NOVEMBER/DECEMBER 2022

CURRENT REPERTOIRE

CAMBRIDGE CENTER FOR BEHAVIORAL STUDIES

Applications in Leadership & Supervision Conference

Our host and Board Member Dr. Thomas Zane, Director of Online Behavior Analysis Programs, Department of Applied Behavioral Science, University of Kansas; Our star coordinator, KU doctoral student Stacha Leslie with our CCBS Distinguished Scholar Fernanda Oda.

University of Kansas Friends

LR: Butler Braren, Hannah Vance, Distinguished Scholar Matthew Laske, Florence DiGennaro-Reed, Grace Bartle, and Eliza Goben

INSIDE THIS EDITION

A Message from Board of Director Stephen Eversole 2

Photo Highlights from our 4th Annual Behavioral Science: Applications in Leadership & Supervision Conference 3-5

Featured New Advisors 6-7

News from Partner ABAC 8

A Behavior Tour of Lawrence 9

Tech, Tools, & Tips QR Codes 10-11

Featured New Distinguished Scholars 12

Behavior & Philosophy Vol 50 Article Published 13

16th Annual Autism Conference & Call for Posters 14-15

Ways to Help 18

Learn More About Our Conference Sponsors throughout News

Image by Freepik

BECOME A *sponsor*

of our Autism Conference

Message from our Board: Dr. Stephen Eversole

Democracy: A Few Ponderings

I suspect a lot of behavior analysts have been thinking about democracy, our culture, and how behavior analysis could ameliorate the political division in the United States. I know I have. All of my life I've taken our imperfect, but reliable, democratic system for granted. As Winston Churchill said—"Democracy is the worst form of government, except for all others." But recently "the worst" part of that quote has gained salience; which reminded me of Skinner's Walden II. I recalled that Walden II was not governed by a democracy. Rather, they had Planners selected by Managers who were responsible for running Walden II. Planners served a maximum of 10 years. The Managers were trained as such and advanced to their position based on merit; somewhat like civil servants. While the details of this governmental structure were not specified, the implied suggestion is that selection of representatives by the populace has shortcomings and that selection based on merit, along with other supportive contingencies, is likely to yield more effective governance.

Along these lines, it used to be that Democratic and Republican party elites served more of a gate-keeping role over candidate eligibility. More recently, the process has become more democratized, leading to fringe candidates who later get elected by a misinformed and ill-informed electorate. We end up with representatives who reflect the opinions of commentators and pundits, whose job it is to increase ratings rather than provide the information citizens need to evaluate the performance of their government; and by social media "influencers" whose posts are reinforced by clicks. In fact, the social media echo chamber is an endless source of discriminative stimuli and motivating operations that occasion ungrounded opinion, misinformation, and disinformation on a schedule of reinforcement sufficient to propagate it.

These contingencies result in biased reporting and discourse, and far more attention being given to the latest scandal (or fabricated scandal) than to serious policy discussion and debate. For instance, deregulation was touted as important to and responsible for revitalizing the economy. Perhaps it was, but I'd be willing to bet that there are very few voters who could name any of the discontinued regulations or the metrics used to assess their impact. Political discourse that should involve in-depth discussion and analysis of complex issues is instead focused on sound bites and tropes designed to elicit emotional responses.

Put simply, the behaviors required of a citizenry to maintain a functioning democracy are absent or insufficient. Although there are probably many reasons, two come to mind: First, many voters lack the skills necessary to understand the issues and evaluate the candidates. These include skills of critical thinking, application of lessons from history to current events, how to identify reliable news sources, and basic civics, economics, and scientific literacy. Many of these skills are the result of a good liberal arts education, which is on the decline.

The second reason citizenry behaviors are absent is because they are not sufficiently supported by the current culture. Even if the skills indicated above are present, as social animals, our peers control many of our reinforcers; particularly peers in our "tribe." We seek reinforcement from members of our in-group, sometimes in the form of derogation to members of the out-group (e.g., owning the libs). The cultural zeitgeist has shifted from a focus on being American to being conservative or progressive. To turn this around probably requires political leadership and a well-funded mass movement lead by experts in marketing.

Addressing these skill deficits and the culture might give us the best hope of saving democracy and helping it to prosper. Then at some point in the distant future, when the science of behavior teaches us how to engineer systems that promote and sustain virtuous leadership, we could upgrade the flawed and messy democratic process with a better one. Until then, democracy will remain the worst form of governance, except for all others.

Whether it be culture, safety in organizations, clinical applications, or any variety of matters that impact humankind, the Cambridge Center for Behavioral Studies will continue to be a valuable resource for discussing and addressing these issues. Thank you for your support and keep us in mind for continuing education and upcoming events.

