



Culture and Diversity in ABA

Graduate School of Applied and Professional Psychology (GSAPP)

Rutgers University, New Brunswick

Credits: 3, Level: Graduate

18:820:534, Fall 2025

Wednesdays, 3:35-6:05pm

Smithers Hall 219

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Office Hours: The instructor will make every reasonable effort to meet with students whenever necessary.

Rutgers University Mission: As the premier comprehensive public research university in the state's system of higher education, Rutgers, The State University of New Jersey, has the threefold mission of

- providing for the instructional needs of New Jersey's citizens through its undergraduate, graduate, and continuing education programs;
- conducting the cutting-edge research that contributes to the medical, environmental, social, and cultural well-being of the state, as well as aiding the economy and the state's businesses and industries; and
- performing public service in support of the needs of the citizens of the state and its local, county, and state governments.

Each component of the university's mission reinforces and supports the other two. As the University of New Jersey®, Rutgers is dedicated to teaching that meets the highest standards of excellence, to conducting research that breaks new ground, and to providing services, solutions, and clinical care that help individuals and the local, national, and global communities where they live.

GSAPP Mission: The mission of GSAPP is threefold: education, research/scholarship, and public service. Its goal is to prepare well-educated, qualified, and competent direct-service psychologists who have a special commitment to direct community involvement and to underserved populations--professionals who can integrate scientific knowledge with innovation in the delivery of psychological services to individuals, families, groups, and organizations. Professionals receiving a doctoral degree in psychology should be capable of extending psychological knowledge and exhibiting the high level of analytic skills and theoretical understanding needed to use existing and emerging psychological knowledge.

Core Values. We are guided by four core values that are apparent in our learning environment, centers, and clinics:

1. **Academic excellence** in preparing students for careers in clinical and school psychology.
2. Commitment to **social justice** and helping **underserved populations**.
3. **Diversity** of students trained, approaches used, theoretical orientations followed, and populations served.
4. **Knowledge generation and dissemination** using contemporary research approaches.

Applied Psychology Statement: The Department of Applied Psychology embraces the mission of the school by offering instruction that has an emphasis on civic and global citizenship, social justice, and cultural diversity. Our programs provide students with knowledge needed to understand individual and collective behaviors; develop quantitative and qualitative statistical analysis and research design needed to analyze the corresponding physical and environmental contributors to human behavior; and a beginning understanding of the analysis and treatment of behavior problems and disorders.

Our programs prepare students with the requisite theoretical knowledge; critical thinking and problem-solving skills needed to successfully participate in employment or scholastic activities. Students will have opportunities

to pursue scholarly activities that prepares them to successfully compete for admissions into doctoral level psychology and related academic programs, and pursue Master's level career pathways through available concentration and certificate. In general, students will acquire a knowledge base grounded in psychological theory and experiential learning (research or practicum) designed to further advance their personal and professional career development.

Course Description: This course is designed to prepare students to bring a lens of cultural awareness to their practice of ABA. A primary focus will be learning how cultural variables can impact different aspects of behavioral intervention including building therapeutic rapport with families, client intake, behavioral assessment, treatment, and social validity. Students will gain knowledge and tools that prepare them to provide culturally responsive intervention to clients and to work effectively in diverse professional settings. For context, a brief history of the field's treatment of marginalized groups and a basic overview of concepts such as systemic oppression, privilege, and intersectionality will be provided. Finally, cultural-level analysis of large-scale problems of social significance will be discussed along with ways that students can seek to address inequality and promote social justice as behavior analysts and as global citizens.

Course Overview: Course content is in alignment with the four core principles of the Behavior Analyst Certification Board (BACB) Ethics Code for Behavior Analysts (2020) and is relevant to several items from the BACB's 6th Edition Task Content Outline.

Objectives for the course:

- Students will analyze cultural-level problems of social significance from a behavior analytic viewpoint.
- Students will gain an awareness of how their own cultural identities inform their values and decision-making as practitioners and citizens.
- Students will describe how cultural variables can impact behavioral intervention.
- Students will identify clinical and professional practices that are culturally sensitive and convey an appreciation for the role of culture in people's lives.

