

CURRENT REPERTOIRE



SPECIAL EVENTS ISSUE

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Introduction by
Dr. Janet S. Twyman

15th Annual Conference on Autism & Related Disorders: Research-Based Solutions

Hotel Corque, Solvang, California

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Our Presentations

Tara Fahmie, PhD, BCBA-D



Rethinking the Safety of Functional Analyses

Despite the clear benefits of conducting functional analyses of severe behavior, safety precautions may drive clinicians to seek alternative and less valid methods of assessment. In this presentation, I will review research relevant to the safety of functional analyses;

provide an overview of practical strategies to improve safety based on this research; and discuss a few ongoing studies that may contribute to future improvements in safety.



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Alice Shillingsburg, PhD, BCBA-D



Strengthening Gestures: A Critical Component to Building Robust Communication Skills for Autistic Children

The use of gestures in early child development is highly related to the development of language and communication. Research has repeatedly shown that children who are later diagnosed with autism use fewer gestures to point things out to others (i.e., show and share) and to request things from

others (i.e., mand). Recent research has shown that these differences can be seen even before 12 months of age. Given

the altogether lower levels of gestures observed in children with autism and the important role they play in learning language and other important social interaction skills, early intervention programs should focus on developing gestures as foundational to building robust communication repertoires. This presentation will provide an overview of how gestures are related to language development, how providers may inadvertently diminish gestures, how to implement procedures to strengthen and improve gestures, and how to capitalize on gestures as an active ingredient in quality mand training for children diagnosed with autism.

Rob Holdsambeck, EdD, LCP, BCBA-D



Ethical Issues in Autism: Reflections on Bombs, Bits, and Babies

How the spectrum of autism is conceptualized, diagnosed, and treated has changed dramatically over the years. In this presentation we will examine some of the ethical quandaries that were encountered along the way, which ones are prevalent today, and which ones may predominate in the future. Chaskel Leib (Leo)

Kanner emigrated from what is now the Ukraine in 1924. Beginning in 1938, he began chronicling the lives and behaviors of 11 children that resulted in his seminal paper “Autistic Disturbances of Affective Contact” (Kanner, 1943). Kanner was driven, in part, by his horror at the way state hospital patients were treated after being summarily released and assigned work as domestic servants. His work was foundational in helping draw distinctions between what he called “Autism” and other conditions like schizophrenia. However, Kanner had difficulty understanding why most of the children he encountered there came from parents that had highly successful careers in science and noted that many of them had an “unaffectionate dynamic” in dealing with their kids. Another Prominent Psychiatrist, Bruno Bettelheim took this one step further in advancing the notion of a “refrigerator mom” as a causative agent in Autism. This myth plagued much of discussions surrounding autism in the decades that followed.

Another immigrant, Ole Ivar Lovaas, established the Young Autism Project at UCLA in 1962. By 1987, he published a study (since expanded) that showed 9/19 autistic children

in his clinic developed spoken language and were placed in “regular” education classes. His follow up in 1993 found that 8 of those children had maintained their gains and were “indistinguishable from their typically developing peers”. Dr. Lovaas was more concerned with what the children in his care needed to learn (and teaching in ways that that learn) than he was with focusing on their disability. However, the goal of making an autistic person indistinguishable from their peers has met with significant backlash from autistic advocates who would prefer that these children grow up to be “an autistic adult who is happy, healthy and living a self-determined life”. This issue is still being hotly debated and it highlights the ethical quandaries faced by some in the ABA field. We will examine some of those issues.

From Kanner’s paper to Helen Clancy, et al in 1969, through the current DSM 5, there have been significant changes in what is and what is not included in the diagnosis of autism. Without agreement on what constitutes the condition, researchers are at a distinct disadvantage in terms of isolation etiological components. However, most modern explanations of the etiology of profound autism suggest a genetic component. The research here is still emerging, but it is gaining in strength. In 2012, Jennifer Doudna and Emmanuelle Charpentier published their finding that CRISPR-Cas9 could be programmed with RNA to edit genomic DNA. This led in part to their Nobel Prize in Chemistry in 2020. This technology has caused great hope and great concern. In the not too distant future the ability of parents to “design” their babies may become a reality. We will discuss some of the ethical issues involved and how they might impact the current state of neurodiversity.

