Michigan Autism Conference 2023

PLANTING THE SEEDS OF CHANGE FOR TOMORROW'S GROWTH

October 11 - 13, 2023

Kalamazoo, MI

Michigan Autism Conference

October 11-13, 2023*

Welcome to the 11th Annual Michigan Autism Conference (MAC)!
This conference is dedicated to providing families, practitioners, educators, researchers and individuals with autism/autistic individuals with information on a variety of topics related to assessment and treatment of those diagnosed with autism.
We hope you will find our conference to be informative and enjoyable!

***Virtual offerings available through November 13, 2023.**

Registration	**Open Pre-conference**
Wednesday, 10-11-23	7:30 a.m. – 8:00 a.m.
Thursday, 10-12-23	7:00 a.m. – 8:00 a.m.
Friday, 10-13-23	7:00 a.m. – 8:00 a.m.

Remember to stop by the Continuing Education (CEU) table for information about CEUs, and the Discover Kalamazoo table for information about things to do and places to eat while you are in Kalamazoo!

Conference App Information

Onsite attendees can access the conference program, session information, maps, floor plans, connect with other attendees, and create their own schedule in our conference app! Attendees should download the **'CVENT Events' App** from the App Store or Google Play Store, depending on their smart device. Once downloaded, attendees need only search 'Michigan Autism Conference 2023' to access all the fun!

Wi-Fi Information

Stay connected at the conference!
Network: MAC2023
Password: kalamazoo

Continuing Education Units (CEUs) Information

To accrue CEUs, you must **buy a packet in advance**. CEU packets can be purchased onsite if you did not sign up for them. **There will be no purchases of CEU packets permitted post-conference.** Other important details regarding CEUs are below:

- To identify which sessions count for CEUs, please check the descriptions below.
- APA, BCBA, SCECH, and Social Work CEUs are all available during the in-person conference. For virtual attendees, only BACB CEUs are available for accrual.
- Onsite attendees should check-in and -out of each talk. MAC staff will scan the QR code on your name badge.
- Don't forget to complete the session feedback at the end of each talk!
- **Obtaining your CEU certificate**: Thirty to forty-five days after the conference ends **(last day is November 13, 2023),** you will receive an email from the CVENT platform with a link to download your BACB, SCECH, APA, Social Work, or Certificate of Attendance.
    - **Special Note for APA and SCECH CEUs**: Attendees acquiring APA CEUs are required to complete a post-session survey for each presentation. Attendees acquiring SCECH CEUs are required to complete a supplemental form at registration.

CEU Sponsorships:

★ **APA CEUs:** The program is co-sponsored by the Michigan Psychological Association (MPA) and the Michigan Autism Conference. The MPA is approved to sponsor continuing education for psychologists. The MPA maintains responsibility for this program and its content. This program is offered for 18 hours of continuing education credit.

▲ **SCECH CEUs:** The MAC is proud to offer SCECH CEs through a collaboration with the WMU Department of Professional Development.

■ **Social Work CEUs:** The MAC is proud to offer Social Work CEs through a collaboration with the NASW-Michigan.

● **BCBA CEUs:** The Michigan Autism Conference is an approved ACE provider through the Behavior Analyst Certification Board BACB).

Program Content

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Video Recording Policy
Video recording of conference events is not permitted without written permission from the Michigan Autism Conference. Attendees of the 2023 Michigan Autism Conference may be video recorded by a MAC-approved videographer. The Michigan Autism Conference reserves the right to use these videos in advertising materials. Attendees may not make monetary or other claims against the Michigan Autism Conference for the use of these videos.

Photo Policy
Attendees of the 2023 Michigan Autism Conference may be photographed by a MAC-approved photographer. The Michigan Autism Conference reserves the right to use these photographs in advertising materials. Attendees may not make monetary or other claims against the Michigan Autism Conference for the use of these photographs.

Parking Information
Gates will be lifted at the Rose Street parking garage (i.e., located directly across from the Radisson) at the end of the conference day. Parking is free if you stay until the end of each conference day. If you need to leave the conference earlier than 5:00 p.m., please visit the MAC registration desk to obtain a sticker for your parking entry ticket that will allow you to exit the parking garage at a discounted rate.

Restrooms and Nursing Room
Gender neutral restroom and a nursing room are available on the second floor of the Radisson. Please see the front desk for access to the nursing room.

General Assistance
If you are in need of general assistance, please go to the MAC registration desk in the Kalamazoo Room.

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Conference Personnel

Conference Chairs

Jessica E. Van Stratton, Ph.D., BCBA-D, LBA
Kimberly M. Peck, Ph.D., BCBA-D, LBA

Planning Committee

Alyvia Anaple, B.S.
Erin Baum, M.A., BCBA, LBA
Margarita Carillo, B.S.
Sean Field, Ph.D., BCBA-D, LBA, LLP
Kelsea Guarino, B.S.
Haley Hughes, M.A., BCBA, LBA
Imani Little, B.S.
Sadie Martin, B.S.
Molly Mates, M.A., BCBA, LBA
Chelsie Morgan, M.A., BCBA, LBA
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Mindy Newhouse-Oisten, Ph.D., BCBA-D, LBA, LLP
Joey Ryan, M.S., BCBA
Jen Thomas, B.S.
Yelba Vallecillo, M.S., BCBA, LBA
Kyle Visitacion, M.A

Ambassadors

Keyana Cooke	Paige Ehrmann	Hannah Gripp
Taylor Ketelaar	Leanne Latocha	Courtney Little
Allison Mars	Mashiath Mahabub	Rachel Mickelson
Tori Risinger	Paige Sherlund-Pelfrey	Sharrukina Tamrazi
	Trey Ximenez	

MAC is thankful for the assistance and efforts of the following organizations for providing support:

ASK Family Services
Providing assistance with organizing parent scholarships.

Aunty Nay's Cookies & Treats
Providing assistance with artisanal treats and confections.

CVENT
Offering our presentations via virtual format and offering technological support.

Discover Kalamazoo
Providing assistance with the information table and speaker welcoming

Foxy Learning LLC
Providing assistance with MAC's website.

Image Stream
Providing assistance with audio/visual needs.

Ope's Cookies
Providing assistance with artisanal treats and confections.

Western Michigan University Department of Psychology
Providing organizational assistance.

2023 Michigan Autism Conference "At a Glance"

*Note: All presentations are eligible for Certificates of Attendance. The counts provided below represent the number of presentations **eligible for each type of CEU**, **not the total number of CEUs one attendee would be able to acquire** during the MAC.*

Please see page 2 for information on CE sponsoring organizations.

The total number of CEUs you can accrue is less than the total number of CEU-eligible sessions

Continuing Education Units (CEUs) Breakdown			
Behavior Analysis Certification Board (BACB)	**State Continuing Education Clock Hours (SCECH)**	**Social Work**	**American Psychological Association (APA)**
Workshops: ● *Ethics*: 6 ● *Supervision*: 11 ● *Learning*: 27	**Workshops:** 36	**Workshops**: 36	**Workshops**: 0
Keynotes: ● *Ethics:* 0 ● *Supervision:* 1 ● *Learning*: 6	**Keynotes:** 5	**Keynotes**: 5	**Keynotes**: 3
Breakouts: ● *Ethics:* 14 ● *Supervision:* 4 ● *Learning*: 17	**Breakouts:** 34	**Breakouts:** 34	**Breakouts:** 15
Total*: 86 ● *Ethics*: 20 ● *Supervision*: 16 ● *Learning*: 50	**Total***: 75	**Total*:** 75	**Total*:** 18

Presentation Breakdown ***Note:** Some presentations count toward multiple tracks. Wednesday's kickoff event is included under 'Keynotes'.				
Practitioner Track	**Education Track**	**Research Track**	**Caregiver Track**	**ASD Perspective**
● *Workshops: 11* ● *Keynotes: 7* ● *Breakouts: 36* *Total: 54*	● *Workshops: 10* ● *Keynotes: 7* ● *Breakouts: 33* *Total: 50*	● *Workshops: 6* ● *Keynotes: 6* ● *Breakouts: 18* *Total: 30*	● *Workshops: 4* ● *Keynotes: 5* ● *Breakouts: 15* *Total: 24*	● *Workshops: 0* ● *Keynotes: 0* ● *Breakouts: 4* *Total: 4*
Total Presentations:				
Workshops: 11 *Keynotes: 6* *Breakout Sessions: 38*				

Wednesday, 10-11-23

The color-coded bars on the right indicate the recommended audience.
Rooms are indicated by column heading and a map is located at the back of your program.

Room	Glens 1 & 2	Glens 3	Meadows	Oaks	Prairies 4 & 5	Prairies 6	Stone Theatre
9:00-12:00	**EFL: Life Skills** *McGreevy*	**Clinical Documentation** *Hockman*	**Advances in FA Methods** *Briggs*	**8-hour BCBA Supervisor Training*** (starts 8:00) *McGee & Garza*	**Ethics Within Orgs** *Quigley*	**Intro to the New EESA** *Esch*	**Self & Match: In Schools** *Salter & Croce*
12:00-1:00	Lunch (on your own) - *please visit the Discover Kalamazoo table for a list of local restaurants*						
1:00-4:00*	**EFL: Life Skills** *McGreevy*	**Triaging RBT Performance** *Hockman*	**Cultural Values & Service** *Baires*	**8-hour BCBA Supervisor Training*** (until 5:00) *McGee & Garza*	**Embracing Ed Tech** *Twyman*	**Intro to the New EESA** *Esch*	**Self & Match: In Homes** *Salter & Croce*
Arcadia Ballroom							
6:00-7:00	**Discussion on the State of Services to Address Severe Challenging Behavior in Michigan** *Open to Public* *Briggs, Kranak, Peterson, & Pence*						

Practitioner
Education
Research
Parent/Caregiver
ASD Perspective

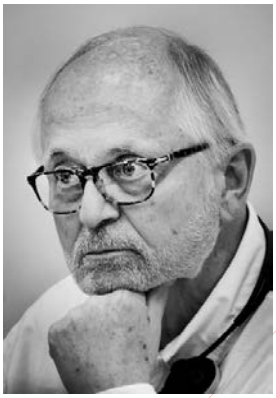
Note: **This Session is from 8 am – 5 pm in accordance with BACB supervision requirement*

Wednesday, October 11

Full-Day Workshops

9:00 a.m. – 4:00 p.m.; Glens 1 & 2

Patrick McGreevy, Ph.D., BCBA-D, (Patrick McGreevy, Ph.D., P.A. and Associates)



Patrick McGreevy received B.S. and M.A. degrees in Psychology and Special Education, respectively, from the University of Iowa. He was a special education teacher for eight years, working with children and young adults with moderate-to-severe developmental disabilities. He received the Ph.D. degree in Education from Kansas University under the guidance of Ogden R. Lindsley. He has served on the faculties of the University of Missouri-Kansas City, Louisiana State University, the University of Central Florida, and the Florida Institute of Technology. He is the author of Teaching and Learning in Plain English, an introduction to Precision Teaching, and the founder and first editor of the Journal of Precision Teaching and Standard Celeration Charting. He is the author of ten journal articles and a book chapter on teaching verbal behavior. He is the first author of Essential for Living, a functional skills curriculum, assessment, and professional practitioner's handbook based on B. F. Skinner's analysis of verbal behavior for children and adults with moderate-to-severe disabilities. He has given hundreds of presentations and workshops, and is the recipient of the Ogden R. Lindsley Lifetime Achievement Award of the Standard Celeration Society.

Essential for Living: It's All about Life Skills

Dr. McGreevy will describe Essential for Living, a life skills curriculum and assessment instrument for children and adults with limited skill repertoires. Elements of this instrument will also be described and why these elements are useful with this population.

**** 6 BACB Learning CEUs ●, SCECH CEUs ▲, and SW CEUs ■***

8:00 a.m. – 5:00 p.m.; The Oaks

Heather M. McGee, Ph.D., BCBA-D (Western Michigan University) **Katie Garza, Ph.D., BCBA** (Western Michigan University)

Heather M. McGee is an Associate Professor of Psychology and Co-Chair of the Industrial/Organizational Behavior Management graduate programs at Western Michigan University (WMU). She received her B.S. (1998), M.A. (2003), and Ph.D. (2004) from WMU. Dr. McGee is also co-founder of Performance Blueprints, a performance improvement consulting firm specializing in

helping small businesses, non-profits & human service settings by providing a variety of consulting and training services. Dr. McGee has designed, developed and implemented organizational performance solutions in a variety of industries and settings, including autism service agencies, the pharmaceutical industry, education, and health and human services. These solutions have included performance-based instruction, performance management, behavioral systems changes, and lean sigma initiatives. Dr. McGee is the former Executive Director of the Organizational Behavior Management (OBM) Network and serves as an associate editor for the Journal of Organizational Behavior Management (JOBM) and is on the editorial board for Behavior Analysis: Research and Practice. Additionally, she serves on the Board of Directors for ALULA, and on Advisory Boards for Empower Behavioral Health and Cambridge Center for Behavioral Studies.

Katie L. Garza is the Operations Director at Compassionate Heart Ministries and is a Board Certified Behavior Analyst and Licensed Behavior Analyst in Michigan. She also consults with organizations to design, develop, and implement solutions in the areas of training, performance management, and process improvement. She received her B.S. in 2011, M.A. in 2013, and Ph.D. in 2018 from Western Michigan University. Dr. Garza has a background in behavior analytic treatment for both adults and children with developmental disabilities in addition to her background in organizational behavior management. She has worked in human service and manufacturing settings providing a behavior-analytic approach to training, management, supervision, and human resources. Dr. Garza is on the editorial board for the Journal of Organizational Behavior Management and has served as an ad-hoc reviewer for several other behavior analytic journals.

BCBA 8-Hour Supervision Training

BCBAs providing supervision must complete an 8-hr approved supervision training and supervision coursework However, the 8-hr training and supervision course alone may not be sufficient. Supervisors training people to become Board Certified Behavior Analysts typically serve in other professional roles outside of that of BCBA supervisor. These roles may effectively compete with the responsibilities of supervising. Having materials to reduce the effort of supervising may increase the likelihood of supervisors carrying out the full process of behavioral skills training, which would help increase the proficiency with which their supervisees can perform the skills outlined in the BACB Fifth Edition Task List and Supervisor Training Curriculum Outline 2.0. The purpose of this workshop is therefore to satisfy the BACB 8-hr supervision training requirements as well as to introduce some tools for increasing the efficiency and effectiveness of supervision and facilitating the process of behavioral skills training for BCBA supervisors. This training program is based on the BACB Supervisor Training Curriculum Outline 2.0 but is offered independent of the BACB.

**** 8 BACB Supervision CEUs***

9:00 a.m. – 4:00 p.m.; Prairies 6

Barbara Esch, Ph.D., BCBA-D CCC-SLP (Esch Behavioral Consultants LLC)

Dr. Barbara Esch is a behavior analyst and speech pathologist with extensive experience in behavioral interventions for children and adults. Dr. Esch received her Ph.D. in Applied Behavior Analysis from Western Michigan University under the direction of Dr. Jack Michael and Dr. Jim Carr and her M.A. in Speech Pathology from Michigan State University. She has published research on behavioral treatments for early speech acquisition and aphasia assessment in The Analysis of Verbal Behavior, the Journal of Applied Behavior Analysis, and the Journal of Autism and Developmental Disabilities. She has presented workshops, training symposia, and research in the United States, Canada, Europe, and Australia, focusing on the use of behavioral procedures to improve speech and language skills for individuals of all ages with a wide range of diagnoses. Dr. Esch is the founder of the Speech Pathology Special Interest Group (www.behavioralspeech.com) of the Association for Behavior Analysis International. She is the author of the original Early Echoic Skills Assessment, part of the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP), published by Dr. Mark Sundberg (2008/2014) and the new Early Echoic Skills Assessment and Program Planner – Guide and Protocol.

Echoic Assessment and Program Planning for Early Speech Learners

Echoic skills, the ability to repeat a speech model, play a major role in early speech learning. One such role is to establish sound-making as a reinforcing activity. Another is to fast-track the learning of other vocal language, beyond just repeating what is heard. These critical skills include asking for, commenting on, or having conversations about things, people, activities, and the like. No matter the age of the early speech learner, it is useful to assess and track echoic skills as the foundation of a set of complex behaviors that result in vocal-verbal language. In this presentation, Dr. Esch will discuss the role of the echoic verbal operant within overall language learning, how echoic skills are analyzed in terms of syllable complexity, and how to use echoic assessment information to build a beginning speech-language program. As the basis for this presentation, Dr. Esch will show and discuss material from her newly published EESA: Echoic Skills Assessment and Program Planner, Guide and Protocol, including samples of worksheets and program planning tools from the Work Packet contained in the EESA Protocol manual.

**** 6 BACB Learning CEUs ●, SCECH CEUs▲, and SW CEUs ■***

roi residential opportunities inc.

Great Lakes Center for Autism Treatment and Research
an roi program

Programs and Services

GLC is HIRING!

- Please visit our exhibit to learn more and/or schedule an on-site interview.
- Apply on line at www.residentialopportunities.org

DIAGNOSTIC EVALUATIONS

Autism diagnosis is completed by a fully licensed psychologist. Many commercial insurances are accepted as well as private pay.

APPLIED BEHAVIOR ANALYSIS PROGRAMS

OUTPATIENT SERVICES

Serving individuals 18 months to 21 years of age. Many commercial insurances, Medicaid (CMH), and private pay are accepted.

Provide one-on-one and social/group/play skills using ABA to increase communication, daily living, and vocational and/or pre-academic skills while reducing challenging behaviors. Also available are potty training boot camp and parent/caregiver coaching.

INTENSIVE RESIDENTIAL TREATMENT

Serving individuals 7-17 years of age. Funded primarily by CMH or DHHS.

Goals include decreasing challenging behaviors, increasing functional communication skills, working successfully in a classroom, participating in a group, building self-care and adaptive living skills, and improving social skills.

STEP-DOWN - ELAINE AVENUE

Serving individuals 7-17 years of age. Funded primarily by CMH or DHHS.

This program serves up to six individuals who have met their treatment plan goals during their stay in the *Residential Treatment Program*. It is a professionally supported community-based environment for the teenager to enjoy home and community while pursuing a meaningful, healthy and independent life.

GLC IS GROWING!!

