

MARYLAND ASSOCIATION FOR BEHAVIOR ANALYSIS

A Chapter of the Association for Behavior Analysis,
International

24th ANNUAL MEETING
DECEMBER 2-3, 2021
Sheraton Baltimore North

Maryland Association for
Behavior Analysis



A Chapter of
the Association
for Behavior
Analysis,
International

WORKSHOP DETAILS

Workshop Schedule

Fitzgerald Ballroom (all events)

December 2, 2021 8:30 AM - 4:00 PM

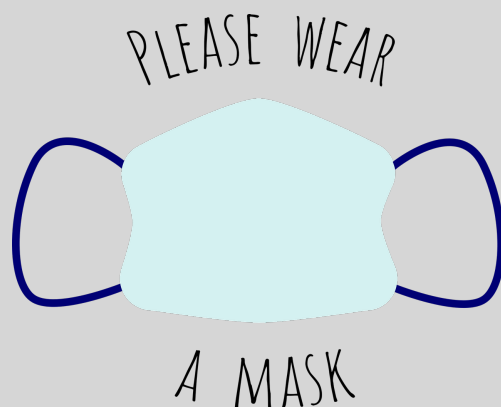
8:00 AM Registration & Breakfast

9:00 AM Tyra Sellers, J.D., BCBA-D
Behavior Analyst Certification Board | ***BACB*APA*CE**

12:00 PM LUNCH (Complimentary)

1:00 PM Anibal Gutierrez, Jr., Ph.D., BCBA-D
University of Miami | ***BACB*APA*CE**

2:00 Break



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CONFERENCE DETAILS

Conference Schedule

Fitzgerald Ballroom

December 3, 2021 8:30 AM - 6:30 PM

7:30 AM Registration & Breakfast

8:30 AM Presidential Address: Alison Kozlowski, BCBA-D

9:00 AM Nasiah Cirincione-Ulezi, Ed.D., BCBA (50 minutes)
ULEZI, LLC | ***BACB*APA*CE**

10:00 AM Anna Ingeborg Pétursdóttir, Ph.D. (50 minutes)
Texas Christian University | ***BACB*APA*CE**

11:00 AM Manish Vaidya, Ph.D. (50 minutes)
University of North Texas | ***BACB*APA*CE**

12:00 PM Lunch (It's on us! Enjoy!)

1:30 PM Lindsay Mehrkam, Ph.D., BCBA-D (50 minutes)
Monmouth University | ***BACB*APA*CE**

2:20 PM Grab some snacks and drinks before the next talk!

2:30 PM Jeanne Donaldson, Ph.D., BCBA-D (50 minutes)
Louisiana State University | ***BACB*APA*CE**

3:30 PM Bill Ahearn, Ph.D., BCBA-D (50 minutes)
New England Center for Children | ***BACB*APA*CE**

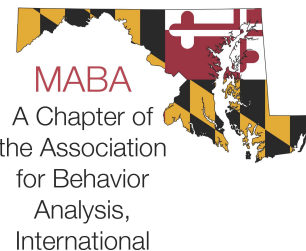
4:30 PM Reception, Expo, & Posters
Warfields Ballroom

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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 to ensure correct usage of CEUHelper. CEU will not be provided if they do not meeting the requirements for check in/out [via CEU helper](#).

If you have not already purchased CE along with registration, **CEs will be available for purchase separately after the conference and may not be purchased after 1/17/22**. If you have not purchased CEs yet, you can purchase them on the MABA website until that date.



Workshop 1

Strategies for Effective Supervision

The growing number of individuals working to become Board Certified Behavior Analysts® (BCBA®) may be placing a strain on supervisory resources and likely resulting in new BCBAs serving as supervisors. Many behavior analysts receive little, if any, direct instruction on how to be an effective supervisor. Whether supervisors are aware of it or not, their supervisory practices will directly impact the future behavior of their trainees who will go on to serve in a supervisory role in the near or distant future. This workshop will focus on strategies for developing critical skills needed to not only provide high-quality supervision, but also to place supervisees on a path to become high-quality supervisors in the future. In this workshop we will work to develop an understanding of the critical features and components of providing high quality supervision. We will cover: the need to engage in self-reflection and build a strong relationship from the outset, considerations for taking a competency-based approach to supervisory activities that includes addressing complex but often overlooked skills (e.g., problem solving, time management, organization, and interpersonal communication), and strategies for taking a structured approach to incorporating ethics into the supervised fieldwork experience.

