



MASSABA 12th ANNUAL CONFERENCE

May 12, 13 & 14, 2022 VIRTUAL EVENT

THURSDAY MAY 12TH

- 4:45-5:00 PM** Welcome
- 5:00-5:50 PM** Implementing Appropriate and Responsive Practices of Cultural Equity, Inclusion, and Diversity (CEID) at an ABA Organization
Dr. Dan Almeida & Dr. Dione Christy
- 6:00-6:50 PM** Insurance Case Studies: When Bad Things Happen to Good Providers
Amy Weinstock, Jerome Chiu, Lisa Crouser, Terri Farrell
- 7:00-7:50 PM** Applying for Jobs and Negotiating Salary
Dr. Laura Grow

SATURDAY MAY 14TH

- 8:45-9:00 AM** Welcome
- 9:00-9:50 AM** No Black Scorpion Has Fallen Upon This Table: Verbal Behavior Then and Now
Dr. Mariella Vargas
- 10:00-10:50 AM** Teaching Language-Impaired Individuals to Talk About Private Events
Dr. Catherine Nicholson
- 11:00-11:50 AM** Home-Based Adaptive Behavior Treatment for School Age Children
Dr. Fernando R. Armendariz
- 12:00-12:50 PM** Parents as Partners: Improving Student Outcomes Through Parent Consultation & Collaboration
Lisa Gurdin

FRIDAY MAY 13TH

- 8:45-9:00 AM** Welcome
- 9:00-9:50 AM** Better Living Through the Use of Behavior Analytic Concepts: Multiple Powerful Options
Dr. Pat Friman
- 10:00-10:50 AM** Developing Compassionate Behavior Analysts Through Compassionate Supervision
Dr. Cheryl Davis
- 11:00-11:50 AM** Advancing the Practices of Humble Behaviorism and Cultural Humility in Behavior Analysis
Dr. Nasiah Cirincione-Ulezi
- 12:00-12:50 PM** Lunch Break
- 1:00-1:50 PM** Organizational Ethics in the Evolving ABA Business Landscape
Dr. Steve Woolf
- 2:00-2:50 PM** Towards Trauma-Assumed Applied Behavior Analysis: Implications for Assessing and Treating Severe Problem Behavior
Dr. Gregory Hanley



BCBAs can earn up to 12 CEUs
Including Supervision and Ethics CEUs
Register at <https://www.massaba.net>



Thursday May 12th
5:00-5:50 PM

**IMPLEMENTING APPROPRIATE AND RESPONSIVE PRACTICES OF CULTURAL EQUITY, INCLUSION,
AND DIVERSITY (CEID) AT AN ABA ORGANIZATION**

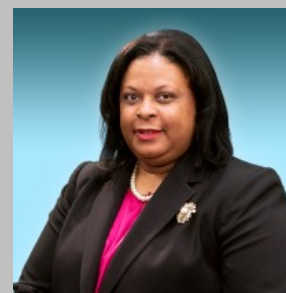
DR. DAN ALMEIDA & DR. DIONE CHRISTY

There is a compelling need to address disparities and deliver competitive business strategy through diverse, inclusive, and equitable provisions. Organizations benefit from practitioners who can appropriately respond, adapt, and implement cultural equity, Inclusion, and diversity practices (CEID) into service delivery, interventions, and services in applied behavior analytic settings for consumers. Despite literature supporting great strides with progress and adherence to institutional and regulatory requirements, most agencies are at different stages of familiarity on CEID and how to operationalize these provisions into core mission work. There is growing evidence to support cultural equity, inclusion, and diversity practices not just for how organizations operate services and programs, but also for how they can generate positively measurable outcomes. This presentation outlines the importance of CEID for our field, review our ethical responsibilities to practice in a culturally responsive manner and review Beacon ABA services continuous quality improvement journey roadmap along with conceptual frameworks, evaluation design, and thought leadership from analysts and practitioners in the profession. The talk will conclude with a case study. The presentation will provide practitioners with practical takeaways and a roadmap to begin addressing how it can be applied to diverse institutions, businesses, and clinical settings. Practitioners can expect to gain practical insights that enable them to more effectively serve consumers with cultural responsiveness and humility, irrespective of their current level of awareness and practice.



