13TH ANNUAL MEETING OF THE MARYLAND ASSOCIATION FOR BEHAVIOR ANALYSIS
INTERCONTINENTAL HARBOR COURT HOTEL, BALTIMORE, MARYLAND
FRIDAY, DECEMBER 3, 2010
PRELIMINARY SCHEDULE

7:30   Registration & Continental Breakfast

8:30   Presidential Address – Whitehall Ballroom
        John Borrero, Ph.D., BCBA, *UMBC*

8:45   Invited Address   ***BACB***
        Gina Green, Ph.D., BCBA-D., *Association for Professional Behavior Analysts*
        Introduced by: Erin Schaller, *UMBC*
        Title: Credentialing practitioners of ABA: Implications for treatment providers and consumers

        Abstract: One of the purposes of professional credentialing is to enable governments, funding sources, and consumers to distinguish people who have met educational and other standards established by the relevant profession from those who have not. The longstanding need for a valid credential for professional practitioners of applied behavior analysis (ABA) was exacerbated by a sharp acceleration in the demand for ABA treatment for autism spectrum disorders that began in the mid-1990s and continues today. The Behavior Analyst Certification Board credentialing program was established to address that need. Recently, credentialing of ABA practitioners has been the topic of considerable debate, both within and outside of the field of behavior analysis. This presentation discusses some widespread myths and misconceptions and the pros and cons of two of the most common forms of professional credentialing, certification and licensure. Implications for the funding and delivery of ABA services for people with ASD and other consumers, ABA practitioners, and the field as a whole are also addressed.

        Dr. Green received a Ph.D. in Psychology (Analysis of Behavior) from Utah State University in 1986 following undergraduate and master's degree studies at Michigan State University. She has been a faculty member in Behavior Analysis and Therapy at Southern Illinois University; Director of Research at the New England Center for Children in Southborough, Massachusetts; Associate Scientist at the E.K. Shriver Center for Mental Retardation in Waltham, Massachusetts; and Research Associate Professor of Psychiatry and Pediatrics, University of Massachusetts Medical School. Currently Dr. Green is the Executive Director of the Association of Professional Behavior Analysts, a consultant in private practice in San Diego, a lecturer in Special Education at San Diego State University, and an Adjunct Professor in the Department of Behavior Analysis, University of North Texas. She has authored numerous publications on the treatment of individuals with developmental disabilities and brain injuries, as well as the experimental analysis of behavior. Dr. Green co-edited the books *Behavioral Intervention for Young Children with Autism* and *Making a Difference: Behavioral Intervention for Autism*. She serves or has served on the editorial boards of several professional journals in developmental disabilities and behavior analysis. Dr. Green also serves on the Board of Trustees and the Autism Advisory Group of the Cambridge Center for Behavioral Studies and the advisory boards of several autism programs and organizations. She is a Board Certified Behavior Analyst-Doctoral, former president of the Association for Behavior Analysis and the California Association for Behavior Analysis, a former member of the Board of Directors of the Behavior Analyst Certification Board, a founding Director of the Association of Professional Behavior Analysts, and a Fellow of the American Psychological Association, the Council for Scientific Medicine and Mental Health, and the Association for Behavior Analysis. *Psychology Today* named her "Mental Health Professional of the Year" in 2000. In 2005 she received an honorary Doctor of Science degree from The Queen's University of Belfast, Northern Ireland for her work in autism. Dr. Green lectures and consults widely on autism and related disorders, behavioral research, and effective interventions for people with disabilities.

9:45   Invited Address   ***BACB***
        March Branch, Ph.D., *University of Florida*
        Introduced by: James Chastain, *UMBC*
        Title: Enduring problems with data analysis in behavioral sciences

Abstract: Despite decades of irrefutable argument about the limitations and science-impeding effects of null-hypothesis significance testing (NHST), that approach to data analysis and its dictates about experimental design continue unabated and as the dominant approach. In this presentation, I begin by reiterating the irrefutable arguments because survey data indicate that more than half of all practicing behavioral scientists remain unaware of them. I then summarize other deleterious effects of NHST, and speculate on why even those who are aware of the problems with the approach continue to embrace it. Finally, I suggest an alternative approach that coincidentally is one valued by behavior analysts.

