



NJABA's 16th Annual Conference
April 16, 2021

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THANK YOU

**NJABA would like to extend a huge thank you
to our amazing volunteers for making this event possible!**

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NJABA's Assistant Executive Director, Stephanie Summers

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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 why you are seeking the position; the experiences you would bring to this position; your abilities to fulfill the responsibilities of the position as summarized below; estimated hours per month available; and your name, phone number, and email address.

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

For positions open July 1, 2021, letters will be accepted until June 1, 2021, and members will be informed in late June 2021.

Interested and have questions? Send inquiries and letters of interest to: info@njaba.org

Positions Open July 1, 2021

Government Affairs Chair-2021

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

Membership Chair-2021

- Engage and increase membership

Positions Open July 1, 2022

Communications Chair

- Oversee website content and social media

University Program Liaison

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

Events Chair

- Oversee the annual conference and other events

Service Delivery

- Oversee the workgroups

2021 NJABA CONFERENCE SCHEDULE

Event	Time	Presenter(s)
Presidential Address	8:00am-8:15am	Presidential Address: MaryLou Kerwin, Ph.D., BCBA-D
Keynote Address (2 CEUs)	8:15am-9:55 am	Keynote Address: William L. Heward, Ed.D., BCBA-D
Posters Session & Exhibitors	9:55am-10:25 am	Visit our fully interactive poster session & exhibitor hall
Session 1 (2 CEUs)	10:25am-12:05pm	Symposium #1: Recent Advances in Daily Living Skills, Leisure Skills, and Establishing Stimulus Control of Stereotypy by Individuals with Autism Spectrum Disorders and Others
		Symposium #2: Improving Professional Development Skills Among College Students with and without an Autism Spectrum Diagnosis.
		Workshop #1: Recommendations for Telehealth Delivery of ABA Services
		Workshop #2: Increasing Parent Engagement in ABA Therapy during COVID-19 Telehealth Services
		Workshop #3: Developing Skillful Scientist Practitioners: A Necessity in Autism Intervention (Supervision CEUs)
Lunch Workgroup Meetings Exhibitors	12:05pm-1:05pm	Lunchtime learning opportunities: <ul style="list-style-type: none"> • Our exhibitor hall will reopen during lunchtime • From 12:30-1:00, head to the lobby to join an information session on our workgroups or attend a workgroup meeting
Session 2 (2 CEUs)	1:05pm-2:45pm	Symposium #3: Overview of the Literature in Social and Safety Skills for Individuals with Autism Spectrum Disorder and Developmental Disabilities
		Symposium #4: Ethical Considerations for Behavior Analysis in the Era of COVID-19: Research, Practice, and Supervision in a Virtual Platform (Ethics CEUs)
		Workshop #4: Using Behavioral Skills Training to Train Behavior Analysts on Treating Parents with Compassion and Empathy
		Workshop #5: The Contributing Citizen: Helping Adults with Autism Fit in the Working World
		Workshop #6: Teaching Cultural Humility in the Graduate Classroom
Session 3 (1.5 CEUs)	2:55pm-4:10pm	Symposium #5: Recent Advancements in Instructional Practices to Promote Effective and Efficient Learning
		Symposium #6: Recent research on employment supports for adults with ASD
		Workshop #7: Maintaining Socially Meaningful Outcomes during the COVID-19 Pandemic at a Private School for Children with Autism
		Panel #1: Teaching from Joy: Applying Practical Functional Assessment & Treatment Across Settings
		Workshop #8: The World is our Classroom: Using Community Based Instruction to Advance Socially Significant Behavior in Students with Disabilities
		Workshop #9: The Importance of Sleep: How to Help Someone Get to Sleep and Stay Asleep

NJABA 2021 KEYNOTE SPEAKER

8:15am-9:55 am



Next Year Is Now

Abstract: Teaching children with autism and developmental disabilities is a team game. The goals: improved learning and independence now leading to optimal quality of life in the future. The clock is running and everyone involved—teachers, behavior analysts, family members, and especially the child—has limited resources to contribute. The most pragmatic and ethical way forward requires targeting only those learning outcomes most likely to yield optimal benefit to the child. This presentation will explore the meaning of meaningful behavior change and suggest actions behavior analysts, educators, and parents can take to ensure their hard work translates into higher quality of life for the children they serve.

William L. Heward, Ed.D., BCBA-D, is Professor Emeritus in the College of Education and Human Ecology at The Ohio State University. A Past President and Fellow of the Association for Behavior Analysis International, Bill has been a Fulbright Scholar in Portugal, a Visiting Professor of Psychology at Keio University in Tokyo and at the University of São Paulo in Brazil, and given lectures and workshops in 23 other countries. His publications include co-authoring the books *Applied Behavior Analysis* (with John Cooper and Tim Heron), *Exceptional Children: An Introduction to Special Education* (with Sheila Alber-Morgan and Moira Konrad), and *Sign Here: A Behavioral Contracting Book for Families* (with Jill Dardig), each of which has been translated into several foreign languages. Awards recognizing Bill's contributions to behavior analysis include the Fred S. Keller Behavioral Education Award from the American Psychological Association's Division 25, the Ellen P. Reese Award for Communication of Behavioral Concepts from the Cambridge Center for Behavioral Studies, and the Distinguished Psychology Department Alumnus Award from Western Michigan University. Bill's research interests include "low-tech" methods for increasing the effectiveness of group instruction in inclusive classrooms.

