

MARYLAND ASSOCIATION FOR BEHAVIOR ANALYSIS

A Chapter of the Association for Behavior Analysis,
International

28th ANNUAL MEETING

DECEMBER 4-5, 2025

Hyatt Regency Inner Harbor

Maryland Association for
Behavior Analysis



A Chapter of
the Association
for Behavior
Analysis,
International



Day 1 Workshops

Thursday, December 4th, 2025 Constellation Ballroom (All invited events)

8:00 AM Registration

9:00 AM Katherine Brown, Ph.D., BCBA-D, LBA, LCMHC
Utah State University | (*3 BACB/APA CE)

12:00 PM BREAK

1:00 PM Heather McGee, Ph.D.
Western Michigan University | (*3 BACB/APA Supervision CE)

4:15 PM Sponsor Networking Event and Happy Hour hosted by Ally Behavior Centers
Atrium
4:15 PM - 6:00 PM

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Day 2 Invited Speaker Presentations (60 min)

Friday, December 5th, 2025 Constellation Ballroom (All invited events)

7:30 AM Registration and Breakfast

8:15 AM Presidential Address

8:30 AM Brian Greer, Ph.D., BCBA-D
Children's Specialized Hospital | (*1 BACB/APA CE)

9:50 AM Meeta Patel, Ph.D., BCBA-D
Clinic 4 Kidz | (*1 BACB/APA CE)

11:05 AM Megan DeLeon Miller, Ph.D., BCBA-D
Do Better Collective | (*1 BACB/APA CE)

12:05 PM LUNCH (It's on us! Enjoy!) 

1:40 PM Bruce Tinor, Ed.D, BCBA, LBS
Saucon Valley School District | (*1 BACB/APA CE)

2:55 PM BAAC Update

3:00 PM Ivy Chong, Ph.D., MBA, BCBA-D
Little Leaves | (*1 BACB/APA CE)

4:00 PM Raffle Announcement

4:15 PM Poster Session & Reception hosted by Blue Gems ABA
Harborview and Atrium
Poster Session 4:15 PM - 5:30 PM
Reception 4:15 PM - 6:30 PM

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We will be using BehaviorLive (available for download in the appstore). Be sure to check in within the first 10 minutes of each talk and check out during the last 10 minutes. Please contact support@behaviorlive.com with any questions or if technical assistance is needed. MABA is an approved ACE provider for Type 2 CE Events. Please see the MABA staff member for assistance in the Constellation Ballroom.

CEs must be purchased separately and may not be purchased after 1/17/26. If you have not purchased CEs yet, you can purchase them on the MABA website until that date.



Partnering with Families: A Family-Centered Applied Behavior Analysis (ABA) Approach

Introduced by Justin Boyd, Kennedy Krieger Institute

An essential aspect of behavior-analytic services is collaborating with stakeholders (e.g., caregivers) to develop interventions that incorporate stakeholder preferences, needs, and contextual variables, in addition to those of the client. Recent research has called attention to potential gaps in behavior analysts' consideration of family values and dynamics when designing and implementing behavioral treatments. Family-centered care is an approach that emphasizes the client as part of a larger family system and is used in a variety of medical and mental health services to promote family–provider collaboration and improve care. This workshop will review key information pertaining to family-centered practices in behavior analysis and provide practical resources for practitioners to adopt in their own clinical settings. In addition, this workshop will actively facilitate and create intentional space for clinicians to discuss and practice the use of family- centered practices.

Dr. Katherine Brown is an assistant professor at Utah State University and Co-Director of the Behavior Support Services Clinic that provides behavioral assessment and treatment of severe challenging behaviors. She is a doctoral-level Behavior Certified Behavior Analyst (BCBA-D), as well as a Licensed Behavior Analyst (LBA) and a Licensed Clinical Mental Health Counselor (LCMHC) in the state of Utah. Her research aims to advance the assessment and intervention of severe problem behavior exhibited by individuals with intellectual and developmental disabilities. She is passionate about behavior-analysts' use of family-centered approaches to promote family– provider collaboration and improve care in behavior analysis. She is particularly interested in researching variables that impact caregiver adherence to behavior interventions, as well variables that impact the longevity and generality of behavioral treatment outcomes.

PM Workshop**Using Organizational Behavior Management (OBM) Tools to Improve Supervision in ABA Organizations**

Introduced by Kate Pudpud, UMBC

Providing effective staff supervision requires first defining the job and performance requirements, then designing and implementing training and management systems around those requirements. This workshop will introduce and provide hands-on practice in the use of performance support tools to assist supervisors in this important undertaking. Attendees will learn how to create job models and task analyses for staff performance, conduct performance assessments to determine training and performance management needs, and design effective training and performance monitoring and management systems. Opportunities for clients is an increasingly common strategy to involve clients in therapeutic decisions within behavior analysis. The purpose of this workshop is to further advance the conceptualization and understanding of assent and assent practices by refining previous definitions and conceptualizations of assent and defining essential considerations for embedding assent into practice.

Dr. Heather McGee is a professor in the Department of Psychology at Western Michigan University and chair of the industrial organizational behavior management program. She received her B.S. (1998), M.A. (2003), and Ph.D. (2004) from WMU. Dr. McGee is also co-founder of Performance Blueprints, a performance improvement consulting firm specializing in helping small businesses, non-profits & human service settings by providing a variety of consulting and training services. Dr. McGee has designed, developed and implemented organizational performance solutions in a variety of industries and settings, including autism service agencies, the pharmaceutical industry, education, and health and human services. These solutions have included performance-based instruction, performance management, behavioral systems changes, and strategic planning initiatives.

