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**MARYLAND ASSOCIATION FOR
BEHAVIOR ANALYSIS**

SungWoo Kahng, Ph.D., BCBA
Lisa M. Toole, M.A., BCBA
707 N. Broadway
Baltimore, MD 21205

Phone: 443-923-2840
Fax: 443-923-2953
E-mail: Kahng@kennedykrieger.org
Toole@kennedykrieger.org
<http://www.marylandaba.org>

**10th Annual Meeting
Baltimore, Maryland**

MARYLAND ASSOCIATION FOR BEHAVIOR ANALYSIS

*A Chapter of the Association for Behavior
Analysis International*



Featured Speakers

William Ahearn, Ph.D., BCBA

New England Center for Children

John Borrero, Ph.D.

University of Maryland Baltimore County

Dorothea Lerman, Ph.D., BCBA

University of Houston—Clear Lake

Gregory Madden, Ph.D.

University of Kansas

William McIlvane, Ph.D.

Eunice Kennedy Shriver Center

Friday, November 30, 2007

[Http://www.marylandaba.org](http://www.marylandaba.org)

SCHEDULE OF EVENTS

Corinthian Room

7:30 Registration

Continental breakfast and refreshments

8:30 Presidential Address

David Kuhn, Ph.D., *Kennedy Krieger Institute*

8:45 Invited Address

Gregory Madden, Ph.D., *University of Kansas*

Title: A Behavioral Economics Primer

Abstract: Economists and behavioral scientists share an interest in behavior maintained by goods/reinforcers. What have economists discovered that behavioral scientists have yet to study (and vice-versa)? A broad overview will be provided with emphasis placed on the applied utility of behavioral-economic findings.

Dr. Madden received his M.S. degree from the University of North Texas in 1992 and his Ph.D. degree from West Virginia University in 1995. He began his study of behavioral economics during his post-doctoral years at the University of Vermont. Dr. Madden is currently an Associate Professor in the Department of Applied Behavioral Science at the University of Kansas where his research is largely focused on the behavioral economics of addiction. Much of Dr. Madden's research in this line has examined economic methods of quantifying reinforcer efficacy; the utility of which lies in the potential for measuring the abuse liability of therapeutic and illicit drugs. A second major focus of his research is the study of impulsive decision making. His early research conducted with Warren Bickel, Nancy Petry, and Amy Odum documented extreme impulsivity in individuals addicted to drugs. More recently his research conducted with colleagues at the University of Minnesota has revealed that impulsive decision making is predictive of cocaine self-administration in rats. His current work on the relation between impulsivity and nonhuman gambling-like behaviors is supported by the National Institute on Drug Abuse. Dr. Madden is an associate editor of the *Journal of the Experimental Analysis of Behavior*, has served on the editorial board of *JEAB*, *TBA*, and *Experimental and Clinical Psychopharmacology*, and is co-editor (with Warren Bickel and Thomas Critchfield) of the forthcoming *Impulsivity: Theory, Science, and Neuroscience of Discounting* (APA Books).

POSTER SESSION

Marble Room

23. **Lindsay E. Berg, Madison R. Earnest III, Amanda Wormington & Rebecca Dodd.** A Large-Scale Needs-Assessment for Interventions Aimed at Improving Apartment Complex Recycling Programs (*Virginia Polytechnic Institute and State University*).
24. **Madison R. Earnest, III, Thomas R. Cunningham, & E. Scott Geller.** An OBM Approach to Increasing Compliance with Research-Center Guidelines Using a Multi-Component Intervention (*Virginia Polytechnic Institute and State University*).
25. **Kathryn Eide, Madison Earnest III, David M. Harris, Thomas R. Cunningham, & Steven W. Clarke.** Catch the Wave: Reducing Injury through Driver-Pedestrian Communication (*Virginia Polytechnic Institute and State University*).
26. **Samantha L. Hardesty, Lynn G. Bowman, Melissa M. Shulleeta, & Pamela Flamer.** Data-based Decision Making: A Proactive Measure to Staffing an Inpatient Unit (*Kennedy Krieger Institute & the Johns Hopkins University School of Medicine*).
27. **Olivia Hird & Jennifer Crockett.** The Effects of a Behavioral Parent Training Program for One Mother with a History of Social Services Involvement (*Kennedy Krieger Institute*).
28. **Rinita B. Laud, Charles S. Gulotta, Peter Girolami, Danielle Dolezal, James Boscoe, Elizabeth Masler, Ping Wang, & Melissa L. Gonzalez.** Outcome Measure of Children in Kennedy Krieger Institute's Feeding Disorders Program From 2001-2006 (*Kennedy Krieger Institute & Louisiana State University*).