Chunying S. Jin, PhD, BCBA-D



Assessment and Treatment of Sleep Problems in Children Diagnosed with Autism Spectrum Disorders

Sleep problems are prevalent among children and adolescents diagnosed with autism spectrum disorder (ASD). These problems are unlikely to abate without treatment, resulting in adverse long-term effects on the daytime functioning and wellbeing of individuals with ASD, their siblings,

parents, and others. Understanding and addressing sleep problems requires viewing behavior that facilitate and disrupt healthy sleep through the lens of a contingency. Functional Behavior Assessment (FBA) is an iterative process designed

to identify reinforcement contingencies that maintain falling asleep and those that maintain problem behavior that interfere with sleep onset. Through this process, caregivers and clinicians are more equipped to craft an individualized, function-based, and consumer-friendly treatment programs for individuals diagnosed with ASD whose sleep is chronically disturbed. The goal of this presentation is to (a) discuss the core behavioral model of sleep, (b) describe a functional behavior assessment process for sleep problems in children diagnosed with ASD, (c) identify current evidence-based interventions for sleep problems associated with ASD, and (d) discuss strategies for designing personalized, comprehensive, socially acceptable sleep interventions and prevention strategies.

Joyce Tu, EdD, BCBA-D



Severe Behavior Services: Taking A Multidisciplinary Approach to Intensive Case Management of Severe Behaviors for Individuals with Profound Autism and Other Disorders

Past research has shown that individuals with autism and other diagnoses could benefit from ABA intervention. Although ABA services are often provided in the individual's home, individuals with profound autism and other diagnoses might require more

than traditional in-home ABA intervention. Profound autism is a relatively new term not yet adopted by most clinicians and researchers nor defined by diagnostic manuals or tools; however, it is a term that is being used to describe individuals

with autism who require 24-hour support throughout their lives. The current presentation includes three participants with various referral concerns, such as, self-injurious behavior, property destruction, aggression, and encopresis. Prior to starting treatment, an intensive case management team collaborated with other professionals to address barriers to access ABA treatment (e.g., housing, transportation, legal matters, and access to other health professionals). These results highlight the importance of intensive case management as a vessel to address environmental and ecological barriers for ABA treatment.

Jill C. Dardig, EdD & William L. Heward, EdD, BCBA



Contracting: A Positive Way to Improve Family Dynamics and Learn New Skills

First developed in the 1970s, contingency contracting is a behavior change strategy that identifies a task to be completed and a reward to follow successful accomplishment of the task. Numerous research studies have demonstrated the effectiveness of contracting to improve behavior and teach new skills to children, with and without disabilities, in home, school, and community settings. Using children's stories, examples of contracts used by families to help children with and without disabilities fulfill household responsibilities, learn new skills, get ready for school in the morning, and make friends at school will be presented. Attendees will receive materials

for developing, implementing, and evaluating contracts that were field-tested by more than 300 families.

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CCBS Advisor & Leader of Our Distinguished Scholar Group Receives Recognition

During Oakland University's 27th Annual Faculty Recognition Event, Michael Kranak, PhD, Assistant Professor of Education, Department of Human Development and Child Studies, was recognized for his research.

“Assistant Professor Michael Kranak investigates severe problem behavioral and develops methods to improve the lives of people impacted. He devotes his work to the betterment of others and shares developments frequently.”



2022 Annual Meeting of the Trustees

Morning of Tuesday, May 31

following the 48th Annual ABAI Convention in Boston

All CCBS Trustees, Advisors & Friends Welcome to Attend!



What to Expect

Dr. Hank Pennypacker, Chair of our Board of Directors, will call to order at 8:30 am (Eastern) with Trustees voting for acceptance of the 2021 minutes and for nominated incoming Trustees and Advisors.

The financials and past, present & future projects will be reviewed by Rob Holdsambeck, Executive Director, with updates from our volunteers who have championed projects, presenting in-person and streaming in virtually.

