

2025 ALABA CONFERENCE



October 9-10, 2025
Hilton Downtown Birmingham at UAB



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ABOUT ALABA

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.

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.

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.

CANCELLATION & CEU INFORMATION

Cancellations and Refunds

Cancellations are subject to a 25% cancellation fee. All refund requests must be submitted to AlabamaABA@gmail.com by 10/10/2025. 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.

Continuing Education Units (CEUs)

ALABA offers CEUs for BCBA-Ds/BCBAs/BCaBAs. CEUs are purchased as a package in the BehaviorLive app for \$120 (\$10/CEU). If you didn't purchase CEUs when you registered, you can add them after the conference. To receive a CEU for an event, you must have documentation indicating you attended the entire event (e.g., scan in/out of BehaviorLive app, note with ALABA official). To receive CEUs for viewing an event while livestreaming or from a recording, you will need to pass the quiz associated with the presentation. If you have any questions, contact us at AlabamaABA@gmail.com.

2025 ALABA PRESIDENT-ELECT



Lauren Elliott has been providing ABA Therapy and working in the field of Applied Behavior Analysis since 2009. Lauren earned a Bachelor of Arts in Psychology with a minor in Spanish from Auburn University in 2008 where she was a member of the Psi Chi National Honor Society in Psychology, the Gamma Omicron Chapter of Phi Sigma Pi National Honor Fraternity, as well as holding leadership roles in various segments of the Student Government Association. She obtained a Master of Science in Applied Behavior Analysis with a focus in Developmental Disabilities in 2010 under Dr. James E. Carr at Auburn University. Lauren is dedicated to providing effective, ABA Therapy and behavior analytic services for persons with Autism and Intellectual Disabilities as well as training and educating students, teachers and families about ABA. She has taught ABA coursework at the undergraduate level at the University of South Alabama and has worked as a behavior analyst in private day and public schools, residentially for children and adolescents with varying disabilities, as well as provided in-home consultation to children and their families. She founded Simplified Behavioral Health in 2020 with the goal to provide families with access to ethical and compassionate care in behavior analysis, striving for excellence in all aspects of training. That goal has led to a partnership with Early Autism Services in 2025, expanding services in Alabama with a continued goal of excellence. Lauren's clinical expertise focuses on emergent language utilizing relational frame theory, dissemination and supervision of ABA, and behavioral pharmacology. She is also the President-Elect of the Alabama Association for Behavior Analysis and the Chairperson for the Alabama Behavior Analyst Licensing Board.

INVITED SPEAKERS



James E. Carr, PhD, BCBA-D, ICE-CCP is the Chief Executive Officer of the Behavior Analyst Certification Board. His professional interests include behavior analyst credentialing, practitioner training, behavioral assessment and treatment of developmental disabilities, and verbal behavior. Dr. Carr has published over 160 journal articles on these and other topics, and his work has been cited over 11,000 times. Dr. Carr is a Fellow of the Association for Behavior Analysis International and has received awards from APBA, APA's Division 25, Autism Speaks, and the OBM Network. He is the past editor-in-chief of *The Analysis of Verbal Behavior* and has served on the editorial boards of 11 behavior analysis journals, including 4 appointments as associate editor. Dr. Carr is the past president of the Colorado, Alabama, and Mid-American Associations for Behavior Analysis. He received his doctorate in 1996 from Florida State University under the mentorship of Dr. Jon Bailey and previously served on the behavior analysis faculties at University of Nevada-Reno (1996-1999), Western Michigan University (1999-2008), and Auburn University (2008-2011).



Dr. Whitney is a clinical psychologist licensed in the States of Arizona, Georgia, and Utah. He received his Psy.D. in clinical psychology in 2001 from the Forest Institute of Professional Psychology, Springfield, MO and has spent his professional career as both a clinician and researcher in autism spectrum disorders. His clinical and research work has focused on those with intact intelligence and language skills formerly diagnosed with Asperger's Disorder or Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS). Since 2015, as an adjunct Associate Professor of Psychiatry & Behavioral Sciences assigned to the Psychiatry and Law Program at Emory University Medical School, he has worked with individuals, families, communities, researchers, graduated fellowship residents in forensic psychiatry and post-doctoral clinical psychology residents in forensic psychology. His role at Emory is specifically to instruct and train physicians and post-doctoral psychology residents who in the future would be dealing with individuals with intellectual and developmental disabilities. In January 2023, he was elected the Co-Chair of the Atlanta Autism Consortium (AAC) Board of Directors. The AAC is largest non-profit organization in Georgia serving the Atlanta metro autism community by producing educational programs, workshops, and retreats, as well as other events. He completed his service as Co-Chair for the AAC in January 2025 but remains on the AAC Board of Directors as a Board Member.



