

MARYLAND ASSOCIATION FOR BEHAVIOR ANALYSIS

A Chapter of the Association for Behavior Analysis,
International

22nd ANNUAL MEETING
DECEMBER 5-6, 2019
Baltimore Hilton

Maryland Association for
Behavior Analysis



A Chapter of
the Association
for Behavior
Analysis,
International

WORKSHOP DETAILS

Workshop Schedule

Key Ballroom 5-6

December 5, 2019 8:00 AM - 4:00 PM

8:00 AM Registration & Breakfast
(Key Ballroom 7-8)

9:00 AM Janet Twyman, Ph.D., BCBA-D, LBA
Center on Innovations in Learning | ***BACB*APA***

12:00 PM LUNCH

1:00 PM Evelyn Gould, Ph.D., BCBA-D, LABA
Harvard Medical School | ***BACB*APA***

Denisha Gingles, M.S., BCBA, LBA
Signature Behavior Analytic Services

Coffee Break (Key Ballroom 7-8)

SAVE THE DATE!
Please join us for our
Annual Meeting on
December 3-4, 2020!

MARYLAND ASSOCIATION FOR BEHAVIOR ANALYSIS

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22nd ANNUAL MEETING
DECEMBER 5-6, 2019
Baltimore Hilton

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Behavior Analysis



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International

CONFERENCE DETAILS

Conference Schedule

Key Ballroom 5-6

December 6, 2019 8:30 AM - 7:00 PM

- | | |
|----------|--|
| 7:30 AM | Registration & Breakfast
(Key Ballroom 7-8) |
| 8:30 AM | Presidential Address: Lynn Bowman, M.A., BCBA, LBA
(Key Ballroom 5-6) |
| 9:00 AM | Ellie Kazemi, Ph.D., BCBA-D
<i>California State University-Northridge</i> *BACB*APA* |
| 10:00 AM | Valerie M. Volkert, Ph.D., BCBA-D
<i>Marcus Autism Center</i> *BACB*APA* |
| 11:00 AM | Jeffrey H. Tiger, Ph.D., BCBA-D
<i>Marquette University</i> *BACB*APA* |
| 12:00 PM | Lunch on your own |
| 1:30 PM | Thomas S. Critchfield, Ph.D.
<i>Illinois State University</i> *BACB*APA* |
| 2:30 PM | Break (Key Ballroom 7-8) |
| 3:00 PM | Bethany R. Raiff, Ph.D., BCBA-D
<i>Rowan University</i> *BACB*APA* |
| 4:00 PM | Iser G. DeLeon, Ph.D., BCBA-D
<i>University of Florida</i> *BACB*APA* |
| 5:00 PM | Reception, Expo, & Posters
(Key Ballroom 7-8) |

SAVE THE DATE!
Please join us for our
Annual Meeting on
December 3-4, 2020!

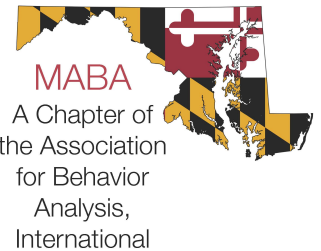
MARYLAND ASSOCIATION FOR BEHAVIOR ANALYSIS

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International

22nd ANNUAL CONFERENCE & WORKSHOPS
DECEMBER 5-6, 2019

Baltimore Hilton

Maryland Association for
Behavior Analysis



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This year we will be using CEUHelper (available for download [here](#)). WIFI access is not necessary to use the app. Be sure to check in within the first 10 minutes of each talk and check out during the last 10 minutes. You will not receive credit if you do not check in/out at the appropriate times. MABA is an approved ACE provider for Type 2 CE Events. Please locate a MABA staff member for assistance at the registration table in the foyer.

CEs must be purchased separately and may not be purchased after 1/17/20. If you have not purchased CEs yet, you can purchase them on the MABA website until that date.



Workshop 1

Integrating Technology into Practice: Who, What, Why, When, Where, How.

