



**March 12-14**

**3 days of connection!**

# WORKSHOPS

**Thursday, March 12**



Kick off your convention weekend  
with an expert workshop or 3!

**Learn more**

## 8:30 AM – 11:30 AM CT | AM Workshops

### **1 – ACQ Accreditation Workshop for Healthcare Organizations**

8:30–11:30 AM CT | Room: Bogne | CEUs: 3.0 BACB® LRN, 3.0 BACB® ETH | Track: Leadership/OBM

Presenter: Erick Dubuque

Individuals impacted by autism deserve access to the highest level of care to help them reach their full potential. Interventions based in applied behavior analysis (ABA) are widely recognized by numerous scientific, professional, and governmental organizations as the most effective form of treatment for autism. However, there are significant barriers preventing patients from accessing high-quality ABA services. These challenges range from provider expertise and availability to misplaced financial incentives to standardization of practices within the industry. The field is at a critical juncture where it needs to embrace quality standards from a trusted source. The Autism Commission on Quality (ACQ) is the only non-profit accreditation program designed specifically for applied behavior analysis (ABA) service providers.

During this workshop, attendees will learn the skills necessary to prepare and apply for accreditation through guided practice involving feedback and self-generated examples from their own organizations. Participants should bring a laptop and will be given access to electronic copies of ACQ accreditation standards and workshop slides.

### **2 – From Burnout to Balance: prACTical Strategies to Meaningfully Connect with Your Work**

8:30–11:30 AM CT | Room: Maurepas | CEUs: 3.0 BACB® LRN | Track: Leadership/OBM

Presenter: Tiffany Arango

Burnout is common among behavior analysts and within the field of ABA. It can be conceptualized as a pattern of overt and covert behaviors such as decreased task engagement, reduced response rates under previously reinforcing conditions, and increased avoidance or escape-maintained responding. Burnout threatens not only the practitioner's well-being, but also client outcomes and organizational health. "From Burnout to Balance: prACTical Strategies to Meaningfully Connect with Your Work" is a 3-hour

experiential workshop that integrates the behavior-analytic processes of acceptance and commitment training (ACT) into measurable self-management and leadership repertoires. Participants will learn to behaviorally identify and define burnout-related indicators within their own professional experience and apply behavior-analytic strategies to increase values-aligned, observable professional behaviors.

The target audience for this workshop is anyone interested in making more meaningful connection with their work, regardless of previous ACT experience or exposure. In other words, this workshop is designed for practitioners at any level of ACT familiarity and focuses directly on the BCBA as the learner. Rather than focusing on clinical practice, this workshop focuses directly on the BCBA attending. Participants will engage in guided present-moment exercises, values clarification activities, and behavioral skills training (BST) to develop psychological flexibility skills that can be applied to their own professional well-being. These skills will then be explicitly linked to self-management strategies, including SMART goal setting, reinforcement contingencies, self-monitoring procedures, and values-based action planning. Handouts will be provided, and participants can bring something to write with. Laptops or tablets are optional.

The content emphasizes operationalizing private events into measurable behavioral targets to support sustainable change in professional practice. While the primary focus is on individual practitioner well-being, the self-management and leadership skills acquired are transferable to supervisory and organizational contexts, thereby promoting both personal resilience and system-wide well-being. Participants will leave with clearly defined, behaviorally anchored strategies they can immediately apply and that can be sustained over time. Let's make our three hours together meaningful. If you're a behavior analyst who's ready to move from just managing and tolerating burnout to building a sustainable, values-driven professional repertoire that supports both your well-being and the systems you influence, then this is the workshop for you!

### **3 — Beyond the Checklist: A Proactive Approach to Teaching Ethics to Trainees and Technicians**

8:30–11:30 AM CT | Room: D2D3 | CEUs: 3.0 BACB® LRN, 3.0 BACB® ETH | Track: Supervision/Training

Presenters: Tyra Sellers; Emily Patrizi; Sarah Lichtenberger

Ethical decision-making in applied behavior analysis is rarely straightforward, yet many training systems rely on passive exposure to ethics requirements rather than skill development. This creates a gap: trainees and technicians may recognize ethical issues but lack the fluency to respond effectively in real time. This is especially concerning, given that trainees and technicians have the most direct contact hours with clients and caregivers.

