



# **UWG ABA Program**

## **Part-Time Instructors**

### **Fieldwork Supervisors**

- Adelaide Ball, BCBA
- Samantha (Sam) Bennett, BCBA
- Alexandra (Al) Elfers, BCBA
- Quinn Freeman, BCBA
- Jacob Frier, BCBA
- Kathy Harlan, BCBA, LPC
- Rosie Jeffers, BCBA
- Amy Jinadu, BCBA
- Amy Karnes, BCBA
- Michelle LaFrance, BCBA
- Jose Reyes, BCBA
- Naomi Storey, BCBA

### **Coursework Instructors**

- Dr. Adrienne Golden, BCBA
- Dr. Janet Goodman, BCBA
- Dr. Jewel Parham, BCBA
- Dr. Angela Shoemake, BCBA



# ABOUT ME

*Supervising Practicum students is one of the things I describe as, "my jam." Having opportunities to support students in building connections between what they are learning in didactic classes to the real-life practice of Behavior Analysis brings me continuous joy. The individuals we serve, across all subspecialties, deserve high quality clinicians and I am passionate about bridging the gap between the textbooks and the application.*

## Adelaide Ball



**BRIEF INTRODUCTION:** My journey with ABA began as a child, volunteering during events at a school for individuals on the Spectrum. I recall working at craft booths where I interacted with students, helping them make bracelets with pipe cleaners and pony beads. I decided I wanted to be a teacher. After three years teaching within inclusive preschool classrooms, and one year of 7th grade Reading and Writing classes I switched gears and majored in Special Education. At that point I knew I wanted to become a BCBA.

**HOW LONG HAVE YOU BEEN IN ABA?:** As of 2026, I have been in the field of ABA for 26 years.

**SCOPE OF COMPETENCE:** My specialties are Clinical Behavior Analysis (CBA), with an emphasis in how trauma affects behavior, and Behavioral Treatment of Autism and Other Developmental Disabilities.

- Within CBA my scope of competence includes individuals aged 7-18 with diagnoses such as Disruptive Mood Dysregulation Disorder (DMDD), Intellectual Disability, Conduct Disorder, Bipolar Disorder, and Borderline Personality Disorder.
- Within ASD/DD my scope of competence includes individuals aged 2-51 with diagnoses of ASD, Cerebral Palsy, and Down Syndrome with areas of need such as expressive and receptive communication, coping skills, restricted food/liquid intake, social interaction, daily living skills, and safety.

Across both specialties, two of my areas of expertise are crisis intervention and IEP advocacy.

### PROFESSIONAL ABA EXPERIENCES:

I have utilized behavior analytic practices across the roles of preschool teacher, direct support professional (before RBTs existed), residential interventionist, assistant group home manager/lead agency trainer, Special Education teacher, curriculum director/teacher trainer, Registered Behavior Technician, Supervising Clinician, and now UWG faculty.



# ABOUT ME

*My love for supervision has been shaped by my early experience as a new BCBA, when I often felt unprepared and overwhelmed. Those challenges defined the kind of supervisor I strive to be today. I am committed to creating a supervision experience that is intentional, honest, and grounded in real-world preparation. I want my trainees to leave supervision not only with the skills needed to pass the big exam, but also with the confidence, critical thinking skills, and self-awareness necessary to navigate the field successfully. Most importantly, I strive to create supportive, lasting professional relationships so that my trainees know they are never alone in their journey and always have a community to lean on as they continue to grow.*

## Sam Bennett

**BRIEF INTRODUCTION:** My love for education blossomed at an early age while spending time in my Gram's special education classroom. I was in awe of the meaningful, functional experiences she created for her students—from holiday shops that built communication and money skills to a campus barn that supported hands-on learning and independence.

By the time I entered my own classroom as a teacher, the landscape of education had shifted. Instruction was increasingly driven by the demands of standardized testing, often prioritizing test performance over the development of essential life skills. I found myself questioning the value of what I was teaching. That disconnect evolved into a desire to reshape education through a behavioral lens, which ultimately led me to the field of ABA. I earned my BCBA certification in 2020 after completing my master's degree at Ball State University.