Daniel Almeida is the Executive Vice President of Clinical Services and Graduate Study. He is also the Program Director for the Ph.D. in ABA program at Cambridge College. Previously, he was the District Supervisor of ABA Services for a major public school district in Greater Boston and held a variety of director level positions at private, ABA-based schools in Massachusetts. He received his Ph.D. in ABA from Simmons College. Dan has provided ABA services to students with Autism Spectrum Disorders and related disabilities for over 30 years. He has published original research on staff training and interventions for students with autism in peer-reviewed journals and has presented research at national and regional conferences.

Dr. Dione Christy currently serves as Senior Vice President, leading the Office of Cultural Equity, Inclusion, and Diversity. Clinically, Dr. Christy has served as a Lead Early Interventionist and Speech-Language Pathologist (SLP-CCC) specializing in speech pathology and communication disorders, including autism spectrum disorder (ASD) and augmentative and alternative communication (AAC). Dr. Christy has been a practicing clinician for over 18 years and has worked in many professional settings, including an outpatient hospital, rehabilitation center, and neonatal intensive care, private practice, home-health, school systems, and university institutional boards and clinics.





Thursday May 12th
6:00-6:50 PM

INSURANCE CASE STUDIES: WHEN BAD THINGS HAPPEN TO GOOD PROVIDERS

AMY WEINSTOCK, JEROME CHIU, LISA CROUSER & TERRI FARRELL

Insurance coverage for ABA therapy has expanded dramatically over the past decade. This has had a significant impact on the profession. Behavior analysts providing services reimbursed by insurance are required navigate a complex, confusing, and sometimes illogical system. Unfamiliarity and inexperience can result in negative consequences for both the Behavior Analysts and consumers. This can create significant financial, regulatory, and legal repercussions for individuals, and damage the reputation of the profession.



Amy Weinstock is the Director of the Autism Insurance Resource Center at the University of Massachusetts Medical School's Eunice Kennedy Shriver Center, and an instructor in the medical school's Department of Psychiatry. She has an extensive background on insurance issues related to autism and has 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 Commissioner on the State's Autism Commission.



Thursday May 12th
7:00-7:50 PM

APPLYING FOR JOBS AND NEGOTIATING SALARY

DR. LAURA GROW

Entry-level behavior analysts are positioned to apply for jobs and negotiate their employment package leading up to and after graduation. However, many practitioners may have limited experience or support with interviewing and negotiating for positions. In this presentation, I will provide suggestions for applying and interviewing for positions. I will also provide recommendations for identifying high-quality employers with ethical practices (Brodhead, Quigley, & Cox, 2018). Last, I will give tips for negotiating salary and benefits packages.



Dr. Laura Grow is the Executive Director of a school for children with autism in West Orange, NJ. She received her doctoral degree from Western Michigan University under the supervision of Dr. James Carr. She completed her postdoctoral fellowship in the Early Intervention Program at the University of Nebraska Medical Center's Munroe-Meyer Institute. Her research interests include comparing the efficiency of instructional strategies, minimizing or remediating faulty stimulus control, and developing interventions for early language skills. She is interested in assessment and treatment of severe problem behavior, parent and staff training, and college teaching. Dr. Grow is a former editorial board member for the Journal of Applied Behavior Analysis and The Analysis of Verbal Behavior. She is a current editorial board member for Behavior Analysis: Research and Practice. Dr. Grow has presented at national and international conferences and has given invited talks at regional conferences and to school districts and agencies providing early intervention services.

This event is approved for 1 BACB® SUP CEU



Friday May 13th
9:00-9:50 AM

BETTER LIVING THROUGH USE OF BEHAVIOR ANALYTIC CONCEPTS:

MULTIPLE POWERFUL OPTIONS

DR. PAT FRIMAN

The core idea of behavior analysis is revolutionary in that attributes the source or cause of behavior not to the behaving person him or herself but to what has happened to that person up to the exhibition of the behavior. This is the most powerful idea ever invented by mankind for understanding, knowing, and dealing with human behavior, especially when it is a problem (because it seeks not to fix the blame but rather seeks to fix the problem instead). And virtually everything this idea touches improves. It has revolutionized approaches to habit disorders, incontinence, addictions, delinquency, and numerous other major concerns of our time. Still, the idea has only begun to be harnessed. Not only can it be used to improve the lives of clients in need, but it can also be used to improve the lives of their providers, and indeed the lives of all people. This talk will describe several options derived from behavior analysis the application of which could exert a powerful beneficial influence on everyday life.



