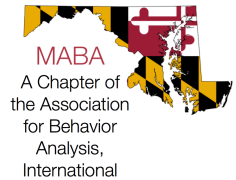


MARYLAND ASSOCIATION FOR BEHAVIOR ANALYSIS

A Chapter of the Association for Behavior Analysis

20th Annual Conference | 15 December 2017 | Baltimore, MD

Maryland Association for
Behavior Analysis



EVENT DETAILS

HOLIDAY 1, 2, 3 HILTON

DECEMBER 15: 8:30 am – 6:30 pm

- 7:30 am Registration & Continental Breakfast |
- 8:30 am Louis P. Hagopian, Ph.D., BCBA-D |
Kennedy Krieger Institute
- 9:00 am SungWoo Kahng, Ph.D., BCBA-D | ***BACB*APA***
University of Missouri
- 10:00 am Cynthia J. Pietras, Ph.D. | ***BACB*APA***
Western Michigan University
- 11:00 am MABA Student Paper Symposium | ***BACB***
- 12:00 pm Lunch on your own
- 1:30 pm Jason C. Bourret, Ph.D., BCBA-D | ***BACB*APA***
New England Center for Children
- 2:30 pm Tiffany Kodak, Ph.D., BCBA-D | ***BACB*APA***
University of Wisconsin-Milwaukee
- 3:30 pm Patrick C. Friman, Ph.D., ABPP | ***BACB*APA***
Boys Town
- 4:30 pm Poster Session & Reception (Peale & Johnson,
Hilton)

Continuing Education Instructions (CEUs)

This year we will be using a text-messaging/e-mail system to track attendees' CEUs. Check-in/out codes will be provided at the beginning and the conclusion of each talk. Attendees can choose to text or e-mail the codes to verify attendance.

If you plan to collect CEUs during the conference for the BACB or APA, please register by e-mailing or texting the following information to MABACEU@gmail.com or 443-290-6056.

Name

E-mail

Cell phone number (from which you will be texting check in/out codes)

Your BACB # and APA # (if applicable)

Locate a MABA staff member for assistance or if you prefer to manually sign in/out of each event.

INVITED SPEAKERS

9:00-10:00

Facts & Fictions about the Functional Analysis of Problem Behaviors

Introduced by: Lisa Beard, *UMBC*



SungWoo Kahng
University of Missouri

The functional analysis of problem behaviors (Iwata, Dorsey, Slifer, Richman, & Bauman, 1982/1994) exhibited by individuals with developmental disabilities has become the gold standard of care during the treatment of these problem behaviors. Yet, there are commonly held misconceptions about its use. This presentation will discuss commonly held views about the use of functional analyses in practice (e.g., too difficult, not useful for all behaviors/individuals, unsafe) in terms of what are valid and invalid concerns.

10:00-11:00

Behavior Analysis and the Psychology of Climate Change

Introduced by: Chris Dillon, *UMBC*



Cynthia J. Pietras
Western Michigan University

Scientists continue to warn the public about the grave dangers posed by a warming planet and the role of human behavior in that process. Recent polls find that although a growing proportion of Americans acknowledge the threat of climate change, many still doubt that it is human caused, most do not think that climate change will threaten them personally, and only about a third ever talk about climate change with friends or family (Leiserowitz, Maibach, Roser-Renouf, Feinberg & Rosenthal, 2015). Psychologists have proposed and occasionally researched possible psychological processes -- including verbal and social processes -- that contribute to climate change denial and inaction, and at least three popular books have been published recently on the topic: G. Marshall's *Don't even think about it: Why our brains are wired to ignore climate change*, P.E. Stoknes' *What we think about when we try not to think about global warming*, and A. Hoffman's *How culture shapes the climate change debate*. These authors have taken an eclectic approach, proposing a mix of cognitive, social, and evolutionary reasons why people fail to acknowledge or act on climate change. Behavior analysts have made limited contributions to the understanding of climate-change denial and inaction. The purpose of this presentation is to review some of the psychological processes that these authors have proposed as causes of climate change denial and inaction, with the goal of identifying ways in which behavior analysts may contribute to this discussion. One initial contribution of behavior analysis may be to provide a consistent and parsimonious framework for analyzing (and ultimately intervening to change) climate-related behaviors.

