15TH ANNUAL MEETING OF THE MARYLAND ASSOCIATION FOR BEHAVIOR ANALYSIS
ROYAL SONESTA HARBOR COURT HOTEL, BALTIMORE, MARYLAND
FRIDAY, NOVEMBER 30, 2012
PRELIMINARY SCHEDULE

7:30   Registration & Continental Breakfast

8:45   Welcome Address – Whitehall Ballroom

9:00   Invited Address   ***BACB***
William Baum, *University of New Hampshire*
Introduced by: Lily Darnell, *UMBC*
Title: Why private events are a mistake: Dualism, behaviorism, and the molar multiscale paradigm

Abstract: Private events present a dilemma for behavior analysis. On one hand, their reality seems manifest; everyone thinks, senses, and feels. On the other hand, their privacy is problematic for a science of behavior, because one cannot observe them in another creature. Even if we allow that privacy is accidental—only the result of absence of technology—the problem remains, because private events in another creature can only be inferred and therefore are as hypothetical as any mental construct. The problem becomes clearer in light of three examples: riding the bus, hearing, and being in pain. From these, we see that the temptation to posit private events arises when one tries to identify action at a particular moment. Trying to distinguish one momentary activity from another by appealing to private events is no better than folk psychology. The solution to the dilemma appears when we see that the phrase "momentary behavior" is an oxymoron. Behavior is temporally extended by its nature, and identifying what a creature is doing at a moment is impossible. Extended patterns of behavior produce observable, measurable, results. Applying this insight to the examples of bus-riding, hearing, and pain, we see how it removes the need to talk about private events at all. For understanding behavior in relation to environmental events, or for any practical purpose, private events are irrelevant.
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Dr. Baum received his BA in psychology from Harvard College in 1961. Originally a biology major, he switched to psychology after taking courses from B. F. Skinner and R. J. Herrnstein in his freshman and sophomore years. He attended Harvard University for graduate study in 1962, where he was supervised by Herrnstein and received his Ph.D. in 1966. He spent the year 1965–66 at Cambridge University, studying ethology at the Sub-Department of Animal Behavior. From 1966 to 1975, he held appointments as post-doctoral fellow, research associate, and assistant professor at Harvard University. He spent two years at the National Institutes of Health Laboratory for Brain, Evolution, and Behavior and then accepted an appointment in psychology at the University of New Hampshire in 1977. He retired from there in 1999. He currently has an appointment as associate researcher at the University of California, Davis and lives in San Francisco. His research concerns choice, molar behavior/environment relations, foraging, and behaviorism. He is the author of a book, *Understanding Behaviorism: Behavior, Culture, and Evolution*.

10:00   Invited Address   ***BACB***
Joel Ringdahl, *Southern Illinois University*
Introduced by: Sara Beth Rawlings, *UMBC*
Title: Response persistence: Building treatments that last

Abstract: The advent of functional analysis methodology allowed researchers and practitioners to develop effective, function-based behavioral treatments for challenging behavior exhibited by individuals with developmental disabilities. In recent years, some researchers and practitioners have shifted their focus from developing effective treatments to evaluating the variables that impact the maintenance of treatment effects when treatment is challenged. Research from the basic literature provided a starting point to evaluate the impact of such variables as rate of reinforcement on treatment maintenance. Other variables, unrelated to consequences, may also impact treatment maintenance. In the current talk, we describe two variables (one related to the response and one related to the antecedents) that may impact treatment maintenance. Data related to these variables are presented and we discuss these results relative to a response's resistance to change (i.e., behavioral momentum).

Dr. Ringdahl is an Assistant Professor in the Behavior Analysis and Therapy Program in the Rehabilitation Institute. He received his Ph.D. (1999) and M.A. (1995) in Psychology from Louisiana State University, and a B.S. (1992) also in Psychology from the University of Florida. Dr. Ringdahl is a licensed psychologist in the state of Iowa. He currently serves as an Associate Editor for

the *Journal of Applied Behavior Analysis* and is currently an editorial board member for *Research in Developmental Disabilities* and *Education and Treatment of Children*. Dr. Ringdahl's research interests include functional analysis and treatment of severe behavior problems exhibited by individuals with developmental disabilities, stimulus preference assessments, functional communication training, and translational research in the area of behavioral momentum theory and behavioral economics. Dr. Ringdahl has published several peer-reviewed articles and has been a researcher on NIH-funded projects.