Will Martin is a certified ESDM therapist and trainer, and Board Certified Behavior Analyst with over 10 years of experience in early intervention and autism therapy. Will earned a Master of Education degree in Early Intervention with a specialization in Autism Spectrum Disorder from The University of Pittsburgh. After starting his career in community-based practice, Will joined the faculty at Vanderbilt University Medical Center and began working on a research study comparing the effectiveness of ESDM therapy to other approaches. Prior to joining Soar, Will served as the Vice President of Clinical Quality and Outcomes for a multisite ABA provider. His clinical specialties include: naturalistic developmental behavioral intervention, compassionate, communication focused approaches to challenging behavior, and building meaningful models for caregiver involvement in ABA therapy. He is passionate about building high-quality early intervention programs for children with autism and their families.



Dr. Chelsea Fleck first fell in love with behavior analysis while completing her undergraduate degree in psychology at the University of Florida when she stumbled into Dr. Tim Vollmer's lab in the Behavior Analysis Research Clinic. She followed her curiosity to Massachusetts, where she trained under Dr. Jason Bourret at Western New England University and served on the Intensive Treatment Team in the residential program of the New England Center for Children for the greater part of a decade. She received the Myrna E. Libby Award for the integration of research and clinical practice as a Masters student, and her doctoral dissertation on using concurrent differential reinforcement schedules to treat severe behavior without extinction received the BABAT Student Paper Award in 2022. She currently serves as Clinical Faculty at the Marcus Autism Center where she oversees cases in the Complex Behavior Intensive Outpatient Program. She is also appointed as Assistant Professor in the Pediatrics Institute at Emory University School of Medicine and Children's Healthcare of Atlanta.



Dr. Corina Jimenez-Gomez is an Assistant Professor in the Behavior Analysis program at the University of Florida. She earned a Licensure in Psychology at the Universidad Católica Andrés Bello in Caracas, Venezuela, and a doctoral degree in Psychology with an emphasis in Behavior Analysis from Utah State University. She completed post-doctoral training at the University of Michigan and was a Research Fellow at The University of Auckland, New Zealand. Her training has taken her from the lab working with non-human animals to a range of applied settings working with diverse populations. She has held faculty positions at the Florida Institute of Technology and Auburn University. In addition, she served as clinical supervisor at The Scott Center for Autism Treatment at Florida Tech and was the Director of the Center for Autism Research, Treatment, and Training (CARTT) at Auburn University. Dr. Jimenez-Gomez is a Board Certified Behavior Analyst at the doctoral level, whose professional interests include translational and applied behavioral research in the areas of choice, decision making, and reinforcement processes, providing ABA services to learners with diverse abilities, caregiver and staff coaching, and cultural responsiveness in behavior analysis. The impact of her work on cultural responsiveness has been recognized with the ABAI DEI Distinguished Contributions Award (2023), the Journal of Applied Behavior Analysis Contribution of the Year Award (2023), and the Florida Association for Behavior Analysis DEIA Award (2025). Dr. Jimenez-Gomez serves on the editorial board for various scientific journals and is currently an Associate Editor for the Journal of Applied Behavior Analysis. She is also the mom of two amazing humans and is married to a fellow behavioral scientist.



Wendy Donlin Washington is a professor of Psychology and Associate Dean of the Graduate School at the University of North Carolina Wilmington. She is an experimental psychologist specializing in Behavior Analysis, particularly in translational approaches. My research encompasses a wide range of topics, including substance abuse, health behavior, experimental analysis of behavior, contingency management, behavioral economics, and the integration of artificial intelligence and biometrics in treatment. She has served on the Editorial Board for the Journal of the Experimental Analysis of Behavior, and Perspectives in Behavioral Science. She has served as the guest editor for special issues on contingency management in the Journal of Applied Behavior Analysis and Behavior Analysis in Practice. She's an Auburn Graduate (War Eagle!) and is excited to be back in Alabama to present at ALABA on the use of Artificial Intelligence in the research, teaching, and practice of behavior analysis.



Linda A. LeBlanc, Ph.D., BCBA-D, Licensed Psychologist is the President of LeBlanc Behavioral Consulting and the Executive Director of the Action Institute for Outcomes Research. She is the past Editor in Chief of the Journal of Applied Behavior Analysis, a Fellow of ABAI, and the 2016 recipient of the APA Nathan H. Azrin Award for Distinguished Contribution in Applied Behavior Analysis. Her professional interests include behavioral treatments and outcomes, supervision and mentoring, and ethics.