This workshop introduces a replicable, organization-wide framework for embedding ethics instruction into supervision and daily practice. Using Behavior Skills Training (BST) and prompts, attendees will learn how to strengthen the “ethical muscle” of their teams by: (a) identifying common risk areas and red flags, (b) developing antecedent strategies to prevent challenges, and (c) designing maintenance systems to promote generalization and fluency of ethical responding. By integrating ethics training into supervision systems, organizations can move beyond mere compliance to foster intentional, values-driven, ethics-focused responding at every level.

Attendees will leave with a customizable model, ready-to-use discussion prompts, and actionable daily practices that can be implemented immediately—without the need for additional costly infrastructure. Attendees will receive a list of resources to support their training, including resources for assessing self-compassion and implicit biases. They will also receive questions and prompts for assessing their current ethics training for technicians and supervisees, and guided questions that can be incorporated into their own training and practice.

#### **4 — Beyond the Individual: A Behavioral Systems Approach to Sustainable Performance Change**

8:30–11:30 AM CT | Room: C2 | CEUs: 3.0 BACB® LRN | Track: Supervision/Training  
Presenters: Alison Betz; Danielle LaFrance

While behavior analysts excel at changing individual performance, achieving lasting organizational impact requires a different skill set: systems thinking. Grounded in The Performance Journey Method, this workshop introduces a behavioral-based framework for understanding and driving systems-level change that will help bridge the gap between organizational goals and staff

behavior.

The intermediate-level course is designed for behavior analysts who supervise staff or lead organizational initiatives and are seeking concrete tools to enhance supervision, staff engagement, and organizational culture. Participants will be taught three key skills: (1) align organizational outcomes with specific, observable staff behaviors; (2) analyze contextual variables that help or hinder staff behavior and design strategies for reducing barriers and sharpening focus; and (3) plan for effective communication, training, coaching, and reinforcement that sustain change efforts over time.

Skills will be taught through behavioral skills training (instruction, modeling, rehearsal, and feedback), guided practice in small groups, and supported creation of real-world products. This hands-on format ensures that attendees leave with not only knowledge, but also usable drafts of tools tailored to their own professional settings.

## **5 – Crash Course in Behavior Analytic Toilet Training: Translating Research to Practice**

8:30–11:30 AM CT | Room: C3 | CEUs: 3.0 BACB® LRN, 3.0 BACB® ETH | Track:

Clinical Practice

Presenter: Jessica Osos

Toilet training is often one of the most challenging skill areas for behavior analysts, caregivers, and clients. This workshop provides a streamlined yet comprehensive overview of toilet training through a behavior-analytic lens. Participants will examine both foundational and recent research, with practical guidance on translating that research into effective, individualized intervention strategies, with an emphasis on reinforcement-based procedures.

The presentation will address common barriers to successful toilet training and offer tools for identifying appropriate strategies based on individual client needs and environmental context. Attendees will also explore suggested prerequisite skills, developmental readiness, and the integration of assent-based practices to ensure compassionate, ethical, and client-centered interventions. Guidance will be provided on supervising staff and caregivers in the implementation of toilet training procedures and measuring treatment integrity to ensure procedural fidelity.

Whether new to toilet training or seeking to enhance existing methods, attendees will leave with actionable tools and an updated understanding of best practices. Resources will include written protocols, data sheets, and other implementation supports.

## **6 — The Gift of Conflict: Turning Tension into Curiosity and Alignment**

8:30–11:30 AM CT | Room: B2 | CEUs: 3.0 BACB® LRN | Track: Supervision/Training  
Presenter: S. Shanun Kunnavatana

Conflict is one of the most common and costly dynamics in the workplace, yet it remains deeply uncomfortable and often avoided. Rather than treating conflict as something to suppress, this workshop reframes it as data — a signal that something in our systems or values may be out of alignment. In many organizations, tension emerges when there is a gap between what we say we value and what our systems actually reinforce.

