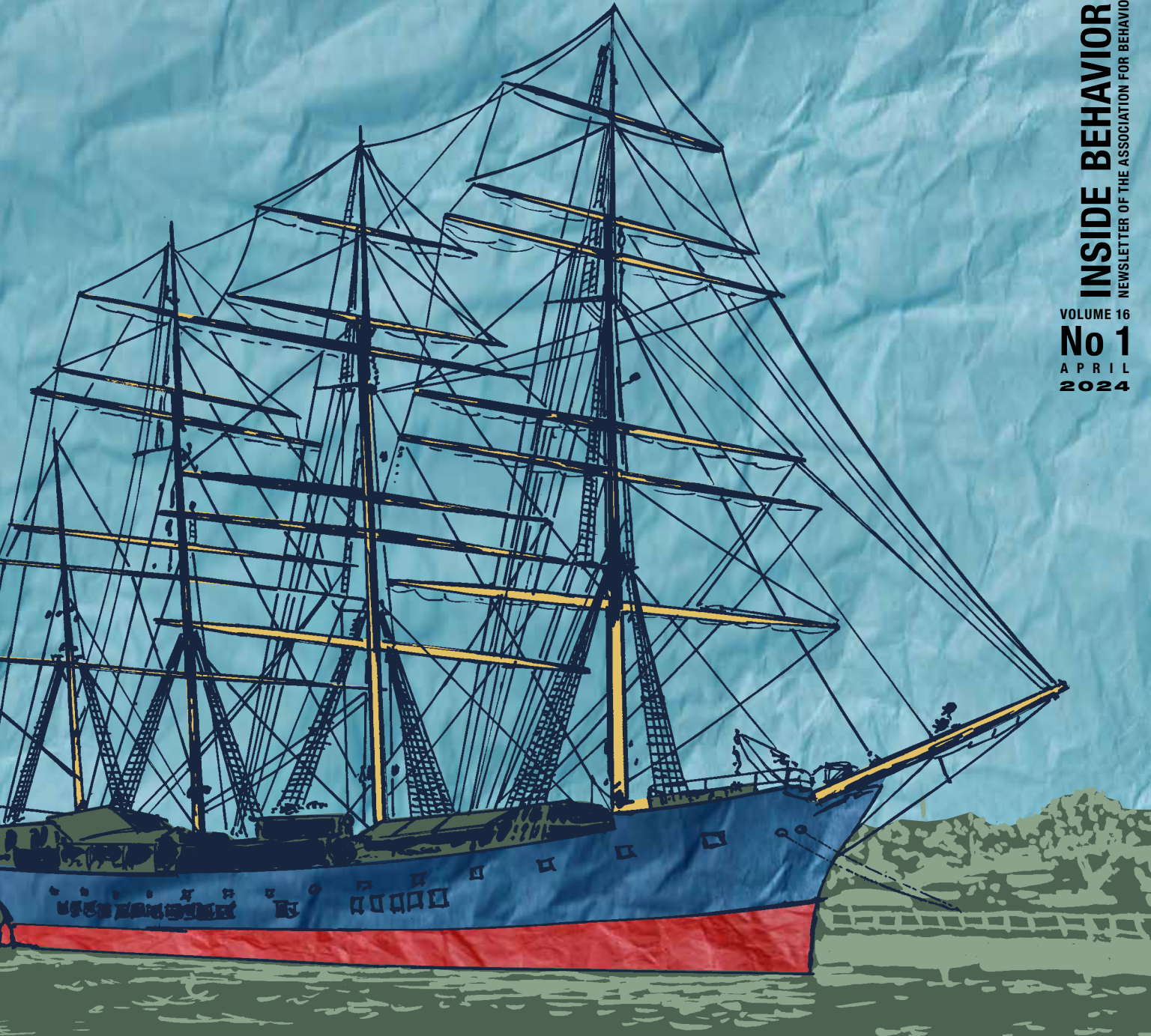


ISSN 2151-4623



INSIDE BEHAVIOR ANALYSIS
NEWSLETTER OF THE ASSOCIATION FOR BEHAVIOR ANALYSIS INTERNATIONAL

VOLUME 16
No 1
APRIL
2024





Register today!

SATURDAY MAY 25
to MONDAY MAY 27
2024

50th ANNUAL
CONVENTION

Philadelphia

PENNSYLVANIA CONVENTION CENTER
& MARRIOTT PHILADELPHIA DOWNTOWN

ON THE COVER

The four-masted steel barque *Moshulu* is docked in Penn's Landing, Philadelphia. Launched in 1904, the ship—then named the Kurt—carried coal, coke, and nitrate until being seized by the United States during World War I. Renamed the *Moshulu* (meaning "one who fears nothing" in the Seneca language) in 1917 by First Lady Edith Wilson, wife of President Woodrow Wilson, the ship was re-seized by the Germans in 1940 and capsized in 1947 off the coast of Norway. She has been a floating restaurant and museum in Philadelphia since 1975.

Illustration: MARTIN BURCH



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INSIDE BEHAVIOR ANALYSIS
NEWSLETTER OF THE ASSOCIATION FOR BEHAVIOR ANALYSIS INTERNATIONAL
VOLUME 16
No 1
A P R I L
2024

WELCOME TO

Philadelphia

CELEBRATING

Fifty years OF THE **ABA**

WE ARE SO EXCITED FOR THE
Association for Behavior Analysis
International's 50th Annual Convention
in Philadelphia, Pennsylvania!

The Pennsylvania Convention Center and the headquarters hotel, the Marriott Philadelphia Downtown, are located heart of walkable and accessible Philadelphia. The convention center is steps away from art institutions such as the Barnes Foundation, the Philadelphia Museum of Art, and the Rodin Museum; and historic sites such as the Liberty Bell and the National Constitution Center, which are part of "America's most historic square mile." We are thrilled to offer an impressive program of over 500 presentations across a variety of topics.

The 2024 Society for the Advancement of Behavior Analysis (SABA) Awards will highlight the impressive contributions of Jay Moore (Distinguished Service to Behavior Analysis), Stuart Vyse (Effective Presentation of Behavior Analysis in the Mass Media), Jomella Watson-Thomas (Scientific Translation), Dermot Barnes-Holmes (International Dissemination of Behavior Analysis),

and Teachers College, Columbia University (Enduring Programmatic Contributions in Behavior Analysis).

In honor of this significant milestone, this year's program will include two themes: the history and future of the Association for Behavior Analysis International, and the history and future of the science of behavior analysis. Presentations will include a symposium and panel on each of these themes.

The presidential scholar address "Was the Big Brain a Useful Adaptation?" will be presented by Mr. Bill McKibben, a founder of Third Act, which organizes people over the age of 60 to work on climate and racial justice. He will discuss the crisis surrounding global warming and how we might turn it around.

The B. F. Skinner Lecture Series – presentations curated by the Program Board and area coordinators and delivered by non-behavior analysts who work in complimentary fields – will provide convention attendees with a sense of how behavior analytic findings and methods contribute to broader scientific topics including artificial intelligence and gamification, augmented and virtual reality, trauma, social justice, and the cognitive world of honeybees.

Invited presentations will highlight some of the field's



most important and interesting leaders and trends. This year, the convention will feature presentations on self-injurious behavior, owner-implemented protocols for companion dogs, the constructional approach to social problems, determinants of benzodiazepine misuse, adherence to medical procedures for people with autism spectrum disorder (ASD) and intellectual disabilities, the future of behavioral interventions in the age of artificial intelligence, relational framing, and more.

The Professional Development Series is an initiative of the ABAI Student Committee, which invites panels to address topics of special interest to Student members. Topics at this year's convention include tips on writing for professional journals, navigating the field of public health, assessing and treating inappropriate sexual behavior, strategies for effective public engagement and outreach, and pursuing internships in doctoral education.

The convention program includes 370 panels and symposia, 70 workshops, 64 invited presentations – including 17 B. F. Skinner Lectures – and over 540 posters. Opportunities to collaborate and learn about other programs and organizations will be found during 29 business meetings, 22 reunions and receptions, and the expo poster session, which features over 100 posters.

This year's convention will also include two special events to celebrate ABAI's 50th anniversary, taking place on Sunday, May 26. The first event is a gala dinner. This exclusive, ticketed event will include fine dining, a silent auction, and reflections from ABAI presidents. The second event is our 50th Anniversary celebration, which will combine the reunions and the ABAI social. This special event is open to all convention attendees and will include light snacks, cash bars, live music, and a presentation about the history of ABAI. These events are not to be missed! We hope that you can join us to celebrate our history and our journey towards a promising future.

The 50th Annual Convention would not be possible without the work of ABAI's Program Board. Coordinator Mitch Frying and Committee Chair Linda Hayes have overseen the completion of an impressive program with the assistance of 31 area coordinators in 16 program areas. This year's coordinators are Denys Brand, Adam Briggs, Jennifer Bruzek, Regina Carroll, Alison Cox, Darlene Crone-Todd, Claudia Drossel, Jovonnie Esquierdo-Leal, Erica Feuerbacher, Elizabeth Fong, Andres Garcia-Penagos, Brett Gelino, August Holtyn, Kieva Hbranchuk, Daniel Fienup, Yanerys Leon, Caio Miguel, Kerri Milyko, Amanda Muñoz-

See FIFTY YEARS on page 4

SABA 2024

Senior Student Presenter Grant Recipients

Thank you to all who donated to SABA's Student Presenters Fund for the 50th ABAI Annual Convention.

Your generous contributions have supported the registration of the following 53 student presenters!

Belgium

Ghent University

Matthias Raemaekers

Brazil

UFSCar

Heloisa Zapparoli

Universidade Federal de São Carlos

Alceu Regaço

Denise Passarelli

Ramon Marin

Anne Carneiro

Canada

Brock University

Emily Houston

Thurka Thillainathan

The Chicago School of Professional Psychology

Wendy Weller

Great Britain

Ulster University

Amanda Gilmore

Jonathan Todd

Scott Graham

University of South Wales

Sophie Bradbury

Italy

The Chicago School,

ABA For Disability

Valeria Pascale

Japan

The Chicago School of Professional Psychology; Children Center, Inc

Mari Uramoto

Mexico

Universidad de Guadalajara

Julian Velasquez

Universidad Veracruzana

José Abraham Rivera Uribe

Norway

University of Agder

Aleksandra Wood

United States

Auburn University

Daniel Sheridan

Baylor University

Julia Hrabal

Renming Liu

Berry College

Helen Alexander

California State University, Sacramento

Armando Angulo

Twixt Toussaint Bernard-Pantin

Drexel University

Valerie Colantuono

Eastern Connecticut State University

Samantha Vertucci

Marquette University

Brianna Duszynski

Queens College, City University of New York

Aaron Leyman

Southern Illinois University

Connor Eyre

Julian Cifuentes

Pablo Ledesma Castro

The Chicago School of Professional Psychology

Samantha Denegri

Elizabeth Jones

Michelle Sereno

University of Florida

Anna Quintero-Giegeling

University of Kansas

Bryan Simmons

Elizabeth Hardesty

University of Maryland

Tianjiao Li

Monerah Al-Dubayan

University of Nebraska Medical Center

Guangyi Lin

Alexandra Cicero

Brittany Loder

University of Nevada, Reno

Theo Fuentes

University of North Carolina at Chapel Hill

Clara Thorn

University of North Texas

Setareh Dehghani-Moslemi

University of Pittsburgh

Xiaofan Zhang

University of South Florida

Amalix Flores

Asha Fuller

University of Texas at San Antonio

Cha Yong Patterson

University of the Pacific

Prerana Atreya

Western Michigan University

Alyvia Anaple

Kyle Visitacion

FIFTY YEARS continued from page 3

Martinez, Jonathan Pinkston, Sharlet Rafacz, Samantha Riggelman, Patrick Romani, Kathryn Roose, Rocio Rosales, Alice Shillingsburg, Eric Thraikill, Jessica Van Stratton, Marco Vasconcelos, Mindy Waite, and Kim Zonneveld.

Finally, thank you to the extraordinary ABAI staff for

their work in the planning, preparation, and execution of the convention.

We are looking forward to all of this and more at ABAI's 50th Annual Convention on May 25–27, 2024, in Philadelphia, Pennsylvania. We hope you will join us for this exciting and important milestone. ❖



Society for the Quantitative Analysis of Behavior
46th Annual Meeting, May 23 – May 24, 2024
Pennsylvania Convention Center, Philadelphia, PA



William M. Baum, UC Davis and University of New Hampshire, USA

Elizabeth M. Brannon, University of Pennsylvania, USA

Sarah Cowie, University of Auckland, New Zealand

David J. Cox, Endicott College and RethinkFirst, USA

C. R. Gallistel, Rutgers University, USA

Donald A. Hantula, Temple University, USA

Sally L. Huskinson, University of Mississippi Medical Center, USA

David N. Kearns, American University, USA

Gabriela E. López-Tolsa, Univ. Nacional de Educación a Distancia, Spain

Suzanne H. Mitchell, Oregon Health & Science University, USA

Takao Sasaki, University of Georgia, USA

David V. Smith, Temple University, USA

Marco Vasconcelos, Universidade de Aveiro, Portugal

For more information, visit sqab.org or contact Federico Sanabria, SQAB Program Chair:
Federico.Sanabria@asu.edu

2024 Opening Event and Awards Ceremony

SABA Awards

The Society for the Advancement of Behavior Analysis (SABA) provides financial support for the field of behavior analysis. As a 501(c)(3) nonprofit organization, SABA accepts tax-deductible donations, distributes donations through grants and fellowships, and recognizes leaders in behavior analysis with its annual awards ceremony.



Jay Moore

Award for Distinguished Service to Behavior Analysis

Jay Moore

(University of Wisconsin, Milwaukee)

Dr. John C. (Jay) Moore is recognized as one of the discipline's most erudite scholars in the philosophy of radical behaviorism and conceptual issues in behavior analysis. Dr. Jay Moore has published 40 papers on radical behaviorism and philosophy of science in a wide variety of behavioral and psychological journals. His recent book, *The Conceptual Foundations of Radical Behaviorism*, provides the field with a comprehensive and sophisticated look at the philosophical underpinnings of the discipline.

