



# MASSABA 13th ANNUAL CONFERENCE

## May 4, 5 & 6, 2023 VIRTUAL EVENT

### THURSDAY MAY 4TH

- 3:45-4:00 PM** Welcome
- 4:00-4:50 PM** The Insurer said “No” - What Happens Next?  
**Jerome T. Chiu, BCBA, Katie Dzurec, Amie Perl, Emily Roche & Amy Weinstock**
- 5:00-5:50 PM** Interdisciplinary Care Among Behavior Analysts and Speech-Language Pathologists  
**Melanie Giles, Ph.D., BCBA-D, LABA, CCC-SLP**
- 6:00-6:50 PM** Getting Started in Organizational Behavior Management  
**Shannon Biagi, M.S., BCBA**
- 7:00-7:50 PM** Last Night at the Lobster: A Literary Tale Demonstrates How Supervision Reveals the Best in Us  
**Amber L. Valentino, Psy.D., BCBA-D**

### SATURDAY MAY 6TH

- 8:45-9:00 AM** Welcome
- 9:00-9:50 AM** How BCBA's Can Improve Classroom Management Practices  
**Bob Putnam, Ph.D., BCBA-D, LABA & Fina Robertson, BCBA**
- 10:00-10:50 AM** Effective Leaders Do What It Takes  
**Guy Bruce, Ed.D., BCBA-D**
- 11:00-11:50 AM** Functional Assessment/Analysis in Public School Settings  
**Vanessa Tucker, Ph.D., BCBA-D**
- 12:00-12:50 PM** Black Applied Behavior Analysts Inc: From a Facebook group to a CALL TO ACTION to form an Executive Committee  
**Melissa Joseph, BCBA & May Beaubrun, BCBA**

### FRIDAY MAY 5TH

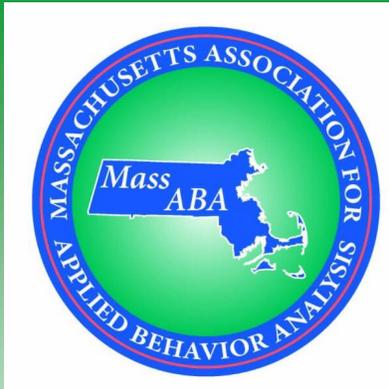
- 8:45-9:00 AM** Welcome
- 9:00-9:50 AM** Environmental Sustainability: Don't “Delay” the Discussion  
**Jonathan Kimball, Ph.D., BCBA-D, Katie Arnold, Brian Jadro & Nikki Powell**
- 10:00-10:50 AM** Effective Supervision for Job Satisfaction  
**Melissa S. Saunders, Ed.D., BCBA-D, LABA**
- 11:00 – 11:50 AM** Nonlinear Contingency Analysis  
**T.V (Joe) Layng, Ph.D.**
- 12:00-1:00 PM** Lunch Break
- 1:00-1:50 PM** Performance Thinking: Accomplishment– Based Performance Improvement for the Rest of the Us  
**Carl Binder, Ph.D.**
- 2:00-2:50 PM** Panel Discussion: Difficult Conversations about ABA as it Relates to Autism Intervention  
**Mary Jane Weiss, Ph.D., BCBA-D, LABA, Justin Leaf, Ph.D., BCBA-D, Amy Gravino, M.A., Cole Fitzpatrick**
- 3:00-3:50 PM** Massachusetts Licensing Board Update  
**Bill Ahearn, Ph.D., BCBA-D, LABA**  
**Ashley Williams, Ph.D., BCBA-D, LABA**

**BCBA's can earn up to 14 CEUs  
Including 5 Supervision and  
4 Ethics**

**Register at:**

**<https://www.massaba.net>**





## **Thursday May 4th 4:00-4:50 PM**

### **The Insurer said “No” - What Happens Next?**

**Jerome T. Chiu, BCBA, Katie Dzurec, Amie Perl, Emily Roche & Amy Weinstock**

Using the ABA Authorization and Appeals Playbook, a publicly available document created by a group of advocates, providers, attorneys and regulators, this presentation will explain the rights and protections that are afforded to consumers of health care coverage, and the responsibilities of providers in properly requesting authorizations and appealing denials. It will highlight important elements of the Playbook, explain how providers can utilize this resource, and answer relevant questions.



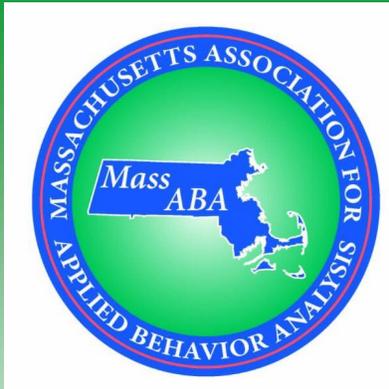
Jerome is the owner of RadBx and an Associate of the Insurance Resource Center where he works to resolve issues with insurance coverage and support families navigate the health insurance landscape. Jerome worked to establish Medicaid coverage of ABA services in Massachusetts in 2015. Jerome has dedicated his professional career to ensuring access to quality applied behavioral analysis services. His current focus is on enhancing the quality of clinical documentation and establishing systems to ensure the quality of treatment. Jerome is a Board Certified Behavioral Analyst and Licensed Behavior Analyst in the state of Massachusetts. He holds a Masters in Childhood and Early Childhood Special Education from NYU Steinhardt, a Masters in Public Administration from Suffolk University. He is also graduate of the Leadership in Education and Neurodevelopmental Disabilities (LEND) fellowship program through the Shriver Center at UMass Memorial Hospital in Worcester, MA.



Katie Dzurec is a Regulatory and Policy Engagement Specialist for Regulatory Insurance Advisors, LLC. She has served as Assistant General Counsel for the DC Health Benefit Exchange Authority and Senior Advisor to the Pennsylvania Insurance Commissioner. For over a decade, Ms. Dzurec has helped lead efforts to address health coverage access and compliance issues. In addition, Ms. Dzurec has directed inter-agency and inter-state collaboration on mental health parity enforcement and compliance efforts. She is regarded as a subject matter expert in the areas of healthcare reform, mental health parity, and health market conduct examinations.



