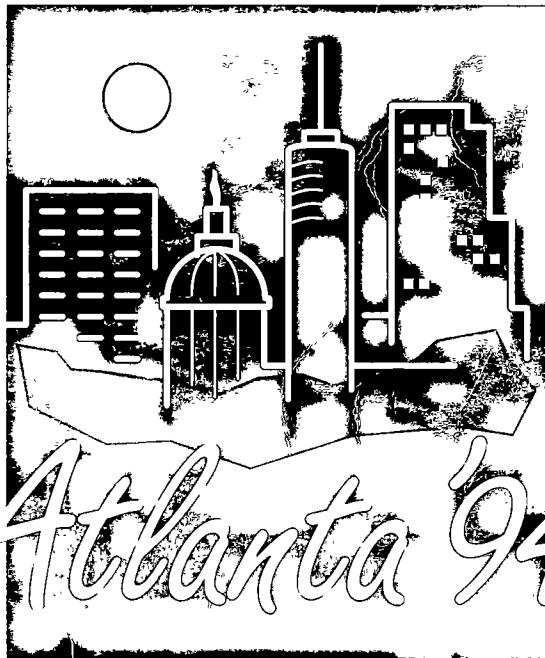


ASSOCIATION FOR BEHAVIOR ANALYSIS

*An International
Organization*



**ABA INTERNATIONAL
20th ANNIVERSARY**

1994

Camera Ready Page

The New England Center for Autism **congratulates ABA**

on its 20th Anniversary
and shares its commitment
to behavior analysis

- ◆ Visit with us at our poster sessions and presentations during the convention
- ◆ Join us for refreshments in our Hospitality Suite Friday from 5:30-7:30
- ◆ Learn about graduate school, employment and internship opportunities

Contact our staff during the conference or write us:

Vincent Strully, Jr.

Murray Sidman, PhD

Katherine E. Foster, MEd

Myrna E. Libby, PhD

Gina Green, PhD

Dan Gould, PhD



33 Turnpike Road
Southboro, MA 01772
(508) 481-1015



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Back to
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ASSOCIATION FOR BEHAVIOR ANALYSIS

for

*WYU
APT Department*

*An International
Organization*

20th Annual Convention
May 27-30, 1994

17th Annual
Preconvention Institute
May 26-27, 1994

Atlanta Hilton and Towers
Atlanta, Georgia

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.

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About the Association

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, Judith E. Favell, 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 2,400 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 more than 600 presentations and poster sessions, invited talks and symposia, panel discussions, special interest group meetings, workshops and social events.

Presidents

President (1993-1994)

Sigrid S. Glenn, University of North Texas

President-Elect (1994-1995)

Kennon A. Lattal, West Virginia University

Past President (1992-1993)

Judith E. Favell, Carlton Palms Educational Center

Council Representatives

Applied (1991-1994)

Richard M. Foxx, Pennsylvania State University

Member-at-Large (1992-1995)

Karen S. Budd, DePaul University

Member-at-Large (1991-1994)

Kenneth E. Lloyd, Central Washington University

Experimental (1993-1996)

Marc N. Branch, University of Florida

Student Representatives

Ken Alling (1994-1995)

NIDA

Laura Methot (1993-1994)

Western Michigan University

April D. Miller (1992-1993)

University of Southern Mississippi

Executive Director and Secretary-Treasurer

Maria E. Malott (1993-1994)

Malott & Associates

Registration Information

Advance Registration

Workshop and convention fees must be postmarked by April 25, 1994 (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

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.

Convention Services

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

Thursday	May 26	7:45 AM-5:00 PM
Friday	May 27	7:45 AM-4:00 PM
Saturday	May 28	7:45 AM-4:00 PM
Sunday	May 29	7:45 AM-4:00 PM
Monday	May 30	7:45 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

Forms

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 10, 1994. A handling fee of \$10.00 will be deducted from all refunds.

After May 10, 1994, 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 20th Annual ABA Convention in Atlanta (e.g., membership, registration, lodging, transportation, meals, etc.) are the responsibility of the presenter or registrant.

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

Volunteers are needed to assist with many of the Convention activities. Call ABA about volunteering 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	Clinical; Family; Behavioral Medicine
CCS	Community; Corrections
DDA	Developmental Disabilities; Autism
DEV	Human Development; Gerontology
EAB	Experimental Analysis of Behavior
EDC	Education
ELS	Ethical, Legal, and Social Issues
PRM	Performance Management and Training
TOX	Behavioral Pharmacology and Toxicology
TPC	Theoretical, Philosophical, and Conceptual Issues
VRB	Verbal Behavior

If you are interested in receiving a copy of a paper presented during the Convention, please request a reprint from the author at the end of the session.

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 Address 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 the meetings unless the meeting is specified as a "closed" meeting.

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 60- or 90-minute time periods 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.

Accumulate
MA
1st
Draft

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 '94 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 '94 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.

ABA '94 Exhibits

Have a printed paper

● M.H. 1st draft

Exhibits provide an excellent opportunity to obtain information about new and existing products and services, including research equipment, textbooks, materials, software. The 1994 Convention Exhibit hours are:

Thursday-Sunday

May 26-29 8:00 AM-4:00 PM

Monday May 30 8:00 AM-1:00 PM

Encyclopaedia Britannica North America

310 South Michigan Avenue, Chicago, IL 60604-4293. The New Encyclopaedia Britannica, Great Books of the Western World plus a complete line of Educational Accessories.

Med Associates, Inc.

719-1/2 North 26 St., Lafayette, IN 47904.

MED Associates, Inc. provides test chambers, interface modules, and software for the experimental analysis of behavior, psychopharmacology, neuroscience, and physiology. New products include modular test chambers, mouse test chambers, open field activity monitors, startle reflex monitors, programmable audio generators, and a wide assortment of accessories. Visit our display Friday, Saturday, and Sunday.

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 (*Concepts and Principles in Behavior Analysis* by Jack L. Michael and *The Behavior Analyst*) and information about its projects (e.g., the International Science and Engineering Fair for high school students).

Softpath Habilitation

P.O. Box 540, Cobden, IL 62920

(Telephone: 618-893-4663). Softpath

Habilitation provides quality staff training via automated interactive tutorials that are cost effective, personalized and easy to use and learn. The tutorials are designed for QMRPs and direct service staff and are designed for use with IBM and compatible computers:

■ *Basic Behavioral Principles and Their Applications to People with Developmental Disabilities*, teaches the basics, allowing Behavior Specialists to concentrate on follow-through.

■ *Active Treatment with PEARL* (available in Summer), teaches key features of Active Treatment.

Staffed: Friday - Sunday, 8:00 am - 4:00 pm

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.

Abbey Press/One Caring Place, One Hill Drive, St. Meinrad, IN 47577. Featuring *CareNotes* (over 15 million sold) - 8 page self-help booklets that offer a blend of information and inspiration, and aim at helping those who hurt in mind, in body and in spirit.

Authors Cooperative, P.O. Box 53, Boston, MA 02199. *Coercion and Its Fallout*. M. Sidman (\$16.95/\$14.95ppd); *A New Learning Environment*. H. Cohen and J. Filipczak (\$16.95/\$14.95ppd); *Tactics of Scientific Research*. M. Sidman (\$18.00/\$16.00ppd); *Radical Behaviorism: The Philosophy and the Science*. M. Chiesa (\$16.95/\$14.95ppd); *Religion and Human Behavior*. W. N. Schoenfeld (\$16.95/\$14.95ppd)

ABA '94 EXHIBITS CONTINUED

Baywood Publishing Company, Inc., 26 Austin Avenue, P.O. Box 337, Amityville, NY 11701. *Dream Images: A Call to Mental Arms*. Eds., Jayne Gackenbach, Ph.D., and Anees A. Sheikh (\$33.95); *Imagination and Healing*. Ed. Anees A. Sheikh (\$23.95); *Imagination, Cognition, & Personality*. Eds. Jerome L. Singer, Ph.D., and Dr. Kenneth Pope (\$36.00—Postage 4 issue volume \$4.50 in U.S. & Canada, elsewhere \$9.35; \$102.00—Institutional); *Individual Differences In Imaging*. Allen Richardson (\$26.95); *Organizing Early Experience: Imagination and Cognition in Childhood*. Delmont C. Morrison (\$23.95); *The Psychophysiology of Mental Imagery: Theory, Research and Application*. Eds., Robert G. Kunzendorf, Ph.D., and Anees A. Sheikh (\$26.95). Individual orders must be prepaid by personal check, money order, Mastercard, or Visa.

CMS Software, Post Office Box 1514, Columbia, MD 21044. Behavior on a Disk and Psychology on a Disk brochures.

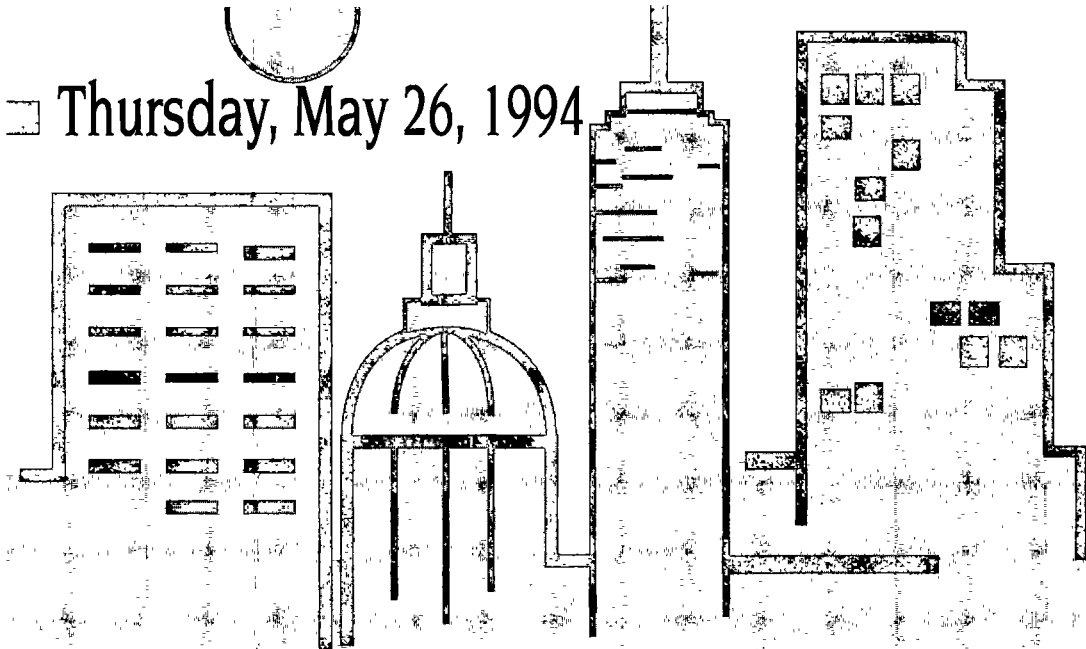
The Groden Center, Inc., 86 Mount Hope Avenue, Providence, RI 02906. *Relaxation: A Comprehensive Manual for Adults, Children, and Children with Special Needs*. Dr. Joseph R. Cautela and Dr. June Groden (\$14.95); *Autism: Strategies for Change*. Dr. Gerald Groden and Dr. M. Grace Baron (\$18.95 paper); *Understanding Challenging Behavior: A Step by Step Behavior Analysis Guide*. (NEW) Dr. Gerald Groden, Dr. June Groden, and Susan Stevenson (\$49.00)

John Wiley & Sons, Inc., 605 Third Avenue, New York, NY 10158-0012. *The Janus Report on Sexual Behavior*. Janus (List \$24.95, Convention \$21.21); *Research Fraud in the Behavioral & Biomedical Sciences*. Miller (List \$34.95; Convention \$29.71); Exercise

Psychology. Seraganian (List \$49.95; Convention \$42.46); *Handbook of Clinical Behavior Therapy*. 2e, Turner (List \$65.00; Convention \$55.25). 15% discount is valid for a month after convention and does not apply to Journals, Encyclopedias or A.V.

Plenum Publishing Corporation., 233 Spring Street, New York, NY 10013-1578. *Handbook of Behavioral Therapy In Psychiatric Settings*. 1993, Bellack/Hersen (List \$85.00; Convention \$76.50); *Handbook of Effective Psychotherapy*. 1993, Giles (List \$75.00; Convention \$67.50); *Behavioral Interventions With Brain-Injured Children*. 1993, Horton (List \$34.50; Convention \$31.05); *Functional Analytic Psychotherapy*. 1991, Kohlenberg/Tsia (List \$39.50; Convention \$35.55); *Adult Behavior Therapy Casebook*. 1993, Last/Hersen (List \$32.50; Convention \$29.25); *Psychology: A Behavioral Overview*. 1990, Poling et al (List \$34.50; Convention \$31.05); *Comprehensive Handbook of Psychopathology*. 2e, 1993, Sutker/Adams (List \$95.00; Convention \$85.50); *Behavior Analysis and Treatment*. 1993, Van Houten/Axelrod (List \$37.50; Convention \$33.75); *A Practical Guide to Head Injury Rehabilitation*. 1993, Weselowski/Zencius (List \$35.00; Convention \$31.50)

University of Nebraska Press, 901 North 17th Street, P.O. Box 880520, Lincoln, NE 68588-0520. *Nebraska Symposium on Motivation, 1993: Developmental Perspectives on Motivation*. Ed., Janis E. Jacobs (\$35.00 cloth; \$19.95 paper)



Thursday, May 26, 1994

Workshops

**Society for the
Quantitative
Analyses of
Behavior Meeting**

Continuing Education Program

• *Mat First Draft*

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 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.

Value

If you advance register, a packet will be prepared for you and may be picked up at Advance Registration in the Grand Salon of the Hilton and Towers.

Advance But ABA

You may also pay membership dues and register on-site for workshops and the convention at the Registration Desk in the Grand Salon of the Hilton and Towers.

Workshops are subject to cancellation due to low enrollment. Registrations must be postmarked no later than April 25, 1994, for registrants to be eligible for advance registration fees. Registrations may be mailed after the deadline. If you are registering after the deadline, you must use the late payment fees. After the deadline, please call the ABA office at (616) 387-4494 to determine if the workshop will be held before sending payment.

WORKSHOP REGISTRATION INSTRUCTIONS

1. Review workshop offerings on the pages that follow.
2. Make selections on the Workshop Registration Form (at the back of this book).
3. Calculate total fees for all workshops selected (workshop registration fee plus materials fee). Enter total on the Workshop Registration Form and on the Convention Registration Form.
4. Include workshop fees in convention registration payment.
5. If you are also paying membership dues or registration for the Convention, please mail the membership and/or registration forms and

payment in the same envelope with your workshop registration form and payment. (Payment for all items may be made on one check or credit card charge).

6. All payments must be made in U.S. funds.

Mail all forms and payment to:
Association for Behavior Analysis, Attn: Susan Goeters, 258 Wood Hall, Western Michigan University, Kalamazoo, MI 49008-5052.
Questions? Call (616) 387-4494 (Monday-Friday, 9 a.m.-5 p.m.).

Registrations must be postmarked by April 25, 1994 to be eligible for Advance Registration fees.

WORKSHOPS

Workshop #1

9:00am - 4:00pm Douglas

This is a six hour workshop: a break scheduled for 12:00-1:00pm.

Doing Research with the 7G Operant Behavior Computer System

William R. Hutchison, Chief Scientist, BehavHeuristics, Inc., College Park, MD and Boulder, CO

Description: The workshop is to train behavior analytic researchers to use the Seventh Generation (7G) system, a software system which enables a computer to learn complex operant behavior. The system has been developed (and presented at ABA) over the past 10 years and is the basis for a successful software company, BehavHeuristics, Inc. (BHI). The core of the system can be classified as a "neural network," but additional elements are present to permit the kinds of stimulus control and sequential learning needed for complex behavior. The software runs on 386 or faster PCs with 8MB RAM and Windows, but Macintosh and UNIX workstations may be supported by the time of the workshop. In mid-1993 BHI and the Cambridge Center for Behavioral Studies launched a long-term research project to train the system to perform a growing repertoire of social and verbal behavior, with both theoretical and applied objectives. The researchers participate in an electronic conference to share results and ideas, as well as to resolve intellectual property issues.

Objectives: Participants should be able to:

(1). Describe the functional characteristics of the 7G system and its relationship to neural networks. (2). Train the 7G system using existing computer-based training (CBT) programs authored by 7G researchers. (3). Write simple CBT programs using the authoring

system provided. (4). Save and restore trained 7G "agents". (5). Use the 7G electronic conferencing system.

Activities: Lecture and discussion, but most time will be spent operating the system (running existing CBT programs, writing and running new programs). We encourage as many participants as possible to bring laptop or desktop computers, or to rent a computer locally for the day.

Workshop participants should have a good understanding of basic behavioral concepts and some familiarity with Skinner's approach to verbal behavior (because it is a major content area of research). This workshop should be of interest to theorists interested in computer modeling of behavior, but preference will be given, if necessary, to behavior analysts planning to join the 7G research project. Serious researchers may join the project and receive a free software license by describing their research interests compatible with the project and agreeing to share their results and ideas with other project participants through the electronic conference. Before the workshop, enrollees should read several papers to be provided and indicate whether they will have a computer for the workshop.

Academic Level: Intermediate

Materials Fee: \$10.00

Workshop #2

9:00am - 4:00pm Paulding

This is a six hour workshop: a break scheduled for 12:00-1:00pm.

Introduction to Standard Celeration Charting for Experimental and Applied Behavior Analysts

continued on next page

WORKSHOPS CONTINUED

Workshop #2 continued

Ogden R. Lindsley, Behavior Research Company; John O. Cooper, Ohio State University; Anne DesJardins, Cache Valley Learning Center; Claudia E. McDade, Jacksonville State University; Jesus Rosales, University of Kansas

Description of Topic: How to make and read Standard Celeration Charts.

Daily frequency monitoring has proven highly successful in Applied Behavior Analysis, Precision Teaching, and Organizational Performance Management. Standard Celeration Charts were developed to easily monitor frequency growth, changes in growth, variance, outliers, and to project outcomes. Standard charting has proven to be powerful for summarizing performance effects across workers, departments, and published studies. Approximately 80% of collected data and published cases are in frequencies or can be easily converted from number, percent, duration, or latency to frequencies.

Objectives: (1) Hands-on charting of laboratory, clinical, educational, and industrial performance frequencies on Standard Celeration Charts. (Best if participants bring their own frequency data to chart). (2) Directly seeing frequencies, celerations, celeration differences, turns, jumps, bounces, and outlier probabilities on Standard Celeration Charts. Further practice by the participants on their own should produce fluency.

Activities: 1. Charting performance frequencies on daily, weekly, monthly and yearly Standard Celeration Charts. 2. Converting number, percent, duration, and latency to standard frequencies. 3. Computing and charting record floors and ceilings. 4. Drawing and projecting accelerations and decelerations (gradual frequency growth and

decline) using a celeration focuser. 5. Measuring the size of accelerations and decelerations (gradual frequency growth and decline) by eye and with a celeration finder. 6. Contrasting the abrupt jumps with the gradual turns in celerations. 7. Measuring the size of jumps and turns. 8. Measuring the size of frequency bounce (variance). 9. Estimating chance probabilities of outliers (statistical process control). 10. Making calendar synchronized and treatment synchronized collections.

Target Audience: Graduate students, faculty, researchers, and consultants who have read and heard about Standard Celeration Charting, but have had no opportunity to learn how. Here is your opportunity! Bring your own frequencies to chart!

Academic Level: Introductory

Materials Fee: \$35.00

Workshop #3

9:00am - 4:00pm Clayton

This is a six hour workshop: a break scheduled for 12:00-1:00pm.

Selecting Behavior Therapies to Enhance the Coping Skills of Persons with Severe Behavioral and Emotional Disorders: A Multimodal Functional Diagnostic-Intervention Model

William L. Gardner, University of Wisconsin-Madison; Debbie R. Ford, Department of Psychology, Bethesda Lutheran Home, Watertown, WI

Description: A major assumption of the Multimodal Functional Approach is that most aberrant behaviors, regardless of their severity, are functional in that these reflect contemporary psychological and biomedical features of the person as these interact in a
continued on next page

WORKSHOPS CONTINUED

Workshop #3 continued

physical and social environmental context. The role of diagnosis is that of identifying the instigating and maintaining factors contributing to the aberrant symptoms or symptom clusters. What the person does represents his/her attempt to cope with these conditions. Interventions of a psychosocial nature are directed toward enhancing the coping skills as a means of increasing the personal competency of the person.

Diagnostic formulations designed to understand a person's aberrant symptoms follow a two-step process that in turn is followed by diagnostically-based interventions formulations:

STEP ONE: The initial diagnostic task involves the identification of the current external and internal stimulus conditions of a biomedical, psychological, or socioenvironmental nature that contribute either directly or indirectly to the instigation of the aberrant symptom. These conditions include those that reside in the external psychosocial and physical environments as well as a variety of characteristics of the person. These client characteristics of both a transitory or more enduring nature include physical/sensory factors such as drug effects, chronic pain, and neurological impairments, affective states such as anger, anxiety, dysphoria, and chronic sadness, and cognitive variables such as provocative covert ruminations and paranoid ideation. Also of interest are those deficit skills areas such as social, communication, self-management, and related problem solving and coping skills that, due to their low strength or absence, contribute to the person's vulnerability to engage in inappropriate responding under these various conditions of instigation. To emphasize, it is recognized in this diagnostic formulation process that some

personal features by their presence (e.g., anxiety level, excessive verbal ruminations) and others by their absence or low strength (deficit coping skills) may be of significance in understanding a person's symptom expression.

STEP TWO: Following this initial step of lodging the symptoms in a context of instigating personal and environmental conditions, hypotheses are developed regarding the functionality of the symptoms. Given the instigating stimulus conditions, assessment seeks to determine the purpose or function being served by the symptoms (e.g., terminates aversive demands, modulates pain, decreases unpleasant internal distress, insures physical contact and other social feedback).

STEP THREE: These diagnostic hunches about both active (present) and passive (absent) factors derived from the individualized assessment form the basis for formulation of diagnostically-based interventions addressing each of the presumed contributing influences. Major program efforts are focused (a) on removing or minimizing biomedical and psychosocial factors presumed to be involved in instigating the symptoms and (b) on teaching prosocial coping skills as well as increasing the personal motivation to use these newly acquired skills as adaptive functional replacements for the maladaptive symptoms. This skill enhancement program focus is especially pertinent for persons with highly impoverished repertoires of coping behaviors. In this personal context, symptoms may represent highly effective and efficient functional behaviors and must be replaced by equally effective and efficient functionally equivalent coping skills if the symptoms are to be minimized or eliminated.

continued on next page

WORKSHOPS CONTINUED

Workshop #3 continued

In sum, functional diagnostics directs interventions at those person-specific factors that are presumed to contribute to the instigation and recurrence of aberrant symptoms. To insure durability of intervention gains, an integrated biopsychosocial intervention plan is designed to change those biomedical and psychological features of the person to the extent that these treatment effects are maintained following treatment withdrawal. In view of the widespread skill deficits that contribute to aberrant responding, an educative or rehabilitative approach guides the behavior therapy component of this treatment plan. As new skills are acquired, the personal competency of the person in coping with conditions previously producing aberrant behaviors is enhanced.

The workshop is addressed to the professional with basic training in behavior analysis and with clinical experience in working with persons presenting behavioral and emotional difficulties. Participants will obtain experiences in the diagnostic-intervention formulation process through completing two case studies during the course of the workshop.

(Illustrations of the worksheets used in this process are attached.) On completion of the workshop, the participant will be skillful in articulating and using the Multimodal Functional Model.

Academic Level: Intermediate

Materials Fee: \$2.00

Workshop #4

9:00am - 4:00pm Gwinnett

This is a six hour workshop: a break scheduled for 12:00-1:00pm.

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

Richard W. Malott, Western Michigan University

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.

Objective: The students 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, students will not
continued on next page

WORKSHOPS CONTINUED

Workshop #4 continued

achieve fluency with this complex verbal repertoire. But the students will acquire a sufficient repertoire and sufficient additional resources to independently achieve fluency.)

Activities: The format is a combined workbook/seminar format, with a minimum of lecturing.

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

Academic Level: Intermediate

Materials Fees: \$10.00

Workshop #5

9:00am - 4:00pm DeKalb

This is a six hour workshop: a break scheduled for 12:00-1:00pm.

Behavioral Diagnostics: Assessing, Designing and Writing Functional Behavioral Assessments/Intervention

Ennio Cipani, Steve Taylor, California School of Professional Psychology - Fresno and Cipani & Associates

Description: The current proposal will present a behavioral assessment-diagnostic-prescriptive model to use in treating individuals with severe behavior or learning problems. The workshop will focus on a specific set of procedures for the professional to utilize in assessing and subsequently designing a behavioral interventive plan for clients referred for behavioral consultation and evaluation. Participants will be trained on the Cipani Behavioral Diagnostic System. Activities include using the program forms to diagnosis a presented case study. The following skills will be taught to participants:

- ability to contrast differences between a traditional diagnostic system and a behavioral diagnostic system
- ability to delineate characteristics of a behavioral diagnostic approach
- ability to collect relevant data through interview, observation and hypothesis testing
- ability to identify four environmental functions a behavior may serve and use such as a basis for diagnosis
- ability to identify antecedent behavior relationships
- ability to identify alternative-replacement behavior
- ability to write a functional assessment report
- ability to identify a functional treatment, given diagnosis
- ability to identify current, effective non-aversive strategies

Target Audience: All professionals working with children, adolescents and adults with special needs who write behavior programs, evaluate such programs and/or review proposed behavior programs in committees, client advocates, and administrators who also review proposed behavior programs. Also, faculty teaching behavior analysis courses and supervising practicum will find the manual useful as a way to develop report writing skills of the behavioral assessment and treatment plans.

Academic Level: General and intermediate, through practical "hands on" considerations being presented. Understanding of basic behavioral principles necessary,

Materials Fees: The Cipani Behavioral Diagnostic System Manual: (\$25/person), Program Forms Booklet \$8, Total \$33.

Workshop #6

9:00am - 12:00pm Cobb Room

This is a three hour workshop.

Improved Oral Presentations

continued on next page

WORKSHOPS CONTINUED

Workshop #6 continued

Ned Carter, Dept. of Occupational Medicine
University Hospital, Uppsala, Sweden;
Berit Scott, Dept. of Clinical Psychology,
Uppsala University, Uppsala, Sweden;
Richard Laitinen, Experimental Education
Unit, University of Washington, Seattle,
Washington; Orjan Swahn, Child
Habilitation Unit, Uppsala, Sweden

Description: The objectives of this workshop are to improve the quality of the participants oral presentations and the confidence of the participants in giving them. Participants will be expected to give a 10-15 minute oral presentation on a topic of their choice. The workshop will combine lectures and demonstrations with small group sessions designed to assist participants in the following areas: disposition, timing, dealing with questions, voice level and fluency, eye contact, posture and gestures, effective use of transparencies and slides, and enthusiasm.

To allow instructors time to review your visual aids, early registration is requested.

Academic level: Introductory

Materials fee: \$ 5.00

Workshop #7

9:00am - 12:00pm Walton

This is a three hour workshop.

Integrated Approaches to Toothbrushing: Behavioral Alternatives to Sedation

Fred Kemp, Quixote Consulting (private practice), Tahlequah, OK

Objectives: (1) To provide a detailed description of IATB and its relationship to present practices. (2) To teach participants, via verbal description, videotaped example, demonstrations, role play, and question and answer, the procedural details, instructional techniques,

and the actual behaviors involved in implementing IATB.

Activities: Persons with developmental disabilities often have inadequate oral hygiene. Bad teeth, as everyone knows, can compromise a person's quality of life and constitute a particularly negative setting event. This is particularly true for more severely/profoundly involved individuals, who cannot be expected to provide adequate oral care on their own; and for those who exhibit physical resistance to having their teeth brushed.

Everyone who has ever been to the dentist knows how hard it is to sit quietly, without moving, while a stranger pokes sharp instruments into your mouth. Is it any wonder clients resist? But even minimal resistance under such circumstances is dangerous. When clients do resist, dental professionals often must resort to sedation. The risks of sedation are well known, and there are increasing calls for more positive, safer alternatives to sedation.

Integrated Approaches to Toothbrushing (IATB) provides such an alternative. IATB is a comprehensive, field-tested, interdisciplinary program designed to address oral hygiene training, taking an explicitly "active treatment" point of view.

Why toothbrushing? It occurs frequently; it's highly personal and intimate; it's a "precision" behavior; and progress can be evaluated externally, by reference to a variety of indices of oral hygiene. Toothbrushing is inherently individualized, is community-referenced and age-appropriate, and is independent of residential placement.

This workshop will provide participants with an overview of IATB: pre-brushing interventions (identifying reinforcers; analyzing setting events; educational activities; involving the client; providing choices; training coping
continued on next page

WORKSHOPS CONTINUED

Workshop #7 continued

& tolerance skills; introducing rules; utilizing team resources); interventions during brushing (dealing with uncooperative and resistant clients — the concept of “protective control”; increasing specific skills [brushing, flossing]; cycles of assisted and independent brushing; massed trials); and post-brushing interventions (immediate and delayed reinforcers; generalization to other health/hygiene goals).

Overall, IATB exemplifies the use of applied behavior analysis in an attempt, often successful, to change the affective valence of an experience that is, almost by definition, unpleasant, intrusive, restrictive, aversive, and aversarial into an experience that is, as much as possible, supportive, protective, interactive, and positive. If this can be accomplished even partially, both staff and clients will benefit in significant ways.

Target Audience: Community and institutional direct care and supervisory staff who have responsibility for toothbrushing; professionals assisting such staff.

Academic Level: Introductory

Materials Fee: None

Workshop #8

1:00 - 4:00pm Cherokee
This is a three hour workshop.

Teaching Language to Autistic and Developmentally Disabled Children

Mark L. Sundberg, James W. Partington, Behavior Analysts, Inc.

Description: In this workshop participants will learn how to use the basic concepts from Skinner's analysis of verbal behavior (i.e., mands, tacts and intraverbals) to assess and provide language skills training for autistic

and developmentally disabled children. In addition, participants will learn how to establish a language based environment which can be implemented across both home and school settings. A major emphasis will be placed on identifying methods to enhance and utilize motivational variables (establishing operations) to teach language in both structured teaching sessions and in on-going activities including playtime. Methods of data collection and tracking will also be presented, along with techniques for coordinating the ongoing decision making necessary for effective language intervention. Issues such as facilitated communication, sign language, symbol boards, and disruptive behavior will also be discussed. This workshop would be appropriate for behavior analysts, students, teachers of autistic children and classroom instructional aids, as well as parents and in home workers.

Academic Level: Introductory

Materials Fee: \$ 20.00

Workshop #9

1:00 - 4:00pm Henry
This is a three hour workshop.

Incidental Teaching 101: Developing Competencies in Basic Techniques

Gail G. McGee, Michael J. Morrier, Toni C. Thomas, Heidi Jacobs, Melanie Regnier, Emory University School of Medicine

Description: Incidental teaching is increasingly recognized as a developmentally appropriate teaching method that offers benefits for children with and without disabilities, yet it is also frequently misunderstood or oversimplified. Further, modifications of the incidental teaching procedures first described by Hart and Risley (1982) are frequently needed to
continued on next page

WORKSHOPS CONTINUED

Workshop #9 continued

obtain responses from children with severe disabilities. This workshop will provide participants with an in-depth overview of the incidental teaching procedure as well as specific hands-on experiences designed to develop the competencies needed to deliver effective teaching episodes. In addition, modifications for insuring success with severely disabled students will be highlighted through videotaped examples of incidental teaching with children with autism. Objectives are to prepare participants to use incidental teaching techniques through a series of exercises that will promote competencies in: 1) precision timing; 2) assessing interest; 3) setting up the environment; 4) integration of procedural components. Common errors and factors that compromise procedural effectiveness will also be targeted. The workshop will be conducted through a combination of multimedia presentation, vignettes, and exercises and role plays with performance feedback. Participants will be provided with supervised performance feedback and extensive written materials. The target audience for this workshop includes teachers, early intervention workers, and other professionals working with children with disabilities. However, the content and skills are also appropriate for those working directly with typically developing young children.

Academic Level: Introductory

Materials Fee: \$3.00

Workshop #10

5:30 - 8:30pm Cobb

This is a three hour workshop.

Introduction to HyperCard, a Macintosh Programming Application, as a Research or Instructional Tool

Bill Potter, Western Michigan University &

The Continuous Learning Group; Matthew A. Mason, Western Psychiatric Institute and M-squared Consulting

Description: 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, backgrounds, cards, buttons and fields; 4. Teach participants how to create graphics and how to import graphics into a HyperCard stack; 5. Investigate and demonstrate some of the possible research and instructional applications of HyperCard. 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: people interested in using Macintosh computers for research(with humans) or for computer assisted instruction. Participants do not have to be familiar with HyperCard, but some familiarity with Macintosh computer would be useful.

Academic Level: Introductory

Materials Fee: \$20.00

Workshop #11

5:30 - 8:30pm Clayton

This is a three hour workshop.

Project Alpine: Databased Systems for Increasing the Effectiveness of Behavior Analysis Among People with Profound Physical and Mental Handicaps

Rodney E. Realon, Murdoch Center
continued on next page

WORKSHOPS CONTINUED

Workshop #11 continued

Description: Deciding what services to provide to individuals who have multiple handicaps 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 focus on Project Alpine at Murdoch Center in North Carolina. This project is a comprehensive program for applying state of the art technology with individuals who are profoundly multiply handicapped. I will review a variety of systems that have been developed as part of a centerwide effort to evaluate the types of services provided to individuals with profound physical and mental disabilities. Presented first will be a proposed model for service delivery. This model will review the complex nature of services that are required in order to provide and evaluate client progress. Secondly, I will provide a historical review of services with this population. Third, I will review data collection systems that we have developed and that are used to conduct structural and functional analyses. Databased cases will be reviewed on: how to treat behavior problems such as hand mouthing, self-injury, meal refusal and rumination; how to do preference assessments which includes 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.

This workshop is designed for all disciplines who work with individuals who have profound physical and mental disabilities. Participants will be given an outline of the areas covered, a bibliography of research conducted with this population, information on how to obtain computer programs described in this workshop, and the opportunity to discuss issues related to this population.

Academic Level: Intermediate

Materials Fee: \$10.00

Workshop #12

5:30 - 8:30pm Douglas

This is a three hour workshop.

How to Develop, Produce, and Use SAFMEDS in Education and Training

Stephen Graf, Youngstown State University

Topic: SAFMEDS, an acronym for "Say All Fast Minute Every Day Shuffled", represent a procedure to promote fluency in verbal behavior developed by Ogden Lindsley some 15 years ago. Learners see information on the front of a card and attempt to say a brief appropriate response which can be found on the back. The use of the technique by Precision Teachers has provided an easy way to monitor learning large numbers of facts and concepts. Enhanced retention of material, endurance of behavior, ease of application to new material, and objective performance standards have been reported by users and practitioners.

Objectives: • Participants should be able to develop sets of SAFMEDS for content areas in which they teach or train which conform to the rules provided and explained in the workshop. • They should be able to produce SAFMEDS masters from the Macintosh-
continued on next page

WORKSHOPS CONTINUED

Workshop #12 continued

based templates for Microsoft Word or Publish It Easy! provided to them as part of their materials. • They should be able to reproduce sets of SAFMEDS for students or trainees. • They should be able to implement use of SAFMEDS in various settings, structuring practice timings to interface smoothly within classroom or training sessions • They should be able to monitor and assist progress of students with basic charting techniques and learning picture technology.

Activities: • Practice with conversion of different types of information to SAFMEDS • Demonstration of using the templates provided to produce SAFMEDS masters on the Macintosh to be printed as decks on card stock • Discussion of alternatives for making the SAFMEDS available to students, clients, or trainees • Demonstration of how to run timings with small or large groups • Practice in use of Standard Celeration Charts to monitor SAFMEDS daily • Discussion of how to incorporate SAFMEDS into larger patterns of learning

Target Audience: Participants in this workshop should already have competent subject matter repertoires, but be interested in promoting fluent verbal behavior in specialty areas for students, clients or employees they teach or train.

Academic Level: Advanced

Materials Fee: \$20.00

Workshop #13

5:30 - 8:30pm Paulding

This is a three hour workshop.

Statistical Analysis of Applied Behavioral Data: Why, When, and How

John Crosbie, West Virginia University

Description: One of the enduring problems for applied behavior analysts is how to assess change with their data. Assessing change is less difficult with data obtained in the animal lab over extended periods under conditions of tight experimental control. With typical applied behavioral data, however, there is generally more variability, and only a small number of observations. With such data visual inference is unreliable and lenient, and statistical procedures are frequently difficult to use or inappropriate. The purpose of this workshop is to describe the difficulties inherent in analyzing brief single-subject data, and how a new interrupted time-series analysis procedure (ITSACORR) can overcome many of these difficulties.

Objectives: At the end of the workshop, participants will be able to 1. Describe why visual inference is unreliable and lenient with typical applied behavioral data. 2. Describe why parametric statistical procedures such as ANOVA and nonparametric procedures such as the binomial test cannot control Type I error with single-subject data. 3. Describe how interrupted time-series analysis (ITSA) tackles these problems. 4. Perform and interpret three types of ITSA: TMS (Glass, Willson, & Gottman, 1975), ITSE (Gottman, 1981), and ITSACORR (Crosbie, in press).

Activities: In the first two hours there will be a lecture on the main theoretical points, interspersed with exercises performed by participants. During the final hour various computer programs will be demonstrated with published, invented, and participants' data (if time permits). ITSACORR can be purchased for \$99 after the workshop.

Target Audience: This workshop is designed for behavioral researchers, academics, and graduate students who want to improve their
continued on next page

WORKSHOPS CONTINUED

Workshop #13 continued
data analytic skills with time-series data.

Academic Level: Intermediate

Materials Fee: \$15.00

References:

- Crosbie, J. (in press). Interrupted Time-Series Analysis with Brief Single-Subject Data. *Journal of Consulting and Clinical Psychology*.
Glass, G. V., Willson, V. L., & Gottman, J. M. (1975). *Design and Analysis of Time-Series Experiments*. Boulder, CO: University of Colorado Press.
Gottman, J. M. (1981). *Time-Series Analysis: A Comprehensive Introduction for Social Scientists*. Cambridge, England: Cambridge University Press.

Workshop #14

5:30 - 8:30pm Gwinnett

This is a three hour workshop.

Enhancing Cognitive Behavioral Treatments with Functional Analytic Psychotherapy

Robert J. Kohlenberg, University of Washington, Seattle

Description: Two people sitting in an office are talking to each other. One is a client. He/she has problems that occur in daily life and is unhappy. The client is an outpatient who voluntarily comes to the therapy session and pays for the time of the therapist. The other person, the therapist, not only doesn't observe the client outside of the one or two fifty minute, weekly therapy sessions, but also has no control over the contingencies that are present in the client's daily life. The therapist's task is to help the client by acting in ways (mainly talking) that favorably affect

daily life behavior. This situation, known as outpatient, adult, psychotherapy is the most common form of treatment administered by psychologists. For better or for worse, this model is widely accepted by therapists and clients alike. Correspondingly, behavior and cognitive therapy has developed within the parameters and limitations of this setting.

Radical behaviorism, however, has minimally, if at all, influenced current treatment methods for adult outpatients. This workshop will introduce a system of outpatient, adult treatment known as Functional Analytic Psychotherapy which is based on radical behaviorism (Kohlenberg, R. J. & Tsai, M., 1991) A conceptual framework will be developed that will help the therapist to use the therapeutic interaction in the change process. Particular attention will be given to the use of the approach for enhancing cognitive-behavior therapy. The topics to be covered are 1) The implications of using—within the environmental constraints of the therapy setting—reinforcement, specification of clinically relevant behaviors, and arrangement for generalization 2) A system for classifying client responses based on Verbal Behavior 3) Latent Content: the subtle meanings of verbal behavior 4) Implications for enhancing cognitive-behavior therapy 5) A radical behavioral approach to the importance of being emotional and remembering. Three important client behaviors and five therapist rules will be discussed. Audio tapes and transcripts of clinical sessions will be used to illustrate the methods and give participants training in the discrimination of relevant client behaviors that are the focus of the treatment system.

Academic Level: Introductory

Materials Fee: None

WORKSHOPS CONTINUED

Workshop #15

5:30 - 8:30pm Cherokee
This is a three hour workshop.

Reducing Behavior Problems with Functional Communication Training

V. Mark Durand, The Albany Center for the Study of Development and Behavioral Disabilities, State University of New York at Albany

Description: This presentation will introduce participants to a communicative approach for responding to challenging behaviors such as aggression, self-injurious behavior, tantrums, and stereotyped behavior that are sometimes displayed by people with severe and multiple disabilities. The orientation will be to look at these behaviors as rational and reasonable reactions by our students to their environments. Participants will be introduced to assessing the function of problem behavior using functional analyses and such instruments as the Motivation Assessment Scale, and how to use this information to select effective reinforcers and teach alternative behaviors. Highlighted will be how to teach functionally equivalent communication (Functional Communication Training) to individuals as a way of reducing their challenging behaviors. Featured will be our work with assistive devices to help students to communicate those needs and desires they are currently obtaining through their challenging behavior.

Objectives: Participants should come away from the workshop knowing (1) how to assess the function of a problem behavior, (2) how to select alternative communication strategies for replacing the problem behavior, and (3) how to teach communication skills to students with limited repertoires.

Target Audience: People who are directly

responsible for the care of people who display problem behaviors, including teachers, psychologists, special educators, speech therapists, and family members.

Academic Level: Intermediate

Materials Fee: None

Recommended Readings: Durand, V.M. (1990). *Severe Behavior Problems: A Functional Communication Training Approach*. New York: Guilford Press.

Durand, V.M., & Crimmins, D.B. (1992). *The Motivation Assessment Scale (MAS) Administration Guide*. Topeka, KS: Monaco and Associates.

Workshop #16

5:30 - 8:30pm Walton
This is a three hour workshop.

Behavioral Consultation in Developmental Disabilities: Effective Applications in the Real World of Private Practice.

Eric V. Larsson, Paul Thinesen, REM Consulting & Services, Inc., Edina, MN

Description: This workshop will present the real issues in developing a private practice which delivers effective behavioral solutions to a diverse group of consumers. While the concise research findings presented in JABA and elsewhere are nice models, there are numerous practicalities to be considered in effectively implementing these techniques in the real world. The focus will be on the delivery of services to families, schools, residential programs, day programs, and social-work case managers for individuals with developmental disabilities.

Objectives: Participants will be presented with essential information in: (1) Identifying the goals of the consultation and developing a
continued on next page

WORKSHOPS CONTINUED

Workshop #16 continued

contract. (2) Real-world functional assessment of both consumer and provider behavior. (3) Translating research findings into practical intervention packages. (4) Managing treatment compliance and responding to noncompliance. (5) Managing a private practice as a business. (6) Developing and maintaining a clientele. (7) Providing popular workshops to various populations.

Activities: Participants will participate in didactic presentations, discussions, and problem-solving sessions.

Target Audience: Participants should have a basic understanding of behavioral terminology for developmental disabilities. The workshop will be suitable for persons with a wide range of experience in behavioral consultation. Students and others with no experience will find much useful information.

Academic Level: Introductory

Materials Fee: \$4.50

Workshop #17

5:30 - 8:30pm Henry

This is a three hour workshop.

Incidental Teaching 102: Programming for Use with Toddlers and Preschoolers with and without Disabilities and Their Families

Gail G. McGee, Michael J. Morrier, Toni C. Thomas, Heidi Jacobs, Melanie Regnier, Emory University School of Medicine

Description: An upward-extension of Incidental Teaching 101, this workshop will provide participants with experiences designed to target relevant activities for implementing incidental teaching in their own programs or practices with children, toddlers, and

families. The workshop will provide timely skills in redefining practice to include incidental teaching techniques that are appropriate for programs coming into compliance with IDEA, or those programs serving children with disabilities and normally developing children in a mixed group. Research-based applications of incidental teaching procedures designed to increase such skills as eye contact, social responsiveness, language and peer interactions will be demonstrated.

Objectives: To provide participants with exercises designed to: 1) task analyze their practices for activities appropriate for incidental teaching; 2) target goals and learning objectives for clients; 3) develop an incidental teaching plan for their practice with toddlers, families, or preschoolers; and 4) gain knowledge of incidental teaching applications across a variety of language, social and self-care skills relevant to young children with disabilities and their families. The workshop format will include a combination of presentation, exercises, break-out groups and discussion. Break-out groups will focus directly on one client group (toddlers, families, or preschoolers). Extensive "how-to" materials designed for use with children and families will be provided to all participants.

Target audience: Participants who have completed Incidental Teaching 101, or who have prior training in basic incidental teaching techniques. The workshop is appropriate for professionals who work directly with families or young children as well as professionals who supervise a program designed to build language, social and self-help skills for toddlers, preschoolers, or families.

Academic Level: Intermediate

Materials Fee: \$3.00

\int QAB

Society for the Quantitative Analyses of Behavior

The Society for the Quantitative Analyses of Behavior, SQAB, is now holding its meeting in conjunction with ABA, rather than at Harvard. The meeting begins the day before ABA. This year's topics will include analyses and models of: choice, discrimination, timing, steady state, and transitional behavior.

Wednesday Evening, May 25 - Fayette Room

5:00 *Cash Bar and Registration*

Thursday, May 26 - Fayette Room

7:30 *Coffee and Registration*

8:30 **John A. Nevin** - Introduction

8:40 **Howard Rachlin** - Further Considerations on Probability and Delay

9:16 **A. W. Logue** - Quantitative Measurement of Self-Control: Use of the Matching Law with an Adjusting Procedure

9:52 **Edmund Fantino** - Delay Reduction Theory: Some Refinements?

10:28 *Break*

10:43 **John T. Wixted** - Maximum Likelihood Estimation of Signal Detection Parameters

11:19 **Michael C. Davison** - Psychometric Space and Models of Discriminability

11:55 **Jerry B. Richards, Karen E. Sabol, & Lewis S. Seiden** - Peak Deviation Analysis: Quantitative Characterization of DRL Inter-response-time Distribution Profiles

12:31 *Lunch*

1:30 **Peter R. Killeen** - Mathematical Principles of Reinforcement

2:06 **Richard L. Shull** - Response Rate and Initiation Rate

2:42 **John E. R. Staddon** - Rate-sensitive Habituation and a Possible Mechanism for Reinforcement Learning

3:18 *Break*

3:33 **William A. Roberts, Todd Macuda, & David R. Brodbeck** - Counting and Timing Light Flashes by Pigeons

4:09 **Ken Cheng & Paul Miceli** - Modelling Timing Performance on the Peak Procedure

4:45 **J. Gregor Fetterman** - An Experimental Synthesis of Timing and Counting Processes

5:21 *Break / Cash Bar*

5:30 **Business Meeting**

6:30 *Cash Bar*



Society for the Quantitative Analyses of Behavior

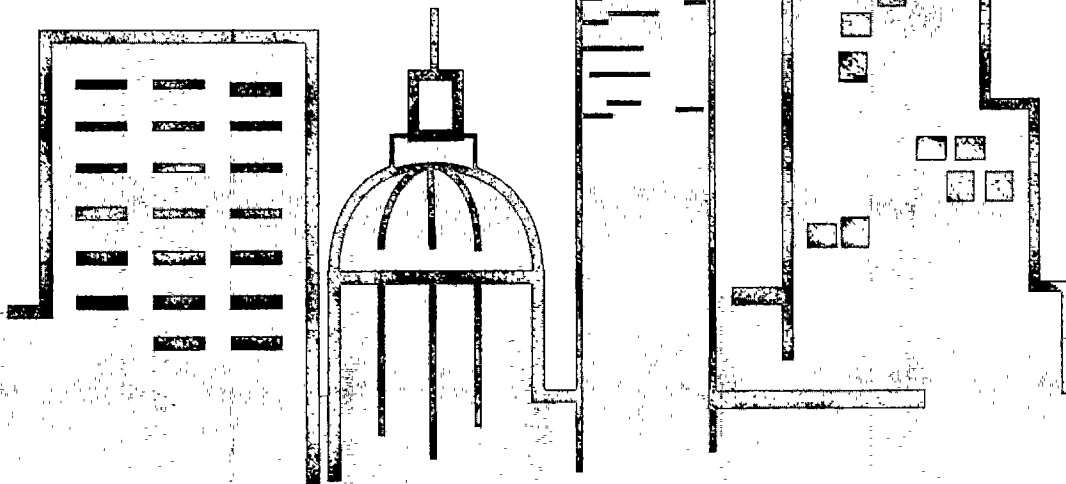
Friday, May 27 - Fayette Room

- 7:30 *Coffee*
- 8:30 **James E. Mazur** - Development of Preference and Spontaneous Recovery in Choice Behavior
- 9:06 **Randolph C. Grace** - Conditioned Reinforcement and Choice Between Delayed Rewards
- 9:42 **Robert Kessel, William L. Palya, & Donald E. Walter** - Effects on Variable Interval Performance of a Step Function Transition
- 10:18 *Break*
- 10:33 **Charles P. Shimp** - The Evolution of Quantitative Approaches in Behavior Analysis
- 11:09 **Colloquy - Peter R. Killeen, Facilitator**
A colloquy, or a directed discussion, is scheduled at the end of this year's meeting. The intent is to facilitate progress toward solving, or at least conceptualizing, some of the important issues in the quantitative analyses of behavior. A colloquy will be able to take advantage of the unique opportunity offered by the simultaneous presence of the SQAB attendees. Each attendee is requested to spend some time clarifying their own views on the suggested topics before the meeting.
1. What *are* the criteria for, and examples of, the "basic questions" for EAB; for instance,
 2. How do we redesign experimental design to accommodate path-dependence and sensitivity to initial conditions?

For further information or registration, contact:

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Friday, May 27, 1994



Workshops

**Invited
Presentations**

Special Events

Breakfasts

Business Meetings

Sessions

Announcements

Day Schedule

WORKSHOPS

Workshop #18

9:00am - 12:00pm Clayton

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, Behavior Analysts, Inc.

Description: 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 consultative process: A little Dale Carnegie goes a long way. A variety of case histories will be presented with an analysis of the techniques implemented during the intervention.

Academic Level: Introductory

Materials Fee: \$5.00

Workshop #19

9:00am - 12:00pm John Adams

This is a three hour workshop.

Home-based Training in Play and Communication for Children with Disabilities

Kathleen Dyer, Bancroft, Inc., Haddonfield, NJ; Karin Lifter, Northeastern University, Boston, Stephen R. Anderson, Susan Forgeron, Barbara O'Malley Cannon, The May Center and The May Institute, Kathleen Mancina, Lenexa, KS

Description: There is a growing body of literature suggesting that effective communication intervention for individuals with severe disabilities should be focused in the natural environment. This workshop will teach individuals to use a package designed to teach parents to use naturalistic communication training techniques at home. The package involves teaching parents how to use communication enhancement procedures including a) following the child's lead; b) mand-model; c) time delay; and d) incidental teaching.

This workshop is based on studies performed by the workshop leader and colleagues.

Objectives: To enable participants: (1) to understand the importance of communication in the lives of children, and the relationship of appropriate communication to problem behavior, (2) to develop intervention targets for children with disabilities, and (3) to understand how to teach parents to use techniques including: following the child's lead, mand-mode, time delay, and incidental teaching
continued on next page

WORKSHOPS CONTINUED

Workshop #19 continued

Activities: 1. Presentation of background material of the importance of communication in the lives of children with disabilities, particularly as it pertains to problem behavior 2. Presentation of videotape examples of mand-model, time delay, and incidental teaching techniques 3. Presentation of videotape of parent training techniques and sequences

Target Audience: Teachers, therapists, speech language pathologists, and administrators of programs serving people with disabilities

Academic Level: Intermediate/Advanced

Materials Fee: \$5.00

Workshop #20

9:00am - 12:00pm Henry

This is a three hour workshop.

The Interpersonal Treatment Model: Analysis and Treatment of Severe Behavior Problems.

Ahmos E. Rolider, Caryn Hubbard, Proactive Rehabilitation Opportunities; Ron Van Houten, Mount Saint Vincent University

Description: Individuals with developmental handicaps and traumatic head injuries often exhibit behavior problems that interfere with the acquisition of habilitative repertoires. It is sometimes noted that these individuals exhibit these problems more in the presence of some people than in the presence of others. In other words, the presence of some people exerts stimulus control over the occurrence of the problem behaviors. It is also noted that the behavior often occurs more in the presence of some stimuli than others. The general goal of this workshop is to illustrate how severe behavioral problems can be treated through the use of a treatment model that places primary emphasis on the establishment of per-

sonal stimulus control in the presence of those stimuli previously associated with the problem behavior. This control is established through the systematic introduction of discriminative and eliciting stimuli in a highly controlled and structured treatment environment. Once interpersonal stimulus control is established, steps are taken to ensure it is maintained in other settings whenever necessary.

The interpersonal treatment model involves the following steps: 1) A comprehensive trigger and functional analysis is administered in order to identify the functions of the problem behaviors as well as any discriminative or eliciting stimuli (biological, environmental and behavioral) that precede these behaviors. 2) A behavioral curriculum is established based on the results of the functional assessment. 3) The treatment is then initiated in a controlled and highly structured environment in order to establish a new set of interpersonal relationships with the client. 4) Procedures are introduced to promote transfer of treatment gains to natural settings.

Activities: We will walk the participants through each of the model's steps and share our assessment instruments and intervention strategies aimed to treat severe non-compliance, agitation, aggression and sexual disinhibitions. Specific related topics include: a) The Biological Control Check-list; b) The Stimulus Control Check-list; c) The Diagnostic Functional Intake; d) How To Assess Personal Stimulus Control; e) How To Design and Conduct Behavioral Scripts; f) How To Design Reminder Systems g) How To Develop Personal Stimulus Control With Clients; h) How To Transfer Treatment Gain Into the Natural Environments; i) Crisis Management for Severe Problem Behaviors.
continued on next page

WORKSHOPS CONTINUED

Workshop #20 continued

Target Audience: The following are encouraged to register: Clinical supervisors, University teachers and individuals who work with clients or with direct-line staff working with clients.