POSTER SESSION & EXHIBIT HALL

9:55am-10:25 am

Posters Presentations

The Effect of a Reader Immersion Procedure on the Technical Reading Comprehension Responses of Three First-Grade Students: **Lauren Baldonado, MA, BCBA**, Amanda Damico, MA, BCBA, & Wenhui Zhang, MA, BCBA

A Replication of the Cool Versus Not Cool Procedure Using Video and In-Vivo Demonstration with a Preschooler With Autism and neuro-typical peers to Increase Vocal and Non-Vocal Social Interactions: **Melanie Erwinski, BCBA**, & Kathleen McCabe-Odri, Ed.D., BCBA-D

Virtual Single-Stimulus Preference Assessment on Engagement during Telehealth Sessions and Reinforcer Efficacy Validation: **Kimberly R. Ford, M.A., BCBA**, Christina A. Simmons, PhD, BCBA-D, & Courtney Russell, B.A.

Telehealth-Delivered Duration-Shaping Procedure to Teach Children with Autism to Wear Cloth Face Masks: **Sandra R. Gomes, Ph.D., BCBA-D**, Priya Patil, M.A., BCBA, Jessica Lamb, B.A., Renata Ribeiro, B.A., Amber Trinidad, B.A., Caroline Reilly, M.A., BCBA, Emily E. Gallant, Ph.D., BCBA-D, & Kevin J. Brothers, Ph.D., BCBA-D

A Rapid Assessment of Sensitivity to Reward Delays and Classwide Token Economy Savings for School-Aged Children: **Ji Young Kim, M.A., BCBA**, Daniel M. Fienup, Ph.D., BCBA-D, LBA (NY), Derek Reed, Ph.D., BCBA-D, LBA (KS), Laudan B. Jahromi, Ph.D.

Preference for and Effects of Neutral and Enthusiastic Praise on Skill Acquisition in an Adolescent with Autism: **Diana Organowska**, Jaime DeQuinzio Ph.D., BCBA-D, & Bridget A. Taylor, Psy.D., BCBA-D

Increasing On-Task Behavior and Reducing Staff Dependence for Individuals with Autism and Severe Intellectual Disabilities: **Samreen Rizvi, M.A.**, Jenna Budge, LSW, BCBA, Jessica Plucinsky, & Robert LaRue, Ph.D., BCBA-D

Using Size Fading to Teach Pill-Swallowing to Adolescents with Autism: **Samantha Santomo, M.S.**, Gayathiri Ramadoss, M.A., BCBA, Paul Shreiber, M.A., BCBA, Sandra R. Gomes, Ph.D., BCBA-D, Jessica Lamb, B.A., Emily E. Gallant, Ph.D., BCBA-D, Kevin Brothers, Ph.D., BCBA-D

The Use of Instructive Feedback to Teach Play Statements to a Child with Autism: **Jaime Stine, M.S., BCBA**, Jaime DeQuinzio, Ph.D., BCBA-D, & Bridget A. Taylor Psy.D., BCBA-D

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SESSION 1 PRESENTATIONS

10:25am-12:05pm

Symposium #1: Recent Advances in Daily Living Skills, Leisure Skills, and Establishing Stimulus Control of Stereotypy by Individuals with Autism Spectrum Disorders and Others (2 CEUs)

Increasing independence with daily living and leisure skills is often an area in need of support for individuals with autism spectrum disorder (ASD) and others with intellectual disabilities and paralysis. There is a need for evidenced-based interventions to help guide practitioners in selecting effective interventions addressing skill deficits in these areas. Further, methods used to establish stimulus control of stereotypy for individuals with ASD is area of clinical importance. This symposium will present four empirical evaluations. The first evaluates the use of a packaged intervention consisting of backward chaining and video-prompting to teach water flossing to children with ASD and those of typical development. Additionally, behavior skills training was used to train caregivers on the packaged intervention. The second paper explores the use of video prompting to teach leg shaving to women with ASD and other disabilities. The third paper evaluates the use of a video-enhanced schedule on exercise behavior by individuals with ASD. Lastly, research on establishing stimulus control of stereotypy by individuals with ASD using an arm sleeve will be presented. Results and areas of future research will be discussed.

