

# 19TH ANNUAL CONFERENCE

FRIDAY APRIL 26, 2024  
THE PALACE  
AT SOMERSET PARK  
SOMERSET, NJ

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**KEYNOTE SPEAKER (8:00AM-9:55AM)**

**POSTER SESSION & EXHIBIT HALL**

**SESSION 1 (10:30AM-11:45AM)**

**LUNCH BREAK (11:45AM-12:45PM)**

**SESSION 2 (12:45PM-2:00PM)**

**SESSION 3 (2:10PM-3:00PM)**

**SESSION 4 (3:10PM-4:00PM)**

**NJABA MEMBERSHIP INFORMATION**

**CEU INFORMATION**

**2024 NJABA SPEAKER SERIES**

**NJABA WORKGROUPS**

# April 25th: 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>Nicole Gravina, PhD:</b> OBM Strategies for Improving Staff Performance ( <b>3.00 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)

# April 26th: 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> Patrick Progar, Ph.D., BCBA-D <b>Distinguished Service Award</b>	East Ballroom (1st FL)
<b>Keynote (2 CEUs)</b>	<b>8:15-9:55</b>	<b>Keynote Address:</b> Florence DiGennaro Reed, PhD, BCBA-D Training Complex Professional Repertoires of Human-Service Staff	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> Do I Have to Do the Sensory Diet? Embracing the Ethical Complexities of Multidisciplinary Collaboration	East Ballroom (1st FL)
		<b>Symposium 1:</b> Using Behavior Analytic Principles to Increase Physical Activity in Individuals with Autism Spectrum Disorder	West Library (1st FL)
		<b>Workshop 2:</b> Navigating School Settings: Ethical Foundations for Behavior Analysts in Public Schools (1.5 Ethics CEUs)	Lecture Suite (2nd FL)
		<b>Symposium 2:</b> Advancements in Assessment and Intervention for Adolescents and Adults with Autism Spectrum Disorders	Gatsby's (2nd FL)
		<b>Workshop 3:</b> Beyond The Task List: How to Survive as a School-Based BCBA in the Real-World!	Salon II (2nd 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 4:</b> Social Validity and the Spectrum: Finding the Rhythm of Autism in the Heart of ABA	East Ballroom (1st FL)
		<b>Symposium 3:</b> Compassion and Science – How and Why They Must Coexist in Autism Education Programs	West Library (1st FL)
		<b>Workshop 5:</b> Autism Program Quality Indicators-Revised: Insights from the APQI-R in New Jersey School Districts	Lecture Suite (2nd FL)
		<b>Workshop 6:</b> Beyond Independence: Helping Autistic Adults Live More Meaningful and Purposeful Lives	Gatsby's (2nd FL)
		<b>Workshop 7:</b> Incorporating Observational Learning into Autism Treatment: From Conceptual Analysis to Applied Practice	Salon II (2nd FL)

# April 26th: CONFERENCE EVENTS

<b>Session 3</b> <b>(1 CEU)</b>	<b>2:10-3:00</b>	<b>Panel 1:</b> Behavior Analysis in the Hospital Setting: Examples from Children's and State Psychiatric Hospitals (1.0 Learning CEU)	East Ballroom (1st FL)
		<b>Workshop 13:</b> Recent Research on Treatment Relapse and its Mitigation	West Library (1st FL)
		<b>Workshop 8:</b> Expanding Horizons: Ethics and Competence in Health and Fitness for BCBAs	Lecture Suite (2nd FL)
		<b>Symposia 4:</b> Extending Effective Teaching Applications for Students with Autism Spectrum Disorder and Developmental Disabilities in Schools	Gatsby's (2nd FL)
		<b>Workshop 9:</b> Responding to Behaviors With Compassion in the School Setting	Salon II
<b>Session 4</b> <b>(1 CEU)</b>	<b>3:10-4:00</b>	<b>Panel 3:</b> Job Satisfaction: What it is and Why it is Important Behaviorally	East Ballroom (1st FL)
		<b>Panel 4:</b> Navigating the Use of Applied Behavior Analysis in Public School Settings: Strategies for Success	West Library (1st FL)
		<b>Workshop 10:</b> Developing More Advanced Language for AAC Users	Lecture Suite (2nd FL)
		<b>Workshop 11:</b> Parent Training in ABA	Gatsby's (2nd FL)
		<b>Workshop 12:</b> Effective Procedures for Transitioning Students with Autism from Intensive to Minimally-Supportive Intervention Settings	Salon II

