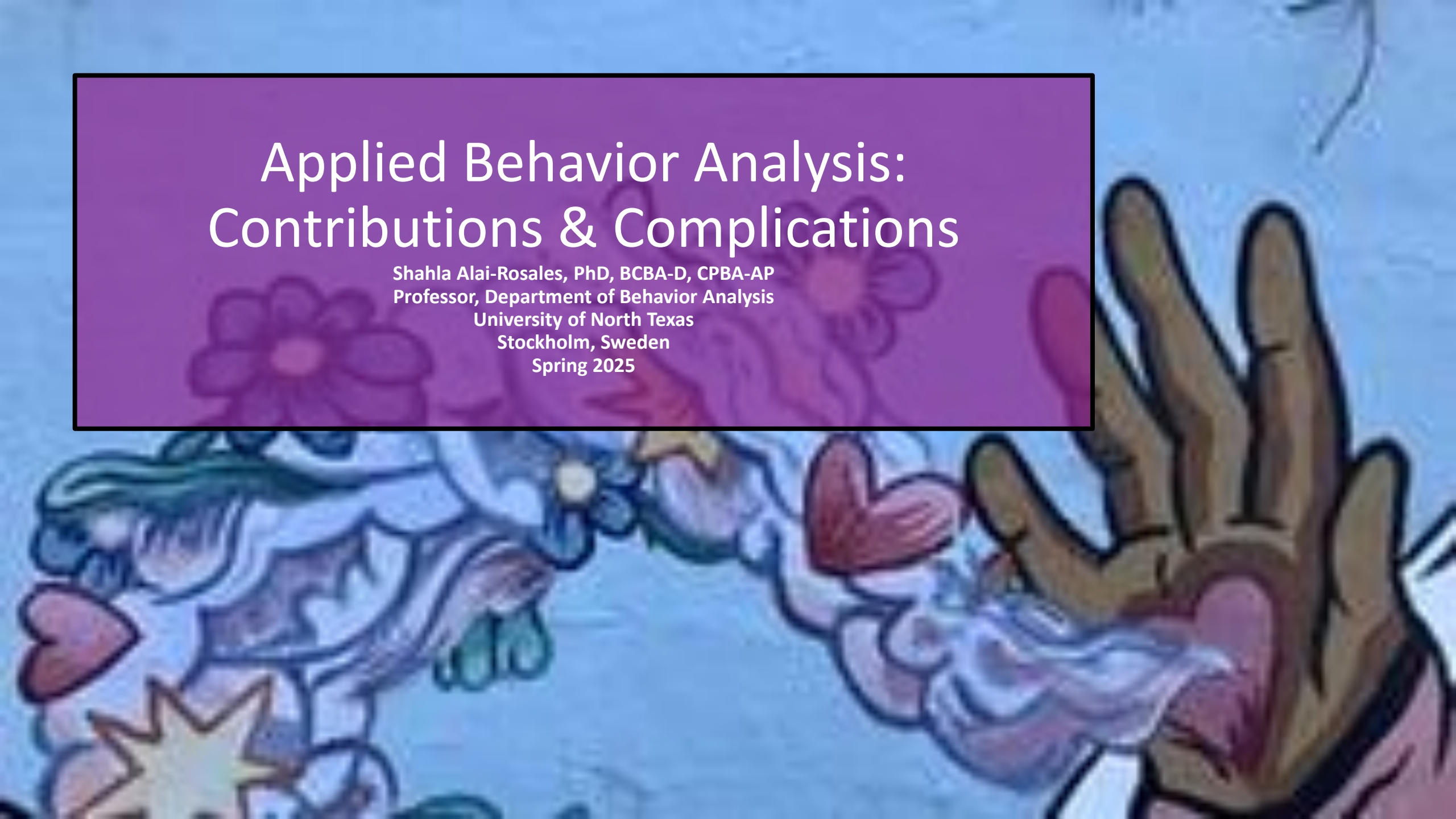
Applied Behavior Analysis: Contributions & Complications

Shahla Alai-Rosales, PhD, BCBA-D, CPBA-AP
Professor, Department of Behavior Analysis
University of North Texas
Stockholm, Sweden
Spring 2025





we are all learning

“It’s data, all this learning. Tender data”

adrienne maree brown

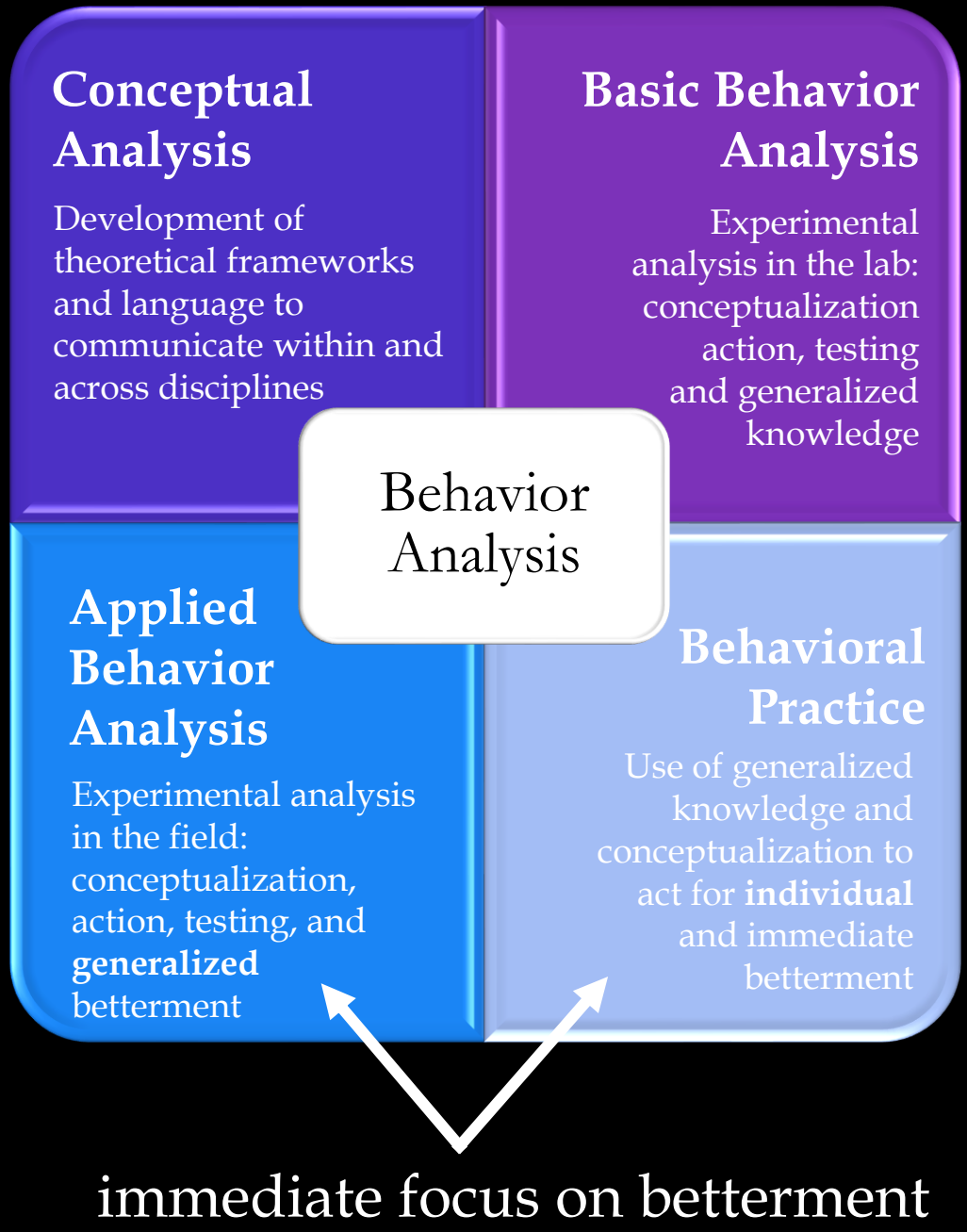
Behavior Analysis:

The study of temporal environment-behavior interactions in four domains

Baer, Wolf, & Risley (1968); Baer, Wolf, & Risley (1987); Baer, 2001, Risley 1996; Wolf, 1978

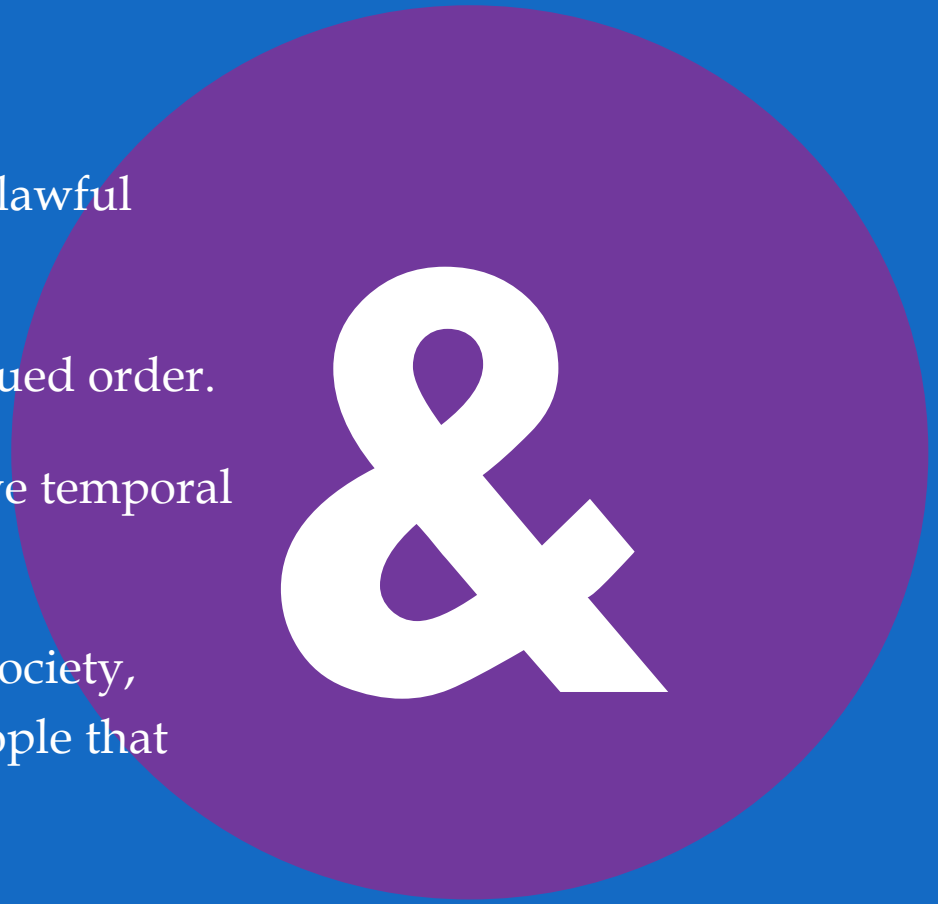
Cooper, J., O., Heron, T. E., & Heward, W. L. (2007). Applied behavior analysis. 2nd Edition. Upper Saddle River, NJ: Pearson Education Inc.