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Advisor Nicole Davis
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Program Director
Applied Behavior Analysis Programs
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Dr. Beth Sulzer-Azaroff's Memorial Announcement

NAPLES DAILY NEWS: Dr. Beth Sulzer-Azaroff, psychologist, died on February 26, 2022, at the age of 92 in Naples, Florida, where she had resided for over twenty-five years. She was a professor emeritus at the University of Massachusetts and held appointments at Florida International and Florida Gulf Coast Universities, Southern Illinois University, and the University of North Texas.

Dr. Sulzer-Azaroff (maiden name Winer) grew up in the Washington Heights neighborhood of New York City and New Jersey suburbs and attended the City College of New York in the Harlem neighborhood. Her initial occupation was as a schoolteacher in Harlem, primarily for Spanish-speaking children. She became interested in improving strategies to teach unmotivated children, and so began to study psychology at Columbia's Teacher's College, later receiving her PhD in psychology from the University of Minnesota. Her initial faculty appointment was at Southern Illinois University (Carbondale), and she later spent many years at the University of Massachusetts (Amherst).

Dr. Sulzer-Azaroff was a major pioneer of implementing the tools of behavior analysis for teaching skills to children diagnosed with autism, and today her approach remains the primary treatment for children with learning and social disorders. Her professional work stemmed from an early acquaintance with behavioral psychology as practiced by B.F. Skinner and his students Sidney Bijou, Nathan Azrin and others, who intended to apply the rules derived from basic studies of behavior to helping people improve their own behavior and overcome learning disabilities. The approaches she pioneered are detailed in her multiple textbooks and books written for families with learning disabled children, including "Applying Behavior Analysis Across the Autism Spectrum" and "The Pyramid Approach to Education in Autism."

Her textbooks, "Achieving Educational Excellence" and "Behavioral Analysis for Lasting Change," cowritten with long term collaborator G. Roy Mayer and others, are currently widely used in training educational psychologists (a new edition of the latter book was published in February, 2022). She further applied her techniques working with companies worldwide to improve safety protocols in factories and offices to reduce on-the-job injuries, as set forth in her book "Who Killed my Daddy? A Behavioral Safety Fable".

Dr. Sulzer-Azaroff has served as head of the American Behavioral Association, Division 25 of the American Psychological Association, and the Berkshire Association for Behavior Analysis, and as editor of the Journal of Applied Behavior Analysis and other journals. She received awards from many organizations,



including the American Psychological Association and the Cambridge Center for Behavioral Studies. She was proud of the several dozen doctoral students she taught and mentored over the years, many of whom have built careers as international leaders and scholars in the field of applied behavior analysis.

Dr. Sulzer-Azaroff was married to Dr. Edward Sulzer, also a psychologist at the University of Minnesota and Southern Illinois University, from 1955 to 1970, when he died of lung cancer. They had three children, David Sulzer, Richard Azaroff and Lenore Azaroff, who survive her. She married Dr. Leonid Azaroff, a professor of physics at the University of Connecticut (Storrs), who adopted the children, in 1972, and they remained married until his death in 2014. Dr. Azaroff wrote a popular science book on physics about their conversations, "Physics Over Easy: Breakfasts with Beth and Physics."

Beth Sulzer-Azaroff is survived by her children, two grandchildren, Isabella and Michelle Azaroff, her niece and nephew William and Diana Dippert, her daughter-in-law Dr. Francesca Bartolini, her grand-niece Dr. Deirdre Knapp (also a psychologist), and Dr. Knapp's two children Ashley and Austin.

A memorial for Dr. Sulzer-Azaroff will be held on Sunday, May 8, 2022 between 2 - 4 pm at the Marbella in Naples, Florida. You may also attend online through Zoom.

Contact [Rebekah Pavlik at the Cambridge Center](#) for address and Zoom link/password.