Modern digital technologies such as apps, hardware, and adaptive devices can help persons with autism (and all students) learn new skills and provide opportunities for practice, application, and problem-solving. These tools can individualize learning, and help learners schedule their day, participate in socialization opportunities with peers close by or across the globe, and even help them find a voice. Teachers and parents now can know in “real time” what’s been learned or what might need more attention. Learners reap greatest benefit from technology when their teachers apply knowledge of behavioral concepts/principles to select and use these tools. Yet educators still say, “I’d like to use more technology in my teaching, but I’m not sure what or how.” “My learner likes playing on the tablet, but how can I make it more educational?” An attempt to address these familiar quandaries will be made via interactive demonstrations of digital technologies and suggestions on how to maximize their effectiveness in an instructional setting. Several digital and hardware technology tools will be reviewed within the categories of instruction/academics, social skills/behavior management, organizational/productivity, and communication/collaboration. During demonstrations and interactive activities participants will learn about various applications and tools, identify any correspondence with evidence-based behavioral principles, and evaluate if and how each might be useful in their instructional context.

Dr. Janet Twyman is an education innovator, thought leader, and founder of blast: A Learning Sciences Company. She’s also the Director of Innovation and Technology for the Center on Innovations in Learning, Associate Professor of Pediatrics at the Univ. of Mass. Medical School, and formerly the Vice President of Instructional Development, Research, & Implementation at Headsprout. Her numerous articles, book chapters, and presentations cover behavior analysis, instructional design, technology, and educational systems; she also co-edited two books on educational innovation and personalized learning. She has presented to and worked with education systems, organizations, and institutions over 50 states and countries, including speaking about technologies for diverse learners and settings at the United Nations. She serves on several boards and committees, and co-chairs the education group for the Cambridge Center for Behavioral Studies. In 2007-08 she served as the President of the Association for Behavior Analysis and in 2014 was named an ABAI Fellow. For her distinguished contributions to educational research and practice she received the 2015 Wing Award for Evidence-based Education and the 2017 American Psychological Association Division 25 Fred S. Keller Behavioral Education Award.



Workshop 2 Diversity and Equity in ABA

The topic of diversity is gaining increased attention from within the field of Behavior Analysis, however, more than discussion and values statements are needed to facilitate widespread behavior change. This workshop will highlight current literature and existing disparities within ABA, and identify specific actions that might move us towards a more diverse and equitable field. Participants will explore issues of representation and justice, including issues related to privilege and oppression within the field of ABA, via didactic instruction, targeted small and large group discussions, and a variety of experiential exercises. Ethical considerations for working with diverse populations will be discussed, and issues that arise when cultural and diversity variables are ignored, are explored. Participants will be asked to consider the role of private events, specifically verbal behavior (including rule-deriving and rule-following) and experiential avoidance, in the development and maintenance of oppression and inequity. Finally, participants will be empowered to create their own personal committed action plan to establish meaningful behavior change that directly benefits clients, colleagues and beyond.

Dr. Gould is a Clinical Behavior Analyst and Research Associate at the Child and Adolescent OCD Institute (OCDI-Jr), at McLean Hospital | Harvard Medical School. The OCDI-Jr is a residential and partial hospitalization program for children and adolescents struggling with treatment refractory OCD and related disorders. Evelyn has extensive experience working with families of children with autism and other learning and behavior challenges across settings, and is a clinical consultant for FirstSteps for Kids in Los Angeles, and the New England Center for OCD and Anxiety in Boston. Evelyn is actively involved in research on parent and practitioner training, clinical assessment and treatment design, and behavioral interventions for parents and children. She is also passionate about social justice and addressing issues of diversity and equity within Behavior Analysis and beyond. Evelyn is actively involved in a variety of Special Interest Groups and Task Forces within the ABAI and ACBS communities, and is an Associate Editor of the Journal of Contextual Behavioral Science and Editorial Board Member for Behavior Analysis in Practice.

Denisha Gingles is a Board Certified and Licensed Behavior Analyst, currently residing in the state of Maryland. To date, she has provided services in Missouri, New York, as well as Kenya, Africa. She is the Clinical Director and CEO of a full-service agency in Baltimore that provides behavioral services to children, teens, and young adults. Denisha graduated from the University of Baltimore with a Master's degree in Counseling Psychology and received her BCBA certification through Endicott College in Beverly, Massachusetts. Her interests include multicultural competency, Acceptance and Commitment Therapy, social justice, supervision/staff/parent training, and behavior assessment and intervention. In addition to behavior analysis, Denisha is a social justice activist and advocate; her key issue areas include criminal justice reform, education reform, and racial justice. Furthermore, she facilitates anti-oppression workshops focused on privilege and social systems with a goal of creating change agents to work as an accomplice for other targeted and marginalized groups.