Pursuing Behavioral Inoculation Through Coordinated Basic, Translational, and Applied Research



Introduced by Vanessa Ungarino, UMBC

Although the translation of basic research findings to applied practice has been strongly encouraged in behavior analysis for decades, contemporary examples of bridging the two ends of this continuum are somewhat rare. Similarly uncommon are examples of so-called “reverse translation,” in which behavioral phenomena from the clinic, school, or other applied setting are brought into the laboratory for further empirical scrutiny. Indeed, meaningful and productive interactions between basic and applied researchers in behavior analysis appears to be severely lacking. In this presentation, I will outline how the recent increase in research on treatment relapse represents a marked departure from these troubling trends, while commenting on the ways in which this work has reinvigorated bidirectional research in behavior analysis. Specific examples from an ongoing collaboration between basic and applied researchers will be highlighted, as will considerations for developing new lines of collaborative research beyond that of treatment relapse in hopes that others will similarly heed these longstanding calls for greater integration of basic and applied behavioral science.

Dr. Brian D. Greer, Ph.D., BCBA-D directs the Children's Specialized Hospital–Rutgers University Center for Autism Research, Education, and Services (CSH–RUCARES). He is a tenured associate professor in the Department of Pediatrics at Robert Wood Johnson Medical School and a core member of the Brain Health Institute at Rutgers University. He received a Bachelor of Science in psychology from the University of Florida, a Master of Arts in applied behavioral science and a Ph.D. in behavioral psychology, both from the University of Kansas. He later completed a postdoctoral fellowship at the University of Nebraska Medical Center. Dr. Greer is a current associate editor of the *Journal of the Experimental Analysis of Behavior*, former associate editor of the *Journal of Applied Behavior Analysis*, and he has served as an associate editor, guest associate editor, or guest editor for *Behavioral Development*, *Perspectives on Behavior Science*, *Learning and Motivation*, and *Behavior Analysis in Practice*. He is the 2013 recipient of the Baer, Wolf, and Risley Outstanding Graduate Student Award; the 2019 recipient of the Award of Excellence from the Heartland Association for Behavior Analysis; the 2019 recipient of the B. F. Skinner Foundation New Researcher Award; and in 2020, he was awarded Contribution of the Year from the *Journal of Applied Behavior Analysis*. Dr. Greer is a former Executive Director of the Society for the Quantitative Analyses of Behavior and a three-time recipient of the Loan Repayment Program Award from the National Institutes of Health. He and his colleagues have received continuous federal funding for their work since 2014.

Assessment and Treatment of Feeding Problems in Children: Developing a Starting Point for Treatment Using an Intensive Home-Based Approach



Introduced by Julianna del Cañal, UMBC

Children with feeding difficulties often face a range of challenges related to eating and drinking. For example, some children may exhibit significant behavioral issues (such as crying, aggression, or self-injury) when presented with any food or liquid, which can eventually lead to tube dependency. Other children may only demonstrate problem behaviors in response to specific foods or liquids—such as selectivity based on type, texture, or presentation format—resulting in nutritional deficiencies and potential social stigma. Additionally, some children may eat a variety of foods but in limited quantities, which can lead to poor weight gain. These feeding challenges are typically addressed by a single professional or a multidisciplinary team that may include a pediatric gastroenterologist, occupational or speech therapist, nutritionist, and/or behavioral psychologist/behavior analyst. Treatment options can take place in a clinic, hospital, or home setting. The goal of this presentation is to provide an overview of the assessment and treatment of feeding problems in children using an intensive home-based model. More specifically this presentation will highlight how clinicians can determine the starting point for treatment based on the type of feeding problem. This session is designed to help BCBAs and BCaBAs understand how feeding assessment and treatment can begin in less controlled environments, offering insights on determining the best starting point for treatment. Additionally, video recordings will be shown, illustrating a patient's journey from the start of treatment to discharge.

Dr. Patel has been working with children with autism and other disabilities for 30 years. She is a Board Certified Behavior Analyst. Dr. Patel received her PhD in Psychology with an emphasis in Behavior Analysis under the supervision of Dr. James Carr, Dr. Patrick Ghezzi, and Dr. Sidney Bijou. She completed a post- doctoral fellowship at the Kennedy Krieger Institute and Johns Hopkins University School of Medicine under the supervision of Dr. Cathleen Piazza and Dr. Wayne Fisher. Dr. Patel joined the faculty at the Marcus and Kennedy Krieger Institutes in 2001 and Emory University School of Medicine in 2002. Dr. Patel was a case manager in the Pediatric Feeding Disorders and Early Intervention Programs at the Marcus and Kennedy Krieger Institutes from 2001-2003. In 2003, she started Clinic 4 Kidz, which is a Home-Based Interdisciplinary Pediatric Feeding Disorders Program. Currently, she serves as the Executive Director of Clinic 4 Kidz. Dr. Patel is also an Adjunct Clinical Assistant Professor in the Department of Pediatrics, Division of Gastroenterology at Stanford University School of Medicine. Her research and clinical interests focus on treating feeding problems in children who have underlying medical issues or children diagnosed with avoidant/restrictive food intake disorder. In addition, she has expertise in working with children with autism and other developmental disabilities. She is currently an associate editor for *Frontiers in Child and Adolescent Psychiatry* and is on the editorial boards of *Behavior Analysis in Practice* and *Journal of Developmental and Physical Disabilities*. Dr. Patel also serves as a guest reviewer for several behavioral and pediatric journals. She has published research studies in peer-reviewed journals and has authored invited book chapters. Dr. Patel has also been invited to present at numerous conferences and at various hospitals all over the world. Dr. Patel also serves on the Board of Trustees for the Schools of the Sacred Heart, San Francisco and on she is on the Clinical Advisory Board for the MEAL PlanR project funded by the Georgia Research Alliance.

