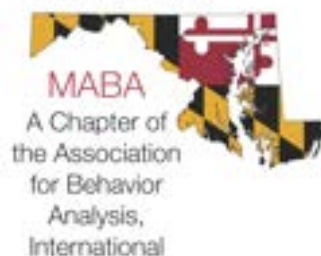


# MARYLAND ASSOCIATION FOR BEHAVIOR ANALYSIS

A Chapter of the Association for Behavior Analysis,  
International

25th ANNUAL MEETING  
DECEMBER 1-2, 2022  
Sheraton Baltimore North

Maryland Association for  
Behavior Analysis



## Day 1 Workshops

### Fitzgerald Ballroom (All Invited Events)

December 1, 2022 8:00 AM - 4:00 PM

8:00 AM Registration & Breakfast  
(Fitzgerald Ballroom)

9:00 AM Ellie Kazemi, Ph.D., BCBA-D  
*California State University Northridge* | **\*BACB\*3 SUPERVISION CE\***

12:00 PM Lunch (Complimentary) 

1:00 PM Stephanie Contrucci Kuhn, Ph.D., BCBA-D, LABA  
*Western Connecticut State University* | **\*BACB\*3 ETHICS CE\***

4:00 PM End of Day 1

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International

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Maryland Association for  
Behavior Analysis



## Day 2 Invited Speaker Presentations

### Fitzgerald Ballroom

December 2, 2022 8:45 AM - 6:30 PM

- |          |  |
|----------|--|
| 7:30 AM  | Registration & Breakfast   |
| 8:45 AM  | Welcome  |
| 9:00 AM  | James E. Carr, Ph.D., BCBA-D, ICE-CCP<br><i>Behavior Analyst Certification Board</i>   <b>*BACB*</b>           |
| 10:00 AM | Lauren Beaulieu, Ph.D., BCBA-D, LABA<br><i>Newton Public Schools</i>   <b>*BACB*</b>                           |
| 11:00 AM | Joel Ringdahl, Ph.D.<br><i>University of Georgia</i>   <b>*BACB*</b>   |
| 12:00 PM | Lunch (It's on us. Enjoy!)  |
| 1:30 PM  | Melanie Bachmeyer-Lee, Ph.D.<br><i>Center for Pediatric Behavioral Health</i>   <b>*BACB*</b>                  |
| 2:20 PM  | Break (Check out our sponsors!)  |
| 2:40 PM  | Jason C. Vladescu, Ph.D., BCBA-D, NSCP, LBA<br><i>Caldwell University</i>   <b>*BACB*</b>                      |
| 3:40 PM  | John Austin, Ph.D.<br><i>Reaching Results</i>   <b>*BACB*</b>  |
| 4:45 PM  | Reception, Expo, & Posters<br>Warfields Ballroom   |
| 6:30     | End of Day 2   |

## MARYLAND ASSOCIATION FOR BEHAVIOR ANALYSIS

A Chapter of the Association for Behavior Analysis,  
International

25th ANNUAL CONFERENCE & WORKSHOPS  
DECEMBER 1-2, 2022

Sheraton Baltimore North

Maryland Association for  
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This year we will be using CEUHelper (available for download in the app store). 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 1/13/23.** If you have not purchased CEs yet, you can purchase them on the MABA website until that date.



## **Workshop 1**

### **Caring and Transparent Leadership**

Organizations are facing tremendous labor shortages with millions of more job openings than qualified workers to fill them. The pandemic has accelerated a demographic problem that was predicted to hit the workforce, and now behavioral healthcare providers must deal with it immediately. The workforce shrinkage has exacerbated what organizations providing behavior analytic services already felt with the higher turnover rates of professionals implementing treatments for individuals with autism. In this presentation, I will discuss ways that leadership can shield against the tremendous loss of qualified clinicians and professionals and increase the quality of care, maintenance of staff, and recruitment of talent in their organizations.