Dr. Moore has also contributed significantly to the experimental analysis of behavior, most importantly with a series of papers, beginning in 1975, on choice and reinforcer variables. His dedication to the Association includes work with its accreditation board, with the editorial board and as Editor of *The Behavior Analyst*, and as its President. The ABA Fellows program itself was one of his contributions. Dr. Moore has presented over 100 papers at conferences world-wide and has also served on editorial boards of the *Journal of the Experimental Analysis of Behavior*, *Behaviorism*, *Psychological Record*, and the *European Journal of Behavior Analysis*. He has also served on the Board of Trustees of the Cambridge Center for Behavioral Studies.



Jomella Watson-Thompson

Award for Scientific Translation

Jomella Watson-Thompson

(University of Kansas)

Dr. Jomella Watson-Thompson is a professor of Applied Behavioral Science and a researcher affiliated with the Center for Community Health and Development. Dr. Thompson leads the Youth

Violence Prevention Research Center- Kansas City, a Center for Disease Control and Prevention National Center of Excellence in Youth Violence Prevention. Her research focuses on behavioral-community approaches to youth and community violence prevention, adolescent substance abuse prevention, and neighborhood and community development. She has examined the effects of community-based processes and behavioral-community interventions to promote mobilization and change in communities.

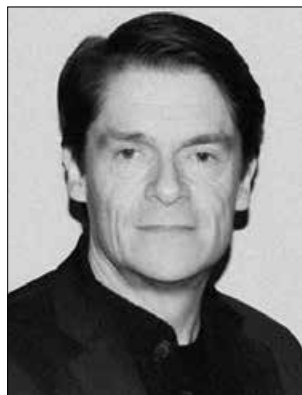
Dr. Thompson also works with community collaboratives to examine social determinants or factors, including educational attainment and access to resources and supports, that may contribute to disparities experienced particularly for racial and ethnic groups and in underserved communities. She researches and promotes community-academic partnerships through community-engaged scholarship as an approach to foster sustainable change and improvement in communities. Dr. Thompson has received numerous funding awards and co-authored articles on community capacity-building, youth and neighborhood development, adolescent substance abuse, and youth and community violence prevention. She serves on the Executive Council for the Association of Behavior Analysis International. She attained a Ph.D. in Behavioral Psychology, a Masters of Urban Planning from the University of Kansas, and a B.A. in Urban Studies from Jackson State University.

Award for International Dissemination

Dermot Barnes-Holmes

(Ulster University Coleraine, Northern Ireland)

Dr. Dermot Barnes-Holmes received his D.Phil. in behavioral analysis and behavioral biology from the University of Ulster, Coleraine, N. Ireland. He currently serves as Senior Full Professor and Odysseus Laureate at Ghent University, Belgium, having previously served on the faculties of the National University of Ireland, Maynooth, and University College Cork. Dr. Barnes-Holmes is an



Dermot Barnes-Holmes

extraordinarily prolific researcher who has made extensive contributions to the behavior analytic literature, especially in the areas of language and cognition. The competitive and prestigious Odysseus Laureate awarded to Dr. Barnes-Holmes in 2015 is just the most recent recognition of the esteem in which his work is held among behavioral scientists internationally. He contributed substantively to the development of Relational Frame Theory and has been a major source, either directly or through his more than 35 doctoral students, of the frequently cited empirical studies that support the theory. Since 1989, Dr. Barnes-Holmes has published 224 peer-reviewed articles, 40 book chapters, and 7 books or edited volumes. His work is known for its creativity and breadth in addressing complex questions about human language and cognition, with a coherent conceptual and methodological approach. This work has received more than €3.5 million in competitive funding since 2000, and has resulted in a number of prestigious awards and recognitions.

Effective Presentation in Mass Media

Stuart Vyse

(Southern Illinois University)

Stuart Vyse received BA and MA degrees in English Literature at Southern Illinois University, and MA and Ph.D. degrees in psychology from the University of Rhode Island. He was a visiting scholar at Harvard University, where he worked in the pigeon laboratory, then under the supervision of Richard Herrnstein. The majority of his teaching career was spent at Connecticut College, where he was Joanne Toor Cummings' 50 Professor of Psychology. He is author of *Believing in Magic: The Psychology of Superstition* (2014/1997), which won the William James Book Award of the American Psychological Association, and *Going Broke: Why Americans Can't Hold on to Their Money*.

His research interests are in decision-making, behavioral economics, philosophy, and belief in the paranormal. His essays and opinion pieces have appeared in the *Observer*, *Medium*, *The Atlantic*, *Huffington Post*, and *Tablet*. As an expert on superstition and irrational behavior, he

has been quoted in many news outlets, including the *New York Times*, the *Washington Post*, *New Statesman*, *Vox*, and the *Los Angeles Times*, and he has appeared on CBS Sunday Morning (twice), CNN International, the PBS NewsHour, and NPR's Science Friday. He is a Fellow of the Committee for Skeptical Inquiry, and he writes the "Behavior & Belief" column for *Skeptical Inquirer* magazine, where he is a contributing editor.

Enduring Programmatic Contributions

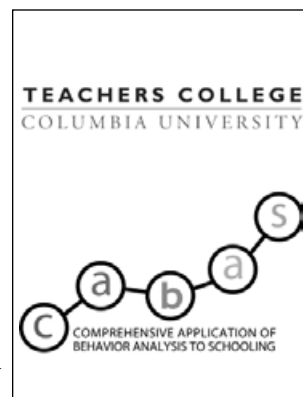
Douglas Greer and Jessica Dudek

(Teachers College, Columbia University)

In 1981 Doug Greer, in conjunction with his graduate students from Columbia University's Graduate School of Arts and Science and Teachers College, developed the Comprehensive Application of Behavior Analysis to Schooling (CABAS®) model of education. CABAS® was designed to incorporate the findings in the science of behavior and its philosophy to all components of the schooling system (students, parents, organizational administration, teacher trainers, parents, and the university). CABAS® schools are driven by students' learning that is continuously and directly measured. Application of the science involves continuous measurement as teaching tools. Student outcomes and research drive the curriculum at the university level. PhD students function as strategic scientists of teaching in their classrooms and train their MA teacher assistants. CABAS® School salaries have funded MA and PhD students for 43 years (264 PhD dissertations, more than 450 MA students). Today accredited CABAS® schools (see www.cabasschools.org) are in the USA, Korea, and England, with hundreds more CABAS® trained professionals in Ireland, Italy, Spain, Brazil, and China. Research contributions include: a strategic science of teaching and accelerated independent learning, identification and establishment of verbal developmental cusps, how ontogenetic verbal development affects instruction, conditioned reinforcement by denial, and effects of verbal cusps on learning to read and reading to learn.



Stuart Vyse



Teachers College
Columbia University,
Comprehensive Application
of Behavior Analysis
to Schooling

B. F. Skinner Lecture Series

The B. F. Skinner Lecture Series features distinguished speakers from fields other than behavior analysis. Presenters in this series were selected and invited by the area coordinators.

Applied Animal Behavior
**Bench to Bedside of
Behavior Problems in Dogs**



Niwako Ogata
Purdue University

Monday, May 27
12:00 pm–12:50 pm

Behavioral Pharmacology
and Neuroscience
**Reward, Interrupted: Inhibitory Control
and Its Relevance to Addictions**



David Jentsch
Binghamton
University

Monday, May 27
3:00pm–3:50 pm

Developmental Disabilities
**Wearable Biosensing to Predict
Imminent Aggressive Behavior in
Psychiatric Inpatient Youths
with Autism**



Matthew Goodwin
The Groden Center

Saturday, May 25
12:00 pm–12:50 pm

Autism
The Intact Mind and Why It Matters



Amy Lutz
University of
Pennsylvania

Sunday, May 26
4:00 pm–4:50 pm

Clinical/Family/
Behavioral Medicine
**Elevate Your Therapeutic Impact:
A Journey Into Self-Awareness
and the Power of Functional
Analytic Psychotherapy**



Mavis Tsai
Independent Practice

Saturday, May 25
5:00 pm–5:50 pm

Diversity, Equity,
and Inclusion
**Social Justice and Compassion in a
Queer Context**



Matthew Skinta
Roosevelt University

Saturday, May 25
11:00 am–11:50 am

Behavioral Development
How Behavior Develops



Karen Adolph
New York University

Sunday, May 26
12:00 pm - 12:50 pm

Community, Social, and
Sustainability Issues
The Trouble with Carceral-Centrism



Roberto Aspholm
University of St.
Thomas

Sunday, May 26
3:00 pm–3:50 pm

Education
**A Behavioral View of Instruction:
It's Just Not For Behavior Analysts
Anymore!**



**Nancy
Marchand-Martella**
University of
Colorado
Colorado Springs

Monday, May 27
3:00 pm–3:50 pm

Experimental Analysis of Behavior

Experimental Access to the Cognitive World of Honeybees: Lessons From a Miniature Brain



Martin Giurfa
Sorbonne University

Monday, May 27
11:00am–11:50 am

Organizational Behavior Management

AR and VR 101: A PRIMER on the What, Why, and How



Lisa Toenniges
Innovative Learning Group

Saturday, May 25
3:00pm–3:50 pm

Practice

Using AI, Machine Learning and Gamification to Enhance the Reach, Scale, Engagement and Effectiveness of Behavioral Interventions



Evan Forman
Drexel University

Monday, May 27
10:00 am–10:50 am

Science

Origins of Human Cooperation



Michael Tomasello
Duke University

Saturday, May 25
11:00 am–11:50 am

Everyday Trauma: Learning to Forget



Tracey Shors
Rutgers University

Monday, May 27
3:00 pm–3:50 pm

Go To The People



James Withers
UPMC Mercy Hospital

Sunday, May 26
6:00 pm–6:50 pm

Teaching Behavior Analysis

Harmony in Analysis: Bridging Human Insight and Artificial Intelligence for Advanced Behavioral Understanding and Ethical Clinical Interventions



Jessica Jackson
Therapy Is For Everyone
Psychological & Consultation Services, PLLC

Saturday, May 25
12:00 pm–12:50 pm

Verbal Behavior

Words Are Not Enough: Intervention Strategies That Promote Social Attention and Interaction in Autistic Children



Pamela Rollins
University of Texas at Dallas

Sunday, May 26
9:00 am–9:50 am

Invited Events

Thematic Track Events:
History & Future of
ABAI and the
Science of Behavior

The Story of ABAI

Saturday, May 25

10:00AM–12:50PM



Maria E. Malott
Association for
Behavior Analysis
International

The Development of Behavior Science Symposium

Sunday, May 26

9:00AM–11:50AM



William M. Baum
University of
California, Davis

The Development of Behavior Science Panel

Sunday, May 26

12:00PM–12:50PM



Claudia Drossel
Eastern Michigan
University



Carol Pilgrim
University of North
Carolina Wilmington



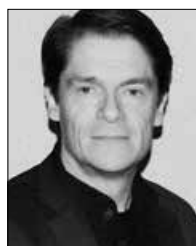
Sigrid Glenn
University of
North Texas



Matthew Lewon
University of
Nevada, Reno



**Linda J.
Parrott Hayes**
University of
Nevada, Reno



**Dermot
Barnes-Holmes**
Ulster University



Rocío Rosales
University of
Massachusetts
Lowell



Michael Perone
West Virginia
University

**Applied Animal Behavior
Development and Validation of
Owner-Implemented Protocols for
Companion Dogs**



Mindy Waite
Carroll University

Sunday, May 26
6:00PM–6:50PM

**Behavioral Development
The Scientist Behavior, Behavior
Analysis, Relational Framing: A Tree
as a Metaphor for Keeping Alive the
Functional Sap in Our Practices**



Carmen Luciano
University Almeria,
Spain

Monday, May 27
11:00AM–11:50AM

The Constructional Approach at Fifty



T. V. Joe Layng
Endicott College &
Generategy, LLC

Monday, May 27
10:00AM–10:50AM

Autism

**Self-Injurious Behavior: Decades
Past, Decades Ahead (The Problem
Is Not Solved)**



Timothy R. Vollmer
University of Florida

Saturday, May 25
10:00AM–10:50AM

**Behavioral Pharmacology
and Neuroscience**

**Running for the Shelter of a Mother's
Little Helper: Behavioral and
Pharmacological Determinants of
Benzodiazepine Misuse**



Sally L. Huskinson
University of
Mississippi
Medical Center

Sunday, May 26
8:00AM–8:50AM

**Community, Social, and
Sustainability Issues**

**Selection and Complexity in
Cultural Cusps: Latin America's
Independence from Spain**



Maria E. Malott
Association for
Behavior Analysis
International

**Future Directions for Research in
Precision Teaching**



Aoife Mctiernan
National University of
Ireland, Galway

Monday, May 27
9:00AM–9:50AM

**Clinical/Family/
Behavioral Medicine
Pharmacotherapy of Interfering
Behaviours in Autism Spectrum Disorder**



Robert Nicolson
University of
Western Ontario

Sunday, May 26
10:00AM–10:50AM



Sigrid Glenn
University of North
Texas

Sunday, May 26
3:00PM–3:50PM

Invited Tutorials

Community, Social, and Sustainability Issues

Contributions of Behavior Analysis to Behavioral Insights: From Choice to Policy



Marco Tagliabue

OsloMet - Oslo Metropolitan University

Monday, May 27
9:00AM–9:50AM

Increasing the Impact of Behavior Science on Climate Change



M. Christopher Newland

Auburn University

Monday, May 27
4:00PM–5:50PM

Developmental Disabilities

Increasing Adherence to Medical Procedures for People With Autism Spectrum Disorder (ASD) and Intellectual Disabilities



Daniele Rizzi

Fondazione Oltre le Parole Onlus – Pescara

Monday, May 27
8:00AM–8:50AM

Diversity, Equity, and Inclusion

Expanding Horizons: Integrating Clinical Behavior Analysis into Diverse Applications in Latin America



Yors A. Garcia

Pontificia Universidad Javeriana

Saturday, May 28
9:00AM–9:50AM

Education

Charting New Frontiers in Education and Beyond: Precision Teaching in the Modern Era



Athanasios Vostanis

University of Kent University

Sunday, May 26
11:00AM–11:50AM

Reflections on 50 Years of Intervention Research on Young Children with Autism



Phillip Strain

University of Colorado at Denver and Health Sciences Center

Monday, May 27
8:00AM–8:50AM

Experimental Analysis of Behavior

Measurement, Application, and Death in Research on Stimulus Equivalence



Christoffer K. Eilifsen

Oslo Metropolitan University

Sunday, May 26
3:00PM–3:50PM

Machines Learning but Humans Discerning: The Future of Behavioral Interventions for Health in the Age of Artificial Intelligence (AI)



