

# MARYLAND ASSOCIATION FOR BEHAVIOR ANALYSIS

A Chapter of the Association for Behavior Analysis,  
International

27th ANNUAL MEETING  
DECEMBER 5-6, 2024  
Sheraton Baltimore North

Maryland Association for  
Behavior Analysis



A Chapter of  
the Association  
for Behavior  
Analysis,  
International

## Day 1 Workshops

### Fitzgerald Ballroom (All Invited Events)

December 5, 2024 8:00 AM - 4:00 PM

8:00 AM Registration & Breakfast

9:00 AM Calandra "Callie" Plattner, Ph.D., BCBA-D, LBA  
*Mosaic Pediatric Therapy* | **\*BACB\*APA\*3 CE\***

12:00 PM Break (Check out our sponsors!)

1:00 PM Cody Morris, Ph.D., BCBA-D, LBA  
*Salve Regina University* | **\*BACB\*APA\*3 ETHICS CE\***

4:00 PM End of Day 1

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## Day 2 Invited Speaker Presentations (50 min)

### Fitzgerald Ballroom

December 6, 2024 8:45 AM - 6:00 PM

7:30 AM Registration & Breakfast

8:45 AM Presidential Welcome


9:00 AM Vivian Ibañez, Ph.D., BCBA-D  
*University of Florida* | **\*BACB 1 CE/ \*APA .75 CE**

Break (Check out our sponsors!)

10:10 AM Nicole Rodriguez, Ph.D., BCBA-D  
*Munroe Meyer Institute* | **\*BACB 1 CE/ \*APA .75 CE**

Break (Check out our sponsors!)

11:20 AM Faris Kronfli, Ph.D., BCBA-D  
*University of Florida* | **\*BACB 1 CE/ \*APA .75 CE**

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

1:40 PM Daniel Cymbal, Ph.D., BCBA-D  
*Georgia Southern University* | **\*BACB 1 CE/ \*APA .75 CE**

Break (Check out our sponsors!)

2:55 PM Raffle Announcement

3:00 PM Nathan "Nate" Call, Ph.D., BCBA-D  
*Marcus Autism Center* | **\*BACB 1 CE/ \*APA .75 CE**

4:30 PM Reception and Posters in the Warfields Ballroom

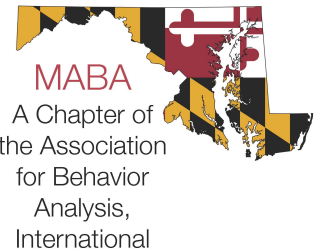
6:00 PM End of Day 2

## MARYLAND ASSOCIATION FOR BEHAVIOR ANALYSIS

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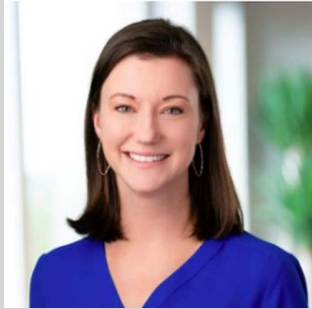
Samantha Hardesty, Ph.D., BCBA, LBA

Sarah Haney McDevitt, Ph.D., BCBA-D

### BACB Continuing Education

We will be using EventLeaf Guide (available for download in the app store). 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 see the MABA staff member for assistance in Fitzgerald Ballroom.

**CEs must be purchased separately and may not be purchased after 1/17/24.** If you have not purchased CEs yet, you can purchase them on the MABA website until that date.



## Workshop 1

### Improving Collaboration and Engagement with Stakeholders Through the Use of Motivational Interviewing

Introduced by Carley Smith, *UMBC*

Ensuring alignment of goals, values, and priorities for stakeholders may be an important component in reaching meaningful outcomes for children with autism. Collaborating across disciplines (Broadhead, 2015) and including parents in treatment planning (Taylor et al., 2019) may be skills which are overlooked in training practices of BCBAs. Practitioners may find themselves in dilemma's where their recommendations conflict with other providers or caregivers, which requires a specialized skill set to demonstrate collaborative and effective communication. Motivational Interviewing is an evidence-based approach that has been broadly used across professions (Magill et al., 2018) as a means of effectively identifying treatment goals, rationale for desired behavior change, and setting the occasion for effective follow through with treatment goals (Hettema & Hendricks, 2010; Lundahl et al., 2013). This workshop will address the challenges associated with establishing engagement with stakeholders and provide an introduction to motivational interviewing with practical applications which can assist in improving working relationships amongst BCBAs and psychologists and those with whom they collaborate. Participants will have the opportunity to assess and practice their skills in the areas of reflective and compassionate communication.