Dr. Kazemi is the Chief Science Officer at Behavioral Health Center of Excellence (BHCOE), an accrediting organization focused on improving the quality of behavior analytic services. She is also a professor at California State University, Northridge (CSUN), where she founded the M.S. in Applied Behavior Analysis (ABA) program, and has been teaching undergraduate and graduate coursework in research methodology, organizational behavior management, and behavior therapy for over 15 years. She has received several mentorship awards including the ABAI Best Mentor Award, the Outstanding Faculty Award, the Outstanding Teaching Award, and the Outstanding Service Award. Her interests involve the identification of efficient, effective strategies for practical training and supervision of staff, which includes leveraging computer technology and Artificial Intelligence (e.g., robotics, virtual or augmented reality). She has worked on several nationwide large projects (e.g., with FEMA and NASA) with a focus on effective training and measurement of intervention outcomes. Currently, she leads BHCOE's efforts in quality measure development and conducting reliable, valid evaluations for accreditation.

Check In Code: 5543

Check Out Code:5709



## Workshop 2

### Analyzing and Applying the BACB® Code of Ethics for Behavior Analysts (2022)

This presentation is designed to help behavior analysts interpret, understand, and apply the standards set forth in the BACB "Ethics Code for Behavior Analysts" that went into effect on January 1, 2022. Specifically, this workshop will review some of changes in the code and will highlight the modifications and additions related to cultural considerations, dual relationships, and supervision. Attendees will have an opportunity to familiarize themselves with the changes to the code, to identify considerations related to the changes in the code, and to analyze ethics scenarios based on the revised code.

Stephanie Contrucci Kuhn has over 25 years of experience in the field of Applied Behavior Analysis. She obtained her undergraduate degree from Virginia Tech and her Master's and Ph.D. from Louisiana State University. She completed her pre-doctoral internship at the Kennedy Krieger Institute and the Johns Hopkins University School of Medicine. After her training, Dr. Contrucci Kuhn continued as a faculty member at the Kennedy Krieger Institute and Assistant Professor at Johns Hopkins University School of Medicine where she served as a Case Manager of the Neurobehavioral Unit. She then served as the Director of the Behavioral Psychology Program at the Westchester Institute for Human Development (WIHD). Currently, she serves as an Associate Professor at Western Connecticut State University where she teaches in the Applied Behavior Analysis Program and where she is currently pursuing her research interests. She is a Board Certified Behavior Analyst and a Licensed Psychologist in the states of Connecticut and New York. She also continues clinical work through private practice. She is a member of the Association for Behavior Analysis and the Behavior Analyst Leadership Council. She is a past president of the Maryland Association for Behavior Analysis and has served the editorial boards for the *Journal of Applied Behavior Analysis* and *Behavior Analysis in Practice*. Dr. Contrucci Kuhn's training, research and experience have focused on the application of behavior analytic principles to the assessment and treatment of severe behavior problems and related concerns in individuals with developmental disabilities. She has contributed to multiple publications on the refinement of functional analysis and treatment methodologies and a more complete account of contextual variables. Her research interests also include areas related to adolescents and young adults with autism as well as college teaching.

Check In Code: 7123

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or sessions identified herein



## **An Update on the BACB and the Infrastructure of the ABA Profession**

Introduced by Zhibo Rong, *UMBC*

This presentation will include a summary of recent developments at the Behavior Analyst Certification Board (BACB). The most current data on the BACB's certification programs will be provided along with descriptions of recent and impending developments, including changes to certification requirements and the development of new resources. In addition, the BACB's role within the infrastructure of the ABA profession will be discussed.

James E. Carr, Ph.D, BCBA-D, ICE-CCP is the Chief Executive Officer of the Behavior Analyst Certification Board. His professional interests include behavior analyst credentialing, practitioner training, behavioral assessment and treatment of developmental disabilities, and verbal behavior. Dr. Carr has published over 150 journal articles on these and other topics and his work has been cited over 8,000 times. Dr. Carr is a Fellow of the Association for Behavior Analysis International and has received awards from APBA, APA's Division 25, and Autism Speaks. He is the past editor-in-chief of *The Analysis of Verbal Behavior* and has served on the editorial boards of 11 behavior analysis journals, including 4 appointments as associate editor. Dr. Carr is the past president of the Colorado, Alabama, and Mid-American Associations for Behavior Analysis. He received his doctorate in 1996 from Florida State University under the mentorship of Dr. Jon Bailey and previously served on the behavior analysis faculties at University of Nevada-Reno (1996-1999), Western Michigan University (1999-2008), and Auburn University (2008-2011).

