

alaba



ALABAMA ASSOCIATION FOR
BEHAVIOR ANALYSIS

31ST ANNUAL CONVENTION



OCTOBER 12-13, 2023



Hilton Birmingham
Downtown at UAB,
Birmingham, AL



PRESIDENTIAL ADDRESS

Sheridan O'Brien, M.S., BCBA

Sheridan is a Board Certified Behavior Analyst and Clinical Director at Simplified Behavioral Health, LLC in Trussville, Alabama. She received her Master's degree in Applied Behavior Analysis and Developmental Disabilities from Auburn University in 2015 and has over 8 years of experience providing services to children and adults with autism and related disabilities. She has worked and provided supervision within a variety of applied settings, including clinics, residential treatment facilities, and educational settings. She also currently serves as an Adjunct Faculty member for Troy University, where she teaches undergraduate-level ABA courses. Sheridan is most proud of the opportunities she has had to supervise and mentor others within the field of behavior analysis, many of whom she still works with today. In her current role, she serves as a member of the Fellowship Board, working to support development of a high-quality fieldwork supervision framework. Throughout her time in the field, she has treasured her access to highly-skilled, compassionate, and committed clinicians as she continues to grow in her knowledge as an effective leader. Sheridan is eager for any opportunity to demonstrate the space that compassion and rapport have within our field. She hopes to have a small part in increasing access to ABA services by delivering quality training and supervision, as well as compassionate dissemination.

INVITED SPEAKERS

Deborah Napolitano, Ph.D., BCBA-D

Dr. Deborah Napolitano joined the Behavioral Science faculty at Daemen University as an Assistant Professor in October of 2018. She previously was on faculty as an Associate Professor of Pediatrics at the University of Rochester School of Medicine where she still retains a Courtesy Clinical Associate Professor appointment. Debbi also consults with the Golisano Institute for Developmental Disability Nursing. She obtained her Ph.D. in Developmental and Child Psychology/Behavior Analysis from the University of Kansas in 2000. Debbi is widely published in the field of intellectual and developmental disabilities (IDD) and behavior analysis, with peer-reviewed research publications in some of the field's premier journals, such as the Journal of Applied Behavior Analysis and the American Journal on Intellectual and Developmental Disabilities. Debbi also serves as an Associate Editor for the Journal of Mental Health Research in Developmental Disabilities. Debbi serves on the Leadership Council for the National Council for Severe Autism. She is currently the chair for the New York State Association for Behavior Analysis (NYSABA) legislative committee where she works towards appropriate credentialing in the state. Debbi also is the secretary for the Severe Challenging Behavior Special Interest Group of the International Association on the Scientific Study of Intellectual Disabilities (IASSID).

INVITED SPEAKERS (cont.)

Nadia Bhuiyan, Ph.D.

Nadia Bhuiyan is an associate clinical professor in the Department of Psychological Sciences at Auburn University. Dr. Bhuiyan serves as the Clinic Director for the Auburn University Psychological Services Center, which is the in-house training clinic for master's and doctoral level graduate students enrolled in the clinical psychology and behavioral analysis programs. Dr. Bhuiyan is a licensed clinical psychologist and provides supervised training in the delivery of evidence-based clinical services for individuals across the lifespan. She specializes in clinical child psychology, and has spent the last several years conducting and supervising developmental and psychoeducational assessments, as well as individual and family therapy. In addition to generalized child services, Dr. Bhuiyan has extensive experience with the assessment of autism spectrum disorder (ASD) and related neurodevelopmental disorders. Dr. Bhuiyan received a Bachelor of Arts from Auburn University and a PhD in Clinical & Health Psychology from the University of Florida. After completing an internship in clinical child and pediatric psychology at the University of Florida Health Science Center, she completed a postdoctoral fellowship at the Emory University School of Medicine within the Clinical Assessments and Diagnostics team at Marcus Autism Center and Children's Healthcare of Atlanta.

