



MARYLAND ASSOCIATION FOR BEHAVIOR ANALYSIS
A Chapter of the Association for Behavior Analysis

14TH ANNUAL MEETING OF THE MARYLAND ASSOCIATION FOR BEHAVIOR ANALYSIS
INTERCONTINENTAL HARBOR COURT HOTEL, BALTIMORE, MARYLAND
FRIDAY, NOVEMBER 18, 2011
PRELIMINARY SCHEDULE

- 7:30 Registration & Continental Breakfast
- 8:30 Presidential Address – Whitehall Ballroom
Gregory Lieving, Ph.D., *West Virginia University Institute of Technology*
- 9:00 Invited Address ***BACB***
Maureen van Stone, Esq., M.S., *Kennedy Krieger Institute*
Introduced by: Jennie Landis, *UMBC*
Title: Restraint and seclusion: An overview of law and practice

Abstract: The topics of restraint and seclusion of children with disabilities are in the national spotlight. There are two proposed pieces of legislation, which have the disability community divided. If federal legislation on restraint and seclusion is passed by the 112th Congress, it will have significant consequences on what types of behavioral interventions can be implemented in our nation's schools. The goal of this presentation is to provide an overview of the proposed federal legislation, as well as what is required by the Individuals with Disabilities Education Act, Maryland regulations, and local policies. Attendees will have a better understanding of what is currently required by law and implemented in practice.

Mrs. van Stone is an attorney with Maryland Volunteer Lawyers Service and the director of Project HEAL (Health, Education, Advocacy, and Law) at Kennedy Krieger Institute (KKI). Maureen represents low-income patients and families at KKI in matters related to the delivery of special education and related services in the public school system, as well as family law, public benefits, and housing. Maureen is also the Associate Director of the Maryland Center for Developmental Disabilities at KKI. Maureen earned a bachelor's degree in psychology at the University of Southern California, a master's degree in developmental psychology at The Johns Hopkins University, and a Juris Doctor at Whittier Law School, with a concentration on children's legal issues. Prior to law school, Maureen worked as a clinician on the Neurobehavioral Unit in the Department of Behavioral Psychology at KKI for six years.

- 10:00 Invited Address ***BACB***
Leonard Green, Ph.D., *Washington University*
Introduced by: Joshua Jessel, *UMBC*
Title: How many impulsivities? A discounting perspective

Abstract: People discount the value of delayed or uncertain outcomes. How steeply individuals discount is thought to reflect how impulsive they are. From this perspective, steep discounting of delayed outcomes (which fails to maximize long-term welfare) and shallow discounting of probabilistic outcomes (which fails to adequately take risk into account) reflect similar decision-making processes and also reflect the same trait of impulsivity. However, several manipulations differentially affect delay and probability discounting, and correlational studies show that how steeply one discounts delayed rewards is relatively independent of how steeply one discounts probabilistic rewards. Thus, calling them both 'impulsivity' may serve only to indicate that they can both cause people real problems. People reportedly discount delayed rewards on a time scale of weeks or months rather than seconds as in animals, but when choices involve real, consumable rewards, people are as impatient as animals. Interestingly, correlational analyses reveal people's discounting of real, consumable rewards on a small time scale and hypothetical money on a large time scale are uncorrelated, suggesting that even within delay discounting, there may be multiple 'impulsivities,' each of which is important for understanding a different aspect of decision-making.

Dr. Green received his undergraduate degree from the City College of New York (CCNY) and his PhD from the State University of New York at Stony Brook. After completing post-doctoral research, Dr. Green ventured west of the Mississippi (although he thought he was still east of the river) where he is now Professor of Psychology at Washington University in St. Louis. He also serves as Director of Undergraduate Studies for the Psychology Department.

Dr. Green's research concerns choice and decision-making in rats, pigeons, and people, with a particular interest in models of self-control, impulsivity, choice and decision-making, and basic learning processes. In addition, he is one of the developers of 'behavioral economics,' a transdisciplinary field that combines the experimental methodology of psychology with the theoretical constructs of economics. He has published over 150 articles and book chapters, is co-author of the book *Economic Choice Theory: An Experimental Analysis of Animal Behavior* (Cambridge University Press), and editor of *Advances in Behavioral Economics*, the third volume of which is subtitled *Substance Use and Abuse*. He has been Editor of the *Journal of the Experimental Analysis of Behavior*, Associate Editor of the *Pavlovian Journal of Biological Science*, and Consulting Editor for *Behavior and Philosophy*. Dr. Green's research has been funded by the National Institutes of Health, National Institute on Aging, and the McDonnell Center for Higher Brain Function. He served on the Executive Board of the Society for the Quantitative Analysis of Behavior (SQAB), was President of the Society for the Experimental Analysis of Behavior, and was recently elected a Fellow of the Association for Behavior Analysis International (ABAI) and the Association for Psychological Science (APS). Len also is on the Board of MO-FEAT, Missouri Families for Effective Autism Treatment.