Check In Code:9742

Check Out Code:7504





### **Becoming More Culturally Responsive: A Look in the Mirror**

Introduced by Joy Clayborne, *UMBC*

Culture has a substantial impact on a wide range of behaviors related to behavioral research and services. Rapport building, preferences for specific targets, and preferences for particular treatments can be impacted by one's culture. In this talk, I review the necessity of considering culture for improved service delivery and introduce a framework for providing more culturally responsive services. I will primarily focus on the first step: self assessment and discuss at least 2 ways our biases may impact the services we provide. I will review methods that attendees can use to not only self-identify their biases but potentially reduce the impact of their biases on their behavioral services. I will close with a case example that demonstrates how attendees can use the aforementioned framework to reduce the impact of their biases and provide more culturally responsive services.

Dr. Beaulieu earned her B.S. in Psychology from Florida State, her M.S. in Applied Behavior Analysis from Florida Institute of Technology, and her Ph.D. in Behavior Analysis from Western New England University. She received training as a Clinical Specialist at the Johns Hopkins University School of Medicine's Kennedy Krieger Institute. Dr. Beaulieu is currently a District Behavior Analyst for Newton Public Schools in Massachusetts. She was previously an Associate Professor at Florida Institute of Technology (FIT). Prior to her appointment at FIT, she founded and directed the Master's in Applied Behavior Analysis program at Regis College in Weston, MA where she earned tenure in 2017. She also held a faculty appointment at the University of Massachusetts Lowell's MS in Autism Spectrum Disorders program from 2011-2013. Dr. Beaulieu has been a practitioner and researcher in behavior analysis for 20 years across a variety of settings including public schools, clients' homes, residential psychiatric hospitals, and group homes with individuals diagnosed with and without disabilities. She has also consulted internationally with BCBA's on conducting functional analyses, improving cooperation with young children, and improving sleep. Her research has been recognized by the Berkshire Association for Behavior Analysis and Therapy and the Association for Behavior Analysis International. She currently serves on the editorial board for the journal *Behavioral Interventions* and has previously served on the editorial board for the *Journal of Applied Behavior Analysis*.

Check In Code: 1485

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## The ABCs of FCT: Response Persistence and the Three-Term Contingency

Introduced by Ann Jeanette Santos, *UMBC*

Basic research in behavior analysis has demonstrated that a number of consequence related variables, such as reinforcement rate, impact response persistence. Examples of these same effects can be seen in both translational and applied behavior analytic studies. However, the consequence makes up only a portion of the three-term contingency. In the current presentation, the relation between consequence arrangements, as well as antecedent- and behavior-related variables, on the persistence of responding is described via a series of studies designed to evaluate each. Broadly speaking, the studies demonstrated that, similar to findings from the basic research, consequence variables impacted the persistence of FCT. In addition, variables related to antecedents and behavior also impacted response persistence. Results are discussed in the context of implications for intervention, particularly FCT.

Dr. Ringdahl received his Ph.D. in psychology with an emphasis in behavior analysis from Louisiana State University in 1999 under the supervision of Dr. Timothy R. Vollmer. He completed a Predoctoral Internship at Children's Seashore House/University of Pennsylvania under the supervision of Dr. F. Charles Mace and completed postdoctoral training at the University of Iowa under the supervision of Drs. Linda Cooper-Brown and David Wacker. Following his postdoctoral training, Dr. Ringdahl served in various capacities at the University of Iowa. He has held academic appointments at the University of Iowa and Southern Illinois University, and currently is a Professor at the University of Georgia in the Communication Sciences and Special Education Department. Dr. Ringdahl currently serves on a number of editorial boards, including the *Journal of Applied Behavior Analysis (JABA)* and the *Journal of Behavioral Education*. He has served as an Associate Editor for *JABA* and *The Psychological Record* and is the current Editor-in-Chief of *Behavior Analysis: Research and Practice*. Dr. Ringdahl has published over 60 articles in peer-reviewed journals. Portions of his research has been funded by the National Institutes of Health (NIH) on a near continuous basis since 2000, and he has published his work in such journals as the *JABA*, the *Journal of Developmental and Physical Disabilities*, and the *American Journal of Genetics*. He is also a former President of the Illinois Association for Behavior Analysis and a past member of the Childhood Psychopathology and Developmental Disabilities study section with the NIH. Dr. Ringdahl provides services to children and adults with intellectual and developmental disabilities who exhibit behavior problems. He has worked in a variety of settings, including state facilities, hospital-based inpatient, outpatient, and day-treatment services, university-based clinics, schools, and residential settings including group homes and residential education centers.