ABLLS-R, AFLS, VBMAPP, ESDM, PEAK!?! Choosing the Right Assessment

Introduced by Melanie Gray, Verbal Beginnings

A variety of assessment options exist for identifying skills to target for learners diagnosed with Autism and other developmental disabilities. Many practitioners are trained on a specific assessment but may need more training to evaluate the appropriateness of that assessment for the learner. This presentation discusses how to individualize the assessment process to create the most effective intervention program for each learner. Additionally, video examples are provided that demonstrate how to observe a learner and assess skills without using a commercially available assessment.

Dr. Megan Miller is a globally recognized behavior analyst, author, and speaker with over 20 years of experience supporting autistic individuals and advancing the field of behavior analysis. Her work centers on translating research into individualized, person-centered practices that promote autonomy, connection, and meaningful engagement. Megan has delivered more than 100 invited presentations across five continents and is known for bringing grounded, research-informed perspectives that encourage continued learning. She is the author of two book chapters and several peer-reviewed articles, with a focus on neurodiversity-affirming, trauma-informed approaches that move the field forward. As the founder of the Do Better Collective, Megan leads an international community of behavior analysts, educators, and service providers dedicated to compassionate, evidence-aligned practice. Her work blends scientific integrity with real-world application, helping professionals build inclusive systems rooted in dignity, curiosity, and shared humanity.

Fostering Success: Collaborative Strategies for BCBAs and Educators in Schools

Introduced by Lia Vasquez Serrano, Johns Hopkins University



Collaboration between behavior analysts and school educators is crucial for creating effective and sustainable behavior support systems in educational settings. This presentation explores the significance of collaboration in schools, highlighting the benefits, challenges, and strategies for fostering productive partnerships between behavior analysts and educators. Drawing on research findings and real-world examples, the presentation emphasizes the positive impact of collaboration on student outcomes and overall school culture.

Dr. Bruce A. Tinor is a highly respected education professional known for his unwavering commitment to supporting students with diverse and complex needs. He currently serves as the Assistant Superintendent of the Saucon Valley School District in eastern Pennsylvania, where he leads district systems and organizational processes. In this role, he applies principles of Organizational Behavior Management (OBM) to drive training effectiveness, improve system efficiency, and ensure excellence in performance management. Dr. Tinor has built a distinguished career as a leader in special education, with expertise in programming and service delivery for students with autism, emotional and behavioral disorders, and intellectual disabilities. Grounded in a deep passion for the philosophical and scientific foundations of ABA, Dr. Tinor excels in key areas such as staff training, ethical decision-making, interdisciplinary collaboration, and creating environments that promote reduced maladaptive behavior and improved quality of life for students. For example, he led a successful restraint reduction initiative that significantly influenced the Pennsylvania Bureau of Special Education's model for tiered supports for students requiring emotional support services. Dr. Tinor holds a master's degree in Secondary Education from East Stroudsburg University and master's degrees in Special Education and Educational Leadership from Centenary University, along with a post-master's Education Specialist degree in Educational Leadership from Liberty University. Dr. Tinor completed his doctorate in Special Education, with a minor in Applied Behavior Analysis, at Slippery Rock University. Dr. Tinor is currently completing his Ph.D. in Behavior Analysis at Simmons University. Dr. Tinor's extensive knowledge, leadership, and passion for behavior analysis, special education, curriculum and instruction, and OBM continue to drive improvements in staff performance and, most importantly, enhance student outcomes—making a lasting and meaningful impact on the field of education.

Defining and Measuring Meaningful Outcomes in ABA Services for Autism Spectrum Disorders



Introduced by Luca Mogliazz, UMBC

Many individuals diagnosed with autism spectrum disorder (ASD) require continuous healthcare and social services to meet their evolving needs, with lifetime costs estimated at up to \$2.4 million (Buescher et al., 2014). While many treatment modalities exist, Applied Behavior Analysis (ABA) is considered the gold standard and remains the only evidence-based practice for treating ASD. As a result, there is increasing discussion around meaningful outcomes associated with ABA services for individuals with ASD. However, there is still no industry consensus on what outcomes should be measured or how to assess meaningful impact. This session will explore two frameworks—International Consortium for Health Outcomes Measurement (ICHOM) and Behavioral Health Center of Excellence (BHCOE)—that have been developed to drive consensus on the measurement of outcomes. Additionally, the session will provide an overview of key terminology, including a discussion of quality, quality control, and quality assurance. An Early Intensive Behavioral Intervention (EIBI) model will be used as an example to offer practical guidance for measurement in practice. Finally, barriers to implementation and the need for alignment among providers, patients, and payers will be addressed.

