

Bios & Presentations

7th Annual Behavioral Science: Applications in Leadership & Supervision Conference

Friday, November 21, 2025, In-Person or Virtual Attendance, University of Kansas, Lawrence, Kansas

Welcome & Introduction by Dr. Thomas Zane *(see p. 5 for more about Dr. Zane)*

INVITED SPEAKERS

Rob Holdsambeck, EdD, LCP, BCBA-D

Executive Director, 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™.

8:45 - 9:45 am (Central)

“Saying the Quiet Things Out Loud: Leadership in Challenging Times”

We are living through a challenging time for leaders in academia and business. There are significant pressures being applied that have the potential to undermine the validity of what we believe we understand about science. Nonscientists often struggle with issues such as cause and effect versus correlation. There are also tremendous social media pressures to be dealt with when addressing fundamental misinformation campaigns. We understand the idiosyncratic language of our field, because it was drilled into us during college. However, it is often hard to translate to the public. In this talk, Dr. Holdsambeck will shed light on some of the most significant misunderstandings driving the public discourse and how the Cambridge Center may be positioned to help.

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

- List two things that are driving the myth of an Autism epidemic.
- List one advantage and one disadvantage of the reliance on binary data for complex decision making in organizations.
- Write a paragraph discussing the pros and potential cons of reacting publicly to misinformation in our field.

Tara Fahmie, PhD, BCBA-D

Professor and Director

Severe Behavior Program, University of Nebraska Medical Center's Munroe Meyer Institute



Dr. Tara Fahmie is a Professor and Director of the Severe Behavior Program at the University of Nebraska Medical Center's Munroe Meyer Institute. She previously held an appointment as associate professor at California State University, Northridge (CSUN). She earned her master's degree from the University of Kansas and her PhD from the University of Florida. Dr. Fahmie is a BCBA-D and has over 20 years of experience implementing behavior analysis with various populations in clinics, schools, and residential settings. Her main area of expertise is in the assessment and treatment of severe problem behavior; she has conducted research, authored chapters, and received grants for her global work in this area.

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Tara Fahmie, PhD, BCBA-D *continued***10:00 - 11:00 am (Central)****“The Supervision of Staff Who May Get Hurt on the Job:
Lessons from a Severe Behavior Clinic”**

Supervising staff who work with individuals who engage in unsafe behavior presents unique challenges that extend beyond typical clinical oversight. In these contexts, leaders must ensure not only treatment fidelity and professional growth, but also physical safety, emotional well-being, and organizational resilience. This talk will draw from research and experiences within a severe behavior clinic to highlight strategies for supporting staff in high-risk environments. Topics will include developing and implementing effective safety and crisis response plans, fostering staff wellness and resilience, structuring incident reporting systems that inform future practice, and applying trauma-informed care principles to supervision. Attendees will gain practical tools and leadership insights to enhance staff support, mitigate risk, and build a culture of safety and care in settings where staff may be at risk of harm.

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

- Describe key components of safety and crisis plans that protect both clients and staff in high-risk clinical environments.
- Identify administrative practices that promote staff wellness and resilience following incidents of client aggression or injury.
- Apply trauma-informed care principles to supervision to support staff and sustain effective clinical practice.

John Austin, PhD**Chief Executive Officer, Reaching Results**

Dr. John Austin is an internationally recognized expert in human performance and author of #1 Amazon bestselling book, “Results: The science approach to better productivity, profitability, and safety.”

He is CEO of Reaching Results, where he teaches leaders to create more effective work environments. Dr. Austin was also a professor of psychology at Western Michigan University. He has consulted with organizations for thirty years to improve productivity and safety.

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

In the area of improving work performance John is the most published author between 1977-2019 in the *Journal of Organizational Behavior Management*. Overall, he has published nearly 100 articles and chapters, delivered hundreds of presentations at regional, national, and international conferences and business meetings.

John coaches leaders, teaches courses on behavioral leadership, difficult conversations, and safety leadership, and is an event speaker on these topics.