INVITED SPEAKERS

1:30-2:30

Conditioned Reinforcement May Not be a Thing

Introduced by: Alexandra Rivero, *UMBC*



Jason C. Bourret
*New England Center
for Children*

The concept of conditioned reinforcement plays a crucial role in behavior analytic theory. It underlies our interpretation of the action of stimuli like those signaling links in a chain, tokens, praise, money, and attention. A traditional view of conditioned reinforcement portrays the establishment process as an outcome of stimulus-stimulus pairing. However, although conditioned reinforcers may acquire eliciting functions, these are not required for us to conclude that a stimulus has become a conditioned reinforcer. The respondent and operant processes are putatively distinct. How does the establishment of a reinforcing function fit into this stimulus pairing conceptualization? We know that stimuli in chained and token schedules can serve discriminative functions. They can act as both discriminative stimuli and stimuli that signal extinction (in fact, several studies have shown that tokens can have a suppressive effect on responding). Some authors have argued that there may be, in fact, no such thing as conditioned reinforcement and that apparent reinforcement effects are merely the “conditioned reinforcers” acting as discriminative stimuli. I will attempt to shed some light on the empirical findings that have led to these conclusions and provide an interpretation that is coherent with Michael’s (1993) conceptualization of conditioned establishing operations.

2:30-3:30

Assessment-based Instruction for Receptive Identification Training

Introduced by: Katie Kaminski, *UMBC*



Tiffany Kodak
*University of
Wisconsin-Milwaukee*

A fundamental component of many types of tasks is engagement in discriminations among stimuli, such as differentiating between pictures or the sounds in the environment. Discrimination training is typically a high-priority goal in educational programs for individuals with autism spectrum disorder (ASD). Auditory-visual (A-V) conditional discriminations are a frequent target of early intervention, during which a child must look at an array of pictures, the adult says something, and the child points at a picture in the array. A-V conditional discrimination training is frequently referred to as receptive identification training in EIBI and among teachers. Despite the importance of teaching A-V conditional discriminations and the large amount of time focused on teaching these skills during children’s special education and EIBI services, there are few assessment procedures that measure specific skills that may be related to performance on A-V conditional discriminations. This presentation will review a skills assessment that measures prerequisite skills for auditory-visual conditional discrimination. In addition, the presentation will describe training procedures to teach missing prerequisite skills. The presentation will end with a discussion of future research on assessment-based instruction and implications for clinical practice.

INVITED SPEAKERS

3:30-4:30

Eschew Obfuscation: Turning People On to Behavior Analysis with Plain and Simple Language



Patrick C. Friman
Boys Town

The core idea in behavior analysis is that behavior is a function of environmental circumstances, past and present. This is one of the most powerful ideas ever invented by mankind. Unfortunately, people outside the field do not know and understand this idea, and so they cannot use it to know and understand their world. Instead they turn to older, weaker, and vastly less powerful ideas, such as that behavior occurs as a function of character, morality, or the psyche. Why? Very simply because they are ignorant; but they are not stupid. Ignorance means lacking information. Stupidity means lacking capacity. They do not lack capacity. They lack information. And the responsibility for providing needed information would seem to fall on those who have it (i.e., that would be behavior analysts). In order to ensure that people outside the field obtain (and can use) the information it has to be in a readily apprehensible form. The technical language of the field is precise and efficient, but it is very far from readily apprehensible, even for persons in the field. Therefore, using it to convey the core idea of the field to those outside it would seem substantially less than effective. This talk will speculate on why this nonetheless continues to happen and how members of the field could reverse this longstanding trend and thereby more effectively bring the core idea of the field to the eyes and ears of the world.

