

# 28<sup>th</sup> Annual Convention



alaba



ALABAMA ASSOCIATION FOR  
BEHAVIOR ANALYSIS

**October 9-11, 2019**

**Hilton Birmingham at UAB, Birmingham, AL**



## ABA NINJAS WANTED

We are hiring multitasking, energetic & passionate BCBA's and BCaBA's in Texas & Oklahoma - JOIN OUR TEAM!

- Smaller Caseloads
- Continuing Clinical Supervision
- Competitive Salary
- Excellent Medical, Dental & Life Insurance
- Collaborative Work Environment
- Paid Holidays & Generous PTO
- Internal CEUs and Paid CEUs
- 401(k) Plan
- Flexible Spending Account
- Lifetime Fitness Wellness Benefit
- Opportunity to help grow our organization and open new clinics
- Personal development opportunities to learn and grow
- Mentoring and supervision
- Licensure/CEU Reimbursement
- Lifetime Fitness Wellness Benefit
- Awesome co-workers!
- SIGN ON BONUS or RELOCATION ASSISTANCE

Email resume to [careers@therapyANDbeyond.com](mailto:careers@therapyANDbeyond.com)

---

## **ABOUT ALABA**

The Alabama Association for Behavior Analysis (ALABA) serves as a scientific and professional reference group that embraces the principles and practices of behavior analysis. Our goal is to promote research that will advance the understanding of behavior and to identify and promote the use of effective and humane behavioral procedures that meet the educational and habilitative needs of individuals. In addition, ALABA strives to serve as a resource for political, legislative, and policy-making bodies in Alabama in ways that support the scientific and professional interests of behavior analysis.

ALABA is a membership-based organization that provides an annual convention as a forum for presentation of scientific and technological achievements. The association is a chapter of the Association for Behavior Analysis International and affiliate of the Association of Professional Behavior Analysts.

### **Our Mission**

The Alabama Association for Behavior Analysis was founded in 1992 to promote the ethical, humane, and effective application of behavior principles in all segments of Alabama society, including education, rehabilitation, developmental disabilities, business, industry, and government.

## **CONVENTION INFORMATION**

### **Cancellations and Refunds**

Cancellations are subject to a 25% cancellation fee. All refund requests must be submitted to [AlabamaABA@gmail.com](mailto:AlabamaABA@gmail.com) by 10/11/2019. A substitute participant may be designated in place of the registrant who is unable to attend. For more information, contact us at [AlabamaABA@gmail.com](mailto:AlabamaABA@gmail.com).

### **Continuing Education Units (CEUs)**

ALABA offers CEUs for BCBAs and BCaBAs. To receive a CEU for an event, you must have documentation indicating you attended the entire event. This documentation can be in the form of either initials on the CEU Verification Form or the appropriate scans in CEU Helper. All individuals wishing to earn CEUs should turn in their CEU Verification Form, if applicable, at the Registration Desk before leaving the convention. CEUs are \$10 per hour and must be paid before receiving your certificate. An invoice for the total CEU cost will be emailed following the convention. CEU fees can be paid by mailing a check or using a credit card; on-site payments will only be accepted for the maximum CEU fee (i.e., \$115).

---

# Public School BCBA's

Proven  
Progress



Proven  
Curriculum

## Educational Software Designed For Your Autism Program

We help both large and small public school districts throughout the United States develop and improve their autism programs. The ACE® ABA Software System contains assessments, lesson plans, data collection and graphing tools to maximize the progress of the students in your program while saving time for your staff. The ACE can support classrooms, programs or district-wide initiatives and will grow with your students from preschool through high school.

## Expertise in Working With Public Schools

Our team of BCBA®s and PhDs have a long history of effective partnerships with public schools throughout the United States. By choosing the ACE you are getting access to 40 years of educational expertise for your autism programs.



**“The ACE has helped with efficiency...the staff use the ACE curriculum bank to pull up programs that match the IEP objectives.”**

*—Public School Behavior Analyst*

[www.acenecc.org](http://www.acenecc.org)

A product of



The New England Center  
for Children®  
Autism Education and Research

The Behavior Analyst Certification Board (BACB)® does not sponsor, approve or endorse ACE, the materials, information or services identified herein.

