



## MARYLAND ASSOCIATION FOR BEHAVIOR ANALYSIS

*A Chapter of the Association for Behavior Analysis International*

**12th Annual Meeting**  
Friday, December 4, 2009  
Baltimore, Maryland

### FEATURED SPEAKERS

**Philip N. Heline, Ph.D., BCBA**  
*Temple University*

**Rachel Thompson, Ph.D., BCBA**  
*Western New England College*

**Thomas S. Critchfield, Ph.D.**  
*Illinois State University*

**Jesse Dallery, Ph.D.**  
*University of Florida*

**Timothy R. Vollmer, Ph.D.**  
*University of Florida*

# 12TH ANNUAL MEETING MARYLAND ASSOCIATION FOR BEHAVIOR ANALYSIS

## Schedule of Events

### 7:30 Registration & Continental Breakfast

### 8:30 Presidential Address

Jennifer Crockett, Ph.D., BCBA  
*Kennedy Krieger Institute and the Johns Hopkins University School of Medicine*

### 8:45 Invited Address \*BACB

Philip N. Hineline, Ph.D., BCBA  
*Temple University*

Introduced by: Aaron Lesser (UMBC)

**Title:** Two meanings of FUNCTIONAL  
two meanings of THEORETICAL  
two meanings of EXPERIMENTAL  
and additional sources of CONFUSION

**Abstract:** The extended community of behavior analysts is rather like a loose confederation of Indian tribes occupying a variety of niches, and with a variety of leaders. Occasionally a "chief" gets out front in a new direction, and the majority of tribes follow. At other times, the one out front finds him/herself to be a chief with few Indians. Thus, our variability provides a basis for adaptive selection while our "confederation" has been united by the remarkable coherence of our conceptual scheme. However inconsistencies of terminology sometimes detract from that coherence -- How might we remedy this without the loss of adaptive variability?

With a B. A. from Hamilton College and a Ph.D. from Harvard University, **Dr. Hineline** spent three years at the Walter Reed Army Institute of Research before moving to Temple University, where he is now a Professor. While developing the "inter teach format" for use in classroom teaching, he has maintained a laboratory-based teaching environment, where much of the mentoring occurs between graduate and undergraduate students. He has served as Associate Editor, as Editor, and as Review Editor of the *Journal of the Experimental Analysis of Behavior*. He has been President of ABA-International, as well as of Division 25 of the American Psychological Association, the Eastern Psychological Association, and the Society for the Experimental Analysis of Behavior. He has received several awards for excellence in teaching, research, and service to the field, the most recent being the Fred S. Keller Behavioral Education Award, from Division 25 of the American Psychological Association. His conceptual writing has addressed the characteristics of explanatory language and

the controversies that have confronted behavior analysis. His basic research has focused upon temporal extension in behavioral / psychological processes, with recent applied work evaluating behavioral interventions for individuals with autism, and addressing skill acquisition for persons who implement those interventions.

### 9:45 Invited Address \*BACB

Rachel Thompson, Ph.D., BCBA  
*Western New England College*

Introduced by: Linh Ly (UMBC)

**Title:** Toward an Understanding of the "Need for Sameness" in Autism.

**Abstract:** Restricted and Repetitive Behavior (RRB), a defining feature of Autism, has also been characterized as a "need for sameness." This characteristic is understudied relative to the social and communication deficits in autism. This presentation will include three studies aimed at describing RRB among individuals with autism and identifying environmental variables that may influence this characteristic. One study assessed variability in task performance across three activities and compared the performance of children with autism and their typical peers. Overall, children with autism showed less variability in responding. A second study, evaluated the effects of restricted preferences on the behavior of caregivers. We observed caregiver presentation of items with individuals with restricted preferences and peers with more distributed interests. Caregiver presentation of items was correlated with student responses to presentation, resulting in a more narrow range of items being presented to individuals with restricted interests. This reciprocal interaction may magnify restricted preferences. The third study describes the prevalence of arranging and ordering and includes data from interviews, naturalistic observations, functional analyses, and treatment evaluations. Together, these studies begin to describe RRB in autism and to identify environmental conditions that may exacerbate and mitigate this feature of autism.

