

Bios & Presentations

12th Annual ETHICS in Professional Practice Conference

Friday, August 2, 2024, In-Person, Endicott College Campus, Beverly, Massachusetts or Virtually (Zoom)

Ethics Introductions

Mary Jane Weiss, PhD, BCBA-D, LABA

Dean of the Institute for Applied Behavioral Science & Director, PhD Program in Applied Behavior Analysis
Endicott College



Mary Jane Weiss, PhD, BCBA-D, LABA is the Dean of the Institute for Applied Behavioral Science and is Director of the Ph.D. Program in ABA at Endicott College, where she has been for 11 years. She also works with the research and training teams at Melmark. She has worked in the field of ABA and Autism for over 35 years. She received her Ph.D. in Clinical Psychology from Rutgers University in 1990 and she became a Board Certified Behavior Analyst in 2000. She previously worked for 16 years at the Douglass Developmental Disabilities Center at Rutgers University. Her clinical and research interests center on defining best practice ABA techniques, integrating compassionate care and cultural responsiveness into ABA service delivery, exploring ways to enhance the ethical conduct of practitioners, training staff to be optimally effective at instruction and at collaboration, and maximizing family members' expertise and adaptation. She serves on the Scientific Council of the

Organization for Autism Research, is on the board of Association for Science in Autism Treatment, is a regular contributor to the ABA Ethics Hotline, is on the editorial board of Behavior Analysis in practice, and is an advisor to the Cambridge Center for Behavioral Studies. She is a regular presenter at national and international conferences and is a frequent member of service committees for a variety of organizations.

Rob Holdsambeck, EdD, LCP, BCBA-D

Executive Director, Cambridge Center for Behavioral Studies™

“Understanding the Role of the Cambridge Center for Behavioral Studies”



Dr. Holdsambeck is a licensed psychologist and BCBA-D 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 people to become certified in behavior analysis (#0007). The company he founded at one point employed over 120 clinicians serving 1000+ 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 has served for over a decade as the Executive Director of the prestigious Cambridge Center for Behavioral Studies™.



The Cambridge Center for Behavioral Studies™ is a non-profit 501(c)3 organization that harnesses the expertise of hundreds of behavioral scientists to solve problems in the home, school, community, and the workplace.

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SPEAKERS

Darlene E. Crone-Todd, PhD

Full Professor and Program Coordinator, Behavior Analysis Graduate Program, Salem State University



Dr. Darlene E. Crone-Todd is a Full Professor in Psychology at Salem State University. She designed and coordinates the graduate program in Behavior Analysis, and has presented in over 60 symposia at conferences worldwide, including time spent researching and presenting in Brazil. She has published research in peer-reviewed journals including, *The Behavior Analyst Today*, *The Journal of Applied Behavior Analysis*, and *Substance Use and Misuse*, recently published a co-edited book on higher education and behavior analysis. Her background includes basic and applied research, including a post-doc at the Johns Hopkins University School of Medicine in Behavior Pharmacology. Her current research interests include human choice behavior, computer-mediated learning environments, higher-order thinking, basic and applied research in behavioral pharmacology, and shaping behavior. Ongoing projects involve behavioral interventions related to wellness, and to facilitating student success. Her passion includes relating behavioral principles to larger social issues.

9:15 - 10:15 am (Eastern)

“Witching it Weren’t So:

Viewing the Salem Witch Trials through Interlocking Behavioral Contingencies”

The Salem Witch Trials as a historical fact, are an example of intolerance and injustice between and amongst individuals and groups within a culture. Intolerance and injustice are labels used to describe behavior on the part of both individuals and groups, and it is important today to understand the forms and functions of these types of behavior. In this talk, there will be historical and personal contexts provided, and a conceptual model presented as a way to understand both the forms and functions of individual and group behavior involved in the Salem Witch Trials. The conceptual model will extend the application of contingencies and interlocking behavioral contingencies to include both operant and respondent behavior. Connections to the BACB® Code of Ethics will also be presented.

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

- Provide examples of operant and respondent behaviors on the part of both the accusers and the accused in historical examples from the Salem Witch Trials.
- Identify examples of form versus function of behaviors involved in the presentation.
- Identify examples of individual versus interlocking behavioral contingencies.
- Identify examples of respondent versus operant behavior involved in interlocking behavioral contingencies.