Prerequisites: Knowledge of basics of Applied Behavior Analysis

Workshop #21

9:00 - 12:00am Fulton

This is a three hour workshop.

Advanced HyperCard, a Macintosh Programming Application, as a Research or Instructional Tool

Bill Potter, Western Michigan University & The Continuous Learning Group ; Matthew A. Mason, Western Psychiatric Institute and M-squared Consulting

Description: The purpose of this workshop is to: 1. Acquaint the user with the basics of HyperCard structures and theory of operation (near object oriented programming); 2. Teach the participants the message hierarchy and message sending; 3. Teach participants the nature of scripting (writing programs) and examine HyperTalk programming language (very English like); 4. Present examples of both research and Computer Assisted Instruction programs and examine the structure of those programs. Note: computers will be provided; depending on enrollment, participants should expect between 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 engage in various exercises in

which each group at a computer will develop 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 should know the nature and components of stacks, backgrounds, cards, buttons and fields. No knowledge of HyperTalk is required.

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

Materials Fee: \$20.00

Workshop #22

9:00am - 12:00pm Gwinnett

This is a three hour workshop.

Radical Behaviorism and the Counselling Process

Jack Williams, University of Waterloo

Description: This workshop will relate elements of the radical behavioral viewpoint to various standard practices, strategies, and concepts that are part of contemporary counselling/psychotherapy. The aim is to help provide attendees who are interested and/or familiar with radical behaviorism with the ability to begin using this perspective when working with clients. It will also be of interest to those with a counselling background who wish to explore how some of their approaches are related to this perspective.

The workshop will consist of three components: a review of pertinent features of the radical behavioral viewpoint, the relationship of these features to counselling/psychotherapy
continued on next page

WORKSHOPS CONTINUED

Workshop #21 continued

peutic practices and strategies, and experiential exercises to facilitate acquisition of this perspective.

Objectives: (1) To show the relationships between behavior analysis and current counselling approaches. (2) To show how practices may be integrated, modified, and supplemented by a radical behavioral analysis. (3) To provide beginning practical experience in using some of these perspectives and methods.

Activities: presentation, discussion, exercises, and review of handouts.

Academic Level: Introductory to Intermediate

Materials Fee: \$2.00

Workshop #23

9:00am - 12:00pm Paulding

This is a three hour workshop.

How to Use Statistical Process Control Methods for Applied Behavior Analysis

Al Pfadt, NY State Institute for Basic Research in Developmental Disabilities, Staten Island, NY

Description: Statistical process control (SPC) methods 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. 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. Control limits also provide objective criteria that are more precise and replicable across investigators than are the subjective impressions which guide the 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. *continued on next page*

WORKSHOPS CONTINUED

Workshop #23 continued

ment outcomes; and, use of control charts to make clinical decisions, such as "setting a new process aim" as part of a changing criterion design.

Target Audience: Clinicians and administrators working in applied settings who are inter-

ested in learning about the data analytic procedures that provide the empirical foundation for total quality management.

Academic Level: Introductory

Materials Fee: \$10.00

INVITED PRESENTATIONS

#119 • Choice, Consumption, and Schedule Completions: Considering the Dependent Measure in the Behavioral Economics of Drug Reinforcement.

WARREN K. BICKEL (University of Vermont)

#125 • Behavior of the Scientist, Clinician, and Educator. DONALD M. BAER (University of Kansas), EILEEN GAMBRILL (University of California, Berkeley), JULIE S. VARGAS (West Virginia University), JACK MICHAEL (Western Michigan University)

#130 • Another Look at Human Competence. THOMAS F. GILBERT (National Society for Performance and Instruction)

#138 • Behavioral Fluency: Evolution of a New Paradigm. CARL BINDER (Precision Teaching & Management Systems, Inc.)

#139 • Fluency and Automaticity: Samenesses and Distinctions. JOANNE K. ROBINS (University of Illinois at Chicago)

#149 • Interpreting Complex Behavior: Behavior Analysis and the Real World. JOHN W. DONAHOE (University of Massachusetts)

#162 • Studies of Drug Choice with Animal Subjects. WILLIAM L. WOOLVERTON (University of Mississippi Medical Center)

#163 • Rules, Fitness, and Culture. WILLIAM M. BAUM (University of New Hampshire)

SPECIAL EVENTS AT THE CONVENTION

#115 • Press Symposium on Facilitated Communication. Jon S. Bailey (Florida State University)

#116 • Welcome to ABA! An Introduction to the Association for Behavior Analysis. E. Scott Geller (Virginia Polytechnic Institute & State University), Jack Michael (Western Michigan University), W. Scott Wood (Drake University)

#117 • Welcome to ABA: Outreach to All

New Members Sponsored by the Professional Development Committee. Chair: Karin Lifter (Northeastern University — Boston, MA) April D. Miller (University of Southern Mississippi), Shala Alai Rosales (University of Kansas)

#118 • Press Symposium on Extrinsic Awards. Jon S. Bailey (Florida State University)

BREAKFASTS

Welcome Breakfast

Sponsor: International Development Committee

7:30-9:00 AM DUSSELDORF

BUSINESS MEETINGS

#100 International Development Committee

7:30-9:00 AM
DUSSELDORF
Chairs: Maria E. Malott (Malott & Associates), Yolanda Suarez-Balcazar (Loyola University — Chicago, IL). The goal of the International Development Committee is to study and recommend to Council policies and strategies to increase participation by non-U.S. residents in ABA activities and in the field of Behavior Analysis in general.

BUSINESS MEETINGS CONTINUED

- #101 Professional Development Committee**
8:00- Chair: Karin Lifter (Northeastern University— Boston, MA). The
8:50 AM Professional Development Committee provides the basis for develop-
LISBON ment of the ABA membership. Current concerns center on enhancing
the professional development of an increasingly diverse membership in
ABA, with particular attention to new members. The Annual Breakfast
and the development of the mentor-mentee program are ongoing and
current efforts in support of the committee's objectives.
- #102 Presidential Advisory Committee on Diversity**
8:00- Chair: John R. Lutzker (University of Judaism — Los Angeles, CA).
8:50 AM The purpose of this group is to bring more diverse individuals into
VIENNA ABA, the organization and the field.
- #103 Affiliated Chapters**
8:00- Chair: Kenneth E. Lloyd (Central Washington University). Chapter
8:50 AM reports.
THOMAS
JEFFERSON
- #104 Education and Treatment of Children**
10:00- Chairs: Dan Hursh (West Virginia University — Morgantown, WV),
10:50 AM Bob Dickie (California University of Pennsylvania — California, PA),
VIENNA Andy Reitz (Pressley Ridge Schools — Pittsburgh, PA). A meeting of
editors, associate editors, review board members, and interested others
to discuss the policies and procedures of the journal and recruit ideas
for improving its function as a means of communicating effective ways
of serving the needs of children and youth.
- #105 Independent Living and Rehabilitation (BEM)**
10:00- Chair: Glen W. White (University of Kansas — Lawrence, KS). The
10:50 AM purpose of this business meeting is to discuss recent advances in the
THOMAS field of Independent Living and Rehabilitation with respect to behav-
JEFFERSON ior analytical approaches. Additionally, this meeting will serve as a
mechanism to plan future ABA presentations and other such business
as identified by SIG members.
- #106 Journal of Applied Behavior Analysis**
11:00- Chair: Nancy A. Neef (University of Pennsylvania — Philadelphia,
11:50 AM PA). Contributors and others interested in the future of JABA are
MILAN invited to attend this meeting with the Associate Editors and Board of
Editors to discuss journal policies and procedures. Trends in submis-
sions and the content of the journal, and other related matters will be
reviewed.

BUSINESS MEETINGS CONTINUED

#107 International Association for the Right to Effective Treatment

11:00-
11:50 AM
STRASBOURG
Chairs: Wayne S. Robb (International Association for the Right to Effective Treatment — Waltham, MA), Ron Van Houten (Mount Saint Vincent University — Dartmouth, Nova Scotia, Canada). IARET is an educational and advocacy group established to advance the right to effective treatment for all persons in need of effective treatment or education.

#108 Northwest Association for Behavior Analysis

11:00-
11:50 AM
VIENNA
Chair: Joseph A. Parsons (NWABA). Short business meeting of our regional association members.

#109 Interbehaviorists in ABA

11:00-
11:50 AM
THOMAS
JEFFERSON
Chairs: Linda J. Hayes, Debra W. Fredericks, Mark L. Swain (University of Nevada — Reno, NV). To function as an opportunity for interbehaviorists to discuss issues of common interest as well as to help one another solve problems peculiar to the interbehavioral perspective in psychology and philosophy. Agenda: Election of officers, convention program report, *The Interbehaviorist* report, student issues, interbehavioral news and intellectual discussion.

#110 Society for the Experimental Analysis of Behavior

7:00-
9:50 PM
DUSSELDORF
Chair: Michael Perone (West Virginia University — Morgantown, WV). The society meets annually to conduct business related to the publication of two journals: *Journal of the Experimental Analysis of Behavior* and *Journal of Applied Behavior Analysis*. Closed.

#111 Organizational Behavior Management Network Special Interest Group

6:30-
7:30 PM
LISBON
Chair: Richard K. Fleming (Auburn University — Auburn, AL). The Organizational Behavior Management (OBM) Network consists of members of ABA who are interested in applied and basic behavioral research and practice in organizations. Members work in a variety of settings including academia, business, consulting firms, mental retardation and mental health agencies, hospitals and schools. The purpose of the Network is to distribute information concerning OBM research and application, recognize and facilitate contributions by individuals and organizations that develop and promote OBM techniques, and support OBM research.



BUSINESS MEETINGS CONTINUED

#112 Seventh Generation/Computer Modeling of Behavior Research Group

6:30-7:30 PM STRASBOURG
Chair: William Hutchison (BehavHeuristics, Inc. — Boulder, CO). The general purpose of the group is to promote the application of behavior analytic principles to development of intelligent computer systems and the use of computer models for development of behavioral theory.

#113 BALANCE Special Interest Group

6:30-7:30 PM VIENNA
Chair: Susan M. Schneider (Auburn University — Auburn, AL). The meeting will feature a status report on the membership and our progress in meeting SIG goals. We will concentrate on our continuing 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 1995 ABA meeting will be the other main topic on the agenda.

#114 Behavior Analysis and Cultural Design SIG

6:30-7:30 PM GEORGE WASHINGTON
Chair: Leslie Burkett (University of North Texas — Denton, TX) 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.



SESSIONS

#115 Press Symposium on Facilitated Communication

10:00-10:50 AM GEORGE WASHINGTON
Symposium
Chairs: Jon S. Bailey (Florida State University), Henry D. Schlinger (ABA Public Relations Chair)
Open to Media!

#116 Welcome to ABA: An Introduction to the Association for Behavior Analysis

10:00-11:50 AM CHEROKEE
Newcomers Session
E. Scott Geller (Virginia Polytechnic Institute & State University — Blackburg, VA), Jack Michael (Western Michigan University — Kalamazoo, MI), W. Scott Wood (Drake University — Des Moines, IA)

SESSIONS CONTINUED

#117 Welcome to ABA: Outreach to All New Members sponsored by the Professional Development Committee

10:00-
11:50 AM
LISBON

Panel Discussion

Chair: KARIN LIFTER (Northeastern University — Boston, MA)

Panelists:

■ APRIL D. MILLER (University of Southern Mississippi — Hattiesburg, MS)

■ SHALA ALAI ROSALES (University of Kansas — Lawrence, KS)

The goal of this informal panel discussion is to welcome new ABA members by apprising them of and bringing them into networks which will enhance their professional development. The panelists will describe the activities of the Professional Development Committee centered on the mentor-mentee network and the efforts to enhance the professional development of an increasing diverse membership of ABA.

#118 Press Symposium on Extrinsic Awards

11:00-
11:50 AM
GEORGE
WASHINGTON

Symposium

Chairs: Jon S. Bailey (Florida State University), Henry D. Schlinger (ABA Public Relations Chair)

Open to Media!

#119 Choice, Consumption, and Schedule Completions: Considering the Dependent Measure in the Behavioral Economics of Drug Reinforcement

12:00-
12:50 PM
BALLROOM C
TOX

Invited Address

WARREN K. BICKEL (University of Vermont — Burlington, VT)

Chair: Barbara Kaminski (The Johns Hopkins School of Medicine — Baltimore, MD)

#120 Don't Speak Behavior Modification to Me!

12:00-
12:50 PM
DUSSELDORF
TPC

Address

AHMOS E. ROLIDER (McMaster University — Hamilton, ON),

Kim Silver, Caryn Hubbard (Proactive Rehabilitation Opportunities — Hamilton, ON)

Chair: Caryn Hubbard (Proactive Rehabilitation Opportunities)

#121 Schedules of Reinforcement

12:00-
1:20 PM
STRASBOURG
EAB

Address

Chair: Raymond Pitts (University of North Carolina — Chapel Hill, NC)

■ (12:00-12:20pm) Joint Effects of Past and Upcoming Conditions of Reinforcement on Fixed-Ratio and Fixed-Interval Pausing.

MICHAEL PERONE, Karen Courtney (West Virginia University — Morgantown, WV)

■ (12:20-12:40pm) Direct and Indirect Effects of Response Cost on Human Response Rate, Force, and Duration. JOHN CROSBIE, Michelle Anderson (West Virginia University — Morgantown, WV), Suzanne Brown (Deakin University — Geelong, Australia)

SESSIONS CONTINUED

- #121** ■ (12:40-1:00pm) Where's Waldo?: Behavioral Momentum of Typing Behavior in College Students. STEVEN L. COHEN, Catherine A. Yanchunas, Brian R. Bowman (Bloomsburg University of Pennsylvania — Bloomsburg, PA)
- Schedules of Reinforcement continued* ■ (1:00-1:20pm) Temporal Constraints in Multiple Schedules. ARTURO BOUZAS, Fernando Vázquez (Universidad Nacional Autónoma de México — Coyoacán, México)
- #122** **Stimulus Equivalence I**
- 12:00- Address
- 1:20 PM Chair: Jacqueline Henry (University of North Carolina — Greensboro, NC)
- THOMAS ■ (12:00-12:20pm) Inapparent Events in the Generation of Derived Stimulus Relations. MICHAEL C. CLAYTON, Linda J. Hayes, Tom Brundige (University of Nevada — Reno, NV)
- JEFFERSON ■ (12:30-12:50pm) Mutual Exclusivity and Exclusion: Converging Evidence from Two Contrasting Traditions. KENNETH R. HUNTLEY, Patrick M. Ghezzi (University of Nevada — Reno, NV)
- EAB/VRB ■ (1:00-1:20pm) The Effects of Punishment on Trained and Untrained Stimulus Equivalence Relations. MARILYN K. BONEM, Patricia Tracey, Karsten Beckemeier (Eastern Michigan University — Ypsilanti, MI)
- #123** **Whatever Happened to Research On...**
- 12:00- Symposium
- 1:20 PM Chair: Patrick M. Ghezzi (University of Nevada — Reno, NV)
- CHEROKEE Discussant: BEN A. WILLIAMS (University of California, San Diego)
- EAB ■ Schedules of Reinforcement. ELLIOT BONEM (Eastern Michigan University — Ypsilanti, MI)
- Avoidance. CARL D. CHENEY (Utah State University — Logan, UT)
- Conditioned Suppression. PATRICK M. GHEZZI (University of Nevada — Reno, NV)
- Multiple-Response Repertoires. CHARLES A. LYONS (Eastern Oregon State College)
- #124** **Experimental Analyses of "Self-Awareness"**
- 12:00- Symposium
- 1:20 PM Chair: Scott D. Lane (Auburn University — Auburn, AL)
- MILAN Discussant: TIMOTHY D. HACKENBERG (University of Florida — Gainesville, FL)
- EAB ■ Awareness of Emergent Relations as a Supplemental Measure of Equivalence Class Formation. SCOTT D. LANE, Thomas S. Critchfield (Auburn University, Auburn, AL)
- Human Self-Awareness: A Transfer of Self-Discrimination Response Functions Through Derived Relations. DERMOT BARNES, Simon

SESSIONS CONTINUED

- #124** Dymond (University College Cork)
Experimental Analyses continued ■ Is It Aversive to Say "I Failed"? Indirect Evidence for "Automatic" Punishment in Verbal Self-Reports. THOMAS S. CRITCHFIELD, David Cush (Auburn University — Auburn, AL)
- #125 Behavior of the Scientist, Clinician, and Educator**
 12:00- Invited Symposium
 1:50 PM Chair: Irene Grote (University of Kansas — Lawrence, KS)
 VIENNA Discussant: DONALD M. BAER (University of Kansas)
 CBM ■ Behavior of the Scientist. IRENE GROTE, Donald M. Baer (University of Kansas)
 ■ Behavior of the Clinician. EILEEN GAMBRILL (University of California, Berkeley)
 ■ Behavior of the Educator in Elementary and Secondary Education. JULIE S. VARGAS (West Virginia University — Morgantown, WV)
 ■ Behavior of the Educator in Higher Education. JACK MICHAEL (Western Michigan University — Kalamazoo, MI)
- #126 Miracle Cures: Is This an Age of Reason?**
 12:00- Panel Discussion
 1:50 PM Chair: Andrew S. Bondy (Delaware Autistic Program — Newark, DE)
 LISBON Panelists:
 DDA ■ GINA GREEN (The New England Center for Autism, Inc. — Southboro, MA and the E.K. Shriver Center for Mental Retardation — Waltham, MA)
 ■ JUDITH E. FAVELL (Au Clair Educational Programs — Mt. Dora, FL)
 ■ JON S. BAILEY (Florida State University — Tallahassee, FL)
 ■ LAURA SCHREIBMAN (University of California, San Diego — La Jolla, CA)
 ■ SANDRA L. HARRIS (Douglas Developmental Disabilities Center — New Brunswick, NJ)
- #127 Investigations and Reconceptualizations of Rule Governance**
 12:00- Symposium
 1:50 PM Chairs: Duane C. Lord, Linda J. Hayes (University of Nevada —
 COBB Reno, NV)
 TPC Discussant: MARGARET E. VAUGHAN (Salem State College)
 ■ Rule Governed Behavior: Another Contingency Shaped Operant. DAVID G. STROFFE, Linda J. Hayes (University of Nevada)
 ■ Skinner's Level of Analysis for Rule Governed Behavior Molar, Molecular or Mixed? DUANE C. LORD, Linda J. Hayes (University of Nevada)
 ■ Social Labels as Rules. TRICIA COULTER, Linda J. Hayes (University of Nevada)

SESSIONS CONTINUED

#127 ■ The Ability of Underskilled Subjects to Evaluate the Impact of their Social Behavior. SCOTT N. COMPTON, J.M. Serafin, William C. Follette (University of Nevada)
Investigations continued

■ Verbal Substitution in Children's Choice Making. RUTH ANNE REHFELDT, Linda J. Hayes (University of Nevada)

#128 **Community Interventions in Behavioral Gerontology**
12:00- Symposium
1:50 PM Chair: Nick C. Jackson (University of Kansas — Lawrence, KS)
DOUGLAS Discussant: R. MARK MATHEWS (University of Kansas —
DEV Lawrence, KS)

■ Behavioral Consultation for a Community Senior Services Center: Improving the Cost-Effectiveness of a "Coupon Fund-Raiser". NICK C. JACKSON, R. Mark Mathews (University of Kansas)

■ Interventions to Change Caregiver and AD Patient Outcomes: Year III Update. MICHELLE BOURGEOIS, Richard Schulz (University of Pittsburgh), Louis Burgio (University of Alabama)

■ Analysis of Therapist Intervention Variables in Family Treatment of Elderly Clients. ELSIE M. PINKSTON (University of Chicago)

■ Increasing the Participation Levels of Adult Day Care Clients by Changing the Method of Presenting the Morning News. DAVID G. BORN (University of Kansas), Jodi Hitchcock, Angela Bryant (Adult Day Care Program — Lawrence, KS)

■ Assessing Behavioral and Physical Deficits to Reduce the Risk of Intersection Auto Accidents Among Older Adults. BARRY S. PARSONSON, Robert Isler, Glen Hannsen (University of Waikato)

#129 **Applications of Behavioral Assessments and Treatments with Toddlers and Preschoolers**
12:00- Symposium

1:50 PM Chair: K. Mark Derby (University of Iowa — Iowa City, IA)
DEKALB

DDA Discussant: SAMUEL ODOM (Vanderbilt University — Nashville, TN)

■ Assessment and Treatment of Young Children's Aberrant Behaviors in In-Home Settings. JAY HARDING, David P. Wacker, Wendy K. Berg, K. Mark Derby, Jennifer Asmus, Anne-Marie Prouty (University of Iowa)

■ The Effects of Setting Events on Responding During Assessment and Intervention for Attention Maintained Behavior Problems. WENDY K. BERG, Stephanie M. Peck, David P. Wacker, K. Mark Derby, Jennifer Asmus, David M. Richman (University of Iowa)

■ An Analysis of Choice-Making in the Assessment and Treatment of Severe Behavior Problems in Young Children with Chronic Health Problems. STEPHANIE M. PECK, David P. Wacker, Kimberly A. Brown, Linda J. Cooper, Wendy K. Berg, Jennifer J. McComas, Jennifer Asmus (University of Iowa)

SESSIONS

- #129** ■ Behavior Management of Functional Encopresis in Pre-School Children. THOMAS M. REIMERS (Creighton University School of Medicine and Children's Hospital)
Applications continued

- #130** **Another Look at Human Competence**
 1:00- Invited Address
 1:50 PM THOMAS GILBERT (National Society for Performance and Instruction)
 BALLROOM C
 PRM Chair: Richard K. Fleming (Auburn University — Auburn, AL)

- #131** **Behavior Dynamics**
 1:30- Address
 2:50 PM Chair: Susan M. Schneider (Auburn University — Auburn, AL)
 CHEROKEE ■ (1:30-1:50pm) Stereotypic vs. Caotic Behavioral Tendencies with Two Values of Fixed-Interval Schedules in a Multioperand Arrangement. ROCIO HERNANDEZ-POZO, Erika Osorio, Miguel Luna, Angela Hermosillo (UNAM — México, D. F.)
 EAB ■ (2:00-2:20pm) Origins of Behavior Variants: Data and Research Strategies. FRANCIS MECHNER (New York City)
 ■ (2:30-2:50pm) Variability as a Function of SHR vs. WKY Strain, Rearing Conditions, and Reinforcement Contingencies. LISA SALDANA, Maria Helena Leite Hunziker, Allen Neuringer (Reed College and University of São Paulo — Brazil)

- #132** **Animal Memory**
 1:30- Address
 2:50 PM Chair: Deanna Walker (University of Florida — Gainesville, FL)
 STRASBOURG ■ (1:30-1:50pm) Memory for Nonevents. DEIRDRA H.
 EAB DOUGHERTY, John T. Wixted (University of California, San Diego — La Jolla, CA)
 ■ (2:00-2:20pm) Two Effects of Signaling the Consequences for Remembering. BRENT MAXWELL JONES (University of Auckland — New Zealand)
 ■ (2:30-2:50pm) Shaping Short Reaction Times Using Percentile Schedules. GREGORY GALBICKA, Scott T. Smurthwaite, Raine Riggs, Liana Tang (Department of Medical Neurosciences — Washington, DC)

- #133** **Stimulus Equivalence II**
 1:30- Address
 2:50 PM Chair: Michael B. Ehlert (University of New Hampshire — Durham NH)
 THOMAS
 JEFFERSON ■ (1:30-1:50pm) Stimulus Classes with Features of Different Dimensions. LUIS ANTONIO PEREZ-GONZALEZ (University of Oviedo — Asturias, Spain)
 EAB/VRB

SESSIONS CONTINUED

- #133** ■ (2:00-2:20pm) Matching-to-Sample Training Using Visual and Haptic Stimuli. KEVIN J. TIERNEY, Michael Keenan, Maeve Bracken, Robert Harland, Philippa DeLargy (University of Ulster — Northern Ireland)
- Stimulus* ■ (2:30-2:50pm) Emergence of New Verbal and Non-Verbal Behavior Under the Recombinative Properties of a Matrix System. GIOVAM-BATTISTA PRESTI, Renato Gentile, M. Lea Ziino, Paolo Moderato (Univerità di Palermo — Italy), Simona Ravera (Associazione Apprendimento e Recupero — Milano, Italy), Paola Belardinelli (Univerità di Milano — Milano, Italy)
- Equivalence*
- continued*
- #134** **Preparing for War or Preparing for Peace: Behavioral Contributions Toward Understanding and Influencing the Choice**
- 1:30-2:50 PM Symposium
- DUSSELDORF Chair and Discussant: Anthony J.M. Marcattilio (St. Cloud State University)
- ELS ■ Peace, War, and Military Strength. JOHN A. NEVIN (University of New Hampshire — Durham, NH)
- Ethnic Conflict and International Security: A Case History of an Effort to Breach the Wall that Separates Behavior Analysis from Policy Analysis. SHERMAN D. ROBERTS (Cambridge Center for Behavioral Studies)
- Marshalling Popular Support for War: A Behavioral Analysis of Media Manipulation. RICHARD F. RAKOS (Cleveland State University)
- #135** **Analysis of Antecedent Control of Aberrant Behavior**
- 1:30-2:50 PM Symposium
- MILAN Chair: Susan R. Milla (University of Kansas — Lawrence, KS)
- EAB Discussant: DENNIS REID (Western Carolina Center)
- Procedures and Calculations in Identifying Antecedents to Chronic Aberrant Behavior Using a Continuous Recording System. RICHARD J. HARRISON, Susan R. Milla, Linda A. Fradenburg, Donald M. Baer (University of Kansas), Dan L. Petersen (Washburn University)
- Precursor Behaviors and Antecedent Stimulus Events to Chronic Aberrant Behavior. DAN L. PETERSEN (Washburn University), Richard J. Harrison, Susan R. Milla, Linda A. Fradenburg, Donald M. Baer (University of Kansas)
- Changes in Correlations as a Function of Elapsed Time Between Stimuli and Responses. LINDA A. FRADENBURG, Richard J. Harrison, Susan R. Milla, Donald M. Baer (University of Kansas), Dan L. Petersen (Washburn University)

SESSIONS CONTINUED

- #135** ■ **Correlational Changes in Stimulus-Response Relationships Over Time.** SUSAN R. MILLA, Richard J. Harrison, Linda A. Fradenburg, Donald M. Baer (University of Kansas), Dan L. Petersen (Washburn University)
Analysis of Antecedent Control continued
- #136** ■ **Experimental Analysis of Social Behavior**
 2:00- Address
 2:50 PM Chair: Daniel B. Cruse (University of Miami — Miami, FL)
 WALTON ■ (2:00-2:20pm) Effects of Spatial Distribution of the Reinforcer on Diffusion of a Response Among a Group of Pigeons. JAVIER NIETO, Rosalva Cabrera, Javier Zamora, Jesus Montanez (National University of Mexico)
 EAB ■ (2:30-2:50pm) Contextual Analysis of Equity: An Interdependent Choice Process. CARLOS SANTOYO, Arturo Bouzas (Universidad Nacional Autónoma de México — Coyoacán, Mexico)
- #137** ■ **General Issues in Performance Management**
 2:00- Address
 2:50 PM Chair: Sheree Barron (Georgia College — Milledgeville, GA)
 FORSYTHE ■ (2:00-2:20pm) Behavior Analytic Marketing: A New Strategy for the 90's. AMY K. RAJALA, Donald A. Hantula (Temple University — Philadelphia, PA)
 PRM ■ (2:30-2:50pm) Basic Research and OBM: A Necessary Nexus. JANET ELLIS, Joel Greenspoon (University of North Texas — Denton, TX)
- #138** ■ **Behavioral Fluency: Evolution of a New Paradigm**
 2:00- Invited Address
 2:50 PM CARL BINDER (Precision Teaching & Management Systems, Inc. — Nonantum, MA)
 BALLROOM C — Chair: Dan Hursh (West Virginia University — Morgantown, WV)
 EDC
- #139** ■ **Fluency and Automaticity: Samenesses and Distinctions**
 2:00- Invited Address
 2:50 PM JOANNE K. ROBBINS (University of Illinois at Chicago)
 GWINNETT Chair: Michael A. Wylie (University of Hawaii)
 DDA
- #140** ■ **Biological Foundations and the Conditioning of Noncompliant Behavior in Hyperactive Children**
 2:00- Symposium
 2:50 PM Chair: Keith D. Allen (University of Nebraska Medical Center — Omaha, NE)
 PAULDING Discussant: DARRYL NEILL (Emory University)
 CBM ■ Biological Conditions Associated with Attention-Deficit Hyperactivity Disorder. JULIE B. SCHWEITZER (Emory University)

SESSIONS CONTINUED

#140

Biological Foundations continued

■ The Conditioning of Noncompliant Behavior in Hyperactive Children. JEFFREY S. DANFORTH (Eastern Connecticut State University — Willimantic, CT)

#141

Issues on Developmental Disabilities

2:00-

Address

3:00 PM

COBB

DDA

Chair: Stacey R. Schmalzel (Eastern Michigan University — Ypsilanti, MI)

■ (2:00-2:20pm) A Behavior Analytic Perspective on Attention Deficit Hyperactivity Disorder. DAVID G. STROFFE, Suzanne E. Perumean, Roz C. van Horn, Patrick M. Ghezzi (University of Nevada — Reno, NV)

■ (2:20-2:40pm) Empirical Analysis and Consumer Satisfaction Assessment for A Feeding Disorder Treatment. JAMES CARL OWENS, Terry L. Knight (Kennedy Krieger Institute — Baltimore, MD), Roberta L. Babbitt, Theodore A. Hoch (Kennedy Krieger Institute and The Johns Hopkins School of Medicine — Baltimore, MD)

■ (2:40-3:00pm) Evaluating the Deinstitutionalization in Norway: Staff's Skills and Verbal Behavior. TOR JENSSEN (University of Oslo — Oslo, Norway)

#142

2:00-

3:20 PM

FULTON

CBM

Targeting Behavior That's Under the Skin: Including All Three Response Systems in Clinical Behavior Analysis

Symposium

Chairs: Robert P. Hawkins, Joseph R. Scotti (West Virginia University — Morgantown, WV)

Discussant: MICHAEL J. DOUGHER (University of New Mexico)

■ The Triple Response System Model for Assessment of Complex and Clinically Meaningful Functional Relations. JOSEPH R. SCOTTI, Karen S. Kirk, Deborah Olchek (West Virginia University)

■ Has Anyone Seen My Homunculus Lately?: Giving Up the Inner Person. SCOTT L. SCHAUSS, John P. Forsyth (West Virginia University)

■ Cleaning-Up 'Cognition' in Triple-Response Fear Assessment. JOHN P. FORSYTH, Georg H. Eifert (West Virginia University)

■ Toward a Model of Sufficient Treatment and Relapse Prevention for Difficult Clinical Problems. ROBERT P. HAWKINS, Joseph R. Scotti (West Virginia University)

#143

2:00-

3:20 PM

DEKALB

DDA

Should ABA Establish Standards of Professional Practice for Behavior Analysis?

Symposium

Chair: Jon S. Bailey (Florida State University — Tallahassee, FL)

Discussant: BRIAN A. IWATA (University of Florida — Gainesville, FL)

SESSIONS CONTINUED

#143
*Should ABA
establish standards
continued*

- Do We Have Sufficient Data to Establish Professional Standards of Practice?: A Research Prospective. JON S. BAILEY (Florida State University — Tallahassee, FL)
- Variations in Professional Practice from State to State: A Behavioral Consultants View. JERRY SHOOK
- Determining and Applying Behavioral Procedures: The Practicing Professional's Dilemma. BEVERLY COX

#145
2:00-
3:50 PM
CLAYTON
DEV-SIG

Children's Food Choice

Symposium

Chair: Jacob L. Gewirtz (Florida International University — Miami, FL)

Discussant: DEREK BLACKMAN (University of Wales, Cardiff)

■ Infants' Acquisition of Food Preferences. PAUL F. J. FLEMING, Pauline J. Horne, C. Fergus Lowe, John H. Griffiths (University of Wales, Bangor)

■ An Effective Procedure for Changing Children's Food Choices. ALAN J. DOWEY, John H. Griffiths, Pauline J. Horne, C. Fergus Lowe (University of Wales, Bangor)

■ Self-Control and Impulsiveness in Preschool Age Children: Effects of Food Preferences. LORI-ANN B. FORZANO (State University of New York College at Brockport), A. W. Logue (State University of New York at Stony Brook)

#146
2:00-
3:50 PM
DOUGLAS
DEV

Clinical Interventions in Behavioral Gerontology

Symposium

Chair: Deborah E. Altus (University of Kansas — Lawrence, KS)

Discussant: THEODORE M. SURDY (River View Clinic — Mankato, MN)

■ Behavioral Staff Management in a Nursing Home Setting. ALAN STEVENS, Louis Burgio (University of Alabama at Birmingham)

■ Behavioral Observation of Continence Care Activities in the Nursing Home Using Microcomputers. KAY SCILLEY, Louis Burgio, S. Mitchell, C. Ritchie (University of Alabama School of Medicine)

■ Behavioral Interventions for Disruptive Vocalization in Elderly Nursing Home Residents: An Update. LOUIS BURGIO, Kay Scilley, Terri Lewis, Christine Washington, Ashley Tunstall (University of Alabama School of Medicine)

■ Behavioral Treatment of Urinary Incontinence in Older Adults: An Update. KATHRYN L. BURGIO (University of Alabama at Birmingham)

■ Behavior Therapy Resource Team: A Treatment Model for Long-Term Care Facilities. W.L. SMITH, D. Callicott, D. Renwick, M.M. Gillies, S. Barnes (Bendale Acres Home for the Aged — Scarborough, Ontario, Canada)

SESSIONS CONTINUED

- #147 Multi-Dimensional Applications of Organizational Behavior Management Technology in Human Services Settings**
2:00-3:50 PM Symposium
HENRY PRM Chair: Helen D. Pratt (Michigan State University Kalamazoo Center for Medical Studies — Kalamazoo, MI)
Discussant: Each member of symposium will comment on presentations.
■ Behavioral Consultation for School Inclusion. ASIAH MAYANG MASON (University of Pittsburgh — Pittsburgh, PA)
■ Improving Therapist Performance in Group Homes Through Organizational Behavior Management. WARREN L. HUBERMAN, Richard M. O'Brien (Hofstra University Medical Center — Hempstead, NY)
■ Clinical Skills & OBM. MATTHEW MAYANG MASON (University of Pittsburgh — Pittsburgh, PA)
■ Staff Management and Parent Training: A Look at Macro and Micro Application of OBM the Outpatient Mental Health Setting. HELEN D. PRATT (Michigan State University Kalamazoo Center for Medical Studies — Kalamazoo, MI)

- #148 Issues and Interventions in the Treatment of Persons with Traumatic Brain Injuries**
2:00-3:50 PM Symposium
VIENNA CBM Chair: Martin J. McMorro (Center for Comprehensive Services — Carbondale, IL)
Discussant: HARVEY E. JACOBS (Moss Rehabilitation Hospital — Philadelphia, PA)
■ Overcoming Deficits: An Individualized Awareness Game for Promoting Knowledge, Comprehension and Application of Self-Change after TBI. W. ROBERT CHITTUM, Jessica M. Chittum, John M. Guercio, Angela Guercio, Katherine Johnson-Tompkins, Martin J. McMorro (Center for Comprehensive Services — Carbondale, IL)
■ Facilitating Social Integration for Persons with Traumatic Brain Injury Using a Supported Relationship Approach. KATHERINE JOHNSON-TOMPKINS (Center for Comprehensive Services Personal Intervention Program — Carbondale, IL), Paula K. Davis (Southern Illinois University at Carbondale)
■ A Proposed Treatment Model for Impacting Weight Among Adults with TBI: Development of Criteria for Treatment Selection Based on Cognitive Status. JOHN M. GUERCIO, Darcy A. Kriegsman, Linda Fouke, Martin J. McMorro (Center for Comprehensive Services — Carbondale, IL)
■ Development of a Staff Observation Procedure to Record and Modify the Availability of Direct-Care Staff to Residents. MICHAEL

SESSIONS CONTINUED

- #148** S. TONOS, Martin J. McMorro, W. Robert Chittum, John M. Guercio, Angela Guercio, Katherine Johnson-Tompkins, Christy Kramer, Jianhong Wu, Johnathan Egan (Center for Comprehensive Services Personal Intervention Program — Carbondale, IL), Roger Poppen (Southern Illinois University at Carbondale)
Issues and Interventions continued
 ■ Increasing and Maintaining Staff Reinforcement of Positive Behaviors of Adolescents with Traumatic Brain Injuries. JENNIFER L. HARRISON, Paula K. Davis (Southern Illinois University at Carbondale), Eric J. Gould, Susan M. Dilley (Center for Comprehensive Services — Carbondale, IL)
 ■ Dual Self-Management: Promoting Physical and Behavioral Control in Ataxic Adults Using Relaxation and Biofeedback. JOHN M. GUERCIO, W. Robert Chittum, Martin J. McMorro (Center for Comprehensive Services — Carbondale, IL)
- #149** **Interpreting Complex Behavior: Behavior Analysis and the Real World**
 3:00-3:50 PM Invited Address
 BALLROOM C JOHN W. DONAHOE (University of Massachusetts — Amherst, MA)
 EAB/TPC Chair: Jay Moore (University of Wisconsin — Milwaukee, WI)
- #150** **Autism: Interventions and Issues Related to Socialization, Language, Disruptive Behavior, and Families**
 3:00-4:20 PM Symposium
 GWINNETT Chair: Robert L. Koegel (University of California — Santa Barbara, CA)
 DDA Discussant: ROBERT H. HORNER (University of Oregon — Eugene, OR)
 ■ GLEN DUNLAP (University of South Florida — Tampa, FL)
 ■ LEE KERN, F. Charles Mace, Michael C. Shea (University of Pennsylvania School of Medicine Children's Seashore House — Philadelphia, PA)
 ■ LYNN KERN KOEGEL, Robert L. Koegel, Yifat Shoshan (University of California — Santa Barbara, CA)
 ■ GAIL G. MCGEE, Trevor C. Paradis, Jennifer McIntire (Emory University School of Medicine — Atlanta, GA)
- #151** **Deeper Penetration in General Education: Integrating Behavioral Theory and Technology into Preservice and Inservice Teacher Education**
 3:00-4:20 PM Symposium
 CHEROKEE Chair: Gregory F. Harper (State University of New York College at Fredonia)
 EDC Discussant: DEBORAH SHANLEY (Medgar Evers College of City University of New York — Brooklyn, NY)
 ■ Project PREPARE: A "Teacher of Teachers" Model of Staff

SESSIONS CONTINUED

- #151** Development in Schools Serving Students with High Risk Behavior.
Deeper Penetration GEORGE SUGAI, Edward Karneenvi, Geoff Colvin (University of
in Education Oregon — Eugene, OR)
continued ■ The Collaborative Teacher Preparation Project (CTPP): Integrating
Behavior Analysis into a Teacher Preparation Program. DAVID
POMERANTZ, Katherine Sacca (State University of New York-
College at Buffalo)
■ Responsive and Reflective Educator (RARE) Year Three: Reflections
on Responsiveness. LARRY MAHEADY, Barbara Mallette, Gregory
F. Harper, Melinda Karnes (State University of New York-College at
Fredonia)
- #152** **State-of-the-Art Applications in Organizational Behavior**
3:00- **Management**
4:50 PM Panel Discussion
NEWTON Chair: William K. Redmon (Continuous Learning Group —
PRM Morgantown, WV)
Panelists:
■ LESLIE A. WILK (Continuous Learning Group)
■ JULIE M. SMITH (Continuous Learning Group)
■ A. DARNELL LATTAL (Continuous Learning Group)
- #153** **Twenty Years of Applied Behavior Analysis: Lessons Learned**
3:00- **in Managing the Most Severe Problem Behavior**
4:50 PM Panel Discussion
LISBON Chairs: Steve Holburn (Syracuse Developmental Services Office —
DDA Minoa, NY), Al Pfadt (New York State Institute for Basic Research —
Staten Island, NY)
Panelists:
■ DONALD M. BAER (University of Kansas — Lawrence, KS)
■ MICHAEL F. CATALDO (Kennedy Krieger Institute —
Baltimore, MD)
■ JUDITH E. FAVELL (Carlton Palms Educational Center — Mt.
Dora, FL)
■ RICHARD M. FOXX (Penn State Harrisburg — Middletown, PA)
■ STEPHEN C. LUCE (Bancroft Inc. — Cherry Hill, NJ)
- #154** **Data Analysis Issues in Behavior Analysis**
3:00- Symposium
4:50 PM Chair: Gene S. Fisch (Kings County Hospital and SUNY/HSC
COBB Brooklyn — Brooklyn, NY)
TPC ■ Interrupted Time-Series Analysis with Brief Single Subject Data.
JOHN CROSBIE (West Virginia University — Morgantown, WV)
■ Visual Inspection of Data: Is What You Get What You See? GENE
S. FISCH, Peter Greenspan, Russell Schneider (Kings County
Hospital and SUNY/HSC Brooklyn)

SESSIONS CONTINUED

- #154** ■ Some Issues in Small-Sample Time Series Intervention Analysis.
Data Analysis Issues BRADLEY HUITEMA (Western Michigan University)
continued ■ Signal Detection Analysis of the Visual Inspection of Behavior
Analysis Graphs. HILARY JO KARP (University of Houston-Clear
Lake)
- #155** **Behavioral Analysis and Treatment of Children's Feeding
Disorders**
3:00-
4:50 PM Symposium
PAULDING Chair: Karen S. Budd (DePaul University — Chicago, IL)
CBM ■ The Application of a Theoretical Model to the Treatment of
Feeding Problems. PEGGY S. EICHER, Mary Louise E. Kerwin
(University of Pennsylvania School of Medicine and Children's
Seashore House — Philadelphia, PA)
■ Appetite Manipulation in Children Undergoing Behavioral Feeding
Treatment. THOMAS R. LINSCHIED (The Ohio State University
and Children's Hospital — Columbus, OH)
■ Behavioral Parent Training in the Treatment of Selective Food
Refusal: An Ecological Analysis. MARY A. WERLE, Tria B. Murphy
(Illinois Institute of Technology), Karen S. Budd (DePaul University)
■ Ingredients of Behavioral Feeding Assessment: What Do We Need
to Know? KAREN S. BUDD, Nana N. Li (DePaul University)
- #156** **Teaching Behavior Analysis: Using Instructional Technology
and Conceptual Frameworks**
3:00-
4:50 PM Symposium
WALTON Chair: W. Scott Wood (Drake University — Des Moines, IA)
EDC ■ Fluency Building as One Component of a Behavior Analysis Course.
JOSEPH A. PARSONS, David A. D. Polson (University of Victoria
— Victoria, BC)
■ The Use of Computers to Teach Behavior Analysis. PETER F.
PATALL (Monroe Community College — Rochester, NY)
■ Do You Want to Teach Behavior Analysis with the Help of
Computers? GUILLERMO E. YABER OLTRA (Universidad Simon
Bolívar — Caracas, Venezuela)
■ Helping Psychology Students Pass the GRE. ANN E.
GOODYEAR-ORWAT, Richard W. Malott (Western Michigan
University — Kalamazoo, MI)
■ Guided Notes and Response Cards: Two Strategies for Increasing
the Frequency of Active Student Response During Group Instruction.
PATRICIA M. BARBETTA (Florida International University —
Miami, FL)
■ Incorporating Skill Diversity in a First Course in the Natural
Science of Behavior-Environment Relations. LAWRENCE E. FRA-
LEY (West Virginia University — Morgantown, WV)

SESSIONS CONTINUED

- #156** ■ A Model of Cause-Effect Relations in the Study of Behavior.
Teaching Behavior DRAKE C. CHISHOLM (Bridgewater State College — Bridgewater,
Analysis MA), Donald A. Cook (Cambridge Center for Behavioral Studies —
continued Boston, MA)

- #157** **Organizational Consultation: Isolating the Organizational**
 3:00- **Unit and Evaluating the Consultational Effort**
 4:50 PM Symposium
 FAYETTE Chair: Linda J. Hayes (University of Nevada — Reno, NV)
 PRM Discussant: JON E. KRAPFL (COBA, Inc. — Chicago, IL)
 ■ Identifying Organizational Culture. MARK A. ADAMS, Linda J. Hayes (University of Nevada)
 ■ A Study of Change in Organizational Culture. TINA M. CLAYTON, Linda J. Hayes (University of Nevada)
 ■ An Empirical Evaluation of Organizational Consultation. RAMONA HOUMANFAR, David M. Sayrs, Linda J. Hayes (University of Nevada)
 ■ Consultation Process Analysis. MARK A. SWAIN, Linda J. Hayes (University of Nevada)

- #158** **Systems Analysis and Performance Management in the**
 3:00- **Retail Industry**
 4:50 PM Symposium
 ROCKDALE Chair: Maria E. Malott (Malott & Associates — Kalamazoo, MI)
 PRM Discussant: THOMAS F. GILBERT (Hampton, NJ)
 ■ How to Stop Using Labor Budgets as After-the-Fact Reports and Begin Using Them as Proactive Management Tools. DORA LEZOVICH (Meijer Inc.)
 ■ Making a Difference in Retail with Systems Analysis. MARIA E. MALOTT (Malott & Associates — Kalamazoo, MI)
 ■ Turning Data into Information. BRAD FRIESWYK (Western Michigan University — Kalamazoo, MI), Nancy Navitskas (Meijer Inc.)
 ■ Improving Department Performance in Large Stores. PAMELA L. VUNOVICH, Shari Phelps (Western Michigan University — Kalamazoo, MI)

- #159** **Interbehavioral Technology Revisited: Research and**
 3:00- **Evaluation Applications in Education**
 4:50 PM Symposium
 FORSYTHE Chair: Tom Sharpe (University of Nebraska-Lincoln — Lincoln, NE)
 EDC Discussant: JOHN O. COOPER (Ohio State University — Columbus, OH)
 ■ Interbehavioral Methodology: A Technological Illustration. TOM SHARPE, Dave Wood (University of Nebraska-Lincoln — Lincoln, NE), Andrew Hawkins (West Virginia University — Morgantown, WV)
 ■ Behavioral Systems Based Multimedia/Virtual-Reality Laboratory

SESSIONS CONTINUED

- #159** Modules for Undergraduate Teaching. ROGER RAY, Suzanne Jarrett (Rollins College)
- Interbehavioral Technology Revisited continued*
- Field Systems Analysis of Disparate Learning Environments in a Parent-Child Preschool Movement Education Program. ANDREW HAWKINS (West Virginia University), Wallace Neel (Bethany College), Tom Sharpe (University of Nebraska-Lincoln)
 - Assessing the Impact of Contextual Factors on the Behavior Problems of Preschool-Aged Children. JAMES FOX, Maureen Conroy (East Tennessee State)
 - Seeing Order. DARYL SIEDENTOP (Ohio State University)
- #160** **Conducting Biobehavioral Evaluations of Severe Behavior Disorders**
- 3:00-4:50 PM Symposium
- DUSSELDORF CBM Chair: David P. Wacker (The University of Iowa — Iowa City, IA)
- Discussant: WAYNE W. FISHER (Johns Hopkins University)
- Additional Methodologies to Test the Automatic Reinforcement Hypothesis for Self-Injury. F. CHARLES MACE, Joyce Mauk (University of Pennsylvania — Philadelphia, PA)
 - Medication Selection for Self-Injurious Behavior Based on Functional Analysis and Clinical Features: Rational Medication Choice and Preliminary Biologic Correlates. JOYCE E. MAUK, F. Charles Mace (University of Pennsylvania)
 - Bio-behavioral Interactions in the Assessment of Young Children's Self-Injurious Behavior. JAY HARDING, David P. Wacker, K. Mark Derby, Jennifer Asmus, Wendy K. Berg (The University of Iowa)
 - Analysis of Biobehavioral Interactions in Young Children with Feeding Disorders. LINDA J. COOPER, David P. Wacker, Stephanie M. Peck, Kimberly Brown, David Richman, Jennifer McComas (The University of Iowa — Iowa City, IA)
- #161** **Short Term Habilitative Mental Health Care for Persons with Mental Illness and Mental Retardation: Closing the Service Gap**
- 3:30-4:50 PM Symposium
- DEKALB DDA Chair: Lee C. Zlomke (Beatrice State Developmental Center — Beatrice, NE)
- Discussant: VINCENTE BENJAMIN (Montana Developmental Center — Boulder, MT)
- Conducting Authentic Ecobehavioral Assessment in the Natural Setting. WAYNE C. PIERSEL (University of Nebraska-Lincoln — Lincoln, NE)
 - Elimination of Collateral Inappropriate Behavior through Surface Management Techniques. LEE C. ZLOMKE (Beatrice State Developmental Center — Beatrice, NE), Greg K. Torrey (Doane

SESSIONS CONTINUED

- #161** College — Crete, NE), Brenda R. Bush (Pediatric Psychology Associates — Beatrice, NE)
Short Term
Habilitative Care
continued ■ Short-Term Targeted Treatment of Individuals with Mental Illness/Mental Retardation in a Residential Setting. BRENDA R. BUSH (Pediatric Psychology Associates — Beatrice, NE), Lee C. Zlomke (Beatrice State Developmental Center — Beatrice, NE)
 ■ Treatment Integrity: Establishing and Maintaining Behavior Change Across Treatment Settings. SUSAN F. ADAMS, (Beatrice State Developmental Center — Beatrice, NE)
- #162** **Studies of Drug Choice with Animal Subjects**
 4:00- Invited Address
 4:50 PM WILLIAM L. WOOLVERTON (University of Mississippi Medical Center — Jackson, MS)
 BALLROOM C Chair: Richard DeGrandpre (University of Vermont — Burlington, VT)
 TOX
- #163** **Rules, Fitness, and Culture**
 4:00- Invited Address
 4:50 PM WILLIAM M. BAUM (University of Mississippi Medical Center — Jackson, MS)
 VIENNA Chair: Susan Schneider (Auburn University — Auburn, AL)
 TPC/EAB
- #164** **Issues Relating to Noncompliance in Treating Persons with Disabilities**
 4:00-
 4:50 PM Panel Discussion
 FULTON Chair: Michael D. Wesolowski (Department of Health & Rehabilitative Services — Miami, FL)
 CBM Panelists:
 ■ ARNIE ZENCIUS (Premier of Chicago)
 ■ RICHARD ZAWLOCKI (Department of Health & Rehabilitative Services — Tampa, FL)
 ■ WILLIAM BURKE (Florida Institute of Neurologic Rehabilitation — Wauchula, FL)
- #165** **Clinical and Empirical Issues in Behavior Gerontology**
 4:00- Panel Discussion
 4:50 PM Chair: Elsie M. Pinkston (The University of Chicago — Chicago, IL)
 DOUGLAS Panelists:
 CBM ■ MARK MATHEWS (University of Kansas — Lawrence, KS)
 ■ DAVID BORN (University of Kansas — Lawrence, KS)
- #166** **Issues in Clinical, Family, and Behavioral Medicine**
 4:00- Address
 5:00 PM Chair: Hector E. Ayala (National University of Mexico — Mexico City, Mexico)
 CLAYTON
 CBM ■ (4:00-4:20pm) Behavioral and Psychiatric Disorders in Preschoolers

SESSIONS CONTINUED

#166
*Issues in Clinical
continued*

with Developmental Disorders: Characteristics and Treatment Outcome. CYNTHIA R. JOHNSON (University of Pittsburgh School of Medicine)

■ (4:20-4:40pm) Analysis and Establishment in Parents of Instructional Styles as an Intervention Strategy for Child Behavior Problems. HECTOR E. AYALA, Gabriela Tellez S., Mariana Gutierrez L. (National University of Mexico — Mexico City, Mexico)

■ (4:40-5:00pm) Parent-Child Interaction: The Use of Subjective Judgement as a Procedure of Social Validation. JORGE L. GONZALEZ, Hector E. Ayala (National University of Mexico — Mexico City, Mexico)

POSTER SESSIONS

#167
5:00-
6:30 PM
GRAND
SALON
EDC

Education I

1. An Integrated, Systems Approach to Learning and Teaching Behavior Analysis. RICHARD W. MALOTT, Pamela L. Vunovich (Western Michigan University — Kalamazoo, MI)

2. Combining Response Cards and Learn Units. BRAD FRIESWYK, Jennifer Taiariol, Beth Dorset, Richard W. Malott (Western Michigan University — Kalamazoo, MI)

3. Increasing Test Performance with Open Study Sessions. BETH DORSET, Brad Frieswyk, Jennifer Taiariol, Richard W. Malott (Western Michigan University — Kalamazoo, MI)

4. Using Research-Derived Techniques to Achieve Concept Fluency. WILLIAM M. BOETTCHER, Richard W. Malott (Western Michigan University — Kalamazoo, MI)

5. Flashcard Fluency Training with Behavioral Terminology. INGOLFUR BERGSTEINSSON, Richard W. Malott (Western Michigan University — Kalamazoo, MI)

6. Local Anesthesia in Children: A Behavioral Dentistry Study. ANTONIO BENTO ALVES DE MORAES, Monica Iara Meira Brandi (Universidade Estadual de Campinas, Piracicaba — SP, Brazil)

7. Using Model Examples to Facilitate Concept Mastery. ELAINE M. FOSS, Richard W. Malott (Western Michigan University — Kalamazoo, MI)