POSTER SESSION
Marble Room

12. **Michael W. Schlund & Michael F. Cataldo.** Frontal Asymmetry of Emotion and Behavior Maintained by Positive and Negative Reinforcement Contingencies. (*The Johns Hopkins University School of Medicine & Kennedy Krieger Institute*).
13. **Melissa J. Allman, Michael W. Schlund, & Michael F. Cataldo.** A Role of the Human Precuneus in Emergent Learning (*Kennedy Krieger Institute & The Johns Hopkins University School of Medicine*).
14. **Michelle Frank, Iser G. DeLeon, Meagan K. Gregory, Mandy Triggs, Abbey Carreau, & Melissa J. Allman.** Economic Analyses to Predict the Utility of Reinforcers in Behavioral Intervention (*Kennedy Krieger Institute & The Johns Hopkins University School of Medicine*).
15. **Abbey Carreau, Iser DeLeon, Melissa Allman, Michelle Frank, Meagan Gregory, & Mandy M. Triggs.** Demand Curves for Common Reinforcers Vary with the Functional Similarity of Concurrently Available Alternatives (*Kennedy Krieger Institute & The Johns Hopkins University School of Medicine*).
16. **Michael Lingo, Karen Griffee, & Rodney Klein.** The Effects of Sensory Modality on Memory for Text Information in ADD/ADHD Subjects (*Concord University*).
17. **Karen Griffee, Robert Bass, Tiffani Dale, Eric Proffit, Brandon Ramsey, Katharine Robinson, Jason Ross, & Amanda Starling.** Murderous Thoughts: Evolutionary and Learning History Variables Associated with Homicidal Fantasies (*Concord University*).
18. **Jason Ross, Karen Griffee, Robert Astur, & Rodney Klein.** The Effects of Simulated Hands-Free Cell Phone Use on Driving Skills in a Simulated Driving Task (*Concord University & Yale University*).
19. **Jeffrey Everly, Mick Needham, & Kenneth Silverman.** Reinforcing Cocaine Abstinence Using a Model Therapeutic Workplace (*The Johns Hopkins University School of Medicine Center for Learning and Health*).
20. **Anthony DeFulio, Mick Needham, & Kenneth Silverman.** The Therapeutic Workplace: It Takes a Team (*The Johns Hopkins University School of Medicine*).
21. **Sigurdur O. Sigurdsson, Melissa Artnak, & Kenneth Silverman.** Effects of Ergonomic Training at Mock Workstations on Workstation Setup and Self-Reported Bodily Comfort (*UMBC & The Johns Hopkins University School of Medicine Center for Learning and Health*).
22. **Megan M. Lyons, Rachael Budowle, Elise A. Drake, & Jackie Damaré.** A Community Assessment of Fluorescent Light Use and Misuse (*Virginia Polytechnic Institute and State University*).

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9:45 Graduate Student Symposium

David Jarmolowicz, M.A., West Virginia University

Kennon Lattal, Ph.D., West Virginia University

Title: Progressive Contingencies of Reinforcement: Some Important Schedule Distinctions

Leah Phaneuf, M.S., Syracuse University

Laura Lee McIntyre, Ph.D., Syracuse University

Nicole Quintero, Syracuse University

Title: Effects of Individualized Video Feedback Combined with Group Parent Training on Maternal Inappropriate Behavior

James Diller, M.S., West Virginia University

Benjamin Saunders, West Virginia University

Karen Anderson, Ph.D., West Virginia University

Title: Effects of Acute and Repeated Administration of Caffeine on Temporal Discounting in Rats

Allison Tetreault, M.A., West Virginia University

Dorothea Lerman, Ph.D., University of Houston-Clear Lake

Title: Teaching Social Initiations to Children with Autism via the Use of Point-of-View Video Modeling

11:00 Invited Address

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

Title: Translational Evaluations of Reinforcer Efficacy

Abstract: It has long since been recognized that contingent provision of preferred stimuli can have a positive impact on the edification of many. It too has been shown that "reinforcers" are not always "reinforcers." Or stated differently, the conditions under which a stimulus functions as a reinforcer are dynamic (not static). Although the conditions that might influence reinforcer efficacy are numerous, the papers presented will be restricted to alterations in the price associated with single or concurrently available outcomes (commodities). By design, the studies borrow heavily from contemporary basic research on the utility and applicability of behavioral economic constructs and methods. A translation occurs when these methods are applied to program development (and implementation) in preschool classrooms and

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educational settings for individuals with developmental disabilities. One aim of this research is to illustrate the utility of an economic approach to understanding reinforcer efficacy, via translations of empirically substantiated findings from the (basic) behavioral economic literature.