## 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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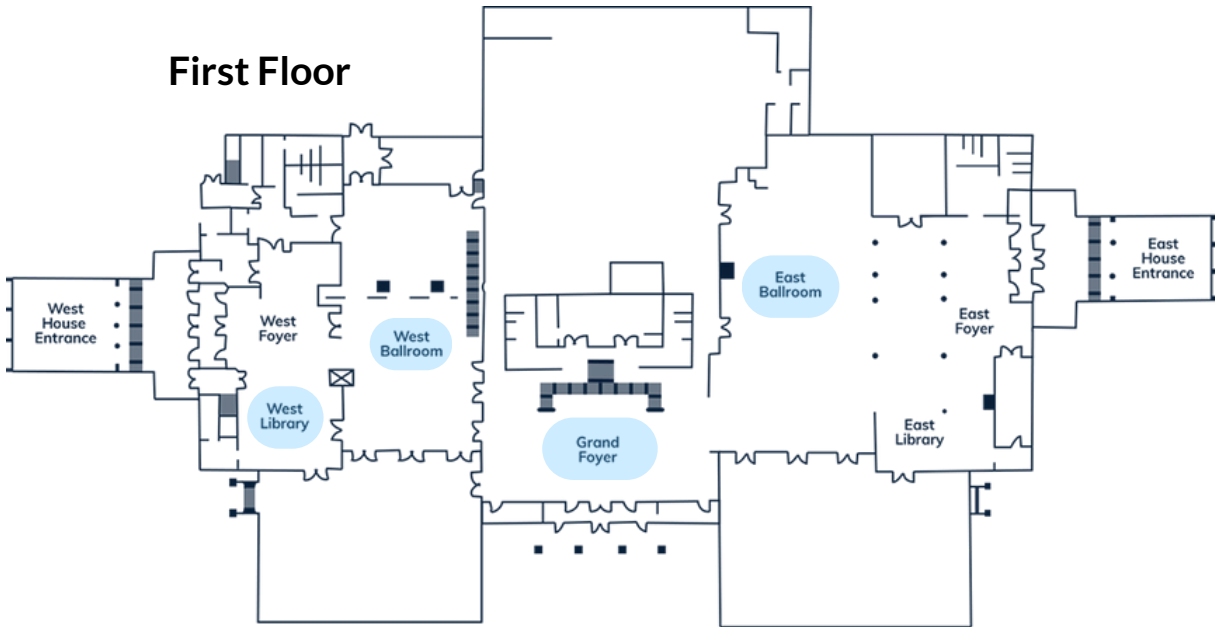
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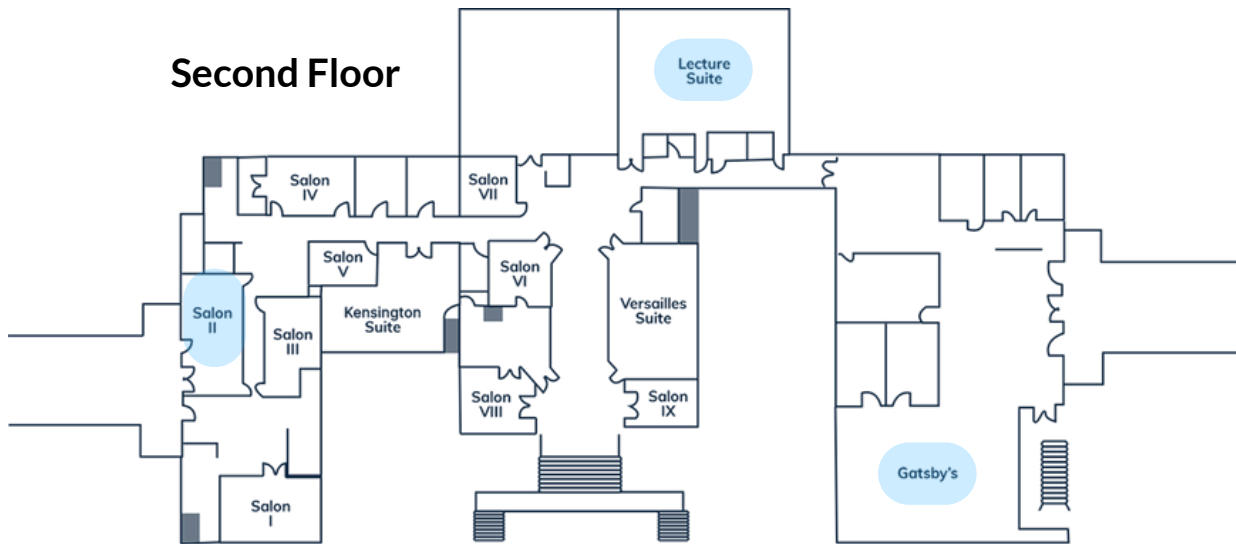


# The Palace Map

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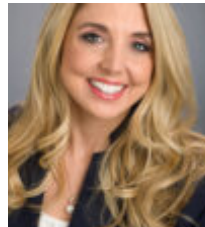
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**NJABA WOULD LIKE TO EXTEND A HUGE THANK YOU  
TO OUR AMAZING VOLUNTEERS FOR MAKING TODAY'S EVENT HAPPEN!**

## THANK YOU!

### **EVENTS COMMITTEE MEMBERS:**

Marlene Brown, M.S., BCBA, Melissa Connor-Santos, M.A., BCBA, Kimberly Ford, M.A., BCBA, Kellie Goldberg, M.S.Ed., BCBA, Crystal Harms, M.Ed., BCBA, Cameron Slade Hunsberger, MS, BCBA, Moshe Katz, M.A., BCBA, SungWoo Kahng, Ph.D., BCBA-D, Robert LaRue, Ph.D., BCBA-D, Jennifer Lopez, MBA, M.A., BCBA, Pat Progar, Ph.D., BCBA-D, Stephanie Summers, Stephanie Trusty, M.A., BCBA, & Erin White, Ph. D., BCBA-D

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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, 2024**

### **Events Co-Chair**

*Oversees planning, execution, and quality of NJABA events.*

### **Continuing Education Chair**

*Oversees the distribution of CEs for attendance at eligible conferences and meetings.*

### **Service Delivery Chair**

*Oversees the NJABA workgroups and serves as the liaison for Workgroup Chairs.*

### **University Programs Chair**

*Serves as the liaison between NJ programs and NJABA to ensure and maintain relationships.*

*Letters will be accepted until **May 3, 2024**,  
and applicants will be informed in **early June 2024**.*

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



Pre-Conference  
Workshop



THURSDAY, APRIL 25  
2:00 PM- 5:00 PM



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# Nicole Gravina

Ph.D.

## OBM STRATEGIES FOR IMPROVING STAFF PERFORMANCE

This workshop is aimed at supervisors and leaders in clinical settings seeking to improve staff engagement and performance. Nicole will highlight practical, research-based strategies for identifying and assessing performance concerns in the workplace and offer actionable steps leaders can take to address those concerns. She also will describe how to design work environments that support high levels of performance and job satisfaction. This workshop will be interactive, and attendees should come with questions and examples of performance issues that can be discussed during the workshop. Attendees will be able to describe common assessment strategies used in organizational behavior management and when they should be employed. Attendees will be able to list leadership behaviors that promote high levels of performance and job satisfaction. Attendees be able to describe best practices for feedback conversations.



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Keynote Speaker

# Florence DiGennaro Reed

Ph.D., BCBA-D



FRIDAY, APRIL 26  
8:00 AM- 9:55 AM



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## TRAINING COMPLEX PROFESSIONAL REPERTOIRES OF HUMAN-SERVICE STAFF

To effectively deliver services and support clients and their families, human-service staff must acquire a complex professional repertoire. Unfortunately, the literature lacks guidance on the best way to operationalize and train many important skills. This presentation will describe research-supported procedures and share experimental data supporting the effectiveness of a behavior-analytic approach to staff training and professional development. The presentation will emphasize how to best train a complex professional repertoire, such as how to effectively train others, lead meetings, advocate in the workplace, and deliver uncomfortable feedback. Learning objectives aim to ensure that the participant will be able to define various complex professional repertoires. The participant will be able to describe the benefits of evidence-based training approaches. The participant will be able to identify and describe the components of evidence-based training, including behavioral skills training, video modeling, computer-based instruction, and pyramidal training.