POSTER SESSIONS CONTINUED

- #167** 8. Teaching a Strategy for the Analysis of Behavioral Contingencies.
Education I LORI A. JOHNSON, Richard W. Malott (Western Michigan
continued University — Kalamazoo, MI)
9. Behavioral Manifestations of Adolescent School Relocation and Trauma. DANIEL HOULIHAN, Janette J. Jurgens, Cynthia Schwartz (Mankato State University — Mankato, MN)
10. Peer Reinforcement of Academic Behaviors in Elementary Classes. JOHN N. MARR, Rob Neville, Tiffany Weathers (University of Arkansas — Fayetteville, AR)
11. Using Guided Notes with Students with Learning Disabilities in a Community College. BELINDA LAZARUS (University of Michigan-Dearborn — Dearborn, MI)
12. The Acquisition of Non-Target Information: A Comparison of Continuous versus Intermittent Presentation Schedules. ANN KATHERINE GRIFFEN, John W. Schuster (University of Kentucky — Lexington, KY)
13. Assessing the Acquisition of Non-Target Stimuli by Students with Moderate Retardation: Increasing Instructional Efficiency. PATRICIA M. DOYLE, John W. Schuster (University of Kentucky — Lexington, KY), Stacie Ann Meyer (Fayette County Schools — Lexington, KY)
14. The Effects of Text Structure Discrimination Training on Oral and Written Compositions of Students with Learning Disabilities. BENJAMIN LIGNUGARIS/KRAFT (Utah State University — Logan, UT), Terry L. Miller (University of Colorado-Colorado Springs — Colorado Springs, CO)
- #168** **Experimental Analysis of Behavior I**
 5:00- 15. Time-Out Postponement in Humans with No Reduction in
 6:30 PM Overall Time-Out Frequency. BRENDAN F. TOMPKINS, Timothy
 GRAND D. Hackenberg (University of Florida — Gainesville, FL)
 SALON
 EAB 16. Self-Control in Adult Humans: Effects of Counting and Timing
 on Choice. J. M. KIRK, A. W. Logue (State University of New York
 at Stony Brook — Stony Brook, NY)
17. Influence of Instruction Format in a Computerized Test for Human Subjects: Written, Written + Spoken, Shaping Techniques. W. KENT ANGER, Diane S. Rohlman, O. J. Sizemore (Oregon Health Sciences University — Portland, OR)
18. Self-Control and Impulsive Choice in a Computer Game. K. MATTHEW LATTAL, David A. Case, Edmund Fantino (University of California, San Diego — La Jolla, CA)

POSTER SESSIONS CONTINUED

#168
*Experimental Analysis
continued*

19. Undermatching, Video Games, and College Students: A Matching Analysis. JOHN DIEDRICH, Valeri Farmer-Dougan (Illinois State University — Normal, IL), James Dougan (Illinois Wesleyan University — Bloomington, IL)
20. The Effects of DRO: The Relation Between the Inter-Reinforcer Interval, Inter-Response Time, and Other Behavior. THOMAS R. SHERBURNE, William Buskist (Auburn University — Auburn, AL)
21. Human Performance on Concurrent Schedules of Reinforcement. ROGER F. BASS (Carthage College — Port Washington, WI), Jay Moore (University of Wisconsin-Milwaukee — Milwaukee, WI)
22. Choice and Matching: Symmetrical and Asymmetrical Imposed Visit Durations. PATRICK R. PROGAR, Melinda J. Goede, Tracy L. Sievert (University of Wisconsin-Platteville — Platteville, WI)
23. Modification of Sleep Patterns Via the Three Term Contingency. BRADY J. PHELPS, Jason Stoakes, Shana Grassel, Candrice Thul (South Dakota State University — Brookings, SD)
24. Concurrent Schedules: The Biasing Effects of a Noise on Domestic Hen Performance. TINA MARIA McADIE (University of Waikato — Hamilton, New Zealand)
25. Amplitude Resolution of Broadband Noise by Pigeons. MICHAEL DAVISON, Jeff Kennedy (University of Auckland — Auckland, New Zealand)
26. A Molecular Analysis of Performance in Concurrent Interval Schedules. RANDOLPH C. GRACE, Michael B. Ehlert (University of New Hampshire — Durham, NH)
27. Within-Session Patterns of Responding for Human Subjects. SAMANTHA B. SPRINGS, John M. Roll, Frances K. McSweeney (Washington State University — Pullman, WA)
28. Extinction-Induced Variability and Resurgence in Humans. CLOYD HYTEN (University of North Texas — Denton, TX), Mark P. Reilly (West Virginia University — Morgantown, WV)
29. Self-Control and Impulsiveness in Adult Human Females: Effects of Visual Food Cues and Dieting Status. L.B. FORZANO (State University of New York, College at Brockport — Brockport, NY)
30. A Further Evaluation of a Direct Method of Fitting the Power Function Matching Equation to Concurrent Schedule Data. C. WILBOURNE LEJUEZ, Jack J. McDowell (Emory University — Decatur, GA)

POSTER SESSIONS CONTINUED

#168
Experimental Analysis
continued

31. Effects of Distributed Reinforcement During Delay to Large Reinforcement in a Human Self-Control Paradigm. STEPHEN R. FLORA (Youngstown State University — Youngstown, OH)
32. Response Variability and Higher-Order Stereotypies in Humans. LISA B. MARCUS, Debra E. Freed, Leonard Green (Washington University — St. Louis, MO)
33. Sequences: Switching and History Effects and Sequential Control. SUSAN M. SCHNEIDER (Auburn University — Auburn, AL)
34. The Effect of Response Effort on Choice: An Extension of the Matching Relation to Choice in Academic Tasks. MICHAEL C. SHEA (Children's Seashore House — Philadelphia, PA), F. Charles Mace, Nancy A. Neef (University of Pennsylvania — Philadelphia, PA)

#169
5:00-
6:30 PM
GRAND
SALON
TOX

Behavioral Pharmacology and Toxicology I

35. Acute and Chronic Effects of Cocaine on Fixed-Ratio Keypecking by Pigeons: A Dose-Response Analysis. DAVID STAFFORD, Marc N. Branch (University of Florida — Gainesville, FL)
36. Effects of Interactions of Deprivation Levels with Cocaine on Key-pecking of Pigeons Under Multiple Fixed-Ratio, Fixed-Interval Schedules of Food Reinforcement. DAVID W. SCHAAAL, Linda Berberich, Mark A. Miller (West Virginia University — Morgantown, WV)
37. The Effects of Cocaine and Pre-Session Feeding on Food-Reinforced Lever Pressing of Rats Using a Cumulative Dosing Procedure. MARK A. MILLER, David W. Schaal, Erica Chenoweth (West Virginia University — Morgantown, WV)
38. The Effects of Repeated Intranasal Cocaine Doses on Aggressive Responding of Female Subjects. DON R. CHEREK, F. G. Moeller, Donald M. Dougherty, Melanie Renault (Human Behavioral Pharmacology Lab Univ. Texas Health Sci. Center-Houston — Houston, TX)
39. The Acute Effects of Cocaine in Pigeons Responding Under a Multiple Mixed-Ratio Schedule of Food Delivery. MARK LeSAGE, Alan Poling (Western Michigan University — Kalamazoo, MI)
40. The Effects of Chronic Administration and Withdrawal of Cocaine and Methylphenidate on FCN-Sd and FCN Performance. RAY A. PRESTON, Victor G. Laties (University of Rochester — Rochester, NY)
41. Pigeons and Cocaine: Conditioned Suppression During Cumulative Dosing. DIANA J. WALKER, Marc N. Branch (University of Florida — Gainesville, FL)

POSTER SESSIONS CONTINUED

- #169** 42. Discriminative Stimulus Effects of Bretazenil. SHERRY L. SERDIKOFF, Christine A. Sannerud (University of Pennsylvania and NIDA-ARC — Philadelphia, PA)
Behavioral Pharmacology continued

- #170** **Human Development; Gerontology I**
5:00- 43. Reducing Negative Inner Behavior of Senior Citizens: The One-
6:30 PM Minute Counting Procedure. RICHARD M. KUBINA (Neurological
GRAND Rehabilitation Center at Apple Valley), Manfred W. Haertel, John O.
SALON Cooper (The Ohio State University — Columbus, OH)

DEV 44. Effects of Personalized Memory Aids on the Conversational Content and Attitudes of Nursing Assistants Toward Patients with Dementia. LAURA HOERSTER, Michelle S. Bourgeois (University of Pittsburgh — Pittsburgh, PA)

45. The Relationship of Child-Rearing Attitudes to Boys' Ability to "Delay Gratification". DAVID REITMAN, Alan M. Gross (University of Mississippi — University, MS)

46. Positive Programming vs. Procedures Versus Reinforcement Procedures to Reduce the Aggressive Behaviors of Persons with Severe Developmental Disabilities. DAWN M. HOFFMAN (Community Services Group — Mountville, PA)

47. Time and Response Matching in Children With and Without Attention Deficit Hyperactivity Disorder. DANIEL T. CERUTTI (Davidson College — Davidson, NC), Julie B. Schweitzer (Emory University — Decatur, GA)

48. Acquisition of a Matching-to-Sample Task with Developmentally Delayed Children. JOYCE CHRISTENSEN (W. A. Howe Developmental Center — Tinley Park, IL), Henry S. Pennypacker (University of Florida — Gainesville, FL)

49. Descriptive Analysis of Verbal and Non-Verbal Behaviors of the Interaction of an Adolescent Mother and Her Baby. LEILA REGINA D' OLIVEIRA P. NUNES (Universidade Estadual do Rio de Janeiro — Brazil), Ana Cristina Cunha (Universidade Federal do Rio de Janeiro / Universidade Estadual do Rio de Janeiro — Brazil), Daniel de Souza Nogueira (Universidade Federal do Rio de Janeiro — Brazil)

- #171** **Ethical, Legal, and Social Issues I**
5:00- 50. Changes in HIV Risk Behaviors in a Cohort of Injecting Drug
6:30 PM Users Over a Four-Year Period. DAVID K. GRIFFIN, Dale D.
GRAND Chitwood, Mary Comerford (University of Miami — Miami, FL)
SALON
ELS

POSTER SESSIONS CONTINUED

#172 Community; Corrections I

- 5:00- 51. Increasing Bicycle Helmet Use in Children. BELINDA
6:30 PM TRAUGHBER, Vicki Dretchen (Middle Tennessee State University
GRAND — Murfreesboro, TN)
- SALON 52. The Compensatory Tracking Task Battery (CTTB): Using
CCS Computer Tasks to Predict Alcohol-Induced Decrements in
Psychomotor Performance. CHARLES B. PETTINGER, JR., John P.
Jones, III, Amy Gershenoff, Tammy Shurts, Kyle Gallagher (Virginia
Tech. — Blacksburg, VA)
53. Assessing the Validity and Reliability of a Simple Performance Task
for Assessing Blood Alcohol Concentration at Parties: The "Star Tracing"
Task. C. MATT RASHLEIGH, Jeff Ammons, Thomas E. Boyce, Jenny
Heath, Chris Saunders (Virginia Tech. — Blacksburg, VA)
54. Using Personality Inventories to Predict Intoxication at University
Parties: A Field Test. IVAN HASKELL, Jaime B. Wheeler, Kareen L.
Ramsby, Kristy L. Maddox, Kent E. Glindemann (Virginia Tech. —
Blacksburg, VA)
55. The Effects of Low Alcohol Beverages on Drinking Rate and BAC
of Patrons. RON VAN HOUTEN (Mount Saint Vincent University
— Dartmouth, Nova Scotia, Canada), Joy Van Houten (University of
Kansas — Lawrence, KS), Louis Malenfant (University de Moncton
— Moncton, New Brunswick, Canada)
56. Do School Children Lie About Their Substance Use? KEVIN J.
ARMSTRONG, Howard Farris, Cathy Wilson, Amy Schneider,
Barbara Todd (Western Michigan University — Kalamazoo, MI)

#173 Clinical; Family; Behavioral Medicine / Developmental Disabilities; Autism I

- 5:00- 57. Food Manipulation Using Pizza, To Treat a Child with Feeding
6:30 PM Disorder. RAMASAMY MANIKAM, Roberta L. Babbitt, David
GRAND Jaquess (Kennedy Krieger Institute and The Johns Hopkins University
SALON School of Medicine — Baltimore, MD), David Coe (Kennedy Krieger
CBM/DDA Institute — Baltimore, MD)
58. Increasing Medication Compliance with Children at Risk for
Multi-Drug Resistant Tuberculosis. ROBERTA L. BABBITT, Marilyn
D. Cataldo, Arlene C. Gerson (Kennedy Krieger Institute and The
Johns Hopkins University School of Medicine — Baltimore, MD)
59. A Fading Procedure to Establish Age Appropriate Texture
Consumption. CONSTANCE HAJIMIHALIS, Charles E. Hammel,
Jr., Dru H. St. John (The Kennedy Krieger Children's Hospital —
Baltimore, MD), Roberta L. Babbitt, Theodore A. Hoch (The

POSTER SESSIONS CONTINUED

#173
*Clinical, Family,
Behavioral Medicine
continued*

Kennedy Krieger Children's Hospital and The Johns Hopkins University School of Medicine — Baltimore, MD)

60. A Comparison of Two Zone Discrimination Reinforcer Assessment Procedures. CHARLES E. HAMMEL, JR., Constance Hajimihalis, Dawn Brodeur, Erica Wasserman, Susan Johnson (The Kennedy Krieger Children's Hospital — Baltimore, MD), Roberta L. Babbitt, Theodore A. Hoch (The Kennedy Krieger Children's Hospital and The Johns Hopkins University School of Medicine — Baltimore, MD)

61. Use of Decision Rules in Home Based Treatment Fading. THEODORE A. HOCH, Roberta L. Babbitt (The Kennedy Krieger Children's Hospital and The Johns Hopkins University School of Medicine — Baltimore, MD), Terry Knight, Abigail Duncan, David Wise (The Kennedy Krieger Children's Hospital — Baltimore, MD)

62. A Swallow Induction Avoidance Procedure to Establish Oral Food Consumption. ABIGAIL DUNCAN, David A. Coe (The Kennedy Krieger Children's Hospital — Baltimore, MD), Roberta L. Babbitt, Theodore A. Hoch (The Kennedy Krieger Children's Hospital and The Johns Hopkins University School of Medicine — Baltimore, MD)

63. A Description of Three Procedures to Address Adipsia. LAURIE H. MICHAUD, Constance Hajimihalis, David A. Coe (The Kennedy Krieger Children's Hospital — Baltimore, MD), Roberta L. Babbitt, Theodore A. Hoch (The Kennedy Krieger Children's Hospital and The Johns Hopkins University School of Medicine — Baltimore, MD)

64. Contingency Contacting to Treat Chronic Food Refusal: A Replication. MERRILL J. BERKOWITZ, David A. Coe (The Kennedy Krieger Children's Hospital — Baltimore, MD), Roberta L. Babbitt, Theodore A. Hoch (The Kennedy Krieger Children's Hospital and The Johns Hopkins University School of Medicine — Baltimore, MD)

65. Establishing Self Feeding Skills in Children with Severe Feeding Problems. TERRY L. KNIGHT, James Carl Owens (Kennedy Krieger Institute — Baltimore, MD), Roberta L. Babbitt, Theodore A. Hoch (Kennedy Krieger Institute and The Johns Hopkins University School of Medicine — Baltimore, MD)

66. Establishing Oral Food Acceptance in a Child Following Intestinal Transplant. TERRY L. KNIGHT (Kennedy Krieger Institute — Baltimore, MD), Roberta L. Babbitt, Theodore A. Hoch (Kennedy Krieger Institute and The Johns Hopkins University School of Medicine — Baltimore, MD)

POSTER SESSIONS CONTINUED

#173
*Clinical, Family,
Behavioral Medicine
continued*

67. Treating Food Refusal in a Child Following Liver Transplant. EMILY SERPICK (The Kennedy Krieger Children's Hospital — Baltimore, MD), Roberta L. Babbitt, Kevin J. Kelly, Theodore A. Hoch (The Kennedy Krieger Children's Hospital and The Johns Hopkins University School of Medicine — Baltimore, MD)
68. Contingency Contacting Component Analysis. LAURA M. RIZOL, Michael M. Dorsey, David A. Coe (The Kennedy Krieger Children's Hospital — Baltimore, MD), Roberta L. Babbitt, Theodore A. Hoch (The Kennedy Krieger Children's Hospital and The Johns Hopkins University School of Medicine — Baltimore, MD)
69. Assessment of Children with Pica Behavior. NAOMI SWIEZY, D'Lisa Ramsey, Jane Summers, Eve Miller, Leslie Phillipen, Dan Krell, Cherry Blackwell, Leslie Smith, Lou Sandler, Kristina Tsvetanov (Kennedy Krieger Institute and The Johns Hopkins University School of Medicine — Baltimore, MD)
70. Efficacy of Antecedent Exercise in Decreasing Inappropriate Affective Behaviors in a Mentally-Retarded Adult. DANIEL KRELL (Kennedy Krieger Institute — Baltimore, MD and The George Washington University — Washington, D.C.), Jane Summers (Kennedy Krieger Institute and The Johns Hopkins University School of Medicine — Baltimore, MD), Debra Farrar-Schneider (The Johns Hopkins School of Medicine — Baltimore, MD and Louisiana State University — Baton Rouge, LA)
71. The Comorbidity of Attention Deficit Hyperactivity Disorder in Children with Developmental Disabilities. DANIEL KRELL (Kennedy Krieger Institute — Baltimore, MD and The George Washington University — Washington, DC), Jane Summers (Kennedy Krieger Institute and The Johns Hopkins University School of Medicine — Baltimore, MD)
72. Behavioral Treatment of Elective Mutism in a Mentally Retarded Adult. DEBRA FARRAR-SCHNEIDER (Louisiana State University — Baton Rouge, LA and The Johns Hopkins University School of Medicine — Baltimore, MD), Daniel M. Krell (Kennedy Krieger Institute and The Johns Hopkins University School of Medicine — Baltimore, MD)
73. Behavioral Characteristics of Clients with Angelman Syndrome. JANE SUMMERS, Naomi Swiezy, Cherry Blackwell, Dan Krell, Leslie Smith, Lou Sandler, Kristina Tsvetanov (Kennedy Krieger Institute and The Johns Hopkins University School of Medicine — Baltimore, MD)

POSTER SESSIONS CONTINUED

#173

*Clinical, Family,
Behavioral Medicine
continued*

74. Program Description of an Outpatient Behavior Management Clinic for Children with Developmental Disabilities and Disorders. JANE SUMMERS, Naomi Swiezy, Cherry Blackwell, Dan Krell, Lou Sandler, Leslie Smith, Kristina Tsvetanov (Kennedy Krieger Institute and The Johns Hopkins University School of Medicine — Baltimore, MD)

75. Home and Community Based Treatment of Severe Behavior Problems in a Preschooler with Profound Mental Retardation. YVETTE KILLIAN (Kennedy Krieger Institute — Baltimore, MD), Gary Pace (Kennedy Krieger Institute and The Johns Hopkins University School of Medicine — Baltimore, MD)

76. A Descriptive Study of Children with Pica Behavior. NAOMI SWIEZY, D'Lisa Ramsey, Jane Summers, Eve Miller, Leslie Phillipen, Dan Krell, Cherry Blackwell, Leslie Smith, Lou Sandler, Kristina Tsvetanov (Kennedy Krieger Institute and The Johns Hopkins University School of Medicine — Baltimore, MD)

77. Parent Perceptions of the Pharmacological Treatment of Autistic Children. NAOMI SWIEZY, Jane Summers, Dan Krell, D'Lisa Ramsey, Cherry Blackwell, Leslie Smith, Lou Sandler, Kristina Tsvetanov (Kennedy Krieger Institute and The Johns Hopkins University School of Medicine — Baltimore, MD)

#174

5:00-
6:30 PM
GRAND
SALON
CBM

Clinical; Family; Behavioral Medicine I

78. Measurement and Treatment of Pain Focused Behavior in a Head Injured Man. JENNY M. TURNER, Robert Beck (Mediplex Rehab-Seattle — Mountlake Terrace, WA)

79. The Effect of a Social Skills Training Program on Adolescents with Brain Injuries. BONNIE JOYCE, Jing Zhou, Missy Hidlebaugh, James H. Joyce (Timber Ridge Ranch Neurologic Center — Little Rock, AR)

80. A Multiple Baseline Dismantling Study of Eye Movement Desensitization. ROBERT W. MONTGOMERY (Auburn University — Auburn, AL), Teodoro Ayllon (Georgia State University — Atlanta, GA)

81. Operant Procedures Applied to a Conversion Disorder. PIETER F.M. KOP (Nederlands centrum Geestelijke volksgezondheid [NcGv] — Utrecht, The Netherlands), Kees A.L. Hoogduin (University of Nijmegen — Nijmegen, The Netherlands)

82. An Analysis of the Modifiability of Breakfast Cereal Preferences Among Young Children at Risk of Poor Nutrition. GRAINNE A. MATTHEWS (Western Michigan University — Kalamazoo, MI), Brandon F. Greene (Southern Illinois University — Carbondale, IL),

POSTER SESSIONS CONTINUED

- #174** Gina Green (The E.K. Shriver Center — Waltham, MA), Ana Maria Irueste Montes (County of San Bernadino Mental Health)
Clinical, Family, Behavioral Medicine I continued
83. Parent Training: Is More Always Better? RONALD W. THOMPSON, Penney R. Ruma, Raymond V. Burke, Linda F. Schuchmann (Father Flanagan's Boys' Home — Boys Town, NE)
84. Project Outreach: Optimizing the Utilization of Technology for Respirator-Assisted Children in the Home. JOHN M. PARRISH (The University of Pennsylvania School of Medicine — Philadelphia, PA), Joan M. Dougherty, Linda Hock-Long, Susan E. Levy, John J. Downes (The Children's Seashore House — Philadelphia, PA), Martha M. Parra, Zoe A. Kinney (Ventilator-Assisted Children/Home Program — Commonwealth of Pennsylvania)
85. Project Outreach: Assessing the Needs of Families of Children Who Are Respirator-Assisted via a Population-Based Survey. JOHN M. PARRISH (The University of Pennsylvania School of Medicine — Philadelphia, PA), Martha M. Parra, Zoe A. Kinney (Ventilator-Assisted Children/Home Program — Commonwealth of Pennsylvania), Joan M. Dougherty, Linda Hock-Long (The Children's Seashore House — Philadelphia, PA)
86. Project Outreach: Teaching Adults to Provide Skilled Care to Children Requiring Mechanical Ventilation — A Preliminary Study. JOHN M. PARRISH (The University of Pennsylvania School of Medicine — Philadelphia, PA), Joan M. Dougherty, Linda Hock-Long (The Children's Seashore House — Philadelphia, PA)
87. An Overview of a Continuum of Care Model of Treatment. CINDY DOWNING, Elizabeth Mathis, Donna Whaley, Tina Ambers (Devereux, FL)
88. Functional Assessment of Maladaptive Behavior in a Regular Classroom: A Preliminary Analysis. KIM A. MEYER, A. Michael Wylie (University of Hawaii at Manoa — Honolulu, HI), Sally Carreon, Arnel Bonto, Patrice Pangelinan, Romualdo Hidalgo, Mie Endo, Linda Shoulders, Carl Dillard, Gwendolyn Potter, Geolyn Diaz, Ichie Endo (University of Guam — Mangilao, Guam)
89. The Relationship Between Length of Stay and Outcome in Residential Placement: A Longitudinal Evaluation. DANIEL L. DALY, Patrick C. Friman (Father Flanagan's Boys' Home — Boys Town, NE), D. Wayne Osgood (University of Nebraska — Lincoln, NE)
90. Physical Environment: Characteristics of the Mother Child Interaction. PATRICIA ORTEGA S., Laura Torres V., Alfonso Valadez R. (UNAM-Iztacala — Tlalnepantia, Estado de Mexico, Mexico)

POSTER SESSIONS CONTINUED

#174 91. The Training of Undergraduate Psychology Students in Clinical Settings. ANTONIA RENTERIA (UNAM-Iztacala — Tlalnepania, Estado de Mexico, Mexico)

*Clinical, Family,
Behavioral
Medicine I
continued*

92. The Effects of Regular Aerobic Exercise on Sexual Desire in Women. JOANNE KOLEAN-BURLEY, M. Michele Burnette (Western Michigan University — Kalamazoo, MI)

#175
5:00-
6:30 PM
GRAND
SALON
TPC

Theoretical, Philosophical, and Conceptual Issues I

93. Steady State Criteria in Behavior Analysis. DAVID M. SAYRS, Ruth Anne Rehfeldt, Patrick M. Ghezzi (University of Nevada — Reno, NV)

94. The Analysis of Program Survival. L. KEITH MILLER, Thomas Zwicker, Deborah Altus (University of Kansas — Lawrence, KS), Tom Welsh (Florida State University — Tallahassee, FL)

ABA EXPO

#176
9:00-
11:00 PM
GRAND
SALON

■ Featuring Displays from ABA Committees and Special Interest Groups

1. ABA Student Committee Poster. Chairs: Laura Methot (Western Michigan University), Ken Alling (National Institute on Drug Abuse), April D. Miller (University of Southern Mississippi). The ABA Student Committee poster describes current activities of the committee and services provided for ABA student members. The purpose of the poster is to provide information to students and other ABA members regarding the activities of the Student Committee.

2. BALANCE SIG. Chair: Susan M. Schneider (Auburn University — Auburn, AL). Purpose of SIG: "(1) To respond to representations and misrepresentations of behavior analysis on an organized basis, sharing and commenting on each others' work. (2) To proactively promote accurate representations. Surveys and experience show that behavior analysis is very often misrepresented in both psychological and public media." The poster describes the history and organization of the SIG, its progress to date, and how to get involved.

ABA EXPO CONTINUED

#176
ABA Expo
continued

3. Verbal Behavior Special Interest Group and *The Analysis of Verbal Behavior*. Chair: Mark L. Sundberg (Behavior Analysts, Inc. — Danville, CA). The poster is designed to provide information concerning the Verbal Behavior Special Interest Group and its journal *The Analysis of Verbal Behavior*.

4. The Teaching Behavior Analysis SIG. Chairs: Richard W. Malott, William Boettcher (Western Michigan University — Kalamazoo, MI)

■ Featuring Displays from Behavior Analysts from Around the World!

Chair: Yolanda Suarez-Balcazar (ABA International Development Committee)

■ Featuring Displays from Graduate Training Programs

1. University of Pennsylvania School of Medicine, Section of Pediatric Psychology. Chairs: Joseph Lalli, John Parrish. Academically-oriented team of over 20 Ph.D. Psychologists direct 1-year predoctoral internships and 1-2 year postdoctoral fellowships with supervised rotations in the following domains: AD-HD Evaluation and Treatment, Behavioral Pediatrics Clinic, Biobehavioral Unit and Program, Child Development Program, Child Therapy Program, Developmental Neuropsychology Service, Feeding Center, Input C/L Service.

2. Western Michigan University — Kalamazoo, MI, Behavior Analysis Program. Chair: Mark LeSage. A description of the B.A., M.A., and Ph.D. programs in applied behavior analysis and the experimental analysis of behavior at WMU will be displayed.

3. Center for Behavior Analysis, University of North Texas — Denton, TX, M.S. in Behavior Analysis. Chair: Cloyd Hyten. The first graduate training program accredited by ABA. The M.S. degree program covers the major areas of behavior analysis: Theory and Philosophy, Experimental Analysis of Behavior, and Applied Behavior Analysis. EAB focuses on human operant research. Applied behavior analysis focus is on behavior management with developmentally disabled, organizational behavior management, and educational technology.

4. West Virginia University — Morgantown, WV. Chair: John Crosbie. The department of psychology offers master's and doctoral programs in clinical psychology, plus doctoral programs in behavior analysis and life span development. Students can receive behavior analytic training in any of these programs.

ABA EXPO CONTINUED

#176
*ABA Expo
continued*

5. The Graduate School of the City University of New York, Learning Processes Ph.D. Program. Chair: Andrea Gold. 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 behavior analysis.

6. University of Illinois, Department of Special Education. Chair: James Halle. The Department offers master's and doctoral degrees with emphases in moderate/severe disabilities, mild disabilities and early childhood. A behavioral approach to intervention and education is strongly supported through courses and research.

7. Auburn University — Auburn, AL, Department of Psychology. Chairs: T.S. Critchfield, R. Fleming, B.L. Hopkins. Auburn University offers training in Behavior Analysis within the context of each of its three doctoral programs in Psychology (Clinical, Experimental, and Industrial/Organizational).

8. University of Vermont, Human Behavioral Pharmacology. Chair: Brandi Smith. Predoctoral and postdoctoral training in human behavioral pharmacology. Major areas of interest include basic research (e.g., drug discrimination) and clinical research (e.g., treatment of opioid dependence).

9. Bancroft, Inc., Student Intern & Practicum Training Program. Chair: Kathleen Dyer. Bancroft offers practicum and internship experiences for undergraduate, graduate and post-doctoral level students. Experiences are offered in working with individuals in a variety of settings. These training tracks are offered: a clinical/counseling track, an applied behavior analysis track and a neuropsychological track.

10. University of Minnesota, Institute on Community Integration. Chair: Scott McConnell. The Institute on Community Integration offers interdisciplinary graduate training for individuals interested in applied behavior analytic research and practice for children with developmental disabilities. Students can apply for admission to study in special education, school psychology, or communication disorders; financial support is available.

11. The Rehabilitation Institute, Southern Illinois University at Carbondale, The Behavior Analysis & Therapy Program. A Master of Science in Behavior Analysis & Therapy is offered with specialization in child abuse/neglect, developmental disabilities and head trauma, or behavioral medicine. A Doctor of Rehabilitation with a specialty in Behavior Analysis & Therapy is also available.

ANNOUNCEMENTS

Welcome and Introductory Sessions

International Development Committee

*Friday, May 27, 7:30 - 9:00am
Dusseldorf Room*

This is an open session for everyone, especially for convention registrants from outside the U.S. Please stop by if you have any questions about committee or convention activities. A continental breakfast will be provided.

Newcomer's Session: An Introduction to Behavior Analysis

*Friday, May 27, 10:00 - 11:50am
Cherokee Room*

Professional Development Committee Preconvention Panel Discussion: An Introduction to ABA: International

*Friday, May 27, 10:00 - 11:50am
Lisbon Room*

ABA EXPO

Friday, May 27

9:00 - 11:00pm

Grand Salon

Informational Displays by ABA
Committees, Chapters & SIGS,
Graduate Training Programs,
International associations and
programs

St. Cloud Reunion

St. Cloud State University Alumni
Let's get together in Atlanta!

Friday, May 27

7:00 - 10:00pm

Walton Room

Cash Bar available

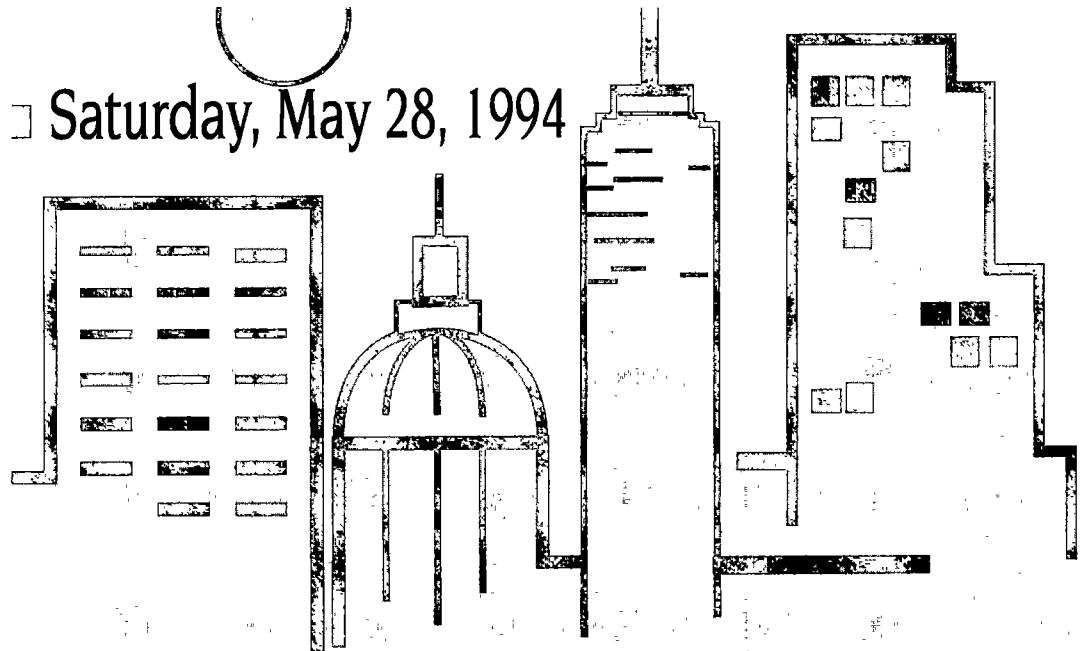
Friday, May 27, 1994

Place	7:00 am	8:00 am	9:00 am	10:00 am	11:00 am	12:00 pm	1:00 pm
Dusseldorf	#100 International Development					#120 Don't Speak	#134
Lisbon		#101 Professional Development		#117 ABA Outreach		#126 Miracle Cures	
Vienna		#102 Presidential Advisory		#104 Education Children	#108 Northwest Association	#125 Behavior Scientist	
Thomas Jefferson		#103 Affiliated Chapters		#105 Independent Living	#109 Interbehaviorists	#122 Stimulus Equivalence I	#133
Milan					#106 Journal Applied	#124 Self Awareness	#135
Strasbourg					#107 Effective Treatment	#121 Schedules Reinforcement	#132
George Washington				#115 Facilitated Communication	#118 Extrinsic Awards		
Cherokee				#116 ABA Introduction		#123 Whatever Happened	#131
Ballroom C						#119 Choice, Consumption	#130 Human Competence
Cobb						#127 Investigations Reconceptualizations	
Douglas						#128 Community Interventions	
Dekalb						#129 Behavioral Assessments	
Walton							
Forsythe							
Gwinnett							
Paulding							
Fulton							
Clayton							
Henry							
Newton							
Fayette							
Rockdale							
Grand Salon							

Friday, May 27, 1994

Place	2:00 pm	3:00 pm	4:00 pm	5:00 pm	6:00 pm	7:00 pm	8-11:00 pm
Dusseldorf	#134 cont. Preparing for War	#160 Biobehavioral Evaluations				#110 Experimental Analysis	
Lisbon		#153 Applied Behavior				#111 Organizational Behavior	
Vienna	#148 Traumatic Brain Injuries		#163 Rules, Fitness			#113 Balance	
Thomas Jefferson	#133 cont. Stimulus Equivalence II						
Milan	#135 cont. Antecedent Control						
Strasbourg	#132 cont. Animal Memory					#112 Seventh Generation	
George Washington						#114 Behavior Analysis	
Cherokee	#131 cont. Behavior Dynamics	#151 Integrating Behavior Theory					
Ballroom C	#138 Behavior Fluency	#149 Interpreting Complex behav-	#162 Drug Choice				
Cobb	#141 Developmental Disabilities	#154 Data Analysis					
Douglas	#146 Behavioral Gerontology		#165 Empirical Issues				
Dekalb	#143 ABA Standards	#161 Short Term Habitative					
Walton	#136 Social Behavior	#156 Teaching Behavioral Analysis					
Forsythe	#137 Performance Management	#159 Interbehavioral Technology					
Gwinnett	#139 Fluency Automaticity	#150 Autism Interventions					
Paulding	#140 Hyperactive Children	#155 Feeding Disorders					
Fulton	#142 Targeting Behavior		#164 Noncompliance In Treating				
Clayton	#145 Children's Food		#166 Issues in Clinical				
Henry	#147 Organizational Behavior Management						
Newton		#152 State-of-the-Art Applications					
Fayette		#157 Organizational Consultation					
Rockdale		#158 Retail Industry					
Grand Salon				#167 #168 #169 #170 #171 #172 #173 #174 #175 Poster Sessions			#176 ABA Expo

□ Saturday, May 28, 1994



**Invited
Presentations**

Special Events

Breakfasts

Business Meetings

Sessions

Announcements

Day Schedule



INVITED PRESENTATIONS

- #207 • Promoting Behavior Modification in Ohio: Inside the State Behavior Therapy Committee. TOM HAGESFELD (Cleveland Psychiatric Committee)
- #208 • Exceelerated Learning With Secondary Students At-Risk for Drop Out: Some Issues and Some Data. ANN DOUGLAS (Nechako School District #56)
- #209 • Economic Analysis of Drug Self-Administration by Baboons: Effects of Alternative Reinforcers. RICHARD FOLTIN (New York State Psychiatric Institute)
- #210 • Religion and Human Behavior. NAT SCHOENFELD (Sun City, AZ)
- #225 • New California Legislation and Its Influence on the Certification of Behavior Analysts and on the Practice of Behavior Analysis in California Schools. G. ROY MAYER (California State University)
- #226 • Issues in the Treatment and Assessment of Deviant Sexual Behavior. MICHAEL J. DOUGHER (University of New Mexico), WILLIAM M. TYSON (Blue Ridge Behavior Systems), EDELGARD WULFERT (State University of New York), GENE G. ABEL (Behavioral Medicine Institute of Atlanta)
- #237 • Conditioned Reinforcement. BEN WILLIAMS (University of California, San Diego)
- #248 • The Behavioral Repertoire and the Completeness of Systems. ROBERT LANA (Temple University)
- #259 • Contemporary Issues in the Analysis of Temporal Control. LORRAINE ALLAN (McMaster University), JOHN GIBBON (New York State Psychiatric Institute), J. GREGOR FETTERMAN (Indiana University), RUSSELL M. CHURCH (Brown University), PETER KILLEEN (Arizona State University), WARREN MECK (Duke University), MICHAEL ZEILER (Emory University)
- #264 • See Spot Run, See Spot Bite the Vet, See Spot Chew the... : The Practice of Pet Therapy. ANTHONY MARCATILIO (St. Cloud State University)
- #278 • The Penile Plethysmograph: Fact and Fiction. HENRY E. ADAMS (University of Georgia)
- #279 • Ethology of Imprinting, Attachment and Early Socialization: Evolutionary and Ecological Considerations. SLOBODAN B. PETROVICH (University of Maryland Baltimore County & University of Maryland at Baltimore)



SPECIAL EVENTS AT THE CONVENTION

- #205 • Give and Take: Mentoring, Nurturing, and Facilitating. SANDRA HARRIS (Rutgers University), Invited Speaker for Professional Development Breakfast
- #281 • Building an Embodied Mind. RODNEY BROOKS (MIT Artificial Intelligence LAB), Presidential Scholar's Address

BREAKFASTS

Breakfast for Student Members

Sponsor: Continuous Learning Group,
Morgantown, WV and ABA's Student
Committee

7:30-9:00 AM THOMAS JEFFERSON

Breakfast

Sponsor: ABA's Professional Development
Committee with a presentation by Sandra
Harris, Dean and Professor of the Graduate
School of Applied and Professional
Psychology, Rutgers University. For ticket
information, please see Saturday's announce-
ments section.

7:30-9:00 AM BALLROOM D

BUSINESS MEETINGS

#200 Accreditation Council on Services for People with Disabilities Advisory Group (ACD)

8:00-8:50 AM Chair: Saul Axelrod (Temple University — Philadelphia, PA).
DUSSELDORF Provides advice to ABA's representatives to ACD. Closed.

#201 Retired, Pre-Retired and Emeritus ABA Members

8:00-8:50 AM Chairs: Kenneth E. Lloyd, George T. Endo, Howard N. Sloane (ABA
LISBON International). Discussion of common interests.

#202 Mississippi Association for Behavior Analysis

8:00-8:50 AM Chair: April D. Miller, MABA President (University of Southern
VIENNA Mississippi — Hattiesburg, MS). The organization of the annual
Business Meeting has the following aims: (a) to inform MABA mem-
bers of current and proposed activities, (b) to solicit suggestions and
advice from members to aid the Executive Committee in carrying out
its charge, goals, and objectives, and (c) to inform the members of
news and information pertaining to MABA in general. The meeting
also involves the election of officers for the following year.

#203 The Behavior Analyst Editorial Board

8:00-8:50 AM Chair: Margaret Vaughan (Salem State College). The purpose of the
GEORGE Editorial Board is to review manuscripts that have been submitted to
WASHINGTON the Journal for publication. Board members are also expected to solicit
manuscripts to the journal and arrange library subscriptions. The
Editorial Board of *The Behavior Analyst* meets annually to elect
replacement members of the Editorial Board. Closed

BUSINESS MEETINGS CONTINUED

- #204 Business Meeting of the ABA Membership**
6:30-7:30 PM
CHEROKEE
Chair: Sigrid S. Glenn (ABA President). The meeting agenda will consist of a review of past Meeting Minutes and current board reports: (a) Administration Board — Finances, Office, Management, Publications; (b) Educational, Professional, and Public Affairs Board — Awards Committee, Legislation & Public Policy Committee, Professional Development Committee, Public Relations Committee, Student Committee; (c) Membership Board — Application Review Committee, International Development Committee, Membership Recruitment and Retention Committee; (d) Program Board — Convention Program Committee. Board Coordinators and Committee Chairs will provide brief reports in each of their respective areas. Election results will also be discussed. Informational items from the floor will be welcome.

SESSIONS

- #205 Give and Take: Mentoring, Nurturing, and Facilitating**
7:30-9:00 AM
BALLROOM D
Address and Breakfast
SANDRA HARRIS (Rutgers University)
Order your tickets on the advance registration form in this book — a limited number of breakfast tickets will be available at Convention Registration on Thursday and Friday only. Tickets will not be sold at the door.
- #206 Issues in Clinical, Family, and Behavior Medicine**
9:00-9:50 AM
CLAYTON
CBM
Address
Chair: Robert M. Stein (Acadia Brain Injury Rehabilitation — Lancaster, PA)
■ (9:00-9:20am) Training for Fluency Following Brain Injury. ROBERT M. STEIN (Acadia Brain Injury Rehabilitation — Lancaster, PA)
■ (9:30-9:50am) Possible Influences of Post-Injury Learning on the Emergence of Serious Unwanted Behavior Following TBI: Implications for Treatment. MARTIN J. McMORROW (Center for Comprehensive Services — Carbondale, IL)

SESSIONS CONTINUED

#207 Promoting Behavior Modification in Ohio: Inside the State Behavior Therapy Committee
 9:00-9:50 AM Invited Address
 FULTON THOMAS HAGESFELD (Cleveland Psychiatric Institute — Cleveland, OH)
 ELS Chair: Richard F. Rakos (Cleveland State University — Cleveland, OH)

#208 Excelerated Learning with Secondary Students At-Risk for Drop Out: Some Issues and Some Data
 9:00-9:50 AM Invited Address
 GWINNETT ANN DOUGLAS (Nechako School District #56 — Fort St. James, British Columbia, Canada)
 EDC Chair: John O. Douglas (Nechako School District #56 — Vanderhoof, British Columbia, Canada)

#209 Economic Analysis of Drug Self-Administration by Baboons: Effects of Alternative Reinforcers
 9:00-9:50 AM Invited Address
 MILAN/ RICHARD FOLTIN (New York State Psychiatric Institute — New York, NY)
 STRASBOURG TOX Chair: Sherry L. Serdikoff (University of Pennsylvania — Philadelphia, PA)

#210 Religion and Human Behavior
 9:00-9:50 AM Invited Address and Open Discussion
 VIENNA NAT SCHOENFELD (Sun City, AZ)
 TPC Chair: Donald Cook (Cambridge Center for Behavioral Studies)

#211 Using Goldfish in an Operant Laboratory: Apparatus Design, Observational Activities, and Shaping Exercises
 9:00-9:50 AM Symposium
 NEWTON Chair: Libby M. Street (Central Washington University — Ellensburg, WA)
 EAB Discussant: DAVID SCHMITT (University of Washington — Seattle, WA)

- Designing Operant Apparatus for Use with Goldfish in an Undergraduate Student Laboratory. JIM THOMSON, Joe Schmidt, Steve Bigelow (Central Washington University — Ellensburg, WA)
- Training Observational Skills Using Goldfish in an Undergraduate Student Laboratory. TERRY DEVIETTI, Jim Thomson, Joe Schmidt (Central Washington University — Ellensburg, WA)
- Shaping Operant Behavior in Goldfish in an Undergraduate Student Laboratory. LIBBY M. STREET, David Billings, Karen Eychaner (Central Washington University — Ellensburg, WA)

SESSIONS CONTINUED

- #212 Performance Management in Small Business**
9:00- Address
10:20 AM Chair: Philip Duncan (Westchester University — Kennett Square, PA)
FAYETTE
PRM ■ (9:00-9:20am) Dissemination of a Total Performance Management Intervention (Shaping and Maintenance of Behavior in Business and Industry). JOHN E. RICCOBONO (Riccobono & Associates, Inc.), Jon S. Bailey (Florida State University — Tallahassee, FL)
■ (9:30-9:50am) Performance Management in Restaurants. MARIA E. MALOTT (Malott & Associates — Kalamazoo, MI)
■ (10:00-10:20am) PM on Top II: How to Increase Your Profit Margin and Competitiveness in the Roofing Industry, STREAM-LINED. JOHN E. RICCOBONO (Riccobono & Associates, Inc.), Jon S. Bailey (Florida State University — Tallahassee, FL)
- #213 Developing an Intensive Center-Based Preschool Program for Children with Autism**
9:00- Panel Discussion
10:20 AM Chair: Mary Jane Weiss (Bancroft — Haddon Heights, NJ)
PAULDING
DDA Panelists:
■ MARY JANE WEISS (Bancroft — Haddon Heights, NJ)
■ JOANNE GERENSER (Eden II Programs — Staten Island, NY)
- #214 Amplifying the Social Competence of Children with Developmental Disabilities**
9:00- Symposium
10:20 AM Chair: Lynn E. McClannahan (Princeton Child Development
DOUGLAS
DEV-SIG Institute — Princeton, NJ)
Discussant: SANDRA L. HARRIS (The State University of New Jersey — Piscataway, NJ)
■ Training and Generalization of Affective Behavior Displayed by Youth with Autism. ANGELIKI GENA, Patricia J. Krantz, Lynn E. McClannahan, Claire L. Poulson (Princeton Child Development Institute — Princeton, NJ, Queens College and the Graduate School/City University of New York), Lillian Pelios (Elmhurst Hospital — Elmhurst, NY)
■ Teaching Social Initiations to Preschoolers with Autism: Scripting and Fading Scripts. PATRICIA J. KRANTZ, Lynn E. McClannahan (Princeton Child Development Institute — Princeton, NJ)
■ Programming for Independence in Inclusive Classrooms. LAURA J. HALL (Deakin University — Australia), Lynn E. McClannahan, Patricia J. Krantz (Princeton Child Development Institute — Princeton, NJ)

SESSIONS CONTINUED

#215 Preventing Retail Theft — The Contribution of Behavior Analysis

- 9:00-
10:20 AM Symposium
ROCKDALE Chair: Örjan Swahn (Child Habilitation Unit — Uppsala, Sweden)
PRM Discussant: RICHARD LAITINEN (Experimental Education Unit — University of Washington — Seattle, WA)
■ What Works Best? Public Identification of High Risk Items. JACK MARR (University of Arkansas — Fayetteville, AK)
■ What Else Works? Feedback, Dummy Police and Product Isolation. NED CARTER (University Hospital and Uppsala University — Uppsala, Sweden)
■ What Doesn't Work? Mass Media Campaigns, General Admonitions and Sales Promotion Activities. NED CARTER (University Hospital and Uppsala University — Uppsala, Sweden)

#216 A Behavior Analytic View of the Supervision of Behavior Therapists

- 9:00-
10:50 AM Panel Discussion
DUSSELDORF Chair: William C. Follette (University of Nevada — Reno, NV)
CBM Panelists:
■ ROBERT J. KOHLENBERG (University of Washington — Seattle, WA)
■ M. KIRK DOUGHER (University of Nevada — Reno, NV)
■ AMY E. NAUGLE (University of Nevada — Reno, NV)
■ GLENN M. CALLAGHAN (University of Nevada — Reno, NV)

#217 A History of Behavior Analysis: The Video, Part I

- 9:00-
10:50 AM Symposium
COBB Chairs: Robert E. Bailey (Eclectic Science Productions — Hot Springs, AK), Marian Breland Bailey (Henderson State University — Arkadelphia, AK)
TPC Discussant: RICHARD M. FOXX (Pennsylvania State University — Middletown, PA)
■ MARIAN BRELAND BAILEY (Henderson State University — Arkadelphia, AK)
■ ROBERT E. BAILEY (Eclectic Science Productions — Hot Springs, AK)

#218 Further Evaluations of Functional Communication Training

- 9:00-
10:50 AM Symposium
DEKALB Chair: David P. Wacker (The University of Iowa — Iowa City, IA)
DDA Discussant: GLEN DUNLAP (University of South Florida)
■ Maintenance and Generalization of Functional Communication Training with Voice Output Devices. V. MARK DURAND (State University of New York at Albany)

SESSIONS CONTINUED

#218

*Further Evaluations
continued*

- Teaching Alternative Communication Responses for Challenging Behaviors Serving Multiple Functions. ROBERT O'NEILL, H. Michael Day, Robert Horner (The University of Oregon — Eugene, OR)
- Long-Term Generalization and Maintenance Using Functional Communication Training with Preschoolers in Home Settings. K. MARK DERBY, David P. Wacker, Wendy K. Berg, Jay Harding, Jennifer Asmus, Sonya Ulrich, Anne-Marie Prouty (The University of Iowa — Iowa City, IA)
- Establishing the Conditional Use of Socially Acceptable Communicative Alternatives to Escape Motivated Challenging Behavior. JOE REICHLE (University of Minnesota)

#219

9:00-
10:50 AM
HENRY
EAB

New Perspectives on the Analysis of Human Behavior: Winners of the 1993-1994 EAHB-SIG Paper Awards

Symposium

Chair: Barbara J. Kaminski (The Johns Hopkins University School of Medicine — Baltimore, MD)

- The Transfer of Extinction and Respondent Eliciting Functions Through Stimulus Equivalence Classes. ERIK AUGUSTSON (University of New Mexico — Albuquerque, NM)
- The Base-Rate Error in an Experiential Task: Conditional and Unconditional Probabilities in Human Matching-to-Sample. ADAM D. GOODIE (University of California-San Diego — LaJolla, CA)
- Contextual Control Over the Transfer of Function Through Stimulus Equivalence Classes. CARMENNE CHIASSON (University of New Mexico — Albuquerque, NM)
- Choice, Matching and Maximizing: A Review of the Literature. HERNAN I. SAVASTANO (University of California-San Diego — La Jolla, CA)
- Human Choice in Concurrent Ratio-Interval Schedules of Reinforcement. HERNAN I. SAVASTANO (University of California-San Diego — La Jolla, CA)

#220

9:00-
10:50 AM
CHEROKEE
EAB

The Behavioral Economics of Foraging and Naturalistic Choice

Symposium

Chair: Steven R. Hursh (Walter Reed Army Institute of Research — Washington, DC)

Discussant: ALEX KACELINK (Oxford University — Oxford, UK)

- Depleting Patches & Meal Patterns. DEANNE JOHNSON, George Collier (Rutgers University-Busch Campus — New Brunswick, NJ)
- Optimal Foraging in Depleting Patches by Non-Human Primates. RICHARD BAUMAN, Steven Hursh (Walter Reed Army Institute of Research — Washington, DC)

SESSIONS CONTINUED

#220
Behavioral Economics
continued

- **A Closed Economy Revisited.** GEORGE COLLIER, Deanne Johnson (Rutgers University-Busch Campus — New Brunswick, NJ)
- **The Assessment of Domestic Hens' Demand for Food Using Fixed-Ratio Schedules: The Effects of Session Length.** T.M. FOSTER, W. Temple (University of Waikato — Hamilton, New Zealand)
- **Optimal Choice in a Token Economy with Non-Human Primates.** STEVEN HURSH, Alan Silberberg, John Whidholm (Walter Reed Army Institute of Research — Washington, DC)

#221
9:00-
10:50 AM
WALTON
EAB

What Can Animal Cognition Paradigms Teach Behavior Analysis?

Symposium

Chair: John H. Mabry (University of North Carolina at Chapel Hill — Chapel Hill, NC)

Discussant: DAVID A. ECKERMAN (University of North Carolina at Chapel Hill — Chapel Hill, NC)

- **The Heuristic Value of Animal Cognition.** THOMAS ZENTALL (University of Kentucky — Lexington, KY)
- **Basic Level and Super Ordinate Concepts in Pigeons and People.** EDWARD WASSERMAN (University of Iowa — Iowa City, IA)
- **Strategy of List Learning by Rhesus Monkeys.** KARYL SWARTZ (Lehman University)
- **Cognitive Capacities of African Grey Parrots.** IRENE PEPPERBERG (University of Arizona)

#223
9:00-
10:50 AM
FORSYTHE
EAB

Toward an Understanding of the Mechanisms of Equivalence

Symposium

Chair: Lanny Fields (New York, NY)

Discussant: SIGRID GLENN (University of North Texas — Denton, TX)

- **The Enhancement of Equivalence Classes Formed Through Simultaneous Training and Testing by Different Pretraining Histories.** KENNETH REEVE, Lanny Fields, Barbara J. Adams, Dawn M. Buffington, Donna V. Landon-Jimenez (Queens College, The College of Staten Island, and The Graduate School/City University of New York)
- **The Effects of Two Structural Variables on the Likelihood of Forming Equivalence Classes.** DONNA V. LANDON-JIMENEZ, Lanny Fields, Barbara J. Adams, Dawn Buffington (Queens College, The College of Staten Island, and The Graduate School/City University of New York)
- **Procedural Issues in Stimulus Equivalence: Problems with Percent of Correct Trials as Dependent Measure.** MANISH VAIYDA (University of Florida — Gainesville, FL)
- **Maintained Nodal Distance Effects in Equivalence Classes Measured with Two-Option Response Transfer Tests.** LANNY FIELDS, Donna V. Landon-Jimenez, Dawn M. Buffington, Barbara J. Adams (Queens

SESSIONS CONTINUED

- #223** College, The College of Staten Island, and The Graduate School/City
Toward an University of New York)
Understanding ■ Instructing Stimulus-Stimulus Relations. JESUS ROSALES, Charlie
continued C. Cleanthous, Donald M. Baer (University of Kansas — Lawrence,
 KS)
 ■ Effects of Delayed Matching-to-Sample on Equivalence Class
 Formation. BARBARA J. ADAMS, Lanny Fields, Donna V. Landon-
 Jimenez, Dawn M. Buffington, Kenneth F. Reeve (Queens College,
 The College of Staten Island, and The Graduate School/City
 University of New York)
 ■ The Formation of Equivalence Classes with Tactile. JAMES
 BELANICH, Lanny Fields (Queens College, The College of Staten
 Island, and The Graduate School/City University of New York)
- #224** **Assessment and Treatment of Self-Injurious Behavior**
 9:00- Symposium
 10:50 AM Chair: Brian A. Iwata (The University of Florida — Gainesville, FL)
 LISBON ■ Some Dimensions of Aversiveness in the Demand Context.
 DDA RICHARD G. SMITH, Brian A. Iwata, Han-Leong Goh, Bridget A.
 Shore (The University of Florida — Gainesville, FL)
 ■ Facilitative Effects of Extinction in Establishing Behavioral
 Momentum During Treatment of Self-Injurious Escape Behavior and
 Noncompliance. JENNIFER R. ZARCONI, Brian A. Iwata, Jodi L.
 Mazaleski, Richard G. Smith (Kennedy-Krieger Institute, The Johns
 Hopkins University School of Medicine — Baltimore, MD and
 University of Florida — Gainesville, FL)
 ■ Does Functional Communication Training Compete with Ongoing
 Contingencies of Reinforcement? MELISSA J. SHIRLEY, Brian A.
 Iwata, Jodi L. Mazaleski, SungWoo Kahng (University of Florida —
 Gainesville, FL)
 ■ Functional Analysis of Hand Mouthing Behavior. HAN-LEONG
 GOH, Brian A. Iwata, Bridget A. Shore, Richard G. Smith, Sonya M.
 Ulrich, Iser Deleon (University of Florida — Gainesville, FL)
 ■ Reinforcer Substitutability: A Demonstration with Hand Mouthing
 and Object Manipulation. BRIDGET A. SHORE, Brian A. Iwata,
 Richard G. Smith (University of Florida — Gainesville, FL)
 ■ Assessing Adjunctive Characteristics of Self-Injurious and
 Stereotypic Behavior. DOROTHEA C. LERMAN, Brian A. Iwata,
 Jennifer R. Zarcone, Joel Ringdahl (University of Florida —
 Gainesville, FL and Louisiana State University — Baton Rouge, LA)

SESSIONS CONTINUED

#225 New California Legislation and Its Influence on the Certification of Behavior Analysts and on the Practice of Behavior Analysis in California Schools

10:00-

10:50 AM

MILAN/

STRASBOURG

EDC

Invited Address

G. ROY MAYER (California State University — Los Angeles, CA)

Chair: Richard W. Malott (Western Michigan University — Kalamazoo, MI)

#226 Issues in the Treatment and Assessment of Deviant Sexual Behavior

10:00-

11:20 AM

FULTON

CBM

Invited Symposium

Chair and Discussant: MICHAEL J. DOUGHER (University of New Mexico — Albuquerque, NM)

■ Replicating Moral Development in Rehabilitating Sex Offenders.

