

Presenter: Joseph A. Novak, EdD, BCBA-D, CCC-SLP, ATP (REED Autism Services, Kean University, Endicott College, Private Practice)

Symposium #3 (NW Ballroom-1st Fl): Current Trends of Trial-Based Functional Analysis, Abduction and Sexual Abuse Prevention, and Telehealth-Based Research (1.5 General)

Teaching safety skills, reducing problem behavior, and access to remote behavior analytic services is critical to the autonomy and to the trajectory of individuals with autism and related disorders. Specifically, abduction and sexual abuse prevention is important for independent access to the community. Alternative functional analysis methodologies, like trial-based functional analyses, that assess environmental variables maintaining problem behavior in the natural setting are needed. Additionally, continued access to intervention in the face of service disruption and for those who lack immediate access to service providers may benefit from telehealth-based services. Researchers continue to evaluate these practices across participant characteristics, dependent measures, and settings as new questions, considerations, and challenges (e.g., pandemics) arise. Syntheses of current and past research can guide practitioners to identify best practices and gaps in

research. The purpose of the symposium is to systematically review abduction and sexual abuse prevention, trial-based functional analyses, and telehealth research to identify strengths, best practices, limitations, and areas of future research.

Chair: Ruth M. DeBar, Ph.D., BCBA-D (Caldwell University)

***The Use of Telehealth in Interventions with Individuals with Autism Spectrum Disorder: A Descriptive Review:* Courtney L. Kane, M.A., BCBA** (Caldwell University), & Ruth M. DeBar, Ph.D., BCBA-D (Caldwell University)

***Abduction and Sexual Abuse Prevention by Individuals with Developmental Disabilities: A Review of the Literature:* Melina Morel, M.A., BCBA** (Caldwell University), Ruth M. DeBar, Ph.D., BCBA-D (Caldwell University), Jason C. Vladescu, Ph.D., BCBA-D (Caldwell University), & Sharon A. Reeve Ph.D., BCBA-D (Caldwell University)

***A Descriptive Assessment of the Trial-Based Functional Analysis:* Jessica L. Amador, M.A., BCBA** (Caldwell University), Ruth M. DeBar, Ph.D., BCBA-S (Caldwell University), Tina Sidener, Ph.D., BCBA-D (Caldwell University), Meghan A. Deshais, Ph.D., BCBA-D (Rutgers University), & Andrew W. Gardner, Ph.D., BCBA-D (University of Arizona)

Workshop #6 (Lecture Suite-2nd Fl): Dissemination and Implementation of the Practical Functional Assessment (PFA) and Skills-Based Treatment (SBT) Process in Home-based Settings: Lessons Learned (1.5 General CEUs)

Conducting functional analyses (FAs) can help identify effective function-based treatment to addressing problem behaviors. The FA literature has extensively cited Iwata et al.'s (1982) format and procedures. More recently, published studies have shifted away from the Iwata's standardized procedures and included the use of open-ended interviews, matched control and test conditions, synthesized contingencies to emulate the establishing operations suspected in the participant's natural environment, and the inclusion of non-dangerous topographies of problem behaviors (Jessel et al., 2020). Hanley et al. (2014) presented an assessment process that consists of a practical functional assessment, including an open-ended interview, and an experimental analysis (the Interview-Informed Synthesized Analysis or IISCA) using one control condition and one test condition with synthesized establishing operations. In this workshop, attendees will learn how one service provider agency made the shift to implementing these procedures in client's homes. Discussion will include barriers to implementation, a compassionate approach to collaborating with families, preparation considerations, staff training and support, and teaching from joy.