Steve

Stephen Eversole, EdD, BCBA-D
Founder and CEO
Behavior Development Solutions, LLC
CCBS Board of Directors

Follow the Center on Social Media

Join and follow us on
Facebook, LinkedIn & Instagram

Scenes from Our 4th Annual Behavioral Science: Applications in Leadership & Supervision Conference

LR: Jon Krapfl, Thomas Zane, Michele Wallace, Dorothea Lerman, Florence DiGennaro-Reed, and Rob Holdsambeck

GOLD SPONSOR

ABA Technologies®

IMPROVING LIVES THROUGH THE SCIENCE OF BEHAVIOR

5TH ANNUAL BEHAVIORAL SCIENCE: APPLICATIONS in

leadership & supervision

FRIDAY, NOVEMBER 10, 2023 - SAVE THE DATE

more from our Leadership & Supervision Conference

Our Invited Speakers and KU Student Volunteers

Rob Holdsambeck; Katie McHugh introducing Regina Carroll; Grace Bartle (also our photographer!) introducing Michele Wallace; Fernanda Oda introducing Dorothea Lerman; Jon Krapfl; and Ky Kanaman introducing Florence DiGennaro-Reed.

A video of photo highlights

Thank you to our Sponsors here & throughout our news

BIERMAN
AUTISM CENTERS

Our Mission is to Create Progress and Possibilities.

We are located in:
Massachusetts, Indiana, Arizona, New Jersey, North Carolina, Ohio, and Rhode Island.

- ABA Therapy
- Speech Therapy
- Occupational Therapy
- Diagnostic Testing

www.biermanautism.com

SILVER SPONSOR

EVERGREEN CENTER
Since 1982

SILVER SPONSOR

The Evergreen Center is a residential school in Massachusetts with community living options for students with developmental disabilities.

Evergreen believes children will develop to their maximum potential when instruction is woven through daily activities and living environments.

JOB OPPORTUNITIES

The Evergreen Center offers a highly competitive salary commensurate with local and national standards, an excellent benefit package, opportunities for advancement, a retirement plan with company contribution, and tuition support!

Featured New Advisors

Eduardo J. Fernandez, PhD

Senior Lecturer, Applied Animal Behaviour & Welfare
School of Animal & Veterinary Sciences, University of Adelaide

Eduardo J. Fernandez is a Senior Lecturer of Applied Animal Behaviour and Welfare in the School of Animal and Veterinary Sciences at the University of Adelaide (Australia). He received his Ph.D. in Psychology (minors in Neuroscience and Animal Behavior) from Indiana University, where he worked with the Indianapolis and Cincinnati Zoo. He received his M.S. in Behavior Analysis from the University of North Texas, where he founded the Organization for Reinforcement Contingencies with Animals (ORCA). Most of his past and current work involves behavioral research applied to the welfare and training of zoo, aquarium, and companion animals. His past positions include a Visiting Professorship in the School of Behavior Analysis at the Florida Institute of Technology, an Affiliate Professorship with the Psychology Department at Trinity Lutheran College, an Affiliate Assistant Professorship in the Psychology Department at the University of Washington, a Research Fellowship with Woodland Park Zoo, and a National Science Foundation Postdoctoral Fellowship. While working with UW and the Woodland Park Zoo, he started the Behavioral Enrichment Animal Research (BEAR) group, which conducted welfare research with many of the species and exhibits located throughout the zoo. He currently runs the Operant Welfare Lab (OWL), which is dedicated to the use of learning principles to improve the lives of animals across many settings, including exotic animals in zoos and companion animals in homes and shelters. OWL is part of the broader Animal Behaviour, Welfare, and Anthrozoology Lab (ABWAL; abwal.com). Many of Eduardo's past publications, research projects, and presentations can be found on his ResearchGate profile: https://www.researchgate.net/profile/Eduardo_Fernandez18

Adrienne Fitzer, PhD, BCBA

Founder and CEO
The Applied Behavior Analysis Center, LLC (ABAC)

Dr. Adrienne Fitzer is the founder and CEO of The Applied Behavior Analysis Center, LLC, an online continuing education and professional development program provider, and functions and ABAC's Director of Continuing Education. She received her doctorate in psychology with a specialization in behavior analysis under the advisement of Bertram Ploog, PhD at The Graduate Center, City University of New York, her master's degree in psychology under the supervision of Lanny Fields, PhD at Queens College, City University of New York, and has been a Board Certified Behavior Analyst (BCBA) since 2003. As a student at the University of Maryland, she entered the field of behavior analysis in 1996 working with children with autism in the Washington DC Metro Area. In 1998, she moved back to NJ to work at Alpine Learning Group for one year before deciding to apply to graduate school. Adrienne left school "all but dissertation" (ABD) in 2008 with publications in the *Journal of Experimental Analysis of Behavior* and having co-edited *Autism Spectrum Disorders: Applied Behavior Analysis, Evidence and Practice* with Peter Sturmey, PhD, which was published by Pro-ed in 2007. In 2009, she and Professor Sturmey co-edited their second book together, *Language and Autism: Applied Behavior Analysis, Evidence and Practice*, also published by Pro-Ed, while pursuing a career as a behavior analyst in public schools. In 2013, Adrienne left full-time work and started The Applied Behavior Analysis Center, LLC (ABAC). When this first iteration of the business failed, Adrienne decided to leave the field for the first time in almost twenty years to work as a nature teacher at a camp and then at a local farm, doing whatever she was asked to do. Soon she was providing behavior skills training to teach others how to operate the doughnut machine and running farm tours with preschool and kindergarten age children (which she continues to do when asked). At the beginning of 2015, Adrienne returned to ABAC with renewed energy and the great idea to provide high-quality instructional opportunities to professionals on a global level. Her mission since the beginning has been to share valuable information about, and provide personalized, high-quality training in, ethical, effective, and evidence-based solutions that improve performance, communication, safety, and quality of life, to professionals who work in the fields of behavioral health, mental health, education, business, and beyond. Behind the scenes ABAC has developed systems to ensure the quality of their programing and as of May 1, 2022, The Applied Behavior Analysis Center, LLC (ABAC) is accredited by the International Accreditors for Continuing Education and Training (IACET) and offers IACET CEUs for its learning events that comply with the ANSI/IACET Continuing Education and Training Standard. IACET is recognized internationally as a standard development organization and accrediting body that promotes quality of continuing education and training.