Wendy Donlin Washington

University of North Carolina Wilmington

Monday, May 27
5:00PM–5:50PM

Organizational Behavior Management 5 Steps to Supercharge Results in Any Organization



Lori Ludwig

Performance Ally

Saturday, May 25
12:00PM–12:50PM

Philosophical, Conceptual, and Historical Issues

Induction Versus Reinforcement and the Molar View of Behavior



William M. Baum

University of California, Davis

Saturday, May 25
4:00PM–4:40PM

Behavior Analysis and B. F. Skinner: A 20th Century Science and Scientist's Contributions to The 21st Century



Maria Amalia Andery

Pontificia Universidade Católica de São Paulo

Sunday, May 26
5:00PM–5:50PM

Practice Quiet Courage



Shahla Alai-Rosales

University of North Texas

Saturday, May 25
4:00PM–4:50PM

The Field of Applied Behavior Analysis in Turkiye: Establishing and Disseminating Efforts



Elif Tekin-iftar
(Anadolu University)

Monday, May 27
4:00PM–4:50PM

Pursuing Behavioral Inoculation Through Coordinated Basic, Translational, and Applied Research



Brian D. Greer
Rutgers Robert Wood Johnson Medical School

Monday, May 27
8:00AM–8:50AM

**Teaching Behavior Analysis/Community, Social, and Sustainability Issues
Pioneering Behavior Analysis in the United Arab Emirates: Challenges, Solutions and The Road Ahead**



Nipa Bhuptani
Applied & Behavioral Training Institute, UAE

Monday, May 27
12:00PM–12:50PM

**Science
The Matching Law: Past, Present, and Future**



Jonathan W. Pinkston
University of Kansas

Sunday, May 26
4:00PM–5:50PM

**Behavioral Pharmacology and Neuroscience
Rate Dependency: Still Useful After All These Years**



Chris Hughes
University of North Carolina Wilmington

Saturday, May 25
3:00PM–4:50PM

**Verbal Behavior
Language Development as the Behavior Scientist Sees It**



Martha Pelaez
Florida International University

Saturday, May 25
5:00PM–5:50PM

Data Science and Behavior Analysis: A Love Story in A Foreign Land



David J. Cox
RethinkFirst; Endicott College

Sunday, May 26
4:00PM–4:50PM

**Teaching Behavior Analysis
Incorporating Contemplative Pedagogy to Teach the Science of Behavior**



Anita Li
University of Massachusetts Lowell

Sunday, May 26
8:00AM–8:50AM

Telling the Truth: Behavioral Procedures for Increasing the Accuracy of Reporting Past Events



Mariele Cortez
Universidade Federal de Sao Carlos

Sunday, May 26
5:00PM–5:50PM

Embracing Open Science Practices in Applied Behavior Analysis (ABA)



Art Dowdy
Temple University

Monday, May 27
10:00AM–11:50AM

Invited Tutorials

Behavioral Development

**Humans Learn Language through Observation:
A Verbal Behavior Development Account of
Language Acquisition**



Jessica Singer-Dudek
Teachers College, Columbia
University

Saturday, May 25
3:00PM–3:50PM

**Global Dissemination of Autism Treatment,
a Cross-Cultural Comparison of
Supervision Practices**



Paula Kenyon
Northeastern University and
Grupo Método

Sunday, May 26
12:00PM–12:5PM

Practice

**Applied Behavior Analysis (ABA) and Project
ECHO: A Successful Partnership to Support
Caregivers of Children With Autism and
Intellectual and Developmental Disabilities
(I/DD)**



Ilene S. Schwartz
University of Washington

Saturday, May 25
10:00AM–10:50AM

**Engaging Community and Health Partners in
Large-Scale Behavior Change Interventions for
Large-Scale Reach, Influence and Impact to Reduce
Spread of COVID-19**



Jannette Berkley-Patton
UMKC School of Medicine

Monday, May 27
4:00PM–4:50PM

**Multi-Tiered System of Supports (MTSS) Maximizes
Differentiation Power for Culturally, Linguistically,
Economically, and Neuro-
Diverse Students**



Trina Spencer
University of Kansas

Sunday, May 26
11:00AM–11:50AM

**Empowered to Lead: Effective Tools and
Practices Toward Culturally Responsive
Leadership in the Field of
Behavior Analysis**



Nasiah Cirincione-Ulezi
Ulezi LLC.

Monday, May 27
4:00PM–4:50PM

SQAB Events

The Society for Quantitative Analyses of Behavior (SQAB) will be sponsoring the following sessions at the 50th ABAI Annual Convention:

Present and Future of Do-It-Yourself Instrumentation for Operant Research



Rogelio Escobar
National Autonomous
University of Mexico

Saturday, May 25
12:00PM–12:50PM

Tutorial: Choice, Time, and Evolution: Dynamics in Self-Injurious Behavior



John Falligant
Kennedy Krieger Institute/
Johns Hopkins University
School of Medicine

Saturday, May 25
3:00PM–3:50PM

Tutorial: Integrating Discounting and Demand: Finding a Common Language Between Behavioral Economic Frameworks and Modeling Strategies



**Mark Justin
Rzeszutek**
University of Kentucky

Saturday, May 25
4:00PM–4:50PM

50th Anniversary Celebration

Sunday, May 26, 8PM–12AM

In honor of ABAT's 50th anniversary, our traditional reunions will be done in a whole new way by combining the reunions with our ABAI Social in celebration of this major milestone! Reunions will be clustered throughout the Grand Hall, starting at 8:00 p.m. on Sunday, May 26. Then, people will flow from their focus reunions to a larger, exciting gathering. As the evening goes on, emcees Dr. Ruth Anne Rehfeldt (ABAI Past President) and Dr. Kent Johnson (ABAI President-Elect) will kick off the larger celebration which will include a presentation of ABAT's history and trivia games. Both events will feature cash bars, snacks, and music. Cocktail attire is preferred. These Sunday evening activities will be a great opportunity to connect with fellow behavior analysts, but above all, we hope it will be an evening of celebration!

Business Meetings

Additional information on business meetings is listed in the program book and on the ABAI website.

Convention Highlights

2024 ABAI Presidential Address Designing Effective Instruction to Teach Micro-Credentials ... or Any Instructional Objective

Kent Johnson
(Morningside Academy)



Kent Johnson

Saturday, May 27
6:00PM–6:50PM

Kent Johnson, Founder and Executive Director of Morningside Academy and Co-Founder of Headsprout, received his Ph.D. from the University of Massachusetts Amherst in 1977. Morningside Academy operates a scientifically driven “catch-up” program for children and youth with learning and attention problems and a “get-ahead” program for average and above-average middle school youth, as well as provides a laboratory for developing instructional methods and materials. Morningside’s exemplary science-based approach has had global impact and serves as a beacon of hope for many, transforming lives and demonstrating what high-quality behavior analytic education can offer.

Dr. Johnson’s commitment to and success in developing and disseminating innovative and highly effective behaviorally based educational practices have been recognized by his receiving the Award for Public Service in Behavior Analysis from the Society for the Advancement of Behavior Analysis, the Edward L. Anderson Award in Recognition for Exemplary Contributions to Behavioral Education from the Cambridge Center for Behavioral Studies, the Ogden R. Lindsley Lifetime Achievement Award in Precision Teaching from the Standard Celeration Society, and the Fred S. Keller Behavioral Education Award from Division 25 of the American Psychological Association.

Abstract

A new approach to documenting the skills and repertoires of professionals is emerging in several fields of study, including education, medicine, and information technology. The technology is called micro-credentialing. According to the Mozilla Foundation, micro-credentialing refers to “digital certification of assessed knowledge, skills and competencies which is additional, alternate or complementary to, or a component of, formal qualifications.” A micro-credential is an award, based on a short, verifiable presentation

that demonstrates that a scientist-practitioner has mastered a specific skill in a content area. An individual with a micro-credential can demonstrate competent, mastery-level performance of its corresponding skill—on demand. Here are some examples of micro-credentials relevant to behavior analysts:

- Conduct a reinforcement preference assessment
- Shape behavior in an operant chamber
- Conduct an organizational needs assessment
- Design a Precision Teaching program for a specific skill
- Analyze delay-discounting data

Notice that micro-credentials are much narrower in scope than typical recognitions of study endeavors like M.S. or Ph.D. degrees, Continuing Education Units, and licenses or certifications like a BCBA. As important as these traditional recognitions are, they do not concretely indicate an ability to engage in ANY specific skill or expertise. Further, the latter recognitions emphasize only clinical skills rather than the broad array of skills that characterize diverse behavior-analytic jobs (e.g., laboratory skills, instructional design). Establishing skill-based credentials across the field of behavior analysis would provide additional reassurances about the skills of potential employees or supervisors and may provide a data-based way for individuals to demonstrate specific expertise in an area.

In my address today, I’ll describe a behavior analytic view of the concept, micro-credential, focusing upon micro-credentials for intellectual skills and repertoires—those related to “doing” vs. recitation or “saying” repertoires, as in the examples I listed above. Intellectual skills require teaching for generative responses. The learner must go beyond what has been taught and demonstrate mastery of responding in new situations, those never seen before. Then I’ll use the context of intellectual skill development to describe some “best practices” in instructional design that one could incorporate in a micro-credential learning program. I will focus upon micro-credentials relevant to three kinds of intellectual skills—concepts, principles, and strategies, highlighting evidence-based protocols for teaching each kind. Then I will describe and

illustrate explicit generalized imitation training procedures to teach component intellectual skills, and procedures for practicing component skills to fluency. Finally, I will relate my discussion of intellectual skills to a new analysis of generalization, breaking it into two kinds of active processes—simple and complex generative responding.

Whether or not you agree with me about the benefit of establishing a micro-credential program in behavior analysis, no matter our everyday responsibilities and functions, every behavior analyst is a teacher who desires to engage in effective instruction and help their learners master everything they teach. So, I hope that my description of some best practices in instructional design will guide improvements to any instruction you provide in your work as a behavior analyst.

2024 ABAI Presidential Scholar's Address

Was the Big Brain a Useful Adaptation?

Bill McKibben
(Third Act)

Monday, May 27
6:00PM–6:50PM

Bill McKibben is a contributing writer to *The New Yorker*, and a founder of Third Act, which organizes people over the age of 60 to work on climate and racial justice. He founded the first global grassroots climate campaign, 350.org, and serves as the Schumann Distinguished Professor in Residence at Middlebury College in Vermont. In 2014 he was awarded the Right Livelihood Prize, sometimes called the 'alternative Nobel,' in the Swedish Parliament. He's also won the Gandhi Peace Award, and honorary degrees from 19 colleges and universities. He has written over a dozen books about the environment, including his first, *The End of Nature*, published in 1989, and his latest book is *The Flag, the Cross, and the Station Wagon: A Graying American Looks Back at his Suburban Boyhood and Wonders What the Hell Happened*.

Abstract

This title is only slightly tongue in cheek—right now our civilizations, though fully warned by scientists of our peril, are in the process of wrecking our climate and with it our prospects as a species. How do we understand this, and how do we turn it around?

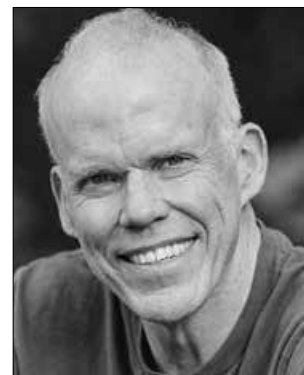
2024 DEI Award Presentation

Tahcita Mizael
(University of Sao Paulo, Brazil)

Monday, May 27
12:00PM–12:50PM

Racial microaggressions are chronic insults and slurs committed against non-White individuals based on their race/ethnicity. This study aimed to expand this literature by interviewing Black Brazilian women living in Australia. Eight participants were interviewed three times each. The prompts inquired about their experiences of racial microaggressions, the contexts they occurred, and how they reacted and dealt with them. All participants declared having experienced racial microaggressions by White Australians on multiple occasions. The most common categories found were “not being a real citizen,” “assumptions about intelligence, competency, or status,” “second-class citizen/ ignored and invisible,” “avoiding and distancing,” and “environmental exclusion.”

Most microaggressions happened in the work environment, followed by daily interactions with strangers, acquaintances, and/or friends. All participants tended to respond to those in a non-confrontational manner (refraining from replying or pointing out that the person was being racist) to avoid conflict, especially in the work environment. Two participants also responded in a confrontational manner at times by telling the perpetrator that their behavior was racist. To deal with the situation, participants: a) do not share those experiences with anyone to avoid making them worry about them, b) share those occurrences with their family and some Black friends, and/or c) avoid going out with people who are perpetrators.



Bill McKibben



Tahcita Mizael

Scholarly Contributions to Diversity, Equity, and Inclusion Paper Competition Winners

Applied Behavior Systems Analysis to Recruit and Retain Black, Indigenous, and People of Color as Faculty at Predominantly White Institutions of Higher Education

Menaka Kumari De Alwis
(University of Oregon)



Menaka Kumari De Alwis

Sunday, May 26
10:00AM–10:50AM

Menaka De Alwis is a leadership grant recipient through the United States Office of Special Education Programs and a doctoral candidate in Special Education at the University of Oregon, advised by Dr. Wendy Machalicek in her Applied Behavior Analysis lab. Menaka has a master's degree from Teachers College, Columbia University in Behavioral Disorders/ Applied Behavior Analysis, under the mentorship of Dr. R. D. Greer.

She has over 25 years of professional experience working with children (ages 1 to 15) and adults (up to age 59) with disabilities, and their families as a paraeducator, behavior interventionist, teacher (early childhood, inclusion, and special education), clinical director, board certified behavior analyst (public and private organizations), and educational/behavioral consultant. Menaka has spent much of her career supporting teams in public and private PK-12 schools, early intervention centers, homes, community settings, and most recently clinically supervising a behavior intervention services team within a large, urban public school district. Menaka's research interests include increasing access to culturally responsive evidence-based practices for underserved communities, improving educator and caregiver training practices within natural contexts, and using strategies from organizational behavior management within public school systems to improve outcomes for students, staff, and families.