Leaf, Leaf, Taubman, McEachin, Alai-Rosales, Ross, Smith, & Weiss (2015) Applied Behavior Analysis is a Science and, therefore, Progressive.

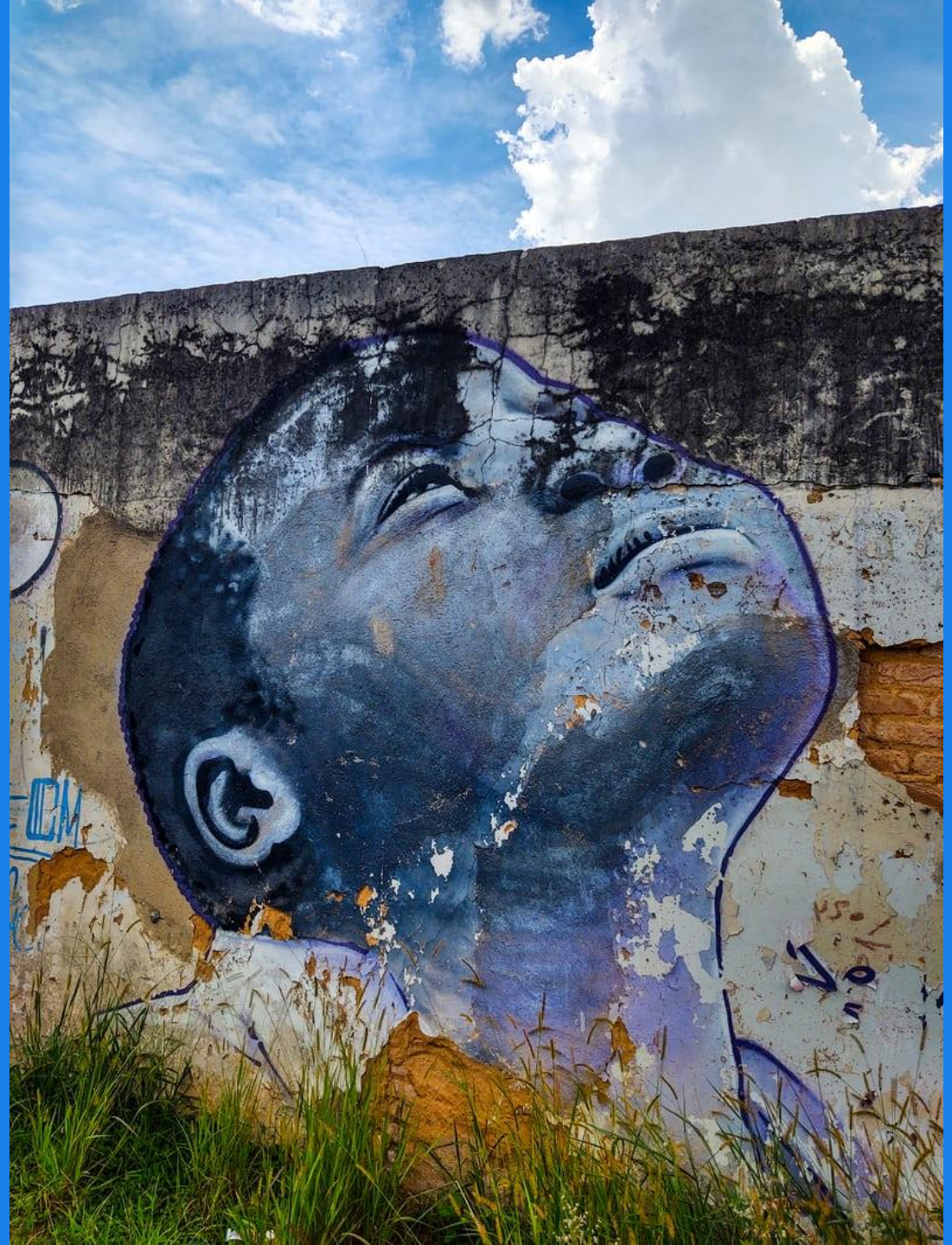


Applied Behavior Analysis as a Science

- Science is progressive.
- All sciences try to understand and influence lawful order.
- Applied scientists influence immediately valued order.
- Applied behavior analysts study and improve temporal relationships to influence valued learning.
- Value is determined by many perspectives: society, disciplines, and, especially, the child and people that love them.



e.g., Wolf, 1978; Slocum, et al 2014; Leaf et al, 2015; Pritchett, et al, 2021; Alai-Rosales & Heinkel-Wolfe, 2022; Alai-Rosales et al, 2023



In search of meaning…
Applied Behavior Analysis

Addressing goals that are important to people, to the world, is not unscientific, but rather, scientifically difficult (Wolf, 1978)

Being “applied” means ongoing receptivity to considering social importance and meaning from multiple and diverse vantage points (Pritchett, et al, 2020)


ABA in Progress



The power of the environment



Coercion has fallout



Early matters, changing the trajectory of development



Meaningful differences between procedures



Fidelity of practices



Challenges can be addressed in effective and loving ways

Intervention Research with Children: Some Big Lessons

e.g., Biglan (2015); Guastaferro & Lutzker (2018)

Applied Behavior Analysis & Autism



POSITIVE REINFORCEMENT AND BEHAVIORAL DEFICITS OF AUTISTIC CHILDREN

C. B. FERSTER*

*Institute of Psychiatric Research, Indiana University Medical Center, 1100 West Michigan Street, Indianapolis 7.

Child Development, 1961, 32, 437-456.

Application of operant conditioning procedures to the behaviour problems of an autistic child

MONTROSE M. WOLF, TODD RISLEY, AND HAYDEN MEES

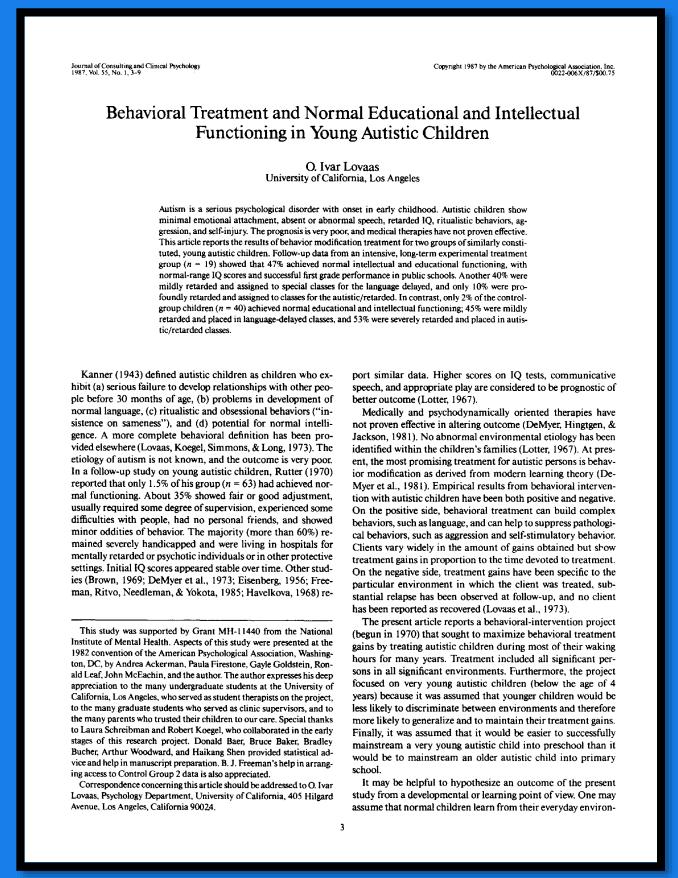
INTRODUCTION

JOURNAL OF APPLIED BEHAVIOR ANALYSIS 1973, 6, 131-166 NUMBER 1 (SPRING 1973)

SOME GENERALIZATION AND FOLLOW-UP MEASURES ON AUTISTIC CHILDREN IN BEHAVIOR THERAPY[1]