---

## KEYNOTE SPEAKERS



### **Nathan Call, Ph.D., BCBA-D**

Dr. Call received his Ph.D. in School Psychology from the University of Iowa in 2003 under the mentorship of David P. Wacker, Ph.D. He completed a pre-doctoral internship at the University of Iowa Hospitals & Clinics and Center for Disabilities & Development and a post-doctoral fellowship at the Marcus Institute and Emory University. After working as an assistant professor at Louisiana State University from 2004-2006, Dr. Call returned to the Marcus Autism Center, where he is currently the Clinical Director and an Associate Professor in the Emory University School of Medicine, Department of Pediatrics. In addition to overseeing the daily operation of the clinical programs at the Marcus Center, Dr. Call maintains an active research agenda that includes studies of interventions for problem behaviors such as aggression, self-injury, elopement, pica, and encopresis, several of which consist of randomized clinical trials funded by the National Institutes of Health.



### **Megan R. Heinicke, Ph.D., BCBA-D**

Dr. Megan Heinicke received her Ph.D. in Cognitive and Behavioral Sciences from Auburn University under the advisement of Dr. James Carr. Dr. Heinicke received her Bachelor's degree from Western Michigan University and her Master's degree from Auburn University. Currently, Dr. Heinicke is an associate professor in the Psychology Department at California State University, Sacramento where she teaches undergraduate and graduate courses in applied behavior analysis and developmental disabilities. Dr. Heinicke is also a Board Certified Behavior Analyst with experience in various settings including neurorehabilitation settings, alternative schools, clinic settings, and foster and adult family home agencies. Dr. Heinicke has published research articles in peer-reviewed journals such as the Journal of Applied Behavior Analysis, Behavior Analysis in Practice, The Behavior Analyst, Brain Injury, and The Analysis of Verbal Behavior. Her current research interests include the use of behavioral interventions within neurorehabilitation settings, behavior-analytic teaching strategies for improving public speaking and learning outcomes for college students, verbal behavior, teaching community safety skills to adults with intellectual disabilities, and stimulus preference assessments.



### **William Ahearn, Ph.D., BCBA-D**

William H. Ahearn, Ph.D., BCBA-D, LABA joined The New England Center for Children® in August 1996, and serves as the Director of Research. He is also Adjunct Faculty in Western New England University's masters and doctoral programs and the UMass Medical School Department of Psychiatry. Bill was named the 2009 American Psychological Association -Division 25 awardee for Enduring Contributions to Applied Behavioral Research. His work has been published in the Journal of Applied Behavior Analysis, Journal of the Experimental Analysis of Behavior, Behavioral Interventions, Behavior Modification, The Lancet, Journal of Autism and Developmental Disorders and has written book chapters on teaching children with autism, pediatric feeding problems in children with autism, and the certification and licensure of Behavior Analysts. Bill is currently the Editor-in-Chief of Behavioral Interventions and serves on several Editorial Boards. He has also been a federally-funded researcher in collaboration with Bill Dube, Bill McIlvane, Tony Nevin, and others. Bill is a past-President of APBA and BABAT and serves as the chair of the board that licenses behavior analysts in MA being appointed by both a Democratic and Republican Governor.

---

---

## INVITED SPEAKERS



**Corina Jimenez-Gomez, Ph.D., BCBA-D**



**Christopher Podlesnik, Ph.D., BCBA-D**



**Jesse Logue, Ph.D., BCBA-D**

---

---

## INVITED REGIONAL SPEAKERS



**Nadratu Nuhu, Ph.D., BCBA**



**Sarah Richling, Ph.D., LBA, BCBA-D**



**Mary-Katherine Carey, Ph.D., LBA, BCBA-D**



**Jennifer Cook, M.S., BCBA**

---



**Glenwood provides an array of services which are devoted to supporting and treating children impacted by autism spectrum disorder. Make a difference and join our team today!**

**Now Hiring RBTs to provide ABA Services  
in clinic and school settings**

All positions are full time, with regular working hours Monday-Friday. We offer competitive pay, full medical benefits, paid time off, tuition assistance, and 403B with a company match. We have a highly experienced and collaborative clinical team. Experience provided is valuable for RBTs seeking to become BCBA's.