Dr. Patrick C. Friman received his Ph.D. from the University of Kansas. He is the current Vice President of Behavioral Health at Boys Town and a Clinical Professor in the Department of Pediatrics at the University of Nebraska School of Medicine. He was formerly on the faculties of Johns Hopkins University, University of Pennsylvania, and Creighton University Schools of Medicine. He was also formerly the Director of the Clinical Psychology Program at University of Nevada as well as the Associate Chairman of the Department of Psychology. He is a Fellow of the Association for Behavior Analysis International, in three divisions of the American Psychological Association, and of the American Board of Behavioral Psychology. He is the former Editor of the *Journal of Applied Behavior Analysis* and former President of the Association for Behavior Analysis International. He is currently on the editorial boards of four peer reviewed journals. He has published more than 200 scientific articles and chapters and three books. The majority of his scientific and clinical work is in Behavioral Pediatrics and Behavioral Medicine. Dr. Friman's work in behavioral pediatrics has concentrated on the gap between primary medical care for children on one side, and referral-based clinical child psychological and psychiatric care, on the other. A secondary focus is on adolescent behavior and development. He also specializes in consultation regarding workplace issues such as motivation, dealing with difficult people, change, happiness and pathways to success.



Friday May 13th
10:00-10:50 AM

*DEVELOPING COMPASSIONATE BEHAVIOR ANALYSTS THROUGH
COMPASSIONATE SUPERVISION*

DR. CHERYL DAVIS

Recently, recommendations in our field are that behavior analysts be compassionate in their practice (LeBlanc, et al., 2019; Taylor et al., 2018). In addition, several supervision practices for behavior analysis supervision of mentees have been identified (e.g., Sellers, Valentino, & LeBlanc, 2016; Turner, Fischer, & Luiselli, 2016). More recently, the BACB has added soft skills and professionalism to the 5th edition task list. Therefore, it is essential that we are compassionate, professional and considerate when working with others, including clients, caregivers, staff, mentees and colleagues. This presentation will review ways to develop compassion in your daily basis practice as well as in those you supervise.



Cheryl Davis is a licensed and certified behavior analyst as well as a special education teacher who received her doctoral degree from Endicott College in Applied Behavior Analysis. Cheryl is an Assistant Professor at Russell Sage College, as well as owner of 7 Dimensions Consulting, LLC and co-owner of SupervisorABA. With 30 years of experience working with children and families with autism, developmental disabilities, and related disorders, Cheryl specializes in effective supervision for upcoming BCBA/BCABA candidates. She has a passion for supervision, in both providing it to people who are in locations with limited access to behavior analysis and working with other supervisors to develop best practices. Cheryl also specializes in skill acquisition programming for clients in need, online teaching, and active student responding.



Friday May 13th
11:00-11:50 AM

**ADVANCING THE PRACTICES OF HUMBLE BEHAVIORISM AND CULTURAL HUMILITY IN
BEHAVIOR ANALYSIS**

DR. NASIAH CIRINCIONE-ULEZI

Empirically based literature suggests that the practices of humble behaviorism and cultural humility by practitioners in the field of behavior analysis may lead to more positive outcomes for stakeholders.

The concept of humble behaviorism has been written about in behavior analytic journals as far back as 1991. In his article, Humble Behaviorism, Neuringer hypothesized if behaviorists were more humble, their effectiveness as scientists would increase (Neuringer, 1991). Additionally, more contemporary work around the conceptual framework of cultural humility, moves beyond the individual accountability addressed with humble behaviorism to address power differentials and institutional accountability, at an organizational level (Fisher-Borne et al, 2015). This continuing education event will serve to deconstruct and explain humble behaviorism and cultural humility, as well as, identify empirically based methods for advancing these practices to promote positive outcomes for stakeholders, in the field of behavior analysis.