**HOW LONG HAVE YOU BEEN IN ABA?:** Since 2020

**PROFESSIONAL ABA EXPERIENCES:** I began my ABA career in the clinical setting, providing services to individuals with Autism and intellectual disabilities in both home- and center-based environments. While I valued the flexibility of clinical work, I felt a strong pull back to education. Transitioning into the school setting allowed me to expand my competencies beyond Autism to include Emotional Behavior Disorders, as well as broader social-emotional, behavioral, and mental health needs. In this role, I have supported not only individual students but entire programs, helping to build sustainable systems that create meaningful and lasting change. Although the challenges within education are heavy, the impact makes it well worth the lift.

**OTHER AREAS OF EXPERTISE:** I hold a bachelor's degree in special education with an emphasis on learning disabilities and moderate to severe disorders. Education is where my journey began and remains at the core of my professional passion.



### **SCOPE OF COMPETENCE:**

My professional areas of interest include Autism and developmental disabilities, trauma-informed care, severe behavior, de-escalation strategies, and classroom-based supports within educational settings. I have experience working with individuals with Autism, Emotional Behavior Disorders, ADHD, DMDD, PTSD, and anxiety. My scope extends beyond direct practice, focusing on systems-level change through training teachers, support staff, and educational leaders to create sustainable, supportive learning environments.



# ABOUT ME

*Supervision is one of the areas of being a behavior analyst that matters most to me. As humans, we are geared for interdependence, and I truly believe we do not get through life alone. A critical part of interdependence, to me, is how we learn and obtain knowledge. Do we only learn through books? Or do we benefit from someone lending a hand forward with their privilege, empowering the next person to do the same (paying it forward as it were)? I think it's a mix of both, but emphasis on mentorship and peer community as we help one another continually learn to be better practitioners. Seeing students who are excited to step into this work, especially grounded in assent, reminds me why I work in behavior analysis to begin with. I want to be part of empowering future practitioners to continue to redefine what behavioral supports look like across settings.*

## Alexandra (Al) Elfers

**BRIEF INTRODUCTION:** My path to ABA wasn't linear. I started in Physics, fascinated by stars and how the world works, but found my true calling in understanding human behavior after my experiences working in education across various cultures. As a queer, deaf, autistic person, I experienced firsthand how systems often fail those they intend to support. I began working in ABA around the time I got diagnosed as autistic, which led me down the path of understanding where ABA began historically towards autistic people. I was already a disability justice advocate at the time, which inclined me toward reform work early in my career. I started in clinics and home settings, and have also worked in group homes, with some community and school-based experience, all with an emphasis of trauma assumed and assent-based care. Now, I have my own private practice, where I work directly with learners and their families, utilizing ABA not as the "autism therapy" it is known as, but as a measurement tool for a humanistic and collective approach to supporting reasonably distressed people. I am also a doctoral candidate developing research on how we can better seek and integrate feedback from learners.

**HOW LONG HAVE YOU BEEN IN ABA?:** since 2018; certified since 2020

**PROFESSIONAL ABA EXPERIENCES:** Clinic, home, and group. home settings primarily, with some experience in community and school settings

**OTHER AREAS OF EXPERTISE:**

- Disability Justice and Mad Pride
- Deaf culture
- Social justice



**SCOPE OF COMPETENCE:**

1. Direct client care from ages 3 to 21
2. Training and consulting with individual practitioners and organizations
3. Neurodiversity affirming care
4. Trauma assumed care
5. Crisis management
6. Relational Frame Theory
7. Disability Justice within ABA
8. Compassionate care and assent



# ABOUT ME

*I enjoy supervision because it gives me the opportunity to collaboratively develop others' thinking and translate behavioral principles into meaningful, real-world applications. What excites me most is watching trainees grow into confident and skilled practitioners who can analyze behavior and make informed, ethical decisions on their own.*

## Jacob Frier



**BRIEF INTRODUCTION:** I earned my master's in special education from Vanderbilt University's Peabody College of Education in 2021. I have previously served in roles as a high school special education teacher and a school-based behavior analyst in the Metropolitan Nashville Public School System in Nashville, TN. I have also provided in-home and clinical behavior analytic supervision in the Northern Virginia and DC area. I currently work with adults with disabilities to find and maintain employment that might otherwise be affected by their behavior, communication, or social skills. I am passionate about creating learning opportunities individualized to each person I serve and building upon the strengths that each possesses. I love to find joy in therapy by embracing the true individual potential of every learner. I am an avid reader, a traveler, and enjoy baking new recipes every week.