Amie Perl, SVP of Operations, has worked for Little Leaves Behavioral Services for over 11 years. In that time, in partnership with a talented clinical team, Amie has provided organizational and operational leadership that has supported its growth from a start-up to a multi-state, multi-center program that has served hundreds of clients. Through that work, Amie has developed an expertise in, and passion for, helping families and providers navigate the challenges of insurance coverage for ABA and has been involved at the state and national levels. In recognition of her efforts, she was awarded the Provider Advocate of the Year award at the Autism Law Summit in 2021.



## **Thursday May 4th 4:00-4:50 PM (continued)**

The Insurer said “No” -  
What Happens Next?

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**Jerome T. Chiu, BCBA, Katie Dzurec, Amie Perl, Emily Roche & Amy Weinstock**



Amy has an extensive background on insurance issues related to autism and behavioral health. She played a key role in passing several significant pieces of autism insurance legislation in Massachusetts, including the groundbreaking 2010 law requiring health insurance to cover medically necessary treatment for autism. Amy also serves as a trustee of the Riverview School, Living Independently Forever (LIFE), and as a Commissioner on the State’s Autism Commission. Amy’s work has been recognized through numerous awards including the Federation for Children with Special Needs Martha H. Ziegler Founders Award, the Margaret L. Bauman Award for Excellence, the Massachusetts ARC’s Distinguished Citizens Award, the Autism Speaks Advocacy Award, the Doug Flutie Jr. Foundation’s Shining Star and Essential piece awards, and the Northeast ARC’s Edward C. O’Keefe Memorial Award. She is a graduate of Wellesley College and received a Master of Architecture from Harvard University.



Emily has been working in payer contracting and revenue management for ABA organizations since 2012. She currently oversees Bierman Autism Center’s insurance and billing team. Through her work at ABA agencies, Emily has been involved in public policy to improve legislation for mental health services and advocacy for ABA therapy. With a background in contracting, credentialing, authorizations, and appeals, she has often provided training through the ABA industry on these topics. After pursuing a bachelor’s degree in business administration from Gonzaga University, Emily completed a masters in health administration at University of Colorado.



**Thursday May 4th**  
**5:00-5:50 PM**

**Interdisciplinary Care Among Behavior Analysts and Speech-Language Pathologists**

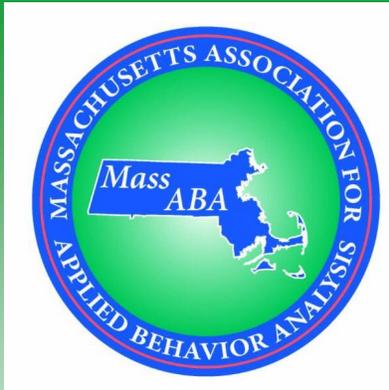
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**Melanie Giles, Ph.D., BCBA-D, LABA, CCC-SLP**

Applied Behavior Analysis has come a long way since Pavlov's classical conditioning and Skinner's operant conditioning. The field of Speech-Language Pathology has also evolved on a parallel path. However, there remains many challenges when collaborating between the disciplines. Now more than ever, the fields have an opportunity to partner, given that they share many learners with the same challenges and overlapping scopes of practice. This talk is an introduction to the key strategies for collaboration across Behavior Analysis and Speech-Language Pathology. It will explore a variety of opportunities to engage in interprofessional practice (IPP) and collaboration.



Dr. Giles is a dually licensed Speech-Language Pathologist and Board-Certified Behavior Analyst, who is certified by the American Speech and Hearing Association and BACB. Dr. Giles is the CEO and Clinic Director of Speech Therapy Group and The Verbal ABA Clinic in Beverly, MA. Dr. Giles received her Bachelor of Sciences in Communication Disorders as well as her Masters in Speech Language Pathology from University of Massachusetts Amherst in 1999 and 2001. She also received her Master of Education in Applied Behavior Analysis (ABA) and Autism in 2017 and completed her PhD in ABA in 2020 at Endicott College. Dr. Giles is licensed in MA and NH as a SLP and has her LABA in MA. She founded The Verbal ABA Clinic in 2019 and co-founded Speech Therapy Group in 2004. Both are private practices focusing in the areas of either Speech Therapy and Applied Behavior Analysis. She also has extensive training in FCT, AAC/SGD, and feeding/swallowing disorders. Collaboration between speech therapy and ABA remains a passion of Dr. Giles.



**Thursday May 4th**  
**6:00-6:50 PM**

## Getting Started in Organizational Behavior Management

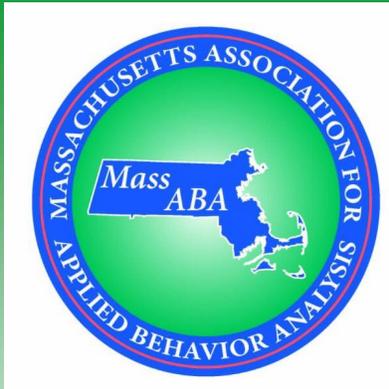
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**Shannon Biagi, M.S., BCBA**

As the field of behavior analysis has grown exponentially in the last decade, so too has interest in different applications of behavior science outside of human services, disability, and education. One area that has garnered much attention is the application of behavior science in the workplace, otherwise known as Organizational Behavior Management or OBM. During this presentation, attendees will learn about OBM, including a brief history and applications across industries and focus areas. For those interested in expanding their careers into this area, an in-depth discussion of how to establish scope of competence will be the primary focus of the presentation, as well as strategies for obtaining education, training, and mentorship support in order to meet the ethical requirements to expand scope for those certified by the Behavior Analyst Certification Board (BACB).