**Dr. Thompson** received her B.A. from the University of Maryland, College Park and was first exposed to Behavior Analysis at Baltimore's Kennedy Krieger Institute. She then earned her M.S. and Ph.D. from the University of Florida, where she studied under Brian Iwata. She then joined the faculty at the University of Kansas, and she is now an Associate Professor at Western New England College. Rachel is an Associate Editor of the *Journal of Applied Behavior Analysis* and former recipient of the APA Div. 25 B.F. Skinner award.

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### 10:45 Invited Address \*BACB

**Thomas S. Critchfield, Ph.D.**

*Illinois State University*

Introduced by: Cheryl Ecott, Ph.D. (*AdvoServ of New Jersey*)

**Title:** Teaching Generatively with Instruction Based on Stimulus Equivalence.

**Abstract:** The earliest stimulus equivalence investigations suggested a way to teach functional skills with noteworthy savings of training investment. To a large extent, however, research in this area has retreated back into the laboratory to focus on theory and arbitrary behaviors, leaving the instructional promise of stimulus equivalence technology incompletely explored, and most behavior analysts (indeed, most of the world) ill informed about equivalence-based instruction (EBI). In this selective introduction for individuals who are not expert in stimulus relations, I will touch upon: how EBI compares to other behavioral approaches to instruction; what it means to say that EBI is effective and efficient; some ways to boost learning economy (the ratio of amount learned to amount of training investment); why, despite the fact that educational theorists have long maintained that instruction should be generative, EBI is a genuine breakthrough; and the fallacy that EBI is suitable or necessary only for persons with severe learning difficulties. Time permitting I will also comment on the difficulty of disseminating EBI and how behavior analysts have exacerbated this problem.

**Dr. Critchfield** earned degrees in English Literature, Educational Psychology, and Psychology from West Virginia University. He has held positions at the Johns Hopkins University School of Medicine, Auburn University, and Illinois State University, where he currently is Professor of Psychology, Co-Director of the Institute on Prospective Cognition, and Research Coordinator for the ISU Affiliate of The Autism Program of the State of Illinois. Dr. Critchfield served as Associate Editor of *Journal of the Experimental Analysis of Behavior* and *Mexican Journal of Behavior Analysis* and has co-edited four journal special issues, including a forthcoming JEAB project (May, 2010) on translational research. He is co-founder of the Mid-American Association for Behavior Analysis, Past President of Southeastern Association for Behavior Analysis and Association for Behavior Analysis International, and current President of Division 25 of the American Psychological Association. Dr. Critchfield is author of more than 60 journal articles and book chapters on topics that include stimulus relations, choice, and verbal behavior, but doubts that anybody has read most of them.

### 11:45 Lunch on your own

### 1:15 Invited Address \*BACB

**Jesse Dallery, Ph.D.**

*University of Florida*

Introduced by: Brandon Ring (*UMBC*)

**Title:** Contingency Management in the 21<sup>st</sup> Century: Technological Innovations to Promote Behavior Change

**Abstract:** Although information technology permeates our everyday lives, it has been relatively neglected as a medium to deliver contingencies of reinforcement to change behavior. Recently, we have linked the considerable reach and convenience of the Internet with a powerful behavioral treatment for cigarette smoking: abstinence reinforcement therapy. Results suggest that the intervention is both feasible and highly effective in initiating abstinence. I will discuss how the intervention directly addresses some of the major limitations (access, cost, sustainability, dissemination potential) inherent in traditional abstinence reinforcement delivery models, and how the model can be applied to a range of health-related behavior. I hope to show that information technologies offer unprecedented and rapidly expanding opportunities to promote behavior change.

**Dr. Dallery** is an Associate Professor in the Department of Psychology at the University of Florida, a Principal Investigator with the Center for Technology and Health at the National Development and Research Institutes in New York City, and a Licensed Psychologist in the State of Florida. Dr. Dallery received his Ph.D. in Clinical Psychology in 1999 from Emory University. He then completed an APA-accredited internship in Child and Adolescent Psychiatry at the University of Maryland in Baltimore, and then a postdoctoral fellowship at The Johns Hopkins University School of Medicine. In addition to his applied research focused on novel applications of Internet-based behavioral interventions for cigarette smoking and other health-related behavior, Dr. Dallery also uses translational animal and human laboratory models to understand determinants and consequences of drug use.