Check In Code: 7789

Check Out Code: 6311



## **Ethical Considerations in the Treatment of Feeding Problems**

Introduced by Sunho Kim, *UMBC*

Feeding difficulties are estimated to occur in as many as 90% of autistic children. Thus, it is common for practicing behavior analysts to encounter clients who exhibit feeding difficulties that warrant intervention. The Ethics Code for Behavior Analysts requires that behavior analysts act in the best interest of clients, taking appropriate steps to support client's rights, maximize benefits, and do no harm (Section 3.01). To that end, there are several additional considerations for the behavior analyst to ensure effective and safe practice, which include idiosyncratic factors when treating feeding problems. A lack of thorough consideration of these factors can have serious and detrimental outcomes. This presentation will discuss: (a) factors that require additional knowledge and skills to treat feeding problems effectively and safely, (b) considerations for evaluating one's competency, and (c) recommendations for ethical practice and competency development within this specialized area.

Dr. Melanie Bachmeyer-Lee is a licensed psychologist and board certified behavior analyst at the doctoral level. She earned an MA in Educational Psychology with an emphasis in applied behavior analysis from Georgia State University and a Ph.D. in School Psychology from the University of Iowa. She completed a predoctoral internship in Pediatric Psychology at the University of Iowa Children's Hospital and a postdoctoral fellowship in the Pediatric Feeding Disorders Program at the Kennedy Krieger Institute and Johns Hopkins University School of Medicine. She previously held a faculty appointment in the Department of Psychology at the University of North Carolina Wilmington for 9 years. She is currently Clinical Director of the Center for Pediatric Behavioral Health in North Carolina. Her research on assessment and treatment of pediatric feeding disorders has been published in the *Journal of Applied Behavior Analysis*, *Behavior Analysis in Practice*, and *Behavioral Interventions*. She served on the executive committee of the North Carolina Association for Behavior Analysis (NCABA) for several years and is a recipient of the Fred Keller Excellence in Behavior Analysis Award from NCABA.

Check in Code: 9178

Check Out Code: 1806



**Training, Maintenance, and Other Adventures in  
Supporting Caregivers and Medical Personnel to Adhere  
with Recommendations for a Safe Infant Sleeping  
Environment**

Introduced by Tianjiao Li, UMBC

An individual's potential may only be fully realized if they survive childhood. Substantial public health efforts have decreased childhood deaths due to diseases, however, unintentional injuries continue to be the leading cause of death for children in the United States. Although the specific causes of these deaths vary, a substantial proportion appear to be preventable. The focus of this talk is on sleep-related infant deaths. A discussion of recommended infant sleep practices, a description of and data supporting our efforts to support caregivers and medical personnel, and examples of collaborative opportunities and future directions will be included.

Jason C. Vladescu, Ph.D., BCBA-D, NSCP, LBA (NY), is a Professor in the Department of Applied Behavior Analysis at Caldwell University. Jason completed his pre-doctoral internship and post-doctoral fellowship at the University of Nebraska Medical Center's Munroe-Meyer Institute. He has published 80+ peer-reviewed articles and several book chapters spanning his research interests in early behavioral intervention for children with autism spectrum and related disorders, increasing the efficiency of academic instruction, staff and caregiver training, equivalence-class formation, and mainstream applications of behavior analysis. Jason is an Associate Editor for *Behavior Analysis in Practice* and former Associate Editor for the *Journal of Applied Behavior Analysis*. He is on the editorial board for several behavior analytic journals and was the 2020 recipient of the APA (Division 25) B. F. Skinner New Applied Researcher Award.