- ESTABLISHED 1974 -

**GLENWOOD**  
*A Continuum of Care*

---

---

**WEDNESDAY, OCTOBER 9, 2019**

**WORKSHOPS**

**9:00 AM - 12:00 PM**

**CEUs Included: 3**

**Training Staff & Caregivers to Provide ABA Services to Young Children with Autism Spectrum Disorder**

**CORINA JIMENEZ-GOMEZ, Ph.D., BCBA-D** (Auburn University)

In order to ensure generalization and maintenance of skills, behavioral interventions should be conducted across environments and instructors. Further, when learning opportunities are embedded in the client's natural environment, they can contact naturally-occurring reinforcers. With the aim of expanding the communication and social repertoire of children with ASD in naturalistic settings, we developed and validated a program of therapeutic play for teaching behavioral therapists and caregivers to interact with young children with ASD in the natural environment (Jimenez-Gomez, McGarry, Crochet, & Chong, 2019). Using didactic methods and behavioral skills training, workshop attendees will gain skills on naturalistic behavioral interventions and how to implement this approach in their clients' behavior plan.

At the conclusion of this workshop, participants will be able to:

1. Define naturalistic behavioral interventions
2. Identify learning opportunities in the natural environment
3. Implement naturalistic behavioral intervention aligned with identified client goals

---

**1:00 PM - 4:00 PM**

**CEUs Included: 3**

**Alternative Functional Behavioral Assessment Formats: What to do When the Gold Standard Isn't Feasible**

**NATHAN CALL, Ph.D., BCBA-D** (Marcus Autism Center)

Individuals with developmental disabilities exhibit increased prevalence of problem behaviors, such as aggression, self-injury, property destruction, and elopement (Matson & Rivet, 2008). Fortunately there is a wealth of literature demonstrating that behavioral interventions that are based upon the function of the behavior for the individual, can effectively address the challenging behaviors of many individuals with ASD (Campbell, 2003). Functional analysis has long served as the gold standard methodology for determining the function of problem behavior (Beavers, Iwata, & Lerman, 2013). However, there are frequently pragmatic barriers to conducting this gold standard functional analysis. This presentation will summarize some of the literature presenting alternative formats of functional assessment, each of which addresses one or more of the barriers to conducting functional analyses. It will emphasize practical approaches to conducting valid functional analysis of severe challenging behavior within the settings in which most practitioners work, including homes, schools, and the community.

At the conclusion of this workshop, participants will be able to:

1. Recognize the historical antecedents of the most commonly employed functional analysis methodology
  2. Name different experimental designs within which a functional analysis can be conducted and the advantages/disadvantages of each
  3. Describe several alternative formats of functional assessment and the situations in which they are most appropriate
-

---

# THURSDAY, OCTOBER 10, 2019

## CONFERENCE SESSIONS

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

**PRESIDENTIAL ADDRESS**

**CEUs Offered: 1**

### **The APMRT: Analyzing Variables That Could Influence Prescriber Behavior**

**JOHN T. RAPP, Ph.D., LBA, BCBA-D** (Auburn University)

An overarching goal of the Alabama Psychiatric Medication Review Team (APMRT) is to decrease the use of psychotropic medication in Alabama foster care. As a part of this goal, members of the APMRT evaluate the behavior of individuals involved in the prescribing cycle. Dr. John Rapp will describe a series of studies on prescriber and foster parent behavior. The first study evaluated the extent to which three medication experts, using only a list of psychotropic medications that had been prescribed for each participant, could discern a general diagnosis for 30 randomly selected participants from the Medicaid database. As a part of this study, we also conducted a descriptive analysis of changes to medication regimens for each participant across 10 consecutive prescription fills (i.e., appointments with a prescriber). The second study evaluated the effects of providing prescribers feedback about the relative number and costs of the psychotropic medications they prescribed to children in Alabama foster care. Finally, because foster parents' reports of the effects of medications likely influence prescriber behavior, we evaluated whether having knowledge that a child taking psychotropic medication biased observers' judgements about that child's behavior. Collectively, the results are described within a behavior-analytic framework.