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### 2:15 MABA Student Paper Symposium \*BACB

**David P. Jarmolowicz**, Yusuke Hayashi, & Claire St. Peter Pipkin

*West Virginia University*

Title: Temporal Patterns of Behavior from the Scheduling of Psychology Quizzes

**Amber E. Mendres** & John C. Borrero

*University of Maryland, Baltimore County*

Title: Development and Modification of a Response Class via Positive and Negative Reinforcement: A Translational Approach

**Yanerys Leon**, Nicole L. Hausman, SungWoo Kahng, & Jessica Becraft

*University of Maryland, Baltimore County, Kennedy Krieger Institute, and the Johns Hopkins University School of Medicine*

Title: Further Examination of Discriminated Functional Communication

**Allison S. Tetreault** & Claire St. Peter Pipkin

*West Virginia University*

Title: Effects of a Lag Schedule on the Vocal Variability of a Student with Autism

### 3:15 Invited Address \*BACB

**Timothy R. Vollmer, Ph.D.**

*University of Florida*

Introduced by: Nicole Marchetto (UMBC)

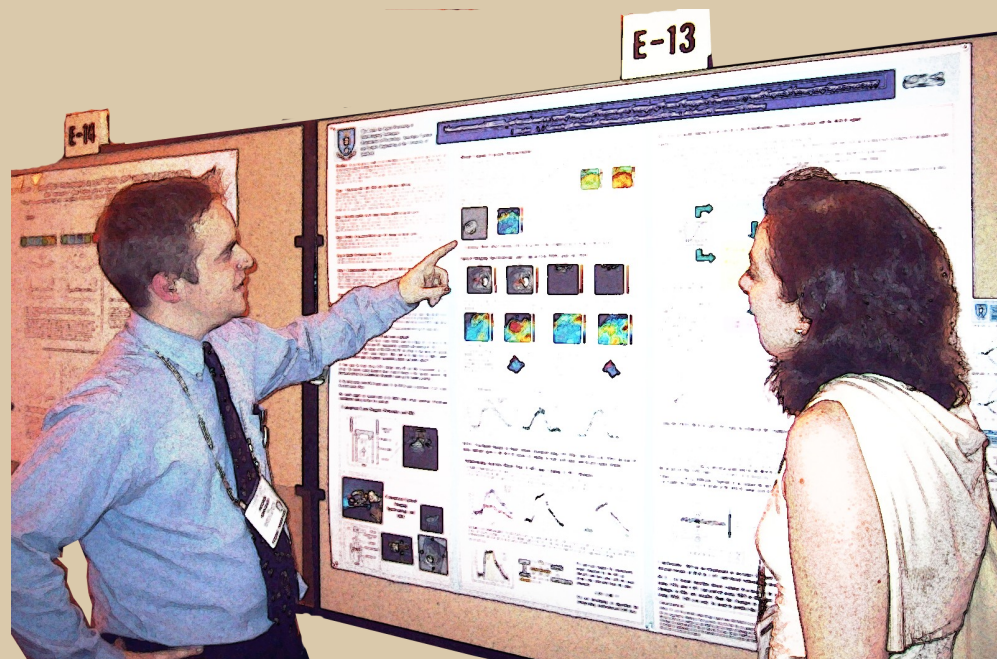
Title: Punishment Happens

**Abstract:** In 2002, Dr. Vollmer published a paper entitled "Punishment Happens: Some comments on Lerman and Vorndran's review." Lerman and Vorndran had published a review paper on punishment and the editor of JABA invited some commentaries. The title of Vollmer's paper was of bumper sticker at the time saying words to this effect: "(stuff) happens." In short, punishment happens whether we want it to or not so we had better study it to make sure it happens in safe, ethical, and effective ways. In this address Dr. Vollmer will revisit the central theses of his commentary and back up his concerns and suggestions with contemporary examples and recent studies from his lab and other applied labs around the country. Five reasons to pursue punishment research will be discussed, along with some caveats.

