

Annual Conference Abstract Submission General Information

All submissions will need:

- A Behavior Live account, please use the email associated with the account which pulls your information. We recommend the presenter be the one who submits the abstract.
- All communication will be sent to the individual’s email used to submit the abstract
- Names and email addresses of co-authors, please use the email associated with BehaviorLive
- Poster Short Title
- Primary Content Area
- Abstract type (symposia, panel, general presentation, poster, multi
- Supporting Data, in-progress data sets are okay for submission

General Presentation Guidelines

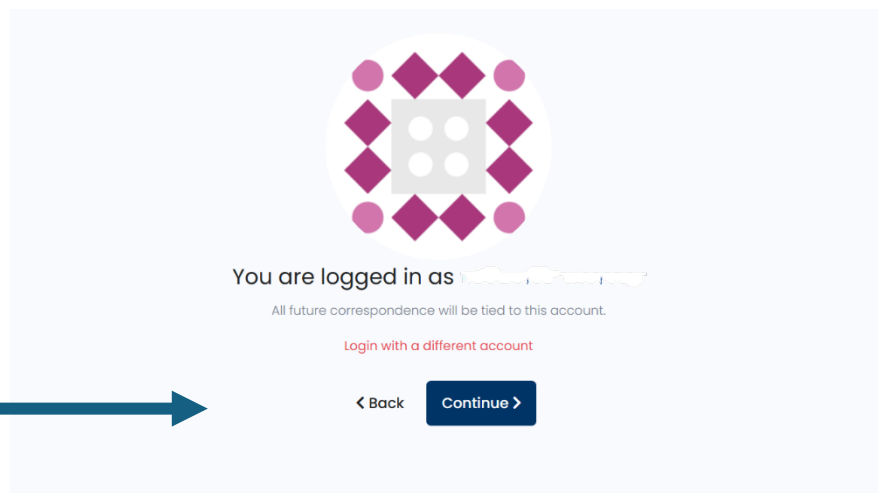
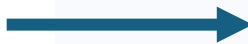
A special thank you to Dr. Lauren Lestremou Allen for sharing their submission to NYSABA 2025 annual conference to use an exemplar as an accepted abstract.

Steps for submitting a poster abstract

1. On the abstract submission page select “General Presentation” then select continue.



2. On the next page you will show you who you are logged as. This person is the main contact for the submission. Additional authors can be added on another page.



- On the **General Presentation Page** you will review presentations guidelines, and requirements. Enter the following information

Title: Leveraging Lived Experience: Applying Neurodiversity-Affirming ABA Across Contexts and Applications

Type: Panel

Content Area: Ethics (ETH)



Abstract: Many within and beyond the field of behavior analysis are increasingly recognizing the need to reflect on the use and impact of ableist approaches within behavior analytic service delivery (Chazin et al., 2025; Graber & Graber, 2023; Johnson, 2025; Killgallon et al., 2025; Lestremau Allen et al., 2024; Mathur et al., 2024; Veneziano & Shea, 2022). As a result,

behavior analysts are engaging in self-reflection and pursuing education to promote culturally responsive and affirming care to their Autistic and Neurodivergent clients and their families (Breux et al., 2023; Chazin et al., 2021), although much of this essential work has yet to be reflected in both practice and in the scholarly literature. This panel brings together members with diverse backgrounds, including Autistic individuals, parents of Autistic individuals, and allies, to discuss how neuro-affirming approaches can be employed across contexts. Panelists will discuss adaptations to commonly employed behavior analytic assessments and interventions, navigation of systemic barriers, and, critically, how Autistic clients can be centered within the services they receive. Attendees will leave with actionable ideas, informed by the panelists' lived experience and the still-emerging research literature concerning affirming practices in ABA, to advance their ethical and affirming repertoires.

Panel Information

Presentations will be scheduled to occur on Thursday or Friday of the conference. They will be one hour in duration.

By completing this submission, I acknowledge the following: I acknowledge that the information provided within this form is accurate. I can confirm that I hold an active BCBA certification OR have a doctorate and substantial formal training in Behavior Analysis OR am a current graduate student who has completed a master's degree and is enrolled in a behavior-analytic doctoral program. I understand that the presentation described here must be executed in a manner that is consistent with the description outlined here, as well as with ACE Provider Requirements. To view the BACB ACE Provider handbook, click [HERE](#). I understand that a CE event may address any aspect of Behavior Analysis, including the practice, science, methodology, theory, or profession itself. I recognize that, while some review of BCBA Task List content may be necessary, the content of my presentation must go beyond information included within the task list. Additionally, I understand that my presentation must be behavior-analytic in nature, be appropriate for attendees with a behavior-analytic background, and reflect content/information that is current and accurate. I understand that a CE event counting toward ethics credit must cover ethical issues in behavior-analytic practice or research and should relate to the BACB's ethics requirements/standards. I understand that a CE event counting toward Supervision credit must be behavior-analytic in nature and cover effective supervision as described by the BACB. I am aware that I may request a supplemental document summarizing my facilitation of this event (Teaching CE). If following the facilitation of the CE event described here, I recognize that the event was not consistent with the current description or a complaint has been made to me, I agree to alert the ACE coordinator for NYSABA immediately.