Course Framework: Standards for Cultural Competence in Behavior Analysis (Fong & Tanaka, 2013)

Standard 1. Ethics and Values. Behavior Analysts shall function in accordance with the values, ethics, and standards of the profession, recognizing how personal and professional values may conflict with or accommodate the needs of diverse clients.

Standard 2. Self-Awareness. Behavior Analysts shall be aware of their own personal, cultural values, and beliefs as one way of appreciating the importance of multicultural identities in the lives of people.

Standard 3. Cross-Cultural Application. Behavior Analysts shall use appropriate culturally sensitive methodological approaches, skills, and techniques that reflect the professionals' understanding of the role of culture in the life of the client.

Standard 4. Diverse Workforce. Behavior Analysts shall support and advocate for recruitment, admissions and hiring, and retention efforts in behavior analytic programs and agencies that ensure diversity within the profession.

Standard 5. Language Diversity. Behavior Analysts shall seek to provide or advocate for the provision of information, referrals, and services in the language appropriate to the client, which may include use of interpreters.

Standard 6. Professional Education. Behavior Analysts shall advocate for and participate in educational and training programs that help advance cultural competence within the profession. Similarly, they should have and continue to develop specialized knowledge and understanding about the history, traditions, value and belief systems, family and/or group systems, scientific heritage and artistic expressions of major client groups that they serve.

Standard 7. Referrals. Behavior Analysts shall be aware of personal and professional limitations in working with multicultural clients, make appropriate referrals and seek the advice of those with specialized knowledge of the client's culture.

Standard 8. Behavior analysts shall recognize behavioral mechanisms that contribute to societal inequities and use evidence-based strategies to promote equity in their practice.

Assessments:

Readings

You are responsible for completing all the assigned readings each week and coming to class prepared to discuss them.

Participation

Discussion will be a critically important aspect of this course, and you are expected to contribute at least 2 novel comments/questions per class period. My expectation is that you will be respectful in your communication and open to hearing differences of opinion. It is important that you are an active participant when your classmates are leading discussion (be the audience member that you would appreciate if you were the one presenting).

Guided Reading Sheets

You are responsible for completing guided reading sheets during some weeks. Sheets will be posted on Canvas prior to class. They are designed to help guide your reading, direct your attention to important concepts, prompt critical thinking and ask you to reflect on the assigned readings. Do not cut and paste text directly from your readings, you will not receive credit.

Discussion Leader

You and your partner will serve as discussion leaders for a selected reading. We will spend an average of 40-45 minutes focused on each reading. You will submit your discussion outline to me via email at least 24 hours before class. The outline can be structured in any format you think will be most helpful in facilitating discussion. Full points will be awarded if:

- Outlined is submitted to me via email at least 24-hrs prior to class.
- Outline is well-organized, clear, and demonstrates strong understanding of the reading. Main take-away points of the reading are complete and clear.
- Outline includes thoughtful, open-ended discussion questions that reflect strong insight and understanding of the material.
- During presentation, you actively invite contributions, encourage diverse perspectives, and create space for peers to engage meaningfully.
- During presentation, you skillfully facilitate discussion, ensure a balance of voices, and stay mostly in a facilitator role (not dominating).
- During presentation, you redirect discussion effectively if it strays.

****You will know that you are doing a good job leading the discussion if you are not doing most of the talking but merely facilitating discussion and contributing on a relatively equal basis for any given point. I encourage you to not limit yourself to talking points entirely sourced from the reading – incorporating points from papers, websites, newspaper articles, and social media content related to the topic you are presenting can yield a rich discussion.**

Papers

You will write and submit 3 papers over the course of the semester on various topics (see Canvas for details). All papers must be approximately 2 pages in length with APA-approved formatting (12-point font, 1-inch margins, double-spaced). Effective written communication is critical to success in your career. In the future you will be responsible for a lot of written documentation (e.g., assessment outcomes, behavior plans, skill acquisition programs, insurance authorizations, summary reports) as well as corresponding effectively with agencies, school systems, insurance companies, and families via written communication. Rubrics for each paper are on Canvas.

