

MARYLAND ASSOCIATION FOR BEHAVIOR ANALYSIS

*A CHAPTER OF THE ASSOCIATION
FOR BEHAVIOR ANALYSIS*

6TH ANNUAL MEETING

*CONFERENCE PROGRAM
NOVEMBER 14 - 15, 2003*

Marriott Waterfront Hotel
BALTIMORE, MARYLAND

Maryland Association for Behavior Analysis 6th Annual Meeting

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Board Certified Behavior Analysts (BCBAs & BCABAs)

MABA is a BACB approved continuing education provider. Type 2 continuing education credits will be available on Friday and Saturday for \$10/credit hour. Look for **BACB** in this program for those presentations that have been approved. Please make sure to obtain the instructions at the MABA registration desk.

Licensed Psychologists

The Saturday Autism Workshop is co-sponsored by the Association for Behavior Analysis (ABA) and MABA. ABA is approved by the American Psychological Association to offer continuing education for psychologists. ABA maintains responsibility for the program. Continuing education credits will be available on Saturday for licensed psychologists at \$15/credit hour. Look for **PSY** in this program for those presentations that have been approved. Please make sure to obtain the instructions at the MABA registration desk.

SCHEDULE OF EVENTS
FRIDAY, NOVEMBER 14, 2003
HARBORSIDE BALLROOM

8:00 **Registration** – continental breakfast and refreshments

9:00 **Presidential Welcome Address**
Roger McIntire, *University of Maryland College Park*

9:15 **INVITED ADDRESS**
Behavioral Pediatrics: A Reminder **BACB**
Patrick C. Friman, *Girl's and Boy's Town*

Dr. Patrick Friman is currently the Director of Girl's and Boy's Town Outpatient Behavioral Pediatrics and Family Services. He is the former Director of Clinical Training and Associate Chairman of Psychology at the University of Nevada at Reno. Other previous appointments include faculty positions at the University of Nebraska, University of Pennsylvania School of Medicine in Pediatrics, and the Johns Hopkins University School of Medicine in Behavioral Biology. He received his Ph.D. from the University of Kansas and completed his internship and a Postdoctoral Fellowship in Behavioral Pediatrics at the University of Kansas Medical School. He has published more than 130 scientific articles and chapters involving behavioral pediatrics and behavior disorders of childhood. Generally, Dr. Friman's research addresses the well-child gap between pediatrics and clinical psychology. The gap includes behavior problems that bedevil parents, are outside the core curriculum used to train pediatricians, and yet are not sufficiently serious to warrant a psychiatric diagnosis. Dr. Friman is the editor elect for the *Journal of Applied Behavior Analysis*. He also served as the Vice President of the Society of the Experimental Analysis of Behavior.

10:15 **A Behavioral Account of Remembering: Precurrent Behavior and Mediation of Matching to Sample**
David W. Sidener, *Western Michigan University*
Jack Michael, *Western Michigan University*
James E. Carr, *Western Michigan University*
Anna Petursdottir, *Western Michigan University*

10:45 **Stereotypy and Self-injury in Young Children with Developmental Disabilities** **BACB**
David Richman, *University of Maryland Baltimore County*

11:45 **Lunch**

1:00 **ADHD – A Behavior Analytic Point of View**
Terje Sagvolden, *University of Oslo, Norway*

1:30 **INVITED ADDRESS**
Behavior Analysis Gone to the Dogs (and Cats) **BACB**
Kennon A. Lattal, *West Virginia University*

Dr. Kennon A. Lattal received his Ph.D. in psychology from the University of Alabama. Following two years in the US Army and a NIMH post-doctoral fellowship at the University of California at San Diego, he came to West Virginia University in 1972. He has also held semester-long appointments at Auburn University, UCSD, and University College London. Dr. Lattal is currently an Arts and Sciences Centennial Professor of Psychology and Coordinator of the Behavior Analysis Program in the Department of Psychology. His research has covered topics in response-reinforcer relations, punishment, reinforcement mechanisms, the relations between basic research and applications, pet behavior management, behavior theory and philosophy, and the history of behavior analysis. He is the recipient of several awards for teaching and was the 2001 recipient of the APA Division 25 (Behavior Analysis) award for contributions to basic research in behavior analysis. He is a past president of the Association for Behavior Analysis and is the current editor of the *Journal of the Experimental Analysis of Behavior*.