Presenters: Celia Heyman, M.A., BCBA (Above & Beyond Learning, FTF Behavioral Consulting, Capella University), **Laura Lyons, PhD, BCBA-D** (Above and Beyond Learning Group), & **Alexis Bondy, MEd** (Above and Beyond Learning Group)

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SESSION 3 PRESENTATIONS

2:10pm-3:00pm

Workshop #7 (East Ballroom-1st Fl): Shaping Future Behavior Analysts: Reimagining the Framework of BCBA Supervision (1 Supervision CEUs)

Fieldwork for board certified behavior analyst (BCBA) certification has continued to become more rigorous over time. With the exponential growth of the field, the quality and experience of supervisors can vary greatly, particularly in settings that lack university affiliations. As a result of many factors to be discussed, uneven development of behavior analytic repertoires occurs across the field while fieldwork remains highly variable. This paper proposes a model that incorporates previous recommendations for supervision (e.g. contracts, establishing expectations), as well as additional behavior analytic principles to create a fieldwork sequence. The three-part sequence starts with fluency with direct care skills ensuring pre-requisites are met early. Next, a clinically applied project embeds motivating operations, self-management and behavior analytic professionalism. Finally, the third phase focuses on mentorship from a current BCBA utilizing a job-model for training. Threaded throughout this framework are competencies, behavioral skills training, opportunities for feedback, task list connections and suggestions to ensure all standards are closely adhered to as a trainee progresses. The further dissemination and adaptation of a framework such as this can support the continued push for ethical development of BCBA fieldwork across many types of settings; improving outcomes for trainees and clients alike.

Presenters: Nicole Stewart, MEd, BCBA, LBA-NY (Supervision Reimagined), Gabriella Davila, MA, BCBA, LBA-NY (Supervision Reimagined), & Megan Dennehy, MEd, BCBA, LBA-NY (Supervision Reimagined)

Panel #2 (West Library-1st Fl): Addressing Ethical Dilemmas for the Behavior Analyst: An Interactive Panel Discussion of Ethics Using Video Recorded Scenarios (1 Ethics)

It is essential for practitioners of behavior analysis to regularly examine their responses to ethical dilemmas, especially in light of the new ethics code to be released in January of 2022 by the Behavior Analyst Certification Board (BACB). At times, behavior analysts can find themselves in precarious situations that challenge the core values and principles of applied behavior analysis, and the ethical decision may not be clearly evident or previously addressed in the ethics code. In this interactive panel discussion, participants will be presented with short, video recorded scenarios that represent such situations, and given the opportunity to discuss the most appropriate ethical response to each scenario. Panelists will field questions, provide guidance and equip participants with pertinent BACB standards and research to assist in making the most appropriate ethical decisions. The panelists from Brett DiNovi and Associates NJ and California have years of experience navigating ethical dilemmas. They will offer their respective expertise to answer audience members' questions about the BACB ethical code and common ethical scenarios and dilemmas.

Chair: Justin DiDomenico, BCBA (Brett DiNovi and Associates, LLC)

Panelists: Brianna Snyder (Brett DiNovi and Associates), Debbie Ruff, BCBA (Brett DiNovi and Associates, LLC), & Timothy Hinchey, BCBA (Brett DiNovi and Associates, LLC)

Workshop #8 (Gatsby's-2nd Fl): Structuring Social Skill Development Groups to Promote Pro-Social Behavior (1 General CEUs)

The goal of the current presentation is to examine the structure of social skills groups. Structure, goals, reinforcement systems, and data collection methods are reviewed to increase positive social behaviors. Presenters will review current strategies used to implement effective social skills groups.

Presenters: Jennifer Harris, BCBA (The COR Behavioral Group) & Katelyn Levy, BCBA (The COR Behavioral Group)

Symposium #4 (NW Ballroom-1st Fl): Checks and Balances: Perspectives on Supervision and Leadership in ABA Organizations (1 Supervision)

