

*Association for **B**ehavior **A**nalysis:*
An International Organization

ABA INTERNATIONAL



19th Annual Convention Program
May 27-30, 1993
Downtown Chicago Marriott

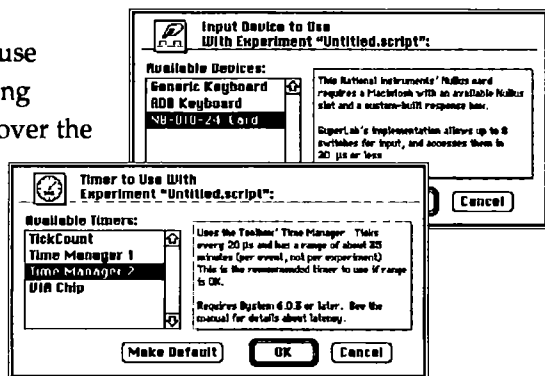
16th Annual Preconvention Institute
May 26-27, 1993

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Association for Behavior Analysis

An International Organization

19TH ANNUAL CONVENTION

May 27-30, 1993

16TH ANNUAL

PRECONVENTION INSTITUTE

May 26-27, 1993

**~ DOWNTOWN MARRIOTT~
CHICAGO, ILLINOIS**

The Association for Behavior Analysis was founded in 1974 to promote the experimental, theoretical, and applied analysis of behavior. A major purpose of the Association is to provide a forum for the discussion of issues and the dissemination of information pertinent to the interests of the members. Advancing behavioral science and its applications has become an international effort as witnessed by the countries represented by our members.

Association for Behavior Analysis: ***An International Organization***

Purpose

The Association for Behavior Analysis is dedicated to advancing the science of behavior and its application. Its purview encompasses contemporary scientific and social issues, theoretical advances, and the dissemination of professional and public information. ABA's activities include membership services, (e.g., special interest groups), journal support (*The Behavior Analyst*), directories (e.g., graduate training), a newsletter, and an annual convention. ABA is affiliated with numerous state and regional chapters, and actively promotes the international development of behavior analysis.

Background

ABA began in May, 1974 with a planning meeting at the University of Chicago; the first annual convention was held the year following. Its past presidents are Nathan H. Azrin, Donald M. Baer, Sidney W. Bijou, A. Charles Catania, Barbara C. Etzel, Israel Goldiamond, Don F. Hake, Philip N. Himeline, Brian A. Iwata, Ogden R. Lindsley, Jack Michael, Edward K. Morris, Henry S. Pennypacker, Ellen P. Reese, Beth Sulzer-Azaroff, and Julie S. Vargas. Numerous other scientists, scholars, and practitioners in psychology, sociology, education, philosophy, business and rehabilitation have contributed to its governance. The journal, *The Behavior Analyst* (ISSN 0738-6729), began publication in 1978.

Membership

ABA currently has more than 2,200 paid members, including a significant international representation. Annual membership dues are \$80; students pay \$30; chapter affiliates pay \$25. All membership categories receive a new member discount.

Annual Meeting

The annual convention currently draws more than 1,500 registrants from around the world. It offers over 600 presentations and poster sessions, invited talks and symposia, panel discussions, special interest group meetings, workshops and social events.

Presidents

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Carlton Palms Educational Center

President-Elect (1993-1994)

Sigrid S. Glenn

University of North Texas

Past President (1991-1992)

Edward K. Morris

University of Kansas

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Pennsylvania State University

Member-at-Large (1992-1995)

Karen S. Budd

DePaul University

Member-at-Large (1991-1994)

Kenneth E. Lloyd

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M. Jackson Marr

Georgia Institute of Technology

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Society for the Advancement of
Behavior Analysis

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University of Southern Mississippi

Laura Methot (1993-1994)

Western Michigan University

Secretary-Treasurer

William K. Redmon (1988-1994)

Western Michigan University

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Registration Information

Advance Registration

for workshops and convention fees must be postmarked by April 25, 1993 (or arrive in the ABA office on May 1st) to be eligible for early registration discounts.

Registration for Relatives

If family members are attending the convention only to see your presentation, include a note with your registration listing their names. Please add \$1.00 to your registration/membership payment for each person listed. Name badges will be prepared and placed in your advance registration packet for each family member listed.

Membership Dues

may be paid with registration fees. When so doing, please include all forms in one envelope and all payments on one check or money order.

Forms

for convention registration, workshop registration, membership dues payment, and hotel reservations are located in this book.

Cancellations and Refunds

Registrants may cancel convention registration and tickets for workshops or other events and request refunds before May 15, 1993. A handling fee of \$10.00 will be deducted from all refunds.

After May 15, 1993, only workshops and other events cancelled by ABA are eligible for a refund. Handling fees will not be deducted from events cancelled by ABA.

All costs associated with attending the 19th Annual ABA Convention in Chicago (e.g., membership, registration, lodging, transportation, meals, etc.) are the responsibility of the presenter or registrant.

Convention Services

Convention services are located in the Grand Salon: Convention Volunteers, Information Services, Placement Services, Press Desk, and Registration. The hours are:

Wednesday	May 26	8:00 AM-5:00 PM
Thursday	May 27	7:00 AM-5:00 PM
Friday	May 28	8:00 AM-4:00 PM
Saturday	May 29	8:00 AM-4:00 PM
Sunday	May 30	8:00 AM-1:00 PM

Convention Registration. Come to the Grand Salon to pick up your advance registration packet or to register for workshops and the convention.

Information Desk. If you have any problems or questions about a convention activity or a session during the Convention, visit the ABA Information Desk in the Grand Salon. A Message Board will be available for Convention registrants to leave notes for one another.

Placement Service. Looking for a job? Have a position available? Consider the ABA Placement Service! Vitaes, resumes, and position listings are available for review. Interviews may be conducted during the Convention. (*See Placement Service Registration Form in this book.*)

Press Desk. All ABA members, journalists, and other news media representatives who service the general public are invited to visit the Press Desk.

Volunteers are needed to assist with many of the Convention activities. See the form in this book or, at the convention, visit the Volunteer Desk in the Grand Salon!

CONVENTION PROGRAM

Specialty Areas and Codes

The schedule of sessions is arranged by Specialty Areas. Within each Specialty Area are varying session types and formats. The following chart provides information about the codes which appear in the session listings in the Program Schedule

CBM	Behavioral Clinical Interventions, Behavioral Medicine, & Family Interventions
CCS	Community Interventions & Correctional Settings
CNC	Conceptual Analysis
DDA	Developmental Disabilities & Autism
DEV	Human Development & Gerontology
EAB	Experimental Analysis of Behavior
EDC	Education
ELS	Ethical, Legal, & Social Issues
PRM	Performance Management & Training
TOX	Behavioral Pharmacology & Toxicology
VRB	Verbal Behavior

If you are interested in receiving a copy of a paper presented during the Convention, request a reprint from the author at the end of the session. Proceedings of the 1993 ABA Convention are also available at Convention Registration (an order form is included in this book). At the Convention, the Proceedings may be purchased at the Society for the Advancement of Behavior Analysis exhibit booth in the Grand Salon.

Check the schedule charts at the Information Desk in the Grand Salon daily for schedule changes or cancellations.

Presentation Formats

Addresses are presentations of theoretical, philosophical or methodological issues.

Invited speakers are invited by a Specialty Area Coordinator to present information which is new, innovative, or otherwise important to that Specialty Area.

Meetings are held during the convention by ABA Committees, Chapters, Special Interest Groups, and other groups. Anyone may attend "open" meetings. Only members of the group may attend "closed" meetings.

Panels are moderated discussion with panel members responding to a central theme.

Poster Sessions are displays of information relevant to data-based research projects; authors are available for 90-minutes to discuss the project.

Symposia consist of a series of moderated related speeches by different people with no interaction between the speakers.

Workshops review recent research, discuss current theoretical issues, and present new methods for the application of behavior analysis.

At the ABA Expo. . .

Behavior Analysis Around the World

*A special display describing research and training programs from
behavior analysts around the world. Support our international
colleagues and join us for a fun evening!*

Thursday, May 27

8:30-10:30pm

Grand Salon II

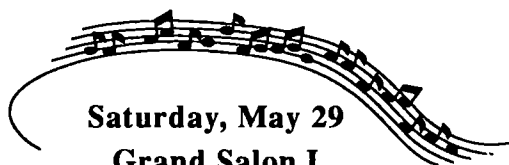
Sponsored by the International Development Committee

The ABA Social

ABA Dance

with

Recorded Music and Cash Bar



Saturday, May 29

Grand Salon I

9:00 PM-1:00 AM

*No ticket required for admission
Free to all convention registrants*

Invited Presentations

Use the session number to locate the presentation in the program schedule.

Thursday, May 27, 1993

- #200 • ♦ • The Variable Operant • A. Neuringer
- #210 • EDC • Improving School Productivity • H. Walberg
- #221 • CBM • Expressed Emotion and Schizophrenia: A Process Analysis • I.S. Rosenfarb
- #237 • EDC • Overcoming Developmentalist Resistance to Educational Reform • P. Weisburg, J.E. Stone, B.S. Parsonson, D. Shanley, H.J. Walker, T. Tomlinson, T.R. Kratochwill
- #244 • PRM • OBM Award for Outstanding Contributions • Behaviorists in the 21st Century: Analyzing Individual, Group and Organizational Performance • D.M. Brethower
- #245 • VRB • Points of Departure in Skinner and Kantor's Analyses of Verbal Behavior • L.J. Hayes
- #319 • CBM/EAB • Drug Therapy, Verbal Behavior, Instructional Control, and Self-Control • B.K. Armstrong, A. Neuringer, M.J. Dougher, T. Stokes, I. Grote
- #322 • CCS • Behavioral Approaches for Special Populations in Corrections • W.Y. Quijano
- #324 • PRM • Watching Movies for Fun and Profit: Commercial Films as a Business Training Tool • P.L. Brown
- #326 • EDC • What's the Very Latest in Direct Instruction? An Interactive Presentation • J. DeNapoli
- #327 • EDC • A Work Session on Assisting Teachers to Arrange for Success in Learning Environments • V. Tucci
- #328 • VRB/EAB • Behaviorizing the Concept of Personality: Fundamental in Behaviorizing Psychology • A.W. Staats
- #334 • DEV • Environmental Change and Behavior • L.P. Lipsitt, S.B. Petrovich, J.L. Gewirtz, M. Cataldo

Friday, May 28, 1993

- #301 • CBM • Clinical Application of Signal Detection Theory • H.J. Karp
- #302 • CBM • Head-Banging Pigeons May Help Ease Clinician Head-Aches • T. V. J. Layng
- #311 • DEV • On Behavior Analysis Influencing, and Being Influenced by, Mainstream Behavior Sciences • J.L. Gewirtz, S. Fraser, P.N. Himeline, B.L. Hopkins, L.P. Lipsitt
- #314 • EDC/DEV • Systematic School Reform: Enhancing Educational Outcomes • D. Hursh, S.M. Deitz, P. Haddox, V. Tucci, H.E. Farris, J. Silbert
- #315 • ♦ • Integrating Applied, Basic, and Conceptual Work in Behavior Analysis/#1 • J. Greenspoon, J.A. Nevin, J.B. Schweitzer, J. M. Johnston
- #402 • EDC • A Work Session on a School Board Model for Educational Reform • H.E. Farris
- #408 • CBM • Radical Behavioral Psychotherapy: Some History and an Approach • R.J. Kohlenberg
- #409 • EDC • A Work Session on Involving Education Consumers in School Reform • J. Silbert, D. Carnine
- #411 • TOX/EAB • The NMDA Receptor: A Role in Substance Abuse and Behavioral Disorders? R.L. Balster
- #412 • EAB • Problems Fitting Power-Function Matching • J.J. McDowell
- #421 • CBM • Evolutionary Memories, Emotional Processing, and the Emotional Disorders • S. Mineka

continues

- #423 • EDC • Work Session on Encouraging Community, Administrator, and Teacher Initiated School Improvement • P. Haddox
- #431 • CBM • Has Behavioral Assessment Died? R. Fernandez-Ballesteros
- #433 • DEV • Recent Advances in Infant Behavior Research • L.P. Lipsitt
- #435 • EDC • Successful School Reform: The Case of Wesley School • T. Lott
- #437 • Presidential Scholar Presentation • Original Dimensions of Applied Behavior Analysis • J.E. Favell, D.M. Baer, M. Wolf, T.R. Risley

Saturday, May 29, 1993

- #504 • DEV • The Next Decade in Behavior Analysis and Development: What is to be Done? E. Ribes-Inesta
- #518 • ♦ • Integrating Applied, Basic and Conceptual Work in Behavior Analysis/#2 • J. Ellis, F.C. Mace, M.L. Sundberg, G. Green
- #521 • ♦ • Advancing the American Dream in the 21st Century • M.D. Hakel
- #600 • PRM • On Reinforcing the Use of Behavior Analysis in Organizations • S.L. Fraser
- #601 • CBM • Contingency Dynamics and Statics: Laboratory Implications for Application — and Vice Versa • I. Goldiamond
- #610 • TOX/EAB • Some Behavioral Determinants of Tolerance to Cocaine • M.N. Branch
- #616 • PRM • International Diffusion of Behavior Analysis: Japan and Thailand • M.E. Malott, M. Sato, A. Jintarax, D. Shanley, M.E. Boyle, M. Lloyd, J. Morrow
- #623 • CCS • Behaviorological Corrections: A New Concept of Prison from a New Discipline • L.E. Fraley
- #624 • EDC • Consulting in the Public Schools: Addressing the Variables Hindering Rule-Governed Behavior • M. Vaughn

- #625 • TOX/EAB • Behavioral Tolerance and Opioid Receptors • A. Young
- #626 • EAB • Memory for the Absence of an Event • J.T. Wixted
- #630 • CNC • Contingency-Shaped vs. Rule-Governed Behavior: A Misplaced Distinction? P.T. Andronis
- #631 • EAB • Some Unexpected News about Anticipatory Negative Contrast • W. Timberlake
- #644 • EAB • Cross-Cultural Behavior Analysis: Oxymoron or Enhancement? • D.J. Bernstein
- #645 • Presidential Address • Windows on the 21st Century • S.S. Glenn

Sunday, May 30, 1993

- #716 • CBM • The Controversial Evolution of Alcoholism Treatments • Rudy Vuchinich
- #721 • TOX/EAB • Professional and Funding Opportunities in Drug Abuse Research • K. Silverman, C.R. Schuster, C.-E. Johanson, R.L. Balster, S.T. Higgins, J.J. Boren
- #727 • EAB • New Perspectives on the Analysis of Human Behavior: Winners of the 1993 EAHB-SIG Student Paper Awards • T.S. Critchfield, B.J. Kaminski, A.D. Hatten, K. Dougherty, J. Jackson, M.R. Markham, N.C. Brady
- #731 • ♦ • Integrating Applied, Basic, and Conceptual Work in Behavior Analysis/#3 • C. Hyten, K.R. Johnson, N.A. Neef, H.D. Schlinger
- #801 • ♦ • Closing Symposium • Behavior Analysis: Relations among Basic and Applied Sciences and the Treatment of Problem Behavior • S.S. Glenn, D.C. McCarthy, P.E. Touchette, L.J. Shaw, W.D. Pierce, W.F. Epling

Look for the "♦" to identify sessions which are part of the 1993 theme -- *Integrating Applied, Basic, and Conceptual Work in Behavior Analysis*

Also in the Grand Salon . . .Exhibits!

Thursday	May 27	8:00 AM-4:00 PM
Friday	May 28	8:00 AM-4:00 PM
Saturday	May 29	8:00 AM-4:00 PM
Sunday	May 30	8:00 AM-1:00PM

Exhibits provide an excellent opportunity to obtain information about new and existing products and services, including research equipment, textbooks, materials, and software. The 1992 Convention Exhibitors are:

#6 Med Associates, Inc.

719-1/2 North 26 St., Lafayette, IN 47904. Instrumentation and software solutions for behavioral, physiological, and pharmacological research. New modular test chambers, activity sensors and software, and SmartCtrl™ interface modules. Visit our display Thursday, Friday, and Saturday during normal convention hours at Booth #6.

#7 Cambridge Center for Behavioral Studies

11 Waterhouse Street, Cambridge, MA 02138. Description of all Center programs and activities; sample journals, monographs, and newsletters. Visit our display on Thursday (10am-3pm), Friday (10am-3pm), and Saturday (10am-Noon).

#8-9 Performance Management Publications

Aubrey Daniels & Associates

3531 Habersham at Northlake, Tucker, GA 30084. Publications about performance management, including texts and *Performance Management* magazine. Visit us in Booths #8-9.

#10-11 Research Press Publishers

PO Box 9177, Champaign, IL 61826. Research Press offers behavioral and cognitive materials for psychologists and educators. Our books and video programs are designed for use in staff training, professional study, college courses, and in-service teacher training. Topic areas include counseling and therapy, developmental disabilities, school psychology and classroom management, parenting and family counseling, relaxation, assertiveness, grief counseling, social skills training, health psychology, and more. Visit us in Booths #10-11.

#12 The Skills Bank

1850 Parkway Place, Suite 420, Marietta, GA 30067-8222. The Skills Bank, an electronic resume database service, matches candidates with the best career opportunities available in their fields. To find out more about our service, visit us in Booth #12!

continues

#13 Society for the Advancement of Behavior Analysis

260 Wood Hall, Western Michigan University, Kalamazoo, MI 49008-5052 (Telephone: 616-387-4584). Through leadership, research, publications, and education, SABA seeks to disseminate information about behavior analysis that is useful to the public and beneficial to the community. To illustrate these goals, SABA will display its publications (*the Behavior Analyst*) and information about its projects (e.g., the International Science and Engineering Fair for high school students). Please visit us in Booth #13!

#14-15 Cooperative Book Exhibit and Free-Take-One Display

Books are sent by publishers to be displayed for review by convention registrants. Order forms and other materials will be available for those who wish to purchase the books.

Authors Cooperative, PO Box 53, Boston, MA 02199. *Coercion and Its Fallout*. M. Sidman (\$16.95/\$14.95ppd); *A New Learning Environment*. H. Cohen (\$16.95/\$14.95ppd); *Tactics of Scientific Research*. M. Sidman (\$18.00/\$16.00ppd)

Behavior Analyst Digest, PO Box 844, Hurricane, WV 25526.

Clinical Resources, 14618 Tyler Foote, Nevada City, CA 95959. Introducing MINDSCOPE! The first interactive laser disc biofeedback system. Please pick up our brochure from the Free-Take-One table. Call us for more information.

CMS Software, PO Box 1514, Columbia, MD 21044-0514. *Behavior on a Disk and Psychology on a Disk* brochures

Families International, Inc., 11700 W. Lake Park Dr., Milwaukee, WI 53224. Publications catalog

Focus International, Inc., 14 Oregon Dr., Huntington Station, NY 11746. *Behavioral Treatment of Autistic Children* brochure

Greenwood Publishing Group, PO Box 5007, Westport, CT 06881-5007. *Staying Human in the Organization: Our Biological Heritage and the Workplace*, J.G. Bernhard & K. Glantz (\$42.95); *Teaching Group Dynamics: Process and Practices*, N.W. Brown (\$39.95); *Personal Coping: Theory, Research, and Application*, B.N. Carpenter (Ed.) (\$55.00); *Analyzing Psychotherapy: A Social Role Interpretation*, M.L. Fein (\$45.00); *Effective Interventions: Applying Learning Theory to School Social Work*, E.H. Ginsburg (\$49.95); *Human Behavior in Today's World*, W. Ishaq (\$59.95);

Analyzing Qualitative Data: Log-Linear Analysis for Behavioral Research, 2nd ed., J.J. Kennedy (\$55.00); *Stress: The Nature and History of Engineered Grief*, R. Kugelmann (\$49.95); *The Psychology of Adolescent Satanism: A Guide for Parents, Counselors, Clergy, and Teachers*, A. Moriarty (\$39.95); *Advanced Psychodiagnostic Interpretation of the Bender Gestalt Test: Adults and Children*, N. Reichenberg & A.J. Raphael (\$42.95); *The Structure of Personal Characteristics*, D.M. Romney & J.M. Bynner (\$45.00); *The ABC's of Stress: A Submarine Psychologist's Perspective*, B.B. Weybrew (\$49.95); *The End of the Empty Organism: Neurobiology and the Sciences of Human Action*, E. White (\$45.00).

Groden Center, 86 Mt. Hope Ave., Providence, RI 02906. *Autism: Strategies for Change*. G. Groden, M.G. Baron (softcover, \$15.95); *Relaxation: A Comprehensive Manual for Adults, Children, and Children with Special Needs*. J. Cautela, J. Groden (\$14.95).

National Education Goals Panel, 1850 M St., Ste 270, Washington, DC 20046. NEGP Brochure; NEGP Newsletter; Executive Summary of 1992 Goals Report; List of NEGP Publications

Pergamon Press, 660 White Plains Rd., Tarrytown, NY 10591-5153.

Professional Resource Press, PO Box 15560, Sarasota, FL 34277-1560. *Subliminal Treatment Procedures: A Clinician's Guide*, P.G. Swingle (\$22.70)

Prometheus Books, 700 E. Amherst St., Buffalo, NY 14215-1674. *The Reluctant Alliance: Behaviorism and Humanism*, B. Newman (\$19.95)

Booth #16 Texas Department of Mental Health and Mental Retardation

PO Box 12668, Austin, TX 78711. The Texas Department of Mental Health and Mental Retardation hires behavioral psychologists who work with special populations groups. Please come by our exhibit booth to pick up some career information booklets.

Booth #17 Behavior Analysis Society of Illinois

Information about activities in Chicago and Chapter activities.

Dolphin Lovers Take Note

Arrangements are in progress for special "behavioral" backstage tours of the Shedd Aquarium and the Brookfield Zoo during this year's ABA Convention in Chicago. Both the zoo and the aquarium are among the largest in the country, and both organizations have extensive behavioral management programs in place.

At the Shedd Aquarium, Head trainer Ken Ramirez, this year's President of the International Marine Animal Trainers Association, is responsible for a large training staff and several species of whales, dolphins, and pinnipeds, all managed by operant conditioning.

At the Brookfield Zoo, in addition to marine animal performances, modern techniques are being applied to the training and handling of primates, elephants, bears, and even birds, and to the behavioral enrichment of zoo denizens' environments.

The tours will be limited to ABA conference participants and/or their families and will probably last about 2 hours. The Shedd Aquarium is 10 minutes from the Marriott; the Brookfield Zoo is about 40 minutes away. Times and dates will be posted at the conference, or call Karen Pryor, (206) 888-4708, for more information.

Complimentary Breakfasts for Student Members

Twice during the convention, complimentary continental breakfasts (coffee, tea, rolls) will be provided for students (with a valid ID). These breakfasts are sponsored by the ABA Student Committee and by the following organizations who will be available to meet with students during the times indicated.

Saturday, May 29

7:30-9:00 AM

Minnesota Room

Sponsored by

Aubrey Daniels & Associates, Inc.

Tucker, GA

Sunday, May 30

7:30-9:00AM

Minnesota Room

Sponsored by

Spectrum Center for

*Educational & Behavioral Development
Berkeley, CA*

*The Annual Meeting of the Student Committee
will be held during the breakfast on Saturday*

PLACEMENT SERVICE

Instructions for ABA Placement Service Registration

The Convention Placement Service is an ideal way to obtain information about applicants and positions available. Rooms are available for immediate interviews. Applicant credentials are on file and available for review. For additional information, call the ABA office (616-387-4494). At the Convention, stop by the Placement Service Desk in the Grand Salon.

Applicants

A summary of your qualifications and interests are posted for quick review by potential employers. Employers may then request a copy of your vita or resume for review. To register for the '92 ABA Placement Service, send 25 copies of your vita or resume and the following information only on a 7 inch wide by 5 inch long card:

1. Most recent degree received (include date, conferring institution, and degree program).
2. Geographic restrictions/preferences.
3. Date available for employment.
4. Type of position sought.
5. Experience.
6. Pertinent information about the type of position desired.

The card will be posted for review by potential employers; we recommend that it be typed. The registration fee is \$15.00 by advance registration, and \$20.00 for on-site registration. Use the Convention Registration Form in this book for Advance Registration. You may register during the Convention at the Placement Service Desk in the Grand Salon. Remember to bring the materials as specified above if you choose to register on site.

Employers

A summary of your positions available are posted for quick review by potential applicants. Applicants may then request a copy of the complete job description for review. To register for the '92 ABA Placement Service, send 10 copies of the complete job description, and the following information only on a 7 inch wide by 5 inch long card:

1. Degree required.
2. Geographic location of position.
3. Starting date.
4. Position title.
5. Experience required/preferred.
6. Pertinent information about the position.

The registration fee is \$25.00 by advance registration, and \$35.00 for on-site registration. Use the Convention Registration Form in this book for Advance Registration. You may register during the Convention at the Placement Service Desk in the Grand Salon. Remember to bring the materials as specified above if you choose to register on site.

Around the Downtown Chicago Marriott

April Müller (ABA Student Representative) "scoped out" the area around the Marriott during the Fall Executive Council meeting. She provided the following list of some inexpensive restaurants within walking distance of the Chicago Marriott. This list does not represent an endorsement, it is purely informational. When possible, information is given on location, hours, food items representative of the menu, lunch specials, and approximate price range (as of Oct. 92).

Greek

Papagus; out Rush St. doors, right (N) 1/2 block to Ohio, left (W) on Ohio 2 blocks to State, right (N) on State, 620 N. State; M-TH 11:30am-10, F til 12, Sat 12-12, Sun 12-10; small (\$3-\$5) and large pasta dinners (\$5-\$9), salads, out-door patio dining; main course large meals \$9-\$13.

CND Gyros; out Michigan Ave. doors, right (S) 1/2 block to Grand, left (E) on Grand 1 1/2 blocks, 205 E. Grand; M-Fri 9:30am-10, Sat 8am-10.

Indian

Bukhara; out Rush St. doors, right (N) 1 1/2 blocks to Ontario, then left (W) 2 blocks to State; M-F 11:30am-2:30, and 5:30-10, F-Sat til 11, weekend lunch 12-3; menu includes vegetable dishes (\$3-\$7); daily lunch buffet \$8; entrees \$10-\$20

Italian/Pizza

Pizzeria Due; out Rush St. doors, right (N) 1 1/2 to Ontario, then left (W) 1 block to Wabash, corner of Wabash and Ontario; M-TH 11:30-1:30am, F-Sat til 2:30am, Sun 12-11:30; pizzas, sandwiches, salads; lunch special, soup or salad, personal pizza, \$4.25; \$4.25-\$18.

Tucci Milan; out Rush St. doors, left (S) 2 blocks to Hubbard, then right (W) 2 blocks, 6 W. Hubbard; M-TH 11:30-10, F til 11, Sat 12-11, Sun 5-9; a nicer Italian restaurant, serve wine; entrees full size \$8-\$16, "mezza" sizes \$5-\$7.

Uno Pizza; out Rush St. doors, right (N) 1/2 block to Ohio, left (W) on Ohio 1 block, corner of Ohio and Wabash; M-F 11:30am-1am, Sat til 2am, Sun til 12am; individual and full size deep dish pizzas, salads; lunch, M-F 11:30-3, \$4.25, soup or salad, personal pizza; \$4-\$18.

Mexican

Su Casa; out Rush St. doors, right (N) 1 1/2 blocks to Ontario, left (W) on Wabash 1/2 block; M-TH 11:30am-11pm, F-Sat til 12, closed Sun; mexican beer, alcohol; lunches \$6-\$10, dinners \$9-\$13.

Oriental

Gliza Fish; out Rush St. doors, right (N) 1/2 block to Ohio, then left (W) 2 blocks on Ohio; no hours given; sushi and Japanese dishes; more expensive Yiu Shan; out Rush St. doors, right (N) 1/2 block to Ohio, then left (W) 1 1/2 blocks on Ohio, 17 E. Ohio St.; M-TH 10:30am-11:30, F-Sat til 12, Sun 4pm-11; no MSG, lunch specials \$5.25; pints \$3-\$5, quarts \$7-\$8.

Thai

Dao; out Michigan Ave. doors, left (N) 1 1/2 blocks to Ontario, then left (W) on Ontario 1/2 block, 105 E. Ontario St.; Sun-TH 11am-10, F-Sat til 11; Thai dishes (looked quite nice!); \$4-\$5.

Star of Bangkok; out Rush St. doors, left (S) 1/2 block to Grand, right (W) on Grand 2 blocks to State, left (S) 1/2 block on State, 440 N. State St.; M-Sat 10-11, Sun 12-10; mostly Vietnamese and Thai dishes; lunch \$4-\$6.25, dinner \$6-\$9

Star of Siam; out Rush St. doors, left (S) 1 1/2 blocks to Illinois, then right (W) on Illinois, 11 E. Illinois St.; daily 11-9:30, F-Sat til 10:30; vegetarian entrees on request; entrees-\$4.95

American Fare

Andrew's Restaurant; out Rush St. doors, right (N) 1 1/2 blocks, in the Lenox House hotel; daily (?) 6am-12am; breakfasts, sandwiches, homestyle cooking; breakfast \$2-\$8, lunch \$4-\$7, dinner \$8-\$15

Chicago Place Mall; out Michigan Ave doors, left (N) 4 blocks, 700 N. Mich; This is an expensive, 8 level shopping area. Stores include: **Saks Fifth Avenue, Ann Taylor, Hello Chicago, Williams-Sonoma.** Food court on the 8th level includes: *pizza, yogurt, coffees, cookies, muffins, philly steak sandwiches, Chinese, Subway, Taco Bell, Wendy's and "Heartwise Express"* (not open in Oct); prices range from \$.59-\$6.50 (whole pizzas up-\$19); **Bockwinkel's Grocery** is on first floor (go toward back of mall). This is a real grocery store and has a deli in the back. Prices were only slightly higher than "at home" prices.

Chris; out Michigan Ave doors, right (S) 1/2 block to Grand, left (E) 1 block on Grand, corner of Grand and St. Clair; M-Sat 6am-10pm, Sat-Sun brunch 8am-3pm; breakfast, lunch, dinner, very wide variety, delivery 329-1888; breakfast \$1-\$5.50, lunch \$4-\$6.50, dinner-\$8.95; eggs, waffles, cereal, omelettes, pasta, burgers, sandwiches, dinner entrees include broiled fish, baked chicken, ribs, etc.

Howard's; out Michigan Ave doors, left (N) 1 1/2 blocks to Ontario, right (E) on Ontario, 152 E. Ontario; no hours posted; neighborhood tavern, "best burgers" in Chicago

Mother Hubbard's; out Rush St doors, left (S) 3 blocks to Hubbard, then right (W) 2 blocks to State; no hours posted; T.V. bar, , burgers, mexican; \$6-\$11.

Saluki; out Rush St. doors, right (N) 1/2 block to Ohio, left (W) on Ohio 2 blocks; no hours posted; personal pizzas, sandwiches, dinners, bar & grill; \$4-\$7.

TGIFriday's; out Michigan Ave. doors, left (N) 2 1/2 blocks to Erie, right (E) 1/2 block on Erie; Sun-TH 11am-12am, F-Sat 11am-2am; sandwiches, pasta, dinners, salads, desserts, and a bar; most items \$5-\$10.

Timothy O'Toole's Pub & Grill; out Michigan Ave doors, left (N) 1 1/2 blocks to Ontario, right (E) 2 blocks to Fairbanks; daily 11am-2am; variety of meals, drink specials; \$4-\$8.

West Egg Cafe; out Michigan ave doors, left (N) 1 1/2 blocks to Ontario, right (E) 2 blocks, almost to Fairbanks; M-TH 6:30am-9pm, F til 10, Sat 7am-10pm, Sun 7am-4pm; mostly breakfast (all day), salads, sandwiches, some healthy choices; from \$3-\$8, most breakfasts \$4-\$8.

Sandwich and Grill Items

Croissants & Co.; directly across from Michigan Ave. doors; M-F 7:30-7, Sat til 6, Sun til 5:30; sandwiches, pastries; \$1-\$4.

Gold Coast Dogs; out Rush St. doors, left (S) 2 blocks to Hubbard, then right (W) 2 blocks to State; M-F 7am-12am, Sat. 10:30-8, Sun 11-8; hot dogs, burgers, ice cream, breakfast items; \$1-\$4

Grand Restaurant and Subs; out Rush St. doors, left (S) to Grand, then right (W) 2 blocks to State; M-F 6am-7pm, Sat. til 4; sandwiches,

gyros, breakfast items (omelets, bagels); most items \$2-\$3

Jerry's; out Michigan Ave. doors, right (S) 1/2 block to Grand, left (E) 1 block, almost to St. Clair; M-F 6am-6:30, Sat 6am-4, closed Sun; subs, sandwiches, breakfast items (eggs), ice cream; \$3-\$5

McDonald's; south on Rush St to Kinzie St. upper level; North on Michigan Ave.

Michigan Ave. Hot Dog; out Michigan Ave. doors, left (N) 1 block to Ontario St., right (E) 1/2 block; M-TH 7:30-7, F-Sat. til 9, Sun 9am-6; pizza, hot dogs, deli sandwiches; breakfast items \$2-\$3, lunch \$2-\$5

Moe's Deli; out Rush St. doors, right (N) to 611 N. Rush; opens 6:30am; breakfast items, sandwiches, blue plate lunches; lunch specials \$5; breakfasts \$1.50-\$5.50, lunch \$4+

State St. Deli; out Rush St doors, left (S) to Illinois, right (W) 3 blocks to Hubbard; hours not listed; subs, greek fare, hot dogs, burgers, deli sandwiches; breakfast items, bagels/cream cheese (\$.59); \$2-\$5

Subway; out Michigan Ave. doors, right (S) 1/2 block to Grand, then left 1/2 block; 11am-12am daily; subs, salads; \$1.50-\$3.50 for 1/2 subs

"Healthy"

Pattie's Heart Healthy; out Michigan Ave. doors, right (S) 1/2 block to walkway next to hotel, turn right (W) into walkway; M-F 11am-5, Sat til 3; low fat items; pizza, muffins, sandwiches, juices; \$2-\$5.

Convenience Stores/Groceries

Bockwinkel's Grocery; see under Chicago Place Mall, above

White Hen Pantry; several locations; 200 E. Ohio, 645 N. State, 451 N. State; out Rush St doors, left (S) 1 1/2 blocks to Illinois, right (W) on Illinois almost to State (in Marriott Courtyard Hotel); fresh fruit, deli sandwiches, sundries; open 24 hours

Also. . .

Check the restaurants in the hotel for daily specials.

Sustaining and Supporting Members

Through their contributions, Sustaining and Supporting members help support the involvement of undergraduate and graduate students in behavior analysis, ABA's involvement in the Human Capital Initiative and the Accreditation Council for Persons with Disabilities. The following ABA members provided this support during the 1993 membership year.

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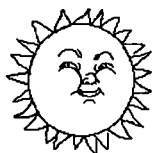
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*Annual Breakfast Sponsored by the
Professional Development Committee*



A morning social with a presentation by

Ellen Reese
(Mount Holyoke College)

Friday, May 28, 1993

7:30-9:00am

Grand Salon I

Ticket required for admission. Tickets may be ordered by using the advance registration form in this book or purchased at the convention on Wednesday and Thursday only.

Tenth Annual Meeting

Southeastern Association for Behavior Analysis

**Addresses and Posters
on Basic and Applied Issues**

**October 14-16, 1993
Chapel Hill, North Carolina**

- Membership information: Anna Hatten, Secretary, Department of Psychology, Averett College, 420 West Main Street, Danville, VA 24541.
- Convention information: Thomas S. Critchfield, Program Chair, Department of Psychology, Auburn University, Auburn, AL 36849-5214.

CONTINUING EDUCATION PROGRAM

The Association for Behavior Analysis (ABA) is an organization approved by the American Psychological Association to offer continuing education for psychologists. One of the primary objectives of ABA is to provide educational opportunities for members and other professionals to review recent research, to discuss current theoretical issues, and to learn new methods of the application of behavior analysis to societal problems. While ABA does not require participation in the continuing education program for Association membership, involvement in the program is encouraged. The Continuing Education Program is designed to meet the academic needs of self-improvement and to provide continuing academic training as required by many licensing associations and specialty boards. The record of these continuing education credits, which are not equivalent to university credit hours, will be maintained by ABA. The Continuing Education Program consists of the Workshops listed on the following pages.

Workshop tickets and name badges may be picked up at Advance Registration in the Grand Salon of the Downtoicago Marriott. Workshop tickets may be purchased at the Registration Desk.

Workshops are subject to cancellation due to low enrollment. If you are registering after May 1st, call the ABA office to determine if the workshop in which you are interested will be held before registering.

Workshop Registration Instructions

1. Review workshop offerings on the pages that follow.
2. Make selections on Workshop Registration Form (included on the reverse side of the Convention Registration Form in the back of this book).
3. Calculate total fees for all workshops selected. Enter total on the Workshop Registration Form and on the Convention Registration Form in the space provided.
4. Include workshop fees in convention registration payment.
5. If you also are paying your membership dues, please mail your membership form and payment in the same envelope with your registration form and payment. (Payment for all items may be made on one check or money order.)
6. All payments must be made in U.S. funds.

Mail all forms and payment to: Association for Behavior Analysis, Attn: Patty DeLoach, 258 Wood Hall, Western Michigan University, Kalamazoo, MI 49008-5052. Questions? Call 616-387-4494.

To be eligible for Advance Registration rates, registrations must be post-marked by April 25, 1993

Workshop #1 • Wednesday, May 26, 9:00AM-4:00PM, Illinois Room

This is a six-hour workshop; a break is scheduled for Noon-1:00pm.

How to Numerically Summarize Magnitude of Effects Across Published Behavior Analysis Studies--Metacharting

Ogden R. Lindsley, Ph.D., Behavior Research Co., Lawrence, KS

Jesus Rosales, University of Kansas, Lawrence

Description

Daily frequency monitoring has proven highly successful in Applied Behavior Analysis and in Precision Teaching. Standard Celeration Charts and Chart Stat™ were developed to easily monitor frequency growth, changes in growth, exceptional days, and unexpected outcomes. Standard charting has proven to be powerful for summarizing effects of treatment procedures across published studies. Approximately 80% of the published cases are in frequencies or can be easily converted from number, percent, duration, or latency to frequencies.

Objectives

1. To introduce Standard Celeration Metacharting of effects across published applied behavior analysis articles.
2. To provide participants with the basis for metacharting on their own.

Activities

1. Charting previously published frequencies using yearly Standard Celeration Charts. Further practice by the participants on daily, weekly, monthly and yearly Standard Celeration Charts.
2. Using a scale reader to read numbers from published graphs.
3. Converting number, percent, duration and latency to standard frequencies.
4. Computing and charting record floors and ceilings.
5. Drawing and projecting accelerations and decelerations (gradual frequency growth and decline) using a celeration focuser.
6. Measuring the size of accelerations and decelerations (gradual frequency growth and decline) by eye and with a celeration finder.
7. Contrasting the abrupt jumps with the gradual turns in celerations.
8. Measuring the size of jumps and turns.

9. Making calendar synchronized and treatment event synchronized celeration collections.
10. Interpreting and describing megacharts of effects across published studies.

Target Audience: We target university based graduate students, instructors, and assistant professors, who need quality research publications. Most do not yet have animal or human labs or grant funds. Using merely the methods introduced in this workshop along with library journals and copy machines they can make significant contributions to the field of Applied Behavior Analysis. Numerical quantified summaries of our research literature have yet to be made.

Continuing Education Credit: 6 hours

Academic Level: Intermediate (some knowledge of the subject matter required)

Registration Fee: 1993 ABA members—\$70.00 during advance registration (\$85.00 after the advance registration deadline). All Others—\$95.00 during advance registration (\$115.00 after the advance registration deadline).

Materials Fee: \$35.00

Workshop #2 • Wednesday, May 26, 9:00AM-4:00PM, Indiana Room

This is a six-hour workshop; a break is scheduled for Noon-1:00pm.

Rule-Governed Behavior, Self-Management, and Performance Management

Richard W. Malott, Ph.D., Western Michigan University, Kalamazoo, MI

Description

Behavior analysis often seems simplistic in its treatment of the behavior of verbal human beings. For instance, people work or fail to work toward the distant goal of a college degree. How can we understand this in terms of something so simple as the rat's pressing a lever and immediately getting a drop of water? Lacking a plausible behavioral analysis, many clients, parents, teachers, staff, students, and professionals opt for cognitive or mentalistic analyses. This workshop provides a radical-behavioral alternative, by introducing the concepts of rule-governed behavior, direct-acting and indirect-acting contingencies, analog contingencies, rules that are hard and easy to follow, the myth of delayed gratification, the three-contingency model of performance management, the performance management model of

cultural change, and contingency diagramming. These concepts help us rigorously relate the simple contingencies affecting laboratory animals to the complex contingencies affecting human beings in their daily lives. Also, we can understand better problems of self-management and performance management in applied settings. And, we can design better self-management and performance-management systems.

Objectives and Activities

The participants should understand and agree with 75% of the theoretical analysis presented; this will involve an analysis of direct and indirect-acting behavioral contingencies. These contingencies will include natural contingencies, performance-management contingencies, and theoretical contingencies. (In a six-hour workshop, participants will not achieve fluency with this complex verbal repertoire. But the participants will acquire a sufficient repertoire and additional resources to independently achieve fluency.) The format is a combined workbook/workshop format, with a minimum of lecturing.

Target Audience: This workshop is appropriate for behavior analysts in all areas, with a general knowledge of the concepts and principles of behavior.

Continuing Education Credit: 6 hours

Academic Level: Intermediate (some knowledge of the subject matter required)

Registration Fee: 1993 ABA members—\$70.00 during advance registration (\$85.00 after the advance registration deadline). All Others—\$95.00 during advance registration (\$115.00 after the advance registration deadline).

Materials Fee: \$10.00

Workshop #3 • Wednesday, May 26, 9:00AM-4:00PM, Iowa Room

This is a six-hour workshop; a break is scheduled for Noon-1:00pm.

Motivational Milieu Therapy

Henck P.J.G. van Bilsen, Deputy Director, Institute for Child & Adolescent Psychology, Rotterdam, the Netherlands and Training Consultant, National AIDS Counseling & Training Unit, London, England

Description

Motivational Milieu Therapy (MMT) is a therapeutic approach based on Motivational Interviewing and Applied Behavior Analysis. It is a method that is applicable in situations when groups of clients who are not motivated to change, make use of the services of an agency. For example:

- heroin addicts attending a methadone clinic on a daily basis are often not motivated to change;
- young delinquents attending a day center or a special school often are not motivated to work on their problems;
- unmotivated clients in a residential facility create problems for staff and other residents;
- drop-in centers, advice centers, and needle exchange programs often receive clients who are not motivated to work on their problems.

At present, we see more and more needle exchange programs, methadone clinics, drop-in centers. In these agencies, clients come to receive some "goods." In addition to providing the "goods," the intention of the agency is often that clients become motivated for change.

Creating a motivational milieu for these clients is possible. I have been involved in setting up Motivational Milieus in a variety of settings (methadone clinics, needle exchange programs, residential facilities, drop-in centers, prisons, and schools) and in several countries (United Kingdom, Belgium, and the Netherlands).

Creating a motivational milieu needs the careful application of motivational interviewing techniques and techniques adopted from applied behavior analysis. Such a motivational milieu works on the basis that clients will attend the milieu, not because they want to change, but for non-therapeutic reasons (coffee is available, they will go to prison if they don't, etc.). It is a milieu that is created to establish and increase the client's motivation for change.

Objectives

To give participants an introduction to MMT. After the workshop, participants will be able to decide whether an MMT program would be applicable for the needs of their agency. Participants will be able to develop a plan for setting up a MMT.

Activities

The workshop is skills oriented. Exercises and role plays form the core of the workshop. Short lectures and demonstration videotapes are used to introduce the basic principles of Motivational Interviewing and Applied Behavior Analysis.

References

- van Bilsen, H. P. J. G. & van Ernst, A. J. (1986). Heroin addiction and Motivational Milieu Therapy. *International Journal of Addictions*, 21 (6), 707-714.
- van Bilsen, H. P. J. G., van Ernst, A. J. (1989). Motivating drug users. In G. Gennet (Ed.), *Treating drug abuse*. London: Routledge.

- van Bilsen, H. P. J. G. & Whitehead, B. (1991). Motivating self-control. *Druglink* (Feb).
- van Bilsen, H. P. J. G. (1991). Motivational interviewing with particular emphasis on heroin dependent clients. In W. R. Miller & S. Rollnick (Eds.), *Motivational interviewing: Preparing people to change addictive behaviors*. New York: Guilford Press.

Target Audience: Anyone confronted with situations in which they encounter unmotivated clients and wants to DO something about it!

Continuing Education Credits: 6 hours

Academic Level: Intermediate (some knowledge of the subject matter required)

Registration Fee: 1993 ABA members—\$70.00 during advance registration (\$85.00 after the advance registration deadline). All Others—\$95.00 during advance registration (\$115.00 after the advance registration deadline).

Materials Fee: \$5.00

Workshop #4 • Wednesday, May 26, 1:00-4:00PM, Michigan Room

This is a three-hour workshop.

The Picture Exchange Communication System

Application with Young Children with Autism

Andrew S. Bondy, Ph.D., The Delaware Autistic Program, Newark, DE

Lori A. Frost, M.S., CCC/SLP, The Devereux Foundation, New Jersey Center for Autism

Description

The Picture Exchange Communication System (PECS) is an initial language training package that is used to teach young children with autism an effective means of communicating. Since 1987, we have addressed numerous audiences at ABA and other organizations on the theoretical and clinical issues related to the PECS training package. We have described the theoretical and practical advantages of early training on PECS as compared with other communication training programs (or modalities) with children who demonstrate a history of difficulty in the acquisition of speech. PECS is a unique training program in that it does not require lengthy prerequisite training, and in that it promotes communication in a social context that the child initiates. PECS's efficacy results from the use of procedures that incorporate autistic children's general lack of sensitivity to socially-mediated reinforcers. We believe that it is crucial to rapidly establish the essence of

communication for a child, namely, approaching a communicative partner and interacting in a manner that effectively results in that partner doing something for the child. This sequence establishes a mand repertoire. PECS continues with establishing other verbal operants with a careful analysis of necessary stimulus control. Procedures associated with teaching these operants will be presented in a manner consistent with Skinner's analysis, presented in *Verbal Behavior* (1957).

Besides the rapid acquisition of this system (i.e., most children learn a single exchange during their first day of training), most children taught with PECS begin to speak. Outcome studies with children in Delaware have indicated that 60% of students on PECS for more than one year speak independently with an additional 15-20% talking while using pictures. The great majority of students started on PECS (who also were not severely retarded) acquire functional speech within two years. We also will present data regarding the relationship between acquiring skills within PECS and the frequency and severity of a variety of common behavior management targets. Finally, issues pertaining to staff and parent training will be addressed.

Objectives

1. To provide an historical and theoretical overview of language training programs used with young children with autism.
2. To provide a detailed description of the Picture-Exchange Communication System and its relationship to verbal behavior using Skinner's (1957) description of verbal operants.
3. To teach the participants via detailed verbal descriptions, training protocols, and video training tapes the procedural details and instructional techniques related to a behavior analytic orientation involved in implementing PECS with young children with autism.

Activities

1. Lecture
2. Demonstration of procedures
3. Video tape of children at each level of training
4. Role playing and direct feedback

Target Audience: Those involved with students with severe communication deficits who wish to learn how to implement a unique communication training package for use with these children. Participants should have a general knowledge of Skinner's description of verbal behavior and instructional technology related to an applied behavior analytic approach.

Continuing Education Credits: 3 hours

Academic Level: Introductory (little knowledge of the subject matter required)

Registration Fee: 1993 ABA members—\$35.00 during advance registration (\$50.00 after the advance registration deadline). All Others—\$60.00 during advance registration (\$75.00 after the advance registration deadline).

Materials Fee : \$6.00

**Workshop #5 • Wednesday, May 26,
1:00-4:00PM, Michigan State Room**

This is a three-hour workshop.

**A Paradigmatic Behavioral Approach
to Understanding and Treating Panic
Disorder**

Georg H. Eifert, Ph.D., West Virginia University,
Morgantown, WV

Description

During the last decade, significant contributions have been made toward an improved understanding, assessment, and treatment of panic disorder. This workshop will present an integrative model of panic disorder that is helpful for both clinical researchers and practitioners alike in organizing findings from diverse areas of important clinical and basic research. The paradigmatic behavioral model serves three functions which will be explained in the workshop and illustrated by demonstrations and case examples:

(1) *Explanation.* The paradigmatic behavioral model focuses on and relates conditioning, developmental, biological, and personality factors as well as the effects of early and recent life events. The model organizes and integrates these factors in a systematic way to explain both the etiology and maintenance of panic disorder.

(2) *Assessment.* The model guides the practitioner in the assessment of panic disorder. Specifically, workshop participants will be introduced to structured clinical interviews such as the Anxiety Disorders Interview Schedule-Revised (ADIS-R), questionnaires, and a hyperventilation provocation test. It will be demonstrated how these assessment tools can be used to examine the various aspects of the model.

(3) *Treatment.* The model guides the practitioner in designing effective clinical interventions for panic disorder. Based on a model-guided assessment of the factors responsible for the origin and maintenance of panic disorder, the practitioner can devise and implement a comprehensive treatment plan.

Specifically, participants will be introduced to a recently developed treatment manual for panic disorder and brief video excerpts will be shown to demonstrate the major aspects of treatment. Examples will be given as to how treatment manuals can be used more effectively when assessments and case formulations are guided by an integrative conceptual model and a functional analysis of the individual's problem.

Continuing Education Credits: 3 hours

Academic Level: Introductory (little knowledge of the subject matter required)

Registration Fee: 1993 ABA members—\$35.00 during advance registration (\$50.00 after the advance registration deadline). All Others—\$60.00 during advance registration (\$75.00 after the advance registration deadline).

Materials Fee : \$5.00

**Workshop #6 • Wednesday, May 26,
1:00-4:00PM, Minnesota Room**

This is a three-hour workshop.

Positive Staff Management

Martin T. Ivancic, Ph.D., Western Carolina Center,
Butner, NC

R.M. Schell, Ph.D., Whitten Center, Clinton, SC

Description and Objectives

This workshop emphasizes a positive management approach in human services in order to maximize staff performance and client benefit. Participants will be able to: (1) identify the major behavioral principles that guide everyday management practices; (2) provide examples of these principles at work; (3) provide positive verbal and written performance feedback; and (4) share the information provided with their service agency. During this workshop participants will: (1) review the roles of positive reinforcement, negative reinforcement, punishment, and conditioned stimuli in management practice; (2) generate examples from participants' work settings of the principles of behavior in action; (3) develop a positive reinforcement log of staff performance; and (4) exchange ideas for reinforcing staff performance.

Target Audience: This workshop is designed for people working in human service agencies who rely on staff to provide the mission of the agency to the clients they serve. The target audience would include managers and professionals in human service settings as well as agency directors seeking a behavioral approach to staff management emphasizing positive reinforcement.

Continuing Education Credits: 3 hours

Academic Level: Introductory (little knowledge of the subject matter required)

Registration Fee: 1993 ABA members—\$35.00 during advance registration (\$50.00 after the advance registration deadline). All Others—\$60.00 during advance registration (\$75.00 after the advance registration deadline).

Materials Fee : \$6.00

Workshop #7 • Wednesday, May 26, 1:00-4:00PM, Wisconsin Room

This is a three-hour workshop.

How to Use Statistical Process Control Methodologies for Applied Behavior Analysis

Evaluating Baseline Stability, Identifying Special Causes of Variation, Monitoring Treatment Outcomes On-Line, and Making Data-Based Clinical Decisions

Al Pfadt, Ph.D., Behavioral Assessment & Research Unit, New York State Institute for Basic Research in Developmental Disabilities, Staten Island

Description

Statistical process control (SPC) methodologies include a number of simple mathematical procedures and problem-solving techniques with powerful applications in industrial manufacturing operations. Perhaps the most widely known involves the use of "control charts" to graphically display measures of *location* (central tendency) and *dispersion* (variability) which are obtained by monitoring the output of a work process. These "running records" are then analyzed using statistically-based decision rules which function as judgmental aids. Control charts help to distinguish abnormal patterns of variation (due to "assignable causes") from "common causes" of variation, which are features of how the system normally functions when no extraneous influences are present. Their use is associated with the management philosophy of Dr. W. Edwards Deming, who is regarded as the "father of the third wave of the industrial revolution." Recently, a special issue of the *Journal of Applied Behavior Analysis* (Fall, 1992) considered how the principles of SPC can be extended to analyze performance problems in a variety of contexts, including clinical settings as well as business organizations. The logic of a control chart analysis is similar to that which guides a visual inspection of a time series in applied behavior analysis (ABA), departures from steady state functioning

are investigated to detect changes in controlling variables. However, use of the scaling factors provided by control charts makes it possible to detect reliable treatment effects ("signals") that might be obscured by the "noisy" baselines obtained in many applied settings. They also provide objective criteria that are more precise and replicable across investigators than are the subjective impressions which guide an unaided visual analysis of similar data.

Objective

This workshop will provide participants with a practical, working knowledge of SPC data analytic techniques that are consistent with the goals of applied behavior analysis.

Activities

Introductory level reading materials will be provided to explain basic terminology and procedures, with specific applications that cover the following topics: selecting appropriate control charts for the different types of data obtained in applied settings; using control charts to analyze baseline stability and to detect the presence of assignable causes of variation; constructing cause and effect diagrams to identify factors contributing to this variability; how to use SPC data analytic procedures on line to monitor treatment outcomes; and finally use of control charts to make clinical decisions, such as "setting a new process aim" as part of a changing criterion design.

Continuing Education Credits: 3 hours

Academic Level: Introductory (little knowledge of the subject matter required)

Registration Fee: 1993 ABA members—\$35.00 during advance registration (\$50.00 after the advance registration deadline). All Others—\$60.00 during advance registration (\$75.00 after the advance registration deadline).

Materials Fee : \$10.00

Workshop #8 • Wednesday, May 26, 1:00-4:00PM, Ohio State Room

This is a three-hour workshop.

Recent Issues Associated with the Statistical Analysis of Behavioral Data

Bradley Huitema, Ph.D., Western Michigan University, Kalamazoo

Description and Objectives

The purposes of the workshop are (1) to provide an updated view of the issues surrounding the

statistical analysis of data obtained in the typical behavioral study, (2) to demonstrate the weaknesses of frequently recommended analyses, and (3) to introduce relatively straightforward methods of analysis that can be carried out with conventional software and recently developed tables. Lecture, demonstrations of software, and exercises with published data sets will be included.

Target Audience: This workshop is designed for applied researchers and academics interested in the current status of statistical approaches to the analysis of conventional behavioral experiments.

Continuing Education Credits: 3 hours

Academic Level: Intermediate (some knowledge of the subject matter required)

Registration Fee: 1993 ABA members—\$35.00 during advance registration (\$50.00 after the advance registration deadline). ABA Nonmembers—\$60.00 during advance registration (\$75.00 after the advance registration deadline).

Materials Fee : \$5.00

Workshop #9A • Wednesday, May 26, 1:00-4:00PM, Purdue Room

This is a three-hour workshop. Note: You may register for 9A or 9B or Both 9A and 9B.

Introduction to HyperCard as a Research or Instructional Tool

William F. Potter, B.A., Western Michigan University, Kalamazoo

Matthew A. Mason, Ph.D., Center for Entrepreneurial Studies, Morgantown, WV

Description and Objectives

The purpose of this workshop is to (1) acquaint the novice computer user with HyperCard; (2) teach participants how to navigate through HyperCard applications; (3) teach participants the nature of, and how to create, stacks, cards, backgrounds, buttons and fields; (4) teach participants how to create graphics and how to import graphics into a HyperCard stack; and (5) investigate and demonstrate some of the possible research applications of HyperCard (including its use for computer assisted instructional materials). During this workshop, participants will follow the instructors' presentations using both a workbook and a Macintosh computer with a HyperCard application developed for this workshop. *Note: Computers will be provided; depending on enrollment, participants should expect 2-4 people per computer.*

Target Audience: Behavior analysts who are interested in using HyperCard for research (with humans), or in developing instructional material on the Macintosh. Participants do not need to be familiar with HyperCard, but some familiarity with Macintosh computers would be useful.

Continuing Education Credits: 3 hours

Academic Level: Introductory (little knowledge of the subject matter required)

Registration Fee: 1993 ABA members—\$35.00 during advance registration (\$50.00 after the advance registration deadline). All Others—\$60.00 during advance registration (\$75.00 after the advance registration deadline).

Materials Fee : \$20.00

Workshop #9B • Wednesday, May 26, 5:30-8:30PM, Purdue Room

This is a three-hour workshop. Note: You may register for 9A or 9B or Both 9A and 9B.

An Introduction to HyperCard, a Macintosh Programming Application, for Research or Instructional (CAI) Purposes

William F. Potter, B.A., Western Michigan University, Kalamazoo

Matthew A. Mason, Ph.D., Center for Entrepreneurial Studies, Morgantown, WV

Description and Objectives

The purpose of this workshop is to (1) acquaint the user with the basics of HyperCard structures and theory of operation (nearly object-oriented programming); (2) teach participants the HyperCard message hierarchy (message sending made simple!); (3) teach participants the nature of scripting (writing programs) and examine HyperTalk programming language (very English like); (4) present examples of both research and CAI programs and examine the structure of those programs. *Note: Computers will be provided; depending on enrollment, participants should expect 2-4 people per computer.*

Activities

Participants will follow the instructors' presentations using both a workbook and a Macintosh computer with a HyperCard application developed for this workshop. The participants will be engaged in an exercise where each group at a computer develops a small HyperCard program.

Target Audience: Behavior analysts who are interested in using HyperCard for research (with humans),

or to develop instructional material on the Macintosh. Participants should be familiar with the basics of HyperCard, including navigation through HyperCard applications, and the nature of stacks, backgrounds, cards, buttons, and fields. No knowledge of HyperTalk is required.