Tyra Sellers, Ph.D., BCBA-D

Tyra P. Sellers is the CEO of the Association of Professional Behavior Analysts. She earned a B.A. in Philosophy and M.A. in Special Education from San Francisco State University, a J.D. from the University of San Francisco, a Ph.D. from Utah State University, and is a Board Certified Behavior Analyst®. Her professional and research interests focus on professional ethics, training and supervision, assessment and treatment of severe problem behavior, and variability. Dr. Sellers has over 20 years of clinical experience working with individuals with disabilities in a wide variety of settings. She has held positions as an Assistant Professor at Utah State University and as the Director of Ethics at the Behavior Analyst Certification Board®. She has published several journal articles, four co-authored book chapters, co-authored the book titled *Building and Sustaining Meaningful and Effective Relationships As A Supervisor and Mentor* and the workbook titled pair titled *The New Supervisor Workbook and The Consulting Supervisor's Workbook*. She currently serves on the editorial boards for several journals.

INVITED SPEAKERS (cont.)

Traci Cihon, Ph.D., BCBA-D

Dr. Traci Cihon received her master's degree from the University of Nevada-Reno, her PhD from The Ohio State University, and is actively pursuing a Master's in Public Health. She recently resigned from her position as an Associate Professor from the Department of Behavior Analysis at The University of North Texas and is currently a "stay-at-home scholar" in Memphis, TN. She is currently exploring community-based collaborations, especially those with a focus on strengthening communities by engaging and empowering youth. She is also rekindling some of her previous work in literacy instruction. Her current scholarship focuses on culturo-behavior systems science, building systems to support behavior scientific work on social and cultural issues, developing international and interdisciplinary collaborations, and behavioral education. Dr. Cihon has served on editorial boards for several peer-reviewed journals, including Behavior and Social Issues, Perspectives on Behavior Science, and The Analysis of Verbal Behavior. She currently serves on the editorial board for the American Annals of the Deaf and is the editor-in-chief for Behavior and Social Issues. She recently co-edited the first book in the ABAI book series, Behavior Science Perspectives on Culture and Community, and is a co-editor for another book in the ABAI book series, Women in Behavior Science: Observations of Life Inside and Outside of the Academy. In addition to serving as a member of the Board of Planners for both the ABAI and TxABA Behaviorists for Social Responsibility Special Interest Groups, she was awarded the APA Division 25 Fred S. Keller Behavioral Education Award in 2021.

Daniel Fienup, Ph.D., BCBA-D

Daniel M. Fienup is an Associate Professor of Psychology and Education at Teachers College, Columbia University. He received his Master's in Applied Behavior Analysis from Southern Illinois University and his Ph.D. in School Psychology from Illinois State University. Dr. Fienup and his students conduct research on instructional design and educational performance. Dr. Fienup has published numerous articles in behavior analytic journals. He is an Associate Editor at the Journal of Applied Behavior Analysis and a former Associate Editor at the Journal of Behavioral Education and The Analysis of Verbal Behavior. He serves on the editorial board for the Journal of the Experimental Analysis of Behavior, Behavior Analysis in Practice, The Psychological Record, and Behavior Analysis: Research and Practice. He also serves on the Licensed Behavior Analyst New York state board and is a past board member of the New York State Association for Behavior Analysis. Dr. Fienup was the 2022 recipient of the Fred S. Keller Behavioral Education award from Division 25 (behavior analysis) of the American Psychological Association.

INVITED SPEAKERS (cont.)

Sarah Slocum Freeman, Ph.D., BCBA-D

Dr. Slocum Freeman completed her undergraduate degree in psychology at Louisiana State University and her doctoral degree in behavior analysis at the University of Florida. She is board-certified as a doctoral-level behavior analyst and manages intensive outpatient cases in the Severe Behavior Program at Marcus Autism Center. Dr. Slocum Freeman serves as the Program Manager of the Marcus Autism Center Single-Subject Research Lab and the Transition Program within Severe Behavior. She is appointed as an Emory University School of Medicine faculty member. Dr. Slocum Freeman has mentored a number of undergraduate, graduate, and post-graduate trainees, and published with several. She has served in the past on the Journal of Applied Behavior Analysis editorial board, and she has published dozens of peer reviewed studies in behavior analysis. Her research interests include methods for improving the efficacy and efficiency of the assessment and treatment of severe problem behavior.