Since ABAC's early years, Adrienne has committed to giving back to the community. In addition to raising money for various charities through the ABACGives Webinar Series, Adrienne enjoys mentoring students and early professionals, and writing "Fitzer's Corner" a blog that primarily focuses on the ethical use of information and communication technology for behavioral and mental health professionals, business ethics, and inspiring others to step back and take the road less traveled. In addition, since 2020, she offers free coaching to graduate students who are presenting at a conference for the first time.

Since 2015, Adrienne has curated the highly regarded ABAC webinars and workshops, coached presenters, moderated over 500 live public and private online events (with over 1000 hours of live online hosting and moderating experience) and has succeeded in building a strong strategic partnership with the Cambridge Center for Behavioral Studies. Together, they developed the ABACLive Cambridge Center Series Webinars, full length instructional webinars presented by CCBS board members, trustees, advisors, and friends, which have disseminated behavior analysis to thousands of students and professionals.

A congratulations to Adrienne Fitzer and the ABAC team is found on page 8.

Chunying S. Jin, PhD, BCBA-D

Lecturer, Department of Psychology
California State University, Northridge

Chunying Jin PhD, BCBA-D currently serves as a lecturer at the department of psychology at California State University, Northridge and teaches for the M.S. ABA program at CSUN. Dr. Jin received her undergraduate training in behavioral psychology at the University of California, San Diego and received her doctoral degree in Behavior Analysis under the mentorship of Dr. Gregory Hanley at Western New England University. Prior to her current post at CSUN, Dr. Jin resided in New England and served as an assistant professor of psychology at Eastern Connecticut State University and a teaching fellow at Western New England University. She has been applying the principles of learning to improve the lives of individuals of typical development and individuals with developmental disabilities for over 10 years. Dr. Jin has published in areas such as the assessment and treatment of sleep problems in young children and function-based interventions for severe problem behavior associated with autism. Her research and clinical interests include assessment and treatment of sleep problems, behavioral pediatrics, child development and early life skills, pedagogical tactics in higher education, and function-based interventions.

Anna M. Linnehan, PhD, BCBA, LABA

Associate Director of Practicum and Supervision
Endicott College, Program of Applied Behavior Analysis

Anna M. Linnehan, PhD, BCBA, LABA is the Associate Director of Practicum and Supervision in the program of Applied Behavior Analysis at Endicott College. Anna earned her masters and doctoral degrees in Applied Behavior Analysis from Endicott College. She began her career as a professional chemist and has a passion for improving the lives of others through science. Her doctoral dissertation, *Variables in Tacting Emotions, A Programming Contingency Analysis,* utilized the Goldiamond-Layng Theory to teach emotional concepts using a contingency analytic framework. Her research interests include using contingency analysis paired with instructional design to develop programs to help individuals identify and problem solve their own emotions and emotional behavior. Anna is also interested in the application of signal detection theory to analyze decisions and decision-making behavior. Additionally, she is passionate in the dissemination of non-linear contingency analysis and programming based on Israel Goldiamond's constructional approach. She recently co-authored a book, *Decisions and Judgments in Ambiguous Situations: A Conceptual Introduction to Signal Detection Theory*, with Dr. T. V. Joe Layng.

watch for more Advisor introductions next issue...

News from our Partner - ABAC

Congratulations to Adrienne Fitzer and the ABAC team! They have been working hard behind the scenes as they kicked off their 8th year of exclusively offering online continuing education and professional development webinars and workshops, including our **ABACLive Cambridge Center Series**.

1. ABAC became accredited by The International Accreditors for Continuing Education and Training (IACET) in April of 2022. The accreditation is the result of 14 months of hard work, a 300 page final application, interviews, and the demonstration of a needs based program development, instructional design, and processes that adhere to the ANSI/IACET Standards for Continuing Education and Training, which ensure ABAC learners receive the highest quality continuing education experience.
2. ABAC launched a new website and learning management system (LMS) at the beginning of October 2022.
3. ABAC increased the number of events that focus on behavior analytic assessment and interventions that are eligible for continuing education for a wider range of professionals including occupational therapists and dieticians.

