

MARYLAND ASSOCIATION FOR BEHAVIOR ANALYSIS

A Chapter of the Association for Behavior Analysis,
International

26th ANNUAL MEETING
NOVEMBER 30-DECEMBER 1, 2023
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)

November 30, 2023 8:00 AM - 4:00 PM

8:00 AM Registration & Breakfast
(Fitzgerald Ballroom)

9:00 AM Florence DiGennaro Reed, Ph.D., BCBA-D
The University of Kansas | ***BACB*APA*3 SUPERVISION CE***

12:00 PM Break

1:00 PM Kathryn Peterson, Ph.D., BCBA-D
Rutgers University | ***BACB*APA*3 CE***

4:00 PM End of Day 1

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Day 2 Invited Speaker Presentations (50 min)

Fitzgerald Ballroom

December 1, 2023 8:45 AM - 6:00 PM

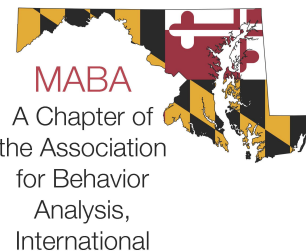
- | | |
|----------|--|
| 7:30 AM | Registration & Breakfast |
| 8:45 AM | Welcome |
| 9:00 AM | Yulema Cruz, Ph.D., BCBA-D
<i>Rutgers University</i> *BACB*APA*1 SUPERVISION CE |
| 10:10 AM | Einar Ingvarsson, Ph.D., BCBA-D, LABA
<i>University of Virginia</i> *BACB*APA*1 CE |
| 11:20 AM | Daniel Conine, Ph.D., BCBA-D
<i>Georgia State University</i> *BACB*APA*1 CE |
| 12:00 PM | Lunch (It's on us. Enjoy!)  |
| 1:40 PM | Tara Fahmie, Ph.D., BCBA-D
<i>Monroe Meyer Institute</i> *BACB*APA*1 CE |
| 2:30 PM | Break (Check out our sponsors!) |
| 2:50 PM | MABA Update |
| 3:00 PM | David Cox, Ph.D., M.S.B., BCBA-D
<i>Caldwell University</i> *BACB*APA*1 CE |
| 4:00 PM | Reception, Expo, & Posters
Warfields Ballroom |
| 6:00 | End of Day 2 |

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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 **Building a Strong Team and Work Culture**

Staff turnover has negative ramifications for service quality, is costly for organizations, and negatively affects remaining employees. Turnover rates in human service settings reached over 100% during the SARS-COV-2 pandemic and remain high. These numbers have highlighted the need to proactively prevent turnover by using research-supported practices. The purpose of this workshop is to teach supervisory skills that build a positive work culture, facilitate teamwork, and decrease turnover. Hands-on activities will supplement didactic instruction.

Dr. Florence DiGennaro Reed, a board certified behavior analyst, received a doctorate in school psychology from Syracuse University. She also completed a clinical post-doctoral fellowship at the Institute for Child Development and a pre-doctoral internship in clinical psychology at the May Center for Education and Neurorehabilitation and the May Center for Child Development. Presently, Florence is a Professor in the Department of Applied Behavioral Science at the University of Kansas where she serves as departmental chairperson and directs the Performance Management Laboratory. Her research examines effective and efficient staff training and performance improvement practices. Florence has published 90 articles and book chapters and two edited books on a variety of topics including training, performance management, assessment, and intervention. With co-authors Drs. Gregory Madden and Derek Reed, Florence recently published a textbook titled *An Introduction to Behavior Analysis*. Moreover, Florence has been an Associate Editor for *Journal of Applied Behavior Analysis*, *Journal of Behavioral Education*, and *Behavior Analysis in Practice*.