Shannon Biagi is the CEO and founder of Chief Motivating Officers, LLC, an organization dedicated to improving the world at work one behavior change agent at a time. Through her work as an organizational behavior management (OBM) practitioner and educator, she has enacted positive behavior change in numerous organizations worldwide and has influenced the professional development of thousands of leaders through speaking opportunities, training engagements, performance management solutions, and executive coaching/mentorship.



## **Thursday May 4th 7:00-7:50 PM**

**Last Night at the Lobster: A Literary Tale Demonstrates How Supervision Reveals the Best in Us**

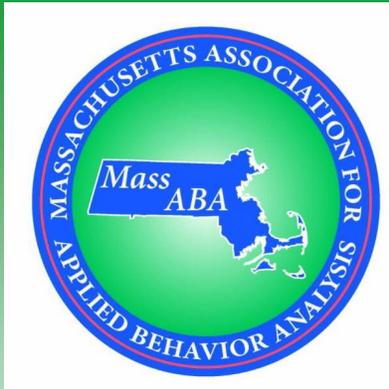
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**Amber L. Valentino, Psy.D., BCBA-D**

The way in which supervision is delivered and experienced in our profession can influence the quality of services behavior analysts provide, the experiences of the next generation of behavior analysts, funding, and the general impression we make to the public. This influence is particularly evident for the supervisory experience that occurs prior to an individual becoming professionally certified, though it is relevant for any supervisory relationship. The supervision experience should be considered one that is far-reaching—above and beyond meeting a necessary requirement. Behavior analysts have an opportunity to ensure supervision is of the highest quality. Over the past decade, we have made great strides in defining and further conceptualizing the role of a supervisor and developing infrastructure to support high quality supervision. In this presentation, I will review pertinent literature on behavior analytic supervision and its implications. Then, I will provide recommended supervision practices that are easy to implement in practice and are designed to help elevate your supervision to the next level.



Amber Valentino received a doctoral degree in clinical psychology from Xavier University in Cincinnati, OH. She completed a predoctoral internship and postdoctoral fellowship at the Marcus Autism Center/Children's Healthcare of Atlanta in Atlanta, GA. After completion of her postdoctoral training, she remained at the Marcus Autism Center, serving as program coordinator of a community autism parent training program and as a senior psychologist in a language and learning clinic. In 2012, she transitioned to Trumpet Behavioral Health where she has held various leadership positions where she serves as the Chief Clinical Officer. Dr. Valentino's clinical and research interests include the assessment and treatment of verbal behavior, primarily in children with autism. She is also interested in evaluation of programming to address unique adaptive skill deficits, and in developing standards for effective supervision in the field. She serves as an Associate Editor for Behavior Analysis in Practice and previously served as an Associate Editor for The Analysis of Verbal Behavior. She serves as a frequent guest reviewer for several behavior analytic journals.



## **Friday May 5th 9:00-9:50 AM**

### **Environmental Sustainability: Don't "Delay" the Discussion**

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**Jonathan Kimball, Ph.D., BCBA-D, Katie Arnold, Brian Jadro, Nikki Powell, New England Sustainability**

A variety of human behavior must change in order to mitigate and adapt to the problem of a warming climate. Unfortunately, the current impacts to our planet do not appear to be an effective motivator of change. Apart from extreme weather events, the long-term and dangerous effects predicted as a result of climate change are diffuse, delayed, and uncertain. If these possible future outcomes are not enough to induce change, how can behavior analysts arrange the current environment in order to protect the future one?

The panelists have implemented varied interventions with the hope of influencing pro-environmental behavior. As behavior analysts we know that an intervention implemented without socially valid reduction or increase in targeted behaviors is not a stopping point—it is a phase change. Join our discussion of work that has been done in this sector of behavior analysis, and of opportunities for action and research in your own community or practice. Don't discount or delay your potential to make a positive contribution to preserving our world with the science of behavior analysis.



Jonathan Kimball, received a doctorate in Special Education and Applied Behavior Analysis from The Ohio State University. He is a self-employed special education consultant in Maine, specializing in early intervention for children with autism. Recent sustainability related endeavors include conducting a grant-funded project that sought to increase recycling at tailgate events during home football games at Ohio State, and co-developing a food waste diversion project for a high school cafeteria that received the 2019 Berkshire Association for Behavior Analysis and Therapy (BABAT), Behavior Change for a Sustainable World research award. With William L. Heward he has authored two articles on "Conservation Clue," a way to use games of chance to encourage pro-environmental behavior in congregate settings. The game had its first large-scale implementation at the Ohio Association for Behavior Analysis conference in February, 2020, with more chapter conferences to follow.



**Friday May 5th  
9:00-9:50 AM (continued)**

Environmental Sustainability: Don't "Delay" the Discussion

**Jonathan Kimball, Ph.D., BCBA-D, Katie Arnold, Brian Jadro, Nikki Powell, New England Sustainability**



**Katie Arnold**



**Brian Jadro**



**Nikki Powell**



**Friday May 5th**  
**10:00-10:50 AM**

### Effective Supervision for Job Satisfaction

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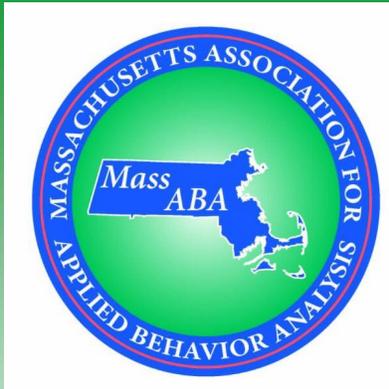
**Melissa S. Saunders, Ed.D., BCBA-D, LBA,**

Given the limited number of Behavior Analysts and the high demand for services derived from the science of applied behavior analysis, services are often delivered using a tiered model. This tiered model is typically made up of a behavior analyst providing supervision to a behavior technician. In this model, the supervising behavior analyst is expected to design individualized interventions for the consumer of the treatment while also ensuring the behavior technician is implementing those interventions to fidelity. A sizeable percentage of the behavior analyst's role is to act as a clinical supervisor, it is essential to hone evidence-based supervision strategies that are grounded in best practice. With the many responsibilities clinical supervisors have, the importance of building supervisory skills focused on job satisfaction and retention of the behavior technician can be easily overlooked. This presentation will focus on clinical supervision, a critical function within the role of the behavior analyst. Clinical supervisors are essential, not only, to ensure that there is fidelity in treatment, but also, to support behavior technicians so they have a solid foundation, and they enjoy their work. This session will highlight practical real-world strategies that focus on the importance of structuring supervision to include a structured supervision plan for supporting effective treatment implementation and supervisee work enjoyment.