11:00 Invited Address
Michael F. Cataldo, Ph.D., Kennedy Krieger Institute
Title: A tribute to Joseph V. Brady

11:30 Lunch on your own

1:00 Invited Address ***BACB***
Gregory Hanley, Ph.D., BCBA-D, Western New England University
Introduced by: Leora Wagner, *UMBC*
Title: Assessment and treatment of pediatric sleep problems

Abstract: Addressing sleep problems of children can be challenging, and when left unaddressed, sleep problems can worsen other behavior problems while also making learning in school difficult. The goal of this presentation is to describe an assessment and treatment model that addresses common pediatric sleep problems. Factors that worsen and improve children's ability to achieve age-appropriate amounts of sleep will be described as well as evidence-based strategies for addressing common sleep problems such as nighttime routine noncompliance, interfering behavior (crying, playing, or calling out from bed), and difficulties falling asleep or staying asleep. As a result, attendees will have a better understanding of how family members and support staff can work as a team to promote the healthy sleep of the children in their care.

Dr. Hanley has been applying the principles of learning to improve socially important behaviors of children and adults with and without disabilities for over 20 years. He worked and trained at the Spurwink School, the Groden Center, and the Kennedy Krieger Institute, was degreed at the University of Florida, was tenured at the University of Kansas, and is currently an Associate Professor of Psychology and Director of the Behavior Analysis Doctoral Program at Western New England University and an Adjunct Professor of Psychiatry at the University of Massachusetts Medical School. Dr. Hanley has published over 60 articles in peer-reviewed journals in areas such as the assessment and prevention of problem behavior, teaching tactics for young children, and evidence-based values. Dr. Hanley is a Fellow of the American Psychological Association (Division 25), the Editor of *Behavior Analysis in Practice (BAP)*, and a past Associate Editor of *The Behavior Analyst*, the *Journal of Applied Behavior Analysis*, and *BAP*.

2:00 MABA Student Paper Symposium ***BACB***
Ashley Johnston, Ruth M. DeBar, Sharon A. Reeve, Tina Sidener, & Jason Vladescu
Caldwell College
Title: The effects of video modeling on social commenting by children with autism during a board game

David P. Jarmolowicz, Warren K. Bickel, Chris Franck, Cassie Carrin, E. Terry Mueller, & Kirstin M. Gatchalian
Advanced Recovery Research Center, Virginia Tech Carilion Research Institute

Title: Discounting: Delayed reinforcers for me, delayed reinforcers for us, and probabilistic reinforcers

Joshua Jessel, SungWoo Kahng, Nicole L. Hausman, Lily Darnell, & Jonathan Schmidt
Kennedy Krieger Institute & the Johns Hopkins University School of Medicine
Title: Assessment of false-positive outcomes in functional analyses of severe problem behaviors

3:00 Break

3:15 Invited Address ***BACB***
Allen Neuringer, Ph.D., Reed College
Introduced by: Allison Tetreault, *West Virginia University*
Title: The more-or-less voluntary operant

Abstract: Operant responses are said to be voluntarily emitted and contrasted with elicited reflexes, conditioned and unconditioned. But some operants appear to be more voluntary than others – think addiction and compulsion versus artistic or scientific activities. Research on control by reinforcers over *levels* of variability will help us better to understand the voluntary nature of the operant, and the voluntary continuum. Reinforcers and discriminative stimuli precisely control levels of response variability, from stereotypy to random emission. I will provide an overview of research on reinforced variability, with emphasis on recent work both in the operant field and elsewhere. I will also discuss real-world applications relevant to shaping, creativity, problem-solving, and behavioral pathologies.