Dr. Ivy Chong is the Chief Clinical Officer of Little Leaves Behavioral Services and brings 28 years of experience working with individuals with autism and developmental disabilities. She earned her doctorate in Behavior Analysis from Western Michigan University and later obtained an MBA in Healthcare Management from the Florida Institute of Technology. From 2017 to 2023, Ivy served as Senior Vice President of Children's Services at the May Institute. Prior to that, she held the role of Director of Autism Services and Training at the Scott Center for Autism Treatment and was an Associate Professor in the College of Psychology and Liberal Arts at the Florida Institute of Technology from 2008 to 2017. Since 2005, Ivy has been an active Subject Matter Expert with the Behavior Analyst Certification Board (BACB), where she currently serves on the board of directors and is the Treasurer.

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Poster Presentations

1. Using Behavior Skills Training to Increase the Quantity and Diversity of Choices Provided by Direct Support Staff. Kelly Owen, Emily Virok, & Natalie Mandel. Bancroft. ***Student Poster Presentation.**
2. An Evaluation of Response Blocking as a Reinforcer for Arbitrary Response: A Systematic Replication. Camila Morales, Nathalie Fernandez, Kaitlyn Connaughton, Jordyn M. Salow, & Christopher J. Ritchie. Kennedy Krieger Institute. ***Student Poster Presentation.**
3. Foundational Plan Mentorship: Successful Implementation of a Tier-One Approach to Decrease Maladaptive Behaviors. Alana Rascoe, Edward Sanabria, & Hillary Laney. Centria Autism.
4. A Comparison of Resurgence with Isolated versus Synthesized Contingencies for Multiply Maintained Challenging Behavior. Faith L. Rodriguez, Michelle Frank-Crawford, Drew Piersma, Hannah Roth, & Kate L. Pudpud. Kennedy Krieger Institute. ***Student Poster Presentation.**
5. The Assessment and Treatment of Rectal Digging/Fecal Smearing. Kate Lynne F. Pudpud, Michelle A. Frank-Crawford, Mary E. Middleton, Megan E. Ryan, Brianna L. Vaughn, & Victoria Marshall. Kennedy Krieger Institute. ***Student Poster Presentation.**
6. Using Video Modeling and Praise to Increase Turn-Taking in Two Autistic Siblings in the Home Setting. Kimberly Lemus-Flores, Jocelyn Castro, Ivanna Rodriguez, & Chellsea Garbutt. Amigo Care ABA.
7. Augmented Competing Stimulus Assessment for Genital-Directed Self-Injurious Behavior. Vanessa M. Ungarino, Emily Pereira, Nathalie Fernandez, & Kaitlyn Connaughton. Kennedy Krieger Institute. ***Student Poster Presentation.**
8. Conducting a Trial-Based Functional Analysis in the Home Setting: A Comparison with Traditional Methods. Adriana Pereira, Emily Chesbrough, Alejandro Pozo, Melissa Theodore, Alexander Arevalo, & John Huete. Amigo Care ABA.
9. The Effects of Integrating ACT into BST on Parent Adherence in ABA-Based Feeding Programs. Myra-Allyssa Maxwell & Rebecca Correll. Mount St. Mary's University. ***Student Poster Presentation.**
10. Evaluating the Effects of Monolingual and Bilingual Listener Instruction for Children with Autism. Layna Do, Shirley Zhao, & Mirela Cengher. University of Maryland, Baltimore County. ***Student Poster Presentation.**
11. Evaluating the Effects of Response Promotion and Disruption on Preference. Brianna L. Vaughn, Kate Lynne F. Pudpud, Mary E. Middleton, & Michelle A. Frank-Crawford. Kennedy Krieger Institute.
12. Buprenorphine Patient Experiences with a Contingency Management Adherence Program. Emily Lamison, Lucas Wittenburg, Shelby Goodwin, & Bethany Raiff. Rowan University. ***Student Poster Presentation.**
13. Increasing Opportunities for Social/Group Goals with a Structured Session within a Small Group. Alexandria Brehm, Gwen Pringle, & Valerie Rich. Helping Hands Family. ***Student Poster Presentation.**