Dr. Branch earned a Masters Degree at Arizona State University, then known as Fort Skinner in the Desert, in 1970. There he received valuable instruction from the likes of Thom Verhave, Aaron Brownstein, John Falk, Gil Sherman, Fred Hegge, and Peter Killeen. In 1972 he received his Ph. D. under the direction of Lewis R. Gollub, B. F. Skinner's last Ph.D. student, at the University of Maryland, College Park. There he was introduced to behavioral pharmacology, a research interest that he has followed since. He took a position at the University of Florida in 1973 and has remained there since as part of the Behavior Analysis specialty group. He continues to conduct research on basic issues in behavior analysis and in behavioral pharmacology. Lately, as today's presentation shows, he has dedicated more time to illustrating the foibles of traditional approaches to experimentation and data analysis in an effort to educate about weaknesses of those approaches and about alternatives.

10:45   MABA Student Paper Symposium ***BACB***
         Catherine Taylor-Santa, Tina M. Sidener, James E. Carr, & Kenneth F. Reeve
         Caldwell College
         Title: Evaluation of a discrimination training procedure to establish conditioned reinforcers for children with autism

         Maranda A. Trahan
         The Johns Hopkins University School of Medicine
         Title: Evaluating novelty, activity presentation formats, and the amount of interactions to increase activity engagement in older adults with Alzheimer's disease

         Allison S. Tetreault, David P. Jarmolowicz, & Claire St. Peter Pipkin
         West Virginia University
         Title: Treatment of aggression by identifying and targeting a precursor behavior

11:45   Lunch on your own

1:30   Invited Address   ***BACB***
         James E. Carr, Ph.D., BCBA-D, *Auburn University*
         Introduced by: Emily Rubio, *UMBC*
         Title: The role of problem solving in teaching complicated verbal repertoires

Abstract: Language training curricula for individuals with developmental disabilities often include programs that teach expressive or intraverbal categorization in which learner is taught to answer questions such as "What toys do you have at home?" Although such repertoires are undoubtedly important, some instructional approaches instill these repertoires as rote intraverbal chains. However, it is apparent that many sophisticated learners answer such categorical questions not through rote learning but by first engaging in other (often covert) problem solving responses. In this presentation, I will share the results of two investigations in which preschool-aged children were successfully taught verbal and visual imagining strategies to answer questions about category membership. The implications of these studies for teaching language to individuals with developmental disabilities will be discussed and some recommendations toward that end will be provided.

Dr. Carr is an associate professor of psychology at Auburn University and co-director of its applied behavior analysis graduate program. His current research and clinical interests include the behavioral treatment of autism and intellectual disabilities, verbal behavior, and practitioner training. Dr. Carr has published over 100 scientific articles and is currently a member of the boards of directors of the Behavior Analyst Certification Board and the Society for the Experimental Analysis of Behavior. He is currently an associate editor of the journals *Behavior Analysis and Practice* and *The Behavior Analyst* and is a past associate editor of *Journal of Applied Behavior Analysis.* Dr. Carr received his Ph.D. in 1996 from Florida State University and previously served on the psychology faculties at University of Nevada-Reno (1996-1999) and Western Michigan University (1999-2008).

2:30   Invited Address   ***BACB***
         A. Charles Catania, Ph.D., *UMBC*
         Introduced by: Jessica Becraft., *UMBC*
         Title: Behavior analysis and the ethics of human cultures

Abstract: Behavior analysis confronts and interacts with the ethical practices of human cultures in several arenas, including (1) its alternative treatments of political concepts such as freedom and control, (2) debates over the role of aversive contingencies, and (3) the implications of a science of verbal behavior for religious and political practices. We often frame our discussions of social contingencies in terms of how we should manage contingencies of positive reinforcement. But aversive contingencies are pervasive in cultures throughout the world, perhaps because verbal behavior can amplify the effects of all of the contingencies that operate on human behavior. Thus, it is appropriate to extend our treatments to issues of war, coercive political regimes, and national and international legal systems, all of which depend heavily on aversive contingencies. This presentation derives some properties of human ethical systems from aspects of variation and selection that determine whether cultures survive. Of special interest is the observation that, across all three varieties of selection (evolutionary or Darwinian selection, operant selection, and the selection of social practices), populations or classes that include wide ranges of variation are more likely to adapt to changing environments than those that involve restricted ranges of variation.

Dr. Catania is Professor Emeritus at UMBC, where he co-founded its MA track in Applied Behavior Analysis. He is Past-President of ABAI and of Division 25 of the APA and has served as Editor of the *Journal of the Experimental Analysis of Behavior*. He had the good fortune to start his career in Fred Keller's introductory psychology course at Columbia and later to serve as TA in Nat Schoenfeld's Experimental Psychology sequence. He earned his Ph.D. at Harvard, where he conducted postdoctoral research in Skinner's pigeon laboratory. Over subsequent years, he became increasingly impressed by striking parallels between accounts in terms of Darwinian natural selection and those in terms of the selection of behavior by its consequences.