Abstract

Most universities in the United States continue to uphold and perpetuate values that promote an uncomfortable and unwelcome environment for Black, Indigenous, and people of color (BIPOC) faculty (Bhambra & Nisangioglu, 2018). Behavior systems analysis (BSA), a subarea of organizational behavior management, evaluates organizations as

complex systems with a focus on interlocking, interdependent parts that make up the organization and how they are connected to each other or not (Kast & Rosenweig, 1972; Brethower, 2000). Conducting a BSA allows a university to see how parts of the system interact with each other, how individuals affect the functioning of the system, and how solutions may be multifaceted and will likely involve many systems and processes (McGee, 2007). BSA can identify areas of need that will have the greatest impact on the university when supporting BIPOC faculty, so that resources and supports may be adjusted accordingly (Diener et al., 2009).

Understanding Racism from a Radical Behaviorism Perspective

Changzhi Wu
(University of Reno, Nevada)

Changzhi Wu is currently in his fourth year of doctoral studies at the University of Reno, Nevada, where he is pursuing a degree in behavior analysis. He received a bachelor's degree in psychology from Georgia Institute of Technology and a master's degree in applied behavior analysis from Long Island University, Post. His research interests span cultural behavior, interbehaviorism, and philosophical considerations within the field of behavior analysis.

Abstract

Racism is the belief that differences in race and ethnicity lead to inherent superiority of a particular race, with other races posing a threat to one's own (Racism, 2023). However, racism is more than an abstract idea; it is reflected in people's differential responses when they are interacting with people from different races. As racism is a persistent global issue with negative impacts on education, mental health, and economic development (Cohen et al., 2006), it is imperative that all related sciences, including behavior analysis, contribute to the understanding of this behavioral phenomenon therefore necessary social actions can be designed to eliminate it. However, a review of the literature (Matsuda et al., 2020) on racism and prejudice in behavioral journals only identified a few studies related to topics, indicating a lack of understanding and a missing importance placed on racism from a behavior analytical perspective. Considering the urgency and difficulty to eradicate this harmful belief system and related



Changzhi Wu

discriminating behaviors, behavior analysts should cooperate with scientists from other disciplines. The purpose of this paper is to examine the formation and maintenance of racism from a radical behaviorism perspective, analyze factors that are identified in existing literatures that are related to discriminations based on races, and propose possible solutions that can be implemented in a social level to reduce racism.

School Psychologists Improving Equity for Students of Color: Is Applied Behavior Analysis the Answer?

Sarah Hayes

(Durham Public Schools)

Sarah Hayes is a licensed school psychologist in NC who received her graduate degree from the School Psychology MA/SSP program at East Carolina University. She is currently working as full-time school psychologist for Durham County Public Schools. Sarah is passionate about working with children in the general education public school setting who have difficult problem behavior. Her hope is to reduce the number of children erroneously diagnosed with behavioral disorders and create effective interventions for students with disabilities through the use of behavior analytic principles within a teacher-school consultation model of collaboration. Sarah received the Project CONVEY (Collaborating to Overcome Needs by improving the Voice of Exceptional Youth) grant where she participated with a cohort of multi-disciplinary school teams to build collaborative practices that meet the needs of students with disabilities.

Jeannie Golden

(East Carolina University)

Dr. Jeannie A. Golden is a Licensed Psychologist who received her Ph.D. in School Psychology from Florida State University in 1981. Dr. Golden has been teaching in the Psychology Department at East Carolina University for 42 years and became the first national Board Certified Behavior Analyst in North Carolina in 2000. Dr. Golden received ECU teaching awards in 2001 and 2009, the FABAs Honorary Lifetime Membership Award in 1994, the NCABA Fred S. Keller Excellence in Behavior Analysis Award in 2005, the ECU Scholarship of Engagement Award in 2012, the NCABA Do Things Award for Outstanding and Sustained Contributions in 2013, the ECU Psychology Department

Faculty Appreciation Award for Mentoring in 2017, the ECU Psychology Department Award for Distinguished Service in 2015 and 2023. Dr. Golden and colleagues received grants from Kate B. Reynolds Charitable Trust (2008-2011) and the Department of Health and Human Services (2011-2016) to provide school-based mental health services in two rural, impoverished counties in North Carolina.

In March of 2018, Dr. Golden and colleagues were awarded the Creating New Economies Grant by Resourceful Communities for the Greene County Community Advancement Project. Dr. Golden and colleagues (2020) have developed a training program for staff who work with traumatized youth titled Trauma: The invisible Elephant Underlying Challenging Behavior. Dr. Golden and her mentee, Sarah Hayes (2023) have also developed a micro-credential titled De-Escalating Challenging Behavior as part of the Educator Pipeline In Rural Action for Teaching Equity Grant awarded to the Rural Education Institute at East Carolina University.

Abstract

School systems have primarily utilized school psychologists for their expertise in psycho-educational assessment to diagnose students with disabilities. Poor student achievement and behavioral difficulties have historically been addressed by enlisting teachers to make a referral to the school psychologist who will then observe and assess the student to qualify them for extra support through special education (SPED). This “refer-test-place model” has led to the over identification of students of color (SOC) with disabilities for decades (Shinn, 1986, p. 49). Although actual disability does not occur in these populations at a higher rate, SOC are more likely than their white peers to be identified as disabled (National Center for Learning Disabilities, 2020). Furthermore, students who do not need special education do not benefit from it.

They are more likely to be at risk of denied access to rigorous educational opportunities, alternative diplomas, dropout, poor grades, increased disciplinary action including suspension and alternative school placement, poor job outlook, and introduction to the criminal justice system (Bekele, 2019; NCLD, 2020).



Sarah Hayes



Jeannie Golden

Diversity Track

Assessment and Intervention for Underserved Youth Populations

Chair: Anna Kate Edgemon
(Auburn University)

Discussant: Ray Joslyn
(West Virginia University)

Saturday, May 25, 10:00AM–11:50AM

Community Based Participatory Research in Applied Behavior Analysis: A Presentation of the Approach and Examples of Implementation

Chair: Natalie Badgett
(University of Utah)

Saturday, May 25, 10:00AM–11:50AM

Supporting Autistic Individuals Into Adulthood

Chair: Adriano Barboza
(Conduzir Behavioral Health Services)

Saturday, May 25, 11:00AM–11:50AM

Panel: A Black Female Behavior Analyst and a White Female Behavior Analyst Walk Into a Conference

Chair: Dana Meller
(Pass the Big ABA Exam)

Nasihah Cirincione-Ulezi
(Capella University)

Saturday, May 25, 12:00PM–12:50PM

Optimal Procedures to Learn a Foreign Language

Chair: Mirela Cengher
(University of Maryland,
Baltimore County)

Saturday, May 25, 12:00PM–12:50PM

Working Through the Lens of Cultural Responsiveness in Applied Settings

Chair: Khadija McCarthy
(The Chicago School of
Professional Psychology)

Saturday, May 25, 3:00PM–3:50PM

Impacts of Acceptance and Commitment Training on Clinical Engagement and Cultural Humility in Standardized Patient Interactions: Adding Behavioral Observation to Assessments in Medical Education

Chair: Ramona Houmanfar
(University of Nevada, Reno)

Saturday, May 25, 3:00PM–3:50PM

Theoretical Issues in Behavior Analysis

Chair: Carmen R. Britton
(The Arc of Central Alabama)

Saturday, May 25, 3:00PM–4:50PM

Panel: Let's Talk Privilege and Power

Chair: Beverly Kirby
(Team ABA LLC)

Natalie Parks
(Saint Louis University)

Shawn Thomas Capell
(Covenant 15:16 LLC)

Ryan Sain
(Mary Baldwin University)

Saturday, May 25, 4:00PM–4:50PM

The Intersection of Behavior Analytic Interventions and Academic Outcomes:

A Quantitative and Qualitative Analysis

Emily Gregori
(University of Illinois at Chicago)

Saturday, May 25, 4:00PM–4:50PM

Considerations for Compassionate Care and Cultural Competence

Chair: Cassi Breaux
(University of West Florida)

Saturday, May 25, 5:00PM–5:50PM

Moving Towards a Multicultural Future: Diversity and the Education of Healthcare Practitioners

Chair: Amanda Middleton
(Missouri State University)

Saturday, May 25, 5:00PM–5:50PM

Current Issues in Education

Chair: Douglas Robertson
(Florida International University)

Saturday, May 25, 5:00PM–5:50PM

Panel: The Current Landscape of Applied Behavior Analysis (ABA) Regulation in Latin America: Obstacles and the Path Forward

Chair: Janet Sanchez Enriquez
(The University of North Carolina
at Charlotte)

Varsovia Hernandez Eslava
(Universidad Veracruzana)

Beatriz Urcuyo

(Centro de Intervencion EduTerapeutico)

Maricarmen Hazoury
(Centro ACAP; UNIBE)

Saturday, May 25, 5:00PM 5:50PM

Exploring the Impacts of Gender and Motherhood on Behavior Analysts, and Evaluating Possible Mitigation Strategies

Chair: Hanna Vance
(University of Florida)

Sunday, May 26, 8:00AM–8:50AM

Panel: Empowering Developing Nations: A Pilot Program to Behavioral Science Dissemination Through Local Government and Clinical Collaboration

Chair: Mary Wong
(Thrive Behavioral Care, LLC)

Anna Marie Lorenzo Galay
(Thrive Behavioral Care)

Nessie De Mayo-Baculo
(Paranaque City Center for Children
with Special Needs)

Sunday, May 26, 8:00AM–8:50AM

Diving Beneath the Surface of the Ethics Codes: Exploring Ethical Issues in Applied Behavior Analysis (ABA) Practice
Chair: Lin Du
(Teachers College, Columbia University)
 Sunday, May 26, 8:00AM–8:50AM

Panel: Chasing Joy: Priorities for Ethical Dog Behavior Change
Chair: Ran Courant-Morgan
Stephanie Keeseey-Phelan
(The Dog Behavior Institute)
Maia Huff-Owen
(University of North Texas)
Kiki Yablon
(Kiki Yablon Dog Training; Karen Pryor Academy; BehaviorWorks)
 Sunday, May 26, 9:00AM–9:50AM

Clinical Applications of Behavior Skills Training Across a Variety of Contexts
Chair: Kiah Lyons
(New England Center for Children; Western New England University)
 Sunday, May 26, 9:00AM–9:50AM

Panel: Teaching, Learning, and Practicing Applied Behavior Analysis (ABA) in the Context of Laws Targeting LGBTQ+ People: A Panel to Discuss Actions and Supports Needed
Chair: Mary Llinas
(University of South Florida, USF)
Jonathan K Fernand
(Florida Institute of Technology)
Bryn Harris
(University of North Texas)
Sarah E. Bloom
(University of South Florida)
 Sunday, May 26, 10:00AM–10:50AM

Adventures of Behavior Analysis in Juvenile Justice
Chair: Samantha Fuesy
(Adapt & Transform Behavior)
 Sunday, May 26, 10:00AM–10:50AM

Empowering Educators Toward Equity: Current Research on Promoting Equity in School Settings
Chair: Daphne Snyder
(University of Nebraska Medical Center; Munroe-Meyer Institute)
 Sunday, May 26, 10:00AM–11:50AM

Neurodiversity: A Behaviour Analyst's Perspective
Chair: Michael Nicolosi
(Data Driven ABA)
 Sunday, May 26, 11:00AM–11:25AM

Applied Behavior Analysis (ABA) in Asian and Traditional Societies: Individualism and Collectivism as Cultural Variables
Chair: Sakurako Sherry Tanaka
(Asia-Pacific ABA Network; World Behavior Analysis Day Alliance; QABA ISC)
 Sunday, May 26, 11:00AM–11:50AM

Panel: Embracing Diversity and Promoting Inclusivity to Create a More Cohesive and Effective Person-Centered Community Within the Field of Applied Behavior Analysis
Chair: Claire Norris
Sheena M Piehota
Jessica Swanson
Hollie Benincosa
(QABA Credentialing Board)
 Sunday, May 26, 12:00PM–12:50PM

Panel: Effective Mentor-Mentee Relationships for LGBTQ+ Behavior Analysts
Chair: Jonathan K Fernand
Matthew Capriotti
(San Jose State University)
Abigail Kaylyn Petronelli
(Western Michigan University)
Arianna Ty Lipton
(Florida Institute of Technology)
 Sunday, May 26, 12:00PM–12:50PM

Evaluations of the Good Inclusion and Good Behavior Games
Chair: Scott Graham
(Ulster University)
 May 26, 12:00PM–12:50PM

Panel: Meaningful Outcomes: Three Autistic Women Working in the Field of Applied Behavior Analysis Share Ideas for Implementing Kindness and Meaningful Outcomes in Treatment Delivery and Services
Chair: Anika Hoybjerg
Brielle Williams
(Autism & Behavioral Intervention)
Kaelynn Partlow
(Project Hope; Netflix Love on the Spectrum)
Audrey Vogel
(The Hangout Spot LLC)
 Sunday, May 26, 3:00PM–3:50PM

Charting the Course for Racial Equity and Community Support: Equitable Literacy Instruction for Underserved Communities
Chair: Courtney Smith
(University of Nevada, Reno)
 Sunday, May 26, 3:00PM–3:50PM

Geographic Affiliation of Authors and Editors of Behavior-Analytic Journals
Chair: Abha Dixit
(Department of Psychology, Western Michigan University)
 Sunday, May 26, 3:00PM–3:50PM

Panel: Supporting Mentees in the Acquisition of Cultural Humility and Soft Skill
Chair: Dana R. Reinecke
Jacob Papazian
(Capella University)
Cheryl J. Davis
(Russell Sage College; SupervisorABA)
Fernande Deguenon
(Verbal Beginnings)
 Sunday, May 26, 3:00PM–3:50PM

Panel: The Autism Society Applied Behavior Analysis (ABA) Commission: Making Informed Decisions

Chair: Jack Scott
(Florida Atlantic University)

Kathleen Ann Quill
(Endicott College)

Kiya Olson
(Therapy Pathways, LLC; Member of the Autism Society of America Panel of Professional Advisors; Board Member of the Illinois Autism Task Force)

Allie Tasche
(Vice President of National Programs, Autism Society of America)

Sunday, May 26, 4:00PM–4:50PM

Black and White to Grey Areas: Ethical Guidelines Are Not Always Clear in Clinical Settings

Chair: Shayla Oksa
(Yellow Brick Academy)

Sunday, May 26, 4:00PM–4:50PM

Panel: PDS: Behavior-Analytic Publications and the Ethics Code

Chair: Sofia E. Abuin
(Salve Regina University)

Dorothea C. Lerman
(University of Houston, Clear Lake)

Stephanie M. Peterson
(Western Michigan University)

Alice Shillingsburg
(Munroe-Meyer Institute, UNMC)

Sunday, May 26, 5:00PM–5:50PM

Panel: Equity in Graduate Programs in Behavior Analysis

Chair: Abraao Figueira de Melo Laura Barcelos-Nomicos
(University of Nevada, Reno)

Jovonnie L. Esquierdo-Leal
(California State University, Fresno)

Traci M. Cihon
(Behaviorists for Social Responsibility)

Monday, May 27, 8:00AM–8:50AM

Programming for Client Empowerment: Defining Assent and Trusting Client Choice

Chair: Jessica Emily Graber
(Nationwide Children's Hospital;

The Ohio State University)

Monday, May 27, 8:00 AM–9:50AM

Panel: Culture as a Mediator: Diversity and Contextual Considerations in International Multielement Behaviour Support

Chair: Rebecca L Beights

Geoff Potter

Matthew Spicer
(The Centre for Positive Behaviour Support)

Lori Ann Dotson
(Institute for Applied Behavior Analysis)

Monday, May 27, 9:00AM–9:50AM

Panel: Promoting Inclusivity and Diversity in Higher Education Within the Field of Applied Behavior Analysis

Chair: Casey Kane
Samantha Riggelman
(Saint Joseph's University)

Richard Gregory Allen
Amanda Guld Fisher

(Philadelphia College of Osteopathic Medicine)

Monday, May 27, 9:00AM–9:50AM

Assent and Cultural Sensitivity Walk Into a Bar...: An Examination of the Latest Ethical Dilemma Faced by Behavior Analysts

Chair: Myra Jade Lui
(Provincial Outreach Program for Autism and Related Disorders)

Merrill Winston
(Winston Behavioral Solutions, Inc.)

