



# **30<sup>th</sup> Annual Conference New York State Association for Behavior Analysis**

Workshops on November 6<sup>th</sup>  
**November 7-8, 2019**

**Albany City Center**  
55 Eagle Street  
Albany, NY 12207





# 30<sup>th</sup> Annual NYSABA Conference

November 7 & 8



## Keynote Speakers



**James Moore**

Expanding our Scope: The Role of Behavior Analysis in Health, Fitness, and Coaching



**Matthew Brodhead**

A Call for Discussion About Scope of Competence in Behavior Analysis

## Invited Speakers



**Rachel Cavalari**

Cultivating Change: Building Relationships Toward Effective Dissemination of the Science of ABA



**Frank Cicero**

Sex Education for Individuals with Autism: A Behavioral Approach to Assessment and Treatment



**Beth Diviney**

A Collaborative Team Approach to Manage Challenging Behavior in a Healthcare Clinic for People with Autism and Their Family Members



**Joanne Gerenser**

ABA and SLP: Strategies to Promote Inter collaboration



**Helen Yoo**

Neuromodulation as a Novel Explanation of Autism Spectrum Disorders



**Randy Horowitz**

Ethical Decision Making in the Design, Implementation, and Evaluation of Fitness Plans and Research for Individuals with Autism Spectrum Disorders



**Linda Meyer**



## **President's Message**

Welcome to the New York State Association for Behavior Analysis (NYSABA) 30<sup>th</sup> Annual Conference! In celebration of 30 years we have several special activities planned throughout the conference to highlight the history of NYSABA, as well as applied behavior analysis (ABA) in NY State. First, in an effort to demonstrate our appreciation for previous NYSABA board members and their contributions in shaping our organization and the practice of behavior analysis in NY across the years, all of our invited speakers are previous NYSABA presidents or board members. We also have a panel of past NYSABA presidents who will be discussing the history of ABA and the NYSABA organization to better our understanding and appreciation of where we began and how far we have come. I am also very excited for our "History of NYSABA" poster that will display artifacts and pictures collected throughout the years. Finally, to demonstrate the NYSABA board's appreciation of you, our members, we will give each conference attendee a flash drive imprinted with our 30<sup>th</sup> Anniversary logo. I am looking forward to celebrating with you throughout the conference and looking forward to the next 30 years!

*Nicole DeRosa*  
*NYSABA President*

### **2019 Executive Board**

Nicole DeRosa	<i>President</i>
Tricia Moss	<i>President Elect</i>
Dana Reinecke	<i>Past President, Conference Committee Co-Chair</i>
Linda Matey	<i>Treasurer</i>
Vicki Madaus Knapp	<i>Secretary</i>

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### **NYSABA Administration**

Mari Watanabe	<i>Executive Director</i>
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## **Pre-Conference Workshops – November 6, 2019**

*Additional registration fees are required for pre-conference workshop attendance above the regular conference registration fee. Registrants for pre-conference workshops must identify interest in attending one of the workshops on the registration form and include the additional fee in their payment.*

### **Building Your Supervision Repertoire: Six Super Skills**

**James A. Hoko & Carrie Hartman**

**4:00-7:00 pm**

**CEUs: 3 BACB  
(Supervision)**

**Meeting Room 1A**

**\$60 per participant**

The number of behavior analysts being hired by school districts, companies, agencies, and organizations is increasing dramatically as the value of empirical outlook and training is becoming more widely recognized and accepted. This growth has been not only in the number of behavior analysts hired but also in the various roles and responsibilities assigned to them. Many of these roles involve supervisory responsibilities requiring skills that go beyond the task list (and in many cases beyond the training of the behavior analysts) yet are critical for success. This workshop will seek to identify some of these skills and consider examples of “expert opinion” in relation to known behavioral principles and procedures. Six critical skills or sets of skills will be presented with suggestions for incorporating them into one’s on-going supervisory responsibilities.

### **“Eyes Up Front”: Teaching Generative Attending Skills Across the Spectrum**

**Gladys Williams, Sara Polgar, and Maria DeMauro**

**4:00-7:00 pm**

**CEUs: 3 BACB**

**Meeting Room 1B**

**\$60 per participant**

This tendency toward attending to a limited subset of environmental events predictive of contingencies of reinforcement--shown to occur both within and across sensory modalities is a potential defining characteristic of children labeled as having autism. Limited attending capacities restrict the type and range of sensory modalities that may come control responding (cf, Brown & Bebko, 2012). In response to this, ABA researchers such as Holth (2009) and Pelaez (2009) have come to more sharply focus on the identification and remediation of deficits and delays in the acquisition of simple and complex attending, joint attending and social referencing competencies. Important to today’s workshop is that “attentional” deficits are remedial and that early attentional capacities and competencies are critical to both learning and further attentional development over the life-span of the individual.

### **The Right to Effective Treatment and The Ethics of Helping People**

**Bobby Newman**

**4:00-7:00 pm**

**CEUs: 3 BCBA  
(Ethics)**

**Meeting Room 2 A**

**\$60 per participant**

The landmark article, The Right to Effective Treatment, and the lesser known article by B.F. Skinner, The Ethics of Helping People, are analyzed and compared to the BACB Code of Ethics. The historical and current legal and societal contexts for the position statements and policies are analyzed and recommendations for current professional behavior are made.

### **Functional, Life Skills for Learners with Moderate-to-Severe Disabilities**

**Patrick McGreevy & Troy Fry**

**4:00-7:00 pm**

**CEUs: 3 BCBA**

**Meeting Room 2 B**

**\$60 per participant**

In recent years, many teachers, curriculum coordinators, and behavior analysts have struggled with ‘what to teach children’ with moderate-to-severe disabilities or limited skill repertoires, including many children with autism, especially as they grow older. In public schools, they are often instructed to adhere to the Common Core State Standards, while in ABA centers they are often offered only developmental curricula designed to help young children ‘catch up’ to their typically-developing peers. When they look for alternative sources of more functional, life skills, they often find only cursory checklists. The presenters will describe what constitutes a functional skill, the value of functional skills for specific children and adults, and the scientific literature that supports their use.



