

Dr. Kevin Luczynski

**Biography**

Dr. Luczynski is Board Certified Behavior Analyst who has been at the forefront of research and clinical practice in applying the science of behavior analysis to promote the prosocial development of neurodiverse and neurotypical learners. He treated learners who exhibit severe program behavior on the Neurobehavioral Unit at the Kennedy Krieger Institute, a partner with Johns Hopkins Medicine, and concurrently earned his master's degree at the University of Maryland, Baltimore County (2004-2006). He served as a teacher in the Edna A. Hill Child Development Center at the University of Kansas and as a consultant with Head Start classrooms in Springfield, Massachusetts, where he earned his doctoral degree under the mentorship of Dr. Gregory Hanley at Western New England University (2007-2011). During this time, he also delivered early intensive behavioral intervention to school-aged children at the New England Center for Children. Over the last decade, he developed a telehealth program and prosocial interactions program at the University of Nebraska Medical Center, where he mentored 11 doctoral students (2012-2022).

Dr. Luczynski was peer-elected to three consecutive 3-year terms as an Editorial Board Member of the *Journal of Applied Behavior Analysis* (2013-2022). Dr. Luczynski's frequency of reviewing manuscripts placed him within the top 20 scholars who reviewed for the *Journal of Applied Behavior Analysis*, which indicated a notable professional commitment to evaluating the scientific rigor of applied research. He has also served as a Guest Associate Editor for numerous manuscripts submitted to the *Journal of Applied Behavior Analysis*. He has served as an ad-hoc reviewer for 15 other journals related to studying how humans and nonhumans learn.

Dr. Luczynski has over 30 publications, and several have been selected by the Associate Editors to serve as the lead article in publication issues. Of note, nearly all his research has been published in the flagship applied journal in the field, the *Journal of Applied Behavior Analysis*. He has served as a co-investigator and manager of grant contracts from the Department of Defense and local agencies totaling more than one million dollars. Dr. Luczynski's scholarship efforts have been driven by the needs of learners he has served. As examples, he has led a randomized clinical trial to prevent the development of severe problem behavior using the Preschool Life Skills, coach adults to implement early-intervention procedures via telehealth, coach parents how to embed early communication skills with their autistic child during play after receiving an ASD diagnosis, assess technological advancements in measuring sleep disturbances in families homes, improve the efficacy of establishing early friendship skills with neurotypical and neurodiverse learners, and improve morality by teaching children to report honestly about misdeeds.

Dr. Luczynski has recently broadened his professional mission so he can inspire and coach others through consultation how to be comfortable and confident in implementing universal values, procedures, and skills so that meaningful improvements can be achieved in the lives of neurotypical and neurodiverse learners.

**Universal Values, Procedures, Skills: A Universal Starting Point for Neurotypical and Neurodiverse Learners (3 CEUs)**

**Abstract**

There is heightened importance in the field of Applied Behavior Analysis to provide compassion care in a way that (a) empowers the skill development of learners and implementers, (b) prioritizes rapport by making peaceful toward treatment goals, and (c) strives to achieve meaningful life improvements guided by learner and stakeholder participation. Although there has been historical precedence, a teaching approach named the skill-based treatment has highlighted values, procedures, and skills that may represent a universal starting point for establishing a foundation of joy, communication, accepting disappointment, self-control in the form of waiting by cooperating, and waiting by self-entertaining (Hanley et al, 2014; Rahaman & Luczynski, *in review*; Ruppel et al., 2021). Research shows this approach decreases challenging problem behavior that can be a barrier to important learning and inclusion opportunities, and the approach is highly amenable as a universal starting point for professionals and caregivers. I will provide rationale for and application examples of universal values, teaching procedures, and skills that professional analysts, educators, and caregivers can implement in a one-on-one format with neurotypical and neurodiverse learners.

**Learning Objectives**

1. Describe and provide an example of how to promote communication, accepting disappointment, waiting by cooperating, and waiting by self-entertaining by teaching from joy.
2. Increase capacity to share examples of how to respond to noncooperation and mild problem behavior in a way that maintains rapport while still making peaceful progress toward teaching goals.
3. Provide examples of skill modifications, teaching modifications, and teaching enhancements to meet the cultural expectations of the learner and accommodate different language and cognitive ability of learners.