Dr. Tyra Sellers works in the Ethics Department at the Behavior Analyst Certification Board; she received her Ph.D. from Utah State University in 2011 and is a Board Certified Behavior Analyst. She earned a B.A. in Philosophy and M.A. in Special Education from San Francisco State University, and J.D. from the University of San Francisco. Dr. Sellers has over 20 years of clinical experience working with individuals with disabilities, spanning from EIBI through adult services in a wide variety of settings (public and non-public schools, vocational settings, in-home, clinics). Her research interests include ethics, effective supervision, behavior variability, choice, functional analyses, and behavioral interventions. She co-authored a book on supervision and mentorship and serves on the board for several journals.

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Workshop 2

Development and Validation of the Motor and Vocal Imitation Assessment (MVIA) and Intervention Guide

The Motor and Vocal Imitation Assessment (MVIA) is an empirically validated hierarchy of imitation skills that serves as a protocol for selecting targets for imitation intervention. The MVIA provides a baseline level of imitation skills, a validated sequence of imitation skills and a method of tracking skill mastery. The MVIA contains a comprehensive compilation of features and characteristics that determine the level of complexity of imitation tasks. This compilation of features and characteristics is the product of previous research examining the development of imitation. Research suggests that use of the MVIA can result in better intervention outcomes for imitation skills.

Dr. Anibal Gutierrez is a Division Director at the University of Miami-Nova Southeastern University Center for Autism and Related Disabilities (UM-NSU CARD) and Research Associate Professor at the University of Miami. He is a Board Certified Behavior Analyst with experience in the assessment and treatment of problem behavior and in the development of adaptive skills for individuals with autism. He received his B.S., M.S., and Ph.D. from the University of Florida. Dr. Gutierrez's current research interests focus on early intervention, variables related to treatment effectiveness for individuals with autism, and the use of technology to bring about behavior change.

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Advancing the Practices of Humble Behaviorism and Cultural Humility in Behavior Analysis

Introduced by Margaret Ruckle, *UMBC*

Empirically based literature suggests that the practices of humble behaviorism and cultural humility by practitioners in the field of behavior analysis may lead to more positive outcomes for stakeholders. The concept of humble behaviorism has been written about in behavior analytic journals as far back as 1991. In his article, *Humble Behaviorism*, Neuringer hypothesized if behaviorists were more humble, their effectiveness as scientists would increase (Neuringer, 1991). Additionally, more contemporary work around the conceptual framework of cultural humility, moves beyond the individual accountability addressed with humble behaviorism to address power differentials and institutional accountability, at an organizational level (Fisher-Borne et al, 2015). This continuing education event will serve to deconstruct and explain humble behaviorism and cultural humility, as well as, identify empirically based methods for advancing these practices to promote positive outcomes for stakeholders, in the field of behavior analysis.

Dr. Cirincione-Ulezi is a Board Certified Behavior Analyst, with a Doctorate degree in Education from Loyola University of Chicago. She holds a Master's degree in Special Education from the University of Illinois at Chicago, and a Master's degree in Educational Leadership from the American College of Education. She is a graduate of the Infant Studies Specialist program at Erikson Institute of Chicago. In addition to her BCBA credential, she is an Illinois licensed special education teacher and an Illinois Early Intervention provider and State evaluator. Professionally, she has served as a special educator, clinician, educational administrator and professor of special education. Her clinical experience spans infancy through adulthood. Currently, she is the CEO & Founder of ULEZI, LLC, Co-Founder of Pivot 2 Inclusion and Shaping Leaders. She serves as a court appointed special advocate, for children in the Illinois foster care system. She is also an Advisory Board member for Black Applied Behavior Analysts, an Advisory Board Member for the NEXT for Autism organization, Board member for the Illinois Association for Behavior Analysis and an Affiliate Chapters Board Member for the Association for Behavior Analysis International. Dr. Cirincione-Ulezi serves as a subject matter expert for the Behavior Analysis Certification Board and has published in the Journal Behavior Analysis in Practice. She has assisted school districts in the State of Illinois in developing meaningful educational programs to meet the needs of students with autism. Her research interests include supervision, mentoring, leadership and culturally humble practice within the field of ABA. She is a champion for equity, diversity and inclusion and is deeply committed to using her skills and experiences, paired with the science of applied behavior analysis, to empower the lives of the people she supports and serves, in positive and meaningful ways.