Ensuring accountability at an organizational level is no easy task. Two pressures behavior analysts may face in leadership roles at organizations delivering behavioral interventions are (a) providing evidence of the utility of behavioral intervention to organizational stakeholders and (b) providing satisfactory and meaningful supervisory experiences to employees seeking BCBA certification. In this presentation, we describe how a behavioral systems approach embedded in our organizational culture has guided and continues to guide development of accountability systems that address these two specific concerns. We consider these systems of checks and balances, wherein performance feedback flows in every direction throughout the organizational hierarchy, and performance of those in positions with more leadership and supervisory responsibilities depends on performance of those in positions of less leadership, motivating leaders and supervisors to ensure the success of those they lead and supervise. We also discuss the extent to which explicitly teaching clear

expectations for professional conduct helps to support the participation and ultimately success of all parties involved in these systems, and analyze the benefits of these systems in terms of the substantial time and effort required by their development, implementation, and maintenance. Changes and use of systems in the COVID-19 pandemic will also be discussed.

Chair: Emily E. Gallant, Ph.D., BCBA-D (Somerset Hills Learning Institute)

Checks and Balances in BCBA Supervision: A Model: Sandra R. Gomes, Ph.D., BCBA-D (Somerset Hills Learning Institute), Paul Shreiber, MA, BCBA (Somerset Hills Learning Institute), Kevin J. Brothers, Ph.D (Somerset Hills Learning Institute), Priya Patil, MA, BCBA (Somerset Hills Learning Institute), & Emily E. Gallant, Ph.D., BCBA-D (Somerset Hills Learning Institute)

Monthly Means as a Unit of Analysis in a Systems-Based Approach to Behavioral Intervention: Kevin J. Brothers, Ph.D., BCBA-D (Somerset Hills Learning Institute), Paul Shreiber, MA, BCBA (Somerset Hills Learning Institute), Sandra R. Gomes, Ph.D., BCBA-D (Somerset Hills Learning Institute), Stephanie Kimmel, MA (Somerset Hills Learning Institute), E. Dennis Machado, MA, BCBA (Somerset Hills Learning Institute), & Emily E. Gallant, Ph.D., BCBA-D (Somerset Hills Learning Institute)

Workshop #9 (Lecture Suite-2nd FI): The Application of Applied Behavior Analysis to Health Coaching (1 General CEUs)

Applied Behavior Analysis is a science devoted to understanding behavior in order to change socially significant behavior to a meaningful degree. While we often think of socially significant behaviors as academic, self-care, or leisure skills, health-related behaviors are of great social significance. According to the United States Department of Health and Human Services, approximately half of the United States population is living with a chronic disease that could be prevented or mitigated by making lifestyle changes. While most individuals know what behaviors to engage in to improve their overall health and wellness, they do not make the necessary changes to improve their health. Health Coaching is a relatively new field. The role of a Health Coach is to partner with clients who wish to enhance their well-being by assisting them in making self-directed, lasting changes, that are aligned with their values. Behavior analysis can improve the effectiveness of health coaching in various ways which align with the dimensions described initially by Baer, Wolf, & Risley however, it is imperative behavior analysis practice within their scope of competence and training.

This workshop will review various behavior analytic concepts that can utilized to improve the field of health coaching as well as provide guidelines behavior analysts should consider prior to practicing within the area of health and wellness.

Presenters: Sarah Burby, M.A., BCBA, ACE Certified Health Coach, Precision Nutrition Level 1 Coach, Certified Intuitive Eating Counselor (Small Changes Health and Wellness Coaching)



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Positive Behavior Support Corporation embraces a specific approach to delivery Of Applied Behavior Analysis (ABA) therapy: Positive Behavior Support (PBS) which Is a research-based approach to supporting people of all ages with behavioral Challenges in home, school, and community settings.

SESSION 4 PRESENTATIONS

3:10pm-4:00pm

Panel #3 (East Ballroom-1st Fl): School Consultations: Administrative and Clinical Perspectives on Optimizing Outcomes (1 Supervision)

The purpose of this panel presentation is to provide an overview of the administrative and clinical initiatives that we have found to be successful. Topics to be covered on the administrative side will cover everything from procedures used to ensure collections from school districts occur in a timely fashion to identifying trends in margins and assessing why those margins may be trending in a negative or positive fashion. Topics to be covered from the clinical perspective include how our integrated data management system can be used to provide financial information to the organization and how it can be used to improve staffing patterns and staff morale. Taken together, audience members will learn how to scale their operations to produce strong and sustainable financial and clinical outcomes. Audience members will also learn how to maintain strong working relationships with school districts and to identify how to timely address any concerns that may occur when working with a school district.