Chair: Ruth M. DeBar, Ph.D., BCBA-D, LBA (NY)

Teaching Water Flossing to Children: **Kandace P. Somers, M.A.**, Tina M. Sidener, Ph.D., BCBA-D, Sharon A. Reeve, Ph.D., BCBA-D, & Heather Pane, Ph.D., BCBA-D

Teaching Leg Shaving with Finishing Touch Flawless Legs™ to Women with Disabilities: Natalie Folgias, M.A., BCBA, Tina M. Sidener, Ph.D., BCBA-D, Ruth M. DeBar, Ph.D., BCBA-D, LBA, Sharon A. Reeve, Ph.D., BCBA-D, & **Nicole Pantano, M.A., BCBA**

The Effects of Video-enhanced Fitness Schedules on Exercise Behavior by Individuals with Autism Spectrum Disorder (ASD): **Angela Magnusson, M.A.**, Ruth M. DeBar, Ph. D., BCBA-D, LBA, Sharon A. Reeve, Ph.D., BCBA-D, Linda S. Meyer, Ed. D., MPA, BCBA-D, LBA, CPT, Douglas M. Kupferman, M.A., BCBA

Implementing a Multiple Schedule with RIRD to Reduce Stereotypy in Children with Autism Spectrum Disorder: **Ashley E. Callahan, M.A., BCBA**, Tina M. Sidener, Ph.D., BCBA-D, Ruth M. DeBar, Ph.D., BCBA-D, LBA, Meghan A. Deshais, Ph.D., BCBA-D, Heather M. Pane, Ph.D., BCBA-D & Priya P. Patil, M.A., BCBA

Symposium #2: Improving Professional Development Skills Among College Students with and without an Autism Spectrum Diagnosis. (2 CEUs)

This symposium will include presentations on research related to improving professional development skills among college students with and without an autism spectrum diagnosis (ASD). First, researchers will present a study that evaluated the use of behavioral skills training delivered via remote instruction to teach interview skills to college students diagnosed with ASD. Second, researchers will present a study that evaluated the independent and additive effects of the components of awareness training on undesirable vocal responses during public speaking among college students. Third, researchers will present a study that evaluated the effectiveness of computer-based instruction on acquisition of skills related to writing an individualized protocol based on a research article. Implications for interventions and future research will be discussed.

Chair: Faris R. Kronfli, Ph.D., BCBA-D

Decreasing Nervous Habits During Public Speaking: A Component Analysis of Awareness Training: **Stephanie M. Ortiz, M.A.**, Meghan A. Deshais Ph.D., BCBA-D, Kenneth F. Reeve Ph.D., BCBA-D, & Raymond G. Miltenberger, Ph.D.

Training ABA Providers to Develop Skill Acquisition Protocols from Research Articles: **Allison Parker, M.A., BCBA**, Tina M. Sidener, Ph.D., BCBA-D, Ruth M. DeBar, Ph.D., BCBA-D, LBA, Sharon A. Reeve, Ph.D., BCBA-D, & Kenneth F. Reeve Ph.D., BCBA-D

An Individualized Approach to Teaching Adults with Autism to Successfully Navigate Job Interviews via Remote Instruction: **Courtney Butler, M.S., BCBA**, SungWoo Kahng, Ph.D., BCBA-D, Faris R. Kronfli, Ph.D., BCBA-D, Christeen Zaki-Scarpa, M.A., Brianna Boragi, M.A.P., BCBA, & Joe Scott, M.S. Ed.

Workshop #1: Recommendations for Telehealth Delivery of ABA Services

The COVID-19 pandemic forced many behavior analysts to alter how they delivered ABA services to their clients (Mattson, Higbee, Aguilar, Nichols, Campbell, Nix, Reinert, Peck, and Lewis, 2020). In NJ, the Office of the Governor mandated that, as much as is feasible, arrangements for “telework” be made. While ABA therapists may be considered “essential” to some funding sources, and, thus, permitted to continue to deliver in-person services, it has still been recommended to provide services remotely whenever possible to mitigate the risk of virus spread (Cox, Plavnick, and Brodhead, 2020). As such, guidelines and recommendations for best-practice delivery of telehealth services can help many behavior analysts who may be unfamiliar with available technology or inexperienced in how to modify their own skill set to make sure that their services are still effective.

Presenters: Ben Rhodes, M.A., BCBA & Craig Domanski Ph.D., BCBA-D

**Workshop #2: Increasing Parent Engagement in ABA Therapy during COVID-19 Telehealth Services
(2 CEUs)**

Increased use of telehealth delivery methods and remote service applications provided additional options and opportunities to cultivate parent engagement with client services. Increased in-home support brought a variety of motivating operations to light, which resulted in increased buy-in from parents. Modifying delivery models early to increase parent engagement led to maintaining services to support families over the course of the quarantine. Naturalistic parent/client observations and interactions, indirect program implementation and data collection via collaborative instruction for parents and caregivers, general parent support and education, and advocacy with school districts all factored into propagating a culture of learning and application with client’s families and treatment teams. Families’ need for support and education increased due to reduced services provided by school and suspension of other therapies. Crisis mitigation and daily routine support at home, as well as working with schools to identify feasible resources and collaboration were essential to maintaining service delivery.