**Thursday, November 7, 2019**

8:00-9:00 am Registration Hallway	Registration
8:00-9:00 am Ballroom (2 <sup>nd</sup> Floor)	Breakfast
9:00-9:30 am	President's Welcome: Nicole DeRosa
9:30-11:00 am  CEUs: 1.5 BACB  Ballroom (2 <sup>nd</sup> Floor)	<p><b>KEYNOTE ADDRESS: James Moore</b>  <i>Expanding Our Scope: The Role of Behavior Analysis in Health, Fitness, and Coaching</i></p> <p>Research has demonstrated the potential of applying behavior principles into health, fitness, sports, and coaching in several ways (e.g., Allison and Ayllon, 1980; Luiselli, Woods, &amp; Reed, 2011). The current talk will consider the application of behavior analysis into coaching and fitness/obesity with specific data-based examples. In case example 1, a comparison of forward and backward chaining suggested a specific approach that could help novice athletes learn to safely and correctly perform Olympic weightlifting. This is a relevant application given the explosion of popularity of Olympic weightlifting in more common fitness approaches, as well as the potential for injury if executed incorrectly. In case example 2, Behavioral Skills Training will be offered as an effective way to teach youth soccer players how to correct head the ball. Again, due to the risk of concussions and further traumatic brain injury if striking the ball with one's head in a way that is unsafe. Finally, given the growing health concerns related to obesity, case example 3 will demonstrate an application of contingency contracting with Acceptance and Commitment Training as a way to help reduce binge eating. A model for using behavior analysis in these types of applications will be discussed, as well as steps behavior analysts can take to incorporate this area into their scope of competency.</p>
11:15-12:45 pm  CEUs: 1.5 BACB  Meeting Room 1A	<p><b>INVITED SPEAKER: Frank Cicero (NYSABA Past President)</b>  <i>Sex Education for Individuals with Autism:  A Behavioral Approach to Assessment and Treatment</i></p> <p>Learners with special needs are frequently underserved with regards to sex education and encounter barriers when it comes to gaining knowledge and social skills through informal channels such as peer groups, parents and media (Curtiss &amp; Ebata, 2016). With deficits in social skills, theory of mind, social language and abstract thinking, sex education curricula designed for individuals with developmental disabilities are often not appropriate or effective for individuals on the autism spectrum (Sullivan &amp; Caterino, 2008). With decades of empirical support for use with individuals with ASD, the theories and techniques of applied behavior analysis are a good fit for teaching skills within a sex education curriculum thereby preventing problem sexual behavior from occurring (Beddows &amp; Brooks, 2016). The current talk will present the audience with a variety of assessment and intervention ideas for shaping a sex education curriculum for students with ASD. We will begin with a brief review of human sexual development and learn how, where and why children with ASD begin to differentiate from typical development in this area. Assessment and treatment ideas will be presented for problem sexual behavior including public exposure, inappropriate sexual conversation, touching others in a sexual way, public and ineffective masturbation, behaviors mimicking stalking etc. Skill acquisition targets will also be discussed including increasing privacy awareness, relationships among people, dating skills, knowledge of sexual body parts and sexual acts, appropriate use of internet sex etc. Teaching methods will be based within the theories and techniques of applied behavior analysis including discrete trial instruction, video modeling, task analyses and shaping, in vivo modeling, peer prompting, peer modeling, repeated practice, social stories and parent training. The audience will also be presented with ideas for conducting functional behavior assessments for sexual targets relying on direct observation, behavioral interviews and environmental analysis and how to analyze results for the development of function-based treatment plans for both skill acquisition and behavior reduction. Links to resources will be provided by the presenter.</p>



**Thursday, November 7, 2019**

<p><b>11:15-12:45 pm</b></p> <p><b>CEUs: 1.5 BACB (Ethics)</b></p> <p><b>Meeting Room 1B</b></p>	<p><b>INVITED SPEAKERS: Randy Horowitz (NYSABA Past President) &amp; Linda Meyer</b></p> <p><b><i>Ethical Decision Making in the Design, Implementation and Evaluation of Fitness Plans and Research for Individuals with Autism Spectrum Disorders</i></b></p> <p>Ethical considerations are required to insure the proper implementation of behavior principles for effective, quality fitness and research plans for individuals with autism spectrum disorders. This presentation will focus on increasing fitness levels in individuals with autism spectrum disorders with consideration for their preferences and protection for their health and safety. Much attention has been given to the benefits of increased fitness levels on the health and quality of life for individuals, families, and communities. Less attention has been given to the ethical decision-making required to develop, implement and evaluate fitness and fitness research plans for individuals with autism spectrum disorders who may be challenged to provide informed consent, indicate preferences, and independent decision-making.</p>
<p><b>11:15-12:45 pm</b></p> <p><b>CEUs: 1.5 BACB</b></p> <p><b>Meeting Room 2A</b></p>	<p><b>INVITED SPEAKER: Helen Yoo (NYSABA Past Secretary)</b></p> <p><b><i>Neuromodulation as a Novel Explanation of Autism Spectrum Disorders</i></b></p> <p>Although ASD can be reliably diagnosed clinically, the etiology and non-behavioral treatment targets remain poorly characterized. Here, a hypothesis is presented which explores the possibility of explaining many symptoms of ASD in terms of inefficient neuromodulation. Suggestions for possible treatment directions will be explored as well as how applied behavior analysis may contribute to such efforts in combination with noninvasive brain stimulation.</p>
<p><b>11:15-12:45 pm</b></p> <p><b>CEUs: 1.5 BACB</b></p> <p><b>Meeting Room 2B</b></p>	<p><b><i>Symposium: Treating the Whole Child: Intervention Strategies for Diverse Behavioral-Health Concerns</i></b></p> <p><b><i>Mental Health and Sibling Relationship Quality when One Sibling has Autism: Effects of a Support Group and Sibling Training</i></b>  Emily A. Jones, Theresa Fiani, Jennifer L. Stewart, Nicole Neil, Susan McHugh, Daniel M. Fienup, Diana Barsky, Reena Maharaj, Yookyung Chang, &amp; Ariel Zucker</p> <p><b><i>Evaluating Techniques for Improving Tummy Time for Infants and their Caregivers</i></b>  Rika Ortega, Antoinette Morea, Joshua Jessel, &amp; Daniel M. Fienup</p> <p><b><i>Mastery Criterion Structure Affects Acquisition and Maintenance of Academic Skills</i></b>  Kristina K. Wong, Tanya Bajwa, &amp; Daniel M. Fienup</p> <p><b><i>Further Analysis of Food Preferences Before and After Treatment</i></b>  Jacqueline D. DeBartello, Heather J. Kadey, William E. Sullivan, Emily L. Baxter</p>
<p><b>11:15-12:45 pm</b></p> <p><b>CEUs: 1.5 BACB</b></p> <p><b>Meeting Room 2C</b></p>	<p><b>INVITED SPEAKER: Joanne Gerenser (NYSABA Past President)</b></p> <p><b><i>ABA and SLP: Strategies to Promote Inter collaboration</i></b></p> <p>Speech-language pathologists (SLPs) and professionals in applied behavior analysis (ABA) frequently participate as members of support teams for children with autism. Collaboration between these professionals can enhance the team's work, since each professional brings valuable resources to the table. However, overlapping areas of expertise, different terms used for similar instructional elements, and variations in addressing the same problems may complicate the collaborative process. This gap between ABA professionals and SLPs appears to be growing even wider and if not addressed, can begin to have negative consequences for individuals on the spectrum. This presentation will discuss the differences and issues that complicate collaboration. Examples of the widening gap will be provided from the field. Finally, potential strategies to overcome these challenges and foster collaboration will be discussed.</p>





