Maryland Association for Behavior Analysis

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For more information about MABA:
http://www.mdaba.org/

MABA is an affiliated chapter of ABAI and APBA.

Contact Us

http://www.mdaba.org/#!contact-us/ccqg

or

info@marylandaba.org

attention: Carrie Borrero or Nicole Hausman

Sponsorship opportunities for our 2016 conference are available!

Please check out our website for details or contact Nicole Hausman at:
info@marylandaba.org

Letter from the President

Dear MABA Members,

I am excited to introduce our bi-annual MABA newsletter. We are hoping that this will be another way for Behavior Analysts in Maryland and the surrounding areas to learn more about each other, to keep informed of important developments in the field and to continue to strengthen and grow our behavior analytic community.

As you know The Maryland Association for Behavior Analysis (MABA) is an affiliated chapter of the Association for Behavior Analysis International and an affiliate of the Association of Professional Behavior Analysts. The mission of MABA is to promote behavior analysis within the State of Maryland and its surrounding region through the advancement of basic and applied research, service and training.

In the last 20 years the demand for high quality behavior analytic services has continued to grow at a faster and faster pace. To meet this demand our field has continued to expand and change. This newsletter aims to celebrate the exceptional basic and applied research conducted and services available in our area and to provide another vehicle for behavior analysts to keep up to date on the quickly changing landscape of our field.

In the current edition you will find an update on this year's conference, a spotlight on the exciting research of Jolene Sy from UMBC and a highlight of the exceptional educational programming at The Ivymount School. In addition, the Behavior Analyst Advisory Committee (BAAC) has provided us an update on recent legislation and their hard work on behalf of the field. Finally, we have provided a sample of some of the CEU opportunities coming up in the next few months in our area.

The newsletter will have a fall and spring publication schedule. If you have interesting research or clinical work you would like to highlight in our next newsletter, please send your ideas to info@marylandaba.org attention Christine Accardo. We will be taking submissions up to January 15, 2017 for our spring newsletter.

We hope you enjoy this first publication of the MABA newsletter, and we look forward to seeing you in December for the Annual Meeting!

Christine Accardo, Ph.D., BCBA-D, LBA
Director of Clinical Programs, The Shafer Center
MABA President, 2016

2016 Annual Conference Update

We are excited to announce our 9th Annual Meeting and Pre-Conference Workshop at the Hilton Baltimore, December 15 and 16, 2016. Last year we had a record number of attendees at our Annual Meeting, and we continue to grow each year. MABA is proud to always provide a conference featuring the leaders in our field, and this year's meeting will continue that proud tradition. As always BCBA Type 2 Continuing Education credits will be available for the Annual Meeting, and Pre-Conference Workshop. Here are the details for this year's meeting.

We look forward to seeing you there!

December 15, 2016-December 16, 2016
Hilton Baltimore

Pre-Conference Workshop
Linda LeBlanc, Ph.D., BCBA-D
Trumpet Behavioral Health

Featured Conference Speakers:
Jesse Dallery, Ph.D.
University of Florida

Christine E. Hughes, Ph.D.
University of North Carolina, Wilmington

Kennon A. Lattal, Ph.D.
West Virginia University

Linda LeBlanc, Ph.D., BCBA-D
Trumpet Behavioral Health

Cathleen Piazza, Ph.D., BCBA-D
Munroe-Meyer Institute

Clinical Spotlight: The Ivymount School: Using Evidence-based Practices to Enrich Student Learning

For over 50 years, The Ivymount School has provided educational programs for students with disabilities. Students attend Ivymount if they have difficulties with learning and behavior that impair their progress in accessing the general education curriculum. We find that maximizing student rate of learning is critical.

Evidence-based practices from the fields of special education, education, and applied behavior analysis are utilized to inform instructional design and delivery methods to enhance student learning within The Ivymount School.

Instructional Delivery: Delivery refers to the teacher's presentation of instruction during the lesson. These procedures include intact learn units, active student responding, and a lively pace of instruction. The learn unit is a measure of pedagogy and a label for the interaction between student and

teacher behavior during instruction. When intact learn units are presented, the teacher provides a discriminative stimulus to cue students when and how to respond. The students respond, which serves as a discriminative stimulus for the teacher's response. The teacher's response to the student (e.g., praise for correct responses, corrective feedback for incorrect responses) serves as a consequence for the student's behavior. High numbers of intact learn units have been demonstrated to be strong predictors of student learning. Within student responses, active student responding methods are applied such that students respond simultaneously upon the teacher's signal across a variety of methods including but not limited to choral responding, response cards, slates/white boards, thumbs up/down, and guided notes. Active student responding has been shown to increase student engagement and reduce interfering problem behaviors. Finally, a lively pace of instruction is incorporated, providing students with multiple opportunities to respond throughout the lesson.