Check in Code: 1736

Check Out Code: 8010



## **What Every Successful ABA Leader Knows: How to Harness the Power of OBM**

Introduced by Valeria Macuare, *UMBC*

OBM is a subfield of applied behavior analysis that has been widely practiced since the 1970's, and arguably since 1959 when Allyon and Michael demonstrated the concept of behavioral engineering. Since its origins, behavioral approaches to leadership have become more widely adopted across all industries. This success has also led to a great deal of confusion among today's leaders, as many approaches involve some aspects of behavior analysis but fall short on others. Conversely, there are effective leadership practices with solid scientific and logical bases but that have not been widely accepted by behavior analysts. Dr. Austin

will define OBM and some related behaviorally sound practices, how these apply to the daily life of ABA leaders and he will describe, in detail, several areas of OBM techniques that today's ABA leaders could be using to deliver improved results

Dr. John Austin is an internationally recognized expert in human performance. He is CEO of Reaching Results, where he teaches leaders to create more effective work environments. Dr. Austin was also a Professor of Psychology at Western Michigan University. He has consulted with organizations for 30 years to improve productivity and safety. In ABA organizations, Dr. Austin teaches workshops and coaches leaders on behavioral leadership, difficult conversations, and OBM.

John and his teams have been instrumental in delivering over 10,000 work improvement, quality, and safety projects that have generated millions of dollars in improvements to businesses. They have coached over 350 senior leaders from many companies and 12 countries to help them improve business performance.

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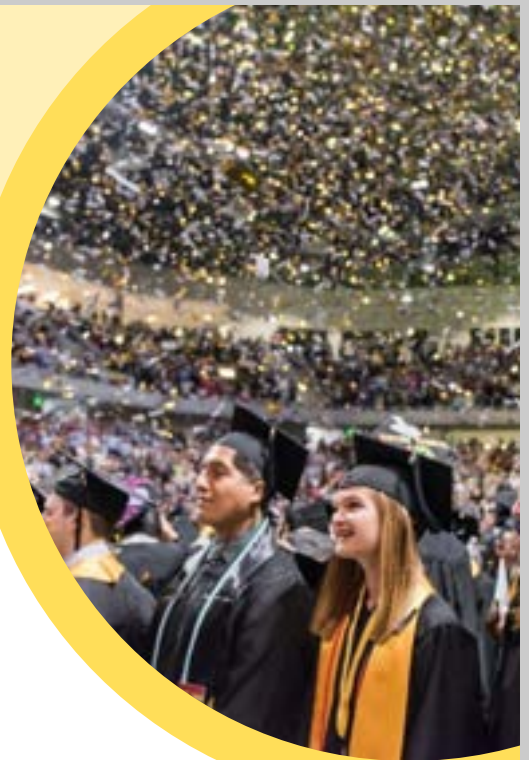
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For employment opportunities contact Carrie Borrero at [borrero@kennedykrieger.org](mailto:borrero@kennedykrieger.org)

# 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.

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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.



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## Poster Presentations

- 1 *Teaching Through Lived Experience: Is Culturally Relevant Teaching Effective within Applied Behavior Analytic Group Instruction Settings?* Niesha Bertand, Tamara Young, Denisha Gingles, & Adrienne Bradley. Signature Behavioral Health. \*Student poster
- 2 *Assessment and Treatment of Problem Behavior Evoked by Denial of Perseverative Mands.* Veronica Reyes, Brianna Laureano, Emily Chesbrough, & John Michael Falligant. Kennedy Krieger Institute.
- 3 *Reducing Employee Absenteeism With Performance Feedback and an Individual Contingency Intervention.* Desiree Poole, Brittany N. Workman, Christopher M. Dillon, Samantha L. Hardesty, & Lynn G. Bowman. Kennedy Krieger Institute.
- 4 *Assessment of Protective Equipment to Minimize Severe Self-Injurious Behavior: A Demonstration in a Hospital-Based Inpatient Setting.* Tyler Rosado, Alexandra Ostrander, Courtney Hanlin, Tyrone Sumbicay, Emily Chesbrough, & John Michael Falligant. Kennedy Krieger Institute.
- 5 *Evaluation of the Feasibility of Competing Stimulus Assessments Targeting Mands Rather Than Socially-Mediated Problem Behavior.* Drew E. Piersma, Michelle A. Frank-Crawford, Margaret Cavanaugh, Sagar Patel, & Valeria B. Macuare. Kennedy Krieger Institute.
- 6 *A Retrospective Analysis of the Relationship between Psychotropic Drugs and Sensitivity to Reinforcement and Punishment.* Olivia Ragheb, Brianna Laureano, John Michael Falligant. Kennedy Krieger Institute.
- 7 *Self Monitoring Time-on-Task for Graduate Work.* Nicole Wasserleben & Matthew R. Tyson. Behavior by Design.
- 8 *Assessment and Treatment of Problem Behavior Evoked by Interruption of Preferred Activities.* Kathleen M. Holehan & Craig W. Strohmeier. Kennedy Krieger Institute.
- 9 *Duration-based Assessment to Select Chores for Individuals with Severe Problem Behavior.* Angel Williams, Meaghan Gregory, & Sara Deinlein. Kennedy Krieger Institute.
- 10 *Assessment and Treatment of Pica: A Consecutive Controlled Case Series.* Megan Ryan, Michelle A. Frank-Crawford, Margaret W. Cavanaugh, Nathalie Fernandez, Jonathan D. Schmidt, Louis P. Hagopian, & Justin Hall. Kennedy Krieger Institute.
- 11 *Using Functional Communication and Competing Stimuli to Treat Elopement Maintained by Accessing Items within the Environment.* Valeria Macuare, Michelle Frank-Crawford, Margaret Cavanaugh, Amanda Goetzel, & Matthew Finn. Kennedy Krieger Institute.