### **SCOPE OF COMPETENCE:**

- Special education (6-12)
- School based applied behavior analytic support and consultation
- Adult/older learner behavior support

**HOW LONG HAVE YOU BEEN IN ABA?:** I have been certified as a BCBA for 4 years.

**PROFESSIONAL ABA EXPERIENCES:** I have experience as a special education and behavior support teacher, a school-based behavior analyst, a clinical supervisor, and an adult and employment focused behavior therapist.



# ABOUT ME

*I love being part of the next generation of behavior analysts. I truly love the science of behavior analysis, teaching others, and sparking joy and a-ha moments.*

## Rosie Jeffers

**BRIEF INTRODUCTION:** Hello hello, I'm Rosie (my full name is Cathleen Rose Jeffers, but I go by my middle name). I have a strong passion for behavior analysis, mentorship, and ethics. I am a clinical supervisor, as well as mentor to behavior analysts across the US and abroad. Outside of that I love to travel, spend time with my family (husband and 3 cats), foster kittens with the local shelter, and go on foodie adventures.

**HOW LONG HAVE YOU BEEN IN ABA?:** I have been in ABA since 2015. Prior to ABA, I was in education/teaching since 2006.

**PROFESSIONAL ABA EXPERIENCES:** Besides providing direct services, I also enjoy presenting continuing education courses. I have taught over 15 different courses, and I have presented at one conference.

**OTHER AREAS OF EXPERTISE:** I provide mentorship for other practitioners, some seeking additional professional support and others who have had an ethics violation and need mentorship as part of their consequences.



### **SCOPE OF COMPETENCE:**

I primarily provide in-home and community-based services. I've worked with learners as young as 18 months and as old as 17 years old. I focus on trauma-informed and compassionate care with a heavy emphasis on following assent and assent withdrawal.



# ABOUT ME

My love for learning and teaching drives my passion for supervision. There's something profoundly rewarding about watching supervisees grow, seeing them develop confidence and competence, and knowing I played a small part in that journey. But supervision isn't a one-way street. I enjoy learning new perspectives from every supervisee, and that exchange keeps me energized and humble. I'm excited about shaping the next generation of behavior analysts, professionals who will carry forward not just technical skills but a commitment to equity, advocacy, and collaborative learning. In supervision, I get to model the kind of practitioner I hope they'll become: curious, compassionate, and always growing.

## Amy Jinadu (AJ)



**BRIEF INTRODUCTION:** My path to ABA began as a Registered Behavior Technician (RBT), working across home settings, an autism learning center, and special education classrooms in elementary schools. But somewhere along the way, something shifted. The work itself captured me. I fell in love with the field and earned my BCBA certification in 2018 after completing my master's degree at Simmons University in Boston, MA. Since then, my journey has taken me through diverse settings and populations.

**SCOPE OF COMPETENCE:** My areas of interest are behavior reduction strategies, IEP and family advocacy, and organizational behavior management in the corporate sector. I worked with early intervention clients, school-age children, and individuals with autism spectrum disorder, challenging and aggressive behaviors, fetal alcohol syndrome, cerebral palsy, ADHD, and OCD. My practice extends beyond direct client services to include training technicians, parents, and caregivers, creating a ripple effect of understanding and support.

**HOW LONG HAVE YOU BEEN IN ABA?:** since 2016

**PROFESSIONAL ABA EXPERIENCES:** Over my years in the field, I've had the privilege of working across the full continuum of care. My RBT experience gave me foundational skills in naturalistic settings, including homes, learning centers, and elementary classrooms. As a BCBA since 2018, I've expanded into more complex clinical environments, including serving as lead clinician in an adolescent psychiatric hospital autism unit. My role as a behavior specialist consultant for a charter school district has allowed me to work systemically, supporting not just individual students but entire educational teams. I provide in-home ABA therapy services, online school behavioral support, and center-based interventions, always adapting my approach to meet clients and families where they are.

