

EXPERT PERSPECTIVES

A Video Resource Catalog
for College and
University Courses
Spring 2025



CAMBRIDGE CENTER
FOR
BEHAVIORAL STUDIES



Excellence
in Education and Training

EXPERT PERSPECTIVES

ABOUT THE VIDEOS IN THIS CATALOG

Welcome to the Cambridge Center for Behavioral Studies Expert Perspectives Program, a premier educational resource developed in collaboration with the Applied Behavior Analysis Center (ABAC) and the Cambridge Center for Behavioral Studies (CCBS). Since 2016, our partnership has brought over 50 live events to educators, students, and professionals in the field of behavior analysis. Now, we are excited to offer these valuable resources in a convenient video format for on-demand learning. The Cambridge Center for Behavioral Studies Expert Perspectives Program features a wide range of videos derived from our popular live events.

Each video includes:

- Expert Insights: Presentations by CCBS trustees, advisors, and friends who are leading experts in their fields.
- Comprehensive Content: Access to handouts, resources, and licensed works that complement the video content.
- Flexible Learning: Videos are available for a four-month period, allowing learners to engage with the material at their own pace.

Pricing

- Individual Access: Register for any video at just \$12 each. Gain access to a specific video and its accompanying materials for four months.
- Bulk Purchases: Special discounts are available for professors, universities, and organizations purchasing multiple registrations.
 - 50% discount for professors assigning more than one video to students in their class (student coupon code available).
 - Bulk Registration: See Appendix B
- Group Viewing: Options are available for groups to view videos together. See Appendix B

Benefits

- Affordable Education: Learn from the best without breaking the bank. This program will always be affordably priced to ensure that everybody can access these lectures.
- Quality Content: Learn from some of the most respected figures from the field of behavioral science.
- Convenience: Study at your own pace with access to videos and materials anytime, anywhere. Students will have access for 4 months after registering.

Special Offers

- Student Discount: Professors assigning videos to their classes can request a coupon code providing a 50% discount on registration fees.
- Annual Reports: Institutions purchasing bulk registrations will receive detailed annual reports on usage and engagement.

Contact Us

- For more information, to discuss bulk purchase options, or to request a student discount coupon for your class (available when you assign 2 or more videos to your students) please reach out to our team at info@abacnj.com.

View The Digital Catalog



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Or Visit Us at abacnj.com

EXPERT PERSPECTIVES

Additional Information

Video View Tracking

- The learning management system tracks video viewing duration.
- Fast forward is disabled.
- If a learner decides to stop the video and take a break, the video will begin where they left off when they return.
- The videos in this series do not include check-ins or attendance codes.

Tips to Improve Viewing Experience

- Use a desktop or laptop computer, a Chromebook, or a recent version of a tablet device.
- Use an updated version of Chrome, Firefox., Edge or Safari | DO NOT use Internet Explorer
- Make sure you have a high-speed internet connection.

Accessibility

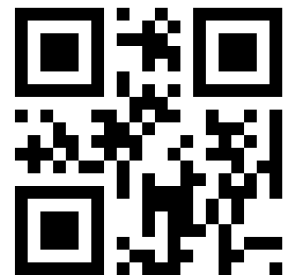
- ABACNJ.com includes an accessibility tool that includes a screen reader and other accessibility options.
 - To explore these options click on the floating User Way icon found on the left side of the website or press CTRL + U.
- Manually edited closed-captions are available to all viewers.

Assessment

- There is no formal assessment.
- Each video includes a learner reaction survey.
- Professors who assign this video to their students may request a question bank to include in their exams.

Visit

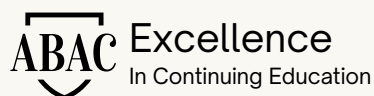
Behavior.org



The image is a screenshot of a website banner. At the top, there is a dark blue navigation bar with a "DONATE NOW >>" button, a tagline "Your generosity brings the best of behavioral science to the public", and a search bar with the text "Keyword, Name or Location" and a "SEARCH >>" button. Below the navigation bar is a white header section with the Cambridge Center for Behavioral Studies logo on the left and a menu of links: "About Us", "Help Centers", "Continuing Education", "Store", "Journals", "Jobs", and "Events". The main banner features a large image of the University of Kansas campus with a blue overlay. On the left is the KU logo. The text in the center reads "6th Annual Behavioral Science: Applications in Leadership & Supervision Conference", "Save-the-Date! Friday, November 8, 2024", and "On the campus of the University of Kansas in Lawrence, KS, or virtually/online". A "Read More" button is at the bottom center. On the right, it says "Presented by" followed by the Cambridge Center for Behavioral Studies logo, and "in cooperation with" followed by the KU Department of Applied Behavioral Science logo.

ABACLive Cambridge Center Series Presents Dr. Eduardo J. Fernandez

Animal Training as Environmental Enrichment: An Evidence-Focused Approach



CAMBRIDGE CENTER
FOR
BEHAVIORAL STUDIES

Originally Presented On 02/08/2023

Length: 154 minutes | Total Videos: 1

Animal training and environmental enrichment are both important advancements associated with current behavioral welfare practices. Additionally, the use of training procedures have been proposed as a form of enrichment with the implication that training can produce beneficial behavioral welfare results. The specific testable ways in which training can be demonstrated to be enriching are less clear. In other words, how does training improve (i.e. enrich) the lives of the animals being trained? In this two-hour workshop, Dr. Fernandez will provide a foundation about the science behind the idea that training can be enriching. He will also describe applied animal behavior (AAB) work and how behavioral principles can be used to study such animal, training, and enrichment related phenomena.

ACCOMPANYING MATERIALS

- Handout with slides
- References and resources when available
- For Professors: Upon request we will provide suggested exam questions.