**Evaluating the Protective Effects of a Skill-based Treatment Approach on Behavioral Readiness with Neurodiverse Learners (1 CEU)****Abstract**

Behavioral readiness can take the form of learners reliably exhibiting communication and self-control skills during challenging situations known to influence problem behavior. A program called Balance, which was implemented in families' homes by caregivers, demonstrated the efficacy of a skill-based approach that included teaching with synthesized reinforcement, probabilistic reinforcement, and contingency-based delays on decreasing emerging problem behavior with neurodivergent children diagnosed with ASD. Caregivers were highly satisfied with the meaningful outcomes achieved using the approach. However, if a primary goal is to teach professional analysts, caregivers, and teachers how to achieve a universal starting point that protects children from exhibiting problem behavior during a wide range of challenging situations, a more thorough assessment of the effects produced by the approach was warranted. I will share outcomes from Dr. Javid Rahaman's dissertation in which he conducted a systematic study on the protective effects that follow from a skill-based treatment approach across a variety of challenging situations known to influence problem behavior.

**Learning Objectives**

1. Describe two primary challenging situations that represent a universal starting point for behavioral readiness.
2. List and provide rationale for the universal teaching procedures.
3. Explain which procedures help maintain rapport with learners throughout the teaching approach.

Dr. Worner Leland

**Biography**

Worner Leland, MS, BCBA, LBA (they/them) is a former researcher and educator with Upswing Advocates, a current educator with Sex Ed Continuing Ed, a current collaborative writer with the Assent Lab, and a past president of the Sexual Behavior Research and Practice SIG of ABAI. Their work focuses on sex education, assent and consent education, and harm reduction and coercion reduction education in behavior analysis.

**Title**

Teaching Consent: Building Skills Across the Lifespan for Giving and Receiving and Embodied "Yes" (3 CEUs)

**Abstract**

Although often thought to be a skill within the domain of sexual behavior and one tied to the prevention of sexual assault and coercion (Beres, 2020), consent is an interlocking contingency which is necessary for honoring autonomy and human rights across the lifespan both within and outside of sexual contexts. Because of this, consent-giving and consent-honoring are skills that should be taught and facilitated from birth onward. Emerging research on consent continuums (Brady et al., 2017; Whittington, 2021) point to a need for expansive education and an approach rooted in functional contextualism, however it may be difficult for practitioners to assess and identify which components of consent skills may be in a learner's repertoire, and where they should start with teaching consent. This workshop will empower practitioners to identify critical consent skills, to facilitate consent exchanges in early education, and to teach social and safety skills for giving consent and for honoring others' consent across the lifespan. Additionally, this workshop will empower practitioners to teach about consent in accessible components based on a learner's current repertoire. Empirically supported research will be shared as applicable and content limitations and risks of practice will be discussed.

**Learning Objectives**

1. Generate a list of both sexual and non-sexual behaviors which require consent.
2. Demonstrate the use of decision making trees for teaching consent skills to a learner when given a scenario.
3. Demonstrate the use of preference assessments for teaching consent skills to a learner when given a scenario.
4. List critical steps for facilitating consent-centric interactions.

**Title**

Responsibility with Power, Assent, and Trust Building (1 Ethics CEU)

**Abstract**

When working as a helping professional, it is critical to be cognizant of the power dynamics inherent in that role, and to utilize power responsibly. Differing from the Professional and Ethical Compliance Code (BACB, 2014), The Ethics Code for Behavior Analysts (BACB, 2020) introduces a definition of client assent, and provides guidance around obtaining client assent in addition to obtaining consent both in research and in practice. This presentation focuses on the responsible use of power, and creating contexts to increase the probability of occasioning and reinforcing authentic expressions of assent and dissent. A concept analysis of pairing and a concept analysis of trust will be presented, and critical differences between the two will be examined.

**Learning Objectives**

1. Identify components of the Ethics Code for Behavior Analysts (BACB, 2020) related to consent, assent, and responsible use of power.
2. Generate examples of both vocal and non-vocal responses indicating assent and withdrawal of assent.