JOIN US AS WE UNVEIL THE NEW ADDITION TO THE GLC INTENSIVE RESIDENTIAL PROGRAM

OPEN HOUSE
FRIDAY, NOVEMBER 10, 2023
4:00 PM – 7:00 PM
9616 PORTAGE ROAD
PORTAGE, MI 49002

COMING THIS YEAR

SPECIALIZED RESIDENTIAL GROUP HOME WITH ENHANCED BEHAVIORAL SUPPORTS

Center Locations & Contact Information

9616 Portage Road, Portage, MI 49002

1800 S. 35th Street, Galesburg, MI 49053

1000 W. Paterson, Kalamazoo, MI 49007

Phone: 269-250-8200

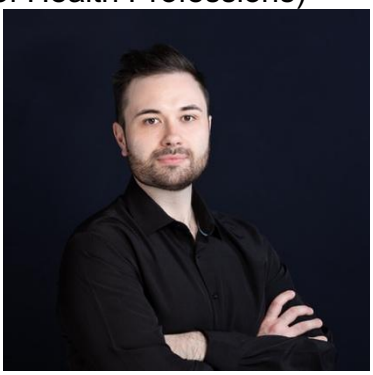
Web: www.autismtreatmentresearch.org

Wednesday, October 11

Half-Day Workshops

9:00 a.m. – 12:00 p.m.; Glens 3

Adam Hockman, M.A. (ABA Technologies; MGH Institute of Health Professions)



Adam Hockman is Chief Learning Architect at ABA Technologies. There, he helps clients build learning systems that enhance the capabilities and achievements of their people to positively impact strategic outcomes. Adam has worked in corporate learning, clinical autism services, healthcare, education, and the performing arts. He is also on the faculty of the Heifetz International Music Institute, where he teaches behavioral practice and performance skills to classical musicians. Prior to ABA Tech, Adam worked as research associate to Dr. Francis Mechner at The Mechner Foundation. He is an advisor to the Cambridge Center for Behavioral Studies and former co-marketing VP and editor of Standard Celeration Society. In 2023, Adam initiated a Wider Reach: a writing incubator for behavior analysts interested in publishing their work outside of the behavior analysis community. The project is generously funded by the Society for the Advancement of Behavior Analysis. Adam frequently writes and speaks about learning science, design, and measurement. His undergraduate studies and graduate training were in communication sciences and disorders, behavior analysis and instructional design, and health professions education (simulation operations).

Producing and Implementing Clinical Documentation to Enable Scaling

How you write and store documentation for your clinical processes influences whether people follow and implement them. Inaccessibly written or poorly formatted and designed clinical documentation can render the information useless—people don't refer to it, and if they have questions, they either come up with solutions on their own (sometimes scary!) or seek help from more experienced staff members. Complete and accessible documentation does the opposite: it encourages people to find answers on their own and it decreases organizational gatekeeping. If you don't write well or have a graphic designer on staff, no problem. This session introduces easy-to-adopt writing techniques for designing effective clinical documentation, job aids, and checklists. Participants will rewrite existing documents from their organization, this time using writing strategies from Patti Shank and Marilyn Gilbert. Once rewritten, participants will apply info mapping features to improve document accessibility. Workshop participants must bring a laptop and submit a sample clinical document ahead of time for the instructor to review and provide critiques on. At the end of the workshop, participants will export their cleaned-up documentation to PDFs that are ready for feedback from staff members.

**** 3 BACB Learning CEUs ●, SCECH CEUs ▲, and SW CEUs ■***

9:00 a.m. –12:00 p.m.; Meadows

Adam Briggs, Ph.D., BCBA-D, LBA (Eastern Michigan University)

Dr. Adam Briggs, BCBA-D, LBA, is an Assistant Professor of Psychology at Eastern Michigan University (EMU), where he directs the Behavior Analysis Research Laboratory. Dr. Briggs earned his Ph.D. from the University of Kansas and received the 2016 Baer, Wolf, and Risley Outstanding Graduate Student Award for excellence in teaching, research, and service and the 2017 APA Division 25 SEAB Applied Dissertation Award. Dr. Briggs also completed a two-year Post-Doctoral Research Fellowship at the University of Nebraska Medical Center and Munroe-Meyer Institute's Center for Autism Spectrum Disorders. Recently, Dr. Briggs received the 2022 Ronald W. Collins Distinguished Faculty: Research I Award, which is the highest honor EMU presents to an individual faculty member. He has published over 20 peer-reviewed articles and chapters. Dr. Briggs serves on the Editorial Boards for the Journal of Applied Behavior Analysis (JABA) and Behavior Analysis in Practice (BAP), is a member of JABA's Associate Editor (AE) Mentorship Program, and has served as a Guest AE for JABA, BAP, and currently serves as a standing AE for Education and Treatment of Children.

Advances in Functional Analysis Methodology: Translating Evidence-Based Recommendations into Practice

Functional analysis (FA) methodology is a well-established standard for identifying the precise conditions that evoke and maintain problem behavior, thus leading to effective, function-based interventions (Beavers et al., 2013; Hanley et al., 2003; Hagopian et al., 2013). Although considered best practice, many behavior analysts report not conducting FAs prior to intervention due to implementation barriers including potential safety concerns and insufficient time (Oliver et al., 2015; Roscoe et al., 2015). Over the past two decades, a tremendous amount of research has been conducted to address these and other commonly reported barriers to FA implementation (e.g., JABA Special Issue on FA methodology, 2013, volume 46, issue 1). The outcomes of these studies suggest methodological refinements that offer a wide range of solutions to previously described barriers, resulting in an overall improved approach toward conducting FAs in practice. The purpose of this workshop is to provide an overview of FA methodology, review best-practice considerations for designing and conducting FAs, provide recommendations for analyzing FA outcomes, and review procedural modifications that can be applied to address implementation challenges in various contexts and situations.

**** 3 BACB Learning CEUs ●, SCECH CEUs▲, and SW CEUs ■***

9:00 a.m. – 12:00 p.m.; Prairies 4 & 5

Shawn Quigley, Ph.D., **BCBA-D, CDE** (Melmark)
Dr. Quigley received his Master's in Education at Idaho State University and his Ph.D. in Behavior Analysis at Western Michigan University. He completed a post-doctoral psychology fellowship with the University of New Mexico Medical Group. During the fellowship Dr. Quigley completed the Leadership Education in Neurodevelopmental and Related Disabilities (LEND) interdisciplinary training. He stayed with University of New Mexico Medical Group as a manager of behavior services, working to increase access to behavior analytic services, supporting advocacy groups, and developing state regulatory guidelines for service delivery. Dr. Quigley joined Melmark in 2017. He currently serves as the Chief Operating Officer. His history of work as a direct support professional, behavior analyst, trainer, and administrator within homes, schools, residential, and community settings provide a strong foundation for managing organizational operations. Dr. Quigley's goal include refining his leadership skills, enhancing his cultural awareness, and further developing practices to support vulnerable individuals.

Exploring Ethical Practices within an Organization
Behavior analysts are fairly new to the professional service industry compared to other helping professions (e.g., medicine). As the field continues to navigate new situations, it is helpful to be reminded that similar situations have and are navigated by other professionals. Many of the situations involve an ethical dilemma (i.e., a decision between two actions with differing consequences, but associated with "right" and "wrong"). Behavior analytic organizations should seek to learn about the issues, potential solutions, and implementation strategies to support professionals. The purpose of this presentation is to explore issues, solutions, and implementation strategies related to ethical dilemmas encountered by practitioners of behavior analysis.
**** 3 BACB Ethics CEUs ●, SCECH CEUs ▲, and SW CEUs ■***

9:00 a.m. – 12:00 p.m.; Prairies 4 & 5

Jamie Salter, Ed.S., BCBA (Self & Match Educational Consultation),
Katharine Croce, Ed.D., BCBA-D (Self & Match Educational Consultation)

Jamie & Katie developed the Self & Match System in 2004 and since that time have presented internationally at numerous conventions and school districts. Jamie currently supports teams around the globe in the development and implementation of Self & Match interventions as a behavioral tool within the school, clinic, and home settings. Previously, Jamie served for a decade as a Special Education Senior Program Specialist. Jamie has been actively involved in supporting children with autism for over 20 years. These experiences include serving as Supervisor of an U.S. Department of Education Training Grant (focused on inclusion of students with low incidence disabilities), overseeing a school-based clinic, social skills groups/ sibling support groups facilitator, and working as a School Psychologist, Behavior Analyst, and Autism Specialist Dr. Katie Croce serves as faculty in a University ABA Program. Katie has worked as a behavior analyst and special education program coordinator in schools, homes, and an in-patient hospital for children and adolescents with ASD/DD! Katie is passionate about teaching, mentoring, and inspiring the next generation of behavior analysts to provide the highest quality care based in science to those we serve with compassion and collaboration at heart!

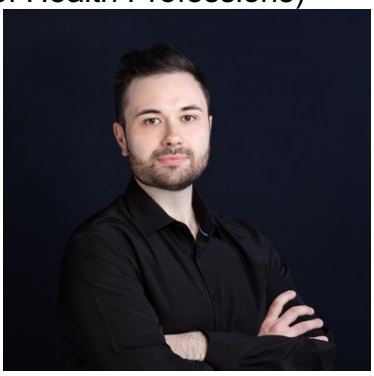
The Self & Match System: Systematic Use of Self-Monitoring as a Behavioral Intervention

This interactive & hands-on workshop provides an opportunity for individuals to learn a well-defined, systematic self-monitoring intervention. Participants attending this workshop leave with a comprehensive tool in hand to implement immediately within the school, home, and clinic setting. This workshop explores peer-reviewed research that supports the implementation of self-monitoring systems for students of various ages and developmental levels. A discussion of self-monitoring procedures incorporating a "match" component is presented, with specific focus on Self & Match, a user-friendly, easy to implement, empirically-validated system. Participants in this training acquire a systematic guide to plan self-monitoring systems, as well as a Self & Match manual with substantial training materials. Participants will strengthen their knowledge of necessary considerations prior to implementing any self-monitoring system.

**** 3 BACB Learning CEUs ●, SCECH CEUs▲, and SW CEUs ■***

1:00 p.m. – 4:00 p.m.; Glens 3

Adam Hockman, M.A. (ABA Technologies; MGH Institute of Health Professions)



Adam Hockman is Chief Learning Architect at ABA Technologies. There, he helps clients build learning systems that enhance the capabilities and achievements of their people to positively impact strategic outcomes. Adam has worked in corporate learning, clinical autism services, healthcare, education, and the performing arts. He is also on the faculty of the Heifetz International Music Institute, where he teaches behavioral practice and performance skills to classical musicians. Prior to ABA Tech, Adam worked as research associate to Dr. Francis Mechner at The Mechner Foundation. He is an advisor to the Cambridge Center for Behavioral Studies and former co-marketing VP and editor of Standard Celeration Society. In 2023, Adam initiated a Wider Reach: a writing incubator for behavior analysts interested in publishing their work outside of the behavior analysis community. The project is generously funded by the Society for the Advancement of Behavior Analysis. Adam frequently writes and speaks about learning science, design, and measurement. His undergraduate studies and graduate training were in communication sciences and disorders, behavior analysis and instructional design, and health professions education (simulation operations)

Triaging Poor RBT Performance Using Explicit Instruction Formats

Many new therapists start their jobs unprepared for the daily responsibilities. Reteaching and coaching novice staff are increasingly a given, but with supervisors having so little time, the goal has to be efficiency in triaging poor RBT performance.

**** 3 BACB Supervision CEUs ●, SCECH CEUs ▲, and SW CEUs ■***

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1:00 p.m. – 4:00 p.m.; Meadows

Natalia Baires, Ph.D., BCBA-D (Southern Illinois University)

Dr. Natalia Baires (pronounced "by-res") is a Clinical Assistant Professor and the Program Director for the online Behavior Analysis and Therapy programs at Southern Illinois University (SIU). She is an English-Spanish bilingual doctoral-level Board Certified Behavior Analyst (BCBA-D) who earned her B.A. in Psychology and Chicano Studies from California State University Northridge, completed her M.S. in Counseling/Applied Behavior Analysis from California State University Los Angeles, and earned her Ph.D. in Psychology/Behavior Analysis and Therapy from SIU. Dr. Baires has published on various topics including the distinction between open- and close-ended indirect assessments, sexism, observational learning, the importance of listening (from a Skinnerian perspective) to combat racism, a cultural adaptation of Acceptance and Commitment Therapy for Spanish-speaking caregivers of autistic children, stimulus-stimulus pairing, an intersectional examination of disability and race models in behavioral practice, pay equity among practitioners who serve children, and a contextual behavioral framework for enhancing culturally responsive services for Latino families.

Challenging Your Repertoire of Cultural Responsiveness: Integrating Cultural Values in Ethical Behavioral Service Delivery

According to the Behavior Analyst Certification Board (2020), Board Certified Behavior Analysts (BCBAs) have the ethical responsibility to broaden their knowledge and skillset related to cultural responsiveness and diversity. As humans and professionals, the cultural values of BCBAs and how they act in alignment with those values may differ from those of the clients they serve. When working with culturally and linguistically diverse populations, BCBAs may observe families and clients engage in behaviors that seem to interfere with behavioral services and address such behaviors without examining all variables, including the cultural context. This approach can not only impact treatment adherence, but, more importantly, social validity, rapport, and collaboration. Therefore, this workshop will provide attendees with an opportunity to challenge their repertoires of cultural responsiveness by self-examining their cultural understanding of diverse populations and shifting their perspectives from conceptualizing given cultural values as perceived barriers to practices that can enhance behavioral service delivery. Recommendations in the areas of assessment, treatment design, and behavioral service delivery when working with diverse populations will also be discussed.

**** 3 BACB Ethics CEUs ●, SCECH CEUs ▲, and SW CEUs ■***

1:00 p.m. – 4:00 p.m.; Prairies 4 & 5

Janet Twyman Ph.D., BCBA, LBA-NY (BLAST)
Janet is an education leader and founder of BLAST (a learning sciences company that creates and evaluates K-12/HE digital learning programs and provides professional development in education). Always an educator, she has been a teacher, school administrator, university professor, instructional designer, and educational consultant. Currently an Associate Professor of Pediatrics at the UMass Chan Medical School, she formerly served as Director of Innovation and Technology for the USDOE-funded Center on Innovations in Learning. While VP of Instructional Development, Research, and Implementation at Headsprout, she and colleagues created award-winning internet-based early reading programs. Janet has engaged with education organizations in over 80 states and countries, including speaking about technologies for diverse learners and settings at the United Nations. In 2008 she was the President of the Association for Behavior Analysis International and in 2014 was named an ABAI Fellow. She has received both the Wing Award for Evidence-based Education and the APA Division 25 Fred S. Keller Behavioral Education Award.

Embracing Educational Technology & Harnessing its Power: We Can Do This!
Technology can be a powerful tool for enhancing learning and communication for all learners, from students with autism spectrum disorder (ASD) to graduate students. However, not all technology is created equal, does not equally support outcomes, nor is equally fun to use. How can educators and practitioners select and then evaluate the quality and effectiveness of educational apps for themselves or their students? How can digital tools (including AI) be used to enhance creativity in instruction, increase active student responding, enhance motivation, and promote greater learning? In this highly interactive workshop, participants will use a rubric based on the principles of applied behavior analysis to evaluate different examples of educational apps and play with numerous technology tools to learn first-hand about their design, delivery, reporting, and usability components. Participants are encouraged to bring their own smartphone, tablet, or laptop to the workshop.
**** 3 BACB Learning CEUs ●, SCECH CEUs ▲, and SW CEUs ■***

1:00 p.m. – 4:00 p.m.; Stone Theatre

Jamie Salter, Ed.S., BCBA (Self & Match Educational Consultation),
Katharine Croce, Ed.D., BCBA-D (Self & Match Educational Consultation)

Jamie & Katie developed the Self & Match System in 2004 and since that time have presented internationally at numerous conventions and school districts. Jamie currently supports teams around the globe in the development and implementation of Self & Match interventions as a behavioral tool within the school, clinic, and home settings. Previously, Jamie served for a decade as a Special Education Senior Program Specialist. Jamie has been actively involved in supporting children with autism for over 20 years. These experiences include serving as Supervisor of an U.S. Department of Education Training Grant (focused on inclusion of students with low incidence disabilities), overseeing a school-based clinic, social skills groups/ sibling support groups facilitator, and working as a School Psychologist, Behavior Analyst, and Autism Specialist Dr. Katie Croce serves as faculty in a University ABA Program. Katie has worked as a behavior analyst and special education program coordinator in schools, homes, and an in-patient hospital for children and adolescents with ASD/DD! Katie is passionate about teaching, mentoring, and inspiring the next generation of behavior analysts to provide the highest quality care based in science to those we serve with compassion and collaboration at heart!

The Self & Match System: Systematic Use of Self-Monitoring as a Behavioral Intervention in the Home Setting

This interactive & hands-on workshop provides an opportunity for individuals to learn a well-defined, systematic self-monitoring intervention with an emphasis on strategies implemented in the HOME setting. Participants attending this workshop leave with a comprehensive tool in hand to implement immediately. This workshop explores peer-reviewed research that supports the implementation of self-monitoring systems for students of various ages & developmental levels. A discussion of self-monitoring procedures incorporating a "match" component is presented, with specific focus on Self & Match, a user-friendly, easy to implement, empirically-validated system. Participants in this training acquire a systematic guide to plan interventions, as well as a Self & Match manual with substantial training materials. Participants will strengthen their knowledge of necessary considerations prior to implementing any self-monitoring system.

The Self & Match System has been used internationally as a part of an individualized behavior system and/or a class-wide behavior management procedures. Self & Match has been applied in a diverse array of settings including special and general education settings, homes, communities, clinics, & recreational programs.

**** 3 BACB Learning CEUs ●, SCECH CEUs ▲, and SW CEUs ■***

Wednesday, October 11

Kick-Off Presentation

5:00 p.m. – 6:00 p.m.; Lobby

Please enjoy complimentary hors d'oeuvres before the Kick-Off event in the lobby of the Radisson Hotel.

6:00 p.m. – 7:00 p.m.; Arcadia Ballroom

Adam Briggs, Ph.D., BCBA-D (Eastern Michigan University),
Michael Kranak, Ph.D., BCBA-D (Oakland University),
Stephanie Peterson, Ph.D., BCBA-D (Western Michigan University),
Sacha Pence, Ph.D., BCBA-D, (Western Michigan University)

Dr. Briggs is an Associate Professor in the Department of Psychology at Eastern Michigan University. He received his Ph.D. from the University of Kansas and completed a post-doctoral research fellowship at the University of Nebraska Medical Center and Munroe-Meyer Institute. Dr. Brigg's research focuses on functional assessment, preventing relapse of challenging behavior and promoting maintenance and generalization of treatment effects, and developing effective training strategies.