O. IVAR LOVAAS, ROBERT KOEGEL[2], JAMES Q. SIMMONS, AND JUDITH STEVENS LONG[3]

UNIVERSITY OF CALIFORNIA, LOS ANGELES



Journal of Consulting and Clinical Psychology
1987, Vol. 55, No. 1, 3-9

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0022-006X/87/$00.75

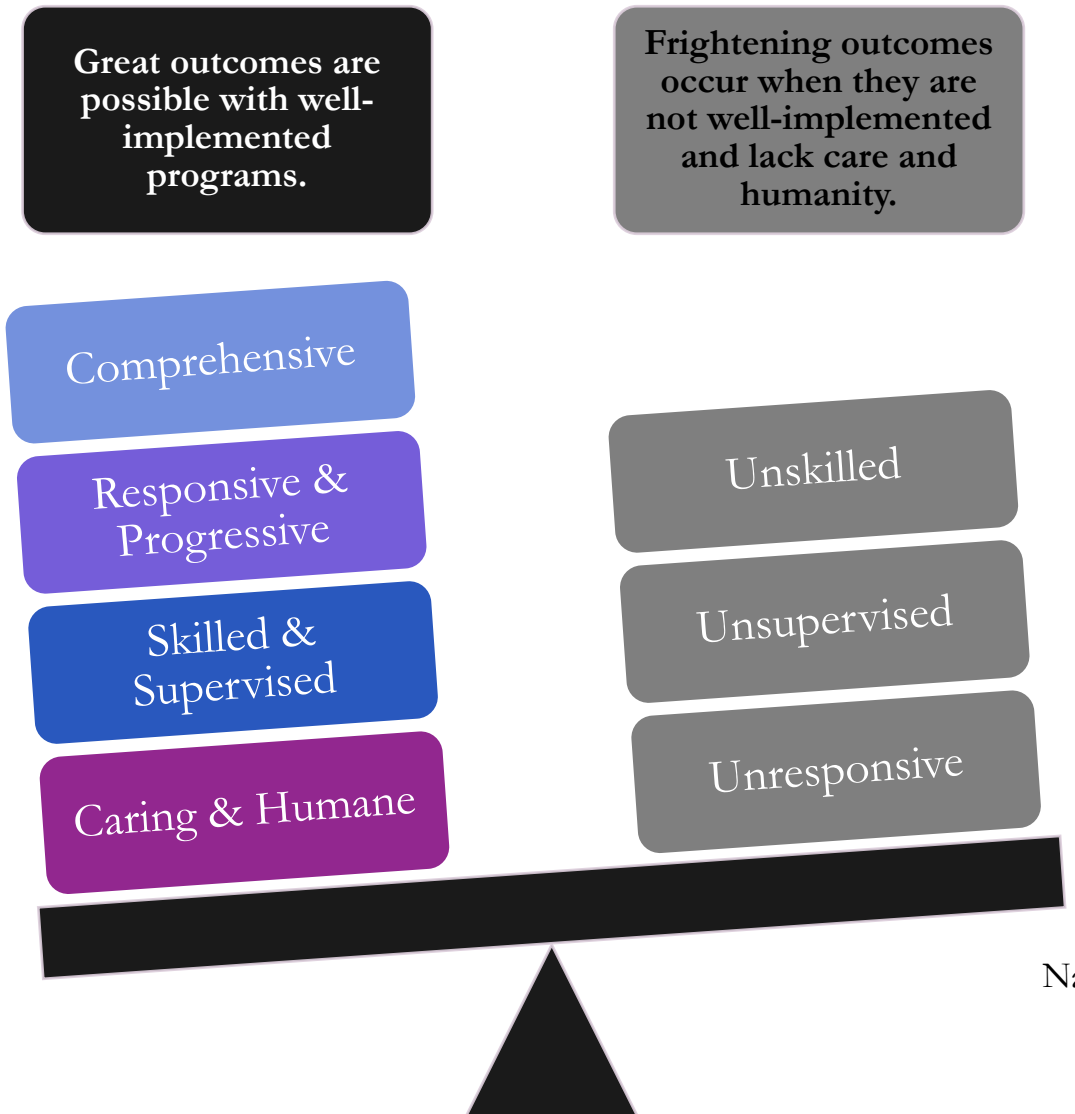
Behavioral Treatment and Normal Educational and Intellectual Functioning in Young Autistic Children

O. Ivar Lovaas
University of California, Los Angeles

Autism is a serious psychological disorder with onset in early childhood. Autistic children show minimal emotional attachment, absent or abnormal speech, retarded IQ, ritualistic behaviors, aggression, and self-injury. The prognosis is very poor, and medical therapies have not proven effective. This article reports the results of behavior modification treatment for two groups of similarly constituted, young autistic children. Follow-up data from an intensive, long-term experimental treatment group (n = 19) showed that 47% achieved normal intellectual and educational functioning, with normal-range IQ scores and successful first grade performance in public schools. Another 40% were mildly retarded and assigned to special classes for the language delayed, and only 10% were profoundly retarded and assigned to classes for the autistic/retarded. In contrast, only 2% of the control-group children (n = 40) achieved normal educational and intellectual functioning, 45% were mildly retarded and placed in language-delayed classes, and 53% were severely retarded and placed in autistic/retarded classes.

1961 1964 1973 1987

Over 60 years of EIBI Evidence



Selected Research Studies

Wolf, M. M., Risley, T. R., & Mees, M. (1964)
Lovass, Koegel, Simmons & Long (1973)
Fenske, E.C., Zalenski, S., Krantz, P.J., & McClannahan, L.E. (1985)
Lovaas, O.I. (1987)
McEachin, J. J., Smith, T., & Lovaas, O. I. (1993)
Anderson, S.R., Avery, D.L., DiPietro, E.K., Edwards, G.L., & Christian, W.P. (1987)
Harris, S. L., Handleman, J. S., Gordon, R., Kristoff, B., & Fuentes, F. (1991)
Birnbrauer, J.S. & Leach, D.J. (1993)
Perry, R., Cohen, I., & DeCarlo, R. (1995)
Sheinfopf, S. J., & Siegel, B. (1998)
Weiss, M. J. (1999)
Koegel, L.K., Koegel, R.L., Harrower, J.K. & Carter, C.M. (1999)
McGee, G.G., Morrier, M.J., & Daly, T. (1999)
Smith, T., Groen, A. D., & Wynn, J. W. (2000)
Bibby, P., Eikeseth, S., Martin, N. T., Mudford, O. C., & Reeves, D. (2001)
Green, G., Brennan, L. C., & Fein, D. (2002)
Eikeseth,S. Smith,T., Jahr,E. & Eldevik, S. (2002)
Stahmer, A.C. & Ingersoll, B. (2004)
Howard, J. S., Sparkman, C. R., Cohen, H. G., Green, G., & Stanislaw, H. (2005)
Sallows, G. O. & Graupner, T. D. (2005)
Cohen, H., Amerine-Dickens, M., & Smith, T. (2006)
Reed, P. Osborne, L. A.., & Corness, M. (2007)
Remington, Hastings, Kovshoff, Espinosa, Jahr, Brown, Alsford, Lemaic, & Ward (2007)
Leaf, R. B., Taubman, M. T., McEachin, J. J., Leaf, J. B., & Tsuji, K. H. (2011)
Howard, J. S., Stanislaw, H., , Green, G., Sparkman, C. R., & Cohen, H. G. (2014)
Eldevik, Berg ,Hege, Aarlie & Tønnesen (2019)
Townsend, D.B., Brothers, K.J., MacDuff, G.S. *et al.* (2023)

Evidence Centers

National Standards Project https://nationalautismcenter.org/national-standards/
What Works Clearinghouse https://ies.ed.gov/ncee/wwc/



“ a source of joy”

Wolf, M.M., Risley, T.R., & Mees, H.L. (1963). Application of operant conditioning procedures to the behaviour problems of an autistic child. *Behaviour Research and Therapy, 1*, 305-312.

"… the parent-child interactions happier, the parents more interested in the interaction, the interactions less stressful, and the communication style more positive…"

Koegel, R. L., Bimbela, A., & Schreibman, L. (1996). Collateral effects of parent training on family interactions. *Journal of autism and developmental disorders*, *26*(3), 347–359.



“Let me hear your voice”

Maurice, Catherine. *Let Me Hear Your Voice: A Family's Triumph Over Autism*, New York: Fawcett Columbine, 1994

