

OCTOBER 15TH - 18TH
VIRTUAL CONFERENCE

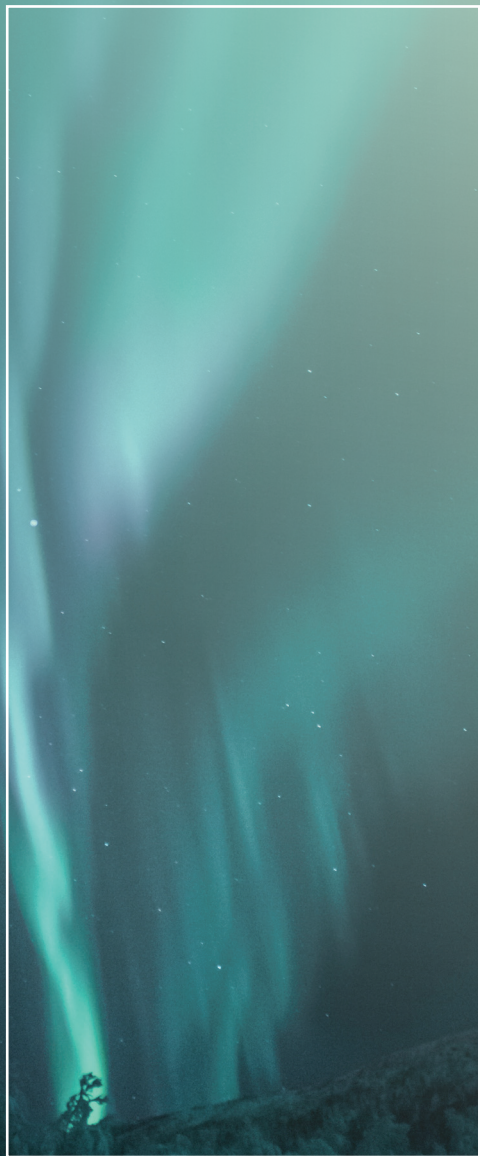


Nevada Association for Behavior Analysis

2020 ANNUAL CONFERENCE

PROGRAM OF EVENTS

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SAVE THE DATE:

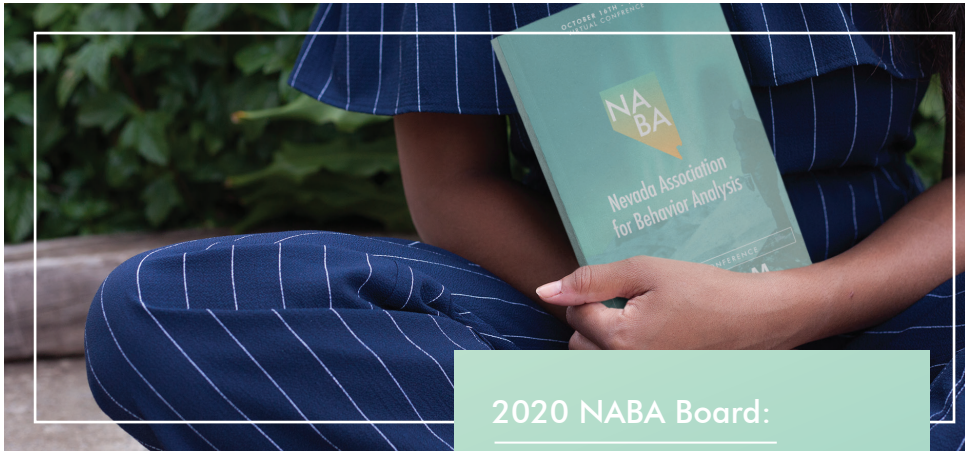
Suicide Prevention Webinar

Dr. Kent Corso

10/28/2020 from 4pm-6pm (PST)

02

ABOUT NABA



The continuing mission of the **Nevada Association for Behavior Analysis** is to promote intellectual exchange and professional development in the field of behavior analysis in all its facets to include: philosophical, theoretical, experimental, applied, and practice.