Dr. Lindsay Lloveras obtained her Master's degree in Applied Behavior Analysis from Western New England University in 2018 and her Ph.D. from the University of Florida in 2022. She completed her post-doctoral training as a Behavior Analyst for the UF Health Center for Autism and Neurodevelopment and Coordinator of the Inpatient Behavioral Consultation Program at UF Shands Children's Hospital. Dr. Lloveras is board-certified as a doctoral-level behavior analyst and manages day treatment cases in the Complex Behavior Support Program at Marcus Autism Center. Dr. Lloveras is also appointed as an Assistant Professor in the Pediatrics Institute at Emory University School of Medicine and Children's Healthcare of Atlanta. Her primary area of research is in assessment and treatment of behavior disorders.



Dr. Nadrat Nuhu is the Clinical Director of Wisteria Psychological and Behavioral Services, where she leads the delivery of comprehensive diagnostic and therapeutic care to individuals and families facing a wide range of behavioral health concerns. Specializing in the assessment and treatment of complex behavioral challenges in children and young adults, Dr. Nuhu utilizes a behavior-analytic approach to create personalized, evidence-based interventions that drive lasting change. She is dedicated to advancing treatment practices and empowering families to navigate the complexities of behavioral health. Additionally, Dr. Nuhu serves on the board of the Atlanta Autism Consortium, an organization focused on enhancing collaboration within the autism community.



Dr. Jennifer Hodnett has dedicated her almost 17-year professional career to developing systems and programs to engage patients and families with support services grounded in behavior analysis. She pursues opportunities to further the efficacy of behavior analytic services while also building connections with the larger community. She strives to cultivate a safe and enriching environment for her patients and families to thrive. She currently serves as the Program Manager for the Intensive Outpatient Program in the Complex Behavior Support Department at the Marcus Autism Center.

Additionally, Jennifer attempts to continue shaping up and coming health service professionals by serving as a Graduate Instructor for the University of Georgia.



Jennifer Pollard taught for ten years before becoming a BCBA, seven years ago. She currently works in a community setting with clients with developmental disabilities and intellectual disability as well as works on research to support behavior analytic work in schools and develop resources related to comprehensive sex education and interventions.

THURSDAY, OCTOBER 9, 2025

CONFERENCE SESSIONS

9:00 AM – 10:00 AM

PRESIDENTIAL ADDRESS

CEUs Offered: 1

ABA at a Crossroads: Back to the Basics

LAUREN ELLIOT, M.S., BCBA, LBA

Applied Behavior Analysis (ABA) has a rich history of successfully improving quality of life through behavior change, rooted in principles outlined through the seven dimensions since 1968. However, recent years have seen increasing concerns and criticisms regarding problematic applications, a loss of client-centered focus, and instances where convenience or profit seem to overshadow client well-being. Our field is at a crossroads, needing to rediscover its original values of compassion, independence and optimism, which have always been intrinsic to ABA. This talk proposes a return to the foundational essence of ABA by explicitly reconceptualizing its practice to include the essential dimensions that define us as human; forcing behavior analysts to ask critical questions beyond mere technical effectiveness, such as whether practices maximize well-being, avoid harm, promote inclusion, and respect self-determination. By embracing these principles, we can address criticisms, foster genuine collaboration, prioritize client and family values, and work towards a more equitable and effective future for ABA, ensuring it truly serves the best interests of those who receive services. This reevaluation is vital for the continued relevance and success of our field.

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

1. Identify basic principles of ABA
2. Self-identify areas of growth to return to the basic principles in practice
3. Advocate for continued reevaluation of the field for the betterment of those receiving services

10:10 AM - 11:10 AM

CEUs Offered: 1

An Update on the BACB and the Infrastructure of the ABA Profession

JIM CARR, Ph.D., BCBA-D (Behavior Analysis Certification Board)

This presentation will include a summary of recent developments at the Behavior Analyst Certification Board (BACB). The most current data on the BACB's certification programs will be provided along with descriptions of recent and impending developments, including changes to certification requirements and the development of new resources. In addition, the BACB's role within the infrastructure of the ABA profession will be discussed.

At the conclusion of this presentation, participants will:

1. Describe recent BACB data trends
 2. Describe core elements of the ABA profession
 3. Describe the role of the BACB within the profession
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THURSDAY, OCTOBER 9, 2025 (cont.)

11:20 AM - 12:20 PM

CEUs Offered: 1

Tweens, Teens, and Young Adults on the Autism Spectrum: A Guide to Safety and Spending Healthy Time on the Internet

TYLER WHITNEY, PsyD (Emory University Medical School)
Sherian O'Brien, ACE Event Instructor

Autism spectrum disorders are developmental disorders. Individuals with autism spectrum disorders develop differently. These differences are usually present in social interaction, communication, and sensory processing, and become visible through a wide variety of behavioral responses that differ from individuals without autism spectrum disorders. Since behavioral addiction and ASD share common characteristics, individuals with ASD may be more vulnerable to behavioral addiction. Some typical behavioral addictions include compulsive internet use and gaming. All adolescents and young adults are introduced to many things on the internet at an early age. Those gateways of exposure include easy access different lifestyles, deep involvement in gaming and other media, internet pornography, alcohol and drug use, sexual experiences at a young age, and the opinions of many individuals who are not of a similar mindset. This presentation offers young people, parents of young people, and young people with ASD, solid, accessible advice regarding the internet. The successful navigation and use of the internet for teenagers and young adults is brought into perspective by Tyler Whitney, PsyD, an expert clinician who has over two and a half decades of clinical experience and specializes in working with pre-adolescents, teenagers, and young adults, along with their families in setting up healthy, structure, guidelines, and boundaries that promote healthy development and skill set development.