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Workshop 2

Recent Advancements in the Treatment of Pediatric Feeding Disorders: Examining Social Validity, Safety, and Assessment

Introduced by Ann Jeanette Santos, *UMBC*

It is critical to identify methods to enhance the social validity of behavior-analytic treatments and services. Recent trends in behavior-analytic research show that researchers and practitioners are interested in finding ways to improve the social validity of interventions (Ferguson et al., 2018). Currently, the most empirically supported intervention for pediatric feeding disorders is escape extinction (non-removal of the spoon), and there is a growing body of evidence to support the use of various antecedent- and reinforcement-based alternatives. Although escape extinction is well-established, some may view this intervention to be more intrusive, which can lead to questions and misconceptions related to its social validity. The purpose of this workshop is to explore social validity as it relates to various treatments for pediatric feeding disorders. More specific, I will review (a) various objective measures of social validity and how they have been applied to feeding-disorders treatments, (b) methods for maintaining a safe environment for assessment and treatment, and (c) alternative interventions that have resulted in increased food consumption in the absence of escape extinction.

Dr. Kathryn Peterson specializes in the assessment and treatment of pediatric feeding disorders. Dr. Peterson serves as the Director of Intensive Pediatric Feeding Disorders Program at Children's Specialized Hospital. She is an Assistant Professor in the Department of Pediatrics at Rutgers Robert Wood Johnson Medical School and an affiliate faculty member in the Rutgers Graduate School of Applied and Professional Psychology. She previously earned a Ph.D. in behavior analysis and completed a post-doctoral fellowship at the University of Nebraska Medical Center (UNMC), where she subsequently served as an assistant professor for five years. She has published research in numerous peer-reviewed journals, authored book chapters, and conducted trainings and presentations both nationally and internationally. Dr. Peterson serves on the board of editors and as a guest associate editor for the *Journal of Applied Behavior Analysis*. She has served as a routine ad-hoc reviewer and associate editor for flagship journals, such as *Behavior Analysis in Practice*, *Behavior Analysis: Research and Practice*, and *Pediatrics*. She was the 2016 recipient of the Award of Excellence from the Heartland Association for Behavior Analysis; the 2017 recipient of the Society for the Experimental Analysis of Behavior's Contribution of the Year award; and the 2021 recipient of the Pennsylvania State University's People to Watch award. She has fulfilled numerous roles on the boards for the Heartland and Nebraska Associations for Behavior Analysis, and she has secured grant awards through UNMC's Pediatrics, Diversity, and the Munroe-Meyer Institute's guild funds to support her research.

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Teaching Supervisory Skills to Behavior Analysts and Improving Therapists Skills

Introduced by Kimberly Lemus-Flores, *UMBC*

This presentation will focus on discussing a systematic method of training and evaluating Board Certified Behavior Analyst® (BCBA®) supervisors. The study employed a concurrent multiple baseline across subjects design to assess the use of a behavioral skills training (BST) modified protocol designed to teach BCBA®s and BCBA-D®s to supervise therapists administering discrete trial teaching (DTT) sessions for children with autism spectrum disorder (ASD). Therapists' performances before and during their supervisors' training was also assessed. Results revealed that the implementation of systematic supervision training improved supervisor and therapist performances when compared to baseline values.

Dr. Yulema Cruz received an PhD in Education with a concentration in Applied Behavior Analysis (ABA) from Nova Southeastern University. She is also a Board Certified Behavior Analyst-Doctoral with over 20 years of experience in the field. Her academic interests include ethics and supervision in ABA, the latter of which was the topic of her dissertation. Dr. Cruz is an assistant teaching professor at Rutgers University, and the practicum coordinator for the Department of Applied Psychology. She has also taught courses in Spanish as an adjunct for UNIBE, in the Dominican Republic. Additionally, Dr. Cruz is an ABA consultant and supervisor who works in the development of supervision systems, and the dissemination of ABA to other countries and languages. She co-owns KHY ABA Consulting Group, Inc. Dr. Cruz also provides ethical advice in the area of supervision as part of the international www.ABAEthicshotline.com and was president of the Florida Association for Behavior Analysis from 2019-2021.