WILLIAM M. TYSON (Blue Ridge Behavior Systems — Charlotte, NC)

■ Case Study of a Father with Voyeuristic and Incestuous Tendencies.

EDELGARD WULFERT (State University of New York — Albany, NY)

■ Can We Screen for Child Molesters? GENE G. ABEL (Behavioral Medicine Institute of Atlanta — Atlanta, GA)

#227 Dealing with Students' Religious Beliefs that Conflict with Training in the Natural Science of Behavior

10:00-

11:20 AM

GWINNETT

ELS

Symposium

Chair: Lawrence E. Fraley (West Virginia University — Morgantown, WV)

Discussant: SCOTT W. WOOD (Drake University — Des Moines, IA)

■ Why Teaching Natural Science to the Religiously Minded is No Longer Such a Problem for Me: Some Guesses and Some Questions.

MAX HOCUTT (University of Alabama)

■ Three Student Predispositions that Conflict with a Natural Science Orientation to the Study of Behavior. JAY MOORE (University of Wisconsin — Milwaukee, WI)

■ The Religious Psychology Student in a Behaviorology Course.

LAWRENCE E. FRALEY (West Virginia University — Morgantown, WV)

#228 Theoretical, Philosophical, and Conceptual Issues

11:00-

11:50 AM

VIENNA

TPC

Address

Chair: Carmenne Chiasson (University of New Mexico — Albuquerque, NM)

■ (11:00-11:20am) Observing Private Events. LINDA J. HAYES (University of Nevada — Reno, NV)

■ (11:30-11:50am) Some Thoughts about "Selection by Consequences". JAY MOORE (University of Wisconsin — Milwaukee, WI)

SESSIONS CONTINUED

#229

10:00-

11:50 AM

BALLROOM C

DEV

Converting the Infidels: How We Talk about What We Do

Panel Discussion

Chair: Jacob L. Gewirtz (Florida International University — Miami, FL)

Panelists:

■ PHILIP HINELINE (Temple University — Philadelphia, PA)

■ KAREN PRYOR (North Bend, WA)

■ PAUL CHANCE (Laurel, DL)

■ T. V. JOSEPH LAYNG (Chicago, IL)

■ MARC BRANCH (University of Florida — Gainesville, FL)

#230

10:00-

11:50 AM

CLAYTON

DEV-SIG

Moral Behavior as Rule Governed

Symposium

Chair: Paul T. Andronis (Northern Michigan University — Marquette, MI)

Discussants: PAUL T. ANDRONIS (Northern Michigan University — Marquette, MI), ANN B. PRATT (Capital University)

■ Defining Moral Action in the Analysis of Behavior. MARGARET E. VAUGHAN (Salem State College)

■ Moral Behavior as Rule-Governed Behavior. GREGORY J. HAYES, Steven C. Hayes (University of Nevada — Reno, NV)

■ The Development of Rules that Control Moral Action. MARTHA PELAEZ (University of Miami)

#231

10:00-

11:50 AM

NEWTON

TOX

Contributions of the Experimental Analysis of Behavior to the Environmental Health Sciences

Symposium

Chair: M.C. Newland (Auburn University — Auburn, AL)

Discussant: VICTOR G. LATIES (University of Rochester Medical Center — Rochester, NY)

■ Determining a Behavioral Mechanism of Action for Fetal Alcohol Effects. G. DAVID GENTRY (College of Charleston — Charleston, SC)

■ Lead Exposure During Gestation Produces Prolonged Retardation in the Rate of Behavioral Transitions Under Concurrent Schedules of Reinforcement. M. CHRISTOPHER NEWLAND (Auburn University — Auburn, AL)

■ Triadimefon: A Case Study in Behavioral Toxicology. R.C. MACPHAIL (U.S. Environmental Protection Agency — Research Triangle Park, NC)

■ Experimental Analysis of the Behavioral Effects of Organic Solvents. JOHN R. GLOWA (National Institute of Health — Bethesda, MD)

SESSIONS CONTINUED

#232 Performance Management: Training

10:30- Address

11:50 AM Chair: Tracy Thurkow (Auburn University — Auburn, AL)

FAYETTE ■ (10:30-10:50am) Transfer of Training: Reciprocal Influences
PRM Between Mainline Industrial/Organizational Psychology and Behavior
Analysis. RICHARD K. FLEMING, Julianne R. Oliver (Auburn
University — Auburn, AL)

■ (11:00-11:20am) Implementing Computer Assisted Instruction in a
Large Organization. BILL POTTER (Continuous Learning Group
and Western Michigan University — Kalamazoo, MI)

■ (11:30-11:50am) Training Evaluation: Role of Verbal-Self Report in
Experimental Analyses. JAMES L. EUBANKS, Angela Kowalski
(Central Washington University — Ellensburg, WA), Paul Taylor
(University of Waikato — New Zealand)

#233 Research on Safety Instruction with Individuals with Dis- abilities: Generalization and Observational Learning Effects

10:30- Symposium

11:50 AM Chair: Benjamin Lignugaris/Kraft (Utah State University — Logan, UT)

DOUGLAS DDA Discussant: NANCY MARCHAND-MARTELLA (University of
Montana — Missoula, MO)

■ Teaching Preschoolers with Disabilities to Seek Adult Assistance for
Simulated Injuries: Acquisition and Promotion of Observational
Learning. ANN MARIE CHRISTENSEN, Benjamin
Lignugaris/Kraft, Barbara Fiechtel, Sarah Rule, William Morgan (Utah
State University — Logan, UT)

■ Teaching Safety Skills to Preschoolers in a University: Head Start
Program. GRETCHEN HUBER, Christa Neal, W. Scott Wood
(Drake University — Des Moines, IA), Nancy Marchand-Martella
(University of Montana — Missoula, MO)

■ Teaching Generalized Reading of Product Warning Labels to
Adolescents with Mental Disabilities Through the Use of Key Words.
BELVA COLLINS (University of Kentucky — Lexington, KY),
Dawn Stinson (Madison County, Kentucky Public Schools)

#234 Conceptual Issues in Educational Reform

10:30- Address

11:50 AM Chair: Timothy Lewis (University of Oregon — Eugene, OR)

PAULDING ■ (10:30-10:50am) Educational Capital: A New Concept to Assist At-
EDC Risk Youth and their Caregivers in the Schools. VIKKI F. HOWARD,
T.F. McLaughlin, Cody Traver, Wen Fan Yan, Edward F. Vacha
(Gonzaga University — Spokane, WA)

■ (10:50-11:10am) Training Parents to Become Advocates for
Effective Education. GLADYS WILLIAMS (Fred S. Keller School —
Yonkers, NY)

SESSIONS CONTINUED

- #234** ■ (11:10-11:30am) The Campaign for the Educational Territories. DONALD A. COOK (Cambridge Center for Behavioral Studies)
- Conceptual Issues continued* ■ (11:30-11:50am) A Dozen Common Teaching Mistakes and What To Do Instead. WILLIAM L. HEWARD (The Ohio State University — Columbus, OH), Patricia M. Barbetta (Florida International University — Miami, FL), Rodney A. Cavanaugh (State University of New York at Plattsburgh — Plattsburgh, NY), Teresa A. Grossi (University of Toledo — Toledo, OH)
- #235** **Performance Management: Improving Competency of Staff Who Work with Children and Adults with Disabilities**
- 10:30- Symposium
- 11:50 AM Chair: Paul A. Nau (Bancroft, Inc. — Haddonfield, NJ)
- ROCKDALE Discussant: STEPHEN C. LUCE (Bancroft, Inc. — Haddonfield, NJ)
- PRM ■ Improving Quality of Engagement of Adults with Severe Disabilities in Community-Based Apartments. KATHLEEN DYER, Mary Jean Gender, Stephen C. Luce (Bancroft, Inc. — Haddonfield, NJ)
- Maintaining Workplace Cleanliness by Using a Task-Analyzed Checklist and Posted Feedback. STEPHEN BRUCE, Michelle Scarlato, Paul Nau (Bancroft, Inc. — Haddonfield, NJ)
- The Use of Competency-Based Task-Analyzed Checklists and Private Feedback to Improve Staff Competency of Work Related Skills. DAWN SMITH (Bancroft, Inc. — Haddonfield, NJ)
- #236** **Behavioral Pharmacology**
- 11:00- Address
- 11:50 AM Chair: Mark Miller (West Virginia University — Morgantown, WV)
- WALTON ■ (11:00-11:20am) Alternating Lever Cyclic-Ratio Schedule Analysis as a Model for Deleterious Effects of Drugs on Learning. D.T. WELDON (Veterans Affairs Medical Center — Minneapolis, MN, University of Ulster — Jordanstown, Northern Ireland, and University of Minnesota), E. O'Hare (University of Ulster — Jordanstown, Northern Ireland, and University of Minnesota), R.J. Mach Jr., J.P. Cleary (Veterans Affairs Medical Center — Minneapolis and University of Minnesota), K.J. Tierney (University of Ulster — Jordanstown, Northern Ireland)
- TOX ■ (11:30-11:50am) Patterns of Responding Within Experimental Sessions: Implications for Behavioral Pharmacology. JOHN M. ROLL, Frances K. McSweeney, Ronald E. See (Washington State University — Pullman, WA)

SESSIONS CONTINUED

#237 Conditioned Reinforcement

11:00- Invited Address

11:50 AM BEN WILLIAMS (University of California, San Diego — La Jolla, CA)
MILAN/ Chair: Steve Cohen (Bloomsburg University of Pennsylvania —
STRASBOURG Bloomsburg, PA)
EAB

#238 “Dysfunctional Families” and other Behavioral Oxymorons

11:00- Panel Discussion

11:50 AM Chair: Cydney Yerushalmi (Private Practice — Orlando, FL)

COBB Panelists

- TPC ■ RICHARD FOXX (Pennsylvania State University — Middletown, PA)
 ■ SHARON ESTILL OLDER (Devereux Foundation — Orlando, FL)
 ■ CYDNEY YERUSHALMI (Orlando, FL)

#239 Behavioral Principles for Increasing Reading Performance in Exceptional Students

11:00- Symposium

11:50 AM Chair: Phillip J. Belfiore (Purdue University — West Lafayette, IN)

DEKALB Discussant: JOSEPH S. LALLI (University of Pennsylvania)

- DDA ■ The Influence of Rate of Presentation on Reading Performance
 During Taped-Words Intervention. CHRISTOPHER H. SKINNER
 (Mississippi State University), Carol W. Johnson, Martha J. Larkin,
 Dorothy J. Lessley, Margaret L. Glowacki (University of Alabama)
 ■ The Effects of a Practice Strategy on Sight Word Recognition for
 Elementary School Students with Learning Disabilities. MARY ANN
 FERKIS, Phillip J. Belfiore (Purdue University — West Lafayette,
 IN), Christopher H. Skinner (Mississippi State University)
 ■ Known Item Interspersal: A Replication. D. KIRBY BROWN
 (Lancaster-Lebanon Intermediate Unit)

#240 Using Matching-to-Complex Sample to Teach Communication Book Use and Reading

11:00- Symposium

11:50 AM Chair: Russell W. Maguire (Waltham Committee, Inc. — Waltham,
FORSYTHE MA)

- EDC Discussant: MICHAEL CAMERON (Evergreen Center — Milford, MA)
 ■ Using Matching-to-Complex Samples to Teach Communication
 Book Use. MELISSA FLEMING, Russell W. Maguire, Christopher
 Murray, Rhonda Repoza (Waltham Committee, Inc. — Waltham, MA)
 ■ Teaching Reading via Matching-to-Complex Samples and Stimulus
 Class Formation. RUSSELL W. MAGUIRE, Melissa Fleming,
 Christine Roberts (Waltham Committee, Inc. — Waltham, MA)



SESSIONS CONTINUED

- #241 Clinical, Family, and Behavioral Medicine Issues**
- 11:00- Address
- 12:00 PM Chair: Bruce A. Thyer (University of Georgia — Athens, GA)
- DUSSELDORF ■ (11:00-11:20am) Behavioral Counseling Psychology: Contemporary
- CBM Misconceptions. LAURA L. MYERS, Bruce A. Thyer (University of Georgia — Athens, GA)
- (11:20-11:40am) Improving Behavior and Learning Through Physical Education: Principles and Procedures. EITAN ELDAR, Caryn Hubbard (Proactive Rehabilitation Opportunities — Hamilton, ON, Canada)
- (11:40-12:00pm) Topographical Analysis of Symptom Reporting in Occupational Injuries — Looking for the Contingencies. FRANCISCO I. PEREZ, George A. Brown (Baylor College of Medicine)

POSTER SESSIONS

#242 Education II

- 12:00-1:30 PM
GRAND
SALON
EDC
1. The Short- and Long-Term Outcomes of Preschool Mainstreaming. JOHN A. MCKINLEY, JR., Philip Strain, Kevin W. Heckathorn, Susan R. Miller (St. Peter's Child Development Centers — Pittsburgh, PA)
 2. Implementing Procedural Reliability in Applied Settings to Maintain Staff Consistency and Improve Student Behavior. JO LYNNE MULLINS, K. Renee Norman, Austin J. Lambe (Spectrum Center for Educational & Behavioral Development — San Lorenzo, CA)
 3. Effects of an In Class Breakfast Program On-Task Behavior of High School Students: A Replication and Analysis. RANDY LEE WILLIAMS, T.F. McLaughlin (Gonzaga University — Spokane, WA), Robert T. Bro, Lorraine Shank (Spokane School District #81 — Spokane, WA)
 4. The Effects of a DRL Schedule of Rewards on the Frequency of Time Outs of a Five Year Old in a Day Care Setting. AMY SMITH, T.F. McLaughlin (Gonzaga University — Spokane, WA)
 5. Demonstrating Mastery of Basic Life Support Skills, Is Not Sufficient to Ensure Retention. PHILLIP WARD (Wilmington College — Wilmington, OH)
 6. Accepting Specific Versus Functional Student Responses When Training Chained Tasks. CHERYL WEINZIERL WRIGHT (Allegheny-Singer Research Institute — Pittsburgh, PA), John W. Schuster (University of Kentucky — Lexington, KY)
 7. The Effects of Group and Individual Feedback on Engagement Levels of Students in Classrooms: A Model for Resource Management. PAMELA J. RAYMOND, Ronnie Detrich (Spectrum Center for Educational and Behavioral Development — Berkeley, CA)
 8. Some Effects of Generative Instruction Versus Equal Amounts of Practice on Emergent Symmetric Relations. GREGORY J. MAD-DEN, Philip N. Chase (West Virginia University — Morgantown, WV)
 9. Effects of Hand-Raising, Choral Responding and Response Cards on Academic Achievement by Students During Whole Group Social Studies Instruction. LOANNA LOCKARD (Fairfield City Schools), Ralph Gardner, III, Kimberly Weber, Daniel Bullara (The Ohio State University — Columbus, OH)
 10. Utilization of Class-Wide Peer Tutoring with Children with Mild and Severe Learning Problems in Regular-Education Classrooms: Quality Implementation and Academic Effects with Average Students.

POSTER SESSIONS CONTINUED

#242 SUSAN L. MORTWEET, LaNetra M. Guess, Joseph C. Delquadri,
Education II Cheryl A. Utley (Juniper Gardens Children's Project — Kansas City, KS)
continued

11. Effects of Different Interspersal Drill Ratios on Acquisition and Fluency of Multiplication and Division Facts. NANCY L. COOKE, Shannon M. Reichard (University of North Carolina at Charlotte — Charlotte, NC)

12. Experimental (Functional) Analysis of Disruptive Behavior in Regular Education Classrooms. CARMEN D. BROUSSARD, John Northup (Louisiana State University — Baton Rouge, LA)

13. Description, Effects, and Utility of a Behavior Analytic Prosocial Curriculum Model in Elementary Education. TOM SHARPE, Kim Crider (University of Nebraska-Lincoln — Lincoln, NE), Marty Brown (Arnold Elementary School)

14. Description and Analysis of Two Inservice Teacher Self-Evaluation Strategies in Facilitating Perceptual Accuracy. ROB SPIES, Tom Sharpe (University of Nebraska-Lincoln — Lincoln, NE), Dick Newman (University of Mary), Donna Spickelmier (Aurora Public Schools)

15. Establishment of Local Norms of Elementary School Children's Classroom Behavior. RICHARD A. SAUDARGAS, Katherine Hulse-Trotter, Lucy Haile-Griffey (University of Tennessee — Knoxville, TN), Kathleen Zanolli (University of Kansas — Lawrence, KS)

16. The Concrete to Abstract Teaching Sequence: A Decision-Rule for Discontinuing Instruction. KAREN E. SEALANDER (University of Northern Illinois — DeKalb, IL), Jo M. Hendrickson (University of Iowa — Iowa City, IA)

17. Improving Classroom Performance through High-Interest Curricular Adaptation. RONNIE WHITE, Diane Wilson, Arcadia Gomez, Maria dePerczel, Glen Dunlap (University of South Florida — Tampa, FL)

#243 Experimental Analysis of Behavior II

12:00- 18. Microanalysis of Pausing and Responding During Extended
 1:30 PM Sessions with a Repeating Progressive Ratio Schedule of
 GRAND Reinforcement of Lever-Pressing for Rats. DAVID A. ECKERMAN,
 SALON Lisa C. Handke, Michael Walker, Raymond Pitts (University of North
 EAB Carolina — Chapel Hill, NC)

19. Response Rate in the Initial Link of Homogeneous and Heterogeneous Chains Using Rats as Subjects. MARCO A. PULIDO, Carlos A. Bruner (Col. Guadalupe Inn — Mexico, D. F.)

POSTER SESSIONS CONTINUED

- #243**
Experimental
Analysis
continued
20. Conditioned Reinforcing Effectiveness of Correlated vs. Partially Correlated Terminal Link Stimuli. B.E. HESSE, J.J. Benevento (California State University, Stanislaus — Turlock, CA)
21. Within-Session Patterns of Responding During Concurrent Schedules. SAMANTHA B. SPRINGS, Frances K. McSweeney, Jeffrey N. Weatherly, John M. Roll (Washington State University — Pullman, WA)
22. Consecutive Reversals of a Multiple Fixed-Interval Schedule. JAMES MORKE, Antoinette K. Leinenweber, Alan Baron (University of Wisconsin-Milwaukee — Milwaukee, WI)
23. Schedule Histories and Fixed-Interval Performance in Rats. ANTOINETTE K. LEINENWEBER, Alan Baron (University of Wisconsin-Milwaukee — Milwaukee, WI)
24. Concurrent Schedules: The Biasing Effects of Differing Response Forms on Hen Performance. CATHERINE ELIZABETH SUMPTER, William Temple, Therese Mary Foster (University of Waikato — Hamilton, New Zealand)
25. Reassessing the Difference in Sensitivity Obtained from Exponential and Arithmetic Variable-Interval Schedules. MICHAEL B. EHLERT, Randolph C. Grace (The University of New Hampshire — Durham, NH)
26. Revealing Observing Behavior in the Classification Process of the Matching-to-Sample Task. JACQUELINE R. HENRY, P. Scott Lawrence (University of North Carolina at Greensboro — Greensboro, NC)
27. Choice in the Adjusting-Delay Procedure: Effects of Temporal Context? RANDOLPH C. GRACE (University of New Hampshire — Durham, NH)
28. Schedule-Induced Drinking During Continuous (24 Hour / Day) Fixed-Time Food Delivery. GINA E. TRUESDELL, Melissa A. Austin, James T. Todd (Eastern Michigan University — Ypsilanti, MI)
29. The Use of Feeding-Elicited Drinking as an Index of Food Consumption in Rats. JAMES T. TODD, Gina E. Truesdell (Eastern Michigan University — Ypsilanti, MI)
30. Expansion of Stimulus Classes Established via Stimulus-Reinforcer Relations by Unrelated Conditional Discriminations. CELSO GOYOS, Cybelli Lavoie, Alessandra Mesquita (Universidade Federal S. Carlos — SP, Brazil)

POSTER SESSIONS CONTINUED

- #243** 31. The Effects of Reinforcer Schedule, Reinforcer Delay and
Experimental Response Cost on Wheel Running in Rats Under Concurrent
Analysis Reinforcement. DEBORAH S. KENNARD, Dana Toth, James T.
continued Todd (Eastern Michigan University — Ypsilanti, MI)
32. Observing Responding During a Three-Component Schedule of Reinforcement II: A Case of Behavioral Hysteresis? DAVID STAFFORD, Marc N. Branch (University of Florida — Gainesville, FL)
33. Contiguity and Information in Second-Order Sign-Tracking. JOSEY CHU, William L. Palya (Jacksonville State University — Jacksonville, AL)
34. The Relation Between Fixed-Interval Duration and the Inter-Trial Interval on the Fixed-Interval Pause. ROBYN V. PFLAUM, Elliott Bonem (Eastern Michigan University — Ypsilanti, MI)
- #244** **Behavioral Pharmacology and Toxicology II**
 12:00- 35. Assessing Learning with Repeated Acquisition of Concepts:
 1:30 PM Preliminary Study of the Effect of Clozaril on Learning in
 GRAND Schizophrenia. DANIEL T. CERUTTI (Davidson College —
 SALON Davidson, NC), Richard J. Lewine, Julie B. Schweitzer, Rita D. Jewart
 TOX (Emory University — Decatur, GA)
36. Haloperidol Differentially Affects VI and FR Behavior in Rats. DONALD E. JACKSON (Indiana University Northwest — Gary, IN)
37. The Effects of Alcohol on Aggression in Human Female Subjects. DONALD M. DOUGHERTY, Don R. Cherek, Robert H. Bennett (University of Texas-Houston — Houston, TX)
38. Separating Reinforcing and Locomotor Effects of Amphetamine Administration in the Nucleus Accumbens on Responding Maintained by Intracranial Self-Stimulation: The Role of Alpha-1 Noradrenergic and D-1 Dopaminergic Receptors. D.C. COOPER (University of Colorado-Boulder — Boulder, CO), W. D. Kliepe, K. R. Illig, D. Lawler (Drake University — Des Moines, IA)
39. The Effect of Prazosin Pretreatment on Amphetamine Induced Locomotor Behavior in Mice. T. E. KOELTZOW, D. C. Cooper, H. Alpern (University of Colorado-Boulder — Boulder, CO), W. D. Kliepe, K. R. Illig (Drake University — Des Moines, IA)
40. Effects of Haloperidol and Behavioral Transitions Under Concurrent Schedules. PHYLLIS A. REILE, M. Christopher Newland (Auburn University — Auburn, AL)
41. The Effects of d-Amphetamine and Diazepam on Schedule-Induced Defecation in Rats. MARK LESAGE, Malath Makhay, Alan

POSTER SESSIONS CONTINUED

- #244** Poling (Western Michigan University — Kalamazoo, MI), Iser
Behavioral DeLeon (University of Florida — Gainesville, FL)
Pharmacology
continued
42. Effects of Scopolamine on Behavioral Transitions Under
 Concurrent Schedules. KELLY R. CAMPBELL, M. Christopher
 Newland (Auburn University — Auburn, AL)
- #245** **Clinical; Family; Behavioral Medicine II**
 12:00- 43. The Interaction Effects of Stimulant Medication and Instructural
 1:30 PM Strategy on Appropriate Behavior and Academic Performance.
 GRAND DAVID M. RICHMAN, David P. Wacker, Jennifer J. McComas,
 SALON Jennifer Asmus, Linda Cooper (University of Iowa — Iowa City, IA)
 CBM
44. Evaluation of the Relationship Between "Anxiety" and Self-
 Injurious Behavior. DAVID M. RICHMAN, David P. Wacker,
 Jennifer J. McComas, Jennifer Asmus (University of Iowa — Iowa
 City, IA)
45. Teaching a Brain-Injured Adult to Use the Transit System. TED
 NEWBIGGING (Hamilton Psychiatric Hospital — Hamilton,
 Ontario), Jeff Laskey (Chedoke-McMaster Hospitals — Hamilton,
 Ontario)
46. Eliminating Refusals in a Brain Injured Adult Using a
 Motivational Economy System. TED NEWBIGGING (Hamilton
 Psychiatric Hospital — Hamilton, Ontario), Jeff Laskey (Chedoke-
 McMaster Hospitals — Hamilton, Ontario)
47. Using Cigarettes as a Primary Reinforcer to Decrease Refusal
 Behavior in a Male with a Dual-Diagnosis of Traumatic Brain Injury
 and Organic Personality Disorder. LISA MACNEIL, Tanya Jacobsen,
 Robin Jensen (Chedoke-McMaster Hospitals — Hamilton, Ontario)
48. Using Reminders, Systematic Prompting and a Motivational
 System to Increase Functional Independence in a Head-Injured
 Female. ROBIN JENSEN, Irene Jilderda (Chedoke-McMaster
 Hospitals — Hamilton, Ontario)
49. Eliminating Elopement Through Teaching Alternative
 Appropriate Responses. JEFF LASKEY (Chedoke-McMaster Hospitals
 — Hamilton, Ontario), Ted Newbigging (Hamilton Psychiatric
 Hospital — Hamilton, Ontario)
50. Using Reminders and DRO to Decrease Burping Behavior in a
 Female with an Acquired Brain Injury. IRENE JILDERDA, Rebekah
 Jackson, Steve Metham, Alison Madden (Chedoke-McMaster
 Hospitals — Hamilton, Ontario)

POSTER SESSIONS CONTINUED

#245

*Clinical; Family;
Behavioral Medicine
continued*

51. The Effects of a Behavioral Program and Development of Communication Skills on the Aggressive Behavior of a Non-Verbal, Brain-Injured Female. CHRISTINE RICKARDS, Lori Davis, Kim Doucet (Chedoke-McMaster Hospitals — Hamilton, Ontario)
52. Using Structure and Negative Reinforcement to Increase Productivity in an Adult Male with a Frontal Lobe Head Injury. ALISON MADDEN, Ed Gravely (Chedoke-McMaster Hospitals — Hamilton, Ontario)
53. Case Study of a Severely Self-Injurious Psychiatric Patient Treated with Strict Contingency Management Utilizing Aversive and Positive Programming. ANTHONY CASTROGIOVANNI, Matthew L. Israel, Robert W. Worsham (Behavior Research Institute — Lincoln, RI)
54. Analysis of Biobehavioral Interactions in Children with Feeding Disorders: A Case Example. KIMBERLY A. BROWN, David P. Wacker, Stephanie M. Peck, Linda J. Cooper, Jennifer J. McComas, David M. Richman (University of Iowa — Iowa City, IA)
55. Evaluating the Effects of Environmental and Drug Treatment Procedures with ADHD Children in an Inpatient Setting. KRISTA H. KAYSER, David P. Wacker, K. Mark Derby, Marc S. Andelman, Zbigniew Golonka (University of Iowa — Iowa City, IA)
56. Functional Analysis of Performance Feedback During Biofeedback Treatment of Childhood Migraine. KEITH D. ALLEN, Mark Shriver (University of Nebraska School of Medicine — Omaha, NE)
57. Dental Fear in Brazilian Students. ANTONIO BENTO ALVES DE MORAES, Sandra Maria Costa (Universidade Estadual de Campinas — Piracicaba, SP, Brazil), Peter Milgrom (University of Washington — Seattle, WA)
58. Child Directed vs. Parent Directed Play: An Analysis of the Role of Demands on Compliance. JENNIFER M. ASMUS, David P. Wacker, Jennifer J. McComas, Linda J. Cooper, David Richman (University of Iowa — Iowa City, IA)
59. A Program Evaluation of an Inpatient Feeding Unit. MARY-LOUISE KERWIN, Leah Hufford, Deana Burd, Gretchen Jefferson, William H. Ahearn (Children's Seashore House — Philadelphia, PA)
60. Manipulation of the Suck / Swallow Reflex Using Behavior Analytic Methodology. WILLIAM H. AHEARN, Nina Capone, Krista Mounce, Gretchen Jefferson, MaryLouise Kerwin (Children's Seashore House — Philadelphia, PA)

POSTER SESSIONS CONTINUED

#245
*Clinical; Family;
Behavioral Medicine
continued*

61. The Use of an Empty Spoon for Establishing Acceptance of Food in Children with Total Food Refusal. WILLIAM H. AHEARN, Krista Mounce, Daniele Babacz, Danielle Verdi, MaryLouise Kerwin, Gretchen Jefferson (Children's Seashore House — Philadelphia, PA)
62. Using Positive Reinforcement to Accelerate Coherent Verbalizations with a Head Injured Client. H. TODD EACHUS, Richard M. Kubina (Neurological Rehabilitation Center at Apple Valley — Apple Valley, CA)
63. Brief Functional Analysis of Tantrums and Language Delay. JOEL E. RINGDAHL, Linda LeBlanc, Timothy R. Vollmer, John Northup (Louisiana State University — Baton Rouge, LA)
64. Characteristics of Four Prenatally-Exposed Preschoolers Upon Entry to a Therapeutic Early Childhood Center. PAMELA G. OSNES, Diane S. Powell (University of South Florida — Tampa, FL)
65. Behavioral Approaches to Legal and Treatment Issues in Cases of Child Abuse and Neglect. BRANDON F. GREENE (Southern Illinois University — Carbondale, IL)
66. Behavioral Approaches to Legal and Treatment Issues in Cases of Child Abuse and Neglect. BRANDON F. GREENE (Southern Illinois University — Carbondale, IL)
67. Behavioral Approaches to Legal and Treatment Issues in Cases of Child Abuse and Neglect. BRANDON F. GREENE (Southern Illinois University — Carbondale, IL)
68. Behavioral Approaches to Legal and Treatment Issues in Cases of Child Abuse and Neglect. BRANDON F. GREENE (Southern Illinois University — Carbondale, IL)
69. Behavioral Approaches to Legal and Treatment Issues in Cases of Child Abuse and Neglect. BRANDON F. GREENE (Southern Illinois University — Carbondale, IL)
70. Analysis of Behavioral Momentum and Time Out in the Treatment of Child Noncompliance. RAYMOND G. MILTENBERGER (North Dakota State University — Fargo, ND), Angela K. Rortvedt (Northwest Human Service Center)
71. Reducing Staff to Youth Ratio to Prevent Failure in Voluntary Residential Placement. PATRICK C. FRIMAN (Father Flanagan's Boys' Home and Creighton University School of Medicine — Boys Town, NE), Clark Toner, Stephen Soper, Jamie Sinclair (Father Flanagan's Boys' Home — Boys Town, NE)

POSTER SESSIONS CONTINUED

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*Clinical; Family;
Behavioral Medicine
continued*

72. Training Parents with Defiant ADHD Children: Application of the Behavior Management Flow Chart. JEFFREY S. DANFORTH (Eastern Connecticut State University — Willimantic, CT)
73. An In-School Token Economy Program for Neurologically-Based Behavior Disturbances. MARILYN CATALDO, Catherine Bass, Keith Slifer, Dan Vaught (Kennedy Krieger Institute and The Johns Hopkins University School of Medicine — Baltimore, MD)
74. The Incidence of Behavior Problems in Children Hospitalized for Lead Poisoning and the Efficacy of Applied Behavioral Analysis Interventions in Their Treatment. CATHERINE BASS, Anne C. Stermook, Arlene C. Gerson, Keith J. Slifer, Marilyn D. Cataldo, Alma Suter (Kennedy Krieger Institute — Baltimore, MD)
75. Teaching Movement Control for Neuro-Imaging in Children with Acquired Neuromuscular Disorders Post-Head Trauma. KEITH SLIFER, Marilyn Cataldo, Arlene C. Gerson, Cindy Tucker (Kennedy Krieger Institute and The Johns Hopkins University School of Medicine — Baltimore, MD)
76. Behavioral Intervention for Disruption and Non-Compliance in Children with Memory Impairments During Acute Rehabilitation for Brain Injury. KEITH SLIFER, Marilyn Cataldo, Cindy Tucker, Alma Suter, Patricia Kurtz (Kennedy Krieger Institute and The Johns Hopkins University School of Medicine — Baltimore, MD)
77. A Functional Analysis of Hyperactivity. KEVIN JONES, John Northup (Louisiana State University — Baton Rouge, LA)
78. A Comparison of Reinforcer Assessment Methods for Children with Attention Deficit Hyperactivity Disorder. JOHN NORTHUP, Kevin Jones, Terri George (Louisiana State University — Baton Rouge, LA)
79. The Gradual Fading of Therapy in the Rehabilitation of a Young Adult with an Acquired Brain Injury by Use of the Interpersonal Treatment Model. PHIL IELUZZI, Caryn Hubbard, Kim Silver (Proactive Rehabilitation Opportunities — Hamilton, Ontario), Ahmos E. Rolider (Proactive Rehabilitation Opportunities and McMaster University — Hamilton, Ontario)
80. Use of Chaining to Teach Hair Salon Skills to an Adult Male with Traumatic Brain Injury. GEORGIA GEORGIOU, Caryn Hubbard, Kim Silver (Proactive Rehabilitation Opportunities — Hamilton, Ontario), Ahmos E. Rolider (Proactive Rehabilitation Opportunities and McMaster University — Hamilton, Ontario)

POSTER SESSIONS CONTINUED

#245

*Clinical; Family;
Behavioral Medicine
continued*

81. Teaching Emotional Composure in an Adult Male with Traumatic Brain Injury. GEORGIA GEORGIOU, Caryn Hubbard, Kim Silver (Proactive Rehabilitation Opportunities — Hamilton, Ontario), Ahmos E. Rolider (Proactive Rehabilitation Opportunities and McMaster University — Hamilton, Ontario)

82. Decreasing Diurnal Incontinence in an Adult Male with an Acquired Brain Injury. CARYN HUBBARD, Irene Ormsdad, Daphne Prinzen, Kim Silver (Proactive Rehabilitation Opportunities — Hamilton, Ontario), Ahmos E. Rolider (Proactive Rehabilitation Opportunities and McMaster University — Hamilton, Ontario)

83. Gaining Cooperation with Teeth Brushing in an Adult Male with a Traumatic Brain Injury: A Case Study. CARYN HUBBARD, Irene Ormsdad, Daphne Prinzen, Kim Silver (Proactive Rehabilitation Opportunities — Hamilton, Ontario), Ahmos E. Rolider (Proactive Rehabilitation Opportunities and McMaster University — Hamilton, Ontario)

84. Improving Behavior and Learning Through Physical Education: Principles and Procedures. EITAN ELDAR (Proactive Rehabilitation Opportunities — Hamilton, Ontario)

85. Behavioral Consultation in the Public Classroom: Issues and Case Presentations. TAMARA WARREN, Sharon Older (Devereux Behavioral Outpatient Services — Melbourne, FL)

86. Applied Behavior Analysis in Community Settings: A Private Agency's Answer to a Public Need. SHARON OLDER (Devereux Behavioral Outpatient Services — Melbourne, FL)

87. Home-Based Behavior Analysis: Issues and Case Presentations. MELISSA SANTOS, Sharon Older (Devereux Behavioral Outpatient Services — Melbourne, FL)

88. Psychogenic Cough: What to Do When the Bedsheet Doesn't Work. T. STEUART WATSON, Betsy Heindl-White (Mississippi State University — Starkville, MS)

89. The Role of Error Correction in Learning Spelling Words by Persons with Behavioral Disorders: Theoretical Functions and Applied Significance. TROY A. FRY, Anthony J. Cuvo (University of Kansas — Lawrence, KS)

90. Achieving and Maintaining Compliance with the Ketogenic Diet. ADRIANNA AMARI, Nancy Grace, Wayne Fisher, LaTanya O'Neill, William Trescher (Kennedy Krieger Institute and The Johns Hopkins University School of Medicine — Baltimore, MD)

POSTER SESSIONS CONTINUED

- #245** 91. Behavioral Predictors of Treatment Self-Efficacy in Chronic Pain Patients. BRENDA R. ALDERMAN, Brenda Wetzel, Trish Dorsey, Karen Heaphy, Thomas E. Boyce (Virginia Tech. — Blacksburg, VA)
Clinical; Family; Behavioral Medicine continued
92. Using Stimulus Fading to Treat Food Refusal and Selectivity in Three Patients with Severe Behavior Disorders. KURT A. FREEMAN, Cathleen C. Piazza, Alicia Clarke, Debra Farrell (Kennedy Krieger Institute and The Johns Hopkins University School of Medicine — Baltimore, MD)

SESSIONS

- #246 Behavior Analytic Investigations of Psychoanalytic Concepts**
1:00- Address
1:50 PM Chair: Lucianne Hackbert (University of New Mexico — Albuquerque, NM)
COBB ■ (1:00-1:20pm) Clinical Behavior Analysis, Psychoanalysis and the Concept of Self: A Definitive Answer to "Who am I?". CARMENNE A. CHIASSON (University of New Mexico— Albuquerque, NM)
CBM ■ (1:30-1:50pm) Transference as Transfer of Function: An Application of Stimulus Equivalence to Psychodynamic Psychotherapy. DAVID R. PERKINS (University of New Mexico— Albuquerque, NM)
- #247 Beyond the Revolution: The New Behaviorism**
1:00- Address
1:50 PM ARTHUR W. STAATS (University of Hawaii at Manoa — Honolulu, HI)
LISBON Chair: Eric Larsson (REM, Inc.)
TPC
- #248 The Behavioral Repertoire and the Completeness of Systems**
1:00- Invited Address
1:50 PM ROBERT LANA (Temple University — Philadelphia, PA)
VIENNA Chair: Bernard Guerin (University of Waikato — New Zealand)
TPC

SESSIONS CONTINUED

- #249 Social Networks and Social Competence**
1:00- Panel Discussion
1:50 PM Chair: Michael D. Wesolowski (Miami, FL)
FULTON Panelists:
CBM ■ WILLIAM BURKE (Florida Institute of Neurologic Rehabilitation — Wauchula, FL)
■ ARNIE ZENCIUS (Premiere of Chicago)
- #250 Measuring Intervention Effects for Children with Autism: An Evaluation System that Promotes Improved Outcomes**
1:00- Symposium
1:50 PM Chair: Patricia J. Krantz (Princeton Child Development Institute — DEKALB Princeton, NJ)
DDA Discussant: CHARLES L. SALZBERG (Utah State University — Logan, UT)
■ Measurement of Intervention Effects: Evaluation Procedures as Replicable, Agency-Wide Prompt Systems. LYNN E. McCLANNAN, Patricia J. Krantz (Princeton Child Development Institute — Princeton, NJ)
■ Systematic Program Evaluation: A Summary of Results at the Alpine Learning Group. LINDA S. MEYER, Bridget A. Taylor, Susan C. Johnson (Alpine Learning Group)
■ Individualized Programming: Treatment Outcomes at Nassau Suffolk Services for the Autistic. NANCY SHAMOW, Howard C. Schneider, Theresa Fanelli (Nassau Suffolk Services for the Autistic)
- #251 The State of Brain Injury Rehabilitation: Getting Beyond the Medical Model**
1:00- Symposium
2:20 PM Chair and Discussant: STEPHEN C. LUCE (Bancroft, Inc. — HENRY Haddonfield, NJ)
CBM ■ Teleology in Brain Injury. HARVEY E. JACOBS (Drucker Brain Injury Center)
■ The Role of Behavior Analysis in Community-Based Brain Injury Rehabilitation. TERRY J. PAGE (Bancroft, Inc. — Haddonfield, NJ)
■ Home-Based Neurologic Rehabilitation. GARY M. PACE (Kennedy Krieger Institute and The Johns Hopkins University School of Medicine — Baltimore, MD)
- #252 Computer Assisted Instruction**
1:00- Address
2:20 PM Chair: Sandra Twardoz (University of Tennessee — Knoxville, TN)
WALTON ■ (1:00-1:20pm) Computer Tutorials that Create Social Contingency-Resistant, True-Blue Radical Behaviorists. DARREL E. BOSTOW, Kale M. Kritch (University of South Florida — Tampa, FL)
EDC

SESSIONS CONTINUED

- #252** ■ (1:30-1:50pm) Computer Programs that Teach the Essentials of Effective Computer-Automated Instruction. KALE M. KRITCH, Darrel E. Bostow (University of South Florida — Tampa, FL)
Computer Assisted ■ (2:00-2:20pm) Patient Education Programs Employing Interactive
continued Computer-Assisted Instruction. ROBERT N. WOLL (N. Woll & Co., Inc. — San Jose, IL)
- #253** **Cooperation and Teamwork**
 1:00- Address
 2:20 PM Chair: Matthew Zagummy (Tennessee Tech University — Cookeville, TN)
 FAYETTE
 PRM ■ (1:00-1:20pm) Integrating and Tracking Multidisciplinary Team Performance Using Goal Attainment Scaling. RANDY FULTON (Beatrice State Developmental Center — Beatrice, NE), Sue Bieker, Mary Goggins, Nancy Hall, Carol Jensen, Steve Jordan, Mary Tresnak (Madonna Rehabilitation Hospital — Lincoln, NE)
 ■ (1:20-1:40pm) The System: A Training Tool and Team Building Exercise. CINDY DOWNING, Elizabeth Mathis, Donna Whaley, Tina Ambers, Ruben Rosario (Devereux, FL), Michael Wilder (Devereux, GA)
 ■ (1:40-2:00pm) The Team Assessment Matrix: Measuring the Transition to Self-Managed Teams. J.L. AGNEW (Aubrey Daniels & Associates)
 ■ (2:00-2:20pm) Effect of Small Group Incentives on Sales Productivity in Two Retail Shops: A Case Study. KATHY BOHRER, Janet Ellis (University of North Texas — Denton, TX)
- #254** **The Seventh Generation/Computer Modeling of Behavior Project**
 1:00- Panel Discussion
 2:20 PM Chair: William Hutchison (BehavHeuristics, Inc. — Boulder, CO)
 ROCKDALE Panelists:
 EAB ■ DONALD COOK (Cambridge Center for Behavioral Studies)
 ■ WILLIAM HUTCHISON (BehavHeuristics, Inc. — Boulder CO)
 ■ WILLIAM POTTER (Western Michigan University — Kalamazoo, MI)
 ■ KENNETH STEPHENS (BehavHeuristics, Inc. — Boulder, CO)
- #255** **Functional Analysis Based Treatment of Behavior Problems**
 1:00- Symposium
 2:20 PM Chair: Lee Kern (University of Pennsylvania — Philadelphia, PA)
 GWINNETT Discussant: JAMES HALLE
 DDA ■ An Analysis of Choice-Making in the Assessment and Treatment of Severe Behavior Problems in the Preschool Classroom. STEPHANIE

SESSIONS CONTINUED

- #255** M. PECK, David P. Wacker, Kimberly A. Brown, Wendy K. Berg,
Functional Analysis David Richman (University of Iowa — Iowa City, IA)
continued ■ Improving the Behavior of Students with Emotional and Behavioral
Disorders through the Use of Individualized Curricular Adaptations.
SHELLEY CLARKE, Maria dePerczel, Glen Dunlap (University of
South Florida — Tampa, FL)
■ Assessing Response Classes of Social-Communicative Behaviors
through Functional Analysis. WILLIAM D. FREA (University of
California, Santa Barbara)
■ The Effectiveness of Brief DRO versus Extended DRO in the
Treatment of Aggressive Behavior: A Comparative Analysis. TANYA
L. ECKERT, F. Charles Mace (University of Pennsylvania)
- #256** **Extending the Stimulus Control Operative in Children's**
1:00- **Discriminating the Common Features of Stimuli**
2:20 PM Symposium
CHEROKEE Chair and Discussant: JESUS ROSALES (University of Kansas —
VRB Lawrence, KS)
■ What Do These Pictures Have in Common? CORY ROYER, Jesus
Rosales, Donald Baer (University of Kansas — Lawrence, KS)
■ Point to the Picture with Red in Common. JORGE GARCIA, Jesus
Rosales, Irene Grote, Donald Baer (University of Kansas — Lawrence,
KS)
■ Put Here the Pictures with Triangles in Common, and the Others
There. RICHARD THOMSON, Jesus Rosales, Irene Grote, Donald
Baer (University of Kansas — Lawrence, KS)
■ Put Here What These Pictures Have in Common, and the Others
There. IRENE GROTE, Jesus Rosales, Donald Baer (University of
Kansas — Lawrence, KS)
- #257** **Contemporary Research in the Experimental Analysis of**
1:00- **Drug-Taking Behavior**
2:20 PM Symposium
NEWTON Chair: Richard J. DeGrandpre (University of Vermont — Burlington, VT)
TOX Discussant: RUDY E. VUCHINICH (Auburn University — Auburn, AL)
■ Contemporary Research in the Experimental Analysis of Drug-
Taking Behavior. RICHARD J. DeGRANDPRE (University of
Vermont — Burlington, VT), Rudy E. Vuchinich (Auburn University
— Auburn, AL)
■ Drug Self-Administration in Transition States: Acquisition and
Relapse. MARILYN E. CARROLL (University of Minnesota —
Minneapolis, MN)
■ Reinforcing Effects of Different Drug Amounts. R.A. MEISCH,
M.J. Macenski, R.B. Stewart (University of Texas Health Science

SESSIONS CONTINUED

- #257** Center — Houston, TX
Contemporary Research continued ■ Oral Cocaine as a Reinforcer: The Importance of Established Stimulus Control. JOHN L. FALK, Chyan E. Lau (Rutgers University)
- #258** Teaching Behavior Analysis: Outside the University Classroom Symposium
 1:00-2:20 PM Chair: Terry E. McSween (Quality Safety Edge — Missouri City, TX)
 FORSYTHE ■ Teaching Behavior Analysis in Organizations. BETH SULZER-
 EDC AZAROFF, Dwight Harshbarger (The Browns Group — Storrs, CT)
 ■ Using Behavior Analysis to Teach Consumers of Behavior Analysis. JANET S. TWYMAN, Gladys Williams (Fred S. Keller School — Yonkers, NY)
 ■ Teaching Behavior Principles in a Digitized Walden Two. RICHARD D. WEISSMAN (The American University — Washington, DC)
 ■ Pinpointing Exercises for Fun and Profit in OBM Workshops. TERRY E. MCSWEEN (Quality Safety Edge — Missouri City, TX)
- #259** Contemporary Issues in the Analysis of Temporal Control
 1:00-2:50 PM Invited Symposium
 MILAN/ Chair: Gregory Galbicka (WRAIR — Washington, DC)
 STRASBOURG Discussant: LORRAINE ALLAN (McMaster University — Hamilton, Ontario, Canada)
 EAB ■ Simultaneous Timing of Multiple Intervals. JOHN GIBBON, Theresa Leak (New York State Psychiatric Institute and Columbia University — New York, NY)
 ■ Factors that Affect Timing: Does Time Fly When You're Having Fun? J. GREGOR FETTERMAN (Indiana University-Purdue University at Indianapolis)
 ■ A Multiple Oscillator Model of Timing. RUSSELL M. CHURCH, Hillary Broadbent (Brown University — Providence, RI)
 ■ Bet and Set: Is What's Common (E)xcellent (T)heory? What's Different BS? PETER KILLEEN (Arizona State University)
 ■ Individual Differences in Simultaneous Temporal Processing. WARREN MECK (Duke University — Durham, NC)
 ■ On Sundials, Springs, and Atoms. MICHAEL ZEILER (Emory University — Atlanta, GA)
- #260** Matching Verbal Repertoires: Making Behavior Analytic Findings Accessible to Practicing Clinical Psychologists
 1:00-2:50 PM Panel Discussion
 DUSSELDORF Chair: Robert W. Montgomery (Auburn University — Auburn, AL)
 CBM Panelists:

SESSIONS CONTINUED

- #260** ■ TEODORO AYLLON (Georgia State University)
Matching Verbal ■ STEVEN C. HAYES (University of Nevada — Reno, NV)
continued ■ LEO J. REYNA (Nova University)

- #261** **Behavioral Approaches to Enhancing Health Outcomes in People with Disabilities**
 1:00-
 2:50 PM Symposium
 CLAYTON Chair: Glen W. White (University of Kansas — Lawrence, KS)
 CBM Discussant: TOM SEEKINS (University of Montana — Missoula, MT)
- Development of a Risk Assessment of Secondary Complications (RASC). JUAN CARLOS LOPEZ, Kenneth Golden, Glen W. White (University of Kansas — Lawrence, KS)
 - Descriptive Analysis of RASC Administered to Spinal Cord Individuals. KENNETH J. GOLDEN, Juan Carlos Lopez, Glen W. White (University of Kansas — Lawrence, KS)
 - A Descriptive Analysis of Disseminating Disability Prevention Materials Through Disability Advocacy Networks. RICHARD GUTIERREZ, Scott Gardner, Glen W. White (University of Kansas — Lawrence, KS)
 - Physical Activity Promotion Among Persons with Disabilities: Understanding Behavior, Overcoming Barriers. GREG W. HEATH (Centers for Disease Control and Prevention — Lawrence, KS)
 - Data and Decisions for Quality Behavioral Treatment Planning and Control. CHARLES T. MERBITZ, Charles S. Lam, Paul Larson, Gwen R. K. Roldan, John Hilburger (Illinois Institute of Technology)
 - Improving Training Methods in Brain Injury Rehabilitation. MICHAEL P. MOZZONI (Florida State University)

- #262** **"The Bogy of Mechanism": Alternative Philosophical Perspectives on the Contextualism/Mechanism Debate**
 1:00-
 2:50 PM Symposium
 PAULDING Chair: Sam Leigland (Gonzaga University — Spokane, WA)
 TPC Discussant: EDWARD K. MORRIS (University of Kansas — Lawrence, KS)
- Contextualism, Mechanism, and the Conceptual Analysis of the Causal Relation. ULLIN T. PLACE (University of Wales Bangor)
 - Philosophical Descriptors of Radical Behaviorism: "Nonmechanistic" Alternatives to Contextualism. SAM LEIGLAND (Gonzaga University — Spokane, WA)
 - Resisting Repression Post-Skinner: Staying the Course of American Pragmatism. MICHAEL R. MARKHAM (University of New Mexico — Albuquerque, NM)

SESSIONS CONTINUED

- #263 Cultural and Cross-Cultural Determinants of Behavior**
1:30- Symposium
3:20 PM Chair and Discussant: FLORENTE LOPEZ RODRIGUEZ
DOUGLAS (Universidad Nacional Autónoma de México — Ciudad Universitaria,
DEV-SIG México)
■ Cross Cultural Experience of Infant and Higher Stage Perspective-Taking and Environmental Reinforcement. PATRICE MARIE MILLER (Salem State College)
■ The Relationship of Leadership to Moral Development. JESUS FRANCISCO GALAZ-FONTES (Universidad Autónoma de Baja California), Michael Commons, Stanley J. Morse, Isidra Guadalupe Hernandez-Morelos (Harvard Medical School — Boston, MA)
■ Operant Analysis of Stereotypic vs. Variable Tendencies Among Children and Adults of Both Genders. ROCIO HERNANDEZ-POZO, Erika Osorio, Julieta Silva, Ignacio Aguirre (Universidad Nacional Autónoma de México — Ciudad Universitaria, México)
■ Academic and Social Adjustment through the Preschool Years: An Observational Study. FLORENTE LOPEZ RODRIGUEZ (Universidad Nacional Autónoma de México — Ciudad Universitaria, México)
- #264 See Spot Run, See Spot Bite the Vet, See Spot Chew the ... : The Practice of Pet Therapy**
2:00- Invited Address
2:50 PM
FULTON ANTHONY MARCATILLIO (St. Cloud State University and Pet
CBM Therapy Associates)
Chair: William Baum (University of New Hampshire)
- #265 Behavioral Perspectives on Cultural Design**
2:00- Symposium
3:20 PM Chair: Leslie Burkett (University of North Texas — Denton, TX)
VIENNA Discussant: SIGRID GLENN (University of North Texas — Denton, TX)
CCS ■ Practical Steps Toward Cultural Design. MARK A. MATTAINI (Columbia University School of Social Work — New York, NY)
■ "A Good Eye" and Good Art: A Behavioral View of the Visual Arts. P.A. LAMAL (University of North Carolina — Charlotte, NC), P. Lamal (Central Piedmont Community College — Charlotte, NC)
■ A Framework for Research on the Modification of Cultural Practices: The Example of Male Sexual Coercion. ANTHONY BIGLAN, John Noell (Oregon Research Institute — Eugene, OR)