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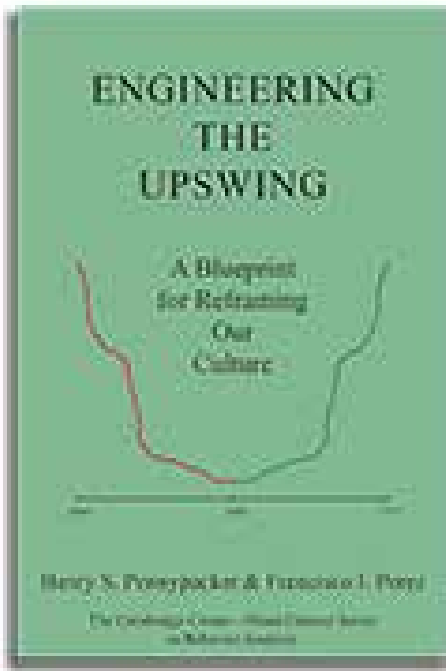
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"Engineering the Upswing: A Blueprint for Reframing Our Culture"

by Henry S. Pennypacker & Francisco I. Perez

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Stephen Eversole

Contingency-Shaped & Rule-Governed Behavior: Implications for Correct and Incorrect Instructions

Authored in 2018 by our Distinguished Scholars Jessica Mias, Catherine Stephens, and Tyler Erath; edited by Stephen Eversole, EdD, BCBA-D.

The activity for this course involves reading "Contingency-shaped and rule-governed behavior: instructional control of human loss avoidance" by Mark Galizio, 1979 and then completing related online fluency-based modules.

Usually when we give people instructions, we are changing their behavior. It is necessary to understand how instructions can affect the way people respond when exposed to contingencies that follow and do not follow the instructions they were given. Galizio (1979) examines the effects instructions have on behavior. At the completion of this CE program, the learner will be able to describe the effect instructions have on contingency-shaped behavior and identify ways instructions can be given to minimize this effect. [Learn more.](#)

The proceeds from sales of this course are shared with the Cambridge Center for Behavioral Studies.



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4TH ANNUAL BEHAVIORAL SCIENCE: APPLICATIONS in

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Friday
November 11

Invited Speakers*



Regina A. Carroll, PhD, BCBA-D
Director (Interim) & Associate Director
Munroe-Meyer Institute
University of Nebraska Medical Center
Integrated Center for Autism Spectrum Disorder
Director, Autism Care for Toddler Clinic



Florence D. DiGennaro Reed, PhD, BCBA-D
Professor & Chair of the
Department of Applied Behavioral Science
University of Kansas



Dorothea Lerman, PhD, BCBA-D, LBA
Professor of Psychology and Director,
Center for Autism & Developmental Disabilities,
College of Human Sciences and Humanities
University of Houston, Clear Lake



Michele Wallace, PhD, BCBA-D
Professor & ABA Program Coordinator,
California State University, Los Angeles

A one-day HYBRID in-person & online conference featuring leaders in the field of Applied Behavior Analysis, Organizational Behavior Management, and Autism, to discuss critical issues in supervision important to Behavior Analysts (BCBA-Ds, BCBA, BCaBAs & RBTs) and other professionals, such as psychologists, teachers, and special educators.

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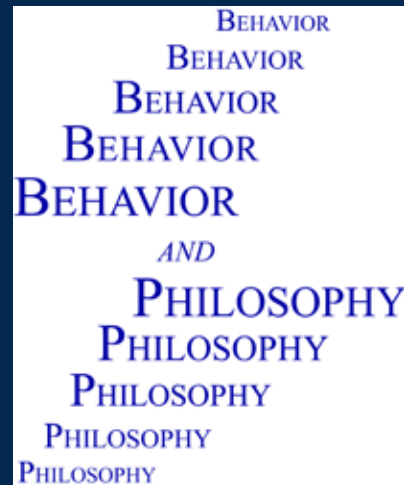
Call for Submissions

Behavior and Philosophy publishes articles dedicated to theoretical issues concerning behavior analysis as well as allied behavior sciences (e.g., conceptual analysis; methodological discussions; reflections on epistemology and ontology; ethical and political investigations).

All manuscripts in accordance with *Behavior and Philosophy's* scope will be considered for publication after a double-blind review process by two anonymous reviewers invited by the Editor for the task.