At the conclusion of this presentation, participants will be able to:

1. Describe off-label prescribing
2. Describe the effects of providing individual feedback to prescribers about their prescribing
3. Describe the role of medication bias in the prescribing cycle

---

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

**KEYNOTE ADDRESS**

**CEUs Offered: 1**

### **Expanding Behavior-Analytic Services to Neurorehabilitation Settings**

**MEGAN R. HEINICKE, Ph.D., BCBA-D** (California State University, Sacramento)

Each year in the United States, approximately 2.5 million Americans sustain a traumatic brain injury. Many of these brain injury survivors will present with long-term disability involving physical, behavioral, cognitive, and emotional consequences that can interfere with rehabilitative goals, independent living, and quality of life. Behavior analysts are well-equipped to expand their scope of practice outside of developmental disabilities to serve this growing and historically underserved population. This talk aims to 1) describe the epidemiology of brain injury, 2) offer a summary and examples of the current behavior-analytic literature in brain injury rehabilitation settings, and 3) provide optimal strategies for diversifying a behavior analyst's consumer base to serve brain injury survivors while continuing to meet the current BACB® Professional and Ethical Compliance Code.

At the conclusion of this presentation, participants will be able to:

1. Describe the epidemiology of brain injury
  2. Summarize the current behavior-analytic literature in brain injury rehabilitation settings
  3. Provide a minimum of three strategies for diversifying a behavior analyst's consumer base while continuing to meet the current BACB® Professional and Ethical Compliance Code
-

---

**Th. 11:00 AM - 11:50 AM      INVITED REGIONAL PRESENTATION      CEUs Offered: 1**

**Modeling and Mitigating Relapse of Problem Behavior**

**CHRISTOPHER A. PODLESNIK, Ph.D., BCBA-D** (Auburn University)

Persistent problem behavior with a propensity to relapse poses challenges to behavioral practitioners to develop more effective and durable treatments. Designing better treatments is difficult because a wide range of events contribute to relapse. Translational research offers a wide range of tools for isolating the processes involved in recurrent problem behavior and exploiting those processes when developing treatments. Basic research geared toward understanding problems of practical significance offers well-controlled conditions from which to assess systematically and thoroughly the behavioral processes underlying treatment failures and successes. I will discuss how my colleagues and I have used basic research to understand the processes involved in the challenges of treating clinically relevant behavior.

At the conclusion of this presentation, participants will be able to:

1. Identify how laboratory studies model relapse of problem behavior due to contingency changes
2. Identify how laboratory studies model relapse of problem behavior due to contextual changes
3. Identify one approach developed from laboratory research to mitigate relapse of problem behavior

---

**1:30 PM - 2:20 PM**

**KEYNOTE ADDRESS**

**CEUs Offered: 1**

**Advancing Behavior Analysis by Extending the Continuum of Research Questions and Methods**

**NATHAN CALL, Ph.D., BCBA-D** (Marcus Autism Center)

Applied behavior analytic research has traditionally focused on tightly controlled within-subject manipulations that focus on maximizing internal validity. Although this approach is well suited for addressing the vast majority of the research questions most relevant to behavior analysts, the broader field of clinical research is also interested in questions related to external validity. Furthermore, reinforcers available to researchers are increasingly restricted from those who exclusively employ single subject methods. Behavior analysts can increase our influence on the practices of other disciplines, affect public policy decisions that affect the practice of behavior analysts, and inform research outside topics traditionally explored by behavior analysts, by extending the study of our science to include a broader continuum of research questions and methods.

At the conclusion of this presentation, participants will be able to:

1. Recognize the different stages of a programmatic line of clinical research
  2. Give examples of benefits to engaging at each stage of research activity
  3. Describe the research methods best employed at each stage of research activity
-

---

Th. 2:30 PM - 3:20 PM

INVITED REGIONAL PRESENTATION

CEUs Offered: 1

### **Descriptive Analysis of Eye Contact During Social Interactions**

**NADRATU NUHU, Jessica Petri, John T. Rapp, Anna Kate Edgemon, Amanda Niedfeld, & Jodi Coon** (Auburn University)

Individuals with autism spectrum disorder have demonstrated difficulty initiating and maintaining eye contact from early infancy into adulthood (Jones & Klin, 2013). However, interventions aimed at improving eye contact lack normative eye contact data to guide treatment. Currently, normative data regarding appropriate eye contact are lacking in the literature. The current study quantified behaviors (e.g., eye contact, vocalizations, head/shoulder and hand movement) exhibited by typically developing college students during social encounters to gather normative data regarding duration of targeted behaviors. Participants engaged in a 5-min social interaction with trained confederates wearing video recording glasses. Participants engaged in high levels of eye contact ( $M = 89.3$ ) and head/shoulder movement ( $M = 85.0\%$ ), moderate levels of vocalizations ( $M = 65.0\%$ ), and low levels of hand movement ( $M = 35\%$ ). Results highlight the need for social skills training procedures to target multiple behaviors in conjunction with eye contact and vocalizations. In addition, studies evaluating treatment packages or assessing the relationship between eye contact and other variables (e.g., physiological responses) may use these normative data to inform decisions.