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

1. Identify current trends of internet use among pre-teens, teenagers, and young adults in the United States and Worldwide.
2. Describe the history and alarming increase (over the past 10 to 15 years) of youths, adolescents, and young adults using smart phones (handheld supercomputers) to learn about their world.
3. List potential ways to manage internet use, particularly during the school day, and how to move towards more balanced day to day tasks and activities for families and individuals using the worldwide web.

LUNCH BREAK 12:20 – 1:20PM

1:30 PM – 2:00 PM

No CEUs Offered

POSTER SESSION & DATA SHARING

Assessment and Treatment of Escape-maintained Aggression: A practitioner's model

Hastings Sears, John Michael Falligant (Auburn University)

Bridging the Research-to-Practice Gap: An Evaluation of Social Skills Classes Utilizing Behavior Skills Training in a Group Teaching Format

Sarah Richling, Madaleine Levin, Caroline Glahn (Auburn University)

The Effects of a Total Task Chaining, Music, and Visual Aid Intervention on Handwashing Performance

Kayla Jenssen, Damari Moore, Emma Dempsey (University of North Alabama)

The Effects of Speaking Versus Singing When Presenting Intraverbal Trials

Kayla Jenssen, Brittney Bock, Alaina Gass (University of North Alabama)

A Coach Walks into a Rat Lab: Goal setting and performance feedback in soccer players

Donna Perez, Renee Renda, Rusty Nall, Malachi Jackson, Paige McKerchar (Jacksonville State University)

The Ripple Effect of NCR: Simultaneously reducing dangerous behavior and increasing staff rapport

Joshua Soto (Glenwood)

Differential Negative Reinforcement of Other Behavior to Increase Passive Compliance: A replication and extension

Kayla Mann, RyanRose Hatch, John Michael Falligant (Auburn University)

Mastering Man Coverage: Group behavioral skills training improves defensive back skills of high school football players

Renee Renda, Malachi Jackson-Talmadge, Keaton Deboard (Jacksonville State University)

Choice and Decision-making in College Students: Early results from a behavioral-economic battery

John Michael Falligant, Amber Hallmark, Paul Kornman (Auburn University)

Replacing Crisis with Communication: the application of the PFA/SBT in a school-based setting

Valeria Caston (Glenwood)

Effects of Noncontingent Reinforcement and Repeated Testing on the Magnitude and Prevalence of Extinction Bursts in Rats

Todd McKerchar, Rusty Nall, Denia Sanchez (Jacksonville State University)

Increasing Time Allocation Between Staff and Residents by Implementing Structured Activities in a Juvenile Justice Facility

Ashley Anderson, John Rapp, Esteban Cabassa, Daniel Sheridan (Auburn University)

Latency-based Functional Analysis with an Extended Ignore Condition to Assess the Function of Elopement

Laura Senn, Emma Melton (University of Alabama Huntsville & Riley Center)

Building Caregiver Coordination

Shelby DiPilla, Kayla Craig, Lauren Kar (Beacon of Hope ABA)

Universal Protocol and Company Culture

Shelby DiPilla, Olivia Rorie, Temica Hicks (Beacon of Hope ABA)

Community Involvement and Correlations with Client Outcomes

Shelby DiPilla, Ayanna Williams (Beacon of Hope ABA)

SBT Education and its Effects on Treatment Delivery

Shelby DiPilla, Jennifer Boyd, Taylor Thames (Beacon of Hope ABA)

THURSDAY, OCTOBER 9, 2025 (cont.)

2:10 PM - 3:10 PM

CEUs Offered: 1

Going Beyond Play: The Importance of Shared Engagement in Early Start Denver Model (ESDM) Intervention

WILL MARTIN, Med., BCBA, LBA (Vanderbilt University Medical Center)

Decades of research demonstrate that exploration, play, and social experiences are the primary vectors for learning in early childhood (Whitebread & Bingham, 2014). Typically developing children under 5 years of age often spend the majority of their day learning through play and shared experiences (Ginsburg, 2007). For children with autism, learning through shared interactions may be more difficult due to stronger preferences for objects, as well as the delayed development of joint attention and other related social skills (Mundy, Sigman, & Kasari, 1990). Intensive autism intervention often minimizes the role of learning through shared engagement in favor of Discrete Trial Teaching (DTT), which draws clear distinctions between learning and reinforcement contexts (Leaf et al., 2012). The Early Start Denver Model (ESDM) offers an evidence-based alternative, with a strong emphasis on embedding learning opportunities into shared routines between adults and children (Dawson et al., 2010). ESDM is often labeled as “play based” but is designed to go beyond play to focus on learning through familiar routines throughout the child’s day. This presentation will describe key principles of ESDM and offer practical strategies for behavior analysts interested in incorporating learning through shared engagement into their clinical practice.