## **Poster Presentations**

- 12 *Preference and Efficacy of Instructional Arrangements.* Courtney Arrington, L. Schnell, M. Cengher, T. Li, & E. Wu. Kennedy Krieger Institute & UMBC. \*Student poster
- 13 *Treatment of Behavior Problems in a Child with Cortical Visual Impairment and SCN2A: Coordinating Results of Functional Vision Assessment (FVA) and Functional Behavior Assessment (FBA).* Benjamin R. Thomas, Danielle Pelletier, Melanie Bauer, & Julia T. O'Connor. Kennedy Krieger Institute.
- 14 *Behavioral Treatment of Pica in a Child with Sickle Cell Disease.* Benjamin R. Thomas, Diksha Bali, & Julia T. O'Connor. Kennedy Krieger Institute.
- 15 *Parent Treatment of Complex Pica in a Teen with Autism.* Benjamin R. Thomas, Matthew D. Bowman, Aaron Sanchez, & Craig W. Strohmeier. Kennedy Krieger Institute.
- 16 *Using Goal Setting and Feedback to Decrease Phone Calls.* James Olver & Marley Swisher. Itineris.
- 17 *Assessment and Treatment of Aggression and Automatically Maintained Disruptive Behavior With Liquids.* Erik Bustamante, Amanda Goetzel, & Jonathan Schmidt. Kennedy Krieger Institute.
- 18 *Examining the Use of In-Vivo Feedback During Caregiver Training and the "Effort" of Feeding Procedures.* Xuehua Zhao & Carrie S. W. Borrero. Kennedy Krieger Institute. \*Student poster
- 19 *Common Practices Used to Establish Token Economies in Clinical and Instructional Settings: A Survey of BAB Certificates.* Nathalie Fernandez, Tracy Argueta, Iser G. DeLeon, & Sean Madden.
- 20 *Preliminary Evaluation of the Role of Textual Instructions in Establishing the Functions of Response Contingent Acoustic Feedback.* Elizabeth Parthum, Kwadwo Britwum, Lynn Schumacher, & Jessica Ware. Mount Saint Mary's University. \*Student poster
- 21 *Teacher Implemented Trial-Based Functional Analysis.* Elizabeth Parthum, Jacob Harner, Lynn Schumacher, Jessica Ware, & Kwadwo Britwum. Mount Saint Mary's University. \*Student poster
- 22 *Promoting Inclusivity via Procedural Modifications to a Function-Based Behavioral Parent Training Program.* C. Davis & M. L., Edelstein. Kennedy Krieger Institute/Johns Hopkins School of Medicine. \*Student poster
- 23 *An Assessment of the Skills required for a Social Stimulus Preference Assessment (SPA).* Lynn Schumacher, Elizabeth Parthum, Michelle Buhrman, Leora Orfanos, Jessica Ware, & Kwadwo Britwum. Mount Saint Mary's University. \*Student poster