This interactive workshop invites leaders, supervisors, and practitioners to view conflict not as an interpersonal skill gap, but as a systems feedback signal reflecting the values, behavior, and contingencies shaping culture beneath the surface. Grounded in the Values–Behavior–Systems framework, participants will learn to examine the root causes of conflict, trace them back to reinforcing contingencies, and identify system elements contributing to misalignment.

Participants will apply practical tools to realign systems with values and develop customized plans for small, actionable systems change that can be implemented post-workshop.

## **7 — Connecting Humor and Cognition: An RFT Approach to Building Humor Skills**

8:30–11:30 AM CT | Room: B3 | CEUs: 3.0 BACB® LRN | Track: Clinical Practice  
Presenters: Celia Heyman; Gertrude “Trudy” Georgio

Humor plays a pivotal role in social interaction, yet many individuals struggle with understanding and creating jokes effectively. This workshop explores the application of Relational Frame Theory (RFT) as a framework for teaching humor comprehension and production skills.

Participants will learn to identify incongruities in verbal and visual contexts,

recognize common humor patterns, and generate novel comedic associations by applying relational framing strategies. Instruction will follow a combination of programmed instruction and behavioral skills training (BST), including explanation, modeling, rehearsal, and feedback. Through supported practice activities, participants will strengthen generalization and application of humor skills in social and educational contexts.

## **8 — Know Yourself to Connect with Others: Building Stronger Professional Relationships Through Soft Skills**

8:30–11:30 AM CT | Room: A2A3 | CEUs: 3.0 BACB® LRN | Track: Supervision/Training

Presenters: Margaret Solomon; Kayla Lopez; Alyssa Barrera Lansford; Jared Van; Jewel Parham

Soft skills include both inter- and intrapersonal skills that are essential for fostering working relationships and the therapeutic alliance between professionals and families. While much research focuses on interpersonal skills, intrapersonal skills are often overlooked despite their importance in compassionate care and culturally responsive practice.

This beginner-level workshop explores environmental variables that shape soft skills development and perception. Through self-assessment, reflection, and discussion, participants evaluate existing soft skills training, identify areas for growth, and develop actionable strategies to improve interpersonal connections across diverse professional and cultural contexts.

[Purchase a Workshop here!](#)

# **APBA 2026 | Thursday 3/12 Workshops**

12:50 PM – 3:50 PM CT | PM Workshops

## **9 — Strengthening Supervisory Relationships Through Attunement and Reflection**

12:50–3:50 PM CT | Room: Bogue | CEUs: 3.0 BACB® LRN, 3.0 BACB® SUP | Track: Supervision/Training

Presenters: Linda LeBlanc; Nasiah Cirincione-Ulezi; Tyra Sellers

Effective supervision in behavior analysis requires more than technical expertise; it thrives on relationships grounded in trust, safety, and mutuality. Reflective supervision, rooted in relational attunement, fosters the insight, ethical responsiveness, and resilience essential for sustainable practice. The supervisory alliance provides the foundation for open dialogue, self-disclosure, and collaborative problem-solving. Guidance from the supervision literature emphasizes the importance of providing individualized support, tailoring supervision to the developmental level of the supervisee, and delivering ongoing performance feedback.

Building on these principles, this interactive workshop features skill demonstrations to model effective supervisory interactions, along with guided practice opportunities for participants to apply these skills in realistic scenarios. Through structured reflection, participants practice cultivating curiosity, responding flexibly to verbal and nonverbal behavior, maintaining relational presence, and repairing moments of misattunement. Attendees leave with concrete strategies for embedding reflection into supervision and strengthening supervisory relationships through attunement.