**Thursday, November 7, 2019**

<b>12:45-2:00 pm</b> <b>Ballroom (2<sup>nd</sup> Floor)</b>	<b>Lunch</b>
<b>2:00-3:30 pm</b> <b>CEUs: 1.5 BACB</b> <b>Meeting Room 1A</b>	<b>INVITED SPEAKER: Frank Cicero (NYSABA Past President)</b> <b><i>Sex Education for Individuals with Autism:</i></b> <b><i>A Behavioral Approach to Assessment and Treatment</i></b> (Repeat presentation)
<b>2:00-3:30 pm</b> <b>CEUs: 1.5 BACB</b> <b>(Ethics)</b> <b>Meeting Room 1B</b>	<b>INVITED SPEAKERS: Randy Horowitz (NYSABA Past President) &amp; Linda Meyer</b> <b><i>Ethical Decision Making in the Design, Implementation and Evaluation of Fitness Plans and Research for Individuals with Autism Spectrum Disorders</i></b> (Repeat presentation)
<b>2:00-3:30 pm</b> <b>CEUs: 1.5 BACB</b> <b>Meeting Room 2A</b>	<b>INVITED SPEAKER: Helen Yoo (NYSABA Past Secretary)</b> <b><i>Neuromodulation as a Novel Explanation of Autism Spectrum Disorders</i></b> (Repeat presentation)
<b>2:00-3:30 pm</b> <b>CEUs: 1.5 BACB</b> <b>Meeting Room 2B</b>	<b><i>Symposium: Emergent Responding and Stimulus Equivalence: Recent Research in Applied and Basic Domains</i></b> <b>Discussant: Daniel M. Fienup</b>  <b><i>Comparing Stimulus Equivalence-Based Instruction to Self-Study of Videos to Teach Sign Language to Adults</i></b> <b>Angelina Longo, Kenneth F. Reeve, Adrienne M. Jennings, Jason C. Vladescu, &amp; Sharon A. Reeve</b>  <b><i>An Evaluation of the Emergence of Academic and Applied Skills after Training with Video Vignettes</i></b> <b>Bryan J. Blair, Lesley A. Shawler, Leif K. Albright, &amp; Daniel M. Ferman</b>  <b><i>Effects of Repeating or Not Repeating a Trial When Errors Occur During Training of Equivalence Classes in Adults of Typical Development</i></b> <b>Danielle E. Marceca, Kenneth F. Reeve, Christopher R. Colasurdo, Sharon A. Reeve, &amp; Meghan Deshais</b>
<b>2:00-3:30 pm</b> <b>CEUs: 1.5 BACB</b> <b>Meeting Room 2C</b>	<b>INVITED SPEAKER: Joanne Gerenser (NYSABA Past President)</b> <b><i>ABA and SLP: Strategies to Promote Inter collaboration</i></b> (Repeat presentation)



**Thursday, November 7, 2019**

<p><b>3:45-5:00 pm</b></p> <p><b>CEUs: 1.5 BACB</b></p> <p><b>Meeting Room 1A</b></p>	<p><b>Marc J. Lanovaz, Antonia R. Giannakakos, &amp; Marie-Michèle Dufour</b>  <b><i>Artificial Intelligence to Improve the Delivery of Behavior Analytic Services</i></b>  Recent years have seen the rapid development of more accurate machine learning algorithms, which have led to leaps in artificial intelligence. With the widespread availability of technology to manage their practice, behavior analysts should take advantage of these newly developed algorithms to improve service delivery. The presentation will explore two recent empirical studies examining how artificial intelligence may be used to support clinical decision-making. The first study involved the use of machine learning to train algorithms to make decisions based on single-case graphs. The results of the study show that artificial intelligence can be trained to provide more reliable and accurate decisions than a commonly used aid to visual analysis. The second study trained a model to automatically measure vocal stereotypy in children with autism spectrum disorders. The findings show that the model can accurately detect vocal stereotypy among background noise, which may facilitate the monitoring of the behavior in practice. Together, the two studies suggest that the adoption of artificial intelligence holds promise to support behavior analysts in their clinical decision-making.</p>
<p><b>3:45-5:00 pm</b></p> <p><b>CEUs: 1.5 BACB</b></p> <p><b>Meeting Room 1B</b></p>	<p><b><i>Symposium: Research in Derived Relational Responding, Bi-directional Naming, and Stimulus Equivalence: New Procedures and Conceptual Analyses</i></b>  <b>Discussant: Leif K. Albright</b></p> <p><b><i>Further Fractions of Generative Teaching: At the Intersection of Derived Relations and Peer Tutoring</i></b>  <b>Victoria Verdun-Robinson, Brittany Chiasson, &amp; Daniel M. Fienup</b></p> <p><b><i>An Experimental Analysis of Bidirectional Naming and Derived Listener and Speaker Relations</i></b>  <b>Faheema Abdool-Ghany, &amp; Daniel M. Fienup</b></p> <p><b><i>Effects of “Both” and “Neither” Alternative Response Options on Equivalence Class Formation with Undergraduate Students</i></b>  <b>Stephanie Bendush, Adrienne M. Jennings, Kenneth F. Reeve, Sharon A. Reeve, Tina M. Sidener, &amp; Leif K. Albright</b></p>
<p><b>3:45-5:00 pm</b></p> <p><b>CEUs: 1.5 BACB</b></p> <p><b>Meeting Room 2A</b></p>	<p><b><i>Symposium: Recent Advances in Resurgence Research across Basic, Translational, and Applied Settings</i></b>  <b>Discussant: William E. Sullivan</b></p> <p><b><i>An Evaluation of Resurgence in Mice</i></b>  <b>Mike Koegel, Andrew R. Craig, William E. Sullivan, Kate Derrenbacker, Arohan Rimal, Nicole M. DeRosa, &amp; Henry S. Roane</b></p> <p><b><i>Evaluation of Low-Tech Apparatuses to Examine Resurgence in Humans</i></b>  <b>Allison Finley, William E. Sullivan, Andrew R. Craig, Arohan Rimal, Kate Derrenbacker, Nicole M. DeRosa, &amp; Henry S. Roane</b></p> <p><b><i>Effects of Differential Reinforcer Magnitude of an Alternative Response on the Resurgence of Academic Responding</i></b>  <b>Emily L. Baxter, Brian K. Martens, Taysha Cerisier, Joshua Circe, &amp; Samantha Sallade</b></p>