**Dr. Vollmer** received his Ph.D. from the University of Florida in 1992. From 1992 until 1996 he was on the psychology faculty at Louisiana State University. From 1996 to 1998 he was on the faculty at the University of Pennsylvania Medical School. He returned to the University of Florida in 1998 and is now a Professor of Psychology. His primary area of research is applied behav-

ior analysis, with emphases in developmental disabilities, reinforcement schedules, and parenting. He has published over 100 articles and book chapters related to behavior analysis. He was the recipient of the 1996 B.F. Skinner New Researcher award from the American Psychological Association (APA). He received another APA award in August, 2004, for significant contributions to applied behavior analysis. He is a former associate editor for the Journal of Applied Behavior Analysis and currently serves as book review editor for that journal.

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



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1. **Mariana I. Castillo Irazábal, Lynn G. Bowman, & Samantha L. Hardesty.** Effects of Using A Multi-Reinforcer Picture Card in the Treatment of Multiply-Maintained Severe Problem Behavior (*Kennedy Krieger Institute, University of Maryland, Baltimore County, the Johns Hopkins School of Medicine*)
2. **Brad Richardson, Byron Wine, Cheryl Ecott, & Kellie Goldberg.** Using a Combination Graph to Depict Medication Changes and Their Effects on Target Behavior (*AdvoServ of New Jersey*)
3. **Rachel C. Maher, Patricia F. Kurtz, & John M. Huete.** Evaluating the Role of Generalization on Untrained Functional Communication Mands (*Kennedy Krieger Institute & the Johns Hopkins University School of Medicine*)
4. **Linda-Mai Nguyen, Ifat Bilitzer, Rachel Maher, & Theodosia R. Paclawskyj.** Further Examination of Choice Between Positive and Negative Reinforcement During Treatment for Escape-Maintained Behavior (*Kennedy Krieger Institute & the Johns Hopkins University School of Medicine*)
5. **Linh Ly, SungWoo Kahng, Nicole L. Hausman, & Denise Dieter.** Assessment and Treatment of Inappropriate Social Vocalization (*Kennedy Krieger Institute & the Johns Hopkins University School of Medicine*)
6. **Andrew Lightner, Lisa Winborn-Kemmerer, Sydney Perate, & Joel Masullo.** An Evaluation of Response Covariation in the Treatment of Self-Injurious Behavior (*West Virginia University*)
7. **Tiffany M. White, Susie D. Whitley, & Gregory A. Lieving.** Discriminative Control and Generalization of Rats' Lever Pressing Using Musical Stimuli (*West Virginia University Institute of Technology*)
8. **Mariana I. Castillo Irazábal, John C. Borrero, & Amber E. Mendres.** Extinction as a Control Procedure: A Translational Evaluation of the Presence versus Absence of the Reinforcing Stimulus (*University of Maryland, Baltimore County*)
9. **Melissa J. Allman, Iser G. DeLeon, & Michael F. Cataldo.** The Perception of Time in Autism (*Kennedy Krieger Institute & the Johns Hopkins University School of Medicine*)
10. **Bethany Grove, Dan Bryden, Margaret McDevitt, & Ben Williams.** Dual Effects on Choice of Conditioned Reinforcement Frequency and Conditioned Reinforcement Value (*McDaniel College & University of California, San Diego*)
11. **Aimee Giles, Anne Foreman, Lisa Winborn-Kemmerer, Alexandra Perryman, & Shawna Tyree.** Evaluation Procedures to Assess Proficiency and Preference for Mand Topographies for Inclusion in Functional Communication Training (*West Virginia University*)
12. **Lauren V. Long, Anthony DeFulio, & Kenneth Silverman.** Insight or Grapevine? Contingency Shaping and Social Transmission of a Maximization Strategy in Paid Trainees (*The Johns Hopkins University School of Medicine*)
13. **Kristen M. Mackowick, Anthony DeFulio, & Kenneth Silverman.** Comparing the Outcomes of the Therapeutic Workplace as a Substance Abuse Intervention for Prostitutes and Non-Prostitutes (*The Johns Hopkins University School of Medicine*)
