

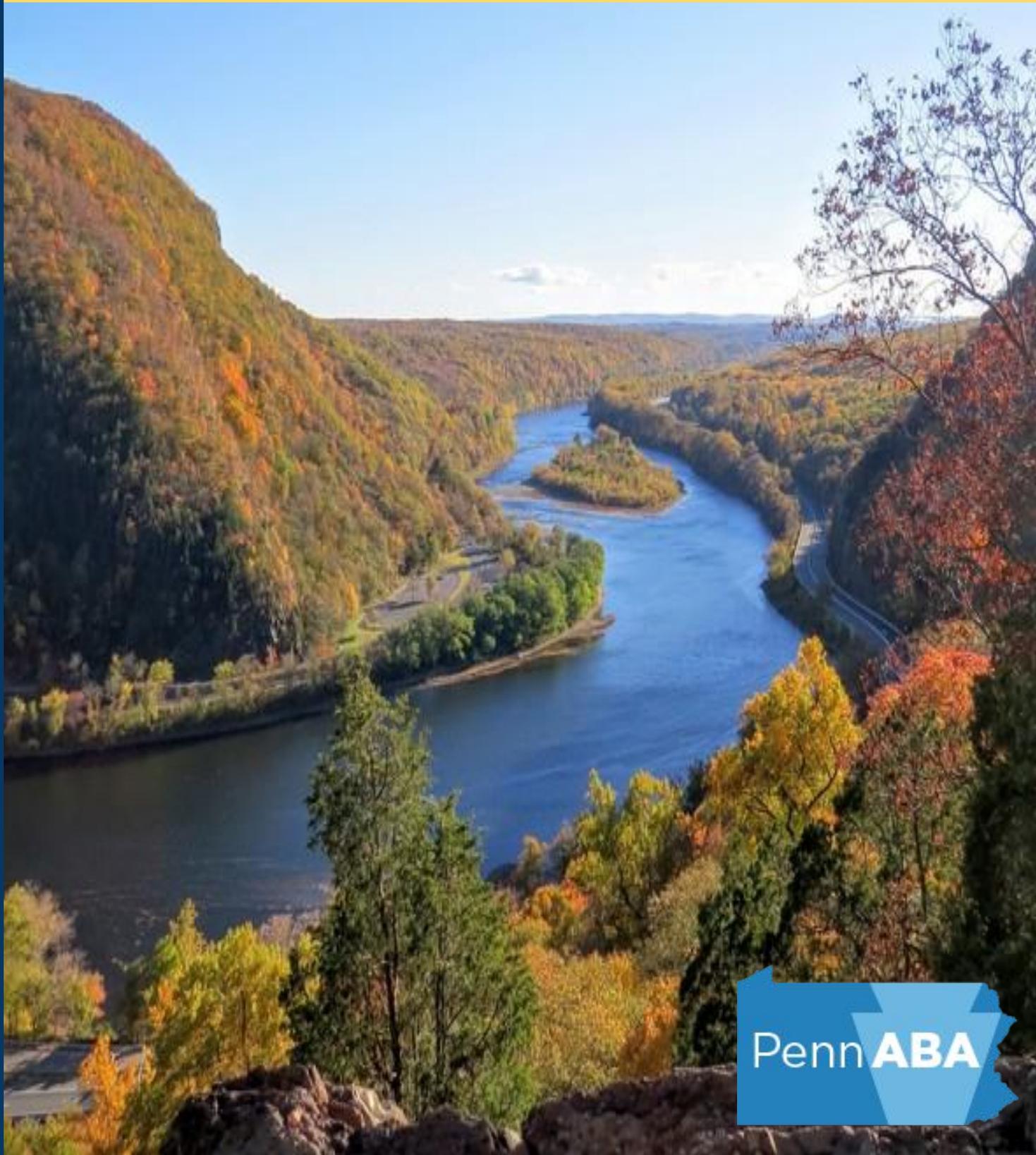
The Pennsylvania Association for Behavior Analysis

# 21st Annual Conference

March 21-23, 2019

The Hershey Lodge & Convention Center

2019 Conference Guide



The Pennsylvania Chapter for the Association of Behavior Analysis (PennABA) was incorporated in 1998. Richard M. Foxx and William Helsel saw a need to support behavior analysis in the state of Pennsylvania. In 2000, Richard Kubina chaired a meeting at the Association for Behavior Analysis International to help elect PennABA's first set of officers. With the creation of PennABA, service providers, teachers, students, and families in Pennsylvania gained a resource which fosters the application and growth of behavior analysis.

The chapter's mission is to promote high-quality behavior analysis in the region, maintain the scientific integrity of the discipline, and advocate on behalf of behavior analysts and consumers of behavior analysis.

PennABA provides a networking opportunity for behavior analysts, special educators, and students. Our annual conference provides BACB Type 2 continuing education credits at no additional charge.

PennABA has been encouraged with the growth in the demographics of its membership. Not only have seasoned professionals who provide ABA services maintain a membership in PennABA, but students, teachers, direct care providers, and family members of those needing services have joined the ranks. With the goal of supplying members with skills and resources in behavior analysis, PennABA has dedicated its' annual conference to providing access to speakers who encourage and foster behavior analysis within the lives of its members.

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## **PennABA Executive Council & Conference Management**

Richard M. Foxx, Ph.D., BCBA-D  
**Executive Director & Treasurer**

Jonathan W. Ivy PhD., BCBA-D  
**Director of Strategic Planning & Outreach**

Keith Williams, Ph.D., BCBA-D  
**Transitional Executive Director**

Nina Carraghan, MA, BCBA  
Tim Caldwell M.Ed, BCBA  
Jeff Everly Ph.D., BCBA  
**Members at Large**

James Chok, Ph.D., BCBA-D  
**President**

Melinda Desmarais, M.A., BCBA  
**Secretary & Conference Manager**

Alli Aquila  
**Student Representative**

*PennABA wishes to acknowledge & thank its many dedicated volunteers!*

# Message from the President

Dear PennABA Members, Exhibitors, and Conference Attendees,

Welcome to the 2019 Annual PennABA Conference! We are excited to share with you several new developments within our organization that have occurred over the last year. We have adjusted the schedule of the conference toward the end of the week, concluding on Saturday, and are eager to hear your feedback about whether this schedule is more convenient for you. In addition, you will notice that we have ensured that all attendees have the opportunity to earn continuing education credits to satisfy the ethics and supervision requirements outlined by the BACB.