Dr. Kranak is an Assistant Professor in the Department of Human Development and Child Studies at Oakland University. He earned his Ph.D. at Western Michigan University and completed a post-doctoral fellowship at Kennedy Krieger Institute and John Hopkins University School of Medicine. Dr. Kranak's research focuses on applied and translational investigations of relapse, assessment and treatment of problem behavior, and behavioral technology in supervision and higher education.

Dr. Peterson is the Associate Dean of the College of Arts and Sciences and a Professor in the Department of Psychology at Western Michigan University. She received her Ph.D. from the University of Iowa and previously served on the faculty at Gonzaga University, Utah State University, Ohio State University, and Idaho State University. Dr. Peterson's research interests include treatment of chronic severe problem behavior in children with developmental disabilities, evaluating dimensions of

reinforcement, choice between communication and problem behavior, and behavioral technology, literacy, and special education.

Dr. Pence is an Assistant Professor in the Department of Psychology at Western Michigan University. She earned her Ph.D. from West Virginia University and previously served on the faculty at Auburn University and Drake University. Dr. Pence's research focuses on assessment and treatment of challenging behavior, procedural fidelity errors, maintenance and generalization, and staff training.

Discussion on the State of Services to Address Severe Challenging Behavior in Michigan

This panel will facilitate a discussion about the needs of families, educators, and service providers to access services addressing the needs of individuals with autism spectrum disorder and intellectual and developmental disabilities who engage in severe challenging behavior (e.g., aggression, self-injurious behavior, property destruction). The panel will review initiatives of the Severe Behavior Consortium and discuss considerations and components of high-quality services for challenging behavior. The panel will include interactions with the audience and facilitate opportunities for stakeholders (e.g., parents, teachers, behavior analysts) to put input and to discuss their experiences and perspectives regarding accessing services, barriers to providing high-quality services, and needs in Michigan to help address the ongoing crisis to access assessment and treatment services for severe challenging behavior.

Thursday, 10-12-23

The color-coded bars indicate the recommended audience.
A map is located at the back of your program.

7:00-8:00	Registration in Kalamazoo Room and continental breakfast is available outside Arcadia Ballroom		
All morning sessions are in the Arcadia Ballroom			
8:00-8:20	***Opening Remarks and Announcements*** *Jeana Koerber*		
8:30-9:20	**Instructional Design for Autistic Learners: Moving Beyond Discrete Trial Instruction** *Trina Spencer*		
9:30-10:20	**A Progressive Approach to Discrete Trial Teaching** *John McEachin*		
10:30-11:20	**Mission First Leadership** *Rita Gardner*		
11:30-1:00	Lunch (on your own) - *please visit the Discover Kalamazoo table for a list of local restaurants*		
Room	**Arcadia Ballroom**	**Glens 1 & 2**	**Glens 3**
1:00-1:50	**Ethical Systems in the Workplace** *Russell & beal*	**Justice-Oriented ABA** *Wahman*	**Adjusting Paradigms** *Bakalyar*
2:00-2:50	**Poster Session 1** **Exhibit Expo and Book Signing in the Bookstore** *Kalamazoo Room*		
3:00-3:50	**Ethical Problem Solving** *Karsten*	**Ethics for Job Seekers in ABA** *Brown*	**Strategic Planning 101** *Dams*
4:00-4:50	**Mindfulness for ASD** *Korneder & Rohrbeck*	**Navigating Diagnosis & Service Providers** *AAoM*	**Parenting for Positive Outcomes** *Ackner*

Practitioner
Education
Research
Parent/Caregiver
ASD Perspective

Thursday, 10-12-23

The color-coded bars indicate the recommended audience.
A map is located at the back of your program.

7:00-8:00	Registration in Kalamazoo Room and continental breakfast is available outside Arcadia Ballroom			
All morning sessions are in the Arcadia Ballroom				
8:00-8:20	Michigan Autism MAC Conference			**Exhibit Expo and Bookstore in Kalamazoo Room**
8:30-9:20				
9:30-10:20				
10:30-11:20				
11:30-1:00	Lunch (on your own) - *please visit the Discover Kalamazoo table for a list of local restaurants*			
Room	**Prairies 4 & 5**	**Prairies 6**	**Stone Theatre**	**Meadows**
1:00-1:50	**Writing Intervention** *McElroy*	Michigan Autism MAC Conference	**My Journey with Autism** *Rulison*	**Preventing Renewal** *Kranak & Falligant*
2:00-2:50	**Poster Session 1** **Exhibit Expo and Book Signing in the Bookstore** *Kalamazoo Room*			
3:00-3:50	**Early Childhood Sexuality** *Edrisinha*	**Coaching Conversations** *Nutkins & Mix*	**Empowering ASD Children** *Sandison*	**Restraint & Seclusion** *Brodhead & Saur*
4:00-4:50	**ABA-Informed IEPs** *Rogers & Sanderson*	**Peer-to-Peer Programming** *Harr-Smith & Carr*		**Bullying Assessment** *Fisher*

Practitioner
Education
Research
Parent/Caregiver
ASD Perspective

Thursday, October 12

Continental Breakfast

7:00 a.m. – 8:00 a.m.; Lobby

Please enjoy a special continental breakfast during registration. Remember to stop by the CEU table if you need CEUs and check out the "Discover Kalamazoo" information table to learn more about things to do in Kalamazoo. The exhibitor expo and bookstore will also be open during this time!

Opening Remarks

8:00 a.m. – 8:20 a.m.; Arcadia Ballroom

Opening remarks delivered by Dr. Jeana Koerber!

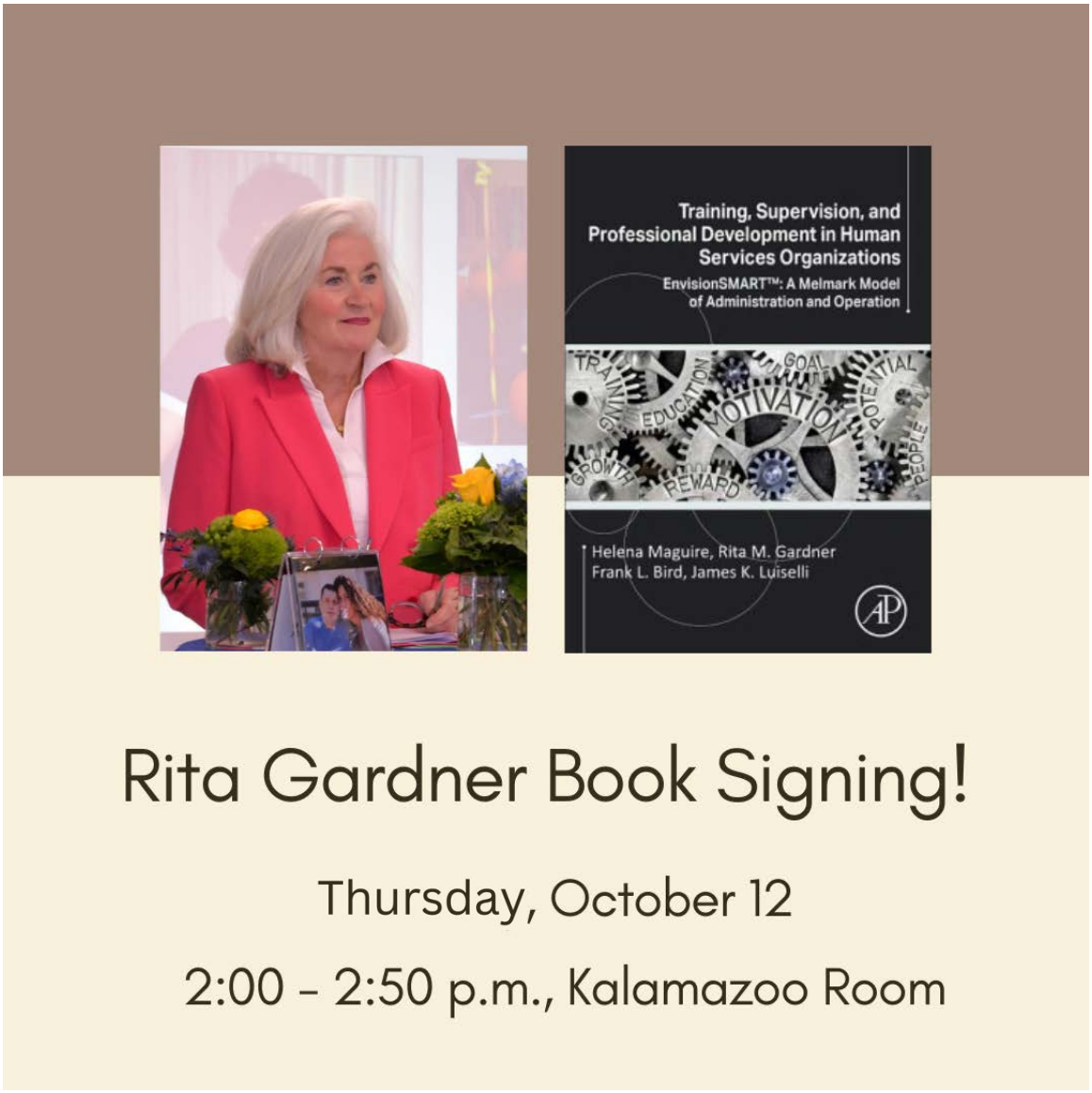
Dr. Jeana Koerber is the Executive Director of Autism Services at the Great Lakes Center (GLC) for Autism Treatment and Research, a program of Residential Opportunities, Inc. She received her master's degree in Organizational Behavior Management in 2009 from Western Michigan University and became a Board Certified Behavior Analyst in 2011. She completed her doctoral degree in Behavior Analysis from Western Michigan University in 2015. Dr. Koerber has worked with adults and children with developmental disabilities for 20 years and also has extensive experience in systems analysis, instructional design, and staff management.

Master of Ceremonies

Join us in welcoming Adam Hockman back as our Master of Ceremonies (MC)!

Adam Hockman, M.A. (ABA Technologies; MGH Institute of Health Professions)
Adam Hockman is Chief Learning Architect at ABA Technologies. There, he helps clients build learning systems that enhance the capabilities and achievements of their people to positively impact strategic outcomes. Adam has worked in corporate learning, clinical autism services, healthcare, education, and the performing arts. He is also on the faculty of the Heifetz International Music Institute, where he teaches behavioral practice and performance skills to classical musicians. Prior to ABA Tech, Adam worked as research associate to Dr. Francis Mechner at The Mechner Foundation. He is an advisor to the Cambridge Center for Behavioral Studies and former co-marketing VP and editor of

Standard Celeration Society. In 2023, Adam initiated a Wider Reach: a writing incubator for behavior analysts interested in publishing their work outside of the behavior analysis community. The project is generously funded by the Society for the Advancement of Behavior Analysis. Adam frequently writes and speaks about learning science, design, and measurement. His undergraduate studies and graduate training were in communication sciences and disorders, behavior analysis and instructional design, and health professions education (simulation operations).



Thursday, October 12

Keynote Presentations

8:30 a.m. – 9:20 a.m.; Arcadia Ballroom

Trina Spencer, Ph.D., BCBA-D (University of Kansas)

Dr. Spencer is a senior scientist and director of the Juniper Gardens Children's Project at University of Kansas and holds a faculty appointment in the Department of Applied Behavioral Sciences. Drawing from speech-language pathology, applied linguistics, education, and behavior analysis, she concentrates her efforts on the oral academic language that serves as a foundation to the reading and writing of pre-K to 3rd grade students, with and without disabilities. Her interventions and assessment tools are used broadly in the United States, but also internationally. Dr. Spencer values researcher-practitioner partnerships, community engagement, and cross disciplinary collaborations to accomplish high impact and innovative applied research.

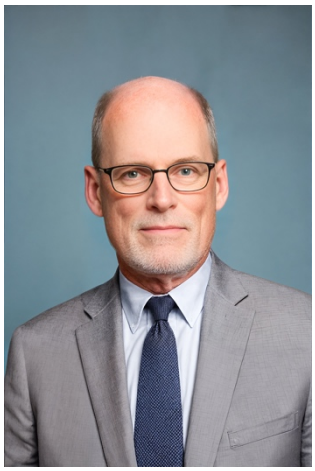
Instructional Design for Autistic Learners: Moving Beyond Discrete Trial Instruction

Behavior analysts have successfully adopted, applied, refined, and transferred the technology of discrete trial instruction (DTI), but for many clinical behavior analysts DTI is the only thing in their instructional toolbox. Despite enormous benefits to learners with limited repertoires and nascent generalization skills, other forms of instruction are better suited for teaching complex generative repertoires. Direct Instruction (DI) is a model for teaching that integrates specialized design principles with effective strategies of instructional delivery. Like DTI, DI is a technology that guides the planning and promotion of small learning increments through carefully defined and prescribed teaching behaviors, however, with DI, generativity is programmed intentionally from the beginning in a sophisticated manner. The result is efficient and skillful learning in novel contexts. In this keynote address, Dr. Spencer will present principles of instructional design based on the DI model and illustrate their application with examples of teaching manipulative autoclitic frames with autistic learners.

**** 1 BACB Learning CEUs ●, SCECH CEUs ▲, and SW CEUs ■***

9:30 a.m. – 10:20 a.m.; Arcadia Ballroom

John McEachin, Ph.D., LP, CPBA-AP, BCBA-D (Autism Partnership)



John McEachin is a Certified Progressive Behavior Analyst–Autism Professional and licensed psychologist who has been providing intervention to children with autism, as well as adolescents and adults with a wide range of developmental disabilities, since 1977. He received his graduate training under Ivar Lovaas at UCLA on the Young Autism Project. During his 11 years at UCLA, Dr. McEachin served in various roles including Research Assistant, Clinic Supervisor, and Instructor. His research has included the long-term treatment outcome of the Young Autism Project, which was published in 1993. In 1994 he joined with Ron Leaf in forming Autism Partnership, which they co-direct and provides intensive early intervention. In 1999 they published A Work in Progress, a widely used behavioral treatment manual and curriculum for children with autism. Dr. McEachin has lectured throughout the world and co-authored numerous books and research articles. Besides his work at Autism Partnership, he is an instructor at CSU Long Beach and the President of the Progressive Behavior Analyst Autism Council.

A Progressive Approach to Discrete Trial Teaching

Discrete trial teaching (DTT) is one of the most widely implemented interventions for children with autism and has a strong body of research that documents its effectiveness. DTT is often viewed as rigid and formulaic, and researchers have developed alternative interventions which are intended to be more learner-centric and natural. This talk will propose a broader conceptualization of DTT that allows for flexible application along a number of relevant continua according to the readiness of the learner. It will be argued that while the structure that is commonly viewed as a defining characteristic of DTT can and should be varied according to the needs of the learner. In other words, we should aim to provide the just right amount of structure. This flexible but systematic approach has been referred to as progressive (e.g., Leaf et al., 2016). Within this progressive model all elements of DTT are fair game for rethinking what we do and why we do it. Willingness to contrive learning opportunities and space them closely together could actually be an advantage, not a shortcoming, of DTT. The research behind this model will be described and the areas where more research is needed will be highlighted.

**** 1 BACB Learning CEUs ●, SCECH CEUs ▲, and SW CEUs ■***

10:30 a.m. – 11:20 a.m.; Arcadia Ballroom

Rita Gardner, M.P.H., LABA, BCBA, CDE. (Melmark, Inc.)

Rita M. Gardner is the President & CEO of Melmark, and leads operations of Melmark divisions in New England, Pennsylvania, and the Carolinas. Prior, Ms. Gardner served as Executive Director of Melmark New England, which she co-founded. She also founded Melmark Carolinas and a second New England day school. She is a Board Certified Behavior Analyst, a trained public health professional, and has devoted over 40 years of her professional career to the field of community-based services for children and adults with the diagnosis of Autism Spectrum Disorder, intellectual and developmental disabilities, acquired brain injuries, severe challenging behaviors, and medical fragility. She is a founding Board member of the National Council of Autism Providers, currently serving as vice chair. She is the past President of the Board of Directors for the Massachusetts Association of Approved Private School. Ms. Gardner has co-authored numerous books, written book chapters and peer-reviewed articles for professional journals. Ms. Gardner earned her Master of Public Health degree from Boston University's School of Public Health in the School of Medicine, majoring in Behavioral Sciences & Health Services Administration.

Mission First Leadership

The program will address the changing landscape of ABA services, the current nature of Autism services with the influx of private equity funding, mergers, and acquisitions as well as consolidation of organizations, the post-pandemic environment, and the resulting workforce crisis. Given the significant cost of Autism care, the rising concerns around ABA and the quality of the field, variables that impact organizational quality will be presented. It will outline the changing needs of the workforce and strategies to meet these needs. A review of the application of best practices at Melmark to steward a mission-first culture, reflecting a highly skilled workforce producing best outcomes over the past 25 years. It will review strategies in organizational leadership, strategic planning, intentional behavioral systems design, resource investments, with a laser-like focus on quality of care. It will look at the critical role of intentional design of an organizational infrastructure built on the principles of ABA and OBM based strategies. It will demonstrate the connection between organizational strategy, goals, and core commitments resulting in a mission-first culture that is built to last.

**** 1 BACB Supervision CEUs ●, SCECH CEUs▲, and SW CEUs ■***

Thursday, October 12

Breakout Presentations

1:00 p.m. – 1:50 p.m.; Arcadia Ballroom

Christen Russell, Ph.D., BCBA-D (Affecting Behavior Change, Endicott College) **& danyelle beal**, **Psy.D., BCBA**
Ethical Systems in the Workplace
In behavior analysis, we are called to maximize the benefits of all people with whom we work. This includes our clients and employees. To create values-based systems that promote ethical conduct, we must identify and implement organizational policies, procedures, and practices that encompass ethical behavior and ethical decision-making. It is important to consider the conditions under which ethical workplace culture is enhanced and the barriers that contribute to ethical divergence. The purpose of this workshop is to provide recommendations for ABA organizations to establish and maintain systems that are in compliance with the BACB Ethics Code for Behavior Analysts and to introduce tools to assist in the development of equitable, compassionate, humble, and responsive policies, procedures, and practices. The relationship between organizational culture and burnout and engagement are also discussed.