# TRIPLE A DIVISION

## Applied and Academic Autism Services

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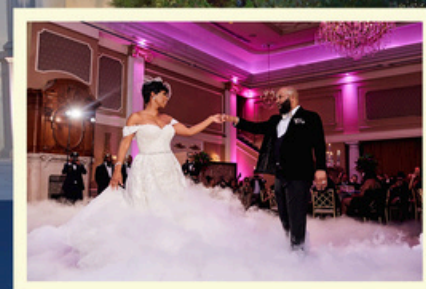
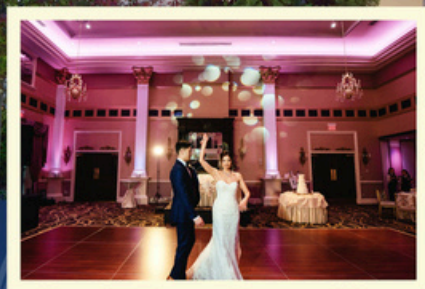
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**POSTER SESSION  
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**9:55AM - 10:30AM**

# POSTER PRESENTATIONS

9:55AM- 10:30AM



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## POSTER #1

### DEMAND FADING TO TEACH APPROPRIATE BEHAVIOR DURING DENTAL VISITS FOR A LEARNER WITH ASD

Sandra Gomes, Ph.D., BCBA-D, Emily Gallant, Ph.D., BCBA-D, Kevin Brothers, Ph.D., BCBA-D,  
Morgan Colville, M.A., & Chelsea Moczulak, M.A.



## POSTER #2

### CREATING CONVERSATIONALISTS: A THREE-COMPONENT TEACHING PROCEDURE FOR LEARNERS WITH ASD

Emily Gallant, Ph.D., BCBA-D, Julia Muscat, M.A., & Kevin Brothers, Ph.D., BCBA-D



## POSTER #3

### DURATION SHAPING FOR TEACHING APPROPRIATE BEHAVIOR DURING A HAIRCUT FOR A LEARNER WITH AUTISM SPECTRUM DISORDER

Emily Gallant, Ph.D., BCBA-D, Kevin Brothers, Ph.D., BCBA-D, Christopher Bari, B.A., &  
Bryan Rickoski, M.A.



## POSTER #4

### HARNESSING THE POWER OF RFT TO TEACH BEHAVIOR ANALYTIC CONCEPTS

Celia Heyman, PhD, BCBA



## POSTER #5

### EFFECTS OF REMOTE CONTINGENCY MANAGEMENT PACKAGE ON DURATION OF GOAL HEART RATE: A SYSTEMATIC REPLICATION

Arielle DiStefano, M.A., RBT



## POSTER #6

### A SYSTEMATIC REVIEW OF SAFMEDS: CLINICAL AND EDUCATIONAL APPLICATIONS

Courtney Kane, M.A., BCBA, & Ruth DeBar, Ph.D., BCBA-D, LBA (NY)



## POSTER #7

### EVALUATING THE EFFECTS OF THERAPIST BEHAVIOR ON PAIRED STIMULUS PREFERENCE ASSESSMENT OUTCOMES

Nicole Schwartz & Tracy Kettering, Ph.D., BCBA-D



## POSTER #8

### USING WITHIN- AND ACROSS-SESSION ANALYSIS FOR THE EVALUATION OF OVERAROUSAL IN ADOLESCENTS AND ADULTS DIAGNOSED WITH AUTISM SPECTRUM DISORDER (ASD)

Lindsey Cicalese, Jenna Budge, Robert LaRue, Ph.D., Hanadi-Salah Ibrahim, Kimberly Boley, &  
Adam Goscinski

# POSTER PRESENTATIONS

9:55AM- 10:30AM



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## POSTER #9

### **DIFFERENTIAL REINFORCEMENT OF INCOMPATIBLE BEHAVIOR: A REVIEW OF THE LITERATURE**

*Tia Horn, Jenna Budge, Debra Paone, & Robert LaRue, Ph.D.*



## POSTER #10

### **FURTHER EVALUATIONS OF THE RENEWAL OF INAPPROPRIATE MEALTIME BEHAVIOR**

*Cindy Setiadi, M.A., Kimberly Velez, MS, Kathryn Peterson, PhD, BCBA-D, & Jaime Crowley-Zalaket, PhD, BCBA-D*



## POSTER #11

### **EFFECTS OF VISUAL AIDS AND SELF-MANAGEMENT FOR IMPROVING INDEPENDENCE AT JOB SITES FOR ADULTS WITH AUTISM**

*Melissa Carlin, M.A.P, SungWoo Kahng, Ph.D., BCBA-D, Courtney Butler, M.S., BCBA, & James Maraventano, Ed.D., BCBA-D*



## POSTER #12

### **STIMULUS CONTROL REFINEMENTS OF FUNCTIONAL COMMUNICATION TRAINING**

*Timothy Morris, B.A., RBT, Brian Greer, Ph.D., BCBA-D, Wayne Fisher, Licensed Psychologist and BCBA-D, Daniel Mitteer, Ph.D., BCBA-D, Casey Irwin Helvey, Ph.D., BCBA-D, & Ashley Furhman, Ph.D., BCBA D*



## POSTER #13

### **A COMPARISON OF NONREMOVAL OF THE SPOON AND DEMAND FADING FOR THE TREATMENT OF A PEDIATRIC FEEDING DISORDER**

*Roberts Liriano, M.A., BCBA, Jamie Crowley-Zalaket, PhD, BCBA-D, Kathryn Peterson, PhD, BCBA-D, Emma Auten, PhD, BCBA-D, & Tatum Alencar, M.A.*



## POSTER #14

### **USING BEHAVIORAL SKILLS TRAINING TO TEACH HYGIENE SKILLS TO ADULTS WITH AUTISM SPECTRUM DISORDER**

*Kiet Tran, SungWoo Kahng, Ph.D., BCBA-D, Christopher Manente, Ph.D., BCBA, Julia Iannaccone, Ph.D., BCBA-D, LABA, Robert LaRue, Ph.D., & Matthew Lucciola, BCBA*



## POSTER #15

### **THE ADVANTAGES OF IGNORE PAIRWISE FUNCTIONAL ANALYSES IN DELINEATING THE SUBTYPES OF AUTOMATICALLY REINFORCED SELF-INJURIOUS BEHAVIOR**

*Brittany Repak, B.A., SungWoo Kahng, Ph.D., BCBA-D, Christopher Manente, Ph.D., BCBA, Julia Iannaccone, Ph.D., BCBA-D, LABA, Robert LaRue, Ph.D., & Matthew Lucciola, BCBA*