Poster Presentations

14. Chaining Differential Reinforcement of Incompatible Behavior and Functional Communication Training to Decrease Frequency of Tangibly Maintained Elopement. Lauren Martone, Elizabeth Linton, Lauren Layman, Patricia Kurtz, Breanna Riffey, & Corwyn Shochet. Kennedy Krieger Institute and Johns Hopkins University School of Medicine. ***Student Poster Presentation.**
15. Comparing Positive and Negative Reinforcement Without Extinction in the Treatment of Escape-Maintained Behavior. Jocelyn Castro & Ana Delariva Avina. Amigo Care ABA.
16. Optimal Procedure for Bilingual Tact Acquisition in Children with Autism Spectrum Disorder. Ipsa Sindhwan, Xuehua Zhao, Elise Nikitina, & Mirela Cengher. University of Maryland, Baltimore County. ***Student Poster Presentation.**
17. Examining the Relation between Challenging Behavior in Preference Assessments and Functions of Challenging Behavior. Chris Edwards, Michelle A. Frank-Crawford, Carley Smith, & Nathalie Fernandez. Kennedy Krieger Institute. ***Student Poster Presentation.**
18. An Expanded Analysis of Caregiver Preference and Comprehension of Graphical Data Displays. Jonathan M. Pastor, Brittany N. Workman, Shelby L. Quigley, & Samantha L. Hardesty. Kennedy Krieger Institute.
19. Optimizing Onboarding: Reducing Employee Response Latency Through Behavior Systems Analysis. Shelby Quigley, Alexander Arevalo, & Melissa Theodore. Amigo Care ABA.
20. Addressing Staff Engagement: Exploring Mindfulness and ACT-Based Interventions for ABA Staff. Caitlin Witmer. Mount St. Mary's University. ***Student Poster Presentation.**
21. Behavioral Treatment of Ostomy Bag Removal in an Adolescent with Crohn's Disease. Erin Byard, Lauren Layman, & Trish Kurtz. Kennedy Krieger Institute.
22. Enhancing the Treatment Utility of an Augmented Competing Stimulus Assessment for a Child whose Automatically Maintained Clothes Ripping Behaviors Evidenced Sensitivity to Therapist Characteristics. Jenna M. Schechter, Guillermo A. Santamaria, Kate F. Pudpud, Roy Justin Boyd, & Amanda Groff. Kennedy Krieger Institute.
23. Picture Exchange Communication System (PECS) in Enhancing Manding Behavior for a Vocal-Verbal Learner Within a Clinical Setting. Laura Elicker. Helping Hands Family.
24. Knowing When To say Goodbye: Teaching Conversation Termination Cues to Adolescents with ASD. Pamela Martinez Gonzales, Shelby Quigley, & Melissa Theodore. Amigo Care ABA.
25. A Comparison of Milestone Gains, Parent Training, and Direct ABA Hours in Center-Based vs. In-Home Settings. Jessica VanDevander & Sarah Bendekovits. Achieving True Self.
26. Simultaneous Presentation and Bolus Fading Package: A Pediatric Feeding Case Study. Julie Cartee & Ben Sarcia. Verbal Beginnings.
27. The Effects of Preference Assessment Modality on Challenging Behavior and Preference Stability. Abigail Potter, Nathalie Fernandez, Kaitlyn Connaughton, Philippe Mazanov, Damilola Oluwole, & Genevieve Fernandez. Kennedy Krieger Institute.

Poster Presentations

28. Systematically Increasing Response Effort in PECS Training: A Single-Case Study with a Bilingual Preteen. Jocelyn Castro, Lorenzo Cruz, & Jhennifer Celestino Alva. Amigo Care ABA.

29. Cross-Language Learning at Home: Evaluating Bilingual Tact Training in Early Intervention. Alexander Arevalo, Kimberly Lemus-Flores, & Pierre Andre. Amigo Care ABA.

30. Treating Automatically Maintained Mouth-Directed Self-Injurious Behavior by Conducting an A-CSA in the Home. Jennifer Leiva, Valeria Macuare, & Colleen Guevara. Amigo Care ABA.

31. Using the Self-Injury Trauma (SIT) Scale to Guide Protective Equipment Decisions in the Assessment and Treatment of Automatically-Maintained SIB. Desiree Poole, Christopher Dillon, & Samantha Hardesty. Kennedy Krieger Institute.

32. Extension of the In-The-Moment Reinforcer Analysis to The Treatment of Severe Behavior Maintained by Access to Tangibles. Emmanuel Twumasi & Elizabeth Thuman. Kennedy Krieger Institute.

33. Using Signaled Availability to Increase Tolerance of Wet Clothing in a Child with ASD. Richard Saavedra & Shelby Quigley. Amigo Care ABA.

34. Effects of a structured Behavior Management Skills Assessment on Staff Performance in a Neurobehavioral Clinical Training Setting. Erica James & Danae' Dowd. Kennedy Krieger Institute.

35. Examining Generalization: Tact Training with Tactile vs. Visual Stimuli in Children with Autism. Nicole Burke, Adriana Pereira, Alex Arevalo, & Melissa Theodore. Amigo Care ABA.

36. Enhancing Treatment Efficacy for Covert, Automatically Maintained Clothes Ripping via Simulated Unsupervised Play Activities (SUPA). Guillermo Santamaria, Jenna Schechter, Amanda Groff, & Roy Boyd. Kennedy Krieger Institute.

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Proud
Moments ABA



MARYLAND, WE'RE HIRING!



Proud Moments ABA is growing in Maryland and we're looking for **talented, mission-driven BCBAs** to join us!



What Sets Us Apart:

- Strong support system** – Our multi-tiered clinical team and center directors manage operations, so your energy stays where it matters most: with your clients.
- Above-Industry-Average BT Retention** – Our BTs stay and grow with us thanks to strong support, teamwork, and a culture that values their work.
- Flexibility & growth** – We offer career development opportunities so you can thrive long term.



We Also Offer:

- Paid Holiday Time & PTO
- Competitive Compensation & Benefits

LET'S CONNECT!

MMattu@proudmomentsaba.com



Small steps, big effects.

How will you grow forward with Little Leaves?

Tiny steps bring big results at Little Leaves Behavioral Services for children, families, and team members alike. Preparing young children with autism to thrive is a journey of impact and meaning.



Achieve positive outcomes.

Our gold standard ABA techniques and individualized therapies lead to life-enhancing results in communication, social skills, safety, and independence.

Pursue meaningful development.

Our robust continuing education and training foster collaboration, knowledge sharing, and collective expertise that benefit every child and clinician/technician.

Realize purposeful balance.