The Nevada Association for Behavior Analysis (NABA) is an affiliate chapter of the Association for Behavior Analysis International (ABAI). Affiliated chapters are membership organizations associated with ABAI through their interest in the dissemination, education, and growth of behavior analysis. NABA has been an affiliate chapter since its inception in 2003. Since its inception, NABA has maintained the mission of promoting intellectual exchange and professional development in the field of behavior analysis.

2020 NABA Board:

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Alicia N. MacAleese

PhD, BCBA-D, LBA

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Vanessa Wilmoth, MA

MEMBERSHIP INFO

NABA has five categories of membership. Membership dues must be paid annually. Membership terms start on January 1st and end December 31st. NABA recommends that you renew your membership on January 1st each year to receive continuous benefits.

FULL MEMBERS

shall hold a masters or doctoral degree (or equivalent) in a field related to behavior analysis.

Full members may vote on matters related to NABA.

STUDENT MEMBERS

shall provide documentation of full-time student enrollment by an official of their training institution. Student Members have student representative voting privileges only.

AFFILIATE MEMBERS

shall be those members who do not meet the requirements of either Full or Student Members. Affiliate Members do not have voting privileges.

SUSTAINING MEMBERS

shall be any member interested in further supporting NABA financially. Sustaining Members receive one RA pass (free conference registration) to the annual conference, an invitation to the conference speaker dinner, and recognition in the conference program.

NON-MEMBER

No membership to NABA is included. Attendees cannot vote on matters related to NABA and conference prices are higher than for members.

SPECIAL THANKS

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A special thanks to our sponsors who have helped make this conference possible:

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Thank you to our sustaining members - NABA is grateful for your ongoing support of the organization:

David Acevedo

Jennifer Castellanos-Bonow

Gwen Duggins

Kendra Newsome

Kristina Osborne

Jacqueline Beug

Jared Chase

COMMITTEES

The NABA Board would like to thank the following individuals for their contributions to NABA and its ongoing activities:

Public Policy Committee:

Gwen Duggins (Chair)

Ken MacAleese

Molly Halligan

Jared Chase

Justin Kyriannis

UNDERGRAD SCHOLARSHIP WINNER

Congratulations to this year's undergraduate scholarship winners,

Ariel Bray
Madison
Dirickson
Jeremy Steele
Yaneli Juarez
Marie Wagner
Will Fleming
Donna West

Aamna Ahmad
Randi C. Melvin
Lauren Sharp
Mariana Del Giudice
Mirella Ochoa Carrillo
Giles Lee Romero

STAR VOLUNTEER

Thank you to NABA's volunteer for helping make this organization run!

Angel DePriest

SCHEDULE

- **Friday, October 16**

9:00am-12:00pm

**Revisiting our Ethical Obligations:
Implications for the Future Practice of
ABA Ethics Workshop:** *Rachel Taylor*

1:00pm-4:00pm

**Culturally Responsiveness Supervision
Practices in Behavior Analysis
Supervision Workshop:** *Shahla Ala'i*

7:00pm-8:00pm

PRE-CONFERENCE SOCIAL

- **Saturday, October 17**

8:15am-8:25am

Opening Remarks: *Alicia MacAleese*

8:30am-9:30am

**When We Will and Won't Accept
Unfairness: Choice in a
Three-Player Ultimatum game.**
Keynote Speaker: *Richard Yi*

9:45am-10:45am

**Mindful Eating, Food Insecurity and
Discounting Processes**
Speaker: *Erin Rasmussen*

11:00am-12:00pm

**Providing for the Provider: Moving Away
from Burnout and Towards Wellness**
Speaker: *Rebecca Tagg*

1:30pm-2:30pm

**Supporting families from the heart:
An Acceptance and Commitment
Therapy approach to working with
parents of children with autism.**
Speaker: *Evelyn Gould*