## POSTER #16

### **SYNTHESIZED CONTINGENCY ASSESSMENTS: ERROR PREVALENCE, IATROGENIC EFFECTS, AND TREATMENT OUTCOMES RELATIVE TO FUNCTIONAL ANALYSIS**

*Liam McCabe, M.A., BCBA, Brian Greer, Ph.D., BCBA-D, Casey Irwin Helvey, Ph.D., BCBA-D, & Adam Briggs, Ph.D., BCBA-D*

# POSTER PRESENTATIONS

9:55AM- 10:30AM



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## POSTER #17

### **CAPTURING RELEVANT ESTABLISHING OPERATIONS DURING A FUNCTIONAL ANALYSIS OF INAPPROPRIATE MEALTIME BEHAVIOR**

Johanna Estevez, RBT, Casey Toutoungi, BCBA, Kathryn Peterson, PhD, BCBA-D, Jaime Crowley-Zalakiet, PhD, BCBA-D, Emma Auten, PhD, BCBA-D, & Mayra Aley Martinez



## POSTER #18

### **EFFECTS OF MANIPULATION OF VARIOUS REINFORCEMENT PARAMETERS ON RESPONDING DURING EXTINCTION**

Catherine Kishel, Ph.D., BCBA, Brian Greer, Ph.D., BCBA-D, Wayne W. Fisher, Ph.D., BCBA-D, Casey Irwin Helvey, Ph.D., BCBA-D, & Daniel Mitteer, Ph.D., BCBA-D



## POSTER #19

### **CLOTHING COMPETING STIMULUS ASSESSMENT IN ADULTS WITH AUTOMATICALLY REINFORCED SELF-INJURY AND SELF- RESTRAINT**

Nicholas Migliaccio, SungWoo Kahng, Ph.D., BCBA-D, Christopher Manente, Ph.D., BCBA, Nicholas Migliaccio, Julia Iannaccone, Ph.D., BCBA-D, LABA, Robert LaRue, Ph.D., & Matthew Lucciola, BCBA



## POSTER #20

### **PERFORMANCE FEEDBACK INCREASES APPROPRIATELY SIZED BITES FOR ADULTS WITH AUTISM AND SEVERE PROBLEM BEHAVIOR**

Sydney Hall, B.S., SungWoo Kahng, Ph.D., BCBA-D, Christopher Manente, Julia Iannaccone, Ph.D., BCBA-D, LABA, Robert LaRue, Ph.D., & Matthew Lucciola, BCBA



## POSTER #21

### **USING MEDICAL DESENSITIZATION TO DECREASE FEAR RESPONSES IN ADULTS WITH AUTISM SPECTRUM DISORDER AND SEVERE PROBLEM BEHAVIOR**

Victoria Flanagan, SungWoo Kahng, Ph.D., BCBA-D, Christopher Manente, Ph.D., BCBA, Julia Iannaccone, Ph.D., BCBA-D, LABA, Robert LaRue, Ph.D., & Matthew Lucciola, BCBA



## POSTER #22

### **FCT STRATEGIES THAT WORK: USING PROGRESSIVE VR SCHEDULES AND OTHER STRATEGIES TO MANAGE DEMAND FADING AND PREVENT RESURGENCE**

David Sidener, Ph.D., BCBA-D, Jennifer Skundrich, MA, BCBA, & Vincent Gencarelli, BA, RBT



**NJABA**

# **SESSION 1 PRESENTATIONS**

**19TH ANNUAL  
CONFERENCE**

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**10:30AM-11:45AM**

# SESSION 1 PRESENTATIONS

## 10:30AM- 11:45AM



### WORKSHOP #1



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1ST FLOOR



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Nicole Stewart

### DO I HAVE TO DO THE SENSORY DIET? EMBRACING THE ETHICAL COMPLEXITIES OF MULTIDISCIPLINARY COLLABORATION

ABA therapy does not and should not operate in a vacuum. In the intricate landscape of therapeutic services for autism and developmental disorders, multiple disciplines often collaborate to provide comprehensive treatment. This presentation delves into the ethical balance of working within a multidisciplinary framework. Explore the nuances of balancing professional responsibilities and ethical considerations in collaboration with occupational therapists and other professionals. Through engaging case studies and real-life scenarios, attendees will gain practical insights into navigating ethical dilemmas, fostering respectful collaboration, and optimizing client outcomes. Equip yourself with the knowledge and confidence to engage in ethical and effective multidisciplinary teamwork



### SYMPOSIUM #1



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Robert Isenhower



Christopher Perrin



Miranda Slotkin



Sydney Hall

### USING BEHAVIOR ANALYTIC PRINCIPLES TO INCREASE PHYSICAL ACTIVITY IN INDIVIDUALS WITH AUTISM SPECTRUM DISORDER

Limited physical activity is associated with numerous negative health outcomes such as increased risk of heart disease and type two diabetes (Center for Disease Control and Prevention, 2022). Furthermore, individuals with autism spectrum disorder (ASD) are more likely to be diagnosed with diabetes, obesity, and hypertension compared to the general population (Croen et al., 2015). The present symposium will explore three studies evaluating different methods to increase physical activity in individuals with ASD. Findings show that behavioral economics, goal setting with differential reinforcement of alternative behavior, and evaluating the preference for specific exercise activities successfully increase physical activity in children and adults with ASD. Taken together, the results of these three presentations demonstrate various effective behavior analytic methods to increase physical activity in this population.

**Chair:** Robert Isenhower, PhD, BCBA-D

**Discussant:** Christopher Perrin, Ph.D., BCBA-D

*Leveraging Behavioral Economics to Promote Healthy Choices in Individuals with Autism Spectrum Disorders*

Robert Isenhower, PhD, BCBA-D, Jenna Budge, & Robert LaRue, Ph.D

*Increasing Physical Activity in Adults with Autism Spectrum Disorder and Severe Challenging Behavior*

Sydney Hall, SungWoo Kahng, Ph.D., BCBA-D, Christopher Manente, Ph.D., BCBA, Julia Iannaccone, Ph.D, BCBA-D, LABA, Robert LaRue, Ph.D., & Matthew Lucciola, BCBA

*Further Evaluation of Context on Preference for and Levels of Physical Activity*

Miranda Slotkin, M.A., RBT, Christopher Perrin, Ph.D., BCBA-D, Jonathon Metz, M.A., BCBA, & Lauren Adkins, B.A.,



### WORKSHOP #2



LECTURE SUITE  
(2ND FL)



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Melissa Connor-Santos

### NAVIGATING SCHOOL SETTINGS: ETHICAL FOUNDATIONS FOR BEHAVIOR ANALYSTS IN PUBLIC SCHOOLS

The presence of behavior analysts in public school settings is becoming increasingly commonplace as the number of students requiring more specialized services soars and the relevance of the profession becomes clearer. Recent statistics from the BACB indicate that 12% of BCBA's self-identify as primarily working in education, and many more may be working as a consultant or with children receiving school-based services. However, it is unclear if behavior analysts receive setting-specific training before entering public schools. Those without such training may find it challenging to maximize the benefits of behavior-analytic services and address barriers to ethical treatment, as skills learned in other settings may not fully translate. The purpose of this workshop is to explore four fundamental ethical domains within public schools: scope of competence, employment-related concerns, special education law and interdisciplinary collaboration. Participants will have the opportunity to dissect common ethical scenarios in public schools and be provided with guidance and tools on antecedent strategies to mitigate ethical dilemmas.