Our center-based model, guaranteed hours, and comprehensive benefits foster work-life harmony and empower you to pour your energy into guiding each child to realize their potential as you achieve your own career and personal growth.



Together we grow—and go—forward. Let's get started. Join our ABA therapy center team.

littleleaves.org/careers

Children's Specialized ABA Is Hiring!



Children's Specialized ABA provides nationally recognized Applied Behavior Analysis services shaped by a whole child approach. Every child receives support that nurtures growth across emotional physical and social experiences. Our team promotes curiosity compassion and progress for children teens and young adults with autism. We are growing our clinical teams across our regions and invite you to be part of this meaningful mission.

Actively Hiring for These Roles

- Registered Behavior Technicians
- Behavior Technicians
- Board Certified Behavior Analysts

What You Experience at Children's Specialized ABA

- Ongoing training led by experienced clinicians
- Mentorship that strengthens confidence and clinical excellence
- An Apprentice Program that supports future BCBA candidates
- RBT certification preparation through our Clinical Readiness Program
- Professional development pathways for every stage of your career
- Comprehensive benefits and competitive compensation
- A warm team culture centered on collaboration and shared success

Why Your Career Thrives Here

Children reach new milestones with your guidance and you experience a workplace that values your growth. Our teams celebrate creativity dedication and the meaningful connections built with every child and every family.



Scan the QR code to view open roles or apply!

Have questions or want to connect directly?

Email us at recruiting@childrens-aba.org and a member of our team will get back to you within 48 hours.

Your Milestones, Our Passion

Children's
Specialized
ABA
Center for
Autism



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HEALTH



Stepping toward a brighter future.

ABA Therapy and Autism Diagnostic Evaluation Services

SERVICES WE PROVIDE

FOR OUR CLIENTS

- Early STEPS Preschool Prep
- Autism Diagnostic Evaluations
- In-home and in-community ABA Therapy Program
- After-school social skills groups in our clinics
- Parent training and support
- ABA therapy in a daycare setting
- Collaboration with The Therapy Spot for treatment planning

FOR OUR FAMILIES

- Parent training
- Extra support when needed
- Guidance through the IEP process
- Educational Advocacy

WHO WE ARE

Since 2008, STEPS Behavioral Health has supported children with Autism Spectrum Disorder (ASD) in living happy, independent lives. Our experienced team of BCBAs, RBTs, and licensed clinicians provides personalized ABA therapy, parent training, and ongoing support.

We offer in-clinic Early Intervention (EI) ABA therapy for ages 0–5, as well as in-clinic and in-home services for children up to age 21.

For important resources and valuable information about ASD and ABA therapy, visit our website and blog:

WWW.STEPSBH.COM

Accepting
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insurances



CONTACT US TODAY

PHONE 443.353.9547

WEBSITE stepsbh.com

Check us out on social media!





ABA Software System

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Smarter Search. Smoother Experience.**

Our AI-powered keyword search now understands context —
delivering **more meaningful, relevant, and
intelligent results** than ever before!

But that's not all...

We've listened to your feedback and made major improvements to lesson usability.

Check out what's now possible:

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Your workflow just got a whole lot easier. Update now and experience the difference!

ACTIFY ABA HIRING TODAY!

Hiring RBTs &
BCBAs



- ∅ Howard County
- ∅ Baltimore County
- ∅ Montgomery County
- ∅ Prince George's County
- ∅ Anne Arundel County
- ∅ Queen Anne's County

Clinical Experience Pathway

Ask us
About:

- Comprehensive BCBA Trainee Supervision Program
- Clinical Quality Training
- Individualized Clinical Mentorship

Benefits

- ∅ Training and Mentorship
- ∅ Promotion and Leadership Opportunities
- ∅ Paid Time Off (PTO)
- ∅ Limited Drive Time
- ∅ 401k Match Program
- ∅ Clinical Experience Pathway
- ∅ Low Caseloads
- ∅ Free CEU's (BCBA/BCaBA)
- ∅ Free RBT Professional Development (BACB approved)
- ∅ Scheduling Flexibility
- ∅ Company-Paid Conference Attendance
- ∅ Maryland Based Clinical Leadership
- ∅ Family & RBT Call Off Hotline
- ∅ Referral Program



Comprehensive
Administrative
Team



Prioritized
Collaboration &
Connection



OBM Based
Systems &
Protocols



Clinical
Training & Quality
Assurance



Extensive
Resources &
Support



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Actualize Potential. Amplify Progress.

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410-929-0988



Join Our Team!



JESSICA BECRAFT,
PHD, BCBA-D
ASSISTANT DIRECTOR,
CLINICAL OUTCOMES

“ My favorite thing about working in Behavioral Psychology is the top-down commitment to using data to make decisions, not just at a clinical level, but at an operational level. As a result, we are always improving our processes and procedures so that we can provide the best care to our clients.”

Are you passionate about behavior analysis and innovation?
We are looking for individuals like you to join our team and contribute to our success.

Send your CV and Cover Letter
ajayip@kennedykrieger.org



Behavioral Psychology Department

PEDIATRIC FEEDING DISORDERS PROGRAM AT KENNEDY KRIEGER INSTITUTE



We are all born with great potential. Shouldn't we all have the chance to achieve it?