Dr. Cirincione-Ulezi is a Board Certified Behavior Analyst, with a Doctorate degree in Education from Loyola University of Chicago. She holds a Master's degree in Special Education from the University of Illinois at Chicago, and a Master's degree in Educational Leadership from the American College of Education. She is a graduate of the Infant Studies Specialist program at Erikson Institute of Chicago. In addition to her BCBA credential, she is an Illinois licensed special education teacher and an Illinois Early Intervention provider and State evaluator. Professionally, she has served as a special educator, clinician, educational administrator and professor of special education. Her clinical experience spans infancy through adulthood. Currently, she is the CEO & Founder of ULEZI, LLC, Co-Founder of Pivot 2 Inclusion and Shaping Leaders. She serves as a court appointed special advocate, for children in the Illinois foster care system. She is also an Advisory Board member for Black Applied Behavior Analysts, an Advisory Board Member for the NEXT for Autism organization, Board member for the Illinois Association for Behavior Analysis and an Affiliate Chapters Board Member for the Association for Behavior Analysis International.

Dr. Cirincione-Ulezi serves as a subject matter expert for the Behavior Analysis Certification Board and has published in the Journal Behavior Analysis in Practice. She has assisted school districts in the State of Illinois in developing meaningful educational programs to meet the needs of students with autism. Her research interests include supervision, mentoring, leadership and culturally humble practice within the field of ABA. She is a champion for equity, diversity and inclusion and is deeply committed to using her skills and experiences, paired with the science of applied behavior analysis, to empower the lives of the people she supports and serves, in



Friday May 13th
1:00-1:50 PM

ORGANIZATIONAL ETHICS IN THE EVOLVING ABA BUSINESS LANDSCAPE

DR. STEVE WOOLF

The current ASD market in the U.S. is valued over \$5-7 billion dollars. The supply constraint and the growing demand for services has created a very attractive market for investors, where conservative estimates suggest a total addressable market of up to \$70 billion. The financial implications of ASD treatment present both tremendous opportunity and risks to the field of behavior analysis. Behavior analysts are increasingly working within large organizations funded via private equity with the expectation of ultimately providing a return on investment. The presenter shall complete a review to some of the most common ethical dilemmas facing behavior analysts working in large service entities with an emphasis on organizational ethics. Organizational ethics refer to ethical issues encountered by behavior analysts from an administrative to management perspective within large health-care organizations.



Dr. Steve Woolf joined Butterfly Effects in 2018 and serves as the President. Dr. Woolf has been working with individuals and families affected by autism spectrum disorder (ASD) as Behavior Analyst for over 20 years. Dr. Woolf regularly communicates with multiple state policy makers at Department of Public Health, Department of Developmental Services, Special Education Directors, and State Legislators on the funding and service quality of Applied Behavior Analysis (ABA) treatment. Dr. Woolf has authored publications and regularly presents ABA research at state and national conferences. He has been an invited speaker at the Association for Behavior Analysis–International and numerous state ABA conferences. He was the first president and one of the founders of MassABA, served as an executive committee member for Connecticut ABA, and served as the ABAI Chapter leadership coordinator. Dr. Woolf's specialty area is managing large scale home-based service delivery systems to families affected by ASD. Dr. Woolf has supervised organizations that have collectively provided ABA treatment to over 10,000 families. He served on state committees to define behavior analyst licensure standards and ABA treatment guidelines. He was appointed to the Massachusetts State Licensure Board by Governor Charlie Baker and he has significant experience working with numerous health insurance providers. He was the 2018 recipient of the MassABA Outstanding Contributions Award.



Friday May 13th
2:00-2:50 PM

**TOWARDS TRAUMA-ASSUMED APPLIED BEHAVIOR ANALYSIS: IMPLICATIONS FOR
ASSESSING AND TREATING SEVERE PROBLEM BEHAVIOR**

DR. GREGORY HANLEY, PH.D., BCBA, LBA

A contemporary and trauma-assumed version of applied behavior analysis for consideration when working with autistic persons or those with intellectual disabilities, especially when problem behavior is probable, will be described.

The values at the forefront of this compassionate ABA approach will be explained along with their implications for how to respond to both mild and severe forms of problem behavior.



Dr. Hanley has been applying the principles of learning to improve socially important behaviors of children and adults with and without disabilities for just over 30 years. He worked and trained at the Kennedy Krieger Institute, was degreed at the University of Florida, was tenured at the University of Kansas, and directed the Behavior Analysis Doctoral Program and Life Skills Clinic at Western New England University (WNEU).

Dr. Hanley has published over 100 book chapters and articles in peer-reviewed journals in areas such as the assessment and prevention of problem behavior, teaching tactics for young children, and evidence-based values. Dr. Hanley is a Fellow of the American Psychological Association (Div. 25), past Associate Editor of *The Behavior Analyst*, and past Editor of the *Journal of Applied Behavior Analysis* and of *Behavior Analysis in Practice*.