Presenter: Amanda Figueiras, M.A., BCBA, & Cheryl Spinella, M.Ed., BCBA

**Workshop #3: Developing Skillful Scientist Practitioners: A Necessity in Autism Intervention
(2 Supervision CEUs)**

Since its establishment in 1998, there has been considerable growth in the number of new Board Certified Behavior Analysts (BCBA’s). Additionally, since the BCBA® introduced the Registered Behavior Technician (RBT) credential, there are now more than 70,000 RBT’s (Behavior Analyst Certification Board®, 2020). Ensuring the quality of the services being delivered to those who benefit from behavioral intervention is critically important, which includes effectively training and supervising staff who implement the teaching procedures. The most effective method to do this is via hands-on training or behavioral skills training (BST) (Reed, Blackman, Erath, Brand, & Novak, 2018; Ward-Horner & Sturmey, 2012). As noted by McClannahan & Krantz (2004) it takes a minimum of six months for a staff member to acquire even basic skills. Therefore, the emphasis on training is of great importance (Clayton & Headley, 2019; Reed & Henley, 2015). In 1978, the Princeton Child Development Institute (PCDI) developed an evaluation tool to assess the performance of staff members. In addition, other organizations, such as the Institute for Educational Achievement (IEA), have used similar evaluation tools to help train and evaluate staff. This presentation will address the importance of hands-on staff training, tools used to evaluate staff performance, and the data that have been collected for decades across two programs using similar systems.

Presenters: Gregory S. MacDuff, Ph.D., BCBA-D, Eric Rozenblat, Ph.D., BCBA-D, & Dawn B. Townsend, Ph.D., BCBA-D

LUNCH BREAK
12:05pm-1:05pm

Visit Our Exhibit Hall

Interact with our exhibitors to increase your engagement score.
The 3 attendees with the highest scores will get to attend a Speaker Series event (see page 12) of their choice for free!

Stop by a Workgroup Meeting

From 12:30-1:00, come to the lobby and join a workgroup meeting or a general session to learn more about what our workgroups do!

SESSION 2 PRESENTATIONS

1:05pm-2:45pm

Symposium #3: Overviews of the Literature in Social and Safety Skills for Individuals with Autism Spectrum Disorder and Developmental Disabilities

We have five papers in this symposium with overviews in the literature across social skills such as, greetings, visual perspective taking, observational learning, eye contact and safety skills, specifically street crossing. For all five papers, an overview of the area will be presented, studies identified for the literature review. Results of the literature review will be presented in the areas such as participant characteristics, teaching methodologies and generalization/maintenance. Implications for better description of participant characteristics and identify prerequisite skills, explicit definitions of teaching procedures such as video modeling. Additional strategies to program and assess generalization, experimental replication will also be discussed.

Chair: Sharon A. Reeve, Ph.D., BCBA-D, LBA (NY)

Greeting Skills: A Systematic Review of the Literature: **Carleana R. Hickey M.A.**, Sharon A. Reeve Ph.D., BCBA-D, Kenneth F. Reeve, Ph.D., BCBA-D, Meghan A. Deshais, Ph.D., BCBA-D, & Eileen M. Milata, M.A., Caldwell University

A Systematic Review Evaluating Visual Perspective Taking Teaching Procedures: **Krista M. Fleck, M.A.**, Sharon A. Reeve, Ph.D., BCBA-D, Tina M. Sidener, Ph.D., BCBA-D, April N. Kisamore, Ph.D., BCBA-D, & Eileen M. Milata, MA, BCBA

Teaching Observational Learning Skills to Children with Autism Spectrum Disorder: A Review of the Literature: **Jenny-Lee Aciu**, Alexandria L. Tragno, Tina M. Sidener Ph.D., BCBA-D, Leslie Quiroz Ph.D., BCBA-D, Kenneth F. Reeve, Ph.D., BCBA-D, Meghan Deshais, Ph.D., BCBA-D, & Laura Lyons Ph.D., BCBA-D

Teaching Eye Contact to Children with Autism Spectrum Disorder: A Review of the Literature: **LaToya Benders**, Tina M. Sidener, Ph.D. BCBA-D, & Leslie Quiroz, Ph.D. BCBA

Teaching Individuals with Developmental Disabilities to Cross the Street: A Review of the Literature: **Priya Patil, M.A., BCBA**, Renata Ribeiro, M.A., Tina M. Sidener, Ph.D., BCBA-D, Kenneth F. Reeve Ph.D., BCBA-D, & Sharon A. Reeve Ph.D., BCBA-D

