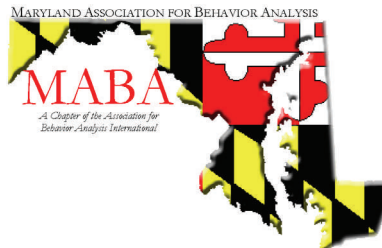


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MARYLAND ASSOCIATION FOR BEHAVIOR ANALYSIS

A Chapter of the Association for Behavior Analysis International

11th Annual Meeting
Friday, December 5, 2008
Baltimore, Maryland



FEATURED SPEAKERS

David Wacker, Ph.D.
University of Iowa

John A. Nevin, Ph.D.
University of New Hampshire

Kenneth Silverman, Ph.D., BCBA
The Johns Hopkins University School of Medicine

Richard Smith, Ph.D., BCBA
University of North Texas

William V. Dube, Ph.D.
University of Massachusetts Medical School - Shriver Center

SCHEDULE OF EVENTS

Corinthian Room

8:00 Registration & Continental Breakfast

9:00 Presidential Address *BACB

Peter Gerhardt, Ed.D.***Organization for Autism Research***

Title: Applied behavior analysis and older learners with autism: What constitutes evidence-based practice?

Abstract: Recent years have seen a surge of interest in applied behavior analysis (ABA), particularly as it relates to the treatment of autism. The target of many misconceptions (e.g., ABA interventions produces only rote responding), behavior analysis is a natural science approach to understanding behavior and to change socially important behaviors in meaningful ways. Although the efficacy of interventions based upon the principles of ABA is well documented, one of the many, more persistent misconceptions is that such interventions are applicable only with younger learners. This presentation will provide an overview of efficacy of ABA-based interventions across a variety of skill/instructional domains with older learners. Particular attention will be paid to instructional strategies beyond discrete trial instruction (DTI).

Dr. Gerhardt is President and Chair of the Scientific Council for the Organization for Autism Research, a nonprofit organization dedicated to funding applied research and disseminating the relevant findings in support of learners with an Autism Spectrum Disorder (ASD) and their families. Dr. Gerhardt has over 25 years experience utilizing the principles of Applied Behavior Analysis in support of adolescents and adults with an ASD in educational, employment, and community based settings. He is the author or co-author of articles and book chapters on the needs of adults with autism spectrum disorder, the school-to-work-transition process, assessment of social competence, and analysis and intervention of problematic behavior. He has presented nationally and internationally on these topics. Dr. Gerhardt received his doctorate from the Rutgers University Graduate School of Education. In 2007 Dr. Gerhardt was

POSTER SESSION

Marble Room

26. **Lynn G. Bowman, Samantha L. Hardesty, Dawn B. Resau, Louis P. Hagopian, Sigurdur O. Sigurdsson, & Leaora L. Wagner.** The role of avoidance contingencies in organizational settings (*The Johns Hopkins University School of Medicine, the Kennedy Krieger Institute, & UMBC*)
27. **Karen A. Kirkhope, Kathleen C. O'Brien, Alison M. Maynard, Brian P. Francis, Alfred Brewin IV, & Christina M. Vorndran.** An evaluation of a program-wide process for improving treatment integrity (*Bancroft NeuroHealth*)
28. **Frances A. Perrin, Denise Marzullo Kerth, Eric M. Eberman, Christina M. Vorndran, & Patrick R. Progar.** Performance feedback and program-wide treatment integrity of plan implementation (*Bancroft NeuroHealth & Caldwell College*)
29. **Brandon Ring, Sigurdur O. Sigurdsson, & Kenneth Silverman.** Generalization of posture training to computer workstations in an applied setting (*UMBC & the Johns Hopkins University School of Medicine*)
30. **Matthew G. Cox, Andrew M. D. Clark, & E. Scott Geller.** The impact of rewards on the efficacy of behavioral prompts in order to increase safety-belt use (*Virginia Polytechnic Institute and State University*)
31. **Lauren V. Long, Anthony DeFulio, Darlene Crone-Todd, & Kenneth Silverman.** Effects of words versus randomly arranged characters on performance in a typing training program for adult learners (*The Johns Hopkins University School of Medicine*)
32. **David P. Jarmolowicz & Kennon A. Lattal.** Concurrent progressive-ratio schedules: Relative sensitivity of independent and interdependent arrangements (*West Virginia University*)
33. **Jackie A. Jackson, Jennifer A. Hoyle, Stephen H. Robertson, & Sherry L. Serdikoff.** Using the Elevated Plus Maze (EMP) to evaluate the putative anxiolytic effects of St. John's Wort administration in rats (*James Madison University*)
34. **John C. Borrero, Christopher E. Bullock, Michelle A. Frank, & Nicole L. Hausman.** Preliminary analyses of price manipulations: Commodity type and cost-benefit constituents (*UMBC*)
35. **Mick Needham, Jeffrey J. Everly, & Kenneth Silverman.** Voucher reinforcement of performance in a job-skills training program for unemployed substance-abusing adults (*The Johns Hopkins University School of Medicine*)
36. **Lindsey Mullinax, Lauren V. Long, Anthony DeFulio, & Kenneth Silverman.** Unemployed opiate dependent adults' performance on a typing training program in a therapeutic workplace (*The Johns Hopkins University School of Medicine*)