PennABA has also begun to increase our involvement in issues relevant to behavior analysts providing services in the state of Pennsylvania. To this end, our Executive Council has been working alongside other leaders in the field to help shape the licensure laws for our state. PennABA has provided a letter of support for the Better Access to Treatment Act, legislation that has been proposed by State Representatives Thomas Mehaffie and Thomas Murt. This Act seeks to improve access to treatment for individuals suffering from a variety of mental health conditions, provide training standards for behavior analysts to become licensed in Pennsylvania, and allow for regulatory oversight to ensure best practices. We would like to extend a special thank you to Dr. Cheryl Tierney-Aves, President of The ABA in PA Initiative, for her efforts and leadership in this area.

We would also like to welcome Dr. Keith Williams to the PennABA Executive Council. Not only has Dr. Williams assisted us in our advocacy efforts, but he will also be serving as PennABA's Transitional Executive Director, working closely with Dr. Foxx to transition into his role as Executive Director for the organization. We thank Dr. Foxx for his dedicated service and leadership within PennABA as our chapter continues to grow and evolve.

We sincerely hope that you enjoy your time at this year's annual conference. Please connect with us during your time here and let us know what changes you would like to see in the upcoming year.

Sincerely,

*Jim Chok*, Ph.D., BCBA-D  
President of PennABA

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**#PennABA2019**

# Workshop Day One: Thursday, March 21<sup>st</sup>

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- 8:00 a.m. - 9:00 a.m. Registration (*Cocoa Corridor*)
- 9:00 a.m. - 12:15 p.m. **Workshop One** (*Cocoa Suite 2 & 3*)  
**Speakers:** Mary Jane Weiss Ph.D., BCBA-D  
**Title:** The Components of Effective Supervision: Identifying Essential Strategies, Skills, Tools and Content
- 12:15 p.m. - 1:30 p.m. **Lunch** (on your own; for a list of nearby restaurants, visit the Registration Table)
- 1:30 p.m. - 4:45 p.m. **Workshop Two** (*Cocoa Suite 2 & 3*)  
**Speaker:** Thomas Zane Ph.D., BCBA-D  
**Title:** Ethics & Applied Behavior Analysis: Learning How to Respond to Ethical Situations

# Workshop Day Two: Friday, March 22<sup>nd</sup>

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- 8:00 a.m. - 9:00 a.m. Registration (*Cocoa Corridor*)
- Morning Workshops** (includes one 15-minute break)
- 9:00 a.m. - 12:15 p.m. **Workshop One A** (*Cocoa Suite 6*)  
**Speaker:** Shawn Quigley Ph.D., BCBA-D  
**Title:** Ethics Potpourri: Philosophy, Research, Supervision and Practice
- Workshop One B** (*Cocoa Suite 2 & 3*)  
**Speaker:** Patrick McGreevy Ph.D., BCBA-D  
**Title:** Teaching Functional Life Skills using *Essential For Living*
- 12:15 p.m. - 1:30 p.m. **Lunch** (on your own; for a list of nearby restaurants, visit the Registration Table)
- Afternoon Workshops** (includes one 15-minute break)
- 1:30 p.m. - 4:45 p.m. **Workshop Two A** (*Cocoa Suite 6*)  
**Speaker:** Jaime DeQuinzio Ph.D., BCBA-D  
**Title:** Incorporating Observational Learning into Autism Treatment: From Conceptual Analysis to Applied Practice
- Workshop Two B** (*Cocoa Suite 2 & 3*)  
**Speaker:** Ann Marie T. DiPietro MSN, CRNP, PMHNP-BS & James Chok Ph.D., BCBA-D  
**Title:** Medication Boot Camp: A Behavior Analyst's Guide to Psychotropic Medications
- 8:00 a.m. - 4:45 p.m. **Exhibitors** (*Cocoa Suites 4 & 5*)

# Workshop Day 1

## Workshop One (Thursday, March 21<sup>st</sup> from 9:00 AM - 12:15 PM)

**Title:** The Components of Effective Supervision: Identifying Essential Strategies, Skills, Tools, and Content

**Presenter:** Mary Jane Weiss, Ph.D., BCBA-D

**Abstract:** Supervision of novice behavior analysts is a critically important skill, both for the development of the individual professional and the health of the field. Evolution of formal structure and definition of essential supervisory skill sets continues to improve the process and outcomes of supervision. In this workshop, we will focus on how supervisors can effectively train the next generation of behavior analysts. Specifically, we will review instructional strategies to produce better client outcomes and behavior analysts who adhere to quality training and ethical obligations. Several tools will be reviewed that can enhance the quality and scope of supervision. **(3 SUPERVISION CEUs)**

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## Workshop Two (Thursday, March 21<sup>st</sup> from 1:30 PM - 4:45 PM)

**Title:** Ethics and Applied Behavior Analysis: Learning How to Respond to Ethical Situations

**Presenter:** Thomas Zane, Ph.D., BCBA-D

**Abstract:** The BACB Professional and Ethical Compliance Code sets the standard for ethical behavior of behavior analysts. There are two dimensions of behaving ethically: (1) knowing the code and (2) responding to ethical problems (either problems the behavior analyst has engaged in, or responding to unethical behavior on the part of another colleague). Knowing what the code says is fairly straightforward; in contrast, knowing exactly how to respond (what to say, what to do) in ethical situations is more complex. In this workshop, participants will practice both "signal detection" (i.e., recognizing if there is an ethical problem or not, and the salient features of a problem) and exactly how to respond (what to say, what to do) to a particular dilemma. Workshop activities will involve group discussion, behavioral skills training, and role-plays across a large number of ethical situations. **(3 ETHICS CEUs)**