John Rapp, Ph.D., BCBA-D

Dr. Rapp is the director of the applied behavior analysis program and a full professor in the Department of Psychology at Auburn University. He is also the project director for the Alabama Psychiatric Medication Review Team with the Alabama Department of Human Resources. He received his doctoral degree in behavior analysis from the University of Florida in 2003. He currently serves on the editorial boards of the Journal of Applied Behavior Analysis, Behavioral Interventions, Behavior Modification, Education and Treatment of Children, and The European Journal of Behavior Analysis. To date, he has coauthored over 90 articles that are published in peer-reviewed journals. His research interests include the assessment and treatment of automatically reinforced behavior such as stereotypy, evaluating the sensitivity of discontinuous recording methods for detecting changes in behavioral events, and production of false positives with single-subject designs. Recently, he and his graduate students have begun to extend behavioral interventions to nontraditional populations such as foster care youth and detained adolescents.

THURSDAY, OCTOBER 12, 2023

CONFERENCE SESSIONS

9:00 AM - 9:50 AM

CEUs Offered: 1 Supervision

PRESIDENTIAL ADDRESS - Play the Long Game: The Responsibility of the Supervising BCBA to Bridge the Gap Between Buzz Words and Action

SHERIDAN O'BRIEN (Simplified Behavioral Health)

The responsibilities associated with ensuring well-conditioned expansion of the field fall largely to supervising BCBAs. This task becomes more complex in the face of current barriers, such as the accelerated turnover of qualified clinicians, persistent limitations in how behavior analysts obtain and maintain buy-in from consumers, and competing contingencies for ethical behavior. This presentation will review the necessity of re-aligning practices to ensure quality supervision. Attendees will have an opportunity to review data on components relevant to the expansion of our field, to understand how competing contingencies can exacerbate gaps in compassionate care, and to identify considerations for more effective dissemination and elevation of our science.

Learning Objectives:

- Participants will familiarize themselves with data pertaining to indicators of quality ABA service delivery and supervisory practices.
- Participants will be able to identify competing contingencies affecting the behaviors of supervising BCBAs.
- Participants will review updates within the BACB guidelines, along with how these updates will necessitate shifts in supervision practices.

THURSDAY, OCTOBER 12, 2023 (cont.)

10:05 AM - 10:55 AM

CEUs Offered: 1

Interprofessional Collaboration: What It Is, What We Can Learn From Other Professions, and How Behavior Analysts Can Benefit From This in Their Practice

DEBORAH NAPOLITANO (Daemen University)

Interprofessional collaboration has been increasingly used in the literature, including the behavior analytic literature, as a term to replace the use of interdisciplinary or multidisciplinary practice. Many professionals unfamiliar with the concept of interprofessional collaboration and practice often assume that it is simply a more contemporary term to describe working on a team with professionals that have various training histories or professional credentials. However, interprofessional collaboration is much more complex than simply working together even when the team has shared goals and philosophies of treatment.

Professionals from non-behavioral analytic disciplines, such as nursing and social work, have long described interprofessional collaboration as “the idea of sharing and implies collective action oriented toward a common goal, in a spirit of harmony and trust, particularly in the context of health professionals.” (D’amour et al., 2005). As the profession of behavior analysis has become increasingly recognized as a licensed profession and behavior analysts are working more within health care spaces, it is important for professionals to understand what is interprofessional collaboration and how to incorporate this practice into their work. Further, it is important for behavior analysts to understand why and how interprofessional collaboration will both benefit their practice and the outcomes for their clients/patients.

This talk will provide the attendee with an overview of what is interprofessional collaboration from a broad healthcare perspective, how and why other professionals (e.g., nurses, social workers) incorporate interprofessional practice into their work, and how behavior analysts can increase their participation as part of interprofessional teams. Finally, this talk will provide the attendee with specific recommendations for the role of a behavior analyst on an interprofessional team and how to evaluate the outcomes (Reeves et al., 2017).

Learning Objectives:

1. Attendees will be able to describe what is interprofessional collaboration and how it differs from interdisciplinary or multidisciplinary collaboration.
2. Attendees will be able to describe the rationales for incorporating interprofessional collaboration as part of their practice.
3. Attendees will be able to describe how to increase their participation as part of interprofessional teams.
4. Attendees will be able to incorporate evaluation of the benefits of interprofessional collaboration into their practice (e.g., outcome and satisfaction measures).

THURSDAY, OCTOBER 12, 2023 (cont.)