2:30 **Compound Class-specific Reinforcers and Equivalence Performances: Increasing Efficiency in Teaching**

Christina Ashford, *West Virginia University*

Carol Pilgrim, *University of North Carolina at Wilmington*

3:00 **INVITED ADDRESS**

The Aesthetics of Behavioral Interventions **BACB**

Philip N. Hinceline, *Temple University*

Dr. Philip N. Hinceline completed his B.A. at Hamilton College and Ph.D. at Harvard University. He spent three years at the Walter Reed Army Institute of Research before moving to Temple University, where he is now a Professor of Psychology. He routinely teaches both basic and advanced courses, and has received several awards for excellence in teaching. He served as editor of the *Journal of the Experimental Analysis of Behavior*. He has been President of the Association for Behavior Analysis, as well as of Division 25 of the American Psychological Association. In 1995 he received the award for Distinguished Service to Behavior Analysis from the Society for the Advancement of Behavior Analysis. In 2002, he received the Award for Outstanding Contributions to Basic Research from Division 25 of APA. His conceptual writing has focused upon the characteristics of explanatory language and the role of those characteristics in the controversies that have confronted behavior analysis. His empirical research has contained a consistent theme, to develop an understanding of behavioral and psychological processes as extended in time.

4:00 **Poster Session**



MABA Social



POSTER SESSION

FRIDAY, NOVEMBER 14, 2003

4:00 P.M. TO 6:00 P.M.

1. **An Analysis of the Effects of Staff Training Methods on Treatment Integrity in an Inpatient Setting.** Jean Marie Leak and Karena S. Rush (*Sheppard Pratt Behavioral Health System*)
2. **Parent Conducted Assessment and Treatment.** Rebecca McGee (*Kennedy Krieger Institute*) and Julia O'Connor (*The Johns Hopkins University School of Medicine*) and Rebeca Grinstead (*Kennedy Krieger Institute*)
3. **The Role of Caregivers in Functional Assessment.** Carie English, Justin Boyd, and Cynthia Anderson (*West Virginia University*)
4. **Stress Levels in Caregivers of Children with Feeding Disorders: Predictors for Treatment Interventions.** Ashley Greer, Jennifer E. Dawson, Peter Girolami, Charles Gulotta, Barbara Shao, and Leigh Rosica (*Kennedy Krieger Institute*)
5. **Decreasing Food Expulsions in Children with Food Refusal.** Ping Wang, Jennifer Dawson, Barbara Shao, Peter Girolami, and Kunise Stroh (*Kennedy Krieger Institute*)
6. **Manipulating Variety of Food in the Treatment of Food Refusal.** Brian Dudley, Barbara Shao, Jennifer Dawson, and Ping Wang (*Kennedy Krieger Institute*)
7. **An Evaluation of the Nonremoval of the Spoon for a Child with Food Refusal: Contact Versus No Contact.** Lorianna Miller, Jennifer E. Dawson, Peter A. Girolami, Charles Gulotta, Barbara Shao, and Elizabeth A. Masler (*Kennedy Krieger Institute*)
8. **Shaping for Success – A School-based Intervention to Promote Successful Blood Drawing at a Community Medical Facility.** Edel J. Blake (*Sussex Consortium – Cape Henlopen School District*)