Clarity is the most important feature of good writing. You want your audience to understand the points you are making without working too hard. It is better to write in a clear, straightforward manner than it is to use a bunch of fancy, GRE exam words. It is also important to proofread your writing because missing words, spelling errors, and grammatical mistakes negatively impact clarity.

Grading:

Assessment Tool (Category)	Percentage
Guided reading sheets	30%
Participation	10%
Discussion Leader	20%
Papers	40%
Total	100%

Standards:

The following grading standards will be used in this class.

Grade	Description	Numerical Equivalent
A	Outstanding	89.5-100 (4.0)
B+	Intermediate grade	86.5-89.4 (3.5)
B	Good	79.5-86.4 (3.0)
C	Grades of <u>C</u> do not count toward graduation	69.5-79.4 (2.0)
F	Failing	69.4 or below (0.0)
INC	Incomplete	



Program requirement: All students in Applied Psychology courses must achieve a grade of B or better and maintain a GPA of 3.0, or academic remediation will be enforced.

GSAPP and Applied Dept. Policies

Important Dates: Add/Drop ends September 15, 2025

Attendance and Participation:

Attendance and class participation are a major part of this class. You are expected to attend all classes and arrive on time. *Only two (2) excused/unexcused absences are permitted. Missing more than 2 classes will result in a full letter grade reduction of your final grade.* Additional absences will result in additional letter-grade reductions. If you are forced to miss an excessive number of classes, you will be encouraged to withdraw from the class. Students who arrive to class more than 10 minutes after the class has started are considered tardy and will be marked absent if they arrive more than 30 minutes after class has started. After 3 late arrivals, an unexcused absence will be marked in your record. If you miss class, you will be responsible for obtaining any missed material from a classmate (hence the identification of a buddy on the first day of class).

Computer/Cell Phone Use in Class

Laptops are not permitted during class unless the instructor specifically asks you to take them out for a class activity. If students are expected to send or receive urgent e-mails, texts, or calls during class, their unanticipated and urgent needs should be communicated to and approved by the instructor prior to class. Unless you have special permission from the instructor to keep your phone out, it should remain in your bag.

Academic Integrity

All Rutgers students should review and adhere to the University principles of academic integrity, available at: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Sakai, Blackboard, Canvas, Moodle) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

Students who use ChatGPT or similar tools on assignments without permission, or who use them in improper ways, are violating the academic integrity rules of Rutgers University. Any assignments deemed to violate the integrity rules of Rutgers University will receive a zero.

APA Citation Style. All papers MUST be written using the APA style (7th ed.).

Student Resources

For more information visit: <https://gsapp.rutgers.edu/current-students/important-links>

Accommodations due to Disability

If you seek accommodations due to a documented disability, you may arrange for these through the Office of Disability Services, Kreeger Learning Center, 151 College Avenue; dfoffice@rci.rutgers.edu or you can visit: <https://ods.rutgers.edu/students/documentation-guidelines>.

Title IX: <http://compliance.rutgers.edu/resources/resources-for-facultystaff/>



Counseling services. Students often experience personal problems or difficulties during the term that may interfere with learning and their daily activities. If you or someone you know needs to talk to someone regarding such personal issues, the University provides free counseling services through the Counseling and Psychological Services (CAPS) and their information can be found at: <http://psychologicalservices.rutgers.edu>. They also offer a number of useful workshops for general stress management and techniques for promoting mental health. If you have any questions about CAPS or other services, I am happy to speak with you privately.

Intellectual Property

Lectures and materials utilized in this course, including but not limited to videocasts, podcasts, visual presentations, assessments, and assignments, are protected by United States copyright laws as well as Rutgers University policy. As the instructor of this course, I possess sole copyright ownership. You are permitted to take notes for personal use or to provide to a classmate also currently enrolled in this course. Under no other circumstances is distribution of recorded or written materials associated with this course permitted to any internet site or similar information-sharing platform without my express written consent. Doing so is a violation of the university's [Academic Integrity Policy](#).