Dr. Callie Plattner earned an MS in Applied Behavior Analysis from Auburn University under Dr. Jim Johnston's supervision and a Ph.D. in Behavior Analysis from Endicott College under the guidance of Dr. Cynthia Anderson. She currently serves as Chief Clinical Officer at Mosaic Pediatric Therapy where she is responsible for elevating clinical services and operational performance. Dr. Plattner is well versed in board governance through her 11 years of service on the North Carolina Association for Behavior Analysis (NCABA) board, including two-time Past-President. She has also held a seat on the board of directors for the Association of Professional Behavior Analysts (APBA), served as a subject matter expert for the Behavior Analyst Certification Board (BACB) and the Council for Autism Service Providers (CASP). She has authored several book chapters and published in the *Journal of Applied Behavior Analysis* and *Behavior Analysis in Practice*, the latter for which she has served as a reviewer. Dr. Plattner is a behavior analyst who believes in the compassionate implementation of our science and has spent her career focused on building a better reputation for our field, establishing high standards for quality care, and improving training and mentoring opportunities for clinicians.



## Workshop 2

### Toward a Further Understanding of Assent

Introduced by Jessica Becraft, *Kennedy Krieger Institute*



Arranging assent opportunities for clients is an increasingly common strategy to involve clients in therapeutic decisions within behavior analysis. The purpose of this workshop is to further advance the conceptualization and understanding of assent and assent practices by refining previous definitions and conceptualizations of assent and defining essential considerations for embedding assent into practice.

Dr. Cody Morris is an Assistant Professor, Graduate Programs Director of Behavior Analysis, and Chair of the IRB at Salve Regina University. The overarching goal of Cody's research and clinical focus is improving the practice of behavior analysis. This involves several topics, including client involvement in therapeutic decisions, assessment and treatment strategies for challenging behavior, and organizational systems. Cody has published works in prominent behavior analytic journals, including the *Journal of Applied Behavior Analysis*, *Behavior Analysis in Practice*, and the *Journal of Organizational Behavior Management*. He has served as a reviewer for multiple behavior analytic journals and a Guest Associate Editor for *Perspectives on Behavior Science* and *Behavior Analysis in Practice*. Currently, Cody is the Director of the Executive Board for the Rhode Island Association for Behavior Analysis and the Executive Producer and Host of *Behavior Analysis in Practice- The Podcast*.

## Behavior-Analytic Feeding Therapy: What Have We Learned?

Introduced by Aisenda Le, *UMBC*



This Piazza (2008) described the biological and social implications of feeding and provided an overview of specific intervention methods for children with feeding disorders. Sixteen years have elapsed since the publication of this paper, and the good news is that interventions based on applied behavior analysis remain well-supported. However, pediatric feeding practices have evolved in areas such as etiology, diagnosis, intervention, measurement of outcomes, and social validity. This presentation will expand on Piazza's (2008) commentary with additional perspectives and propose new directions for consideration. Some of the data included in this talk will emphasize the importance of secondary analyses to improve the dissemination of features and outcomes of a behavior-analytic feeding approach. For example, there are many questions regarding the side effects of participation in behavioral feeding therapy. As such, two topics that will be discussed in this talk are a child's social interactions with their feeding therapists throughout day-treatment services and how changes in oral intake impact other domains like toileting and oral hygiene. In sum, by reflecting on the history of behavior-analytic feeding therapy and considering the current landscape of questions from several communities, including caregivers, healthcare providers, and other scientists, this talk aims to provide data-based updates from several angles to foster a comprehensive understanding and advance the field further.