In addition, ABAC has worked closely over the past year with CCBS advisor Dr. Nicole Davis to develop an ABACLive Cambridge Center Series Video Catalog that will provide content for professors to use as part of their college/university level courses. This project is still in the development stage but they are making good progress!

Our 2022 Presenters:

Henry S. Pennypacker, PhD; Francisco I. Perez, PhD, ABPP; Joanne Robbins, PhD; Sean Will, MS; Lucero Neri-Hernandez: MS, BCBA, LBA; and Lilly Alejandra Flores-Fiumara, MA, BCBA; Tara A. Fahmie, PhD, BCBA-D; Julia Fiebig, PhD, BCBA-D; Marianne L. Jackson, PhD, BCBA-D; and Judah Axe, PhD, BCBA-D

ABAC CAMBRIDGE CENTER FOR BEHAVIORAL STUDIES

more from our Leadership & Supervision Conference

The Behavioral Tour, put together by Trustee Ed Morris and our host Tom Zane, consisted of a driving tour around Lawrence and surrounding areas, visiting some of the places and people that were involved in the founding of applied behavioral analysis. The tour got to see where *JABA* was first published *(in a small house)*, Don Baer's office and grave, the first Achievement Place residence for boys and girls, and the famous Department of Applied Behavioral Science where it all began.

"It really is quite special and unique."

Progressive
Behavior Analyst
Autism Council™

Applications are Open for
December 1-21 CPBA-AP® Examination
Apply Now- Application Fees are Waived!

The Certified Progressive Behavior Analyst – Autism Professional® certification validates a professional's specialized knowledge and experience in overseeing the education and dissemination of effective and compassionate interventions in autism using a progressive approach to ABA

Applications Open in 2023 For
Two New Certifications

Certified Progressive Behavior Analyst- Autism Supervisor (CPBA-AS®)

Certified Progressive Behavior Analyst- Autism Interventionist (CPBA-AI®)

For information visit our website: progressivebehavioranalyst.org

SILVER
SPONSOR

Tech, Tools, & Tips

Curated by Dr. Janet Twyman

In this recurring column, Janet will describe some of her favorite free or low cost technology, tools, and tips that may be of interest to the CCBS community.

QR Code Generators

Not too long ago, anyone brave enough to go to a public restaurant might have seen an image with a bunch of squares posted on the table~~a QR code you view with your smartphone camera as a touchless way of reading the menu or paying your bill. All you had to do was aim and tap, and viola, information is presented to you directly on your phone's screen. A QR code (for Quick Response code) is a type of two-dimensional machine-readable optical label (invented in 1994 by the Japanese data company Denso Wave, for you history buffs) that links users to other information.

If you feel like everywhere you go or in many things you see, you encounter a plethora of QR codes; you're not imagining things. Because they are a simple way to connect people to information and online resources, QR codes are used by businesses, schools, in tourism, product packaging, instruction manuals, etc. All that is needed to "read" a QR code is a modern smartphone; most iPhones and Androids scan QR codes using a built-in camera app (sometimes one needs to enable QR code reading in the camera settings). If your smartphone camera doesn't have a built-in reader, there are a number of free QR reader apps in your favorite app store. Nowadays anyone can create a QR code, providing each of us with a quick, easy, and free/inexpensive way to share a variety of information in the blink of a camera point.

This image is available under Creative Commons 2.0 (Flickr/Marco Verch: Digital menu for smartphones with QR-code at Mallorca restaurant during the coronavirus pandemic. https://www.flickr.com/photos/160866001@N07/50160672673

Most of us may use a QR code to send folks to a webpage, or an online folder of our presentation handouts, a collection of relevant research, or even our professional homepage. For instance, here's the QR code we used at last year's Autism Conference to orient folks to the conference page.

To what else can you link a QR code? In addition to a webpage url, QR codes can point to a PDF, text, images, video, a virtual business card, phone number, a social media page, feedback or rating page, and much more. We've included some of my preferred free QR code generators that produce not only standard white/black QR codes, but also ones that you can color and customize.

QR codes could have great utility in education, including your own teaching. When included with print material they offer the ability to immediately access digital content or supporting audio or video. QR codes could be used to link to assessment, supplemental material, or as a way for students to check their answers. Below are more ideas for when, where, and how to use QR codes in education. While there is some research on the application and effectiveness of QR codes, they also could serve as a nice line of study.

Image Source: QRCode Tiger at https://www.qrcode-tiger.com/40-best-innovative-uses-of-qr-codes

QR Codes in Education

[8 Ways to Use QR Codes in Higher Education Classrooms]

[Twelve Ideas for Teaching With QR Codes]

[10 Interesting Ways to Integrate QR Codes in Your Lessons]

Brodie, K., Madden, L. L., & Rosen, C. A. (2020). Applications of quick response (QR) codes in medical education. Journal of Graduate Medical Education, 12(2), 138-140.

Jamu, J. T., Lowi-Jones, H., & Mitchell, C. (2016). Just in time? Using QR codes for multi-professional learning in clinical practice. Nurse education in practice, 19, 107-112.