# Workshop Day 2

## Workshop One A (Friday, March 22<sup>nd</sup> from 9:00 AM - 12:15 PM)

**Title:** Ethics Potpourri: Philosophy, Research, Supervision and Practice

**Presenter:** Shawn Quigley, Ph.D., BCBA-D

**Abstract:** Professional and ethical behaviors are critical for high quality care and consumer protection. But, how is ethical behavior taught, strengthened, and maintained? The science of behavior offers multiple philosophies and strategies to teach, strengthen, and maintain ethical behavior. For example, a behavioral systems approach may increase the probability of employees engaging in ethical and professional behaviors because systems may describe “what to do” instead of “what not to do” when faced with a professional or ethical issue. Furthermore, a systematic approach to ethical training and supervision may ensure behavior analysts provide culturally appropriate treatments as well as practice within their boundaries of competency. During this workshop, participants will discuss ethical philosophies that guide decision making (Brodhead, Cox, & Quigley, 2018), strategies for teaching and maintaining ethical behavior in an organization (Brodhead & Higbee, 2012; Brodhead, Quigley, & Cox, 2018), strategies for defining scope of competence (Brodhead, Quigley & Wilczynski, 2018), strategies for building and maintaining relationships in interdisciplinary settings (Brodhead, 2015), strategies for developing cultural awareness (e.g., Fong, Catagnus, Brodhead, Quigley, & Field, 2016), and considerations of ethics in research and practice (e.g., Quigley, Blevins, Cox, Brodhead, & Kim, 2017). **(3 ETHICS CEUs)**

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## Workshop One B (Friday, March 22<sup>nd</sup> from 9:00 AM - 12:15 PM)

**Title:** Teaching Functional, Life Skills using *Essential for Living*

**Presenter:** Patrick McGreevy, Ph.D., BCBA-D

**Abstract:** Dr. McGreevy will describe *Essential for Living* and how this curriculum-based assessment can be used to teach the Essential Eight Skills-speaking, listening, daily living and tolerating skills, along with functional academic and tool skills, while managing problem behavior. He will also describe the innovative aspects of this instrument, including a systematic method for selecting and testing the effectiveness of an alternative method of speaking for non-verbal learners, pragmatic language skills without grammar and syntax, matching skills that result in responding to text as a listener, the direct and continuous measurement of small increments of learner progress without percent, the building of skill repertoires rather than replacement behaviors, the measurement of performance with probe data, and the emphasis on teaching to fluency. **(3 CEUs)**

# Workshop Day 2

## Workshop Two A (Friday, March 22<sup>nd</sup> from 1:30 PM - 4:45 PM)

**Title:** Incorporating Observation Learning into Autism Treatment: From Conceptual Analysis to Applied Practice

**Presenter:** Jaime DeQuinzio, Ph.D., BCBA-D

**Abstract:** Children with autism present with substantial deficits in imitation and observational learning. Observational learning requires a generalized imitative repertoire, yet exceeds it, also requiring subtle discriminations about observed actions and their outcomes. To shift from learning in a one-on-one context to a group setting, for example, a child must identify contingencies as applied to another, and then demonstrate novel responses related to those contingencies without directly experiencing them. While complex, observational learning is essential for children with autism to learn social and academic responses in more generalized learning environments. Most contemporary curricula for children with autism incorporate instruction in a variety of imitative response topographies. Less common in applied research and practice, however, are procedures to ensure that children with autism learn to acquire novel responses through observational learning. This presentation will outline innovative instructional programs and research directives that move beyond direct imitation to the skills essential for observational learning. In addition, conceptualizing observational learning within a behavior-analytic framework informs the development of said research and instructional practices. As such, this workshop will also present a behavior analysis of observational learning. Videotaped examples illustrate research protocols and curriculum considerations. Workshop attendees will have the opportunity to design individualized instructional programs to teach observational learning in their respective practices. (3 CEUs)

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## Workshop Two B (Friday, March 22<sup>nd</sup> from 1:30 PM - 4:45 PM)

Medication Boot Camp: A Behavior Analyst's Guide to Psychotropic Medications

**Presenters:** Anna Marie T. DiPietro, MSN, CRNP, PMHNP-BC and James T. Chok, Ph.D., BCBA-D

**Abstract:** This workshop will provide an in-depth review of psychotropic medication classes, including new medications that have come to market, with a focus on how to evaluate the effects of medications from a behavior analytic perspective. The topic of genetic testing (pharmacogenomics) and its potential utility in the prescription of psychotropic medication will also be discussed. Educational content will be presented by a psychiatric prescriber with experience working with both behavior analysts as well as individuals with high risk challenging behavior. (3 CEUs)

# Speaker Series: Saturday, March 23<sup>rd</sup>

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8:00 a.m. - 9:00 a.m.	<b>Conference Registration</b> ( <i>Cocoa Corridor</i> ) <b>Continental Breakfast</b> ( <i>Cocoa Terrace &amp; Cocoa Suite 1</i> )
8:00 a.m. - 5:30 p.m.	<b>Exhibitors</b> ( <i>Cocoa Suites 4 &amp; 5</i> )
9:00 a.m. - 10:00 a.m.	<b>Session One:</b> James T. Chok, Ph.D., BCBA-D <b>Title:</b> Expanding the Analysis of Behavior
10:00 a.m. - 10:15 a.m.	15-minute break
10:15 a.m. - 11:15 a.m.	<b>Session Two:</b> Jon S. Bailey, Ph.D., BCBA-D <b>Title:</b> A Passion for Ethics
11:15 a.m. - 12:15 p.m.	<b>Session Three:</b> Shawn Quigley, Ph.D., BCBA-D <b>Title:</b> A Review of Ethics and Behavior Analysis
12:15 p.m. - 2:00 p.m.	<b>Luncheon</b> ( <i>Fire &amp; Grain</i> ) <b>Poster Session &amp; Exhibitors</b> ( <i>Cocoa Suites 4 &amp; 5</i> )
2:00 p.m. - 3:00 p.m.	<b>Session Four:</b> Patrick McGreevy, Ph.D., BCBA-D <b>Title:</b> Making Skills Functional Again
3:00 p.m. - 3:15 p.m.	15-minute break
3:15 p.m. - 4:15 p.m.	<b>Session Five:</b> Jaime A. DeQuinzio, Ph.D., BCBA-D <b>Title:</b> Social Referencing and Autism: Translating Research into Successful Practice Outcomes
4:15 p.m. - 5:15 p.m.	<b>Session Six:</b> Jon Bailey, Ph.D., BCBA-D, Mary Jane Weiss, Ph.D., BCBA-D & Thomas Zane, Ph.D., BCBA-D <b>Panel Discussion:</b> Real-World Ethical Dilemmas: Demonstrations of Different Paths for Resolution
5:15 p.m. - 5:30 p.m.	Closing Remarks