### **Poster Presentations**

- 24 *Transition States in Single-Case Experimental Designs: A Retrospective Consecutive-Controlled Case Series Investigation.* Tyron John Sumibcay, Brianna Laureano, & John Michael Falligant. Kennedy Krieger Institute.
- 25 *Reported Conflicts with Clients and Animals within Home Environments.* Cydney Grey & Amanda Frantz. Achieving True Self.
- 26 *Re-Connect: Personalized, Non-Monetary Smartphone-based Rewards for Smoking Cessation: Preliminary Development.* M. Mitnick, C. Upton, S. Goodwin, & B. Raiff. Rowan University. \*Student poster
- 27 *Enhancing Supervisory Relationships with Values and Committed Action Training.* Angela Hess, Yors Garcia, Evelyn Gould, & Robyn Catagnus. The Chicago of Professional Psychology.
- 28 *Further Analysis and Treatment of Problem Behavior Evoked by Idiosyncratic Auditory Stimuli.* Evan Loadholtz, Brianna Laureano, Emily Chesbrough, John Michael Falligant. Kennedy Krieger Institute.
- 29 *Analysis of Fixed-lean Schedule Thinning Following Interventions Aimed at Decreasing Severe Problem Behavior.* Shelby L. Quigley, Mariatu Fornah, Emily Chesbrough, Brianna Laureano & John Michael Falligant.
- 30 *Employers' Opinion on Skills Necessary for Newly Minted BCBA's.* Ann Jeanette D. Santos, Mirela Cengher, Adithyan Rajaraman, John C. Borrero, Carrie S. W. Borrero, & Danielle LaFrance. UMBC. \*Student poster
- 31 *Generalization of a Terminal Probe Used Across a Response Class within Functional Communication Training Schedule Thinning.* Jasmine Sorrell & John Huete. Kennedy Krieger Institute. \*Student poster
- 32 *Further Application of the Matching Law to Point-after-Touchdown Selection in American Football.* Ryan Benson, Ian Cero, John Michael Falligant. Kennedy Krieger Institute.
- 33 *Modifying Functional Communication Training for an Individual with Visual Impairments and Severe Problem Behavior.* Rajen Bajracharya, Emily Chesbrough, Brianna Laureano, & John Michael Falligant. Kennedy Krieger Institute.
- 34 *Characterizing Mood and Stress Symptoms, Drinking Behaviors, and How it Relates to Behavioral Activation and Avoidance.* Mikaela Bubna, Shelby Goodwin, Matthew J. Dwyer, & Bethany R. Raiff. Rowan University. \*Student poster

### **Poster Presentations**

- 35     *Typical Behavior for Typical Kids: Creating a Reference Range of Problem Behavior to Target Socially Significant Change.* Jessica VanDevander, & Allison Warner. *Achieving True Self.*
- 36     *Typical Behavior for Typical Kids: Creating a Reference Range of Problem Behavior to Target Socially Significant Change.* Jasmeen Kaur, Michelle A. Frank-Crawford, Nicole Hausman, & Molly Bednar. Kennedy Krieger Institute. \*Student poster
- 37     *Contingency Management for Increasing Early Adherence to Medications for Opioid Use Disorder in an Emergency Department Bridge Program: Preliminary Findings.* Shelby Goodwin, Arriana Swiderski, Selah Caliva, Harris Khan, Matthew Salzman, & Bethany Raiff. Rowan University. \*Student poster
- 38     *An Evaluation of Caregiver Treatment Integrity During Implementation of a Multi-Component Feeding Intervention.* Justin Hall & Carrie S. W. Borrero, Kennedy Krieger Institute Johns Hopkins University School of Medicine, & UMBC. \*Student poster
- 39     *Assessment of Patterns of Learning during Functional Analysis Conditions: A Case Review of 116 Patients.* Nathalie Fernandez, Michelle Frank-Crawford, Courtney Hanlin, Ryan Benson, John M. Falligant, Zhibo Rong, & Iser G. DeLeon. Kennedy Krieger Institute.
- 40     *The Impact of the RBT Credential Requirement and Timely Access to Treatment.* Megan Kerper. Behavioral Framework.
- 41     *The Effects of Various Incentive Programs Targeted to Increase Completion of the 40-Hour Training in Staff Pursuing the RBT Certification.* Megan Kerper. Behavioral Framework.





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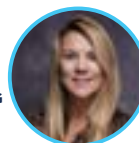
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