Similarly, these copyright protections extend to original papers you produce for this course. In the event that I seek to share your work further, I will first obtain your written consent to do so. Finally, as the instructor for this course, I have the responsibility to protect students' right to privacy. Classroom recordings of students will therefore be treated as educational records under the Family Educational Rights and Privacy Act (FERPA), the U.S. federal law that governs access to educational information and records. Instructors and students must provide notification if any part of online sessions are to be recorded, and such recordings *cannot be circulated outside the course*.

GSAPP Diversity Statement

The Graduate School of Applied and Professional Psychology (GSAPP) at Rutgers University-New Brunswick is committed to diversity, equity, and inclusion (DEI). We view individuals from a variety of backgrounds, lived-experiences, identities, and perspectives across our community members as critical to our threefold mission of world-class education, scholarship, and public service. We aim to honor diversity through a variety of means, such as inclusive groups, events, initiatives, curricula, and our organizational composition. We strive to create and maintain a safe space in which all voices are heard and valued, consistent with Rutgers University's Beloved Community. GSAPP acknowledges the current, historical, and systemic practices that have been used to marginalize and oppress some identities and give power and privilege to others in and beyond the United States. Additionally, we are keenly aware of the destructive effects, including on mental health and personal well-being, of prejudice, stigma, microaggressions, and violence in all its forms. We engage in a critical examination of our own biases and behaviors, both past and present. We utilize evolving methods to address, incorporate, and celebrate DEI through our scholarship, service, and training of future health service professionals.

Respect for Diversity

It is my goal that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Important Note: It is imperative that there be an atmosphere of trust and safety in the classroom. I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that



each class member show respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify me of the issue through another source such as your advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.

-This statement was adapted from Lynn Hernandez, Behavioral and Social Sciences, School of Public Health, Brown University

Pronouns

My pronouns are she/her/hers. You will have an opportunity to share your pronouns with me in the *Getting To Know You Quiz*. If you would prefer to be called by your name only (no pronouns), please share that with me. If your preference changes at any point during the semester, please feel free to let me know.

Course Schedule

Date	Meetings	Topics	Readings	Assignments
9/3/25	Week 1	Introduction		
9/10/25	Week 2	Theoretical Underpinnings	DeFelice & Diller (2019) Matsuda et al. (2020)	Due: Guided Reading Sheet 1

			Hayes & Toarmino (1995)	
9/17/25	Week 3	Societal Inequities: Economics	Bertrand et al. (2004) Trump & Ayres (2020)	
9/24/25	Week 4	Societal Inequities: Identity Group Membership	Baires & Koch (2019) LESSONS: Urban Planning LESSONS: Social Categorization & Stereotypes	
10/1/25	Week 5	History	Rekers & Lovaas (1974) SEAB & LeBlanc (2020) Morris & Hollins (2021)	Due: Guided Reading Sheet 2
10/8/25	Week 6	Self-Assessment & Cultural Humility	Beaulieu & Jimenez-Gomez (2022) Leland & Stockwell (2019) Wright (2019)	
10/15/25	Week 7	Neurodiversity	Mathur et al. (2024) Veneziano & Shea (2023) *Links in Canvas Module*	Due: Paper 1
10/22/25	Week 8	Caregiver Perspectives	Čolić et al. (2021) Blanche et al. (2015) Mandell & Novak (2005)	Due: Guided Reading Sheet 3
10/29/25	Week 9	Clinical Practice I	Martinez & Mahoney (2022) Carrera et al. (2024) MDABA: Chapters 8 & 9	
11/5/25	Week 10	Clinical Practice II	Hugh-Pennie et al. (2022) Kestner et al. (2019) Salend & Taylor (2002)	Due: Paper 2
11/12/25	Week 11	Clinical Practice III	Jimenez-Gomez et al. (2022) Rosales et al. (2023a) MDABA: Chapters 4 & 5	
11/19/25	Week 12	Clinical Practice IV	Vargas Londono et al. (2024) Sivaraman & Fahmie (2020) MDABA: Chapters 6 & 7	Due: Guided Reading Sheet 4
11/26/25	Week 13	Organizational Practices	Rosales et al. (2023b) NYT article	
12/3/25	Week 14	Personal Development		
12/10/25	Week 15	Miscellaneous		Due: Paper 3

NOTE: The dates assigned to each topic are approximate. Instructor reserves the right to modify aspects of the course (e.g., readings) during the semester to better serve the needs of the students.