2:45pm-3:45pm

Behavior Analysis for Climate Action
Speaker: *Susan Schneider*



4:00pm-6:00pm

POSTER SESSION

6:00pm-7:00pm

COCKTAIL HOUR

Sunday, October 18

8:00am-9:00am

NABA Business Meeting

9:00am-9:15am

COFFEE BREAK

9:15am-9:25am

Opening Remarks: *Alicia MacAleese*

9:30am-10:30pm

**Behavior-Analytic Research
in Non-Behavioral Contexts**

Speaker: *Claire St. Peter*

10:45am-11:45am

**Cultural Sensitivity and Cultural
Humility Training: What Do I Do Now?**

Speakers: *Adrienne Bradley,
Kathryn Jackson, Fredrica St. Hilaire,
Cassandra Wilson:*

12:00pm-1:00pm

**Fifty years as a Behaviorist: Some
lessons learned, some lessons lost**

Silver Sage Award Speaker: *Larry Williams*

1:00pm-1:30pm

SNACK BREAK

1:30pm-2:00pm

NABA Student Meeting

2:15pm-3:15pm

**Why the field of ABA needs OBM
and Leadership Training**

Speaker: *Alicia Alvero*

3:30pm-4:30pm

**Investigating Cultural Behavior
using a Turn-Based Matching-to-
Sample Procedure**

Speaker: *William Flemming*

4:30pm-4:45pm

Closing Remarks: *Wade Brown*



SPEAKER ABSTRACTS

FRIDAY, OCTOBER 16



Revisiting our Ethical Obligations: Implications for the Future of Practice of ABA

9am-12pm:
Rachel Taylor,
PhD, BCBA-D

Abstract: The shift to define ABA as medically necessary for individuals diagnosed with ASD (APBA, April 10, 2020) requires effective patient, provider, and payor collaboration. Recent publications have highlighted the need for structured approaches to decision making based in analytical and situational ethics. Accordingly, APBA released guidelines directing practitioners to provide services based on individualized risk exposure requiring a more patient-informed approach to care. The purpose of the current workshop is to outline a collaborative risk-driven approach designed to help guide practitioners to make ethically informed decisions regarding ABA service

delivery. Considerations regarding a divide between science and ABA-based service delivery will be addressed, including potential misconceptions about that which defines our professional and ethical obligations; specifically, how our related responsibilities extend far beyond a particular ABA-based clinical programming procedure, necessitating constant empirical evaluation of the overall continuity of care for a given individual (e.g. placement, transition, community-based activities, and more). Workshop attendees will learn how adopting a patient-informed risk-driven approach to their practice will help alleviate common barriers to effective service delivery. Special attention will also be paid to innovations in ABA-based service provision including new community-living support options. Participants interested in expanding their ABA practice across ages, diagnoses and settings will especially benefit from this workshop by learning actionable steps to take across both the administrative and clinical domains.



Culturally Responsiveness Supervision Practices in Behavior Analysis

1pm-4pm:
Shahla Ala'i,
PhD., BCBA-D,
LBA

Abstract: Section 1.05 of the BACB Compliance Code focuses on professional relationships between people of differing ages, genders, races, ethnicities, national origins, religions, sexual orientations, disabilities, languages, and socioeconomic status. Ideally, behavior analysts in clinical practice should be non-discriminatory and be developing increasingly more cultural

responsiveness when working with people of differing backgrounds, life experiences and preferences. Cultural responsiveness is closely yoked with experience, ethical perspectives and social justice. The first part of this workshop will review behavior analytic conceptualizations of culture and cultural responsiveness, both the heart and the WEIRDness of our discipline, and ethical perspectives that can foster culturally responsive practices. The second part of the workshop will offer suggested pathways leading to supervisory and organizational cultural responsiveness and social justice. Opportunities for active reflection and practice of selected strategies will be provided throughout the workshop.