Chair: Patrick R. Progar, Ph.D., BCBA-D (Brett DiNovi & Associates)

Panelists: Chasity M. Bright, M.ED (Brett DiNovi & Associates), Billy Brown, MA, BCBA (Brett DiNovi & Associates), & Matt Ingemi, BA, BCaBa (Brett DiNovi & Associates)

Symposium #5 (West Library-1st Fl): Research and Ethical Considerations on the Use of Restraint and Physical Behavior Management Across Settings (1 Ethics)

Individuals with autism spectrum disorder (ASD) are at a greater risk of physical management or restraint being used than neurotypical peers, particularly in situations where they lack appropriate social communication and engage in severe topographies of challenging behavior. The application of restraint has resulted in associated increases in an individual's risk of injury, depression, anxiety, stress, and distrust of healthcare professionals. Physical guidance is often incorporated into treatment procedures to facilitate compliance or to teach novel skills; however, research suggests that clients often prefer procedures without physical guidance and that alternatives to physical guidance can be similarly effective as instructional procedures. In this symposium, presenters will discuss recent research characterizing the experiences of behavioral practitioners and physicians in managing challenging behavior, particularly their use of restraint and physical management strategies as well as client and patient responses. Presenters will discuss the ethical implications of using hands-on physical procedures and potential strategies to decrease reliance on physical procedures, including improvements in behavioral training across fields.

Chair: Crystal A. Harms, M.Ed., BCBA (Rowan University)

Behavioral Practitioners' Experiences with Restraint and Physical Guidance for Managing Challenging Behavior: Abigail Moretti, B.A. (Rowan University), Christina Simmons, Ph.D., BCBA-D (Rowan University), Olivia Scattergood, B.A. (Rowan University), & Taylor Pankiewicz (Rowan University)

Physician Perspectives on Severe Behavior and Restraint Use in a Hospital Setting for Patients with Autism Spectrum Disorder: Giovanna Salvatore, M.A. (Rowan University) & Christina Simmons (Rowan University)

Workshop #10 (Gatsby's-2nd Fl): How to Use Behavior Analysis to be an Effective Communicator on an IEP Team (1 General CEUs)

Many or most of the children that behavior analysts work with in the school settings have individualized education plans (IEPS). Attending IEP meetings to collaborate with the school team is common occurrence, happening yearly at minimum for each student with an IEP. Often in our graduate work as clinicians, the IEP process is not reviewed. However, being able to confidently work with the IEP team is an integral part of being successful in the school setting. To be a productive part of the IEP team two important skill sets are needed. The first is clear communication skills. Training in ABA teaches us to be clear, concise and objective. These skills can translate to effective communication skills--an asset in IEP meetings. The second skill set is a knowledge of the IEP process--to be able to contribute to the content of the document you must understand each section and the role it plays in supporting the student.

Presenters: Lisa Sabato MS BCBA LBS (Capella University, ABA Collaborate) & Michele O'Connor BCBA, M.Ed., NCC, LBS (Capella University, ABA Collaborate)

Workshop #11 (NW Ballroom-1st Fl): Structured Supervision and Mentoring for Small Organizations (1 Supervision CEUs)

Small organizations face unique challenges with meeting the BACB's requirements for fieldwork experience and developing a strong clinical and professional repertoire for supervisees. The demand to provide best practice supervision including thorough competency-based training, careful fieldwork tracking, ongoing effective feedback, and varied assessment and case conceptualization opportunities requires careful design and oversight. Without resources such as a dedicated supervision coordinator and funding, supervisees often lack the opportunity for a broad range of applied supervision activities. This workshop will review evidence-based and culturally sensitive tactics for developing and ongoing maintenance of structured supervision initiatives that provide employees with the opportunity to master the task list and learn professional skills needed to move into their role as behavior analysts (LeBlanc, Sellers, & Ala'i, 2020). Skills reviewed include using a tiered approach to supervision, developing policies and protocols, training supervisors and supervisees, creating unrestricted activity opportunities, organizing scope and sequence of the fieldwork experience, and auditing supervision requirements across the organization.

