

# 18TH ANNUAL CONFERENCE

FRIDAY MARCH 3, 2023

THE PALACE  
AT SOMERSET PARK  
SOMERSET, NJ

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## March 2nd: PRE-CONFERENCE EVENTS

<b>Registration</b>	<b>1:00-2:00</b>	Check-in	2nd Floor
<b>Workshop</b>	<b>2:00-5:00</b>	<b>Tyra P. Sellers, J.D., Ph.D., BCBA-D:</b> Ethical Supervision - Practical Consideration for What You Do and What You Teach <b>(1.5 Ethics &amp; 1.5 Supervision CEUs)</b>	Lecture Suite (2nd FL)
<b>Reception</b>	<b>5:00-6:30</b>	<b>Reception:</b> Free to all workshop and conference attendees (RSVP required)	Gatsby's (2nd FL)

## March 3rd: CONFERENCE EVENTS

<b>Registration</b>	<b>7:00-8:00</b>	Check-In & Breakfast	Grand Foyer
<b>Presidential Address</b>	<b>8:00-8:15</b>	<b>Presidential Address:</b> SungWoo Kahng, Ph.d., BCBA-D	East Ballroom (1st FL)
<b>Keynote (2 CEUs)</b>	<b>8:15-9:55</b>	<b>Keynote Address:</b> Janet A. Twyman, Ph.d., BCBA, LBA-NY	East Ballroom (1st FL)
<b>Posters &amp; Exhibitors</b>	<b>9:55-10:30</b>	<b>Poster Session</b>	East Ballroom (1st FL)
		<b>Exhibitors</b>	West Ballroom (1st FL)
<b>Session 1 (1.5 CEUs)</b>	<b>10:30-11:45</b>	<b>Workshop 1:</b> Maximizing Responding During Group Instruction with Learners with Autism	Lecture Suite (2nd FL)
		<b>Workshop 2:</b> Attention-Deficit/Hyperactivity Disorder and Behavior Analysis	NW Ballroom (1st FL)
		<b>Workshop 3:</b> Sexuality and the Spectrum: Lessons on ABA, Dating, and Love, Autism Style (1.5 Ethics CEUs)	Gatsby's (2nd FL)
		<b>Panel 1:</b> Discussing The Use of Pyramidal & Behavior Skills Training on Staff & Caregivers' Treatment Integrity Using Single Case Research (1.5 Supervision CEUs)	East Ballroom (1st FL)
		<b>Workshop 4:</b> Implementing PEAK: Practical Strategies & Lessons Learned	West Library (1st FL)
<b>Lunch</b>	<b>11:45-12:45</b>	Select workgroups will have designated lunch tables.	East Ballroom (1st FL)
<b>Session 2 (1.5 CEUs)</b>	<b>12:45-2:00</b>	<b>Workshop 5:</b> Teaching emotional awareness and private event tacting to children with autism	Gatsby's (2nd FL)
		<b>Workshop 6:</b> Developing Skillful Clinicians: Best Practices in Training and Supervision (1.5 Supervision CEUs)	Lecture Suite (2nd FL)
		<b>Workshop 7:</b> Sleeping, Feeding, and Toileting Challenges: From Assessment through Intervention	East Ballroom (1st FL)
		<b>Workshop 8:</b> Autism and Health Outcomes: How Behavior Analysis Can Help Improve Access to Quality Healthcare	West Library (1st FL)
		<b>Symposium 1:</b> Advances in Transition Planning: Preparing Autistic Adults for Life after Graduation	NW Ballroom (1st FL)

# March 3rd: CONFERENCE EVENTS

<b>Session 3 (1 CEU)</b>	<b>2:10-3:00</b>	<b>Workshop 9:</b> The Developing Individual: Transition Throughout Puberty	West Library (1st FL)
		<b>Workshop 10:</b> Compassion and Soft Skills for School Consultation	Gatsby's (2nd FL)
		<b>Panel 2:</b> Sustaining the Field of ABA through Accountable Supervision (1 Ethics CEU)	East Ballroom (1st FL)
		<b>Workshop 11:</b> Using Behavioral Skills Training to Teach BCBA-level Skills During Fieldwork Experience (1 Supervision CEU)	Lecture Suite (2nd FL)
		<b>Symposia 2:</b> Empirical Investigations of Mastery Criteria: Maintenance and Efficiency	NW Ballroom (1st FL)
<b>Session 4 (1 CEU)</b>	<b>3:10-4:00</b>	<b>Workshop 12:</b> Implicit Bias as a Medical Necessity Consideration (1 Ethics CEU)	Lecture Suite (2nd FL)
		<b>Symposia 3:</b> Improving Outcomes for Challenging Behavior in Individuals with Autism: Research on Parents, Therapists, & Physicians	NW Ballroom (1st FL)
		<b>Workshop 13:</b> Improving Sleep Difficulties in Children with Autism Spectrum Disorder	East Ballroom (1st FL)
		<b>Panel 3:</b> The Future of ABA: Multiple Perspectives on Ethical Challenges Facing our Field (1 Ethics CEU)	Gatsby's (2nd FL)
		<b>Workshop 14:</b> Applying ABA to Skill Acquisition in Clients with ADH	West Library (1st FL)

## PRESENTATION TYPES

**Symposia:** A series of 2-4 presentations of empirical research on a related topic.

**Panels:** Open discussions of a behavior analytic topic or issue by professionals in the field.

**Workshops:** Instructional sessions related to a single topic. Workshops may cover the application of behavior analysis to various populations and behaviors or be related to the practice of behavior analysis.

**Posters:** Poster presentations are visual reports of empirical research that are similar to a compressed research paper written in APA style. The authors will be available to discuss their projects during the poster session.