SESSIONS CONTINUED

- #266 Presenting Yourself as a Behavior Analyst in Non-Behavioral Settings**
2:00-
3:50 PM Panel Discussion
COBB Chair: Laura Methot (Western Michigan University — Kalamazoo, MI)
TPC Panelists:
■ KAREN BUDD (DePaul University — Chicago, IL)
■ SUSAN SCHNEIDER (Auburn University — Auburn, AL)
■ JULIE SMITH (Continuous Learning Group)
■ RICHARD TSEGAYE-SPATES (Western Michigan University — Kalamazoo, MI)
■ W. LARRY WILLIAMS (Surrey Place Centre)
- #267 Do We Have a Choice About Choice?: Applied Strategies to Expand Options for People with Severe Disabilities**
2:00-
3:50 PM Symposium
DEKALB Chair: Dennis C. Russo (The May Center for Health & Rehabilitative Services)
DDA Discussant: ROGER R. DAVIES (The May Center for Mental Health Services)
■ The Differential Effect of Alternative Strategies to Teach Adults with Severe Disabilities to Make Meaningful Choices. GEORGE KOSTINAS (The May Center for Adult Services)
■ Teaching Teachers to Teach Choice: Arranging the Environment to Encourage Adolescents with Severe Disabilities to Make Choices. PATRICIA EGAN (The May Center for Education and Vocational Training)
■ Assessing Consumer Control and Choice Making within Residential Sites. FRANK BIRD (The May Center for Adult Services)
- #268 Current Research on the Functional Analysis of Severe Behavior Disorders**
2:00-
3:50 PM Symposium
LISBON Chair: Brian A. Iwata (University of Florida — Gainesville, FL)
DDA Discussant: JON S. BAILEY (Florida State University)
■ Applications of Brief Functional Analyses to Home, School, and Outpatient Clinic Settings. DAVID P. WACKER (University of Iowa — Iowa City, IA)
■ Further Advances in Combining Descriptive and Experimental Analyses in the Functional Analysis of Aberrant Behavior. F. CHARLES MACE (University of Pennsylvania)
■ Including Establishing Operations in Functional Assessment. ROBERT H. HORNER (University of Oregon — Eugene, OR)

SESSIONS CONTINUED

- #268** ■ Visual Inspection and Statistical Interpretation of Brief and Extended Functional Analyses. WAYNE FISHER, Louis Hagopian, Jay Sevin, Cathleen Piazza (The Johns Hopkins School of Medicine and Kennedy Krieger Institute — Baltimore, MD)
Current Research continued ■ Variations in Functional Analysis Methodology. BRIAN A. IWATA (University of Florida — Gainesville, FL)
- #269** **Speaking of Using, and Some Origins of Reification**
2:30- Address
2:50 PM PHILIP N. HINELINE (Temple University — Philadelphia, PA)
CHEROKEE
TPC
- #270** **Reading and Mathematics Education**
2:30- Address
3:50 PM Chair: George Sugai (University of Oregon — Eugene, OR)
WALTON Discussant: JOHN O. COOPER (The Ohio State University — Columbus, OH)
EDC
■ (2:30-2:50pm) The Effects of Repeated Readings Instruction on Recall of Text of Academically At-Risk Elementary Students. WILLIAM J. SWEENEY (Gonzaga University — Spokane, WA), Jim Dunne, John W. Eshleman (The Ohio State University — Columbus, OH)
■ (2:50-3:10pm) Math Word Problem Solving Strategies: A Comparison of SOLVE and SOLVE Plus. DENNIS NEYMAN, Lay-See Yeo, Jo M. Hendrickson (University of Iowa — Iowa City, IA)
■ (3:10-3:30pm) What Does It Take to Get Parents to Read to Their Preschoolers at Home-II? GLADYS WILLIAMS (Fred S. Keller School), Corrine R. Donley (University of Wisconsin-Oshkosh)
■ (3:30-3:50pm) Tactics for Improving Reading Fluency. E. ANNE DESJARDINS (Cache Valley Learning Center), Timothy A. Slocum (Utah State University — Logan UT)
- #271** **Educational Methods and Small Groups**
2:30- Address
3:50 PM Chair: Wayne Piersel (University of Nebraska — Lincoln, NE)
HENRY ■ (2:30-2:50pm) A Cooperative Learning Strategy in a College Level
EDC PSI Class. JOHN H. HUMMEL (Valdosta State University — Valdosta, GA)
■ (2:50-3:10pm) Peers as Teachers of Generalized Social Interaction Among High School Students with Developmental Disabilities. CAROLYN HUGHES (Vanderbilt University — Nashville, TN)
■ (3:10-3:30pm) The Effects of Teacher Proximity, Story-Telling, and Role Plays on Sharing and Inappropriate Behaviors of a Four Year Old Boy. DEBORAH A. NAPOLITANO, Alita Y. Cooper, Barbara C. Etzel (University of Kansas — Lawrence, KS)

SESSIONS CONTINUED

- #271** ■ (3:30-3:50pm) Conversation Topic Identification and Topic Component Identification Training for Individuals with Mental Retardation and the Effects of the Training on Conversations in Natural Settings. HARRY MATTIE (University of Nevada — Reno, NV)
- Educational Methods continued*
- #272** **Feedback Effects in Performance Management**
2:30- Address
3:50 PM Chair: Daniel Baker (University of Oregon — Eugene, OR)
ROCKDALE ■ (2:30-2:50pm) Investigation of the Relative Effectiveness of
PRM Videotape Feedback Provided Prior to or Following Lifting for Improving the Safety of Two-Person Transfers in a Residential Care Facility. DAVID A. M. PYLES (Howe Developmental Center), Jon S. Bailey (Florida State University — Tallahassee, FL)
■ (3:00-3:20pm) Data Collection and Feedback for Quality Improvement in Business: A Focus on Process. BEVERLEY G. HOPE (University of Hawaii at Manoa and East-West Center, Honolulu), John F. Smith (University of Waikato — New Zealand)
■ (3:30-3:50pm) The Effect of Verbal and Graphic Feedback on Direct Care Trainers Data-Recording Behavior. TIMOTHY JEW-LON MORRIS, Janet Ellis (University of North Texas — Denton, TX)
- #273** **Current and Future Contributions of Behavior Analysis to Personnel Selection**
2:30- Panel Discussion
3:50 PM Chair: Jim P. Getting (Auburn University — Auburn, AL)
FAYETTE Panelists:
PRM ■ BILL HOPKINS (Auburn University — Auburn, AL)
■ BRIAN L. COLE (Auburn University — Auburn, AL)
■ MICHAEL NEWLIN (Auburn University — Auburn, AL)
- #274** **Providing and Funding Home and Community-Based Behavior Analysis Services Through Two Different Medicaid Programs**
2:30- Symposium
3:50 PM Chair: Jose A. Martinez-Diaz (HRS District 7 — Orlando, FL)
GWINNETT Discussant: GERALD L. SHOOK (Shook and Associates — Tallahassee, FL)
DDA ■ Developing Systems for Providing Home and Community-Based Behavior Analysis Services Through Innovative Funding and Partnerships. JOSE A. MARTINEZ-DIAZ, Kim Lucker, Nikki Keefer (HRS/DS)
■ Making it Work: An Example of a Community-Based Behavioral Treatment System Through a Private Agency. SHARON OLDER

SESSIONS CONTINUED

- #274** (Devereux Behavioral Outpatient Services — Melbourne, FL)
Providing and Funding Services continued ■ **Getting the Job Done: A Systematic Process for Providing and Monitoring Community-Based Behavior Analysis Services.** KIM LUCKER, Jose A. Martinez-Diaz (HRS/DS)
- #275** **Current Research on ADHD in Children**
2:30- Symposium
3:50 PM Chair: Cynthia R. Ellis (Medical College of Virginia — Richmond, VA)
NEWTON Discussant: NIRBHAY N. SINGH (Medical College of Virginia —
TOX Richmond, VA)
■ **Attention Deficits in Children with Mental Retardation and Attention Deficit Hyperactivity Disorder.** DEBORAH A. PEARSON, Laura S. Yaffee, Katherine A. Loveland, Kay Lewis (University of Texas Medical School at Houston)
■ **Laboratory and Classroom Assessment of Ritalin Efficacy in Preschoolers with ADHD and Developmental Disabilities.** BENJAMIN L. HANDEN (Western Psychiatric Institute and Clinic), Andrea Lurier (University of Pittsburgh), Janine Janosky (University of Pittsburgh School of Medicine)
■ **Ecobehavioral Analysis of Ritalin Therapy for Children with ADHD.** CYNTHIA R. ELLIS, Nirbhay N. Singh (Medical College of Virginia)
- #276** **Assessing the Effectiveness and Efficacy of Social Interaction Interventions for Preschool Children**
2:30- Symposium
3:50 PM Chair: Mary A. McEvoy (University of Minnesota — Minneapolis, MN)
FORSYTHE Discussant: SAMUEL L. ODOM (Vanderbilt University —
EDC Nashville, TN)
■ SCOTT R. MCCONNELL, Mary A. McEvoy, Rebecca Richards (University of Minnesota — Minneapolis, MN)
■ RICHARD SPICUZZA (University of Minnesota — Minneapolis, MN)
■ CAROL ANN DAVIS (University of Minnesota — Minneapolis, MN)
- #277** **Theoretical, Philosophical, and Conceptual Issues**
3:00- Address
3:50 PM Chair: Gina E. Truesdell (Eastern Michigan University — Ypsilanti, MI)
DUSSELDORF ■ (3:00-3:20pm) **A Behavior Analysis of Scientific Definitions.**
TPC HENRY D. SCHLINGER, JR., (Western New England College — Springfield, MA)
■ (3:30-3:50pm) **How They Discredited J. B. Watson.** PETER HARZEM (Auburn University — Auburn AL)

SESSIONS CONTINUED

- #278 The Penile Plethysmograph: Fact or Fiction**
3:00- Invited Address
3:50 PM HENRY E. ADAMS (University of Georgia — Athens, GA)
FULTON Chair: Elga Wulfert (SUNY-Albany)
CBM
- #279 Ethology of Imprinting, Attachment and Early Socialization: Evolutionary and Ecological Considerations**
3:00- Invited Address
3:50 PM SLOBODAN B. PETROVICH (University of Maryland Baltimore
CLAYTON County & University of Maryland at Baltimore)
DEV-SIG Chair: Jacob L. Gewirtz
- #280 Variables Affecting Childrens' Disclosures in Interview**
3:00- Symposium
3:50 PM Chair: Barry S. Parsonson (University of Waikato — Hamilton, New
PAULDING Zealand)
CBM Discussant: BARBARA ET'ZEL (University of Kansas — Lawrence, KS)
■ What Difference Does the Interview Format Make to Childrens'
Disclosures. JANE M. RAWLS (Private Practitioner)
■ Interviewing Young Children Who Had Secrets to Keep. JANE M.
RAWLS (Private Practitioner)
- #281 Building an Embodied Mind**
4:00- Presidential Scholar's Address
4:50 PM RODNEY BROOKS (MIT Artificial Intelligence Lab)
GRAND Chair: Sigrid S. Glenn (University of North Texas — Denton, TX)
BALLROOM

POSTER SESSIONS

- #282 Education III**
5:00- 1. The Effect of Setting Variables on Two-Year-Olds' Book Use in
6:30 PM Early Childhood Education Settings. CATHERINE GILLESPIE,
GRAND Suzanne Pelren, Sandra Twardosz (University of Tennessee —
SALON Knoxville, TN)
EDC 2. The Use of Teacher Report in Determining Communicative
Function of Children's Social Behavior. GEORGE SUGAI, Timothy
J. Lewis, Terrance M. Scott (University of Oregon — Eugene, OR)

POSTER SESSIONS CONTINUED

#282
Education III
continued

3. The Effects of Word Familiarity on Spelling Peer Tutoring: Focus on the Hispanic Bilingual Middle School Student. DENNIS MADRID, Irene Torres (University of Southern Colorado — Pueblo, CO)
4. Two Case Studies: The Effects of Precision Teaching on Reading and Math Fluency on Adults with Traumatic Brain Injury. MARIE C. WARD (The Ohio State University — Columbus, OH)
5. The Effects of Treatments Designed to Increase Rate of Responding in High School Physical Education During Volleyball Instruction. PHILLIP WARD (Wilmington College — Wilmington, OH)
6. Employing Error Drill and Feedback to Improve the Legibility of Manuscript and Cursive Handwriting. MARY BRUNNER, William J. Sweeney, T.F. McLaughlin (Gonzaga University — Spokane, WA)
7. Behavioral Treatment of Selective Mutism: Shaping, Peer Modeling, and Contingency Management. MARIA-LOUISA M, KNOBEL, Brenda Bush (Beatrice State Developmental Center), Wayne C. Piersel (University of Nebraska-Lincoln — Lincoln, NE)
8. Teaching an Infant with Speech-Language Impairments to State His Name. DENISE E. ROSS (New York, NY)
9. The Efficacy of a Time Delay Procedure in Improving the Receptive Language Skills. ELIZABETH RASOR (New York, NY)
10. A Comparison Between an Establishing Operation Procedure and Time-Out from Positive Reinforcement in Teaching In-Seat Behavior. DEIRDRE K. MITHAUG (New York, NY)
11. Peer Modeling: An Effective Teaching Strategy. JOYCE GOTTEHRER (Babies Prep School Inc. — New York, NY)
12. Increase Duration In Play Area. IRFA A. KARMALI (Columbia University)
13. The Role of Positive Reinforcement in Increasing Student Vocalizations in a Free Operant and Instructional Setting. KENYA E. CLAY (New York, NY)
14. A Comparative Analysis of Two Forms of Delayed Feedback on the Acquisition, Generalization, and Maintenance of Science Vocabulary by Elementary Students with Learning Disabilities. DEBORAH KLEINMAN, Kelly A. Heckaman, Jonathan W. Kimball, Mwajabu K. Possi, William L. Heward (The Ohio State University — Columbus, OH), Teresa A. Grossi (University of Toledo — Toledo, OH)
15. Optimum Intertrial Interval for Mastering Sight Words. KIMBERLY P. RAY, T. Steuart Watson (Mississippi State University — Starkville, MS)

POSTER SESSIONS CONTINUED

#283 Experimental Analysis of Behavior III

- 5:00-6:30 PM GRAND SALON EAB
16. The Effects of a Point Loss Contingency on Equivalence. ANDREA PEUSTER, Sigrid Glenn (University of North Texas — Denton, TX)
 17. Stimulus Equivalence IV: Procedural Control by Method of Stimulus Presentation? PAUL THOMAS ANDRONIS, Trudy Brown, Theresa Watts (Northern Michigan University — Marquette, MI), Michael Alspaugh (The University of Chicago — Chicago, IL)
 18. S^D and S^A Control in Matching-to-Sample. ERNEST S. GRAHAM (University of Puget Sound — Tacoma, WA)
 19. Facilitation of Stimulus Equivalence Through Naming Training or Repeated Exposure to Training Leading to Class Formation. JULIO C. DE ROSE, Joao Juliani (Universidade Federal de Sao Carlos — Sao Carlos, SP Brazil)
 20. A Method for Teachers to Analyze Discrimination Errors. CAMMARIE JOHNSON, Dwayne White (The New England Center for Autism — Southboro, MA)
 21. A Parametric Analysis of the Fixed-Ratio Changeover Requirement. MICHAEL B. EHLERT, William M. Baum (The University of New Hampshire — Durham, NH)
 22. Sample Number and Accuracy of Delayed Matching to Sample. DEAN C. WILLIAMS, Mark D. Johnston, Kathryn J. Saunders (University of Kansas — Lawrence, KS)
 23. Short-Term Remembering for Linked and Unlinked Conditional Relations by Individuals with Brain Injuries. DAVID M. CORCORAN (The Greenery at North Andover and Northeastern University — Boston, MA), Gina Green (New England Center for Autism — Southboro, MA, E.K. Shriver Center — Waltham, MA, and Northeastern University — Boston, MA)
 24. Effects of Simple and Complex Visual Stimuli in a Matching-to-Sample Task. JUAN CARLOS LOPEZ, Donald M. Baer (University of Kansas — Lawrence, KS)
 25. Emergent Relational Responding Based Upon Quantity and Equivalence. CRAIG H. KENNEDY, Loretta A. Serna (University of Hawaii — Honolulu, HI)
 26. The Acquisition of Schedule-Induced Drinking by Rats on a Fixed-Time Five-Minute Food Delivery Schedule. GINA E. TRUESDELL, James T. Todd (Eastern Michigan University — Ypsilanti, MI)

POSTER SESSIONS CONTINUED

#283
Experimental
Analysis III
continued

27. The Effects of Meal-Size Variation on Feeding-Elicited Drinking in Rats. JAMES T. TODD, Deborah S. Kennard, Gina E. Truesdell (Eastern Michigan University — Ypsilanti, MI)
28. The Temporal Context of Remembering. DIANNE McCARTHY (University of Auckland — Auckland, New Zealand)
29. Effects of Baseline Reversals on Equivalence Performances Involving Three Choices. CAROL PILGRIM, Jay Cole, Heather Petroff, Michelle Thompson, Carla Ward, Mark Galizio (University of North Carolina at Wilmington — Wilmington, NC)
30. Equivalence of Location. OLAVO GALVÃO, Isa Paniago, Ana França, Neusa Simões, Romariz Barros (Universidade Federal do Para — Belém, Pará, Brazil)
31. Artificial Concept Formation: Altering the Traditional Paradigm in Order to Enhance Viability. KATHERINE J. KIRKHART, P. Scott Lawrence (University of North Carolina at Greensboro — Greensboro, NC)
32. Are Functional and Equivalence Classes the Same? A Look at Functional Interchangeability of Stimuli as Members of the Same Stimulus Class. MATTHEW W. KIRKHART, P. Scott Lawrence (University of North Carolina at Greensboro — Greensboro, NC)
33. Equivalence Class Established Via Sample and Comparison Classification, and Verbal Control. CELSO GOYOS, Hilda M. M. Vieira, Roberta B.M. Reiff (Universidade Federal S. Carlos — S. Carlos, SP, Brazil)
34. Emergence of Constructed Responding Following Match-to-Sample Training. GLEN L. McCULLER (Stephen F. Austin State University — Nacogdoches, TX), Benjamin Lignugaris/Kraft (Utah State University)
35. Conditional Relations Among Functional Classes' Stimuli. MARIA AMERICA C. ANDRADE (Pontifícia Universidade Católica de São Paulo — São Paulo, SP, Brazil)

#284
5:00-
6:30 PM
GRAND
SALON
PRM

Performance Management III

36. Improving Customer Service for Museum Visitors with Disabilities. ELIZABETH J. MIROFF, Phillip K. Duncan (West Chester University — Kennett Square, PA)
37. The Effects of a Cultural Diversity Training Program on Supervisor Effectiveness. DANA Y. LAW, Bill Hopkins (Auburn University — Auburn, AL)

POSTER SESSIONS CONTINUED

#284
*Performance
Management III
continued*

38. An Investigation of the Possibility that Feedback may be a Stimulus Rather than a Principle of Behavior. TRACY THURKOW, Bill L. Hopkins (Auburn University — Auburn, AL)
39. Effects of Performance Feedback Frequency on Subsequent Performance of Medical School Faculty. MATTHEW J. ZAGUMNY (Tennessee Tech University — Cookeville, TN), C. Merle Johnson (Central Michigan University — Mount Pleasant, MI)
40. Positive Peer Support Training vs. Attributional Retraining to Improve Group Cohesion in High School Football Teams. STACEY B. COHEN, Richard M. O'Brien (Hofstra University — Hempstead, NY)
41. Assessment-Based Staff Support Strategies to Promote Participation of Persons with Disabilities in Regular, Daily Activities. DANIEL J. BAKER, John Fox, Richard W. Albin, Robert H. Horner (University of Oregon — Eugene, OR)
42. Using Videotape to Train Staff to Work with Individuals with Severe Developmental Disabilities. DOUGLAS A. WHITE, Mark Adams, Patrick M. Ghezzi (University of Nevada — Reno, NV)
43. The Effect of Scents on Typing Performance: Living and Learning with Odors makes Scents. MICHELLE C. SCHAFER (Springfield North High School — Springfield, OH)
44. A Component Analysis of Reciprocal Peer Training. GALE BARRY (NJ Center for Autism — Bridgeton, NJ)
45. Mailed Prompt Fails to Improve Visual Quality of ABA Posters. NED CARTER (University Hospital and Uppsala University — Uppsala, Sweden), Berit Scott (Uppsala University — Uppsala, Sweden), Anders Friberg (Uppsala University — Uppsala, Sweden and Division of Adult Psychiatry — Sandviken, Sweden), Örjan Swahn (Uppsala University and Child Habilitation Unit — Uppsala, Sweden), Richard Laitinen (University of Washington — Seattle, WA)

#285
5:00-
6:30 PM
GRAND
SALON
DDA

Developmental Disabilities; Autism III

46. A Tabletop Protocol for Teaching Attending Skills. JOANNE B. KLEDARAS (The Learning Center — Waltham, MA and The E.K. Shriver Center — Boston, MA), Anne S. Kupfer, Melissa J. Potter (The Learning Center — Waltham, MA), Richard W. Serna (The E.K. Shriver Center — Waltham, MA)
47. The Use of Serotonergic Diet and Antidepressants in the Treatment of Self-Injury in Lesch-Nyhan Syndrome. SHARON KIRKPATRICK-SANCHEZ, Don E. Williams (Richmond State School — Richmond, TX), C. Thomas Gualtieri (North Carolina Neuropsychiatry — Chapel Hill, NC), Jorge A. Raichman (Psychiatric Center — Houston, TX)

POSTER SESSIONS CONTINUED

#285
*Developmental
Disabilities: III
continued*

48. Decreasing Restrictive Interventions by Targeting Functional Alternative Behaviors. MICHAEL A. BLUESTONE (Great Oaks Center — Silver Spring, MD)
49. Teaching Identification Skills to Students with the Most Severe Disabilities: A Comparison of Two Constant Time Delay Intervals. DAVID W. TEST, Fred Spooner (UNC Charlotte — Charlotte, NC), Beth C. Hester (North Rowan Middle School)
50. Community Integration: Increasing Consumer Participation in the Transition Process. GERALD D. FAW (Choate Mental Health and Developmental Center — Anna, IL), Paula K. Davis, Craig Peck (Southern Illinois University — Carbondale, IL)
51. Coercive Ecologies: An Analyses of the Interactions between Support Staff and People with Severe Disabilities. MARY J. PIG-GOTT, Robert H. Horner (University of Oregon — Eugene, OR)
52. Examining Parents' Implementation of a Social Skills Intervention Package. CASSANDRA D. DANKO, Donna M. Guillen, Phillip S. Strain (St. Peters Child Development Centers, Inc. — Pittsburgh, PA)
53. Integrated vs. Segregated Leisure Preferences of Adults with Severe Disabilities of Retirement Age. DIANE M. BROWDER, Karena J. Cooper, Levan Lim (Lehigh University — Bethlehem, PA)
54. Evaluating the Deinstitutionalization in Norway: Staff's Skills and Verbal Behavior. TOR JENSSEN (University of Oslo — Oslo, Norway)
55. Establishment of Alternative and Incompatible Responses in a Boy with Mental Retardation to Eliminate Undesirable Responses in the Presence of Different Animals. ERIK ARNTZEN, Inger Karin Almaas, Anne Lene Flatebo (Bleiker Treatment House — Asker, Norway)
56. Performance of the Hearing Disabled Analyzed During Reading and Writing Skills Learning Through Programmed Instruction. M. PIEDADE RESENDE DA COSTA (Universidade Federal S. Carlos — S. Carlos, SP, Brazil)
57. Teaching Public Telephone Access Skills to Developmentally Disabled Adults. JAMES F. McCOY, Barry S. Wood (Auburn University — Auburn, AL)
58. Functional Communication Training: The Reduction of Inappropriate Mealtime Behaviors in a Person with Profound Developmental Disabilities. MARIA-LOUISA M. KNOBEL (Beatrice State Developmental Center), Wayne C. Piersel (University of Nebraska — Lincoln, NE)

POSTER SESSIONS CONTINUED

- #285** 59. Environmental Analysis of Self-Injury Apparently Maintained by a Private Event. CRAIG H. KENNEDY, Geri Souza (University of Hawaii — Honolulu, HI)
- Developmental Disabilities: III continued*
60. The Generalization of the Treatment Effects of a Handmouthing Reduction Procedure to Natural Environments. RHETT HARTLEY, Doug Irvin, Rodney Realon, Jim Phillips (Murdoch Center — Butler, NC)
61. Augmentative Alternative Communication via Imagovox: Multi-Idiomatic Speaker for the Language-Disabled. FERNANDO C. CAPOVILLA, E.C. Macedo, M.D. Feitosa, A.G. Seabra (University of São Paulo — São Paulo, SP, Brazil)
62. Blissymbols in Severe Cerebral-Palsy: Computerized Version with Digitalized Speech vs. Traditional Communication Board. FERNANDO C. CAPOVILLA, E.C. Macedo, M.D. Feitosa (University of São Paulo — São Paulo, SP, Brazil)
63. Imago-Bliss-Vox: Multimedia Software for Teaching Blissymbols. E.C. MACEDO, F.C. Capovilla, M.D. Feitosa (University of São Paulo — São Paulo, SP, Brazil)
64. Logophone: Sign-Language Based Communication System for the Hearing-Impaired. E.C. MACEDO, F.C. Capovilla, M.D. Feitosa, V.O. Thiers, A.G. Seabra (University of São Paulo — São Paulo, SP, Brazil)
65. Successful Use of C-Pic by Ataxic Cerebral-Palsy Child Who Had Failed with Blissymbols. E.C. MACEDO, F.C. Capovilla, M.J. Gonçalves, M.D. Feitosa, (University of São Paulo — São Paulo, SP, Brazil)
66. Development of Ordinal and Equivalence Relations in Number/Quantity Classes by Students with Severe Disabilities. DWAYNE WHITE (The New England Center for Autism — Southboro, MA and Northeastern University — Boston, MA), Gina Green, Kathy Clark (The New England Center for Autism — Southboro, MA, The E.K. Shriver Center — Waltham, MA, and Northeastern University — Boston, MA)
67. "Fading" Timeout by Incrementing Positive Reinforcement Schedules to Reduce Dangerous Behavior. BETHANY L. RICE, Myrna Libby (The New England Center for Autism — Southboro, MA and Northeastern University — Boston, MA), Sheila Riccio, Janice DeCosta, Amy Geckler (The New England Center for Autism — Southboro, MA)
68. Using Barcode Technology for Behavioral Assessment. D. DANIEL GOULD, Cammarie Johnson (The New England Center for Autism — Southboro, MA), Gina Green (The New England

POSTER SESSIONS CONTINUED

- #285** Center for Autism — Southboro, MA, The E.K. Shriver Center —
Developmental Waltham, MA, and Northeastern University — Boston, MA), Myrna
Disabilities: III Libby (The New England Center for Autism — Southboro, MA and
continued Northeastern University — Boston, MA), Richard R. Saunders
(University of Kansas — Lawrence, KS)
69. Comparison of Relaxation and Activity for Reducing Tics. D.
DANIEL GOULD, Kate Crowley (The New England Center for
Autism — Southboro, MA)
70. Social Orienting to Peer Approaches by Children with Autism and
Typical Children. TREVOR C. PARADIS, Michael J. Morrier, Gail
G. McGee (Emory University School of Medicine — Atlanta, GA)
71. An In-Depth Description of Naturally Occurring Social
Interactions by Children with Autism and Typical Children. JEN-
NIFER L. MCINTIRE, Trevor C. Paradis, Gail McGee (Emory
University School of Medicine — Atlanta, GA)
72. Treatment of Severe Aggression in a Preschooler with Autism: The
Effect of Setting Events and Stimulus Control. MICHAEL D. POW-
ERS (Newington Children's Hospital — Newington, CT)
73. Functional Analysis of Self-Control. ZBIGNIEW GOLONKA,
David Wacker, Marc Andelman, Janet Drew, K. Mark Derby (The
University of Iowa — Iowa City, IA)
74. Using Functionally Based Assessments and Treatments in the
Home Setting. ANNE-MARIE PROUTY, David P. Wacker, K. Mark
Derby, Wendy K. Berg, Jay Harding, Jennifer Asmus (The University
of Iowa — Iowa City, IA)
75. An Analysis of the Effects of Control vs. Amount of Reinforcement
on Young Children's Behavior in Home Settings. JAY HARDING,
David P. Wacker, K. Mark Derby, Jennifer Asmus, Wendy K. Berg,
Stephanie Peck (The University of Iowa — Iowa City, IA)
76. Methods of Assessing and Teaching Choice to Children with
Autism and Other Developmental Disabilities. PATRICIA EGAN,
Pamela Gaudette, Nancy Sciaraffa, Stephen Anderson (The May
Institute, Inc. — Braintree, MA)
77. Self-Reinforcement of Schedule-Following in Three Teenagers
with Autism. DAWN M. BUFFINGTON (Queens College —
Flushing, NY, City University of New York — New York, NY and
Queens Services for Autistic Citizens, Inc.), Bobby Newman, Mairead
A. O'Grady, Mary E. McDonald (Queens College — Flushing, NY
and Queens Services for Autistic Citizens, Inc. — KI), Claire L.
Poulson, Nancy S. Hemmes (Queens College — Flushing, NY)

POSTER SESSIONS CONTINUED

- #285** 78. D.A.P. Wasn't Built in a Day: The Role of Behavior Analysis in Planning a School Addition. SUSAN L. PETERSON, Karen J. Tavani, Dawn Haller (Delaware Autistic Program — Newark, DE)
- Developmental Disabilities: III continued* 79. On the Relative Accuracy and Efficiency of Abbreviated Reinforcer Assessments. KIMBERLI TREADWELL, Wayne Fisher, Adrianna Amari (The Johns Hopkins University School of Medicine and Kennedy Krieger Institute — Baltimore, MD)
80. Functional Analysis of Destructive Behavior: Aggregated Results from Multiple Cases. RACHEL THOMPSON, Louis Hagopian, Wayne Fisher, Lynn G. Bowman, Julia O'Conner, Michael Papa (Kennedy Krieger Institute and The Johns Hopkins University School of Medicine — Baltimore, MD)
81. Evaluating the Predictive Validity of the Stimulus Choice Assessment Procedures. LISA TOOLE, Cathleen C. Piazza, Wayne Fisher, Louis Hagopian, Lynn G. Bowman, Adrianna Amari (Kennedy Krieger Institute and The Johns Hopkins University School of Medicine — Baltimore, MD)
82. Correspondence Training for the Treatment of Incontinence. LOUIS HAGOPIAN, Sung Woo Kahng, Louanne Hunt, Mike Heller (Kennedy Krieger Institute and The Johns Hopkins University School of Medicine — Baltimore, MD)
83. A Component Analysis of Noncontingent Reinforcement for the Treatment of Destructive Behavior. LOUIS HAGOPIAN, Wayne W. Fisher, Steven M. Legacy, Hiedi L. Patterson, Patricia F. Kurtz, Paula Levin (Kennedy Krieger Institute and The Johns Hopkins University School of Medicine — Baltimore, MD)
84. Using Empirically Derived Consequences to Enhance Treatment Effects for Individuals with Severe Behavior Disorders. JENNIFER L. FLEISHELL, Lynn G. Bowman, Wayne Fisher, Kurt Freeman, Cathleen C. Piazza (Kennedy Krieger Institute and The Johns Hopkins University School of Medicine — Baltimore, MD)
85. Social Validation of Symbolic Play Training for Children with Autism. AUBYN C. STAHLER, Laura Schreiber, Nicole Palardy (University of California, San Diego — La Jolla, CA)
- #286** **Theoretical, Philosophical, and Conceptual Issues III**
- 5:00-6:30 PM 86. Some Issues Concerning the Study of the Behavior Analysis Community. RUBEN ARDILA, Freddy D. Reyes (National University of Colombia — Bogota, Colombia)
- GRAND SALON 87. A Conceptual Framework for the Study of Temporal Control of Behavior. FREDDY D. REYES, Ruben Ardila (National University of Colombia — Bogota, Colombia)
- TPC

POSTER SESSIONS CONTINUED

#286
Theoretical Issues III
continued

88. Conventional Experimental Design in Psychology; Manure and Mr. Potato Head. STEPHEN FLORA, Jane Kestner (Youngstown State University — Youngstown, OH)
89. Presentation of Behavior Analytic Methods in Psychology Methods Textbooks. JANE KESTNER, Stephen Flora (Youngstown State University — Youngstown, OH)
90. What is the Unit of Analysis in Organizational Behavior Management? STUART W. GOLDER, Annette M. Bzdawka, Patrick M. Ghezzi (University of Nevada — Reno, NV)
91. Consultant-Moderated vs. Teacher-Mediated Social Skills Programs in a Head Start Classroom: Examining Issues of Generalization and Maintenance. LAURA JOHNSTON, Valeri Farmer-Dougan (Illinois State University — Normal, IL)
92. Social Skills, Incidental Teaching and the Disequilibrium Model: Changing Views of Reinforcement in Natural Settings. VALERI FARMER-DOUGAN (Illinois State University — Normal, IL)
93. Effects of Customary Linguistic Usage and Emotionality on Maintenance of Image Reversal. DAWN M. ELLISON (Millsaps College — Ridgeland, MS)

ANNOUNCEMENTS

Complimentary Breakfast for Student Members

Saturday, May 28, 7:30-9am • Sponsored by
The Continuous Learning Group, Morgantown,
WV and ABA's Student Committee.

Breakfast served in the Thomas Jefferson Room

Drake University Reunion

Drake University celebrates
20 years of ABA! Faculty,
alumni and friends meet in
the hotel lobby at 7:00pm,
Saturday, May 28, 1994,
for dinner arrangements.

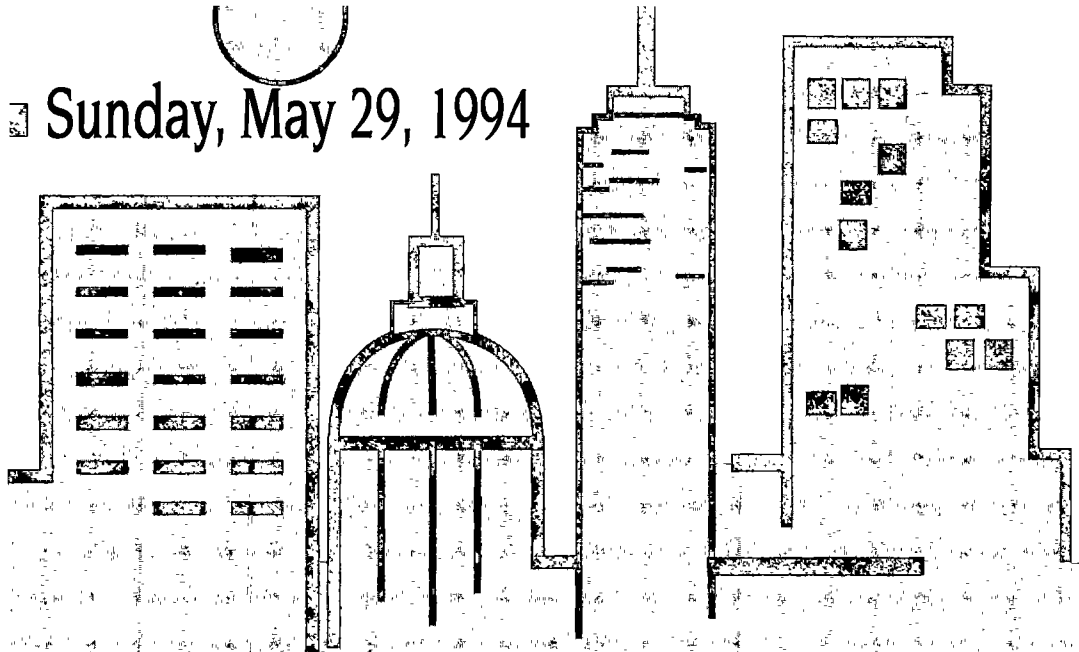
Saturday, May 28, 1994

Place	7:00 am	8:00 am	9:00 am	10:00 am	11:00 am	12:00 pm
Dusseldorf		#200 Accreditation Council	#216 Behavior Analytic		#241 Clinical, Family	
Lisbon		#201 Retired Pre-Retired	#224 Self-Injurious Behavior			
Vienna		#202 Mississippi Association	#210 Religion Human		#228 Theoretical, Philosophical	
Milan/ Strasbourg			#209 Drug Self- Administration	#225 New California	#237 Conditioned Reinforcement	
George Washington		#203 Behavior Analyst				
Cherokee			#220 Behavioral Economics			
Ballroom C				#229 Converting Infidels		
Cobb			#217 History Behavior		#238 Dysfunctional Families	
Douglas			#214 Social Competence	#233 Research Safety		
Dekalb			#218 Functional Communication		#239 Increasing Reading	
Walton			#221 Animal Cognition		#236 Behavioral Pharmacology	
Forsythe			#223 Mechanisms Equivalence		#240 Using Matching	
Gwinnett			#208 Escalated Learning	#227 Dealing Students'		
Paulding			#213 Developing Intensive	#234 Conceptual Issues		
Fulton			#207 Promoting Behavior	#226 Issues Treatment		
Clayton			#206 Issues Clinic	#230 Moral Behavior		
Henry			#219 New Perspectives			
Newton			#211 Using Goldfish	#231 Experimental Analysis		
Fayette			#212 Performance Management	#232 Performance Management		
Rockdale			#215 Preventing Retail	#235 Performance Management		
Grand Salon						#242, 243, 244, 245 Poster Sessions
Ballroom D		#205 Give Take				

Saturday, May 28, 1994

Place	1:00 PM	2:00 pm	3:00 pm	4:00 pm	5:00 pm	6:00 pm	7:00 pm
Dusseldorf	#260 Matching Verbal		#277 Theoretical, Philosophical				
Lisbon	#247 Beyond Revolution	#268 Current Research					
Vienna	#248 Behavioral Repertoire	#265 Behavioral Perspectives					
Milan/ Strasbourg	#259 Contemporary Issues						
George Washington							
Cherokee	#256 Extending Stimulus	#269 Speaking Using				#204 ABA Membership	
Ballroom C							
Cobb	#246 Psychoanalytic Concepts	#266 Presenting Yourself					
Douglas	#263 Cultural Cross-cultural						
Dekalb	#250 Measuring Intervention	#267 Severe Disabilities					
Walton	#252 Computer Assisted	#270 Reading Mathematics					
Forsythe	#258 Teaching Behavior	#276 Assessing Effectiveness					
Gwinnett	#255 Functional Analysis	#274 Providing Funding					
Paulding	#262 Bogy Mechanism	#280 Children's Disclosures					
Fulton	#249 Social Networks	#264 See Spot	#278 Penile Plethysmograph				
Clayton	#261 Behavioral Approaches	#279 Ethology Imprinting					
Henry	#251 Brain Injury	#271					
Newton	#257 Drug-Taking Behavior	#275 Current Research					
Fayette	#253 Cooperation Teamwork	#273 Current Future					
Rockdale	#254 Seventh Generation	#272 Feedback Effects					
Grand Salon	#242-245 Poster Sessions continued					#282, 283, 284, 285, 286 Poster Sessions	
Grand Ballroom				#281 Building Embodied			

57 Sunday, May 29, 1994



**Invited
Presentations**

Special Events

Breakfasts

Business Meetings


Sessions

Announcements


Day Schedule



INVITED PRESENTATIONS

- #314 • From Conditioning to Consciousness: The Development of Naming. C. FERGUS LOWE (Florida International University), PAULINE J. HORNE (University of Wales)
- #315 • OBM as a Profession: Threats and Opportunities. WILLIAM K. REDMON (Continuous Learning Group). OBM Network Awardee
- #330 • Verval Communities: Their Role in the Analysis and Change of Human Behavior. BERNARD GUERIN (University of Waikato)
- #341 • Self-Control: Beyond Commitment. HOWARD RACHLIN (University of New York, Stony Brook)
- #353 • Making a Difference with Behavior Analysis in the Educational System of the State of Veracruz, Mexico. WILFREDO SALAS MARTINEZ (University of Veracruz)
- #379 • An Alternative to the Failure of Behavior Analysis in Remediating Significant Social Problems. WILLIAM M. TYSON (Blue Ridge Behavior Systems — Charlotte, NC)
- #380 • Behaviorism and Cognitivism. J. E. R. STADDON (Duke University)
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SPECIAL EVENTS

- #360 • Animal Behavior Management: Behavior Analysis at Work in the Marketplace. KAREN PRYOR (North Bend, WA)
- #382 • "Contingency" in Behavior Analysis. KENNON A. LATTAL (West Virginia University), Presidential Address
- #383 • ABA Awards Ceremony. Sigrid S. Glenn (ABA President), Kennon A. Lattal (ABA President-Elect), Judith E. Favell (ABA Past President)
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BREAKFASTS

Breakfast for Student Members
Sponsored by Aubrey Daniels & Associates,
Inc., Tucker, GA and ABA's Student
Committee
7:30-9:00am THOMAS JEFFERSON

BUSINESS MEETINGS

- #300 The Trainers Forum Special Interest Group**
8:00- Chair: Karen Pryor (North Bend, WA)
8:50 AM
ROCKDALE
- #301 Teaching Behavior Analysis Special Interest Group**
8:00- Chair: William Boettcher, Richard W. Malott (Western Michigan
8:50 AM University — Kalamazoo, MI). To save the world with behavior analy-
FORSYTHE sis by teaching the world behavior analysis.
- #302 Standard Celeration Chart Data Sharing**
8:00- Chair: Stephen Graf (Youngstown State University — Youngstown,
8:50 AM OH). Each year since 1980 this meeting has provided an opportunity
DUSSELDORF 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.
- #303 Development SIG**
8:00- Chair: Jacob L. Gewirtz (Florida International University). Behavior
8:50 AM analysis through the life span, basic and applied, animal and human,
LISBON with emphasis on sequential changes in behavior and in environment.
- #304 Correctional Behavioral Analysis**
8:00- Chair: Sherman Yen. Purpose: To select a new Chairperson and to
8:50 AM expand the SIG's future activities.
VIENNA
- #305 ABA Student Committee**
8:00- Chairs: Laura Methot (Western Michigan University — Kalamazoo,
8:30 AM MI), Ken Alling (National Institute on Drug Abuse), April D. Miller
THOMAS (University of Southern Mississippi — Hattiesburg, MS). The objec-
JEFFERSON tives of the annual Student Committee Business Meeting are: (1) to
inform ABA student members of the Student Committee's current and
proposed activities, (2) to solicit suggestions and advice from student
members to aid the Student Committee in carrying out its charges,
goals, and objectives, and (3) to inform the student members of news
and information pertaining to ABA in general. The meeting involves
an informal exchange between ABA student members.
- #306 The Behavior Analyst Advisory Board**
8:00- Chair: Libby M. Street (Central Washington University — Ellensburg,
8:50 AM WA). The Advisory Board of *The Behavior Analyst* meets annually to
JOHN determine the general direction of the journal and monitor its quality.
ADAMS The meeting provides an opportunity to discuss issues related to the
journal and to elect members to both the Editorial Board and the
Advisory Board. Closed.

BUSINESS MEETINGS CONTINUED

#307 Social Workers in Behavior Analysis

6:30-7:30 PM
NEWTON
Chair: Bruce A. Thyer (University of Georgia — Athens, GA). Social workers attending ABA are encouraged to attend this business meeting for the purposes of professional networking. Among the items on this year's agenda are: (1) Promoting behavior analysis within social work, (2) Promoting social work within behavior analysis, (3) Recent developments within behavioral social work.

#308 Public Relations Committee: Building a Model for Marketing Behavior Analysis

6:30-7:30 PM
ROCKDALE
Chairs: Henry D. Schlinger, Jr. (ABA Public Relations Committee) and Carl Binder (Precision Teaching & Management Systems Inc.). Discuss the mission of the ABA Public Relations Committee and report on a project begun by the PR Committee at ABA 1993 to develop a needs model for behaviorally based educational goods and services. The project involves developing a model that links the needs and problems of some of our potential customers in society with language about the solutions we offer. This model can serve as a verbal framework for identifying the needs and concerns of those to whom we speak and then describing what we have in ways that will appeal and make sense to them. This session should engender ideas for applying the model to our public communications efforts.

#309 Gerontology Special Interest Group

6:30-7:30 PM
FORSYTHE
Chair: Theodore M. Surdy (Immanuel St. Joseph's Hospital — Mankato, MN). Election of officers, review of financial status, presentation of student poster award money, discussion of status of membership, and discussion of issues and direction of research and application relevant to applied behavioral analysis with geriatric populations.

#310 Behavior Analysts and Electronic Communication

6:30-7:30 PM
DUSSELDORF
Chairs: Leslie Burkett (University of North Texas — Denton, TX), Philip N. Himeline (Temple University — Philadelphia, PA). An open meeting for those interested in sharing information via electronic communications, 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.

#311 Direction Instruction Special Interest Group

6:30-7:30 PM
LISBON
Chair: Paul Weisberg (University of Alabama — Tuscaloosa, AL). 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 and teaching are further emphasized.

BUSINESS MEETINGS CONTINUED

- #312 Verbal Behavior Special Interest Group**
6:30- Chair: PHILIP N. CHASE (West Virginia University —
7:30 PM Morgantown, WV) Annual Meeting of the SIG
VIENNA

SESSIONS

- #313 Theoretical, Philosophical, and Conceptual Issues**
9:00- Address
9:50 AM Chair: Jay Moore (University of Wisconsin-Milwaukee — Milwaukee,
DUSSELDORF WI)
TPC ■ (9:00-9:20am) Translating Pragmatism into Psychology: The
Functions of Language and the Limits of Social Knowledge.
BERNARD GUERIN (University of Waikato — New Zealand)
■ (9:30-9:50am) Conceptual Analysis as the Empirical Study of
Linguistic Convention: Some Implications for Behavior Analysis.
ULLIN T. PLACE (University of Wales, Bangor)
- #314 From Conditioning to Consciousness: The Development of Naming**
9:00- Invited Address
9:50 AM C. FERGUS LOWE and PAULINE J. HORNE (University of Wales,
CLAYTON Bangor)
DEV Chair: Jacob L. Gewirtz (Florida International University — Miami, FL)
- #315 OBM Award for Outstanding Contributions: OBM as a Profession: Threats and Opportunities**
9:00- Invited Address
9:50 AM WILLIAM K. REDMON (Continuous Learning Group —
MILAN/ Morgantown, PA)
STRASBOURG Chair: Cloyd Hyten (University of North Texas — Denton, TX)
PRM
- #317 Conceptual and Historical Analysis**
9:00- Address
9:50 AM Chair: Francis Leyner (Eastern Michigan University — Ypsilanti, MI)
VIENNA ■ (9:00-9:20am) Title of Proposed Presentation: B'Chirah Chofshis
TPC/ELS and Dignity: Judaic and Humanistic Views of Free Will. BOBBY
NEWMAN, Devorah Rosen (City University of New York —
Flushing, NY)
■ (9:20-9:40am) An Empirical Science of Propaganda. RICHARD
EDWARD LAITINEN (University of Washington — Seattle, WA)

SESSIONS CONTINUED

- #317** ■ (9:40-10:00am) Behavioral Treatment in Gender Dysphoria: A Review of the Literature and a Call for Reform. DALLAS DENNY (AEGIS — Decatur, GA)
Conceptual Analysis continued
- #318** **Behavioral Treatment of Substance Abusers: Issues and Prospects**
 9:00-10:20 AM Symposium
 FULTON Chair: Mark Peyrot (Loyola College Center for Social & Community Research — Baltimore, MD)
 CBM ■ Acupuncture Treatment of Female Addicts: A Preliminary Report. SHERMAN YEN (Applied Research and Management), C. P. Lin (AWARE Counseling Center)
 ■ Clinical Application of Biofeedback with Female Addicts: A Preliminary Report. CINDY HENDERSON, Jane Goetzke (AWARE Counseling Center)
 ■ Evaluation of Behavioral Treatment for Cocaine Addicts. MARK PEYROT (Loyola College Center for Social & Community Research — Baltimore MD)
 ■ Evaluation of Behavioral Treatment for Female Substance Abusers. STEPHANIE B. DEXTER, Mark Peyrot (Loyola College Center for Social & Community Research — Baltimore, MD)
- #319** **Early Intervention with Preschoolers**
 9:00-10:20 AM Symposium
 PAULDING Chair: Linda J. Cooper (University of Iowa — Iowa City, IA)
 CBM Discussant: JOHN M. PARRISH (University of Pennsylvania)
 ■ Matching Treatments to Families: Using Integrity of Treatment Delivery as well as Function of Behavior to Select Treatment. JENNIFER M. ASMUS, David P. Wacker, Jay Harding, Wendy K. Berg, K. Mark Derby (University of Iowa — Iowa City, IA)
 ■ Descriptive Analysis: Application to Behavioral Feeding Disorders. JENNIFER J. McCOMAS, Linda J. Cooper, David P. Wacker, Jennifer M. Asmus (University of Iowa — Iowa City, IA)
 ■ The Role of Induction in Children's Appropriate Toy Play. JOSEPH S. LALLI (University of Pennsylvania), Kathleen Zanolli (University of Kansas), Ted Wohn (Children's Seashore House)
- #320** **Developing the Context and Operations for Data-Driven Management Systems**
 9:00-10:20 AM Symposium
 DEKALB Chair: Mark Alavosius (Abacus Management Group, Inc. — Cranston, RI)
 PRM Discussant: BILL HOPKINS (Auburn University — Auburn, AL)
 ■ Developing Support for OBM Interventions as Part of State-Wide and Regional CQI (Continuous Quality Improvement) Systems for

SESSIONS CONTINUED

- #320** Programs Serving Persons with Mental Retardation. ROBERT BABCOCK (Auburn University — Auburn, AL), Catharine Maddox, Cynthia Daniels, Michael Martin, Patti Moore, Elizabeth Mullins, Alice Widgeon (Region IV, Alabama)
Developing the Context continued
- Establishing a Data-Base to Guide Quality Improvement in a Human Service Organization. RICK FLEMING, Robert Babcock (Auburn University — Auburn, AL), Levi Harris, Steve Roth, Anne Harris, Patti Moore, Josef Peebles, Shirley Carlisle (U. S. Tarwater Development Center)
 - Data Sources for Identifying Companies with Occupational Health & Safety Risks. MARK ALAVOSIUS, A. E. Adams, Michael Follick (Abacus Management Group, Inc. — Cranston, RI)
 - Developing Self-Correcting Safety Systems within Small Businesses. MARK ALAVOSIUS, A. E. Adams, Michael Follick (Abacus Management Group, Inc. — Cranston, RI)
- #321** **Clinical Innovations Using Behavior Analytic Principles for the Study of Schizophrenia, Depression, and Sexual Abuse**
9:00-10:50 AM Symposium
ROCKDALE Chair: William C. Follette (University of Nevada — Reno, NV)
CBM Discussant: ROBERT P. HAWKINS (West Virginia University — Morgantown, WV)
- A Behavioral Analysis of Social Skills Using Contingent Shaping in Schizophrenia. WILLIAM C. FOLLETTE, Thane A. Dykstra (University of Nevada — Reno, NV)
 - Does Being Sensitive To Social Reinforcement Mean Never Having to Say You're Sorry? CHAUNCEY R. PARKER (University of Nevada — Reno, NV)
 - Training Social Effectiveness Using Contingent Shaping in Schizophrenia: A Case Report. L. E. RUCKSTUHL, JR., Scott N. Compton, Glenn M. Callaghan, William C. Follette (University of Nevada — Reno, NV)
 - An Analysis of Depressive Interactions to Guide the Design of Clinical Interventions. SCOTT N. COMPTON, William C. Follette (University of Nevada — Reno, NV)
 - A Behavioral Analysis of Revictimization in Adult Survivors of Childhood Sexual Abuse. AMY E. NAUGLE, William C. Follette, Victoria M. Follette (University of Nevada — Reno, NV)
- #322** **Selling Without Selling Out With the Precision Learning System**
9:00-10:50 AM Symposium
COBB Chair: John Domenick (Precision Learning Systems, Inc. — Tucker, GA)
PRM Discussant: AUBREY C. DANIELS (Precision Learning Systems, Inc. — Tucker, GA)

SESSIONS CONTINUED

#322
*Selling Without
Selling Out
continued*

- The Precision Learning System in Small Talk V. JAMES H. COW-ARDIN (Precision Learning Systems, Inc.)
- Precision Learning and the Bottom-Line in Sales Training. JAMES ALEXANDER (Orton Industries — Atlanta, GA)
- Extending the Instruction Design in Precision Learning Systems. JOHN ESHLEMAN (Precision Learning Systems, Inc.)
- On the Verge — Balancing Increasing Sales and a Growing Staff While Maintaining Product Quality. JOHN DOMENICK (Precision Learning Systems, Inc.)
- Employee Training: The Next Frontier for Applying Basic Behavior Analytic Research. ANDREW SHAMRAO (Precision Learning Systems, Inc.)

#323
9:00-
10:50 AM
DOUGLAS
DEV-SIG

Behavioral Approaches to Development

Symposium

Chair: Martha Pelaez (University of Miami School of Medicine)

Discussant: HAYNE REESE (West Virginia University — Morgantown, WV)

- Developmental Cusps: A Relevant Concept for Behavior Analysis.

DONALD M. BAER, Jesus Rosales (University of Kansas — Lawrence, KS)

- Does a Quantitative Analytic Developmental State Theory Enhance Behavior Analysis? MICHAEL COMMONS (Harvard Medical School — Boston, MA)

- Some Reflections on the Concept of Development in Behavior Analysis. VICENTE GARCIA (Universidad Nacional Autonoma de Mexico)

#324
9:00-
10:50 AM
HENRY
EAB

Within-Session Changes in Responding: A New Behavior Principle?