The Equivalence in Equivalence-Based Instruction

Introduced by Kajal Patel, *UMBC*

The basic laboratory model used to study stimulus equivalence (SE) has been translated into an instructional technology referred to as equivalence-based instruction (EBI). The defining feature of EBI is that a minimal subset of possible relations among a class of instructional stimuli is strategically selected for teaching, and the remaining relations are left to emerge without instruction, as verified through testing. The major premise of EBI is that it is an efficient approach to teaching that saves effort relative to the alternative of teaching all target relations directly. However, this premise has been minimally subjected to empirical testing. In addition, a gap exists between basic research on SE and applied research EBI, in that the former has not examined potential differences between equivalence classes and stimulus classes in which all relations have been acquired through direct experience. I will describe a series of basic laboratory experiments on teaching arbitrary stimulus relations that aimed to begin bridging this gap. Each experiment compared the efficiency of one or more EBI arrangements with a complete or comprehensive instruction (CI) control condition in which all relations within target stimulus classes were taught directly. Additionally, we conducted tests for class expansion, transfer of function, class reorganization, and longer-term retention, in order to document potential effects of training history on the properties of the resulting stimulus classes. Overall, the results suggest EBI is more efficient than CI under some circumstances, but relative efficiency depends on EBI training structure and the relative stringency of mastery criteria. Both EBI and CI appear to produce equivalence classes with similar properties, but classes produced via EBI may be more flexible under some circumstances. Discussion will focus on claims that can and cannot be made about EBI at this point based on the strength of available evidence.

Anna Ingeborg Pétursdóttir received her Ph.D. in Psychology from Western Michigan University. She is currently an associate professor of psychology and chair of the psychology department at Texas Christian University (TCU), and additionally holds an appointment as a part-time lecturer at Reykjavik University. Anna is a previous editor of *The Analysis of Verbal Behavior*, and a previous associate editor of both *JABA* and *JEAB*. She is the current president of Division 25 of the American Psychological Association, and a past president of the Texas Association for Behavior Analysis. Anna's research encompasses both basic and applied interests and focuses primarily on verbal behavior, emergent stimulus control, and the relationship between the two.



On the Role of Applied Behavior Analysis in Healthcare and Medicine

Introduced by Xuehua Zhao, *UMBC*

Problems traditionally thought to belong to domains outside behavior analysis (e.g., healthcare and medicine) have behavioral components that can be optimized to improve patient outcomes. A protocol to improve compliance with a medication regimen, for example, could play a significant role in improving health outcomes for some patients. This

address will present four applications of behavior analytic principles designed to address a behavioral component of a medical problem in the hopes of improving patient outcomes. These areas include rehabilitation following total knee replacement surgery, problems with swallowing or Dysphagia, stress incontinence in older adults, and treatment of pediatric cancers. In each case, we will describe the nature of the clinical concern, a behavioral conceptualization of certain components and the solutions we have explored or are exploring.

Dr. Manish Vaidya is an Associate Professor and Chair of the Department of Behavior Analysis at the University of North Texas. He obtained his MS in Behavior Analysis from the University of North Texas under the guidance of Dr. Sigrid Glenn and his Ph.D. from the University of Florida under the guidance of Dr. Tim Hackenberg. Manish joined the faculty at UNT after a post-doctoral appointment at the University of Kansas under the guidance of Dr. Kate Saunders. In addition to his other duties, he currently serves as an Associate Editor for the Journal of the Experimental Analysis of Behavior. One of Manish's applied research interests is in the nexus between behavior analysis and health-related concerns. In this area, he has explored the use of technology to create or augment contingencies of reinforcement in support of improved patient outcomes.