11:10 AM - 12:00 PM

CEUs Offered: 1

Comprehensive Assessment for Autism Spectrum Disorder Within a Clinical Psychology Doctoral Training Program

NADIA BHUIYAN (Auburn University)

Autism spectrum disorder (ASD) is a neurodevelopmental disorder that emerges early in development (prior to the age of 3) and persists across the lifespan, impacting an individual's abilities in the areas of communication, social interaction, and behavior (Centers for Disease Control and Prevention, 2023; Saulnier & Ventola, 2012). Currently, 1 out of 36 children are diagnosed with ASD consistently across ethnic, racial, and socioeconomic groups (CDC, 2023). While ASD can be detected as early as 18-24 months, children are typically diagnosed later in life, limiting access to crucial treatments and resources available to support the individual and their family. As there is not one consistent genetic marker or biological cause for ASD that is consistently identified, diagnosis of ASD is based on standardized clinical observation and comprehensive assessment of various domains of functioning key to development, including adaptive abilities, cognitive functioning, speech, language, and social communication skills, and behaviors consistent with ASD (Powell et al., 2018). Early detection via comprehensive assessment for ASD adheres to a multi-informant, multi-method approach, allowing for standardized and norm-referenced performance-based testing, clinical and structured interviewing with the client and collateral informants, multi-informant psychosocial rating scales, and structured behavioral observations. This presentation aims to build foundational understanding of ASD in accordance to the DSM-5-TR, review “gold standard” or evidence-based and culturally-responsive evaluation of ASD in early development, and identify key recommendations and resources to support individuals with ASD and their families.

Learning Objectives:

1. Describe Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, Text Revised (DSM-5-TR) criteria for Autism Spectrum Disorder (ASD)
2. Review culturally responsive assessment and diagnosis of ASD, including evaluation of social behavior, intellectual functioning, and communication in children presenting for ASD evaluation
3. Discuss recommendations subsequent to diagnosis in consideration of accessibility, resource availability, and client/family expressed needs.

Notes:

1:30 PM - 2:00 PM

POSTER SESSION & DATA SHARING

Descriptive Review of Continuing Education Provider's Expertise at Behavior Analytic Conferences

Margaret Ayers, Jennifer Cook, John T. Rapp, Sarah Richling (Auburn University)

Producing Meaningful Clinical-outcomes Data from Restraint Logs

Mary-Kate Carey (Glenwood, Inc.)

Measurement of Emotions Tacting for Empathic Responding (METER): A Model for Creating an Inclusive Assessment of Emotions Tacting Deficits With Validated and Diverse Facial Expression Stimuli

Lydia S. Lindsey, Jaqueline M. Kemp, and Sarah M. Richling (Auburn University)

An Exploration of Magnitude Differences Between Renewal, Resurgence, and Reinstatement

Julianna Mostillo, Mary Bridges, and Rusty W. Nall (Jacksonville State University)

Transition Age: How to Best Prepare Teens for Adulthood

Amanda Niedfeld, Carolyn Syzonenko, and Emily Longino (Auburn University)

Stacking the Deck in the Learner's Favor: Behavioral Skills Training Improves SAFMEDS Implementation

Lauren H. Olson & C. Renee Renda (Jacksonville State University)

Process for Conducting Ethical Research in Alabama Using Glenwood's Research Review Committee

Laura Senn (University of Alabama - Huntsville) and Mary-Kate Carey (Glenwood, Inc.)

Teaching Driver Education to Justice-Involved Youth

Dylan Veenkant, Anna Kate Edgemon, & John Rapp (Auburn University)

Behavior Analytic Strategies to Teach Multiplication

Jaicee Williamson, Jodi Coon-Robeson, and John T. Rapp (Auburn University)

THURSDAY, OCTOBER 12, 2023 (cont.)

2:00 PM - 2:50 PM

CEUs Offered: 1 Supervision

Compassionate Leadership and Supervision — A Must for Our Profession

TYRA SELLARS (Association of Professional Behavior Analysts)

Behavior analysts may find themselves in a variety of leadership positions across their careers, from providing supervision and training to leading teams of clinicians with varying levels of experience. Leading others requires us to create environments in which others can not only successfully complete their work, but in which they can thrive. To create the type of environment wherein staff thrive, we must learn to lead, supervise, and teach from a place of compassion. Gilbert (2010) describes six features of compassion. In this talk we will explore a behavior analytic treatment of these features, the benefits of leading with compassion, and some strategies for how to increase compassionate leadership and supervision.