He currently serves as a Research Professor at WNEU and CEO of FTF Behavioral, an international training and consulting group based in Worcester Massachusetts. This group of researcher-practitioners supports professionals attempting to create meaningful outcomes with practical functional assessment processes and skill-based treatments for addressing emerging and severe problem behavior, intractable stereotypy, food selectivity and mealtime problem behavior, and sleep problems.



Saturday May 14th
9:00-9:50 AM

NO BLACK SCORPION HAS FALLEN UPON THIS TABLE: VERBAL BEHAVIOR THEN AND NOW

DR. MARIELLA VARGAS

In 1934, while dining at the Harvard Society of Fellows, Skinner engaged Professor Alfred North Whitehead in a discussion about behaviorism. Professor Whitehead eventually agreed that science might be successful in accounting for human behavior provided one made the exception of verbal behavior. He then brought the discussion into a friendly challenge:

Let me see you account for my behavior as I sit here saying, "No Black Scorpion Has Fallen Upon This Table." The next morning Skinner developed the outline of Verbal Behavior, which was published in 1957.

After a period of being the subject of academic controversy, Verbal Behavior has become one of the theories guiding the development of language training programs for children with Autism Spectrum Disorders. This paper will review Skinner's classification of verbal behavior focusing specifically on the operants relevant to oral communication, the research supporting the independence of verbal operants, recently developed analog and naturalistic procedures to assess verbal repertoires, as well as issues in the training of echoic, mand, tact, and intraverbal behavior.

Natural language samples of typically developing children talking amongst themselves were collected in three private pre-schools and one elementary school in suburban Massachusetts. A total of 160 utterances were collected and analyzed. Data were directly transcribed electronically into a smart phone. Each language sample was divided into phrases and classified in the following categories: Echoic, Tact, Intraverbal, and Mand. Mands were further classified in Mand for Action, Attention, Information. Implications for language assessment and programming are then discussed with preliminary results from language samples collected in the process of standardization of the Boston Assessment of Behavioral Core Skills, a criterion referenced instrument designed to assess young children with developmental delays. Lastly, sample IEP or treatment plan objectives and recommendations for efficient assessment of language will be provided.



Dr. Vargas obtained her doctoral degree from Rutgers University, completed her internship at Boston Children's Hospital, and pursued post-doctoral training at the Baker Children's Center. She has over thirty years of experience working with children with autism and other developmental disorders with behavioral challenges. Dr. Vargas has worked as a home-based behavioral therapist, overseen home-based programs, designed training protocols for ABA therapists and supervisors, and consulted with families and schools. She was the second president of the Massachusetts Association for Behavior Analysis and has presented in numerous national and international Autism and ABA conferences. A licensed Psychologist and Board Certified Behavior Analyst, she is the founder and executive director of Applied Behavioral Learning Services (ABLS). Her interests include verbal behavior, social skills, and executive behavior.

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Saturday May 14th
10:00-10:50 AM

TEACHING LANGUAGE IMPAIRED INDIVIDUALS TO TALK ABOUT PRIVATE EVENTS

DR. CATHERINE NICHOLSON

“Private events,” such as sensations and emotions, are stimuli or responses that can only be observed by the person experiencing them. Because they are inaccessible to other people, there are a number of challenges to teaching children with language delays how to talk about what they’re experiencing privately. Yet, it is critical that we try. Being able to report on sensations is important for reasons related to health, safety, and even pleasure. Talking about emotions can help build social bonds and allow children to communicate their personal boundaries to others. In this presentation, we will discuss how behavior analysts view private events, along with cutting-edge research that will enable practitioners to teach these critical skills.



Katie Nicholson received her Ph.D. in Behavior Analysis from Florida Institute of Technology and then completed a postdoctoral fellowship at the Munroe-Meyer Institute at University of Nebraska Medical Center. Her interests in behavior analysis include the conceptual analysis of behavior, assessment and treatment of children with developmental disabilities, staff training and performance management, systems analysis in human services settings, and social justice and persuasion. She has developed lines of research in validating best practice procedures in EIBI, tacting private events, trial arrangement procedures, use of technology to train staff, and building rapport with children. Dr. Nicholson has almost two decades of clinical experience in Early Intensive Behavioral Intervention (EIBI) for individuals with autism and other disorders (age 1-87) across a wide variety of settings (public school, private school, university-based clinic, hospital, community, home). She is currently an Assistant Professor at Florida Institute of Technology.