Dr. Vivian Ibañez received her master's degree in Behavior Analysis from the University of Maryland Baltimore County in 2014 and Ph.D. in Behavior Analysis from the University of Nebraska Medical Center under the mentorship of Dr. Cathleen Piazza, followed by postdoctoral training at the University of Florida (UF). Currently, she is a Research Assistant Professor in the Department of Psychology at UF and the Clinical Director of the Intensive Pediatric Feeding Disorders Program at the Florida Autism Center's Specialty Clinic, in collaboration with the UF Health Center for Autism and Neurodevelopment. Before these roles, she developed her expertise in the assessment and treatment of severe feeding difficulties through various positions at the Kennedy Krieger Institute, Munroe-Meyer Institute, and Children's Specialized Hospital. Dr. Ibañez's research has focused on enhancing the effectiveness of behavior-analytic feeding treatments and facilitating the transfer of care from clinicians to caregivers. Expanding specialized services has also led to a passion for consumer advocacy, public policies affecting access to behavior-analytic feeding services, and training for practitioners in community-based settings. At present, Dr. Ibañez also serves on the Editorial Board of the *Journal of Applied Behavior Analysis*, the Board of Directors of the Association for Professional Behavior Analysts, and as a Member-at-Large for the Florida Association for Behavior Analysis Board of Directors.

## From Virtual to Reality: Enhancing Pedestrian Safety for Autistic Children through Immersive VR Training



Introduced by Hannah Roth, *UMBC*

Pedestrian safety is a significant concern, especially for autistic children who face an elevated risk of traffic accidents. This presentation will discuss the development and evaluation of a fully immersive virtual reality (VR) program designed to teach pedestrian street crossing skills to autistic children. Because the success of VR for teaching these skills rests on the ability of those skills to generalize to the natural environment, we aimed to test the effects of our teaching on actual street crossing behavior under naturalistic conditions as well as maintenance of mastered skills under increased motivation scenarios – areas that represent gaps in the existing literature. This presentation will include a discussion of outcomes of our study, considerations in the design and implementation of the intervention and virtual environment, as well as directions for future research and application.

Dr. Nicole Rodriguez is the Director of the Early Intervention Program in the integrated Center for Autism Spectrum Disorders (iCASD) at the Munroe-Meyer Institute as well as a professor in, and Director of, the PhD program in Applied Behavior Analysis at the University of Nebraska Medical Center. She has received training at arguably some of the top institutions in which behavior analysis is taught and applied. This includes post-baccalaureate training in applied behavior analysis at the University of Florida, clinical and research training at the Johns Hopkins University School of Medicine's Kennedy Krieger Institute, graduate training under the supervision of Dr. Rachel Thompson at the University of Kansas and Western New England University, and post-doctoral training under the mentorship of Dr. Wayne Fisher, where she currently resides at the Munroe-Meyer Institute. She has authored several book chapters and published peer-reviewed research studies in top journals in her discipline, including the *Journal of Applied Behavior Analysis*, the *Journal of the Experimental Analysis of Behavior*, and *The Analysis of Verbal Behavior*. Dr. Rodriguez continues to advance the academic and research mission of UNMC on both a national and international scale. She has been invited to teach courses and provide clinical and research consultation internationally. Her strong commitment to education is evident through her receipt of awards such as UNMC's Outstanding Teacher and Outstanding Faculty Mentor of Junior Faculty as well as ABAI's Verbal Behavior Special Interest Group's Clinical Supervisor Award. Similarly, her commitment to service in her discipline is exemplified, at least in part, by her roles as an Associate Editor (2020-2023) and longstanding editorial board member of her discipline's flagship journal, *JABA*, which is known for its high publication standards and experimental rigor.



## **Supporting Adolescents and Adults on the Autism Spectrum and Considerations for Ethical Research Methodologies**

Introduced by Jocelyn Castro, *UMBC*

Some autistic individuals might desire assistance with goals such as social skills, particularly as they transition into adolescence and adulthood. Throughout this process, it is crucial to consider how to align interventions with their needs and preferences to produce meaningful changes while respecting client consent and assent. This presentation will highlight recent research focused on developing interventions that promote independence and improving conversational skills for autistic adolescents and adults. Key topics will include assessing preferences for conversational topics and identifying specific areas for improvement, such as small talk. Additionally, the process of obtaining consent and assent from these individuals and their support communities will be discussed.