Jane Paul
(Excella Developmental Services)

Meryem Ouahmane
(Pan-African Association for Behavior Analysis)

Monday, May 27, 10:00AM–10:50AM

Ethical Issues, Social Validity, and Compassion in Applied Behavior Analysis (ABA)

Chair: Emily Varon
(Ready Set Sleep, LLC)

Monday, May 27, 10:00AM–11:50AM

Cross-Cultural and Gender Differences in Therapist-Client Verbal Interactions in Clinical Settings

Chair: Jesús Alonso-Vega
(Universidad Europea de Madrid)

Monday, May 27, 10:00AM–11:50AM

Assent-Informed Treatment: Scaling Compassionate Care in a Large Organization

Chair: Tamara S. Kasper
(Kasper Enterprises/
Caravel Autism Health)

Monday, May 27, 11:00AM–11:50AM

Behavior Analysis and the Reduction of Health Disparities

Chair: Andrew C Bonner
(Florida State University)

Monday, May 27, 11:00AM–11:50AM

Unlocking Literacy: Applying the Science of Behavior to Reading Instruction for Early and Advanced Readers

Chair: Amy J. Davies Lackey
(Manhattan Childrens Center)

Jennifer Weber
(Nicholls State University)

Denise Ross
(University of Wisconsin Milwaukee)

Margaret Uwayo
(Kalamazoo Academy for Behavioral & Academic Success (KABAS);

YWCA of Kalamzoo)

Monday, May 27, 11:00AM–11:50AM

The Competent Learner Model (CLM) System: A Framework for Trauma-Informed Practice in Education
Chair: Nipa Bhuptani
(Applied & Behavioral Training Institute, UAE)

Monday, May 27, 11:00AM–11:50AM

That the Poor Nations May Not Cease Receiving Effective Behavior Analysis Training and Services in the Land: The Behavior Analysts' Concern in Africa
Chair: Usifo Edward Asikhia
(International Training Center for Applied Behavior Analysis)

Monday, May 27, 12:00PM–12:25PM

Behavior Analysis in Latin America: Looking From the Past Into the Future
Chair: Varsovia Hernandez Eslava
(Universidad Veracruzana)

Monday, May 27, 11:00AM–11:50AM

Understanding Racism, Discrimination, Prejudice, and Cultural Conflicts and What We Can Do
Chair: Ji Young Kim
(Pennsylvania State University, Harrisburg)

Monday, May 27, 12:00PM–12:50PM

Teaching Trainees and Supervisees Collaboration and Soft Skills
Chair: Cheryl J. Davis
(Russell Sage College; SupervisorABA)

Monday, May 27, 12:00PM–12:50PM

Caregiver-Mediated Naturalistic Developmental Behavioral Interventions for Young Autistic Children Receiving Community-Based Intervention: Implementation and Effectiveness
Chair: Melanie Pellecchia
(University of Pennsylvania)

Monday, May 27, 3:00PM–3:50PM

Panel: Mental Health and Chronic Illness: A Guide for Self-Compassion for Behavior Analytic Practitioners
Chair: Melissa Engasser
Heather Ziamba
Ciara Rodriguez
(The Bedrock Clinic & Research Center, Inc.)
Lisa M. Rader
(ABA4U LLC)

Monday, May 27, 3:00PM–3:50PM

Advancing Cultural Responsiveness in Behavior Analysis: Insights, Tools, and Strategies From Diverse Perspectives
Chair: Zeinab Hedroj
(University of Nebraska Medical Center: Munroe-Meyer Institute)

Monday, May 27 3:00PM–3:50PM

Innovations in Verbal Behavior Analytics
Chair: Robert C. Pennington
(OCALI)

Monday, May 27 3:00PM–3:50PM

Creative Strategies for Getting, and Keeping, People in Treatment for Substance Use Disorders
Chair: Bethany R. Raiff
(Rowan University)

Monday, May 27, 3:00PM–4:50PM

Panel: “Nothing About Us Without Us”: Development of Autistic Informed Technician Training

Chair: Molly Ola Pinney

Ann B Beirne

Rachel Harmon

Molly Ola Pinney

(Global Autism Project)

Monday, May 27 4:00PM–4:50PM

Panel: An Organizational Approach to the Development and Implementation of Diversity, Equity, and Inclusion (DEI) Initiatives

Chair: Haley Steinhauer

(Melmark New England; Regis College)

Rita M. Gardner

(Melmark New England)

Aisha Peltier

(Melmark)

Bradley Stevenson

(Melmark Carolinas)

Monday, May 27, 4:00PM–4:50PM

Current Issues in Applied Behavior Analysis

Chair: Amanda Rose Modrovsky
(Ontaba)

Monday, May 27, 4:00PM–5:50PM

Sustainability Track

Panel: Credentialing and Accreditation in the Field of Behavior Analysis

Chair: Thomas Philip McCool
(TMC Educational Consulting)

Vicky Moeller

(MeasurePM)

Michael Weinberg

(Amego Inc.)

Michael Reid

(Optimus Education)

Saturday, May 25, 12:00PM–12:50PM

Putting the MATRIX Project Into Action: An Update on Projects of the Behaviorists for Social Responsibility Special Interest Group (SIG)

Chair: Amanda N. Chastain
(University of Illinois, Chicago)

Sunday, May 26, 10:00AM–10:50AM

Panel: Be the Change You Want to See: Implementing Practical Applications of Sustainability in Service Settings

Chair: Susan M. Schneider
(Western Michigan University)

Kelly L. McConnell

Julienne Fairchild Leblanc

(New England Center for Children)

Meghan Elizabeth Martineau

(Boston Behavior Learning Centers)

Sunday, May 26, 3:00PM–3:50PM

Analysis of Behavior in Mexico: Three Representative University Research Training Programs

Chair: Agustin Daniel Gomez Fuentes
(Universidad Veracruzana)

Sunday, May 26, 3:00PM–3:50PM

Black and White to Grey Areas: Ethical Guidelines Are Not Always Clear in Clinical Settings

Chair: Shayla Oksa
(Yellow Brick Academy)

Sunday, May 26, 4:00PM–4:50PM

Panel: Special Edition Spotlight: Behavior

Analysts' Role in Public Policy Advocacy

Chair: Gordon Bourland

(Trinity Behavioral Associates)

Berenice De La Cruz

(Texas A&M University-San Antonio)

Amanda N. Kelly

(Behaviorbabe)

Kendra Thomson

(Brock University)

Sunday, May 26, 6:00PM–6:50PM

Panel: Significance of Evolutionary Theory and Cultural Design: Advancing Science and Practice of Behavior Analysis

Chair: April M. Becker
(University of North Texas; University of Texas Southwestern Medical Center)

William M. Baum

(University of California, Davis)

Sigrid S. Glenn

(University of North Texas)

Yukie Kurumiya

(The Chicago School)

Sunday, May 26, 6:00PM–6:50PM

Safety Behavior at Variety Situations Such as Workplace and Academic Community Applying Behavior-Based Safety

Chair: Rieko Hojo

(Nagaoka University of Technology)

Monday, May 27, 10:00AM–10:50AM

Sustainable Horizons: Navigating Climate Challenges Through Behavior-Analytic Practices

Chair: Elizabeth Meshes

(The Chicago School)

Monday, May 27, 3:00 PM–3:50PM

Global Autism Project Affiliation Information Meeting

Chair: Molly Ola Pinney

(Global Autism Project)

Friday, May 24, 7:00PM–8:00PM

Organizational Behavior Management Network and Journal of Organizational Behavior Management Annual Meeting

Chair: Lori H. Ludwig
(Performance Ally)

Friday, May 24, 7:00PM–9:00PM

China Association of Rehabilitation of Disabled Persons-Professional Committee of Applied Behavior Analysis (ABA-CARDP)

Chair: Dorothy Xuan Zhang
(The Chicago School)

Friday, May 24, 7:00PM–8:00PM

Verbal Behavior Special Interest Group Business Meeting

Chair: Danielle LaFrance
(Verbale)

Friday, May 24, 7:00PM–8:00PM

Association for Behavior Analysis International (ABAI) Behavior Analyst Credentialing and Licensing Committee Business Meeting

Chair: Gordon Bourland
(Trinity Behavioral Associates)

Friday, May 24, 7:00PM–8:00PM

Affiliated Chapters Board Business Meeting

Chair: Gordon Bourland
(Trinity Behavioral Associates)

Friday, May 24, 7:00PM–8:00PM

Journal of the Experimental Analysis of Behavior (JEAB)

Suzanne H. Mitchell
(Oregon Health & Science University)

Friday, May 24, 7:00PM–8:00PM

DEI Board Social

Chair: Jovonnie L. Esquiedo-Leal
(California State University, Fresno)

Friday, May 24, 7:00PM–8:30PM

Rehabilitation and Independent Living Special Interest Group Business Meeting

Chair: Megan R. Heinicke
(California State University, Sacramento)

Friday, May 24, 7:00PM–8:00PM

Neuroscience Special Interest Group (SIG)

Chair: Suzanne H. Mitchell
(Oregon Health & Science University)

Friday, May 24, 7:00PM–8:00PM

Clinical Special Interest Group

Chair: Thomas J. Waltz
(Eastern Michigan University)

Friday, May 24, 7:00PM–8:00PM

History of Behavior Analysis Special Interest Group

Chair: Edward K. Morris
(University of Kansas)

Friday, May 24, 7:00PM–8:00PM

Speech Pathology Applied Behavior Analysis (SPABA) Special Interest Group: Annual Business Meeting and Grant Awards Presentation

Chair: Nikia Dower
(Dower and Associates, Inc.)

Friday, May 24, 7:00PM–8:00PM

Supporting Underrepresented Communities in Academia

Chair: Noor Younus Syed
(SUNY Empire State University; Anderson Center International; Endicott College),
Shahla Alai-Rosales
(University of North Texas)

Friday, May 24, 7:00PM–8:00PM

Forensic Behavior Analysis Special Interest Group

Chair: Presley Wanner
(Anne Carlsen Center)

Friday, May 24, 7:00PM–8:00PM

Self & Match Meet-Up

Chair: Jamie Siden Salter
(Self & Match Educational Consultation)

Friday, May 24, 7:00PM–8:00PM

Behavior Analysis Programs in Higher Education (Accreditation, Tiered Model, and Verified Course Sequence (VCS))

Chair: Benjamin N. Witts
(St. Cloud State University)

Friday, May 24, 7:00PM–8:00PM

Student Committee Business Meeting

Chair: Rita Olla
(University of Nevada, Reno)

Friday, May 24, 7:30PM–8:00PM

Behavioral Development Special Interest Group Business Meeting

Chair: Gladys Williams
(CIEL, Spain; Learnmoreinc, NY)

Saturday, May 25 7:00PM–8:00PM

Evolution of Behavior Analysis: Evolution Sciences Special Interest Group (EvoSci SIG) Establishment

Chair: Yukie Kurumiya
(The Chicago School)

Saturday, May 25, 7:00PM–8:00PM

Applied Animal Behavior Special Interest Group Business Meeting

Chair: Lindsay Mehrkam
(Monmouth University)

Saturday, May 25, 7:00PM–8:00PM

Behavioral Gerontology Special Interest Group

Chair: Zoe Lucock
(Positive Ageing Consultancy & Training;
Queen's University Belfast)

Saturday, May 25, 7:00PM–8:00PM

Autism Special Interest Group Business Meeting

Chair: Justin B. Leaf
(Autism Partnership Foundation;
Endicott College)

Saturday, May 25, 7:00PM–8:00PM

Compass ABA Business Meeting

Chair: Joseph O'Keefe
(Compass ABA)

Friday, May 24, 7:00PM–8:00PM

Behaviorists for Social Responsibility (BFSR) & Behavior and Social Issues (BSI) Business Meeting

Chair: Traci M. Cihon
(Behaviorists for Social Responsibility)

Saturday, May 25, 7:00PM–8:00 PM

LGBTQ+ Special Interest Group Business Meeting

Chair: Matthew Capriotti
(San Jose State University)

Saturday, May 25, 7:00PM–8:00PM

Challenging Behavior Special Interest Group

Chair: Amanda Zangrillo
(University of Nebraska Medical Center,
Munroe-Meyer Institute)

Saturday, May 25, 7:00PM–8:00PM

Behavior Analysis in Military and Veteran Issues

Chair: Abigail B. Calkin
(Calkin Consulting Center)

Saturday, May 25, 7:00PM–8:00PM

Experimental Analysis of Human Behavior Special Interest Group

Chair: Catherine Williams
(University of North Carolina
Wilmington)

Saturday, May 25, 7:00PM–8:00PM

Journal of Applied Behavior Analysis (JABA) Business Meeting

Chair: John C. Borrero
(University of Maryland,
Baltimore County)

Saturday, May 25, 7:00PM–8:00PM

Naturalistic Developmental Behavioral Intervention (NDBI) Special Interest Group (SIG) Annual Business Meeting

Chair: Melanie Pellecchia
(University of Pennsylvania)

Saturday, May 25, 7:00PM–8:00PM

ABAI's

Continuing Education Program

General Information

One of ABAI's primary objectives is to provide educational opportunities for members and other professionals to review recent research, discuss current theoretical issues, and learn new methods in the application of behavior analysis to societal problems. While ABAI does not require participation in the continuing education (CE) program for membership, involvement is encouraged.