**** 1 BACB Ethics CEUs ●, SCECH CEUs ▲, SW CEUs ■, and APA CEUs ★***

1:00 p.m. – 1:50 p.m.; Glens 1 & 2

Charis Wahman, Ph.D., BCBA-D (Michigan State University)
Justice-Oriented ABA Research and Practice
The field of Applied Behavior Analysis (ABA) is recognized for conducting research designed to improve the quality of life for the children and families we serve. However, our field has been criticized for approaches that are inconsistent with the values and beliefs we articulate as central to our scientific practice. As such, a shift in our endeavors is warranted. Given the specific calls within the field of Applied Behavior Analysis (ABA) to engage in practices that are human centered, I posit five guidelines to reframe ABA research and practice as justice-oriented. These guidelines are (a) understand the historical and immediate context of clients served; (b) incorporate best practices in assessment to reduce bias; (c) center children's and families' voices in social validity measures; (d) address confounding variables to fidelity of implementation; and (e) examine racial/ethnic diversity in team composition.

**** 1 BACB Ethics CEUs ●, SCECH CEUs ▲, and SW CEUs ■***

1:00 p.m. – 1:50 p.m.; Glens 3

Kourtney Bakalyar, Ed.D., BCBA, LBA (Western Michigan University)
Adjusting Transition-Based Services to the Neurodiversity Paradigm

The Autism Services Center at Western Michigan University works with autistic college students seeking college degrees. Recent surveys completed at WMU suggest that autistic students at its university tend to align themselves more with the neurodiversity paradigm than the medical model. This information has led the leadership of the ASC to educate themselves, explore their practices, and make adjustments to services while still following the Ethics Code for Behavior Analysts (BACB, 2022).

**** 1 BACB Ethics CEUs ●, SCECH CEUs ▲, and SW CEUs ■***

1:00 p.m. – 1:50 p.m.; Prairies 4 & 5

Alyssa McElroy, M.A., BCBA, LBA (Western Michigan University)

Using Explicit Instruction and Frequency Building to Teach Persuasive Writing to College Students with Disabilities

Proficient writing skills are critical for academic, vocational, and social outcomes for individuals with autism spectrum disorder (ASD) and intellectual and developmental disabilities (IDD). However, many individuals struggle to develop proficient writing repertoires (U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2011; Whitby & Mancil, 2009). This study sought to teach eight autistic college students to write four types of persuasive sentences (e.g., thesis statement, major point, minor point, transition sentence) using a modified explicit instruction program and frequency building to a performance criterion sessions. Five of the eight participants met criteria for all four sentence types and demonstrated maintenance of skills during follow-up sessions. Future directions regarding instructional strategies for college-level writing will be discussed.

**** 1 BACB Learning CEUs ●, SCECH CEUs ▲, and SW CEUs ■***

1:00 p.m. – 1:50 p.m.; Stone Theatre

Ryder Westley Rulison, Student & Self-Advocate (Self)

My Journey with Autism: Past, Present, Future

Ryder will talk about his experience with autism from the time he was young and diagnosed with autism, through his education and inclusion in general education, his challenges and barriers, his desire and effort on becoming more independent through growing his self-advocacy skills. Additionally, Ryder will talk about his aspirations for the future.

1:00 p.m. – 1:50 p.m.; Meadows

Michael Kranak, Ph.D., BCBA-D (Oakland University; Oakland University Center for Autism) **& John Michael Falligant, Ph.D., BCBA-D** (Johns Hopkins School of Medicine; Kennedy Krieger Institute)

Problem Behavior Here, There, and Everywhere!: Managing and Mitigating Renewal

Individuals with autism who engage in problem behavior frequently receive treatment services in various settings such as their homes, schools, and clinics. These individuals also likely to experience treatment provision from various practitioners such as

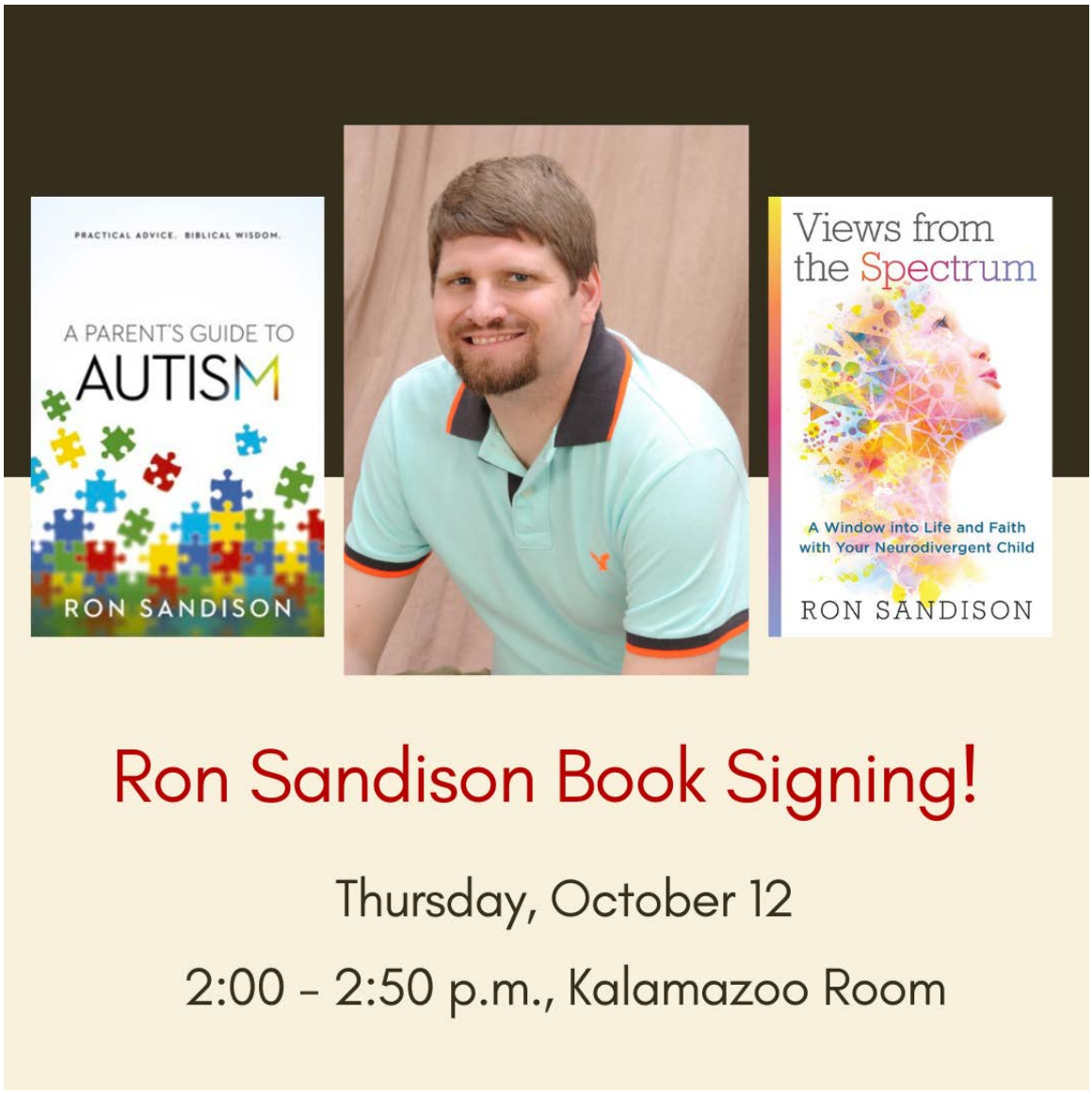
therapists, teachers, and caregivers. Thus, changes in either the treatment setting or intervention agent (i.e., “context”) will occur frequently and likely cause renewal. Renewal is the form of relapse that occurs when a previously reduced or extinguished behavior (e.g., problem behavior) returns due to a change in context. The presenters will describe 1) renewal as a basic process, 2) its relevance to problem behavior and providing services to individuals with autism, and 3) multiple strategies for preventing or mitigating renewal during treatment provision. While discussion will be highly relevant to practitioners, the presenters will also consider directions for future research on renewal in applied settings.

1 BACB Learning CEUs ●, SCECH CEUs ▲, SW CEUs ■, and APA CEUs ★

2:00 p.m. – 2:50 p.m.; Kalamazoo Room

Reception, Book Signings, Poster Session 1, and Exhibit Expo

Please see pages 42-47 for a complete list of posters and exhibitors for first poster session. Join us for a book signing with Rita Gardner and Ron Sandison.

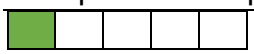


3:00 p.m. – 3:50 p.m.; Arcadia Ballroom

Amanda Karsten, Ph.D., BCBA-D, LBA (Grand Valley State University)
Finding Our Way Together: Proactive Strategies and Ethical Problem Solving in Autism Care
The purpose of this presentation is to illustrate how foundational principles of the BACB Ethics Code for Behavior Analysts (2020) can be used in concert with systematic problem solving to navigate ethical dilemmas that arise in the context of autism services and research. Through a series of scenarios, audience members will gain familiarity with practical strategies for preventing and addressing ethical dilemmas.

**** 1 BACB Ethics CEUs, SCECH CEUs, SW CEUs, and APA CEUs***

3:00 p.m. – 3:50 p.m.; Glens 1 & 2



Kristopher Brown, Psy.D., BCBA-D, COBA (Progressive ABA Therapy Group)
Restrictive Employment Covenants in ABA: Implications for Clinicians, Clients, and Organizations
Restrictive employment covenants such as noncompete agreements, nondisclosure agreements, and non-solicitation agreements are employment agreements used to protect the interests of the hiring organizations. In business and industry, these covenants are typically intended to prevent previous employees from starting competing businesses, disclosing trade secrets, hiring employees away from the organization, and attempting to solicit clients from the organization. However, the use of these covenants in behavioral health fields like applied behavior analysis (ABA) presents a complex issue that includes the rights of clients, practitioners, organizations, and the goals of the field at large. The field of ABA itself has seen significant growth in the past two decades and the need for qualified clinicians is very high. This presentation will highlight different kinds of restrictive covenants used in employment contracts, review their potential impact at different levels, review current research on the topic, and analyze them with respect to the Ethical Code for Behavior Analysts from the BACB. Suggestions for job seekers, directions for future research, and the use of these covenants will be discussed in the context of the goals the field of ABA.

**** 1 BACB Ethics CEUs, SCECH CEUs, SW CEUs, and APA CEUs***

2023 Michigan Autism Conference

3:00 p.m. – 3:50 p.m.; Glens 3

Peter C. Dams, Ph.D. (Dams & Associates, Inc.)
Strategic Planning 101
Is your ABA company growing so rapidly that internal systems and processes are not keeping up? Or do you have a well-established business that needs to operate more effectively and efficiently while growing to serve more clients in more locations? Perhaps you have been too busy to develop agreed-upon priorities your leadership team can align with. Are you not sure whether your mission and vision are as compelling as they should be? In this session, we will address these and other questions. We will define strategic planning and show how it differs from business planning. We will explore why and when business owners should consider developing a strategic plan. We will discuss its benefits, lay out a typical planning process, and discuss what leaders should know when considering creating a strategic plan for their company. We show how an accomplishment-based approach to strategic planning will support plan execution and sustainability. We will discuss when to develop a strategic plan as well as the pros and cons of doing strategic planning in-house. For nonprofits, we will give tips for optimally involving the board of directors. If you want me to address specific questions in the session, please email me at pdams@damsandassociates.com.

3:00 p.m. – 3:50 p.m.; Prairies 4 & 5

Chaturi Edrisinha, Ph.D., BCBA-D, LBA-D (Oakland University)

Early Childhood & Sexuality for the ASD Population

The topic of sexuality is multifaceted and complex. Sexual competence, broadly defined as having the ability, skills, or knowledge to successfully engage in sex, is a key developmental challenge. However, sexual competence can be a difficult and often a taboo topic for parents/clinicians to address. ASD compounds this topic. From the basics of discovering his/her/their bodies to hygiene, navigating puberty, identity, sexual health, friendships, relationships, and engaging in safe sex, need to be specifically taught. Therefore, it is paramount that teaching youth with ASD about the complicated and allusive topic of sexuality must take place in early childhood. Such teachings need to be age appropriate with a life-long perspective that sets the building blocks for expansion to take place throughout the child's life. Teaching these topics can achieve better results when they are incorporated in a child's IEP goals and addressed holistically in areas of general education, communication & language, socio-emotional behavioral, perception, and independent living skills. Developing such a perspective to include topics related to long term sexual understanding and competence by the IEP team that respect the family's culture helps to support a high level of quality of life for the child.

1 BACB Ethics CEUs ●, SCECH CEUs ▲, SW CEUs ■, and APA CEUs ★

3:00 p.m. – 3:50 p.m.; Prairies 6

Christie Nutkins, Ph.D., LP, BCBA-D, LBA (Kent ISD) **& Abbey Mix, LMSW, BCBA, LBA** (Kent ISD)

Shaping Thinking Behavior Through Coaching Conversations

Effectively coaching staff in an educational setting to implement evidence-based practices with fidelity requires more than instruction, modeling, rehearsal, and feedback. In order for staff to embrace a new intervention and learn to administer with mastery, they will need to understand how it aligns with their values, be part of the decision-making process for intervention selection, and be motivated for the work and potential outcomes. Getting staff there can be done through coaching conversations that emphasize listening to understand, pausing for reflection, and posing questions that guide thinking. This proactive thought work can shape the thinking behavior of staff from "I can't do this" to "I'm not sure how to do this" to "I'm willing to try". In addition, this session will explore how coaching conversations can support productive venting, validate the coaching partner's experience, and help reduce burnout. Attendees will leave with practical strategies and resources to implement with their colleagues that support powerful coaching conversations.

**** 1 BACB Supervision CEUs ●, SCECH CEUs ▲, and SW CEUs ■***

3:00 p.m. – 3:50 p.m.; Stone Theatre

Ron Sandison, MDIV (Spectrum Inclusion)
Empowering Children with Autism & Learning Challenges to Thrive
Educators and parents will learn practical ways to empower children with autism to develop their gifts, handle sensory issues, decode behavior issues, and learn self-efficacy. Sandison gives insight for creating a hope complex, activities to encourage socializing, enhance decision-making ability, learn skills and broaden interests. Ron shares his own journey with autism and the wisdom he gained from his mom and the fifty plus autism professionals he interviewed while writing his third book Views from the Spectrum published by Kregel and an Indies Award finalist.

3:00 p.m. – 3:50 p.m.; Meadows

Matthew Brodhead, Ph.D., BCBA-D, LBA (Michigan State University) **& Rebecca Saur, M.A.** (Michigan State University)
Restraint and Seclusion: Ethical Issues and Ending Misuse and Abuse
The use of restraint and seclusion in public education settings in the United States dates to at least the 1960s. However, its use likely dates back at least 200 years. As advocacy and policy changes in the 1970s rightfully inspired the deinstitutionalization and integration of students who historically attended state-run psychiatric hospitals into public education, tactics historically used in those psychiatric settings unfortunately followed them into the schools. Despite the longstanding and documented history and harms of restraint and seclusion, 27 US States and Territories have no statutes or regulations on restraint and seclusion in public schools. Though restraint and seclusion continue to be challenged in the legal system, federal regulation has yet to be enacted, and America's children continue to suffer injury and death as a result. The purpose of this presentation is to explore the ethical issues surrounding restraint and seclusion as well as the risks and harms of its use. Finally, we present a framework for policy makers and educators (broadly defined) to follow to reduce the use of these brutal tactics and most importantly, protect America's children from adult-inflicted harm.

1 BACB Ethics CEUs, SCECH CEUs, SW CEUs, and APA CEUs

4:00 p.m. – 4:50 p.m.; Arcadia Ballroom

Jessica Korneder, **Ph.D., BCBA-D, LBA** (Oakland University) **& Kristin Rohrbeck M.A.** (Oakland University)
Incorporating Mindfulness Interventions for People on the Autism Spectrum
Mindfulness is an important technique that can be used to regulate emotions and stress for the general population. It has also been shown to have benefits for the neurodiverse populations. For example, Singh et al. (2019) reported that Mindfulness-Based Positive Behavior Support enabled the caregivers to greatly reduce their psychological stress, eliminate staff turnover, and substantially reduce and eliminate the use of physical restraints with individuals who showed aggressive behavior. The current study investigated what mindfulness practices are being used by parents and caregivers of

individuals with autism and adults with autism. Furthermore, investigators asked what mindfulness practices parents/caregivers and adults with autism might like to utilize in the future. Investigators went a step further to pilot specific mindfulness practices of yoga and deep breathing in programs for both children and adults with autism to evaluate their effectiveness. Future directions of how mindfulness interventions may support other therapies, including ABA, will be discussed.

**** 1 BACB Learning CEUs ●, SCECH CEUs ▲, SW CEUs ■, and APA CEUs ★***

4:00 p.m. – 4:50 p.m.; Glens 1 & 2

Jaime Zavier, LMSW (Autism Alliance of Michigan) **& Katie Oswald** (Autism Alliance of Michigan)

Navigating Autism Throughout the Lifespan: An Internal and External Perspective

This breakout session will provide a broad description of Autism Spectrum Disorder from a licensed clinician and from an individual on the Autism Spectrum (internal and external perspectives). Presenters will discuss common challenges individuals on the Autism spectrum face and how these barriers can be addressed. Presenters will provide information on different interventions from the time of childhood through adulthood. The Outreach Manager of the Autism Alliance of Michigan (AAoM) will speak about the MiNavigator program, a free consulting service offered by AAoM, which helps individuals and family members navigate Autism throughout the lifespan. Individuals, family members, educators, and other professionals are encouraged to attend this session. Attendees will leave with a greater understanding of common characteristics and challenges associated with Autism and paths to address them.

**** 1 BACB Learning CEUs ●, SCECH CEUs ▲, SW CEUs ■, and APA CEUs ★***

4:00 p.m. – 4:50 p.m.; Glens 3

Andrew Ackner (Autastic Athletics, LLC)

Setting The Bar: How Positive Parental Expectations Lead To High Achievement

Utilizing research, professional experience as a mentor, life coach, ABA Technician, sports coach/trainer, as well as personal experience as an autistic person, and parent of autistic children, this presentation will talk about how much high parental expectations for their children to achieve and succeed can lead to positive outcome and high achievement. This presentation will highlight how an autism diagnosis does not have to be seen as a limitation, but as a different way of achieving the same goals we all have in Life.