Symposium #4: Ethical Considerations for Behavior Analysis in the Era of COVID-19: Research, Practice, and Supervision in a Virtual Platform (Ethics CEUs)

The COVID-19 pandemic has significantly affected the way behavior analysts and behavioral practitioners operate in their various roles and functions on a day-to-day basis. Whether it be conducting research virtually, working with clients via telehealth platforms, or holding virtual supervision meetings, the use of technology has become more commonplace. The widespread use of technology will likely continue for the foreseeable future and will result in lasting changes to the daily operations of the behavior analytic field. Despite some benefits that may arise from increased technology use, it is important for behavior analysts to anticipate ethical implications and consider existing ethical standards when conducting work using information technologies. In this symposium, we will discuss the ethical implications of pivoting to virtual implementation, including: (1) ethical considerations for online research recruitment; (2) ways to best utilize technology-assisted interventions, ethically and with fidelity; and (3) the feasibility and social acceptability of virtual behavior analysis supervision.

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

Research in the Era of COVID-19: A Review of the Current Literature and Best Practices for Conducting Ethical Research in a Virtual Platform: **Natalie Donisi**, Matthew Dwyer, M.S., & Bethany Raiff, Ph.D., BCBA-D

Ethical Considerations for Online Research and Practice in Applied Behavior Analysis: **Bethany R. Raiff, Ph.D., BCBA-D**,

Acceptability and Feasibility of Virtual Behavior Analysis Supervision: Christina A. Simmons, Kimberly R. Ford, Giovanna L. Salvatore, & **Abigail E. Moretti**

Workshop #4: Using Behavioral Skills Training to Train Behavior Analysts on Treating Parents with Compassion and Empathy (2 CEUs)

Although research has indicated that therapeutic relationship skills can lead to increased patient satisfaction and adherence to treatment recommendations in other healthcare industries, behavior analysis has not developed clear strategies for how to establish optimal compassionate care skills for clinicians (Taylor, LeBlanc, and Nosik, 2019). Many parents of children with autism suffer from symptoms of anxiety, insomnia, and depression (Tonge, Brereton, Kiomall, MacKinnon, King, and Rinehart, 2006), which should be taken into consideration by behavior analysts when making treatment recommendations. For example, some researchers have stated that, rather than recommendations that are most likely to be effective, parents may actually prefer and adhere to recommendations that yield quicker results and are more practical to carry out (Allen and Warzak, 2000). Although our field does not yet have formal instruction of how to improve compassionate care when dealing with parents of individuals with autism, there is an abundance of research proving the effectiveness of behavioral skills training (BST) to teach a variety of practitioner behaviors (Parsons, Rollyson, and Reid, 2012). The purpose

of this workshop is to describe a formal behavioral skills training program to teach compassion and empathy skills to behavior-analytic clinicians who regularly interact with parents about their children's ABA treatment.

Presenters: Craig Domanski Ph.D., BCBA-D & Allison Parker, M.A., BCBA

Workshop #5: The Contributing Citizen: Helping Adults with Autism Fit in the Working World

"What do you want to be when you grow up?" is a difficult question for most people, let alone those who received a diagnosis of Autism between the 1990s and 2000s. They are adults now, and we need to look at how to support them in the next chapters of their life. This calls for investigation of multiple factors, like family and vocational systems and how behavioral principles intertwine, to help individuals with autism answer that age-old question. Next, we need to determine the steps and resources necessary to help these individuals turn that answer into a reality. How can motivating operations and environmental manipulations set the stage for meaningful employment connected to preferences, skills, talents, and interests? What do pre-vocational and vocational goals look like? This presentation will focus on what conversations need to be had between families, teachers, and employers, while relying on research and data to guide teams with the most useful and usable recommendations.

Presenters: Marissa Horwitz, M.A., BCBA, LBA (NY) & Nicole Brino, BCaBA

Workshop #6: Teaching Cultural Humility in the Graduate Classroom

Authors in the field of applied behavior analysis (ABA) have put forth a call for increased attention on the impact of diversity in clinical work. However, very few behavior analysts report exposure to topics related to diversity in their graduate training (Conners et al., 2019). Although early literature has addressed cultural awareness in fieldwork, little concrete guidance has been provided to professors and lecturers on how to incorporate diversity-related topics in the graduate classroom. Without training, many instructors may feel ill-equipped to revise their own syllabi and teaching strategies to meet the diverse needs of their students and their future consumers. In this workshop, we will first review how other fields have approached the redevelopment of curricula to weave lessons in diversity and cultural humility throughout their classes. We will then use these examples to share how lecturers in the field of applied behavior analysis can integrate highly important discussions, readings, and hands-on activities in the classroom to increase the cultural humility of students in ABA. Further, we will discuss the role of the graduate department in coordinating a comprehensive focus on diversity across their ABA course offerings.