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Robyn Catagnus, EdD, LBS, BCBA-D

Professor, ABA Program, National University



Dr. Robyn Catagnus is a board-certified behavior analyst and full professor of Behavior Analysis at National University. She's owned and operated a successful behavior consulting firm and held executive roles in behavioral health and educational technology organizations. As a management consultant, she's developed human capital initiatives to improve organizational behavior. She is a trustee of the Cambridge Center for Behavioral Studies; reviewer for several prestigious behavior analysis journals; and former member of the editorial board for member of Perspectives on Behavior Science, the flagship journal of Applied Behavior Analysis International. Dr. Catagnus was the founding president of the Multicultural Alliance of Behavior Analysts and Past President of the Culture and Diversity SIG. Dr. Catagnus has degrees in instruction and technology, education, and leadership and strategy (with an emphasis on mindfulness in business).

10:30 - 11:30 am (Eastern)**“Breaking Barriers with Humor and Heart:****Dr. Elizabeth Hughes Fong’s Ethical Contributions to Culturally Sensitive ABA**

Learn about the extraordinary and motivating legacy of Dr. Elizabeth Hughes Fong, a young Asian American woman whose blend of passion, humor, humility, and an unwavering ethical compass transformed the field of applied behavior analysis. Against the backdrop of a profession dominated by longstanding norms, Dr. Fong’s fresh perspective and persistent advocacy fostered a compassionate, inclusive approach that helped reshape professional ethics and practice. This presentation will celebrate how her dedication, hard work, and unique approach to challenges not only broke barriers but also encouraged a new ethical paradigm that continues to influence practitioners and scholars alike. Attendees will leave inspired by Dr. Fong’s story, equipped with practical insights on how to navigate their careers with integrity and influence.

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

- Apply Dr. Elizabeth Hughes-Fong’s scholarly work on cultural awareness guidelines and culturally sensitive practice to their work within field of ABA.
- Practice three ‘calling in’ strategies as ethical alternatives to social media shaming and ‘cancel culture,’ fostering open dialogue and growth within their practice.
- Identify at least two strategies to prevent and address burnout for self and others, enhancing career longevity and promoting wellness while maintaining competence and ethical standards in ABA practice.

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Robert Pennington PhD BCBA-D

William T. Bryan Endowed Chair in Special Education Technology, University of Kentucky
Director, OCALI Center of Excellence on Inclusive Practice



Robert Pennington PhD BCBA-D is the William T. Bryan Endowed Chair in Special Education Technology at the University of Kentucky and Director of the OCALI Center of Excellence on Inclusive Practice. He has over 30 years of experience working with individuals with disabilities, their families, and teachers. He graduated from the University of Kentucky in 2010 and since has published over 90 articles, book chapters, and books related to working with persons with autism and intellectual disability. Robert is passionate about the dissemination of research-based practice and has provided hundreds of refereed and invited presentations to researchers, practitioners, and families. He also values service to field and his local communities through membership on numerous advisory committees, editorial boards, and grant review panel; leadership in professional organizations (i.e., President of Board of Directors for DADD, ACRES, KYABA); and consultation in schools. His current research interests involve behavior analytic communication instruction, expanding students' repertoires in written expression, and improving educational programming for students with severe disabilities.

11:45 am - 12:45 pm (Eastern)

“Teaching Beyond the Box:

Inclusion-Oriented Educational Practice for Students with Extensive Support Needs”

Students with intellectual and developmental disabilities (IDD) and extensive support needs (ESN) deserve high quality educational programming. Unfortunately, data suggest that many students with IDD and ESN experience their schooling as passive observers with limited support to access meaningful content. Further, many experience segregation from their peers without disabilities and exclusion from the opportunities afforded by integrated communities. In this session, Dr. Pennington will describe how behavior analysts can work in schools to disrupt models that facilitate low quality instruction and segregation. He will present a “not so” new approach to inclusion-oriented practice and offer strategies to behavior analysts for supporting their teacher colleagues in helping their students construct enviable lives.

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

- Describe several instructional strategies for supporting students with extensive support needs in general education settings.
- Describe the roles of behavior analysts as interdisciplinary team members in public schools.
- Provide a rationale for the inclusion of students with extensive support needs in settings comprised of peers with and without disabilities.



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Our philosophy is based around the idea that although no child with autism learns the same, leading with ethical practices and a client-centered process can help clients achieve the best possible outcome. It is essential for clients to have positive social interactions with peers and adults in an increasing number of settings.