The Children's SPOT

The Children's SPOT, Inc. offers Speech, Occupational and Applied Behavior Analysis (ABA) therapy programming for children and adults with a variety of cognitive disorders and developmental delays, including Autism Spectrum Disorder. Our therapists have a proven track record and extensive experience working with individuals in need of early intervention services through adulthood in the areas of augmentative and alternative communication, apraxia, articulation, receptive and expressive language disorders, gross and fine motor delays, handwriting, auditory processing, sensory dysfunction, feeding related issues, behavior modification, academic instruction, vocational training and more. Our therapy center is located at 8815 Columbia 100 Parkway in the Columbia area. At the SPOT, our space is designed to meet the needs of our diverse clients through our gym, multi-sensory room, and kitchen. Additionally, clients can be found participating in individual and group sessions to promote generalization

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Effective Leadership and Supervision

Introduced by Eilis McGovern, UMBC

Behavior analysts are expected to lead treatment teams by training support staff to implement behavioral procedures and supervising their procedural integrity. However, many behavior analysts were not formally trained for such leadership positions. In this talk, I will address some of the common barriers supervisors face and provide practical tips for efficient, effective leadership and supervision of staff.

Dr. Kazemi is a professor at CSUN where she founded the M.S. in Applied Behavior Analysis (ABA) program and has been teaching undergraduate and graduate coursework for over 10 years. She is the leading author of a handbook written for both supervisors and supervisees that is titled, *Supervision and Practicum in Behavior Analysis: A Handbook for Supervisees*. Her applied research interests involve identification of efficient, effective strategies for practical training and supervision of staff. She is also interested in leveraging technology and Artificial Intelligence (e.g., robotics, virtual or augmented reality) for research and practice in behavior analysis.

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An Overview of Interventions to Address Mealtime Behaviors Interfering with Swallowing

Introduced by Michaela Scotchie, UMBC

After initial treatment with well-established interventions such as nonremoval of the spoon and reinforcement to increase acceptance of pureed food or liquid, children diagnosed with Avoidant/Restrictive Food Intake Disorder (aka pediatric feeding disorder) often engage in other problematic behaviors that interfere with swallowing. Two common difficult behaviors that practitioners may encounter are expulsion (spitting food out) and packing (holding food in the mouth). However, difficulties can also arise when transitioning between pureed and table food when a child cannot or will not chew. The current presentation will first review interventions to reduce expulsion and packing and then preliminary research to address chewing in children with pediatric feeding disorders.

Dr. Volkert is a psychologist and program manager for the Feeding Program at Marcus Autism Center. She received her doctorate in school psychology from Louisiana State University in 2007. She was previously faculty at the Munroe-Meyer Institute, and adjunct faculty at the University of Nebraska at Omaha, where she became the Training Director for the Applied Behavior Analysis Ph.D. Program and Center for Autism Spectrum Disorders. In 2015, Dr. Volkert joined the Marcus Autism Center. She sees patients in the intensive day treatment and outpatient clinics of the Feeding program, supervises interns and residents, and pursues lines of clinical research. Of particular interest are treatments to increase advanced feeding skills (e.g., self-feeding and chewing). She has authored four book chapters and published 31 peer-reviewed research studies in multiple journals, including the *Journal of Applied Behavior Analysis*, the *Journal of Pediatrics*, *Research in Developmental Disabilities*, *Behavior Modification*, and *Behavior Analysis in Practice*. Dr. Volkert served as the Editorial Assistant for the *Journal of Applied Behavior Analysis* from 2008 to 2010. She serves on the board of editors for two journals and as a guest associate editor for the *Journal of Applied Behavior Analysis*.



On the Validity of Functional Analysis Models

Introduced by Margaret Wright, *UMBC*

Behavior analysts are charged to conduct assessments to inform intervention selection, but evaluating the quality of assessments is typically not part of research methods training in our field. This presentation provides a “how-to” tutorial on assessing the validity of behavioral assessments in terms of sensitivity, specificity, divergent validity, and outcome validity and applies these concepts to the literature base of isolated and synthesized contingency functional analyses. Areas of strength and areas of additional needed evidence will be discussed for each approach.