Happy creating, linking, and sharing!

Free QR Code Generators

https://www.qrcode-monkey.com

https://qrcode.tec-it.com/en

https://www.qrstuff.com

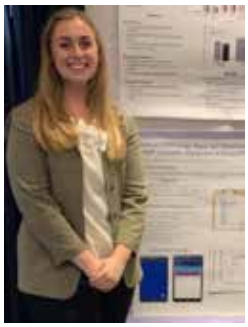
https://www.qrcodechimp.com

Featured New Distinguished Scholars

Fernanda Oda, MA, BCBA

Fernanda Oda (she/her) is currently a doctoral student from the University of Kansas (KU) in the Applied Behavioral Economics Lab. She was born and raised in Brazil and received her bachelor's degree in Psychology from the Federal University of Paraná in 2012 and her master's degree in Behavior Analysis from the University of Houston-Clear Lake (UHCL) in 2019. In Brazil, she received training in conceptual, historical, EAB, and applied research and conducted research on sustainability and conceptual behavior analysis. During her master's studies, she received training in verbal behavior, behavior analysis applied to ASD, served as the clinical coordinator for the Verbal Behavior Clinic at UHCL, worked with staff and caregiver training, and conducted translational research on self-editing and gender-biased verbal behavior. At KU, she served as a teaching assistant for a KU preschool program and for an introductory course in applied behavioral sciences, worked with the World Health Organization in Africa to assist with the development of data collection systems related to COVID-19, and is currently involved in projects related to verbal behavior, behavioral economics, and promotion of social justice. She has peer-reviewed publications in American and Brazilian behavior-analytic journals and currently serves as an Associate Editor of a peer-reviewed Brazilian journal in behavior analysis. Her interests include verbal behavior, conceptual and translational research, social justice, and international dissemination. Her dissemination projects include donating textbooks to all graduate programs in behavior analysis in Brazil and five small publications in the Science Magazine. Fernanda received national and regional awards and scholarships, including the 2017 SABA International Development Grant, the 2019 SEAB Graduate Student Diversity Scholarship, the 2019 UHCL Most Outstanding Student, the 2019 MABA Best Applied Poster Award, the 2019 FABA Best Overall Poster Award, the 2020 VB-SIG/ABAI Student Grant Competition, the 2020 VB-SIG/ABAI Student Paper Award, the 2020 MABA Forrest J. Files Basic Research Student Paper Award, and the 2021 University Women's Club Scholarship of KU. She served as the UHCL Program Delegate for the ABAI, the 2016 UHCL Student Representative of the VB-SIG/ABAI, as a member of the ABAI Task Force on Gender and Sexual Orientation, and is currently the ABAI Incoming Student Representative Elect.