**Melissa S. Saunders, Ed.D., BCBA-D, LBA, LABA** is the Chief Operating Officer for Creative Interventions, an organization providing home, school and clinic-based ABA services from birth through adulthood in CT and MA. Since 2004, Melissa has provided direct and consultative services in private and public schools, in homes, as well as center and clinic-based facilities. Melissa received her doctorate degree in Organizational Leadership and Applied Behavior Analysis from Nova Southeastern University. Melissa has a special interest in the role behavior analysts have as leaders. Her research has been focused on supervision, leadership, employee turnover, workplace satisfaction, burnout, reinforcement in the workplace, and treatment fidelity in applied behavior analysis services. Melissa has served as an elected officer for MassABA (2013-2014) and participated on MassABA's Contracts Committee tasked with promoting practice standards for ABA. In addition, Melissa was actively involved with both Massachusetts' and Connecticut's grassroots efforts for the establishment of licensure for Behavior Analysts. Melissa has served as the CTABA Member at Large (2013-2015), Applied Representative (2015-2017), Chief

Executive Officer (2018-2019), President (2021-2022) and has chaired both the Organizational Membership committee (2013-2017), Conference Committee (2016-2019), and Professional Issues Committee (2020-2022), and the CTABA CEU Coordinator. Melissa was also actively involved with the Connecticut Autism Action Coalition (CAAC; 2015-2020) and its mission to support the development and improvement of service access and quality for all individuals who are affected by Autism Spectrum Disorder. In addition to her committee work and role as Chief Operating Officer for CI, Melissa also works as an Adjunct Professor in the Special Education Department at Southern Connecticut University and the Applied Behavior Analysis Department at Bay Path University teaching Masters



## **Friday May 5th 11:00-11:50 AM**

### **Nonlinear Contingency Analysis**

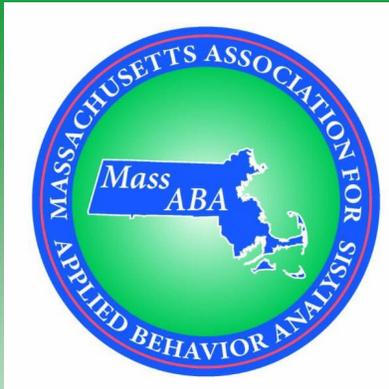
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**T.V. (Joe) Layng, Ph.D.**

Nonlinear contingency analysis (NCA) considers disturbing patterns to be a successful adaptation to the current consequential context and its history. Accordingly, it often does not attempt to directly change the presenting complaint, or any associated thought or feelings. Instead alternative contingencies, in partnership with the client, are constructionally designed that provide the same or greater benefit as the disturbing pattern, but at less cost. When certain patterns are off occasion from that of the disturbing pattern, and participate in contingencies that serve to potentiate the benefits of the disturbing pattern, systemic intervention is often required. With NCA systemic intervention it is often possible to go beyond topical approaches typically characterized as “third wave” therapies, and provide systemic interventions that change not only behavior, but also the accompanying thoughts and emotions, often without direct intervention. Implications of NCA based topical and systemic interventions for a wide range of issues will be described including those involving consent and assent.



T.V. Joe Layng has over 40 years' experience in the experimental and applied analysis of behavior, with a particular focus on the design of teaching/learning environments. In 1999, Joe co-founded Headsprout, where he led the scientific team that developed the generative instruction technology. He currently serves as a partner at Generategy, LLC, an educational software publisher. Joe earned a Ph.D. at the University of Chicago, where he investigated the production of untrained recombinant, complex symbolic repertoires in pigeons from simpler behavioral components, a process the Chicago group described as contingency adduction. This research led to some of the key elements upon which generative learning/instruction technology is based. Also at Chicago, working with pigeons, Joe investigated animal models of psychopathology, specifically the recurrence of pathological patterns (head-banging) as a function of normal behavioral processes. He also has extensive clinical behavior analysis experience with a focus on ambulatory schizophrenia, especially the treatment of delusional speech and hallucinatory behavior. Joe is currently a scientific advisor for the DOE-supported Center on Innovations in Learning and is a member of the board of trustees of TCS Education System, The Chicago School of Professional Psychology, Pacific Oaks College, and the Cambridge Center for Behavioral Studies, where he is also a member of the board of directors.



## **Friday May 5th**

### **1:00-1:50 PM**

**Performance Thinking: Accomplishment– Based Performance Improvement for the Rest of the Us**

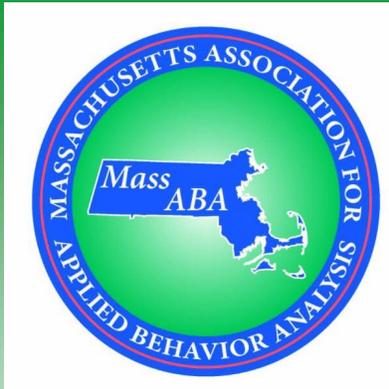
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#### **Carl Binder, Ph.D.**

Thomas F. Gilbert's Human Competence: Engineering Worthy Performance, is still taught in graduate programs more than 40 years after its publication. Gilbert, a pioneer in the field of Human Performance Improvement (HPI), introduced a shift in the analysis and design of performance systems, from behavior to what he called accomplishments, the valuable products of behavior. Early HPI models were complicated and filled with jargon, limiting the ability of performance improvement specialists to communicate and partner with stakeholders. Starting in the 1980s, what is now called Performance Thinking® embraced simplicity and plain English, opening application of accomplishment-based performance improvement for non-specialists, leaders, managers, individual contributors, and staff professionals in many fields. Its plain English vocabulary and simple models enable virtually anyone to contribute to continuous performance improvement. This session provides an overview of Performance Thinking and illustrates a range of applications for improving individual and organizational productivity and employee engagement.