# SESSION 1 PRESENTATIONS

## 10:30AM- 11:45AM



### SYMPOSIUM #2



GATSBY'S  
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Robert LaRue



SungWoo Kang



Jenna Budge



Nicholas Migliaaccio



Matthew Lucciola



Arielle Marshall

### ADVANCEMENTS IN ASSESSMENT AND INTERVENTION FOR ADOLESCENTS AND ADULTS WITH AUTISM SPECTRUM DISORDERS

As students approach adulthood and age out of the school system, the resources available to them for support are often limited. These challenges are heightened for individuals who require more support (e.g., severe intellectual disability, the presence of maladaptive behavior). Complicating matters further is the lack of evidence-based practices for adults with ASD. The National Standards Report published by the National Autism Center in 2015 shows that there exists little empirical support for any intervention for adults with ASD. This unacceptable state of affairs highlights the need for sound intervention research for older individuals with ASD. The current symposium will include talks outlining procedures for training staff members to implement trial-based functional analysis procedures, selecting preference assessments that minimize the likelihood of challenging behavior, and the use of multiple schedules to teach flexibility skills and mitigate treatment relapse when using functional communication training.

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

**Discussant:** SungWoo Kahng, Ph.D., BCBA-D

*The effects of varying preference assessment methodology on the occurrence of challenging behavior.*

Nicholas Migliaaccio, SungWoo Kahng, Ph.D., BCBA-D, Robert LaRue, Ph.D., Lauren Gayoso-Acuna, Arielle Marshall, Ting-Yu Liu, Nicole Barfield, & Deandra Damson

*Teaching Flexibility Skills to Treat Severe Problem Behavior in Adults with Autism Spectrum Disorder*

Matthew Lucciola, BCBA, SungWoo Kahng, Ph.D., BCBA-D, Robert LaRue, Ph.D., Christopher Manente, & Julia Iannaccone, Ph.D, BCBA-D, LABA

*On the Prevalence and Magnitude of Resurgence during Functional Communication Training with Delay-and-Denial Tolerance Training.*

Arielle Marshall, Brian Greer, Ph.D., BCBA-D, & Daniel Mitteer, Ph.D., BCBA-D

*Training Practitioners to Conduct Trial Based Functional Analysis with Adults with Autism Using Pyramidal Behavior Skills Training.*

Jenna Budge, SungWoo Kahng, Ph.D., BCBA-D, Robert LaRue, Ph.D., James Maraventano, Ed.D., BCBA-D, Courtney Butler, Angela O'Donnell, Judith Harrison, & Samantha Van Dean



### WORKSHOP #3



SALON II



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Heather Francisco



Lindsay Keker



Joelle Lugo

### BEYOND THE TASK LIST: HOW TO SURVIVE AS A SCHOOL-BASED BCBA IN THE REAL-WORLD!

Discussions on the surrounding variables upon behavior analysts in schools have been somewhat limited. Board Certified Behavior Analysts (BCBA) can benefit from a constructional approach to the social problems that can arise working in private or public institutions or entities such as schools. Exploring the role of relational framing for the BCBA, the staff, administrators and other trainees can aid in creating a positive and healthy work environment that will better help support the students (Rehfeldt et al., 2021). In addition, taking away principles of Trauma-Informed Care (TIC) can also help with improving classroom management, creating a responsive learning environment, and increasing employee satisfaction and retention. In this workshop, the trainers will use a Pyramidal Approach (Andzik, Cannella-Malone, 2017) as well as a Behavior Skills Training (BST) approach (Schaefer, Andzik, 2021), to coach BCBA's to make their consultation style efficient, positive, and reinforcing to the staff and students who are receiving their services. The workshop will demonstrate how to improve communication (Rajaraman et al., 2021), how to capitalize on "quick wins" or pop-ins for recommendations (Gavoni and Costa 2023), how to evaluate and remedy potential barriers to effective consultation (Goldiamond, 2002) and how to build rapport and increase "buy-in" with staff and students alike (Max and Lambright, 2021). There will be handouts and materials disseminated throughout the workshop.

**NJABA**

# **LUNCH BREAK**

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**11:45AM- 12:45PM**

# LUNCH BREAK

11:45AM- 12:45PM

## WORKGROUP MEET & GREETINGS!

Have lunch with a Workgroup you belong to or sit with a new one to find out what they are all about!

Look for the designated signs in the **East Ballroom**



**Adult Services**



**Diversity & Inclusion**



**Public Schools**



**Early Intervention**



**ABA in Spanish**



**Insurance, Medicaid & Business Practices**



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# **SESSION 2 PRESENTATIONS**

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**12:45PM - 2:00PM**

# SESSION 2 PRESENTATIONS

## 12:45PM- 2:00PM



### WORKSHOP #4



EAST BALLROOM  
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Amy Gravino



Robert LaRue

### SOCIAL VALIDITY AND THE SPECTRUM: FINDING THE RHYTHM OF AUTISM IN THE HEART OF ABA

Forty-five years ago, Dr. Montrose Wolf named and defined the concept of “social validity” in his seminal published paper on the subject. Changes to and controversies within the field of ABA over the intervening years have made obtaining and measuring social validity for autistic individuals challenging, but more necessary now than ever before. This presentation discusses the need for social validity as it pertains to children and adults on the autism spectrum and highlights the barriers that exist to collecting social validity, as well as how we can make the ideas put forward by Wolf relevant to the present state of the field of ABA. Strategies for creating collaboration between relevant stakeholders and ABA practitioners will also be discussed.