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The Intersection of Virtual Reality and ABA: Peer Social Skills and Driving Simulation

Introduced by Layla Taylor, *UMBC*

Virtual reality (VR) interventions have become increasingly widespread in various fields, and applied behavior analysis is no exception. Much of the published research on VR within ABA has focused on training staff and treatment implementers; however, VR also holds promise as an intervention approach for clients and consumers of ABA services. This talk will provide an overview of the current status of behavior analytic research in this area, as well as examples of two research projects. The first includes young children with ASD and involves measuring acquisition of peer social skills within a VR environment as well as generalization to “real world” setting with actual peers. The second project involves mixed-reality training on safe driving skills with adolescents and young adults with ASD. Both projects offer lessons on collaborations with other disciplines and technology developers.

Einar T. Ingvarsson is the Director of Training and Research at Virginia Institute of Autism (VIA), where he oversees staff training, professional development, and research projects. Einar holds a master’s degree in behavior analysis from the University of North Texas and a Ph.D. in behavioral psychology from the University of Kansas. He completed a post-doctoral fellowship at the Kennedy Krieger Institute and the Johns Hopkins University School of Medicine, and is a Licensed Behavior Analyst in Virginia. He currently teaches behavior analysis courses at the University of Virginia School of Education and Human Development. Einar has authored over 40 peer-reviewed journal articles and several book chapters. He previously served as associate editor for both the *Journal of Applied Behavior Analysis (JABA)* and *The Analysis of Verbal Behavior (TAVB)*, and currently serves on the editorial boards of *JABA*, *TAVB*, *Behavioral Interventions*, and *European Journal of Behavior Analysis*.

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Practice-to-research gaps in preference and reinforcer assessment for individuals with developmental disabilities: What we've learned lately, what we still don't know, and why it's important

Introduced by Jocelyn Castro, *UMBC*

For decades, applied behavior analysis has enjoyed the benefits of a robust technology known as stimulus preference assessment (SPA). A wide variety of validated SPA methods exist, which produce rank-ordered hierarchies of stimuli that are correlated with reinforcer efficacy. However, data from the past decade also suggest that these technologies may not be used in practice with sufficient frequency to account for how often preferences can shift in contemporary clinical contexts. This presentation will cover some recent findings regarding practical matters in SPA administration (e.g., assessment duration, types of stimuli), as well as new data suggesting that the research literature may not have fully “caught up” to study some methods of gauging preference that might nonetheless be commonly employed in clinical and educational practice. The importance of closing this practice-to-research gap will be highlighted, including implications for both clinical practice and future research.

Daniel Conine is a Board Certified Behavior Analyst-Doctoral and an Assistant Professor in the Department of Learning Sciences at Georgia State University. He serves as Program Coordinator for the college's Applied Behavior Analysis Master's program. Conine received his doctorate and master's degrees in psychology from the University of Florida. He has worked in a variety of clinical and research contexts throughout his career providing behavior-analytic services to children and their families, including services related early intervention and language development, the treatment of challenging behavior, and caregiver training and supports.

Conine conducts research primarily on behavior-analytic interventions for individuals with autism, with an emphasis on communication skills, verbal behavior, and identifying effective reinforcers. His research aims to improving the overall efficiency of interventions by targeting behavioral cusps, incorporating preference assessment, and studying strategies that promote generalization, maintenance and emergent learning. Conine also focuses on research related to the ethics and social validity of behavioral interventions. Conine has published peer-reviewed research in a wide range of behavior-analytic journals, and currently sits on the editorial boards for the *Journal of Applied Behavior Analysis* and *Behavior Analysis in Practice*.