Symposium

Chair: Frances K. McSweeney (Washington State University — Pullman, WA)

Discussant: JAMES D. DOUGAN (Illinois Wesleyan University — Bloomington, IL)

- Effect of Time Between Sessions on Within-Session Patterns of Responding. KELLY S. JOHNSON, Frances K. McSweeney (Washington State University — Pullman, WA)

- Effects of Different Timeout and Blackout Durations on Within-Session Changes in Responding. CARL B. CANNON, Frances K. McSweeney (Washington State University — Pullman, WA)

- Interaction of Reinforcer Palatability and Caloric Density with Motivational State in the Production of Within-Session Patterns of Responding. JOHN M. ROLL, Frances K. McSweeney, Jeffrey N. Weatherly (Washington State University — Pullman, WA)

SESSIONS CONTINUED

- #324** ■ Within-Session Patterns of Responding when Amount of Reinforcement is Separated from Number of Reinforcers. JEFFREY N. WEATHERLY, Frances K. McSweeney (Washington State University)
- Within-Session Changes continued* ■ Within-Session Changes in Responding When the End of the Session is Unpredictable. FRANCES K. McSWEENEY, Jeffrey N. Weatherly, Samantha Springs (Washington State University — Pullman, WA)

- #325** **Variability and its Dimensions as Determinants of Choice**
- 9:00- Symposium
- 10:50 AM Chair: Philip N. Hinline (Temple University — Philadelphia, PA)
- CHEROKEE Discussant: RICHARD L. SHULL (University of North Carolina-Greensboro)
- EAB ■ Variants: How the Environmental Variance Incurred by the Foraging Patterns of Two Ant Species Affects Their Rates of Learning and Forgetting. PETER KILLEEN, R. A. Johnson, S. W. Rissing (Arizona State University — Tempe, AZ)
- How Small is Small?: Minimum Values in Variable Ratios as Affecting Choice Between Variable and Fixed Schedules. DOUGLAS P. FIELD (Temple University — Philadelphia, PA), William H. Ahearn (Children's Seashore House — Philadelphia, PA)
- A Qualitative Psychophysical Conjecture About Risky Choice: A Review of the Literature. DAVID A. CASE (University of California, San Diego — La Jolla, CA)
- Sums of Reciprocals as a Predictor of Choice in Concurrently Available Fixed-Ratio and Geometrically Increasing Progressive-Ratio Work Requirements. PAUL NEUMAN, Philip N. Hinline (Temple University — Philadelphia, PA), William H. Ahearn (Children's Seashore House — Philadelphia, PA)
- Operant Variability and Choice. ALLEN NEURINGER (Reed College — Portland, OR)

- #326** **Behavior in Transition**
- 9:00- Symposium
- 10:50 AM Chair: Kennon A. Lattal (West Virginia University — Morgantown, WV)
- WALTON Discussant: BARBARA WANCHISEN (Baldwin-Wallace College — Berea, OH)
- EAB ■ Effects of Reinforcement Delay and Dependency During the Acquisition of Leverpressing by Rats. CARLOS A. BRUNER, Raul Avila (National Autonomous University of Mexico)
- The Persistence of Responding as a Function of Response-Rate History and Current Stimulus Conditions. BARBARA A. METZGER, Kennon A. Lattal (Anderson College and West Virginia University — Morgantown, WV)

SESSIONS CONTINUED

- #326** ■ Tracking the Acquisition of Matching-Like Performance of Pigeons within Single Sessions. DAVID W. SCHAAL, K. E. Ruckstuhl (West Virginia University — Morgantown, WV)
Behavior in Transition continued ■ The Molecular Structure of Behavior Change After Chemical Exposure. M. CHRISTOPHER NEWLAND (Auburn University — Auburn, AL)

- #327** **Behavioral and Pharmacotherapies for Substance Abuse: From the Behavior of Neurons to the Behavior of Primates**
9:00- Symposium
10:50 AM Chair: Steven I. Dworkin (Wake Forest University — Winston-Salem, NC)
NEWTON Discussant: MARK GALIZIO (University of North Carolina-
TOX Wilmington)
■ The Use of *In Vivo* Microdialysis to Evaluate the Neurochemical Correlates of the Behavioral Effects of Drugs. SCOTT HEMBY (Wake Forest University — Winston-Salem, NC)
■ Rodent Models of Ethanol Use. FORREST FILES (Wake Forest University — Winston-Salem, NC)
■ Non-Human Primate Models of Ethanol Use. SERENE MIRKIS, Kathleen Grant (Wake Forest University — Winston-Salem, NC)
■ Rodent Models of Cocaine Use and Treatment. GLENN SEIZ-MORE (Wake Forest University — Winston-Salem, NC)
■ Non-Human Primate Models of Cocaine Abuse and Treatment. MIKE NADER (Wake Forest University — Winston-Salem, NC)

- #328** **Teaching Behavior Analysis: Preparing and Supervising Students in Practica, Theses, and Dissertations**
9:00- Symposium
10:50 AM Chair: James M. Johnston (Auburn University — Auburn, AL)
FORSYTHE ■ Enabling Master's Degree Students to Begin (and Finish) the Fearsome Task of Writing a Thesis. MAGGIE LLOYD (Central
EDC Washington University — Ellensburg, WA)
■ A Behavioral Sequence for Guiding Students Through Theses and Dissertations. HOWARD FARRIS (Western Michigan University — Kalamazoo, MI)
■ Teaching Pre-Service and In-Service Teachers How to Evaluate the Effectiveness of Instructional Strategies. RALPH GARDNER (The Ohio State University — Columbus, OH)
■ Applied Behavior Analysis "Designed" Research. LESSIE COCHRAN (Pennsylvania State University — University Park, PA)
■ Completing Theses and Dissertations with Performance-Management Systems. MARIA E. MALOTT (Malott & Associates — Kalamazoo, MI)

SESSIONS CONTINUED

- #329 Modifying the Cultural Practice of Tobacco Use:
Experimental Evaluations of a Community Intervention**
9:00-10:50 AM Symposium
LISBON Chair: Carol Black (Oregon Research Institute — Eugene, OR)
CCS Discussant: SCOTT GELLER (Virginia Polytechnic Institute — Blacksburg, VA)
- Methodological Considerations in Community Intervention Research: Time-Series Experimental Designs in the Context of a Randomized Control Trial. DENNIS ARY, Terry Duncan, Anthony Biglan, Keith Smolkowski (Oregon Research Institute — Eugene, OR)
 - Media Campaigns to Prevent Adolescent Tobacco Use. ANTHONY BIGLAN, Dennis Ary, Howard Yudelson, Terry Duncan, Donald Hood, Lisa James, Virginia Koehn, Zada Wright, Carol Black, Debra Levings, Sandy Smith, Elizabeth Gaiser (Oregon Research Institute — Eugene, OR)
 - Reducing Adolescents' Access to Tobacco in Communities. CAROL BLACK, Anthony Biglan, Jamye Henderson, Delaine Humphreys, Maija Yasui, Rebecca Whisman, Dennis Ary (Oregon Research Institute — Eugene, OR)
 - Bringing About Enforcement of Policies Concerning Adolescent Possession of Tobacco. ANTHONY BIGLAN (Oregon Research Institute — Eugene, OR)
- #330 Verbal Communities: Their Role in the Analysis and Change of Human Behavior**
10:00-10:30 AM Invited Address
VIENNA BERNARD GUERIN (University of Waikato — Hamilton, New Zealand)
TPC/VRB Chair: Ken Lloyd (Central Washington University — Ellensburg, WA)
- #331 Self-Knowledge: Behavior Analytic Perspectives**
10:00-11:50 AM Symposium
CLAYTON Chair: Patricia A. Bach (University of Nevada — Reno, NV)
TPC Discussant: WILLIAM M. BAUM (University of New Hampshire)
- When Ignorance is Bliss. ROBERT D. ZETTLE (Wichita State University)
 - Self-Deception: Who's Kidding Whom? ROBYN D. WALSER, Patricia A. Bach, Steven C. Hayes (University of Nevada — RENO, NV)
 - What is the "Self" in Self-Knowledge?: A Radical Behavioral Perspective on the Construct of Self. ANNETTE M. BZDAWKA, Patricia A. Bach (University of Nevada — RENO, NV)
 - Insight and Behavioral Change: A Radical Behaviorist Perspective. BARBARA KOHLENBERG, Jacqueline Pistorello (University of Nevada — RENO, NV)

SESSIONS CONTINUED

#332 On Doing What's Right: Issues in Prosocial Behavior

10:00- Symposium

11:50 AM Chair: Elizabeth V. Gifford (University of Nevada — Reno, NV)
GWINNETT Discussant: RICHARD RAKOS (Cleveland State University —
ELS Cleveland, OH)

■ Taste of the Fish Head. DOSHEEN TOARMINO (University of Nevada — Reno, NV)

■ Verbal Behavior in Ethical Contexts: Toward a Functional Analysis of Virtuous Activity. ELIZABETH V. GIFFORD, Linda J. Hayes (University of Nevada — Reno, NV)

■ The Role of Verbal Behavior in the Development of Children's Ethical Behavior. RUTH ANNE REHFELDT, Linda J. Hayes, Elizabeth V. Gifford (University of Nevada — Reno, NV)

■ A Psychological Analysis of the Behavior of Institutional Review Boards. GREGORY J. HAYES, Steven C. Hayes (University of Nevada — Reno, NV)

#333 Stimulus Equivalence: What is It and Where Does It Come From?

10:00- Symposium

11:50 AM Chair and Discussant: A. CHARLES CATANIA (University of
FAYETTE Maryland — Catonsville, MD)
DEV-SIG/EAB

■ Equivalence is a Fundamental Stimulus Function. GINA GREEN

■ The Evidence for Relational Frame Theory. STEVEN C. HAYES

■ Naming as the Source of Stimulus Equivalence and other "Emergent" Behavior. C. FERGUS LOWE, Pauline J. Horne

#334 The Self: A Radical Behavioral View

10:00- Symposium

11:50 AM Chair and Discussant: ROBERT J. KOHLENBERG (University of
DUSSELDORF Washington — Seattle, WA)

CBM ■ Rule Governed Behavior, Social Contingencies, and Experienced Self in Acceptance and Commitment Therapy (ACT). ZAMIR KORN, Kevin Stevens, Kimya Sakhai (Hofstra University — Hempstead, NY)

■ The Emergence of Self Awareness. DANIEL J. MORAN (Hofstra University — Hempstead, NY)

■ The Social Context of Self and Therapy. KEN K. WAGNER (Hofstra University — Hempstead, NY)

■ The Unspoken Word: Why We Must Recondition Ourselves to Speak of the Self. ROANNE FEINBERG, Brett Liguori (Hofstra University — Hempstead, NY)

SESSIONS CONTINUED

- #335 Neuroanatomical Correlates of Behavior in Brain Injured Survivors**
 10:30- Panel Discussion
 11:50 AM FULTON Chair: Michael D. Wesolowski (Miami, FL)
 CBM ■ ARNIE ZENCIUS (Premiere of Chicago)
 ■ RICHARD ZAWLOCKI (Department of Health & Rehabilitative Services — Tampa, FL)
 ■ WILLIAM BURKE (Florida Institute for Neurologic Rehabilitation)
- #336 Single Subject Research Advisor: A Microcomputer Expert System for Selecting and Understanding Single Subject Research Designs**
 10:30- Panel Discussion
 11:50 AM DEKALB Chair: John W. Schuster (University of Kentucky — Lexington, KY)
 DDA ■ A. EDWARD BLACKHURST (University of Kentucky — Lexington, KY)
 ■ PATRICIA M. DOYLE (University of Kentucky — Lexington, KY)
 ■ MELINDA J. AULT (University of Kentucky — Lexington, KY)
 ■ HAROLD JOHNSON (University of Kentucky — Lexington, KY)
- #337 Ecobehavioral Analysis of Early Intervention Programs for Young Children with Disabilities**
 10:30- Symposium
 11:50 AM PAULDING Chair: Samuel L. Odom (Vanderbilt University — Nashville, TN)
 DDA Discussant: ANN KAISER (Vanderbilt University — Nashville, TN)
 ■ Activity, Child Behavior, and Engagement in Program for Toddlers With and Without Disabilities. SAMUEL L. ODOM, Eva Horn, William H. Brown, Grant Youngquist (Vanderbilt University — Nashville, TN), Patty Favazza (Memphis State University)
 ■ Project ECLIPSE: An Ecobehavioral View of Preschool Language Intervention. ILENE S. SCHWARTZ (University of Washington), Judith J. Carta, Suzanne Grant (University of Kansas)
 ■ Ecobehavioral Effects on Social Interaction for Preschool Children: The Role of Activity, Material, and Peer Preference. SCOTT R. MCCONNELL, Mary A. McEvoy, Richard Spicuzza, Debbie Johnson (University of Minnesota — Minneapolis, MN)
- #338 Reconsidering Rule-Governance: A Radical Behaviorist Perspective**
 10:30- Symposium
 11:50 AM VIENNA Chair: Kenneth R. Huntley (University of Nevada — Reno, NV)
 TPC Discussant: SAM M. LEIGLAND (Gonzaga University — Spokane, WA)
 ■ Contingency-Shaped and Rule-Governed Behavior: A Tale of Two Operants? KENNETH R. HUNTLEY (University of Nevada — Reno, NV)

SESSIONS CONTINUED

- #338** ■ The Problem of Mentalism in Research on Rule-Governed Behavior. BRIAN LAHREN (Washoe Association for Retarded Citizens)
Reconsidering Rule Governance continued ■ Behaviorism, Structuralism, and Rule-Governed Behavior. INGOLFUR BERGSTEINSSON (Western Michigan University — Kalamazoo, MI)
- #339** **Analytic Models in Performance Management**
 11:00- Address
 11:50 AM Chair: Richard O'Brien (Hofstra University — Hempstead, NY)
 ROCKDALE ■ (11:00-11:20am) New Methods of Intervention Analysis: Simple
 PRM and Complex. BRADLEY E. HUITEMA, Joseph W. McKean, Scott McKnight (Western Michigan University — Kalamazoo, MI)
 ■ (11:30-11:50am) Use of The Signal Detection Payoff Matrix to Incent Attending at Work: When the Cat's Away, the Mice Will Sleep. GORDON HENRY (Brenau University— Gainesville, FL), Alyce Dickinson (Western Michigan University — Kalamazoo, MI), William Redmon (CESD)
- #340** **Facilitated Communication**
 11:00- Address
 11:50 AM Chair: Belinda Lazarus (University of Michigan-Dearborn —
 FORSYTHE Dearborn, MI)
 VRB ■ (11:00-11:20am) Facilitated Communication as an Occult Phenomenon: A Verbal Behavior Analysis of "Facilitator Influence." GENAE HALL (Regional Center of the East Bay — Oakland, CA)
 ■ (11:30-11:50am) Facilitated Communication: What are the Alternatives? MARK L. SUNDBERG (Behavior Analysts, Inc.— Danville, CA)
- #341** **Self-Control: Beyond Commitment**
 11:00- Invited Address
 11:50 AM HOWARD RACHLIN (University of New York — Stony Brook, NY)
 MILAN/ Chair: Michael Dougher (University of New Mexico — Albuquerque,
 STRASBOURG NM)
 EAB
- #342** **Radical Behaviorism and the Oriental Connection**
 11:00- Symposium
 11:50 AM Chair: Mark Peyrot (Loyola College — Baltimore, MD)
 COBB ■ Buddhism & Radical Behaviorism. MASAYA SATO (Keio
 TPC University — Tokyo, Japan)
 ■ Confucianism & Applied Behavioral Analysis. SHERMAN YEN (Applied Research & Management Inc. — Owings Mills, MD)

SESSIONS CONTINUED

- #343 Psychopharmacological Approaches to the Treatment of Self-Injurious Behavior: Positive and Mixed Behavioral Responses**
11:00-11:50 AM
DOUGLAS
DDA
Symposium
Chair: Hugh M. Sage (Beatrice State Development Center — Beatrice, NE)
Discussant: VINCENTE BENJAMIN (Montana Developmental Center — Boulder, MT)
- Positive Responses to Naltrexone in the Reduction of Severe Self-Injurious Behavior in a Female with Mental Retardation. BRENDA R. BUSH, Bruce G. Hauser (Beatrice State Developmental Center — Beatrice, NE)
 - Positive Responses to Fluoxetine in the Reduction of Severe Self-Injurious Behavior in a Female with Profound Mental Retardation. BRUCE G. HAUSER (Beatrice State Developmental Center — Beatrice, NE)
 - Successful Treatment of Impulsive Self and Other Directed Aggression with Fluoxetine in Developmentally Delayed Adults. LEE C. ZLOMKE, George J. Lytton (Beatrice State Developmental Center — Beatrice, NE), Peter L. Stavinoha (Medical College of Wisconsin—Milwaukee, WI)
- #343.1 Contingency Adduction: Founder Events and Founding Repertoires**
11:00-11:50 AM
CHEROKEE
DDA
Panel Discussion
Chair: Kent R. Johnson (Morningside Academy — Seattle, WA)
Panelists:
- PAUL T. ANDRONIS (Northern Michigan University — Marquette, MI)
 - HENRY S. PENNYPACKER (Mammatech Corp. — Gainesville, FL)
 - PHILLIP N. HINELINE (Temple University — Philadelphia, PA)
 - T.V. JOE LAYNG (Malcolm X College — Chicago, IL)

POSTER SESSIONS

- #344 Education IV**
12:00-1:30 PM
GRAND SALON
EDC
1. The Application of Time-Trials with At-Risk Students. CAROLYN TALBERT-JOHNSON, Carol Clune (University of Dayton — Columbus, OH), Bonnie Nolan (Kettering School District)

POSTER SESSIONS CONTINUED

#344
Education IV
continued

2. Comparing the Effectiveness of Videodisc and Traditional Algebra Instruction with College-Age Students with Learning Disabilities. WILLIAM R. KITZ, Harold W. Thorpe (University of Wisconsin Oshkosh — Oshkosh, WI)
3. Behavioral Assessment of Reinforcer Dimensions Influencing Choice. NANCY A. NEEF, Megan J. Noone (University of Pennsylvania — Philadelphia, PA)
4. Acquisition and Retention of Basic Mathematics Facts by Children with Mild Handicapping Conditions Using a Peer-Mediated Instructional Procedure. GREGORY F. HARPER, Barbara Mallette, Larry Maheady (State University of New York at Fredonia — Fredonia, NY)
5. A Description of Students with Learning Disabilities Attitudes Towards Reading. BELINDA LAZARUS, Thomas Callahan (University of Michigan-Dearborn — Dearborn, MI)
6. The Effects of Classwide Peer Tutoring on the Spelling Performance and Social Interaction of Students with Mild Disabilities and Their Typical Peers. GEORGIOS D. SIDERIDIS, Joseph C. Delquadri, Cheryl A. Utley, Harriet L. Dawson, Shalini Reddy (Juniper Gardens Children's Project — Kansas City, KS)
7. The Implementation of a Personalized System of Instruction with Individuals with Autism. MAIREAD A. O'GRADY, Bobby Newman (Queens College and Queens Services for Autistic Citizens, Inc. — Key Gardens, NY), Robert N. Lanson (Queens College and City University of New York)
8. Effectiveness of Self-Management on Attentional Behavior and Reading Comprehension for Children with Attention Deficit Disorder. LAURIE EDWARDS, Valdene Salant (Fernie School District #1), Vikki F. Howard, Janet Brougher, T. F. McLaughlin (Gonzaga University — Spokane, WA)
9. The Effects of General Case and Multiple Case Instruction on Generalization of Skills in Completing Biographic Information Forms for Adolescents with Developmental Handicaps. STACY A. MARTZ, Gwendolyn Cartledge (The Ohio State University — Columbus, OH)
10. Comparison of Active Versus Inactive Error Correction When Teaching Students with Moderate Mental Retardation. JOHN W. SCHUSTER, Melinda Ault (University of Kentucky — Lexington, KY), Ann Katherine Griffen (Fayette County Schools — Lexington, KY)

POSTER SESSIONS CONTINUED

#344
Education IV
continued

11. Instructional Procedures and Their Relationships to Academic Responding of Low- and High- Socioeconomic Status of Students with Educable Mental Retardation. CLAUDIA PERDOMA-RIVERA, Susan L. Mortweet, Cheryl A. Utley, Joseph C. Delquadri, Charles R. Greenwood (Juniper Gardens Children's Project — Kansas City, KS)

12. The Effects of Using Guided Notes on the Academic Performance of Students with Severe Behavior Handicaps. DANIEL THOMAS BULLARA, Ralph Gardner, III, Kimberly P. Weber (The Ohio State University — Columbus, OH)

13. The Effects of a Direct Instruction Reading Curriculum on the Conceptual Behavior of Students with Learning Difficulties. KAREN S. KIRK, Jill Lewis, Dan Hursh (West Virginia University — Morgantown, WV), Michael Fabrizio (Marshall University — Huntington, WV)

14. The Effects of Text Structure Discrimination Training on Oral and Written Compositions of Students with Learning Disabilities. BENJAMIN LIGNUGARIS/KRAFT (Utah State University — Logan, UT), Terry L. Miller (University of Colorado-Colorado Springs — Colorado Springs, CO)

#345 Experimental Analysis of Behavior IV

12:00-
1:30 PM
GRAND
SALON
EAB

15. Within-Session Responding Changes Systematically When Rats Respond in a T-Maze. CAM L. MELVILLE, Donna Kaimal (McNeese State University — Lake Charles, LA), Jeffrey N. Weatherly (Washington State University — Pullman, WA)

16. Three Economic Factors That Influence Elasticity of Demand for Cigarettes. SUZANNE H. MITCHELL, Harriet de Wit, Matthew J. Cramblett, James P. Zacny (University of Chicago — Chicago, IL)

17. Assessing Preference: Relative Versus Absolute Control. MATTHEW C. BELL, Wendy A. Williams, James C. Moore, Edmund Fantino (University of California, San Diego — La Jolla, CA)

18. Is the Standard Operant Conditioning Unit Really Standard? GREGORY P. TINKLER, Anthony R. Peterson, James D. Dougan (Illinois Wesleyan University — Bloomington, IL)

19. On the Role of Stimuli in Within-Session Changes in Response Rate. SUSAN L. REYNOLDS, Kelly Brereton, Amie Lulinski, James D. Dougan (Illinois Wesleyan University — Bloomington, IL)

20. Behavioral Economics and Between-Subject Competition. JENNIFER D. JOHNS, James D. Dougan (Illinois Wesleyan University — Bloomington, IL)

POSTER SESSIONS CONTINUED

#345
*Experimental
Analysis IV
continued*

21. Circadian Rhythms and the Variable Internal Response Function. KAREN M. LIONELLO, Charlotte A. LaMarche, James D. Dougan (Illinois Wesleyan University — Bloomington, IL)
22. Elapsed Session Time and the VI Response Function. COLLEEN M. KENNEDY, James D. Dougan (Illinois Wesleyan University — Bloomington, IL)
23. The Effects of Pre-Session Feedings on Within Session Changes in Response Rate. BRYAN M. REEVES, Emily H. Cointin, James D. Dougan (Illinois Wesleyan University — Bloomington, IL)
24. Temporal and Spatial Relations Between Food and Water Availability on Polydipsia. RAUL AVILA S., Carlos A. Bruner (Col. Guadalupe Inn — Mexico, D. F.)
25. Stimulus and Economic Factors in Pigeons' Choices in Situations of Diminishing Returns. LYNN M. SHUSTER, Timothy D. Hackenberg (University of Florida — Gainesville, FL)
26. The Effects of Initial-Link Schedule Values on Pigeons' Choices in Situations of Diminishing Returns. CYNTHIA J. PIETRAS, Timothy D. Hackenberg, Eric A. Jacobs (University of Florida — Gainesville, FL)
27. A Functional Analysis of Observing Responses in Rats. KIMBERLY K. O'BRIEN (University of Florida — Gainesville, FL)
28. How Much and When: Separating Response Rates from Response Patterns. JEFFREY N. WEATHERLY, Samantha Springs, Frances K. McSweeney (Washington State University — Pullman, WA)
29. Some Determinants of Reinforcement Contingency Discrimination. JOSELE ABREU-RODRIGUES, Kennon A. Lattal (West Virginia University — Morgantown, WV)
30. Human Superstitious Behavior Maintained by Response-Contingent Events. KOICHI ONO (Komazawa University — Tokyo, Japan)
31. Strength of Conditioned Reinforcement: Effects on Choice. LAUREL M. COLTON, Jay Moore (University of Wisconsin-Milwaukee — Milwaukee, WI)
32. Behavior in the Presence of Two Discriminative Stimuli. JOEL GREENSPOON (University of North Texas — Denton, TX), P. A. Lamal, Hazem Jabr (University of North Carolina at Charlotte — Charlotte, NC)

POSTER SESSIONS CONTINUED

#346 Performance Management and Training IV

- 12:00-1:30 PM GRAND SALON PRM
33. The Effects of a Performance Improvement Strategy in a Work Team Setting: A Case Study. CARRIE CABRALES, Cloyd Hyten (University of North Texas — Denton, TX)
34. Prediction of Job Performance of Direct Care Staff. LEESA H. MANN, Robyn H. Rifkin, Nancy Grace, Cathleen C. Piazza (Kennedy Krieger Institute and The Johns Hopkins University School of Medicine — Baltimore, MD), Joyce Christensen (Howe Developmental Center)
35. Improving the Quality of Hotel Banquet Staff Performance. TOBIAS LaFLEUR, Cloyd Hyten (University of North Texas — Denton, TX)
36. Evaluation of a Computer Simulation to Assess Subject Preference for Different Types of Incentive Pay. STEPHEN SUNDBY, Alyce M. Dickinson (Western Michigan University — Kalamazoo, MI)
37. The Effect of a Staff Training Program on the Teaching Skills of Direct Care Staff. JING ZHOU, Missy Hidlebaugh, Bonnie Joyce, James H. Joyce (Timber Ridge Ranch Neurologic Rehabilitation Center — Little Rock, AR)
38. The Relationship of Satisfaction to Performance in an Incentive Pay Environment. KEITH W. BRIERLEY-BOWERS (West Chester University — Baltimore, MD)
39. The Effects of Linear and Exponential Performance Pay Functions on Productivity With and Without Feedback. TINA L. MASON, Bill L. Hopkins (Auburn University — Auburn, AL)
40. Effects of Practice and Feedback on Accuracy: Job Performance Self-Evaluation. ANGELA KOWALSKI, James L. Eubanks (Central Washington University — Yakima, WA)
41. A Model for Studying Punishment of Work Errors. SHEREE BARRON (Georgia College — Milledgeville, GA), Bill Hopkins (Auburn University — Auburn, AL)
42. Using Natural Supervisors to Promote the Survival of a Staff Management Intervention. THOMAS J. ZWICKER, L. Keith Miller, Paul Crosby, Craig Palotto (University of Kansas — Lawrence, KS)

#347 Developmental Disabilities, Autism IV

- 12:00-1:30 PM GRAND SALON DDA
43. A Situational Analysis of Severe Self-Injurious Behavior. ANNE S. KUPFER (The Learning Center — Waltham, MA)
44. Client to Staff Effects on the Aggressive Behavior of an Adult Male with Severe Developmental Disabilities. TAMI L. BEERY, Mark A. Adams, Patrick M. Ghezzi (University of Nevada — Reno, NV)

POSTER SESSIONS CONTINUED

#347
*Developmental
Disabilities IV
continued*

45. Nonaversive Treatment of Chronic Property Destruction. KIRK LOCKWOOD, Jacqueline Dunn, Don E. Williams (Richmond State School — Richmond, TX)
46. Varied vs. Single Behavior Reduction Procedures: A Failure to Replicate. CAROLYN S. RYAN, Devorah Rosen, Kathy Kerastos, Bobby Newman (Queens College — Flushing, NY and Queens Services for Autistic Citizens, Inc. — Kew Gardens, NY)
47. The Effects of Functional Analysis Information on Treatment Acceptability Ratings. KAREN L. WEIGLE, Joseph R. Scotti, Karen S. Kirk, Cheryl A. Rode, Donald K. Kincaid, Rachel Bowman, Michelle Robertson (West Virginia University — Morgantown, WV)
48. Interventions with Challenging Behavior of Persons with Developmental Disabilities: A Review of Current Research Practices. KIMBERLY J. UJCICH, Christa M. Holland, Karen S. Kirk, Karen L. Weigle, Joseph R. Scotti (West Virginia University — Morgantown, WV)
49. Stimulus Control Used to Reduce the Frequency of a Child's Self-Induced Seizures: A Case Study. MARC S. ANDELMAN, K. Mark Derby, David Richman, Janet Drew, Sheryl Milligan Smith, Zbigniew Golonka (The University of Iowa — Iowa City, IA)
50. The Application of Three Error Correction Procedures During Sight-Word Vocabulary Training in Individuals with Mental Retardation: Theoretical Function. KRISTIN ASHLEY, Anthony Cuvo (Southern Illinois University — Chester, IL)
51. The Effects of Social and Conversation Skills Training on the Interactions of Persons with Dual Diagnoses. ELLEN TAYLOR, Reed Bechtel, Robert Oatsvall (Albert P. Brewer Developmental Center — Mobile, AL), David N. Ellis (University of South Alabama — Mobile, AL)
52. The Psychiatric Distress Inventory. REED BECHTEL, Ellen Taylor, Ed Aiken, Robert Oatsvall (Albert P. Brewer Developmental Center — Mobile, AL)
53. Increasing Active Treatment for Persons with Mental Retardation: The Effects of Feedback and Public Posting. ROBERT OATSVALL, Mickey Barrett, Ellen Taylor, Linda Krouter, Kathi Allen, Carl Cunningham, Reed Bechtel (Albert P. Brewer Developmental Center — Mobile, AL)
54. Application of the Continuous Quality Improvement Model to Behavior Analysis Services for Persons with Mental Retardation. DARLENE M. MEADOR (Georgia Department of Human

POSTER SESSIONS CONTINUED

#347
*Developmental
Disabilities IV
continued*

Resources — Atlanta, GA), Robert G. Osborn (Decatur City Schools — Decatur, GA)

55. Functional Communication Training: Its Applications and Analysis. ANGELA ARNOLD, John P. Horishny, Heidi Armovit (Devereux Hospital & Children's Center — Melbourne, FL)

56. Application of Negative Reinforcement for Decreasing Aggression and Self-Injurious Behavior. ANGELA ARNOLD, John P. Horishny, Heidi Armovit, Shirley O'Brien (Devereux Hospital & Children's Center — Melbourne, FL)

57. Divided Attention in the Functional Analysis Paradigm. SHIRLEY O'BRIEN, Donna Strickland, Roger Zhuang, Margaret Wittekind (Devereux Hospital & Children's Center — Melbourne, FL)

58. Producing Spontaneous Language in Severely Retarded Individuals Using Time Delay. NANCY SCHUSSLER (InterBehavioral Technologies — St. Paul, MN)

59. Increasing Communication Amongst Peers. JAMES M. SPERRY, Douglas Orne (Vinfen Corporation — Allston, MA)

60. Introduction of The Martin C. Barell School of NSSA. HOWARD C. SCHNEIDER, Nancy Shamow, Theresa Fanelli (Nassau Suffolk Services for the Autistic — Levittown, NY)

61. Direct and Indirect Effects of Reading Instruction on an Adult with Moderate Mental Retardation. ROZ C. VAN HORN, Ruth L. Steinagle, Tayesa A. Yacenda, Patrick M. Ghezzi (University of Nevada — Reno, NV)

62. Treatment of Escape Maintained Self-Injury. ELLIOTT M. PALETZ, F. Charles Mace. (University of Pennsylvania Medical School — Philadelphia, PA)

63. Use of Stimulus Fading to Reduce Non-compliance and Tantrums in a child with Developmental Disabilities. LINNEA R. BURK (Children's Seashore House — Philadelphia, PA)

64. The Concurrence of Autism and Obsessive Compulsive Disorder. LISA C. HANDKE, Gary Mesibov (University of North Carolina — Chapel Hill, NC)

65. Treatment of Severe Aggression: Demand Removal, Shaping, Habituation and Habilitation. RAYMOND G. ROMANCZYK, Linda Matey, Traci Sergi, Michelle Gaffney, Lara Delmolino, Lisa Cooper, Carolyn Parsons (Binghamton University — Binghamton, NY)

66. Effects of Current and Serial Training on the Tracing Behavior of Children with Autism. THERESA FANELLI (NSSA - Levittown, NY)

POSTER SESSIONS CONTINUED

#347
*Developmental
Disabilities IV
continued*

and Queens College — Flushing, NY), Nancy Shamow, Howard Schneider (NSSA — Levittown, NY), Effie Kymissis, Claire Poulson, Sue Vener (Queens College — Flushing, NY)

67. Functional Analysis and Intervention for Food Refusal. KIMBERLY TYNAN, Myrna Libby (The New England Center of Autism — Southboro, MA and Northeastern University — Boston, MA), Kimberly Jansen (The New England Center for Autism — Southboro, MA), Bethany Brigham, Lisa Milinazzo, Ann Lynch, Liz Sheehan (The New England Center for Autism and Simmons College — Southboro, MA)

68. Assessing the Stimulus Control of Work Performance. DANIEL COHEN-ALMEIDA, Julie Weiss, Laura Smith, Joyce Ford, John Richmond, Kristen Bridges (The New England Center for Autism — Southboro, MA)

69. A Comparison of Compliance Latencies in Normal and Clinic Referred Children. MARK D. SHRIVER, Keith D. Allen (University of Nebraska Medical Center — Omaha, NE)

70. A Collateral Reduction of Stereotypy Through a Self-Administered Prompt for Environmental Interaction. ALAN V. SURRATT, Robert E. O'Neill (University of Oregon — Eugene, OR)

71. Neurobehavioral Pharmacology of Food Motivation in Prader-Willi Syndrome. DAWN D. DELANEY, Merlin G. Butler, Travis Thompson (Vanderbilt University — Nashville, TN), Bruce L. Bakke (University of Minnesota — Minneapolis, MN)

72. Improving the Feeding Behavior of a Child with Pervasive Developmental Disorder Through Differential Reinforcement and Changing Criterion Contingencies. MICHAEL A. FABRIZIO, Jennifer McFarland (Marshall University — Huntington, WV)

73. Assessing the Effects of Naltrexone in the Treatment of Self-Injurious Behavior I: Direct Observational Measures. MARK SERGI, Cho Lam, Lara Delmolino, Nabil El-Ghoroury, Raymond G. Romanczyk (Binghamton University — Binghamton, NY)

74. Assessing the Effects of Naltrexone in the Treatment of Self-Injurious Behavior II: Comparison of Teacher Rating Scales with Parental Rating Scales. AMY MATTHEWS, Tamra Weiner, Lara Delmolino, Cynthia Anderson, Raymond G. Romanczyk (Binghamton University — Binghamton, NY)

75. Impact and Cost-Benefit of "Off the Shelf" Computer Assisted Behavior Analysis. LARA DELMOLINO, Raymond G. Romanczyk (Binghamton University — Binghamton, NY)

POSTER SESSIONS CONTINUED

#347
*Developmental
Disabilities IV
continued*

76. Emotion Recognition: Utilization of Facial Expression and Contextual Information. MARK SERGI, Raymond G. Romanczyk (Binghamton University — Binghamton, NY)
77. Assessing Response Efficiency on Work Productivity in Adults with Severe and Profound Mental Retardation. WANDA TORO-ZAMBRANA, Phillip J. Belfiore (Purdue University — West Lafayette, IN)
78. The Effect of Active Response Delay Training on the Frequency and Duration of Time-Out for Students with Emotional Disabilities. JANICE GRKOVIC, Donna Montgomery-Grymes, Arlene Hall, John Morpew, Phillip Belfiore, Sydney Zentall (Purdue University — West Lafayette, IN), Herbert Goetze (University of Potsdam — Germany)
79. The Effectiveness of Computer Based Instruction: A Meta Analysis of Single Subject Design Research. ORIT HETZRONI (Purdue University — West Lafayette, IN)
80. Escalating Sequences of Problem Behaviors: Analysis and Intervention. SMITA SHUKLA, Richard W. Albin (University of Oregon — Eugene, OR)
81. Autoshaping Social Orientation and Approach with Preschool Autistic Children. ANDREW S. BONDY, Susan L. Peterson (Delaware Autistic Program — Newark, DE), Lori A. Frost (Pyramid Educational Consultants, Inc.)
82. Linking Descriptive Analysis and Experimental Analysis to Treatment of Self-Injury. SEAN D. CASEY (Children's Seashore House — Philadelphia, PA), F. Charles Mace (University of Pennsylvania School of Medicine — Philadelphia, PA)
83. The Response of the Pervasive Developmental Disorder Children to the Social Stimuli: A Behavior Quantitative Measure in Their Natural Environment. SYLVIE DONAIS (University of Quebec in Montreal — Centre-ville, Montreal, Canada)
84. The Generalized Matching Law and the Evaluation of Sensibility to Social Reinforcers of Autistic and Dysphasic Children. NATHALIE POIRIER, Jacques Forget, Barbara Chalifoux (University of Quebec in Montreal — Centre-ville, Montreal, Canada)
85. A Comparison Between Autistic and Normal Children on the Establishment of Cooperative Play: Behavioral Requisites and Acquisitional Elements. ERIK JAHR (Glenn Center — Oslo, Norway), Sigmund Eldevik (Asker & Baerum — Oslo, Norway)

POSTER SESSIONS CONTINUED

#347
Developmental
Disabilities IV
continued

86. The Acquisition and Generalization of Conversational Skills in Children with Autism. ERIK JAHR (Glenne Center — Oslo, Norway)
87. Effects of Model Age on Observational Learning in Children with Autistic Syndrome. ÖRJAN SWAHN, Lennart Melin, Sofia Imell, Anna Lönegren (Uppsala University — Uppsala, Sweden)
88. The Terry Phelan Case: A Yearly Update on Contingent Shock Treatment for Self-Injurious Behavior. ROBERT W. WORSHAM, Matthew L. Israel, Robert von Heyn, Glenda A. Podgorski (Behavior Research Institute — Woodstock, CT), Susan Phelan (Westland, MI)
89. The Role of Naming in Delayed Matching to Complex Samples: A Preliminary Analysis. STANLEY J. GUTOWSKI (Boston University — Boston, MA), Robert Stromer (E.K. Shriver Center — Waltham, MA), Harry A. Mackay (E.K. Shriver Center — Waltham, MA, and Northeastern University — Boston, MA)

#348
12:00-
1:30 PM
GRAND
SALON
TPC

Theoretical, Philosophical, and Conceptual Issues IV

90. Levels of Agreement Between Brief and Extended Functional Assessment. JAMIE OWEN, Wayne Fisher, Louis Hagopian, Deborah Pacchiano (Kennedy Krieger Institute and The Johns Hopkins University School of Medicine — Baltimore, MD)
91. On the Reliability of Functional Analysis. Interpretation for Brief and Extended Functional Analysis. JAMIE OWEN, Wayne Fisher, Louis Hagopian, Kim Meyer (Kennedy Krieger Institute and The Johns Hopkins University School of Medicine — Baltimore, MD)
92. The Use of Statistical Procedures to Aid in the Interpretation of Functional Analysis Data. LOUIS HAGOPIAN, Wayne Fisher, Jay Sevin, Lynn G. Bowman, Joan Baran, Rachel Thompson (Kennedy Krieger Institute and The Johns Hopkins University School of Medicine — Baltimore, MD)

SESSIONS

#349
1:00-
1:20 PM
DEKALB
TPC

On Quine and Skinner

Address

Chair: Edward K. Morris (University of Kansas — Lawrence, KS)
STEVEN M. JAMES, Edward K. Morris, Anne E. Cudd (University of Kansas — Lawrence, KS)

SESSIONS CONTINUED

#350 Developmental Disabilities

- 1:00- Address
1:50 PM Chair: Melissa Austin (Eastern Michigan University — Ypsilanti, MI)
GWINNETT ■ (1:00-1:20pm) Improving Parent-Child and Sibling Interaction for
DDA Children with Autism: A Family-Based Intervention Package.
PHILLIP S. STRAIN, Judy R. Lawry (St. Peter's Child Development
Centers, Inc. — Pittsburgh, PA)
■ (1:30-1:50pm) Promoting Interactions Between Preschool
"Buddies" With and Without Disabilities Through Across-the Day
Peer-Mediated Intervention. KRIS ENGLISH, Howard Goldstein
(University of Pittsburgh — Pittsburgh, PA)

#351 Verbal Behavior and Rules

- 1:00- Address
1:50 PM Chair: Philip N. Chase (West Virginia University — Morgantown, WV)
FORSYTHE ■ (1:00-1:20pm) Zen and the Art of Contingency-Governed Behavior.
VRB BERNARD GUERIN (University of Waikato — New Zealand)
■ (1:30-1:50pm) Effects of Consequences of Rule-Following on Rule
Compliance and Choice. DAVID R. SCHMITT (University of
Washington — Seattle, WA)

#352 A History of Causation in Philosophy and Behavior Analysis

- 1:00- Address
1:50 PM JOHN B. CONNORS (Canadian Union College — College Heights,
PAULDING Alberta)
TPC

#353 Making a Difference with Behavior Analysis in the Educational System of the State of Veracruz, Mexico

- 1:00- Invited Address
1:50 PM WILFREDO SALAS MARTINEZ (University of Veracruz — Xalapa,
MILAN/ Mexico)
STRASBOURG
EDC Chair: Howard E. Farris (Western Michigan University —
Kalamazoo, MI)

#354 Differential Reinforcement of Communicative Responses as a Means to Eliminate Maladaptive Behavior: A Comparison of Procedures Used with Individuals with Mental Retardation and Psychiatric Diagnoses

- 1:00- Symposium
1:50 PM Chair and Discussant: RUSSELL W. MAGUIRE (Waltham
DUSSELDORF Committee, Inc. — Waltham, MA)
CBM ■ Differential Reinforcement of Requests and Protective Equipment
Time-Out to Decelerate Self-Injurious Behavior. ROBERT ROSS,
Joann Sesholtz, Russell W. Maguire (Waltham Committee, Inc. —
Waltham, MA)

SESSIONS CONTINUED

- #354** ■ Differential Reinforcement of Incompatible Verbal Responses to Paranoid Statements of a Woman with Mental Retardation and Psychiatric Diagnoses. KATHY COX, Catherine Demis, Russell W. Maguire (Waltham Committee, Inc. — Waltham, MA)
- Differential Reinforcement continued*

#355 Developmental Disabilities

- 1:00- Address
- 2:00 PM Chair: Dana Toth (Eastern Michigan University — Ypsilanti, MI)
- DOUGLAS ■ (1:00-1:20pm) Behavioral Momentum: An Evaluative Review of Treatment Applications and Directions for Future Research. KIM KILLU (Ohio State University — Columbus, OH)
- DDA ■ (1:20-1:40pm) Observations of Choice Situations in the Daily Interactions of Developmentally Disabled Individuals. RICHARD J. THOMSON (University of Kansas — Lawrence, KS)
- (1:40-2:00pm) The *Stereotypy Analysis*: An Instrument for Examining Variables Associated with Differential Rates of Stereotypic Behavior. DAVID A. M. PYLES (Howe Developmental Center — Tinley Park, IL), Mary M. Riordan (Behavior Management Consultants, Inc.), Jon S. Bailey (Florida State University)

#356 Book Reviews: Before, About, and Beyond Behaviorism

- 1:00- Symposium
- 2:20 PM Chair: Edward K. Morris (University of Kansas — Lawrence, KS)
- COBB ■ Review of Vivian Paley's *You Can't Say You Can't Play*. ILENE S. SCHWARTZ (University of Washington — Seattle, WA)
- TPC ■ Review of Jacques Loeb's *The Mechanistic Conception of Life*. TIMOTHY D. HACKENBERG (University of Florida — Gainesville, FL)
- Review of Dolores Hayden's *The Grand Domestic Revolution*. DEBORAH E. ALTUS (University of Kansas — Lawrence, KS)
- Review of Wicklund and Eckert's *The Self-Knower: A Hero Under Control*. WARREN R. STREET (Central Washington University — Ellensburg, WA)

#357 Compound Discriminative Stimulus Control vs. Conditional Stimulus Control in Match to Sample and Stimulus Equivalence Procedures

- 1:00- Symposium
- 2:20 PM Chair: Michael J. Dougher (University of New Mexico — Albuquerque, NM)
- HENRY Discussant: GRAYSON OSBORN (Utah State University — Logan, UT)
- EAB ■ Hierarchical and Compound Stimulus Control Accounts of Matching-to-Sample. ROBERT STROMER, William J. McIlvane, Richard W. Serna (E. K. Shriver Center — Waltham, MA)

SESSIONS CONTINUED

- #357** ■ Compound Discriminative Stimulus Control vs. Conditional Stimulus Control in Match-to-Sample Procedures: Some Data and Theory. MICHAEL R. MARKHAM, Michael J. Dougher (University of New Mexico — Albuquerque, NM)
Compound Discriminative Stimulus continued ■ An Analysis of Conditional Discrimination Learning in Pigeons. SPENCER K. MORRIS, David R. Thomas (University of Colorado at Boulder)
■ A Relational Network Account of Stimulus Equivalence. EDELGARD WULFERT (SUNY at Albany)
- #358** **Applications of Behavioral Momentum**
Symposium
1:00- Chair: Mark W. Steege (University of Southern Maine — Gorham, ME)
2:20 PM Discussant: F. CHARLES MACE (University of Pennsylvania School of Medicine — Philadelphia, PA)
WALTON DDA ■ Expanding Behavior Momentum: Increasing Social Interactions of Young Children with Severe Disabilities in Early Childhood and Daycare Settings. CAROL ANN DAVIS (University of Minnesota — Minneapolis, MN)
■ Three Patterns of Behavioral Momentum. JENNIFER J. McCOMAS, David P. Wacker, Linda J. Cooper, Stephanie Peck, Tom Millard, Janet Drew, Kim Brown (University of Iowa — Iowa City, IA)
■ Experimental Analysis of Recommended Interventions. MARK W. STEEGE (University of Southern Maine — Gorham, ME)
- #359** **Quantitative Analyses of Foraging**
Address
1:00- Chair: Josey Chu (Jacksonville State University — Jacksonville, AL)
2:40 PM ■ (1:00-1:20pm) Patch Residence Time: Effects of Travel Requirements and of Prey Probability. DIANNE C. McCARTHY (University of Auckland — New Zealand)
CHEROKEE ■ (1:20-1:40pm) A Quasi-Maximization Theory of Patch-Residence Time. MICHAEL DAVISON (University of Auckland — New Zealand)
EAB ■ (1:40-2:00pm) Travel and Changeover in Choice Situations. CARLOS F. APARICIO (University of Mississippi — Oxford, MS)
■ (2:00-2:20pm) Foraging for Simultaneously Encountered Prey. WENDY A. WILLIAMS, Edmund Fantino (University of California, San Diego — LaJolla, CA)
■ (2:20-2:40pm) Ecological and Psychological Factors in Foraging Decision-Making Under Uncertainty and Risk. ALEX KACELNIK, Melissa Bateson, Miguel Rodriguez-Girones (Oxford University — Oxford, UK)

SESSIONS CONTINUED

- #360 Animal Behavior Management Behavior Analysis at Work in the Marketplace**
1:00-2:50 PM Symposium
GRAND Chair & Discussant: KAREN PRYOR (North Bend, WA)
BALLROOM ■ Behavioral Conditioning of Dolphins for Husbandry and Research. CATHY REGISTER (Lake Buena Vista, FL)
DEV-SIG ■ Correction of Self-Mutilating Behavior in a Dog by Reshaping Contingent Behavior of the Owner. POLLY HANSON (Brooklyn, NY)
■ Behavioral Counter-Conditioning: The Power of the Conditioned Reinforcer. JENNIFER SOBIE (Lowell, MI)
■ Behavioral Management of Great Apes in Captivity. TERENCE MAPLES (Atlanta, GA)
■ Comparison of Positive and Negative Reinforcement in Shaping Behavior in Puppies. MARGERY GIBBS (Lincolnshire, IL)
- #361 Acceptance Theory and Psychopathology**
1:00-2:50 PM Symposium
FULTON Chair: Kelly G. Wilson (University of Nevada — Reno, NV)
CBM Discussant: HENRY E. ADAMS (University of Georgia — Athens, GA)
■ An Overview of Acceptance Theory and Psychopathology. STEVEN C. HAYES, Kelly G. Wilson, Dosheen Toarmino (University of Nevada — Reno, NV)
■ Acceptance and Obsessive-Compulsive Disorder: What to Do With Things That Cannot Be Got Rid Of. ROBYN D. WALSER, Steven C. Hayes, Kelly G. Wilson (University of Nevada — Reno, NV)
■ Acceptance in Childhood Sexual Abuse Survivors: A Radical Behavioral Perspective. JACQUELINE PISTORELLO, Victoria Follete, Kelly G. Wilson (University of Nevada — Reno, NV)
■ The Role of Acceptance in Substance Abuse Recovery. KELLY G. WILSON, Steven C. Hayes (University of Nevada — Reno, NV)
- #362 Achieving Corporate and Community Safety with Behavior Analysis**
1:00-2:50 PM Symposium
CLAYTON Chair: Thomas Mawhinney (University of Detroit — Detroit, MI)
PRM Discussant: E. SCOTT GELLER (Virginia Tech — Blacksburg, VA)
■ Increasing Stair Safety Behaviors: Other-Focused vs. Self-Focused Written Prompts. D. STEVE ROBERTS, Kent E. Glinde mann, John P. Jones III, Kimberly Nuttycombe, E. Scott Geller (Virginia Tech)
■ Attempts to Increase Safety at a Nuclear Facility through Behavior Analysis. CHARLES B. PETTINGER, JR., D. Steve Roberts (Center for Applied Behavior Systems and Virginia Tech), Anne Doss, Sherri Casali, Molly McClintock (Management Systems Laboratories and Virginia Tech)

SESSIONS CONTINUED

- #362** ■ Behavioral Applications to Transportation Safety: Interventions to Increase Railroad Crossing Safety. BRENDA R. ALDERMAN, John P. Jones, III, Jason N. Fortney, Kareen L. Ramsby, Jaime B. Wheeler (Virginia Tech)
Achieving Corporate continued ■ An Integrated Empirical Approach to Safety. KATHLEEN B. McCANN (Liberty Mutual Insurance Group)
■ The Role of Values in a Behavioral Safety Process. TERRY McSWEEN (Leading Safety Edge)
- #363** **Investigations and Reconceptualizations of Rule Governance**
1:00- Symposium
2:50 PM Chairs: Duane C. Lord, Linda J. Hayes (University of Nevada — FAYETTE Reno, NV)
VRB Discussant: W. SCOTT WOOD (Drake University)
■ Rule Governed Behavior: Another Contingency Shaped Operant. DAVID G. STROFFE, Linda J. Hayes (University of Nevada — Reno, NV)
■ Skinner's Level of Analysis for Rule Governed Behavior Molar, Molecular or Mixed? DUANE C. LORD, Linda J. Hayes (University of Nevada — Reno, NV)
■ Social Labels as Rules. TRICIA COULTER, Linda J. Hayes (University of Nevada — Reno, NV)
■ Pain Perception as a Verbal Construction. SCOTT N. COMPTON, J. M. Serafin, Linda J. Hayes (University of Nevada — Reno, NV)
■ Verbal Substitution in Children's Choice Making. RUTH ANNE REHFELDT, Linda J. Hayes (University of Nevada — Reno, NV)
- #364** **Behavioral Pharmacology of Oral Cocaine**
1:00- Symposium
2:50 PM Chair: Craig R. Rush (The Johns Hopkins School of Medicine — NEWTON Baltimore, MD)
TOX Discussant: JOHN L. FALK (Rutgers University — New Brunswick, NJ)
■ Orally Delivered Cocaine as a Reinforcer for Rhesus Monkeys. RICHARD A. MEISCH, R. B. Stewart, M. J. Macenski
■ Orally Delivered Cocaine as a Reinforcer in Rodent Operant Conditioning Paradigms. FRANK R. GEORGE
■ Low-Dose Oral Cocaine Discrimination in Humans. KENNETH SILVERMAN, Jack E. Henningfield, Kenzie L. Preston
■ Discriminative Stimulus, Self-Reported and Cardiovascular Effects of Oral Cocaine in Humans. ALISON H. OLIVETO, Marc Rosen, Scott Woods, Thomas Kosten

SESSIONS CONTINUED

- #365 Treating Challenging Behaviors by Constructional Approaches That Enhance Competent Performance**
1:00-2:50 PM Symposium
ROCKDALE Chair: Al Pfadt (NY State Institution for Basic Research in Developmental Disabilities — Staten Island, NY)
PRM Discussant: THOMAS F. GILBERT (Performance Engineering Group — Hampton, NJ)
- Constructional Targeting and Intervention: Building Repertoires, Positive Intervention, and Enhancing Freedom. ROBERT P. HAWKINS (West Virginia University — Morgantown, WV)
 - Scripted Supports for Maximizing Consumer Participation and Minimizing Challenging Behavior. ROSEMARIE A. ABBRUZZESE, Dennis H. Rice (Alternatives Unlimited, Inc.), Richard R. Saunders (University of Kansas — Parsons, KS)
 - Applying the Behavior Engineering Model to Residential Services for People with Developmental Disabilities. ROBERT H. HORNER, J. Stephen Newton (University of Oregon — Eugene, OR)
 - Using Control Charts to Monitor Outcomes of Constructional Approaches to Treatment. AL PFADT (NY State Institution for Basic Research in Developmental Disabilities — Staten Island, NY)
- #366 Behavior Consultation in Community Settings: Training Care Providers to Develop Their Own Programmed Interventions**
1:00-2:50 PM Symposium
LISBON Chair: Joel Hundert (McMaster University — Hamilton, ON)
CCS Discussant: SCOTT McCONNELL (University of Minnesota — Minneapolis, MN)
- Parent Training of Errorless Procedures to Promote Generalized Behavior Change in Children. JOSEPH M. DUCHARME, Michele Popynick (Surrey Place — Toronto, ON)
 - Peer Coaching as a Strategy for Improving Instruction of Daycare Providers, Collaborating Teachers, and Student Teachers. JO M. HENDERICKSON, Dennis Neyman, Suzanne Shellady (University of Iowa — Iowa City, IA), Karen A. Sealander (University of Northern Illinois)
 - Introducing Classwide Program Development in Integrated Preschools through Supervisor Training in Collaborative Teaming. JOEL HUNDERT (McMaster University — Hamilton, ON)
 - Total Performance Service Review: A Management Procedure for Establishing Decision-Making Under Control of Service Outcome Data. LARRY WILLIAMS, Anne Cummings, Gerry Bernicky (Surrey Place — Toronto, ON)