### SYMPOSIUM #3



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Dawn Townsend



Eric Rozenblat



Amanda Freeman



Alison Gillis



Kevin Brothers

### COMPASSION AND SCIENCE – HOW AND WHY THEY MUST COEXIST IN AUTISM EDUCATION PROGRAMS

Recent interest in compassionate care has been evident in the field of Behavior Analysis, with concerns that emphasis on technical procedural knowledge has overshadowed the delivery of compassionate care. This symposium will define how we link compassionate practices with data-based outcomes to ensure that both science and compassion are part of autism education programs. As the founders of our field noted, behavior analysis is defined by both scientific rigor and valued goals and outcomes. A review of the core dimensions of behavior analysis will be completed along with an emphasis on how those dimensions are implemented and/or assessed in a science-based intervention model employed across several education programs nationally and internationally. Staff-training practices that include a focus on both technical precision and relationship development will be described to demonstrate the importance of training both clinical and compassionate repertoires. The role of consumers in selecting intervention goals will be discussed, as well as the importance of providing a wide breadth of programming that meets the family and cultural needs of each individual student. Finally, student observational measures, including engagement, activity selection, and interaction patterns will be shared to demonstrate the utility of these measures in assessing outcomes of compassionate care.

**Chair:** Dawn Townsend, Ph.D., BCBA-D

*Compassionate Care is More Than Words...It's a Responsibility*

Eric Rozenblat, Ph.D., BCBA-D, Dawn Townsend, Ph.D., BCBA-D, & Donna DeFeo, Ph.D.

*Training Clinically Strong, Compassionate Staff Members*

Alison Gillis, Ph.D., BCBA-D, NYS LBA & Susan Vener, Ph.D.

*Behavioral Systems to Ensure Compassionate, and Comprehensive Intervention Programming and Family Supports*

Kevin Brothers, Ph.D., BCBA-D, Priya Patil, M.A., BCBA, Sandra Gomes, Ph.D., Paul Shreiber, MA, & Emily Gallant, Ph.D.

*A Direct Measure to Support Efficacy and Compassionate Behavior Analytic Services*

Amanda Freeman, Ph.D. & Christine M. Fry, M.Ed.



# SESSION 2 PRESENTATIONS

## 12:45PM- 2:00PM



### WORKGROUP #5



LECTURE SUITE



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Amanda Philp



Mary Haspel

### AUTISM PROGRAM QUALITY INDICATORS-REVISED: INSIGHTS FROM THE APQI-R IN NEW JERSEY SCHOOL DISTRICTS

This workshop session aims to provide an overview of the Autism Program Quality Indicators-Revised (APQI-R) and its significance in promoting high-quality programs for students with autism spectrum disorder (ASD) throughout New Jersey schools. This workshop will explore the core components of the APQI-R framework, highlight updates to the new document, and showcase evidence-based practices that contribute to program effectiveness and positive outcomes for individuals with ASD. Attendees will gain valuable insights and a deeper understanding of how the APQI-R can guide their efforts in enhancing the quality of autism programs.



### WORKSHOP #6



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Anton Shcherbakov

### BEYOND INDEPENDENCE: HELPING AUTISTIC ADULTS LIVE MORE MEANINGFUL AND PURPOSEFUL LIVES

Autistic adults report significantly less life satisfaction and lower quality of life (QoL) compared to the general population (Mason et al., 2018). There are many factors that may contribute to this pattern of decreased QoL such as difficulties with independence, social isolation, and prejudice or discrimination. While behavior analysis has traditionally focused on increasing independence and improving social skills, there has been relatively little research or clinical attention to improving other aspects of well-being. In this workshop, we will discuss how to broaden our focus from primarily deficit/symptom reduction to also include the enhancement of well-being for autistic adults. The most validated model for describing and enhancing well-being comes from the field of positive psychology (Seligman, 2011). We will discuss research from this field and identify how it can be applied to improve well-being for adults across the spectrum (e.g., including those requiring both minimal and significant supports). In particular, we will focus on how to help autistic adults find and cultivate experiences that promote a greater sense of meaning and purpose in their lives.



### WORKSHOP #7



SALON II



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Jaime DeQuinzio

### INCORPORATING OBSERVATIONAL LEARNING INTO AUTISM TREATMENT: FROM CONCEPTUAL ANALYSIS TO APPLIED PRACTICE

Children with autism display deficits in imitation and observational learning. Observational learning requires a generalized imitative repertoire, yet exceeds it, also requiring subtle discriminations about observed actions and their outcomes. To shift from learning in a one-on-one context to a group setting, for example, a child must identify contingencies as applied to another, and then demonstrate novel responses related to those contingencies without directly experiencing them. While complex, observational learning is essential for children with autism to learn social and academic responses in more generalized learning environments. Most contemporary curricula for children with autism incorporate instruction in a variety of imitative response topographies. Less common in applied research and practice, however, are procedures to ensure that children with autism learn to acquire novel responses through observational learning. This presentation will outline innovative instructional programs and research directives that move beyond direct imitation to the skills essential for observational learning. In addition, conceptualizing observational learning within a behavior-analytic framework informs the development of said research and instructional practices. As such, this workshop will also present a behavior analysis of observational learning. Workshop attendees will have the opportunity to design individualized instructional programs to teach observational learning in their respective practices.

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# **SESSION 3 PRESENTATIONS**

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**2:10PM - 3:00PM**

# SESSION 3 PRESENTATIONS

## 2:10PM- 3:00PM



PANEL #1



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SungWoo Kang



Harry Noble



Matthew Lasoski

### BEHAVIOR ANALYSIS IN THE HOSPITAL SETTING: EXAMPLES FROM CHILDREN'S AND STATE PSYCHIATRIC HOSPITALS

Baer, Wolf, and Risley (1968) described the seven dimensions of applied behavior analysis. Their first dimension, applied, placed the emphasis on socially significant behaviors. Since the publication of Baer, Wolf, and Risley, ABA has grown into a rich scientific and clinical endeavor improving the lives of countless individuals. One area in which ABA has made a meaningful impact is in behavioral supports for autistic individuals and their families. ABA-based research and intervention has resulted in profound improvements to the quality of life for autistic individuals and their families. Although autism supports has become a large part of the ABA field, it is important to highlight the contributions of behavior analysts to other areas in need. This panel discussion will present the work of behavior analysts in hospital settings. In particular, we will present the work of behavior analysts working in a children's hospital as well as those working at state psychiatric hospitals. The presenters will describe how these programs developed over time, the services they provide, and the challenges they face.