Dr. Borrero completed the majority of his post-secondary education within the Southeastern (Athletic) Conference. In 1997, Borrero received a B.S. degree from Louisiana State University, having had the opportunity to be mentored by Tim Vollmer. After a one-year apprenticeship at the Children's Seashore House in Philadelphia, Borrero returned to the Southeastern Conference to complete his graduate training at the University of Florida, again, under the supervision of Tim Vollmer. In 2001 Dr. Borrero received the degree of Master of Science, and in 2004, he was awarded the degree--Doctor of Philosophy. From 2004 to 2007 Dr. Borrero served as an Assistant Professor of Psychology at the University of the Pacific, in Stockton, California. In 2007, Dr. Borrero joined the graduate faculty at UMBC and participates as a faculty member in the masters program in Applied Behavior Analysis, and the doctoral program in Applied Developmental Psychology. Dr. Borrero serves on the editorial board of five journals, and has served as guest reviewer or guest associate editor for six journals. Borrero will begin a term as Associate Editor for *The Behavior Analyst Today* in January of 2008.

12:00 Lunch

On your own

1:30 Invited Address

Dorothea Lerman, Ph.D., University of Houston—Clear Lake
 Title: Accuracy of Teacher-Collected Descriptive Analysis Data: A Comparison of Structured Versus Narrative Recording Formats

Abstract: Behavioral consultants often rely on parents and teachers to collect data in classrooms, homes, and other community settings. Little research has been conducted on the accuracy of data collected by caregivers or the best way to train people to collect these data. Recording the antecedents and consequences of problem behavior (called "A-B-C recording") can be particularly challenging, given the multiple variables that are commonly pre-

POSTER SESSION
Marble Room

1. **Louis Hagopian, Dennis Dixon, Melissa Shulleeta, & Lynn Bowman.** Examining the Efficacy of Aripiprazole with and without Behavioral Therapy on Reducing Problem Behavior (*Kennedy Krieger Institute, the Johns Hopkins University School of Medicine, & Center for Autism and Related Disorders*).
2. **Paul A. Niesen & David E. Kuhn.** A Further Comparison of Contingent versus Non-contingent Reinforcement Delivery (*Kennedy Krieger Institute & the Johns Hopkins University School of Medicine*).
3. **Paul A. Niesen & David E. Kuhn.** Treatment of Problem Behavior Occasioned by Interruption of Stereotypy (*Kennedy Krieger Institute & the Johns Hopkins University School of Medicine*).
4. **Heather N. Wright & Theodosia Paclawskyj.** Impact of Intensive Behavioral Treatment on Parental Stress as Measured by the PSI (*UMBC, Kennedy Krieger Institute, & The Johns Hopkins University School of Medicine*).
5. **Sabrina Morales, Denise Marzullo, & Patrick R. Progar.** The Effects of Noncontingent Self-Restraint on Self-Injury (*Bancroft NeuroHealth & Caldwell College*).
6. **Nicholas Cifuni, Frances A. Perrin, & Patrick Progar.** Generalizing Delays to Reinforcement Across Settings (*Bancroft NeuroHealth & Caldwell College*).
7. **Alfred Brewin IV, Christina M. Vorndran, & Frances A. Perrin.** The Effects of Delay to Reinforcement on Problem Behavior and Appropriate Requests for Tangibles (*Bancroft NeuroHealth*).
8. **Einar T. Ingvarsson, SungWoo Kahng, Nicole Lynn Hausman, & Nicole M. Rodriguez.** Some Effects of Noncontingent Positive Reinforcement on Multiply Controlled Problem Behavior and Compliance in a Demand Context (*Youngstown State University, Kennedy Krieger Institute, & University of Kansas*).
9. **Einar T. Ingvarsson, Michael C. Clayton, & Stephen Ray Flora.** Behavior Analysis at Youngstown State University (*Youngstown State University*).
10. **Nicole A Capik, Amanda R. Gisbert, Brantley P. Jarvis, Kristin A. Kiel, Jason P. Kopp, Stephen H. Robertson, & Meghan N. Thompson.** Behavior Analysis at James Madison University (*James Madison University*).
11. **Michael W. Schlund & Michael F. Cataldo.** Advances in Untangling the Neurocircuitry of Derived Relational Responding (*The Johns Hopkins University School of Medicine & Kennedy Krieger Institute*).

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sent in the natural environment. Two methods for collecting A-B-C data are commonly used by teachers. For one method, called narrative recording, the teacher writes down any potentially relevant events that occurred prior to and following the problem behavior. Although this method is useful for gathering a lot of information, it can be difficult for teachers to determine which events to record (Cooper, Heward, & Heron, 2007). To circumvent this problem, some teachers use structured A-B-C recording forms that list pre-specified antecedents and consequences in a check-list format. When a problem behavior occurs, the teacher places a checkmark next to all events that occurred prior to and following the behavior. The accuracy of data collected using either of these formats has not yet been evaluated in a systematic manner. In this study, 16 educators used narrative and structured A-B-C data forms to collect data while watching videos. The majority of participants collected data more accurately when using the structured form compared to narrative recording and indicated a preference for this method of assessment. However, the functions of problem behavior were not adequately identified with either method.