**** 1 BACB Learning CEUs ●, SCECH CEUs ▲, and SW CEUs ■***

4:00 p.m. – 4:50 p.m.; Prairies 4 & 5

Kelly Rogers, Psy.S., BCBA, LBA (Char-Em ISD), **Gina Sanderson, M.S., BCBA** (Lenewee ISD & Grand Valley State University) **& Stephanie Dyer, Ed.S., BCBA** (Start Project)

ABA-Informed Whiteboard IEPs

Research has demonstrated the effectiveness of a number of interventions grounded in Applied Behavior Analysis (ABA) for students with a variety of learning and behavioral needs. However, ABA in schools has often been confused with insurance-covered ABA services outside of school and without consideration to a school's legal obligation to provide FAPE (Free Appropriate Public Education) in the LRE (Least Restrictive Environment). This session will highlight key areas of the IEP in which school-based ABA can be embedded while still ensuring the student's right to FAPE in the LRE. The primary components of the IEP will also be outlined within a whiteboard facilitation framework to enhance collaborative decisions regarding a student's educational needs, goals and services including ABA. Participants will be provided resources and tools to support implementing a whiteboard IEP facilitation process in their own regions to ensure a quality ABA-informed offer of FAPE for all students.

**** 1 BACB Ethics CEUs ●, SCECH CEUs▲, and SW CEUs ■***

4:00 p.m. – 4:50 p.m.; Prairies 6

Lindsey Harr-Smith, M.A., CCC-SLP (START) **& Carrie Carr, M.A.** (START)

Establishing a Peer-to-Peer Support Program

Participants will learn about systems for establishing a Peer-to-Peer support program to increase opportunities for students with IEPs to access general education settings and curriculum. Peers participate alongside each other in academic and social behavior in educational environments throughout the school day. Peer-to-Peer support programs and inclusion of students with ASD not only impacts outcomes for students with ASD but has a powerful impact on all students. The specific resources for developing a Peer-to-Peer support program will be presented including recruitment, training, and maintenance, and includes the concept of medium of exchange as a way to connect students.

**** 1 BACB Learning CEUs ●, SCECH CEUs▲, and SW CEUs ■***

4:00 p.m. – 4:50 p.m.; Meadows

Marisa H. Fisher, Ph.D., BCBA-D (Michigan State University)

The Development of a Bullying Assessment for Adolescents with Autism

Adolescents with autism are reported to experience high rates of bullying victimization (Sterzing et al., 2012); yet, these reports are often based on self-report surveys that were not developed for or adapted to be understood or completed by students with disabilities (Martínez-Cao et al., 2021). As a result, students might have difficulty responding to specific questions or response formats. The current study will discuss the development and findings from a self-report assessment of bullying for adolescents with autism. The bullying assessment was developed based on interviews with adolescents

with autism and their parents and was revised based on findings from pilot testing (Fisher et al., 2022). The final assessment includes 16 cartoon videos depicting four different types of bullying (physical, verbal, relational, and property damage) in four different school settings (bus, hallway, lunchroom, and school grounds), with questions to then probe whether participants had similar experiences. Twenty-two adolescents with autism completed the final assessment and were able to indicate specific types of bullying victimization they had experienced and were able to describe the situations. Results provide insight for novel ways to assess bullying of students with autism.

1 BACB Learning CEUs ●, SCECH CEUs ▲, SW CEUs ■, and APA CEUs ★

Thursday, October 12

Reception and Poster Session 1

2:00 p.m. – 2:50 p.m.; Kalamazoo Room

Be sure to visit this year's posters session in the Kalamazoo Room!

***Please note**: the names of the presenting authors during poster sessions are bolded.

1. **Paul Doher, M.A., BCBA, LBA** (Acorn Health)
   Replication and Modifications of the Interview Informed Synthesized Contingency Analysis in Applied Settings
   The Interview Informed Synthesized Contingency Analysis (IISCA) is the direct testing component of a Practical Functional Assessment (PFA) and has extensive research supporting its effectiveness at identifying the variables influencing problem behavior. At Acorn Health, we have identified the PFA process as our go-to assessment for evaluating challenging behavior and we provide all our clinicians with supported implementation. This poster will review 33 different IISCAs conducted in applied settings across Acorn's seven states, with a focus on highlighting our PFA Workshops that allow us to replicate supported implementation across all of our clinicians. Additionally, this poster will present IISCAs that initially did not result in effective demonstration of control over challenging behavior and the modifications made to subsequent IISCAs that resulted in better outcomes.

2. **Tyler-Curtis C. Elliott, M.Ed., BCBA** (Center for Autism and Behavioral Education Research)
   Does PECS Prevent or Provoke Problems? The Effects of Picture Exchange Communication System™ Acquisition on Problematic Behavior
   Although professional standards emphasize paraeducator training, the lack of effective and accessible training options remains a persistent problem. Online training materials and individualized coaching (e.g., behavioral skills training) from teachers help ensure paraeducators implement interventions with fidelity. We describe an empirical evaluation of teachers' coaching and paraeducators' implementation of strategies and the effect the POWR Training System has on communication skills of children with complex communication needs.

3. **Corey Vinnedge, M.A., BCBA, LBA** (Centria Autism)
   The Start of Shifting a Culture Towards Compassionate and Effective Care: 21 PFA's & 19 BCBA's
   Large scale implementation of Practical Functional Assessment has previously been done, and this study aims to replicate previous findings of using this procedure to identify and verify the evocative antecedents for severe interfering behavior and do so in a manner that is safe for all involved, provides dignity to the client, and is telivisable to anyone who would view the procedures. This study included 21 participants, 17 male and 4 female, who were clients at Centria Autism. Continued

success of replication of these findings indicates the ability to complete the PFA procedure safely and effectively in a large-scale setting.

4. **Erin Moran, Ph.D., BCBA** (Centria Autism), Hillary Laney, M.Ed., BCBA, LBA (Centria Autism), Cindi Kennedy, M.A., BCBA (Centria Autism), Edward Sanabria, M.S., BCBA, LBA (Centria Autism), Liisa Podosek, MSW, M.Ed., BCBA, LBA (Centria Autism), & Brittany Bauerle, M.Ed., BCBA, LBA (Centria Autism)
   Utilizing a Mentorship Model to Achieve Meaningful Outcomes Using the Practical Functional Assessment (PFA) and Skill-Based Treatment (SBT)
   Clinical quality at large ABA agencies requires alignment from the executive team through the individual provider to be effective. Adopting a model that aligns with evidence-based practice, safety, compassion, dignity, and respect may provide a guiding compass for organizations looking to improve their services. To shift a large organization towards new practices, methods must be developed to support effective scaling while ensuring fidelity and social validity. Centria Autism has developed a remote mentorship model to train clinicians in the implementation of Practical Functional Assessment and Skill-Based Treatment (Hanley et al., 2014; Jessel et al., 2018).

5. **Kallyn Meyer, B.S.** (Eastern Michigan University), Adam Briggs, Ph.D., BCBA-D, LBA (Eastern Michigan University), Grace Kovacich (Eastern Michigan University), & Andrea Stephens, M.A., M.S., BCBA, LBA, TLLP (Eastern Michigan University)
   Father-Mediated Naturalistic Communication Intervention Via Telehealth for a Young Child with Autism
   Early intervention targeting communication is critical for young children with autism, although most parent-mediated interventions have focused on mothers as intervention agents (Rankin et al., 2019). The present study utilized practice-based coaching via telehealth to train a father to implement Enhanced Milieu Teaching (EMT), a naturalistic communication intervention, with his child during play routines in their home. Adaptations were implemented to meet the specific needs of the father. Results indicate that low-intensity EMT interventions may increase father strategy use and child communication during play routines. Future implications of father-implemented naturalistic communication interventions for children with autism are discussed.

6. **Alyssa Uher, M.A., BCBA, LBA** (Michigan State University) & Marisa Fisher, Ph.D., BCBA-D (Michigan State University)
   What Can Behavior Analysts Learn From Other Fields On How To Incorporate Cultural Responsiveness?
   The new Ethics Code for Behavior Analysts went into effect on January 1, 2022, including the updated Standard 1.07: Cultural Responsiveness and Diversity. To aid behavior analysts in developing this new competency, a systematic review was conducted to evaluate cultural competency trainings for practitioners who work with students with disabilities within public schools. 53 studies met inclusion criteria and indicated that a variety of methods are used to teach and assess cultural competency. Cultural competency was most often taught within academic programs,

but no studies included behavior analysts. These effective practices should be incorporated into behavior analytic training programs.

7. **Darian Grear, RBT** (Northern Michigan University), Logan Zupko, B.S. (Northern Michigan University), Jen Jones, RBT, (Northern Michigan University), Forrest Toegel, Ph.D., BCBA-D, LBA, (Northern Michigan University), & Cory Toegel, Ph.D., BCBA-D, LBA (Northern Michigan University)
   Comparing Effectiveness and Preference of Numerical and Narrative Feedback when Learning Clinical Skills
   This study evaluated the effectiveness of and participant preference for numerical versus narrative feedback. Narrative feedback provides performance information using qualitative statements whereas numerical feedback provides quantitative summaries. Participants attended a laboratory session where they learned ABA clinical tasks. During Phase 1, participants learned two tasks in an alternating order. After performing each task, the experimenter provided feedback. Narrative feedback was provided after one task, and numerical feedback was provided after the other. During Phase 2, participants learned a third task, and chose which feedback to receive. This allowed an assessment of participants' preferred feedback. These results will be presented.

8. **Zoey Broadus, B.A., RBT** (Northern Michigan University), Cheyenne Nutlouis, B.A., RBT (Northern Michigan University), Ada Popovic, M.S., BCBA (Northern Michigan University), Victoria Mattson, M.S., BCBA (Northern Michigan University), & Jacob Daar, Ph.D., BCBA-D (Northern Michigan University)
   Assessing Private Events and Covert Behavior
   Process-based therapies are an approach to clinical treatment that includes private and overt events in a function-based case-conceptualization. The current investigation evaluated a process-based interview designed to be implemented with the target child and a caretaker. The interview is used to identify private events and covert behavior of a highly verbal child with autism. Results indicated profound differences between the child and caretaker perspectives of why a behavior may occur. The results of this pilot study suggest the need for further research involving the participation of the client in their own assessment, as well as the assessment of private events.

9. **Kayla Grunewald, B.S.** (Oakland University), Michael P. Kranak, Ph.D., BCBA-D (Oakland University & Oakland University Center for Autism), Natalie R. Andzik, Ph.D., BCBA-D (Northern Illinois University), Chloe Jones, M.Ed. (Oakland University)
   A Scoping Review of Research on and Strategies for Mitigating Burnout Among Board Certified Behavior Analysts
   Board certified behavior analysts (BCBAs) are experiencing an all-time high and alarming rate of burnout. Burnout can lead to high turnover rates, general unsatisfaction with both work and life, and (potentially) unethical clinical practices—which can directly impact service provision for individuals with autism. We conducted a scoping review of research on and strategies for mitigating burnout among BCBAs.

Results indicated that there has been a recent increase, but overall, very little work is occurring in this area. BCBAs can rely on evidence-based strategies from both within and outside behavior analysis to combat burnout.

10. **Hoda Hashemi, B.S.** (The Ohio State University)
    Sensory-Based Strategies in The School Setting: A Survey of K-12 Educators
    This survey aimed to explore K-12 educators' perceptions of using sensory-based strategies (SBS) with students on the autism spectrum in classroom settings. One hundred and ninety-three educators including 107 special education teachers, 48 general education teachers, and 38 paraprofessionals participated in this study. They answered 44 questions about using SBS in classroom settings, the degree to which they use the strategies on a 5-point Likert scale, the outcomes they targeted, and their perception of the strategies' effectiveness. The survey results indicated that most educators rated only one sensory-based strategy, which was alternated seating options, as highly effective in addressing the targeted behaviors of students on the autism spectrum. However, in some instances, educators' perceptions of the effectiveness of some strategies did not align with other research findings, highlighting the need for further evidence to confidently implement them.

11. **Leanne Latocha** (Western Michigan University), Kelsey E. Stapleton, M.A., BCBA, LBA (Western Michigan University), Jessica Detrick, M.A., BCBA, LBA (Western Michigan University) & Stephanie M. Peterson, Ph.D., BCBA-D, LBA (Western Michigan University)
    A Demonstration of the Importance of Obtaining Medical Rule-out in the Assessment of a Young Adult with Autism Spectrum Disorder
    Behavior analysts are expected to assess and address a client's medical needs when behaviors may be influenced by medical variables (Behavior Analyst Certification Board, 2020, Code 2.12). One indication that medical variables may need to be assessed is when patterns are observed in behavioral data (Copeland & Buch, 2019). The purpose of this project was to evaluate whether the recurring hospitalization of an adult with autism due to challenging behavior was influenced by medical factors. Results revealed a cyclical pattern of challenging behavior and the contraction of a UTI, indicating that challenging behaviors were influenced by a medical condition.

12. **Grace Sylvester, B.S.** (Western Michigan University), Kelsey Stapleton, M.A., BCBA, LBA (Western Michigan University), Jessica Detrick, M.A., BCBA, LBA (Western Michigan University), & Stephanie Peterson, Ph.D., BCBA-D, LBA (Western Michigan University)
    A Novel Usage of a Concurrent Operant Assessment
    The current study investigated the use of a concurrent operant assessment (COA) for the assessment of severe challenging behavior presented by a female adolescent diagnosed with autism spectrum disorder and vision impairment. Modifications to the COA were made to accommodate her needs. There is limited to no research describing a COA with such modifications. Thus, this study describes one example of a COA implemented with an individual with visual impairments.

Results of the COA concluded that the challenging behaviors were maintained by access to specific types of attention and that attention was likely a competing function to escaping from demands.

13. **Sydney L. Hull, B.A.** (Western Michigan University), & Sacha T. Pence, Ph.D., BCBA-D (Western Michigan University)
Using Shaping to Increase Response to Name in Children with Autism Spectrum Disorder
Children with autism spectrum disorder may not respond to their name by orienting towards a speaker. Responding to name can increase social engagement, communication skills, and response to instruction. Researchers evaluated a shaping procedure with prompts and differential reinforcement to teach children to turn towards the speaker following a name call. The degrees that the child turned gradually increased. Mastery criterion was met when the child turned 180 degrees within 5 s of a name call across different settings and people. The child discriminated between his name and distractor names. Implications for practice will be discussed.

14. **Jacob Papazian, Ph.D., BCBA-D, LBA, COBA** (Capella University), Susan Milla Ph.D., BCBA-D (Capella University), Dana Reinecke Ph.D., BCBA-D (Capella University), & Cheryl Robinson Ph.D., BCBA-D (Capella University)
Evaluation of the trial based functional analysis in Home Based Care Settings
The necessity of functional analysis intervention protocols in less controlled settings is a necessity as demand for home/community-based services expands. This study evaluated a modification to visual inspection methods using dimensional (as opposed to derivative) measurement for the Trial Based Functional Analysis (TBFA) resulting in a 50% reduction in assessment duration. Findings regarding function were immediately validated following the assessment using an asymmetrical matching FTC protocol resulting in a fluid transition to intervention with subsequent reduction in disruptive behavior.

15. **Alyssa Keniston, Psy.D** (Neuropsychology Associates), Katelyn Briggs, M.A. (Neuropsychology Associates), & Thomas Fisher, M.A. (Western Michigan University)
The Cerebellum and Autism Spectrum Disorder: A Case Study
The relationship between cerebellum dysfunction and Autism Spectrum Disorder (ASD) is well documented. This case aims to understand further the brain- behavior relationship in a patient with cerebellar hypoplasia. Method: Patient is a 7-year-old, female, referred for neuropsychological assessment. The PMH reflects cerebellar hypoplasia, strabismus, and significant developmental delays in speech, gross, and fine motor abilities. Results: Data revealed Low Average intelligence, delays in reading and arithmetic, inattention, and supported a diagnosis of ASD. Conclusions: This case provides an example of the poly-etiologic and complex interplay of neuroanatomy, developmental delays, and neuropsychological impact on behavioral, social, emotional, and cognitive functioning.

16. **Lauren Bedell, B.S.** (Oakland University), Michael P. Kranak, Ph.D., BCBA-D, (Oakland University & Oakland University Center for Autism), Mercedes Hughes, M.S. (Oakland University), Chloe Jones, M.Ed. (Oakland University), & Jessica Korneder, Ph.D., BCBA-D (Oakland University Center for Autism)
Description of School-Based Consultation Practicum: Data, Directions, and Recommendations
An increasing number of board certified behavior analysts (BCBAs) are providing services in schools and collaborating with school-based personnel and stakeholders. Unfortunately, opportunities for trainees to accrue school-based practicum experiences is seemingly still limited. We present data from and provide recommendations based on our school-based practicum, MI-GUIDES: Michigan Groups United to Inspire, Drive, and Educate Students.

17. **Mike DiMauro** (Mike's Mission*)*
Driving & Traveling With Autism
Mike is an RVer with autism trying to do UberEats deliveries in all 50 states. He has delivered in 26 states plus DC. Mike has not delivered in Michigan yet and would like the chance to do so while he is at the conference. Mike loves to travel and would love to share his journey and encourage people with autism to go out there and explore the USA! You can learn more about Mike at linktree.com/mikedimauro.

Friday, 10-13-23

The color-coded bars indicate the recommended audience.
A map is located at the back of your program.

7:00-8:00	Registration in Kalamazoo Room And continental breakfast is available outside Arcadia Ballroom		
All morning sessions are in the Arcadia Ballroom			
8:15-8:30	***Announcements***		
8:30-9:20	**Responsible and Responsive Parenting in Autism: A Context for Family Guidance in Behavior Analytic Practice** *Shahla Alai-Rosales*		
9:30-10:20	**Measuring and Manipulating Intervention Intensity** *Jason Travers*		
10:30-11:20	**The Wisdom Factor: Reducing Bias, Threat, and Fear to Build a Better World** *Darnell Lattal*		
11:30-1:00	Lunch (on your own) - *please visit the Discover Kalamazoo table for a list of local restaurants*		
Room	**Arcadia Ballroom**	**Glens 1 & 2**	**Glens 3**
1:00-1:50	**Alternatives to Restrictive Practices** *Saini*	**Programming for Generative Learning** *Curiel*	**Generalization of Caregiver Bx** *Shawler*
2:00-2:50	**Supervision in Clinical Settings** *Clancy*	**Sexuality and Autism** *Discussion Panel*	**MTSS for All Learners** *Buck & Dyer*
3:00-3:50	**Experiential Learning Development** *Wallace*	**Identifying Pseudoscience** *Capuano & Killu*	**Teaching Social Skills** *Hood*
4:00-4:50	**Poster Session 2** **Exhibit Expo and Book Signing in the Bookstore** *Kalamazoo Room*		

Practitioner
Education
Research
Parent/Caregiver
ASD Perspective

Friday, 10-13-23

The color-coded bars indicate the recommended audience.
A map is located at the back of your program.