At the conclusion of this presentation, participants will be able to:

1. Describe multiple patterns of eye contact that occur during brief social interactions
2. Identify technologies used to assess and quantify eye contact and other behaviors that occur during social interactions
3. Discuss how outcome data may be used to inform the development of social skills intervention packages

---

3:30 PM - 4:20 PM

CEUs Offered: 1

### ***REP. JIM PATTERSON "SERVICE TO AUTISM" PRESENTATION***

#### **Best Practices in Treating Repetitive Behavior: From Stereotypy to Social Skills**

**WILLIAM H. AHEARN, Ph.D., BCBA-D, LABA** (The New England Center for Children)

This tutorial will describe the best practices for treating automatically-reinforced repetitive behavior. Intensive behavior analytic intervention for children diagnosed with autism can produce large gains in social, cognitive, and language development. One critical area to address is repetitive behavior such as stereotypy. Some applied research on evaluating and treating stereotypic behavior will be reviewed with a focus on effective interventions for building core adaptive living and social skills, in addition to procedures for treating stereotypic behavior directly. Treatment strategies discussed will include Response Interruption and Redirection (RIRD; noted by The National Professional Development Center on Autism Spectrum Disorder as one of 34 "best practice focused interventions"). A variety of redirection strategies that are contextually relevant in situations in which stereotypic behavior is interfering will be discussed. Additionally, verbal operant training and training social behavior in situations where stereotypy is problematic will be reviewed.

At the conclusion of this presentation, participants will be able to:

1. Describe the function of stereotypic behavior
  2. Describe a variety of Response Interruption and Redirection (RIRD) procedures
  3. Describe when RIRD procedures are NOT necessary
  4. Describe procedures for supporting contextually appropriate behavior in situations in which stereotypy is problematic
-

---

**Th. 4:30 PM - 5:20 PM**  
**POSTER SESSION & NETWORKING**

***Describing Resident and Staff Allocation in a Juvenile Residential Setting***

ASHLEY ANDERSON, Odessa Luna, & John T. Rapp (Auburn University)

***Maintaining Improved Speed and Accuracy of Academic Responding in Detained Adolescent Males: Vocabular Fluency Maintenance***

WILLIAM T. DAVIS, Sally Hamrick, Kristen Brogan, Cassidy McDougale, Sarah Richling, John T. Rapp, Kelli Thompson & Barry Burkhart (Auburn University)

***Improving Long Term Retention in Higher Education by Combining Interteaching with Cumulative Exams***

CATHERINE M. GAYMAN, Stephanie T. Jimenez, Sherwhonda Taylor, Stephany Hammock, & Heidi Murphy (Troy University)

***Program Evaluation of Behavioral Staff Training for Teachers and Staff in Alabama***

HEATHER JONES & Doris Hill (The Learning Tree Inc., Auburn University)

***Increasing Detained Adolescents' Tolerance of Delays and Denials***

SORACHA O'ROURKE, Sarah Richling, Kristen Brogan, Cassidy McDougale & John T. Rapp (Auburn University)

***Contingency Space Analysis: Characterizing Behavior in a Juvenile Facility***

JACOB VAUGHN, Parker Levins, Odessa Luna & John T. Rapp (Auburn University)

---

**5:30 PM - 6:00 PM**

**OPEN BUSINESS MEETING**

Everyone is welcome to join the Executive Committee in Heritage I (the same location as the presentations) for discussion about ALABA's goals and activities.

---

---

# FRIDAY, OCTOBER 11, 2019

## CONFERENCE SESSIONS

**8:30 AM - 8:50 AM**

### **The Trade Federation: The Alabama Behavior Analysis Community Strikes Back, Episode One**

**DAVID F. BICARD** (Great Leaps Learning Center) &  
**LINDSAY CHAPMAN** (Madison Behavior Therapy)

A trade association is an organization made up of members of a profession. Many mature professions develop and organize trade associations to promote the industry, educate the population, influence policy, and publish information in support of the profession. The purpose of a trade association is to allow for collaboration among professionals for the mutual benefit of the profession. This paper presentation will introduce the behavior analysis community to how trade associations are founded and organized and their benefit to the greater community. We will present information from other state trade organizations within the field of applied behavior analysis and discuss how a trade association can be set up in Alabama.

