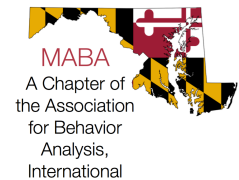


MARYLAND ASSOCIATION FOR BEHAVIOR  
ANALYSIS

A Chapter of the Association for  
Behavior Analysis

Maryland Association for  
Behavior Analysis



**21<sup>st</sup> Annual Conference | 07 December 2018 | Baltimore, MD**

**EVENT DETAILS**

**KEY BALLROOM 5-8**

**DECEMBER 07: 8:30 am – 6:30 pm**

- 7:30 am Registration & Continental Breakfast |
- 8:30 am Jolene Sy, Ph.D., BCBA-D | *UMBC*
- 9:00 am Janet S. Twyman, Ph.D., BCBA-D, LBA |  
*Center on Innovations in Learning* | **\*BACB\*APA\***
- 10:00 am Carole Van Camp, Ph.D., BCBA-D |  
*University of North Carolina at Wilmington* |  
**\*BACB\*APA\***
- 11:00 am Carol Pilgrim, Ph.D. |  
*University of North Carolina at Wilmington* |  
**\*BACB\*APA\***
- 12:00 pm Lunch on your own
- 1:30 pm Claire St. Peter, Ph.D., BCBA-D |  
*West Virginia University* | **\*BACB\*APA\***
- 2:30 pm Dorothea C. Lerman, Ph.D., BCBA-D |  
*University of Houston Clear Lake* | **\*BACB\*APA\***
- 3:30 pm Panel: Moderated by  
Jennifer R. Zarcone, Ph.D., BCBA-D |  
*May Institute* | **\*BACB\*APA\***
- 4:30 pm Poster Session, Sponsor Expo &  
Reception  
(Key South Foyer, 2nd Floor, Hilton)

**Continuing Education  
Instructions (CEs)**

This year we will be using  
an online system to track  
attendees' CEs.

Please enter your Name,  
Email, and Affiliation as  
directed.

Select whether you need  
credits for: BACB, APA, or  
both.

Check in/out codes will be  
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and conclusion of each talk.

Attendees must check in  
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of each talk and check out  
during the last 10 minutes.

CEs must be purchased  
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You will not receive credit  
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is an approved ACE  
provider for Type 2 CE  
Events. Please locate a  
MABA staff member for  
assistance at the CE table in  
the foyer.

INVITED SPEAKERS

9:00-10:00

**The Teaching Machine in the Digital Age: The Convergence of Education, Technology, and Behavior Analysis**

Introduced by: Shelby Potter, *UMBC*



**Janet S. Twyman**  
*Center on Innovations  
in Learning*

Behavior analysis has had a role in effective, efficient education “technology” since Skinner’s development of the teaching machine in the 1950’s. Major contributions in behavioral education—such as Skinner’s technology of teaching, Keller’s personalized systems of instruction, Markle’s instructional design and concept formation, Lindsley’s precision teaching, Heward’s active student responding, Johnson & Layng’s generative instruction—have provided a foundation for meaningful, system-wide change in teaching and learning. Recent substantial changes in education policy and practice, such as personalized learning and competency-based education, share critical features with behavior analysis. The explosion of digital technologies, an increased understanding of their capabilities, and a newfound emphasis on measurement and analytics enhance our ability to improve student learning and enhance teacher expertise. Behavior analysts can leverage advances in learning science and digital tools to make teaching and learning more efficient, more effective, more enjoyable, and applicable to a larger set of learning areas. We will examine various instructional technology tools while discussing the congruence between behavior analysis and enhanced opportunities in education for greater learning and better outcomes for all.

10:00-11:00

**Physical Activity in Children: Measurement, Assessment, and Intervention**

Introduced by: Sodany Huy, *UMBC*



**Carole Van Camp**  
*University of North  
Carolina-Wilmington*

Physical activity is linked to better health outcomes for all individuals; as such, the Center for Disease Control have recommended that children engage in 60 minutes of moderate-to-vigorous physical activity (MVPA) per day. In this presentation I will describe research focusing on a) identifying objective, reliable, and practical measures of physical activity including (direct observation, pedometers, accelerometers, and heart rate monitors), b) determining individualized criteria MVPA, and c) evaluating the effectiveness of interventions to increase physical activity.