Behavior and Philosophy adopts the continuous publishing model of publication. Finished the copy-editing process, articles accepted for publication will be published [online on Behavior and Philosophy site](#) in a continuous flow. The journal volumes will be closed by the end of each year with the papers published during this period. The continuous publication process promotes speed and agility in the process of availability of research. In case of manuscripts accepted for publication, it takes 3 months on average between submission and the publication online.

Contact Editor Dr. Diego Zilio to submit your article.



New in the behavior.org Autism Help Center

Within our "Is ABA Evidence-Based?" section:

Updated Document:

[Are Applied Behavior Analysis \(ABA\) and Early Intensive Behavioral Intervention \(EIBI\) Effective, Medically Necessary Treatments for Autism? A Cumulative History of Impartial Independent Reviews](#) by Eric V. Larsson, PhD, LP, BCBA-D, of the The Lovaas Institute for Early Intervention Midwest Headquarters



New Document:

[Applied Behavior Analysis Treatment of Autism Spectrum Disorder: Practice Guidelines for Healthcare Funders and Managers from CASP](#)

Executive Summary from The Council of Autism Providers



Applied Behavior Analysis
Treatment of Autism
Spectrum Disorder:
Practice Guidelines for Healthcare Funders and Managers

SECOND EDITION

The purpose of this document is to inform decision-making regarding the use of Applied Behavior Analysis (ABA) to treat medically necessary conditions so as to develop, maintain, or restore, to the maximum extent practicable, the functioning of individuals with Autism Spectrum Disorder (ASD) in ways that are both efficacious and cost effective.

The document is based on the best available scientific evidence and expert clinical opinion regarding the use of ABA as a behavioral health treatment for individuals diagnosed with ASD. The guidelines are intended to be a brief and user-friendly introduction to the delivery of ABA services for ASD. These guidelines are written for healthcare funders and managers, such as insurance companies, government health programs, employers, among others. The guidelines may also be useful for consumers, service providers, and regulatory bodies.

This document provides clinical guidelines and other information about ABA as a treatment for ASD. As a behavioral health treatment, ABA includes a number of unique clinical and delivery components. Thus, it is important that those charged with building a provider network understand these unique features of ABA.

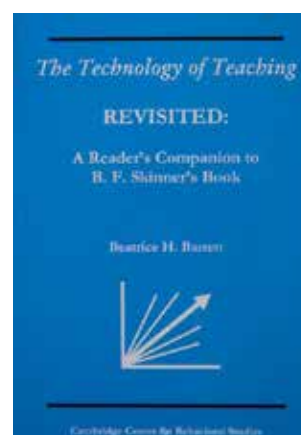
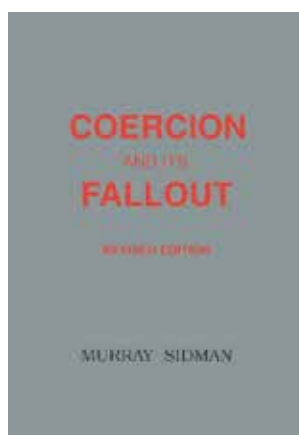
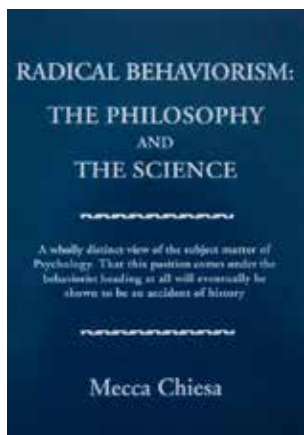
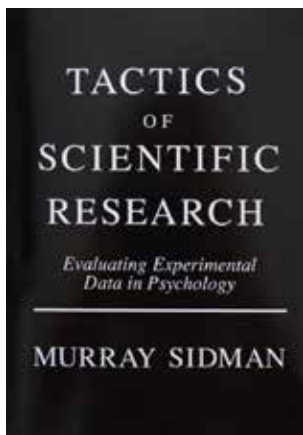


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Familiar Faces in New Places



CCBS Advisor Catherine Stephens Williams will be starting as an Assistant Professor in the Behavior Analysis program at the University of North Carolina Wilmington in the fall. "I cannot wait to begin working with the amazing faculty there and conducting research and teaching at a beautiful university. Thank you so much to all of the people who supported me through the job-search process!"