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Opposing trends in functional analysis research and where to go from here

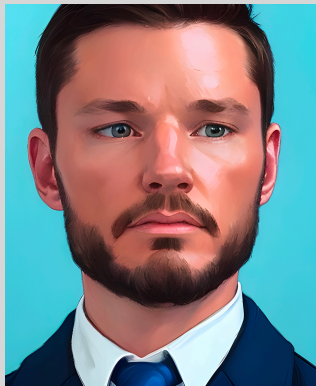
Introduced by Drew Piersma, *UMBC*

The past decade of functional analysis research shows an interesting divergence in trends toward efficiency, on one side, and precision on the other. Sometimes, these trends are in opposition; however, both have an important place in our science. This talk will describe several advancements in functional analysis research with a particular focus on assessment validity. The talk will include a review of published research, outcomes of emerging research from the presenter's lab, and the presenter's opinion on the most productive way to move forward.

Dr. Tara Fahmie is an Associate Professor and Associate Director of the Severe Behavior Program at the University of Nebraska Medical Center's Munroe Meyer Institute. She previously held an appointment as associate professor at California State University, Northridge (CSUN). She earned her master's degree from the University of Kansas and her PhD from the University of Florida. Dr. Fahmie is a BCBA-D and has over 15 years of experience implementing behavior analysis with various populations in clinics, schools, and residential settings. Her main area of expertise is in the assessment and treatment of severe problem behavior; she has conducted research, authored chapters, and received grants for her global work in this area. Her initial interests in the functional analysis of problem behavior and acquisition of social skills in young children led to her emerging passion for research on the prevention of problem behavior.

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Advanced Analytics and Patient Outcomes in Applied Behavior Analysis

Introduced by Courtney Arrington, UMBC

Patients, their caregivers, and payers often want to know exactly what they will get when receiving ABA and for how long it will last. They also often want to know how they can identify ABA providers who are better at providing ABA services compared to other providers. However, the complexity of ABA service delivery and idiosyncratic intervention and goal design make answering questions around patient outcomes challenging. In this presentation, we review categories of quality measurement stakeholders often seek and how advanced analytics (e.g., statistical modeling, machine learning) allow us to answer questions about patient outcomes. Specifically, we show one way that ABA providers and payers can model and predict patient outcomes as a function of each patient's unique clinical profile. From there, all stakeholders can identify which patients are making progress above, at, or below expectations so that relevant action can be taken accordingly. Further, as outcome measures gain adoption, advanced analytics offer opportunities for bringing applications of artificial intelligence to bear on ABA such as: ABA hours / dosage recommender systems, patient-provider matching, treatment pathway analysis, and dynamic treatment recommender systems to optimize patient outcomes.

Dr. David J. Cox, Ph.D., M.S.B., BCBA-D has worked within the behavioral health industry for 17 years. He began work in behavioral health by providing and then supervising Applied Behavior Analysis (ABA) programs for individuals with autism spectrum disorders. After 8 years of clinical work, Dr. Cox went back to school to earn his PhD in Behavior Analysis from the University of Florida (2018), Post-Doctoral Training in Behavioral Pharmacology and Behavioral Economics from Johns Hopkins University School of Medicine (2020), and Post-Doctoral Training in Data Science from the Insight! Data Science program (2020). Since 2014, Dr. Cox's research and applied work has focused on how to effectively leverage technology, quantitative modeling, and artificial intelligence to ethically optimize behavioral health outcomes and clinical decision-making. Based on individual and collaborative work, Dr. Cox has published 50+ peer-reviewed articles, four books, and 165+ presentations at scientific conferences.

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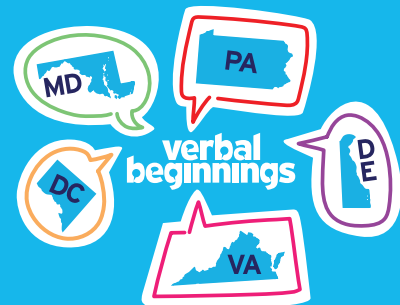
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Poster Presentations