SATURDAY, OCTOBER 17



**When we will
and won't accept
unfairness:
Choice in a
three-player
ultimatum game.**

**8:30am-9:30am:
Richard Yi PhD**

Abstract: Wealth inequality in the U.S. has been steadily growing for decades. Specifically, share of the U.S. aggregate wealth has been steadily decreasing for lower and middle income families, while steeply increasing for upper income families. The present research sought to use an experimental economic paradigm, the ultimatum game, to examine the circumstances under which the distribution of hypothetical outcomes across 3 players (meant to broadly represent the 3 income classes) would be acceptable to Player B, who is offered the middle-valued outcome. A novel 3-player ultimatum game was developed in which the participant (Player B) accepts or rejects proposals from

a hypothetical Player A to distribute a "pot" of money amongst themselves as well as a hypothetical Player C. If Player B accepts the proposal, the distribution is executed, but if Player B rejects, then none of the players received anything. Across a series of online studies using participants recruited through Amazon Mechanical Turk and Prolific Academic, we experimentally examine a variety of factors that potentially contribute to Player B decisions to accept or reject the proposals. These include various distributions of the "pot" differing in the degree to which they are favorable/disfavorable to each of the three players, the "pot" size, and the characteristics of Players A and C. We also consider individual-level factors, including the participants' sex, race, SES, social value orientation, and political identification. This research, and future projects implementing this novel 3-player ultimatum game, could be informative of the conditions under which unfairness is acceptable/unacceptable when distributed across three parties.



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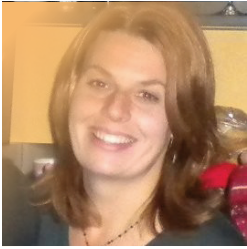
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SPEAKER ABSTRACTS

SATURDAY, OCTOBER 17



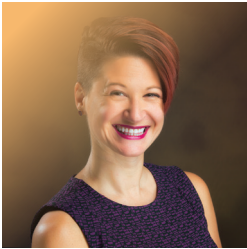
Mindful Eating, Food Insecurity, and Discounting Processes

9:45am-10:45pm:
Erin Rasmussen, PhD

Abstract: Food insecurity (FI)

refers to inconsistent access and budget for foods that meet basic nutritional needs. Women from food insecure households are more likely to be obese than women from food secure households. Recently,

we have examined delay and probability discounting processes for food and money with food insecure women and have found that in addition to food insecure women having higher rates of obesity, they are more impulsive for food and money than food secure women. This holds even when obesity status is controlled statistically. Mindful eating, an easy-to-learn behavioral practice, has been shown to reduce delay discounting for food, but not money discounting. We will present data on a study that shows its effectiveness with food insecure women on probability discounting, a measure of risk aversion.



Providing for the Provider: Moving Away from Burnout and Towards Wellness

11am-12pm:
Rebecca Tagg, MSNP, NCSNP, BCBA-D

Abstract: We will define burnout as a concept and apply a behavior analytic lens. We will talk about some of the statistics and impact of burnout in human service

organizations on both the organization and the individual. Discussion of how to recognize burnout in ourselves and supervisees through use of assessment techniques will be included. Self-care as a concept will be presented through a behavior analytic lens as a way to protect against burnout and move towards wellness in different domains. Practical steps for the individual and organization will be provided along with a case example from the presenter's organization. Question and answer time will be included.