**Thursday, November 7, 2019**

<p><b>3:45-5:00 pm</b></p> <p><b>CEUs: 1.5 BACB</b></p> <p><b>Meeting Room 2B</b></p>	<p><b><i>Symposium: The Compelling Case for Clinical Prescription: Practical Interventions for Aligning Caregivers and Clinicians</i></b>  <b>Discussant: Rachael Schneider</b></p> <p><b><i>Ethics of Prescription Fulfillment</i></b>  <b>Rachael Schneider</b></p> <p><b><i>Interventions to Improve Prescription Fulfillment</i></b>  <b>Shannon Carr</b></p> <p><b><i>Interventions to Align with Best Practice in Level of Care Recommendations</i></b>  <b>Elizabeth Andresen</b></p>
<p><b>3:45-5:00 pm</b></p> <p><b>CEUs: 1.5 BACB</b></p> <p><b>Meeting Room 2C</b></p>	<p><b><i>Symposium: From the Laboratory to the Classroom: A Translational Demonstration of Research on Functional Communication Training</i></b>  <b>Discussant: Joshua Jessel</b></p> <p><b><i>Evaluating the Clinical Utility of an Efficient Functional Assessment Model</i></b>  <b>Theresa Fiani &amp; Joshua Jessel</b></p> <p><b><i>Increasing Response Complexity to Mitigate Resurgence</i></b>  <b>Charlene Agnew, Joshua Jessel, &amp; Robert Allan</b></p> <p><b><i>Differential Reinforcement of Other and Alternative Behavior Promote Delay Tolerance During Schedule Thinning</i></b>  <b>Julia A. Iannaccone &amp; Joshua Jessel</b></p>
<p><b>3:45-5:00 pm</b></p> <p><b>CEUs: 1.5 BACB</b></p> <p><b>Ballroom (2<sup>nd</sup> Floor)</b></p>	<p><b><i>Parent Professional Collaboration: A Discussion</i></b>  <b>Moderators: Bobbi Rogers &amp; Kenneth Shamlian</b>  <b>Panelists: James Moore, Judith Ursitti, Jennica Nill, &amp; Dana Reinecke</b></p> <p>This panel will present perspectives from two parents of individuals on the autism spectrum, and two professional BCBAs who work in the field. Structured questions will be presented by a moderator, and audience questions will be solicited in advance and screened. The focus will be on facilitating parent/professional collaboration for the best outcomes for learners with autism across the lifespan.</p>
<p><b>5:00-6:00 pm</b></p> <p><b>CEUs: 1 BACB</b></p> <p><b>Ballroom (2<sup>nd</sup> Floor)</b></p>	<p><b><i>Grassroots Advocacy with NYSABA's Legislative Committee</i></b>  <b>Lead by Sally Izquierdo</b></p> <p>Legislative update and opportunity for hands-on experience with grassroots advocacy as it pertains to removing the scope of practice restriction on licensed behavior analysts in New York.</p>
<p><b>6:15-7:30 pm</b></p> <p><b>Capital Room</b></p>	<p><b><i>Poster Session and Reception</i></b></p>

**6:15-7:30 pm**

**Poster Session and Reception**

**Location: Capital Room**

Enjoy drinks and hors d'oeuvres, and catch up with friends and colleagues as you review this year's poster session and visit with our exhibitors and sponsors in the foyer area.





**Friday, November 8, 2019**

<b>8:00-9:00 am</b> <b>Ballroom (2<sup>nd</sup> Floor)</b>	<b>Breakfast</b>
<b>8:00-8:45 am</b> <b>Ballroom (2<sup>nd</sup> Floor)</b>	<b>NYSABA Business Meeting</b>
<b>9:00-10:30 am</b>  <b>CEUs: 1.5 BACB</b>  <b>Ballroom (2<sup>nd</sup> Floor)</b>	<b>KEYNOTE ADDRESS: Matthew Brodhead</b> <b><i>A Call for Discussion About Scope of Competence in Behavior Analysis</i></b> <p>The field of behavior analysis has defined its scope of practice through credentialing and licensure efforts. However, scope of competence in behavior analysis has received little discussion. Scope of competence refers to activities that the individual practitioner can perform at a certain criterion level (e.g., the functional analysis is conducted accurately and safely, a skill acquisition program includes critical program components and establishes accurate stimulus control). Given the successful efforts of behavior analysts in growth and recognition of the field, it is time for a robust conversation about scope of competence for the field of behavior analysis. This discussion can clarify how behavior analysts self-evaluate their own scope of competence and how they might expand their scope of competence if the needs of consumers requires practitioners to expand into new areas.</p>
<b>10:45-12:15 pm</b>  <b>CEUs: 1.5 BACB</b>  <b>Meeting Room 1A</b>	<b>INVITED SPEAKER: Rachel Cavalari (NYSABA Past Board Member)</b> <b><i>Cultivating Change: Building Relationships Toward Effective Dissemination of the Science of ABA</i></b> <p>Behavior analysts know that part our ethical code outlines our responsibility to the profession of ABA, including the dissemination of our science. Broadly defined, dissemination means to spread something widely. As a field, unfortunately, our reach has been anything but wide. We often continue to find ourselves in an insular group telling one another how great our science is and how many problems could be solved if the rest of the world would see our value. This perspective assumes that the responsibility for dissemination is on others and that it is somehow their fault for not seeking out the science. It also assumes that our approach to science is the only one of value. Both are incredibly dangerous assumptions for our field and our ethical responsibility to our science. This presentation will focus on outlining some of the opportunities that behavior analysts have to disseminate our science through informal and formal discussions, legislative initiatives, and other community dialogues.</p>
<b>10:45-12:15 pm</b>  <b>CEUs: 1.5 BACB</b>  <b>Meeting Room 1B</b>	<b>INVITED SPEAKER: Beth Diviney (NYSABA Past President)</b> <b><i>A Collaborative Team Approach to Manage Challenging Behavior in a Healthcare Clinic for People with Autism and their Family Members</i></b> <p>The effects of graduated exposure, modeling, contingent social attention, and use of various digital devices on tolerance to dental procedures for people with autism will be explored. In this presentation, some of the challenges of designing and implementing an effective dental program while working with a collaborative team of therapists, nurses, dentists, and dental hygienists will be described. Recommendations to encourage best practices while working together to serve the patient and their family members will be discussed.</p>