## INVITED SPEAKERS

11:00-12:00

### **Translational Research and Stimulus Equivalence: A Case Study in the Benefits of Integrated Basic, Applied, and Conceptual Behavior Analysis**

Introduced by: Breanna Burns, *UMBC*



**Carol Pilgrim**  
*University of North  
Carolina-Wilmington*

There can be little doubt that Sidman's original definition of stimulus equivalence (Sidman & Tailby, 1982), based on the mathematical properties of reflexivity, symmetry, and transitivity, provided a critical starting point for a behavior-analytic examination of complex human repertoires often described in cognitive terms. As important as this starting point has proved to be, recent findings in equivalence research indicate that the original definition may not capture well the full range of emergent behavior patterns that are possible. Restricting ourselves to only those mathematical properties may underestimate the power and the promise of equivalence approaches for understanding and establishing necessary functional skills. This talk will review the basic equivalence approach, and then provide examples of emergent patterns that go far beyond the properties of reflexivity, symmetry, and transitivity. In doing so, the talk will highlight the benefits of lessons learned in applying equivalence approaches for basic science, and the potential that lies in application of new laboratory findings for furthering the impact of equivalence approaches.

1:30-2:30

### **Supporting Teachers as Behavioral Engineers: Creating High-Quality Trainings for School Contexts**

Introduced by: Revae Boykins, *UMBC*



**Claire St. Peter**  
*West Virginia  
University*

American teachers are increasingly asked to manage difficult behavior in the classroom, and consistently report feeling unprepared to do so. To have the greatest positive impact on child behavior, teachers must be able to implement high-quality, empirically based interventions. Behavior analysts can assist teachers by determining teachers' skill sets and the fidelity with which teachers implement procedures. These fidelity data can serve as quality indicators as teachers receive additional training. Data from our research group suggests that teachers need frequent training and supports to become successful implementers. To sustain behavior-analytic practice in schools, our trainings must meet both our quality standards and be "do-able" for school districts. I will describe three ways that behavior analysts can adapt well-established behavioral skills training to increase our impact in educational contexts.

**SAVE THE DATE!**

**Please join us for our Annual Meeting on December 5-6, 2019!**

## INVITED SPEAKERS

2:30-3:30

### Soaring Beyond the Nest: Preparing Individuals with Autism for Life After High School

Introduced by: Caitlyn Malone, *UMBC*



**Dorothea Lerman**  
*University of  
Houston-Clear Lake*

An increasing number of individuals with autism are entering adulthood without adequate preparation for successful transitions to work or college. Behavior analysts have much to offer these individuals as they prepare for life after high school. This presentation will provide an overview of skills critical to success in maintaining employment and for successfully navigating post-secondary education environments. The presentation will focus on how to assess and teach effective social skills in work and college settings. Outcomes of research and practice for teaching job-related social skills and for providing supports to college students with autism will be described.

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3:30-4:30

### Panel: Women as Leaders in Behavior Analysis

Moderated by: Jennifer Zarcone, *May Institute*

This year at MABA we will have several prominent women in our field sharing their research and knowledge in behavior analysis as keynote speakers. In addition to their presentations, there will be a panel that will focus on the successes and barriers that they have each experienced as they have developed into leaders in our field. Specifically, we will be learning about barriers to success in their roles as clinicians, academics, researchers, and administrators. The panel will also discuss ways that the members have been able to strike a balance between their careers, family, and other demands. Finally, the panel will also provide attendees with information on how to move effectively into leadership positions in our field.

**Join us for the Reception, Sponsor Expo & Poster Presentation  
immediately following the conference.**

**Thank you to all members for supporting MABA!**



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**Be sure to visit sponsor tables in the foyer for more information.**

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The Center for Autism and Related Disorders, LLC (CARD) is the world's largest provider of top-quality, evidence-based autism treatment, effectively treating individuals of all ages who are diagnosed with autism spectrum disorder (ASD). With both domestic and international reach, CARD touches the lives of thousands of individuals affected by ASD and their families. Through a network of highly trained behavior analysts, behavior technicians, and researchers, CARD develops and implements quality, comprehensive, and individualized treatment programs, which lead to success and, in some cases, recovery.

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Positive behavior support is an individualized, research-based process that incorporates the principles of applied behavior analysis (ABA) as well as person and family-centered practices. Our overarching goal is to produce lasting changes in the quality of life of the people we serve. PBS Corp. provides ABA therapy that involves conducting a comprehensive assessment to develop interventions in collaboration with family members, educators, direct services providers, and others caring for the individual.

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- Online behavior plans to speed up plan development
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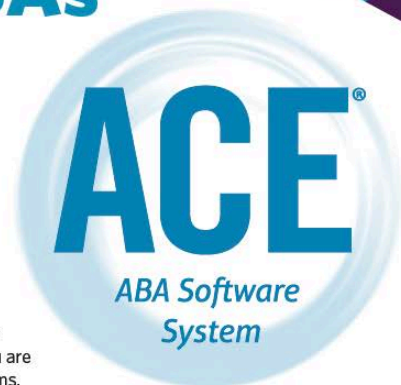
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