Supporting families from the heart: An Acceptance and Commitment Therapy approach to working with parents of children with autism

1:30pm-2:30pm:
Evelyn Gould, PhD, BCBA-D, LABA

Abstract: Acceptance and Commitment Therapy (ACT) seeks to increase adaptive,

flexible responding by decreasing the influence of private events (including rule-deriving and rule-following). ACT is part of a growing body of literature on "third-wave" behavior therapies rooted in Behavior Analysis. Empirical support for ACT-based interventions across a broad range of settings and populations continues to grow, although research examining the application of ACT within ABA settings is still in its infancy. Although behavioral parenting approaches have strong empirical evidence, many do not explicitly address the role of private events in parenting behavior. This talk presents ACT as a treatment approach that holds promise for practitioners working with

families of children with autism in ABA settings. ACT-based parenting programs aim to support caregiver psychological well-being, in the service of shaping effective, sensitive, and consistent parenting practices. We will review relevant theoretical and empirical literature, including a recent

study demonstrating the effects of ACT on values-directed parent behavior (Gould, Tarbox, & Coyne, 2018). We will also outline the key components of an ACT-based approach to parenting and discuss the potential benefits of combining traditional ABA strategies with ACT when working with families.



**Behavior
Analysis for
Climate Action**

**2:45p`m-3:45pm:
Susan Schneider,
PhD**

Abstract: The Panel on Climate Change warns that humanity has only about ten years to cut global greenhouse gas emissions in half. The science and technology needed already exist: This is a behavioral problem. Behavior analysts are thus uniquely positioned to help save the world (literally). This talk will cover

the historical behavior-analytic role in co-founding environmental psychology, summarize current efforts within our field, and outline our potential role in the larger interdisciplinary behavioral sustainability effort. Popular, behavior analysis-compatible approaches like McKenzie-Mohr's "community-based social marketing" will be described and strategies for involvement proposed. Gamification of sustainability offers a natural fit, and behavior analysts are currently participating in that initiative. Where else have we succeeded? What can behavior analysts contribute most effectively - and quickly? On our own or collaboratively? Audience participation will be welcomed

SUNDAY, OCTOBER 18



**OPENING
STATEMENTS**

**9:15am-9:25am:
Alicia
MacAleese,
PhD, BCBA-D,
LBA**



**Behavior-
Analytic
Research in
Non-Behavioral
Contexts**

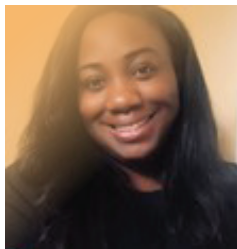
**9:30am-10:30am:
Claire St. Peter
PhD**

Abstract: In his 1982 address to the American Psychological Association, Skinner lamented that behavior analysts were not doing enough to save the world. Nearly four decades later, many behavior

analysts continue to operate in isolated silos rather than having broad impact. In this presentation, I will argue that we can extend the impact of behavior-analytic methodological approaches and technologies by collaborating with individuals who may not have previously heard of behavior analysts (or who may have an overall negative impression of the field). I will provide examples from my research about how we have successfully established collaborative relationships to evaluate pseudo-scientific interventions and bring behavior-analytic procedures to domains well outside of traditional behavior analysis.

SPEAKER ABSTRACTS

SUNDAY, OCTOBER 18



Cultural Sensitivity and Cultural Humility Training: What Do I Do Now?

10:45am-11:45am:

Adrienne Bradley, M.Ed., BCBA., LBA,
Kathryn Jackson: M.Ed, BCBA,
Fredrica St. Hilaire: MS, BCBA, LBA
Cassandra Wilson: MA, BCBA,LBS

Abstract: In June 2020, the ABA world was struck with social awareness of the lack of cultural sensitivity and humility training that practitioners experienced. We saw our field turn upside down with training's, comments, webinars, and statements in regards to diversity, equity, and inclusion within our field. We spent the summer months talking about the disparities and experiences of both our clients and staff, who identify as people of color, within the ABA field. Now that we have put issues with diversity, equity, and inclusion to the forefront, what do we do now? In this session we will discuss ethical and comprehensive tools behavior analysts can use when working with diverse clients and staff. We will identify areas of improvement and provide solutions to the vast

discussions that have been occurring out in the field. During this session, cultural sensitivity and humility training will be conducted to focus on staff, clients, parents, and overall clinical practices that can be improved while keeping diversity, equity, and inclusion at the forefront of our mission and values.