# Brett DiNovi & Associates

## Who We Are

**Brett DiNovi & Associates LLC and its subsidiaries provide behavioral consultation and leadership training for more than 300 school districts and organizations across New Jersey, Pennsylvania, California, Florida, Maine, and Texas. We are the world's largest user-friendly dissemination outlet for applied behavior analysis and organizational behavior management. In addition, Brett DiNovi & Associates is a family owned and BCBA operated organization.**

**Expanding The World's Collective Wisdom of Behavioral Science to Change the Landscape of Government, Education, Industry, and Society at Large.**

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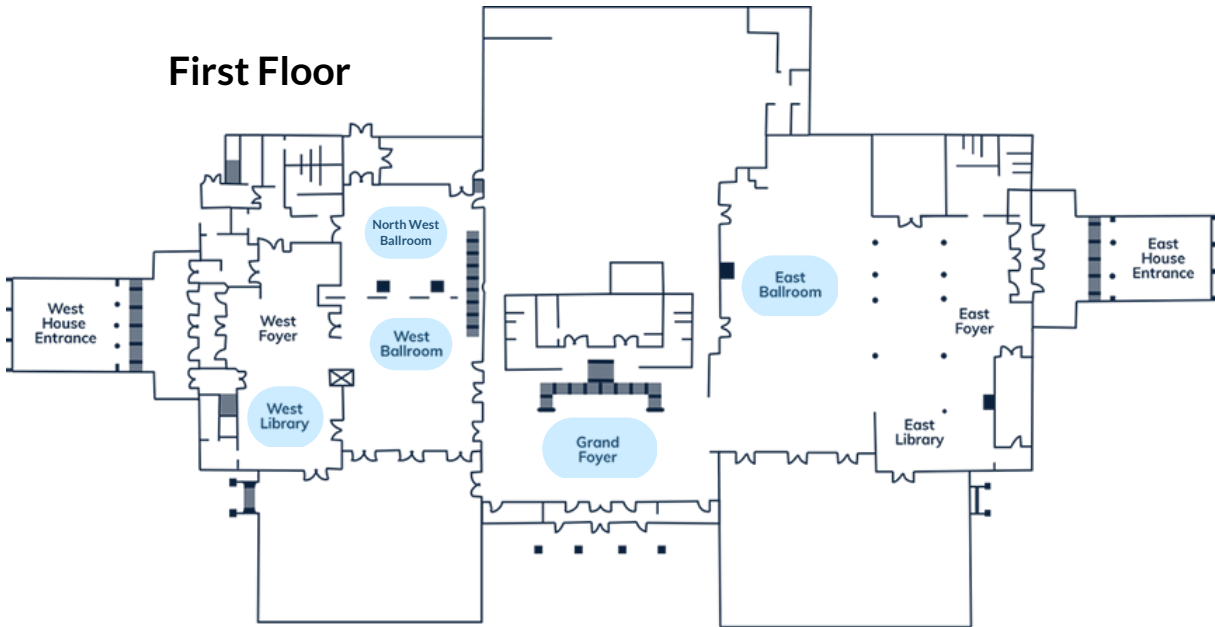
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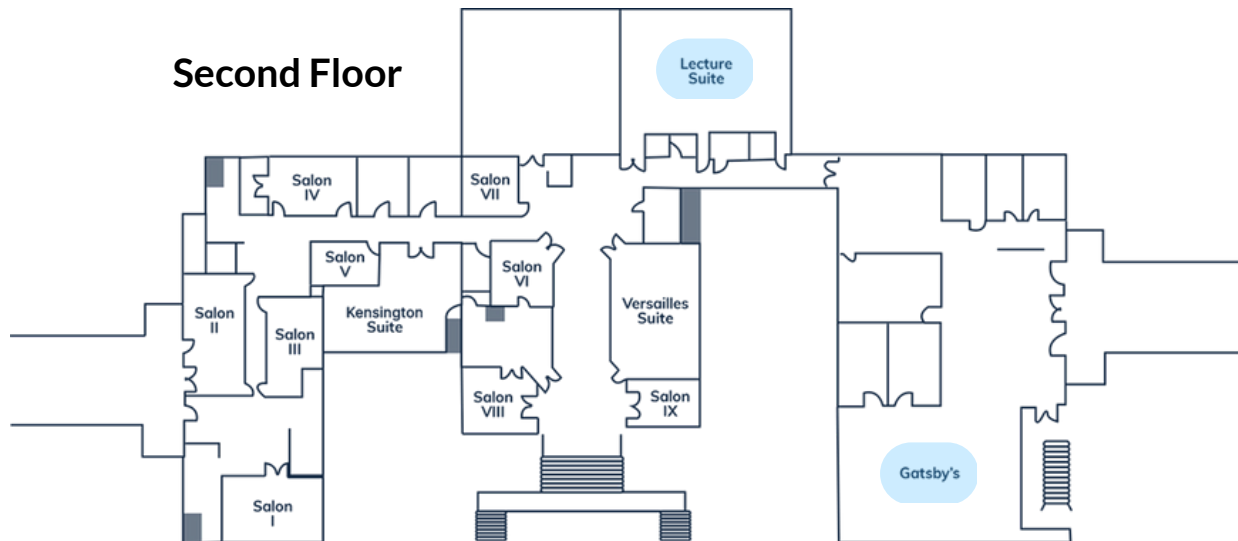


# The Palace Map

## First Floor



## Second Floor



# DISCLAIMER

NJABA reviews all submissions for presentations and posters during the Call for Papers process. That review includes an examination of the submission's title, abstract, learning objectives, data (when applicable), and speaker qualifications.

The reviews are conducted by a panel of volunteer NJABA members. Our goal is to provide high-quality and high-interest conference offerings to our attendees. However, NJABA does not evaluate the full content of each presentation. **Therefore, NJABA is not responsible for the specific content delivered during the conference or other NJABA-sponsored events.**

NJABA provides attendees with the opportunity to submit ratings and feedback for each presentation through BehaviorLive following each presentation. In addition, our conference survey affords attendees a means to offer feedback on any element of the conference.

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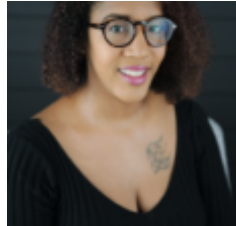
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**NJABA WOULD LIKE TO EXTEND A HUGE THANK YOU  
TO OUR AMAZING VOLUNTEERS FOR MAKING TODAY'S EVENT HAPPEN!**

## THANK YOU!

### **EVENTS COMMITTEE MEMBERS:**

Melissa Connor-Santos, M.A., BCBA, Crystal A. Harms, M.Ed., BCBA, Sandra R. Gomes, Ph.D., BCBA-D, Kellie Goldberg, M.S. Ed., BCBA, Moshe Katz, M.A., BCBA, SungWoo Kahng, Ph.D., BCBA-D, Robert LaRue, Ph.D., BCBA-D, Ashley McHugh, Stephanie Summers, & Erin White, Ph.D., BCBA-D

### **COMMUNICATIONS COMMITTEE:**

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### **SUBMISSION REVIEW COMMITTEE:**


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## Get To Know the Real Raven

 **Session Note Templates**

 **Offline Mode**

 **Reliability**



# ABA BY BCBA<sub>s</sub>, FOR BCBA<sub>s</sub>.

**Positive Behavior Supports Corp. was built by Behavior Analysts, for Behavior Analysts.** Our vision is two-fold, focused both on the clients and families we serve as well as the staff we work with. We are outcome driven and provide a multi-level tier of clinical support. We are not just looking for behavior analysts but are searching for the greatest of each.