Continuing Education Credits: 3 hours

Academic Level: Intermediate (some knowledge of the subject matter required)

Registration Fee: 1993 ABA members—\$35.00 during advance registration (\$50.00 after the advance registration deadline). All Others—\$60.00 during advance registration (\$75.00 after the advance registration deadline).

Materials Fee : \$20.00

Workshop #10 • Wednesday, May 26, 5:30-8:30PM, Ohio State Room

This is a three-hour workshop.

Multiple Behavioral Effects of Environmental Variables

Jack Michael, Ph.D., Western Michigan University, Kalamazoo

Description

The controlling relations between environmental events and behavior can be classified into several main types, and a single event (for example, an approving smile or a verbal warning) typically functions as more than one of these types. (Skinner discusses this issue in detail in Chapter 14 of *Science and Human Behavior*, 1953; it is also an essential aspect of the material on multiple variables in Chapters 9, 10, and 11 of *Verbal Behavior*, 1957.) A behavioral relation can be called *evocative* when a change in the environment produces an immediate change in the magnitude, latency, or frequency of a type of behavior, but a change which persists only as long as the new condition of the environment persists. Common respondent evocative effects are the elicitation of smooth muscle and gland responses by unconditioned and conditioned stimuli. The best known operant evocative relation is the effect of a discriminative stimulus on the frequency of the type of response that has been reinforced in its presence. Less well-known operant evocative relations are the effects of unlearned and learned motive variables (establishing operations) on the frequency of behavior that has been reinforced appropriately to those motive relations.

A relation can be called *function-altering* when an environmental event causes a relatively permanent alteration in a functional relation between environment and behavior. Said another way, a function-altering effect occurs when an environmental event alters the organism's repertoire (without necessarily producing any immediate change in behavior) so that the organism will respond differently in the future under similar conditions. The effect of an unconditioned stimulus in conditioning the organism with respect to a previously neutral stimulus, and the similar effect of a conditioned stimulus in higher order conditioning are well known respondent function-altering relations. Operant function-altering relations are the effects of unconditioned and conditioned reinforcers and punishers on the future frequency of the behavior that immediately preceded those reinforcers and punishers, as well as the extinction effects of the nonoccurrence of the reinforcer or punisher.

All evocative and functional-altering effects will be reviewed and presented at the beginning of the workshop in an organized tabular arrangement. This will include a detailed treatment of the effects of several kinds of learned and unlearned motive variables, as well as the better known operant and respondent relations. Scenarios will then be presented involving multiple effects, and the participants will be asked to identify and describe each of the various functional relations.

Objectives

Participants should be able to examine a situation involving an environmental behavior-change procedure or event, and identify in behavioral terms all possible behavioral effects at work in that situation.

Activities

Discussion, and especially a form of problem solving in which a complex situation is analyzed in terms of its multiple behavioral components.

Target Audience: Graduate students and professionals, teaching and/or applying behavioral concepts.

Continuing Education Credits: 3 hours

Academic Level: Intermediate (some knowledge of the subject matter required)

Registration Fee: 1993 ABA members—\$35.00 during advance registration (\$50.00 after the advance registration deadline). All Others—\$60.00 during advance registration (\$75.00 after the advance registration deadline).

Materials Fee : \$10.00

**Workshop #11 • Wednesday, May 26,
5:30-8:30pm, Northwestern Room**

This is a three-hour workshop.

**Developing and Providing Services for
Profoundly Multiply Handicapped Clients**

Rodney E. Realon, M.A., Psychologist
Jim Phillips, Ph.D., Director of Psychology
Douglas Irvin, B.S., Psychologist
Rhett Hartley, M.A., Psychologist
Murdoch Center, Butler, NC

Description

Deciding what services to provide to profoundly multiply handicapped clients is a challenge for all disciplines due to the many physical, sensory, and cognitive limitations that are encountered. Our experience over the years has shown that many activities and programs can be developed to assist these clients attain greater independence. This workshop will share some of the research that we have conducted as well as problems that we have encountered and their solutions.

Objectives and Activities

Specifically, our workshop will provide a brief review of the literature covering research with this population; cover how to treat behavior problems such as hand mouthing, self-injury, meal refusal and rumination; how to do preference assessments which include a newly developed measurement and computer analysis system; how to do structural analyses and utilize a computer program that has been designed to permit quick analysis of data along several dimensions such as time of day, material availability, and engagement; how to teach leisure skills using electronic devices; how to manage living environments; and how to get involved in developing trends and innovations. We will also describe Project Alpine at Murdoch Center in North Carolina, a comprehensive program for applying state of the art technology with profoundly multiply handicapped clients. Most of this technology will be reviewed during the workshop. Participants will be given an outline of the areas covered, a bibliography of research conducted with this population, a computer disk of the two software programs, and the opportunity to discuss issues related to this population.

Target Audience: This workshop is designed for all disciplines who work with profoundly retarded, multiply handicapped clients.

Continuing Education Credits: 3 hours

Academic Level: Introductory/Intermediate (little/some knowledge of the subject matter required)

Registration Fee: 1993 ABA members—\$35.00 during advance registration (\$50.00 after the advance registration deadline). ABA Nonmembers—\$60.00 during advance registration (\$75.00 after the advance registration deadline).

Materials Fee : \$10.00

**Workshop #12 • Wednesday, May 26,
5:30-8:30pm, Minnesota Room**

This is a three-hour workshop.

Functional Analysis in Clinical Practice

Peter Sturmey, Ph.D., Chief Psychologist, Abilene State School, Abilene, TX

Description

The workshop will review the applications of functional analysis to clinical practice in a wide range of different topics, the epistemological basis of functional analysis, provide a review of the research literature in this area, review the methods and processes issues and highlight areas for future objectives.

Objectives

Participants should be able to (a) describe the knowledge base of functional analysis and contrast functional and structural approaches to clinical practice; (b) describe the general principles of behavioral assessment and their applications to specific methodologies such as interview, direct observation and psychometric methods; (c) describe issues in the process of developing a functional analysis, testing it, and translating it into a treatment package; (d) describe issues and limitations in applying functional analysis in clinical treatment.

Activities

The workshop will involve short lectures, small group exercises based around case material and discussion.

Target Audience: The workshop is designed for persons involved in routine clinical practice using, or wishing to use functional analysis; doctoral students; and researchers attempting to influence practice in this area.

Continuing Education Credits: 3 hours

Academic Level: Intermediate (some knowledge of the subject matter required)

Registration Fee: 1993 ABA members—\$35.00 during advance registration (\$50.00 after the advance registration deadline). All Others—\$60.00 during advance registration (\$75.00 after the advance registration deadline).

Materials Fee : None

**Workshop #13 • Wednesday, May 26,
5:30-8:30PM, Michigan State Room**

This is a three-hour workshop.

**A Behavioral Approach to Running
Meetings for 10 to 50 Participants**

Tom Welsh, Ph.D., Florida State University,
Tallahassee

Description and Objectives

This workshop will present a time-tested approach to running group meetings where active participation is encouraged and productivity and efficiency are essential. Participants will analyze common problems with group meetings and learn several key structural changes that can be made to amplify natural contingencies for productive meeting behaviors.

Activities

The workshop will be conducted using a format that demonstrates these elements and will include a speculative analysis of the functional behavioral components. Bring a list of your most important gripes about the meetings you attend.

Target Audience: Anyone who has to attend meetings and would like insight on how to make them more productive and democratic.

Continuing Education Credits: 3 hours

Academic Level: Intermediate (some knowledge of the subject matter required)

Registration Fee: 1993 ABA members—\$35.00 during advance registration (\$50.00 after the advance registration deadline). All Others—\$60.00 during advance registration (\$75.00 after the advance registration deadline).

Materials Fee: \$1.00

**Workshop #14 • Invited • Wednesday,
May 26, 1:00-4:00PM & Thursday, May
27, 8:00-11:00AM, Northwestern Room**

This is a six-hour workshop; the first half is on Wednesday and the second half is on Thursday. Both parts must be attended.

**Engineering Learning Environments
for Success**

Vicci Tucci, M.A., Tucci Educational Services,
La Selva Beach, CA

Dan Hursh, Ph.D., West Virginia University,
Morgantown, WV

Deborah Lamson-Loschiavo, M.A., Early Education
Program, Eugene, OR

Marita Della Rosa, M.A., Salinas City School District,
Salinas, CA

Joanne Royce, B.S., Monterey Office of Education,
Salinas, CA

Description

Skinner's (1957) analysis of verbal and nonverbal behavior has contributed significantly to enhancing the process of repertoire development. By making all parts of the learning environment conspicuous, the process of teaching can be further expedited and student achievement can be accelerated. Skinner (1968) proposes that teachers must become adept at arranging and rearranging contrived reinforcement contingencies until the natural contingencies take over. The process of repertoire development for all learners involves many complex sets of instructional activities. The process begins with a thoughtful analysis of the structure of the subject matter and the stimulus patterns that have the most likelihood of generality (Engelmann & Carnine, 1982). Once the verbal and/or non-verbal relations are identified, the teacher can begin to establish new repertoires and keep the repertoires in strength until the natural contingencies maintain the strength of the repertoires.

Objectives

Participants will be able to: (a) tailor the conditions of learning environments to meet the instructional requirements of all learners; and (b) arrange and rearrange certain parts of the learning environment to develop Competent Learner Repertoires (Tucci, 1986) and bring about mastery of subject matter at an accelerated pace.

Activities

In this workshop, the parts of the learning environment that can be engineered to bring about the required instructional conditions will be explained. The instructors will illustrate the parts of the learning environment required to develop and strengthen repertoires. Workshop participants will practice answering questions that will guide them in designing well engineered learning environments. The following questions are examples of questions that will be used to formulate programming: (a) What repertoires are to be developed? (b) Are there any available response forms? (c) What stimuli have value for the learners? (d) What contingencies are required to develop the repertoires? and (e) How can the required reinforcement contingencies be efficiently scheduled?

References

- Engelmann, S., & Carnine, D. (1982). *Theory of instruction: Principles and application*. New York: Irvington Press.
- Skinner, B. F. (1957). *Verbal behavior*. New York: Appleton-Century-Crofts.
- Skinner, B. F. (1968). *The technology of teaching..* New York: Appleton-Century-Crofts.
- Tucci, V. (1986). An analysis of a competent learner. Paper presented at the annual convention of the Northern California Association for Behavior Analysis, San Mateo, CA.

Continuing Education Credit: 6 hours

Academic Level: Intermediate (some knowledge of the subject matter required).

Registration Fee: 1993 ABA members—\$70.00 during advance registration (\$85.00 after the advance registration deadline). All Others—\$95.00 during advance registration (\$115.00 after the advance registration deadline).

Materials Fee: \$10.00

Workshop #15 • Thursday, May 27, 8:00-11:00AM, Iowa Room

This is a three-hour workshop.

Delay-Reduction Theory

Edmund Fantino, Ph.D., University of California, San Diego

Description and Activities

I have been requested to provide a workshop in which we discuss the theoretical and mathematical underpinnings of delay-reduction theory (DRT). In particular, I will attempt to clarify why DRT has evolved through several changes in formulae and relate the changes to behavior. We will also consider the relation of DRT to other contemporary theories of choice and conditioned reinforcement as well as to other theories emphasizing temporal context. We will cover applications of DRT to areas such as foraging and self-control.

Target Audience: The primary purpose of the workshop would be to clarify the role of DRT for graduate students, faculty and other researchers who have an interest in DRT but have not found publications on DRT sufficiently clear to have become comfortable with it either in the laboratory or in the classroom.

Continuing Education Credits: 3 hours

Academic Level: Intermediate (some knowledge of the subject matter required)

Registration Fee: 1993 ABA members—\$35.00 during advance registration (\$50.00 after the advance registration deadline). All Others—\$60.00 during advance registration (\$75.00 after the advance registration deadline).

Materials Fee: None

Workshop #16 • Invited • Thursday, May 27, 8:00-11:00AM, Ohio State Room

This is a three-hour workshop.

A Training in Direct Instruction for Developmentally Delayed Preschool Children

Deborah Lamson-Loschiavo, M.A., Early Education Program, Eugene, OR

Description

The Early Education Program serves developmentally delayed preschool children using a Direct Instruction approach. Children are grouped homogeneously and provided direct instruction across a three hour day. Careful attention is paid to insure the children generalize their new acquired skills to expanded activities such as art, fine motor and large group activities.

A theme-based curriculum, derived from the principles of Direct Instruction, and now in its third year of development, insures that new information is introduced using carefully selected and sequenced concept examples. Correction procedures and cumulative review are built in.

This workshop is intended to provide an introduction to the basic components of direct instruction with preschoolers. Strategies for grouping children, teaching group responding, and delivering a lesson will be explained and demonstrated with the aid of videotapes. Techniques used to teach and review concepts will be discussed along with correction procedures.

Instructional delivery techniques for large groups will be shown with special attention given to utilizing the "teachable" moment. Specific teacher behavior will be demonstrated that is aimed at insuring that each child's individual goals are addressed across the school day; during less structured times such as arrival/departure, transitions, established routines, semi-directed activities and non-directed activities.

Behavior management will be addressed only within the context of instruction. Materials will include one unit of the curriculum, a schedule of groups, and a lesson plan

for delivering direct instruction in small groups and suggested large group activities.

Objectives

1. Participants will be able to teach preschool children how to respond to group directions.
2. Participants will be able to use a technique that will increase the communications of preschoolers.
3. Participants will take with them information about a direction instruction curriculum for preschoolers as well as a suggested schedule and lesson plan.

Activities

1. A description of the Early Education Program; a copy of one unit of the Curriculum, a suggested schedule, and a lesson plan;
2. Opportunities to learn to mastery a format for teaching group direction following;
3. Opportunities to learn a specific strategy for increasing the frequency of communication of preschoolers.

Continuing Education Credits: 3 hours

Academic Level: Introductory (little knowledge of the subject matter required)

Registration Fee: 1993 ABA members—\$35.00 during advance registration (\$50.00 after the advance registration deadline). All Others—\$60.00 during advance registration (\$75.00 after the advance registration deadline).

Materials Fee : \$5.00

Workshop #17 • Thursday, May 27, 8:00-11:00AM, Indiana Room

This is a three-hour workshop.

How to Provide In-Home Behavioral Consultation to Parents of Developmentally Disabled Individuals

Tricks of the Trade

James W. Partington Ph.D., Behavior Analysts, Inc., Danville, CA

Description and Objectives

The purpose of this workshop is to provide attendees with a set of techniques which will improve their effectiveness as in-home behavioral consultants. Training in behavior analysis has been found to be a necessary, but not a sufficient condition for delivering effective consultation services. It is crucial that the consultants learn how to assess parental motivation and concerns regarding the impact of their offspring's behavior upon the family in order to

correctly identify the initial goals of the intervention. The initial interventions must be structured to provide parents with reinforcement in the form of successful outcomes which are important to the parents. Consultants must be able to model the appropriate interventions, and be able to teach parents and others involved with the client how to implement the programs consistently. Parents must then be taught how to utilize their observational skills and behavior analysis skills to address novel behavioral concerns such that they will be able to identify effective strategies for working to change new behaviors after the consultant has terminated involvement in the case. In order to be effective in conducting these interventions, it is crucial that the specialist be aware of the subtle social contingencies involved in the consultation process: A little Dale Carnegie goes a long way.

Activities

A variety of case histories will be presented with an analysis of the techniques implemented during the intervention.

Continuing Education Credits: 3 hours

Academic Level: Introductory (little knowledge of the subject matter required)

Registration Fee: 1993 ABA members—\$35.00 during advance registration (\$50.00 after the advance registration deadline). All Others—\$60.00 during advance registration (\$75.00 after the advance registration deadline).

Materials Fee : \$5.00

Workshop #18 • Thursday, May 27, 8:00-11:00AM, Purdue Room

This is a three-hour workshop.

Stimulus Equivalence Made Relatively Easy

Richard R. Saunders, Ph.D. Senior Scientist Parsons Research Center University of Kansas
Gina Green, Ph.D., Associate Scientist, E. K. Shriver Center for Mental Retardation, Inc., Waltham, MA & Director of Research, New England Center for Autism, Southborough, MA

Description and Objective

Our objective is to provide participants with an in-depth understanding of important stimulus control issues relevant to research on stimulus equivalence. The information gained from participation in the workshop should be useful in designing experiments and interpreting results.

Activities

We will provide a brief overview of the Sidman stimulus equivalence analysis (Sidman et al., 1982; Sidman & Tailby, 1982); review the three match-to-sample training paradigms most often used to establish the conditional relations necessary for conducting tests for equivalence; describe the essential tests that are used with each training paradigm; discuss why each test is administered; and discuss what various outcomes may indicate. Following this introduction, we will discuss several procedural variations from published studies. These variations have produced patterns of responding that appear to either support or negate a conclusion that equivalence relations emerged. We will demonstrate how a different analysis of the data, however, can lead to the opposite conclusion, or possibly to no unequivocal conclusion. Parallels to the interpretation of data from research on functional classes, sequence classes, and contingency classes will be drawn. We will present our conclusions from the research on stimulus equivalence, and pose questions that we believe await more definitive analyses. Participants will receive a current bibliography, schematics of the paradigms, and tables of trial types for basic experiments with these paradigms.

Target Audience: This workshop is intended for individuals interested in stimulus equivalence, either as students, teachers, advisors, researchers, or reviewers.

Continuing Education Credits: 3 hours

Academic Level: Intermediate (some knowledge of the subject matter required)

Registration Fee: 1993 ABA members—\$35.00 during advance registration (\$50.00 after the advance registration deadline). ABA Nonmembers—\$60.00 during advance registration (\$75.00 after the advance registration deadline).

Materials Fee : \$5.00

Workshop #19 • Thursday, May 27, 8:00-11:00AM, Illinois Room

This is a three-hour workshop.

Radical Behaviorism and the Counseling Process

Jack Williams, Ph.D., University of Waterloo,
Waterloo, Ontario, Canada

Description

This workshop will consist of three components: a review of pertinent conceptual features of the radical behavioral viewpoint, the relationship of these features to counseling/psychotherapeutic practices and strategies, and experiential exercises to facilitate acquisition of this perspective.

Objectives

1. To illustrate the relationships between behavior analysis and current counseling approaches.
2. To show how counseling practices may be integrated, modified, and supplemented by a radical behavioral analysis.
3. To provide experiences in using some of these perspectives and methods in order to facilitate their establishment in participants' repertoires.

Activities

Activities will include presentation, discussion, exercises, note taking in supplied structured workbook, and review of handouts.

Continuing Education Credits: 3 hours

Academic Level: Introductory (little knowledge of the subject matter required)

Registration Fee: 1993 ABA members—\$35.00 during advance registration (\$50.00 after the advance registration deadline). All Others—\$60.00 during advance registration (\$75.00 after the advance registration deadline).

Materials Fee : \$3.00

Now Available from ABA . . .

Super Training! How Modern Animal Trainers Use Operant Conditioning

Panel discussion and demonstrations featuring Karen Pryor, author of *Don't Shoot the Dog!* *The New Art of Teaching and Training*; Ingrid Shallenberger, former curator and head trainer of Sea Life Park, Hawaii; Gary Wilkes, behavior consultant and columnist; Gary Priest, Behavior Specialist, San Diego Zoo and Wild Animal Park; and members and students of ABA! Presented at the 18th Annual Convention of the Association for Behavior Analysis, San Francisco, 1992. 2 videotapes, 50 min. ea., 1/2 inch VHS format

Association for Behavior Analysis

1993 Annual Meeting

May 26-30 • Chicago, Illinois

ABA has selected American Airlines and Conventions in America as the official carrier and travel agency for the 1993 Annual Meeting. Conventions in America will guarantee the lowest fares on any airline, including Delta!

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ABA earns credits toward airline tickets based on the number of tickets purchased by Convention attendees. These credits are used for travel to the Fall Council Meeting . . . and that saves ABA money! For example, five of the seven airline tickets for the Fall 1992 Council Meeting were earned from flights scheduled for the 1992 ABA Convention; saving ABA more than \$1,000. If your employer requires you to use a specific travel agency, you can still help ABA save money! Ask your travel agent to call American Airlines at 1-800-433-1790 and ask for Starfile #S1253T5.

Graduate Studies at Purdue University

Emphasis: Severe Disabilities

This Master's Level Training Program prepares educators to provide assessment, instruction, evaluation, and remediation services to persons classified with multiple, severe and/or low incidence disabilities. Students actively participate in a series of academic courses and field-based activities to provide them with "best" practice procedures, technologies, assessment and instructional materials. Participation in applied research projects will provide skills to design and manage practical data-based interventions. Graduates will leave with expertise in functional academics, curriculum-based assessment, community integration, employment alternatives, service delivery, communication intervention, and assistive technology. Assistantships (tuition, monthly stipend) are available.

For information and applications, contact Phillip J. Belfiore or George R. Karlan, Co-Directors, Severe Disabilities Program, Department of Educational Studies, SCC-E, Purdue University, West Lafayette, IN 47907. Telephone: (317) 494-7330.

Purdue University if an Equal Opportunity/Equal Access university.

Special Events at the Convention

SPECIAL THEME

The theme for the 1993 ABA Convention is the exploration of the continuing interplay in behavior analysis involving research on basic behavioral processes, problem-centered (applied) research, and behavioral technology and engineering in natural settings.

Thursday, May 27

#200 • Opening Address • The Variable Operant
• Allen Neuringer

Friday, May 28

#315 • Integrating Applied, Basic, and Conceptual Work in Behavior Analysis/#1 • Joel Greenspoon, John A. Nevin, J. B. Schweitzer, J.M. Johnston

Saturday, May 29

#518 • Integrating Applied, Basic and Conceptual Work in Behavior Analysis/#2 • Janet Ellis, F. Charles Mace, Mark L. Sundberg, Gina Green

#521 • Advancing the American Dream in the 21st Century • Milton D. Hake

#539 Understudied Basic Behavioral Processes: An Applied View. Steven C. Hayes

#617 From Lab to Life: Extending Experimental Analysis to Practical Problems. Marilyn K. Bonem, Stuart A. Vyse, Terry W. Belke, Rocio Hernandez-Pozo, Don R. Cherek, Sherree Barron

#619 Are Precision Teaching, Fluency, and Behavioral Momentum Related? Guy Bedient, Kent Johnson, Stephen Graf, Barbara Wanchisen, John A. Nevin, Ogden R. Lindsay

Sunday, May 30

#731 • Integrating Applied, Basic, and Conceptual Work in Behavior Analysis/#3 • Cloyd Hyten, Kent R. Johnson, Nancy A. Neef, Henry D. Schlinger

#801 • Closing Symposium • Behavior Analysis: Relations among Basic and Applied Sciences and the Treatment of Problem Behavior • Sigrid S. Glenn, Dianne C. McCarthy, Paul E. Touchette, Lisa J. Shaw, W. David Pierce, W. Frank Epling

BEHAVIOR ANALYSIS IN EDUCATION

Thursday, May 27

#210 • Improving School Productivity • Herbert Walberg

#237 • Overcoming Developmentalist Resistance to Educational Reform • Paul Weisburg, John E. Stone, Barry S. Parsonson, Deborah Shanley, Herbert J. Walker, Tommy Tomlinson, Thomas R. Kratochwill

Friday, May 28

#314 • Systematic School Reform: Enhancing Educational Outcomes • Dan Hursh, Samuel M. Deitz, Phyllis Haddox, Vicci Tucci, Howard E. Farris, Jerry Silbert

#327 • A Work Session on Assisting Teachers to Arrange for Success in Learning Environments • Vicci Tucci

#402 • A Work Session on a School Board Model for Educational Reform • Howard E. Farris

#409 • A Work Session on Involving Education Consumers in School Reform • Jerry Silbert, Douglas Carnine

#423 • A Work Session on Encouraging Community, Administrator, and Teacher Initiated School Improvement • Phyllis Haddox

#435 • Successful School Reform: The Case of Wesley School • Thaddeus Lott

Friday, May 27

#437 Presidential Scholar Presentation
*Original Dimensions of
Applied Behavior Analysis*
Donald M. Baer, Montrose Wolf, Todd R. Risley

Saturday, May 28

#645 Presidential Address
Windows on the 21st Century
Sigrid S. Glenn

Special Emphasis on . . .

INTEGRATING APPLIED, BASIC, AND CONCEPTUAL WORK IN BEHAVIOR ANALYSIS

The Special Theme for the 1993 Convention will consist of sessions which explore the continuing interplay in behavior analysis involving research on basic behavioral processes, problem-centered (applied) research, and behavioral technology and engineering in natural settings. A sample of these events is listed below.

◆ • Symposium #1

Chair and Discussant: Joel Greenspoon

Behavioral Momentum: Laboratory Research and Educational Applications, John A. Nevin

Research for a Behavioral Definition of Attention Deficit Hyperactivity Disorder: Children's Matching Performance on a Video Game, J. B. Schweitzer, D. T. Cerutti, L. L. Coehn, A. J. Abramowitz

Basic and Applied Research: Bifurcation or Continuum? J. M. Johnston

◆ • Symposium #2

Chair and Discussant: Cloyd Hyten

Component-Composite Relations in Establishing Behavior and Making it Fluent, Kent R. Johnson

Extensions and Limitations of Matching Theory in Educational Settings, Nancy A. Neef, F. Charles Mace

Applying Behavior-Analytic Theory to Normal Child Development, Henry D. Schlinger, Jr.

◆ • Symposium #3

Chair and Discussant: Janet Ellis

Animal Modeling of Behavior Disorder Collaborations between Basic and Applied Researchers, F. Charles Mace

Verbal Behavior: An Opportunity for the Synthesis of Conceptual, Experimental, and Applied Behavior Analysis, Mark L. Sundberg

Basic and Applied Research on Stimulus Equivalence and Brain Dysfunction, Gina Green

Look for the "◆" to identify sessions which are part of the 1993 theme --
Integrating Applied, Basic, and Conceptual Work in Behavior Analysis

OPENING ADDRESS

The Variable Operant

Allen Neuringer

Reed College, Portland, OR

Recent experimental analyses contribute to our understanding of each member of the three-term contingency -- discriminative stimulus, response, and reinforcement. Dr. Neuringer will describe current research concerning variability, an important dimension of the operant response. Operant variability is controlled by discriminative stimuli and reinforcing consequences, but is not necessarily controlled by "memory of responses past." Experimental analyses suggest applications in education, alcoholism, aging and learning, and Attention Deficit Hyperactivity Disorder.

EABH-SIG Student Paper Awards

New Perspectives on the Analysis of Human Behavior

Four student papers were selected for recognition in the 1993 Student Paper Competition sponsored by the Experimental Analysis of Human Behavior Special Interest Group (EABH-SIG). Awards were recommended by peer reviewers who are established members of the EABH-SIG and selected outside experts. The following winners will present summaries of their work at the awards symposium at the ABA Convention in Chicago:

Say-Do Correspondence: A Verbal Operant Analysis, Kathleen M. Dougherty, Auburn University (J.M. Johnston, sponsor)

Thematic Match-to-Sample: Teaching Children Conditional Discriminations without Verbal Instructions, Jan Jackson, University of North Carolina at Wilmington (Carol Pilgrim, sponsor)

Compound Stimuli in Emergent Stimulus Relations: Expanding the Scope of Stimulus Equivalence, Michael Markham, University of New Mexico (Michael Dougher, sponsor)

In the Beginning There was a Mand: A Review of Research on Teaching Mand to Individuals with Severely Limited Verbal Repertoires, Nancy C. Brady, University of Kansas (Joseph Spradlin, sponsor)

OBM Lifetime Achievement Award

The OBM Network will present its 1993 Award for Lifetime Achievement to Dale M. Brethower of Western Michigan University in recognition of his efforts in the diffusion of organizational behavior management. After the presentation, Dr. Brethower will give an address entitled "Behaviorists in the 21st Century: Analyzing Individual, Group, and Organizational Performance."

International Committee Symposium

International Diffusion of Behavior Analysis: Japan and Thailand

Chair: Maria E. Malott

First International Conference of Behavior Analysis in Japan, Masaya Sato, Naoko Sugiyama

Political-Social Activities of Thai University Students during the Last Five Decades, Anukul Jintarax

State of Education in Thailand and Japan, Deborah Shanley

The Art of Listening and Cross-Cultural Exchange, Mary Boyle

Informal Conversations with Thais and Japanese, Margaret Lloyd, Kenneth Lloyd

Trouble in Paradise: The Japanese-Rail Mass Firings, Joseph Morrow

Special Demonstration

How To Train Trainers

Marian Breland Bailey, Robert E. Bailey

Members of the audience will have the opportunity to shape the behavior of animals and people, using techniques that can be easily reproduced in various training settings. The techniques are suitable for teaching new applied behavior analysts, honing the skills of experienced practitioners, and arranging effective, engaging demonstrations of behavior principles in secondary and collegiate classrooms.

Sponsored by the Chicago Association for Behavior Analysis, Malcolm X College, & the Behavior Analysis Society of Illinois

Wednesday, May 26

Demonstration

6:00pm in the Lincolnshire

The staff and students of the PreCollege Institute, an adult literacy program at Malcolm X College, will demonstrate the Morningside Model of Generative Instruction in action, while T. V. Joe Layng, its Director, and Kent R. Johnson, Director of Morningside Academy and consultant/trainer to Malcolm X College, provide a running account and discussion of what is occurring. The Morningside Model is an applied synthesis of Markle's instructional design, Engelmann's Direct Instruction, Lindsley's Precision Teaching, fluency-building, applied behavior analysis and other effective teaching procedures. Students at the PreCollege Institute gain 2 or more grade levels per month of instruction in reading, mathematics, and writing (1 hour per day in each) in the system. The program was recently described in the November issue of the American Psychologist devoted to the work of B. F. Skinner.

Welcome (Back) to Illinois Poster Session and Social

7pm in the Grand Salon I

Society for the Quantitative Analysis of Behavior

Since 1977, the Society for the Quantitative Analysis of Behavior (SQAB) has conducted an annual symposium at Harvard University and has published the proceedings of this symposium in a series of volumes. We are pleased to welcome SQAB to ABA! SQAB will hold a preconvocation meeting on Wednesday, May 26, from 9:00AM to 6:00PM in Salon I, and on Thursday, May 27, from 9:00AM to 1:00PM in Salon D, both at the Downtown Chicago Marriott. For information, contact John A. Nevin, Department of Psychology, University of New Hampshire, Durham, NH 03824-3567.

Journals of The British Psychological Society

British Journal of Psychology

Edited by A.J. Chapman, University of Leeds

The Journal publishes reports of empirical studies likely to further our understanding of psychology; critical reviews of the literature; and theoretical contributions.

Volume 84 (1993) (4 parts) £129.00 (US\$252.00)

British Journal of Medical Psychology

Edited by John Birchneil, Institute of Psychiatry

The British Journal of Medical Psychology is an international journal with a traditional orientation towards psychodynamic issues. The journal aims to bring together the medical and psychological disciplines and this is reflected in the composition of the Editorial Team.

Volume 66 (1993) (4 parts) £99.00 (US\$193.00)

British Journal of Social Psychology

Edited by Miles Hewstone, University of Mannheim

The British Journal of Social Psychology publishes articles which contribute to the basic methodological and theoretical issues confronting the discipline. In addition, it encourages: theoretical and review papers; papers describing applied social psychology in a variety of settings; correspondence on controversial issues; guest-edited issues on research in growth areas of social psychology.

Volume 32 (1993) (4 parts) £86.00 (US\$168.00)

British Journal of Developmental Psychology

Edited by George Butterworth, Professor of Psychology, University of Sussex

Now established internationally, this journal publishes authoritative scientific articles describing all aspects of development from infancy to old age, including educational implications and the problems of abnormal development.

Volume 11 (1993) (4 parts) £86.00 (US\$168.00)

British Journal of Educational Psychology

Edited by Charles Desforges, School of Education, University of Exeter. Empirical or theoretical approaches to case study, action research and psychometric/statistical methods are all attractive to the editorial board of this journal which aims to publish psychological research that makes a significant contribution to the understanding and practice of education.

Volume 63 (1993) (3 parts) £45.00 (US\$88.00)

British Journal of Mathematical and Statistical Psychology

Edited by Philip T. Smith, University of Reading

The Journal publishes articles relating to any areas of psychology which have a greater mathematical or statistical or other formal aspect to their argument than is usually acceptable to other journals. Articles with a clear reference to substantive psychological issues are preferred.

Volume 46 (1993) (2 parts) £86.00 (US\$168.00)

Journal of Occupational and Organizational Psychology

Edited by Michael West, University of Sheffield

An international journal which describes and interprets new research into people at work. Areas covered include personnel and vocational psychology; occupational social psychology; human factors and engineering and computer psychology; organizational psychology; behavioural aspects of industrial relations. The new title of the journal is a response to the growth of interest - particularly in Europe - in work and organizational psychology, and hopes to reflect the vibrant and creative growth of this discipline.

Volume 66 (1993) (4 parts) £84.00 (US\$164.00)

British Journal of Clinical Psychology

Edited by Chris R. Brewin, Royal Holloway & Bedford New College, London

The Journal publishes new findings, theoretical, methodological and review papers bearing on the whole field of clinical psychology. Contents include a health psychology section, regular 'practice reviews' to acquaint practitioners with clinically relevant research findings of brief lists of references on the treatment of different disorders selected by experts in the field.

Volume 32 (1993) (4 parts) £96.00 (US\$187.00)

All eight journals ordered at the same time for one address £621 (US\$1210)

Note: British Journal of Educational Psychology has been added to the package for 1993 at only marginal increase in price.

Members of the ABA - these individual prices are available to you.

The British Psychological Society

The Distribution Centre, Blackhorse Road, Letchworth, Herts. SG6 1HN, UK.

Thursday, May 27, 1993

#100

Welcome and Meeting

8:00-10:00AM

Lincolnshire

6th floor

International Development Committee Welcome Session and Business Meeting

Chair: **YOLANDA SUAREZ-BALCAZAR** (Loyola University-Chicago, IL)

An open session designed especially for convention registrants from outside of the U.S. Please stop by if you have any questions about committee or convention activities. The International Development Committee Meeting will follow the Welcome Session. A continental breakfast will be provided.

#101

Business Meeting

Open

10:00-10:50AM

Michigan

6th floor

International Association for the Right to Effective Treatment

Chairs: **WAYNE S. ROBB** (International Association for the Right to Effective Treatment-Waltham, MA), **RON VAN HOUTEN** (Mount Saint Vincent University-Halifax, NS, Canada)

IARET is an educational and advocacy group designed to advance the right to effective treatment for all persons in need of effective treatment or education.

#102

Affiliated Chapter Meeting

Open

10:00-10:50AM

Michigan State

6th floor

Behavior Analysis Society of Illinois Business Meeting

Chairs: **BRANDON GREENE** (Southern Illinois University-Carbondale), **BILL SCHILLER** (Illinois University Affiliated Program-Chicago)

#103

Special Interest Group Meeting

Open

10:00-10:50AM

Minnesota

6th floor

Education Special Interest Group

Chairs: **MARILYN K. ROUSSEAU** (City University of New York-New York), **DEBORAH SHANLEY** (Medgar-Evers College-Brooklyn, NY)

Opening Address • The Variable Operant by Allen Neuringer • Today at Noon in Grand Salon I

#104

Welcome To ABA!**10:00-11:50AM****Grand Salon I****7th floor**

Newcomer's Session - An Introduction to the Association for Behavior Analysis with presentations by **Jon S. Bailey** (Florida State University-Tallahassee), **E. Scott Geller** (Virginia Polytechnic Institute & State University-Blackburg), **Jack Michael** (Western Michigan University-Kalamazoo), **W. Scott Wood** (Drake University-Des Moines, IA)

#105

Special Interest Group Meeting**Open****11:00-11:50AM****Chicago A****5th floor****Development Special Interest Group**

Chair: **JACOB L. GEWIRTZ** (Florida International University-Miami)

The Development SIG approaches the entire life span via behavior analysis.

Experimental and nonexperimental methods, basic and applied questions, animal and human subjects, nonsocial and social phenomena are all accommodated by the Development SIG.

#106

Organizational Meeting**Open****11:00-11:50AM****Chicago B****5th floor****Ontario (Canada) Association for Behavior Analysis**

Chair: **LARRY WILLIAMS** (Surrey Place Center, Toronto, ON, Canada)

All interested persons are invited to attend this meeting to finalize plans for the development of the Ontario (Canada) Affiliated Chapter of the Association for Behavior Analysis.

#107

Special Interest Group Meeting**Open****11:00-11:50AM****Michigan****6th floor****Behavior Analysis in Corrections Special Interest Group**

Chair: **SHERMAN YEN** (Applied Research & Management Inc-Owings Mills, MD)

All interested individuals are invited to attend. Funding sources for future behavioral analysis program development in the correctional settings will be discussed.

Please. . . remember to wear your name badge during the Convention. It is your admission to most convention events!

#108 Affiliated Chapter Meeting Open**11:00-11:50AM Michigan State 6th floor****Mississippi Association for Behavior Analysis**Chair: **JEAN ANDERSON** (North Mississippi Retardation Center-Oxford)

All interested persons are invited to attend this meeting.

#109 Editorial Review Board Meeting Open**11:00-11:50AM Minnesota 6th floor*****Education and Treatment of Children***Chair: **DAN HURSH** (West Virginia University-Morgantown), **BOB DICKIE** (California University-California, PA), **ANDY REITZ** (Pressley Ridge School-Pittsburgh, PA))

ETC is a journal that publishes studies, literature reviews, program descriptions, discussion articles and book reviews regarding effective practices for those participating in the education and treatment of children. This annual meeting allows editors, associate editors, review board members, and interested others to discuss the journal's policies and procedures.

#200 OPENING ADDRESS ♦**12:00-12:50PM Grand Salon I 7th floor****The Variable Operant. ALLEN NEURINGER** (Reed College-Portland, OR)Chair: **JUDITH E. FAVELL** (Au Clair Schools-Mt. Dora, FL)**#201 Panel Discussion EDC/EAB****1:00-1:50PM LA/Miami 5th floor****Teaching Generalized Responding Via Self-Instructional Training to High School Students with Disabilities**Chair: **MARTIN AGRAN** (Utah State University-Logan)**Panelists:****MARTIN AGRAN** (Utah State University-Logan)**CAROLYN HUGHES** (Vanderbilt University-Nashville, TN)**STEPHEN MOORE** (University of Nevada-Reno)**1994 ABA Convention****Hilton & Towers****Atlanta, Georgia**

#202

Symposium

EDC/DDA

1:00-2:20PM

Northwestern

6th floor

Analysis of Low-Cost School and Home Interventions for Young Children with DisabilitiesChair: **SUSAN A. FOWLER** (University of Illinois-Champaign)Discussant: **SCOTT R. MCCONNELL** (University of Minnesota-Minneapolis)

Affection training activities: Procedures to increase generalized interaction of young children with and without disabilities. **MARY A. MCEVOY** (University of Minnesota-Minneapolis), **Judith Niemeyer** (University of North Carolina-Greensboro), **James J. Fox** (East Tennessee State University-Johnson City)

An intervention to encourage maternal child communication during storybook reading. **JOYCE H. MCNEILL**, **Susan A. Fowler** (University of Illinois-Champaign)

Teaching preschool children with developmental disabilities to engage in independent tabletime activities with the use of a self-operated audio prompting recording device. **Jamie Brandt**, **DIANE SAINATO**, **Marie C. Cull** (The Ohio State University-Columbus)

Considering child preferences for tutors or playmates. **LAURA J. HALL** (Deakin University-Burwood, VIC, Australia)

#203

Posters

EAB

1:00-2:30PM

Grand Salon II

7th floor

Session #1. Contemporary Issues in the Experimental Analysis of Behavior, Part 1

1. Self-control with token reinforcement in pigeons. **KEVIN JACKSON**, **Timothy D. Hackenberg** (University of Florida-Gainesville)
2. Pigeons' choices in situations of diminishing returns: Do initial-link schedule requirements matter? **DEIRDRA DOUGHERTY** (University of California, San Diego-La Jolla, CA), **Cynthia J. Pietras**, **Eric A. Jacobs**, **Timothy D. Hackenberg** (University of Florida-Gainesville)
3. The effects of psychoactive compounds on risk-taking in rats. **BARBARA J. KAMINSKI**, **Nancy A. Ator** (Johns Hopkins University School of Medicine-Baltimore, MD)
4. Search duration effects on choice between simultaneously encountered prey. **WENDY A. WILLIAMS** (University of California, San Diego-La Jolla, CA)
5. Maximizing on a concurrent VI/chain FR1 VI. **TAMMI Y. KWAN**, **W. Frank Epling**, **C. Donald Heth**, **W. David Pierce**, **Marcia Spetch** (University of Alberta-Edmonton, AB, Canada)
6. Effects of absolute reinforcer frequency on response and reinforcer distributions in concurrent dependent schedules. **J. C. TODOROV**, **C. Coelho**, **M.E. Beckert** (Universidade de Brasilia-Brasilia, Brazil)

#203 continues

#203 continues

7. Response and reinforcer distribution in independent cumulative concurrent variable-interval, variable-interval schedules. **J. C. TODOROV** (Universidade de Brasilia-Brasilia, Brazil)
 8. Clocks and temporal distance to reinforcement. **ORN BRAGASON, T. J. Matthews** (New York University-New York)
 9. Fixed-ratio versus variable-ratio schedules: A test of geometric averaging as a predictive descriptor of choice. **WILLIAM H. AHEARN** (The Kennedy Krieger Institute-Baltimore, MD), **Philip N. Hineline** (Temple University-Philadelphia, PA)
 10. Choice, the constant-ratio rule, and travel. **Michael Davison, DIANNE MCCARTHY** (Auckland University-Auckland, New Zealand)
 11. Behavioral economics and behavioral ecology in Siberian hamsters. **AMY R. PARKER, James Dougan** (Illinois Wesleyan University-Bloomington)
 12. Reinforcement tracking by humans in a concurrent chain. **BRADY J. PHELPS** (South Dakota State University-Brookings), **CARL D. CHENEY** (Utah State University-Logan)
 13. The effects of reinforcer magnitude on human subject's choices between response dependent and response independent reinforcer presentation. **MARCUS NEDELMANN, Donald M. Dougherty, Don R. Cherek** (University of Texas Health Science Center-Houston)
 14. Self-control in preschool age children: Effects of food preferences. **L. B. FORZANO** (State University of New York-Brockport), **A. W. LOGUE** (State University of New York-Stony Brook)
 15. Symmetrical and asymmetrical changeover delay durations: An analysis of changeover responses and distributions. **JAMES P. NOLL, Jane E. Fisher** (Northern Illinois University-DeKalb)
 16. Confluent preference for structure and complexity in computer-generated analogues of visual art and music. **DANIEL T. CERUTTI** (Georgia State University-Atlanta)
 17. The effects of both the probability and magnitude of reinforcers on human's choices to compete or not to compete. **DONALD M. DOUGHERTY, Don R Cherek** (University of Texas Health Science Center-Houston)
 18. Pigeon's stimulus-generalization gradients after omission-stimulus training. **DONALD M. DOUGHERTY** (University of Texas Health Science Center-Houston)
 19. Social competition and behavioral economics. **JENNIFER D. JOHNS, LAURA S. CAMPBELL, James Dougan** (Illinois Wesleyan University-Bloomington)
 20. Rats' demand for earned food as a function of amount and immediacy of external food. **ABDULRAZAQ A. IMAM, Steven R. Hursh** (Walter Reed Army Institute of Research-Washington, DC)
 21. Immediacy of external food in 4-hr open economies and the IDQ statistic. **ABDULRAZAQ A. IMAM, Steven R. Hursh** (Walter Reed Army Institute of Research-Washington, DC)
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#203 continues

22. The complimentary effect of food availability on water in an open economy. **JOYCE E. CHRISTENSEN** (The Kennedy Krieger Institute & Johns Hopkins University School of Medicine-Baltimore, MD), **Steven R. Hursh** (Walter Reed Army Institute of Research-Washington, DC)
23. Monkeys minimize cost under progressive ratios in a closed economy and demand for food is controlled by average cost. **RICHARD A. BAUMAN**, **Steven R. Hursh** (Walter Reed Army Institute of Research-Washington, DC)
24. Demand for food by hens with two different operants. **THERESE MARY FOSTER**, **William Temple**, **Andree Leslie** (University of Waikato-Hamilton, New Zealand)
25. Discriminative operants and stimulus control: An experimental and theoretical explanation. **JOSE I. NAVARRO**, **Concha Alcalde**, **Esperanza Marchena**, **Gonzalo Ruiz** (University of Cadiz-Cadiz, Spain)
26. Errorless establishment and repeated reversal of discriminative functions for stimuli controlling incompatible responses. **Craig H. Kennedy**, **LORETTA A. SERNA** (University of Hawaii-Honolulu)
27. Overshadowing, blocking, and reinforcement effects of a concurrent stimulus on clock behavior. **YUEN MAY JOSEY CHU**, **William L. Palya** (Jacksonville State University-Jacksonville, AL)
28. The effects of stimulus location and salience on behavioral contrast. **KARI LEBEDA TOWNSEND** (Drake University-Des Moines, IA), **LAVERNE WORTHY ROGERS** (Woodward State Hospital School-Woodward, IA), **William D. Klipec** (Drake University-Des Moines, IA)
29. Behavioral contrast and conditional discrimination performance. **JOSELE ABREU-RODRIGUES**, **KENNON ANDY LATTAL** (West Virginia University-Morgantown)
30. Concurrent discrimination of sets of dictated English words by rats. **WILLIAM J. MCILVANE**, **William V. Dube**, **Thomas C. Callahan** (E.K. Shriver Center-Waltham, MA)
31. The effects of music on female college students' exercise duration and exercise intensity. **Michelle Flickinger**, **KEN ALLING** (Western Michigan University-Kalamazoo)

#204**Posters****DDA/VRB****1:00-2:30PM****Grand Salon II****7th floor****Session #2: Language and Communication**

32. A tabletop protocol for assessing pre-readiness skills. **JOANNE B. KLEDARAS** (The Learning Center & E.K. Shriver Center-Waltham, MA), **Anne S. Kupfer** (The Learning Center-Waltham, MA), **Richard W. Serna** (E.K. Shriver Center-Waltham, MA), **Melissa J. Potter**, **Thomas B. Benjamin** (The Learning Center-Waltham, MA)

#204 continue.

#204 continues

33. Are identity matching and sorting the same task? **ANNE S. KUPFER** (The Learning Center, Waltham, MA), **Joanne B. Kledaras** (The Learning Center & E.K. Shriver Center-Waltham, MA), **Melissa J. Potter**, **Thomas B. Benjamin** (The Learning Center-Waltham, MA), **Fay M. Gilbert** (E.K. Shriver Center-Waltham, MA)
 34. Using exclusion to establish behavioral prerequisites for rudimentary reading. **JOANNE B. KLEDARAS** (The Learning Center & E.K. Shriver Center-Waltham, MA), **William J. McIlvane** (E.K. Shriver Center-Waltham, MA)
 35. Effectiveness and efficiency of voice output on symbol acquisition and maintenance. **RALF SCHLOSSER**, **PHILIP J. BELFIORE**, **DOREEN BLISCHAK**, **RAVI NIGAM**, **ORIT HETZRONI** (Purdue University-West Lafayette, IN)
 36. Teaching request behavior to a person with profound mental retardation: A comparative analysis of two communicative modalities. **GLORIA SOTO**, **Philip J. Belfiore**, **Ralf Schlosser**, **Carl Haynes** (Purdue University-West Lafayette, IN)
 37. Communication training with individuals exhibiting profound multiple handicaps: Individual and system effects. **KIMBERLY J. UJCICH**, **Joseph R. Scotti**, **Chanin L. Kennedy**, **Kimberly M. Cornell** (West Virginia University-Morgantown)
 38. Effects of an aided communication device on the communicative interactions of preschool children with disabilities and their age-mate peers. **MARY T. PETERS** (The Ohio State University-Columbus)
 39. Analyzing the source of "facilitated" communication. **GINA GREEN** (The New England Center for Autism-Southborough, E.K. Shriver Center-Waltham, & Northeastern University-Boston, MA), **KAREN CHELLQUIST**, **Sharon Krendell-Ames**, **Sharon Ross** (New England Center for Autism-Southborough, MA), **Rebecca MacDonald** (New England Center for Autism-Southborough, MA & Simmons College)
 40. Teaching pragmatic language skills to children with autism. **ROBERT L. KOEGEL**, **WILLIAM D. FREA** (University of California-Santa Barbara)
 41. Project ECLIPSE: Taking a closer look at language training in preschool classrooms. **JUDITH J. CARTA** (Juniper Gardens Children's Project-Kansas City, KS), **Ilene S. Schwartz** (University of Washington-Seattle), **Suzanne Grant**, **Brian Cowley**, **Gail Ross**, **Kathleen Baggett**, **Nancy Craig** (Juniper Gardens Children's Project-Kansas City, KS)
 42. Functional language acquisition in daycare children with developmental delay. **DANIEL NOGUEIRA**, **ANA CRISTINA CUNHA**, **LEILA NUNES** (Universidade Federal do Rio de Janeiro-Rio de Janeiro, Brazil)
 43. The effects of novelty on the acquisition of reading sight words in children with attention deficit hyperactivity disorder (ADHD). **ANITA MURPHY**, **JANICE GRSKOVIC**, **Philip J. Belfiore**, **Sydney Zentall** (Purdue University-West Lafayette, IN)
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#204 continues

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44. The use of other operant procedures to enhance functional communication training. **LOUIS HAGOPIAN, Wayne Fisher, Kai-Kay Lou, John Wierzbicki IV, Jamie Owen** (The Kennedy Krieger Institute & Johns Hopkins University School of Medicine-Baltimore, MD)
45. Experimental analysis of facilitated communication training with developmentally disabled and autistic clients. **SANDRA K. KALLSTROM, Cathleen C. Piazza, LOUANNE HUNT, Jamie Owen, Elizabeth Delsanbro, Michelle Gunther, Cathy Field** (The Kennedy Krieger Institute & Johns Hopkins University School of Medicine-Baltimore, MD)
46. Transfer between receptive and expressive language training in autistic children. **JACQUELINE WRAY WYNN, Nabil H. El-Ghoroury** (University of California-Los Angeles)
47. The effects of translucency and complexity on the learnability of blissymbols by individuals with closed head injuries. **CHARLOTTE A. WASSON, Andrea J. Rabish** (Eastern Illinois University-Charleston)
48. Does asking really matter? A comparison of tact training with and without a mand for vocal action. **JANET S. TWYMAN** (Fred S. Keller School-Yonkers, NY)
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#205**Panel Discussion****CBM****1:00-2:50PM****Chicago G****5th floor**

Treating Maladaptive Behaviors of Brain Injured Adults in Integrated Community Settings

Chair: **STEPHEN E. LYDON** (Premier Transitional Living Center of Chicago-Downers Grove, IL)

Panelists:

MICHAEL WESOLOWSKI (Department of Health & Rehabilitation Service-Miami, FL)

RICHARD ZAWLOCKI (Department of Health & Rehabilitation Service-Miami, FL)

ARNIE ZENCIUS (Premier Transitional Living Center of Chicago-Downers Grove, IL)

#206**Symposium****PRM/DDA****1:00-2:50PM****Michigan****6th floor**

You Want Me to Leave My Kid with Who? Applying Rigorous Technology to the Training of Staff

Chair: **DENNIS C. RUSSO** (The May Institute-Braintree, MA)

Discussant: **ROGER DAVIES** (Vinfen Corp-Boston, MA)

#206 continues

Increasing quality of services in residential settings through competency-based applied behavior analysis training. **MICHAEL APOLITO**, **Alan Bates**, **Dennis Coppola**, **Tracey Cznarty-Fioriti**, **Robert Tracy**, **Robert Putnam** (South Shore Mental Health Center-Plymouth, MA)

An innovative approach to staff training. **SUSAN F. THIBADEAU**, **Jeffrey K. Withstandley** (The May Institute-Chatham, MA)

Training for quality: A direct care training curriculum for non-degree people on public assistance. **ROGER DAVIES** (Vinfen Corp-Boston, MA)

Competency based task-analyzed training for program managers of group residencies. **ARTHUR R. CAMPBELL**, **Alan Harchik**, **Ann L. McNaughton** (The May Center for Adult Services-Centerville, MA)

#207**Symposium****EDC/PRM****1:00-2:50PM****Wisconsin****6th floor****Current Developments in Fluency and Precision Learning**

Chair: **JOHN DOMENICK** (Precision Learning Systems, Inc-Tucker, GA)

Discussant: **AUBREY C. DANIELS** (Precision Learning Systems, Inc-Tucker, GA)

Precision learning in a college accounting course. **JAMES WEBSTER** (Oglethorpe University-Atlanta, GA & Precision Learning Systems, Inc-Tucker, GA)

Building fluency in a nuclear power plant. **JAMES H. COWARDIN** (Precision Learning Systems, Inc-Columbus, OH)

Precision learning opens the "windows" to fluency. **JOHN W. ESHLEMAN** (Precision Learning Systems, Inc-Columbus, OH)

Selling fluency and behavior analysis to the technical training market. **MARTY YURA** (Precision Learning Systems, Inc-Tucker, GA)

Vestibule training for performance management. **JOHN DOMENICK** (Precision Learning Systems, Inc-Tucker, GA)

#208**Symposium****CCS****2:00-2:50PM****Chicago B****5th floor****University-Community Partnerships**

Chair: **HAROLD E. BRIGGS** (Portland State University-Portland, OR)

An academic partnership in treatment and research with juvenile sexual offenders. **STEVEN C. WOLF** (University of Chicago-Chicago, IL)

Planned community organizational change: Enhancing community adjustment of persons with developmental disabilities through an academic-community partnership. **HAROLD E. BRIGGS** (Portland State University-Portland, OR)

Community referenced research: An academic partnership. **ELSIE M. PINKSTON** (University of Chicago-Chicago, IL)

#209	Paper Session	CBM
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2:00-2:50PM	Iowa	6th floor
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Behavior Management of Childhood Behavior Problems

Chair: CARMENNE CHIASSON (University of New Mexico-Albuquerque)

(2:00-2:30) Application of basic behavior management research: The Behavior Management Flow Chart. JEFFREY DANFORTH (Eastern Connecticut State University-Willimantic)

(2:30-2:50) A behavioral analysis of infant sleep disturbance. NEVILLE M. BLAMPIED (University of Canterbury-Christchurch, New Zealand), Karyn G. France (Christchurch School of Medicine-Christchurch, New Zealand)

#210	INVITED ADDRESS	EDC
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2:00-2:50PM	LA/Miami	5th floor
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Improving School Productivity. HERBERT WALBERG
 (University of Illinois-Chicago)

Chair: JOHN E. STONE (East Tennessee State University-Johnson City)

#211	Paper Session	VRB/EAB
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2:00-3:20PM	Michigan State	6th floor
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Stimulus Equivalence: Conceptual Issues

Chair: DAVID C. PALMER (Smith College-Northampton, MA)

(2:00-2:30) Trained creativity in the equivalence paradigm: A new proposal for emergent performances. P. Scott Lawrence, R. ANDREW MITCHUM, Richard L. Shull (University of North Carolina-Greensboro)

(2:35-3:05) A set-theoretic analysis of the notions of equivalence class and equivalence relation. JOSE E. BURGOS (University of Massachusetts-Amherst)

#212	Symposium	CBM/DDA
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2:00-3:50PM	Chicago A	5th floor
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Creating the Needed Edge for "At Risk" Populations: Setting Goals and Recruiting Potential Mentors to Teach Them

Chair: GLEN W. WHITE (University of Kansas-Lawrence)

Discussant: TOM SEEKINS (University of Montana-Missoula)

Vocational rehabilitation client outcomes resulting from VR counselor-taught goal setting and mentor-recruiting training. GLEN W. WHITE, Rajasekhar Allada, Graig Nickels (University of Kansas-Lawrence)

#212 continues

Changing service delivery in vocational rehabilitation: Evaluation of client's outcomes. **FABRICIO E. BALCAZAR**, **Christopher B. Keys**, **Anthony Gianneschi**, **Chelsea Andrus**, **Cecile Lardon** (University of Illinois-Chicago)

Goal-setting in a mentoring program for ethnic minority college students.

YOLANDA SUAREZ-BALCAZAR, **Isiaah Crawford**, **Chelsea Andrus** (Loyola University-Chicago, IL)

Natural mentors: An overlooked resource in the social networks of African-American adolescent mothers. **JEAN RHODES**, **Josefina Contreras** (University of Illinois-Champaign)

#213

Symposium

DDA

2:00-3:50PM

Chicago C

5th floor

The Functional Analysis Approaches to the Assessment and Treatment of Self-Injury

Chair: **BRIAN A. IWATA** (University of Florida-Gainesville)

Discussant: **JUDITH E. FAVELL** (AuClair Palms-Mt.Dora, FL)

Treatment of self-injurious escape behavior using stimulus (instructional) fading with and without extinction. **JENNIFER R. ZARCONI**, **Brian A. Iwata**, **Richard G. Smith**, **Jodi L. Mazaleski**, **Dorothea C. Lerman** (University of Florida-Gainesville)

Assessing and programming generalization following treatment of self-injurious escape behavior. **BRIDGET A. SHORE**, **Brian A. Iwata**, **Jodi L. Mazaleski**, **Richard G. Smith** (University of Florida-Gainesville)

Analysis and treatment of multiply controlled self-injury. **RICHARD G. SMITH**, **Brian A. Iwata** (University of Florida-Gainesville), **Timothy R. Vollmer** (Louisiana State University-Baton Rouge), **Jennifer R. Zarcone** (University of Florida-Gainesville)

Transfer of operant function: A possible factor in treatment relapse? **DOROTHEA C. LERMAN**, **Brian A. Iwata**, **Jennifer R. Zarcone**, **Richard G. Smith** (University of Florida-Gainesville), **Timothy R. Vollmer** (Louisiana State University-Baton Rouge)

Within-session patterns of self-injury as indicators of behavioral function.