PRESENTER BIO AT TIME OF PRESENTATION

Eduardo J. Fernandez is a Senior Lecturer of applied animal behavior and welfare in the School of Animal and Veterinary Sciences at the University of Adelaide, Australia. He received his Ph.D. in psychology with minors in neuroscience and animal behavior from Indiana University, where he worked with the Indianapolis Zoo and Cincinnati Zoo. He received his M.S. in behavior analysis from the University of North Texas, where he founded the Organization for Reinforcement Contingencies with Animals (ORCA). Most of his past and current work involves behavioral research applied to the welfare and training of zoo, aquarium, and companion animals. His past positions include a Visiting Professorship in the Psychology Department at Seattle Pacific University, a Visiting Professorship in the School of Behavior Analysis at the Florida Institute of Technology, an Affiliate Assistant Professorship in the Psychology Department at the University of Washington, a Research Fellowship with Woodland Park Zoo, and a National Science Foundation Postdoctoral Fellowship. While working with UW and the Woodland Park Zoo, he started the Behavioral Enrichment Animal Research (BEAR) group, which conducted welfare research with many of the species and exhibits located throughout the zoo. He currently runs the Operant Welfare Lab (OWL), which is dedicated to the use of learning principles to improve the lives of animals across many settings, including exotic animals in zoos and companion animals in homes and shelters. OWL is also part of the broader Animal Behaviour, Welfare, and Anthrozoology Lab (ABWAL; abwal.com). Many of Dr. Fernandez's past publications, research projects, and presentations can be found on his ResearchGate profile: https://www.researchgate.net/profile/Eduardo_Fernandez18

BIO UPDATES

Since presenting in 2023, Dr. Fernandez has become a Senior Lecturer and Animal Behaviour Program Director in the School of Animal and Veterinary Sciences at the University of Adelaide, Australia.

LEARNING OBJECTIVES

After viewing this presentation:

1. Identify the history of behavior analysis applied to both animal training and environmental enrichment.
2. Compare and contrast the 3 ways training can be shown to be enriching (3 testable hypotheses).
3. List and evaluate 3 ways that would allow us to further study this phenomenon.

PROFESSORS

See Appendix A in our [pdf catalog](#) for our Supplemental Content Guide. Including this video in your course? Contact us at info@abacnj.com for an accompanying test bank.

TARGET AUDIENCE

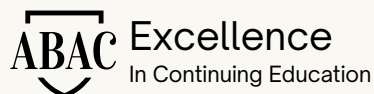
Students and professors in behavior science disciplines and anyone interested in the topic.

DISCLOSURE

Dr. Eduardo J. Fernandez does not receive royalties or payments from any of the organizations or products mentioned during the presentation.

ABACLive Cambridge Center Series Presents Robert Pennington Ph.D., BCBA-D

Behaving Behavior Analytic in the Provision of School Supports



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Originally Presented On 02/10/2021
and 03/10/2021

Length: 170 minutes | Total Videos: 2

Serving educational professionals and their students in school contexts is a challenging but meaningful endeavor. In this session, Dr. Pennington will draw from his over 25 years working in schools to discuss functional contingencies related to teacher behavior change and provide an approach for assessing and then supporting teachers in the improvement of classroom programming. Dr. Pennington will demonstrate the use of the program evaluation tools, model the development of behavioral objectives for addressing teacher behavior, and describe several strategies for improving teacher engagement (peer to peer coaching, training students, behavior skills training).

TARGET AUDIENCE

Students and professors in behavior science disciplines and anyone interested in the topic.

PRESENTER BIO AT TIME OF PRESENTATION

Robert Pennington is the Lake and Edward J Snyder, Jr. Distinguished Professor in Special Education. He has over 30 years of experience working with individuals with disabilities, their families, and teachers. He graduated from the University of Kentucky in 2010 and since has published over 60 articles, book chapters, and books related to working with persons with ASD and intellectual disability. Dr. Pennington is passionate about the dissemination of research-based practice and has provided hundreds of refereed and invited presentations to researchers, practitioners, and families. He also values service to the field and his local communities through membership on numerous advisory and editorial boards, leadership in professional organizations, and consultation in schools. His current interests involve behavior analytic communication instruction, expanding students' repertoires in written expression, and improving educational programming for students with severe disabilities.

Lake & Edward J. Snyder, Jr. Distinguished Professor in Special Education
Department of Special Education and Child Development
University of North Carolina Charlotte.

BIO UPDATES

Dr. Pennington is now the William T. Bryan Endowed Chair in Special Education Technology at the University of Kentucky. He has now published over 90 articles, book chapters, and books and serves on editorial boards for ETADD, TECSE, RSEQ, FOCUS, RPSD, and JSE. He also holds leadership positions in professional organizations such as President of Board of Directors for DADD, ACRES, and KYABA.

LEARNING OBJECTIVES

After viewing this presentation:

1. Identify contingencies that may facilitate or hinder teacher behavior change.
2. Identify key components of model for assessing the classroom environment and identifying intervention targets.
3. Identify strategies for intervening to support teacher development.

PROFESSORS

See Appendix A in our [pdf catalog](#) for our Supplemental Content Guide. Including this video in your course? Contact us at info@abacnj.com for an accompanying test bank.

ACCOMPANYING MATERIALS

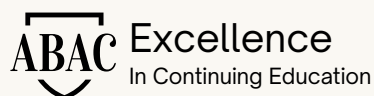
- Handout with slides
- References and resources when available
- For Professors: Upon request we will provide suggested exam questions.

DISCLOSURE

Dr. Pennington does not have any financial relationships or conflicts to disclose.

ABACLive Cambridge Center Series Presents Salvador “Sal” Ruiz Ph.D., BCBA-D

Precision Solutions for the Treatment of Problem Behavior



CAMBRIDGE CENTER
FOR
BEHAVIORAL STUDIES

Originally Presented On 05/14/2021

Length: 154 minutes | Total Videos: 1

Behavior assessments are a common practice in the treatment of problem behavior in schools, clinics, and home settings. Specifically, descriptive assessment is utilized to identify antecedent and consequences that maintain challenging behavior. However, issues with analysis can occur during data collection. Precision teaching is a measurement system that when paired with descriptive assessment can create a practical approach to data collection, decision making, and development of effective treatment.

TARGET AUDIENCE

Students and professors in behavior science disciplines and anyone interested in the topic.

PROFESSORS

See Appendix A in our [pdf catalog](#) for our Supplemental Content Guide. Including this video in your course? Contact us at info@abacnj.com for an accompanying test bank.