3. Discriminate between critical features of “pairing” and critical features of “trust” in a proposed concept analysis.

Dr. Alice Shillingsburg

**Biography**

Alice Shillingsburg, PhD, BCBA-D, LP is the Yale Family Endowed Professor and Director of the integrated Center for Autism Spectrum Disorders at the University of Nebraska Medical Center's Munroe-Meyer Institute. She received her PhD in child clinical psychology at Auburn University and completed her APA Accredited doctoral Internship at the Marcus Institute in Atlanta, GA. In prior roles, she has served as Sr. Vice President of Children's Clinical Services and Training at May Institute, Director of the Language and Learning Clinic at Marcus Autism Center, and previously held an appointment as Associate Professor at Emory University School of Medicine in the Department of Pediatrics.

Dr. Shillingsburg's research and clinical interests involve the development and implementation of comprehensive and focused interventions to promote robust, meaningful skill development for children and adolescents diagnosed with autism. Her clinical interests focus heavily on increasing access to high quality, compassionate care serving autistic individuals and their families. Dr. Shillingsburg has supervised numerous pre-doctoral and post-doctoral fellows and enjoys mentoring early career researchers and clinicians. She has published over 60 empirical research articles and book chapters, is current Editor-in-Chief of Operants Magazine, and is past Associate Editor for the Journal of Applied Behavior Analysis and The Analysis of Verbal Behavior. She is appointed to several editorial boards and is regularly invited to speak at national conferences.

**Title**

What You Teach and How You Teach Matters (1 CEU)

**Abstract**

Children with autism present with a wide range of strengths and needs. Many children with autism benefit from intensive intervention to learn critical skills such as communication, play, social, and daily living skills. Designing treatment plans that prioritize meaningful skills and implementing effective and efficient procedures that achieve these goals is critical. The applied verbal behavior (AVB) approach is an approach to intervention that prioritizes active child engagement, socially motivated interactions, and efficient programming to produce meaningful outcomes quickly. This presentation will provide an overview of the components of the AVB approach, with an emphasis on moving from directly taught skills to promoting generative, flexible repertoires.

**Learning Objectives**

1. Attendees will describe the applied verbal behavior approach.
2. Attendees will describe the importance of directly teaching skills as well as the importance of promoting generative flexible skills.
3. Attendees will describe the importance of prioritizing socially directed skills

Dr. Shahla Alai- Rosales

**Biography**

Shahla Alai-Rosales, PHD, BCBA-D, CPBA-AP is an Associate Professor in the Department of Behavior Analysis at the University of North Texas. She has taught courses in Texas, Europe and the Middle East on a variety of topics, including ethics, early autism intervention, parent training, behavioral systems, applied research methods, technology transfer, behavior change techniques, and cultural diversity. Shahla has served on several boards and disciplinary committees and has published and presented research on social justice, ethics in early intervention, play and social skills, family harmony, and supervision and mentoring. Shahla has more than four decades of experience working with families and has trained hundreds of behavior analysts. She has received awards for her teaching, her work with families, and for her work in the community. She is an Associate Editor for Behavior Analysis in Practice and is co-author of *Building and Sustaining Meaningful and Effective Relationships as a Supervisor and Mentor* (LeBlanc, Sellers & Alai, 2020) and *Responsible and Responsive Parenting in Autism: Between Now and Dreams* (Alai-Rosales & Heinkel-Wolfe, 2022).

**Title**

Caring Hearts at the Intersection of Autism and Culture (1.5 Ethics CEUs)

**Abstract**

What are the relations between science, ethics and progress in Applied Behavior Analysis? How does this relate to Autism? To explore this question, we look at the progression of intensive interventions in autism. This will include: an overview of the changing foundational premises of our discipline; the emergence, impact and metamorphosis of early intervention configurations; the rapid expansion of services and service providers; and, the concerns voiced by people of color and autistic people. The proliferation of behavior analysis in autism services has brought both growth and growing pains. When facing the painful dimensions of growth, we can either choose to be complacent or humbly act to progress as an applied science that cares deeply for the people we serve. Concepts complementary to our science can offer meaningful ways to strengthen our caring hearts to honor individual and the collective.

**Learning Objectives**

1. To identify the relations between science, ethics and progress in ABA.
2. To identify growth and growing pains.
3. To identify probable outcomes of different actions in the face of rapid growth.
4. To identify resources for advancing caring, progressive and culturally responsive practices in ABA.