At the conclusion of this presentation, participants will:

1. Describe the importance of play and learning together in typical and autistic development
2. Identify key elements of embedded learning within ESDM-based intervention
3. Compare and contrast ESDM intervention to other ABA-based approaches for young children with autism

3:20 PM - 4:20 PM

CEUs Offered: 1

A Functional Analysis of the Behavior of the Clinician

CHELSEA FLECK, Ph.D., BCBA-D (Marcus Autism Center)

There’s a lot we do in behavior analysis that we like to sort into bins—some of us do things we tend to call assessments, some of us say we do treatment. Our colleagues are doing skill acquisition, and others are doing functional communication training (how can those possibly be any different?). In this talk, the presenter will discuss the considerable overlap in our activities through the lens of Skinnerian functional analysis as identifying lines of fracture and behaving with respect to the data we collect.

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

1. Describe a generic definition of functional analysis and how it applies to conditions outside of the treatment of challenging behavior.
 2. Describe an approach for iterative assessments within the challenging behavior treatment process.
 3. Describe several examples of teaching alternative skills (e.g., communicative responses, cooperation with hygiene and/or medical tasks) as a direct intervention for challenging behavior.
-

THURSDAY, OCTOBER 9, 2025 (cont.)

4:30 PM – 5:30 PM

CEUs Offered: 1

Alabama Research Symposium: Current Research From our State

The Effects of Student Behavior on Teacher Burnout for Rural Alabama Teachers

ABIGAIL WALLACE, BCBA, ED.D. (Marshall School System)

Challenging student behavior has been shown to have a significant relationship with teacher burnout symptoms, although limited research is available regarding this relationship within rural schools. Rural schools are experiencing high teacher attrition rates across the nation. Teacher burnout often precedes attrition; therefore, factors that contribute to teacher burnout should be investigated. Teacher burnout produces negative outcomes for students, as it has been linked with lower student achievement, poor student-teacher relationships, and increased punitive disciplinary measures. Additionally, teacher burnout results in reduced job satisfaction, increased turnover intentions, and diminished professional efficacy. This study investigated the relationship between challenging student behavior and teacher burnout symptoms for rural Alabama teachers. Specifically, the study evaluated whether the type and frequency of challenging behavior was associated with higher levels of emotional exhaustion and depersonalization and reduced levels of personal accomplishment. The results indicated that the type and frequency of challenging student behavior are significantly associated with higher levels of teacher burnout, but years of service do not have a significant relationship with burnout levels for teachers who have had experiences with challenging behavior. By examining rural teachers' burnout symptoms in relation to challenging student behaviors, the quantitative study provides insight into a possible contributing factors of rural teacher burnout.

Comparative Analysis of Human and Artificial Intelligence Data Collection on Discrimination of Motor Movements

CORY JOHNSON, M.S., BCBA (Glenwood)

Behavior frequency data is collected for individuals with autism to monitor progress and inform decision making by behavior analysts. This data impacts important life decisions, such as restrictive procedures fading, psychotropic medication prescribing, and residential placement (Vollmer et al. 2008). Studies have demonstrated exorbitant training and monitoring hours are required from a behavior analyst to ensure this data collected by direct care staff is accurate (Mozingo et al. 2006; Reis et al. 2013). The current analysis compares the efficacy of two AI data collection systems to that of a human data collector for human gross motor frequency and topography. Participants were prompted to make gross motor movements at latencies which decrease across sessions, and the topography and frequency of the movements are scored by a human data collector, a file-based motion detection (FBMD) camera, and a generative pre-trained transformer (GPT). Data shows that the FBMD is incapable of scoring topography of motor movements while the human data collector and GPT can do so with varying accuracy.

THURSDAY, OCTOBER 9, 2025 (cont.)

Do Resident-Induced Motivation Operations for Staff Behavior Carry Over to Other Residents?

