**Introduction**

**Thomas Zane, PhD, BCBA-D**

Director of Online Behavior Analysis Programs, 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.

**INVITED SPEAKERS**

**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 45 years of clinical experience delivering services to people with developmental disabilities, including those on the autism spectrum. He was one of the first in the nation to become certified in behavior analysis (#0007). The company he founded, Holdsambeck Behavioral Health, employs over 100 clinicians serving 1000+ individuals annually in California and Hawaii. Previously he served his country as a Captain in the Air Force Reserves and his community as a tenured professor of psychology. 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 International, 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, Omnibus as well as volumes I, II, and III). In addition to the activities mentioned above, Dr. Holdsambeck is currently serving in his 10th year as the Executive Director of the prestigious Cambridge Center for Behavioral Studies™.

8:45 - 9:45 am (Central)

**“Intergenerational Leadership and Supervision”**

The field of behavioral science is evolving. Tracing our earlier roots to the works of Pavlov, Watson, Thorndike, Skinner and others is an important part of the education and training of future leaders. However, it is far too easy to forget the societal contexts in which these pioneers operated. This presentation makes the case that operating across generations (aka Intergenerational Leadership) poses some unique challenges. Among those are scientific advances and cultural factors. For Example: 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 challenges that were encountered along the way, which ones are prevalent today, and which ones may predominate in the future. 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.

continued
Rob Holdsambeck, EdD, LCP, BCBA-D continued

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 they 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 debated and it highlights the ethical quandaries faced by some in the ABA field. We will examine some of those issues.

In 1986, after decades of progress, the mathematical theory of Chaos began to impact how many of the sciences viewed issues of prediction and projection. One question that is often asked by families is how far my child will go and how fast will they make progress. Chaos theory has important implications for how that question is answered. This talk will briefly highlight a few of those implications.

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

- List two pioneers in the development of behavioral science that had seminal contributions but also left some troubling legacies in their wake.
- List three types of corporate structure that allows companies to serve children and adults on the autism spectrum.
- Write a paragraph discussing the pro’s and potential cons of strict adherence to only using “evidence based practices”.

Regina A. Carroll, PhD, BCBA-D

Associate Director of the integrated Center for Autism Spectrum Disorders and
Director of the Autism Care for Toddlers Clinic

Dr. Carroll is the director at the Autism Care for Toddlers (ACT) Clinic that provides early intensive behavioral interventions to young children diagnosed with an autism spectrum disorder (ASD). She is also the Associate Director of the integrated Center for Autism Spectrum Disorders (iCASD). Dr. Carroll received a Master’s degree in Behavior analysis at St. Cloud State University under the supervision of Dr. John Rapp and she received her PhD in Applied Behavior Analysis from UNMC under the supervision of Drs. Tiffany Kodak and Wayne Fisher. Dr. Carroll was previously an Assistant Professor in the Psychology Department at West Virginia University. Her research and clinical interests include skill acquisition in children with ASD and related intellectual disabilities, verbal behavior, treatment integrity, and staff training. Dr. Carroll supervises Doctoral and Master’s level students in both clinical and research settings. Dr. Carroll serves on the editorial boards for the Journal of Applied Behavior Analysis, the Analysis of Verbal Behavior, and

continued
Treatment integrity is the extent to which an intervention is implemented as prescribed. Previous research has demonstrated that behavior-change agents frequently make treatment integrity errors when implementing behavioral interventions, which can influence client outcomes. This presentation will discuss some variables that may impact treatment integrity (e.g., reactivity). Additionally, this presentation will review recent research examining methods to improve supervisory practices and staff treatment integrity when implementing behavioral procedures for young children with autism spectrum disorders. Implications of these findings for future research and practice will be discussed.

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

- Define treatment integrity and discuss its importance to practice in applied settings.
- Explain how reactivity may influence treatment integrity.
- Describe methods for teaching supervisory skills to target treatment integrity (e.g., provision of performance feedback.)

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

Dr. Michele Wallace earned her doctorate from the University of Florida in 2000 in the Experimental Analysis of Behavior. She is a Full Professor, the ABA program coordinator, and faculty advisor of the Los Angeles Student Association for Behavior Analysis at California State University, Los Angeles. Dr. Wallace has served on the Board of Editors for the Journal of Applied Behavior Analysis and as guest associate editor for the Journal of Applied Behavior Analysis and Behavioral Development. She is a current member of the Association for Behavior Analysis International and the California Association for Behavior Analysis. Dr. Wallace is the past president of the California Association for Behavior Analysis. She has been a Board Certified Behavior Analyst in the State of Florida since 1993 and a National Board Certified Behavior Analyst since 2000. Dr. Wallace provides consultation locally, across the United States, and internationally. Dr. Wallace is one of the authors of a premier textbook in behavior analysis (Behavior Analysis for Lasting Change), is the first author of an introductory textbook (Behavior Analysis for Lasting Change), and is the first author of an introductory textbook for graduate students.
11:15 am - 12:15 pm (Central)
“Got Milk? What Does Milk Have to do with Supervision...”