Presenters: Allison Parker, MA, BCBA (DATA Group Central) & Ashley Kemmerer, MS, BCBA (Graham Behavior Services)

Workshop #12 (Lecture Suite-2nd Fl): From BCBA to Business Leader: Teaching Clinical Experts to Drive Business Goals (1 General CEUs)

By aligning employee skill sets and incentives with company objectives, organizations can accelerate the growth of their people and their businesses. The first-ever master class in leadership in the ABA field, Kyo's Autism Leadership Academy (ALA), trains emerging leaders in the mechanics of operating a business. The ALA curriculum immerses aspiring regional directors in practical business management coursework. Content focused on executive leadership skills uses the Learning to Lead, Leading to Learn framework. The ALA training integrates tenants from OBM and Emotional Intelligence (EQ) to grow strategic, innovative entrepreneurs. A key component of the ALA is the deliberate process of setting broad goals for managers, while empowering them with the tools to develop into autonomous, accountable directors who inspire regional teams and achieve company outcomes. In this presentation, developers and participants of the ALA will walk you through the core aspects of a training program and company culture that have enabled clinical experts to develop into effective leaders.

Presenters: Nicole Ballinghoff, M.Ed. BCBA (Kyo) & Kyna Chambers, MS, BCBA (Kyo)

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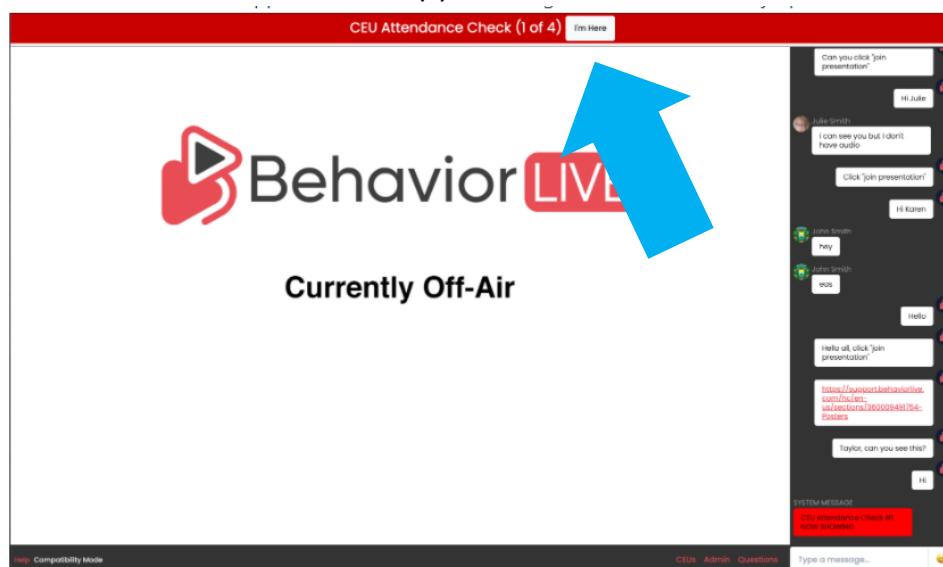
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Amy Gravino, MA

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Karly L Cordova, EdD, BCBA-D, LABA, Heather Brooks, M.A, BCBA, LBA, &
Cammie Williams, MSC, BCBA, LBA

Tuesday, June 14th, 10:00-11:15 am (1.5 Ethics CEUs)

Why Using ABA and OBM to Effectively Coach Employees Helps Decrease Burn Out and Turnover