References

Textbooks

MDABA - Conners, B. M., & Capell, S. T. (Eds.). (2020). *Multiculturalism and diversity in Applied Behavior Analysis: Bridging theory and application*. Routledge.

LESSONS - Sadavoy, J. A., & Zube, M. L. (Eds.). (2021). *A scientific framework for compassion and social justice: Lessons in applied behavior analysis*. Routledge.

Articles

Baires, N. A., & Koch, D. S. (2019). The future is female (and behavior analysis): A behavioral account of sexism and how behavior analysis is simultaneously part of the problem and solution. *Behavior Analysis in Practice*, 1-10.

Beaulieu, L., & Jimenez-Gomez, C. (2022). Cultural responsiveness in applied behavior analysis: Self-assessment. *Journal of Applied Behavior Analysis*, 55(2), 337-356.

Bertrand, M., Mullainathan, S., & Shafir, E. (2004). A behavioral-economics view of poverty. *American Economic Review*, 94(2), 419-423.

Blanche, E. I., Diaz, J., Barretto, T., & Cermak, S. A. (2015). Caregiving experiences of Latino families with children with autism spectrum disorder. *American Journal of Occupational Therapy*, 69(5), 6905185010p1-6905185010p11.

Carrera, J., Fritz, J. N., Fletcher, V. L., & Feliciano, F. G. (2025). A method for conducting culturally responsive functional analyses with bilingual children and evaluating language effects. *Journal of Applied Behavior Analysis*, 58(2), 377-391.

Čolić, M., Araiba, S., Lovelace, T. S., & Dababnah, S. (2021). Black Caregivers' Perspectives on Racism in ASD Services: Toward Culturally Responsive ABA Practice. *Behavior Analysis in Practice*, 1-10.

DeFelice, K. A., & Diller, J. W. (2019). Intersectional feminism and behavior analysis. *Behavior Analysis in Practice*, 12(4), 831-838.

Hayes, S. C., & Toarmino, D. (1995). If behavioral principles are generally applicable, why is it necessary to understand cultural diversity. *Journal of Counseling Psychology*, 28(25), 257.

Hugh-Pennie, A. K., Hernandez, M., Uwayo, M., Johnson, G., & Ross, D. (2022). Culturally relevant pedagogy and applied behavior analysis: Addressing educational disparities in PK-12 schools. *Behavior Analysis in Practice*, 15(4), 1161-1169.

Jimenez-Gomez, C., Lechago, S., & Rios, D. (2024). An Exploratory Survey of Latinidad in Behavior Analysis. *Behavior Analysis in Practice*, 1-10.

Jimenez-Gomez, C., Pichardo, J., & Ryan, V. (2022). Instructive feedback to expand listener skills in a second language in children with autism spectrum disorder. *Behavioral Interventions*, 37(1), 19-28.

Kestner, K. M., Peterson, S. M., Eldridge, R. R., & Peterson, L. D. (2019). Considerations of baseline classroom conditions in conducting functional behavior assessments in school settings. *Behavior analysis in practice*, 12, 452-465.

Leland, W., & Stockwell, A. (2019). A self-assessment tool for cultivating affirming practices with transgender and gender-nonconforming (TGNC) clients, supervisees, students, and colleagues. *Behavior Analysis in Practice*, 12(4), 816-825.

Mandell, D. S., & Novak, M. (2005). The role of culture in families' treatment decisions for children with autism spectrum disorders. *Mental Retardation and Developmental Disabilities Research Reviews*, 11(2), 110-115.