Dr. Tiger received his Ph.D. from the University of Kansas and completed a post doctoral fellowship at the Center for Autism Spectrum Disorders within the Munroe-Meyer Institute of the University of Nebraska Medical Center. He is currently an Associate Professor of Psychology and the Director of the Behavior Analysis Program at Marquette University. His research focuses on developing effective assessment and intervention practices for individuals with intellectual and developmental disabilities, particularly those exhibiting significant problem behavior, while at the same time extending our knowledge of the basic processes that result in behavior change. Dr. Tiger received the Division 25 B. F. Skinner New Researcher Award from the American Psychological Association in 2012. He is a current associate editor for the *Journal of Applied Behavior Analysis* and also serves on the editorial boards of *Perspectives on Behavioral Science and Behavioral Development*.



The Story of a Good Story: Some Observations on the Marketing of Behavior Analysis

Introduced by Matthew Harrington, *UMBC*

Recent years have seen increasing acceptance of two propositions. First, speaking to non-behavior analysts about behavior analysis is a problem in behavior. Second, contrary to suggestions from behavior experts as noteworthy as Skinner, “our” failures to inspire are not “their” fault. As with all problems in behavior, the dissemination of behavior analysis requires meeting the organism (listener) where it is. A key problem is that our discipline has done almost no systematic functional analysis of “where the organism is” or how listeners respond to various kinds of persuasive verbal behavior. Drawing upon very limited research from inside our field, and some from elsewhere, I will define some of the parameters of the problem at hand – though no best-practices recommendations should be expected, because none currently are available. Those interested in evidence-based dissemination must be prepared to move beyond “common sense” and trial-and-error to the systematic study of how our listeners react to our verbal behavior.

Tom Critchfield is Professor of Psychology at Illinois State University. He holds a Ph.D. in Behavior Analysis at West Virginia University and completed a postdoctoral fellowship at the Johns Hopkins University School of Medicine. He is a Fellow and Past President of the Association for Behavior Analysis International and Division 25 of the American Psychological Association, and has served as Associate Editor for *Journal of the Experimental Analysis of Behavior*, *Perspectives on Behavior Science*, *Mexican Journal of Behavior Analysis*, and *Conch Republic Archives of Psychology*. His interests include derived stimulus relations, punishment and negative reinforcement, effective instruction, and the process of bench-to-bedside scientific translation.



Using Technology to Overcome Barriers to Delivering Behavioral Interventions for Healthy Behavior

Introduced by Kathryn Atkins, UMBC

Contingency management (CM) interventions, which involve delivering desirable consequences contingent on objective evidence of health behavior, have been widely studied and shown to be effective at initiating a number of different health behaviors, such as cocaine and smoking abstinence, as well as diabetes management. Unfortunately, a number of barriers exist that prevent the widespread adoption and dissemination of CM, including accessibility, convenience, cost, and sustainability. To address some of these concerns, we developed an Internet and Mobile phone-based contingency management intervention, where participants earn monetary incentives contingent on web-camera verified evidence of smoking abstinence. Not only has this CM intervention been effective at initiating smoking abstinence (43% of videos submitted indicate smoking abstinence, compared with only 14% of videos submitted by a control group), participants have also rated the intervention favorably on a number of dimensions. We have also successfully extended the Internet-based CM procedure to a novel populations and target behavior; namely, teenagers diagnosed with Type 1 diabetes who are not adhering with their blood glucose testing recommendations. To overcome additional barriers to Internet-based CM, such as the cost of incentives and long-term sustainability, we are currently developing a videogame-based CM intervention. Smokers will earn game-based resources, or access to special features in the game, in place of monetary incentives. Videogame-based CM will promote widespread access to an innovative, fun, sustainable intervention at a relatively low cost, thereby offering the potential to have a substantial public health impact.