---

**9:00 AM - 10:20 AM**

**INVITED REGIONAL SYMPOSIUM**

**CEUs Offered: 1.5**

### **Understanding and Improving Treatment Selection**

#### **To What Extent Do Practitioners Need to Treat Stereotypy During Academic Tasks?**

**JENNIFER L. COOK & John T. Rapp** (University of South Florida, Auburn University)

Researchers frequently argue that a child's engagement in stereotypy may compete with his ability to acquire academic skills, engage in appropriate social interactions, or both; however, few studies have directly tested these suppositions. We used a five-phase assessment to evaluate the extent to which behavioral interventions with a progressively greater number of components were necessary to decrease stereotypy and increase correct responding during academic instructions for five children diagnosed with autism spectrum disorders. For one participant, stereotypy decreased when instructors provided standard instruction without specific intervention for stereotypy. For two participants, stereotypy decreased when instructors provided standard instruction plus antecedent intervention for stereotypy with continuous music. For another participant, stereotypy decreased when instructors provided enhanced consequences for correct responding during standard instruction without either antecedent or consequent intervention for stereotypy. For the final participant, stereotypy decreased and correct responding increased when instructors provided standard instruction and consequent intervention for stereotypy.

#### **The Effect of Exchange Delays on Token Reinforcers**

**MARY-KATHERINE CAREY** (Glenwood) & **Jason Bourret** (New England Center for Children)

Tokens are traditionally referenced as functioning as generalized reinforcers when used in clinical settings (Kazdin & Bootzin, 1976). However, evidence from basic research demonstrate tokens functioning as S-deltas and actually suppress early-component responding within a token schedule. (Foster, Hackenberg, Vaidya, 2001). Given that the clinical utility of tokens rests of the expectation that tokens will maintain behavior in the absence of or in the face of long delays to primary reinforcement, it is essential that they function as conditioned or generalized conditioned reinforcers. Likewise, avoiding token economy arrangements that facilitate S-delta effects is equally as important. This talk will focus on assessment strategies for measuring the stimulus function of tokens that are practical to implement in a clinical setting as well as provide suggestions for how to optimally arrange a token economy given varying stimulus functions.

---

---

**Fri. 9:00 AM - 10:20 AM, Cont.**

**Off-Label Prescribing in Applied Behavior Analysis**

**SARAH M. RICHLING & John T. Rapp** (Auburn University)

In medical fields, including psychiatry, off-label prescribing is defined as the prescription of a Food and Drug Administration (FDA)-approved medication for a condition or in a manner different from that approved by the FDA. Off-label prescription is a legal and common practice and previous research notes off-label use accounts for approximately 21% of prescriptions in medical practice. This practice systematically supports innovation in clinical practice and allows for the use of approved therapies in rare and understudied contexts. On the other hand, off-label practice remains a topic for debate, investigation, and litigation. Off-label prescription also occurs in the field of Applied Behavior Analysis (ABA), despite the lack of a formal regulatory organization. As such, in what follows we outline possible examples of off-label prescribing of interventions in ABA, suggest an operational definition using the 5-3-20 criterion for single-case designs, emphasize the importance of ABA practitioners' use of appropriate designs with off-label interventions, and, finally, encourage the publication of both successful and unsuccessful demonstrations of these attempts.

At the conclusion of this symposium, participants will be able to:

1. Identify the defining characteristics of stereotypy and how to screen for stereotypy
2. Describe a model for least intrusive to most intrusive effective interventions for stereotypy in the academic context
3. Describe up to four different treatment options for stereotypy used within the model
4. Identify two stimulus functions of tokens as identified in basic and applied research
5. Identify one assessment method useful in detecting a stimulus function of tokens
6. Define the term "off-label prescribing" and provide examples of this behavior occurring in the medical fields, such as psychiatry
7. Describe how this term can be adopted and operationally defined in terms of practitioner behavior in the field of Applied Behavior Analysis (ABA)
8. Provide examples of off-label prescribing in ABA, highlighting the relationship between published studies and the development of interventions in practice
9. Describe the importance of sensitive data collection and appropriate single-subject designs for the purposes of ensuring effectiveness of "off-label" interventions and the value of publishing both successful and unsuccessful demonstrations of these attempts