Dr. Faris R. Kronfli received his master's degree in Behavior Analysis from the University of Maryland Baltimore County in 2014 and his Ph.D. in Psychology from the University of Florida in 2019. His research has included the assessment and treatment of problem behavior among at-risk youth and individuals diagnosed with autism spectrum disorder (ASD). While at the University of Florida, Dr. Kronfli helped establish a social skills clinic for adolescents and adults on the spectrum and has continued to focus on developing programs to support individuals as they transition to adulthood. He was the recipient of the 2018 B.F. Skinner Foundation Florida Graduate Student Research Award, the 2019 Christopher Rubow Memorial Award, and the 2023 Charles Kimber Public Service Award. He is currently the program coordinator for the Behavior Analysis Research Clinic's school-based consultation program and an Assistant Instructional Professor at the University of Florida.



## **Organizational Behavior Management (OBM) and You: Implications of Certification Changes for Graduate Training and More**

Introduced by Guillermo Santamaria, *UMBC*

Upcoming changes to BACB® requirements have an increased focus on formal training in Organizational Behavior Management (OBM). OBM practices can be an asset to any clinician or supervisor but also comprise a rich area of behavior analysis with subdisciplines of its own, independent of Applied Behavior Analysis (ABA) services. As such, graduate training should be reflective of the long research and practice history of OBM, although demand for expertise in this area likely outstrips supply. The following presentation will provide an overview of some of the varied resources available to those seeking to incorporate more OBM into their graduate courses and supervisory/organizational practices. In addition, some perspective on content will be offered from the point of view of OBM practitioners as well as some thoughts on the future of graduate training in OBM in relation to ABA service delivery and beyond.

Dr. Daniel Cymbal earned a PhD from the Florida Institute of Technology under the supervision of Dr. David Wilder. After completing his degree, he completed a postdoctoral position at the University of Central Florida. Currently, he is an Assistant Professor at Georgia Southern University with research interests in performance analysis/management, enhancing maintenance of applied interventions, and the role of verbal behavior in the workplace. Daniel has co-authored multiple articles and book chapters related to OBM, and currently serves on the Editorial Board of the Journal of Organizational Behavior Management.



## **Increasing Dissemination of our Science: Scrutinizing Applied Behavior Analytic Scholarship through a Behavior Analytic Lens**

Introduced by Mariam Aslam, *UMBC*

A central tenet of behavior analysis is that the principles that govern behavior apply equally regardless of the form of the response, including the scholarly behavior of researchers. The potential reinforcers for disseminating applied behavior analytic scholarship are powerful, including increased public acceptance, greater material support, and favorable policy changes. However, the contingencies that govern scholarship do not reliably produce access the most potent of these reinforcers. This presentation will present a framework for viewing dissemination of applied behavior analytic scholarship that draws upon literature from other fields. Viewing applied behavior analytic scholarship through this framework yields insights and proposals for changes in scholarly behavior that have potential to increase the reach and impact of our science.

Dr. Nate Call is a Professor of Pediatrics and Associate Chief of the Division of Autism & Related Disorders in the Emory University School of Medicine. He has worked at Marcus Autism Center since 2006, where he has held many positions as a researcher, clinician, and leader of clinical programs. He currently serves as the Vice President of Children's Healthcare of Atlanta responsible for the center. In this role he oversees all clinical activities and works with providers and other center leaders to develop new clinical innovations. Dr. Call has an active research agenda and has published over seventy papers and book chapters on the treatment of harmful behavior.

**MABA would like to thank all of our sponsors. This event would not be possible without their support! Be sure to visit sponsor tables (Warfields Room) for more information.**

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## Poster Presentations

1. A Comparison of Positive and Negative Reinforcement with Self-Feeding in Children with Feeding Disorders. Jocelyn Castro & Carrie Borrero. Kennedy Krieger Institute.

**\*Student Poster Presentation.**

2. Compassionate ABA in Nonpublic School Settings. Amanda Link & Megan Anders. Sheppard Pratt Schools.

3. Unveiling Unity: Exploring Factors That Foster a Strong Sense of Community in an ABA Home-Based Setting. Allen Flynn, Nicole Burke, Shelby Quigley, Mimi Theodore & Alex Arevalo. Amigo Care ABA.

4. A Functional Analysis and Assessment Model to Reduce the Side Effects of Escape Extinction in a Feeding Context. Ann Jeanette D. Santos & Carrie Borrero. Kennedy Krieger Institute.