SESSIONS CONTINUED

- #367 Theoretical, Philosophical, and Conceptual Issues**
1:30- Address
2:30 PM Chair: Rick Perkins (University of New Mexico — Albuquerque, NM)
VIENNA ■ (1:30-1:50pm) The "X-Club", the "Secret Ring", and "Darwin's
TPC Bulldog": How Behavior Analysis Can Take Over Psychology.
BRUCE A. THYER (University of Georgia — Athens, GA)
■ (1:50-2:10pm) The Correspondence between Theoretical
Competence and Clinical Outcome. WILLY-TORE MORCH (The
Habilitation Center — Akershus, Norway)
■ (2:10-2:30pm) The Similarities of Ecological Contingencies and
Epistemological Foundations Related to the Birth of Cognitive
Therapy and Psychoanalysis. JACQUES FORGET (University of
Québec at Montreal)
- #368 Rational Evaluations of Aversive Treatment Contingencies in
the Context of Anti-Aversive Policy Developments**
1:30- Symposium
3:20 PM Chair: Patricia Meinhold (Western Michigan University — Kalamazoo, MI)
DEKALB Discussant: RAYMOND G. ROMANCZYK (SUNY at Binghamton)
DDA ■ Updates on Selected SIBIS Cases: Treatment Effects, Side Effects,
and Recent Policy Responses. PATRICIA MEINHOLD, Shawn
Channel (Western Michigan University — Kalamazoo, MI)
■ Does Treatment with Contingent Electric Shock Produce or Reduce
Distress and Are Observers Biased Against Behavioral Procedure?
CARRIE PEJEAU, Thomas R. Linscheid, James A. Mulick (The Ohio
State University — Columbus, OH)
■ Does the Presence or Restrictive Devices Increase Levels of Stress in
People with Disabilities and Self-Injurious Behavior? JORGE
TEODORO (Western Michigan University — Kalamazoo, MI) and
F. J. Barrera (Southwestern Regional Centre — Blenheim, ON)
■ Contextual Factors Affecting Regulatory Practices in Aversive
Behavioral Treatment. JOHN W. JACOBSON (NY State Office of
Mental Retardation and Developmental Disabilities), James A. Mulick
(The Ohio State University — Columbus, OH)
- #369 Operant Analysis of Stereotypic vs. Variable Tendencies
Among Children and Adults of Both Genders**
2:00- Symposium
3:50 PM Chairs: Hector Ayala (Ciudad Universitaria UNAM — Mexico),
DOUGLAS Michael Commons
DEV ■ ROCIO HERNANDEZ-POZO (UNAM — Mexico)
■ ERIKA OSORIO (UNAM — Mexico)
■ JULIETA SILVA (UNAM — Mexico)
■ IGNACIO AGUIRRE (UNAM — Mexico)
■ ANGELA HERMOSILLO (UNAM — Mexico)

SESSIONS CONTINUED

#370 Effect of Atmosphere, Culture, and Selection on Moral Behavior and Development

- 2:00-
3:50 PM
PAULDING
DEV-SIG
- Symposium
Chair: ANN B. PRATT (Capital University)
Discussants: SIDNEY W. BIJOU (University of Nevada — Reno, NV), ANN B. PRATT (Capital University)
■ Atmosphere and Behavioral Moral Stage of Development in the Workplace. MICHAEL L. COMMONS (Harvard Medical School — Boston, MA), Sharon R. Krause, Eric A. Goodheart (Harvard University — Boston, MA), Maryellen Meaney (Yale University Law School)
■ Organizational Cultures, Ethical Climates, and Moral Development. JESUS FRANCISCO GALAZ-FONTES, Irene Sierra-Morales, Michael Commons (Harvard Medical School — Boston, MA)
■ Kurtz, Neilson, Lamont, Skinner and Malott: The Selectionist View of Morality. BOBBY NEWMAN (City University of New York)

#371 Integrating Laboratory Stimulus Control Research in a Basic Skills Curriculum for Students with Severe Disabilities

- 2:30-
3:50 PM
GWINNETT
DDA
- Symposium
Chair: Gina Green (The New England Center for Autism, E. K. Shriver Center for Mental Retardation, Northeastern University)
Discussant: J. GRAYSON OSBORNE (Utah State University — Logan, UT)
■ Analyzing Discrimination Repertoires for Augmentative and Alternative Communication. KAREN CHELLQUIST, Cammarie Johnson, Susan Hawkins, Sharon Ross, Sharon Krendel-Ames, Beth Bellone (The New England Center for Autism), Gina Green (The New England Center for Autism, E. K. Shriver Center for Mental Retardation, Northeastern University)
■ Systematic Assessment and Instruction in Prerequisites for Conditional Identity Matching. DWAYNE WHITE, Cammarie Johnson, Susan Langer, Rick Graff, Ellen Conlin (The New England Center for Autism)
■ A Comparison of In-Context and Out-of-Context Instruction in Sequential Identity Matching for Machine Activation. SUSAN LANGER, Cammarie Johnson (The New England Center for Autism), Gina Green (The New England Center for Autism, E. K. Shriver Center for Mental Retardation, Northeastern University)

#372 33 Kids — 399 Competencies Later: A Precision Retrospective

- 2:00-
3:50 PM
FORSYTHE
EDC
- Symposium
Chair: Claudia E. McDade (Jacksonville State University — Jacksonville, AL)

SESSIONS CONTINUED

- #372** Discussant: CHARLES M. MERBITZ (Illinois Institute of Technology — Chicago, IL)
33 Kids continued ■ How We Designed ExSEL: Two and a Half Years of Analysis and Planning. T. ALLEN SMITH (Jacksonville State University — Jacksonville, AL)
■ Precisely Write! What Grammar Never Told Me. JOHN M. BROWN, Gary Grizzard (Jacksonville State University — Jacksonville, AL)
■ Survival of the Fittest. CONNIE WILLIAMS, Missy Reed (Jacksonville State University — Jacksonville, AL)
■ All in the Numbers — Precision Quantifying. ANN POE (Jacksonville State University — Jacksonville, AL)
■ Read Right ... Right Now! L. ANDREW GOGGANS (Jacksonville State University — Jacksonville, AL)
■ What We Learned We'll Never Do Again: ExSEL '94. CLAUDIA E. McDADE (Jacksonville State University — Jacksonville, AL)
- #373** **Verbal Learning and Discriminative Stimulus Control**
2:00- Address
3:50 PM Chair: Gregory Madden (West Virginia University — Morgantown, WV)
DUSSELDORF ■ (2:00-2:20pm) A Comparison of Listener Behavior and Speaker Behavior as Repertoires for Teaching Writing. JANET S. TWYMAN (Fred S. Keller School — Yonkers, NY)
CBM ■ (2:30-2:50pm) The Effects of Familiarity with a Sample-Stimulus in the Selection-Based Learning of Verbal Behavior. ROBERT J. WALLANDER (Florida State University)
■ (3:00-3:20pm) Computerized Experimental Analysis of Rule Education. F. C. CAPOVILLA, E. C. Macedo, M. D. Feitosa (University of São Paulo — São Paulo, Brazil)
■ (3:30-3:50pm) The Discriminative Interpretation of Listener and Speaker Behavior (Rule-Governed Behavior). NATHAN STEMMER (Bar-Ilan University — Ramat Gan, Israel)
- #374** **Community and Corrections**
2:30- Address
3:50 PM Chair: Michelle Thompson (Eastern Michigan University — Ypsilanti, MI)
COBB ■ (2:30-2:50pm) Health Psychology, Health Care Reform, and Culture. DEBRA W. FREDERICKS, Linda J. Hayes (University of Nevada — Reno, NV)
CCS ■ (3:00-3:20pm) Proposed Behavioral Definitions of Insanity and Children's Sophistication and Maturity in Forensic Psychological Evaluations. WALTER Y. QUIJANO (Conroe, TX)
■ (3:30-3:50pm) Walden 1.9.3: The Walden Fellowship Experiments. MARK A. MATTAINI, André Ivanoff (Columbia University School

SESSIONS CONTINUED

#374 of Social Work), Gladys Williams (Fred S. Keller School), Jona Bacal, Nilda C. Mattaini, Mary Opulente-Krener (Walden Fellowship), Ara Bahadourian (Columbia University — New York, NY)
Community continued

#375 **What Can Social Psychology Offer Behavior Analysis and Vice Versa?**
2:30-

3:50 PM Panel Discussion

HENRY Chair: Philip N. Hineline (Temple University — Philadelphia, PA)

TPC Panelists:

■ ROBERT LANA (Temple University — Philadelphia, PA)

■ BERNARD GUERIN (Waikato University — New Zealand)

#376 **Growing Our Own: Critical Repertoires for Professional Behavior Analysts**

2:30-

3:50 PM Panel Discussion

WALTON Chair: Janet Ellis (Denton, TX)

EDC Panelists:

■ JUDY FAVELL (Au Clair Palms Educational Center)

■ SIGRID GLENN (University of North Texas — Denton, TX)

■ KENT JOHNSON (Morningside Academy)

■ RICHARD MALOTT (Western Michigan University — Kalamazoo, MI)

#377 **The Goals of Behavior Analysis: From Prediction and Control to Understanding**

2:30-

3:50 PM Symposium

VIENNA Chair and Discussant: JOHN C. MALONE (University of Tennessee — Knoxville, TN)

TPC

■ Background: Science, Psychology, and Behaviorism. JAMES T. TODD (Eastern Michigan University — Ypsilanti, MI)

■ B.F. Skinner's Other Goals. BRYAN D. MIDGLEY (University of Kansas — Lawrence, KS)

■ Understanding the Behavior of Organisms: Theirs and Ours.

EDWARD K. MORRIS (University of Kansas — Lawrence, KS)

#378 **Clinical, Family, Behavioral Medicine**

3:00- Address

3:50 PM Chair: David L. Myers (Georgia Mental Health Institute — Atlanta, GA)

CLAYTON ■ (3:00-3:20pm) A Conceptual Analysis of Abuse of Women in Domestic Partnerships. DAVID L. MYERS (Georgia Mental Health Institute — Atlanta, GA)

CBM

■ (3:30-3:50pm) Penile Plethysmographic Assessment with Juvenile Child Molesters: Developing Data-Based Treatment Plans. ROBERT M. STEIN (Acadia Brain Injury Rehabilitation — Lancaster, PA)

SESSIONS CONTINUED

- #379 An Alternative to the Failure of Behavior Analysis in Remediating Significant Social Problems**
3:00-3:50 PM Invited Address
FULTON WILLIAM M. TYSON (Blue Ridge Behavior Systems — Charlotte, NC)
CBM Chair: Robert D. Zettle (Wichita State University — Wichita, KS)
- #380 Behaviorism and Cognitivism**
3:00-3:50 PM Invited Address
J.E.R. STADDON (Duke University — Durham, NC)
MILAN/ Chair: William L. Palya (Jacksonville State University — Jacksonville, AL)
STRASBOURG
EAB/TPC
- #381 How Shall We Measure Human Reinforcement History?**
3:30-4:00 PM Address
KURT SALZINGER (Hofstra University — Hempstead, NY)
DEKALB Chair: Barbara Etzel (University of Kansas)
CBM
- #382 "Contingency" in Behavior Analysis**
4:00-4:50 PM Presidential Address
KENNON A. LATTAL (West Virginia University — Morgantown, WV)
GRAND
BALLROOM Chair: Sigrid S. Glenn (University of North Texas — Denton, TX)
- #383 ABA Awards Ceremony**
4:50-5:30 PM Awards Ceremony
GRAND Chair: Sigrid S. Glenn (University of North Texas — Denton, TX),
BALLROOM Kennon A. Lattal (West Virginia University — Morgantown, WV),
Judith E. Favell (Au Clair Schools — Mt. Dora, FL)

POSTER SESSIONS

- #384 Education V**
5:00-6:30 PM
GRAND 1. The Effect of Extrinsic Rewards on the Academic Achievement of
SALON Children from Varying Socioeconomic Groups. LEAH K. BARRON
EDC (St. Andrew's Episcopal School — Jackson, MS)
2. Precision Teaching Across the Miles. APRIL D. MILLER
(University of Southern Mississippi — Hattiesburg, MS), Susan Hersh
(Wilmington College — Wilmington, OH)

POSTER SESSIONS CONTINUED

#384
Education V
continued

3. A Home-School Token Economy. BELINDA LAZARUS (University of Michigan-Dearborn — Dearborn, MI)
4. Gonzaga University Special Education Program. BETTY FRY WILLIAMS, Randy Lee Williams, T.F. McLaughlin, Vikki F. Howard, William Sweeney (Gonzaga University — Spokane, WA)
5. The Effect of Prompt Cards on the Lay Persons' Retention of Basic Life Support Skills. PHILLIP WARD (Wilmington College — Wilmington, OH)
6. The Effects of Self-Monitoring on the Academic Performance of a General Education Fifth Grade Class Including Academically At-Risk Students. KIMBERLY P. WEBER, Ralph Gardner, III, Daniel Bullara (The Ohio State University — Columbus, OH)
7. Prenatal Cocaine Exposure: Ecobehavioral and Standardized Assessment of Child Behavior in Preschool Settings. DAVID A. ROTHOLZ (South Carolina Department of Disabilities and Special Needs — Clinton, SC and Minnesota Center for Research in Developmental Disabilities), Paul Snyder, Bruce Bakke, Gwen Peters (Minnesota Center for Research in Developmental Disabilities)
8. Regular and Special Education Classroom Teachers' Responses to the Use of Applied Behavioral Technology for Culturally and Linguistically Diverse Students With and Without Disabilities. YOLANDA TAPIA, Cheryl A. Utley, Joseph C. Delquadri, Shalini S. Reddy, Dale P. Blesz (Juniper Gardens Children's Project — Kansas City, KS)
9. Opportunity to Respond, Academic Engagement, and Reading Instruction in Self-Contained Classrooms for African-American, Hispanic, and Caucasian Students with Educable Mental Retardation. SUSAN L. MORTWEET, Claudia Perdoma-Rivera, Cheryl A. Utley, Joseph C. Delquadri, Charles R. Greenwood (Juniper Gardens Children's Project — Kansas City, KS)
10. A Comparison of Teaching Styles in Drug Addicted Women. STEPHANIE B. DEXTER (Center for Social and Community Research), Wendy Buskey, Carri Scott, Michelle Venditto (A Woman's Active Recovery Enterprise), Sherman Yen (Applied Research and Management, Inc.)
11. A Replication of the Competent Learner Model. DAN HURSH (West Virginia University — Morgantown, WV), Bob Rentschler (Brooksville School — Big Bend, WV), Vicci Tucci (Tucci Educational Services — LaSelva Beach, CA)

POSTER SESSIONS CONTINUED

- #384** 12. Organizational Uncertainty: Public Schools and Students with
Education V Challenging Behaviors. ROBERT A. PEÑA (University of Michigan-
continued Dearborn — Dearborn, MI)
13. The Effects of Guided Notes Instruction with Academically "At-Risk" Fifth-Grade Students. WILLIAM J. SWEENEY (Gonzaga University — Spokane, WA), Ralph Gardner, III (The Ohio State University — Columbus, OH), Carolyn Talbert-Johnson (University of Dayton — Columbus, OH)
- #385** **Experimental Analysis of Behavior V**
5:00- 14. Blocking, Unblocking, and Overexpectation. JAY MOORE, Yacoub
6:30 PM Khallad (University of Wisconsin-Milwaukee — Milwaukee, WI)
GRAND 15. Avoidance of Time-Out from Food: Effects of the Schedule of
SALON Food Reinforcement. KAREN ANDERSON, Frans van Haaren
EAB (University of Florida — Gainesville, FL)
16. Molar and Molecular Stability Criteria. JEFFERY L. ARBUCKLE (Hood College — Frederick, MD)
17. No Role of Opioid Analgesia in One-Trial Context Conditioning. RICK A. BEVINS (University of Kentucky — Lexington, KY), John J.B. Ayres (University of Massachusetts — Amherst, MA)
18. The Effects of Reinforcement for Following Rules on Insensitivity to New Contingencies. KEITH RUCKSTUHL, Philip N. Chase, Andrew Sham Rao (West Virginia University — Morgantown, WV)
19. Measuring Absolute Thresholds of Canine Olfactory Sensitivity to Explosives. J.M. JOHNSTON, P. Waggoner, M. Williams, J. Jackson, L.J. Myers (Auburn University — Auburn, AL)
20. A Behavioral Analysis of Persuasion. ANA MARIA LÉ SÉNÉCHAL-MACHADO (Universidade Federal de Minas Gerais — Belo Horizonte, MG, Brazil)
21. Reading and Spelling Generalization Increases IQ in Children With a History of School Failure. JULIO C. DE ROSE, Deisy G. de Souza, Elenice S. Hanna, Monica L. Fonseca, Laura G. dos Santos (Universidade Federal de Sao Carlos and Universidade de Brasilia — Brazil)
22. Stimulus Control in the Acquisition of Generalized Reading: From Pictorial-Textual to Purely Textual Control. DEISY G. DE SOUZA, Elenice S. Hanna, Julio C. de Rose, Monica L. Fonseca, Marilda A. Alves (Universidade Federal de Sao Carlos and Universidade de Brasilia — Brazil)

POSTER SESSIONS CONTINUED

- #385**
*Experimental
Analysis V
continued*
23. Scheduling Tasks Over Time: An Empirical Investigation into Procrastination. DIANE M. ADAMS, Peter Harzem (Auburn University — Auburn, AL)
24. Negative Practice Effects on Differentially Reinforced Responses. JOHN N. MARR, Randall Hudson, Patrick Christian (University of Arkansas — Fayetteville, AR)
25. Contingency-Shaped vs. Rule-Governed Behavior in Children's Cooperative Play: Further Considerations of Sensitivity to Changing Instructions. RENEE L. MICHAEL, Kayla Supon (Rockhurst College — Kansas City, MO), Daniel J. Bernstein (University of Nebraska — Lincoln, NE)
26. Response Rates and Topographies in Autoshaping are Determined by Pellet-Delivery Probability and Net Food Amount, Not by Pellet Diameter. BERTRAM O. PLOOG, H. Philip Zeigler (Hunter College-CUNY — New York, NY)
27. Increasing Spontaneous Requesting Behavior of Clients with Mental Retardation in a Sheltered Workshop. MAUREEN PECORARO, Angela Carotenuto, Mark Morgan, Susan Vener, Claire L. Poulson (New York)
28. An Evaluation of Stimulus Generalization Gradients for Self Injurious Behavior. KIMBERLY LIVEZEY (Children's Seashore House — Philadelphia, PA), Joseph S. Lalli (University of Pennsylvania — Philadelphia, PA)
29. Gender Effects on Aggressive Responding Under Laboratory Conditions. TERRY J. ALLEN, Don R. Cherek, Melanie Renault, Donald M. Dougherty (University of Texas Health Science Center-Houston — Houston, TX)
30. Four Operants and Two Grains. DANIEL B. CRUSE, Karen Gehle (University of Miami — Coral Gables, FL), Barbara Matalon (University of West Indies)
31. Behavioral Economics of Fat and Carbohydrate Consumption in Rats. DEBRA E. FREED, Leonard Green (Washington University — St. Louis, MO)
32. Measuring the Antecedents of Aggression. BRUCE E. DAVIS (River's Crossing and State of Georgia — Nicholson, GA)
33. The Effects of Probabilistic Response-Produced Feedback and Delayed Reinforcement on the Acquisition of Operant Behavior in Rats. HENRY D. SCHLINGER, JR., Anthony P. Cammilleri, Jr. (Western New England College — Springfield, MA), Johanna A. Kolodziejski (Longmeadow High School)

POSTER SESSIONS CONTINUED

#385
Experimental
Analysis V
continued

34. Time-Out from Competition in Doves. ANTHONY J.M. MARCATTILIO, Sonia Thomas (St. Cloud State University — St. Cloud MN)
35. Matching-to-Sample in Horses: A New Twist to a Tried and True Testing Paradigm. BARBARA FLANNERY (Temple University — Philadelphia, PA)
36. Insensitivity to Changing Contingencies as a Function of Reinforcement and Punishment for Instruction-Following. ANDREW D. SHAMRAO, Philip N. Chase, Keith Ruckstuhl (West Virginia University — Morgantown, WV)
37. A Comparison Between Reading and Writing by Auditory-Visual Conditional Discriminations and Constructed-Response Matching-to-Sample. CELSO GOYOS, Silvia R. de Souza, Roberta B.M. Reiff, Julia Tachikawa, Simone Sakamoto, Sandra M. Moura (Universidade Federal S. Carlos — S. Carlos, SP, Brazil)
38. Experimental Analysis of Self-Injurious Behavior. SVEIN EIKE-SETH, Erik Jahr, Kjell Olaf Edvardsen (Glenne Center — Horten, Norway)
39. Transfer of Respondent Elicitation via Emergent Relations of Compound Stimuli. ERIK M. AUGUSTSON, Michael R. Markham, Michael J. Dougher, Lucianne Hackbert (University of New Mexico — Albuquerque, New Mexico)
40. Using Touch-Screen Technology to Train Serial Reversals of Concurrent Visual Discriminations in Hooded Rats. MICHAEL R. MARKHAM, Allen E. Butt, Michael J. Dougher (University of New Mexico — Albuquerque, New Mexico)
41. Increased Task Difficulty as an Unconditioned Stimulus in Classical Conditioning with Human Subjects. LUCIANNE HACKBERT, Michael R. Markham, Michael J. Dougher, Erik M. Augustson (University of New Mexico — Albuquerque, New Mexico)

#386
5:00-
6:30 PM
GRAND
SALON
VRB

Verbal Behavior V

42. Can We Say What We Write: A Comparison of Vocal and Written Responding. CATHERINE D. SALES (Fred S. Keller School — Yonkers), R.D. Greer (Columbia University — New York, NY)
43. Teaching Autistic Children to Verbally Interact with Peers. MARK L. SUNDBERG, James W. Partington, Cathleen A. Clancy, James Conklin, Lisa G. Newhouse, Elizabeth Zawadski (Behavior Analysts, Inc. — Danville, CA)

POSTER SESSIONS CONTINUED

- #386** 44. Bias and "Cautiousness" in Performance Self-Evaluation by Chinese and American Natives. THOMAS S. CRITCHFIELD, Donna J. Golden (Auburn University — Auburn, AL), Jennifer E. Sparks (Northeast Louisiana University — Monroe, LA)
Verbal Behavior continued
- #387** **Developmental Disabilities: Autism V**
5:00- 45. A Comparison of Video and In Vivo Modeling in Teaching
6:30 PM Autistic Children. MARJORIE H. CHARLOP (Claremont McKenna
GRAND College — Claremont, CA), Kurt A. Freeman (Kennedy-Krieger
SALON Institute and The Johns Hopkins School of Medicine — Baltimore,
DDA MD), Susan E. Kelso (Claremont Graduate School — Claremont, CA)
46. Positive Control of Cigarette Smoking in Two Men with Mental Retardation. J. GRAYSON OSBORNE, (Utah State University — Logan, UT), Hermann A. Peine, Rokneddin Darvish (Utah State Developmental Center — American Fork, UT)
47. The Effect of Communication Skills Instruction on the Integration of Workers with Severe Disabilities in Supported Employment Settings. KEITH STOREY (San Francisco State University — San Francisco, CA)
48. Staff Implementation of Programs for a Client Exhibiting Severe Pica. CYNTHIA A. REINBOLD (The University of Nevada — Reno, NV), Robin Draper (Sierra Regional Center)
49. Decreasing the Implementation Time of Behavior Programs by Psychologists Through the Use of Posted Feedback. RANDY NORRIS, Katrina Stogner (Denton State School — Denton, TX)
50. SIDDS: Simulations in Developmental Disabilities Software. MARCIE N. DESROCHERS (College of Charleston — Charleston, SC)
51. Acceptance of Immediate vs. Delayed Feedback in Staff Training. MARSHA PARSONS, Dennis Reid (Western Carolina Center — Morganton, NC)
52. Effects of Familiarity vs. Nonfamiliarity with Performance Monitoring Processes on Staff Acceptance of Procedures Used to Monitor Their Performance. DENNIS REID, Marsha Parsons (Western Carolina Center — Morganton, NC)
53. Acceptance of Verbal vs. Verbal Plus Written Feedback in Staff Training. MARSHA PARSONS, Dennis Reid (Western Carolina Center — Morganton, NC)
54. Training to Teach in a Day: A Rapid Program for Training Direct Service Personnel to Teach People with Severe Disabilities. MARSHA PARSONS, Dennis Reid, Carolyn Green (Western Carolina Center — Morganton, NC)

POSTER SESSIONS CONTINUED

- #387** *Developmental Disabilities V continued* 55. Family Interaction Patterns of Children with Autism: A Follow-Up Study of Early Intervention Recipients. JUDY R. LAWRY, Sandra A. Finney, Phillip S. Strain (St. Peter's Child Development Centers, Inc. — Pittsburgh, PA)
56. A Comparison of the Characteristics of Self-Stimulatory Behaviors in Normal and Developmentally Delayed Populations. RON VAN HOUTEN, Erin Smith (Mount Saint Vincent University — Dartmouth, Nova Scotia, Canada)
57. Teaching Generalized Reading of Product Warning Labels to Adolescents with Mental Disabilities Through the Use of Key Words. BELVA C. COLLINS (University of Kentucky — Lexington, KY), Dawn M. Stinson (Madison County, KY, Public Schools)
58. Long-Term Treatment Effects Using "Activity Belts" to Decrease Stereotypy and SIB. KERRY NICHOLS, Emily Nicoli, Helen Wruck, Jeff Hansen (North Mississippi Regional Center — Oxford, MS), Connie H. Rouse (Boswell Regional Center), John Henderson (University of Mississippi — Oxford, MS)
59. Effects of Milieu Language Teaching Without Imitation on Preschoolers with Disabilities. REBECCA W. MINGUS (Clarke County Schools), Diane M. Sainato (The Ohio State University — Columbus, OH)
60. Experimental Analysis of Facilitated Communication with Autistic Adults. SANDRA K. KALLSTROM, Catherine M. Field, John Esch, Linda Miranda, Marty Blok (Mediplex Rehab of Battle Creek — Battle Creek, MI)
61. A Decision-Making Model for Conducting Functional Analyses of SIB. BETHANY A. MARCUS, Timothy R. Vollmer (Louisiana State University — Baton Rouge, LA)
62. Treatment Design and Implementation for a Severely Aggressive, Dually Diagnosed Adolescent Male: Providing Hope for the Future. SARAH BERGLASS, George E. Zukotynski (Behavior Treatment & Training Center — Richmond, TX)
63. Dual Diagnosis Outreach Services: Integrating Mental Health and Mental Retardation Services to Dually Diagnosed Individuals in the Community. CARLA A. RATTI, George E. Zukotynski (Behavior Treatment & Training Center — Richmond, TX)
64. When Behaviors Become Too Challenging for Community Placements: How and When to Intervene. CHRISTIE ENZINNA, Sarah Berglass, George Zukotynski (Behavior Treatment & Training Center — Richmond, TX)

POSTER SESSIONS CONTINUED

#387
*Developmental
Disabilities V
continued*

65. Assisting an HCS Program Maintain a Large Physically Aggressive Adult Male in His Home Community. CHRISTIE ENZINNA (Behavior Treatment & Training Center — Richmond, TX)
66. Monitoring and Teaching a Child with Autism Appropriate Verbal Requests for Highly Desirable Items. JORGE GARCIA, Shahla Alai-Rosales, Jennifer Pasley-Nietfield (University of Kansas — Lawrence, KS)
67. Time-Out Procedures: Reducing the Likelihood of Reinforcement from Aggressive Behaviors. JORGE GARCIA, Shahla Alai-Rosales, Jennifer Pasley-Nietfield (University of Kansas — Lawrence, KS)
68. Development of a Satisfaction Measure to Maintain Quality Programming for the Developmentally Disabled. KATHERINE A. BLANCHARD (Beaumont State Center — Beaumont, TX)
69. Teaching People with Profound Disabilities to Use Voice Output Communication Aids: Effects on Communication Skills and Partners. MAUREEN M. SCHEPIS (George Mason University — Fairfax, VA), Dennis H. Reid (Western Carolina Center — Morganton, NC)
70. The Fernwood Behavior Management System: A Level System to Address Behavior Problems Associated with Prader-Willi Syndrome. SHEILA M. WILLIAMSON (University of Mississippi and North Mississippi Regional Center — Oxford, MS), Lucy H. Leslie (North Mississippi Regional Center — Oxford, MS)
71. Enhancing Social Interaction Between Persons with Mental Retardation and College Students. JENNIFER G. KING, Sheila M. Williamson (University of Mississippi and North Mississippi Regional Center — Oxford, MS)
72. Intensive Early Intervention for Children with Mild to Moderate Retardation. TRISTRAM SMITH (Drake University — Des Moines, IA), O. Ivar Lovaas (University of California — Los Angeles, CA)
73. The Use of Rehearsal and Positive Reinforcement in the Dental Treatment in Uncooperative Mental Retardation Patients. KENNETH B. MAGUIRE, Mary Scherling (Beatrice State Developmental Center — Beatrice, NE), Brian Lange (University of Nebraska — Lincoln, NE)
74. Treatment of Tangible and Attention Maintained Disruption with Response-Independent Reinforcement. AMY E. BOYAJIAN (Children's Seashore House — Philadelphia, PA), F. Charles Mace (University of Pennsylvania School of Medicine — Philadelphia, PA)



POSTER SESSIONS CONTINUED

#387
*Developmental
Disabilities V
continued*

75. Teaching Keyboarding and Computer Skills to Persons with Developmental Disabilities. DEBBIE McCUIN, John O. Cooper (The Ohio State University — Columbus, OH)
76. Teaching Adults with Moderate Developmental Disabilities to Use Audio-Tape Recorded Recipes for Preparing One Dish Meals. MINDY REED, Manfred W. Haertel, John O. Cooper (The Ohio State University — Columbus, OH), Teresa A. Grossi (University of Toledo — Toledo, OH)
77. Development of a Shaving Routine for a Person with Developmental Disabilities. NAOMI MANCUSO, Michael J. Cameron (Evergreen Center — Milford, MA)
78. The Effects of Consumer Choice on the Acquisition of Sight Words. LINDA AMARAL, Michael J. Cameron (Evergreen Center — Milford, MA)
79. The Manipulation of Multiple Environmental Factors as a Method for Managing Self-Injurious Behavior. JEAN SHERMAN, Michael J. Cameron (Evergreen Center — Milford, MA)
80. Increasing the Use of Data-Based Medication Evaluations in Community Settings for Developmentally Disabled Children and Adults. LISA G. HANWAY, Terry J. Page, Stephen C. Luce, Randall Gurak, Helene Graff (Bancroft Rehabilitation Services — Haddonfield, NJ)
81. Noncompliance and Associated Aggression in a Brain Injured Adult. JAN LARSON, Terry J. Page, Kimberly D. Willis (Bancroft, Inc. — Haddonfield, NJ)
82. Analysis and Treatment of Severe Behavior Problems in a Brain Injured Adult. JAN LARSON, Terry J. Page, Kimberly D. Willis (Bancroft, Inc. — Haddonfield, NJ)
83. A Comparison of Restrictiveness in Behavioral Programming in a Private Day/Residential Program for Individuals with Autism. MICHELLE SCARLATO (Bancroft, Inc. — Haddonfield, NJ and Amego, Inc.), Michael J. Dorsey (South Bay Mental Health and Amego, Inc.), Caryn Driscoll (Amego, Inc.)
84. Transitioning and Maintaining a Day/Residential Placement with a Severely Aggressive Autistic Individual. MICHELLE SCARLATO, (Bancroft, Inc. — Haddonfield, NJ and Amego, Inc.), Michael J. Dorsey (South Bay Mental Health and Amego, Inc.)
85. Using a Skills Assessment and Demand Fading to Increase Compliance to Demands. MICHELLE SCARLATO, Paul A. Nau (Bancroft, Inc. — Haddonfield, NJ)

POSTER SESSIONS CONTINUED

#387
*Developmental
Disabilities V
continued*

86. Using Musical Prompts to Train Acquisition and Independence in Functional Skills. JACQUELINE DOHERTY, Stephen S. Bruce, Paul A. Nau (Bancroft, Inc. — Haddonfield, NJ)

87. Functional Assessment of the Self-Injurious Behavior of Seven Subjects Experiencing Developmental Delays. JERRY A. REA, Nancy G. Schussler, Willard L. Johnson, Robert M. Day (Parsons State Hospital and Training Center — Parsons, KS)

88. Assessment of Developmentally Delayed Child Molester's Sexual Arousal in the Community Through the Use of a Portable Plethysmograph. JERRY A. REA, Terry de Briere, Bridget Carland, Michael Dixon, Joseph E. Spradlin (Parsons State Hospital and Training Center — Parsons, KS)

89. A Longitudinal Study of Generalization and Maintenance in Integration Settings for Students with Autism: Year One — Site Two. DEBRA M. KAMPS, Adriana Gonzalez-Lopez, Linda Garrison Harrell, Jessica Potucek, Tammy Kravits (Juniper Gardens Children's Project — Kansas City, KS)

90. Utilization of a Peer Network Strategy to Promote Generalization of Social-Communicative Behaviors to Elementary Students with Autism in the Public Schools. LINDA GARRISON HARRELL, Debra M. Kamps, Richard L. Simpson, Charles R. Greenwood, Jessica Potucek, Dale P. Blesz (Juniper Gardens Children's Project — Kansas City, KS)

91. The Use of a Self-Management Program to Reduce Inappropriate Vocalizations in a Child with Autism. CATHERINE MANCINA, Melody Tankersley, Debra Kamps, Tammy Kravits, Charles R. Greenwood (Juniper Gardens Children's Project — Kansas City, KS)

92. Autistic Behavior: Constructional Analysis, Programming, and Skill Building. MORTEN HAUGLAND, Paul Thomas Andronis (Northern Michigan University — Marquette, MI)

93. Effect of Employment Training on Conduct Disorders of Developmentally Disabled Adolescents. DAVID A. COLEMAN, JR., Ron Figueroa, Ken Sanders (The Devereux School in New York)

94. Promoting Reciprocal Social Interactions Between a Child with Autism and Peers. SUK-HWA YANG, Shahla Alai-Rosales, James A. Sherman (The University of Kansas — Lawrence, KS)

ANNOUNCEMENTS

ABA presents: The Lifetime Achievement Award

presented to:

Fred S. Keller, Ph.D.

A featured presentation of the
Annual ABA Awards: Atlanta '94
(see below)

Complimentary Breakfast for Student Members

Sunday, May 29, 7:30-9:00am •
Sponsored by Aubrey Daniels and
Associates, Inc., Tucker, GA and
ABA's Student Committee

Breakfast served in the Thomas
Jefferson Room

Annual ABA Awards: Atlanta '94

Sunday, May 29, 4:50-5:30pm, Grand Ballroom

- ABA Award for Excellence in Behavior Analysis in the Public Service:

John Jacobson, New York State Office of Mental Retardation and
Developmental Disabilities

- ABA Award for Effective Presentation of Behavior Analysis in the Mass
Media:

Paul Chance, Lecturer, Salisbury State University, MD

- ABA Award for Distinguished Service to Behavior Analysis:

Philip Hineline, Temple University, PA

The ABA Social

Sunday, May 29

9:00pm - 1:00am

Grand Ballroom

ABA Dance with a disc jockey and cash bar

No ticket required for admission
Free to all convention registrants

Sunday, May 29, 1994

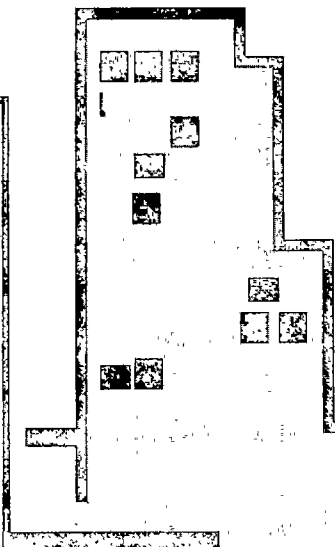
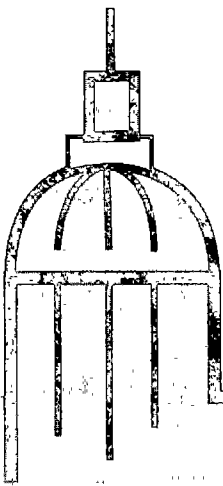
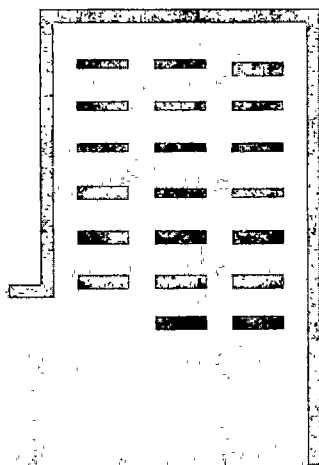
Place	7:00 am	8:00 am	9:00 am	10:00 am	11:00 am	12:00 pm	1:00 pm
Dusseldorf		#302 Standard Celebration	#313 Theoretical Philosophical	#334 Self Radical			#354 Differential Reinforcement
Lisbon		#303 Development SIG	#329 Modifying Cultural				#366 Behavior Consultation
Vienna		#304 Correctional Behavioral	#317 Conceptual Historical	#330 Verbal Comm.	#338 Governance Rule		#367 Therapist Philosophical
Thomas Jefferson		#305 ABA Student					
Milan/ Strasbourg			#315 OBM Award		#341 Self-Control		#353 Making Difference
Cherokee			#325 Variability Dimensions		#343.1 Contingency Adduction		#359 Quantitative Analyses
Ballroom C							
Cobb			#322 Selling Without		#342 Radical Behaviorism		#356 Book Reviews
Douglas			#323 Behavioral Approaches		#343 Psychopharma- cological		#355 Developmental Disabilities
Dekalb			#320 Developing Context		#336 Single Subject		#349 #368 Culpe Skinner
Walton			#326 Behavior Transition				#358 Applications Behavioral
Forsythe		#301 Teaching Behavior	#328 Teaching Behavior		#340 Facilitated Communication		#351 Verbal Behavior
Gwinnett				#332 Doing What's Right			#350 Developmental Disabilities
Paulding			#319 Early Intervention		#337 Ecobehavioral Analysis		#352 History Causation
Fulton			#318 Behavioral Treatment		#335 Neuroanatomical Correlates		#361 Acceptance Theory
Clayton			#314 Conditioning Consciousness		#331 Self Knowledge		#362 Achieving Corporate
Henry			#324 Within-Session Changes				#357 Compound Discriminative
Newton			#327 Behavioral Pharmacotherapies				#364 Behavioral Pharmacology
Fayette				#333 Stimulus Equivalence			#363 Investigations Reenactment
Rockdale		#300 Trainers Forum	#321 Clinical Innovations		#339 Analytic Models		#365 Treating Challenging
John Adams		#306 Behavior Analyst					
Grand Salon						#344, 345, 346 347, 348 Poster Sessions	
Grand Ballroom							#360 Animal Behavior

Sunday, May 29, 1994

Place	2:00 pm	3:00 pm	4:00 pm	5:00 pm	6:00 pm	7:00 pm	8-10:00 pm
Dusseldorf	#373 Verbal Learning					#310 Behavior Analysis	
Lisbon	#366 cont.					#311 Direction Instruction	
Vienna	#367 cont.	#377 Goals Behavior				#312 Verbal Behavior	
Thomas Jefferson							
Milan/ Strasbourg			#380 Behaviorism Cognitivism				
Cherokee	#359 cont.						
Ballroom C							
Cobb	#356 cont.	#374 Community Corrections					
Douglas	#369 Operant Analysis						
Dekalb	#368 cont.		#381 Measure Human				
Walton	#358 cont.	#376 Growing Our Own					
Forsythe	#372 33 Kids					#309 Gerontology Special	
Gwinnett	#350 cont.	#371 Integrating Laboratory					
Paulding	#370 Effect Atmosphere						
Fulton	#361 cont.	#379 Alternative Failure					
Clayton	#362 cont.	#378 Clinical Family					
Henry	#357 cont.	#375 Social Psychology					
Newton	#364 cont.					#307 Social Workers	
Fayette	#363 cont.						
Rockdale	#365 cont.					#308 Public Relations	
John Adams							
Grand Salon					#384, 385, 386, 387 Poster Sessions		
Grand Ballroom	#360 cont.		#382 Contingency Behavior	#383 ABA Awards			



Monday, May 30, 1994



**Invited
Presentations**

Special Events

Breakfasts

Business Meetings

Sessions

Announcements

Day Schedule



INVITED PRESENTATIONS

- #402 • Mentalism Awareness: Confronting the Misattributions of Severe Behavior Problems in Developmental Disabilities. STEVEN HOLBURN (Seguin Community Services — Fulton, NY)
- #403 • The Power of Research on Unpopular Topics. JOHN JACOBSON (New York State Office of Mental Retardation and Developmental Disabilities — Albany, NY)
- #418 • How to Teach Performance Technology to a Thousand Senior Executives: The Cambridge Forum on

Executive Leadership Takes the High Ground in Business. SHERMAN ROBERTS (Cambridge Center for Behavioral Studies)

- #421 • Reinforcement Reconsidered from the Perspective of Behavioral Momentum. JOHN A. NEVIN (University of New Hampshire — Durham, NC)
- #437 • Language Work with Apes and the Co-Construction of Meaning. SUSAN SAVAGE-RUMBAUGH (Georgia State University — Atlanta, GA)



SPECIAL EVENTS

- #439 • Closing Address and Commentary on Combating the Epidemic of Gun Violence. ROBERT W. WALKER (Handgun Control, Inc. — Washington,

DC) Discussants include T.V. Joe Layng, Sigrid S. Glenn, John A. Nevin. Chair: Kennon A. Lattal



BREAKFASTS

Breakfast for Student Members
Sponsored by Spectrum Center for Educational and Behavioral Development, Berkeley, CA and ABA's Student Committee
7:30-9:00 AM THOMAS JEFFERSON

BUSINESS MEETINGS

- #400 Clinical Behavior Analysis Special Interest Group**
8:00- Chair: Robert D. Zettle (Wichita State University — Wichita, KS)
8:50 AM This SIG attempts to expand the scope of behavior analysis to the
DUSSELDORF understanding and treatment of psychological disorders presented by
otherwise normally functioning adults or children. The contributions
of behavior analysts to an understanding of the therapeutic relationship
and of possible commonalities across verbal psychotherapies are also
being explored.
- #401 Action Planning for Enhancing the Impact of Behavior**
8:00- **Analysis in Education**
8:50 AM Chairs: Dan Hursh (West Virginia University — Morgantown, WV),
LISBON Deborah Shanley (Behavior Analysis in Education Special Interest
Group), Paul Weisberg (Direct Instruction Special Interest Group)
This meeting will provide all those behavior analysts involved with
education an ongoing opportunity to plan strategic actions to enhance
the impact of behavior analysis in education.

SESSIONS

- #402 Mentalism Awareness: Confronting the Misattributions of**
9:00- **Severe Behavior Problems in Developmental Disabilities**
9:50 AM Invited Address
GWINNETT STEVEN HOLBURN (Seguin Community Services — Fulton, NY)
DDA Chair: Kent R. Johnson (Morningside Academy — Seattle, WA)
- #403 The Power of Research on Unpopular Topics**
9:00- Invited Address
9:50 AM JOHN JACOBSON (New York State Office of Mental Retardation
VIENNA and Developmental Disabilities — Albany, NY)
Chair: M. Michele Burnette
- #404 Current Developments in Social Interaction Skills for**
9:00- **Children with Severe Disabilities**
10:20 AM Symposium
DEKALB Chair: Marjorie H. Charlop (Claremont McKenna College —
DDA Claremont, CA)
Discussant: LAURA SCHREIBMAN (University of California, San
Diego — La Jolla, CA)
■ Linking Direct Observation and Descriptive Data to Study the
Social Contacts of Students With and Without Severe Disabilities.

SESSIONS CONTINUED

- #404** CRAIG H. KENNEDY, Lisa Cushing, Geri Souza, Tina Itkonen
Current Developments (University of Hawaii)
continued ■ Using Autistic Children's Objects of Obsession to Improve
Conversation Skills. LINDA K. HAYMES (Claremont Graduate
School), Marjorie H. Charlop (Claremont McKenna College)
■ Peer Mediated Social Skills Training: Effects of Pivotal Response
Training on Language, Social Interaction and Peer Attitudes. KAREN
L. PIERCE, Laura Schreibman (University of California, San Diego)

#405 **Conditioned Reinforcement and Choice**

9:00- Address

10:50 AM Chair: Patrick Progar (University of Wisconsin-Platteville —
ROCKDALE Platteville, WI)

- EAB ■ (9:00-9:20 AM) Bad News, Mixed News, and Multiple Messages:
Getting at Truth About Human Observing Behavior. DAVID A.
CASE, Edmund Fantino, K. Mathew Lattal (University of California,
San Diego — La Jolla, CA)
■ (9:30-9:50 AM) An Analysis of Extreme Choice. MICHAEL DAVI-
SON (Auckland University — New Zealand)
■ (10:00-10:20 AM) A Contextual Model of Concurrent-Chains
Choice. RANDOLPH C. GRACE (University of New Hampshire)
■ (10:30-10:50 AM) The Segmentation Effect: Stimulus and
Response Factors. ORN BRAGASON, T. J. Matthews (New York
University)

#406 **Stimulus Equivalence, Fluency, and Generative Instruction:**
Same Puzzle, Different Pieces?

9:00-

10:50 AM Panel Discussion

WALTON Chair: Guy Bedient (University of North Texas — Denton, TX)

EAB Panelists:

- PHILIP CHASE (West Virginia University — Morgantown, WV)
■ LANNY FIELDS (College of Staten Island CUNY)
■ T. V. JOE LAYNG (Malcolm X College — Chicago, IL)
■ CAROL PILGRIM (University of North Carolina-Wilmington)
■ MANISH VAIDYA (University of Florida — Gainesville, FL)

#407 **Behavioral Community Psychology: Does It Have a Future**
at ABA?

9:00-

10:50 AM Panel Discussion

DUSSELDORF Chair: Anthony Biglan (Oregon Research Institute — Eugene, OR)

CCS Panelists:

- SCOTT GELLER (Virginia Polytechnic Institute)
■ MICHAEL KALSHER (Rensselaer Polytechnic Institute)
■ GLEN WHITE (University of Kansas)
■ JOHN COPE (East Carolina University)

SESSIONS CONTINUED

#408 Why Are We? : Behavior Analytic Responses to The Question of Spirituality

9:00-

10:50 AM Symposium

COBB Chair: Winifred C.T. Ju (University of Nevada — Reno, NV)

TPC Discussant: ROBERT J. KOHLENBERG (University of Washington — Seattle, WA)

■ Spirituality: A Radical Behaviorist Perspective. KIRK DOUGHER, Annette M. Bzdawka (University of Nevada)

■ Faith, Sin, and Grace. STEVEN C. HAYES, Scott N. Compton, L. E. Ruckstuhl (University of Nevada)

■ Seeing The Light: A Behavioral Analysis of Religious Conversion. WINIFRED C.T. JU (University of Nevada)

■ Spirituality and Alienation. HAYNE W. REESE (University of West Virginia — Morgantown, WV)

#409 Taking Development Seriously: Research and Theory on Developmental Systems

9:00-

10:50 AM Symposium

CLAYTON Chairs: Bryan D. Midgley, Edward K. Morris (University of Kansas)

DEV-SIG Discussants: JOHN W. DONAHOE (University of Massachusetts), PATRICIA M. MEINHOLD (Western Michigan University)

■ Developmental Systems: Developmental and Evolutionary Formation. SUSAN OYAMA (John Jay College, City University of New York)

■ The Development of "Instinctive" Behavior: Alarm Call Responsivity of Mallard Ducklings. DAVID B. MILLER (University of Connecticut)

■ On the Prenatal Experiential Origin of "Inate" Behavior in Infants. GILBERT GOTTLIEB (University of North Carolina at Greensboro)

#410 Recent Research on the Nature and Treatment of Challenging Behavior

9:00-

10:50 AM Symposium

DOUGLAS Chair: V. Mark Durand (State University of New York at Albany)

DDA Discussant: DANIEL B. CRIMMINS (Westchester County Medical Center — Valhalla, NY)

■ Experimental Mood Induction and Its Effect on Challenging Behavior. EILEEN MAPSTONE, V. Mark Durand, Jay Mapstone, Susan Buckminster (University at Albany), Denise Berotti (University of Mississippi Medical Center)

■ The Effects of Sleep Problems on Challenging Behavior. PETER GERNERT-DOTT, V. Mark Durand, Eileen Mapstone (University at Albany)

■ The Effects of Preference and Choice on Severe Behavior Problems. DENISE BEROTTI (University of Mississippi Medical Center)

SESSIONS CONTINUED

- #410** ■ Outcome Data from a State-Wide Training Project. SUSAN
Recent Research BUCKMINSTER, V. Mark Durand (University at Albany) Jan
continued Weiner (California State University, Fullerton)
- #411** **Treatment of Behavior Disorders Using Noncontingent**
9:00- **Schedules of Reinforcement**
10:50 AM Symposium
PAULDING Chair: Timothy R. Vollmer (Louisiana State University — Baton
DDA Rouge, LA)
Discussant: WAYNE W. FISHER (Kennedy Krieger Institute and
The Johns Hopkins School of Medicine — Baltimore, MD)
■ Noncontingent Reinforcement Plus Differential Reinforcement as
Treatment for Aberrant Behaviors Maintained by Positive
Reinforcement. BETHANY A. MARCUS, Timothy R. Vollmer
(Louisiana State University)
■ Fixed-Time Escape and Differential Negative Reinforcement as
Treatment for Escape Maintained Self-Injurious Behavior. JOEL E.
RINGDAHL, Timothy R. Vollmer, Bethany A. Marcus (Louisiana
State University)
■ Analysis of Interventions for Undifferentiated Aberrant Behavior.
TIMOTHY R. VOLLMER, Bethany A. Marcus, Linda A. LeBlanc
(Louisiana State University)
■ Family Training of Environmental Enrichment Programs for
Children with SIB and Stereotypy. LINDA A. LEBLANC, Timothy
R. Vollmer, Bethany A. Marcus (Louisiana State University)
- #412** **Relating Animal Research on Choice to Choice-Making in**
9:00- **Humans**
10:50 AM Symposium
HENRY Chair: Linda J. Hayes (University of Nevada — Reno, NV)
EAB Discussant: HOWARD RACHLIN (SUNY-Stony Brook)
■ Choice From an Event Standpoint. LINDA J. HAYES (University
of Nevada)
■ Experimental Analyses of Choice. MARK A. ADAMS, Linda J.
Hayes (University of Nevada)
■ Problematic Applications of Choice Procedures. KRISTI L.
RYDEEN, David M. Sayrs, Linda J. Hayes (University of Nevada)
■ Replications and Revelations. MICHAEL C. CLAYTON, Mark A.
Swain, Linda J. Hayes (University of Nevada)
- #413** **Experimental Analysis of Decision-Making in Humans and**
9:00- **Pigeons**
10:50 AM Symposium
CHEROKEE Chair and Discussant: EDMUND FANTINO (University of
EAB California, San Diego — La Jolla, CA)

SESSIONS CONTINUED

- #413** ■ Experimental Analogues of Foraging Behavior. WENDY A. WILLIAMS (University of California, San Diego)
Experimental Analysis continued ■ Contextual Effects on Choice Behavior. JAY GOLDSCHMIDT, Matthew Lattal (University of California, San Diego)
■ Competing Sources of Behavioral Control. MARGARET MCDEVITT (University of California, San Diego)
■ Lack of Base-Rate Errors in Pigeons. ALEX HARTL (University of California, San Diego)
■ Experienced-Based Base-Rate Error in Humans. ADAM GOODIE (University of California, San Diego)
■ Stimulus Compounding: Effects of Rules and Contingency Training. HERNAN SAVASTANO (University of California, San Diego)
- #414** **Preservice Teacher Training in Direct Instruction**
9:00- Symposium
10:50 AM Chair: Timothy A. Slocum (Utah State University — Logan, UT)
NEWTON Discussant: DAN HURSH (West Virginia University — Morgantown, WV)
EDC ■ Issues in Direct Instruction Teacher Training. MARCY STEIN (University of Washington — Seattle, WA)
■ Coursework for Teacher Training in Direct Instruction. BETTY WILLIAMS (Gonzaga University — Spokane, WA)
■ Strategies for Effective Field-Based Training in Direct Instruction. PHYLLIS HADDOX (University of Oregon — Eugene, OR)
■ Teaching Preservice Teachers to Design and Use Direct Instruction Word Attack Formats. TIMOTHY A. SLOCUM, Benjamin Lignugaris/Kraft (Utah State University — Logan, UT)
- #415** **Teaching Behavior Analysis: Teaching College Students to Apply Behavior Analysis**
9:00- Symposium
10:50 AM Chair: Stephen A. Graf (Youngstown State University — Youngstown, OH)
FORSYTHE ■ I'd Been Doing It Wrong for So Long It Looked Like Right to Me: Using Case Method to Teach ABA. JILL DARDIG (Ohio Dominican College)
EDC ■ Spreading the Word: Teaching Behavior Analysis by Applying Behavior Analytic Teaching to an Introductory Undergraduate Course in Special Education. RODNEY A. CAVANAUGH (State University of New York-Plattsburgh)
■ Studying Behavior Analysis is Practicing Behavior Analysis. NAOKO SUGIYAMA (Keio University, Tokyo)
■ Using Contingency Diagrams to See the World. MARK A. MAT-TAINI (Columbia University School of Social Work)