PRESENTER BIO AT TIME OF PRESENTATION

Salvador “Sal” Ruiz has been using the standard celeration chart (SCC) for seven years. Dr. Ruiz has worked with students from ages 5-27, including typically developing learners and learners with developmental disabilities. Dr. Ruiz has worked in various settings using the principles of behavior analysis and precision teaching.

Dr. Ruiz’s background includes working as a paraprofessional, direct care staff, and behavior specialist. Dr. Ruiz obtained a B.A. from William Paterson University in sociology. He earned a certificate in behavior analysis from Pennsylvania State University while working as a Behavior Specialist in New Jersey public schools. He earned his Master’s in psychology at The Chicago School, and received his Ph.D. in 2018 from Pennsylvania State University. He has conducted research in the areas of challenging behavior, sexual education, and skill building, and has also presented his work at a variety of local and national conferences. He is the Academic Administrator for the University of West Florida and serves as a reviewer for *Behavior Analysis in Practice*.

Dr. Ruiz applied his training in precision teaching and behavior analysis to treat challenging behavior in the public school setting. He currently supervises those seeking BACB certification, teaches, and conducts research. Dr. Ruiz’s career focuses on measurement, visual analysis, the treatment of challenging behavior, teaching, and supervision. His current interests are challenging behavior, organizational behavior management, functions of behavior, and training. Dr. Ruiz is an active member of the Standard Celeration Society.

BIO UPDATES

Since presenting in 2021, Dr. Ruiz has become a Doctoral Lecturer at Hunter College of the City University of New York. Additionally, Dr. Ruiz serves on the Standard Celeration Society’s Board of Directors and has published research in SAFMEDS, single case research design, and using precision teaching to teach vocational skills.

LEARNING OBJECTIVES

After viewing this presentation:

1. Select pinpoints as definitions for behavior to reduce.
2. Identify fair pair replacement behavior responses.
3. Identify the components of the SCC.
4. Match analytic tactics with metrics to determine maintaining variables of problem behavior.

ACCOMPANYING MATERIALS

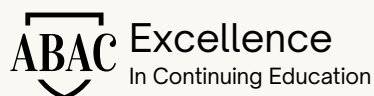
- Handout with slides
- References and resources when available
- For Professors: Upon request we will provide suggested exam questions.

DISCLOSURE

Dr. Ruiz does not have any financial relationships or conflicts to disclose.

ABACLive Cambridge Center Series Presents Marianne L. Jackson, Ph.D., BCBA-D

ABA, VB, RFT and LOL: A Behavior Analytic Account of Teaching Humor Comprehension



CAMBRIDGE CENTER
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BEHAVIORAL STUDIES

Originally Presented On 05/04/2022

Length: 143 minutes | Total Videos: 1

Humor comprehension and joke telling are important aspects of an individual's behavioral repertoire. They have various health and social benefits, and improvements in this repertoire may lead to positive outcomes in these areas. Professionals interested in the behavioral conceptualization of humor and how humor can be taught benefit from instruction in the analysis of humor as a response and an examination of the behavioral repertoires that are relevant to humor comprehension. At the end of the presentation, audience members should be able to explain the behavioral components involved in humor comprehension of simple double-meaning jokes and describe a procedure to teach these skills.

TARGET AUDIENCE

Students and professors in behavior science disciplines and anyone interested in the topic.

PRESENTER BIO AT TIME OF PRESENTATION

Marianne L. Jackson received her Master's and Doctoral Degrees in psychology with an emphasis in behavior analysis from the University of Nevada, Reno. She is currently a Professor of psychology at California State University, Fresno where she serves as the director of the Master's program in applied behavior analysis and as the clinical director of ABA Services at Fresno State. Her research interests include complex social skills including humor, perspective-taking, safety skills, the motivational functions of verbal behavior, and interventions to increase health and fitness behaviors. Dr. Jackson has served on the ABAI executive council, the CalABA Board of Directors, and as an advisor to the Cambridge Center for Behavioral Studies. In 2011, she was selected as the PsiChi Faculty of the Year, in 2014 was named as one of the Provost's Outstanding New Faculty, and in 2017 received a Distinguished Faculty Service award from the College of Science and Mathematics. While at Fresno State, she has secured grants and contracts totaling over six million dollars. She presents regularly at state and national conferences and has provided teaching, training, and clinical services in the countries of Scotland, Ireland, Jordan, Bosnia, and Georgia.

BIO UPDATES

Since the time of presentation, there have been no bio updates.

DISCLOSURE

Dr. Jackson does not have any financial relationships or conflicts to disclose.

LEARNING OBJECTIVES

After viewing this presentation:

1. Participants will identify one socially valid reason to improve humor comprehension.
2. Participants will select the behavioral components of double-meaning jokes.
3. Participants will identify ways to measure humor comprehension and appreciation.
4. Participants will identify a three-step prompting strategy for teaching comprehension of double-meaning jokes.

PROFESSORS

See Appendix A in our [pdf catalog](#) for our Supplemental Content Guide. Including this video in your course? Contact us at info@abacnj.com for an accompanying test bank.

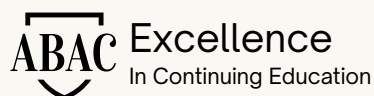
ACCOMPANYING MATERIALS

- Handout with slides
- References and resources when available
- For Professors: Upon request we will provide suggested exam questions.



ABACLive Cambridge Center Series Presents Dr. Peter Gerhardt

Merging Research and Effective Practice to Improve Day-to-Day Leadership in Autism Service Settings



CAMBRIDGE CENTER
FOR
BEHAVIORAL STUDIES

Originally Presented On 12/15/2023

Length: 111 minutes | Total Videos: 1

A leader is someone who provides direction and inspiration to the people with whom they work. For better or for worse, the development of leadership competencies (e.g. rational decision making or the ability to listen) in the context of behavior analytic autism services is not all that different from being thrown into the deep end of the pool and being told to swim. While that might look effective, it is also potentially traumatizing for developing young leaders and runs the risk of having the least effective or efficient behaviors reinforced. Effective leadership entails the application of research based practices to direct decision making, communication, and management practices in support of the mission of the organization seen in behavior analytic autism services as improved student and adult outcomes. This workshop will provide an overview of research based practices in effective leadership and how they might best be merged into effective practice on a day-to-day basis.