14. **Lynn G. Bowman, Melissa M. Shulleeta, Samantha L. Hardesty, Leaora L. Wagner, & Louis P. Hagopian.** A Further Evaluation of Response Cards: Teaching Direct Care Staff Basic Behavioral Principles (*Kennedy Krieger Institute & the Johns Hopkins University School of Medicine*)
15. **Brandon M. Ring, Sigurdur O. Sigurdsson, Jessica A. Hilton, Mick Needham, James H. Boscoe, & Kenneth Silverman.** Professional Demeanor at the Therapeutic Workplace: Compliance with Professional Demeanor Management System (*University of Maryland, Baltimore County & the Johns Hopkins University School of Medicine*)
16. **Sigurdur O. Sigurdsson, Anthony DeFulio, Kristen O'Reilly, & Kenneth Silverman.** Tactics for Maintaining Employment for Chronically Unemployed Adult Drug-Users (*University of Maryland, Baltimore County & the Johns Hopkins University School of Medicine*)
17. **Brandon M. Ring, Sigurdur O. Sigurdsson, Mick Needham, James H. Boscoe, & Kenneth Silverman.** How to Measure Sound Levels: Identifying Sources of Noise Violations in a Setting with Many and Varied Sound Sources (*University of Maryland, Baltimore County & the Johns Hopkins University School of Medicine*)
18. **Sigurdur O. Sigurdsson, Brandon M. Ring, Kyle J. Wolfe, Mick Needham, James H. Boscoe, & Kenneth Silverman.** Investigating the Relation Between Job Termination History and Professional Demeanor Behavior Displayed In the Therapeutic Workplace (*University of Maryland, Baltimore County & the Johns Hopkins University School of Medicine*)
19. **Jeff Lunz, Anthony DeFulio, & Kenneth Silverman.** Unemployed Methadone Patients who Have Non-Contingent Access to a Therapeutic Workplace: Drug Use and Time Spent Working (*The Johns Hopkins University School of Medicine*)
20. **Sterling A. Wilcox, Christopher O. Downing, Jr., Elizabeth Moonan, & Sara Lichtenstein.** Investigating Credit-Card Fraud: Environmental Factors that Contributed to Cashiers' Identification-Checking Behavior (*Virginia Polytechnic Institute and State University*)
21. **Olivia Hird, Jennifer Crockett, & Emily Shumate.** The use of Project Safecare® Training with a Mother in Active Treatment for Drug Abuse (*Kennedy Krieger Institute & the Johns Hopkins University School of Medicine*)
22. **Alyssa Fisher, SungWoo Kahng, Nicole Hausman, & Kaitlyn Coryat.** Family-Based Weight Management Program for Children: Identifying Behavioral Strategies Critical for Weight Loss (*Kennedy Krieger Institute & the Johns Hopkins University School of Medicine*)
23. **Linda Romanowski & Edel Drevno.** Toilet Training as part of an Individualized Education Program (IEP) (*Delaware Autism Program*)
24. **G. Joseph Schlereth & Carrie S. W. Borrero.** A Comparison of Descriptive, Brief and Extended Functional Analyses of Inappropriate Mealtime Behavior (*Kennedy Krieger Institute, University of Maryland, Baltimore County, the Johns Hopkins School of Medicine*)
25. **Rinita B. Laud, Charles S. Gulotta, Peter Girolami, Danielle Dolezal, Carrie Borrero, Elizabeth Masler, Ping Wang, & Aaron D. Lesser.** Follow-up Outcomes of Children in Kennedy Krieger Institute's Pediatric Feeding Disorders Program from 2001-2006 (*Kennedy Krieger Institute & the Johns Hopkins University School of Medicine*)
26. **Laura E. Melton, Carrie S. W. Borrero, & Julia N. Woods.** A Comparison of Descriptive and Functional Analyses in the Evaluation of Pediatric Food Refusal (*Kennedy Krieger Institute & the Johns Hopkins University School of Medicine*)

## EXECUTIVE COMMITTEE

### **President** 2007 – 2010

Jennifer Crockett, Ph.D., BCBA  
*Kennedy Krieger Institute*

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John Borrero, Ph.D., BCBA  
*University of Maryland, Baltimore County*

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*Organization for Autism Research*

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*Kennedy Krieger Institute*

### **Member-at-Large** 2006 – 2008

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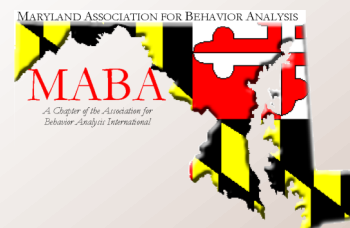


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