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The Cambridge Center for Behavioral Studies has over 150 continuing education courses available online. Through collaboration with the University of West Florida, Center for Behavior Analysis, our Continuing Education course series is designed to provide instruction in a variety of areas of behavior analysis.

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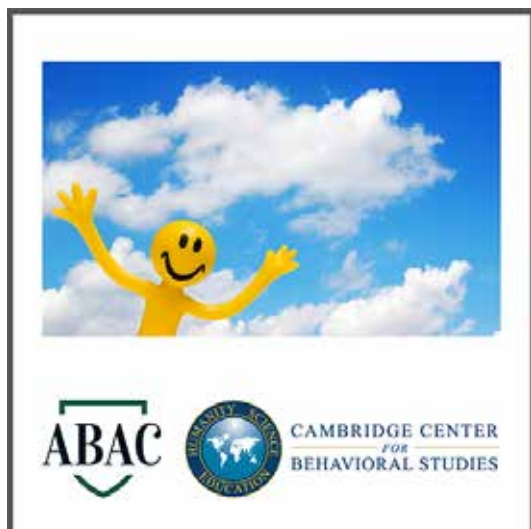
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Marianne L. Jackson, PhD, BCBA-D Presents

ABA, VB, RFT and LOL: A Behavior Analytic Account of Teaching Humor Comprehension

Wednesday, May 4 (12:00 pm-3:00 pm Eastern/NY)



Abstract: Humor comprehension and joke telling are important aspects of an individual's behavioral repertoire. They have social benefits and various health benefits and improvements in this repertoire may lead to positive outcomes in these areas. Professionals interested in the behavioral conceptualization of humor and how humor can be taught, benefit from instruction in the analysis of humor as a response and an examination of the behavioral repertoires that are relevant to humor comprehension. At the end of the presentation, audience members should be able to explain the behavioral components involved in humor comprehension of simple double-meaning jokes and describe a procedure to teach these skills.

Learning Objectives

By the end of this event participants should be able to:

- Identify one socially valid reason to improve humor comprehension.
- Select the behavioral components of double meaning jokes.
- Identify ways to measure humor comprehension and appreciation.
- Identify a three-step prompting strategy for teaching comprehension of double-meaning jokes.

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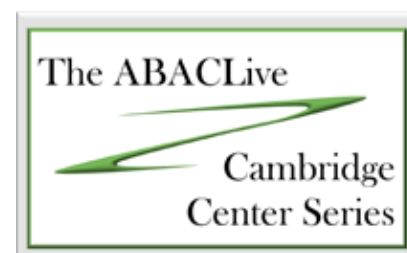
Meet CCBS Advisor Marianne Jackson, PhD, BCBA-D



Dr. Jackson received her Master's and Doctoral Degrees in Psychology (with an emphasis in Behavior Analysis) from the University of Nevada Reno. She is currently a Professor of Psychology at California State University, Fresno where she serves as the director of the Master's program in Applied Behavior Analysis and as the clinical director of ABA Services at Fresno State. Her research interests include complex social skills including humor, perspective-taking, safety skills, the motivational functions of verbal behavior, and interventions to increase health and fitness behaviors. Dr. Jackson has served on the ABAI executive council, the CalABA Board of Directors, and as an advisor to the Cambridge Center for Behavioral Studies. In 2011, she was selected as the PsiChi Faculty of the Year, in 2014 was named as one of the Provost's Outstanding New Faculty, and in 2017 received a Distinguished Faculty Service award from the College of Science and Mathematics. While at Fresno State, she has secured grants and contracts totaling over \$6 million. She presents regularly at state and national conferences and has provided teaching, training, and clinical services in the countries of Scotland, Ireland, Jordan, Bosnia, and Georgia.

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