Who We Are

The Pediatric Feeding Disorders Program at Kennedy Krieger Institute offers a full continuum of care, including inpatient, day treatment, and outpatient treatment services. We emphasize an integrated, interdisciplinary, and collaborative approach through patient care, research, and administrative services to accomplish our mission. Our methods have become a national standard in the treatment of feeding disorders.

Who We Serve

We specialize in treating children who have feeding challenges along with other disorders or concerns, such as Autism Spectrum Disorder, Down syndrome, or premature birth. We treat infants, children, and adolescents who have a variety of feeding issues, including:

*Gastroesophageal reflux disease
Failure-to-thrive
Esophagitis
Food allergies
Feeding tube dependence
Oral-motor dysfunction
Food refusal and selectivity
Tantrums at mealtimes*

“We know that you probably hear this all the time, but when we came to the feeding program we were running out of options. With the persistence and proven techniques, along with the highly trained and educated staff, we were able to push through our son’s extreme level of resistance. The staff worked wonderfully together as a team and were able to get him eating foods that we could only dream about.

-Parent



Kennedy Krieger Institute

For more information or to schedule an appointment, please call 443-923-2740, or toll-free at 888-554-2080. TTY: 443-923-2645 or Maryland Relay 711

**FeedingDisorders.KennedyKrieger.org
Clinic Location**

707 North Broadway Baltimore, MD 21205

For employment opportunities contact Carrie

Borrero at borrero@kennedykrieger.org



Maryland Clinic Locations



Clinic locations in:

- Baltimore
- Columbia
- Frederick
- Gaithersburg
- Glen Burnie
- Lanham
- Silver Spring

Great Place To Work Certified
4 Years in a Row



5.0 Great place to work

BCBA (Current Employee)

Many companies stress company culture. Helping hands family also believes it's important to remember that companies are created by individuals with a life outside of the company and their own personal endeavors. HHF values work life balance, invests in professional development, and allows an individual to grow vertically and/or horizontally between roles within the company (because sometimes our interests change)!

5.0 Collaborative and supportive team with room for growth within the company!

As a BCBA, it was very important me to find a company that fit everything that I was looking for as a clinician, but Helping Hands Family is just that! Everyone is willing to collaborate and support each other. It is such a positive work atmosphere! I genuinely find myself looking forward to going to work each day. I cannot recommend HHF enough for those looking to work in applied behavior analysis (ABA)!



We Are Hiring!
Stop by and learn more about our opportunities!

ABA Specialist 1

Apply now!

Do you want to work with a team that cares about your growth and success?

Do you want to make a meaningful impact in a child's life?

Do you want to have growth opportunities?

Then The Shafer Center is the place for you!

**We have openings for this unique and rewarding position.
Professional Experience and Opportunities:**

Promotion opportunities (ABA 2, ABA 3, RBT, and beyond)

Extensive on the job training program

National Certification Training Program

Working in a supportive and collaborative environment

Great Benefits

Our Mission

The Shafer Center is committed to providing services to children and young adults on the autism spectrum in our school, your school, your home, and the community. We develop individualized programming, using evidence based interventions and interdisciplinary education for every aspect of a persons' life. By creating opportunities for success, The Shafer Center aspires to replace fear and uncertainty with hope and knowledge.

To learn more, please contact The Shafer Center, at 410-517-1113 or

Shafer.Careers@shafercenter.com



BECOME A PART OF OUR PROFESSIONAL COLLABORATIVE

For six decades, Ivymount has provided leadership and advanced the field of special education through evidence-based, interdisciplinary collaboration and partnerships with universities and professionals. **JOIN US!**

ARE YOU LOOKING FOR ENRICHED PROFESSIONAL OPPORTUNITIES?

- Employment
- Fellowships
- Internships
- Supervision Training Programs
- Research Collaborations
- Dissemination Opportunities

ARE YOU INTERESTED IN ADVANCED PROFESSIONAL TRAINING AND DEVELOPMENT?

- Practical Functional Assessment and Skill Based Treatment
- Intensive Early Intervention
- Social emotional learning for neurodiverse students
- Acceptance and Commitment Training including AIM and ACT Curricula
- School to Adult Living Transition Services
- Curriculum and Instructional Design
- ABA Skill Assessments and Curricula (e.g., Essentials for Living, PEAK)
- Academic Intervention for reading, writing, and math
- Supervision Training
- SLP/OT/BCBA partnership in a collaborative coaching model





THRIVING TOGETHER

GOLDEN STEPS ABA'S CULTURE & BENEFITS

We are dedicated to providing optimal support for our therapists, empowering them to excel in their roles and ensuring they have the resources they need to succeed. By pushing beyond boundaries through consistent growth and learning, we develop innovative, individualized programs that help children with autism thrive across 15 states and numerous cities, ultimately positively impacting thousands of lives and improving outcomes for families on the autism spectrum.

BENEFITS

At Golden Steps ABA, we create a welcoming and engaging environment tailored to our team's unique needs and goals. Enjoy free CEUs, yearly potential salary increases, and more! Take your career to the next level with Golden Steps ABA!

- Access to CEUs for free
- Medical Insurance (Health, Dental, and Vision)
- 401(k) with matching
- Paid Time Off / Personal / Sick time
- Referral Bonus
- Fellowship Program
- Tuition Discount
- Home, Center, and School settings
- Yearly opportunity for an increase



LOOKING FOR THESE OPPORTUNITIES?