Dr. Raiff is an Associate Professor at Rowan University and an Investigator at the Center for Technology and Health at Dartmouth College. Dr. Raiff's primary research interests include developing and evaluating the integration of technological innovations with behavioral interventions for promoting healthy behavior. Dr. Raiff has received several NIH grants to develop internet and videogame-based interventions intended to overcome barriers to using contingency management for smoking cessation and diabetes management. Dr. Raiff was the 2015 recipient of the B. F. Skinner New Researcher Award for Applied Research, from Division 25 of the American Psychological Association, she is a Guest Editor for the *Journal of Applied Behavior Analysis*, and she is on the editorial board for the *Journal of Experimental and Clinical Psychopharmacology*.



Rethinking “Social Motivation” in Autism Spectrum Disorder

Introduced by Emma Veshecco, UMBC

Some theories of Autism Spectrum Disorder (ASD) implicate a neurobiologically driven insensitivity to social reward as the basis for social deficits, and less directly, other core diagnostic symptoms of ASD. This is sometimes referred to as the Social Motivation Theory of Autism and has, on occasion, been used as a basis for avoiding social reinforcers when working with children with ASD. I will review and discuss evidence, from my lab and others, for and against this insensitivity. I will specifically consider: (a) studies on identifying or verifying socially mediated reinforcers in ASD; (b) studies that compare social and non-social reinforcers in ASD; and (c) studies that compare social reward in persons with and without ASD. I will conclude with alternative interpretations and questions that should be answered to make sense of these theories.

Iser DeLeon earned his Ph.D. at the University of Florida, where he is now Professor in the Department of Psychology. Prior positions include Associate Professor of Psychiatry and Behavioral Sciences at the Johns Hopkins University School of Medicine and Director of Research Development for the Department of Behavioral Psychology at the Kennedy Krieger Institute. Dr. DeLeon is a Fellow of the Association for Behavior Analysis International (ABAI) and has served the behavior analysis community in multiple roles including President of the Behavior Analyst Certification Board, Associate Editor for both *Journal of Applied Behavior Analysis* and *Journal of the Experimental Analysis of Behavior*, and President of the Maryland Association for Behavior Analysis. His research has focused on assessment and treatment of problem behavior in persons with neurodevelopmental disorders, identification of preferences and determinants of choice, and translation of basic behavioral processes towards enhancing therapeutic and instructional outcomes.

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

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Little Leaves, a division of Catapult Learning, is a center-based ABA program for young children with an Autism Spectrum Disorder run in a preschool-like setting. It is designed for children up to age 6 who have been recommended for intensive ABA services. Each client works one-on-one with a trained behavior technician on individualized goals with a focus on social communication, social interactions, and school readiness skills.

The company operates centers in Silver Spring, MD, White Marsh, MD, Reston, VA with locations in Florida coming later in 2019. Little Leaves is accredited by the Behavioral Health Center of Excellence.

www.littleleaves.org



PEDIATRIC FEEDING DISORDERS PROGRAM AT KENNEDY KRIEGER INSTITUTE



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Who We Are

The Pediatric Feeding Disorders Program at Kennedy Krieger Institute offers a full continuum of care, including inpatient, day treatment, and outpatient treatment services. We emphasize an integrated, interdisciplinary, and collaborative approach through patient care, research, and administrative services to accomplish our mission. Our methods have become a national standard in the treatment of feeding disorders.

Who We Serve

We specialize in treating children who have feeding challenges along with other disorders or concerns, such as Autism Spectrum Disorder, Down syndrome, or premature birth. We treat infants, children, and adolescents who have a variety of feeding issues, including:

- Gastroesophageal reflux disease
- Failure-to-thrive
- Esophagitis
- Food allergies
- Feeding tube dependence
- Oral-motor dysfunction
- Food refusal and selectivity
- Tantrums at mealtimes

"We know that you probably hear this all the time, but when we came to the feeding program we were running out of options. With the persistence and proven techniques, along with the highly trained and educated staff, we were able to push through our son's extreme level of resistance. The staff worked wonderfully together as a team and were able to get him eating foods that we could only dream about."

-Parent



Kennedy Krieger Institute

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For employment opportunities contact Carrie Borrero at borrero@kennedykrieger.org

Inpatient Neurobehavioral Unit at Kennedy Krieger Institute

Who We Are

Established in the 1980s, the Neurobehavioral Unit (NBU) at Kennedy Krieger Institute is a unique, 16-bed inpatient unit for children and adolescents with severe behavioral issues in addition to developmental disabilities or an intellectual disability. We specialize in helping patients with serious problems when other interventions or treatments haven't worked.