Fifty years as a Behaviorist: Some Lessons learned, some lessons lost

12pm-1pm:
W. Larry Williams PhD,
BCBA-D, LBA

Abstract: This 1 hr talk will review 50 years of my experience as a behavior analyst from 7 years during my graduate

training to 8 years living and working in Brazil, then 10 years in Toronto Canada in the "Big City" clinical and political world and finally my 25 years in Academia at UNR. Each setting exposed me to different theoretical, basic, clinical, and ethical challenges. They drove me to write about them and to try to understand them. Some issues I think are resolved whereas others still must be dealt with. The events of the past year provide some insight as to what may be necessary for actual large scale change.d answers time will be included.



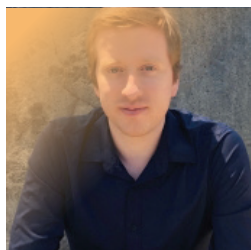
Why the field of ABA needs OBM and Leadership Training

2:15pm-3:15pm:
Alicia M. Alvero, PhD

Abstract: Over recent years ABA

has shot into the mainstream atmosphere and as such, so has the increased demand for human service agencies. While all organizations, regardless of size,

will inevitably run into organizational management issues, growing at an extremely rapid rate compounds these problems. Performance shortfalls, training deficits, high turnover, and low employee morale are only a handful of common organizational concerns. The main difference between ABA agencies and traditional businesses? ABA agencies have built-in OBM experts, right? This presentation will demystify this common misconception and shed light on what OBM tools may be the most useful to ABA schools and agencies.



Investigating Cultural Behavior using a Turn-Based Matching-to-Sample Procedure

3:30pm-4:30pm:
William Flemming, BA

Abstract: Experimental research on culture in behavior analysis largely concern metacontingencies and, more recently, cultural interbehavior. Analyses of metacontingencies are concerned with how interlocking behavioral contingencies (IBCs) that produce an aggregate product are selected and replicated as a single, functional unit. Examinations of cultural interbehavior focuses on how multiple individuals learn to respond with respect to the same arbitrary functions of stimuli in the auspice of a group. The two approaches are concerned with similar events but differ in important ways. By isolating the production of aggregate products (and implicitly the IBCs that produce them) as what is selected in a metacontingency by cultural or sociological processes, metacontingency research has prioritized the effects of metacontingent consequences on the production of aggregate products whereas studies on cultural interbehavior are designed to isolate how individuals come to behave in the same way through social interaction. While constructed to examine the evolution of cultural

interbehavior, turn-based matching-to-sample procedures (TBMTS) can be used to examine both metacontingent selection and the evolution of cultural interbehavior. In TBMTS, pairs of participants take turns selecting comparison stimuli in the presence of particular sample stimuli. In each trial, (1) one participant selects a stimulus from set B in the presence of a random stimulus from set A, (2) the other participant selects a stimulus from set A in the presence of the stimulus selected by the first participants, and (3) both participants receive points. Across trials, participants switch selecting first and second. Points are made contingent on correspondence (i.e., the second participant selecting what was presented to the first) and noncorrespondence (i.e., the second participant selecting a stimulus other than what was presented to the first). When correspondence produces more points, participants typically select the same comparison stimuli as their partner across all sample stimuli and demonstrate symmetrical responding (e.g., selecting A1 in the presence of B1 and B1 in the presence of A1). While this task produces data that are interpretable from both metacontingency and interbehavioral perspectives, it also can be interpreted in terms of verbal processes. This presentation will elaborate on data collected utilizing TBMTS from all three perspectives and discuss the implications of each for future experimental analyses of culture, the importance of verbal behavior, and creating sustainable cultural change.