TIMOTHY R. VOLLMER (Louisiana State University-Baton Rouge), **Brian A. Iwata**, **Jennifer R. Zarcone**, **Richard G. Smith**, **Jodi L. Mazaleski** (University of Florida-Gainesville)

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#214

Symposium

DEV

2:00-3:50PM

Chicago F

5th floor

The Analysis of Interaction in Natural SettingsChair: **SIDNEY W. BIJOU** (University of Arizona-Tempe)Discussant: **STEVEN F. WARREN** (Vanderbilt University-Nashville, TN)Models for the analysis of natural social interactions. **FLORENTE LOPEZ**
(Universidad Nacional Autonoma de Mexico-Mexico City, Mexico)The place of natural contingency analyses in behavioral research. **J. M. JOHNSTON**
(Auburn University-Auburn, AL)Delayed sequential dependency in verbal interactions. **ERNST L. MOERK**
(California State University-Fresno)

#215

Symposium

DDA/CBM

2:00-3:50PM

Chicago H

5th floor

Current Issues in Working with the Families of Children with Developmental Disabilities and Behavior DisordersChair: **STEPHEN R. ANDERSON** (The May Institute, Inc-Arlington, MA)Discussant: **LAURA SCHREIBMAN** (University of California, San Diego-La Jolla)

Beyond training: Issues that arise in the delivery of parent training service.

STEPHEN R. ANDERSON (The May Institute, Inc-Arlington, MA)Beyond parent training. **SANDRA L. HARRIS** (Rutgers, The State University of New Jersey-Piscataway), **Jan S. Handleman** (Rutgers, The State University of New Jersey-New Brunswick)

Parent training and disruptive behavior disorders: The role of parenting stress.

BRUCE L. BAKER (University of California-Los Angeles)Programming participation in family activities for children with autism. **PATRICIA J. KRANTZ**, **Lynn E. McClannahan** (Princeton Child Development Institute-Princeton, NJ)Training fathers and siblings of children with autism: Empirical, conceptual and clinical issues. **MICHAEL D. POWERS** (Newington Children's Hospital-Newington, CT)

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#216	Panel Discussion	CBM
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2:00-3:50PM	Indiana	6th floor
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Shaping: Principles, Techniques, and Applications

Chair: **KAREN PRYOR** (North Bend, WA)

Panelists:

GARY WILKES (Mesa, AZ)

OGDEN R. LINDSLEY (University of Kansas-Lawrence)

MARY BURCH (Behavior Management Consultants, Inc-Tallahassee, FL)

#217	Symposium	DDA/CBM
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2:00-3:50PM	Kansas City	5th floor
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Social Skills Training for Developmentally Disabled and Schizophrenic Adults

Chair: **KENNETH R. HUNTLEY** (University of Nevada-Reno)

Discussant: **PATRICK M. GHEZZI** (University of Nevada-Reno)

A comparison of naturalistic social skills training strategies with the developmentally disabled. **KENNETH R. HUNTLEY, Robin Draper** (University of Nevada-Reno & Sierra Regional Center-Sparks, NV)

The effect of contextually sensitive rule governing statements upon appropriate social behavior. **CYNTHIA A. REINBOLD, Linda J. Hayes** (University of Nevada-Reno)

The ability of schizophrenics and normals to evaluate their social impact. **THANE A. DYKSTRA, William C. Follette, Amy E. Naugle, Scott N. Compton** (University of Nevada-Reno)

A functional approach to social skills training. **AMY E. NAUGLE, William C. Follette, Thane A. Dykstra, Scott N. Compton, M. Kirk Dougher** (University of Nevada-Reno)

#218	Paper Session	VRB/EAB
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2:30-3:50PM	Lincolnshire	6th floor
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Experimental Analysis of Human Behavior: Recent Advances

Chair: **ANTOINETTE LEINENWEBER** (University of Wisconsin-Milwaukee)

(2:30-2:50) Human performance under three schedules within a multioperand situation.

ROCIO HERNANDEZ-POZO (Universidad Nacional Autonoma de Mexico-Iztacala & Mexico City, Mexico)

(2:50-3:20) How a skilled performance can be made ultra-stable. **FRANCIS MECHNER** (New York, NY)

#218 continues

- (3:20-3:50) Deterministic chaos in human stereotypy: A nonlinear dynamical analysis. **DICKIE YU** (Surrey Place Centre-Toronto, ON, Canada), **LINDA ROSS** (Brandon University-Brandon, MN, Canada), **WILLIAM KROPLA** (University of Manitoba-Winnipeg, MN, Canada), **Rebecca Ward** (Surrey Place Centre-Toronto, ON, Canada)

#219	Paper Session	EDC
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2:30-3:50PM	Northwestern	6th floor
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Contingencies of Reinforcement in EducationChair: **DANA TOTH** (Eastern Michigan University-Ypsilanti)

- (2:30-2:50) Reinforcement and intrinsic motivation: Educational implications. **JUDY CAMERON** (University of Alberta-Edmonton, AB, Canada)
- (2:50-3:20) Environment, reinforcement priorities, and college retention. **ROGER MCINTIRE**, **Sandra Smith** (University of Maryland-College Park)
- (3:20-3:40) Interbehavioral methodology: Applications to the study of matching law in natural settings. **MARK SHRIVER**, **Tom L. Sharpe**, **Jack J. Kramer** (University of Nebraska-Lincoln)

#220	Paper Session	EAB
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2:30-4:20PM	Purdue	6th floor
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Methods in the Experimental Analysis of BehaviorChair: **MICHAEL W. SCHLUND** (Auburn University-Auburn, AL)

- (2:30-2:50) Visual inspection of data: An analysis of behavior. **Peter Greenspan** (State University of New York-Binghamton), **GENE S. FISCH** (Kings County Hospital/State University of New York Health Science Center-Brooklyn, NY)
- (2:50-3:20) Using control charts to evaluate behavioral stability: Identifying departures from steady state responding during baseline. **AL PFADT** (New York State Institute for Basic Research in Developmental Disabilities-Staten Island), **Donald Wheeler** (Statistical Process Controls, Inc-Knoxville, TN), **Eugene Sersen** (New York State Institute for Basic Research in Developmental Disabilities-Staten Island), **Elizabeth M. Moreno** (College of Staten Island-Staten Island, NY)
- (3:20-3:40) New small-sample autocorrelation estimators. **BRADLEY E. HUITEMA** (Western Michigan University-Kalamazoo)
- (3:40-4:00) There is more to discrimination than looking at the stimulus. **JAMES MCEWAN**, **Bernard Guerin** (University of Waikato-Hamilton, New Zealand)
- (4:00-4:20) Computer tools for research on writing behavior in the natural setting. **LESLIE BURKETT** (University of North Texas-Denton)

#221	INVITED ADDRESS	CBM
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3:00-3:50PM	Chicago B	5th floor
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Expressed Emotion and Schizophrenia: A Process Analysis.
IRWIN S. ROSENFARB (University of California-Los Angeles)

Chair: **ROBERT W. MONTGOMERY** (University of Mississippi School of Medicine-Jackson)

#222	Paper Session	CBM
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3:00-3:50PM	Iowa	6th floor
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Issues in Traumatic Brain Injury

Chair: **KEITH D. ALLEN** (Meyer Rehabilitation Institute/University of Nebraska Medical Center-Omaha)

(3:00-3:20) Teaching leisure activity planning and implementation skills to adults with traumatic brain injury. **LESLIE FREELS LLOYD, Roger Poppen** (Southern Illinois University-Carbondale, IL)

(3:20-3:50) Case management for traumatic brain injury recovery: Incorporating IEPs across multiple years to guide treatment and assess progress. **TREVOR STOKES, Debra Odom, Amy M. Wagner** (University of South Florida-Tampa), **Elizabeth H. Rutz** (Spicola Foundation-Tampa, FL)

#223	Panel Discussion	EDC/EAB
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3:00-3:50PM	LA/Miami	5th floor
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Atila, the Dean or Academic Agitator: How to Win the Support of Your Dean

Chair: **MARY E. BOYLE** (State University of New York-New Paltz)

Panelists:

SAMUEL M. DEITZ (Georgia State University-Atlanta)

DEBORAH A. SHANLEY (Medgar Evers College/City University of New York-Brooklyn)

#224	Symposium	EDC/DDA
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3:00-3:50PM	Wisconsin	6th floor
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Increasing Learning Rates in Children with Mild Disabilities: Within and Across Antecedents and Consequences

Chair: **CHRISTOPHER H. SKINNER** (University of Alabama-Tuscaloosa)

Discussant: **ANTHONY J. CUVO** (Southern Illinois University-Carbondale)

#224 continues

The effects of response distribution on sight word acquisition and training efficiency.

PHILLIP J. BELFIORE (Purdue University-West Lafayette, IN), **Christopher H. Skinner** (University of Alabama-Tuscaloosa), **Mary Ann Ferkis** (Purdue University-West Lafayette, IN)

The effects of increasing response opportunities on division fact acquisition for students with mild disabilities. **MARY ANN FERKIS**, **Phillip J. Belfiore** (Purdue University-West Lafayette, IN), **Christopher H. Skinner** (University of Alabama-Tuscaloosa)

The effects of intertrial interval duration on sight word acquisition rates in students with behavioral disorders. **CHRISTOPHER H. SKINNER**, **Emily S. Smith** (University of Alabama-Tuscaloosa), **Phillip J. Belfiore** (Purdue University-West Lafayette, IN)

#225**Symposium****TOX****3:00-4:20PM****Michigan****6th floor**

Assessing Individual Differences in Psychoactive Drug Effects in Healthy Volunteers

Chair: **JAMES P. ZACNY** (University of Chicago-Chicago, IL)

Discussant: **CHRIS-ELLYN JOHANSON** (National Institute on Drug Abuse-Baltimore, MD)

Individual differences in preference for diazepam in non-drug abusing volunteers.

HARRIET DE WIT (University of Chicago-Chicago, IL)

Sources of variability in the reinforcing and subjective effects of psychomotor stimulants. **L. D. CHAIT** (University of Chicago-Chicago, IL)

Are opiate effects uniform of different amongst healthy volunteers? **JAMES P. ZACNY**, **J. Lance Lichtor** (University of Chicago-Chicago, IL)

#226**Posters****CBM****3:00-4:30PM****Grand Salon II****7th floor**

Session #3. Parent, Family, and Staff Training

1. The effects of group parent training in child behavior management and parent stress management in families with developmentally delayed children. **J. VALCOURT**, **B. JESSUP**, **Maurice A. Feldman** (Surrey Place Centre-Toronto, ON, Canada)
 2. Increasing generalized contingent responsiveness of mothers with developmental disabilities to their children via general case training. **MAURICE A. FELDMAN** (Surrey Place Centre & University of Toronto-Toronto, ON, Canada), **Laurie Case**, **Joseph M. Ducharme**, **Jayne Carnwell**, **Maria Garrick** (Surrey Place Centre-Toronto, ON, Canada)
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#226 continues

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3. Effects of child behavior problems on the maintenance of adult's instructional behavior: A comparison of a discrete trial format and a modified curriculum. **SARAH ROBINSON, Edward G. Carr** (State University of New York-Stony Brook & Developmental Disabilities Institute)
 4. The effectiveness of infant contingent stimulation on parental attitudes, the nature of parent-infant interactions, infant development, subsequent infant motivation to affect the environment and future referral for behavior problems. **JAMES C. K. PORTER, Brad Littleproud** (Surrey Place Centre-Toronto, ON, Canada)
 5. The effectiveness of parent group training using a mediator based approach to train parents how to teach self-help skills to their developmentally disabled child. **BRAD LITTLEPROUD, James C. K. Porter** (Surrey Place Centre-Toronto, ON, Canada)
 6. Comparing reinforcer potency of parent-generated versus investigator-generated stimuli. **ADRIANNA AMARI, Wayne Fisher, Cathleen C. Piazza, Lynn G. Bowman, Kelly Heh, Lynn Thull** (The Kennedy Krieger Institute & Johns Hopkins University School of Medicine-Baltimore, MD)
 7. Using parent report in the identification of reinforcers. **LYNN G. BOWMAN, Wayne Fisher, Cathleen C. Piazza, Cheryl L. Knight, Jay A. Sevin** (The Kennedy Krieger Institute & Johns Hopkins University School of Medicine-Baltimore, MD)
 8. Parent training for fathers of children with developmental disabilities. **LOUIS SANDLER, JANE SUMMERS, SIDNEY EPPERSON, CHERRY BLACKWELL, LESLIE SMITH** (The Kennedy Krieger Institute & Johns Hopkins University School of Medicine-Baltimore, MD)
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#227**Posters****DDA/CBM****3:00-4:30PM****Grand Salon II****7th floor****Session #4. Social Interactions and Inventions**

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9. Behavioral characteristics and outcomes for children with low incidence genetic disorders. **JANE SUMMERS, ROBERTA BABBITT, CHERRY BLACKWELL, SIDNEY EPPERSON, YVETTE KILLIAN, LOUIS SANDLER, LESLIE SMITH, NAOMI SWIEZY** (The Kennedy Krieger Institute & Johns Hopkins University School of Medicine-Baltimore, MD)
 10. Four procedures for identifying positive reinforcers for persons of differing abilities. **THEODORE A. HOCH, Roberta L. Babbitt** (The Kennedy Krieger Institute & Johns Hopkins University School of Medicine-Baltimore, MD), **David A. Coe** (The Kennedy Krieger Institute-Baltimore, MD)
 11. Token economies for the developmentally disabled: A phase change analysis. **Mark Adams, DOUGLAS WHITE, Chris Hall, Patrick M. Ghezzi** (University of Nevada-Reno)
 12. Audible discrimination learning with developmentally disabled. **DOUGLAS WHITE, Mark Adams** (University of Nevada-Reno)
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#227 continues

#227 continues

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13. Establishing auditory stimulus control over exiting: Opening the doors to Voc. **DYNEL WOOD, Michelle Rumold, AARON MEYER, Julie Pierce, LONNY WEBB, KATHLEEN M. DRAKE** (Idaho State School & Hospital-Nampa)
 14. Experimental analysis of simple addition performance in learning disabled students. **CHRISTINE NOVAK** (University of Iowa-Iowa City)
 15. The use of restrictive and nonrestrictive interventions in mental retardation facilities. **SHARON KIRKPATRICK-SANCHEZ, Don E. Williams** (Richmond State School-Richmond, TX), **Johnny L. Matson** (Louisiana State University-Baton Rouge), **Jay Sevin** (The Kennedy Krieger Institute & Johns Hopkins University School of Medicine-Baltimore, MD)
 16. Assessment and treatment of an acquired sleep disorder. **SUSAN HALEY, PAT HANSON** (Evergreen Center-Milford, MA)
 17. Increasing functional structured time in a residential facility for persons with developmental and physical disabilities. **SUSAN A. AINSLEIGH** (Evergreen Center-Milford, MA)
 18. Establishing compliance and participation during an ADL routine. **NAOMI ROSS** (Evergreen Center-Milford, MA)
 19. The effects of task design on vocational training and productivity in persons with severe and profound mental retardation. **WANDA TORO ZAMBRANA, Phillip J. Belfiore** (Purdue University-West Lafayette, IN)
 20. A comparison between two dependent measures in the selection of preferred activities. **K. MARK DERBY, David P. Wacker, Sonya Ulrich, Jennifer Asmus, Wendy K. Berg** (University of Iowa-Iowa City)
 21. Inducing aberrant behavior via antecedent contrast effects. **STEPHANIE M. PECK, David P. Wacker, K. Mark Derby, Wendy K. Berg, Jennifer Asmus, Pam Frischmeyer** (University of Iowa-Iowa City)
 22. Examining children's participation and social interactions in diverse preschool activities. **CASSANDRA D. DANKO, DENISE D. SHEARER, DONNA M. GUILLEN, FRANK W. KOHLER** (Allegheny-Singer Research Institute-Pittsburgh, PA)
 23. The effects of choice-making on appropriate play behavior. **Ilene S. Schwartz, Bonnie McBride, MARK J. LARSON** (University of Washington-Seattle)
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#228**Posters****CBM****3:00-4:30PM****Grand Salon II****7th floor****Session #5. Clinical Issues and Interventions with Acquired Brain Injury**

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24. The Interpersonal Treatment Model: Analysis and treatment of severe behavior problems. **SHIRLEY HOLTROP, Shannon Hamm, Ahmos E. Rolider** (Chedoke-McMaster Hospitals-Hamilton, ON, Canada)
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#228 continues

25. Effects of a behavioral intervention on eliminating aggressive outbursts in two brain injured adults. **HEATHER ANDERSON** (Chedoke-McMaster Hospitals-Hamilton, ON, Canada), **Ahmos E. Rolider** (Chedoke-McMaster Hospitals & McMaster University-Hamilton, ON, Canada)
 26. Using behavioral contracting in the treatment of noncompliance and aggressive behavior in an adult male with traumatic brain injury: A case study. **SCOTT FARRAWAY, Wayne Turner** (Chedoke-McMaster Hospitals-Hamilton, ON, Canada), **Ahmos E. Rolider** (Chedoke-McMaster Hospitals & McMaster University-Hamilton, Ontario, Canada)
 27. Increasing compliance for taking medication on first request with a brain injured adult male. **Caryn Hubbard, Robin Jensen, MARY CONLIN** (Chedoke-McMaster Hospitals-Hamilton, ON, Canada), **Ahmos E. Rolider** (Chedoke-McMaster Hospitals & McMaster University-Hamilton, ON, Canada)
 28. Eliminating self-injurious leg banging behavior in an adult male with a traumatic brain injury: A case study. **CARYN HUBBARD, Mary Conlin, Robin Jensen** (Chedoke-McMaster Hospitals-Hamilton, ON, Canada), **Ahmos E. Rolider** (Chedoke-McMaster Hospitals & McMaster University-Hamilton, ON, Canada)
 29. Gaining compliance with teeth brushing in an adult male with a traumatic brain injury: A case study. **ROBIN JENSEN, Mary Conlin, Caryn Hubbard** (Chedoke-McMaster Hospitals-Hamilton, ON, Canada), **Ahmos E. Rolider** (Chedoke-McMaster Hospitals & McMaster University-Hamilton, ON, Canada)
 30. Using reminders and DRL to decrease agitation and verbal aggression in a female with traumatic brain injury. **ROBIN JENSEN** (Chedoke-McMaster Hospitals-Hamilton, ON, Canada), **Ahmos E. Rolider** (Chedoke-McMaster Hospitals & McMaster University-Hamilton, ON, Canada)
 31. Teaching anger management to a brain injured adolescent using aspects of the Interpersonal Treatment Model. **TED NEWBIGGING, Angela Saunders** (Chedoke-McMaster Hospitals-Hamilton, ON, Canada), **Ahmos E. Rolider** (Chedoke-McMaster Hospitals & McMaster University-Hamilton, ON, Canada)
 32. Teaching grocery shopping skills to brain injured adults: A case study. **TED NEWBIGGING, Christine Pook, Peter Fryns, Alicon Madden** (Chedoke-McMaster Hospitals-Hamilton, ON, Canada)
 33. Teaching teeth brushing to an adult brain injured female through reinforcement of performance and gradual fading of prompts. **CHRISTINE POOK, Peter Fryns, Shirley Holtrop** (Chedoke-McMaster Hospitals-Hamilton, ON, Canada), **Ahmos E. Rolider** (Chedoke-McMaster Hospitals & McMaster University-Hamilton, ON, Canada)
 34. The effects of response prevention on the inappropriate spitting in an adult brain injured female. **CHRISTINE POOK, Peter Fryns, Shirley Holtrop** (Chedoke-McMaster Hospitals-Hamilton, ON, Canada), **Ahmos E. Rolider** (Chedoke-McMaster Hospitals & McMaster University-Hamilton, ON, Canada)
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#228 continues

35. A comprehensive toilet training program for an adult male with an acquired brain injury. **PEGGY PLACHECKI** (Chedoke-McMaster Hospitals-Hamilton, ON, Canada), **Sharon Turcotte** (Freeport Hospitals-Kitchener, ON, Canada), **Paul Leaist**, **Scott Farraway** (Chedoke-McMaster Hospitals-Hamilton, ON, Canada), **Ahmos E. Rolider** (Chedoke-McMaster Hospitals & McMaster University-Hamilton, ON, Canada)
36. The use of the Interpersonal Treatment Model in the treatment of severe behavioral outbursts in a brain injured adult male. **PEGGY PLACHECKI**, **Paul Leaist**, **Scott Farraway** (Chedoke-McMaster Hospitals-Hamilton, ON, Canada), **Sharon Turcotte** (Freeport Hospitals-Kitchener, ON, Canada), **Ahmos E. Rolider** (Chedoke-McMaster Hospitals & McMaster University-Hamilton, ON, Canada)
37. Teaching showering skills to an adult male with an acquired brain injury. **Peggy Plachecki** (Chedoke-McMaster Hospitals-Hamilton, ON, Canada), **Sharon Turcotte** (Freeport Hospitals-Kitchener, ON, Canada), **PAUL LEAIST**, **Scott Farraway** (Chedoke-McMaster Hospitals-Hamilton, Ontario, Canada), **Ahmos E. Rolider** (Chedoke-McMaster Hospitals & McMaster University-Hamilton, ON, Canada)
38. Eliminating aggressive outbursts in an adult female with traumatic brain injury in a community setting. **DAPHNE STOFFELSON**, **Kim Silver**, **Rob Silver** (Chedoke-McMaster Hospitals-Hamilton, ON, Canada), **Ahmos E. Rolider** (Chedoke-McMaster Hospitals & McMaster University-Hamilton, ON, Canada)
39. The use of the Interpersonal Treatment Model in the treatment of aggression in an adult with a traumatic brain injury. **WAYNE TURNER**, **Mary Conlin** (Chedoke-McMaster Hospitals-Hamilton, ON, Canada), **Ahmos E. Rolider** (Chedoke-McMaster Hospitals & McMaster University-Hamilton, ON, Canada)
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#229**Symposium****PRM/DDA****3:00-4:50PM****Great America****6th floor**

**Establishing Quality Improvements in Human Service Settings:
Bridging Theory, Research and Practice**Chair: **ROBERT A. BABCOCK** (Auburn University-Auburn, AL)Discussant: **LOUIS D. BURGIO** (University of Alabama-Birmingham)Enhancing the quality of behavioral programming through organizational behavior management. **RICHARD K. FLEMING** (Auburn University-Auburn, AL)Assessing the effects of a supervisory training program on supervisor, paraprofessional, and client performance. **JULIANNE R. OLIVER**, **Richard K. Fleming** (Auburn University-Auburn, AL), **Debra Bolton** (East Alabama Mental Health & Mental Retardation Center-Opelika)

#229 continue.

#229 continues

The development and persistence of performance management at a community mental health agency: Lessons learned in facing the exigencies. **ROBERT A.**

BABCOCK (Auburn University-Auburn, AL), **Robert F. Putnam** (South Shore Mental Health Center-Plymouth, MA)

Improving the management of quality in community-based programs during times of diminishing resources. **ROBERT F. PUTNAM** (South Shore Mental Health Center-Plymouth, MA), **Robert A. Babcock** (Auburn University-Auburn, AL), **Michael Apolito**, **Alan Bates** (South Shore Mental Health Center-Plymouth, MA)

#230	Address	CBM
4:00-4:30PM	Chicago H	5th floor

The Comparative Efficacy of Clinically (RET) and Experimentally (Exposure) Derived Therapy Techniques. **Robert L. Gossette**, **RICHARD M. O'BRIEN** (Hofstra University-Hempstead, NY)

Chair: **THOMAS ZANE** (Russell Sage College-Troy, NY)

#231	Paper Session	DDA/ELS
4:00-4:50PM	Chicago B	5th floor

Data-based Tests of Controversial Technologies for People with Disabilities

Chair: **PATRICIA MEINHOLD** (Western Michigan University-Kalamazoo)

(4:00-4:15) Self-stimulatory behavior as a reinforcer: Effects on language acquisition and free-operant self-stimulation rates. **KATHLEEN M. MORROW** (Western Michigan University-Kalamazoo)

(4:15-4:30) Validating and invalidating claims of facilitated communication. **JORGE TEODORO**, **Patricia Meinhold**, **Ellen Koch** (Western Michigan University-Kalamazoo)

(4:30-4:45) Multiple positive effects of the self-injurious behavior inhibiting system (SIBIS). **PATRICIA MEINHOLD**, **Shaynee Derrohn**, **I-Gek Quek** (Western Michigan University-Kalamazoo)

ABA Convention Registration . . . in the Grand Salon

Wednesday, 8AM-5PM

Thursday, 7AM-5PM

Friday, 8AM-4PM

Saturday, 8AM-4PM

Sunday, 8AM-1PM

#232	Panel Discussion	DDA
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4:00-5:30PM	Iowa	6th floor
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Horticultural Therapy for Adults with DisabilitiesChair: **LAURA DONNELLY** (Trinity Services, Inc-Joliet, IL)*Panelists:***LAURA DONNELLY** (Trinity Services, Inc-Joliet, IL)**KATHLEEN NEER** (Trinity Services, Inc-Joliet, IL)**JUDI CARLTON** (Trinity Services, Inc-Joliet, IL)

#233	Symposium	CBM/VRE
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4:00-5:50PM	Chicago A	5th floor
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The Application of Basic Behavioral Processes to Flaky Clinical IssuesChair: **NANCY J. TAYLOR** (University of Nevada-Reno)Discussant: **ROBERT P. HAWKINS** (West Virginia University-Morgantown)Acceptance: The who, what, where, when and why of it. **NANCY J. TAYLOR, Steven C. Hayes** (University of Nevada-Reno)

Borderline personality disorder: The domination of current verbal content over self.

KELLY G. WILSON, Steven C. Hayes (University of Nevada-Reno)A verbal account of paradox in psychotherapy. **NILOOFAR AFARI** (University of Nevada-Reno)

#234	Symposium	DDA
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4:00-5:50PM	Chicago C	5th floor
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Behavior Analysis with Persons with Physical DisabilitiesChair: **ANTHONY J. CUVO** (Southern Illinois University-Carbondale)Discussant: **CHARLES MERBITZ** (Illinois Institute of Technology-Chicago)

Behavioral technology for pressure sore prevention after spinal cord injury.

CHARLES MERBITZ (Illinois Institute of Technology-Chicago), **Rosmarie B King, Hanspeter Marqui, Mitel Kulinar, Fred Rite** (Rehabilitation Institute of Chicago-Chicago, IL)Establishing behavior analysis as an integral component of sub acute-traumatic brain injury rehabilitation programs. **MARK PAVLOVICH** (Pavlovich/Solutions/Innovations-Stone Mountain, GA)The application of applied behavior analysis to physical therapy. **ANITA****KEMPER-DANESHDOOST** (Center for Comprehensive Services-Carbondale, IL), **Anthony J. Cuvo** (Southern Illinois University-Carbondale)A model for determining job placement and technology needs for individuals with seven multiple disabilities. **ADELLE RENZAGLIA, MARGARET HUTCHINS** (University of Illinois-Champaign)

#235

Symposium

DEV/VRB

4:00-5:50PM

Chicago F

5th floor

Behavioral Approaches to Language Training and LearningChair: **ERNST L. MOERK** (California State University-Fresno)Discussant: **DONALD M. BAER** (University of Kansas-Lawrence)Can prelinguist communication intervention turn on the process of language acquisition in young children? **STEVEN F. WARREN** (Vanderbilt University-Nashville, TN)Experimental manipulation of the sequence of morphologic acquisition. **M. N. HEGDE** (California State University-Fresno)Beyond three-term contingency sequences in language training and learning. **ERNST L. MOERK** (California State University-Fresno)A behavior analysis of multilogic reading with low English proficiency students. **GARY NOVAK** (California State University, Stanislaus-Turlock)*Sponsored by the Development SIG*

#236

Paper Session

ELS

4:00-5:50PM

Chicago G

5th floor

Behavior Analysis and Culture: Walden Revisited?Chair: **LINDA P. THURSTON** (Kansas State University-Manhattan)(4:00-4:30) Far beyond freedom and dignity: Replacing the autonomous bogeyman with new variables for self-managed cultural evolution. **V. THOMAS MAWHINNEY** (Indiana University-South Bend)(4:30-5:00) A video program about three intentional communities and Monhegan Island (Skinner's inspiration for *Walden Two*). **DARREL E. BOSTOW** (University of South Florida-Tampa), **JUNE GREGORY** (Hillsborough County School System-Tampa, FL), **KALE M. KRITCH** (University of South Florida-Tampa)(5:00-5:20) Walden 1.9.2: Stranger than fiction. **MARK A. MATTAINI** (Columbia University School of Social Work-New York)

(5:20-5:50) Behavioral anthropology goes to Asia-A multimedia presentation.

RICHARD W. MALOTT (Western Michigan University-Kalamazoo), **Maria E. Malott** (Malott & Associates-Kalamazoo, MI)

Now Available from ABA . . . Super Training! How Modern Animal Trainers Use Operant Conditioning

Panel discussion and demonstrations featuring Karen Pryor, author of *Don't Shoot the Dog! The New Art of Teaching and Training*; Ingrid Shallenberger, former curator and head trainer of Sea Life Park, Hawaii; Gary Wilkes, behavior consultant and columnist; Gary Priest, Behavior Specialist, San Diego Zoo and Wild Animal Park; and members and students of ABA! Presented at the 18th Annual Convention of the Association for Behavior Analysis, San Francisco, 1992. 2 videotapes, 50 min. ea., 1/2 inch VHS format

#237

INVITED PANEL DISCUSSION

EDC/CNC

4:00-5:50PM

Chicago D

5th floor

Overcoming Developmentalist Resistance to Educational ReformChair: **PAUL WEISBERG** (University of Alabama-Tuscaloosa)*Panelists:***JOHN E. STONE** (East Tennessee State University-Johnson City)**BARRY S. PARSONSON** (University of Waikato-Hamilton, New Zealand)**DEBORAH SHANLEY** (Medgar Evers College-Brooklyn, NY)**HERBERT J. WALKER** (University of Illinois-Chicago)**TOMMY TOMLINSON** (U. S. Department of Education-Washington, DC)**THOMAS R. KRATOCHWILL** (University of Wisconsin-Madison)**SALLY B. KILGORE** (Hudson Institute-Indianapolis, IN)

#238

Symposium

DEV

4:00-5:50PM

Indiana

6th floor

Unique Applications of Behavioral Analysis to Animal TrainingChair & Discussant: **KAREN PRYOR** (North Bend, WA)Place vs. response: A novel approach to dog training. **MARK S. LIPSITT** (Lipsitt Training Services, Inc-Poolesville, MD)The Tellington TTouch: A breakthrough technique for healing and communicating with animals. **LINDA TELLINGTON-JONES** (Animal Ambassadors-Santa Fe, NM)*Sponsored by the Development SIG*

#239

Symposium

DDA/DEV

4:00-5:50PM

Kansas City

5th floor

Developmental Psychology and Applied Behavior Analysis: Examples of Conceptual and Methodological IntegrationChair: **KATHRYN LELAURIN** (Family Learning Foundation-Philadelphia, PA)Discussant: **VICTORIA MARQUESEN** (Morningside College-Sioux City, IA)Development and behavior: Shall the twain ever meet? **KATHRYN LELAURIN** (Family Learning Foundation-Philadelphia, PA), **Victoria Marquesen** (Morningside College-Sioux City, IA)Making the implicit explicit: Reliability and validity procedures to ensure accuracy in developmental assessment. **KATHRYN LELAURIN** (Family Learning Foundation-Philadelphia, PA)

#239 continue:

239 continues

toddler developmental performance: Direct instruction vs. small group instruction.

ROBERT STEIN (Acadia Rehabilitation Institute-Lancaster, PA), **Kathryn LeLaurin** (Family Learning Foundation-Philadelphia, PA)

Early intervention efficacy with children under three: Mainstreamed program results.

KATHRYN LELAURIN (Family Learning Foundation-Philadelphia, PA)

#240	Paper Session	EAB
1:00-5:50PM	Lincolnshire	6th floor

Choice: Empirical and Conceptual Advances

Chair: **YUEN MAY JOSEY CHU** (Jacksonville State University-Jacksonville, AL)

4:00-4:20) Choice given conflicting information sources. **ALEX HARTL, Edmund Fantino** (University of California, San Diego-La Jolla)

4:20-4:40) Differential effects of probability and delay on choice with variations in income level. **JOYCE CHRISTENSEN** (The Kennedy Krieger Institute & Johns Hopkins University School of Medicine-Baltimore, MD)

4:20-4:40) Differential effects of probability and delay on choice with variations in income level. **JOYCE CHRISTENSEN** (The Kennedy Krieger Institute & Johns Hopkins University School of Medicine-Baltimore, MD)

4:40-5:10) Violations of transitivity: Implications for a theory of contextual choice. **RANDOLPH C. GRACE** (University of New Hampshire-Durham)

5:10-5:30) Variable-ratio searching in a foraging analogue: Delay-reduction theory versus optimality theory. **WENDY A. WILLIAMS** (University of California, San Diego-La Jolla)

5:30-5:50) Comparing natural travel with artificial travel requirements in an operant simulation of foraging. **CARLOS F. APARICIO** (The University of Mississippi-University)

#241	Symposium	CBM
4:30-5:50PM	Chicago H	5th floor

Successful Treatment of Pediatric Feeding Problems: Context is the Key

Chair: **MARYLOUISE E. KERWIN** (Children's Seashore House & University of Pennsylvania School of Medicine-Philadelphia)

Discussant: **TERRY PAGE** (Bancroft, Inc-Haddonfield, NJ)

Medical and developmental influences on feeding. **PEGGY S. EICHER** (Children's Seashore House & University of Pennsylvania School of Medicine-Philadelphia)

Neuromuscular functioning and feeding. **LORI WALTON RITTING** (Children's Seashore House-Philadelphia, PA)

#241 continues

Oral-motor skills: Precursors to successful feeding. **CECILLA MANNO**
(Children's Seashore House-Philadelphia, PA)

Family factors in feeding. **EVE REIDER** (Children's Seashore House-Philadelphia, PA)

#242**Symposium****TOI****4:30-5:50PM****Michigan****6th floor**

Human Behavioral Pharmacology of Drug Interactions

Chair: **CRAIG R. RUSH** (Johns Hopkins School of Medicine-Baltimore, MD)

Discussant: **ROBERT L. BALSTER** (Virginia Commonwealth University-Richmond)

Interactive effects of drugs of abuse. **RICHARD W. FOLTIN, Martin W. Fischman** (Columbia University-New York, NY)

Effects of triazolam and caffeine, alone and in combination, on human operant performance. **CRAIG R. RUSH, Stephen T. Higgins, Warren K. Bickel, John R. Hughes** (University of Vermont-Burlington)

Effects of a serotonin antagonist, ondansetron, on subjective and behavioral effects of ethanol in healthy volunteers. **PAMELA DOTY, Harriet de Wit** (University of Chicago-Chicago, IL)

#243**Symposium****EAI****4:30-5:50PM****Purdue****6th floor**

Within-Session Changes in Responding

Chair: **FRANCES K MCSWEENEY** (Washington State University-Pullman)

Discussant: **JAMES D. DOUGAN** (Illinois Wesleyan University-Bloomington)

Within-session changes in responding during simple schedules of reinforcement.

Frances K McSweeney, JOHN M. ROLL, Jeffrey N. Weatherly
(Washington State University-Pullman)

Within-session changes in responding when reinforcement and responding are unavailable early in the session. **Frances K McSweeney, JEFFREY N. WEATHERLY** (Washington State University-Pullman)

The effects of different timeout durations on within-session changes in responding.

CARI B. CANNON, Frances K McSweeney (Washington State University-Pullman)

Within-session patterns of responding when reinforcement changes within sessions.

FRANCES K MCSWEENEY, Jeffrey N. Weatherly, John M. Roll
(Washington State University-Pullman)

#244	INVITED ADDRESS	PRM
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5:00-5:50PM	Great America	6th floor
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OBM Award for Outstanding Contributions • Behaviorists in the 21st Century: Analyzing Individual, Group and Organizational Performance. DALE M. BRETHOWER
(Western Michigan University-Kalamazoo)

Chair: **MARIA EMMA MALOTT** (Malott & Associates-Kalamazoo, MI)

#245	INVITED ADDRESS	VRB
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5:00-5:50PM	Michigan State	6th floor
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Points of Departure in Skinner and Kantor's Analyses of Verbal Behavior. LINDA J. HAYES (University of Nevada-Reno)

Chair: **SAM M. LEIGLAND** (Gonzaga University-Spokane, WA)

#246	Address	CBM/ELS
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5:30-5:50PM	Chicago B	5th floor
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The Rumors of the Death of Behaviorism Have Been Greatly Exaggerated: A Data Based Reply to Mahoney. **ROBERT W. MONTGOMERY, E. Christine Rogers, Michael A. Milan** (Georgia State University)

Chair: **KENNETH R. HUNTLEY** (University of Nevada-Reno)

#247	Address	CBM/CCS
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5:30-5:50PM	Iowa	6th floor
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Quality of Life for High Risk Adolescents in Behavioral Residential Placement: A Longitudinal Investigation. **PATRICK C. FRIMAN** (Father Flanagan's Boys Home-Boys Town, NE & Creighton University School of Medicine), **D. Wayne Osgood** (University of Nebraska-Lincoln), **Gail Smith, Dave Shanahan, Ronald W. Thompson, Daniel L. Daly** (Father Flanagan's Boys Home-Boys Town, NE)

Chair: **PETER STURMEY** (Abilene State School-Abilene, TX)

ABA Expo. . . a festive evening of displays of committee, Special Interest Group, and Chapter activities, Graduate Training Opportunities, and Behavior Analysis Activities Around the World. . . Tonight at 8:30pm in the Grand Salon!

#248 Special Interest Group Meeting Open

6:00-6:50PM Great America 6th floor

Organizational Behavior Management Network Special Interest Group

Chair: **ALYCE M. DICKINSON** (Western Michigan University-Kalamazoo)

The Organizational Behavior Management (OBM) Network consists of members of ABA who are interested in applying behavioral techniques in organizations. Members originate from a variety of settings including academia, business, consulting firms, mental health agencies, hospitals, mental health clinics and schools. The purpose of the Network is to distribute information concerning OBM research and application, recognize and facilitate contribution by individuals and organizations that develop and promote OBM techniques, and support OBM research.

#249 Affiliated Chapter Meeting Open

6:00-6:50PM Illinois 6th floor

Berkshire Association for Behavior Analysis and Therapy

Chair: **MICHAEL APOLITO** (Chapter President), **ROBERT PUTNAM**
(South Shore Mental Health-Quincy, MA))

An affiliated chapter of ABA serving the New England, New York, and New Jersey area. The group serves to promote behavior analysis in the above geographical areas and holds a two-day annual conference each fall.

#250 Special Interest Group Meeting Open

6:00-6:50PM Indiana 6th floor

Direct Instruction Special Interest Group

Chair: **PAUL WEISBERG** (University of Alabama-Tuscaloosa)

As an enterprise dedicated to achieving excellence in education, those endorsing the Direct Instruction approach emphasize finding samenesses across subject areas and then designing instructional sequences which are logically consistent, efficient, and strive for expressions of generalization. Ways to create favorable motivational conditions and opportunities for learning are further emphasized.

#251 Editorial Meeting Open

6:00-6:50PM Iowa 6th floor

Behavior and Social Issues

Chair: **RICHARD F. RAKOS** (Cleveland State University-Cleveland, OH)

BSI is a refereed journal devoted to the application of behavior analysis to the understanding and remediation of broad social problems.

#252 Committee Meeting Open**6:00-6:50PM Michigan 6th floor****Professional Development Committee**Chair: **KARIN LIFTER** (Northeastern University-Boston, MA)

The Committee provides the basis for professional development of the ABA membership. Current concerns center on increasing the involvement of women, minorities, and other underrepresented groups in ABA. The Annual Breakfast and the development of the mentor-mentee program are ongoing and current efforts in support of the committee's objectives.

#253 Board Meeting Closed**7:00-9:50PM Wisconsin 6th floor****Society for the Experimental Analysis of Behavior Board of Directors Meeting**Chair: **LAURA SCHREIBMAN** (University of California, San Diego-La Jolla)**#254 ABA Expo****8:30-10:30PM Grand Salon II 7th floor*****Featuring Displays from ABA Committees and Special Interest Groups***

C#1. ABA Student Committee describing the Committee's current activities and services provided for ABA student members. Representatives: **April D. Miller** (University of Southern Mississippi-Hattiesburg), **Laura Methot** (Western Michigan University-Kalamazoo), **Susan Goeters** (Society for the Advancement of Behavior Analysis-Kalamazoo, MI)

S#1. Verbal Behavior Special Interest Group providing information about the SIG and its journal, *The Analysis of Verbal Behavior*. Representative: **Mark L. Sundberg** (Behavior Analysts, Inc-Danville, CA)

S#2. BALANCE describing the history and organization of the SIG, its progress to date, and how to get involved. Representative: **Susan M. Schneider** (Auburn University-Auburn, AL)

S#3. Behavior Analysis and Cultural Design. Representative: **Ed Cervenka** (Texas Department of Licensing & Regulation-Austin)

#254 continues

...and Displays from Graduate Training Programs

- G#1. City University of New York, Queens College and the Graduate Center.** The Learning Processes program offers training in both basic and applied research in animal and human behavior. An integrated approach to both domains begins with a focus in basic methodology, research, and theory in behavioral analysis. Representatives: **Mary McDonald, Claire L. Poulson**
- G#2-3. The Ohio State University.** Graduate programs in Applied Behavior Analysis. Representatives: **John O. Cooper, John W. Eshleman, Ralph Gardner III, Timothy E. Heron, William L. Heward, Diane M. Sainato**
- G#4. University of Oregon.** The main objective of the graduate programs in School Psychology is the preparation of problem-solving psychologists who work effectively with others in the identification and remediation of social and educational problems with children and adults. Representative: **Gary Stoner**
- G#5. University of North Texas, Center for Behavior Analysis.** The M.S. program in Behavior Analysis trains students in principles, theory, and research methods of applied behavior analysis and the experimental analysis of behavior. Students are also taught procedures for application of behavioral technology in applied settings. Students are prepared for M.S. level employment or for doctoral study at other universities. Representative: **Cloyd Hyten**
- G#6-7. South Shore Mental Health, Inc / The May Institute.** Offering an APA-approved psychology internship with an emphasis in behavior clinical psychology. This internship will provide opportunities for training in mental health, developmental disabilities, and head injury in a wide variety of service delivery systems, i.e., outpatient, residential, home-based and day services. Representatives: **Robert F. Putnam, Dennis C. Russo**
- G#8. West Virginia University.** The Department of Psychology offers master's and doctoral programs in Clinical Psychology as well as doctoral programs in Behavior Analysis and Life Span Development. Students can receive behavior analytic training in any of these programs. Representative: **John Crosbie**
- G#9. University of Vermont.** Research at the Human Behavioral Pharmacology Laboratory (HBPL) uses the principles of the experimental analysis of behavior to study environmental and pharmacological factors that influence the behavioral effects of drug abuse. Representative: **Michael Layng**
- G#10-11. Auburn University.** The Graduate Program in Behavior Analysis provides a broad education in studies of behavior with special emphasis on behavior analysis. Representative: **Peter Harzem**
- G#12. California State University, Los Angeles.** The departments of Psychology and Counselor Education offer a joint option in Applied Behavior Analysis. This master's degree option is designed to prepare graduate students for employment as behavior analysts, specialists, or consultants for predoctoral training. Representatives: **Barry Lowenkron, G. Roy Mayer, Lynda K. Mitchell, Randy V. Campbell**

#254 continues

#254 continues

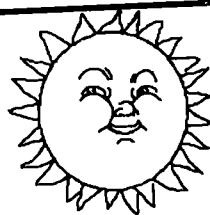
- G#13. Western Michigan University, Department of Psychology.** Information on doctoral and master's programs in Industrial/Organizational, Applied Behavior Analysis, School Psychology, and the Experimental Analysis of Behavior. Representative: William K. Redmon
- G#14. University of Kansas, Department of Human Development.** Applied behavior analysis graduate and undergraduate programs. Representative: David G. Born
- G#15. Temple University, Experimental Psychology Division.** Behavior analysis within the experimental psychology division. Representative not listed.

...and Displays by Behavior Analysts from Around the World!

- I#1. International Participation at ABA Conventions: A 5-year Retrospective Analysis.** Yolanda Suarez-Balcazar (Loyola University of Chicago)
- I#2. ABA Goes to Asia: Saving the World with Behavior Analysis.** Richard W. Malott (Western Michigan University-Kalamazoo)
- I#3. The Swedish Association for Behaviour Therapy.** Berit Scott, Anders Friberg, Ned Carter (Uppsala University-Uppsala)

Annual Breakfast

Sponsored by the Professional Development Committee



A morning social with a presentation by

Ellen Reese
(Mount Holyoke College)

Friday, May 28, 1993
7:30-9:00am
Chicago D

Ticket required for admission. Tickets may be ordered by using the advance registration form in this book or purchased at the convention on Wednesday and Thursday only.

Dog Training Seminar in Conjunction with ABA Convention

Do you have a pet with problems? Or a family member who loves dogs? ABA members Karen Pryor and Gary Wilkes will present an all-day seminar on operant conditioning for dog owners and trainers in the Chicago area on Sunday, May 30, in conjunction with this year's annual meeting of the Association for Behavior Analysis in Chicago. ABA members and their families are invited to register. You'll get practical, behaviorally sound tips, and a fresh and stimulating look at behavior analysis in action.

The presentation will be based on Karen Pryor's popular textbook on behavior analysis, *Don't Shoot the Dog!* The seminar covers the use of conditioned reinforcers, shaping, stimulus control, chaining, and other principles fundamental to animal training. Teaching methods include interaction games, audience participation, dramatizations, and on-the-spot shaping demonstrations, using dogs that range from young puppies and unruly adolescents to senior champions.

Pryor and Wilkes' *Don't Shoot the Dog!* seminars attract a wide variety of animal training professionals, including dolphin trainers, drug detection dog handlers, search and rescue dog trainers, obedience instructors, and race horse trainers, as well as veterinarians and animal behaviorists. The seminars offer an excellent opportunity for interaction between participants.

The seminar will take place at the Holiday Inn in Rolling Meadows (near O'Hare) from 9:00 AM to 5:00 PM on Sunday, May 30. Transportation for ABA participants will be available from the Marriott and back; hourly shuttle service is also available.

Registration is \$60.00 for the full day. *Don't Shoot the Dog!* seminars are limited to 250 people; Pryor warns that they usually fill up fast.

For more information, please call Maureen Schooley (708-705-5052). To register yourself or family members, please call or write to Mary Mahnke, *Don't Shoot the Dog!* Chicago Seminar Manager, 1 N 725 Swift Rd., Lombard, IL 60138 (708-2680-333).

Friday, May 28, 1993



#300

BREAKFAST

7:30-9:00AM

Chicago D

5th floor

Annual Breakfast sponsored by the Professional Development Committee with a presentation by Ellen Reese

Order your tickets on the advance registration form in this book--a limited number of breakfast tickets will be available at Convention Registration on Wednesday and Thursday only. Tickets will not be sold at the door. Menu: Fresh fruit, assorted breakfast breads and pastries, cereals and milk, yogurts, orange juice, coffee (regular/decaffeinated), teas.

#301

INVITED ADDRESS

CBM

9:00-9:50AM

Chicago A

5th floor

Clinical Application of Signal Detection Theory. HILARY JO KARP (University of Houston-Clear Lake)

Chair: **GENE S. FISCH** (Kings County Hospital/State University of New York Health Science Center-Brooklyn)

#302

INVITED ADDRESS

CBM

9:00-9:50AM

Iowa

6th floor

Head-Banging Pigeons May Help Ease Clinician Head-Aches. T. V. JOE LAYNG (Malcolm X College-Chicago, IL)

Chair: **A. MICHAEL WYLIE** (University of Guam-Mangilao, Guam)

#303

Symposium

CBM

9:00-10:20 AM

Chicago H

5th floor

The Role for Behavior Analysis in Integration of Rehabilitation Services Delivery in Natural Environments

Chair: **MICHAEL D. PETERS** (NeuroCare, Inc-Seattle, WA)

Discussant: **DAVID LENNOX** (New Medico Highwatch-Center Ossipee, NH)

A behavioral data-managed system for home and community based rehabilitation services. **MICHAEL GLUCK** (NeuroCare Community & Home Services of Washington-Seattle)

Acute neurological rehabilitation in the home. **BERNIE COLBERT, Peggy J. Schaefer Whitby, Gary M. Pace** (NeuroCare of Florida, Inc-Tampa)

#303 continues

#303 continues

Training licensed clinical and paraprofessional therapists to transfer stimulus control through behavioral consultation and data-based treatment plans. **KEVIN KLATT** (NeuroCare, Inc-Sacramento, CA)

#304	Paper Session	EDC
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9:00-10:20AM	Northwestern	6th floor
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Educational Issues: Conceptual Analyses

Chair: **CAROLYN HUGHES** (Peabody College/Vanderbilt University-Nashville, TN)

(9:00-9:20) Error correkshun: Just fixing or true repairing. **ANDREW S. BONDY**, (Delaware Autistic Program-Newark), **GEORGE A. SMITH** (Delaware Department of Public Instruction-Dover)

(9:25-9:45) Fluent reading: A review of behavioral and cognitive literature on reading rate. **TIMOTHY A. SLOCUM**, **Guy H. Gilberts** (Utah State University-Logan)

(9:50-10:10) Technical adequacy of vocabulary production fluency measures:

Assessment of content learning in U. S. History with secondary school students.

JENNIFER CAROS, **SUSAN MALMQUIST**, **Mark R. Shinn**, **Douglas Carnine** (University of Oregon-Eugene)

#305	Posters	VRB/EAB
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9:00-10:30AM	Grand Salon II	7th floor
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Session #6. Stimulus Equivalence

1. The role of vocal operant and auditory stimuli on stimulus equivalence in budgerigars. **KAZUCHIKA MANABE**, **Takashi Kawashima** (Meisei University & Nihon University-Tokyo, Japan)
2. The role of differential responding in equivalence class formation. **BARRY JAY BRUNS** (Community Re-Entry Services of Michigan, Inc-Battle Creek), **Patrick R. Progar** (University of Wisconsin-Platteville)
3. An analysis of contextual control in the formation of equivalence classes using one and two correct comparisons. **GLEN L. MCCULLER** (Tennessee Technological University-Cookeville), **Benjamin Lignugaris/Kraft** (Utah State University-Logan)
4. Contextual control of the production of three-term sequences. **THOMAS C. BARNES** (Northern Essex Community Mental Health Services, Inc & Northeastern University-Boston, MA), **William L. Holcomb**, **Harry A. Mackay**, **Robert Stromer** (E.K. Shriver Center-Waltham & Northeastern University-Boston, MA)
5. Comparing the stability of equivalence relations and unrelated conditional relations. **RICHARD R. SAUNDERS**, **Kathryn J. Saunders**, **Joseph E. Spradlin** (Parsons Research Center/University of Kansas-Parsons)

#305 continues

#305 continues

6. Stability of equivalence class performance among persons with retardation.
Richard R. Saunders, Kathryn J. Saunders, JOSEPH E. SPRADLIN
(Parsons Research Center/University of Kansas-Parsons)
 7. Component training of identity matching in adults with mental retardation.
KATHRYN J. SAUNDERS, DEAN C. WILLIAMS, Joseph E. Spradlin
(Parsons Research Center/University of Kansas-Parsons)
 8. Functional class formation after repeated shifts in contingencies for simple simultaneous discriminations. **DEAN C. WILLIAMS, KATHRYN J. SAUNDERS** (Parsons Research Center/University of Kansas-Parsons), **Luis Antonio Perez-Gonzalez** (Universidad de Oviedo-Oviedo, Spain)
 9. The effect of altered task instructions on equivalence class formation in various relational contexts. **CHRISTOPH LEONHARD** (University of Nevada-Reno), **Regina Lipkens** (University-College of North Wales-Bangor, Wales, U.K.), **Steven C. Hayes** (University of Nevada-Reno)
 10. An examination of the conditions effecting the emergence of equivalence classes. **MANISH VAIDYA, ANDREA M. PEUSTER, Mark P. Reilly, Sigrid S. Glenn** (University of North Texas-Denton)
 11. Response transfer and the extension of equivalence classes. **Wei Yang, Donna Landon-Jimenez, Dawn M. Buffington, Barbara J. Adams** (Queens College-Flushing, NY), **LANNY FIELDS** (College of Staten Island & Graduate School of the City University of New York-New York)
 12. Numerals and their printed and spoken names: Stimulus class membership and stimulus control transfer in sequencing tasks. **BARBARA J. KOTLARCHYK** (Rochester Institute of Technology-Rochester, NY), **Harry A. Mackay** (Northeastern University-Boston, MA & E. K. Shriver Center-Waltham, MA)
 13. The transfer of CER eliciting and extinction functions via stimulus equivalence classes. **ERIK M. AUGUSTSON, Michael J. Dougher, Michael R. Markham** (University of New Mexico-Albuquerque)
 14. Rule-governed and contingency-shaped stimulus classes: Sensitivity to different degrees of change. **DAVID R. PERKINS, Michael J. Dougher, Michael R. Markham** (University of New Mexico-Albuquerque)
 15. Teaching generalized reading and spelling through stimulus equivalence and recombination of units. **JULIO C. DE ROSE, Deisy G. de Souza, A. L. Rossito** (Universidade Federal de Sao Carlos-Sao Carlos, Brazil), **A. B. Pereira, Laura S. Gomes, Monica L. Fonseca** (Universidade de Brasilia-Brasilia, Brazil), **N. Fontes, G. M. Duarte, R. E. Cesaretti, M. A. Zanotto, A. C. Bernardes** (Universidade Federal de Sao Carlos-Sao Carlos, Brazil)
 16. Effects of delayed constructed-response identity matching on written spelling. **DEISY G. DE SOUZA** (Universidade de Brasilia-Brasilia & Universidade Federal de Sao Carlos-Sao Carlos, Brazil), **Elenice Seixas Hanna** (Universidade Federal de Sao Carlos-Sao Carlos, Brazil), **Julio C. de Rose** (Universidade Federal de Sao Carlos-Sao Carlos, Brazil), **Laura S. Gomes, Monica L. Fonseca, Gustavo P. de Carvalho, Daniele B. Horowitz** (Universidade Federal de Sao Carlos-Sao Carlos, Brazil)
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#305 continues

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17. Stimulus class formation, stimulus-reinforcer relations and auditory-visual relations. **CELSO GOYOS, Cybelli Lavoie** (Universidade Federal de Sao Carlos-Sao Carlos, Brazil)
18. Stimulus equivalence: Matching with a "yes/no" procedure and ROC analysis of subjects' awareness of their own performance accuracy during probes. **PAUL THOMAS ANDRONIS, STEPHANIE BAILEY, KIRK MATTHEWS** (Northern Michigan University-Marquette), **MICHAEL ALSPAUGH** (University of Chicago-Chicago, IL)
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#306**Posters****VRB/EAB****9:00-10:30AM****Grand Salon II****7th floor****Session #7. Verbal Behavior**

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19. Some effects of different kinds of instructions on acquisition of an arbitrary matching performance. **PAUL THOMAS ANDRONIS, Stephanie Bailey, Kirk Matthews** (Northern Michigan University-Marquette)
20. Bias and sensitivity of verbal self-reports as a function of time pressure on the reported performance. **THOMAS S. CRITCHFIELD** (Auburn University-Auburn, AL)
21. Oddity and identity matching to sample in humans: Performance and self-reports about that performance. **MICHAEL SCHLUND, Joan D. Pargeon, Thomas S. Critchfield** (Auburn University-Auburn, AL)
22. Human self-reports about oddity matching to sample under relative time pressure: Differential control by response speed and response accuracy. **MICHAEL W. SCHLUND, Scott D. Lane, Bart M. Sevin, Thomas S. Critchfield** (Auburn University-Auburn, AL)
23. Interactions between saying and listening in the learners of English as a second language. **STACEY L. SMITH** (Western Michigan University-Kalamazoo), **Satoru Shimamune** (Western Michigan University-Kalamazoo & Sun System, Inc-Tokyo, Japan)
24. The operational (functional) analysis of psychological terms (1945): In defense of a research program. **SAM M. LEIGLAND** (Gonzaga University-Spokane, WA)
25. A behavioral analysis of the conceptualization of neurogenic language disorders. **DAVID STROFFE** (University of Nevada-Reno)
26. Automatic writing. **DANIEL B. CRUSE, BARBARA MATALON** (University of Miami-Coral Gables, FL)
27. Behavior chains and functional communication training: Using established behavior as mands in the treatment of severe behavior problems. **LYNN M. ROGERS, Gary Sasso, Kathryn Gerken** (University of Iowa-Iowa City)
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#306 continues

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28. Direct observation of communicative interaction in a group home setting. **MARYA S. OWEN, Linda McDonald** (University of Alberta-Edmonton, AB, Canada)
29. Identification of the stimulus variables involved with the development of a tact repertoire using sign language with an autistic student. **JAMES W. PARTINGTON, Mark L. Sundberg, Lisa G. Newhouse, Schelley M. Spengler** (Behavior Analysts, Inc-Danville, CA)
30. Language development of preschool children prenatally exposed to controlled substances or low birth weight but not prenatally exposed. **LESSIE L. COCHRAN** (Pennsylvania State University-University Park)
31. Generalized effects of children's self-instruction in solving an in-common discrimination. **ANGELA M. M. DUARTE, Donald M. Baer** (University of Kansas-Lawrence)
32. The effects of mission-specifying instructions on preference in a self-control choice task. **CLOYD HYTEN, Mark P. Reilly, Andrea Peuster** (University of North Texas-Denton)
33. Contingency-shaped vs. rule-governed behavior in children's cooperative play: Sensitivity to changing instructions. **DANIEL J. BERNSTEIN** (University of Nebraska-Lincoln), **RENEE MICHAEL** (Rockhurst College-Kansas City, MO)
34. Schedule sensitivity as a function of a history of reinforcement and punishment for instruction-following. **ANDREW D. SHAM RAO, Philip N. Chase** (West Virginia University-Morgantown)
35. Transfer of control from an experimenter instruction to a self-instruction in a common-feature discrimination. **IRENE GROTE, Jesus Rosales, Donald M. Baer** (University of Kansas-Lawrence)
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#307**Panel Discussion****PRM/DDA****9:00-10:20AM****Purdue****6th floor****Developmental Training: A Process for Growth**Chair: **RECA F. HALL** (Trinity Services, Inc-Joliet, Illinois)*Panelists:***RECA F. HALL** (Trinity Services, Inc-Joliet, IL)**ELYSE BOUCHER** (Trinity Services, Inc-Joliet, IL)**BEVERLY BLOUNT** (Trinity Services, Inc-Joliet, IL)***Available in 1993...Proceedings of the 19th Annual ABA Convention***

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Friday

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May 28, 1993

#308

Symposium

CCS/ELS

9:00-10:50AM

Chicago B

5th floor

Cultural Practices: Principles, Analysis and Change

Chair: **ROBYN D. WALSER** (University of Nevada-Reno)

Discussant: **RICHARD RAKOS** (Cleveland State University-Cleveland, OH)

Some principles regarding the modification of cultural practice. **ANTHONY BIGLAN** (Oregon Research Institute-Eugene)

Intercultural communication: Theory and practice from a behavior analytic perspective.