Instructional Design: Although the instructional delivery methods listed above support increased levels of student engagement, learning is maximized when students are not only engaged but also highly accurate. Within Ivymount's approach to instructional design, instruction is organized in a manner that strives to achieve errorless learning such that students maintain high levels of accuracy (i.e., 90% or greater). Procedures include an emphasis on explicit instruction design practices that require teachers to systematically select instructional content to be taught; sequence the content; break skills into manageable components and ensure pre-requisite skills are taught; fade from initially high levels of teacher support across initial modeling, guided practice, and eventually to independent practice; and conduct frequent data collection and monitoring to inform decision-making.

By: Dr. Lauren Lestremau, The Multiple Learning Needs High School Program Director

For additional information about The Ivymount School, please visit www.ivymount.org.

Research Spotlight: Jolene Sy

Dr. Jolene Sy has been at the University of Maryland Baltimore County Department for the past two years and is affiliated with the Applied Developmental Psychology graduate program and Applied Behavior Analysis master's program. The students in Dr. Sy's lab conduct applied and translational studies to identify features of token economy design and implementation that promote skill acquisition in school settings by children with autism spectrum disorder (ASD), and determine durability of token-reinforced behavior under conditions likely to occur in schools (i.e., denied or delayed opportunities to exchange tokens for backup reinforcers).

Token economies used with individuals with ASD in school settings have involved considerable procedural deviations from classic, empirically supported token economies (e.g., Ayllon & Azrin, 1965).Given the push to use empirically supported practices with children with ASD (e.g., Ollendick & King, 2004), it is imperative that clinical practices be evaluated and improved. In addition, the necessity of immediate reinforcement should be re-assessed once skill acquisition occurs, and procedures that promote independent functioning and autonomy in the classroom should be programmed when

possible. Current projects will address gaps in token research and advance scientific knowledge.

Results will directly impact the education of individuals with ASD by highlighting how token economies can be used in educational interventions designed to address core deficits of ASD (i.e., academic and social skills), even when common classroom disruptions occur. At present, the durability of token systems in contexts in which they are likely to be used is unknown. Current projects will elucidate the role of tokens and their effects under ecologically valid disruptions.

Dr. Sy also supervises graduate student work directly related to this overall program of research. These studies have informed current research projects by highlighting (a) whether token systems are more likely to produce acquisition of new skills by children with ASD, relative to fixed-ratio schedules of reinforcement in which a reward is delivered after a pre-specified number of responses, (b) whether presenting tokens that differ based on whether a response was independent or prompted can assist with data collection and decrease delays to reinforcement, (c) the extent to which tokens continue to function as conditioned reinforcers during extinction implemented following a standardized pairing procedure, and (d) whether tokens exchangeable for backup reinforcers of different magnitude or quality are more effective in differential reinforcement procedures. Preliminary results from Sy, Castillo, and Borrero (in progress) suggest that token systems are as effective at teaching children with ASD new skills, as fixed-ratio schedules of reinforcement. Results from Sanchez and Sy (in progress) show that differentially marked tokens result in shorter delays to reinforcement. Results from Concepción and Sy (in progress) suggest that tokens can maintain conditioned reinforcing efficacy for short periods of time when not exchanged for backup reinforcers.

Dr. Sy is accepting new graduate students in the Applied Developmental Psychology program. If you wish to contact her, please email her at jsy@umbc.edu

Update from the Maryland Behavior Analyst Advisory Committee

Senate Bill 694, a licensure bill also known as the Maryland Behavior Analysts Act, was passed in 2014 affording behavior analysts the opportunity to gain state licensure beginning in 2015. This bill also called for the establishment of the Behavior Analyst Advisory Committee (BAAC) within the State Board of Professional Counselors and Therapists. The BAAC is composed of four Board Certified Behavior Analysts (BCBAs), who are also licensed in Maryland, and one consumer member. The BCBA members are: John C. Borrero (Chair), Lynn G. Bowman, Erin M. Camp, and Erin Schaller. Our consumer member is Jim Wade (Vice Chair).