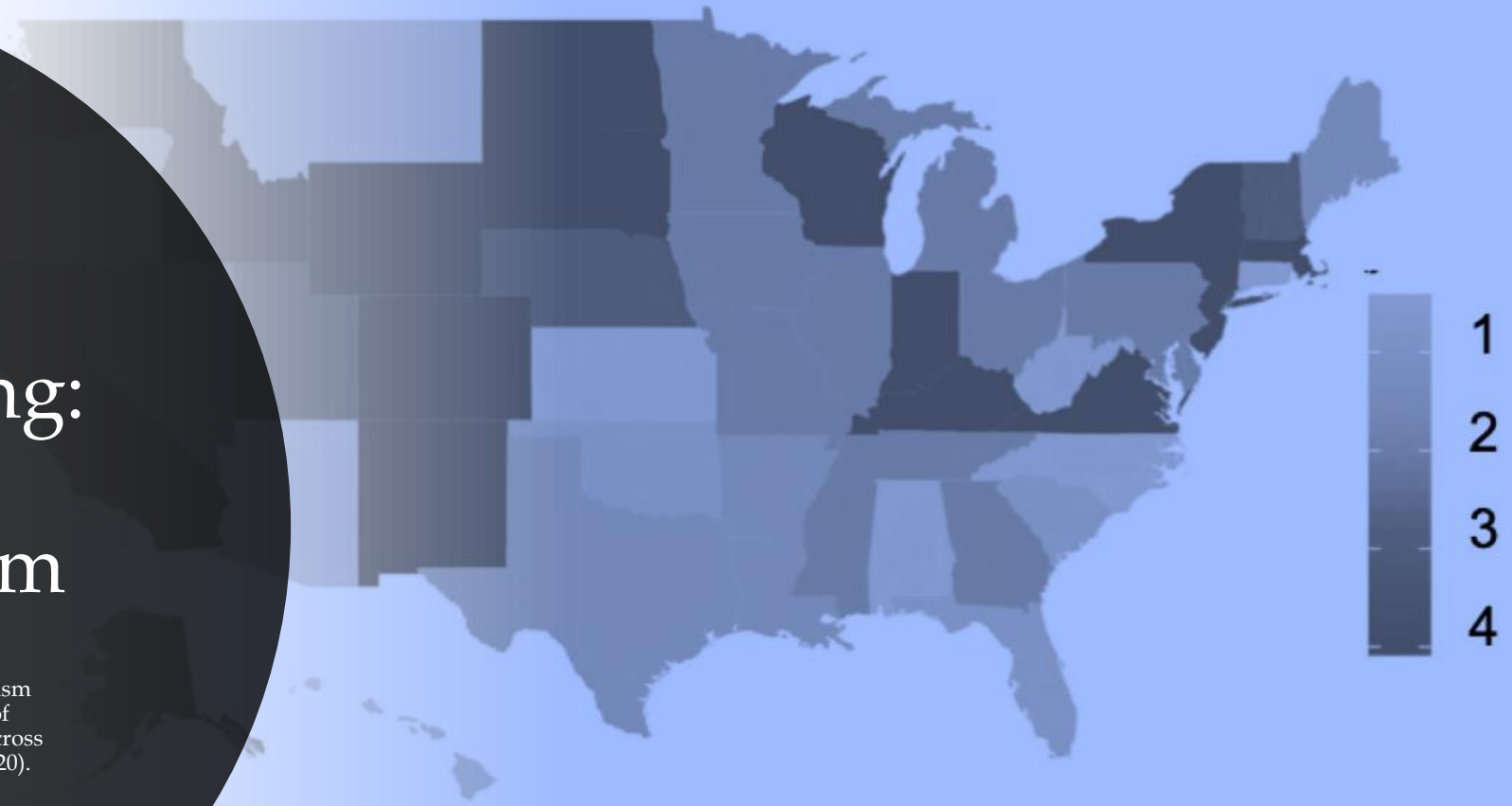


Progress leads to growth



Increased Funding: ABA Enters US Healthcare System

Choi, K.R., Knight, E.A., Stein, B.D. *et al.* Autism Insurance Mandates in the US: Comparison of Mandated Commercial Insurance Benefits Across States. *Maternal Child Health J* 24, 894–900 (2020).



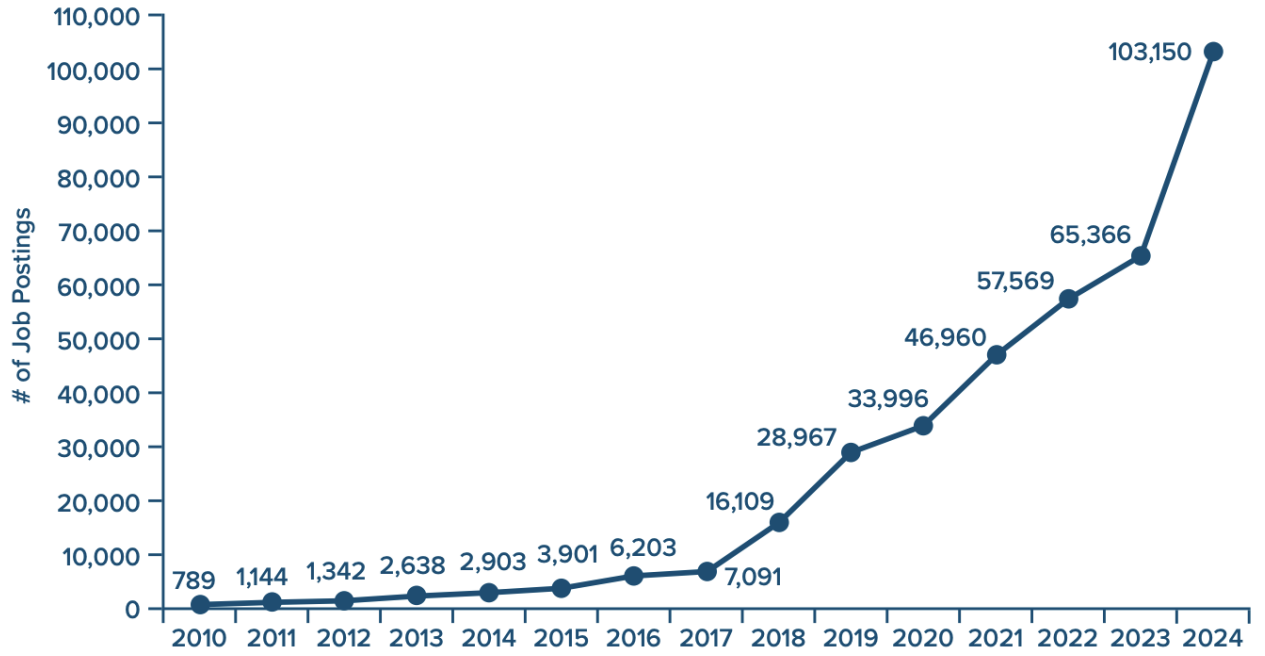
ity of US Private Autism Insurance Mandates, 2001–
shows the generosity of autism mandates in US
1–4 point index. States were given one point for the
tism mandate that was restricted by both age (under
pending caps (below the median benefit spending cap);
the presence of an autism mandate that were gener-
ous in terms of age limits (some adults included)
(above the median benefit spending cap); three poin
of a mandate that had no age limits and was over t
spending cap; and four points for the presence of a
age or spending limits whatsoever. State lost an ad
if they had a spending limit that was not adjusted fo

Rapid Growth Concerns

US EMPLOYMENT DEMAND FOR BEHAVIOR ANALYSTS | 2010–2024

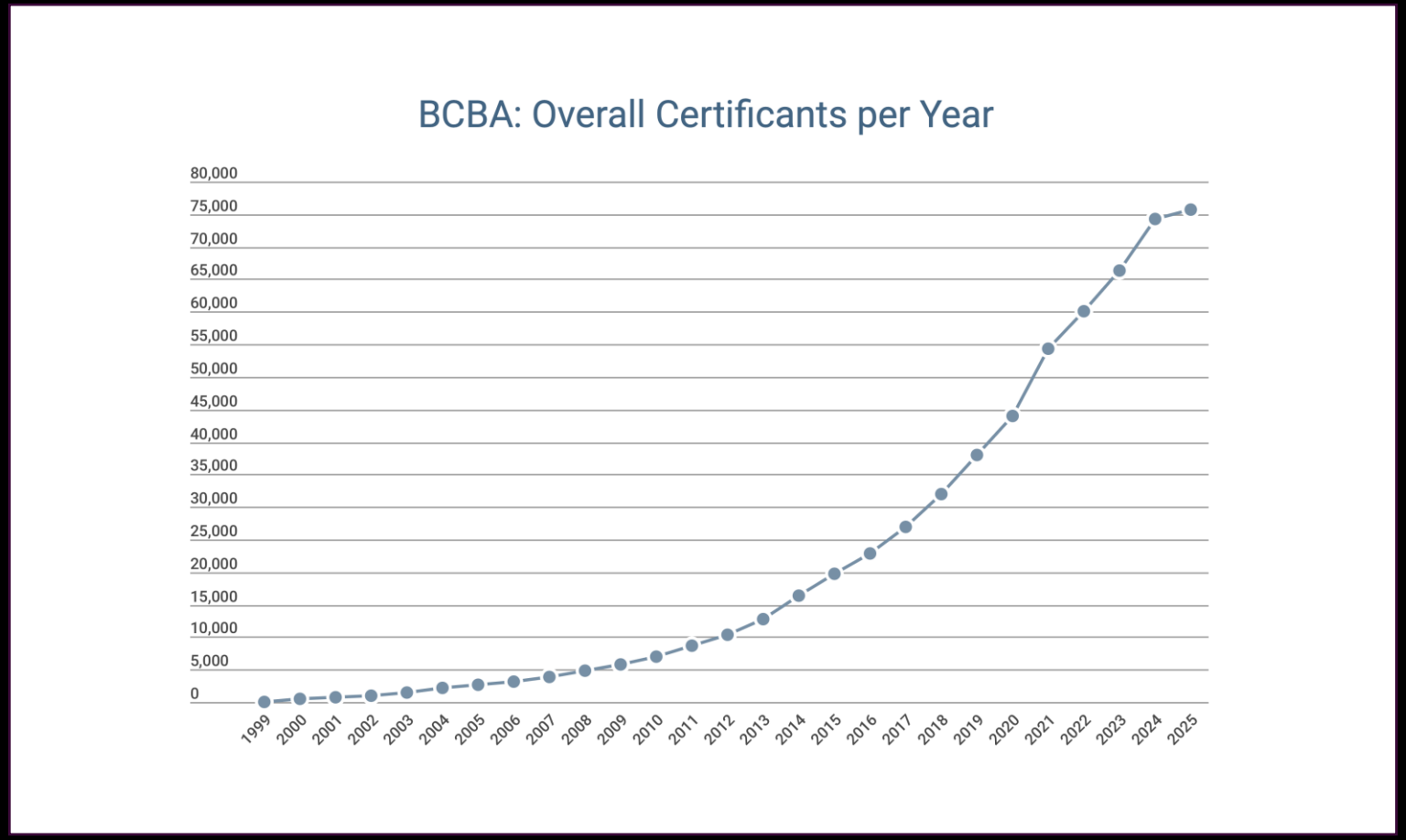
Annual Demand for BCBA/BCBA-D Certification

The following graph depicts the annual number of job postings nationwide over the past 15 years (2010–2024) that either required or preferred BCBA/BCBA-D certification.