The CE program is designed to meet needs for self-improvement and to provide continuing academic training for psychologists and behavior analysts as required by many licensing associations and specialty boards. ABAI maintains records of all CE credits.

ABAI is a Learning Type ACE provider for the Behavior Analyst Certification Board (BACB), is approved by the American Psychological Association (APA) to sponsor CE for psychologists, is approved by the National Association of School Psychologists (NASP) to offer CPD for school psychologists, and is approved by the Qualified Applied Behavior Analysis Credentialing Board (QABA) to offer CE for those with Applied Behavior Analysis Technician or Qualified Autism Services Practitioner credentials. ABAI maintains responsibility for all programs and their content meeting designated continuing education requirements.

Continuing Education Sessions

CE types available are indicated in the session details on the following pages, in the online program, and in the ABAI Events app. Not all sessions are approved for all CE types.

Continuing Education Obtainment

To receive CE credit, please take the following steps:

- Download the ABAI Events app for iOS or Android (search your app store for "ABAI Events").
- Complete the user profile and select CE type(s).
- Scan QR codes as you enter and exit each session.
- Connect to the Internet to automatically sync with ABAI's database.
- Pay for the CE package at the registration desk or online: \$85 for ABAI members; \$105 for nonmembers.

Continuing Education Documentation

CE documentation will be available in your ABAI portal after the convention. You must remit payment for the CE package and have scanned in and out of every session you wish credit for in order to view your documentation.

Cancellations and Refunds

Cancellations received by midnight (EDT) April 23, 2024, will be subject to a 50% fee. Cancellations received on or after April 24, 2024 will not be eligible for a refund, but registration may be transferred to another member. Cancellation is not subject to a cancellation fee if transferred to a future event.

Ethics

ABAI expects its members to uphold the highest standards of personal and professional behavior in the conduct of their work and the advancement of behavior analysis. ABAI embraces the diversity of professions within its membership; thus, each ABAI member should adhere to the ethical standards that have been defined for their profession.

Pre-Convention Workshops

Workshops are subject to cancellation due to low enrollment, so advanced registration is advised. The fee for continuing education is included in the price of the workshop. Please see the ABAI website for detailed workshop information including rooms, descriptions, learning objectives, activities, and target audience. Select pre-convention workshops are available for continuing education credit for behavior analysts certified by the Behavior Analyst Certification Board (CE: BACB), psychologists licensed by the American Psychological Association (CE: PSY), CPD school psychologists by the National Association of School Psychologists (CE: NASP), and applied behavior analysis technicians or qualified autism services practitioners certified by the Qualified Applied Behavior Analysis Credentialing Board (CE: QABA).

Pre-Convention Workshops

Please see the ABAI website for detailed workshop information including rooms, descriptions, learning objectives, activities, and target audience. Select pre-convention workshops are available for continuing education credit for behavior analysts certified by the Behavior Analyst Certification Board (CE: BACB), psychologists licensed by the American Psychological Association (CE: PSY), CPD school psychologists by the National Association of School Psychologists (CE: NASP), and applied behavior analysis technicians or qualified autism services practitioners certified by the Qualified Applied Behavior Analysis Credentialing Board (CE: QABA).

Thursday, May 23
4:00PM–7:00PM

2 Culturally Inclusive Supervision

Beverly Kirby
(Team ABA LLC)
Natalie Parks
(Saint Louis University)

3 For Dog's Sake: Prioritizing Ethics in Behavior Analytic Dog Training

Stephanie Keesey-Phelan
Ran Courant-Morgan
(The Dog Behavior Institute)

4 Roll for Flexibility: Using Tabletop Role Playing Games in Behavior Analysis Programming

Ann B Beirne
(Global Autism Project)

5 Training Parents and Staff to Implement Applied Behavior Analysis (ABA) for Toddlers With and Without an Autism Diagnosis

Mary Lynch Barbera
(Barbera Behavior Consulting, LLC)

6 Beyond Rote Responding: Programming for the Intermediate to Advanced Learner

Shayna Gaunt
Shira Karpel
(How to ABA)

7 Comorbidity of Motor Impairments With Autism and Practical Recommendations Using Behavior Approach

Maria Mobo
(Maia Autisme Paris, France)

8 Teaching the Mand Through Compassionate Applied Behavioral Analysis (ABA) -

The Competent Learner Model (CLM) Approach
Kari Kessler
(Montgomery County Intermediate Unit, Regional Coordinator And Certified Competent Learner Model Coach)

Dr. Jennifer Downs
(Abington School District, Salus University)
Jennifer Johnson
(Pennsbury School District)

9 Moving From Parent Training to Collaboration: Harnessing Compassionate and Trauma-Informed Approaches to Increase Family Engagement

Gabrielle Morgan
(Bay Path University)

10 Revolutionizing Wellness: A Comprehensive Workshop on Applied Behavior Analysis (ABA) in Health, Sport, and Fitness

Sarah Burby
(Small Changes Health and Wellness Coaching, LLC)

11 How to Create and Maintain Sleep Behavior Plans - Toddlers to Teens

Kathryn Holloran
(The Behaviorist Next Door)

12 The Analysis of Crime: Forensic Behavioral Case Conceptualization

Kodey Lai
(Grand Canyon University)
Presley Dacotah Wanner
(Anne Carlsen Center)
Timothy Templin
(Hoosier ABA)

13 The Matrix Project: Using Behavior Analysis to Promote Social Change

Traci M. Cihon
(Behaviorists for Social Responsibility)
Kathryn M. Roose
(Unaffiliated)
Jovonnie L. Esquierdo-Leal
(California State University, Fresno)
Amanda N. Chastain
(University of Illinois, Chicago)

14 When Interviews are Unspeakable: Using the Constructional Questionnaire With Nonverbal as Well as Verbal Populations

Awab Abdel-Jalil
(Upstate Caring Partners;
Endicott College)
Anna Linnehan
Sheila Ann Ann Klick
Angela Fuhrmann-Knowles
(Endicott College)

15 Improving Classroom Behavior Support Through Applied Behavior Analysis

Robert F. Putnam
Emily Baton
(May Institute)
Fina Robertson
(Gardner Public Schools;
Endicott College)

16 Organizational Behavior Support Plans

Sara Mulholland
(Full Spectrum ABA)

17 Performance Management: Engaging Workers in the Workplace

Andressa Sleiman
(Florida Institute Of Technology)

18 Code Compliant, Assessment, Treatment Planning, and Consent

Keven M. Schock
(Newstory Schools)

19 Challenging the Goal of “Indistinguishability”: Ethical and Social Considerations in Applied Behavior Analysis

Shannon Shea
(Keiser University; Endicott College)
Joseph Veneziano
(Nupath, Inc.; University of
Massachusetts Lowell)

20 Starting From Psychological Flexibility Part 1: Relational Framing Theory, Acceptance and Commitment Therapy and Behavior Analytic Practice

Siri Ming
(Private Practice)
Julia H. Fiebig
(Ball State University)

21 Teaching Advanced Communication Lessons with Pictures: Comments, Attributes, Intraverbals, and Autoclitics - Oh My!

Andy Bondy
Jesseca Collins
(Pyramid Educational Consultants)
Alexis Bondy
(Pyramid Group Management)

Friday, May 24
8:00AM–11:00AM

22 Conducting Culturally Responsive Preference Assessments That Enhance Quality of Life and Client Assent

Daniel Almeida
(Cambridge College; Beacon ABA
Services)
Jeffrey Fossa
(Beacon ABA Services)

23 Working Yourself Out of a Job With Confident Caregivers

Rebecca Gonzales
(The Chicago School)
Marylyn Senato
Breanna Lee
Andrew Mckillip
(ABC Behavior)

24 Applied Behavior Analysis (ABA) and Trauma Informed Care - Ensuring the Well-Being of Our Clients

Erica Robin Wilson
(Monarch Learning Group,
Lincoln County School District)

25 Critically Evaluating the Quality and Rigor of Single Case Research Using the Single Case Analysis and Review Framework (SCARF)

Tyler-Curtis Cory Elliott
Kevin Ayres
(University of Georgia)
Alexandra N. Mercado Baez
(Center For Autism and Behavioral
Education Research,
University Of Georgia)
Jennifer Ledford
(Vanderbilt University)

26 Practical Applications of Phonetic Transcription for Behavior Analysts

Mei-Hua Li
(Simmons University)
Sakurako Sherry Tanaka
(Asia-Pacific ABA Network)

27 A Constructional Approach to the Development of Oral Language Repertoires Following Early Childhood Treatment Failures

Ian Burruss
(Connecticut)
Kathleen Taylor
Aaron Demillo
(Advanced Behavioral Care)

Friday, May 24
8:00AM–3:00PM

28 Echoic Assessment and Program Planning for Early Speech Learners

Barbara E. Esch
(Esch Behavioral Consultants, LLC)

29 Sexuality Issues as They Relate to Adults With Autism and Intellectual Disabilities: Facilitating Relationships and Sexuality in a Proactive and Inclusive Manner

John M. Guercio
(Benchmark Human Services)

Valeria Pascale
(The Chicago School,
ABA For Disability)

Chiara Cesaro
(Mind The Kids and ABA For Disability)

30 Verbal Operant Experimental (VOX) Analyses for Speakers With Autism and Other Contingency-Shaped Verbal Behavior Disorders

Janet Sanchez Enriquez
(The University of North Carolina
at Charlotte)

Alonzo Alfredo Andrews
(The University of Texas at San Antonio)

Lee Mason
(Cook Children's Health Care System)

31 Social Location Considerations in Clinical Care: What Is It? Why Does It Matter? How Can Considerations Improve Caring Practice?

Shahla Susan Ala'i

April Linden

Isabel L. Cunningham

Kyosuke Kazaoka

Sara Ashun

Maia Persinger

(University of North Texas)

32 Diversity-Affirming Evidence-Based Practice: Creating Ethical, Effective, and Meaningful Differences for Autistic Clients

Susan Wilczynski
(Ball State University)

Shawna Sundberg
(Capella University)

33 Using Portable Operant Research and Teaching Lab (PORTL) in the classroom and in the Clinic to Teach Behavior Principles and Shaping Skills

Jesus Rosales-Ruiz
Hannah Davis Mcgee
Crystal Fernandez
(University Of North Texas)

Mary Elizabeth Hunter
(Behavior Explorer)

34 Trauma Informed Applied Behavior Analysis (ABA): Practical Tools and Skills for Treatment Planning and Implementation

Sandra Bishop
(Basics ABA Therapy)

35 Using Developments in Relational Frame Theory to Cultivate Flexible and Generative Repertoires in Children With Autism

Carolina Coury Silveira De Almeida
(Inside ABA)

Joao Henrique De Almeida
(São Paulo State University)

Colin Harte
(Universidade Federal De São Carlos)

Dermot Barnes-Holmes
(Ulster University)

36 Behavior Analysts as Collaborative Higher Education Assessment Experts
Darlene E. Crone-Todd
(Salem State University)

37 Effective Leaders Do What It Takes! Organizational Performance Engineering for Provider, Parent, and Learner Success

Guy Bruce
(Appealing Solutions, LLC)

38 Pinpointing Critical Employee Behavior
Grace Ecko Jojo
(Simmons University)

39 A Practitioner's Complete Guide to Best Outcomes: Establishing and Maintaining Integrity of Behavioral Systems

Helena L. Maguire

Silva Orchanian

Jill Harper

Katherine Salvatore
(Melmark New England)

Jennifer Ruane
(Melmark)

40 Developing Sustainable Supervision & Mentorship Models

Tiffany Kristin MRLA

(Learning & Behavior Consulting, LLC)

41 Board Exam Prep Talk

Dana Meller

(Pass the Big ABA Exam)

42 Seriously? They Want to Do What? Navigating Successful Communication and Collaboration With Related-Service Providers
Christine Hoffner Barthold
 (George Mason University Academicfit)
Barbara J. Kaminski
 (Green Box ABA, PLLC)

71 Boosting Your Applied Behavior Analysis (ABA) Services With Functional Analytic Psychotherapy (FAP): Creating Meaningful and Culturally Humble Relationships With Stakeholders
Amanda M Muñoz-Martinez
 (Universidad De Los Andes, Colombia)
Yors A. Garcia
 (Pontificia Universidad Javeriana)

Friday, May 27
 12:00PM–3:00PM

43 Stimulus Control and Instructional Design: Understanding Programming for Concept Formation and Stimuli Design That Leads to Learner Success
Christina Barosky
 (Bierman Autism Centers)
Simone Palmer
 (Simmons University and Bierman Autism Centers)

44 Engage with Parents and Get “BUY IN” With Motivational Interviewing (MI)
Monica Gilbert
 (Crystal Minds New Beginning The.MI.Doctor)

45 From Clinic to Classroom: Building Bridges for Transition to Kindergarten
Alison Polly
 (Nova Southeastern University Orlando Florida)

46 Rivermont Behavior Insights and Trends – A Complete System for Collection and Analysis of School and System-Wide Performance
Jennifer Younger
Kathaleen Mary Tuthill
Samreen Rizvi
 (Rivermont Schools)
Keven Schock
 (New Story Schools)

47 Solutions for the New Era: Enhancing Team Coaching Through Artificial Intelligence Tools
Karrie Grama-Hatfield
Qing Su
Ana Lorena Madrigal
 (Tucci Learning Solutions, Inc.)

