

21ST ANNUAL MEETING OF THE MARYLAND ASSOCIATION FOR BEHAVIOR ANALYSIS
HILTON BALTIMORE, BALTIMORE, MARYLAND
THURSDAY, 06 DECEMBER 2018
WORKSHOP SCHEDULE

7:30 Registration
 Key South Foyer (2nd Floor, Hilton)
 Workshop Location: Key Ballroom 7-8 (Hilton)

9:00-12:00 **Title:** Verbal Behavior-Milestones and Placement Program: How to do It and Make the Most of It
BACB*APA
Ruth DeBar, Ph.D., BCBA-D, LBA, *Caldwell University*

Abstract: The Verbal Behavior-Milestones Assessment and Placement Program (VB-MAPP) is a criterion-referenced assessment based upon children of neuro-typical development which assesses foundational skills from birth to four years of age. The VB-MAPP also assesses language using BF Skinner's taxonomy across the basic verbal operants and can be used to identify barriers that compete with skill acquisition. The VB-MAPP can be useful for developing individualized programs for individuals with autism spectrum disorder (ASD). Practitioners with understanding of the basic principles of applied behavior analysis can be taught to administer the VB-MAPP. The focus of this workshop will be to learn about the VB-MAPP, how to administer it, how to score it, and to use guide a development of a program. Attendees will be provided with resources and given opportunities to practicing scoring some Milestone targets and to develop a program based upon Milestone assessments and Barriers outcomes.

Dr. Ruth DeBar is a Doctoral-level Board Certified Behavior Analyst and a Licensed Behavior Analyst. Dr. DeBar is Professor from Caldwell University where she teaches in the Department of Applied Behavior Analysis. She also serves as a Clinical Supervisor for the Center for Autism and Applied Behavior Analysis at Caldwell University. She earned her Master's degree from Northeastern University via The New England Center for Children and completed her Ph.D. at The Ohio State University. She has published several peer-reviewed articles in journals like *Behavior Analysis in Practice* and in the *Journal of Applied Behavior Analysis* and has lead professional workshops on various topics relevant to serving individuals diagnosed with autism spectrum disorders. Her current research interests include functional behavior assessment, preference, choice, social validity and use of video-based instruction to teach a range of adaptive skills including social skills, vocational skills and engagement in exercise.

1:30-4:30 **Title:** Functional Behavioral Assessment and Function-Based Prevention and Intervention
BACB*APA
Claudia L. Dozier, Ph.D., BCBA-D, *University of Kansas*

Abstract: Behavior disorders exhibited by individuals with intellectual and developmental disabilities pose challenges to instruction or place them and others at risk. Three general approaches are used to conduct functional behavioral assessments (FBAs) for the purpose of determining maintaining variables for problem behavior (Iwata, Kahng, Wallace, & Lindberg, 2000). These approaches include anecdotal (indirect) methods, descriptive (naturalistic) analysis, and functional (experimental) analysis. Results of FBAs are then used to develop a function-based intervention to reduce the occurrence of problem behavior (Hagopian, Dozier, Rooker, & Jones, 2012). Several general categories of function-based treatments have been shown to be effective including antecedent interventions, extinction, and differential reinforcement. Furthermore, recent research suggests that environments may be set up that are based on the common functions of problem behavior and empirically-validated environmental interventions in an attempt to prevent the occurrence of problem behavior (e.g., Hanley et al., 2007). In the current workshop, general approaches to FBAs and the challenges of these methodologies will be addressed. In addition, recent research addressing these assessment challenges and the resulting modified FBA methodologies will be discussed. Furthermore, prevention procedures will be reviewed that are based on the outcomes of previous research

in the area of assessment and treatment of problem behavior. Finally, individualized intervention procedures and procedures for programming for maintenance and generalization will be reviewed.

Dr. Claudia Dozier is an associate professor in the department of Applied Behavioral Science at the University of Kansas and a Board Certified Behavior Analyst. Dr. Dozier's current area of research is in assessment, treatment, and prevention of problem behavior in children with and without development disabilities and adults with developmental disabilities. Dr. Dozier is the faculty supervisor for a preschool program and an early intensive behavioral intervention program in the Edna A. Hill Child Development Center at the University of Kansas. She and her graduate students also consult on behavioral services provided to a large residential facility serving adults with disabilities. She is an associate editor for the *Journal of Applied Behavior Analysis* and serves on the editorial boards of several other behavioral journals.