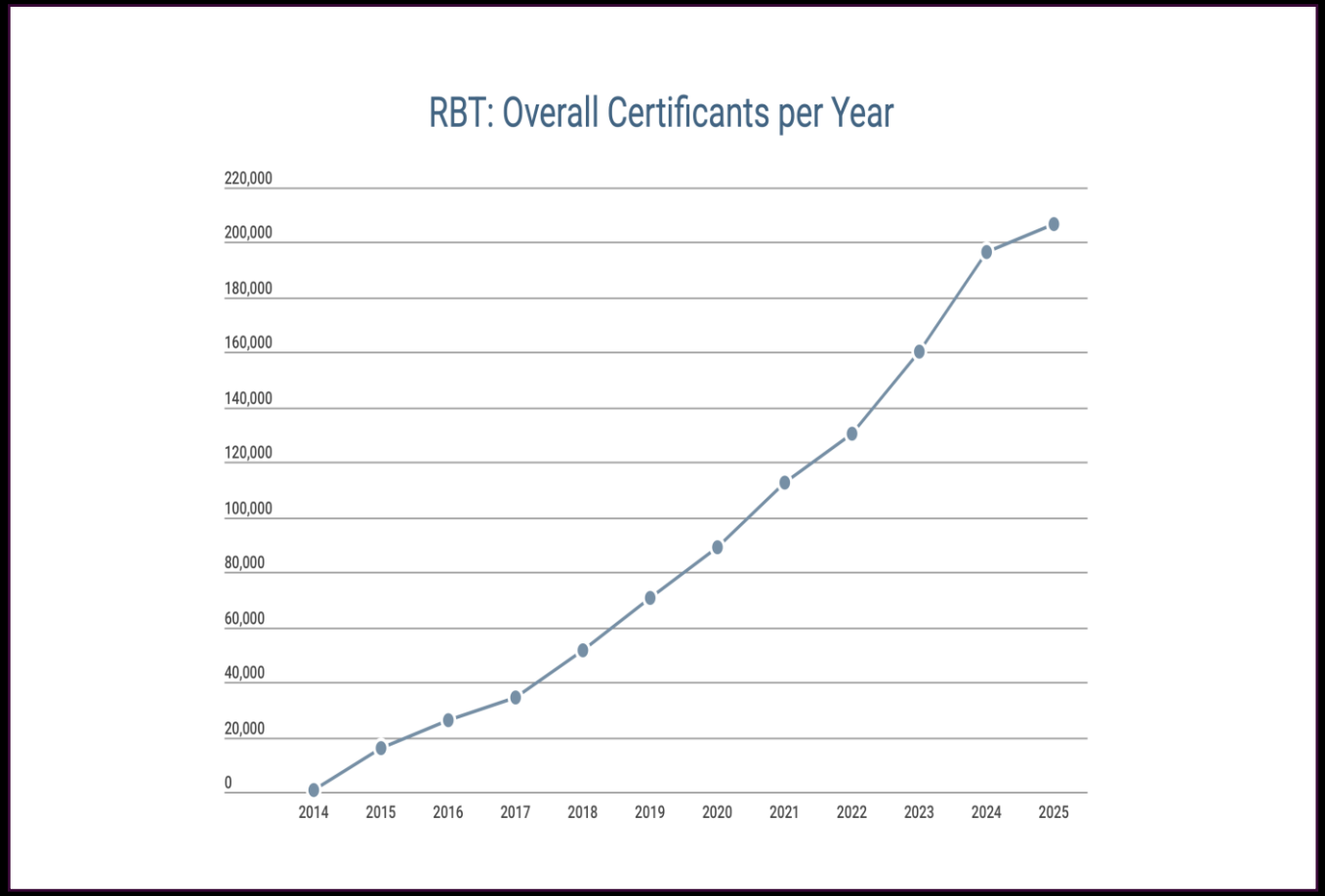
Behavior Analyst Certification Board. (2025). US employment demand for behavior analysts: 2010–2024. https://www.bacb.com/wp-content/us_employmentdemand_ba/

Rapid Growth Concerns



Behavior Analyst Certification Board. (n.d). *BACB certificant data*. Retrieved from https://www.bacb.com/BACB-certificant-data.

Rapid Growth Concerns



Behavior Analyst Certification Board. (n.d). *BACB certificant data*. Retrieved from https://www.bacb.com/BACB-certificant-data..

Growth leads to growing pains





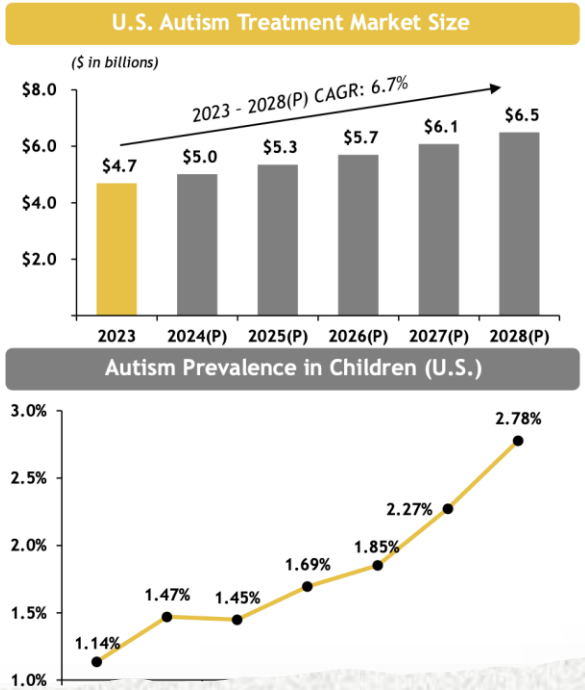


Training and Expertise Concerns

Market Observations

Autism Therapy Market Overview

- The U.S. autism treatment market was valued at $4.7 billion in 2023 and is projected to expand at a CAGR of **6.7%**, reaching $6.5 billion by 2028.
- The increasing diagnosis of autism in children can be partially attributed to the heightened awareness of autism spectrum disorders and the intensified efforts to provide more children with treatment.
- There is currently a shortage in the U.S. of developmental-behavioral pediatricians. According to data cited from the American Academy of Pediatrics, there are less than 800 developmental-behavioral pediatricians for every 19 million children with developmental concerns. Additionally, the American Academy of Child & Adolescent Psychiatry reports that there are 11 child and adolescent psychiatrists for every 100,000 children. As advocacy and awareness efforts gain prominence, access to high-quality care for children with these conditions is expected to improve.
- While most children with autism examined in 2020 had developmental concerns noted in their records before turning 3, less than half underwent evaluation by that age. Autism can sometimes be identified at 18 months or even earlier. Early intervention is crucial to mitigate more severe long-term consequences. This challenge is why autism specialists are frequently considered the primary and most effective choice for promptly assessing, diagnosing, and managing most children with autism and developmental delays.



JOURNAL OF DISABILITY STUDIES IN EDUCATION
2 (2022) 77-101
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brill.com/jdse

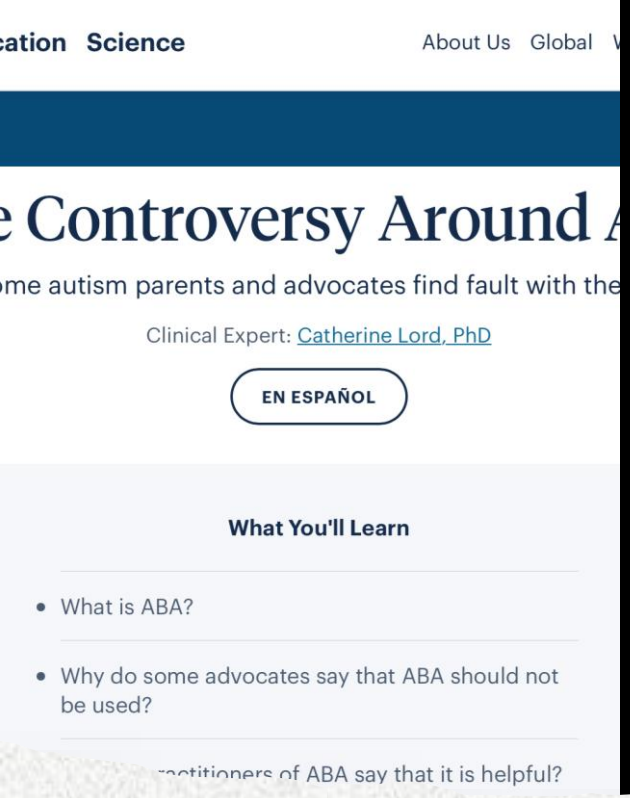
Autism, Inc.: The Autism Industrial Complex

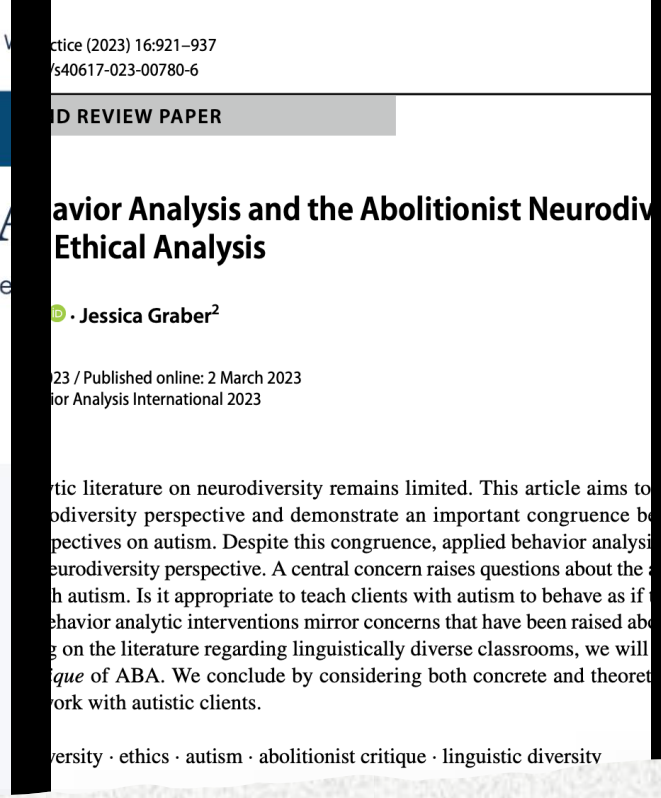
Alicia A. Broderick
Department of Teaching and Learning, Montclair State University, Montclair, NJ, USA
brodericka@montclair.edu