Thinking Outside the Operant Chamber: Using Behavior Analysis in Applied Animal Settings to Improve Human-Animal Interactions

Introduced by Julie Cartee, *UMBC*

The field of behavior analysis possesses a rich understanding of environment-behavior relations, in large part, due to the study of animals in controlled laboratory settings. An important consideration of the use of animals in teaching and research, however, is to ensure good animal welfare and maintain positive human-animal interactions. Because animal welfare is assessed, evaluated, and treated on an individual level and often relies on direct observations of behavior, behavior analytic applications are well positioned to contribute to this critical topic. This talk will focus on how behavior analytic principles are being used to better understand controlling environmental variables of various welfare indicators in animals in order to develop science-based training and enrichment evaluations and humane education interventions. This will be highlighted through examples of applied behavior analysis techniques have been successfully extended to analyzing socially significant responses in companion animals in homes and shelters, exotic animals in zoos, aquariums, and wildlife sanctuaries, and has even been used to challenge societal stereotypes of certain species. Attendees will also receive a virtual look at two on-campus animal labs at Monmouth University. the Goldfish Learning Laboratory (an aquatic EAB laboratory specializing in basic research and principles of learning) and the Applied Animal Behavior Research Clinic, which conducts human-animal interaction research and provides empirically based training and enrichment service to community dogs and cats and their caregivers. Finally, we will discuss future directions for the continued integration of applied animal behavior and behavior analysis.

Lindsay R. Mehrkam is an assistant professor of psychology and Director of the Human-Animal Wellness Collaboratory (HAWC) at Monmouth University. A doctoral-level Board Certified Behavior Analyst, she earned her B.A. in Animal Behavior from Franklin & Marshall College and her M.S. and Ph.D. in Experimental Psychology/Behavior Analysis University of Florida. Dr. Mehrkam studies how environmental factors influence play and other welfare indicators (including clinical problem behavior) in both people and animals. Her research projects include designing and evaluating evidence-based training, enrichment, and developing emergency preparedness intervention programs for animals in homes, shelters, zoos, aquariums, and wildlife sanctuaries, as well as developing and evaluating humane uses of animals in teaching and research. Her research has resulted in more than two dozen publications, chapters, industry awards and grants. She is an internationally recognized expert, speaker, and consultant on the use of behavior analytic approaches to animal welfare. Dr. Mehrkam also serves as the President of the Applied Animal Behavior Special Interest Group for the Association of Behavior Analysis International and as an Associate Editor for *Society & Animals*.



Reconsidering Punishment Components of Common Classroom Interventions: Missing the Forest for the Trees

Introduced by Alexa Noppenberger, *UMBC*

Many commonly used interventions for improving classroom behavior involve punishment components (e.g., token economies with response cost, the Good Behavior Game (GBG), time-out). Sometimes the punishment-based aspects of these procedures draw criticism from behavior analysts or other professionals (e.g., school administrators). Concern about the use of punishment-based procedures is reasonable and has a long history in our field, perhaps beginning with Skinner. Additionally, applied behavior analysts have an ethical obligation to consider the risks associated with punishment-based procedures. When making these considerations, I propose we widen our lens beyond any single component of an intervention package and consider how the environmental changes produced by introducing the intervention have altered the larger school context for the student(s).

Jeanne Donaldson is currently an Associate Professor at Louisiana State University. She earned her Ph.D. in Psychology from the University of Florida and completed a postdoctoral fellowship at the Johns Hopkins University School of Medicine and Kennedy Krieger Institute. Her research focuses on solving problems common in early childhood and assessing child and teacher preferences for interventions. She was the 2018 recipient of the B. F. Skinner Foundation New Applied Researcher Award from APA Division 25. She is currently an Associate Editor at the Journal of Applied Behavior Analysis and a member of the ABAI Science Board. Dr. Donaldson is a BCBA-D and Licensed Behavior Analyst in the state of Louisiana.