Panel Title

Primary Content Area

Autism (AUT) ▼

Abstract

Content not fully displayed. Behavior analytic assessments and interventions, navigation of systemic barriers, and, critically, how Autistic clients can be centered within the services they receive. Attendees will leave with actionable ideas, informed by the panelists' lived experience and the still-emerging research literature concerning affirming practices in ABA, to advance their ethical and affirming repertoires.

Learning Objective 1 170/500

: Attendees will operationalize what neurodiversity-affirming or neuro-affirming ABA means within their service delivery context, informed by those with lived experience.

Learning Objective 2 14/500

Attendees will evaluate systemic barriers and ableist ABA practices that are present within their behavior analytic service delivery context.

Learning Objective 3 102/500

Attendees will identify three modifications they can employ within their practice or system to enhance the neuro-affirming delivery of behavior analytic services.

Do you have supporting data? ▼

No

Please give a reason for not having data. 170/1000

Panel discussion format, that will be informed by the published scholarly literature in behavior analysis and related fields as well as the lived experience of panelists.

< Back
Continue >

Has Supporting Data: No

Reason for no Data: Panel discussion format, that will be informed by the published scholarly literature in behavior analysis and related fields as well as the lived experience of panelists.

CEU Information

Learning Objective 1: Attendees will operationalize what neurodiversity-affirming or neuro-affirming ABA means within their service delivery context, informed by those with lived experience.

Learning Objective 2: Attendees will evaluate systemic barriers and ableist ABA practices that are present within the ir behavior analytic service delivery context.

Learning Objective 3: Attendees will identify three modifications they can employ within their practice or system to enhance the neuro-affirming delivery of behavior analytic services.

4. On the **CEU Information Page** enter the following information

- **Meets BACB Requirements: Yes**
- **Meets Ethics Requirements: Yes**
- **Meets Supervision Requirements: No**



5. On the **Manage People**

- **Add all moderators and panelists**





6. Abstract Submission Additional Questions page.

Confirm presenter information



7. Abstract Additional Information

Visit [ACE-Provider-Handbook_260129-a.pdf](#) to learn more about ACE events and providers

For question seven (7) select the CEU content area



8. For question eight (8) describe your qualifications for presenting in the content area you are researching.

9. Enter your three (3) CEU Assessment questions. Quiz questions will be used to allow asynchronous attendees to earn their CEU certificates from recorded presentations and/or address CEU issues that may arise during the conference.

Additional Questions

Abstract Submission
Please note that you cannot complete your submission without submitting the survey responses.

Presenter Information

1. First Name *

Abstract additional information
Please review each question and provide the requested information to ensure all relevant information is provided at the time of submission.

4. According to the BACB ACE provider handbook, "The content of Learning CE events may address any aspect of behavior analysis: practice, science, methodology, theory, or the profession itself." CE content must be behavior analytic in nature, go beyond basic introduction, created for behavior analytic attendees, relevant and reflect current, accurate information. *

5. Link to BACB ACE provider handbook: https://www.bacb.com/wp-content/uploads/2025/08/ACE-Provider-Handbook-2026_250820-a.pdf *

6. By selecting "yes" as my answer, I confirm that I have read and understand all BACB and ACE CEU guidelines for events. This presentation content is behavior-analytic and appropriate for CE. I (and any co-presenters) meet the instructor qualifications required by the BACB ACE Handbook. *

No Yes

7. Please select all continuing education units (CEUs) categories applicable to the presentation: *

Supervision

Ethics

General

N/A poster presentation

8. Please briefly describe your qualifications and expertise related to this CE content area (e.g., clinical experience, publications, teaching, research, presentations, specialized training, etc.) *

Insert background

Assessment Quiz Questions:

1. Most environments are designed by and for:
 - a. Neurodivergent people

5. Please provide 3-5 CEU assessment questions (each with answer options and the correct answer) for the attendee assessment. Quiz questions will be used to allow asynchronous attendees to earn their CEU certificates from recorded presentations and/or address CEU issues that may arise during the conference. For poster submissions, please mark not applicable (N/A). Kindly note that presenters may contact us to request revisions to their questions as the conference approaches, since many abstracts are submitted before presentations are finalized. All quiz questions are required by Monday, October 26, 2026. *

1. N/A - Poster Session
2. Most environments are designed by and for: a. Neurodivergent people b. Neuromajority people - correct answer c. Autistic people d. None of the above
3. Ableism within ABA reflects the ableism within society and neuro-affirming ABA requires behavior analysts and behavior analytic organizations to be active in identifying and addressing
4. Neuro-affirming ABA aims to _____ the Neurodivergent identities of clients, change behavior using behavior analytic methods that are socially valid for the Neurodivergent client, a
5. _____
6. _____



- b. **Neuromajority people – correct answer**
 - c. Autistic people
 - d. None of the above
- 2. Ableism within ABA reflects the ableism within society and neuro-affirming ABA requires behavior analysts and behavior analytic organizations to be active in identifying and addressing ableist variables in the environment.
 - a. **True – correct answer**
 - b. False
- 3. Neuro-affirming ABA aims to _____ the Neurodivergent identities of clients, change behavior using behavior analytic methods that are socially valid for the Neurodivergent client, and pursue ongoing understanding regarding the Neurodivergent client and community's perspectives, values, and preferences.
 - a. Accept
 - b. Understand
 - c. Celebrate
 - d. **All of the above – correct answer**

10. Once complete sign to attest your submission meets all BACB requirements for ACE events.



10. By checking Yes, I acknowledge that if I do not submit the required CEU quiz questions by Monday, October 26, 2026, NYSABA is authorized to enable the BehaviorLive AI-generated question option for my recorded presentation. I understand that NYSABA may provide AI-generated questions for my review and may contact me to request revisions prior to their use, and I attest that any questions I submit will be original, accurate, and aligned with my presentation content. *

Yes

No

N/A: poster submission

11. Add 1-3 citations supporting your abstract submission

Citations



Bannerman, D. J., Sheldon, J. B., Sherman, J. A., & Harchik, A. E. (1990). Balancing the right to habilitation with the right to personal liberties: the rights of

people with developmental disabilities to eat too many doughnuts and take a nap. *Journal of Applied Behavior Analysis*, 23(1), 79–89. <https://doi.org/10.1901/jaba.1990.23-79>

Breaux, C. A., & Smith, K. (2023). Assent in applied behaviour analysis and positive behaviour support: Ethical considerations and practical recommendations. *International journal of developmental disabilities*, 69(1), 111–121.

<https://doi.org/10.1080/20473869.2022.2144969>

11. Please provide 1-3 citations supporting the presentation. Please note all citations must be behavior analytic. *

1. Bannerman, D. J., Sheldon, J. B., Sherman, J. A., & Harchik, A. E. (1990). Balancing the right to habilitation with the right to personal liberties: the rights of people with developmental disabilities to eat too many doughnuts and take a nap. *Journal of Applied Behavior Analysis*, 23(1), 79–89. <https://doi.org/10.1901/jaba.1990.23-79>
2. Breaux, C. A., & Smith, K. (2023). Assent in applied behaviour analysis and positive behaviour support: Ethical considerations and practical recommendations. *International journal of developmental disabilities*, 69(1), 111–121. <https://doi.org/10.1080/20473869.2022.2144969>
3. Breaux, C., & Smith, K. (2023). Pushing past distractions to move toward assent-based practice and science: a response to Newcomb and Wine. *International journal of developmental disabilities*, 69(1), 111–121. <https://doi.org/10.1080/20473869.2022.2144969>
4. Chazin, K.T., Ledford, J.R., Wilson-Moses, Rajaraman, A., & Juarez, P. A. (2025) Centering Autistic perspectives: Social acceptability of goals, learning contexts, and procedures for young children with autism spectrum disorder. *Journal of Applied Behavior Analysis*, 52(1), 1–15. <https://doi.org/10.1901/jaba.2024.52-1>
5. Johnson, J. F. (2025). From harm to healing: Building the future of ABA with Autistic voices. *Societies*, 15 (3), 72. <https://doi.org/10.3390/soc15030072>

Breaux, C., & Smith, K. (2023). Pushing past distractions to move toward assent-based practice and science: a response to Newcomb and Wine. *International journal of developmental disabilities*, 69(4), 630–632.