## **10 — Heads Up! The OIG Is Paying Attention—Are You Ready?**

12:50–3:50 PM CT | Room: Maurepas | CEUs: 3.0 BACB® LRN, 3.0 BACB® ETH | Track: Leadership/OBM

Presenters: Andi Waks; Jenna Minton; Mariel Fernandez; Chanti Fritzsching Waters

Medicaid payments for ABA services for children with ASD have increased substantially over the past several years, resulting in increased Federal and State scrutiny around ABA service delivery and billing practices. To date, the Office of Inspector General (OIG) has completed audits in Massachusetts, Wisconsin, and Indiana, finding over \$91.5 million in improper payments with an additional \$170.5 million in potentially improper payments.

While these findings are state-specific, they have broad implications for ABA providers nationwide. Using didactic and interactive discussion, this workshop reviews key OIG findings and lessons learned to inform organizational policies, improve documentation, align medical necessity with service delivery, and strengthen compliance systems to reduce risk and promote ethical ABA services.



## **11 — Augmented, Not Replaced: Practical and Ethical Use of AI in Applied Behavior Analysis**

12:50–3:50 PM CT | Room: D2D3 | CEUs: 3.0 BACB® LRN, 3.0 BACB® ETH | Track: Clinical Practice

Presenter: Adam Ventura

Artificial Intelligence (AI) is rapidly transforming the field of behavior analysis, offering new opportunities to streamline workflows, enhance decision-making, and increase access to evidence-based care. However, behavior analysts often lack formal training on how to implement these tools ethically and effectively.

This intermediate-level workshop equips participants with practical skills to integrate AI responsibly into applied settings such as assessment, supervision, report generation, and literature synthesis. Through behavioral skills training, scenario-based problem solving, and ethics-focused analysis, attendees learn to maintain human oversight while using AI to enhance, not replace, clinical judgment.

## **12 — Moving Beyond the Three Term Contingency: Rebalancing MTSS in Schools to Support Students with Interfering Behaviors**

12:50–3:50 PM CT | Room: C2 | CEUs: No CEUs | Track: Clinical Practice – Schools  
Presenters: Marney Dzialo (Pollack); Brandy Locchetta

This workshop examines the impact of private events on observable behavior and explores how belonging, autonomy, safety, and trauma shape student behavior in school contexts. Presenters situate the COVID-19 pandemic as a global trauma and discuss its implications for MTSS implementation and Tier 3 referrals.

Participants consider whether increased Tier 3 needs reflect unmet environmental conditions and explore strategies to rebalance MTSS through systems-based, collaborative approaches. Instruction includes BST, interactive discussion, and real-world case applications to support sustainable school-based practice.

## **13 — Creating Legally, Ethically & Evidentially Defensible FBAs & BIPs**

12:50–3:50 PM CT | Room: C3 | CEUs: 3.0 BACB® LRN, 3.0 BACB® ETH | Track:

Clinical Practice – Schools  
Presenter: Sonja de Boer

This workshop is designed for professionals who supervise, conduct, or implement FBAs and BIPs in school settings. Federal special education law provides limited guidance on FBAs and BIPs, resulting in variability and legal vulnerability.

Participants review federal law, case law, ethical codes, and new OSERS/OESE guidance. Using a comprehensive guidance tool, attendees evaluate their own reports and templates to strengthen legal defensibility, ethical integrity, and evidence-based practice while supporting effective collaboration between school teams.

### **23 – Hiring and Retaining A-Players: Building a Behavior-Analytic Hiring and Onboarding System**

12:50–3:50 PM CT | Room: B2 | CEUs: 3.0 BACB® LRN, 3.0 BACB® SUP | Track: Leadership/OBM

Presenters: Ann Beirne; Molly Ola Pinney

High turnover and staffing shortages disrupt continuity of care and strain organizations. This workshop introduces a behavior-analytic framework for designing hiring and onboarding systems that attract, select, and retain high-performing staff.

Participants develop behavior-based job descriptions, define an ideal team member profile, design structured hiring processes to reduce ghosting, and build onboarding systems that embed purpose, contribution, and meaning to support long-term retention.