9. **Typing and Keypad Entry Training Outcomes in a Therapeutic Workplace Intervention with Homeless Alcohol-Dependent Individuals.** Kylene M. Godfrey, Erin M. Dillon, Conrad J. Wong, and Kenneth Silverman (*The Johns Hopkins University*)
10. **Naturalistic Contingency Management of Attendance in Unemployed Substance Abusers in a Therapeutic Workplace.** Darlene E. Crone-Todd (*Delta State University*) and Conrad J. Wong, Erin M. Dillon, Karly N. Diemer, and Kenneth Silverman (*The Johns Hopkins University*)
11. **The Effects of Same Versus Qualitatively Different Reinforcers on Rats' Response Rates.** Jessie-Sue Milo, Kennon A. Lattal, Amber Jones, and Darlene Sapp (*West Virginia University*)
12. **Similarity of Preference with Differentially Signaled and Unsignaled Delayed Reinforcers.** Christine Mayne and Margaret McDevitt (*McDaniel College*)
13. **Functional Neuroimaging of Stimulus Equivalence Relations.** Michael W. Schlund (*Kennedy Krieger Institute*) and Rudolf Hoehn-Saric (*The Johns Hopkins University School of Medicine*) and Michael F. Cataldo (*Kennedy Krieger Institute*)
14. **Reducing Stereotypy of Children with Autism Using "Reinforcer Displacement".** Tina M. Sidener and James E. Carr (*Western Michigan University*)
15. **Monitoring of Changes in Affect During Behavioral Assessment and Treatment.** Lynn G. Bowman (*The Johns Hopkins University School of Medicine*) and David P. Jarmolowicz, Jennifer L. Bruzek, Lisa M. Toole, and Susan Miller (*Kennedy Krieger Institute*)
16. **Comparing Dense-to-Lean and Lean Schedules of FCT and Extinction.** Traci Brown (*Kennedy Krieger Institute*) and Lynn Bowman and Louis Hagopian (*The Johns Hopkins University School of Medicine*) and Jennifer Bruzek and Meghan Moore (*Kennedy Krieger Institute*)

17. **Evaluating the Reductive Effects of a Discriminative Stimulus, FCT, Competing Items, and Extinction on Aggressive and Ritualistic Behavior.** Lynn G. Bowman (*The Johns Hopkins University School of Medicine*) and Jennifer L. Bruzek and Kimberly Seckinger (*Kennedy Krieger Institute*)
 18. **The Effects of Medication Reduction on Pica with a Hispanic Female Diagnosed with Autism.** Andrew Gardner and Rebeca Grinstead (*Kennedy Krieger Institute*) and Julia O'Connor (*The Johns Hopkins University School of Medicine*)
 19. **A Functional Analysis of Disrobing.** Aimee Holste and April S. Worsdell (*Bancroft NeuroHealth*)
 20. **Assessment of the Separate and Combined Effects of FCT and DRA on Escape-Maintained Problem Behaviors.** Aimee Holste, April S. Worsdell, and Christine Horvath (*Bancroft NeuroHealth*)
 21. **A Comparison of DRO Versus DRO Plus Response Cost.** Stefanie Horvath, Deborah A. Napolitano, April S. Worsdell, and Danielle Edmonds (*Bancroft NeuroHealth*)
 22. **Response Blocking With and Without NCR as Treatment for Ripping Behavior.** Stefanie Horvath and April S. Worsdell (*Bancroft NeuroHealth*)
 23. **Assessment to Reduce Tics by Delivering High Rates of Conversation During High Preferred and Low Preferred Tasks.** Christopher Masterson, Christine Horvath, Michael Jordan, and Deborah A. Napolitano (*Bancroft NeuroHealth*)
 24. **Assessment and Treatment of Problem Behaviors Occasioned by Blocking Idiosyncratic Behavior.** Christopher Masterson, Amy Toner, Kim Rispoli, and Deborah A. Napolitano (*Bancroft NeuroHealth*)
- Increasing Compliance During Transitions Using a Behavioral Momentum Intervention Package.** Sean P. Murphy, Amy Toner, Michael Jordan, Cynthia Taylor, Deborah A. Napolitano, and David B. McAdam (*Bancroft NeuroHealth*)

26. **Examination of Reinforcement Parameters in the Assessment and Treatment of Attention-Maintained SIB.** Christopher J. Perrin and April S. Worsdell (*Bancroft NeuroHealth*)
27. **The Use of Descriptive and Experimental Functional Analyses to Identify an Idiosyncratic Tangible Function.** Christopher J. Perrin and April S. Worsdell (*Bancroft NeuroHealth*)
28. **Long-term Effects of a DRO on Multiple Topographies of Ritualistic Behaviors: Maintaining Change in the Desired Direction After Removal of the DRO.** Tamara Marder and Lisa Marie Angello (*The Ivymount School*) and Jane M. Barbin (*Behavioral Directions*)
29. **The Assessment and Treatment of Adolescents with Developmental Disabilities and Psychopathology Using an Integration of Psychiatric and Behavioral Models.** Karena S. Rush, Kristen W. Houseknecht, Jean Marie Leak, Marissa N. Kaplan, Kate E. Shoemaker, and Melissa Denbow (*Sheppard Pratt Behavioral Health System*)
30. **Descriptive Analysis of DDA Funded Behavioral Support Services Within the Central Region of Maryland.** James C. Tolan, Jessica L. Shriner, and Kristin A. Droppa (*Humanim*)
31. **Procedural Framework for Site-Wide Effective Behavior Support.** De Voka J. Gordon and Susan Zeiders (*The Pennsylvania Training and Technical Assistance Network*)
32. **The Ivymount Autism Program: Using Applied Behavior Analysis in a Functional Life Skills Curriculum.** Lisa Marie Angello, Meghan Dougherty, Stacey McIntyre, Jennifer Schreiber Laber, Susan Holt, and Tamara Marder (*The Ivymount School*)
25. **Devereux Consultants: Applied Behavior Analysis for the School, Home, and Community.** Vincent Winterling, Philip Concors, Karen Ciasca, Brendan Keenan, and Shannon Finch (*The Devereux Foundation*)