TARGET AUDIENCE

Students and professors in behavior science disciplines and anyone interested in the topic.

PRESENTER BIO AT TIME OF PRESENTATION

Peter Gerhardt is the Executive Director of the EPIC School in Paramus, NJ. Dr. Gerhardt has over 40 years of experience utilizing the principles of applied behavior analysis in support of adolescents and adults with autism spectrum disorders in educational, employment, residential and community based settings. He is the author or co-author on a number of articles and book chapters on the needs of adolescents and adults with ASD and has presented nationally and internationally on this topic. Dr. Gerhardt serves as Co-Chairman of the Scientific Council for the Organization for Autism Research and is on numerous professional advisory boards including the Cambridge Center for Behavioral Studies. He currently serves as adjunct faculty in the Institute for Behavioral Studies at Endicott College. Dr. Gerhardt received his Doctorate from Rutgers, The State University of New Jersey's Graduate School of Education.

BIO UPDATES

Since the time of presentation, there have been no bio updates.

DISCLOSURE

Dr. Gerhardt does not have any financial relationships or conflicts to disclose.

LEARNING OBJECTIVES

After viewing this presentation:

1. Select the definitions of a minimum of three basic components of effective leadership.
2. Identify at least three barriers to effective leadership relevant to the delivery of behavior analytic autism services.
3. Identify leadership's short-term pros and long-term cons as a "cult of personality."

PROFESSORS

See Appendix A in our [pdf catalog](#) for our Supplemental Content Guide. Including this video in your course? Contact us at info@abacnj.com for an accompanying test bank.

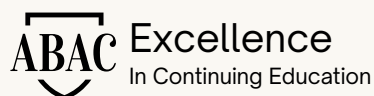
ACCOMPANYING MATERIALS

- Handout with slides
- References and resources when available
- For Professors: Upon request we will provide suggested exam questions.



ABACLive Cambridge Center Series Presents Dr. Judah Axe

Teaching Problem Solving to Address Complex Repertoires with Students with Autism



Originally Presented On 11/18/2022

Length: 106 minutes | Total Videos: 1

Once children with autism have basic verbal and academic repertoires, behavior analysts must teach more advanced skills, such as verbal categorizations, solving math story problems, answering questions about the past, and answering questions that require researching online content. The analysis and applications of problem solving can greatly help with teaching these complex skills. Skinner defined problem solving as manipulating stimuli to increase the probability of arriving at a solution to a problem. When faced with a problem, such as a math problem or a question about a past event, an individual arrives at a solution by engaging in a few behaviors, such as working out the problem on paper, asking themselves questions, or visualizing. The presenter will provide a conceptual analysis of problem solving and covert behavior and present research on using visual imagining, self-questioning, graphic organizers, and mobile apps to teach intraverbal categorization, recalling past events, equivalence relations, and answering social questions. Teaching problem solving is a useful way to produce less rote responding and promote more generalization.

TARGET AUDIENCE

Students and professors in behavior science disciplines and anyone interested in the topic.

PRESENTER BIO AT TIME OF PRESENTATION

Judah Axe received his M.A. and Ph.D. in applied behavior analysis and special education from The Ohio State University. He is currently a Professor of behavior analysis at Simmons University in Boston where he teaches in the on-ground and online Master's and Ph.D. programs. In addition to authoring the 10th edition of *Applied Behavior Analysis for Teachers*, he has published over 30 articles and book chapters, mostly on teaching verbal behavior and social skills to children with autism. Dr. Axe serves on the editorial boards of several behavior analytic journals, has served in leadership roles in ABA organizations, and received the 2021 Award for Excellence in Teaching Verbal Behavior from the Verbal Behavior Special Interest Group (VB SIG) of the Association for Behavior Analysis International (ABAI).

BIO UPDATES

Since the time of presentation, there have been no bio updates.

LEARNING OBJECTIVES

After viewing this presentation:

1. Identify a "problem" and "problem solving" from a behavior analytic perspective.
2. Select correct information on how to use visual imagining and self-questioning as problem solving strategies to teach children with autism to answer intraverbal categorization questions and recall past events.
3. Select correct information on how to teach children with autism to use mobile apps as a problem solving strategy to answer geography questions.

PROFESSORS

See Appendix A in our [pdf catalog](#) for our Supplemental Content Guide. Including this video in your course? Contact us at info@abacnj.com for an accompanying test bank.

ACCOMPANYING MATERIALS

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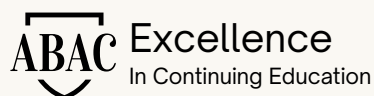


DISCLOSURE

Dr. Judah Axe does not have any financial relationships or conflicts to disclose.

ABACLive Cambridge Center Series Presents Dr. Faris R. Kronfli

Comprehensive Interventions Among Adolescents and Adults on the Autism Spectrum



CAMBRIDGE CENTER
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Originally Presented On 04/19/2024

Length: 158 minutes | Total Videos: 1

There is a growing need for identifying the right interventions for adolescents and adults diagnosed with ASD and to obtain resources and guidance on choosing age-appropriate and ethical interventions given their clients' needs. The purpose of this 3-hour webinar is to inform attendees of current research that might guide their research and practice when working with adolescents and adults diagnosed with ASD. In this 3-hour workshop, Dr. Kronfli will provide instruction in design and implementation of interventions guided by client preferences focusing on independent living and age-appropriate social skills, prioritizing client consent and assent throughout.

TARGET AUDIENCE

Students and professors in behavior science disciplines and anyone interested in the topic.

