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MARYLAND ASSOCIATION FOR BEHAVIOR ANALYSIS

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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


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).


16. Michael Lingo, Karen Griffiee, & Rodney Klein. The Effects of Sensory Modality on Memory for Text Information in ADD/ADHD Subjects (Concord University)


18. Jason Ross, Karen Griffiee, 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. Sigurðsson, 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).


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**Poster Session**

**Marble Room**

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**Schedule of Events**

**Corinthian Room**

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
educational settings for individuals with developmental disabili-
ties. One aim of this research is to illustrate the utility of an eco-
nomic approach to understanding reinforcer efficacy, via transla-
tions of empirically substantiated findings from the (basic) behav-
ioral economic literature.

Dr. Borrero completed the majority of his post-secondary educa-
tion within the Southeastern (Athletic) Conference. In 1997, Bor-
nero 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 jour-
nals, 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 For-
mats

Abstract: Behavioral consultants often rely on parents and teach-
ers 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 col-
lect 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-
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 checklist 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.
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 doctoral 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 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.