Presenter: Dr. Karly Cordova and Dr. Yulema Cruz

Registered Behavior Technicians® (RBTs®) encompass approximately 67% of our field (BACB, 2023). This year alone, we have welcomed almost 6,000 new RBTs® into our field (BACB, 2023). Initial training and ongoing supervision is an inherent part of RBT® clinical practice, as No RBT® supervision = No RBT® practice (BACB, 2022). It is imperative now, more than ever, that supervisors provide effective and ethical supervision to RBTs®. A systematic method for assessing and training RBT® clinical performance would allow for the identification of RBTs® strengths and areas of improvement, create a structure for the supervision experience, provide specific competency-based measures, and help fulfill the supervisor's ethical duty to provide individualized supervision programs. As a result, clients, RBTs®, supervisors, and organizations would benefit from improved supervisory practices and competent behavior technicians. This workshop will focus on the creation and implementation of a structured supervision system to maximize the benefits of the supervisory process for RBTs®.

By the end of this workshop, the participants will be able to:

1) Effectively use competency-based measures to assess RBT's® baseline skills.
2) Embed and assess ethical Code elements into RBT's® clinical initial and ongoing training.
3) Describe how to incorporate the entire RBT® Task List (2nd ed.) into ongoing supervision.

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<th>Audience Level</th>
<th>(Indicate the academic level of the content as 1) Intermediate (Provides additional training for individuals with experience and training on the topic) OR 2) Advanced (Provides additional training for individuals with advanced experience and training on the topic):</th>
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As a profession, Behavior Analysis continues to evolve around team and collaborative approaches (Brodhead et al., 2018). Behavior analysts use professional oral and written communication skills when engaging with other professions. The field is routinely scrutinized for its lack of collaboration, robust and unique language, and treatment approaches across environments (Kirby et al., 2022). In order for collaboration to be successful, team members must often expand their clinical perspectives beyond the boundaries established by their discipline, utilize respectful and tactful interpersonal skills, and collaborate in ways that are often not taught in their academic tracks (Kelly & Tincani, 2013). Various factors may influence one’s ability to participate in collaboration including the professional role of an individual, personal characteristics and values, the culture of one’s discipline, and each individual’s history of collaboration (Bosquet, 2008; Lee & Shipe, 2014). Given the need for collaboration and the effective outcomes of the synthesis of these fields, the investigation into collaborative training development and outcomes is of great social significance. This workshop will explore the concept of Interdisciplinary collaboration, highlight intra- and interpersonal repertoires that strengthen collaboration and finally review different models to navigate various scenarios that Behavior Analysts on interdisciplinary teams may experience.

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<tr>
<th>1. General: Participants will be able to distinguish between multi-disciplinary and interdisciplinary collaboration and practices.</th>
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<td>2. General: Participants will identify prerequisite skills that may facilitate strong collaborative skills.</td>
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<td>3. General: Participants will pinpoint the skills and behavioral repertoire needed to be an effective collaborator.</td>
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<td>4. General: Participants will identify an assessment method for evaluating supervisee collaboration behavior (e.g., ICAR, Compassionate Care Assessment, IPEC)</td>
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5. General: Participants will be able to train supervisees to follow Brodhead (2015) Decision Making Chart.
6. Ethics: Participants will identify the relevant BACB Ethics Codes for Behavior Analysts® which supports the need for collaboration and develop suggestions for further collaborative practices.
7. Ethics: Participants will explore ethical codes of other professions and problem solve through various interactive activities that target ethics within the field of behavior analysis while supporting collaborative efforts.

**Audience Level** *(Indicate the academic level of the content as 1) Intermediate (Provides additional training for individuals with experience and training on the topic) OR 2) Advanced (Provides additional training for individuals with advanced experience and training on the topic):*

- **Beginner** □
- **Intermediate** X
- **Advanced** □
Many practitioners continue to face challenges in adequately addressing the needs of clients from culturally, ethnically, and linguistically diverse backgrounds (CELD). The cultural background of practitioners often stands in stark contrast to the extensive diversity of student populations—including those served within both school and clinic settings. This process requires self-reflection on our own belief systems and biases, focused on the dismantling of historically traditional systems in favor of White supremacy, and intentional promotion of equity-based approaches to ensure service and education is built on anti-racist and anti-ableist tenets (Kalyanpur & Harry, 2012; Trainor et al., 2019). Participants will be guided through multiple interactive activities, including a self-reflective activity rooted in Hays’ (2013) Culture Sketch work and Sealey-Ruiz’s (2020) Archeology of Self™. Small group discussions will be facilitated to examine intersectionality and the role it plays as we interact with multiple folks—children, family members, other colleagues, supervisees, etc. In order to “talk the talk” we have to “walk the walk” and do the work ourselves to become culturally responsive-sustaining practitioners.

