

Bios & Presentations

Behavioral Science: Applications in Leadership & Supervision Conference 2020

Friday, November 13, 2020, Online LIVE Conference* (*Recordings will be available for 10 days post-conference*)

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Dennis H. Reid, PhD, BCBA

Founder & Director, Carolina Behavior Analysis and Support Center



Dr. Dennis Reid has over 40 years of experience as a clinician and supervisor in educational, residential, and community support settings for people with intellectual and developmental disabilities, and has consulted with human service agencies in the majority of states of the United States as well as Canada, Australia, and New Zealand. He has published over 140 behavior analytic journal articles and book chapters and authored or co-authored 12 books, five of which focus on staff training and supervision. In 2007 he was awarded Fellowship status in the Association for Behavior Analysis International and in 2006 received the American Association on Intellectual and Developmental Disabilities (AAIDD) International Research Award. Dennis is the founder and current director of the Carolina Behavior Analysis and Support Center in Morganton, North Carolina. He is the lead author on the AAIDD

Supervisor Training Curriculum: Evidence-Based Ways to Promote Work Quality and Enjoyment Among Support Staff.

10:35 - 11:35 am (Eastern/NY) / 7:35 - 8:35 am (Pacific/CA)

“Supervisory Strategies for Promoting Quality Performance and Staff Job Satisfaction”

This presentation will describe research-based supervisory procedures for enhancing quality work and staff satisfaction with their day-to-day jobs within human service settings. Following description of a systematic, behavior-analytic approach that promotes proficient work performance, specific strategies will be presented for using the approach in ways that also enhance staff work enjoyment. Topics to be discussed include making disliked duty assignments more preferred among staff, providing performance feedback in individually preferred ways, reducing unpleasantness associated with formal monitoring procedures, and promoting self-motivation.

Learning Objectives

Participants will be able to:

- Describe the six steps of a behavioral, outcome management approach to supervision. .
- Describe three procedural steps for making disliked job tasks more desirable for staff.
- Identify three reasons for enhancing staff work enjoyment in association with promoting proficient job performance.

Helena Maguire, MS, BCBA, LABA

Executive Director, Melmark New England



Helena Maguire serves as the Executive Director of Melmark New England, a service division of Melmark, Inc., with an operating budget of over \$32M. In this role, Maguire, a Licensed and Board Certified Behavior Analyst, oversees the development and implementation of programs and services, as well as the daily operations for Melmark New England. She develops strategic objectives for the Massachusetts division, and provides leadership to Melmark's highly skilled staff to assure the achievement of these objectives. Maguire supports the CEO and Board of Directors through various committees and activities and assumes responsibility for policy development, quality assurance, risk management, regulatory compliance, fiscal integrity, and excellence in care and delivery of all of Melmark's mission-first services.

In addition to her day-to-day work overseeing Melmark New England's Applied Behavior Analysis (ABA) services, which include school-based and residential care, adult day and residential services, school and home-based consultation, professional development, graduate training programs and after school services, Maguire is also the primary liaison with state advocacy groups. Among those advocacy and legislative resources are: Massachusetts Association of 766 Approved Private Schools (MAAPS), Association of Developmental Disabilities Providers (ADDP), Massachusetts Interagency Commission on Restraint and Seclusion and Massachusetts Association of Applied Behavior Analysis (MassABA).

Maguire also writes curriculum for and leads conferences and trainings designed to improve the quality of ABA services,

continued

Helena Maguire, MS, BCBA, LABA *continued*

not only at Melmark's service divisions in New England, Pennsylvania and the Carolinas, but also for providers throughout the field. She has led and participated in Melmark's Expert Speaker Series, presented at professional conferences across the country, conducted research to improve services and to advance the Melmark Model of Program Development and Clinical Treatment, and designed and led diversity seminars for internal and external audiences. Maguire has presented numerous papers on staff management and staff training techniques, both at the local level and at the national level, and is an Adjunct Professor at Endicott College and the University of Massachusetts-Boston. She also instructs a six-course graduate series on Applied Behavior Analysis.

Maguire's professional experience includes extensive work in the field of community based human service delivery systems in Massachusetts. Her clinical expertise and interests range from staff training and supervision issues at the practitioner and organizational levels, organizational systems analysis and integrity, as well as the treatment of severe behavior challenges in children and young adults. Working with practitioners, parents, and siblings to improve the lives of their loved ones continues to be a core commitment for Ms. Maguire.

Previously, she has served as a Program Director at Vinfen Corporation and as the Director of Adult Services at the May Institute. In both of these positions, Maguire was responsible for the development and implementation of the staff orientation training curriculum, training for supervisory personnel and in-service training for all staff.