11:00   MABA Student Paper Symposium   ***BACB***
         Brandon M. Ring, Sigurdur O. Sigurdsson, Sean L. Eubanks, & Kenneth Silverman
         UMBC & The Johns Hopkins University School of Medicine
         Title: Reduction of noise levels in a job skills training program for unemployed adults with a history of drug addiction

         Elizabeth A. Kraljic, Tina M. Sidener, Sharon A. Reeve, & Kenneth F. Reeve
         Caldwell College
         Title: Effects of multiple schedules on the social approaches of special education students in public education classrooms

         Joshua Jessel, Lynn G. Bowman, & Ainsley Thompson
         Western New England University, Kennedy Krieger Institute, & the Johns Hopkins University School of Medicine
         Title: The utility of preference assessments to determine preferred and aversive stimuli

12:00   Lunch on your own

1:30   Invited Address   ***BACB***
         F. Charles Mace, Ph.D., *Nova Southeastern University*
         Introduced by: Katie Wiskow, *UMBC*
         Title: Bench-to-bedside: The imperative of translational research for behavior analysis

         Abstract: Dr. Mace's presentation will focus on contemporary developments in Behavioral Momentum Theory (BMT) and the translation of basic research findings to the development of clinical interventions. The fundamentals of BMT will be reviewed and recent research on BMT models of treatment relapse will be presented. The importance of bi-directional translational research will be emphasized along with the importance of close collaboration between basic and applied researchers to move both sectors of the field of behavior analysis forward.

         Dr. Mace is the Unicorn Children's Foundation Professor of Psychology and the Executive Director of Research and Clinical Operations for the Mailman Segal Center at Nova Southeastern University. Prior to joining the Nova faculty, Professor Mace held faculty positions at Lehigh University, Rutgers University, the University of Pennsylvania School of Medicine, the University of Wales and the University of Southern Maine. At each university, Professor Mace developed clinical programs for children with severe behavior disorders secondary to autism and other developmental disabilities that served as nationally recognized sites for research and post-graduate training. Professor Mace has published over 100 research papers and book chapters and his work is among the most highly cited in behavioral psychology. Nine of his papers are ranked as citation classics, having been cited well over 100 times each. In 2004, he was ranked 6th among all applied behavior analysts in research productivity for the period 1992-2001. His research has concentrated on the functional analysis of severe behavior disorders, behavioral momentum, and the Matching Law. In 1995, he received the prestigious Don F. Hake Award for Translational Research from the American Psychological Association. Considered a career achievement award, Professor Mace is the youngest person to have received the Hake award. Professor Mace is the Past-President of the Society for the Experimental Analysis of Behavior and a Fellow of the Association for Behavior Analysis International. He also serves on the editorial boards of several leading research journals and he was the Editor-in-Chief of the Journal of Applied Behavior Analysis (JABA) from 1999-2001. Currently, Professor Mace is the Editor for Translational Research for the Journal of the Experimental Analysis of Behavior. He has been the principal investigator for several state and federal research grants including the National Institute of Mental Health (NIMH), the National Institute of Child Health and Human Development (NICHD), the United States Office of Special Education Research (OSER), and the Welsh Office for Research and Development (WORD).

2:30   Invited Address   ***BACB***
         Jonathan L. Katz, Ph.D. *National Institutes of Health*
         Introduced by: Ashley Stromberg, *UMBC*
         Title: What is the place of behavior analysis with neuroscience in ascendency?

         Abstract: The ascendency of "behavioral neuroscience" as a leading scientific discipline has had many consequences, some beneficial and some regressive with regard to the study of behavior as a natural science. Among the benefits have been remarkable technological advances such as brain imaging and optogenetic control of Central Nervous System function. However, too often ensuing hypotheses and interpretations of behavior have regressive characteristics: they often lack parsimony, reify constructs, and inappropriately attribute agency. The laboratory study of drug abuse is a case in point. Substantial advances were made in the 1960s with the introduction of drug self-administration procedures, which resulted in the conceptualization of drug taking as an