**Friday, November 8, 2019**

<b>10:45-12:15 pm</b> <b>CEUs: 1.5 BACB</b> <b>Meeting Room 2A</b>	<b>Antonia R. Giannakakos, Jason C. Vladescu, April N. Kisamore, Kenneth F. Reeve, &amp; Daniel M. Fienup</b> <b><i>A Review of the Literature on Safety Response Training</i></b> Thousands of children die each year as a result of unintentional injuries. Some of these deaths may be preventable. Given that there are different types of safety responses, a comprehensive review of the literature would provide information on important deficits and avenues for future research. The purpose of the present review was to evaluate the extant literature on procedures for teaching safety responses and provide suggestions and considerations for future research. Our review of the literature revealed that although many safety categories are well represented in the current literature, others still warrant investigation. Furthermore, there is a call for future researchers to provide a more systematic description of experimental procedures and participants in their papers to allow for future replications. Future research would also benefit from further evaluations into specific procedural modifications that will lead to better generalization of safety responses to naturalistic settings and long-term maintenance outcomes.
<b>10:45-12:15 pm</b> <b>CEUs: 1.5 BACB</b> <b>Meeting Room 2B</b>	<b>INVITED EVENT: Helen Bloomer, Randy Horowitz, &amp; Bobby Newman (NYSABA Past Presidents)</b> <b><i>Historical Landmarks in the History of NYSABA</i></b> The New York State Association for Behavior Analysis is in its 30th year. Over the course of its existence, many professionals have worked with the organization to achieve the mission of supporting and promoting Applied Behavior Analysis within New York State. Key moments and decisions will be highlighted.
<b>10:45-12:15 pm</b> <b>CEUs: 1.5 BACB (Supervision)</b> <b>Meeting Room 2C</b>	<b>Cheryl Davis &amp; Dana Reinecke</b> <b><i>I Need Unrestricted Hours!</i></b> <b><i>Using the Task List to Meet the Increased Required Time</i></b> The recommended approach to supervision of BCBA candidates is to use performance feedback and behavioral skills training in the context of competency-based assessment. Supervisors sometimes report finding it difficult to efficiently use these strategies and to cover the breadth of content that should be addressed in supervision. Given that the BACB now requires supervisors to be accountable not only for the effectiveness of the supervision that they provide, but also for the performance of their supervisees, it is more important than ever to conduct supervision in the most effective, efficient manner possible. This presentation will provide a detailed review of the new BACB requirements for supervision as well as strategies for organizing supervision content and conducting ongoing assessments of supervision effectiveness and supervisee progress. The information presented will include using a planned approach to supervision that includes incorporating several task list items into activities and projects that the supervisee can complete using hands-on learning to improve client outcomes while meeting the increased unrestricted hours requirements.
<b>12:15-1:30 pm</b> <b>Ballroom (2<sup>nd</sup> Floor)</b>	<b>Lunch</b>



**Friday, November 8, 2019**

<b>1:30-3:00 pm</b> <b>CEUs: 1.5 BACB</b> <b>Meeting Room 1A</b>	<b>INVITED SPEAKER: Rachel Cavalari (NYSABA Past Board Member)</b> <b><i>Cultivating Change: Building Relationships Toward Effective Dissemination of the Science of ABA</i></b> (Repeat presentation)
<b>1:30-3:00 pm</b> <b>CEUs: 1.5 BACB</b> <b>Meeting Room 1B</b>	<b>INVITED SPEAKER: Beth Diviney (NYSABA Past President)</b> <b><i>A Collaborative Team Approach to Manage Challenging Behavior in a Healthcare Clinic for People with Autism and their Family Members</i></b> (Repeat presentation)
<b>1:30-3:00 pm</b> <b>CEUs: 1.5 BACB</b> <b>Meeting Room 2A</b>	<b>Professional Development Series: Careers in Behavior Analysis</b> <b>Moderator: Joshua Jessel</b> <b>Panelists: Kimberly Shamoun, Daniel Feinup</b> Beginning your early career as a behavior analyst can be overwhelming. Earning a master's or doctoral degree in applied behavior analysis opens the possibility to working in eclectic settings and with diverse populations. Therefore, we have created a panel of experienced professionals to help guide those who are students about to embark on their new careers in the field of behavior analysts or recent graduates who are currently in the decision making process. The experiences of those on the panel range from professors, directors of clinical programs for children with autism, and consultants in school settings. The group of panelists will provide some history on their career choices and some advice they may have for others before opening the floor to any questions from audience members.
<b>1:30-3:00 pm</b> <b>CEUs: 1.5 BACB</b> <b>Meeting Room 2B</b>	<b>Elliot Douglas &amp; Brian Healy</b> <b><i>You, Me, &amp; the Four-Term Contingency: Creative Approaches for Treating Severe Problematic Behavior</i></b> Following the typically utilized approaches of Personal Intervention Systems and facilitating Agency/School Protocols can have unintentional reinforcing properties on severe problematic behavior. This discussion will focus on creative interventions based on the foundational knowledge of ABA that target individual components of the four-term contingency. A vignette of promising case studies, corresponding treatment packages, and data-driven outcomes will be presented. These approaches differ from the interventions recommended by personal Intervention systems and use agency protocol in a behavior analytic manner.
<b>1:30-3:00 pm</b> <b>CEUs: 1.5 BACB</b> <b>Meeting Room 2C</b>	<b><i>Symposium: Developments in Skill Acquisition Assessment and Procedures in Individuals with ASD</i></b>  <b><i>Assessment to Identify Learner-Specific Prompt and Prompt-Fading Procedures for Children with Autism Spectrum Disorder</i></b> <b>Lauren K. Schnell, Jason C. Vladescu, April N. Kisamore, Ruth M. DeBar, SungWoo Kahng, Kathleen Marano, &amp; Molly Joyce</b>  <b><i>Teaching Children with Autism Spectrum Disorder to Tact Olfactory Stimuli</i></b> <b>Tina K. Dass, April N. Kisamore, Jason C. Vladescu, Kenneth F. Reeve, Sharon A. Reeve, &amp; Anne Stauffer</b>  <b><i>The Effects of Training Multiple Unidirectional Intraverbal Relations on the Emergence of Bidirectional Relations with Children with Autism</i></b> <b>Jamie L. Fetzer, April N. Kisamore, Amanda M. Karsten, Jason C. Vladescu, Catherine Taylor-Santa, &amp; Alexis Vance</b>  <b><i>Comparing Procedures on the Acquisition and Generalization of Tacts for Children with Autism Spectrum Disorder</i></b> <b>Lauren K. Schnell, Jason C. Vladescu, Tiffany Kodak, Casey L. Nottingham, &amp; Kate McKenna</b>