PRESENTER BIO AT TIME OF PRESENTATION

Faris R. Kronfli received his master's degree in Behavior Analysis from the University of Maryland Baltimore County in 2014 and his Ph.D. in psychology from the University of Florida in 2019. His research has included the assessment and treatment of problem behavior among at-risk youth and individuals diagnosed with autism spectrum disorder (ASD). While at the University of Florida, Dr. Kronfli helped establish a social skills clinic for adolescents and adults on the spectrum and has continued to focus on developing programs to support individuals as they transition to adulthood. He was the recipient of the 2018 B.F. Skinner Foundation Florida Graduate Student Research Award, the 2019 Christopher Rubow Memorial Award, and the 2023 Charles Kimber Public Service Award. Dr. Kronfli serves in an editorial role for a number of behavior analytic journals including *Behavior Analysis in Practice* and the *Journal of Applied Behavior Analysis*. He is currently the program coordinator for the Behavior Analysis Research Clinic's school-based consultation program and an Assistant Instructional Professor at the University of Florida.

BIO UPDATES

Since the time of presentation, there have been no bio updates.

DISCLOSURE

Dr. Kronfli does not have any financial relationships or conflicts to disclose.

LEARNING OBJECTIVES

After viewing this presentation:

1. Determine if an intervention is guided by client preferences.
2. Select interventions that focus on independent living when presented with case studies.
3. Identify age-appropriate social skills in case studies.
4. Discriminate between consent and assent.

PROFESSORS

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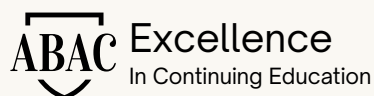
ACCOMPANYING MATERIALS

- Handout with slides
- References and resources when available
- For Professors: Upon request we will provide suggested exam questions.



ABACLive Cambridge Center Series Presents Anna M. Linnehan, Ph.D., BCBA-D, LABA

Emotions and Emotional Behavior; Analysis and Practical Applications



Originally Presented On 11/03/2023

Length: 157 minutes | Total Videos: 2

Many common theories of emotions describe emotions as resulting from a mediating, internal process. Additionally, many scientific studies and teaching procedures for children rely on facial expression as the primary indications of emotions. However, these misconceptions have been recently updated or refuted by neuroscience. Additionally, while facial expression is part of the context of a description of emotions, facial expressions are not good indicators of specific emotions. The purpose of the three hour webinar is to provide a parsimonious analysis of emotions as described by Skinner and updated by the Goldiamond-Layng theory which states emotions not internal states but rather descriptions of changes in contingencies, or contingency descriptors. A formal definition of contingency, the distinction between emotions and emotional behavior, how we learn the words for emotions will be discussed. Additionally, preliminary research in teaching children with autism to label the emotion words “fear” and “anger” and their corresponding contingencies will be presented.

PROFESSORS

See Appendix A in our [pdf catalog](#) for our Supplemental Content Guide. Including this video in your course? Contact us at info@abacnj.com for an accompanying test bank.

PRESENTER BIO AT TIME OF PRESENTATION

Anna M. Linnehan is the Director of Academic Operations for the Institute of Applied Behavior Analysis at Endicott College. Dr. Linnehan earned her Master’s and Doctoral degrees in applied behavior analysis from Endicott College. She began her career as a professional chemist and has a passion for improving the lives of others through science. Her doctoral dissertation, *Variables in Tacting Emotions, A Programming Contingency Analysis*, utilized the Goldiamond-Layng theory to teach emotional concepts using a contingency analytic framework. Her research interests include using contingency analysis paired with instructional design to develop programs to help individuals identify and problem solve their own emotions and emotional behavior. Dr. Linnehan is also interested in the application of signal detection theory to analyze decisions and decision making behavior. Additionally, she is passionate in the dissemination of nonlinear contingency analysis and programming based on Israel Goldiamond’s constructional approach. She recently co-authored a book, *Decisions and Judgments in Ambiguous Situations: A Conceptual Introduction to Signal Detection Theory*, with Dr. T. V. Joe Layng. She has also served as a member of review boards for a variety of behavioral journals and serves as an advisor of the Cambridge Center for Behavioral Studies.

UPDATES TO BIO

At the time of the presentation Anna Linnehan was the Director of Academic Operations at Endicott College. She is currently an Assistant Professor at Endicott College.

LEARNING OBJECTIVES

After viewing this presentation:

1. Distinguish between emotions and emotional behavior.
2. Identify the contingencies associated with the emotion words “fear” and “anger.”
3. Distinguish the Goldiamond-Layng theory of emotions from other theories of emotions.

TARGET AUDIENCE

Students and professors in behavior science disciplines and anyone interested in the topic.

ACCOMPANYING MATERIALS

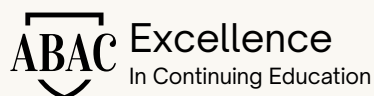
- Handout with slides
- References and resources when available
- For Professors: Upon request we will provide suggested exam questions.

DISCLOSURE

Dr. Linnehan does not have any financial disclosures or conflicts to disclose.

ABACLive Cambridge Center Series Presents Dr. Teresa Camille Kolu

An Introduction to Trauma-Informed Behavior Analysis for Behavioral, Mental Health, and Educational Professionals



Originally Presented On 09/09/2020

Length: 109 minutes | Total Videos: 1

The cultural movement to extend trauma-informed services to settings and clients typically served by behavior analysis is challenged by a widespread lack of training, support, and unified understanding of how behavior analytic principles are applicable. In some cases, we lack knowledge of appropriate assessments, supervised experience with sensitive populations, and skills including rigorous risk documentation and collaboration with trauma-informed teams. These statements may be especially true, and their consequences serious, where trauma related behavior intersects with other challenges related to our vulnerable populations. This introduction to trauma-informed behavior analysis (TIBA) shares case studies where behavior analysis was applied in a trauma-informed way in a productive team context to support individuals from settings across education, autism clinics, foster families, day programs, and hospitals. Participants will learn from a collaborative perspective as we move toward operationalizing trauma-related contextual stimuli and treating related behaviors. Participants who collaborate with behavior analysts, or any of those who work in teams addressing behavioral concerns after trauma, will find this useful.

PROFESSORS

See Appendix A in our [.pdf catalog](#) for our Supplemental Content Guide. Including this video in your course? Contact us at info@abacnj.com for an accompanying test bank.