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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'll 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, 2023**

### **Treasurer/Finance Chair**

**Lead budget and all financial policies, procedures, and strategic plan**

### **Government Affairs Chair**

**Monitor and make strategic recommendations for legislation and regulations affecting the profession and its funding sources**

### **Events Co-Chair**

**in conjunction with the Events Chair, coordinate, plan and lead all events (e.g., annual conference, workshops)**

*Letters will be accepted until May 5, 2023,  
and members will be informed in early June 2023.*

**INTERESTED OR HAVE QUESTIONS?  
SEND INQUIRIES AND LETTERS OF INTEREST TO: [INFO@NJABA.ORG](mailto:INFO@NJABA.ORG)**



Pre-Conference  
Workshop

# Tyra Sellers

J.D., Ph.D., BCBA-D



THURSDAY, MARCH 2  
2:00 PM- 5:00 PM



LECTURE SUITE  
(2ND FL)  
IN-PERSON ONLY



3 CE  
(1.5 ETH, 1.5 SUP)

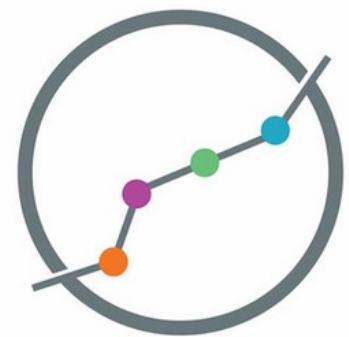
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## ETHICAL SUPERVISION - PRACTICAL CONSIDERATIONS FOR WHAT YOU DO AND WHAT YOU TEACH

Individuals certified by the Behavior Analyst Certification Board® (BACB®) must comply with specific requirements, including adherence with the Professional and Ethical Compliance Code for Behavior Analysis (BACB, 2020), the RBT Code of Ethics (2.0) (BACB, 2020), and accruing continuing education units specifically in supervision each renewal cycle. However, many behavior analysts receive little, if any, direct instruction on how to provide effective, ethical supervision in compliance with the Ethics Code for Behavior Analysts. The first part of the workshop focuses on developing on practical strategies for developing a deeper understanding of section 4.0 Responsibilities to Supervisees and Trainees and considerations to support ethical supervisory practices. The second part of the workshop focuses on how to systematically incorporate ethics, in a functional manner, into the supervised training experience.

## Highest quality ABA services for autism

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Keynote Speaker

# Janet Twyman

Ph.D., BCBA, LBA-NY



FRIDAY, MARCH 3  
8:15 AM- 9:55 AM



EAST BALLROOM  
(1ST FL)



2 LEARNING CEUS

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## FUTURE FORWARD – FUSING BEHAVIOR ANALYSIS, TECHNOLOGY, AND EDUCATION

Behavior analysis has had a role in effective, efficient education “technology” since Skinner’s development of the teaching machine in the 1950’s. Major contributions in behavioral education—such as Skinner’s technology of teaching, Keller’s personalized systems of instruction, Markle’s instructional design and concept formation, Lindsley’s precision teaching, Heward’s active student responding, Johnson & Layng’s generative instruction—have provided a foundation for meaningful, system-wide change in teaching and learning. The worldwide pivot to virtual instruction and the growth in applications of artificial intelligence, coupled with substantial changes in education policy and practice (such as personalized learning and competency-based education) make critical features of behavior analysis even more relevant. The explosion of digital technologies, an increased understanding of their capabilities, and a newfound emphasis on measurement and analytics enhance our ability to improve student learning and enhance teacher expertise. Behavior analysts can leverage advances in learning science and digital tools to make teaching and learning more efficient, more effective, more enjoyable, and applicable to a larger set of learning areas. We will examine various instructional technology tools while discussing the congruence between behavior analysis and enhanced opportunities in education to achieve better outcomes for all.

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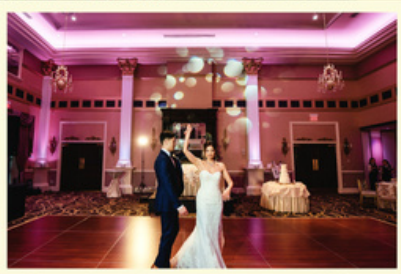
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**POSTER SESSION  
&  
EXHIBIT HALL**

**18TH ANNUAL  
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**9:55AM- 10:30AM**

# POSTER PRESENTATIONS

9:55AM- 10:30AM



REAR OF THE  
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## POSTER #1

### THE EFFECTS OF NONCONTINGENT AUDITORY STIMULATION, RESPONSE INTERRUPTION AND REDIRECTIONS, AND REINFORCEMENT ON STEREOTYPY AND ON TASK BEHAVIOR

Robert LaRue, Ph.D., Natalie Riggio, Kathryn Prozzo, Ingrid Rodriguez, Rachel Davis, Nicolas Migliaccio, Sarah Levine, & Daniel Park



## POSTER #2

### STANDARDS-BASED INDIVIDUALIZED CURRICULA TO TEACH MATH AND SCIENCE SKILLS TO TWO LEARNERS WITH ASD

Priya Patil, M.A., BCBA, Emily Gallant, Ph.D., BCBA-D, Kevin Brothers, Ph.D., BCBA-D, Catherine Collins, M.A., BCBA, Brianna DiPasquale, B.A., Cassandra McGuirl, B.A., & Amber Trinidad, B.A.



## POSTER #3

### TEACHING LEISURE SKILLS TO INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES USING VIDEO PROMPTING

Samreen Rizvi, M.A., Robert LaRue, Ph.D., Kate Fiske, Ph.D., James Maraventano, Ed.D., BCBA-D, & Karishma Vaswani, M.A.