CHRISTOPH LEONHARD (University of Nevada-Reno)

The joy of sects: A behavior analytic approach to totalist group influence.

WINIFRED C. T. JU (University of Nevada-Reno)

Cultural analysis: Principles and change. **PATRICIA BACH, Robyn D.**

Walser, Steven C. Hayes (University of Nevada-Reno)

#309

Symposium

DDA/PRM

9:00-10:50AM

Chicago C

5th floor

**Training Personnel to Use Applied Behavior Analysis
Procedures to Work with Persons with Severe Disabilities**

Chair: **MARK F. O'REILLY** (University College Dublin-Dublin, Ireland)

Discussant: **ANTHONY J. CUVO** (Southern Illinois University-Carbondale)

Advances in training direct care staff to teach people with severe disabilities. **DENNIS H. REID, Marsha B. Parsons** (Western Carolina Center-Morganton, NC)

An analysis of acquisition, generalization and maintenance of systematic instruction competencies by preservice teachers using behavioral supervision techniques.

MARK F. O'REILLY (University College Dublin-Dublin, Ireland)

The preservice practicum supervision model. **ADELLE RENZAGLIA** (University of Illinois-Champaign)

Preparing teachers to teach children with severe developmental disabilities: The

importance of practice, practice, practice! **REBECCA MACDONALD**

(Simmons College-Boston, MA), **Susan Langer** (The New England Center for Autism-Southborough, MA)

#310

Symposium

DEV/CCS

9:00-10:50AM

Chicago F

5th floor

New Directions in Behavioral Gerontology

Chair: **R. MARK MATHEWS** (University of Kansas-Lawrence)

Discussant: **LOUIS D. BURGIO** (University of Alabama School of Medicine-Birmingham)

#310 continues

#310 continues

Behavioral interventions for disruptive vocalization in elderly nursing home residents with dementia. **KAY SCILLEY, Louis D. Burgio, Christine Washington** (University of Alabama School of Medicine-Birmingham)

Evaluating home-sharing as a housing option for older people. **DEBORAH E. ALTUS, R. Mark Mathews** (University of Kansas-Lawrence)

Improving fundraising strategies for a community senior center. **NICK C. JACKSON, R. Mark Mathews** (University of Kansas-Lawrence)

An alternative to depression for older people. **ELSIE M. PINKSTON** (University of Chicago-Chicago, IL)

Interventions to change caregiver and AD patient outcomes: Year 1 update.
MICHELLE S. BOURGEOIS (University of Pittsburgh-Pittsburgh, PA),
Louis D. Burgio (University of Alabama School of Medicine-Birmingham),
Richard Schulz (University of Pittsburgh-Pittsburgh, PA)

#311**INVITED PANEL DISCUSSION****DEV****9:00-10:50AM****Chicago G****5th floor****On Behavior Analysis Influencing, and Being Influenced by, Mainstream Behavior Sciences**

Chair: **JACOB L. GEWIRTZ** (Florida International University-Miami)

Panelists:

SCOTT FRASER (Florida International University-Miami)

JACOB L. GEWIRTZ (Florida International University-Miami)

PHILIP N. HINELINE (Temple University-Philadelphia, PA)

BILL L. HOPKINS (Auburn University-Auburn, AL)

LEWIS P. LIPSITT (Brown University-Providence, RI)

HAYNE W. REESE (West Virginia University-Morgantown)

#312**Paper Session****PRM****9:00-10:50AM****Great America****6th floor****Performance Management: Empirical and Theoretical Issues**

Chair: **PHILLIP K. DUNCAN** (West Chester University-West Chester, PA)

(9:00-9:20) Schedules of reinforcement, contingencies and monetary incentives: A re-examination of the data. **ALYCE M. DICKINSON** (Western Michigan University-Kalamazoo)

(9:20-9:40) A comprehensive system designed to increase the morale and productivity of municipal employees. **GORDON HENRY, William K. Redmon, Jennifer Lee** (Western Michigan University-Kalamazoo)

#312 continues

#312 continues

(9:40-10:00) An epidemiologic analysis of occupational accidents within a large sample of jewelry manufacturers. **MARK ALAVOSIUS, A. E. Adams, Michael Follick** (Abacus Management Group, Inc-Cranston, RI)

(10:00-10:20) A behavioral approach to service: Method, analysis and a preliminary application. **KARI L. MCARTHUR, D. Chris Anderson** (University of Notre Dame-Notre Dame, IN)

(10:20-10:40) Managing performance improvement in manufacturing. **MARIA E. MALOTT** (Malott & Associates-Kalamazoo, MI)

#313

Symposium

DDA

9:00-10:50AM

Kansas City

5th floor

Contextual Analysis of Behavior: Empirical Analysis

Chair: **ROBERT H. HORNER** (University of Oregon-Eugene)

Discussant: **EDWARD CARR** (State University of New York-Stony Brook)

Introduction: Toward a contextual analysis of problem behavior. **ROBERT H. HORNER** (University of Oregon-Eugene)

A contextual analysis of greeting skills. **JAMES HALLE** (University of Illinois-Champaign)

The effects of setting events on problem behavior. **ROBERT H. HORNER, Bobbie Vaughn** (University of Oregon-Eugene)

#314

INVITED SYMPOSIUM

EDC/DEV

9:00-10:50AM

LA/Miami

5th floor

Systematic School Reform: Enhancing Educational Outcomes

Chair: **DAN HURSH** (West Virginia University-Morgantown)

Discussants: **SAMUEL M. DEITZ** (Georgia State University-Atlanta), **BOB RENTSCHLER** (Brookville School-Big Bend, WV)

Community, administrator, and teacher initiated school improvement. **PHYLLIS HADDOX** (University of Oregon-Eugene)

Assisting teachers to arrange for success in learning environments. **VICCI TUCCI** (Tucci Educational Services-La Selva Beach, CA)

A school board model for educational reform. **HOWARD E. FARRIS** (Western Michigan University-Kalamazoo)

Involving education consumers in school reform. **JERRY SILBERT, Douglas Carnine** (University of Oregon-Eugene)

#315

INVITED SYMPOSIUM

**9:00-10:50AM****Lincolnshire****6th floor****Integrating Applied, Basic, and Conceptual Work in Behavior Analysis--#1**

Chair & Discussant: **JOEL GREENSPOON** (University of North Texas-Denton)
 Behavioral momentum: Laboratory research and educational applications. **JOHN A. NEVIN** (University of New Hampshire-Durham)

Search for a behavioral definition of attention deficit hyperactivity disorder: Children's matching performance on a video game. **J.B. SCHWEITZER** (Emory University-Atlanta, GA), **D.T. Cerutti** (Georgia State University-Atlanta, GA), **L.L. Cohen**, **A.J. Abramowitz** (Emory University-Atlanta, GA)

Basic and applied research: Bifurcation or continuum? **J.M. JOHNSTON** (Auburn University-Auburn, AL)

#316

Panel Discussion

9:00-10:50AM**Michigan****6th floor****So, You're a Behavior Analyst Looking for a Job**

Chair: **APRIL D. MILLER** (University of Southern Mississippi-Hattiesburg)

Panelists:

DIANE SAINATO (The Ohio State University-Columbus)

M. MICHELE BURNETTE (Western Michigan University-Kalamazoo)

RANDY KEYWORTH (Spectrum Center-Berkeley, CA)

JOHN O'CONNELL (Aubrey Daniels & Associates-Tucker, GA)

Sponsored by the Student Committee

#317

Paper Session

EDC/VRB**9:00-10:50AM****Wisconsin****6th floor****Issues in Training Parents and Other Behavior Analysts**

Chair: **MICHELE THOMPSON** (Eastern Michigan University-Ypsilanti)

(9:00-9:20) What does it take to get parents to read to their preschool children at home?
GLADYS WILLIAMS (Fred S. Keller School-Yonkers, NY), **Corrine Donley** (University of Wisconsin-Oshkosh)

(9:20-9:40) Will parents who learn to give clear commands and deliver appropriate consequences for child compliance show more affection and punish less?

CORRINE DONLEY (University of Wisconsin-Oshkosh), **Gladys Williams** (Fred S. Keller School-Yonkers, NY)

(9:40-10:00) Training parents to teach verbal behavior to their preschool children at home. **GLADYS WILLIAMS** (Fred S. Keller School-Yonkers, NY)

#317 continues

#317 continues

(10:00-10:20) Can we talk? The effects of a treatment package on the public verbal behavior of teacher assistants describing student data. **JANET S. TWYMAN** (Fred S. Keller School-Yonkers, NY)

(10:20-10:40) Representations of applied behavior analysis principles and procedures in applied behavior analysis textbooks: An analysis of terms, exemplars and applications. **GREGG DREVNO, Timothy E. Heron** (The Ohio State University-Columbus)

#318	Paper Session	DDA
10:00-10:20AM	Indiana	6th floor
Behavioral management service provision to a population with mental retardation utilizing a university cooperative program. WILLIAM R. NORRIS, Ira J. Collerain (Denton State School-Denton, TX) Chair: DENNIS C. RUSSO (The May Institute-Braintree, MA)		

#319	INVITED SYMPOSIUM	CBM/EAB
10:00-11:50AM	Chicago A	5th floor
Drug Therapy, Verbal Behavior, Instructional Control, and Self-Control Chair: BETTY K. ARMSTRONG (Private Practice-Dallas, TX) Discussant: ALLEN NEURINGER (Reed College-Portland, OR) Self-talk and depression. MICHAEL J. DOUGHER (University of New Mexico-Albuquerque) Verbal regulation and goalsetting interventions for children. TREVOR STOKES, Bonnie Matthews, Sherri West, Pamela G. Osnes (University of South Florida-Tampa) Drug therapy, self-control, and generalization in behavior therapy. IRENE GROTE, Donald M. Baer (University of Kansas-Lawrence)		

#320	Symposium	CBM
10:30-11:50AM	Chicago H	5th floor
Recent Advances in the Assessment and Treatment of the Coma-Emerging Patient Chair: MARK PAVLOVICH (Pavlovich/Solutions/Innovations-Stone Mountain, GA) Sensory stimulation: Review of treatment methodologies and outcomes. FRANK D. LEWIS (Walton Rehabilitation-Augusta, GA)		

#320 continues

On the "vegetative state" and coma arousal interventions. **MARY ELINOR BOYLE** (State University of New York-New Paltz)

Electromyographically based respondent conditioning in coma. **Steven Ragotzy** (Kalamazoo Valley Intermediate School District-Kalamazoo, MI), **GEORGE A. THOMPSON** (The Florida Institute for Neurologic Rehabilitation-Wachula)

Assessment and training and purposeful movement using microswitches with the brain injured population. **TAMMY BRUEGGER** (The Rehabilitation Institute-Kansas City, MO)

A preliminary analysis of the coma-emerging individual's ability to make choices. **MARK PAVLOVICH** (Pavlovich/Solutions/Innovations-Stone Mountain, GA)

#321**Symposium****EDC****10:30-11:50AM****Northwestern****6th floor****Implementing Strategies Relying on Preference and Choice in Applied Settings**

Chair: **MARIA DEPERCZEL** (University of South Florida-Tampa)

Discussant: **DENNIS H. REID** (Western Carolina Center-Morganton, NC)

Training preschool teachers to facilitate preferred reciprocal play between children with autism and their typical peers. **Todd A. Harris** (Au Clair-Middletown, DE), **KATHLEEN DYER** (Bancroft, Inc-Haddonfield, CT), **Beth Sulzer-Azaroff** (University of Massachusetts-Amherst)

Incorporating student preference and choice for school children experiencing emotional disturbances. **MARIA DEPERCZEL**, **Diane Wilson**, **Ronnie White**, **Glen Dunlap** (Florida Mental Health Institute/University of South Florida-Tampa)

Assessing teacher use of preference and choice making to affect behavior change. **JOLENEA FERRO**, **Lynn Foster-Johnson**, **Glen Dunlap** (Florida Mental Health Institute/University of South Florida-Tampa)

#322**INVITED ADDRESS****CCS****11:00-11:50AM****Chicago B****5th floor****Behavioral Approaches for Special Populations in Corrections. WALTER Y. QUIJANO** (Behavior & Learning Consultations-Conroe, TX)

Chair: **JANET ELLIS** (University of North Texas-Denton)

#328

INVITED ADDRESS

VRB/EAB

11:00-11:50AM**Michigan State****6th floor**

Behaviorizing the Concept of Personality: Fundamental in Behaviorizing Psychology. ARTHUR W. STAATS (University of Hawaii-Manoa)

Chair: LARRY A. ALFERINK (Illinois State University-Normal)

#329

Symposium

DDA/DEV

11:00AM-12:20PM**Chicago C****5th floor**

Using Neuropsychological Data to Improve the Clinical Strategies Used with Individuals with Disabilities

Chair & Discussant: STEPHEN C. LUCE (Bancroft, Inc-Haddonfield, NJ)

Viewing autism and other developmental disabilities from a neurodevelopmental perspective. GEORGE W. NIEMANN, Stephen C. Luce (Bancroft, Inc-Haddonfield, NJ)

Neurobehavioral case formulation: Maximizing the complementary contributions of neuropsychological and behavior analytic perspectives. GREGORY ALBERTS, Terry J. Page (Bancroft, Inc-Haddonfield, NJ)

Neuropsychological assessment and intervention decision making: Applications to learning disabilities. STEPHANIE LOCKSHIN, Raymond G. Romanczyk (State University of New York-Binghamton)

#330

Posters

CCS

11:00AM-12:30PM**Grand Salon II****7th floor**

Session #8. Community Applications

1. Reduction of theft in small drug stores by the use of signs. JOHN N. MARR, Traci Mullen (University of Arkansas-Fayetteville)
2. Illegal parking reduction through the use of signs. JOHN N. MARR, Stephen Dal Cerro, Heather Hunnicut, Caile Spear, Donna Reed (University of Arkansas-Fayetteville)
3. The effects of low alcohol beverages on drinking rate and BAC of patrons. Joy Van Houten (University of Kansas-Lawrence), RON VAN HOUTEN (Mount Saint Vincent University-Dartmouth, NS, Canada), Louis Malenfant (University de Moncton-Moncton, NB, Canada)
4. Effects of informational feedback on aluminum can recycling. MICHAEL E. LARSON, DANIEL HOULIHAN, PHILLIP GOERNERT (Mankato State University-Mankato, MN)
5. The effects of public commitment and group feedback on curbside recycling. ISER G. DE LEON, R. Wayne Fuqua (Western Michigan University-Kalamazoo)

#331

Posters

DEV

11:00AM-12:30PM**Grand Salon II****7th floor****Session #9. Research in Human Development**

6. Analysis of development of self-referential behavior in children: A longitudinal study. **CARMENNE CHIASSON, LUCIANNE HACKBERT** (University of New Mexico-Albuquerque)
7. Management of behavioral disturbances in elderly residents with mental health problems using timed exposure to light therapy. **CRAIG TURNER** (Bethania Special Care Program-Winnipeg, MB, Canada), **Louis D. Burgio** (University of Alabama School of Medicine-Birmingham)
8. The efficacy of behavioral interventions, as utilized by staff, in decreasing falls and inappropriate verbalizations in nursing home residents. **DAWN MARIE BIRK** (Franklin Square Hospital Center-Baltimore, MD)
9. Stimulus equivalence and short-term memory: A longitudinal study of people with Down syndrome who may have Alzheimer's disease. **DICKIE YU, John Lovering, Ravi Choudhry** (Surrey Place Centre-Toronto, ON, Canada)
10. Age differences in the formation of equivalence classes. **KEITH M. WILSON** (Eastern Illinois University-Charleston), **Michael A. Milan, Robert C Brown, Jr.** (Georgia State University-Atlanta), **Michael A. Cantor** (Training Solutions Group-Atlanta, GA), **Fran Norris** (Georgia State University-Atlanta)
11. Behavioral and environmental considerations of a man with Downs syndrome and Alzheimer's disease. **TRUMAN REID, Gordon Bourland** (Ft. Worth State School-Ft. Worth, TX)
12. Follow-up and social validity: Rehabilitation of urinary incontinent nursing home patients. **THEODORE M. SURDY** (University of Wisconsin-Milwaukee & RiverView Clinic-Mankato, MN), **Tricia L. Wessel** (University of Wisconsin-Milwaukee & Mankato State University-Mankato, MN), **Cheri L. Schraufnagel** (University of Wisconsin-Milwaukee)

#332

Posters

ELS

11:00AM-12:30PM**Grand Salon II****6th floor****Session #10. Topics in Ethical Issues**

13. Virtual reality and human behavior - ethical implications. **BETH JONES** (Eastern Kentucky University-Richmond), **Ben F. Eller** (University of Alabama-Tuscaloosa)
14. Teaching behaviorism to undergraduates. **WILLIAM M. BAUM** (University of New Hampshire-Durham)
15. On the goodness of Skinner's system of naturalistic ethics in solving basic value conflicts. **NANCY D. VOGELTANZ, Joseph J. Plaud** (University of Mississippi School of Medicine & Veterans Affairs Medical Center-Jackson)

#332 continues

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16. Code of ethics for behavior analysis: An analysis of function. **GORDON BOURLAND** (Ft. Worth State School-Ft. Worth, TX)
 17. Sex of participants in behavioral research: A comparison of trends in six behavioral journals. **JANE KESTNER, Margaret M. Gittis, Cindy Vanasdale** (Youngstown State University-Youngstown, OH)
 18. Survival skills for women: Ten years later. **LINDA P. THURSTON** (Kansas State University-Manhattan)
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#333**Posters****DDA****11:00AM-12:30PM****Grand Salon II****7th floor**

Session #11. Interventions with Persons with Developmental Disabilities

19. A comprehensive training package for treating chronic food refusal. **Douglas Irvin, RODNEY E. REALON** (Murdoch Center-Butner, NC)
 20. Sampling responses to stimuli - a system for identifying potential reinforcers in profoundly retarded, multiply handicapped individuals. **DOUGLAS IRVIN, Rodney E. Realon, Rhett Hartley, Michael Springer** (Murdoch Center-Butner, NC)
 21. A structural analysis of hand mouthing in individuals with multiple handicaps. **RHETT HARTLEY, Rodney E. Realon, Douglas Irvin, Michael Springer** (Murdoch Center-Butner, NC)
 22. Using shaping and time-out to reduce regurgitation and rumination. **T. STEUART WATSON, JUDITH HERBERT SCOTT** (Mississippi State University-Mississippi State)
 23. Effects of clozapine in the treatment of aggression and tantrums in a woman with a dual diagnosis. **W. TERRY CROCKER, Don E. Williams, Sharon Kirkpatrick-Sanchez** (Richmond State School-Richmond, TX)
 24. Effective treatment of rumination in a community workshop. **CHRISTIE ENZINNA** (Richmond State School-Richmond, TX)
 25. The Behavior treatment and training center: A 12 year analysis of behavioral treatment of severe aggression. **GEORGE E. ZUKOTYNSKI, CHRISTIE ENZINNA** (Behavior Treatment & Training Center-Richmond, TX)
 26. Opioid-blocker effects on nociceptive pressure thresholds. **JORGE M. TEODORO** (Western Michigan University-Kalamazoo), **F. J. BARRERA** (Southwestern Regional Centre-Blenheim, ON, Canada)
 27. The reduction of SIB through the noncontingent and contingent removal of mechanical restraints, fading of protective devices, and DRO. **JULIA O'CONNOR, MARY JANE WEISS, Terry J. Page, Stephen C. Luce** (Bancroft, Inc-Haddonfield, NJ)
 28. Assessment and treatment of feeding-related problems of students with disabilities by non-intrusive methods. **DENNIS MUNK** (Northern Illinois University-DeKalb)
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#333 continues

#333 continues

29. A functional analysis and treatment plan for the reduction of self-injurious behavior in an 11-year-old female with profound mental retardation. **SHEILA ZELEFSKY** (New York City Board of Education-New York, NY), **BETH DIVINEY** (Young Adult Institute-New York, NY), **Helen Blood**, **Peggy Montague** (New York City Board of Education-New York, NY)
 30. The use of choice making protocol in an outpatient clinic to reduce aberrant behavior. **ZBIGNIEW GOLONKA**, **David P. Wacker**, **K. Mark Derby**, **Gary Sasso** (The University of Iowa-Iowa City)
 31. Eliminating chronic rumination via controlled eating and non-contingent walking. **GENE LIANGJUN LIU**, **NANCY H. CONDON** (Denton State School-Denton, TX), **HOWARD N. SLOANE**, **WILLIAM R. JENSON** (University of Utah-Salt Lake City)
 32. Treating stereotypical hair pulling behavior with alternative sensory reinforcement. **GENE LIANGJUN LIU**, **NANCY H. CONDON** (Denton State School-Denton, TX), **HOWARD N. SLOANE**, **WILLIAM R. JENSON** (University of Utah-Salt Lake City)
 33. Combination pharmacologic plus behavioral treatment to reduce problem behavior. **JOHN P. BUCCI** (Children's Seashore House-Philadelphia, PA), **JOSEPH S. LALLI** (University of Pennsylvania School of Medicine-Philadelphia)
 34. Evaluating the effect of noise level on inappropriate behavior in multiply handicapped individuals. **KATE KELLUM**, **YZONNA ORANGE**, **KERRY NICHOLS**, **CONNIE H. ROUSE** (North Mississippi Regional Center-Oxford), **Luke Savioe** (Mississippi State University-Mississippi State)
 35. The use of activity belts and vests for extra stimulation to decrease inappropriate behavior in the developmentally disabled. **HELEN J. WRUCK**, **John Henderson** (University of Mississippi-University), **CONNIE H. ROUSE** (North Mississippi Regional Center-Oxford)
 36. "Child effects" on the maintenance of behavioral treatments: Escape extinction versus functional communication training. **GENE MCCONNACHIE**, **Edward G. Carr** (State University of New York-Stony Brook)
 37. A comparison of the effects of preference and choice on task acquisition by students with developmental disabilities. **SUNEETA G. JAGTIANI** (The Kennedy Krieger Institute-Baltimore, MD), **Andrew L. Egel** (University of Maryland-College Park)
 38. Multiple, complex effects of interventions addressing self-injurious behavior. **ROBERT SCHECTER**, **Pamela Bohm**, **David Geller**, **Gordon Bourland** (Ft. Worth State School-Ft. Worth, TX)
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Task Force Reports available on Regulatory Issues and on the Right to Effective Behavioral Treatment. Reports \$1.50 (U.S.) for each copy of each report ordered. Send order and payment to ABA, Attn: Patty DeLoach, 258 Wood Hall, Western Michigan University, Kalamazoo, MI 49008-5052

Friday

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May 28, 1993

#334

INVITED SYMPOSIUM

DEV

11:00AM-12:50PM

Chicago F

5th floor

Environmental Change and Behavior

Chair: **LEWIS P. LIPSITT** (Brown University-Providence, RI)

Discussant: **SLOBODAN B. PETROVICH** (University of Maryland Baltimore County-Catonsville)

Environmental deficiency and shift conditions from a behavior-analytic perspective.

JACOB L. GEWIRTZ (Florida International University-Miami)

Behavioral misadventures: Lessons from babies about behavioral self-regulation.

LEWIS P. LIPSITT (Brown University-Providence, RI)

An operant behavior analysis for risk taking. **MICHAEL CATALDO** (The Kennedy-Krieger Institute & Johns Hopkins University School of Medicine-Baltimore, MD)

Sponsored by the Development SIG

#335

Symposium

DDA

11:00AM-12:50PM

Kansas City

5th floor

Variables Affecting the Long-term Maintenance of Treatment Gains for Children Who Engage in Self-Injury

Chair: **WENDY K. BERG** (University of Iowa-Iowa City)

Discussant: **DAVID P. WACKER** (University of Iowa-Iowa City)

Long term treatment results in in-home settings. **K. MARK DERBY**, **David P. Wacker**, **Jennifer Asmus**, **Wendy K. Berg**, **Jay Harding**, **Sonya Ulrich** (University of Iowa-Iowa City)

Parents and teachers as therapists in the assessment and treatment of self-injury.

MARK W. STEEGE (University of Southern Maine-Gorham)

An experimental analysis of treatment integrity. **JOHN NORTHRUP** (Louisiana State University-Baton Rouge), **Wayne Fisher**, **Sung Woo Kahang**, **Robert Harrell**, **Patricia F. Kurtz** (The Kennedy-Krieger Institute & Johns Hopkins University School of Medicine-Baltimore, MD)

Long-term community-based effectiveness of treatments developed in in-patient treatment centers. **MICHAEL C. SHEA**, **Susan Williams** (Children's Seashore House-Philadelphia, PA)

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1993 ABA Logo T-Shirts will be available for purchase at the 1993 Convention. Purchase early by submitting your order using the Convention Registration Form in this packet. The Logo pictured on the front of this book will be displayed on white 50% Cotton-50% Polyester shirts in a variety of sizes. Children's sizes are available.

#336	Symposium	EAB
11:00AM-12:50PM	Lincolnshire	6th floor

Experimental Analysis of Behavior in Mexico

Chair: **VICTOR ALCARAZ** (Mexican Society for Behavior Analysis-Mexico City, Mexico)

Discussant: **JOHN A. NEVIN** (University of New Hampshire-Durham)

Inter-temporal response allocation under risk. **ARTURO BOUZAS R., Fernando Vasquez** (Universidad Nacional Autonoma de Mexico-Mexico City, Mexico)

Recent work at the operant conditioning laboratory of the school of psychology, The National University of Mexico. **CARLOS A. BRUNER** (Universidad Nacional Autonoma de Mexico-Mexico City, Mexico)

Pausing and working time in temporal schedules: In search for the rules of partition. **FLORENTE LOPEZ R.** (Universidad Nacional Autonoma de Mexico-Mexico City, Mexico)

A multidimensional experimental research program correlated with the investigation in behavior theory. **EMILIO RIBES-INESTA** (University of Guadalajara-Guadalajara, Mexico)

Experimental analysis of observational learning in animals. **JAVIER NIETO, Rosalva Cabrera** (Universidad Nacional Autonoma de Mexico-Mexico City, Mexico)

#337	Symposium	TOX/EAB
11:00AM-12:50PM	Michigan	6th floor

Behavioral and Conceptual Issues in the Study of Drugs as Discriminative Stimuli

Chair: **RICHARD J. DEGRANDPRE** (University of Vermont-Burlington)

Discussant: **ALICE YOUNG** (Wayne State University-Detroit, MI)

Discrimination of methadone and cocaine by pigeons without explicit discrimination training. **DAVID W. SCHAAL, Michael McDonald, Mark Miller** (West Virginia University-Morgantown)

Environmental modulation of the discriminative stimulus effects of drugs.

JONATHAN KAMIEN (University of Vermont-Burlington)

Drug stimulus mixtures: Perceiving the forest before the trees. **DAVID V. GAUVIN** (University of Oklahoma-Oklahoma City)

Drugs as discriminative stimuli in the search for private events. **RICHARD J. DEGRANDPRE** (University of Vermont-Burlington)

Friday

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May 28, 1993

#338

Symposium

EAB/EDC

11:00AM-12:50PM

Purdue

6th floor

Behavior Analysis and the Undergraduate Curriculum in PsychologyChair: **DAVID A. ECKERMAN** (University of North Carolina-Chapel Hill)Discussant: **MARC. N BRANCH** (University of Florida-Gainesville)

Computers and contingencies in an undergraduate course in experimental psychology.

MICHAEL PERONE (West Virginia University-Morgantown)Learning from laboratory organisms: Maximizing undergraduate contact with experimental organisms in an era of scarce laboratory resources. **LEWIS R.****GOLLUB** (University of Maryland-College Park)Educational software and academic contingencies. **A. CHARLES CATANIA,****Eliot Shimoff, Byron A. Matthews** (University of Maryland Baltimore County-Catonsville)

#339

Paper Session

EDC

11:00AM-12:50PM

Wisconsin

6th floor

Computer-Assisted InstructionChair: **ALEADA LEE-TARVER** (Auburn University-Auburn, AL)

(11:00-11:30) Role of prerequisites in learning from computer-based training.

DONALD A. COOK (Cambridge Center for Behavioral Studies-Cambridge, MA),**Gerald McGowan** (U. S. Department of Energy), **Charles D. Atkinson** (Whole Systems, Inc.)(11:30-11:50) Effects of imposed delays in programmed instruction: The tortoise and the hare revisited. **JOHN CROSBIE** (West Virginia University-Morgantown),**Glenn Kelly** (Deakin University--Burwood, VIC, Australia)(11:50-12:20) Developing *true* mastery, achieving *true* learning, through AccuLearn™ and FluentLearn™. **CLAUDIA E. MCDADE** (Jacksonville State University-Jacksonville, AL), **L. Andrew Goggans** (McLab, Inc-Jacksonville, AL)(12:20-12:50) AIDS Laserdisk instruction: The importance of overt answer construction. **KALE M. KRITCH, Darrel E. Bostow** (University of South Florida-Tampa)**ABA Convention Registration . . . in the Grand Salon**

Wednesday, 8AM-5PM

Thursday, 7AM-5PM

Friday, 8AM-4PM

Saturday, 8AM-4PM

Sunday, 8AM-1PM

Friday

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May 28, 1993

#400 **Paper Session** **CBM**

12:00-12:50PM **Chicago A** **5th floor**

Substance Abuse Treatment in the Homeless Population

Chair: **ERNST L. MOERK** (California State University-Fresno)

(12:00-12:20) Using the Community Reinforcement Approach with Native Americans who are homeless as a strategy for treating alcohol problems: A preliminary analysis. **CECELIA LEE McNAMARA, Erik M. Augustson, Jane E. Smith** (University of New Mexico-Albuquerque)

(12:20-12:50) Lessons from the streets: Using the Community Reinforcement Approach with individuals who are homeless as a strategy for treating alcohol problems. **ERIK M. AUGUSTSON, Cecelia Lee McNamara, Jane E. Smith** (University of New Mexico-Albuquerque)

#401 **Panel Discussion** **CBM**

12:00-12:50PM **Chicago H** **5th floor**

Long-Term Reduction of Maladaptive Sexual Behaviors of Traumatically Brain Injured Adults

Chair: **MICHAEL D. WESOLOWSKI** (Florida Department of Health & Rehabilitative Services-Miami, FL)

Panelists:

ARNIE ZENCIUS (Premier of Chicago Rehabilitative Center-Downers Grove, IL)

STEPHEN LYDON (Premier of Chicago Rehabilitative Center-Downers Grove, IL)

#402 **INVITED WORK SESSION** **EDC**

12:00-12:50PM **LA/Miami** **5th floor**

A Work Session on a School Board Model for Educational Reform

Leader: **HOWARD E. FARRIS** (Western Michigan University-Kalamazoo)

#403 **Paper Session** **ELS/CCS**

12:00-1:50PM **Chicago G** **5th floor**

Behavior Analysis: From the Courtroom, to Sentencing, to Criminal Rehabilitation

Chair: **RON VAN HOUTEN** (Mount Saint Vincent University-Halifax, NS, Canada)

#403 continues

#403 continues

- (12:00-12:30) The need for behavioral analysis in the courtroom, thoughts from a litigation psychologist. **RODNEY R. NORDSTROM** (Trial Consultants, Inc-Miami, FL)
- (12:30-12:50) Behavioral prison sentencing: A mastery criterion model. **MANISH VAIDYA, MARK P. REILLY** (University of North Texas-Denton)
- (12:50-1:20) Coerced community based criminal rehabilitation: Supervision and contingency management issues. **WILLIAM M. TYSON** (Blue Ridge Behavior Systems-Charlotte, NC)
- (1:20-1:50) Behavioral treatment in the correctional settings: Identifying the lost population. **SHERMAN YEN** (Applied Research and Management, Inc-Owings, Mills, MD)
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#404**Symposium****PRM/CCS**

12:00-1:50PM**Great America****6th floor**

Community and Organization Interventions to Improve Health and Safety: Actively Caring to Make a Difference

Chair: **E. SCOTT GELLER** (Virginia Polytechnic Institute & State University-Blacksburg)

Discussant: **JON S. BAILEY** (Florida State University-Tallahassee)

An actively caring model for safety and health promotion. **D STEVE**

ROBERTS, Michael R. Gilmore, E. Scott Geller (Virginia Polytechnic Institute & State University-Blacksburg)

Leadership and behavioral auditing as determinants of safe and unsafe behavior: A field demonstration. **D. A. SMOOT, D. Steve Roberts, Thomas E. Trail, Helene Woolfolk, Curt Buermeyer, Lynette A. Barn, Marnie S. Holland, Julie M. Satz** (Virginia Polytechnic Institute & State University-Blacksburg)

Using actively caring intervention agents to organize and maintain community walking groups. **DAVID N. LOMBARD, Tamara N. Lombard, Richard A. Winett** (Virginia Polytechnic Institute & State University-Blacksburg)

An eco-behavioral analysis of commercial driving practices: A field study of behavioral co-occurrence. **TIMOTHY D. LUDWIG, E. Scott Geller** (Virginia Polytechnic Institute & State University-Blacksburg)

An ecological evaluation of community-based feedback to increase safety belt use: Response generalization vs. risk compensation. **THOMAS E. TRAIL, E. Scott Geller, Lynette A. Barn** (Virginia Polytechnic Institute & State University-Blacksburg)

Developing a community-based process for providing individuals with blood alcohol concentration feedback. **KENT E. GLINDEMANN, E. Scott Geller, Bonnie L. Cleaveland, Christopher T. Buchholz, Roberta D. Halsey** (Virginia Polytechnic Institute & State University)

Friday

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May 28, 1993

#405

Symposium

VRB/EAB

12:00-1:50PM

Michigan State

6th floor

Implicit Behavior

Chair: **LINDA J. HAYES** (University of Nevada-Reno)

Discussant: **HAYNE W. REESE** (West Virginia University-Morgantown)

Characteristics of a psychological question: The ontological problem revisited.

MARK A. SWAIN, Linda J. Hayes (University of Nevada-Reno)

Strategies for the investigation of implicit behavior. **LINDA J. HAYES** (University of Nevada-Reno)

Results of investigations. **MIKE CLAYTON, Linda J. Hayes, Kelly Meyers, Kamil Targosz** (University of Nevada-Reno)

#406

Symposium

DDA

12:30-1:50PM

Chicago C

5th floor

Assessing and Promoting Peer Interaction of Children with Developmental Disabilities

Chair: **LYNN E. MCCLANNAHAN** (Princeton Child Development Institute-Princeton, NJ)

Discussant: **NANCY A. NEEF** (The Devereux Foundation-Devon, PA)

Assessing the free-play activities of disabled children and their matched peers.

LAURA J. HALL (Deakin University-Burwood, VIC, Australia)

Teaching children with autism to initiate to peers: Effects of a script-fading procedure.

PATRICIA J. KRANTZ, Lynn E. McClannahan (Princeton Child Development Institute-Princeton, NJ)

Cumulative effects of teaching overlapping repertoires to preschoolers with and without disabilities. **HOWARD GOLDSTEIN, Karin Shafer, Kris English** (University of Pittsburgh-Pittsburgh, PA)

#407

INVITED ADDRESS

CBM

1:00-1:50PM

Chicago A

5th floor

Radical Behavioral Psychotherapy: Some History and an Approach. ROBERT J. KOHLENBERG (University of Washington-Seattle)

Chair: **IRWIN S. ROSENFARB** (University of California-Los Angeles)

#408

INVITED WORK SESSION

EDC

1:00-1:50PM

LA/Miami

5th floor

A Work Session on Involving Education Consumers in School Reform

Leaders: **JERRY SILBERT, DOUGLAS CARNINE** (University of Oregon-Eugene)

#409

Paper Session

EAB/EDC

1:00-1:50PM

Lincolnshire

6th floor

Educational Issues in Relation to the Experimental Analysis of Behavior

Chair: **CHARLES A. LYONS** (Eastern Oregon State College-LaGrande)

(1:00-1:15) Changes in mixed schedule performance associated with level of formal education: An expoloratory study. **ROCIO HERNANDEZ-POZO, Graciela Rodriguez, Lamberto Villanueva, Erika Osorio, Guadalupe Osorio, Margarita Escalante** (Universidad Nacional Autonoma de Mexico-Mexico City, Mexico)

(1:15-1:30) Does discriminative performance vary across school training? Individual analysis within five grades. **LAMBERTO VILLANUEVA, Rocio Hernandez-Pozo** (Universidad Nacional Autonoma de Mexico-Mexico City, Mexico)

(1:30-1:45) Stimulus equivalence and learning disabilities: Testing for transfer in natural settings. **SILVIA MACOTELA-FLORES** (Universidad Nacional Autonoma de Mexico-Mexico City, Mexico)

#410

INVITED ADDRESS

TOX/EAB

1:00-1:50PM

Michigan

6th floor

The NMDA Receptor: A Role in Substance Abuse and Behavioral Disorders? ROBERT L. BALSTER (Medical College of Virginia/Virginia Commonwealth University-Richmond)

Chair: **CRAIG RUSH** (The Johns Hopkins University-Baltimore, MD)

#411

INVITED ADDRESS

EAB

1:00-1:50PM

Purdue

6th floor

Problems Fitting Power-Function Matching. J. J. MCDOWELL (Emory University-Atlanta, GA)

Chair: **W. DAVID PIERCE** (University of Alberta-Edmonton, AB, Canada)

#412

Symposium

EDC/DDA

1:00-2:20PM

Chicago D

5th floor

Applications of Behavioral Assessments to Evaluate and Prescribe Interventions

Chair: **MARK W. STEEGE** (University of Southern Maine-Gorham)

Discussant: **DAVID P. WACKER** (University of Iowa-Iowa City)

Application of descriptive and functional analyses in a classroom setting. **LINDA J. COOPER, DAVID P. WACKER, JAY HARDING** (University of Iowa-Iowa City)

Antecedent and consequence manipulation in a classroom environment. **TOM MILLARD, JENNIFER MCCOMAS, DAVID P. WACKER, LINDA COOPER, AIMEE LADNER, JAY HARDING** (University of Iowa-Iowa City)

Applications of behavioral assessment in the treatment of self-injury. **MARK W. STEEGE, AMY LITELL-SIMPSON** (University of Southern Maine-Gorham)

An evaluation of a within- and across-session time delay fading procedure for teaching sight words. **JOSEPH S. LALLI** (University of Pennsylvania)

#413

Symposium

CBM/TOX

1:00-2:20PM

Chicago H

5th floor

Pharmacologic Treatment of Behavior Disorders

Chair: **JOYCE E. MAUK** (University of Pennsylvania School of Medicine-Philadelphia)

Discussant: **TRAVIS THOMPSON** (Vanderbilt University-Nashville, TN)

Psychopharmacological treatment of adults with mental retardation and mental illness. **CYNTHIA R. ELLIS, Nirbhay N. Singh** (Medical College of Virginia-Richmond)

Efficacy of fluoxetine as a treatment for self-injury in persons with mental retardation. **ROBERT W. RICKETTS, Amanda B. Goza** (Southwest Institute for Developmental Disabilities-Abilene, TX)

Effect of behavioral and ritalin treatment in children with mental retardation. **JOYCE E. MAUK, F. Charles Mace** (University of Pennsylvania School of Medicine-Philadelphia)

Predictors of ritalin response in children with mental retardation and ADHD.

BENJAMIN L. HANDEN, Sarah McCauliffe (Children's Hospital of Pittsburgh-Pittsburgh, PA), **Janine Janosky** (University of Pittsburgh School of Medicine-Pittsburgh, PA)

#414

Symposium

EDC/DDA

1:00-2:20PM

Kansas City

5th floor

Applying Computer Technology to Student Teaching and Staff Training

Chair: ANNE S. KUPFER (The Learning Center-Waltham, MA)

Discussant: WILLIAM J. McILVANE (E.K. Shriver Center-Waltham, MA)

Computerized assessment of survival vocabulary words. ANNE S. KUPFER, Melissa J. Potter, Mary A. Gaynor, Thomas B. Benjamin, Joanne B. Kledaras (The Learning Center-Waltham, MA)

Computer assisted instruction to teach a vocational skill. THOMAS B. BENJAMIN, Michele E. Pennell, Anne S. Kupfer (The Learning Center-Waltham, MA), Richard W. Serna (E.K. Shriver Center-Waltham, MA)

A computer-based instructional system for staff training. MELISSA J. POTTER, Anne S. Kupfer (The Learning Center-Waltham, MA), Donald A. Cook (Cambridge Center for Behavioral Studies-Cambridge, MA)

#415

Posters

CBM

1:00-2:30PM

Grand Salon II

7th floor

Session #12. Interventions and Treatment Issues with Adults and Children

1. The effects of two behavioral interventions with cardiac surgery patients. Celia Michael, THOMAS BARBERA, Al Fedoravicius (Veterans Affairs Medical Center & University of New Mexico-Albuquerque), Mike Thornbrough (Veteran Affairs Medical Center-Albuquerque, NM), Lynn Farmer, Rigena Nordyke (University of New Mexico-Albuquerque), Susanna Chang (Veterans Affairs Medical Center & University of New Mexico-Albuquerque)
2. Bijou's referential speech coding system: The analysis of differences in client-centered versus rational-emotive therapy. CARMENNE A. CHIASSON, DAVID R. PERKINS, LUCIANNE HACKBERT (University of New Mexico-Albuquerque)
3. Social cue discrimination: A method for assessing social skills? CHRISTOPH LEONHARD, Daniel Gunnarson (University of Nevada-Reno)
4. Comparison of two procedures to reduce nocturnal bruxism. T. STEUART WATSON (Mississippi State University-Mississippi State)
5. Behavioral treatment of irritable bowel syndrome: A case example. SCOTT L. SCHAUS (West Virginia University- Morgantown)
6. Analysis of a simplified treatment for stuttering in adults. JOEL WAGAMAN (Mayo Clinic-Rochester, MN), Raymond G. Miltenberger (North Dakota State University-Fargo), Richard E. Arndorfer (Badlands Human Service Center-Dickinson, ND)

#415 continues

#415 continues

7. The collateral effect of compliance training on aggression. **ROBERT W. MONTGOMERY** (Georgia State University-Atlanta, Jackson Veteran Affairs Medical Center-Jackson, MS & University of Mississippi School of Medicine-Jackson)
 8. Depression and paraphilic sexual arousal. **KEITH M. WILSON, Gene G. Abel, Suzann Lawry** (Georgia State University-Atlanta)
 9. "Excuse me, where are your condoms?": An assessment of the natural contingencies involved in purchasing safe sex supplies. **R. Wayne Fuqua, ISER G. DE LEON, Shannon Freemire, Lisa Rubino, Tim O'Hara, Kathleen M. Morrow, Kevin A. Armstrong** (Western Michigan University-Kalamazoo)
 10. Integration of behavioral and speech pathology assessment technologies: The development of a dysphagia recovery scale for traumatic brain injury. **MARK PAVLOVICH** (Pavlovich/Solutions/Innovations-Stone Mountain, GA), **ROSEMARY BROWN-LEWIS** (Meadowbrook-Atlanta, GA)
 11. The effects of extinction and response-independent attention on problem behavior. **KIMBERLY LIVEZEY** (Children's Seashore House-Philadelphia, PA), **Joseph S. Lalli** (University of Pennsylvania School of Medicine-Philadelphia)
 12. Teaching children to reinforce each other. **JOHN N. MARR, Sarah L. Stuart, Michael Sonntag** (University of Arkansas-Fayetteville)
 13. A comparison of procedures for teaching abduction prevention to preschoolers. **Leslie A. Carroll** (North Central Human Service Center-Minot, ND), **RAYMOND G. MILTENBERGER** (North Dakota State University-Fargo)
 14. Home-based descriptive assessment, experimental analysis, and treatment of problem behaviors in children. **Richard E. Arndorfer** (Badlands Human Service Center-Dickinson, ND), **RAYMOND G. MILTENBERGER, Scott Woster, Angela Rortvedt** (North Dakota State University-Fargo), **Thomas Gaffaney** (Southern Illinois University-Carbondale)
 15. Targeting global family issues versus child behavior problems: A comparison of treatment approaches. **KELLEY A. HARRISON, Gina Richman, Naomi Swiezy, Kathy Niager, Glenda Vittimberga, Antolin Llorente, Katherine McKew-Kuhn, Patricia Lynch, Priscilla Roth, Kara Henion, Deborah Nelson, Beth Lowenthal** (The Kennedy Krieger Institute & The Johns Hopkins School of Medicine-Baltimore, MD)
 16. Assessing the relationships among family constellations, family characteristics and child behavior problems. **PATRICIA S. LYNCH, Katherine McKew-Kuhn, Gina Richman, Kelley A. Harrison, Naomi Swiezy, Kathy Niager, Glenda Vittimberga, Antolin Llorente, Priscilla Roth, Kara Henion, Deborah Nelson, Beth Lowenthal** (The Kennedy Krieger Institute & The Johns Hopkins School of Medicine-Baltimore, MD)
 17. Parental approval and consent of child behavior management techniques in pediatric dentistry. **KEITH D. ALLEN, Eric Hodges** (Meyer Rehabilitation Institute/University of Nebraska Medical Center-Lincoln)
 18. An "errorless" approach to reducing opposition to the termination of desired activities. **JOSEPH M. DUCHARME, Edite Pontes** (Surrey Place Centre-Toronto, ON, Canada)
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#415 continues

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19. Comparison of concurrent versus sequential stimulus presentation in time-delay procedures. **THOMAS ZANE** (Russell Sage College-Troy, NY), **Susan Swartz** (Shenendehowa Public Schools-Clifton Park, NY)
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#416**Posters****DDA****1:00-2:30PM****Grand Salon II****7th floor**

Session #13. Interventions and Integration of Children and Adults with Disabilities

20. Teaching abstract concepts by using an autistic child's obsession with words and language. **LEISHA M. KNIZE, MARJORIE H. CHARLOP** (Claremont McKenna College-Claremont, CA)
21. Using photographic activity schedules to teach social initiations to preschoolers with autism. **CHRYSTELLER, Stine Bredeesen, Patricia J. Krantz, Lynn E. McClannahan** (Princeton Child Development Institute-Princeton, NJ)
22. Do children with disabilities in integrated preschool classrooms initiate interaction with siblings more than with other children or adults? **CAROLE S. CAMPBELL** (University of Washington-Seattle)
23. Cooperative learning and social skills groups: Generalization and maintenance of two integration strategies to promote academic and peer interaction among students with autism and regular education peers. **DEBRA M. KAMPS, BETSY LEONARD, LINDA GARRISON HARRELL** (Juniper Gardens Children's Project-Kansas City, KS)
24. School-wide implementation of individualized social and academic integration strategies for children with disabilities. **ADRIANA GONZALEZ-LOPEZ, DEBRA M. KAMPS, JESSICA POTUCEK** (Juniper Gardens Children's Project-Kansas City, KS)
25. School-wide implementation of individualized social and academic integration strategies for children with autism. **JESSICA POTUCEK, DEBRA M. KAMPS, ADRIANA GONZALEZ-LOPEZ** (Juniper Gardens Children's Project-Kansas City, KS)
26. Integrating children with autism: A data-based approach to including children in less restrictive settings. **SUSAN C. JOHNSON, Bridget Taylor, Linda Meyer** (Alpine Learning Group-Alpine, NJ)
27. Improving active treatment for adults with developmental disabilities: A replication and extension of Reid & Parsons (1992). **PETER STURMEY** (Abilene State School-Abilene, TX)
28. Community integration: Using visual prompt strategies to teach purchasing skills to students with developmental disabilities. **JACQUELYN M. JAUSS** (Meyer Rehabilitation Institute-Omaha, NE), **David P. Wacker, Wendy K. Berg, Thomas H. Flynn** (University of Iowa-Iowa City)
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#416 continues

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29. The effect of friendship on challenging behavior and training performance. **GINA M. TOUBOURAS**, Linda J. Hayes, Patrick Ghezzi (University of Nevada-Reno)
30. Empowerment of a dual sensory impaired profoundly retarded woman. **SUZANNE E. PERUMEAN**, Linda J. Hayes, Mike Clayton, Regina Lipkens (University of Nevada-Reno)
31. The effects of subject versus therapist selected reinforcers on free-operant responding. **RICHARD G. SMITH**, Brian A. Iwata (University of Florida-Gainesville)
32. Teaching self-medication to adults with developmental disabilities in the community. **LISA G. HANWAY**, Joan A. Fisher, Mary-Jean Gender, Dori Greco, Terry J. Page, Stephen C. Luce (Bancroft, Inc-Haddonfield, NJ)
33. The reduction of self-choking in a profoundly retarded man via DRO and programmed generalization. **Hermann Peine**, Rokneddin Darvish (Utah State Developmental Center-American Fork), **J. GRAYSON OSBORNE** (Utah State University-Logan)
34. Promoting recreational activities in the community in adults with developmental disabilities. **CAROL DAVIES**, Susan Kratchwell, William Ryan, Stephen C. Luce (Bancroft, Inc-Haddonfield, NJ)
35. Work and integration in supported employment. **KEITH STOREY** (San Francisco State University-San Francisco, CA)
36. Destructive and disruptive behavior as functional communication skills: A constructional approach to treatment. **JULIE WAGNER**, **AMY CHARTIER**, **PAUL THOMAS ANDRONIS** (Northern Michigan University-Marquette)
37. Conserving resources: A matrix staff training procedure to decrease aggressive behaviors of a person with mental retardation in a community residential setting with a consultation service practice. **GERALD R. BERNICKY**, Larry Williams (Surrey Place Centre-Toronto, ON, Canada), Betty-Ann Reid (Broadview Village-Toronto, ON, Canada)
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#417**Symposium****DEV/VRB****1:00-2:50PM****Chicago F****5th floor****Why Do We Care? The Development of Values and Motives**Chair: **STEVEN C. HAYES** (University of Nevada-Reno, NV)Discussant: **SIDNEY W. BIJOU** (University of Arizona-Tempe)The analysis of motivative variables. **JACK MICHAEL** (Western Michigan University-Kalamazoo)Verbal establishing stimuli and verbal reinforcers. **Steven C. Hayes**, **WINIFRED JU** (University of Nevada-Reno)Values, ethics, and rule-governed behavior? **STEVEN C. HAYES**, **Gregory J. Hayes** (University of Nevada-Reno)*#417 continu*

#417 continues

The development of personal values and meaning: Implications for psychotherapy.

KAREN G. AUGUSTSON (University of New Mexico-Albuquerque)

Sponsored by the Development SIG.

#418	Paper Session	DDA
1:00-2:50PM	Indiana	6th floor
Behavior Analysis and Intervention in Special Behavior Problems		
Chair: KATHRYN LELAURIN (Family Learning Foundation-Philadelphia, PA)		
(1:00-1:20) Outcome of intensive early intervention for autistic and autistic-like children with severe mental retardation. TRISTRAM SMITH (University of California-Los Angeles), Svein Eikeseth (University of Kansas-Lawrence), Morten Klevstrand (University of Oslo-Oslo, <u>Norway</u>), O. Ivar Lovaas (University of California-Los Angeles)		
(1:20-1:50) Mands across the water: PECS in Peru. LILIANA ORTEGA MAYO (Centro de Educacion Especial, Ann Sullivan-Lima, <u>Peru</u>), Andrew S. Bondy (Delaware Autistic Program-Newark, DE), Lori A. Frost (New Jersey Center for Autism/Devereux Foundation-Cherry Hill), Judith M. LeBlanc (University of Kansas-Lawrence)		
(1:50-2:10) Correspondence training and the development of self-management skills in children born from the drug lifestyle. JAMES F. MCGIMSEY , Judith E. Favell , Gretchen Jacobs (Au Clair School-Mt. Dora, FL)		
(2:10-2:40) Mood, menses, and meaning: Complex determinants of severe problem behavior. EDWARD G. CARR (State University of New York-Stony Brook)		

#419	Panel Discussion	EDC
1:00-2:50PM	Wisconsin	6th floor
Positive Strategies for Effective Education in American Urban Schools		
Chair: CORRINE R. DONLEY (University of Wisconsin-Oshkosh)		
<i>Panelists:</i>		
KENT R. JOHNSON (Morningside Academy-Seattle, WA)		
T. V. JOE LAYNG (Malcolm X College-Chicago, IL)		
G. ROY MAYER (California State University--Los Angeles)		
BETH SULZER-AZAROFF (University of Massachusetts-Amherst)		
JULIE S. VARGAS (West Virginia University-Morgantown)		
PAUL WEISBERG (University of Alabama-Tuscaloosa)		

#419 continues

#419 continues

*Guest Panelists:***GORDON BROWN** (Illinois State Board of Education)**FLORENCE COX** (Chicago Board of Education-Chicago, IL)**LEONARD DOMINGUEZ** (Chicago Deputy Mayor for Education-Chicago, IL)**MARY GONZALEZ KOENIG** (Chicago Commissioner of Employment & Training-Chicago, IL)**BARBARA LABINJO** (Chicago Region PTA-Chicago, IL)

#420

Symposium

EDC

1:30-2:50PM

Northwestern

6th floor

Preparing for NCATE Accreditation: Applying the Behavioral Knowledge Base in Teacher PreparationChair: **BETTY FRY WILLIAMS** (Gonzaga University-Spokane, WA)Discussant: **SAUL AXELROD** (Temple University-Philadelphia, PA)The NCATE process: Emphasis on the knowledge base. **BETTY FRY WILLIAMS** (Gonzaga University-Spokane, WA)The behavioral model: Illustrating the conceptual base. **VIKKI F. HOWARD** (Gonzaga University-Spokane, WA)Philosophy, goals and objectives for the behavioral teacher preparation. **WILLIAM SWEENEY** (Gonzaga University-Spokane, WA)Research supporting behavioral content in teacher preparation. **RANDY LEE WILLIAMS** (Gonzaga University-Spokane, WA)The role of research and evaluation in teacher preparation. **T. F. MCLAUGHLIN** (Gonzaga University-Spokane, WA)

#421

INVITED ADDRESS

CBM

2:00-2:50PM

Chicago A

5th floor

Evolutionary Memories, Emotional Processing, and the Emotional Disorders. SUSAN MINEKA (Northwestern University-Chicago, IL)Chair: **EDELGARD WULFERT** (State University of New York-Albany)*Posters are presented in the Grand Salon throughout each day!**Check the program book for topics of interest*

#422	Paper Session	CNC
2:00-2:50PM	Chicago G	5th floor

On Terms

Chair: **WILLIAM M. BAUM** (University of New Hampshire-Durham)

(2:00-2:20) On context and contextualism: A critical distinction. **EDWARD K. MORRIS** (University of Kansas-Lawrence)

(2:20-2:50) Considering an assumption: Determinism. **P. A. LAMAL** (University of North Carolina-Charlotte)

#423	INVITED WORK SESSION	EDC
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2:00-2:50PM	LA/Miami	5th floor
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A Work Session on Encouraging Community, Administrator, and Teacher Initiated School Improvement

Leader: **PHYLLIS HADDOX** (University of Oregon-Eugene)

#424	Symposium	DDA/EAB
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2:00-3:50PM	Chicago C	5th floor
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Stimulus Control Based Treatments

Chair: **NANCY GRACE** (The Kennedy-Krieger Institute & Johns Hopkins University School of Medicine-Baltimore, MD)

Discussant: **MICHAEL CATALDO** (The Kennedy-Krieger Institute & Johns Hopkins University School of Medicine-Baltimore, MD)

Reducing self-injury by establishing competence in a mealtime routine with stimulus control procedures. **RICHARD R. SAUNDERS**, **Muriel D. Saunders** (Parsons Research Center/University of Kansas-Parsons), **Anne Brewer** (Special Purpose School-Parsons, KS), **Joseph E. Spradlin** (Parsons Research Center/University of Kansas-Parsons)

Restraint fading in the treatment of self-injury. **WAYNE W. FISHER**, **Cathleen C. Piazza**, **Lynn G. Bowman**, **Nancy Grace** (The Kennedy-Krieger Institute & Johns Hopkins University School of Medicine-Baltimore, MD)

The role of stimulus control in the onset and treatment of childhood sleep problems. **CATHLEEN C. PIAZZA**, **Wayne W. Fisher**, **Lou Anne Hunt**, **Sung Woo Kahng** (The Kennedy-Krieger Institute & Johns Hopkins University School of Medicine-Baltimore, MD)

#425

Symposium

PRM/EDC

2:00-3:50PM

Great America

6th floor

Organizational Behavior Management in the Real World of Academia

Chair: **LINDA J. HAYES** (University of Nevada-Reno)

Discussant: **JON E. KRAPFL** (COBA, Inc-Chicago, IL)

Effects of managerial styles and managers' status on students' assignment completion and participation in program meetings. **KENNETH R HUNTLEY**, **Linda J. Hayes**, **Stuart Golder** (University of Nevada-Reno)

Managing task completion and time allocation. **RAMONA HOUMANFAR**, **Linda J. Hayes**, **Patrick M. Ghezzi**, **Steven C. Hayes**, **Tami Beery** (University of Nevada-Reno)

Impact of client funding levels on individual and orgnaizational functioning.