The participants will be able to identify ways to use self-reflection and self-evaluation as a tool to identify potential areas of implicit bias.

The participants will learn practices rooted in the science of behavior to better inform application as a culturally responsive-sustaining practitioner.

The participants will develop goals for implementation of tools explored with clients/supervisees/families to better inform their practice as a compassionate and culturally responsive-sustaining provider.

**Audience Level** (Indicate the academic level of the content as 1) Intermediate (Provides additional training for individuals with experience and training on the topic) OR 2) Advanced (Provides additional training for individuals with advanced experience and training on the topic):

- Beginner □
- Intermediate □
- Advanced □
Presenter: Dr. Shannon Arthur and Dr. Ashley Creem

Toilet training is a significant developmental milestone for children, and caregivers play a pivotal role in the child's success. This comprehensive workshop is designed for clinicians seeking to augment their expertise in toilet training procedures and effectively train caregivers to implement a successful toilet training program. This workshop aims to empower clinicians with effective toilet training skills, medical insights, and caregiver-implemented strategies to enhance children's development. Clinicians will be equipped with tools and strategies to educate and guide caregivers through the toilet training process, fostering confidence and competence in both parents and children. By the end of the workshop, participants will be well-prepared to support families in achieving successful and stress-free toilet training experiences. This program aims to bridge the gap between theoretical knowledge and practical application, ultimately improving the quality of care provided by clinicians and positively impacting the lives of children and their families.

Following completion of this program, participants will be able to:

1. Demonstrate a thorough understanding of past and current research, examining the effectiveness of the most commonly used components in toilet training interventions.
2. State the medical and background considerations that are essential in tailoring toilet training procedure to meet the unique needs of each child
3. State the importance of multidisciplinary collaboration between clinicians, caregivers, and other professionals
4. Evaluate the ethics surrounding the social validity of caregiver-implemented toilet training, focusing on feasibility, caregiver willingness, and acceptability
5. Identify effective toilet training procedures as outlined in the literature to develop and guide a caregiver-implemented a toilet training plan

Audience Level

(Indicate the academic level of the content as 1) Intermediate (Provides additional training for individuals with experience and training on the topic) OR 2) Advanced (Provides additional training for individuals with advanced experience and training on the topic):

Beginner X Intermediate ☐ Advanced ☐
Opening Keynote: Sarah Trautman

Behavior Analysts in supervising positions are currently required to complete an initial 8-hour supervision training and engage in obtaining CEUs focused on supervision practices. Almost none of the current training available focus on the relationship between a Behavior Analyst's well-being and the impact it has on their effectiveness to supervise others. This presentation will provide an ethical argument, based on the Behavior Analyst Ethics Code, and research base for why supervisor well-being matters. Attendees will be given evidence-based strategies and assessments they can use to evaluate their own well-being, pivotal behaviors that are associated with optimal well-being and strategies for prioritizing one's well-being and supporting their supervisees to do the same.

1. Attendees will be able to identify their ethical obligation to manage their own well-being based on the Ethics Code for Behavior Analysts.

2. Attendees will be able to identify how they can assess their own well-being.

3. Attendees will be able to identify 5 strategies that they can use in their daily practice that will help them optimize their well-being.

Audience Level: Junior☐ Intermediate X Advanced☐
According to the DSM-V, ASD is characterized by frequent engagement in repetitive and restrictive interests, sometimes referred to as “special interests.” We first operationally define special interests and discuss their prevalence within the autistic community that Behavior Analysts serve. Secondly, we review literature on special interests which indicates that although prevalent, they remain unresearched and misunderstood (Uljarević et al., 2022). Thirdly, we reflect on historical perspectives, which largely indicate that a hyper-perseveration on special interests has been perceived to impede successful participation in social interactions with others, serving as a barrier to the achievement of a happy, fulfilling life. Additionally, we explore how Behavior Analysts witness the impact of this mindset on their client’s lives and recognize our ethical obligation to reflect critically on special interests while, most importantly, listening to autistic voices themselves. We provide a new way of thinking about special interests that empowers clinicians to provide ethical, person-centric care. Finally, we provide a framework for teaching clients to use their special interests in a socially successful way, exploring case studies from our practice that highlight how to identify goals and programming that don’t eliminate or reduce special interests, but instead capitalize on them to promote individual success.