7:00-8:00	Registration in Kalamazoo Room and continental breakfast is available outside Arcadia Ballroom			
All morning sessions are in the Arcadia Ballroom				
8:15-8:30	Michigan Autism MAC Conference			**Exhibit Expo and Bookstore in Kalamazoo Room**
8:30-9:20				
9:30-10:20				
10:30-11:20				
11:30-1:00	Lunch (on your own) - *please visit the Discover Kalamazoo table for a list of local restaurants*			
Room	**Prairies 4 & 5**	**Prairies 6**	**Stone Theatre**	**Meadows**
1:00-1:50	**Culturally Responsive Practices in SPED** *Armstrong*	**School Assessments** *Ragotzy & Schroeder*	**Video Prompting for Math** *Dueker*	**ABA in Schools** *Matthews & Dyer*
2:00-2:50	**Maintaining Token Economies** *Regnier*	**MTSS in Schools** *Pinkelman*	**Recreation & Leisure** *Chan*	
3:00-3:50	**Supervision & Strategy** *Freds*	**Classroom Tools & Skills** *Mueller & Ferrell*	**Culturally Responsive ABA** *Aguilar*	
4:00-4:50	**Poster Session 2** **Exhibit Expo and Book Signing in the Bookstore** *Kalamazoo Room*			

Practitioner
Education
Research
Parent/Caregiver
ASD Perspective

Friday, October 13

Keynote Presentations

8:30 a.m. – 9:20 a.m.; Arcadia Ballroom

Shahla Alai-Rosales, Ph.D., BCBA-D, CPBA-AP (University of North Texas)

Shahla Alai-Rosales, PH.D., BCBA-D, CPBA-AP is a Professor in the Department of Behavior Analysis at the University of North Texas. She has taught courses in Texas, Europe and the Middle East on a variety of topics, including ethics, early autism intervention, parent training, behavioral systems, applied research methods, technology transfer, behavior change techniques, and cultural diversity. Shahla has served on several boards and disciplinary committees and has published and presented research on social justice, ethics in early intervention, play and social skills, family harmony, and supervision and mentoring. Shahla has more than four decades of experience working with families and has trained hundreds of behavior analysts. She has received awards for her teaching (SGA 'Fessor Graham Award), her work with families (Onassis Scholar Award), and for her work in the community (UNT Community Engagement Award & TXABA Career Contributions Award). She is an Associate Editor for Behavior Analysis in Practice and is co-author of Building and Sustaining Meaningful and Effective Relationships as a Supervisor and Mentor (LeBlanc, Sellers & Alai, 2020) and Responsible and Responsive Parenting in Autism: Between Now and Dreams (Alai-Rosales & Heinkel-Wolfe, 2022).

Responsible and Responsive Parenting in Autism: A Context for Family Guidance in Behavior Analytic Practice

Between Now and Dreams: Responsible and Responsive Parenting in Autism offers guidance for parents seeking an effective, joyful and sustainable parenting journey. Shahla will share some of the reasons why she wrote this book and share some key ideas that can inform and amplify meaningful and courageous parenting. Topics will include tensions surrounding applied behavior analysis and the sometimes opposing, or seemingly opposing variables, parents must consider when making decisions in the best interests of their children and families. Three potential behavioral cusps that can enrich the lives of autism families will be described with examples.

**** 1 BACB Learning CEUs, SCECH CEUs, SW CEUs, and APA CEUs***

9:30 a.m. – 10:20 a.m.; Arcadia Ballroom

Jason Travers., Ph.D., BCBA-D (Temple University)

Jason Travers is a professor of special education and applied behavior analysis at Temple university where he also serves as coordinator for the undergraduate and graduate degree programs in these two areas of study. A former public school teacher for students with autism, Jason is an expert in autism and developmental disabilities, particularly the education and treatment of children and youth with disabilities and interfering behavior. His research has focused on various topics related to special education including sexuality education, under-identification of racially diverse children with autism in special education, evidence-based practice, unproven and pseudoscientific interventions, and meta-scientific issues and trends in single case experimental research. He has published over 70 journal articles and book chapters, one book on sexuality education for learners with ASD, and several other manuscripts for organizations like American Speech Hearing Association and Skeptical Inquirer. He currently is a consultant for the United States Department of Justice on investigations of unjustified restraint and seclusion of students with disabilities in public schools. He enjoys walking his two dogs and playing cooperative video games with his daughters, among other things.

Measuring and Manipulating Intervention Intensity

Professionals know that intensive intervention is critical for attaining better outcomes for learners with autism, but relatively few understand and measure intervention intensity. While many may rely on number of minutes or hours per week as the indicator of intervention intensity, this is not a technically precise measure and does not offer much practical value. A technical understanding of intervention intensity may support professionals to more accurately determine when to intensify, supplement, or abandon an intervention by using common progress monitoring techniques. This keynote will introduce attendees to features of intervention intensity. Specific information about how intensity can be measured and manipulated as part of intervention planning and modification will be described. Recommendations for considering treatment intensity for data-based decision-making also will be covered along with practical examples that illustrate how to adjust the intensity of evidence-based practices for learners with autism.

**** 1 BACB Learning CEUs and APA CEUs***

10:30 a.m. – 11:20 a.m.; Arcadia Ballroom

Alice Darnell Lattal, Ph.D. (ABA Technologies)

Dr. Lattal is a behavior analyst, focusing on coercion and its fallout across educational, health, mental health, and workplace settings. After earning an M.A. in special education, she received her Ph.D. in 1980 from WVU. She spent two decades in mental health settings, addressing the suppressive effects of poverty on infant development, child abuse, effects of labeling on self-change, and literacy. In 1986 she joined Corporate Behavior Analysts, Chicago, and later CLG as a founding member, among the first OBM firms. President & CEO of Aubrey Daniels, international, later continuing that role at ABA Technologies, Inc. Currently; she is Chairperson of the Board of ABA Tech. She has published seven books and written in refereed journals and magazines on learning, safe practices, and advancing the human condition. A 30-year member of ABAI and currently serves as a Director of the Cambridge Center for Behavioral Studies. In 1994, Darnell was recognized at the White House for work on reducing violence in America. Awarded a WVU distinguished graduate and a lifetime achievement in Organizational Behavior Management from ABAI in 2019. Currently in Hilton Head Island, SC, and Morgantown, WV, with her husband, Andy. They have three children and seven grandchildren.

The Wisdom Factor: Reducing Bias, Threat to Build A Better World

The Wisdom Factor is what happens after we take action. We measure others by this subtle quality, noting its absence and enjoying its presence. Everyday words and actions in various circumstances may produce wise outcomes. Because of our learning histories, knowing and doing what will produce good for others and ourselves is sometimes difficult. Based on the science of learning, this presentation challenges the audience to consider what influences our choices. How can we increase our comfort in addressing conflicts surrounding us? Manage our behavioral triggers to emotional cues? What helps us become the kind of person we want to become? How do we deal with the biases and prejudices of others? Is there a positive social cascade of effects if we learn to act with greater care? The principles in this presentation are of no practical value if they do not cause us to think about experiences we have had to affect better outcomes. We are wise and not wise; we do things right as we see them and yet, may have many regrets. Through stories and examples, with a few practice tips, let's look at how to change the conditions that limit the potential of each of us to affect this world for good.

**** 1 BACB Learning CEUs ●, SCECH CEUs ▲, SW CEUs ■, and APA CEUs ★***

Friday, October 13

Breakout Presentations

1:00 p.m. – 1:50 p.m.; Arcadia Ballroom

Valdeep Saini, Ph.D., BCBA-D (Brock University)
Alternatives to Restrictive Behavior Management Practices in the Treatment of Severe Behavior Disorders
Restrictive behaviour management practices (RBMPs) are usually considered high risk, emergency procedures, that are used in response to perceived violent and dangerous situations. Contemporary use of RBMPs for individuals with neurodevelopmental disabilities has been controversial, primarily due to the ethical, legal, and safety concerns that have arisen historically and continue to exist regarding (a) the impingement on an individual's personal rights and freedoms, (b) physical health risks, and (c) potential for long-term psychological harm or trauma. This presentation focuses on the history of RBMPs, types of RBMPs commonly used to manage dangerous behaviour, implications of these practices, and practical considerations for when the use of RBMPs cannot be avoided. Finally, alternatives to RBMPs will be discussed, including strategies to reduce restraint procedures, methods to prevent crisis situations safely, and the implications of RBMP alternatives on an individual's long-term health.
1 BACB Ethics CEUs ●, SCECH CEUs ▲, SW CEUs ■, and APA CEUs ★

1:00 p.m. – 1:50 p.m.; Glens 1 & 2

Emily Curiel, Ph.D., BCBA-D (Western Michigan University)
Programming for Generative Language in Young Children with Autism: Applications of Matrix Training
For many young children with autism, language intervention is requisite. Teaching language, though, is a significant task for practitioners. Matrix training is a strategy that researchers and practitioners can use to systematically arrange, select, and teach a subset of learning targets, which can facilitate the emergence of correct responding to untrained learning targets. Matrix training programs for the emergence of generative language and play skills and has been used with individuals with autism, including toddlers. This presentation will share the fundamentals of matrix training, summarize relevant literature, and present data from experimental studies.
1 BACB Learning CEUs ●, SCECH CEUs▲, and SW CEUs ■

1:00 p.m. – 1:50 p.m.; Glens 3

Lesly Shawler, Ph.D., BCBA-D (Southern Illinois University)
Caregivers Matter Too: Strategies for Programming for Generalization of Caregiver Behavior
Stokes and Baer (1977) provided guidelines to assist practitioners with programming for the generalization of behavior change. Despite the suggestions provided in their seminal paper, generalization remains an often overlooked area within behavior analytic research and practice. Few studies have described explicit strategies to program for the generalization of child and caregiver behaviors that are consistent with interventions to reduce child challenging behavior. The purpose of this talk is to review the strategies set forth by Stokes and Baer, while providing a look into how practitioners can program for generalization of caregiver behavior with the goal of increasing the likelihood of generalization for the child's behavior. Such strategies may lead to more sustainable treatment outcomes; however, further research to systematically investigate these generalization variables is needed.

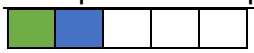
1 BACB Learning CEUs, SCECH CEUs, SW CEUs, and APA CEUs

1:00 p.m. – 1:50 p.m.; Prairies 4 & 5

Precios M. Armstrong, Ed.D. (Jackson County Intermediate School District & University of Michigan-Flint)
Together We Can Achieve: Culturally Responsive Practices in Special Education
Creating learning spaces that promote belonging, engagement, and collaboration are essential to student success. This is critical for children with exceptionalities for whom school can be challenging. Workshop participants will define culturally responsive pedagogy, identify six culturally responsive practices and the necessary strategies to improve student success inside and out of special education settings.

1 BACB Ethics CEUs, SCECH CEUs, and SW CEUs

1:00 p.m. – 1:50 p.m.; Prairies 6



Steve Ragtozy, Ph.D. (Kalamazoo Regional Education Service Agency (KRESA) and Western Michigan University) **& Carly Schroeder, Ph.D., BCBA-D, LBA** (KRESA and Western Michigan University)
Beyond Behavioral Assessments in Schools
Behavior analysts providing services in schools have the obligation to conduct behavioral assessments, interpret results, and implement functional interventions in accordance with their ethical code (BACB, 2020). However, additional assessments are conducted in schools and those results are analyzed by other school professionals, leading to a more comprehensive understanding of the student, their needs, and effective interventions. These assessments are typically conducted by school psychologists and social workers and are also required by state and federal law (IDEA, 2018; MARSE, 2022). These assessments have been largely overlooked by the field of behavior analysis due to their non-behavior analytic nature, however, this presentation

will discuss how results of these assessments can provide behavior analyst with useful and functional information about the student's behavior and learning. In this presentation, the authors will share information about what assessments are typically conducted in schools, when they are ethically and legally required, and how to interpret these interventions through the lens of behavior analysis.

**** 1 BACB Learning CEUs ●, SCECH CEUs▲, and SW CEUs ■***

1:00 p.m. – 1:50 p.m.; Stone Theatre

Scott Dueker, Ph.D., BCBA-D (Ball State University)

Using Video Prompts to Teach Math Skills

Academic performance for students with disabilities often lags behind their typically developing peers. This can lead to reduced independence later in life. Understanding numeracy and mathematics can reduce the learning gap and increase a student's ability to more fully engage in life. Even simple addition problems require prerequisite skills that students with disabilities may not have learned through play or early in school. Being able to diagnose skill gaps is as critical to providing targeted interventions in academics as it is in addressing life skills. Once those missing prerequisite skills are identified, they can often be addressed through task analysis, which has been demonstrated over the decades as an evidence-based practice. Video modeling (VM) and video prompting (VP) are also evidence-based practices that have been used to teach many non-academic skills. The key to using VM and VP is creating an individualized task analysis for the skill you are teaching. Mathematics skills can also be broken down into individual steps toward completion that can be taught in sequence. This presentation will demonstrate how to identify gaps in mathematical knowledge and how to task analyze the skills to prepare for the use of VM/VP to teach those important skills.

**** 1 BACB Learning CEUs ●, SCECH CEUs▲, and SW CEUs ■***

1:00 p.m. – 1:50 p.m.; Meadows

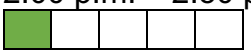
Amy Matthews, Ph.D., BCBA (Grand Valley State University) **& Stephanie Dyer, Ed.S., BCBA** (Grand Valley State University)

Utilizing Applied Behavior Analysis in Schools with Intentionality and Fidelity

As a science of human behavior change, Applied Behavior Analysis (ABA) is well-matched for use in schools to help educators enhance their teaching, address behavior challenges, and train and supervise staff. This presentation will highlight the many practices rooted in ABA already being implemented in schools and propose strategies to assist school staff to strengthen implementation fidelity and intentionality. We will provide examples of programming and planning that incorporate ABA across grades and student populations with a particular focus on alignment with PBIS and the IEP process. Specific examples will feature ABA programming for prevention and practices that address challenges presented by students with higher support needs. Finally, recommendations for preparing staff to develop the skills and credentials to utilize ABA effectively in schools will be provided.

**** 1 BACB Supervision CEUs ●, SCECH CEUs▲, and SW CEUs ■***

2:00 p.m. – 2:50 p.m.; Arcadia Ballroom



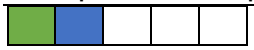
Krista Clancy, Ph.D., LP, LBA (Wayne State University)

Supervision in Clinical Settings

ASD is a complex neurological disorder. There are many individuals involved in the care of clients with ASD. The more complex the medical and behavioral issues are with the client, the more stakeholders are involved. As the BCBA, you are often at the center of care coordination based on the amount and type of intervention ABA provides. It is necessary to consider the interprofessional interactions amongst you and other stakeholders and what your role is in the oversight of the client's treatment including the care coordination that is needed to achieve successful outcomes. This complicates supervision and training of staff, student, and parent activities related to the case. This level of complexity within the system requires highly developed skills in time management and organization. This presentation will guide attendees in the utilization of performance measures for a variety of skills from treatment implementation to professionalism to assist in the development and monitoring of a multitude of skills assisting the BCBA with providing effective care and staff oversight within complex clinical settings.

**** 1 BACB Supervision CEUs ●, SCECH CEUs ▲, and SW CEUs ■***

2:00 p.m. – 2:50 p.m.; Glens 1 & 2



Erica McClure, Ph.D., BCBA, LBA (Purdue University), **Janani Vaidya, M.S., BCBA, IBA** (National Louis University, Louisiana Contextual Science Research Group, Assent Lab) **& Chaturi Edrisinha, Ph.D., BCBA-D, LBA** (Oakland University)

Sexuality & Autism Panel

Sexuality is not unique to neurotypical individuals. Teaching strategies for navigating sexuality to autistic individuals is an important step toward helping them live meaningful and fulfilling lives. However, sexuality and sex education may require deliberate instruction (Hanna & Stagg, 2016). Deficits in sexual awareness can lead to aversive consequences. This panel will focus on how to compassionately address the topics of sexuality and sex education for autistic individuals from a service provider's perspective. Panelists will share their individual expertise and offer perspectives on best practices. Audience members will have the opportunity to ask panelists questions related to sex education.

**** 1 BACB Ethics CEUs ●, SCECH CEUs ▲, SW CEUs ■, and APA CEUs ★***

2:00 p.m. – 2:50 p.m.; Glens 3

Courtney Buck, Ed.S., BCBA (MiMTSS Technical Assistance Center) **& Stephanie Dyer, Ed.S., BCBA (**START Project)

Using a Multi-Tiered System of Support (MTSS) to Engage all Learners

Which students benefit from a Multi-Tiered System of Supports (MTSS)? If implemented well, all do! Unfortunately, gaps often exist in school systems resulting in disconnections between general and special education services or students with identified disabilities

being excluded from the framework altogether. This session provides an introduction to MTSS, as well as information and examples to demonstrate how general and special education systems can be aligned to meet the needs of all students.

**** 1 BACB Learning CEUs ●, SCECH CEUs▲, and SW CEUs ■***

2:00 p.m. – 2:50 p.m.; Prairies 4 & 5

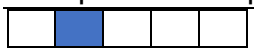
Sean Regnier, Ph.D., BCBA (University of Kentucky)

Programming Maintenance in Token Economies: Procedural Strategies and Ethical Implications

Token economies are interventions that rely on the provision of token reinforcers contingent upon a target behavior and involve reinforcing desirable behavior with tokens that can be later exchanged for preferred items, privileges, and activities, called "back-up reinforcers." Token economies have a long history of clinical application, including modifying the behavior of individuals with mental illnesses in psychiatric facilities, increasing attendance and task completion with children in juvenile court, and promoting classroom participation. Token economies are easily disseminated and typically potent interventions. One critically important step in the implementation process is the gradual remove of a token economy, which is required for successful discharge of a patient, and to promote their independence. Four categories of maintenance procedures will be discussed in this presentation: (1) thinning; (2) fading; (3) transfer of control; and (4) combinations of maintenance strategies. By the end of this presentation, attendees should understand the ethical implications of promoting maintenance, strategies for implementing these procedures, the benefits and drawbacks of each procedure, and future directions of research in this area.