48 How to Use Treatment Signals Within Augmentative and Alternative Communication (AAC) Devices to Teach Individuals When Requests Will Be Honored
Shannon Angley
 (Children’s Specialized Hospital Center-Rutgers University Center for Autism Research, Education, and Services)
Daniel R. Mitteer
 (Rutgers University Center for Autism Research, Education, and Services (RUCARES))

Friday, May 24
 4:00PM–7:00PM

49 Cultivating Compassion Around the Table: Exploring Compassionate Behavioral Mealtime Interventions
Lisa Tereshko
 (Endicott College)

50 Understanding and Improving Sleep in Children With Autism: Assessment, Analysis and Behavioral Interventions
Dag Strömberg
 (Stockholm University)

51 Using Technology to Improve Supervision and Applied Behavior Analysis Therapy Services
Brenna R Griffen
 (Louisiana State University-Shreveport)
Elizabeth R. Lorah
 (University Of Arkansas)

52 Developing Evidence-Based, Person-Centered Programming for Autistic Adults in Community-Based Settings
Kate A Langston Rooney
Kara Constantin
Ashley McClennen
 (Devereux Advanced Behavioral Health)

53 Providing Behavioral Sex Education for Persons with Autism and Related Issues: Key Points for Behavior Analysts to Consider
Frank R. Cicero
 (Seton Hall University)

54 Rapport Building: Creating a Compassionate Foundation for Families and Clinicians to Optimize Clinical Outcomes
Molly Ann McGinnis
Kimberli Santa Maria (Butterfly Effects)

55 Meaningful Outcome Measures for the Comprehensive Treatment of Autism: The Development and Results of a Comprehensive Program Evaluation System
Eric V. Larsson
 (Lovaas Institute Midwest; University Of Minnesota)

56 Trauma: The Invisible Elephant Underlying Challenging Behavior

Jeannie A. Golden
Danielle Webb
Melissa Glenn
(East Carolina University)
Paula Y Flanders
(Private Provider)

57 Behavior Analytic Intervention for Behavior Disorders in Individuals With Brain Injuries

Joseph N. Ricciardi
(May Institute, May Center School for Brain Injury and Neurobehavioral Disorders)

58 Lost in Translation: From Stickers to Paychecks

Anthony Castrogiovanni
Andy Bondy
Anne Overcash
Jaime Wedel
(Pyramid Educational Consultants)

59 Using Technology and Organizational Behavior Management Systems to Guide Transdisciplinary Care

Kara Reagon
Jill Harper
Helena L. Maguire
(Melmark New England)
Heather Hirst
Lindsay Bly
Samantha Chamberlin
(Melmark)

60 How to Implement Infant Operant Learning Procedures for Research and Practice

Katerina Monlux
(Oslo Metropolitan)
Martha Pelaez
(Florida International University)

61 Unlock Success with the Self & Match System

Katharine M. Croce
(Holy Family University)
Jamie Siden Salter
(Self & Match Educational Consultation)

62 Embracing the Sweet Spot: Reducing Harm and Increasing Workability for Inclusive Educational Contexts

Rosalie Byrd Prendergast
(The Happy Medium Approach)

63 Successful Intervention in Schools: How to Provide Effective and Systematic Behavioral Consultation

Ryan Matthew Biemuller
Megan Robinson Joy
Ashley Violette
(Devereux Advanced Behavioral Health)

64 Public-School Board-Certified Behavior Analysts (BCBAs): Challenges and Solutions

Laura Kenneally
(Advance Learning Center)

65 A Guide to Building School Staff Capacity in Applied Behaviour Analysis in School Districts

Marilyn Green
(Ottawa Catholic School Board)
Jennifer Nieradka
(ONTABA - Ontario Association Of Applied Behaviour Analysis)

66 Developing Community Partnerships: A Model for Integrated Care in Early Childhood and Special Education

Tiffany Kristin Mrla
(Learning & Behavior Consulting; Integrative Learning Consultants; Bridging Autism Services)

67 Behavior Analysts, Let's Write!

Adam Hockman
(MGH Institute of Health Professions & ABA Technologies)

68 Mastering the Art of Feedback: Enhancing Leadership and Communication Skills With Staff

Sara Lalani
(The Chicago School; Behavior Analyst Advising, LLC)
Rebecca Gonzales
(The Chicago School; ABC Behavior)

69 Starting from Psychological Flexibility Part 2: Relational Frame Theory and Acceptance and Commitment

Therapy-Informed Case Conceptualization Within Behavior Analytic Practice
Siri Ming
(Private Practice)
Julia H. Fiebig
(Ball State University)

70 Protocol Considerations for Establishing Jointly Controlled Responding in Applied Settings

Michael Miklos
(Miklos Behavior Consulting And Training)
Miguel Ampuero
(Berry College)
Willow M Hozella
(May Institute)

2024 Presidential Scholar Essay Contest:

SAVE
THE
PLANET



EARTH'S TEMPERATURE,
Bill McKibben's



SINCE THE 1980S, BILL MCKIBBEN HAS MADE Unremitting strides toward spreading global climate change awareness. His contributions over the past decades are vast, including his roles as an educator, environmental activist, author, and founder of both 350.org and the Third Act.

These achievements are timely examples of how behavior-analytic principles can be used to catalyze behavior change at both individual and group levels toward a better future for all.

After graduating from Harvard in 1982, Mr. McKibben worked as a freelance writer throughout the mid-eighties. He published his first book, *The End of Nature*, in 1989, which is widely regarded as one of the first books to inform general audiences about climate change. In this publication, as well as his subsequent endeavors, Mr. McKibben emphasized both the depth of the climate crisis and human involvement in its progression.

Specifically, Mr. McKibben has consistently communicated to the public that the earth's surface temperature has increased 1.1 degrees Celsius since pre-industrial times. This is largely the result of human activities, such as burning fossil fuels that emit enormous amounts of greenhouse gasses into the atmosphere. While this temperature increase may not appear significant upon first glance, Mr. McKibben and other scientists highlight a 1.5 degrees-Celsius increase as the "crucial temperature threshold" (350.org, 2024). At this critical point, natural disasters become more imminent, agricultural resources

and connects individuals with the resources to allocate their behavior toward sustainable energy alternatives. Mr. McKibben's work with 350.org provides education on the consequences of our past actions that have impacted the environment and the contingencies that will shape our future actions. He aims to utilize 350.org as a vessel to shape group behavior in order to contend with, and adapt to, the situation at hand. As the temperature advances towards the critical 1.5 degrees Celsius, individuals must attend to concurrent schedules of reinforcement between the delayed reinforcer of a sustainable world, and the immediate needs and wants for daily living of individuals. 350.org addresses the global impact of behaviors contributing to the global temperature increase and the consequences that will affect the human race.

Mr. McKibben reflects on his own behavior and the behavior of his generation, understanding that during the 1980s and 1990s, individuals in their 20s and 30s (himself included) were greatly influenced by consumerism. Now, in the 21st century, Mr. McKibben is building on his experience through his grassroots political campaign of the Third Act. He notes that the Baby Boomer demographic controls the majority of the nation's wealth, has more access to free time, and was 50% more likely to vote in 2020 (Third Act, 2024). The motivating operations of Boomers in their younger years were focused on buying houses, filling them with possessions, and buying a station wagon to drive around the family. Alternatively, The Third Act aims to mobilize Baby Boomers to vote for legislation that is aimed toward a larger delayed reinforcer of a sustainable world, even though they may never contact it. This act of altruism can be seen as a contributing factor toward the phylogenetic selection of the human race. The old Greek proverb that "a society grows great when old men plant trees in whose shade they will never sit" can be considered the guiding light for the Third Act.

Bill McKibben's multifaceted work is critical for the preservation and continuation of planet Earth. The behavior-analytic conceptualization of Mr. McKibben's work recognizes the contingencies that are developed for both group and individual behavior to allow for continued life on this planet. By understanding these principles of behavior in connection to Mr. McKibben's work, we can continue in his footsteps and direct behavior change toward a brighter, more sustainable future. ❖

References

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BACK TO BASELINE: *Contributions*

BY EVAN SWITZER AND MEGAN ELLSWORTH

are depleted, and wildlife face unlivable conditions. Despite these grim possibilities, Mr. McKibben's work provides concrete steps and encouragement for behavior change to alter the outcomes that lie ahead. His continued efforts perfectly capture Murry Sidman's urges from *Coercion and Its Fallout* (2000): "We are polluting our environment on a grand scale [...] we will avert this global disaster only by learning to manage our own and others' behavior" (Sidman, 2000, p. 53).

Mr. McKibben recognized the need to influence group behavior to protect the environment. His international movement, 350.org, identifies the group as the human race, and addresses the phylogenetic level of selection. As the temperature rises, the continued phylogenetic selection of the human race will depend on the consequences of our actions. 350.org makes strides to reduce the current financial backing for fossil fuel use

Convention Attendee Services

As around 4,000 members from 40+ countries join us in Philadelphia, we invite you all to review and explore ABAI services for attendees:

- Be sure to download the ABAI Events app from the Apple App Store or Google Play Store for Android. Search for “ABAI” and choose “ABAI Events” in the results list. Use the “Get” button for iOS (there are versions for iPad and iPhone) or “Install” for Android. The app includes several features, including the ability to sync across multiple devices, schedule personal meetings and program events, scan in and out of CE sessions, and locate and “friend” other attendees to instant message and otherwise connect.
- We recommend reviewing ABAI’s general accessibility, accommodations, safety, and inclusion information, which is available on the event page.
- Registration is now open for employers to sign up for the ABAI Career Fair. Space is limited, so sign up soon! For more detail, check out the career fair listed in the ABAI store. Job seekers can begin registering on the Career Center starting in April. Please upload your resume to the Career Center before the event, which employers will be able to review.
- Our Exhibit Hall will be filled with representatives from organizations engaged in clinical and consulting services, software development, educational programming, credentialing, employee recruitment, and more.
- Be sure to visit the ABAI Bookstore between presentations. We will be offering hundreds of titles, along with several ABAI and convention products for sale.
- The bookstore will host author signings during the poster sessions, which will provide attendees the opportunity to meet their favorite behavior analysis writers and to have their books signed.
- We are also pleased to offer discounted rates on Philadelphia tours and experiences for convention attendees. Whether you are looking to enjoy a tour of the art district, dining, or outdoor adventures, we have opportunities to explore the city using codes available on the ABAI website.

For more information, check out the ABAI Events app and this year’s program book!

2024 Calendar of Upcoming Conferences

For more details, please visit the websites indicated and the Chapters section of the ABAI website.

2024

April

Alaska ABA

April 26-27
Anchorage, AK
www.alaskabehavior.org/

Association for Maine Behavior Analysis

April 26
Portland, ME
www.mainebehavioranalysis.org/

Four Corners ABA 17th Annual Conference

April 5-6
Albuquerque, NM
www.4caba.org/annual-conference.html

Idaho Association of Behavior Analysis

April 19
Boise, ID
www.idahoaba.org/

Illinois ABA 2024 Annual Conference

April 13
Chicago / Naperville, IL and Hybrid
www.ilaba.clubexpress.com

Kansas ABA

April 13
Overland Park, KS;
KU Edwards Campus
www.kansaba.org/

Nebraska ABA Convention

April 22-23
Omaha, NE
Courtyard Marriott at Aksarben
Village Omaha, NE
www.nebraskaaba.com

New Jersey ABA

April 25-26
Somerset, NJ
www.njaba.org/

North Dakota Association for Behavior Analysis

April 15-16
Eastern ND
<https://northdakotaaba.org/conference/>

Texas ABA

April 11-14
San Antonio, TX
www.txaba.org/conferences/2024/

Virginia ABA

April 12-13
Harrisonburg, VA
www.virginiaaba.org/annual-conference/

May

Florida ABA 2024 The Intersection Between Science and Practice

May 10-12
Orlando, FL
www.fabaworld.org/cofaba-2024-the-intersection-between-science-and-practice

Massachusetts ABA

May 10
Marlborough, MA
www.massaba.net/

Vermont ABA

May 10
Warren, VT
www.vtaba.org/

July

ABA Australia 9th Annual Conference

July 26-30
Rydges, Melbourne
www.auaba.com.au/page-18303

August

Utah ABA

August 1-2
Provo, UT
www.ut-aba.org/

September

Japanese ABA

September 13-15
Tokyo, Japan

Minnesota Northland ABA

September 26-27
Bloomington, MN
www.mnaba.org/

Montana ABA

September 27-28
Billings, MT
www.mtaba.org/

New Zealand ABA

September 5-7
Auckland, New Zealand
www.nzaba.wordpress.com/

Sociedad Mexicana de Analisis de la Conducta

September 9-13
Merida, Yucatan
www.smac.org.mx/

Québec ABA

September 20
Online



Hank Pennypacker, Amy Wiech, and Raymond Pitts, Minneapolis, 2013

Henry S. Pennypacker

1937–2023

BY JIM JOHNSTON

HENRY S. (HANK) PENNYPACKER PASSED AWAY on September 12, 2023. His career spanned the history of the field of behavior analysis and contributed in many ways to its progress.

Hank received his MA from the University of Montana and his doctorate under Gregory Kimble at Duke University in 1962 with a focus on classical conditioning. He spent his entire career in the psychology department at the University of Florida, retiring there in 1998.

After only a few years at UF, he began a transition toward behavior analysis, a conversion facilitated by the addition to the department of Edward F. Malagodi. Ed's arrival marked the beginning of what became one of the field's early behavior analysis programs. Marc Branch soon joined the program, bringing a focus on behavioral pharmacology, and I came on board in 1975, having completed my graduate studies under Hank in 1970.

Hank's interests in behavior analysis began with an enthusiastic initiative to investigate ways of improving student performance to what could justifiably be called mastery level. This effort led to a university-wide program involving faculty and courses from other departments, as

well as a relationship with the UF athletic department focused on maintaining student athlete eligibility.

These efforts were only the beginning of his interest in education. In the late 1960s, he established a life-long professional and personal relationship with Ogden Lindsley, who was in the early stages of developing Precision Teaching and its six-cycle Standard Behavior Chart. Hank co-authored the seminal handbook for the chart in 1972 (Pennypacker, Koenig, and Lindsley, 1972) and remained a leader in the Precision Teaching community throughout his career.