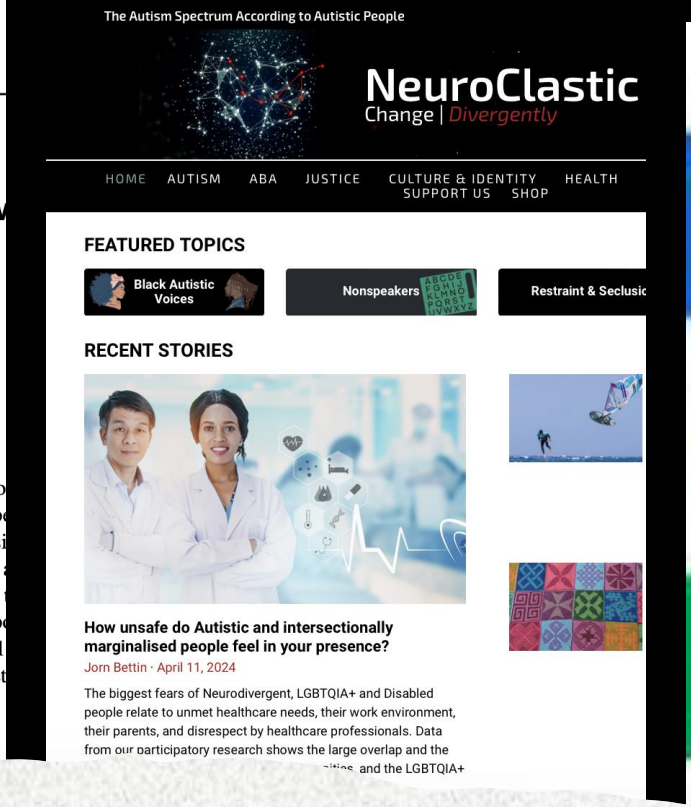
Robin Roscigno
Department of Educational Theory, Policy & Administration, Rutgers University, New Brunswick, NJ, USA
rfr42@scarletmail.rutgers.edu

Abstract

Industrial Complex Concerns









Autistic Concerns

Research and Practice for Persons with Severe Disabilities
1–14
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DOI: 10.1177/15407969211033629
rpsd.sagepub.com
SAGE

Quality of Life for People with Disabilities: Why Applied Behavior Analysts Should Consider This a Primary Dependent Variable

Ilene S. Schwartz[1] and Elizabeth M. Kelly[1]

Abstract
Applied behavior analysis (ABA) is a natural science dedicated to using behavioral principles to address socially important problems. One area in which behavior analysts have made compelling gains in the last 50 years is in developing, evaluating, and disseminating effective interventions for people with significant intellectual and developmental disabilities. As the science of ABA has matured, many practitioners, researchers, and consumers have questioned how our field should define appropriate outcomes of behavioral interventions. In this article, we propose that improved quality of life should be the ultimate outcome for consumers receiving behavioral interventions. We explore definitions of quality of life and suggest some strategies that behavior analysts can apply to modify practices to more clearly center quality [illegible] an outcome variable.

Behavior Analysis in Practice
https://doi.org/10.1007/s40617-023-00867-0

SI: COMPASSION IN APPLIED BEHAVIOR ANALYSIS

Check for updates

An Introduction to a Child's Rights Approach to Applied Behavior Analysis

Rebekah A. Cianci[1] · Mawule A. Sevon[2]

Accepted: 28 September 2023
© Association for Behavior Analysis International 2023

Abstract
The effective application of behavior analysis requires compassionate care that protects the rights of child clients while adhering to the core principles of applied behavior analysis (ABA). Although ethical practices for behavior analysis have been established, including the protection of clients' rights, there remains limited guidance on implementing these expectations in professional practice. Moreover, criticism of the field by autistic advocates, other professionals, and even those within the field often lacks meaningful recommendations for future practice. However, readily available frameworks can help improve the field by developing tools and practices that protect clients through practical assessment and compassionate care. This article introduces a new framework, *The Behavior Intervention Checklist: A Child Rights Approach,* based on the United Nations Convention on the Rights of the Child, to assist practitioners in defining and protecting the rights of the children they work with. The article focuses on the creation and implementation of *The Behavior Intervention Checklist* [illegible] for behavior analysts to evaluate initial intake procedures and develop and review behavior plans

Quality of Life and Life Span Concerns

al Framework for Analyzing t
oversy Over Aversive Behavio
ventions for People with Seve
Mental Retardation

ge H. S. Singer
ty of California at
Santa Barbara

Bernard Gert
ge and Dartmouth
Medical School

obert L. Koegel
ty of California at
Santa Barbara

Abstract: This article applies a systematic analysis of everyday moral decision
controversy surrounding the use of aversive treatments for people with severe m
tion. The authors' aim is to provide a framework for analyzing the issue, and the
tion against the use of aversive procedures. The analysis adds some new ideas to
provides a definition of aversive procedures based upon common moral rules. T
protection by the moral rules is discussed and the case made that people with
retardation deserve the protection of the moral rules and that this right is histori
tenous. The importance of symbols of dehumanization is discussed in light of thi
dition. The idea of moral agency is applied in order to clarify the kinds of societal
are and are not appropriate when a person with severe mental retardation violates
The authors argue that data are always relevant to moral decision making and tha
body of evidence indicates that nonaversive alternatives are available and can re
number of highly unusual



"No such thing as a bad boy" Ignite compassion for problemati

Behavior Analysis in Practice
https://doi.org/10.1007/s40617-024-01012-1

SI: COMPASSION IN APPLIED BEHAVIOR ANALYSIS

Toward Compassion in the Assessment and Treatment of Se
Problem Behavior

Mahshid Ghaemmaghami[1] · Kelsey Ruppel[1] · Anthony P. Cammilleri[1] · Theresa Fiani[1] · G

Accepted: 26 September 2024
© Association for Behavior Analysis International 2024

Abstract
Concern for others has been part of ABA since its inception. It is captured through the constru
ded within the applied and effective dimensions of ABA (Baer et al., 1968; Wolf, 1978). C
to address problems of social significance and to produce change that is socially significa
concern for others is perhaps why there might be some resistance to the recent call for co
as some behavior analysts view it as already a core value within our practice. After all, con
showing concern for others and acting to alleviate their suffering (Taylor et al., 2019). In this
the historical call for social validity, the practice of our science has not always made the su
cultural perception of our procedures a central focus in the assessment and treatment of prob
to be continued reliance on procedures that (a) elicit negative emotional responding, (b) p
behavior, (c) are highly intrusive, (d) lack methods to obtain and allow for the withdrawa
guided by client preference. We discuss the meaning of *compassion* in the assessment and tre
and provide recommendations for how to move toward greater compassion in our procedures
our organizational cultures.

Compassion · Effectiveness · Severe problem behavior · Social validity · Tra

Severe Behavior Concerns

The Autism Spectrum According to Autistic People

NeuroClastic
Change | Divergently

HOME AUTISM ABA JUSTICE CULTURE & IDENTITY HEALTH RESOURCES SUPPORT US SHOP

JUSTICE

What's in a Word: Autism and White Privilege

By Terra Vance
June 2, 2019



Author's note: *Special thanks to the BIPoC autistic community for helping to inform and proof this article.*

We often hear, "If you've met one person with autism, you've met one person with autism." This maxim, coined by Dr. Stephen Shore, is a platitude to say "we're all different." But is there really an effort to platform, research, or explore different autistic perspectives?

There are some relatively consistent traits that are easily recognized. In schools, on social media, and in popular culture, in the sad kindergarten posters of the kid sitting in the back of the class not participating, to the fictional autistic television doctor, the face of autism

mmun. 2020 Aug 7;11(1):3959. doi: 10.1038/s41467-020-17794-1.

ated rates of autism, other neurodevel
psychiatric diagnoses, and autistic trai
sgender and gender-diverse individua

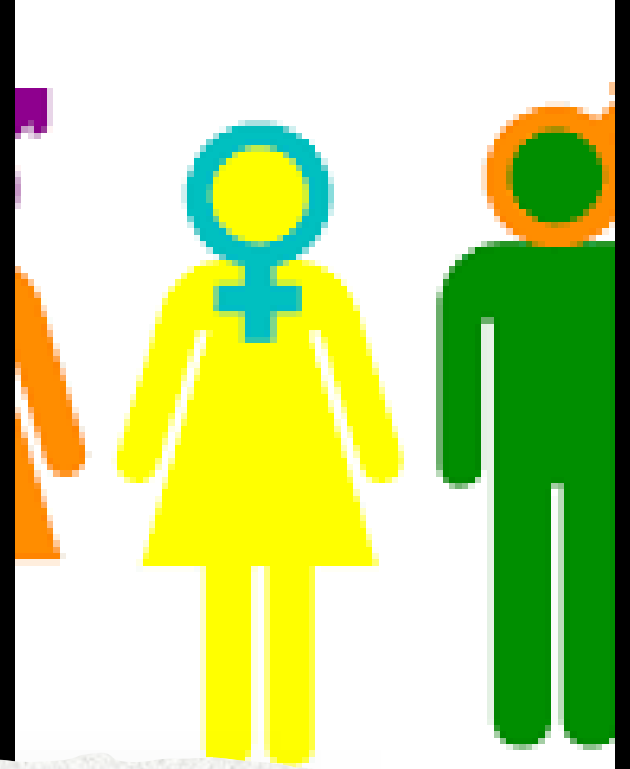
rrier [1], David M Greenberg [2 3], Elizabeth Weir [2], Clara Buckingham
uan Lai [2 4 5], Carrie Allison [2], Simon Baron-Cohen [6]

s + expand

770077 PMCID: PMC7415151 DOI: 10.1038/s41467-020-17794-1

ct

ear whether transgender and gender-diverse individuals have elevated
s or traits related to autism compared to cisgender individuals in large
To investigate this, we use five independently recruited cross-sectiona
g of 641,860 individuals who completed information on gender, neuro
ic diagnoses including autism, and measures of traits related to autism
s of autistic traits, empathy, systemizing, and sensory sensitivity). Com
ls, transgender and gender-diverse individuals have, on average, highe
urodevelopmental and psychiatric diagnoses. For both autistic and non
der and gender-diverse individuals score, on average, higher on self-re
raits, systemizing, and sensory sensitivity, and, on average, lower on se
hy. The results may have clinical implications for improving access to
ring adequate support for transgender and gender-diverse



cember 2020; 2(4): 273–281.
Dec 11. doi: 10.1089/aut.2020.29015.drj

ssion on Structural Racism in Autism Researc

Jones, MS, [1,*] *Co-Moderator:* Christina Nicolaidis, MD, M
lwood, BA, [5] Arianne Garcia, [6] Khalilah R. Johnson, PhD, M
nd TC Waisman, EdD, MA [9]

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s a race problem. Despite improvements in screening
erdiagnosed in Black and Hispanic children,[1] and tho
ccess to support services.[2] Racial disparities persist
istic adults from racial and ethnic minority groups ex
g lower rates of employment, social participation, an
te autistic adults. Although these studies highlight th
city, and autism, people of color remain consistently
gues regarding the impact of racial and ethnic discri

Gender and Race Concerns

Home Membership About Events ••• BABA Sign in

Black Applied Behavior Analysts (BABA) Response to the Behavior Analyst Certification Board (BACB) Removal of DEI Requirements*

Public Statement

For Immediate Release
Mon Mar 24 2025
Contact: info@babainfo.org

The behavior of the Behavior Analyst Certification Board (BACB) is akin to every other major system in America; offering a reminder that no matter what a Black person achieves, whether it be advanced degrees, thousands of hours of supervision, or passing a rigorous exam, even our credentialing bodies will discount our experiences and need for inclusion if it jeopardizes their 'widespread recognition.'