- Participants will be able to operationally define “special interests.”
- Participants will be able to describe the prevalence of “special interests” within the autistic community.
- Participants will be able to describe ethical dilemmas that arise when Behavior Analysts develop goals and related interventions to eliminate or reduce their clients’ special interests.
- Participants will be able to develop socially significant goals and related interventions that take into consideration Behavior Analysts’ ethical obligations to capitalize on clients’ special interests to promote individual success.
- Participants will be able to use presented case studies as a foundation for future application to their own practice.

Audience Level (Indicate the academic level of the content as 1) Intermediate (Provides additional training for individuals with experience and training on the topic) OR 2) Advanced (Provides additional training for individuals with advanced experience and training on the topic):

Intermediate
Presenter: Dr. Ashley Creem

This presentation explores the ongoing journey of a behavior analyst, marked by the perpetual revelation of the vastness of uncharted knowledge. It acknowledges the occasional overwhelm stemming from the immense learning ahead and the daunting pressure to excel as a clinician. However, it also highlights the evolving nature of becoming a "great" behavior analyst. Attendees are invited to join me in a reflective journey, where I'll share invaluable lessons learned from ABA “greats”. Their wisdom has enriched my professional journey and illuminated the path to clinical excellence. Let's embrace the relentless pursuit of knowledge, together striving to be the best clinicians we can become.

Upon successfully concluding this course, participants will be able to:
1. Recognize prevalent obstacles hindering their progress toward becoming more proficient clinicians.
2. Cultivate greater self-assurance in seeking assistance and guidance when needed.
3. Extract valuable insights from some of the “ABA” greats to enhance their own clinical skills and become more effective clinicians.

Audience Level

Beginner X
The Initial Line of Inquiry (ILI) is Knoster & Llewelyn’s team-based problem solving process for developing function-aligned behavioral interventions for students needing Tier 2 supports, or for use as a screening tool to identify students in need of a Functional Behavior Assessment (FBA) (2007). ILI appears to be a lesser known and/or potentially underutilized approach by BCBAs in the public school setting. This discussion will introduce participants to the ILI and/or extend participants’ knowledge of the approach by reviewing relevant literature including Knoster & Llewelyn’s *Screening for Understanding: An Initial Line of Inquiry for School-Based Settings* (1997, 2007) and Nordness, Swain, & Haverkos’ *A Screening Matrix for an Initial Line of Inquiry* (2011). Following an introduction to the Initial Line of Inquiry process and literature review, participants will have the opportunity to review an ILI Protocol & Matrix developed by the instructor for use by BCBAs in Stamford Public Schools. The Instructor will discuss ways in which the ILI process is currently being considered to engage in function-based intervention planning and Individualized Education Plan (IEP) goals development for students emitting problem behavior, and as a screening tool for behaviors that may require investigation through a comprehensive FBA, in light of the requirements of both the Individuals with Disabilities Education Act (IDEA) and the more recent Endrew F. Supreme Court Case.

1. The participants will be able to describe essential components of the Initial Line of Inquiry process.
2. The participants will be able to describe conditions under which Planning and Placement Teams (PPT) might consider using an Initial Line of Inquiry to support students emitting problem behavior(s) in the school setting.
3. The participants will be able to distinguish between an Initial Line of Inquiry and a Functional Behavior Assessment and describe how completing an ILI can aid in decision-making regarding the need for an FBA in the school setting.
4. The participants will be able to use ILI data, as presented by the instructor, to determine next steps including developing IEP goals based on these data that may then be progress monitored for continued effectiveness.

**Audience Level**
*Intermediate*
**Afternoon Keynote: Dr. Kathleen Dyer**

The field of Applied Behavior Analysis is experiencing a sea change in addressing and supporting neurodiverse populations. The neurodiversity movement aims to increase the acceptance and inclusion of all people while embracing neurological differences. This movement has challenged the behavior analytic community with the idea that differences are not viewed as deficits, and that there is not one “right way” of behaving. This presentation offers a perspective for behavior analysts to consider as we serve individuals and the neurodiverse community. Neurodiverse perspectives are provided as they inform behavior analytic strategies for individualized assessment, person-centered goal selection, and strength-based treatment, with the goal of promoting community, social connection, and belonging for neurodiverse individuals.