Dr. Lerman is currently a Professor of Psychology at the University of Houston - Clear Lake, where she is the director of a master's program in applied behavior analysis. She received her doctoral degree in Psychology from the University of Florida in 1995, specializing in the experimental analysis of behavior. Her areas of expertise include autism, developmental disabilities, functional analysis, teacher and parent training, and treatment of severe behavior disorders (e.g., aggression, self-injury). Dr. Lerman has published more than 45 research articles in professional journals, served as Associate Editor for *The Journal of Applied Behavior Analysis* and *Research in Developmental Disabilities*, and is currently the Editor of *Behavior Analysis in Practice*. She was the recipient of the 2007 Distinguished Contribution to Applied Behavioral Research Award and the 2001 B.F. Skinner Award for New Researchers, awarded by Division 25 of the American Psychological Association. She also received the 2001 New Researcher Award from Division 5 of the American Association on Mental Retardation.

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2:30 Invited Address

William Ahearn, Ph.D., New England Center for Children

Title: A Conceptual and Functional Analysis of Social Deficits in Children with Autism Spectrum Disorders

Abstract: This address will examine autism as a deficit in social functioning due to genetic inheritance and environmental experience. Aspects of communicative impairment, play, and other social skill deficits, considered characteristic of autism, may all be related to deficits in joint attention. A conceptual analysis of joint attention based on descriptive and experimental analyses of behavior, will be presented. Some of the data presented will include assessments of children's preferences for social interaction, assessment of preference for social stimuli (e.g., hugs, praise, hi-fives), and descriptive analyses of joint attention responding and initiation. Results obtained with both typically developing children and children with an autism spectrum disorder (ASD) will be discussed. A procedure that taught two children with ASD to initiate joint attention topographies will be described. The practical implications of these analyses will be outlined and a behavioral theory of abnormal development that leads to the diagnosis of an autism spectrum disorder will be suggested.

Dr. Ahearn is Board Certified Behavior Analyst who serves as the Director of Research at the New England Center for Children and is a Clinical Assistant Professor in the Masters in Applied Behavior Analysis (MABA) Program at Northeastern University. He is also Past-President of the Berkshire Association for Behavior Analysis and Therapy (BABAT). Dr. Ahearn received his doctorate in experimental psychology at Temple University.

3:30 Invited Address

William McIlvane, Ph.D., Eunice Kennedy Shriver Center

Title: Translational Behavior Analysis in the 21st Century: From Laboratory Science to Applications

Abstract: Over the past decade, biomedical and behavioral researchers have frequently seen the term "translational research" appearing in descriptions of priorities at the National Institutes of Health and other funding agencies. Whereas most behavior analysts seem comfortable with "basic" and "applied" descriptors of

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their work, the term "translational behavior analysis" is rarely used. I think that "translational behavior analysis" should be added to the verbal repertoires of behavior analysts – not only to achieve a match with the priorities of funding agencies but also to assist in considering the nature of research that one does or perhaps should do. I will illustrate my thinking via several translational behavior analysis projects that are ongoing at the Shriver Center. I will also address the role of animal behavior studies in the context of programs of translational research that are directed at amelioration of human disease and behavioral dysfunction.

Dr. McIlvane directs an interdisciplinary program of research that addresses a variety of scientific problems that are relevant to understanding and/or ameliorating mental retardation and developmental disabilities. One focus of the program is an attempt to further understanding of why many individuals with intellectual disabilities show atypically slow, inflexible learning. A long-term goal is to determine the degree to which learning deficits may be correctable by improving teaching methodology. A second focus of Dr. McIlvane's program is on the analysis of behavioral relations mapping various symbol forms (e.g., words spoken or printed) with corresponding environmental events (e.g., objects, pictures). One goal of this program is to develop methods for encouraging rapid symbol mapping in individuals who do not ordinarily show it. Another is to adapt methods of behavioral and cognitive neuroscience to further understanding of neural processes involved in symbolic behavior. To that end, an ongoing program is searching for precursors of symbolic functioning in nonhuman primates and other species; one goal of this aspect of the research is to produce animal models that can be used in studying the neural foundation of symbolic behavior. In addition, Dr. McIlvane's program has a strong research-to-practice emphasis. For example, methods emerging from laboratory research are being used to teach practical skills in classrooms in both the United States and in Brazil.



4:30—6:00
MABA Social