Carl Binder is CEO of The Performance Thinking Network where he certifies performance consultants and trains leaders and managers worldwide. He studied at Harvard with B.F. Skinner and conducted research in B.H. Barrett's Behavior Prosthesis Lab during the 1970s, becoming an early contributor to Precision Teaching. In the 1980s he joined the International Society for Performance Improvement (ISPI), where he was mentored by thought leaders including Tom Gilbert, Joe Harless, Geary Rummel, and Don Tosti. He has spent 35 years making performance improvement accessible to non-specialists, using plain English and simple models. Carl has published several dozen chapters and articles, and has received career achievement awards from the American Psychological Association, the International Society for Performance Improvement, the Organizational Behavior Management Network, and the Standard Celeration Society. Learn more about his work at [www.PerformanceThinking.com](http://www.PerformanceThinking.com), [www.PerformanceThinking.TV](http://www.PerformanceThinking.TV), and [www.Fluency.org](http://www.Fluency.org).



**Friday May 5th**  
**2:00-2:50 PM**

**Panel Discussion: Difficult Conversations about ABA as it Relates to Autism Intervention**

**Mary Jane Weiss, Ph.D., BCBA-D, LABA, Justin Leaf, Ph.D., BCBA-D, Amy Gravino, M.A., Cole Fitzpatrick**

Despite the plethora of research on the effectiveness of ABA-based interventions, some autism rights, neurodiversity activists, and behavior analysts have expressed concerns with ABA-based interventions as it relates to autism. These concerns have included discontent with historical events and reports of harm related to ABA-based procedures and the goals they target. As a science informed practice, it is of the utmost importance to evaluate and constantly progress our science and practice. One way to accomplish this is to have conversations among professionals and consumers about the concerns about ABA-based intervention. While these conversations may be difficult at times, they are essential for informing possible changes to our practices and preventing any possible harm for ensuring all consumers of ABA-based interventions. This panel will provide a thoughtful discussion about some concerns that have been voiced about ABA-based interventions and productive ways for the field to move forward.

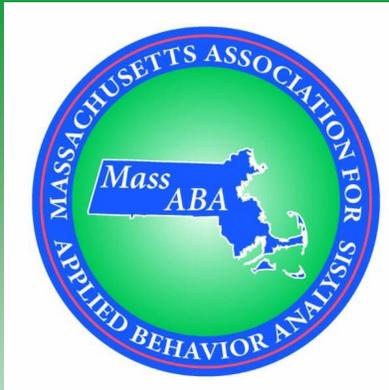


Mary Jane Weiss is the Dean of Institute for Applied Behavioral Science and Director of the Ph.D. Program in ABA at Endicott College, where she has been for 11 years. She also does research with the team at Melmark. She has worked in the field of ABA and Autism for 38 years. She received her Ph.D. in Clinical Psychology from Rutgers University in 1990 and she became a Board Certified Behavior Analyst in 2000. She previously worked for 16 years at the Douglass Developmental Disabilities Center at Rutgers University. Her clinical and research interests center on defining best practice ABA techniques, integrating compassionate care and cultural responsiveness into ABA service delivery, exploring ways to enhance the ethical conduct of practitioners, training staff to be optimally effective at instruction and at collaboration, and maximizing family members' expertise and adaptation. She serves on the Scientific Council of the Organization for Autism Research, is on the board of Association for Science in Autism Treatment, is a regular contributor to the ABA Ethics Hotline, is on the editorial board of Behavior Analysis in practice, and is an advisor to the Cambridge Center for Behavioral Studies.



Amy Gravino is an autism sexuality advocate and Relationship Coach in the Center for Adult Autism Services at Rutgers University. She is also the President of A.S.C.O.T Consulting, which offers autism consulting, college coaching, and mentoring services for organizations, schools, individuals on the autism spectrum, and their families. Amy is an international speaker who has given TED talks, spoken twice at the United Nations for World Autism Awareness Day, and presented worldwide to audiences on a variety of topics related to autism, with a dedicated special focus and research on the subject of autism and sexuality. Ms. Gravino obtained her Masters degree in Applied Behavior Analysis from Caldwell University in 2010 and currently serves on the Boards of Directors of Yes She Can, Inc. and the Golden Door International Film Festival of Jersey City, as well as the Scientific Advisory Board of Simons Foundation Powering Autism Research (SPARK). She is an award-winning writer who has co-authored a chapter on autism and sexuality in the Handbook of Quality of Life for Individuals with Autism Spectrum Disorder, and her work has been featured in Spectrum, the leading online news source for autism research, and other outlets. Visit: [www.amygravino.com](http://www.amygravino.com) to learn more.

**This event is approved for 1 BACB® Ethics**



## **Friday May 5th 2:00-2:50 PM (Continued)**

**Panel Discussion: Difficult Conversations about ABA as it Relates to Autism Intervention**

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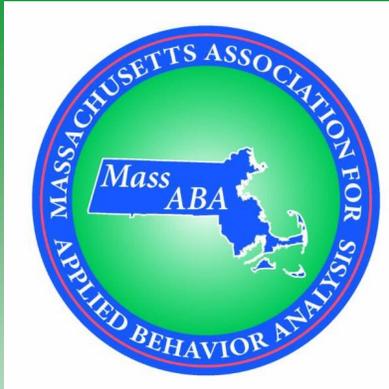
**Mary Jane Weiss, Ph.D., BCBA-D, LABA, Justin Leaf, Ph.D., BCBA-D, Amy Gravino, M.A.,  
Cole Fitzpatrick**



Justin Leaf is the Chief Clinical Officer for Autism Partnership Foundation, the Executive Director for the Progressive Behavior Analyst Autism Council, the Associate Director for ABA Doctoral Studies at Endicott College, and the Executive Director for Contemporary Behavior Consultants. Justin received his doctorate degree in Behavioral Psychology from the Department of Applied Behavioral Science at the University of Kansas. His research interests include Progressive ABA, improving behavioral intervention, social behavior, and methodologies to improve the lives of autistic/individuals diagnosed with ASD. Justin has over 140 publications in either peer reviewed journals, books, or book chapters and has presented at both national and international professional conferences and invited events. Justin has served on numerous editorial boards for behavior analytic and autism journals.