JACQUELINE COLLINS, **Cynthia Reinbold**, **Patrick M. Ghezzi**, **Debra A. Fredericks**, **Ramona Houmanfar**, **Linda J. Hayes** (University of Nevada-Reno)

Lessons learned in evaluating student's applied work. **RAMONA HOUMANFAR**, **Gina Toubouras**, **Linda J. Hayes**, **Ruth Steinagle** (University of Nevada-Reno)

Analyzing productivity. **LINDA J. HAYES**, **Duane C. Lord**, **Patrick M. Ghezzi** (University of Nevada-Reno)

#426

Symposium

EAB/VRB

2:00-3:50PM

Lincolnshire

6th floor

Different Facets of Equivalence

Chair: **LANNY FIELDS** (College of Staten Island & the Graduate School of the City University of New York-New York)

Effects of multiple negative comparisons and feedback on equivalence class formation. **BARBARA J. ADAMS** (Queens College-Flushing, NY), **Lanny Fields** (College of Staten Island & City University of New York-New York)

The effect of simple-to-complex training history on equivalence class formation with simultaneous training. **DAWN M. BUFFINGTON** (Queens College-Flushing, NY), **Lanny Fields** (College of Staten Island & the Graduate School of the City University of New York-New York), **Barbara J. Adams** (Queens College-Flushing, NY)

Contextual control of equivalence class and rule governance. **EDWARD MEEHAN** (College of Staten Island-Staten Island, NY), **Lanny Fields** (College of Staten Island & the Graduate School of the City University of New York-New York)

The relatedness of stimuli in equivalence classes. **LANNY FIELDS** (College of Staten Island & the Graduate School of the City University of New York-New York), **Barbara J. Adams** (Queens College-Flushing, NY)

#427

Symposium

TOX/CBM

2:00-3:50PM

Michigan

6th floor

Behavioral Approaches to the Prevention and Treatment of Drug Abuse

Chair: **KENNETH SILVERMAN** (NIDA Addiction Research Center-Baltimore, MD)

Discussant: **CHARLES R. SCHUSTER** (NIDA Addiction Research Center-Baltimore, MD)

Behavioral research on adolescent substance abuse prevention. **BRENNA H. BRY** (Rutgers--The State University-Piscataway, NJ)

Applying the principles and concepts of behavior analysis and behavioral pharmacology to the treatment of cocaine dependence. **STEPHEN T. HIGGINS, Alan J. Budney, Warren K. Bickel** (University of Vermont-Burlington)

A behavioral treatment for opioid dependence during a buprenorphine detoxification: A preliminary report. **WARREN K. BICKEL, Leslie Amass, Stephen T. Higgins, John R. Hughes** (University of Vermont-Burlington)

Positive reinforcement strategies for methadone maintenance patients. **MICHAEL KIDORF, Maxine L. Stitzer** (Johns Hopkins University School of Medicine-Baltimore, MD)

#428

Symposium

VRB/EAB

2:00-3:50PM

Michigan State

6th floor

Interpretive Behaviorism: Resurrecting the Insurrection

Chair: **JD MASON** (University of New Mexico-Albuquerque)

Discussant: **JANE S. HOWARD** (California State University, Stanislaus-Turlock)

Science, psychology, and interpretive behaviorism. **WILLIAM H. AHEARN** (The Kennedy Krieger Institute-Baltimore, MD)

Transcending transcendence in the quest for epistemology. **MICHAEL R. MARKHAM** (University of New Mexico-Albuquerque)

Method as content: Another case history in scientific method. **RICHARD J. DEGRANDPRE** (University of Vermont-Burlington)

Morality, materialism, and meaning. **JD MASON** (University of New Mexico-Albuquerque)

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1993 ABA Logo T-Shirts will be available for purchase at the 1993 Convention. Purchase early by submitting your order using the Convention Registration Form in this packet. The Logo pictured on the front of this book will be displayed on white 50% Cotton-50% Polyester shirts in a variety of sizes. Children's sizes are available.

#429

Paper Session

EAB

2:00-3:50PM

Purdue

6th floor

Basic Issues in the Experimental Analysis of ReinforcementChair: **JAMES D. DOUGAN** (Illinois Wesleyan University-Bloomington)(2:00-2:25) Behavior-momentum theory: Comparisons of rats and pigeons under simple and multiple schedules of reinforcement. **STEVEN L. COHEN, Deborah S. Riley, Pat A. Weigle** (Bloomsburg University-Bloomsburg, PA)(2:25-2:50) Pavlovian inhibition and resistance to operant extinction. **BENJAMIN C. MAURO, F. Charles Mace** (University of Pennsylvania-Philadelphia), **Jeffrey LaSalle** (Children's Seashore House-Philadelphia, PA)(2:50-3:15) Contingency effects in Pavlovian and instrumental conditioning. **BEN A. WILLIAMS** (University of California, San Diego-LaJolla)(3:15-3:40) Why do rates of key pecking of pigeons decrease under conditions with unsignaled, delayed reinforcement? **DAVID W. SCHAAL** (West Virginia University-Morgantown), **Craig Kovera** (University of Minnesota-Minneapolis), **Tim Shahan, Mark Miller** (West Virginia University-Morgantown)

#430

Symposium

DDA/EDC

2:30-3:50PM

Kansas City

5th floor

Preparing Children with Special Needs for Transition from Preschool to Kindergarten: Identifying Transition Skills and Strategies for Skill Acquisition and GeneralizationChair: **LYNETTE K. CHANDLER** (Northern Illinois University-DeKalb)Discussant: **SUSAN A. FOWLER** (University of Illinois-Champaign)

A comparison of early childhood special education preschool teachers' and kindergarten teachers' expectations for children transitioning into regular kindergarten classes.

MICHAELENE M. OSTROSKY, Paige Cooper, Susan A. Fowler (University of Illinois-Champaign)An ecobehavioral approach to teaching transition skills in the context of daily activities and routines. **LYNETTE K. CHANDLER** (Northern Illinois University-DeKalb)Strategies for preparing preschool children with disabilities for the kindergarten mainstream. **ANN H. HAINS** (University of Wisconsin-Milwaukee)**Special Offer for ABA Members**A complete set of *The Behavior Analyst* (Volumes 1-15)

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#431

INVITED ADDRESS

CBM

3:00-3:50PM

Chicago A

5th floor

Has Behavioral Assessment Died? ROCIO FERNANDEZ-BALLESTEROS (Universidad de Autonoma de Madrid-Madrid, Spain)

Chair: **ARTHUR W. STAATS** (University of Hawaii, Manoa-Honolulu)

#432

Symposium

DEV/EAB

3:00-3:50PM

Chicago F

5th floor

Book Reviews: About and Beyond Behaviorism

Chair: **EDWARD K. MORRIS** (University of Kansas-Lawrence)

Review of Gilbert Ryle's *The Concept of Mind*. **VINCENT T. FRANCISCO**,
Edward K. Morris (University of Kansas-Lawrence)

Review of Gilbert Gottlieb's *Individual Development and Evolution: The Genesis of Novel Behavior*. **KATHLEEN ZANOLLI** (University of Kansas-Lawrence)

Review of Philip Pauly's *Controlling Life: Jacques Loeb and the Engineering Ideal in Science*. **ERNEST A. VARGAS** (West Virginia University-Morgantown)

#433

INVITED ADDRESS

DEV

3:00-3:50PM

Chicago G

5th floor

Recent Advances in Infant Behavior Research. LEWIS P. LIPSITT (Brown University-Providence, RI)

Chair: **JACOB L. GEWIRTZ** (Florida International University-Miami)

Sponsored by the Development SIG

#434

Paper Session

CBM

3:00-3:50 PM

Chicago H

5th floor

Behavior Analysis as it Applies to Specific Neurological Disorders: Alzheimers and Brain Injury

Chair: **DEBRA BRAUNLING-MCMORROW** (Center for Comprehensive Services-Carbondale, IL)

(3:00-3:25) Personal interventions: Participatory strategies for encouraging self-management of aggressive behaviors in persons with traumatic brain injury.

MARTIN J. MCMORROW, William Robert Chittum, Katherine Johnson-Tompkins (Center for Comprehensive Services-Carbondale, IL)

#434 continues

(3:25-2:50) Sundown Syndrome and Alzheimer's disease: Myth or fact? **MARY E. EXUM** (Utah State University-Logan), **Brady J. Phelps** (South Dakota State University-Brookings), **Kent E. Nabors**, **J.GRAYSON OSBORNE** (Utah State University-Logan)

#435**INVITED ADDRESS****EDC****3:00-3:50PM****Chicago D****5th floor**

Successful School Reform: The Case of Wesley School.
THADDEUS LOTT (Wesley School-Houston, TX)

Chair: **PHYLLIS HADDOX** (University of Oregon-Eugene)

#436**Symposium****CBM/EAB****3:00-3:50PM****LA/Miami****5th floor**

Discovering and Analyzing Evokers to Client and Observer Behavior

Chair: **RICHARD HARRISON** (University of Kansas-Lawrence)

Discussant: **LAURA SCHREIBMAN** (University of California, San Diego-La Jolla)

Using interviews to identify aberrant behavior and its controlling variables. **SUSAN R. MILLA** (University of Kansas-Lawrence & Kansas Neurological Institute-Topeka), **Richard Harrison** (University of Kansas-Lawrence), **Dan Petersen** (Kansas Neurological Institute-Topeka), **Donald M. Baer** (University of Kansas-Lawrence)

Decreasing self-injury and aggression through antecedent based treatments. **DAN PETERSEN** (Kansas Neurological Institute-Topeka), **Richard Harrison**, **Donald M. Baer** (University of Kansas-Lawrence)

On some environmental factors affecting interobserver reliability. **LINDA A. FRADENBURG** (University of Kansas-Lawrence)

Available in 1993...Proceedings of the 19th Annual ABA Convention

In cooperation with the Society for the Advancement of Behavior Analysis (SABA), ABA is offering the Proceedings of the 19th Annual ABA Convention. Over 200 abstracts of papers, symposia, and addresses will be presented in a bound volume for \$15.00 (US Funds). You may order using the ABA Convention Registration Form or the ABA Publications Order Form (both included in this packet). Your copy of the proceedings will be available at the registration desk at the convention in San Francisco.

#437 PRESIDENTIAL SCHOLAR PRESENTATION

4:00-5:00PM	Grand Salon I	7th floor
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Original Dimensions of Applied Behavior AnalysisChair: **JUDITH E. FAVELL** (Au Clair Schools-Mt. Dora, FL)**DONALD M. BAER** (University of Kansas-Lawrence)**MONTROSE WOLF** (University of Kansas-Lawrence)**TODD R. RISLEY** (University of Alaska-Anchorage)**#438 AWARDS AND RECOGNITION**

5:10-5:30	Lincolnshire	5th floor
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Awards presented by ABA Committees and Special interest Groups. Recognition of contributions by ABA members during the previous year.Chair: **JUDITH E. FAVELL**, ABA President**#439 BUSINESS MEETING OF THE ABA MEMBERSHIP**

5:30-6:30	Lincolnshire	5th floor
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ABA Business Meeting AgendaChair: **JUDITH E. FAVELL**, ABA President

1. May 1991 Meeting Minutes
2. Board Reports
 - a. Administration Board, W. K. Redmon (Secretary-Treasurer)
 - Finances, Office Management, Publications
 - b. Education, Professional, and Public Affairs Board, M. Jackson Marr (Coordinator)
 - Awards Committee, M. Michele Burnette (Chair)
 - Legislation & Public Policy, Gerald L. Shook (Chair)
 - c. Membership, Janet Ellis (Board Coordinator)
 - Application Review, Jack Michael (Chair)
 - International Development, Yolanda Suarez-Balcazar (Chair)
 - Membership Recruitment and Retention, Carol Pilgrim (Chair)
 - d. Program, Sigrid S. Glenn (Board Coordinator)
 - Convention Submission Review / Scheduling, Michael J. Dougher and Michael Perone (Chairs)
3. Election Results
 - a. President. Kennon Andy Lattal and M. Jackson Marr, candidates.
 - b. Representative for Experimental Issues. Marc N. Branch and Michael Perone, candidates.
 - c. Student Representative. Kenneth L. Alling and Iser G. DeLeon, candidates.
4. Items from the Floor

Friday

104

May 28, 1993

#440	Special Interest Group Meeting	Open
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6:30-7:20PM	Illinois	6th floor
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Experimental Analysis of Human Behavior Special Interest Group

Chairs: **KATE SAUNDERS** (Parsons Research Center/University of Kansas-Parsons), **WILLIAM J. MCILVANE** (E.K. Shriver Center-Waltham, MA)

The purpose of the SIG is to facilitate communication among researchers involved in the Experimental Analysis of Human Behavior and to encourage high quality research. Our main activities are publishing the *Experimental Analysis of Human Behavior Bulletin* twice yearly and conducting an annual student paper competition.

#441	Meeting	Closed
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6:30-7:20PM	Indiana	6th floor
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The Behavior Analyst Editorial Board

Chair: **JAY MOORE** (University of Wisconsin-Milwaukee)

#442	Affiliated Chapter Meeting	Open
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6:30-7:20PM	Iowa	6th floor
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New York State Association for Behavior Analysis

Chairs: **HOWARD C. SCHNEIDER** (Long Island University-Brookville, NY), **THOMAS ZANE** (Russell Sage College-Troy, NY)

This meeting will be a business meeting and general discussion of plans for the next year. All members and interested potential members are welcome. We are particularly interested in fostering student involvement.

#443	Committee Meeting	Open
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6:30-7:20PM	Michigan	6th floor
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Legislation and Public Policy Committee

Chair: **GERALD L. SHOOK** (Shook & Associates-Tallahassee, FL)

The Committee will review developments over the past year, review and take action on current topics before the Committee, and plan for the next year's activities.

#444 Special Interest Group Meeting Open**6:30-7:20PM Michigan State 6th floor****Autism Special Interst Group**Chair: **STEPHEN R. ANDERSON** (The May Institute-Arlington, MA)

The SIG's purpose is to provide a forum for practitioners and researchers to exchange information and stimulate inquiry in the field of autism as it is affected by an applied scientific analysis of behavior.

#445 Special Interest Group Meeting Open**6:30-7:20PM Minnesota 6th floor****Behavior Analysts and Electronic Communication**Chair: **LESLIE BURKETT** (University of North Texas-Denton), **PHILIP N. HINELINE** (Temple University-Philadelphia, PA)

An open meeting for those interested in sharing information via electronic communication, including Bitnet, Internet, CompuServe, electronic mail and file transfers, bulletin boards, and the development of a behavioral database service. All levels of experience are encouraged to attend and help us explore ways to use the media more effectively.

#446 Editorial Meeting Open**6:30-7:20PM Northwestern 6th floor*****Journal of Applied Behavior Analysis***Chair: **NANCY A. NEEF** (Devereux Center-Devon, PA)

Contributors and others interested in the future of *JABA* are invited to attend this meeting with the Associate Editors and Board of Editors to discuss journal policies and procedures. Trends in submissions and the content of the journal, and other related matters will be reviewed.

Breakfast for Student Members**Saturday, May 29 • 7:30-9:00 AM • Minnesota Room*****Sponsored by Aubrey Daniels & Associates, Inc., Tucker, GA*****Student Committee Business Meeting**Chairs: **APRIL D. MILLER, LAURA METHOT**

The purpose of the annual meeting is to: announce the results of the Student Representative Election, inform ABA Student members of the Student Committee's current and proposed activities, solicit suggestions and advice from student members to aid the Committee in carrying out its charge, goals, and objectives, inform student members of new and information about ABA in general. The meeting will include information exchange between ABA Student members.

INTERNSHIP IN PSYCHOLOGY

The Department of Pediatric Psychology of The Children's Seashore House and the University of Pennsylvania School of Medicine is seeking persons interested in pursuing a full-time MA level or pre-doctoral internship in Psychology on an inpatient unit for developmentally disabled children who exhibit severe behavior problems. The internship will consist of behavior analytic training in the assessment and treatment of severe behavior problems, daily supervision, educational seminars in behavior analysis, and opportunities to participate in new and ongoing research projects. The internship will begin in July 1, 1993 and end June 30, 1994. The stipend for the year is \$10,000 for MA-level students and \$11,250 for pre-doctoral interns. Interested persons should have a background and interest in behavior analysis, and be Masters or Ph.D. candidates.

Requests for applications should be directed to F. Charles Mace, Ph.D., Children's Seashore House, 3405 Civic Center Blvd., University of Pennsylvania School of Medicine, Philadelphia, Pennsylvania 19104-4302.

H D F L K U

The Department of Human Development at the University of Kansas will celebrate ABA's 20th anniversary (and JABA's 25th) with an alumnae reunion at this year's ABA convention. All alumnae, current students, and current and past faculty are invited -- along with the friends of HDFL. Place: Chicago's Mariott Hotel (Water Tower Place). Date: Friday, May 28. Time: 7:00 p.m. to whenever. We'll have an ABA-ABA-DO good time. For further information, contact Dr. Kathryn Kirigin Ramp, HDFL/ABA Reunion Coordinator, Department of Human Development, Dole Human Development Center, University of Kansas, Lawrence, KS 66045-2133 (913-864-4840).

Saturday, May 29, 1993

#500	Board Meeting	Closed
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8:00-8:50AM	Illinois	6th floor
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The Behavior Analyst Advisory Board

Chair: **LIBBY STREET** (Central Washington University-Ellensburg)

#501	Organizational Meeting	Open
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8:00-8:50AM	Indiana	6th floor
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Nonhumans as Experimental Subjects: Ethical, Legal, and Policy Issues

Chair: **LYNN WILSON** (Department of Veterans Affairs-Minneapolis, MN)

This is an organizational meeting to determine whether there is interest in supporting a special interest group or other forum to address issues relating to the care of nonhuman subjects. The group will provide a forum for the discussion of ethical, legal, and policy issues involving the use of nonhumans in experiments.

#502	Affiliated Chapters Meeting	Open
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8:00-8:50AM	Iowa	6th floor
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Affiliated Chapters of ABA

Chair: **KENNETH E. LLOYD** (Central Washington University-Ellensburg)

A general meeting of all ABA-affiliated chapters; discussion of issues relevant to each and all affiliated chapters.

#503	Special Interest Group Meeting	Open
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8:00-8:50AM	Kansas City	5th floor
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Interbehaviorists in ABA Special Interest Group

Chair: **LINDA J. HAYES, DEBRA FREDERICKS, MARK SWAIN**
(University of Nevada-Reno)

The purpose of the meeting is to discuss the business of the SIG during the past year, to plan activities for the coming year, and to function as an opportunity for inter-behaviorists to discuss issues of mutual interest, as well as help one another solve problems peculiar to the interbehavioral perspective in psychology and philosophy.

Task Force Reports available on Regulatory Issues and on the Right to Effective Behavioral Treatment. Reports \$2.00 (U.S.) for each copy of each report ordered. Send order and payment to ABA, 258 Wood Hall, Western Michigan University, Kalamazoo, MI 49008.

#504

INVITED ADDRESS

DEV

9:00-9:50AM

Chicago G

5th floor

**The Next Decade in Behavior Analysis and Development:
What is to be Done?** EMILIO RIBES INESTA (University of
Guadalajara-Guadalajara, Mexico)

Chair: SIDNEY W. BIJOU (University of Arizona-Tucson)

Sponsored by the Development SIG

#505

Symposium

CBM

9:00-10:20AM

Chicago A

5th floor

Psychotherapy Issues, as the Radical Behaviorist Views Them

Chair: EDELGARD WULFERT (State University of New York-Albany)

Discussant: ROBERT J. KOHLENBERG (University of Washington-Seattle)

Extensions of natural reinforcers and verbal behavior principles to Functional Analytic
Psychotherapy. MATTHEW W. KIRKHART, P. Scott Lawrence
(University of North Carolina-Greensboro)

Psychodynamic, behavioral, humanistic, and cognitive therapies: What do they have in
common? EDELGARD WULFERT (State University of New York-Albany)

Some therapeutic strategies for modifying verbal control. ROBERT D. ZETTLE
(Wichita State University-Wichita, KS)

#506

Symposium

CCS

9:00-10:20PM

Chicago B

5th floor

**Promoting Behavior Change with Community Health
Organizations**

Chair: ADRIENNE L. PAINE (University of Kansas-Lawrence)

Discussant: LEONARD A. JASON (DePaul University-Chicago, IL)

Using feedback and prompts to improve the functioning of community service
organizations. VINCENT T. FRANCISCO, Ella Williams, Krysten
Winter-Green, Adrienne L. Paine, Stephen B. Fawcett (University of
Kansas-Lawrence)

Evaluation of a community-based initiative to increase the completion of advance
directives. KIMBER P. RICHTER, Krysten Winter-Green, Adrienne L.
Paine, Stephen B. Fawcett (University of Kansas-Lawrence)

Reducing the illegal sale of tobacco and alcohol products to underage youth.

RHONDA K. LEWIS, Adrienne L. Paine, Vincent T. Francisco,

Kimber P. Richter, Stephen B. Fawcett (University of Kansas-Lawrence)

#506 continues

Reducing risk for cardiovascular disease: examining the impact of a school-based intervention on school lunch menus and physical fitness among children.

ADRIENNE L. PAINE, **Kimber P. Richter**, **Rhonda K. Lewis**, **Kari Harris**, **Stephen B. Fawcett** (University of Kansas-Lawrence), **Lorie Henke** (Salina School District-Salina, KS), **Vickie James** (Dighton School District-Dighton, KS), **Judy Johnston** (Kansas LEAN-Wichita), **Steve Coen** (Kansas Health Foundation-Wichita)

#507**Symposium****PRM/EDC****9:00-10:20AM****Great America****6th floor****Behavior is the Bottom Line: Behavioral Perspectives in Schools of Business**

Chair: **DONALD A. HANTULA** (St. Joseph's University-Philadelphia, PA)

Putting behavior into organizational behavior. **SONIA M. GOLTZ** (University of Notre Dame-Notre Dame, IN)

Assets, not liabilities: Human resource management from a behavioral perspective.

DONALD A. HANTULA (St. Joseph's University-Philadelphia, PA)

Back to the future: OBM, TQM, and the business of behavior. **THOMAS C.**

MAWHINNEY (University of Detroit, Mercy-Detroit, MI)

#508**Paper Session****CBM/DDA****9:00-10:20AM****Indiana****6th floor****Treatment of Developmentally Disabled Persons with Other Clinical Problems**

Chair: **CHRISTIE ENZINNA** (Richmond State School-Richmond, TX)

(9:00-9:20) Obsessive compulsive disorder in the developmentally disabled: An example of the behaviorist's failure to understand. **PHYLLIS N. WILLIAMSON** (Alta California Regional Center-Sacramento)

(9:25-9:55) Relapse prevention with MR defendants: Establishing self-control repertoires. **Astrid Hastay**, **MICHAEL STOUTIMORE** (Seguin Unit-Gainesville, FL)

(10:00-10:20) Increasing community involvement through video-taped self/peer modeling. **DANIEL HOULIHAN**, **MICHAEL E. LARSON**, **BART M. TRENCH** (Mankato State University-Mankato, MN), **Scott D. Larson** (University of South Florida-Tampa), **James Vincent** (University of Nebraska-Lincoln)

Available from ABA . . . *Lads Before the Wind: Diary of a Dolphin Trainer* by Karen Pryor. First-person account of dolphin training and behavior. To order send \$14.95 to ABA, 258 Wood Hall, Western Michigan University, Kalamazoo, MI 49008-5052.

#509

Symposium

EDC

9:00-10:20AM

LA/Miami

5th floor

Using Behavior Analysis to Teach Behavior Analysis

- Chair: **RICHARD W. MALOTT** (Western Michigan University-Kalamazoo)
 Cost-benefit analysis of a PSI course for graduate students. **DOUGLAS GREER, Cynthia Stellos Phelan** (Columbia University-New York, NY), **Catherine Sales** (Columbia University-New York & The Fred S. Keller School-Yonkers, NY)
 Free operant responding: An alternative for evaluating student performance in higher education. **JOHN O. COOPER** (Ohio State University-Columbus)
 Teaching behavior analysis to undergraduate physical education majors. **PHILLIP WARD** (Ohio State University-Columbus)
 Behavior analysis at Youngstown State University. **STEPHEN A. GRAF** (Youngstown State University-Youngstown, OH)
 Using contingency diagramming to teach behavior analysis. **RICHARD W. MALOTT, Guillermo Yaber** (Western Michigan University-Kalamazoo)

#510

Purdue

6th floor

9:00-10:20AM

SPECIAL DEMONSTRATION

EAB/EDC

How to Train a Trainer. MARIAN BRELAND BAILEY (Henderson State University-Arkadelphia, AR), **ROBERT E. BAILEY** (Eclectic Science Productions-Hot Springs, AR)

#511

Posters

TOX/EAB

9:00-10:30AM

Grand Salon II

7th floor

Session #14. Behavioral Pharmacology

1. Cocaine's effects on fixed-ratio performance in intact and gonadectomized male and female Wistar rats. **KAREN ANDERSON, Frans van Haaren** (University of Florida-Gainesville)
2. Response force as a determinant of cocaine tolerance. **MALATH M. MAKHAY, Ken Alling, Alan Poling** (Western Michigan University-Kalamazoo)
3. Fixed-ratio size as a determinant of tolerance to cocaine: Is relative or absolute size important? **Mark Nickel, KEN ALLING, Mike Kleiner, Alan Poling** (Western Michigan University-Kalamazoo)
4. Acute dose-effect curves using pigeons and cocaine: Effects of weekly versus cumulative administration. **DIANA J. WALKER, Marc N. Branch** (University of Florida-Gainesville)
5. Acute effects of cocaine on pigeon's keypecking maintained by a multiple progressive-ratio fixed-ratio schedule of reinforcement. **DAVID STAFFORD, Marc N. Branch** (University of Florida-Gainesville)

#511 continu

#511 continues

6. Cocaine-reinforced responding: A parametric examination of cocaine concentration and response cost. **MITCHELL J. MACENSKI, Richard A. Meisch** (University of Texas Health Science Center-Houston)
 7. Treadle-press avoidance history reverses the effects of cocaine on the punished pecking of pigeons. **THOMAS A. TATHAM, Ann M. Gyorda** (Uniformed Services University of the Health Sciences-Bethesda, MD), **James E. Barrett** (Lederle Laboratories-Pearl River, NY)
 8. The effects of cocaine and chlordiazepoxide on lever pressing maintained by food presentation and avoidance of time-out from food presentation. **TROY J. ZARCONE, Frans van Haaren** (University of Florida-Gainesville)
 9. Effects of chronic chlordiazepoxide administration on multiple VI-FR schedule performance: An examination of behavioral tolerance. **SHERRY L. SERDIKOFF, Christine A. Sannerud, Steven R. Goldberg** (NIDA Addiction Research Center-Baltimore, MD)
 10. Diazepam effects on two suppression rates of punished schedule-induced drinking. **Pilar Flores, RICARDO PELLON** (Universidad Nacional de Educacion a Distancia-Madrid, Spain)
 11. Disentangling motor and motivational effects on haloperidol using a repeating progressive ratio schedule of reinforcement with rats. **LISA C. HANDKE, Kim Thu Vo, Ann N. Perkins, Sheryl S. Moy, David A. Eckerman** (University of North Carolina-Chapel Hill)
 12. Effects of methylphenidate on counting and stimulus control in the rat. **RAY A. PRESTON, VICTOR G. LATIES** (University of Rochester School of Medicine & Dentistry-Rochester, NY)
 13. MDMA and memory: The acute and chronic effects of MDMA in pigeons performing under a delayed-matching-to-sample procedure. **MARK LESAGE** (Western Michigan University-Kalamazoo), **Rodney Clark** (Allegheny College-Meadville, PA), **Alan Poling** (Western Michigan University-Kalamazoo)
 14. Effect of retroactive interference in rats with medial septum damage. **DAVID HARPER** (Canterbury University-Christchurch, New Zealand)
 15. Effects of hippocampal lesions on spontaneous behavior of rats. **M. LOPEZ, D.N. VELAZQUEZ, S. Mejia, C. Casasola, I. LeDuc, F. Ostrosky** (Universidad Nacional Autonoma de Mexico-Mexico City, Mexico)
 16. The evaluation of functional recovery after homologous and heterologous brain transplants using drug discrimination learning. **D.N. VELAZQUEZ, M. LOPEZ, I. LeDuc, C. Casasola, O. Zamora, F. Ostrosky** (Universidad Nacional Autonoma de Mexico-Mexico City, Mexico)
 17. The effects of income and price on the selection of cigarette smoking or an available alternative. **MICHAEL P. LAYNG, Warren K. Bickel, Richard J. DeGrandpre** (University of Vermont-Burlington)
 18. Effects of response cost and unit dose on the self-administration of alcohol in social drinkers. **MICHELLE L. VAN ETEN, Stephen T. Higgins, Warren K. Bickel, John R. Hughes** (University of Vermont-Burlington)
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#511 continues

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19. A test of caffeine self-administration in adolescents. **KELLY HALE, John R. Hughes, Stephen T. Higgins, Warren K. Bickel** (University of Vermont-Burlington)
 20. Effects of caffeine consumption on cardiovascular indices, attention, task performance, and memory retention in children. **SUZANNE L. KELLER** (Western Michigan University-Kalamazoo, MI), **Meredith K. Bigelow** (Kalamazoo College-Kalamazoo, MI), **William F. Potter, Timothy Nolan, R. Wayne Fuqua** (Western Michigan University-Kalamazoo, MI)
 21. Assessing the effects of triazolam in patients with probable Alzheimer Dementia using delayed matching to sample. **CRAIG A. KOVERA** (University of Minnesota & Minneapolis Veteran's Affairs Medical Center-Minneapolis, MN), **J. Riley McCarten, Melitta Maddox, John Mach, Mary Jelinski**, (Minneapolis Veteran's Affairs Medical Center-Minneapolis, MN), **James Cleary** (University of Minnesota & Minneapolis Veteran's Affairs Medical Center-Minneapolis, MN)
 22. Simple discrimination accuracy and propranolol dose in retarded subjects. **DEAN C. WILLIAMS, James A. Haugh, Kathryn J. Saunders** (Parsons Research Center/University of Kansas-Parsons)
 23. Evaluation of the effectiveness of opiate antagonists in a case of cyclical self-injury. **Michelle Sherer, JENNIFER FLEISHELL, Nancy C. Grace, Wayne Fisher, Janet Jones, Richard O. Carpenter, Arlene Gerson** (The Kennedy Krieger Institute & Johns Hopkins University School of Medicine-Baltimore, MD)
 24. Pharmacological treatment of food stealing and excessive food consumption in three persons with Prader-Willi Syndrome. **JULIANNA JUNG, Wayne Fisher, Cynthia M. Anderson, Nancy C. Grace, Lynn G. Bowman, Louis Hagopian, Richard O. Carpenter** (The Kennedy Krieger Institute & Johns Hopkins University School of Medicine-Baltimore, MD)
 25. Effects of nicotine in Alzheimer's Disease. **A. LYNN WILSON** (Veterans Affairs Medical Center & University of Minnesota-Minneapolis), **J. Riley McCarten, Jan Monley** (Veterans Affairs Medical Center-Minneapolis, MN), **LINDA K. LANGLEY** (University of Minnesota-Minneapolis)
 26. Is it feasible to use nitrous oxide as a discriminative stimulus in humans? **MAURA A. MCKAY, Lance Lichtor, Jeffrey Apfelbaum, David Flemming, Long Han, James P. Zacny** (University of Chicago Hospitals-Chicago, IL)
 27. Comparing the subjective and behavioral effects of general anesthetics in healthy volunteers. **SANTOSH YAJNIK, Robert Martin, Gina Sparacino, Patricia Hoffman, Lance Lichtor, James P. Zacny** (University of Chicago Hospitals-Chicago, IL)
 28. The reinforcing effects of propofol in healthy volunteers. **WESLEY THOMPSON, Lance Lichtor, James P. Zacny** (University of Chicago Hospitals-Chicago, IL)
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#511 continues

29. The effects of methylphenidate on aggressive responding of ADHD children under laboratory conditions. **DON R. CHEREK, Mary Jo VanDavelaar, Melanie Alfred, Charles Casat** (University of Texas Health Science Center-Houston)
30. The acute effects of marijuana on human aggressive responding under highly provoking conditions. **MELANIE ALFRED, Donald M. Dougherty, John D. Roache, Don R. Cherek** (University of Texas Health Science Center-Houston)
31. The effects of marijuana on progressive-interval schedule performance in humans. **DONALD M. DOUGHERTY, Don R. Cherek** (University of Texas Health Science Center-Houston)
32. Effects of nicotine abstinence and gum on human cooperative responding. **RALPH SPIGA, Don R. Cherek, Robert H. Bennett** (University of Texas Health Science Center-Houston)

#512**Symposium****DDA/EDC****9:00-10:50AM****Chicago C****5th floor****Stimulus Control of Problem Behavior**Chair: **CRAIG H. KENNEDY** (University of Hawaii, Manoa-Honolulu)Discussant: **ROBERT H. HORNER** (University of Oregon-Eugene)

The stimulus control effects of siblings during functional analyses conducted in home settings. **JENNIFER ASMUS, K. Mark Derby, David P. Wacker, J. Porter, Sonya Ulrich** (University of Iowa-Iowa City)

Can stimulus control analysis guide effective reduction of the chronic aberrant behavior of institutionalized clients? **DONALD M. BAER, DAN PETERSON, Richard Harrison, Susan Milla, Linda Fradenburg** (University of Kansas-Lawrence & Kansas Neurological Institute)

Manipulation of antecedent conditions to alter the stimulus control of problem behavior. **CRAIG H. KENNEDY** (University of Hawaii, Manoa-Honolulu)

#513**Symposium****DEV/EAB****9:00-10:50AM****Chicago F****5th floor****Equivalence Class Formation in Human Infants and Chimpanzees: Is Language Necessary?**Chair: **DANIEL T. CERUTTI** (Georgia State University-Atlanta)

The development of derived stimulus relations. **Steven C. Hayes, Linda J. Hayes, KELLY G. WILSON, Christopher A. Empey** (University of Nevada-Reno), **Regina Lipkens** (University College of North Wales-Bangor, Wales, UK)

#513 continues

Stimulus equivalence and young children: A few successes, more failures, and a whole lot of questions. **KAREN GRIFFEE AUGUSTSON** (University of New Mexico-Albuquerque)

Can human infants form stimulus-equivalence classes before language acquisition? **MARTHA PELAEZ-NOGUERAS** (University of Miami School of Medicine-Miami, FL)

Conditional discrimination and stimulus relations in chimpanzees: An overview of recent findings. **DANIEL T. CERUTTI** (Georgia State University-Atlanta)

Sponsored by the Development SIG

#514**Symposium****CBM/EDC****9:00-10:50AM****Chicago H****5th floor****Research on Human Behavior in Mexico: Representative Programs**

Chair: **FLORENTE LOPEZ R.** (Mexican Society for Behavior Analysis)

Discussant: **JACOB GEWIRTZ** (Florida International University-Miami)

Ten years of the "Conceptual Basis of Social Behavior Project". **CARLOS SANTOYO, Maria Celia Espinosa** (National University of Mexico-Mexico City, Mexico)

Understanding behavioral styles by means of operant schedules of reinforcement: Applications to health and sport psychology. **ROCIO HERNANDEZ POZO** (National University of Mexico-Mexico City, Mexico)

Behavior analysis in the Departamento de Psicologia y Medicina de Rehabilitacion de la Universidad Veracruzana. **DANIEL GOMEZ FUENTES, Wilfrido Gomez Salas** (Universidad Veracruzana-Mexico)

The experimental analysis of mathematical behavior. **VINCENTE GARCIA HERNANDEZ, David Miranda** (National University of Mexico-Mexico City, Mexico)

An analysis of behavioral processes that facilitate behavioral treatment with children: Rapport and bonding. **HECTOR E. AYALA, Mariana Gutierrez L.** (National University of Mexico-Mexico City, Mexico)

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#515	Symposium	DDA/PRM
9:00-10:50AM	Kansas City	5th floor
Organizational Behavior Management and Training Applications for Community Agencies Providing Services for the Developmentally Delayed		
Chair: W. LARRY WILLIAMS (Surrey Place Centre-Toronto, ON, <u>Canada</u>)		
Discussant: MAURICE FELDMAN (Surrey Place Centre-Toronto, ON, <u>Canada</u>)		
Acquisition & maintenance of generalized individual program plan writing skills by direct care staff. ANNE CUMMINGS , Suzanne Meagher, Joseph M. Ducharme, Caroll Drummond, Gerry Bernicky, Larry Williams (Surrey Place Centre-Toronto, ON, <u>Canada</u>)		
The provision of generalized teaching skills in group home staff using a pyramidal general case training approach. JOSEPH M. DUCHARME , Larry Williams, Anne Cummings (Surrey Place Centre-Toronto, ON, <u>Canada</u>), Pina Murray (Oakdale Child & Family Services-Toronto, ON, <u>Canada</u>)		
Effects of supervisory performance feedback meeting format on subsequent supervisor-staff and staff-client interactions in a sheltered workshop and a residential group home. LAURA METHOT (Western Michigan University-Kalamazoo), Larry Williams, Anne Cummings (Surrey Place Centre-Toronto, ON, <u>Canada</u>), Beth Bradshaw (Private Practice-Mississauga, ON, <u>Canada</u>)		
Service Review: A management procedure for establishing decision-making under control of service outcome data. LARRY WILLIAMS (Surrey Place Centre-Toronto, ON, <u>Canada</u>), Pina Murray (Oakdale Child & Family Services-Toronto, ON, <u>Canada</u>)		

#516	Paper Session	VRB
9:00-10:50AM	Lincolnshire	6th floor
Verbal Behavior: Conceptual Analysis		
Chair: STEPHEN A. FLORA (Fort Hays State University-Hays, KS)		
(9:00-9:30) A behavioral view of language. ULLIN T. PLACE (University of Wales-Bangor, <u>Wales, U.K.</u>)		
(9:35-10:05) The behavior of the listener, generic extensions, and the communicative adequacy of verbal behavior. NATHAN STEMMER (Bar-Ilan University-Ramat-Gan, <u>Israel</u>)		
(10:10-10:40) Odysseus and the Sirenes: Self-control, instructional control, and selection by consequences. STEPHEN R. FLORA (Fort Hays State University-Hays, KS)		

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#517

Panel Discussion

EAB

9:00-10:50AM

Michigan

6th floor

Determinants of Operant Topography and Variability

Chair: CLOYD HYTEN (University of North Texas-Denton)

Panelists:

PETER BALSAM (Barnard College-New York City, NY)

FRANCIS MECHNER (New York City, NY)

ALLAN NEURINGER (Reed College-Portland, OR)

PATRICIA STOKES (Barnard College-New York City, NY)

WILLIAM TIMBERLAKE (Indiana University-Bloomington)

#518

INVITED SYMPOSIUM



9:00-10:50AM

Michigan State

6th floor

Integrating Applied, Basic and Conceptual Work in Behavior Analysis: #2

Chair/Discussant: JANET ELLIS (University of North Texas-Denton)

Animal modeling of behavior disorders: Collaborations between basic and applied researchers. F. CHARLES MACE (University of Pennsylvania School of Medicine-Philadelphia)

Verbal behavior: An opportunity for the synthesis of conceptual, experimental, and applied researchers. MARK L. SUNDBERG (Behavior Analysts, Inc-Danville, CA)

Basic and applied research on stimulus equivalence and brain dysfunction. GINA GREEN (E.K. Shriver Center for Mental Retardation-Waltham, New England Center for Autism-Southborough, & Northeastern University-Boston, MA)

#519

Symposium

EDC/CBM

9:00-10:50AM

Northwestern

6th floor

Gender Issues in Applied Behavior Analysis: Research and Programming for Women and Girls

Chair: LINDA P. THURSTON (Kansas State University-Manhattan)

Discussant: DALE WALKER (Juniper Gardens Children's Project-Kansas City, KS)

Should Barbie *really* go to school: A behavior analysis of children's play with realistic dolls. VICTORIA MARQUESEN (Morningside College-Sioux City, IA)

Reinforcer preferences and other clinical issues in treating female addicts. SHERMAN YEN (Applied Research & Management, Inc-Owings Mills, MD)

For women only: Behavioral empowerment of single mothers on AFDC. LINDA P. THURSTON (Kansas State University-Manhattan)

#520

Panel Discussion

EDC

9:00-10:50AM

Wisconsin

6th floor

Working Together for Effective Treatment and Education: Interfacing the Agendas of Families, Clinicians, Consultants, and Administrators

Chair: **WAYNE S. ROBB** (International Association for the Right to Effective Treatment-Waltham, MA)

Panelists:

NORMA VAN DUSER (Parent Advocate-Otisville, MI)

DIANE DUNCHOCK (Genesee Intermediate School District-Flushing, MI)

PATRICK L. TOMBEAU (Walter Ruether Hospital-Canton, MI)

JAN RUSSELL (Genesee Intermediate School District-Flushing, MI)

PATRICIA MEINHOLD (Western Michigan University-Kalamazoo)

RICHARD J. LANDAU (Dykema-Gossett-Ann Arbor, MI)

THOMAS LINSCHIED (Children's Hospital-Columbus, OH)

#521

INVITED ADDRESS



10:00-10:50AM

Chicago G

5th floor

Advancing the American Dream in the 21st Century. **MILTON D. HAKEL** (Bowling Green State University)

Chair: **SIGRID S. GLENN** (University of North Texas-Denton)

#522

Symposium

CBM

10:30-11:50AM

Chicago A

5th floor

Something to Cry About: Teaching Children to Sleep through the Night

Chair: **LIBBY STREET** (Central Washington University-Ellensburg)

Discussant: **JULIE S. VARGAS** (West Virginia University-Morgantown)

Now I lay me down to sleep. **NOREEN M. HUMPHREY** (University of Iowa Hospital-Iowa City)

Sleep, crying, and reinforcement. **E. ANNE DESJARDINS** (Cache Valley Learning Center-Logan, UT)

Reducing night waking in young children: An analysis of progressive delay responding by parents. **CARL JOHNSON, Cathy Hein** (Central Michigan University-Mt. Pleasant)

Remember to visit the Exhibit Booths in the Grand Salon Thursday-Monday!

#523

Symposium

PRM/DDA

10:30-11:50AM

Great America

6th floor

The Bottom Line: Basing Staff Evaluations on Client Outcome MeasuresChair: **FRANK BIRD** (Vinfen Corp-Brighton, MA)Discussant: **PAUL DORES** (San Diego, CA)Client outcome measures and staff accountability. **FRANK BIRD** (Vinfen Corp-Brighton, MA)Implementing a client outcome-based evaluation system. **SUSAN HEPBURN**,
Chris McDonough (Vinfen Corp-Brighton, MA)

#524

Paper Session

CBM

10:30-11:50AM

Indiana

6th floor

Interventions in Behavioral MedicineChair: **JOSEPH J. PLAUD** (University of Mississippi School of Medicine & Veterans Affairs Medical Center-Jackson)(10:30-11:00) Results from a community intervention to reduce adolescent tobacco and other substance use. **ANTHONY BIGLAN**, **Dennis Ary** (Oregon Research Institute-Eugene)(11:00-11:30) The effects of relaxation exercises on young persons with moderate asthma. **ROBERT EDWARD OBRECHT** (Michigan State University/Kalamazoo Center for Medical Studies-Kalamazoo, MI), **R. Wayne Fuqua** (Western Michigan University-Kalamazoo), **Helen D. Pratt** (Michigan State University/Kalamazoo Center for Medical Studies-Kalamazoo, MI), **Terry L. Dennany** (Bronson Hospital-Kalamazoo, MI), **Douglas N. Homnick** (Michigan State University/Kalamazoo Center for Medical Studies-Kalamazoo, MI)(11:30-11:50) A graduated exposure treatment for patients with hyperacusis. **BERIT SCOTT** (Uppsala University-Uppsala, Sweden)

#525

Symposium

EDC

10:30-11:50AM

LA/Miami

5th floor

Applied Behavior Analysis and Education: Moving "Beyond" the Special ClassChair: **LARRY MAHEADY** (State University of New York-Fredonia)Discussant: **TIMOTHY E. HERON** (The Ohio State University-Columbus)Project PREPARE: A "trainer of trainer's" model of staff development in schools serving students with high risk behavior. **GEORGE SUGAI**, **EDWARD KAMEENUI**, **Goeff Colvin** (University of Oregon-Eugene)

#525 continues

#525 continues

"Mainstreaming" applied behavior analysis principles and procedures into a preservice training program for general education teachers. **GREGORY F. HARPER, BARBARA MALLETTE, MELINDA KARNES** (State University of New York-Fredonia)

School and district-wide peer coaching to enhance teachers' use of an effective instructional strategy. **FRANK W. KOHLER** (Allegheny-Singer Research Institute-Pittsburgh, PA)

The collaborative teacher preparation project: General and special education working together to enhance instructional practice. **DAVID POMERANTZ, KATHERINE SACCA** (State University of New York-Buffalo)

#526	Address	CBM
11:00-11:20AM	Chicago H	5th floor

Extensions of Natural Reinforcers and Verbal Behavior Principles to Functional Analytic Psychotherapy. **MATTHEW W. KIRKHART, P. Scott Lawrence** (University of North Carolina-Greensboro)

Chair: **DEBORAH A. SHANLEY** (Medgar Evers College/City University of New York-New York)

#527	Paper Session	DDA/CCS
11:00AM-12:20PM	Chicago B	5th floor

General Lifestyle Concerns for People with Developmental Disabilities

Chair: **GEORGE ZUKOTYNSKI** (Richmond State School-Richmond, TX)

(11:00-11:30) Community-based crisis intervention: Building an infrastructure towards the promotion of successful integration of persons with developmental disabilities.

JOSEFINA S. COLOND, Jeffrey Feltz, Jan Nault, Darby Bunnell (Cambridge Regional Center-Cambridge, MN)

(11:30-12:00) Evaluating the deinstitutionalization of the mentally retarded in Norway: Changes in adaptive and deviant behaviors. **TOR JENSSEN** (Vestre Haugen Treatment Center-Oslo, Norway)

(12:00-12:30) Maximizing opportunities to develop talents. **LAURA FERRARO, MARY ANN URBACZYK, Irine R. Hwang** (Trinity Services, Inc-Joliet, IL)

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#528

Symposium

DDA

11:00AM-12:20PM

Chicago C

5th floor

Applications of Functional Assessment in Applied Settings

Co-Chairs: **ALAN C. REPP** (Northern Illinois University-DeKalb), **NIRBHAY N. SINGH** (Medical College of Virginia-Richmond)

The effects of a group teaching procedure on the maladaptive behaviors of persons with severe handicaps in classroom settings. **MARK LENZ** (School Association for Special Education in DuPage County)

Functional assessment of feeding-related problems of students with severe disabilities. **DENNIS MUNK** (Northern Illinois University-DeKalb), **Alan C. Repp**, **Kathryn G. Karsh** (Educational Research & Services Center-DeKalb, IL)

Hypothesis-driven interventions for students with problem behaviors. **KATHRYN G. KARSH** (Educational Research & Services Center--DeKalb, IL), **Alan C. Repp**, **Carol M. Dahlquist** (Northern Illinois University & Educational Research & Services Center-DeKalb)

#529

Symposium

DEV/DDA

11:00AM-12:20PM

Chicago F

5th floor

Response-Class Formation within Generalized Imitation in Infants and in Young Children with Autism

Chair: **CLAIRE L. POULSON** (Queens College/City University of New York-Flushing)

Discussants: **SIDNEY W. BIJOU** (University of Arizona-Tucson), **DONALD M. BAER** (University of Kansas-Lawrence)

Generalized imitation within three response classes in normally developing infants. **Claire L. Poulson**, **Maria Andreatos**, **NICHOLAS KYPARISSOS**, **Effie Kymissis** (Queens College/City University of New York-Flushing)

The development of generalized imitation in young children with autism within topographically determined boundaries. **JILL M. YOUNG**, **Claire L. Poulson**, (Queens College/City University of New York-Flushing), **Patricia J. Krantz**, **Lynn E. McClannahan** (Princeton Child Development Institute-Princeton, NJ)

Sponsored by the Development SIG

#530 **Panel Discussion** **ELS/CCS**

11:00AM-12:20PM **Chicago G** **5th floor**

Can Behavior Analysis Save the World in the Time We Have Left?

Chair: **DARREL E. BOSTOW** (University of South Florida-Tampa)

Panelists:

RICHARD M. FOXX (Pennsylvania State University-Middletown)

R. WAYNE FUQUA (Western Michigan University-Kalamazoo)

V. THOMAS MAWHINNEY (Indiana University-South Bend)

KALE M. KRITCH (University of South Florida-Tampa)

#531 **Paper Session** **EAB**

11:00AM-12:20PM **Lincolnshire** **6th floor**

Remembering

Chair: **SHERRY L. SERDIKOFF** (NIDA Addiction Research Center-Baltimore, MD)

(11:00-11:25) The consequences of direct remembering. **K. GEOFFREY WHITE** (University of Otago-Dunedin, New Zealand)

(11:25-11:50) The temporal context of remembering. **DIANNE C. MCCARTHY, Douglas Elliffe** (University of Auckland-Auckland, New Zealand)

(11:50-12:15) Memory and proactive interference: Effect of damage to the medial septum and mamillary bodies. **DAVID HARPER** (University of Canterbury-Christchurch, New Zealand)

#532 **Symposium** **EAB**

11:00AM-12:20PM **Purdue** **6th floor**

Acquisition and Reversal of Baseline Relations in Stimulus Equivalence

Chair: **P. SCOTT LAWRENCE** (University of North Carolina-Greensboro)

Discussant: **KATHRYN J. SAUNDERS** (Parsons Research Center/University of Kansas-Parsons)

Reading readiness skills and stimulus equivalence in preschool children.