## POSTER #4

### A CHOICE-BASED APPROACH FOR SCHEDULE THINNING TREATMENTS FOR MULTIPLY MAINTAINED DESTRUCTIVE BEHAVIOR

Halle Norris, M.A., BCBA, & Brian Greer, Ph.D., BCBA-D



## POSTER #5

### TEACHING STUDENTS TO USE CHORAL RESPONDING IN GROUPS: EFFECTS OF ADDED STIMULI TO SIGNAL CHORAL RESPONDING

Jaime DeQuinzio, Ph.D., BCBA-D, Cortney DeBiase, M.Ed., BCBA, & Lauren Capizzi, M.A.



## POSTER #6

### TEACHING AN ADULT WITH WHEN TO USE SELF-ADVOCACY STATEMENTS USING A TEXTUAL PROMPT AND TIME DELAY

Jaime DeQuinzio, Ph.D., BCBA-D, Cortney DeBiase, M.Ed., BCBA, & Kellie Clement, M.A.

# POSTER PRESENTATIONS

9:55AM- 10:30AM



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## POSTER #7

### PARENT-IMPLEMENTED VOLUME FADING TO TEACH A LEARNER WITH ASD TO CONSUME LIQUID MEDICATION

Sandra Gomes, Ph.D, BCBA-D, Emily Gallant, Ph.D., BCBA-D, Jessica Lamb, B.A.,  
& Kevin Brothers, Ph.D., BCBA-D



## POSTER #8

### HEART RATE AS A PREDICTIVE BIOMARKER FOR SEVERE DESTRUCTIVE BEHAVIOR

Brian Greer, Ph.D., BCBA-D, & Liam McCabe, M.A.



## POSTER #9

### EFFECTS OF ASYNCHRONOUS AWARENESS TRAINING ON PUBLIC SPEAKING SPEECH DISFLUENCIES

Tracy Kettering, Ph.D., BCBA-D, Christopher Perrin, Ph.D., & Jonathon Metz, M.A., BCBA



## POSTER #10

### A COMPARISON STUDY OF TOTAL COMMUNICATION TRAINING AND VOCAL ALONE TRAINING TO TEACH MANDS

Tracy Kettering, Ph.D., BCBA-D, Amanda Schechtman, B.S, RBT, Sarah Brown, B.A., RBT,  
& Miranda Slotkin, M.A., RBT



## POSTER #11

### VIDEO BASED PREFERENCE ASSESSMENT

Tracy Kettering, Ph.D., BCBA-D, & Ashley Essien, M.A.



## POSTER #12

### EFFECTS OF CONTEXT ON PHYSICAL ACTIVITY

Christopher Perrin, Ph.D.



NJABA

# SESSION 1 PRESENTATIONS

18TH ANNUAL  
CONFERENCE

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10:30AM-11:45AM



# SESSION 1 PRESENTATIONS

## 10:30AM- 11:45AM

**WORKSHOP #1**

 LECTURE SUITE  
2ND FLOOR

 1.5 LEARNING CEUS

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Lauren Corazon




Jaime DeQuinzio





Sarah Losowyj

### MAXIMIZING RESPONDING DURING GROUP INSTRUCTION WITH LEARNERS WITH AUTISM

This workshop will review strategies for improving active student responding (ASR) during group instruction. ASR strategies covered will include choral responding, response cards, and guided notes. We will also review how observational learning procedures can be incorporated into group instruction to promote attending to and learning from peers. Presenters will share a task analysis for preparing group lessons that include ASR strategies, prompting procedures, reinforcement, and data collection procedures. Attendees will participate in developing a group lesson plan.

**WORKSHOP #2**

 NW BALLROOM  
1ST FLOOR

 1.5 LEARNING CEUS

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May Beaubrun

### ATTENTION-DEFICIT/HYPERACTIVITY DISORDER AND BEHAVIOR ANALYSIS

Attention-deficit/hyperactivity disorder (ADHD) is one of the most common neurodevelopmental disorders of childhood. The treatment for ADHD is medication as well as behavior therapy, including parent training. Although behavior therapy is a treatment for ADHD, it is a minute area of professional emphasis according to the 2020 Behavior Analytic Certification Board Certificate Data. Stimulant medications are commonly prescribed for attention deficit hyperactivity disorder. Behavioral pharmacology combines the methods and concepts characteristic of the experimental analysis of behavior with those characteristics of pharmacology (study of drugs and their actions on living systems). Behavior analysts can collect and analyze data to determine the effectiveness of both stimulant medications as well as behavior modification and parent training. Peer-reviewed research articles examine the effects of common classroom contingencies and stimulant medication to determine if changes to disruptive behavior were in fact altered by stimulant medication. Research articles also describe behavioral analytic techniques that are effective for treating ADHD such as Acceptance and Commitment Therapy, differential reinforcement, token economy system, and visual cues used to establish rules and set expectations. Practitioners can examine their own client data to analyze the effectiveness of interventions when treatment planning.

**WORKSHOP #3**

 GATSBY'S  
2ND FLOOR

 1.5 ETHICS CEUS

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Amy Gravino

### SEXUALITY AND THE SPECTRUM: LESSONS ON ABA, DATING, AND LOVE, AUTISM STYLE

Individuals on the autism spectrum are sexual beings, yet ABA as a field has not risen to the challenge of helping autistic people learn skills related to dating and sexuality. This session, which features a woman on the autism spectrum sharing her firsthand perspective, will discuss how and why the field of ABA has fallen short in teaching dating skills, what we can do better, and the potential challenges involved with teaching these skills. Strategies and resources will also be offered to help professionals and parents begin conversations about relationships and sexuality with their children and clients.