# Speaker Series Day 3

## Session One (9:00 AM to 10:00 AM)

**Title:** Expanding the Analysis of Behavior

**Presenter:** James T. Chok, Ph.D., BCBA-D

**Abstract:** This presentation will examine how behavior analysis can contribute to the assessment and treatment of private events, such as thoughts and emotions. The presentation will include a review of the literature as it relates to the manner in which scientists have tried to make these unobservable events observable through the use of functional neuroimaging, the measurement of physiological experiences, and permanent product measures of thoughts. Behavior analytic research of private events will be reviewed, along with areas of study requiring further inquiry to advance the science of behavior analysis. **(1 CEU)**

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## Session Two (10:15 AM to 11:15 AM)

**Title:** A Passion for Ethics

**Presenter:** Jon S. Bailey, Ph.D., BCBA-D

**Abstract:** I became formally involved in ethics in 1988 when I developed a Code of Ethics for the Florida Association for Behavior analysis, but my sojourn began in my youth when I memorized the Boy Scout Law. My professional passion for ethics began when Jerry Shook asked me to promote the new BACB Guidelines for Responsible Conduct in 2001; one thing led to another and in 2007 I began answering ethics questions online for a national audience. This opened up a whole new world of ethical conflicts to analyze. Over the years the conduct problems in our industry have become more nuanced, complex, and weighty. Now we have an enforceable Compliance Code to hold behavior analysts accountable and I have recently assembled a team of ethicists who are devoted to helping people with ethics questions through our independent ABAEthicsHotline.com Over the years I have come to view unadulterated ethical conduct as a somewhat rare repertoire that is constantly under attack by larger social and economic forces in our culture. In this talk I will explore the contingencies which I believe account for my passion for ethics and hope to enlist your assistance in promoting this spirit in others. **(1 ETHICS CEU)**

# Speaker Series Day 3

## **Session Three (11:15 AM to 12:15 PM)**

**Title:** A Review of Ethics and Behavior Analysis

**Presenter:** Shawn Quigley, Ph.D., BCBA-D

**Abstract:** The application of behavior analysis to socially significant needs has led to an increase in consumer demand (e.g., Burning Glass Technologies, 2015; Deochand & Fuqua, 2016; Carr & Nosik, 2017). As the science became professionalized, a need for a unified code of ethics arose. A formalized ethics code has only existed for 20-30 years, depending upon which code one considers as the original (Chamberlain & Houck, 2018). Yet, discussion of ethical values that affect behavior was present in the early days of the science (e.g., Skinner, 1953, 1959). The purpose of this presentation is to provide a historical review of ethics within behavior analysis. Historical and contemporary resources for supporting the development of personal ethical behavior will be discussed. **(1 ETHICS CEU)**

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## **Session Four (2:00 PM to 3:00 PM)**

**Title:** Making Skills Functional Again

**Presenter:** Patrick McGreevy, Ph.D., BCBA-D

**Abstract:** In an age of the Common Core State Standards and the proliferation of developmental skills curricula, Dr. McGreevy will provide an argument for a return to the teaching of functional, life skills for children and adults with moderate-to-severe disabilities, including, but not limited to autism. This argument is based on a rich history of effective teaching of these skills by pioneers in the field of behavior analysis prior to the time when the numbers of children with autism began to increase substantially. This argument is also based on considerable evidence that most of these learners, including many with autism, regardless of the quality and intensity of instruction, experience the barriers described by M. L. Sundberg and others: limited stimulus generalization and induction, along with difficulty acquiring abstract concepts, forming equivalence classes, making conditional discriminations, and exhibiting meaningful intraverbal responses. **(1 CEU)**

# Speaker Series Day 3

## Session Five (3:15 PM to 4:15 PM)

**Title:** Social Referencing and Autism: Translating Research into Successful Practice Outcomes

**Presenter:** Jaime DeQuinzio, Ph.D., BCBA-D

**Abstract:** Responding to the non-vocal affective behavior of others (e.g., facial expressions and gestures) is an important component of the development of social behavior. One type of social interaction that relies heavily on the ability to respond to such cues is social referencing. During social referencing, infants as young as 6 months of age look to the non-vocal cues of caregivers when confronted with unfamiliar or unexpected events in the environment as a means of determining how to respond. Typically, approach or avoidance responses are learned by responding to positive and negative affective cues of the parent or caregiver (e.g., smiling and frowning). Unfortunately, social referencing repertoires are limited, delayed, or completely lacking in children with autism. Despite these documented social deficits, little to no research has focused on ameliorating social referencing deficits. On the other hand, behavior analysts have been successful at addressing joint attention deficits, a different but related skill. The purpose of this talk is to present a behavior-analytic conceptualization of social referencing, discuss the implications for ameliorating these deficits in children with autism, describe the differences between social referencing and joint attention, and present protocols that can be used in treatment and research. (1 CEU)

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## Session Six (4:15 PM to 5:15 PM)