1. The Power of EOs: Promoting tolerance for a non-preferred behavior change. Anlara Hoskins, Jennifer Hiles, & Bailey Jones. Continuum Behavioral Health.
2. Collaborating with interdisciplinary team members to decrease spitting across instructional contexts. Ellye Gersh, Carley Smith, N'Dia McCloud, Megan Ryan, Kate Smidl, Amanda Goetzel, Jonathan Schmidt. Kennedy Krieger Institute.
3. Understanding access, perspectives, and barriers in ABA services for Latino families in Maryland. Zendy Wilson, Alex Arevalo, Melissa Theodore, Shelby Quigley, Emily Chesbrough, Katie Nerud, Nicole Burke, Andre Perret, Soraya Dos Santos, Irene Felton, & Janny Carrillo. Amigo Care ABA.
4. Competing stimulus assessment using staff video messages to decrease problem behavior maintained by access to adult attention. Desiree Poole, Meagan Gregory, Sara Deinlein, & Rajen Bajracharya. Kennedy Krieger Institute.
5. Assessment of problem behavior surrounding highly preferred walks for leisure. Mary Middleton, Sabrina Olivera, Meagan Gregory, & Sara Deinlein. Kennedy Krieger Institute. **Student Poster Presentation.*
6. Determining functionally equivalent delays in eight Sprague-Dawley rats. Dinu Y. Ratnayake & Jonathan M. Slezak. Mount St. Mary's University.
7. Comparing feedback delivery on teacher implementation fidelity in alternative education. Mary Gerrard, Daniel Newman, Julia Morrison, & Dacia McCoy. University of Cincinnati.
8. Assessing the reinforcing value of stimuli identified in preference assessments during low and high effort contexts. Sagar Patel, Michelle Frank-Crawford, Margaret Cavanaugh, & Nathalie Fernandez. UMBC & Kennedy Krieger Institute. **Student Poster Presentation.*
9. Correspondence between rate-based and latency-based competing stimulus assessments for Subtype 2 automatically maintained self-injurious behavior. Drew E. Piersma, Michelle A. Frank-Crawford, Zhibo Rong, Lauren E. Leask, & Sean Madden. Kennedy Krieger Institute.
10. Use of a descriptive pre-assessment to inform the treatment of problem behavior maintained by mands. Yefry D. Quinones, Christopher M. Dillon, Samantha L. Hardest, & Lynn G. Bowman. Kennedy Krieger Institute. **Student Poster Presentation.*
11. A novel approach of functional communication training for visually impaired children. Juan Contreras Manrique & Shelby Quigley. Amigo Care ABA. **Student Poster Presentation.*

Poster Presentations

12. Using progressive ratio reinforcement assessment to identify healthy and unhealthy reinforcers. Brigette Flores & Shelby Quigley. Amigo Care ABA.
13. Identifying preferred caregiver attention using a paired stimulus preference assessment to enhance client-caregiver relationship. Shelby Quigley. Amigo Care ABA.
14. Teaching administration of standardized ABA assessment using BST. Leora Sage Ezri, Kwadwo Britwum, Elizabeth Parthum, & Julie Crochet. Mount Saint Mary's University. **Student Poster Presentation.*
15. Emergent relations via observational learning. Jacob Harner & Kwadwo Britwum. Mount Saint Mary's University. **Student Poster Presentation.*
16. Skills testing process to inform social preference assessments. Lynn Schumacher, Kwadwo Britwum, Elizabeth Parthum, Michelle Buhrman, & Leora Ezri. Mount Saint Mary's University. **Student Poster Presentation.*
17. Identifying preferred caregiver attention using a paired stimulus preference assessment to enhance client-caregiver relationship. Andrea Noriega & Shelby Quigley. Amigo Care ABA.
18. Comparing equivalence-based instruction with standard discrete trial teaching. Melissa Bond & Kwadwo Britwum. Mount Saint Mary's University. **Student Poster Presentation.*
19. Teaching practical problem solving skills to psychology students. Elizabeth Parthum, Kwadwo Britwum, & David Cox. Mount Saint Mary's University. **Student Poster Presentation.*
20. A consecutive case series analysis on the effects of Naltrexone on self-injury. Lauren Leask, Hunter King, & John Michael Falligant. Kennedy Krieger Institute.
21. Evaluating effects of patient barriers. Lashai Scroggins, Shelby Quigley, Marilyn Cataldo, Donald Whitten, & Samantha Hardesty. Kennedy Krieger Institute.
22. Teaching visual perception tasks to a preschooler with cortical vision impairment. Hilary Pincolini, Jessica Meyer, & Sarah Seidel. The Ivymount School.
23. Protective procedures in functional analysis of self-injurious behavior: A scoping review. Michelle A. Frank-Crawford, Drew E. Piersma, Nathalie Fernandez, Savannah A. Tate, & Erik A. Bustamante. Kennedy Krieger Institute. **Student Poster Presentation.*