# SESSION 1 PRESENTATIONS

## 10:30AM- 11:45AM



### PANEL #1



EAST BALLROOM  
1ST FLOOR



1.5 SUPERVISION CEUS

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Lindsay Keker



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Veronica DePinto



Michelle Siebert

### DISCUSSING THE USE OF PYRAMIDAL AND BEHAVIOR SKILLS TRAINING ON STAFF'S AND CAREGIVERS' TREATMENT INTEGRITY USING SINGLE CASE RESEARCH

Performance feedback (PF) (Solomon, Klein, Politico, 2011) has become popular in the school-based and home-based literature as a method to increase the treatment integrity of prescribed interventions. The extracted and aggregated data from single-case studies that used PF, Pyramidal Training and Behavioral Skills Training in various treatment settings, show increased integrity of staff's and caregivers' use of function-based interventions. Results suggest PF and other evidence based training practices are moderately effective at increasing integrity after a new strategy or intervention has been introduced, curbing a general tendency for declining integrity following skill training. The type of skill for which staff received training and the setting of the training moderated the effect. Important questions remain, however, regarding the use of training strategies in schools and other treatment settings and the most effective method for its implementation. Some other topics explored in this panel will include: A Review of the Pyramidal Training Approach for Practitioners Working with Individuals with Disabilities (Andzik, Cannella-Malone, 2017) Evaluating Behavioral Skills Training as an Evidence-Based Practice When Training Parents to Intervene with Their Children (Schaefer, Andzik, 2021) Demonstrating Technical Adequacy of the Functional Assessment Checklist: Teachers and Staff (FACTS) FBA Interview Measure (McIntosh, Borgmeier, Anderson, Horner, Rodriguez, Tobin 2008) Using School-Wide Positive Behavior Interventions and Supports: Fidelity of Tier 1 Implementation in 117 Dutch Schools (Nelen, Blonk, Scholte, Denessen, 2020) Increasing In-Service Teacher Implementation of Classroom Management Practices Through Consultation, Implementation Planning, and Participant Modeling (Sanetti, Williamson, Long, Kratochwill, 2018) Improving a Family's Overall Quality of Life Through Parent Training in Pivotal Response Treatment (Buckley, Ente, Ruef, 2014) Implementing the Application of a Three-Tier Model of Intervention to Parent Training (Phaneuf, McIntyre, 2011) Including Parent Training in the Early Childhood Special Education Curriculum for Children With Autism Spectrum Disorders (Ingersoll, Dvortcsak, 2003) Each panelist will provide her perspective on how to navigate issues and use evidence-based practices (EBP) in her respective organization. Panelists are from Brett DiNovi and Associates and Positive Pathways Behavior Services.



### WORKSHOP #4



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Joe Novak

### IMPLEMENTING PEAK: PRACTICAL STRATEGIES & LESSONS LEARNED

One challenge of traditional published curricula for individuals with autism is that they typically have a limited emphasis on generalization and even less emphasis on advanced learning concepts of stimulus equivalence and relational frame theory. This workshop is designed to support school administrators, BCBAs, and teachers who are seeking to examine the curricula that they are using to educate students who have "maxed out" on traditional ABA curricula and are struggling to determine the next steps for language programming. Both "Promoting the Emergence of Advanced Knowledge (PEAK)" and "LIFE" will be reviewed in detail. The modules/factors of PEAK and LIFE will be described, research supporting these programs will be reviewed, advantages of the programs will be highlighted, and both the limitations of and obstacles to implementation will be discussed. The presenter will also discuss the benefits and challenges faced when using PEAK and LIFE as the basis for developing an in-house curriculum. Participants will learn how to integrate PEAK and LIFE into existing curricula, linked to the New Jersey State Learning Standards as appropriate.



NJABA

# LUNCH BREAK

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11:45AM - 12:45PM

# LUNCH BREAK

## 11:45AM- 12:45PM

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# SESSION 2 PRESENTATIONS

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12:45PM- 2:00PM



# SESSION 2 PRESENTATIONS

## 12:45PM- 2:00PM



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Anton Shcherbakov Rebecca Schulman

### TEACHING EMOTIONAL AWARENESS & PRIVATE EVENT TACTING TO CHILD WITH AUTISM

Children with autism spectrum disorder typically demonstrate difficulty with identifying the emotions of themselves and others. Prior research has demonstrated that children with autism may have less developed emotion language and consequently struggle with emotional regulation. The first step towards improving emotional regulation abilities is to better develop emotional awareness skills in children with autism. In ABA terms, this means teaching children to more accurately label private events such as happiness, anger, sadness, and fear. In this workshop, we will review research on typical emotional awareness and regulation deficits among children with ASD. We will then discuss recent research on behavioral interventions that seek to improve emotional awareness (i.e., private event tacting) in themselves and others. Strategies for translating research findings into the clinic, home, and school settings will be reviewed. In the interactive component of this workshop, behavioral skills training will be utilized to help participants practice strategies discussed for teaching private event tacting to children with autism.



### WORKSHOP #6



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Eric Rozenblat Dawn Townsend Susan M. Vener Alison Gillis Kevin Brothers Paul Shreiber

### DEVELOPING SKILLFUL CLINICIANS: BEST PRACTICES IN TRAINING AND SUPERVISION

A comprehensive autism intervention program strives to provide high-quality programming to those it serves. It is only possible to do this when the program staff have the clinical and professional repertoires needed to produce meaningful outcomes in individuals with autism. As staff are the key to producing behavior change, staff training, supervision, and assessment practices must be well defined with an intent to reach defined program objectives. Such practices are critical program system variables that need to be documented, implemented with fidelity, and tracked across any agency. This presentation will provide an opportunity to learn about critical components of selecting, training, evaluating, and supervising staff to ensure achievement of key program performance indicators. Data on staff training and evaluation practices will be shared along with corresponding data from clients and consumers to demonstrate effectiveness of the staff training and supervision model.



### WORKSHOP #7



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Bianca Coleman Briana Ostrosky

### SLEEPING, FEEDING, AND TOILETING CHALLENGES: FROM ASSESSMENT THROUGH INTERVENTION

Many children experience challenges with sleeping, feeding, and/or toileting. This workshop will provide practical guidelines for evaluating the impact of challenges in these areas as well as identifying the next steps for assessment and treatment.

# SESSION 2 PRESENTATIONS

## 12:45PM- 2:00PM



### WORKSHOP #8



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Lauren Frederick



Oana de Vinck-Baroody

### AUTISM & HEALTH OUTCOMES: HOW BEHAVIOR ANALYSIS CAN HELP IMPROVE ACCESS TO QUALITY HEALTHCARE

According to the CDC, health disparities are preventable differences in the burden of disease or opportunity to achieve optimal health experienced by a socially disadvantaged group. Individuals with autism have a higher rate of medical and psychiatric co-morbidities, more unmet healthcare needs, lower satisfaction with healthcare interactions, and higher mortality rates than the general population. One cause of a health disparity is inadequate access to healthcare. Many individuals with autism have difficulty accessing quality healthcare; the reasons for this, and thus the solutions, are complex. With a greater understanding of the individual, provider and systemic level issues, behavior analysts have an opportunity to improve the health and quality of life of individuals with autism. This workshop will discuss the common co-morbidities among autistic individuals leading to their need for increased healthcare. Presenters will discuss why medical settings and procedures can be particularly difficult for individuals with autism and potential interventions, including tips for working more effectively as a behavior analyst in healthcare settings. Finally, participants will learn how to implement empirically validated interventions to increase medical adherence among individuals with interfering challenging behaviors during medical procedures.