Presenters: Jacqueline Shinall, M.S., Samreen Rizvi, M.A., & Kate Fiske, Ph.D., BCBA-D

SESSION 3 PRESENTATIONS

2:55pm-4:10pm

Symposium #5: Recent Advancements in Instructional Practices to Promote Effective and Efficient Learning

It is important to identify procedures that lead to desired learning outcomes when working with vulnerable populations. There is a growing body of literature evaluating effective and efficient instructional arrangements with the goal of promoting faster skill acquisition and maintenance of skills in the natural environment. To this end, this symposium includes three papers related to increasing instructional efficacy and efficiency. The first paper examined the effects of programming different mastery criteria on skill maintenance of foreign language tacts. The second paper used a translational evaluation to compare performance when programming for low and high correlation between noncritical features of stimuli and reinforcement. The third paper evaluated the use of instructional feedback within matrix training to teach tacts of common objects and adjectives.

Chair: Jacqueline Carrow, M.S., BCBA

Effects of Mastery Criteria on Skill Maintenance of Foreign Language Tacts: **Anabela R. Santos, M.A.**, Ruth M. DeBar, BCBA-D, LBA (NY), Kenneth F. Reeve, Ph.D., BCBA-D, Jason C. Vladescu, Ph.D., BCBA-D, NCSP, LBA (NY)

The Influence of Correlations Between Noncritical Features and Reinforcement on Stimulus Generalization: **Tina Song, M.A., BCBA**, Jason C. Vladescu, Ph.D., BCBA-D, NCSP, LBA (NY), Kenneth F. Reeve, Ph.D., BCBA-D, Caio F. Miguel, Ph.D., BCBA-D, & Samantha L. Breeman M.A., BCBA

Matrix Training with and without Instructive Feedback: Alexandra M. Campanaro, M.A., BCBA, Bryan Rickoski, M.A., Jason C. Vladescu, Ph.D., BCBA-D, NCSP, LBA (NY), Sharon A. Reeve, Ph.D., BCBA-D, Danielle L. Gureghian, Ph.D., BCBA-D, Casey L. Nottingham, Ph.D., BCBA-D, **Jacqueline Carrow, M.S., BCBA**

Symposium #6: Recent Research on Employment Supports for Adults with ASD

Meaningful employment may offer benefits for adults with autism spectrum disorder (ASD) such as opportunities to gain new skills, socialization, and financial resources. Unfortunately, adults with ASD are at a high risk of unemployment or underemployment (Shattuck et al., 2012). It is estimated that 90% of adults with ASD may be unemployed or underemployed (Gerhardt & Lainer, 2011). Thus, identifying evidence-based strategies to support employment for adults with ASD may be an important area of research. The first paper is a review of vocational preference assessment literature with an analysis of variables omitted from previous review papers on this topic. The second paper evaluated the effects of remotely delivered behavioral skills training (BST) on professional email writing skills by adults with ASD. The third paper is a review of interventions used to teach vocational skills to adults with ASD. Clinical implications of these findings and directions for future research are discussed.

Chair: Meghan A. Deshais, Ph.D., BCBA-D

A Descriptive Assessment of Vocational Preference Assessment Research: Courtney Kane, M.A., BCBA, Ruth DeBar, Ph.D., BCBA-D, LBA (NY), Tina Covington, Ph.D., BCBA-D, LBA (NY), Meghan Deshais, Ph.D., BCBA-D

Teaching Adults with ASD to Write Professional Emails to Support Employment: Whitney Pubylski-Yanofchick, M.S.W., BCBA, Christeen Zaki-Scarpa, M.A., Declan Butler, B.A., RBT, Jonathan Oflazian, & SungWoo Kahng, Ph.D., BCBA-D,

A Review of the Literature on Vocational Training Interventions with Individuals with Autism Spectrum Disorder: Alexandra M. Campanaro, M.A., BCBA, Jason C. Vladescu, Ph.D., BCBA-D, NCSP, Christopher J. Manente, Ph.D., BCBA-D, Meghan A. Deshais, Ph.D., BCBA-D, & Ruth M. DeBar, Ph.D., BCBA-D

Workshop #7: Maintaining Socially Meaningful Outcomes during the COVID-19 Pandemic at a Private School for Children with Autism

Meeting the needs of students with autism spectrum disorders (ASD) is a daunting task under the best of circumstances. In the current COVID-19 pandemic, typical in-person service delivery can carry a significant risk of severe harm to clients, family and caregivers, staff, and an overburdened healthcare system. As such, our small, private, not-for-profit school for children with ASD developed a comprehensive set of procedures designed to mitigate the spread of COVID-19 while returning to in-person instruction following state-mandated school closure. We found that appropriate safeguards required us to not only meet, but exceed federal, state, and local guidelines and requirements. A rotating schedule maximizes in-person instructional time, while allowing an interceding out-of-building duration that exceeds estimated COVID-19 incubation times. Complementing this are smartphone-application-based symptom screening, saliva tests; mask, hand hygiene, and physical distancing policies; and numerous physical plant modifications (e.g., touch-free timers, signage, ventilation system changes). The time and financial cost of designing, procuring, and implementing these measures will be discussed in the context of risk tolerance, response effort, and organizational systems. To date, case rate and contact tracing data indicate that these measures have been effective in protecting 97% of staff and students from potential in-building transmission of COVID-19.