11:15 am - 12:15 pm (Central)**“How to Deliver Results as a Strong and Safe Leader:
Using Behavioral Science to Drive Performance and Safety”**

This session introduces leaders to practical applications of behavioral science that improve safety, trust, and performance. Participants will learn how to create psychologically safe environments, strengthen feedback and recognition practices, and clarify expectations in ways that drive measurable results. Drawing on recent research in organizational behavior management and case studies from manufacturing, health care, and service industries, the presentation highlights strategies leaders can use to increase productivity, reduce errors, and build strong, safe, and sustainable teams.

continued

John Austin, PhD *continued*

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

- Explain how behavioral science principles (feedback, reinforcement, task clarification) can be applied to strengthen leadership and safety.
- Identify and practice three leadership behaviors that create psychological safety and build trust in teams.
- Apply evidence-based strategies to measure and improve leadership effectiveness in their own organizational context.

Stacha C. Leslie, PhD, BCBA

University of Kansas; Senior Educational Coordinator, The Faison Center



Dr. Stacha Leslie serves as the Senior Educational Coordinator\Assistant Director at The Faison Center's Peninsula School Campus and adjunct faculty for the Improving Staff Performance in Behavioral Practice course at the University of North Texas. She holds a master's in special education with a concentration in Behavior Analysis from the University of North Texas, a Master's in Autism Spectrum Disorders from Queen's University Belfast, and a Ph.D. in Behavioral Psychology from the University of Kansas. Dr. Leslie is a BCBA who brings over 14 years of experience supporting children and adults with autism and intellectual and developmental disabilities. Her expertise centers on training direct support staff, caregivers, and educators—equipping them with the tools and knowledge to deliver high-quality, compassionate care. She is especially passionate about teaching educators within the public and private school systems to implement behavior analytic and evidence-based methods of training and supervision to improve outcomes for support staff and students with profound disabilities.

1:15 - 2:15 pm (Central)

“Next Steps in Staff Development: Evaluating Group BST and Cultivating a Culture of Receptivity”

When observation and feedback are perceived as intimidating, they are often avoided—limiting opportunities for staff development and support. This avoidance can contribute to workplace cultures in which feedback is viewed as punitive rather than supportive. This session presents findings from a recent study evaluating the effectiveness of group behavioral skills training (BST) in improving staff teaching practices within human service settings. Emphasis will be placed on strategies to increase training efficiency, address challenges related to maintenance and generalization, and examine study limitations that inform future research. The session will also explore approaches for fostering organizational cultures that value observation and feedback, including preliminary strategies currently being evaluated in school-based environments.

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

- Describe techniques to improve training efficiency during staff development in human service settings.
- Describe leadership methods that hinder staff receptivity to observation and feedback.
- Describe leadership methods that strengthen staff culture and promote receptivity to observation and feedback.

Easy Access Online Continuing Education

The Cambridge Center for Behavioral Studies has over **180 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.



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

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Andressa Sleiman, PhD, BCBA-D

Assistant Professor, School of Behavior Analysis, Florida Institute of Technology



Andressa earned her Ph.D. in Psychology at the University of Florida. She received her B.A. in Psychology from Florida International University and her M.S. in Applied Behavior Analysis (ABA) and Organizational Behavior Management (OBM) from the Florida Institute of Technology. Andressa specializes in Organizational Behavior Management (OBM), which applies the science of behavior to organizations to increase productivity, safety, and staff satisfaction. Andressa has published over 20 articles and book chapters in scientific journals. Her primary research interests include behavioral safety, healthcare procedural adherence and related outcomes, and conditions that promote feedback effectiveness. In addition to research, she is passionate about teaching undergraduates and graduate students about organizational behavior management and behavior analysis.

2:30 - 3:30 pm (Central)

“Why Won’t They Listen? Enhancing Performance and Staff Satisfaction Through Effective Communication”

My supervisee never listens, they either don’t do what they must or do it incorrectly! Supervisors often relate to this statement and might not understand why their supervisees don’t “listen” to them and “won’t do what they are supposed to”. This presentation will explore this topic to understand from a behavioral perspective the barriers to communication as well as the strategies to build a good working relationship to ultimately increase comprehension, performance, satisfaction, and client outcomes. Specifically, this presentation will discuss a) bad management practices that can hinder performance, b) the impact that rapport has on increasing and maintaining performance, and c) communication strategies to increase rapport in the workplace.