PRESENTER BIO AT TIME OF PRESENTATION

Teresa Camille Kolu is a behavioral scientist and BCBA-D in Denver, Colorado. She is the owner of Cusp Emergence, a private practice in which she joins families and agencies to engineer behavioral cusps for individuals and their loved ones. After training, supervision and work at the University of North Texas, Dr. Kolu earned a Ph.D. in biopsychology and behavioral neuroscience at Rutgers University, where she developed neurobiological animal models of autism, and examined olfactory and social contextual conditioning. Dr. Kolu practices behavior analysis across the lifespan with individuals and families affected by autism, foster care or adoption, mental illness, and/or developmental and intellectual disabilities. She partners with health and human service agencies, mental hospitals, schools, community-centered boards, and universities, and enjoys designing and teaching courses in behavior analysis and ethics. Dr. Kolu has published in peer-reviewed journals, and serves on the advisory board of the Cambridge Center for Behavioral Studies. She is active in local behavior analytic groups. Dr. Kolu explores research interests in verbal communities of reinforcement and stimulus schedules in the everyday interactions of families affected by disruption or trauma, while using her private practice to provide training, education, and behavior analytic mentorship and supervision.

BIO UPDATES

Since the time of presentation, there have been no bio updates.

DISCLOSURE

Dr. Kolu does not have any financial relationships or conflicts to disclose.

LEARNING OBJECTIVES

After viewing this presentation:

1. Identify ways that trauma related terms can be operationalized in ways conceptually consistent with behavior analysis.
2. Match applications of behavior analysis to trauma-related needs.
3. Select examples of using tools to enhance applied behavior analytic practice with people affected by trauma.

TARGET AUDIENCE

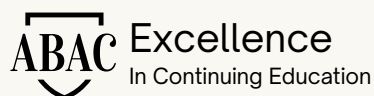
Students and professors in behavior science disciplines and anyone interested in the topic.

ACCOMPANYING MATERIALS

- Handout with slides
- References and resources when available
- For Professors: Upon request we will provide suggested exam questions.

ABACLive Cambridge Center Series Presents Dr. Amanda Laprime

Dancing with Your Data: Novel Approaches to Data Collection and Analysis to Drive Meaningful Clinical Decisions



Originally Presented On 06/13/2019

Length: 115 minutes | Total Videos: 1

Latency has received a high level of interest in the behavior analytic community as a measure which may provide deeper information around idiosyncratic variables related to operant behavior. A number of research studies have demonstrated that latency measures may be comparable to response rate as a measure, and also be predictive of other factors of interest when conducting functional analyses (FA), identifying response classes, and during skill acquisition instruction (Call, Pabico, & Lomas, 2009; Thomason-Sassi, Iwata, Neidert, & Roscoe, 2011). In this presentation, the author will show how the use of latency may contribute to behavior analytic practice during assessment and intervention and will provide a model for when and how to utilize latency in each of these capacities to drive clinical decision-making.

PRESENTER BIO

Dr. Amanda Laprime currently serves as the Assistant to the Executive Director of the Cambridge Center for Behavioral Studies. She was nominated for this position by the Board of Directors after becoming a member of the first Exceptional Student Group, and then an Advisor. Dr. Laprime has completed a variety of projects that have included an overview of the history of CCBS, a history presentation at the 2014 Annual Meeting, and the development of CE's for the CCBS book *Behavioral Science: Tales of Inspiration, Discovery, and Science*. Dr. Laprime completed her master's degree at Northeastern University and her doctorate at Simmons University (previously Simmons College). Dr. Laprime currently works as a Program Director at the Center for Children with Special Needs in Glastonbury, CT where she provides leadership to the CCSN Consultation Team and supports program development in educational programs for students with Autism Spectrum Disorders and other developmental disabilities. In addition to her work with the Cambridge Center for Behavioral Studies, Dr. Laprime has published research in peer-reviewed journals, presented at local and national conferences, and currently serves as a part-time lecturer for Northeastern University, an adjunct faculty at the University of Saint Joseph, and a member of the board of directors for the Verbal Behavior Special Interest Group and the Berkshire Association for Behavior Analysis and Therapy (BABAT).

BIO UPDATES

Since the time of presentation, there have been no bio updates.

DISCLOSURE

Dr. Laprime does not have a financial relationship to disclose. Dr. Laprime is a member of the Board of Directors for the Verbal Behavior Special Interest Group and the Berkshire Association for Behavior Analysis and Therapy (BABAT), and is the Assistant of the Executive Director of CCBS but does not receive speaker fees for presenting this webinar. All speaker fees are donated directly to CCBS.

LEARNING OBJECTIVES

After viewing this presentation:

1. Attendees will define latency and describe the types of ways latency can be used in clinical practice.
2. Attendees will compare and contrast data analysis outcomes when using latency versus other measures (e.g., frequency, trial-by-trial, duration).
3. Attendees will discuss the ways in which latency measures can impact an understanding of responses classes of behavior, changes in motivation during instruction, and elements of stimulus control.
4. Attendees will identify idiosyncratic variables in data patterns when latency measures are used and discuss how the analysis of those variables contribute to clinical decision making.

TARGET AUDIENCE

Students and professors in behavior science disciplines and anyone interested in the topic.

PROFESSORS

See Appendix A in our [pdf catalog](#) for our Supplemental Content Guide. Including this video in your course? Contact us at info@abacnj.com for an accompanying test bank.

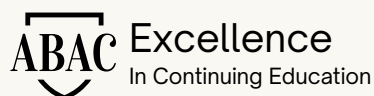
ACCOMPANYING MATERIALS

- Handout with slides
- References and resources when available
- For Professors: Upon request we will provide suggested exam questions.

ABACLive Cambridge Center Series Presents

David C. Palmer, Ph.D.