WORKSHOP #13



EAST BALLROOM



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Brian Greer

### RECENT RESEARCH ON TREATMENT RELAPSE AND ITS MITIGATION

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



WORKSHOP #8



LECTURE SUITE



1 BACB ETH

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Sarah Burby

### EXPANDING HORIZONS: ETHICS AND COMPETENCE IN HEALTH AND FITNESS FOR BCBA'S

This Continuing Education Unit (CEU) provides valuable insights and guidance for Board Certified Behavior Analysts (BCBAs) and BCBA candidates interested in extending their scope of competence into the dynamic field of health and fitness. Understanding Scope of Competence: This segment delves into the ethical considerations surrounding the practice of BCBAs in the health and fitness sector. It explores the boundaries of your professional expertise and responsibilities, ensuring that BCBAs maintain high ethical standards while working in this specialized field. Broadening Your Scope: Learn how to expand your professional toolkit through additional certifications and training. Discover the key certifications and courses that can enhance your competence as a BCBA in health and fitness. Explore the benefits of cross-disciplinary knowledge and how it can improve your practice. Supervision and Mentorship: Gain insights into the importance of supervision and mentorship when venturing into new domains within the field. Understand how seeking guidance and mentorship can help you navigate challenges and ensure ethical practice. Building Your Own Practice: This section explores the practical aspects of establishing your independent BCBA practice in health and fitness. Learn about legal and ethical considerations, marketing strategies, and client acquisition techniques tailored to this unique niche.

# SESSION 3 PRESENTATIONS

## 2:10PM- 3:00PM



SYMPOSIA #4



GATSBY'S



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Mary Saydah



Daphna El-Roy



Jennifer Stracquadino

### EXTENDING EFFECTIVE TEACHING APPLICATIONS FOR STUDENTS WITH AUTISM SPECTRUM DISORDER AND DEVELOPMENTAL DISABILITIES IN SCHOOLS

Individuals with developmental disabilities display deficits in various skills throughout their lifespan. Participants included in this symposium had developmental disabilities and ranged in age from elementary-school aged to adult. Skills targeted across the two studies included increasing identical matching; and identifying sensations that could be indicative of a medical problem. To increase skill acquisition of identical matching, a novel combination of error-correction procedures, including re-presentation, model-based error correction, and differential reinforcement was used. To mimic potential medical problems, stimuli were applied with verbal prompting and a time-delay procedure to teach reporting of those sensations. Both studies used a multiple-baseline design. Graphs will be presented to demonstrate that the procedures used were responsible for teaching the target behaviors. These studies extended the literature by providing novel applications of procedures previously shown to be effective. Given the success of these teaching procedures, the impact of presenting these data will be relevant to service providers who may want to incorporate them for individuals with similar needs.

**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



WORKSHOP #9



SALON II



1 BACB ETH

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Nicola Schneider

### RESPONDING TO BEHAVIORS WITH COMPASSION IN THE SCHOOL SETTING

School-based settings have long relied on coercive and compliance-based practices to decrease behavioral challenges. Direct feedback from neurodivergent individuals about their school experiences is more readily available to mainstream society through social media. This attention on past practices as well as recent research on assent-based procedures within the field of Applied Behavior Analysis is reshaping how we address behaviors within the school environment. School-based staff continue to face an uphill battle when attempting to embed the values of trauma-assumed and compassionate care in the educational setting. Using skill-building, rather than escape extinction procedures early in the behavioral escalation cycle, we can not only prevent unsafe behaviors, but also increase coping and problem solving strategies. By understanding how and when to honor assent withdrawal within the classroom, we will be better equipped to respond to students who are not available to learn. In reframing our responses to unwanted behavior, we can leave behind outdated practices without compromising the effectiveness of interventions.

**NJABA**

# **SESSION 4 PRESENTATIONS**

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**3:10PM - 4:00PM**

# SESSION 4 PRESENTATIONS

## 3:10PM- 4:00PM



PANEL #3



EAST BALLROOM



1 BACB ETH

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Patrick Progar



Brett DiNovi



May Beaubrun



Donald Hantula

### JOB SATISFACTION: WHAT IT IS AND WHY IT IS IMPORTANT BEHAVIORALLY

Job satisfaction may appear to be an irrelevant construct in behaviorally oriented companies. However, a more nuanced view reveals that although the concept may seem amorphous and mentalistic, it is essential in all organizations as both a management tool and responsibility. This discussion brings together researchers and practitioners who have studied and facilitated job satisfaction in the workplace. Conceptualizing job satisfaction as a general affective response to work and the work environment, the panelists explore its increased importance in a post-COVID work environment. The discussion will focus on how issues such as staff retention and turnover, burnout, spillover to clients and their families, motivating a diverse workforce in a rapidly evolving work environment, counterproductive work behaviors, and health and wellness are related to job satisfaction. In addition, the panelists will dismiss the myth that job satisfaction causes job performance. The ethics of job satisfaction as an organizational imperative will be emphasized throughout the discussion.

**Chair:** Patrick Progar, Ph.D., BCBA-D

**Panelists:** Brett DiNovi, BCBA (Brett DiNovi & Associates) May Beaubrun, M.Ed, BCBA, LBA (Brett DiNovi & Associates) Donald Hantula, Ph.D. (Temple University)



PANEL #4



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Jennifer Weber



Caroline Linfante



Quintara Tucker



Jennifer Mitchell

### NAVIGATING THE USE OF APPLIED BEHAVIOR ANALYSIS IN PUBLIC SCHOOL SETTINGS: STRATEGIES FOR SUCCESS

Providing students a free and appropriate public education (FAPE) is a fundamental principle under the Individuals with Disabilities Education Act (IDEA). One of the challenges that public schools face is how to effectively educate students with autism within the constraints of public school settings. Setting up effective self-contained classrooms that are based on the principles of Applied Behavior Analysis (ABA) has the potential to keep students within the public school setting, and function to be the least restrictive environment (LRE). In setting up self-contained classrooms, it is critical to establish the expectations of ongoing teacher and paraprofessional staff training, utilize research-based curriculum, and the commitment to ongoing BCBA or BCBA-D support. The purpose of this panel is to discuss how to set up a self-contained classroom under the constraints of public schools based on the principles of ABA, and how we effectively train staff within the public school settings. Collectively, we will provide a means to focus more on how we can educate students with autism under FAPE.