### **14 – An Ethical and Collaborative Behavior Analytic Approach to Supporting Individuals with Extensive Support Needs Throughout Sexual Development**

12:50–3:50 PM CT | Room: B3 | CEUs: 3.0 BACB® LRN, 3.0 BACB® ETH | Track: Clinical Practice

Presenters: Jennifer Pollard; Erica McClure

This workshop addresses the ethics and practice of supporting sexuality development for individuals with extensive support needs. Topics include historical context, informed consent, collaboration with stakeholders, and

evidence-based interventions that promote dignity, self-determination, and safety throughout sexual development.

### **15 — Navigating Elopement and Wandering: Effective Strategies for Home, Clinic, and School**

12:50–3:50 PM CT | Room: A2A3 | CEUs: 3.0 BACB® LRN, 3.0 BACB® ETH | Track: Clinical Practice

Presenters: Kelly Bernard; Alexandra Tomei

Elopement and wandering present significant safety risks and are often under-addressed in assessment and treatment planning. This workshop reviews prevalence, risk factors, and treatment evolution, then introduces structured prevention protocols focused on transitions, staff training, and caregiver collaboration.

Participants engage in role play and behavioral skills training to develop assessment results and treatment goals that can be applied immediately in practice.

[Purchase a Workshop here!](#)

## **4:00 PM – 6:00 PM CT | 2-Hour Workshops**

### **16 — Enhancing Our Professional Practice: Exploring Neurodevelopmental and Behavioral Profiles in Emotional and Behavioral Disorders and ADHD**

4:00–6:00 PM CT | Room: Bogne | CEUs: 2.0 BACB® LRN | Track: Clinical Practice

Presenters: Cheri Rubio; Kristin Sinclair

Many BCBAs receive extensive training and experience in supporting individuals with autism. However, as the field of behavior analysis continues to grow, practitioners are increasingly called upon to serve a wider range of populations, including those with conditions that are less frequently studied but commonly encountered in educational and clinical settings. Conditions like ADHD and Emotional and Behavioral Disorders are associated with characteristic patterns of behavior and cognition that shape how individuals interact with their environments.

By developing an understanding of these typical behavioral profiles, behavior

analysts can more effectively and ethically conduct assessments, design interventions, and implement strategies that address both reducing challenging behaviors and promoting adaptive skills.

This workshop provides an overview of profiles for individuals with Emotional and Behavioral Disorders and ADHD. Presenters review common characteristics and behavioral patterns, highlight unique considerations for assessment and intervention, and discuss adaptations to standard behavior-analytic practices that can increase effectiveness and support ethical service delivery with these populations.

## **17 — Strengthening the Revenue Cycle in ABA Therapy: A Strategic, Data-Driven Approach**

4:00–6:00 PM CT | Room: Maurepas | CEUs: No CEUs | Track: Leadership/OBM  
Presenters: Michele Silcox-Beal; Julie Hernandez

As demand for Applied Behavior Analysis (ABA) therapy continues to grow, organizations are increasingly challenged by complex payer requirements, evolving Medicaid regulations, and operational inefficiencies that can impact financial sustainability. This presentation offers a strategic roadmap for revenue cycle leaders to navigate these challenges through proactive oversight, workflow automation, and team empowerment.

Drawing from real-world implementation within a multi-state ABA therapy organization, this session explores a tailored RCM checklist and dashboard model designed to elevate operational performance without sacrificing quality of care or staff engagement. Attendees learn how to build and leverage actionable KPIs such as First Pass Resolution Rate, Denial Rate, Credentialing Lag, and Patient Collection Metrics to drive targeted improvements and reduce aging A/R.

The session also highlights practical strategies to integrate compliance, streamline authorizations, and enhance patient collections through transparency and technology. This session provides tools to transform revenue cycle management from a back-office function into a strategic driver of growth.

## **18 — Universal Protocols: Applications Across Settings and Practical Implementation for the Non-BCBA**

4:00–6:00 PM CT | Room: D2D3 | CEUs: 2.0 BACB® LRN, 2.0 BACB® SUP | Track: Supervision/Training

Presenters: Victoria Diforte-Corona; Brittany Eastman; Shane Olson

This workshop focuses on the implementation of Universal Protocols (UniPro) as a compassionate, assent-based framework to enhance treatment fidelity and client outcomes. Participants are taught specific skills for identifying, adapting, and applying UniPro strategies across diverse treatment environments, with emphasis on building staff competency and confidence in supporting individuals with complex behavioral needs.