A Behavioral Interpretation of Memory



CAMBRIDGE CENTER
FOR
BEHAVIORAL STUDIES

Originally Presented On 05/13/2020

Length: 111 minutes | Total Videos: 1

This presentation will be primarily a conceptual talk about how memory can be understood from a behavior analytic perspective. A brief survey of the physiological bases of memory will be offered to illustrate that the fundamental “unit” of memory is a change in synaptic connectivity, not the storage of events. Next will be an analysis of the two major kinds of mnemonic phenomena: memory as the endurance of stimulus control and memory as problem-solving. The former rests entirely on principles of learning, the latter on acquired strategic behavior. There are two main classes of strategic behavior: acquisition strategies, deployed at the time of original learning, and recall strategies, deployed at the time of recall. The two work together to permit effective responding to novel questions about the past. Most such strategic mnemonic behavior is acquired incidentally, but exceptions point the way to possible therapeutic applications. A surprising implication of this analysis is that memory is current behavior under the control of current stimuli, not past behavior retrieved from a memory storehouse.

TARGET AUDIENCE

Students and professors in behavior science disciplines and anyone interested in the topic.

PRESENTER BIO AT TIME OF PRESENTATION

With undergraduate degrees in geology and English, Dave Palmer knew little about behaviorism until he stumbled on Skinner’s *Walden Two*. He was electrified and soon became a public nuisance trying to persuade all-and-sundry of the merits of a behavioral interpretation of human problems. After a decade of fruitlessly attempting to start an experimental community, he turned to graduate school. He studied inter-response times and conditioned reinforcement in pigeons at the University of Massachusetts under John Donahoe in the early 1980s. Upon graduation, he took a job teaching statistics and behavior analysis at Smith College, where he remains today. His interests in behavior analysis are broad, but his main contributions have all been attempts to extend Skinner’s interpretive accounts of human behavior, particularly in the domains of language, memory, problem solving, and private events. Together with John Donahoe, he authored the text, *Learning and Complex Behavior*, which attempts to offer a comprehensive biobehavioral account of such phenomena. He still thinks Skinner was right about nearly everything.

BIO UPDATES

Dr. Palmer was at Smith College until his retirement in 2018.

LEARNING OBJECTIVES

After viewing this presentation:

1. Identify what is “stored” in the brain when we speak of memory.
2. Discriminate between memory as a stimulus control phenomenon and memory as a problem-solving phenomenon.
3. Discriminate between acquisition strategies and recall strategies.

PROFESSORS

See Appendix A in our [.pdf catalog](#) for our Supplemental Content Guide. Including this video in your course? Contact us at info@abacnj.com for an accompanying test bank.

ACCOMPANYING MATERIALS

- Handout with slides
- References and resources when available
- For Professors: Upon request we will provide suggested exam questions.

DISCLOSURE

Dr. Palmer does not have any financial relationships or conflicts to disclose.



APPENDIX A

SPRING 2025

Supplemental Content Guide

The Supplemental Content Guide includes suggestions only. Professors should review the course brochure and make their own judgement based on the information provided, the expectations of the course, and the experience level of the students in their class.

Inclusion or omission of an organization in Appendix A does should not be interpreted as support of the organization, or lack thereof. ABAC will continue to add additional organizations and course alignments as they become available.

Disclaimer: None of the supplemental content included in this guide is endorsed by, sponsored, or approved by the organizations that regulate coursework requirements.



CAMBRIDGE CENTER
FOR
BEHAVIORAL STUDIES

EXPERT PERSPECTIVES

ABAi Tiered Model: Consider supplementing your courses with this content

Applied Behavior Analysis

Teaching Problem Solving to Address Complex Repertoires with Students with Autism

Dr. Judah Axe

Prompting, Stimulus Control, Error Correction...

Dr. Andy Bondy

Animal Training as Environmental Enrichment...

Dr. Eduardo J. Fernandez

Merging Research and Effective Practice to Improve Day-to-Day Leadership in Autism Service Settings

Dr. Peter Gerhardt

...A Behavior Analytic Account of Teaching Humor Comprehension

Dr. Marianne L. Jackson

An Introduction to Trauma-Informed Behavior Analysis...

Dr. Teresa Camille Kolu

Comprehensive Interventions Among Adolescents and Adults on the Autism Spectrum...

Dr. Faris R. Kronfli

Traumatic Brain Injury Treatment...

Dr. Jeff Kupfer

Dancing with Your Data: Novel Approaches to Data Collection and Analysis to Drive Meaningful Clinical Decisions

Dr. Amanda Laprime

Emotions and Emotional Behavior; Analysis and Practical Applications

Dr. Anna M. Linnehan

Behaving Behavior Analytic in the Provision of School Supports

Dr. Robert Pennington

Precision Solutions for the Treatment of Problem Behavior

Dr. Sal Ruiz

Research Methods

Expanding the Chart to Precision Business, Precision Innings, Precision Military and More

Dr. Abigail B. Calkin

Dancing with Your Data: Novel Approaches to Data Collection and Analysis to Drive Meaningful Clinical Decisions

Dr. Amanda Laprime

Principles of Behavior

Prompting, Stimulus Control, Error Correction...

Dr. Andy Bondy

Conceptual Analysis

Teaching Problem Solving to Address Complex Repertoires with Students with Autism

Dr. Judah Axe

...A Behavior Analytic Account of Teaching Humor Comprehension

Dr. Marianne L. Jackson

Emotions and Emotional Behavior; Analysis and Practical Applications

Dr. Anna M. Linnehan

A Behavioral Interpretation of Memory

Dr. David C. Palmer

Coming Soon

Coming Soon

For more go to: <https://accreditation.abainternational.org/apply/accreditation-standards.aspx>

The information on this page is provided to professors as a suggestion only. It is the responsibility of the professor to ensure that the content is appropriate for a course. None of the supplemental content included in this guide is endorsed by, sponsored, or approved by the organizations that regulate coursework requirements.

EXPERT PERSPECTIVES

2027 BCBA Pathway 2 Coursework Requirements

Consider supplementing your courses with this content

Behavior Assessment and Intervention

Teaching Problem Solving to Address Complex Repertoires with Students with Autism

Dr. Judah Axe



Prompting, Stimulus Control, Error Correction...

Dr. Andy Bondy

Animal Training as Environmental Enrichment...

Dr. Eduardo J. Fernandez

...A Behavior Analytic Account of Teaching Humor Comprehension

Dr. Marianne L. Jackson



An Introduction to Trauma-Informed Behavior Analysis...