Ellie Moroshok, M.S., BCBA, John Rapp, PhD, BCBA-D, Ashley Anderson (Auburn University)

In Applied Behavior Analysis, practitioners often train caregivers and staff members to follow a behavior plan; however, we fail to evaluate the motivation of the implementer to follow the established rules. For example, it is possible that needing to provide consequences for problem behavior displayed by one individual under a staff member's care affects how that staff member provided consequences to other individuals under their care. This study examines staff members' behavior in Juvenile Residential Treatment Facilities using a reverse translational approach. The study used vignettes depicting appropriate and problem behavior by residents in a facility to evaluate the participants' responses. Specifically, participants were asked to either add or remove tokens following instances of either problem behavior appropriate behavior. Participants responded to a sequence of behaviors in which one resident engaged in problem behavior, followed by responding to a second resident who engaged in an appropriate behavior. The purpose of this arrangement was to evaluate whether the behaviors displayed by the first resident alter the participants' response to the second resident. The results indicate that there are changes in participants' responding following different amounts of appropriate or problem behaviors. The findings may be used to inform training strategies for caregivers and staff members.

ShelfHelp: Teaching Inclusive Higher Education Students the Use of Over-the-Counter Medications

Christine Drew, PhD, BCBA-D, Margaret Drew, PhD, BCBA-D (Auburn University)

The authors conducted a single case research study using a multiple baseline across skill design for 5 adults with intellectual disability entering a university-based inclusive postsecondary education program. Via telehealth, we taught students when and how to treat common illnesses encountered in college including nasal issues (runny nose, stuffy nose, and sinus pressure), cough, sore throat, fever, and headache. Students were assessed on their knowledge of the following areas: definitions of illnesses/symptoms, types of medication to take for each symptom/illness, name brands of medications, how often to administer the medications, dosing information, and how to use a thermometer. We will present results of the research assessed using visual analysis. We will discuss the limitations of the current study, plans for future research, and implications for practice.

FRIDAY, OCTOBER 10, 2025

CONFERENCE SESSIONS

8:00 AM – 8:45 AM

OPEN BUSINESS MEETING

No CEUs Offered

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

9:00 AM – 10:00 AM

CEUs Offered: 1E

The Ethics of Providing Effective Interventions Related to Sexuality

JENNIFER POLLARD, PhD, BCBA, LBA (University of Louisville)

There is a long history of individuals with extensive support needs (ESN) being sterilized without their knowledge and consent. Additionally, contextually inappropriate sexualized behavior (CISB) is fairly prevalent among individuals with ESN; estimates suggest that 18% to 28% of individuals diagnosed with intellectual or developmental disabilities (IDD) engage in these behaviors. Part of the reason this occurs is a lack of comprehensive sex education (CSE), limited awareness of individuals with ESN's sexual development, and a lack of interventions to address sexual behaviors and build skills related to self-determination or informed decision-making. This session will discuss the ethics involved in increasing skills and understanding and decreasing safety issues related to this area while maintaining dignity for each individual's choices and preferences.

At the conclusion of this presentation, participants will:

1. Identify BACB ethics codes related to sexuality
 2. Identify the topics related to sexuality intervention
 3. Understand how to use behavior analytic interventions to enhance sexuality education and decrease safety issues related to sexuality.
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FRIDAY, OCTOBER 10, 2025 (cont.)

10:10 AM – 11:10 AM

CEUs Offered: 1E

Artificial Intelligence in Behavior Analysis: Using AI to Support (Not Replace) Human Expertise in Research, Teaching, and Practice

WENDY DONLIN WASHINGTON, Ph.D. (University North Carolina Wilmington)

Depending on the source, Artificial Intelligence (AI) can be portrayed as a revolutionary breakthrough set to transform science, medicine, and technology, as a menace that will replace workers, as a threat to security, or as a gimmick that fails to perform reliably. The ultimate utility of AI will rely on the willingness of different fields to adopt, regulate, train users, and customize AI to meet specific needs. Although different forms of artificial intelligence have existed for decades, the widespread public availability of Large Language Models (LLMs) since 2022 marked a turning point in their adoption. This session will describe the various types of AI and their potential applications in the research, teaching, and practice of behavior analysis. This session will explore issues such as AI Literacy, data privacy, hallucinations, algorithmic bias, and the ethical implementation of AI. Practical examples of AI applications in research, teaching, and applied interventions will be highlighted. Further, the necessity of establishing competency-based training and the ethical regulation of AI use in behavior analysis will be addressed.

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

1. Define and differentiate between various types of Artificial Intelligence, including Large Language Models (LLMs), and understand their relevance to behavior analysis
2. Describe the ethical implementation of AI in behavior analytic contexts, focusing on data privacy, and mitigating risks of errors due to algorithmic bias and “hallucinations”
3. Describe at least 3 ways that artificial intelligence can be used to enhance research, teaching or practice in behavior analysis

11:20 AM – 12:20 PM

CEUs Offered: 1

The Scientist Practitioner Model: Conceptualizing the Relationship Between Research and Practice in Applied Behavior Analysis

LINDA LEBLANC, PhD, BCBA-D, Licensed Psychologist (LeBlanc Behavioral Consulting; Action Institute for Outcomes Research)

This talk reviews the concept of the scientist-practitioner model, the history and origins of the term, and modern integrations of science and practice that should influence the training and practice of behavior analysts. Science and practice are presented as bi-directionally influencing aspects of our knowledge base, worldview, and values in behavior analysis. When this bi-directional influence wanes, gaps develop and widen between research and practice, which can jeopardize the quality of client services. Strategies for enhancing bi-directional influence and closing the research to practice gap are discussed.