STEPHANIE S. DANIELS, Scott Lawrence (University of North Carolina-Greensboro)

Reversal of baseline relations in stimulus equivalence I: Preschool children. **CAROL PILGRIM, Mark Galizio** (University of North Carolina-Wilmington)

Reversal of baseline relations in stimulus equivalence II: Adults. **MARK GALIZIO, Carol Pilgrim** (University of North Carolina-Wilmington)

#533

Posters

DDA

11:00AM-12:30PM

Grand Salon II

7th floor

Session #16. Interventions with Autistic and Developmentally Delayed Populations

1. Training functionally equivalent behaviors to decrease inappropriate responding. **LISA A. BRUNORI** (Children's Seashore House-Philadelphia, PA), **JOSEPH S. LALLI** (University of Pennsylvania School of Medicine-Philadelphia)
 2. An evaluation of extinction plus differential negative reinforcement of alternative behavior on increasing task engagement and decreasing inappropriate behavior. **LISA A. BRUNORI** (Children's Seashore House-Philadelphia, PA), **JOSEPH S. LALLI** (University of Pennsylvania School of Medicine-Philadelphia)
 3. Increasing appropriate engagement in nonpreferred settings for an autistic young adult. **KATHLEEN O'SULLIVAN, CARY DAVIS** (The May Institute-Chatham, MA)
 4. Using behavioral momentum as an approach to increasing compliance in an autistic preschooler. **LORI JACOBSEN, MICHELLE RUPERT, DANIEL HOULIHAN** (Mankato State University-Mankato, MN), **Robert N. Jones** (Primary Children's Medical Center-Salt Lake City, UT)
 5. Small-group versus large group dining: Increasing social interactions of people with developmental disabilities. **WILLIAM J. ROTH, James A. Sherman, Jan B. Sheldon, Jona M. Johnson** (University of Kansas-Lawrence)
 6. Symbolic play training for children with autism: Not just a matter of adult interaction. **AUBYN C. STAHLER, Laura Schreiber** (University of California, San Diego-La Jolla)
 7. Environmental influences of social behaviors in children with autism. **GAIL G. McGEE, MICHAEL J. MORRIER, TREVOR C. PARADIS** (Emory University School of Medicine-Atlanta, GA)
 8. Free effects of integration on levels of autistic behavior. **GAIL G. McGEE, TREVOR C. PARADIS** (Emory University School of Medicine-Atlanta, GA), **Robert S. Feldman** (University of Massachusetts-Amherst)
 9. Effects of sociodramatic play-training on children with autism. **DANIELLE M. THORP, Aubyn C. Stahlmer, LAURA SCHREIBMAN** (University of California, San Diego-La Jolla)
 10. The use of self-delivered reinforcement to increase the appropriate conversation of autistic students. **BOBBY NEWMAN, Dawn M. Buffington, Nancy S. Hemmes** (Queens College & the Graduate Center/City University of New York-Flushing & Queens Services for Autistic Citizens, Inc-Queens Village, NY), **Cyla R. Benuck, Lisa A. Veglia** (Queens Services for Autistic Citizens, Inc-Queens Village, NY)
 11. Using objects of obsession as tokens with autistic children. **MARJORIE H. CHARLOP** (Claremont McKenna College-Claremont, CA), **LINDA K. HAYMES** (Claremont Graduate School-Claremont, CA), **Nicole Kent** (Scripps College-Claremont, CA), **Saveria T. Mazzola** (Claremont McKenna College)
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#533 continues

#533 continues

12. The effects of time delay and stimulus manipulation prompt fading procedures on acquisition of receptive identification skills in children with autism. **KAREN S. KIRK** (West Virginia University-Morgantown), **David L. Gast** (University of Georgia-Athens), **Mark Wolery** (Allegheny-Singer Research Institute-Pittsburgh, PA)
 13. Comparison of autistic and psychotic children using behavioral observation. **MARY MATESE** (Richmond State School-Richmond, TX), **Johnny Matson** (Louisiana State University-Baton Rouge, LA), **Jay Sevin** (The Kennedy Krieger Institute-Baltimore, MD)
 14. Changing a color preference in a child with autism. **JORGE GARCIA**, **Jesus Rosales** (University of Kansas-Lawrence)
 15. Object preference, stereotypy, and accuracy of responding. **KENDA MORRISON**, **Jesus Morales** (University of Kansas-Lawrence)
 16. Establishing conceptual behavior by a person with autism. **DAN HURSH**, **Karen Kirk**, **Karen Weigle** (West Virginia University-Morgantown), **Michael Fabrizio** (Marshall University-Huntington, WV)
 17. Stimulus equivalence procedures and their corresponding effects on students' problem behaviors. **SEAN D. CASEY** (Children's Seashore Hospital-Philadelphia, PA), **Joseph S. Lalli** (University of Pennsylvania School of Medicine-Philadelphia, PA)
 18. The effects of varying durations of brief response interruption on the excess and collateral behaviors of a young boy with autism. **MARK T. HARVEY**, **Susan J. Chidlow**, **Joseph R. Scotti** (West Virginia University-Morgantown)
 19. Efficacy of drug treatment with autistic children in the community. **NAOMI SWIEZY**, **Sid Epperson**, **Jane Summers**, **Roberta Babbitt**, **Cherry Blackwell**, **Kathy Niager**, **Louis Sandler**, **Leslie Smith**, **Glenda Vittimberga** (The Kennedy Krieger Institute & Johns Hopkins University School of Medicine-Baltimore, MD)
 20. Treatment outcomes for individuals with dual diagnoses in a residential behavior treatment unit. **DON E. WILLIAMS**, **ALAN GARMS**, **SHARON KIRKPATRICK-SANCHEZ**, **W. TERRY CROCKER** (Richmond State School-Richmond, TX)
 21. Effects of time-out durations on challenging behaviors. **JODI SILVER**, **Linda J. Hayes**, **Veeanna Cattanaach** (University of Nevada-Reno)
 22. Using self-monitoring to develop social skills in developmentally disabled employees. **CHRISTOPHER A. EMPEY**, **Linda J. Hayes** (University of Nevada-Reno)
 23. The use of joggers wrist weights to reduce self-injury maintained by sensory reinforcement. **RON VAN HOUTEN** (Mount Saint Vincent University-Dartmouth, NS, Canada)
 24. The relationship between chocolate intake and arousal level in a child with a history of self-injurious behavior. **HELEN HALE**, **EMILY NICOLI**, **JEAN ANDERSON** (North Mississippi Regional Center-Oxford)
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#533 continues

25. Decreasing severe self-injurious behavior through positive practice. **ANNE S. KUPFER, Debra S. Flusser, Kathy F. Melia** (The Learning Center-Waltham, MA)
 26. Utilizing DRH and positive practice to increase independent vocational skills in a student with severe self-injurious behavior. **THOMAS B. BENJAMIN, Brian S. King, Robert M. Wargo** (The Learning Center-Waltham, MA)
 27. Aided communication systems: What's wrong with objects! Communication training for a student with severe self-injurious behavior. **MARY A. GAYNOR, Debra S. Flusser** (The Learning Center-Waltham, MA)
 28. Decreasing severe self-injurious behavior during a showering routine. **DANIELLE DEGENNARO-LABBE, P. Elaine Davis, Heather D. Erickson, Timothy M. Foley, Brian S. King** (The Learning Center-Waltham, MA)
 29. Micro-management of severely disruptive behaviors using an antecedal strategy. **LOUIS SANDLER, JANE SUMMERS, CHERRY BLACKWELL, LESLIE SMITH** (The Kennedy Krieger Institute & The Johns Hopkins University School of Medicine-Baltimore, MD)
 30. Behavioral treatment of life-threatening pill consumption. **PATRICIA F. KURTZ, Wayne Fisher, Cathleen C. Piazza, Susan D. Chapman** (The Kennedy Krieger Institute & The Johns Hopkins University School of Medicine-Baltimore, MD)
 31. The effects of a non-intrusive mediator based behavioral intervention on the reduction of inappropriate behaviors associated with night time sleeping. **JAMES C. K. PORTER** (Surrey Place Centre-Toronto, ON, Canada)
 32. A comparison of the long-term decelerative effectiveness of two intensities of contingent electric shock on aggressive and health dangerous behaviors with individuals with severe behavioral disorders. **ROBERT E. VON HEYN, Matthew L. Israel, Robert W. Worsham, Darlene Nelson** (Behavior Research Institute-Providence, RI)
 33. A comparison of three approaches for the treatment of a case of severe pica. **KAI-KAY LOU, LaTanya O'Neill, Louis Hagopian, Wayne Fisher** (The Kennedy Krieger Institute & The Johns Hopkins University School of Medicine-Baltimore, MD)
 34. Evaluation of operant strategies in the treatment of destructive behavior in the Rett syndrome. **CYNTHIA M. ANDERSON, Cathleen C. Piazza** (The Kennedy Krieger Institute-Baltimore, MD)
 35. Behavioral treatment of self-injury in a man of normal intelligence with Lesch-Nyhan syndrome. **SUNG WOO KAHNG, Wayne Fisher, Lynn G. Bowman, Shawn Chinn** (The Kennedy Krieger Institute & The Johns Hopkins University School of Medicine-Baltimore, MD)
 36. Behavioral management of destructive behavior with a hepatitis-b positive individual. **WILLIAM H. AHEARN, NANCY GRACE, Wayne Fisher, Janet Jones, Richard O. Carpenter, Adrianna Amari** (The Kennedy Krieger Institute-Baltimore, MD)
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#533 continues

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37. Reducing self-injury and stereotypy in vocational routines with stimulus control procedures. **Muriel D. Saunders** (Parsons Research Center/University of Kansas-Parsons, KS), **Theresa Roach** (Special Purpose School-Parsons, KS), **RICHARD R. SAUNDERS, Joseph E. Spradlin** (Parsons Research Center/University of Kansas-Parsons, KS)
38. Using video feedback to modify inappropriate mannerisms. **SHANON L. ALJAMEA, Linda J. Hayes, Michelle A. Moyer** (University of Nevada-Reno)
39. An analysis of injuries associated with restraint in a residential facility. **THOMAS H. MANN, Don E. Williams** (Richmond State School-Richmond, TX)
40. Preparing elementary students with behavioral disabilities for placement in the mainstream: Examining the effectiveness of the PRECISE teaching package--Year two. **MITCHELL C. CONNELL, Donald M. Baer** (University of Kansas-Lawrence), **Judith J. Carta** (Juniper Gardens Children's Project-Kansas City, KS)
41. An ecobehavioral approach for assessment & prevention of behavior disorders for young children & their families. **DEBRA M. KAMPS, MELODY TANKERSLEY** (Juniper Gardens Children's Project-Kansas City, KS)
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#534**Symposium****DDA/EDC****11:00AM-12:50PM****Kansas City****5th floor****Facilitated Communication in Perspective**

Chair: **BARBARA BECKER** (Autism Training Center/Marshall University-Huntington, WV)

Discussant: **MICHAEL A. KIRKPATRICK** (Datahr Rehabilitation Institute-Brookfield, CT)

Facilitated communication: History and precursors. **CONSTANCE DENA SAXE** (Datahr Rehabilitation Institute-Brookfield, CT)

Conceptual and methodological consideration in researching facilitated communication. **MICHAEL A. KIRKPATRICK, Gregory R. Price** (Datahr Rehabilitation Institute-Brookfield, CT)

Clinical and psychometric data on facilitated communication. **GREGORY R. PRICE, Michael A. Kirkpatrick** (Datahr Rehabilitation Institute-Brookfield, CT)

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Saturday

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May 29, 1993

#535	Symposium	TOX/EAB
11:00AM-12:50PM	Michigan	6th floor
Contemporary Perspectives on Self-Control and Drug Dependence		
Chair: RICHARD J. DEGRANDPRE (University of Vermont-Burlington)		
Discussant: CHRIS-ELLYN JOHANSON (NIDA Addiction Research Center-Baltimore, MD)		
Self-control, impulsiveness, and drug abuse. ALEXANDRA W. LOGUE (State University of New York-Stonybrook)		
Behavioral momentum and drug addiction. JOHN A. NEVIN (University of New Hampshire-Durham)		
Where there's a will, there's a won't: Limitations on the use of personal rules in self-control. GEORGE AINSLIE (Temple University-Philadelphia, PA)		
Choice, self-control, and alcohol abuse. RUDY E. VUCHINICH, Jalie A. Tucker (Auburn University-Auburn, AL)		

#536	Symposium	VRB
11:00AM-12:50PM	Michigan State	6th floor
Scientific Knowledge: Identification, Transmission, and Amplification		
Co-Chairs: MARK A. SWAIN, KELLY G. WILSON (University of Nevada-Reno)		
Discussant: SAM LEIGLAND (Gonzaga University-Spokane, WA)		
Philosophical positioning and the pursuit of scientific knowledge. MARK A. SWAIN (University of Nevada-Reno)		
Whatever happened to the laws of psychology? ELLIOT BONEM (Eastern Michigan University-Ypsilanti)		
Derived relational responding and the problem of knowledge amplification. KELLY G. WILSON (University of Nevada-Reno)		

#537	Symposium	EDC/DDA
11:00AM-12:50PM	Northwestern	6th floor
Teaching Social Skills to Head Start Children: Evaluating the Effectiveness of a Site-Specific Program		
Chair: VALERI FARMER-DOUGAN (Illinois State University-Normal)		
Discussant: BETH SULZER-AZAROFF (University of Massachusetts-Amherst)		

#537 *continues*

#537 continues

Issues in teaching social skills to young, disadvantaged children: Implementation in lab versus "real world" programs. **VALERI FARMER-DOUGAN, Robert Hessling** (Illinois State University-Normal)

Individualizing a packaged social skills program: The behavior as observed baseline (BOB) program. **ROBERT HESSLING, Valeri Farmer-Dougan, Erik Kaiser** (Illinois State University-Normal)

Evaluating the effectiveness of the behavior as observed baseline (BOB) social skills program: The READY code as a tool for documenting changes in behavior. **BAMBI BURGARD, Valeri Farmer-Dougan, Lars Rude, Larry Miller** (Illinois State University-Normal)

Changes in sociometric and peer-acceptance measures as a result of the behavior as observed baseline (BOB) social skills program. **KATHY HOFF, Valeri Farmer-Dougan, Traci Gillings, Joseph Glim** (Illinois State University-Normal)

#538

Symposium

EDC

11:00AM-12:50PM

Wisconsin

6th floor

Methodological Issues Related to the Study of Aggressive/Disruptive Behaviors in School Settings

Chair: **DEBORAH SMITH** (Eastern Washington University-Cheney)

Discussant: **CHARLES SALZBERG** (Utah State University-Logan)

Treating children with aggression problems in applied settings: Is experimental control possible? **JULIE A. FODOR-DAVIS** (Utah State University-Logan)

A descriptive example of functional analysis in a school setting. **KEITH STOREY** (San Francisco State University-San Francisco, CA)

Reducing negative playground behaviors through the use of self-evaluation procedures: Challenges and recommendations for applied research. **DEBORAH SMITH, Ron Nelson, Charles Ludwig** (Eastern Washington University-Cheney)

#539

Address



11:30-11:50AM

Chicago H

5th floor

Understudied Basic Behavioral Processes: An Applied View. **STEVEN C. HAYES** (University of Nevada-Reno)

Chair: **DEBORAH A. SHANLEY** (Medgar Evers College/City University of New York-New York)

#600

INVITED ADDRESS

PRM

12:00-12:50PM

Great America

6th floor

On Reinforcing the Use of Behavior Analysis in Organizations.
SCOTT L. FRASER (Florida International University-Miami)

Chair: **BILL HOPKINS** (Auburn University-Auburn, AL)

#601

INVITED ADDRESS

CBM

12:00-12:50PM

Indiana

6th floor

Contingency Dynamics and Statics: Laboratory Implications for Application -- and Vice Versa. **ISRAEL GOLDDIAMOND**
 (University of Chicago-Chicago, IL)

Chair: **SUSAN MARKLE** (University of Illinois-Chicago)

#602

Symposium

CBM

12:00-1:20PM

Chicago A

5th floor

Behaviorizing Psychology: European Perspectives

Chair: **ELAINE M. HEIBY** (University of Hawaii-Honolulu)

Discussant: **ARTHUR W. STAATS** (University of Hawaii-Honolulu)

How to explain human behavior in natural settings? **HANS WESTMEYER** (Free University of Berlin-Berlin, Germany)

"Treatment utility": A reappraisal. **FERNANDO SILVA** (Complutense University of Madrid-Madrid, Spain)

#603

Symposium

EDC/DDA

12:00-1:50PM

LA/Miami

5th floor

Systematic Replication in Applied Behavior Analysis: Without Which There is Nothing

Chair: **MARY A. McEVOY** (University of Minnesota-Minneapolis)

Discussant: **JAMES FOX** (East Tennessee State University-Johnson City, TN)

The role played by systematic replication in the development of and validation of peer tutoring programs. **CHARLES GREENWOOD, Joseph Delquadri** (Juniper Gardens Children's Project-Kansas City, KS)

Enhancing the communicative interaction between preschoolers with and without disabilities: A programmatic approach. **HOWARD GOLDSTEIN, Louise Kaczmarek** (University of Pittsburgh-Pittsburgh, PA)

Systematic replication in school interaction research: Beyond initiations and responses. **SCOTT R. McCONNELL, Mary A. McEvoy** (University of Minnesota-Minneapolis)

#604	Address	CNC
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12:30-12:50PM	Chicago F	5th floor
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Theories of Direct Action: Are Theories of Indirect Action Necessary? **EDWARD K. MORRIS** (University of Kansas-Lawrence)

Chair: **J. GRAYSON OSBORNE** (Utah State University-Logan)

#605	Paper Session	CBM
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12:30-1:50PM	Chicago B	5th floor
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Applying Theory to Clinical Interventions

Chair: **KAREN S. BUDD** (DePaul University-Chicago, IL)

(12:30-1:00) A multiple baseline investigation of Eye Movement Desensitization.

ROBERT W. MONTGOMERY (Georgia State University-Atlanta, Jackson Veterans Affairs Medical Center & University of Mississippi School of Medicine-Jackson), **Teodoro Ayllon** (Georgia State University-Atlanta)

(1:00-1:30) Mediated generalization: Very powerful, much neglected. **TREVOR STOKES** (University of South Florida-Tampa), **Donald M. Baer** (University of Kansas-Lawrence)

#606	Symposium	DDA/CBM
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12:30-1:50PM	Chicago C	5th floor
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Assessment and Intervention for Severe Behavior Problems

Chair: **F. CHARLES MACE** (University of Pennsylvania-Philadelphia)

Discussant: **ROBERT H. HORNER** (University of Oregon-Eugene)

Assessment and intervention for the self-injurious behavior of a twenty-year-old woman with profound mental retardation. **LEE KERN**, **F. Charles Mace**, **Joyce E. Mauk** (Children's Seashore House/University of Pennsylvania-Philadelphia)

Conducting experimental analyses of treatment packages for feeding disorders. **DAVID P. WACKER**, **Linda J. Cooper**, **Stephanie Peck**, **Jennifer McComas**, **Wendy K. Berg**, **Tom Millard**, **David Richman** (University of Iowa-Iowa City)

Reducing severe behavior problems through social communication treatment.

ROBERT L. KOEGEL, **LYNN KERN KOEGEL**, **Marta Valdez-Menchaca**, (University of California-Santa Barbara), **Stephen Camarata** (Vanderbilt University-Nashville, TN)

Saturday

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May 29, 1993

#607	Paper Session	EAB
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12:30-1:50PM	Purdue	6th floor
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Artificial Neural Networks and Behavior Analysis

Chair: **LAVERNE WORTHY ROGERS** (Woodward State Hospital-Woodward, IA)

(12:30-12:55) Collaborative tools for building complex operant computer systems.

WILLIAM R. HUTCHISON (BehavHeuristics, Inc-College Park, MD)

(12:55-12:50) The experimental analysis of the evolution of behavior: A computational perspective. **JOSE E. BURGOS, John W. Donahoe** (University of Massachusetts-Amherst)

#608	Address	DDA/EAB
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1:00-1:20PM	Indiana	6th floor
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The Role of Qualitative Research Methodology in Applied Behavior Analysis: Social Validity and Beyond. **ILENE S. SCHWARTZ** (University of Washington-Seattle)

Chair: **JAMES H. COWARDIN** (Precision Learning Systems, Inc-Columbus, OH)

#609	Paper Session	VRB/EAB
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1:00-1:50PM	Lincolnshire	6th floor
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Verbal Behavior: Experimental Analysis

Chair: **PATRICK M. GHEZZI** (University of Nevada-Reno)

(1:00-1:20) The use of automatic reinforcement procedures to increase the verbal behavior of language delayed children. **MARK L. SUNDBERG** (Behavior Analysts, Inc-Danville, CA), **Cindy A. Sundberg** (Independent Living Services Unlimited-Walnut Creek, CA), **James W. Partington** (Behavior Analysts, Inc-Danville, CA)

(1:20-1:50) Altering the dynamic properties of verbal/social operants with MR defendants and staff. **MICHAEL STOUTIMORE, Richard Sink** (Sequin Unit-Gainesville, FL)

#610	INVITED ADDRESS	TOX/EAB
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1:00-1:50PM	Michigan	6th floor
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Some Behavioral Determinants of Tolerance to Cocaine.

MARC N. BRANCH (University of Florida-Gainesville)

Chair: **DAVID W. SCHAAL** (West Virginia University-Morgantown)

#611

Panel Discussion

CBM

1:00-2:20PM

Chicago H

5th floor

Behavioral Medicine with Brain Injured Survivors

Chair: **MICHAEL D. WESOLOWSKI** (Florida Department of Health & Rehabilitative Services-Miami,FL)

Panelists:

ARNIE ZENCIUS (Premier of Chicago Rehabilitative Center-Downers Grove,IL)

RICHARD ZAWLOCKI (Florida Department of Health & Rehabilitative Services-Tampa, FL)

#612

Posters

DDA

1:00-2:30PM

Grand Salon II

7th floor

Session #17. Assessment and Intervention in Developmental Disabilities

1. The utilization of subjective ratings in applied behavior analysis: A limited but useful approach. **LINDA MATEY, Amy Matthews, Tamra Weiner, Helen Bloomer, Raymond G. Romanczyk** (State University of New York-Binghamton)
2. Assessment of intervention of severe behavior and learning deficits: Complex cyclical patterns. **RAYMOND G. ROMANCZYK, Mark Sergi, Cho Lam** (State University of New York-Binghamton)
3. Utilizing a systematic fading technique to develop independent shopping skills. **GEORGE KOSTINAS, Alison Scandlen, Elliot Glist, Jennifer Garofalo, Arthur Campbell** (May Center for Adult Services-Centerville, MA)
4. Utilizing delayed reinforcement in the form of contingency contracts to reduce severe disruptive behavior of adults with mental retardation. **DENNIS ASHE, George Kostinas, Alison Scandlen, Arthur Campbell** (May Center for Adult Services-Centerville, MA)
5. Within-session analyses of aberrant behavior maintained by tangible positive reinforcement. **TIMOTHY R. VOLLMER, Wayne T. Stewart, Linda LeBlanc, Bethany A. Marcus, Dosia Paclawskyj** (Louisiana State University-Baton Rouge)
6. An analysis of response generalization during long term in-home treatment of aberrant behavior. **JENNIFER ASMUS, K. Mark Derby, David P. Wacker, Sonya Ulrich, Jay Harding, Wendy K. Berg** (University of Iowa-Iowa City)
7. The assessment and context specific treatment of behavior that serve multiple functions. **SCOTT HELSINGER, J. DOUGLAS DI RADDIO** (Au Clair Schools-Bear, DE), **Judith E. Favell** (Au Clair Schools-Mt. Dora, FL)
8. Setting events: Assessment and intervention to reduce the problem behavior of students with severe disabilities. **CRAIG H. KENNEDY, Tina Itkonen** (University of Hawaii, Manoa-Honolulu)

#612 continues

#612 continues

9. An assessment of the difference between the aggressive behavior of preschool-aged normal children and preschool-aged children with mental retardation and communication delay. **GAIL M. OWEN** (The George Washington University & Western Psychiatric Institute & Clinic-Pittsburgh, PA)
 10. Evaluation of the comparative outcome of an extended vs. brief functional analysis. **PATRICIA F. KURTZ, Robert Harrell, Wayne Fisher, Paula Levin, Kelly Ferguson** (The Kennedy Krieger Institute & Johns Hopkins University School of Medicine-Baltimore, MD)
 11. Assessment of the relationship between self-injury and self-restraint. **CLODAGH M. MURPHY, Wayne Fisher, Nancy C. Grace, Cathleen C. Piazza, Daniel Harris** (The Kennedy Krieger Institute & Johns Hopkins University School of Medicine-Baltimore, MD)
 12. Brief functional analyses conducted in the home setting. **SONYA ULRICH, David P. Wacker, K. Mark Derby, Jennifer Asmus, Wendy K. Berg** (University of Iowa-Iowa City)
 13. Using brief functional analyses to identify different functions across settings. **SONYA ULRICH, David P. Wacker, K. Mark Derby, Jennifer Asmus, Wendy K. Berg, Bethany Marcus** (University of Iowa-Iowa City)
 14. Analysis of the influence of activity and interaction variables on pica behavior: A case study. **Larry Hudspeth, ROBERT E. O'NEIL, Robert H. Horner** (University of Oregon-Eugene)
 15. The psychometric properties of the Functional Analysis Checklist. **PETER STURMEY** (Abilene State School-Abilene, TX), **Lisa Bertman** (Louisiana State University-Baton Rouge)
 16. Tracking individual performance in a community agency. **LORI HAUSHERR, TRUDY CURTIS, LISA DILLON** (Trinity Services, Inc-Joliet, IL)
 17. The use of response satiation procedures to enhance the effectiveness of time-out in the reduction of aggressive classroom behavior. **LUCIANN HACKBERT, Michael J. Dougher** (University of New Mexico-Albuquerque)
 18. A comparison of three functional assessment strategies with the excess and positive behaviors of students with developmental disabilities. **Joseph R. Scotti, KAREN L. WEIGLE, Karen S. Kirk, James T. Ellis, Stephanie Jackson, Chanin Kennedy, Robin Schrieber** (West Virginia University-Morgantown)
 19. Analog functional assessments and nonaversive interventions in special education classrooms: A comparison of brief versus extended assessments. **Joseph R. Scotti, KAREN S. KIRK, Karen L. Weigle, Karen Cuddihy, Vicki Lumley, Andrea Magruda, Saba Rasheed** (West Virginia University-Morgantown)
 20. Analog assessment of response classes and nonaversive intervention in the community setting. **GLENDA L. VITTIMBERGA, Traci Nailler, Scott Schaeffer, Joseph R. Scotti** (West Virginia University-Morgantown)
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#613

Posters

PRM

1:00-2:30PM

Grand Salon II

7th floor

Session #18. Performance Management

21. Factors that affect an intervention's survival after the experimenter leaves: Do they continue using it? **THOMAS J. ZWICKER, L. Keith Miller** (University of Kansas-Lawrence)
22. Using a task analyzed checklist to improve staff performance in maintaining residential environments. **STEPHEN S. BRUCE, Victoria Ford** (Bancroft, Inc-Haddonfield, NJ)
23. The use of video taping to create a visual text for training. **DOUGLAS WHITE, Mark Adams** (University of Nevada-Reno)
24. Performance management of work teams in a municipal setting. **GORDON HENRY, Rose Colovos, Laurie Shannon** (Western Michigan University-Kalamazoo)
25. Quantitative effects of converting to self-regulated work groups. **TINA M. CLAYTON, David E. Luke** (University of Nevada-Reno)
26. Effects of heterogenous and homogenous tasks on group productivity. **ELIZABETH J. MIROFF, SUSAN J. TAYLOR, Charyl B. Lubeach, Jeremy Greenberg, Maria Cathy Gillen, Kristen Sitarski, PHILLIP K. DUNCAN** (West Chester University-West Cester, PA)
27. The effects of behavioral procedures on white supervisors supervising black supervisees. **DANA Y. LAW, Bill Hopkins** (Auburn University-Auburn, AL)
28. An experimental examination of self-efficacy. **BRIAN L. COLE, Bill Hopkins** (Auburn University-Auburn, AL)
29. Improving the quality of direct nursing care: An applied demonstration of behavioral techniques. **FRANK P. IGOU, Bill Hopkins** (Auburn University-Auburn, AL)
30. Work performance under ratio schedules of reinforcement. **JIM P. GETTING, Bill Hopkins** (Auburn University-Auburn, AL)
31. Laboratory analysis of the effects of 10% and 100% incentive pay on work productivity. **JOEL S. GRUENBERG, Cloyd Hyten** (University of North Texas-Denton)
32. Pay for performance: Establishing feedback systems in a manufacturing setting. **DARLENE M. DIGORIO, KATHRYN J. NORRIS** (West Chester University-West Chester, PA)
33. Advertising the back-up reinforcers in token economies: A new way to enhance performance? **INGOLFUR BERGSTEINSSON, Linda J. Hayes** (University of Nevada-Reno)
34. Strategies for building morale in difficult environments. **GINA M. TOUBOURAS, Linda J. Hayes** (University of Nevada-Reno)
35. A metacontingent analysis of feedback emphasizing context as a determinant of stimulus function. **MICHAEL C. CLAYTON, Linda J. Hayes** (University of Nevada-Reno)

#613 continues

36. A two-tier interview process as a predictor of job performance. **GRETCHEN L. JEFFERSON, MaryLouise E. Kerwin** (Child Seashore Hospital & University of Pennsylvania School of Medicine-Philadelphia, PA)
37. Increased sales and thefts as a function of sales promotin activities. **NED CARTER** (Uppsala University-Uppsala, Sweden)

#614**Symposium****VRB/EAB****1:00-2:50PM****Chicago F****5th floor****The Role of Verbal Stimuli and Responses in Complex Discriminations**Chair: **IRENE GROTE** (University of Kansas-Lawrence)Discussant: **HENRY D. SCHLINGER, JR.** (Western New England College-Springfield, MA)

Reinforcement for compliance and noncompliance with rules: Effects on sensitivity to reinforcement schedules. **PHILIP CHASE** (West Virginia University-Morgantown), **Paolo Moderato** (University of Palermo-Palermo, Italy), **Andrew Sham Rao, Keith Ruckstuhl** (West Virginia University-Morgantown)

Mediated and unmediated acquisition and generalization of a common-features discrimination. **JESUS ROSALES, Irene Grote, Cory Royer, Donald M. Baer** (University of Kansas-Lawrence)

The construction of cognitive functions from behavioral relations. **BARRY LOWENKRON** (California State University-Los Angeles)

*Sponsored by the Development SIG***#615****Panel Discussion****CNC****1:00-2:50PM****Chicago G****5th floor****A Debate on Mechanism and Contextualism**Chair: **STEVEN C. HAYES** (University of Nevada-Reno)Debate Moderator: **RUDY E. VUCHINICH** (Auburn University-Auburn, AL)*Panelists:***E. JOHN CAPALDI** (Purdue University-West Lafayette, IN)**STEVEN C. HAYES** (University of Nevada-Reno)**M. JACKSON MARR** (Georgia Institute of Technology-Atlanta)**ROBERT W. PROCTOR** (Purdue University-West Lafayette, IN)**HAYNE W. REESE** (West Virginia University-Morgantown)

#616

INVITED SYMPOSIUM

PRM

1:00-2:50PM

Great America

6th floor

International Diffusion of Behavior Analysis: Japan and ThailandChair: **MARIA E. MALOTT** (Malott & Associates-Kalamazoo, MI)First international conference of behavior analysis in Japan. **MASAYA SATO**, **Naoko Sugiyama** (Keio University-Tokyo, Japan)Political-social activities of Thai university students during the last five decades (B.E. 2475-2525 Buddhist years). **ANUKUL JINTARAX** (Khon Kaen University-Khon Kaen, Thailand)State of education in Thailand and Japan. **DEBORAH SHANLEY** (Medgar Evers College-Brooklyn, NY)The art of listening and cross-cultural exchange. **MARY E. BOYLE** (State University of New York-New Paltz, NY)Informal conversations with Thais and Japanese. **MARGARET LLOYD**, **Kenneth Lloyd** (Central Washington University-Ellensburg, WA)Trouble in paradise: The Japanese-rail mass firings. **JOSEPH MORROW** (California State University-Sacramento, CA)*Sponsored by the International Development Committee*

#617

Paper Session



1:00-2:50PM

Iowa

6th floor

From Lab to Life: Extending Experimental Analysis to Practical ProblemsChair: **MARILYN K. BONEM** (Eastern Michigan University-Ypsilanti)(1:00-1:20) Diminishing marginal utility, the matching law, and jackpot-style lotteries. **STUART A. VYSE**, **John V. Harnisher**, **Gail L. Sulser** (Connecticut College-New London, CT)(1:20-1:40) An application of Herrnstein's hyperbola to the study of the reinforcing efficacy of running. **TERRY W. BELKE**, **Gene M. Heyman** (Harvard University-Cambridge, MA)(1:40-2:00) Understanding behavioral styles by means of operant schedules of reinforcement: Applications to health and sport psychology. **ROCIO HERNANDEZ-POZO** (Universidad Nacional Autonoma de Mexico-Mexico City, Mexico)(2:00-2:20) Aggressive responding of violent and non-violent male parolees under laboratory conditions. **DON R. CHEREK**, **William Schnapp**, **Howard Rhoades**, **Marcus Nedelmann** (University of Texas Health Sciences Center-Houston)(2:20-2:40) Punishment in the workplace: A critical examination. **SHEREE BARRON**, **Bill Hopkins** (Auburn University-Auburn, AL)

#618

Symposium

DDA

1:00-2:50PM

Kansas City

5th floor

Assessment and Treatment of Prader-Willi SyndromeChair: **DAVID A. COLEMAN, JR.** (The Devereux School-Red Hook, NY)Discussant: **WILLIAM BRYSON-BROCKMANN** (Winthrop University Hospital-Mineola, NY)Diagnostic and clinical overview of Prader-Willi syndrome. **DAWN D.****DELANEY, Merlin G. Butler** (Vanderbilt University-Nashville, TN)Food and exercise in people with Prader-Willi syndrome. **BRUCE L. BAKKE, Sara Bridges-Parlet** (University of Minnesota-Minneapolis)Equivalence class formation using differential outcomes in adults with Prader-Willi syndrome. **BETH JOSEPH, J. Bruce Overmeir** (University of Minnesota-Minneapolis), **Travis Thompson** (Vanderbilt University-Nashville, TN)Behavioral interventions for social, exercise, and eating behaviors with Prader-Willi syndrome. **DAVID A. COLEMAN, JR., Sharon A. Rushton** (The Devereux School-Red Hook, NY)

#619

Panel Discussion



1:00-2:50PM

Michigan State

6th floor

Are Precision Teaching, Fluency, and Behavioral Momentum Related?Chair: **GUY BEDIANT** (University of North Texas-Denton)*Panelists:***KENT JOHNSON** (Morningside Academy-Seattle, WA)**STEPHEN GRAF** (Youngstown State University-Youngstown, OH)**BARBARA WANCHISEN** (Baldwin-Wallace College-Berea, OH)**JOHN A. NEVIN** (University of New Hampshire-Durham, NH)**OGDEN LINDSLEY** (University of Kansas-Lawrence)

#620

Symposium

EDC

1:00-2:50PM

Northwestern

6th floor

Use of Functional Analysis to Improve Student Behavior and Academic PerformanceChair: **LINDA J. COOPER** (University of Iowa-Iowa City)Discussant: **JOSEPH S. LALLI** (Children's Seashore House-Philadelphia, PA)

The use of student assistance to conduct functional assessments in school settings.

LEE KERN (University of Pennsylvania-Philadelphia), **Karen Childs, Shelley Clarke, Glen Dunlap** (University of South Florida-Tampa)

#620 continues

#620 continues

The relationship between predictability and severe problem behavior for students with severe disabilities. **KATHERINE BRIGID FLANNERY** (University of Oregon-Eugene)

Outpatient evaluation of learning strategies using brief functional analysis. **TOM MILLARD, David P. Wacker, Linda J. Cooper** (University of Iowa-Iowa City)

The use of applied behavior analysis in assessing learning strategies. **JENNIFER MCCOMAS, David P. Wacker, Tom Millard, Linda J. Cooper** (University of Iowa-Iowa City), **Mike White** (Mid-Prairie High School), **Becky Hawbaker** (University of Iowa-Iowa City), **Margie Rahe** (Solon High School)

#621**Paper Session****EDC/DDA****1:00-2:50PM****Wisconsin****6th floor****Educational Reform**

Chair: **ANTHONY BONIN** (Eastern Michigan University-Ypsilanti)

(1:00-1:20) Education and behavior analysis: Where is the crisis? **DARYL SIEDENTOP** (The Ohio State University-Columbus)

(1:20-1:40) What's wrong in higher education and what we're doing about it: A precision report card. **CLAUDIA E. McDADE** (Jacksonville State University-Jacksonville, AL)

(1:40-2:00) Proven techniques for cross-cultural management and conflict resolution applied to multi-cultural schools. **ROBERT N. WOLL** (N. Woll & Company, Inc-San Jose, IL)

(2:00-2:20) Expert witness testimony in special education: Due process litigation involving the least restrictive environment provision of PL 94-142. **ENNIO CIPANI** (University of the Pacific-Stockton, CA)

(2:20-2:40) Serving students with learning disabilities in postsecondary settings. **BELINDA LAZARUS** (University of Michigan-Dearborn)

#622**Symposium****CBM****1:30-2:50PM****Chicago A****5th floor****Issues and Interventions in the Treatment of Persons with Traumatic Brain Injuries**

Chair: **MARTIN J. McMORROW** (Center for Comprehensive Services-Carbondale, IL)

Discussant: **HARRIS B. RUBIN** (Southern Illinois University-Carbondale, IL)

#622 *continues*

Increasing desirable behaviors of adolescents with traumatic brain injuries in a residential rehabilitation facility through programmatic design. **ERIC GOULD, Jennifer Harrison, Lisa Lambert, Lisa M. Miller, Susan M. Dilley** (Center for Comprehensive Adolescent Services-Carbondale, IL)

Alcohol and substance awareness and education: Ensuring successful outcomes using a group training approach. **DARCY A. KRIEGSMAN, Mark Schloemann** (Center for Comprehensive Services-Carbondale, IL)

Less TV and more fun: A group oriented contingency to increase leisure activities of adults with traumatic brain injury. **WILLIAM ROBERT CHITTUM** (Center for Comprehensive Services-Carbondale, IL), **Paula K. Davis** (Southern Illinois University-Carbondale, IL)

Facilitating knowledge of traumatic brain injury and awareness of deficits with a modified game format. **JING ZHOU, Katherine Johnson Tompkins, William Robert Chittum, Martin J. McMorro** (Center for Comprehensive Services-Carbondale, IL)

A step beyond social skills training: Now can we be friends? **KATHERINE JOHNSON TOMPKINS** (Center for Comprehensive Services-Carbondale, IL)

#623

INVITED ADDRESS

CCS

2:00-2:50PM

Chicago B

5th floor

Behaviorological Corrections: A New Concept of Prison from a New Discipline. **LAWRENCE E. FRALEY** (West Virginia University-Morgantown)

Chair: **JANET ELLIS** (University of North Texas-Denton)

#624

INVITED ADDRESS

EDC

2:00-2:50PM

LA/Miami

5th floor

Consulting in the Public Schools: Addressing the Variables Hindering Rule-Governed Behavior. **MARGARET VAUGHN** (Salem State College-Salem, MA)

Chair: **JACK MICHAEL** (Western Michigan University-Kalamazoo)

#625

INVITED ADDRESS

TOX/EAB

2:00-2:50PM

Michigan

6th floor

Behavioral Tolerance and Opioid Receptors. **ALICE YOUNG** (Wayne State University-Detroit, MI)

Chair: **RICHARD J. DEGRANDPRE** (University of Vermont-Burlington)

#626

INVITED ADDRESS

EAB

2:00-2:50PM

Purdue

6th floor

Memory for the Absence of an Event. JOHN T. WIXTED
(University of California, San Diego-La Jolla)

Chair: **DIANNE C. MCCARTHY** (University of Auckland-Auckland, New Zealand)

#627

Symposium

DDA

2:00-3:20PM

Chicago C

5th floor

**Innovations in Research on Families and Home-Based
Intervention for Children with Disabilities**

Chair: **KATHLEEN DYER** (Bancroft, Inc-Haddonfield, NJ)

Discussant: **STEPHEN C. LUCE** (Bancroft Inc-Haddonfield, NJ)

The relationship between individual and social variables and coping in mothers of children with disabilities. **MARY JANE WEISS** (Bancroft, Inc-Haddonfield, NJ)

Home-based communication intervention for parents of children with disabilities.

KATHLEEN DYER (Bancroft, Inc-Haddonfield, NJ), **Susan Forgeron** (The May Institute, Inc-Chatham, MA)

Play interventions in home-based programming. **KARIN LIFTER** (Northeastern University-Boston, MA), **Barbara Cannon**, **Stephen R. Anderson**, **Ariel Greenidge**, **Victoria Harchik**, **Jana Healy**, **Bridget McCaffrey**, **Amy O.Mara**, **Laurie Fitzgerald** (The May Center for Early Childhood Education-Arlington, MA)

#628

Address

VRB/DEV

2:30-2:50PM

Chicago H

5th floor

**Who's Right and Who's Left? Skinner versus Chomsky: Implications of
Neuropsychological Data for Language Development. CARMENNE A.
CHIASSON** (University of New Mexico-Albuquerque)

Chair: **R. ANDREW MITCHUM** (University of North Carolina-Greensboro)

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at the Convention***

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#629

Paper Session

CBM

3:00-3:50PM

Chicago H

5th floor

Conceptual Analyses of Topics Relevant to Clinical Work: Personality and Aggression

Chair: **NANCY D. VOGELTANZ** (University of Mississippi School of Medicine & Veterans Affairs Medical Center-Jackson)

(3:00-3:30) A behavioral analysis of the concept of personality. **KURT SALZINGER** (Hofstra University-Hempstead, NY)

(3:30-3:50) A reconceptualization of the antecedents of aggressive behavior. **SHIRO PERERA TORQUATO** (Auburn University-Auburn, AL)

#630

INVITED ADDRESS

CNC

3:00-3:50PM

Iowa

6th floor

Contingency-Shaped vs. Rule-Governed Behavior: A Misplaced Distinction? **PAUL THOMAS ANDRONIS** (Northern Michigan University-Marquette)

Chair: **PHILIP N. CHASE** (West Virginia University-Morgantown)

#631

INVITED ADDRESS

EAB

3:00-3:50PM

Purdue

6th floor

Some Unexpected News about Anticipatory Negative Contrast. **WILLIAM TIMBERLAKE**, Marianne Engle (Indiana University- Bloomington)

Chair: **MICHAEL PERONE** (West Virginia University-Morgantown)

#632

Symposium

PRM

3:00-4:20PM

Northwestern

6th floor

Measuring Employee Performance in the Field: Issues, Obstacles, Examples, and Applied Solutions

Chair: **LISA M. SIROKY** (Plano Molding Company-Plano, IL)

Discussant: **D. CHRIS ANDERSON** (University of Notre Dame-Notre Dame, IN)

Issues and obstacles to performance measurement in the field. **PAUL D.**

WORLAND, Joseph D. Torrez, Kari L. McAuthur (University of Notre Dame-Notre Dame, IN)

#632 continues

Surmounting measurement challenges in a field service setting. **KARI L.**

MCAUTHUR, Joseph D. Torrez, Paul D. Worland (University of Notre Dame-Notre Dame, IN)

Performance management in field sales: Obstacles and issues. **JOSEPH D.**

TORREZ, Kari L. McAuthur, Paul D. Worland (University of Notre Dame-Notre Dame, IN)

#633**Posters****EDC/DDA****3:00-4:30PM****Grand Salon II****7th floor**

Session #19: Teaching Academic and Social Skills to Students with Special Needs

1. Remediating articulation errors through a change in stimulus presentation. **DEBORAH R. WHITMAN** (Columbia University Teacher's College & Babies Prep School, Inc-New York, NY), **Nyla Lamm** (Columbia University College of Physicians & Surgeons & Babies Prep School Inc-New York, NY)
 2. The differential effects of socioeconomic status of children with educable mental retardation (EMR) on teacher and student behaviors. **Cheryl A. Utley, Joseph C. Delquadri, SUSAN L. MORTWEET, SALOME A. THORISDOTTIR, Charles R. Greenwood, Harriett Dawson** (Juniper Gardens Children's Project-Kansas City, KS)
 3. The effects of ecobehavioral determinants on academic responding and instructional grouping arrangements for students with educable mental retardation. **CHERYL A. UTLEY, Joseph C. Delquadri, Cherie H. Davis, LANETRA M. GUESS, Charles R. Greenwood, Debra Montagna** (Juniper Gardens Children's Project-Kansas City, KS)
 4. Teaching preschool children with disabilities to employ reciprocal peer tutoring skills in the classroom: Effects for academic skills. **Debra A. Tabacek, T. F. MCLAUGHLIN, Vikki F. Howard** (Gonzaga University-Spokane, WA)
 5. Immediate retelling by students with developmental handicaps and their retention of audio-taped information. **SUSAN ANN BROWN, John O. Cooper, JAMES D. DUNNE** (The Ohio State University-Columbus)
 6. Altering oral reading rates to increase reading performance in secondary students with learning disabilities. **CHRISTOPHER H. SKINNER, Kelly L. Adamson, John R. Woodward, Robert R. Jackson, Leigh A. Atchison** (University of Alabama-Tuscaloosa)
 7. **LIA M. WHITE** (Baton Rouge Parish-Baton Rouge, LA), **Ralph Gardner III** (The Ohio State University-Columbus), **CAROLYN TALBERT-JOHNSON** (University of Dayton-Dayton, OH)
 8. Guided notes, review, & achievement of secondary & postsecondary students with mild handicaps: A summary of three studies. **BELINDA LAZARUS** (University of Michigan-Dearborn)
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#633 continues

#633 continues

9. Using guided notes with academically "at-risk" high school students during a remedial summer social studies class. **AMY EHRHARDT** (Madeira Junior/Senior High School-Cincinnati, OH), **William J. Sweeney** (Gonzaga University-Spokane, WA), **Ralph Gardner III**, **Lori Jones**, **Rachel Greenfield** (The Ohio State University-Columbus)
10. Project SLIDE--Skills for learning independence in diverse environments: An outreach training model. **MARLEEN ELLIOTT**, **LOIS ORTH-LOPES** (Juniper Gardens Children's Project-Kansas City, KS), **Ilene S. Schwartz** (University of Washington-Seattle), **Jane B. Atwater**, **Judith J. Carta** (Juniper Gardens Children's Project-Kansas City, KS)
11. Kindergarten maintenance of classroom readiness skills after discharge from an integrated, therapeutic early childhood center. **PAMELA G. OSNES**, **Diane S. Powell** (University of South Florida-Tampa), **Nancy Davis** (University of Alabama-Tuscaloosa)
12. The effects of differential reinforcement of incompatible behaviors on the percent of on-task behavior of children with ADHD. **TIMOTHY J. LEWIS**, **Mollie S. McKibben** (University of Oregon-Eugene)
13. Computer-assisted instruction with constant time delay to teach multiplication facts to students with learning disabilities. **Susan T. Koscinski** (Madison County Public Schools-Danielsville, GA), **DAVID L. GAST** (The University of Georgia-Athens)
14. A comparison of research based & commercially available educational software for persons with moderate or severe mental retardation. **KATHRYN G. KARSH** (Educational Research & Services Center-DeKalb, IL), **Jean Prindiville**, **Toni Van Laarhoven-Keeney**, **Jeanne Coleman** (Northern Illinois University-DeKalb)
15. Teaching generalized conversational skills to high school students with disabilities. **CAROLYN HUGHES** (Peabody College/Vanderbilt University-Nashville, TN)
16. The effects of directed & non-directed art activities on the behavior of young children with disabilities: A multi-element baseline analysis. **Pat Davis**, **Susan Banks**, **VIKKI F. HOWARD**, **T. F. McLaughlin** (Gonzaga University-Spokane, WA)
17. Stacking the deck: Training head injured students to use appropriate social skills. **BONNIE JOYCE**, **Dawn K. Lamp**, **James H. Joyce**, **Missy Hidlevaugh** (Timber Ridge Ranch-Little Rock, AR)
18. The use of self-monitoring to improve the social skills of young adults who have sustained a traumatic brain injury. **DAWN K. LAMP**, **Bonnie Joyce**, **Diane Kogut**, **Missy Hidlevaugh**, **James H. Joyce** (Timber Ridge Ranch-Little Rock, AR)
19. An analysis of the effects of faded negative examples on the acquisition & generalization of verbal social skills of adolescents with behavioral disorders. **DIANE E. ORMSBY**, **Diane E.D. Deitz** (Northern Illinois University-DeKalb)
20. Social skills instruction to promote the integration of young children with mild disabilities: Generalization across settings. **Susan Kelley**, **LORETTA A. SERNA** (University of Hawaii-Honolulu)

#633 continues

21. Increasing the social interaction of young children with disabilities: Teaching them how to use "cool toys." **CARLA PETERSON, Heather Seifert** (Iowa State University-Ames)
 22. Conditions which facilitate increased social interactions between students with moderate mental disabilities & their nondisabled peers. **PAM FRISCHMEYER, Laura Fus, David P. Wacker, Wendy K. Berg, Bruce Tomblin, Amy Weiss** (University of Iowa-Iowa City)
 23. What did you say? Using tape-recorded feedback to increase verbal acknowledgements to supervisors & co-workers by employees with disabilities in a restaurant training program. **TERESA GROSSI, JONATHAN W. KIMBALL, William L. Heward** (The Ohio State University-Columbus)
 24. Combining descriptive & functional analysis assessment procedures in preschool settings. **JAY HARDING, David P. Wacker, Linda J. Cooper, Tom Millard, Jennifer Asmus** (University of Iowa-Iowa City)
 25. A review of functional assessment use in data-based intervention studies. **TIM BLAKESLEE, Jerry Gruba, George Sugai** (University of Oregon-Eugene)
 26. The use of functional analysis data in determining the communicative intent of social behavior. **GEORGE SUGAI, Timothy J. Lewis** (University of Oregon-Eugene)
 27. Facilitating a descriptive functional assessment: The scatter plot revisited. **FRANK SYMONS** (Peabody College/Vanderbilt University-Nashville, TN), **Linda McDonald** (University of Alberta-Edmonton, AB, Canada)
 28. Using a computer-based expert system as a training tool to conduct functional analyses & to design nonaversive behavioral interventions. **K. RICHARD YOUNG, RICHARD P. WEST, CHRISTINE A. MACFARLANE, EMILY J. KEMBLAWSKI, EDWARD J. CANCIO** (Utah State University-Logan)
 29. A comparison of the effects of mobility training with a long cane & precane device on the travel performance of preschool children with severe visual disabilities. **DIANE M. SAINATO** (The Ohio State University-Columbus)
 30. Self-monitoring to improve hygiene of a behaviorally disordered adolescent male. **WILLIAM E. BEESLEY, Randy Lee Williams, William J. Sweeney** (Gonzaga University-Spokane, WA)
 31. Generalization tactics for increased social behavior. **RICHARD J. SPICUZZA** (University of Minnesota-Minneapolis)
 32. The effects of differentially treating destructive behaviors on the basis of severity. **SUNG WOO KAHNG, NANCY C. GRACE, Wayne Fisher, Susan Johnson** (The Kennedy Krieger Institute & Johns Hopkins University School of Medicine-Baltimore, MD)
 33. Application and analysis of a decelerating consequence. **MICHAEL J. CAMERON, L. FERRELLI** (Evergreen Center-Milford, MA), **JAMES K. LUISELLI** (Psychological & Educational Resource Associates-Concord, MA)
 34. Collateral effects of reciprocal peer tutoring on preschool children's social interactions. **NANCY C. BRADY** (Parsons Research Center/University of Kansas-Parsons), **Ellen Taylor** (A. P. Brewer Developmental Center-Mobile, AL)
-

#634

Symposium

CBM

3:00-4:50PM

Chicago A

5th floor

An Experimental Analysis of Hypnotic Interventions in a Laboratory Setting

Chair: **LARRY GRIMM** (University of Illinois-Chicago)

Discussant: **C. RICHARD TSEGAYE-SPATES** (Western Michigan University-Kalamazoo)

A functional analysis of two types of hypnotic suggestions on analgesic responding in moderately hypnotizable subjects. **GLORIA M. HADDAD, C. Richard Tsegaye-Spates** (Western Michigan University-Kalamazoo)

The effects of three types of suggestion on analgesic responding in high and low hypnotizable subjects. **ELLEN KOCH, C. Richard Tsegaye-Spates** (Western Michigan University-Kalamazoo)

The effects of specific waking state training of hypnotic-relevant repertoires on subsequent hypnotic performance. **MARLIN O. TRULSEN, C. Richard Tsegaye-Spates** (Western Michigan University-Kalamazoo)

#635

Symposium

CCS

3:00-4:50AM

Chicago B

5th floor

Behavioral Community Psychology and the Principles of Behavior

Chair: **RICHARD W. MALOTT** (Western Michigan University-Kalamazoo)

Behavioral community psychology: Origins and implications. **JON S. BAILEY** (Florida State University-Tallahassee)

Beyond response-contingent reinforcement: The behavioral principles underlying community-level interventions. **R. WAYNE FUQUA** (Western Michigan University-Kalamazoo)

Recycling in Japan: An analysis of cultural contingencies. **SATORU SHIMAMUNE** (Sun System, Inc-Tokyo, Japan), **Naoko Sugiyama** (Keio University-Tokyo, Japan)

The three-contingency model of performance management and behavioral community psychology. **RICHARD W. MALOTT, Guillermo Yaber** (Western Michigan University-Kalamazoo)

Don't Shoot the Dog! The New Art of Teaching and Training by Karen Pryor. A layman's guide to operant conditioning and how to use it in real life. "Anyone who wants to be more effective in rearing children, teaching, or managing his or her own behavior will find her book very useful." B. F. Skinner. To order send \$5.95 plus \$1.00 shipping & handling (US) to ABA, 258 Wood Hall, Western Michigan University, Kalamazoo, MI 49008-5052.

#636

Symposium

EDC/DEV

3:00-4:50PM

Chicago F

5th floor

Behavioral Assessment at School: Stimulus Equivalence, Discrimination and Operant Performance as Predictors of Learning

Chair: **PETER HARZEM** (Auburn University-Auburn, AL)

Discussant: **HAYNE REESE** (West Virginia University-Morgantown)

Stimulus equivalence and learning disabilities: Testing for transfer in natural settings.

SILVIA MACOTELA-FLORES (Universidad Nacional Autonoma de Mexico-Mexico City, Mexico)

Does discriminative performance vary across school training?: Individual analysis within five grades. **LAMBERTO VILLANUEVA, ROCIO HERNANDEZ-POZO** (Universidad Nacional Autonoma de Mexico--Mexico City, Mexico)

Changes in mixed schedule performance associated with level of formal education: An exploratory study. **ROCIO HERNANDEZ-POZO, MARGARITA ESCALANTE, ERIKA OSORIO, GUADALUPE OSORIO,**

LAMBERTO VILLANUEVA, GRACIELA RODRIGUEZ (Universidad Nacional Autonoma de Mexico-Mexico City, Mexico)

Sponsored by the Development SIG

#637

Panel Discussion

PRM

3:00-4:50PM

Great America

6th floor

Profound Knowledge for the Change Agent: Applying Statistical Process Control and Total Quality Management in Organizational and Clinical Settings

Chair: **AL PFADT** (New York State Institute for Basic Research in Developmental Disabilities-Staten Island)

Panelists:

E. SCOTT GELLER (Virginia Polytechnic Institute and State University-Blacksburg)

THOMAS C. MAWHINNEY (University of Detroit-Detroit, MI)

WILLIAM K. REDMON (Western Michigan University-Kalamazoo)

AL PFADT (New York State Institute for Basic Research in Developmental Disabilities-Staten Island)

OGDEN R. LINDSLEY (University of Kansas-Lawrence)

*Presidential Address • Windows on the 21st Century • Sigrid S. Glenn
Today in the Grand Salon I at 5:00pm!*

#638

Symposium

DDA/EDC

3:00-4:50PM

Kansas City

5th floor

Analysis of Social Interaction Interventions for Children with Developmental Disabilities

Chair: **GARY M. SASSO** (University of Iowa-Iowa City)

Discussant: **PHILLIP S STRAIN** (Allegheny-Singer Research Institute-Pittsburgh, PA)

Some effects of regular class participation on the social contacts and social networks of high school students with severe disabilities. **CRAIG H. KENNEDY, Tina Itkonen** (University of Hawaii, Manoa-Honolulu)

An analysis of entrapment of social interactions between students with autism and their peers. **JENNIFER McCOMAS, Gary M. Sasso, Sue Shellady, Laura Kelly, Janine Peck, Julie McArthur, Parker Deen** (University of Iowa-Iowa City)

An assessment and treatment model for the identification of behavioral traps for children with developmental disabilities. **COLLEEN M. McMAHON** (University of California-Riverside)

Cooperative learning groups: An integration strategy to improve academic and social performance for students with autism and regular classroom peers. **DEBRA KAMPS, Betsy Leonard** (Juniper Gardens Children's Project-Kansas City, KS)

#639

Paper Session

EAB/VRB

3:00-4:20PM

Lincolnshire

6th floor

Stimulus Equivalence: Research with Humans and Animals

Chair: **GINA E. TRUESDELL** (Eastern Michigan University-Ypsilanti)

(3:00-3:20) The role of stimulus equivalence and recombination of minimal units in the development of language skills. **Julio de Rose, Anna Lucia Rossita** (Universidade Federal de Sao Carlos-Sao Carlos, Brazil), **JOSEPH E. SPRADLIN** (Parsons Research Center/University of Kansas-Parsons, KS)

(3:20-3:40) Transfer of functions of contextual stimuli in the emergence of new classes. **LUIS ANTONIO PEREZ-GONZALEZ** (University of Oviedo-Oviedo, Spain)

(3:40-4:00) Experimental control of the emergence of equivalence and functional classes. **JESUS ROSALES, Donald M. Baer** (University of Kansas-Lawrence)

(4:00-4:20) Work in progress: Looking for emergent stimulus relations in albino rats. **MICHAEL R. MARKHAM, Michael J. Dougher, Allen E. Butt, Erik M. Augustson** (University of New Mexico-Albuquerque)

#640	Paper Session	EAB/ELS
3:00-4:50PM	Michigan State	6th floor

Toward the Advancement and Integration of Behavior Analysis

Chair: **MARIAN BRELAND BAILEY** (Henderson State University-Arkadelphia, AR)

(3:00-3:20) Behavior analytic method, individual contingencies, and the dissemination of behavior analysis. **KEVIN JACKSON** (University of Florida-Gainesville)

(3:20-3:40) Behavior analysis at work: Yesterday, today, and tomorrow. **MARIAN BRELAND BAILEY** (Henderson State University-Arkadelphia, AR), **ROBERT E. BAILEY** (Eclectic Science Productions-Hot Springs, AR)

(3:40-4:00) The structure of behavior: Toward an integration of behavior analysis and ethology. **BRYAN D. MIDGLEY**, **Edward K. Morris** (University of Kansas-Lawrence)

(4:00-4:20) A history of Division 25: The other behavior analytic organization. **JAMES E. TODD** (Eastern Michigan University-Ypsilanti)

(4:20-4:40) Of what use philosophy?: Radical behaviorism and the Charles S. Pierce Society. **SUSAN M. SCHNEIDER** (Auburn University-Auburn, AL)

#641	Symposium	CBM/EDA
3:00-4:50PM	Wisconsin	6th floor

Topics in Ecobehavioral Analysis

Chair: **BRAIN J. COWLEY** (University of Kansas-Lawrence)

Discussant: **CHARLES R. GREENWOOD** (Juniper Gardens Children's Project-Kansas City, KS)

A comparison of ecobehavioral analysis and the functional analysis of behavior. **GAIL A. ROSS** (University of Kansas-Lawrence)

Ecobehavioral analysis and family intervention. **PETE PETERSON** (Juniper Gardens Children's Project-Kansas City, KS)

Expanding the search for implicit technologies of programming generalization: An ecobehavioral analysis of programming generalized response. **MITCHELL C. CONNELL** (University of Kansas-Lawrence)

A comparison between ecobehavioral analysis and contextualism. **RICHARD HARRISON** (University of Kansas-Lawrence)

The promise of ecobehavioral analysis. **BRIAN J. COWLEY**, **Richard Harrison** (University of Kansas-Lawrence), **Suzanne Grant**, **Charles R. Greenwood** (Juniper Gardens Children's Project-Kansas City, KS)

#642	Symposium	DDA
3:30-4:50PM	Chicago C	5th floor
Curriculum Design Strategies for Facilitating Acquisition Rates in Students with Developmental Disabilities		
Chair: T.J. GLAHN (Behavior Resource Center-Summerland, CA)		
Discussant: MICHAEL D. POWERS (Newington Children's Hospital-Newington, CT)		
Matrix management of material. MARKLEY S. SUTTON (Sonoma Developmental Center-Eldridge, CA)		
Assessment of configural parameters in respect to curriculum design. T.J. GLAHN, Sherise Furey (Behavior Resource Center-Summerland, CA)		
Perceptual cues: Generalization across dimensions. JOYCE LUM, T.J. Glahn (Behavior Resource Center-Summerland, CA)		
Curriculum development and implementation: Providing staff with useful tools. RAYMOND G. ROMANCZYK, Amy Matthews, Linda Matey (State University of New York-Binghamton, NY)		

#643	Paper Session	TOX/EAB
3:30-4:50PM	Michigan	6th floor
Behavioral Pharmacology		
Chair: LINDA BERBERICH (West Virginia University-Morgantown)		
(3:30-3:50) The effects of fencamfamine and amphetamine on responding for intracranial self-stimulation using a titrated progressive fixed ratio reinforcement schedule. WILLIAM D. KLIPEC, Kurt R. Illig (Drake University-Des Moines, IA)		
(3:55-4:15) Studies in human drug self-administration: Methadone. RALPH SPIGA, John Grabowski, Peter Silverman, Richard A. Meisch, Gregory Lemaire (University of Texas Health Science Center-Houston)		
(4:20-4:40) Environmental modulation of the discriminative stimulus effects of drugs. JONATHAN B. KAMIEN, Warren K. Bickel, B. Smith, Stephen T. Higgins (University of Vermont-Burlington)		

#644	INVITED ADDRESS	EAB
4:00-4:50PM	Purdue	6th floor
Cross-Cultural Behavior Analysis: Oxymoron or Enhancement? DANIEL J. BERNSTEIN (University of Nebraska-Lincoln)		
Chair: DAVID R. SCHMITT (University of Washington-Seattle)		

#645 PRESIDENTIAL ADDRESS EAB**5:00-5:50PM Grand Salon I 7th floor****Windows on the 21st Century****Sigrid S. Glenn****(University of North Texas-Denton)****Chair: JUDITH E. FAVELL (Au Clair Schools-Mt. Dora, FL)****#646 Organizational Meeting Open****6:00-6:50AM Illinois 6th floor****Behavioral Artificial Intelligence Network Interest Group****Chair: WILLIAM R. HUTCHISON (BehavHeuristics, Inc-Silver Spring, MD)**

This group was formed in 1984 to promote collaboration among behavior analysts interested in behavioral approaches to artificial intelligence.

#647 Special Interest Group Meeting Open**6:00-6:50AM Indiana 6th floor****Verbal Behavior Special Interest Group****Chair: LIBBY STREET (Central Washington University-Ellensburg)**

The purpose is to discuss matters of interest to individuals interested in the study of verbal behavior from a behavioral perspective, to support and advise the editor of the Analysis of Verbal Behavior, and to develop program and research agenda related to verbal behavior.

#648 Special Interest Group Meeting Open**6:00-6:50AM Iowa 6th floor****BALANCE Special Interest Group****Chair: SUSAN SCHNEIDER (Auburn University-Auburn, AL)**

The meeting will feature a status report on membership and progress in meeting SIG goals. We will concentrate on our current focus on introductory psychology textbooks, and discuss how best to respond to inaccuracies and reinforce accurate representations. Planning for our sponsorship of a symposium or panel discussion at the 1994 ABA Convention will be the other main topic for discussion.

Saturday

150

May 29, 1993

#649	Affiliated Chapter Meeting	Open
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6:00-6:50AM	Northwestern	6th floor
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Northwest Association for Behavior Analysis

Chair: **KENNETH E. LLOYD** (Central Washington University-Ellensburg)

The purpose of the meeting is to discuss current business plans for our fall meeting and events at ABA '93 that will be relevant for NWABA '93.

#650	Organizational Meeting	Open
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6:00-6:50AM	Ohio State	6th floor
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Behavior Analysis and Cultural Design Special Interest Group

Chair: **LESLIE BURKETT** (University of North Texas-Denton)

An open meeting for those interested in sharing information about cultural design and actively encouraging and supporting the growth and development of experimental communities. We will share data on community behavioral experiments and plan SIG activities for the coming year.

#651	Data Sharing Meeting	Open
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6:00-6:50AM	Wisconsin	6th floor
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Standard Celeration Chart Data Sharing

Chair: **STEPHEN GRAF** (Youngstown State University-Youngstown, OH)

Since 1980, this meeting has provided an opportunity for interested individuals to see, hear, and share information across the spectrum of behavior using daily, weekly, monthly, and yearly Standard Celeration Charts presented on overhead transparencies. Presenters sign up at the start of the session and go for two minutes per round. Successive rounds follow until completion. Onlookers as well as presenters are welcome to attend.