Dr. Neuringer obtained his B.A. from Columbia College in 1962 (Fred Keller taught his Intro Psych class), his Ph.D. from Harvard University in 1967 (Richard Herrnstein advised his thesis), and taught at Reed College in Portland, Oregon from 1970 until his retirement as MacArthur Professor of Psychology in 2008. He continues to teach Functional Variability as emeritus professor. His research has shown that pigeons can discriminate among musical episodes, e.g., Bach versus Stravinsky; that pigeons' self control is governed in ways similar to Walter Mischel's children; and that rats and pigeons will respond for food reinforcers even when food is freely available, sometimes referred to as contra freeloading. He has also published on the possibilities of self experimentation. Since the early 1980's his research has focused on reinforced variability – its characteristics, implications, and applications. He lives at the Ridge, a forested area in western Oregon, in a house he built with Martha, his spouse, and Reed students; and plants trees and feeds wild birds.

4:15 Invited Address ***BACB***

Patrick Friman, Ph.D., ABPP *Boys Town & the University of Nebraska School of Medicine*

Introduced by: Kaitlin Balka, *UMBC*

Title: Behavior analysis in the mainstream of everyday life: Five examples

Abstract: Skinner's vision for behavior analysis was that it would become a mainstream science pertinent both the minor and major problems of everyday human life. Clearly his vision has not been realized. Behavioral analysis has produced extraordinary findings in its basic domain and made multiple major contributions in several applied domains—but the best known of these contributions have been in one tail of the normal distribution of human problems (e.g., developmental disabilities). General applicability of behavior analysis to human problems is still seen as very limited by those outside the field. If behavior analysis is to become a mainstream science it will simply have to address more mainstream problems. Potential examples are virtually limitless. This presentation will cover a selection of target areas that have either benefited from or could benefit from behavior analysis and that are extensive both in terms of the frequency of their occurrence and their relevance to mainstream human life. They include male fertility, early child behavior problems, urinary incontinence, anxiety, and littering

Dr. Friman received his Ph.D. from the University of Kansas. He is the current Director of the Boys Town Center for Behavioral Health and a Clinical Professor in the Department of Pediatrics at the University of Nebraska School of Medicine. He was formerly on the faculties of Johns Hopkins, University of Pennsylvania, and Creighton Schools of Medicine. He was also formerly the Director of the Clinical Psychology Program at University of Nevada as well as the Associate Chairman of the Department of Psychology. He is the former Editor of the *Journal of Applied Behavior Analysis* and former President of the *Association for Behavior Analysis International*. He is also on the editorial boards of eight peer reviewed journals. He has published more than 180 scientific articles and chapters and three books. The primary focus of his scientific and clinical work in is in the area of Behavioral Pediatrics and Behavioral Medicine. Dr. Friman's work in behavioral pediatrics has concentrated on the gap between primary medical care for children on one side, and referral-based clinical child psychological and psychiatric care, on the other. A secondary focus is on adolescent behavior and development an example of which is DVD presentation on *Adolescence and Other Temporary Mental Disorders*. He also specializes in consultation regarding workplace issues such as motivation, dealing with difficult people, change, and pathways to success. As an example of the impact of his work, following a publication on child sleep problems, the American Medical Association invited him to headline a press conference in New York City where he was presented to the press by the Surgeon General of the United States.