Heather Francisco, BCBA, Sarah Burby, BCBA, &
Katelynn Wiemer, BCBA, Brianna Snyder, BCBA

Wednesday, August 3rd: 3:30-4:45pm (1.5 Supervision CEUs)

From Research to Real Life:

Infusing Compassionate Care Throughout Your Organization

Karen Yosmanovich M.Ed BCBA LBS, Allison Parker, MA, BCBA,
& Ed Sidley, MA, BCBA

Wednesday, October 12th: 3:30-4:45pm (1.5 Ethics CEUs)

Beyond the Task List: Preparing Your Supervisee for the Real World

Yulema Cruz, PhD, BCBA-D, Hana Jurgens, MA, BCBA, LABA, &
Karly L Cordova, EdD, BCBA-D, LABA

Friday, December 2nd: 10:00-11:15am (1.5 Supervision CEUs)

***All events will all be offered virtually
via the BehaviorLive platform.***

NJABA WORKGROUPS

NJABA Workgroups offer many benefits: networking, resource sharing regarding best practices and ways to educate others about ABA and BCBA's scope of practice, and an organized forum to discuss and advocate for the profession on behalf of those we serve.

The Adult Services Workgroup is dedicated to promoting the professional practice of applied behavior analysis (ABA) in adult services and increasing both private and public capacity to provide high-quality, evidence-based behavior analytic services to all.

Leadership: Darren Blough, MSW, BCaBA

Next Meeting: Wednesday, April 27, 2022, 10:00am - 12:00pm (video only)

The ABA Services in Spanish Workgroup is dedicated to promoting the professional practice of Applied Behavior Analysis (ABA) to providers serving Spanish-speaking clients.

Leadership: Cindy Moran Lora, M.A., BCBA & Jennifer Lopez-Ovalles, M.A., BCBA

Next Meeting: TBD

The Diversity and Inclusion Workgroup is dedicated to promoting inclusivity within the NJABA organization and our profession regardless of one's race, ethnicity, sexual orientation, gender identity, age, country of origin, religious or spiritual beliefs, ability, and social and economic class.

Leadership: May Beaubrun, M.Ed., BCBA, LBA

Next Meeting: April 1, 2022, Lunch Break at NJABA Conference

The Early Intervention Workgroup is dedicated to promoting the professional practice of applied behavior analysis (ABA) in early intervention and increasing both the private and public capacity through the New Jersey Early Intervention System to provide high-quality behavioral services to all families with young children.

Leadership: Lianna Steinheuser, M.S., BCBA

Next Meeting: TBD

The Insurance, Medicaid, and Business Practices Workgroup is dedicated to promoting the professional practice of applied behavior analysis (ABA) in the context of publicly and privately funded services and the business development interests of professional behavior analysts.

Leadership: Cara Graham, M.A., BCBA

Next Meeting: April 1, 2022, Lunch Break at NJABA Conference

The Public School Workgroup is dedicated to promoting the professional practice of applied behavior analysis (ABA) in public schools and increasing public schools' capacity to provide high-quality behavioral services to all students.

Leadership: Kaitlyn Eberhardt, M.A., BCBA

Next Meeting: April 20, 2022, 3:00pm – 5:00pm

The Student Group's mission is to provide opportunities for student growth and development, advocate for student participation in behavior analytic activities, and facilitate connections across universities in order to disseminate behavior analysis to the broader community.

Leadership: Jason C. Valdescu, Ph.D, BCBA-D, NCSP, LBA (NY)

Next Meeting: TBD



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 - ABA Services in Spanish
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 - Insurance, Medicaid, & Business Practices
 - Public School

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**Mission ~ Vision ~ Values**

*NJABA's mission is to advance the science and evidence-based practice of behavior analysis through research,  
education, service delivery, and advocacy in the state of New Jersey.*

*NJABA's vision is a statewide community in which behavior analysts have the research, training, and resources  
they need to improve people's lives.*

*NJABA values ethics, compassion, excellence, collaboration, research, and science.*