Dr. Thomas Higbee

**Biography**

Dr. Thomas S. Higbee is Professor and Department Head in the Special Education and Rehabilitation Counseling Department at Utah State University, where he has worked since 2002. He is also the Executive Director of the Autism Support Services: Education, Research, and Training (ASSERT) program, an early intensive behavioral intervention program for young children on the autism spectrum that he founded in 2003. He is a doctoral-level Board Certified Behavior Analyst (BCBA-D) and a Licensed Behavior Analyst in the state of Utah. The primary focus of his research is on the development of effective supports for children on the autism spectrum and with other developmental disabilities. His secondary research focus is on the development of effective strategies for supporting the parents and professionals who love and support these children. He is a former associate editor for the Journal of Applied Behavior Analysis (JABA) and the European Journal of Behavior Analysis. Dr. Higbee is committed to the broad dissemination of evidence-based supports for students on the autism spectrum and with related disabilities and has helped to create intensive behavior analytic preschool and school programs for these children in Brazil, Russia, Portugal, and throughout his home state of Utah. He is the past president of the Utah Association for Behavior Analysis (UtABA) and has served as a member of the Practice Board of the Association for Behavior Analysis International (ABAI) and the Utah Psychologist Licensing Board.

**Title**

Strategies for Building Independence and Complex Social Play in Young Children on the Autism Spectrum (1 CEU)

**Abstract**

Play serves an important function in the lives of young children. Through play, children learn about the world around them and come to understand the social rules and conventions that define the human experience. Many young children on the autism spectrum, however, do not develop the skills necessary to play appropriately with other children or even when alone. Over the past several years, behavioral researchers have developed support strategies to teach young children with autism to play using a visual cuing system called photographic activity schedules in combination with social scripting and script fading. In the current presentation, strategies for using activity schedules and script fading to promote both independent and complex social play will be described and discussed. Recent research illustrating the effective use of activity schedules and script fading to promote complex social play between children on the autism spectrum and their typically developing peers will also be presented and discussed.

**Learning Objectives**

1. Describe how photographic activity schedules can be used to promote independence
2. Describe how social scripting/script fading can be used to promote social interaction
3. Describe how these two techniques can be combined to promote complex social behavior

Dr. Caoi Miguel

**Biography**

Dr. Caoi Miguel is a professor of psychology and director of the Verbal Behavior Research Laboratory at California State University, Sacramento. He holds adjunct appointments at Endicott College, MA., and at the University of São Paulo, Brazil. He is the past-editor of *The Analysis of Verbal Behavior* and past-Associate editor for the *Journal of Applied Behavior Analysis*. Dr. Miguel's research focuses on the study of verbal and verbally-mediated behaviors. He has given hundreds of professional presentations in North America, South America and Europe, and has had over 70 manuscripts published in English, Portuguese, and Spanish. He is the recipient of the 2013-2014 award for outstanding scholarly work by the College of Social Sciences and Interdisciplinary Studies at Sacramento State, the 2014 Outstanding Mentor Award by the Student Committee of the Association for Behavior Analysis International (ABAI), the 2019 Award for Excellence in Teaching Verbal Behavior from the Verbal Behavior Special Interest Group of ABAI, and the 2019 Alumni Achievement Award from the Department of Psychology at Western Michigan University.

**Title**

Bidirectional Naming and the Integrative Verbal Behavior Approach

**Abstract**

The term bidirectional naming (BiN) has been used to describe the integration of listener and speaker behaviors that leads to speaking with understanding. In other words, it is the basic behavioral unit for the establishment of verbal behavior. In this talk, I will explain the importance of bidirectional naming, as well as how it is established during a typical child's development. Finally, with examples from the behavior analytic literature, I will suggest ways by which some of the skills that lead to the development of BiN can be targeted and prioritized during intervention with early learners diagnosed with autism and other developmental disabilities. The emphasis on teaching developmentally appropriate cumulative-hierarchical skills that allow children to learn from natural contingencies of reinforcement is the hallmark of the integrative approach to verbal behavior.

**Learning Objectives**

1. Participants will be able to define Bidirectional naming and differentiate it from tacts/naming
2. Participants will learn to describe all skills associated with the development of BiN
3. Participants will learn strategies to remedy failures to perform verbally (acquire BiN).