**\*Student Poster Presentation.**

5. An Evaluation of the Efficiency of and Preference for Prompting Hierarchies. Carley E. Smith, Michelle A. Frank-Crawford, Nyanje-Moiyatu M. Roberts, & Christopher Edwards. Kennedy Krieger Institute. **\*Student Poster Presentation.**

6. Increasing Caregiver Engagement on a Parenting Website. Bailey Rike, Jacqueline Carrow, Kissel Goldman, & Jessica Becraft. Kennedy Krieger Institute.

7. Food Delay and Denial FCT Training for Edible-Tangible Functions of Behavior. Faith Rodriguez, Michelle Frank-Crawford, Margaret Cavanaugh, Lucas Capobianco-Hogan, Camila Morales, Jonathan Pastor, Mariam Aslam, Mary Middleton, Declan Aroh, & Chimsomaga Ozuz. Kennedy Krieger Institute. **\*Student Poster Presentation.**

8. Medication Probes: A Safe Way to Evaluate the Effects of Psychotropic Medication in Patients who Wear Personal Protective Equipment. Vanessa Ungarino, Samantha L. Hardesty, Lee Wachtel, Amanda Goetzel, & Alejandro Fernandez y Moya. Kennedy Krieger Institute.

**\*Student Poster Presentation.**

9. Effects of Performance Feedback on Staff Behavior and Treatment Integrity in a Clinical Care Setting. Alexa Kerasidis, Samantha L. Hardesty & Jonathan D. Schmidt. Kennedy Krieger Institute.

10. Use of a Packaged Intervention to Increase Demand Presentation. Hailey Gould & Jayleah Thorpe. Helping Hands Family.

## Poster Presentations

11. Refining Models of Automatically Maintained Self-Injury in the Evolutionary Theory of Behavioral Dynamics. Caleb Spink, Louis Hagopian, & John Michael Fallifant. Kennedy Krieger Institute.

12. Evaluating the Effects of Synchronous Delivery of Increasing Academic Performance. Kimberly Lemus-Flores & John Borrero. University of Maryland, Baltimore County.

**\*Student Poster Presentation.**

13. Assessing Toilet Training Pre-Requisite Skills. Megan M. Orth, Wendy Garcia Perez, Alemy Barreto, & Lisa A. Guerrero. Little Leaves Behavioral Services.

14. Effects of Culturally Adapted Praise Statements on Students with Autism. Ebony Coby-Harley, Kwadwo Britwum, & Elizabeth Parthum. Mount Saint Mary's University.

**\*Student Poster Presentation.**

15. Assessing and Teaching Metaphorical Tact Extensions of Private Events and Scenarios to Children with Autism. Genesis Olivas & Kwadwo Britwum. Mount Saint Mary's University.

**\*Student Poster Presentation.**

16. Discriminated Functional Communication Through Training an Existing SΔ. Elizabeth Parthum, Griffin Rooker, Kwadwo Britwum, & Julie Crochet. Mount Saint Mary's University.

**\*Student Poster Presentation.**

17. Effectiveness of Acoustic Feedback Versus Behavior-Specific Praise on Staff Learn Unit Delivery During Training. Michelle Raynor, Kwadwo Britwum, & Emmanuela Otunuga. Mount Saint Mary's University. **\*Student Poster Presentation.**

18. Considerations of the Language of Implementation of Behavioral Assessments. Jonathan Pastor, Olivia Ragheb, Alejandro Fernandez y Mora, Yefry Quinones, Camila Morales, Carley Smith, Amanda Goetzel, & Jonathan Schmidt. Kennedy Krieger Institute.

19. It's "My Way" or the Highway: Using Skills-Based Training to Promote Independence From the Clinic to the Classroom. Olivia DuBree, Violet Leitch, Morgan Lyons, & Casey Rich. Helping Hands Family. **\*Student Poster Presentation.**

20. Protecting Vulnerable Users: Teaching Internet Safety to Children with Autism Using BST. Pamela Martinez Gonzalez, Shelby Quigley, Alexander Arevalo, & Melissa Theodore. Amigo Care ABA.