POSTER SESSION

1. Teaching Medical Students Cultural Humility with Acceptance and Commitment Training

Authors: Alison J. Szarko, UNR, Chay Montgomery-Knowles, UNR, Angelica Murillo, UNR, Samuel Dykstra, UNR, Ramona A. Houmanfar, UNR

2. Psychological Flexibility: How do you measure it?

Authors: Alison J. Szarko, UNR, Donna West, UNR, Daniel Benitez, UNR, Ivette Santillan, UNR, Ramona A. Houmanfar, UNR

3. Parent-Child Interaction Therapy for Children with Autism Spectrum Disorder: A Randomized Controlled Trial

Authors: A. Dawn Greathouse, MA, BCBA- Clinical Psychology Intern with Children's Mercy Kansas City, Kim Zlomke, BCBA, PhD, Professor at University of South Alabama

4. The Impact of Non-Academic Variables on Low Socioeconomic Status Students' Academic Achievement

Authors: David Acevedo Empower Youth, Funmi Sheddy, Scott Miller Fit Learning, Donny Newsome Fit Learning, Kendra Newsome Fit Learning

5. Efficient Learning: An Analysis of Stimulus Presentation on Fluent Performance

Authors: Joshua Vandever and Sadie Klassen, Nataile R. Buddiga, University of Nevada, Reno, Ariel Graves, University of Nevada, Reno, Sadie Klassen, University of Nevada, Reno, Joshua Vandever, University of Nevada, Reno, Matthew L. Locey, University of Nevada, Reno

6. Chase vs Elopement

Authors: Mirella Ochoa Carrillo, Ariel Bray, Jeremy Steele, Megan Han

7. Navigating Ethical Issues for Distance Learning During a Pandemic: A Proactive Approach Towards Resolving Potential Ethical Dilemmas

Authors: COURTNEY R. LOMONACO, Robert M. Schientle, Cathleen M. Corsun, Sara L. Schientle, Brandon J. Umphrey, Trish Shaffer

8. Evidenced Based Practice: Navigating a Course for Ethical Decision Making

Authors: Brian Feeny, Bethany P. Contreras, University of Nevada, Reno; Audrey N. Hoffmann, Northern Vermont University and Utah Behavior Services; Timothy A. Slocum, Utah State University; Brian Feeney, University of Nevada, Reno

9. Religion and Spirituality in Clinical Practice: A Review of the Literature

Authors: Michelle Forman, UNR, Melia Shamblyn, UNR

10. Anger, Fear, & Sadness: How Emotions Could Help Us End a Pandemic of Racism

Authors: Brandon Umphrey, The Chicago School of Professional Psychology, Annette Griffith, The Chicago School of Professional Psychology, Robyn Catagnus, The Chicago School of Professional Psychology

11. A radical reformulation of psychology as a theory-laden experimental science: A review of Emilio Ribes-Iñesta's (2018) Theory of Psychology

Authors: José Ardila Sánchez, University of Nevada, Reno, Linda Hayes, University of Nevada, Reno, Mitch Fryling, University of Nevada, Reno

12. Acquisition and development of cooperation: Analysis of linguistic adjustments in dyads

Authors: José Ardila Sánchez, University of Nevada, Reno, Ramona, Houmanfar, University of Nevada, Reno, Will Fleming, University of Nevada, Reno

13. Nurturing the Nurturers: A look at Behavior Technicians' satisfaction, intent to turnover, and possible retention interventions

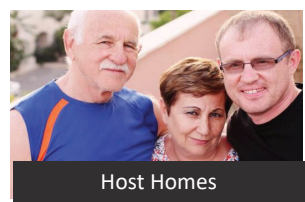
Authors: Funmi Sheddy, The Learning Consultants, Kim Kamen, The Learning Consultants, Stephanie Harootunian, The Learning Consultants, Jeff Gesick, The Learning Consultants, Jennifer Bonow, The Learning Consultants

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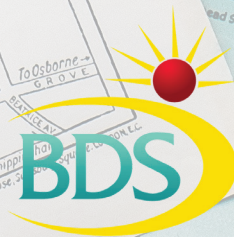




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