Evidence-based and Best Practices in Autism Treatment: Your Mileage May Vary

Introduced by Jasmeen Kaur, *UMBC*

Applied behavior analysis is acknowledged as an evidence-based approach to providing educational and clinical services to children with autism spectrum disorders; however, applied behavior analysis consists of individually tailoring interventions to meet the educational and clinical goals of each child. This individual tailoring is a complex task for a clinician but when a systematic approach that involves regular review of progress through data analysis is utilized, best practices may become apparent. This address will discuss the concepts of evidenced-based and best practice procedures and how they are defined. For example, Response Interruption and Redirection (RIRD) has been deemed an evidence-based practice as a focused intervention strategy by The National Professional Development Center on Autism Spectrum Disorder. A variety of redirection strategies have been shown to be effective but teaching and promoting verbal and social behavior can also produce concomitant decreases in stereotypic behavior. The latter will be shown as a best practice. Then some systematic evaluations of teaching procedures conducted with persons with autism at the New England Center for Children will be described.

Bill Ahearn, Ph.D., BCBA-D, LABA, is Director of Research at the New England Center for Children. Dr. Ahearn is currently the chair of the board that licenses behavior analysts in Massachusetts and serves as Editor-in-Chief for Behavioral Interventions. He also serves on the Editorial Board for the Journal of the Experimental Analysis of Behavior and previously served on the Editorial Board for the Journal of Applied Behavior Analysis for about 20 years. Bill has published extensively, including on the treatment of repetitive behavior, treating pediatric feeding disorders, and examining predictions of the Behavioral Momentum metaphor. He was named the 2009 American Psychological Association - Division 25 awardee for Enduring Contributions to Applied Behavioral Research (Nate Azrin award) and as CalABA's 2020 Outstanding Contributor. Bill is also a past-President of APBA and BABAT.

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Poster Presentations

- 1 Quantifying Research Impact of Faculty in ABAI-Accredited Behavior Analysis Programs via the h-index. Matthew W. Spann & John C. Borrero, *UMBC*.
- 2 Addressing Matters of Representation Because Representation Matters: A Two-Part Study to Improve Undergraduate Preparedness for Behavior-Analytic Graduate Training. Meghan Ceribo-Singh, Mirela Cengher, & Adithyan Rajaraman, *UMBC*.
- 3 Promoting Safety during a Skill-Based Treatment for Problem Behavior Delivered via Telehealth. Viola Lis, Alexander Harvin, Eric Neutzling, & Adithyan Rajaraman, *UMBC*.
- 4 Utilizing Preferences to Increase Social Behaviors of Children with Autism Spectrum Disorder. Brianna Laureano & Iser G. DeLeon, *Kennedy Krieger Institute*.
- 5 Applications of the PDC-HS in an Inpatient Unit: An Examination of Multiple Informants. Samantha L. Hardesty, Brittany Workman, Christopher M. Dillon, & Lynn G. Bowman, *Kennedy Krieger Institute*.
- 6 An Extension of Analyses of Verbal Operants: Identifying the Functions of Perseverative Speech. Sagar Patel, Michelle A. Frank-Crawford, Nicole L. Hausman, Melissa Theodore, & Margaret Cavanaugh, *Kennedy Krieger Institute*.
- 7 The Correlation Between a Novel Area and an Increase in Rearranging Behavior. Julia Gilloran, Meagan Gregory, & Sara Deinlein, *Kennedy Krieger Institute*.
- 8 Accumulated vs. Distributed Token Exchange Production Schedules. Emily Chesbrough, John Michael Falligant, Maggie Ruckle, & Brianna Laureano, *Kennedy Krieger Institute*.
- 9 Staff Safety While Conducting Functional Analyses. Brody Cavanaugh, Samantha Hardesty, Mirela Cengher, Lynn Bowman, & Michelle Crawford, *Kennedy Krieger Institute*.
- 10 Treatment of Self-Injurious Behavior through Intervention on Precursor Behavior. Valeria Macuare, Courtney Hanlin, John Michael Falligant, Brianna Laureano, & Emily Chesbrough, *Kennedy Krieger Institute*.
- 11 Treatment of Pica through Differential Reinforcement of Alternative Behavior (DRA). Maggie Ruckle, Molly Bednar, Emily Chesbrough, Brianna Laureano, & John Michael Falligant, *Kennedy Krieger Institute*.
- 12 An application of a performance-based interview-informed synthesized contingency analysis (IISCA). Ravelle S. Clements & Holly C. Gover, *The Ivymount School*.