Learn more at
JourneysAutism.com

Malika Pritchett, PhD, BCBA

Assistant Professor of Practice, Department of Applied Behavioral Science, University of Kansas
Director, Tidepools Ecobehavioral Laboratory



Dr. Malika Pritchett is an Assistant Professor of Practice in the Department of Applied Behavioral Science at the University of Kansas. She is the director of Tidepools Ecobehavioral Laboratory, an applied research lab dedicated to the understanding and improvement of the human condition through conducting research about prevention of challenging behaviors, stimulus control and designing optimal environmental arrangements, and human empowerment and agency.

Dr. Pritchett received an AS degree from Collin College, a BS in Communication Sciences and Disorders from Texas Woman's University, a MS in Behavior Analysis from the University of North Texas, and a PhD in Health Services Research with a concentration in Behavior Analysis from the University of North Texas.

Dr. Pritchett's research interests include human rights, ethics, collaborative research practices, ecobehavioral analyses and interventions, and prevention of challenging behaviors. Her research investigates oppressive, colonial research practices in the science of applied behavior analysis and the impact these practices have on establishing and perpetuating researcher-participant power imbalances.

Dr. Pritchett utilizes a behavioral systems science approach to inform collaborative policies, strategies, and research practices that are interwoven with a commitment to social justice, including racial justice.

Dr. Pritchett is a licensed and board certified behavior analyst, her clinical experience spans various human services sectors including private practice, residential institutions, nursing facilities, municipalities, public schools, colleges, and universities.

1:50 - 2:50 pm (Eastern)

“From Fuller to Fawcett: A Human Rights History of Research Ethics in Behavior Analysis”

At some basic level, there is agreement that science is a fundamental means of understanding ourselves and the world in which we live. Beyond that simple agreement, there is a world of complications, particularly in the arena of behavior change, and the ethics of how and why we come to understand the processes and outcomes of change. This presentation centers three issues: (1) human rights and care for the sanctity of all people; (2) the evolution of our species in recognizing, cherishing, and safeguarding that sanctity; and (3) the systemic process that is involved in that evolution. Specifically, the presentation outlines key research ethics events, outside of and within the field of behavior analysis, and summarizes how these relate to the development of safeguards for research and practice related to behavior change. The historical context is described to highlight the progress we have made and the areas in which we can continue to advance through our roles as researchers in a responsive system. This presentation will conclude with a conceptual analysis and exploration of systemic contingencies that can lean toward devaluing, disrespecting, and potentially harming people who are research participants, or that can lean toward respecting, cherishing, and potentially increasing well-being for people who are research participants.

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

- Define basic terms and concepts related to human rights and human rights violations in scientific research.
- Describe institutional guidelines, policies, and safeguards that protect human rights and well-being for people who are research participants.
- Identify ways behavior analysts can foster and advance an ethical research culture that fosters collaboration between researchers and participants.



Steve Woolf, PhD, BCBA-D

President, Butterfly Effects



Dr. Steve Woolf is President of Butterfly Effects, one of the largest nationwide ABA-based providers in the nation. For over 30 years, Steve has supported families affected by autism spectrum disorder (ASD). He has authored publications and regularly presents at state and national behavior analysis conferences. He was formerly President of MassABA, 8-year CTABA executive committee, and ABAI's chapter coordinator. Dr. Woolf's specialty is designing business and management strategies for large-scale ABA companies to increase access to evidence-based services for families affected by ASD. He served on the Massachusetts State Licensure Board and was the 2018 recipient of the MassABA outstanding contributions award.

3:05 - 4:05 pm (Eastern)

“The Business of Behavior:**Navigating the Opportunities and Challenges of the Modern-Day ABA Business”**

The “business” of ABA is booming. Not only are newly certified BCBA opening their own ABA service delivery organizations, but large investor groups are acquiring small to mid-sized ABA providers to create large entities. Both approaches to providing services to families affected by ASD have benefits as well as problems. The applied behavior analysis (ABA) service industry is currently estimated to be worth at least \$4 billion and growing, yet only 1 in 4 children affected by ASD receive any form of therapy. Therefore, tremendous whitespace or opportunity remains to develop a viable business due to continued high demand. This rapid growth and opportunity within the ABA profession represents a challenge to our established ethics, practices, values, and ideals. This presentation will discuss the current state of the ABA business and identify the ethical challenges facing the profession.