### SYMPOSIUM #1



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Robert LaRue



Courtney Butler



James Maraventano



Jenna Budge



Robert Isenhower

### ADVANCES IN TRANSITION PLANNING: PREPARING AUTISTIC ADULTS FOR LIFE AFTER GRADUATION

Graduation from high school tends to be an exciting time for students and their families. In most cases, their educational experience has prepared them for whatever comes after their transition to adulthood. While those of us who are neurotypical are often well prepared for awaits us in this next phase of life, outcomes for autistic adults are often less positive. Employment outcomes for autistic adults tends to be poor, with estimates indicating that approximately 50% to 75% are unemployed (Bush & Tassé, 2017). These striking numbers are largely the result of poor transition planning. Poor job matching, deficits in interview skills, and lack of on-the-job visual supports contribute to employment failure. These poor outcomes extend beyond the workplace. Autistic adults are also often missing important leisure skills that fill the non-working hours of the day (Stacey et al., 2019). Taken together these deficits contribute to poor quality of life for autistic individuals and their families. The purpose of the current symposium is to share novel assessment and intervention strategies to help improve outcomes for autistic adults of transitional age. Topics in the symposium will range from using comprehensive vocational assessments to identify properly match jobs, teaching interview skills to allow people to procure employment, using visual supports to allow for more accurate and independent work, and using assessment procedures to more effectively identify matched leisure activities.

**Chair:** Robert LaRue, Ph.D.

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

Jenna Budge, SungWoo Kahng, Ph.D., BCBA-D, Robert LaRue, Ph.D., BCBA-D, James Maraventano, Ed.D., BCBA-D, & Todd Frischmann

*Effects of a Visual Aid to Improve Independence with Work Tasks at Community-Based Job Sites for Adults on the Autism Spectrum:*

James Maraventano, Ed.D., BCBA-D, SungWoo Kahng, Ph.D., BCBA-D, Robert LaRue, Ph.D., & Melissa Carlin

*An Individualized Approach to Teaching Adults with Autism to Successfully Navigate Job Interviews:*

Courtney Butler M.S., BCBA & SungWoo Kahng, Ph.D., BCBA-D

*Assessing Preference and Engagement with Leisure Activities for Adults with Autism Spectrum Disorder:*

Robert Isenhower, Ph.D., Robert LaRue, Ph.D., James Maraventano, Ed.D., BCBA-D, & Jenna Budge



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# SESSION 3 PRESENTATIONS

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2:10PM - 3:00PM

# SESSION 3 PRESENTATIONS

## 2:10PM- 3:00PM



### WORKSHOP #9



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Nicole Brino



Jennifer Harris

### THE DEVELOPING INDIVIDUAL: TRANSITION THROUGHOUT PUBERTY

As our learners become more mature and develop through puberty, they begin to develop changes not just physically but also through other aspects of their life. As new feelings and sensations emerge, as professionals we must do our best to support our clients through this very important transition. This presentation aims to address the aspects of social, relationship, and sexual changes in our learners. Most importantly looking at these changes and how we can better serve our learners to be successful across those various topics. Interventions are tailored to the individual to be applied by both professionals and parents to support their learners throughout these difficult transitions.



### WORKSHOP #10



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Melissa Connor-Santos

### COMPASSION AND SOFT SKILLS FOR SCHOOL CONSULTATION

A call for compassion and increased interpersonal skills has become a growing focus in the practice and training of behavior analysts. Recent position papers have focused on the importance of empathy as it relates to supervisees and caregivers, however, to date, little has been said regarding compassion in school consultation. Behavior analytic interventions can effectively ameliorate the rising behavioral challenges faced in schools; however, teachers' perceptions of ABA are often reported as negative (Allen & Bowles, 2014). One supposition is that behavior analytic consultants may fail to display sufficient "soft" skills that hinder their effectiveness as part of a school-based team. The purpose of this workshop is to define compassionate care through the lens of school consultation. Specific strategies for developing interpersonal relationships that can enhance treatment outcomes will be shared.



### PANEL #2



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Yulema Cruz



Hana Jurgens



Karly Cordova

### SUSTAINING THE FIELD OF ABA THROUGH ACCOUNTABLE SUPERVISION

Supervision is a pivotal aspect of developing and maintaining competent clinicians in the growing field of behavior analysis. ABA supervisors carry a big responsibility on their shoulders, as their practice affects the future of the field. Efficacious services resulting from effective supervision have a positive influence on consumers' outcomes. Correspondingly, not for profit organizations, businesses, and universities have the responsibility to cultivate ethical supervisors that can mentor trainees, first year BCBAs, BCaBAs, as well as new and ongoing RBT supervision. This panel will focus on addressing the responsibility of supervision at all levels. Specifically, attendees will benefit from a discussion on solutions to providing ethical, effective, and systematic supervision practices to those working as supervisors.

# SESSION 3 PRESENTATIONS

## 2:10PM- 3:00PM



### WORKSHOP #11



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Nicole Stewart



Gabriella Davila

### USING BEHAVIORAL SKILLS TRAINING TO TEACH BCBA-LEVEL SKILLS DURING FIELDWORK EXPERIENCE

Fieldwork experience is intended to be a time for a trainee to learn how to be a behavior analyst. From the supervisor's perspective, there are many obstacles in the way to providing effective, ethical and efficient supervision that adequately prepares trainees. While there are many tools out there to support ethical supervisory practices, many of them adhere to the task list and not to a job model. As the BACB moves away from the task list, it is more important than ever that supervision experiences provide hands-on opportunities for trainees to learn the job of a BCBA. With that in mind, behavioral skills training has been shown to be the most effective way to teach staff members new skills. This workshop explores the use of behavioral skills training to teach BCBA level skills. During this workshop, attendees will learn how to use pre-made training packages to improve their efficiency and efficacy as a supervisor. In addition, the presenters will provide strategies and tips to design training packages that are appropriate for your organization, job and training style.