Learning Objectives:

1. Participants will be able to name the core components of compassion.
2. Participants will be able to name at least 2 benefits of leading with compassion in supervisory practice.
3. Participants will be able to name at least 2 strategies to increase compassionate leadership and supervision.

THURSDAY, OCTOBER 12, 2023 (cont.)

3:05 PM - 3:55 PM

CEUs Offered: 1

Challenges and Opportunities for Research and Practice in an Emerging Culturo-Behavior Science

TRACI CHIHON & Kyosuke Kazaoka

Culturo-Behavior Science (CBS), a recently formalized specialization in behavior science, has garnered the attention of many current and aspiring behavior scientists. CBS has strong philosophical and conceptual origins, well-established connections with Behavior Systems Analysis, and several emerging lines of experimental analyses, especially those focused on the concept of the metacontingency. Throughout its history, the concept of the metacontingency and the related experimental analyses have often been subject to criticism. Some of the criticisms have focused on the challenges related to extending basic laboratory research to community and organizational settings and the resultant dearth of applied research and practice derived from the metacontingency. Given the influence of the metacontingency in CBS and the foci of CBS developing a better “understanding of how cultural phenomena develop and change over time” and furthering the contributions of a natural science of behavior in the organization of “more effective cultures and systems” (Cihon et al. 2021, p. 1), the focus of this presentation will be to explore some of the challenges and opportunities in bridging experimental analyses of the metacontingencies with applied research and practice in CBS.

Learning Objectives:

1. Participants will define and describe culturo-behavior science.
2. Participants will describe the challenges in bridging experimental analyses of the metacontingencies with applied research and practice in CBS.
3. Participants will describe the opportunities in bridging experimental analyses of the metacontingencies with applied research and practice in CBS.

Notes:

THURSDAY, OCTOBER 12, 2023 (cont.)

4:10 PM - 5:00 PM

CEUs Offered: 1

Assessing “Mastery” During Skill Acquisition: What does this Actually Mean?

DANIEL FIENUP (Columbia Teacher’s College)

What does it mean when we say a child “mastered” some task? This talk will discuss performance criteria, or “mastery criteria,” which are the rules instructors follow to determine when a particular phase of teaching is completed and the instructor should change their teaching behavior. Despite the ubiquity of including performance criteria as a component of skill acquisition programming, there is surprisingly little research to support our practices. During this talk, the concept of “mastery” and components of performance criteria will be defined. Relevant past research will be discussed as well as new research that examines how different components of mastery affect learning and how variations in how we apply criteria to different students and types of responses affect the durability of those responses. The talk will end with suggestions for future research and a call to join in on conducting your own research on this topic.

Learning Objectives:

1. Define the components of acquisition criteria
2. Explain how different components of acquisition criteria relate to response maintenance
3. Explain why the term “mastery” is misleading

Notes:

FRIDAY, OCTOBER 13, 2023

CONFERENCE SESSIONS

8:00 AM - 8:30 AM

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.

9:00 AM - 9:50 AM

CEUs Offered: 1 Ethics

Ethics — It's Not Black & White, My Friends

TYRA SELLERS (Association of Professional Behavior Analysts)

Ethics, in the profession of behavior analysis, is often spoken about as a set of rules to be applied to one's professional behavior. Ethics standards describe behavior that we should or shouldn't engage in to protect vulnerable individuals, practitioners, and the profession. Almost all our daily decisions and behavior contain an element that is related to ethics; therefore, ethics should be on our minds daily. Ethical decisions require making functional distinctions between multiple possible solutions in a particular context and are susceptible to environmental influences. In this talk I will discuss a functional approach to ethics content and decision making. I will share some strategies focuses on taking such an approach, minimizing dilemmas, monitoring for emerging or present dilemmas, and finally for addressing these difficult but important situations.

Learning Objectives:

1. Participants will be able to identify strategies for taking a functional, context-based approach to evaluating ethics dilemmas.
 2. Participants will be able to identify strategies for minimizing some common ethics violations.
 3. Participants will be able to identify strategies for monitoring for ethical dilemmas.
-

10:05 AM - 10:55 AM

CEUs Offered: 1

Assessment and Treatment of Challenging Behavior Maintained by Social Avoidance

SARAH SLOCUM FREEMAN

(Emory University School of Medicine and Marcus Autism Center)

Individuals who engage in challenging behavior maintained by social-negative reinforcement typically are exposed to aversive instructions to work through challenging behavior. However, sometimes challenging behavior can be evoked by the mere presence of others or any type of social interaction. In this presentation, data will be presented on an approach to treating social avoidance functions. Considerations for intervention in this area will be discussed.