The centerpiece of Hank's literary achievements was the publication of a textbook on research methods in 1980 (Johnston & Pennypacker, 1980). Hank and I began this project in the mid-1970s with the aim of establishing a comprehensive standard for methodological practices in the field. Three subsequent editions of this now classic text were published over the next 40 years. Each edition was a thorough revision in light of the evolution of the field, especially with regard to the increasing impact of credentialed ABA practitioners. The fourth edition, published in 2020, added Gina Green to the authorship.



Jim Johnston, Carol Pilgrim, and Hank Pennypacker, Chicago, 1999

As the methods text was taking shape, Hank embarked on a major initiative that continued for the remainder of his career – experimental development of a method of breast self-examination (BSE) and distribution of that technology on a world-wide basis. As this approach to BSE matured, he established Mammatech Corporation as a way of delivering it to the marketplace through medical and other channels. This project generated a number of patents and remains a masterful example of how to develop a behavioral technology and transfer it to widespread, routine practice.

Although these various interests and projects constitute the most notable phases of his career, they should not overshadow other activities that have had lasting and important consequences. For example, in the late 1970s, Hank became the chair of a Peer Review Committee established by the State of Florida to monitor the delivery of ABA services to individuals with intellectual disabilities. The committee recognized the need for some sort of credential identifying individuals with a minimal level of ABA expertise. Hank developed a preliminary credentialing examination that later led to the state establish a professionally constructed exam and testing program. This successful initiative eventually became the foundation for the Behavior Analysis Certification Board's national credentialing program.

Hank was closely involved with the Cambridge Center for Behavioral Studies and served as Chairman of its Board of Directors for a number of years. He received

numerous honors and awards during his career, including being named a Fellow of Division 25 of the American Psychological Association, serving as President of the Association for Behavior Analysis as well as President of the Florida Association for Behavior Analysis, and receiving a Lifetime Achievement Award of the OBM Network, a SABA Award for Public Service, a Lifetime Achievement Award of the Standard Celeration Society, and the Fred S. Keller Behavioral Education Award from APA Division 25. He also served on the editorial board of numerous professional journals.

The above paragraphs are only the most superficial summary of Hank's career and leave out what for many colleagues and students were his most memorable qualities. He was both a widely loved colleague and a popular and highly respected teacher at all levels. He had a laid-back personal style that was caring and respectful, as well as intellectually stimulating. His sly sense of humor was only part of what drew students to his classes. He made the subject matter important and inspired students to realize that they could make a difference. Henry S. Pennypacker's powerful impact on those who knew him mirrored his enduring impact on our field. ❖

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IN MEMORIAM: HENRY PENNYPACKER



"We are heartbroken to acknowledge the passing Dr. Henry S. Pennypacker ("Hank"), one of the great contributors to standard celeration charting and precision teaching, and a leader in the global community of behavior scientists."

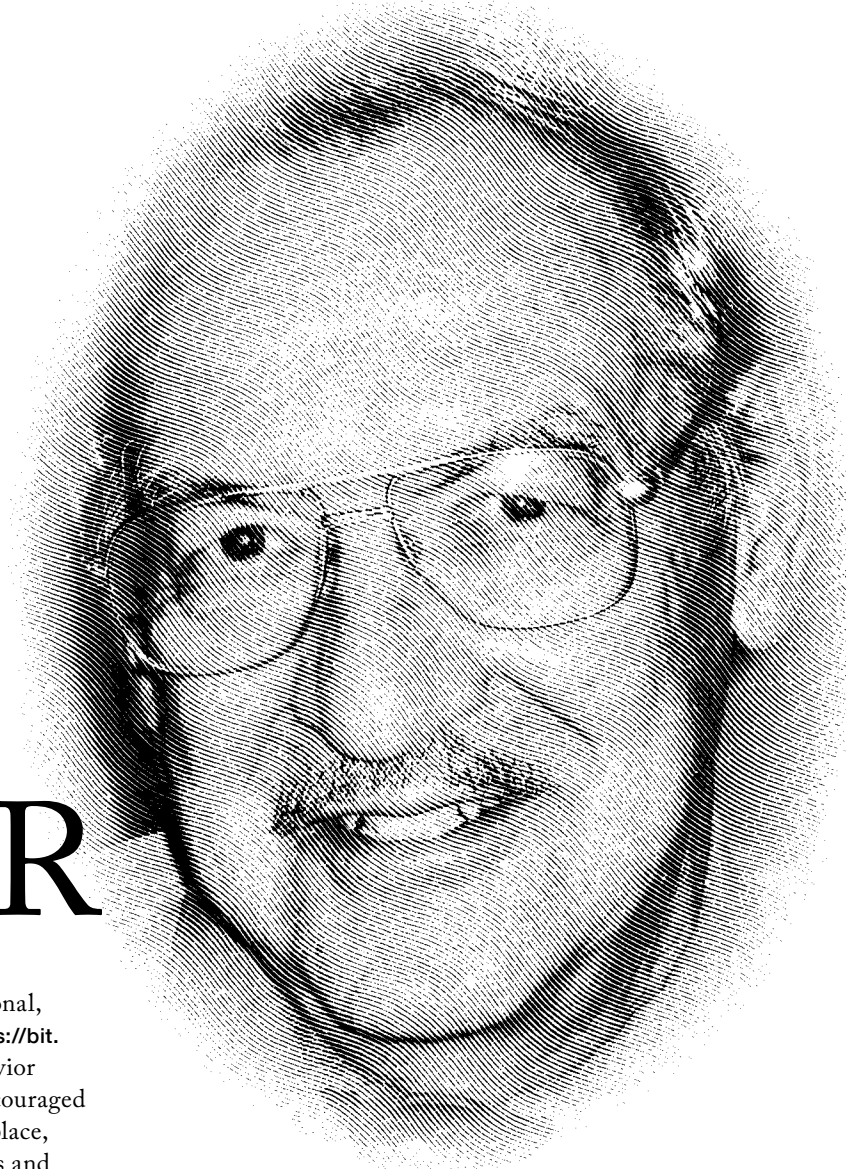
Remembering

DR. HENRY S. PENNY

BY C. BINDER

FRIEND, COLLABORATOR, AND FELLOW MUSICIAN with our Founder, Dr. Ogden Lindsley, Hank was first author of the original *Handbook of the Standard Behavior Chart*, and of each subsequent edition of that foundational guide book. He was a brilliant scientist who encouraged us to stay within Skinner's natural science of behavior by using standard units of measurement, and he founded the Behavior Analysis program at the University of Florida, where he taught for 36 years. With his former student and protégé, Dr. Jim Johnston, he authored one of the most important books in the field of applied behavior science, *Strategies and Tactics of Behavioral Research*. He was a leader in Precision Teaching of Florida, an early state-wide effort to promote effective instruction. His ground breaking company, Mammacare, later to become a nonprofit foundation, conducted behavioral research to develop a breast self-examination methodology that has arguably saved thousands of women's lives through early detection of cancer. He was Chair of the Cambridge Center for Behavioral Studies, a wise and thorough leader and masterful strategist when engaging with organizations and communities. And he was, for over 20 years, an original member of the Oversight Committee of the B.H. Barrel Endowment for Neuro-Operant Research, established with a bequest by his long-term colleague and co-author, Bea Barrel, at the University of North Texas. He was President of

Dr. Pennypacker addresses convention goers in the very early days of ABAI.



PACKER

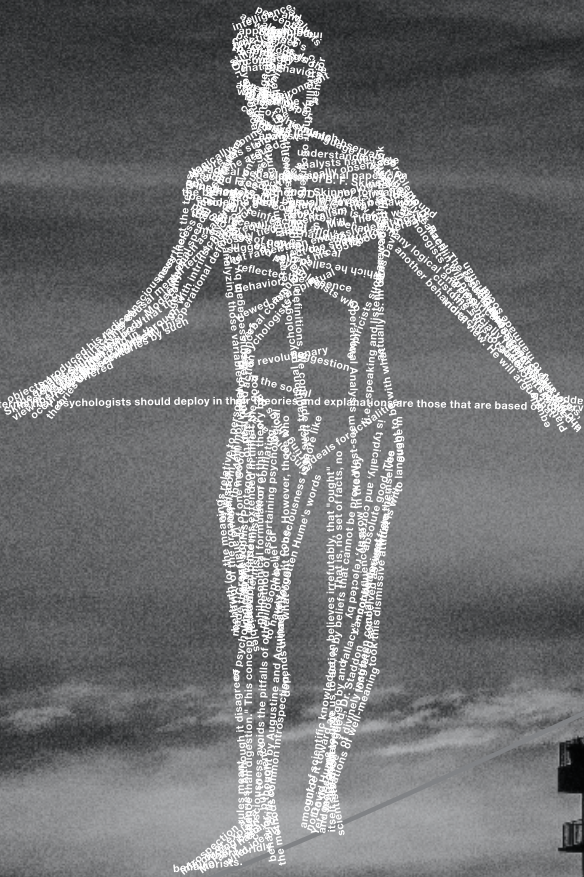
the Association for Behavior Analysis International, where his often-cited Presidential Address (<https://bit.ly/Pennypacker1986>) encouraged his fellow behavior scientists to “buy in without selling out.” He encouraged us to bringing behavior science into the marketplace, to shape development and marketing of products and services that would be supported by customers, based on the needs those products and services would address. He chaired the Task Force of the Standard Celeration Society that defined and documented the essential features of the standard celeration chart.

Hank trained, counseled, coached, and promoted the careers of many young behavior scientists, both his formal students at the University of Florida, and countless informal proteges, whom he helped and taught until the end of his life. He was an extraordinary mentor and collaborator who provided wise advice and a model of thoughtful leadership to everyone whom he touched, including leaders of the Standard Celeration Society. Most of all, Hank was a model of kindness, authenticity, and good humor to friends and colleagues. Being his friend and colleague was a gift, and being recipients of his many contributions is something for which we can feel profoundly grateful. Rest in Peace, Dr. Pennypacker. We will miss your presence, and always appreciate your extraordinary contributions to behavior science, its applications, and its community of practice. ❖



Read Dr. Pennypacker’s Presidential Address
<https://bit.ly/Pennypacker1986>

Carl Binder, writing for the Standard Celeration Society, is the 2022 winner of the SCS Ogden R. Lindsley Lifetime Achievement Award. He is the CEO of The Performance Thinking Network.

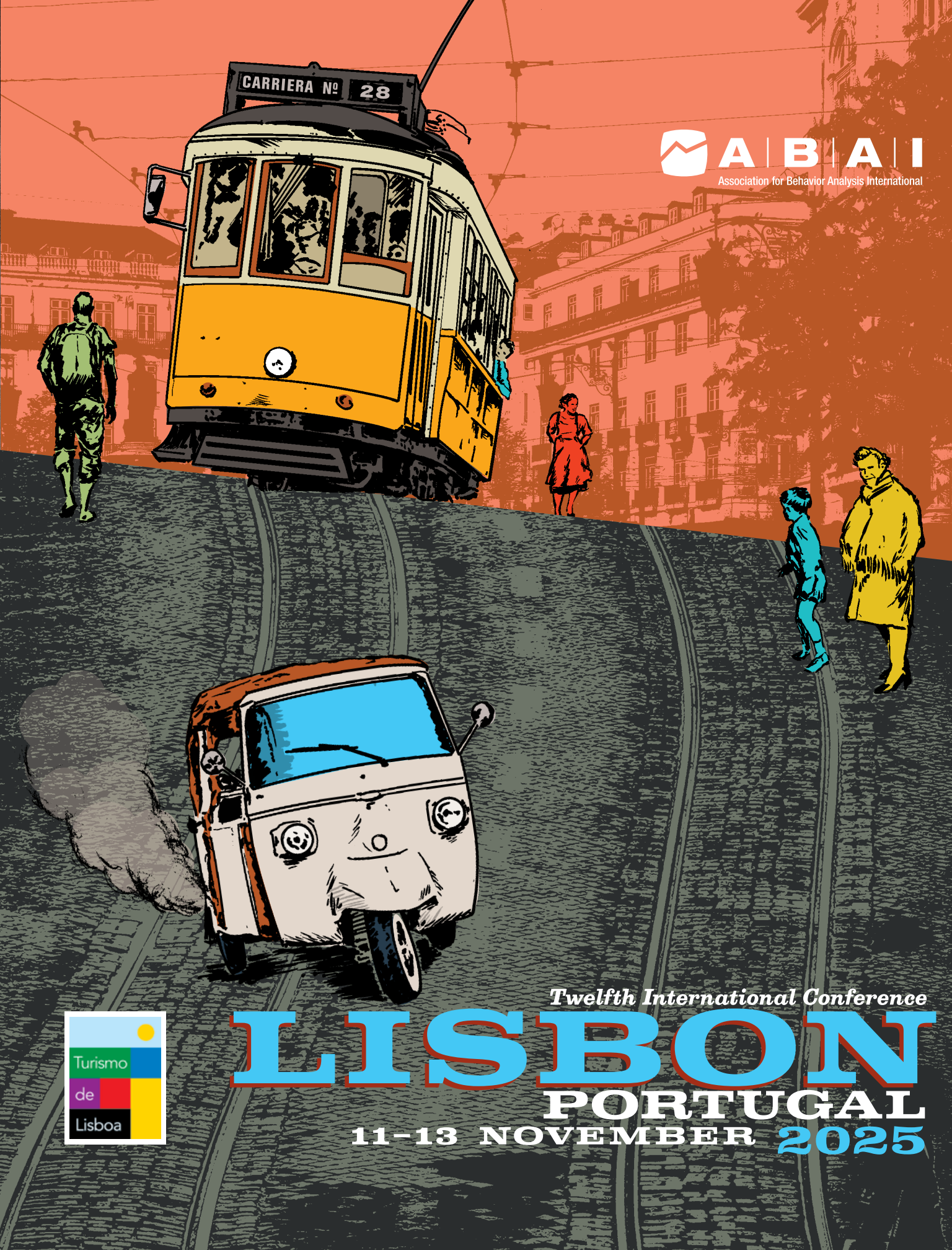


...viorism concerns verbal processes and the meaning of "psychological" terms and concepts. According to this feature, the only psychological terms that psychologists should deploy in their theories and explanations are those that are based on observable stimuli and behavior. Throughou

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Banister detail from above, Independence Hall, Philadelphia, Pennsylvania
Photography: MARTIN BURCH