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

1. Describe the historical background of the scientist-practitioner model
2. Identify ways that science and practice can influence each other over time.
3. Identify a strategy for closing the research to practice gap.

LUNCH BREAK 12:20 – 1:20PM

FRIDAY, OCTOBER 10, 2025 (cont.)

1:30 PM – 2:30 PM

CEUs Offered: 1

The boundaries of effective intervention: Identifying alternative sources of control in the assessment and treatment of challenging behavior

LINDSAY LLOVERAS, PhD. BCBA-D (Marcus Autism Center)

Functional analysis of challenging behavior has led to life-changing intervention for countless individuals, but what happens when the outcomes of our assessment don't lead to an effective treatment? The presenter will argue that improvements in the assessment process may account for often overlooked extraneous sources of control. The present talk will include a discussion of the 80% challenging behavior reduction criterion, and how we might account for the remaining 20%. The presenter will use evidence from a variety of settings to demonstrate how behavior analysts can practically use data to improve both intervention efficacy and a whole-client approach to treatment.

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

1. Identify extraneous variables that may impact both intervention success and client wellbeing.
2. Recognize behavior patterns that may be indicative of alternative sources of control.
3. Adapt empirically validated approaches to settings with limited resources.

2:40 PM – 3:40 PM

CEUs Offered: 1

Environmental and Social Factors Influencing Behavioral Interventions for Children Diagnosed with Autism Spectrum Disorder

NADRAT NUHU, Ph.D., BCBA-D (Wisteria Psychological Services) and **JENNIFER HODNUTT, Ph.D., BCBA-D** (Marcus Autism Center)

Individuals diagnosed with autism spectrum disorder (ASD) may require intervention for complex challenging behavior which impairs their daily functioning (Stewart, McGillivray, Forbes, & Austin, 2017). Social determinants of health (SDH) are the conditions in which people are born, grow, and live (e.g., socioeconomic status, healthcare access, and cultural influences), and how those factors impact individuals' lives (Braveman & Gottlieb, 2014). Individuals who engage in complex challenging behavior such as aggressive and disruptive behavior require intensive services to mitigate the impacts of the complex challenging behavior on the child and their families (Oberleitner, Ball, Gillette, Naseef, & Stamm, 2006; Watson, Hayes, & Radford-Paz, 2011). The influence of family and environmental characteristics on outcomes of behavioral interventions is one relative gap within the behavior analytic literature. In Experiment 1, we examined predictors of successful treatment admissions by examining the effects of race, caregiver involvement, reliable transportation, stable housing, and insurance type on treatment success. Experiment 2 further evaluated environmental factors impacting treatment success by examining caregiver wellbeing. This study identified the relationship between complex challenging behavior exhibited by a child diagnosed with ASD and posttraumatic stress disorder (PTSD) symptomology in their caregivers. Findings and clinical implications for both studies will be discussed.

At the conclusion of this presentation, participants will:

1. Define and identify social determinants of health and how they apply to behavior analytic interventions for complex challenging behavior
 2. Identify how posttraumatic stress symptomatology may develop in caregivers of children who exhibit complex challenging behavior
 3. Determine how to use information regarding environmental factors to inform behavioral intervention development
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FRIDAY, OCTOBER 10TH, 2025 (cont.)

3:50 PM – 4:50 PM

CEUs Offered: 1E

Partnership and Collaboration for Culturally Responsive Behavior-Analytic Practice in Educational Settings

CORINA JIMENEZ-GOMEZ, Ph.D., BCBA-D (University of Florida)

Culturally responsive practices require including stakeholder involvement throughout the process of behavior analytic service delivery. The balance between evidence-based practice and embedding client preference can be difficult to navigate to ensure social validity and improved behavior outcomes. Importantly, culturally responsive behavior analytic practices cannot exist at the expense of following data-driven best practices. This endeavor can be further complicated in educational settings, where resources are limited, environments are more variable, and environmental contingencies may not support behavior analytic approaches. This presentation will describe ongoing work to collaborate with administrators, teachers, and staff in preschool and public schools to provide behavior analytic support to promote student inclusion, enhance staff skill development, and improve student outcomes.