Sandra Ruby, MA

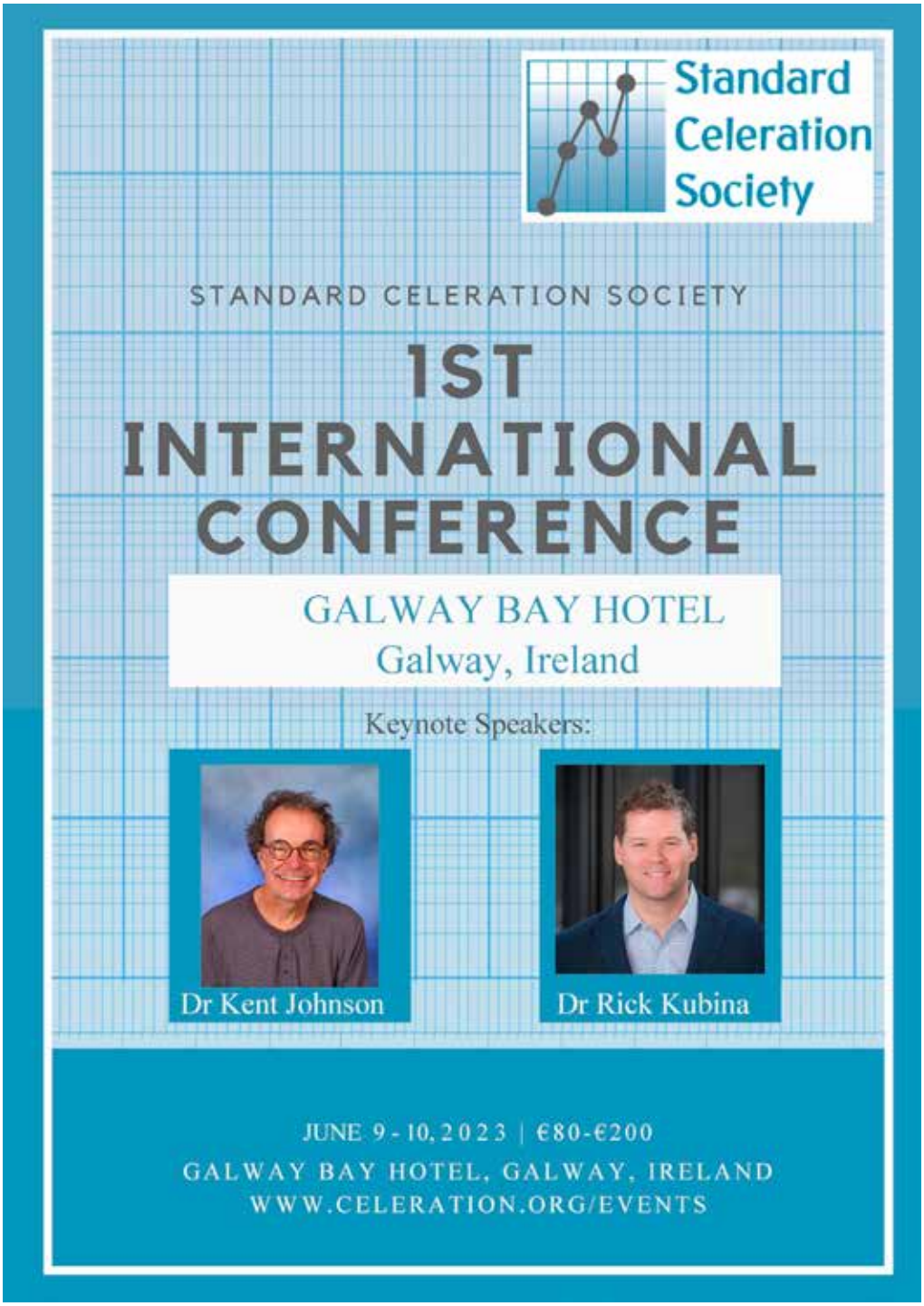


Sandra is a doctoral student in the Performance Management Laboratory at the University of Kansas under the mentorship of Dr. Florence DiGennaro Reed. She completed her bachelor's degree in Psychology at California State University, Fresno, while managing Dr. Steven W. Payne's P.A.W. Lab and working as a Registered Behavior Technician. During her graduate studies, she has consulted with a human service organization serving adults with intellectual and developmental disabilities and a behavior-based dog training company. Her current research interests include efficient staff training practices, technology-based interventions, and professional development. In her free time, Sandra enjoys cooking, exploring and laughing with friends and photography.

Michele Sereno, MA, BCBA

Michelle A. Sereno, MA, BCBA earned her BS in psychology from the University of Florida and her MA from the University of Nevada, Reno. She is a PhD candidate at the Chicago School of Professional Psychology in the applied behavior analysis (ABA) online program. Michelle is passionate about applying ABA toward socially meaningful change for families experiencing abuse, trauma, and intimate partner violence (IPV). She currently serves as Regional Senior Behavior Analyst for ChildNet, Inc. In this role, she oversees ABA services for children and families in the foster care system. She also designs and delivers trauma-informed behavioral skills trainings for caregivers and professionals. Michelle's research has primarily focused on functional-contextual analyses of variables impacting victim-survivors of IPV. Her systematic review of studies using the Implicit Relational Assessment Procedure (IRAP) to measure implicit biases demonstrated by professionals toward clients was recently published in a peer-reviewed journal. Michelle's dissertation evaluates problematic biases related to intimate partner violence within the dependency system. Following completion of her PhD program, Michelle intends to seek a faculty position that would afford her the opportunity to stoke student interest in research and application of ABA to issues of social justice within a multi-disciplinary framework.

News from our Partner



Behavior & Philosophy Volume 50 Article Published

Dennen, David (2022) Mind as an Experimental Object: On the Behaviorism of Edgar A. Singer, Jr. *Behavior and Philosophy*, 50, 1-19.

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).

Contact Editor Dr. Diego Zilio to submit your article.

A HYBRID EVENT

An in-person gathering with virtual option.

16th Annual Conference on

Autism:

Research-Based Solutions

Corque Hotel, Solvang, California or Virtually

Saturday, April 22, 2023

Call for Posters

Through our associates at the University of West Florida, Center for Behavior Analysis, we are now accepting poster presentations for this conference.

Our 16th Annual Conference on Autism: Research-Based Solutions will again be held as a hybrid in-person and online event this year. We are offering you an opportunity to present your poster to our attendees through a virtual poster session, a channel to disseminate your empirically-based ABA research in a visual online format.

Your poster will be presented during a special online presentation, as well as projected in-person. Each presenter will have a short, one minute video played prior to their poster, so viewers can receive an overview before the image of the poster is presented.