WORKSHOP
Promoting Social Behavior and Effective Transitions for Individuals with Autism
SATURDAY, NOVEMBER 15, 2003
HARBORSIDE BALLROOM

- 8:00 **Registration** – continental breakfast and refreshments
- 9:00 **Improving the Social Behavior of Children with Autism: A Focus on Acquisition and Motivation**
Bridget Taylor, *Alpine Learning Group*

**BACB
PSY**

Existing research has documented the efficacy of a wide range of interventions (e.g., video modeling, textual scripts, audio-tape prompts and incidental teaching) in facilitating social responses in children with autism. Many children, however, continually fail to initiate such responses on their own despite directed teaching. Acquisition, generalization and maintenance of appropriate social responses may occur more readily with specific attention to variables that affect motivation. This presentation will review research-based strategies for teaching socially relevant responses (e.g., requesting for information, commenting, and conversation) to children with autism and will evaluate specific variables that may enhance motivation. Videotaped examples will be used to illustrate both teaching procedures and the social skills to target.

Dr. Bridget Taylor is the Director of Educational Programming at Alpine Learning Group. She holds a Doctorate of Psychology from Rutgers University, having received her Master's degree in Early Childhood Special Education from Columbia University. Dr. Taylor has specialized in the education and treatment of children with autism for the past 18 years. Dr. Taylor currently serves on the editorial board of the *Journal of Applied Behavior Analysis*, is a member of the Autism Advisory Group for the Cambridge Center for Behavioral Studies, and is a board member for the Association for Science in Autism Treatment.

10:45 **Transition Planning and Skill Attainment in Real Life Settings**

Peter Gerhardt, *Gerhardt Autism/Aspergers Consultation Group*

BACB

Randy Horowitz, *Eden II Programs*

PSY

The appropriateness of educational services for learners with autism should be considered both in terms of success in the classroom (i.e., are IEP goals being met) and in terms of success across multiple, less structured environments (i.e., is the student using new skills in the natural environment). Of the two, success across multiple environments may be considered the more desirable outcome. This presentation will provide an overview of some of the issues relating to instructional support and skill development for learners with autism across multiple environments. Particular attention will be paid to concerns relevant to behaviorally-based instruction and skill development in the areas of accessing community resources, individually determined, age referenced recreation skills, and the development of skills most highly associated with employment success. A question and answer session will be provided.

Dr. Peter Gerhardt was Executive Director of Nassau Suffolk Services for Autism (NSSA), which operates the Martin C. Barell School in Levittown, New York. 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 and analysis and intervention of problematic behavior. He currently serves on the Professional Advisory Boards of the Autism Society of America, MAAP Services, NJ COSAC, QSAC, and ASPEN. In addition, Dr. Gerhardt is the Chairperson of the Scientific Council of the Organization for Autism Research. Dr. Gerhardt received his doctorate from the Rutgers University.

Ms. Randy Horowitz is the Associate Executive Director of Educational Services at The Eden II Programs in Staten Island, New York. Ms. Horowitz holds a Master's degree in Education from Queens College and a Certificate of School Administration from the College of New Rochelle. Her particular areas of interest include preparing and supporting students with autism for integration into school and community activities. Ms. Horowitz serves on the Human Rights Committee for the Alpine Learning Group as well as the Peer Review Committee for NSSA. Ms. Horowitz was the recipient of the 2000 NYSABA Award of Excellence for her dedication to applied behavior analysis within the state of New York.

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