**** 1 BACB Ethics CEUs ●, SCECH CEUs▲, SW CEUs ■, and APA CEUs★***

2:00 p.m. – 2:50 p.m.; Prairies 6



Sarah Pinkelman, Ph.D., BCBA-D, LBA (Western Michigan University)
Supporting Students with Autism Spectrum Disorder In Schools Through Multi-Tiered System of Supports
Multi-tiered Systems of Support (MTSS) are frameworks for evidence-based practice (EBP) in schools. In MTSS, evidence-based prevention and intervention efforts are organized by population groups (Tier 1, Tier 2, and Tier 3) related to student need. Across these tiers, an increasing intensity of support is provided to students based on their need. Common examples of MTSS include school-wide positive behavioral interventions and supports (SWPBIS) and response to intervention (RtI). SWPBIS aims to improve the social culture in schools and provide effective behavior support to all students. Tier 1 involves best practice in classroom management for all students, Tier 2 is supplemental support that is provided to individual students or groups of students, and Tier 3 includes individualized, function-matched interventions. In RtI, core academic curricula in the areas of reading and math are provided at Tier 1, and Tiers 2 and 3 involve intensifying the core instruction or using a research-validated supplemental or replacement curriculum or intervention. This session will outline core features of MTSS, dispel common misconceptions of MTSS, and highlight the critical role that behavior analysts can play in improving the implementation of MTSS in schools.
**** 1 BACB Learning CEUs, SCECH CEUs, and SW CEUs***

2:00 p.m. – 2:50 p.m.; Stone Theatre

Jeff Chan, Ph.D., BCBA-D (Northern Illinois University)
Expanding Options and Opportunities for Recreation and Leisure Activities
People with autism and developmental disabilities often have limited access or opportunities to participate in healthy and meaningful recreation and leisure activities. Numerous challenges hamper parents, teachers, therapists, and staff from supporting participation, for example, scheduling considerations, availability of resources, narrow range of interests, and prioritization of other essential goals and life skills. In this session, we will explore ways to build on students' and loved ones' strengths and preferences to help them choose fun and engaging activities with an eye towards straightforward implementation and long-term sustainability.
**** 1 BACB Learning CEUs, SCECH CEUs, SW CEUs, and APA CEUs***

3:00 p.m. – 3:50 p.m.; Arcadia Ballroom

Luchara Wallace, Ph.D., BCBA-D, LBA (Western Michigan University)
Using Experiential Learning to Facilitate Skill Development and Independence in Neurodiverse Students
Students often flourish in experiential learning environments. Neurodiverse students tend to show even greater growth and strides when engaged in experiential learning. This presentation will focus on how professionals and families alike may incorporate the experiential learning cycle to analyze the learning process, experience, and learning outcomes of neurodiverse students. Additionally, this discussion will explore how

student immersion in community-based experiential learning opportunities can lead to increased academic and transitional success.

**** 1 BACB Learning CEUs*** ●

3:00 p.m. – 3:50 p.m.; Glens 1 & 2

Angela Capuano, Ph.D., BCBA-D, LP (University of Michigan-Dearborn) **& Kim Killu, Ph.D., LLP, BCBA-D, LBA (**University of Michigan-Dearborn)

Witchcraft, Wizardry, Magic, and Voodoo: Identifying Pseudoscientific Practices for Behavior Analysts

With no known cause and no known cure, the treatment field for Autism Spectrum Disorder (ASD) is ripe with fad, unproven, and pseudoscientific practices. ABA practitioners should anticipate encountering these practices and be ready to identify and confront them. The BACB® Ethics Code for Behavior Analysts (Behavior Analyst Certification Board, 2020) requires certificants to be knowledgeable about pseudoscientific practices that could pose risk of harm to their clients. Pseudoscientific practices have the potential to harm clients and the field of behavior analysis by wasting valuable resources such as time, money, and effort that could be better spent in evidence-based interventions. This presentation will cover ways that ABA practitioners and other consumers can identify pseudoscientific practices aimed at treating people with ASD/autistic people and how to avoid such practices.

**** 1 BACB Ethics CEUs*** ●***, SCECH CEUs*** ▲***, and SW CEUs*** ■

3:00 p.m. – 3:50 p.m.; Glens 3

Stephanie Hood, Ph.D., BCBA-D (Marquette University & SSAIL Center)

The Beginning of Friendships: Recent Advances in Teaching Social Skills

Individuals with an autism spectrum disorder often have difficulty developing friendships and intimate relationships (Gantman, Kapp, Orenski, & Laugeson, 2012) as well as securing jobs (Kelly, Wildman, & Berler, 1980) and thus are often underemployed (Shattuck et al., 2012). I will describe treatment efficacy, maintenance, and stimulus generalization outcomes of conversation skills interventions in this presentation. The results will be discussed as it pertains to developing an individualized assessment and intervention process in addressing social-skills deficits during unscripted conversations and greetings. I will describe recent advances in teaching individuals to discriminate between features of healthy and unhealthy friendships. These findings have important implications for preparing individuals to have a successful conversation, the potential to develop meaningful relationships and navigate the social world participants.

**** 1 BACB Learning CEUs*** ●***, SCECH CEUs*** ▲***, and SW CEUs*** ■

3:00 p.m. – 3:50 p.m.; Prairies 4 & 5

Sally Freds, Ph.D., BCBA, LBA (Corewell Health)

Supervision and Strategy: A Supervisor's Role in Strategy Execution

Do you supervise the work of others inside your organization? Do you know where your organization wants to be in the next three to five years? Do your daily supervision practices and processes drive performance in that direction in a clear and efficient way? While we do not yet have reliable data surrounding how frequently strategic plans fail to reach full execution (Candido & Santos, 2015), it is generally known and accepted that the majority of strategic plans fail due to fragmented and poor implementation efforts. In this talk, we will explore what makes for effective strategy execution and why supervisors (and supervision processes) play such a critical role in achieving strategic milestones. Participants will learn the steps they can take to become more active and effective drivers of strategy execution.

**** 1 BACB Supervision CEUs ●, SCECH CEUs ▲, and SW CEUs ■***

3:00 p.m. – 3:50 p.m.; Prairies 6

Taylor Mueller, M.A., BCBA, LBA (Van Buren Intermediate School District) **& Lacey Ferrell** (Van Buren Intermediate School District)

Identifying and Supporting Skill Deficits in the Classroom

Visual Schedules, token strips, first-then boards, timers, and other types of assignment/material/environmental modifications are all common supports found in a special education classroom. While these tools can be very helpful to students' participation in classroom activities, they do not always treat the underlying skill deficit. Once these tools and supports are removed, they can leave the student up to their own devices, and often that can include maladaptive behaviors. This presentation will explore the difference between using tools and developing underlying skill deficits, discuss methods to develop underlying skill deficits with the aid of tools in a manner that is feasible in a classroom environment, and how to fade tools over time.

1 BACB Learning CEUs ●, SCECH CEUs ▲, and SW CEUs ■

3:00 p.m. – 3:50 p.m.; Stone Theatre

Juliana Aguilar, Ph.D., BCBA (Purdue University)
Embedding Culturally Responsive in ABA with Families
The Ethics Code for Behavior Analysts delineated professional guidelines for BCBAs regarding cultural responsiveness and diversity. Code 1.07 requires professional development in the areas of evaluating cultural biases, addressing the diverse needs of the individuals we work with, as well as training others to engage in these practices. The purpose of this talk will be to introduce practitioners and educators to existing tools within and outside of behavior analysis that can be used to promote behaviors aligned with the new cultural responsiveness and diversity ethics code standard.

**** 1 BACB Ethics CEUs, SCECH CEUs, SW CEUs, and APA CEUs***

4:00 p.m. – 4:50 p.m.; Kalamazoo Room

Reception, Poster Session 2, Book Signings, and Exhibit Expo
Please see pages 64-70 for a complete list of posters for the second poster session. Join us for a book signing with Shahla Alai-Rosales, Matthew Brodhead, Darnell Lattal, & Shawn Quigley. **Special thanks to our MACintosh Nosh sponsor, Michigan Behavior Analysis Providers Association (MiBAP), for this afternoon's complimentary refreshments!**

Friday, October 13

Reception and Poster Session 2

4:00 p.m. – 4:50 p.m.; Kalamazoo Room

Be sure to visit this year's poster session in the Kalamazoo Room!

1. **Darryl Lewis, Batoul, BCBA, LBA** (Centria Healthcare)
   Implementing PFA for Learners with Limited Functional Communications Skills, Prompt Dependency, and Interfering Behaviors
   Research demonstrates interfering behaviors occur due to synthesized contingencies. Hanley et al. (2014) designed a treatment package that utilized an interview-informed synthesized contingency analysis (IISCA) to design a Practical Functional Analysis to demonstrate safe control of the interfering behaviors. The PFA utilizes an open-contingency class to reinforce lower levels of behaviors to prevent dangerous levels of behaviors. This case studies learners where there is a history of severe interfering behaviors, prompt dependency, emotional responding, and a lack of functional communication. The open contingency class used in the PFA allowed clinicians to reinforce low levels of interfering behavior and begin Skill-Based Treatment (SBT). SBT allowed the clinicians to successfully introduce an omnibus mand. The data presented reflect the progress made over 3 months, showing this process can be effective for the above-described learner profiles.

2. **Ashley Hamilton, M.A., BCBA, LBA** (Centria Autism), Batoul Dekmak, M.A., BCBA, LBA (Centria Autism), Jerry Idicula, M.A., BCBA, LBA (Centria Autism) & Edward Sanabria, M.A., BCBA, LBA (Centria Autism)
   Utilizing the IISCA to Design a Successful PFA for Clients who are Novel to Clinicians
   Research conducted by Hanley's team supports treating severe problem behavior in a safe and televisable manner (Hanley et al. 2014). This case study seeks to replicate the findings of Dr. Hanley and his team by using a interview-informed synthesized contingency analysis (IISCA) to design a Practical Functional Analysis (PFA) that demonstrates control by safely turning behaviors on and off. In this study, two BCBA's, who were novel to the clients, conducted IISCA's with technicians and caregivers, with no observation, to design a PFA to safely demonstrate control of interfering behaviors. Despite the clinicians having no prior experience with the clients, control was demonstrated by setting establishing operations and reinforcing low levels of interfering behavior. No dangerous challenging behaviors or emotional responding was observed during the analysis. Each analysis aimed to demonstrate functional control using synthesized contingencies for 5 to 10 replications within the analysis.

3. **Kendall Mills, B.A.** (Eastern Michigan University), Skylar DeWitt, B.S., TLLP (Eastern Michigan University), & Adam Briggs, Ph.D., BCBA-D, LBA (Eastern Michigan University)
   An Exploratory Network Analysis of Discussion Topics About Autism Across Subreddit Communities
   Individuals with autism are more likely to engage in severe problem behavior than their peers. One of the most common treatments for severe problem behavior involves placing the problem behavior on extinction and differentially reinforcing an alternative response (DRA). However, extinction is not always feasible/practical. For this reason, researchers have begun investigating the use of DRA without extinction with this population. At present, it is unclear how DRA with or without extinction may produce durable treatment outcomes. This study investigated resurgence outcomes following DRA with and without extinction using a three-phase resurgence assessment in a translational model.

4. **Skylar DeWitt, B.S., TLLP** (Eastern Michigan University), & Adam Briggs, Ph.D., BCBA-D, LBA (Eastern Michigan University)
   Evaluation of Resurgence Following Differential Reinforcement of Alternative Behavior With and Without Extinction in a Human-Operant Model
   Individuals with autism are more likely to engage in severe problem behavior than their peers. One of the most common treatments for severe problem behavior involves placing the problem behavior on extinction and differentially reinforcing an alternative response (DRA). However, extinction is not always feasible/practical. For this reason, researchers have begun investigating the use of DRA without extinction with this population. At present, it is unclear how DRA with or without extinction may produce durable treatment outcomes. This study investigated resurgence outcomes following DRA with and without extinction using a three-phase resurgence assessment in a translational model.

5. **Julia VanderMolen, Ph.D., CHES** (Grand Valley State University), Kelly Machnik, OTD, OTRL (Grand Valley State University), & Jen Westerhuis, M.S., OTRL, CAS, CTP (Grand Valley State University)
   Development of a Sensory Sensitive Spaces Checklist for Parents with a Child with Autism Spectrum Disorder
   Introduction: This project aimed to create a sensory-safe environmental checklist for parents of children with Autism Spectrum Disorder (ASD). Method: Ten existing checklists were reviewed using Credibility, Accuracy, Reasonableness, and Support (CARS) and the Autism ASPECTSS guidelines. Results: A checklist was designed to serve as a guide for parents who are managing sensory input. All checkpoints included similar and different characteristics such as vision, taste, smell, sound, touch, and balance. Conclusion: All family members should be educated, work together, and create a strong support structure to ensure that autistic children receive the care and therapy essential for quality of life.

6. **Shelby DeFiore, M.A.** (Judson Center)
   The Implementation of a Packaged Intervention to Increase the Retention, and Generalization of Current Programs and Maintenance in Children with Autism
   The purpose of this study was to identify and evaluate an intervention to improve accuracy, retention, and generalization of maintenance for a 15-year-old male diagnosed with autism spectrum disorder (ASD). Data records showcased severe deficits pertaining to the clients' retention and generalization of previously mastered programming. The current intervention focused on addressing these deficits via a package intervention including increased frequency of maintenance trials, multiple exemplar training, and task interspersal. Task interspersal specifically focused on maintenance skills that had related or overlapping targets with current skill acquisition programs. Results demonstrated increased accuracy, retention, and generalization of maintenance, in addition to occasional generalization in a variety of other settings. Future directions include increasing generalization to other environments and modifying this intervention to address skill acquisition barriers.

7. **Adrienne McCarty, B.A.** (Judson Center Autism), & Kaylee McClellan (Judson Center Autism)
   Using Tacting and Matching to Initiate a Tact-to-Mand Transfer
   A common skill taught to autistic children when enrolled in ABA therapy is manding for items they want. This is a socially significant skill because it not only teaches them how to request items, but it is also a foundational skill to start developing social skills and self-advocacy. This study examined the generalization for manding, if a step is added after learning the tact, such as matching picture stimuli to the 3D replica of the picture. In a clinical setting, 4 learners of similar skill sets and ages were asked to tact 10 unknown items. The phases occurred once per day for 5 consecutive days. The learners don't have the skill of matching pictures to objects however they each had the prerequisite skills of echoics, mands, and tacts which are necessary skills for this study. Our hypothesis predicts that our clients will be able to acquire the mand at a quick acquisition rate while also able to generalize across different stimuli classes for those stimuli.

8. **Julia C Boushelle, B.A., RBT** (Judson Center Autism)
   Paving the Way With Today's ABA
   Individuals with Autism Spectrum Disorder (ASD) may engage in challenging behaviors that impede quality of life and require intervention. Recent studies highlight that traditional ABA methods may not be as effective for all challenging behaviors. Methods using the Practical Functional Assessment (PFA) and Skill Based Treatment (SBT) have imparted meaningful improvement in challenging behavior reduction while teaching valuable life skills (functional communication, tolerance, and significant behaviors). This study investigates the effectiveness of using PFA and SBT to reduce severe, obstructing behaviors of a 10-year-old boy

who has historically slow skill acquisition, limited tangible and social reinforcers, and minimal maintained skills.

9. **Alyssa Uher, M.A., BCBA, LBA** (Michigan State University), Megan Griffin, Ph.D. (Michigan State University), & Marisa Fisher, Ph.D., BCBA, LBA (Michigan State University)
   Understanding the Experience of ABA from the Consumer Perspective
   While ABA is medically viewed as one of the top treatments for autism, a growing number of consumers have voiced their opposition to ABA. This study amplifies the voices of caregivers and autistic adults who have received ABA services. 78 caregivers and 18 autistic adults responded to an online survey about their experiences. Perspectives varied from fully satisfied to fully unsatisfied with the goals, procedures, and results of the behavior analytic programming. Understanding their perspectives on the experience of ABA services, we describe ways the field can be responsive, accepting, and validating of autistics and others who receive ABA services.

10. **Cheyenne Nutlouis, B.A., RBT** (Northern Michigan University), Zoe Broadus, B.A., RBT (Northern Michigan University), Ashley Shayter, Ph.D., BCBA-D (Northern Michigan University), Jacob Daar, Ph.D., BCBA-D (Northern Michigan University)
    Behavior Analysts' Experience Within Schools
    ABA-based therapies are among the most effective strategies for supporting individuals with autism across all settings. However, many public education settings have been reluctant to allow outside ABA support for those with an autism eligibility. The purpose of the current study was to explore the experiences of behavior analysts supporting individuals in public schools. 277 participants responded to an online survey and indicated frequent difficulties in providing services in the schools. These data suggest several areas of improvement in the relationship between behavior analysts and schools, training for consultant skills for behavior analysts, and priorities for public policy change.

11. **Zoe Broadus, B.A., RBT** (Northern Michigan University), Chiara Johnson M.S, BCBA (Northern Michigan University), Victoria Mattson, M.S., BCBA (Northern Michigan University), Jacob Daar, Ph.D., BCBA-D (Northern Michigan University)
    Comparing Function-Based Multiple Stimulus Without Replacement and Functional-Based Paired-Choice Preference Assessments
    Function-based Paired-Choice Preference assessments (FB-PCPA) involve opportunities to select from concurrent activities that resemble the contingencies presented in Functional Analysis (FA) procedures. FB-PCPA produce preference hierarchies for activity that are like those indicated as maintaining functions of problem behavior in FAs. The current study compared FB-PCPA with a function-based multiple stimulus without replacement assessment (FB-MSWO). For all participants, the FB-MSWO and FB-PCPA identified similar preference hierarchies. These results indicate that the MSWO is a potentially more efficient

procedure for assessing preferences for activities that are like the consequences of problem behavior without evoking problem behavior.

12. **Hoda Hashemi, Graduate Student** (The Ohio State University)
    Is Ayres Sensory Integration an Evidence-based Practice? A Systematic Literature Review
    This systematic review examines the degree to which Ayres Sensory Integration meets CEC standards as an evidence-based practice for students with ASD and under what conditions it is effective. We identified five studies, all randomized control trials, that provided evidence of efficacy and met CEC standards for internal validity and therefore concluded that ASI meets CEC criteria as an evidence-based practice. ASI was effective for children 3-12 years old with a diagnosis of autism and sensory differences including difficulty with balance or motor accuracy. Across studies, ASI was implemented for at least 16 sessions in clinical settings and enhanced motor skills, self-care, occupational performance, and socialization skills. While effective in clinical settings, these findings have not been replicated in educational settings, raising questions about feasibility and efficacy in schools. Furthermore, conclusions only generalize to high-fidelity implementation as defined in the ASIFM.