---

**10:30 AM - 11:20 AM**

**KEYNOTE ADDRESS**

**CEUs Offered: 1 E**

**Ethics for the Behavior Analyst in the Age of Licensure and Certification**

**WILLIAM H. AHEARN, Ph.D., BCBA-D, LABA** (The New England Center for Children)

The practice of behavior analysis has been rapidly growing and the recognition of applied behavior analysis (ABA) as an effective treatment strategy has spurred this growth and demand for ABA services has led to insurance reform in the United States. With insurance reform the need for identifying competent providers of ABA services has become a pressing issue. This presentation will discuss ethical issues related to practicing behavior analysts who are licensed with a focus on the implications of certification and licensure for the ethical practice of ABA. The 30+ U.S. states with licensing or a similar mechanism have all adopted the BACB-criteria for identifying competent providers as the foundation for qualifying for licensure. This presentation will review aspects of the Guidelines for Responsible Conduct and of statutes and regulations for licensure oversight of behavior analysts in a manner intended to review highlights of the ethical implications that such acknowledgment of the professional practice of behavior analysis brings. Topics featured will include advocating for empirically-based interventions; dual relationships; records keeping and billing practices; areas of competency; and, defining the "client."

---

**The Apprentice: An Innovative Approach to Meet the BACB's Supervision Standards**

**JESSE LOGUE, Ph.D., BCBA-D** (Little Star ABA)

Increased standards for supervision is needed for the betterment of the field. However, it is a challenge for organizations to meet these standards. Throughout the ages, experts in all trades have passed along their wisdom through apprenticeship opportunities. An apprenticeship model to mentor, educate, and train students on the science of human behavior will be discussed, including a summary of the model, typical supervision activities, and meeting schedules. In addition, the presentation will include billing considerations and general logistical issues associated within an apprenticeship model.

At the conclusion of this panel discussion, participants will be able to:

1. Identify the key responsibilities in an apprenticeship model for BCBA supervisors
  2. Identify the key responsibilities of the supervisees to gain fieldwork experience to become BCBA's
  3. Identify performance-based objectives relevant to what the supervisee will both experience and accomplish through the apprenticeship model
-



## **2019 EXECUTIVE COMMITTEE**

### **President-Elect**

John Rapp (Auburn University)

### **President**

Jennifer Bruzek (University of Alabama in Huntsville)

### **Past-President**

Sabrina Franks (Alabama Dept. of Human Resources, Family Services Division)

### **Members-at-Large**

Paul Agostini (Glenwood, Inc.)

Julia Starr (The Learning Tree, Inc.)

Mary-Katherine Carey (Glenwood, Inc.)

Sarah Richling (Auburn University)

### **Students-at-Large**

Kristen Brogan (Auburn University)

Sally Hamrick (Auburn University)

### **Executive Director**

Paige McKerchar (Jacksonville State University)

### **2020 Executive Committee Elections**

The following Executive Committee positions will be filled for 2020:

- President-Elect (3-year term)
- Member-at-Large (3-year term)
- Member-at-Large (3-year term)
- Student-at-Large (1-year term)
- Student-at-Large (1- or 2-year term)

Full members of ALABA are eligible to vote for all positions; student members may vote for the Student Representative. Newly elected Executive Committee members will take office beginning January 2020.

---

# OUR SINCEREST APPRECIATION GOES OUT TO...

## Our Invited Speakers

William Ahearn  
Nathan Call  
Mary-Katherine Carey  
Jennifer Cook  
Megan Heinicke  
Corina Jimenez-Gomez  
Jesse Logue  
Nadratu Nuhu  
Christopher Podlesnik  
Sarah Richling

## Our Paper and Poster Presenters

Ashley Anderson	Heather Jones
David Bicard	Soracha O'Rourke
Lindsay Chapman	John Rapp
William Davis	Jacob Vaughn
Catherine Gayman	

## Our Student Representatives and Volunteers

Ashley Anderson	Amy Ethridge
Kristen Brogan	Sally Hamrick
Helena Bush	Lydia Lindsey
Hope Dabney	Lauren Nordberg
Breanna Dalton	Carolyn Syzonenko
Will Davis	

## Our Exhibitors and Advertisers

ACE ABA Data System	Pediatrics Plus
AL Interagency Autism Coordinating Council	QBS, Inc.
Glenwood, Inc.	The Learning Tree, Inc.
Madison Behavior Therapy	Therapy and Beyond
Milestones Behavior Group, Inc.	University of Alabama in Huntsville
Mitchell's Place	

**You and all our members!**

*Save the date for the 2020 Convention!*

*October 7-9, 2020 at the Hilton Birmingham at UAB*

---

---

# milestones

behavior group, inc.