POSTER SESSION

Marble Room

13. **Samantha L. Hardesty, Lynn G. Bowman, & Katharine L. Litman.** A functional analysis of crying (*The Kennedy Krieger Institute & the Johns Hopkins University School of Medicine*)
14. **Lynn G. Bowman, Daniah Amir-Ansari, Samantha L. Hardesty, & Andrea M. Goffus.** Treatment relapse: Change in behavior maintaining contingencies over time (*The Johns Hopkins University School of Medicine & the Kennedy Krieger Institute*)
15. **Julia N. Woods, John C. Borrero, & Carrie S. W. Borrero.** Descriptive analysis of parental attention preceding and following appropriate and inappropriate mealtime behavior (*Kennedy Krieger Institute & UMBC*)
16. **Julia N. Woods, Carrie S. W. Borrero, & Elizabeth A. Masler.** Assessing the durability of behavioral parent training for food refusal using descriptive analysis methods (*Kennedy Krieger Institute*)
17. **Elizabeth A. Masler, Carrie S. W. Borrero, John C. Borrero, Julia N. Woods, & Aaron D. Lesser.** Descriptive analysis of parent-child interactions: an evaluation of inappropriate mealtime behavior (*Kennedy Krieger Institute*)
18. **R. Meredith Elkins, Danielle N. Dolezal, & John Rock.** A comparison of molar vs. spoon placement to increase mouth cleans with higher textured foods (*Kennedy Krieger Institute*)
19. **Lindsay Russell, Rebecca Alexander, Brittany Taylor, & Karena Rush.** The effectiveness of bibliotherapy as a social skills intervention for typically functioning preschoolers (*Millersville University*)
20. **Allison S. Tetreault, Claire St. Peter Pipkin, Timothy R. Vollmer, & Shari M. Winters.** An evaluation of integrity failures during token economies (*West Virginia University & University of Florida*)
21. **Heartley Huber, Benjamin Lee, & Hans Buchner.** Skill acquisition programming: Teaching students with autism to use email (*Ivymount Autism Program*)
22. **Yvonne Alleyne, Meghan Dennehy, & Sandra Thomas.** Skill acquisition programming: Teaching students with autism to maintain a bank account (*Ivymount Autism Program*)
23. **Adriana Young, Lauren Eaton, Kelsey Ruppel, & Ainsly Duff.** Creative problem solving and data based decision: Teaching students with autism to brush teeth (*Ivymount Autism Program*)
24. **Marcia Nowell, Genesa Falcao, Scott Murtha, & Randy DeGannes.** Decreasing challenging behaviors in a student with autism: Implementing basic classroom ABA procedures (*Ivymount Autism Program*)
25. **Alyssa Fisher, SungWoo Kahng, & Nicole Hausman.** Factors contributing to weight loss in a family-based weight management program for children (*The Kennedy Krieger Institute & the Johns Hopkins University School of Medicine*)

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Corinthian Room

awarded the *John W. Jacobson Award for Significant Contributions to Effective Behavior Intervention* by the New York State Association for Behavior Analysis.