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

1. Define culturally responsive behavior-analytic practices
2. Identify examples of culturally responsive practice in educational settings
3. Identify challenges and potential ethical dilemmas of culturally responsive practice in educational settings



NOTES

THE LEARNING TREE, INC.

For over 40 years, The Learning Tree has served children and adolescents from across Alabama and the southeast. Today, educational and residential programs, and applied behavior analysis (ABA) clinics are provided for hundreds of children with intellectual disabilities, including those with autism. At The Learning Tree, children learn, grow, and experience their community.



learning-tree.org



THE LEARNING TREE
growing together

The Learning Tree provides community-based residential programs for children and adolescents ages 6–21 who face significant behavioral challenges. Educational services are offered through our community school campuses, where each student receives an individualized instructional program in a nurturing and supportive environment built on the principles of Applied Behavior Analysis.



School Consultation
and Collaboration
THE LEARNING TREE INC.

The School Consultation and Collaboration Program provides comprehensive behavior assessments, training, and support for students with intellectual and developmental disabilities, as well as those experiencing behavioral challenges, within public schools across Alabama. Through close collaboration with teachers, paraprofessionals, and administrators, The Learning Tree works to promote greater independence for each student while reducing behaviors that may limit learning opportunities.



Growing Independence
Behavioral Services
THE LEARNING TREE INC.

Growing Independence Behavioral Services offers Applied Behavior Analysis therapy in a clinic setting for preschool and school-age children diagnosed with autism spectrum disorder. Applied Behavior Analysis is a research-based approach proven to effectively teach new skills and support positive behavior change in children with autism. Licensed Behavior Analysts and Registered Behavior Technicians provide assessments and oversee every aspect of each child's individualized behavioral program.





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President: Laura Senn, Ph.D., LBA, BCBA-D (2024-2026)

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

Holly Patrick, M.A., LBA, BCBA (2025-2027)

Renee Renda, Ph.D., BCBA (2025-2027)

Student Representative: Malachi Jackson-Talmadge, B.S. (Jacksonville State University; 2025)

Executive Director: Sarah Richling, Ph.D., LBA, BCBA-D

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2025 Executive Committee Elections

The following Executive Committee positions will be filled for 2025:

- President-Elect (3-year term)
- Member-at-Large (3-year term)
- Member-at-Large (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 2026.

OUR SINCEREST APPRECIATION GOES OUT TO

Our Invited Speakers

Jim Carr	Will Martin
Chelsea Fleck	Nadrat Nuhu
Corina Jimenez-Gomez	Jennifer Pollard
Linda LeBlanc	Wendy Donlin Washington
Lindsay Lloveras	Tyler Whitney

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Schedule of Presentations and CEUs Available

Thursday, October 9, 2025

Time	Event	CE Hours (6)
9:00-10:00	Lauren Elliot <i>Presidential Address – ABA at a Crossroads: Back to the Basics</i>	1
10:10-11:10	Jim Carr An Update on the BACB and the Infrastructure of the ABA Profession	1
11:20-12:20	Tyler Whitney (<i>Sheridan O'Brien, ACE Event Instructor</i>) Tweens, Teens, and Young Adults on the Autism Spectrum: A Guide to Safety and Spending Healthy Time on the Internet	1
12:20-1:20	Lunch Break	NA
1:30-2:00	Poster Session and Data Share	NA
2:10-3:10	Will Martin Going Beyond Play: The Importance of Shared Engagement in Early Start Denver Model (ESDM) Intervention	1
3:20-4:20	Chelsea Fleck A Functional Analysis of the Behavior of the Clinician	1
4:30-5:30	Alabama Research Symposium: Representative Research From the State	1

Friday, October 10, 2025

Time	Event	CE Hours (6)
8:00-8:45	Open ALABA Business Meeting	NA
9:00-10:00	Jennifer Pollard The Ethics of Providing Effective Interventions Related to Sexuality	1 Ethics
10:10-11:10	Wendy Donlin Washington Artificial Intelligence in Behavior Analysis: Using AI to Support (not replace) Human Expertise in Research, Teaching, and Practice	1 Ethics
11:20-12:20	Linda LeBlanc The Scientist Practitioner Model: Conceptualizing the Relationship Between Research and Practice in Applied Behavior Analysis	1
12:20-1:20	Lunch Break	NA
1:30-2:30	Lindsay Lloveras The Boundaries of Effective Intervention: Identifying Alternative Sources of Control in the Assessment and Treatment of Challenging Behavior	1
2:40-3:40	Nadrat Nuhu & Jennifer Hodnutt Environmental and Social Factors Influencing Behavioral Interventions for Children Diagnosed with Autism Spectrum Disorder	1
3:50-4:50	Corina Jimenez-Gomez Partnership and Collaboration for Culturally Responsive Behavior-Analytic Practice in Educational Settings	1 Ethics