<https://doi.org/10.1080/20473869.2023.2206722>

Chazin, K.T., Ledford, J.R., Wilson-Moses, Rajaraman, A., & Juarez, P. A. (2025) Centering Autistic perspectives: Social acceptability of goals, learning contexts, and procedures for young Autistic children. *Journal of Autism and Developmental Disorders*, 55, 812–831 (2025). <https://doi.org/10.1007/s10803-024-06242-4>

Johnson, J. F. (2025). From harm to healing: Building the future of ABA with Autistic voices. *Societies*, 15 (3), 72. <https://doi.org/10.3390/soc15030072>

Kilgallon, E., Daou, N., & Gillespie-Lynch. K. (2025). In what ways is Positive Behaviour Support consistent or inconsistent with the principles of the Neurodiversity Movement? It’s complicated. [Commentary on article by Bambara, L.M., Dueñas, A.D., & Dwyer, P. (2025). Positive behaviour support and the neurodiversity perspective]. Special issue of the *International Journal of Positive Behavioural Support, PBS & Neurodiversity*, 15(1), 28-34.

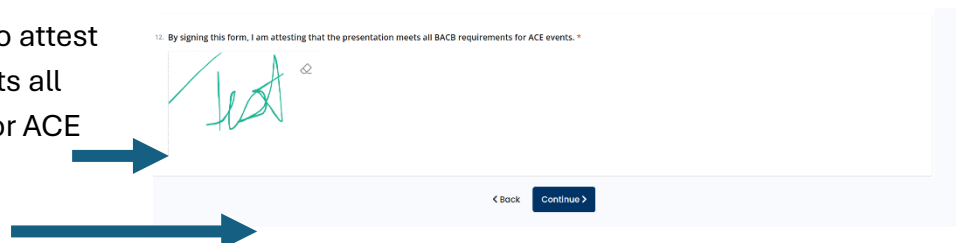
Lestremau Allen, L., Mellon, E., Syed, N., Johnson, J. F., Bernal, A. (2024). Neurodiversity-affirming applied behavior analysis. *Behavior Analysis in Practice*. <https://doi.org/10.1007/s40617-024-00918-0>

Mathur, S.K., Renz, E. & Tarbox, J. (2024). Affirming Neurodiversity within applied behavior analysis. *Behavior Analysis Practice*, 17, 471–485. <https://doi.org/10.1007/s40617-024-00907-3>

Veneziano, J., & Shea, S. (2022). They have a Voice; are we listening?. *Behavior Analysis in Practice*, 16(1), 127–144. <https://doi.org/10.1007/s40617-022-00690-z>

12. Once complete sign to attest your submission meets all BACB requirements for ACE events.

Select Continue





On the **attestation page** read and confirm you are in agreement by clicking the box.



Then select continue.

In making this submission, I understand, affirm, and agree to the following:

Please review the following agreement. For poster sessions, speaker content will not be recorded for streaming or asynchronous viewing as noted within the agreement. Additionally, CE requirements will not be met, as CE credit is not issued for attendance at poster sessions.

NYSABA Speaker Contract: This SPEAKER CONTRACT for an individual to provide the webinar/presentation to be described below, is made between the New York State Association for Behavior Analysis (hereinafter referred to as "NYSABA") and the undersigned speaker, hereinafter referred to as the "Speaker," for the services of the Speaker. One speaker for each presentation will complete this agreement on behalf of all presenters involved in the presentation. Please click the box by question (4) four to accept this agreement. **EVENT TITLE:** NYSABA Annual Conference **EVENT LOCATION:** Albany, NY and Online (Behavior Live)