Cole Fitzpatrick- I was born in Brockton, MA in June of 2000 as a diagnosed autistic - though I would also receive an ADHD diagnosis from an expert much later in life. I have an auditory processing disorder, and I've always at the very least been a standout in any crowd, but that hasn't stopped me from pursuing a wide range of activities, behaviors, interest, majors, and specialties. As someone who's dabbled in and out of involvement with ABAI and Behavioral Therapy all my life - from being a recipient, to engaging in difficult conversations frequently, to partaking in numerous ABAI events prior - I believe that after graduation from Pratt Institute, and having made artwork about neuroscience and neuroatypicality in my separate gallery shows in New York - now is a good time to fully delve into the deep end of Behavioral Therapy and be the "Average Joe" people can strike up a conversation about autism with, however I can. Overall, I'm here to share a story of Behavioral Therapy success, as well as to discuss my expertise on neuroplasticity, early signs of onset autism in a child, the difficulties in relating to/teaching children 3 and under, and how to understand what separates a good and ethical Behavioral Therapist from a therapist of concern.



## **Friday May 5th**

### **3:00-3:50 PM**

#### **Massachusetts Licensing Board Update**

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**Bill Ahearn, Ph.D., BCBA-D, LABA**  
**Ashley Williams, Ph.D., BCBA-D, LABA**

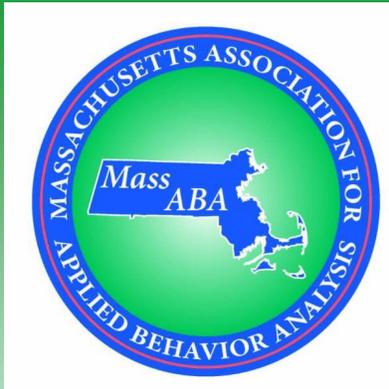
Applied behavior analysts in Massachusetts who are licensed in the Commonwealth are encouraged to stay apprised of updates from the Board of Registration of Allied Mental Health and Human Services. In this presentation, Drs. Ahearn and Williams will review important updates from the licensure board, including review of select Board Policy Statements. Recent legislation signed into law by Governor Baker, and its impact on the Board, will be discussed. A summary will be provided on the growth of ABA licensees leading the Board to monitor a growing number of licensees in the Commonwealth. More common complaints from consumers and licensees will be shared with attendees along with best practice suggestions for licensees to avoid being subject to investigation by the Board. Lastly, the presenters will review application volume as well as the requirements for applying for and maintaining licensure in Massachusetts.



Dr. Bill Ahearn is Director of Research at the New England Center for Children. Dr. Ahearn is currently the chair of the board that licenses behavior analysts in Massachusetts and serves as Editor-in-Chief for Behavioral Interventions. Bill's research has received both federal and private funding. He currently serves on the Editorial Board for the Journal of the Experimental Analysis of Behavior and previously served on the Editorial Board for the Journal of Applied Behavior Analysis for about 20 years. Bill has published extensively, including on the treatment of repetitive behavior, treating pediatric feeding disorders, examining instructional strategies for play and social skills, and examining predictions of the Behavioral Momentum metaphor. He was named the 2009 American Psychological Association - Division 25 awardee for Enduring Contributions to Applied Behavioral Research (Nate Azrin award) and as the California Association for Behavior Analysis's 2020 Outstanding Contributor. Bill is also a past-President of the Association of Professional Behavior Analysts and the Berkshire Association for Behavior Analysis and Therapy. In addition to providing voluntary service to CASP, Bill has also volunteered for Autism Speaks, state governmental agencies overseeing services for individuals with developmental disorders, and a number of behavior analytic organizations. Dr. Ahearn has also delivered courses in behavior analysis at Temple University, Northeastern University, Regis College, and Western New England University.



Dr. Ashley Williams is Senior Clinical Director at LEARN, overseeing services for more than 600 clients across 3 states, including 12 learning centers. She received her PhD in Behavior Analysis from Simmons College. In June of 2020, Ashley joined the State's licensure board for Allied Health and currently serves as one of two licensed behavior analysts on the Board. Ashley currently serves as Assistant Director of Professional Practice for BABAT and Advisor to the Cambridge Center for Behavioral Studies. Her scholarly work includes peer-reviewed journal articles, local and national conference presentations and contributor to CASP's Organizational Guidelines and ACQ's Accreditation Standards. Ashley has also served as a subject matter expert and currently teaches at Northeastern University in their graduate and undergraduate ABA programs.



## **Saturday May 6th**

### **9:00-9:50 AM**

#### **How BCBA's Can Improve Classroom Management Practices**

**Bob Putnam, Ph.D., BCBA-D, LABA & Fina Robinson, M. Ed, BCBA**

Poor classroom behavior practices can exacerbate many problem behaviors (SALEEM et al., 2021). Instructional staff are often not provided in their academic preparation, nor preservice or in-service professional development training on high leveraged behavior analytical classroom management practices. This session will provide behavior analysts with a review of the research on evidence-based practices in classwide behavior support (Reinke, Herman & Sprick, 2011; Simonsen & Myers, 2015). Often the need for individual behavior support plans and small group social skills interventions can be reduced by effective classroom management practices. Good classroom management should result in high academic engagement/on-task behavior rates. Lower rates of problem behavior accompany high academic engagement/on-task behavior rates. At times, low-level problem behavior with poor classroom management is escalated to much more severe problem behaviors, resulting in a referral to a BCBA. This session will present a case study of the impact of improving classroom management within a multi-tiered system of support on reducing problem behaviors in an elementary school.