example of operant behavior reinforced with drug injections. More recently, these procedures have been adapted by neuroscientists in attempts to model various aspects of popular conceptions regarding drug addiction, and to examine its CNS mechanisms. The regressive characteristics of hypotheses to account for findings reify unnecessary hypothetical constructs in a manner reminiscent of the drive-reduction theories of the 1940s. Accompanying studies of brain structure often commit the mereologic fallacy in which parts of an entity are imbued with actions or characteristics which are attributed appropriately only to the whole. In doing this, dualism is reinvigorated in the form of a hypothetical immaterial brain or substructure. Behavioral neuroscience views the functions of brain structures as proximal causes of behavior, but often leaves unexplained the determinants of brain function. Incorporating the role of the CNS within a behavior analysis approach that examines both proximal (CNS) and distal (environmental) influences on behavior will best serve neuroscience by eliminating regressive tendencies, and pointing to functional relations between the environment and behavior that are most deserving of neurobiological study.

Dr. Katz received his Ph.D. in psychology at the University of Maryland in 1978, studying with Dr. James E. Barrett. He obtained post-doctoral training in the Laboratory of Psychobiology at the Harvard Medical School studying with Dr. William H. Morse. Following that training he was a member of the research faculty of the Department of Pharmacology at the University of Michigan Medical School from 1980 to 1982. The next year he took a position in the Intramural Research Program of the National Institute on Drug Abuse, where he currently serves as Chief of the Psychobiology Section. In addition, Dr. Katz holds the position of Adjunct Associate Professor in the Department of Pharmacology and Experimental Therapeutics at the University of Maryland, School of Medicine. He has been funded with fellowships from the National Institute of Mental Health as well as grants and Intramural Research Program funding from the National Institute on Drug Abuse. He has published over 240 papers and is co-inventor on three patents. His current research interests are focused on understanding the behavioral and pharmacological mechanisms underlying the abuse of cocaine and the role of the sigma receptor in mechanisms of drug dependence.

3:30   Invited Address   ***BACB***
Mary Jane Weiss, Ph.D., BCBA-D, *Melmark*
Introduced by: Vaughn Willse, *UMBC*
Title: Fluency: An examination of clinical relevance, evidence limitations, and research questions in autism

Abstract: Individuals with autism often exhibit responses that can be described as dysfluent. Their motoric response chains are often laborious, their latencies to response can be excessive, and their durations on tasks are often longer than ideal. In recent years, clinicians have found the concept of fluency to be especially relevant to this population of learners. However, evidence is sparse and guidelines for intervention are few. We will explore the clinical relevance of this concept, the extant literature, and the unanswered questions about the application of this technology to individuals with autism.

Dr. Weiss is the Executive Director of Research at Melmark. Dr. Weiss also is a Professor at Endicott College, where she directs the Master's Program in ABA and Autism. She has worked in the field of ABA and Autism for over 28 years. She received her Ph.D. in Clinical Psychology from Rutgers University in 1990 and she became a Board Certified Behavior Analyst in 2000. She previously served as Director of Research and Training and as Clinical Director of the Douglass Developmental Disabilities Center at Rutgers University for 16 years. Her clinical and research interests center on defining best practice ABA techniques, evaluating the impact of ABA instruction in learners with autism, teaching social skills to learners with autism, matching the most effective treatments to learners with autism, training staff to be optimally effective at instruction, and maximizing family members' expertise and adaptation.