Learning Objectives:

- The learner will be able to understand the difference between challenging behavior maintained by escape from social avoidance and escape from instructions.
 - The learner will be able to implement a latency assessment to determine how to approach intervention for challenging behavior maintained by social avoidance.
 - The learner will be able to develop an intervention for challenging behavior maintained by social avoidance that includes functional communication training, demand fading, and pairing without the use of escape extinction.
-

FRIDAY, OCTOBER 13, 2023 (cont.)

11:10 AM - 12:00 PM

CEUs Offered: 1

Recent Developments in Conjugate Reinforcement

JOHN RAPP (Auburn University)

A conjugate schedule is a type of a continuous schedule of reinforcement or punishment for which the rate, amplitude, or intensity of the consequent event is proportional to one or more dimensions of the target response. In a review paper on conjugate preparations in applied behavior analysis, Rapp (2008) lamented the sparse research with conjugate schedules in all areas of behavior analysis. Subsequently, various applications of conjugate reinforcement have emerged in applied, basic, and translational behavior analysis. During this presentation, Dr. Rapp will outline and summarize several collaborative studies from his lab involving various conjugate preparations. First, Dr. Rapp will describe a basic series of experiments by MacAleese et al. (2015) and Jones et al. (2023) whereby participants altered the clarity of static pictorial stimuli by altering their rates of key pressing. Next, Dr. Rapp will briefly summarize a series of translational studies by Davis et al. (2021), Cook et al. (2023), and Sheridan et al. (2023) involving response force measures via a hand dynamometer to assess preferences for visual and auditory stimulation. In part, these studies incorporate a reinforcer assessment into the preference assessment, while also identifying both high preference (HP) and low preference (LP) stimulus events. Finally, Dr. Rapp will describe the extension of data obtained from conjugate preference assessments to increasing exercise behavior in a series of unpublished applied studies by Pinkston et al. (2023), Baruni et al. (2023), and Rapp et al. (2023). Each of these studies utilized either HP stimuli or LP stimuli during synchronous schedules of positive and negative reinforcement to motivate participants to change speeds while walking on a customized treadmill.

Learning Objectives:

1. Attendees will be able to describe one or more conjugate schedules of reinforcement.
2. Attendees will be able to describe one more applications of conjugate reinforcement for stimulus preference assessments.
3. Attendees will be able to describe one or more applications of synchronous reinforcement for increasing appropriate behavior.

Notes:

FRIDAY, OCTOBER 13, 2023 (cont.)

1:30 PM - 2:20 PM

CEUs Offered:1

PANEL DISCUSSION - Updates on ABA in Alabama

KEN ATKINS (AL Behavior Analyst Licensing Board)

ELIZA BELLE (Director of Psychological and Behavioral Services, ADMH)

ANNA MCCONNELL (State Autism Coordinator, ADMH)

This training event is designed to provide attendees with updated information about professional practice requirements and opportunities in Alabama.

Learning Objectives:

1. Describe the licensure process and common errors
2. Describe the need for behavior analysts in the autism community in Alabama and what you can do to help
3. Describe how the Alabama Department of Mental Health contributes to the practice of ABA in Alabama

FRIDAY, OCTOBER 13, 2023 (cont.)

2:35 PM - 3:25 PM

CEUs Offered:1

GRADUATE STUDENT SYMPOSIUM - Further Development of Behavior Services for Justice-Involved Adolescents

Exploring Adolescents' Social Validity Ratings of Social Profiles: The Impact of Eye Contact

ASHLEY ANDERSON (Auburn University)

Attending to the eyes of another person has an adaptive function demonstrated within the first few months of human life. Non-verbal transactions in the form of eye contact facilitate both cognitive and social development; however, individuals with autism spectrum disorder and other neurodevelopmental disorders often display little or no eye contact during social exchanges. Deficits like these can lead to detrimental effects as individuals expand their social networks, especially in adolescence; however, little is known about how others perceive individuals with this deficit. Nuhu and Rapp (2020) identified three profiles during interviews with college students characterized by varying levels of eye contact, vocalizations, and body movement. They found participants typically emitted high levels of eye contact (i.e., above 80%) during social interactions. Subsequently, Bush et al. (2022) recreated the three social profiles with an actor and evaluated college students' ratings of the actor in each profile. Their results indicated profiles with higher levels of eye contact received more favorable ratings than the lower eye contact profile. The current study replicated and extended their research by presenting the same profiles and assessments to two groups of adolescents, those from an urban high school (i.e., non-justice-involved youth) and those from a secure juvenile-justice facility (i.e., justice-involved youth). Findings indicate adolescents can distinguish variations in eye contact and judge speakers differently based on their perceptions. Implications and next steps are discussed.