1. **Sean L. Eubanks, Sigurdur Sigurdsson, Anthony DeFulio, Kenneth Silverman, & Danielle K. Brown.** Teaching unemployed drug dependent adults medical transcription vocabulary (*The Johns Hopkins University School of Medicine & UMBC*)
2. **Emily Kate Rubio & Sigurdur Sigurdsson.** Effects of a visual prompt on proper dish storage in a pediatric feeding disorders unit (*UMBC & Kennedy Krieger Institute*)
3. **Sigurdur O. Sigurdsson, Brandon M. Ring, & Alexa Garcia.** Analysis of undergraduate students discounting-like behaviors in an occupational risk-taking study (*UMBC*)
4. **Aimee F. Giles, Keegan C. Kowcheck, Claire C. St. Peter, & Sacha T. Pence.** Evaluation of a DTT training package in a large-group format (*West Virginia University*)
5. **G. David Smith, Joseph V. Lambert, & Zachary Moore.** Effect of target behavior description on the reliability and accuracy of measurement (*The Vista School & University of the Sciences*)
6. **Peter Causey, Anthony DeFulio, & Kenneth Silverman.** Earning, spending, and drug use in a therapeutic workplace (*The Johns Hopkins University School of Medicine*)
7. **Melissa J. Allman, Suresh E. Joel, James J. Pekar, Warren H. Meck, Michael F. Cataldo, & Martha B. Denckla.** fMRI reveals differences between the brains of children with and without autism when they are timing short and long durations (*Kennedy Krieger Institute, the Johns Hopkins University School of Medicine, & Duke University*)
8. **Michael W. Schlund, Erika E. Forbes, Thomas Olino, Michael F. Cataldo, & Katie Healey.** Assessing motivational deficits ('wanting') and anhedonia ('liking') in depression with a progressive ratio task and ratings of reward value (*The Johns Hopkins University School of Medicine, Kennedy Krieger Institute, University of Pittsburgh School of Medicine, & University of North Texas*)
9. **Michael W. Schlund, Sandy Magee, Caleb Hudgins, & Michael F. Cataldo.** Neuroimaging threat and avoidance neurocircuitry in humans: What we know, don't know, and probably should know (*The Johns Hopkins University School of Medicine, Kennedy Krieger Institute, & University of North Texas*)
10. **Michael W. Schlund & Michael F. Cataldo.** Neuroimaging reward dysfunction in depression: Reducing unpredictable punishment increases activation in reward processing regions (*The Johns Hopkins University School of Medicine & Kennedy Krieger Institute*)
11. **Michael W. Schlund, Sandy Magee, Caleb Hudgins, & Michael F. Cataldo.** Coupling neuroimaging and free-operant methods to track changes in behavior and brain activation over extended time periods: A novel approach for highlighting functional abnormalities (*University of North Texas, the Johns Hopkins University School of Medicine, & Kennedy Krieger Institute*)
12. **Kelly A. Carlile, Sharon A. Reeve, Ruth M. DeBar, & Kenneth F. Reeve.** Teaching leisure skills with an iPod Touch Activity Schedule (*Caldwell College*)
13. **Elissa Schwartz, Karena Rush, & Melissa Horger.** The identification of potential reinforcers for infants using direct assessment and parent report (*Millersville University*)
14. **Sarah Birch, Karena Rush, Bruce Mortenson, & Julia Daly.** The inhibitory effects of augmented communication on verbal behavior of children with autism (*CUNY Graduate Center, Millersville University, Towson University, & Penn State University*)
15. **Melissa Horger, Karena Rush, Bruce Mortenson, Elissa Schwartz, & Sarah Birch.** An evaluation of the forced-choice preference assessment with typically functioning toddlers (*Millersville University, Towson University, & CUNY Graduate Center*)
16. **Jennie D. Landis, John C. Borrero, Carrie S. W. Borrero, & Margaret Alter.** Approximating schedules of reinforcement during caregiver-fed meals (*Kennedy Krieger Institute, UMBC, & the Johns Hopkins University School of Medicine*)
17. **Caitlin E. Klinzman, Brian Dudley, & Melissa L. Gonzalez.** Stimulus fading to increase cup drinking (*Kennedy Krieger Institute*)
18. **Timothy E. Gray, R. Justin Boyd, Ifat Bilitzer, & Patricia Kurtz.** Examining the utility of evaluating multiple treatment components within competing stimulus assessments (*Kennedy Krieger Institute & the Johns Hopkins University School of Medicine*)
19. **Whitney Luffman, Matt Alcalá, Morgan Kemmeries, Minela Subasic, & Carol Pilgrim.** Using class-specific reinforcers and responses with conditional discrimination training and recombinative generalization with children (*University of North Carolina Wilmington*)
20. **Hannah Frank & Sandra Bishop.** The effectiveness of executive functioning checklists for improving executive skills in autistic children and adolescents (*B.A.S.I.C.S ABA Therapy, LLC*)
21. **Kaitlin E. Balka, SungWoo Kahng, Nicole L. Hausman, & Erin Schaller.** Discriminated functional communication for attention: Evaluating fixed and random schedules of reinforcer availability (*UMBC, Kennedy Krieger Institute, & the Johns Hopkins University School of Medicine*)
22. **Mary K. Gemp, Natalie Rolider, & Mandy Park.** The use of a self-restraint preference assessment on restraint fading (*Kennedy Krieger Institute*)
23. **Jennifer Cronin, Kathleen O'Brien, & Karen Parenti.** How teaching program staff American Sign Language decreased maladaptive behaviors in an individual with a hearing impairment and developmental disabilities (*Bancroft*)
24. **Daniel D. Holt, Jessica G. Irons, Bryan K. Saville, Trevor F. Stokes, & Tracy E. Zinn.** Behavior analysis at James Madison University (*James Madison University*)
25. **Ethan S. Long, Rorie Hutter, Peggy Halliday, & Cresse M. Morrell.** Virginia Institute of Autism (*Virginia Institute of Autism*)

Reception & Behavior Side Stories