SEND YOUR RESUMES TO:
careers@goldenstepsaba.com
OR SCAN QR CODE TO APPLY!





Immersive VR experiences designed for neurodiverse learning.

Research-backed and clinically-informed,

Floreo learning experiences are designed to empower educators with an engaging and fun way to develop confidence and promote growth for students at all ability levels.



A Virtual World for Skill Acquisition

Teach social communication, emotional regulation, and independent living skills like never before.



Powered by VR

Immersive & repeatable, Floreo enables practice in situations difficult to replicate in certain environments.



Supervised Experience

Teachers are able to guide the Learner through lessons in a fun, safe and engaging way.



Affordable

Floreo leverages mobile VR, making it an accessible and budget friendly therapy supplement.



Engage students like never before

Implement more fun into effective skills-building with:

- Access to full Floreo VR Library
- Tailored programs specific to Learner needs
- Data reports for lessons completed
- Access to Floreo Resources
- Floreo Portal Account



LEARN Behavioral

Behavior Analyst Opportunities

with LEARN Behavioral

National Resources and Local Support



Unparalleled Clinical Leadership

Led by Dr. Hanna Rue BCBA-D, Chief Clinical Officer

- Utilizing national training and clinical standards based on the most recent research across the network.
- Providing expert support with feeding, functional analysis, and challenging behaviors.
- Hosting monthly clinical forums for free CEUs featuring leaders in our field, including Greg Hanley, Carl Sundberg, Eileen Roscoe, William Ahearn, Mary Jane Weiss, and Kevin Luczynski, among others.

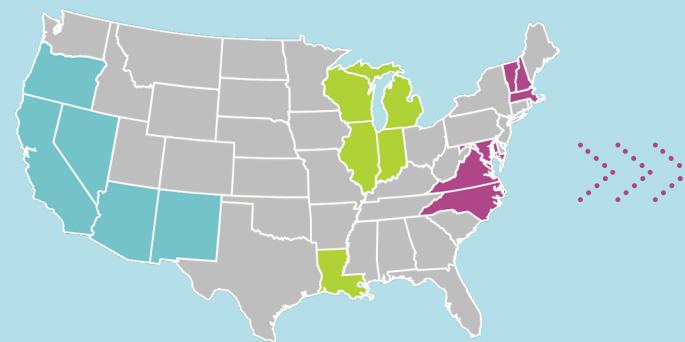
A unique BCBA Experience

- We are a proud member of the Council of Autism Service Providers (CASP) and the Association for Behavior Analysis International (ABA). We actively support state licensure bills and attend several annual state ABA conferences.
- We handle back-end administrative tasks, such as credentialing, authorizations, scheduling, and intake, so you can focus on what matters—your clients' success.
- We extend quarterly bonus opportunities up to \$12,000 annually.
- We support quarterly team building events to create connection.
- We offer a comprehensive individual and family benefits package for full-time and part-time BCBA.



Ready to join a team of
500+ BCBA's across
LEARN Behavioral's network?

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Whether you're a
new BCBA looking for
mentorship or a
seasoned professional
seeking opportunities for
growth and collaboration,
LEARN Behavioral
is for you.



LEARN Behavioral



Helping children make bigger strides toward a brighter future.



REWARDING WORK WITH THE POWER TO TRANSFORM LIVES

Join a collaborative team with a compassionate approach to comprehensive care, state-of-the-art modern facilities, and a culture that values growth and innovation.

At Brighter Strides ABA your work changes lives—expanding what's possible for the kids you work with, enriching their families and communities, and fostering greater understanding and acceptance of autism.

A CULTURE OF CARING FOR ALL

The Brighter Strides commitment to comprehensive care is part of a larger company culture that values each team member's contributions, celebrates their successes, and supports their personal and professional journey.

- Comprehensive Benefits
- Competitive Compensation
- Flexible FT & PT Schedules
- Paid CEUs & Trainings
- Mentorship & Professional Development
- The Brighter Minds Fellowship
- Work-Life Balance
- Supportive Work Environment
- Team Events, Gatherings, & Outings
- Opportunities for Advancement

A NATIONAL REACH WITH A PERSONAL TOUCH

As one of the nation's leading ABA therapy providers, our individualized, evidence-based services are improving outcomes for children on the autism spectrum across the country.

- Arizona
- Colorado
- Georgia
- Indiana
- Maryland
- Missouri
- New Mexico
- North Carolina
- Oklahoma
- Utah
- Virginia
- Washington, D.C.

Take the next step toward a brighter future!

bstrides.link/careers





*Programs and services throughout the lifespan
for children and adults living with autism and
related developmental disabilities*

The Linwood School, located in Ellicott City, is a non-public special education program dedicated to empowering students on the autism spectrum and related developmental disorders, from ages 6 to 21. At Linwood, every student thrives in a positive, structured, and nurturing learning environment tailored to their unique needs.

The Linwood School designs personalized educational programs built around each student's strengths and interests in order to meet the curricula and IEP goals. With a multi-disciplinary focus, we deliver wraparound services that integrate parent collaboration, academics, behavior support, related services, and vocational training—all within small class settings.

Using a variety of evidence-based strategies, including discrete trial training, small group instruction, sensory integration, social skills development, and community-based experiences, we foster multi-modal communication and building on each students' strength.

Linwood places a strong emphasis on the real-world application of skills, ensuring students can generalize what they learn across environments while building positive replacement behaviors for lifelong success.