Attracting patients from around the country, the NBU is part of a continuum of care that includes an outpatient program and varying levels of service, from consultation to intensive outpatient care. The program also conducts research and trains interns and fellows in applied behavior analysis (ABA) and other disciplines.

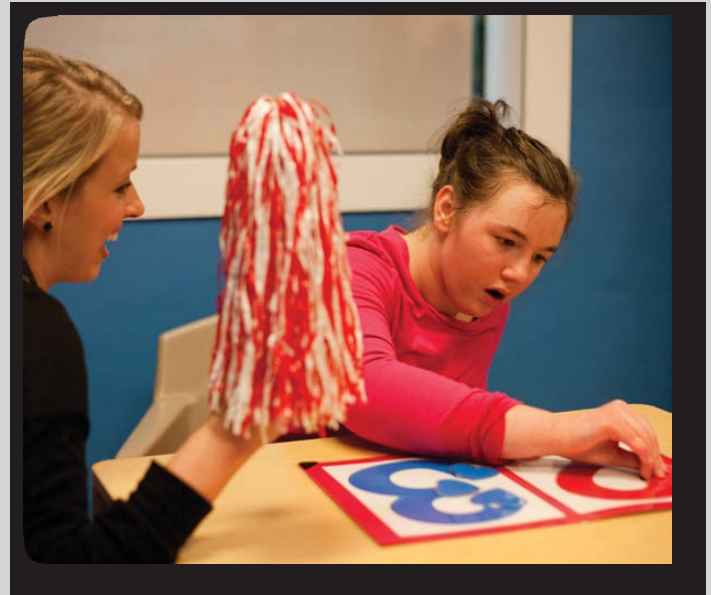
Who We Serve

Our patients include children and adolescents whose behavioral problems pose a high risk of injury to themselves and others, such as:

- Self-injurious behavior
- Aggression
- Property destruction
- Tantrums
- Disruptive behaviors
- Pica
- Elopement (i.e., running away)
- Mood instability
- Compulsive and repetitive behaviors
- Inattention and hyperactivity

The NBU serves patients with a variety of diagnoses, including:

- Autism spectrum disorder
- Developmental delay
- Intellectual disability
- Sleep disorders
- Feeding disorders
- Stereotypic movement disorder with self-injurious behavior
- Various genetic, metabolic, and chromosomal disorders



Our patients range in age from 4 to young adulthood, with a median age of 14. Referrals for an inpatient admission come from a variety of sources, but the majority are received from the patient's physician, other healthcare professionals, family, and school. Patients come to the NBU from a broad geographic area. Last year, 50 percent of patients were admitted from other states outside of Maryland. Upon discharge, 79 percent of patients returned home, with the remainder returning to or going to a residential facility or a group home.

Employment opportunities:

To reach our Clinical Assistant recruiters,
please contact 443-923-9184

At Kennedy Krieger Institute, we dedicate ourselves to helping children and adolescents with disorders of the brain, spinal cord, and musculoskeletal system achieve their potential and participate as fully as possible in family, school, and community life.



We are all born with great potential.
Shouldn't we all have the chance to achieve it?