Poster Presentations

- 13 An Evaluation of Caregiver Preference for Graphic Depiction of Data. Natalie A. Toups, Brittney N. Workman, Melanie E. Parks, Jessica A. Becraft, Lesley A. Shawler, Lynn G. Bowman, & Samantha L. Hardesty, *Kennedy Krieger Institute*.
- 14 Treatment of Self-Injurious Behavior through Intervention on Precursor Behavior. Mariatu Fornah, Emily Chesbrough, Michelle Frank-Crawford, Griffin Rooker, & Alyssa Fisher, *Kennedy Krieger Institute*.
- 15 Self-Restraint Covariation Analysis: Identifying a Hierarchy of Self-Restraint Topographies by Systematically Blocking Predominant Forms. Drew E. Piersma, Jonathan D. Schmidt, Louis P. Hagopian, Griffin W. Rooker, Amanda L. Goetzel, Emily A. Chesbrough, Mario A. Sokolic, & Michelle A. Frank-Crawford, *Kennedy Krieger Institute*.
- 16 Quantitative Analysis of Atypical Antipsychotics and Severe Problem Behavior. Ryan Benson, Emily Chesbrough, Mariam Elizabeth Alawiye, Sara Deinlein, Meagan Gregory, & John Michael Falligant, *Kennedy Krieger Institute*.
- 17 Comparison of Reinforcer Duration during the Functional Analysis. Margaret E. Wright, Nicole L. Hausman, Michelle A. Frank-Crawford, Matthew Finn, and Jacquana Patterson, *Kennedy Krieger Institute*.
- 18 A Systematic Review of Token Training Procedures in the Published Literature. Nathalie Fernandez, Garret O. Hack, Brianna Laureano, Paige L. Telhaim, Zhibo Rong, & Iser G. DeLeon, *University of Florida*.
- 19 The Effects of Novel and Interest-based Tokens on Skill Acquisition and Handling Time. Nathalie Fernandez & Iser G. DeLeon, *University of Florida*.
- 20 Evaluating Protective Procedures for Assessment, Treatment, and Research on Automatically Maintained Self-Injurious Behavior. Jasmeen Kaur, Michelle A. Frank-Crawford, Drew E. Piersma, Jonathan D. Schmidt, & Louis P. Hagopian, *Kennedy Krieger Institute*.
- 21 Increasing Vocalizations Across Settings Using a Vocal Imitation Procedure. Carolyn Crysedale & Irum Zar, M.A., *Verbal Beginnings, LLC*.
- 22 The Reality of Obtaining the Registered Behavior Technician Credential and Its Impact on Providers and Patient Access to Care. Brittany Rader, Keri Cecilia, Angela West, & Sarah Drake, *Behavioral Framework*.
- 23 A Systematic Review of Treatment Integrity in Behavioral Interventions for Feeding Disorders. Zohaa Awan, Adithyan Rajaraman, Carrie S. W. Borrero, & Emma Veshecco, *UMBC*.

Poster Presentations

24 Exploring the Efficacy of Telehealth through COVID-19: Using Adaptive Behavior Treatment By Protocol to Increase Attending and Skill Acquisition for Children on the Autism Spectrum. Brittany Turner, Kateri Bowie, & Denisha Gingles, *Signature Behavioral Health*.

25 Using Behavioral Skills Training to Keep Children and Adolescents Safe from Online Gaming Dangers. Kirstyn Mazza, April N. Kisamore, Lauren K. Schnell, Jason C. Vladescu, *Hunter College, City of New York*.

26 Early Childhood Research: An Examination of Instructional Components. Molly E. Milam & Jessica K. Hardy, *York College of Pennsylvania*.