There are a number of different types of supervision in behavior analysis: Case Supervision, Staff Supervision, and Analyst in Training (Fieldwork) Supervision. Unfortunately, the field has not clearly provided a distinction between these different types of supervision and tend to lump them all together as just supervision. Lumping all of these types of supervision together and the idiosyncratic behaviors that make up these types of supervision is problematic for many reasons. This talk will highlight the issues of lumping all types of supervision together, distinguish between the various tasks involved with each type of supervision, and provide an example of competency based Analyst in Training (Fieldwork) Supervision at both a university and agency setting. A detailed description of the California State University Los Angeles ABA Programs Fieldwork will be provided as well as a cost-benefit analysis of adopting a collaborative structure for Analyst in Training Supervision. In addition, assessment results of the fieldwork will be shared. With respect to the agency setting, the specifics of a pilot project at a Southern California agency will be shared. In conclusion, suggestions for moving the field forward with respect to ensuring competent supervision in all types of supervision will be provided.

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

- Distinguish between three types of supervision: Case Supervision, Staff Supervision, and Analyst in Training Supervision.
- Provide examples of specific tasks associated with each type of supervision.
- Describe the potential limitations of not distinguishing between these three types of supervision.
Dorothea Lerman, PhD, BCBA-D, LBA
Professor of Behavior Analysis and Director, Center for Autism & Developmental Disabilities
College of Human Sciences and Humanities, University of Houston, Clear Lake

Dorothea Lerman is currently a Professor of Behavior Analysis at the University of Houston - Clear Lake, where she chairs the master’s program in behavior analysis and serves as Director of the UHCL Center for Autism and Developmental Disabilities (CADD). She received her doctoral degree in Psychology from the University of Florida, specializing in behavior analysis. Her areas of expertise include autism, developmental disabilities, early intervention, functional analysis, teacher and parent training, and treatment of severe behavior disorders. She currently oversees several programs at CADD, including a focused intervention program for children with autism, a vocational program for adults with disabilities, a student support program for college students with autism, and a teacher training program for local school districts. Dr. Lerman has published more than 100 research articles and chapters, served as Editor-in-Chief for The Journal of Applied Behavior Analysis and Behavior Analysis in Practice and has secured more than $2 million in grants and contracts to support her work. She was the recipient of the 2007 Distinguished Contribution to Applied Behavioral Research Award and the 2001 B.F. Skinner Award for New Researchers, awarded by Division 25 of the American Psychological Association. She also was named a Fellow of the Association for Behavior Analysis-International in 2008. Dr. Lerman is a Licensed Behavior Analyst and a Board Certified Behavior Analyst.

1:15 - 2:15 pm (Central)
“Disseminating Behavior-Analytic Procedures to Non-Behavioral Professionals: Current Research at the University of Houston, Clear Lake”

Behavior analysts have a long history of training non-behavioral professionals to implement behavior-analytic procedures. However, the most effective training modalities are often the least efficient, which may prohibit the dissemination of our science to large numbers of professionals and encourage trainers to rely on largely ineffective approaches. The presenter will discuss research and practice in this area with two types of professionals. First, the presenter will describe research from her lab that aimed to train law enforcement officers to interact more successfully with individuals with autism spectrum disorder. Results suggested that abbreviated behavioral skills training (BST) provided in a group format was highly effective and a necessary supplement to more traditional forms of instruction. Next, the presenter will describe ongoing research from her lab that aims to train dental and medical professionals to promote compliance when providing routine exams to adults with NDD. Results thus far suggest the efficacy of brief BST provided in a virtual group format. The presenter will conclude with implications of the findings and directions for future research.

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

- Describe behavior-analytic procedures recommended for law enforcement officers and medical professionals to engage successfully with individuals with NDD.
- Discuss challenges related to training non-behavioral professionals.
- Identify potentially more efficient yet effective training approaches.
The presentation reviews some of the characteristics of organizations that provide a sound basis for enduring performance and organizational success. The paper looks at organizational culture as a fundamental controlling element of behavior, and then reviews some of the major factors that enhance or damage the organizational culture. The paper looks at organizational value propositions, differentiation, benefits v. attributes identification, and organizational communication, then provides a behavior analytic approach to the identification, evaluation and design of these elements as they apply to organizational change and strategy design and implementation. Examples of consulting on these variables are provided. Leading from behind is essentially the process of behavioral consulting on these underlying conditions which play such a strong role in an organization’s operations and success.