**Chair:** Jennifer Weber, Ph.D (KIT Consult)

**Panelists:** Caroline Linfante, Ph.D (KIT Consult) Quintara Tucker MS, BCBA, IBA, LBS (QB Consulting, LLC) Jennifer Mitchell, MA (Morris School District)

# SESSION 4 PRESENTATIONS

## 3:10PM- 4:00PM



WORKSHOP #10



LECTURE SUITE



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Joe Novak

### DEVELOPING MORE ADVANCED LANGUAGE FOR AAC USERS

This presentation is designed to address considerations related to developing more advanced language for individuals with autism who use AAC. The relative deficiency of research on language instruction for AAC users relative to speaking individuals is highlighted. The tendency for AAC devices to becoming “manding machines” is discussed and several possible explanations are provided. These possible explanations are discussed in greater detail and solutions are provided. Recommendations for how to develop language skills are provided and sample SGD layouts are given. Ethical considerations regarding word prediction, programming in phrases, and authenticity are discussed. Finally, a couple of additional “common questions” related to developing more advanced language are discussed.



WORKSHOP #11



GATSBY'S



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Shelley Bertino

### PARENT TRAINING IN ABA

Parent Training is a vital component in any type of educational planning. Professionals in the field of ABA focus on direct services and BCBA supervision but often forget about the glue that holds stakeholders together; the parents/caregivers. In this presentation, we will dive deep into breaking down the barriers that prevent professionals from maintaining consistent parent training meetings, closing the gap in communication, and ways to provide compassionate care to parents/caregivers.



WORKSHOP #12



SALON II



1 BACB LRN

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Sandra Gomes



Emily Gallant



Jessica Lamb

### EFFECTIVE PROCEDURES FOR TRANSITIONING STUDENTS WITH AUTISM FROM INTENSIVE TO MINIMALLY-SUPPORTIVE INTERVENTION SETTINGS

Successful transition from an intensive intervention environment to a more mainstream setting containing minimal supports is a highly-valued goal for nearly all recipients of applied behavior analytic intervention. Over more than two decades in operation, Somerset Hills Learning Institute, a private, not-for-profit school for children with autism, has supported over 20% of its students in returning to less-restrictive school settings. We attribute this success rate to the quality of our behavioral systems, readiness criteria, and intervention procedures which have been carefully developed and continually refined over the years. Our transition model begins with reduced instructor-to-student ratios, moves to splitting instructional time between the target and private school settings, and ultimately leads to full-day attendance in the target setting. We will describe in detail the scope and standards for our readiness criteria, with special attention to how these support the social validity (Wolf, 1978) and effectiveness (Baer et al.; 1968) of our associated teaching practices. Strategies to mediate generalization, program common stimuli, and train to sufficient exemplars surrounding the target setting will be further detailed. Representative sample data will illustrate student acquisition of target skills, individualized teaching decisions, and adaptability and creative problem-solving supporting timely progress toward the transition goal.

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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*



*CEUs are complimentary with your registration.*

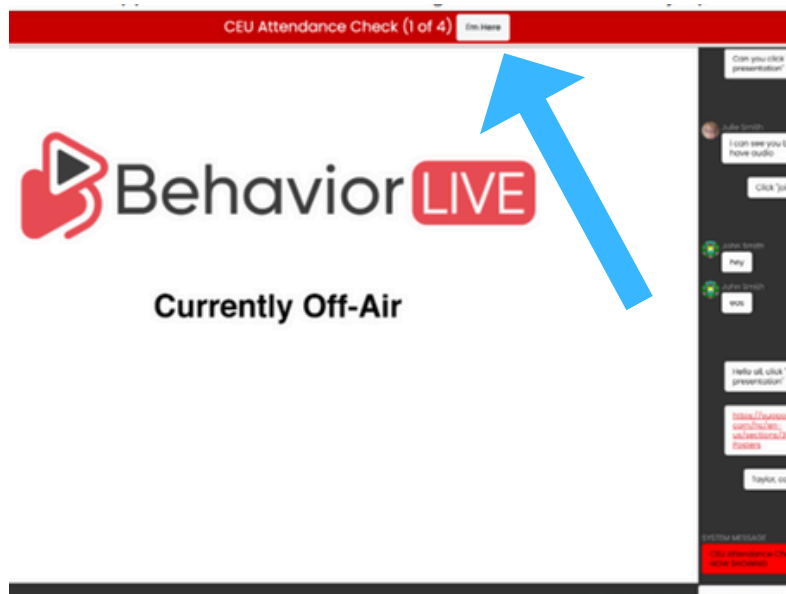
*All learning CEUs will be distributed by BehaviorLive. If you are a presenter and would like a teaching CEU for your event, please stop by registration to pick it up.*

### **In-Person Attendees**

1. Download the BehaviorLive app.
2. Click on the “CEU Scan” icon.
3. Scan the QR code posted in the room on your way into each event.
4. Scan the QR code posted in the room on your way out of each event.

### **Virtual Attendees (for live events)**

1. During each event, you will see the CEU tab at the bottom of the screen.
2. Randomly during the event, 4 attendance checks will appear on the TOP screen and will stay up for 3 minutes. Click the “I’m here button” to verify you are still in attendance.



3. At the conclusion of the event, you can click the CEUs button, submit feedback, and get your CEUs.
4. If you have any questions related to CEUs, click on the blue “help” button on BehaviorLive’s website.

### **To Access Your CEU Certificates**

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

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# 2024 NJABA SPEAKER SERIES

## **Recent Research on Treatment Relapse and its Mitigation)\***

Brian D. Greer, Ph.D., BCBA-D

*Wednesday, February 2nd, 3:30-4:45 (1.5 CEUs)*

## **Audits, Recoupments, & Investigations:**

### **Assessing Your Potential Exposures, Responding, & Appealing**

Kim Mack-Rosenberg, Esq. & Craig Domanski, Ph.D., BCBA-D

*Wednesday, June 12th, 7:00-8:15pm (1.5 CEUs)*

## **Trauma Informed and Compassionate Care: The Future of ABA**

Jilian DeTiberiis, M.A., BCBA & Kate Harvey M.Ed., BCBA

*Thursday, August 15th, 10:00-11:15am (1.5 CEUs)*

## **Shaping the Future of Behavior Analytic Services: Teaching Ethical Decision-Making in Supervision Experiences**

Crystal Harms, M.Ed, BCBA

*Wednesday, October 16th, 3:30-4:45pm (1.0 Supervision & 0.5 Ethics  
CEUs)*

## **Incorporating Cultural Sensitivity with Your Supervisory Repertoire**

Adrienne Bradley, M.Ed, BCBA

*Wednesday, December 4th, 3:30-4:45pm (1.5 Supervision)*

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

***\*Currently available for on demand viewing***

# 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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# THANK YOU!

**Thank you to all attendees, live and in-person, for attending NJABA's 19th 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.