Presenters: Kevin J. Brothers, Ph.D., BCBA-D & Debra A. Brothers, BSN, RN

Panel #1: Teaching from Joy: Applying Practical Functional Assessment & Treatment Across Settings

Many people have learned about the interview-informed synthesized contingency analysis (IISCA) and skill-based treatment (SBT) procedures developed by Hanley and colleagues (2014) and seem genuinely interested in adopting these techniques. This panel will describe how to bridge the gap from wanting to use these tools to actually doing it. Panel members, representing three different agencies and settings, will share how they started the process and eventually expanded the process to other clients/programs/settings. Attendees will get to review examples of their processes, as well as tips for getting started. Potential, Inc. and The Springtime School started using the IISCA and SBT in the classroom and later in their clinic and adult programs. Graham Behavior Services began implementing them first in homes and then later during public school consultation. Search Day Program started with a pilot program of 4 students in a pull-out analysis and treatment format, expanded into the classroom and other settings on campus, increased to reach more learners, and, most recently, began using behavioral skills training with the parents of students receiving SBT.

Panelists: Karen Yosmanovich, M.Ed., BCBA (chair), Ashley Kemmerer, M.S., BCBA, & Edward Sidley, M.A., BCBA

Workshop #8: The World is Our Classroom: Using Community Based Instruction to Advance Socially Significant Behavior in Students with Disabilities

Community-based instruction is sustained and repeated instruction that takes place in the community rather than in the school building. It is a research-based practice that provides “real-life” opportunities to students who would otherwise have difficulty transferring knowledge and skills learned in school to other, more natural, environments. Creating these functional learning activities allows educators to continue to individualize instruction, promote independence, and support the social, emotional and behavioral skills necessary for students to function as productive members of their community later in life. The Freehold Township School District provides students in grades Pre-K through 8th structured experiences to practice and implement skills acquired in the classroom out in a community setting. Selected staff have received specialized training from the State Department of Education, and have provided turn-key training to the special education teachers, related service providers, and support staff working with the students. The goal of our program is to begin preparing our students

with disabilities the skills and strategies necessary to succeed as independently as possible. This discussion will review recommendations for developing and sustaining a successful community-based instruction program.

Presenters: Chrissy Filozof, BCaBA & Kaitlin Flinn, M.A., BCBA, LBA (NY)

Workshop #9: The Importance of Sleep: How to Help Someone Get to Sleep and Stay Asleep

Sleep issues impact many people, and individuals with autism may be at a higher risk for sleep disturbances compared to the general population. Common bedtime problems include difficulty falling asleep, frequent night wakings, and early rising. Although challenging, addressing these problems is necessary to avoid the situation becoming more difficult and potentially leading to daytime problems. This presentation will review tools for tracking and assessing sleep disturbances. While sleep schedules can be a good starting place to address many sleep disturbances, clients may need additional strategies to help them learn to sleep through the night. This workshop will review additional evidence-based strategies to help improve children’s sleep, including decreasing the number of sleep dependences, proximity fading, time-based visits, and the bedtime pass.

Presenter: Jilian Planer DeTiberiis, M.A., BCBA

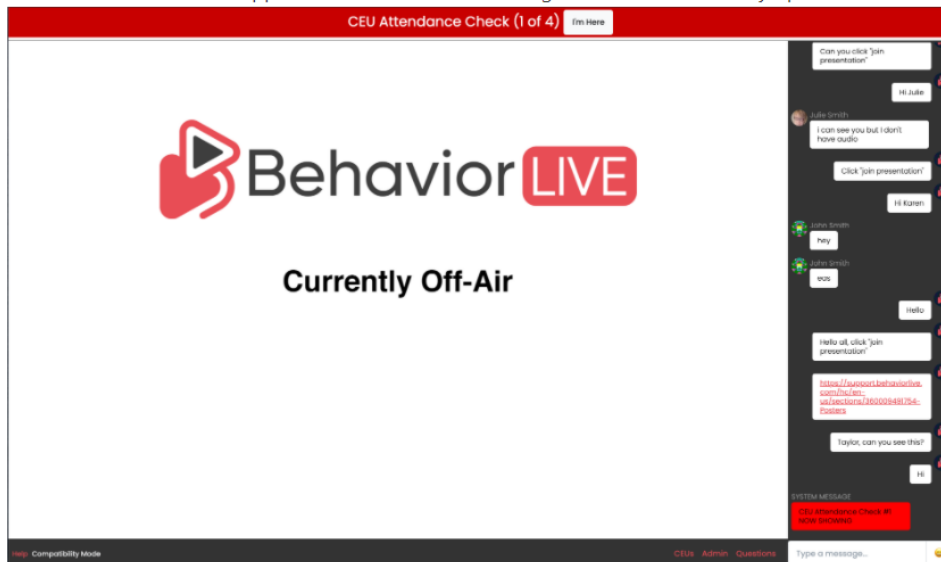
CEUs

BehaviorLive is serving as the ACE Coordinator for NJABA’s 2021 conference. CEUs are complimentary with your registration.