Instruction is delivered through a behavioral skills training (BST) model including verbal instruction, video demonstrations, guided practice, and feedback. Attendees participate in breakout sessions designed to support the creation of individualized treatment tools, enabling immediate application of workshop content to their own clinical practice.

Participants receive comprehensive electronic and physical handouts including step-by-step implementation guides, case study examples, fidelity checklists, and resource templates. This workshop is designed for practitioners at the beginner level who are looking to strengthen their skill set in applying structured yet flexible protocols that promote client safety, engagement, and assent.

## **19 — Building Psychological Flexibility: Using Acceptance and Commitment Therapy (ACT) to Reduce Burnout in Behavior Analysts and Their Teams**

4:00–6:00 PM CT | Room: C2 | CEUs: 2.0 BACB® LRN, 2.0 BACB® SUP | Track: Leadership/OBM

Presenters: Dani Pizzella; Kate Sadler

Workplace stress and burnout remain pressing issues for behavior analysts, who face unique professional stressors such as high caseloads, intensive ethical demands, and constant performance expectations. Burnout has been linked to reduced empathy, diminished professional effectiveness, and

increased turnover.

Evidence-based interventions grounded in Acceptance and Commitment Therapy (ACT) have demonstrated effectiveness in reducing psychological distress and enhancing workplace engagement through building psychological flexibility. This interactive workshop provides participants with practical skills to apply ACT strategies for reducing their own burnout and to integrate these same skills into supervision and staff support.

The training is designed at the intermediate level and is appropriate for behavior analysts seeking to expand their applied skill set in workplace well-being and resilience.

## **20 — Sexuality Education for Learners with Autism and Related Disorders: What to Teach and How to Teach It**

4:00–6:00 PM CT | Room: C3 | CEUs: 2.0 BACB® LRN | Track: Clinical Practice  
Presenter: Jessica Cauchi

This workshop focuses on sexuality education across the lifespan for learners with intellectual and developmental disabilities including autism spectrum disorders, fetal alcohol syndrome disorders, acquired brain injury, and more. Participants learn what skills are appropriate to teach learners of all ages and how to choose goals for individual learners.

Strategies for incorporating goals into teaching plans and collaborating with parents and related stakeholders are highlighted. Participants learn practical teaching strategies and ideas to make sexuality education accessible and effective for all learners.

## **21 — Inside the APBA Accreditation Process: Understanding the Standards and Preparing Your Program**

4:00–6:00 PM CT | Room: B3 | CEUs: No CEUs | Track: Accreditation  
Presenters: Molly Dubuque; Dawn Bailey; Jonathan Baker

This workshop is designed for academic program directors, faculty, and

training coordinators considering or preparing for APBA Accreditation. The session provides a step-by-step overview of the accreditation process, including timelines, required materials, and review procedures.

Attendees are introduced to the six standard suites and the individual standards within each, with a focus on the core components reviewers assess when evaluating program conformance. Participants gain clarity and direction to support thoughtful and efficient preparation for accreditation.

## **22 – Using Acceptance and Commitment Training (ACTr) in Clinical Practice for Parents and Caregivers**

4:00–6:00 PM CT | Room: A2A3 | CEUs: 2.0 BACB® LRN | Track: Clinical Practice  
Presenter: Alyssa Wilson

Parents and caregivers of children with complex health needs often report lower rates of health and wellbeing. Research has shown the effectiveness of acceptance and commitment training protocols within parent coaching contexts, particularly for reducing stress, increasing values-based action, and strengthening the parent-child relationship.

This workshop provides an overview of how behavior analysts can conceptualize ACTr behaviorally, arrange ethical interventions for parents and caregivers, and identify potential ethical dilemmas and solutions. Instruction includes didactic content, conceptual review, and real-play practice opportunities using behavioral skills training and observational learning.

**[Purchase a Workshop here!](#)**