Comparing and Intervening on Preference for and Reinforcing Value of Edibles Across Adolescents and Young Adults

ANNA KATE EDGMON (Auburn University)

Obesity was first identified as an epidemic by the US Centers for Disease Control and Prevention in 1999. Obesity is defined by its correlation with adverse health outcomes such as hypertension, diabetes, metabolic syndrome, and cancer. Research on determinants of this epidemic indicate (a) childhood obesity sets a trajectory for obesity in adulthood and (b) preventative efforts should begin in childhood. Moreover, obesity may occur at higher rates for populations who are of low socioeconomic status, have limited access to nutrient-dense foods, or both. One such population is justice-involved youth. The proposed series of studies seeks to build upon previous research on food reinforcement and behavioral demand by: (a) comparing demand for edibles across two groups and (b) evaluating the effect of a nutrition intervention on demand for healthier alternatives among justice-involved adolescents in residential treatment facility. In Study 1, participants in two groups completed preference assessments for high- and low-energy density edibles and corresponding hypothetical purchasing tasks. Behavioral demand was compared between- and within-groups. In Study 2, a sample of justice-involved adolescents received instruction related to nutrition. Following intervention, participants completed preference assessments and hypothetical purchasing tasks again. Findings from Study 1 indicated (a) between-group differences in behavioral demand and (b) within-group differences in demand for high- versus low-energy density edibles. Findings from Study 2 indicated nutrition intervention may have a limited effect on behavioral demand. Implications for future research are discussed.

FRIDAY, OCTOBER 13, 2023 (cont.)

Graduate Student Symposium: Further Development of Behavior Services for Justice-Involved Adolescents (cont.)

Money Matters: Teaching Justice-Involved Youth Foundational Financial Literacy Skills

DANIEL J. SHERIDAN (Auburn University)

There are approximately 423,000 adjudicated delinquency cases each year in the United States. Previous research has suggested that rates of recidivism tend to be higher among those with financial knowledge. The purpose of the current study was to evaluate the impact of a 9-week financial literacy program on a group of adolescent males who resided in a juvenile residential treatment facility. The program included nine modules: (1) an introduction to financial literacy, (2) savings, (3) budgeting, (4) debt, (5) life after high school, (6) consumer awareness, (7) bargain shopping, (8) giving and retirement, and (9) insurance. For each module, participants (a) completed a pre-test, (b) watched a brief video lecture and completed guided notes, (c) completed a module-related activity, and (d) completed a post-test. Pre-and post-intervention feedback, and a pre-and post-monetary choice questionnaire (MCQ; Kirby et al., 1999; Kaplan et al., 2016) were also administered. Individual and group analyses indicated that participants financial knowledge increased across all nine lessons. However, results from the MCQ indicated that younger participants tended to discount at steeper rates relative to older participants following the intervention. Implications and future research directions are discussed.

Learning Objectives:

- Attendees will be able to describe one or more profiles with varying levels of eye contact and body movements.
- Attendees will be able to describe the use of a hypothetical purchasing task for high energy density and low energy density foods.
- Attendees will be able to describe the short-term effects of teaching financial literacy to justice involved adolescents.

Notes:

2023 EXECUTIVE COMMITTEE

President-Elect

Sheridan O'Brien (Simplified Behavioral Health)

President

Mary-Kate Carey (Glenwood, Inc.)