**Join us for the Reception & Poster Presentation immediately following the conference.
Thank you to all members for supporting MABA!**

**Please save the date for next year's Annual Conference:
December 6-7, 2018! Check our website (www.mdaba.org) for
updates!**

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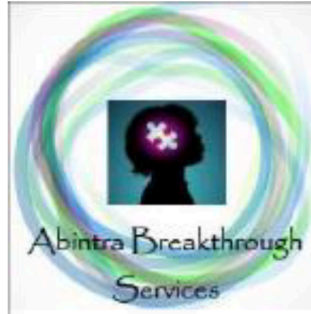
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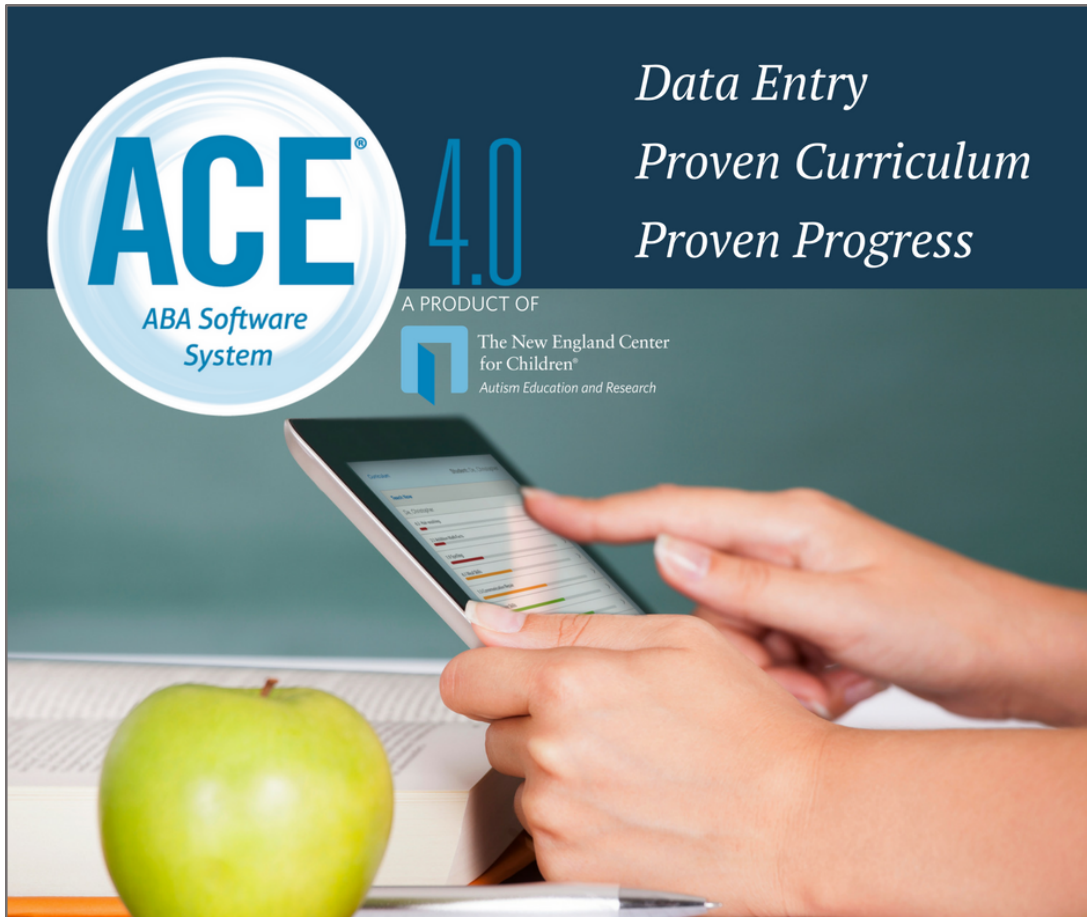
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