Poster Presentations

- 1 *Validity of a Behavioral Economic Measure of Physical Activity.* Connor Burrows, Matthew Dwyer, & Bethany Raiff. Rowan University.
- 2 *A Center-Based Model for the Intensive Treatment of Autism Spectrum Disorders in Preschool Aged Children.* Heather Jennett, Katherine D. Clary, Erin Camp. R. Justin Boyd, & Melissa Spear. Little Leaves Behavioral Services.
- 3 *Functional Communication Training Techniques and Effects on Resurgence of Problem Behavior.* Elizabeth Nudelman¹, Ashley Murphy¹, & John Huete^{1,2}. Kennedy Krieger Institute¹ & Johns Hopkins University School of Medicine².
- 4 *The Analysis of High-rate Self-injury Maintained by Recruited Restraint in a Child with Autism.* Lesley A. Shawler¹, Benjamin R. Thomas¹, Jared Cohen¹, & Julia T. O'Connor^{1,2}. Kennedy Krieger Institute¹ & Johns Hopkins University School of Medicine².
- 5 *The Use of Nuk Redistribution to the Teeth to Reduce Packing.* Erica M. Dashow & Danielle Alexander. Kennedy Krieger Institute.
- 6 *Take it Easy: Using Synthesized Functional Analyses to Assess Self-Injurious Behavior in an Adult Residential Setting.* Allyson Towles-Holdiman, Jessica Calderoni, Mary Usher, & Victor Chin. Bancroft.
- 7 *Treatment of Elopement with a Chained Schedule of Reinforcement.* Jared Cohen, Brian Nasca, & Craig Strohmeier. Kennedy Krieger Institute.
- 8 *Training Functional Communication for Social Avoidance while Increasing Prosocial Behaviors.* Joy Clayborne, Mirela Cengher, & Julia T. O'Connor. Kennedy Krieger Institute.
- 9 *Functional Analysis and Functional Communication Training for a Child with Social Avoidance Disorder.* Laura Senn, Kelly Rothrock, Destiny Davis, & Julia T. O'Connor. Kennedy Krieger Institute.
- 10 *Gastrointestinal Issues and Problem Behavior: Using Conditional Probability to Determine Possible Relationships.* Morgan Hallgren, Meagan Gregory, & Anlara McKenzie. Kennedy Krieger Institute.

Poster Presentations

- 11 *Assessment and Treatment of Challenging Behavior Maintained by a Non-Vocal Mands Function.* Morgan Hallgren¹, Jennifer Vetter¹, Amanda Goetzel¹, Zhana Loubeau¹, & Jonathan Schmidt^{1,2}. Kennedy Krieger Institute¹ & Johns Hopkins University School of Medicine².
- 12 *Examining the Benefits of Continued Education for Parents and Caregivers in the Area of Special Education Law and Advocacy.* Craig Whitten, Deeanna Taylor, Brandi Tancemore, & Marilyn Cataldo. Kennedy Krieger Institute.
- 13 *Examining the Benefits of Continued Education for Direct Care Staff Tasked with Providing Supplemental Education Programming for Children and Adolescents with Behavioral and Intellectual Challenges.* Craig Whitten, Deeannah Taylor, Brandi Tancemore, & Marilyn Cataldo. Kennedy Krieger Institute.
- 14 *Treating Pica Maintained by Automatic Reinforcement using Competing Stimulus Items.* Matthew Harrington^{1,2}, Christopher Dillon^{1,2}, Javron Keene², Marissa Lewis^{1,2}, & Lynn Bowman^{2,3}. UMBC¹, Kennedy Krieger Institute² & Johns Hopkins University School of Medicine³.
- 15 *Compassionate Care and Relationships with Caregivers in Community-Based Behavior Analytic Services.* Tiffany Shafer & Brianne Swick. Achieving True Self.
- 16 *Rapid Assessment of Physical Prompts for the Treatment of Pediatric Food Refusal.* Sadie M. Shrewsbury, Samantha L. Hardesty, & Hallie M. Smith. Kennedy Krieger Institute.
- 17 *Evaluation of Competing Tasks in Reducing Self-Injury.* Stephanie Howell¹, Molly McNulty¹, Alyssa Fisher¹, Michelle Crawford¹, Jonathan Schmidt^{1,2}, Amanda Goetzel¹, Louis Hagopian^{1,2}, & Griffin Rooker^{1,2}. Kennedy Krieger Institute¹ & Johns Hopkins University School of Medicine².
- 18 *Comparison of Instructional Methods with and without Physical Guidance When Teaching Chained Tasks.* Kimberly R. Ford & Christina A. Simmons. Rowan University.
- 19 *Mouthing, Pacifier Use, and Pacifier Weaning: Correlations in Pennsylvania Early Intervention.* Cidney Heller & Matthew Tyson. Behavior by Design.
- 20 *Some Students Save the Best for Last in the MSWO.* Mariana I. Castillo¹, Sakinah Rushdan¹, Michelle Frank-Crawford^{1,5}, Christine Accardo², Eli T. Newcomb³, Jody Liesfeld³, Trang M. Doan³, Griffin W. Rooker^{4,5}, & John C. Borrero¹. UMBC¹, Shafer Center², The Faison Center³, Johns Hopkins University School of Medicine⁴, & Kennedy Krieger Institute⁵.