Interested participants should complete the information prompts in the application document. *(Also found on our Event Listing on behavior.org)*

Become a Sponsor

REGISTER

INVITED SPEAKERS

Shahla Alai-Rosales, PhD, BCBA-D, LBA, CPBA-AP
Associate Professor, Department of Behavior Analysis, University of North Texas

Mary Jane Weiss, PhD, BCBA-D, LABA
Associate Dean of Applied Behavior Analysis
Director, PhD Program in Applied Behavior Analysis
Professor, School of Education, Endicott College

Noor Y. Syed, PhD, BCBA-D, LBA/LBS
Assistant Professor & Clinical Coordinator
Founding Director & Susan H. Turben Director of Autism Advocacy
Center for Autism Advocacy: Research, Education, & Supports (CAARES), SUNY Empire State College
Director, Anderson Center International

Lorri Unumb, Esq
Chief Executive Officer, The Council of Autism Providers (CASP)

Jennifer Posey, MA, BCBA
Director of Clinical Services, Holdsambeck Behavioral Health

Robert C. Pennington, PhD, BCBA-D
Lake and Edward J Snyder, Jr., Distinguished Professor in Special Education
University of North Carolina, Charlotte

CAMBRIDGE CENTER FOR BEHAVIORAL STUDIES

Holdsambeck Behavioral Health

Amego

Center for Behavior Analysis
UNIVERSITY of WEST FLORIDA

Our friends from UWF, Center for Behavior Analysis, enjoying a homecoming tailgate. LR: Jerry Charvat, Maggie Helton, Michelle Lambert, Ray Bettis, Sarah Kent, Mary Reagan, and Amalfi!

Center for
Behavior Analysis
UNIVERSITY of WEST FLORIDA

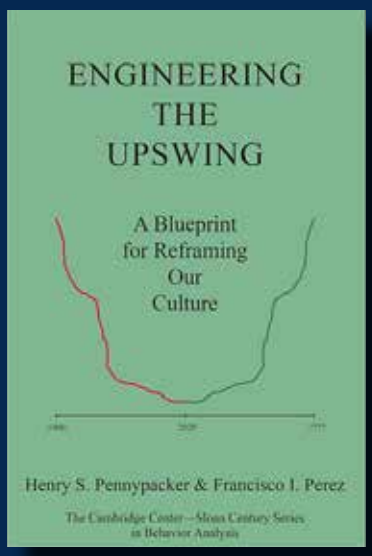
The Cambridge Center for Behavioral Studies has over 160 continuing education courses available online thanks to our collaboration with the University of West Florida, Center for Behavior Analysis. Our Continuing Education course series is designed to provide instruction in a variety of areas of behavior analysis.