The lesson that studying nonhuman behavior is essential to understanding verbal behavior came from Columbia, where a seminar jointly taught by Keller, Schoenfeld and Hefferline was devoted to Skinner's William James lectures and then Skinner's book, *Verbal Behavior*. Virtually all of Catania's early research was devoted to nonhuman learning, but concentrating on behavior without words was appropriate preparation because it made some special features of verbal behavior stand out clearly. His textbook, *Learning*, integrates nonverbal and verbal behavior, topics which too often have had separate treatments.

3:30   Invited Address   ***BACB***
Mark Sundberg, Ph.D., BCBA-D, *Sundberg & Associates*
Introduced by: Laura Melton, *UMBC*
Title: Skinner's analysis of the verbal community

Abstract: Skinner used the term, "verbal community" (or variations of that term) 286 times in his book *Verbal Behavior* (1957). He also included a ten-page Appendix titled "The Verbal Community" at the end of the book. Throughout the book Skinner attributes the primary causes of verbal behavior to the actions of a verbal community, and in the Appendix he attributes the origins of human language to the behavior of the verbal community. Clearly, the verbal community plays an important role in Skinner's analysis of language. However, in the Appendix he states that "A functional analysis of the verbal community is not part of this book" (p. 461), which might seem inconsistent at first glance. The current paper will examine Skinner's analysis of the verbal community, and identify its role in the origin, development, and emission of verbal behavior.

Dr. Sundberg, Ph.D., BCBA-D received his doctorate degree in Applied Behavior Analysis from Western Michigan University (1980), under the direction of Dr. Jack Michael. Dr. Sundberg serves on the Board of Directors of the B. F. Skinner Foundation. He is the author of the *Verbal Behavior Milestones Assessment and Placement Program (the VB-MAPP),* and the co-author of *The ABLLS assessment tool;* the book *Teaching Language to Children with Autism or Other Developmental Disabilitie*s; and the book *A Collection of Reprints on Verbal Behavior.* He has published over 45 professional papers, including a chapter titled "Verbal Behavior" in Cooper, Heron, & Heward (2007). He is the founder and past editor of the journal *The Analysis of Verbal Behavior*, a twice past-president of The Northern California Association for Behavior Analysis, a past-chair of the Publication Board of ABAI, and is a member of the committee that develops the BACB Task Lists. Dr. Sundberg has given over 500 conference presentations and workshops, and taught 80 college courses on behavior analysis, verbal behavior, sign language, and child development. He is a licensed psychologist in private practice who consults for programs and classrooms that serve children with autism in the San Francisco Bay Area. His awards include the 2001 "Distinguished Psychology Department Alumnus Award" from Western Michigan University.

1. **G. Joseph Schlereth, John C. Borrero, Rinita B. Laud, & Carrie S. W..** Distinguishing between escape and avoidance as a function of timeout from reinforcement: Exploratory data analyses (*UMBC, Kennedy Krieger Institute, & the Johns Hopkins University School of Medicine*)

2. **Aaron D. Lesser & Jennifer D. Magnuson**. Using functional and contingency space analyses to design a function-based treatment (*UMBC & Kennedy Krieger Institute*)

3. **Melissa M. Shulleeta, Samantha L. Hardesty, Lynn G. Bowman, & Mariana Castillo**. The effects of environmental events on attention analysis outcomes (*Kennedy Krieger Institute & the Johns Hopkins University School of Medicine*)

4. **Robert Drowos, Erin Schaller, SungWoo Kahng, Kathryn Jann, & Megan Black**. Examination of problem behavior associated with location or activity changes (*Kennedy Krieger Institute, UMBC, & the Johns Hopkins University School of Medicine*)

5. **Matthew Lasoski & Jessica A. Fedezko**. The effects of sleep disturbance on severe aggressive behavior (*Bancroft*)

6. **Katherine Hurlock & Molly Coyle**. The analysis of task presentation and probability for escape-maintained aggression (*Bancroft*)

7. **Timothy McKenna & Molly Coyle**. Analysis and treatment of escape maintained self injury within a partial task presentation condition (*Bancroft*)