SESSIONS CONTINUED

- #415** ■ Teaching Goal-Directed Systems Design with Programmed Instruction and Job Aids. PAMELA L. VUNOVICH, Richard W. Malott (Western Michigan University — Kalamazoo, MI)
Teaching Behavior Analysis: continued ■ Applying Goal-Directed Systems Design to Teaching Behavior Analysis. RICHARD W. MALOTT, Pamela L. Vunovich (Western Michigan University)
- #416** **Poverty, Child Abuse, Developmental Disabilities: Practical and Legal Issues for Community-Based Projects**
 9:00-10:50 AM Symposium
 LISBON Chair: John R. Lutzker (University of Judaism — Los Angeles, CA)
 CCS Discussant: ROBERT H. HORNER (University of Oregon — Eugene, OR)
 ■ Comprehensive Wrap-Around Family Services. SEBASTIAN STRIEFEL (Utah State University — Logan, UT)
 ■ Behavioral Approaches to Developing Parental Adequacy in Families with a History of Child Abuse and Neglect. BRANDON F. GREENE (Southern Illinois University at Carbondale)
 ■ Shaping Toward a Behavioral Model in Legal and Child Welfare Evaluations. KAREN S. BUDD (DePaul University — Chicago, IL)
 ■ Staff Training and Other Practical Issues in Providing Ecobehavioral Services to Families. JOHN R. LUTZKER (University of Judaism)
- #417** **Contiguity and Contingency**
 10:00-10:50 AM Address
 Chair: Rick Bevins (University of Kentucky — Lexington, KY)
 FAYETTE ■ (10:00-10:20 AM) Human Sensitivity to Response-Dependent and Response-Independent Reinforcement. GREG MADDEN, Michael Perone (West Virginia University — Morgantown, WV)
 EAB ■ (10:30-10:50 PM) Effects of Unsignaled Delay of Reinforcement on Variable-Interval Performance in Squirrel Monkeys. CHRISTINE E. HUGHES, Troy J. Zarcone, Marc N. Branch (University of North Carolina and University of Florida)
- #418** **How to Teach Performance Technology to a Thousand Senior Executives: The Cambridge Forum on Executive Leadership Takes the High Ground in Business**
 10:00-10:50 AM Invited Address
 MILAN/ STRASBOURG SHERMAN ROBERTS (Cambridge Center for Behavioral Studies)
 PRM Chair: Maria E. Malott (Malott & Associates — Kalamazoo, MI)
- #419** **Behavioral Support to Families: Research and Conceptual Implications**
 10:00-11:50 AM Symposium
 GWINNETT Chair: Richard W. Albin (University of Oregon — Eugene, OR)
 DDA Discussant: GLEN DUNLAP (University of South Florida)

SESSIONS CONTINUED

- #419** ■ An Experimental Analysis of Comprehensive Positive Behavioral Support with Families of Children with Severe Disabilities and Severe Problem Behaviors. JOSEPH M. LUCYSHYN, Richard W. Albin (University of Oregon)
- Behavioral Support continued*
- "Goodness-of-Fit" as a Concept Guiding the Design of Multicomponent Positive Behavioral Support Plans. RICHARD W. ALBIN, Joseph M. Lucyshyn, K. Brigid Flannery (University of Oregon)
- #420** **Practical Applications and the Limits of Habilitation Among Individuals with Profound Physical and Mental Handicaps**
- 10:30-12:20 PM Symposium
- DEKALB Chair and Discussant: RODNEY E. REALON (Murdoch Center — Butner, NC)
- DDA
- Using a Group Intervention to Treat Self-Injurious Hand Mouthing in Individuals who are Nonambulatory and Profoundly Mentally Retarded. DOUG IRVIN, Rodney E. Realon, Rhett Hartley, James F. Phillips, Felicia Bradley, Michelle Daly (Murdoch Center — Butner, NC)
- Treating Self-Injury Maintained Independently of Social Contingencies Among People with Profound Disabilities. MARSHA PARSONS, Dennis H. Reid, Martin T. Ivancic (Western Carolina Center — Morgantown, NC)
- Learning Demonstrations For Some People with Limited Repertoires. MARTIN T. IVANCIC, Gary T. Barrett (Western Carolina Center)
- Analyzing Alertness Among People with Profound Multiple Disabilities: Implication for Provision of Training. CAROLYN GREEN, Shirley Gardner, Vicki Canipe, Dennis H. Reid (Western Carolina Center)
- #421** **Reinforcement Reconsidered from the Perspective of Behavioral Momentum**
- 11:00-11:50 AM Invited Address
- MILAN/ JOHN A. NEVIN (University of New Hampshire — Durham, NH)
- STRASBOURG Chair: Mike Perone (West Virginia University — Morgantown, WV)
- EAB
- #422** **Transferring Performance Management Skills and Technology to Large Organizations**
- 11:00-12:20 PM Panel Discussion
- HENRY Chair: James E. Daniels (Aubrey Daniels & Associates, Inc. — Tucker, GA)
- PRM
- Panelists:
- HELEN LOMAX (Imperial Life Assurance Company of Canada)
- GUY RUTLAND, IV (Allied Industries, Inc.)
- TRACY SHANNON (Orange County Register)

SESSIONS CONTINUED

#423 Chaos, Contingencies, and Kids: Dynamical Systems, Behavior Analysis, and Child Development

11:00-

12:20 PM Symposium

CLAYTON Chair: Gary Novak (California State University, Stanislaus —
DEV-SIG Turlock, CA)

Discussant: BARBARA DEBARYSHE (University of North Carolina, Greensboro)

■ A Behavioral Systems View of Development: Basic Concepts. GARY NOVAK (California State University, Stanislaus)

■ First Language: A Dynamical Systems Approach. TED SCHONEBERGER (California State University, Stanislaus)

■ Using Attachment as an Application of a Dynamical Systems Approach to Behavioral Development. EMILY BRANSCUM (California State University, Stanislaus)

#424 Theoretical, Philosophical, and Conceptual Issues

11:00- Address

12:50 PM Chair: Jay Moore (University of Wisconsin-Milwaukee)

DUSSELDORF ■ (11:00-11:20am) From Chaos to Chaos: The Quest for Sources of
TPC Behavioral Variability. GIOVAMBATTISTA PRESTI, Renato Gentile (Università di Palermo — Palermo, Italy), Simona Ravera (Associazione Apprendimento e Recupero — Milano, Italy)

■ (11:20-11:40am) Are Neural Nets a Snare for Behavior Analysis? JAMES S. McEWAN, B. Guerin, T. M. Foster (University of Waikato — Hamilton, New Zealand)

■ (11:40-12:00pm) Integrating Buckminster Fuller's Synergetics with Behavior Analysis. JOHN W. ESHLEMAN (Precision Learning Systems, Inc. — Tucker, GA)

■ (12:00-12:20pm) Non-Metaphysic Field Contextualism is Radical Behaviorism by a Different Name. NATHAN STEMMER (Bar-Ilan University — Ramat Gan, Israel)

■ (12:20-12:40pm) Uncertain About Heisenberg: Indeterminacy or Undeterminacy? STEVEN M. JAMES, Edward K. Morris, Ann E. Cudd (University of Kansas — Lawrence, KS)

#425 Theoretical, Philosophical, and Conceptual Issues

11:00- Address

12:50 PM Chair: Priscilla Taylor

DOUGLAS ■ (11:00-11:20am) Rule Governed Behavior as a Case of Contextual
TPC Control. ALVARO TORRES CHAVEZ (Universidad Nacional Autónoma de México)

■ (11:30-11:50am) Behavioral Experimentation in Field Settings: Threats to Validity and Interpretation Problems. WILLY-TORE MORCH

SESSIONS CONTINUED

- #425** ■ (12:00-12:20pm) Self-Strangulation in a Prison Setting: A Functional Analysis of Troublesome Behavior (Lethal Intent, Manipulation, Autoerotic Practice or Affect Regulation?). GREGORY JOHN JARVIE, Laura M. Childers (Georgia College — Milledgeville, GA)
Theoretical, Philosophical, continued ■ (12:30-12:50pm) Instructions and Self-Control: A Behavior-Analytic Interpretation of the "Delay-of-Gratification" Paradigm. CHARALAMBOS C. CLEANTHOUS (The University of Kansas)

- #426** **Positive Strategies for Effective Education in American Urban Schools — Number Two**
 11:00-12:50 PM Panel Discussion
 WALTON Chair: Corrine R. Donley (University of Wisconsin Oshkosh — Oshkosh, WI)
 EDC ■ SAM DEITZ (Georgia State University)
 ■ CLAUDIA McDADE (Jacksonville State University)
 ■ BETH SULZER-AZAROFF (University of Massachusetts)
 ■ JULIE VARGAS (West Virginia University)
 ■ PAUL WEISBERG (University of Alabama)
 Guest Panelists:
 ■ DEBRA CAMPBELL (Education for Atlanta Project)
 ■ ELIZABETH LYONS (C.W. Hill Elementary School)
 ■ NEIL SHORTHOUSE (Georgia Cities in Schools)
 ■ GLENDA SURRENCY (C.W. Hill Elementary School)
 ■ MYRTICE TAYLOR (Atlanta School System)

- #427** **Identifying and Treating Challenging Behaviors in the Community: The Evolution of a Community Support System**
 11:00-12:50 PM Symposium
 FULTON Chair: Carla A. Ratti (Behavior Treatment and Training Center — Richmond, TX)
 DDA Discussant: ROBERT PUTNAM (South Shore Mental Health Center — Quincy, MA)
 ■ Identifying Community Based Clients in Need. SARAH BERGLASS (Behavior Treatment and Training Center)
 ■ Designing a Therapeutic Environment for Challenging Behaviors in the Community. CHRISTIE ENZINNA, George Zukotynski (Behavior Treatment and Training Center)
 ■ Designing Individual Support Systems in the Community. CARLA A. RATTI (Behavior Treatment and Training Center)
 ■ Transitioning People with Behavior Disorders Living in a Large Residential Facility into Successful Community Placements. SHARON KIRKPATRICK-SANCHEZ, Don E. Williams (Richmond State School — Richmond, TX)

SESSIONS CONTINUED

- #427** ■ Behaviorally-Based Decision Making in Community Settings:
Identifying and continued Placement, Referral, and Treatment Outcomes. MICHAEL J. DEWULF (Richmond State School — Richmond, TX)
- #428** **An Analysis of the Representation of Behavior Analysis in Introductory Psychology Texts**
 11:00- Symposium
 12:50 PM
 COBB Chairs: Bobby Newman (Queens College, CUNY — Flushing, NY),
 TPC W. Joseph Wyatt (Marshall University — Huntington, WV)
 Discussant: PETER A. LAMAL (University of North Carolina, Charlotte — Charlotte, NC)
- Biologist and Behaviorist: Behavioral Psychology as Seen By J. W. Kalat and W. F. Buskist. BOBBY NEWMAN (Queens College, CUNY)
- What Eighty Thousand Students are Taught Yearly About Behavior Analysis in *Psychology and Life* (13th Edition), by Philip G. Zimbardo. W. JOSEPH WYATT (Marshall University)
- Behavior Analysis as Seen by Bernstein et al. WILLIAM F. BUSKIST
- Behavioral Psychology According to Atkinson et al. DONALD K. PUMROY
- #429** **Behavior Analysis Responds to the AIDS Crisis: Findings of the WVU AIDS Prevention Project**
 11:00- Symposium
 12:50 PM
 PAULDING Chair: Joseph R. Scotti (West Virginia University — Morgantown, WV)
 CBM Discussant: PETER CAMPOS (Emory University School of Medicine — Atlanta, GA)
- AIDS in the Second Decade of the Epidemic: A Look at New At-Risk Populations and Their Behaviors. CHRISTA M. HOLLAND, Kimberly D. Packard, Karl F. Dotson, Joseph R. Scotti (West Virginia University)
- A Functional Analysis of AIDS Risk Behaviors Among College Students. CARRIE L. MASIA, Brenda A. Garlow, Joseph R. Scotti (West Virginia University)
- Knowledge is Not Enough: Training AIDS Risk Reduction Skills with College Students and Persons with Disabilities. KAREN S. KIRK, Karen L. Weigle, Carrie L. Masia, Kimberly D. Weaver, Joseph R. Scotti (West Virginia University)
- Providing AIDS Education Training to Service Providers: Implications for Building Support Systems. KIMBERLY J. UJCICH, Karen S. Kirk, Deborah A. Olchek, Karen L. Weigle, Joseph R. Scotti (West Virginia University)

SESSIONS CONTINUED

- #430 Technology in the Management of Behaviorally Based Instruction**
11:00- Symposium
12:50 PM Chair: Donald A. Cook (Cambridge Center for Behavioral Studies
CHEROKEE Jamaica Plain, MA)
EDC Discussant: DAVID C. PALMER (Smith College)
■ A Generic Interactive Lesson Structure. DRAKE C. CHISHOLM (Bridgewater State College)
■ The Light at the End of the Tunnel. IAN SPENCE (Ben Bronz Academy)
■ A Computer-Based Instructional System for Staff Training. ANNE S. KUPFER, Melissa J. Potter (The Learning Center — Waltham, MA)
■ Views of Progress and Mastery in Self-Paced Instruction. DONALD A. COOK (Cambridge Center for Behavioral Studies)
- #431 Effects of Data Format and Statistical Analyses on Data Analysts' Judgement of Interventions Effects: Performance Navigation, Statistical Process Control, and Visual Analyses of Graphic Data**
11:00- Symposium
12:50 PM Chair: Thomas C. Mawhinney (University of Detroit — Detroit, MI)
FAYETTE Discussant: WILLIAM K. REDMON (Continuous Learning Group — Morgantown, WV)
PRM ■ An Overview of the Data Handling Process. THOMAS C. MAWHINNEY (JOBM & University of Detroit Mercy)
■ Performance Navigation and Evaluation of Data Stability and Change. OGDEN R. LINDSLEY (University of Kansas and Behavior Research Company)
■ Statistical Process Control and Evaluation of Data Stability and Change. AL PFADT (New York State Institute for Basic Research in Developmental Disabilities)
■ Visual Analyses of Graphic Data. BARRY PARSONSON (University of Waikato)
■ Data Format and Analysts' Judgements: Do the Methods Matter? WILLIAM K. REDMON (Continuous Learning Group)
- #432 Operant Procedures to Assess Pharmacological and Non-Pharmacological Variables that Influence Remembering**
11:00- Symposium
12:50 PM Chair: Craig R. Rush (The Johns Hopkins School of Medicine —
NEWTON Baltimore, MD)
TOX Discussant: MARC N. BRANCH (University of Florida — Gainesville, FL)
■ Retrospective and Prospective Coding in Pigeons: Effects of Quantitative Task Variation. SHERRY L. SERDIKOFF

SESSIONS CONTINUED

#432 ■ Using the Acquisition and Performance of Response Sequences to Study Learning and Memory in the Baboon. BARBARA J. KAMINSKI, Roland R. Griffiths
Operant Procedures continued

■ Effects of Triazolam on Continuous Recognition Memory Performance in Sedative Abusers. CRAIG R. RUSH, Stephen T. Higgins, Roland R. Griffiths

■ Operant Analysis of Short-Term Memory With an Observing Response and Measured Rehearsal Behavior. JOHN D. ROACHE

#433 Applications of Behavioral Momentum

11:00- Symposium

12:50 PM Chairs: Ramona Houmanfar, Linda J. Hayes (University of Nevada — ROCKDALE Reno, NV)

TPC Discussant: CLOYD HYTEN (University of North Texas — Denton, TX)

■ What are Cultural Practices and How are They Selected?

MICHAEL C. CLAYTON, Linda J. Hayes (University of Nevada — Reno, NV)

■ Cultural Evolution and the Survival of Cultural Practices.

JACQUELINE E. COLLINS, Linda J. Hayes (University of Nevada — Reno, NV)

■ Cultural Stability and Survival. RAMONA HOUMANFAR, Linda J. Hayes (University of Nevada — Reno, NV)

■ Identifying a Useful Unit of Analysis at the Cultural Level. CYNTHIA A. REINBOLD, Linda J. Hayes (University of Nevada — Reno, NV)

■ Skinner's World. RUTH L. STEINAGLE, Linda J. Hayes (University of Nevada — Reno, NV)

#434 Behavior Analysis Goes Beyond the Preschool: Innovative Programs for the Care and Education of Young People

11:00- Symposium
12:50 PM

FORSYTHE Chair: Don Bushell, Jr. (University of Kansas — Lawrence, KS)

EDC Discussant: RICHARD SAUDARGAS (University of Tennessee, Knoxville)

■ A Behavior Analysis Perspective on Emergent Literacy in Early Childhood Education Settings. SANDRA TWARDOSZ (University of Tennessee, Knoxville)

■ Programming for "Choice": An Analysis of Children's Academic and Play Response Allocation in a Free-Choice Day Care Setting. AIDA PARRA DE ESQUEDA (Universidad de Los Andes — Venezuela and University of Kansas)

■ EXCEL: Integrating Family Intervention, Child Care, and Intensive Education for Infants and Toddlers. JULIE DAGGETT (University of Kansas)

SESSIONS CONTINUED

#434

*Behavior Analysis
continued*

- Behavior Analysis Goes to School. Michelle Rabbideau (University of Kansas)
- An Analysis of Child-Initiated and Teacher-Directed Language Learning. KRISTI ORTIZ (University of Kansas)
- Programming for "Spontaneity": The Effects of Reinforcement Rate on the Persistence of Social, Work, and Play Skills. KATHLEEN ZANOLLI (University of Kansas)

#435

11:00-
12:50 PM
LISBON
CCS

University-Based Applications of Behavior Analysis for Health and Safety

Symposium

Chair: E. Scott Geller (Virginia Tech — Blacksburg, VA)

Discussant: THOMAS S. CRITCHFIELD (Auburn University — Auburn, AL)

- Examining the Relationship Between Intentions to Consume Alcohol and Actual Drinking Behavior: A Series of Field Tests. KENT E. GLINDEMANN, Curt M. Buermeyer, D. Steve Roberts, Anjali Mohla, Timothy D. Ludwig (Virginia Tech)
- Use of the Nystagmus Gaze Sobriety Test at a University Party to Predict BAC: Is it a Practical and Socially Valid Test? KRISTY L. MADDOX, Brenda Alderman, A. Shawn Metzler, Jeanette Davis, Ivan Haskell (Virginia Tech)
- The Effects of an Intensive Freshman Orientation Program on "Actively Caring" Behaviors. CURT M. BUERMEYER, E. Scott Geller, Thomas E. Trail, Lynn C. Previ, Tamara Jantz (Virginia Tech)
- Using Feedback and an "Actively Caring" Prompt to Increase Safety Belt Use: An Analysis of Individual Differences in Intervention Effectiveness. THOMAS E. TRAIL, Jason N. Fortney, Kimberly Nuttycombe, David Rasmussen, Olga Patarroyo (Virginia Tech)
- The Effects of Establishing Conditions on Risk Taking Behavior. THOMAS E. BOYCE, Charles B. Pettinger, Jr., Kristy L. Maddox, E. Scott Geller (Virginia Tech)

#436

11:00-
12:50 PM
VIENNA
DEV-SIG

Biological and Cultural Evolution and Behavior Analysis

Symposium

Chair: William Baum (University of New Hampshire — Durham, NH)

Discussants: WILLIAM BAUM (University of New Hampshire), Jacob L. Gewirtz (Florida International University — Miami, FL)

- Evolution and the Acquisition of Culture: Comparative Perspectives. SLOBODAN B. PETROVICH (University of Maryland Baltimore County and University of Maryland at Baltimore)
- Genes, Memes, and Evolutionary and Current Contingencies: Evolution and the Hierarchical Complexity Required to Establish and Maintain Culture. MICHAEL L. COMMONS (Harvard Medical School), Gerhard Sonnert, Edward J. Trudeau (Harvard University)

SESSIONS CONTINUED

#437 Language Work with Apes and the Co-Construction of Meaning

12:00-

Invited Address

12:50 PM

MILAN/

SUSAN SAVAGE-RUMBAUGH (Georgia State University — Atlanta, GA)

STRASBOURG

VRB/EAB

Chair: Jack Michael (Western Michigan University — Kalamazoo, MI)

#438 Developmental Disabilities

12:00-

Addresses

1:00 PM

Chair: Deborah S. Kennard (Eastern Michigan University — Ypsilanti, MI)

GWINNETT

DDA

■ (12:00-12:20pm) Naturalistic Communication Intervention: An Analysis of Components. NANCY H. HEPTING, Howard Goldstein (University of Pittsburgh — Pittsburgh, PA)

■ (12:20-12:40pm) An Investigation of the Discrimination Skills Necessary to Produce Language. NANCY SCHUSSLER (InterBehavioral Technologies), Joseph E. Spradlin (University of Kansas)

■ (12:40-1:00pm) A Reading and Writing Program Intended for Developmentally Disabled Students who Experience Difficulties Acquiring Vocal Language. SVEIN EIKESETH (Glenne Center — (Norway), Steve Mikalski, O. Ivar Lovaas (University of California, Los Angeles)

#439 Violence

1:00-

Closing Address and Commentary

2:50 PM

Chair: Kennon A. Lattal (West Virginia University — Morgantown, WV)

GRAND

BALLROOM

■ Combating the Epidemic of Gun Violence. ROBERT W. WALKER (Handgun Control, Inc., — Washington, DC)
Discussants: T.V. JOE LAYNG (Malcolm X College — Chicago, IL), ROBERT P. HAWKINS (West Virginia University — Morgantown, WV), SIGRID S. GLENN (University of North Texas — Denton, TX), JOHN A. NEVIN (University of New Hampshire — Durham, NH)

ANNOUNCEMENTS

Complimentary Breakfast for Student Members

Monday, May 30, 7:30 - 9:00 am • Sponsored by Spectrum Center for Educational and Behavioral Development, Berkeley, CA and ABA's Student Committee

Served in the Thomas Jefferson Room

Monday, May 30, 1994

Place	8:00 am	9:00 am	10:00 am	11:00 am	12:00 pm	1:00 pm	2:00 pm
Dusseldorf	#400 Clinical Behavior	#407 Behavioral Community		#424 Theoretical, Philosophical			
Lisbon	#401 Action Planning	#416 Poverty, Child Abuse		#435 University-Based Applications			
Vienna		#403 Power of Research		#436 Biological Cultural			
Milan/ Strasbourg			#418 Teach Performance	#421 Reinforcement Reconsidered	#437 Language Work		
Cherokee		#413 Experimental Analysis		#430 Technology Management			
Cobb		#408 Why Are We?		#428 Psychology Texts			
Douglas		#410 Recent Research		#425 Theoretical, Philosophical			
Dekalb		#404 Current Developments	#420 Practical Applications				
Walton		#406 Stimulus Equivalence		#426 Positive Strategies			
Forsythe		#415 Teaching Behavior		#434 Beyond Preschool			
Gwinnett		#402 Mentalism Awareness	#419 Behavioral Support		#438 Developmental Disabilities		
Paulding		#411 Treatment Behavior		#429 AIDS Prevention Project			
Fulton				#427 Challenging Behaviors			
Clayton		#409 Telling Development		#423 Chaos, Contingencies			
Henry		#412 Relating Animal		#422 Transferring Performance			
Newton		#414 Preservice Teacher		#432 Operant Procedures			
Fayette			#417 Contingency Contingency	#431 Effects Data Format			
Rockdale		#405 Conditioned Reinforcement		#433 Behavioral Momentum			
Grand Ballroom						#439 Violence	



PERSONAL PLANNER

*First draft
Mark*

ABA '94	Thursday	Friday	Saturday	Sunday	Monday
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					
9:00pm					

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The numbers listed are the session numbers. Session numbers beginning with 1 are on Friday, with 2 on Saturday, with 3 on Sunday, and with 4 on Monday.

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CCS COMMUNITY AND CORRECTIONS

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EAB EXPERIMENTAL ANALYSIS OF BEHAVIOR

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 Zeiler, Michael #259
 Zencius, Arnie #164, #249, #335
 Zentall, Sydney #347(78)
 Zentall, Thomas #221
 Zettle, Robert D. #278, #331, #379, #400
 Zhou, Jing #174(79), #346(37)
 Zhuang, Roger #347(57)
 Ziino, M. Lea #133
 Zlomke, Lee C. #161, #343
 Zukotynski, George #387(62-64), #427
 Zwicker, Thomas J. #175(94), #346(42)

About Atlanta *Survival Kit*

INSIDE THE HOTEL

Nikolai's Roof...

A four-star restaurant, serving classic French cuisine and old-world Russian specialties. Nightly seatings. Appropriate dress and reservations required.

Trader Vic's...

Features Polynesian specialties cooked in traditional wood-burning Chinese ovens, continental and fresh seafood dishes and delectably exotic drinks.

Cafe de la Paix...

Offers sumptuous breakfast and gourmet luncheon buffets daily and a Sunday Champagne Brunch. The Coffee House is just the place for quick meals.

Casablanca...

The bar combines a touch of nostalgia with a thoroughly modern spirit of celebration. You can play a game of pool or watch big-screen television.

Health and Fitness...

The Atlanta Hilton & Towers offers fully-equipped exercise and weight rooms, whirlpools, saunas, and showers. You can swim, play tennis on outdoor lighted courts, or run on the outdoor running track.

Opportunities for Behavior Analysts and Neuropsychologists of all Levels



Where hopes take wing.

**Hopkins Lane
Haddonfield, NJ 08033
(609) 429-0010
(609) 429-1613 (Fax)**

- Internationally acclaimed and accredited agency serving over 800 individuals with any developmental or neurological disability including brain trauma.
- Progressive therapeutic settings along a full continuum.
- Research opportunities under the supervision of top behavior analysts and neuropsychologists.
- University affiliations enabling tuition-reimbursed credit towards advanced degrees on the job.
- Competitive salaries with liberal benefits.

Bancroft is a private, non-profit corporation and an equal opportunity employer

OUTSIDE THE HOTEL

Zoo Atlanta...

Spend a day at Zoo Atlanta in Grant Park. Elephants, gorillas, monkeys, flamingos, orangutangs, "lions and tigers and bears...oh, my!"

Shopping...

The revitalized Underground Atlanta in the midst of Downtown's convention action offers a multitude of shopping options. The six-square-block complex offers boutiques featuring selections from coffee beans to fine apparel; "outdoor" vendors offer even more products from their street carts and unique stores.

World of Coca-Cola...

A shrine to the world's most celebrated soft-drink. Taste some experimental new flavors, relive the fifties in the old-fashioned soda fountain. Make reservations ahead to avoid a first come, first served wait.

The New Georgia Railroad...

Departs from the 1869 Georgia Freight Depot for candlelit dinners aboard vintage railcars. Bring your own alcohol, as it is not sold on board. Reservations required.

The Martin Luther King Jr. National Historic District...

Visit the great civil rights leader's birthplace, The Ebenezer Baptist Church, Martin's tomb, and the King Center for Nonviolent Social Change.

NIGHTLIFE

Johnny's Hideaway: Dance and swing to the oldies in this "hole-in-the-wall" on Roswell Road.

Dante's and Otto's: For the jazz aficionados in the group.

Blues Harbor and Dr. Rib: Nothing but blues!

* Special thanks to the Atlanta Hilton and Towers informational brochure and the October, 1993, issue of the *Physicians' Travel and Meeting Guide*

Take a break from convention and visit the...

ATLANTA BOTANICAL GARDENS

The Garden is open Tuesday - Sunday from 9 a.m. until 6 p.m.

Admission is \$4.50 for adults
Seniors, College Students (with valid school ID) and children ages 6 - 12: \$2.25
Children under age 6 are FREE

The Garden is in downtown Atlanta on Piedmont Avenue. Ride the MARTA to save time and money.

Call (404) 876-5858 for more information.

Transportation to the Convention...

Delta Airlines and Conventions in America have been selected as the official carrier and travel agency for the ABA 1994 Annual Convention in Atlanta. Call Conventions in America for the lowest airfare. Call toll free 1-800-929-4242, ask for Group #349. You will receive free flight insurance of \$100,000, as well as frequent flyer miles. Plus, Conventions in America customers become eligible to win two round trip tickets for worldwide travel (drawings held bimonthly). If you call Delta direct, at 1-800-241-6760, ask for File #M0477.

Alamo, ABA's official car rental company, offers guaranteed rates and frequent flyer credits when you fly with Delta, United, Hawaiian, Alaska, and USAir. Rates are as follows: Economy (\$26/day, \$109/week); Compact (\$29/day, \$129/week); Midsize (\$33/day, \$149/week); Fullsize (\$38/day, \$179/week); Luxury (\$40/day, \$209/week). Their direct number is 1-800-732-3232, ID#375370, Rate Code GR. Also check Rate Code 7G for added discounts.

Transportation to and from the Hartsfield Atlanta International Airport to the Hilton and Towers...
and around town is available through MARTA. MARTA provides direct rapid rail or bus service to downtown and major activity centers for \$1.25 per person, with free transfers. The MARTA station at the airport is located between baggage areas. For schedule information, call (404) 848-5000.

Driving to the Convention...

The Hilton and Towers is located at 255 Courtland Street, N.E. Valet parking at the hotel is \$9/day (rate subject to change). Self-parking is approximately \$8/day.

Important Numbers in Atlanta

Atlanta Industry, Trade & Tourism
Information

(404) 656-3546

Georgia Hospitality and Travel Association
(404) 873-4482

Atlanta Weather & Time
(404) 222-2040

Atlanta Braves

Atlanta Fulton County Stadium

Tickets by phone; call TicketMaster at (800) 326-4000 or (404) 249-6400. Phone orders can be charged to Visa, MasterCard, or American Express.

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consultants**



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FAX 615-638-3466

907 Tusculum Boulevard

Greeneville, Tennessee 37743

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CALL FOR NOMINATIONS FOR 1995 ABA AWARDS

ABA has established three awards to recognize important contributions to behavior analysis. These include:

Award for the Effective Presentation of Behavior Analysis in the Mass Media — awarded to an individual who writes or produces audio or video information which informs the public about a scientific discovery or important application in behavior analysis and, in doing so, presents an accurate analysis of the principles involved and the effects achieved. The following conditions apply: (1)

A single story or production could merit this award, or the award can be presented to an individual who demonstrates a consistently accurate portrayal of behavior analysis through multiple presentations. (2) The information imparted must be for general public consumption and, therefore, cannot be published in a professional journal or newsletter or any other media intended solely for consumption by professionals in the field. (3) The awardee does not have to be a member of ABA.

Award for Distinguished Service to Behavior Analysis. This award is to be given to an individual who has demonstrated a sustained, valuable contribution to behavior analysis over a period of years in teaching, research and/or practice. The awardee does not have to be a member of ABA.

Award for Excellence in Behavior Analysis in the Public Service. This award is given to an individual who works in the public or private sector who addresses a socially significant problem using methods directly linked to behavior analysis or which effectively incorporate behavioral principles. This award may be given regardless of the terminology employed or the explanation offered by the person responsible for the application. The awardee does not have to be a member of ABA.

Make nominations by submitting the following information: (1) Name of nominee. (2) Affiliation and address of nominee. (3) Telephone number of nominee. (4) Award for which person is nominated. (5) A rationale for the nomination including a description of the accomplishments of the nominee and an explanation of how these accomplishments meet the criteria for the award selected. (6) The names of persons who could be contacted by the awards committee for more information on the accomplishments of the nominee. (7) Any other information which would help the awards committee in making a decision.

Send nominating information to:

M. Michele Burnette, Chairperson, ABA Awards Committee, Room 258 Wood Hall, Western Michigan University, Kalamazoo, MI 49008-5052. You may fax your nominations to (616) 387-4457.

NOMINATIONS ARE DUE JUNE 15, 1994.

ABA Membership

Kate

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Member: 50

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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.

ABA 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 Where do you want to receive your mailings from ABA?

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 card:

Card Number: _____

Exp. Date: _____

Signature: _____

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	<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: _____

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.

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Anna

PERMANENT MAILING ADDRESS

If your mail is returned as "non-deliverable" 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.

- ☐ Alabama ABA
- ☐ Assn for Behavior Analysis & Therapy/Southern California
- ☐ Behavior Analysis Assn of Michigan
- ☐ Behavior Analysis in Ireland
- ☐ Behavior Analysis Society of Illinois
- ☐ Belgium Assn for the Study of Behavior Modification & Therapy
- ☐ Berkshire Assn for Behavior Analysis & Therapy
- ☐ Chicago Area ABA
- ☐ Delaware Valley ABA
- ☐ Experimental Analysis of Behavior Group of Great Britain
- ☐ Florida ABA
- ☐ Georgia ABA
- ☐ German Assn for Behavioral Medicine & Modification
- ☐ Italian Assn for Behavior Analysis & Modification
- ☐ Japanese ABA
- ☐ Latin American Assn for Behavior Analysis & Modification
- ☐ Minnesota ABA
- ☐ Mississippi Assn for Behavior Analysis
- ☐ New England Society of Behavior Analysis & Therapy
- ☐ New York State ABA

- ☐ North Carolina ABA
- ☐ Northern California ABA
- ☐ Northwestern Assn for Behavior Analysis
- ☐ Norwegian ABA
- ☐ Peruvian Society of Analysis & Behavior Modification
- ☐ Scientific Assn for Behavior Modification, Canada
- ☐ Southeastern ABA
- ☐ Texas ABA
- ☐ Tri-State ABA
- ☐ Uruguayan Assn of Behavior Analysis & Modification

Write "M" in line 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.

- ☐ Autism
- ☐ BALANCE
- ☐ Behavior Analysis & Cultural Design
- ☐ Behavior & Development
- ☐ Behavior Analysis in Corrections
- ☐ Behavior Analysis in Education
- ☐ Behavioral Gerontology
- ☐ Behaviorists for Social Action
- ☐ Clinical Behavior Analysis
- ☐ Computer Users
- ☐ Direct Instruction
- ☐ Exper. Analysis of Human Behavior
- ☐ Exper. Anal. of Nonhuman Behavior
- ☐ Interbehaviorists in ABA
- ☐ JABA Users Group
- ☐ Organizational Behavior Management Network
- ☐ Rehabilitation & Independent Living
- ☐ Society for the Quantitative Analyses of Behavior
- ☐ Teaching Behavior Analysis
- ☐ The Trainer's Forum
- ☐ Verbal Behavior



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ABA '94 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: 616-387-4495. FAX: 616-387-4457

Please print clearly

Name (Last name, first name, middle name)

Preferred Mailing Address *Where do you want to receive your mailings from ABA?*

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 typed on your name badge—limited to 35 characters

Print your affiliation (where you work or go to school)—limited to 35 characters

Method of Payment

Make checks payable, in US dollars, through a US bank, to ABA or charge to your

☐ American Express ☐ Mastercard ☐ Visa

If paying by credit card, please fill in the following:
Name as it appears on your card:

Card Number:

Expiration 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 is postmarked before April 25, 1994, 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. **Please Note:** Discounts that are not taken will be considered donations to ABA unless a written request is submitted.

Registration for the Entire Convention

(Thursday 5/26-Monday 5/30). Choose your membership category from the list below and fill in the appropriate amount.

Category	Before 4/25	After 4/25
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 day(s) attending: ☐ Friday 5/27 ☐ Saturday 5/28
☐ Sunday 5/29 ☐ Monday 5/30

Choose your membership category from the list below and fill in the appropriate amount (fee x # of days).

Category	Before 4/25	After 4/25
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

SPECIAL EVENTS & MATERIALS

Professional Development Breakfast / \$ 16 ea \$ _____

Long-sleeved T's (ash) with Atlanta Logo
Adult Sizes: L XL XXL / \$ 20 ea. \$ _____

Short-sleeved T's (ash) with Atlanta Logo
Adult Sizes: L XL XXL XXXL / \$12 ea \$ _____
Youth Sizes (white): S M L / \$ 8 ea. \$ _____

ABA Painter Hats
One Size Fits All / \$ 5 ea. \$ _____

20th Anniversary Mug / \$5 ea. \$ _____

Placement Service

Applicants / \$20 ea. \$ _____

Employers / \$35 ea. position \$ _____

Total Registration Payment Enclosed
(US funds only) \$ _____

ABA '94 WORKSHOP REGISTRATION FORM

Association for Behavior Analysis

Preconvention Workshops, May 26 & 27, 1994
Atlanta Hilton and Towers, Atlanta, GA

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

THURSDAY, MAY 26

- #1. 9:00am - 4:00pm. Doing Research. Hutchison. Advance Registration Fee: 1994 ABA Members, \$80; All others, \$105
- #2. 9:00am - 4:00pm. Introduction to Standard Celeration. Lindsley, Cooper, DesJardins, McDade, and Rosales. Advance Registration Fee: 1994 ABA Members, \$105; All others, \$130
- #3. 9:00am - 4:00pm. Selecting Behavior Therapies. Gardner & Ford. Advance Registration Fee: 1994 ABA Members, \$72; All others, \$97
- #4. 9:00am - 4:00pm. Rule-Governed Behavior. Malott. Advance Registration Fee: 1994 ABA Members, \$80; All others, \$105
- #5. 9:00am - 4:00pm. Behavioral Diagnostics. Cipani & Taylor. Advance Registration Fee: 1994 ABA Members, \$103; All others, \$128
- #6. 9:00am - 12:00 pm. Improved Oral Presentations. Carter, Scott, Laitinen, & Swahn. Advance Registration Fee: 1994 ABA Members, \$40; All others, \$65
- #7. 9:00am - 12:00pm. Integrated Approaches. Kemp. Advance Registration Fee: 1994 ABA Members, \$35; All others, \$60
- #8. 1:00 - 4:00pm. Teaching Language. Sundberg & Partington. Advance Registration Fee: 1994 ABA Members, \$55; All others, \$80
- #9. 1:00 - 4:00pm. Incidental Teaching 101. McGee, Morrier, Thomas, Jacobs, & Regnier. Advance Registration Fee: 1994 ABA Members, \$38; All others, \$63
- #10. 5:00 - 8:30 pm. Introduction to HyperCard. Potter & Mason. Advance Registration Fee: 1994 ABA Members, \$55; All others, \$80
- #11. 5:30 - 8:30pm. Project Alpine. Realon. Advance Registration Fee: 1994 ABA Members, \$45; All others, \$70
- #12. 5:30 - 8:30pm. How to Develop, Produce, and Use SAFMEDS. Graf. Advance Registration Fee: 1994 ABA Members, \$55; All others, \$80
- #13. 5:30 - 8:30pm. Statistical Analysis. Crosbie. Advance Registration Fee: 1994 ABA Members, \$50; All others, \$75
- #14. 5:30 - 8:30pm. Enhancing Cognitive Behavioral Treatments. Kohlenberg. Advance Registration Fee: 1994 ABA Members, \$35; All others, \$60

- #15. 5:30 - 8:30pm. Reducing Behavior Problems. Durand. Advance Registration Fee: 1994 ABA Members, \$35; All others, \$60
- #16. 5:30 - 8:30pm. Behavioral Consultation. Larsson & Thinesen. Advance Registration Fee: 1994 ABA Members, \$39.50; All others, \$64.50
- #17. 5:30 - 8:30pm. Incidental Teaching 102. McGee, Morrier, Thomas, Jacobs, & Regnier. Advance Registration Fee: 1994 ABA Members, \$38; All others, \$63

FRIDAY, MAY 27

- #18. 9:00am - 12:00pm. How to Provide In-Home Behavioral Consultation. Partington. Advance Registration Fee: 1994 ABA Members, \$40; All others, \$65
- #19. 9:00am - 12:00pm. Home-based Training. Dyer, Lifter, Anderson, Forgeron, O'Malley, Cannon, & Mancina. Advance Registration Fee: 1994 ABA Members, \$40; All others, \$65
- #20. 9:00am - 12:00pm. The Interpersonal Treatment Model. Rolider, Hubbard, & Van Houten. Advance Registration Fee: 1994 ABA Members, \$35; All others, \$60
- #21. 9:00am - 12:00pm. Advanced HyperCard. Potter & Mason. Advance Registration Fee: 1994 ABA Members, \$55; All others, \$80
- #22. 9:00am - 12:00pm. Radical Behaviorism. Williams. Advance Registration Fee: 1994 ABA Members, \$37; All others, \$62
- #23. 9:00am - 12:00pm. How to Use Statistical Process Control. Pfadt. Advance Registration Fee: 1994 ABA Members, \$45; All others, \$70

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, 1994, add \$15 for each workshop.	\$
TOTAL AMOUNT DUE	\$

AVAILABLE FROM ABA...

B.F. Skinner

- ❑ *The Behavior of Organisms*. B.F. Skinner. A classic first printed in 1938; republished in 1991 by the B.F. Skinner Foundation. Price: \$20.00/copy + \$2.00 shipping/handling.
- ❑ *Verbal Behavior*. B. F. Skinner. A classic first printed in 1957; republished in 1992 by the B.F. Skinner Foundation. Price: \$20.00/copy + \$2.00 shipping/handling.
- ❑ *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. Published by Sopris West, Inc. Hardcover Collector's Edition: \$29.95/copy + \$2.00 shipping/handling.
- ❑ *Interview with B. F. Skinner*. Audio cassette tape of the interview with B. F. Skinner on National Public Radio. Broadcast in 1990. Price: \$3.00/copy + \$1.00 shipping/handling.

Fred S. Keller

- ❑ *Pedagogue's Progress*. 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. Published by TRI Publications. Price: \$10.00/copy + \$2.00 shipping/handling.

ABA Materials

- ❑ *ABA Membership Directory*. A listing of 2,000 members' names, addresses, telephone, FAX, and electronic mail numbers. Updated in 1994. Price: \$10/copy + \$2.00 shipping/handling.
- ❑ *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 price: \$20.00 per year.
- ❑ *Graduate Training in Behavior Analysis*. Compiled by the ABA Student Committee, the directory lists 74 training opportunities which emphasize a behavior analytic approach. Price: \$10.00/copy + \$2.00 shipping/handling.
- ❑ *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: \$1.50/copy + \$.50 shipping/handling.

- ❑ *Recommendations of the Task Force on the Right to Effective Behavioral Treatment. Report, recommendations, and ABA Position Statement*. Price: \$1.50/copy + \$.50 shipping/handling.

Karen Pryor

- ❑ *Don't Shoot the Dog! The New Art of Teaching and Training*. 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." Karen Pryor. Published by Bantam Books. Price: \$4.99/copy + \$2.00 shipping/handling.
- ❑ *Lads Before the Wind: Diary of a Dolphin Trainer*. 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." Karen Pryor. Foreword by Konrad Lorenz. Published by Sunshine Books. Price: \$12.95/copy + \$2.00 shipping/handling.
- ❑ *"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: \$69.95+ \$2.00 shipping/handling.
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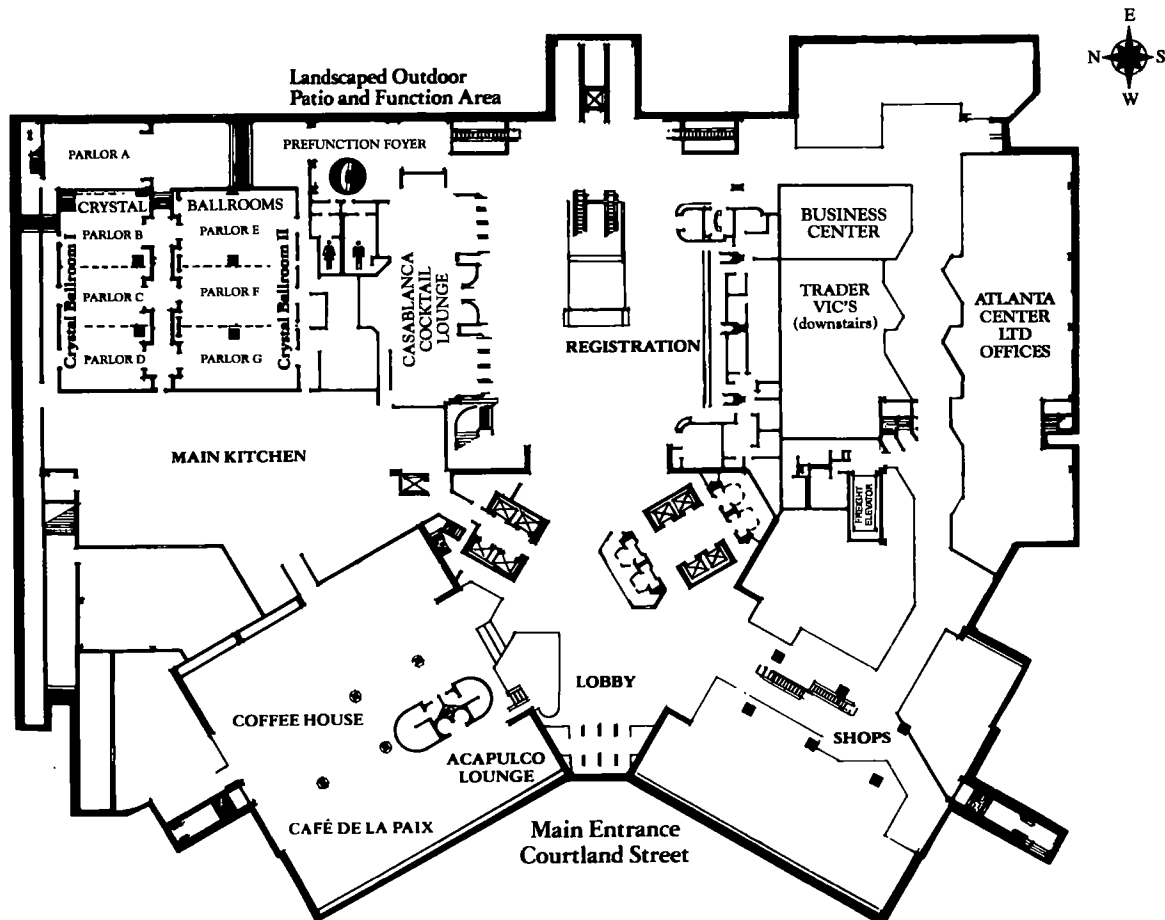
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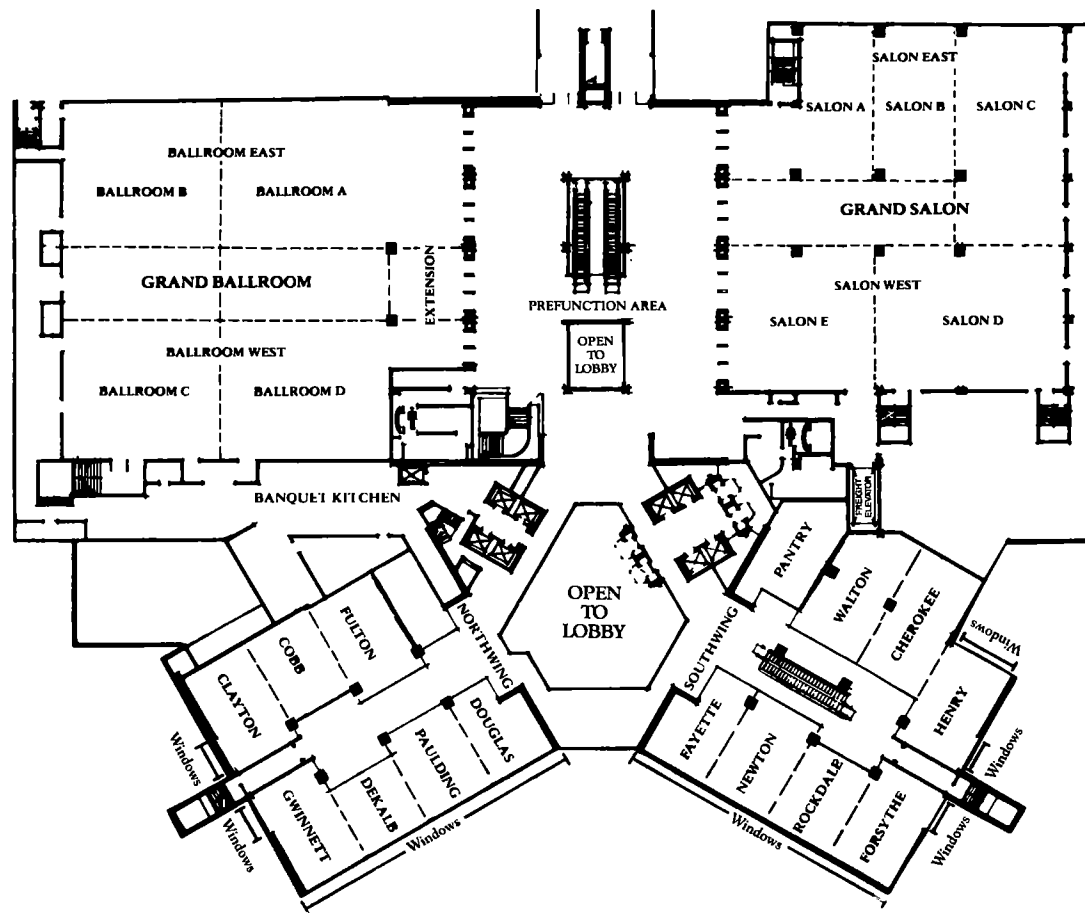
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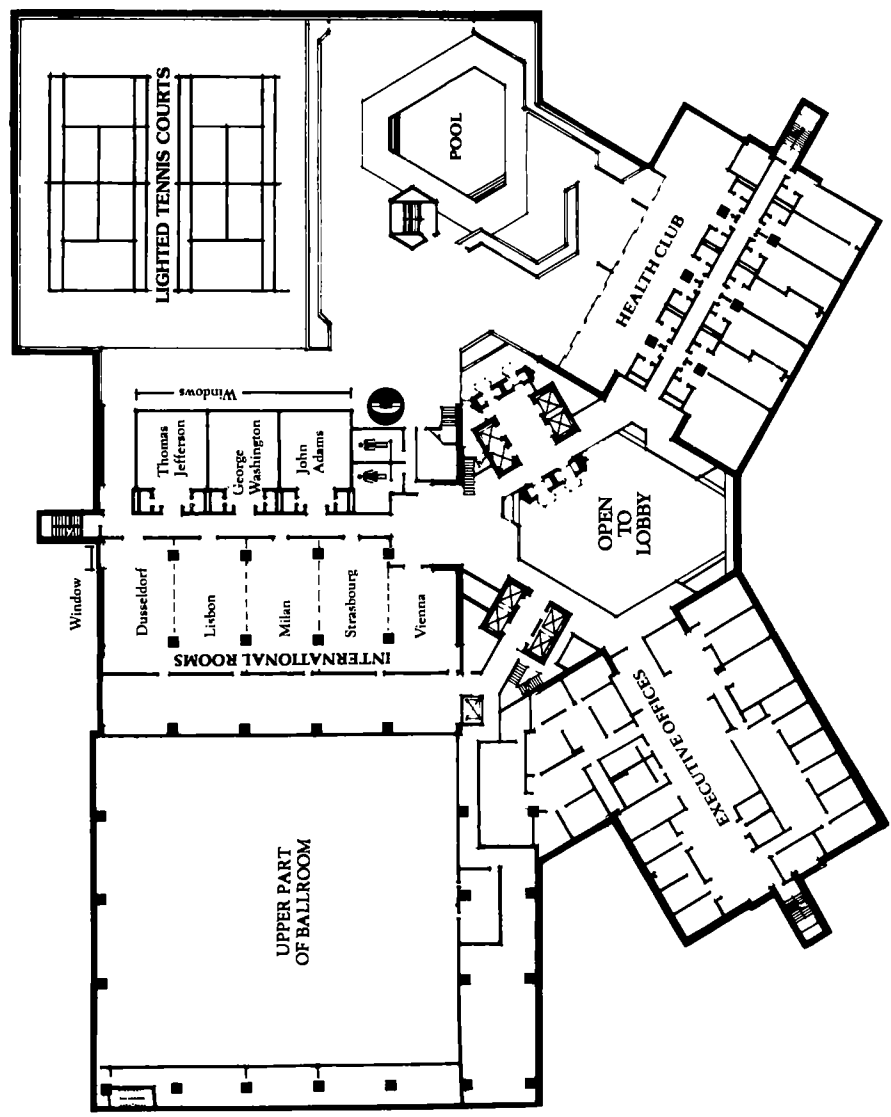
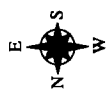


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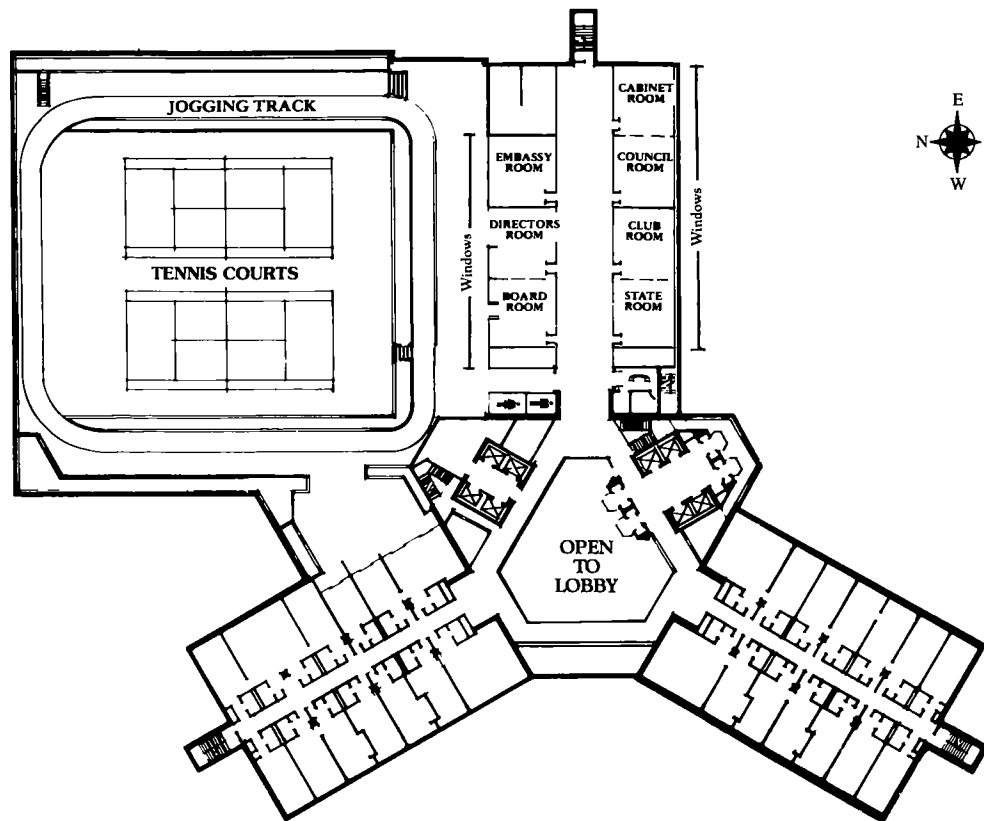
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