**Panel Discussion:** Real-World Ethical Dilemmas: Demonstrations of Different Paths for Resolution

**Presenters:** Jon S. Bailey, Ph.D., BCBA-D, Mary Jane Weiss, Ph.D., and Thomas Zane, Ph.D., BCBA-D

**Abstract:** Behaving ethically is a core requirement for behavior analysts. Tacting when an ethical violation has occurred is the first step in resolving ethical problems. The second and most difficult step is exactly how to resolve them in the most effective and quickest way. Learning exactly what to do when possibly involved in an ethical dilemma is a critical skill that will enhance ethical behavior and promote better protection of clients. The members of this panel are all involved in the teaching of ethics and promotion of ethical behavior of behavior analysts. The purpose of this panel discussion is to present actual dilemmas and potential solutions. The panel members will hear the cases for the first time, and then present their proposed solutions and reasoning behind those solutions. It is our belief that presenting different perspectives on ethical dilemmas, as well as the different courses of action to resolve them, will provide learning opportunities that will enhance future ethical behavior. (1 ETHICS CEU)

# Speaker Biographies



## **James Chok, Ph.D., BCBA-D**

James Chok is a licensed psychologist, neuropsychologist, and Board Certified Behavior Analyst. Dr. Chok received his doctoral degree from the University of North Carolina at Greensboro and completed a one-year internship and two-year postdoctoral fellowship in neuropsychology at McLean Hospital/Harvard Medical School. Dr. Chok previously served as the Senior Director of Clinical Services for the Residential Treatment Facility at Melmark Pennsylvania, which specializes in the treatment of individuals with Autism Spectrum Disorder, Intellectual Disability, and severe challenging behavior. He now maintains a private practice in West Chester, PA. Dr. Chok previously served as the Vice President of the New Hampshire chapter of the International OCD Foundation and is a graduate instructor for UMASS Boston. He is a published author in peer-reviewed scientific journals and regularly presents research findings at professional conferences. In 2011, Dr. Chok was the recipient of the Outstanding Practitioner Award given by the Berkshire Association for Applied Behavior Analysis and Therapy. He currently serves as the President of PennABA.



## **Jon S. Bailey, Ph.D., BCBA-D**

Dr. Bailey received his PhD from the University of Kansas in 1970 and is currently Professor Emeritus of Psychology at Florida State University where he was on the graduate faculty for 38 years and produced a record 63 PhDs. He is the Director of the FSU Panama City Masters Program in Psychology with a Major in Applied Behavior Analysis. He is a Board Certified Behavior Analyst, a Fellow of the Association for Behavior Analysis International and the American Psychological Association, and Secretary/Treasurer for the Florida Association for Behavior Analysis, which he founded in 1980. Dr. Bailey received the Distinguished Service to Behavior Analysis Award, the Division 25 Fred S. Keller Behavioral Education Award, the University of Kansas Applied Behavioral Science Distinguished Alumni Award, and the prestigious Nathan H. Azrin Award for Outstanding Contributions to Applied Behavior Analysis from the American Psychological Association. In 2017, he received the Murray Sidman Award for Enduring Contribution to Behavior Analysis from the Berkshire Association for Behavior Analysis and Therapy. He has published over 100 peer-reviewed research articles, is past-Editor of the Journal of Applied Behavior Analysis and is co-author of 11 books. His most recent is book, Research Methods in Applied Behavior Analysis, 2nd Edition, was published in 2018. Analyzing Ethics Questions from Behavior Analysts will be published in 2019.

# Speaker Biographies



## **Mary Jane Weiss, Ph.D., BCBA-D**

Mary Jane Weiss, Ph.D., BCBA-D is a Professor at Endicott College, where she directs the Master's Program in ABA and Autism and is a mentoring faculty member in the Doctoral program in ABA. She also does research with the team at Melmark. Dr. Weiss has worked in the field of ABA and Autism for over 30 years. She received her Ph.D. in Clinical Psychology from Rutgers University in 1990 and became a Board Certified Behavior Analyst in 2000. She previously worked for 16 years at the Douglass Developmental Disabilities Center at Rutgers University, where she served as Director of Research and Training and as Clinical Director. She serves on the Scientific Council of the Organization for Autism Research, is on the Professional Advisory Board of Autism New Jersey, is a regular reviewer for a variety of professional journals, and is a frequent member of service committees for the Behavior Analyst Certification Board, including many years on Disciplinary Review and Code Compliance committees. She is also a Past President of the Autism Special Interest Group of the Association for Behavior Analysis International, a former member of the Board and the author of the Ethics Corner for over two years for the Association for Professional Behavior Analysts, and a former Vice President of the Board of Trustees for Autism New Jersey.



## **Anna Marie T. DiPietro, MSN, CRNP, PMHNP-BC**

Anna Marie DiPietro is a Board-Certified Family Psychiatric Mental Health Nurse Practitioner. She consults psychiatric evaluations and medication management guided by the use of pharmacogenetic testing. She founded her private practice, Open Road Psychiatric Services, in 2015. Anna Marie serves as a consultant to an eating disorder day treatment program, a private school for children with Autism, various school districts and special education attorneys, Myriad Genetics, and Allergan. Anna Marie received her training in psychiatry and advanced practice nursing from the University of Pennsylvania School of Nursing. Anna Marie specializes in the field of adult and pediatric psychiatry (ages 5+) with a focus on the treatment of ADHD, mood disorders, anxiety disorders, Eating Disorders, Autism Spectrum Disorder, Intellectual Disabilities, substance use, psychotic disorders, personality disorders and other psychiatric diagnoses. She has experience in the pediatric, adolescent and adult populations in various treatment settings, including outpatient, inpatient, acute partial programs, residential, and crisis intervention. Anna Marie enjoys educating patients, their families, clinicians, and other prescribers on psychopharmacology and pharmacogenomics.

