



8:00 am Registration

9:00 – 12:00 pm **Raising the Bar: Professional and Ethical Behavior in Applied Practice \*BACB\*APA**  
**Jane Barbin, Ph.D., BCBA-D, LBA Behavioral Directions, LLC**  
**Stacey McIntyre, M.A., BCBA, LBA Ivymount**

Professional and ethical behavior is essential for high quality practice and effective advocacy for individuals whom we serve. Increased numbers of individuals exiting behavior analytic training programs and entering practice have limited training in professional behavior. Data on the inclusion of professional/ethical objectives in behavior analysis training programs will be discussed. Additional topics will include:

- (1) Use of behavior analytic principles (e.g., shaping, reinforcement) and communication skills (e.g., establishing shared goals, translational language, open communication) to improve outcomes when working across settings;
- (2) Necessary professional behaviors that can improve outcomes in multi-disciplinary collaboration;
- (3) Critical system components that support ethical and professional behavior including clear job descriptions, initial and ongoing training (e.g., modeling, shadowing, immediate feedback, consistent supervision, professional evaluations, practicing within the area of your competency and training needs based on participant and parental input).

Learning Objectives:

- Participants will describe strategies to effectively interact with administrators, service coordinators, educators, or parents who present challenges to “buy-in” and the proper implementation of behavior analysis.
- Participants will participate in an interactive exercise on topics related to ethics which challenge practitioners.
- Participants will improve performance management using the principles of behavior analysis to establish successful outcomes with parents and staff.
- Participants will use tools to write contracts for home and school/agency based services to promote ethical practice.
- Participants will describe a plan to further develop his/her professional training over the next year.

**Dr. Jane Barbin** is a Licensed Clinical Psychologist, Licensed Behavior Analyst, and a Board Certified Behavior Analyst-Doctoral in Virginia. She founded Behavioral Directions, LLC in 2001 and serves as Executive Director providing behavioral consultation services to parents, caregivers and local school districts. Upon completion of her Ph.D. in Clinical Psychology at Louisiana State University, Dr. Barbin trained in Behavioral Psychology at Johns Hopkins University School of Medicine and Kennedy Krieger Institute. She is the founding director of the Ivymount School Autism Program in Maryland and has practiced for over 20 years. She has served on the Board of the Association for Science in Autism Treatment, the Virginia Statewide Autism Planning Council and is past-president of the Maryland Association for Behavior Analysis. Dr. Barbin has been an invited speaker on effective, behavioral consultation in homes and schools and quality indicators in autism treatment.

**Stacey McIntyre** is the Clinical Director at The Ivymount School, where she supervises a team of behavior analysts who conduct functional assessment, develop function-based treatment plans and train staff in the principles of Applied Behavior Analysis to best meet students’ learning needs. She is a Licensed Behavior Analyst with over 15 years of experience working with individuals with autism and other developmental disabilities, their families and local school districts. She holds a master’s degree in Applied Behavior Analysis from University of Maryland, Baltimore County, where she received extensive training in the assessment and treatment of challenging behavior at the Kennedy Krieger Institute. Prior to her current role at The Ivymount School, she worked as a consultant in the Washington DC area and as a supervisor for the Ivymount Autism Program. Stacey has participated in several data-based presentations at local and national conferences and parent/school groups. She has presented on several topics, including the assessment and treatment of problem behavior, effective autism treatments, student learning needs and ethics and professionalism. In addition, Stacey is a member of the Executive Council for the Maryland Association for Behavior Analysis and serves as the organization’s Legislative Committee Chair. Her professional interests include staff training and supervision.

12:00 **Lunch on your own/Registration for afternoon session**

1:00 – 4:00 pm

**Treatment Integrity in Early Intervention**  
**Tiffany Kodak, Ph.D., BCBA-D**

Although the literature on skill acquisition shows that behavior analysts have effective and efficient interventions for teaching consumers new skills, the integrity with which skill-acquisition programs are implemented affects learning. Strategies that promote the integrity of behavioral interventions are increasingly important to ensure that the expanding number of behavioral providers are implementing interventions with a level of accuracy that is likely to lead to beneficial outcomes. This workshop will review the literature on treatment integrity and skill acquisition, describe the influence of various types of errors in instruction on learning outcomes, identify ways to measure treatment integrity during service delivery, and discuss strategies to promote high levels of integrity in service delivery.

Learning objectives:

- Attendees will distinguish between errors of omission and commission.
- Attendees will be able to describe more and less stringent measures of treatment integrity.
- Attendees will identify ways to design data collection procedures for treatment integrity.

**Dr. Tiffany Kodak** is an Assistant Professor in the Experimental Psychology program at the University of Wisconsin-Milwaukee. Dr. Kodak is a licensed psychologist, licensed behavior analyst, and a Board Certified Behavior Analyst- Doctoral (BCBA-D). Dr. Kodak is the Executive Director of the Center for Language Acquisition and Social Skills Intervention, which provides services to children with autism in Ozaukee and the surrounding counties. She is currently an Associate Editor for the *Journal of Applied Behavior Analysis* and *Learning and Motivation* and is on the editorial boards of *The Analysis of Verbal Behavior*, *Behavior Analysis in Practice*, and the *Review Journal of Autism and Developmental Disorders*. Her research interests in the area of early intervention for children with autism spectrum disorder include increasing the efficiency of academic instruction, treatment integrity, assessment-based instruction, verbal behavior, and computer-assisted instruction.