If you have any questions related to CEUs, click on the blue “help” button on BehaviorLive’s website.

To collect CEUs during our live event, just follow these steps:

1. During a live event that is eligible for CEUs, you will see the CEU tab at the bottom of the screen.
2. **4** attendance checks will appear on the **TOP** screen during the event 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.

2021 NJABA SPEAKER SERIES

NJABA is pleased to announce we will host a Speaker Series throughout the year. This year's events will all be offered virtually via the BehaviorLive platform.

Teaching Social Skills through Remote and Virtual Learning

Anton Shcherbakov, Psy.D., BCBA & Rebecca Schulman, Psy.D., BCBA-D
Friday, May 14, 2021 10:00-11:15 am (1.5 CEUs)

Practicing Compassion in Supervision

Amanda Austin, BA, Isabella Massaro, BA, & Kate Fiske, PhD, BCBA-D
Thursday, July 15, 2021 10:00-11:15 am (1.5 Supervision CEUs)

Ethical Implementation of ABA Programming in Schools

Cara Graham, M.A., BCBA, & Megan Miller, M.A., BCBA, NJEMT
Wednesday, September 22, 2021 3:30-4:45pm (1.5 Ethics CEUs)

Addressing Racial Bias in Education: A Behavior Analytic Approach

May Beaubrun, M.Ed., BCBA, LBA
Wednesday, October 27, 2021 7:00-8:15pm (1.5 CEUs)

The Importance of Provider-Carrier Collaboration to Address Family Challenges When Treating Children with Autism

Craig Domanski, Ph.D., BCBA-D & Katherine Wooten, LCSW, BCBA
Tuesday, December 7, 2021 10:00-11:15am (1.5 CEUs)

NJABA WORKGROUPS

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

Come to our lunchtime lobby today from 12:30-1:00 to attend a workgroup meeting and learn more about what they do!

The NJABA 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 (chair), Vanessa Bethea, M.A., BCBA, & June McKim M.Ed., BCBA, LBA

Next Meeting: May 13, 2020 at 10:00am

The NJABA 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 Lora, M.A., BCBA (co-chair) & Jennifer Lopez-Ovalles, M.A., BCBA (co-chair)

Next Meeting: April 20, 2021 at 3:30pm

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

Leadership: May Beaubrun, M.Ed., BCBA, LBA (chair)

The NJABA 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: Stephanie Flamini, M.S., BCaBA (chair)

The NJABA 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), Kathleen McCabe-Odri, Ed.D., BCBA-D, & Crystal Harms, M.Ed., BCBA

Next Meeting: May 11, 2021 at 1:00pm

The NJABA 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: Marissa Gynn-Ricafort, M.A., BCBA (chair)

Next Meeting: May 13, 2021 at 3:45pm

The NJABA 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.



NJABA Membership Join Us!

Be Informed

Licensure – receive timely updates on the newly enacted Behavior Analyst Licensure Act

Monthly Newsletter – read about statewide happenings in ABA research, practice, and policy in universities, private practices, schools, agencies, and Trenton

Network with Colleagues

Workgroups are forums to network and share resources. All members can join!

- Promote ethical and effective practice within various service delivery systems
- Access FAQs and other valuable resources for members only
- Free CEUs at some meetings
 - Adult Services
 - ABA Services in Spanish
 - Diversity & Inclusion
 - Student/Early Career
 - Early Intervention
 - Insurance, Medicaid, & Business Practices
 - Public School

Conferences and other CEU events – member discounts and some free of charge!

Advance the Profession

Organizational resources – With increased membership, NJABA can do more to support your practice and the profession.

Leadership opportunities - Members can run and vote for Board positions and serve on committees and workgroups. Make an investment in yourself and your profession.

Make it happen – Increase our likelihood of success by learning from and contributing to the collective knowledge and experience base of state and national leaders to create opportunities for you and the profession.

2021 Memberships Available Now

*Memberships run January – December, are easy with mobile-friendly sign up,
and can save you money on your ABAI membership!*

Nominal Fees

- \$45 - recurring full and affiliate members
- \$50 - one-year full and affiliate members
- \$25 - one-year behavior technician members
- \$25 - one-year student members

*Be Informed
Network with Colleagues
Advance the Profession*

Join Today!

www.njaba.org ~ info@njaba.org

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**Mission ~ Vision ~ Values**

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

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

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