- 1. GENERAL MEDIA CONSENT:** Speaker consents to live streaming of the webinar. Speaker consents to video recordings of webinar to allow for asynchronous dissemination of content to webinar registrants and non-attendees for purchase. The recorded content will be available for a duration determined by NYSABA's ACE Coordinator, Education Committee, and Conference Committee. Speaker hereby permits NYSABA to photograph Speaker during the webinar. Speaker hereby permits NYSABA to use photographs during and after the webinar for media and promotional purposes. If your recorded material needs to be removed after a specified duration, please contact: info@nysaba.org.
- 2. COPYRIGHT:** Speaker represents that all content included in the presentation and handout materials will be Speaker's sole original creation or, if not original, does not infringe on the copyrights or other rights of third parties. If Speaker is not the sole original author of the presentation or other materials, Speaker further warrants that speaker has secured the permission of the copyright owner to use the material and shall clearly identify the source. Speaker shall defend, indemnify, and hold NYSABA harmless against any third party copyright allegations or claims regarding the presentation and other materials for the presentation session. Speaker hereby permits NYSABA to disseminate PDFs of PowerPoint presentations and handouts of submitted session content and materials electronically, downloadable (QR code), for educational purposes only.
- 3. HARASSMENT OR DISCRIMINATION:** NYSABA will not tolerate any behavior that is harassing or discriminatory in nature. Any harm claim by any member of the audience shall be the sole responsibility of Speaker. NYSABA has the right to direct Speaker to discontinue any activity constituting violation of this contract, as well as any federal, state, or local laws, or other relevant requirements.
- 4. CLICK HERE for the Acknowledgment of this Agreement**
- 5. TERMINATION:** This agreement may be terminated only as follows:
 - 1.** By mutual agreement of both parties OR
 - 2.** By NYSABA, immediately, if the speaker has breached any provision of this agreement, including, but not limited to:
 - 3.** If the Speaker engages in fraud, intentional misrepresentation, or willful misconduct in connection with his/her performance of this agreement.
 - 4.** If the Speaker fails to perform his/her obligations in a timely manner.
- 6. MISCELLANEOUS:** Anticipated starting times specified in the Speaker Contract, subject to minor modifications because of unanticipated occurrences, are of the essence and hence, Speaker is required to be at place of performance a sufficient period prior to schedule time of commencement so as to permit timely presentations.
- 7. ACE COMPLIANCE:** The Speaker agrees to comply with all ACE requirements as outlined by the Behavior Analyst Certification Board (BACB) to ensure that the presentation meets the standards for the issuance of Continuing Education (CE) credits. The Speaker also agrees to provide any necessary information or documentation requested to ensure this compliance.
- 8. ACCESSIBILITY:** The Speaker agrees to create their presentation and any supporting handouts or documents in an accessible manner to ensure that attendees with various needs, including those with disabilities, can participate and access the information. This includes but is not limited to providing materials in formats that accommodate visual, auditory, and other sensory or cognitive needs. Resources that may aid these efforts include:
 - 1.** <https://www.section508.gov/create/2017/>
 - 2.** <https://support.microsoft.com/en-us/office/make-your-powerpoint-presentations-accessible-to-people-with-disabilities-61777b2-2f33-4bd2-8ca7-dae3b2b3ef25>
- 9. EXECUTED CONTRACT SIGNATURE:** This Speaker Contract shall be binding upon the parties hereto, their successors and assigns, upon due execution by both parties. Acknowledgement of this contract within the Behavior Live platform communicates agreement with the contract in it's entirety.
- 10.** Created from the Association of Professional Behavior Analysts & the Colorado Association for Behavior Analysis Speaker Contracts with permission.



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13. Next on the **Review Submission Page** you will review all information entered. Anything missing will prompt you to address in the pink box at the top of the page.



Review Submission

Thank you for your submission! If you have any questions or would like to request an accommodation, please email: info@nysaba.org

Please visit our conference page to register for the conference. Please note self-advocates and parents presenting on panels will have their registration cost covered. Information will be provided upon acceptance, please email info@nysaba.org with any questions.

Please correct the following errors before submitting

- CEU Instructor CV is required. (Fix)
- Biography is missing on chair and is required. (Fix)
- Biography is missing on presenter: INFO NYSABA and is required. (Fix)
- At least one presenter must have a biography (Fix)
- Headshot is missing on chair: INFO NYSABA and is required. (Fix)
- Headshot is missing on presenter: INFO NYSABA and is required. (Fix)
- At least one presenter must have a BACB certificant number (Fix)

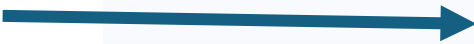
Title:	Leveraging Lived Experience: Applying Neurodiversity-Affirming ABA Across Contexts and Applications
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Learning Objective 1:	: Attendees will operationalize what neurodiversity-affirming or neuro-affirming ABA means within their service delivery context, informed by
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Meet CEU Req:	Yes
Supervision CEU Req:	No
Ethics CEU Req:	Yes
CEU Instructor:	ENTER NAME
CEU Instructor CV:	
Chair:	INFO NYSABA
Panelists:	

< Back Save Draft Submit Paper

This areas shows you what pages need to **fixed** to complete the submission process



14. Once you address all areas you will be able to submit. You will no longer see the pink screen or areas that need to be fixed in red.



Review Submission

Thank you for your submission! If you have any questions or would like to request an accommodation, please email: info@nysaba.org. Please visit our conference page to register for the conference. Please note self-advocates and parents presenting on panels will have their registration cost covered. Information will be provided upon acceptance, please email info@nysaba.org with any questions.

Title:	TEST Title
Content Area:	TTS
Abstract:	Insert abstract information
Presenters:	INFO NYSABA
Authors:	

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