10:00 Invited Address *BACB
David Wacker, Ph.D.
University of Iowa

Introduced by: Kathryn Jann (*UMBC*)

Title: An evaluation of behavioral persistence following long-term treatment of destructive behavior with functional communication training.

Abstract: The purposes of this talk are to briefly summarize the long-term effects of functional communication training and to propose a model for evaluating maintenance. During the last 16 years, our project team has conducted functional analyses and functional communication training in the homes of young children with developmental disabilities who engage in destructive behavior. Parents receive coaching for 1 hour per week and also conduct all sessions. Weekly to monthly follow-up occurs for up to a 2-year period to assess the long-term effects of treatment. Our model for assessing maintenance is based on the persistence of behavior (both appropriate and destructive) during challenges to the treatment. These challenges to treatment include brief periods of extinction, changes in antecedent stimulus conditions, and changes in reinforcement schedules. I will first present the overall project and a summary of the results. I will then present a case example followed by the maintenance analyses we conduct.

Dr. Wacker is a Professor of Pediatrics and Special Education at The University of Iowa. He directs two outpatient clinic services for children and adults with disabilities who engage in severe problem behavior. He is the Principal Investigator on an NICHD-funded research project evaluating the long-term effectiveness of functional communication training in home settings. He previously served as the Editor of the *Journal of Ap-*

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plied Behavior Analysis, as a standing panel reviewer for the National Institutes of Health, and as the President of the Society for the Experimental Analysis of Behavior. He received the 2000 Applied Research Award for Outstanding Contributions to Applied Behavioral Research from the American Psychological Association's Division 25, the 2002 Distinguished Research Award and 1987 National Educator of the Year Award from the Arc of the United States, and the Association for Behavior Analysis Student Committee Outstanding Mentorship Award, 2008.

11:00 Invited Address *BACB
John A. (“Tony”) Nevin, Ph.D.
University of New Hampshire

Introduced by: Rachel Maher (UMBC)

Title: Behavioral momentum: Research and applications.

Abstract: The metaphor of behavioral momentum provides a way to conceptualize the persistence of behavior in the face of external challenges. Many studies have shown that the persistence of responding is directly related to the rate or amount of reinforcement in a distinctively signaled situation, and some recent studies have found that the same is true for discriminating and short-term remembering. These findings suggest that rapid, accurate, and persistent performance of basic skills in school settings can be enhanced by frequent reinforcement. Conversely, many studies have shown that when reinforcers are introduced in ways designed to reduce the occurrence of a response, the reduction in its rate is accompanied by an increase in its persistence. Thus, in clinical situations, reinforcement of alternative behavior that competes with a target response such as aggression or self-injury may have the perverse effect of making that response more resistant to change. I hope to explore the implications of these results for abstinence reinforcement with drug abusers.