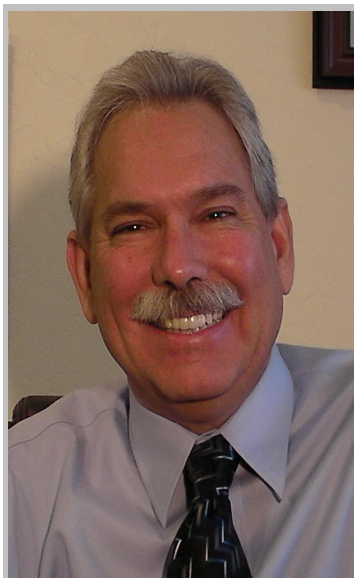


Saturday May 14th
11:00-11:50 AM

HOME-BASED ADAPTIVE BEHAVIOR TREATMENT FOR SCHOOL AGE CHILDREN

DR. FERNANDO ARMENDARIZ

The rise of insurance-based support for ABA treatment services for children with ASD, has led to clinic-based treatment becoming a predominate model. The staffing and cost benefits of clinic-based services has led to a reduction in home-based services and this in turn has resulted in an increase in treatment that occurs out of the context where these children and their families spend the majority of their time. The clinic-based treatment model treats ABA as a “curative therapy”, that if done well in the clinic, will remediate symptomology of autism in their everyday life. This notion runs contrary to decades of research showing that failure to generalize skills and the absence of effective parent support to implement effective practices will not result in best outcomes and lasting behavior change for the child and family. The presenter will discuss the importance of supporting the child and family in their home to address critical elements of family life, independence and communication. The talk will try to re-focus BCBA’s on the development of parental skills to be effective lifelong supports for their child as an outcome of home-based ABA services.



Dr. Fernando Armendariz is the director of FABAS, a consulting, training and habilitation agency that provides bilingual services to families and schools. He is a Licensed Psychologist and a Licensed Behavior Analyst (BCBA-D). He designs, and supervises home-based programs for families of children with autism, attention deficit, or learning disabilities. Dr. Armendariz also provides consulting and training services to schools. He conducts Functional Behavior Assessments (FBA) and provides training on classroom behavior management and effective instruction. He earned his Ph.D. in Special Education with school psychology specialization from the University of Arizona. He was an elementary school principal for 8 years and has more than 30 years of experience assisting children with special needs in home and school settings.



Saturday May 14th
12:00-12:50 PM

***PARENTS AS PARTNERS: IMPROVING STUDENT OUTCOMES THROUGH PARENT CONSULTATION
& COLLABORATION***

LISA GURDIN

In order for students to maximize outcomes across home, school, and community, it is integral that parents be considered partners in their child's education, including behavioral programming that both decreases challenging behavior and promotes skill development. Oftentimes, however, there is a lack of communication between educators and parents that can lead to misunderstandings, frustration and mistrust. As a result, a student's learning and generalization of skills may be negatively impacted. As school-based behavior analysts, we must work towards bridging the gap between home and school by encouraging parent communication and collaboration. This may be done through a school-supported parent consultation and training model. This model will be described and discussed in the context of the literature. Effective parent training approaches will be reviewed. We will also identify potential barriers to implementing these interventions and discuss possible solutions for removing these obstacles. Finally, we will discuss the importance of providing compassionate care as a way to establish relationships that ultimately improve treatment integrity, social validity, and student learning across settings.



Lisa Gurdin, BCBA, has been working with students, families, and school-based professionals with students from preschool to age 22 with a range of special needs and complex profiles for over 20 years. She supports educational professionals through consultation, student evaluations, and staff training. She works collaboratively with parents and school professionals to facilitate integrated supports across settings thereby maximizing behavior change and skill development. Ms. Gurdin also provides parent coaching to help parents implement behavioral strategies to improve behavior, encourage independence, and build stronger family relationships. She is also a Part-Time Lecturer at Northeastern University. Prior to starting her own private practice, she worked as the Clinical Coordinator for LABBB Collaborative in Massachusetts. When she is not working, she is taking care of her three children, ages 18, 16, and 12, and two goldendoodles.



MASSABA 12th ANNUAL CONFERENCE

Thank you to our Conference Committee

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