13. **Paris Morgan, B.S., RBT** (Total Education Solutions), & Stephanie Allor, M.S., BCBA, LBA (Total Education Solutions)
    Unraveling Effectiveness: A Comparative Analysis of Mass Trials vs. Random Rotation for Tact Training
    This study examines the efficacy of random rotation and mass trials as teaching procedures for skill acquisition and behavior therapy in two participants. Participant 1 showed higher success rates with random rotation, suggesting improved generalization and retention. In contrast, Participant 2 performed better with mass trials, indicating a preference for consistent practice. Limitations due to missed therapy sessions for both participants and the absence of maintenance trials are acknowledged. The results emphasize the importance of personalized interventions based on individual differences in learning styles. Future research should address limitations to enhance behavior retention and intervention strategies for diverse populations.

14. **Grace Sylvester, B.S.** (Western Michigan University), Kelsey Stapleton, M.A. BCBA, LBA (Western Michigan University), & Stephanie Peterson, Ph.D., BCBA-D, LBA (Western Michigan University)
    A Novel Usage of a Concurrent Operant Assessment
    The current study investigated the use of a concurrent operant assessment (COA) for the assessment of severe challenging behavior presented by a female adolescent diagnosed with autism spectrum disorder and vision impairment. Modifications to the COA were made to accommodate her needs. There is limited to no research describing a COA with such modifications. Thus, this study describes one example of a COA implemented with an individual with visual impairments. Results of the COA concluded that the challenging behaviors were

maintained by access to specific types of attention and that attention was likely a competing function to escaping from demands.

15. **Victoria Risinger, B.S.** (Western Michigan University), Sacha T. Pence, Ph.D., BCBA-D, LBA (Western Michigan University), & Molly Mattes, M.A., BCBA, LBA (Western Michigan University)
Increasing Item Relinquishing with Differential Reinforcement Across Preference Classes
Children with autism spectrum disorder (ASD) may have difficulties appropriately relinquishing preferred items. In our case study, we used differential reinforcement and most-to-least prompting to teach a three-year-old boy with ASD to relinquish preferred items in the absence of challenging behavior. Before beginning the intervention, a preference assessment was conducted to categorize toys into different preference classes: low, medium, and high. The intervention began with the least preferred class, and as the child successfully and independently relinquished items from that class, we systematically introduced opportunities to relinquish moderate and highly preferred items and appropriate relinquishing increased.

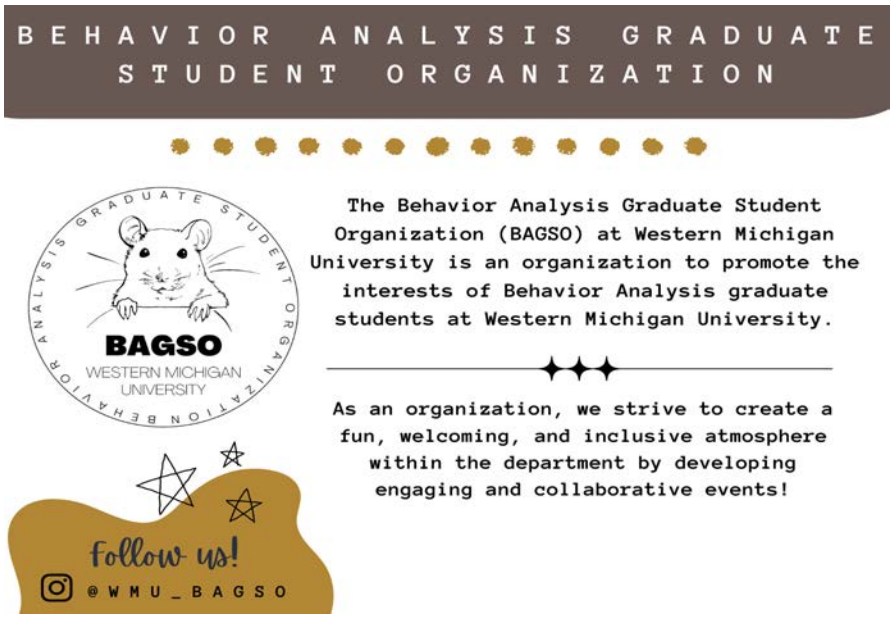
16. **Allison Mars, B.S.** (Western Michigan University), & Jessica J. Detrick, M.A., BCBA, LBA (Western Michigan University)
Effects of a Freedom of Movement Restriction Removal Protocol to Treat Challenging Behavior
Individuals with severe challenging behaviors may require safety restrictions to protect themselves and others. A freedom of movement restriction prevents dangerous behaviors in the community by increasing supervision. We evaluated a protocol to fade this restriction for a 69-year-old male with bipolar I disorder and alcohol use disorder in a residential facility. Bipolar disorder patients are more prone to violence, especially when correlated with substance abuse (Kammoun & Halouani, 2021). This individual's challenging behaviors include aggression, substance abuse, and elopement. The removal protocol has been effective in reducing challenging behaviors by systematically eliminating restrictions as he exhibits increasingly appropriate behaviors.

17. **Mariam Algohaim, M.A., BCaBA, LABA** (Centria Autism), & Hajir Alsalmani M.A., BCBA, LBA (Centria Autism)
Effects of Boundary Setting Protocols in a Clinical Setting
Autistic children are likely to engage in interfering behaviors due to deficits in communication and emotional regulation and struggle to engage in rule governed behavior (Tarbox et al., 2011). Boundaries are verbal statements that describe contingencies and expectations in a given context, often around items and activities that are not available. Through consistent adult implementation, efficient repertoires may be developed that allow the learner to respond efficiently and avoid potentially dangerous situations (Tarbox et al., 2011). The boundary setting protocols utilized consisted of clearly defined expectations, empathetic speech while tacting emotions, allowing time for the client to de-escalate, and

opportunities for the child to make choices before moving on. These case studies demonstrate how utilizing boundary setting protocols within a clinic setting lead to increase of skills acquisition, an increase of time spent in treatment, and decrease of interfering behavior.

18. **Molly Mattes, M.A., BCBA, LBA** (Western Michigan University), & Sacha Pence, Ph.D., BCBA-D (Western Michigan University)
The Effects of Teaching Novel Targets During Follow-Up on Maintenance
Little research has evaluated how the frequency and timing of practice opportunities during follow-up affects maintenance. An equal distribution (e.g., sessions occurring at constant intervals) and a progressively increasing distribution (e.g., practicing more often immediately following mastery with gradual increases in days between sessions) were compared using a multielement design. College-aged students learned an arbitrary tacting task and completed a 60-day follow-up phase. Participants learned two novel sets of targets during follow-up to evaluate the effects of learning novel targets during follow-up on maintenance.

19. **Margaret Uwayo, Ph.D., BCBA, LBA** (Kalamazoo Academy for Behavioral & Academic Success)
Kalamazoo Academy for Behavioral & Academic Success (KABAS)
KABAS is an inclusive, year-round K-6 school for children with autism and other developmental delays and for children who have other serious academic or behavior learning needs. KABAS provides educational and behavioral services for children who otherwise cannot get level of support they need in a school setting. It works cooperatively with the autism centers, schools, and nonprofit organizations in the Kalamazoo community. KABAS is available to all children.



Thursday, October 12 and Friday, October 13

Vendor/Exhibit Expo
This is an alphabetical listing.

8:00 a.m. – 5:00 p.m.; Kalamazoo Room

ASK Family Services
445 W. Michigan Ave Suite 102
Kalamazoo MI 49007
(269) 501-3929
TabiS@askforkids.org

ACCORN
6409 S. 34th St.
Kalamazoo, MI 49048
(269) 501-3929
Harmony3321@gmail.com

ABA Pathways, LLC
Multiple locations across the country
(734) 371-0370
office@abaways.com

Autism Alliance of Michigan
autismallianceofmichigan.org
(877) 463-2266
info@aaomi.org

Behavior Consultants, Inc.
10327 Grand River Ave Suite #401
Brighton, MI 48116
smartens@behaviorconsultantsinc.com

Behavior Development Solutions
bds.com
(866) 823-4283
karlyn@bds.com

Bierman Autism Centers
biermanautism.com
(800) 931-8113
info@biermanautism.com

Centria Autism
centriahealthcare.com/autism
(855) 772-8847
info@centriahealthcare.com

Children's Autism Center
Multiple locations in Indiana
(574) 850-4973
info@childrensautismcenter.org

Developmental Enhancement Behavioral Health
Multiple locations in Michigan
(616) 604-8492
hkasza@debh.org

Discovery Toys
discoverytoys.net
(517) 392-1242
douglasewinters@gmail.com

Discovery Toys (2)
discoverytoys.net
(517) 392-1082
bettyjowinters@gmail.com

Ebb & Flow ABA Therapy
ebbandflowaba.com
(810) 429-0248
kasey@ebbandflowaba.com

Encore Support Services
15600 W 10 Mile Rd #13
Southfield, MI 48075
(313) 243-1338
info@encoresupport.org

Essential for Living
4667 New Broad Street
Orlando, FL 32814
(407) 415-5241
essentialforliving.com

Genesse Health System
genhs.org
810-554-6496
nkirsh@genhs.org

Great Lakes Center for Autism
autismtreatmentresearch.org
269 829-2250
glcinfo@resopp.org

Harbor Oaks Hospital
35031 23 Mile Rd.
New Baltimore, MI 48047
(248) 568-6612
Andrewrhodes@gmail.com

Heartland Center for Autism
heartlandautism.org
(616) 272-6171
alex@heartlandautism.org

Hope Network Center for Autism
hopenetwork.org/centerforautism
(616) 151-3227
CFA@hopenetwork.org

Kalamazoo Academy for Behavioral and Academic Success (KABAS)
8971 W. KL Ave.
Kalamazoo, MI 49009
(269) 372-1268
DickMalott@DickMalott.com

Lighthouse Autism Center
lighthouseautismcenter.com
(616) 930-5765
jklobucar@lighthouseaba.com

Merakey
Multiple locations in the US
(866) 647-0020
merakey.org/services/autism

Mercy Plus Autism Services
Multiple locations across the US
(810) 620-5969
Cdelorenzo@mercypluscare.com

Metro EHS Pediatric Therapy
metroehs.com
(248) 425-0024
info@metroehs.com

Michigan Behavior Analysis Providers Association (MiBAP)
1100 S. Rose St.
Kalamazoo, MI 49001
(810) 691-0703
membership@mibap.org

Michigan Council for Exceptional Children (MCEC)
michigancec.org/
(269) 245-1498
mcec@michigancec.org

Michigan School of Psychology
26811 Orchard Lake Rd.
Farmington Hills, MI 48334
(248) 476-1122
admissions@msp.edu

Michigan Transition to Independence
mittin.org
(269) 245-1498
kristinegullen@maase.org

North Arrow ABA
10781 E. Cherry Bend Rd., #10
Traverse City, MI 49684
(231) 268-0185
info@northarrowaba.com

Odyssey Behavioral Health
105 Westpark Dr. Ste. 410
Brentwood, TN 37027
(727) 692-8792
julianne.logan@odysseybh.com

PaperPie Learning fka Usborne
paperpielearning.com/m/1/usborne
(269) 462-2771
Bestbooksanytime@gmail.com

Positive Behavior Support Corporation
teampbs.com
(561) 137-5846
analyst@teampbs.com

Portia ABA Software & Billing
50 Steacie Dr.
Kanata, ON, K2K2A9 Canada
(332) 223-6626
Info@portiapro.com

QBS provider of Safety Care
49 Plain St.
North Attleborough, MA 02760
(616) 799-2468
info@qbs.com

Raven Health
ravenhealth.com
973-255-9477
hello@ravenhealth.com

Rebound Home/Community Therapy
2211 E Beltline Ave NE Suite C,
Grand Rapids, MI 49525
(401) 545-0208
admin@reboundtherapies.com

Ripple Effects ALC
Multiple locations in Michigan
(269) 241-2700
billing@rippleeffectsalc.com

Saint Francis Camp on the Lake
10120 Murrey Rd
Jerome, MI 49249
(517) 688-9212
director@saintfranciscamp.org

Sparks Behavioral Services
Located in Bloomfield Hill, MI 48302
sparksbehavioralservices.com
info@sparksbehavioralservices.com

Special Education Mediation Services
516 S. Creyts Rd.
Lansing, MI 48917
(517) 334-0034
info@mikids1st.org

START Project
gvsu.edu/autismcenter
(616) 331-6484
westan@gvsu.edu

Superior Insurance Group
Multiple locations in Michigan
(989) 891-7990
jsf@sig.com

Tink Tank Animate
tinktankanimate.com
(313) 646-4899
info@tinktankanimate.com

Total Spectrum
totalspectrumcare.com
(774) 253-0891
info@totalspectrumcare.com

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Great Lakes Center for Autism Treatment and Research: A program of Residential Opportunities, Inc.
https://www.autismtreatmentresearch.org
glcinfo@resopp.org
(269) 250-8292

Centria Autism
https://www.centriahealthcare.com/autism
info@centriahealthcare.com

Diamond Sponsors

Autism Alliance of Michigan
https://autismallianceofmichigan.org/
info@aaomi.org
(616) 272-6171

Heartland Center for Autism
https://childrensautismcenter.org/
alex@heartlandautism.org
(616) 272-6171

Lighthouse Autism Center

https://lighthouseautismcenter.com/
jklobucar@lighthouseaba.com
(616) 930-5765

MetroEHS Pediatric Therapy

https://www.metroehs.com/
maggieg@lighthouseautismcenter.com
(248) 425-0024

Positive Behavior Supports Corporation

https://www.teampbs.com/
analyst@teampbs.com
(561) 846-1375

Raven Health

https://www.ravenhealth.com/
hello@ravenhealth.com
(973) 477-2559

Sparks Behavioral Services

www.sparksbehavioralservices.com/
info@sparksbehavioralservices.com

Gold Sponsors

Genesee Health System

https://genhs.org//
nkirsh@genhs.org
(810) 496-5546

Hope Network Center for Autism

https://hopenetwork.org/center-for-autism
CFA@hopenetwork.com
(616) 227-1513

Michigan Transition to Independence

https://mittin.org/
kristinegullen@maase.org
(269) 245-1498

Total Spectrum

https://totalspectrumcare.com/
info@totalspectrumcare.com
(774) 253-0891

Additional Sponsors

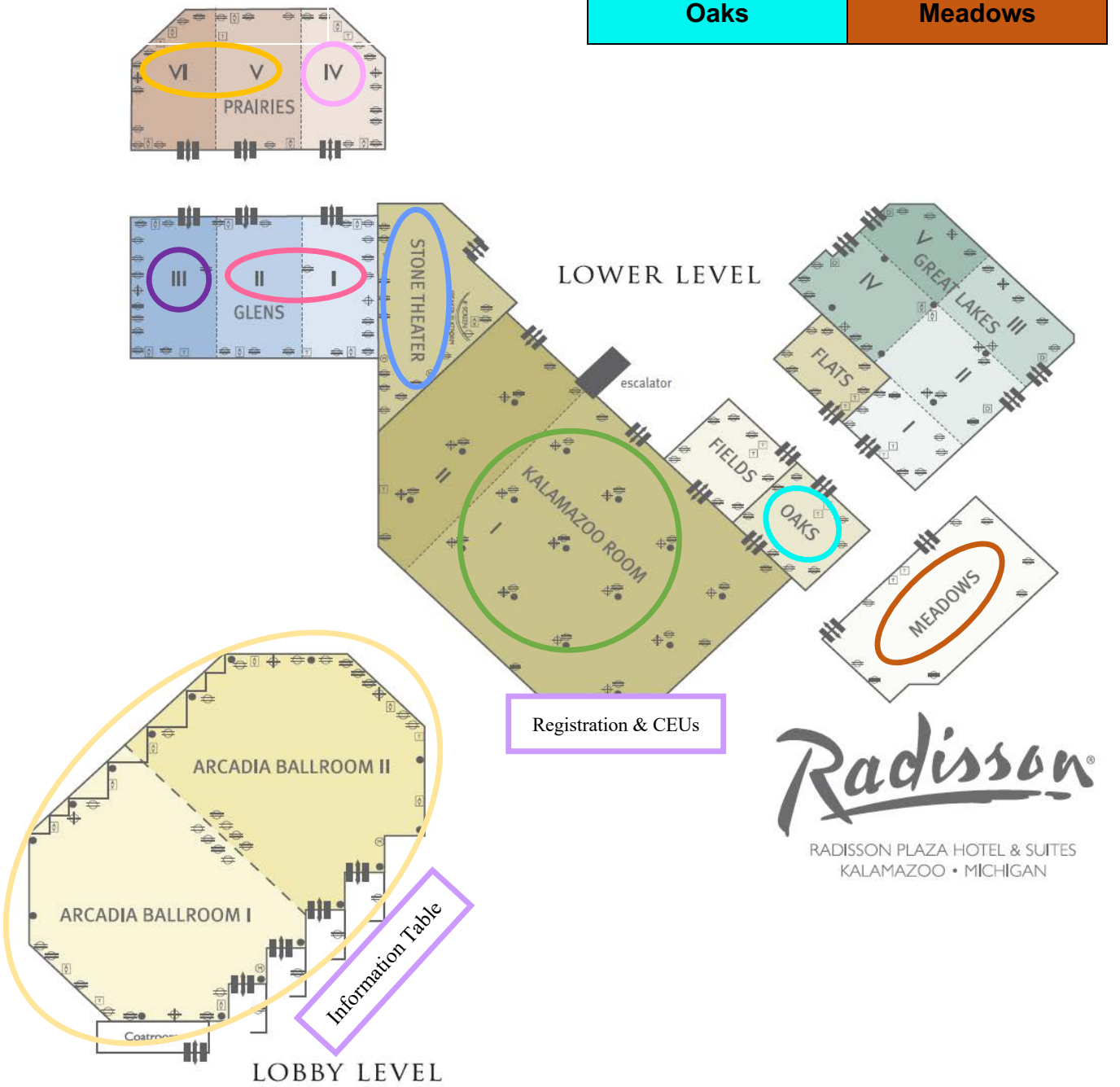
Michigan Behavior Analysis Providers Association

https://mibap.org/
membership@mipab.org
(810) 691-0703

Harbor Oak Hospital

https://www.harboroaks.com/
andrew.rhodes@harboroaks.com
(248) 568-6612

Map of Room Locations

Use this color-coded chart to find each room on the map and to determine the location of each presentation.

Lobby	**Arcadia Ballroom**	**Glens 1 & 2**	**Glens 3**
Prairies 4 & 5	**Prairies 6**	**Stone Theatre**	**Kalamazoo Room**
		Oaks	**Meadows**