**Friday, November 8, 2019**

<b>3:15-4:45 pm</b> <b>CEUs: 1.5 BACB</b> <b>Meeting Room 1A</b>	<b><i>Symposium: Autism Knows No Borders: The Why and How of Ethical Dissemination of ABA Worldwide</i></b> <b>Discussant: Tina Marie Covington</b>  <b><i>The Need For Sustainable Dissemination of ABA Worldwide</i></b> <b>Kimberly Klemek Madar</b>  <b><i>Ensuring Sustainability With Supervision</i></b> <b>Noor Syed</b>  <b><i>Educating and Empowering Behavior Analysts Worldwide</i></b> <b>Jacob Sadavoy</b>
<b>3:15-4:45 pm</b> <b>CEUs: 1.5 BACB</b> <b>Meeting Room 1B</b>	<b>Stephanie Delczeg, Dana Reinecke, &amp; Margaret M. Laskowski</b> <b><i>I Want My Coffee and I Want It Now: Use of Electronic Activity Schedules to Teach Adults with Disabilities to Request Assistance When Needed</i></b> Activity schedules are an effective way of teaching a variety of skills to children and adults with developmental disabilities. Individuals with autism and other developmental disabilities often have difficulty with asking for help from others when needed. While there is a fair amount of research demonstrating the effectiveness of the use of activity schedules for a range of skills with children, the literature addressing the ability to ask for help with technology-based activity schedules specifically with adults is much more limited. This presentation will discuss the authors' research exploring the effectiveness of iPad interactive activity schedules to teach adults with developmental disabilities to ask for help when performing a task. This presentation will also evaluate the literature on technology-based activity schedules for teaching skills, and provide a tutorial on how to set up and implement an activity schedule in PowerPoint.
<b>3:15-4:45 pm</b> <b>CEUs: 1.5 BACB</b> <b>Meeting Room 2A</b>	<b>Christopher E. Smith, Darlene Magito McLaughlin, Kerri-Ann O'Halloran, Jacquelyn Gates &amp; Juliana Calta</b> <b><i>School Refusal: Assessment and Intervention</i></b> School refusal, also referred to as chronic absenteeism, is an increasingly seen problem for school-aged students. School refusal has been described as prevalent, as approximately 1-5% of students refuse to go to school (Elsheerbiny, 2017). This panel will discuss the functional assessment and treatment of school refusal, including commonly observed functions and contextual risk factors for school refusal. Data collection procedures for assessing school refusal behaviors will also be reviewed. Interventions based on the identified function of school refusal behavior, including data-based case studies, will also be discussed.





**Friday, November 8, 2019**

<b>3:15-4:45 pm</b>  <b>CEUs: 1.5 BACB</b>  <b>Meeting Room 2B</b>	<b>Harry M. Voulgarakis</b>  <b><i>Tales of Behavior Analysis:</i></b> <b><i>Understanding Family Centered Care and Sociocultural Barriers</i></b> The vast majority of practicing behavior analysts provide services to some of the most vulnerable individuals such as those affected by developmental disabilities, brain injury, etc. Licensure efforts have further helped to establish us a profession within the realm of human services. And yet, unlike nearly all of our counterparts in human services fields (e.g. psychology, social work, counseling), behavior analysts are not required to engage in any training specific to human service, cultural competence, or family centered care. In the workshop, case studies will be presented that illustrate critical aspects of sociocultural barriers to assessment and treatment. The purpose of this seminar is to promote the essential need for behavior analysts to develop clinical competencies outside of behavior science, but within human service delivery more broadly as it relates to ethical practice and culturally competent care.
<b>3:15-4:45 pm</b>  <b>CEUs: 1.5 BACB</b>  <b>Meeting Room 2C</b>	<b><i>Symposium: Evaluations of Complex Assessment and Instructional Procedures for Adults and Children with ASD and Developmental Disabilities</i></b>  <b><i>A Review of the Literature on Using Assessment to Identify Optimal Instructional Procedures for Learners with Autism Spectrum Disorder</i></b> <b>Lauren K. Schnell, Jason C. Vladescu, April N. Kisamore, Ruth M. DeBar, &amp; SungWoo Kahng</b>  <b><i>Systematic Review of Brief Functional Analysis (2000-2018)</i></b> <b>Douglas M. Kupferman, Ruth M. DeBar, &amp; Eileen Milata</b>  <b><i>Effects of a Problem-Solving Strategy on the Correct Completion of Vocational Tasks by High Functioning Young Adults with Autism</i></b> <b>Bernadette C. Balane, April N. Kisamore, Tina M. Sidener, &amp; James E. Carr</b>  <b><i>Evaluating Backward Chaining Methods on Vocational Tasks with Adults with Developmental Disabilities</i></b> <b>Ashley M. Kobylarz, Ruth M. Debar, Kenneth F. Reeve, Linda S. Meyer, Courtney Kane</b>

**END OF CONFERENCE**

**SIGN OUT OF  
CONFERENCE IN  
CEU HELPER!**

**HAVE A SAFE TRIP HOME  
AND SEE YOU NEXT YEAR!**

## Invited Speaker Bios

### **Matthew Brodhead, Ph.D., BCBA-D**

Matthew T. Brodhead is an assistant professor at Michigan State University and the Research Director of the Early Learning Institute. His research examines focused social skill interventions for children with autism. He also writes about conceptual issues relating to the ethical and professional behavior of practicing behavior analysts. He is on the editorial board of multiple journals, including the Journal of Applied Behavior Analysis, Behavior Analysis in Practice, The Analysis of Verbal Behavior, and Behavior and Philosophy. He is also the co-guest editor for the forthcoming special issue in Behavior Analysis in Practice on diversity and equity in the practice of behavior analysis.

### **Rachel N. S. Cavalari, Ph. D., BCBA-D**

Rachel N. S. Cavalari, Ph. D., BCBA-D, is an Adjunct Professor in the Department of Psychology at Binghamton University and a Licensed Psychologist and Licensed Behavior Analyst at the Institute for Child Development. She presently serves as the Director of the Children's Unit for Treatment and Evaluation, Practicum Liaison for the Undergraduate Psychology Major Track in Applied Behavior Analysis, and BACB ACE Coordinator for the ICD. More recently, she has also taken on the role of Assistant Director for the Binghamton Regional Center for Autism Spectrum Disorders (BRCASD), which focuses on the dissemination of evidence-based practice to a specified catchment of counties in south central NY. Dr. Cavalari has specific expertise in diagnostic evaluation, behavioral assessment and intervention, and staff training as it relates to children with developmental disabilities, particularly Autism Spectrum Disorder. Dr. Cavalari is actively involved with both research and practice as well as professional and systems issues related to service provision. She has served as a reviewer for numerous journals and has authored various peer-reviewed journal articles and book chapters. Dr. Cavalari previously served on the Board of Directors for NYSABA as Student Activities Chair and on the NYSABA Legislative Committee and has coordinated conferences for the Council on Autism Services (currently The Council of Autism Service Providers) and BRCASD.