8. **Mary K. Gemp, Samantha L. Hardesty, & Lynn G. Bowman**. Extension of restraint fading literature: Measuring adaptive behavior in an individual with gastric tube dependence (*Kennedy Krieger Institute & the Johns Hopkins University School of Medicine*)

9. **Samantha L. Hardesty, Lynn G. Bowman, & Mary K. Gemp**. An interdisciplinary approach to treatment: The use of a weighted blanket to reduce head banging (*Kennedy Krieger Institute & the Johns Hopkins University School of Medicine*)

10. **Emily Kate Rubio, Carrie S. W. Borrero, & John C. Borrero**. Assessment of preference for treatment with and without instruction and subsequent treatment outcomes (*UMBC, Kennedy Krieger Institute, & the Johns Hopkins University School of Medicine*)

11. **Lisa Rader, Adriane Miliotis, Tina M. Sidener, Kenneth F. Reeve, David W. Sidener, Lara Delmolino, & Vincent Carbone**. Stimulus-stimulus pairing: Systematic replication and evaluations of number of presentations of target sound per trial (*Caldwell College, Garden Academy, Rutgers University, & The Carbone Clinic*)

12. **Dana Visalli-Gold**. The effects of students' observation of teacher presented learn units on the writing of the observing students (*Optimal Beginnings, LLC*)

13. **Lynn G. Bowman, Brenda J. Strumke, Samantha Hardesty, & Allison Schultz**. Reducing the need for restraint during medication administration: Systematically increasing acceptance with a preferred food (*Kennedy Krieger Institute & the Johns Hopkins University School of Medicine*)

14. **Laura E. Melton & Carrie S. W. Borrero**. Comparing food-refusal treatment integrity of early-trained and late-trained caregivers (*UMBC, Kennedy Krieger Institute, & the Johns Hopkins University School of Medicine*)

15. **Jessica L. Becraft, Natalie Rolider, & Nicole L. Hausman**. A systematic evaluation of the autism (gluten-free, casein-free) diet (*UMBC & Kennedy Krieger Institute*)

16. **Natalie Rolider, Kellianne Montgomery, Nicole L. Hausman, & Paul Wienecke**. Using shaping to increase tolerance with medical procedures (*Kennedy Krieger Institute*)

17. **Timothy McKenna & Molly Coyle**. Desensitization and tolerance of tooth brushing (*Bancroft*)

18. **Natalie R. Bruner & Matthew W. Johnson**. Sexual discounting task: HIV risk behavior and discounting of delayed sexual rewards in cocaine-dependent individuals (*The Johns Hopkins University School of Medicine*)

19. **Matthew W. Johnson & Natalie R. Bruner**. The Quick Discounting Operant Task (QDOT): An efficient operant choice procedure for assessing delay discounting in humans (*The Johns Hopkins University School of Medicine*)

20. **Jennifer N. Hudnall & Gregory A. Lieving**. Extinction-induced resurgence sans extinction (*West Virginia University Institute of Technology*)

21. **Sigurdur O. Sigurdsson, Kristen L. O'Reilly, Andrew S. Middleton, & Kenneth Silverman**. Computer literacy among unemployed drug users (*UMBC & The Johns Hopkins University School of Medicine*)

22. **Joel Massullo, Claire St. Peter Pipkin, & Hawley Montgomery-Downs**. Improving accuracy of sleep self-reports (*West Virginia University*)

23. **Crystal M. Wissinger & Jennifer D. Magnuson**. Training staff to implement incidental teaching using a multi-component package (*Kennedy Krieger Institute*)

24. **Aimee Giles, Keegan Costello, & Claire St. Peter Pipkin**. Teaching paraprofessional staff to implement disctrete-trial training procedures using video-modeling, rehearsal, and performance feedback (*West Virginia University*)

25. **Sean P. Murphy & Kyle Caler**. Examining employee preference for positive or negative social consequence at a non-profit behavioral healthcare organization (*Devereux New Jersey*)

26. **Kirsten K. L. Yurich, Alicia Harris, Nora Healy, & G. David Smith**. Evaluating toilet training outcomes for individuals with autism spectrum disorders (*The Vista School*)

27. **Kirsten K. L. Yurich, Amanda M. Pearl, & Krina Durica**. The Vista School: An effective model for combining education and ABA for children with autism (*The Vista School & Penn State College of Medicine*)
28. **Tina Sidener, Ruth DeBar, Sharon Reeve, Patrick Progar, & Kenneth Reeve**. Doctoral and master's level training in applied behavior analysis at Caldwell College (*Caldwell College*)