# Speaker Biographies



## **Patrick McGreevy, Ph.D., BCBA-D**

Patrick McGreevy received B.S. and M.A. degrees in Psychology and Special Education, respectively, from the University of Iowa. He was a special education teacher for eight years, working with children and young adults with moderate-to-severe developmental disabilities. He received the Ph.D. degree in Education from Kansas University under the guidance of Ogden R. Lindsley. He has served on the faculties of the University of Missouri-Kansas City, Louisiana State University, the University of Central Florida, and the Florida Institute of Technology. He is the author of *Teaching and Learning in Plain English*, an introduction to *Precision Teaching*, and the founder and first editor of the *Journal of Precision Teaching and Standard Celeration Charting*. He is the author of ten journal articles and a book chapter on teaching verbal behavior. He is the first author of *Essential for Living*, a functional skills curriculum, assessment, and professional practitioner's handbook based on B. F. Skinner's analysis of verbal behavior for children and adults with moderate-to-severe disabilities. For the past 30 years, he has provided consultations for children and adults with developmental disabilities in school districts, residential programs, and hospitals, specializing in the simultaneous management of aggressive and self-injurious behavior and the teaching of communication and language skills to individuals with limited repertoires. He has given hundreds of presentations and workshops, and is the recipient of the Ogden R. Lindsley Lifetime Achievement Award of the Standard Celeration Society.



## **Shawn Quigley, Ph.D., BCBA-D**

Shawn Quigley is the Senior Director of Clinical Services and Training at Melmark, PA. He earned his doctorate degree in Behavior Analysis at Western Michigan University. During his graduate studies, Dr. Quigley had opportunities to manage a federally funded research grant; help develop two different county mental health service systems for adults and children; and practiced in multiple settings. He completed a postdoctoral psychology fellowship with the University of New Mexico Medical Group which provided the opportunity to conduct diagnostic evaluations in an autism spectrum disorder (ASD) clinic, and support families and individuals with ASD. In his current role with Melmark, Dr. Quigley ensures clinical and training practices optimally meet the needs of individuals supported. He has also actively taught students at multiple universities. Dr. Quigley has supported the profession through service on editorial review boards; publishing research; being active with regional and national service groups (e.g., past board member for ABAI Autism SIG and current president of the ABAI Ethics SIG); and volunteering as a subject matter expert for the Behavior Analyst Certification Board (BACB).

# Speaker Biographies



## **Jaime DeQuinzio, Ph.D., BCBA-D**

Jaime DeQuinzio is a Board Certified Behavior Analyst at the doctoral level. She has specialized in the education and treatment of individuals with autism since 1998. She completed her doctorate in Psychology specializing in Learning Processes and Behavior Analysis in 2009 at the City University of New York. She has provided consultation and training in both public and private schools and to families on applied behavior analysis technology. Currently, Dr. DeQuinzio is a consultant and the primary researcher at the Alpine Learning Group, a preeminent autism treatment center in Northern New Jersey. She is also an Applied Research Project Instructor at the Chicago School of Professional Psychology. She has been teaching since 2006 and has taught both undergraduate and graduate courses as an adjunct at various universities in both Psychology and ABA departments. Dr. DeQuinzio has served as a reviewer for many scientific journals including the Journal of Applied Behavior Analysis, Behavior Analysis in Practice, Behavior Modification, The Psychological Record, Behavioral Interventions, and Research in Developmental Disabilities. Her research interests include observational learning, social referencing, stimulus control of problem behavior, and equivalence based instruction. She has published research and book chapters on topics including observational learning, social referencing, video modeling, independence, and reducing problem behavior, and has presented her work at both local and national conferences.



## **Thomas Zane, Ph.D., BCBA-D**

Dr. Thomas Zane is a Professor of Practice and the Director of Online Behavior Analysis programs in the Department of Applied Behavioral Science at the University of Kansas. Dr. Zane earned his Bachelor's and Master's degree in psychology at Western Michigan University and his doctorate in Applied Behavior Analysis at West Virginia University. He has served as a Postdoctoral Research Associate at the University of Massachusetts, Professor at Mount Holyoke College, and Johns Hopkins University Department of Psychiatry. Dr. Zane serves on the Executive Board of the Cambridge Center for Behavioral Studies, the international organization that represents the field of behavior analysis. He is also a member of the Scientific Council of the Organization of Autism Research, a group that raises money to fund innovative research in Autism Spectrum Disorders. Dr. Zane has been past President of the Ethics Special Interest Group of the International Association for Behavior Analysis. His research interests include teacher training, learning, evidence-based practice in autism, and the philosophy of science and radical behaviorism.

# Poster Presenters

**Author Names:** Justin N. Coy & Douglas E. Kostewicz

**Affiliation:** University of Pittsburgh

**Title:** Pivotal ABA Experiences: How Behavior Analysts Find the Field and Pursue Their BCBA

**Abstract:** Recently, applied behavior analysis (ABA) has seen dramatic increases in university training programs, experimental and applied research studies, and certified practitioners (Burning Glass, 2015; Carr & Nosik, 2017; Deochand & Fuqua, 2016), mirroring increasing nation-wide demand for credentialed behavior analysts (BACB, 2018). However, little research focuses on understanding our professional workforce, including their introductions to the discipline. Behavior analysts across Pennsylvania ( $n = 98$ ) completed an in-depth quantitative and qualitative survey. Multiple researchers conducted both the analysis and coding, and measures were taken to ensure sufficient accuracy. Questions focused on a variety of issues/experiences, including their own pivotal experiences with ABA and motivating factors for becoming a Board Certified Behavior Analyst (BCBA). Results highlight that behavior analysts are introduced to the field through working with clients, professional trainings, and during undergraduate or graduate coursework. After learning about the field, the respondents described career opportunities, a desire to gain both knowledge and skills, a connection with the science and practical applications of ABA, and enjoyment of the work and clients as key in pursuing their BCBA. The results from study provide important preliminary information about our workforce and the professional and personal experiences which brought them to the field.