ABA | Speech Therapy  
205.253.6903  
[www.milestonesaba.com](http://www.milestonesaba.com)



## Master of Science in Applied Behavior Analysis now offered by UAH's College of Education

The online M.S. in ABA is intended for individuals with undergraduate degrees in education, special education, psychology, nursing, counseling, social work, and other related fields, and will prepare graduates to sit for the Board Certified Behavior Analyst (BCBA) examination.

To learn more, please visit the Department of Curriculum & Instruction online at [uah.edu/education](http://uah.edu/education).





The  
Learning  
Tree, Inc.

**Applied Behavior Analysis Clinic Services  
Consultation & Training  
Preschool & Residential Education**



**ALABAMA LOCATIONS**

Auburn • Anniston • Birmingham  
Jacksonville • Mobile • Montgomery • Tallassee

**[www.learning-tree.org](http://www.learning-tree.org) • 334-252-0025**

---

---

## Schedule of Presentations and CEUs Available

### Wednesday, October 9, 2019

Time	Workshop	CE Hours (6)
9:00-12:00	<b>Corina Jimenez-Gomez:</b> Training Staff & Caregivers to Provide ABA Services to Young Children with Autism Spectrum Disorder	3.0
12:00-1:00	<b>Lunch on your own</b>	-
1:00-4:00	<b>Nathan Call:</b> Alternative Functional Behavioral Assessment Formats: What to do When the Gold Standard isn't Feasible	3.0

### Thursday, October 10, 2019

Time	Event	CE Hours (6)
9:00-9:50	<b>Presidential Address</b> <b>John Rapp:</b> The APMRT: Analyzing Variables That Could Influence Prescriber Behavior	1.0
10:00-10:50	<b>Keynote Address</b> <b>Megan Heinicke:</b> Expanding Behavior-Analytic Services to NeuroRehabilitation Settings	1.0
11:00-11:50	<b>Invited Regional Presentation</b> <b>Christopher Podlesnik:</b> Modeling and Mitigating Relapse of Problem Behavior	1.0
12:00-1:20	<b>Lunch on your own</b>	-
1:30-2:20	<b>Keynote Address</b> <b>Nathan Call:</b> Advancing Behavior Analysis by Extending the Continuum of Research Questions and Methods	1.0
2:30-3:20	<b>Invited Regional Presentation</b> <b>Nadratu Nuhu:</b> Descriptive Analyses of Eye Contact During Social Interactions	1.0
3:30-4:20	<b>Rep. Patterson "Service to Autism" Presentation</b> <b>William Ahearn:</b> Best Practices in Treating Repetitive Behavior: From Stereotypy to Social Skills	1.0
4:30-5:20	<b>Poster Session</b>	-
5:30-6:00	<b>Open Business Meeting</b>	-

### Friday, October 11, 2019

Time	Event	CE Hours (5.5)
8:30-8:50	<b>David Bicard &amp; Lindsay Chapman</b> The Trade Federation: The Alabama Behavior Analysis Community Strikes Back, Episode One	-
9:00-10:20	<b>Invited Regional Symposium</b> <b>Sarah Richling, Mary-Katherine Carey, &amp; Jennifer Cook</b> Understanding and Improving Treatment Selection	1.5
10:30-11:20	<b>Keynote Address</b> <b>William Ahearn:</b> Ethics for the Behavior Analyst in the Age of Licensure and Certification	1.0 E
11:30-12:50	<b>Lunch on your own</b>	-
1:00-4:00	<b>Invited Presentation</b> <b>Jesse Logue:</b> The Apprentice: An Innovative Approach to Meet the BACB's Supervision Standards	3.0 S

**Exhibits and the Registration/CEU Desk are open  
1 hour before and 30 minutes after convention events Wednesday-Friday.**

---