**OTHER AREAS OF EXPERTISE:** Before entering ABA, I earned my Bachelor of Science in Public Health with a focus on socioeconomic barriers to care and health disparities. While I realized early on that nursing wasn't my path—I couldn't handle the strenuous physical demands—I discovered I could address health disparities in a different way. I find peace and joy in closing disparity gaps in the school environment, motivating and advocating for children to be placed in the least restrictive classrooms with the support they need, while creating an environment where both educators and families can thrive. This public health lens informs everything I do, reminding me that successful behavior change can improve the quality of life for entire communities and systems.



# ABOUT ME

*I really enjoy working with neurodivergent students and those who have academic struggles. I love keeping up with the latest research and learning from students- I use a lot of my lived experiences / past student experiences to improve the way I supervise!*

## Michelle LaFrance

**BRIEF INTRODUCTION:** I am a school based Behavior Analyst and Special Education Teacher. I am autistic & have ADHD and am very passionate about bringing my neurodiverse lens into everything I do. My husband and I live just south of Boston, Massachusetts with our cattle dog, Scarlett. Outside of ABA I am an avid crafter, quilter and a classically trained singer!

**HOW LONG HAVE YOU BEEN IN ABA?:** 17 years, 11 years certified as a BCBA

**PROFESSIONAL ABA EXPERIENCES:** I am a board member and co-founder of the Autistic Researcher Lab and have presented twice with other members at APBA conferences. I was featured on an episode of the ABA Inside Track podcast. I am a Safety Care trainer for my current school district.

**OTHER AREAS OF EXPERTISE:** I am Special Education Teacher (preK-8th grade, moderate disabilities) and a Licensed Applied Behavior Analyst, both in Massachusetts.



**SCOPE OF COMPETENCE:**

- Public Schools (grade 3 and below)
- Neurodiversity affirming ABA
- Preschool/kindergarten
- Trauma informed ABA



# ABOUT ME

*What excites me most about supervision is the opportunity to co-elevate future clinicians supporting their growth in technical skill while also fostering clinical judgment, ethical integrity, and a deeply compassionate, neurodivergent-affirming lens. Supervision is where knowledge is translated into practice, values are operationalized, and clinicians learn how to lead with both competence and humanity in the work they do with families.*

## Naomi Storey



### **OTHER AREAS OF EXPERTISE:**

Compassionate and trauma-sensitive supervision models; ethical decision-making; organizational leadership; program development; social validity research and application; caregiver and educator training; and the development of community-based systems of support.

**BRIEF INTRODUCTION:** I entered the field of ABA as a parent and remained as a clinician committed to ethical, compassionate practice. My experience spans direct clinical work, school-based services, leadership, training, and supervision. Across roles, my focus has remained on socially valid, trauma-sensitive, and neurodivergent-affirming care that meaningfully supports autistic children and adults, their families, and the professionals working alongside them.

**HOW LONG HAVE YOU BEEN IN ABA?:** Over a decade of experience providing Applied Behavior Analysis services, including more than five years in supervisory and leadership roles.

**SCOPE OF COMPETENCE:** Applied Behavior Analysis across home, school, clinic, and community settings; trauma-sensitive, neurodivergent-affirming, and socially valid practice; support for adolescents and teens with complex, high-acuity profiles and co-occurring developmental, behavioral, and mental health needs; functional behavior assessment and intervention; supervision and mentorship; and systems-level program and service development.

**PROFESSIONAL ABA EXPERIENCES:** BCBA/LBA providing direct clinical services and supervision for BCBAs, BCaBAs, RBTs, and student analysts; Regional Coordinator for a large organization delivering in-home, school-based, and community-based ABA services; Academic Clinical Support Lead for a multi-district school-based ABA program; curriculum developer and CEU presenter; and leader in interdisciplinary collaboration and family-centered service models. I am honored to now add university instruction and practicum supervision to my professional experience and look forward to supporting the next generation of clinicians.