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**Author Names:** Lauren Davison, Brittney Miller, Allison Normile, Megan Gring, Benjamin Bacon, Jonathan W. Ivy, Keith E. Williams, Fred Carriles, Kathryn Glodowski

**Affiliation:** Penn State Harrisburg/Hogan Learning Academy/Penn State Hershey Medical Center

**Title:** Increasing Vegetable Consumption among Children with Autism Spectrum Disorder During School Lunch

**Abstract:** This study evaluates two interventions for increasing vegetable consumption. In the initial intervention, the target food will be presented prior to the presentation of the child's lunch. After examining the effects of this intervention, a second intervention consisting of a token economy will be implemented.

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**Author Names:** E. Justin Page, Andrew S. Massey, Pedro N. Prado-Romero, & Shadi Albadawi

**Affiliation:** Duquesne University

**Title:** Using Self-Monitoring Techniques and Technology to Increase Physical Activity: A Review of the Literature

**Abstract:** The current obesity epidemic and inactive lifestyles of many Americans may contribute to chronic health problems and in turn, millions of dollars in medical bills. One aspect of this problem is the lack of physical activity. Self-monitoring techniques have been effectively used to increase physical activity. Technological advancements, such as the abundance of options for computers, tablets, smartphones, and personal fitness trackers allow users to record and monitor their level and intensity of physical activity. To date there is no systematic review of the literature that summarizes these studies. The purpose of this review was to determine how self-monitoring techniques along with a technology could be used to increase physical activity. An exhaustive review of the literature was conducted and resulted in 22 articles. The results indicated that goal setting was the most popular form of self-monitoring technique used and fitness trackers were the prevalent type of technology used. Future research should continue to examine the most effective methodologies that produce lasting behavior change in physical activity.

# Poster Presenters

**Author Names:** Eric J. Bieniek, PhD, BCBA-D and Dr. Mike Monfore, PhD

**Affiliation:** Slippery Rock University of Pennsylvania

**Title:** Understanding ABA: Perspectives of Pennsylvania Public Educators

**Abstract:** While existing research strongly supports the use of ABA as a form of academic, behavior, and social intervention (Boutot & Hume, 2012; Lambert-Lee, Jones, & Sullivan, 2015; McPhilemy & Dillenberger, 2013; Smith & Iadarola, 2015; Young-Pelton & Bushman, 2015), professionals in the field of special education need to understand the needs of educators who are working with students with exceptionalities, while identifying ABA practices that are currently in use, and if additional training through institutions of higher education are warranted for development. The purpose of this study was to identify the trends in the use of Applied Behavior Analytic practices in the support of students having exceptionalities in today's schools. Effective ABA is not "one-size-fits all", therefore, it is important to have highly qualified educators who understand the use of ABA application with students. Educators need to have the training and experience to develop quality educational and support programs for school aged children.

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**Author Names:** Satriale, Zane, Weiss

**Affiliation:** PAAL, University of Kansas, Endicott College

**Title:** Parent Perceptions on Indices of Quality of Life including Happiness for Individuals with Autism and Whose Responsibility It Is to Address Them

**Abstract:** Quality of Life is a concept that is foundational to civilization and the happiness of the individual. It is a term that incorporates a brand range of life domains, individual values, and varied perceptions about what exactly is mean by "quality" and "happiness." When considering individuals with disabilities, and Autism Spectrum Disorder (ASD) in particular, the quality of life and happiness has not been a high priority. Recently, there has been an increased emphasis on this concept, and there has been some discussion concerning how to better address this in educational programming. At this time, however, there are no known studies exploring the perspectives and priorities of parents regarding specific criteria that constitutes a positive quality of life. The purpose of the current study was to gather information from parents of individuals (adolescents and adults) with ASD regarding what factors they believe are important to obtaining a positive quality of life for their child. A total of 168 parents participated in this study. They completed an online survey that focused on nine separate indices of quality of life, asking parents to rate the importance of each to a life of happiness, and whose responsibility it was to address these indices. Results showed that most all participants found happiness was important to having a high quality of life, but suggested that schools and adult service providers fail at meeting the federal mandate supporting a focus on enhancing individuals' quality of life. Results are discussed as to the importance of this concept in informing educational and work practices.

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**Author Names:** James Grochowski

**Affiliation:** Woodland Park, NJ BOE

**Title:** Functional analysis screening and treatment of vocal stereotypy in a child with autism within a classroom setting

**Abstract:** A functional analysis screening procedure was used to assess vocal stereotypy emitted by a female second-grade student with autism. Vocal stereotypy persisted in the absence of socially mediated consequences, providing evidence for maintenance by automatic reinforcement. Following assessment, a reversal design was used to evaluate the effects of noncontingent music on vocal stereotypy. Decreases in vocal stereotypy were observed in the music condition. Assessment and treatment sessions took place in a classroom setting.

# Poster Presenters

**Author Names:** Yusuke Hayashi and Glenn P. Blessington

**Affiliation:** Pennsylvania State University, Hazleton

**Title:** Excessive valuation of social interaction in text dependency: A behavioral economic demand analysis

**Abstract:** The purpose of the present study was to determine whether a behavioral economic framework of demand analysis can be used to characterize text dependency. To this end, we developed a novel hypothetical task using likelihood measures to quantify demand for social interaction through texting. Participants completed the hypothetical demand task in which they rated their likelihood of paying an extra charge, ranging from \$0.10 to \$80, to continue text messaging after reaching their monthly limit. The demand for social interaction from texting was more intense and less elastic for the participants with higher levels of text dependency compared to those with lower levels of text dependency. The results of this proof-of-concept study support the utility of behavioral economic demand analysis for characterizing text dependency. Additionally, the greater intensity and lesser elasticity of the demand for social interaction shown by text-dependent participants suggests that text dependency can be characterized by both excessiveness and persistence of the behavior, similar to other impulsivity related problems.