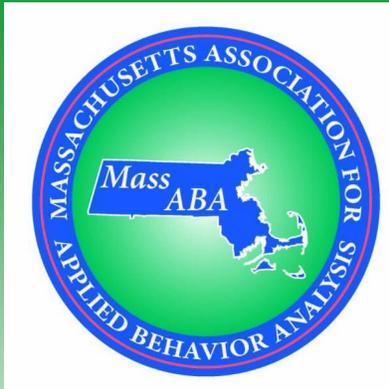


Dr. Robert F. Putnam is Executive Vice President for Positive Behavior Interventions and Supports and Consultation for the May Institute. He oversees a team of school consultants who provide behavioral consultation to public schools in New England and across the country. As head of May Institute's research-based, school-wide behavioral support interventions, an applied behavior analytical, organizational behavior management initiative, Dr. Putnam has provided consultation to districts and states throughout the country relative to effective emotional/social/behavioral support interventions. He also serves as Senior Vice President of Research and Consultation at the National Autism Center (NAC) at May Institute and was an Expert Panelist on the National Standards Project of the NAC. Dr. Putnam also serves as a national consultant in behavior support and mental health for the U.S. Department of Justice, Civil Rights Division, Educational Services. Dr. Putnam's research interests are in using function-based interventions to improve prosocial skills and behavioral support strategies for individuals with emotional/behavior disorders, autism spectrum disorder, and intellectual and developmental disorders. Dr. Putnam is a past president of the Massachusetts Association for Behavior Analysis (MassABA). He is also a member of the Executive Board of the National Association of Positive Behavior Support and is currently its Treasurer. In addition, he serves as a national implementation partner and subject matter expert on autism with the Department of Education's Office of Special Education Program's National Technical Assistance Center for PBIS.



Fina M. Robertson is a doctoral student at the Institute for Applied Behavioral Science at Endicott College. Currently, Fina works as BCBA for a public education elementary school in Massachusetts. She also works as a clinical supervisor for home and insurance-funded services and a practicum supervisor for graduate students in an Applied Behavior Analysis program. Fina has research interests in multiple areas but a significant focus on public education, effective collaboration among school teams, communication needs, staff training, and family support.

**This event is approved for 1 BACB ® CEU**



## **Saturday May 6th**

### **10:00-10:50 AM**

#### **Effective Leaders Do What It Takes**

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**Guy Bruce, Ed.D., BCBA-D**

According to Aubrey and Jamie Daniels, “The leader’s role is to establish the conditions under which all performers will choose to execute the mission, vision, and values of the organization” (2005). Effective Leaders are pragmatic organizational performance engineers. They design and implement an organizational performance engineering process, which changes how people work together, so that together they achieve the organization’s desired results. We can apply behavior analysis to the engineering of schools, tutoring, and therapy centers to change how providers work together so that every student or client makes efficient progress towards mastery of the knowledge and skills needed for a successful life.

EARS is a pragmatic organizational engineering process for schools with the following steps:

1. Evaluate Student or Client Progress
2. Analyze Provider Performance Problems
3. Recommend Changes in Provider Resources
4. Solve Provider Performance Problems by Designing and Implementing Recommended Solutions



Since earning his Ed. D. in Educational Psychology from the Behavior Analysis in Human Resources program at West Virginia University, Dr. Bruce has taught behavior analysis in both undergraduate and graduate programs and consulted with variety of organizations. He is the author of *Instructional Design Made Easy*—a workbook for designing more efficient learning programs, and EARS, a pragmatic, organizational performance engineering process that can be used to improve how people work together so that every client or student makes efficient progress. EARS is an acronym for 1) Evaluate student progress; Analyze causes of teacher performance problems and the performance problems of those who provide resources, training, and management to support the teacher; Recommend changes in teacher and provider resources, training, and management; and Solve provider performance problems by designing and implementing recommended solutions. In addition to conducting EARS

workshops, he is writing a second book, *Engineering Schools for Student Success*, and designing a web-mobile application, “Progress Charter,” that will make it easier for schools to design and implement the EARS process.



## **Saturday May 6th**

### **11:00-11:50 AM**

#### **Functional Assessment/Analysis in Public School Settings**

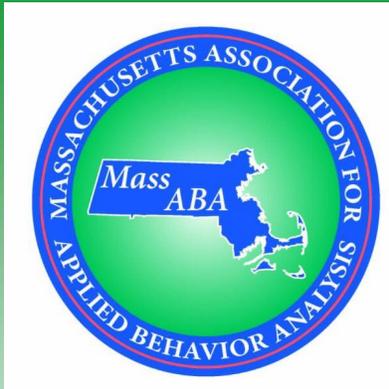
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**Vanessa Tucker, Ph.D., BCBA-D**

Behavior analysts play a vital role in the provision of behavior services in the school setting. BCBAs often get put into the position of designing and implementing FBAs (Functional Behavior Assessments) for students who present with challenging interfering behaviors. In this hour, we will explore the differences between FBAs and FAs in the school setting and the practice implications that come with them. School settings are inherently different cultures, and it is important for BCBAs to understand the legal and practice ramifications that come with this type of assessment and intervention work. You will come away more prepared to understand school processes, differentiate what type of plan is required and with the skills to navigate consent and other “sticky” situations.



Dr. Vanessa Tucker is a Board-Certified Behavior Analyst who specializes in School-Based ABA services and issues with implementation. She also researches and presents nationally on topics related to the prevention of isolation and restraint in school and hospital settings as well as Functional Behavior Assessment. Dr. Tucker is the owner of Tucker Consulting LLC, a small private practice serving schools and hospitals in Washington State. She is also a part-faculty at the University of Washington Applied Behavior Analysis. She is also a licensed Special and General Education teacher with 28 years of experience.