Dr. Teresa Camille Kolu

Comprehensive Interventions Among Adolescents and Adults on the Autism Spectrum...

Dr. Faris R. Kronfli

Traumatic Brain Injury Treatments

Dr. Jeff Kupfer

Coming Soon

Emotions and Emotional Behavior; Analysis and Practical Applications

Dr. Anna M. Linnehan



Behaving Behavior Analytic in the Provision of School Supports

Dr. Robert Pennington

Precision Solutions for the Treatment of Problem Behavior

Dr. Sal Ruiz



Recommended for 2nd + year graduate students

Research Methods in Behavior Analysis

Expanding the Chart to Precision Business, Precision Inners, Precision Military, and More

Dr. Abigail B. Calkin

Coming Soon

Dancing with Your Data: Novel Approaches to Data Collection and Analysis to Drive Meaningful Clinical Decisions

Dr. Amanda Laprime

Organizational Behavior Management

Merging Research and Effective Practice to Improve Day-to-Day Leadership in Autism Service Settings

Dr. Peter Gerhardt

Theory and Philosophy in Behavior Analysis

A Behavioral Interpretation of Memory

Dr. David C. Palmer



The information on this page is provided to professors as a suggestion only. It is the responsibility of the professor to ensure that the content is appropriate for a course.

MANDATORY DISCLAIMER: The Behavior Analyst Certification Board ("BACB") does not sponsor, approve or endorse ABAC, LLC, the materials, information or sessions identified herein.

For more information go to: https://www.bacb.com/wp-content/uploads/2022/01/BACB_March2022_Newsletter-230224-a.pdf

EXPERT PERSPECTIVES

2027 BCaBA Pathway 2 Coursework Requirements

Consider supplementing your courses with this content

Behavior Assessment and Intervention

Teaching Problem Solving to Address Complex Repertoires with Students with Autism

Dr. Judah Axe



Prompting, Stimulus Control, Error Correction...

Dr. Andy Bondy

Animal Training as Environmental Enrichment...

Dr. Eduardo J. Fernandez

...A Behavior Analytic Account of Teaching Humor Comprehension

Dr. Marianne L. Jackson



An Introduction to Trauma-Informed Behavior Analysis...

Dr. Teresa Camille Kolu

Comprehensive Interventions Among Adolescents and Adults on the Autism Spectrum...

Dr. Faris R. Kronfli

Traumatic Brain Injury Treatment...

Dr. Jeff Kupfer

Coming Soon

Emotions and Emotional Behavior; Analysis and Practical Applications

Dr. Anna M. Linnehan



Behaving Behavior Analytic in the Provision of School Supports

Dr. Robert Pennington

Precision Solutions for the Treatment of Problem Behavior

Dr. Sal Ruiz



Recommended for 2nd + year graduate students

Methods in Behavior Analysis

Expanding the Chart to Precision Business, Precision Inners, Precision Military and More

Dr. Abigail B. Calkin

Coming Soon

Dancing with Your Data: Novel Approaches to Data Collection and Analysis to Drive Meaningful Clinical Decisions

Dr. Amanda Laprime

Organizational Behavior Management

Merging Research and Effective Practice to Improve Day-to-Day Leadership in Autism Service Settings

Dr. Peter Gerhardt

Foundations in Behavior Analysis

A Behavioral Interpretation of Memory

Dr. David C. Palmer



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APPENDIX B

SPRING 2025

Purchase Options and Pricing



CAMBRIDGE CENTER
FOR
BEHAVIORAL STUDIES

EXPERT PERSPECTIVES

Fall 2024 Purchase Options

Option 1: Individual Student Purchase

- Each video costs \$12.
- Continuing education credits are not offered for watching a video.
- Learners can watch the video for four months after registration.
- No refunds will be given for unwatched or incomplete videos.
- After completing the video and its evaluation, learners will receive a certificate to show a professor or employer.
- Professors assigning more than one video can contact ABAC for a 50% discount coupon for their students.

Option 2: Bulk Registrations by Professors

- Professors can purchase registrations in bulk at a discounted rate for their classes.
 - 50-150 registrations: 30% off (\$8.40 each)
 - 151-300 registrations: 40% off (\$7.20 each)
 - 300+ registrations: 50% off (\$6.00 each)
- Bulk registrations can be renewed during one school year (i.e. 2023-2024 school year).
- At the end of a semester, professors can request to unenroll students and reassign registrations to new students for the new semester.
- No discounts are available for bulk purchases made mid-year.
- No refunds will be issued for unused registrations.

Option 3: Bulk Registrations by Universities, Colleges, or Organizations

- Prices:
 - 50-150 registrations: 20% off (\$9.60 each)
 - 151-300 registrations: 25% off (\$9.00 each)
 - 300+ registrations: 30% off (\$8.40 each)
 - 1000+ registrations: 50% off (\$6.00 each)
- Registrations must be used within one year and do not carry over to the next year.
- Learners will have access to the video for four months from the registration date.
- Additional registrations can be purchased at the same discounted rate after the initial purchase.
- Each registration is for one video. Learners watching multiple videos require multiple registrations.
- ABAC will send reminder emails two months before registrations need to be renewed.
- No refunds will be issued for unused registrations.

Option 4: Group Video Viewing Opportunity

- Group viewings are available for \$250 for access to a video.
- Includes one registration.
- The video portal is available the day before and the day of the scheduled event. Access will expire at the end of the day of scheduled training.
- In the event that the training or colloquium is postponed, ABAC will pause access until the rescheduled date.
- No refunds if the event does not occur as planned.

EXPERT PERSPECTIVES

Fall 2024 Purchase Options

Purchasing

- ABAC accepts all major credit cards, checks, and Paypal
- ABAC accepts purchase orders.
- Coupon codes are not eligible on Expert Perspective Series registrations unless otherwise indicated.
- Cancellation, missed event, and grievance procedures are found [here](#) or use url:
<https://abacnj.com/abac-help-center/#policies>

Group Enrollment

- If purchasing seats for more than one individual, please click [here](#) for our group enrollment form. This form allows our team to easily enroll your group and for you to prearrange passwords.