Mathur, S. K., Renz, E., & Tarbox, J. (2024). Affirming neurodiversity within applied behavior analysis. *Behavior Analysis in Practice*, 1-15.

Matsuda, K., Garcia, Y., Catagnus, R., & Brandt, J. A. (2020). Can Behavior Analysis Help Us Understand and Reduce Racism? A review of the Current Literature. *Behavior Analysis in Practice*, 13, 336-347.

Martinez, S., Mahoney, A. (2022). Culturally Sensitive Behavior Intervention Materials: a Tutorial for Practicing Behavior Analysts. *Behav Analysis Practice* 15, 516–540.

Morris, C., & Hollins, N. A. (2021). On the Uncanny Similarities Between Police Brutality and Client Mistreatment. *Behavior Analysis in Practice*, 1-6.

NYT article: What if diversity trainings are doing more harm than good?

Rekers, G. A., & Lovaas, O. I. (1974). Behavioral treatment of deviant sex-role behaviors in a male child. *Journal of Applied Behavior Analysis*, 7(2), 173-190.

Rosales, R., León, I. A., & León-Fuentes, A. L. (2023a). Recommendations for Working with Culturally and Linguistically Diverse Families: A Report from the Field. *Behavior Analysis in Practice*, 1-15.

Rosales, R., León, I. A., & León-Fuentes, A. L. (2023b). Recommendations for recruitment and retention of a diverse workforce: A report from the field. *Behavior Analysis in Practice*, 16(1), 346-361.

Salend, S. J., & Taylor, L. S. (2002). Cultural perspectives: Missing pieces in the functional assessment process. *Intervention in School and Clinic*, 38(2), 104-112.

Sivaraman, M., & Fahmie, T. A. (2020). Evaluating the Efficacy and Social Validity of a Culturally Adapted Training Program for Parents and Service Providers in India. *Behavior Analysis in Practice*, 13(4), 849-861.

Society for the Experimental Analysis of Behavior, & LeBlanc, L. A. (2020). Editor's note: Societal changes and expression of concern about Rekers and Lovaas'(1974) behavioral treatment of deviant sex-role behaviors in a male child. *Journal of Applied Behavior Analysis*, 53(4), 1830-1836.

Trump, C. E., & Ayres, K. M. (2020). Autism, insurance, and discrimination: The effect of an autism diagnosis on behavior-analytic services. *Behavior Analysis in Practice*, 13(1), 282-289.

Vargas Londono, F., Falcomata, T. S., Lim, N., Ramirez-Cristoforo, A., Paez, Y., & Garza, A. (2024). Do Cultural Adaptations Matter? Comparing Caregiver Training in Different Language for Latino Caregivers of Autistic Children: A Telehealth-Based Evaluation. *Behavior Analysis in Practice*, 1-21.

Veneziano, J., & Shea, S. (2023). They have a Voice; are we Listening? *Behavior Analysis in Practice*, 16(1), 127-144.

Wright, P. I. (2019). Cultural humility in the practice of applied behavior analysis. *Behavior Analysis in Practice*, 12(4), 805-809

Additional Resources

ABAI Position Statements - <https://www.abainternational.org/about-us/policies-and-positions.aspx>

ABAI Special Interest Groups - <https://www.abainternational.org/constituents/special-interests/special-interest-groups.aspx>

APBA Statement on Diversity, Equity, and Social Justice (2020) - [https://cdn.ymaws.com/www.apbahome.net/resource/collection/1FDDBDD2-5CAF-4B2A-AB3F-DAE5E72111BF/Statement on Diversity, Equity, & Social Justice 060320 FINAL.pdf](https://cdn.ymaws.com/www.apbahome.net/resource/collection/1FDDBDD2-5CAF-4B2A-AB3F-DAE5E72111BF/Statement_on_Diversity,_Equity,_&_Social_Justice_060320_FINAL.pdf)

Black Applied Behavior Analysts (BABA)- <https://www.babainfo.org/>

Latino Association for Behavior Analysis (LABA)- <https://www.laba-aba.com/>

Women in Behavior Analysis (WIBA)- <https://thebaca.com/about-wiba/>