## **Saturday May 6th**

### **12:00-12:50 PM**

**Black Applied Behavior Analysts Inc: From a Facebook group to a CALL TO ACTION to form an Executive Committee**

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**Melissa Joseph, BCBA & May Christine Beaubrun, BCBA**

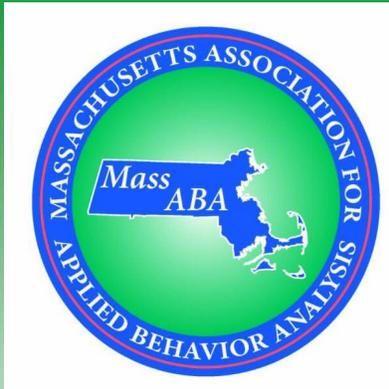
Black Applied Behavior Analysts' (BABA) mission is to promote, educate, empower, and disseminate Applied Behavior Analysis (ABA) within the black community. Our goal is to increase the number of successful black behavior analysts, both domestically and internationally, by adding value to their development, leadership, and endeavors throughout their careers. Thereby adding strength to black organizations, companies, and communities. This presentation will highlight the organization's goals, partnerships, scholarships, membership details, the annual conference.



Melissa Ashley Joseph is a board-certified behavior analyst. She has a Master of Education in Applied Behavior Analysis and Special Needs. She is a member of the Executive Board of Black Applied Behavior Analysts Inc, serving as the recruitment chair. Melissa has over 15 years of experience working with learners diagnosed with autism spectrum disorders (ASD) and intellectual disabilities ranging from home, school, and residential settings. As a BCBA, Melissa provides training and support to future Behavior Analysts and RBTs in addition to parent training. Melissa has published research on Increasing Diversity Content in Graduate Coursework in the Journal of Behavior Analysis in Practice.



May Christine Beaubrun has been a Board Certified Behavior Analyst for over ten years. She has worked with children and adults with various cognitive, developmental, and physical disabilities in a variety of settings (i.e., clinic, hospital home, school, etc.) She is a member of the Board of Officers for Black Applied Behavior Analysts Inc, serving as the parliamentarian. May has presented at the Autism New Jersey convention, Association for Behavior Analysis conference. May was also an adjunct professor at the Philadelphia College of Osteopathic Medicine. She contributed a chapter to the text A Scientific Framework for Compassion and Social Justice on behavior analysis and urban planning. She has a wide variety of experiences within the field of Applied Behavior Analysis.



# **MASSABA 13th ANNUAL CONFERENCE**

**Thank you to our  
Conference Committee**

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Susan Ainsleigh  
Erin Conant  
Cheryl Davis  
Kari Dunlop  
Brian Liu-Constant  
Nicole Hausman  
BethAnne Miles  
Hannah Shin  
Joe Vedora

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This program was created by students in the  
Next Steps Program at Mansfield High School



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## Why Is ABA Centers of America Growing So Fast?

ABA Centers of America offers autism screening, testing, and diagnosis, caregiver training and support, and promotes early intervention. **We are steadily growing with a constant focus on planning and resources.**

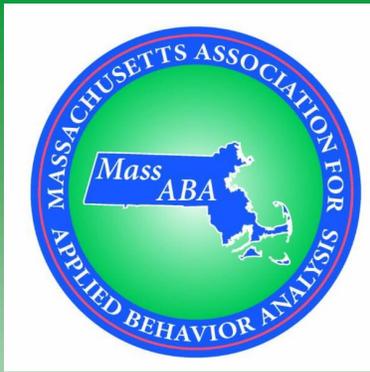
- Our client experience is at the center of everything we do.
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- We empower clinicians to make decisions about clients without interference.
- We built an internal education center for career development and clinical support.
- Our streamlined client process means shorter waits for everyone.

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**Leading the way to  
help children reach  
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Our Applied Behavior Analysis (ABA) programs provide intensive behavioral services to children with autism or developmental delays. Our multi-disciplinary team of professionals use evidence-based treatment to help children reach their potential as they learn and grow.

**Our Programs Include:**

- Home-Based Services
- DPH-Approved Autism Specialty Service Provider
- Regional Treatment Centers
- Consultation & Training
- Beacon Assessment Center



**NOW HIRING!**

**BCBAs**

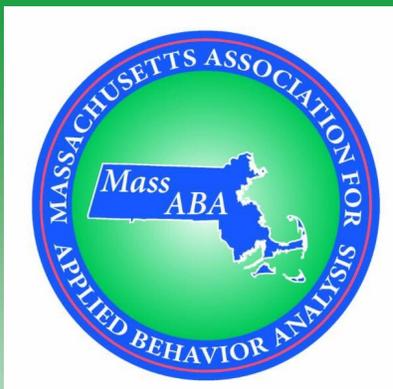
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- NO weekends
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- Flexible schedule
- Regionalized

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These are the BCBA/LABA opportunities people dream of.

Stop the grind. Come work for an agency that encourages a true work/life balance.

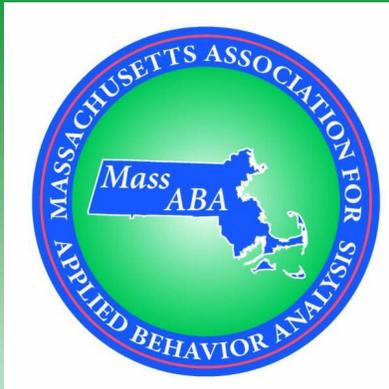
- BCBA
- Behavior Tech
- Behavior Therapist
- Behavior Monitor

### LEARN MORE



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The Edinburg Center, Inc. is an Affirmative Action and Equal Opportunity Employer. Candidates who bring the strength of diversity are encouraged to apply!



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### About Us

The Evergreen Center provides living and learning environments for students diagnosed with developmental disabilities including autism, physical disabilities, neurobehavioral disorders, and other special needs.



### Residential School Program

- Serving students ages 6 - 21
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