Past-President

Jennifer Bruzek (University of Alabama in Huntsville)

Members-at-Large

Lauren Elliott, M.S., LBA, BCBA (2022-2024)

Laura Senn, Ph.D., LBA, BCBA-D (2023-2024)

Amanda Niedfeld, M.S., LBA, BCBA (2023-2025)

Jodi Robeson, M.S., LBA, BCBA (2023-2025)

Students Representatives

Jaicee Williamson (Auburn University)

Donna Perez (Jacksonville State University)

Jordan Shirley (University of Alabama in Huntsville)

Executive Directors

Paige McKerchar, Outgoing (Jacksonville State University)

Sarah Richling, Incoming (Auburn University)

2024 Executive Committee Elections

The following Executive Committee positions will be filled for 2024:

- President-Elect (3-year term)
- Student-at-Large (1-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 2024.

OUR SINCEREST APPRECIATION GOES OUT TO:

Our Invited Speakers

Nadia Bhuiyan	Deborah Napolitano
Traci Cihon	Tyra Sellers
Daniel Fienup	Sarah Slocum Freeman

Paper, Panel, and Poster Presenters

Ashley Anderson	Jaqueline Kemp	Lauren H. Olsen
Kenneth Atkins	Lydia Lindsey	John Rapp
Margaret Ayers	Anna McConnell	Laura Senn
Eliza Belle	Julianna Mostillo	Daniel Sheridan
Mary Bridges	Amanda Niedfeld	Dylan Veenkant
Mary-Kate Carey	Sheridan O'Brien	Jaicee Williamson
Anna Kate Edgemon		

Student Representatives and Volunteers

Margaret Ayers	Jamie McCartney	Shane Phillips
Mary Bridges	Julianna Mostillo	Jordan Shirley, Rep
Esteban Cabassa Miskimen	Olivia Parker	Jaicee Williamson, Rep
Bethany Christie	Donna Perez, Rep	Liz Yielding
Evey Kinkade	Erika Persons	

Our Sponsors

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The Arc of Central Alabama	The Learning Tree, Inc.
Beacon of Hope	Milestones Behavior Group
Behavior Development Solutions	Positive Behavior Supports Corporation
FREEDOM Therapies, Inc.	Simplified Behavioral Health
Glenwood, Inc	The University of Alabama in Huntsville
The Horizons School	Zöe Center

You and all our members!

Save the date for the 2024 ALABA Convention!
October 16-18, 2024 at the
Hilton Birmingham Downtown at UAB

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Time	Thursday, October 12, 2023	CEUs
9:00-9:50	Sheridan O'Brien (Simplified Behavioral Health) <i>Presidential Address - Play the Long Game: The Responsibility of the Supervising BCBA to Bridge the Gap Between Buzz Words and Action</i>	1S
10:05-10:55	Deborah Napolitano (Daemen University) Interprofessional Collaboration: What It Is, What We Can Learn From Other Professions, and How Behavior Analysts Can Benefit From This in Their Practice	1
11:10-12:00	Nadia Bhuiyan (Auburn University) Comprehensive Assessment for Autism Spectrum Disorder Within a Clinical Psychology Doctoral Training Program	1
12:00-1:30 1:30-2:00	Lunch Break Poster Session & Data Share	NA
2:00-2:50	Tyra Sellers (Association of Professional Behavior Analysts) Compassionate Leadership and Supervision -- A Must for Our Profession	1S
3:05-3:55	Traci Chin & Kyosuke Kazaoka Challenges and Opportunities for Research and Practice in an Emerging Culturo-Behavior Science	1
4:10-5:00	Daniel Fienup (Columbia Teacher's College) Assessing "Mastery" During Skill Acquisition: What Does This Actually Mean?	1
	Friday, October 13, 2023	
8:00-8:30	Open Business Meeting	NA
9:00-9:50	Tyra Sellers (Association of Professional Behavior Analysts) It's Not Black & White, My Friends	1E
10:05-10:55	Sarah Slocum Freeman (Emory University School of Medicine and Marcus Autism Center) Assessment and Treatment of Challenging Behavior Maintained by Social Avoidance	1
11:10-12:00	John Rapp (Auburn University) Recent Developments in Conjugate Reinforcement	1
12:00-1:30	Lunch	NA
1:30-2:20	Kenneth Atkins (ABALB), Eliza Bell (ADMH), & Anna McConnell (ADMH) <i>Panel Discussion - Updates on ABA in Alabama</i>	1
2:35-3:25	Ashley Anderson, Anna Kate Edgemon, & Daniel Sheridan (Auburn University) <i>Graduate Student Symposium - Further Development of Behavior Sciences for Justice-Involved Adolescents</i>	1