The ABA Social

ABA Dance with Recorded Music and Cash Bar

Tonight!

9:00PM-1:00AM

Grand Salon I

Breakfast for Student Members

*Sponsored by Spectrum Center for
Educational & Behavioral Development,
Berkeley, CA*

Sunday, May 29

7:30-9:00AM

Minnesota Room

CLOSING SYMPOSIUM

**Behavior Analysis:
Relations among Basic and Applied Sciences
and the Treatment of Problem Behavior**

Presentations by

DIANNE C. McCARTHY

University of Auckland-Auckland, New Zealand

PAUL E. TOUCHETTE

University of California-Irvine

LISA J. SHAW

Emory University-Atlanta, GA

Sunday, May 29 • 1:00-2:50PM • Grand Salon I • 7th floor

The Analysis of Verbal Behavior

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In Volume 9, 1991

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| Wraikat, R., Sundberg, C.T., & Michael, J. Topography-Based and Stimulus-Based Verbal Behavior: A Further Comparison | Moore, J. A Retrospective Appreciation of Willard Day's Contribution to Radical Behaviorism and the Analysis of Verbal Behavior |
| Braam, S.J., & Sundberg, M.L. The Effects of Specific Versus Nonspecific Reinforcement on Verbal Behavior | Comunidad Los Horcones. A Poem for an Organism Alone |
| Greene, D.M., & Bry, B. A Descriptive Analysis of Family Discussions About Everyday Problems and Decisions | Hall, G., Chase, P.N. The Relationship Between Stimulus Equivalence and Verbal Behavior |
| Newman, B., et. al. Maximization of Reinforcement by Two Autistic Students with Accurate and Inaccurate Instructions | Lowenkron, B. Joint Control and the Generalization of of Selection-Based Verbal Behavior |
| Drash, P., & Tudor, R. A Standard Methodology for the Analysis, Recording, and Control of Verbal Behavior | Burns, G.L., & Staats, A.W. Rule-Governed Behavior: Unifying Radical and Paradigmatic Behaviorism |
| Eshleman, J.W. Quantified Trends in the History of Verbal Behavior Research | Schoneberger, T. Verbal Understanding: Integrating the Conceptual Analysis of Skinner, Ryle, and Wittgenstein |
| Sundberg, M.L. 301 Research Topics from Skinner's Book Verbal Behavior | Schlinger, H.D. Jr., et al. Defining Terms in Behavior Analysis: Reinforcer and Discriminative Stimulus |

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Sunday, May 30, 1993

#700	Meeting	Open
8:00-8:50AM	Illinois	6th floor
Action Planning for Enhancing the Impact of Behavior Analysis in Education		
Chair: DAN HURSH (Education and Treatment of Children), MARILYN ROUSSEAU (Behavior Analysis in Education Special Interest Group), PAUL WEISBURG (Direct Instruction Special Interest Group)		
This meeting will provide all those behavior analysts involved with education an opportunity to plan strategic actions to enhance the impact of behavior analysis in education.		

#701	Special Interest Group Meeting	Open
8:00-8:50AM	Minnesota	6th floor
Clinical Behavior Analysis Special Interest Group		
Chair: EDELGARD WULFERT (State University of New York-Albany)		
The SIG attempts to expand the scope of behavior analysis to the understanding and treatment of psychological disorders presented by otherwise normally functioning adults or children. The contributions of behavior analysis to an understanding of the therapeutic relationship and of possible commonalities across verbal psychotherapies are also being explored.		

#702	Address	CBM/EDC
9:00-9:20AM	Indiana	6th floor
More Than 1000 Words: Visualizing Applied Behavior Analysis. MARK A. MATTAINI (Columbia University School of Social Work-New York, NY)		
Chair: T. STEUART WATSON (Mississippi State University-Mississippi State)		

#703	Symposium	PRM
9:00-10:20AM	Great America	6th floor
How to Experimentally Analyze the Survival of a Behavioral Intervention		
Chair: L. KEITH MILLER (University of Kansas-Lawrence)		
Discussant: WILLIAM K. REDMON (Western Michigan University-Kalamazoo)		

#703 continues

#703 continues

Survival is a dimension of applied. **L. KEITH MILLER** (University of Kansas-Lawrence)

A method for the direct observation of intervention-survival. **DEBORAH E. ALTUS** (University of Kansas-Lawrence)

A method for programming and experimentally analyzing interventions that survive. **TOM WELSH** (Florida State University-Tallahassee)

#704

Symposium

DEV

9:00-10:20AM

Iowa

6th floor

Applied Behavior Analytic Research on the Developmental Consequences of Prenatal Exposure to Drugs and Alcohol among Young Children

Chair: **SCOTT R. MCCONNELL** (University of Minnesota-Minneapolis)

An ecobehavioral model for the assessment of developmental consequences of prenatal exposure to drugs and alcohol. **JUDITH J. CARTA, CHARLES R. GREENWOOD** (University of Kansas-Lawrence)

Prenatal cocaine exposure and mother-infant interactions. **CINDY RICHARDSON, Mary A. McEvoy, Scott R. McConnell** (University of Minnesota-Minneapolis)

Social development and young children exposed prenatally to cocaine. **MARY A. McEVOY, SCOTT R. MCCONNELL, Cindy Richardson** (University of Minnesota-Minneapolis)

Ecobehavioral assessment of preschool children with prenatal cocaine exposure: Public perceptions versus empirical analysis. **DAVID ROTHOLZ, Gwen Peters, Paul Snyder** (University of Minnesota-Minneapolis)

Developmental profiles of young children in foster care who were prenatally exposed to drugs. **VIKKI F. HOWARD, Betty Williams** (Gonzaga University-Spokane, WA)

#705

Posters

EAB

9:00-10:30

Grand Salon II

7th floor

Session #20. Contemporary Issues in the Experimental Analysis of Behavior, Part 2

1. The effects of delayed reinforcement and response-produced feedback on the acquisition of an operant. **HENRY D. SCHLINGER, JR.** (Western New England College-Springfield, MA)

#705 continues

#705 continues

2. Lever press acquisition as a function of cycle/trial ratio and duration of pre-exposure. **ROBYN V. PFLAUM, ELLIOTT BONEM** (Eastern Michigan University-Ypsilanti)
 3. Effects of body weight on response acquisition with delayed reinforcement. **MICHELLE WILLIAMS, Kennon Andy Lattal** (West Virginia University-Morgantown)
 4. The effects of a conditioned establishing operation on performance of a two-component chain. **KEN ALLING** (Western Michigan University-Kalamazoo)
 5. Observing responding during a three-component schedule of reinforcement: A test of the delay-reduction hypothesis. **DAVID STAFFORD, Marc N. Branch** (University of Florida-Gainesville)
 6. The blocking of conditioned reinforcement. **DAVID C. PALMER** (Smith College-Northampton, MA)
 7. Number of reinforcers presented during continuous reinforcement and the partial reinforcement extinction effect. **TROY ZARCONI, Henry S. Pennypacker, Marc N. Branch** (University of Florida-Gainesville)
 8. Varied schedules and resistance to operant extinction. **BENJAMIN C. MAURO, F. Charles Mace** (University of Pennsylvania-Philadelphia), **Han Goh** (Children's Seashore Hospital-Philadelphia, PA)
 9. Performance under progressive-interval schedules with and without a variable-ratio history. **SHANNON NEITZEL, ANTOINETTE LEINENWEBER, Alan Baron** (University of Wisconsin-Milwaukee)
 10. The effects of delayed or immediate post-session feeding on food-reinforced lever pressing of rats. **LINDA. BERBERICH, David W. Schaal** (West Virginia University-Morgantown)
 11. The performance of individual rats on an open field variable-ratio group contingency. **GINA E. TRUESDELL, James T. Todd** (Eastern Michigan University-Ypsilanti)
 12. Individual performance of separated rats on a variable-ratio group contingency. **James T. Todd, GINA E. TRUESDELL** (Eastern Michigan University-Ypsilanti)
 13. The temporal organization of open-field extinction-induced behavior in rats. **JAMES T. TODD, Gina E. Truesdell** (Eastern Michigan University-Ypsilanti)
 14. The effects of random session duration on within-session patterns of responding. **KELLY S. JOHNSON, John M. Hinson** (Washington State University-Pullman)
 15. Within-session changes in the VI response function. **LAURA S. CAMPBELL, James D. Dougan** (Illinois Wesleyan University-Bloomington)
 16. Within-session patterns of responding for several session durations. **Frances K. McSweeney, JOHN M. ROLL** (Washington State University-Pullman)
 17. A census of the last 10 years of human operant research. **MARCUS NEDELMANN, Donald M. Dougherty, Melanie Alfred** (University of Texas Health Sciences Center-Houston)
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#705 continues

18. Formal properties of a behavioral attractor. **MARK S. HOYERT** (Indiana University Northwest-Gary)
 19. Effects of social modeling and monetary reinforcement on pain perception and tolerance: The role of self-efficacy. **DIANE G. SYMBALUK, Judy Cameron, W. Frank Epling, W. David Pierce** (University of Alberta-Edmonton, AB, Canada)
 20. A behavioral economic analysis of schedule induced behavior. **MICHAEL P. LAYNG, Warren K. Bickel, Richard J. DeGrandpre** (University of Vermont-Burlington)
 21. Food-deprivation effects on punished schedule-induced drinking. **Esmerelda Lamas, RICARDO PELLON** (Universidad Nacional de Educacion a Distancia-Madrid, Spain)
 22. Discriminative control of the punishment of schedule-induced licking in rats. **DEREK BLACKMAN** (University of Wales College of Cardiff-Cardiff, Wales, U.K.), **Ricardo Pellon** (Universidad Nacional de Educacion a Distancia-Madrid, Spain)
 23. Respondent conditioning of the swallowing response in the pigeon. **ROCIO VEGAS, John W. Donahoe** (University of Massachusetts-Amherst)
 24. Effects of caloric content on schedule-induced food consumption. **LINCOLN DA SILVA GIMENES, Maria Cristina Sebba Marinho** (Universidade de Brasilia-Brasilia, Brazil)
 25. Circadian behavioral patterns of water consumption and schedule-induced polydipsia. **LINCOLN DA SILVA GIMENES, Racquel Maria de Melo** (Universidade de Brasilia-Brasilia, Brazil)
 26. Pavlovian conditioning of the tickle response of human subjects: Temporal and delay conditioning. **BOBBY NEWMAN, Mairead A. O'Grady, Carolyn S. Ryan, Nancy S. Hemmes** (Queens College & Graduate Center/City University of New York-Flushing)
 27. Backward appetitive conditioning in pigeons: The effects of differential training and testing. **JAMES JAKUBOW** (Graduate Center/City University of New York-Flushing), **Nancy S. Hemmes, Bruce L. Brown** (Queens College/City University of New York-Flushing), **Soledad Cabeza de Vaca** (Graduate Center/City University of New York-Flushing)
 28. Pigeons' response rates are proportional to pellet size signalled by two different stimuli in an autoshaping procedure. **BERTRAM O. PLOOG, H. Philip Zeigler** (Hunter College/City University of New York-New York)
 29. An attempt to autoshape a lever-pressing response in horses. **SHANA BOWMAN, Donald M. Dougherty** (Ohio University-Athens)
 30. A cost-benefit analysis of responding in signalled free-operant avoidance of shock. **J.C. TODOROV, C.E. Cameschi, W.R. Lemes, S.R.A. Rocha** (Universidad de Brasilia-Brasilia, Brazil)
 31. Don't touch that dial! Escape and avoidance in humans using time out from television as the scheduled aversive stimulus. **JASON STEEL** (University of Florida-Gainesville)
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#706

Posters

DDA

9:00-10:30AM

Grand Salon II

7th floor

Session #21. Staff Training and Interventions with Persons with Developmental Disabilities

32. Preference for sound-producing versus silent objects in a vision-impaired man. **STUART GOLDER, LINDA J. HAYES, REGINA LIPKENS, DOUGLAS WHITE** (University of Nevada-Reno)
33. The Learning Center: A program description. **JOANNE B. KLEDARAS, David M. Doss, Debra S. Flusser, Mary A. Gaynor, Jody W. Johnson, Anne S. Kupfer, Kathy F. Melia, Joyce M. Peabody, Melissa J. Potter** (The Learning Center-Waltham, MA)
34. Increasing time on task utilizing a DRH schedule of reinforcement and positive practice. **THOMAS B. BENJAMIN, Robert M. Wargo, Anne S. Kupfer** (The Learning Center-Waltham, MA)
35. Acquisition of self-preservation skills using positive practice. **DANIELLE DEGENNARO-LABBE, Roni H. Elliott, Lee A. McIntyre, Anne S. Kupfer** (The Learning Center-Waltham, MA)
36. Transferrable stimulus control from objects to photos in following a daily activity schedule. **DEBRA S. FLUSSER, Mary A. Gaynor, Inez E. Hoffman** (The Learning Center-Waltham, MA)
37. Increasing implementation of communication programs utilizing a staff self-monitoring procedure. **MARY A. GAYNOR, Sue M. Savarese** (The Learning Center-Waltham, MA)
38. Assessing temporal discrimination by way of performance. **SUZANNE E. PERUMEAN, Linda J. Hayes, TAMI L. BEERY, Regina Lipkens** (University of Nevada-Reno)
39. A relationship between behavioral consultants and direct-care staff in a rural workshop setting. **NILOOFAR AFARI, CYNTHIA A. REINBOLD** (University of Nevada-Reno)
40. Training integrated preschool supervisors in a collaborative team approach: Generalization across programming targets. **JOEL HUNDERT** (Chedoke-McMaster Hospitals-Hamilton, ON, Canada), **Benita Hopkins** (St Matthews House-Hamilton, ON, Canada)
41. The development of a standardized reinforcer sampling tool. **WILLIAM PAUL DEAL** (University of Mississippi-Oxford), **EMILY NICOLI, MELINDA REDDING, ALLEN MORGAN, LUCY LESLIE, CONNIE H. ROUSE** (North Mississippi Regional Center-Oxford)
42. Teaching dining skills to persons with developmental disabilities: Implementation by professional and direct-care staff. **MICHAEL J. DEWULF** (Richmond State School Community Service Division-Richmond, TX), **Craig C. Jensen, Lars S. Watson** (Fircrest School-Seattle, WA), **Steven P. Johnson** (Learning Services Corp-Gilroy, CA), **Norm S. Davis** (W.D. Partlow Developmental Center-Tuscaloosa, AL), **Donn C. Sottolano** (Area Cooperative Educational Services-North Haven, CT)

#706 continues

43. The effects of introducing a program writing format with written prompts for increasing the quality of direct care staff's written programs in two residential settings. **CAROLL DRUMMOND**, Suzanne Meagher (Surrey Place Centre-Toronto, ON, Canada)
 44. A staff management program for integrating instruction into congregate care situations for people with severe disabilities. **CAROLYN GREEN**, Marsha Parsons, Dennis Reid (Western Carolina Center-Morganton, NC)
 45. Evaluating a program for training residential staff to teach people with severe disabilities: Effectiveness, efficiency, and acceptability. **MARSHA PARSONS**, Dennis Reid, Carolyn Green (Western Carolina Center-Morganton, NC)
 46. Comparing the effectiveness, efficiency, and acceptability of immediate versus delayed feedback in staff training. **MARSHA PARSONS**, Maureen Schepis, Dennis Reid (Western Carolina Center-Morganton, NC)
 47. Training residential supervisors to provide diagnostic feedback on staff teaching performances with clients who have severe disabilities. **MARSHA PARSONS**, Dennis Reid (Western Carolina Center-Morgantown, NC)
 48. Evaluating the effects of client-centered management on the exercise of individual rights. **ROBERT SCHELL**, JUDY JOHNSON (Whiten Center-Clinton, SC)
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#707**Panel Discussion****DDA****9:00-10:50AM****Kansas City****5th floor**

The Case of Terry Phelan: A Non-Aversive Program, Critique, and Follow-Up

Chair: **THOMAS R. LINSCHIED** (Children's Hospital-Columbus, OH)*Panelists:***PATRICIA MEINHOLD** (Western Michigan University-Kalamazoo)**THOMAS R. LINSCHIED** (Children's Hospital-Columbus, OH)**LUANNA MEYER** (Syracuse University-Syracuse, NY)**V. MARK DURAND** (State University of New York-Albany)**ROBERT W. WORSHAM** (Behavior Research Institute-Providence, RI)**SUSAN PHELAN** (Westland, MI)

Now Available from ABA . . . Super Training! How Modern Animal Trainers Use Operant Conditioning

Panel discussion and demonstrations featuring Karen Pryor, author of *Don't Shoot the Dog! The New Art of Teaching and Training*; Ingrid Shallenberger, former curator and head trainer of Sea Life Park, Hawaii; Gary Wilkes, behavior consultant and columnist; Gary Priest, Behavior Specialist, San Diego Zoo and Wild Animal Park; and members and students of ABA! Presented at the 18th Annual Convention of the Association for Behavior Analysis, San Francisco, 1992. 2 videotapes, 50 min. ea., 1/2 inch VHS format

#708	Symposium	EDC
9:00-10:50AM	LA/Miami	5th floor
Four "Low-Tech" Strategies for Increasing the Frequencies of Active Student Response		
Chair: WILLIAM L. HEWARD (The Ohio State University-Columbus)		
Discussant: THOMAS C. LOVITT (University of Washington-Seattle)		
A rationale for "low-tech" ASR strategies. WILLIAM L. HEWARD (The Ohio State University-Columbus)		
Choral responding. RODNEY A. CAVANAUGH (State University of New York-Plattsburgh), TERESA A. GROSSI (The Ohio State University-Columbus)		
Response cards RALPH GARDNER III (The Ohio State University-Columbus)		
Guided notes. FRANCES H. COURSON (College of Charleston-Charleston, SC)		
Time trials/counting periods. APRIL D. MILLER (University of Southern Mississippi-Hattiesburg)		

#709	Symposium	CBM
9:00-10:50AM	Lincolnshire	6th floor
A Clinical and Experimental Analysis of Eye Movement and Reprocessing		
Chair: M. MICHELE BURNETTE (Western Michigan University-Kalamazoo)		
Discussant: C. RICHARD TSEGAYE-SPATES (Western Michigan University-Kalamazoo)		
Eye movement desensitization and reprocessing: A description and case examples. M. MICHELE BURNETTE (Western Michigan University-Kalamazoo)		
The effect of eye movement desensitization and reprocessing in the treatment of speech anxiety: A partial dismantling study. TERRY FOLEY (Western Michigan University-Kalamazoo)		
The autonomic effects of saccadic eye movements in a non-traumatized sample of college students. GEORGE BARANYAI (Western Michigan University-Kalamazoo)		
A procedural dismantling of eye movement desensitization and reprocessing. GEORGE RENFREY (Western Michigan University-Kalamazoo)		

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Sunday

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May 30, 1993

#710

Symposium

DDA/CCS

9:00-10:50AM

Michigan

6th floor

**Maximizing Community Inclusion Experiences with
Individuals Who are Moderately, Severely and Profoundly
Developmentally Disabled**

Chair: **ANN G. IHRKE** (Trinity Services, Inc-Joliet, IL)

Discussant: **BRIAN LAHREN** (Washoe Association for Retarded Citizens-Reno,
NV)

Serving those with severe reputations in the community. **BRIAN BARLOW**
(Trinity Services, Inc-Joliet, IL)

Community inclusion in the residential setting. **DARLENE WILHIDE** (Trinity
Services, Inc-Joliet, IL)

An example of using natural community-inclusion settings aimed at actualizing job
readiness and independence. **NELSON RODRIGUEZ, APRIL BISPING**
(Trinity Services, Inc-Joliet, IL)

Meeting the neighbors at curbside: Trinity's recycling program. **STEVE BAKER**
(Trinity Services, Inc-Joliet, IL)

#711

Symposium

EDC

9:00-10:50AM

Ohio State

6th floor

**The Interpersonal Treatment Model: An Effective
Intervention for Severe Behavioral Problems**

Chair: **CARYN HUBBARD** (Chedoke-McMaster Hospital-Hamilton, ON,
Canada)

Discussant: **AHMOS E. ROLIDER** (McMaster University-Hamilton, ON,
Canada)

Using the Interpersonal Treatment Model in the behavioral rehabilitation of an
adolescent with an acquired brain injury: Case study 1. **TED NEWBIGGING,**
Angela Saunders (Chedoke-McMaster Hospital-Hamilton, ON, Canada), **Ahmos**
E. Rolider (McMaster University-Hamilton, ON, Canada)

Using the Interpersonal Treatment Model in the behavioral rehabilitation of a 33-year-
old male with an acquired brain injury: Case study 2. **PEGGY PLACHECKI,**
Scott Farraway, Paul Leaist (Chedoke-McMaster Hospital-Hamilton, ON,
Canada), **Sharon Turcotte** (Freeport Hospital-Kitchener, ON, Canada), **Ahmos**
E. Rolider (McMaster University-Hamilton, ON, Canada)

Using the Interpersonal Treatment Model in the behavioral rehabilitation of a 22-year-
old male: Case study 3. **ROBIN JENSEN, Caryn Hubbard, Mary Conlin,**
Ahmos E. Rolider (Chedoke-McMaster Hospital-Hamilton, ON, Canada)

#711 continues

#711 continues

Using the Interpersonal Treatment Model in the behavioral rehabilitation of a 34-year-old female with an acquired brain injury: Case study 4. **CHRISTINE POOK, Peter Fryns, Shirley Holtrop, Alicon Madden, Ahmos E. Rolider** (Chedoke-McMaster Hospital-Hamilton, ON, Canada)

Using the Interpersonal Treatment Model in the behavioral rehabilitation of an adult male with an acquired brain injury: Case study 5. **WAYNE TURNER, Mary Conlin, Ahmos E. Rolider** (Chedoke-McMaster Hospital-Hamilton, ON, Canada)

#712	Paper Session	CBM
9:00-10:50AM	Purdue	6th floor
Behavior Analysis as a Profession: Inpatient and Outpatient Settings		
Chair: STEPHEN C. LUCE (Bancroft, Inc-Haddonfield, NJ)		
(9:00-9:25) Professional behavior analysis. GERALD L. SHOOK (Shook & Associates-Tallahassee, FL)		
(9:25-9:50) Toward a technology of program maintenance. JANET ELLIS, Manish Vaidya (University of North Texas-Denton)		
(9:50-10:15) The behavioral psychologist in general hospital practice: A model of staff privileges and clinical practice protocols. MICHAEL FATIS (Mankato State University & Immanuel St. Joseph's Hospital-Mankato, MN)		
(10:15-10:40) Community clinical applications of applied behavior analysis. CYDNEY YERUSHALMI (Private Practice-Orlando,FL)		

#713	Symposium	EDC
9:00-10:50AM	Wisconsin	6th floor
Data-based Education for Children and Teachers: An Answer to the Call for Accountability		
Chair: KEVIN J. BROTHERS (University of Kansas-Lawrence)		
Discussant: ELLEN P. REESE (Mount Holyoke College-Granby, MA)		
The effects of verbal praise and task choice on a preschool child's compliance and on task behavior. KAREN ALITZ, Alita York Cooper, Barbara C. Etzel (University of Kansas-Lawrence)		
The application of a rapidly alternating multiple schedule functional assessment in a preschool classroom. JULIE DAGGETT, Kathleen Zanolli (University of Kansas-Lawrence), Ruth Ervin (Lehigh University-Bethlehem, PA)		
If Johnny learned to read last week, who would know? MICHELLE LUTMAN-RABBIDEAU, Don Bushell, Jr. (University of Kansas-Lawrence)		

#713 continues

Teaching early childhood student teachers effective academic teaching skills.

SALOME THORISDOTTIR, Barbara C. Etzel, Shahla Ala'i-Rosales
(University of Kansas-Lawrence)

Accountability: The effects of a child's progress contingency. **SHALA ALA'I-ROSALES**, Barbara C. Etzel, Don Bushell, Jr., Jessica Potuck, Michelle Lutman-Rabbideau, Jason Bradt, Sarah Trane (University of Kansas-Lawrence)

Systematic instruction of verbal and nonverbal social skills. **PAM PADEN**, Koren Cox, Kathleen Zanolli (University of Kansas-Lawrence)

#714**Symposium****DEV****9:00-10:50PM****Michigan State****6th floor****Culture and Human Behavior**

Chair & Discussant: **M. JACKSON MARR** (Georgia Institute of Technology-Atlanta)

Language and the specificity of human behavior. **CAROLINA LAMPREIA**
(Pontificia Universidade Catolica-Rio de Janeiro, Brazil)

Culture as the environment of human behavior. **EMILIO RIBES-INESTA**
(Universidad de Guadalajara-Mexico)

Culture and human behavior. **FRANCISCO LOPEZ-VALADEZ** (Universidad de Guadalajara-Mexico)

Sponsored by the Development SIG.

#715**Symposium****EDC****9:00-10:50PM****Northwestern****6th floor****Killing Us Softly? Representations and Misrepresentations of Behavior Analysis in Popular Introductory Psychology Texts**

Co-Chairs: **W. JOSEPH WYATT** (Behavior Analysis Digest-Hurricane, WV),
BOBBY NEWMAN (City University of New York-New York)

Discussant: **JAMES T. TODD** (Eastern Michigan University-Ypsilanti)

The good, the bad, the ugly: A plan for evaluating introductory textbooks' treatment of behavior analysis. **ROGER McINTIRE** (University of Maryland-College Park),
W. Joseph Wyatt (Behavior Analysis Digest-Hurricane, WV)

What is being said to students about behavior analysis in *Psychology: Themes and Variations*, 2nd edition, by Wayne Weitan. **W. JOSEPH WYATT** (Behavior Analysis Digest-Hurricane, WV)

Behavior analysis: What students learn about it in *Understanding Psychology*, 2nd edition, by Robert S. Feldman and other introductory texts. **PETER A. LAMAL**
(University of North Carolina-Charlotte)

#715 continues

#715 continues

The treatment of behavior analysis in *Psychology*, 4th edition, by Camille B. Wortman and Elizabeth F. Loftus. **DONALD K. PUMROY** (Hyattsville, MD)

Behavior Analysis as it is presented in *Basic Psychology*, 3rd edition, by Henry Gleitman. **BOBBY NEWMAN** (City University of New York-Flushing)

Behavior analysis and the world according to Myers: A review of *Psychology*, 3rd edition, by David G. Myers. **SUSAN M. SCHNEIDER** (Auburn University-Auburn, AL)

Sponsored by the BALANCE SIG

#716	INVITED ADDRESS	CBM
10:00-10:50AM	Indiana	6th floor
The Controversial Evolution of Alcoholism Treatments. RUDY VUCHINICH (Auburn University-Auburn, AL) Chair: EDELGARD WULFERT (State University of New York)		

#717	Address	DEV/EAB
10:30-10:50AM	Iowa	6th floor
Research with the Old and the Young: Similarities and Differences. CELIA WOLK GERSHENSON (University of Minnesota-Minneapolis) Chair: MARTHA PELAEZ-NOGUERAS (Florida International University-Miami)		

#718	Symposium	PRM
10:30-11:50AM	Great America	6th floor
An Implicit Technology for Promoting the Survival of Behavioral Interventions Chair: L. KEITH MILLER (University of Kansas-Lawrence) Discussant: EDWARD G. CARR (State University of New York-Stonybrook) Researcher influence is a threat to external validity. L. KEITH MILLER (University of Kansas-Lawrence) Some strategies that promoted the 10 year survival of a behavioral intervention. TOM WELSH (Florida State University-Tallahassee) Transferring key researcher functions to local staff. DEBORAH E. ALTUS (University of Kansas-Lawrence) Promoting survival by harnessing natural consequences. THOMAS ZWICKER (University of Kansas-Lawrence) Why some parent-child interventions survive. AARON D. SCHARNBERG (University of Kansas-Lawrence)		

#719	Address	DDA
11:00-11:20AM	Wisconsin	6th floor
A Functional Psychopathology Model for Behavior Disorders in MR/DD: Data on the Integration of Biological, Psychological, and Environmental Influences. JAMES W. BODFISH (Western Carolina Center-Morganton, NC) Chair: TERRY J. PAGE (Bancroft, Inc-Haddonfield, NJ)		

#720	Panel Discussion	ELS/DDA
11:00-11:50 AM	Ohio State	6th floor
The Credential in Behavior Analysis Chair: GERALD L. SHOOK (Shook & Associates-Tallahassee, FL) <i>Panelists:</i> JUDITH E. FAVELL (Au Clair Educational Programs-Mt. Dora, FL) SIGRID S. GLENN (University of North Texas-Denton) WILLIAM K. REDMON (Western Michigan University-Kalamazoo) GERALD L. SHOOK (Shook & Associates-Tallahassee, FL) PAULA WHANG-RAMOS (Learning Services Corp-Gilroy, CA)		

#721 INVITED PANEL DISCUSSION TOX/EAB

11:00-11:50AM	Michigan	6th floor
Professional and Funding Opportunities in Drug Abuse Research Chair: KENNETH SILVERMAN (NIDA Addiction Research Center-Baltimore, MD) <i>Panelists:</i> CHARLES R. SCHUSTER (NIDA Addiction Research Center-Baltimore, MD) CHRIS-ELLYN JOHANSON (NIDA Addiction Research Center-Baltimore, MD) ROBERT L. BALSTER (Medical College of Virginia/Virginia Commonwealth University-Richmond) STEPHEN T. HIGGINS (University of Vermont-Burlington) JOHN J. BOREN (National Institute on Drug Abuse-Rockville, MD)		

ABA Convention Registration . . . In the Grand Salon

Wednesday, 8AM-5PM

Thursday, 7AM-5PM

Friday, 8AM-4PM

Saturday, 8AM-4PM

Sunday, 8AM-1PM

Sunday

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May 30, 1993

#722

Panel Discussion

DDA/CBM

11:00AM-12:20PM

Kansas City

5th floor

Confluence Therapy for Highly Dangerous Aggressive and Self-Injurious Behavior: Producing Lasting Effectiveness

Chair: **RICHARD M. FOXX** (Penn State, Harrisburg-Middletown, PA)

Panelists:

GEORGE E. ZUKOTYNSKI (Behavior Treatment & Training Center-Richmond, TX)

CHRISTIE ENZINNA (Behavior Treatment & Training Center-Richmond, TX)

#723

Posters

CBM

11:00AM-12:30PM

Grand Salon

7th floor

Session #22. Clinical Interventions with Children with Eating Disorders and Other Behavioral Problems

1. Success in point earning in a residential treatment center: Does it reflect "therapeutic success" for externalizing versus internalizing adolescents. **DIANE J. KOGUT** (Youth Home-Little Rock, AR), **Kevin A. Santulli** (Centers for Youth & Families-Little Rock, AR)
2. Implementing a contingency management system at a residential psychiatric treatment center for adolescents: Common pitfalls and on-going challenges. **KEVIN A. SANTULLI** (Centers for Youth & Families-Little Rock, AR), **Diane J. Kogut** (Youth Home-Little Rock, AR)
3. Effectiveness of escape extinction in increasing food acceptance. **MARYLOUISE E. KERWIN**, **Gretchen L. Jefferson**, **Leah Hufford** (Children's Seashore House & University of Pennsylvania School of Medicine-Philadelphia)
4. Application of a multi-element design in the evaluation of feeding behaviors of transitional feeders. **GRETCHEN L. JEFFERSON**, **MaryLouise E. Kerwin**, **Nina Capone** (Children's Seashore House & University of Pennsylvania School of Medicine-Philadelphia)
5. Extending a swallow induction procedure to older children with intellectual and medical impairments. **ROBERTA L. BABBITT** (Johns Hopkins Medical Institution-Baltimore, MD), **Dru H. St. John** (The Kennedy Krieger Institute-Baltimore, MD), **Theodore A. Hoch** (Johns Hopkins Medical Institution-Baltimore, MD), **David A. Coe**, **Michael A. Dorsey**, **Crystal P. Jacobs** (The Kennedy Krieger Institute-Baltimore, MD)
6. Analysis of induction-clinical application to children with food refusal behaviors. **TOM MILLARD**, **David P. Wacker**, **Linda J. Cooper**, **Jennifer McComas**, **Lee Ann Plagmann**, **Janet Drew** (University of Iowa-Iowa City)
7. Analysis of momentum versus matching theory: Clinical application to children with behavioral feeding disorders. **DAVID M. RICHMAN**, **David P. Wacker**, **Tom Millard** (University of Iowa-Iowa City)

#723 continuu

#723 continues

8. Stimulus control effects on parent behavior: In an outpatient clinic. **JANET M. DREW, David P. Wacker, Tom Millard, Linda J. Cooper, Lee Ann Plagmann, Jennifer Asmus** (University of Iowa-Iowa City)
 9. Analyzing aberrant behavior in home settings using scatterplot, multielement antecedent, and brief functional analysis procedures. **K. MARK DERBY, David P. Wacker, Sonya Ulrich, Jennifer Asmus, Wendy K. Berg** (University of Iowa-Iowa City), **Bethany Marcus** (Louisiana State University-Baton Rouge)
 10. Making intervention outcome decisions with young children diagnosed with ADHD: A model for evaluating the individual and concurrent effects of stimulant medication and behavioral parent training. **SEAN P. CAREY, GARY STONER** (University of Oregon-Eugene)
 11. Attention Deficit Hyperactivity Disorder and aggression in young children with fetal alcohol syndrome or effects. **NANCY J. FENRICK** (Mankato State University-Mankato, MN), **LISA CLEMENSON** (Western Michigan University-Kalamazoo)
 12. Assessment and treatment of pica in children with lead intoxication. **ARLENE C. GERSON, Antolin M. Llorente, Glenda L. Vittimberga, Alana Kane, Joyce Christensen, Keith J. Slifer, Marilyn Cataldo** (The Kennedy Krieger Institute & Johns Hopkins University School of Medicine-Baltimore, MD)
 13. Behavioral incentive programs for medical self-care. **ARLENE C. GERSON, Cindy Tucker, Marilyn Cataldo, Keith Slifer** (The Kennedy Krieger Institute & Johns Hopkins University School of Medicine-Baltimore, MD)
 14. Behavioral assessment of the effects of stimulant medication on attention deficient in children with post-head trauma. **ALANA KANE, Antolin Llorente, Marilyn Cataldo, Kathy Niager, June Shepherd, Jim Christensen, Keith Slifer** (The Kennedy Krieger Institute & Johns Hopkins University School of Medicine-Baltimore, MD)
 15. A behavior analysis approach to preparing children for aversive medical procedures. **KEITH SLIFER, Roberta Babbitt, Marilyn Cataldo, Arlene C. Gerson, Kelly Maxwell** (The Kennedy Krieger Institute & Johns Hopkins University School of Medicine-Baltimore, MD)
 16. A Behavior analysis consultation service in pediatrics. **NAOMI B. SWIEZY, Keith Slifer, Marilyn Cataldo, Alana Kane** (The Kennedy Krieger Institute & Johns Hopkins University School of Medicine-Baltimore, MD)
 17. Behavior analysis intervention for increasing compliance with rehabilitation therapies. **PATRICIA F. KURTZ, Marilyn Cataldo, Alana Kane, Keith Slifer** (The Kennedy Krieger Institute & Johns Hopkins University School of Medicine-Baltimore, MD)
 18. Brief functional analysis of noncompliance. **KIMBERLY A. BROWN, Linda J. Cooper, Jennifer J. McComas, David P. Wacker** (University of Iowa-Iowa City)
 19. Brief functional analysis of correlated behaviors: A case example. **JENNIFER J. MCCOMAS, K. Mark Derby, Kristi Robson, Claudia Knutson, Sue Shellady, David P. Wacker, Gary M. Sasso** (University of Iowa-Iowa City)
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#723 continues

20. A demonstration of contrast effects through an analysis of choice making for children who engage in noncompliant behavior. **LEE ANN PLAGMANN**, David P. Wacker, Linda J. Cooper, Jennifer J. McComas, Tom Millard, Jennifer Asmus, Kimberly A. Brown (University of Iowa-Iowa City)

#724**Posters****EDC****11:00AM-12:30PM****Grand Salon****7th floor****Session #23. Educational Methods, Instruments and Techniques**

21. Classwide student tutoring teams and direct instruction as a combined instructional program to teach generalizable strategies for mathematics word problems. **GREGORY F. HARPER**, **BARBARA MALLETT**, **LARRY MAHEADY**, Gail Brennan (State University of New York-Fredonia)
22. The effects of team competition in classwide peer tutoring: Focus on the Hispanic bilingual child. **DENNIS MADRID** (University of Southern Colorado-Pueblo)
23. The development of an inventory of learning processes for high school aged children. **CYNDY THOMAS FITZGERALD** (East Tennessee State University-Johnson City), **RONALD R. SCHMECK** (Southern Illinois University-Carbondale), **STEPHEN G. FITZGERALD** (Veterans Administration Medical Center-Asheville, NC)
24. Peer coaching: Collateral effects on teacher instruction and child attending during group activities. **JO M. HENDRICKSON** (University of Iowa-Iowa City), **RICHARD E. SHORES** (Parsons Research Center/University of Kansas-Parsons), **PEGGY HESTER** (Vanderbilt University-Nashville, TN)
25. Reliability of a direct instruction practicum observation instrument using cooperating teachers and student teachers as supervisors. **NANCY MARCHAND-MARTELLA** (Drake University-Des Moines, IA), **BENJAMIN LIGNUGARIS/KRAFT** (Utah State University-Logan)
26. A comparison of observation durations using a direct instruction observation instrument. **NANCY MARCHAND-MARTELLA**, **RONALD C. MARTELLA** (Drake University-Des Moines, IA), **BENJAMIN LIGNUGARIS/KRAFT** (Utah State University-Logan)
27. How special educators assess reading comprehension: Some concerns. **BELINDA LAZARUS** (University of Michigan-Dearborn), **Michael McKenna** (Georgia Southern University)
28. Sociometric relationships between talk and play among elementary school children. **PATRICK M. GHEZZI** (University of Nevada-Reno), **Elias Robles** (Universidad de Sonora-Sonora, Mexico), **Sidney W. Bijou** (University of Arizona-Tucson)
29. Basic applied research in building fluency. **JOHN W. ESHLEMAN**, **JAMES H. COWARDIN** (Precision Learning Systems, Inc-Columbus, OH)

#724 continues

#724 continues

30. Fluency training with behavioral terminology: A comparison between flashcards and Think Fast. **DARA CHRISTENSEN, Dena Greenway, Guillermo E. Yaber, Richard W. Malott** (Western Michigan University-Kalamazoo)
 31. Computer-based fluency training with behavioral terminology: Training mode and performance. **BRAD FRIESWYK, Melissa Hayes, Guillermo E. Yaber, Richard W. Malott** (Western Michigan University-Kalamazoo)
 32. Developing fluency with behavioral terminology using computers. **GUILLERMO E. YABER, Richard W. Malott** (Western Michigan University-Kalamazoo)
 33. The shame of computer assisted instruction. **ELSON M. BIHM, Ricky W. Bartlett, Lee Stevens** (University of Central Arkansas-Conway)
 34. Reinforcer assessment using incidental teaching versus discrete trials procedures: A disequilibrium analysis. **VALERI FARMER-DOUGAN, Julie Henderson, Felicia Delgado, Georgia Hatjikiriakos, John Deidrich** (Illinois State University-Normal)
 35. Can reinforcement in educational settings lead to misbehavior? A methodology for assessing and accounting for the effect. **PAMELA J. RAYMOND, RONNIE DETRICH** (Spectrum Center for Educational & Behavioral Development-Berkeley, CA)
 36. Multimedia production of educational material: Evaluation of its usefulness on undergraduate levels. **M. LOPEZ, R. Enriquez, G. Lucet, D. N. VELAZQUEZ, I. LeDuc** (Universidad Nacional Autonoma de Mexico-Mexico City, Mexico)
 37. The integration of videodisc technology with instructional design in intermediate math and science curricula. **BONNIE GROSSEN** (National Center to Improve the Tools of Educators-Eugene, OR), **Dan Hursh** (West Virginia University-Morgantown)
 38. The effects of contingent music on laps run in a high school physical education class. **PHILLIP WARD** (The Ohio State University-Columbus), **Sandy Dunaway** (Columbus Alternative High School-Columbus, OH)
 39. Teaching preservice physical education teachers to behave differentially. **MARIE C. CULL, Phillip Ward** (The Ohio State University-Columbus), **William J. Sweeney** (Gonzaga University-Spokane, WA), **Gregg E. Drevno** (The Ohio State University-Columbus)
 40. Effects of response cards on elementary students' participation and disruptive behavior during whole-class instruction. **RALPH GARDNER III, DANIEL BULLARA, William Heward, John O. Cooper** (The Ohio State University-Columbus), **WILLIAM J. SWEENEY** (Gonzaga University-Spokane, WA)
 41. Effects of self-correction and a traditional approach on the acquisition, maintenance, and generalization of spelling of third grade children. **CONNIE L. WIRTZ** (Grandview City Schools-Grandview, OH), **Ralph Gardner III, DANIEL BULLARA** (The Ohio State University-Columbus)
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#724 continues

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42. Enhancing task attending behaviors of preschool children by using videotaping to teach self-recording. **NANCY J. FENRICK**, Darcy L. Gassman (Mankato State University-Mankato, MN)
43. Effects of active student response during error correction on the acquisition, maintenance, and generalization of science terms by elementary students. **GREGG E. DREVNO**, **JONATHON W. KIMBALL**, **MWAJABU K. POSSI**, **William L. Heward**, **Ralph Gardner III** (The Ohio State University-Columbus), **PATRICIA M. BARBETTA** (Florida International University-Miami)
44. Effects of active student response during error correction on the acquisition and maintenance of geography facts by elementary students with learning disabilities. **PATRICIA M. BARBETTA** (Florida International University-Miami), **William L. Heward** (The Ohio State University-Columbus)
45. Improving elementary school children's math performance through increased opportunity to respond. **ANGELA M. M. DUARTE**, **Debra Kamps**, **Charles R. Greenwood** (Juniper Gardens Children's Project-Kansas City, KS)
46. Comparative effects of verbal and response card reviews during lesson closure on the academic performance of high school students in a ninth-grade earth science course. **RODNEY A. CAVANAUGH** (State University of New York-Plattsburgh), **William L. Heward** (The Ohio State University-Columbus)
47. The effects of an in class breakfast program on attendance and on-task behavior of high school students. **Robert T. Bro**, **Lorraine Shank** (Spokane School District #81-Spokane, WA), **RANDY LEE WILLIAMS**, **T. F. McLaughlin** (Gonzaga University-Spokane, WA)
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#725**Paper Session****CBM****11:00AM-12:50PM****Indiana****6th floor****The Behavioral Treatment of Adolescent Disorders**Chair: **MARY JANE WEISS** (Bancroft, Inc-Haddonfield, NJ)

- (11:00-11:25) Behavioral treatment of stress induced asthma attacks in adolescent asthmatics. **HELEN D. PRATT**, **Dilip R. Patel**, **Douglas N. Homnick**, **Donald E. Greydanus** (Michigan State University & Kalamazoo Center for Medical Studies), **Linda E. Garrison** (Pediatric Centers of Southwestern Michigan)
- (11:25-11:50) Transfer and maintenance of self-management and aggression replacement skills by behaviorally disordered adolescents. **CHRIS NINNESS**, **JUANE HEFLIN** (Stephen F. Austin State University-Nacogdoches, TX), **DAVID COLLYER**, **Gary Wall**, **Marian Doty**, **Daniel Walch** (Northwest Independent School District-Justin, TX)
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#725 continues

- (11:50-12:15) Follow-up evaluation of a foster-family-based treatment program: Comparison with other interventions. **ROBERT P. HAWKINS** (West Virginia University-Morgantown), **M. Connie Almeida** (Richmond State School-Richmond, TX), **LAUREEN ALJAZIREH** (West Virginia University-Morgantown), **Pamela Meadowcroft** (The Pressley Ridge Schools-Pittsburgh, PA), **STANLEY H. COHEN** (West Virginia University-Morgantown)
- (12:15-12:40) Behavioral programming for children and adolescents in a psychiatric hospital. **STEPHEN E. WONG**, **SHARON E. OLDER**, **Della M. Couste'**, **Diana L. Monn** (Devereux Hospital & Children's Center of Florida-Melbourne, FL)

#726	Symposium	CBM
11:00AM-12:50PM	Iowa	6th floor
A Paradigmatic Behavioral Bridge from Infrahuman to Human Behavior: Theory, Clinical Applications, and Philosophical Underpinnings		
Chair: GEORG H. EIFERT (West Virginia University-Morgantown)		
Discussants: JOSEPH J. PLAUD (University of Mississippi Medical School-Jackson), G. LEONARD BURNS (Washington State University-Pullman)		
Developing integrative paradigms in behavior therapy. GEORG H. EIFERT , Scott L. Schauss , John P. Forsyth (West Virginia University-Morgantown)		
Paradigmatic behavioral framework model for combat-related post-traumatic stress disorder. JOSEPH R. SCOTTI , John P. Forsyth , Beverley K. Beach , Lynn M. E. Northrop , Jerry Thompson (West Virginia University-Morgantown)		
Bridging theories in psychology: Epistemological considerations regarding a paradigmatic solution. JOHN P. FORSYTH , Scott L. Schauss , Georg H. Eifert (West Virginia University-Morgantown)		

#727	INVITED SYMPOSIUM	EAB
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11:00AM-12:50PM	LA/Miami	5th floor
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**New Perspectives on the Analysis of Human Behavior:
Winners of the 1993 EAHB-SIG Student Paper Awards**

- Chairs: **THOMAS S. CRITCHFIELD** (Auburn University-Auburn, AL), **BARBARA J. KAMINSKI** (Johns Hopkins University School of Medicine-Baltimore, MD), **ANNA D. HATTEN** (Averett College-Danville, VA)
- Say-do correspondence: A verbal operant analysis. **KATHLEEN DOUGHERTY** (Auburn University-Auburn, AL) *J. M. Johnston, sponsor*

#727 continues

Thematic match-to-sample: Teaching children conditional discriminations without verbal instructions. **JAN JACKSON** (University of North Carolina-Wilmington)
Carol Pilgrim, sponsor

Compound stimuli in emergent stimulus relations: Expanding the scope of stimulus equivalence. **MICHAEL R. MARKHAM** (University of New Mexico-Albuquerque)
Michael J. Dougher, sponsor

In the beginning there was a mand: A review of research on teaching mands to individuals with limited verbal repertoires. **NANCY C. BRADY** (University of Kansas-Lawrence)
Joseph Spradlin, sponsor

#728

Symposium

EAB

11:00AM-12:50PM

Lincolnshire

6th floor

Behavior Analysis - 2093

Chair: **JOEL GREENSPOON** (University of North Texas-Denton)

Discussant: **PETER A. LAMAL** (University of North Carolina-Charlotte)

The selection of selectionism in the 21st century. **A. CHARLES CATANIA**
(University of Maryland Baltimore County-Catonsville)

Behavior analysis - Will it cumulate? **M. JACKSON MARR** (Georgia Institute of Technology-Atlanta)

Comprehensive interpretations and elegant applicants or what we're about, and the best we can do. **PHILIP N. HINELINE** (Temple University-Philadelphia, PA)

#729

Paper Session

VRB

11:00AM-12:50PM

Michigan State

6th floor

Conceptual Foundations of Behavior Analysis

Chair: **RICHARD W. MALOTT** (Western Michigan University-Kalamazoo)

(11:00-11:30) On the differences between cognitive psychology and behavior analysis.

JAY MOORE (University of Wisconsin-Milwaukee)

(11:35-12:05) On the problem of agency. **LARRY ALFERINK** (Illinois State University-Normal)

(12:10-12:40) The notion of a class in behavior analysis as a form of essentialism.

JOSE E. BURGOS (University of Massachusetts-Amherst)

Posters are presented in the Grand Salon throughout each day!

Check the program book for topics of interest

#730

Symposium

CBM/DDA

11:00AM-12:50PM

Northwestern

6th floor

Are We Having Fun Yet? The Realities of Implementing Large-Scale Human Service Projects

Chair: **JOHN R. LUTZKER** (University of Judaism-Los Angeles, CA)

Discussant: **TINA RZEPNICKI** (University of Chicago-Chicago, IL)

Problems and successes of comprehensive interagency collaboration and cooperation.

SEBASTIAN STRIEFEL (Utah State University-Logan)

Do we blame APA or ABA for our differences in providing quality ecobehavioral services to families? **JOHN R. LUTZKER** (University of Judaism-Los Angeles, CA), **Randy V. Campbell** (California State University-Los Angeles, CA), **Kim B. Huynen** (Project Ecosystems)

Treating families of children with chronic illness and disabilities. **GEORGE SINGER** (Dartmouth Community Health Care Project)

Functional assessment challenges: Evaluating teenage parents in foster care as a case in point. **KAREN S. BUDD** (De Paul University-Chicago, IL), **Denise Kane** (University of Chicago-Chicago, IL), **Nana Li** (De Paul University-Chicago, IL), **Diane Quick**, **Sandra Netz** (Illinois Institute of Technology-Chicago, IL)

Behavioral answers to legal questions in the effort to preserve families with a history of child abuse and neglect. **BRANDON F. GREENE** (Southern Illinois University-Carbondale, IL)

#731

INVITED SYMPOSIUM



11:00AM-12:50PM

Purdue

6th floor

Integrating Applied, Basic, and Conceptual Work in Behavior Analysis, #3

Chair: **CLOYD HYTEN** (University of North Texas-Denton)

Component-composite relations in establishing behavior and making it fluent. **KENT R. JOHNSON** (Morningside Academy-Seattle, WA)

Extensions and limitations of matching theory in educational settings. **NANCY A. NEEF** (Devereux Institute-Devon, PA), **F. Charles Mace** (University of Pennsylvania-Philadelphia)

Applying behavior-analytic theory to normal child development. **HENRY D. SCHLINGER** (Western New England College-Springfield, MA)

Remember to fill out and return evaluations for all of the sessions which you attend. Turn in evaluations at the Volunteer Desk in the Grand Salon.

Remember to visit the Exhibit Booths in the Grand Salon Thursday-Monday!