### **Frank Cicero, Ph.D., BCBA, LBA**

Dr. Frank Cicero is a New York State licensed psychologist, licensed behavior analyst and board certified behavior analyst with over 20 experience working in the fields of applied behavior analysis and autism spectrum disorders. He received his masters degree in school psychology from St. John's University and his doctoral degree in educational psychology from the City University of New York Graduate Center. Dr. Cicero is currently an assistant professor and ABA program director for Seton Hall University, New Jersey. Prior to this position, he served as the Director of Psychological Services for the Eden II Programs, an applied behavior analysis agency in the New York City area serving children and adults on the autism spectrum. Dr. Cicero continues a private practice for child/adolescent psychology and aba as well as conducts program consultations in best practice treatment for autism, developmental disabilities and problem behavior. Dr. Cicero frequently conducts workshops and trainings nationally on a variety of topics within his fields of expertise. He also has several publications including peer reviewed articles, book chapters and a training book titled "Toilet Training Success."

### **Beth Diviney, Ph.D., BCBA, LBA**

Beth Diviney, Ph.D., BCBA, LBA is a behavior analyst who consults in healthcare clinics, homes and other community based settings throughout the NY tristate area. Beth received a bachelor's degree in Psychology from SUNY at Stony Brook where, under the supervision of Dr. Ted Carr and his graduate students, she discovered the field of Applied Behavior Analysis. She earned her M.A. in Experimental Psychology at LIU, and Ph.D. in Applied Psychology at NYU. Beth is a peer-elected Past President of the NYS Association for Behavior Analysis, Director of Behavioral Services at CARES (Community Assistance Resources and Extended Services, Inc.), and Director of New Initiatives at icare4autism (International Center for Autism Research & Education). She is a behavior consultant at YAI/NIPD and a cofounder of the Premier HealthCare Training Institute, serves on advisory committees and presents at national and international professional conferences. Her research and practice focus is on the health and well-being of families, learning, autism, challenging behavior, and the applications of behavior analysis in our everyday lives.

### **Joanne Gerenser, PhD, CCC-SLP**

Joanne is the Executive Director of the Eden II Programs in NYC and LI. She received her Ph.D. in Speech and Hearing Sciences from the City University of NY Graduate Center. She is on the board of the Council of Autism Service Providers as well as co-chair of the Scientific Council for the Organization for Autism Research. Joanne has authored several articles and book chapters on ASD and language disorders. She is the co-editor of the book ABA for SLPs: Interprofessional Collaboration for Autism Support Teams.

### **Randy Horowitz, MEd, Ed, SAS**

Randy has a Master of Science in Education from Queens College and a Certificate of School Administration and Supervision from the College of New Rochelle. Randy is currently a doctoral candidate in the educational leadership program at Concordia University. Randy started her career as a special education teacher in public school in Nassau County and then spent close to 25 years in senior leadership positions at nonprofit organizations serving children and adults with autism in NYC and Long Island. Randy has presented at local, national and international conferences on topics relating to educating individuals with autism. Her particular areas of interest include preparing and supporting individuals with autism for integration into community activities.

### **Linda S. Meyer, Ed.D., MPA, BCBA-D, LBA, CPT**

Since 1975, Linda Meyer has served NJ's autism community as a public school teacher, advocate, consultant, adjunct professor, educational administrator, volunteer, personal fitness trainer and nonprofit manager. She is the co-founder of the Alpine Learning Group in Paramus, NJ and served as its founding executive director from 1989 until 2005. She serves on the professional advisory boards and board of directors of several schools and agencies serving individuals with autism and other developmental disabilities. Linda has presented at regional, national, and international conferences, and authored articles and book chapters on various special education, nonprofit management and personal fitness topics. She has taught doctoral and masters level students in educational, clinical psychology and applied behavior analysis graduate school programs.

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

Currently Dr. Jim Moore is the Director of Autism Solutions for Canopy Children's Solutions. Prior to his appointment at Canopy, Dr. Moore was the Director of Training for the Master's Training Program in Applied Behavior Analysis at the University of Southern Mississippi. Dr. Moore holds a Ph.D. in School Psychology from the University of Southern Mississippi. He completed a pre-doctoral internship in Pediatric Psychology from the Kennedy Krieger Institute at Johns Hopkins University Medical Center and the Marcus Behavior Center through Emory University. He was the Director of School Consultation and Applied Research at the May Institute in Atlanta, GA before returning home to work as both an academic counselor and Assistant Dean of Students at Pearl River College. He has been a Board Certified Behavior Analyst since 2002 and became Mississippi's first Licensed Behavior Analyst in 2015. His research has been published in such journals as the Journal of Applied Behavior Analysis, Behavior Analysis in Practice, Behavior Modification, Child and Family Behavior Therapy, Journal of Behavioral Education, Journal of Organizational Behavior Management, Proven Practice, Focus on Autism and other Developmental Disabilities, School Psychology Review, and School Psychology Quarterly. His research interests include teaching matching and discrimination skills to children with Autism, integrating Relational Frame Theory into Autism services, Behavioral Economics, Early Intensive Behavioral Intervention, Functional Analysis Methodology, Behaviors Maintained by Negative Reinforcement, Teacher/Staff training, integration of service delivery across home and school settings, the PEAK Relational Training System for children with autism, Parent Training in Behavior Analysis, and health, fitness, and coaching using behavior analysis. In 2015, he was appointed as the first chair of the Mississippi Autism Board; the licensure and regulatory board for behavior analysis in the state of Mississippi. In August 2019, Dr. Moore became a member of the Board of Directors for the Behavior Analyst Certification Board, after being elected to Seat B by his peers.

### **Helen Yoo, PhD, BCBA-D**

Helen is a research scientist at the New York State Institute for Basic Research and a licensed psychologist in private practice. Helen received her PhD in Developmental and Child Psychology from the University of Kansas and completed her pre-doc and post-doc at the Kennedy Krieger Institute. She serves on the editorial board of the journal Intellectual and Developmental Disability. Her work has been funded by the New York State Department of Education and Autism Speaks.