## Poster Presentations

21. Training a Latina Grandmother in Discrete Trial Training (DTT). Soraya Dos Santos, Daniela Argueta, Alex Arevalo, & Shelby Quigley. Amigo Care ABA.
22. A Look into Culturally-Significant Caregiver-Child Interaction: An Evaluation of Functional Communication and Multiple Schedule Training for a South Asian Adolescent. Mariam Aslam, Samantha Hardesty, & Amanda Goetzel. Kennedy Krieger Institute.  
**\*Student Poster Presentation.**
23. An interdisciplinary collaboration model for serving individuals with ASD. Analisa Meyers, Caroline Vantor, Theresa Ltzing, Bari Turkheimer, Gabriella Cameron, & Heather Jennett. Ivymount School.
24. Assessment and Treatment of Out-of-Seat Behavior. Ndia B. McCloud, Alejandro M. Fernandez y Mora, Carley E. Smith, Samantha Hardesty, Amanda Goetzel, Meagan Gregory, & Sara Deinlein. Kennedy Krieger Institute. **\*Student Poster Presentation.**
25. From Assessment to Intervention: Addressing Synthesized Antecedents in Functional Analysis. Kate F. Pudpud, Carley E. Smith, Jenna M. Schechter, Nathalie Fernandez, & Kaitlyn M. Connaughton. Kennedy Krieger Institute.
26. Analysis of Response Interruption and Redirection Procedure to Decrease Challenging Behavior Maintained by Socially Mediated Consequences. Christopher Edwards, Nathalie Fernandez, Emily Chesbrough, Kaitlyn Connaughton, John Michael Falligant, & Erik DiSanti. Kennedy Krieger Institute. **\*Student Poster Presentation.**
27. Evaluation of A-CSA Items with an Alternating Treatments Design for a Child with Severe Behavior. Matthew Bowman, Craig Strohmeier, Mary Kate Gerrard, Liz Thuman, & Melissa Pena. Kennedy Krieger Institute. **\*Student Poster Presentation.**
28. From Assessment to Intervention: Addressing Synthesized Antecedents in the Treatment of Challenging Behavior. Jenna M. Schechter, Carley E. Smith, Kate F. Pudpud, Nathalie Fernandez, & Kaitlyn Connaughton. Kennedy Krieger Institute.
29. Functional Communication Training Efficacy in Treating Behaviorally Based Unresponsiveness. Matthew Rodgers, Samantha Hardesty, Amanda Goetzel, & Mariam Aslam. Kennedy Krieger Institute.
30. Using Discrete Trial Teaching to Teach the Skill of Wiping after a Bowel Movement. Tatiana Castillo Puyo, Shelby Quigley, Alexander Arevalo, & Melissa Theodore. Amigo Care ABA.

## Poster Presentations

31. Investigating Tangible Functions through Different Establishing Operations: Denial vs. Loss. Megan Ryan, Michelle Crawford, Nathalie Fernandez, & Mirela Cengher. Kennedy Krieger Institute. **\*Student Poster Presentation.**
32. Assessing the Impact of Psychotropic Medication on Affect in a 13-Year-Old with ASD and Disruptive Mood Dysregulation Disorder. Guillermo Santamaria, Lynn G. Bowman, & Christopher Dillon. Kennedy Krieger Institute. **\*Student Poster Presentation.**
33. Optimizing Onboarding: Reducing Employee Response Latency Through Behavior Systems Analysis. Jessica Bollinger, Shelby Quigley, Alexander Arevalo, & Melissa Theodore. Amigo Care ABA.
34. Assessment of Bilingual Tact Training for Children with Autism. Rachell Wiltshire, Alexander Arevalo, Kwadwo Britwum, & Melissa Theodore. Amigo Care ABA. **\*Student Poster Presentation.**
35. A Comparison of Two Approaches for Tact Training: Simultaneous Communication vs Vocal Alone. Margaret Torp, Nicole Burke, Melissa Theodore, & Alexander Arevalo. Amigo Care ABA.
36. Looking Into the Perspectives of Latino Families Receiving ABA Services from a Latino-Based Company. Adriana Pereira, Alexander Arevalo, & Melissa Theodore. Amigo Care ABA.
37. Assessment and Treatment of Operant Emesis. Hannah Roth, Emily Chesbrough, & John Michael Falligant. Kennedy Krieger Institute. **\*Student Poster Presentation.**
38. Reducing Problem Behaviors through an Enriched Environment and a Token Economy System. Jasmine Neely, Jessica Seyler, & Laura Cheever. Helping Hands Family. **\*Student Poster Presentation.**