Earning her Master of Science in Human Services Administration degree from the University of Massachusetts-Boston, Maguire received her Board Certification in Behavior Analysis (BCBA) in May 2002.

11:45 am - 12:45 pm (Eastern/NY) - 8:45 - 9:45 am (Pacific/CA)

“Leadership Under Fire: Effective Supervision and Organizational Integrity - A Treatment Package for Crisis Events”

We continue to live and work eight months under the shadow of a pandemic crisis never seen before by emerging supervisors in the field of applied behavior analysis. The ability to provide the necessary leadership to effectively supervise and direct staff during a crisis requires the application of critical interpersonal skills and technical skills. Attempting to respond appropriately in the technical domain while remaining compassionate to the needs of employees and maintain organizational integrity is a challenge during any health related crisis, especially if the behavioral system has not been designed to support the complexities of the human worker and their range of responses for pandemic events such as COVID-19.

For new supervisors, developing appropriate skills must be supported through a behavioral systems approach at the organization and individual level in order to strengthen professional relationships among colleagues, subordinates and other stakeholders. Maintaining organizational integrity while balancing the needs of employees and clients may present competing priorities to supervisors. The commitment by supervisors to ensure they have developed effective relationships with all stakeholders must begin before a crisis emerges. The importance of practicing effective, compassionate supervision becomes paramount to successful leadership when an unexpected organizational or individual crisis occurs.

A case study review of the recent COVID-19 pandemic will be used to highlight barriers and opportunities for development of supervisors in behavior analytic organizations.

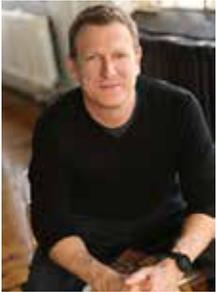
Learning Objectives

Participants will be able to:

- Identify effective organizational behavior systems necessary to develop an effective and compassionate approach to supervision.
- Outline critical supervisory skills that should be developed, shaped and reinforced in preparation for the unexpected crisis.
- Make recommendations at an organizational systems level for the review, development and inclusion of supervision training for all supervisors.

John Austin, PhD

CEO, Reaching Results



Dr. John Austin is an internationally recognized expert in human performance. He is CEO of Reaching Results, where he teaches leaders to create more effective work environments.

Dr. Austin was also a Professor of Psychology at Western Michigan University. He has consulted with organizations for 30 years to improve productivity and safety in various industries including:

Aviation, Autism/ABA Agencies, Chemical, Construction, Food service, Government, Health care and hospitals, Higher education, Manufacturing, Retail, Transportation, and Utilities.

John and his teams have been instrumental in delivering over 10,000 work improvement, quality, and safety projects that have generated millions of dollars in improvements to businesses. They have coached over 350 senior leaders from many companies and 12 countries to help them improve business performance.

In the area of improving human performance John has published nearly 100 articles and chapters, delivered hundreds of presentations at regional, national, and international conferences and business meetings, and has published three edited books, *Organizational Change*, *Handbook of Applied Behavior Analysis*, and *Mindfulness at Work*.

Reaching Results offers online courses and coaching in Behavioral Leadership, Effective Supervisory Conversations, and Navigating Difficult Conversations, among others, and Dr. Austin is invited keynote speaker for business events around the world.

12:55 - 1:55 pm (Eastern/NY) / 9:55 - 10:55 am (Pacific/CA)

“Create an Environment for Success with This One Simple Skill”

Management consultants are known for developing new techniques and applying these techniques are often beyond the grasp of most people in the working world. Oftentimes these techniques require a massive amount of behavior change in order to use them in the first place. “Create a burning platform”; “Don’t fear conflict”; “Hold people accountable”; “Deliver honest feedback”; “Create a safe space” and other such lofty advice often sounds very good in the moment from an intellectual perspective but for someone who is struggling with an actual problem, the techniques often don’t get used because the advice is too vague, because there are barriers to following it, and even if the actions needed were very clear, it would require monumental behavior change on behalf of the leader. An evidence-based approach would suggest that we deliver clear expectations, engage in easily-executed shaping steps from the current performance, measure, and reinforce improvement. Furthermore, when it comes to leadership and management at work, “simpler” is better, and starting with basics or fundamentals usually produces larger, quicker, and more sustainable behavior change. This presentation will describe such an approach that you can use to create a more positive work environment for you and your team.