1. **Analyze the criticisms and concerns raised by the neurodiversity movement regarding Applied Behavior Analysis (ABA) and consider potential areas for improvement.**

2. **Explore and emphasize the foundational principles of applied behavior analysis for behavior analysts serving neurodiverse individuals.**

3. **Examine the role of Behavior Analysts in promoting social inclusion and belonging for neurodiverse individuals, emphasizing the importance of genuine assent and individualized intervention.**

4. **Discuss the ethical dilemmas and challenges in goal selection for ABA interventions, and explore strategies to strike a balance between addressing challenging behaviors and respecting individual preferences and needs.**

**Audience Level: Intermediate**
Humility is increasingly recognized as a key driver of successful leadership (Pappas & Wooldridge, 2019). The use of self-monitoring, amongst others, as an evidence-based practice in leadership may cultivate humility (LeBlanc et al., 2016). Frequently noted in the literature outside the field of behavior analysis and identified as an essential attribute of healthcare and education professionals (Mann et al., 2007), reflective practice may serve as an evolved approach to self-monitoring and act as a catalyst for developing humble repertoires (Kirby et al., 2022). This practice facilitates the ability to learn from our experiences, allows us to develop awareness of our own attitudes and biases, and provides an active approach to linking new information with our learning histories (Mann et al., 2007). This presentation will offer a systematic approach to reflective practice using self-monitoring, possibility training, and decision making to promote a receptive attitude towards providing and receiving feedback and encourage adaptive and innovative behaviors. Additional strategies will be provided to train supervisees to engage in reflective practice across a variety of contexts.

Participants will be able to attend to the utility and variations of reflection across clinical practice
Participants will be able to identify the components of a model for reflective practice
Participants will be able to describe the process for training supervisees to engage in reflective practice

Audience Level
Intermediate
Over the past several years, there has been a significant increase in the demand for behavior analysts to provide consultation, support, and, in some cases, direct services within the public-school setting. Many behavior analysts have little to no background in special education or educational law yet are often expected to serve as members of a Placement and Planning team, tasked with determining what services and supports are necessary to provide a free and appropriate education for a learner. Furthermore, behavior analysts are responsible for implementing services in a model that may not align with best practices in the field. This discussion will focus on identifying ways in which behavior analysts may work collaboratively with school and district leaders to identify solutions for building capacity among district professionals to ensure that learners are able to access effective supports.

The participants will be able to:

1. Describe the laws that govern special education as well as the role of the BCBA within the context of an IEP or PPT meeting.
2. Identify potential challenges that may arise when providing behavior analytic services in a public-school setting.
3. Develop strategies to collaborate with administrators at the school and district level to share strategies for effective and efficient delivery via systems level supports and/or pyramidal training methods.

**Audience Level**

**Beginner**
Presenter: Ian P. Burruss, Kathleen Taylor, & Aaron DeMillo

This presentation provides an introduction to Israel Goldiamond’s constructional approach (1974, 2002) and the phonemic building blocks of language. When oral language does not develop by age eight, research indicates that it is improbable that functional speech will develop (Kissine, et al. 2023). This affects the resources allocated to oral language after these early years. Constructional approaches to program design may provide alternatives to these outcomes. While we know where we’d like to go, the assessment of rate and oral motor components will inform decision making of where to begin. In the practitioners’ clinical experiences, a persistent focus on establishing early oral-motor and oral-language provides an entry point for individuals to become part of the oral language community. Discussions of some applications of behavioral procedures and related outcomes will provide examples of successful programmatic paths to answering the constructional question “How do we get there?”. Videos and an assent-based approach will be incorporated into the presentation. The presentation will be presented with language that is understandable to parents and technicians.

- Participants will state the 5 attributes of the constructional approach as introduced by Israel Goldiamond
- Participants will state and produce some primary components of phonemic production
- Participants will state possible critical attributes of assent
- Audience Level Intermediate
What is ‘Sexual Behavior Analysis,’ and where did this term come from? Behavior Analysis is no stranger to sexual and sociosexual behaviors, with studies ranging as far back as the early 1970s geared at shaping away homosexuality and at mitigating sexual drives of those with disabilities. In the 1990s, veering drastically, Behavior Analysis students intervened on condom usage in a gay bar to try and reduce the spread of HIV, while another team taught self-care and self-protection skills to women with ID, including how to report on staff. This is nothing new. What is new, is that there is a focus upon adhering to sexological best practices, as-defined by various sexological and human rights organizations, when addressing sexological concerns within Behavior Analysis. Such began with a few pioneers, getting additional certifications in sexuality/sexology and bringing the best practices into our field and advocating for such as being aligned with our Code of Ethics. The days of shock treatments and ammonia training are over for our clients. This has since grown into a movement, with the first Sexual Behavior Analysis agency opening in 2015, the first national conference in 2020, and the first subspecialty certification in 2023.

- The participants will be able to clearly define ‘Sexual Behavior Analysis’ in such a manner as is indicative of knowledge of the history of the subfield.
- The participants will be able to delineate between what is within a standard BCBA’s scope of practice and what requires additional training in order to remain in compliance with ethical and legal expectations.
- The participants will be able to locate and access relevant resources and information for expanding their knowledge of Sexual Behavior Analysis (SBA), in general or in paths toward competency, beyond this CEU event.