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

- Develop an understanding of the role value propositions in organizations.
- Identify the constituencies that must be maintained for organizational success.
- Assist organizations in the design, evaluation, and implementation of the metafactors that play a significant role in organizational success.

Jon E. Krapfl, PhD
Retired Associate Dean & Chief Operating Officer, Mason School of Business, College of William & Mary

Jon E. Krapfl has spent an entire career on the intersection of business and psychology. After operating a construction business in the 1960s, he obtained a Ph.D. in clinical psychology from the University of Missouri in 1967. By 1969, he began directing training programs first at Drake University, and then as chair at West Virginia University, and as director of the Systems Center at the University of Houston. He also developed a number of treatment centers for the states of Missouri, Iowa, and West Virginia. From 1980-1997, Dr. Krapfl was president of Corporate Behavior Analysts, Inc., a consulting firm of behavioral psychologists with a worldwide client base, headquartered in Chicago, IL. After retiring for several years, he became associate dean and chief operating officer of the Mason School of Business at the College of William & Mary, a position from which he retired in 2012. His primary interests have been in business strategy, business cultures, leadership, and instruction in higher education.

2:30 - 3:30 pm (Central)
“Leading from Behind”

The presentation reviews some of the characteristics of organizations that provide a sound basis for enduring performance and organizational success. The paper looks at organizational culture as a fundamental controlling element of behavior, and then reviews some of the major factors that enhance or damage the organizational culture. The paper looks at organizational value propositions, differentiation, benefits v. attributes identification, and organizational communication, then provides a behavior analytic approach to the identification, evaluation and design of these elements as they apply to organizational change and strategy design and implementation. Examples of consulting on these variables are provided. Leading from behind is essentially the process of behavioral consulting on these underlying conditions which play such a strong role in an organization’s operations and success.

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

- Develop an understanding of the role value propositions in organizations.
- Identify the constituencies that must be maintained for organizational success.
- Assist organizations in the design, evaluation, and implementation of the metafactors that play a significant role in organizational success.
Dr. Florence DiGennaro Reed, a board certified behavior analyst, received a doctorate in school psychology from Syracuse University. She also completed a clinical post-doctoral fellowship at the Institute for Child Development and a pre-doctoral internship in clinical psychology at the May Center for Education and Neurorehabilitation and the May Center for Child Development. Presently, Florence is a Professor in the Department of Applied Behavioral Science at the University of Kansas where she serves as departmental chairperson and directs the Performance Management Laboratory. Her research examines effective and efficient staff training and performance improvement practices. Florence has published 90 articles and book chapters and two edited books on a variety of topics including training, performance management, assessment, and intervention. With co-authors Drs. Gregory Madden and Derek Reed, Florence recently published a textbook titled *An Introduction to Behavior Analysis*. Moreover, Florence has been an Associate Editor for *Journal of Applied Behavior Analysis*, *Journal of Behavioral Education*, and *Behavior Analysis in Practice*.

**3:45 - 4:45 pm (Central)**

**“Practical Ways to Train and Support Human-Service Staff”**

Performance management involves the application of behavioral principles to manage the performance of staff. Despite serving as effective change agents for clients, behavior analysts often struggle with motivating and supporting the staff they supervise. This presentation will describe evidence-based performance management procedures and share experimental data and case studies supporting the effectiveness of a behavior analytic approach to staff training and professional development. The presentation will emphasize resource-efficient efforts to produce behavior change of staff.

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

- Describe the benefits of a pyramidal training approach.
- Identify and describe the components of behavioral skills training as part of an evidence-based approach to performance management of staff.
- Discuss results of studies evaluating ways to enhance resource efficiency of recommended training practices.

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The link to start the process is below. It will also be announced for in-person attendees and an email will be sent to all conference attendees at 4:30 pm (EST) near the end of the conference with the link and instructions. **Presentation recordings will be available for 14 days post-conference. Recording links are scheduled to be emailed by Wednesday, November 16. The deadline for completing the online evaluation and code quiz is Wednesday, November 30. (If you are seeking Psychology CE Credits through home-study of recordings, the process is through Amego Prepare. Contact Dr. Weinberg at MWeinberg@amegoinc.org)**

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Those who complete the process immediately post-conference by Monday, November 14, will receive their certificates within the week. Certificates for BACB® Learning CEUs will be emailed from behavior.org@gmail.com.

Those completing the process later and through home-study of recordings will receive certificates within 30 days of the completion deadline (November 30th).

Questions or concerns? Contact Rebekah Pavlik pavlik@behavior.org

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