Poster Presentations

24. Improving client outcomes with increased supervision: Assessment of manager presence through a barrier analysis. Shelby L. Quigley & Samantha L. Hardesty. Kennedy Krieger Institute.

25. On the utility of a functional analysis screener with individuals with challenging behavior disorders. Jasmine Kaur, Nathalie Fernandez, Louis Hagopian, Michelle Frank-Crawford, Ryan Benson, & Patricia F. Kurtz. University of Nebraska Medical Center, Munroe-Meyer Institute & Kennedy Krieger Institute. **Student Poster Presentation.*

26. Alterations to the assessment and treatment of social avoidance. Carley Smith, Ellye Gersh, Megan Ryan, N'dia McCloud, Amanda Goetzl, Jonathan Schmidt. Kennedy Krieger Institute. **Student Poster Presentation.*

27. Effects of response effort manipulations on resurgence of target responding. Liz Thurman, Emma Auten, Kyla Stephens, Tishera Owens, Jane Hilts, & Emily Baxter. University of North Carolina, Wilmington.

28. A latency-based functional analysis of elopement in a child with autism spectrum disorder. Carolyn Crysdale, Ben Siggers, Leonard Ross, Jennah Hassan, Amirah Hassan. Endicott College.

29. Using a multiple baseline design across food rankings during treatment of food refusal with a 13-year-old. Ann Jeanette Santos & Sarah D. Haney. Kennedy Krieger Institute.

30. Effects of instructive feedback procedures on manding behavior for children with autism. Ashley Rozegar. Capella University. **Student Poster Presentation.*

31. Increasing toy engagement using the Disequilibrium Model: A systematic replication. Megan Ryan, Hunter Chris King, Emily Chesbrough, & John Michael Falligant. Kennedy Krieger Institute. **Student Poster Presentation.*

32. Behavioral assessment and treatment of pica maintained by automatic reinforcement. Sean Madden, Emily Chesbrough, & John Michael Falligant. Kennedy Krieger Institute. **Student Poster Presentation.*

33. Treatment of pica through differential reinforcement of alternative behavior (DRA). Sean Madden, Emily Chesbrough, & John Michael Falligant. Kennedy Krieger Institute. **Student Poster Presentation.*

34. Abstinence-contingent wage supplements to promote drug abstinence and employment: Post-Intervention Outcomes. Matthew D. Novak, August F. Holtyn, Forrest Toegel, & Kenneth Silverman. UMBC.

Poster Presentations

35. Abstinence-contingent wage supplements for adults experiencing homelessness and alcohol use disorder: A randomized clinical trial. Matthew D. Novak, August F. Holtyn, Forrest Toegel, & Kenneth Silverman. UMBC.

36. The validity of sensitivity tests to assess emerging problem behavior. Isaac Melanson, Tara Fahmie, Emily Salvetti, Jasmine Kaur, Javid Rahaman. University of Nebraska Medical Center, Munroe-Meyer Institute. **Student Poster Presentation.*

37. Functional analysis of a response chain. Brinea M. Charles, Tara A. Fahmie, & Lorraine Becerra. University of Nebraska Medical Center, Munroe-Meyer Institute. **Student Poster Presentation.*

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