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

- Describe some bad management practices that can hinder performance and rapport.
- Define rapport and its impact on performance.
- Describe the value and strategies of using teach-back and delivering feedback.



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PANEL DISCUSSION: Moderator Thomas Zane, PhD, BCBA-D

Professor of Practice and the Director of Online Programs in Behavior Analysis

Department of Applied Behavioral Science, University of Kansas, and

H.S. Pennypacker Chair of the Board, Cambridge Center for Behavioral Studies™



Dr. Thomas Zane is Professor of Practice and the Director of Online Programs in Behavioral Science in the Department of Applied Behavioral Science at the University of Kansas. He earned his Bachelor's and Master's degrees in psychology from Western Michigan University and his doctorate in Applied Behavior Analysis from West Virginia University. Dr. Zane was a Post-Doctoral Research Associate at the University of Massachusetts and a Research Scientist at the Johns Hopkins University Department of Psychiatry. He currently serves as the HS Pennypacker Chair of the Board at the Cambridge Center for Behavioral Studies, an international organization dedicated to advancing behavioral science. Previously, Dr. Zane was President of the Ethics Special Interest Group of the International Association for Behavior Analysis. He is actively involved in human rights committees for organizations serving individuals with autism and other intellectual disabilities. His research interests focus on online learning, evidence-based practices in autism treatment, and the philosophy of science, particularly radical behaviorism. He is especially interested in understanding why some behavior analysts deviate from ethical codes and emphasizes the importance of using scientifically supported treatments across all areas of behavior analysis.

3:45 - 4:45 pm (Central)

“Leading with Purpose: Your Questions, Panel Insights”

This panel brings together all five conference speakers for an interactive discussion on supervision and leadership from a radical-behavioral perspective. Building on their individual presentations, the panelists will address common themes such as evidence-based strategies for training supervisors, functional leadership practices, ethical and cultural considerations in supervisory relationships, and methods for shaping organizational performance through behavioral principles. Audience members will have the opportunity to pose questions, explore practical applications, and engage directly with experts whose work spans research, applied practice, and organizational systems. The discussion will highlight both the current state of knowledge and emerging directions for behavior analytic approaches to leadership and supervision.

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

- Explain leadership “behavior” from a behavioral perspective.
- Explain supervisor “behavior” from a behavioral perspective.
- Describe at least 3 specific skills of effective supervision.
- Propose at least 2 behavioral solutions to improve the situation when given a supervision scenario that demonstrates poor supervision.



Continuing Education Opportunities

BACB® Supervision Learning CEUs (6.0)



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The Cambridge Center for Behavioral Studies is an approved Type 2 CE Provider by the Behavior Analyst Certification Board® (BACB®) and is authorized to offer 6.0 Supervision CE units for this conference. Continuing Education Provider No.: OP-04-0058

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

Psychology CE Credits (6.0)



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Attendees must complete all six presentations in-person, virtually or through home-study* to earn Psychology CE Credits. (Partial credit will not be issued.) An evaluation and code quiz with a 100% score needs to be completed for issuance of continuing education.

***If you are completing the conference through recordings for home-study, there is a DIFFERENT process through Amego Prepare for those seeking a certificate for Psychology CE Credits. Contact Michael Weinberg at MWeinberg@amegoinc.org.**

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

If you paid for and are seeking to earn continuing education, you must follow instructions to complete an evaluation and code-submission quiz online for all six presentations.

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 Form). You need to get all codes correct for all six (6) presentations/panel to earn your Certificate. **No partial credit is offered.**

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 within a week of the conference. The final deadline for completing the online evaluation and code quiz will be 14 days from the date recording links are emailed. *(If you are seeking Psychology CE Credits through home-study of recordings, the attendance verification process is through Amego Prepare. Contact Dr. Weinberg at MWeinberg@amegoinc.org)*

Start the process with your evaluation of our conference:

https://docs.google.com/forms/d/e/1FAIpQLScPyqovLBVckDSPKtuYivWEoDBtYLGbj6sBtxax7_zSw6Sy2Q/viewform?usp=sharing

Certificates for BACB® Learning CEUs will be emailed from behavior.org@gmail.com within 30 days of the completion deadline.

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

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