This pattern is not new. Throughout American history, Black people have been used, promised equity or freedom, and then cast aside once those promises became inconvenient. From the Revolutionary War, when enslaved Black people were offered freedom in exchange for fighting, to the Civil War, where Black soldiers fought on the promise of liberation, each promise was unkept. Even after emancipation, the federal government pledged 40 acres and a mule, a tangible start to economic stability, but that, too, was rescinded. During the Civil Rights Movement, Black communities were once again promised equality in education, housing, employment, and protection under the law. But those promises were hollowed out by redlining, underfunded schools, mass incarceration, and persistent racial bias (Heritage Foundation, 2021).

Fast forward to 2020, the murders of Ahmaud Arbery, Breonna Taylor, George Floyd, and Tony McDade reignited global demands for racial justice. In [illegible] and professional fields rushed to perform self-audits, release solidarity statements, and [illegible]

Behavior Analysis in Practice (2022) 15:1015–1022
https://doi.org/10.1007/s40617-022-00759-9

ABAI Association for Behavior Analysis International

EDITORIAL

Check for updates

Leading the Charge: A Look Inside the Behavior Analysis in Practice Emergency Series of Publications on Systemic Racism and Police Brutality

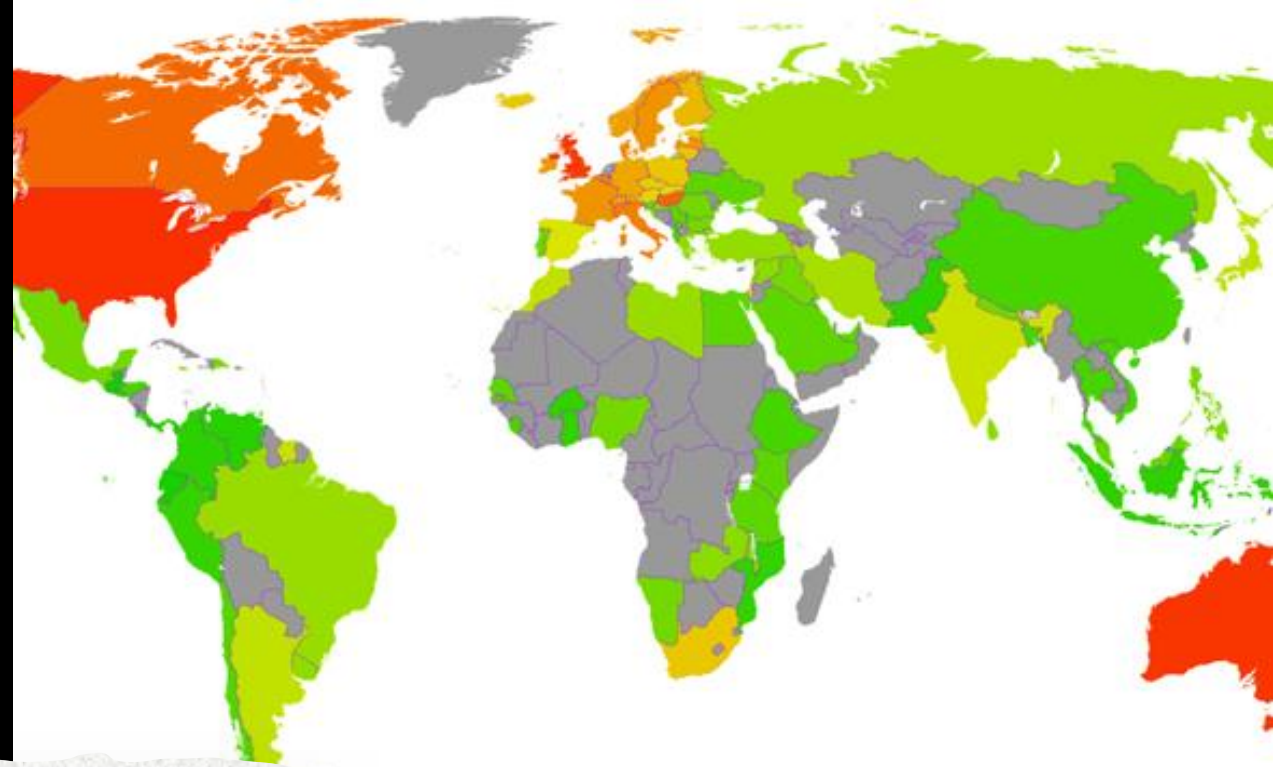
Denisha Gingles[1] · Jomella Watson-Thompson[2] · Kaston D. Anderson-Carpenter[3] · Jonathan Tarbox[4] · Stephanie M. Peterson[5]

Published online: 5 December 2022
© Association for Behavior Analysis International 2022

Abstract
This article introduces the "*Behavior Analysis in Practice* Emergency Series of Publications on Systemic Racism and Police Brutality." After the murder of George Floyd, the behavior analytic community was charged to respond in the spirit of Dr. Martin Luther King's challenge to social scientists. The charge of Dr. King was to explain real life phenomena negatively affecting the Black community. This series covered a wide range of topics with the intent of creating solutions that may be used to address remnants of the overarching impact of systemic racism and anti-Blackness. In this editorial, we provide an overview of the major themes of the accepted articles, some personal accounts of the editorial team, context for the special [illegible] discuss the contributions of the included articles, and a discussion of the areas in need of further work.

Social Justice Concerns

is noted by Zaroff and Uhm (2012) that systematic cross-cultural comparative studies relating to autism are rather sparse in general. Indeed until relatively recently the relevance of culture to autism was largely ignored (Daley, 2002). It seemed that initially some researchers believed that autism was intrinsically linked to modernity and Westernization and was rare in other cultures; in fact, the misheld belief that autism is the result of modernity and Westernization still exists to a



The WEIRD-ness Concerns

What is “ABA”?
an applied science? a model? a brand? a set of practices? A savior? A villain?

The problem of what to change, how to change, who participates, and who decides is not a new concern.

"It is the question most often ignored by behavior modifiers, the one that makes them fall back on rote answers and shift uneasily in their chairs. Now that we can control a lot of behavior, what behavior should we be controlling?

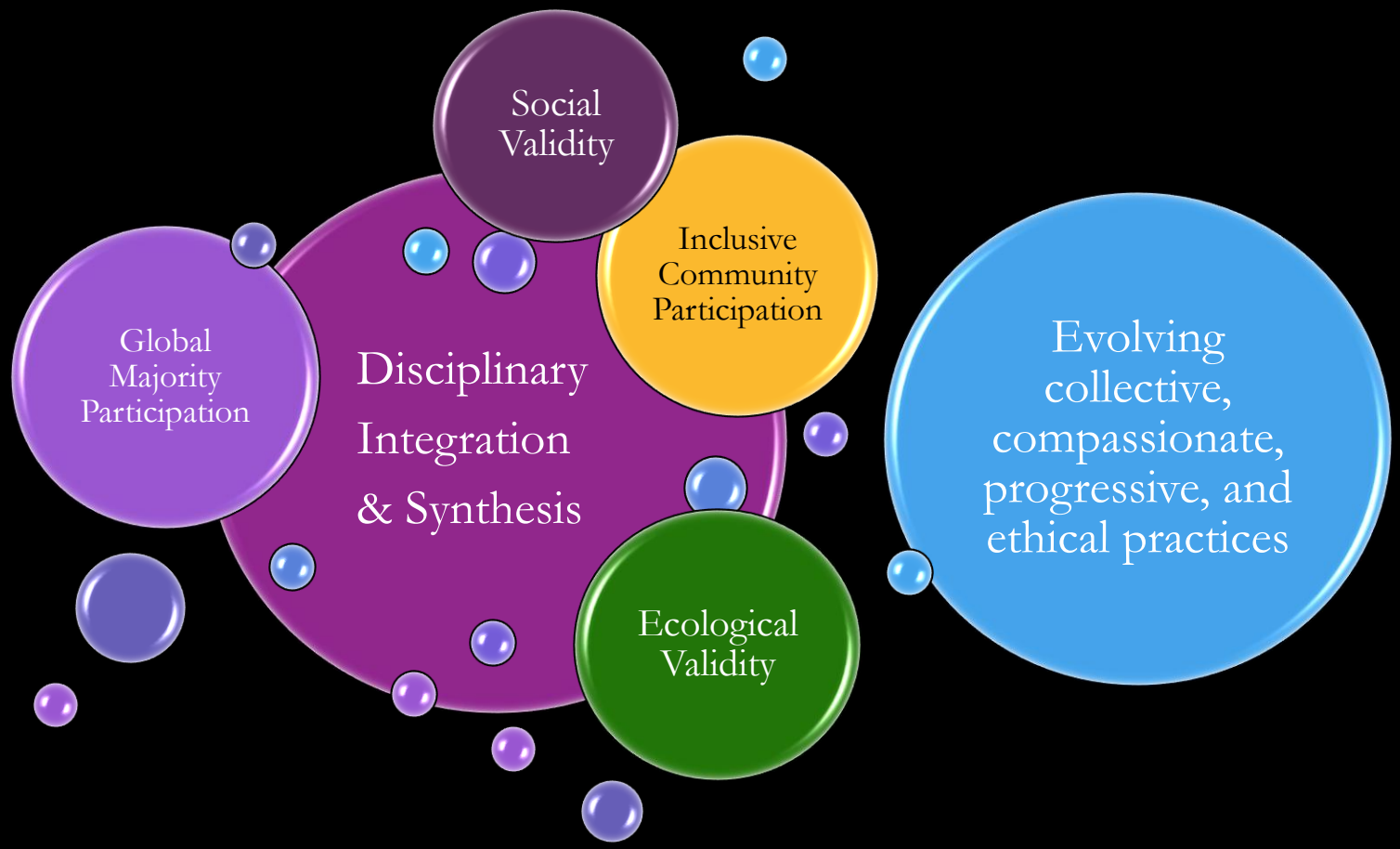
The problem of control is not simple, and we should not let the enthusiasm, or the skills of the mod squad resolve it for us.