1. **Maranda A. Trahan, SungWoo Kahng, Jeanne Donaldson, & Matthew McNabney.** Using the behavioral model to manage behavioral and psychological symptoms of dementia (*The Johns Hopkins University & the Kennedy Krieger Institute*)
2. **Maranda A. Trahan, Jonathan C. Baker, Allison Jay, Vinh Dang, & Yash Manchanda**. Behavioral Gerontology Special Interest Group (*The Johns Hopkins University; Southern Illinois Universtiy, Carbondale; Univeersity of Colorado, Colorado Springs; & the Chicago School of Professional Psychology*)
3. **Cecilia L. Bergeria & Dan D. Holt**. Exercise addicts and delay discounting (*James Madison University*)
4. **Anthony DeFulio & Kenneth Silverman**. A therapeutic workplace for reinforcing naltrexone adherence: Data from three studies (*The Johns Hopkins University School of Medicine*)
5. **Vikram Madan, Anthony DeFulio, & Kenneth Silverman**. A comparison of two outcome measures in an operant drug abuse intervention study (*The Johns Hopkins Universtiy School of Medicine*)
6. **Michael W. Schlund, Sandy Magee, Michael F. Cataldo, Bethany L. Hafer, & Peter Franzen**. WATCH OUT! Temporal dynamics of threat seeking and threat avoidance in children (*Kennedy Krieger Institute, Johns Hopkins University School of Medicine, University of Pittsburgh School of Medicine, & University of North Texas*)
7. **Anita B. Delahay, Samantha L. Hardesty, Lynn G. Bowman, Sigurdur O. Sigurdsson, Marilyn Cataldo, Jennifer Ernest, & Tahlia Payne**. A behavioral analysis of therapeutic engagement in a human service setting (*Kennedy Krieger Institute, UMBC, & The Johns Hopkins University School of Medicine*)
8. **Rebecca L. Stern, Michelle A. Crawford-Frank, Samantha L. Hardesty, Sigurdur O. Sigurdsson, & Lynn G. Bowman**. Minimizing tally counter loss on an inpatient hospital unit (*Kennedy Krieger Institute, UMBC, & The Johns Hopkins University School of Medicine*)
9. **Emily K. Rubio, Carrie S. W. Borrero, Whitney E. Luffman, & Jessica R. Cox**. Pyramidal training in feeding: A replication and extension (*Kennedy Krieger Institute & the Johns Hopkins University School of Medicine*)
10. **Chelsea Cook, Jennifer Etzel, Qiess Rasouli, Kristen Stricks, & Susan Holt**. Staff preferences in visual layout of data collection systems (*The Ivymount School Autism Program*)
11. **Yaniz C. Padilla Dalmau, David P. Wacker, Patrick W. Romani, Jessica E. Schwartz, & Gregory P. Breznican**. Evaluation of choices by bilingual children with disabilities across social contexts: The role of stimulus and language preference (*Kennedy Krieger Institute & The University of Iowa*)
12. **ToniAnne Giunta, Sharon A. Reeve, Ruth M. DeBar, Jason C. Vladescu, & Kenneth F. Reeve**. A comparison of continuous and discontinuous data collection systems on the effect of learner performance during discrete trial teaching (*Caldwell College*)
13. **Alexis Somers, Tina M. Sidener, Ruth M. DeBar, & David W. Sidener**. Establishing stimulus control of mands for items and information in children with autism (*Caldwell College & The Garden Academy*)
14. **Eun Joo Lee**. The acquisition and generalization of conditional discrimination in answering wh-questions for a teenager with autism (*The Aurora School*)
15. **Molly Coyle & Eun Joo Lee**. The effect of stimulus control and participant choice within a functional analysis of aggression (*The Aurora School*)
16. **Timothy E. Gray, Theodosia R. Paclawskyj, & Marguerite D. Wakeman**. Using pre-session noncontingent reinforcement to enhance treatment outcomes for compliance and tolerance of hygiene routines (*Kennedy Krieger Institute & the Johns Hopkins University School of Medicine*)
17. **Celia Heyman, Jaclyn Hutton, Danielle Pestridge, Whitney Rheel, Beth Glasberg, & Frances Perrin**. College students with ASD: An area of behavior analytic need (*Rider University*)
18. **Arkadiy Akhtenberg, Marilyn Cataldo, Iser DeLeon, Tahlia Payne, & Nicole C. DeVos**. What would you do for a…? A comparison of preference assessment methods applicable to reinforcer-based treatment of problem behavior in an academic demand setting (*Kennedy Krieger Institute & the Johns Hopkins University School of Medicine*)
19. **Vivian Ibañez, Julie Worley, Margaret Alter, Melissa L. Gonzalez, & Tessa Taylor Rivet**. Reinforcer assessment in food refusal: Evaluating the potency and preference for functional reinforcers under increasing schedule requirements (*Kennedy Krieger Institute & the Johns Hopkins University School of Medicine*)
20. **Meghan Deshais, Cara Philips, & Jennifer Zarcone**. Conducting concurrent assessments: Beware the MO (*Kennedy Krieger Institute & the Johns Hopkins University School of Medicine*)

Reception