Learning Objectives

Participants will be able to:

- Understand why most initiatives fail.
- Understand one key leadership behavior that can improve the work environment.
- Have 3 ideas of what they can accomplish through having better conversations at work.

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Julie M. Smith, PhD

CEO, Performance Ally



Julie's hallmark is her astonishing ability to help leaders achieve "mission impossible." She is a world-class expert in applying behavior science to achieve unprecedented results in global companies. As co-founder of Alula (formerly CLG), Julie and her colleagues pioneered the most powerful and practical organizational behavior-change approach available today, as evaluated by multiple independent benchmark studies. Hundreds of client case studies prove that this approach leads to superior strategy execution and dramatic performance improvement.

Recently, Julie co-founded Performance Ally to create enterprise software that digitally enables everyone in an organization to excel at targeted Vital Behaviors to achieve 5-Star Results. This software, Ally Assist, optimizes human actions by providing realtime guidance, performance feedback, and barrier removal. The behavioral processes and tools embedded in Ally Assist help reduce behavior variability, speed execution, and sustain any improvement.

2:25 - 3:25 pm (Eastern/NY) - 11:25 am - 12:25 pm (Pacific/CA)**"Putting the "Kind" into Behavioral Feedback for Humankind "**

People who are expert in their field sometimes come across as arrogant or insensitive when they share their advice and knowledge with others. Behavior analysts are particularly susceptible to this criticism when we provide feedback to others. As scientists, we are trained to remain objective and non-judgmental, which sometimes can come across as cold and uncaring. Julie will weave together research from three different authors into easy-to-use tips on how to develop better relationships with people during the feedback process. By using these tips, behavior services providers will have an even bigger impact on their clients' behavior change.

Learning Objectives

Participants will be able to:

- Understand the 5:1 Magic Ratio of positive to constructive feedback and the research behind it.
- Describe how to deliver the "5" (positive feedback) in a way that conveys your expertise but avoids coming across as an arrogant expert.
- Describe four relationship killers to avoid when delivering the "1" (constructive feedback).
- Recognize when the feedback receiver is emotional and how to adjust your approach.
- Identify strategies for shaping self-feedback.

Kelley Harrison, PhD, BCBAAssistant Professor of Practice, College of Liberal Arts and Sciences - Applied Behavioral Science
University of Kansas

Dr. Kelley Harrison is a board certified behavior analyst who received her PhD from the University of Kansas in Behavioral Psychology in 2018. Following completion of her PhD, Kelley completed a post-doctoral fellowship with Trumpet Behavioral Health, a company that provides behavior therapy services to individuals with intellectual and developmental disabilities. Presently, Kelley is an Assistant Professor of the Practice in the Department of Applied Behavioral Science at the University of Kansas. Kelley's areas of expertise include the application of behavioral principles to the early childhood education setting, including inclusive classrooms and early intervention classrooms, as well as the assessment and treatment of problem behavior. Her research interests include increasing compliance with health care routines, increasing communication for individuals with developmental disabilities,

and improving early childhood education practices. Kelley also serves as the chair for the Professional Development Board for the Kansas Association for Behavior Analysis.

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Kelley Harrison, PhD, BCBA *continued*

3:35 - 4:35 pm (Eastern/NY) - 12:35 - 1:35 pm

“Balancing Supervision Standards for BCBA Trainees with Standards of Clinical Practice”

As the number of aspiring behavior analysts continues to increase, it is imperative that certified behavior analysts provide quality supervision to those seeking BCBA certification. Providing quality supervision may facilitate quality clinical practices once those seeking supervision become certified and begin to practice independently (Leblanc & Luiselli, 2016). However, when BCBA supervision occurs within the context of providing clinical services, it can sometimes be difficult to balance quality supervision standards with quality clinical practices. Resources in clinical settings (e.g., time, availability of supervision tools, knowledge) may place constraints on supervisors (Sellers, Valentino, Landon, & Aiello, 2019). Additionally, funding requirements (e.g., number of approved service units) may place further constraints on supervisors. The purpose of this talk is to discuss common constraints or barriers supervisors may experience when providing supervision in a clinical setting. Current literature will be discussed, and suggestions based on the current literature and personal experience will be provided.

Learning Objectives

Participants will be able to:

- Identify common barriers to providing quality supervision in a clinical setting.
- List the BACB guidelines for providing supervised fieldwork experience to BACB trainees.
- Describe strategies for providing quality supervision along with quality clinical services.