### SYMPOSIUM #2



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Victoria Verdun



Ji Young Kim



Lauren Kryzak



Jenna Arturi



Catherine Lark

### EMPIRICAL INVESTIGATIONS OF MASTERY CRITERIA: MAINTENANCE AND EFFICIENCY

Practitioners in the field of applied behavior analysis must make decisions around numerous components of a learner's skill development. Decisions include what to teach, how to teach, and, ultimately, when to determine that a new skill is learned. Preliminary research has indicated that the most commonly used criteria to determine skill acquisition in application (i.e., 80% across 3 days) does not match empirically supported best practice (i.e., at least 90%) (Fuller & Fienup, 2018; Longino et al., 2022; Richling et al., 2019). This disparity between research and application warrants continued investigations, with particular respect to response acquisition efficiency (i.e., amount of instructional time to meet mastery criteria) and maintenance of learned skills. This symposia will present data on two studies which investigated parameters of mastery criteria to continue to inform 'best practice' on this element of decision making related to teaching learners. Study 1 investigated the impact on adding a Fluency Based Instruction (FBI) condition after most common in practice mastery criteria were met within Discrete Trial Training arrangement (i.e., 80% x 3 sessions). Investigators considered whether maintenance of learned skills improved when FBI were added. In Study 2, investigators compared Set and Operant Analyses and doses to identify most efficient acquisition, with most maintenance over time. Outcome data across both studies will be presented, along with clinical practice implications, and future research avenues.

**Chair:** Victoria Verdun, PhD, BCBA-D

**Discussant:** Lauren Kryzak, PhD, BCBA-D

*Acquisition "Mastery" Criteria: Effects of Application to Individual Operants and Teaching Trial Doses:*

Ji Young Kim, Ph.D., BCBA

*Effect of Fluency-Based Instruction on Maintenance of Learned Stimuli:*

Lauren Kryzak, PhD, BCBA-D, Jenna Arturi, BCBA, Catherine Lark, PhD, BCBA-D, & Victoria Verdun, PhD, BCBA-D





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# SESSION 4 PRESENTATIONS

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3:10PM - 4:00PM



# SESSION 4 PRESENTATIONS

## 3:10PM- 4:00PM



### WORKSHOP #12



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Randa Rydzynski



Robert Troxell

### IMPLICIT BIAS AS A MEDICAL NECESSITY CONSIDERATION

Implicit bias can be present across all aspects of our work as Behavior Analysts and, when left unchecked, can result in adverse outcomes for the individuals and families we serve. Medical necessity considerations must include an understanding of our own biases in relation to the client and family. Addressing these biases will ensure our treatment plans, programs, behavior plans, strategies, etc. are designed to truly meet the needs of our clients and their families. This workshop will review implicit bias, its connection to medical necessity, and how we as Behavior Analysts can adjust our behaviors to better serve our clients and families.



### SYMPOSIUM #3



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Christina Simmons



Giovanna Salvatore



Abigail Moretti



Maya Shanker

### IMPROVING OUTCOMES FOR CHALLENGING BEHAVIOR IN INDIVIDUALS WITH AUTISM: RESEARCH ON PARENTS, THERAPISTS, AND PHYSICIANS

As many as 1 in 3 children with autism spectrum disorder (ASD) engage in severe behavior, such as self-injury, aggression, and property destruction, that presents significant risks to themselves and others, poses substantial barriers to community integration, and results in high familial and societal financial burden. Challenging behaviors are frequently treated with behavioral interventions, implemented by behavior technicians under the supervision of a board certified behavior analyst (BCBA). Parents are frequently involved throughout an intervention and intervention effects must transfer to parents in order to maintain in the home environment. In addition to behavioral services, children and adolescents with ASD seek hospital treatment and other medical care at higher rates than their neurotypical peers, resulting in interactions with different medical providers. In order to improve outcomes for individuals with ASD, particularly those who engage in challenging behavior, research must focus on those individuals in their environment who are responsible for their care. Adequate support, knowledge, comfort, and competence are critical to maximize behavioral outcomes for this population. In this symposium, we will discuss novel research on three groups that directly interact with individuals with ASD, including studies on: (1) improving parents' well-being; (2) maximizing effectiveness of behavioral supervision to support behavior technicians, and (3) measuring physicians' knowledge of behavioral function.

**Chair:** Christina Simmons, Ph.D., BCBA-D

*Virtual Acceptance and Commitment Therapy Groups for Parents of Children with Autism: Acceptability and Feasibility:*

Abigail Moretti, M.A. & Christina Simmons, Ph.D., BCBA-D

*A Comparison of Fixed Versus Open-ended Supervision Timing for Graduate Students in Applied Behavior Analysis:*

Maya Shanker, B.A., Christina Simmons, Ph.D., BCBA-D, & Abigail Moretti, M.A.

*Measuring Hospital Provider Knowledge of Behavioral Function and Autism:*

Giovanna Salvatore, M.A. & Christina Simmons, Ph.D., BCBA-D

# SESSION 4 PRESENTATIONS

## 3:10PM- 4:00PM



### WORKSHOP #13



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Anton Shcherbakov



Rebecca Schulman

### IMPROVING SLEEP DIFFICULTIES IN CHILDREN WITH AUTISM SPECTRUM DISORDER

Sleep is an essential restorative process for every child's body and brain. Unfortunately, many children experience sleep problems, which affect their functioning academically, socially, and behaviorally. Children with autism spectrum disorder are at a higher risk for sleep problems and have been identified as one of the highest priority populations for sleep research. The underlying cause of sleep impairments may include behavioral factors, medical factors, biological factors, or an interaction of multiple factors. However, the good news is that sleep problems can be considered a skill deficit and all children can learn to be better sleepers with the use of ABA. In this workshop, we will review research on the negative effects of sleep problems. We will then review how to complete a sleep assessment and operationally define sleep difficulties. The majority of the workshop will focus on teaching participants how to create individualized and comprehensive treatment plans, including antecedent and consequence-based interventions. A thorough assessment and consistent use of behavioral strategies can greatly improve children with autism's ability to fall asleep and stay asleep.