POSTER SESSION

Marble Room

1. **Amber E. Mendres, David E. Kuhn, & Linh B. Ly.** Treatment of aggression maintained by escape from social interactions: Direct and indirect effects (*Kennedy Krieger Institute & Westchester Institute for Human Development*)
2. **Ashley Hogan, Heather Jennett, & Nicole Sweeney.** The effects of preferred and nonpreferred staff on problem behaviors in individuals with developmental disabilities (*Kennedy Krieger Institute*)
3. **Lynn G. Bowman, Amber M. Mendres, Samantha L. Hardesty, Ifat Bilitzer, & Kelli Montgomery.** False positives in the assessment of severe self-injury and the role of restraint removal (*The Johns Hopkins University School of Medicine & the Kennedy Krieger Institute*)
4. **Lynn G. Bowman, Dawn E. Connolly, Samantha L. Hardesty, Christopher Dillon, & Katherine Campbell.** An evaluation of affect across multiple levels of elbow flexion during restraint fading (*The Johns Hopkins University School of Medicine & the Kennedy Krieger Institute*)
5. **Allison Schultz, SungWoo Kahng, Nicole Hausman, Kristin Kiel, & Chris Dillon.** Idiosyncratic functions: An evaluation of problem behavior maintained by interruptions of free-operant behavior or transitions (*The Kennedy Krieger Institute & the Johns Hopkins University School of Medicine*)
6. **Paul A Niesen, SungWoo Kahng, Nicole Hausman, Katherine Campbell, & Jessica Becraft.** Change in behavioral function over time (*The Kennedy Krieger Institute & the Johns Hopkins University School of Medicine*)
7. **Samantha L. Hardesty, Lynn G. Bowman, & Dawn Connolly.** A brief method for identifying the least restrictive levels of mechanical restraints prior to restraint fading (*The Kennedy Krieger Institute & the Johns Hopkins University School of Medicine*)
8. **Sandra Kokolis & Denise Marzullo.** A comparison of the effectiveness of prompting strategies in teaching self-help skills to an adolescent with developmental disabilities (*Bancroft NeuroHealth*)
9. **Megan Lefebvre & Frances A. Perrin.** The effect of wrist weights and a helmet on self-injurious behavior (*Bancroft NeuroHealth*)
10. **Amanda Lyn Bridgeman & Frances A. Perrin.** The effects of demand manipulation on escape-maintained behavior (*Bancroft NeuroHealth*)
11. **Melissa M. Shulleeta, Samantha L. Hardesty, Lynn G. Bowman, & Katharine L. Litman.** The effects of risperdal dosage times on emotional behavior (*The Kennedy Krieger Institute & the Johns Hopkins University School of Medicine*)
12. **Kathryn Jann, Heather Jennett, Janie Webb, & Louis Hagopian.** A further refinement of competing stimulus assessments: Inclusion of redirection and blocking (*The Kennedy Krieger Institute & the Johns Hopkins University School of Medicine*)

development is to exert appropriate control of observing behavior at each stage of the progression from simple to complex stimulus arrays. One way to meet this challenge is to arrange discrimination procedures so as to verify adequate observing behavior at each stage of repertoire development. In order to do this, the reinforcement contingencies must not support inadequate observing. I will discuss how this can be arranged by imposing differential observing response requirements, and by careful selection of the incorrect stimuli for discrimination trial settings.

Dr. Dube received his Ph.D. in Experimental Psychology from Northeastern University in 1987. His current appointments include Associate Professor of Psychiatry at the University of Massachusetts Medical School (UMMS) and Senior Scientist at the UMMS Shriver Center, an NIH-funded Intellectual and Developmental Disabilities Research Center. He conducts behavioral research related to learning, attending, and motivation in individuals with intellectual and neurodevelopmental disabilities such as mental retardation and autism. Current areas of emphasis include the analysis and remediation of learning problems related to stimulus overselectivity, translational research in choice and behavioral momentum, individual differences in response to socially mediated reinforcers, joint attention deficits in young children with Autism Spectrum Disorders, and the use of computer-mediated programmed instruction for individuals with moderate to severe intellectual disabilities.

4:30 – 6:00 Poster Session & MABA Social



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Dr. Nevin studied marine engineering at Yale University and served 5 years in the Coast Guard before embarking on graduate studies at Columbia University, which included human psychophysics and color vision as well as behavioral studies of reinforcement schedules in rats and matching to sample in pigeons. After receiving his Ph.D. in 1963, he taught at Swarthmore College until 1968. He returned to Columbia from 1968 until 1972, where he served two years as department chair. He then moved to the University of New Hampshire, where he remained until retirement in 1995. He now lives with his wife Nora on the island of Martha's Vineyard, where he works on community projects while pursuing collaborative research with colleagues in Utah and New Zealand.