Throughout 2015, Maryland behavior analysts submitted their applications for licensure, and beginning January 2016, individuals practicing behavior analysis in Maryland are required to have a Maryland license to practice. Conversely, those that are not licensed and engage in the practice of behavior analysis are subject to disciplinary action. Those who hold a health occupation license other than a behavior analysis license are encouraged to contact the relevant licensing board to determine whether the practice of behavior analysis falls under the licensee's scope of practice. We believe that licensure for Behavior Analysts holds benefits for: (a) the clients we serve, (b) behavior analysts, and (c) the discipline of Applied Behavior Analysis.

The BAAC was tasked with providing recommendations to the Maryland Board of Professional Counselors and Therapists to develop: (a) regulations governing the practice of behavior analysis, (b) a code of ethics for the practice of behavior analysis, (c) qualifications for becoming licensed, and (d) and a fee structure for the licensing of behavior analysts. Below we offer the resolutions to each of the above initiatives.

- We are pleased to report that the BAAC has finalized the regulations governing the practice of behavior analysis, and the regulations have been sent forward to the Board of Professional Counselors and Therapists for ratification.

- We have adopted the code of ethics established by the Behavior Analyst Certification Board® (BACB), and licensed behavior analysts are expected to remain familiar with revisions to the BACB's professional, disciplinary, and ethical code of responsible conduct.

- To qualify for licensure, applicants must hold a current BCBA credential or BCBA-D designation, which will be verified with the BACB.

- A completed application with a fee of $200 should be submitted to the Board of Professional Counselors and Therapists. Upon approval, a licensing fee of $150 will be required before the license is issued. Notably, we wish to inform applicants that a criminal history records check is required, which is also associated with a fee, not included above. The entire application process can take between 60 and 90 days. (Instructions and initial licensing fees are described in the application).

Our most recent records show that we have **242** licensed behavior analysts in Maryland. The responsiveness has been admirable and we thank our colleagues for prompt adherence to the licensure requirement. We recommend that newly minted BCBAs who intend to practice in Maryland apply for licensure upon receiving the BCBA credential.

Also within our purview is the matter of investigating allegations of statute violations, and we regret to report that we have received one complaint. We would like to emphasize that practicing behavior analysis without a license will most likely result in disciplinary action. That is, following an investigation, our first response is to educate. We want to ensure that our colleagues have a firm understanding of the statue and forthcoming regulations. Thereafter, more punitive measures including fines, penalties, and sanctions will be arranged to ensure the safety our clients, the reputation of our colleagues, and the status of our discipline.

As we approach the end of 2016, licenses issued in 2015 will be up for renewal. The renewal process will open in November of 2016, and remain open until January 31, 2017. Renewals will take place online, and we will inform licensees when the online renewal process has been activated.

A list of frequently asked questions and additional information regarding licensure can be found on the website of the Board of Professional Counselors and Therapists. Questions regarding aspects of the application or application status should be directed to Janice Isaac (janice.isaac@maryland.gov).

What is going on in our area in Fall 2016:

As you know, continuing education is an important part of our development and maintenance of skills as behavior analysts. Below are some CE opportunities in our area during the next few months. Please note that this list is not meant to be exhaustive of all CE opportunities, as this list changes daily. We hope this will be a starting point as you explore the CE landscape.

Florida ABA 36th Annual Conference
September 14-17, Fort Lauderdale, FL

RIISE For Autism: Pre-Conference Workshop: Essential for Living (EFL): A Communication, Behavior, and Functional Skills Curriculum, Assessment, and Professional Practitioner's Handbook, Patrick McGreevy, Ph.D., P.A. and Associates Friday, September 30th, 2016, Baltimore, MD

Alabama ABA 25th Annual Convention
October 5-7, Birmingham, AL

Louisiana BAA 2016 Gulf Coast ABA Conference
October 6-8, New Orleans, LA

Berkshire Association for Behavior Analysis and Therapy Annual Conference
October 12-14, Amherst, MA

Southeastern ABA 33rd Annual Conference
October 13-15, Winston-Salem, NC

Hoosier ABA Annual Conference
October 14-15, Indianapolis, IN

DEC's 32nd Annual International Conference on Young Children with Special Needs and Their Families
10/18/2016-10/20/2016, Louisville, Kentucky

South Carolina ABA Fifth Annual Conference
October 24-25, Greenville, SC

New York State ABA 27th Annual Conference and Workshops
October 26-28, Albany, NY

Tennessee ABA 19th Annual Conference
October 27-29, Nashville, TN

Georgia ABA Ninth Annual Conference
November 11-12, Savannah, GA

Maryland ABA, Ninth Annual Conference
December 15, 2016-December 16, 2016, Baltimore, MD