Tyra Sellers, JD, PhD, BCBA-D

Behavior Analyst Certification Board



Tyra P. Sellers, JD, PhD, BCBA-D is the Director of Ethics at the Behavior Analyst Certification Board. She earned a B.A. in Philosophy and M.A. in Special Education from San Francisco State University, a J.D. from the University of San Francisco, and a Ph.D. from Utah State University. Her professional and research interests focus on professional ethics, training and supervision, assessment and treatment of severe problem behavior, variability, and verbal behavior. Dr. Sellers has over 20 years of clinical experience working with individuals with disabilities in a wide variety of settings. Tyra has served as a board member in various positions, for the Utah Association of Behavior Analysis. She currently serves as an associate editor for two journals and is on the editorial board for a third.

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Tyra Sellers, JD, PhD, BCBA-D *continued*

4:45 - 5:45 pm (Eastern/NY) - 1:45 - 2:45 pm (Pacific/CA)

“Cultural Humility and Responsiveness in the Supervisory Relationship”

Helping professions typically rely on a supervision model to train and oversee trainees and newly certified or licensed practitioners. Many professions receive direction from their governing bodies regarding the structure and content of required training and supervision; however, some individuals receive little to no training in effective supervisory practices in graduate school. It is likely that supervisors will train and supervise individuals who differ from them, in terms of their culture and background. Attending to cultural humility and responsiveness in the supervisory relationship may enhance the effectiveness of supervisory practices and result in a more positive experience for both parties. This talk will focus on describing cultural humility and responsiveness in the context of clinical supervision and provide some strategies and resources for supervisors.

Learning Objectives

Participants will be able to:

- Describe the difference between cultural competence and cultural humility.
- Identify at least 3 resources for conducting self-evaluations.
- Identify at least 2 strategies for engaging in culturally responsive supervision.

INTRODUCTORY REMARKS by

Rob Holdsambeck, EdD, LCP, BCBA-D

Executive Director, Cambridge Center for Behavioral Studies™ and Founder, Holdsambeck Behavioral Health



Dr. Holdsambeck is a licensed psychologist with over 40 years of clinical experience delivering services to people with developmental disabilities, including those on the autism spectrum. He was one of the first to become board certified in behavior analysis (#0007). The company he founded, currently named Holdsambeck Behavioral Health, employs over 250 clinicians serving 1500+ individuals annually in California and Hawaii. Previously he served his country as a Captain in the Air Force and his community as a tenured professor of behavior analysis and human sexuality. He was selected as the 2010 distinguished colleague by the Chicago School of Professional Psychology's Department of Applied Behavior Analysis. In 2011, he received the outstanding service award from the Cambridge Center for his work in bringing evidence-based practices to California. Dr. Holdsambeck is an author

and frequent keynote speaker at national and state conferences. His most recent publications are the highly acclaimed books, *Behavior Science: Tales of Inspiration, Discovery, and Service* (Holdsambeck and Pennypacker Eds., 2017, Volumes I-3 and Omnibus). In addition to the activities mentioned above, Dr. Holdsambeck is currently serving, pro bono, as the Executive Director of the prestigious Cambridge Center for Behavioral Studies™.

Thomas Zane, PhD, BCBA-D

Department of Applied Behavioral Science, University of Kansas



Dr. Thomas Zane is the Director of Online Behavior Analysis programs in the Department of Applied Behavioral Science at the University of Kansas. Dr. Zane earned his Bachelor's and Master's degree in psychology at Western Michigan University and his doctorate in Applied Behavior Analysis at West Virginia University. He has served as a Post-Doctorate Research Associate at the University of Massachusetts, Professor at Mount Holyoke College, and Johns Hopkins University Department of Psychiatry. Dr. Zane serves on the Executive Board of the Cambridge Center for Behavioral Studies, the international organization that represents the field of behavior analysis. He is also a member of the Scientific Council of the Organization of Autism Research, a group that raises money to fund innovative research in Autism Spectrum Disorders. Dr. Zane has been past President of the Ethics

Special Interest Group of the International Association for Behavior Analysis. His research interests include teacher training, learning, evidenced-based practice in autism, and the philosophy of science and radical behaviorism.

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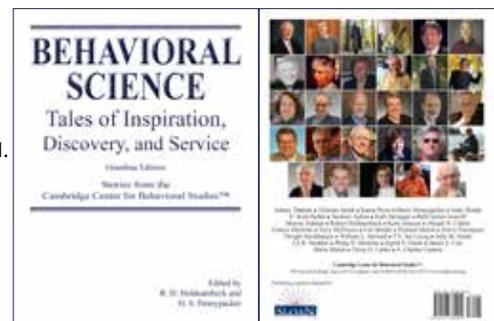
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