12:00 Lunch on your own

1:30 **Invited Address** *BACB
Kenneth Silverman, Ph.D., BCBA
The Johns Hopkins University School of Medicine
Introduced by: Allison Schultz (UMBC)

Title: Employment-based reinforcement in the treatment of heroin and cocaine addiction.

Abstract: This presentation will focus on the development and evaluation of therapeutic reinforcement contingencies for the treatment heroin and cocaine addiction in poor, inner city adults, and the integration of those reinforcement contingencies into a model workplace.

Dr. Silverman received his Ph.D. Developmental and Child Psychology from the University of Kansas in 1984. His doctoral training and research focused in the areas operant conditioning and behavior analysis. He completed a postdoctoral research fellowship in behavioral pharmacology at the Johns Hopkins University School of Medicine in 1991, and served as a staff fellow in the Clinical Trials Section in the National Institute on Drug Abuse's Intramural Research Program in Baltimore, MD from 1991-1993. He has maintained a faculty ap-

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pointment in the Department of Psychiatry and Behavioral Sciences, Johns Hopkins University School of Medicine since 1991, and is currently Professor of Psychiatry and Behavioral Sciences. Dr. Silverman's research at Johns Hopkins has been funded by grants primarily by the National Institute on Drug Abuse, and focuses on developing operant treatments to address the interrelated problems of poverty and drug addiction. His primary research has focused on the development and evaluation of abstinence reinforcement interventions for heroin and cocaine abuse in poor, inner city adults, and the integration of those abstinence reinforcement contingencies into model employment settings.

2:30 Invited Address *BACB
Richard Smith, Ph.D., BCBA
University of North Texas

Introduced by: Yanerys Leon (UMBC)

Title: Applied behavior analysis in the 21st century: Where are we, how did we get here, and where are we going?

Abstract: The characteristics of applied behavior analysis, as discussed by Baer, Wolf, and Risley (1968, 1987) are reviewed with emphasis on interpretation and integration within the context of the 40 years that have passed since their introduction. During that period, developments in basic and applied science, increasing professionalization of the discipline, opening of new arenas for application, and other changes have altered the face of our discipline. Even as applied behavior analysis experiences unprecedented growth and opportunity, resulting developments such as the interface between behavioral science and cultural values, the emergence of subdisciplinary variants, and marketplace demands may present challenges to the sustainability of the discipline as it was initially conceptualized. The extent to which the dimensions described by Baer, Wolf, and Risley continue to accurately describe applied behavior analysis and how they may be exemplified as we move into the future are discussed.

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Dr. Smith received his Masters and Doctoral degrees at the University of Florida. After receiving his Doctoral degree, Rick joined the faculty at the University of North Texas, where he currently serves as Chair of the Department of Behavior Analysis. His primary research interest is in the assessment and treatment of behavior disorders in persons with developmental disabilities, with specific areas of focus in motivational variables, advances in functional analysis procedures, and the use of complex research designs to investigate basic principles underlying the effects of behavioral interventions. His research has resulted in numerous presentations and publications, and he has served on several editorial boards, including a term as Associate Editor for the Journal of Applied Behavior Analysis. In 1997, Dr. Smith received the American Psychological Association (Division 25) B. F. Skinner Award for Innovative and Important Research by a New Researcher, in 2000 he received the Texas Association on Mental Retardation's Research Award, and in 2007 he received the Hiram J. Friedsam award for distinguished faculty service from UNT's College of Public Affairs and Community Service.

3:30 Invited Address *BACB
William V. Dube, Ph.D.
University of Massachusetts Medical School – Shriver Center

Introduced by: Barbara Tomlian (UMBC)

Title: Stimulus overselectivity in developmental disabilities: Analysis and remediation.

Abstract: Stimulus overselectivity was first described in the literature of operant clinical psychology by Lovaas and colleagues. Overselectivity refers to learning that is atypically limited in range, breadth, or number of stimuli or stimulus features. Research in our laboratory and others strongly suggests that atypical overselectivity is due to ineffective or incomplete observing behavior. One of the challenges for a behavioral technology for complex repertoire assessment and