#732

Paper Session

DDA

11:30AM-12:50PM

Wisconsin

6th floor

Language Skills in the Developmentally Disabled

Chair: **F. J. BARRERA** (Ministry of Community & Social Services-Blenheim, ON, Canada)

(11:30-11:50) Facilitated communication: Data-based studies and programmatic implications. **DAVID A. COLEMAN** (The Devereux School-Red Hook, NY)

(11:50-12:10) Correspondence between verbalizations and emission of related actions in persons with mild-to-moderate levels of mental retardation. **DANIEL J. BAKER** (Institute for Disabilities Studies-Minneapolis, MN)

(12:10-12:30) Increasing skills in young children using high-probability requests. **CAROL A. DAVIS, MARY A. McEVOY** (University of Minnesota-Minneapolis)

(12:30-12:50) Establishing cooperative play in autistic children: The role of vocal and nonvocal behavior. **ERIK JAHR, SIGMUND ELDEVIK** (University of Oslo-Oslo, Norway)

#800

Paper Session

DDA

12:30-12:50PM

Kansas City

5th floor

The Motivational Assessment Scale: Analysis of Inter-rater and Test-retest Reliability. **AMANDA B. GOZA, Robert W. Ricketts** (Southwest Institute for Developmental Disabilities-Abilene, TX)

Chair: **RODNEY E. REALON** (Murdoch Center-Butner, NC)

#801

CLOSING SYMPOSIUM



1:00-2:50PM

Grand Salon I

7th floor

Behavior Analysis: Relations among Basic and Applied Sciences and the Treatment of Problem Behavior

Chair: **SIGRID S. GLENN** (University of North Texas-Denton)

Behavioral detection theory as an applied analytical tool. **DIANNE C. McCARTHY** (University of Auckland-Auckland, New Zealand)

Conditions that establish and eliminate stimulus control. **PAUL E. TOUCHETTE** (University of California-Irvine)

Exposure and response prevention of binge-eating in the treatment of bulimia nervosa. **LISA J. SHAW** (Emory University-Atlanta, GA)

The importance of basic animal research for applied behavior analysis. **W. DAVID PIERCE, W. FRANK EPLING** (University of Alberta-Edmonton, AB, Canada)

ABA '93	Thursday	Friday	Saturday	Sunday
8:00am				
9:00am				
10:00am				
11:00am				
Noon				
1:00pm				
2:00pm				
3:00pm				
4:00pm				
5:00pm				
6:00pm				
7:00pm				
8:00pm				

Wednesday, May 26, 1993

Wednesday	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 NOON	
Denver 5th floor	Behavior Analysis Society of Illinois (ABA Chapter) Meeting					
Houston 5th floor	Behavior Analysis Society of Illinois (ABA Chapter) Meeting					
Illinois 6th floor		Workshop #1. How to Numerically Summarize Magnitude of Effects Across Published Studies				
Indiana 6th floor		Workshop #2. Rule-Governed Behavior, Self- Management, and Performance Management				
Iowa 6th floor		Workshop #3. Motivational Milieu Therapy				
Kansas City 5th floor	Behavior Analysis Society of Illinois (ABA Chapter) Meeting					
Salon I 7th floor	Society for the Quantitative Analysis of Behavior (ABA Special Interest Group) Meeting					
Scottsdale 5th floor	Behavior Analysis Society of Illinois (ABA Chapter) Meeting					
Wednesday	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 NOON	

Wednesday	1:00PM	2:00PM	3:00PM	4:00PM	5:00PM
Denver 5th floor	Behavior Analysis Society of Illinois (ABA Chapter) Meeting				
Houston 5th floor	Behavior Analysis Society of Illinois (ABA Chapter) Meeting				
Illinois 6th floor	Workshop #1 continues				
Indiana 6th floor	Workshop #2 continues				
Iowa 6th floor	Workshop #3 continues				
Kansas City 5th floor	Behavior Analysis Society of Illinois (ABA Chapter) Meeting				
Michigan 6th floor	Workshop #4. Picture Exchange Communication System: Application with Children with Autism				
Michigan State 6th floor	Workshop #5. Paradigmatic Behavioral Approach to Understanding and Treating Panic Disorder				
Minnesota 6th floor	Workshop #6. Positive Staff Management				
Northwestern 6th floor	Workshop #14. Engineering Learning Environments for Success				
Ohio State 6th floor	Workshop #8. Recent Issues Associated with the Statistical Analysis of Behavioral Data				
Purdue 6th floor	Workshop #9A. Introduction to HyperCard as a Research or Instructional Tool			W#13	
				W#12	
				W#11	
				W#10	
				W#9B	
Salon I 5th floor	Society for the Quantitative Analysis of Behavior (ABA Special Interest Group) Meeting				
Scottsdale 7th floor	Behavior Analysis Society of Illinois (ABA Chapter) Meeting				
Wisconsin 6th floor	W#7. How to Use Statistical Process Control Methodologies for Applied Behavior Analysis				
Wednesday	1:00PM	2:00PM	3:00PM	4:00PM	5:00PM

Wednesday, May 26, 1993

Wednesday	6:00PM	7:00PM	8:00PM	9:00PM	10:00PM
Lincolnshire 6th floor	Demonstration				
Michigan State 6th floor	W#13. A Behavioral Approach to Running Meetings for 10 - 50 Participants				
Minnesota 6th floor	W#12. Functional Analysis in Clinical Practice				
Northwestern 6th floor	W#11. Developing & Providing Services for Profoundly Multiply Handicapped				
Ohio State 6th floor	W#10. Multiple Behavioral Effects of Environmental Variables				
Purdue 6th floor	W#9B. An Introduction to HyperCard for Research or Instructional (CAI) Purposes				
Salon 1 7th floor		Welcome (Back) to Illinois Poster Session & Social sponsored by BASIL, CABA, & Malcolm X College			
Wednesday	6:00PM	7:00PM	8:00PM	9:00PM	10:00PM

Thursday, May 27, 1993

Thursday	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 NOON
Grand Salon I 7th floor			#104/An Introduction to ABA	#200/Variable Operant	
Illinois 6th floor	W#19. Radical Behaviorism and the Counseling Process				
Indiana 6th floor	W#17. How to Provide In-Home Behavioral Consultation to Parents				
Iowa 6th floor	W#15. Delay-Reduction Theory				
Lincolnshire 6th floor	#100/IDC Welcome Session & Committee Mtg				
Chicago A 5th floor					
Chicago B 5th floor			#106/Ontario Chapter Mtg		
Michigan 6th floor			#101/IARET Mtg	#107/Correctns SIG Mtg	
Michigan State 6th floor			#102/BASIL Business Mtg	#108/Mississip pi Chapter Mtg	
Minnesota 6th floor			#103/Education SIG Mtg	#109/ETC Editorial Board	
Northwestern 6th floor	W#14 continues				
Ohio State 6th floor	W#16. A Training in Direct Instruction for Developmentally Delayed Preschool Children				
Purdue 6th floor	W#18. Stimulus Equivalence Made Relatively Easy				
Thursday	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 NOON

Thursday, May 27, 1993

Thursday	1:00PM	2:00PM	3:00PM	4:00PM	5:00PM
Chicago A 5th floor		#212/"At Risk" Populations		#233/Application of Behavioral Processes to Clinical Issues	
Chicago B 5th floor		#208/Univ-Community	#221/Emotion/Schizophrenia	#231/Data-Based Tests	#246
Chicago C 5th floor		#213/Functional Analysis Approaches		#234/BA with Persons with Physical Disabilities	
Chicago D 5th floor				#237/Overcoming Resistance to Educational Reform	
Chicago F 5th floor		#214/Analysis of Interaction		#235/Behavioral Approaches to Language Training & Learning	
Chicago G 5th floor	#205/Treating Maladaptive Behaviors of Brain Injured Adults			#236/Behavior Analysis & Culture: Walden Revisited?	
Chicago H 5th floor		#215/Working with the Families		#230	#241/Pediatric Feeding Problems
Grand Salon II 7th floor	#203/EAB (1-31); #204/DDA/VRB (32-47)		#226ä/CBM (1-8; 24-39);#227/DDA (9-21)		
Great America 6th floor		#229/Establishing Quality Improvements in Human Services			#244/Behavrst in 21st Century
Indiana 6th floor		#216/Shaping: Principles, Techniques, & Applications		#238/Unique Applications of BA to Animal Training	
Iowa 6th floor		#209/Childhood Problems	#222/Traumatic Brain Injury	#232/Horticultural Therapy for Adults #247	
Kansas City 5th floor		#217/Social Skills Training		#239/Developmental Psychology & Applied Behavior Analysis	
LA/Miami 5th floor		#201/Teaching Reading	#210/School Productivity	#223/Support of Your Dean	
Lincolnshire 6th floor		#218/EAHB: Recent Advances		#240/Choice: Empirical & Conceptual Advances	
Michigan 6th floor	#206/You Want Me to Leave My Kid with Who?		#225/Psychoactive Drug Effects in Volunteers		#242/Human Pharm of Drug Interactions
Michigan State 6th floor		#211/Stimulus Equiv-Conceptual Issues			#245/Points of Departure
Northwestern 6th floor	#202/Analysis of Low-cost Interventions	#219/Reinforcement in Education			
Purdue 6th floor		#220/Methods in Experimental Analysis of Behavior			#243/Within-Session Changes in Responding
Wisconsin 6th floor	#207/Fluency & Precision Learning		#224/Increasing Learning Rates		
Thursday	1:00PM	2:00PM	3:00PM	4:00PM	5:00PM

Thursday	6:00PM	7:00PM	8:00PM	9:00PM	10:00PM
Grand Salon II 7th floor			#253/ABA Expo		
Great America 6th floor	#248/OBM SIG Mtg				
Illinois 6th floor	#249/Berkshire ABA/T Chapter				
Indiana 6th floor	#250/Direct Instructn Mtg				
Michigan 6th floor	#252/Prof Dev Committee				
Iowa 6th floor	#251/B&SI Editorial Mtg				
Wisconsin 6th floor		#252/SEAB--Closed Meeting			
Thursday	6:00PM	7:00PM	8:00PM	9:00PM	10:00PM

Friday, May 28, 1993

Friday	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 NOON	
Chicago A 5th floor		#301/Signal Detectn Theory	#319/Drug Therapy, Verbal Behavior, Instructional Control		#400/Substance Abuse	
Chicago B 5th floor		#308/Cultural Practices: Principles, Analysis & Change		#322/Special Populations		
Chicago C 5th floor		#309/Training Personnel to Use Applied Behavior Analysis		#329/Using Neuro psychological Data	#406 (con't)	
Chicago F 5th floor		#310/New Directions in Behavioral Gerontology		#334/Environmental Change & Behavior		
Chicago G 5th floor		#311/On BA Influencing Mainstream Behavior Sciences		#323/Fish or Cut Bait	#403/Bhvr Analysis (con't)	
Chicago H 5th floor		#303/Integration of Rehab Services Delivery		#320/Treatment of the Coma-Emerging Patient	#401/Long- term Reduction	
Grand Salon I 7th floor		#300/Prof Dev Breakfast				
Grand Salon II 7th floor			#305/VRB/EAB (1-19); #306/VRB (20-36)		#330/CCS; #331/DEV; #332/ELS; #333/DDA	
Great America 6th floor		#312/Performance Management: Empirical & Theoretical Issues			#324/Films as a Training Tool	#404/Health & Safety (con't)
Indiana 6th floor			#318	#325/Conversat ion with Pryor		
Iowa 6th floor		#302/Headbangi ng Pigeons		#326/Latest in Direct Instructn		
Kansas City 5th floor		#313/Contextual Analysis of Behavior: Empirical Analysis		#335/Variables Affecting Long- term Maintenance of Treatment		
LA/Miami 5th floor		#314/Systematic School Reform: Enhancing Educational Outcomes		#327/Assisting Teachers	#402/School Board Model	
Lincolnshire 6th floor		#315/Integrating Applied, Basic, & Conceptual Work--#1		#336/Experimental Analysis of Behavior in Mexico		
Michigan 6th floor		#316/So, You're a Behavior Analyst Looking for a Job		#337/Behavioral & Conceptual Issues in the Study of Drugs		
Michigan State 6th floor				#328/Concept of Personality	#405/Implicit Behavior (con't)	
Northwestern 6th floor		#304/Educational Issues: Conceptual Analyses		#321/Preference & Choice		
Purdue 6th floor		#307/Developmental Training		#338/BA & the Undergrad Curriculum in Psychology		
Wisconsin 6th floor		#317/Issues in Training Parents & Other Behavior Analysts		#339/Computer-Assisted Instruction		
Friday	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 NOON	

Friday, May 28, 1993

Friday	1:00PM	2:00PM	3:00PM	4:00PM	5:00PM
Chicago A 5th floor	#407/Bhvr Psychotherapy	#421/Evolutionary Memories	#431/Behavioral Assessment	#437/Dimensions of ABA	
Chicago C 5th floor	#406/Peer Interaction (con't)	#424/Stimulus Control Based Treatments			
Chicago D 5th floor	#412/Applications of Behavioral Assessments		#435/School Reform		
Chicago F 5th floor	#417/The Development of Values & Motives		#432/Book Reviews		
Chicago G 5th floor	#403 (con't)	#422/On Terms	#433/Infant Bhvr Research		
Chicago H 5th floor	#413/Pharmacologic Treatment of Disorders		#434/Alzheimers & Brain Injury		
Grand Salon I 7th floor					
Grand Salon II 7th floor	#415/CBM (1-19); #416/DDA (20-37)				
Great America 6th floor	#404 (con't)	#425/OBM in the Real World of Academia			
Indiana	#418/BA & Intervention in Special Behavior Problems				
Kansas City	#413/Applying Computer Technology		#430/Preparing Children with Special Needs	#438 & #439 Awards & Mtg	
LA/Miami	#408/Involving Consumers	#423/School Improvement	#436/Client & Observer Bhvr		
Lincolnshire	#409/Education Issues in EAB	#426/Different Facets of Equivalence			
Michigan	#410/NMDA Receptor	#427/Approaches to Prevention & Treatment of Drug Abuse			
Michigan State	#405 (con't)	#428/Interpretive Behaviorism: Resurrecting the Insurrection			
Northwestern		#420/Preparing for NCATE Accreditation			
Purdue	#411/Power-Function	#429/Issues in the Experimental Analysis of Reinforcement			
Wisconsin	#419/Strategies for Education in American Urban Schools				
Friday	1:00PM	2:00PM	3:00PM	4:00PM	5:00PM

Friday	6:00PM	7:00PM	8:00PM	9:00PM
Illinois 6th floor		#440/EAHB SIG		
Indiana 6th floor		#441/TBA Editorial Board		
Iowa 6th floor		#442/New York State ABA Mtg		
Lincolnshire 6th floor	#439 con't			
Michigan 6th floor		#443/Legislt & Pub Policy		
Michigan State 6th floor		#444/Autism SIG Mtg		
Minnesota 6th floor		#445/Electronic Communicatn		
Northwestern 6th floor		#446/JABA Editorial Board		
Friday	6:00PM	7:00PM	8:00PM	9:00PM

Saturday, May 29, 1993

Saturday	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 NOON
Chicago A 5th floor		#505/Psychotherapy Issues		#522/Something to Cry About	
Chicago B 5th floor		#506/Community Health Organizations		#527/General Lifestyle Concerns	
Chicago C 5th floor		#512/Stimulus Control of Problem Behavior		#528/Applications of Functional Assessment	
Chicago F 5th floor		#513/Equiv Class Formation in Human Infants & Chimpanzees		#529/Response-Class Formation	
Chicago G 5th floor		#504/BA & Development		#521/In the 21st Century	
Chicago H 5th floor		#514/Research on Human Behavior in Mexico		#530/Can BA Save the World?	
Grand Salon II 7th floor		#511/TOX (1-32)		#526 #539	
Great America 6th floor		#507/Behavior is the Bottom Line		#533/DDA (1-41)	
Illinois 6th floor		#501/Experimental Subjects		#523/The Bottom Line	
Indiana 6th floor		#508/DD Persons with Other Clinical Problems		#524/Interventions in Behavioral Medicine	
Iowa 6th floor		#502/Affiliated Chapters Mtg		#600/BA in Organizations	
Kansas City 5th floor		#503/Interbehaviorists SIG Mtg		#515/OBM & Training Applications for Agencies	
LA/Miami 5th floor		#509/Using BA to Teach Behavior Analysis		#534/Facilitated Communication in Perspective	
Lincolnshire 6th floor		#516/Verbal Behavior: Conceptual Analysis		#525/Applied Behavior Analysis & Education	
Michigan 6th floor		#517/Determinants of Operant Topography & Variability		#603/Systematic Replication	
Michigan State 6th floor		#518/Integrating Applied, Basic & Conceptual Work in BA: #2		#531/Remembering	
Minnesota 6th floor	7:30/Student Breakfast & Mtg			#535/Perspectives on Self-Control & Drug Dependence	
Northwestern 6th floor		#519/Research & Programming for Women & Girls		#536/Scientific Knowledge	
Purdue 6th floor		#520/How to Train a Trainer		#537/Teaching Social Skills to Head Start Children	
Wisconsin 6th floor		#521/Working Together for Effective Treatment & Education		#532/Acquisition & Reversal of Baseline	
Saturday				#538/Study of Aggressive/Disruptive Behaviors in Schools	
	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 NOON

Saturday, May 29, 1993

Saturday	1:00PM	2:00PM	3:00PM	4:00PM	5:00PM
Chicago A 5th floor	#602 <i>con't</i>	#622/Persons with Traumatic Brain Injuries	#634/Experimental Analysis of Hypnotic Interventions in a Lab		
Chicago B 5th floor	#605/Clinical Interventions	#623/Behavioral logical Correctns	#635/Behavioral Community Psychology		
Chicago C 5th floor	#606/Severe Bhvr Problems	#627/Families & Home- Based Intervention	#642/Curriculum Design Strategies		
Chicago F 5th floor	#614/The Role of Verbal Stimuli & Responses		#636/Behavioral Assessment at School		
Chicago G 5th floor	#615/A Debate on Mechanism & Contextualism				
Chicago H 5th floor	#611/Bhvr Med with Brain Injured Survivors	#628	#629/Personlity & Aggression		
Grand Salon I 7th floor					#645/Windows on 21st Centry
Grand Salon II 7th floor	#612/DDA (1-20) #613/PRM (21-37)		#633/EDC (1-33)		
Great America 6th floor	#616/International Diffusion of Behavior Analysis		#637/Profound Knowledge for the Change Agent		
Indiana 6th floor	#608				
Iowa 6th floor	#617/Extending Experimental Analysis to Practical Problems		#630/Continge ncy vs Rule		
Kansas City 5th floor	#618/Assessment & Treatment of Prader-Willi Syndrome		#638/Analysis of Social Interaction Interventions		
Lincolnshire 6th floor	#609/Verbal Behavior		#639/Stimulus Equivalence		
LA/Miami 5th floor	#603 <i>con't</i>	#624/Consultin g in Schools			
Michigan 6th floor	#610/Tolerance to Cocaine	#625/Tolerance & Receptors		#643/Behavioral Pharmacology	
Michigan State 6th floor	#619/Precision Teaching, Fluency, & Bhvr Momentum		#640/Toward the Advancement & Integration of Behavior Analysis		
Northwestern 6th floor	#620/Use of Functional Analysis to Improve Student Behavior		#632/Measuring Employee Performance		
Purdue 6th floor	#607/Neural Networks	#626/Memory of an Event	#631/News about Contrast	#644/Cross- Cultural BA	
Wisconsin 6th floor	#621/Educational Reform		#641/Topics in Ecobehavioral Analysis		
Saturday	1:00PM	2:00PM	3:00PM	4:00PM	5:00PM

Saturday, May 29, 1993

Saturday	6:00PM	7:00PM	8:00PM	9:00PM
Grand Salon I 7th floor				ABA Social
Illinois 6th floor	#646/Bhvrl AI Network Mtg			
Indiana 6th floor	#647/Verbal Behavior SIG			
Iowa 6th floor	#648/BALANC E SIG Mtg			
Northwestern 6th floor	#649/Northwest ern ABA Mtg			
Ohio State 6th floor	#650/BA & Culturl Design			
Wisconsin 6th floor	#651/SCC Data Sharing			
Saturday	6:00PM	7:00PM	8:00PM	9:00PM

Sunday, May 30, 1993

Sunday	8:00AM	9:00AM	10:00AM	11:00AM	12 NOON
Grand Salon II 7th floor		#705/EAB (1-31) #706/DDA(32-48)		#723/CBM (1-20) #724/EDC (21-47)	
Great America 6th floor		#703/Analyze Survival of a Bhvrl Intervention	#718/Survival of Behavioral Interventions		
Illinois 6th floor	#700/Action Planning				
Indiana 6th floor		#702	#716/Alcoholism Treatments		
Iowa 6th floor		#704/Research on the Consequences of Drugs	#717	#726/A Paradigmatic Behavioral Bridge	
Kansas City 5th floor		#707/The Case of Terry Phelan		#722/Confluence Therapy	#800
LA/Miami 5th floor		#708/Four "Low-Tech" Strategies		#727/New Perspectives on the Analysis of Human Behavior	
Lincolnshire 6th floor		#709/Analysis of Eye Movement & Reprocessing		#728/Behavior Analysis - 2093	
Michigan 6th floor		#710/Maximizing Community Inclusion Experiences		#721/Drug Abuse Research	
Michigan State 6th floor		#714/Culture & Human Behavior		#729/Conceptual Foundations of Behavior Analysis	
Minnesota 6th floor		#701/Clinical SIG Mtg			
Northwestern 6th floor		#715/Killing Us Softly?		#730/Are We Having Fun Yet?	
Ohio State 6th floor		#711/The Interpersonal Treatment Model		#720/Credential in BA	
Purdue 6th floor		#712/Behavior Analysis as a Profession		#731/Integrating Applied, Basic, & Conceptual Work in BA, #3	
Wisconsin 6th floor		#713/Data-based Education for Children & Teachers		#719	#732/Language Skills
Sunday	8:00AM	9:00AM	10:00AM	11:00AM	12 NOON

Sunday	1:00 PM	2:00 PM
Grand Salon I 7th floor	#801/Relations among Sciences & Treatment of Problem Behavior	
Sunday	1:00 PM	2:00 PM

Specialty Area Index

The number listed are the session numbers. Session numbers beginning with 1 are on Thursday morning, with 2 on Thursday afternoon, with 3 on Friday morning, with 4 on Friday afternoon, with 5 on Saturday morning, with 6 on Saturday afternoon, with 7 on Sunday morning, and with 8 on Sunday afternoon.

CBM • Clinical, Behavioral Medicine, & Family

#205, #209, #212, #216, #221, #222, #226, #228, #230, #233, #241, #246, #247, #301, #302, #303, #319, #320, #400, #401, #407, #413, #415, #421, #431, #434, #436, #505, #508, #514, #522, #524, #526, #601, #602, #605, #611, #622, #629, #634, #641, #702, #709, #712, #716, #723, #725, #726, #730
See also: #215, #217, #227, #427, #519, #606, #722

CCS • Community and Corrections

#208, #308, #322, #330, #506, #623, #635
See also: #247, #310, #403, #404, #527, #530, #710

CNC • Conceptual

#237, #422, #604, #615, #630

DDA • Developmental Disabilities & Autism

#204, #213, #215, #217, #227, #231, #232, #234, #239, #309, #313, #318, #329, #333, #335, #406, #416, #418, #424, #430, #512, #515, #527, #528, #533, #534, #606, #608, #612, #618, #627, #638, #642, #706, #707, #710, #719, #722, #732, #800
See also: #202, #206, #212, #224, #229, #307, #412, #414, #508, #523, #529, #537, #603, #621, #633, #720, #730

DEV • Human Development & Gerontology

#214, #235, #238, #310, #311, #331, #334, #417, #432, #433, #504, #513, #529, #704, #714, #717
See also: #239, #314, #329, #628, #636

EAB • Experimental Analysis of Behavior

#203, #220, #240, #243, #336, #338, #409, #411, #426, #429, #510, #517, #531, #532, #607, #626, #631, #639, #640, #644, #645, #705, #727, #728
See also: #201, #211, #218, #223, #305, #319, #328, #337, #405, #410, #424, #428, #432, #436, #511, #513, #535, #608, #609, #610, #614, #625, #643, #717, #721

EDC • Education

#201, #202, #207, #210, #219, #223, #224, #304, #314, #317, #321, #326, #327, #339, #402, #408, #412, #414, #419, #420, #423, #435, #509, #519, #520, #525, #537, #538, #603, #620, #621, #624, #633, #636, #708, #711, #713, #715, #724
See also: #338, #409, #425, #430, #507, #510, #512, #514, #534, #638, #641, #702

ELS • Ethical, Legal, & Social Issues

#236, #323, #332, #403, #530, #720
See also: #231, #246, #308, #640

Other

#104, #253, #300, #316, #325, #437, #438

PRM • Performance Management & Training

#206, #229, #244, #307, #312, #324, #404, #425, #507, #523, #600, #613, #616, #632, #637, #703, #718
See also: #207, #309, #515

Theme: Integration of Applied, Basic, & Conceptual Work in Behavior Analysis

#200, #315, #518, #521, #539, #617, #619, #731, #801

TOX • Behavioral Pharmacology & Toxicology

#225, #242, #337, #410, #427, #511, #535, #610, #625, #643, #721
See also: #323, #413

VRB • Verbal Behavior

#211, #218, #245, #305, #306, #328, #405, #428, #516, #536, #609, #614, #628, #729
See also: #204, #233, #235, #317, #417, #426, #639

Business and Group Meetings

The number listed are the session numbers. Session numbers beginning with 1 are on Thursday morning, with 2 on Thursday afternoon, with 3 on Friday morning, with 4 on Friday afternoon, with 5 on Saturday morning, with 6 on Saturday afternoon, with 7 on Sunday morning, and with 8 on Sunday afternoon.

Thursday, May 27

- #100 • International Development Committee
- #101 • International Association for the Right to Effective Treatment Board
- #102 • Behavior Analysis Society of Illinois
- #103 • Education Special Interest Group
- #105 • Development Special Interest Group
- #106 • Ontario (Canada) Chapter Organization
- #107 • Behavior Analysis in Corrections Special Interest Group
- #108 • Mississippi Association for Behavior Analysis
- #109 • *Education and Treatment of Children* Editorial Review Board Meeting
- #248 • Organizational Behavior Management Special Interest Group
- #249 • Berkshire Association for Behavior Analysis and Therapy
- #250 • Direct Instruction Special Interest Group
- #251 • *Behavior and Social Issues* Editorial Board
- #252 • Professional Development Committee
- #253 • Society for the Experimental Analysis of Behavior Board

Friday, May 28

- #438 • ABA Awards and Recognition
- #439 • ABA Business Meeting
- #440 • Experimental Analysis of Human Behavior Special Interest Group
- #441 • *The Behavior Analyst* Editorial Board
- #442 • New York State Association for Behavior Analysis
- #443 • Legislation & Public Policy Committee

#444 • Autism Special Interest Group

#445 • Behavior Analysts and Electronic Communication

#446 • *Journal of Applied Behavior Analysis* Editorial Board Meeting

Saturday, May 29

Student Committee Meeting (7:30-9:00AM)

#500 • *The Behavior Analyst* Advisory Board

#501 • Nonhumans as Experimental Subjects: Ethical, Legal, and Policy Issues

#502 • Affiliated Chapters of ABA

#503 • Interbehaviorists in ABA Special Interest Group

#646 • Behavioral Artificial Intelligence Network

#647 • Verbal Behavior Special Interest Group

#648 • BALANCE Special Interest Group

#649 • Northwest Association for Behavior Analysis

#650 • Behavior Analysis and Cultural Design Special Interest Group

#651 • Standard Celeration Chart Data Sharing

Sunday, May 30

#700 • Action Planning for Enhancing the Impact of Behavior Analysis in Education

#701 • Clinical Behavior Analysis Special Interest Group

**Remember to check the
Program Errata at the
Convention for changes
in the Program Schedule!**

Participant Index

The number listed are the session numbers. Session numbers beginning with 1 are on Thursday morning, with 2 on Thursday afternoon, with 3 on Friday morning, with 4 on Friday afternoon, with 5 on Saturday morning, with 6 on Saturday afternoon, with 7 on Sunday morning, and with 8 on Sunday afternoon.

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 Worsham, Robert W. #533, #707
 Woster, Scott. #415
 Wruck, Helen J. #333
 Wulfert, Edelgard. #421, #505, #701, #716
 Wyatt, W. Joseph. #715
 Wylie, A. Michael. #302
 Wynn, Jacqueline Wray. #204

 Yaber, Guillermo. #509, #635, #724
 Yajnik, Santosh. #511
 Yang, Wei. #305
 Yen, Sherman. #107, #403, #519
 Yerushalmi, Cydney. #712
 Young, Alice. #337, #625
 Young, Jill M. #529
 Young, K. Richard. #633
 Yu, Dickie. #218, #331
 Yura, Marty. #207

 Zacny, James P. #225, #511
 Zambrana, Wanda Toro. #227

Zamora, O. #511
 Zane, Thomas. #230, #415, #442
 Zanolli, Kathleen. #432, #713
 Zanolli, M. A. #305
 Zarcone, Jennifer R. #213
 Zarcone, Troy. #705
 Zawlocki, Richard. #205, #611
 Zeigler, H. Philip. #705
 Zelefsky, Sheila. #333
 Zencius, Arnie. #205, #401, #611
 Zentall, Sydney. #204
 Zettle, Robert D. #505
 Zhou, Jing. #622
 Zukotynski, George E. #333, #527, #722
 Zwicker, Thomas J. #613, #718

ABA Expo

Thursday, May 27

8:30-10:30PM

Grand Salon II

Informational displays by

*ABA Committees, SIGs, &
 Chapters*

*Graduate Training Programs
 Behavior Analysis Around
 the World!*

ABA Social

Saturday, May 29

9:00PM-1:00AM

Grand Salon I

Music & Dancing
 Cash bar

The Association for Behavior Analysis

was founded in 1974 to promote the conceptual, experimental, and applied analysis of behavior. A major purpose of the Association is to provide a forum for the discussion of issues and the dissemination of information pertinent to the interests of the members.

Membership

in ABA signifies that an individual is interested in the science of behavior and the advancement of behavioral theory and practice. Our members are actively involved in improving educational practice, quality of care for the developmentally disabled, and productivity in business and industry, as well as basic research in learning and behavioral psychology. ABA has seven categories of membership. A description, the benefits and requirements of each category follow:

- ◆ **Sustaining and Supporting Members** are eligible to vote on ABA business matters and to participate in the Nomination and Election of Officers. Through their contributions, Sustaining and Supporting Members help support the involvement of undergraduate and graduate students in behavior analysis science and practice. **Benefits:** Citation in the *ABA Newsletter* and the Annual Convention Program Book, subscriptions to the *ABA Newsletter*, *The Behavior Analyst*, and special convention registration fees. **Requirement:** Same as Full Members (see below).
- ◆ **Full Members** are eligible to vote on ABA business matters and to participate in the Nomination and Election of Officers. Full Member dues help support the involvement of undergraduate and graduate students in behavior analysis science and practice. **Benefits:** Subscriptions to the *ABA Newsletter* and *The Behavior Analyst*, and special convention registration fees. **Requirement:** The minimum of a Masters degree in Applied or Experimental Analysis of Behavior or contributions to the field behavior analysis; send vita and course records when requesting this status for the first time.
- ◆ **Affiliate status** is designed for persons who have an interest in behavior analysis or have completed undergraduate credit, but do not meet the Full Member requirement. Affiliate Member dues help support the involvement of undergraduate and graduate students in behavior analysis science and practice. **Benefits:** Subscriptions to the *ABA Newsletter* and *The Behavior Analyst*, and reduced convention registration fees. **Requirement:** Send letter of recommendation from a voting member of ABA.
- ◆ **Emeritus status** is designed for persons who are past the age of 65 or who are retired. **Benefits:** Subscriptions to the *ABA Newsletter* and *The Behavior Analyst*, and reduced convention registration fees. **Requirement:** Send verification of retirement or age when requesting this status for the first time.
- ◆ **Chapter/Adjunct Members** are members of an ABA-Affiliated National, Regional, State or Local Chapter. **Benefits:** Subscription to the *ABA Newsletter* and special membership dues and convention registration fees. **Requirement:** A letter from the Chapter confirming Chapter membership must be sent annually at the time of application or renewal.
- ◆ **Student Members** are full-time undergraduate or graduate students, residents, or interns. **Benefits:** Subscriptions to the *ABA Newsletter* and *The Behavior Analyst*, and reduced membership dues and convention registration fees. **Requirement:** You must send verification of full-time student, intern, or resident status with your application for membership.



Membership Form

Association for Behavior Analysis

An International Organization
258 Wood Hall, Western Michigan University, Kalamazoo, MI 49008-5052
Telephone: 616-387-4494. FAX: 616-387-4457

Dues for all Membership Categories include subscriptions to the ABA Newsletter and The Behavior Analyst, with the following exception—Chapter/Adjunct Dues do not include a subscription to The Behavior Analyst. See descriptions on preceding page.

Please type or print clearly

NAME (Last name, first name, middle name)
PREFERRED MAILING ADDRESS <i>Where do you want to receive your mailings from ABA?</i>
CITY, STATE, COUNTRY, POSTAL ZIP CODE
WORK TELEPHONE # (please include area and/or country codes)
HOME TELEPHONE # (please include area and/or country codes)
FAX# (please include area and/or country codes)
E-MAIL: System (e.g., Bitnet): _____
ID#:

Method of Payment

Make check payable through a U.S. bank, in U.S. dollars, to Association for Behavior Analysis or charge to your ☐ American Express ☐ Mastercard ☐ Visa

If paying by credit card, please fill in the following:

Print your name as it appears on your American Express, Mastercard, or Visa card: _____

Card Number: _____

Exp. Date: _____

Signature: _____

Payment of Dues is subject to current federal, state, and local tax regulations. To determine the tax exemption status of your payment, seek individual consultation in your locality, or contact your local office of federal, state, or local tax information.

MEMBERSHIP RENEWAL DUES

If you have been a member of ABA in a previous year, check one of the following and enter the amount of payment here
☐ ☐ ☐ ☐ \$ _____

Category	One Year	Three Years
Sustaining	<input type="checkbox"/> \$220.00	<input type="checkbox"/> \$620.00
Supporting	<input type="checkbox"/> \$120.00	<input type="checkbox"/> \$320.00
Full	<input type="checkbox"/> \$80.00	<input type="checkbox"/> \$200.00
Affiliate	<input type="checkbox"/> \$80.00	<input type="checkbox"/> \$200.00
Emeritus	<input type="checkbox"/> \$30.00	<input type="checkbox"/> \$70.00
Student	<input type="checkbox"/> \$30.00	
Chapter-Adjunct	<input type="checkbox"/> \$25.00	<input type="checkbox"/> \$55.00
Special Student Transition Rate	<input type="checkbox"/> \$45.00	<input type="checkbox"/> \$165.00

(If you were a student last year and you have received a graduate degree, you may apply for Full-member status at a special one-year transition rate of \$45. Send vita, and evidence of graduation (official transcript or letter from advisor) with form. You may take advantage of this special rate only once.)

NEW MEMBERSHIP APPLICATION DUES

If you are joining ABA for the first time, check one of the following and enter the amount of payment here
☐ ☐ ☐ ☐ \$ _____

Category	One Year	Three Years
Sustaining	<input type="checkbox"/> \$105.00	<input type="checkbox"/> \$505.00
Supporting	<input type="checkbox"/> \$65.00	<input type="checkbox"/> \$265.00
Full	<input type="checkbox"/> \$45.00	<input type="checkbox"/> \$165.00
Affiliate	<input type="checkbox"/> \$45.00	<input type="checkbox"/> \$165.00
Emeritus	<input type="checkbox"/> \$19.00	<input type="checkbox"/> \$59.00
Student	<input type="checkbox"/> \$19.00	
Chapter-Adjunct	<input type="checkbox"/> \$13.00	<input type="checkbox"/> \$43.00

VERIFICATION OF STUDENT STATUS

This is to certify that _____
is a full-time ☐ student, ☐ intern, ☐ resident in the Department of _____ at _____

Faculty Signature: _____

Title: _____ Date: _____

Complete back of this form

PERMANENT MAILING ADDRESS

If your mail is returned as "nondeliverable" to the address listed on the front of this form, ABA will send your mail to the following address:

DEGREE HELD

List the most recent degree received:

Year Received: _____

Degree Received: _____

Conferring Institution: _____

POSITION TITLE

Please check the one box that most closely describes your job title:

- ☐ 01 Administrator
☐ 02 Student
☐ 03 Consultant / Staff Trainer
☐ 04 Professor / Academic
☐ 05 Psychologist / Therapist
☐ 06 Researcher
☐ 07 Social Worker
☐ 08 Speech / Language Pathologist
☐ 09 School Teacher
☐ 00 Other:

PRIMARY ACTIVITY

Please check the one box that most closely describes how you spend the majority of your time at work:

- ☐ 01 Administration
☐ 02 Clinical
☐ 03 Consulting / Staff Training
☐ 04 Research
☐ 05 Student
☐ 06 Teaching
☐ 07 Retired
☐ 00 Other:

PRIMARY DISCIPLINE

Please check the one box that most closely describes your field of study:

- ☐ 01 Behavior Analysis
☐ 02 Behaviorology
☐ 03 Communication Disorders
☐ 04 Education
☐ 05 Medicine
☐ 06 Organizational Management
☐ 07 Pharmacology
☐ 08 Psychology
☐ 09 Social Work
☐ 00 Other:

Please place a check in the box next to the ABA-affiliated chapter(s) of which you are a member.

- | | | |
|--|---|---|
| <input type="checkbox"/> Alabama ABA | <input type="checkbox"/> Florida ABA | <input type="checkbox"/> New York State ABA |
| <input type="checkbox"/> Assn for Behavior Analysis & Therapy/Southern California | <input type="checkbox"/> Georgia ABA | <input type="checkbox"/> North Carolina ABA |
| <input type="checkbox"/> Behavior Analysis Assn of Michigan | <input type="checkbox"/> German Assn for Behavioral Medicine & Modification | <input type="checkbox"/> Northern California ABA |
| <input type="checkbox"/> Behavior Analysis in Ireland | <input type="checkbox"/> Italian Assn for Behavior Analysis & Modification | <input type="checkbox"/> Northwestern Assn for Behavior Analysis |
| <input type="checkbox"/> Behavior Analysis Society of Illinois | <input type="checkbox"/> Japanese ABA | <input type="checkbox"/> Norwegian ABA |
| <input type="checkbox"/> Belgium Assn for the Study of Behavior Modification & Therapy | <input type="checkbox"/> Latin American Assn for Behavior Analysis & Modification | <input type="checkbox"/> Peruvian Society of Analysis & Behavior Modification |
| <input type="checkbox"/> Berkshire Assn for Behavior Analysis & Therapy | <input type="checkbox"/> Minnesota ABA | <input type="checkbox"/> Scientific Assn for Behavior Modification, Canada |
| <input type="checkbox"/> Chicago Area ABA | <input type="checkbox"/> Mississippi Assn for Behavior Analysis | <input type="checkbox"/> Southeastern ABA |
| <input type="checkbox"/> Delaware Valley ABA | <input type="checkbox"/> New England Society of Behavior Analysis & Therapy | <input type="checkbox"/> Texas ABA |
| <input type="checkbox"/> Experimental Analysis of Behavior Group of Great Britain | | <input type="checkbox"/> Tri-State ABA |
| | | <input type="checkbox"/> Uruguayan Assn of Behavior Analysis & Modification |

Write "M" in the box next to the ABA Special Interest Groups of which you are a member. Write an "I" in the box next to the Special Interest Groups about which you would like to receive information.

- | | | |
|--|---|--|
| <input type="checkbox"/> Autism | <input type="checkbox"/> Behaviorists for Social Action | <input type="checkbox"/> Interbehaviorists in ABA |
| <input type="checkbox"/> BALANCE | <input type="checkbox"/> Clinical Behavior Analysis | <input type="checkbox"/> JABA Users Group |
| <input type="checkbox"/> Behavior Analysis & Cultural Design | <input type="checkbox"/> Computer Users | <input type="checkbox"/> Organizational Behavior Management Network |
| <input type="checkbox"/> Behavior & Development | <input type="checkbox"/> Direct Instruction | <input type="checkbox"/> Rehabilitation & Independent Living |
| <input type="checkbox"/> Behavior Analysis in Corrections | <input type="checkbox"/> Experimental Analysis of Human Behavior | <input type="checkbox"/> Society for the Quantitative Analysis of Behavior |
| <input type="checkbox"/> Behavior Analysis in Education | <input type="checkbox"/> Experimental Analysis of Nonhuman Behavior | <input type="checkbox"/> Verbal Behavior |
| <input type="checkbox"/> Behavioral Gerontology | | |



ABA '93 Convention Registration Form

Association for Behavior Analysis: An International Organization

Mail form and payment to

258 Wood Hall, Western Michigan University, Kalamazoo, MI 49008-5052

Telephone: 616-387-4494, FAX: 616-387-4457

Please type or print clearly

NAME (Last name, first name, middle name)
PREFERRED MAILING ADDRESS <i>Where do you want to receive your mailings from ABA?</i>
CITY, STATE, COUNTRY, POSTAL ZIP CODE
TELEPHONE # (please include area and/or country codes)
FAX# (please include area and/or country codes)

Convention Name Badge

Print your name as you wish it to be typed on your name badge--limited to 35 characters

Print your affiliation (where your work or go to school)--limited to 35 characters

Method of Payment

Make check payable through a U.S. bank, in U.S. dollars, to Association for Behavior Analysis or charge to your ☐ American Express ☐ Mastercard ☐ Visa

If paying by credit card, please fill in the following:

Print your name as it appears on your American Express, Mastercard, or Visa card:

Card Number: _____

Exp. Date: _____

Signature: _____

For office use only

Membership Status: _____

Amount of Payment: _____

Date Received: _____

CONVENTION REGISTRATION

A discount is available for early payment of all registration fees. If your registration will be postmarked by April 25, 1993, send the amount listed in the "Before" column; after the deadline, use the "After" column. You may register for the entire convention or for just one day.

Registration for the Entire Convention

(Thursday 5/27-Sunday 5/30). Choose your membership category from the list below and fill in the appropriate amount. \$ _____

Category	Before	After
Sustaining, Supporting, Full, Affiliate	<input type="checkbox"/> \$54.00	<input type="checkbox"/> \$74.00
Emeritus and Student	<input type="checkbox"/> \$30.00	<input type="checkbox"/> \$40.00
Chapter-Adjunct	<input type="checkbox"/> \$100.00	<input type="checkbox"/> \$120.00
Nonmember	<input type="checkbox"/> \$200.00	<input type="checkbox"/> \$220.00

OR

One-Day Registration. Check days attending:

☐ Thursday 5/27 ☐ Friday 5/28

☐ Saturday 5/29 ☐ Sunday 5/28

Choose your membership category from the list below and fill in the appropriate amount (fee x # of days). \$ _____

Category	Before	After
Sustaining, Supporting, Full	<input type="checkbox"/> \$25.00	<input type="checkbox"/> \$35.00
Affiliate, Emeritus, Student	<input type="checkbox"/> \$25.00	<input type="checkbox"/> \$35.00
Chapter-Adjunct	<input type="checkbox"/> \$40.00	<input type="checkbox"/> \$50.00
Nonmember	<input type="checkbox"/> \$60.00	<input type="checkbox"/> \$70.00

Registration for Relatives, \$1.00 ea. \$ _____

Name (for badge): _____

SPECIAL EVENTS & MATERIALS

Professional Development Breakfast / \$15 ea. \$ _____

ABA T-Shirts (white) with Chicago Logo

Adult Sizes: M L XL / \$10 ea. \$ _____

Adult Sizes: XXL XXXL / \$12 ea. \$ _____

Youth Sizes: S M L / \$8 ea. \$ _____

ABA Sweatshirts (gray) with Chicago Logo

Adult Sizes: L XL XXL / \$20 ea. \$ _____

ABA Mug (white) with Chicago Logo / \$5 ea. \$ _____

1993 Convention Proceedings / \$12.50 ea. \$ _____

Donation to Support Student Presenter

Registrations for ABA '94 Convention \$ _____

Placement Service-Applicants / \$15 ea. \$ _____

Placement Service-Employers / \$25 ea. position \$ _____

Workshop fee total from back of this page \$ _____

Total Registration Payment Enclosed (US funds only) \$ _____

ABA '93 WORKSHOP REGISTRATION FORM

Association for Behavior Analysis

Preconvention Workshops, May 26 & 27, 1993

Downtown Chicago Marriott, Illinois

Select workshops from the list below (fees listed include materials fees); enter the total fee at the bottom of this page and on the reverse side of this form under "Workshop Fee total." Please note dates and times; DO NOT SELECT overlapping workshops. Workshop fees and convention registration may be paid with one check or credit card entry (see reverse side). Receipts and registration materials can be picked up at the registration desk at the convention. You will not receive a receipt by mail. All workshops are subject to cancellation because of insufficient enrollment.

FEES LISTED BELOW INCLUDE REGISTRATION AND MATERIALS FEES

WEDNESDAY, MAY 26

- #1. 9:00am-4:00pm. Megacharting. Lindsley & Rosales. Advance Registration Fee: 1993 ABA members, \$105; All others, \$130
- #2. 9:00am-4:00pm. Rule-Governed Behavior, Self-Management, & Performance Management. Malott. Advance Registration Fee: 1993 ABA members, \$80; All others, \$105
- #3. 9:00am-4:00pm. Motivational Milieu Therapy. van Bilsen. Registration Fee: 1993 ABA members, \$75; All others, \$100
- #4. 1:00-4:00pm. The Picture Exchange Communication System. Bondy & Frost. Advance Registration Fee: 1993 ABA members, \$41; All others, \$66
- #5. 1:00-4:00pm. A Paradigmatic Behavioral Approach to Understanding and Treating Panic Disorder. Eifert. Advance Registration Fee: 1993 ABA members, \$40; All others, \$65
- #6. 1:00-4:00pm. Positive Staff Management. Ivancic & Schell. Advance Registration Fee: 1993 ABA members, \$41; All others, \$66
- #7. 1:00-4:00pm. How to Use Statistical Process Control Methodologies for Applied Behavior Analysis. Pfadt. Advance Registration Fee: 1993 ABA members, \$45; All others, \$70
- #8. 1:00-4:00pm. Recent Issues Associated with the Statistical Analysis of Behavioral Data. Huiterna. Advance Registration Fee: 1993 ABA members, \$40; All others, \$65
- #9A. 1:00-4:00pm. Introduction to HyperCard as a Research or Instructional Tool. Potter & Mason. Advance Registration Fee: 1993 ABA members, \$55; All others, \$80
- #9B. 5:30-8:30pm. An Introduction to HyperCard for Research or Instructional (CAI) Purposes. Potter & Mason. Advance Registration Fee: 1993 ABA members, \$55; All others, \$80
- #10. 5:30-8:30pm. Multiple Behavioral Effects of Environmental Variables. Michael. Advance Registration Fee: 1993 ABA members, \$40; All others, \$65
- #11. 5:30-8:30pm. Developing and Providing Services for Profoundly Multiply Handicapped Clients. Realon, Phillips, Irvin, & Hartley. Advance Registration Fee: 1993 ABA members, \$45; All others, \$70

- #12. 5:30-8:30pm. Functional Analysis in Clinical Practice. Sturmey. Advance Registration Fee: 1993 ABA members, \$35; All others, \$60

- #13. 5:30-8:30pm. A Behavioral Approach to Running Meetings for 10 to 50 Participants. Welsh. Advance Registration Fee: 1993 ABA members, \$36; All others, \$61

WEDNESDAY, MAY 26, 1:00PM-4:00PM THURSDAY, MAY 27, 8:00AM-11:00AM

- #14. Invited. Engineering Learning Environments for Success. Tucci, Hursh, Lamson-Loschiavo, Della Rosa, & Royce. Advance Registration Fee: 1993 ABA members, \$80; All others, \$105

THURSDAY, MAY 27

- #15. 8:00-11:00am. Delay-Reduction Theory. Fantino. Advance Registration Fee: 1993 ABA members, \$35; All others, \$60
- #16. Invited. 8:00-11:00am. A Training in Direct Instruction for Developmentally Delayed Preschool Children. Lamson-Loschiavo. Advance Registration Fee: 1993 ABA members, \$40; All others, \$65
- #17. 8:00-11:00am. How to Provide In-Home Behavioral Consultation to Parents of Developmentally Disabled Individuals. Partington. Advance Registration Fee: 1993 ABA members, \$40; All others, \$65
- #18. 8:00-11:00am. Stimulus Equivalence Made Relatively Easy. Saunders & Green. Advance Registration Fee: 1993 ABA members, \$40; All others, \$65
- #19. 8:00-11:00am. Radical Behaviorism and the Counseling Process. Williams. Advance Registration Fee: 1993 ABA members, \$38; All others, \$63

Enter Workshop Numbers and fees. Total all fees.
Enter total due below and on reverse side of this form.

Workshop#	\$
Workshop#	\$
Workshop#	\$
If paying after April 25, 1993, add \$15 for each workshop	\$
TOTAL AMOUNT DUE	\$

Available from ABA!

1992 ABA Convention Program Book

A listing of all sessions that were scheduled for presentation.
Price each\$1.00

1992 ABA Convention T-Shirts

1992 San Francisco Convention Logo on White; limited number available in adult sizes medium and large.
Price each\$10.00

1992 ABA Convention Sweatshirts

1992 San Francisco Convention Logo on Gray; limited number available in adult sizes small, medium, and large.
Price each\$20.00

1992 ABA Membership Directory

A listing of 2,000 members' names, addresses, telephone, FAX, and electronic mail numbers. Updated annually.
Price each\$10.00

ABA Convention Proceedings

Catch up on the sessions you missed at the Convention! The Convention Proceedings is a publication of abstracts from ABA Convention presentations.
17th Annual Convention (1991)\$15.00
18th Annual Convention (1992)\$15.00

ABA Newsletter

Four issues sent to ABA members each year. The Newsletter includes articles, news, announcements and job openings of interest to ABA members.
Nonmember subscription\$20.00/year

The Behavior of Organisms by B.F. Skinner

A classic first printed in 1938; republished in 1991 by the B.F. Skinner Foundation.
Price each\$20.00

Designs for Excellence in Education: The Legacy of B. F. Skinner, R.P. West & L.A. Hamerlynck, Editors

This book is designed to provide a comprehensive picture of the range of verified educational practices which derive from the work of B. F. Skinner. The premise is that we need to reform the underpinnings of curriculum and instructional practices in our schools. Chapters describe proven educational practices based upon the "science of human behavior" and a model for reforming the system.

Hardcover Collector's Edition\$29.95

Don't Shoot the Dog! The New Art of Teaching and Training by Karen Pryor

A layman's guide to operant conditioning and how to use it in real life. "Anyone who wants to be more effective in rearing children, teaching, or managing his or her own behavior will find her book very useful." B. F. Skinner.
Price each\$5.95

Graduate Training in Behavior Analysis

Compiled by the Student Committee, the directory lists many training opportunities which emphasize a behavior analytic approach.
Price each\$10.00

"If I Could Talk to the Animals"

Reinforcement Interactions as Communication
President's Scholar Address presented by Karen Pryor at the 18th Annual Convention of the Association for Behavior Analysis, San Francisco, 1992. 60 minutes, 1/2 inch VHS format.
Price each\$69.95

Interview with B. F. Skinner

Audio cassette tape of the interview with B. F. Skinner on National Public Radio. The Interview with B. F. Skinner was broadcast in 1990 on National Public Radio.
Price each\$3.00

Lads Before the Wind: Diary of a Dolphin Trainer by Karen Pryor

First-person account of dolphin training and behavior by "a born ethologist...who has brought to bear on her studies the whole arsenal of methods devised by the behaviorist school..." Konrad Lorenz. Foreword by Konrad Lorenz.
Price each\$12.95

Pedagogue's Progress by Fred S. Keller

A neglected classic available from ABA! A beautifully written critique, both humorous and bitter, of the educational establishment by one who spent many years trying to reform the system from within.
Price each\$10.00

Recommendations of the Task Force on Regulatory Issues

Review of the 1990 Accreditation Council on Services for People with Disabilities Standards on Behavior Management
Price each\$1.50

Recommendations of the Task Force on the Right to Effective Behavioral Treatment

Report, recommendations, and ABA Position Statement.
Price each\$1.50

Super Training! How Modern Animal Trainers Use Operant Conditioning

Panel discussion and demonstrations featuring Karen Pryor, author of *Don't Shoot the Dog! The New Art of Teaching and Training*; Ingrid Shallenberger, former curator and head trainer of Sea Life Park, Hawaii; Gary Wilkes, behavior consultant and columnist; Gary Priest, Behavior Specialist, San Diego Zoo and Wild Animal Park; and members and students of ABA! Presented at the 18th Annual Convention of the Association for Behavior Analysis, San Francisco, 1992. 2 videotapes, 50 minutes, 1/2 inch VHS format.
Price each\$89.95

Verbal Behavior by B. F. Skinner

A classic first printed in 1957; republished in 1992 by the B.F. Skinner Foundation.
Price each\$20.00

Order form on other side ➔

Association for Behavior Analysis Order Form

	Cost/Copy	# Ordered	Shipping/Handling	Total Cost
ABA 1992 Convention Program Book	\$1.00		\$1.00/copy	
ABA 1992 Convention Sweatshirts <input type="checkbox"/> Sm <input type="checkbox"/> Med <input type="checkbox"/> Lrg	\$20.00		\$2.50/shirt	
ABA 1992 Convention T-Shirts <input type="checkbox"/> Med <input type="checkbox"/> Lrg	\$10.00		\$2.00/shirt	
ABA 1991 Convention Proceedings	\$15.00		\$2.50/copy	
ABA 1992 Convention Proceedings	\$15.00		\$2.50/copy	
ABA Membership Directory	\$10.00		\$2.00/copy	
ABA Newsletter			included in subscription	
Nonmember or Institutional Subscriptions (one year)	\$20.00			
The Art and Science of Training	\$89.95		\$5.00/copy	
The Behavior of Organisms by B.F. Skinner	\$20.00		\$2.00/copy	
Designs for Excellence in Education	\$29.95		\$2.00/copy	
Don't Shoot the Dog!	\$4.99		\$2.00/copy	
Graduate Training in Behavior Analysis	\$10.00		\$2.00/copy	
Lads Before the Wind: Diary of a Dolphin Trainer	\$12.95		\$2.00/copy	
NPR Interview with B.F. Skinner (audio cassette)	\$3.00		\$1.00/copy	
Pedagogue's Progress	\$10.00		\$2.00/copy	
Recommendations of the Task Force on Regulatory Issues	\$1.50		\$.50/copy	
Recommendations of the Task Force on the Right to Effective Behavioral Treatment	\$1.50		\$.50/copy	
Reinforcement Interactions as Communication	\$69.95		\$5.00/copy	
Verbal Behavior	\$20.00		\$2.00/copy	
TOTAL AMOUNT OF ORDER				\$

Note: All prices are in U.S. funds and include shipping and handling charges. Prices are subject to change without notice.

**Send order and payment to: Association for Behavior Analysis
258 Wood Hall, Western Michigan University, Kalamazoo, Michigan 49008-5052**

Method of Payment (check one): ☐ check, ☐ money order, ☐ Visa, or ☐ Master Card

Credit Card # _____ Expiration Date _____

Signature _____

Ship order to

Name: _____

Mailing Address: _____

City, State, Country, Postal Zip Code: _____

Return this form to
The Downtown Chicago Marriott
Attn: Reservation Department, 540 North Michigan Avenue
Chicago, Illinois 60611

Official Reservation Request
Association for Behavior Analysis
19th Annual Convention, May 25-31, 1993

Please reserve accommodations at the Downtown Chicago Marriott for:

Name: _____

Company Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Sharing With: _____

Arrival Date: _____ 6 PM or Guaranteed*

Departure Date: _____ Hour: _____ AM/PM

Note: Check-in time is 4:00PM. Check-out time is 12Noon.

Please check requested accommodation.

- ☐ Single (1 person, 1 bed), \$82.00
- ☐ Double (2 persons, 1 bed), \$82.00
- ☐ Double (2 persons, 2 beds), \$82.00

- ☐ No Smoking Requested
 - ☐ Handicapped Accommodations
- (Rooms subject to 12.4% Illinois and City room tax)*

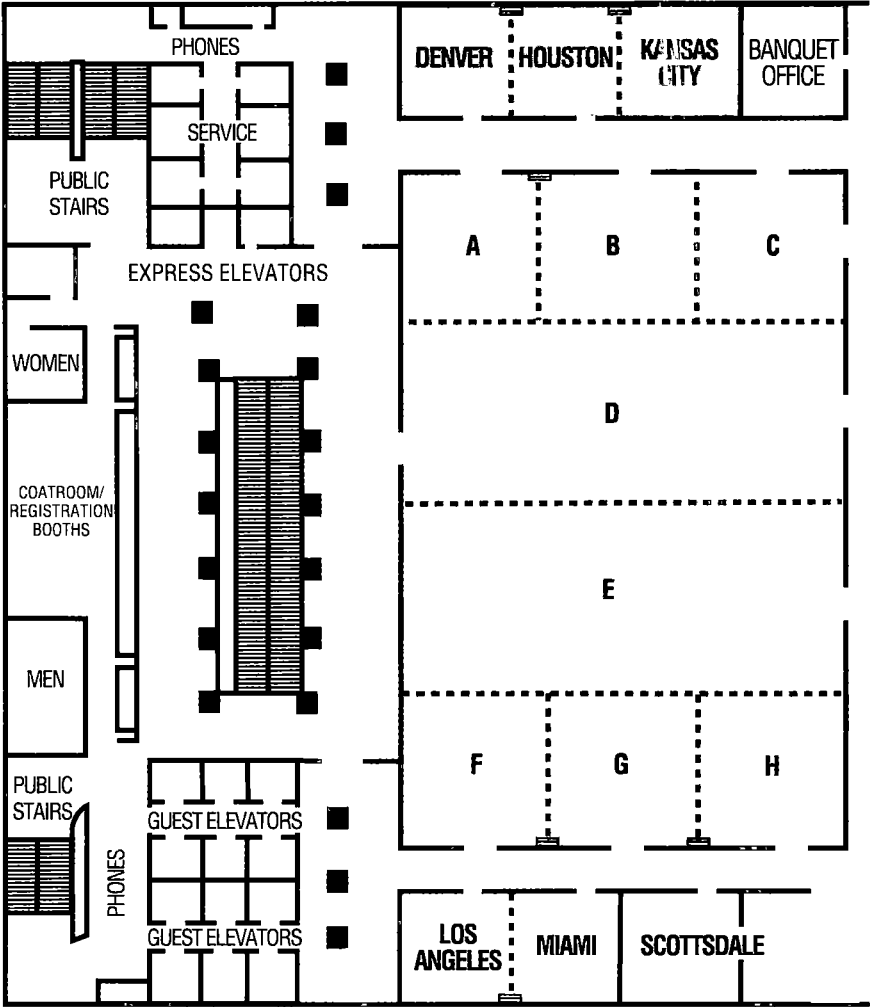
Reservations or changes must be received no later than April 27, 1993. Reservations received after the above date will be accepted on a space availability basis, at prevailing hotel rates. Reservations requests must be accompanied by a deposit equal to first night's room and tax. Deposits can be placed by check, money order, or by a major credit card. You may cancel your reservations up to 24 hours prior to arrival without penalty and receive a total refund on a deposit.

Guarantee Method: _____

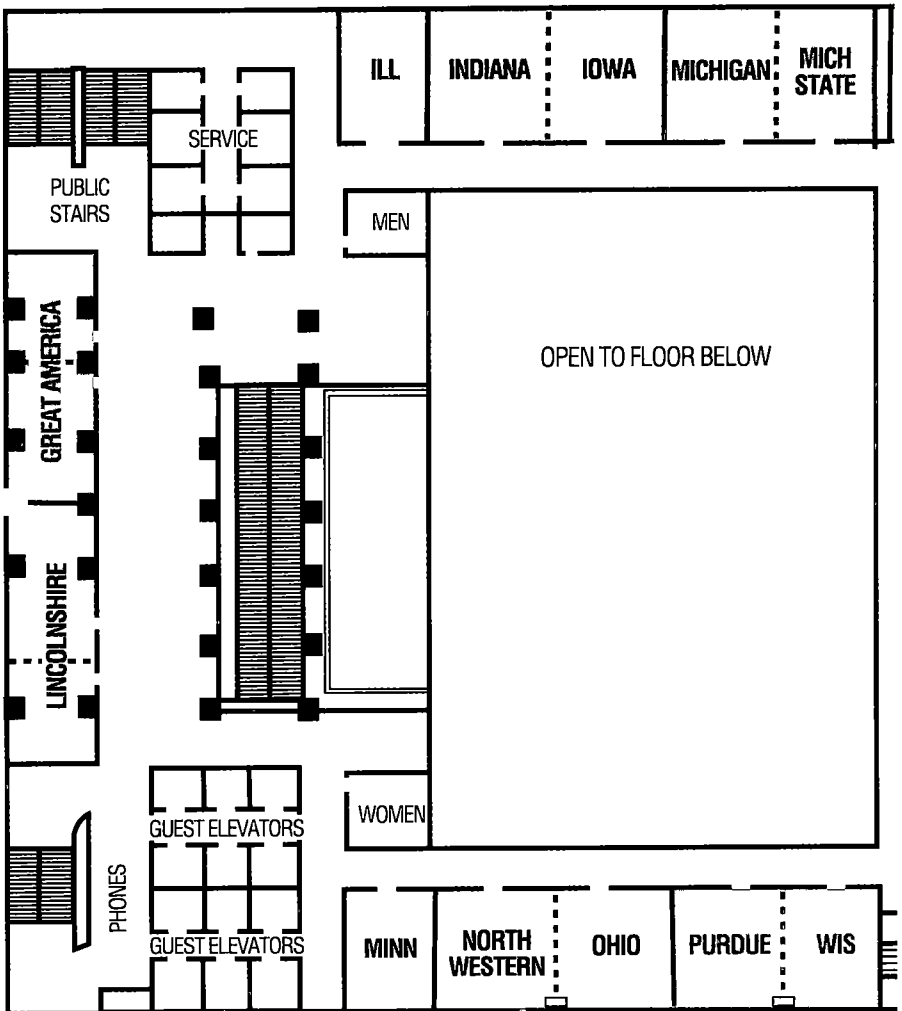
Credit Card Type: _____

Number: _____ Expires: _____

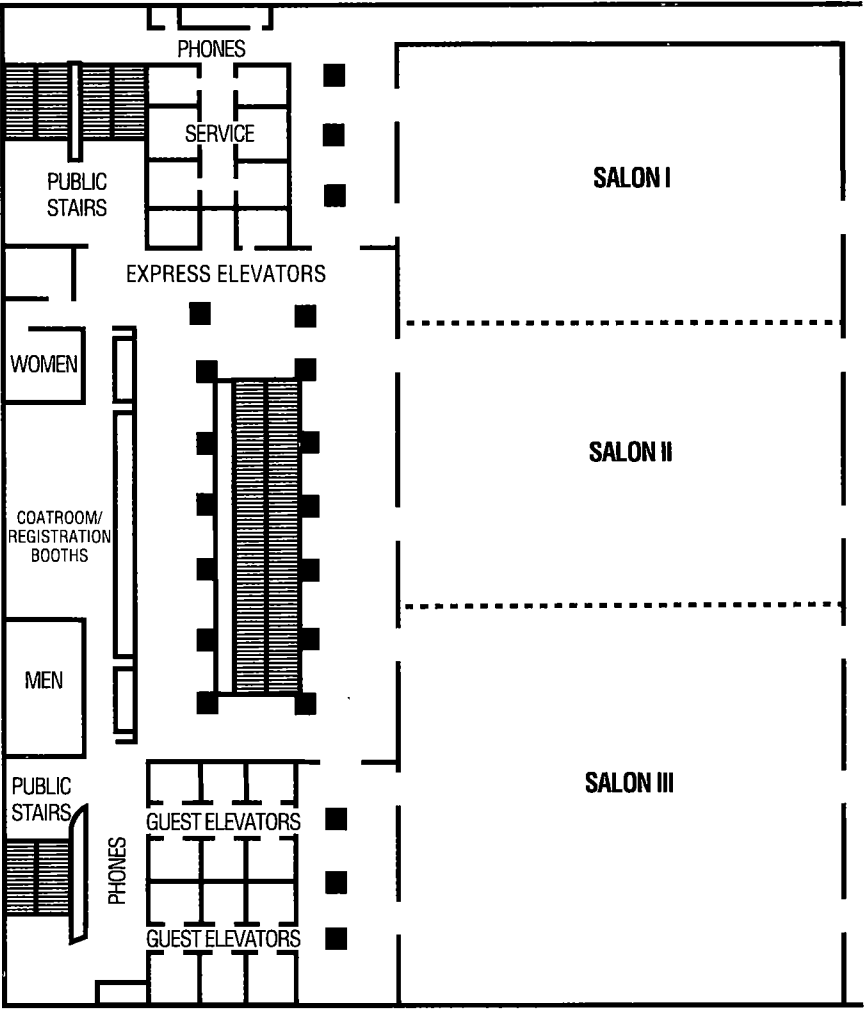
5TH FLOOR
CHICAGO BALLROOM & BREAKOUTS



6TH FLOOR BREAKOUTS



**7TH FLOOR
GRAND BALLROOM**



See you next year!



Western Michigan University
258 Wood Hall
Kalamazoo, MI 49008-5052

**Association for
Behavior
Analysis**

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