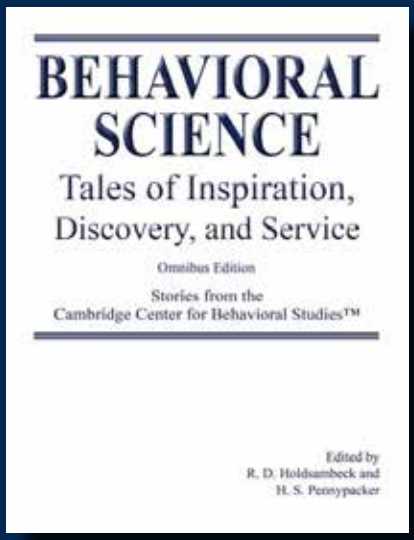
FREE videos & podcast

Available through **www.behavior.org** or **uwf.behavior.org**

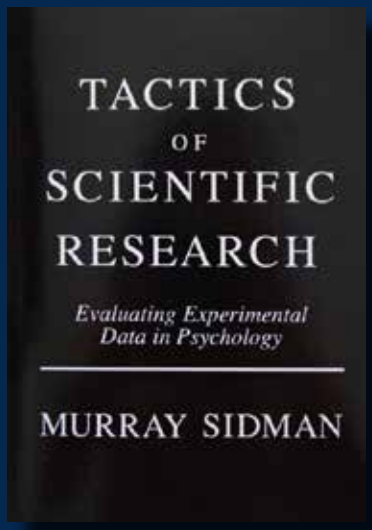
BRONZE
SPONSOR

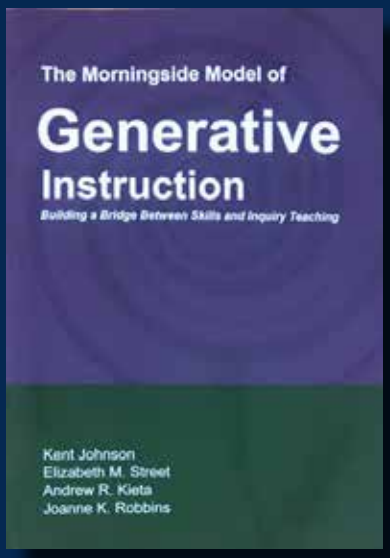
Available in the CCBS Store



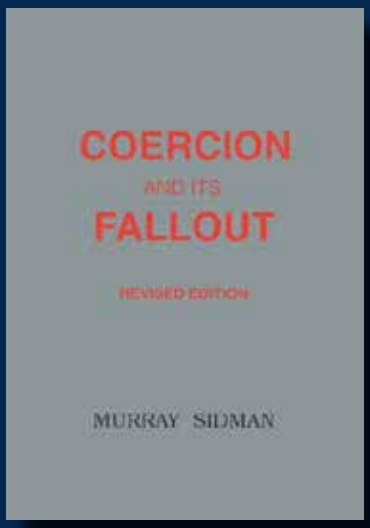


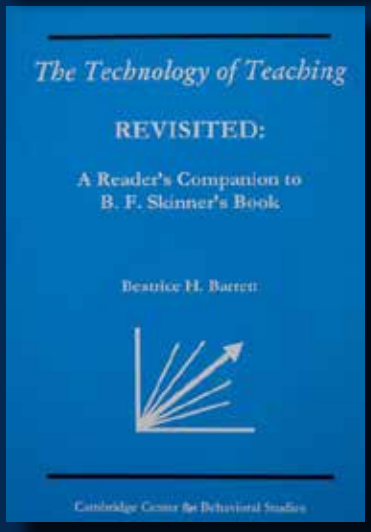
SAVE with EPub BUNDLE

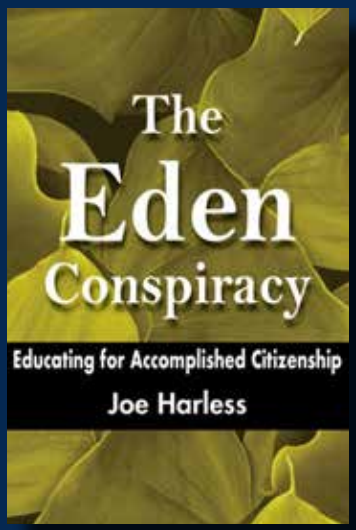




Explore Our Growing EPub Selection







OUR TRUSTEES

Mark Alavosius, PhD
Ronald F. Allen, PhD*
Paul Andronis, PhD
Erik Arntzen, PhD
Judah B. Axe, PhD
Leasha M. Barry, PhD
Carl Binder, PhD
Andy Bondy, PhD*
Darrel Bostow, PhD
José E. Burgos, PhD
Robyn M. Catagnus, EdD
Joseph Dagen, PhD
Ronnie Detrich, PhD
Michael F. Dorsey, PhD
Eitan Eldar, PhD
Stephen Eversole, EdD*
Tara Fahmie, PhD
Lanny Fields, PhD
Richard Foxx, PhD
Patrick C. Friman, PhD
R. Wayne Fuqua, PhD
Peter F. Gerhardt, EdD
Celia Wolk Gershenson, PhD
Nicole Gravina, PhD
Gregory Hanley, PhD
William L. Heward, EdD
Philip Hineline, PhD*
Rob Holdsambeck, EdD
Ramona Houmanfar, PhD
Kent Johnson, PhD
Mickey Keenan, DPhil
Jeff Kupfer, PhD
Amanda P. Laprime, PhD
Eric V. Larsson, PhD
A. Darnell Lattal, PhD*
Kennon (Andy) Lattal, PhD*
T. V. Joe Layng, PhD
Justin Leaf, PhD
Marta León, PhD
Lori Ludwig, PhD
Timothy D. Ludwig, PhD*
Russell W. Maguire, PhD
M. Jackson Marr, PhD
Tetsuro Matsuzawa, PhD
Thomas C. Mawhinney, PhD
Terry McSween, PhD
Francis Mechner, PhD
Kerri Milyko, PhD
Paolo Moderato, PhD
Edward K. Morris, PhD
James Mulick, PhD
Martha Pelaez, PhD
Robert Pennington, PhD
Henry S. Pennypacker, PhD*
Francisco I. Perez, PhD
Chuck Pettinger, PhD
Ruth Anne Rehfeldt, PhD
Marius M. Rietdijk, PhD
Jesús Rosales-Ruiz, PhD
Claire St. Peter, PhD
Henry Schlinger, PhD
Julie M. Smith, PhD
J.E.R. Staddon, PhD
Kenneth Stephens, PhD
Janet Twyman, PhD*
Karen R. Wagner, PhD
Michael Weinberg, PhD
Mary Jane Weiss, PhD
Oliver Wirth, PhD
Thomas L. Zane, PhD*

***Board of Directors Members**

Most of our work is through the voluntary efforts of our directors, trustees, and advisors. These individuals represent the best experts in behavioral science and practice. **Find out "Who We Are" on behavior.org.**

GIVE TODAY

Your generosity brings the best of behavioral science

AMAZON SMILE

Choose the Cambridge Center for Behavioral Studies™ as your charity on Amazon Smile! Remember, always start at smile.amazon.com Amazon will donate .5% of the price of your eligible

GIVING ASSISTANT

giving assistant
Shop. Save. Support our mission.
START NOW

Giving Assistant shoppers earn cash back, and donate a percentage of that cash back to organizations like us! Just sign up for free to start earning and giving. You'll also enjoy huge savings at 3,000+ popular retailers like Sears and Target, as well as limited-time offers including exclusive Lowe's coupons! It's never been

SOCIAL MEDIA

Join and follow us on

Facebook, LinkedIn & Instagram

Upcoming Events

on behavior.org

The Cambridge Center is a non-profit 501 (c) 3 organization whose mission is to advance the scientific study of behavior and its humane application to the solution of practical problems, including the prevention and relief of human suffering.

Telephone contact: (978) 369-2227
E-mail contact: center@behavior.org
Address: 410 Newtown Road, Littleton, MA 01460