### PANEL #3



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Patrick Progar



Brett DiNovi



Frank Cicero



Jason Golowski



Laura Grow

### THE FUTURE OF ABA: MULTIPLE PERSPECTIVES ON ETHICAL CHALLENGES FACING OUR FIELD

Our field is currently challenged with numerous ethical situations (e.g., concerns with the use of punishment techniques and escape extinction, concerns with providers going out of business with little to no notice to staff or clients, whether to address or ignore various forms of stereotyping, concerns from adults with autism who previously received ABA services). We will also address ethical approaches to terminating services with a client, negotiating appropriate fee structures with both school districts and insurance companies to ensure appropriate staff compensation, and training and supporting staff when they are confronted with ethical challenges in their daily practice. This panel will present multiple views from: a family owned for profit, private nonprofit, and higher education perspective on shared and unique challenges from each of their perspectives. The panel discussion will be linked to the core principles of the Ethics Code for Behavior Analysts, specifically, benefiting others, treating others with compassion, upholding dignity and respect, behaving with integrity, and ensuring their competence.



### WORKSHOP #14



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Nicole Stewart

### APPLYING ABA TO SKILL ACQUISITION IN CLIENTS WITH ADHD

ADHD impacts emotional regulation, social skills, executive functioning, impulsivity and many more cognitive processes. It can negatively impact children throughout their development. Further, inadequately treated ADHD can lead to low self-esteem, increased conflict and poor educational outcomes (Kuriyan et al, 2013). Although it is not widely used in ADHD treatment, ABA can be an effective tool to break down and teach missing skill repertoires in those diagnosed with ADHD. In addition to better understanding the symptoms and presentation of ADHD, participants will also learn treatment strategies to manage specific symptoms. This workshop is intended to be interactive, hands on and actionable, with participants learning specific goals, assessment strategies and programming to effectively ameliorate ADHD symptoms.




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## 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*



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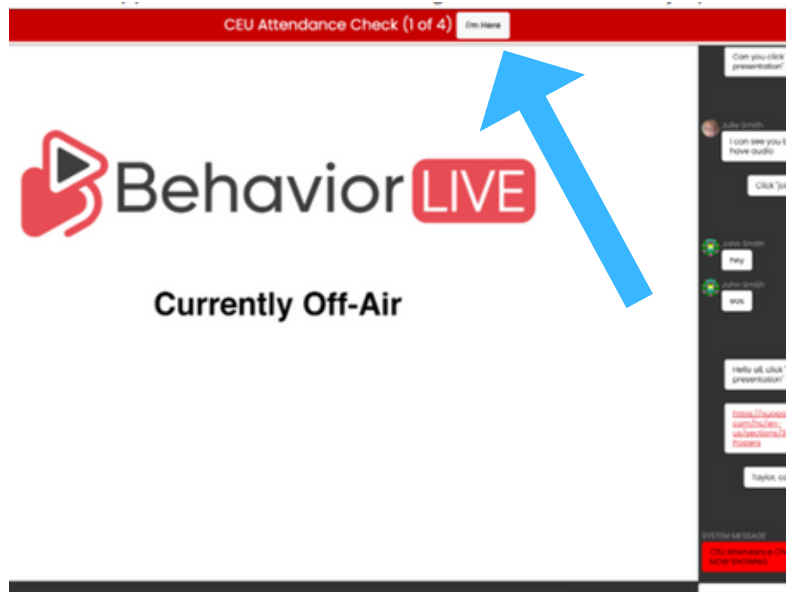
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- Workshops
- Research opportunities
- Mentorship with BCBAs and Clinical Leaders
- Membership with the Council of Autism Service Providers (CASP)
- Practical field experience and internships



### Collaboration

- Innovative partnerships
- Sharing best practices
- Clinical oversight
- Community training and education

*Bancroft provides an unparalleled path to improved quality of life for children and adults with autism through their lifespan.*



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# 2023 NJABA SPEAKER SERIES

## Setting the Groundwork for Friendships: Facilitating Play Dates & Social Skills Groups

Erika Emery, MA, BCBA & Brielle Spangenberg, MA, BCBA

*Now Available On-Demand (1.5 CEUs)*

## Teaching Toleration of Medical Examinations through Collaboration: Strategies to Improve Access to Healthcare for Individuals with Developmental Disabilities through Collaboration with Medical Personnel and Caregivers

Erin O'Brien, MA, BCBA

*Thursday, June 8th, 3:30-4:20 pm (1 CEU)*

## What Every Behavior Analyst Needs to Know About Providing Services to Students in Special Education

Teresa Herrero Taylor, PhD, BCBA-D

*Friday, August 11th, 9:30am-12:30pm (3 CEUs)*

## More Than a Checkbox: Conceptualizing Supervision from Intake to Discharge

Shane T. Spiker, PhD, BCBA, IBA, LBA

*Monday, October 16th, 7:00-8:15pm (1.5 Supervision CEUs)*

## Indices of Happiness and Unhappiness during Treatment for Pediatric Feeding Disorders

Kathryn M. Peterson, Ph.D., BCBA-D

*Monday, December 4th, 7:00-8:15pm (1.5 CEUs)*

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

# NJABA WORKGROUPS

## NJABA Workgroups offer many benefits:

- *Networking*
- *Resource sharing regarding best practices & ways to educate others about ABA and a BCBA's scope of practice*
- *An organized forum to discuss & 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



**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, LBA (NY), Ingrid Rodriguez M.A., FAQ Coordinator



**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., LBA, BCBA, Chair



**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 Zemla, M.A., BCBA, Chair



**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, Chair



**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: Alexis Somers M.A., BCBA, Chair, Amy Golden M.S., BCBA, Vice-Chair



**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: Courtney Kane, M.A., BCBA, Chair



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Peak Center for Autism  
Professional Therapy Associates  
Progressive Therapy of New Jersey  
Rider University  
SEARCH Learning Group  
Summit Camp  
ThinkPsych



# THANK YOU!

**Thank you to all attendees, live and in-person, for attending NJABA's 18th Annual Conference!**

As a reminder, anyone who registered for the Conference will have access to all content and CEUs for 6 months.

### To Claim CEUs:

- Log into BehaviorLive.
- Click on your name in the upper right corner.
- Select “CEU History” to see all of the CEUs you’ve earned.

### Teaching CEUs:

If you would like a teaching CEU and did not have a chance to stop by the registration table at the Conference, please email *[info@njaba.org](mailto:info@njaba.org)*.