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**Author Names:** Rui Chen, M.Ed, BCBA and Kyleigh Ivory, M.Ed

**Affiliation:** Lehigh University

**Title:** Peer-led Function-Based Behavior Support for a Student with Down Syndrome

**Abstract:** The purpose of the present study is to evaluate the effectiveness of a peer-led function-based behavior support for a student with Down Syndrome in an inclusive classroom within an urban public middle school. The participant was an 11-year-old fifth grade male student. The peer interventionist was his neuro-typical classmate. The participant's problem behaviors included calling out, throwing materials, and running in the classroom during instruction. A functional behavior assessment was conducted. Attention from peers and access to tangible (e.g., iPad) were identified as the maintaining functions for the participant's problem behaviors. A peer-led multi-component intervention was created to decrease problem behaviors and develop replacement behaviors, on-task and recruiting work-related attention. The intervention was comprised of teaching functional communication, token economy, and noncontingent reinforcement (NCR) on a fixed 3-minute schedule. The results indicated that the multi-component intervention effectively decreased occurrences of all three problem behaviors, and increased the participant's on-task and recruiting work-related attention.

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**Author Names:** Laura Pizza and Lauren Frederick Troy

**Affiliation:** Children's Hospital of Philadelphia

**Title:** Introducing Applied Behavior Analysis to a Pediatric Medical Hospital

**Abstract:** A large pediatric hospital introduced Applied Behavior Analysis into its treatment and care of patients with behavioral concerns. This innovative partnership between Board Certified Behavior Analysts and medical professionals has resulted in a creative treatment model. This model includes conducting functional analyses and implementing behavioral interventions of novel behaviors and with patients with a variety of diagnoses. The introduction of behavior analytic principles into a traditional medical setting has not been without its challenges, however. This poster will describe the successful functional analysis and behavioral interventions of 2 patients as a way to highlight the benefits of integrating Applied Behavior Analysis into the care of patients admitted to an inpatient medical setting. A discussion of these cases will also include challenges presented when introducing Applied Behavior Analysis into a new environment as well strategies for overcoming these barriers. Future directions for behavioral treatment in medical settings will be presented as well as generalized strategies to introduce and expand Applied Behavior Analysis in unconventional settings.

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The **ABA in PA Initiative** is a 501(c)(3) non-profit advocacy organization made up of parents, industry professionals, and lawmakers dedicated to change the future for all children in Pennsylvania with Autism Spectrum Disorder (ASD) by ensuring access to Applied Behavior Analysis (ABA) services via Medical Assistance. The ABA in PA Initiative aims to bring the autism community together as one united voice to urge Pennsylvania and the private sector to listen to our concerns and take immediate action to address the service gap for ABA. It is our firm belief that, working together, we can assure that our children get the care they need, when they need it!



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## **Behavior Therapy International**

[www.btigroup.info](http://www.btigroup.info)

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**The Vista School**

[www.thevistaschool.org](http://www.thevistaschool.org)

The Vista School brings state-of-the-art special education and therapeutic services to children living with autism in Central Pennsylvania. The Vista School was founded by a group of highly committed parents and professionals who were seeking to create an alternative educational and therapeutic program to prepare children with Autism Spectrum Disorder (ASD) to function in the community with increasing independence. Vista uses the principles and techniques of Applied Behavior Analysis (ABA), Precision Teaching (PT), and Direct Instruction (DI) to design, implement, monitor, and evaluate instruction and therapy for its students. In addition to The Vista School, the organization also operates an outreach program and provides adult services.

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**Behavior Interventions, Inc.**  
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## Behavior Interventions

Behavior Interventions, Inc., owned and operated by Board Certified Behavior Analysts, was founded in 2006 to provide Applied Behavior Analysis (ABA) Services that support organizations, clients, and families. We offer the following services in New Jersey, Pennsylvania and Delaware: Autism Services, Social Skills Groups, Toilet Training, Training and Workshops, Early Intervention, School Based Services, Assessments, Feeding, and Adult Services. We are very excited to announce the development of our Research Department and our sponsorship of our first conference, Bridging Research to Practice in June 2019.

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**CCRES Educational & Behavioral Services**

www.ccre.org



CCRES employs over 1,000 staff (Therapeutic Staff Support, Behavior Specialist Consultants, Mobile Therapists, Personal Care Assistants, Classroom Assistants, and Educational Consultants) who provide behavioral health and educational support to over 800 children in home, school and community settings in Chester, Delaware, Lancaster, Lebanon and Montgomery Counties. We are particularly proud of our reputation for providing quality services to children on the autism spectrum. The mission of CCRES is to ensure quality educational and human service programs for children, families, and schools. Through innovative partnerships, we provide human resources, training, and grant opportunities, making differences everyday.

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**First Children Services**

[www.firstchildrenservices.com](http://www.firstchildrenservices.com)

First Children Services is a family owned and operated company offering comprehensive therapeutic services to children of all abilities. We have been serving children throughout NJ since 2009, and we are proud to announce our new location in Colmar, PA where we will be serving children and families throughout Montgomery and Bucks Counties. At First Children, we recognize the importance of supporting the families and caregivers of children with behavioral health challenges. Our services include diagnostic services, outpatient counseling, behavioral assess, home and center-based applied behavioral analysis (ABA) therapy, therapeutic groups, and family/caregiver trainings.



**Explorations Mental Health Services**

[www.explorationsmhs.org](http://www.explorationsmhs.org)

The mission of Explorations Mental Health Service is to provide a safe, supportive, therapeutic environment within an educational setting. The program strives to meet the adolescent's individual and emotional needs while maintaining them within the community. The purpose of the program is to provide a family-focused, community-based alternative for adolescents with chronic or acute mental disorders who require active treatment. The program focuses on the psychological, cognitive, physical, and socio-cultural development of adolescents. The program involves an interagency collaboration of child serving agencies—mental health, education, children and youth services, drug and alcohol, juvenile justice, health care, and vocational rehabilitation.

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WellSpan Philhaven is committed to providing high quality care. Our goal is to become the recognized leader of ABA based treatment in the area. ABA Children's Services provide support in the home, school and community settings in Dauphin, Lancaster and Lebanon Counties. Staff have the option to work within a specific population segment to ensure they learn the necessary skills to provide effective treatment.



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