Behavior modification raises, but can not answer, the most fundamental questions about man and society."

Hilts, P (1974). Behavior Mod. Harper's Magazine Press



Evolution Possibilities



e.g., Adams, Dobles, Gomez, Kurtis, & Molina, 2015; Alai-Rosales et al,2022; Bacigalupo, 2019; Beaulieu et al 2019; Benjamin 2023; Bhambra 2014; Broderick & Roscigno, 2022; Dirth & Adams 2018; Hannah-Jones, 2021; Henrich et al 2010; Ideland, 2018; Lui, et al 2023; McGoldrick & Hardy, 2019; Pritchett et al 2021; Samadi, et al, 2022; Tabatabaei, et al 2022; Wright 2019

"We are doing hard work; there is a large evidence base we should learn and many skills we should master. And still, it is not enough. We have to place what we are doing in the larger context of culture and the human condition. We recognize that, on the one hand, we now know more than ever and can facilitate powerful changes, and, on the other hand, they are not always the right changes, nor are they always accessible. That is the liability of our self-fullness. It is also our way forward ."

Alai-Rosales, Pritchett, Linden, Cunningham & Syed. (2022) *Be Humble, Learn and Care: Culturally Responsive Evidence-based Practice*. In Leaf, J. (Ed) **Handbook of Applied Behavior Analysis Intervention for Autism.**

Many wrongs navigation

"The many wrongs principle is based on the idea that the pooling of information from many inaccurate compasses yields a single more accurate compass because individual orientation error is suppressed by group cohesion (Simmons, 2004, p 453)"

Simons A. M. (2004). Many wrongs: the advantage of group navigation. *Trends in ecology & evolution*, *19*(9), 453–455.

Bergman, G. and Donner, K.O. (1964) An analysis of the spring migration of the common scoter and the long-tailed duck in southern Finland. Acta Zool. Fenn. 105, 1 – 59

Collective Learning: Consultative Epistemologies

… harmonizing our knowledge, the ways we know and what we learn



- **an integrative approaches to collective inquiry and knowledge formation**
- **once ideas are expressed, they are collective resources to be refined, adapted, adopted or rejected based on the collective and growing wisdom**
- **freedom of expression, critical thinking, and engagement**
- **care and moderation**
- **diversity is an asset**
- **intended to be unifying toward common purpose rather than divisive**

Karlberg, M., and T. Smith. "Articulating a Consultative Epistemology: Toward a Reconciliation of Truth and Relativism". *The Journal of Baha'i Studies*, vol. 19, no. 1-4, Dec. 2009, pp. 59-99

Applied
Valued improvements in relevant environments

Generality
Generalization: occurs in situations outside of direct interventions
Generality: findings reach beyond and contribute to the knowledge base

Behavioral
The measurable behavior of importance



Effective
Improve the behavior in practical and valued ways.

Analytic
Evidence of the relationship between the procedures and the desired change

Technological
Operative procedures are described to facilitate replication

Conceptual
Procedures related to environment-behavior principles and conceptual systems of the discipline.

The Eight Dimension of ABA

Penney, A.M., Bateman, K.J., Veverka, Y. *et al.* (2023).

progress from baseline

- Advance ecological and social validity technologies
- Emphasize an expansive and compassionate approach to effective change
- Create an ethics branch





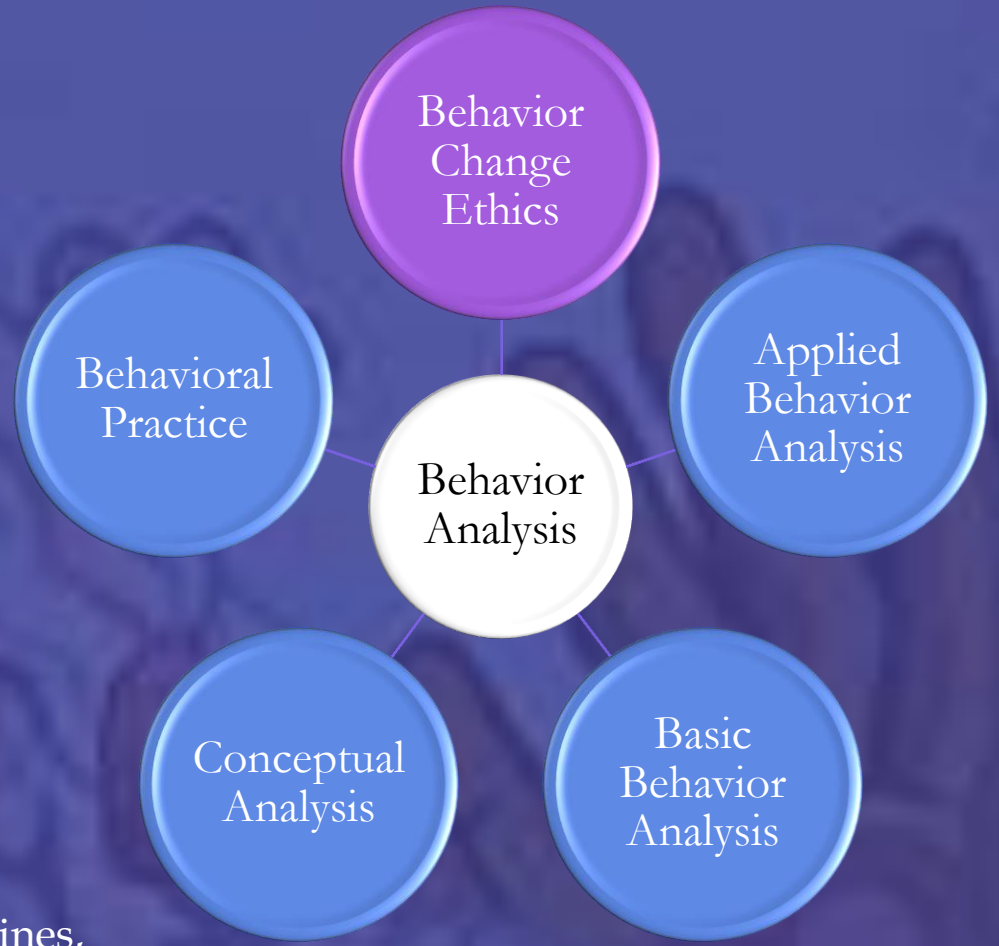
New needs, new branches, new journals

"Almost a decade ago, when the field of applied behavior analysis was beginning to expand so rapidly, we were faced with the task of putting together the Journal of Applied Behavior Analysis... "What is the purpose of the Journal of Applied Behavior Analysis?", he asked. He said we needed to put a description of the purpose on the inside front cover, as one finds in other journals (p 203."

Wolf, 1978, ***How applied behavior analysis is finding its heart***

A New Branch

- Journals, forums, etc…
- Ethics and purposeful behavior change
- Multiple voices and perspectives
- Inclusive and transparent processes
- Dialogues about
  - what should be changed
  - how it should be changed
  - who informs the change and how
  - who is affected by the changes
  - how we learn all this
  - how it relates to behavioral concepts, other disciplines, humanity
- Critical analysis of the whole process (the meta)





we are all learning

“It’s data, all this learning. Tender data”

adrienne maree brown

This talk is based, in part, on the following works:

- Alai-Rosales, S, Heinkel-Wolfe, P, Cunningham, I, Louise-Fowler, Dracobly, J, Morrison, K, and Edwards, C. (2024) *A Context for Responsive and Responsible Family Collaboration with Young Autism Families, In (Eds)* Weiss, Tereshko, Linnehan, & Dyer. *Fostering Community, Social Connection and Belonging: The Behavior Analyst's Guide to Neurodiversity.* Sloane Publishing

- Prittchet, M., Alai-Rosales, S., Cihon, T. & Re Cruz, A. (2023) *From Fuller to Fawcett: A Human Rights History of Research Ethics in Behavior Analysis.* In (Eds). Cox, Syed, Brodhead, & Quigley) *Research Ethics in Behavior Analysis: From Laboratory to Clinic and Classroom.* https://doi.org/10.1016/B978-0-323-90969-3.00011-6

- Alai-Rosales, Pritchett, Linden, Cunningham & Syed. (2022) *Be Humble, Learn and Care: Culturally Responsive Evidence-based Practice.* In Leaf, J. (Ed) Handbook of Applied Behavior Analysis Intervention for Autism.

- Pritchett, M., Alai, S., Re Cruz, A.& Cihon, T. (2021) Social Justice is the Spirit and Aim of an Applied Science of Human Behavior: Moving from Colonial to Participatory Research Practices. *Behavior Analysis in Practice*, 1-19.

- Miller, Re Cruz & Alai-Rosales (2019). Inherent Tensions and Possibilities: Behavior Analysis and Cultural Responsiveness. *Behavior and Social Issues.*

- Alai-Rosales, S. (March 2025) Progress from Baseline: A Worldview for Finding Hope and Building Capacity. APBA Keynote Address, Dallas Texas

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