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

- Identify three variables that explain why large investment group want to acquire ABA companies.
- Identify three characteristics of an ethical organizational culture.
- Name three specific situations where clinical efficacy clashes with business goals in an ABA provider business.

Rocío Rosales, PhD, BCBA-D, LABA

Associate Professor, Department of Psychology University of Massachusetts, Lowell



Rocío Rosales, PhD, BCBA-D, LABA, is an Associate Professor of Psychology and Program Coordinator of the Applied Behavior Analysis and Autism Studies graduate program at the University of Massachusetts Lowell. She received her bachelor's degree from the University of Nevada Reno, and master's and doctoral degrees from Southern Illinois University, Carbondale. Her research, clinical, and theoretical interests span a range of topics including applications of verbal behavior and derived stimulus relations, student and caregiver training, instructional design, issues of diversity, equity, inclusion, and belonging in ABA, and the philosophical foundations of behavior analysis. She previously served as Associate Editor for *The Analysis of Verbal Behavior* and *The Psychological Record*, and on the editorial board of the *Journal of Applied Behavior Analysis*. She is currently Section Coordinator of ABAI's Behavior Dissemination Blog: Verbal Behavior Matters. Dr. Rosales has worked to raise awareness of behavior analysis to underserved communities through various

projects and professional collaborations and is currently leading a training grant from the U.S. Department of Education, Office of Special Education Programs that will serve to fund scholars in interdisciplinary professional preparation in Applied Behavior Analysis and Special Education. One of the project's main goals is to diversify the workforce and train practitioners to work with bilingual learners with disabilities.

Rocío Rosales, PhD, BCBA-D, LABA *continued*

4:15 - 5:15 pm (Eastern)

“Building Bridges: Adapting ABA Services to Leverage the Strengths of Culturally and Linguistically Diverse Families”

All practitioners of applied behavior analysis serve individuals from diverse backgrounds and therefore must adapt their services to meet the unique needs of each family and learner in their care. This presentation will discuss how an asset-based approach to viewing differences can help practitioners leverage the strengths of culturally and linguistically diverse families. The presenter will describe how this approach can help conceptualize and understand barriers at the system level rather than the individual level. This shift places the onus on providers to focus on modifiable factors, leading to effective and culturally responsive service delivery. Ethical implications of adapting applied behavior analysis services will be discussed, along with practical strategies grounded in real-world examples and designed to be immediately applicable.

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

- Use an asset-based approach to describe cultural and linguistic differences that may impact the delivery of behavior analysis services.
- Identify ethical implications of adapting behavior analysis services for culturally and linguistically diverse families.
- Describe at least three ways to adapt behavior analysis services to be culturally responsive to each family's background and needs.



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Attendees must complete all six presentations in-person, virtually or through recordings available for 14 days post-conference for asynchronous home-study to earn CEUs. (Partial credit will not be issued.) An evaluation and code quiz with a 100% score needs to be completed for issuance of continuing education.

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In case of a complaint, about Psychology CE Credits, contact Amego Prepare directly through Dr. Michael Weinberg at MWeinberg@amegoinc.org.

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For BOTH In-Person and Virtual attendance, we need to verify your attendance.

Each presentation will have three (3) unique codes. **You need to capture the codes.** At the end of the conference, you will need to complete an electronic evaluation and pass a code submission quiz (Google Forms). You need to get all codes correct for all six (6) presentations to earn your Certificate (100%). No partial credit is offered. (*Suggestion: If in-person, take a photo; If virtual, take a screenshot of the codes.*)

The link to start the process is below. 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, August 7 (earlier if possible). The deadline for completing the online evaluation and code quiz is Friday, August 23. (If you are seeking Psychology CE Credits through home-study of recordings, the process is different and completed through Amego Prepare. Contact Dr. Weinberg at MWeinberg@amegoinc.org)

Start the process with your evaluation of our conference: <https://forms.gle/5WK3QSDz8arVy5m89>

Certificates will be emailed to the email address used when you registered. Certificates will be emailed from behavior.org@gmail.com twice. Those completing this process by Monday, August 5, will receive certificates within two weeks of that date. Those completing the process after Monday, August 5, will be emailed their certificates within 30 days of the final deadline date (14-days after recordings are sent). Please review all continuing education information online and in communications.

Post-conference instructions/information is also found on our [Event Listing on behavior.org](#).

*It is the attendee's responsibility to check with their State and Professional organization to confirm all CE offerings.