# Conference Schedule- Workshops

## Wednesday, November 6, 2019 4:00-7:00pm

Room 1A	Room 1B	Room 2A	Room 2B
Hoko & Hartman	Williams, Polgar & DeMauro	Newman	McGreevy & Fry

*Save<sup>the</sup> Date!*



**NYSABA 2020!**  
**October 21-23, 2020**  
**Albany Capital Center**

# Conference Schedule- At a Glance- November 7 & 8

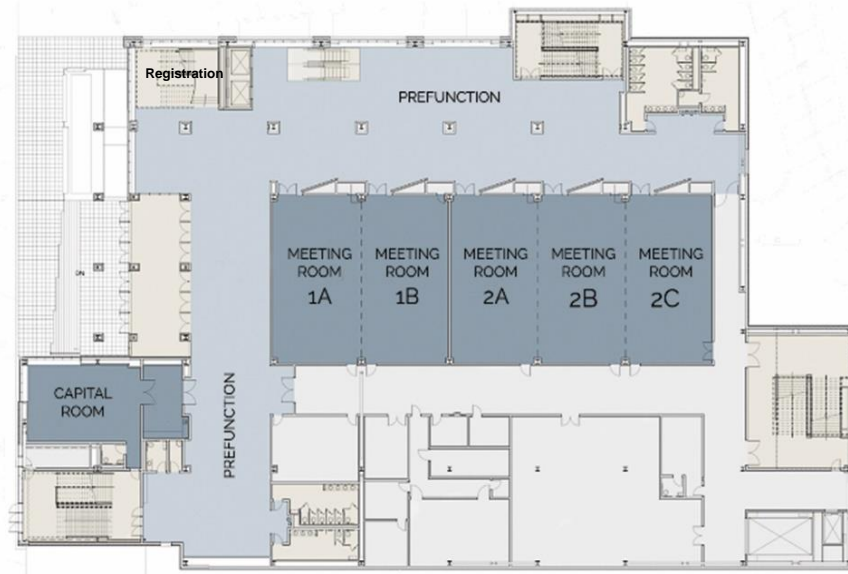
	Registration Hallway	Meeting Room 1A	Meeting Room 1B	Meeting Room 2A	Meeting Room 2B	Meeting Room 2C	Ballroom	Outside Breakout Area
Thursday								
8:00-9:00	Registration Questions & Answers						Breakfast	Exhibitors/ Sponsors
9:00-9:30	Registration Questions & Answers						President's Welcome	Exhibitors/ Sponsors
9:30-11:00	Registration Questions & Answers						Keynote: Moore	Exhibitors/ Sponsors
11:15-12:45	Registration Questions & Answers	Cicero	Horowitz	Yoo	Symposium	Gerenser		Exhibitors/ Sponsors
12:45-2:00	Registration Questions & Answers						Lunch	Exhibitors/ Sponsors
2:00-3:30	Registration Questions & Answers	Cicero	Horowitz	Yoo	Symposium	Gerenser		Exhibitors/ Sponsors
3:45-5:00	Registration Questions & Answers	Lanovaz et al.	Symposium	Symposium	Symposium	Symposium	Parent/ Professional Discussion	Exhibitors/ Sponsors
5:00-6:00							Legislative Presentation	
6:15-7:30								Poster Session (Capital Room)
Friday								
8:00-9:00	Registration Questions & Answers						Breakfast	Exhibitors/ Sponsors
8:00-8:45	Registration Questions & Answers						Business Meeting	Exhibitors/ Sponsors
9:00-10:30	Registration Questions & Answers						Keynote: Brodhead	Exhibitors/ Sponsors
10:45-12:15	Registration Questions & Answers	Cavalari	Diviney	Giannakakos et al.	NYSABA HISTORY	Davis & Reinecke		Exhibitors/ Sponsors
12:15-1:30	Registration Questions & Answers						Lunch	Exhibitors/ Sponsors
1:30-3:00	Registration Questions & Answers	Cavalari	Diviney	Career Panel	Douglas & Healy	Symposium		Exhibitors/ Sponsors
3:15-4:45	Registration Questions & Answers	Madar et al.	Delczeg et al.	Smith et al.	Voulgarakis	Symposium		Exhibitors Take Down

# FACILITY FLOOR PLANS

## LEVEL 1

HOWARD STREET

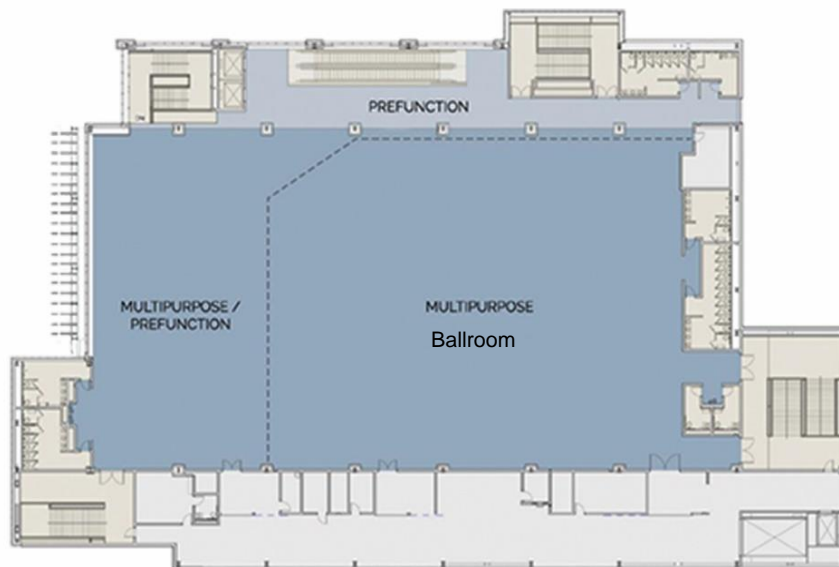
EAGLE STREET



## LEVEL 2

HOWARD STREET

EAGLE STREET







## New York State Association for Behavior Analysis **Policy for Continuing Education Units**

In order to earn Continuing Education Units (CEUs), attendees must fulfill all of the following requirements:

- Pay the CEU fee prior to the end of the last day of the conference or event.
- Download the CEU Helper app and collect units through the app at the conference or event. (In the rare instance in which the app is not supported on the attendee's device, a barcode will be provided to the attendee. The barcode will need to be scanned by a NYSABA Board Member or Volunteer before and after each CEU-qualifying presentation).
- Attendees must scan into each CEU-qualifying presentation no later than 7 minutes after the scheduled start time of the event and no earlier than 10 minutes before event.
- Attendees must scan out of each CEU-qualifying presentation no earlier than 7 minutes before the scheduled end time of the event and no later than 10 minutes after the event ends.
- In the event of any errors occurring while scanning in or out, attendees must notify a NYSABA Board Member or Volunteer immediately (no later than 10 minutes after the end of each CEU-qualifying presentation).
- Attendees are required to review CEU Helper for the CEUs that they have completed and sign out of the event or conference on the app. This must happen after the last day of the event (i.e., only sign out of a multi-day event after your last day at the event), but no later than 24 hours after the last presentation.
- After review and approval by the NYSABA Education Committee Chair, CEUs will be formally awarded in CEU Helper. Attendees will receive an e-mail notification of the availability of the certificate online. Attendees must download or print the certificate from CEU Helper for proof of CEUs/attendance. Hard copies of certificates WILL NOT be provided by NYSABA.

**PLEASE NOTE: CEUs will not be provided to anyone who does not meet the above requirements. Late payments and requests for corrections after the event has ended will not be honored.**